

DOCUMENT RESUME

ED 354 622

EA 024 693

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 TITLE Public and Private Elementary and Secondary Education
 Statistics: School Year 1992-93. Early Estimates.
 INSTITUTION National Center for Education Statistics (ED),
 Washington, DC.
 REPORT NO NCES-93-332
 PUB DATE Dec 92
 NOTE 27p.; For the 1991-92 statistics, see ED 341 726.
 PUB TYPE Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Catholic Schools; Comparative Analysis; Early
 Childhood Education; Educational Finance;
 *Educational Trends; Elementary School Teachers;
 Elementary Secondary Education; *Enrollment
 Projections; Expenditure per Student; Government
 Publications; High School Graduates; National
 Surveys; *Private Schools; *Public Schools; School
 Funds; *School Statistics; School Surveys; Secondary
 School Teachers; State Departments of Education;
 State Government; Tables (Data); Teacher Student
 Ratio

ABSTRACT

The estimates in this publication are key statistics reported early in the 1992-93 school year. They include the number of students in membership, teachers, and high school graduates for public and private elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and imputed values developed by NCES using a combination of state-specific and national data. Private school early estimates are based on a national probability sample of private schools surveyed in fall 1992. The highlights of the report include the following estimates for the 1992-93 school year: (1) total student membership in all the nation's schools (public and private) is estimated to be 47.6 million students; (2) 2.5 million students are expected to graduate from high school; (3) there are 2.5 million public school teachers; (4) and the cost of public education is \$5,372 per student. Data are presented in 13 tables. Technical notes explain the data collection and estimation processes. (MLF)

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Early Estimates

December 1992

Public and Private Elementary and Secondary Education Statistics: School Year 1992-93

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NATIONAL CENTER FOR EDUCATION STATISTICS

Early Estimates

December 1992

**Public and Private
Elementary and Secondary
Education Statistics:
School Year 1992-93**

Sharon A. Bobbitt
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**U.S. Department of Education
Office of Educational Research and Improvement**

NCES 93-332

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"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

December 1992

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The estimates in this publication are key statistics reported early in the 1992-93 school year. They include the number of students in membership, teachers, and high school graduates for public and private elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and imputed values developed by NCES using a combination of state-specific and national data. Private school early estimates are based on a national probability sample of private schools surveyed in the fall of 1992.

Highlights

- o Total student membership (grades prekindergarten through 12) in all the nation's elementary and secondary schools (both public and private) is estimated to be 47.6 million students for the 1992-93 school year. Some 42.2 million of these students attend public schools, compared with 5.4 million students who attend private schools (table 1).
- o There were approximately 42.2 million students in the nation's public elementary and secondary schools in fall 1992 compared with 42.0 million in fall 1991. Student membership has increased by 2.0 million since fall 1988 (table 6).
- o Private school membership in grades kindergarten through 12 has remained fairly constant in recent years, ranging from 4.9 million students in the 1988-89 school year, to 5.0 million students in 1989-90, 4.9 million in 1990-91, 4.8 million in 1991-92, and 5.0 million in 1992-93. (table 2).
- o It is estimated that there are 2.8 million teachers in the public and private schools in this school year (1992-93); 2.5 million of these educators teach public school students, while 363,325 teach private school students (table 1).
- o The student membership and teacher count data yield pupil-to-teacher ratios for grade levels prekindergarten through 12 of 17.2 for public schools and 14.8 for private schools (computed from data in table 1).
- o An estimated 2.5 million students graduated from high school in the 1991-92 school year; 2.2 million of these graduates were from public schools and 256,244 from private schools. An additional 2.5 million students are expected to graduate from high school in the 1992-93 school year; these will include 2.3 million public school students, compared with 256,448 private school students. The 1991-92 public school estimates reverse a decline in graduates since 1988 (table 1).
- o Revenues for public elementary and secondary education in fiscal year 1992 are estimated to be \$232.9 billion (table 11), and they are expected to rise to approximately \$239.3 billion in fiscal year 1993. The per-pupil expenditure for public education is anticipated to be \$5,372 per student in membership for the 1992-93 school year (table 12).

The Early Estimates System

The early estimates system is designed to allow NCES to report selected key statistics early in the school year. The information is collected through contact with public school state education agencies and a sample of private schools. Details of the two systems follow.

The source of universe statistical information about public elementary and secondary education is the Common Core of Data (CCD)--data collected annually by NCES from state education agencies. These data are reported to NCES in March, undergo NCES and state editing, and become available for publication in September--a full year after the beginning of the school year. High school graduate and fiscal data are reported a year later than student and teacher data. In contrast, the estimates included in this report are made in December of the school year to which they apply.

Forty-two states, the District of Columbia, and three outlying areas participated in the public school early estimates survey. The estimates reported here were provided by state education agencies and represent the best information on public elementary and secondary schools available to states at this early stage of the school year. They are, however, subject to revision. The estimates for the remaining eight states and three outlying areas were imputed by NCES.

The source of universe statistical information on private schools in the United States is the Private School Survey. The private school universe consists of a diverse population of schools, including those with a religious orientation (for example, Catholic, Lutheran, and Jewish) as well as nonsectarian schools that include programs ranging from regular to special emphasis and special education. The private school early estimates is one reporting component of the universe collection. The basic statistical information included in this data system is collected from all private schools in the NCES universe, and the early estimates are based on a subsample of that universe.

NCES is continuing to examine and evaluate various methodologies to obtain better estimates and improve the data collection system for public and private elementary and secondary education. In the fall of 1992, the private school early estimates data were collected using Computer Assisted Telephone Interviewing, or CATI. This technique helps reduce errors in the data due to reporting or keying error, and provides an on-line editing system that enables interviewers to verify inconsistent responses.

Table 1.-- Early estimates of key statistics for public and private elementary and secondary schools for grades prekindergarten through 12: School year 1992-93

| | Students | Teachers | Graduates | |
|-----------------|------------|-----------|-----------|-----------|
| | | | 1991-92 | 1992-93 |
| All schools | 47,570,391 | 2,814,042 | 2,502,492 | 2,533,278 |
| Public schools | 42,195,453 | 2,450,717 | 2,246,248 | 2,276,830 |
| Private schools | 5,374,938 | 363,325 | 256,244 | 256,448 |

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

Table 2.--Early estimates of membership in private elementary and secondary schools, by religious orientation and school level for grades K through 12: Fall 1988 through fall 1992

| Characteristic | Fall 1988 | Fall 1989 | Fall 1990* | Fall 1991* | Fall 1992 |
|-----------------------|-----------|-----------|------------|------------|-----------|
| Total | 4,873,431 | 4,955,771 | 4,883,628 | 4,827,423 | 4,964,258 |
| Religious orientation | | | | | |
| Catholic | 2,785,769 | 2,579,884 | 2,611,821 | 2,572,126 | 2,597,831 |
| Other religious | 1,467,350 | 1,663,310 | 1,569,881 | 1,573,960 | 1,564,356 |
| Nonsectarian | 620,312 | 712,577 | 701,926 | 681,336 | 802,070 |
| School level | | | | | |
| Elementary | 2,827,753 | 2,713,939 | 2,698,115 | 2,696,436 | 2,750,567 |
| Secondary | 868,297 | 817,302 | 840,542 | 844,038 | 801,814 |
| Combined | 1,177,381 | 1,424,530 | 1,344,715 | 1,286,948 | 1,411,877 |

*Revised; see technical notes

.. For comparability with student membership in public schools and with previous NCES estimates of student membership in private schools, the 410,680 students in private prekindergarten and nursery schools that have a first grade or higher were included in the early estimate of 5.4 million private school students. In order to estimate the number of private school students in elementary and secondary schools in grades kindergarten through 12, these 410,680 students were removed from the estimate to yield an estimate of 5.0 million.

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

Table 3.--Early estimates of number of teachers in private elementary and secondary education, by religious orientation and school level for grades K through 12: Fall 1988 through fall 1992

| Characteristic | Fall 1988 | Fall 1989 | Fall 1990* | Fall 1991* | Fall 1992 |
|-----------------------|-----------|-----------|------------|------------|-----------|
| Total | 344,659 | 342,284 | 326,958 | 327,972 | 332,778 |
| Religious orientation | | | | | |
| Catholic | 154,714 | 142,492 | 137,508 | 138,172 | 139,168 |
| Other religious | 119,130 | 123,253 | 115,553 | 117,980 | 113,442 |
| Nonsectarian | 70,815 | 76,539 | 73,898 | 71,891 | 80,168 |
| School level | | | | | |
| Elementary | 171,115 | 155,692 | 154,915 | 154,701 | 153,371 |
| Secondary | 63,270 | 63,281 | 59,059 | 58,972 | 57,398 |
| Combined | 110,273 | 123,311 | 112,984 | 114,298 | 122,009 |

*Revised; see technical notes

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

Table 4.--Early estimates of private school pupil/teacher ratio, by religious orientation and school level for grades K through 12: Fall 1988 through fall 1992

| Characteristic | Fall 1988 | Fall 1989 | Fall 1990* | Fall 1991* | Fall 1992 |
|-----------------------|--------------|--------------|---------------|---------------|--------------|
| Total | 14.1 | 14.5 | 14.9 | 14.7 | 14.9 |
| Religious orientation | | | | | |
| Catholic | 18.0 | 18.1 | 19.0 | 18.6 | 18.7 |
| Other religious | 12.3 | 13.5 | 13.6 | 13.3 | 13.8 |
| Nonsectarian | 8.8 | 9.3 | 9.5 | 9.5 | 10.0 |
| School level | | | | | |
| Elementary | 16.5 | 17.4 | 17.4 | 17.4 | 17.9 |
| Secondary | 13.7 | 12.9 | 14.2 | 14.3 | 14.0 |
| Combined | 10.7 | 11.6 | 11.9 | 11.3 | 11.6 |

