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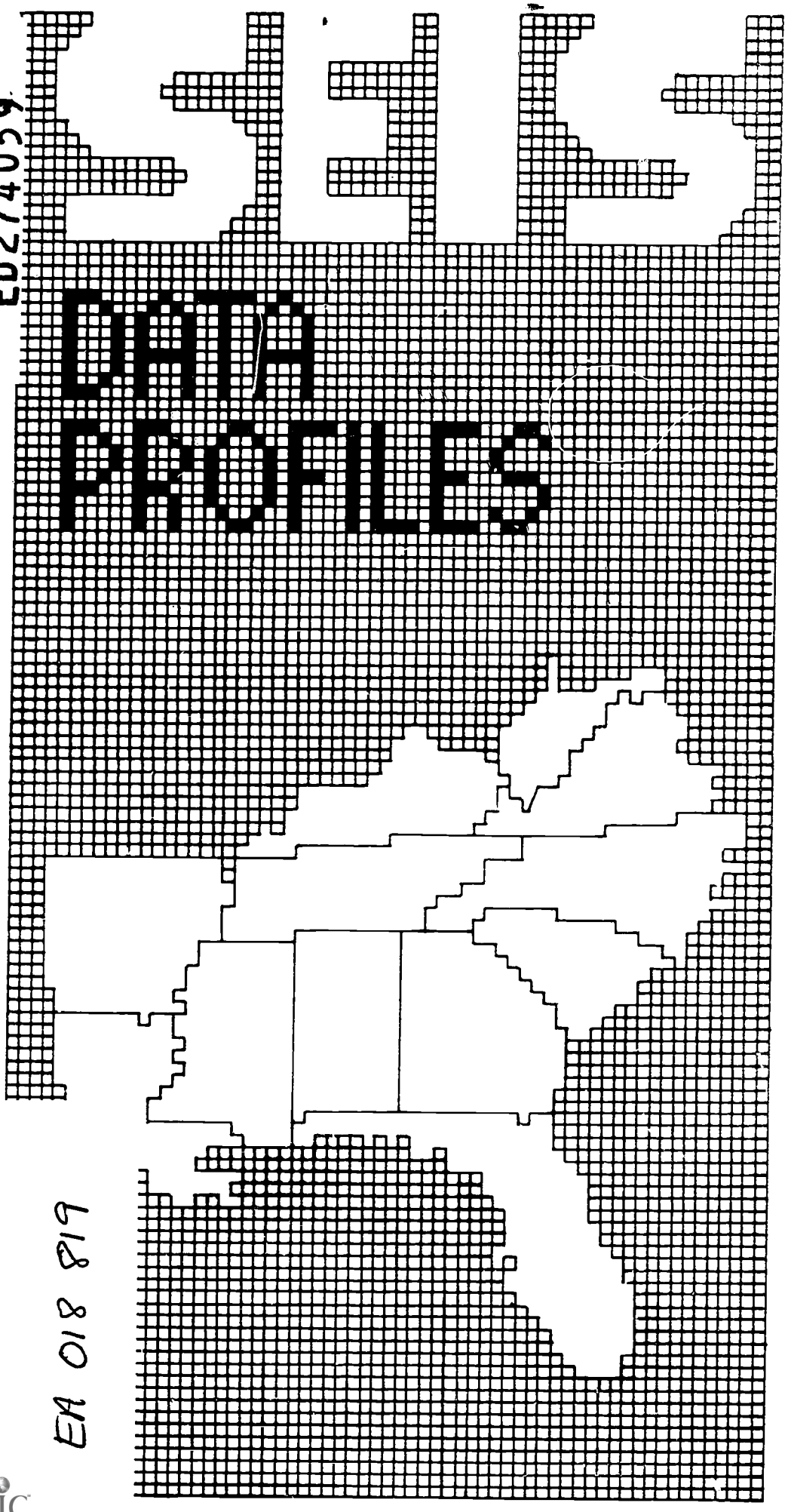
ABSTRACT

This reference document attempts to provide southeastern educators with useful information for developing and implementing educational policy. Part I consists of "data profiles" that summarize major trends and implications concerning socioeconomic characteristics, student performance, financial support for education, educational staff, and reform initiatives. The analysis reaffirms the critical link between economic strength and educational excellence. While educational achievement and the economy are both improving in the Southeast, this region still has lower per capita income and a greater number of children from poor families than the other three regions. The data reveal other important variables, including (1) a "graying" of the population, (2) changes in the size and composition of public school enrollments due to economic and population shifts, (3) lower teacher salaries, (4) changing funding patterns for public education, and (5) improving student performance. Part II contains data tables and a state-by-state outline of reform initiatives. Part III comprises a source list of 25 references and a sample state data survey. (MLH)




# Southeastern Educational Information System Analyses



February 1986



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# SEIS DATA PROFILES DATA PROFILES DATA PROFILES DATA PROFILES

Southeastern Educational
Information System

Southeastern Regional Council
for Educational Improvement

February 1986

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# Foreword

SEIS *Data Profiles* is a reference document. Its purpose is to provide southeastern educators with information useful to them in developing and implementing educational policy. Its content and format are therefore dictated by the informational needs of its readers:

- for information with which to plan and shape policy.
- for information with which to assess policy and programs.
- for information that permits full and accurate reporting to state and local constituencies.

While we recognize that each state collects considerable information about its educational systems and programs, the objectives of effective planning, assessment, and reporting can be met, we believe, only with a broader base of information: data that take into account a state's relative standing in the nation and region; that examine the national, regional, and state trends affecting the conduct of schooling; and that place schooling in the broader context of social, economic, and political events. *Data Profiles* is intended to serve those broader information needs.

This is the third issue of *Data Profiles* published through the Southeastern Educational Information System (SEIS). Like its predecessors, it has as its first objective to provide easy access to a comprehensive body of statistical information about public education—both in the Southeast and in the nation as a whole. Those data are collected in the 82 tables in Part II—the "data" portion of *Data Profiles*. A number of sources were used to collect these data, including federal reports, National Education Association reports, and a survey of member states' departments of education. A copy of that survey and a list of additional data sources are included as Appendices.

Part I addresses a second objective of this publication: to offer a guide to the analysis of the collected data. In the "profiles" which begin on page 5, we examine some of the major trends and patterns that emerge from a study of the data, and consider some of their implications for educators in the region. This analysis is intended as a starting point—a broad-stroke look at the more striking or unusual trends in demographics, funding, enrollments, student performance, and staffing. From that point, states may conduct more detailed analyses of their own, reflecting their own priorities and particular problems. In fact, we hope that *Data Profiles* will serve as a model for such analyses, and have designed it as a quasi-workbook with some blank charts for plotting state-level trends.

Finally, since our purpose is to provide not only statistics but a comprehensive body of information on the condition and conduct of education, this issue of *Data Profiles* includes a new subsection on reform initiatives in the region.

As it is in narrative form and was largely self-reported, the information on reform does not lend itself to the kind of comparative analysis used to examine the statistical data. However, we believe it is valuable for planning and policy assessment in two ways. First, it permits sharing of information among the states about methods and approaches for solving educational problems. Second, while not strictly comparable from state-to-state, the information does reveal useful information about policy trends in the Southeast. We hope that state and local educators will find this section to be a useful reference and a point of departure for inquiries and sharing of ideas.

The revised and expanded format of this year's *Data Profiles* reflects our efforts to develop a document that will be most useful to education policy makers in the 12 member states. We welcome any comments or suggestions you may have—either about this publication or its successors—so that future editions may be further strengthened and expanded.

*Bernice H. Willis*
*Project Coordinator*

*Joseph F. Haenn* *John L. Wasik* *Sheilah N. Thomas* *Grady B. Meehan*

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## Part I

# Introduction

Many complex variables contribute to excellence in public education; researchers continue to add to the understanding of the interrelationships which exist between and among them. A principal purpose of *SEIS Data Profiles* is to examine these variables as they develop into major trends and themes in the region of the Southeast.

It is no surprise that this latest analysis of the educational enterprise reaffirms the critical link between economic strength and educational excellence. The relationship between support resources and scholastic achievement is clear in every region of the country. Thus educational achievement in the Southeast is improving, as is its economic strength, while both, on average, continue to lag behind the other three regions of the country. The Southeast continues, for example, to have lower levels of per capita income and higher levels of children from poverty backgrounds than the other regions.

These and other important variables which relate to excellence in education are examined in the pages that follow. For example,

- The data reveal a "graying" of the population in the Southeast—as in other parts of the country. The shift over the last 10-15 years, from a population whose largest age group was of school age to a population composed predominantly of middle-aged and older citizens, is an important trend for southeastern educators to note. Such a trend has implications for support levels for education as well as the governance of public schools.
- For some states in the region, changing patterns in the size and composition of public school enrollments will also have important implications for educational policy. Those areas with small secondary school enrollments but large and growing pre-school-age populations, for example, will face greatly expanded needs for staff and facilities in a few years' time.

Rapid changes in economic conditions in some of the states pose equally significant challenges to educators, particularly when economic changes are accompanied by significant population shifts.

- The data on staff describe several significant trends. At a time when staff shortages are a concern throught the nation, the Southeast's relatively low teachers' salaries and the consistent lag between peak enrollment periods and the size of school staffs are patterns deserving special note.
- Changing funding patterns for public education in the region also deserve the attention of education planners and policy makers. Of particular note: the relatively high dependence of southeastern states on federal dollars for school support; the changing priorities reflected in state and local spending; and changing patterns in sources of revenue for public schooling.
- The available data on student performance reflect a trend typical of the Southeast in recent years: students are learning more in the region's schools, as reflected by their performance on such instruments as the SATs and ACTs, but the gap between student performance in the Southeast and the rest of the nation remains. It is important to emphasize that information with which to assess student performance in the region, while useful, is not complete. The challenge of designing a method which more fully assesses student achievement and school effectiveness remains to be accomplished.

## Using SEIS Data Profiles

### Time Periods

To aid in identifying important educational trends, three time periods create a framework for comparing much of the information in *DATA Profiles*. Examining data in 5-, 10-, and 20-year spans makes it possible both to identify trends and to project changes for the near future. In the following data "profiles," information is reported in these time sequences unless otherwise noted:

- *20 years: 1965-66 through 1984-85*
- *10 years: 1975-76 through 1984-85*
- *5 years: 1980-81 through 1984-85*

### The Regions

Most of the data are reported for four regions of the United States. These regions are not identical to those used by the U.S. Bureau of the Census since it was important for our analyses to include the 12 states of the Southeast in a single region. The accompanying box lists the states included in each of the four regions referred to in this report.

### Tables

Part I of *Data Profiles* includes table references in brackets, such as [T-1]. Reference is to the data tables, found in Part II, that form the basis for the narrative discussion.

### United States Regions

**For the purposes of this report, the 50 states and the District of Columbia were grouped into the four regions below. It is important to note that, although there are similarities, these regions do *not* correspond to the U.S. Census Regions.**

**Southeast:** *Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.*

**North Atlantic:** *Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont.*

**North Central:** *Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin.*

**West:** *Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.*

# Socioeconomic Characteristics

As a region, the 12 southeastern states differ substantially from the United States as a whole in terms of the social and economic variables typically used to describe socioeconomic health. These variables, reported in Tables 1 through 31 in Part II, include the size and percentage of the total population, racial and age composition of the population, public school enrollment patterns, exceptional student enrollments, per capita income, and poverty levels.

## Population Growth

Between 1965 and 1984, the United States experienced substantial population growth—an increase of 22 percent during this period.[T-1] However, that figure does not reflect a uniform increase in the nation's citizenry, but dramatic differences in population growth from one region to another *(see Figure 1)*. The Southeast and West showed increases well above the national average, but the North Atlantic and North Central Regions' rates were lower.

The Southeast, with a growth rate of 33 percent between 1965 and 1984, ranked second behind the West's population growth rate of 47 percent. The two northern regions had growth rates of less than 10 percent. For the half-decade of the 1980s, the patterns continued: The Southeast's growth rate of 6 percent ranked second behind the West's population growth rate of 9 percent, but considerably above the North Atlantic and North Central's growth rates of less than 1 percent.

Within the Southeast Region, each of the 12 southeastern states has experienced population growth since 1965. Florida had the greatest growth, an 84 percent gain, and West Virginia, with a 9 percent increase, had the least. Since 1980, 11 states have experienced real population growth, with Florida again leading the way with a gain of 12 percent. West Virginia, with a 0.1 percent increase, showed essentially no growth over this period and actually had a 0.7 percent decline in population between 1983 and 1984, amounting to a loss of 13,000 citizens.

## Racial Composition

The racial composition of the population living in the Southeast differs substantially from other regions and the nation as a whole in two respects: the total proportion of minority to white majority citizens and the patterns of growth and decline in these groups.[T-2, T-3] Consistently, the Southeast has had the largest percentage of black residents[1] of all the regions. However, in contrast to the other three regions, that proportion has been declining. The proportion of blacks in the Southeast dropped a total of 3 percent over a period of 20 years (from 1960 to 1980), while the white racial majority grew an almost identical 2.9 percent over the same period of time. Conversely, minority percentages in the other three regions grew over this same time period with a concomitant drop in white percentages.

Within the region, however, there is substantial variation in the percentage of black minority residents in the 12 southeastern states. Mississippi and South Carolina each reported over 30 percent of their state populations are categorized as black; at the other end of the scale, Kentucky and West Virginia report black minority populations of 7.1 percent and 3.3 percent, respectively.

The growth rate in the numbers of Hispanic citizens in the Southeast has been lower than for two of the other regions (North Atlantic and West) and for the total U.S. population. Only Florida, with an 8.8 percent Hispanic population, was above the U.S. average, although it ranked lower than the West for the 10-year period for which data were available.

These figures suggest that the Southeast is more similar to the West—where minorities comprise approximately one-fifth of the population—than to the North Atlantic and North Central Regions. However, the composition of these minority groups differs significantly among regions, with black citizens comprising the predominant group in the Southeast, although those of Hispanic background make up the predominant minority group in the West.

These results are important in that minority populations in the United States have typically been observed to have higher birth rates than the white majority. Indeed, the Southeast and the West Regions have had the two highest increases in population for the time frame used in this study. While one source of growth has been the immigration of citizens from the northern regions of the United States to the "Sunbelt" (a region which includes states from the Southeast

**TABLE 9**
**School-Age Children (5-17 Years Old)**
**As a Percent of Total Population**
**1965 - 1984**

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 25.8 | 25.8 | 23.4 | 20.9 | 20.2 | 19.6 | 19.1 | 19.0 |
| Southeast | 27.0 | 26.2 | 23.3 | 21.3 | 20.5 | 20.0 | 19.5 | 19.3 |
| North Atlantic | 24.6 | 24.9 | 23.2 | 20.5 | 19.7 | 19.0 | 18.5 | 18.2 |
| North Central | 25.8 | 26.5 | 24.2 | 21.3 | 20.5 | 19.9 | 19.5 | 19.4 |
| West | 26.2 | 26.0 | 23.1 | 20.8 | 20.1 | 19.6 | 19.3 | 19.2 |
| Alabama | 27.9 | 27.1 | 23.9 | 22.2 | 21.5 | 21.0 | 20.5 | 20.4 |
| Arkansas | 26.5 | 25.8 | 23.0 | 21.7 | 21.1 | 20.6 | 20.2 | 20.2 |
| Florida | 23.8 | 23.7 | 20.6 | 18.4 | 17.6 | 17.1 | 16.5 | 16.3 |
| Georgia | 27.5 | 26.7 | 23.9 | 22.5 | 21.7 | 21.1 | 20.5 | 20.4 |
| Kentucky | 26.8 | 26.2 | 23.3 | 21.9 | 21.2 | 20.7 | 20.3 | 20.2 |
| Louisiana | 29.1 | 28.5 | 25.5 | 23.0 | 22.3 | 21.8 | 21.4 | 21.3 |
| Mississippi | 29.7 | 28.6 | 25.3 | 23.8 | 23.1 | 22.6 | 22.1 | 22.2 |
| North Carolina | 27.3 | 26.0 | 23.2 | 21.3 | 20.5 | 19.9 | 19.4 | 19.2 |
| South Carolina | 29.3 | 27.7 | 24.2 | 22.5 | 21.7 | 21.1 | 20.6 | 20.5 |
| Tennessee | 26.3 | 25.5 | 22.8 | 21.2 | 20.5 | 20.0 | 19.5 | 19.4 |
| Virginia | 26.2 | 25.8 | 23.2 | 20.7 | 19.9 | 19.3 | 18.6 | 18.4 |
| West Virginia | 26.8 | 25.3 | 22.2 | 21.2 | 20.8 | 20.5 | 20.2 | 20.2 |

and West), a second source of the above average population growth in these regions very likely resulted from the higher birth rates of resident minority populations.

## Age Composition

The age structure of the population also has implications for the operation of public schools in the Southeast. Available Census data define four different age ranges; two of these—children 5-17 years old and adults over 65—are particularly useful categories for describing the effects of population growth or loss on the public schools.

As a whole, these data show the aging of the United States over a 20-year period, a trend accompanied by substantial decreases in the percentages of school-age children. The proportion of children 17 years or younger in the United States—which was 36.4 percent in 1965—dropped to 26.5 percent in 1984.[T-9] Although there are variations among the regions, the same general conclusion can be derived from an inspection of the data for both the Southeast and the individual states within the region.

In the last five years, the population of children under 5 years of age has stabilized,[T-8] although the school-age population of 5-17 year-old students has continued to show a decline. The states in the Southeast with the greatest percentage of children 17 years and under were Louisiana and Mississippi with just over 30 percent. Florida and Virginia, with 22.9 and 25.3 percent, respectively, had the the lowest percentages.

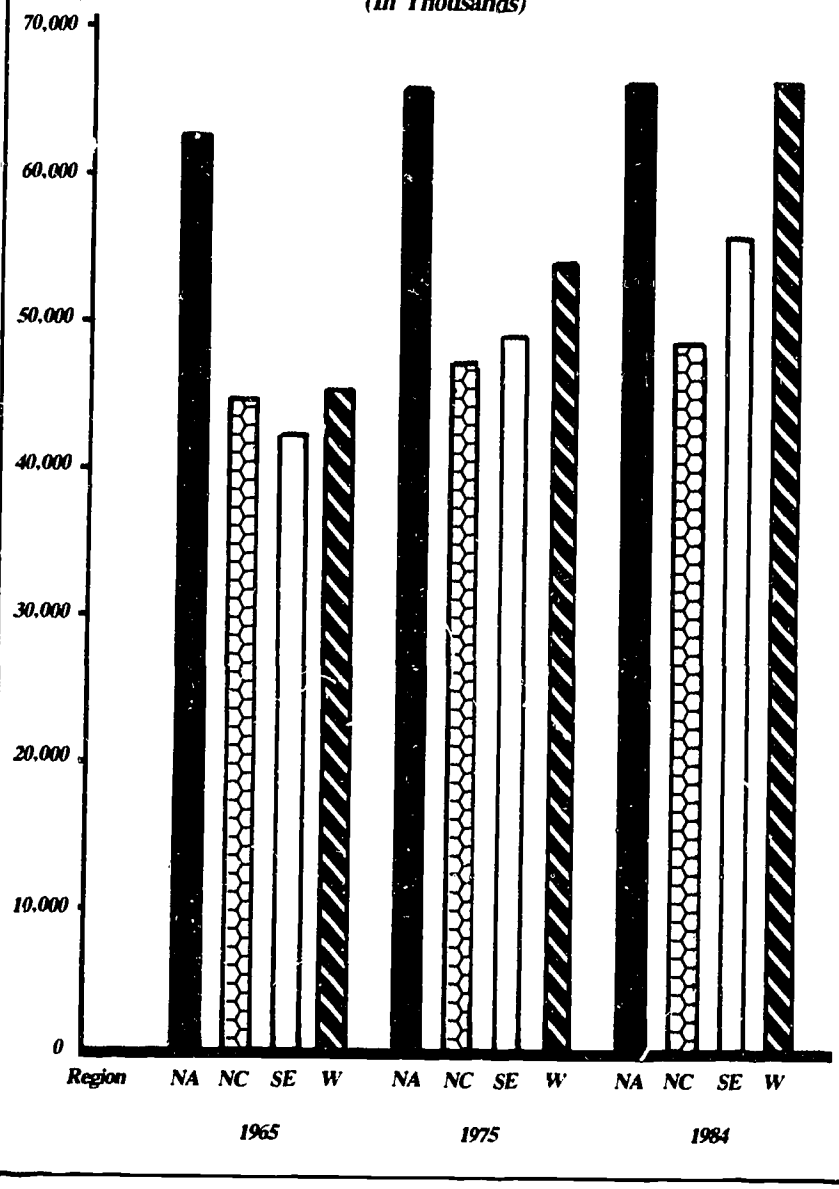
The population of American citizens 65 years and older has continued to grow.[T-11] The Southeast has had the greatest growth in this particular age group for the 20-year reference period, with a growth rate of 40 percent, while the other three regions showed growth rates in the 20-30 percent range.

A different picture emerges from an analysis of data for the last five years. After the West, the Southeast had the second lowest rate of growth of the over-65 age group, with 5.1 percent, which was just below the national rate of 5.3 percent. This finding may very likely reflect the migration of working-age men and women from the two northern regions of the United States to the Sunbelt states. The southeastern state with the highest percentage of citizens 65 years and older in 1984 was Florida with 17.6 percent—which was 5.7 percent above the national average. Several states (Georgia, Louisiana, South Carolina, and Virginia) clustered at about 10 percent, which represented the low for the Southeast in 1984.

Although they appear less direct, the effects on public education of growth in the over-65 age group are considerable. With the "graying" of the population in the Southeast comes a shift in values and priorities. Fewer and fewer taxpayers have children attending school; more of them require other public services, such as transportation, medical care, and housing. Thus, when taxpayers choose among priorities for publicly supported services, education may take a back seat to other programs in these increasingly "older" communities.

As noted above, the number of school-age children 5-17 years old in the Southeast and the United States as a whole has continued to show a decline in relative numbers in the total populations of these regions. Overall, school-age populations in the Southeast decreased by 7.7 percent over the period of the study, as compared to 6.8 percent for the U.S. as a whole (from 1965 to 1984, the last year for which data were available). With a 1984 percentage of 19.3, the Southeast

*FIGURE 1*
***Population Trends For United States Regions***
***1965 - 1984***
***(In Thousands)***




[1]Because of an influx of persons of Hispanic origin, by 1980 the West had a 19.4 percent minority (12.5 percent Hispanic and other and 6.9 percent black) while the Southeast had a 21.5 percent minority (20.2 percent black and 1.3 percent other). This compares to minority populations of 23.5 percent in the Southeast and 9.2 percent in the West in 1960.

ranked at about the same level as the North Central and West, but approximately 1 percent higher than the North Atlantic Region.

A look at the population patterns over 20 years illustrates the shift in the age structure of the region. The southeastern states, with the exception of Florida, had school-age populations in 1965 representing somewhat over one quarter of the total population.[T-9] By 1984, they had dropped to less than 22 percent. It should be noted, however, that 8 of the 12 southeastern states had school-age populations greater than 20 percent in 1984. The overall Southeast Region percentage of 19.3 resulted because the three most populous states in the region (Florida, North Carolina, and Virginia) all had school-age populations of less than 20 percent, thus pulling down the overall regional average.

## Enrollments

### Total Public School Enrollments

Taken as a whole, public school enrollment for the United States declined continually since a peak achieved in the early 1970s, decreasing a total of 6.6 percent over the 20-year period.[T-12] That pattern is repeated in the North Atlantic Region. However, in contrast, different trends are emerging in the other three regions. The Southeast and North Central Regions experienced a slight upturn in enrollments in 1984-85, and the West has seen increases since 1981-82 *(see Figure 2)*.

In the Southeast, enrollments declined overall for each of the reference periods: dropping 2.3 percent over 20 years, 5.2 percent between 1975-76 and 1980-81, and 2.2 percent from 1980-81 to 1984-85. However, they did show a slight increase (23,000 students, or 0.2 percent) from 1983-84 to 1984-85.

For the 20-year period, enrollments in Florida and Georgia actually grew, and in Louisiana remained essentially unchanged. The other 9 southeastern states, however, had enrollment declines between 1965-66 and 1984-85, and all southeastern states saw enrollment declines in the 10-year period following the peak public school enrollments of the 1970s (1975-76 through 1984-85).

Recent data show the beginning of a change in the trend. Five-year enrollment drops from 1980-81 through 1984-85 were found for 10 of the southeastern states, the exceptions being Florida and Louisiana. However, five of the 12 states had one-year enrollment *gains* from 1983-84 to 1984-85 (estimated).

Alabama and Arkansas followed the regional pattern of declining enrollments from a peak in 1970-71 and a slight upturn in the last several years. The remaining seven southeastern states showed a pattern of continued declines over the 10-year period, led by Mississippi, which experienced a 20.3 percent decrease in public school enrollments, and West Virginia with a 15.4 percent decrease. The loss of one-fifth of its public school enrollment for Mississippi is particularly surprising in view of a real total state population gain for this period.

### Enrollment and Population

The latest national figures on total enrollment in public schools as a percentage of total school-age population showed enrollments to be quite high, with seven of every eight children enrolled in public schools.[T-16] The Southeast percentage of 88.1 percent was somewhat higher than the national total, but remained over 3 percentage points behind the West, which had the highest rate. Over time, the Southeast percentage ranged from a low of 86 percent in 1965-66 to a high of 88.5 percent in both 1970-71 and 1984-85. It is seen that these percentages have consistently ranked the Southeast second behind the West at all time-comparison points.

No patterns in variation in percentages of school-age children attending public schools could be identified from an analysis of population data for the Census regions. Within the Southeast Region, enrollment in public schools as a percentage of school-age population was highest in Virginia at 93.1 percent and lowest in Mississippi at 80.9 percent. Of particular interest is the case of Mississippi, which was above the Southeast's average in 1965-66 and starting in 1970-71 ranked consistently as the lowest or second lowest. One possible explanation for the observed decrease in percent of school-age children enrolled in public schools was the establishment of private schools or academies to counter federal desegregation efforts in southeastern communities with large black minority populations. A second possible reason is the lack of statewide kindergarten programs prior to 1985-86.

## Grade-Level Enrollments

The SEIS survey collected data on enrollment of students in the Southeast at various grade levels to supplement the national data collected for the school years from 1965-66 through 1980-81. For purposes of this report, enrollment data were obtained for school levels of kindergarten, elementary (grades 1-4), middle school (grades 5-8), and high school (grades 9-12).

### Kindergarten Enrollments

An inspection of kindergarten enrollment data shows the Southeast to have lagged behind the rest of the country in the development and operation of educational programs for five-year-old children.[T-17] In contrast to the other three regions where kindergarten programs were widely available to children in 1965-66, in the Southeast as a whole, less than 10 percent of eligible children were enrolled in publicly sponsored kindergarten programs.

The picture began to change in 1970-71, when Florida, Louisiana, and Virginia began to implement kindergarten programs on a limited basis. Other southeastern states then began to develop similar programs with the result that by 1980-81, 10 of the 12 states had fully operational kindergarten programs. Alabama's program became fully operational in 1984-85; Mississippi gave approval to state-supported kindergartens to begin in 1986-87.

According to data for 1984-85, kindergarten programs in the Southeast accounted for approximately 7 percent—on the average—of state total school enrollment.[T-18] Mississippi—whose state-supported kindergarten program begins in 1986-87—had a pilot program and thus showed kindergarten enrollments of only 1.4 percent of total school enrollment.

### Elementary Grade Enrollments

Public school enrollment figures available from 1965-66 to 1980-81 show a national trend of growth peaking in 1970-71 and declining through 1980-81.[T-19] The Southeast data showed a maximum grades 1-4 enrollment in the 1965-66 base year and a continuing drop through 1982-1984, when a slight enrollment upturn was noted in the 1984-85 school year. In the Southeast Region, the declines in grades 1-4 enrollments took place predominantly in the period from

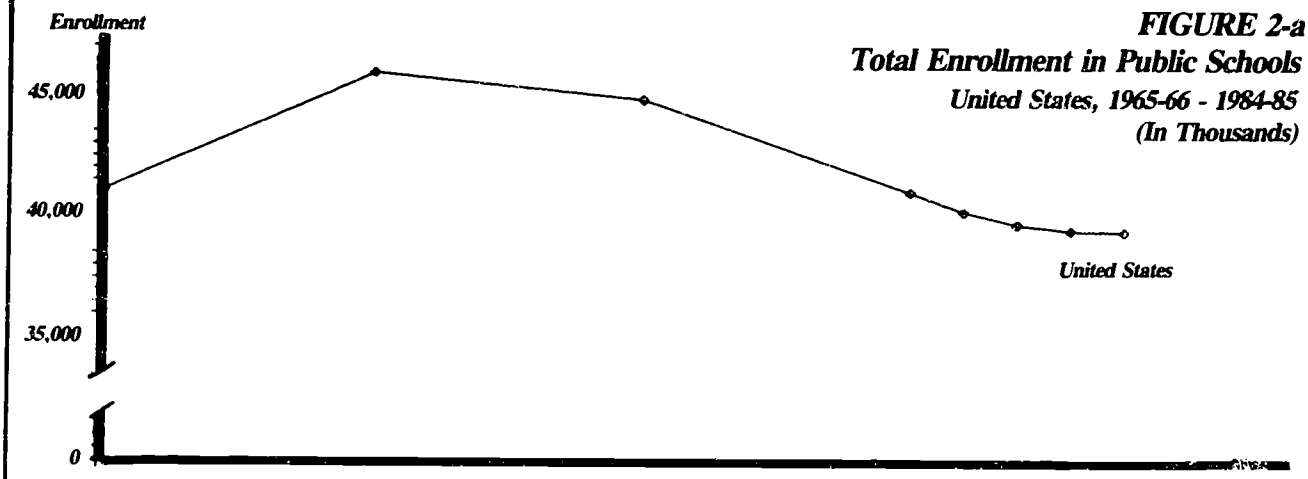



**FIGURE 2-a**
**Total Enrollment in Public Schools**
*United States, 1965-66 - 1984-85*
*(In Thousands)*

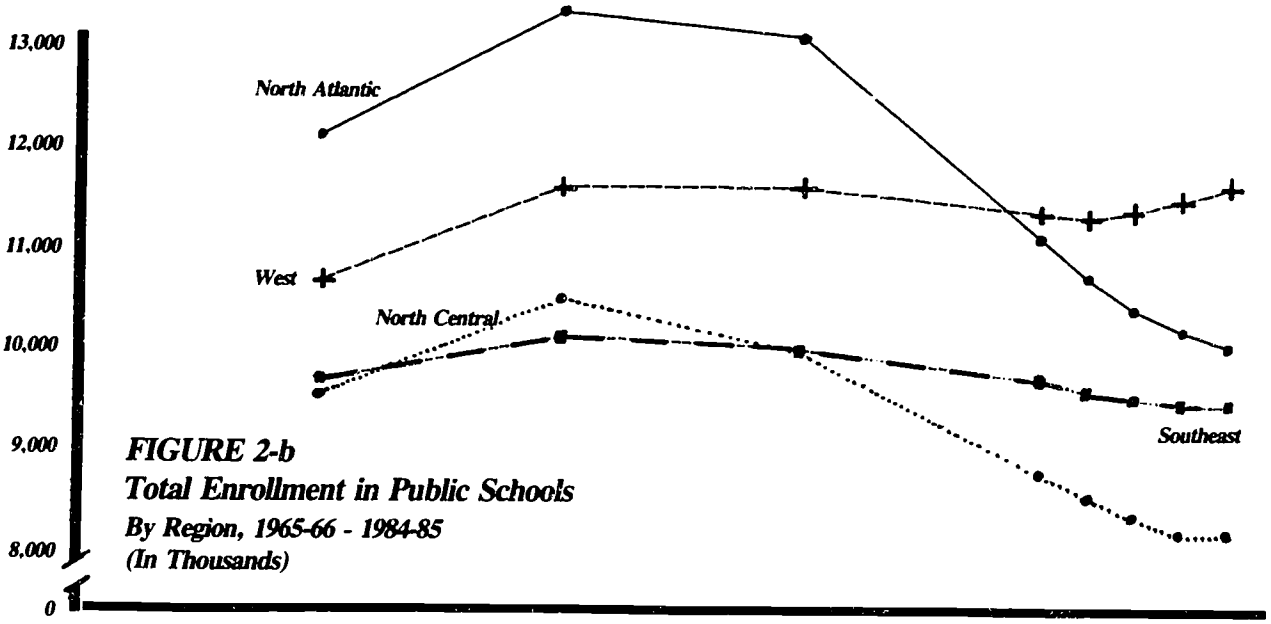



**FIGURE 2-b**
**Total Enrollment in Public Schools**
*By Region, 1965-66 - 1984-85*
*(In Thousands)*

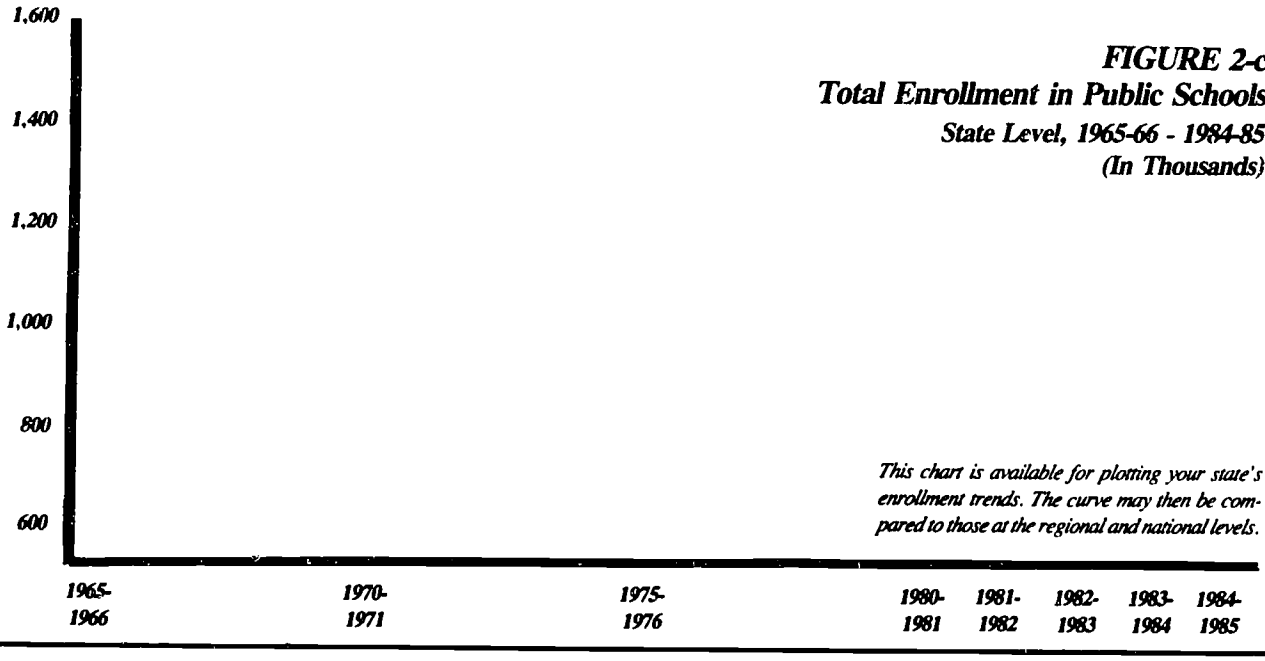



**FIGURE 2-c**
**Total Enrollment in Public Schools**
*State Level, 1965-66 - 1984-85*
*(In Thousands)*

*This chart is available for plotting your state's enrollment trends. The curve may then be compared to those at the regional and national levels.*

1965-66 to 1975-76. Although enrollments decreased by 21.3 percent in the 20-year reference period, from 1975-76 to 1980-81, they went down 4.5 percent, and from 1980-81 to 1984-85, by 3.9 percent, thus showing a lessening of the rate of enrollment decline.

Although all states showed decreases in absolute enrollments over time, no single pattern of enrollment change could be determined for individual southeastern states. The largest 20-year decreases were in Mississippi and West Virginia where, in 1984-85, grades 1-4 enrollments were approximately 29 percent lower than those for the base year 1965-66. In contrast, Florida showed the smallest enrollment declines (at 3.6 percent), and three states, Georgia, Louisiana, and Mississippi, showed net gains in enrollment from 1980-81 to 1984-85.

## Middle Grade Enrollments

Nationally, enrollment in the middle school grades of 5-8 peaked in 1970-71, the same time a peak was noted for grades 1-4.[T-21] For this particular population age group, the Southeast showed a pattern similar both to the nation and the other three regions. With the supplemental enrollment data available from the SEIS survey on public education in the southeastern states, it can be noted that the declines in 5th-8th grade enrollments have continued through the 1984-85 school year. The overall Southeast Region showed a drop of 9.6 percent over the 20-year reference period, which was less than one-half of the percent drop noted for grades 1-4.

Patterns of enrollments in grades 5-8 differed among southeastern states over the 20-year reference period. Florida was the only state to show higher levels of grades 5-8 enrollment in 1984-85 than in the base year 1965-66. The most common pattern was for the state to achieve a maximum enrollment at either of the first two time reference points of 1965-66 or 1970-71 and then to show a drop to 1984-85. The 20-year decline varied from a low of 11.3 percent in South Carolina and Tennessee to a maximum of 23.5 percent in Mississippi. All states showed a decline from 1970-71 to 1980-81, with Virginia showing the largest decrease (18.1 percent) and Florida the smallest (3.1 percent). For the last five years, all southeastern states had declining middle school enrollments, except for Florida, which had an increase of 3.0 percent. Virginia showed the greatest five-year decrease at 9.0 percent.

### TABLE 20
### Enrollment in Grades 1-4 as a Percent of Total Public School Enrollment 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 34.8 | 32.2 | 27.8 | 28.6 | | | | |
| Southeast | 37.8 | 34.7 | 30.2 | 31.0 | 30.9 | 30.1 | 30.2 | 30.5 |
| North Atlantic | 33.7 | 31.2 | 27.1 | 26.7 | | | | |
| North Central | 33.1 | 31.5 | 23.6 | 26.0 | | | | |
| West | 34.9 | 32.8 | 28.3 | 30.3 | | | | |
| Alabama | 37.9 | 35.5 | 30.5 | 32.7 | 32.1 | 31.7 | 31.7 | 31.4 |
| Arkansas | 36.8 | 35.6 | 29.5 | 31.2 | 30.8 | 30.5 | 30.8 | 30.6 |
| Florida | 37.8 | 33.4 | 28.7 | 31.0 | 30.0 | 29.6 | 29.4 | 29.2 |
| Georgia | 38.3 | 35.8 | 31.4 | 30.7 | 32.8 | 30.8 | 30.9 | 31.4 |
| Kentucky | 37.5 | 35.4 | 31.3 | 30.5 | 29.8 | 29.5 | 30.1 | 30.8 |
| Louisiana | 38.7 | 35.0 | 29.1 | 31.4 | 32.7 | 30.8 | 31.4 | 32.9 |
| Mississippi | 39.3 | 36.4 | 31.8 | 32.5 | 32.7 | 33.5 | 34.2 | 35.1 |
| North Carolina | 36.4 | 34.4 | 30.0 | 30.5 | 31.1 | 29.1 | 29.1 | 29.1 |
| South Carolina | 38.0 | 34.8 | 28.8 | 31.2 | 30.2 | 30.1 | 30.5 | 30.9 |
| Tennessee | 38.2 | 35.3 | 30.3 | 31.3 | 31.2 | 30.1 | 30.1 | 30.1 |
| Virginia | 38.2 | 34.5 | 29.3 | 29.0 | 28.2 | 27.8 | 28.1 | 28.4 |
| West Virginia | 36.0 | 33.9 | 29.6 | 31.2 | 30.7 | 30.1 | 30.0 | 30.1 |

### TABLE 22
### Enrollment in Grades 5-8 as a Percent of Total Public School Enrollment 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 31.3 | 31.6 | 31.3 | 30.1 | | | | |
| Southeast | 34.4 | 34.0 | 33.8 | 31.8 | 33.2 | 32.9 | 32.6 | 31.7 |
| North Atlantic | 29.7 | 30.8 | 30.6 | 30.4 | | | | |
| North Central | 29.8 | 30.5 | 29.4 | 27.7 | | | | |
| West | 31.5 | 32.1 | 31.8 | 30.5 | | | | |
| Alabama | 35.0 | 35.0 | 34.5 | 32.2 | 33.0 | 33.7 | 33.5 | 32.7 |
| Arkansas | 35.1 | 34.9 | 34.0 | 31.0 | 31.4 | 32.3 | 32.2 | 31.7 |
| Florida | 34.4 | 33.8 | 33.3 | 31.9 | 32.8 | 33.7 | 33.6 | 32.9 |
| Georgia | 33.9 | 34.2 | 34.3 | 31.8 | 34.0 | 32.5 | 32.6 | 31.7 |
| Kentucky | 34.2 | 33.9 | 34.3 | 31.0 | 33.4 | 32.4 | 32.0 | 30.7 |
| Louisiana | 34.2 | 33.7 | 32.1 | 32.0 | 32.9 | 30.6 | 30.0 | 29.1 |
| Mississippi | 35.0 | 35.4 | 35.0 | 34.4 | 36.3 | 35.5 | 34.7 | 33.6 |
| North Carolina | 34.4 | 33.8 | 33.6 | 31.5 | 32.6 | 32.9 | 32.7 | 32.0 |
| South Carolina | 35.1 | 33.9 | 33.5 | 32.1 | 32.6 | 33.4 | 33.3 | 33.0 |
| Tennessee | 33.6 | 33.8 | 33.7 | 31.1 | 32.6 | 32.6 | 32.4 | 31.6 |
| Virginia | 34.6 | 34.0 | 32.7 | 32.1 | 35.2 | 32.7 | 32.1 | 30.6 |
| West Virginia | 33.6 | 34.6 | 31.8 | 30.3 | 31.2 | 31.8 | 31.8 | 31.5 |

### TABLE 24
### Enrollment in Grades 9-12 as a Percent of Total Public School Enrollment 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 27.6 | 29.0 | 31.9 | 32.5 | | | | |
| Southeast | 26.8 | 28.2 | 31.0 | 30.4 | 30.2 | 29.3 | 29.4 | 29.5 |
| North Atlantic | 28.0 | 29.4 | 32.5 | 34.4 | | | | |
| North Central | 28.1 | 29.0 | 32.9 | 33.8 | | | | |
| West | 27.3 | 30.0 | 31.4 | 31.3 | | | | |
| Alabama | 27.0 | 29.3 | 31.5 | 30.4 | 29.9 | 29.6 | 29.3 | 29.0 |
| Arkansas | 28.2 | 28.8 | 30.5 | 30.8 | 29.7 | 29.3 | 29.2 | 29.3 |
| Florida | 26.9 | 28.9 | 31.6 | 31.0 | 30.2 | 30.0 | 30.2 | 30.5 |
| Georgia | 26.1 | 27.2 | 31.2 | 30.6 | 31.9 | 29.7 | 29.7 | 29.8 |
| Kentucky | 27.5 | 28.5 | 31.3 | 30.7 | 30.2 | 29.3 | 29.2 | 29.5 |
| Louisiana | 25.8 | 26.9 | 30.1 | 30.1 | 29.8 | 26.7 | 26.6 | 26.3 |
| Mississippi | 25.2 | 27.3 | 30.5 | 30.9 | 30.7 | 29.9 | 29.7 | 29.9 |
| North Carolina | 28.0 | 29.9 | 31.0 | 30.4 | 30.6 | 29.0 | 30.1 | 30.6 |
| South Carolina | 26.2 | 28.0 | 29.6 | 31.2 | 30.6 | 30.2 | 30.0 | 29.6 |
| Tennessee | 26.9 | 28.0 | 28.6 | 29.5 | 29.0 | 28.7 | 28.6 | 28.9 |
| Virginia | 25.8 | 28.1 | 31.2 | 30.4 | 30.3 | 30.0 | 30.2 | 30.9 |
| West Virginia | 29.9 | 29.5 | 28.9 | 27.6 | 27.8 | 27.7 | 27.7 | 28.4 |

## High School Grade Enrollments

National and regional high school enrollments peaked in 1975-76.[T-23] With the additional SEIS data for the first half of the 1980s, it is evident that the decline in high school enrollment continued until a bottoming out occurred in 1983-84. A slight increase was noted through 1984-85. Total Southeast 1984-85 high school enrollment was 7.6 percent higher than that observed for 1965-66, though below the maximum reached in the 1975-76 academic year. This trend was opposite the declines noted both for grades 1-4 and grades 5-8, where end-of-reference-period total enrollments were down relative to the baseline year of 1965-66. Seven of the 12 states showed increases in high school enrollments from 1965-66 to 1984-85 headed by Florida, with an increase of 40.9 percent.

The state with the largest enrollment declines for high school students was West Virginia with a 19.9 percent decrease for the 20-year period. Because of the enrollment peak in 1975-76, all states showed decreases in high school enrollments for the 10- and 5-year reference periods through 1984-85. The largest were in Louisiana (17.2 percent from 1975-76 to 1984-85) and West Virginia (9.0 percent from 1980-81 to 1984-85). The states showing smallest declines were South Carolina (4.2 percent for 10 years) and Florida (1.3 percent for 1980-81 to 1984-85).

The previously noted upturn in enrollment at the high school level was not found for lower grade enrollment aggregations (except kindergarten). Although one year of increased high school enrollment would not allow one to make strong statements about a reversal of the downward trend in enrollments, it can be noted that the reported Southeast 1984-85 enrollment was above the total enrollments for the two previous years.

## Distribution of Students Across Grade Levels

Inspection of percent of enrollment at elementary (grades 1-4), middle school (grades 5-8), and high school (grades 9-12) levels indicates the Southeast had a larger percentage of public school enrollment in the lower grades (elementary—30.5 percent and middle—31.7 percent) than at the high school level (29.5 percent) for the 15-year period for which national data were available.[T-18, T-20, T-22, T-24]

A major change in the Southeast was the drop in enrollment at the elementary (1-4) grades level from 37.8 percent in 1965-66 to 31 percent in 1980-81. Much of this decrease can be explained by the fact that the Southeast had few kindergarten programs in the 1960s and only began to implement these early childhood programs during the 1970s. For the first half of the 1980s, the southeastern regional percentages have remained relatively constant in each of the grade groupings.

The state of Mississippi had the highest percentage for total public school enrollment for both elementary and middle school grades at 35.1 percent and 33.6 percent, respectively. This leads to the conclusion that Mississippi had the youngest school enrollments of all states in the Southeast. These figures are somewhat inflated in view of Mississippi's lack of a statewide kindergarten program, since kindergarten enrollments accounted for approximately 7 percent of public school enrollments in other southeastern states. In contrast, Virginia had the lowest percentage of grades 1-4 enrollment of total state public school enrollment at 28.4 percent and the highest percentage of high school level students at 30.9 percent.

## Exceptional Student Enrollments

Within the total enrollment of public schools were two specific groups of students who have been identified as in need of special instructional services. These groups are the gifted and talented students and special education students. Students in a gifted and talented program are identified—on the basis of assessment procedures and demonstrated performance in the school setting—as having an exceptional ability to learn subject matter content. Special education students may have disabilities that prevent them from learning the content presented in the typical classroom and/or may have physical disabilities limiting their activities both inside and outside the classroom.

Both groups of students have long been recognized as having special needs. However, special education, which embraces students with a wide range of physical handicaps and learning disabilities, includes a larger pool of students and therefore has received the larger share of resources necessary to set up programs to meet their special needs.

Limited national and regional data were available on numbers of students enrolled in programs for gifted and talented students and special education students. National data on gifted and talented program enrollment were available only for the 1976-77 and 1978-79 school years; the SEIS survey obtained data from the southeastern states on gifted and talented program enrollments from 1980-81 through 1984-85.[T-25, T-26]

In line with national trends, gifted and talented program enrollments within the Southeast increased from 1976-77 through 1978-79.[T-25] Inspection of the SEIS survey data and use of trend-line estimates for time points with missing state data demonstrate that gifted and talented program enrollment continued to grow over the first half of the 1980s.

It is noted that only Florida and North Carolina had more than 1 percent of their public school population enrolled in a program identified as serving gifted and talented students in 1976-77, while in 1984-85, the regional average was 3.3 percent with all states reporting at least 1 percent of their students enrolled in such programs.[T-26] The range of enrollments in programs for the gifted and talented was from a low of 1.2 percent for both Arkansas and Tennessee to a high of 6 percent and 8.2 percent, respectively, for North Carolina and Virginia.

Enrollment of students in special education programs also grew, both in terms of absolute numbers as well as relative percentages of total public school enrollment, over the period for which national and SEIS data were available.[T-27, T-28] At the national level, special education programs showed an enrollment growth of 47 percent from 1972-73 to 1980-81, (the period for which national and regional data were available). During this same time period, the Southeast Region's enrollments in special education programs had a growth rate of 96.2 percent, more than double the national rate.

In terms of relative size, the Southeast's special education enrollment, as a percentage of total education enrollment, went from 5.1 percent, which was below the national special education enrollment rate of 6.2 percent in 1972-73, to 10.3 percent, which was above the national rate of 10.1 percent in 1980-81.[T-28] While data for some states were missing, estimates were developed on the basis of averaging adjacent values within the same time series. On the basis of actual and estimated data, it was concluded that growth in special education student enrollment likely continued through the 1983-84 school year and that as much as

a 3 percent enrollment drop occurred in 1984-85.

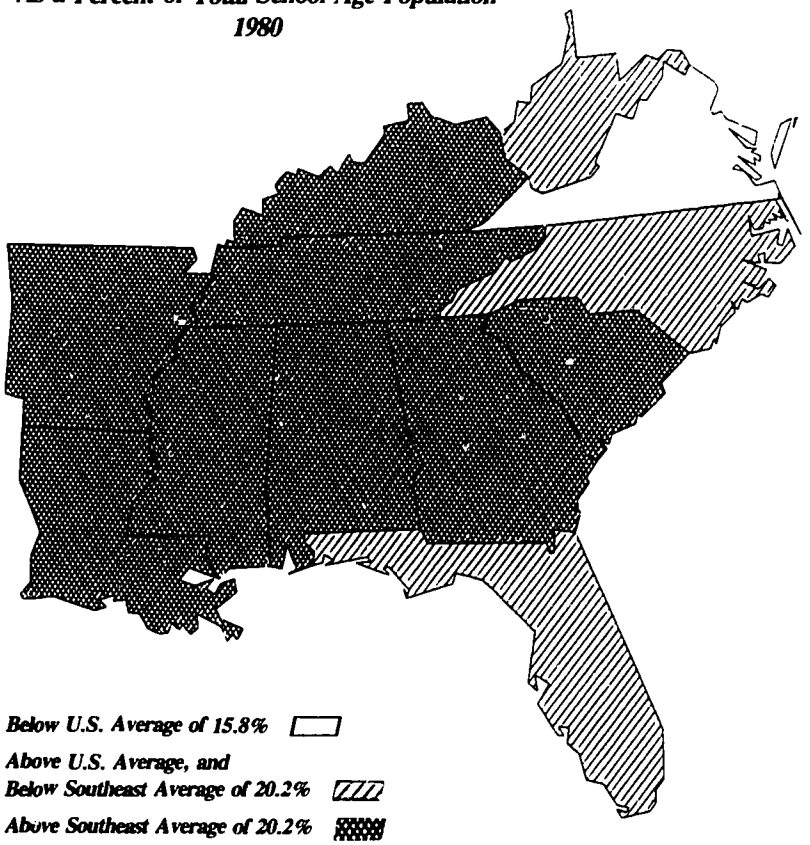
Individual southeastern states also showed substantial growth in special education program enrollments from 1972-73 into the first half of the 1980s. The majority of the states (7 of the 12) had maximum special education enrollments occurring in the 1984-85 school year; the other states peaked sometime during the 1980s.

The finding of a large increase of enrollments in special education programs during the 1970s should not be surprising, since the passage of P.L. 94-142 as a bill of rights for handicapped students in the 1970s was a major catalyst for the expansion of special education services and programs. Not only did the law provide new funding sources, but it expanded the definition of "special education students" to include disability designations such as "learning-disabled" or "emotionally handicapped." These newly identified students also were required to receive instruction in an educational setting when previously the special education instructional emphasis in schools had been primarily on educationally and physically handicapped children.

Use of SEIS data along with national data sources allowed for the determination of trends of special education program enrollment over a 12-year period.[T-27] It was noted that all southeastern states showed growth over this period and that 9 of 12 states had an increase in growth rate for special education enrollment of over 100 percent or more. The state showing the greatest enrollment growth was Alabama with 313 percent.

Expanding special education enrollments at a time when total enrollment was declining or growing very slowly meant that special education programs also increased in relative size. Growth was observed through 1983-84 in the Southeast, after which a slight drop occurred. However, it should be noted that the region's decrease in the percentage of special education enrollment was associated with a substantial drop in special education enrollment in Louisiana over the last three years. If this state had maintained the special education enrollment levels of previous years, it is likely that overall Southeast regional special education program enrollment would have continued to increase. The median level of special education enrollment as a percentage of total public school enrollment for 1984-85 was approximately 11 percent. This means that roughly one of every nine public school students was enrolled in a special education program.

***FIGURE 3***
***Economically Disadvantaged Children 5-17 Years Old***
***As a Percent of Total School-Age Population 1980***




## Per Capita Income

The economic health of a region represents the basis for support of public education. In the present report, data on per capita income in actual and adjusted formats are provided for the 20-year period covered by this study.[T-29, T-30] Per capita income does show an increase in actual as well as real (i.e., adjusted) amounts for the country as a whole, as well as for all regions. Further, the Southeast Region per capita average rose from 76.6 percent of the United States total in 1965 to 87 percent in 1984, thus indicating progress in the economic well-being of citizens of the southeastern states as a whole. However, the Southeast, which started out as the lowest among regions in 1965, remained the lowest in both actual and real per capita incomes in 1984 with a lag of approximately $1,600 in actual and $715 in adjusted amounts when compared to national figures.

According to Census figures, the two wealthiest states in the Southeast at the beginning and end of the 20-year reference period were Florida and Virginia. Although Virginia was the only southeastern state to show a per capita personal income rate above the U.S. average, beginning in 1981 and continuing through 1984, this average was still below the average of the other three regions, thus demonstrating the substantial lag in the Southeast's per capita income. Mississippi ranked behind the other southeastern states in terms of per capita personal income for the period under study.

All states within the Southeast showed substantial increases in per capita income over the 20-year period of the study. Ten of the 12 states showed a fourfold increase for the past 20 years, led by Virginia with a 437.7 percent gain. All 12 states had growth rates of over 100 percent for the 10-year period from 1975 to 1984, led by Georgia with a relative gain of 133.4 percent. Georgia also led all southeastern states for relative growth for the first half of the 1980s with an increase of 41.8 percent. Finally, all states showed per capita income growth over the last two years when a substantial

economic expansion has been in effect. This growth was led by the two-year increase of 27.8 percent in per capita income for North Carolina.

West Virginia had the lowest per capita income growth rates of all southeastern states for each of the major reference periods covered in this report, with 371.8 percent for 20 years, 103.7 percent for 10 years, and 37.1 percent for 5 years. It also can be noted that West Virginia has not been affected by the recent economic growth in the United States to the extent that other southeastern states have, ranking second behind Louisiana in terms of the smallest two-year per capita income growth (Louisiana—8 percent and West Virginia—9.8 percent).

### Per Capita Income In "Real" Dollars

Use of the Gross National Product deflator to standardize per capita personal income provides a means to factor out the inflation that has occurred since 1972.[T-30] While the deflationary factor is applied to all state and regional data, among state/region comparisons it will be the same as that determined with actual dollars. Moreover, the correction provided by standardizing dollar values back to 1972 allows for the determination of real dollar growth in between-year comparisons for the individual states.

The adjusted data suggest that real gain in national per capita income occurred during the periods under study and that this pattern held for the Southeast as well as for each of the other regions. The recession of the early 1980s had an observable effect on per capita income, which is most easily seen in the between-year comparisons of the first half of the 1980s. Nine of the 12 states comprising the Southeast Region had a decrease in per capita income either from 1981 to 1982 (Alabama, Arkansas, Florida, North and South Carolina, and Virginia) or from 1982 to 1983 (Kentucky, Louisiana, and West Virginia).

