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ABSTRACT

This book provides basic data on educational attainment, achievement, and practices for each state and the United States as a whole, with a focus on the academic-achievement gap between minority and white students. The first part provides an overview of the national picture of education, describing academic achievement, expenditures and investments in education, curriculum requirements, standards, and the relationship between educational attainment and work. It also offers examples of successful schools and districts. Recommendations include: (1) set high standards; (2) ensure that all students get a challenging curriculum; (3) make sure that all children have expert teachers; and (4) keep your own education watch. The second part contains profiles of the 50 states and the District of Columbia. Each profile provides information on personal income and educational attainment, the state report card, student characteristics, investments in education, and state educational performance. (LMI)

EDUCATION WATCH

The 1996 Education Trust

State and National Data Book

The Education Trust

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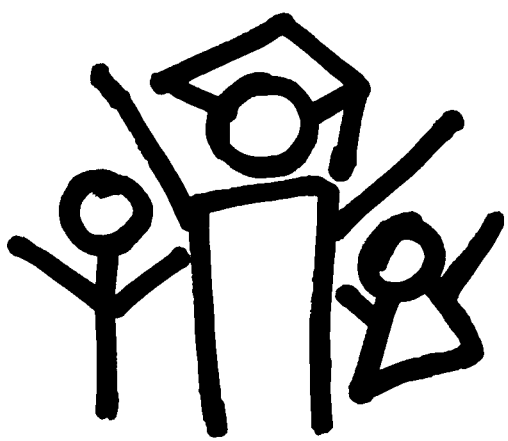

The Education Trust
Washington, D.C.

The Education Trust was created to promote high academic achievement for all students, at all levels, kindergarten through college. While we know that all schools and colleges could better serve their students, our work focuses on the schools and colleges most often left behind in efforts to improve education: those serving low-income, Latino and African American students.

Education Trust staff work alongside policy makers, parents, education professionals, community and business leaders —in cities and towns across the country—who are trying to transform their schools and colleges into institutions that genuinely serve all students. We bring lessons from these communities back to Washington to ensure that in the national policy debate there is a strong, clear voice for what's right for students in that debate.

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The staff at the Education Trust decided to publish a databook on student achievement more than two years ago. We made that decision for two reasons. First, when we reviewed education data, we came away deeply worried about the continued underachievement of American young people. While most Americans seem to share that concern, much of the data that is available to us (and to others who are willing to work hard at acquiring it) is not available to them in an understandable form. People don't have the data they need to *act.*

Second, we were alarmed by the silence around the fact that the academic achievement gap between minorities and Whites is growing once again. For decades, we made dramatic progress as a nation at accelerating minority achievement. That progress was shouted from every rooftop by practically every educational and political leader who could get his or her hands on the data. But around 1988 the progress stopped; in most subjects at most grade levels the gap is now growing once again. But rather than talk about this problem–and decide what to do about it–there is only silence.

We want, quite simply, to get folks in every state talking about both of these problems. We believe that, unless we talk openly about these problems in our communities, we won't do anything about them.

Honest data can be a good starting place for such conversations. In this book, we provide basic data on educational attainment, achievement and practices for each state, as well as for the nation. We selected and organized the data to point toward solutions and to discourage still more unproductive fingerpointing. In a companion book, *Education Watch: The Education Trust Community Data Guide*, we provide help to local communities that want to pull together similar data about their own children and schools. Both should be useful helping to start–or restart–a conversation between educators and parents, and between schools and colleges, about what we can do together to raise achievement and close the achievement gap.

The data in both books are far from complete. But when you limit yourself, as we did, to data consistently available from most or all states, this is about the best you can do: there is way too much educational data on the things nobody wants to know, and way too little on what matters most.

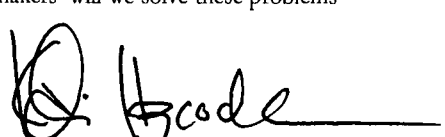
The data are also far from perfect, even though they come in all cases from official sources. We checked and rechecked the data, and we asked all state education agencies to recheck the numbers, too. Despite our best efforts, mistakes may creep in. More important, because some of the data are derived from samples, you may find that your state has even more complete data on the same subject.

For both of these reasons, our data should be a starting point for your journey into educational dataland, rather than an endpoint.

Given the years of effort put into this first volume, it is nearly impossible to remember everyone we should thank. We're going to try anyway, because without these people, there wouldn't be a book: Vinci Daro and Akiba Solomon, who did the first year of work; Paul Smith, Phil Steitz and Arloc Sherman, who provided ongoing expert advice; Tony Phipps and Tony Blank at the Commerce Department, who helped with Census data; and Carol Berthold at the University of Maryland System who helped us navigate CASPAR. Also, thanks to our outside reviewers--John Barth, Cindy Brown, Carlos Esparza, Doug Rivlin, Margaret Ruiz, and Mark Steitz--and to Lauren Maher. We are especially grateful to Michael Bell and Mark Jordan who came to this job as "temps," but who quickly became part of the Education Trust family.

This book would not be possible without the active support of the entire Education Trust staff, most of whom were involved in checking the data and fielding calls from states. But we are most grateful to Jeremy Wallace, whose wonderful data work provided the foundation for this book; Patte Barth, whose clear prose and careful design tell the story; and Amy Wilkins, who wrote parts, oversaw the state review process, cracked the whip on the fact checkers, and otherwise made absolutely certain that we didn't screw up.

We hope that you will use this book in the spirit in which it is intended: as a foundation for widespread discussion and action. Only by involving all necessary parties–educators, parents, community leaders, and policy makers–will we solve these problems once and for all.



Kati Haycock
The Education Trust

Overall, we are graduating more young people from high school and sending more of them to college. But the diplomas and degrees we award mean too little for life in the 21st century.

While the achievement of White students has remained relatively flat for almost 30 years, minority students made significant progress. But that progress stopped around 1988, and the gap has begun to widen again.

We need to mount a two-pronged effort: we must raise the academic achievement of all students, while accelerating the performance of schools serving our neediest children so that we can close the achievement gap forever.

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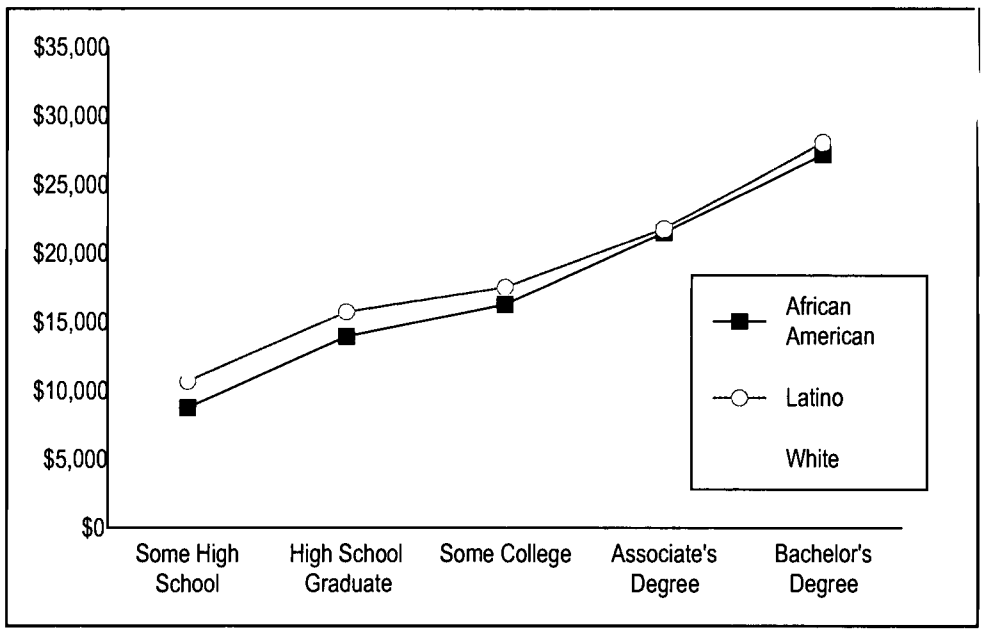
More Education Means More Income



Source: *Educational Attainment in the United States: March 1993 and 1992* Table 8 US Department of Commerce

That effort must involve more than simply rolling out reform across the top of an educational system riddled with inequities; it must confront and eliminate those inequities. Honest data can be the launching pad for such an effort. It can help all Americans understand that they have a vested interest in improving the achievement of every student, especially the very poorest; and it can help us identify what makes a difference and what doesn't.

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Education matters. To the nation, it means having the human capital to keep our economy vibrant and competitive, and a citizenry equipped to participate responsibly in the democratic process. Education also matters to the individual. More education converts into more personal income, greater employability and less dependency. For many Americans, education offers a weapon against poverty and the effects of racism.

Education matters to a greater extent now than at any time in our history. The world is entering a technological age that could well exceed the impact of the Industrial Revolution. Knowledge in some fields is doubling almost every year, while our capacity to disseminate new information expands exponentially. Success in this new age is awarded to individuals who have enough knowledge to negotiate the information explosion and the skills necessary to adapt well to constant change.

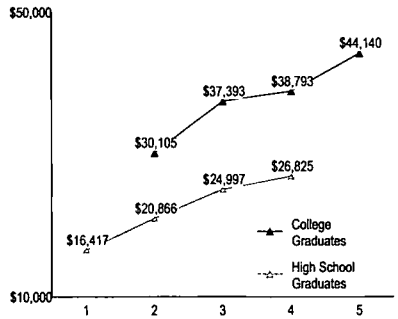
In today's market, it takes more than a general high-school education to provide an individual with a reasonable amount of economic security. The factory job that in the last half century raised the blue collar worker into middle class prosperity has been redefined as a high-skilled occupation. The Big Three motor companies —once the symbol for offering relatively high pay for low skills— now want entry-level workers who show competency with algebra, geometry, and computers in addition to the ability to solve problems and think creatively and independently.[1]

Educational Attainment per Every 100 Americans

	High School Diploma	Some College	BA
African American	83	40	12
Latino	60	30	10
White	88	58	25

Source: US Bureau of the Census, Current Population Reports *in Education Attainment in the United States: March 1993 and 1992* Washington, DC: US Department of Commerce, March 1993.

Graduates with Better Skills Earn More, Males, 1992



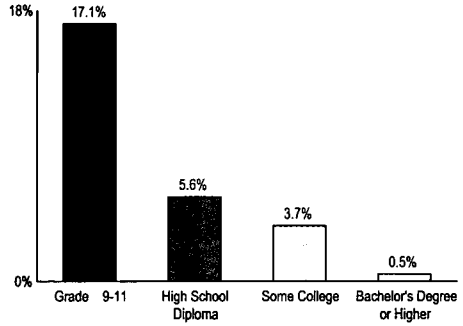
Source: US Department of Education National Center for Education Statistics National Adult Literacy Survey, 1992 in *The Condition of Education, 1995.*

The need for high-skilled workers has put an unprecedented premium on a college education. Today's college graduate can expect to earn *twice* the wages of a high-school graduate and nearly *triple* those of high-school drop out.[2] College-educated workers are also more able to hold a job that supports a family; not only are their earnings higher, their chance of being unemployed is half that of a high-school drop out.[3] And what students learn really matters: among individuals with the same level of educational attainment, those with more highly developed skills earn significantly more.

More than economic security alone is at stake. The continuation of a civil and democratic society is becoming a greater challenge as the issues we face as voters grow more complex and our concerns more diverse. The shrinking world is more than just a metaphor, for we daily conduct business with people and cultures from across the globe by means of high-speed travel and electronic communications, as well as face to face in our neighborhoods. Society needs an informed populace prepared to handle the ambiguity of modern life, to accept differences among us, and to seek out solutions to our common problems.

We need to engage in a two-front campaign to improve American education. We need to raise the academic achievement of all students. And we must accelerate the performance of schools serving our neediest children so that we can close the achievement gap forever.

Graduating from High School Reduces the Probability of Being on Welfare



Source: US Bureau of the Census, Current Population Surveys in National Center for Education Statistics. *The Condition of Education 1995 (p.96)* Washington, DC: US Department of Education 1995.

The case for high-level, universal education has never been stronger than it is today. The advantages to the individual are evident in jobs and high wages. Moreover, when all are educated the benefit redounds to the nation as well in the form of a healthy and productive society.

By some measures, American schools have improved in recent years. Overall we are graduating more young people from high school and sending more of them to college. But the fact is that the diplomas and degrees we award mean little. We are still failing to educate most Americans to high levels. And too many students, particularly those who come from poor and minority families, are consigned to an academic diet of low expectations and the most rudimentary skills. Those who manage to escape being bored out of school altogether are cast out to a world unprepared to earn a decent wage.

We need to engage in a two-front campaign to improve American education. We need to raise the academic achievement of all students. And we must accelerate the performance of schools serving our neediest children so that we can close the achievement gap forever.

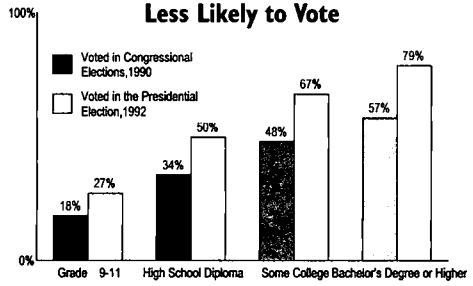
Who Receives an Education

The national education goals call for a high-school completion rate of 90% by the year 2000.[4] At present, about 86% of our students are earning diplomas or the equivalent by age 24. Although this may look encouraging, the fact remains that one out of every seven young adults is not even minimally prepared for work. African American students complete high school at the roughly the same rate as their White peers. But the numbers are devastating for Latino students, of whom only 60% nationally earn a high school diploma.

Despite the importance of postsecondary education, only 62% of all high-school graduates enter two- or four-year colleges; just about half of these students earn a degree. College attendance and completion rates are much lower for minorities. While 83 out of every 100 African Americans now complete a high school education, only 40 attend college, and 12 earn a bachelor's degree by age 30. Only one in ten Latinos earns a degree.[5]

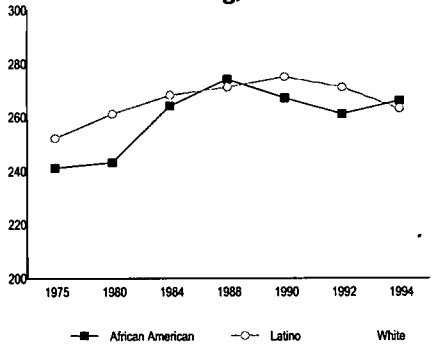
Just because students remain in school doesn't mean they are learning as much as they should. Though a lot of energy and resources have been poured into the effort to improve public schools over the last 13 years, student achievement is about the same as it was in the 1970s. Some areas, such as math and science,

Citizens with Less Education are Less Likely to Vote



Source: US Bureau of the Census, Current Population Reports in National Center for Education Statistics. *The Condition of Education 1994* Washington, DC: US Department of Education, 1994.

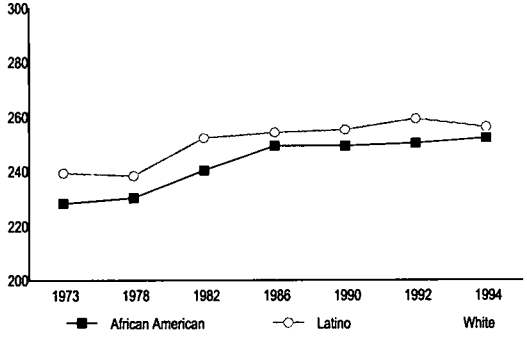
Gap Narrows, then Widens Again
NAEP Reading, 17 Year-olds



Source: US Department of Education, National Center for Education Statistics. *NAEP Trends in Academic Progress*, Washington, DC: US Department of Education, 1992, 1994.

have shown recent improvement, and the majority of students now master basic reading skills. But reading comprehension and writing have remained flat or declined. Far fewer of our students perform well on problems requiring high-level thinking than do students in other industrial nations. While the vast majority of American 17-year-olds, for example, show a command of basic mathematical skills, (over 90% of all ethnic and racial groups), performance

Gap Narrows, then Widens Again
NAEP Math, 13 Year-Olds

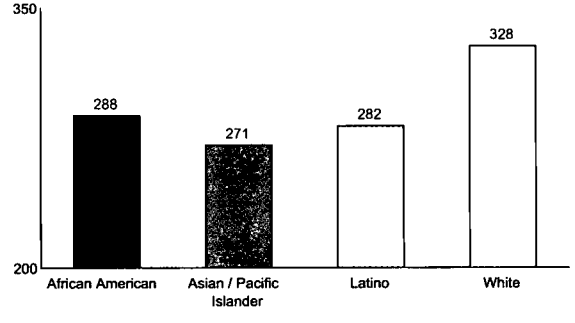


Source: US Bureau of the Census, Current Population Reports *in Education Attainment in the United States: March 1993 and 1992* Washington, DC: US Department of Commerce, March 1993.

drops off dramatically—and gaps between groups widen—as the procedures become more complex.[6]

African American, Latino and Native American students perform well below other students in all subjects, and the gap has actually grown in the past six years. This trend is a sad reversal of progress made between 1970 and 1988, when minority students—and the schools that serve them—registered striking gains even while achievement among White students remained fairly flat. During this time, the difference in performance between White and African American students narrowed by about one-half;

The Gap Persists in College
Prose Literacy: College Graduates



Source: US Department of Education, National Center for Education Statistics. *Adult Literacy in America*, Washington, DC: US Department of Education 1992.

between Whites and Latinos it closed by one-third.[7] Beginning in 1988, though, that progress stopped.

Although not widely known, there are similar achievement gaps at the postsecondary level too. Assessments of adult literacy show that African American and Latino college graduates perform well below their White peers.

The fact that progress in minority achievement has stopped at a time when minorities comprise a growing portion of the student population should sound a wake-up call to the whole country. For

while virtually all minority students master basic skills by age 17, disproportionately few master the higher level skills they need to assume productive roles in society.

Why Aren't Results Better?

There are many African American and Latino students who perform at the highest academic levels and go on to make valuable contributions to the American enterprise. But most poor and minority students don't achieve at the same levels as their more advantaged peers.

Why, after nearly two decades of progress, does the performance of poor and minority students continue to lag? When asked, the public—and many educators—are quick to point to harmful external circumstances: pervasive poverty, single parent homes, violent neighborhoods, welfare dependency, drug and alcohol use, lead paint ...the list goes on and on.

The fact that progress in minority achievement has stopped at a time when minorities comprise a growing faction of the student population should sound a wake-up call to the whole country.

These conditions matter, but not nearly as much as many people believe. What matters more is the way schools respond to neighborhoods and family conditions. Certainly, the abject circumstances surrounding many children's lives can make getting them to high standards more challenging. But they don't make it impossible. Schools in some of the most desperate neighborhoods are succeeding every day, proving that poor and minority children can achieve at the highest levels *if they are taught at the highest levels.*

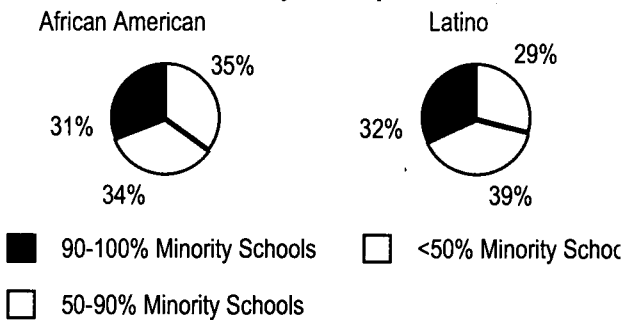
But most schools don't teach all students at the same high level. In fact, we have constructed an educational system so full of inequities that it actually exacerbates the challenges of race and poverty, rather than ameliorates them. Simply put, we take students who have less to begin with and give them less in school, too.

Despite the decision in *Brown v. Board of Education,* most minority youngsters are still educated separately from other youngsters. More than two-thirds of African American and Latino students attend predominantly minority schools. Still others who attend more diverse schools are frequently herded into low-track classes where they are educated separately—and differently—from their high-achieving peers.

Where Education Dollars Go

In his book *Savage Inequalities,* Jonathan Kozol vividly describes the inequities between schools serving poor and minority students and those serving others. He calls on voters and policymakers to dramatically increase support for these schools, so that they can provide their students with the decent education that they need and we need them to have.

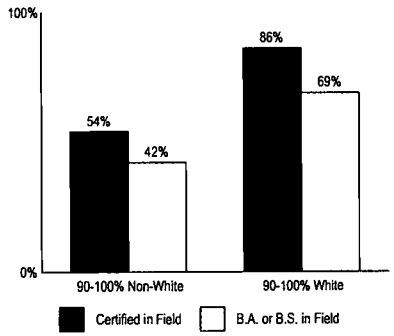
African Americans and Latino Students Attend Predominantly Minority Schools



Source: Orfield, Gary, Frank Manfort, and Melissa Aaron (1989). *Status of School Desegregation 1968-1986.*

Recent research supports Kozol's charge that we spend much less educating children of the poor than we do on children of more affluent families. In 1990, for example, we spent an average of $6565 nationally per student in schools with less than 5% of their children in poverty, and $5173 per student in schools with more than 25% of their children in poverty. When these numbers are adjusted for local costs and need, the gap is still substantial: $5209 per student in low-poverty schools and $4044 per student in high-poverty schools.[8] The difference is less, but still significant when schools are compared on the basis of minority enrollment: $4389 in cost- and need-adjusted dollars per student in low-minority schools, compared with $4103 per student in high-minority schools.[9]

Science Teachers in Racially Isolated Schools Have Less Education



Source: Jeannie Oakes. *Multiplying Inequalities; the Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science* (Rand: 1990)

The way school dollars are spent is as important as the amount of funds that are allocated. Resources such as well-educated teachers, up-to-date textbooks, challenging curricula, ongoing professional development for teachers, computers and laboratory equipment have direct bearing on students' learning, and they too are not distributed equitably.

Investments in Instruction

Parents know very well that good teachers and good books are absolutely critical to learning. That's why they work hard to get their children assigned to the best teachers, and why they oust superintendents who don't arrange for on-time delivery of textbooks.

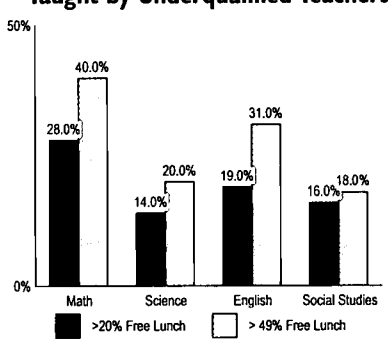
But poor and minority children often lack the proper materials and books. And they are frequently taught by undereducated teachers. According to researcher Linda Darling-Hammond, "(E)mergency hiring, assignment of teachers outside their fields of preparation, and high turnover in underfunded schools conspire to produce a situation in which many poor and minority students are taught throughout their entire school careers by a steady stream of the least qualified and experienced teachers."[10]

There are a variety of ways to examine teacher qualifications. By virtually every measure the U.S. comes up short. According to the 1996 report of the National Commission on Teaching and America's Future, "by standards of...teacher education in other countries, U.S. teacher education has historically been thin, uneven, and poorly financed." Further, "more than 12% of all newly hired teachers enter without any training at all and another 14% enter without having fully met state standards...States pay more attention to the qualifications of veterinarians treating the nation's cats and dogs than to those of teachers educating the nation's children and youth."[11]

Though bad on average, these problems are much worse for poor and minority children. Nearly one in four central-city schools, for example, reported in 1991 that they had vacancies that they could not fill with a qualified teacher. In response, principals use substitutes, hire less-qualified teachers, or cancel courses. Consequently, central-city high school students have only about a 50% chance of having a qualified math or science teacher.

This pattern persists even outside of central cities. In 1990-91, a whopping 40% of high-school mathematics courses in high-

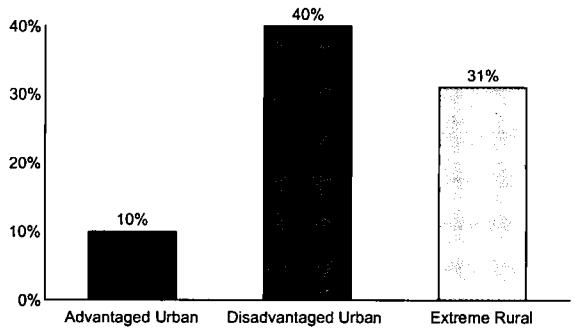
Classes in High Poverty High Schools More Often Taught by Underqualified Teachers*



*Teachers teaching without at least a minor in field.
Source: US Department of Education *Schools and Staffing Survey*, 1990-91.

The way school dollars are spent is as important as the amount of funds that are allocated.

8th Grade Students in Poor School Districts More Often Lack Math Resources



Source: Mullis, Ina V.S. et al. The State of Mathematics Achievement. *NAEP's 1990 Assessment of the Nation and the Trial Assessment of the States.* Educational Testing Service, June 1991.

poverty schools were taught by teachers with no expertise in math, who were teaching "out of field." Similarly, while approximately 69% of math classes in low-minority schools were taught by mathematics majors, only 42% of these classes in high-minority schools were so taught. Across subjects, poor and minority students were less likely to be in classes with teachers who have at least a minor in the fields they are teaching.[12]

Even when they have well-prepared teachers, poor and minority students are less likely to have textbooks, calculators, computers, laboratory equipment and other instructional supplies. In schools where more than 30% of the students are poor, for example, 59% of the teachers report that they lack sufficient books and other reading resources. By contrast, only 16% of teachers in more affluent schools claimed such shortages. Similar inequities were reported for mathematics.

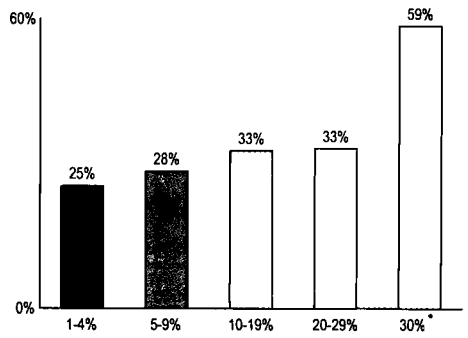
The explosive growth in the use of technology in schools seems, unfortunately, to be exacerbating current inequalities in instructional resources. High-poverty schools have fewer computers per student and what little equipment they have is usually out of date. Moreover, the technology often is used ineffectively: to drill students on basic skills, rather than explore information available on the Internet or engage in other high-level learning.

A Curriculum That Challenges

Students not only need better prepared teachers in order to achieve to high levels, they need a curriculum that offers challenging subject matter. Analyses of student performance on standardized assessments show that a rigorous curriculum improves scores for all students. On the most recent national assessment in mathematics, scores increased significantly for each additional year spent in college-prep mathematics.[13] Students who completed more courses in advanced math and science also scored higher on college admissions tests.[14]

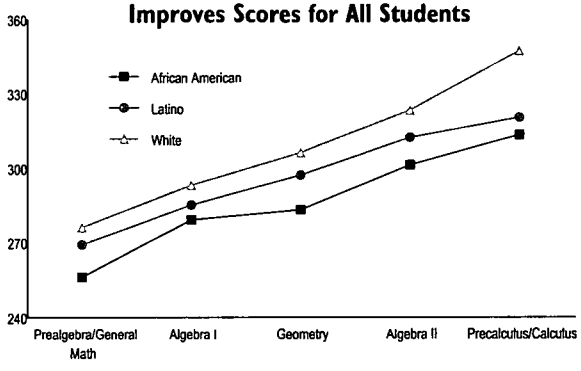
The data—and common sense—clearly suggest that the most direct approach to increasing student knowledge is to provide students with access to more knowledge. But again, the overall national record is not good. Only 46.8% of all high-school graduates complete the full complement of courses recommended by the National Commission on Excellence in Education in 1983. While this represents a major improvement over the last 13 years, it still leaves more than half of all students unprepared for the twenty-first century. Moreover, growth during the past decade has been uneven, with Whites and Asians showing more progress than African Americans and Latinos.

4th Grade Students in Poor School Districts More Often Lack Reading Resources



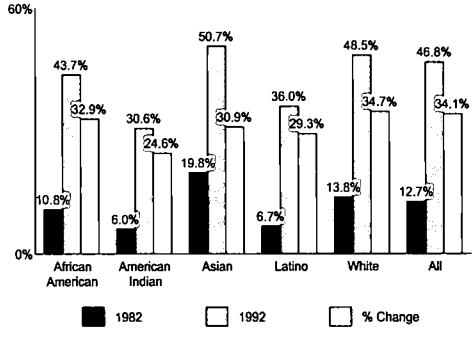
*Percent of students receiving free lunch
Source: Educational Testing Service. *Teacher Questionnaire from the 1988 NAEP Reading Assessment, Grade 4,* unpublished.

A Rigorous Math Curriculum Improves Scores for All Students



Source: National Assessment of Educational Progress, 1992 Mathematics Trend Assessment, National Center for Education Statistics. *NAEP 1992 Trends in Academic Progress.* Washington, DC: US Department of Education. 1994

More Graduates Complete Recommended Units in Core Subjects, But Gaps Remain

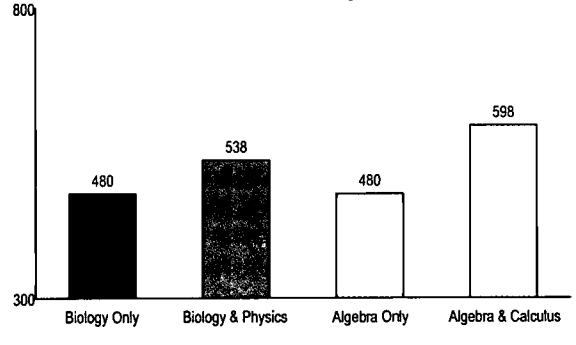


Source: US Department of Education National Center of Education Statistics. *The Condition of Education, 1995.*

There is general agreement that, while flawed, the college preparatory curriculum is still the best preparation for both college and work. Yet over half of all students are not enrolled in this curriculum. The problem is worse for minority and low-income students, who continue to be under represented in the college prep track and over represented in general and vocational programs. Only one in four students from low-income families is placed in the college prep sequence of courses.

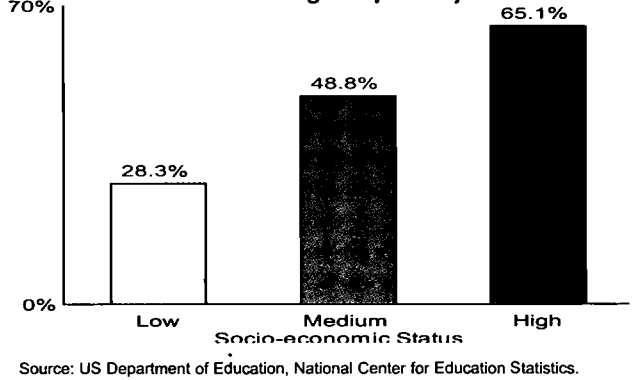
As a result of our apparent inability to agree that all students need a rigorous core curriculum, too few students, a disproportionate number of poor and minority students among them, take courses that build the knowledge and skills they will need as adults. Roughly 55 out of every 100 White and Asian students complete Algebra II and Geometry—precisely the math that industry

Students Who Complete Advanced Math and Science Also Score Higher on the SAT



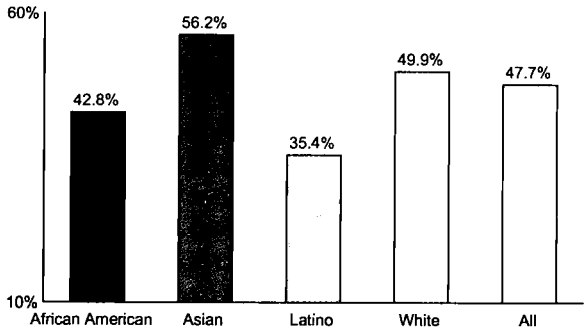
Source: The College Board. *College-Bound Seniors: 1994 Profile of SAT and Achievement Test Takers.* Washington, DC: The College Entrance Examination Board and Educational Testing Service, 1994.

Poor Students Are Less Likely to be Enrolled in a College Preparatory Track



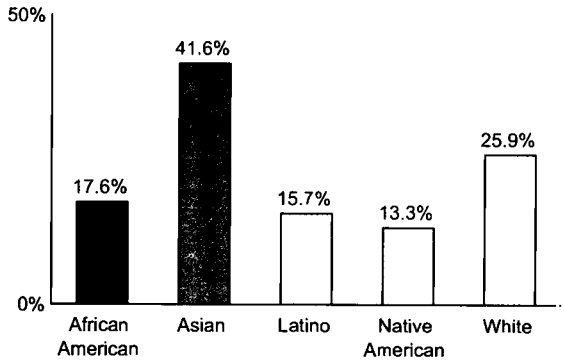
Source: US Department of Education, National Center for Education Statistics. National Education Longitudinal Study of 1988: Second Follow-Up, 1992 in: *A Profile of the American High School Senior in 1992.* Washington, DC: US Department of Education, June 1995.

African American and Latino Students Are Less Likely To Be Enrolled in A College Prepatory Track.



Source: US Department of Education, National Center for Education Statistics. National Education Longitudinal Study of 1988: Second Follow-Up, 1992 in: *A Profile of the American High School Senior in 1992* Washington, DC: US Department of Education, June 1995.

