

Digest of Education Statistics 2008





Digest of Education Statistics 2008

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FOREWORD

The 2008 edition of the *Digest of Education Statistics* is the 44th in a series of publications initiated in 1962. The *Digest* has been issued annually except for combined editions for the years 1977–78, 1983–84, and 1985–86. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The *Digest* includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the *Digest*, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international comparisons. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Although the *Digest* contains important information on federal education funding, more detailed information on federal activities is available from federal education program offices.

The *Digest* contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Programs for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Libraries and Educational Technology. Preceding these chapters is an Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The *Digest* concludes with three appendixes. The first appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the *Digest* tables; the second, Definitions, is included to help readers understand terms used in the *Digest*; and the third, Index of Table Numbers, allows readers to quickly locate tables on specific topics.

In addition to updating many of the statistics that have appeared in previous years, this edition contains new material, including

- number and percentage of public school students eligible for free or reduced-price lunch (table 42);
- percentage distribution of children at about 2 and 4 years of age, by type of child care arrangement and selected child and family characteristics (table 46);
- percentage distribution of quality ratings of child care arrangements of children at about 4 years of age, by type of arrangement and selected child and family characteristics (table 47);
- children's specific language, literacy, mathematics, color knowledge, and fine motor skills at about 4 years of age, by age of child and selected characteristics (table 114);
- average National Assessment of Educational Progress (NAEP) reading scale scores of 4th-, 8th-, and 12th-graders, by selected student and school characteristics (table 123);
- average NAEP writing scale score and percentage of students attaining NAEP writing achievement levels, by selected student characteristics and grade level (table 125);
- average NAEP mathematics scale scores of 4th-, 8th-, and 12th-graders, by selected student and school characteristics (table 136);
- average NAEP mathematics scale score of 8th-graders and percentage reporting various attitudes toward mathematics work, by frequency of attitude and selected student and school characteristics (table 137);
- average NAEP science scale score of 12th-graders and percentage reporting various attitudes toward science, by selected student and school characteristics (table 140);
- percentage of elementary and secondary school students who do homework outside of school, whose parents check that homework is done, and whose parents help with homework, by frequency and selected student and school characteristics (table 156);
- total full-year enrollment in degree-granting institutions, by control and type of institution and state or jurisdiction (table 222);
- degrees in Arabic, Chinese, Korean, and Russian conferred by degree-granting institutions, by level of degree (table 309);
- full-time, first-time degree/certificate seeking undergraduate students enrolled in degree-granting institutions, by participation and average amount awarded in financial aid programs, and type and control of institution (table 336); and
- percentage of 18- to 25-year-olds reporting substance abuse during the past 30 days and the past year, by drug used and selected characteristics (table 396).

Updates to tables from the next *Digest of Education Statistics* will appear on the NCES website prior to printing the full edition. The *Digest* can be accessed from <http://nces.ed.gov/programs/digest>.

Val Plisko
Associate Commissioner
Early Childhood, International, and Crosscutting Studies
Division

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CHAPTER 2

Elementary and Secondary Education

This chapter contains a variety of statistics on public and private elementary and secondary education. Data are presented for enrollments, teachers and other school staff, schools, dropouts, achievement, school violence, and revenues and expenditures. These data are derived from surveys conducted by the National Center for Education Statistics (NCES) and other public and private organizations. The information ranges from counts of students and schools to state graduation requirements.

Enrollments

Public elementary and secondary school enrollment increased by 3 percent from 2001 to 2006, but enrollment at the elementary and secondary levels increased at different rates (table 37 and figure 6). Between 2001 and 2006, public elementary enrollment rose by 1 percent, while secondary enrollment increased by 10 percent. Enrollments in private elementary and secondary schools decreased by an estimated 4 percent between 2001 and 2006 (table 3).

In 2007, two-thirds of 3- to 5-year-olds were enrolled in preprimary education (nursery school and kindergarten), similar to the proportion in 2000 (table 43 and figure 7). However, the percentage of children in full-day programs increased from 2000 to 2007. In 2007, about 57 percent of the children enrolled in preprimary education attended preprimary school all day, compared with 53 percent in 2000.