## Economically Disadvantaged Children

Another economic characteristic of the population that has major implications for the development of educational policy at both state and local levels is the percentage of the population that is economically disadvantaged *(see Figure 3)*. Available in this report are the percentages of economically disadvantaged children as a percentage of the 5-17 year-old, school-age children provided by the Census Bureau for the years of 1970 and 1980. These figures can be used as an approximate measure of poverty in the total population.[T-31]

The data reveal that the Southeast and the West, which had the highest proportion of minority populations, also had higher percentages of economically disadvantaged children than the two northern U.S. regions. Furthermore, these rates are higher than the figure for the United States as a whole. However, some notable improvement can be seen in the Southeast, where there was a decrease of approximately 20 percent in the number of students categorized as economically disadvantaged during the same period that the national percentage rate increased about 7 percent.

Within the region, each of the southeastern states showed a decrease between 1970 and 1980 in the number of students categorized as economically disadvantaged. The largest decline was in Mississippi (over 11 percent); the least was seen in Florida (0.1 percent).

Overall, the highest and lowest rates of economically disadvantaged school-age children, in both 1970 and 1980, were in Mississippi and Virginia, respectively. Virginia's rates were less than one-half that for Mississippi at each of these time points.

A joint consideration of the information on per capita personal income and percentage of economically disadvantaged in the Southeast indicates an inverse relationship between these two economic variables. Virginia had the highest per capita personal income and the lowest percentage of economically disadvantaged school-age children, and Mississippi had the lowest per capita income and highest percentage of economically disadvantaged children.

## In Summary

In summary, the states in the Southeast comprise a unique region with several socioeconomic characteristics that distinguish it from the other U.S. regions. However, there also are similarities in social characteristics between the Southeast and West. These two regions contain the states that fall in the "Sunbelt", the southern rim of the United States experiencing above average population growth. States in the Sunbelt also had the largest percentages of minority populations and the largest percentages of the total population enrolled in public schools.

The most marked difference in the Southeast Region as compared to either the United States as a whole or the three remaining regions relates to economic variables. For example, the Southeast has lagged behind the other regions with lower levels of per capita income and higher levels of children from poverty backgrounds. Since level of poverty of a family is by definition a function of income earned, it is clear that the depressed level of per capita income of residents in the Southeast is related to the higher percentage of families from a poverty background, as compared to the United States as a whole or the other three regions individually.

In terms of social characteristics, the Southeast had a large minority population with somewhat more than 20 percent of the total population categorized as black. The West also had a sizable minority population in 1980, approaching 20 percent of the total population.

The total population of the Southeast has continued to show growth primarily as a result of internal growth generated by the natural birth rates of the resident population and secondarily as a result of migration of foreign nationals or citizens from other parts of the United States.

Another reason for the increased growth rates in the Southeast, as well as the West, is the documented finding that minority populations tend to have higher birth rates than does the majority white population.

The final cause of the above average growth of the Southeast region is the migration of people from economically depressed areas of the North Atlantic and North Central regions to the Sunbelt states in search of better employment opportunities.

Each of the above reasons helps explain the observed increase in total public school enrollment after a decline lasting approximately 10 years. Also, the proportions of public school student enrollments are higher in the elementary and middle school grades than in the high school grades. Both because of the above noted reasons and the fact that total population 5 years old or younger and kindergarten enrollment have continued to increase, school enrollment in the Southeast can be expected to continue to grow at all levels.

Two groups of exceptional students were identified for specific study: gifted and talented students and special education students. Taken together, a total of 14 percent, or approximately one in seven students, received some type of instruction for exceptional children in the Southeast's public schools.

# Student Performance

A review of educational system efficacy typically begins with the consideration of students' academic performance. In truth, however, the local school system usually is evaluated by the extent to which it accomplishes two major functions: graduating students and offering them quality instruction. The first of these can be thought of in terms of human resources. That is, the graduation of a student is viewed as a measure of system productivity and, therefore, efficiency. The second major function is measured most often by the performance of students on standardized tests, which can be thought of as representing a measure of the quality of the product produced by the educational system.

The data discussed below describe the performance of students in school systems in the southeastern United States. Many of these data were collected specifically for this report and thus do not allow for a comparison with other regions of the country or, in some cases, for the United States as a whole.

The "time reference periods" used here are: 20 years—1965-66 through 1984-85; 10 years—1975-76 through 1984-85; 5 years—1980-81 through 1984-85.

## High School Graduates

For the purposes of this report, the term "high school graduate" is defined somewhat broadly. In reality, the percentage of the population having a high school diploma has been inferred from available U.S. Census data, which provide "the percent of the population over age 25 with at least four years of high school." The numbers of high school graduates (thus defined) are available for the four regions and the United States as whole, as well as for the states comprising the Southeast Region.[T-30, T-31]

It is noteworthy that the numbers of high school graduates for both the United States as a whole and the individual regions showed the same general trend, increasing from 1965-66 until the five-year period beginning in 1975-76 and continuing through 1980-81 *(see Figure 4)*. At that point, the trend line reversed itself. However, that decrease in numbers of graduates in the adult population has moderated with the Southeast and West showing less than 1 percent decline for the last two years. This is in contrast to the two northern regions, which still show declines of over 2 percent.

While the overall national pattern of increasing numbers of graduates was echoed in the Southeast, this region consistently has had smaller proportions of high school graduates in the adult population. However, although the Southeast has lagged behind the United States and the other three regions for the years for which complete data are available, the percentage of adults in the Southeast over 25 and having four years or more of high school increased from 75 percent of the national total in 1940 to 87.7 percent of the national total in 1980. Indeed, only Florida has had percentages comparable to the national average for the 40-year period.

## Graduation Rates

Another measure of human resource production can be determined from the inspection of graduation rates. A rough measure of the graduation rate is provided by comparing the numbers of graduates per year[T-32] to the numbers of students enrolled in grades 9-12[T-23] and multiplying the result by four. Although data on the numbers of graduates were available for each of the time-comparison periods for the four regions and the United States, data for enrollment in grades 9-12 for the years 1981-1985 were available only for the southeastern states.

The United States had a graduation rate of 81.6 percent for the year 1980-81, which was below the reported figure for the Southeast Region. An inspection of the graduation rates for the Southeast as a whole from 1980-81 to the present shows a decline from 83.2 percent to 78.4 percent. These results can be interpreted in one of two ways. The decline in the graduation rate could indicate an actual drop in production of graduates from high schools in the United States. The alternative and more likely explanation is that there has been growth in the enrollment of students in grades 9-12. This conclusion is supported by data in Table 23 that show, beginning in 1981-82, a rising trend of enrollment in grades 9-12 as a percentage of total school enrollment. With this bulge of students beginning to move through the high school years, an increase in the graduation rate (using this approximation) would be expected beginning in the latter half of the 1980s.

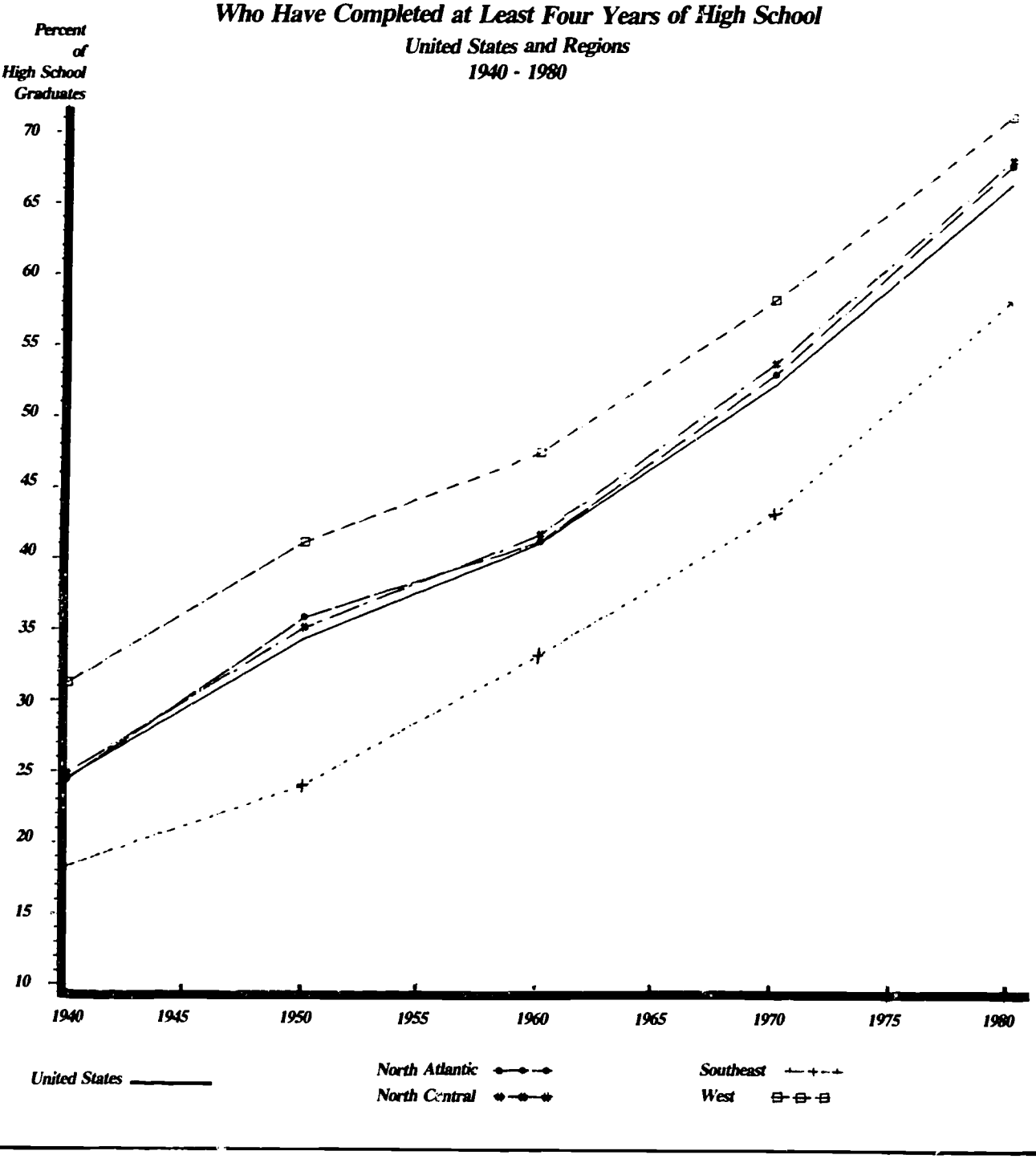
## Test Scores

Student test scores on standardized achievement tests represent a second indicator of educational performance. Responses to the SEIS survey were used to describe the southeastern states' use of tests to easure educational performance of students in the public schools. For this survey, each state provided both administration and performance information on tests serving a variety of educational measurement functions, including (1) standardized tests used by colleges/universities for selection purposes, (2) statewide administration of nationally standardized achievement test batteries, (3) criterion-referenced tests designed to measure state educational objectives; and (4) competency tests developed to certify a student's eligibility for high school graduation.

## College Aptitude Tests

While a common practice, the use of college/university selection tests to assess performance levels of state and local educational systems provides a limited view of students' performance, since, in most states, the tests are likely to be taken only by students interested in going on to higher education. Furthermore, these tests are designed to measure a student's aptitude to succeed in college—not necessarily synonymous with either "successful" comple-

## FIGURE 4
### Percent of Population over Age 25 Who Have Completed at Least Four Years of High School
*United States and Regions*
*1940 - 1980*




tion of high school or intellectual attainment. Nonetheless, the widespread use of these exams and broad public acceptance of their validity as general measures of student achievement have earned the tests a place in a comprehensive review of student performance.

The two most widely used tests for college admission selection purposes are the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) Battery. In the southeastern states, the SAT is taken by more students than the ACT, even though more states nationally have a majority of their graduating seniors taking the ACT *(see Figure 5)*.

The reason for this contradictory finding is that the more populous states in the Southeast (Florida, Georgia, North Carolina, South Carolina, and Virginia), which lie along the Atlantic seaboard, require the SAT for entry into the colleges and universities of their respective state university systems. In contrast, the states lying to the west of the seaboard states uniformly rely upon the ACT for making college entrance decisions.

## Students Taking College Aptitude Tests

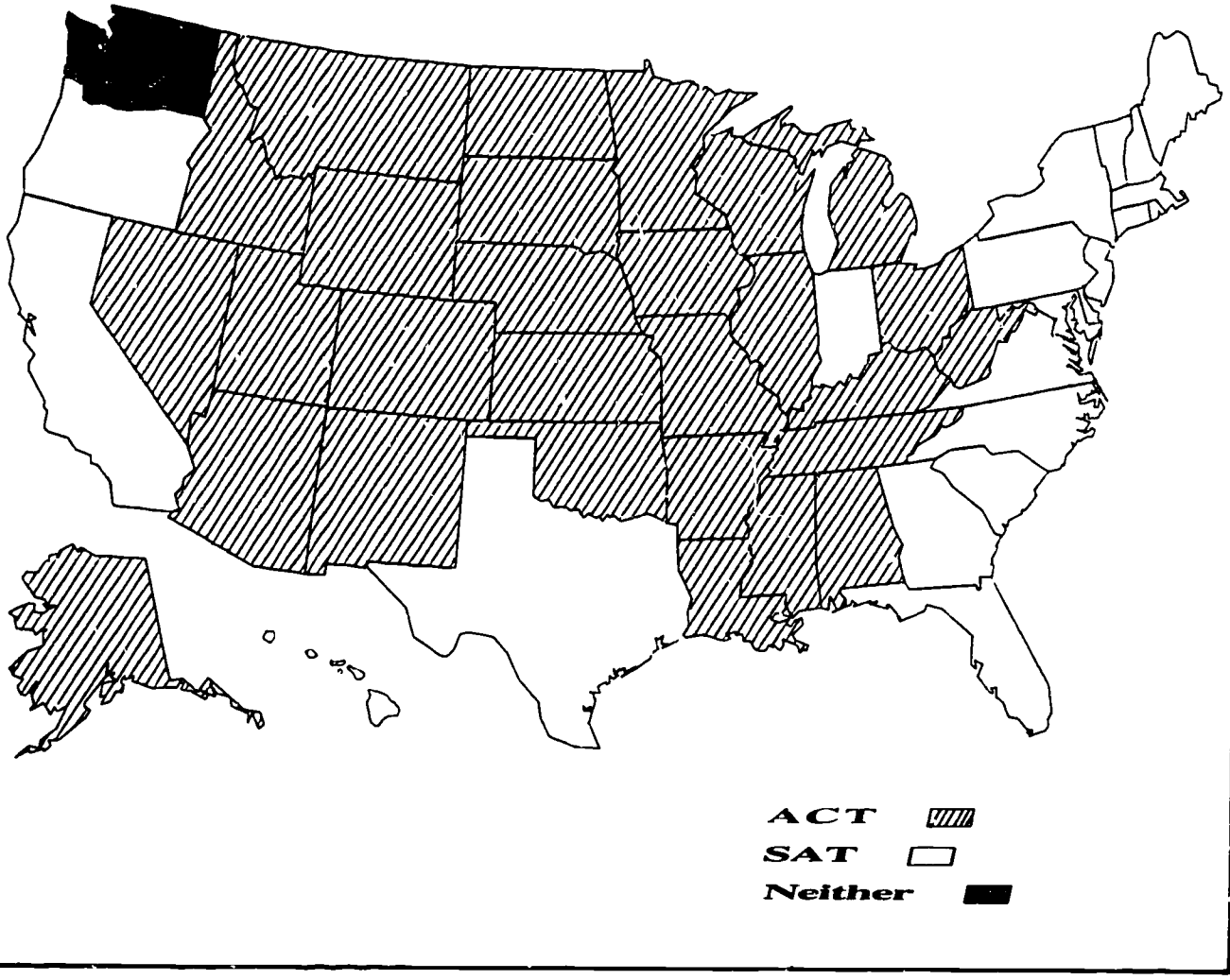
The Southeast, along with the nation as a whole, showed a steady decline in the percentage of high school graduates taking the SAT from 1970-71 to 1975-76, but then a rise through 1983-84, the last year for which data were available for the southeastern states.[T-34]

It is noteworthy that, consistently, fewer southeastern high school graduates take the SAT compared to the nation as a whole. However, the gap has narrowed since 1970, when 29.6 percent of the region's high school graduates took the test, compared to 37.9 percent nationally. In 1981-82, the last year for which both national and regional data were available, 30.3 percent of the Southeast's high school graduates took the test, compared to 35.12 nationally. In the Southeast, the percent of high school graduates taking the test rose again from 30.9 percent in 1980-81 to 36.2 percent in 1983-84.

(Even though no national data were available for percentage of high school students taking the ACT, it would be reasonable to conclude that the Southeast would again rank behind the United States as a whole.[T-35] However, it is important to note that states which required use of ACT/SAT for application to state university systems did have approximately 50 percent or more of graduating seniors take that particular college aptitude test.)

Mississippi deserves special note here because of its high level of participation in the ACT. The percentage of high school graduates taking the test varies from a low of 89.6 percent in 1981-82 to a high of 101.5 percent in 1983-84. These exceptionally high participation rates invite two interpretations. First, unlike those of other states, Mississippi's state ACT mean scores provide a general measure of the level of academic achievement of seniors graduating from its public high schools. At the same time, however, since there was no selectivity among ACT test takers (some students who did not graduate also took the test), the Mississippi ACT scores represent a lower level of performance than would be expected if only college applicants had taken the tests.

***FIGURE 5***
***Dominant Test for College-Bound Students***
***ACT vs. SAT***



## SAT and ACT Test Scores

Overall, the test performance of the students in the Southeast trails the nation as a whole and each of the other regions on both the SAT and ACT. However, a comparison of trends in test scores during the past 25 years shows a somewhat different picture. As with the nation as a whole, the SAT scores in the Southeast declined dramatically over the 1960s and 1970s, then began a gradual rise in the early 1980s.[T-36, T-38] However, this basic pattern of decline and slight rise in the Southeast's student scores was less pronounced than the national average.

Analysis of the available SEIS data for the decade of the 1970s showed a similar though less extreme drop of 3.2 percent in the Southeast Region's mean SAT Verbal score, versus 6 percent for the United States as a whole.[T-36] Both the U.S. and Southeast Region showed slight upturns in student overall performance beginning in 1981-82 with an SAT Verbal scale gain of 4 points for the Southeast and a 2 point gain for the United States. Math SAT scores for the United States also showed a pattern of a drop through the 1970s and a slight increase through the first half of the 1980s.[T-38]

In contrast, the 1980-81 Southeast Region's mean Math SAT scores, while lower than the 1971-72 baseline point, were higher than the mean in 1975-76 and continued to show improvement throughout the first half of the 1980s. Also of note: SAT Math scores were higher than Verbal scores at all time comparison points for both national and Southeast measures.

Two different patterns of test performance were identifiable among the states of the Southeast. States along the South Atlantic coast have relatively large numbers of high school students taking the SAT. Mean scores of these states on both Verbal and Mathematics tests rank from just at the total U.S. average (Florida and Virginia) to between 20 and 30 SAT scale score points below it (North Carolina, South Carolina, and Georgia).

The remaining states, which have less than 10 percent (i.e., fewer than 5,000 high school students) taking the test, have state means that rank above the national average. This probably occurs because high-performing students from states that do *not* use the SAT for state college/university selection purposes take the SAT because of interest in attending an attractive out-of-state university that selects students in part on the basis of SAT test performance. Colleges and universities typically found on the lists of the "best" schools in the country are located predominantly outside the Southeast Region, and virtually all of these institutions require applicants to take the SAT as the desired measure of academic aptitude. Since competition for spaces at these schools is very intense, only the top students from the southeastern states are likely to complete the admission process, including taking the SAT.

Thus, in states where the percentage of students taking the SAT is very low, the few who *do* take the test are likely to be the very top students. And, while students at the same high academic aptitude levels will be found in the states with relatively high percentages of students taking the SAT, the existence of a larger SAT-taking pool will tend to reduce the overall performance levels of these states on these exams. This results in the observed inverse relationship between percentage of high school graduates taking the SAT and mean state score on the SAT tests.

The Southeast's mean performance on the ACT English and Mathematics Tests has varied from 1980-81 to 1983-84 with drops on both in 1982-83 and a substantial increase in 1983-84.[T-37, T-39]

It is interesting to compare the relationships between English/Verbal and Mathematics scores for the ACT and SAT test batteries.[T-40] Among the southeastern states, students taking the ACT performed relatively better on the English Test than on the Mathematics Test. In contrast, on the SAT, the southeastern students, on the average, scored better on the Mathematics Test in comparison to the Verbal Test.

## Other Testing

Although the Scholastic Aptitude Test and the American College Testing Battery are widely recognized as measures of student academic performance and future college success, the fact remains that these tests are taken by approximately one-third of the typical high school graduating class in the southeastern United States. These figures suggest that a sizable proportion of students graduating from southeastern high schools have immediate career plans that do not involve going on to a four-year college or university. Thus, except in Mississippi, the SAT and ACT tests do not provide an adequate measure of educational performance of all high school graduates, much less the students in lower grades.

As part of the SEIS survey, the states were asked to provide information on standardized testing carried on within their educational jurisdictions. These tabulated results show a wide variety of different testing programs in use in the region. The programs include combinations of standarized achievement test batteries to provide comparison of state student performance to national norms, criterion-referenced tests to assess attainment of state educational objectives, and/or minimum competency tests designed to ensure the educational quality of the product of the American educational system—the high school graduate. *(Figure 6 summarizes the changes in patterns of testing in the southeastern states from 1980-81 to 1984-85.)*

## Competency Tests

Competency testing serves a quality control function by assessing the educational product of a public school education. Indeed, the development of competency testing to assess the attainment of state educational goals and performance levels—elementary and secondary—represents a major educational movement in the Southeast. Such tests were a response by state educational agencies to public concerns that some students graduating from high schools were unable to demonstrate the minimal educational skills required to obtain a job, much less to aspire to further education.

Five of the 12 states in the Southeast use a competency test as an additional requirement where students must demonstrate a specified level of performance before receiving a diploma. A sixth state, Mississippi, completed a pilot test of the first phase of competency test development during the 1984-85 academic year.

Three states—Florida, Georgia, and Virginia—administer the competency test beginning in the 10th grade, and the remaining states—Alabama, Mississippi, and North Carolina—administer the test for the first time to 11th grade students. All six states require testing of reading (Florida uses the designation of "communications") and mathematics; Alabama also tests its students' skills in language arts; North Carolina tests writing, and Mississippi plans to include writing as a competency test subject.

Competency test passing rates generally have shown increases over the period in which tests have been administered. Reading test passing rates were higher than Mathematics in all within-state comparisons with a median passing rate of 94 percent for reading and 89 percent for mathematics over five years within states.

## FIGURE 6
## Changes in Patterns of Testing
## In the Southeastern States
### 1980-81 - 1984-85

| State | Year | Grade K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 1980-81 | | | | B | | | B | | | B | | | |
| | 1984-85 | | | | B | | | B | | | B | | C | |
| Arkansas | 1980-81 | | | | | N | N | N | | N | | | | |
| | 1984-85 | | | | B | N | | B | N | B | | N | | |
| Florida | 1980-81 | | | | | | | | | | | | | |
| | 1984-85 | | | | B | | B | | | B | | B,C | | |
| Georgia | 1980-81 | | | | | N | | | | N | | | | |
| | 1984-85 | | B | | N | B | | N | | B | C,N | | | |
| Kentucky | 1984-85 | B | B | B | B,N | B | B,N | B | B,N | B | B | B,N | B | B |
| Louisiana | 1980-81 | | | | | | | | | | | | | |
| | 1984-85 | | | B | B | B | B | | | | | | | |
| Mississippi | 1980-81 | | | | | N | | N | | N | | | | |
| | 1984-85 | | | | N | | N | | N | | | C | | |
| North Carolina | 1980-81 | | N | N | N | | | N | | | N | | C | |
| | 1984-85 | | N | N | N | | | N | | | N | | C | |
| South Carolina | 1980-81 | | | | | N | | | N | | | N | | |
| | 1984-85 | | B | B | B | N | | B | N | B | | N | B | |
| Tennessee | 1980-81 | | | | | | | | | | | | | |
| | 1984-85 | | | N | B | | N | B | N | B | C | | | |
| Virginia | 1980-81 | | | | | N | | | | N | | | N | |
| | 1984-85 | | | | | N | | | | N | | C | N | |
| West Virginia | 1980-81 | | | | N | | | N | | | N | | N | |
| | 1984-85 | | | | N | | | N | | | N | | N | |

B = Basic Skills Testing
C = Competency Testing
N = Nationally Normed Statewide Testing

In each state using competency testing, failing students are given additional opportunities to pass the failed test(s) before their class is scheduled to graduate. Individual remedial educational programs can be developed from an inspection of test-item performance of students who do not pass the competency test and can be used to guide the study efforts of these students prior to their next attempt to pass the test.

## Basic Skills Testing

The establishment of competency testing programs has been accompanied by either built-in formal and/or local educational agency initiated remedial educational programs to assist those who fail. Those remedial measures are admittedly "last chance," however. And, for many states, a more effective way to ensure that a student will demonstrate educational competence in high school is to make certain that he or she learns the requisite skills in the lower grades, where substantial amounts of time remain to accomplish necessary remediation.

Testing programs to monitor student progress and flag problems operate under a variety of titles. However, the title "Basic Skills Testing"—used by Alabama—reflects the intent of all these programs, which are designed to ensure that the educational goals of the state are being met. Eight of the 12 states surveyed as part of this project reported a basic skills testing program in operation. The reports of the states indicate that these criterion-referenced tests typically are used to assess student attainment of state-specified educational objectives.

Alabama and Arkansas reported a basic skills testing program to have been in operation since the beginning of the period covered by the SEIS information-gathering survey. For Kentucky and Tennessee, 1984-85 was the first year of operation of a basic skills testing program. The competency testing subjects of reading and mathematics were found to be basic components of all state basic skills testing programs. Student language arts skills also were assessed in the Alabama and Louisiana programs, and student career development growth was inventoried by the state of Georgia.

Grades covered by the different basic skills testing programs varied with several states making changes as their programs developed through the first half of the 1980s. For example, Kentucky reported its program to be in operation at all grade levels, and Louisiana, after making a start with testing at grade 2 in 1980-81, had expanded its program one grade per year until 1984-85 when grades 2-5 were covered.

Five of the states tested at three grade levels, typically beginning at the 3rd grade level. Georgia and Louisiana started testing at the 2nd grade, South Carolina in the 1st grade, and Kentucky with a kindergarten testing program. The next basic skills test would likely be given in the 5th or 6th grades to sample later elementary grade performance, with the final test given at one of the junior high school levels, such as the 8th or 9th grade. South Carolina differed from the above pattern in that all students in grades 1-3 were involved in the basic skills testing along with 6th- and 8th-grade students.

Some data were provided on student performance levels on the basic skills tests used to assess attainment of educational objectives. Since the tests were developed according to criterion-referenced testing procedures, the different states' data are not strictly comparable. That is, although the same educational objectives may be embedded in several different states' listings, identification may be difficult because of different wording or placement in these educational objective assessments. Nonetheless, an analysis of the performance data reported on the SEIS survey does permit one general conclusion: student passing rates on the basic skills test are substantially lower than the competency test passing rates reported by the states that have both programs in operation.

## Standardized Achievement Testing

Administering commercially developed, nationally standardized achievement tests to students in selected grades is another means of assessing educational performance. Both state and local educational agencies in the Southeast administer such tests. State use of nationally normed test batteries provides a means of obtaining achievement information that allows state comparison to a national standard or yardstick, comparisons not possible through use of criterion-referenced testing programs alone.

Testing at three grade levels about three grades apart was the most common pattern found for the nine states using nationally normed tests for mandated statewide evaluation programs. These norm-referenced state testing programs, in contrast to the criterion-referenced testing programs, typically began testing one grade later at the early elementary grades (i.e., 3rd or 4th grades) with a second grade tested at the middle school/junior high levels (i.e., 6th, 7th, or 8th grades). The final test usually occurred at either the freshman or sophomore high school level. Only Virginia tested students with norm-referenced tests at the upper high school level of the junior year.

Variations on that pattern of testing were reported in North Carolina, where students in the 1st and 2nd grades were tested along with 3rd grade students, and Kentucky, where students were tested every other grade beginning with the 4th grade.

The decisions about when to give standardized achievement tests appear to have been made with the intent to minimize the amount of time students would have to spend participating in a state-sponsored educational assessment program. There were specific cases noted where the grade level to be tested in one of the testing programs was changed from one year to the next because of the addition of a new test requirement in the original grade.

There was a wide variety of standardized achievement test batteries used by the different states. The California Achievement Test (CAT) Battery is used by three states; the California Test of Basic Skill (CTBS) Battery and the Science Research Associate (SRA) are used by two states each; and the Iowa Test of Basic Skills (ITBS) and the Stanford Achievement Test batteries are each administered by a single state.

Average state achievement test performance levels were reported by the majority of surveyed states administering statewide norm-referenced testing programs. However, since there was great diversity among test batteries used as well as the grade levels tested, it is appropriate to make only general statements about student achievement in the southeastern states.

A review of SEIS survey data revealed the existence of patterns related to testing both within and across states. The first and probably most important observation is that states originally below national average testing grade levels for the country as a whole (i.e., 50th percentile) tended to increase performance levels until total state student achievement levels were at or above their representative grade-level testing points. However, states at or above these "average student performance levels" were more likely to remain at these levels than to show either increased or decreased levels of test performance.

A second major conclusion is that student groups perform relatively better on the

mathematics sections of standardized achievement tests than on the reading or language arts sections. It is to be noted that these results are contrary to those observed for the competency test passing rates since students tended to have higher passing rates on the reading than on the mathematics sections of the latter tests.

## In Summary

A synthesis of the above information on statewide testing programs indicates that a multifaceted approach is used by southeastern states to document educational progress.

Widely accepted nationally normed measures of education performance indicate that the southeastern states have shown improvement in achievement relative both to previous years and to the nation as a whole, and ranked average or somewhat better than average when individual student norms are used. Moreover, the use of integrated basic skills testing programs at various grade levels leads to the expectation that students will be better prepared to meet the higher standards for graduation that currently are being implemented. Among these increased demands on the part of students are requirements to pass more units in academic core subjects such as English, mathematics, and science, as well as demonstrated basic educational skills competence through passage of minimal competency tests.

Measures of educational "productivity"—such as high school graduation rates and performance on aptitude tests used for college admission/selection—show the Southeast lagging behind the other three regions of the United States and the United States as a whole. The gap between the Southeast and the rest of the country is seen both in the percent of adults in the population with four years of high school or more and in the performance of southeastern high school students on SAT and ACT exams. Differences among the 12 southeastern states in the administration of college entrance exams reflect regional characteristics, with the Eastern Seaboard states (with their larger population bases) using the SAT and the states in the interior of the region using the ACT.

Finally, total state performance on tests traditionally used for college/university selection purposes must be interpreted in terms of the proportion of the total student body taking a particular test. There is an inverse relationship between state mean test performance and the proportion of the eligible state high students taking the aptitude test. The states with low proportions of prospective college/university students taking a particular test tend to have a relatively higher than national average test performance, although the states with relatively high proportions taking the test will show average to below-average performance.

Overall, the Southeast as a region shows lower mean scores on scholastic aptitude tests than other regions of the country. This finding is not unexpected in view of the fact that numerous studies have shown a strong association between socioeconomic status and standardized test performance and that states in the southeastern United States have the highest percentages of school-age children categorized as economically disadvantaged.

The improvement in average-or-above performance of southeastern students on nationally normed tests and the implementation of basic skills testing programs within schools are encouraging. It would be expected that the passage of students showing average-or-above levels of performance into high school would result in the reduction, if not elimination, of the present gap in college entrance test scores between Southeast Region's high school students and high school students at the national level planning to go on to post-secondary education.

# Financial Support of Education

Ultimately, a key to the quality of schooling is the level of funding supporting it. As with all states, funding for public schools in the Southeast comes from a variety of sources and at levels that reflect the relative wealth, values, and priorities of the states and local communities. This section examines educational funding patterns and some of the variables that affect them.

## Total Education Expenditures

Spending on education has shown a steady increase over the last twenty years (from 1965-66 through 1984-85), both for the United States as a whole and for each of the regions.[T-41] The Southeast Region's educational expenditures for the 20-year and 10-year periods dating back from 1984-85 showed greater percentage increases than did the United States for these same periods.[T-42] For the 20-year period, spending in the Southeast increased over 500 percent compared to less than 400 percent for the United States as a whole.

For the 10-year period, educational expenditures increased over 200 percent in the Southeast, compared to less than 100 percent in the nation. Between-region comparisons for the same time periods indicate that the Southeast has shown the highest growth rates for the 20-year period and the second highest behind the West with 215 percent for the 10-year period for state public expenditures on education.

The educational expenditures of states in the Southeast as a group continued to show increases during the first half of the 1980s at a slightly higher rate than was demonstrated by the U.S. as a whole (the Southeast—44 percent and United States—40 percent). All states comprising the Southeast Region also showed increases over the 5-, 10-, and 20-year periods of reference in this report.

Within the region, variation among states was substantial, with some states showing twice as much growth for each of these periods of time. For the past 20 years, all southeastern states except Mississippi surpassed the national level of educational expenditure growth, with Florida showing the highest rate at above 700 percent. Mississippi's rate of growth for this period was 279 percent. Ten of the southeastern states showed growth rates of 100 percent or more for the 10-year reference period—rates that were above the national level for this time period.

For the 10-year period ending in 1984-85, Mississippi and North Carolina had the lowest growth rates at 49 and 79 percent, respectively, while South Carolina's rate of growth in educational expenditures of 149 percent was highest among the southeastern states.

There was relatively greater variation in growth level of educational expenditures over the last five years as compared to the other two reference periods. South Carolina and Alabama showed the highest relative increase of 75 percent and 67 percent, respectively, while Mississippi, with a gain of 0.5 percent, showed almost no growth in total funds expended on education between 1980-81 and 1984-85.

Although the United States as a whole had an increase of approximately $10 billion in educational expenditures from year-to-year during this five-year period, total educational expenditures for the other regions did not show such a pattern. For example, the Southeast, which had a sizeable increase of 17.6 percent in educational expenditures from 1980-81 to 1981-82, saw a decrease in its growth rate to less than half that noted for the previous year and later year-to-year comparisons. Also, no consistent pattern was found for within-year comparisons of individual southeastern states for the first half of the 1980s. However, it was noted that some of the states had drops in the actual dollar amounts of total

**TABLE 42**
**Average Annual Growth Rates For Educational Expenditures (Percent Change) 1965 - 1984**

| Region | 1965-70 | 1970-75 | 1975-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|---|---|
| U.S., Total | 12.2 | 10.8 | 8.1 | 11.0 | 8.9 | 7.8 | 7.5 |
| Southeast | 15.0 | 12.7 | 9.4 | 17.1 | 6.1 | 6.6 | 8.9 |
| Nor.th Atlantic | 16.5 | 9.7 | 5.8 | 12.9 | 8.5 | 6.3 | 6.9 |
| North Central | 15.2 | 9.7 | 6.6 | 17.3 | 1.2 | 9.2 | 3.6 |
| West | 11.8 | 12.2 | 11.5 | 0.5 | 16.9 | 10.1 | 10.4 |
| Alabama | 10.5 | 13.8 | 5.3 | 3.3 | 33.8 | 4.0 | 16.0 |
| Arkansas | 10.8 | 12.4 | 11.1 | 14.0 | 0.5 | 12.3 | 9.6 |
| Florida | 18.3 | 14.5 | 10.6 | 14.1 | 14.0 | 9.5 | 10.3 |
| Georgia | 14.0 | 11.8 | 9.5 | 24.9 | -1.4 | 6.0 | 14.3 |
| Kentucky | 15.6 | 9.0 | 9.6 | 25.9 | 14.0 | 7.3 | 0.6 |
| Louisiana | 13.1 | 11.0 | 8.2 | 18.1 | 18.7 | 3.6 | 0.4 |
| Mississippi | 12.9 | 10.9 | 9.7 | 19.6 | 26.5 | 8.3 | 5.4 |
| North Carolina | 14.6 | 10.2 | 9.2 | 24.8 | 27.6 | 7.3 | 11.8 |
| South Carolina | 17.1 | 12.1 | 8.5 | 23.9 | 11.8 | 5.6 | 19.6 |
| Tennessee | 13.7 | 11.2 | 6.7 | 29.8 | 3.0 | 4.9 | 8.2 |
| Virginia | 18.5 | 12.0 | 11.3 | 3.5 | 19.2 | 6.6 | 2.5 |
| West Virginia | 14.7 | 13.2 | 12.1 | 12.2 | 3.6 | -0.7 | 8.8 |

educational expenditures from one year to the next, which meant that these states showed negative growth for those particular years.

Declines in total educational expenditures were found for Georgia (1.4 percent), Mississippi (26.5 percent), and North Carolina (17.6 percent) between fiscal years 1981-82 and 1982-83—a time period which coincided with the onset of the national recession in the early 1980s.

Further, Mississippi and North Carolina were the two states with the lowest growth rates during the 10- and 5-year periods ending with the 1984-85 fiscal year. One can see that drops in state funding for public education at some earlier year had put these educational programs behind other states for that period in terms of providing educational support. It can be hypothesized that states found it difficult to add the major sources of revenue needed to overcome the funding decreases of the earlier years over and above the normal amounts needed to cover increases due to inflation and to provide financial support for educational program expansion.

## Total Government Expenditures

Total governmental expenditure figures are available for four 5-year periods—starting with 1965-66 and ending with 1980-81—and for individual year expenditures continuing through 1982-83. Thus, data were available only for an 18-year comparison for total governmental expenditures, as opposed to the 20-year period for educational expenditures.[T-43]

It is noted that direct general state and local expenditures showed long-term growth over the periods under consideration at each level of government. Use of the 18-year period for the purposes of making relatively long-term comparisons resulted in the finding that the Southeast had a higher growth rate (519 percent) in total direct governmental expenditures than the United States as a whole (441 percent).

However, when 1975-76 was used as a base year to give an eight-year rate of growth through 1982-83, the Southeast is seen to have grown overall at less than the national rate: Southeast, 92 percent, compared to the United States, 172 percent.

With two years of missing data, it is not possible to make comparisons between 20 years of data for education expenditures alone and total general state/local government funding. However, it does seem safe to conclude that states legislated larger increases in educational expenditures than in governmental spending overall and further, that these educational expenditure increases were larger than those reported for the nation as a whole over the long-term period (20 or 18 years), but less than the national rate for the intermediate-term period (10 or 8 years).

Consideration of state/local government expenditures for individual states indicated growth in size of government operations for these same periods of time. Of particular interest with regard to individual states is the effect of the onset of the 1980s' recession on total government expenditures. It is reasonable to assume that the recession had an effect on government tax collection and thus program operation in all states of the Southeast. It also is reasonable to believe that the effect was different among states. As can be noted, only Kentucky and Tennessee showed a drop in actual dollar amount of direct state/local government expenditures, but not educational expenditures, from 1980-81. Georgia, Mississippi, and North Carolina had growth in overall government spending, but drops in educational expenditures for those same years.

**TABLE 44**
**Expenditure of State and Local Governments**
**On Public Schools**
**As a Percent of Total State and Local Government Expenditure**
**1965-66 - 1982-83**
**(In Million Dollars)**

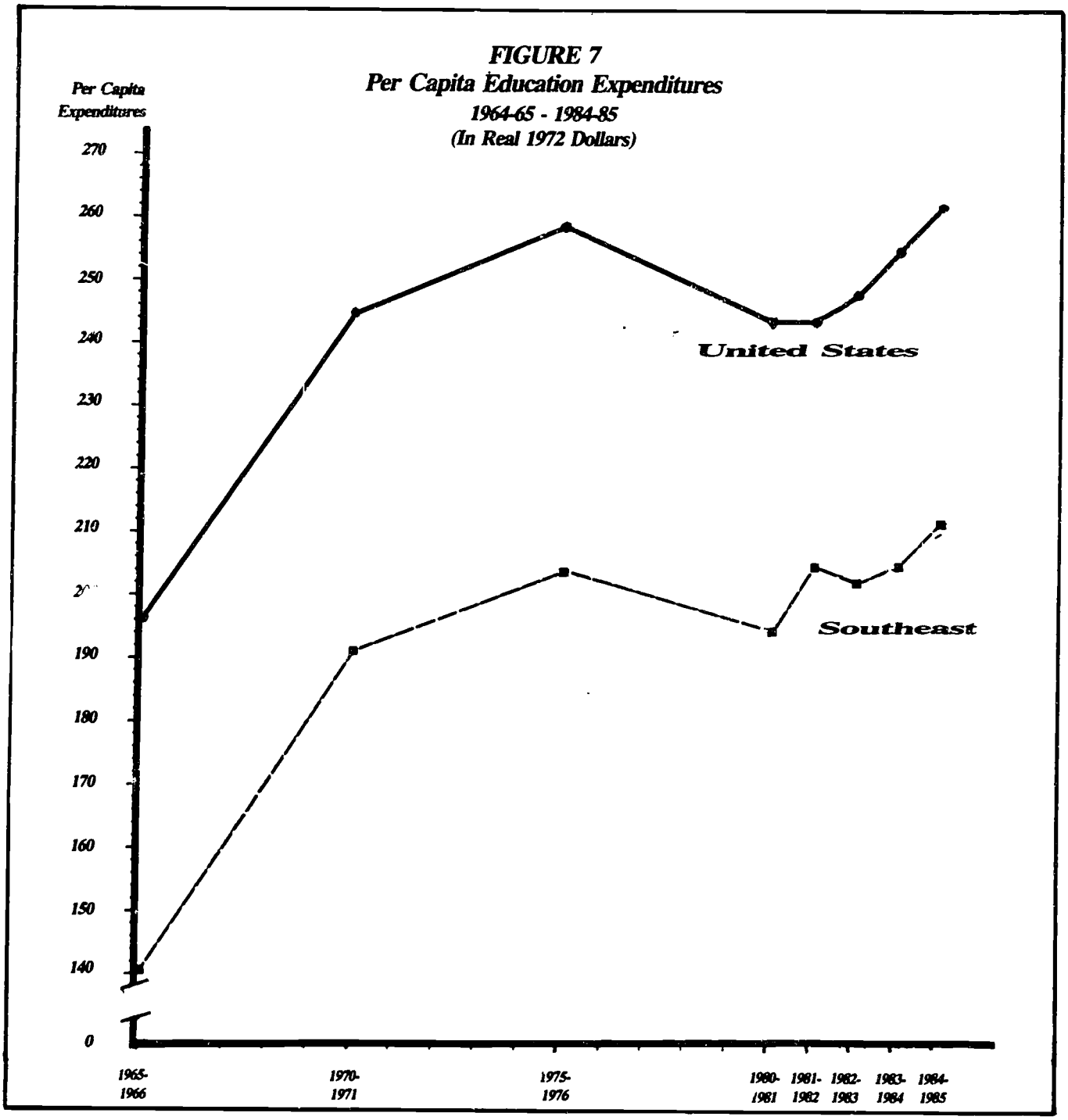
| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 |
|---|---|---|---|---|---|---|
| U.S., Total | 29.2 | 27.7 | 26.5 | 24.8 | 24.5 | 24.3 |
| Southeast | 28.7 | 27.3 | 25.9 | 24.8 | 24.7 | 24.4 |
| North Atlantic | 30.7 | 27.0 | 25.6 | 24.6 | 23.7 | 23.8 |
| North Central | 32.0 | 30.5 | 28.0 | 25.5 | 25.4 | 24.7 |
| West | 29.5 | 26.4 | 26.8 | 24.4 | 24.5 | 24.5 |
| Alabama | 26.2 | 23.5 | 22.8 | 22.4 | 23.0 | 22.0 |
| Arkansas | 26.8 | 24.2 | 25.6 | 26.8 | 26.3 | 26.1 |
| Florida | 29.4 | 30.1 | 27.7 | 26.3 | 24.8 | 25.6 |
| Georgia | 30.0 | 27.4 | 25.9 | 24.8 | 23.3 | 22.9 |
| Kentucky | 24.7 | 22.9 | 23.4 | 21.6 | 21.8 | 23.7 |
| Louisiana | 25.9 | 24.7 | 24.0 | 23.3 | 23.3 | 21.0 |
| Mississippi | 24.5 | 23.0 | 23.8 | 21.9 | 21.6 | 21.5 |
| North Carolina | 32.3 | 29.4 | 28.5 | 27.8 | 27.3 | 26.4 |
| South Carolina | 33.1 | 32.5 | 25.6 | 26.1 | 29.1 | 27.5 |
| Tennessee | 26.2 | 26.2 | 23.6 | 21.7 | 22.4 | 21.8 |
| Virginia | 33.1 | 31.2 | 28.0 | 26.2 | 26.6 | 27.1 |
| West Virginia | 28.2 | 25.0 | 27.3 | 25.7 | 27.7 | 27.3 |

## Education as a Share of Total Government Expenditures

The percentage of total governmental expenditures directed towards education has shown steady decreases at the national, Southeast regional, and individual southeastern state levels.[T-44] The Southeast showed less of a decrease (4.3 percent) than the U.S. as a whole (4.9 percent). An inspection of the latest data available indicates that the Southeast's portion of total government expenditures for education (24.4 percent) was about the same as the national average (24.3 percent).

The trend of changing overall support for education is suggested by the fact that South Carolina, which had the highest percentage of state/local government expenditures for the first and last years of the time period, dropped from a rate of 33.1 percent in 1965-66 to 27.5 percent in 1982-83. Mississippi was the state with the lowest percentage of total state/local government funds spent on education in 1965-66 at 24.5 percent and the second lowest in 1982-83 at 21.5 percent. Louisiana, with 21 percent, had the lowest percentage of state/local governmental funds allocated for direct support of state educational programs.

No particular pattern other than the decline in total support for education could be identified over the long term within state levels of support for southeastern education. The lack of a consistent pattern can be noted by the fact that Arkansas, Kentucky, and West Virginia showed a 1 percent or less drop, and Georgia, North Carolina, South Carolina,and Virginia showed over 5 percent declines in proportion of gov-




ernmental funds directed towards educational programs over the 18-year period of available data.

## Per Capita Education Expenditures

Per capita expenditures provide a standardized measure of economic support for a particular government function.[T-45] Per capita educational expenditures have grown over the 20-year reference period of 1965-66 to 1984-85 for all levels of government with the Southeast showing rates of growth higher than the Total U.S. for each of the reference periods considered in this report *(see Figure 7)*. Also, the Southeast ranked first or second in overall growth among the four U.S. regions on these measures of educational support.

South Carolina consistently has shown the highest rates of growth within the Southeast: 461.1 percent over 20 years; 118.8 percent over 10 years, and 65.5 percent over 5 years. Other states also demonstrated relatively high rates of growth for individual time periods. However, no single southeastern state achieved a per capita educational support level as high as the Total U.S. or any of the other regional averages in 1984-85. The only time when a southeastern state had a per capita figure higher than the national average was in 1980-81, when Virginia topped the national per capita average support by four dollars.

Mississippi had the lowest rates of growth in per capita expenditures directed toward education for the reference periods

of the last 20 years at 227 percent and the last 10 years at 37.5 percent. Further, Mississippi experienced a decline of 12.4 percent in per capita expenditures for the last reference period, which began in 1980-81 and ended in 1984-85. It was the only southeastern state to show a decrease during this period of time.

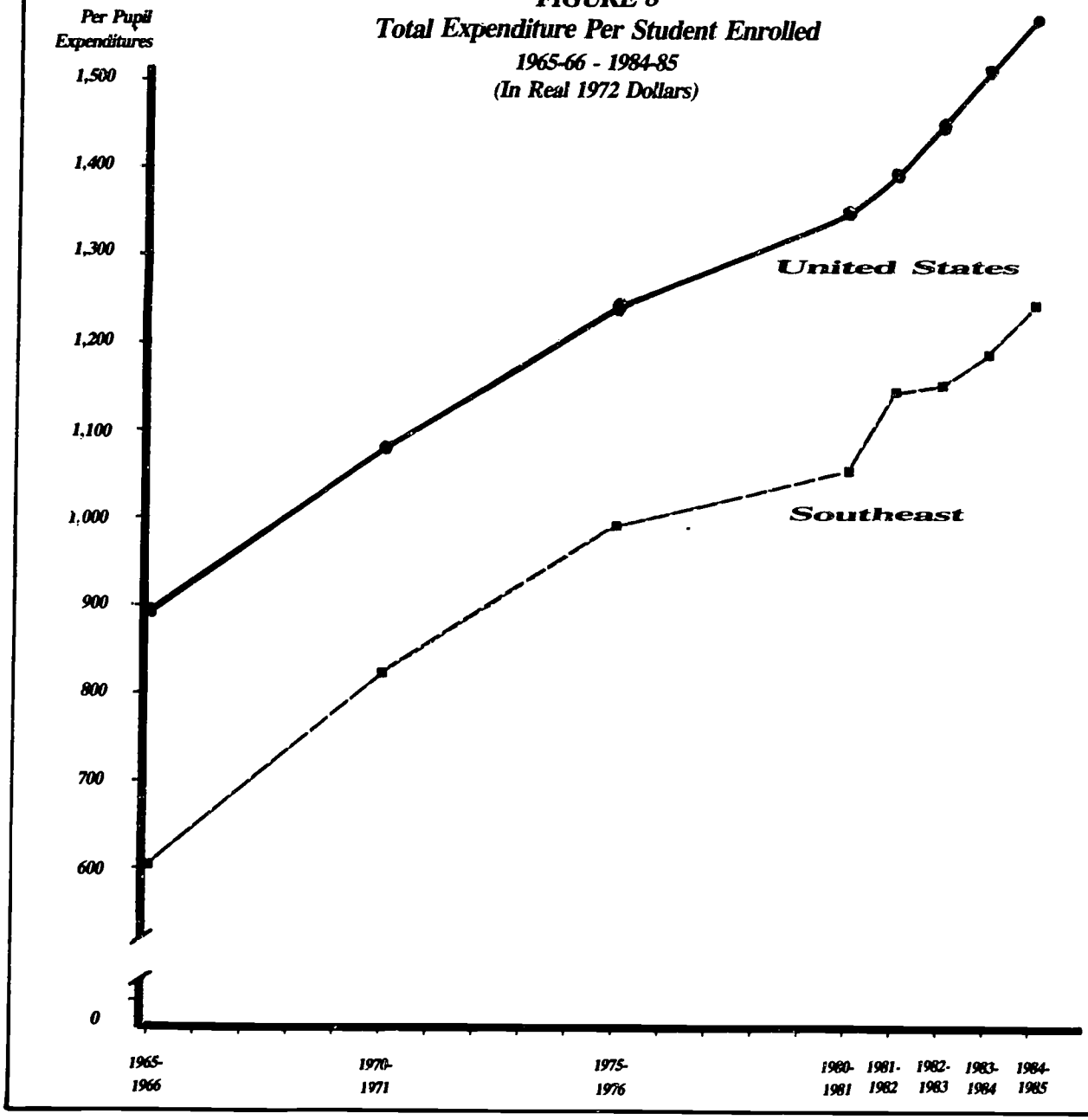
## "Real" Expenditures for Education

Adjusting the per capita expenditures for inflation provides a monetary index of what typically is called the "real" level of governmental support. The reason behind the use of deflated dollars is that the same goods and services purchased to run educational programs at the state/local levels may cost more solely because of inflation. Thus, the state/local governmental agencies may have to increase the amount of funds each year just to maintain the same support level as the previous year for educational programs.

Review of these same per capita expenditure data adjusted to reflect inflation from 1972 reveals that the U.S. as a whole reached a peak in 1975-76, then dropped until the recession year of 1981-82.[T-46] The "real" per capita expenditures on education began to grow again through 1984-85. The Southeast Region's data showed a similar pattern, except for 1981-82 to 1982-83 when a decrease occurred in adjusted per capita educational expenditures.

Somewhat surprisingly, no consistent patterns were identifiable when the noninflationary per capita expenditures of the states were compared. It can be noted that the 1984-85 deflated educational expenditure levels for over half of the states (Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Virginia, and West Virginia) were actually lower than those attained previously. Thus, increases in actual dollar per capita increases made by these southeastern states over the last five-

*FIGURE 8*
*Total Expenditure Per Student Enrolled*
*1965-66 - 1984-85*
*(In Real 1972 Dollars)*



year period through the 1984-85 fiscal year were not enough to overcome the effects of inflation and the government fiscal retrenchment initiated in response to the 1980s recession.

## Per Pupil Expenditures

While state per capita expenditures can be thought of as a fiscal measure of a state's willingness to support education, total expenditure per student can be thought of as an indication of the level of support for educating the individual student in the public schools.

The Southeast ranked considerably behind the United States as a whole and each of the other three regions in terms of per pupil expenditures at each of the available time-comparison points.[T-47] However, educational support for school programs (as represented by this measure) has grown from approximately two-thirds of the national level in 1965-66 to approximately 80 percent of the national level in 1984-85 *(see Figure 8)*. Florida had the highest level of per student expenditure support for the 1984-85 fiscal year of all southeastern states, being the only southeastern state to rank above the national average. It was topped at the regional level only by the North Atlantic Region.

The United States as a whole, along with the four regions, showed increases in per student expenditures at all time comparison points. The Southeast's gain of 518 percent over the last 20 years was the highest of the four regions and ranked above the total U.S. percent gain of 423 percent. Gains for the last 10- and 5-year periods were much more in line with those shown by the country as a whole. (For the 10-year period, the Southeast increased 123.2 percent, compared to the United States at 124 percent. For the last 5 years, the Southeast rose 47.3 percent compared to the United States' increase of 45.7 percent.)

Total expenditures among states also showed increases over the three major time periods with South Carolina showing the greatest 20-year increase of 686.8 percent and Kentucky the greatest 10-year increase of 146.5 percent. Mississippi had the lowest rate of increase in per student expenditures of all southeastern states for each of the three reference periods, rising 375.5 percent over 20 years, 63.8 percent over 10 years, and 2.9 percent over the last 5 years. However, it should be noted that Mississippi ranked in the middle of the 12 southeastern states in terms of growth over the two-year period from 1982-83 through 1984-85. This apparent contradiction between Mississippi's 5-year and 2-year growth rates can be explained in terms of the effect of the economic recession on state revenue collections and budget allocations.

Adjusting per pupil expenditures to a 1972 dollar value results in the finding of a continuous increase in real dollar commitment to education at both the Total U.S. and Southeast Region's levels.[T-48] However, 9 of the 12 southeastern states showed one or more years when noninflated dollars showed a decrease from the previous year(s) during the first half of the 1980s.

## Per Pupil Expenditures Under P.L. 89-10

The federal government has assumed a major role in state/local educational funding through support of supplemental education programs designed to help children from economically disadvantaged backgrounds overcome documented defects in levels of school readiness. Through use of grants provided under P.L. 89-10, local educational agencies are required to set up specific programs designed to meet the needs of these educationally disdvantaged children.

By combining per pupil expenditures from state/local[T-49] and federal[T-50] sources for these children, one arrives at the total dollars spent per educationally disadvantaged student in 1980-81, the last year for which data were available. That amount was $2,472.50 at the national level and $1,969.50 for the Southeast. These two figures are higher than comparable figures for normal per pupil expenditures of $2,403.34 and $1,890.73 for the nation and the Southeast, respectively. Thus, the P.L. 89-10 program awards resulted in states in the Southeast having more funds to use in the instruction of the educationally disadvantaged from 1970-71 to 1980-81 than would have been the case if only normal state/local funding allocation formulas were used.

The Southeast and West had comparable federal levels of support for 1975-76 and 1980-81, as defined by P.L. 89-10, which were above the national levels. The Southeast Region received $187.51, compared to the national average of $165.10 of federal support per student. Thus the federal contribution is not responsible for the major difference in educational expenditures between these regions.

Southeastern states varied greatly in amounts of federal support obtained in 1980-81 from application of P.L. 89-10. Georgia received the most in federal support per student at $259.59, followed closely by Mississippi with $241.75, both of which were almost two and a half times as much as that of Alabama, which had the lowest amount per student at $106.08.

Use of the Gross National Product 1972 deflator index indicates that all states and regions showed growth for both state and local support of students receiving instruction under P.L. 89-10 sponsorship.[T-49, T-50] However, it must be remembered that the decreases in real dollar amounts of educational funding at state levels noted previously in this section occurred from 1981-82, and data were thus not available to allow for the determination of whether a similar pattern of decline in educational support under P.L. 89-10 had occurred during this period.