Physics Completion Rates Vary Dramatically



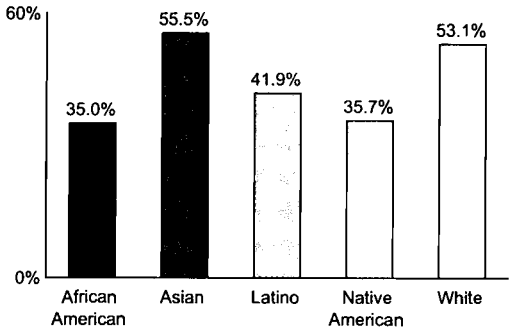
Source: US Department of Education, National Center for Education Statistics. National Education Longitudinal Study of 1988: Second Follow-Up, 1992 *Trends Among High School Seniors*. Washington, DC: US Department of Education, June 1995.

Student placements in secondary schools determine who will have access to high-level knowledge and who won't.

increasingly wants for entry-level work. That means that 45 in every 100 don't. And only 35 of every 100 African American and Native American seniors take this math. Physics fares even worse: only one in *four* White seniors completes this science, one in *six* African Americans, and one in *seven* Latinos.

Student placements in secondary schools determine who will have access to high-level knowledge and who won't. Most school districts report having objective placement policies for courses like algebra that are typically based on students' scores on standardized tests. One recent study, however, suggests that placements are far less objective than the public is led to believe. Researchers reviewing the relationship in one large California school district between performance on the Comprehensive Test of Basic Skills (CTBS) and placement in algebra found some glaring inequities: 100% of the Asian and 87.5% of the White students performing in the top quartile were enrolled in algebra, while only 51% African American and 42% of Latino top-quartile students were enrolled. Moreover, it turned out that Asians who performed in the *third quartile* were more likely to be placed in algebra than African Americans and Latinos scoring in the *top quartile*.[15]

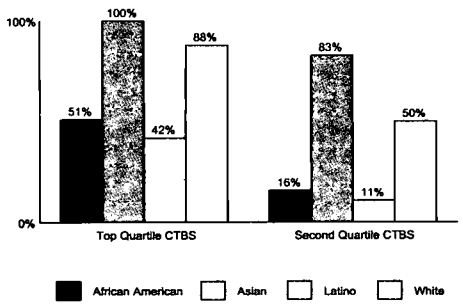
Not Enough High School Graduates Complete Algebra II and Geometry



Source: US Department of Education, National Center for Education Statistics. National Education Longitudinal Study of 1988: Second Follow-Up, 1992 in *Trends Among High School Seniors*. Washington, DC: US Department of Education, June 1995.

Nationally the flip side of minority under representation in college prep math and science courses is the over representation of African American and Latino students in vocational programs. Despite a nascent movement to redefine school-to-work programs (now often called school-to-career) with high standards, typical vocational education still does not offer the curricular rigor that prepares students to high levels. On the 1990 national reading

Percent of High Scoring Students Placed in Algebra in One Southern California School District



Source: The Achievement Council, Inc. Los Angeles, CA. Unpublished tabulations.

assessment, for example, students who took a significant number of vocational courses scored well below students who took few or no vocational courses.[16]

Where Are Standards?

The uneven results from school to school beg the question: Where are standards? How can a community know, for example, that sixth-grade student work in their central-city school equals the rigor of sixth-grade work in a high-achieving suburban school?

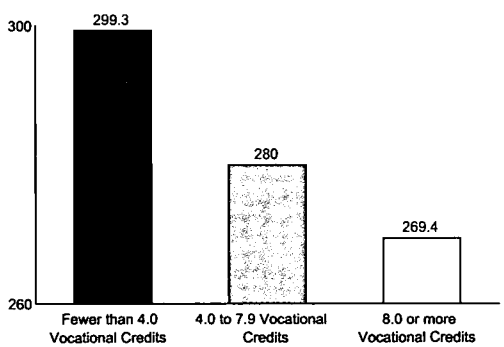
The answer right now is that there are no explicit standards for American education. However, this situation is slowly beginning to change. In the last six years, several national professional subject-area organizations have attempted to define what students should know and be able to do in their respective fields. These standards documents are excellent reference points for schools and communities. Yet because they are so new, they are only now beginning to influence new state- and local-level standards, assessments, and curriculum.

In the absence of broad standards, districts, schools and individual teachers have been left to establish their own. This has resulted in considerable confusion about the purposes and goals of schooling. Too many districts and schools have only vague goals for what should be taught, and little or nothing about what students should learn and how well they should learn it. The lowest student expectations are typically held by schools serving high-poverty communities. These schools ask little from their students and, not surprisingly, get what they ask for.

Studies show that there is a strong tendency for high-poverty schools to award high grades for low-level student work. In a recent study, researchers disaggregated the reading and math scores on national assessments by the poverty level of school and by the student grades in these subjects. They found that students in low-poverty schools (less than 10% receiving free lunch) who reported earning mostly C's in English scored about the same as students earning mostly A's in high-poverty schools (over 76% free lunch recipients). This pattern was repeated when they looked at math test scores and grades.[17]

Those of us at the Education Trust who work in urban schools have seen too often how schools' low expectations play out in classrooms. We witnessed English classrooms where 14-year-olds were assigned to *color* the definitions to a list of vocabulary words and required to recite—over and over again—the parts of speech.

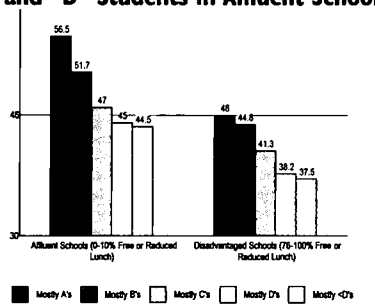
Students Who Take More Vocational Courses Score Lower on Reading Proficiency



Source: US Department of Education, National Center for Education Statistics. *Vocational Course-Taking and Achievement: An Analysis of High School Transcripts and 1990 NAEP Assessment Scores* Washington, DC: US Department of Education, May 1995.

These schools ask little from their students and, not surprisingly, get what they ask for.

"A" Students in High Poverty Schools Achieve at About the Same Level in Math As "C" and "D" Students in Affluent Schools



Source: US Department of Education, National Center for Education Statistics, National Educational Longitudinal Study of 1988; in *Educational Research Report*, January, 1994.

Poor and minority youngsters will achieve at the highest levels if they are taught at the highest levels.

At the same time, their peers in high-achieving schools are stretching their command of vocabulary and using the parts of speech writing essays about rich and challenging subject matter. Likewise, math assignments in high-poverty schools are typically dittoed worksheets filled with disconnected math facts; students rarely, if ever, have the opportunity to connect and apply these lessons to solve complex, real-world problems. The reasons schools don't work for poor and minority students are partly a lack of sufficient resources and partly a tradition of offering a low-level curriculum with low standards for performance. But schools *can act* to raise all students—including poor and minority students—to high academic achievement. And indeed many have succeeded.

Success Stories

Fortunately, there are some schools and districts that are responding to the needs of their poor and minority students, not by lowering standards, but by accelerating learning. These schools are proving every day that poor and minority youngsters will achieve at the highest levels if they are taught at the highest levels.

Mission, Texas

Waitz Elementary school is located not too far from the Mexican border. Many live in Texas's notorious *colonias*, communities without paved streets, running water or adequate sewage systems. Ninety-four percent of the students receive free- or reduced-price lunches. Virtually none of the students arrives at school speaking English. Waitz's scores on the Texas Assessment of Academic Skills (TAAS), however, are the envy of even the most affluent school districts in the state. Last year, 93.5% of its students passed the English portion of the fourth grade TAAS test, 96.5% passed in math, and 98.3% passed in writing.[19] Why? A relentless focus on teaching English and building strong academic skills—with careful monitoring and aggressive intervention when children fall behind—and a close partnership with parents.

TAAS 4th Grade Pass Rates, 1995

Waitz	High Pov.	State Average
93.5%	69%	79%
96.5%	58%	70%
98.3%	77%	84%

Source: *Texas Monthly*, Nov. 1996 and Texas Education Agency.

Milwaukee

Educators in Milwaukee, Wisconsin, have set new, nationally benchmarked standards for what they want their students to learn by key grade levels. They have also set new graduation requirements for 2004 that require, among other things, three years of mathematics beyond algebra and a minimum of three years of science.

In the meantime, they developed and administered a tough new mathematics proficiency test aimed at ensuring that high school students are learning both basic and high-level mathematics. When four out of five juniors failed the test in its first year, district leaders were pressured to lower the standard. But they resisted. Instead, they refocused instruction, organized students to help each other, and recruited "math buddies" from the community. And it paid off. The next year, after an all-out, community-wide effort, first-time pass rates for juniors jumped to 46%, and more

Milwaukee School District Math Pass Rate by Ethnic Group For Graduating Class of 1996

	March 1995	June 1996
African American	7%	87%
Asian	39%	93%
Latino	14%	93%
Native American	16%	89%
White	38%	97%
Total	21%	92%

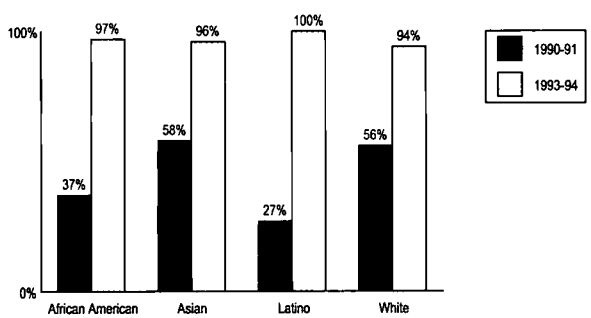
Source: Milwaukee Board of Education; Action on Resolution 9596R-025, June 1996.

than 81% of all seniors passed the exam.

Providence, Rhode Island

Five years ago, Superintendent Arthur Zarella and his team set out on a mission to make sure that all Providence students develop the high-level mathematics skills they need to succeed in post-secondary education and work. Zarella knew that large numbers of Providence students weren't then mastering those skills; in fact, because they had been placed in low-level mathematics courses, they weren't even being taught those skills. The tracking system had to change: somehow he had to convince teachers, counselors, parents, and sometimes the students themselves that every student could succeed in college preparatory mathematics. Zarella had support from the College Board's Equity 2000 Program, which enabled him to provide training for teachers and counselors and establish a Saturday Academy for students who needed extra help. The results are dramatic: whereas only 37% of African-American and 27% of Latino students were taking Algebra in 1991, more than 97% are today.

Providence School District 9th Graders Enrolled in Algebra

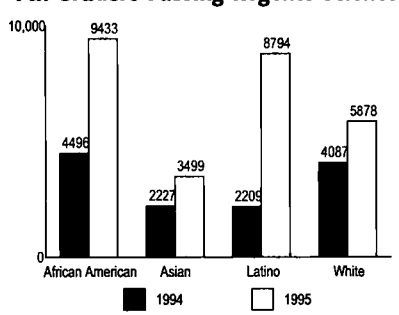


Source: The College Board Equity 2000 Annual Report July 1995

New York City

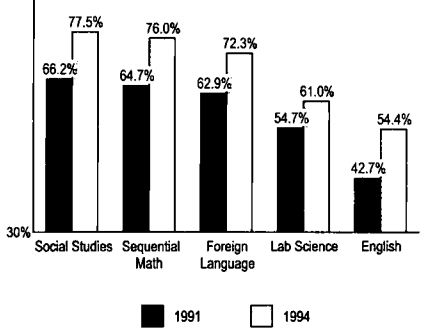
When he arrived in New York City, newly appointed Chancellor Ramon Cortines spent a lot of time visiting schools and classrooms. What he found was troubling: mostly low-level instruction in the city's high schools, and too few students in the college-preparatory Regents' courses. Cortines shared his concerns with high school principals and teachers, most of whom assured him that this was about the best these particular students could do. Cortines didn't agree. He knew his students could achieve at higher levels if they are taught at higher levels. In one stroke, he wiped out non-Regents'-level mathematics and science courses for ninth

New York City 9th Graders Passing Regents Science



Source: New York City Chancellor's Office

First Time CUNY Enrollees: Units Completed By Subject



Source: Office of Institutional Research and Analysis, City University of New York

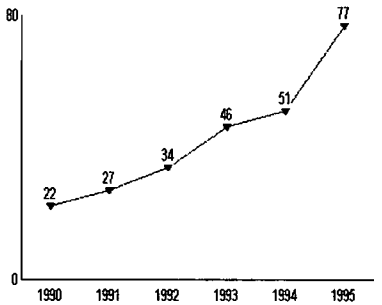
grades, and provided support for teachers who needed retraining to teach higher level courses. The results were stunning: in one year alone, the number of Latinos passing Regents'-level science tripled; the number of African Americans doubled.

Cortines's action succeeded at least in part because he had a solid foundation to build on. The College Preparatory Initiative (CPI), a multi-year collaboration of the Chancellor's Office, the United Federation of Teachers, and the City University of New York, was set in motion by CUNY Chancellor Ann Reynolds after reviewing data on persistence rates in the University. She had found that students who entered CUNY after completing twelve or more college preparatory classes succeeded at much higher rates than those who completed few such courses. As an open admissions institution, CUNY didn't want to shut its doors on students who could benefit from the education it offered; at the same time, it didn't want to signal prospective students, incorrectly, that preparation didn't matter. The CPI partners were asked to figure out a way to significantly increase the number of well-prepared entering students without cutting off access. And they did. By agreeing on new standards for what college-intending students should learn and by phasing in increased course requirements, they managed to produce the best prepared—and most diverse—freshman class in years.

Xavier University

Colleges and universities can also increase their success with minority and poor students by adopting clearer standards and by accelerating or enriching, rather than simply remediating, students who enter with below-level skills. New Orleans's Xavier University, a historically black institution, provides one such example. In the late 1970s, Xavier had fewer than 50 biology majors and a similar number in Chemistry. As of 1995, there were more than 850 biology majors and more than 250 chemistry majors. More important, because of their outstanding academic performance, Xavier's graduates are recruited by the best medical schools across

Medical School Entrants from Xavier University of Louisiana, 1990-95



Source: Association of American Medical Colleges Project 3000 by 2000 Year Four Progress Report, Washington, DC, 1996.

the country, making this small university the largest producer of African American medical students in the country.

Scaling Up For Success

Closing the achievement gaps described in this book will require enormous effort and carefully crafted strategies. Those strategies need to be designed to raise achievement among all students, while simultaneously closing the gap between groups of students. So which strategies make the most sense?

Some people believe that these twin goals can be met with full implementation of the standards-based effort set in motion by the Governors and the President at their 1989 Education Summit. We wish they were right, because we share in the conviction that clear standards for what we want students to know and be able to do are a fundamentally important ingredient of true education reform. So, too, are better assessments of what students are learning, as well as improved accountability systems that reward improvements in student learning and assure change where there are no such improvements.

Early evidence from the states that are furthest ahead with standards-based reform, notably Kentucky and Maryland, suggests that students are learning more. Unfortunately, the gap between groups is actually growing. Why? Because standards-based reform is too often rolled out generically, as if all systems were operating on a level playing field to begin with. Until standards-based reformers acknowledge and deal with inequities, their efforts will not yield the kind of progress we need as a nation, because even more of our students will be left behind. For this reason alone, we must give high priority to eliminating inequities even as we move to raise standards for all.

We know, for example, that teachers in schools serving concentrations of poor and minority children typically have less education than their counterparts in more affluent schools. And it stands to reason that, in a standards-based system, such teachers will need more support than other teachers, both in regard to deepening their own knowledge of the subjects they teach and time to teach it. But seldom are those greater needs acknowledged; most frequently, teachers in high-poverty schools get less help, not more.

Similarly, we know that student placement policies and practices have resulted in many students getting a watered-down curriculum that does not prepare them to meet high standards, to succeed in postsecondary education, or to qualify for an increasing number of entry-level industrial jobs. In too many places, practices that unfairly track students remain untouched and students get the blame when they don't learn things that they were in fact never taught.

The above success stories show how, with enough resources and will, schools can raise the achievement of poor and minority students.

It is essential for all of us—K-12 educators, higher educators, parents and policymakers—to join forces to root out inequities.

We recommend that communities do the following:

1. SET HIGH STANDARDS

Set clear, high goals or standards for what all students should know and be able to do. Give everyone—teachers, parents, and students—samples of student work that meets the standards so they know what they should expect.

2. ASSURE THAT ALL STUDENTS GET A CHALLENGING CURRICULUM

Eliminate watered-down courses; make certain that all students have a curriculum and assignments aligned with the standards.

3. MAKE SURE ALL CHILDREN HAVE EXPERT TEACHERS

Invest heavily in professional development and assure that teacher expertise is fairly distributed; teachers who have more expertise in their subjects and how to teach that content will get more gains in student achievement.

4. KEEP YOUR OWN EDUCATION WATCH

Monitor progress constantly; teachers, parents and students must have regular information about how they are doing so that mid-course corrections can be made—and results can be rewarded. The data should be presented publicly, because every community needs good, honest information about how its young people are faring as they take the journey through school.

There are those, of course, who resist these ideas because they are fearful that higher standards and tougher curricula will force poor and minority children out of school. "What these children need," they say, "is more mentors, more counselors, more nurses,

Practices that unfairly track students remain untouched and students get the blame when they don't learn things that they were in fact never taught.

more nurturing of all kinds."

But when we talk to "these" children, they say something else entirely. One youngster who grew up under excruciatingly difficult circumstances summarized the general sentiment like this: "Teach me," she said. "Make sure I have the best possible education. I need to know everything that the rich White kids in the suburbs know and more."

Many poor and minority youngsters are painfully aware of the low-level curriculum they receive. Others only realize it when they go off to college, only to find that the A's they received in high school weren't anything like the A's received by their classmates from the suburbs. Both groups feel cheated. And they should.

Schools and school districts that work respond to poor and minority youngsters not by lowering standards but by accelerating learning. These schools are proving every day of the school year that poor and minority youngsters achieve at the highest levels if they are taught at the highest levels.

Every American has an interest in improving the education we provide our young people. The time is long past to debate whether or not all children can learn. They can. The burden is on each one of us now to make sure all of them do.

NOTES

1. Meredith, Robyn, "New Blood for the Big Three's Plants" *New York Times*, (April 21, 1996): Section 3: 1,9-11.
2. U.S. Bureau of the Census, Current Population Reports, *Education Attainment in the United States : March 1992 and 1993* (Washington, D.C.: U.S. Department of Commerce, March 1993).
3. National Center for Education Statistics, *The Condition of Education* 1995, (Washington, D.C.: U.S. Department of Education, OERI, 1992).
4. National Education Goals for the Year 2000, Goal 2, states: "The high school graduation rate will increase to at least 90%."
5. National Center for Education Statistics, *The Condition of Education 1995,* (Washington, D.C.: U.S. Department of Education, OERI, 1995). 195.

   U.S. Bureau of the Census, *Current Population Reports, School Enrollments –Social & Economic Characteristics,* (Washington, D.C.: U.S. Department of Commerce, October 1993).
6. National Center for Education Statistics, *NAEP 1992 Trends in Academic Progress,* (Washington, D.C.: U.S. Department of Education, OERI, July 1994), 100.
7. Ibid, 15.
8. National Center for Education Statistics, *Disparities in Public School District Spending, 1989-90,* (Washington, D.C.: U.S. Department of Education, OERI, February 1995), 17.
9. Ibid, 15.
10. Darling-Hammond, Linda, "The Role of Teacher Expertise and Experience in Students' Opportunity to Learn," in Strategies for Linking School Finance and Students' Opportunity to Learn, (Washington, D.C.: National Governors Association).
11. National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future,* (New York: Carnegie Foundation, 1996), 14.

11a. Ibid, 15.

12. Students who had calculus or pre-calculus outscored students with only pre-algebra or general math by 70 points. In National Center for Education Statistics, *NAEP 1992 Trends in Academic Progress,* (Washington, D.C.: U.S. Department of Education, OERI, July 1994), 113.
13. National Center for Education Statistics, National Education Longitudinal Study of 1988: Second Follow-up 1992 in *Trends Among High School Seniors,* (Washington, D.C.: U.S. Department of Education, OERI, June 1995), 61.
14. The College Board, *College-Bound Seniors: 1994 Profile of SAT and Achievement Test Takers,* (Washington, D.C.: The College Entrance Examination Board and Education Testing Service, 1994) 5.
15. Unpublished survey conducted by The Achievement Council, Los Angeles, California.
16. National Center for Education Statistics, *Vocational Course-Taking and Achievement: An Analysis of High School Transcripts and 1990 NAEP Assessment Scores,* (Washington, D.C.: U.S. Department of Education, OERI, May 1995), 20.
17. Office of Educational Research and Improvement, "What Do Student Grades Mean? Differences Across Schools," in *Education Research Report,* (Washington, D.C.: U.S. Department of Education, OERI, January 1994).

HOW TO READ STATE DATA

What follows is a step by step guide to reading the graphs and charts that appear in each state profile. The state data represent a good starting point for examining educational progress. However, the data are far from complete. The data are also not perfect, even though in all cases they come from official sources. We therefore encourage users of this data book to gather and examine a wide range of data in their own states and local districts. In this way, communities will come to see a full picture of how their students are faring and what can be done to improve achievement.

First Page: Education Pays

The first page of each state profile provides information about personal income and educational attainment.

Average Annual Personal Income by Level of Education and By Race and Ethnicity, 1990 shows the relationship between educational attainment and earnings for each racial and ethnic group. For example, in Texas, African American college graduates earn an average of $10,600 per year more than their counterparts with only a high school diploma. Latino college degree holders bring in an average of $12,500 more per year than do Latino high school graduates. At every educational level, though, White Texans earn more than individuals in other racial and ethnic groups with an equal level of education.

The bar graph labeled **Highest Educational Attainment of Adults in Each Group, 1990** displays the highest educational attainment level of adults aged 25 and over by race and ethnicity. The bars on the graph represent the percentage of adults in a group who have attained the particular level. For example, in California, more than one in three Asian adults and one in four White adults has completed at least a Bachelor's Degree. By contrast, only one in seven African Americans, one in eight Native Americans and one in 14 Latinos has earned a degree.

Second Page

The second page of each state profile shows three categories of information:

The **Sate Report Card** summarizing the individual state's educational performance in relation to other states;

A **Profile of Students** in each state;

and some facts about each state's financial **Investments in Education.**

The **State Report Card** shows rankings comparing each state with the other 49 states and the District of Columbia. States are ranked in three areas: educational attainment of each state's populations; investments in education; and student achievement. These areas focus on both quality and equity.

It is important to note that rankings only measure how one state is doing compared to other states. A high ranking should not necessarily be taken to mean that a state is performing as well as it should be for its children.

Each report card lists the ranked **indicators** followed by the state **number** for each indicator and the **rank**. The rank reflects the fact that not all states had available data for every indicator. For example, the report card for the state of Iowa shows:

Indicator	Number	Rank
BAs or Higher	17.7%	35 of 51

This means:

17.7% of Iowa adults over age 25 have at least a BA.; 34 states report a higher percentage of adults with BAs or more.

Most of the rankings are based on the information provided in the charts and graphs for each state with these exceptions: **Disparity of Funding, Trigonometry and Physics**; **Disparity by % Minority**; **Disparity by % Poverty**; and **SAT/ACT Gap**. For explanations for these, see Sources and Definitions, page 232. Also, see page 226 for a complete state listing of rankings.

The **Student Profile** provides information about the demographic data about young people in each state's schools and colleges. Reading across columns should create a picture of what happens at different levels of the educational system. For example, the Missouri profile shows that White youngsters comprise 83% of the state's school-age population, 82% of its public-school children, and 84% of students enrolled in Missouri four-year colleges–a relatively stable percentage in all levels. By contrast, African Americans represent 13% of Missouri youth, 15% of the public school population, but only 7.5% of the four-year college population.

Investments in Education

Per Pupil Investment indicates roughly how many state and local dollars are invested in the education of each student in public elementary, middle and high schools. Minnesota, for example, invests an average of $5472 per year per pupil. At the same time, the **Educational Investment Gap** documents the difference between high-spending (at the 5th percentile) and low-spending (at the 95th percentile) districts, which in Minnesota is $2738.

The **Effort** dollars reported for each state indicate the state and local investments in education per $1000 of personal income earned by residents. In Minnesota, this amount is $43 for each $1000 personal income. Effort calculated in this way allows a comparison between the commitment of wealthy states and that of states with more limited resources that is not as apparent when comparing per pupil spending alone.

College vs. Prison simply compares the costs of supporting an individual in prison with the price of tuition, room and board at the state's leading public university.

The **Change in State Investments, 1993-95,** displays the trends in state investments in elementary/secondary (K-12) education, higher education, and corrections over the three-year period. For example, between 1993 and 1995, New Hampshire increased its expenditures on corrections by 12.5%. During the same period, K-12 spending increased by 7%, and higher education spending by 11.3%.

Third Page: Investments, continued

The financial investment information on the second page of the state profile indicates how much each state invests in education. The investment information on the third page examines how well the state is investing those funds. Among the most important educational resources to invest in are **challenging curricula** and **well-prepared teachers.**

Math and Science 1993-94 shows the percentage of students who, by the time they graduate, take the demanding sequence of math and science classes that is increasingly needed for success in college and the work place. For example, about one-third of Kentucky's students graduate from high school without having taken geometry.

Beyond knowing how many students are enrolled in particular classes, it is important to find out what kind of access all students have to them. At this writing, state data disaggregated by race and ethnicity were not available for all states for high-school math and science courses. However, we do report disaggregated placement data in **Special Student Placements by Race and Ethnicity.** This table examines the enrollment of students in Advanced Placement (AP) math and science; gifted and talented programs; and special education. We also include data on student suspensions, which, though not exactly placements, are often a predictor of low achievement and dropping out.

As with the Student Profile, this chart should be read across. For example, in Illinois, Latino students account for 11% of the public-school enrollment, 5% of the enrollment in gifted and talented programs, and 3% of the students in AP math and science. By

comparison, White students comprised 65% of Illinois school enrollment; 75% of the gifted and talented classes; and nearly 80% of AP math and science. Of the students suspended, 8.7% were Latino; 58.3% were White.

We also report on state investments in qualified teachers. The **Percentage of Classes Taught By Teachers Out of Field** shows the proportion of secondary-school courses taught by teachers without formal training in the subject matter. Formal training in this case is defined as having at least a minor in the subject. The graph depicts the percentage of out of field teaching by the level of poverty of the school population and by the level of minority enrollment. For example, in Kansas, nearly 17% of the courses in all public secondary schools were taught by teachers who lack a minor in the subject. In schools with a non-White population of over one-half, 73% of the courses were taught by teachers out of field.

Fourth Page: State Performance

The fourth page of each state profile reports on student achievement and attainment. The **Percentage of Students Scoring At or Above Proficient** shows student performance on the National Assessment for Educational Progress. NAEP is administered to a representative sample of students in each participating state. However, because in some states the population of some groups is so small, data are not always available for every racial and ethnic group. For example, there is no NAEP data for African American students in Maine. In addition, some states do not participate in this program. For these states, no data are reported.

NAEP is not graded on a curve. Rather, NAEP has established standards of proficiency for the subjects and grade levels it assesses; student performance is scored against those proficiency standards. This means that students are compared to the standard instead of to each other.

The NAEP assessments reported in this data book are 4th grade reading and 8th grade math. On the NAEP graphs, the horizontal axis (marked 0) represents the proficient level–the desired level of competency that all students should meet. Each bar represents 100% of the students in a particular racial or ethnic group. The portion of the bar above the -0- line represents the percentage of students (recorded in the number at the top of the bar) who scored at or above "proficient." For example, less than one in four Indiana 8th graders had the preparation needed to score at or above the proficient level in math.

Average SAT/ACT Scores By Ethnicity are reported, although we are aware of the limitation of college admissions tests as indicators of educational performance. We include them here because they are so commonly used and familiar to the public. They also help illuminate the achievement gap that separates minority from White students. We report only the test -- i.e., SAT or ACT -- which predominates in the state. North Carolina, for example, a SAT state, has an average SAT score of 865. The mean score for White students is 43 points above the state average; for Asian students, it is 52 points above the state average; Latino students were essentially at the state average with 5 points above the mean. African Americans, on the other hand, score 138 points below the state average, while Native Americans score 85 points below the average. In Tennessee, an ACT state, the average state score is 20.3 on that test. White and Asian students scored above the average, at 20.9 and 21.8 respectively. African American, Latino, and Native American students scored below the average, at 17.2, 19.6 and 18.8 respectively. A perfect combined SAT score is 1600. A perfect combined ACT score is 36.

The data for **8th Graders vs. Graduates** were collected by the Education Trust directly from state departments of education. Some states were unable to provide these data. In addition, these data do not take into account the possible effects of migration.

This chart is intended to highlight the flow of students from middle school to high school graduation. These data do not track individual students from grade to grade. However, they should portray

a fairly representative picture of who graduates in the state. For example, in school year 1990-91, there were 8,531 African American eighth graders enrolled in public schools in Missouri, making them 14% of all eighth-graders in the state. By 1995, only 5,425 African American students graduated from Missouri high schools -- or 11% of the state's total graduates. That means that there were 30% fewer African American graduates in 1995 than there were African American eighth-graders four years earlier.

Chances for College shows the rate of 9th graders in 1990 who graduated high school and went on to college by age 19. In Mississippi, the chance for college is 42.8%. In Nevada, the chance is 25.3%.

Freshmen vs. Degrees Awarded shows the movement of college students in the state. Full-time freshmen in 1991-92 are compared to Bachelor's degrees awarded in 1995. Again, this chart does not track individual students, but the patterns should be representative of general patterns.

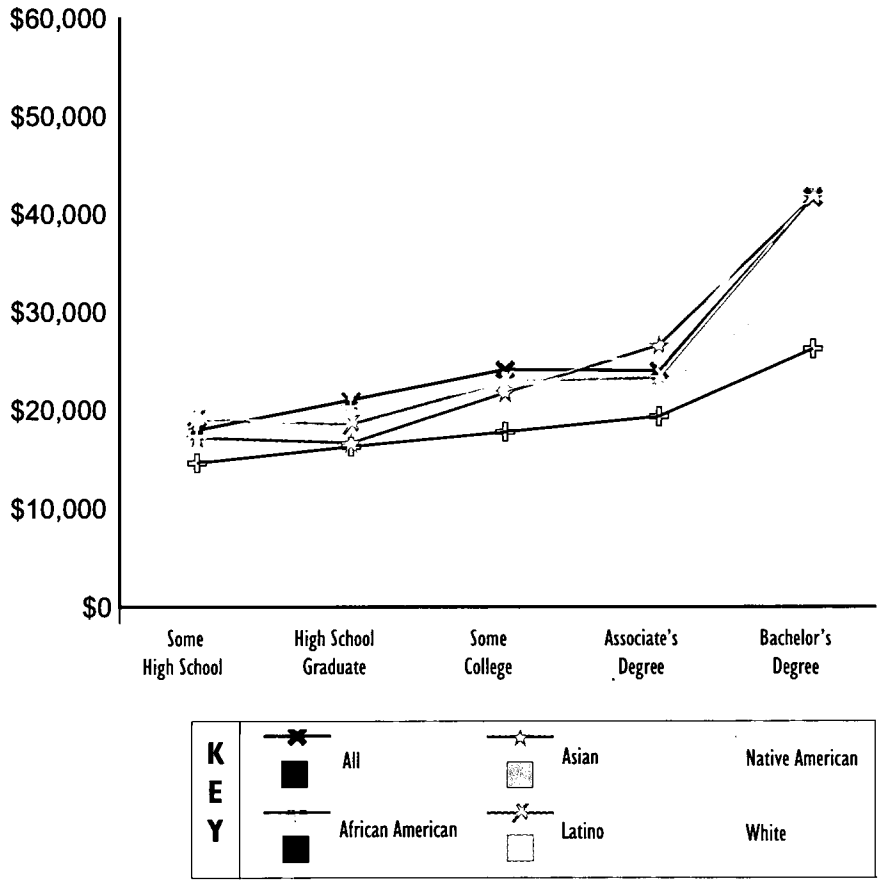
In Connecticut, for example, the comparison of full-time freshmen in 1991-92 to bachelor's degrees awarded in 1995 are as follows: African Americans comprised 8.1% of freshmen and 4.3% of degrees awarded four years later; Latino students were 5.4% of freshmen and 2.7% of the BA recipients; and Whites who were 80.9% of the freshmen enrolled comprised 83.2% of the BA's in 1995. For the same time period, Asians were 3.6% of the freshmen, and 4.0% of the degrees. Like the 8th Graders vs. Graduation chart, the data we report do not account for possible effects of migration.

