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Early Estimates

Key Statistics for Public and Private Elementary and Secondary Education: School Year 1990-91

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The estimates in this publication are key statistics reported early in the 1990-91 school year and include the number of students in membership, teachers, and high school graduates for public and private elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and imputed values developed by NCES using a combination of state-specific and national data. Private school early estimates are based on a national probability sample of private schools surveyed in the fall of 1990.

Highlights

- Total student membership in all the Nation's elementary and secondary schools (both public and private) is estimated to be 46.2 million students for the 1990-91 school year. Some 41.0 million of these students attend public schools, compared with 5.2 million students who attend private schools (table 1).
- There were approximately 41.0 million students in the Nation's public elementary and secondary schools in fall 1990 compared with 40.5 million in fall 1989. Student membership has increased by over a million since fall 1987 (table 6).
- Private school membership in grades kindergarten through 12 has remained fairly constant in recent years from 4.9 million students reported in the 1988-89 school year, to 5.0 million students in 1989-90, and to 4.9 million again in 1990-91 (table 2).
- It is estimated that there are 2.7 million teachers in the public and private schools in this school year (1990-91); 2.4 million of these educators teach public school students, while 353,000 teach private school students (table 1).
- The student membership and teacher count data yield pupil-to-teacher ratios for grade levels prekindergarten through 12 of 17.2 for public schools and 14.7 for private schools (computed from data in table 1).
- An estimated 2.6 million students graduated from high school in the 1989-90 school year; 2.3 million of these graduates were from public schools and 268,000 from private schools. An additional 2.5 million students are expected to graduate from high school in the 1990-91 school year; there are 2.3 million public school students, compared with 233,000 private school students (table 1).

Table 1.--Early estimates of key statistics for public and private elementary and secondary schools for grades prekindergarten through 12: United States, school year 1990-91

	Students	Teachers	Graduates	
			1989-90	1990-91
All schools	46,222,124	2,743,277	2,591,651	2,485,703
Public schools	41,026,499	2,390,441	2,324,035	2,253,043
Private schools	5,195,625	352,866	267,616	232,660

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, and Private School Early Estimates System.

Table 3.--Early estimates of number of teachers in private elementary and secondary education, by religious orientation and school level for grades K through 12: United States, fall 1988 through fall 1990

Characteristic	Fall 1988	Fall 1989	Fall 1990
Total	344,659	342,284	325,344
Religious orientation			
Catholic	154,714	142,492	137,420
Other religious	119,130	123,253	114,285
Nonsectarian	70,815	76,539	73,639
School level			
Elementary	171,115	155,692	154,227
Secondary	63,270	63,281	59,202
Combined	110,273	123,311	111,915

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System.

Table 5.--Early estimates of number of private high school graduates, by religious orientation and school level: School year 1987-88 through 1990-91

Characteristic	1987- 1988	1988- 1989	1989- 1990	Projected 1990- 1991
Total	299,946	323,968	267,616	232,660
Religious orientation				
Catholic	186,138	181,976	162,583	140,702
Other religious	65,438	87,855	57,087	50,837
Nonsectarian	48,371	54,137	47,946	41,121
School level				
Secondary	219,298	213,283	200,944	175,368
Combined	80,648	110,685	66,672	57,292

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Early Estimates System.

Table 7.--Number of teachers in public elementary and secondary schools, by state for grades prekindergarten through 12: School years 1986-87 to 1990-91