*Revised; see technical notes

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

Table 5.--Early estimates of number of private high school graduates, by religious orientation and school level: School years 1987-88 through 1992-93

| Characteristic | 1987- | 1988- | 1989- | 1990- | 1991- | Projected |
|-----------------------|---------|---------|---------|---------|---------|---------------|
| | 1988 | 1989 | 1990* | 1991* | 1992 | 1992- 1993 |
| Total | 299,946 | 323,968 | 288,800 | 267,951 | 256,244 | 256,448 |
| Religious orientation | | | | | | |
| Catholic | 186,138 | 181,976 | 167,145 | 152,175 | 142,830 | 145,097 |
| Other religious | 65,438 | 87,855 | 65,007 | 63,530 | 61,229 | 62,243 |
| Nonsectarian | 48,371 | 54,137 | 56,648 | 52,247 | 52,185 | 49,109 |
| School level | | | | | | |
| Secondary | 219,298 | 213,283 | 204,705 | 184,208 | 172,818 | 172,240 |
| Combined | 80,648 | 110,685 | 84,096 | 83,744 | 83,426 | 84,208 |

*Revised; see technical notes

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

Table 6.--Membership in public elementary and secondary schools, by state for grades prekindergarten through 12: Fall 1988 to fall 1992

| State | Actual fall 1988 | Actual fall 1989 | Preliminary fall 1990 | Preliminary fall 1991 | Estimated fall 1992 |
|----------------------|------------------|------------------|-----------------------|-----------------------|---------------------|
| United States | 40,188,690 | 40,526,372 | 41,216,683 | 42,001,794 | 42,195,453 |
| Alabama | 724,751 | 723,743 | 721,806 | 722,004 | 727,533 ** |
| Alaska | 106,481 | 109,280 | 113,903 | 118,680 | 119,528 ** |
| Arizona | 574,890 | 607,615 | 639,853 | 656,980 | 672,679 |
| Arkansas | 436,387 | 434,960 | 436,286 | 438,518 | 440,761 * |
| California | 4,618,120 | 4,771,978 | 4,950,474 | 5,107,145 | 5,200,000 |
| Colorado | 560,081 | 562,755 | 574,213 | 593,030 | 612,635 ** |
| Connecticut | 460,637 | 461,560 | 469,123 | 481,050 | 488,400 |
| Delaware | 96,678 | 97,808 | 99,658 | 102,196 | 104,799 * |
| District of Columbia | 84,792 | 81,301 | 80,694 | 80,618 | 80,937 ** |
| Florida | 1,720,930 | 1,789,925 | 1,861,592 | 1,932,131 | 1,981,887 ** |
| Georgia | 1,107,994 | 1,126,535 | 1,151,687 | 1,177,569 | 1,203,620 |
| Hawaii | 167,488 | 169,493 | 171,708 | 174,747 | 176,923 ** |
| Idaho | 214,615 | 214,932 | 220,840 | 225,680 | 231,668 ** |
| Illinois | 1,794,916 | 1,797,355 | 1,821,407 | 1,848,166 | 1,814,798 |
| Indiana | 960,994 | 954,165 | 954,525 | 956,994 | 958,397 |
| Iowa | 478,200 | 478,486 | 483,652 | 491,363 | 493,691 ** |
| Kansas | 426,596 | 430,864 | 437,034 | 445,390 | 452,071 |
| Kentucky | 637,627 | 630,688 | 636,401 | 646,024 | 640,477 ** |
| Louisiana | 786,683 | 783,025 | 784,757 | 765,589 | 746,889 * |
| Maine | 212,902 | 213,775 | 215,149 | 216,400 | 217,042 |
| Maryland | 688,947 | 698,806 | 715,176 | 736,238 | 751,604 ** |
| Massachusetts | 823,428 | 825,588 | 834,314 | 846,155 | 858,095 |
| Michigan | 1,582,785 | 1,576,785 | 1,584,431 | 1,591,120 | 1,595,100 |
| Minnesota | 726,950 | 739,553 | 756,374 | 773,571 | 784,420 |
| Mississippi | 503,326 | 502,020 | 502,417 | 504,127 | 504,013 ** |
| Missouri | 806,639 | 807,934 | 816,558 | 827,404 | 838,758 ** |
| Montana | 152,191 | 151,265 | 152,974 | 155,779 | 158,031 |
| Nebraska | 269,434 | 270,920 | 274,081 | 279,552 | 281,813 ** |
| Nevada | 176,474 | 186,834 | 201,316 | 211,810 | 222,846 ** |
| New Hampshire | 169,413 | 171,696 | 172,785 | 177,138 | 175,979 |
| New Jersey | 1,080,871 | 1,076,005 | 1,089,646 | 1,109,796 | 1,129,883 |
| New Mexico | 292,425 | 296,057 | 301,881 | 308,667 | 303,417 |
| New York | 2,573,715 | 2,565,841 | 2,598,337 | 2,643,993 | 2,670,800 |
| North Carolina | 1,083,156 | 1,080,744 | 1,086,871 | 1,097,598 | 1,106,876 ** |
| North Dakota | 118,809 | 117,816 | 117,825 | 118,376 | 118,930 * |
| Ohio | 1,778,544 | 1,764,410 | 1,771,089 | 1,783,767 | 1,780,000 |
| Oklahoma | 580,426 | 578,580 | 579,087 | 588,263 | 591,000 |
| Oregon | 461,752 | 472,394 | 472,394 | 498,614 | 510,229 ** |
| Pennsylvania | 1,659,714 | 1,655,279 | 1,667,834 | 1,692,797 | 1,716,670 |
| Rhode Island | 133,585 | 135,729 | 138,813 | 142,144 | 143,043 ** |
| South Carolina | 615,774 | 616,177 | 622,112 | 627,470 | 633,424 ** |
| South Dakota | 126,910 | 127,329 | 129,164 | 131,576 | 134,573 ** |
| Tennessee | 821,580 | 819,660 | 824,595 | 833,651 | 845,328 |
| Texas | 3,283,707 | 3,328,514 | 3,382,887 | 3,464,371 | 3,235,052 |
| Utah | 431,119 | 438,554 | 446,652 | 456,430 | 461,259 ** |
| Vermont | 93,381 | 94,779 | 95,762 | 97,137 | 98,532 * |
| Virginia | 982,393 | 985,346 | 998,601 | 1,017,655 * | 1,032,058 ** |
| Washington | 790,918 | 810,232 | 839,709 | 869,327 | 899,990 * |
| West Virginia | 335,912 | 327,540 | 322,389 | 320,249 | 317,719 ** |
| Wisconsin | 774,857 | 782,905 | 797,621 | 814,671 | 830,964 |
| Wyoming | 97,793 | 97,172 | 98,226 | 102,074 | 100,313 ** |
| ----- | | | | | |
| Outlying Areas | | | | | |
| American Samoa | 11,764 | 12,258 | 12,463 | 13,365 | 13,862 ** |
| Guam | 26,041 | 26,493 | 26,449 | 28,244 | 29,342 ** |
| Northern Marianas | 6,079 | 6,101 | 6,449 | 7,096 | 7,310 ** |
| Puerto Rico | 661,693 | 651,225 | 644,734 | 642,392 | 640,059 * |
| Virgin Islands | 23,492 | 21,193 | 21,750 | 22,346 | 22,749 ** |

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

**Actual fall 1992 count.

NOTE: All fall 1992 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.

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

Table 7.--Number of teachers in public elementary and secondary schools, by state for grades prekindergarten through 12: School years 1988-89 to 1992-93