STATE PROFILES

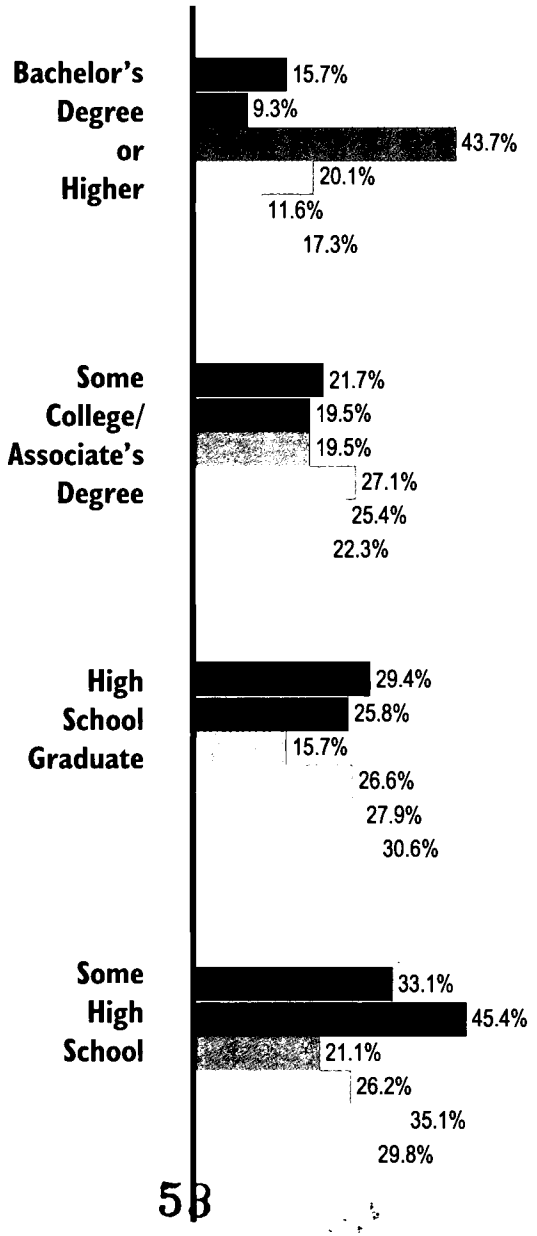
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



See Definitions and Sources Page 52

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	30.7%	62.8%	35.8%	11.4%	19.8%	22.5%
Asian	0.8%	0.5%	0.6%	1.2%	1.4%	1.2%
Latino	0.8%	0.7%	0.4%	1.0%	2.8%	0.8%
Native American[1]	0.5%	0.6%	0.8%	0.4%	0.8%	0.4%
White	67.2%	35.2%	62.4%	86.1%	74.6%	72.2%
Other	0.0%	0.2%	0.0%	0.0%	0.6%	2.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,244,798	255,465	727,419	72,630	114,930	147,688

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,136

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,255 per pupil.

Effort, 1991-92

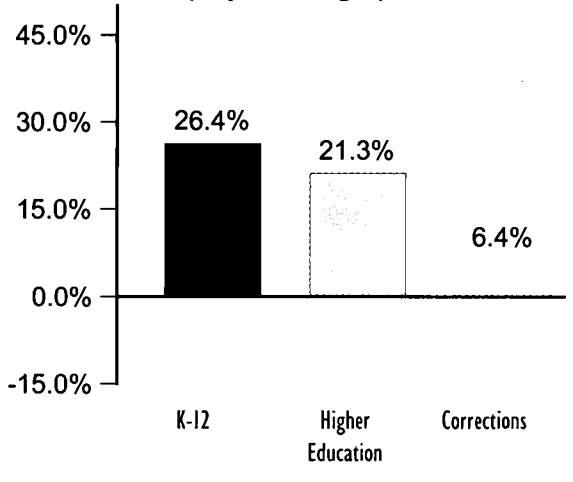
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $36.

College vs. Prison, 1994

One Year at University of Alabama: $5,810
One Year in the State's Prisons: $9,395

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	15.7%	45 of51
African American	9.3%	42 of 51
Latino	20.1%	9 of 51
College Attending Rate	38.5%	33 of 50
Investments		
Financial:		
Effort	$36	40 of 51
Disparity of Funding	11.8%	16 of 51
Curricula:		
Trigonometry & Physics	18%	38 of 39
Teaching Out of Field:		
Overall	18.9%	30 of 51
Disparity by % Poverty	15.5%	33 of 48
Disparity by % Minority	13.4%	35 of 37
Achievement		
NAEP Reading:		
Overall	208 pts.	29 of 39
African American	188 pts.	19 of 33
Latino	178 pts.	37 of 39
NAEP Math:		
Overall	251 pts.	39 of 42
African American	231 pts.	30 of 32
Latino	220 pts.	40 of 40
ACT/SAT Gap	4.8 pts.	21 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes—or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	76%	Biology	95%
Geometry	54%	Chemistry	44%
Algebra II	55%	Physics	15%
Trigonometry	20%		
Calculus	9%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	36%	22%	9%	40%	61%
Asian	1%	5%	2%	0%	0%
Latino	0%	0%	0%	0%	0%
Native American	1%	0%	0%	0%	0%
White	62%	72%	89%	60%	38%
Total	100%	100%	100%	100%	100%
Number	727,419	5,015	16,442	64,052	41,823

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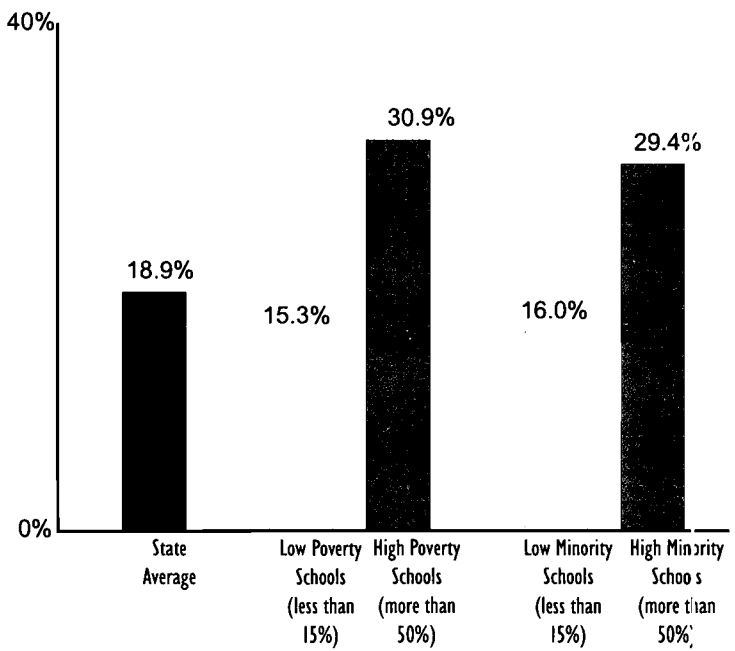
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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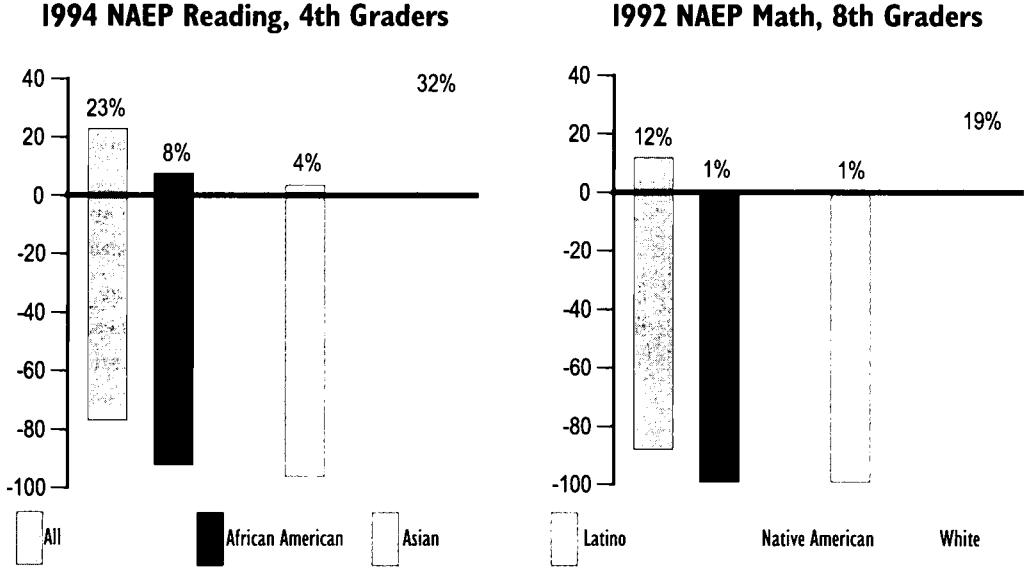
STATE PERFORMANCE

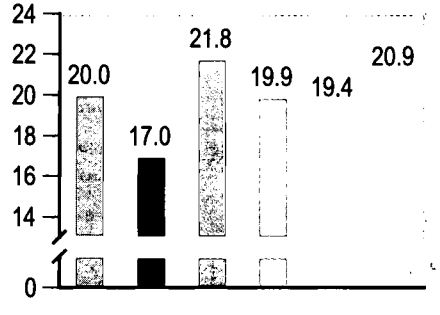
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American	Data Not Available For This State	7,981	35.3%
Asian		80	0.4%
Latino		78	0.3%
Native American		230	1.0%
White		14,221	63.0%
Total		22,590	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 38.5%

Freshmen vs. Degrees Awarded[2]

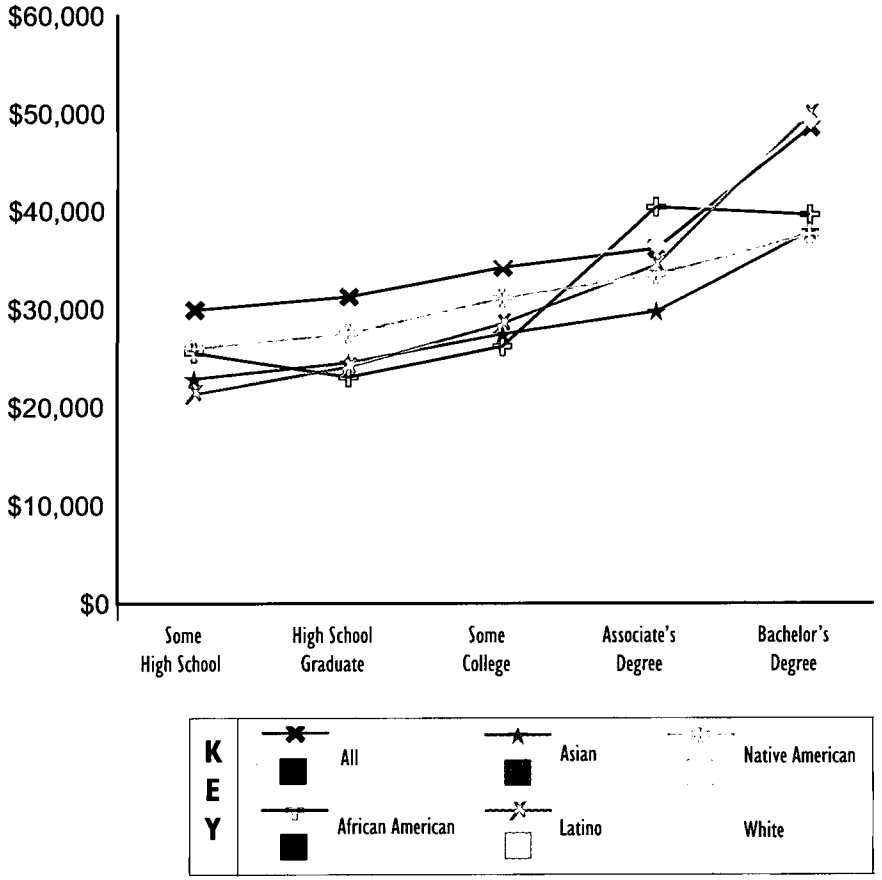
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	11,172	26.7%	3,494	16.5%
Asian	270	0.6%	185	0.9%
Latino	212	0.5%	133	0.6%
White	29,784	71.1%	16,865	79.7%
Other	458	1.1%	473	2.2%
Total	41,896	100.0%	21,150	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

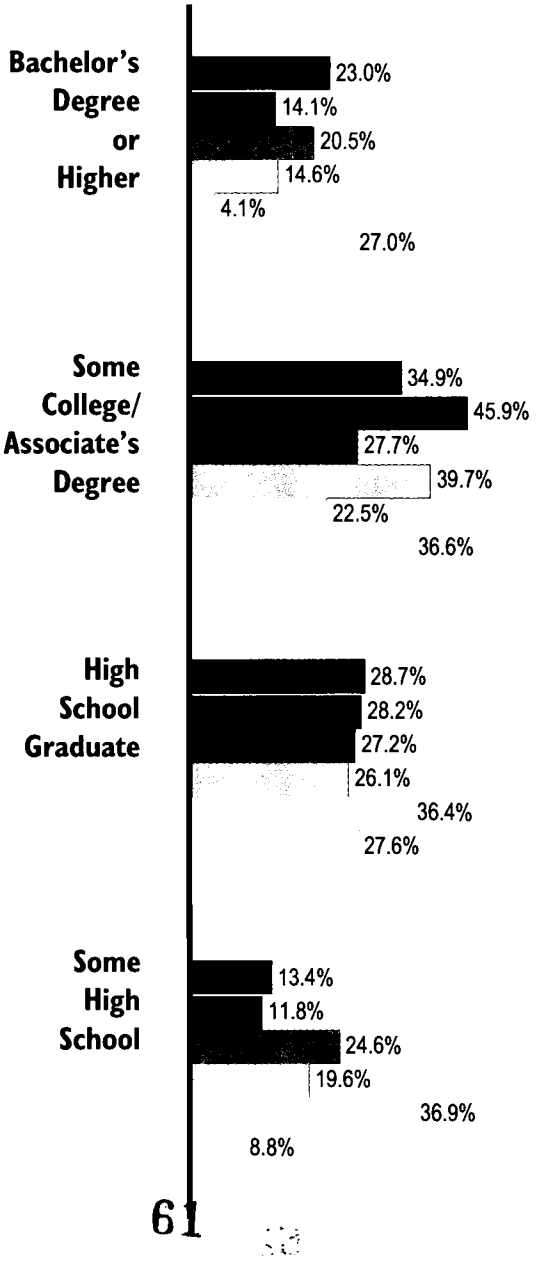
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	4.4%	5.4%	4.9%	3.0%	3.9%	3.8%
Asian	4.2%	2.5%	4.1%	3.1%	2.4%	3.0%
Latino	3.8%	4.0%	2.4%	2.2%	2.3%	2.5%
Native American[1]	18.4%	42.9%	23.3%	5.7%	8.5%	9.2%
White	69.2%	44.1%	65.3%	85.9%	82.4%	79.5%
Other	0.0%	1.1%	0.0%	0.0%	0.6%	2.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	200,676	20,093	125,711	5,884	933	27,865

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $9,320

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $7,657 per pupil.

Effort, 1991-92

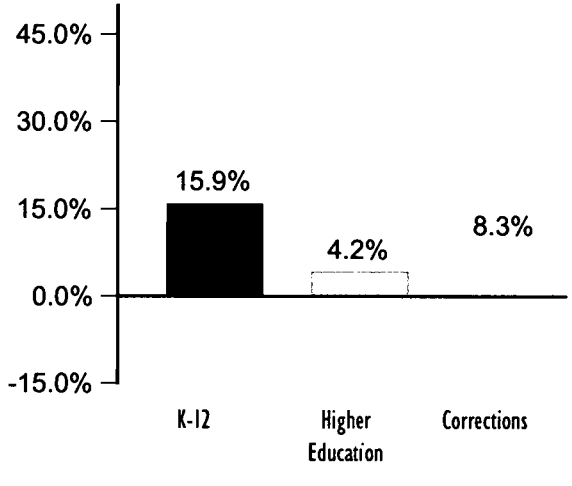
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $71.

College vs. Prison, 1994

One Year at University of Alaska, Fairbanks: $6,078
One Year in the State's Prisons: $38,894

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	23.0%	12 of 51
African American	14.1%	20 of 51
Latino	14.6%	20 of 51
College Attending Rate	26.5%	49 of 50
Investments		
Financial:		
Effort	$71	1 of 51
Disparity of Funding	38.1%	51 of 51
Curricula:		
Trigonometry & Physics	20%	33 of 39
Teaching Out of Field:		
Overall	25.0%	45 of 51
Disparity by % Poverty	26.9%	47 of 48
Disparity by % Minority	24.5%	36 of 37
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	192 pts.	1 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes—or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	83%	Biology	84%
Geometry	50%	Chemistry	38%
Algebra II	52%	Physics	16%
Trigonometry	23%		
Calculus	9%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	5%	2%	1%	6%	11%
Asian	4%	12%	4%	2%	4%
Latino	2%	2%	1%	2%	4%
Native American	23%	3%	10%	29%	15%
White	65%	82%	84%	60%	67%
Total	100%	100%	100%	100%	100%
Number	125,711	720	4,893	11,312	5,966

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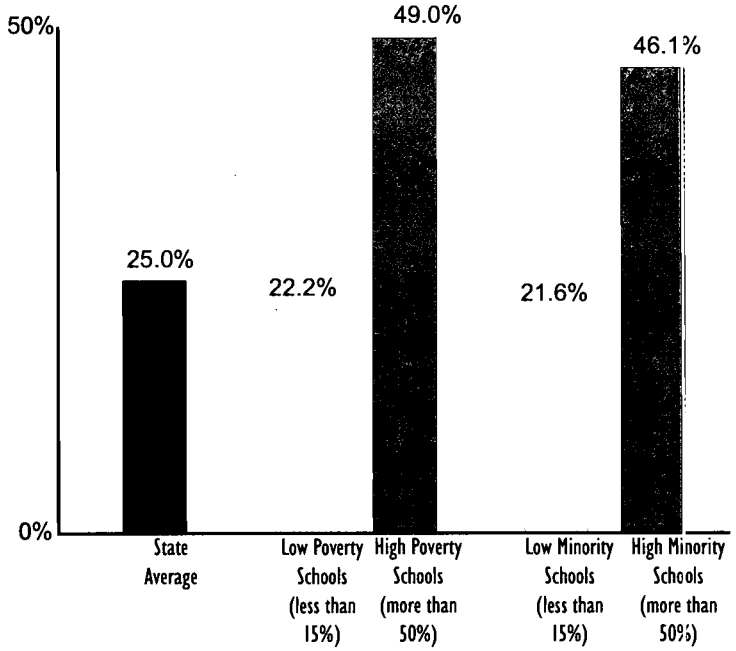
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

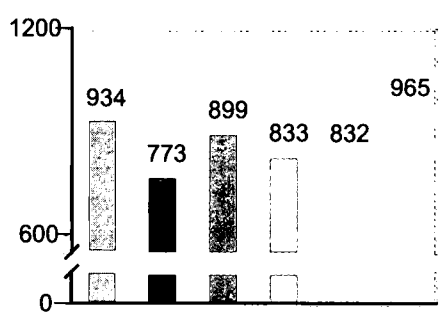
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All | African American | Asian | Latino | Native American | White

NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995
African American	365	4.6%	
Asian	291	3.7%	
Latino	155	1.9%	Data Not Available For This State
Native American	1,683	21.1%	
White	5,473	68.7%	
Total	7,967	100.0%	

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 26.5%

Freshmen vs. Degrees Awarded[2]

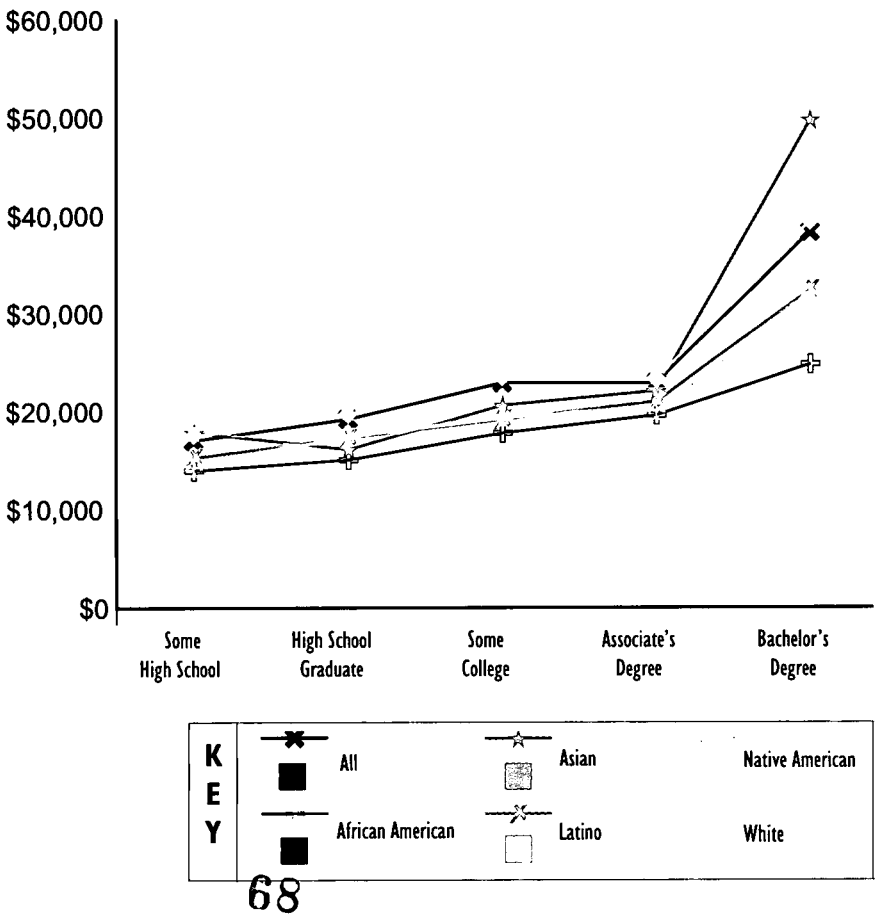
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	146	5.6%	31	2.2%
Asian	61	2.4%	20	1.4%
Latino	80	3.1%	31	2.2%
White	1,866	72.2%	1,139	81.6%
Other	432	16.7%	175	12.5%
Total	2,585	100.0%	1,396	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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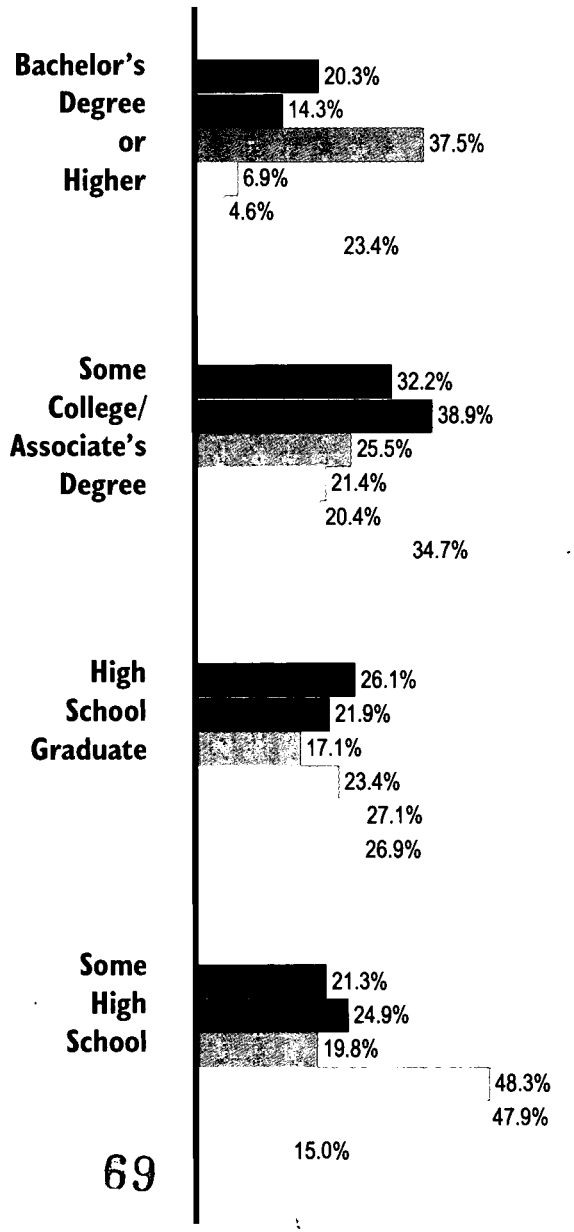
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	3.0%	4.2%	4.2%	3.2%	3.6%	2.5%
Asian	1.8%	0.7%	1.6%	3.0%	2.5%	3.7%
Latino	21.2%	29.8%	27.6%	18.5%	16.5%	9.7%
Native American[1]	6.7%	14.8%	6.9%	5.5%	4.8%	2.4%
White	67.3%	34.5%	59.7%	69.8%	71.6%	76.9%
Other	0.0%	15.9%	0.0%	0.0%	0.9%	4.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,438,375	301,884	710,742	41,956	151,695	123,237

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $3,750

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,078 per pupil.

Effort, 1991-92

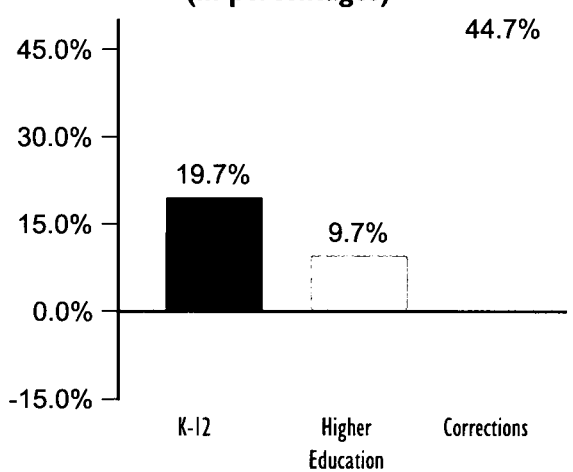
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $38.

College vs. Prison, 1994

One Year at University of Arizona: $6,110
One Year in the State's Prisons: $16,013

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	20.3%	23 of 51
African American	14.3%	18 of 51
Latino	6.9%	49 of 51
College Attending Rate	30.2%	46 of 50
Investments		
Financial:		
Effort	$38	36 of 51
Disparity of Funding	15.5%	38 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	24.5%	44 of 51
Disparity by % Poverty	17.2%	37 of 48
Disparity by % Minority	3.2%	17 of 37
Achievement		
NAEP Reading:		
Overall	206 pts.	31 of 39
African American	183 pts.	27 of 33
Latino	188 pts.	31 of 39
NAEP Math:		
Overall	265 pts.	23 of 42
African American	251 pts.	1 of 32
Latino	247 pts.	16 of 42
ACT/SAT Gap	5.5 pts.	26 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	4%	4%	2%	6%	7%
Asian	2%	6%	4%	1%	1%
Latino	28%	17%	10%	24%	30%
Native American	7%	2%	3%	11%	9%
White	60%	70%	81%	60%	53%
Total	100%	100%	100%	100%	100%
Number	710,742	9,921	46,333	45,161	34,144

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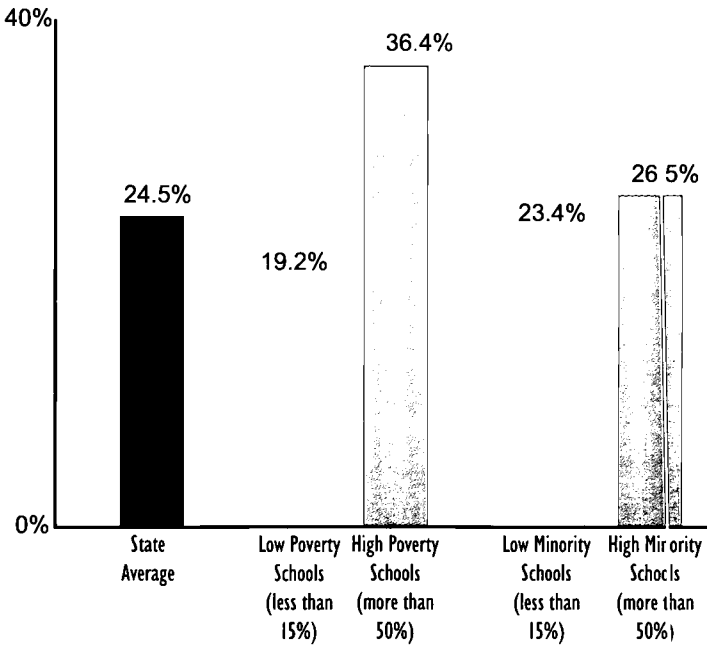
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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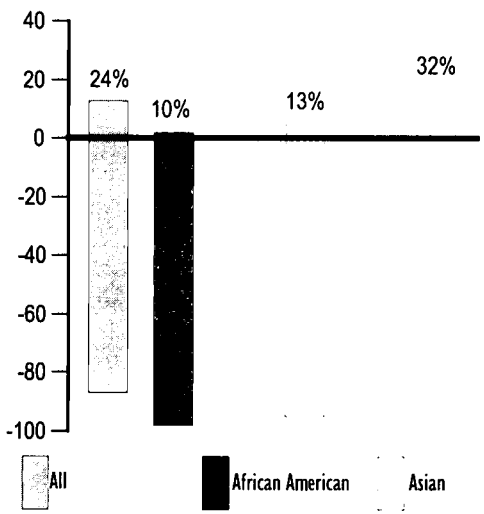
STATE PERFORMANCE

Academic Achievement

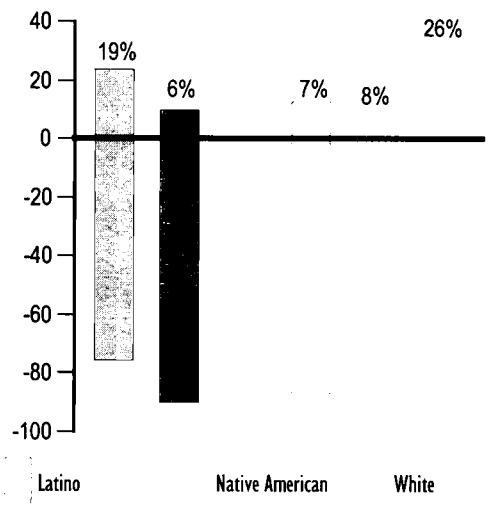
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

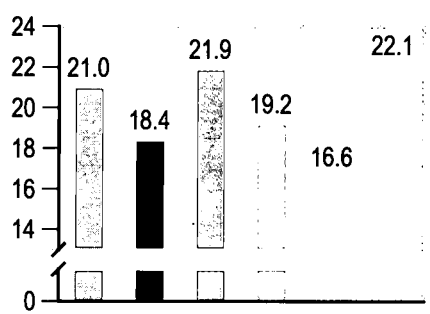
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995
African American	1,794	3.7%	
Asian	687	1.4%	
Latino	12,337	25.5%	Data Not Available For This State
Native American	3,108	6.4%	
White	30,381	62.9%	
Total	48,307	100.0%	

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 30.2%

Freshmen vs. Degrees Awarded[2]

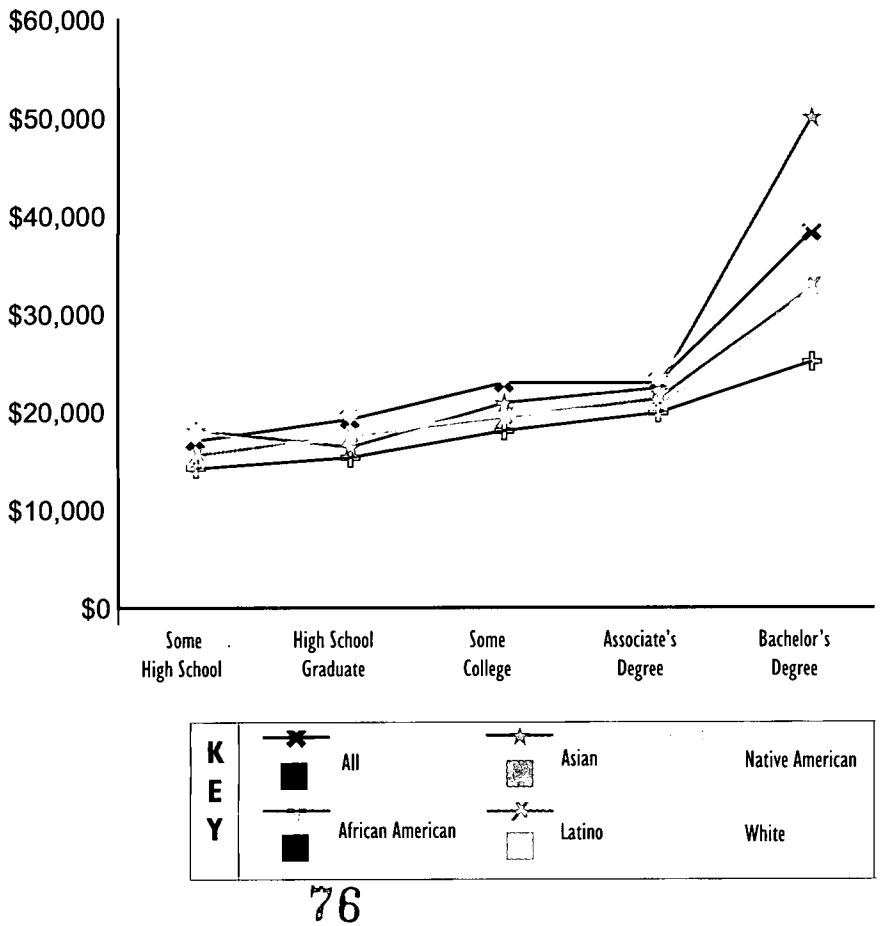
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	2,006	3.6%	506	3.0%
Asian	1,259	2.3%	512	3.0%
Latino	7,642	13.7%	1,452	8.5%
White	41,937	75.2%	13,452	78.9%
Other	2,925	5.2%	1,137	6.7%
Total	55,769	100.0%	17,059	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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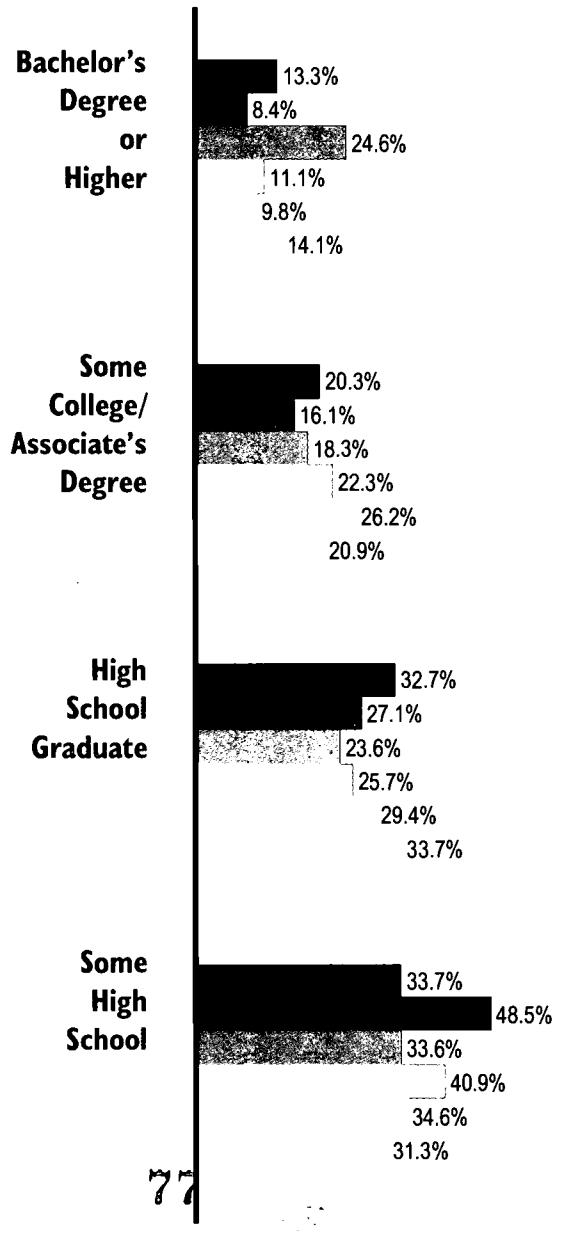
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	20.3%	44.4%	24.1%	4.8%	12.9%	14.5%
Asian	0.9%	0.4%	0.7%	2.5%	1.1%	1.0%
Latino	1.3%	1.5%	0.9%	1.2%	0.7%	0.6%
Native American[1]	0.7%	0.7%	0.3%	0.2%	1.1%	0.6%
White	76.9%	52.6%	74.1%	91.4%	83.7%	80.1%
Other	0.0%	0.5%	0.0%	0.0%	0.4%	3.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	716,926	157,689	441,391	29,011	21,407	74,887

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $3,303

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,078 per pupil.