## Education Expenditures and Staffing

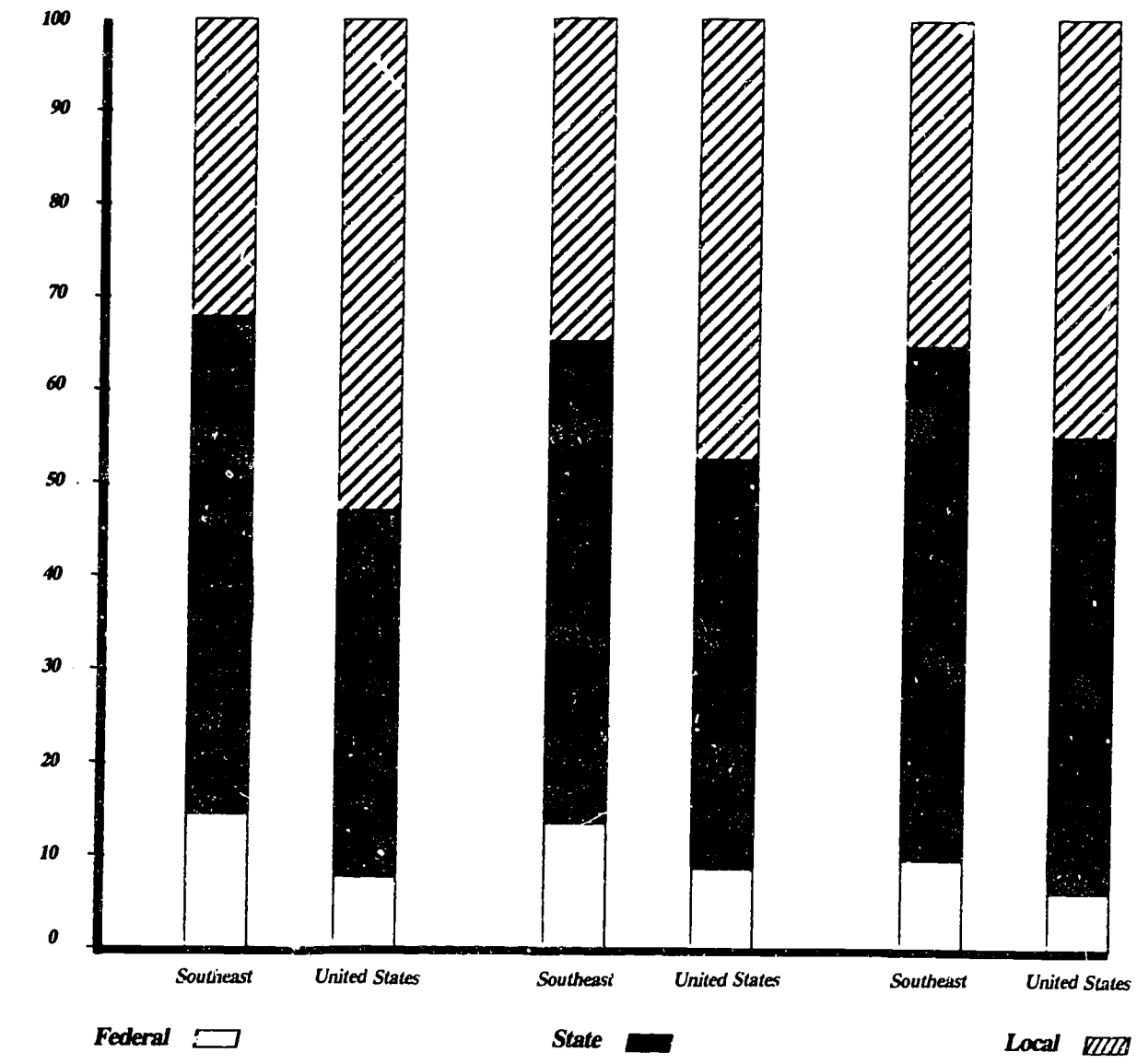
A comparison of total educational expenditures to the total number of educational staff members[T-51] and classroom teachers[T-52] also was determined on a per capita basis. Conclusions derived from these data are consistent with those derived from the other tables where total and per capita educational expenditure measures have been displayed. Specifically, growth is shown at the aggregated levels and for individual state levels. The same three southeastern states of Georgia, Mississippi, and North Carolina were found to be exceptions to the patterns of continued growth in time trends when comparisons of educational expenditures to educational staff size and numbers of classroom teachers were made.

## Revenue Sources for State and Local Governments

A partial listing of amounts and percentages of the different sources of state revenue—averaged over the 12-fiscal year period of 1970 through 1982—was available for use in this survey.[T-53] Federal funding was found to be the single most important revenue source for both the Southeast Region (at 23.2 percent) and the U.S. as a whole (at 20.5 percent).[T54]

At the national level, property taxes

## FIGURE 9
### Revenue from Federal Sources As a Percent of Total Education Revenue
*1965-66 - 1984-85*




ranked just behind federal funding at 20.3 percent as an important revenue source. For southeastern states, property taxes as a revenue source ranked third behind state/local sales taxes. State income taxes represented the third most important revenue source at national levels, but last of those sources considered for the Southeast Region.

With the exception of Florida, all states in the Southeast had a higher percentage of general state revenues coming from the federal government than the national average. Moreover, none of the states relied on property taxes to the extent represented by the national average of 20.3 percent. The use of property taxes as a source for southeastern state/local revenue ranged from a low of 7.6 percent in Louisiana to a high of 18.9 percent in Florida. As noted above, states in the Southeast relied more consistently on sales taxes for raising state/local government revenue, and this can be seen from the fact that only Virginia had a sales tax contribution below the national average of 12.2 percent.

The picture was not as clear on the use of state income tax to provide general government revenue. Half of the southeastern states were above the national average of 12.8 percent, led by North Carolina with the highest level, 19.2 percent; Florida had the lowest, 2.7 percent.

Thus, the southeastern states can be seen to differ from the nation at large in that there is more reliance on use of the sales tax and relatively less use of property taxes to raise state/local revenues necessary for government operation.

# Funding Sources for Public Education

There are three major sources of revenue used in support of state/local educational programs. The percentage of state/local revenue realized from federal, state, and local governmental sources for the 20-year reference period was used to interpret trends over this time period *(see Figure 9)*.

The major sources of educational program support at the state level are provided by the state and local/intermediate governmental agencies, with 90 percent of the total educational program in the Southeast coming from these two sources. These two governmental funding sources account for somewhat higher levels in the other three regions and the United States as a whole.

National figures show educational revenue derived from state resources to have steadily increased from 39.1 percent in 1965-66 to 49 percent in 1984-85, while the Southeast has shown a minimal increase of less than 1 percent over this same time period, from 53.2 percent to 54.1 percent in 1984-85.[T-56] In contrast, the national figures show that local/intermediate governmental unit contribution levels have dropped from 52.5 percent at the beginning of the 20-year period to 44.8 percent, while Southeast regional figures showed a small increase of 2.5 percentage points to the present 34.4 percent over the same period of time.[T-57]

These two sources of educational revenue distinguish the regions of the United States for the first half of the 1980s. The Southeast and the West rely upon state-level sources for the majority of support of educational programs within their regions, but the North Atlantic and North Central regions derive a majority of their educational program support from local/intermediate governmental sources. It deserves note that, prior to 1980-81, the West also relied mostly on local/intermediate governmental sources for educational program support. The passage of the Proposition 13 initiative in the late 1970s in California had the effect of restricting the amount of revenues that could be raised from the property tax as the basic source of local/intermediate tax revenues.

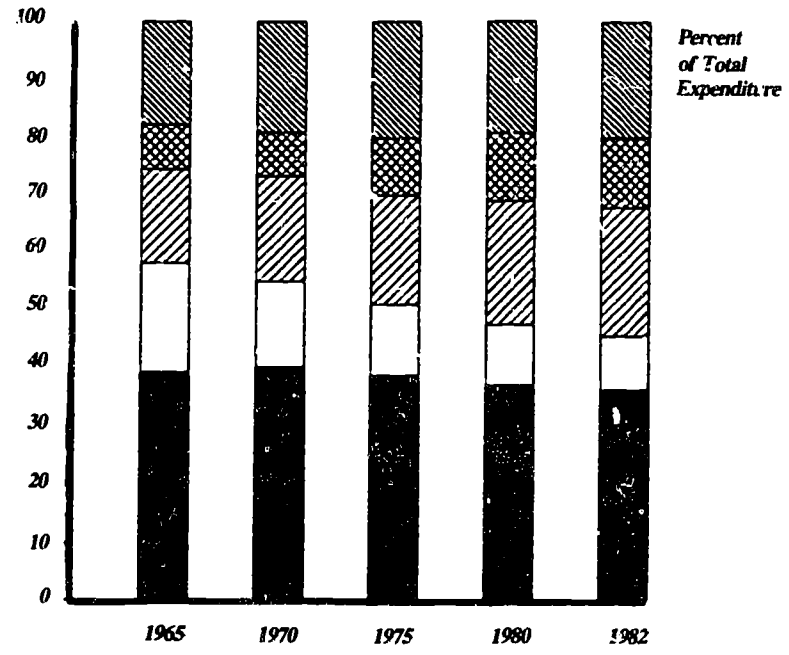
An exception to this education support pattern in the Southeast is the state of Virginia, which has relied upon local/intermediate governmental resources to provide the majority of support of education programs for each of the time comparison points. Tennessee also has moved to a major reliance on local/intermediate tax sources within the past three fiscal years (i.e., 1982-1985). These two states, along with Georgia, received less than 50 percent of educational program support from state sources in 1984-85. The greatest state-level support of education in 1984-85 was shown by Kentucky, with 68.6 percent of the total educational revenue coming from state sources.

A great deal of variation in level of educational support contributed by the local/intermediate government units also existed in the Southeast. As noted previously, the local/intermediate governmental levels of the states of Georgia, Tennessee, and Virginia showed relatively high (over 40 percent) levels of support for public schools, and Alabama had the lowest local/intermediate contribution level at 19.3 percent.

The Southeast received a greater percentage of educational revenue from federal funding sources than any other region and the United States as a whole.[T-55] Federal funding represented approximately one-seventh of the Southeast Region's educational revenues in 1965-66, but decreased steadily to represent somewhat less than 10 percent of 1984-85 Southeast educational revenues.

The states showing the greatest decrease in federal funding as a percentage of educational revenues were Alabama and Arkansas, which received approximately one-fifth of their educational program support in 1965-66 and 1970-71, but dropped to 11.7 percent and 10.5 percent in the 1984-85 fiscal years. The importance of federal funding is illustrated by the fact that federal funds represented 41 percent of the educational budget of the state of Alabama not covered by direct state fundings.

***FIGURE 10***
***State and Local Expenditures By Function***
***As a Percent of Total Expenditures***
***U.S. Average***
***1965, 1970, 1975, 1980, 1982***



## State Funding for Public Education

Although education represents one major responsibility of state government, the percentage of state funds assigned to accomplish this function has declined steadily over time—with the Southeast showing a 2.9 percent decrease compared to a national decline of 4.9 percent.[T-58, T-59, T-60, T-61, T-62] A breakout was made of the percentage of state general funds allocated to various major state activities for specified years beginning in 1965-66 and ending in 1982-83 *(see Figure 10)*.

An inspection of these figures reveals increasingly homogeneous percentages of state/local government function expenditures at the national and Southeast regional levels. Major increases were noted in the Southeast for health and welfare, which took a combined total of 16.1 percent in 1965-66 and 22.1 percent in 1982-83. Also, increases from 7.7 percent in 1965-66 to 9.9 percent in 1982-83 were found for the public services such as public safety, sanitation and water, and parks and recreation.

Among these major groupings of state/local government-supported functions, public welfare was the single major contributor to the increase in health and welfare expenditures. The other major state funding function—besides education—to show a substantial decrease was transportation, which, at a funding level of 9.3 percent in fiscal year 1982-83, was one-half the relative percentage funded in 1965-66. Thus, according to allocated state/local government funds, education still is the most important function of state government, although public welfare is accounting for an increasing amount.

## In Summary

In summary, growth in educational expenditures in the Southeast as a whole exceeded the national levels for the reference periods considered in this report. With the exception of one state in the Southeast, growth in levels of educational program support was higher than that found for the United States as a whole. Various patterns of support were found within the states with the majority showing actual dollar growth at each of the time reference points. However, the onset of the national recession in the early 1980s was associated with year-to-year drops in educational expenditures for three of the states, even though total government spending continued to show actual dollar growth. Two other southeastern states had a drop in total government expenditures, but continued growth in actual dollars spent on public education at the state and local/intermediate levels.

Application of the Gross National Product (GNP) deflator to give 1972 inflation adjusted or "real" dollars for educational expenditures indicated the majority of the southeastern states had a drop in "real" levels of state and local/intermediate government support for education during one or more fiscal years of the first half of the 1980s. This finding very likely represented the effects of the 1980s national recession and the decline in federal educational support.

A ranking of sources of educational funds at the state and local/intermediate levels indicated that federal funds were the single most important component in the Southeast and the United States as a whole. Moreover, the Southeast consistently had the highest—though diminishing—percentage levels of educational program support resulting from the distribution of federal funds to the state and local governments. Support of public education in the southeastern states was seen to be more of a state responsibility (through use of sales taxes and/or state income taxes) than in other regions of the United States, where the local/intermediate governmental levels had the primary responsibility for supporting educational programs through use of property tax revenues.

However, this distinction between regions of the country is changing. Within the Southeast, increasing reliance is being placed upon the use of local/intermediate governmental agency revenue-raising sources and less on the use of state taxation resources to provide funds to support public education. This trend is the opposite of that in the other three regions of the United States. However, the trends observed from these data do suggest that the four regions of the country will continue to move closer and closer to the same patterns of federal-state-local/intermediate government levels of support for public education.

The decrease in the percentage of funds raised by the state and allocated directly to support the operation of public school programs has been accompanied by an increase in direct state/local governmental support of other human service functions such as public welfare programs. However, the increase in total revenue raised at both state and local/intermediate government levels has been enough in most cases to offset the decrease in the percentage of the total government budget directed toward education and to allow for an actual, if not "real," gain in educational expenditures.

While the Southeast as a region has made above average efforts as measured in terms of growth of total educational program support, the fact remains that the Southeast started substantially behind and has not been able to "catch up" to the rest of the United States in terms of educational expenditures allocated on a per-student or per-teacher basis. This finding is not surprising when one considers the fact that the Southeast trails the country as a whole in terms of per capita income. With a relatively low financial base, it cannot provide the level of funding support for educational programs at an actual dollar level found in other regions of the country and still fund other necessary governmental program functions at the state and/or local levels.

# Educational Staff Trends

Education often is described as a "labor-intensive industry," reflecting the critically important role played by staff in the quality of schooling. Funding figures alone do not tell the complete story of resources for education; it is necessary to examine staffing levels and patterns as well. This section reviews data on educational staff, including the numbers of educational employees, their relationship to the total civilian work force and to government staffing patterns, categories of educational employees, student:teacher ratios, and proportions of female and of elementary and secondary teachers.

It is important to note, however, that interpretation of the information that follows must take into account a particularly difficult problem of data collection: arriving at uniform definitions of terms. Although general descriptions of staff categories were included in the SEIS survey *(see Figure 11)*, neither national nor state data conform rigidly to uniform definitions of such categories as "professional education staff," "nonprofessional staff," "support staff," or even "classroom teacher." Thus, while the conclusions below have general validity, there may well be specific discrepancies related to variant definitions of "staff."

As in the previous sections, the "time periods of reference" are: 20 years—1965-66 through 1984-85; 10 years—1975-6 through 1984-85; 5 years—1980-81 through 1984-85.

## Total Staff

The total educational staff of the states in the Southeast reached a peak in 1980-81, which represented a growth of 56.5 percent from the base year of 1965-66.[T-63] After a decrease between 1980-81 and 1982-83, an increasing trend for educational staff size was noted through 1984-85, giving a full 20-year growth rate of 56.2 percent. All of the 12 states in the region showed a similar drop in total numbers of educational staff between 1980-81 and 1981-82. Data for the United States and four regions were available through 1980-81 and showed an overall national growth rate of 62.5 percent from the base year of 1965-66.

While there are no comparable U.S. growth figures beyond the 1980-81 academic year, all states in the Southeast showed real growth in sizes of educational staff for both the 20- and 10-year periods ending in 1984-85. Because of a drop in educational expenditures during the early 1980s, less than half of the southeastern states showed a real increase between 1980-81 and 1984-85. However, 10 of 12 southeastern states did show real growth for a two-year period beginning in 1982-83 and ending in 1984-85.

## Civilian Labor Force and Education Staff

Civilian labor force figures have shown continued growth in number of individuals employed for the four regions of the United States over the last 20-year period.[T-64, T-65] The Southeast led the way with growth rates above the Total U.S. average at each of ten yearly comparison points. During this time, only the West showed higher average growth rates, and, in at least one instance, the Southeast had the highest growth rate.

The relative size of the civilian labor force directly employed in some educational staff capacity showed growth from the 1965-66 base year to 1970-71, after which there has been a consistent drop over time to 1980-81 for all geopolitical units used in this report.[T-66] SEIS survey data for the first half of the 1980s show a cyclical pattern with an average 3.7 percent of the civilian labor force categorized as employees of an educational staff. It is noteworthy that the Southeast as a whole had the highest proportion of the civilian labor force employed by state or local education agencies for the period during which comparison figures are available and that this figure represented a 0.7 percent decline from the 1970s to the first half of the 1980s.

Among the states of the Southeast, West Virginia had the highest proportion of its civilian labor force involved in public education, and Florida, the lowest proportion. This suggests an inverse relationship

***FIGURE 11***

### *Personnel Categories*

- ***Professional/Educational*** includes classroom teachers, curriculum specialists, media/library specialists, and guidance and counseling personnel.
- ***Professional/Other*** includes health and psychological personnel.
- ***Official/Administrative*** includes school superintendents, assistant superintendents, principals, assistant principals, and business managers.
- ***Nonprofessional*** includes food services, transportation, and attendance personnel.
- The breakdown of elementary and secondary data reflects local and state practice rather than K-8, 9-12.

between state public school enrollment and size of education staffs (adjusted for labor force participation) and implies that a certain minimum number of education staff is needed.

## Local Education Staff as a Proportion of Government Staff

Since education is a legislated function of the state, a comparison of sizes of state educational staffs to the overall state/local government staffs provides an approximate measure of the importance placed on educating the public. Figures available for the last 20 years[T-67] show a steady decline in the proportion of state/local government employees involved with public education. This decrease was greater than that observed for the United States until 1980-81, the last year for which data were available on a national scale.

These figures indicate that the 1960s were a period when education was a major, if not the primary, state priority, accounting for almost two-fifths of the local/state government staffs. At this time, one notes that the size of educational staffs in the Southeast began to grow faster relative to the country at large, even as public school enrollments were decreasing. Later, there was a need to change governmental priorities, which was reflected through increased employment of local/state staff to perform other governmental functions.

Also, changes in federal funding priorities resulted in the states' taking on new and/or additional responsibilities such as increased funding of human service programs like welfare. Because total educational staff sizes were increasing during most of this time period, the decreases in relative sizes of the local/state governmental staff associated with education did not result in actual contraction in educational staff sizes. Instead, growth in state/local governmental budgets permitted funding for new emphases and/or increased funding for other traditional governmental functions while continuing to increase the actual dollar support of the public education enterprise.

States within the Southeast showed the same trend of a decreasing proportion of local/state government staff involved with public education as that noted for the region as a whole. The states with the highest concentration of state/local government staff working in education for the 1983-84 school year were West Virginia, Arkansas, and Kentucky, with approximately 36 percent or more each, while the lowest was Alabama, with 26 percent. Finally, the percentage of a state's labor force involved in education and the percentage of state population falling within typical school-attending age ranges appear to vary jointly, thus indicating the existence of a positive relationship between these two variables.

## Staffing by Category

The operation of an educational system relies upon individuals with skills in support and administrative areas as well as instruction. For the purposes of this report, the educational staff is divided into three different categories: (1) educational professional, (2) nonprofessional, and (3) administration.

Educational/professional staff represents the largest component of the educational staff in the Southeast and in all states within the region.[T-74] This category includes instructional personnel, such as classroom teachers, as well as other professional educational support personnel, such as guidance counselors and librarians. Nonprofessional staff members[T-73] perform support functions for public education, such as meal preparation, transportation, and building/vehicle maintenance. School system personnel, such as system superintendents and school principals and their assistants are the job positions on an educational staff most likely to be categorized as administrative in function.[T-72]

Use of data collected via the SEIS survey provided a 20-year period for comparison of the distribution of educational staff among the three categories, while data available from federal sources (for a 15-year period ending in 1980-81) provided the basis of comparison for the other three regions of the country and the nation as a whole.

The major conclusion to be derived from an analysis of the data from the Southeast and the United States as a whole is that the percentages of educational staff employed in the three personnel categories showed different and opposing trends. The percentage of educational staff serving an educational/professional function decreased while the nonprofessional staff showed a steady increase.[2] The percentage of staff categorized as having an administrative function appeared to remain approximately the same for the U.S. as a whole, while the Southeast Region's percentage showed a slight increase of less than 1 percent over the 20-year period.

[2]It is interesting to contemplate the reasons for the observed trend of an increasing proportion of the educational staff being employed to serve nonprofessional functions. For example, transportation and maintenance personnel are listed as nonprofessional employees who can be employed on educational staffs. This observation leads to a hypothesis that the increases in nonprofessional personnel necessary to help an educational system operate resulted from several significant trends of the 1970s: the consolidation of school districts and growth of comprehensive high schools, the expansion of meal service programs in the schools, and the need to implement and maintain a busing program to meet federal desegregation guidelines.

**TABLE 73**
**Nonprofessional Staff**
**As a Percent of Total Staff**
**1965-66 - 1984-85**

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 25.2 | 31.6 | 33.5 | 37.7 | | | | |
| Southeast | 34.1 | 38.2 | 35.8 | 38.7 | 39.0 | 28.5 | 29.0 | 29.6 |
| North Atlantic | 24.2 | 28.2 | 30.8 | 35.0 | | | | |
| North Central | 21.9 | 31.1 | 34.2 | 37.0 | | | | |
| West | 20.3 | 30.4 | 34.0 | 40.2 | | | | |
| Alabama | 35.1 | 45.0 | 35.8 | 33.1 | NA | 28.6 | 30.4 | 28.4 |
| Arkansas | 34.7 | 37.7 | 36.7 | 37.7 | 39.5 | 36.5 | 38.9 | 38.9 |
| Florida | 36.0 | 47.9 | 37.2 | 38.7 | 38.6 | 39.6 | 39.6 | 38.8 |
| Georgia | 35.9 | 47.0 | 40.5 | 38.0 | 40.5 | NA | NA | NA |
| Kentucky | 34.2 | 40.8 | 24.6 | 40.4 | 40.4 | 35.0 | 34.9 | 40.2 |
| Louisiana | 35.9 | 42.8 | 28.9 | 40.3 | 42.3 | 41.2 | 41.7 | 41.0 |
| Mississippi | 40.3 | 39.1 | 40.4 | 43.2 | 35.0 | 41.5 | 43.3 | 46.2 |
| North Carolina | 28.1 | 31.6 | 34.1 | 40.0 | 40.3 | 18.6 | 18.3 | 18.1 |
| South Carolina | 38.0 | 31.7 | NA | 38.9 | 36.7 | 0.3 | 0.9 | 0.3 |
| Tennessee | 34.2 | 46.9 | 36.1 | 39.9 | 40.1 | 38.8 | 38.5 | 37.5 |
| Virginia | 17.6 | 35.5 | 35.3 | 36.6 | 36.0 | 36.1 | 36.9 | 36.8 |
| West Virginia | 48.0 | 42.9 | 36.6 | 36.4 | 37.3 | 23.6 | NA | 36.3 |

The variation in percentages of total staff employed as educational/professional staff in 1984-85[T-74] ranged from a high of 67.7 percent for Alabama to a low of 49.8 percent for Mississippi, with the single median (middle) of 58.2 percent for Virginia. State nonprofessional staff percentages varied from a low of 28.4 percent for Alabama to a high of 46.2 percent for Mississippi for the same fiscal year. In contrast, the percentage of employees on state educational staffs who had an administrative function showed little variation ranging from the low in Tennessee of 0.7 percent, to a high in North Carolina of 9 percent.

## Classroom Teachers

An analysis of the composition of state educational staffs revealed that approximately 9 of every 10 members of a southeastern state school system's instructional staff were classroom teachers.[T-69, T-70] This percentage had been above the national average for the past five years and has been the highest among all regions in the United States since the 1980-81 academic year. A consistent trend was noted for both the United States overall and for the Southeast Region, with a decrease in numbers of classroom teachers as a percentage of instructional staff from 1965-66 to 1980-81, followed by an increase to 1984-85.

Georgia was the southeastern state in 1984-85 with the highest percentage of instructional staff classified as teachers at 95.6 percent, while Tennessee reported the lowest at 85.8 percent. Although classroom teachers in 1984-85 represented the greatest proportion of instructional personnel by far at 70 percent, this job classification comprised only 32.8 percent of all educational staff in the southeastern states.[1] These percentages follow trends noted for classroom teachers overall, with a drop from the base year of 1965-66 to 1980-81 and then a small increase of 1.5 percent through 1984-85.

A review of national and regional data for the years of 1965-66 to 1980-81 (for which national data are available) revealed lesser declines in the percentage of total educational staff classified as classroom teachers for the Southeast when compared to the other regions of the United States. It is noteworthy that, despite decreases of 20 percent in the West and between 10 and 20 percent for the two northern United States regions, the decrease of less than 10 percent for the Southeast in 1980-81 resulted in very modest variation from the national average. In fact, all four regions had percentages of classroom teachers (as a proportion of total educational staff) within 2 percentage points of the national average of 52.1.

Within the Southeast, only Louisiana and Mississippi reported fewer than half of its educational staff members functioning as classroom teachers during 1984-85, and the state with the highest proportion of classroom teachers was Alabama, with 59.8 percent.

[1] A caution is in order here. Because of the variations among state and local educational agencies' categorizations of staff, these statistical patterns may be somewhat misleading. For example, increased instructional requirements for special education, libraries, support services, etc., may have resulted in increases in professional education staff not necessarily categorized as "classroom teachers."

**TABLE 74**
**Professional/Educational Staff**
**As a Percent of Total Staff**
**1965-66 - 1984-85**

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 69.9 | 61.8 | 60.7 | 55.8 | | | | |
| Southeast | 62.4 | 58.8 | 59.0 | 56.0 | 57.7 | 53.0 | 52.8 | 52.7 |
| North Atlantic | 70.1 | 62.8 | 62.9 | 57.4 | | | | |
| North Central | 73.2 | 63.5 | 60.0 | 57.1 | | | | |
| West | 74.2 | 61.6 | 60.3 | 52.9 | | | | |
| Alabama | 62.2 | 66.7 | 60.2 | 62.2 | NA | 67.3 | 65.4 | 67.7 |
| Arkansas | 61.8 | 62.9 | 58.1 | 57.2 | 56.6 | 60.7 | 56.9 | 57.0 |
| Florida | 60.6 | 56.4 | 58.3 | 55.0 | 58.3 | 55.4 | 55.5 | 56.2 |
| Georgia | 61.4 | 62.7 | 55.2 | 58.5 | 56.7 | NA | NA | NA |
| Kentucky | 62.1 | 60.3 | 57.3 | 54.9 | 56.7 | 56.7 | 56.8 | 55.4 |
| Louisiana | 59.6 | 57.8 | 55.0 | 54.0 | 55.0 | 52.3 | 51.6 | 51.1 |
| Mississippi | 55.3 | 48.5 | 54.4 | 52.8 | 61.9 | 54.7 | 52.6 | 49.8 |
| North Carolina | 68.6 | 54.4 | 59.7 | 54.1 | 56.2 | 71.4 | 71.5 | 71.6 |
| South Carolina | 59.2 | 60.5 | 91.5 | 55.9 | 59.8 | 59.1 | 60.7 | 61.2 |
| Tennessee | 62.7 | 59.6 | 59.4 | 54.1 | 55.8 | 60.3 | 60.6 | 58.8 |
| Virginia | 77.6 | 63.0 | 58.2 | 58.8 | 60.7 | 59.1 | 58.2 | 58.2 |
| West Virginia | 46.6 | 56.7 | 56.4 | 55.6 | 59.2 | 57.7 | NA | 58.6 |

## Elementary and Secondary Teachers

An inspection was made of the allocation of teachers between elementary (grades 1-6) and secondary (grades 7-12) levels, revealing that, among all U.S. regions, the Southeast had the highest proportion of classroom teachers working at the elementary level during 1984-85.[T-75, T-76] This is consistent with findings that students attending southeastern public schools were younger, on the average, than students in other regions of the United States.

Elementary teachers represented over 60 percent of classroom teachers in all but four states in the Southeast region (Alabama, Arkansas, Mississippi, and Virginia). Moreover, there was a remarkable consistency in state percentages of classroom teachers assigned to a particular grade level grouping, with only four states (Florida, Louisiana, South Carolina, and Virginia) showing a change of 4 percent or more for the 20-year reference period.

## Special Education Teachers

The importance of providing an instructional program to all students and not just those capable of normal classroom instruction was confirmed with the passage of Public Law 94-142, *The Education for All Handicapped Children Act*. This recognition of the expanded responsibility of the public school systems to educate students with all handicaps was associated with the need to provide each special education student with an individual educational program (IEP). Data were available giving the numbers of special education teachers and students in the Total U.S. and its four regions for the limited period of 1976-77 through 1979-80.[T-77] SEIS survey data were used to supplement national data on special education instruction in the Southeast for the years 1980-81 through 1984-85.

All regions showed growth in the numbers of instructional personnel identified as special education teachers over the periods for which data were available. The United States had an increase of 23 percent from 1976-77 through 1979-80, while the Southeast showed an increase of 22.6 percent during this same period and an increase of 47.4 percent for the 10-year period ending with 1984-85.

## Female Teachers

The relatively high percentage of female teachers is a characteristic that distinguishes the Southeast as a region from the other regions and the United States as a whole.[T-78] This percentage of 77.6 in 1984-85 was approximately 10 percentage points higher than the West, which was the next highest region in terms of proportion of female teachers, and was some 9 percentage points higher than the United States average. This percentage difference has held consistently since the beginning of the reference period in 1965-66. The percentage of female classroom teachers at all levels ranged from 60.3 in West Virginia to 81.8 in South Carolina for the 1984-85 school year.

The continuing high female representation of teachers reflects the historical pattern of women seeking professional work in the helping professions, such as nursing and teaching. The recently recognized movement of females into professional work opportunities in fields other than the helping professions could result in a lowering of the percentage of female teachers in the Southeast.

## Student:Teacher Ratios

The student:teacher ratio is a school system factor that has attracted attention from the public and the legislative branches of government as a measure of school system quality. The lower the student:teacher ratio, it is argued, the greater the instructional time available for students and, therefore, the better the quality of schooling.

The use of total enrollment in public schools and numbers of classroom teachers allowed the construction of a student:teacher ratio that was comparable among U.S. regions and among states within regions.[T-79] Although classroom teachers do not account for the total of instructional personnel under the definitions used in either the SEIS or national surveys, approximately 9 of 10 Southeast instructional staff members were classroom teachers. Thus, the improvement shown in student:teacher ratios could result from the additional funding of instructional classroom teacher positions provided by state and local educational agencies.

The United States as a whole and regions individually have had improvements in this characteristic of school system quality. After starting with the highest student:teacher ratio in 1965-66 (i.e., the greatest number of students per teacher), the Southeast experienced the greatest improvement among the regions over the 20-year period, with a decrease of 8.1 percent students per teacher *(see Figure 12)*. In comparison, the United States as a whole saw an average decrease of 6.2 students per teacher in that time period. Thus, the Southeast was able to almost match the U.S. average student:teacher ratio of 18.4:1 in the 1984-85 school year. For the 5- and 10-year reference periods, the Southeast ranked second only to the North Atlantic in the amount of improvement in its student:teacher ratios.

Within the Southeast, all states showed substantial 20-year decreases in student:teacher ratios, led by Mississippi and West Virginia with 10.3 and 10.4 fewer students per teacher, respectively. For the first half of the 1980s, Alabama showed the

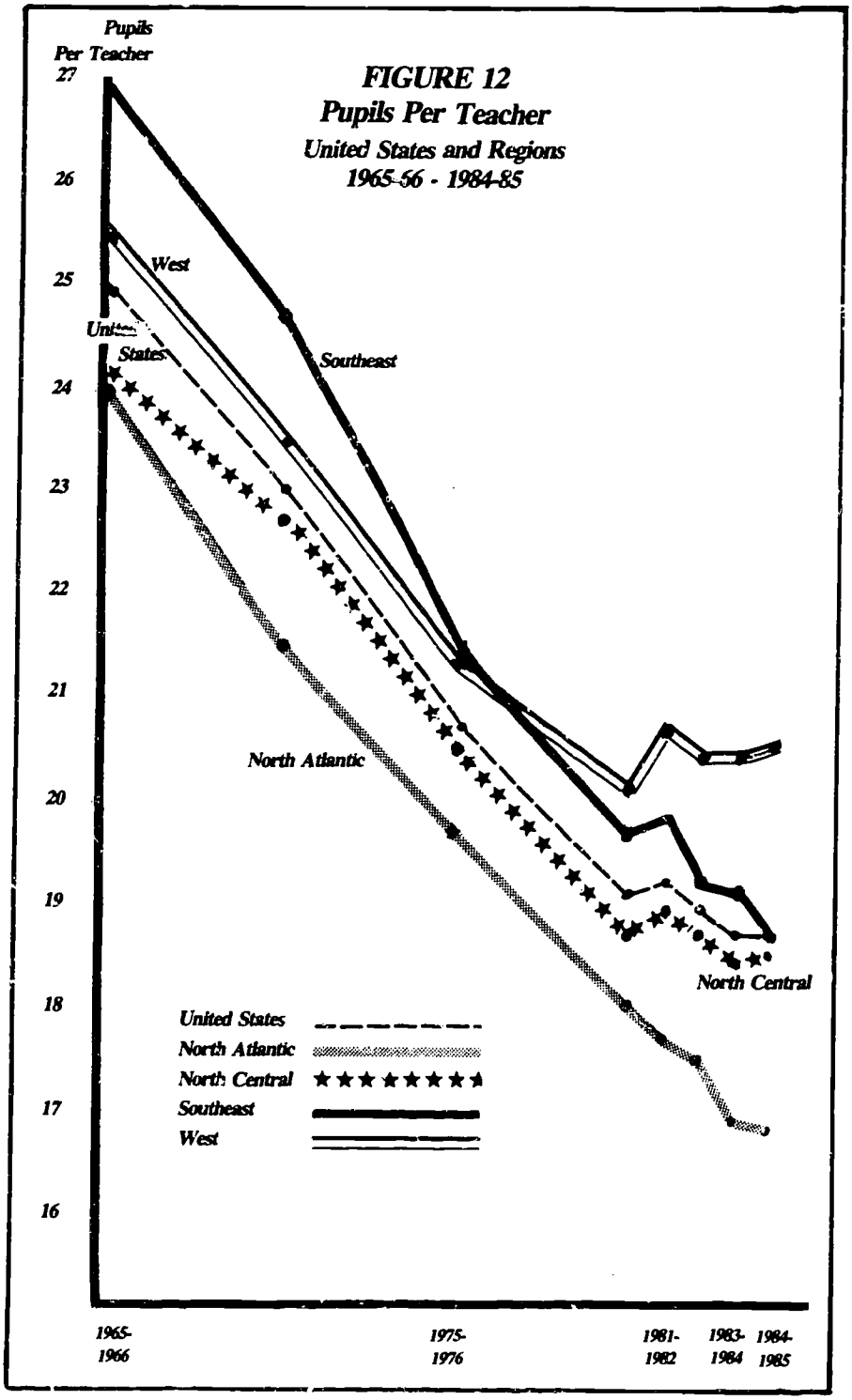



**FIGURE 12**
**Pupils Per Teacher**
**United States and Regions**
**1965-66 - 1984-85**

greatest improvement, reducing its student:teacher ratio by an average 1.6 students per teacher.

Progress has continued over the last two years of the report reference period from 1982-83 through 1984-85, with decreases of 1 and 1.2 students per teacher for Alabama and South Carolina, respectively. Inspection of between-year comparisons for the southeastern states during the 1980s indicated slight increases in this ratio for one or two year runs, but the great majority of states showed reduced ratios or remained at approximately the same levels. For example, Georgia's student:teacher ratio went down between 1980-81 and 1983-84 and then showed a slight increase for 1984-85. The net result was a showing of no overall gain over the first half of the 1980s.

## Teachers' Salaries

The average annual salaries for teachers in actual and "real" dollars was obtained for all 50 states over the 20-year period under study.[T-81] Inspection of annual teacher salaries reveals uninterrupted growth in actual dollars for the Total U.S. and for the Southeast as a region. And, while salary levels remain lower in the Southeast, growth rates in this region's teacher salaries were somewhat higher than the United States average for the full 20-year reference period (271.0 percent for the Southeast, compared to 261.6 percent for the United States). However, for the last 10- and 5-year periods, growth rates were relatively lower in the Southeast (93.3 percent and 33.6 percent) than in the United States as a whole (100.1 percent and 35.2 percent).

Use of the 1972 Gross National Product (GNP) deflator index provides a measure of salary improvement independent of the effects of inflation.[T-82] The 10-year reference period shows a gain of $1,814 for the Southeast as a whole. However, much of that gain was due to the effects of inflation felt during the latter half of the 1960s. Using the adjusted salary for 1970-71 as a more accurate baseline year for 1972 adjusted dollars indicates that real teacher pay showed a small loss in purchasing power until 1983-84, and that real growth of approximately $450 was experienced in 1984-85. A similar pattern was noted for the United States as a whole and for each of the defined regions *(see Figure 13)*.

It is interesting to note that the salary earned in 1965-66 by the typical southeastern teacher was 82.4 percent of the salary earned by the typical U.S. teacher, but in 1984-85, it was 85.8 percent of the national average teacher salary. An available proxy for worker salary improvement in this report was a gain in the per capita income index for the Southeast as a whole, which rose from 76.6 percent of the national average in 1965 to 87.7 percent in 1984. Thus, the relative improvement of 3.4 percent was less than one-third of the per capita gain of 11.1 percent.

Gains in actual dollar amounts of teacher salaries also were found for each of the 12 southeastern states, with South Carolina teacher salaries showing the greatest relative gain of 327.2 percent over the 20-year period and Louisiana showing the smallest gain at 222.7 percent. For the 10-year periods of 1975-76 to 1984-85, Kentucky showed the greatest gain with 107.0 percent. Kentucky and South Carolina were the only two states to show increases above the United States average teacher salary gain of 100.1 percent. Mississippi, at 70.1 percent, represented the least amount of growth in teacher salary improvement for the 10-year reference period. The states with the greatest and smallest gains for the first half of the 1980s were Tennessee and Louisiana, with 45.8 percent and 18.9 percent, respectively.

Analysis of state teacher salary increases adjusted for inflation through the use of the 1972 GNP deflator index reveals no consistent patterns in real salary growth. Although teachers in most states achieved their highest salary in real 1972 dollar terms in 1984-85, other states show adjusted salaries to have been highest in some previous year. For example, Florida average teacher salaries in real 1972 dollar terms have remained below the reported 1970-71 figure through 1984-85, and Virginia only topped that figure in the 1984-85 fiscal year. Louisiana and West Virginia attained their highest real teacher salaries in 19[illegible]2, figures which have not been matched in real salary terms through 1984-85. Similarly, Mississippi teachers received their highest salary adjusted for inflation in 1975-76. The highest teacher salary in real dollar terms for the remaining seven states occurred in the 1984-85 fiscal year.

Southeastern teacher salaries for the 1984-85 fiscal year ranged from the Mississippi low of $15,924, which also was lowest in the United States, to the high of $21,447 for Virginia. Although none of the southeastern states could claim an average salary paid as high as the national average, it can be noted that eight states outside of the Southeast Region had average salaries below the southeastern 1984-85 regional average of $20,204. These states are found in each of the other three regions: Maine, New Hampshire and Vermont from the North Atlantic Region: Nebraska, North Dakota, and South Dakota from the North Central Region; and Oklahoma and Idaho from the West. It can be noted that these states have farm-oriented economies similar to those found in southeastern states.

Those eight states outside the Southeast (with average teacher salaries below the Southeast's for 1984-85) also were found to be below the Southeast average when 1972 adjusted dollar teacher salaries were used for comparison purposes.

## In Summary

In summary, educational staff sizes in the Southeast and in the nation as a whole have grown beginning with the mid-1960s baseline year of 1965-66 through 1980-81. Data available for the Southeast alone indicate that a coinsiderable decrease in educational staff size took place in the 1981-82 academic year. Another period of growth followed with the establishment of a new record for educational staff size in 1984-85. Education staff personnel as a percentage of the total work force in the region has remained relatively constant at about 4 percent of the civilian labor force for the 20-year study period.

Growth in education staff size has resulted from the natural growth of the labor force in the Southeast, as well as the nation as a whole. It can be noted that the peaks of size of public educational staff lagged behind the peak of total public school enrollment by approximately 10 years.[4]

However, since the increase in educational staff size occurred at the same time that there was a drop in student enrollment, educational organizations were provided with an opportunity to substantially reduce student:teacher ratios.

A major finding was the increasing similarity in percentages of educational staff classified as classroom teachers in the four regions of the United States during 1980-81, the last year for which comparable regional and national data were available. This percentage indicated that 52.8 percent—slightly over half of all educational staff—were employed as classroom

[4]This phenomenon has been confirmed in studies of the teacher labor market in the Southeast conducted over the past several years by the Southeastern Regional Council for Educational Improvement. These studies revealed a consistent gap between demand and supply of teachers resulting from a variety of factors, including recruitment practices, salaries, and planning policies.

teachers, which is substantially below the 1965-66 figures of 59.1 percent for the Southeast and 65.8 percent or more for the other three U.S. regions.

Classroom teachers represented the major instructional resource in public schools. Available data indicated that nine of every ten identified instructional staff members of public school systems in the Southeast and the nation were classroom teachers and that this percentage had remained remarkably constant over the 20-year reference period, as had the percentage of educational staff assigned to perform administrative duties at approximately 4 percent. The greatest increase in major classifications of educational staffs was for non-professional (support) staff, which gained approximately 5 percent from 1965-66 to 1980-81.

Also remaining relatively constant over the 20-year review period of public education in the Southeast were the percentages of teachers assigned to teach elementary grades (59 percent) and the proportion of classroom teachers who were females (77 percent). Both of these figures were more than comparable national figures of 55 percent elementary teachers and 68 percent female teachers.

The employment of special education teachers also had increased over the nine-year period for which there were available data. The increase was in line with the growth observed in public school special education enrollment in the Southeast.

Teacher salaries in actual and inflation-adjusted dollars have increased over the 20-year study period for the South-

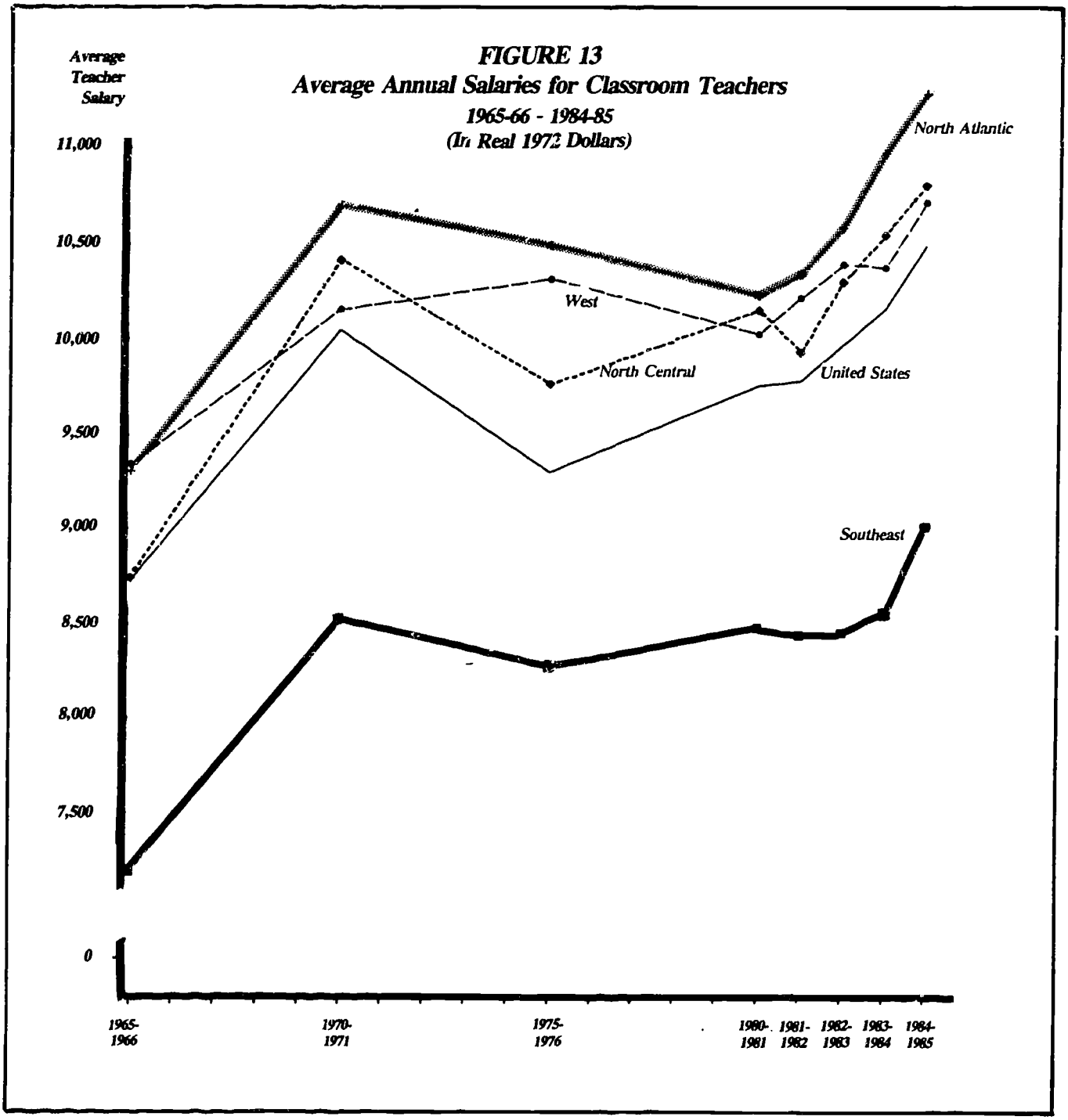



**FIGURE 13**
**Average Annual Salaries for Classroom Teachers**
**1965-66 - 1984-85**
**(In Real 1972 Dollars)**

east and the nation. Salary improvement of Southeast teachers relative to the United States average teacher salary was shown by the increase from 82 percent in 1965-66 to 86 percent in 1984-85. Although the Southeast as a region and each of its states individually had teacher salary averages that were below the national average and each of the other U.S. regions, the Southeast average salary for public school teachers was found to be higher than the reported average salary for public school teachers in eight states located in the other regions for the 1984-85 academic year.

## TABLE 82

## Average Annual Salaries for Classroom Teachers (In Real 1972 Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 8,723 | 10,042 | 9,796 | 9,747 | 9,770 | 9,962 | 10,151 | 10,484 |
| Southeast | 7,183 | 8,523 | 8,259 | 8,469 | 8,432 | 8,443 | 8,548 | 8,997 |
| North Atlantic | 9,301 | 10,695 | 10,485 | 10,220 | 10,332 | 10,583 | 10,974 | 11,288 |
| North Central | 8,736 | 10,405 | 9,756 | 10,143 | 9,922 | 10,292 | 10,543 | 10,805 |
| West | 9,334 | 10,148 | 10,309 | 10,017 | 10,209 | 10,384 | 10,369 | 10,713 |
| Alabama | 6,901 | 8,040 | 8,372 | 8,672 | 7,956 | 8,466 | 8,178 | 9,001 |
| Alaska | 11,042 | 14,791 | 15,256 | 16,240 | 16,281 | 16,339 | 17,486 | 17,705 |
| Arizona | 9,414 | 10,121 | 9,791 | 9,721 | 9,187 | 9,598 | 10,009 | 10,413 |
| Arkansas | 6,352 | 7,231 | 7,622 | 7,433 | 7,398 | 7,361 | 8,015 | 8,457 |
| California | 10,921 | 11,445 | 12,008 | 11,003 | 11,605 | 11,556 | 11,490 | 11,714 |
| Colorado | 8,564 | 9,003 | 9,480 | 9,931 | 9,984 | 10,323 | 10,765 | 10,893 |
| Connecticut | 9,648 | 10,464 | 9,380 | 9,766 | 9,629 | 9,967 | 10,465 | 10,921 |
| Delaware | 9,581 | 10,660 | 9,911 | 10,094 | 9,838 | 9,917 | 9,682 | 10,378 |
| Dist. of Columbia | 10,050 | 11,508 | 12,085 | 12,814 | 12,375 | 12,313 | 12,792 | 12,748 |
| Florida | 8,623 | 9,597 | 8,292 | 8,627 | 8,558 | 8,787 | 9,017 | 9,280 |
| Georgia | 7,169 | 8,478 | 8,391 | 8,649 | 8,345 | 8,372 | 8,617 | 9,178 |
| Hawaii | 9,285 | 11,286 | 12,015 | 11,756 | 11,496 | 11,922 | 11,265 | 10,969 |
| Idaho | 7,618 | 7,694 | 8,067 | 8,482 | 8,365 | 8,455 | 8,318 | 8,774 |
| Illinois | 9,545 | 11,154 | NA | 10,930 | 10,720 | 10,729 | 11,188 | 11,504 |
| Indiana | 9,447 | 10,192 | 8,820 | 9,451 | 9,497 | 9,675 | 9,961 | 10,284 |
| Iowa | 8,107 | 9,154 | 9,140 | 9,044 | 9,174 | 9,259 | 9,319 | 9,324 |
| Kansas | 7,752 | 8,757 | 8,461 | 8,540 | 8,523 | 8,765 | 8,958 | 9,446 |
| Kentucky | 6,606 | 7,837 | 7,718 | 8,820 | 8,818 | 8,839 | 9,090 | 9,008 |
| Louisiana | 8,092 | 9,091 | 7,973 | 9,272 | 9,825 | 8,854 | 8,510 | 8,681 |
| Maine | 7,437 | 8,858 | 8,390 | 7,837 | 7,704 | 7,812 | 8,014 | 8,164 |
| Maryland | 9,217 | 10,999 | 10,830 | 10,800 | 10,771 | 10,956 | 11,144 | 11,518 |
| Massachussetts | 9,514 | 9,810 | 9,401 | 10,241 | 9,581 | 10,308 | 10,621 | 10,739 |
| Michigan | 9,179 | 11,554 | 12,277 | 11,792 | 11,399 | 12,768 | 12,510 | 12,650 |
| Minnesota | 8,899 | 11,192 | 9,686 | 9,622 | 10,153 | 10,720 | 11,262 | 11,545 |
| Mississippi | 5,615 | 6,549 | 7,358 | 7,280 | 7,209 | 6,885 | 7,313 | 7,093 |
| Missouri | 7,848 | 9,127 | 8,287 | 8,636 | 8,371 | 8,424 | 8,931 | 9,109 |
| Montana | 7,772 | 8,909 | 8,690 | 8,942 | 9,063 | 9,370 | 9,569 | 9,667 |
| Nebraska | 7,002 | 8,851 | 7,913 | 8,218 | 8,451 | 8,372 | 8,688 | 8,976 |
| Nevada | 9,414 | 10,411 | 10,046 | 9,912 | 10,254 | 10,611 | 10,342 | 10,030 |
| New Hampshire | 7,571 | 9,044 | 8,295 | 7,433 | 7,498 | 7,957 | 8,036 | 8,274 |
| New Jersey | 9,337 | 10,877 | 10,366 | 10,248 | 10,154 | 10,355 | 10,760 | 11,191 |
| New Mexico | 8,517 | 8,953 | 8,694 | 9,491 | 9,532 | 9,842 | 9,514 | 9,827 |
| New York | 10,318 | 12,099 | 12,601 | 11,424 | 11,953 | 12,020 | 12,635 | 12,917 |
| North Carolina | 7,152 | 8,903 | 8,820 | 8,599 | 8,413 | 8,455 | 8,515 | 9,220 |
| North Dakota | 6,861 | 7,695 | 7,812 | 8,333 | 9,020 | 8,842 | 8,908 | 8,863 |
| Ohio | 8,509 | 9,590 | 9,006 | 9,072 | 9,461 | 9,618 | 9,847 | 10,127 |
| Oklahoma | 7,571 | 8,022 | 7,584 | 8,198 | 8,267 | 8,784 | 8,593 | 8,431 |
| Oregon | 8,911 | 10,135 | 9,796 | 10,360 | 10,356 | 10,455 | 10,709 | 11,086 |
| Pennsylvania | 8,589 | 10,137 | 9,757 | 9,906 | 9,936 | 10,182 | 10,500 | 10,883 |
| Rhode Island | 8,476 | 10,287 | 10,571 | 11,090 | 11,046 | 11,143 | 11,718 | 12,197 |
| South Carolina | 6,265 | 7,630 | 7,824 | 8,018 | 7,964 | 7,944 | 8,040 | 8,895 |
| South Dakota | 6,231 | 7,404 | 7,358 | 7,636 | 7,506 | 7,498 | 7,622 | 7,730 |
| Tennessee | 6,834 | 8,066 | 8,136 | 7,881 | 8,305 | 8,509 | 8,438 | 9,140 |
| Texas | 7,973 | 9,074 | 8,985 | 8,800 | 8,967 | 9,400 | 9,329 | 10,066 |
| Utah | 8,388 | 8,803 | 8,974 | 9,303 | 9,258 | 9,548 | 9,253 | 9,490 |
| Vermont | 7,558 | 9,008 | 7,880 | 7,412 | 7,505 | 7,823 | 8,14 | 8,469 |
| Virginia | 7,571 | 9,483 | 8,927 | 8,700 | 8,674 | 8,912 | 9,100 | 9,552 |
| Washington | 9,146 | 10,377 | 10,756 | 11,593 | 11,707 | 11,293 | 11,269 | 11,407 |
| West Virginia | 6,687 | 8,251 | 8,279 | 8,371 | 8,736 | 8,328 | 8,089 | 8,713 |
| Wisconsin | 8,610 | 10,605 | 10,125 | 11,235 | 9,887 | 10,335 | 10,550 | 11,037 |
| Wyoming | 8,199 | 9,469 | 8,769 | 11,445 | 10,837 | 11,293 | 11,654 | 11,896 |

# Reform Initiatives in the Southeastern States

Responding to many different motivations and stimuli, the nation's public schools have embarked on a program of significant change in the past several years. One tally shows 35 states with new (and tougher) high school graduation requirements, 21 with new programs to improve textbooks and instructional materials, 8 adopting longer school days and 7 with longer school years, and 24 studying master teacher/career ladder programs. Six states have already adopted such plans.

As a region, the Southeast also has embarked on this path of reform and school improvement. *Data Profiles* makes no effort to offer qualitative or quantitative comments on these initiatives. For one thing, change is occurring at such a rapid pace that it is difficult to present up-to-the-moment information. Secondly, it may be difficult to assess for some time the benefits which accrue to students from many of these new programs, policies, and activities.