| State | Actual 1988-89 | Actual 1989-90 | Preliminary 1990-91 | Preliminary 1991-92 | Estimated 1992-93 |
|----------------------|-------------------|-------------------|------------------------|------------------------|----------------------|
| United States | 2,323,213 | 2,356,914 | 2,398,169 | 2,431,610 | 2,450,717 |
| Alabama | 38,845 | 39,928 | 36,266 | 40,480 | 40,320 |
| Alaska | 6,272 | 6,492 | 6,710 | 7,118 | 7,400 * |
| Arizona | 31,617 | 32,134 | 32,987 | 33,978 | 34,120 |
| Arkansas | 27,730 | 25,585 | 25,984 | 25,785 | 25,796 * |
| California | 203,342 | 212,687 | 217,228 | 224,000 | 225,500 |
| Colorado | 31,398 | 31,954 | 32,342 | 33,093 | 34,000 |
| Connecticut | 35,502 | 34,618 | 34,785 | 34,383 | 34,400 |
| Delaware | 5,898 | 5,982 | 5,961 | 6,095 | 6,194 * |
| District of Columbia | 5,936 | 6,055 | 5,950 | 6,087 | 5,502 ** |
| Florida | 100,370 | 104,127 | 108,088 | 109,939 | 107,453 ** |
| Georgia | 59,916 | 61,487 | 63,058 | 63,816 | 72,073 |
| Hawaii | 8,737 | 8,866 | 9,083 | 9,451 | 9,859 |
| Idaho | 10,425 | 10,715 | 11,254 | 11,626 | 11,807 ** |
| Illinois | 105,097 | 106,183 | 108,775 | 110,143 | 111,132 |
| Indiana | 54,029 | 54,370 | 54,806 | 54,546 | 54,500 |
| Iowa | 30,327 | 30,423 | 31,045 | 31,395 | 31,509 ** |
| Kansas | 28,122 | 28,727 | 29,140 | 29,324 | 29,409 |
| Kentucky | 35,788 | 35,731 | 36,777 | 37,571 | 37,472 ** |
| Louisiana | 43,203 | 44,608 | 45,407 | 46,118 | 46,098 * |
| Maine | 14,593 | 15,206 | 15,513 | 15,416 | 16,000 |
| Maryland | 40,899 | 41,646 | 42,562 | 43,616 | 43,665 |
| Massachusetts | 60,068 | 59,040 | 54,003 | 55,963 | 54,145 |
| Michigan | 79,847 | 80,150 | 80,008 | 82,967 | 82,800 |
| Minnesota | 42,750 | 43,101 | 43,574 | 44,903 | 45,936 |
| Mississippi | 27,283 | 27,591 | 28,062 | 28,111 | 28,049 ** |
| Missouri | 50,693 | 51,362 | 52,359 | 52,306 | 52,400 |
| Montana | 9,626 | 9,627 | 9,613 | 9,883 | 9,900 |
| Nebraska | 18,003 | 18,464 | 18,764 | 19,069 | 19,153 ** |
| Nevada | 8,699 | 9,175 | 10,373 | 11,409 | 11,888 |
| New Hampshire | 10,442 | 10,572 | 10,637 | 11,464 | 11,353 |
| New Jersey | 79,698 | 79,597 | 79,886 | 80,515 | 80,789 |
| New Mexico | 15,770 | 16,150 | 16,703 | 17,498 | 17,815 |
| New York | 172,807 | 174,610 | 176,390 | 171,914 | 176,000 |
| North Carolina | 61,933 | 63,160 | 64,283 | 65,326 | 65,984 ** |
| North Dakota | 7,731 | 7,809 | 7,591 | 7,733 | 7,713 * |
| Ohio | 101,021 | 101,629 | 103,088 | 103,372 | 102,000 |
| Oklahoma | 35,113 | 35,631 | 37,221 | 37,650 | 38,400 |
| Oregon | 25,147 | 25,630 | 26,174 | 26,745 | 26,253 ** |
| Pennsylvania | 104,379 | 105,415 | 100,275 | 100,475 | 100,900 |
| Rhode Island | 9,216 | 9,369 | 9,522 | 9,709 | 8,789 |
| South Carolina | 35,877 | 36,337 | 36,963 | 37,115 | 37,470 |
| South Dakota | 8,260 | 8,191 | 8,511 | 8,868 | 8,841 ** |
| Tennessee | 42,657 | 42,824 | 43,051 | 43,062 | 43,550 |
| Texas | 196,616 | 199,397 | 219,298 | 219,192 | 217,011 |
| Utah | 17,602 | 17,611 | 17,884 | 18,305 | 18,946 ** |
| Vermont | 6,852 | 6,852 | 7,257 | 7,031 | 7,085 * |
| Virginia | 60,883 | 62,138 | 63,638 | 64,525 * | 65,736 |
| Washington | 38,780 | 40,279 | 41,764 | 42,931 | 44,376 * |
| West Virginia | 22,177 | 21,653 | 21,476 | 20,997 | 20,833 |
| Wisconsin | 48,541 | 49,329 | 49,302 | 52,028 | 56,146 |
| Wyoming | 6,693 | 6,697 | 6,784 | 6,564 | 6,247 |
| ----- | | | | | |
| Outlying Areas | | | | | |
| American Samoa | 674 | 659 | 662 | 671 | 793 |
| Guam | 1,403 | 1,622 | 1,543 | 1,699 | 1,656 |
| Northern Marianas | 334 | 358 | 416 | 430 | 412 ** |
| Puerto Rico | 33,357 | 33,427 | 34,260 | 37,291 | 36,822 * |
| Virgin Islands | 1,597 | 1,595 | 1,575 | 1,581 | 1,688 ** |

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

**Actual fall 1992 count.

NOTE: All 1992-93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.

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

Table 8.--Number of public high school graduates, by state: School years 1988-89 to 1992-93

| State | Actual 1988-89 | Preliminary 1989-90 | Preliminary 1990-91 | Estimated 1991-92 | Estimated 1992-93 |
|----------------------|-------------------|------------------------|------------------------|----------------------|----------------------|
| United States | 2,458,800 | 2,320,337 | 2,238,299 | 2,246,248 | 2,276,830 |
| Alabama | 43,437 | 40,485 | 39,042 | 38,624 ** | 39,249 |
| Alaska | 5,631 | 5,386 | 5,458 | 5,548 ** | 5,713 |
| Arizona | 31,919 | 32,103 | 31,282 | 28,984 | 29,166 |
| Arkansas | 27,920 | 26,475 | 25,668 | 25,403 * | 25,764 * |
| California | 244,629 | 236,291 | 234,164 | 250,265 | 257,064 |
| Colorado | 35,520 | 32,967 | 31,293 | 31,059 ** | 32,220 |
| Connecticut | 30,862 | 27,878 | 27,290 | 25,415 ** | 24,500 |
| Delaware | 6,104 | 5,550 | 5,223 | 5,274 * | 5,457 * |
| District of Columbia | 3,565 | 3,626 | 3,369 | 3,385 ** | 3,290 |
| Florida | 90,759 | 88,934 | 87,419 | 92,073 ** | 93,224 |
| Georgia | 61,937 | 56,605 | 60,088 | 59,723 ** | 60,620 |
| Hawaii | 10,404 | 10,325 | 8,974 | 9,233 ** | 8,923 |
| Idaho | 12,520 | 11,971 | 11,961 | 12,734 ** | 13,182 |
| Illinois | 116,660 | 108,119 | 103,329 | 102,742 ** | 103,318 |
| Indiana | 63,571 | 60,012 | 58,558 | 57,651 ** | 58,860 |
| Iowa | 34,294 | 31,796 | 28,593 | 29,026 ** | 30,337 |
| Kansas | 26,848 | 25,367 | 24,414 | 23,987 ** | 24,246 |
| Kentucky | 38,883 | 38,005 | 35,835 | 34,795 ** | 36,622 |
| Louisiana | 37,198 | 36,053 | 33,489 | 32,170 * | 31,668 * |
| Maine | 13,857 | 13,839 | 13,151 | 14,229 ** | 13,891 |
| Maryland | 45,791 | 41,566 | 39,014 | 39,014 ** | 39,013 |
| Massachusetts | 57,328 | 55,941 | 52,075 | 50,791 | 46,618 |
| Michigan | 101,784 | 93,807 | 88,234 | 86,700 | 89,700 |
| Minnesota | 53,122 | 49,087 | 46,474 | 46,134 | 47,531 |
| Mississippi | 24,241 | 25,182 | 23,665 | 22,959 ** | 23,188 |
| Missouri | 51,968 | 48,957 | 46,928 | 46,595 | 47,440 |
| Montana | 10,490 | 9,370 | 9,013 | 9,012 | 9,279 |
| Nebraska | 18,690 | 17,664 | 16,500 | 17,549 ** | 17,808 |
| Nevada | 9,464 | 9,477 | 9,370 | 9,182 ** | 9,932 |
| New Hampshire | 11,340 | 10,766 | 10,059 | 10,174 ** | 9,682 |
| New Jersey | 76,263 | 69,824 | 67,003 | 63,797 | 62,970 |
| New Mexico | 15,481 | 14,884 | 15,157 | 14,824 ** | 14,498 |
| New York | 154,580 | 143,318 | 133,562 | 134,700 | 136,400 |
| North Carolina | 69,970 | 64,782 | 62,792 | 60,911 ** | 60,370 |
| North Dakota | 8,077 | 7,690 | 7,573 | 7,492 * | 7,595 * |
| Ohio | 125,036 | 114,513 | 107,484 | 106,200 | 106,100 |
| Oklahoma | 36,773 | 35,606 | 33,007 | 32,670 ** | 32,500 |
| Oregon | 26,903 | 25,473 | 24,597 | 25,451 ** | 26,900 |
| Pennsylvania | 118,921 | 110,527 | 104,770 | 103,770 | 103,180 |
| Rhode Island | 8,554 | 7,825 | 7,744 | 7,718 ** | 7,756 |
| South Carolina | 37,020 | 32,483 | 33,063 | 32,800 | 32,500 |
| South Dakota | 8,181 | 7,650 | 7,127 | 7,408 ** | 7,996 |
| Tennessee | 48,553 | 46,094 | 44,847 | 45,215 | 45,792 |
| Texas | 176,951 | 172,480 | 174,306 | 176,244 | 178,450 |
| Utah | 22,934 | 21,196 | 22,219 | 24,946 ** | 26,032 |
| Vermont | 5,963 | 6,127 | 5,212 | 5,206 * | 5,328 * |
| Virginia | 65,004 | 60,605 | 58,441 * | 58,647 ** | 58,410 |
| Washington | 48,941 | 45,941 | 43,331 | 44,171 * | 46,142 * |
| West Virginia | 22,886 | 21,854 | 21,064 | 20,801 ** | 20,954 |
| Wisconsin | 54,994 | 52,038 | 49,340 | 47,014 ** | 53,368 |
| Wyoming | 6,079 | 5,823 | 5,728 | 5,834 ** | 6,084 |
| ----- | | | | | |
| Outlying Areas | | | | | |
| American Samoa | 569 | 703 | 597 | 626 ** | 745 |
| Guam | 936 | 1,033 | 1,014 | 1,012 ** | 965 |
| Northern Marianas | 200 | 227 | 273 | 263 ** | 285 |
| Puerto Rico | 31,617 | 29,049 | 29,329 | 28,774 * | 28,929 * |
| Virgin Islands | 1,025 | 1,260 | 986 | 916 ** | 1,025 |

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

**Actual count.

NOTE: All 1991-92 and 1992-93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.

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

Table 9.--Revenues for public elementary and secondary education, by state for grades prekindergarten through 12: Fiscal years 1989 to 1992.