Effort, 1991-92

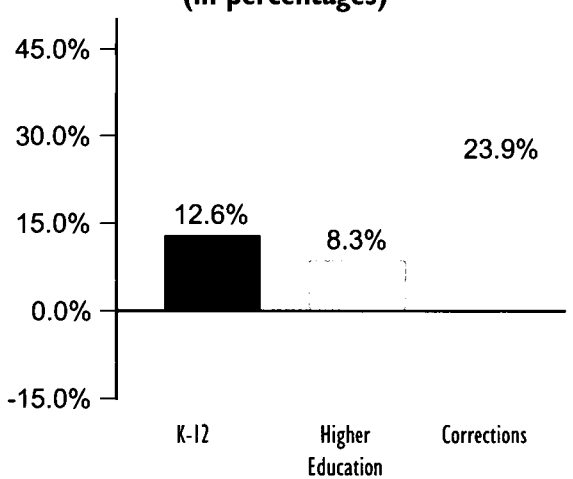
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $41.

College vs. Prison, 1994

One Year at University of Arkansas at Fayetteville: $5,969
One Year in the State's Prisons: $12,027

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	13.3%	50 of 51
African American	8.4%	48 of 51
Latino	11.1%	29 of 51
College Attending Rate	36.8%	39 of 50
Investments		
Financial:		
Effort	$41	29 of 51
Disparity of Funding	13.7%	28 of 51
Curricula:		
Trigonometry & Physics	24%	24 of 39
Teaching Out of Field:		
Overall	14.1%	13 of 51
Disparity by % Poverty	-0.1%	12 of 48
Disparity by % Minority	4.4%	21 of 37
Achievement		
NAEP Reading:		
Overall	209 pts.	28 of 39
African American	183 pts.	27 of 33
Latino	192 pts.	24 of 39
NAEP Math:		
Overall	255 pts.	38 of 42
African American	230 pts.	31 of 32
Latino	228 pts.	35 of 40
ACT/SAT Gap	4.0 pts.	13 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	87%	Biology	92%
Geometry	66%	Chemistry	45%
Algebra II	61%	Physics	20%
Trigonometry	27%		
Calculus	6%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	24%	20%	18%	32%	46%
Asian	1%	2%	1%	0%	0%
Latino	1%	1%	0%	0%	0%
Native American	0%	0%	0%	0%	1%
White	74%	78%	81%	67%	53%
Total	100%	100%	100%	100%	100%
Number	441,391	4,739	38,322	34,871	25,727

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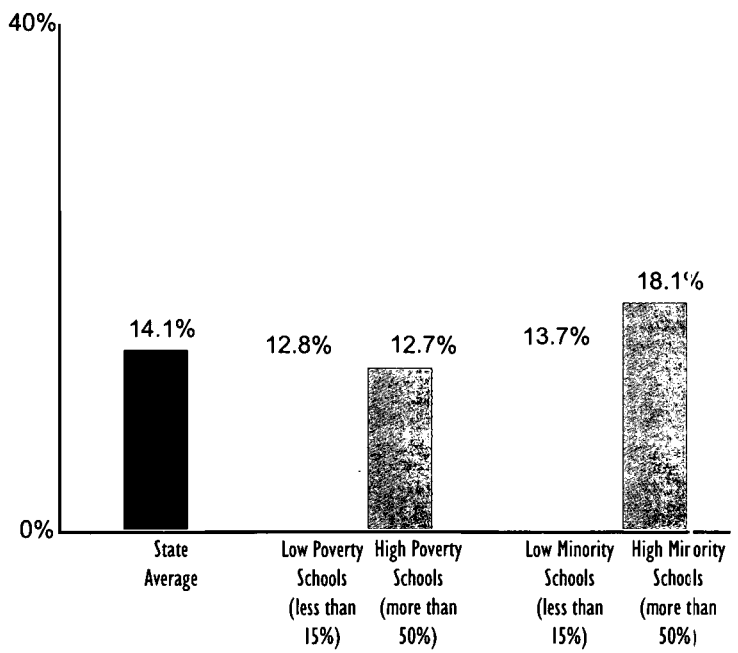
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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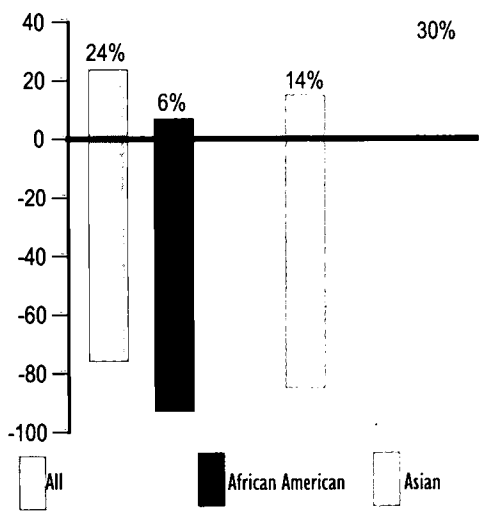
STATE PERFORMANCE

Academic Achievement

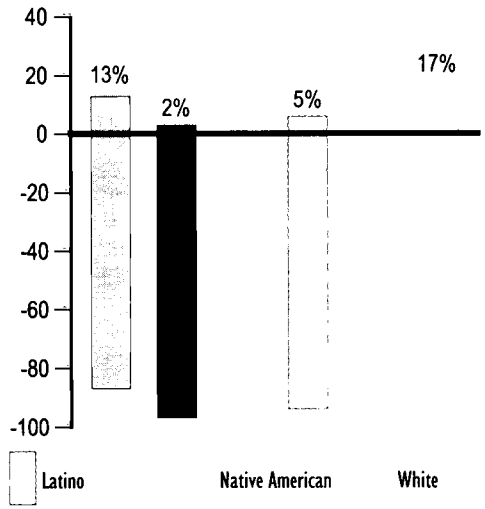
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

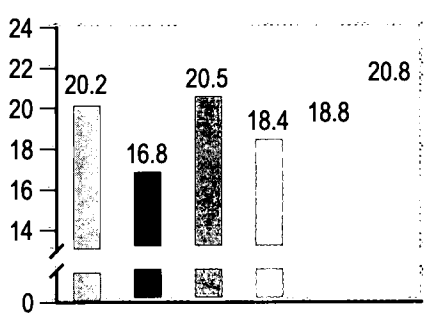
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995
African American	8,193	23.9%	
Asian	179	0.5%	
Latino	157	0.5%	Data Not Available For This State
Native American	96	0.3%	
White	25,682	74.9%	
Total	34,307	100.0%	

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 36.8%

Freshmen vs. Degrees Awarded[2]

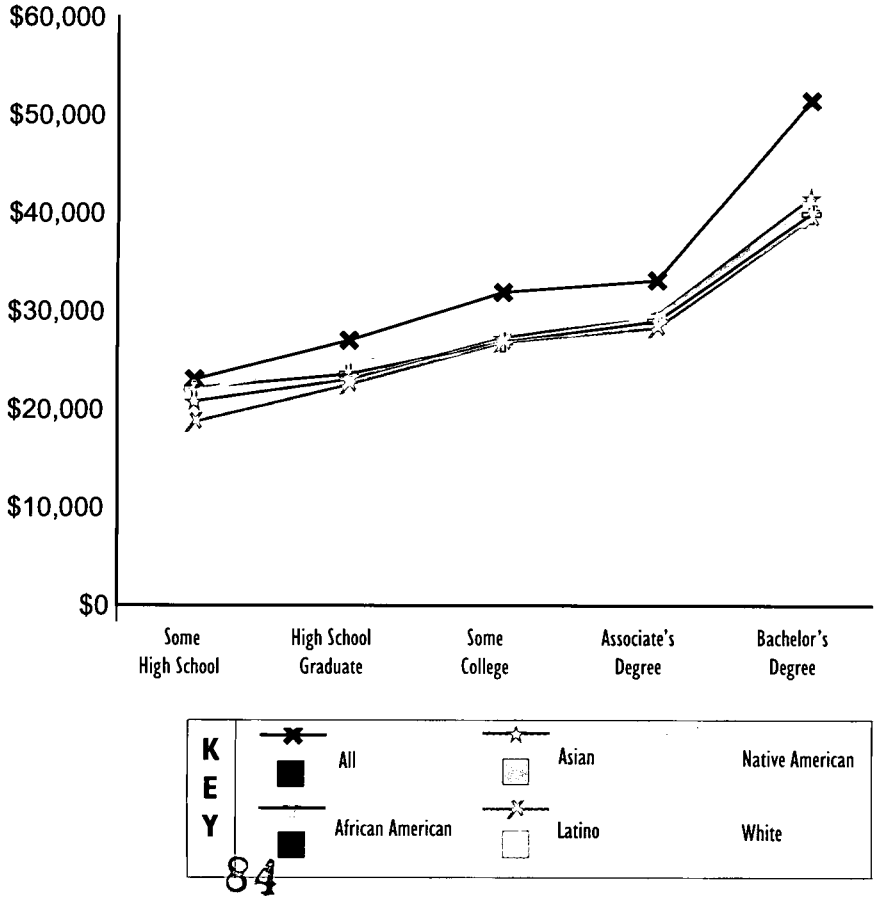
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	3,042	17.1%	854	10.0%
Asian	112	0.6%	90	1.1%
Latino	79	0.4%	46	0.5%
White	14,324	80.3%	7,253	84.8%
Other	278	1.6%	306	3.6%
Total	17,835	100.0%	8,549	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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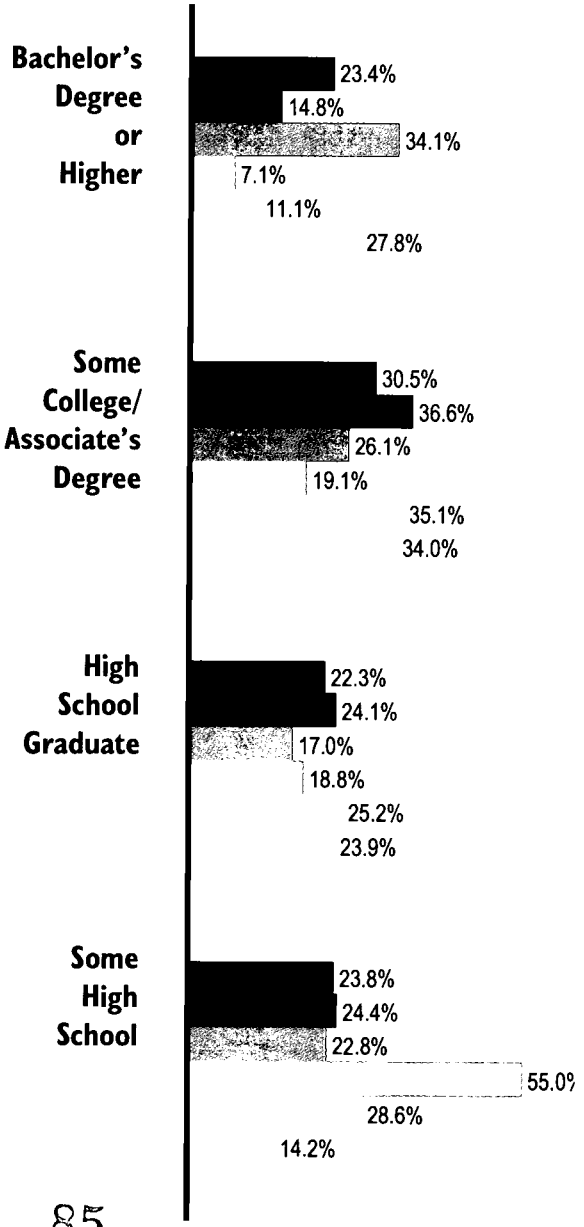
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	6.5%	9.3%	8.7%	9.1%	8.5%	5.9%
Asian	9.2%	7.4%	11.2%	12.3%	15.0%	19.5%
Latino	26.1%	34.1%	37.1%	19.1%	21.7%	14.0%
Native American[1]	0.8%	0.9%	0.8%	0.6%	1.3%	0.9%
White	57.5%	28.2%	42.3%	58.9%	49.0%	54.7%
Other	0.0%	20.1%	0.0%	0.0%	4.4%	4.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	12,173,724	2,094,255	5,267,277	569,062	1,113,171	724,423

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,297

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,392 per pupil.

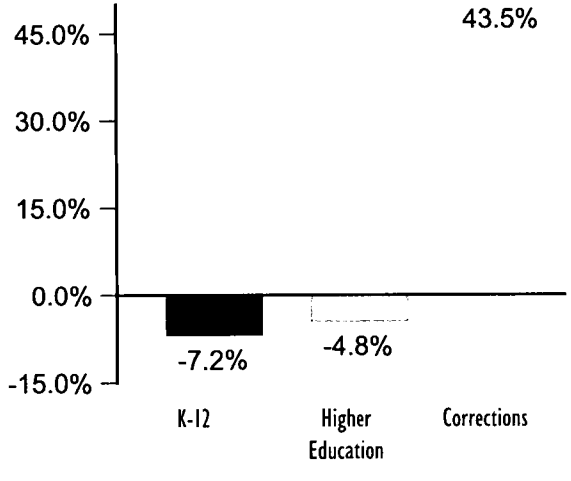
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $35.

College vs. Prison, 1994

One Year at University of California at Berkeley: $10,592
One Year in the State's Prisons: $20,925

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	23.4%	10 of 51
African American	14.8%	17 of 51
Latino	7.1%	47 of 51
College Attending Rate	40.3%	27 of 50
Investments		
Financial:		
Effort	$35	43 of 51
Disparity of Funding	12.0%	17 of 51
Curricula:		
Trigonometry & Physics	21%	31 of 39
Teaching Out of Field:		
Overall	25.5%	47 of 51
Disparity by % Poverty	0.8%	13 of 48
Disparity by % Minority	0.6%	13 of 37
Achievement		
NAEP Reading:		
Overall	197 pts.	38 of 39
African American	182 pts.	30 of 33
Latino	174 pts.	39 of 39
NAEP Math:		
Overall	260 pts.	29 of 42
African American	233 pts.	25 of 32
Latino	240 pts.	24 of 40
ACT/SAT Gap	228 pts.	20 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	84%
Geometry	52%	Chemistry	38%
Algebra II	48%	Physics	18%
Trigonometry	24%		
Calculus	9%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	9%	4%	5%	13%	20%
Asian	11%	35%	20%	4%	5%
Latino	37%	11%	17%	32%	38%
Native American	1%	1%	1%	1%	1%
White	42%	50%	58%	50%	36%
Total	100%	100%	100%	100%	100%
Number	5,268,501	77,238	271,793	300,661	353,805

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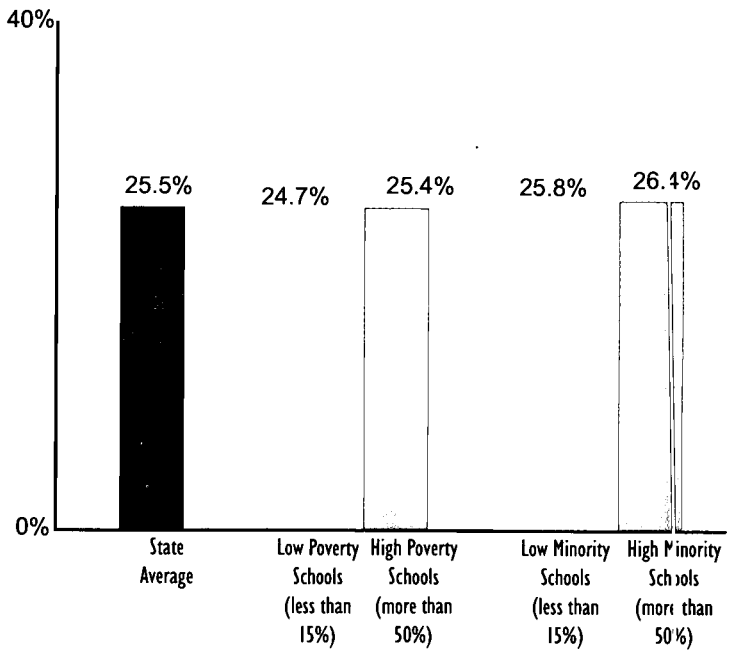
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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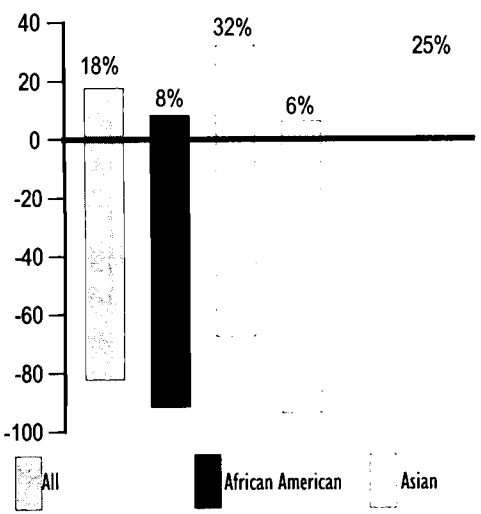
STATE PERFORMANCE

Academic Achievement

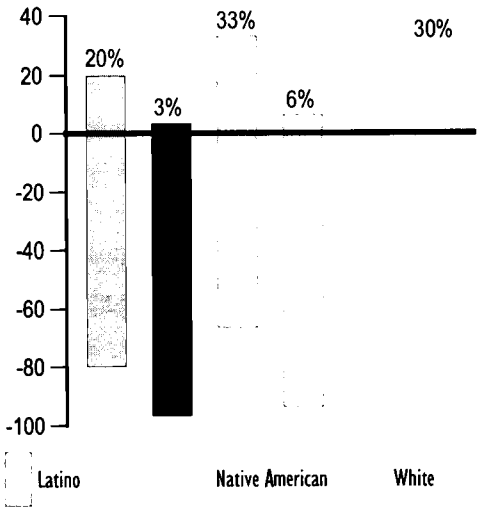
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



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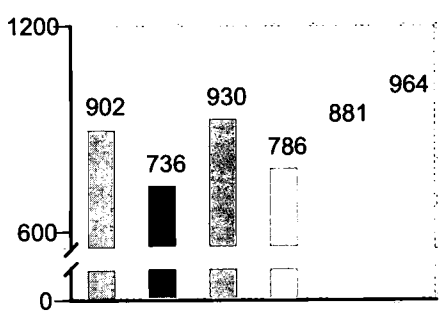


Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	30,432	8.8%	18,864	7.4%
Asian	36,051	10.4%	37,029	14.5%
Latino	117,014	33.7%	76,557	30.0%
Native American	2,742	0.8%	2,262	0.9%
White	161,240	46.4%	120,488	47.2%
Total	347,479	100.0%	255,200	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 40.3%

Freshmen vs. Degrees Awarded[2]

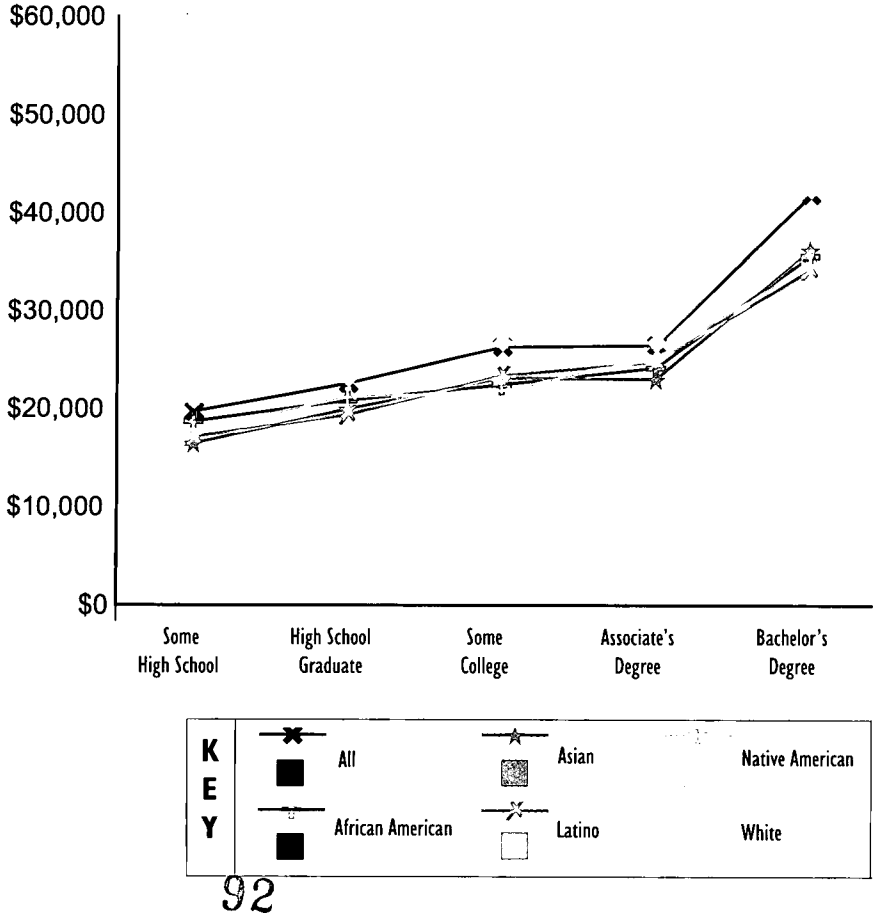
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	20,820	7.5%	4,468	4.0%
Asian	35,358	12.7%	17,849	16.1%
Latino	46,576	16.8%	11,818	10.7%
White	161,023	57.9%	63,661	57.6%
Other	14,201	5.1%	12,801	11.6%
Total	277,978	100.0%	110,597	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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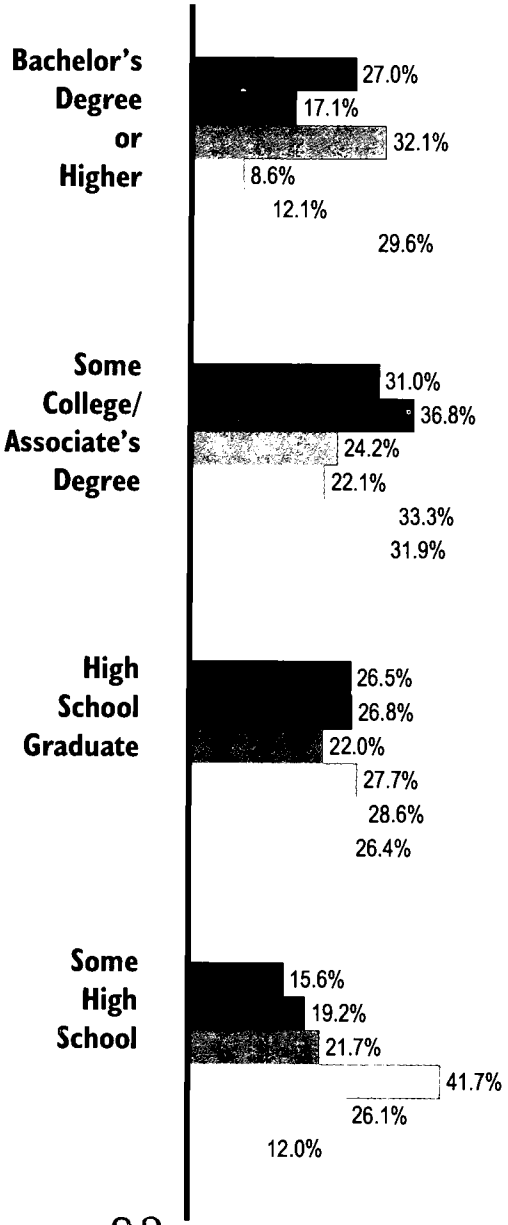
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	4.2%	7.7%	5.4%	4.4%	4.3%	2.9%
Asian	2.3%	1.8%	2.4%	2.5%	2.5%	3.5%
Latino	14.7%	27.2%	17.1%	11.8%	12.1%	7.2%
Native American[1]	1.0%	1.7%	1.0%	0.6%	1.3%	1.1%
White	77.8%	49.5%	74.1%	80.8%	78.3%	82.3%
Other	0.0%	12.1%	0.0%	0.0%	1.5%	2.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,195,331	178,062	625,062	53,732	80,323	165,006

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,101

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,788 per pupil.

Effort, 1991-92

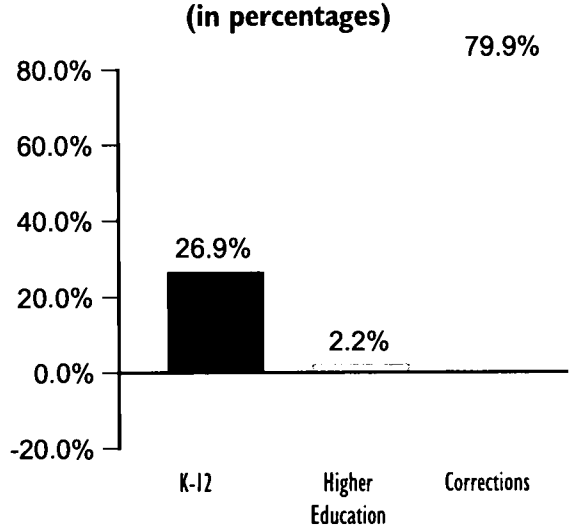
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $38.

College vs. Prison, 1994

One Year at University of Colorado at Boulder: $6,663
One Year in the State's Prisons: $20,798

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	27.0%	4 of 51
African American	17.1%	7 of 51
Latino	8.6%	44 of 51
College Attending Rate	38.7%	29 of 50
Investments		
Financial:		
Effort	$38	36 of 51
Disparity of Funding	12.0%	17 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	15.8%	18 of 51
Disparity by % Poverty	-10.5%	2 of 48
Disparity by % Minority	-3.3%	9 of 37
Achievement		
NAEP Reading:		
Overall	213 pts.	19 of 39
African American	191 pts.	12 of 33
Latino	193 pts.	22 of 39
NAEP Math:		
Overall	272 pts.	12 of 42
African American	241 pts.	10 of 32
Latino	254 pts.	4 of 40
ACT/SAT Gap	3.7 pts.	5 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	5%	4%	4%	8%	16%
Asian	2%	6%	3%	1%	1%
Latino	17%	13%	12%	19%	26%
Native American	1%	1%	1%	1%	1%
White	74%	77%	80%	71%	56%
Total	100%	100%	100%	100%	100%
Number	625,062	12,079	41,777	42,476	29,597

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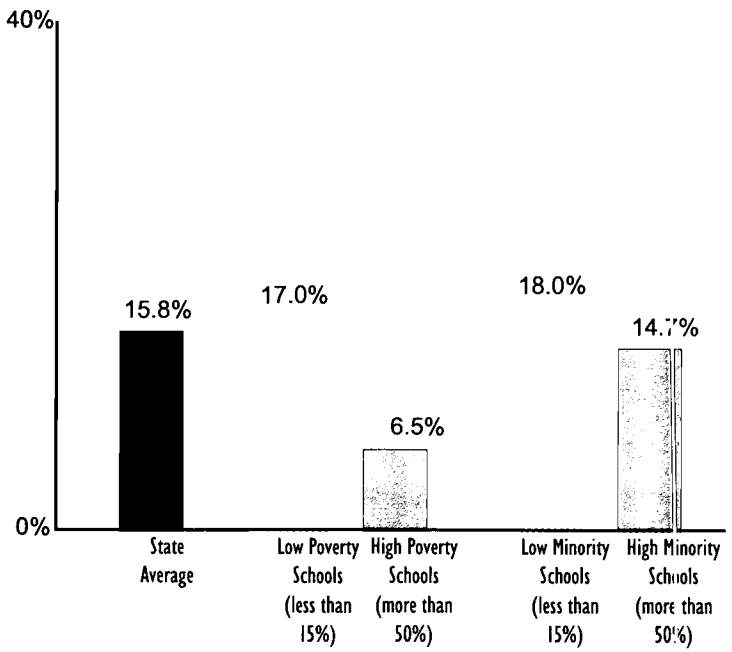
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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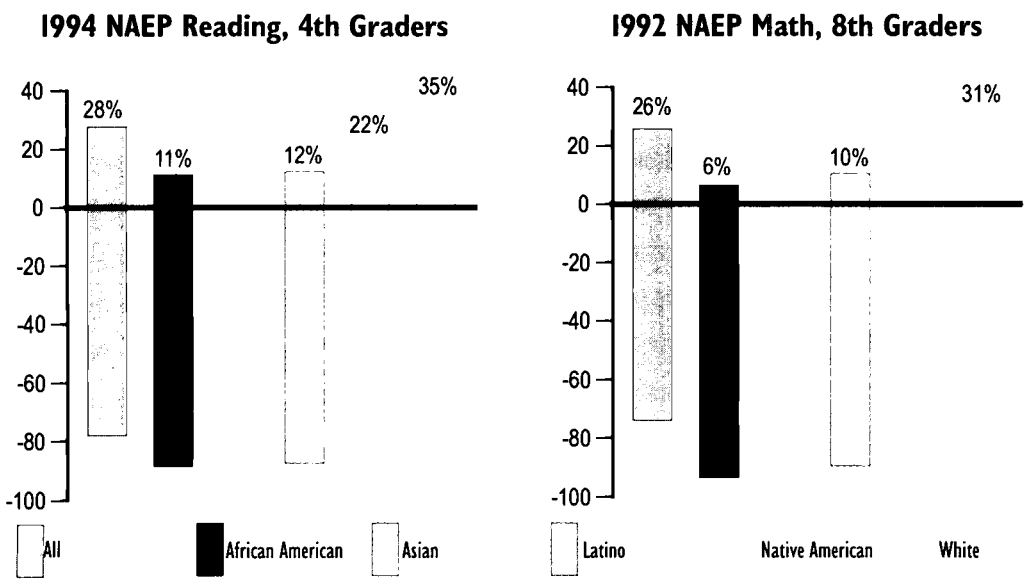
STATE PERFORMANCE

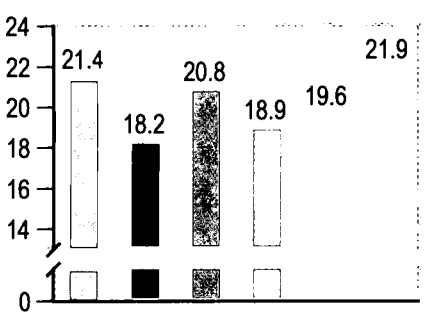
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	2,129	5.2%	1,396	4.3%
Asian	876	2.1%	990	3.1%
Latino	6,581	16.0%	4,195	12.9%
Native American	376	0.9%	244	0.8%
White	31,113	75.7%	25,583	78.9%
Total	41,075	100.0%	32,408	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 38.7%

Freshmen vs. Degrees Awarded[2]