State	Actual 1986-87	Actual 1987-88	Actual 1988-89	Actual 1989-90	Estimated 1990-91
Total	*2,243,370	*2,278,813	2,323,213	*2,356,788	*2,390,411
Alabama	36,971	37,716	38,845	39,928	40,100
Alaska	6,448	6,113	6,272	6,492	*6,727
Arizona	29,104	30,707	31,617	32,134	31,799
Arkansas	24,944	25,572	27,730	25,585	*25,632
California	190,484	195,864	203,342	212,687	215,799
Colorado	30,704	31,168	31,398	31,954	32,600
Connecticut	34,252	35,050	35,502	35,308	**35,260
Delaware	5,883	5,951	5,898	5,968	**5,951
District of Columbia	5,984	6,232	5,936	6,055	6,646
Florida	91,969	95,857	100,370	104,127	**108,422
Georgia	57,881	62,280	59,916	61,487	65,067
Hawaii	7,291	7,684	8,737	8,866	8,956
Idaho	10,234	10,258	10,425	10,715	11,042
Illinois	104,609	105,217	105,097	106,183	106,320
Indiana	52,896	53,749	54,029	54,486	54,443
Iowa	30,958	30,873	30,327	30,423	**31,843
Kansas	27,064	27,317	28,122	28,727	29,686
Kentucky	34,507	35,239	35,788	35,731	**36,847
Louisiana	42,929	42,920	43,203	--	43,509
Maine	13,685	14,204	14,593	15,206	**15,352
Maryland	39,491	40,093	40,899	41,646	42,373
Massachusetts	58,066	59,517	60,068	59,040	59,577
Michigan	83,130	80,081	79,847	80,150	*80,307
Minnesota	40,957	42,132	42,750	43,101	43,771
Mississippi	26,219	--	27,283	27,591	**27,691
Missouri	48,902	49,632	50,693	51,227	51,226
Montana	9,818	9,659	9,626	9,627	9,540
Nebraska	17,748	17,713	18,003	18,464	**18,694
Nevada	7,908	8,348	8,699	9,175	9,642
New Hampshire	10,300	10,363	10,442	10,572	10,665
New Jersey	75,558	78,335	79,698	79,597	81,224
New Mexico	14,876	15,175	15,770	16,150	16,280
New York	168,940	170,236	172,807	174,610	174,500
North Carolina	58,103	59,771	61,933	63,160	64,331
North Dakota	7,779	7,632	7,731	7,809	**6,593
Ohio	98,894	99,641	101,021	101,627	**101,032
Oklahoma	35,041	34,515	35,116	35,631	36,600
Oregon	24,615	24,911	25,147	25,630	25,800
Pennsylvania	102,993	103,307	104,379	105,415	104,800
Rhode Island	8,916	8,934	9,216	9,369	**9,450
South Carolina	35,349	35,701	35,877	36,337	36,670
South Dakota	8,031	8,172	8,260	8,191	**8,333
Tennessee	41,103	42,082	42,657	42,824	44,491
Texas	185,310	187,159	196,616	199,397	206,399
Utah	17,752	17,124	17,602	17,611	18,300
Vermont	--	6,938	6,852	6,852	*6,967
Virginia	58,141	59,928	60,883	62,138	62,796
Washington	37,065	38,344	38,780	40,279	41,219
West Virginia	22,931	22,702	22,177	21,653	21,251
Wisconsin	47,039	47,721	48,541	49,329	52,378
Wyoming	7,201	6,798	6,693	6,697	**6,553

Outlying Areas					
American Samoa	--	656	674	659	679
Guam	1,430	1,407	1,403	1,622	1,501
Northern Marianas	--	305	334	358	*360
Puerto Rico	32,361	33,069	33,357	33,427	33,670
Virgin Islands	1,631	1,590	1,597	1,595	1,610

--Data missing or not available. National total includes imputation for missing data.

*Imputed by the National Center for Education Statistics (NCES).

**Actual fall 1990 count.

NOTE: All 1990-91 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1990.

SOURCE: U.S. Department of Education, NCES, Common Core of Data.

Table 9.--Revenues for public elementary and secondary education, by state for grades
prekindergarten through 12: Fiscal years 1987 to 1991
(In thousands of dollars)