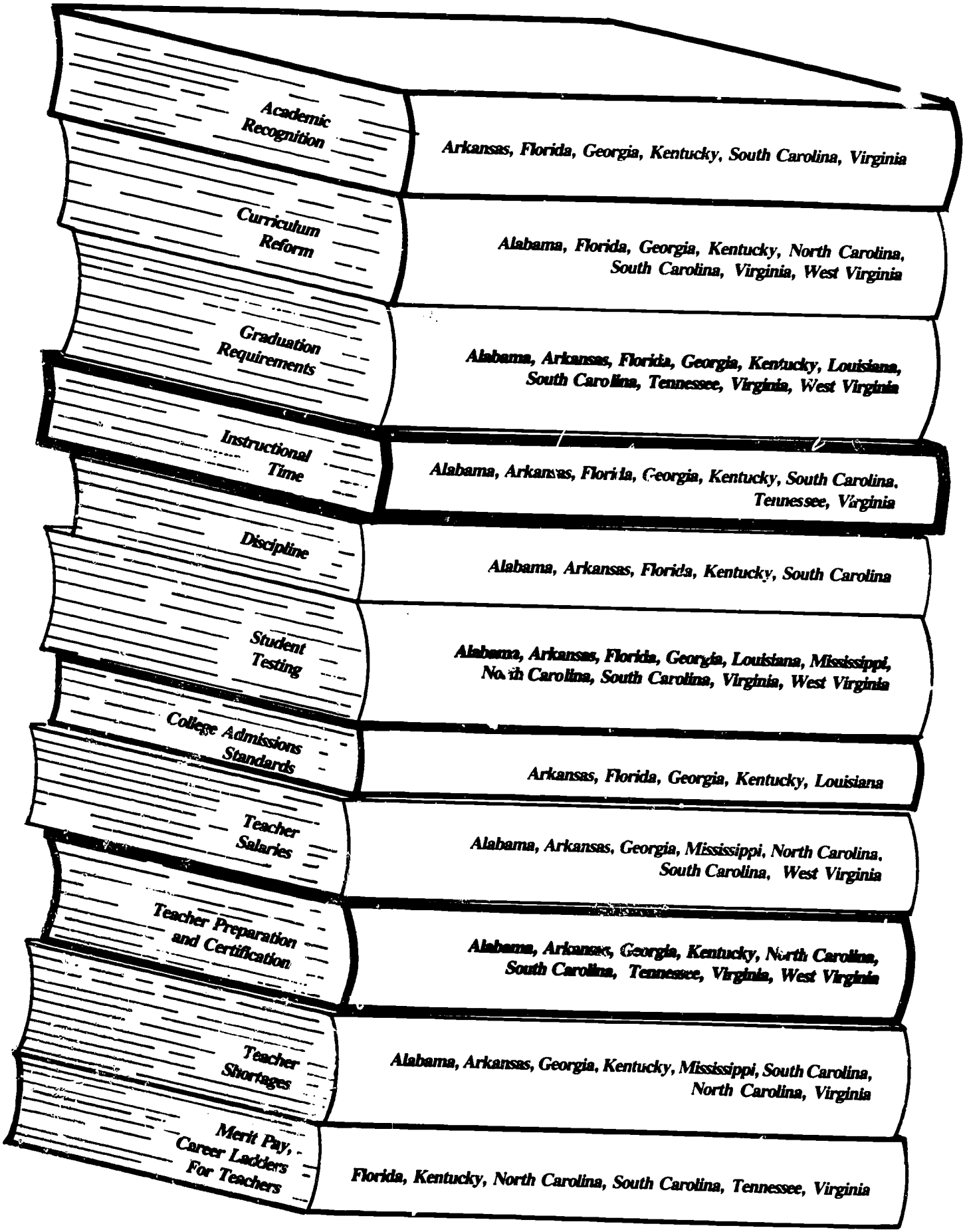
Collectively, these new initiatives by the public school systems have great value in that they represent a national reappraisal—somewhat fragmented, to be sure, as is the system itself—of the nature and purpose of schooling in a time of rapid and complex change.

One clear pattern of change in the Southeast is that, without exception, all states have undertaken new programs and adopted new policies that by any standard would be considered major school improvement initiatives. All of the states, for example, now support kindergarten programs, and virtually all of them have strengthened high school graduation requirements. Stronger, more comprehensive testing programs are in place in 10 of the 12 states. A number of the states, with Arkansas and Tennessee counted among national leaders, have introduced major, statewide reform efforts to introduce microcomputer instructional activities in broad, pervasive programs.

Generally there has been an upgrading of teacher salaries in the region, as well, and over half of the region's states are studying or have adopted career ladder programs for teachers, or some type of merit pay program. Stronger testing and certification procedures for new teachers are issues receiving careful study in about half of the states of the region.

There are other initiatives, as well. Eight of the 12 states have programs to improve curriculum, while 8 states are evaluating the relationship of instructional time and learning. North Carolina, for example, has a pilot program to evaluate the effects of extending the length of the school day and the school year. Over half of the states are studying programs to deal with teacher shortages in areas such as math and science.

The reform activities reported in this edition of *Data Profiles* are based on information contained in *The Nation Responds: Recent Efforts to Improve Education*, published by the U.S. Department of Education in May, 1984; an up-date of that publication gathered by the Department in October, 1985; and information gathered directly from the states of the region. The information is presented in narrative form in the appendices.


Academic Recognition
Arkansas, Florida, Georgia, Kentucky, South Carolina, Virginia
Curriculum Reform
Alabama, Florida, Georgia, Kentucky, North Carolina, South Carolina, Virginia, West Virginia
Graduation Requirements
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, South Carolina, Tennessee, Virginia, West Virginia
Instructional Time
Alabama, Arkansas, Florida, Georgia, Kentucky, South Carolina, Tennessee, Virginia
Discipline
Alabama, Arkansas, Florida, Kentucky, South Carolina
Student Testing
Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, West Virginia
College Admissions Standards
Arkansas, Florida, Georgia, Kentucky, Louisiana
Teacher Salaries
Alabama, Arkansas, Georgia, Mississippi, North Carolina, South Carolina, West Virginia
Teacher Preparation and Certification
Alabama, Arkansas, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Teacher Shortages
Alabama, Arkansas, Georgia, Kentucky, Mississippi, South Carolina, North Carolina, Virginia
Merit Pay, Career Ladders For Teachers
Florida, Kentucky, North Carolina, South Carolina, Tennessee, Virginia

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# Part II

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## Reform Initiatives

## TABLE 1
## Census Population Estimates
## July 1, 1965-1984 (Thousands)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 193,526 | 203,302 | 215,465 | 226,546 | 229,518 | 231,786 | 234,023 | 236,158 |
| Southeast | 41,856 | 43,816 | 48,788 | 52,669 | 53,679 | 54,354 | 54,984 | 55,704 |
| North Atlantic | 62,551 | 64,947 | 65,674 | 65,382 | 65,543 | 65,573 | 65,789 | 66,065 |
| North Central | 44,491 | 45,933 | 47,078 | 48,068 | 48,192 | 48,153 | 48,207 | 48,364 |
| West | 45,022 | 48,606 | 53,925 | 60,426 | 62,105 | 63,705 | 64,992 | 66,025 |
| Alabama | 3,448 | 3,444 | 3,681 | 3,894 | 3,927 | 3,941 | 3,959 | 3,990 |
| Arkansas | 1,894 | 1,923 | 2,158 | 2,286 | 2,300 | 2,307 | 2,328 | 2,349 |
| Florida | 5,954 | 6,791 | 8,542 | 9,746 | 10,183 | 10,446 | 10,680 | 10,976 |
| Georgia | 4,332 | 4,588 | 5,059 | 5,463 | 5,573 | 5,648 | 5,732 | 5,837 |
| Kentucky | 3,140 | 3,221 | 3,469 | 3,661 | 3,675 | 3,692 | 3,714 | 3,723 |
| Louisiana | 3,496 | 3,645 | 3,887 | 4,206 | 4,300 | 4,383 | 4,438 | 4,462 |
| Mississippi | 2,246 | 2,217 | 2,400 | 2,521 | 2,548 | 2,569 | 2,587 | 2,598 |
| North Carolina | 4,863 | 5,084 | 5,535 | 5,882 | 5,958 | 6,019 | 6,082 | 6,165 |
| South Carolina | 2,494 | 2,591 | 2,900 | 3,122 | 3,186 | 3,227 | 3,264 | 3,300 |
| Tennessee | 3,798 | 3,926 | 4,261 | 4,591 | 4,630 | 4,656 | 4,685 | 4,717 |
| Virginia | 4,411 | 4,651 | 5,056 | 5,391 | 5,436 | 5,485 | 5,550 | 5,636 |
| West Virginia | 1,786 | 1,744 | 1,841 | 1,950 | 1,960 | 1,961 | 1,965 | 1,952 |

### SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1980, 1985.

U.S. Bureau fo the Census, *Current Population Reports (Estimates of the Population of the States: 1970 to 1983)*

### NOTE:

- The U.S. Totals for 1965 and 1983 are revised; however, state and regional revisions are not available. Therfore, regional data do not add up to U.S. Total.
- Population data for 1981-83 are estimates. 1984 data are provisional.

## TABLE 2
## Racial Category as a Percentage of Total Population
## 1960, 1970 & 1980

| Region | White | | | Black | | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1960 | 1970 | 1980 | 1960 | 1970 | 1980 | 1960 | 1970 | 1980 |
| U.S., Total | 88.6 | 87.4 | 83.1 | 10.5 | 11.2 | 11.7 | 0.9 | 1.4 | 5.2 |
| Southeast | 76.6 | 78.7 | 78.5 | 23.2 | 20.9 | 20.2 | 0.2 | 0.4 | 1.3 |
| North Atlantic | 91.6 | 89.1 | 85.3 | 8.2 | 10.2 | 11.4 | 0.3 | 0.7 | 3.4 |
| North Central | 93.3 | 91.5 | 88.6 | 6.3 | 7.8 | 8.9 | 0.4 | 0.7 | 2.5 |
| West | 90.9 | 89.3 | 80.6 | 6.1 | 6.8 | 6.9 | 3.1 | 4.0 | 12.5 |
| Alabama | 69.9 | 73.4 | 73.8 | 30.0 | 26.4 | 25.6 | 0.1 | 0.2 | 0.6 |
| Arkansas | 78.1 | 81.2 | 82.7 | 21.8 | 18.6 | 16.4 | 0.1 | 0.3 | 1.0 |
| Florida | 82.1 | 84.1 | 84.0 | 17.8 | 15.5 | 13.8 | 0.2 | 0.4 | 2.2 |
| Georgia | 71.4 | 73.8 | 72.2 | 28.5 | 25.9 | 26.8 | 0.1 | 0.2 | 0.9 |
| Kentucky | 92.8 | 92.3 | 92.3 | 7.1 | 7.5 | 7.1 | 0.1 | 0.2 | 0.6 |
| Louisiana | 67.9 | 69.7 | 69.2 | 31.9 | 29.9 | 29.4 | 0.2 | 0.4 | 1.3 |
| Mississippi | 57.7 | 62.8 | 64.1 | 42.0 | 36.8 | 35.2 | 0.2 | 0.4 | 0.8 |
| North Carolina | 74.6 | 76.6 | 75.8 | 24.5 | 22.4 | 22.4 | 0.9 | 1.0 | 1.8 |
| South Carolina | 65.1 | 69.3 | 68.8 | 34.8 | 30.5 | 30.4 | 0.1 | 0.3 | 0.8 |
| Tennessee | 83.5 | 83.7 | 83.5 | 16.5 | 16.1 | 15.8 | 0.1 | 0.2 | 0.7 |
| Virginia | 79.2 | 80.8 | 79.1 | 20.6 | 18.6 | 18.9 | 0.2 | 0.6 | 2.0 |
| West Virginia | 95.1 | 95.6 | 96.2 | 4.8 | 4.2 | 3.3 | 0.0 | 0.2 | 0.5 |

### SOURCE:

U.S. Bureau of the Census, *Statistical Abstracts of the U.S.*, 1971, 1982-83.

## TABLE 3
## Percentage of the Population by Origin
## 1970 & 1980

| Region | Hispanic 1970 | Hispanic 1980 | Non-Hispanic 1970 | Non-Hispanic 1980 |
|---|---|---|---|---|
| **U.S., Total** | 4.6 | 6.4 | 95.4 | 93.6 |
| **Southeast** | 1.6 | 2.5 | 98.4 | 97.5 |
| **North Atlantic** | 2.1 | 4.3 | 97.9 | 95.7 |
| **North Central** | 1.6 | 2.4 | 98.4 | 97.6 |
| **West** | 13.3 | 15.4 | 86.7 | 84.6 |
| **Alabama** | 0.4 | 0.8 | 99.6 | 99.2 |
| **Arkansas** | 0.5 | 0.8 | 99.5 | 99.2 |
| **Florida** | 6.6 | 8.8 | 93.4 | 91.2 |
| **Georgia** | 0.6 | 1.1 | 99.4 | 98.9 |
| **Kentucky** | 0.3 | 0.7 | 99.7 | 99.3 |
| **Louisiana** | 1.9 | 2.4 | 98.1 | 97.6 |
| **Mississippi** | 0.4 | 1.0 | 99.6 | 99.0 |
| **North Carolina** | 0.4 | 1.0 | 99.6 | 99.0 |
| **South Carolina** | 0.4 | 1.1 | 99.6 | 98.9 |
| **Tennessee** | 0.4 | 0.7 | 99.6 | 99.3 |
| **Virginia** | 1.0 | 1.5 | 99.0 | 98.5 |
| **West Virginia** | 0.4 | 0.7 | 99.6 | 99.3 |

**SOURCE:**
U.S. Bureau of the Census, *Statistical Abstracts of the U.S.*, 1971, 1982-83.

**SOURCE:**
U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.
NCES, *Digest of Educational Statistics*, 1980, 1982.
U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Schools Civil Rights Survey*.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

## TABLE 4
## White Enrollment as a Percent of Public School Enrollment
## 1970-71 - 1984-85

| Region | 1970-71 | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 79.1 | 76.0 | 75.3 | 73.3 | | 73.1 | | |
| **Southeast** | 70.8 | 70.2 | 70.0 | 69.3 | | 69.3 | | |
| **North Atlantic** | 82.5 | 79.7 | 79.0 | 77.9 | 77.9 | | | |
| **North Central** | 87.5 | 85.6 | 85.0 | 83.5 | 83.5 | | | |
| **West** | 74.7 | 69.0 | 68.3 | 64.3 | | 63.8 | | |
| **Alabama** | 65.7 | 65.8 | 65.8 | 66.4 | 65.8 | 66.4 | 65.0 | 64.8 |
| **Arkansas** | 74.9 | 76.8 | 76.6 | 76.5 | 73.3 | 76.5 | 75.3 | 75.2 |
| **Florida** | 72.1 | 70.1 | 69.5 | 67.8 | 67.6 | 67.8 | 66.8 | 66.5 |
| **Georgia** | 66.5 | 64.8 | 64.6 | 65.7 | NA | 65.7 | NA | NA |
| **Kentucky** | 90.7 | 89.9 | 91.3 | 90.9 | 90.8 | 90.9 | 91.0 | 91.0 |
| **Louisiana** | 59.0 | 58.1 | 57.8 | 56.6 | 56.0 | 56.6 | 55.8 | 55.5 |
| **Mississippi** | 49.0 | 51.0 | 51.5 | 48.4 | NA | 48.4 | NA | NA |
| **North Carolina** | 69.3 | 68.6 | 68.6 | 68.1 | 67.7 | 68.1 | 67.0 | NA |
| **South Carolina** | 58.8 | 58.2 | 58.1 | 56.5 | 57.0 | 57.9 | 57.9 | 57.9 |
| **Tennessee** | 78.8 | 78.1 | 78.5 | 75.5 | NA | 75.5 | NA | NA |
| **Virginia** | 75.3 | 74.2 | 72.7 | 72.5 | 72.5 | 72.5 | NA | NA |
| **West Virginia** | 95.1 | 95.5 | 95.0 | 95.7 | NA | 95.7 | NA | NA |

## TABLE 5
## Hispanic Enrollment
## As a Percent of Total Public School Enrollment
## 1970-71 - 1984-85

| Region | 1970-71 | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 5.1 | 6.4 | 6.8 | 8.0 | | 8.0 | | |
| **Southeast** | 0.8 | 1.2 | 1.2 | 1.5 | | 1.5 | | |
| **North Atlantic** | 3.3 | 4.5 | 4.7 | 5.1 | | 5.1 | | |
| **North Central** | 1.5 | 2.0 | 2.2 | 2.5 | | 2.5 | | |
| **West** | 14.3 | 16.9 | 17.5 | 20.7 | | 20.5 | | |
| **Alabama** | 0.0 | 0.1 | 0.1 | 0.1 | NA | 0.1 | NA | NA |
| **Arkansas** | 0.1 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| **Florida** | 4.6 | 6.5 | 6.6 | 7.9 | 8.1 | 7.9 | 8.4 | 8.7 |
| **Georgia** | 0.1 | 0.2 | 0.2 | 0.3 | NA | 0.3 | NA | NA |
| **Kentucky** | 0.0 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| **Louisiana** | 0.5 | 0.8 | 0.8 | 0.8 | 0.7 | 0.8 | 0.9 | 0.9 |
| **Mississippi** | 0.1 | 0.1 | 0.1 | 0.1 | NA | 0.1 | 8.4 | NA |
| **North Carolina** | 0.0 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | NA |
| **South Carolina** | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| **Tennessee** | 0.1 | 0.1 | 0.1 | 0.1 | NA | 0.1 | NA | NA |
| **Virginia** | 0.3 | 0.4 | 0.5 | 0.5 | 0.5 | 0.5 | NA | NA |
| **West Virginia** | 0.1 | 0.1 | 0.1 | 0.1 | NA | 0.1 | NA | NA |

**SOURCE:**

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Schools Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

## TABLE 6
## Black Enrollment
## As a Percent of Public School Enrollment
## 1970-71 - 1984-85

| Region | 1970-71 | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 14.9 | 15.5 | 15.7 | 16.1 | | 16.1 | | |
| **Southeast** | 28.2 | 28.0 | 28.1 | 28.4 | | 28.4 | | |
| **North Atlantic** | 13.8 | 14.9 | 15.3 | 15.6 | | 15.6 | | |
| **North Central** | 10.4 | 11.2 | 11.4 | 12.4 | | 12.4 | | |
| **West** | 8.6 | 8.8 | 8.7 | 8.8 | | 8.7 | | |
| **Alabama** | 34.3 | 33.8 | 33.9 | 33.1 | NA | 33.1 | NA | NA |
| **Arkansas** | 24.8 | 22.5 | 22.6 | 22.5 | 23.4 | 22.5 | 23.7 | 23.7 |
| **Florida** | 23.1 | 22.9 | 23.1 | 23.4 | 23.4 | 23.4 | 23.7 | 23.6 |
| **Georgia** | 33.2 | 34.7 | 34.8 | 33.5 | NA | 33.5 | NA | NA |
| **Kentucky** | 9.2 | 9.0 | 8.4 | 8.7 | 8.8 | 8.7 | 9.0 | 9.0 |
| **Louisiana** | 40.4 | 40.3 | 40.5 | 41.5 | 42.3 | 41.5 | 41.9 | 42.1 |
| **Mississippi** | 50.8 | 48.7 | 48.1 | 51.0 | NA | 51.0 | NA | NA |
| **North Carolina** | 29.4 | 29.7 | 29.6 | 29.6 | 30.1 | 29.6 | 30.5 | NA |
| **South Carolina** | 41.1 | 41.3 | 41.3 | 42.8 | 42.3 | 41.4 | 41.3 | 41.3 |
| **Tennessee** | 21.0 | 21.6 | 21.1 | 24.0 | NA | 24.0 | NA | NA |
| **Virginia** | 24.1 | 24.3 | 25.3 | 25.5 | 25.5 | 25.5 | NA | NA |
| **West Virginia** | 4.7 | 4.2 | 4.6 | 3.9 | NA | 3.9 | NA | NA |

**SOURCE:**

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Schools Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

## TABLE 7
## Other Minority Enrollment
## As a Percent of Public School Enrollment
## 1970-71 - 1984-85

| Region | 1970-71 | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 0.9 | 2.1 | 2.2 | 2.6 | | 2.6 | | |
| **Southeast** | 0.3 | 0.6 | 0.7 | 0.9 | | 0.9 | | |
| **North Atlantic** | 0.4 | 0.9 | 1.1 | 1.4 | | 1.4 | | |
| **North Central** | 0.6 | 1.2 | 1.3 | 1.6 | | 1.6 | | |
| **West** | 2.4 | 5.3 | 5.5 | 6.2 | | 6.1 | | |
| **Alabama** | 0.0 | 0.3 | 0.3 | 0.4 | NA | 0.4 | NA | NA |
| **Arkansas** | 0.2 | 0.5 | 0.5 | 0.7 | 0.6 | 0.7 | 0.7 | 0.8 |
| **Florida** | 0.2 | 0.6 | 0.7 | 0.9 | 1.0 | 0.9 | 1.1 | 1.2 |
| **Georgia** | 0.1 | 0.3 | 0.4 | 0.5 | NA | 0.5 | NA | NA |
| **Kentucky** | 0.1 | 0.7 | 0.2 | 0.3 | 0.3 | 0.3 | 0.4 | 0.4 |
| **Louisiana** | 0.1 | 0.9 | 0.9 | 1.2 | 1.0 | 1.2 | 1.5 | 1.5 |
| **Mississippi** | 0.1 | 0.2 | 0.3 | 0.5 | NA | 0.5 | NA | NA |
| **North Carolina** | 1.2 | 1.6 | 1.7 | 2.0 | 2.0 | 2.0 | 2.2 | NA |
| **South Carolina** | 0.1 | 0.3 | 0.4 | 0.5 | 0.6 | 0.6 | 0.6 | 0.6 |
| **Tennessee** | 0.1 | 0.2 | 0.3 | 0.4 | NA | 0.4 | NA | NA |
| **Virginia** | 0.4 | 1.0 | 1.5 | 1.5 | 1.5 | 1.5 | NA | NA |
| **West Virginia** | 0.1 | 0.2 | 0.3 | 0.3 | NA | 0.3 | NA | NA |

### SOURCE:

U.S.D.H.E.W., Office for Civil Rights, *Directory of Public Elementary and Secondary Schools*, 1970, 1976-77, 1978-79.

NCES, *Digest of Educational Statistics*, 1980, 1982.

U.S. Department of Education, Office for Civil Rights, *1982 Elementary and Secondary Civil Rights Survey*.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981, 1983-85.

### SOURCE:

Computed from Table 1 and the following sources: Bureau of Census, *Statistical Abstracts of the U.S.*, 1966, 1971, 1976; U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of States by Age: July 1, 1981 to 1984)*.

### NOTE:

1984 data are provisional estimates.

## TABLE 8
## Children Under Age 5
## As a Percent of Total Population
## 1965 - 1984

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 10.6 | 8.4 | 7.4 | 7.2 | 7.4 | 7.5 | 7.6 | 7.5 |
| **Southeast** | 11.0 | 8.6 | 7.7 | 7.2 | 7.3 | 7.3 | 7.4 | 7.3 |
| **North Atlantic** | 10.0 | 8.3 | 6.8 | 6.5 | 6.6 | 6.0 | 6.8 | 6.7 |
| **North Central** | 10.5 | 8.5 | 7.4 | 7.5 | 7.6 | 8.6 | 7.8 | 7.6 |
| **West** | 10.9 | 8.5 | 7.7 | 7.8 | 8.1 | 8.3 | 8.5 | 8.5 |
| **Alabama** | 11.1 | 8.8 | 8.0 | 7.6 | 7.7 | 7.6 | 7.6 | 7.4 |
| **Arkansas** | 11.3 | 8.3 | 7.9 | 7.7 | 7.7 | 7.7 | 7.7 | 7.5 |
| **Florida** | 9.8 | 7.4 | 6.7 | 5.8 | 6.1 | 6.3 | 6.5 | 6.6 |
| **Georgia** | 11.6 | 9.2 | 8.4 | 7.6 | 7.7 | 7.8 | 7.8 | 7.6 |
| **Kentucky** | 10.8 | 8.4 | 7.8 | 7.7 | 7.8 | 7.7 | 7.7 | 7.4 |
| **Louisiana** | 12.3 | 9.6 | 8.4 | 8.6 | 8.8 | 9.0 | 9.2 | 9.1 |
| **Mississippi** | 12.3 | 9.5 | 9.1 | 8.5 | 8.7 | 8.7 | 8.7 | 8.5 |
| **North Carolina** | 11.0 | 8.6 | 7.8 | 6.9 | 6.9 | 6.9 | 6.9 | 6.7 |
| **South Carolina** | 11.9 | 9.1 | 8.4 | 7.7 | 7.8 | 7.8 | 7.8 | 7.6 |
| **Tennessee** | 10.4 | 8.3 | 7.6 | 7.1 | 7.1 | 7.1 | 7.1 | 7.0 |
| **Virginia** | 10.9 | 8.4 | 7.2 | 6.7 | 6.8 | 6.9 | 7.0 | 6.9 |
| **West Virginia** | 9.9 | 8.0 | 7.6 | 7.5 | 7.4 | 7.3 | 7.3 | 7.0 |

## TABLE 9
## School-Age Children (5-17 Years Old)
## As a Percent of Total Population
## 1965 - 1984

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 25.8 | 25.8 | 23.4 | 20.9 | 20.2 | 19.6 | 19.1 | 19.0 |
| **Southeast** | 27.0 | 26.2 | 23.3 | 21.3 | 20.5 | 20.0 | 19.5 | 19.3 |
| **North Atlantic** | 24.6 | 24.9 | 23.2 | 20.5 | 19.7 | 19.0 | 18.5 | 18.2 |
| **North Central** | 25.8 | 26.5 | 24.2 | 21.3 | 20.5 | 19.9 | 19.5 | 19.4 |
| **West** | 26.2 | 26.0 | 23.1 | 20.8 | 20.1 | 19.6 | 19.3 | 19.2 |
| **Alabama** | 27.9 | 27.1 | 23.9 | 22.2 | 21.5 | 21.0 | 20.5 | 20.4 |
| **Arkansas** | 26.5 | 25.8 | 23.0 | 21.7 | 21.1 | 20.6 | 20.2 | 20.2 |
| **Florida** | 23.8 | 23.7 | 20.6 | 18.4 | 17.6 | 17.1 | 16.5 | 16.3 |
| **Georgia** | 27.5 | 26.7 | 23.9 | 22.5 | 21.7 | 21.1 | 20.5 | 20.4 |
| **Kentucky** | 26.8 | 26.2 | 23.3 | 21.9 | 21.2 | 20.7 | 20.3 | 20.2 |
| **Louisiana** | 29.1 | 28.5 | 25.5 | 23.0 | 22.3 | 21.8 | 21.4 | 21.3 |
| **Mississippi** | 29.7 | 28.6 | 25.3 | 23.8 | 23.1 | 22.6 | 22.1 | 22.2 |
| **North Carolina** | 27.3 | 26.0 | 23.2 | 21.3 | 20.5 | 19.9 | 19.4 | 19.2 |
| **South Carolina** | 29.3 | 27.7 | 24.2 | 22.5 | 21.7 | 21.1 | 20.6 | 20.5 |
| **Tennessee** | 26.3 | 25.5 | 22.8 | 21.2 | 20.5 | 20.0 | 19.5 | 19.4 |
| **Virginia** | 26.2 | 25.8 | 23.2 | 20.7 | 19.9 | 19.3 | 18.6 | 18.4 |
| **West Virginia** | 26.8 | 25.3 | 22.2 | 21.2 | 20.8 | 20.5 | 20.2 | 20.2 |

**SOURCE:**
Computed from Tables 1 and 15.

## TABLE 10
## Adults Aged 18-64
## As a Percent of Total Population
## 1965 - 1984

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 54.4 | 55.8 | 57.7 | 60.6 | 61.0 | 61.3 | 61.5 | 61.6 |
| **Southeast** | 54.1 | 55.4 | 56.4 | 59.7 | 60.2 | 60.6 | 60.9 | 61.0 |
| **North Atlantic** | 55.7 | 56.5 | 59.0 | 61.1 | 61.6 | 62.2 | 62.3 | 62.4 |
| **North Central** | 52.2 | 54.6 | 57.3 | 59.8 | 60.2 | 60.4 | 60.6 | 60.7 |
| **West** | 54.4 | 56.4 | 57.8 | 61.4 | 61.7 | 61.7 | 62.1 | 61.9 |
| **Alabama** | 53.9 | 54.7 | 56.0 | 58.8 | 59.3 | 59.7 | 60.0 | 60.3 |
| **Arkansas** | 53.6 | 53.6 | 54.6 | 57.0 | 57.3 | 57.7 | 57.9 | 57.9 |
| **Florida** | 51.6 | 54.4 | 54.7 | 58.5 | 59.0 | 59.4 | 59.5 | 59.5 |
| **Georgia** | 54.9 | 56.2 | 56.6 | 60.4 | 61.0 | 61.4 | 61.9 | 62.2 |
| **Kentucky** | 53.7 | 54.9 | 56.2 | 59.2 | 59.7 | 60.1 | 60.4 | 60.5 |
| **Louisiana** | 52.9 | 53.4 | 54.8 | 58.7 | 59.3 | 59.7 | 59.8 | 59.9 |
| **Mississippi** | 51.8 | 51.9 | 52.8 | 56.2 | 56.7 | 57.0 | 57.4 | 57.5 |
| **North Carolina** | 55.9 | 57.2 | 58.6 | 61.5 | 62.1 | 62.4 | 62.7 | 62.9 |
| **South Carolina** | 54.4 | 55.7 | 56.7 | 60.6 | 61.2 | 61.5 | 61.8 | 61.9 |
| **Tennessee** | 55.8 | 56.3 | 57.6 | 60.4 | 60.9 | 61.2 | 61.5 | 61.6 |
| **Virginia** | 55.9 | 57.9 | 59.4 | 62.5 | 63.6 | 64.0 | 64.4 | 64.5 |
| **West Virginia** | 54.8 | 55.6 | 56.7 | 59.1 | 59.3 | 59.6 | 59.7 | 59.7 |

**SOURCE:**
Computed from Table 1 and the following sources: Bureau of Census, *Statistical Abstracts of the U.S.*, 1966, 1971, 1976; U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of States by Age: July 1, 1981 to 1984).*

**NOTE:**
1984 data are provisional estimates.

# TABLE 11
## Adults Aged 65 and Over
## As a Percent of Total Population
## 1965 - 1984

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 9.4 | 9.9 | 10.4 | 11.3 | 11.4 | 11.6 | 11.7 | 11.9 |
| Southeast | 8.8 | 9.9 | 10.6 | 11.8 | 11.9 | 12.1 | 12.3 | 12.4 |
| North Atlantic | 9.9 | 10.2 | 10.8 | 11.9 | 12.1 | 12.3 | 12.5 | 12.7 |
| North Central | 10.1 | 10.3 | 10.7 | 11.5 | 11.7 | 11.9 | 12.1 | 12.3 |
| West | 8.5 | 9.0 | 9.4 | 10.0 | 10.1 | 10.1 | 10.1 | 10.3 |
| Alabama | 8.2 | 9.5 | 10.3 | 11.3 | 11.5 | 11.7 | 11.8 | 11.9 |
| Arkansas | 11.0 | 12.3 | 12.6 | 13.6 | 13.9 | 14.0 | 14.1 | 14.3 |
| Florida | 12.1 | 14.5 | 15.8 | 17.3 | 17.2 | 17.3 | 17.5 | 17.6 |
| Georgia | 7.4 | 8.0 | 8.5 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| Kentucky | 9.9 | 10.5 | 10.6 | 11.2 | 11.4 | 11.5 | 11.6 | 11.8 |
| Louisiana | 7.6 | 8.4 | 8.9 | 9.6 | 9.6 | 9.6 | 9.6 | 9.7 |
| Mississippi | 8.9 | 10.0 | 10.5 | 11.5 | 11.6 | 11.6 | 11.7 | 11.8 |
| North Carolina | 7.3 | 8.1 | 8.9 | 10.3 | 10.5 | 10.8 | 11.0 | 11.2 |
| South Carolina | 6.8 | 7.4 | 7.9 | 9.2 | 9.4 | 9.6 | 9.8 | 10.0 |
| Tennessee | 8.8 | 9.8 | 10.3 | 11.3 | 11.5 | 11.7 | 11.8 | 12.0 |
| Virginia | 7.3 | 7.9 | 8.4 | 9.4 | 9.6 | 9.8 | 10.0 | 10.1 |
| West Virginia | 10.2 | 11.1 | 11.5 | 12.2 | 12.4 | 12.6 | 12.8 | 13.1 |

**SOURCE:**

Computed from Table 1 and the following sources: Bureau of Census, *Statistical Abstracts of the U.S.*, 1966, 1971, 1976; U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of States by Age: July 1, 1981 to 1984)*.

**NOTE:**

1984 data are provisional estimates.

**SOURCE:**

U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1966, 1982-83, 1985.

NCES, *Digest of Educational Statistics*, 1982.

NEA, *Estimates of School Statistics*, 1984, 1985.

SREB, SEIS Data Surveys, Southeastern State Data, 1981-1985.

**NOTE:**

1984-85 data are estimates.

# TABLE 12
## Total Enrollment in Public Schools
## 1965-66 - 1984-85
## (In Thousands)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 42,144 | 45,909 | 44,791 | 40,984 | 40,189 | 39,643 | 39,421 | 39,373 |
| Southeast | 9,716 | 10,143 | 10,018 | 9,706 | 9,588 | 9,532 | 9,471 | 9,494 |
| North Atlantic | 12,137 | 13,347 | 13,098 | 11,120 | 10,726 | 10,416 | 10,203 | 10,052 |
| North Central | 9,585 | 10,511 | 9,984 | 8,806 | 8,567 | 8,367 | 8,195 | 8,214 |
| West | 10,703 | 11,621 | 11,600 | 11,351 | 11,308 | 11,385 | 11,493 | 11,628 |
| Alabama | 831 | 805 | 759 | 759 | 757 | 724 | 722 | 728 |
| Arkansas | 451 | 463 | 457 | 448 | 445 | 433 | 432 | 433 |
| Florida | 1,221 | 1,428 | 1,551 | 1,510 | 1,501 | 1,485 | 1,496 | 1,524 |
| Georgia | 1,055 | 1,099 | 1,090 | 1,069 | 1,058 | 1,091 | 1,051 | 1,062 |
| Kentucky | 665 | 717 | 692 | 670 | 661 | 650 | 647 | 644 |
| Louisiana | 802 | 842 | 847 | 778 | 758 | 794 | 797 | 802 |
| Mississippi | 585 | 534 | 512 | 477 | 468 | 468 | 468 | 46 |
| North Carolina | 1,182 | 1,192 | 1,185 | 1,129 | 1,111 | 1,097 | 1,090 | 1,084 |
| South Carolina | 638 | 638 | 630 | 619 | 619 | 609 | 605 | 602 |
| Tennessee | 872 | 900 | 877 | 854 | 845 | 830 | 826 | 821 |
| Virginia | 986 | 1,079 | 1,104 | 1,010 | 987 | 976 | 966 | 965 |
| West Virginia | 429 | 400 | 404 | 384 | 378 | 375 | 371 | 363 |

## TABLE 13
## State and Regional Enrollment as a Percent of Total U.S. Enrollment in the Public Schools 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Southeast | 23.1 | 22.1 | 22.4 | 23.7 | 23.9 | 24.0 | 24.0 | 24.1 |
| North Atlantic | 28.8 | 29.1 | 29.2 | 27.1 | 26.7 | 26.3 | 25.9 | 25.5 |
| North Central | 22.7 | 22.9 | 22.3 | 21.5 | 21.3 | 21.1 | 20.8 | 20.9 |
| West | 25.4 | 25.3 | 25.9 | 27.7 | 28.1 | 28.7 | 29.2 | 29.5 |
| Alabama | 2.0 | 1.8 | 1.7 | 1.9 | 1.9 | 1.8 | 1.8 | 1.8 |
| Arkansas | 1.1 | 1.0 | 1.0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Florida | 2.9 | 3.1 | 3.5 | 3.7 | 3.7 | 3.7 | 3.8 | 3.9 |
| Georgia | 2.5 | 2.4 | 2.4 | 2.6 | 2.6 | 2.8 | 2.7 | 2.7 |
| Kentucky | 1.6 | 1.6 | 1.5 | 1.6 | 1.6 | 1.6 | 1.6 | 1.6 |
| Louisiana | 1.9 | 1.8 | 1.9 | 1.9 | 1.9 | 2.0 | 2.0 | 2.0 |
| Mississippi | 1.4 | 1.2 | 1.1 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| North Carolina | 2.8 | 2.6 | 2.6 | 2.8 | 2.8 | 2.8 | 2.8 | 2.8 |
| South Carolina | 1.5 | 1.4 | 1.4 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Tennessee | 2.1 | 2.0 | 2.0 | 2.1 | 2.1 | 2.1 | 2.1 | 2.1 |
| Virginia | 2.3 | 2.4 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 |
| West Virginia | 1.0 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 |

**SOURCE:**
Computed from Table 12.

## TABLE 14
## Enrollment in Public Schools as a Percent of Total Population 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 21.8 | 22.6 | 20.8 | 18.1 | 17.5 | 17.1 | 16.8 | 16.7 |
| Southeast | 23.2 | 23.1 | 20.5 | 18.4 | 17.9 | 17.5 | 17.2 | 17.0 |
| North Atlantic | 19.4 | 20.6 | 19.9 | 17.0 | 16.4 | 15.9 | 15.5 | 15.2 |
| North Central | 21.5 | 22.9 | 21.2 | 18.3 | 17.8 | 17.4 | 17.0 | 17.0 |
| West | 23.8 | 23.9 | 21.5 | 18.8 | 18.2 | 17.9 | 17.7 | 17.6 |
| Alabama | 24.1 | 23.4 | 20.6 | 19.5 | 19.3 | 18.4 | 18.2 | 18.2 |
| Arkansas | 23.8 | 24.1 | 21.2 | 19.6 | 19.3 | 18.8 | 18.6 | 18.4 |
| Florida | 20.5 | 21.0 | 18.2 | 15.5 | 14.7 | 14.2 | 14.0 | 13.9 |
| Georgia | 24.4 | 24.0 | 21.5 | 19.6 | 19.0 | 19.3 | 18.3 | 18.2 |
| Kentucky | 21.2 | 22.3 | 19.9 | 18.3 | 18.0 | 17.6 | 17.4 | 17.3 |
| Louisiana | 22.9 | 23.1 | 21.8 | 18.5 | 17.6 | 18.1 | 18.0 | 18.0 |
| Mississippi | 26.0 | 24.1 | 21.3 | 18.9 | 18.4 | 18.2 | 18.1 | 17.9 |
| North Carolina | 24.3 | 23.4 | 21.4 | 19.2 | 18.6 | 18.2 | 17.9 | 17.6 |
| South Carolina | 25.6 | 24.6 | 21.7 | 19.8 | 19.4 | 18.9 | 18.5 | 18.2 |
| Tennessee | 23.0 | 22.9 | 20.6 | 18.6 | 18.3 | 17.8 | 17.6 | 17.4 |
| Virginia | 22.4 | 23.2 | 21.8 | 18.7 | 18.2 | 17.8 | 17.4 | 17.1 |
| West Virginia | 24.0 | 22.9 | 21.9 | 19.7 | 19.3 | 19.1 | 18.9 | 18.6 |

**SOURCE:**
Computed from Tables 12 and 1.

# TABLE 15
## School-Age (5-17) Population
## July 1, 1965-66 - 1984-85
## (In Thousands)

| Region | 1965-66 | 1970-71* | 1975-76 | 1980-81* | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 49.995 | 52.486 | 50.395 | 47.407 | 46.259 | 45.434 | 44.749 | 44.873 |
| Southeast | 11.292 | 11.461 | 11.545 | 11.218 | 11.017 | 10.851 | 10.697 | 10.759 |
| North Atlantic | 15.409 | 16.193 | 15.221 | 13.406 | 12.902 | 12.482 | 12.143 | 12.0163 |
| North Central | 11.475 | 12.185 | 11.372 | 10.231 | 9.871 | 9.595 | 9.391 | 9.3903 |
| West | 11.818 | 12.646 | 12.457 | 12.552 | 12.470 | 12.506 | 12.517 | 12.708 |
| Alabama | 961 | 933 | 880 | 866 | 845 | 828 | 811 | 814 |
| Arkansas | 502 | 497 | 497 | 496 | 485 | 476 | 471 | 475 |
| Florida | 1.419 | 1.609 | 1.763 | 1.789 | 1.797 | 1.787 | 1.764 | 1.7913 |
| Georgia | 1.191 | 1.223 | 1.209 | 1.231 | 1.211 | 1.191 | 1.177 | 1.189 |
| Kentucky | 840 | 843 | 810 | 800 | 778 | 764 | 753 | 753 |
| Louisiana | 1.017 | 1.038 | 990 | 969 | 959 | 955 | 948 | 951 |
| Mississippi | 668 | 634 | 608 | 599 | 588 | 581 | 573 | 576 |
| North Carolina | 1.329 | 1.322 | 1.282 | 1.254 | 1.223 | 1.200 | 1.180 | 1.184 |
| South Carolina | 730 | 719 | 701 | 703 | 690 | 681 | 673 | 675 |
| Tennessee | 998 | 1.002 | 970 | 972 | 948 | 930 | 915 | 916 |
| Virginia | 1.156 | 1.198 | 1.173 | 1.114 | 1.083 | 1.056 | 1.035 | 1.037 |
| West Virginia | 479 | 442 | 409 | 414 | 408 | 402 | 397 | 395 |

*April 1 Census data

**SOURCE:**

U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1966, 1971, 1976.

U.S. Bureau of the Census, *Current Population Reports (Estimates of the Population of the States by Age: July 1, 1981 to 1984)*

**NOTE:**

- Population data for 1981-1983 are estimates.
- 1984 data are provisional

**SOURCE:**

Computed from Tables 12 and 15.

# TABLE 16
## Total Public School Enrollment
## as a Percent of School-Age Population
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 84.3 | 87.5 | 88.9 | 86.5 | 86.9 | 87.3 | 88.1 | 87.7 |
| Southeast | 86.0 | 88.5 | 88.3 | 86.5 | 87.0 | 87.8 | 88.5 | 88.2 |
| North Atlantic | 78.8 | 82.4 | 86.1 | 82.9 | 83.1 | 83.4 | 84.0 | 83.7 |
| North Central | 83.5 | 86.3 | 87.8 | 86.1 | 86.8 | 87.2 | 87.3 | 87.5 |
| West | 90.6 | 91.9 | 93.1 | 90.4 | 90.7 | 91.0 | 91.8 | 91.5 |
| Alabama | 86.5 | 86.3 | 86.3 | 87.6 | 89.6 | 87.4 | 89.0 | 89.4 |
| Arkansas | 89.8 | 93.2 | 92.0 | 90.3 | 91.8 | 91.0 | 91.7 | 91.2 |
| Florida | 86.0 | 88.8 | 88.0 | 84.4 | 83.5 | 83.1 | 84.8 | 85.1 |
| Georgia | 88.6 | 89.9 | 90.2 | 86.8 | 87.4 | 91.6 | 89.3 | 89.3 |
| Kentucky | 79.2 | 85.1 | 85.4 | 83.8 | 85.0 | 85.1 | 85.9 | 85.5 |
| Louisiana | 78.9 | 81.1 | 85.6 | 80.3 | 79.0 | 83.1 | 84.1 | 84.3 |
| Mississippi | 87.6 | 84.2 | 84.2 | 79.6 | 79.6 | 80.6 | 81.7 | 80.9 |
| North Carolina | 88.9 | 90.2 | 92.4 | 90.0 | 90.8 | 91.4 | 92.4 | 91.6 |
| South Carolina | 87.4 | 88.7 | 89.9 | 88.1 | 89.7 | 89.4 | 89.9 | 89.2 |
| Tennessee | 87.4 | 89.8 | 90.4 | 87.9 | 89.1 | 89.2 | 90.3 | 89.6 |
| Virginia | 85.3 | 90.1 | 94.1 | 90.7 | 91.1 | 92.4 | 93.3 | 93.1 |
| West Virginia | 89.6 | 90.5 | 98.3 | 92.8 | 92.6 | 93.3 | 93.5 | 91.9 |

# TABLE 17
## Public School Kindergarten Enrollment
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 2,257,912 | 2,557,394 | 2,946,189 | 2,593,110 | | | | |
| **Southeast** | 34,809 | 146,577 | 470,719 | 566,288 | 577,272 | 617,952 | 618,738 | 664,913 |
| **North Atlantic** | 882,938 | 977,472 | 941,292 | 670,241 | | | | |
| **North Central** | 765,964 | 810,255 | 666,368 | 545,831 | | | | |
| **West** | 574,201 | 623,090 | 792,512 | 754,648 | | | | |
| **Alabama** | 56 | 1,698 | 1,987 | 35,577 | 34,790 | 36,736 | 40,362 | 50,353 |
| **Arkansas** | 0 | 0 | 23,172 | 29,147 | 28,915 | 30,235 | 30,387 | 32,393 |
| **Florida** | 7,258 | 47,211 | 99,868 | 89,162 | 89,175 | 97,026 | 98,396 | 112,806 |
| **Georgia** | 10,816 | 13,612 | 34,560 | 63,514 | 68,253 | 73,775 | 70,870 | 76,092 |
| **Kentucky** | 708 | 4,246 | 12,152 | 40,998 | 40,916 | 44,810 | 44,183 | 46,030 |
| **Louisiana** | 6,824 | 25,542 | 52,194 | 50,147 | 57,751 | 62,018 | 62,318 | 66,800 |
| **Mississippi** | 157 | 349 | 1,509 | 4,759 | 5,143 | 5,713 | 6,341 | 6,751 |
| **North Carolina** | 0 | 7,499 | 58,489 | 73,890 | 72,336 | 76,767 | 75,630 | 77,776 |
| **South Carolina** | 0 | 6,163 | 29,355 | 34,479 | 34,968 | 37,730 | 36,924 | 39,196 |
| **Tennessee** | 1,998 | 13,140 | 54,977 | 55,382 | 53,979 | 58,289 | 58,526 | 60,377 |
| **Virginia** | 6,926 | 25,732 | 74,835 | 62,569 | 64,460 | 67,033 | 67,427 | 71,361 |
| **West Virginia** | 66 | 1,385 | 27,621 | 26,664 | 26,586 | 27,820 | 27,374 | 24,978 |

**SOURCE:**

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.
NCES, *Statistics of Public Schools*, Fall 1970.
NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

**NOTE:**

- Kindergarten figures for 1965 and 1970 include nursery schools and kindergartens operated as part of the regular public school system.
- U.S. Total includes estimates for non-reporting states.

**SOURCE:**
Computed from Tables 12 and 17.

# TABLE 18
## Kindergarten Enrollment
## as a Percent of Total Public School Enrollment
## 1965-66 - 1984-85

| Region | 1965-65 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 5.4 | 5.6 | 6.6 | 6.3 | | | | |
| **Southeast** | 0.4 | 1.4 | 4.7 | 5.8 | 6.0 | 6.5 | 6.5 | 7.0 |
| **North Atlantic** | 7.3 | 7.3 | 7.2 | 6.0 | | | | |
| **North Central** | 8.0 | 7.7 | 6.7 | 6.2 | | | | |
| **West** | 5.4 | 5.4 | 6.8 | 6.6 | | | | |
| **Alabama** | .0 | 0.2 | 0.3 | 4.7 | 4.6 | 5.1 | 5.6 | 6.9 |
| **Arkansas** | 0.0 | 0.0 | 5.1 | 6.5 | 6.5 | 7.0 | 7.0 | 7.5 |
| **Florida** | 0.6 | 3.3 | 6.4 | 5.9 | 5.9 | 6.5 | 6.6 | 7.4 |
| **Georgia** | 1.0 | 1.2 | 3.2 | 5.9 | 6.5 | 6.8 | 6.7 | 7.2 |
| **Kentucky** | 0.1 | 0.6 | 1.8 | 6.1 | 6.2 | 6.9 | 6.8 | 7.1 |
| **Louisiana** | 0.9 | 3.0 | 6.2 | 6.4 | 7.6 | 7.8 | 7.8 | 8.3 |
| **Mississippi** | .0 | 0.1 | 0.3 | 1.0 | 1.1 | 1.2 | 1.4 | 1.4 |
| **North Carolina** | 0.0 | 0.6 | 4.9 | 6.5 | 6.5 | 7.0 | 6.9 | 7.2 |
| **South Carolina** | 0.0 | 1.0 | 4.7 | 5.6 | 5.6 | 6.2 | 6.1 | 6.5 |
| **Tennessee** | 0.2 | 1.5 | 6.3 | 6.5 | 6.4 | 7.0 | 7.1 | 7.4 |
| **Virginia** | 0.7 | 2.4 | 6.8 | 6.2 | 6.5 | 6.9 | 7.0 | 7.4 |
| **West Virginia** | .0 | 0.3 | 6.8 | 6.9 | 7.0 | 7.4 | 7.4 | 6.9 |

# TABLE 19
## Public School Enrollment in Grades 1-4
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 14,669,889 | 14,803,567 | 12,452,999 | 11,717,199 | | | | |
| **Southeast** | 3,672,723 | 3,521,736 | 3,024,345 | 3,005,422 | 2,966,686 | 2,865,900 | 2,863,599 | 2,890,631 |
| **North Atlantic** | 4,085,607 | 4,159,908 | 3,549,886 | 2,973,829 | | | | |
| **North Central** | 3,175,239 | 3,307,278 | 2,351,238 | 2,292,021 | | | | |
| **West** | 3,736,320 | 3,814,645 | 3,278,845 | 3,443,922 | | | | |
| **Alabama** | 314,677 | 285,698 | 231,238 | 248,094 | 243,276 | 229,306 | 228,850 | 228,567 |
| **Arkansas** | 165,855 | 164,859 | 134,936 | 1[illegible]766 | 136,874 | 131,958 | 132,917 | 132,398 |
| **Florida** | 462,005 | 477,484 | 444,558 | [illegible]62 | 450,819 | 439,050 | 439,727 | 445,119 |
| **Georgia** | 404,000 | 393,294 | 342,107 | 328,430 | 346,984 | 335,827 | 324,475 | 333,049 |
| **Kentucky** | 249,099 | 254,078 | 216,489 | 204,196 | 197,270 | 191,974 | 194,720 | 198,554 |
| **Louisiana** | 310,009 | 294,749 | 246,745 | 244,245 | 248,040 | 244,292 | 249,935 | 257,000 |
| **Mississippi** | 229,956 | 194,229 | 162,608 | 154,847 | 153,117 | 156,572 | 160,114 | 163,461 |
| **North Carolina** | 430,527 | 409,789 | 355,104 | 344,882 | 345,202 | 319,197 | 316,849 | 315,725 |
| **South Carolina** | 242,523 | 221,884 | 181,294 | 193,163 | 186,836 | 183,461 | 184,542 | 185,894 |
| **Tennessee** | 332,862 | 318,073 | 265,942 | 267,431 | 263,816 | 250,002 | 248,586 | 247,321 |
| **Virginia** | 376,561 | 371,882 | 323,797 | 292,421 | 278,540 | 271,423 | 271,598 | 274,441 |
| **West Virginia** | 154,649 | 135,717 | 119,527 | 119,785 | 115,912 | 112,838 | 111,286 | 109,102 |

**SOURCE:**

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.
NCES, *Statistics of Public Schools*, Fall 1970.
NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.
SRCEI, *SEIS Data Surveys*, Southeastern State Data, 1981-85.

**NOTE:**

- Excludes elementary ungraded students

**SOURCE:**

Computed from Tables 12 and 19.

# TABLE 20
## Enrollment in Grades 1-4
## as a Percent of Total Public School Enrollment
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 34.8 | 32.2 | 27.8 | 28.6 | | | | |
| **Southeast** | 37.8 | 34.7 | 30.2 | 31.0 | 30.9 | 30.1 | 30.2 | 30.5 |
| **North Atlantic** | 33.7 | 31.2 | 27.1 | 2[illegible].7 | | | | |
| **North Central** | 33.1 | 31.5 | 23.6 | 26.0 | | | | |
| **West** | 34.9 | 32.8 | 28.3 | 30.3 | | | | |
| **Alabama** | 37.9 | 35.5 | 30.5 | 32.7 | 32.1 | 31.7 | 31.7 | 31.4 |
| **Arkansas** | 36.8 | 35.6 | 29.5 | 31.2 | 30.8 | 30.5 | 30.8 | 30.6 |
| **Florida** | 37.8 | 33.4 | 28.7 | 31.0 | 30.0 | 29.6 | 29.4 | 29.2 |
| **Georgia** | 38.3 | 35.8 | 31.4 | 30.7 | 32.8 | 30.8 | 30.9 | 31.4 |
| **Kentucky** | 37.5 | 35.4 | 31.3 | 30.5 | 29.8 | 29.5 | 30.1 | 30.8 |
| **Louisiana** | 38.7 | 35.0 | 29.1 | 31.4 | 32.7 | 30.8 | 31.4 | 32.9 |
| **Mississippi** | 39.3 | 36.4 | 31.8 | 32.5 | 32.7 | 33.5 | 34.2 | 35.1 |
| **North Carolina** | 36.4 | 34.4 | 30.0 | 30.5 | 31.1 | 29.1 | 29.1 | 29.1 |
| **South Carolina** | 38.0 | 34.8 | 28.8 | 31.2 | 30.2 | 30.1 | 30.5 | 30.9 |
| **Tennessee** | 38.2 | 35.3 | 30.3 | 31.3 | 31.2 | 30.1 | 30.1 | 30.1 |
| **Virginia** | 38.2 | 34.5 | 29.3 | 29.0 | 28.2 | 27.8 | 28.1 | 28.4 |
| **West Virginia** | 36.0 | 33.9 | 29.6 | 31.2 | 30.7 | 30.1 | 30.0 | 30.1 |

# TABLE 21
## Public School Enrollment in Grades 5-8
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 13,179,343 | 14,496,847 | 14,028,624 | 12,346,152 | | | | |
| **Southeast** | 3,342,383 | 3,446,360 | 3,389,243 | 3,086,897 | 3,187,356 | 3,134,466 | 3,088,564 | 3,014,326 |
| **North Atlantic** | 3,608,713 | 4,115,433 | 4,010,126 | 3,379,210 | | | | |
| **North Central** | 2,857,403 | 3,207,524 | 2,939,204 | 2,443,096 | | | | |
| **West** | 3,370,835 | 3,727,530 | 3,690,161 | 3,461,097 | | | | |
| **Alabama** | 290,492 | 282,151 | 261,854 | 244,082 | 249,703 | 243,910 | 241,710 | 237,886 |
| **Arkansas** | 158,158 | 161,420 | 155,472 | 138,969 | 139,850 | 139,958 | 139,187 | 137,452 |
| **Florida** | 420,238 | 482,446 | 516,856 | 482,138 | 492,349 | 500,364 | 502,807 | 500,679 |
| **Georgia** | 357,833 | 376,004 | 373,838 | 339,526 | 359,630 | 357,269 | 342,913 | 336,696 |
| **Kentucky** | 227,605 | 243,238 | 237,060 | 207,978 | 220,595 | 210,731 | 206,886 | 197,560 |
| **Louisiana** | 274,590 | 283,420 | 271,963 | 249,206 | 249,584 | 243,298 | 239,046 | 233,000 |
| **Mississippi** | 204,665 | 189,131 | 179,189 | 163,911 | 169,814 | 165,985 | 162,335 | 156,547 |
| **North Carolina** | 407,055 | 403,090 | 397,584 | 355,995 | 362,600 | 360,747 | 356,524 | 346,787 |
| **South Carolina** | 223,749 | 216,488 | 211,153 | 198,742 | 201,784 | 203,172 | 201,550 | 198,531 |
| **Tennessee** | 292,844 | 303,963 | 295,131 | 265,548 | 275,761 | 270,265 | 267,788 | 259,761 |
| **Virginia** | 341,171 | 366,448 | 360,673 | 324,470 | 347,736 | 319,510 | 309,892 | 295,241 |
| **West Virginia** | 143,983 | 138,561 | 128,470 | 116,332 | 117,950 | 119,257 | 117,926 | 114,186 |

**SOURCE:**

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.
NCES, *Statistics of Public Schools*, Fall 1970.
NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

**NOTE:**

- Excludes elementary and secondary ungraded students
- West Virginia data for 1980-82 include both elementary and secondary special education students

# TABLE 22
## Enrollment in Grades 5-8
## as a Percent of Total Public School Enrollment
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 31.3 | 31.6 | 31.3 | 30.1 | | | | |
| **Southeast** | 34.4 | 34.0 | 33.8 | 31.8 | 33.2 | 32.9 | 32.6 | 31.7 |
| **North Atlantic** | 29.7 | 30.8 | 30.6 | 30.4 | | | | |
| **North Central** | 29.8 | 30.5 | 29.4 | 27.7 | | | | |
| **West** | 31.5 | 32.1 | 31.8 | 30.5 | | | | |
| **Alabama** | 35.0 | 35.0 | 34.5 | 32.2 | 33.0 | 33.7 | 33.5 | 32.7 |
| **Arkansas** | 35.1 | 34.9 | 34.0 | 31.0 | 31.4 | 32.3 | 32.2 | 31.7 |
| **Florida** | 34.4 | 33.8 | 33.3 | 31.9 | 32.8 | 33.7 | 33.6 | 32.9 |
| **Georgia** | 33.9 | 34.2 | 34.3 | 31.8 | 34.0 | 32.7 | 32.6 | 31.7 |
| **Kentucky** | 34.2 | 33.9 | 34.3 | 31.0 | 33.4 | 32.4 | 32.0 | 30.7 |
| **Louisiana** | 34.2 | 33.7 | 32.1 | 32.0 | 32.9 | 30.6 | 30.0 | 29.1 |
| **Mississippi** | 35.0 | 35.4 | 35.0 | 34.4 | 36.3 | 35.5 | 34.7 | 33.6 |
| **North Carolina** | 34.4 | 33.8 | 33.6 | 31.5 | 32.6 | 32.9 | 32.7 | 32.0 |
| **South Carolina** | 35.1 | 33.9 | 33.5 | 32.1 | 32.6 | 33.4 | 33.3 | 33.0 |
| **Tennessee** | 33.6 | 33.8 | 33.7 | 31.1 | 32.6 | 32.6 | 32.4 | 31.6 |
| **Virginia** | 34.6 | 34.0 | 32.7 | 32.1 | 35.2 | 32.7 | 32.1 | 30.6 |
| **West Virginia** | 33.6 | 34.6 | 31.8 | 30.3 | 31.2 | 31.8 | 31.8 | 31.5 |

**SOURCE:**

Computed from Tables 12 and 21.