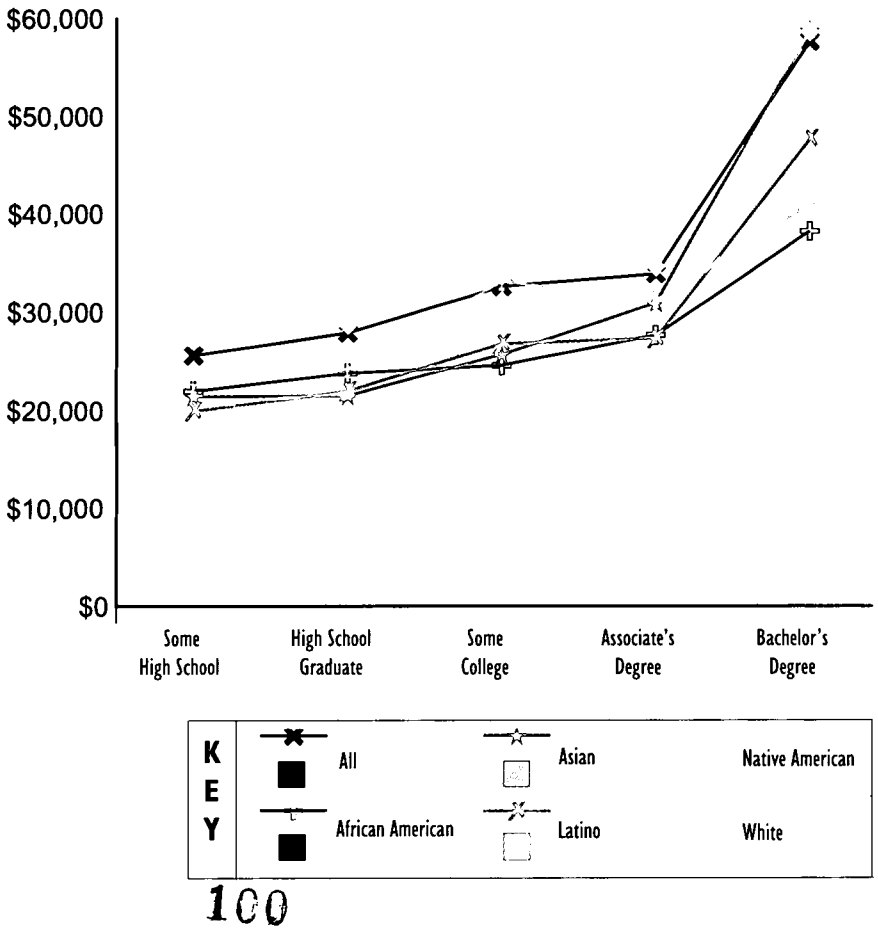
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	1,493	4.1%	442	2.2%
Asian	1,010	2.8%	569	2.9%
Latino	3,710	10.2%	1,161	5.9%
White	29,070	80.1%	16,427	83.4%
Other	993	2.7%	1,099	5.6%
Total	36,276	100.0%	19,698	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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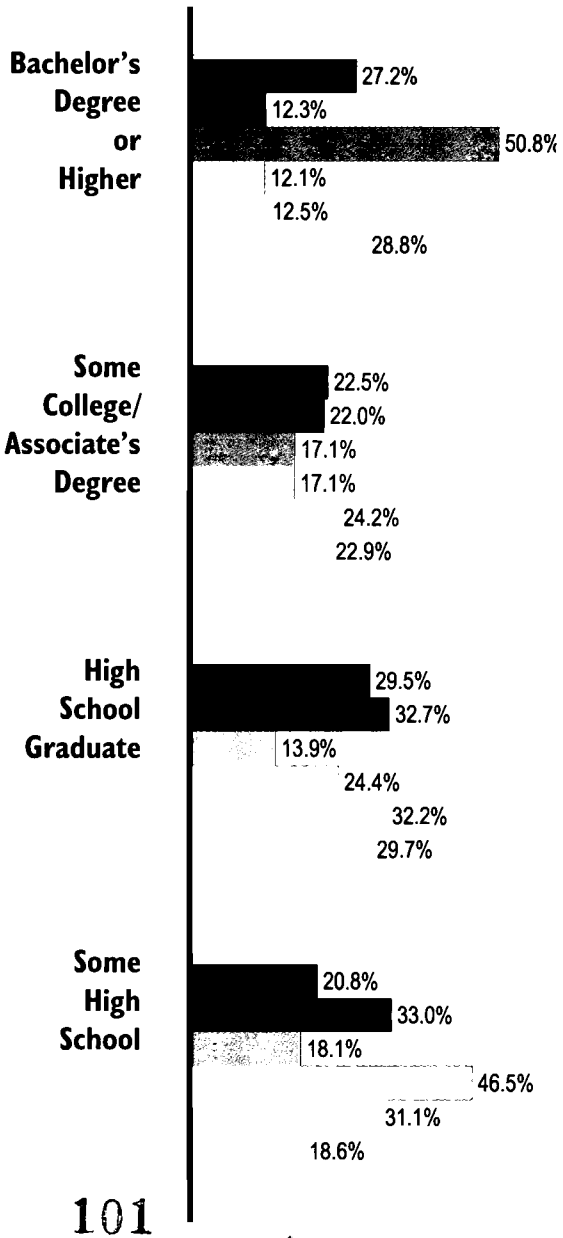
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	10.7%	21.6%	13.0%	7.1%	11.9%	5.5%
Asian	2.1%	0.8%	2.4%	3.9%	2.2%	3.7%
Latino	9.7%	27.5%	11.1%	5.1%	7.5%	3.6%
Native American[1]	0.2%	0.3%	0.2%	0.3%	0.4%	0.3%
White	77.3%	33.9%	73.3%	83.7%	76.8%	82.6%
Other	0.0%	15.8%	0.0%	0.0%	1.2%	4.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	924,345	109,022	492,098	70,198	46,356	114,540

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $7,545

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $3,239 per pupil.

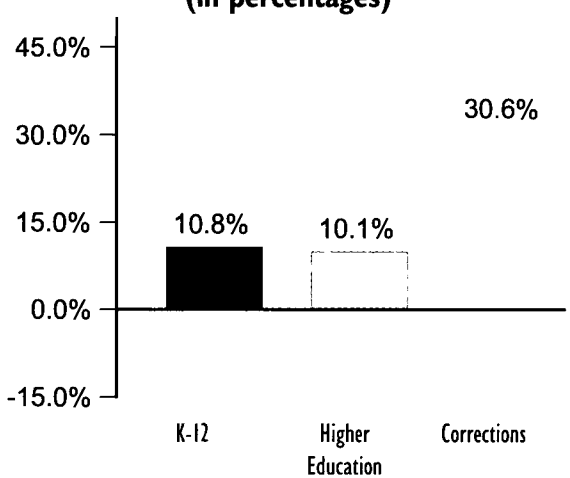
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $41.

College vs. Prison, 1994

One Year at University of Connecticut: $9,784
One Year in the State's Prisons: $23,028

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	27.2%	2 of 51
African American	12.3%	26 of 51
Latino	12.1%	26 of 51
College Attending Rate	46.2%	10 of 50
Investments		
Financial:		
Effort	$41	29 of 51
Disparity of Funding	12.9%	24 of 51
Curricula:		
Trigonometry & Physics	39%	4 of 39
Teaching Out of Field:		
Overall	12.2%	8 of 51
Disparity by % Poverty	23.8%	44 of 48
Disparity by % Minority	12.9%	34 of 37
Achievement		
NAEP Reading:		
Overall	222 pts.	7 of 38
African American	190 pts.	15 of 33
Latino	190 pts.	26 of 39
NAEP Math:		
Overall	273 pts.	11 of 42
African American	242 pts.	8 of 32
Latino	241 pts.	23 of 40
ACT/SAT Gap	222 pts.	18 of 23

See Definitions Pages and Rankings Pages

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	92%	Biology	95%
Geometry	68%	Chemistry	63%
Algebra II	62%	Physics	36%
Trigonometry	42%		
Calculus	15%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	13%	5%	11%	18%	32%
Asian	2%	9%	4%	1%	1%
Latino	11%	2%	4%	13%	16%
Native American	0%	0%	0%	0%	0%
White	73%	84%	81%	69%	51%
Total	100%	100%	100%	100%	100%
Number	492,098	3,958	14,878	42,628	24,006

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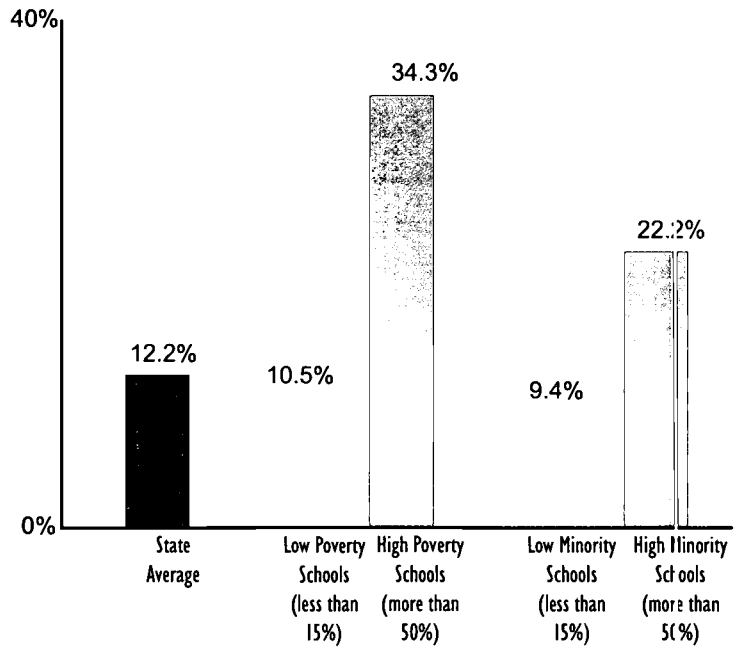
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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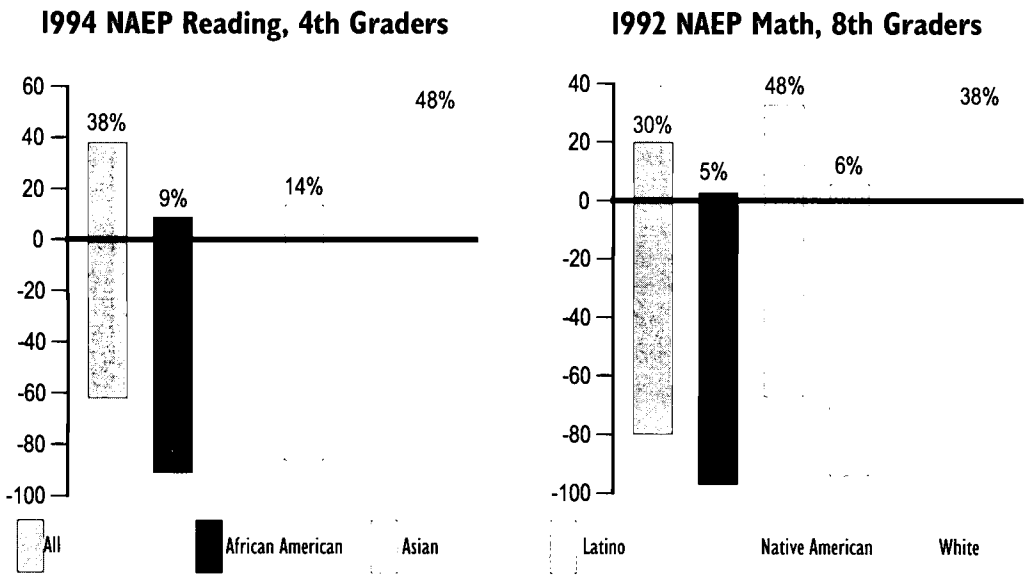
STATE PERFORMANCE

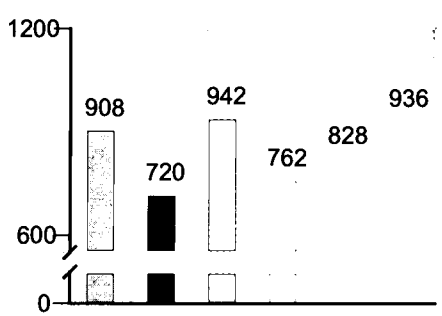
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	3,802	11.7%	2,773	10.5%
Asian	637	2.0%	707	2.7%
Latino	3,206	9.9%	1,941	7.3%
Native American	94	0.3%	59	0.2%
White	24,643	76.1%	20,966	79.3%
Total	32,382	100.0%	26,446	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 46.2%

Freshmen vs. Degrees Awarded[2]

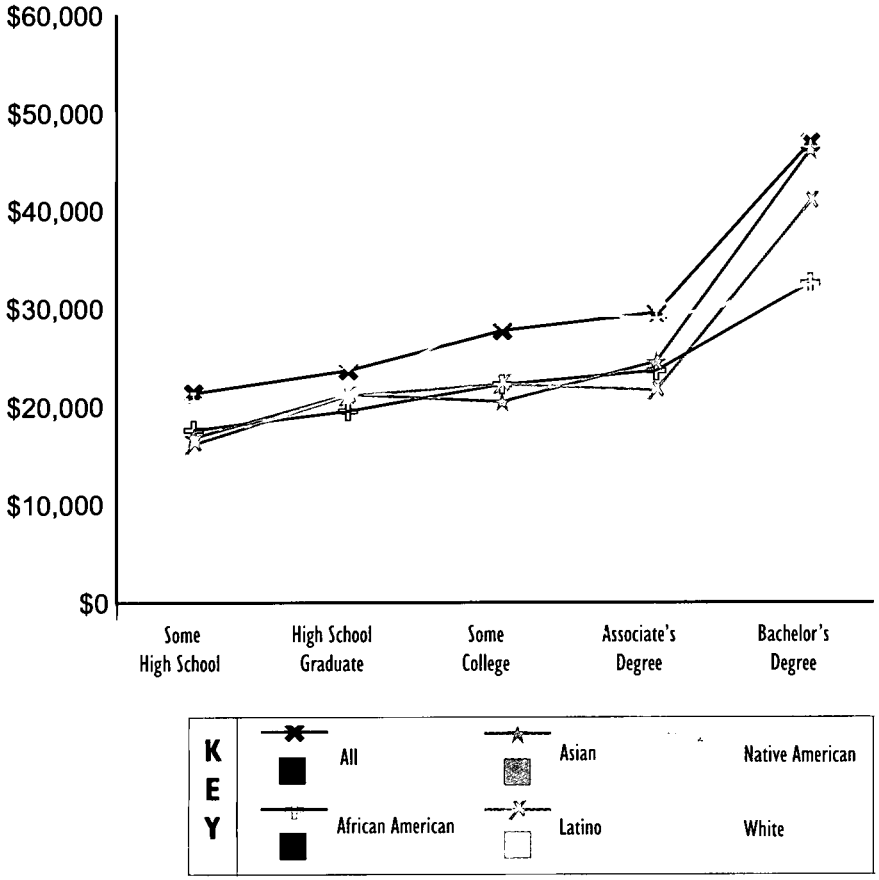
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	2,102	8.1%	602	4.3%
Asian	931	3.6%	572	4.0%
Latino	1,389	5.4%	389	2.7%
White	20,929	80.9%	11,769	83.2%
Other	533	2.1%	820	5.8%
Total	25,884	100.0%	14,152	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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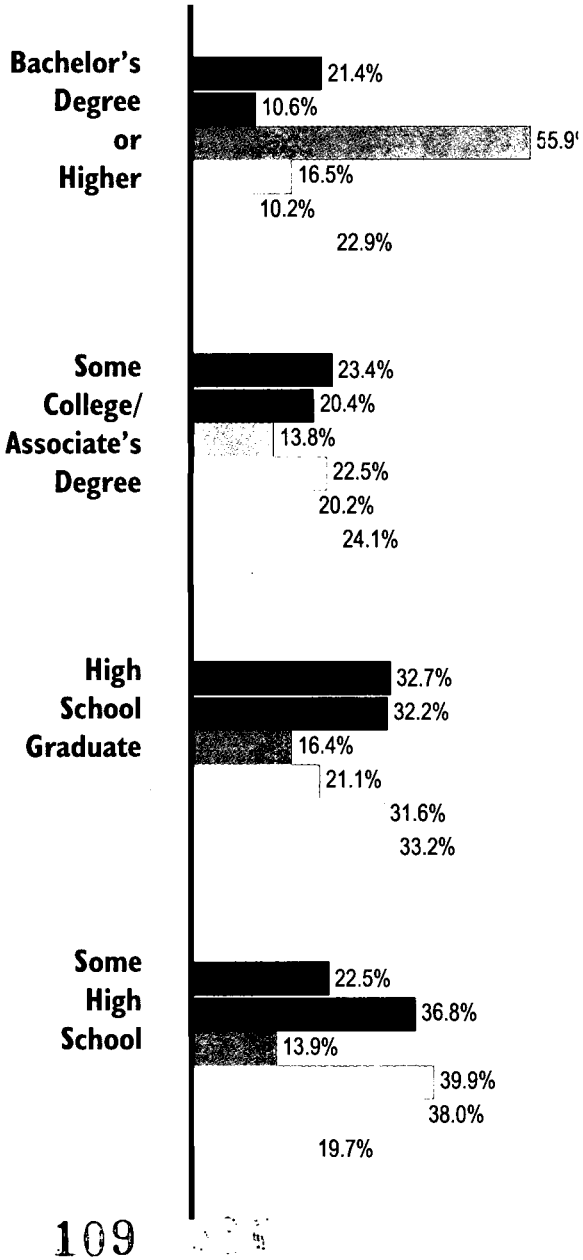
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	21.4%	51.6%	28.5%	6.8%	15.2%	12.7%
Asian	1.7%	0.7%	1.7%	2.1%	1.9%	2.2%
Latino	3.6%	6.3%	3.4%	1.6%	2.1%	1.6%
Native American[1]	0.3%	0.4%	0.2%	0.2%	0.9%	0.3%
White	72.9%	36.7%	66.2%	89.2%	79.3%	80.5%
Other	0.0%	4.3%	0.0%	0.0%	0.6%	2.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	201,259	20,553	105,547	22,307	11,356	32,841

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,591

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $994 per pupil.

Effort, 1991-92

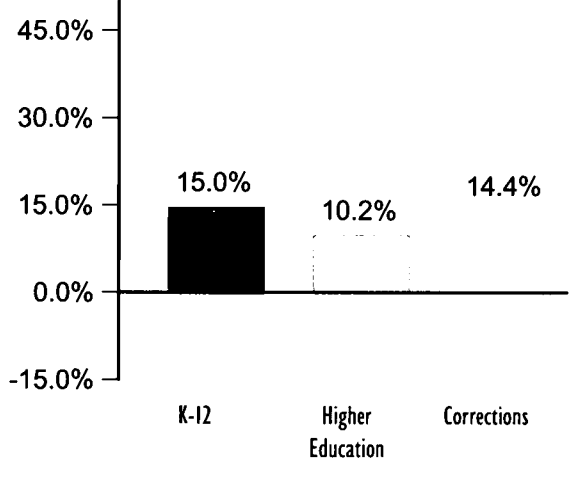
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $38.

College vs. Prison, 1994

One Year at University of Delaware: $8,330
One Year in the State's Prisons: $20,947

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	21.4%	17 of 51
African American	10.6%	35 of 51
Latino	16.5%	18 of 51
College Attending Rate	43.3%	20 of 50
Investments		
Financial:		
Effort	$38	36 of 51
Disparity of Funding	6.0%	4 of 51
Curricula:		
Trigonometry & Physics	24%	24 of 39
Teaching Out of Field:		
Overall	16.0%	19 of 51
Disparity by % Poverty	52.6%	48 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	206 pts.	31 of 39
African American	188 pts.	19 of 33
Latino	190 pts.	26 of 39
NAEP Math:		
Overall	262 pts.	27 of 42
African American	241 pts.	10 of 32
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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	76%	Biology	95%
Geometry	36%	Chemistry	43%
Algebra II	42%	Physics	19%
Trigonometry	29%		
Calculus	11%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	29%	4%	8%	44%	48%
Asian	2%	12%	5%	1%	0%
Latino	3%	2%	2%	4%	4%
Native American	0%	0%	0%	0%	0%
White	66%	83%	85%	52%	48%
Total	100%	100%	100%	100%	100%
Number	105,547	637	5,305	9,900	8,296

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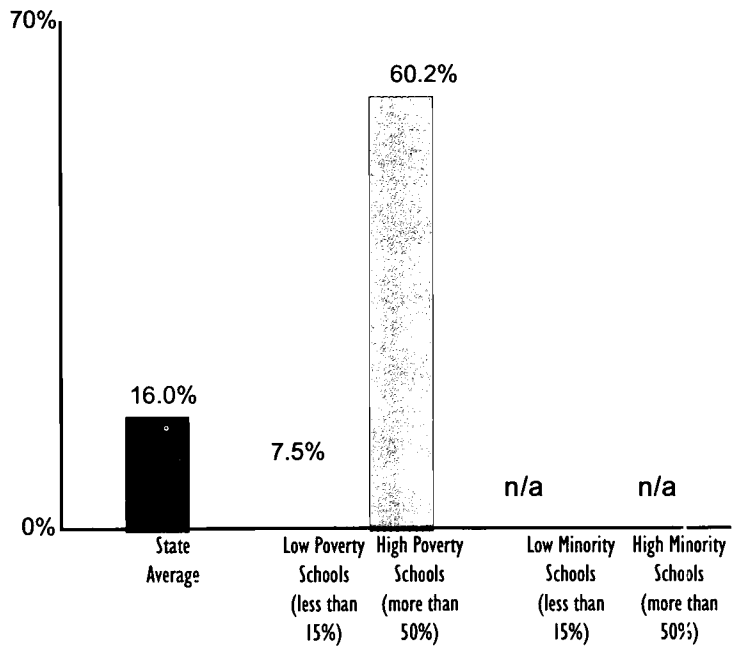
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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STATE PERFORMANCE

Academic Achievement

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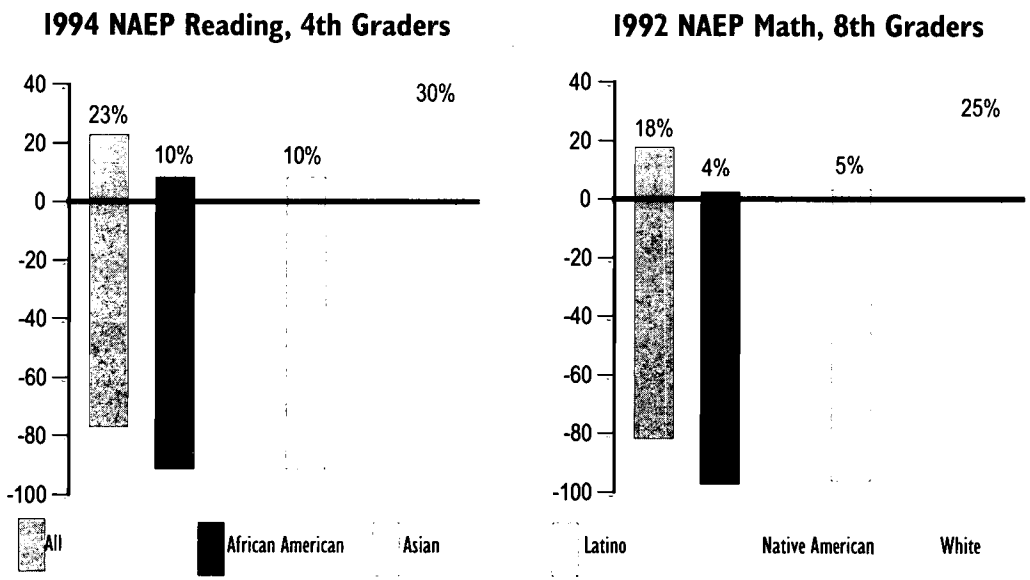
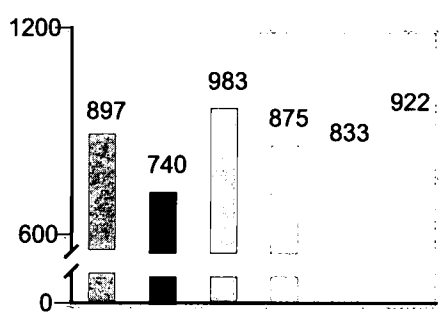
Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	1,934	26.7%	1,247	23.8%
Asian	102	1.4%	128	2.4%
Latino	204	2.8%	135	2.6%
Native American	7	0.1%	12	0.2%
White	5,009	69.0%	3,712	70.9%
Total	7,256	100.0%	5,234	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 43.3%

Freshmen vs. Degrees Awarded[2]

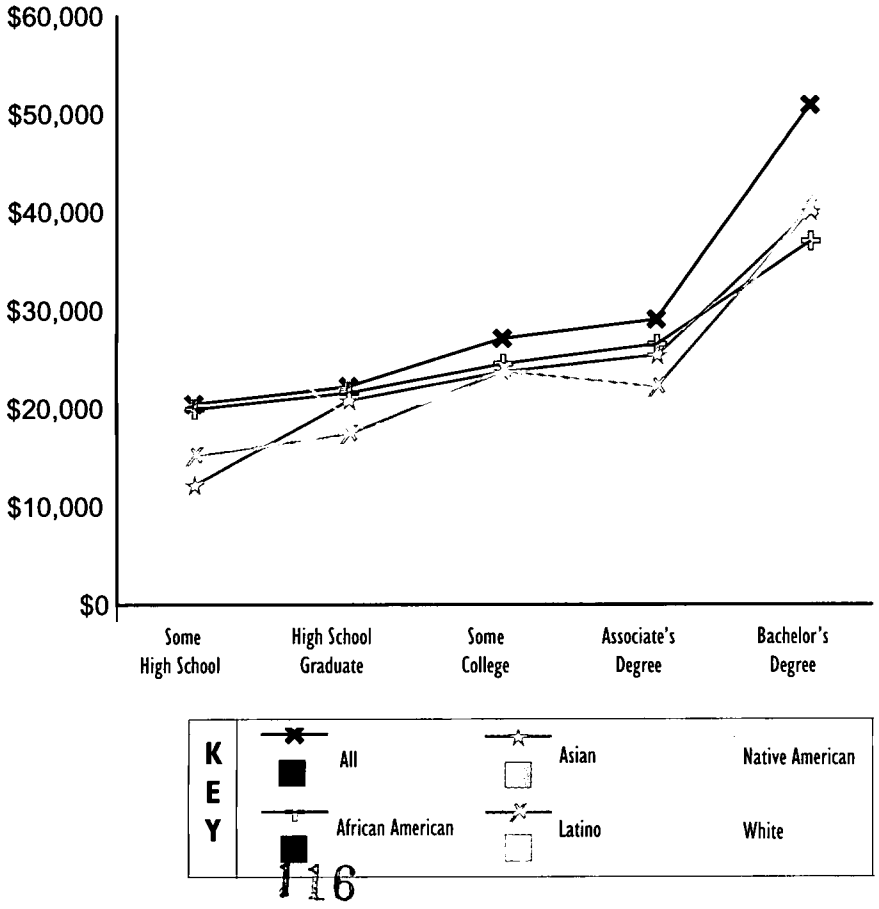
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	1,090	14.6%	393	9.5%
Asian	150	2.0%	62	1.5%
Latino	144	1.9%	40	1.0%
White	6,034	80.7%	3,573	86.3%
Other	62	0.8%	70	1.7%
Total	7,480	100.0%	4,138	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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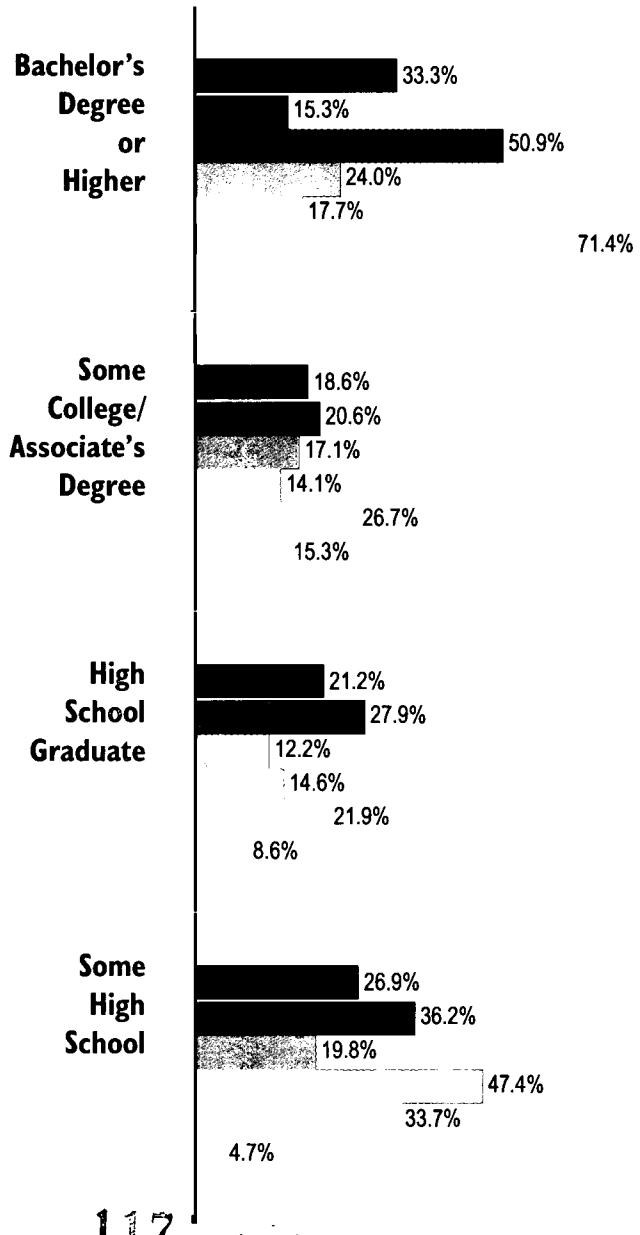
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	66.8%	87.0%	88.5%	49.8%		31.2%
Asian	1.7%	0.8%	1.3%	3.3%		5.3%
Latino	5.9%	5.5%	6.1%	4.6%		3.6%
Native American[1]	0.2%	0.2%	0.0%	0.0%		0.3%
White	25.4%	2.6%	4.0%	42.3%		48.9%
Other	0.0%	3.9%	0.0%	0.0%		10.8%
Total	100.0%	100.0%	100.0%	100.0%		100.0%
Number	150,749	30,287	80,678	15,854	0	77,705

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $8,839

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $0 per pupil.

Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $36.

College vs. Prison, 1994

One Year at University of the District of Columbia: $1,046
One Year in the State's Prisons: $22,674

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)

Data Not Available For This State

K-12 | Higher Education | Corrections

State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	33.3%	1 of 51
African American	15.3%	14 of 51
Latino	24.0%	4 of 51
College Attending Rate	n/a	n/a
Investments		
Financial:		
Effort	$36	40 of 51
Disparity of Funding	0.0%	1 of 51
Curricula:		
Trigonometry & Physics	20%	33 of 39
Teaching Out of Field:		
Overall	6.8%	2 of 51
Disparity by % Poverty	n/a	n/a
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	234 pts.	42 of 42
African American	233 pts.	25 of 32
Latino	225 pts.	38 of 40
ACT/SAT Gap	n/a	n/a

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	86%	Chemistry	69%
Algebra II	49%	Physics	20%
Trigonometry	19%		
Calculus	7%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	89%	95%	94%	95%	95%
Asian	1%	2%	1%	0%	0%
Latino	6%	1%	2%	3%	3%
Native American	0%	0%	0%	0%	0%
White	4%	3%	3%	2%	2%
Total	100%	100%	100%	100%	100%
Number	80,678	1,477	5,611	4,718	1,368

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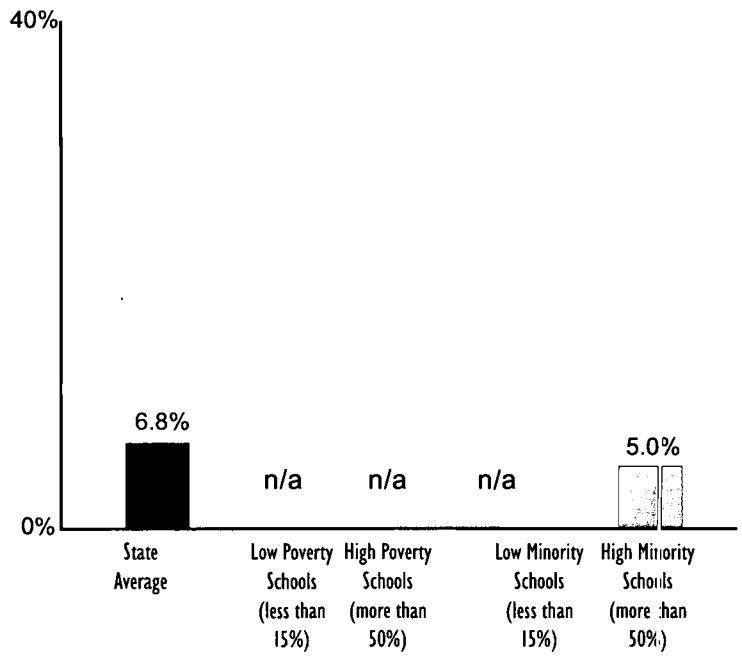
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

STATE PERFORMANCE

Academic Achievement

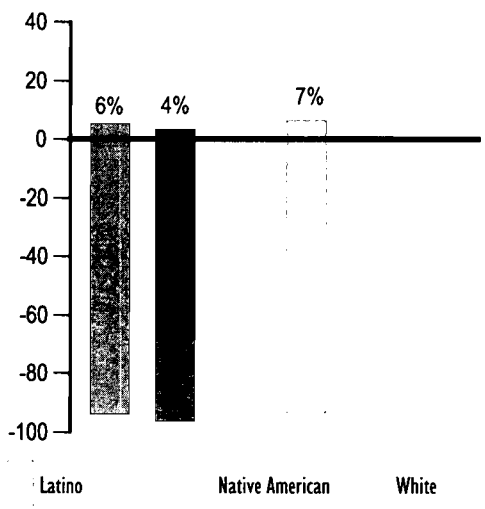
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

Data Not Available For This State

1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.