State	Actual FY 87	Actual FY 88	Actual FY 89	Estimated FY 90	Estimated FY 91
Total	*\$158,827,473	\$169,555,933	\$191,210,310	*\$203,473,721	*\$217,789,669
Alabama	2,070,639	2,171,704	2,552,053	2,358,169	2,604,619
Alaska	731,150	777,086	864,292	*936,074	*1,015,678
Arizona	2,106,564	2,361,006	2,589,909	2,810,611	2,929,000
Arkansas	1,111,619	1,211,164	1,473,751	*1,550,182	*1,638,930
California	17,219,479	17,884,769	22,208,938	*24,218,225	*26,631,719
Colorado	2,395,723	2,443,132	2,477,978	2,533,600	2,533,600
Connecticut	2,606,381	2,890,957	3,116,060	3,290,000	3,350,000
Delaware	429,392	464,318	500,642	584,325	623,857
District of Columbia	439,795	484,717	521,094	**558,683	558,364
Florida	6,610,567	7,466,975	8,396,809	**9,560,363	10,298,447
Georgia	3,708,383	3,715,388	4,693,011	5,154,952	5,960,680
Hawaii	592,815	623,136	682,202	720,678	761,325
Idaho	544,525	580,432	651,165	**706,959	781,830
Illinois	6,025,415	6,452,386	8,023,607	8,923,607	9,000,000
Indiana	3,563,524	3,825,865	4,372,707	4,678,796	5,006,312
Iowa	1,846,332	1,958,184	2,072,991	2,176,640	2,285,472
Kansas	1,681,665	1,773,743	1,920,927	2,064,997	2,159,987
Kentucky	1,656,267	1,819,222	2,071,522	2,158,526	2,590,231
Louisiana	2,416,437	2,541,690	2,787,869	2,778,810	2,883,610
Maine	779,817	886,378	1,027,134	1,136,010	1,249,611
Maryland	3,223,020	3,464,182	3,804,336	4,257,050	4,588,028
Massachusetts	4,103,291	4,485,247	4,847,275	4,993,294	4,993,000
Michigan	7,242,874	7,650,004	7,700,991	8,163,051	8,489,573
Minnesota	3,101,661	3,298,933	3,665,226	**3,997,625	4,253,414
Mississippi	1,076,279	1,135,053	1,440,070	**1,547,264	1,624,627
Missouri	2,749,630	3,069,758	3,442,018	3,527,916	3,808,164
Montana	632,958	636,045	662,104	685,000	717,000
Nebraska	1,005,585	1,034,017	1,214,451	*1,288,695	*1,378,671
Nevada	595,821	660,290	757,861	**843,345	890,779
New Hampshire	647,069	748,214	803,925	1,103,285	1,277,935
New Jersey	6,592,990	7,250,514	7,992,886	*8,397,023	*8,931,840
New Mexico	1,008,277	1,028,708	1,142,068	*1,220,209	*1,306,088
New York	15,757,034	17,094,990	18,764,256	18,900,000	20,500,000
North Carolina	3,473,998	3,789,548	4,279,584	4,969,607	5,602,642
North Dakota	421,752	433,358	466,586	489,915	509,512
Ohio	6,293,631	6,611,187	8,222,796	**8,652,001	9,084,601
Oklahoma	1,727,848	1,750,530	2,127,862	2,203,000	2,428,000
Oregon	1,863,501	1,942,303	2,315,476	2,304,000	2,480,000
Pennsylvania	8,259,284	8,781,585	9,154,167	9,703,000	10,286,000
Rhode Island	630,222	682,486	753,042	**818,537	892,206
South Carolina	1,987,657	2,175,842	2,453,008	*2,590,386	*2,763,570
South Dakota	417,550	434,761	468,658	**471,966	495,564
Tennessee	2,063,971	2,233,442	2,731,861	2,680,081	2,843,968
Texas	11,900,931	12,612,869	13,110,312	14,192,632	15,108,911
Utah	1,153,356	1,183,399	1,203,017	1,240,000	1,280,000
Vermont	388,013	493,874	507,918	*544,037	*583,794
Virginia	--	3,934,323	4,636,663	5,169,879	5,428,373
Washington	3,118,233	3,218,732	3,775,985	**3,616,311	4,048,543
West Virginia	1,237,866	1,268,654	1,290,156	1,408,053	1,451,261
Wisconsin	3,303,237	3,552,430	3,904,897	4,014,653	4,290,232
Wyoming	609,195	568,402	566,196	581,700	590,100
Outlying Areas					
American Samoa	20,479	21,047	24,385	**22,129	24,982
Guam	92,078	88,106	104,724	**88,177	88,177
Northern Marianas	14,908	17,876	--	--	--
Puerto Rico	936,115	942,179	1,096,135	1,165,466	1,160,449
Virgin Islands	100,194	106,533	132,329	129,673	143,024

--Data missing or not available. National total includes imputation for missing data.

*Imputed by the National Center for Education Statistics (NCES).

**Actual count.

NOTE: All FY90 and FY91 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1990. The fiscal survey was revised in FY89.