(In thousands of dollars)

| State | Actual FY 89 | Preliminary FY 90 | Preliminary FY 91 | Estimated FY 92 | Estimated FY 93 |
|----------------------|-----------------|----------------------|----------------------|--------------------|--------------------|
| United States | \$191,267,624 | \$207,888,111 | \$222,822,499 | \$232,892,718 | \$239,300,809 |
| Alabama | 2,552,053 | 2,557,836 | 2,704,515 | 2,651,137 ** | 2,684,383 |
| Alaska | 864,292 | 960,122 | 1,021,392 | 1,062,248 | 1,104,737 |
| Arizona | 2,589,909 | 2,742,625 | 2,973,755 | 3,071,757 | 3,142,418 |
| Arkansas | 1,473,751 | 1,594,428 | 1,645,442 | 1,424,262 | 1,415,231 |
| California | 22,208,938 | 24,320,281 | 25,266,899 | 26,536,414 | 23,712,626 |
| Colorado | 2,477,978 | 2,767,107 | 2,892,809 | 3,036,156 | 3,209,896 |
| Connecticut | 3,116,060 | 3,543,024 | 3,687,572 | 3,780,000 | 3,880,000 |
| Delaware | 500,642 | 542,448 | 566,146 | 614,718 * | 640,585 * |
| District of Columbia | 521,094 | 648,392 | 665,624 | 519,600 ** | 513,522 |
| Florida | 8,396,809 | 9,589,961 | 10,416,592 | 10,884,060 | 11,372,755 |
| Georgia | 4,693,011 | 5,194,517 | 5,417,738 | 5,826,483 | 6,111,545 |
| Hawaii | 682,202 | 810,631 | 945,327 | 984,349 | 1,072,940 |
| Idaho | 651,165 | 710,841 | 795,820 | 812,799 ** | 878,969 |
| Illinois | 8,023,607 | 9,001,253 | 9,269,492 | 10,050,162 | 10,753,673 |
| Indiana | 4,372,707 | 4,349,969 | 5,305,182 | 5,729,000 | 6,187,000 |
| Iowa | 2,072,991 | 2,149,710 | 2,211,510 | 2,286,510 | 2,361,510 |
| Kansas | 1,920,927 | 2,085,315 | 2,208,225 | 2,318,636 ** | 2,457,754 |
| Kentucky | 2,071,522 | 2,247,379 | 2,729,811 | 2,909,135 | 3,010,955 |
| Louisiana | 2,787,869 | 3,058,293 | 3,200,752 | 3,306,269 * | 3,277,764 * |
| Maine | 1,027,134 | 1,154,667 | 1,192,430 | 1,299,196 ** | 1,323,491 |
| Maryland | 3,804,336 | 4,267,441 | 4,565,842 | 4,664,761 | 4,851,074 |
| Massachusetts | 4,847,275 | 5,117,504 | 5,274,333 | 5,650,055 ** | 5,796,682 |
| Michigan | 7,733,780 | 8,394,959 | 9,054,147 | 9,320,055 | 9,538,959 |
| Minnesota | 3,665,226 | 3,988,317 | 4,300,519 | 4,420,000 | 4,561,400 |
| Mississippi | 1,440,070 | 1,573,464 | 1,599,374 | 1,660,972 ** | 1,744,020 |
| Missouri | 3,442,018 | 3,699,939 | 3,968,551 | 3,835,951 ** | 3,970,000 |
| Montana | 662,104 | 707,594 | 786,516 | 818,000 | 850,000 |
| Nebraska | 1,214,451 | 1,359,712 | 1,469,586 | 1,362,277 | 1,437,203 |
| Nevada | 757,832 | 860,464 | 1,006,832 | 1,141,867 | 1,168,298 |
| New Hampshire | 825,442 | 900,843 | 977,610 | 1,220,318 | 1,369,735 |
| New Jersey | 7,992,886 | 8,763,058 | 9,565,571 | 10,315,594 * | 10,672,438 * |
| New Mexico | 1,142,068 | 1,225,429 | 1,321,887 | 1,431,115 * | 1,429,563 * |
| New York | 18,764,256 | 19,744,546 | 21,362,779 | 21,807,900 | 22,234,500 |
| North Carolina | 4,279,584 | 4,683,693 | 4,995,253 | 5,676,400 | 6,086,800 |
| North Dakota | 469,624 | 487,049 | 515,073 | 547,924 * | 559,404 * |
| Ohio | 8,222,796 | 8,709,509 | 9,116,257 | 9,507,718 | 10,457,201 |
| Oklahoma | 2,127,862 | 2,172,547 | 2,356,528 | 2,304,503 | 2,410,660 |
| Oregon | 2,315,476 | 2,534,734 | 2,687,143 | 2,672,000 | 2,806,000 |
| Pennsylvania | 9,154,167 | 10,336,060 | 11,063,955 | 11,727,792 | 12,431,460 |
| Rhode Island | 753,042 | 844,009 | 866,151 | 886,527 ** | 913,123 |
| South Carolina | 2,453,008 | 2,698,180 | 2,856,421 | 2,883,176 | 2,902,010 |
| South Dakota | 468,658 | 503,949 | 532,388 | 559,447 ** | 576,231 |
| Tennessee | 2,731,861 | 2,907,714 | 3,034,270 | 3,008,776 | 3,289,479 |
| Texas | 13,110,312 | 13,948,117 | 15,407,772 | 16,241,223 | 16,950,550 |
| Utah | 1,203,017 | 1,334,715 | 1,420,359 | 1,518,257 | 1,432,052 |
| Vermont | 507,918 | 562,543 | 615,449 | 661,012 * | 681,365 * |
| Virginia | 4,636,663 | 5,101,281 | 5,462,332 | 5,544,267 | 5,965,631 |
| Washington | 3,775,985 | 4,192,291 | 4,698,535 | 5,150,418 * | 5,418,460 * |
| West Virginia | 1,290,156 | 1,413,165 | 1,599,534 | 1,657,012 | 1,822,713 |
| Wisconsin | 3,904,897 | 4,240,432 | 4,636,119 | 4,965,596 ** | 5,262,042 |
| Wyoming | 566,196 | 581,050 | 588,382 | 628,915 | 600,000 |
| ----- | | | | | |
| Outlying Areas | | | | | |
| American Samoa | 24,385 | 26,936 | 30,407 | 31,066 ** | 28,715 |
| Guam | 104,724 | 113,758 | 125,496 | 135,845 ** | 160,415 |
| Northern Marianas | 19,724 | 26,906 | 34,803 | 40,897 | 37,983 |
| Puerto Rico | 1,096,135 | 1,159,520 | 1,266,116 | 1,335,730 * | 1,352,437 * |
| Virgin Islands | 132,329 | 174,458 | 160,899 | 175,033 * | 181,076 * |

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

**Actual count.

NOTE: All FY 92 and FY 93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.

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

Table 10.--Current expenditures for public elementary and secondary education, by state for grades prekindergarten through 12: Fiscal years 1989 to 1993

(In thousands of dollars)