Source Used Does not Provide Data For the District of Columbia.

Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	4,774	92.3%	2,674	89.9%
Asian	54	1.0%	54	1.8%
Latino	220	4.3%	152	5.1%
Native American	0	0.0%	0	0.0%
White	124	2.4%	94	3.2%
Total	5,172	100.0%	2,974	100.0%

Chances for College

Data Not Available For The District of the Columbia

Freshmen vs. Degrees Awarded[2]

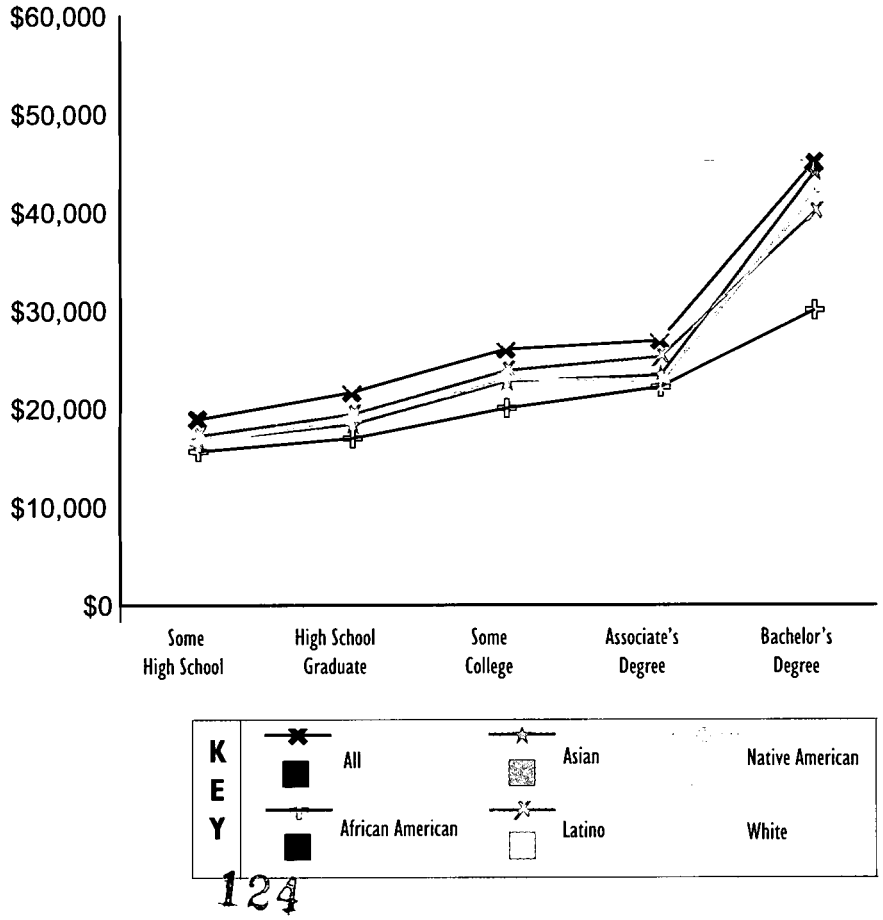
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	3,750	42.9%	2,183	28.4%
Asian	333	3.8%	404	5.2%
Latino	296	3.4%	284	3.7%
White	3,668	42.0%	4,036	52.4%
Other	686	7.9%	791	10.3%
Total	8,733	100.0%	7,698	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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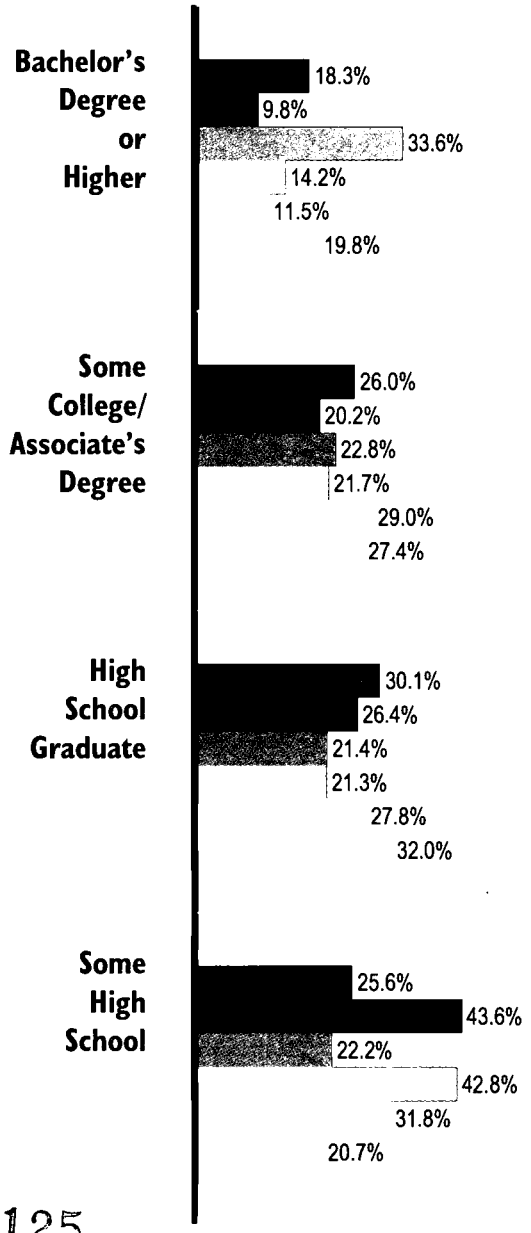
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	18.0%	39.3%	24.7%	7.1%	12.7%	12.7%
Asian	1.7%	0.8%	1.7%	2.5%	2.4%	3.3%
Latino	13.0%	15.1%	13.8%	17.4%	13.6%	11.8%
Native American[1]	0.3%	0.4%	0.2%	0.3%	0.5%	0.3%
White	67.0%	40.9%	59.6%	72.7%	69.1%	67.6%
Other	0.0%	3.5%	0.0%	0.0%	1.7%	4.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	3,904,837	618,734	2,037,684	233,744	331,762	302,475

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,185

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,186 per pupil.

Effort, 1991-92

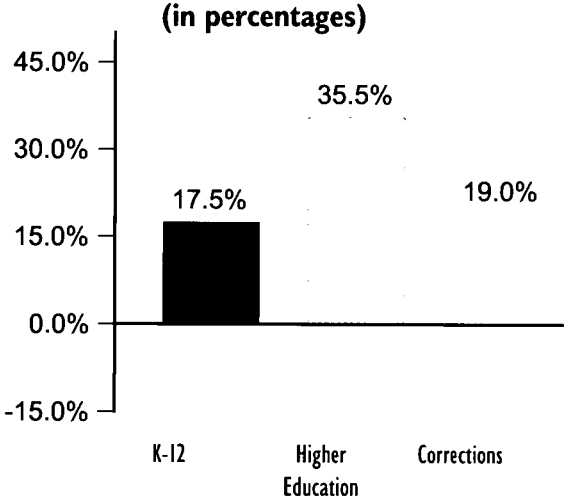
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $35.

College vs. Prison, 1994

One Year at University of Florida: $6,000
One Year in the State's Prisons: $15,969

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	18.3%	30 of 51
African American	9.8%	39 of 51
Latino	14.2%	21 of 51
College Attending Rate	29.2%	48 of 50
Investments		
Financial:		
Effort	$35	43 of 51
Disparity of Funding	8.4%	7 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	26.4%	50 of 51
Disparity by % Poverty	21.6%	41 of 48
Disparity by % Minority	5.5%	23 of 37
Achievement		
NAEP Reading:		
Overall	205 pts.	33 of 39
African American	183 pts.	27 of 33
Latino	189 pts.	29 of 39
NAEP Math:		
Overall	259 pts.	31 of 42
African American	236 pts.	21 of 32
Latino	245 pts.	20 of 40
ACT/SAT Gap	202 pts.	11 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	25%	9%	6%	29%	40%
Asian	2%	9%	3%	1%	1%
Latino	14%	10%	5%	12%	10%
Native American	0%	0%	0%	0%	0%
White	60%	71%	86%	58%	49%
Total	100%	100%	100%	100%	100%
Number	2,037,684	8,165	78,519	130,607	154,744

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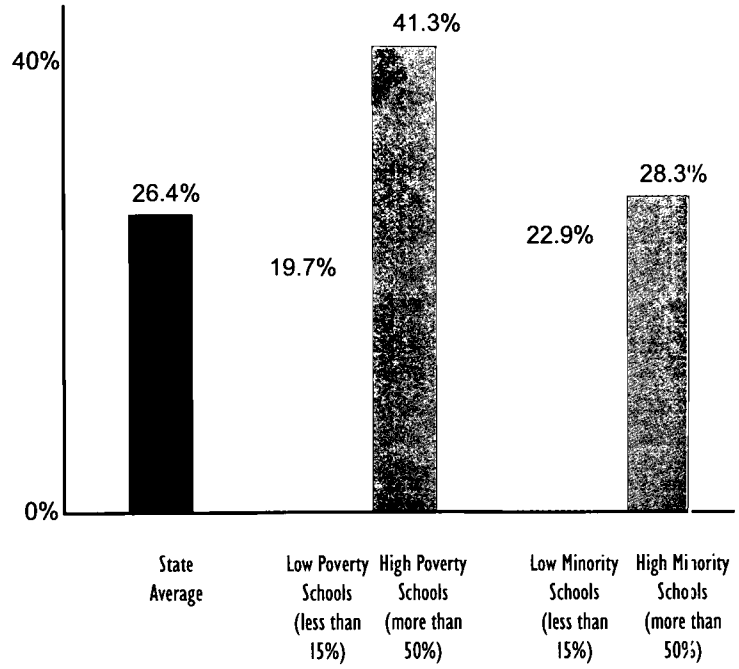
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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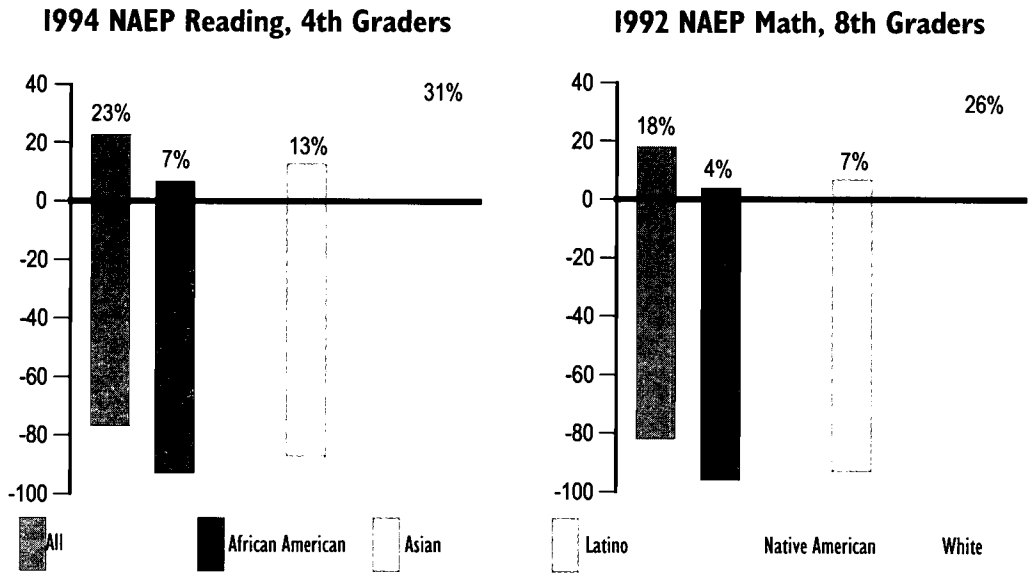
STATE PERFORMANCE

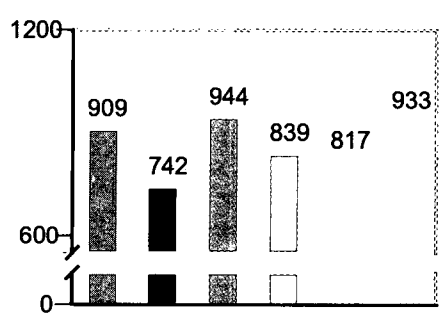
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	30,527	22.8%	19,801	21.3%
Asian	2,044	1.5%	2,528	2.7%
Latino	17,503	13.1%	13,336	14.3%
Native American	236	0.2%	178	0.2%
White	83,311	62.3%	57,221	61.5%
Total	133,621	100.0%	93,064	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 29.2%

Freshmen vs. Degrees Awarded[2]

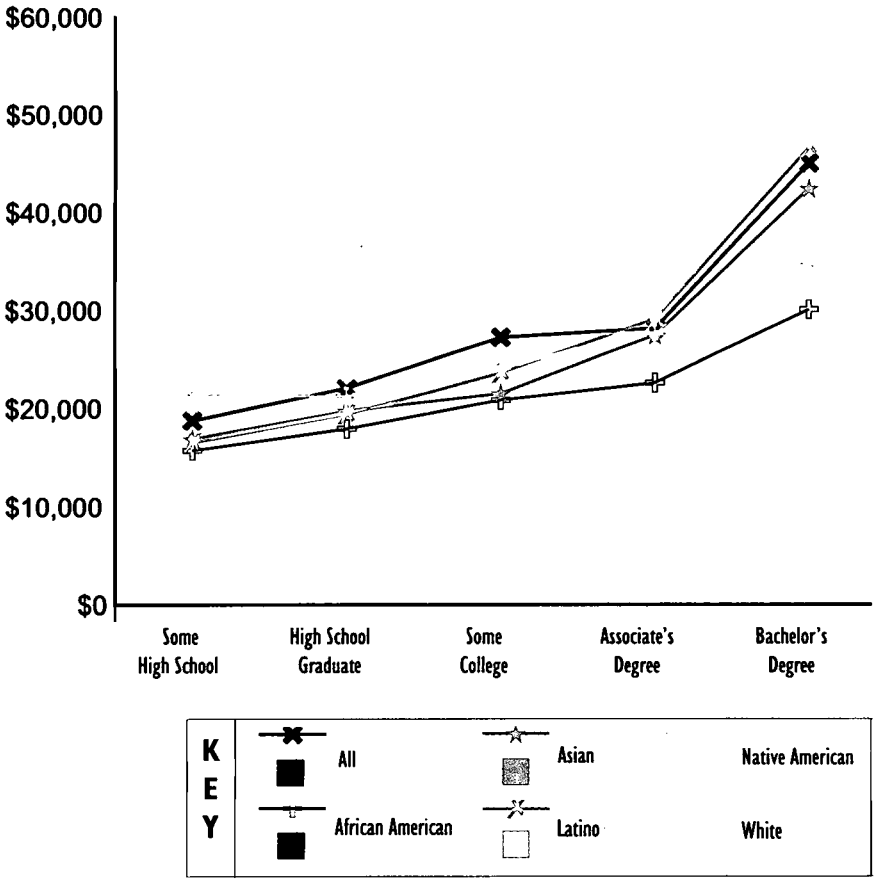
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	10,291	13.6%	4,250	9.7%
Asian	1,656	2.2%	1,168	2.7%
Latino	8,288	11.0%	4,612	10.5%
White	53,424	70.6%	32,013	72.8%
Other	1,963	2.6%	1,914	4.4%
Total	75,622	100.0%	43,957	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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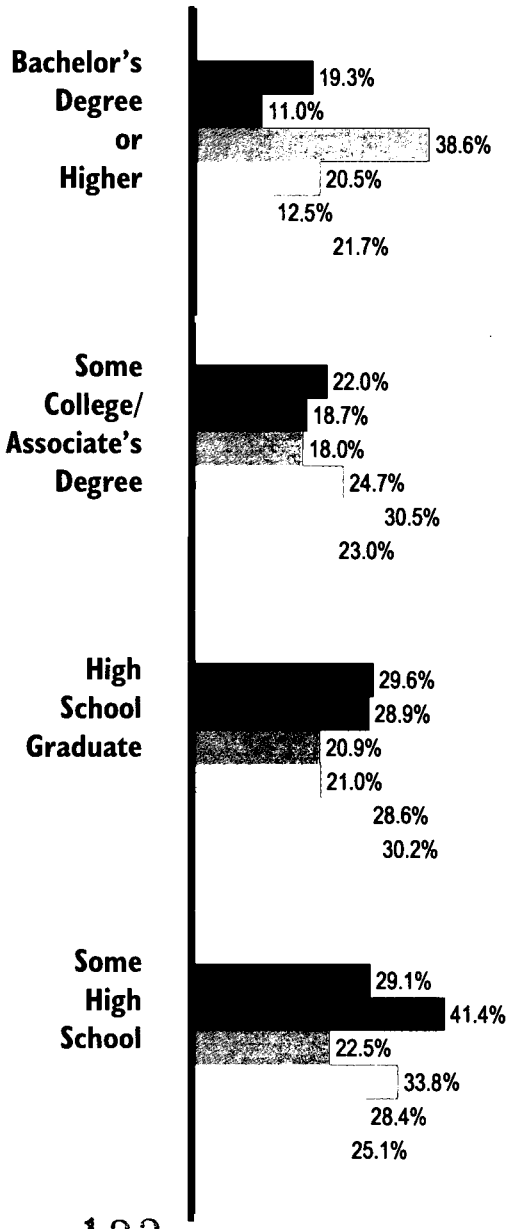
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	31.7%	64.9%	37.0%	15.3%	26.7%	23.1%
Asian	1.6%	0.7%	1.4%	3.2%	1.8%	2.7%
Latino	2.2%	2.0%	1.5%	1.3%	1.4%	1.5%
Native American[1]	0.2%	0.3%	0.2%	0.1%	0.3%	0.2%
White	64.3%	31.1%	59.9%	80.1%	68.9%	69.4%
Other	0.0%	1.0%	0.0%	0.0%	0.9%	3.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	2,080,767	350,231	1,235,304	97,727	92,637	215,950

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,595

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,845 per pupil.

Effort, 1991-92

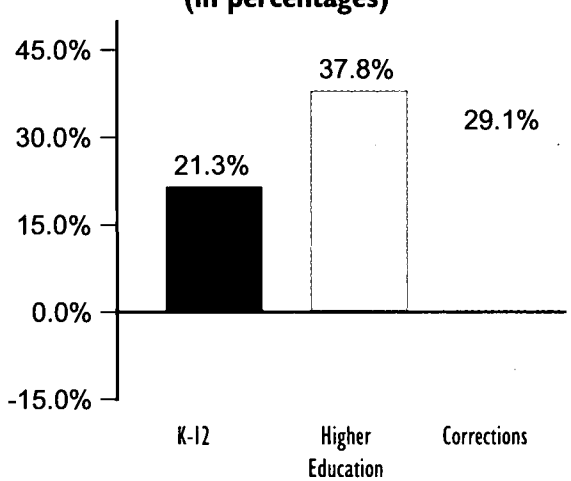
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $39.

College vs. Prison, 1994

One Year at University of Georgia: $5,952
One Year in the State's Prisons: $18,856

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	19.3%	26 of 51
African American	11.0%	33 of 51
Latino	20.5%	8 of 51
College Attending Rate	35.3%	41 of 50
Investments		
Financial:		
Effort	$39	34 of 51
Disparity of Funding	17.3%	43 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	23.1	40 of 51
Disparity by % Poverty	11.0%	27 of 48
Disparity by % Minority	-1.3%	12 of 37
Achievement		
NAEP Reading:		
Overall	207 pts.	30 of 38
African American	185 pts.	24 of 33
Latino	184 pts.	34 of 39
NAEP Math:		
Overall	259 pts.	31 of 42
African American	241 pts.	10 of 32
Latino	233 pts.	30 of 40
ACT/SAT Gap	182 pts.	6 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	37%	18%	10%	45%	63%
Asian	1%	8%	3%	0%	0%
Latino	2%	1%	0%	1%	1%
Native American	0%	0%	0%	0%	0%
White	60%	73%	87%	45%	36%
Total	100%	100%	100%	100%	100%
Number	1,235,304	6,354	59,539	74,795	89,571

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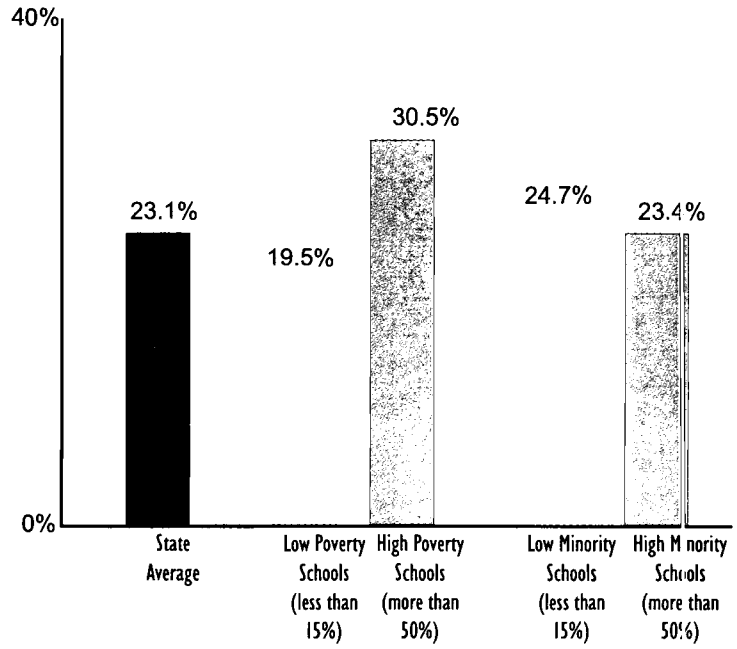
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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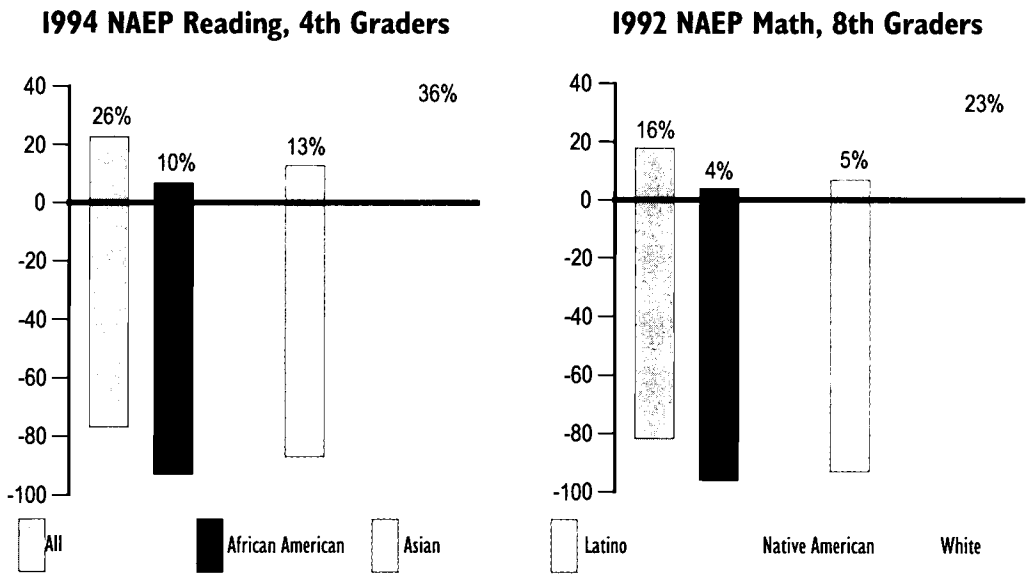
STATE PERFORMANCE

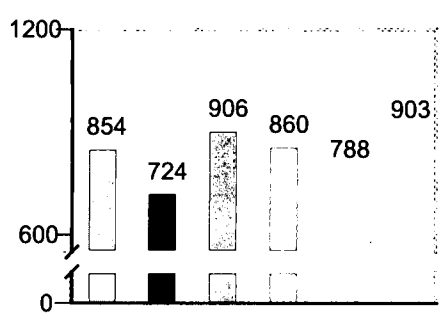
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 35.3%

Freshmen vs. Degrees Awarded[2]

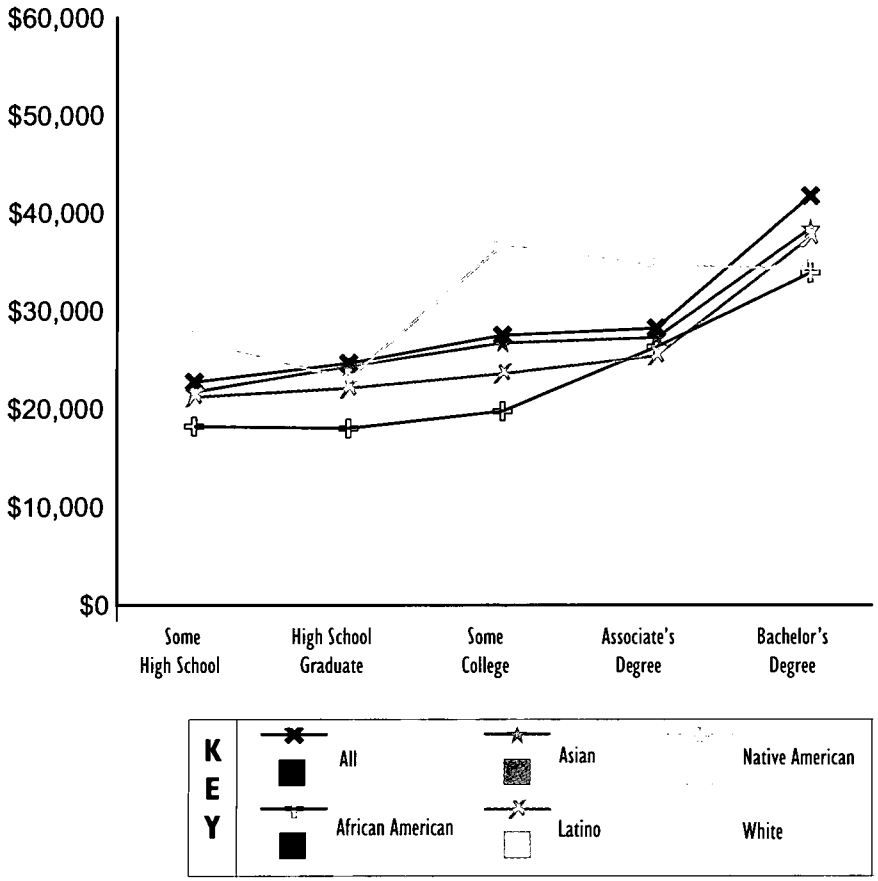
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	11,887	23.7%	4,696	17.9%
Asian	903	1.8%	563	2.1%
Latino	493	1.0%	330	1.3%
White	35,995	71.9%	20,050	76.3%
Other	795	1.6%	635	2.4%
Total	50,073	100.0%	26,274	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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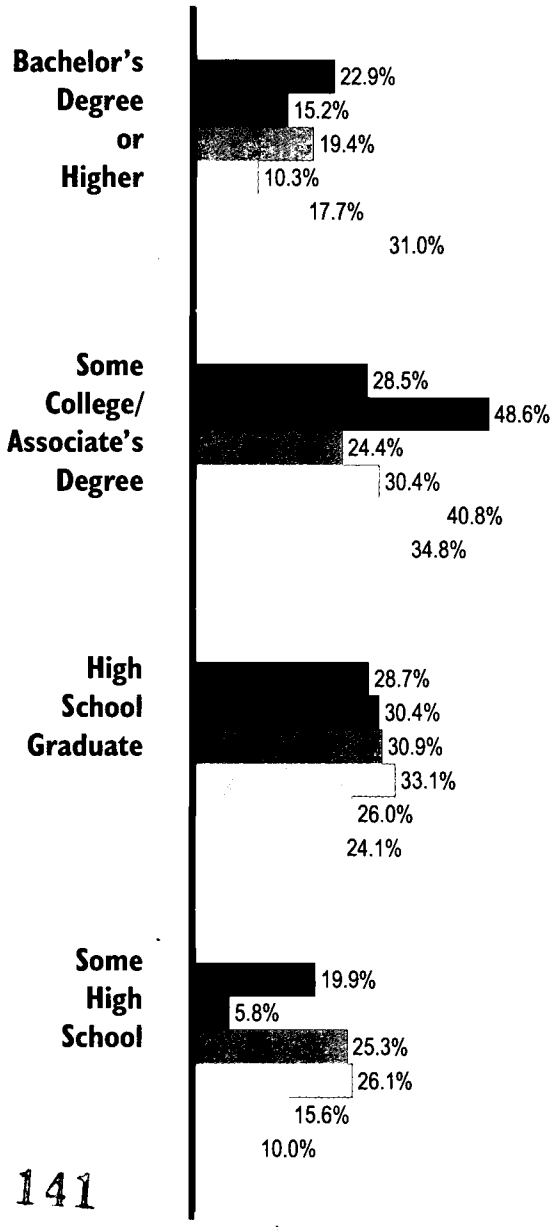
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	3.4%	2.6%	2.6%	1.4%	1.1%	3.6%
Asian	52.1%	57.3%	68.4%	64.4%	72.4%	49.0%
Latino	9.9%	14.2%	5.0%	3.9%	2.2%	2.6%
Native American[1]	0.6%	1.1%	0.3%	0.7%	0.4%	0.5%
White	34.0%	22.3%	23.7%	29.6%	22.1%	30.5%
Other	0.0%	2.5%	0.0%	0.0%	1.9%	13.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	363,092	37,240	180,430	30,537	27,905	36,417

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,050

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $0 per pupil.

Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $35.