SOURCE: U.S. Department of Education, NCES, Common Core of Data.

Table 11.--Student membership and number of teachers, and estimates of revenues, expenditures, and pupil/teacher ratio, for public elementary and secondary schools, by state for grades prekindergarten through 12: School year 1989-90/Fiscal year 1990

State	Actual		Estimated				
	Membership	Number of teachers	Revenues (in thousands)	Current expenditures (in thousands)	Pupil/teacher ratio	Per pupil revenue	Per pupil expenditure
Total	40,526,372	*2,356,788	*\$203,473,721	*\$185,249,661	*17.2	*\$5,020	*\$4,571
Alabama	723,343	39,928	2,358,169	2,234,432	18.1	3,260	3,089
Alaska	109,280	6,492	*936,074	*805,828	16.8	*8,565	*7,373
Arizona	607,615	32,134	2,810,611	2,416,350	18.9	4,626	3,977
Arkansas	434,960	25,585	*1,550,182	*1,397,212	17.0	*3,563	*3,212
California	4,771,978	212,687	*24,218,225	*21,266,023	22.4	*5,075	*4,456
Colorado	562,755	31,954	2,533,600	2,380,000	17.6	4,502	4,229
Connecticut	461,560	35,308	3,290,000	3,110,000	13.1	7,128	6,738
Delaware	97,808	5,968	584,325	562,136	16.4	5,974	5,747
District of Columbia	81,301	6,055	**558,683	546,248	13.4	6,872	6,719
Florida	1,772,349	104,127	**9,560,363	**8,287,905	17.0	5,394	4,676
Georgia	1,126,535	61,487	5,154,952	4,241,718	18.3	4,576	3,765
Hawaii	169,493	8,866	720,678	680,182	19.1	4,252	4,013
Idaho	214,932	10,715	**706,959	**646,021	20.1	3,289	3,006
Illinois	1,797,355	106,183	8,923,607	8,664,858	16.9	4,965	4,821
Indiana	954,165	54,486	4,678,796	4,044,031	17.5	4,904	4,238
Iowa	478,486	30,423	2,176,640	2,002,648	15.7	4,549	4,185
Kansas	430,864	28,727	2,064,997	1,840,680	15.0	4,793	4,272
Kentucky	630,688	35,731	2,158,526	1,999,328	17.7	3,422	3,170
Louisiana	783,025	--	2,778,810	2,654,471	17.9	3,549	3,390
Maine	213,775	15,206	1,136,010	1,019,656	14.1	5,314	4,770
Maryland	698,806	41,646	4,257,050	3,722,880	16.8	6,092	5,327
Massachusetts	825,588	59,040	4,993,294	4,554,406	14.0	6,048	5,517
Michigan	1,576,785	80,150	8,163,051	7,942,861	19.7	5,177	5,037
Minnesota	739,553	43,101	**3,997,625	3,465,711	17.2	5,405	4,686
Mississippi	502,020	27,591	**1,547,264	**1,457,123	18.2	3,082	2,903
Missouri	807,934	51,227	3,527,916	3,066,000	15.8	4,367	3,795
Montana	151,265	9,627	685,000	635,000	15.7	4,528	4,198
Nebraska	270,920	18,464	*1,288,695	*1,180,517	14.7	*4,756	*4,357
Nevada	186,834	9,175	**843,345	**830,859	20.4	4,514	4,447
New Hampshire	171,696	10,572	1,103,285	932,181	16.2	6,426	5,429
New Jersey	1,076,005	79,597	*8,397,023	*7,730,812	13.5	*7,803	*7,184
New Mexico	296,057	16,150	*1,220,209	*1,049,372	18.3	*4,122	*3,544
New York	2,565,841	174,610	18,900,000	17,900,000	14.7	7,366	6,976
North Carolina	1,080,744	63,160	4,969,607	4,021,104	17.1	4,598	3,721
North Dakota	117,816	7,809	489,915	483,631	15.1	4,158	4,105
Ohio	1,767,159	101,627	**8,652,001	**8,067,933	17.4	4,896	4,565
Oklahoma	578,580	35,631	2,203,000	1,819,000	16.2	3,808	3,144
Oregon	472,394	25,630	2,304,000	2,174,000	18.4	4,877	4,602
Pennsylvania	1,655,279	105,415	9,703,000	9,199,000	15.7	5,862	5,557
Rhode Island	135,729	9,369	**818,537	**809,345	14.5	6,031	5,963
South Carolina	616,177	36,337	*2,590,386	*2,252,570	17.0	*4,203	*3,655
South Dakota	127,329	8,191	**471,966	**452,611	15.5	3,707	3,555
Tennessee	819,660	42,824	2,680,081	2,443,076	19.1	3,270	2,981
Texas	3,328,514	199,397	14,192,632	12,505,272	16.7	4,264	3,757
Utah	437,446	17,611	1,240,000	1,070,000	24.8	2,835	2,446
Vermont	94,779	6,852	*544,037	*523,258	13.8	*5,740	*5,520
Virginia	985,346	62,138	5,169,879	4,498,761	15.9	5,247	4,566
Washington	810,232	40,279	**3,616,311	**3,677,921	20.1	4,463	4,539
West Virginia	327,540	21,653	1,408,053	1,365,420	15.1	4,299	4,169
Wisconsin	782,905	49,329	4,014,653	4,119,609	15.9	5,128	5,262
Wyoming	97,172	6,697	581,700	499,700	14.5	5,986	5,142
Outlying Areas							
American Samoa	12,258	659	**22,129	**22,273	18.6	1,805	1,817
Guam	26,493	1,622	**88,177	**86,325	16.3	3,328	3,258
Northern Marianas	6,101	358	--	--	17.0	--	--
Puerto Rico	651,225	33,427	1,165,466	1,091,714	19.5	1,790	1,676
Virgin Islands	21,193	1,595	129,673	115,409	13.3	6,119	5,446