# TABLE 23
## Public School Enrollment in Grades 9-12
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 11,617,829 | 13,329,785 | 14,293,744 | 13,312,517 | | | | |
| **Southeast** | 2,607,650 | 2,865,385 | 3,101,235 | 2,953,662 | 2,896,634 | 2,790,308 | 2,782,402 | 2,805,144 |
| **North Atlantic** | 3,403,282 | 3,928,922 | 4,262,696 | 3,827,433 | | | | |
| **North Central** | 2,689,436 | 3,044,690 | 3,288,402 | 2,975,553 | | | | |
| **West** | 2,917,172 | 3,490,148 | 3,637,282 | 3,549,987 | | | | |
| **Alabama** | 224,702 | 235,658 | 238,941 | 230,968 | 226,378 | 214,085 | 211,310 | 211,045 |
| **Arkansas** | 127,218 | 133,570 | 139,245 | 137,791 | 132,086 | 127,003 | 126,178 | 126,977 |
| **Florida** | 328,104 | 412,085 | 490,091 | 468,366 | 453,250 | 445,830 | 451,486 | 462,371 |
| **Georgia** | 275,430 | 299,379 | 339,787 | 327,062 | 337,739 | 323,763 | 312,601 | 316,478 |
| **Kentucky** | 183,192 | 204,057 | 216,514 | 205,994 | 199,569 | 190,333 | 188,695 | 189,905 |
| **Louisiana** | 206,519 | 226,803 | 254,723 | 233,962 | 225,925 | 212,012 | 212,083 | 211,000 |
| **Mississippi** | 147,582 | 145,748 | 156,173 | 147,299 | 143,589 | 140,025 | 138,823 | 139,132 |
| **North Carolina** | 330,573 | 356,448 | 367,459 | 343,495 | 340,065 | 318,060 | 328,553 | 331,635 |
| **South Carolina** | 167,216 | 178,655 | 186,298 | 192,839 | 189,483 | 184,156 | 181,537 | 178,363 |
| **Tennessee** | 234,285 | 251,560 | 250,696 | 251,525 | 244,741 | 238,222 | 236,322 | 237,325 |
| **Virginia** | 254,578 | 303,257 | 344,364 | 307,049 | 298,812 | 293,012 | 291,985 | 297,906 |
| **West Virginia** | 128,251 | 118,165 | 116,944 | 107,312 | 104,997 | 103,807 | 102,829 | 103,037 |

**SOURCE:**

U.S.D.H.E.W., *Fall Statistics of Public Schools*, 1965.
NCES, *Statistics of Public Schools*, Fall 1970.
NCES, *Statistics of Public Elementary and Secondary Schools*, Fall 1980.
SRCEI, *SEIS Data Surveys*, Southeastern State Data, 1981-85.

**NOTE:**

Includes secondary ungraded, special education, and postgraduate students

**SOURCE:**

Computed from Tables 12 and 23.

# TABLE 24
## Enrollment in Grades 9-12
## as a Percent of Total Public School Enrollment
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 27.6 | 29.0 | 31.9 | 32.5 | | | | |
| **Southeast** | 26.8 | 28.2 | 31.0 | 30.4 | 30.2 | 29.3 | 29.4 | 29.5 |
| **North Atlantic** | 28.0 | 29.4 | 32.5 | 34.4 | | | | |
| **North Central** | 28.1 | 29.0 | 32.9 | 33.8 | | | | |
| **West** | 27.3 | 30.0 | 31.4 | 31.3 | | | | |
| **Alabama** | 27.0 | 29.3 | 31.5 | 30.4 | 29.9 | 29.6 | 29.3 | 29.0 |
| **Arkansas** | 28.2 | 28.8 | 30.5 | 30.8 | 29.7 | 29.3 | 29.2 | 29.3 |
| **Florida** | 26.9 | 28.9 | 31.6 | 31.0 | 30.2 | 30.0 | 30.2 | 30.3 |
| **Georgia** | 26.1 | 27.2 | 31.2 | 30.6 | 31.9 | 29.7 | 29.7 | 29.8 |
| **Kentucky** | 27.5 | 28.5 | 31.3 | 30.7 | 30.2 | 29.3 | 29.2 | 29.5 |
| **Louisiana** | 25.8 | 26.9 | 30.1 | 30.1 | 29.8 | 26.7 | 26.6 | 26.3 |
| **Mississippi** | 25.2 | 27.3 | 30.5 | 30.9 | 30.7 | 29.9 | 29.7 | 29.9 |
| **North Carolina** | 28.0 | 29.9 | 31.0 | 30.4 | 30.6 | 29.0 | 30.1 | 30.6 |
| **South Carolina** | 26.2 | 28.0 | 29.6 | 31.2 | 30.6 | 30.2 | 30.0 | 29.6 |
| **Tennessee** | 26.9 | 28.0 | 28.6 | 29.5 | 29.0 | 28.7 | 28.6 | 28.9 |
| **Virginia** | 25.8 | 28.1 | 31.2 | 30.4 | 30.3 | 30.0 | 30.2 | 30.9 |
| **West Virginia** | 29.9 | 29.5 | 28.9 | 27.9 | 27.8 | 27.7 | 27.7 | 28.4 |

## TABLE 25
## Enrollment in Programs For Gifted and Talented Students 1976-77 - 1984-85

| Region | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|
| **U.S., Total** | 405,060 | 814,8629 | | | | | |
| **Southeast** | 113,727 | 173,520 | 210,029 | 245,386 | 285,851 | 321,097 | 329,767 |
| **North Atlantic** | 50,721 | 244,732 | | | | | |
| **North Central** | 54,829 | 133,245 | | | | | |
| **West** | 185,781 | 263,365 | | | | | |
| **Alabama** | 2,804 | 5,461 | NA | NA | 11,704 | 13,202 | 14,612 |
| **Arkansas** | 63 | 3,471 | NA | NA | 3,000 | 5,062 | 5,215 |
| **Florida** | 18,645 | 20,685 | 28,141 | 30,375 | 34,343 | 38,586 | 40,736 |
| **Georgia** | 27,748 | 28,540 | 39,211 | 46,766 | 47,694 | 40,616 | 37,444 |
| **Kentucky** | 1,804 | 9,610 | 11,288 | 15,312 | 15,082 | 25,014 | 23,000 |
| **Louisiana** | 3,501 | 7,282 | NA | 8,154 | 11,417 | 12,941 | 13,920 |
| **Mississippi** | 1,682 | 3,835 | 8,500 | 10,804 | 12,400 | 12,450 | 13,000 |
| **North Carolina** | 37,534 | 48,170 | 54,951 | 55,492 | 57,916 | 60,106 | 64,857 |
| **South Carolina** | 2,269 | 6,749 | 11,528 | 17,979 | 19,706 | 21,511 | 19,256 |
| **Tennessee** | 6,375 | 5,847 | NA | NA | 7,325 | 9,417 | 10,107 |
| **Virginia** | 9,416 | 29,453 | 52,000 | 54,899 | 58,507 | 74,194 | 78,869 |
| **West Virginia** | 1,886 | 4,417 | 4,410 | 5,605 | 6,757 | 7,998 | 8,751 |

**SOURCE:**

U.S.D.H.E.W., Office for Civil Rights, *Fall 1976 Elementary and Secondary Schools Civil Rights Survey.*

U.S.D.H.E.W. Office for Civil Rights, *Directory of Public Elementary and Secondary School Districts, and Schools in Selected School Districts: School Year 1978-1979.*

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-1985.

## TABLE 26
## Enrollment in Programs For Gifted and Talented Students As a Percent of Total Enrollment 1976-77 - 1984-85

| Region | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|
| **U.S., Total** | 0.9 | 1.9 | | | | | |
| **Southeast** | 1.1 | 1.7 | 2.2 | 2.6 | 3.0 | 3.4 | 3.5 |
| **North Atlantic** | 0.4 | 2.0 | | | | | |
| **North Central** | 0.6 | 1.4 | | | | | |
| **West** | 1.6 | 2.3 | | | | | |
| **Alabama** | 0.4 | 0.7 | NA | NA | 1.6 | 1.8 | 2.0 |
| **Arkansas** | .0 | 0.8 | NA | NA | 0.7 | 1.2 | 1.2 |
| **Florida** | 1.2 | 1.3 | 1.9 | 2.0 | 2.3 | 2.6 | 2.7 |
| **Georgia** | 2.5 | 2.6 | 3.7 | 4.4 | 4.4 | 3.9 | 3.5 |
| **Kentucky** | 0.3 | 1.4 | 1.7 | 2.3 | 2.3 | 3.9 | 3.6 |
| **Louisiana** | 0.4 | 0.9 | NA | NA | 1.4 | 1.6 | 1.7 |
| **Mississippi** | 0.3 | 0.8 | 1.8 | 2.3 | 2.6 | 2.7 | 2.8 |
| **North Carolina** | 3.2 | 4.1 | 4.9 | 5.0 | 5.3 | 5.5 | 6.0 |
| **South Carolina** | 0.4 | 1.1 | 1.9 | 2.9 | 3.2 | 3.6 | 3.2 |
| **Tennessee** | 0.8 | 0.7 | NA | NA | 0.9 | 1.1 | 1.2 |
| **Virginia** | 0.9 | 2.7 | 5.1 | 5.6 | 6.0 | 7.7 | 8.2 |
| **West Virginia** | 0.5 | 1.1 | 1.1 | 1.5 | 1.8 | 2.2 | 2.4 |

**SOURCE:**

Computed from Tables 12 and 25 and from sources cited for Tables 25 and 28.

# TABLE 27
## Enrollment in Public School Special Education Programs
## 1972-73 - 1984-85

| Region | 1972-73 | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 2,816,727 | 3,691,833 | 3,891,690 | 4,141,794 | | | | |
| **Southeast** | 510,055 | 835,599 | 924,609 | 1,000,455 | 858,932 | 1,076,242 | 1,082,297 | 1,074,968 |
| **North Atlantic** | 846,121 | 1,118,232 | 1,111,677 | 1,190,402 | | | | |
| **North Central** | 728,071 | 827,956 | 877,696 | 905,591 | | | | |
| **West** | 732,480 | 910,046 | 977,708 | 1,045,346 | | | | |
| **Alabama** | 21,324 | 53,987 | 69,749 | 76,296 | 74,876 | 80,469 | 83,339 | 88,015 |
| **Arkansas** | 12,388 | 28,487 | 40,345 | 49,096 | 47,180 | 46,175 | 47,056 | 48,046 |
| **Florida** | 104,601 | 117,257 | 128,463 | 144,532 | 129,565 | 140,093 | 145,379 | 149,161 |
| **Georgia** | 65,061 | 85,209 | 97,786 | 111,981 | 137,171 | 155,057 | 143,277 | 138,296 |
| **Kentucky** | 24,336 | 57,057 | 62,975 | 70,628 | 72,057 | 73,168 | 72,489 | 72,940 |
| **Louisiana** | 45,056 | 86,989 | 93,369 | 82,723 | 80,484 | 33,049 | 33,863 | 33,440 |
| **Mississippi** | 16,427 | 29,219 | 39,240 | 46,495 | 47,936 | 49,157 | 50,450 | 50,879 |
| **North Carolina** | 73,542 | 98,035 | 108,197 | 119,018 | 115,448 | 174,233 | 177,882 | 180,892 |
| **South Carolina** | 38,275 | 72,357 | 70,336 | 69,973 | 58,629 | 70,386 | 71,141 | 72,231 |
| **Tennessee** | 49,172 | 99,251 | 93,054 | 95,168 | NA | 117,712 | 117,528 | 98,883 |
| **Virginia** | 44,768 | 77,616 | 87,173 | 97,972 | 95,586 | 97,556 | 99,328 | 100,254 |
| **West Virginia** | 15,104 | 39,135 | 31,293 | 36,573 | NA | 39,187 | 40,565 | 41,931 |

### SOURCE:

NIE, *State Aid for Special Education: Who Benefits?* 1972.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, *To Assure the Free Appropriate Public Education of All Handicapped Children*. 1982.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

### NOTE:

- 1972 data are for children aged 6-21, excluding the District of Columbia
- 1976-80 data are for children aged 3-21, representing those served under PL 89-313 and PL 94-142
- 1981-84 totals do not include all states and may not accurately reflect trends.

### SOURCES:

Computed from Tables 12 and 27 and from enrollment data from NCES, *Statistics of Public Elementary and Secondary Day Schools*. Fall 1972, 1976, 1978.

# TABLE 28
## Enrollment in Public School Special Education Programs
## As a Percent of Total Enrollment
## 1972-73 - 1984-85

| Region | 1972-73 | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 6.2 | 8.3 | 8.9 | 10.1 | | | | |
| **Southeast** | 5.1 | 8.3 | 9.2 | 10.3 | 9.0 | 11.3 | 11.4 | 11.3 |
| **North Atlantic** | 6.2 | 8.7 | 9.0 | 10.7 | | | | |
| **North Central** | 7.0 | 8.4 | 9.2 | 10.3 | | | | |
| **West** | 6.3 | 7.8 | 8.5 | 9.2 | | | | |
| **Alabama** | 2.7 | 7.2 | 9.2 | 10.1 | 9.9 | 11.1 | 11.5 | 12.1 |
| **Arkansas** | 2.7 | 6.2 | 8.8 | 11.0 | 10.6 | 10.7 | 10.9 | 11.1 |
| **Florida** | 6.9 | 7.6 | 8.4 | 9.6 | 8.6 | 9.4 | 9.7 | 9.8 |
| **Georgia** | 6.0 | 7.8 | 9.0 | 10.5 | 13.0 | 14.2 | 13.6 | 13.0 |
| **Kentucky** | 3.4 | 8.2 | 9.0 | 10.5 | 10.9 | 11.3 | 11.2 | 11.3 |
| **Louisiana** | 5.3 | 10.4 | 11.1 | 10.6 | 10.6 | 4.2 | 4.2 | 4.3 |
| **Mississippi** | 3.1 | 5.7 | 7.8 | 9.7 | 10.2 | 10.5 | 10.8 | 10.9 |
| **North Carolina** | 6.2 | 8.2 | 9.2 | 10.5 | 10.4 | 15.9 | 16.3 | 16.7 |
| **South Carolina** | 6.1 | 11.1 | 11.3 | 11.3 | 9.5 | 11.6 | 11.8 | 12.0 |
| **Tennessee** | 5.5 | 11.8 | 10.6 | 11.1 | NA | 14.2 | 14.2 | 12.0 |
| **Virginia** | 4.2 | 7.0 | 8.1 | 9.7 | 10.0 | 10.3 | 10.4 | |
| **West Virginia** | 3.7 | 9.7 | 7.8 | 9.5 | NA | 10.4 | 10.9 | 11.6 |

## TABLE 29
## Per Capita Personal Income
## 1965th- 1984
## (In Actual Dollars)

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 2,769.40 | 3,903.06 | 5,794.91 | 9,519.97 | 10,544.23 | 11,113.04 | 11,684.60 | 12,706.86 |
| Southeast | 2,121.58 | 3,218.00 | 4,915.14 | 8,180.28 | 9,103.86 | 9,658.81 | 10,214.59 | 11,107.93 |
| North Atlantic | 3,068.02 | 4,294.27 | 6,207.94 | 10,001.59 | 11,074.03 | 11,835.76 | 12,578.65 | 13,682.90 |
| North Central | 2,884.02 | 3,940.52 | 5,973.07 | 9,605.58 | 10,619.09 | 11,019.42 | 11,520.55 | 12,708.61 |
| West | 2,819.24 | 3,962.47 | 5,930.46 | 10,098.60 | 11,171.81 | 11,680.84 | 12,152.34 | 13,077.93 |
| Alabama | 1,946.93 | 2,903.60 | 4,563.98 | 7,456.09 | 8,228.67 | 8,683.84 | 9,228.59 | 9,981.45 |
| Arkansas | 1,888.60 | 2,808.11 | 4,448.56 | 7,138.23 | 8,006.52 | 8,431.30 | 8,935.57 | 9,724.56 |
| Florida | 2,381.93 | 3,725.52 | 5,455.40 | 9,366.92 | 10,386.72 | 10,927.77 | 11,592.88 | 12,552.30 |
| Georgia | 2,200.14 | 3,312.99 | 4,902.15 | 8,069.01 | 8,968.78 | 9,653.15 | 10,389.22 | 11,440.64 |
| Kentucky | 2,086.94 | 3,073.58 | 4,756.41 | 7,646.54 | 8,561.90 | 9,097.24 | 9,396.61 | 10,373.89 |
| Louisiana | 2,120.14 | 3,017.83 | 4,708.00 | 8,434.85 | 9,551.40 | 10,047.46 | 10,261.38 | 10,850.96 |
| Mississippi | 1,666.52 | 2,571.04 | 3,958.33 | 6,618.01 | 7,308.48 | 7,774.23 | 8,155.39 | 8,856.81 |
| North Carolina | 2,075.26 | 3,206.14 | 4,859.98 | 7,782.39 | 8,655.09 | 9,148.20 | 9,804.01 | 10,757.83 |
| South Carolina | 1,885.32 | 2,971.83 | 4,517.24 | 7,401.02 | 8,159.45 | 8,603.97 | 9,167.59 | 10,075.15 |
| Tennessee | 2,066.88 | 3,082.02 | 4,717.20 | 7,695.93 | 8,524.41 | 9,012.03 | 9,515.47 | 10,399.62 |
| Virginia | 2,429.83 | 3,676.63 | 5,676.42 | 9,394.18 | 10,592.35 | 11,386.87 | 12,120.90 | 13,065.47 |
| West Virginia | 2,087.35 | 3,038.99 | 4,834.33 | 7,749.23 | 8,386.22 | 8,968.89 | 9,159.80 | 9,847.85 |

**SOURCE:**

Computed from Table 1 and data from the following sources: U.S. Bureau of the Census, *Historical Statistics of the United States: Colonial Times To 1970;* U.S. Bureau of the Census, *Statistical Abstracts of the U.S.*, 1980; U.S. Bureau of Economic Analysis, *Survey of Current Business*, April, 1985.

## TABLE 30
## Per Capita Personal Income
## 1965 - 1984
## (In Real 1972 Dollars)

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 3,710.99 | 4,254.34 | 4,606.81 | 5,335.71 | 5,390.71 | 5,358.78 | 5,426.11 | 5,688.45 |
| Southeast | 2,842.92 | 3,507.62 | 3,907.42 | 4,584.84 | 4,654.32 | 4,657.54 | 4,743.47 | 4,972.66 |
| North Atlantic | 4,111.15 | 4,680.76 | 4,935.16 | 5,605.64 | 5,661.57 | 5,707.23 | 5,841.30 | 6,125.39 |
| North Central | 3,864.59 | 4,295.17 | 4,748.44 | 5,383.69 | 5,428.98 | 5,313.64 | 5,349.93 | 5,689.23 |
| West | 3,777.79 | 4,319.10 | 4,714.57 | 5,660.02 | 5,711.56 | 5,632.58 | 5,643.33 | 5,854.56 |
| Alabama | 2,608.88 | 3,164.92 | 3,628.25 | 4,178.95 | 4,206.89 | 4,187.40 | 4,285.59 | 4,468.37 |
| Arkansas | 2,530.72 | 3,060.84 | 3,536.50 | 4,000.80 | 4,093.31 | 4,065.63 | 4,149.52 | 4,353.37 |
| Florida | 3,191.78 | 4,060.82 | 4,336.91 | 5,249.93 | 5,310.19 | 5,269.44 | 5,383.53 | 5,619.26 |
| Georgia | 2,948.19 | 3,611.16 | 3,897.09 | 4,522.48 | 4,585.26 | 4,654.81 | 4,824.57 | 5,121.60 |
| Kentucky | 2,796.50 | 3,350.20 | 3,781.23 | 4,285.70 | 4,377.25 | 4,386.75 | 4,363.61 | 4,644.06 |
| Louisiana | 2,840.98 | 3,289.44 | 3,742.75 | 4,727.53 | 4,883.13 | 4,844.95 | 4,765.20 | 4,857.63 |
| Mississippi | 2,233.13 | 2,802.44 | 3,146.78 | 3,709.23 | 3,736.44 | 3,748.79 | 3,787.22 | 3,964.91 |
| North Carolina | 2,780.85 | 3,494.69 | 3,863.57 | 4,361.84 | 4,424.89 | 4,411.32 | 4,552.81 | 4,815.93 |
| South Carolina | 2,526.34 | 3,239.29 | 3,591.10 | 4,148.09 | 4,171.50 | 4,148.89 | 4,257.26 | 4,510.32 |
| Tennessee | 2,769.62 | 3,359.40 | 3,750.06 | 4,313.38 | 4,358.08 | 4,345.66 | 4,418.81 | 4,655.57 |
| Virginia | 3,255.98 | 4,007.53 | 4,512.62 | 5,265.20 | 5,415.31 | 5,490.83 | 5,628.73 | 5,848.99 |
| West Virginia | 2,797.04 | 3,312.50 | 3,843.17 | 4,343.25 | 4,287.44 | 4,324.86 | 4,253.64 | 4,408.56 |

**SOURCE:**

Computed from Table 29 and the G.N.P. Deflator.

# TABLE 31
## Economically Disadvantaged Children: Census Count and Percent Of School-Age (5-17) Population 1970 & 1980

| Region | 1970 Census Count | 1970 Percent of 5-17 Population | 1980 Census Count | 1980 Percent of 5-17 Population |
|---|---|---|---|---|
| U.S., Total | 7,700,368 | 14.7 | 7,506,437 | 15.8 |
| Southeast | 2,885,121 | 25.2 | 2,270,027 | 20.2 |
| North Atlantic | | | 1,989,919 | 14.8 |
| North Central | | | 1,319,326 | 12.9 |
| West | | | 1,927,165 | 15.4 |
| Alabama | 272,146 | 29.2 | 200,677 | 23.2 |
| Arkansas | 155,135 | 31.2 | 112,379 | 22.7 |
| Florida | 299,575 | 18.6 | 331,706 | 18.5 |
| Georgia | 293,871 | 24.0 | 250,983 | 20.4 |
| Kentucky | 208,462 | 24.7 | 169,476 | 21.2 |
| Louisiana | 308,850 | 29.8 | 223,533 | 23.1 |
| Mississippi | 261,679 | 41.3 | 180,755 | 30.2 |
| North Carolina | 312,545 | 23.6 | 223,527 | 17.8 |
| South Carolina | 206,985 | 28.8 | 144,845 | 20.6 |
| Tennessee | 245,157 | 24.5 | 197,247 | 20.3 |
| Virginia | 214,357 | 17.9 | 158,803 | 14.3 |
| West Virginia | 106,359 | 24.1 | 76,096 | 18.4 |

**SOURCE:**

U.S. Department of Education Tapes, ECIA data, and Table 15.

**NOTE:**

Economically disadvantaged children are defined by Chapter 1 of the Education Consolidation and Improvement Act (ECIA) as children aged 5-17 living in households having an income below the Orshansky Poverty Index amount.

# TABLE 32
## Number of Public High School Graduates 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 2,366,861 | 2,493,902 | 2,755,793 | 2,724,564 | 2,742,322 | 2,623,507 | 2,515,803 | 2,483,861 |
| Southeast | 509,924 | 551,050 | 593,680 | 591,588 | 596,771 | 571,652 | 552,881 | 540,794 |
| North Atlantic | 700,060 | 775,506 | 786,731 | 803,477 | 791,819 | 760,081 | 730,942 | 711,225 |
| North Central | 553,278 | 506,285 | 674,795 | 639,649 | 631,435 | 608,902 | 574,333 | 562,544 |
| West | 603,599 | 661,061 | 703,587 | 689,850 | 722,297 | 678,137 | 657,647 | 657,467 |
| Alabama | 44,160 | 44,722 | 46,695 | 44,894 | 45,409 | 44,352 | 42,021 | 40,002 |
| Arkansas | 24,976 | 25,965 | 27,029 | 29,577 | 29,710 | 28,410 | 26,688 | 27,049 |
| Florida | 62,222 | 73,150 | 89,444 | 88,755 | 88,941 | 85,505 | 84,496 | 81,140 |
| Georgia | 51,842 | 57,082 | 61,059 | 62,963 | 64,473 | 63,293 | 60,718 | 59,062 |
| Kentucky | 34,738 | 38,486 | 41,761 | 41,714 | 42,531 | 40,478 | 41,000 | 00 |
| Louisiana | 39,729 | 44,446 | 47,446 | 46,199 | 45,500 | 39,895 | 39,539 | 39,021 |
| Mississippi | 28,138 | 26,729 | 27,617 | 28,083 | 28,023 | 27,271 | 26,324 | 25,315 |
| North Carolina | 66,187 | 68,821 | 70,498 | 69,601 | 71,068 | 68,783 | 66,803 | 67,550 |
| South Carolina | 33,539 | 35,992 | 38,073 | 38,338 | 38,100 | 37,570 | 35,791 | 35,900 |
| Tennessee | 45,803 | 50,500 | 50,118 | 50,758 | 51,447 | 46,704 | 44,711 | 43,293 |
| Virginia | 52,417 | 59,672 | 66,061 | 67,126 | 67,980 | 65,830 | 62,177 | 61,400 |
| West Virginia | 26,173 | 25,485 | 24,879 | 23,580 | 23,589 | 23,561 | 22,613 | 22,262 |

**SOURCE:**

U.S.D.H.E.W., *Fall 1967 Statistics of Public Schools.*
NCES, *Statistics of Public Elementary and Secondary Day Schools.* Fall 1972, 1977-78.
NEA, *Estimates of School Statistics,* 1981-82, 1982-83, 1983-84, 1984-85.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

**NOTE:**

1970-71 regional and total data do not include responses for Michigan and Montana. 1975-76 data do not include graduates for Massachussetts.

## TABLE 33
## Percent of Population Over Age 25 Who Have Completed Four Years or More of High School 1940 - 1980

| Region | 1940 | 1950 | 1960 | 1970 | 1980 |
|---|---|---|---|---|---|
| U.S., Total | 24.5 | 34.3 | 41.1 | 52.3 | 66.5 |
| Southeast | 18.3 | 24.0 | 33.2 | 43.2 | 58.3 |
| North Atlantic | 24.4 | 35.8 | 41.2 | 53.0 | 67.8 |
| North Central | 24.8 | 35.1 | 41.7 | 53.8 | 68.2 |
| West | 31.2 | 41.1 | 47.5 | 58.3 | 71.3 |
| Alabama | 15.9 | 21.6 | 30.3 | 41.3 | 56.5 |
| Arkansas | 15.1 | 21.6 | 28.9 | 39.9 | 55.5 |
| Florida | 26.6 | 35.9 | 42.6 | 52.6 | 66.7 |
| Georgia | 17.4 | 20.8 | 32.0 | 40.6 | 56.4 |
| Kentucky | 15.7 | 22.3 | 27.6 | 38.5 | 53.1 |
| Louisiana | 17.7 | 22.2 | 32.3 | 42.2 | 57.7 |
| Mississippi | 16.2 | 22.0 | 29.8 | 41.0 | 54.8 |
| North Carolina | 19.0 | 20.8 | 32.3 | 38.5 | 54.8 |
| South Carolina | 18.4 | 18.9 | 30.4 | 37.8 | 53.7 |
| Tennessee | 18.1 | 24.7 | 30.4 | 41.8 | 56.2 |
| Virginia | 21.6 | 29.1 | 37.9 | 47.8 | 62.4 |
| West Virginia | 17.8 | 24.8 | 30.6 | 41.6 | 56.0 |

**SOURCE:**

Computed from data in Bureau of the Census, *Characteristics of the Population, U.S. Summary*, 1940, 1950, 1960, 1970, 1980.

## TABLE 34
## Number of Scholastic Aptitude Tests (SAT) Taken As a Percent of High School Graduates 1970-71 - 1983-84

| Region | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|---|
| U.S.,Total | 37.9 | 35.1 | 35.6 | 35.1 | | |
| Southeast | 29.6 | 28.6 | 31.0 | 30.3 | 30.3 | 31.9 |
| North Atlantic | | 0.0 | 0.0 | 0.0 | | |
| North Central | | 0.0 | 0.0 | 0.0 | | |
| West | | 0.0 | 0.0 | 0.0 | | |
| Alabama | 9.8 | 6.9 | 6.8 | 6.6 | 6.2 | 6.7 |
| Arkansas | 7.5 | 5.5 | 4.4 | 4.1 | 4.6 | 5.3 |
| Florida | 27.8 | 32.5 | 42.8 | 42.6 | 43.6 | 44.9 |
| Georgia | 57.0 | 53.3 | 54.1 | 53.1 | 52.6 | 54.4 |
| Kentucky | 10.6 | 8.0 | 7.2 | 6.9 | 7.7 | 8.1 |
| Louisiana | 8.7 | 6.1 | 6.1 | 6.0 | 7.1 | 7.5 |
| Mississippi | 6.3 | 3.4 | 3.3 | 3.0 | NA | 3.8 |
| North Carolina | 48.2 | 49.1 | 51.0 | 48.6 | 48.1 | 51.7 |
| South Carolina | 51.0 | 50.5 | 53.1 | 52.4 | 48.5 | 50.4 |
| Tennessee | 10.1 | 9.2 | 10.2 | 10.1 | 9.5 | 9.6 |
| Virginia | 57.6 | 53.4 | 55.8 | 54.2 | 53.8 | 56.4 |
| West Virginia | 7.6 | 6.6 | 7.5 | 7.4 | 7.2 | 8.2 |

**SOURCE:**

Computed from Tables 36 and 38, the number of graduates from Table 32, and from NCES, *Statistics of Public Elementary and Secondary Day Schools*.

**NOTE:**

Regional and national totals of high school graduates include estimates for nonreporting states: New Jersey and Montana for 1971; Massachusetts for 1975.

## TABLE 35
## Number of ACT Tests Taken
## As a Percent of High School Graduates
## 1980-81 - 1983-84

| Region | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|
| **Southeast** | 30.9 | 30.1 | 33.0 | 36.2 |
| **Alabama** | 57.0 | 53.7 | 53.6 | 61.1 |
| **Arkansas** | 58.3 | 58.4 | 61.0 | 68.0 |
| **Florida** | 18.4 | 20.5 | 24.7 | 29.6 |
| **Georgia** | 2.8 | 2.2 | 2.2 | 2.2 |
| **Kentucky** | 62.8 | 59.3 | 64.9 | 68.4 |
| **Louisiana** | 74.4 | 74.3 | 92.8 | 96.9 |
| **Mississippi** | 89.6 | 84.3 | 90.9 | 101.5 |
| **North Carolina** | 1.4 | 1.4 | 1.3 | 1.2 |
| **South Carolina** | 0.0 | 0.0 | 1.7 | 2.3 |
| **Tennessee** | 41.7 | 39.9 | 44.5 | 44.5 |
| **Virginia** | 3.6 | 3.5 | 3.4 | 3.8 |
| **West Virginia** | 49.4 | 50.2 | 53.5 | 56.6 |

**SOURCE:**

Computed from Tables 37 and 39, and the number of graduates from Table 32.

**NOTE:**

Percentage can be greater than 100 if more students took the test than graduated.

## TABLE 36
## Mean Scores on Verbal Scholastic Aptitude Tests (SAT)
## 1971-72 - 1984-85

| Region | 1971-72 | | 1975-76 | | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | | 1984-85 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Score | Number | Score | Number | Score | Number | Score | Number | Score | Number | Score | Number | Score |
| **U.S., Total** | 1,027,001 | 453 | 967,959 | 432 | 968,808 | 424 | 963,416 | 426 | | | | | | |
| **Southeast** | 166,970 | 428 | 168,808 | 414 | 183,403 | 410 | 181,081 | 414 | 173,445 | 412 | 176,182 | 414 | | |
| **North Atlantic** | | | | | | | | | | | | | | |
| **North Central** | | | | | | | | | | | | | | |
| **West** | | | | | | | | | | | | | | |
| **Alabama** | 4,404 | 419 | 3,233 | 430 | 3,068 | 457 | 2,990 | 463 | 2,752 | 466 | 2,804 | 467 | | 481 |
| **Arkansas** | 1,939 | 486 | 1,483 | 485 | 1,295 | 477 | 1,221 | 480 | 1,299 | 482 | 1,425 | 482 | | 481 |
| **Florida** | 21,645 | 458 | 29,086 | 436 | 38,003 | 424 | 37,876 | 426 | 37,308 | 423 | 37,906 | 423 | | 421 |
| **Georgia** | 33,243 | 405 | 32,520 | 393 | 34,089 | 390 | 34,225 | 394 | 33,316 | 390 | 33,027 | 392 | | 399 |
| **Kentucky** | 4,319 | 477 | 3,354 | 476 | 2,987 | 474 | 2,920 | 475 | 3,106 | 475 | 3,308 | 479 | | 491 |
| **Louisiana** | 3,958 | 456 | 2,898 | 464 | 2,813 | 461 | 2,743 | 470 | 2,813 | 469 | 2,971 | 472 | | 473 |
| **Mississippi** | 1,678 | 413 | 928 | 470 | 940 | 473 | 845 | 479 | | | 1,012 | 480 | | 489 |
| **North Carolina** | 33,844 | 411 | 34,593 | 396 | 35,467 | 391 | 34,507 | 396 | 33,064 | 394 | 34,507 | 395 | | 398 |
| **South Carolina** | 18,894 | 399 | 19,211 | 377 | 20,360 | 374 | 19,957 | 378 | 18,228 | 383 | 18,029 | 384 | | 391 |
| **Tennessee** | 5,200 | 479 | 4,598 | 478 | 5,185 | 475 | 5,193 | 480 | 4,416 | 483 | 4,273 | 486 | | 489 |
| **Virginia** | 35,958 | 444 | 35,262 | 428 | 37,425 | 424 | 36,848 | 426 | 35,436 | 427 | 35,064 | 428 | | 435 |
| **West Virginia** | 1,688 | 469 | 1,642 | 466 | 1,771 | 458 | 1,756 | 462 | 1,707 | 466 | 1,856 | 466 | | 468 |

**SOURCE:**

Educational Testing Service, Princeton, NJ.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

**NOTE:**

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of the states in that region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.

## SOURCE:

SRCEI. SEIS Data Surveys. Southeastern State Data. 1980-85.

## NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of reporting states in region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.
- Florida reported only composite scores, so its scores are not included in this table.
- South Carolina did not report ACT scores for 1980-81 and 1981-82.

# TABLE 37
# Mean Scores on English ACT Tests
# 1980-81 - 1984-85

| Region | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | |
|---|---|---|---|---|---|---|---|---|
| | Number | Score | Number | Score | Number | Score | Number | Score |
| **Southeast** | 182,851 | 17.2 | 179,796 | 17.3 | 188,927 | 17.2 | 199,904 | 17.6 |
| **Alabama** | 25,611 | 17.2 | 24,404 | 17.5 | 23,785 | 17.4 | 25,674 | 17.7 |
| **Arkansas** | 17,230 | 17.6 | 17,356 | 17.8 | 17,343 | 17.7 | 18,137 | 17.9 |
| **Florida** | 16,363 | 18.2 | 18,241 | 18.2 | 21,146 | 18.1 | 25,027 | 18.2 |
| **Georgia** | 1,758 | NA | 1,410 | NA | 1,379 | NA | 1,331 | NA |
| **Kentucky** | 26,180 | 17.4 | 25,220 | 17.6 | 26,275 | 17.5 | 28,033 | 18.0 |
| **Louisiana** | 34,350 | 16.8 | 33,817 | 16.8 | 37,026 | 16.6 | 38,307 | 17.1 |
| **Mississippi** | 25,160 | 16.0 | 23,625 | 16.2 | 24,801 | 16.1 | 26,716 | 16.4 |
| **North Carolina** | 987 | 18.0 | 994 | 18.5 | 880 | 18.2 | 790 | 18.6 |
| **South Carolina** | NA | NA | NA | NA | 633 | 17.1 | 83316.6 | |
| **Tennessee** | 21,138 | 17.6 | 20,540 | 17.6 | 20,788 | 17.7 | 19,915 | 18.1 |
| **Virginia** | 2,410 | 18.7 | 2,348 | 18.9 | 2,263 | 18.7 | 2,378 | 19.2 |
| **West Virginia** | 11,654 | 17.5 | 11,841 | 17.5 | 12,608 | 17.3 | 12,793 | 17.7 |

# TABLE 38
# Mean Scores on Math Scholastic Aptitude Tests (SAT)
# 1971-72 - 1984-85

| Region | 1971-72 | | 1975-76 | | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | | 1984-85 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Score | Number | Score | Number | Score | Number | Score | Number | Score | Number | Score | Number | Score |
| **U.S., Total** | 1,027,001 | 483 | 967,959 | 472 | 968,808 | 466 | 963,416 | 467 | | | | | | |
| **Southeast** | 166,970 | 455 | 168,808 | 446 | 183,403 | 447 | 181,081 | 449 | 173,445 | 450 | 176,182 | 453 | | |
| **North Atlantic** | | | | | | | | | | | | | | |
| **North Central** | | | | | | | | | | | | | | |
| **West** | | | | | | | | | | | | | | |
| **Alabama** | 4,404 | 441 | 3,233 | 459 | 3,068 | 488 | 2,990 | 501 | 2,752 | 508 | 2,804 | 503 | | 513 |
| **Arkansas** | 1,939 | 511 | 1,483 | 518 | 1,295 | 510 | 1,221 | 519 | 1,299 | 518 | 1,425 | 521 | | 517 |
| **Florida** | 21,845 | 483 | 29,086 | 470 | 28,003 | 463 | 37,876 | 463 | 37,308 | 464 | 37,906 | 467 | | 463 |
| **Georgia** | 33,243 | 429 | 32,520 | 424 | 34,089 | 426 | 34,225 | 429 | 33,316 | 428 | 33,027 | 430 | | 438 |
| **Kentucky** | 4,319 | 509 | 3,354 | 517 | 2,987 | 509 | 2,920 | 510 | 3,106 | 513 | 3,308 | 518 | | 529 |
| **Louisiana** | 3,958 | 484 | 2,898 | 501 | 2,813 | 494 | 2,743 | 505 | 2,813 | 502 | 2,971 | 508 | | 503 |
| **Mississippi** | 1,678 | 438 | 928 | 499 | 940 | 534 | 845 | 551 | 1,032 | 512 | 528 | | | |
| **North Carolina** | 33,844 | 438 | 34,593 | 423 | 35,467 | 427 | 34,507 | 431 | 33,064 | 431 | 34,507 | 432 | | 435 |
| **South Carolina** | 18,894 | 424 | 19,211 | 407 | 20,360 | 406 | 19,957 | 412 | 18,228 | 415 | 18,029 | 419 | | 424 |
| **Tennessee** | 5,200 | 508 | 4,598 | 511 | 5,185 | 514 | 5,193 | 519 | 4,416 | 519 | 4,273 | 523 | | 521 |
| **Virginia** | 35,958 | 475 | 35,262 | 462 | 37,425 | 461 | 36,848 | 462 | 35,436 | 463 | 35,064 | 466 | | 473 |
| **West Virginia** | 1,688 | 499 | 1,642 | 510 | 1,771 | 495 | 1,756 | 506 | 1,707 | 512 | 1,856 | 510 | | 507 |

## SOURCE:

Educational Testing Service, Princeton, NJ.
SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

## NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of the states in that region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.

# TABLE 39
## Mean Scores on Math ACT Tests
## 1980-81 - 1983-84

| Region | 1980-81 | | 1981-82 | | 1982-83 | | 1983-84 | |
|---|---|---|---|---|---|---|---|---|
| | Number | Score | Number | Score | Number | Score | Number | Score |
| **Southeast** | 182,851 | 15.6 | 179,796 | 15.5 | 188,927 | 15.0 | 199,904 | 15.6 |
| **Alabama** | 25,611 | 15.4 | 24,404 | 15.4 | 23,785 | 14.4 | 25,674 | 15.7 |
| **Arkansas** | 17,230 | 15.6 | 17,356 | 15.7 | 17,343 | 15.3 | 18,137 | 15.6 |
| **Florida** | 16,363 | 18.1 | 18,241 | 17.8 | 21,146 | 17.6 | 25,027 | 17.9 |
| **Georgia** | 1,758 | NA | 1,410 | NA | 1,379 | NA | 1,331 | NA |
| **Kentucky** | 26,180 | 15.9 | 25,220 | 15.5 | 26,275 | 15.3 | 28,033 | 15.9 |
| **Louisiana** | 34,350 | 15.2 | 33,817 | 15.2 | 37,026 | 14.5 | 38,307 | 14.9 |
| **Mississippi** | 25,160 | 13.5 | 23,625 | 13.3 | 24,801 | 12.8 | 26,716 | 13.4 |
| **North Carolina** | 987 | 16.8 | 994 | 17.2 | 880 | 16.5 | 790 | 16.5 |
| **South Carolina** | NA | NA | NA | NA | 633 | 14.7 | 833 | 14.1 |
| **Tennessee** | 21,148 | 15.8 | 20,540 | 15.7 | 20,788 | 15.3 | 19,915 | 15.8 |
| **Virginia** | 2,410 | 18.7 | 2,348 | 18.5 | 2,263 | 18.3 | 2,348 | 19.0 |
| **West Virginia** | 11,654 | 15.8 | 11,841 | 15.4 | 12,608 | 15.1 | 12,793 | 15.3 |

### SOURCE:

SREI, SEIS Data Surveys, Southeastern State Data, 1980-85.

### NOTE:

- "Number" refers to the number of tests taken during the school year; students taking more than one test during the same year are counted only once, and only the most recent score is included.
- Regional data are derived using a weighted average of reporting states in region; the sum of (number times score) each state divided by the sum of the numbers for all states in the region.
- Georgia reported only composite scores, so its scores are not included in this table.
- South Carolina did not report ACT scores in 1980-81 and 1981-82.

# Table 40
## Comparison of ACT and SAT Average Total Scores 1982 and 1984

| Region | ACT Scores | | | | | | SAT Scores | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1982 | | | 1984 | | | 1982 | | | 1984 | | |
| | No. of States | % of H.S. Graduates | Average Score | No. of States | % of H.S. Graduates | Average Score | No. of States | % of H.S. Graduates | Average Score | No. of States | % of H.S. Graduates | Average Score |
| U.S., Total | 28 | | 18.4 | 28 | | 18.5 | 22 | | 893 | 22 | | 897 |
| Southeast | 7 | 57.7 | 17.0 | 7 | 66.1 | 17.2 | 5 | 45.8 | 854 | 5 | 45.4 | 853 |
| North Atlantic | 1 | 49.2 | 19.0 | 1 | 50.3 | 19.3 | 12 | 59.1 | 888 | 12 | 57.2 | 891 |
| North Central | 10 | 51.4 | 19.1 | 10 | 55.3 | 19.2 | 1 | 47.1 | 860 | 1 | 44.7 | 864 |
| West | 10 | 42.6 | 18.6 | 10 | 46.8 | 18.7 | 4 | 36.8 | 889 | 4 | 37.4 | 896 |
| Alabama | | 55.3 | 17.2 | | 58.7 | 17.4 | | | | | | |
| Alaska | | 31.5 | 18.7 | | 36.7 | 18.2 | | | | | | |
| Arizona | | 41.2 | 18.7 | | 41.8 | 18.7 | | | | | | |
| Arkansas | | 56.3 | 17.7 | | 61.4 | 17.6 | | | | | | |
| California | | | | | | | | 38.4 | 899 | | 39.1 | 897 |
| Colorado | | 66.8 | 19.6 | | 70.2 | 19.7 | | | | | | |
| Connecticut | | | | | | | | 69.1 | 896 | | 62.8 | 904 |
| Delaware | | | | | | | | 49.5 | 897 | | 48.2 | 902 |
| Dist. of Columbia | | | | | | | | 53.2 | 821 | | 49.9 | 823 |
| Florida | | | | | | | | 37.5 | 889 | | 39.5 | 890 |
| Georgia | | | | | | | | 49.1 | 823 | | 48.2 | 822 |
| Hawaii | | | | | | | | 47.2 | 857 | | 48.3 | 869 |
| Idaho | | 55.2 | 18.9 | | 59.2 | 18.9 | | | | | | |
| Illinois | | 67.4 | 18.6 | | 71.5 | 18.7 | | | | | | |
| Indiana | | | | | | | | 47.1 | 860 | | 44.7 | 864 |
| Iowa | | 54.5 | 20.3 | | 58.9 | 20.2 | | | | | | |
| Kansas | | 60.8 | 18.9 | | 63.5 | 19.2 | | | | | | |
| Kentucky | | 53.7 | 17.5 | | 62.0 | 17.9 | | | | | | |
| Louisiana | | 60.8 | 16.7 | | 77.9 | 16.6 | | | | | | |
| Maine | | | | | | | | 46.4 | 890 | | 47.3 | 892 |
| Maryland | | | | | | | | 50.3 | 889 | | 48.0 | 897 |
| Massachussetts | | | | | | | | 65.6 | 888 | | 62.6 | 896 |
| Michigan | | 51.4 | 18.7 | | 55.6 | 18.8 | | | | | | |
| Minnesota | | 26.9 | 20.2 | | 28.6 | 20.2 | | | | | | |
| Mississippi | | 74.4 | 15.5 | | 86.2 | 15.6 | | | | | | |
| Missouri | | 45.3 | 18.7 | | 51.3 | 18.8 | | | | | | |
| Montana | | 49.5 | 19.5 | | 52.6 | 19.4 | | | | | | |
| Nebraska | | 73.0 | 19.9 | | 77.1 | 20.1 | | | | | | |
| Nevada | | 44.5 | 18.3 | | 45.6 | 18.7 | | | | | | |
| New Hampshire | | | | | | | | 56.4 | 925 | | 56.9 | 931 |
| New Jersey | | | | | | | | 64.7 | 869 | | 60.6 | 876 |
| New Mexico | | 56.5 | 17.6 | | 63.1 | 17.6 | | | | | | |
| New York | | | | | | | | 61.6 | 896 | | 61.3 | 894 |
| North Carolina | | | | | | | | 46.6 | 827 | | 46.4 | 827 |
| North Dakota | | 64.5 | 17.8 | | 62.4 | 17.9 | | | | | | |
| Ohio | | 49.2 | 19.0 | | 50.3 | 19.2 | | | | | | |
| Oklahoma | | 51.4 | 17.6 | | 58.7 | 17.6 | | | | | | |
| Oregon | | | | | | | | 41.7 | 908 | | 43.6 | 907 |
| Pennsylvania | | | | | | | | 51.4 | 885 | | 50.9 | 887 |
| Rhode Island | | | | | | | | 60.7 | 877 | | 55.6 | 885 |
| South Carolina | | | | | | | | 49.2 | 790 | | 44.8 | 803 |
| South Dakota | | 61.7 | 19.1 | | 69.7 | 19.2 | | | | | | |
| Tennessee | | 56.3 | 17.5 | | 64.5 | 17.7 | | | | | | |
| Texas | | | | | | | | 32.4 | 868 | | 33.0 | 866 |
| Utah | | 66.4 | 18.4 | | 74.0 | 18.8 | | | | | | |
| Vermont | | | | | | | | 54.2 | 904 | | 51.7 | 907 |
| Virginia | | | | | | | | 51.0 | 888 | | 50.1 | 894 |
| Washington | | | | | | | | | | | | |
| West Virginia | | 48.5 | 17.4 | | 52.4 | 17.4 | | | | | | |
| Wisconsin | | 32.0 | 20.4 | | 35.2 | 20.4 | | | | | | |
| Wyoming | | 52.2 | 19.2 | | 60.3 | 19.3 | | | | | | |

**SOURCE:** *Education Week*, January 9, 1985, pages 13-14.

**NOTE:**

• States appear in one of two test groups—that of the American College Testing Battery (ACT) or the Scholastic Aptitude Test (SAT)—depending upon which test is taken by most college-bound high school students in the State, except for Washington State. Washington State is not included because fewer than 20 percent of its high school students took either the ACT or SAT.

# TABLE 41
## Total Educational Expenditures
## 1965-66 - 1984-85
## (In Thousands)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 28,248,026 | 45,499,862 | 70,113,915 | 98,498,591 | 109,353,345 | 119,093,398 | 128,421,790 | 138,117,496 |
| Southeast | 4,379,471 | 7,658,402 | 12,503,055 | 18,351,426 | 21,487,849 | 22,792,529 | 24,286,953 | 26,444,532 |
| North Atlantic | 8,722,333 | 15,913,127 | 23,592,656 | 30,427,745 | 34,338,980 | 37,241,130 | 39,600,176 | 42,320,981 |
| North Central | 5,983,685 | 10,530,007 | 15,654,987 | 20,826,689 | 24,430,130 | 24,723,220 | 26,995,298 | 27,972,458 |
| West | 7,162,537 | 11,398,326 | 18,363,217 | 28,965,492 | 29,096,386 | 34,016,326 | 37,445,223 | 41,338,609 |
| Alabama | 332,246 | 506,847 | 856,262 | 1,085,264 | 1,121,000 | 1,500,259 | 1,559,794 | 1,809,496 |
| Arkansas | 198,325 | 305,458 | 495,067 | 768,597 | 875,928 | 880,417 | 988,301 | 1,083,45 |
| Florida | 684,208 | 1,310,265 | 2,261,791 | 3,459,323 | 3,946,800 | 4,521,420 | 4,950,393 | 5,461,194 |
| Georgia | 488,684 | 831,563 | 1,321,368 | 1,945,791 | 62,430,834 | 2,396,834 | 2,540,889 | 2,903,582 |
| Kentucky | 275,650 | 490,241 | 709,782 | 1,050,372 | 1,322,900 | 1,508,400 | 1,618,300 | 1,628,000 |
| Louisiana | 419,711 | 695,299 | 1,076,941 | 1,517,590 | 1,792,000 | 2,127,695 | 2,203,966 | 2,213,500 |
| Mississippi | 202,186 | 332,456 | 513,722 | 761,790 | 911,249 | 669,466 | 726,530 | 765,788 |
| North Carolina | 486,932 | 841,255 | 1,521,235 | 2,219,000 | 2,769,787 | 2,282,680 | 2,448,698 | 2,727,800 |
| South Carolina | 242,097 | 449,335 | 722,009 | 1,027,374 | 1,272,737 | 1,422,790 | 1,503,129 | 1,797,400 |
| Tennessee | 381,597 | 643,773 | 1,003,228 | 1,337,007 | 1,682,341 | 1,766,051 | 1,853,296 | 2,004,746 |
| Virginia | 491,968 | 946,969 | 1,514,750 | 2,366,818 | 2,450,584 | 2,773,481 | 2,957,240 | 3,031,039 |
| West Virginia | 175,847 | 304,941 | 506,909 | 812,590 | 911,689 | 943,036 | 936,417 | 1,018,533 |

**SOURCE:**

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Expenditures and Revenues for Public Elementary and Secondary Education*, 1970-71, 1975-76.
NCES, *Digest of Educational Statistics*, 1982.
NEA, *Estimates of School Statistics*, Regional Data, 1982-83, 1983-84, 1984-85.
SREB, SEIS Data Surveys, Southeastern State Data, 1981-85.

**NOTE:**

Estimated data as of the close of the fiscal year.

**SOURCE:**

Computed from Table 41.

# TABLE 42
## Average Annual Growth Rates For Educational Expenditures
## (Percent Change)
## 1965 - 1984

| Region | 1965-70 | 1970-75 | 1975-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|---|---|
| U.S., Total | 12.2 | 10.8 | 8.1 | 11.0 | 8.9 | 7.8 | 7.5 |
| Southeast | 15.0 | 12.7 | 9.4 | 17.1 | 6.1 | 6.6 | 8.9 |
| North Atlantic | 16.5 | 9.7 | 5.8 | 12.9 | 8.5 | 6.3 | 6.9 |
| North Central | 15.2 | 9.7 | 6.6 | 17.3 | 1.2 | 9.2 | 3.6 |
| West | 11.8 | 12.2 | 11.5 | 0.5 | 16.9 | 10.1 | 10.4 |
| Alabama | 10.5 | 13.8 | 5.3 | 3.3 | 33.8 | 4.0 | 16.0 |
| Arkansas | 10.8 | 12.4 | 11.1 | 14.0 | 0.5 | 12.3 | 9.6 |
| Florida | 18.3 | 14.5 | 10.6 | 14.1 | 14.6 | 9.5 | 10.3 |
| Georgia | 14.0 | 11.8 | 9.5 | 24.9 | 1.4 | 6.0 | 14.3 |
| Kentucky | 15.6 | 9.0 | 9.6 | 25.9 | 14.0 | 7.3 | 0.6 |
| Louisiana | 13.1 | 11.0 | 8.2 | 18.1 | 18.7 | 3.6 | 0.4 |
| Mississippi | 12.9 | 10.9 | 8.2 | 19.6 | -26.5 | 8.5 | 5.4 |
| North Carolina | 14.6 | 16.2 | 9.2 | 24.8 | -17.6 | 7.3 | 11.4 |
| South Carolina | 17.1 | 12.1 | 8.5 | 23.9 | 11.8 | 5.6 | 19.6 |
| Tennessee | 13.7 | 11.2 | 6.7 | 25.8 | 5.0 | 4.9 | 8.2 |
| Virginia | 18.5 | 12.0 | 11.3 | 3.5 | 13.2 | 6.6 | 2.5 |
| West Virginia | 14.7 | 13.2 | 12.1 | 12.2 | 3.4 | -0.7 | 8.8 |

## TABLE 43
## Direct General Expenditure of State and Local Governments 1965-66 - 1982-83 (In Million Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 |
|---|---|---|---|---|---|---|
| U.S., Total | 85,842.5 | 150,674.6 | 255,551.5 | 405,576.0 | 433,530.2 | 464,656.2 |
| Southeast | 14,619.8 | 26,062.3 | 47,072.4 | 79,148.1 | 84,338.9 | 90,490.2 |
| North Atlantic | 27,148.4 | 53,006.5 | 86,619.7 | 125,763.7 | 134,287.4 | 143,448.7 |
| North Central | 18,264.9 | 32,609.2 | 54,320.6 | 84,952.6 | 89,609.3 | 94,770.8 |
| West | 22,809.5 | 38,996.6 | 67,538.8 | 115,711.6 | 125,294.6 | 135,946.5 |
| Alabama | 1,201.3 | 1,963.4 | 3,402.1 | 5,639.3 | 5,986.8 | 6,605.3 |
| Arkansas | 631.3 | 987.5 | 1,817.1 | 2,980.0 | 3,080.9 | 3,193.. |
| Florida | 2,254.1 | 4,318.6 | 8,474.6 | 14,314.4 | 16,223.7 | 17,564.9 |
| Georgia | 1,485.5 | 2,871.1 | 4,825.4 | 8,401.1 | 9,450.2 | 10,238.8 |
| Kentucky | 1,087.0 | 1,893.2 | 3,213.0 | 5,472.7 | 5,340.6 | 5,771.7 |
| Louisiana | 1,498.4 | 2,495.3 | 4,276.6 | 7,604.8 | 8,597.1 | 9,404.0 |
| Mississippi | 758.8 | 1,323.5 | 2,263.8 | 3,748.7 | 3,976.2 | 4,005.2 |
| North Carolina | 1,503.7 | 2,713.6 | 5,062.4 | 8,357.8 | 8,707.1 | 9,104.6 |
| South Carolina | 692.5 | 1,317.2 | 2,749.8 | 4,481.1 | 4,600.7 | 4,725.9 |
| Tennessee | 1,300.9 | 2,272.5 | 3,940.0 | 6,416.2 | 6,283.7 | 6,996.4 |
| Virginia | 1,564.9 | 2,794.8 | 5,145.8 | 8,562.2 | 8,874.1 | 9,490.1 |
| West Virginia | 641.4 | 1,111.6 | 1,901.8 | 3,169.8 | 3,217.8 | 3,...9 |

**SOURCE:**

U.S. Bureau of the Census, *Governmental Finances*. 1965-66, 1970-71, 1975-76, 1980-81 through 1982-83.