A higher percentage of 4-year-old children (57 percent) were primarily cared for in center-based programs during the day in 2005–06 than were cared for in home-based settings by their parents (20 percent), in home-based settings by relatives (13 percent), or in home-based settings by nonrelatives (8 percent) (table 46). There were differences in the average quality of care children received in these settings. A higher percentage of children in Head Start and other center-based programs (35 percent) received high-quality care than those in home-based relative and nonrelative care (9 percent), according to the ratings of trained observers (table 47).

From 2001–02 to 2006–07, some increases occurred in the numbers and percentages of children being served in programs for those with disabilities. During the 2001–02 school year, 13 percent of students were served in these programs, compared with 14 percent in 2006–07 (table 50). Some of the change since 2001–02 may be attributed to the increasing percentage of children identified as having other

health impairments (limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes), which rose from 0.7 to 1.2 percent of enrollment; autism, which rose from 0.2 to 0.5 percent of enrollment; and developmental delay, which rose from 0.5 to 0.7 percent of enrollment.

Teachers and Other School Staff

During the 1970s and early 1980s, public school enrollment decreased, while the number of teachers generally increased. As a result, the public school pupil/teacher ratio declined from 22.3 in 1970 to 17.9 in 1985 (table 64 and figure 6).¹ After 1985, the number of pupils per teacher continued to decline, reaching 17.2 in 1989. After a period of relative stability during the late 1980s through the mid-1990s, the ratio declined from 17.3 in 1995 to 16.0 in 2000. Some decreases have continued since then, and the public school pupil/teacher ratio was 15.5 in 2006. The projected pupil/teacher ratio for private schools for 2006 was 13.5.¹

The average class size in 2003–04 was 20.4 pupils for public elementary schools and 24.7 for public secondary schools (table 67).

In 2003–04, some 75 percent of public school teachers were female, 41 percent were under 40, and 48 percent had a master's or higher degree (table 68). Compared to public school teachers, a lower percentage of private school teachers (35 percent) had a master's or higher degree. Seventy-six percent of private school teachers were female.

Public school principals tend to be older and have more advanced credentials than public school teachers. In 2003–04, some 15 percent of the public school principals were under age 40 and 98 percent of the public school principals had a master's or higher degree (table 86). A lower percentage of principals than of teachers were female. About 48 percent of public school principals were female, compared to 75 percent of teachers.

¹The pupil/teacher ratio is based on all teachers—including teachers for students with disabilities and other special teachers—and all students enrolled in the fall of the school year. Unlike the pupil/teacher ratio, the average class size excludes students and teachers in classes that are exclusively for special education students. Class size averages are based on surveys of teachers reporting on the counts of students in their classes.

From 1996 to 2005, the national average 4th-grade science score increased from 147 to 151; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 to 147 (table 138). Certain subgroups outperformed others in science in 2005. For example, males outperformed females at all three grades. White students scored higher, on average, than Black and Hispanic students at all three grades in 2005. At 4th grade, average scores increased for White, Black, Hispanic, and Asian/Pacific Islander students between 1996 and 2005. At 8th grade, the average score for Black students increased, but no measurable increases occurred for other racial/ethnic groups. At 12th grade, there were no measurable changes in average scores for any racial/ethnic group when comparing results from 2005 with those from 1996. Asian/Pacific Islander 4th-graders' 2000 results are not included because reporting standards were not met.

In addition to student performance data available through NAEP, the *Digest* presents data from other surveys to provide additional perspectives on student achievement. Differences among demographic groups in the acquisition of mental skills have been demonstrated at relatively early ages (table 113). In 2003–04, about 64 percent of 2-year-olds demonstrated skill in expressive vocabulary, which measured toddlers' skill in being able to communicate using gestures, words, and sentences. A higher percentage of females (69 percent) demonstrated expressive vocabulary than males (59 percent). Also, a higher percentage of White 2-year-olds (71 percent) demonstrated expressive vocabulary than Black, Hispanic, or American Indian/Alaska Native 2-year-olds (56, 54, and 50 percent, respectively). The percentage of 2-year-olds from families with high socioeconomic status (SES) who demonstrated expressive vocabulary (75 percent) was higher than the percentage of children from low-SES families (52 percent). Similar patterns of differences were observed among minority and economically disadvantaged children at about 4 years of age (table 114). There was little difference between the average literacy scores for female (13.7) and male (12.7) 48- to 57-month-olds. White (14.2) and Asian (17.5) 48- to 57-month-old children had higher literacy scores than Black (12.0), Hispanic (10.7), and American Indian/Alaska Native (9.6) children. Also, high-SES children (18.0) had higher average literacy scores than low-SES children (9.2). These same patterns were observed among 48- to 57-month-old children with respect to average mathematics scores.