| State | Actual FY 89 | Preliminary FY 90 | Preliminary FY 91 | Estimated FY 92 | Estimated FY 93 |
|----------------------|-----------------|----------------------|----------------------|--------------------|--------------------|
| United States | \$172,968,800 | \$187,575,138 | \$201,549,624 | \$219,039,513 | \$226,672,400 |
| Alabama | 2,188,020 | 2,275,233 | 2,475,216 | 2,475,669 | 2,548,282 |
| Alaska | 739,020 | 828,051 | 854,499 | 950,863 | 988,897 |
| Arizona | 2,143,148 | 2,260,980 | 2,469,415 | 3,089,779 | 3,160,530 |
| Arkansas | 1,319,370 | 1,404,545 | 1,510,092 | 1,292,041 | 1,323,043 |
| California | 19,417,178 | 21,485,782 | 22,748,218 | 26,926,274 | 24,061,001 |
| Colorado | 2,266,667 | 2,451,885 | 2,642,839 | 2,800,671 | 2,940,037 |
| Connecticut | 2,984,542 | 3,342,033 | 3,427,201 | 3,530,000 | 3,610,000 |
| Delaware | 479,327 | 511,718 | 534,003 | 577,860 * | 632,521 * |
| District of Columbia | 584,035 | 632,666 | 639,737 | 519,600 ** | 513,522 |
| Florida | 7,245,515 | 8,228,531 | 9,045,710 | 9,485,876 | 9,944,161 |
| Georgia | 4,006,069 | 4,414,016 | 4,804,225 | 5,206,259 | 5,600,410 |
| Hawaii | 643,319 | 700,012 | 827,579 | 900,406 | 979,642 |
| Idaho | 571,159 | 627,794 | 708,045 | 736,096 ** | 747,542 |
| Illinois | 7,655,153 | 8,125,493 | 8,932,538 | 10,887,819 | 11,649,966 |
| Indiana | 3,779,468 | 4,024,098 | 4,379,142 | 4,765,000 | 5,146,000 |
| Iowa | 1,925,623 | 2,004,742 | 2,136,561 | 2,211,561 | 2,286,561 |
| Kansas | 1,712,260 | 1,848,302 | 1,938,012 | 2,034,912 ** | 2,157,007 |
| Kentucky | 1,918,741 | 2,094,231 | 2,480,363 | 2,681,375 | 2,775,223 |
| Louisiana | 2,468,307 | 2,802,793 | 2,987,448 | 3,075,518 * | 3,202,650 * |
| Maine | 921,931 | 1,048,195 | 1,070,965 | 1,052,359 | 1,072,038 |
| Maryland | 3,505,018 | 3,845,123 | 4,184,858 | 4,248,763 | 4,389,670 |
| Massachusetts | 4,522,119 | 4,760,390 | 4,906,828 | 5,072,291 ** | 5,316,715 |
| Michigan | 7,458,330 | 8,025,621 | 8,545,805 | 8,796,783 | 9,003,398 |
| Minnesota | 3,282,296 | 3,474,398 | 3,740,820 | 3,390,800 | 3,550,200 |
| Mississippi | 1,372,290 | 1,472,710 | 1,510,552 | 1,539,451 ** | 1,616,423 |
| Missouri | 3,096,666 | 3,288,738 | 3,487,786 | 3,308,076 ** | 3,407,000 |
| Montana | 592,454 | 641,345 | 719,963 | 749,000 | 779,000 |
| Nebraska | 1,105,009 | 1,233,431 | 1,297,639 | 1,227,949 | 1,295,487 |
| Nevada | 628,657 | 712,898 | 864,379 | 1,026,273 | 1,026,486 |
| New Hampshire | 733,240 | 821,671 | 888,156 | 1,113,669 | 1,253,773 |
| New Jersey | 7,309,147 | 7,971,100 | 8,784,969 | 9,441,813 * | 10,260,685 * |
| New Mexico | 975,552 | 1,021,082 | 1,134,142 | 1,223,713 * | 1,283,985 * |
| New York | 17,127,584 | 18,090,978 | 19,514,583 | 20,346,400 | 20,744,400 |
| North Carolina | 3,892,971 | 4,288,474 | 4,544,112 | 5,430,580 | 5,982,343 |
| North Dakota | 431,814 | 459,391 | 460,581 | 438,303 * | 523,657 * |
| Ohio | 7,425,194 | 7,994,379 | 8,407,428 | 10,077,200 | 10,917,931 |
| Oklahoma | 1,833,743 | 1,907,379 | 2,078,673 | 2,055,530 | 2,161,530 |
| Oregon | 2,123,241 | 2,297,944 | 2,453,934 | 2,629,000 | 2,760,000 |
| Pennsylvania | 8,597,355 | 9,496,788 | 10,087,322 | 10,995,181 | 11,984,748 |
| Rhode Island | 747,852 | 786,969 | 823,655 | 874,002 ** | 900,223 |
| South Carolina | 2,118,732 | 2,326,105 | 2,493,524 | 2,535,158 | 2,568,115 |
| South Dakota | 427,522 | 447,177 | 481,304 | 519,840 ** | 545,832 |
| Tennessee | 2,668,341 | 2,790,808 | 2,903,209 | 2,890,606 | 3,148,494 |
| Texas | 11,761,447 | 12,763,954 | 13,695,327 | 16,187,391 | 16,875,555 |
| Utah | 1,040,104 | 1,130,135 | 1,235,916 | 1,284,111 | 1,332,180 |
| Vermont | 485,226 | 546,901 | 599,018 | 641,193 * | 694,242 * |
| Virginia | 4,151,050 | 4,561,874 | 4,891,212 | 4,964,580 | 5,341,888 |
| Washington | 3,204,265 | 3,551,100 | 3,906,529 | 4,267,788 * | 4,716,152 * |
| West Virginia | 1,202,486 | 1,316,173 | 1,473,744 | 1,556,745 | 1,712,419 |
| Wisconsin | 3,688,311 | 3,929,920 | 4,292,434 | 4,406,089 ** | 4,715,837 |
| Wyoming | 491,930 | 509,084 | 529,413 | 551,296 | 525,000 |
| Outlying Areas | | | | | |
| American Samoa | 22,314 | 21,837 | 24,946 | 30,393 | 33,648 * |
| Guam | 94,368 | 106,033 | 122,170 | 132,460 ** | 156,862 |
| Northern Marianas | 14,375 | 20,476 | 32,987 | 38,538 | 37,500 |
| Puerto Rico | 1,030,387 | 1,090,383 | 1,187,261 | 1,248,312 * | 1,327,619 * |
| Virgin Islands | 111,750 | 128,066 | 119,950 | 130,046 * | 141,316 * |

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

**Actual count.

NOTE: All FY 92 and FY 93 numbers are state estimates unless otherwise indicated by single or double asterisks. Estimates are reported as of December 1992.

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

Table 11.--Student membership and number of teachers, and estimates of revenues, expenditures, and pupil/teacher ratio for public elementary and secondary schools, by state for grades prekindergarten through 12: School year 1991-92/Fiscal year 1992

| State | Preliminary | | Estimated | | | | |
|----------------------|-------------|--------------------|-------------------------|-------------------------------------|---------------------|-------------------|-----------------------|
| | Membership | Number of teachers | Revenues (in thousands) | Current expenditures (in thousands) | Pupil/teacher ratio | Per pupil revenue | Per pupil expenditure |
| United States | 42,001,794 | 2,431,610 | \$232,892,718 | \$219,039,513 | 17.3 | \$5,545 | \$5,215 |
| Alabama | 722,004 | 40,480 | 2,651,137 ** | 2,475,669 | 17.8 | 3,672 | 3,429 |
| Alaska | 118,680 | 7,118 | 1,062,248 | 950,863 | 16.7 | 8,951 | 8,012 |
| Arizona | 656,980 | 33,978 | 3,071,757 | 3,089,779 | 19.3 | 4,676 | 4,703 |
| Arkansas | 438,518 | 25,785 | 1,424,262 | 1,292,041 | 17.0 | 3,248 | 2,946 |
| California | 5,107,145 | 224,000 | 26,536,414 | 26,926,274 | 22.8 | 5,196 | 5,272 |
| Colorado | 593,030 | 33,093 | 3,036,156 | 2,800,671 | 17.9 | 5,120 | 4,723 |
| Connecticut | 481,050 | 34,383 | 3,780,000 | 3,530,000 | 14.0 | 7,858 | 7,338 |
| Delaware | 102,196 | 6,095 | 614,718 * | 577,860 * | 16.8 | 6,015 | 5,654 |
| District of Columbia | 80,618 | 6,087 | 519,600 ** | 519,600 ** | 13.2 | 6,445 | 6,445 |
| Florida | 1,932,131 | 109,939 | 10,884,060 | 9,485,876 | 17.6 | 5,633 | 4,910 |
| Georgia | 1,177,569 | 63,816 | 5,826,483 | 5,206,259 | 18.5 | 4,948 | 4,421 |
| Hawaii | 174,747 | 9,451 | 984,349 | 900,406 | 18.5 | 5,633 | 5,153 |
| Idaho | 225,680 | 11,626 | 812,799 ** | 736,096 ** | 19.4 | 3,602 | 3,262 |
| Illinois | 1,848,166 | 110,143 | 10,050,162 | 10,887,819 | 16.8 | 5,438 | 5,891 |
| Indiana | 956,994 | 54,546 | 5,729,000 | 4,765,000 | 17.5 | 5,986 | 4,979 |
| Iowa | 491,363 | 31,395 | 2,286,510 | 2,211,561 | 15.7 | 4,653 | 4,501 |
| Kansas | 445,390 | 29,324 | 2,318,636 ** | 2,034,912 ** | 15.2 | 5,206 | 4,569 |
| Kentucky | 646,024 | 37,571 | 2,909,135 | 2,681,375 | 17.2 | 4,503 | 4,151 |
| Louisiana | 765,589 | 46,118 | 3,306,269 * | 3,075,518 * | 16.6 | 4,319 | 4,017 |
| Maine | 216,400 | 15,416 | 1,299,196 ** | 1,052,359 | 14.0 | 6,004 | 4,863 |
| Maryland | 736,238 | 43,616 | 4,664,761 | 4,248,763 | 16.9 | 6,336 | 5,771 |
| Massachusetts | 846,155 | 55,963 | 5,650,055 ** | 5,072,291 ** | 15.1 | 6,677 | 5,995 |
| Michigan | 1,591,120 | 82,967 | 9,320,055 | 8,796,783 | 19.2 | 5,858 | 5,529 |
| Minnesota | 773,571 | 44,903 | 4,420,000 | 3,390,800 | 17.2 | 5,714 | 4,383 |
| Mississippi | 504,127 | 28,111 | 1,660,972 ** | 1,539,451 ** | 17.9 | 3,295 | 3,054 |
| Missouri | 827,404 | 52,306 | 3,835,951 ** | 3,308,076 ** | 15.8 | 4,636 | 3,998 |
| Montana | 155,779 | 9,883 | 818,000 | 749,000 | 15.8 | 5,251 | 4,808 |
| Nebraska | 279,552 | 19,069 | 1,362,277 | 1,227,949 | 14.7 | 4,873 | 4,393 |
| Nevada | 211,310 | 11,409 | 1,141,867 | 1,026,273 | 18.6 | 5,391 | 4,845 |
| New Hampshire | 177,138 | 11,464 | 1,220,318 | 1,113,669 | 15.5 | 6,889 | 6,287 |
| New Jersey | 1,109,796 | 80,515 | 10,315,594 * | 9,441,813 * | 13.8 | 9,295 | 8,508 |
| New Mexico | 308,667 | 17,498 | 1,431,115 * | 1,223,713 * | 17.6 | 4,636 | 3,965 |
| New York | 2,643,993 | 171,914 | 21,807,900 | 20,346,400 | 15.4 | 8,248 | 7,695 |
| North Carolina | 1,097,598 | 65,326 | 5,676,400 | 5,430,580 | 16.8 | 5,172 | 4,948 |
| North Dakota | 118,376 | 7,733 | 547,924 * | 488,303 * | 15.3 | 4,629 | 4,125 |
| Ohio | 1,783,767 | 103,372 | 9,507,718 | 10,077,200 | 17.3 | 5,330 | 5,649 |
| Oklahoma | 588,263 | 37,650 | 2,304,503 | 2,055,530 | 15.6 | 3,917 | 3,494 |
| Oregon | 498,614 | 26,745 | 2,672,000 | 2,629,000 | 18.6 | 5,359 | 5,273 |
| Pennsylvania | 1,692,797 | 100,475 | 11,727,792 | 10,995,181 | 16.8 | 6,928 | 6,495 |
| Rhode Island | 142,144 | 9,709 | 886,527 ** | 874,002 ** | 14.6 | 6,237 | 6,149 |
| South Carolina | 627,470 | 37,115 | 2,883,176 | 2,535,158 | 16.9 | 4,595 | 4,040 |
| South Dakota | 131,576 | 8,868 | 559,447 ** | 519,840 ** | 14.8 | 4,252 | 3,951 |
| Tennessee | 833,651 | 43,062 | 3,008,776 | 2,890,606 | 19.4 | 3,609 | 3,467 |
| Texas | 3,464,371 | 219,192 | 16,241,223 | 16,187,391 | 15.8 | 4,688 | 4,673 |
| Utah | 456,430 | 18,305 | 1,518,257 | 1,284,111 | 24.9 | 3,326 | 2,813 |
| Vermont | 97,137 | 7,031 | 661,012 * | 641,193 * | 13.8 | 6,805 | 6,601 |
| Virginia | 1,017,655 * | 64,525 * | 5,544,267 | 4,964,580 | -- | 5,448 | 4,878 |
| Washington | 869,327 | 42,931 | 5,150,418 * | 4,267,788 * | 20.2 | 5,925 | 4,909 |
| West Virginia | 320,249 | 20,997 | 1,657,012 | 1,556,745 | 15.3 | 5,174 | 4,861 |
| Wisconsin | 814,671 | 52,028 | 4,965,596 ** | 4,406,089 ** | 15.7 | 6,095 | 5,408 |
| Wyoming | 102,074 | 6,564 | 628,915 | 551,296 | 15.6 | 6,161 | 5,401 |
| ----- | | | | | | | |
| Outlying Areas | | | | | | | |
| American Samoa | 13,365 | 671 | 31,066 ** | 30,393 | 19.9 | 2,324 | 2,274 |
| Guam | 28,244 | 1,699 | 135,845 ** | 132,460 ** | 16.6 | 4,810 | 4,690 |
| Northern Marianas | 7,096 | 430 | 40,897 | 38,538 | 16.5 | 5,763 | 5,431 |
| Puerto Rico | 642,392 | 37,291 | 1,335,730 * | 1,248,312 * | 17.2 | 2,079 | 1,943 |
| Virgin Islands | 22,346 | 1,581 | 175,033 * | 130,046 * | 14.1 | 7,833 | 5,820 |