## TABLE 44
## Expenditure of State and Local Governments On Public Schools As a Percent of Total State and Local Government Expenditure 1965-66 - 1982-83 (In Million Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 |
|---|---|---|---|---|---|---|
| U.S., Total | 29.2 | 27.7 | 26.5 | 24.8 | 24.5 | 24.3 |
| Southeast | 28.7 | 27.3 | 25.9 | 24.8 | 24.7 | 24.4 |
| North Atlantic | 30.7 | 27.0 | 25.6 | 24.6 | 23.7 | 23.8 |
| North Central | 32.0 | 30.5 | 28.0 | 25.5 | 25.4 | 24.7 |
| West | 29.5 | 26.4 | 26.8 | 24.4 | 24.5 | 24.5 |
| Alabama | 26.2 | 23.5 | 22.8 | 22.4 | 23.0 | 22.0 |
| Arkansas | 26.8 | 24.2 | 25.6 | 26.9 | 26.3 | 26.1 |
| Florida | 29.4 | 30.1 | 27.7 | 26.3 | 24.8 | 25.6 |
| Georgia | 30.0 | 27.4 | 25.9 | 24.8 | 23.3 | 22.9 |
| Kentucky | 24.7 | 22.9 | 23.4 | 21.6 | 21.8 | 23.7 |
| Louisiana | 25.9 | 24.7 | 24.0 | 23.3 | 23.3 | 21.0 |
| Mississippi | 24.5 | 23.0 | 23.8 | 21.9 | 21.6 | 21.5 |
| North Carolina | 32.3 | 29.4 | 28.5 | 27.8 | 27.3 | 26.4 |
| South Carolina | 33.1 | 32.5 | 25.6 | 26.1 | 29.1 | 27.5 |
| Tennessee | 26.2 | 26.2 | 23.6 | 21.7 | 22.4 | 21.8 |
| Virginia | 33.1 | 31.2 | 28.0 | 26.2 | 26.6 | 27.1 |
| West Virginia | 28.2 | 25.0 | 27.3 | 25.7 | 27.7 | 27.3 |

**SOURCE:**

Computed from Table 43 and other data in the same sources.

**NOTE:**

Expenditures on local schools comprise all direct expenditure by local governments for education except any direct spending for institutions of higher education and any direct state government spending for operation, facilities, or supplies to elementary and secondary schools.

## TABLE 45
## Per Capita Education Expenditures
## 1965-66 - 1984-85
## (In Actual Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 145.97 | 223.80 | 325.41 | 434.78 | 476.45 | 513.81 | 548.76 | 584.85 |
| Southeast | 104.63 | 174.79 | 256.27 | 348.43 | 400.30 | 419.33 | 441.71 | 474.73 |
| North Atlantic | 139.44 | 245.02 | 359.24 | 465.38 | 523.92 | 567.93 | 601.84 | 640.60 |
| North Central | 134.49 | 229.25 | 332.53 | 433.28 | 506.93 | 513.43 | 559.99 | 578.37 |
| West | 159.09 | 234.50 | 340.53 | 479.35 | 468.50 | 533.97 | 576.15 | 626.11 |
| Alabama | 96.36 | 147.17 | 232.62 | 276.10 | 285.46 | 380.68 | 392.99 | 453.51 |
| Arkansas | 104.71 | 158.84 | 229.41 | 336.22 | 388.84 | 381.63 | 424.53 | 461.24 |
| Florida | 114.92 | 192.94 | 264.73 | 354.95 | 387.59 | 432.01 | 463.52 | 497.56 |
| Georgia | 112.81 | 181.25 | 261.19 | 356.18 | 436.18 | 424.37 | 443.28 | 497.44 |
| Kentucky | 87.79 | 152.20 | 204.61 | 286.91 | 359.97 | 408.56 | 435.73 | 437.28 |
| Louisiana | 120.05 | 190.75 | 277.06 | 360.79 | 416.74 | 485.44 | 496.61 | 496.08 |
| Mississippi | 90.02 | 149.96 | 214.65 | 302.18 | 357.63 | 260.59 | 280.84 | 294.76 |
| North Carolina | 100.13 | 165.47 | 272.84 | 377.25 | 464.89 | 379.25 | 402.61 | 442.47 |
| South Carolina | 97.07 | 173.42 | 248.97 | 329.08 | 399.48 | 440.90 | 460.52 | 544.67 |
| Tennessee | 100.47 | 163.98 | 235.44 | 291.22 | 363.36 | 379.31 | 395.58 | 425.60 |
| Virginia | 111.54 | 203.61 | 289.59 | 439.03 | 450.81 | 505.65 | 532.84 | 537.89 |
| West Virginia | 98.46 | 174.85 | 275.34 | 418.71 | 465.15 | 480.90 | 476.55 | 521.79 |

**SOURCE:**
Computed from Tables 1 and 41.

**SOURCE:**
Computed from Table 45 and the G.N.P. Deflator.

## TABLE 46
## Per Capita Education Expenditures
## 1965-66 - 1984-85
## (In Real 1972 Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 196.18 | 244.73 | 258.69 | 243.69 | 243.58 | 247.76 | 254.83 | 261.82 |
| Southeast | 140.63 | 191.13 | 203.73 | 195.29 | 204.65 | 202.21 | 205.12 | 212.52 |
| North Atlantic | 187.41 | 267.92 | 285.59 | 260.84 | 267.85 | 273.86 | 279.49 | 286.77 |
| North Central | 180.76 | 250.68 | 264.36 | 242.84 | 259.17 | 247.58 | 260.05 | 258.92 |
| West | 213.82 | 256.43 | 270.72 | 268.67 | 239.52 | 257.48 | 267.55 | 280.29 |
| Alabama | 129.51 | 160.93 | 184.92 | 156.21 | 145.94 | 183.57 | 182.96 | 203.02 |
| Arkansas | 140.73 | 173.69 | 182.38 | 188.44 | 194.70 | 184.02 | 197.14 | 206.48 |
| Florida | 154.45 | 210.98 | 210.50 | 198.94 | 198.15 | 208.32 | 215.25 | 222.74 |
| Georgia | 151.61 | 198.19 | 207.64 | 199.63 | 223.00 | 204.63 | 205.85 | 222.69 |
| Kentucky | 117.99 | 166.43 | 162.66 | 160.81 | 184.04 | 197.01 | 202.34 | 195.76 |
| Louisiana | 161.35 | 208.59 | 220.26 | 202.22 | 213.06 | 234.08 | 230.62 | 222.08 |
| Mississippi | 120.99 | 163.98 | 170.17 | 169.36 | 182.84 | 125.66 | 130.42 | 131.95 |
| North Carolina | 134.57 | 180.94 | 218.49 | 211.44 | 237.67 | 182.87 | 186.97 | 198.08 |
| South Carolina | 130.46 | 189.63 | 197.92 | 184.44 | 204.23 | 212.61 | 213.80 | 243.83 |
| Tennessee | 135.04 | 179.31 | 187.17 | 163.22 | 185.77 | 182.90 | 183.70 | 190.26 |
| Virginia | 149.91 | 222.64 | 238.17 | 246.07 | 230.47 | 243.83 | 247.44 | 240.76 |
| West Virginia | 132.33 | 191.20 | 218.89 | 233.56 | 237.81 | 231.89 | 221.30 | 233.59 |

# TABLE 47
## Total Expenditure Per Student Enrolled
## 1965-66 - 1984-85
## (In Actual Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 670.27 | 991.09 | 1,565.36 | 2,403.34 | 2,720.98 | 3,004.15 | 3,257.70 | 3,507.92 |
| **Southeast** | 450.75 | 755.04 | 1,248.06 | 1,890.73 | 2,241.12 | 2,391.16 | 2,564.35 | 2,785.39 |
| **North Atlantic** | 718.66 | 1,192.26 | 1,801 24 | 2,736.31 | 3,201.47 | 3,575.38 | 3,881 23 | 4,210 21 |
| **North Central** | 624.28 | 1,001.81 | 1,568.01 | 2,365.06 | 2,851.66 | 2,954.85 | 3,294.12 | 3,405 46 |
| **West** | 659 21 | 980.84 | 1,583.04 | 2,551.80 | 2,573.08 | 2,987 82 | 3,258.09 | 3,555 09 |
| **Alabama** | 399.81 | 629.62 | 1,128.14 | 1,429.86 | 1,480.85 | 2,072.18 | 2,160.38 | 2,485.57 |
| **Arkansas** | 439.75 | 659.[illegible] | 1,083.30 | 1,715.62 | 1,968.38 | 2,033.30 | 2,287.73 | 2,502.20 |
| **Florida** | 56[illegible] 37 | 917 [illegible] | 1,458.28 | 2,290.94 | 2,629.45 | 3,044.73 | 3,309.09 | 3,583.46 |
| **Georgia** | 463.21 | 756 65 | 1,212.26 | 1,820.20 | 2,297.57 | 2,196.91 | 2,417.59 | 2,734.07 |
| **Kentucky** | 414.51 | 683.74 | 1,025.70 | 1,567.72 | 2,001.36 | 2,320.62 | 2,501.24 | 2,527 95 |
| **Louisiana** | 523.33 | 825.77 | 1,271.48 | 1,950.51 | 2,364.12 | 2,679.72 | 2,765.33 | 2,[illegible]59 98 |
| **Mississippi** | 345.62 | 622.58 | 1,003.36 | 1,597.04 | 1,947.11 | 1,430.48 | 1,552.41 | 1,643.32 |
| **North Carolina** | 411.96 | 705.75 | 1,283.74 | 1,965.46 | 2,493.06 | 2,080.84 | 2,246.51 | 2,516 42 |
| **South Carolina** | 379.46 | 704.29 | 1,146.05 | 1,659.73 | [illegible]056.12 | 2,336.27 | 2,484.51 | 2,[illegible] |
| **Tennessee** | **437.61** | **715.30** | **1,143.93** | **1,565.58** | [illegible]90.94 | **2,127.77** | **2,243.70** | 2,[illegible] |
| **Virginia** | 498.97 | 877.64 | 1,372.06 | 2,343.38 | [illegible]62.86 | 2,841.68 | 3,061.33 | [illegible] |
| **West Virginia** | 409.90 | 762.35 | 1,254.70 | 2,116.12 | 2,411.88 | 2,514.76 | 2,524.04 | 2,805 88 |

**SOURCE:**

Computed from Tables 12 and 41.

**NOTE:**

Expenditures are as of the end of the fiscal year; enrollment data are as of October.

# TABLE 48
## Total Expenditure Per Student Enrolled
## 1965-66 - 1984-85
## (In Real 1972 Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 898.17 | 1,080.29 | 1,244.42 | 1,347.01 | 1,391.09 | 1,448.62 | 1,512 82 | 1,570 38 |
| **Southeast** | 604.00 | 823.00 | 992.18 | 1,059.71 | 1,145.77 | 1,153.03 | 1,190 84 | 1,246 93 |
| **North Atlantic** | 963.00 | 1,299.57 | 1,431.94 | 1,533.63 | 1,636.74 | 1,724.07 | 1,802 37 | 1,884 77 |
| **North Central** | 836.53 | 1,091.97 | 1,246.53 | 1,325.56 | 1,457.90 | 1,424 85 | 1,529 73 | 1,524 51 |
| **West** | 896.74 | 1,069.11 | 1,258.48 | 1,430.22 | 1,315.48 | 1,440 75 | 1,513 00 | 1,591.50 |
| **Alabama** | 535.75 | 686.29 | 896.85 | 801 40 | 757.08 | 999 22 | 1,003 24 | 1,112.71 |
| **Arkansas** | 589.26 | 719.11 | 861.20 | 961 56 | 1,006 33 | 980 47 | 1,062 38 | 1,120.16 |
| **Florida** | 750.89 | 1,000.13 | 1,159.30 | 1,284 02 | 1,344 30 | 1,468 19 | 1,536 68 | 1,604.20 |
| **Georgia** | 620.70 | 824.75 | 963.72 | 1,020 18 | 1,174 63 | 1,059 37 | 1,122 69 | 1,223.95 |
| **Kentucky** | 555.45 | 745.28 | 815.40 | 878.67 | 1,023.19 | 1,119 02 | 1,161.53 | 1,131 68 |
| **Louisiana** | 701.26 | 900.09 | 1,010.79 | 1,093.21 | 1,208.65 | 1,292 18 | 1,284 17 | 1,235 55 |
| **Mississippi** | 463.13 | 678.61 | 797.65 | 895.10 | 995.46 | 689 79 | 720.91 | 735 66 |
| **North Carolina** | 552.02 | 769.27 | 1,020.54 | 1,101.59 | 1,274.57 | 1,003 39 | 1,043 24 | 1,126.52 |
| **South Carolina** | 508.48 | 767.67 | 911.08 | 930.24 | 1,051.19 | 1,126.57 | 1,153.76 | 1,336 61 |
| **Tennessee** | 586.40 | 779.68 | 909.40 | 877.47 | 1,017.86 | 1,026.03 | 1,041.93 | 1,093.13 |
| **Virginia** | 668.62 | 956.62 | 1,090.75 | 1,313.41 | 1,269 36 | 1,370.28 | 1,421 62 | 1,406 11 |
| **West Virginia** | 549.27 | 830.96 | 997.46 | 1,186.03 | 1,233.07 | 1,212.64 | 1,172 12 | 1,256 10 |

**SOURCE:**

Computed from Table 47 and G.N.P. Deflator.

**NOTE:**

Expenditures are as of the end of the fiscal year; enrollment data are as as of October.

# Table 49
## Per Pupil Expenditures from State and Local Sources As Defined By P.L. 89-10 1970-71 - 1980-81

| Region | Current Dollars (Thousands of Dollars) 1970-71 | 1975-76 | 1980-81 | Constant (1972) Dollars (Thousands of Dollars 1970-71 | 1975-76 | 1980-81 |
|---|---|---|---|---|---|---|
| U.S., Total | 823.05 | 1,340.24 | 2,307.40 | 900.00 | 1,065.46 | 1,293.24 |
| Southeast | 583.51 | 981.54 | 1,781.99 | 638.06 | 780.30 | 998.76 |
| North Atlantic | 1,024.90 | 1,680.52 | 2,861.17 | 1,120.72 | 1,335.97 | 1,603.62 |
| North Central | 877.16 | 1,387.95 | 2,375.01 | 959.17 | 1,103.39 | 1,331.13 |
| West | 753.47 | 1,244.17 | 2,174.53 | 823.92 | 989.09 | 1,218.77 |
| Alabama | 480.53 | 907.98 | 1,729.12 | 525.45 | 721.82 | 969.13 |
| Alaska | 1,149.51 | 2,246.60 | 4,971.72 | 1,256.98 | 1,785.99 | 882.56 |
| Arizona | 693.89 | 1,246.75 | 2,038.46 | 758.76 | 991.14 | 1,155.14 |
| Arkansas | 466.54 | 838.77 | 1,574.66 | 510.16 | 666.80 | 819.05 |
| California | 827.30 | 1,316.99 | 2,238.07 | 904.64 | 1,046.98 | 927.13 |
| Colorado | 753.91 | 1,323.98 | 2,590.75 | 824.39 | 1,052.53 | 1,452.05 |
| Connecticut | 989.34 | 1,478.41 | 2,548.45 | 1,081.83 | 1,175.30 | 1,428.34 |
| Delaware | 943.72 | 1,494.06 | 2,818.60 | 1,031.95 | 1,187.74 | 1,579.76 |
| District of Columbia | 972.48 | 1,323.53 | 2,875.48 | 1,063.40 | 1,052.17 | 1,611.64 |
| Florida | 724.10 | 1,202.03 | 2,061.01 | 791.80 | 955.58 | 1,155.14 |
| Georgia | 594.69 | 966.15 | 1,461.35 | 650.29 | 768.07 | 819.05 |
| Hawaii | 903.13 | 1,403.60 | 2,315.82 | 987.56 | 1,115.83 | 1,297.96 |
| Idaho | 575.56 | 989.79 | 1,590.13 | 629.37 | 786.86 | 891.23 |
| Illinois | 968.36 | 1,457.82 | 2,601.64 | 1,058.89 | 1,158.93 | 1,458.16 |
| Indiana | 765.07 | 1,156.11 | 1,884.65 | 836.60 | 919.08 | 1,056.30 |
| Iowa | 842.42 | 1,403.16 | 2,255.49 | 921.18 | 1,115.48 | 1,264.15 |
| Kansas | 743.66 | 1,277.27 | 2,092.54 | 813.18 | 1,015.40 | 1,172.82 |
| Kentucky | 532.02 | 807.23 | 1,654.18 | 581.76 | 641.73 | 927.13 |
| Louisiana | 661.[illegible] | 1,031.21 | 1,803.16 | 722.92 | 819.79 | 1,010.63 |
| Maine | [illegible].82 | 1,074.24 | 1,841.72 | 742.35 | 853.99 | 1,032.24 |
| Maryland | 92[illegible].30 | 1,[illegible]56.76 | 2,817.26 | 1,007.32 | 1,237.59 | 1,579.00 |
| Massachussetts | 870.[illegible] | 1,478.65 | 2,855.36 | 951.95 | 1,413.98 | 1,600.36 |
| Michigan | 954.05 | 1,540.24 | 2,514.75 | 1,043.24 | 1,224.45 | 1,409.46 |
| Minnesota | 982.16 | 1,510.28 | 2,601.74 | 1,073.98 | 1,200.64 | 1,458.21 |
| Mississippi | 410.52 | 734.47 | 1,443.53 | 448.90 | 583.89 | 809.06 |
| Missouri | 687.65 | 1,113.87 | 2,019.11 | 751.94 | 885.50 | 1,131.66 |
| Montana | 785.00 | 1,392.33 | 2,515.10 | 858.39 | 1,106.87 | 1,409.65 |
| Nebraska | 772.49 | 1,303.19 | 2,321.93 | 804.71 | 1,036.00 | 1,301.38 |
| Nevada | 727.53 | 1,216.46 | 1,946.17 | 795.55 | 967.06 | 1,090.78 |
| New Hampshire | 743.40 | 1,142.62 | 2,133.34 | 812.90 | 908.36 | 1,195.69 |
| New Jersey | [illegible].72 | 1,808.59 | 3,160.68 | 1,208.00 | 1,437.86 | 1,771.49 |
| New Mexico | [illegible].58 | 959.51 | 1,870.29 | 684.07 | 762.79 | 1,048.25 |
| New York | 1,451.63 | 2,260.16 | 3,583.11 | 1,587.32 | 1,796.77 | 2,008.25 |
| North Carolina | 582.76 | 950.91 | 1,869.79 | 637.24 | 755.95 | 1,047.97 |
| North Dakota | 617.05 | 1,042.92 | 1,984.60 | 674.74 | 829.10 | 1,112.32 |
| Ohio | 735.58 | 1,194.27 | 2,210.70 | 804.35 | 949.42 | 1,239.04 |
| Oklahoma | 573.63 | 973.75 | 1,954.03 | 627.26 | 774.11 | 1,095.18 |
| Oregon | 917.06 | 1,598.48 | 2,923.63 | 1,002.80 | 1,270.75 | 1,638.62 |
| Pennsylvania | 887.73 | 1,503.49 | 2,646.66 | 970.72 | 1,195.24 | 1,483.39 |
| Rhode Island | 910.37 | 1,459.37 | 2,811.12 | 995.48 | 1,160.16 | 1,575.56 |
| South Carolina | 499.08 | 880.29 | 1,698.19 | 545.74 | 699.81 | 951.79 |
| South Dakota | 650.52 | 1,121.30 | 1,842.23 | 711.34 | 891.41 | 1,032.52 |
| Tennessee | 515.57 | 880.08 | 1,685.20 | 563.77 | 699.64 | 944.51 |
| Texas | 617.77 | 1,077.21 | 1,874.09 | 675.53 | 856.36 | 1,050.38 |
| Utah | 614.39 | 1,025.78 | 1,672.59 | 671.83 | 815.47 | 937.44 |
| Vermont | 774.92 | 1,291.70 | 2,237.75 | 847.37 | 1,026.87 | 1,254.20 |
| Virginia | 679.31 | 1,131.23 | 2,018.53 | 742.82 | 899.30 | 1,131.34 |
| Washington | 869.64 | 1,358.17 | 2,465.88 | 950.94 | 1,079.71 | 1,382.06 |
| West Virginia | 581.79 | 1,048.69 | 2,023.34 | 636.18 | 833.68 | 1,134.03 |
| Wisconsin | 937.15 | 1,498.79 | 2,671.80 | 1,024.76 | 1,191.50 | 1,497.48 |
| Wyoming | 845.10 | 1,508.91 | 2,885.35 | 924.11 | 1,199.55 | 1,617.17 |

**SOURCE:** NCES, *Revenues and Expenditures for Public Elementary and Secondary Education*, 970-71, 1975-76, FY1980.

**NOTE:**

- Constant Dollars derived using the G.N.P. Deflator
- Public Law 89-10, the Education Consolidation and Improvement Act (ECIA). Chapter 1, provides Federal grants for compensatory education. Data reported here were collected according to the P.L. 89-10, Chapter 1 funding formula.

# TABLE 50
## Per Pupil Expenditures from Federal Sources As Defined by P.L. 89-10 1970-71 1980-81

| Region | Current Dollars | | | Constant (1972) Dollars | | |
|---|---|---|---|---|---|---|
| | 1970-71 | 1975-76 | 1980-81 | 1970-71 | 1975-76 | 1980-81 |
| **U.S., Total** | 36.84 | 90.45 | 165.10 | 40.28 | 71.91 | 92.54 |
| **Southeast** | 50.46 | 106.61 | 187.51 | 55.18 | 84.75 | 105.10 |
| **North Atlantic** | 32.17 | 80.31 | 158.14 | 35.18 | 63.85 | 88.63 |
| **North Central** | 24.72 | 67.94 | 123.52 | 27.03 | 54.01 | 69.23 |
| **West** | 41.05 | 105.99 | 188.64 | 44.88 | 84.26 | 105.73 |
| **Alabama** | 48.85 | 107.47 | 106.08 | 53.42 | 85.44 | 59.45 |
| **Alaska** | 302.77 | 574.51 | 397.74 | 331.07 | 456.72 | 77.59 |
| **Arizona** | 52.07 | 101.66 | 266.87 | 56.93 | 80.81 | 120.47 |
| **Arkansas** | 52.12 | 77.95 | 138.43 | 57.00 | 61.97 | 145.50 |
| **California** | 28.14 | 96.96 | 188.96 | 30.77 | 77.08 | 101.48 |
| **Colorado** | 58.68 | 84.48 | 117.49 | 64.17 | 67.16 | 65.85 |
| **Connecticut** | 20.13 | 51.27 | 134.82 | 22.02 | 40.75 | 75.56 |
| **Delaware** | 52.70 | 112.89 | 306.40 | 57.63 | 89.74 | 171.73 |
| **Dist. of Columbia** | 144.46 | 543.71 | 565.63 | 157.96 | 432.23 | 317.02 |
| **Florida** | 57.27 | 95.24 | 214.94 | 62.62 | 75.71 | 120.47 |
| **Georgia** | 50.03 | 104.00 | 259.59 | 54.71 | 82.68 | 145.50 |
| **Hawaii** | 80.61 | 149.59 | 288.03 | 88.14 | 118.92 | 161.43 |
| **Idaho** | 34.60 | 70.87 | 287.74 | 37.84 | 56.34 | 161.27 |
| **Illinois** | 24.26 | 74.21 | 118.36 | 26.53 | 58.99 | 66.34 |
| **Indiana** | 18.34 | 49.15 | 123.63 | 20.06 | 39.07 | 69.29 |
| **Iowa** | 22.41 | 46.80 | 87.56 | 24.51 | 37.20 | 49.08 |
| **Kansas** | 43.55 | 89.27 | 158.86 | 47.62 | 70.96 | 89.04 |
| **Kentucky** | 39.86 | 130.97 | 181.06 | 43.58 | 104.11 | 101.48 |
| **Louisiana** | 55.19 | 102.29 | 199.16 | 60.35 | 81.32 | 111.62 |
| **Maine** | 30.73 | 70.31 | 143.34 | 33.60 | 55.90 | 80.34 |
| **Maryland** | 64.31 | 110.25 | 180.83 | 70.32 | 87.64 | 101.35 |
| **Massachusetts** | 23.66 | 53.41 | 108.57 | 25.87 | 42.46 | 60.85 |
| **Michigan** | 18.03 | 74.90 | 137.59 | 19.71 | 59.55 | 77.11 |
| **Minnesota** | 23.77 | 59.79 | 96.36 | 26.00 | 47.53 | 54.01 |
| **Mississippi** | 59.08 | 140.00 | 241.75 | 64.60 | 111.30 | 135.50 |
| **Missouri** | 34.46 | 78.07 | 177.91 | 37.69 | 62.06 | 99.71 |
| **Montana** | 16.59 | 131.20 | 212.28 | 18.14 | 104.22 | 118.98 |
| **Nebraska** | 34.80 | 69.52 | 123.57 | 38.05 | 55.27 | 69.26 |
| **Nevada** | 60.65 | 83.70 | 122.71 | 66.32 | 66.54 | 68.78 |
| **New Hampshire** | 27.52 | 68.26 | 122.51 | 30.09 | 54.19 | 68.66 |
| **New Jersey** | 30.53 | 80.79 | 124.06 | 33.39 | 64.23 | 69.53 |
| **New Mexico** | 63.49 | 231.50 | 307.42 | 69.43 | 184.04 | 172.30 |
| **New York** | 35.73 | 67.32 | 185.69 | 39.07 | 53.52 | 104.08 |
| **North Carolina** | 28.97 | 104.13 | 163.51 | 31.67 | 82.78 | 91.64 |
| **North Dakota** | 68.29 | 128.17 | 17.42 | 74.67 | 101.90 | 9.76 |
| **Ohio** | 27.25 | 59.61 | 109.92 | 29.80 | 47.39 | 61.61 |
| **Oklahoma** | 50.08 | 105.93 | 283.29 | 54.77 | 84.21 | 158.78 |
| **Oregon** | 40.07 | 95.43 | 206.34 | 43.81 | 75.87 | 115.65 |
| **Pennsylvania** | 21.83 | 105.97 | 194.76 | 23.87 | 84.25 | 109.16 |
| **Rhode Island** | 41.50 | 74.70 | 185.08 | 45.38 | 59.38 | 103.74 |
| **South Carolina** | 72.05 | 135.44 | 217.48 | 78.79 | 107.67 | 121.89 |
| **South Dakota** | 68.54 | 113.18 | 173.53 | 74.94 | 89.97 | 97.26 |
| **Tennessee** | 37.23 | 88.96 | 146.13 | 40.71 | 70.72 | 81.90 |
| **Texas** | 50.02 | 102.91 | 137.67 | 54.70 | 81.81 | 77.16 |
| **Utah** | 49.78 | 82.58 | 169.79 | 54.44 | 65.65 | 95.16 |
| **Vermont** | 22.21 | 52.87 | 127.03 | 24.29 | 42.03 | 71.19 |
| **Virginia** | 59.25 | 111.65 | 174.34 | 64.79 | 88.76 | 97.71 |
| **Washington** | 24.31 | 110.50 | 213.09 | 26.58 | 87.85 | 119.43 |
| **West Virginia** | 62.30 | 102.22 | 149.61 | 68.13 | 81.26 | 83.85 |
| **Wisconsin** | 13.40 | 45.70 | 87.36 | 14.65 | 36.33 | 48.97 |
| **Wyoming** | 36.89 | 77.48 | 111.65 | 40.34 | 61.59 | 62.58 |

**SOURCE:** NCES, *Revenues and Expenditures for Public Elementary and Secondary Education*, 970-71, 1975-76, FY1980.

**NOTE:**

- Constant Dollars derived using the G.N.P. Deflator
- Public Law 89-10, the Education Consolidation and Improvement Act (ECIA), Chapter 1, provides Federal grants for compensatory education. Data reported here were collected according to the P.L. 89-10, Chapter 1 funding formula.

# TABLE 51
## Total Educational Expenditure Per Educational Staff Member 1965-66 - 1984-85 (In Actual Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 10,948.82 | 13,291.31 | 18,088.79 | 23,495.14 | | | | |
| Southeast | 7,048.38 | 10,241.49 | 14,637.63 | 18,847.38 | 23,087.29 | 23,981.71 | 25,460.56 | 27,148.27 |
| North Atlantic | 11,143.05 | 15,144.74 | 20,110.07 | 25,855.86 | | | | |
| North Central | 10,270.23 | 13,542.39 | 17,779.31 | 23,294.82 | | | | |
| West | 12,072.82 | 13,454.05 | 18,965.72 | 25,215.23 | | | | |
| Alabama | 6,745.97 | 10,438.62 | 14,062.44 | 16,863.45 | NA | 25,997.87 | 27,083.99 | 28,864.65 |
| Arkansas | 6,600.05 | 10,609.13 | 12,860.55 | 17,121.02 | 19,812.43 | 20,099.93 | 22,329.44 | 24,152.43 |
| Florida | 7,840.76 | 11,456.17 | 16,196.60 | 22,075.38 | 25,488.06 | 28,161.54 | 30,682.23 | 32,939.64 |
| Georgia | 7,220.19 | 10,961.23 | 14,320.82 | 18,981.85 | 24,317.82 | 22,913.19 | 24,462.20 | 27,974.47 |
| Kentucky | 6,548.83 | 9,189.15 | 11,832.66 | 16,236.25 | 21,446.95 | 25,537.86 | 25,526.58 | 25,492.47 |
| Louisiana | 7,619.75 | 10,558.67 | 13,597.91 | 17,603.59 | 21,986.11 | 24,939.58 | 25,788.54 | 25,577.77 |
| Mississippi | 5,419.95 | 6,783.57 | 10,941.20 | 14,520.24 | 20,818.56 | 13,790.34 | 14,208.63 | 14,397.76 |
| North Carolina | 7,160.24 | 8,868.57 | 16,125.71 | 19,739.53 | 27,009.66 | 21,396.45 | 23,048.96 | 25,280.35 |
| South Carolina | 5,848.04 | 9,503.90 | 21,139.19 | 16,574.29 | 21,844.69 | 24,350.75 | 26,406.82 | 30,241.95 |
| Tennessee | 7,319.54 | 10,653.91 | 14,062.04 | 16,502.18 | 21,724.73 | 23,197.22 | 24,297.24 | 25,596.53 |
| Virginia | 8,745.99 | 11,941.60 | 15,105.36 | 22,455.79 | 23,872.50 | 26,615.37 | 27,827.35 | 28,473.83 |
| West Virginia | 5,135.12 | 10,122.19 | 13,841.41 | 19,797.54 | 22,702.55 | 23,371.40 | NA | 24,694.70 |

**SOURCE:** Computed from Tables 63 and 41.

**NOTE:**

- Expenditures are as of the end of the fiscal year; numbers of staff members for 1965 are as of June 1966; numbers of staff members for 1970 are as of June 1971; numbers of staff members for 1975 and 1980 are as of October.
- 1981-82 data for the Southeast exclude both expenditure and staff data for Alabama.
- 1982-83 data for the Southeast exclude both expenditure and staff data for Alabama, Mississippi and Tennessee.

# TABLE 52
## Total Educational Expenditure Per Classroom Teacher 1965-66 - 1984-85 (In Actual Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 16,516.23 | 22,520.99 | 31,924.71 | 45,109.63 | 51,467.74 | 55,768.10 | 59,920.64 | 64,374.17 |
| Southeast | 11,916.60 | 18,223.79 | 26,433.74 | 36,112.34 | 43,044.40 | 45,190.54 | 48,151.71 | 51,411.80 |
| North Atlantic | 16,930.62 | 25,283.37 | 34,939.45 | 48,335.30 | 55,622.11 | 61,390.29 | 64,480.17 | 69,664.05 |
| North Central | 14,859.95 | 22,425.74 | 31,652.77 | 43,543.42 | 52,961.72 | 54,318.72 | 59,622.28 | 61,959.44 |
| West | 16,805.30 | 22,744.43 | 33,236.41 | 50,468.51 | 52,582.15 | 59,946.89 | 65,481.65 | 71,755.34 |
| Alabama | 11,234.02 | 16,302.05 | 23,347.29 | 30,002.88 | 31,138.89 | 42,247.73 | 43,476.58 | 48,253.23 |
| Arkansas | 11,530.52 | 17,544.97 | 23,290.69 | 31,921.13 | 37,278.29 | 35,109.95 | 41,707.50 | 45,172.15 |
| Florida | 13,934.71 | 20,894.70 | 31,441.28 | 43,088.04 | 48,551.50 | 55,125.82 | 59,695.07 | 63,307.92 |
| Georgia | 12,869.25 | 18,542.63 | 27,887.55 | 34,430.25 | 43,240.19 | 42,404.58 | 45,002.55 | 51,578.89 |
| Kentucky | 10,577.11 | 16,153.45 | 22,207.06 | 31,933.97 | 41,776.67 | 46,789.50 | 50,571.88 | 49,558.60 |
| Louisiana | 13,371.70 | 19,156.88 | 26,232.30 | 34,543.59 | 44,836.99 | 49,999.88 | 52,406.75 | 51,913.79 |
| Mississippi | 9,936.41 | 14,668.90 | 21,511.75 | 29,375.31 | 37,300.41 | 26,590.38 | 28,799.70 | 30,169.33 |
| North Carolina | 10,864.41 | 17,149.22 | 29,042.84 | 39,468.54 | 49,608.42 | 41,307.25 | 44,420.02 | 48,637.76 |
| South Carolina | 10,038.85 | 16,689.63 | 25,161.49 | 31,892.16 | 39,764.33 | 44,449.69 | 46,823.53 | 53,254.72 |
| Tennessee | 12,230.67 | 18,325.45 | 25,171.95 | 32,481.58 | 41,158.19 | 44,813.39 | 46,757.90 | 50,089.85 |
| Virginia | 12,466.75 | 20,034.46 | 25,968.63 | 41,503.46 | 44,177.75 | 49,150.79 | 52,087.01 | 53,304.24 |
| West Virginia | 10,817.37 | 18,476.79 | 25,875.45 | 37,365.61 | 41,538.59 | 42,557.70 | 41,612.98 | 44,806.13 |

**SOURCE:** Computed from Tables 69 and 41.

**NOTE:**

Expenditures are as of the end of the fiscal year; numbers of classroom teachers are as of October.

## TABLE 53
## Average Annual General Revenue of State and Local Governments From Various Sources 1970-71 - 1982-83 (In Millions of Dollars)

| Region | Total | From Federal Funds | Property Tax | Sales Tax | Income Tax |
|---|---|---|---|---|---|
| **U.S., Total** | 299,028.95 | 61,439.28 | 60,773.32 | 36,552.25 | 38,197.64 |
| **Southeast** | 55,834.11 | 12,927.81 | 7,475.02 | 9,228.25 | 6,122.69 |
| **Alabama** | 4,041.30 | 1,040.45 | 243.50 | 644.68 | 429.51 |
| **Arkansas** | 2,148.32 | 601.32 | 242.17 | 306.18 | 286.84 |
| **Florida** | 10,016.15 | 1,826.25 | 1,891.91 | 1,832.05 | 268.34 |
| **Georgia** | 6,207.47 | 1,[illegible]63 | 941.77 | 924.47 | 866.99 |
| **Kentucky** | 3,804.40 | [illegible]95 | 395.27 | 463.06 | 667.65 |
| **Louisiana** | 5,293.90 | 1,168.92 | 399.96 | 1,030.39 | 341.31 |
| **Mississippi** | 2,635.45 | 734.88 | 287.59 | 541.56 | 188.84 |
| **North Carolina** | 5,881.66 | 1,396.75 | [illegible]10.89 | 735.89 | 1,129.09 |
| **South Carolina** | 3,086.26 | 723.62 | 360.80 | 581.53 | 494.49 |
| **Tennessee** | 4,514.16 | 1,123.29 | 622.42 | 1,018.68 | 188.45 |
| **Virginia** | 6,010.07 | 1,245.66 | 1,028.42 | 656.52 | 1,044.77 |
| **West Virginia** | 2,194.97 | 606.09 | 220.32 | 493.24 | 216.40 |

**SOURCE:**

U.S. Department of Commerce. *Governmental Finances*, 1970-71 thru 1982-83.

**NOTE:**

Totals *do* include the following revenues which are not itemized: intergovernmental revenues, motor fuels taxes, motor vehicle license taxes, other taxes, current charges (education, hospital, other), miscellaneous revenues, insurance trust revenues, liquor store revenues, and utility revenues.

**SOURCE:**

Computed from Table 53.

## TABLE 54
## Average Annual General Revenue Of State and Local Governments As a Percent of Total General Revenue 1970-71 - 1982-83

| Region | Total | From Federal Funds | Property Tax | Sales Tax | Income Tax |
|---|---|---|---|---|---|
| **U.S., Total** | 100.0 | 20.5 | 20.3 | 12.2 | 12.8 |
| **Southeast** | 100.0 | 23.2 | 13.4 | 16.5 | 11.0 |
| **Alabama** | 100.0 | 25.7 | 6.0 | 16.0 | 10.6 |
| **Arkansas** | 100.0 | 28.0 | 11.3 | 14.3 | 13.4 |
| **Florida** | 100.0 | 18.2 | 18.9 | 18.3 | 2.7 |
| **Georgia** | 100.0 | 23.8 | 15.2 | 14.9 | 14.0 |
| **Kentucky** | 100.0 | 25.9 | 10.4 | 12.2 | 17.5 |
| **Louisiana** | 100.0 | 22.1 | [illegible]6 | 19.5 | 6.4 |
| **Mississippi** | 100.0 | 27.9 | 10.9 | 20.5 | 7.2 |
| **North Carolina** | 100.0 | 23.7 | 13.8 | 12.5 | 19.2 |
| **South Carolina** | 100.0 | 23.4 | 12.7 | 18.8 | 16.0 |
| **Tennessee** | 100.0 | 24.9 | 13.8 | 22.6 | 4.2 |
| **Virginia** | 100.0 | 20.7 | 17.1 | 10.9 | 17.4 |
| **West Virginia** | 100.0 | 27.6 | 10.0 | 22.5 | 9.9 |

## TABLE 55
## Revenue from Federal Sources
## As a Percent of Total Education Revenue
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 7.9 | 8.4 | 8.8 | 8.5 | 7.7 | 6.8 | 6.6 | 6.2 |
| Southeast | 14.4 | 15.6 | 13.7 | 12.5 | 11.6 | 11.2 | 10.0 | 9.7 |
| North Atlantic | 6.0 | 6.4 | 6.9 | 6.3 | 5.4 | 4.8 | 4.6 | 4.4 |
| North Central | 6.0 | 6.0 | 6.7 | 7.6 | 7.1 | 6.1 | 5.8 | 5.2 |
| West | 7.7 | 8.7 | 9.7 | 9.0 | 8.0 | 7.1 | 7.5 | 6.9 |
| Alabama | 19.1 | 22.5 | 16.6 | 15.0 | 15.0 | 11.7 | 12.1 | 11.7 |
| Arkansas | 20.9 | 18.9 | 15.7 | 14.7 | 13.0 | 13.0 | 11.4 | 10.5 |
| Florida | 13.6 | 11.2 | 10.1 | 10.3 | 8.7 | 8.3 | 7.8 | 7.4 |
| Georgia | 14.5 | 14.1 | 14.5 | 11.1 | 9.7 | 10.0 | 9.5 | 10.2 |
| Kentucky | 16.3 | 17.2 | 14.6 | 12.5 | 11.4 | 10.6 | 10.0 | 10.1 |
| Louisiana | 9.2 | 14.2 | 14.6 | 12.3 | 10.4 | 9.5 | 9.8 | 9.6 |
| Mississippi | 16.8 | 28.1 | 21.2 | 24.1 | 23.0 | 19.0 | 16.9 | 16.8 |
| North Carolina | 12.0 | 15.8 | 13.6 | 13.4 | 15.6 | 10.5 | 10.3 | 10.3 |
| South Carolina | 15.1 | 19.8 | 17.7 | 14.4 | 14.1 | 11.4 | 10.6 | 9.1 |
| Tennessee | 17.7 | 15.7 | 12.9 | 13.7 | 13.1 | 10.9 | 10.7 | 10.7 |
| Virginia | 11.0 | 11.3 | 11.4 | 9.0 | 7.9 | 6.7 | 6.4 | 6.9 |
| West Virginia | 16.4 | 16.9 | 12.2 | 11.2 | 9.6 | 8.3 | 9.1 | 9.1 |

**SOURCE:**

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.

NCES, *Expenditures and Revenues for Public Elementary and Secondary Education*, 1970-71, 1975-76.

NEA, Estimates of School Statistics, Regional Data, 1980-81 thru 1984-85.

SREB, SEIS Data Surveys, Southeastern State Data, 1981-85.

**SOURCE:**

Computed using sources listed for Table 55.

## TABLE 56
## Revenue from State Sources
## As a Percent of Total Education Revenue
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 39.1 | 39.4 | 43.9 | 48.8 | 49.1 | 48.4 | 48.3 | 49.0 |
| Southeast | 53.2 | 50.6 | 51.7 | 55.9 | 55.0 | 56.7 | 55.0 | 54.1 |
| North Atlantic | 35.8 | 37.2 | 39.0 | 40.3 | 40.1 | 40.8 | 41.1 | 42.0 |
| North Central | 31.3 | 35.1 | 42.5 | 42.0 | 42.5 | 39.8 | 40.3 | 40.4 |
| West | 40.8 | 39.0 | 46.2 | 59.8 | 61.1 | 58.1 | 57.2 | 57.4 |
| Alabama | 62.1 | 55.4 | 62.2 | 65.6 | 63.6 | 62.1 | 60.7 | 64.9 |
| Arkansas | 41.1 | 43.9 | 51.3 | 53.7 | 54.6 | 53.6 | 57.6 | 60.8 |
| Florida | 45.7 | 54.6 | 52.1 | 55.0 | 52.2 | 53.6 | 53.5 | 53.0 |
| Georgia | 57.6 | 49.5 | 47.1 | 55.7 | 56.1 | 55.8 | 50.9 | 49.2 |
| Kentucky | 52.0 | 54.5 | 55.5 | 69.8 | 69.5 | 66.6 | 67.6 | 68.6 |
| Louisiana | 64.6 | 55.9 | 57.3 | 55.2 | 55.9 | 54.8 | 53.3 | 53.4 |
| Mississippi | 50.4 | 48.1 | 54.5 | 53.1 | 53.2 | 55.4 | 55.2 | 55.3 |
| North Carolina | 65.1 | 58.7 | 61.6 | 65.4 | 62.6 | 64.4 | 64.0 | 61.5 |
| South Carolina | 62.4 | 54.1 | 54.9 | 56.4 | 56.1 | 48.0 | 48.9 | 54.7 |
| Tennessee | 49.9 | 47.6 | 49.3 | 48.5 | 46.9 | 37.2 | 36.3 | 36.1 |
| Virginia | 37.3 | 33.3 | 32.0 | 41.4 | 41.1 | 39.4 | 41.2 | 44.6 |
| West Virginia | 47.3 | 50.0 | 54.3 | 60.2 | 63.1 | 60.5 | 61.1 | 63.5 |

## TABLE 57
## Revenue from Local and Intermediate Sources As a Percent of Total Education Revenue 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 52.5 | 52.1 | 47.4 | 42.7 | 43.2 | 44.8 | 45.0 | 44.8 |
| Southeast | 31.9 | 33.8 | 34.6 | 31.7 | 33.4 | 29.6 | 32.9 | 34.4 |
| North Atlantic | 57.8 | 56.5 | 54.1 | 53.4 | 54.5 | 54.4 | 54.3 | 53.6 |
| North Central | 62.2 | 58.9 | 50.7 | 50.4 | 50.4 | 54.1 | 53.9 | 54.4 |
| West | 50.9 | 52.4 | 44.1 | 31.2 | 30.9 | 34.8 | 35.3 | 35.7 |
| Alabama | 18.3 | 22.0 | 21.1 | 19.5 | 21.5 | 20.1 | 22.1 | 19.3 |
| Arkansas | 35.9 | 37.2 | 33.0 | 31.6 | 32.4 | 33.5 | 31.1 | 28.8 |
| Florida | 39.4 | 34.2 | 37.8 | 34.7 | 39.1 | 38.1 | 38.7 | 39.5 |
| Georgia | 27.7 | 36.4 | 38.4 | 33.2 | 34.2 | 33.0 | 38.3 | 41.4 |
| Kentucky | 31.3 | 28.3 | 29.8 | 17.8 | 19.1 | 17.8 | 17.7 | 21.2 |
| Louisiana | 26.2 | 29.8 | 28.1 | 32.5 | 33.7 | 35.7 | 36.8 | 36.9 |
| Mississippi | 31.4 | 23.8 | 24.3 | 22.8 | 23.8 | 25.6 | 25.2 | 25.3 |
| North Carolina | 22.9 | 25.5 | 24.7 | 21.2 | 21.8 | 25.1 | 25.7 | 28.2 |
| South Carolina | 22.4 | 26.0 | 27.5 | 29.2 | 29.8 | 29.2 | 31.6 | 28.7 |
| Tennessee | 32.1 | 36.7 | 37.8 | 37.8 | 40.0 | 44.1 | 45.2 | 45.2 |
| Virginia | 51.0 | 55.4 | 56.6 | 49.6 | 51.0 | 50.4 | 47.3 | 48.5 |
| West Virginia | 36.1 | 33.1 | 33.5 | 28.7 | 27.3 | 28.5 | 29.6 | 27.2 |

**SOURCE:**
Computed using sources listed for Table 55.

## TABLE 58
## Proportion of State and Local Direct General Expenditures By Function, By State 1965-66

| Region | Education | Highways | Public Welfare | Health, Hospitals | Fire, Police | Sewerage, Sanitation | Parks and Recreation | Other Expenditures |
|---|---|---|---|---|---|---|---|---|
| U.S.,Total | 40.2 | 15.4 | 8.2 | 7.1 | 5.0 | 3.1 | 1.4 | 19.6 |
| Southeast | 39.4 | 18.9 | 8.4 | 7.7 | 4.0 | 2.6 | 1.1 | 17.9 |
| Alabama | 39.4 | 19.7 | 10.7 | 6.7 | 3.6 | 2.3 | 0.8 | 16.9 |
| Arkansas | 38.0 | 19.8 | 11.2 | 6.1 | 2.9 | 1.6 | 0.4 | 20.0 |
| Florida | 38.5 | 15.2 | 5.8 | 9.3 | 5.3 | 3.6 | 2.2 | 20.1 |
| Georgia | 39.7 | 15.6 | 8.5 | 11.1 | 3.8 | 1.2 | 1.5 | 18.6 |
| Kentucky | 38.0 | 20.6 | 9.9 | 6.2 | 3.4 | 3.2 | 0.5 | 18.2 |
| Louisiana | 35.8 | 17.8 | 13.9 | 5.9 | 4.0 | 3.0 | 1.2 | 18.5 |
| Mississippi | 36.1 | 22.0 | 9.7 | 8.5 | 3.4 | 1.4 | 0.3 | 18.5 |
| North Carolina | 45.6 | 15.1 | 7.8 | 7.5 | 4.0 | 2.7 | 0.6 | 16.7 |
| South Carolina | 44.1 | 17.5 | 6.0 | 8.6 | 3.6 | 2.3 | 0.6 | 17.4 |
| Tennessee | 36.3 | 22.3 | 6.9 | 8.7 | 4.0 | 3.3 | 1.0 | 17.5 |
| Virginia | 42.2 | 23.0 | 4.0 | - | 4.4 | 3.1 | 0.9 | 16.4 |
| West Virginia | 38.8 | 26.1 | 10.1 | 5.1 | 2.7 | 1.6 | 0.7 | 14.9 |

**SOURCE:**
U.S. Bureau of the Census, *Governmental Finances*, 1965-66.

**NOTE:**
Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.

# TABLE 59
## Proportion of State and Local Direct General Expenditures By Function, By State 1970-71

| Region | Education | Highways | Public Welfare | Health, Hospitals | Fire, Police | Sewerage, Sanitation | Parks and Recreation | Other Expenditures |
|---|---|---|---|---|---|---|---|---|
| U.S.,Total | 39.4 | 12.0 | 12.1 | 7.4 | 5.0 | 2.7 | 1.4 | 19.9 |
| Southeast | 40.2 | 14.9 | 9.7 | 8.4 | 4.0 | 2.5 | 1.1 | 19.2 |
| Alabama | 38.5 | 15.2 | 13.0 | 8.8 | 3.5 | 1.9 | 1.1 | 18.1 |
| Arkansas | 36.7 | [illegible] | 12.1 | 6.8 | 3.0 | 1.5 | 0.4 | 24.8 |
| Florida | 41.1 | [illegible] | 6.9 | 8.9 | 5.5 | 3.9 | 2.1 | 20.0 |
| Georgia | 39.8 | [illegible] | 11.8 | 12.5 | 3.5 | 2.2 | 0.9 | 18.2 |
| Kentucky | 40.5 | 19.1 | 10.8 | 5.9 | 3.4 | 1.8 | 0.4 | 18.0 |
| Louisiana | 35.1 | 14.8 | 11.5 | 7.7 | 4.0 | 2.6 | 1.0 | 23.3 |
| Mississippi | 36.5 | 18.0 | 11.7 | 10.6 | 2.7 | 1.5 | 0.4 | 18.6 |
| North Carolina | 44.8 | 13.6 | 9.3 | 6.9 | 4.1 | 2.3 | 0.7 | 18.2 |
| South Carolina | 45.6 | 12.7 | 6.3 | 9.2 | 3.6 | 4.1 | 0.5 | 18.0 |
| Tennessee | 37.7 | 14.4 | 9.9 | 9.4 | 4.2 | 3.4 | 1.2 | 19.7 |
| Virginia | 44.2 | 15.3 | 7.7 | 6.4 | 4.3 | 2.5 | 1.4 | 18.3 |
| West Virginia | 37.6 | 28.1 | 8.8 | 6.4 | 2.3 | 1.4 | 0.5 | 14.8 |

**SOURCE:**

U.S. Bureau of the Census, *Governmental Finances*, 1970-71.

**NOTE:**

Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.

# TABLE 60
## Proportion of State and Local Direct General Expenditures By Function, By State 1975-76

| Region | Education | Highways | Public Welfare | Health, Hospitals | Fire, Police | Sewerage, Sanitation | Parks and Recreation | Other Expenditures |
|---|---|---|---|---|---|---|---|---|
| U.S.,Total | 38.0 | 9.4 | 12.3 | 8.1 | 5.3 | 3.2 | 1.5 | 22.2 |
| Southeast | 38.8 | 12.3 | 8.9 | 10.0 | 4.8 | 3.6 | 1.3 | 20.3 |
| Alabama | 39.8 | 12.2 | 9.6 | 12.7 | 4.1 | 2.3 | 1.5 | 17.7 |
| Arkansas | 40.0 | 14.9 | 11.9 | 7.7 | 3.6 | 2.2 | 0.6 | 19.2 |
| Florida | 37.3 | 8.8 | 5.7 | 10.9 | 6.7 | 5.7 | 2.3 | 22.6 |
| Georgia | 36.5 | 10.3 | 10.2 | 14.8 | 4.8 | 3.5 | 1.0 | 18.9 |
| Kentucky | 39.5 | 14.3 | 12.8 | 5.7 | 4.3 | 3.2 | 0.6 | 19.5 |
| Louisiana | 34.6 | 15.0 | 9.5 | 8.8 | 4.8 | 2.5 | 1.3 | 23.6 |
| Mississippi | 37.7 | 17.0 | 9.2 | 10.8 | 3.7 | 1.8 | 0.5 | 19.2 |
| North Carolina | 44.3 | 11.2 | 8.2 | 9.2 | 4.5 | 3.1 | 1.0 | 18.5 |
| South Carolina | 41.3 | 7.7 | 7.6 | 12.6 | 3.5 | 2.7 | 0.7 | 23.9 |
| Tennessee | 37.7 | 13.7 | 9.7 | 10.5 | 4.9 | 4.0 | 1.5 | 18.0 |
| Virginia | 40.8 | 12.5 | 8.9 | 7.1 | 5.1 | 4.7 | 1.4 | 19.4 |
| West Virginia | 36.1 | 20.9 | 9.0 | 6.6 | 2.7 | 1.3 | 0.7 | 22.6 |

**SOURCE:**

U.S. Bureau of the Census, *Governmental Finances*, 1975-76.

**NOTE:**

Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.

# TABLE 61
## Proportion of State and Local Direct General Expenditures By Function, By State 1980-81

| Region | Education | Hignways | Public Welfare | Health. Hospitals | Fire. Police | Sewerage. Sanitation | Parks and Recreation | Other Expenditures |
|---|---|---|---|---|---|---|---|---|
| U.S.,Total | 35.9 | 8.5 | 12.9 | 8.9 | 5.2 | 3.7 | 3.3 | 21.6 |
| Southeast | 37.3 | 10.4 | 9.9 | 11.5 | 4.9 | 3.4 | 3.4 | 19.3 |
| Alabama | 38.2 | 11.0 | 9.4 | 14.0 | 4.5 | 2.8 | 3.0 | 17.0 |
| Arkansas | 40.0 | 13.9 | 12.2 | 9.9 | 3.5 | 1.7 | 3.1 | 15.8 |
| Florida | 35.9 | 8.6 | 6.7 | 11.5 | 7.0 | 4.4 | 5.0 | 20.9 |
| Georgia | 34.5 | 9.0 | 10.7 | 16.5 | 4.6 | 3.0 | 3.0 | 18.8 |
| Kentucky | 35.1 | 14.9 | 13.4 | 6.7 | 4.0 | 2.5 | 3.3 | 20.1 |
| Louisiana | 34.5 | 11.9 | 10.4 | 11.0 | 4.8 | 3.0 | 4.1 | 20.3 |
| Mississippi | 37.2 | 13.2 | 11.3 | 13.2 | 3.5 | 2.4 | 3.2 | 15.9 |
| North Carolina | 43.1 | 7.7 | 10.1 | 9.7 | 4.7 | 2.5 | 3.1 | 19.1 |
| South Carolina | 42.1 | 6.4 | 10.0 | 14.2 | 4.1 | 3.1 | 2.7 | 17.5 |
| Tennessee | 34.2 | 10.5 | 10.7 | 13.1 | 5.0 | 4.5 | 2.8 | 19.3 |
| Virginia | 39.2 | 10.5 | 10.0 | 8.5 | 5.0 | 4.7 | 2.4 | 19.7 |
| West Virginia | 35.9 | 16.9 | 8.4 | 7.9 | 2.8 | 2.4 | 3.1 | 22.5 |

**SOURCE:**

U.S. Bureau of the Census, *Governmental Finances*, 1980-81.

**NOTE:**

- Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.
- Parks and Recreation includes expenditures for Natural Resources.

# TABLE 62
## Proportion of State and Local Direct General Expenditures By Function, By State 1982-83

| Region | Education | Highways | Public Welfare | Health, Hospitals | Fire. Police | Sewerage. Sanitation | Parks and Recreation | Other Expenditures |
|---|---|---|---|---|---|---|---|---|
| U.S.,Total | 35.3 | 7.9 | 12.6 | 9.5 | 5.5 | 3.4 | 3.3 | 22.6 |
| Southeast | 36.5 | 9.3 | 9.6 | 12.5 | 5.2 | 3.2 | 3.6 | 20.1 |
| Alabama | 38.9 | 9.7 | 8.5 | 14.3 | 4.4 | 2.8 | 2.7 | 18.9 |
| Arkansas | 39.6 | 10.6 | 12.4 | 10.5 | 3.8 | 2.4 | 3.2 | 17.5 |
| Florida | 34.3 | 7.8 | 7.1 | 12.6 | 7.5 | 3.8 | 5.0 | 21.7 |
| Georgia | 32.5 | 9.1 | 10.0 | 19.3 | 4.7 | 2.9 | 3.0 | 18.6 |
| Kentucky | 37.3 | 12.2 | 13.2 | 5.8 | 3.6 | 2.6 | 3.4 | 21.9 |
| Louisiana | 32.3 | 11.7 | 10.0 | 11.7 | 4.9 | 2.7 | 5.1 | 21.7 |
| Mississippi | 35.6 | 12.6 | 10.9 | 16.2 | 3.7 | 1.4 | 3.4 | 16.1 |
| North Carolina | 41.6 | 7.6 | 10.0 | 11.2 | 5.0 | 2.4 | 3.1 | 19.0 |
| South Carolina | 41.8 | 5.5 | 9.6 | 14.4 | 4.2 | 3.8 | 2.9 | 17.7 |
| Tennessee | 34.7 | 9.1 | 10.5 | 13.1 | 5.1 | 4.5 | 2.8 | 20.2 |
| Virginia | 39.5 | 9.3 | 9.9 | 9.1 | 5.4 | 3.9 | 2.2 | 20.8 |
| West Virginia | 37.7 | 11.7 | 8.8 | 9.0 | 3.1 | 3.2 | 3.4 | 22.9 |

**SOURCE:**

U.S. Bureau of the Census, *Governmental Finances*, 1980-81.