The SAT (formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test) is not designed as an indicator of student achievement, but rather as an aid for predicting how well students will do in college. Between 1997–98 and 2004–05, the mathematics SAT average score increased by 8 points, but it declined by 5 points between 2004–05 and 2007–08 (table 142). The critical reading average score was 3 points lower in 2007–08 than in 1997–98.

The average number of science and mathematics courses completed by public high school graduates increased between 1982 and 2005. The average number of mathematics courses (Carnegie units) completed in high school rose

from 2.6 in 1982 to 3.7 in 2005, and the number of science courses rose from 2.2 to 3.3 (table 147). The average number of courses in career/technical areas completed by all high school graduates was lower in 2005 (4.0 units) than in 1982 (4.6 units). As a result of the increased academic course load, the percentage of students completing the 1983 National Commission on Excellence recommendations for college-bound students (4 units of English, 3 units of social studies, 3 units of science, 3 units of mathematics, 2 units of foreign language, and .5 units of computer science) rose from 2 percent in 1982 to 36 percent in 2005 (table 151).

School Violence

In 2005–06, about 86 percent of public schools had a criminal incident, which is defined as a serious violent crime or a less serious crime such as a fight without weapons, theft, or vandalism (table 158). The percentage of schools having a criminal incident in 2005–06 was about the same as the percentage of schools having an incident in 1999–2000. In 2005–06, some 78 percent of schools reported a violent incident; 46 percent of schools reported a theft/larceny; and 68 percent reported other types of incidents. Overall, there were 5 crime incidents reported per 100 students.

Revenues and Expenditures

The state share of revenues for public elementary and secondary schools generally grew from the 1930s through the mid-1980s, while the local share declined during the same time period (table 171 and figure 9). However, this pattern changed in the late 1980s, when the local share began to increase at the same time the state share decreased. Between 1986–87 and 1993–94, the state share declined from 49.7 percent to 45.2 percent, while the local share rose from 43.9 percent to 47.8 percent. Between 1993–94 and 2000–01, the state share rose again to 49.7 percent, the highest share since 1986–87, but declined every school year afterward until 2005–06, when the state share was 46.5 percent. Between 1995–96 and 2005–06, the federal share of revenues rose to 9.1 percent. The local share declined from 45.9 percent in 1995–96 to 42.8 in 2002–03, and then increased to 44.4 percent in 2005–06.

After adjustment for inflation, current expenditures per student in fall enrollment in public schools rose during the 1980s, remained stable during the first part of the 1990s, and rose again after 1992–93 (table 181 and figure 10). There was an increase of 37 percent from 1980–81 to 1990–91; an increase of less than 1 percent from 1990–91 to 1994–95 (which resulted from small decreases at the beginning of this period, followed by small increases after 1992–93); and an increase of 25 percent from 1994–95 to 2005–06. In 2005–06, current expenditures per student in fall enrollment were \$9,154 in unadjusted dollars. In 2005–06, some 55 percent of students in public schools were transported at public expense at a cost of \$746 per pupil, also in unadjusted dollars (table 175).