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

**Actual count.

NOTE: All numbers for revenues and expenditures are state estimates unless otherwise indicated by single or double asterisks. All numbers for membership and teachers are actual counts unless otherwise noted. Estimates for revenues and expenditures are reported as of December 1992.

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

Table 12.--Estimated membership, number of teachers, revenues, expenditures, and pupil/teacher ratio, for public elementary and secondary schools, by state for grades prekindergarten through 12: School year 1992-93/ Fiscal year 1993

| State | Membership | Number of teachers | Revenues (in thousands) | Current expenditures (in thousands) | Pupil/teacher ratio | Per pupil revenue | Per pupil expenditure |
|----------------------|--------------|--------------------|-------------------------|-------------------------------------|---------------------|-------------------|-----------------------|
| United States | 42,195,453 | 2,450,717 | \$239,300,809 | \$226,672,400 | 17.2 | \$5,671 | \$5,372 |
| Alabama | 727,533 ** | 40,320 | 2,684,383 | 2,548,282 | 18.0 | 3,690 | 3,503 |
| Alaska | 119,528 ** | 7,400 * | 1,104,737 | 988,897 | 16.2 | 9,242 | 8,273 |
| Arizona | 672,679 | 34,120 | 3,142,418 | 3,160,530 | 19.7 | 4,671 | 4,698 |
| Arkansas | 440,761 * | 25,796 * | 1,415,231 | 1,323,043 | 17.1 | 3,211 | 3,002 |
| California | 5,200,000 | 225,500 | 23,712,626 | 24,061,001 | 23.1 | 4,560 | 4,627 |
| Colorado | 612,635 ** | 34,000 | 3,209,896 | 2,940,037 | 18.0 | 5,239 | 4,799 |
| Connecticut | 488,400 | 34,400 | 3,880,000 | 3,610,000 | 14.2 | 7,944 | 7,391 |
| Delaware | 104,799 * | 6,194 * | 640,585 * | 632,521 * | 16.9 | 6,113 | 6,036 |
| District of Columbia | 80,937 ** | 5,502 ** | 513,522 | 513,522 | 14.7 | 6,345 | 6,345 |
| Florida | 1,981,887 ** | 107,453 ** | 11,372,755 | 9,944,161 | 18.4 | 5,738 | 5,018 |
| Georgia | 1,203,620 | 72,073 | 6,111,545 | 5,600,410 | 16.7 | 5,078 | 4,653 |
| Hawaii | 176,923 ** | 9,859 | 1,072,940 | 979,642 | 17.9 | 6,064 | 5,537 |
| Idaho | 231,668 ** | 11,807 ** | 878,969 | 747,542 | 19.6 | 3,794 | 3,227 |
| Illinois | 1,814,798 | 111,132 | 10,753,673 | 11,649,966 | 16.3 | 5,926 | 6,419 |
| Indiana | 958,397 | 54,500 | 6,187,000 | 5,146,000 | 17.6 | 6,456 | 5,369 |
| Iowa | 493,691 ** | 31,509 ** | 2,361,510 | 2,286,561 | 15.7 | 4,783 | 4,632 |
| Kansas | 452,071 | 29,409 | 2,457,754 | 2,157,007 | 15.4 | 5,437 | 4,771 |
| Kentucky | 640,477 ** | 37,472 ** | 3,010,955 | 2,775,223 | 17.1 | 4,701 | 4,333 |
| Louisiana | 746,889 * | 46,098 * | 3,277,764 * | 3,202,650 * | 16.2 | 4,389 | 4,288 |
| Maine | 217,042 | 16,000 | 1,323,491 | 1,072,038 | 13.6 | 6,098 | 4,939 |
| Maryland | 751,604 ** | 43,665 | 4,851,074 | 4,389,670 | 17.2 | 6,454 | 5,840 |
| Massachusetts | 858,095 | 54,145 | 5,796,682 | 5,316,715 | 15.8 | 6,755 | 6,196 |
| Michigan | 1,595,100 | 82,800 | 9,538,959 | 9,003,398 | 19.3 | 5,980 | 5,644 |
| Minnesota | 784,420 | 45,936 | 4,561,400 | 3,550,200 | 17.1 | 5,815 | 4,526 |
| Mississippi | 504,013 ** | 28,049 ** | 1,744,020 | 1,616,423 | 18.0 | 3,460 | 3,207 |
| Missouri | 838,758 ** | 52,400 | 3,970,000 | 3,407,000 | 16.0 | 4,733 | 4,062 |
| Montana | 158,031 | 9,900 | 850,000 | 779,000 | 16.0 | 5,379 | 4,929 |
| Nebraska | 281,813 ** | 19,153 ** | 1,437,203 | 1,295,487 | 14.7 | 5,100 | 4,597 |
| Nevada | 222,846 ** | 11,888 | 1,168,298 | 1,026,486 | 18.7 | 5,243 | 4,606 |
| New Hampshire | 175,979 | 11,353 | 1,369,735 | 1,253,773 | 15.5 | 7,784 | 7,125 |
| New Jersey | 1,129,883 | 80,789 | 10,672,438 * | 10,260,685 * | 14.0 | 9,446 | 9,081 |
| New Mexico | 303,417 | 17,815 | 1,429,563 * | 1,283,985 * | 17.0 | 4,712 | 4,232 |
| New York | 2,670,800 | 176,000 | 22,234,500 | 20,744,400 | 15.2 | 8,325 | 7,767 |
| North Carolina | 1,106,876 ** | 65,984 ** | 6,086,800 | 5,982,343 | 16.8 | 5,499 | 5,405 |
| North Dakota | 118,930 * | 7,713 * | 559,404 * | 523,657 * | 15.4 | 4,704 | 4,403 |
| Ohio | 1,780,000 | 102,000 | 10,457,201 | 10,917,931 | 17.5 | 5,875 | 6,134 |
| Oklahoma | 591,000 | 38,400 | 2,410,660 | 2,161,530 | 15.4 | 4,079 | 3,657 |
| Oregon | 510,229 ** | 26,253 ** | 2,806,000 | 2,760,000 | 19.4 | 5,499 | 5,409 |
| Pennsylvania | 1,716,670 | 100,900 | 12,431,460 | 11,984,748 | 17.0 | 7,242 | 6,981 |
| Rhode Island | 143,043 ** | 8,789 | 913,123 | 900,223 | 16.3 | 6,384 | 6,293 |
| South Carolina | 633,424 ** | 37,470 | 2,902,010 | 2,568,115 | 16.9 | 4,581 | 4,054 |
| South Dakota | 134,573 ** | 8,841 ** | 576,231 | 545,832 | 15.2 | 4,282 | 4,056 |
| Tennessee | 845,328 | 43,550 | 3,289,479 | 3,148,494 | 19.4 | 3,891 | 3,725 |
| Texas | 3,235,052 | 217,011 | 16,950,550 | 16,875,555 | 14.9 | 5,240 | 5,216 |
| Utah | 461,259 ** | 18,946 ** | 1,432,052 | 1,332,180 | 24.3 | 3,105 | 2,888 |
| Vermont | 98,532 * | 7,085 * | 681,365 * | 694,242 * | 13.9 | 6,915 | 7,046 |
| Virginia | 1,032,058 ** | 65,736 | 5,965,631 | 5,341,888 | 15.7 | 5,780 | 5,176 |
| Washington | 899,990 ** | 44,376 * | 5,418,460 * | 4,716,152 * | 20.3 | 6,021 | 5,240 |
| West Virginia | 317,719 ** | 20,833 | 1,822,713 | 1,712,419 | 15.3 | 5,737 | 5,390 |
| Wisconsin | 830,964 | 56,146 | 5,262,042 | 4,715,837 | 14.8 | 6,332 | 5,675 |
| Wyoming | 100,313 ** | 6,247 | 600,000 | 525,000 | 16.1 | 5,981 | 5,234 |
| ----- | | | | | | | |
| Outlying Areas | | | | | | | |
| American Samoa | 13,862 ** | 793 | 28,715 | 33,648 * | 17.5 | 2,071 | 2,427 |
| Guam | 29,342 ** | 1,656 | 160,415 | 156,862 | 17.7 | 5,467 | 5,346 |
| Northern Marianas | 7,310 ** | 412 ** | 37,983 | 37,500 | 17.7 | 5,196 | 5,130 |
| Puerto Rico | 640,059 * | 36,822 * | 1,352,437 * | 1,327,619 * | 17.4 | 2,113 | 2,074 |
| Virgin Islands | 22,749 ** | 1,688 ** | 181,076 * | 141,316 * | 13.5 | 7,960 | 6,212 |

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

**Actual count.

NOTE: All numbers are state estimates unless otherwise indicated by single or double asterisks.