College vs. Prison, 1994

One Year at University of Hawaii at Manoa: $6,660
One Year in the State's Prisons: $29,587

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)

Data Not Available For This State

K-12 | Higher Education | Corrections

State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	22.9%	13 of 51
African American	15.2%	15 of 51
Latino	10.3%	35 of 51
College Attending Rate	47.0%	9 of 50
Investments		
Financial:		
Effort	$35	43 of 51
Disparity of Funding	0.0%	1 of 51
Curricula:		
Trigonometry & Physics	26%	20 of 39
Teaching Out of Field:		
Overall	23.8%	42 of 51
Disparity by % Poverty	-0.5%	11 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	201 pts.	37 of 39
African American	189 pts.	18 of 33
Latino	185 pts.	33 of 39
NAEP Math:		
Overall	257 pts.	37 of 42
African American	n/a	n/a
Latino	238 pts.	28 of 40
ACT/SAT Gap	109 pts.	2 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	64%	Biology	90%
Geometry	46%	Chemistry	43%
Algebra II	32%	Physics	25%
Trigonometry	27%		
Calculus	4%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	3%	1%	1%	3%	2%
Asian	68%	70%	70%	69%	81%
Latino	5%	3%	2%	4%	3%
Native American	0%	0%	0%	0%	0%
White	24%	25%	27%	24%	13%
Total	100%	100%	100%	100%	100%
Number	180,430	560	10,262	9,075	9,248

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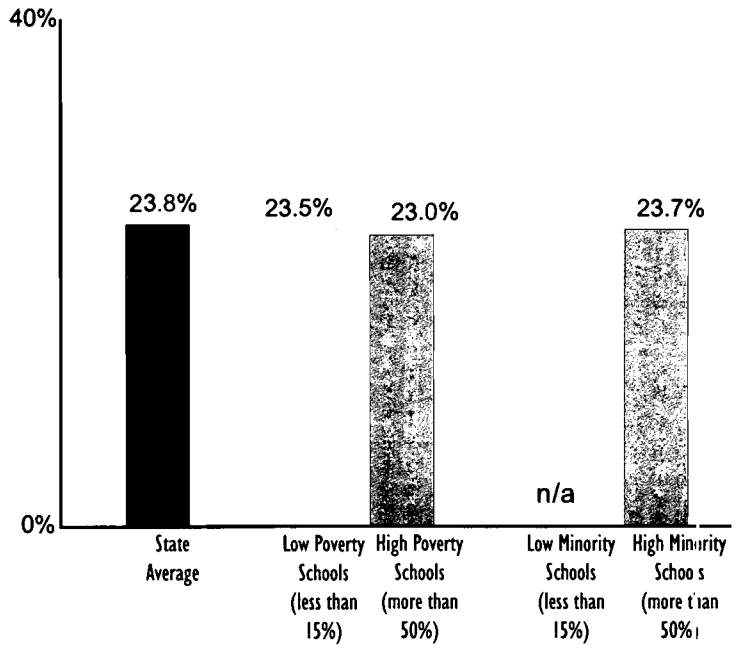
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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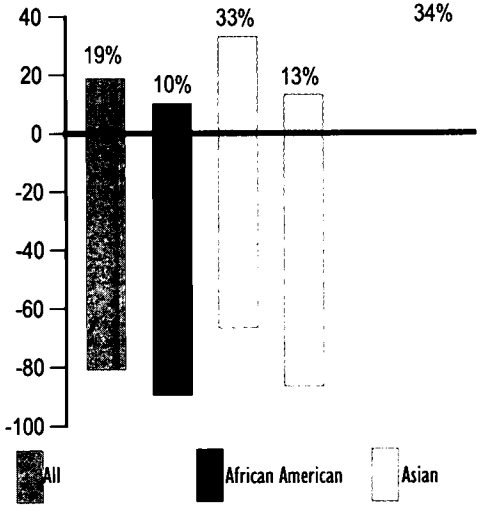
STATE PERFORMANCE

Academic Achievement

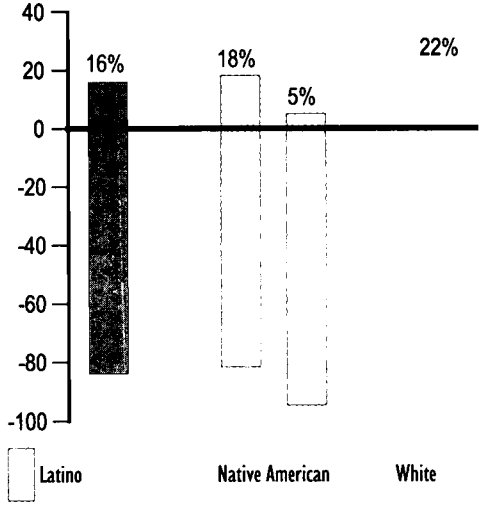
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

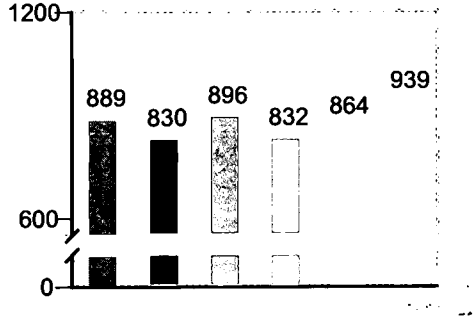
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 47.0%

Freshmen vs. Degrees Awarded[2]

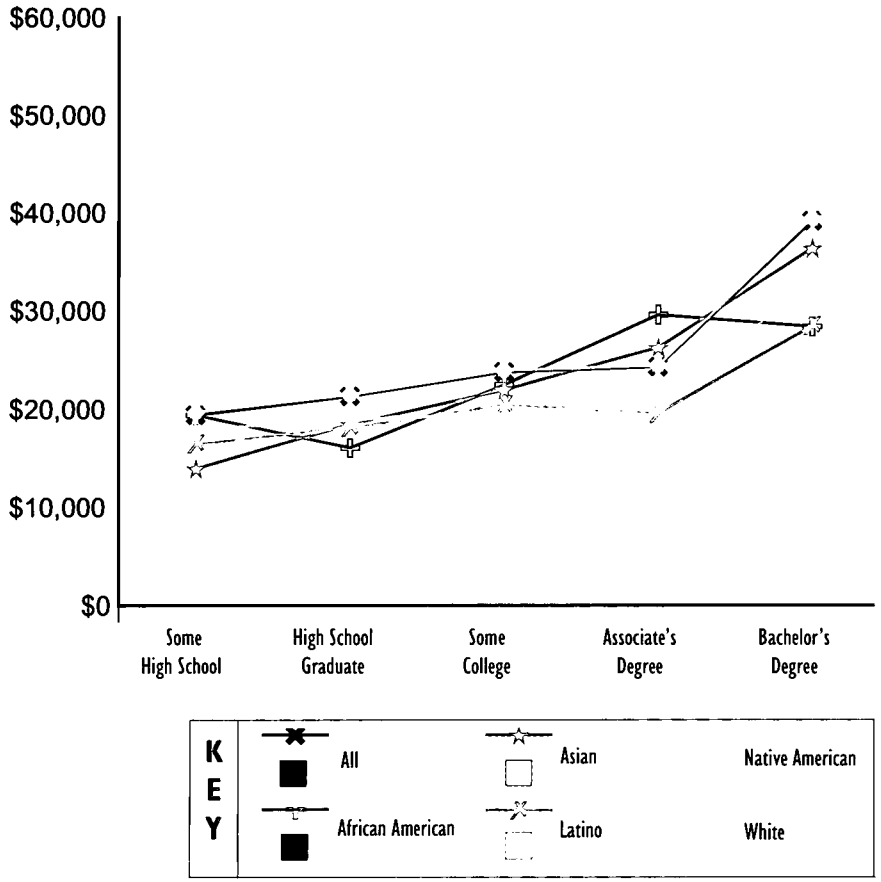
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	177	2.1%	52	1.2%
Asian	5,290	64.2%	2,453	56.9%
Latino	151	1.8%	43	1.0%
White	1,857	22.5%	1,172	27.2%
Other	764	9.3%	594	13.8%
Total	8,239	100.0%	4,314	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

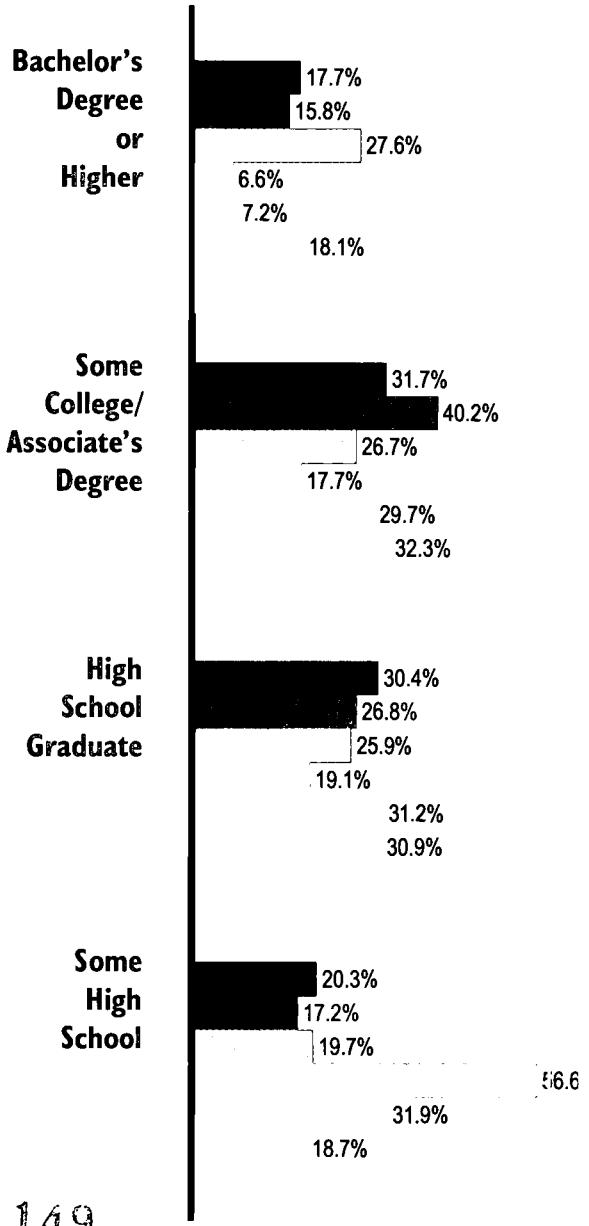
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.5%	0.5%		0.8%	0.3%	0.8%
Asian	1.2%	1.0%		1.8%	0.6%	1.6%
Latino	7.0%	13.5%		3.3%	2.3%	2.6%
Native American[1]	1.7%	3.6%	Not	0.7%	1.5%	1.4%
White	89.6%	73.0%	Reported	93.4%	93.1%	91.1%
Other	0.0%	8.3%		0.0%	2.3%	2.5%
Total	100.0%	100.0%		100.0%	100.0%	100.0%
Number	387,326	56,864		8,019	15,776	44,617

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,158

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,499 per pupil.

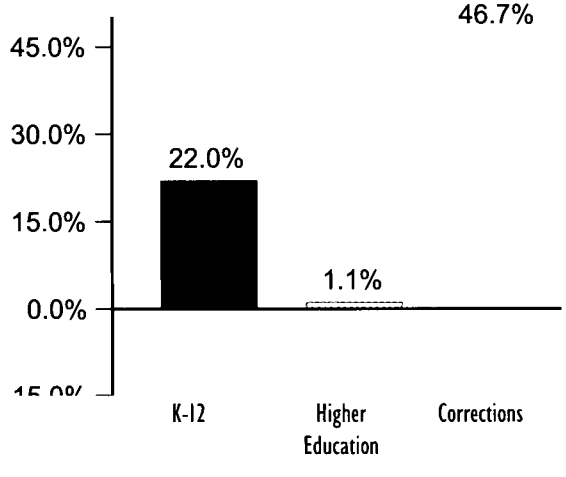
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $44.

College vs. Prison, 1994

One Year at University of Idaho: $5,112
One Year in the State's Prisons: $16,451

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	17.7%	35 of 51
African American	15.8%	12 of 51
Latino	6.6%	50 of 51
College Attending Rate	38.3%	34 of 50
Investments		
Financial:		
Effort	$44	18 of 51
Disparity of Funding	13.8%	30 of 51
Curricula:		
Trigonometry & Physics	21%	31 of 39
Teaching Out of Field:		
Overall	17.6%	25 of 51
Disparity by % Poverty	0.8%	13 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	274 pts.	8 of 42
African American	n/a	n/a
Latino	253 pts.	7 of 40
ACT/SAT Gap	2.7 pts.	1 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	63%	Chemistry	43%
Algebra II	60%	Physics	15%
Trigonometry	26%		
Calculus	12%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American		0%	0%	1%	1%
Asian		2%	2%	5%	1%
Latino	Not	1%	2%	9%	14%
Native American	Reported	0%	1%	3%	3%
White		97%	95%	83%	83%
Total		100%	100%	100%	100%
Number		2,278	3,444	16,130	6,006

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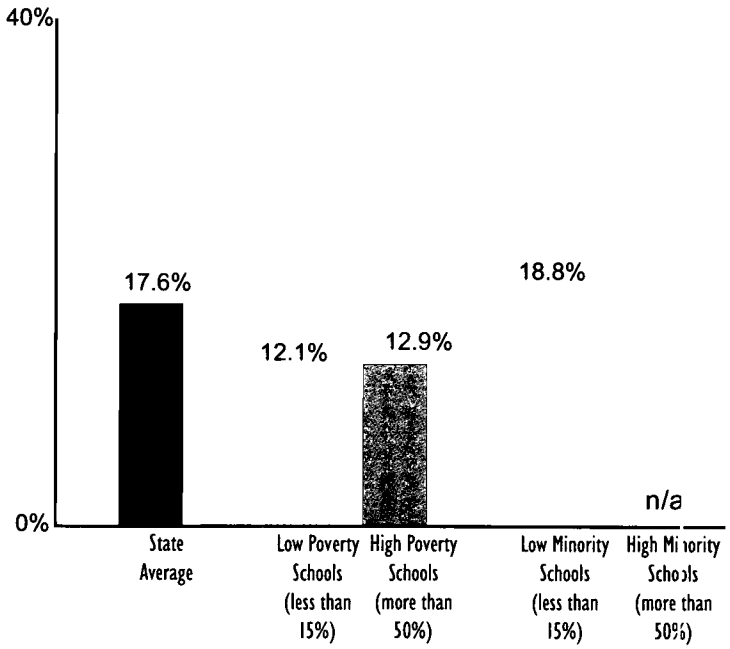
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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STATE PERFORMANCE

Academic Achievement

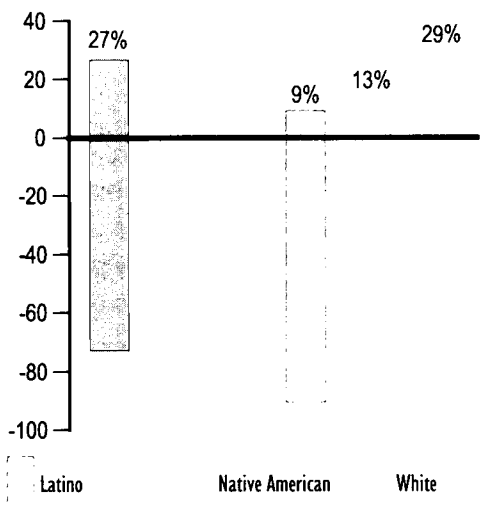
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

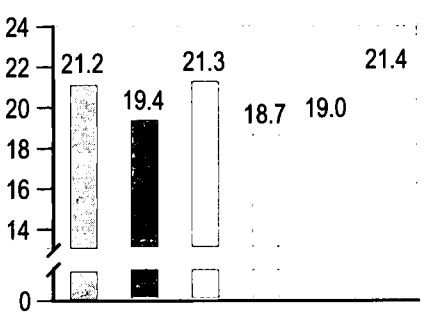
1994 NAEP Reading, 4th Graders

Data Not Available For This State

1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	93	0.5%	41	0.3%
Asian	174	1.0%	169	1.2%
Latino	1,166	6.8%	548	3.9%
Native American	221	1.3%	117	0.8%
White	15,589	90.4%	13,323	93.8%
Total	17,243	100.0%	14,198	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 38.3%

Freshmen vs. Degrees Awarded[2]

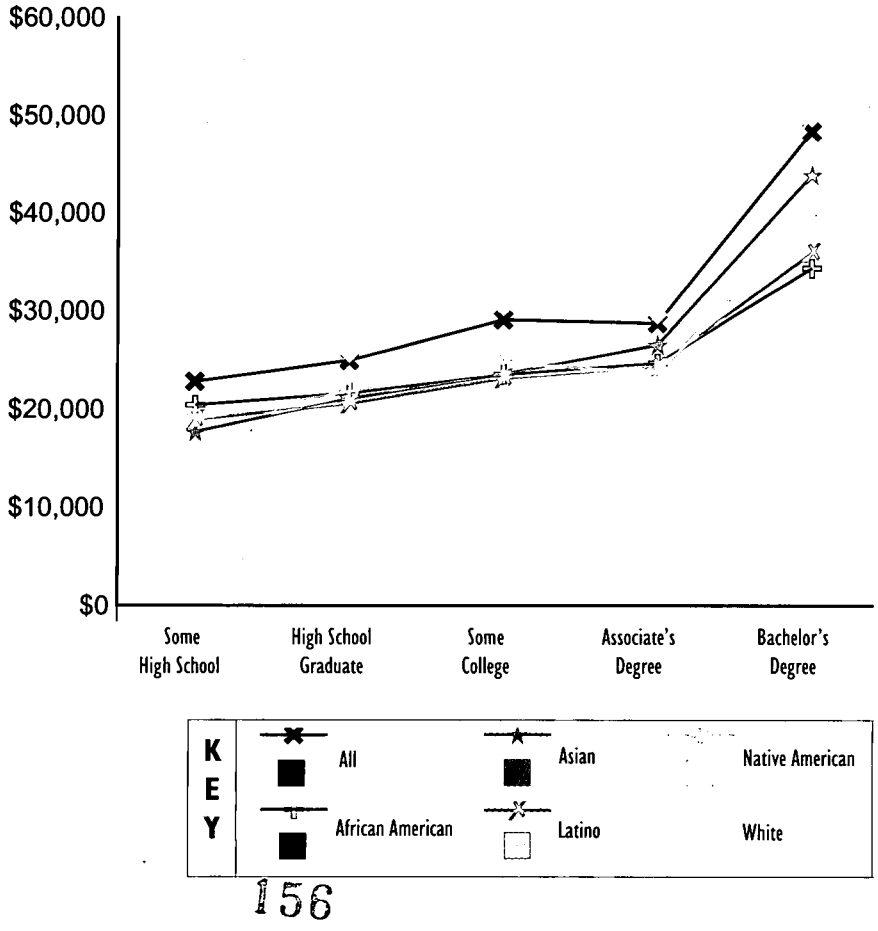
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	56	0.5%	30	0.7%
Asian	148	1.4%	72	1.7%
Latino	243	2.3%	76	1.8%
White	9,836	92.4%	3,763	89.5%
Other	357	3.4%	262	6.2%
Total	10,640	100.0%	4,203	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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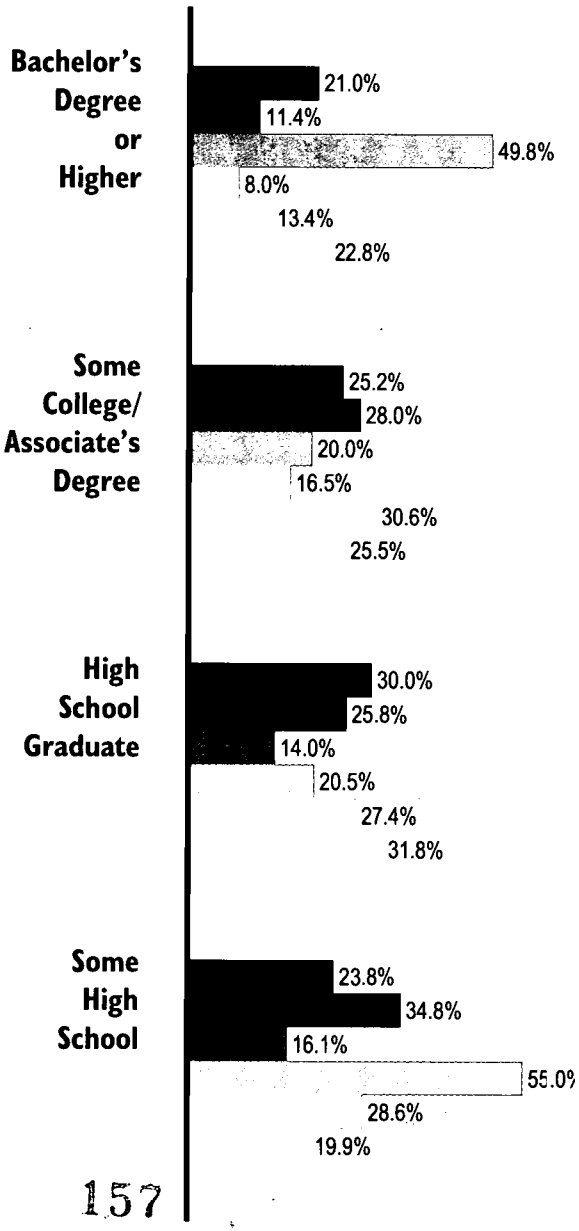
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	16.7%	40.6%	21.0%	14.4%	13.8%	11.6%
Asian	3.0%	1.3%	2.9%	3.3%	4.6%	6.3%
Latino	10.5%	13.9%	11.1%	9.6%	10.6%	5.1%
Native American[1]	0.2%	0.2%	0.1%	0.1%	0.4%	0.3%
White	69.7%	35.5%	64.8%	72.6%	70.1%	72.5%
Other	0.0%	8.5%	0.0%	0.0%	0.5%	4.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	3,710,024	575,552	1,905,521	293,038	357,572	373,848

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,502

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,776 per pupil.

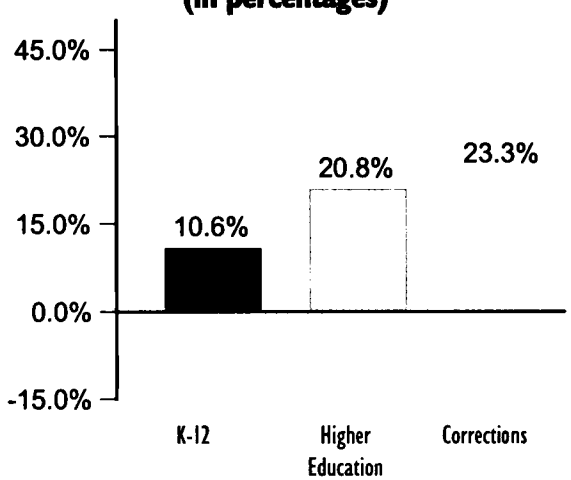
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $33.

College vs. Prison, 1994

One Year at University of Illinois at Urbana: $7,994
One Year in the State's Prisons: $15,969

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	21.0%	20 of 51
African American	11.4%	30 of 51
Latino	8.0%	45 of 51
College Attending Rate	49.1%	6 of 50
Investments		
Financial:		
Effort	$33	50 of 51
Disparity of Funding	15.9%	40 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	19.0%	32 of 51
Disparity by % Poverty	22.4%	42 of 48
Disparity by % Minority	9.9%	30 of 37
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	5.1 pts.	22 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available
For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	21%	4%	13%	24%	32%
Asian	3%	14%	7%	1%	1%
Latino	11%	3%	6%	8%	9%
Native American	0%	0%	0%	0%	0%
White	65%	79%	74%	67%	58%
Total	100%	100%	100%	100%	100%
Number	1,905,521	15,669	111,662	141,141	79,988

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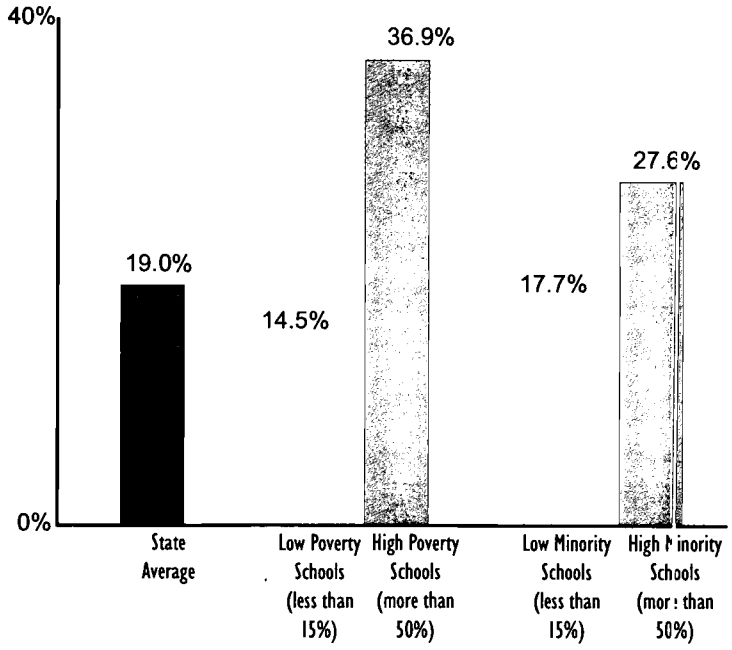
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

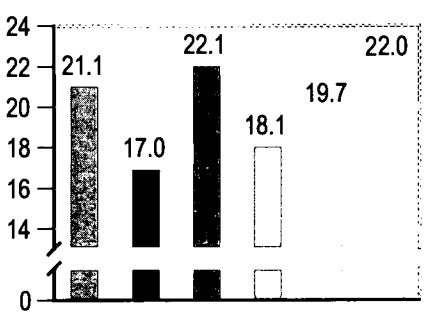
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All | African American | Asian | Latino | Native American | White

NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	26,828	20.9%	15,411	14.7%
Asian	3,618	2.8%	4,089	3.9%
Latino	12,458	9.7%	8,263	7.9%
Native American	172	0.1%	220	0.2%
White	85,561	66.5%	77,181	73.4%
Total	128,637	100.0%	105,164	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 49.1%

Freshmen vs. Degrees Awarded[2]

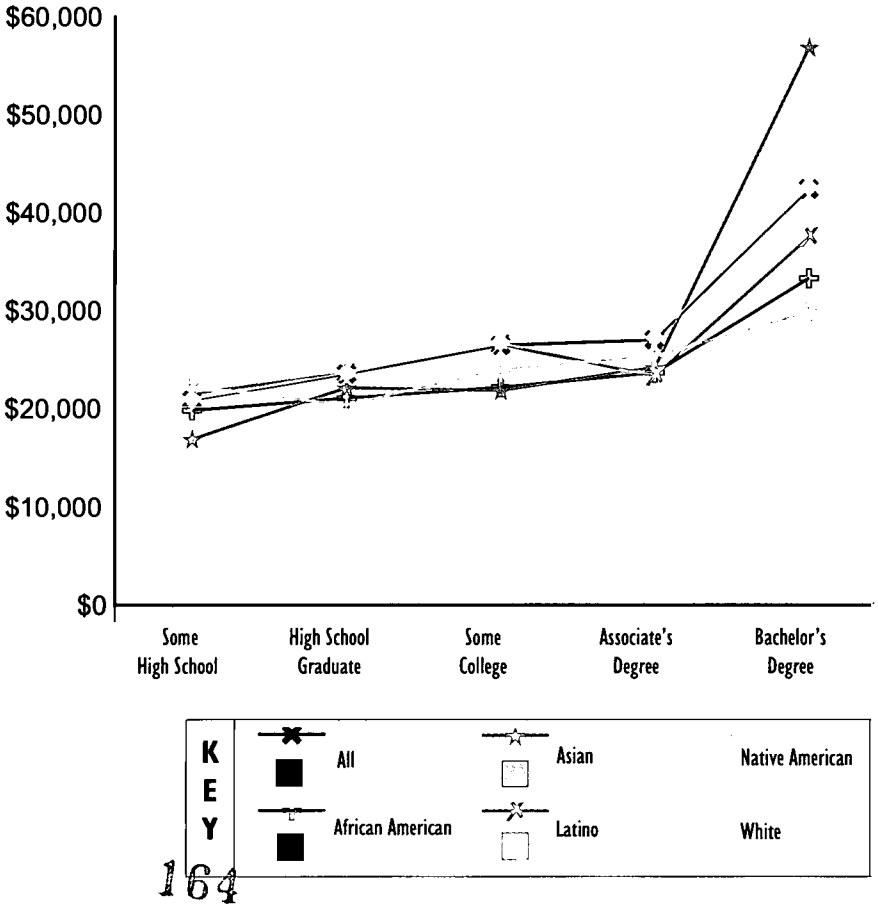
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	16,609	13.5%	4,056	7.7%
Asian	5,668	4.6%	2,789	5.3%
Latino	7,021	5.7%	1,895	3.6%
White	92,092	75.1%	41,567	79.4%
Other	1,203	1.0%	2,039	3.9%
Total	122,593	100.0%	52,346	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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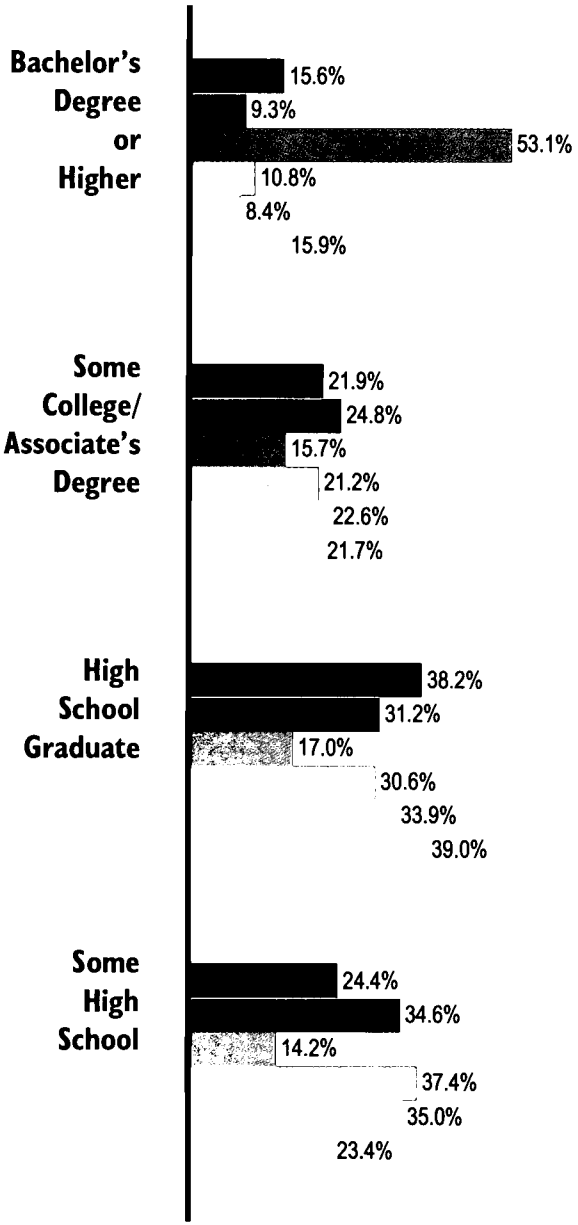
Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	9.4%	26.5%	11.1%	6.8%	8.9%	5.5%
Asian	1.0%	0.5%	0.8%	1.6%	0.7%	2.0%
Latino	2.6%	3.6%	2.1%	3.3%	1.4%	2.1%
Native American[1]	0.3%	0.5%	0.2%	0.2%	0.6%	0.3%
White	86.7%	66.8%	85.9%	88.1%	87.9%	86.7%
Other	0.0%	2.0%	0.0%	0.0%	0.5%	3.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,723,793	211,418	965,083	91,985	45,333	246,943

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,543

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,808 per pupil.

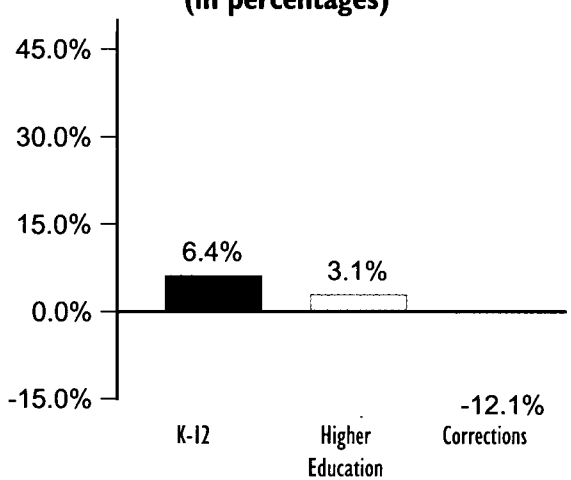
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $44.