Table 184. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2005-06

State or jurisdiction	Unadjusted dollars													
	1969-70	1979-80	1989-90	1994-95	1995-96	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	\$751	\$2,088	\$4,643	\$5,529	\$5,689	\$6,189	\$6,508	\$6,912	\$7,380	\$7,727	\$8,044	\$8,310	\$8,711	\$9,154
Alabama	512	1,520	3,144	4,109	4,343	4,849	5,188	5,638	5,885	6,029	6,300	6,581	7,073	7,683
Alaska	1,059	4,267	7,577	8,033	8,189	8,271	8,404	8,806	9,216	9,564	9,870	10,116	10,847	11,476
Arizona	674	1,865	3,717	4,264	4,476	4,595	4,672	5,030	5,521	5,851	6,283	5,999	6,307	6,515
Arkansas	511	1,472	3,229	4,186	4,401	4,708	4,956	5,277	5,568	6,276	6,482	6,842	7,659	8,300
California	833	2,227	4,502	4,799	4,937	5,644	5,801	6,314	6,987	7,405	7,552	7,673	7,905	8,031
Colorado	686	2,258	4,357	5,047	5,121	5,656	5,923	6,215	6,567	6,941	7,384	7,478	7,826	8,166
Connecticut	911	2,167	7,463	8,380	8,430	8,901	9,318	9,753	10,127	10,577	11,057	11,436	12,263	13,072
Delaware	833	2,587	5,326	6,502	6,696	7,420	7,706	8,310	8,958	9,285	9,693	10,212	10,911	11,621
District of Columbia	947	2,811	7,872	8,290	8,510	8,393	9,650	10,107	12,046	12,102	11,847	12,959	13,915	13,752
Florida	683	1,834	4,597	5,220	5,275	5,552	5,790	5,831	6,170	6,213	6,439	6,793	7,215	7,812
Georgia	539	1,491	4,000	4,828	5,056	5,647	6,092	6,437	6,929	7,380	7,774	7,742	8,065	8,595
Hawaii	792	2,086	4,130	5,597	5,560	5,858	6,081	6,530	6,596	7,306	8,100	8,533	8,997	9,876
Idaho	573	1,548	2,921	3,957	4,194	4,721	5,066	5,315	5,725	6,011	6,081	6,168	6,319	6,469
Illinois	816	2,241	4,521	5,553	5,519	6,242	6,762	7,133	7,631	7,956	8,287	8,608	8,896	9,113
Indiana	661	1,708	4,270	5,411	5,621	6,318	6,772	7,192	7,630	7,734	8,057	8,431	8,919	8,929
Iowa	798	2,164	4,190	5,240	5,481	5,998	6,243	6,564	6,930	7,338	7,574	7,626	7,962	8,355
Kansas	699	1,963	4,290	5,222	5,374	5,727	6,015	6,294	6,937	7,339	7,454	7,776	7,926	8,640
Kentucky	502	1,557	3,384	4,545	4,807	5,213	5,637	5,921	6,079	6,523	6,661	6,864	7,132	7,668
Louisiana	589	1,629	3,625	4,356	4,447	5,187	5,548	5,804	6,037	6,567	6,922	7,271	7,669	8,486
Maine	649	1,692	4,903	6,029	6,151	6,742	7,155	7,667	8,232	8,818	9,344	9,746	10,342	10,841
Maryland	809	2,293	5,573	6,427	6,593	7,034	7,326	7,731	8,260	8,692	9,153	9,433	10,031	10,909
Massachusetts	791	2,548	5,766	6,783	7,033	7,778	8,260	8,816	9,509	10,232	10,460	11,015	11,642	12,564
Michigan	841	2,495	5,090	6,465	6,785	7,050	7,432	8,110	8,278	8,653	8,781	9,094	9,338	9,575
Minnesota	855	2,296	4,698	5,626	5,801	6,388	6,814	7,190	7,645	7,736	8,109	8,405	8,718	9,159
Mississippi	457	1,568	2,934	3,798	3,951	4,288	4,565	5,014	5,175	5,354	5,792	6,199	6,548	7,173
Missouri	596	1,724	4,071	4,866	5,092	5,565	5,855	6,187	6,657	7,136	7,495	7,542	7,858	8,273