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

Table 13.--Selected standard errors for private school early estimates for grades K through 12: School year 1992-93

| Characteristic | Religious Orientation | | | | School Level | | |
|----------------------------|-----------------------|----------|-----------------|---------------|--------------|-----------|-----------|
| | Total | Catholic | Other religious | Non-sectarian | Elementary | Secondary | Combined |
| Students | | | | | | | |
| Fall 1988 | 96,779.9 | 63,087.0 | 65,974.6 | 36,800.1 | 82,816.9 | 29,378.6 | 57,862.8 |
| Fall 1989 | 117,830.9 | 58,569.5 | 88,321.4 | 51,507.8 | 75,128.0 | 35,790.6 | 114,972.5 |
| Fall 1990* | 102,123.9 | 47,861.4 | 54,721.8 | 40,117.7 | 78,969.6 | 73,260.3 | 54,828.9 |
| Fall 1991* | 80,585.8 | 45,353.9 | 58,186.1 | 46,979.5 | 88,553.7 | 78,987.8 | 53,797.3 |
| Fall 1992 | 116,612.2 | 38,332.2 | 101,583.3 | 47,455.7 | 52,060.1 | 20,187.7 | 96,073.1 |
| Teachers | | | | | | | |
| Fall 1988 | 7,624.7 | 4,166.7 | 5,452.3 | 4,359.3 | 5,707.4 | 1,545.0 | 5,116.1 |
| Fall 1989 | 8,636.1 | 3,656.6 | 5,035.6 | 5,987.8 | 5,183.5 | 2,858.5 | 7,865.2 |
| Fall 1990* | 7,912.7 | 2,910.6 | 6,247.6 | 5,021.0 | 5,488.8 | 4,565.2 | 6,493.8 |
| Fall 1991* | 8,320.1 | 2,920.5 | 6,217.0 | 5,602.6 | 5,517.4 | 4,604.8 | 7,114.2 |
| Fall 1992 | 8,714.8 | 3,047.8 | 6,030.1 | 5,218.4 | 3,329.0 | 1,674.3 | 7,876.0 |
| Pupil/teacher ratio | | | | | | | |
| Fall 1988 | 0.2 | 0.4 | 0.3 | 0.2 | 0.3 | 0.4 | 0.3 |
| Fall 1989 | 0.1 | 0.1 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 |
| Fall 1990* | 0.1 | 0.2 | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 |
| Fall 1991* | 0.3 | 0.3 | 0.6 | 0.4 | 0.3 | 0.3 | 0.5 |
| Fall 1992 | 0.2 | 0.3 | 0.4 | 0.4 | 0.3 | 0.2 | 0.5 |
| Graduates | | | | | | | |
| 1987-88 | 9,605.4 | 8,993.4 | 3,863.2 | 4,419.8 | -- | 9,237.6 | 4,809.1 |
| 1988-89 | 13,305.6 | 9,956.0 | 8,449.2 | 6,839.1 | -- | 9,069.0 | 12,302.2 |
| 1989-90* | 18,992.8 | 17,010.4 | 5,682.4 | 5,793.6 | -- | 17,643.3 | 5,925.4 |
| 1990-91* | 15,979.3 | 13,752.1 | 5,020.8 | 5,075.7 | -- | 14,637.0 | 6,910.2 |
| 1991-92 | 6,071.4 | 4,554.6 | 4,714.1 | 4,377.0 | -- | 3,935.1 | 4,257.8 |
| 1992-93 | 6,445.7 | 4,572.8 | 4,364.7 | 4,211.9 | -- | 3,898.6 | 4,664.4 |

*Revised; see technical notes

--Not applicable.

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

TECHNICAL NOTES

Public School Early Estimates Methodology

In mid-November 1992, survey forms were sent out to each state education agency. States were asked to return by mail or fax the completed form. Those which had not responded by December were contacted by telephone. All data were checked for reasonableness against prior years' reports, and followup calls were made to resolve any questions. In some cases the change from 1992 to 1993 reflected improved reporting; Georgia, for example, included in its 1993 estimates teachers of art, physical education, and several other subjects who had been omitted from previous reports. In other cases, state contacts confirmed the reported numbers. Illinois, for example, anticipates that public education expenditures for fiscal year 1993 will exceed revenues; Wyoming is experiencing a marked increase in the number of high school graduates.

Missing values for student membership were imputed by multiplying a state's membership data from the 1991-92 school year by one plus the rate of growth experienced by that state in student membership from 1990-91 to 1991-92.

Missing values for other data elements were imputed by state, using ratios of the missing quantity to the student membership value, and then adjusting this number by the national average percent change from the previous year for this element. For example, the procedure for imputing the number of teachers in the 1992-93 school year involved: (1) calculating the teacher-to-student ratio in the given state in 1991-92; (2) calculating the total growth rate in teacher-to-student ratios for reporting states from 1991-92 to 1992-93; and (3) multiplying the state student membership for the 1992-93 school year by the ratio calculated in step 1, and then multiplying this product by the growth rate calculated in step 2. Equivalent procedures were used for imputing numbers of high school graduates, revenues, and current expenditures. When a national total includes imputed state values, that national total is reported as an imputed number.

Nonfiscal data for school years 1990-91 and 1991-92 and fiscal data for fiscal year 1990 and fiscal year 1991 are reported as preliminary. These preliminary estimates are subject to change.

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

Accuracy of Estimates

Past years' data provide an indication of the differences between early estimates and final data. The early estimate of public school membership for fall 1991 was 41,838,871, which represented an increase of 1.49 percent from the fall 1990 value. The actual increase, based on the final count of 42,001,794, was 1.89 percent. Last year's estimate indicated that there were 2,431,008 public school teachers for 1991-92, implying an increase of 1.40 percent over the

previous year. Actual increase of public school teachers over that year was 1.43 percent. For number of public school graduates, the estimated decrease from 1989-90 to 1990-91 was 2.93 percent, while the actual decrease was 3.51 percent. Revenues were estimated to increase 6.02 percent from 1989-90 to 1990-91, while the actual increase was 7.34 percent. The estimated increase in current expenditures, from 1989-90 to 1990-91, was 7.48 percent, as compared with an actual increase of 7.56 percent. The same methodology used for estimating these data last year was used to generate the estimates for this report.

Private School Early Estimates Methodology

Early in September 1992, advance questionnaires were mailed to a national probability sample of 1,167 private elementary and secondary schools. Telephone collection of the data began in early October and was completed in mid-October. The telephone data collection used Computer Assisted Telephone Interviewing (CATI) technology to collect the data and perform preliminary edits. The overall response rate was 93.3¹ percent: 1,045 of the 1,120 eligible schools. Some 47 of the original 1,167 schools in the sample were determined to be out-of-scope². After adjusting for out-of-scope schools, the weighted estimate of private schools is 26,011.³

The sampling frame used for the Private School Early Estimates Survey was the 1991-1992 NCES Private School Survey (PSS). This survey collected information on the number of teachers and students in private schools, by school religious orientation and level as well as actual and projected counts of high school graduates. The PSS, and therefore the early estimates survey, uses two nonoverlapping frames: the list frame of approximately 24,000 eligible schools (the universe list), and an area frame developed by the Census Bureau, consisting of 355 schools identified in 124 sampled geographic areas (Primary Sampling Units or PSUs). The area frame is constructed from a sample survey designed to capture those schools not included in the universe list and is repeated every 2 years. The 355 schools identified in the sampled areas are weighted to a national estimate of the number of private schools not included in the universe list. This weighted number is then added to the universe count to produce an estimate of the total number of private schools in the United States.

For the early estimates, the list frame was stratified by level of school (elementary, secondary, and combined) and religious orientation (Catholic, other religious, and nonsectarian). Within strata, schools were further sorted by Census region (Northeast, Midwest, South, and West), by urbanicity (urban, suburban, and rural) within region, and by student membership size within urbanicity. Each school in the sorted frame was assigned a sampling measure of size equal to the square root of student membership.

¹The response rate for the Early Estimates Survey was lower this year than in prior years because of a change in the definition of a completed interview.

²An out-of-scope school is one that does not serve any of grades 1 through 12 or is located in a private home that is used as a family residence.

³The number of private schools reported in last year's early estimates reports was 24,306. An updated list and area frame was used this year. The update included new schools that began operation since the last update was done in school year 1988-89.

The area frame was stratified by level of school (elementary, secondary, and combined) and religious orientation (Catholic, other religious, and nonsectarian). Within strata, schools were further sorted by FIPS (Federal Information Processing Standards) state code, by PSU within state, and by student membership within PSU. Samples were selected with probabilities proportionate to size from each stratum. The measure of size used for this purpose was the square root of student membership multiplied by the inverse of the probability of selection of the PSU in which the school is located.