--Data missing or not available. National total includes imputation for missing data.

*Imputed by the National Center for Education Statistics (NCES).

**Actual count.

NOTE: All numbers for revenues and expenditures are state estimates unless otherwise indicated by single or double asterisks. All numbers for membership and teachers are actual counts unless otherwise noted. Estimates for revenues and expenditures are reported as of December 1990.

SOURCE: U.S. Department of Education, NCES, Common Core of Data.

TECHNICAL NOTES

Public School Early Estimates Methodology

In mid-November 1990, survey forms were sent out to each state education agency. States were asked to either mail or fax the completed form. Those which had not responded by December were contacted by telephone. All data were checked for reasonableness against prior years' reports, and followup calls were made to resolve any questions.

Missing values for student membership were imputed by multiplying membership data from the 1989-90 school year by one plus the rate of growth experienced in student membership from 1988-89 to 1989-90.

Missing values for other data elements were imputed by state, using ratios of the missing quantity to the student membership value, and then adjusting this number by the national average percent change from the previous year for this element. For example, the procedure for imputing the number of teachers in the 1990-91 school year involved: (1) calculating the teacher-to-student ratio in the given state in 1989-90; (2) calculating the total growth rate in teacher-to-student ratios for reporting states from 1989-90 to 1990-91; and (3) multiplying the state student membership for the 1990-91 school year by the ratio calculated in step 1, and then multiplying this product by the growth rate calculated in step 2. Equivalent procedures were used for imputing numbers of high school graduates, revenues, and current expenditures. When a national total includes imputed state values, that national total is reported as an imputed number.

The "Fiscal Survey" instrument was revised for fiscal year 1989. The difference between the revised form and the version it replaced accounts for some of the differences between figures reported before fiscal year 1989 and figures for fiscal year 1989 and subsequent years.

Accuracy of Estimates

Past years' data provide an indication of the differences between early estimates and final data. The early estimate of public school membership for fall 1989 was 40,608,342, which represented an increase of 1.04 percent from the fall 1988 value. The actual increase, based on the final count of 40,526,372 was 0.84 percent. Last year's estimate indicated that there were 2,359,941 public school teachers for 1989-90, implying an increase of 1.58 percent over the previous year. Actual increase of public school teachers over that year was 1.45 percent. For number of public school graduates, the estimated decrease from

probabilities proportionate to size from each stratum. The measure of size used for this purpose was the square root of student membership multiplied by the inverse of the probability of selection of the PSU in which the school is located.