Montana	728	2,264	4,240	5,137	5,249	5,724	5,974	6,314	6,726	7,062	7,496	7,825	8,133	8,626
Nebraska	700	2,025	4,553	5,555	5,688	5,958	6,256	6,683	7,223	7,741	8,074	8,452	8,794	9,324
Nevada	706	1,908	3,816	4,730	4,892	5,295	5,587	5,760	5,807	6,079	6,092	6,410	6,804	7,177
New Hampshire	666	1,732	4,786	5,567	5,740	6,156	6,433	6,860	7,286	7,935	8,579	9,161	9,771	10,396
New Jersey	924	2,825	7,546	9,178	9,361	9,643	10,145	10,337	11,248	11,793	12,568	13,338	14,117	14,954
New Mexico	665	1,870	3,446	4,404	4,604	5,005	5,440	5,825	6,313	6,882	7,125	7,572	7,834	8,354
New York	1,194	2,950	7,051	8,311	8,361	8,852	9,344	9,846	10,716	11,218	11,961	12,638	13,703	14,615
North Carolina	570	1,635	4,018	4,703	4,719	5,257	5,656	6,045	6,340	6,495	6,562	6,613	7,098	7,396
North Dakota	662	1,941	3,899	4,482	4,677	5,056	5,442	5,667	6,125	6,709	6,870	7,333	8,279	8,728
Ohio	677	1,894	4,531	5,529	5,669	6,198	6,590	7,065	7,571	8,069	8,632	9,029	9,330	9,692
Oklahoma	554	1,810	3,293	4,533	4,549	5,033	5,303	5,395	6,019	6,229	6,092	6,154	6,610	6,941
Oregon	843	2,412	4,864	5,649	5,790	6,419	6,828	7,149	7,528	7,642	7,491	7,618	8,069	8,645
Pennsylvania	815	2,328	5,737	6,565	6,922	7,209	7,450	7,772	8,210	8,537	8,997	9,708	10,235	10,723
Rhode Island	807	2,340	5,908	7,126	7,304	7,928	8,294	8,904	9,315	9,703	10,349	11,078	11,667	12,609
South Carolina	567	1,597	3,769	4,501	4,779	5,320	5,656	6,130	6,631	7,017	7,040	7,177	7,549	8,120
South Dakota	656	1,781	3,511	4,271	4,220	4,669	5,259	5,632	6,191	6,424	6,547	7,068	7,464	7,775
Tennessee	531	1,523	3,405	4,017	4,172	4,937	5,123	5,383	5,687	5,948	6,118	6,466	6,850	7,004
Texas	551	1,740	3,835	4,779	5,016	5,444	5,685	6,288	6,539	6,771	7,136	7,151	7,246	7,480
Utah	595	1,556	2,577	3,409	3,604	3,969	4,210	4,378	4,674	4,899	4,838	4,991	5,216	5,464
Vermont	790	1,930	5,770	6,367	6,488	7,075	7,541	8,323	9,153	9,806	10,454	11,211	11,972	12,805
Virginia	654	1,824	4,690	5,421	5,528	6,065	6,350	6,841	7,281	7,496	7,822	8,219	8,886	9,452
Washington	853	2,387	4,382	5,477	5,639	6,040	6,110	6,376	6,750	7,039	7,252	7,391	7,717	7,984
West Virginia	621	1,749	4,020	5,663	5,881	6,323	6,677	7,152	7,534	7,844	8,319	8,588	9,024	9,440
Wisconsin	793	2,225	5,020	6,301	6,517	7,123	7,527	7,806	8,243	8,634	9,004	9,240	9,755	9,993
Wyoming	805	2,369	5,239	5,753	5,826	6,218	6,842	7,425	7,835	8,645	8,985	9,308	10,190	11,437
Other jurisdictions														
American Samoa	—	—	1,781	1,983	2,084	2,175	2,283	2,739	2,588	2,906	2,976	3,493	3,607	3,561
Guam	766	—	3,817	5,016	4,803	5,200	—	—	—	—	—	5,781	—	6,781
Northern Marianas	—	—	3,356	5,340	4,999	6,112	5,312	5,120	4,913	4,438	4,519	4,241	5,034	4,924
Puerto Rico	—	—	1,605	2,417	2,657	3,211	3,298	3,404	3,685	3,563	4,260	4,147	4,979	5,470
U.S. Virgin Islands	—	—	6,043	5,280	5,378	5,932	6,983	6,478	6,437	5,716	6,840	7,239	8,387	8,768