The estimation procedure is a two step process. The first step is to produce estimates based on the NCES frame for private schools (1991-92 Private School Survey). These estimates are adjusted for total school nonresponse, as well as item nonresponse. The second step is to update the PSS based estimates, using the data collected in the 1992 Early Estimates Survey (EES). This EES update is a ratio estimate of the 1992 estimate from EES divided by the 1991 estimate based on the 1991 PSS data for the EES sample. The estimates in the tables are the PSS based estimates time the EES update. The early estimates in this report incorporate the relevant estimates from the PSS and update then using data collected in the EES.

The private school early estimates are based on a sample; these estimates may differ somewhat from figures that would have been obtained if a complete census of private schools had been taken using the same questionnaire and procedures. The standard error indicates the magnitude of the sampling error, the variability due to sampling when estimating a statistic. It indicates how much variance there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, for the ratio of private school pupils to private school teachers in 1992-93, the estimate for all private schools is 14.9 and the standard error is 0.2. The 95 percent confidence interval for this statistic extends from $14.9 - (0.2 \text{ times } 1.96)$ to $14.9 + (0.2 \text{ times } 1.96)$ or from 14.5 to 15.3. The standard error for the 4,964,258 students in private schools is 116,612. The 95 percent confidence interval for this statistic extends from 4,735,698 to 5,192,818.

Estimates of standard errors were computed using a variance estimation procedure for complex sample survey data known as balanced repeated replication (BRR)--a technique that splits the sample into several different half-samples. Weight adjusted estimates are computed from the half-samples. Finally, the standard error of the half-sample estimates is used as an approximation for the full-sample standard error⁴. Table 13 presents standard errors for some key statistics for private schools.

Survey estimates are also subject to errors of reporting and errors made in the collection and processing of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to estimate the sampling variability of an

⁴Wolter, K. M. (1985). *Introduction to Variance Estimation*. Springer-Verlag, New York, 110-145.

estimate, nonsampling errors are not easy to measure and usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the question, differences related to the particular time the survey was conducted, or errors in data preparation. The content of the survey was developed in consultation with representatives of private school associations attending NCES meetings for users of private school data. The questionnaire and instructions were reviewed extensively by NCES staff. The CATI instrument provided on-line internal consistency checks (i.e., totals equal sum of parts) as well as consistency checks with 1991 data for the sample school. Interviewers resolved discrepancies with the school during the course of the interview. Machine editing of the questionnaires was conducted to check the data for accuracy and consistency. Data input into the CATI system were transferred directly to processing, avoiding potential keying errors.

Undercoverage in the list and area frames is another possible source of nonsampling error. The area frame was used to complement the list frame through the identification of schools missing from the list frame. The area frame represents approximately 10 percent of the total number of private schools. The 1991-92 list and area frame updates to the PSS were reflected in this year's early estimates, and so schools newly opened since 1989 are included in those new estimates.

Reliability of Estimates

Comparisons of the NCES private school estimates from 1992-93 with those from 1991-92 show similarities in the estimates for the number of private school students, teachers, and graduates (from the previous school year) in the aggregate, as well as within each school level and religious orientation group. For example, the 95% confidence interval on the 1991-92 estimate of 4,827,423 private school students in grades K through 12 ranged from 4,669,475 to 4,985,371 and the confidence interval of the 1992-93 estimate of 4,964,258 ranges from 4,735,698 to 5,192,818. Similarly, the 95% confidence interval on the 1991-92 estimate of 327,972 private school teachers ranged from 311,665 to 344,279 and the confidence interval on the 1992-93 estimate of 332,778 ranges from 315,707 to 349,869.

The NCES early estimate for the total number of students in private schools in school year 1991-92 was compared with the most recent Bureau of the Census sample survey estimate of total enrollment (from the October Supplement of the Current Population Survey (CPS), "School Enrollment--Social and Economic Characteristics of Students: October 1991," Current Population Reports, Series P-20, U.S. Department of Commerce, forthcoming). This comparison showed that the two estimates for school year 1991-92 are similar. Specifically, the CPS estimate of the number of private school students in grades kindergarten through 12 in the 1991-92 school year is 4.5 million, compared with the 4.8 million students reported in the NCES 1991-92 early estimates. (The 95% confidence interval on the CPS estimates ranges from 4.3 to 4.72 million, and the 95% confidence interval of the early estimates private school membership count ranges from 4.67 to 5.0 million.)

Comparisons of NCES estimates for Catholic schools with the National Catholic Educational Association (NCEA) universe data for the 1991-92 school year show some similarities and some differences in these two independent data sources ("United States Catholic Elementary and Secondary Schools, 1991-92," National Catholic Educational Association, 1992). The NCEA teacher count of 153,334 is based on statistics submitted by the 174 dioceses in the United States and, for the first time, includes part-time teachers in the computation of full-time equivalent teachers. This number is different from the number reported here (138,172). (The 95% confidence interval of the NCES estimate for 1991-92 ranges from 132,346 to 143,794). The NCEA estimate of 135,536 high school graduates in 1991-92 is similar to the NCES estimate for 1991-92 graduates of 142,830. (The confidence interval for the NCES estimate is 133,903 to 151,757.)

The number of students reported in membership in Catholic schools is different in the two reports, with a membership count of 2,442,924 from NCEA and an NCES 1991-92 early estimates membership count of 2,572,126. The 95% confidence interval on the NCES early estimate of Catholic school student membership ranges from 2,483,232 to 2,661,020.

The definitional difference in the number of teachers and the difference in the reported number of students may affect the pupil-to-teacher ratio. In fact, the pupil-to-teacher ratio is different in the two reports. The NCEA 1991-92 school year pupil-to-teacher ratio of 16.6 is different from the NCES 1991-92 estimate of 18.6 for Catholic schools (the confidence interval on the NCES pupil-to-teacher ratio in Catholic schools ranges from 18.0 to 19.2). One reason for the difference in the two numbers may be that NCEA includes prekindergarten students and teachers in its pupil-to-teacher ratio calculation.

Revision of 1990-91 and 1991-92 Private School Early Estimates

The 1990-91 and 1991-92 private school early estimates were revised this year because graduates from private special education or private vocational education schools were excluded from the estimate for graduates and projected graduates for 1989 PSS. This caused the 1989 to 1990 change estimates and the 1989 to 1991 change estimates used to compute the early estimates to be incorrect. After these schools were included, the PSS and change estimates (described above at the top of page 20) were recomputed, providing new 1990 and 1991 estimates.

Definitions

Membership is the unduplicated count of students on the roll of the school or local education agency on the school day closest to October 1; students who withdrew from school have been removed from the count. Unless otherwise specified, membership includes all students in prekindergarten through grade 12.

Teachers are professional staff who provide instruction to students and maintain daily student attendance figures for a group or class at any of the levels from prekindergarten through grade 12. Numbers of private school teachers include those for kindergarten through grade 12 only. Teacher numbers are reported in full-time equivalents (FTE), which are

computed by dividing the amount of time employed in instruction by the time normally required of a full-time position.

Pupil-to-teacher ratio is the number of students divided by the number of teachers. The pupil-to-teacher ratio for public schools reported here represents an average across all levels. There is, however, variability across prekindergarten, elementary, and secondary grade levels and across programs such as special education and gifted and talented.

Graduates are defined as students receiving a regular high school diploma during the school year, including summer graduates. Early estimates are provided for the recent graduates from the 1991-92 school year, with projections for the 1992-93 school year.

Elementary schools enroll students in at least one of grades prekindergarten through grade 6, and have no students in grades 9 through 12.

Secondary schools enroll students in at least one of grades 7 through 12, and have no students in grades prekindergarten through grade 6.

Combined schools enroll students in at least one of grades prekindergarten through grade 6 and at least one of grades 9 through 12, or are ungraded.

Revenues are defined as additions to assets which do not incur an obligation that must be met at some future date, do not represent exchanges of fixed assets, and are available for expenditure by the local education agencies in the state. Revenues include funds from local, intermediate, state, and federal sources.

Current expenditures are funds spent for operating local public schools and include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs, but exclude capital outlay and interest on school debt.

Per pupil expenditure (or per pupil revenue) is the total current expenditure (or revenue) for public elementary and secondary education in a state divided by the student membership. The numbers reported here, based on membership, can be expected to be smaller than per pupil expenditures (and per pupil revenues) based on average daily attendance, because the membership counts are generally larger than average daily attendance. As with pupil-to-teacher ratio, the average reported here does not reflect variations across grade levels or programs.

For More Information

For information about the Public School Early Estimates System or the Common Core of Data, contact Frank Johnson, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1618.

For information about the Private School Early Estimates System or the Private School Universe data collection system, contact the Office of Educational Research and Improvement,

National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1325.

Acknowledgments

The authors would like to thank all of the people in the state education agencies and private schools who supplied the data for this publication. This paper would not have been possible without their contributions. This report was prepared under the overall guidance and direction of Paul Planchon, Associate Commissioner of Elementary and Secondary Education Statistics in NCES. The authors also acknowledge the comments and suggestions of the following reviewers: Lisa Solomon of the Council of Chief State School Officers, Frederick Brigham of the National Catholic Educational Association, and Susan Ahmed, Robert Burton, John Burkett and Debra Gerald of NCES. Lee Hoffman of NCES coordinated the collection of the public school data. The authors also acknowledge Carol Rohr of Pinkerton Computer Consultants, Inc., for preparation of the text and tables. The 1992-93 private school early estimates survey was performed under contract with the U.S. Department of Commerce, Bureau of the Census. The Census Project Director was Larry McGinn, and the Survey Manager was LaTerri Bynum. Dennis Schwanz of the Census Bureau and Steven Kaufman and Marilyn McMillen of NCES provided overall technical and statistical guidance to the report. Elizabeth Gerald was the NCES Project Officer.