**NOTE:**

- Other Expenditures include the categories of Financial Administration, General Control, Interest on General Debt and All Other General Expenditures.
- Parks and Recreation includes expenditures for Natural Resources.

# TABLE 63
## Total Educational Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 2,580,006 | 3,423,278 | 3,876,097 | 4,192,296 | | | | |
| Southeast | 621,344 | 47,782 | 854,172 | 973,686 | 930,722 | 950,413 | 953,905 | 974,078 |
| North Atlantic | 782,760 | 1,050,736 | 1,173,176 | 1,176,822 | | | | |
| North Central | 582,624 | 777,559 | 880,517 | 894,048 | | | | |
| West | 593,278 | 847,204 | 968,232 | 1,148,730 | | | | |
| Alabama | 49,251 | 48,555 | 60,890 | 64,356 | 63,900 | 57,707 | 57,591 | 62,689 |
| Arkansas | 30,049 | 28,792 | 38,495 | 44,892 | 43,989 | 43,802 | 44,260 | 44,859 |
| Florida | 87,263 | 114,372 | 139,646 | 156,705 | 154,849 | 160,553 | 161,344 | 165,794 |
| Georgia | 67,683 | 75,864 | 92,269 | 102,508 | 99,961 | 104,605 | 103,870 | 103 794 |
| Kentucky | 42,678 | 53,350 | 59,985 | 64,693 | 61,685 | 64,084 | 63,646 | 63,862 |
| Louisiana | 55,082 | 65,851 | 79,199 | 86,204 | 81,506 | 85,314 | 85,463 | 86,540 |
| Mississippi | 37,304 | 49,009 | 46,953 | 52,468 | 43,771 | 48,546 | 51,133 | 53,188 |
| North Carolina | 68,005 | 94,858 | 94,336 | 112,414 | 102,548 | 106,685 | 106,239 | 107,902 |
| South Carolina | 41,398 | 47,279 | 34,155 | 61,986 | 58,263 | 58,429 | 56,922 | 59,434 |
| Tennessee | 52,134 | 60,426 | 71,343 | 81,020 | 77,439 | 76,132 | 76,27 | 78,321 |
| Virginia | 56,253 | 79,300 | 100,279 | 105,399 | 102,653 | 104,206 | 106,271 | 106,450 |
| West Virginia | 34,244 | 30,126 | 36,622 | 41,045 | 40,158 | 40,350 | 40,890 | 41,245 |

**SOURCE:**

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Statistics of Local Public School Systems*, Fall 1970 (Staff).
NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975, Fall 1980.
SREB, SERS Data Surveys, Southeastern State Data, 1981-85.

**SOURCE:**

U.S. Department of Labor, *Manpower Report of the President*, 1965.
U.S. Bureau of the Census, *Characteristics of the Population, U.S. Summary*, 1970.
U.S. Department of Labor, *Employment and Training Report of the President*, 1976.
U.S. Bureau of the Census, *Statistical Abstracts of the United States*, 1984.

# TABLE 64
## Civilian Labor Force
## 1965 - 1984
## (In Thousands)

| Region | 1965 | 1970 | 1975 | 1980 | 1981 | 1982 | 1983 | 1984 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 76,883 | 80,051 | 93,212 | 104,719 | 108,670 | 110,204 | 111,550 | 113,501 |
| Southeast | 15,328 | 16,305 | 20,070 | 22,651 | 24,203 | 24,679 | 25,174 | 25,774 |
| North Atlantic | 26,215 | 26,435 | 28,759 | 30,935 | 31,196 | 31,401 | 31,551 | 31,929 |
| North Central | 18,064 | 18,368 | 21,123 | 23,247 | 23,347 | 23,415 | 23,486 | 23,679 |
| West | 17,275 | 18,942 | 23,260 | 27,860 | 29,793 | 30,732 | 31,549 | 32,119 |
| Alabama | 1,191 | 1,249 | 1,442 | 1,642 | 1,665 | 1,713 | 1,761 | 1,794 |
| Arkansas | 648 | 689 | 856 | 972 | 1,029 | 1,018 | 1,026 | 1,045 |
| Florida | 2,155 | 2,521 | 3,363 | 3,925 | 4,513 | 4,728 | 4,903 | 5,099 |
| Georgia | 1,597 | 1,805 | 2,156 | 2,385 | 2,596 | 2,658 | 2,696 | 2,760 |
| Kentucky | 1,094 | 1,142 | 1,482 | 1,620 | 1,662 | 1,675 | 1,702 | 1,717 |
| Louisiana | 1,259 | 1,224 | 1,414 | 1,723 | 1,857 | 1,855 | 1,910 | 1,940 |
| Mississippi | 774 | 756 | 942 | 1,024 | 1,052 | 1,058 | 1,068 | 1,074 |
| North Carolina | 1,944 | 2,055 | 2,525 | 2,741 | 2,916 | 2,944 | 2,946 | 3,033 |
| South Carolina | 968 | 992 | 1,181 | 1,306 | 1,417 | 1,486 | 1,476 | 1,480 |
| Tennessee | 1,509 | 1,526 | 1,854 | 2,015 | 2,110 | 2,131 | 2,189 | 2,223 |
| Virginia | 1,593 | 1,767 | 2,178 | 2,530 | 2,600 | 2,650 | 2,722 | 2,841 |
| West Virginia | 599 | 579 | 677 | 768 | 786 | 769 | 772 | 768 |

## Table 65
## Annual Rates of Growth
## In the Civilian Labor Force
## 1965 - 1984
## (In Thousands)

| Region | 1965-70 | 1970-75 | 1975-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1965-83 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 0.8 | 3.3 | 2.5 | 3.6 | 1.4 | 1.2 | 1.7 | 2.6 |
| Southeast | 1.3 | 4.6 | 2.6 | 6.9 | 2.0 | 2.0 | 2.4 | 3.8 |
| North Atlantic | 0.2 | 1.8 | 1.5 | 0.8 | 0.7 | 0.5 | 1.2 | 1.2 |
| North Central | 0.3 | 3.0 | 2.0 | 0.4 | 0.3 | 0.3 | 0.8 | 1.7 |
| West | 1.9 | 4.6 | 4.0 | 6.9 | 3.2 | 2.7 | 1.8 | 4.8 |
| Alabama | 1.0 | 3.1 | 2.8 | 1.4 | 2.9 | 2.8 | 1.9 | 2.8 |
| Arkansas | 1.3 | 4.9 | 2.7 | 5.9 | -1.1 | 0.8 | 1.9 | 3.4 |
| Florida | 3.4 | 6.7 | 3.3 | 15.0 | 4.8 | 3.7 | 4.0 | 7.6 |
| Georgia | 2.6 | 3.9 | 2.1 | 8.8 | 2.4 | 1.4 | 2.4 | 4.0 |
| Kentucky | 0.9 | 6.0 | 1.9 | 2.6 | 0.8 | 1.6 | 0.9 | 3.2 |
| Louisiana | -0.6 | 3.1 | 4.4 | 7.8 | -0.1 | 3.0 | 1.6 | 3.0 |
| Mississippi | -0.5 | 4.9 | 1.7 | 2.7 | 0.6 | 0.9 | 0.6 | 2.2 |
| North Carolina | 1.1 | 4.6 | 1.7 | 6.4 | 1.0 | 0.1 | 3.0 | 3.1 |
| South Carolina | 0.5 | 3.8 | 2.1 | 8.5 | 4.9 | -0.7 | 0.3 | 2.9 |
| Tennessee | 0.2 | 4.3 | 1.7 | 4.7 | 1.0 | 2.7 | 1.6 | 2.6 |
| Virginia | 2.2 | 4.7 | 3.2 | 2.8 | 1.9 | 2.7 | 4.4 | 4.4 |
| West Virginia | -0.7 | 3.4 | 2.7 | 2.3 | -2.2 | 0.4 | -0.5 | 1.6 |

**SOURCE:**
Computed from Table 64.

## TABLE 66
## Education Staff
## As a Percent of Civilian Labor Force
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 3.4 | 4.3 | 4.2 | 4.0 | | | | |
| Southeast | 4.1 | 4.6 | 4.3 | 4.3 | 3.8 | 3.9 | 3.8 | 3.8 |
| North Atlantic | 3.0 | 4.0 | 4.1 | 3.8 | | | | |
| North Central | 3.2 | 4.2 | 4.2 | 3.8 | | | | |
| West | 3.4 | 4.5 | 4.2 | 4.1 | | | | |
| Alabama | 4.1 | 3.9 | 4.2 | 3.9 | 3.8 | 3.4 | 3.3 | 3.5 |
| Arkansas | 4.6 | 4.2 | 4.5 | 4.6 | 4.3 | 4.3 | 4.3 | 4.3 |
| Florida | 4.0 | 4.5 | 4.2 | 4.0 | 3.4 | 3.4 | 3.3 | 3.3 |
| Georgia | 4.2 | 4.2 | 4.3 | 4.3 | 3.9 | 3.9 | 3.9 | 3.8 |
| Kentucky | 3.9 | 4.7 | 4.0 | 4.0 | 3.7 | 3.8 | 3.7 | 3.7 |
| Louisiana | 4.4 | 5.4 | 5.6 | 5.0 | 4.4 | 4.6 | 4.5 | 4.5 |
| Mississippi | 4.8 | 6.5 | 5.0 | 5.1 | 4.2 | 4.6 | 4.8 | 5.0 |
| North Carolina | 3.5 | 4.6 | 3.7 | 4.1 | 3.5 | 3.6 | 3.6 | 3.6 |
| South Carolina | 4.3 | 4.8 | 2.9 | 4.7 | 4.1 | 3.9 | 3.9 | 4.0 |
| Tennessee | 3.5 | 4.0 | 3.8 | 4.0 | 3.7 | 3.6 | 3.5 | 3.5 |
| Virginia | 3.5 | 4.5 | 4.6 | 4.2 | 3.9 | 3.9 | 3.9 | 3.7 |
| West Virginia | 5.7 | 5.2 | [illegible] | 5.3 | 5.1 | 5.2 | 5.3 | 5.4 |

**SOURCE:**
Computed from Tables 63 and 64.

# TABLE 67
## Education Staff
## As a Percent of State and Local Government Employment
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|---|---|
| **U.S., Total** | **32.2** | **33.7** | **32.0** | **31.5** | | | |
| **Southeast** | 39.0 | 36.7 | 32.9 | 32.3 | 34.2 | 31.9 | 31.6 |
| **North Atlantic** | 31.4 | 33.4 | 33.0 | 31.3 | | | |
| **North Central** | 30.8 | 32.6 | 32.2 | 30.7 | | | |
| **West** | 29.3 | 32.8 | 30.1 | 31.6 | | | |
| **Alabama** | 41.0 | 31.3 | 32.6 | 28.6 | 29.7 | 25.8 | 26.0 |
| **Arkansas** | 44.2 | 33.5 | 36.3 | 35.8 | 35.9 | 35.5 | 36.2 |
| **Florida** | 35.2 | 34.8 | 30.7 | 30.2 | 29.7 | 30.3 | 30.2 |
| **Georgia** | 41.9 | 34.0 | 31.7 | 29.4 | 30.6 | 30.6 | 29.5 |
| **Kentucky** | 40.4 | 39.1 | 35.7 | 35.2 | 35.6 | 37.0 | 36.5 |
| **Louisiana** | 36.7 | 35.9 | 35.6 | 34.7 | 33.1 | 33.9 | 32.7 |
| **Mississippi** | 40.1 | 44.3 | 36.1 | 34.9 | 30.0 | 33.4 | 34.1 |
| **North Carolina** | 39.1 | 43.9 | 33.8 | 32.2 | 30.4 | 30.8 | 30.1 |
| **South Carolina** | 46.1 | 38.9 | 21.3 | 34.1 | 32.8 | 33.0 | 31.9 |
| **Tennessee** | 35.0 | 33.8 | 32.1 | 31.8 | 31.3 | 31.1 | 31.2 |
| **Virginia** | 34.6 | 37.5 | 35.5 | 33.5 | 32.3 | 33.2 | 33.6 |
| **West Virginia** | 48.2 | 35.5 | 37.4 | 36.6 | 37.5 | 38.0 | 38.2 |

**SOURCE:**

Computed from Table 63 and the U.S. Bureau of the Census, *Government Employment: Public Employment*, 1965, 1970, 1975, 1980, 1981 1982, 1983.

**NOTE:**

- Government Employment is the sum of part-time and full-time employees in state and local levels of government.

# TABLE 68
## Total Instructional Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 1,884,509 | 2,248,620 | 2,476,487 | 2,553,694 | 2,483,231 | 2,427,309 | 2,432,929 | 2,433,663 |
| **Southeast** | 404,801 | 470,623 | 539,772 | 578,672 | 570,648 | 562,999 | 563,579 | 571,484 |
| **North Atlantic** | 572,410 | 703,617 | 763,607 | 746,717 | 730,408 | 703,785 | 705,090 | 697,562 |
| **North Central** | 444,444 | 522,849 | 566,721 | 551,563 | 534,197 | 511,416 | 512,621 | 511,317 |
| **West** | 462,854 | 554,896 | 600,759 | 670,717 | 643,973 | 645,738 | 646,791 | 651,443 |
| **Alabama** | 31,784 | [illegible] | 38,496 | 42,438 | 43,[illegible]2 | 40,892 | 40,378 | 40,609 |
| **Arkansas** | 19,198 | | 24,036 | 26,908 | 26,253 | 26,597 | 26,461 | 26,977 |
| **Florida** | 55,425 | | 82,372 | 87,891 | 88,912 | 89,898 | 90,348 | 94,048 |
| **Georgia** | 43,089 | [illegible] | 57,934 | 62,990 | 62,865 | 59,068 | 59,020 | 58,869 |
| **Kentucky** | 27,693 | 33,973 | 35,612 | 37,220 | 36,360 | 36,364 | 36,554 | 36,500 |
| **Louisiana** | 34,285 | 40,394 | 45,208 | 48,919 | 48,484 | 47,310 | 47,02 | 46,840 |
| **Mississippi** | 21,966 | 25,234 | 27,154 | 29,294 | 28,026 | 27,986 | 27,960 | 27,752 |
| **North Carolina** | 48,631 | 54,520 | 62,221 | 66,608 | 64,859 | 63,114 | 63,094 | 64,156 |
| **South Carolina** | 25,394 | 30,490 | 32,941 | 37,122 | 36,987 | 36,785 | 36,835 | 38,520 |
| **Tennessee** | 33,926 | 37,918 | 43,883 | 48,144 | 47,775 | 45,451 | 45,706 | 46,633 |
| **Virginia** | 45,883 | 53,699 | 67,882 | 66,439 | 62,248 | 64,615 | 64,904 | 65,000 |
| **West Virginia** | 17,527 | 18,628 | 22,033 | 24,699 | 24,737 | 24,919 | 25,299 | 25,580 |

**SOURCE:**

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Statistics of Local Public School Systems*, Fall 1970 (Staff).
NCES, *Digest of Educational Statistics*, 1980, 1982, 1983-84.
NEA, *Estimates of School Statistics*, 1984, 1985.

# TABLE 69
## Total Classroom Teachers
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 1,710,319 | 2,020,331 | 2,196,227 | 2,183,538 | 2,[illegible]697 | 2,135,511 | 2,143,198 | 2,145,542 |
| Southeast | 367,589 | 420,242 | 472,996 | 508,176 | 499,202 | 504,365 | 504,384 | 514,367 |
| North Atlantic | 515,181 | 629,391 | 675,244 | 629,514 | 617,362 | 606,629 | 614,145 | 607,501 |
| North Central | 402,672 | 469,550 | 494,585 | 478,297 | 461,279 | 455,151 | 452,772 | 451,464 |
| West | 426,207 | 501,148 | 552,503 | 573,932 | 553,351 | 567,441 | 571,843 | 576,105 |
| Alabama | 29,575 | 31,091 | 36,675 | 36,172 | 36,000 | 35,581 | 35,875 | 37,500 |
| Arkansas | 17,200 | 17,410 | 21,256 | 24,078 | 23,497 | 23,076 | 23,696 | 23,985 |
| Florida | 49,101 | 62,708 | 71,937 | 80,285 | 81,291 | 82,020 | 82,928 | 86,264 |
| Georgia | 37,973 | 44,846 | 47,382 | 56,514 | 56,217 | 56,523 | 56,461 | 56,294 |
| Kentucky | 26,061 | 30,349 | 31,962 | 32,892 | 31,666 | 32,238 | 32,000 | 32,850 |
| Louisiana | 31,388 | 36,295 | 41,054 | 43,930 | 39,967 | 42,554 | 42,055 | 42,638 |
| Mississippi | 20,348 | 22,664 | 23,881 | 25,933 | 24,430 | 25,177 | 25,227 | 25,383 |
| North Carolina | 44,819 | 49,055 | 52,379 | 56,222 | 55,833 | 55,261 | 55,126 | 56,084 |
| South Carolina | 24,116 | 26,923 | 28,695 | 32,214 | 32,007 | 32,009 | 32,102 | 33,751 |
| Tennessee | 31,209 | 35,130 | 39,855 | 41,162 | 40,875 | 39,409 | 39,636 | 40,023 |
| Virginia | 39,464 | 47,267 | 58,330 | 57,027 | 55,471 | 56,428 | 56,775 | 56,863 |
| West Virginia | 16,265 | 16,504 | 19,590 | 21,747 | 21,948 | 22,159 | 22,503 | 22,732 |

**SOURCE:**

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66.
NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1971, 1976.
NCES, *Digest of Educational Statistics*, 1980, 1983-84.
NEA, *Estimates of School Statistics* [illegible]84, 1984-85.
SREB, SEIS Data Surveys, Southe[illegible] State Data, 1981-85.

**NOTE:**

1965 and 1970 data represent addition of full-time and part-time teachers. All other data in full-time equivalents.

**SOURCE:**

Computed from Tables 68 and 69.

# TABLE 70
## Classroom Teachers
## As a Percent of Total Instructional Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 90.8 | 89.8 | 88.7 | 85.5 | 85.6 | 88.0 | 88.1 | 88.1 |
| Southeast | 90.8 | 89.3 | 88.6 | 87.8 | 87.5 | 89.6 | 89.5 | 90.0 |
| North Atlantic | 90.0 | 89.5 | 88.4 | 84.3 | 84.5 | 86.2 | 87.1 | 87.1 |
| North Central | 90.6 | 89.8 | 87.3 | 86.7 | 86.3 | 89.0 | 88.3 | 88.3 |
| West | 92.1 | 90.3 | 92.0 | 85.6 | 85.9 | 87.9 | 88.4 | 88.4 |
| Alabama | 93.0 | 90.7 | 95.3 | 85.2 | 83.4 | 86.8 | 88.8 | 92.3 |
| Arkansas | 89.6 | 91.5 | 88.4 | 89.5 | 89.5 | 94.3 | 89.6 | 88.9 |
| Florida | 88.6 | 87.1 | 87.3 | 91.3 | 91.4 | 91.2 | 91.8 | 91.7 |
| Georgia | 88.1 | 89.0 | 81.8 | 89.7 | 89.4 | 95.7 | 95.7 | 95.6 |
| Kentucky | 94.1 | 89.3 | 89.8 | 88.4 | 87.1 | 88.7 | 87.5 | 90.0 |
| Louisiana | 91.6 | 89.9 | 90.8 | 89.8 | 82.4 | 89.9 | 89.4 | 91.0 |
| Mississippi | 92.6 | 89.8 | 87.9 | 88.5 | 87.2 | 90.0 | 90.2 | 91.5 |
| North Carolina | 92.2 | 90.0 | 84.2 | 84.4 | 86.1 | 87.6 | 87.4 | 87.4 |
| South Carolina | 95.0 | 88.3 | 87.1 | 86.8 | 86.5 | 87.0 | 87.2 | 87.6 |
| Tennessee | 92.0 | 92.6 | 90.8 | 85.5 | 85.6 | 86.7 | 86.7 | 85.8 |
| Virginia | 86.0 | 88.0 | 85.9 | 85.8 | 89.1 | 87.3 | 87.5 | 87.5 |
| West Virginia | 92.8 | 88.6 | 88.9 | 88.0 | 88.7 | 88.9 | 88.9 | 88.9 |

# TABLE 71
## Classroom Teachers
## As a Percent of Total Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 66.3 | 59.0 | 56.7 | 52.1 | | | | |
| Southeast | 59.1 | 56.2 | 55.4 | 52.2 | | 53.1 | 52.9 | 52.8 |
| North Atlantic | 65.8 | 59.9 | 57.6 | 53.5 | | | | |
| North Central | 69.1 | 60.4 | 56.2 | 53.5 | | | | |
| West | 71.8 | 59.2 | 57.1 | 50.0 | | | | |
| Alabama | 60.0 | 64.0 | 60.2 | 56.2 | NA | 61.5 | 62.3 | 59.8 |
| Arkansas | 57.2 | 60.5 | 55.2 | 53.6 | 53.4 | 57.2 | 53.5 | 53.5 |
| Florida | 56.3 | 54.8 | 51.5 | 51.2 | 52.5 | 51.1 | 51.4 | 52.0 |
| Georgia | 56.1 | 59.1 | 51.4 | 55.1 | 56.2 | 54.0 | 54.4 | 54.2 |
| Kentucky | 61.1 | 56.9 | 53.3 | 50.8 | 51.3 | 50.3 | 50.3 | 51.4 |
| Louisiana | 57.0 | 55.1 | 51.8 | 51.0 | 49.0 | 49.9 | 49.2 | 49.3 |
| Mississippi | 54.5 | 46.2 | 50.9 | 49.4 | 55.8 | 51.9 | 49.3 | 47.7 |
| North Carolina | 65.9 | 51.7 | 55.5 | 50.0 | 54.4 | 51.8 | 51.9 | 52.3 |
| South Carolina | 58.3 | 56.9 | 84.0 | 52.0 | 54.9 | 56.6 | 56.4 | 56.6 |
| Tennessee | 59.8 | 58.1 | 55.9 | 50.8 | 52.8 | 51.8 | 52.0 | 51.1 |
| Virginia | 70.2 | 59.6 | 58.2 | 54.1 | 54.0 | 54.2 | 53.4 | 53.6 |
| West Virginia | 47.5 | 54.8 | 53.5 | 53.0 | 54.7 | 54.9 | NA | 52 |

**SOURCE:**
Computed from Tables 63 and 69.

**SOURCE:**
Computed from Table 63 and the following sources: U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66, 1969-70 and 1971-72; NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975; NCES, *Statistics of Public Elementary and Secondary School Systems*, Fall 1980; SREB, SEIS Data Surveys, Southeastern States, 1981-1985.

**NOTE:**
- Official/Administrative Staff includes superintendents, assistant superintendents, principals and assistant principals. For 1980, regional data (other than Southeast data) include other administrative staff such as business managers.
- 1970 data compiled using 1970 actual data for principals and assistant principals and average of 1969-70 and 1971-72 data for superintendants and assistant superintendents.
- 1975 Nonprofessional staff were not available for Connecticut, Montana, and South Carolina, and are not included in totals.
- West Virginia changed its criteria for classification as administrative staff in 1984.

# TABLE 72
## Administrative Staff
## As a Percent of Total Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 3.9 | 3.7 | 4.4 | 3.9 | | | | |
| Southeast | 3.3 | 3.5 | 4.2 | 4.0 | 3.3 | 4.2 | 4.4 | 3.8 |
| North Atlantic | 3.5 | 3.7 | 4.5 | 3.9 | | | | |
| North Central | 4.2 | 4.0 | 4.4 | 3.9 | | | | |
| West | 4.7 | 3.8 | 4.4 | 4.0 | | | | |
| Alabama | 2.7 | 3.8 | 2.9 | 3.4 | NA | 3.8 | 3.9 | 3.7 |
| Arkansas | 3.4 | 4.5 | 4.6 | 4.8 | 3.9 | 1.4 | 3.9 | 3.9 |
| Florida | 2.7 | 2.9 | 3.8 | 4.4 | 3.1 | 3.8 | 3.9 | 4.0 |
| Georgia | 2.7 | 3.6 | 4.0 | 3.0 | 2.8 | NA | NA | NA |
| Kentucky | 3.6 | 3.2 | 4.4 | 4.5 | 2.9 | 8.2 | 8.3 | 4.1 |
| Louisiana | 3.3 | 4.0 | 3.2 | 5.6 | 2.7 | 4.7 | 4.8 | 4.7 |
| Mississippi | 3.3 | 3.2 | 4.3 | 3.5 | 3.2 | 3.7 | 4.0 | 3.8 |
| North Carolina | 3.3 | 2.8 | 4.0 | 3.6 | 3.4 | 8.8 | 8.9 | 9.0 |
| South Carolina | 2.7 | 4.0 | 6.4 | 7.1 | 3.5 | 3.5 | 3.6 | 3.5 |
| Tennessee | 3.0 | 3.1 | 4.2 | 3.3 | 4.1 | 0.7 | 0.7 | 0.7 |
| Virginia | 4.3 | 3.7 | 5.0 | 3.3 | 3.3 | 3.7 | 3.7 | 3.7 |
| West Virginia | 5.0 | 5.3 | 5.8 | 4.4 | 3.6 | 10.6 | NA | 4.3 |

## SOURCE:

Computed from Table 63 and the following sources: U.S.D.H.E.W., *Statistics of State School Systems*, Fall 1965 and Fall 1970; NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975; NCES, *Statistics of Public Elementary and Secondary School Systems*, Fall 1980; SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-1985.

## NOTE:

- Nonprofessional Staff includes recreation, food service, transportation, maintenance personnel, etc.
- 1965 data represent the addition of both full-time and part-time staff for both total staff and nonprofessional staff; data were not available for Michigan, North Dakota, and South Dakota, and are not included in the totals.
- 1970 data derived by averaging data for 1969-70 and 1971-72; data were not available for Connecticut and Montana, and are not included in the totals.
- 1975 Nonprofessional Staff were not available for Connecticut, Montana, and South Carolina, and are not included in the totals.
- West Virginia changed its criteria for classification as nonprofessional staff in 1984.

# TABLE 73
## Nonprofessional Staff
## As a Percent of Total Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 25.2 | 31.6 | 33.5 | 37.7 | | | | |
| **Southeast** | 34.1 | 38.2 | 35.8 | 38.7 | 39.0 | 28.5 | 29.0 | 29.6 |
| **North Atlantic** | 24.2 | 28.2 | 30.8 | 35.0 | | | | |
| **North Central** | 21.9 | 31.1 | 34.2 | 37.0 | | | | |
| **West** | 20.3 | 30.4 | 34.0 | 40.2 | | | | |
| **Alabama** | 35.1 | 45.0 | 35.8 | 33.1 | NA | 28.6 | 30.4 | 28.4 |
| **Arkansas** | 34.7 | 37.7 | 36.7 | 37.7 | 39.5 | 36.5 | 38.9 | 38.9 |
| **Florida** | 36.0 | 47.9 | 37.2 | 38.7 | 39.6 | 39.6 | 39.6 | 38.8 |
| **Georgia** | 35.9 | 47.0 | 40.5 | 38.0 | 40.5 | NA | NA | NA |
| **Kentucky** | 38.2 | 40.8 | 24.6 | 40.4 | 40.4 | 38.0 | 34.9 | 40.2 |
| **Louisiana** | 35.9 | 42.8 | 28.9 | 40.3 | 42.3 | 41.2 | 41.7 | 41.0 |
| **Mississippi** | 40.3 | 39.1 | 40.4 | 43.2 | 35.0 | 41.5 | 43.3 | 46.2 |
| **North Carolina** | 28.1 | 31.6 | 34.1 | 40.0 | 40.3 | 18.6 | 18.3 | 18.1 |
| **South Carolina** | 38.0 | 31.7 | NA | 38.9 | 36.7 | 0.3 | 0.3 | 0.3 |
| **Tennessee** | 34.2 | 46.9 | 36.1 | 39.9 | 40.1 | 38.8 | 38.5 | 38.5 |
| **Virginia** | 17.6 | 35.5 | 35.2 | 36.6 | 36.0 | 36.1 | 36.9 | 36.8 |
| **West Virginia** | 48.0 | 42.9 | 36.8 | 36.4 | 37.3 | 27.4 | NA | 36.3 |

## SOURCE:

Computed from: Table 69 and the following sources: U.S.D.H.E.W., Fall 1965 *Statistics of Public Schools*; NCES, *Statistics of Public Schools*, Fall 1970, Fall 1975; NCES, *DIGEST OF Educational Statistics, 1980, 1982*; *NEA Estimates of School Statistics, 1981-82, 1982-83, 1983-84, 1984-85*; *SRCEI SEIS Data Surveys, Southeastern State Data, 1981-85*.

# TABLE 75
## Secondary Teachers
## As a Percent of Total Classroom Teachers
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 43.8 | 46.0 | 45.6 | 45.7 | 45.6 | 44.8 | 45.1 | 44.8 |
| **Southeast** | 41.4 | 44.7 | 43.2 | 42.3 | 42.8 | 41.5 | 41.5 | 41.3 |
| **North Atlantic** | 46.6 | 47.4 | 49.7 | 48.6 | 50.1 | 50.2 | 51.1 | 50.5 |
| **North Central** | 43.4 | 47.1 | 45.9 | 47.9 | 46.1 | 45.3 | 45 | 44.9 |
| **West** | 42.7 | 44.4 | 42.3 | 43.6 | 42.7 | 41.6 | 43 | 41.8 |
| **Alabama** | 47.3 | 54.3 | 51.4 | 44.5 | 53.9 | 49.2 | 48.4 | 48.4 |
| **Arkansas** | 49.3 | 61.8 | 51.7 | 51.1 | 50.9 | 52.4 | 52.0 | 52.1 |
| **Florida** | 47.0 | 49.7 | 50.3 | 46.1 | 47.0 | 38.0 | 38.2 | 39.8 |
| **Georgia** | 37.3 | 38.4 | 41.3 | 38.9 | 39.8 | 40.0 | 38.9 | 38.9 |
| **Kentucky** | 37.5 | 39.9 | 37.6 | 35.9 | 36.0 | 35.1 | 35.1 | 35.3 |
| **Louisiana** | 41.9 | 45.4 | 43.8 | 45.3 | 47.3 | 37.5 | 35.7 | 35.7 |
| **Mississippi** | 44.7 | 45.3 | 44.6 | 44.7 | 46.6 | 45.1 | 45.3 | 45.5 |
| **North Carolina** | 30.9 | 33.1 | 33.9 | 41.3 | 37.0 | 34.4 | 35.1 | 34.8 |
| **South Carolina** | 44.2 | 46.3 | 40.0 | 38.2 | 37.3 | 36.3 | 36.6 | 36.4 |
| **Tennessee** | 37.5 | 40.6 | 38.1 | 38.6 | 36.4 | 37.3 | 37.2 | 37.0 |
| **Virginia** | 42.6 | 46.6 | 42.8 | 43.7 | 42.1 | 41.0 | 42.0 | 42.0 |
| **West Virginia** | 46.1 | 49.9 | 43.3 | 38.3 | 43.7 | 44.6 | 37.8 | 37.5 |

# TABLE 74
## Professional/Educational Staff
## As a Percent of Total Staff
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 69.9 | 61.8 | 60.7 | 55.3 | | | | |
| **Southeast** | 62.4 | 58.8 | 59.3 | 56.0 | 57.7 | 53.0 | 52.8 | 52.7 |
| **North Atlantic** | 70.1 | 63.8 | 62.9 | 57.4 | | | | |
| **North Central** | 73.2 | 63.5 | 60.0 | 57.1 | | | | |
| **West** | 74.2 | 61.6 | 60.3 | 52.9 | | | | |
| **Alabama** | 62.2 | 66.7 | 60.2 | 62.2 | NA | 67.3 | 65.4 | |
| **Arkansas** | 61.8 | 62.9 | 58.1 | 57.2 | 56.6 | 60.7 | 56.9 | |
| **Florida** | 60.6 | 56.4 | 58.3 | 55.0 | 58.3 | 55.4 | 55.5 | 54 |
| **Georgia** | 61.4 | 62.7 | 55.2 | 58.5 | 56.7 | NA | NA | NA |
| **Kentucky** | 62.1 | 60.3 | 57.3 | 54.9 | 56.7 | 56.7 | 56.8 | 54 |
| **Louisiana** | 59.6 | 57.8 | 55.0 | 54.0 | 55.0 | 52.3 | 51.6 | 51.1 |
| **Mississippi** | 56.3 | 48.5 | 54.4 | 52.8 | 61.9 | 54.7 | 52.6 | 49.8 |
| **North Carolina** | 68.6 | 54.4 | 59.7 | 54.1 | 56.2 | 71.4 | 71.5 | 71.6 |
| **South Carolina** | 59.2 | 60.5 | 91.5 | 55.9 | 59.8 | 59.1 | 60.7 | 61.2 |
| **Tennessee** | 62.7 | 59.6 | 59.4 | 54.1 | 55.8 | 60.3 | 60.6 | 58.8 |
| **Virginia** | 77.6 | 63.0 | 58.2 | 58.8 | 60.7 | 59.1 | 58.2 | 58.2 |
| **West Virginia** | 46.6 | 56.7 | 56.4 | 55.6 | 59.2 | 57.7 | NA | 58.6 |

### SOURCE:

Computed from Table 63 and the following sources: U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66; U.S.D.H.E.W., *Statistics of Local Public School Systems*, Fall 1970 (Staff); NCES, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975; NCES, *Statistics of Public Elementary and Secondary School Systems*, Fall 1980; SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-1985.

### NOTE:

- Professional/Educational Staff includes classroom teachers, curriculum and library/media specialists, guidance and counseling personnel.
- 1975 Nonprofessional staff data were unavailable for Connecticut, Montana, and South Carolina, and are not included in the totals.
- 1965 data represent the addition of both full-time and part-time staff both total staff and professional/educational staff.
- 1981-1985 data include psychological staff in Professional/Educational Staff and exclude health personnel from total staff.

### SOURCE:

Computed as 100 percent minus Table 75.

# TABLE 76
## Elementary Teachers
## As a Percent of Total Classroom Teachers
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 56.2 | 54.0 | 54.4 | 53.3 | 54.4 | 55.2 | 54.9 | 55.2 |
| **Southeast** | 58.6 | 55.3 | 56.8 | 57.3 | 57.2 | 58.5 | 58.5 | 58.7 |
| **North Atlantic** | 53.4 | 52.6 | 50.3 | 51.4 | 49.9 | 49.8 | 48.9 | 49.5 |
| **North Central** | 56.6 | 52.9 | 54.1 | 52.1 | 53.9 | 54.7 | 55.0 | 55.1 |
| **West** | 57.3 | 55.6 | 57.7 | 56.4 | 57.3 | 58.4 | 58.2 | 58.2 |
| **Alabama** | 52.7 | 45.7 | 48.6 | 55.5 | 46.1 | 50.8 | 51.6 | 51.6 |
| **Arkansas** | 50.7 | 38.2 | 48.3 | 48.9 | 49.1 | 47.6 | 48.0 | 47.9 |
| **Florida** | 53.0 | 50.3 | 49.7 | 53.9 | 53.0 | 62.0 | 61.8 | 60.2 |
| **Georgia** | 62.7 | 61.6 | 58.7 | 61.1 | 60.2 | 60.0 | 61.1 | 61.1 |
| **Kentucky** | 62.5 | 60.1 | 62.4 | 64.1 | 64.0 | 64.9 | 64.9 | 64.7 |
| **Louisiana** | 58.1 | 54.6 | 56.2 | 54.7 | 52.7 | 62.5 | 64.3 | 64.3 |
| **Mississippi** | 55.3 | 54.7 | 55.4 | 55.3 | 53.4 | 54.9 | 54.7 | 54.5 |
| **North Carolina** | 69.1 | 66.9 | 66.1 | 58.7 | 63.0 | 65.6 | 64.9 | 65.2 |
| **South Carolina** | 55.8 | 53.7 | 60.0 | 61.8 | 62.7 | 63.7 | 63.4 | 63.6 |
| **Tennessee** | 62.5 | 59.4 | 61.9 | 61.4 | 63.6 | 62.7 | 62.8 | 63.0 |
| **Virginia** | 57.4 | 53.4 | 57.2 | 56.3 | 57.9 | 59.0 | 58.0 | 58.0 |
| **West Virginia** | 53.9 | 50.1 | 56.7 | 61.7 | 56.3 | 55.4 | 62.2 | 62.5 |

# TABLE 77
## Special Education Teachers
## 1976-77 - 1984-85

| Region | 1976-77 | 1978-79 | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 178,768 | 202,092 | 219,837 | | | | | |
| Southeast | 42,435 | 46,294 | 52,012 | 52,540 | 49,718 | 60,020 | 61,481 | 58,119 |
| North Atlantic | 53,655 | 60,129 | 66,756 | | | | | |
| North Central | 45,456 | 52,188 | 51,406 | | | | | |
| West | 37,222 | 43,391 | 49,163 | | | | | |
| Alabama | 3,259 | 3,949 | 3,964 | 4,638 | NA | 3,886 | 3,900 | 3,900 |
| Arkansas | 1,456 | 1,626 | 2,171 | 2,069 | 2,280 | 2,327 | 2,321 | 2,423 |
| Florida | 6,602 | 7,294 | 7,709 | 8,840 | 9,114 | 9,426 | 9,488 | 9,978 |
| Georgia | 4,775 | 5,023 | 5,736 | 6,901 | 7,128 | 7,486 | 7,389 | 7,299 |
| Kentucky | 3,402 | 3,275 | 3,105 | 4,074 | 4,108 | 4,143 | 4,194 | 4,147 |
| Louisiana | 3,240 | 4,062 | 6,269 | 4,726 | 5,227 | 6,630 | 6,837 | 6,915 |
| Mississippi | 1,971 | 2,298 | 2,666 | 3,284 | 3,520 | 3,440 | 3,469 | 3,524 |
| North Carolina | 4,058 | 5,168 | 5,764 | 6,535 | 6,346 | 6,592 | 6,987 | 6,931 |
| South Carolina | 3,559 | 3,413 | 3,367 | 3,284 | 3,304 | 3,292 | 3,351 | 3,527 |
| Tennessee | 4,700 | 3,744 | 3,538 | NA | NA | 4,118 | 4,132 | NA |
| Virginia | 3,763 | 4,738 | 5,297 | 5,786 | 6,100 | 5,896 | 6,396 | 6,27 |
| West Virginia | 1,650 | 1,704 | 2,406 | 2,403 | 2,593 | 2,790 | 3,017 | 3,239 |

### SOURCE:

U.S. Department of Education, Office of Special Education and Rehabilitation Services. *To Assure The Free Appropriate Public Education of All Handicapped Children*, 1982.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.

### NOTE:

- 1976-79 data include teachers of special education for children aged 0-2; data do not include New Mexico.
- 1980-84 data for South Carolina include special education teacher counts only.

# TABLE 78
## Female Teachers
## As a Percent of Classroom Teachers
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 68.2 | 66.9 | 66.3 | 67.5 | 67.9 | 68.2 | 68.3 | 68.5 |
| Southeast | 76.2 | 75.5 | 77.4 | 77.2 | 76.7 | 77.0 | 77.5 | 77.6 |
| North Atlantic | 66.8 | 64.9 | 62.6 | 62.2 | 62.6 | 62.6 | 62.6 | 62.9 |
| North Central | 66.4 | 65.5 | 64.4 | 65.9 | 65.9 | 66.3 | 66.2 | 66.3 |
| West | 64.7 | 63.4 | 62.8 | 66.1 | 66.6 | 67.7 | 67.8 | 68.0 |
| Alabama | 78.7 | 77.1 | 76.5 | 80.7 | 78.3 | 78.3 | 78.4 | 78.4 |
| Arkansas | 74.6 | 73.4 | 75.0 | 77.2 | 77.3 | 76.8 | 77.7 | 78.2 |
| Florida | 71.0 | 70.1 | 70.9 | 73.9 | 73.1 | 60.2 | 60.4 | 61.5 |
| Georgia | 79.2 | 78.7 | 70.9 | 80.0 | 78.6 | 80.4 | 80.5 | 80.5 |
| Kentucky | 73.7 | 72.9 | 73.1 | 73.6 | 72.8 | 72.6 | 72.6 | 73.1 |
| Louisiana | 74.7 | 74.6 | 75.6 | 78.1 | 76.3 | 80.0 | 80.2 | 80.8 |
| Mississippi | 76.0 | 75.1 | 75.9 | 78.0 | 78.4 | 78.5 | 78.8 | 79.3 |
| North Carolina | 73.9 | 77.1 | 80.1 | 78.6 | 78.6 | 68.3 | 67.8 | 68.4 |
| South Carolina | 82.2 | 80.3 | 79.3 | 80.7 | 81.1 | 81.3 | 81.5 | 81.8 |
| Tennessee | 77.2 | 75.9 | 74.6 | 75.5 | 75.9 | 75.5 | 75.8 | 75.9 |
| Virginia | 79.6 | 77.6 | 77.1 | 77.4 | 78.5 | 78.6 | 78.6 | 78.6 |
| West Virginia | 76.0 | 73.0 | 72.0 | 71.9 | 71.9 | 59.5 | 60.5 | 60.3 |

### SOURCE:

U.S.D.H.E.W., *Statistics of State School Systems*, 1965-66, 1969-70, 1971-7

NCES, *Digest of Educational Statistics*, 1980, 1982

NEA, *Estimates of School Statistics*, 1982-83, 1983-84, 1984-85.

SRCEI, SEIS Data Surveys, Southeastern State Data, 1981-85.

### NOTE:

1970 data obtained by averaging data for 1969-70 and 1971-72.

## TABLE 79
## Students Per Teacher:
## Elementary and Secondary Schools
## 1965-66 - 1984-85

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 24.6 | 22.7 | 20.4 | 18.8 | 18.9 | 18.6 | 18.4 | 8.4 |
| Southeast | 26.4 | 24.1 | 21.2 | 19.1 | 19.2 | 18.9 | 18.8 | 18.5 |
| North Atlantic | 23.6 | 21.2 | 19.4 | 17.7 | 17.4 | 17.2 | 16.6 | 16.5 |
| North Central | 23.8 | 22.4 | 20.2 | 18.4 | 18.6 | 18.4 | 18.1 | 18.2 |
| West | 25.1 | 23.2 | 21.0 | 19.6 | 20.4 | 20.1 | 20.1 | 20.2 |
| Alabama | 28.1 | 25.9 | 20.7 | 21.0 | 21.0 | 20.4 | 20.1 | 19.4 |
| Arkansas | 26.2 | 26.6 | 21.5 | 18.6 | 18.9 | 17.3 | 18.2 | 18.1 |
| Florida | 24.9 | 22.8 | 21.6 | 18.8 | 18.5 | 18.1 | 18.0 | 17.7 |
| Georgia | 27.8 | 24.5 | 23.0 | 18.9 | 18.8 | 19.3 | 18.6 | 18.9 |
| Kentucky | 25.5 | 23.6 | 21.7 | 20.4 | 20.9 | 20.2 | 20.2 | 19.6 |
| Louisiana | 25.6 | 23.2 | 20.6 | 17.7 | 19.0 | 18.7 | 19.0 | 18.8 |
| Mississippi | 28.7 | 23.6 | 21.4 | 18.4 | 19.2 | 18.6 | 18.6 | 18.4 |
| North Carolina | 26.4 | 24.3 | 22.6 | 20.1 | 19.9 | 19.9 | 19.8 | 19.3 |
| South Carolina | 26.5 | 23.7 | 22.0 | 19.2 | 19.3 | 19.0 | 18.8 | 17.8 |
| Tennessee | 27.9 | 25.6 | 22.0 | 20.7 | 20.7 | 21.1 | 20.8 | 20.5 |
| Virginia | 25.0 | 22.8 | 18.9 | 17.7 | 17.8 | 17.3 | 17.0 | 17.0 |
| West Virginia | 26.4 | 24.2 | 20.6 | 17.7 | 17.2 | 16.9 | 16.5 | 16.0 |

**SOURCE:**
Computed from Tables 12 and 69.

**SOURCE:**
Computed from Tables 27 and 77.

**NOTE:**
The exceptional drop in the number of students per teacher in Louisiana, beginning in 1982-83, may result from a definition change [illegible] education staff and/or [illegible] enrollment [illegible].

## TABLE 80
## Students Per Teacher
## In Special Education Programs
## 1976-77 - 1984-85

| Region | 1976-77 | 1978-79 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|
| U.S., Total | 20.7 | 19.3 | | | | | |
| Southeast | 19.7 | 20.0 | 19.0 | 17.3 | 17.9 | 17.6 | 18.5 |
| North Atlantic | 20.8 | 18.5 | | | | | |
| North Central | 18.2 | 16.8 | | | | | |
| West | 24.4 | 22.5 | | | | | |
| Alabama | 16.6 | 17.7 | 16.5 | NA | 20.7 | 21.4 | 22.6 |
| Arkansas | 19.6 | 24.8 | 23.7 | 20.7 | 19.8 | 20.3 | 19.8 |
| Florida | 17.8 | 17.6 | 16.3 | 14.2 | 14.9 | 15.3 | 14.9 |
| Georgia | 17.8 | 19.5 | 16.2 | 19.2 | 20.7 | 19.4 | 18.9 |
| Kentucky | 16.8 | 19.2 | 17.3 | 17.5 | 17.7 | 17.3 | 17.6 |
| Louisiana | 26.8 | 23.6 | 17.5 | 15.4 | 5.0 | 5.0 | 4.8 |
| Mississippi | 14.8 | 17.1 | 14.2 | 13.6 | 14.3 | 14.5 | 14.4 |
| North Carolina | 24.2 | 20.9 | 18.2 | 18.2 | 26.4 | 25.5 | 26.1 |
| South Carolina | 20.3 | 20.6 | 21.3 | 17.7 | 21.4 | 21.2 | 20.5 |
| Tennessee | 21.1 | 24.9 | NA | NA | 28.6 | 28.4 | NA |
| Virginia | 20.6 | 18.4 | 16.9 | 15.7 | 16.5 | 15.5 | 16.1 |
| West Virginia | 23.7 | 18.4 | 15.2 | 0.0 | 14.0 | 13.4 | 12.9 |

# TABLE 81

## Average Annual Salaries for Classroom Teachers

## 1965-66 - 1984-85 (In Actual Dollars)

| Region | 1965-66 | 1970-71 | 1975-76 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| **U.S., Total** | 6,500 | 9,213 | 12,400 | 17,405 | 19,157 | 20,719 | 21,947 | 23,538 |
| **Southeast** | 5,361 | 7,820 | 10,455 | 15,123 | 16,533 | 17,560 | 18,482 | 20,200 |
| **North Atlantic** | 6,941 | 9,812 | 13,272 | 18,249 | 20,258 | 22,012 | 23,227 | 25,344 |
| **North Central** | 6,520 | 9,546 | 12,349 | 18,112 | 19,454 | 21,406 | 22,796 | 24,259 |
| **West** | 6,965 | 9,310 | 13,039 | 17,887 | 20,017 | 21,598 | 22,420 | 24,053 |
| **Alabama** | 5,150 | 7,376 | 10,597 | 15,486 | 15,600 | 17,408 | 17,682 | 20,200 |
| **Alaska** | 8,240 | 13,570 | 19,312 | 29,000 | 31,934 | 33,987 | 37,807 | 39,751 |
| **Arizona** | 7,025 | 9,285 | 12,393 | 17,359 | 18,014 | 19,962 | 21,642 | 23,367 |
| **Arkansas** | 4,740 | 6,634 | 9,648 | 13,273 | 14,506 | 15,310 | 17,330 | 18,987 |
| **California** | 8,150 | 10,500 | 15,200 | 19,648 | 22,755 | 24,035 | 24,843 | 26,300 |
| **Colorado** | 6,391 | 8,260 | 12,000 | 17,734 | 19,577 | 21,470 | 23,276 | 24,456 |
| **Connecticut** | 7,200 | 9,600 | 11,874 | 17,440 | 18,880 | 20,771 | 22,627 | 24,520 |
| **Delaware** | 7,150 | 9,780 | 12,545 | 17,025 | 19,290 | 20,625 | 20,934 | 23,940 |
| **Dist. of Columbia** | 7,500 | 10,558 | 15,297 | 22,883 | 24,265 | 25,610 | 27,659 | 28,621 |
| **Florida** | 6,435 | 8,305 | 10,498 | 15,405 | 16,780 | 18,275 | 19,497 | 20,836 |
| **Georgia** | 5,350 | 7,778 | 10,622 | 15,445 | 16,363 | 17,412 | 18,631 | 20,607 |
| **Hawaii** | 6,929 | 10,354 | 15,209 | 20,993 | 22,542 | 24,796 | 24,353 | 24,628 |
| **Idaho** | 5,685 | 7,059 | 10,212 | 15,146 | 16,401 | 17,585 | 17,985 | 19,700 |
| **Illinois** | 7,123 | 10,233 | NA | 19,518 | 21,020 | 22,315 | 24,191 | 25,829 |
| **Indiana** | 7,0[illegible] | 9,350 | 11,165 | 16,876 | 18,622 | 20,123 | 21,538 | 23,089 |
| **Iowa** | 6,050 | 8,398 | 11,570 | 16,150 | 17,989 | 19,257 | 20,149 | 20,931 |
| **Kansas** | 5,785 | 8,034 | 10,710 | 15,250 | 16,712 | 18,231 | 19,368 | 21,208 |
| **Kentucky** | 4,930 | 7,190 | 9,770 | 15,750 | 17,290 | 18,384 | 19,653 | 20,225 |
| **Louisiana** | 6,039 | 8,340 | 10,092 | 16,557 | 19,265 | 18,416 | 18,400 | 19,930 |
| **Maine** | 5,550 | 8,127 | 10,620 | 13,994 | 15,105 | 16,246 | 17,328 | 18,329 |
| **Maryland** | 6,878 | 10,091 | 13,709 | 19,286 | 21,120 | 22,736 | 24,095 | 25,861 |
| **Massachussetts** | 7,100 | 9,000 | 11,900 | 18,288 | 18,787 | 21,440 | 22,964 | 24,110 |
| **Michigan** | 6,850 | 10,600 | 15,540 | 21,057 | 22,351 | 26,556 | 27,039 | 28,401 |
| **Minnesota** | 6,641 | 10,268 | 12,261 | 17,182 | 19,907 | 22,296 | 24,350 | 25,920 |
| **Mississippi** | 4,190 | 6,008 | 9,314 | 13,000 | 14,135 | 14,320 | 15,812 | 15,924 |
| **Missouri** | 5,857 | 8,373 | 10,490 | 15,[illegible] | | 17,921 | 19,310 | 20,452 |
| **Montana** | 5,800 | 8,173 | 11,000 | 15,[illegible] | | 19,488 | 20,660 | 21,705 |
| **Nebraska** | 5,225 | 8,120 | 10,017 | 14 | | 17,412 | 18,785 | 20,153 |
| **Nevada** | 7,025 | 9,551 | 12,716 | 17[illegible] | [illegible],105 | 22,070 | 22,361 | 22,521 |
| **New Hampshire** | 5,650 | 8,297 | 10,500 | 1[illegible] | 14,731 | 16,548 | 17,376 | 18,577 |
| **New Jersey** | 6,5[illegible] | 9,979 | 13,375 | 18,300 | 19,910 | 21,536 | 23,264 | 25,125 |
| **New Mexico** | 6,356 | 8,214 | 11,005 | 16,948 | 18,690 | 20,470 | 20,571 | 22,064 |
| **New York** | 7,700 | 11,100 | 15,950 | 20,400 | 23,437 | 25,000 | 27,319 | 29,000 |
| **North Carolina** | 5,337 | 8,168 | 11,165 | 15,355 | 16,497 | 17,585 | [illegible],311 | 20,700 |
| **North Dakota** | 5,120 | 7,060 | 9,888 | 14,881 | 17,686 | 18,390 | 19,260 | 19,900 |
| **Ohio** | 6,350 | 8,798 | 11,400 | 16,200 | 18,550 | 20,000 | 21,290 | 22,737 |
| **Oklahoma** | 5,650 | 7,360 | 9,600 | 14,640 | 16,[illegible]0 | 18,270 | 18,580 | 18,930 |
| **Oregon** | 6,650 | 9,298 | 12,400 | 19,500 | 20,305 | 21,746 | 23,155 | 24,889 |
| **Pennsylvania** | 6,410 | 9,300 | 12,350 | 17,690 | 19,482 | 21,[illegible]78 | 22,703 | 24,435 |
| **Rhode Island** | 6,325 | 9,438 | 13,391 | 19,803 | 21,659 | 23,175 | 25,337 | 27,384 |
| **South Carolina** | 4,675 | 7,000 | 9,904 | 14,318 | 15,615 | 16,523 | 17,384 | 19,971 |
| **South Dakota** | 4,650 | 6,793 | 9,314 | 13,636 | 14,717 | 15,595 | 16,480 | 17,356 |
| **Tennessee** | 5,100 | 7,400 | 10,299 | 14,973 | 16,285 | 17,698 | 18,244 | 20,520 |
| **Texas** | 5,950 | 8,325 | 11,373 | 15,7[illegible] | 17,582 | 19,550 | 20,170 | 22,600 |
| **Utah** | 6,260 | 8,076 | 11,360 | 16,612 | 18,152 | 19,859 | 20,007 | 21,307 |
| **Vermont** | 5,640 | 8,264 | 9,975 | 13,235 | 14,715 | 16,271 | 17,606 | 9,014 |
| **Virginia** | 5,650 | 8,700 | 11,300 | 15,53[illegible] | 17,008 | 18,535 | 19,676 | 21,447 |
| **Washington** | 6,825 | 9,520 | 13,615 | 20,702 | 22,954 | 23,488 | 24,365 | 25,610 |
| **West Virginia** | 4,990 | 7,570 | 10,480 | 14,948 | 17,129 | 17,322 | 17,489 | 19,563 |
| **Wisconsin** | 6,425 | 9,729 | 12,816 | 20,062 | 19,387 | 21,496 | 22,811 | 24,780 |
| **Wyoming** | 6,119 | 8,687 | 11,100 | 20,438 | 21,249 | 23,488 | 25,197 | 26,709 |

**SOURCE:** *U.S.D.H.E.W., Fall 1965 Statistics of Public Elementary and Secondary Day Schools.*
*NCES, Statistics of Public Elementary and Secondary Day Schools, Fall 1970 and Fall 1975.*
*NCES, Estimates of Local Public School System Finances, Regional Data 1980-81.*
*NEA, Estimates of School Statistics, Regional Data 1980-81 through 1984-85.*
*SRCEI, SEIS Data Surveys, Southeastern State Data, 1980-85.*

**NOTE:** *U.S. Average salaries listed in sources differ slightly from average presented here: 1965 average = $6,500; 1970 average = $9,210; 1975 average = $12,448. National and regional averages were computed by weighting.*

# TABLE 82
## Average Annual Salaries for Classroom Teachers
## 1965-66 - 1984-85
## (In Real 1972 Dollars)

| Region | 1965-66 | 1978- | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 |
|---|---|---|---|---|---|---|---|---|
| U.S., Total | 8,723 | [illegible]642 | 9,796 | 9,747 | 9,770 | 9,962 | 10,151 | 10,484 |
| Southeast | 7,183 | [illegible]573 | 8,259 | 8,469 | 8,432 | 8,443 | 8,548 | 8,997 |
| North Atlantic | 9,301 | 10,69[illegible] | 10,485 | 10,220 | 10,332 | 10,583 | 10,974 | 11,288 |
| North Central | 8,736 | 10,495 | 9,756 | 10,143 | 9,922 | 10,292 | 10,[illegible]43 | 10,805 |
| West | 9,334 | 10,[illegible]45 | 10,309 | 10,017 | 10,209 | 10,384 | 10,469 | 10,713 |
| Alabama | 6,901 | 8,04[illegible] | 8,372 | 8,672 | 7,956 | 8,466 | 8,178 | 9,001 |
| Alaska | 11,042 | 14,791 | 15,256 | 16,240 | 16,285 | 16,339 | 17,486 | 17,705 |
| Arizona | 9,414 | 10,[illegible]23 | 9,791 | 9,721 | 9,187 | 9,598 | 10,009 | 10,413 |
| Arkansas | 6,352 | 7,231 | 7,622 | 7,433 | 7,398 | 7,361 | 8,015 | 8,457 |
| California | 10,921 | 11,445 | 12,008 | 11,003 | 11,605 | 11,556 | 11,490 | 11,714 |
| Colorado | 8,564 | 9,003 | 9,480 | 9,931 | 9,984 | 10,323 | 10,765 | 10,893 |
| Connecticut | 9,648 | 10,464 | 9,380 | 9,766 | 9,629 | 9,967 | 10,465 | 10,921 |
| Delaware | 9,581 | 10,660 | 9,911 | 10,094 | 9,838 | 9,917 | 9,682 | 10,378 |
| Dist. of Columbia | 10,050 | 11,508 | 12,085 | 12,814 | 12,375 | 12,313 | 12,792 | 12,748 |
| Florida | 8,623 | 9,597 | 8,292 | 8,627 | 8,558 | 8,787 | 9,017 | 9,280 |
| Georgia | 7,169 | 8,478 | 8,391 | 8,649 | 8,345 | 8,372 | 8,617 | 9,178 |
| Hawaii | 9,285 | 11,286 | 12,015 | 11,756 | 11,496 | 11,922 | 11,265 | 10,969 |
| Idaho | 7,618 | 7,694 | 8,067 | 8,482 | 8,365 | 8,455 | 8,318 | 8,774 |
| Illinois | 9,545 | 11,154 | NA | 10,930 | 10,720 | 10,729 | 11,188 | 11,504 |
| Indiana | 9,447 | 10,192 | 8,820 | 9,451 | 9,497 | 9,675 | 9,961 | [illegible],284 |
| Iowa | 8,107 | 9,154 | 9,140 | 9,644 | 9,174 | 9,259 | 9,319 | 9,324 |
| Kansas | 7,752 | 8,757 | 8,461 | [illegible]40 | 8,523 | 8,765 | 8,958 | 9,446 |
| Kentucky | 6,606 | 7,837 | 7,718 | 8,820 | 8,818 | 8,839 | 9,090 | 9,008 |
| Louisiana | 8,092 | 9,091 | 7,973 | 9,272 | 9,825 | 8,854 | 8,510 | 8,681 |
| Maine | 7,437 | 8,858 | 8,390 | 7,837 | 7,704 | 7,812 | 8,014 | 8,164 |
| Maryland | 9,217 | 10,999 | 10,830 | 10,800 | 10,771 | 10,956 | 11,144 | 11,518 |
| Massachussetts | 9,514 | 9,810 | 9,401 | 10,241 | 9,581 | 10,308 | 10,621 | 10,739 |
| Michigan | 9,179 | [illegible]1,564 | 12,277 | 11,792 | 11,398 | 12,768 | 12,510 | 12,650 |
| Minnesota | 8,899 | 11,192 | 9,686 | 9,622 | 10,153 | 10,720 | 11,262 | 11,545 |
| Mississippi | 5,615 | 6,549 | 7,358 | 7,280 | 7,209 | 6,885 | 7,313 | 7,093 |
| Missouri | 7,848 | 9,127 | 8,287 | 8,636 | 8,371 | 8,424 | 8,931 | 9,109 |
| Montana | 7,772 | 8,909 | 8,690 | 8,942 | 9,063 | 9,370 | 9,539 | [illegible],667 |
| Nebraska | 7,602 | 8,851 | 7,913 | 8,218 | 8,451 | 8,372 | 8,688 | [illegible],976 |
| Nevada | 9,414 | 10,411 | 10,046 | 9,912 | 10,254 | 10,611 | 10,342 | 10,030 |
| New Hampshire | 7,571 | 9,044 | 8,295 | 7,433 | 7,498 | 7,957 | 8,036 | [illegible],274 |
| New Jersey | 9,337 | 10,877 | 10,566 | 10,248 | 10,154 | 10,355 | 10,760 | 11,391 |
| New Mexico | 8,517 | 8,92[illegible] | 8,694 | 9,491 | 9,532 | 9,842 | 9,514 | 9,822 |
| New York | 10,318 | 12,099 | 12,601 | 11,424 | 11,953 | 12,020 | 12,635 | 12,987 |
| North Carolina | 7,152 | 8,903 | 8,820 | 8,599 | 8,413 | 8,455 | 8,515 | 9,220 |
| North Dakota | 6,861 | 7,695 | 7,812 | 8,333 | 9,020 | 8,842 | 8,908 | 8,863 |
| Ohio | 8,509 | 9,590 | 9,006 | 9,072 | 9,461 | 9,618 | 9,847 | 10,127 |
| Oklahoma | 7,571 | 8,022 | 7,584 | 8,198 | 8,267 | 8,784 | 8,593 | 8,431 |
| Oregon | 8,911 | 10,135 | 9,796 | 10,360 | 10,356 | 10,455 | 10,709 | 11,086 |
| Pennsylvania | 8,589 | 10,137 | 9,757 | 9,906 | 9,936 | 10,182 | 10,500 | 10,883 |
| Rhode Island | 8,476 | 10,287 | 10,571 | 11,090 | 11,046 | 11,143 | 11,748 | 12,197 |
| South Carolina | 6,265 | 7,630 | 7,824 | 8,018 | 7,964 | 7,944 | 8,040 | 8,895 |
| South Dakota | 6,231 | 7,404 | 7,358 | 7,636 | 7,506 | 7,498 | 7,622 | 7,730 |
| Tennessee | 6,834 | 8,066 | 8,136 | 7,881 | 8,305 | 8,509 | 8,438 | 9,140 |
| Texas | 7,973 | 9,074 | 8,985 | 8,800 | 8,967 | 9,400 | 9,[illegible]29 | [illegible],066 |
| Utah | 8,388 | 8,803 | 8,974 | 9,303 | 9,258 | 9,548 | 9,253 | [illegible],490 |
| Vermont | 7,558 | 9,008 | 7,880 | 7,412 | 7,505 | 7,823 | 8,14 | 8,469 |
| Virginia | 7,571 | 9,483 | 8,927 | 8,700 | 8,674 | 8,912 | 9,100 | 9,552 |
| Washington | 9,146 | 10,377 | 10,756 | 11,593 | 11,707 | 11,293 | 11,269 | 11,407 |
| West Virginia | 6,687 | 8,[illegible]1 | 8,279 | 8,371 | 8,736 | 8,328 | 8,089 | 8,713 |
| Wisconsin | 8,610 | 10,[illegible]6 | 10,125 | 11,235 | 9,887 | 10,335 | 10,550 | 11,037 |
| Wyoming | 8,199 | 9,469 | 8,769 | 11,445 | 10,837 | 11,293 | 11,654 | 11,896 |

**SOURCE:**

Computed from Table 81 and the Implicit GNP Price Deflator.