See notes at end of table.

Table 184. Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969–70 through 2005–06—Continued

State or jurisdiction 1	Constant 2006–07 dollars ¹													
	1969–70 16	1979–80 17	1989–90 18	1994–95 19	1995–96 20	1997–98 21	1998–99 22	1999–2000 23	2000–01 24	2001–02 25	2002–03 26	2003–04 27	2004–05 28	2005–06 29
United States	\$4,060	\$5,492	\$7,464	\$7,504	\$7,517	\$7,811	\$8,074	\$8,335	\$8,604	\$8,853	\$9,017	\$9,116	\$9,276	\$9,391
Alabama	2,765	3,998	5,054	5,577	5,738	6,120	6,436	6,798	6,861	6,907	7,062	7,220	7,532	7,882
Alaska	5,724	11,220	12,182	10,903	10,820	10,439	10,426	10,619	10,745	10,956	11,064	11,097	11,551	11,773
Arizona	3,844	4,904	5,976	5,788	5,914	5,800	5,797	6,065	6,437	6,703	7,043	6,581	6,716	6,683
Arkansas	2,761	3,870	5,191	5,682	5,815	5,942	6,148	6,364	6,491	7,190	7,266	7,505	8,156	8,238
California	4,504	5,855	7,239	6,513	6,524	7,124	7,198	7,614	8,147	8,483	8,466	8,417	8,418	8,516
Colorado	3,707	5,937	7,005	6,850	6,766	7,139	7,348	7,494	7,657	7,951	8,277	8,203	8,334	8,377
Connecticut	4,922	5,698	11,998	11,374	11,138	11,235	11,561	11,760	11,807	12,117	12,395	12,545	13,059	13,410
Delaware	4,504	6,802	8,563	8,824	8,847	9,365	9,560	10,020	10,444	10,636	10,866	11,202	11,619	11,922
District of Columbia	5,117	7,393	12,655	11,252	11,244	10,593	11,972	12,187	14,045	13,865	13,280	14,216	14,819	14,107
Florida	3,689	4,823	7,391	7,084	6,970	7,008	7,183	7,031	7,194	7,118	7,218	7,452	7,683	8,014
Georgia	2,912	3,921	6,431	6,553	6,681	7,127	7,558	7,762	8,078	8,455	8,715	8,493	8,589	8,818
Hawaii	4,280	5,486	6,640	7,597	7,346	7,393	7,545	7,874	7,690	8,370	9,080	9,361	9,581	10,131
Idaho	3,098	4,071	4,696	5,370	5,542	5,958	6,285	6,409	6,674	6,886	6,817	6,766	6,729	6,637
Illinois	4,408	5,893	7,268	7,537	7,292	7,878	8,390	8,601	8,897	9,115	9,289	9,441	9,473	9,349
Indiana	3,573	4,492	6,865	7,344	7,428	7,974	8,402	8,673	8,896	8,861	9,032	9,249	9,498	9,160
Iowa	4,313	5,691	6,736	7,112	7,242	7,570	7,746	7,915	8,080	8,407	8,490	8,365	8,479	8,571
Kansas	3,776	5,161	6,897	7,088	7,100	7,228	7,462	7,589	8,088	8,408	8,356	8,530	8,440	8,863
Kentucky	2,713	4,095	5,440	6,168	6,351	6,579	6,994	7,140	7,087	7,473	7,467	7,530	7,595	7,867
Louisiana	3,185	4,283	5,828	5,912	5,876	6,546	6,883	6,999	7,038	7,523	7,760	7,976	8,167	8,705
Maine	3,508	4,449	7,883	8,182	8,128	8,509	8,877	9,246	9,598	10,102	10,474	10,691	11,014	11,211
Maryland	4,373	6,029	8,960	8,723	8,712	8,878	9,089	9,323	9,630	9,958	10,260	10,348	10,682	11,191
Massachusetts	4,273	6,699	9,270	9,206	9,293	9,817	10,247	10,631	11,086	11,722	11,725	12,083	12,398	12,888
Michigan	4,547	6,562	8,183	8,775	8,965	8,898	9,221	9,779	9,651	9,913	9,843	9,975	9,945	9,822
Minnesota	4,620	6,039	7,553	7,636	7,665	8,062	8,454	8,670	8,913	8,863	9,090	9,220	9,284	9,396
Mississippi	2,468	4,124	4,716	5,154	5,220	5,412	5,663	6,046	6,033	6,133	6,493	6,800	6,973	7,358
Missouri	3,221	4,533	6,544	6,605	6,728	7,024	7,264	7,460	7,761	8,175	8,401	8,273	8,368	8,487
Montana	3,932	5,952	6,816	6,972	6,935	7,224	7,411	7,613	7,842	8,090	8,402	8,583	8,661	8,849
Nebraska	3,782	5,323	7,319	7,540	7,516	7,520	7,761	8,059	8,422	8,868	9,050	9,272	9,365	9,565