A new estimation procedure was used to produce the 1990 private school early estimates. This procedure used the estimates obtained from the entire universe of private schools in the Private School Survey of 1989 and adjusted those estimates for the change reflected in the 1990 early estimates data collections. The steps of this procedure were: 1) obtain Private School Survey (PSS) universe estimates for the data elements desired; 2) adjust PSS estimates for partial and total nonresponse; 3) collect 1990 early estimates data for the data elements; 4) weight the early estimate sample to reflect the sampling rates (probability of selection) and to adjust for total nonresponse separately by the sampling strata and by enrollment; 5) measure the change for these data elements between the PSS and the early estimates data collection for those schools that were in the early estimates sample and had the appropriate data for both 1989 and 1990; and, 6) apply the change calculated in step 5 to the data from all of the schools in the PSS universe. Numbers in the tables and text have been rounded. Ratios have been calculated on the actual estimates rather than the rounded values. The 1990 early estimates were adjusted to account for both total and partial nonresponse.

Sample survey data, such as the private school estimates data, are subject to error due to variations in sampling. The standard error is a measure of the variability due to sampling when estimating a statistic. It indicates how much variance there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, for the ratio of private school pupils to private school teachers in 1990-91, the estimate for all private schools is 14.9 and the standard error is 0.14. The 95 percent confidence interval for this statistic extends from $14.9 - (0.14 \text{ times } 1.96)$ to $14.9 + (0.14 \text{ times } 1.96)$ or from 14.6 to 15.2. The standard error for the 5,195,625 students in private schools is 108,023.6. The 95 percent confidence interval for this statistic extends from 4,983,899 to 5,407,351.

Estimates of standard errors were computed using a variance estimation procedure for complex sample survey data known as balanced repeated replication. Table 13 presents standard errors for some key statistics for private schools.

of the Current Population Survey (CPS), "School Enrollment-- Social and Economic Characteristics of students: October 1989," Current Population Reports, Series P-20, U.S. Department of Commerce, forthcoming). This comparison showed that the two estimates are different. In particular, the CPS estimate of the number of private school students in grades kindergarten through 12 in the 1989-90 school year is 4.1 million, compared with the 5.0 million students reported in the NCES 1989-90 early estimates. (The confidence interval on the CPS estimates ranges from 3.9 to 4.3 million and the confidence interval of the early estimates private school membership count ranges from 4.8 to 5.2 million.)

Comparisons of NCES early estimates for Catholic schools with the National Catholic Educational Association (NCEA) universe data for the 1989-90 school year show similarities in these two independent data sources ("United States Catholic Elementary and Secondary Schools, 1989-90," National Catholic Educational Association, 1990). The NCEA teacher count of 136,900 is based solely on full-time teachers, while the estimate reported here (137,420) includes part-time teachers in the computation of full-time equivalents. Despite this definitional difference, the two values are similar (the confidence interval of the NCES estimate ranges from 131,967 to 142,873). The NCEA estimate of 141,775 high school graduates in 1989-90 is comparable to the NCES estimate of 162,583. (The confidence interval for the NCES estimate is 135,147 to 190,019.)

The number of students reported in membership in Catholic schools is different in the two reports, with a membership count of 2,498,870 from NCEA and an NCES early estimates membership count of 2,603,980. The confidence interval on the NCES early estimate of Catholic school student membership ranges from 2,515,497 to 2,692,462.

The definitional difference in the number of teachers and the difference in the reported number of students may affect the pupil-to-teacher ratio. In fact, the pupil-to-teacher ratio is different in the two reports. The NCEA 1989-90 school year pupil-to-teacher ratio of 18.3 is different from the NCES 1990-91 early estimate of 18.9 for Catholic schools (the confidence interval on the NCES pupil-to-teacher ratio in Catholic schools ranges from 18.5 to 19.3).

Per pupil expenditure (or per pupil revenue) is the total current expenditure (or revenue) for public elementary and secondary education in a state divided by the student membership. The numbers reported here, based on membership, can be expected to be smaller than per pupil expenditures (and per pupil revenues) based on average daily attendance, because the membership counts are generally larger than average daily attendance.

For More Information

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For information about the Private School Early Estimates System or the Private School Universe data collection system, contact Elizabeth Gerald, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1334.

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