# Reform Initiatives in the Southeastern States

*The issue of education reform remains a major force in the Southeast as it is in the nation. One 1985 study reported that at least 41 states have increased high school graduation requirements, 35 states have raised teacher training or certification standards, and at least 34 states have initiated academic enrichment programs. What is being accomplished in the Southeast, and how are students benefiting? The following summarizes the scope and progress of school improvement initiatives within states of the region. Information has been gathered from the individual states and from the* The Nation Responds: Recent Efforts to Improve Education, *published by the U.S. Department of Education, Office of Educational Research and Improvement.*

## Alabama

**Task Force**

The State Department of Education established a task force, which issued *A Plan for Excellence: Alabama's Public Schools* in January 1984. The report draft and recommendations were widely circulated for comment among school personnel, administrators, and citizens. It addresses several issues under four major headings: 1) Learning—The Student; 2) Teaching—The Teacher; 3) Leadership—The Administrator; and 4) Support—The Public. Within these four headings, a large number of issues are covered with appropriate recommendations. They include: instructional time, the basics, teacher education and compensation, governance responsibility and planning, improvement of substandard schools, accreditation, and financial support from the public, the legislature, and business and industry.

To date, the State Board of Education has approved 60 resolutions, putting many of the report's recommendations into effect. The recommendations requiring additional funding and, therefore, legislative action were forwarded to the State Legislature. The Legislature subsequently approved a 15 percent pay increase for teachers and fully funded the state's public kindergarten program.

**Curriculum Reform**

In response to the January report, the State Board of Education approved two resolutions: 1) defining the basics in grades K-8 to include reading, language arts, mathematics, science, social studies, computer literacy, art, music, and physical education; and 2) strengthening high school graduation requirements.

**Graduation Requirements**

Effective in 1985-86, new high school entrants will have to complete the following program: 4 years of English, 2 each of mathematics and science, 3 of social studies, 1/2 in health, 1 in physical education, and 1/2 in home management. Students will be able to acquire computer literacy by participation in related course work. In addition, 9 electives are permitted for a total of 22 units for the diploma. Additional requirements adopted for an "advanced" diploma were 2 years of foreign language and an additional year each of mathematics, social studies, and science, with 4 electives permitted, for a total of 22 units minimum. There is a further recommendation that students be encouraged to complete additional units.

A special certificate is awarded to students who meet attendance requirements, but lack the credits necessary for a diploma.

**Student Testing**

Effective in 1985-86, all students must pass a basic skills test to receive a diploma. The test is first offered in the 11th grade. *A Plan for Excellence* endorses this requirement and recommends the continuance of the statewide competency and norm-referenced testing programs. Deficiencies identified are the basis for remediation programs, adjustments in curricula, and parent-teacher conferences.

The State Board's resolutions support the report, and the Board directed that vocational aptitude and career interest tests be administered to 9th-grade students beginning in September 1985.

**Textbooks/ Instructional Materials**

The State Legislature increased funding for free textbooks by $9.6 million, instructional materials by $10.5 million, libraries by $5 million, math and science equipment by $1 million, and vocational equipment by $1 million.

**Academic Enrichment Program**

A summer camp proposal was included in the Governor's Education Reform Act of 1984 for the State Department of Education to implement. A step is also included in Alabama's *Plan for Excellence* requiring that advanced course work be available in all high schools in the state. This is being implemented as funds are available.

Policies are presently in place that stipulate the following: 1) Particular attention is to be given to providing higher skills programs such as foreign language, drama, and creative writing to elementary students. 2) Higher order intellectual skills are to be promoted in instructional programs such as creative writing, foreign language, advanced mathematics, science, art, music, and drama. Planned course work must challenge all students to think, to create, and to reason. 3) Requirements of students receiving an honors diploma are increased. 4) Courses required in the honors program are to be available to every high school student. Alternatives to meet this requirement include consolidation of schools or hiring special teachers of the desired subjects to move between two or more schools.

**School Discipline**

The State Board of Education has directed that each local board adopt a code of student conduct and discipline, to be filed with the State Superintendent of Education.

**Placement/ Promotion Policies**

The State Board of Education requires each local board of education to establish specific learning goals for each grade and each subject and, effective with the 1985-86 school year, no student is to be promoted to the next grade level or course until that student has successfully completed existing course work and acquired the skills and competencies determined to be necessary.

**Instructional Time**

The State Board has recommended limiting disruptions to instructional time (such as selling magazines and making announcements), providing teachers with planning time, and limiting noninstructional duties such as monitoring halls. In addition, the Board has 1) recommended that the State Course of Study Committee develop recommendations regarding time on task for required courses and 2) asked the Legislature to rescind a number of mandated curriculum elements such as driver education. The report recommended and the state superintendent of education is enforcing existing requirements for a 6-hour, 175-day school year; it also stressed the need for study skills instruction and homework in each subject.

**Extracurricular Activities Policy**

The Alabama High School Athletic Association has reduced the time demands of interscholastic athletic programs by limiting the number of permissible games. The State Board has endorsed this action and also recommends that local boards ensure that extracurricular activities do not interfere with the students' instructional programs.

**Teacher Preparation**

*A Plan for Excellence* recommends raising admissions standards for teacher education programs, evaluating teacher education programs, and developing unified course requirements for students in such programs. In addition, day-trade teachers, individuals employed in a trade area who do not have college preparation, are now required to pass an English Language Proficiency Test and an occupational competency test prior to certification. Also, the State Board of Education voted to establish a Statewide Teacher Internship Program to assist beginning teachers.

**Teachers' Salaries**

During the 1984 session, the State Legislature adopted the Governor's Education Reform Act, which included establishment of the Governor's Education Reform Commission. Subcommittees of the Reform Commission on the issues of salary schedules, incentive or merit pay, and career ladders are now meeting.

**Teacher Shortages**

A scholarship program is directed at shortages of teachers in science and mathematics. To award [illegible] scholarships of $4,000 each, the Legislature increased the funding for the 198[illegible] scholarship program from $50,000 in its first year to $100,000 in the second year and increased it to $1 million for 1984-85 for students committed to teach science and mathematics in the public schools of Alabama. The state's *A Plan for Excellence* recommends temporary certification procedures for such people as retired military, business, and industrial experts, and the State Board has urged local boards to hire retired teachers on a part-time basis.

**Professional Development**

The State Board has recommended extending teacher contracts from 175 to 185 days for professional development purposes and establishing assessment centers for administrators to assess and improve performance. Both recommendations are contingent on funding.

# Arkansas

**Task Force**

A State Education Standards Committee issued a report that recommended new standards and requirements for public education in December 1983. The standards were adopted by the State in February 1984 and will become effective in June 1987. The Committee recommended loss of accreditation for failure to comply with the standards. A Quality of Higher Education Commission, with a mandate similar to the Education Standards Committee, issued its draft report in July 1984 and subsequently submitted it to the Governor and the State Board of Higher Education.

**Graduation Requirements**

As of June 1, 1987, students will need the following to graduate: 4 units of English; 3 units of social studies or 2 units of social studies and 1 unit of practical arts; 5 units, total, of mathematics and science; 1 2 unit of physical education; 1/2 unit of health; 1 1-2 units of fine arts; and 6 1 2 units of electives, with a total requirement of 21 units.

**College Admissions**

In February 1984, the State Board of Higher Education adopted recommendations of a study commission to require the same 14 1 2 specific courses for admission to college by 1990 as are required for high school graduation.

**Student Testing**

A testing program has been established for grades 3, 6, and 8. Students must pass the basic skills test in the 8th grade to proceed to high school. This is referred to as the "promotional gates" program.

**School Discipline**

School districts across the state have filed discipline policies with the Department of Education as required by the 1983 legislation. Policies were developed by parents, students, teachers, and other members of the community.

**Academic Enrichment Program**

In response to new education standards, 58 course-content guides have been developed by the Arkansas State Department of Education for each grade level in the public schools. The guides outline basic skills that all Arkansas students are expected to master and further identify developmental and extension skills for students in each course at each grade level.

During the 1985-86 school year, the second year of funding following the 1983 reform legislation, every school district in the state has requested funds to develop or operate a program for the gifted. Twelve districts now have fully operational programs; over 300 other districts are in various stages of program development. In the summer of 1985, over 800 gifted and talented students attended enrichment programs provided under the reform legislation. Fourteen summer programs were funded, half of them residential. Each provided opportunities for high school students who had demonstrated exceptional abilities in a specific subject area.

A new reading section in the Department of Education was established in 1983 and has since developed and implemented a statewide program to increase reading achievement of students. A summer in-service program was established in 1984; in 1985, it offered reading workshops in 25 locations to more than 2,300 teachers.

A pilot project was introduced in 1985-86 in nine school districts in grades 4, 5 and 6; it is designed to use multicultural literature in reading instruction as a basis for teaching critical thinking skills.

**Academic Recognition**

Legislation was enacted to establish statewide recognition programs for teachers, schools, and students. The programs provide minigrants to teachers for development of educational programs, grants to schools, and recognition to students. In addition, legislation has established an

Effective Schools Program, under which effective schools will be identified and helped to reach model standards. These schools will be used as resource models to help other schools to improve.

**Instructional Time**

*School Day*—Legislation was passed requiring instructional time to be increased from 5 to 5 1/2 hours per day.

*Longer School Year*—Beginning in June 1987, the school year will be increased from 175 days to 178 days per year; in 1989-90, the year will be increased to 180 days. Teacher contracts will be extended to 185 days starting in June 1987 and to 190 days in the 1989-90 school year.

**Teacher Certification**

To be certified, teachers must pass a basic literacy test and must also pass an examination in their area or take an additional 6 hours of courses in the content area.

**Teachers' Salaries**

Under the new funding formula, 70 percent of new money allotted to districts has to go for teacher salaries; the average increase in salaries for certified personnel has been about $4,600 in the last three years.

**Teacher Shortages**

A program has been developed to loan up to 50 percent of costs for teacher training in science and mathematics. Up to 100 percent of the loan is forgiven if teachers remain in the system for 5 years.

**Professional Development**

The Arkansas Teacher Education and Certification and Evaluation Committee has been given the task of studying the professional development of teachers, as well as teacher certification.

**Professional Development of Administrators**

Leadership programs have been established for administrators and school board members for professional development.

**Other Activities**

The State Board of Education has adopted the following class size ratios: 1 to 20 for kindergarten; 1 to 23 with a maximum of 25 for grades 1-3; 1 to 25 with no more than 28 for grades 4-6; 150 students per teacher per day with a limit of 30 per class for grades 7-12.

In an effort to meet new education standards, reorganization at the initiative of local districts has reduced the total number of school districts in the state from 361 to 341. An additional 30 consolidations were anticipated in 1985-86.

Fifteen education service cooperatives were established on June 10, 1985. Most of the cooperatives are involved in teacher center activities, assistance in special education and gifted programs, and a variety of other services that have been identified by the local schools they serve.

Project IMPAC (Instructional Microcomputer Project for Arkansas Classrooms) was established to assist public schools in utilizing microcomputers in basic skills instruction in grades 3 to 8. IMPAC has established five basic instructional programs in 26 school districts. The programs involve 158 teachers and 3,792 students. Preliminary results indicate that students can gain an additional two to four months in basic skills achievement using computer-assisted instruction. IMPAC projects will be disseminated to 43 additional school districts during the 1985-86 school year. The IMPAC budget is about $4.1 million.

As a result of recent legislation to stem the state's dropout rate, students will not be allowed to drop out of school until their 17th birthday. Scholarships will be provided to achievers who stay in Arkansas to attend college.

Legislation has established a statewide Parent Involvement Program to give parents materials and training designed to help them effectively tutor their children in basic skills.

**Funding**

A 1-cent increase in the state sales tax took effect in November 1983 to pay for $160 million in school improvements. Further, a record 178 school districts across the state successfully passed millage increases to support their public schools. Many of the increases were for record amounts.

The School Finance Act of 1983 was passed to help equalize expenditures in schools across the state and to provide additional funds for teachers' salaries and the new education standards. This Act provided an additional sum of about $53.2 million in 1983-84, $63.5 million in 1984-85, and $53.2 million in 1985-86 in Foundation Program Aid alone.

# Florida

In 1983 and 1984, the Governor signed comprehensive educational reform packages that 1) created the Florida Quality of Instruction Incentives Program that implements a statewide master teacher program and local merit pay plans for teachers and administrators; 2) increased high school graduation requirements; 3) strengthened mathematics, science, and computer programs; 4) raised college admission requirements; 5) required student performance standards of excellence; 6) extended the high school day; 7) improved textbook quality; and 8) implemented quality control of curriculum.

**Curriculum Reform**

Quality control of middle and high school courses was introduced statewide by making uniform the content and intended outcomes of similar courses. Writing skills enhancement, with one essay per week, is required in grades 10-12. Foreign language instruction is provided in the elementary grades. New requirements in grades 6-8 are for students to take 3 years of mathematics, communications, science, and social studies, with regular exposure to art, music, foreign languages, and health.

**Graduation Requirements**

High school graduation requirements were increased to 22 academic credits, with 3 credits required in both mathematics and science. In 1986-87 the requirements will be increased to 24 credits, with 4 credits required in English, 3 each in mathematics and science, and 1 each in American and world history, economics, American government, fine arts, vocational education, and composition and literature.

**College Admissions**

Effective in 1987, 2 credits of a foreign language will be required for admission to a state university, in addition to new graduation requirements for college-bound students.

**Student Testing**

A statewide testing program, "Standards of Excellence," is being developed to test high-achieving students. Statewide testing of basic mathematics and communication skills plus an exit test of applied basic skills is required to earn a high school diploma.

**Textbooks/ Instructional Materials**

Textbooks and instructional materials must be consistent with course objectives and performance standards. Textbooks cannot be selected that are below grade level. Training for councils that select textbooks will be provided by the State Education Department. Publishers are being required to describe how textbooks meet course objectives. Teachers' comments on textbooks will be submitted to the Commissioner of Education. School principals are responsible for assuring that textbooks used are at grade level, and they must justify use of textbooks over three years old.

**School Discipline**

All students must receive a copy of the code of student conduct at the beginning of each school year. All schools must report to all parents, through a regular annual school report, discipline, truancy, attendance, and corporal punishment information. The state has provided $1 million for a dropout prevention program.

**Performance Standards**

Each school district in Florida is developing school year performance standards for grades 9-12 academic programs in which credit toward high school graduation is awarded. Policies for student mastery of performance standards must also be established for credit courses.

**Academic Enrichment Program**

Legislation authorizes the Commissioner of Education to promote out-of-school learning activities sponsored by [illegible] community organizations, with special emphasis on mathematics and [illegible] applications. The state funded programs for summer camps in science, mathematics, [illegible] courses for K-12 students.

**Academic Recognition**

Through the Florida [illegible] Scholars Program, the Commissioner of Education rewards outstanding performance of public and nonpublic high school students. Awards may be made to all students who meet the requirements: 4 years of progressively advanced instruction in language arts, science, and mathematics; 3 years of instruction in social studies; 2 years in a foreign language; and 1 year in either art or music and physical education. Students following such a program are guaranteed admission to a state university and a scholarship to attend Florida institutions of higher learning. Scholarships and university admissions are given to students who take state-prescribed advanced courses and or score high on standardized tests.

**Instructional Time**

Instructional time in the school year was increased from 900 to 1,050 hours, with the additional requirement that there be seven periods of instruction for students in grades 9-12 each day or scheduling that will permit each student to earn seven credits. State aid of $67 million, with an additional $3 million for textbooks, was appropriated for high schools with extended school day programs.

**Extracurricular Activities Policy**

Students must maintain a 1.5 average, on a 4.0 scale, to participate in interscholastic extracurricular activities.

**Performance-Based Pay**

Florida appropriated $10 million in 1984-85 for a statewide merit pay/master teachers plan ($3,000 a year per teacher for about 5,000 teachers). Teachers and other staff in successful schools are rewarded. Principals' salaries are based on competence and performance.

**Teacher Shortages**

The reform law provides for: in-service teacher training, certification of adjunct instructors, student loans, loan forgiveness, a scholarship program in areas of critical shortage, tuition reimbursements, a visiting scholars program to encourage people with Ph.D.s to teach in high schools, high incentives to teach in low-income schools, and $9.2 million for summer institutes for science and mathematics teachers. Florida has developed an experimental certification program for arts and science graduates to teach in high school.

**Principal Training**

By 1988, principals and assistant principals will be selected on the basis of a written examination and performance capability and must serve a one-year internship.

**Other Activities, Initiatives**

Other new programs: 1) State universities will provide feedback to high schools on their students' performance. 2) Reading resource specialists will be provided for high schools. 3) Undergraduate college students are paid to work in elementary/secondary schools as teachers' aides or science laboratory assistants. 4) Remedial high school courses count only as electives, not as required courses for graduation. 5) Vocational education students must have mastery of basic skills to earn a vocational certificate.

# Georgia

**Task Forces**

The Governor appointed a 40-member Education Review Commission under a joint House-Senate resolution to define quality education in Georgia and to find ways to fund it. In May, 1983, the State Board of Education began studies in six major areas: 1) high school graduation requirements, 2) standards for promotion in elementary school, 3) specific curriculum requirements for all grade levels in all subject areas, 4) merit pay, 5) simplifying teacher certification, and 6) strengthening local administrative leadership. In addition, the State Department of Education established an in-house task force to develop a state plan to use technology to support instruction and school management.

**Curriculum Reform**

The State Board of Education is field-testing standards that will require each teacher in kindergarten through grade 12 to use the state-identified Basic Curriculum Content as the minimum curriculum at the prescribed grade levels or courses.

**Graduation Requirements**

In November 1983, Georgia raised requirements for high school graduation to 21 units, including 2 each in mathematics and science; 4 in English; 3 in social studies; 1 from among computer technology, the fine arts, or vocational education, and 1 in health, safety, and physical education.

**College Admissions**

The State Board of Education and Board of Regents have adopted a precollege curriculum for 1988 entering freshmen that includes 4 units of English; 3 each in science, mathematics, and social studies; and 2 in foreign language.

**Student Testing**

To receive a high school diploma, Georgia students must pass the Georgia Basic Skills Test at some time between the 10th and 12th grades. Beginning in 1985-86, 3rd graders are required to pass a criterion-referenced test for promotion to 4th grade. Students are also tested statewide at the 1st and 8th grades.

**Specialized High Schools**

The State Department of Education is aiding local districts that have developed magnet schools for about 25,000 students. The schools focus primarily on mathematics, science, the arts, the humanities, and international education.

**Academic Recognition**

The State Department of Education started a Georgia Scholars Program in 1983 to recognize the achievement of graduating seniors who have high test scores and a 3.75 grade-point average, have completed a rigorous program that includes 3 units of science and 4 of mathematics, and have been leaders in extracurricular activities.

**Instructional Time**

The State Board of Education authorized field-testing of a Public School Standard which states, "The school ensures that each student in grades 9 through 12 is scheduled for a minimum of five class periods for each day enrolled."

**Extracurricular Activities Policy**

The State Board of Education is field-testing a standard that will require local boards of education to adopt policies limiting absences for students in grades 4-12 to no more than seven days or 42 hours per year for school-sponsored activities and students in grades 1-3 to no more than 31.5 hours. The standard allows a school to use a maximum of three days during the 180-day school year for administrative activities such as registration and student orientation.

**Teacher Certification**

Since 1980, Georgia has had a performance-based certification program. New teachers must complete an approved program of teacher training, pass a subject-matter test, and pass an on-the-job assessment during their first year of teaching.

**Teachers' Salaries**

The Legislature approved a 10 percent across-the-board salary increase for teachers.

**Teacher Shortages**

To ease teacher shortages in mathematics and science, the State Scholarship Commission is making loans totaling $135,000 to graduate and undergraduate students in mathematics and science education. Loans will be forgiven for recipients who teach in an area of the state that is experiencing shortages.

**Professional Development of Teachers and Adminstrators**

Summer institutes for teachers who teach advanced placement courses in science, mathematics, and other disciplines are offered by Georgia universities and the state's new technology center. Funding is sought to greatly expand and upgrade the state education agency's Academy for School Executives.

**Vocational Education**

Sixty school superintendents have formed a consortium working with the State Department of Education to operate a technology center in a state vocational school. The center will evaluate computer hardware and software, offer workshops, and train teachers and administrators.

# Kentucky

**Curriculum Reform**

Kentucky's 1984 General Assembly enacted legislation requiring student mastery of essential skills in reading, writing, spelling, mathematics, and library usage, K-12. Essential skills in reading and mathematics have been identified and implemented and were scheduled for testing in 1985. The teaching and testing of skills in writing, spelling, and library usage was scheduled for the 1985-86 school year. A new appropriation of $16 million was made for remedial training for 1st and 2nd graders.

**Graduation Requirements**

Graduation requirements were increased to 20 units for freshmen entering in the fall of 1983, including 4 years of English, 3 years of mathematics, and 2 years of science.

**College Admissions**

Legislation enacted in 1984 requires every school district to publish annually (in its local newspaper of largest circulation) information concerning academic performance: test scores, dropout rates, graduation rates, and economic data. Other legislation requires the Department of Education to release test score information by school, as well as by school district.

**Academic Bankruptcy**

The General Assembly enacted legislation requiring school districts to identify their educational deficiencies and to set specific deadlines for their correction. Districts failing to make satisfactory progress in overcoming deficiencies within the stated time are subject to state management intervention and, in extreme cases, to removal of local school leadership. Implementing regulations establish specific standards for districts to use in identifying deficiencies.

**Academic Recognition**

Under development is the Commonwealth Diploma and Certificate Program: 11th and 12th grade students are to receive a special diploma and college credit for college-level courses taught in high school in English, mathematics, history, foreign languages, speech, computer science, music, and art.

**Instructional Time**

The legislature rescinded several programs from the mandated curriculum to increase time available for instruction in the basics, including consumer and career education and environmental education. Class size has been capped at 29 students in grades 1-3 and 31 students in grades 4-12. The legislature also required that 70 percent of the instructional time be spent on essential skills. The State Board of Education reinforced long-standing laws by issuing new regulations banning extracurricular activities and practice for athletic competitions from the six-hour instructional day.

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| **Academic Enrichment Program** | The Governor's Scholars Program enrolled 600 outstanding students for special summer sessions. |
| **School Discipline** | Legislation passed in 1984 requires potential dropouts between ages 16-18 to have written, signed parental permission, witnessed by the principal, to withdraw from school. A task force is establishing guidelines for discipline codes to be implemented in every school district. |
| **Placement/ Promotion Policies** | The General Assembly directed the Department of Education to conduct a study of the feasibility of requiring mastery of essential skills for promotion and graduation. Recommendations will be considered by the legislature in 1986. |
| **Teacher Certification** | In 1984, the legislature established competency testing and a one-year internship requirement for certification of new teachers. To qualify for admission to teacher preparation programs, candidates must successfully pass a competency test in four areas, complete an interview, and have achieved a 2.5 GPA. |
| **Career Ladder** | The Govenor's Commission, created in 1984, will present recommendations for a career ladder plan for teachers and school administrators to the 1986 General Assembly. |
| **Teacher Shortages** | To encourage more education students to become certified in math and science, the state continued a loan program under which recipients are forgiven a year of the loan for each year they teach math or science in a Kentucky school. Recently adopted legislation permits the employment, on an annual basis, of "learned and experienced" persons in areas of critical teacher shortage when regularly certified teachers are not available. |
| **Kentucky Education Foundation, Inc.** | A private, nonprofit foundation to tap the resources of the private sector for the benefit of education was organized in 1984. Its first project was the Commonwealth Institute for Teachers, a week-long seminar with two follow-up weekends on issues critical to academic excellence. The foundation has also recognized academic excellence in a number of Kentucky schools. |
| **Funding Initiatives** | To give local school districts more tax-raising options, legislation was adopted to permit the districts to levy three local taxes. In addition, all districts were required to levy a minimum ad valorem tax of 15 cents or the rate supported by the district power equalization ratio, whichever is greater, in order to qualify for power equalization funding. The measure was exempted from public hearing and recall. |
| **Other Activities, Initiatives** | Kindergarten has been made a prerequisite for entering 1st grade, effective in 1986. New legislation also requires new candidates for local school boards to have earned high school diplomas or their equivalent and to undergo at least 15 hours training annually. Other legislation requires instructional leaders to undergo 42 hours of training every two years. |

# Louisiana

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| **Task Force** | A task force has recommended that computer literacy be an integrated part of the K-12 curriculum. The goal is for all students to be computer literate by completion of the 8th grade. A one-semester course in computer literacy was scheduled for introduction in 1985-86 at the secondary level; it becomes a requirement for high school graduation beginning with 1985-86 incoming freshmen. |
| **Graduation Requirements** | Minimum requirements for high school graduation, effective for incoming freshmen in 1985-86, are: 4 units of English; 3 units of mathematics; 3 units of science; 3 units of social studies; 2 units of health and physical education; 1/2 unit of computer literacy; and 7 1/2 units of electives. A total of 23 units is needed to graduate. The recommended college preparation curriculum has 24 units. |
| **College Admissions** | Louisiana State University at Baton Rouge is requiring that students seeking admission to the main campus in 1988 and thereafter must have completed the same curriculum requirements recommended in *A Nation at Risk*. |
| **Student Testing** | Beginning with the school year 1986-87 and thereafter, 11th grade students must pass the Basic Skills/Functional Literacy Test in addition to meeting the minimum graduation requirements. |
| **Academic Recognition** | Legislation was introduced in 1984 to provide recognition of quality schools by payment of cash grants for specified achievements by students. Under the plan, grants of not more than $300 may be paid to students who rank high on College Board Advanced Placement Examinations. |

**Special School**

A total of 393 students were enrolled in September 1984 in the new state-supported school for mathematics, science, and the arts.

**Extracurricular Activities Policy**

Extracurricular activities may not be scheduled during instructional time. Local school boards are authorized to permit three days per year for such activities.

**Professional Development of Teachers**

The state offers to pay tuition at any state university for teachers who have taught three years, have acquired tenure, and wish to further their career. Under the state's Professional Improvement Program begun in 1981, tenured teachers develop a 5-year professional development plan. PIP participants are required to earn a specific number of points for in-service workshops and academic courses. All work, including academic and in-service, must be in the participant's major area of responsibility or major field. Once they begin accumulating points, teachers receive commensurate salary increases.

# Mississippi

**Student Testing**

Beginning in 1984-85, the State Department of Education began development of a statewide skills assessment program for students in grades 3, 5, 8, and 11. The criterion-referenced assessment program will be based upon critical skills identified by Mississippi teachers as prerequisites to successful performance in succeeding grades. Future high school graduates will be required to meet the minimum performance standards in reading, writing, and mathematics established for the 11th grade assessment.

**Statewide Staff Development**

Beginning in 1984-85, local school districts were required to apply state guidelines for preparing a comprehensive plan of staff development for all district staff. The plans must address needs identified through assessment of on-the-job performance.

**Mandatory Kindergarten**

The Education Reform Act of 1982 mandates public kindergarten beginning in 1986. In 1985, the state funded a $5 million pilot program and is scheduled to provide $40,000,000 in 1986 to support kindergarten programs in all public school districts.

**Teachers' Salaries**

In 1983, the legislature appropriated $40 million to raise all teachers' salaries by $1,000.

**Teacher Shortages**

Two loan programs have been established to remedy teacher shortages in the state. Teachers certified in other fields may apply for loans of up to $1,000 a year for three years to retrain in science and mathematics. Teachers who accept loans must agree to teach at least one semester in high school for each semester they receive a loan. Further, a loan program designed to attract college students to mathematics and science teaching provides college juniors and seniors with up to $3,000 in forgivable loans per year if they agree to teach one year in the state for each year they receive the loan.

**Task Forces**

A 17-member Task Force on Performance-Based School Asessment was appointed by the governor in 1984 and subsequently presented a plan for establishing a performance-based accreditation system for the public schools. It presented a series of recommendations for curriculum reform, graduation requirements, student testing, textbooks and instructional materials, academic recognition, instructional time, school discipline, placement and promotion policies, extracurricular policies, teacher certification, and instructional leadership.

Instruments for assessing the proposed performance-based accreditation system are being developed and will be field-tested through 1986 before the system is adopted by the State Board of Education. After July 1986, compliance with the performance-based accreditation system will become mandatory for all public school districts, and trained evaluators will monitor and review school performance.

A second reform panel, a 125-member Commission on Teacher and Administrator Education, Certification and Development, was appointed by the governor in 1983. It is responsible for setting standards and criteria for public teacher education programs, establishing standards for certification and recertification, and reporting on current practices and issues in teacher education. Its recommendations are scheduled for review and action by the State Board of Education in July 1986.

# North Carolina

In 1985, the General Assembly adopted a Basic Education Program, proposed by the State Board of Education, with these major provisions: additional teachers for lowering class sizes in grades 7 and 8 to 26 and in grade 9 to 27; over 700 new counselors and free remedial summer school for children in grades 3, 6, and 8; $21.2 million over two years for equipment such as computers and vocational education and science equipment; and increased funding for textbooks and staff development. The state is funding one school finance officer for each county as of Jan. 1, 1986. New state promotion standards for students in grades 3, 6, and 8 will also take effect.

**Curriculum Reform**

The 1985 General Assembly directed the State Board of Education to reexamine the competency-based curriculum to ensure that the instructional program gives emphasis to American and family values. That review is underway.

**Career Development**

The legislature appropriated $27.5 million through 1987 to field-test a School Career Development Pilot Program. The program, to be tested for a four-year period, involves 16 local school administrative units selected by the state education board. Thousands of public school employees in the pilots are involved in 1985-86 in effective teaching and performance appraisal training. Another 24 school systems are piloting the state's revised performance appraisal system, which is part of the career development plan.

**Student Information Management System**

The State Department of Education is under legal mandate to implement a student information system to reduce paperwork and improve the management practices now performed at the state, local education agency, and school levels. Implementation of the program began in 1985.

**Alcohol and Drug Defense**

In response to action by the 1985 General Assembly, the State Board of Education is creating a special, highly visible Alcohol and Drug Defense (ADD) program within the Department of Public Instruction. It will have statewide responsibility for systematically addressing problems of school-age youth involving alcohol and drugs.

**Children's Trust Fund**

The legislature in 1983 established the Children's Trust Fund to assist in the prevention of child abuse. The program receives $5 of each marriage license fee to support its informational programs. Four model programs are currently funded at a cost of $100,000.

**Student Testing**

The statewide testing program consists of the annual testing program, which measures student achievement in grades 1, 2, 3, 6, and 8, and the competency testing program, which measures student mastery of minimum competencies in grade 11. Beginning in 1985-86, state promotion standards for students in grades 3, 6, and 8 take effect. Students scoring below the 25th percentile on annual tests will have to demonstrate mastery of competencies spelled out in the Basic Education Program. Students meeting the state standards must still meet local promotion standards.

**Computers in the Schools**

The 1985 General Assembly appropriated $1 million each year of the biennium for computer training for certified personnel. An additional $21.1 million over the biennium was allotted for local school computers—for grades 4 through 12 in 1985-86 and for kindergarten through grade 3 in 1986-87. The State Board of Education has approved basic competencies in computer education for all educators and specific competencies for computer coordinators. Local education agencies are submitting training plans in computer training as a component of their staff development plans. In 1985-86, North Carolina used a funding formula that provides $20 per student for computer hardware and $3 per student for software, supplies, repairs, and maintenance in grades 4-6. For grades 7-12, the figures are $10 and $3.

**Planning and Development**

The 1985 legislature established the Office of Planning and Development in the Department of Public Instruction to monitor the development of subject area tests included in the Basic Education Program, career ladder pilot programs, school administrator training programs, and reexamination of the new competency-based curriculum.

**Assessment Centers**

A two-year appropriation of $634,000 will establish approximately 24 centers to assess about 288 prospective potential administrators. Under the program, trained assessors evaluate the management potential of candidates.

**Teacher Certification**

The State Board of Education is creating a Quality Assurance Program to assure appropriate certification of new teachers. During the first two years of teaching, new teachers will be supervised by staff of local schools and teacher training institutions. New teachers will receive in-service training and permanent certification after two years of successful teaching.

**Teachers' Salaries** The 1984 General Assembly increased teacher salaries by 14.8 percent.

**Performance-Based Pay, Master Teacher** In 1985-86, pilot tests in 16 districts are being held for a differential pay and staffing program in the schools.

**Teacher Shortages** To deal with teacher shortages in mathematics and science, the state provides retraining, loans, scholarships, fellowships, extended contracts, and provisional emergency certificates for teachers of those subjects.

# South Carolina

The Education Improvement Act of 1985 is funded by a 1-cent increase in the state sales tax, providing an additional $200 million for public education each year. Of that sum, $59.4 million is to help raise teachers' salaries to the southeastern average; $60.5 million is for compensatory/remedial instruction in basic skills; $55.7 million for school building aid; and $3 million for administrative leadership and management.

**Curriculum Reform** The Act requires that science concepts be included in the state's basic skills teaching and testing program; that special instruction in the basic skills be provided for every student who does not meet the state's basic skills standard; and that all 5-year-olds attend either public or private kindergarten. Higher order problem-solving skills are to be emphasized in the curriculum at all grade levels.

**Graduation Requirements** In 1987 and thereafter, students must meet new requirements for high school graduation, including 3 units of mathematics and 2 units of science. New guidelines require school districts to offer a minimum of 5 units each of mathematics and science. Students will be required to take at least 4 units each year in grades 9-12 and a total of 20 units for graduation.

**Student Testing** Beginning with school year 1989-90, every student must pass a basic skills unit examination to receive a high school diploma.

**School Discipline** Each school district is required to establish clear rules for student behavior under the new reform program.

**Academic Enrichment Program** The Governor's School for Science, Mathematics, and Computer Science provides summer programs for gifted and talented students. In addition, 86 of the state's 92 school districts offer programs for gifted and talented students, with a total enrollment of 19,000. Advanced placement courses must be offered that count toward credit in the state public colleges.

**Academic Recognition** The Act includes an incentive grants program to reward schools and school districts for exceptional success in improving performance, based on criteria established by the state.

**Instructional Time** Students cannot be absent for more than 10 days a year without the approval of the school board; unnecessary paperwork and classroom interruptions affecting teachers are to be reduced.

*School Day*—The instructional day in high school will be no less than 6 hours (excluding lunch); the elementary day will be at least 6 hours (including lunch).

*School Year*—The school year has been extended to 190 days, with 180 days for instruction and 10 days to open and close schools.

**Promotion Policies** Each school district must establish promotion policies based on criteria that include student performance on basic skills tests in reading and mathematics.

**Extracurricular Activities Policy** The Act requires that students have an overall passing grade in four courses to participate in interscholastic activities.

**Performance-Based Incentives** Legislation provided about $750,000 over two years to fund pilot programs for the development of career ladders for teachers and programs to reward schools and districts.

**Teachers' Salaries**

South Carolina teacher salaries will be adjusted annually to the projected average for the southeastern region.

**Teacher Preparation**

The reform legislation requires that prospective and current teachers receive increased preparation in their subject area; that the state education board upgrade requirements for approval of teacher preparation programs; that selected colleges develop centers of excellence for preparing teachers; that each year of teacher training include field experiences directly related to practical classroom situations; and that teaching as a career be stressed in high school and college with tutoring opportunities for interested students.

**Teacher Shortages**

State funds support programs to allow elementary and secondary teachers to receive credit for in-service training in science, mathematics, and computer education. Under a new training model, professionals in a variety of fields, including those where shortages exist, could accelerate their training as teachers. Forgivable loans are available to train teachers in critical areas, and individuals with bachelor's degrees in areas of critical need may receive conditional teaching certificates if they have subject matter expertise and can demonstrate teaching competency.

**Professional Development of Teachers**

Competitive grants are available to teachers to improve teaching practices and in-service programs on effective schools and classrooms; $150,000 is allocated to develop "centers of teaching excellence" at selected colleges.

**Professional Development of Administrators**

The State Department of Education has established an Assessment Center Program to assist districts and schools to select principals with an emphasis on management and administrative skills.

# Tennessee

In March 1984, the governor signed the Comprehensive Education Reform Act, which provides more than $1 billion in new funding over a three-year span for education. In addition to the career ladder provisions for teachers, principals, assistant principals, and supervisors, a 1-cent sales tax increase provides funding for basic skills, computer skills, increased mathematics and science instruction in high school, programs for gifted high school students, improved vocational education, better classroom discipline, music and art in the elementary grades, and university centers for excellence in teaching.

Also included in the appropriation is additional funding for textbooks, instructional supplies, transportation, maintenance and operation, mathematics and science laboratory equipment, scholarship loan pool for math and science teachers, statewide testing program, books for regional libraries, teacher aides, and funds to cover new costs at the local level. A new governance bill provided for the restructuring of the State Board of Education.

**Graduation Requirements**

Beginning with the 1983-84 freshman class, 20 units are required for graduation from high school, including 2 years each in mathematics and science.

**Student Testing**

Students must pass the Tennessee Proficiency Test to receive a regular high school diploma. As part of its Basic Skills First program, the State Department of Education is working with the state's elementary schools to define learning objectives and to develop a testing program for mathematics and reading. Criterion-referenced basic skills testing for all students in grades 3, 6, and 8 was scheduled for 1985; the 8th grade test is contemplated as an admission exam for high school by 1990. Standardized testing was scheduled to be introduced for grades 2, 5, and 7 in 1985.

**Academic Enrichment Program**

Residential summer programs for gifted and talented high school juniors and seniors are included in the reform legislation. The schools serve several hundred students in science, mathematics, and the performing arts.

**Personnel Evaluation**

A new teacher evalution system is being implemented, and an evaluation system for administrators is being field-tested. A new State Certification Commission and three Regional Commissions have assumed responsibility for certification and evaluation of educators, as required by the reform legislation.

**Career Teacher Program**

The program includes a "career ladder" with five "rungs": a first year probationary teacher rank and four incentive steps from apprentice teacher to Career Level III. Supplements range from $1,000 to $7,000, depending on the level and the length of the contract. More than 40,000 educators in Tennessee have applied voluntarily to enter the career ladder program.

The new legislation requires that teachers in the career teacher program pass a recertification evaluation every five years. Under the new legislation, the state approves local evaluation plans, and teachers are evaluated at the local level during the probationary, apprentice, and Career Level I years. A state evaluation is added for apprentice year 3 before moving to Career I and in the 5th year of Career I before moving to Career II. State teams evaluate teachers at the Career II and III levels. The State Department of Education has developed the Tennessee Instructional Model (TIM). TIM contains 34 modules related to the competencies and indicators in the teacher evaluation system. TIM serves as a staff development program for educators in the state.

**Instructional Time**

*School Year*—The school year has been extended from 175 to 180 instructional days.

**Career Administrator Program**

The program includes a "career ladder" with three "rungs" for principals, assistant principals, and supervisors: provisional, Career I, and Career II. Supplements range from $4,000 to $7,000. Attendance at a Principal-Administrator Academy is required.

**Other Activities, Initiatives**

The reform act includes establishment of centers for excellence to be housed at state universities on a competitive basis. Fourteen centers began operation in the fall of 1984, offering programs in areas such as computer applications, science and mathematics teaching, and Appalachian studies and services. A $10 million endowment from the state, on a matching-grant basis, established chairs of excellence at each state university.

**Teacher Preparation**

A cut-off score on the National Teacher Examination has been established by the State Board of Education for students who complete teacher education programs, before they receive state certification. Beginning in 1985-86, candidates for teacher training programs must achieve a passing score on a standardized test of written composition. Students desiring certification must pass a core test that measures basic communication skills, general knowledge, and professional knowledge, and a standardized test for the desired areas of endorsement. The legislation calls for an institution to be placed on temporary probation by the state if 30 percent of its students fail the competency test. State approval is revoked if 30 percent or more fail the test for two consecutive years.

# Virginia

Many of the state's school improvement initiatives flow from the work of the Governor's Commission on Virginia's Future, which was organized into five task forces including one on education.

**Curriculum Reform**

A Standards of Learning Program has established detailed and sequential learning objectives for all K-12 students in nine subjects: English, mathematics, science, social studies, health, physical education, art, music, and foreign language. The program provides for continuing evaluation of student progress and needs.

**Graduation Requirements**

High school graduation requirements have been increased from 18 to 20 credits, including 2 each in mathematics and science and requiring an additional unit in either science or mathematics. An optional advanced studies diploma requires 3 units each in mathematics, science, and foreign language and 22 total units for graduation.

**Student Testing**

The state has developed criterion-referenced tests keyed to student performance standards for each grade level in language arts and mathematics. In addition, all students take standardized tests in grades 4, 8, and 11; minimal competency tests are required for high school graduation.

**Textbooks Quality**

Virginia has strengthened procedures for adopting textbooks, establishing more specific standards, requiring more substantiating information from publishers, strengthening the credentials of evaluators, and developing new material where needed. The state has also established a center for evaluating courseware and hardware for computer-based education.

**Academic Recognition**

Each year, Virginia awards $3,000 scholarships to 50 outstanding students planning to attend public or private colleges in the state.

**Specialized Schools** The governor established a model secondary school, the Governor's Center for Educational Innovation and Technology, to serve as a testing ground for research-based school improvement, master teacher programs, pay-for-performance plans, and the use of technology in education. It is funded with a state grant of $5 million and accepts teachers from throughout the state on training fellowships. Four regional magnet schools for science and technology and one magnet school for the arts serve about 1,000 students. A Governor's School for the Gifted operates in the summer months.

**Academic Enrichment Program** In addition to the Standards of Learning program, Virginia has developed a computer literacy curriculum to accompany new accreditation standards in this area.

**Instructional Time** All students must attend school a full day and receive five and one-half hours of instruction each day, exclusive of lunch or other noninstructional activities. The school year provides 180 days of instruction and 150 clock hours per unit of high school credit.

**Teacher Preparation** The State Board of Education has required that admissions requirements for teacher preparation programs must equal or exceed those for other college and university programs. Beginning and incoming teachers are required to take the National Teacher's Examination and earn passing scores set by the state board.

**Teacher Certification** Beginning teachers are required to demonstrate satisfactory performance for two years before receiving a regular certificate. Special evaluation teams monitor performance, and an intensive professional support program is provided for beginning teachers. Liberal arts graduates may obtain a two-year provisional certificate without professional education course work.

**Performance-Based Pay** The Governor has established a "Pay-for-Performance" program through which grants are made to local districts to implement various approaches to merit pay.

**Teacher Shortages** Several training institutes have been established to help teachers add mathematics and science to their certifications and to attract teachers to this field. The State Department of Education has established a loan forgiveness program for undergraduate teacher candidates in mathematics and science.

# West Virginia

The State Board of Education has developed a "Master Plan for Public Education in West Virginia" as a blueprint for long-range educational change. The plan provides a policy and program development framework for curriculum, professional practices, education personnel development, textbook adoption, criterion-referenced testing, state-county school district testing, school effectiveness, county accreditation, and staff evaluation. Task forces and study groups are examining each of these areas and submitting recommendations to the State Board of Education.

**Task Forces** A statewide verification process led to the adoption of learning outcomes for a number of program areas in general and vocational education. Following teacher verification, the learning outcomes were approved by the State Board of Education. Other task forces have been appointed in technology, gifted education, specific learning disabilities, evaluation and incentives for school personnel, and attendance.

**Curriculum Reform** The State Board of Education has adopted a new set of educational goals that include new emphasis on science, mathematics, and technology. The board received public comments on a proposed policy that would provide the process for implementing the high-quality standards of the master plan before approving the policy. Phase one of the policy became effective in 1984-85.

**Graduation Requirements** Three years ago the total units required for high school graduation were increased to 20 (local school districts may require more). The state board in 1985 increased the number of required units to 21. Full-time attendance is required beginning with school year 1986-87.

**Extracurricular Activities Policy** Students must maintain a C average to participate in athletics and other extracurricular activities.

**Technology** A statewide microcomputer network is operating in more than 70 vocational centers and comprehensive high schools. All schools, K-12, should be involved within the next three years. Educational programs in computer literacy and computer-assisted instruction are being developed.

**Academic Enrichment Program** — The first Governor's Honors Academy, a four-week summer camp for students gifted in the humanities, fine arts, mathematics, and science, began in the summer of 1984.

**Teacher Preparation** — Beginning in the fall of 1985, potential teachers in West Virginia in approved college teacher preparation programs must pass preprofessional basic skills proficiency tests, a content-area test, and a professional education performance assessment.

**Principals' Academy** — An annual academy for training principals began in 1984. The three-week summer program is designed to upgrade administrators' knowledge and skills.

**Student Testing** — Student outcome-referenced tests are being developed to measure student attainment of the state-adopted learning outcomes. A new achievement test in the State-County Testing Program is being administered in 1985-86 to students in grades 3, 6, 9, and 11.

**Staff Evaluation** — The State Board of Education has adopted a policy establishing a statewide evaluation system for all education employees, with provision for local adaptation. It requires that all employees be evaluated at least once a year and that nontenured employees be evaluated no less than twice a year.

**School District Accreditation** — In 1984-85, West Virginia completed the first year of accrediting county school districts. Accreditation is phased so that each district will be reaccredited on a 4-year cycle.

**Teachers' Salaries** — The legislature in 1984-85 increased the average salary of teachers by $2,000. It also appropriated funds for salary equity among districts. Support staff received comparable increases.

**Private Sector** — The West Virginia Education Fund was developed by the State Board of Education and the state superintendent of schools. It is in its third full year of autonomous operation, with its own board of directors and executive secretary. The fund has supplied local districts with minigrants to teachers for innovative programs and is developing close working relationships between individual schools and local private industry.

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# Appendices

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# SEIS State Data Survey

Using the following questionnaire, SEIS—The Southeastern Educational Information System—surveyed each of the Southeastern Regional Council's 12 member states to collect up-to-date information for use in this publication. In addition to responding to the questions below, member states sent detailed information concerning their student assessment programs and reform initiatives; that information is reflected in the sections on Student Performance and Education Reform.

*Please complete each item on the survey form. If only estimates for a particular item are available, include the estimate with an asterisk above and to the right of the estimated data. If no data are available, then respond with NA to indicate "Not Available." If there is a possible alternative data source for NA items, please include a note along with the NA designation indicating how to access the other data source.*

## I. STUDENT DATA

*Include data for 1982-83 (Actual), 1983-84 (Actual), 1984-85 (Actual), and 1985-86 (Estimated). Pupil Count as of October 1 (note if ADA, ADM, or enrollment)*

1. Total
2. Prekindergarten
3. Kindergarten
4. Grades 1-4
5. Grades 5-8
6. Grades 9-12
7. Minority Count (Total)
   - A. Black (not of Hispanic origin)
   - B. Hispanic
   - C. Asian/American, Pacific Islands
   - D. American Indian (including Alaskan natives)
8. Pupil count in special education programs
9. Pupil count in programs for gifted and talented
10. High School graduates (exclude GED & Adult Ed. Diploma recipients)

## II. PERSONNEL

*Include data for 1982-83 (Actual), 1983-84 (Actual), 1984-85 (Actual), and 1985-86 (Estimated). Data as of October 1; if not, specify approximately when.*

11. Total Education staff
12. Professional/Educational
13. Professional/Other
14. Official/Administrative
15. Nonprofessional
16. Classroom Teachers, excluding Aides
    - A. At Elementary level
    - B. At Secondary level
    - C. Female Elementary

D. Female Secondary

17. In # 16, how many are:
    A. Special Education
    B. Vocational Education
18. Average Gross Salary for all Classroom Teachers
    A. For all beginning teachers
    B. For all teachers with 10 years' experience
    C. Average number of days with in-school responsibilities

## III. EDUCATION FINANCE DATA

*Include data for 1982-83 (Actual). 1983-84 (Actual), 1984-85 (Actual), and 1985-86 (Estimated).*

19. Total Expenditures for Public Schools—All Government
20. Total Revenue for Public Schools from All Sources
    A. Federal
    B. State
    C. Local
    D. Non-Revenue Receipts
21. Total Expenditures for All Functions of State Government

## IV. STUDENT ASSESSMENT DATA

*(Use a separate sheet for answers to each question)*

22. If your state uses a statewide norm-referenced testing program, answer Parts A-D below; otherwise, skip to Question 21.

For those states with a statewide norm-referenced testing program:

A. Give the name of the test(s) used in each of the last 5 testing years.
B. Give the year when the tests were normed.
C. Present the total battery scores in your customary reporting format by grade levels tested for years 1981-1985.
D. Are the scores of handicapped/special education students who took the test included in the report data?

23. Please give mean SAT Verbal and Mathematics scores for 1981-1985. Include the number of high school seniors who took SATs during each of the years 1981-1985.

24. Please give state mean ACT individual and total battery scores for 1981-1985. Include the number of high school seniors who took ACT test(s) during each of the years 1981-1985.

## V. STUDENT COMPETENCY ASSESSMENT

*Please provide a copy of any official report that indicates performance trends for your competency tests. If such a report is not available, please complete the following:*

25. Indicate whether or not a Statewide Competency Test Battery was administered during 1981-1985 and, if so, the subjects covered:

26. Please give requested information on statewide Competency Testing, including grades tested, number of students tested, number of students passing, number of students taking Competency Test more than once, and number of special education students taking and passing the test.

27. List any Educational Improvement Projects or initiatives undertaken by your state as a result of the recent reports on the "Crisis in American Education" and/or attempts to assist students who have had difficult in passing the competency test(s) administered as a part of a graduation requirement.

## *Explanations/Definitions*

**STUDENT DATA:**

- Pupil Count should be available data as of October 1 of the year listed. Note if different data.
- Data should include pupil count in both prekindergartens and kindergartens that are operated as part of the regular school system.
- Special Education programs include those serving the mentally retarded, speech-impaired, learning-disabled, emotionally disturbed, physically handicapped, multihandicapped, deaf, hard-of-hearing, and blind.

**PERSONNEL DATA:**

- All personnel figures should reflect data as of October 1 of the year listed. If other basis is used, please indicate.
- Professional/Educational includes classroom teachers, curriculum specialists, media/library specialists, and guidance and counseling personnel.
- Professional/Other includes health and psychological personnel.
- Official/Administrative includes superintendents, assistant superintendents, principals, assistant principals, and business managers.
- Nonprofessional includes food services, transportation, and attendance personnel.
- Breakdown of elementary and secondary data should reflect local and state practice rather than K-8, 9-12.

**FINANCE DATA:**

- All finance figures should reflect available data or estimates for the end of the school year.
- Current expenditures are for operating the schools and providing educational programs and services for one fiscal year.
- Nonrevenue receipts refer to: 1) amounts borrowed and not repaid during the year, 2) the value of assets converted to cash, 3) recovery of prior expenditures, and 4) compensation for losses of previously acquired assets.