Nevada	3,814	5,018	6,134	6,420	6,464	6,683	6,932	6,945	6,770	6,964	6,829	7,032	7,246	7,363
New Hampshire	3,600	4,555	7,694	7,556	7,584	7,770	7,981	8,272	8,494	9,091	9,617	10,050	10,405	10,665
New Jersey	4,992	7,429	12,131	12,457	12,368	12,171	12,587	12,465	13,114	13,511	14,088	14,632	15,033	15,341
New Mexico	3,594	4,918	5,540	5,977	6,083	6,316	6,749	7,024	7,360	7,885	7,987	8,306	8,342	8,570
New York	6,454	7,758	11,335	11,280	11,048	11,172	11,593	11,873	12,493	12,851	13,408	13,864	14,593	14,993
North Carolina	3,082	4,300	6,460	6,383	6,235	6,635	7,018	7,290	7,392	7,441	7,356	7,254	7,558	7,587
North Dakota	3,580	5,105	6,269	6,083	6,180	6,381	6,752	6,833	7,141	7,686	7,701	8,044	8,817	8,953
Ohio	3,856	4,981	7,284	7,504	7,490	7,823	8,175	8,519	8,827	9,244	9,676	9,905	9,936	9,942
Oklahoma	2,993	4,758	5,294	6,152	6,011	6,352	6,579	6,505	7,018	7,136	6,829	6,751	7,039	7,121
Oregon	4,557	6,343	7,821	7,667	7,651	8,101	8,471	8,620	8,777	8,755	8,398	8,357	8,593	8,869
Pennsylvania	4,406	6,123	9,224	8,910	9,146	9,098	9,243	9,372	9,572	9,780	10,085	10,650	10,900	11,001
Rhode Island	4,360	6,154	9,499	9,671	9,651	10,007	10,290	10,737	10,860	11,115	11,601	12,152	12,425	12,935
South Carolina	3,066	4,200	6,060	6,110	6,315	6,714	7,017	7,392	7,731	8,039	7,891	7,872	8,039	8,330
South Dakota	3,546	4,682	5,645	5,797	5,576	5,893	6,524	6,791	7,218	7,359	7,339	7,754	7,949	7,976
Tennessee	2,869	4,005	5,474	5,452	5,512	6,232	6,356	6,491	6,630	6,814	6,858	7,093	7,295	7,185
Texas	2,978	4,575	6,165	6,486	6,628	6,871	7,053	7,582	7,624	7,757	8,000	7,844	7,716	7,674
Utah	3,216	4,092	4,143	4,626	4,763	5,009	5,223	5,279	5,449	5,613	5,423	5,475	5,555	5,606
Vermont	4,267	5,075	9,277	8,641	8,572	8,929	9,355	10,036	10,671	11,234	11,719	12,298	12,749	13,136
Virginia	3,537	4,797	7,540	7,357	7,304	7,655	7,878	8,249	8,489	8,587	8,768	9,016	9,463	9,696
Washington	4,610	6,277	7,046	7,433	7,451	7,623	7,580	7,689	7,870	8,064	8,130	8,108	8,218	8,191
West Virginia	3,358	4,598	6,463	7,687	7,770	7,981	8,284	8,624	8,784	8,986	9,326	9,421	9,609	9,685
Wisconsin	4,286	5,850	8,070	8,551	8,611	8,990	9,339	9,413	9,610	9,891	10,093	10,136	10,388	10,251
Wyoming	4,350	6,230	8,423	7,809	7,898	7,848	8,488	8,954	9,135	9,903	10,072	10,211	10,852	11,732
Other jurisdictions														
American Samoa	—	—	2,864	2,691	2,754	2,745	2,832	3,303	3,018	3,329	3,336	3,832	3,841	3,653
Guam	4,142	—	6,137	6,808	6,346	6,563	—	—	—	—	—	6,341	—	6,956
Northern Marianas	—	—	5,396	7,247	6,805	7,714	6,590	6,174	5,728	5,084	5,066	4,652	5,361	5,051
Puerto Rico	—	—	2,581	3,281	3,511	4,052	4,092	4,104	4,296	4,082	4,776	4,549	5,302	5,611
U.S. Virgin Islands	—	—	9,715	7,166	7,106	7,487	8,663	7,812	7,504	6,548	7,668	7,941	8,932	8,995

—Not available.

¹Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Expenditures for state administration are excluded in all years except 1969–70 and 1979–80. Beginning in 1989–90, survey was expanded and coverage of state expenditures

for public school districts was improved. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems, 1969–70; Revenues and Expenditures for Public Elementary and Secondary Schools, 1979–80; and Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2005–06.* (This table was prepared April 2008.)