College vs. Prison, 1994

One Year at Indiana University, Bloomington: $7,363
One Year in the State's Prisons: $15,761

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	15.6%	46 of 51
African American	9.3%	42 of 51
Latino	10.8%	32 of 51
College Attending Rate	39.2%	28 of 50
Investments		
Financial:		
Effort	$44	18 of 51
Disparity of Funding	14.6%	32 of 51
Curricula:		
Trigonometry & Physics	28%	18 of 39
Teaching Out of Field:		
Overall	12.7%	9 of 51
Disparity by % Poverty	3.8%	17 of 48
Disparity by % Minority	12.4%	32 of 37
Achievement		
NAEP Reading:		
Overall	220 pts.	10 of 39
African American	193 pts.	7 of 33
Latino	201 pts.	11 of 39
NAEP Math:		
Overall	269 pts.	17 of 42
African American	243 pts.	4 of 32
Latino	249 pts.	12 of 40
ACT/SAT Gap	225 pts.	19 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	86%	Biology	95%
Geometry	62%	Chemistry	51%
Algebra II	53%	Physics	22%
Trigonometry	33%		
Calculus	14%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	11%	11%	5%	14%	24%
Asian	1%	4%	2%	0%	0%
Latino	2%	1%	1%	1%	2%
Native American	0%	0%	0%	0%	0%
White	86%	85%	93%	85%	73%
Total	100%	100%	100%	100%	100%
Number	965,083	7,674	53,347	71,784	62,903

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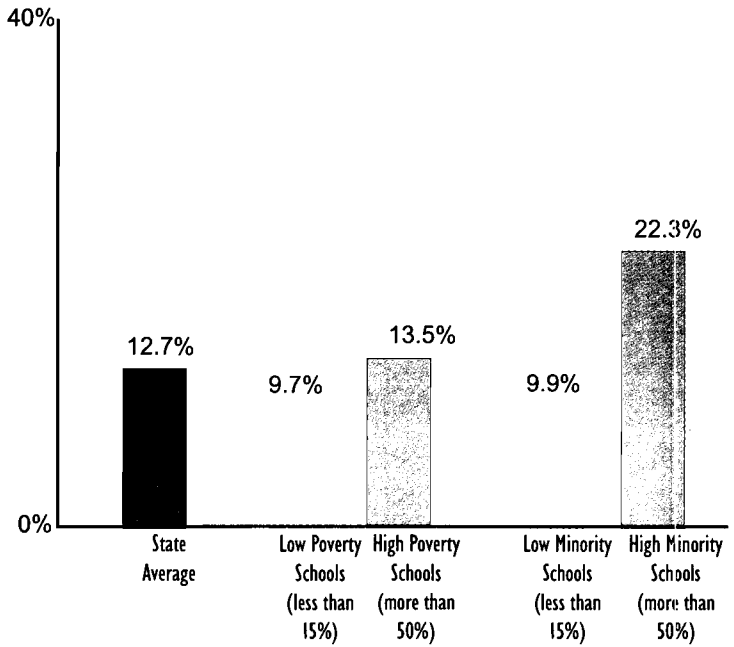
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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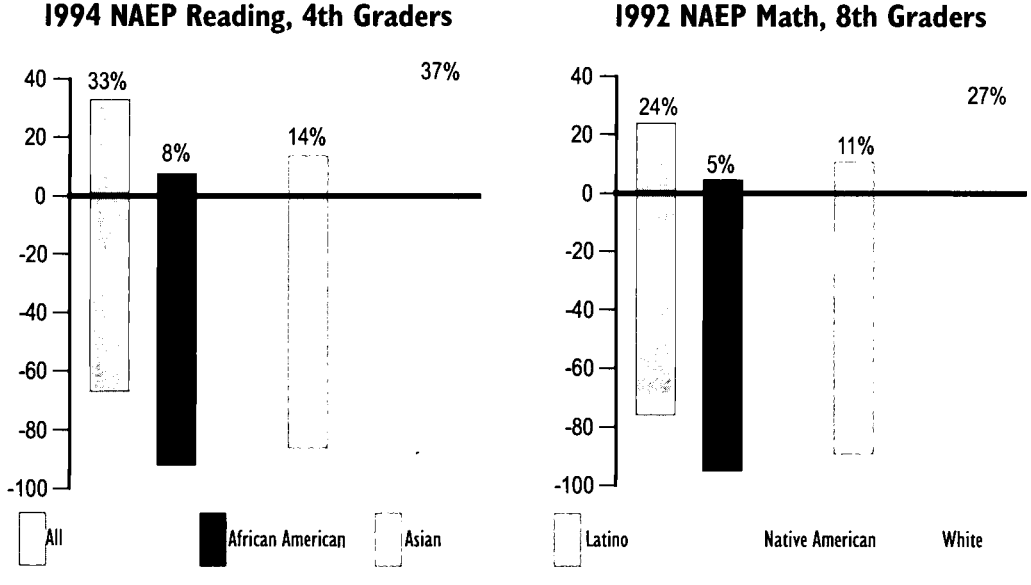
STATE PERFORMANCE

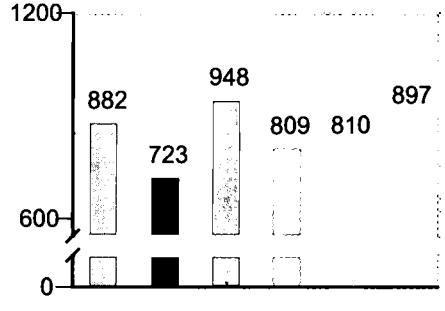
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	7,969	10.9%	5,143	8.4%
Asian	438	0.6%	610	1.0%
Latino	1,345	1.8%	1,284	2.1%
Native American	98	0.1%	104	0.2%
White	63,272	86.5%	53,861	88.3%
Total	73,122	100.0%	61,002	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 39.2%

Freshmen vs. Degrees Awarded[2]

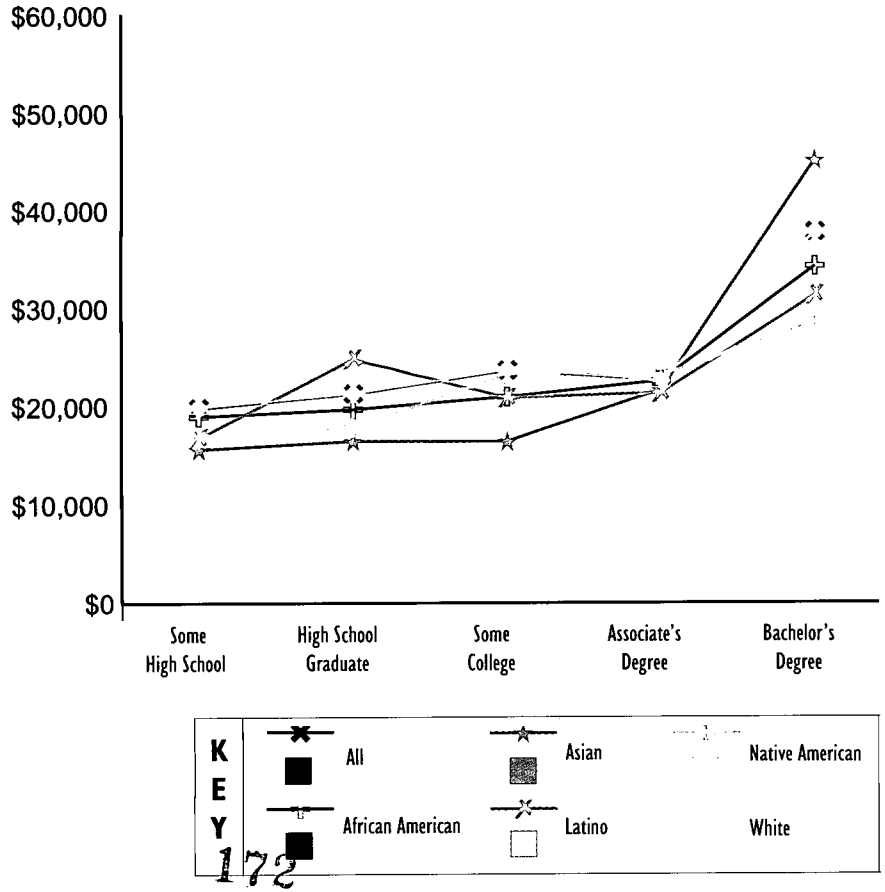
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	3,367	6.5%	1,232	4.0%
Asian	645	1.3%	540	1.8%
Latino	971	1.9%	534	1.7%
White	45,889	89.1%	27,557	89.6%
Other	628	1.2%	885	2.9%
Total	51,500	100.0%	30,748	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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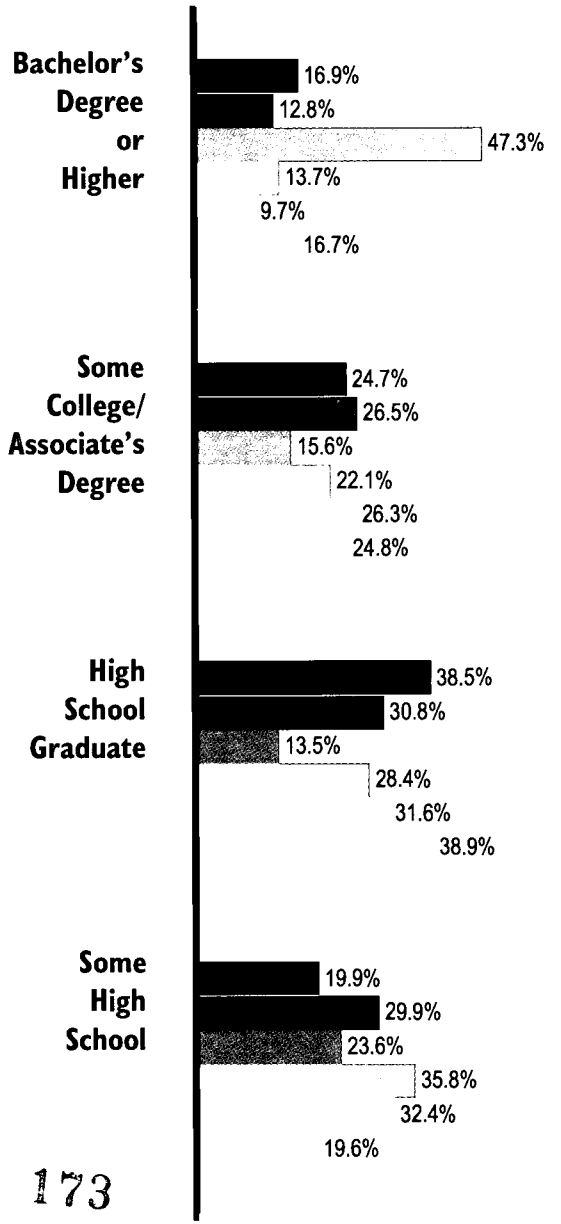
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	2.6%	7.9%	3.1%	1.2%	2.7%	3.0%
Asian	1.5%	1.8%	1.5%	2.8%	1.4%	2.4%
Latino	1.9%	3.1%	1.6%	2.1%	1.3%	1.7%
Native American[1]	0.4%	1.1%	0.4%	0.1%	0.6%	0.3%
White	93.6%	84.9%	93.4%	93.7%	92.9%	86.9%
Other	0.0%	1.2%	0.0%	0.0%	1.1%	5.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	844,562	104,914	494,692	50,602	57,791	114,659

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,252

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,176 per pupil.

Effort, 1991-92

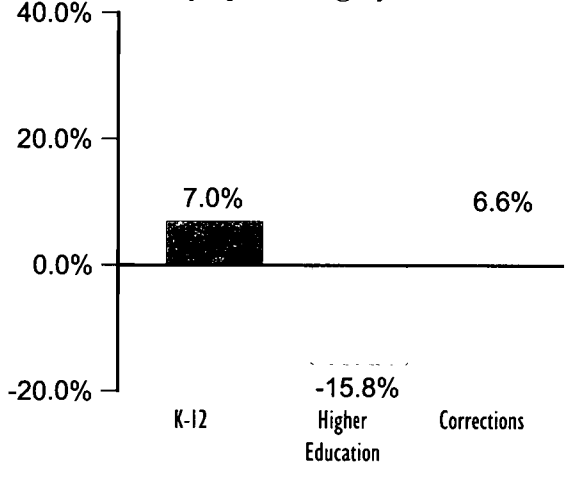
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $44.

College vs. Prison, 1994

One Year at University of Iowa: $5,878
One Year in the State's Prisons: $19,133

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	16.9%	41 of 51
African American	12.8%	22 of 51
Latino	13.7%	23 of 51
College Attending Rate	55.8%	2 of 50
Investments		
Financial:		
Effort	$44	18 of 51
Disparity of Funding	8.3%	6 of 51
Curricula:		
Trigonometry & Physics	35%	10 of 39
Teaching Out of Field:		
Overall	13.0%	10 of 51
Disparity by % Poverty	8.0%	22 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	223 pts.	4 of 39
African American	186 pts.	23 of 33
Latino	204 pts.	8 of 39
NAEP Math:		
Overall	283 pts.	1 of 42
African American	n/a	n/a
Latino	261 pts.	1 of 42
ACT/SAT Gap	3.2 pts.	2 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	92%	Biology	95%
Geometry	77%	Chemistry	66%
Algebra II	67%	Physics	33%
Trigonometry	37%		
Calculus	12%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	3%	1%	2%	5%	15%
Asian	2%	5%	2%	1%	1%
Latino	2%	1%	1%	1%	2%
Native American	0%	0%	0%	1%	1%
White	93%	93%	95%	93%	81%
Total	100%	100%	100%	100%	100%
Number	494,692	2,478	28,812	41,972	12,648

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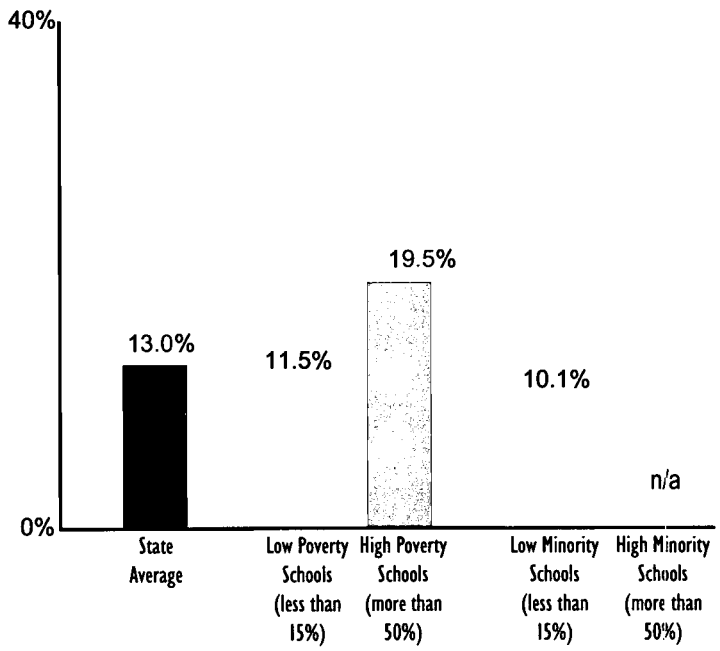
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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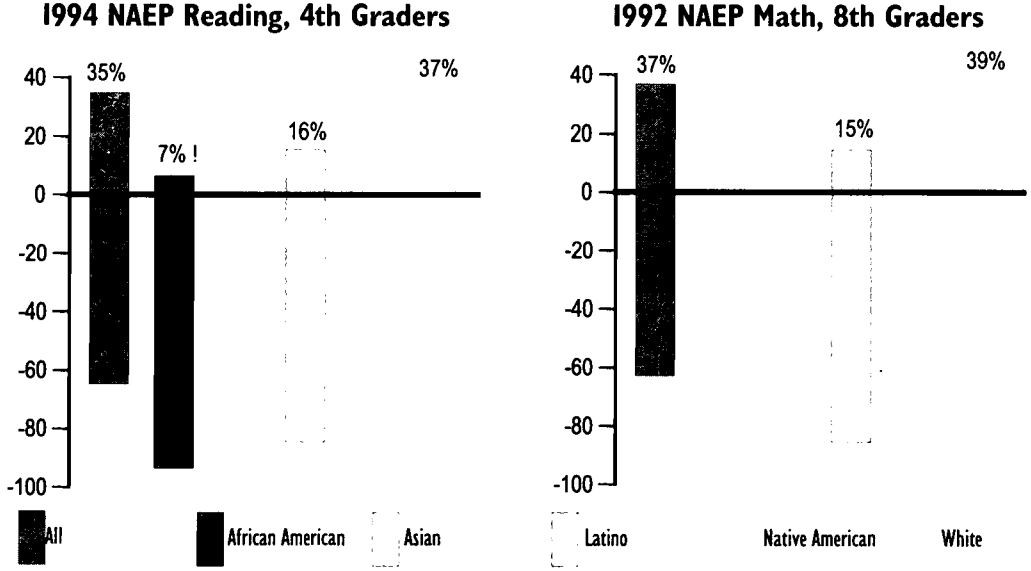
STATE PERFORMANCE

Academic Achievement

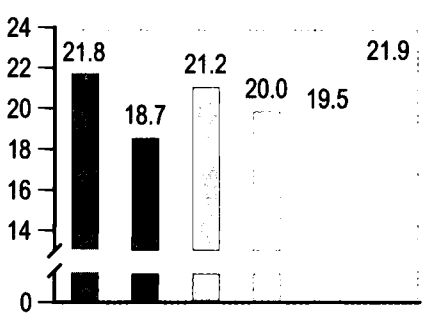
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data is not available for all groups in every state.

! Interpret with caution.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American	Data Not Available For This State	600	1.9%
Asian		567	1.8%
Latino		458	1.4%
Native American		75	0.2%
White		30,230	94.7%
Total		31,930	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 55.8%

Freshmen vs. Degrees Awarded[2]

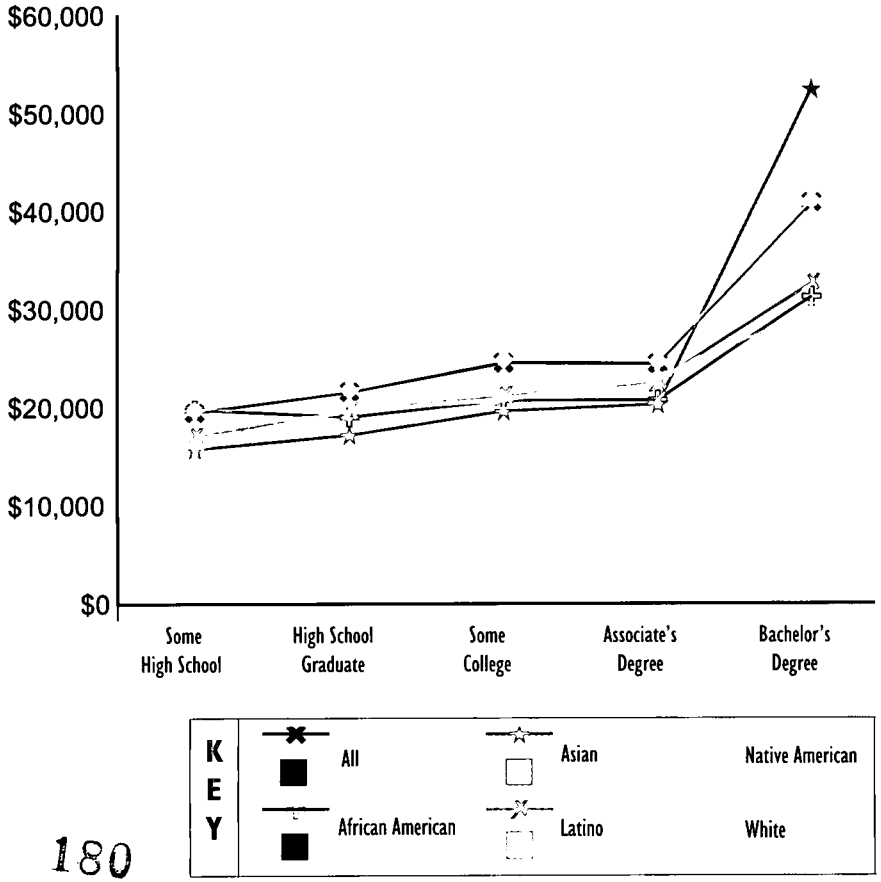
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	1,077	2.9%	346	1.9%
Asian	537	1.5%	265	1.5%
Latino	324	0.9%	199	1.1%
White	33,771	92.5%	16,193	90.7%
Other	815	2.2%	843	4.7%
Total	36,524	100.0%	17,846	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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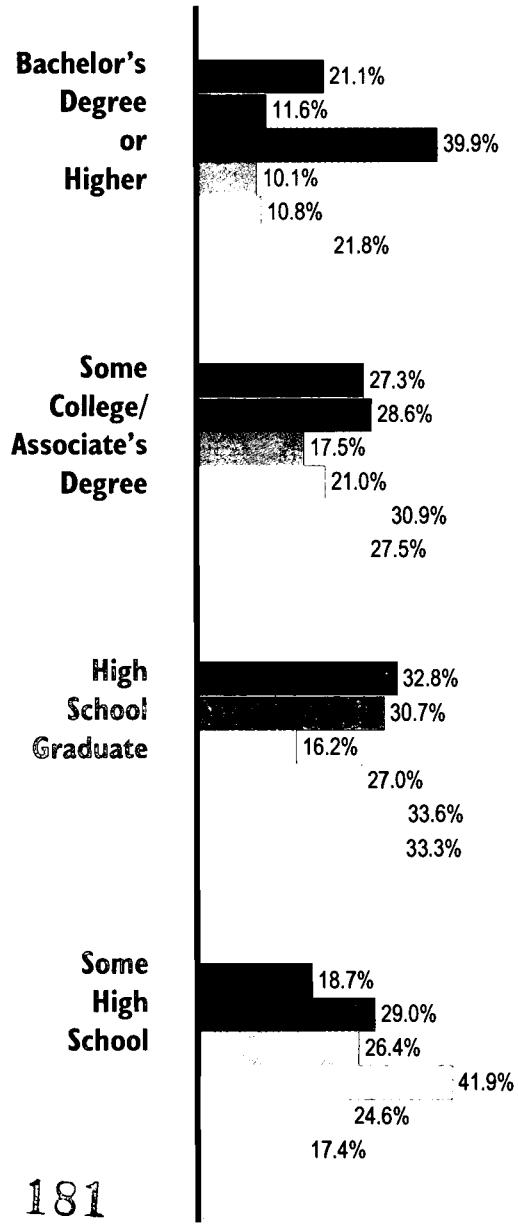
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	7.1%	18.4%	8.4%	3.1%	6.0%	4.0%
Asian	2.2%	2.2%	1.8%	1.6%	1.5%	2.4%
Latino	5.3%	8.1%	5.3%	6.9%	3.3%	2.5%
Native American[1]	1.3%	1.9%	1.0%	0.6%	2.2%	0.9%
White	84.1%	64.7%	83.4%	87.8%	85.9%	84.6%
Other	0.0%	4.7%	0.0%	0.0%	1.1%	5.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	794,615	101,299	457,270	37,045	67,430	104,350

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,228

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,107 per pupil.

Effort, 1991-92

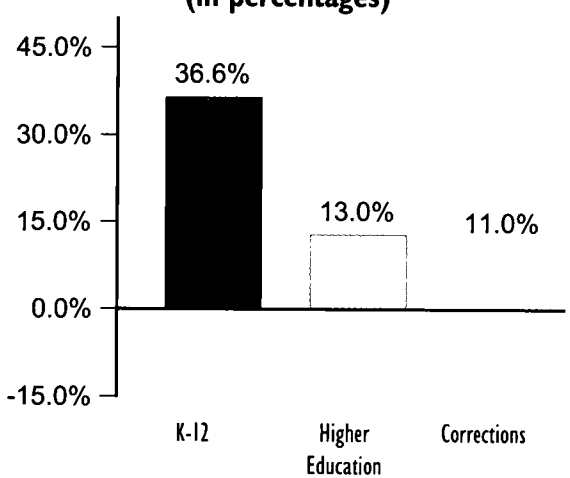
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $42.

College vs. Prison, 1994

One Year at University of Kansas Main Campus: $5,422
One Year in the State's Prisons: $20,582

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	21.1%	19 of 51
African American	11.6%	29 of 51
Latino	10.1%	36 of 51
College Attending Rate	45.2%	14 of 50
Investments		
Financial:		
Effort	$42	26 of 51
Disparity of Funding	13.7%	28 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	16.9%	21 of 51
Disparity by % Poverty	10.9%	25 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	4.1 pts.	15 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	8%	7%	3%	11%	27%
Asian	2%	6%	2%	0%	1%
Latino	5%	3%	2%	5%	7%
Native American	1%	0%	0%	1%	3%
White	83%	84%	93%	83%	62%
Total	100%	100%	100%	100%	100%
Number	457,270	4,287	12,881	29,154	18,613

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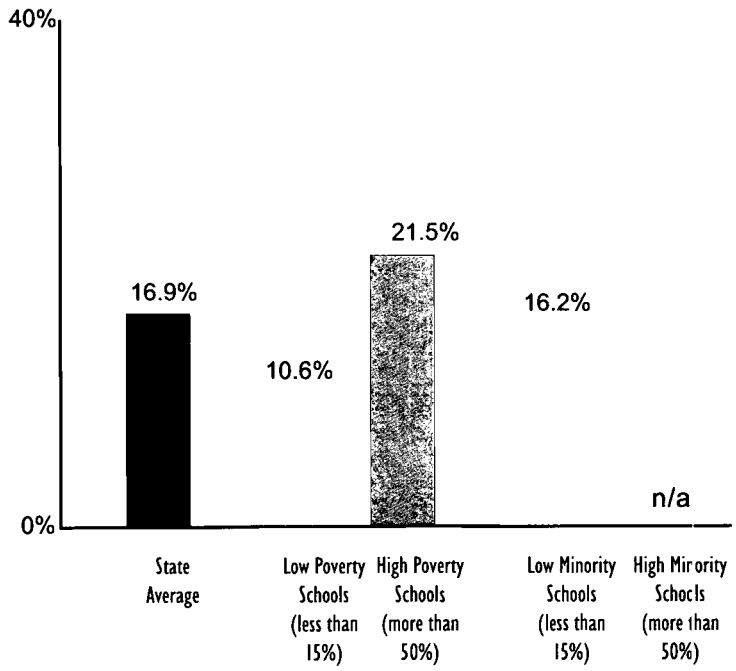
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

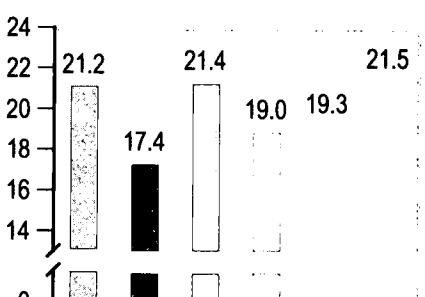
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All African American Asian Latino Native American White

NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	2,263	7.2%	1,587	6.1%
Asian	447	1.4%	594	2.3%
Latino	1,274	4.1%	1,096	4.2%
Native American	247	0.8%	200	0.8%
White	27,137	86.5%	22,648	86.7%
Total	31,368	100.0%	26,125	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 45.2%

Freshmen vs. Degrees Awarded[2]

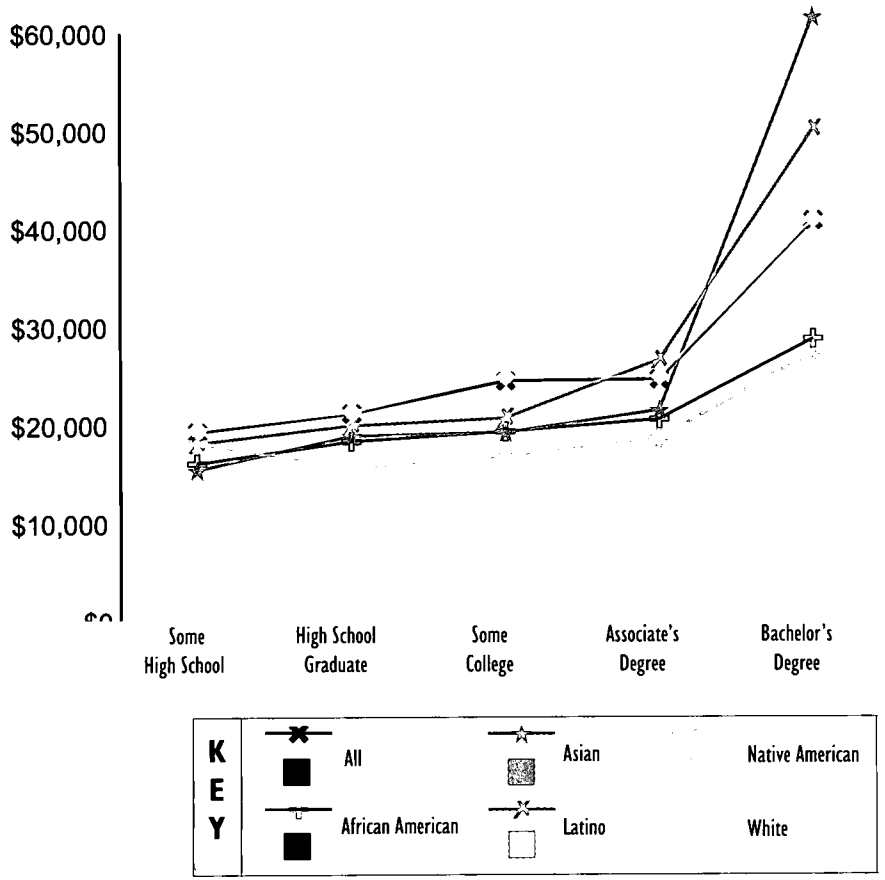
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	365	0.0%	228	0.0%
Asian	291	0.0%	249	0.0%
Latino	155	0.0%	125	0.0%
White	1,683	20.0%	1,116	20.0%
Other	5,473	70.0%	4,047	70.0%
Total	7,967	100.0%	5,765	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

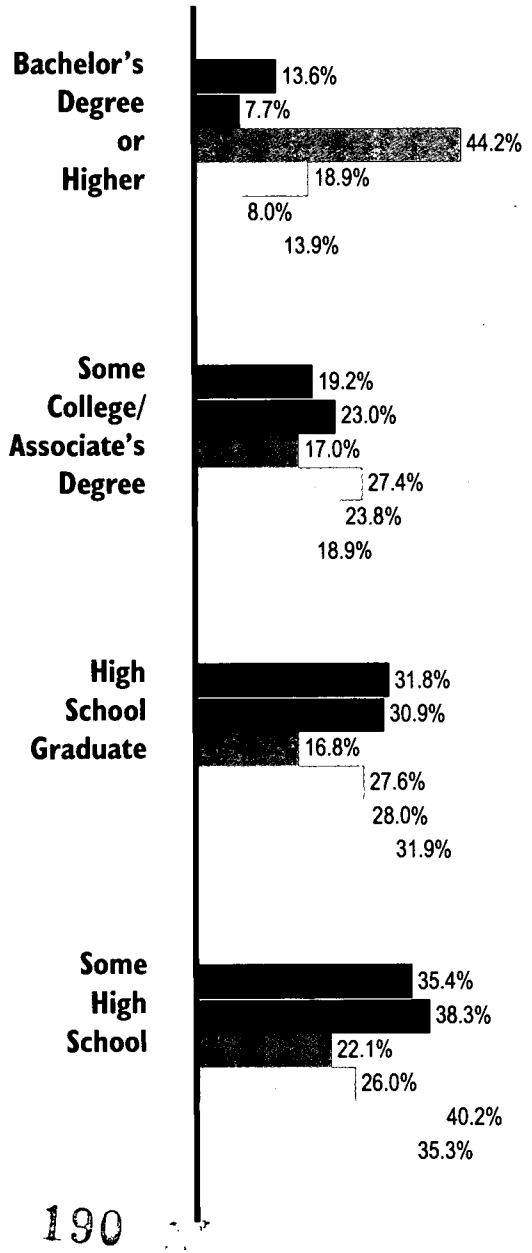
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



See Definitions and Sources Page

Errata Sheet for *Education Watch*
November 20, 1996.

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Freshmen vs. Degrees Awarded

	Freshmen 1991-92		Bachelor's Degrees, 1995	
African American	1,751	6.4%	421	2.8%
Asian	480	1.8%	284	1.9%
Latino	788	2.9%	289	2.0%
White	23,237	85.3%	12,832	86.8%
Other	987	3.6%	961	6.5%
Total	27,243	100.0%	14,787	100.0%

page 91

Student Profile
Population, Poverty, and Enrollment by Race and Ethnicity

	Pop. 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	9.0%	16.0%	9.48%	6.37%	8.0%	6.0%
Asian	1.0%	0.0%	0.51%	1.34%	1.0%	1.0%
Latino	1.0%	1.0%	0.24%	1.43%	1.0%	1.0%
Native American	0.0%	0.0%	0.05%	0.11%	1.0%	0.0%
White	90.0%	82.0%	89.72%	90.75%	90.0%	89.0%
Unknown	0.0%	0.0%	0.00%	0.00%	0.0%	2.0%
Total	100.0%	100.0%	100.00%	100.00%	100.0%	100.0%
Number	1,122,235	235,815	574,611	56,373	49,822	132,755

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	8.8%	16.2%	100.0%	100.0%	7.8%	6.5%
Asian	0.6%	0.4%	9.5%	6.4%	0.9%	1.1%
Latino	0.7%	0.8%	0.5%	1.3%	0.6%	0.6%
Native American[1]	0.1%	0.3%	0.2%	1.4%	0.6%	0.2%
White	89.7%	82.1%	0.1%	0.1%	90.0%	89.4%
Other	0.0%	0.3%	89.7%	90.7%	0.1%	2.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,122,235	235,815	574,611	56,373	49,822	132,755

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,599

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,293 per pupil.

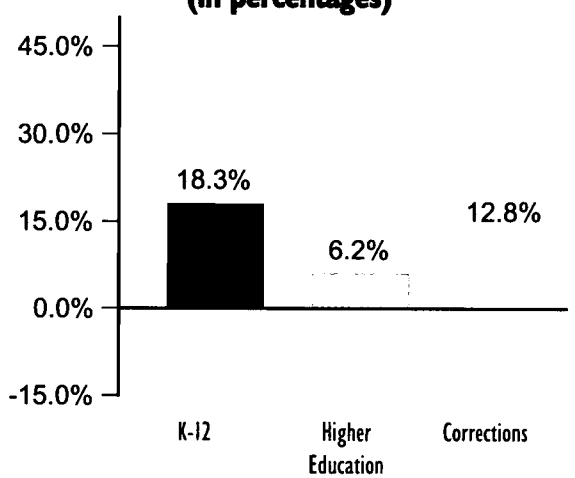
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $45.

College vs. Prison, 1994

One Year at University of Kentucky: $5,736
One Year in the State's Prisons: $12,746

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	13.6%	49 of 51
African American	7.7%	50 of 51
Latino	18.9%	11 of 51
College Attending Rate	37.3%	36 of 50
Investments		
Financial:		
Effort	$45	16 of 51
Disparity of Funding	11.6%	14 of 51
Curricula:		
Trigonometry & Physics	24%	24 of 39
Teaching Out of Field:		
Overall	21.7%	37 of 51
Disparity by % Poverty	23.9 %	45 of 48
Disparity by % Minority	-22.9%	1 of 37
Achievement		
NAEP Reading:		
Overall	212 pts.	24 of 39
African American	190 pts.	15 of 33
Latino	196 pts.	17 of 39
NAEP Math:		
Overall	261 pts.	28 of 42
African American	241 pts.	10 of 32
Latino	231 pts.	33 of 40
ACT/SAT Gap	4.0pts.	13 of 27

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	90%	Biology	95%
Geometry	63%	Chemistry	61%
Algebra II	66%	Physics	17%
Trigonometry	31%		
Calculus	8%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	10%	6%	5%	12%	18%
Asian	1%	3%	1%	0%	0%
Latino	0%	1%	0%	0%	0%
Native American	0%	0%	0%	0%	0%
White	89%	91%	93%	88%	82%
Total	100%	100%	100%	100%	100%
Number	627,899	7,317	26,782	43,152	24,143

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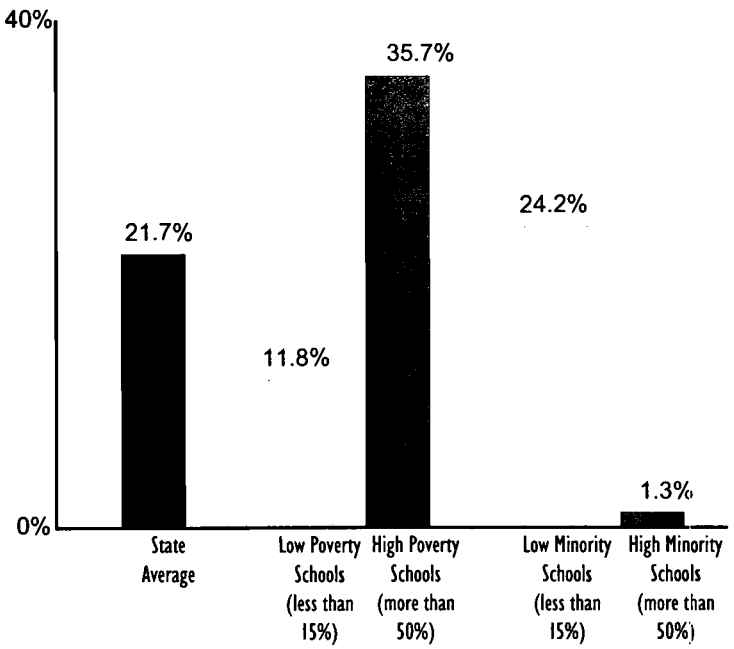
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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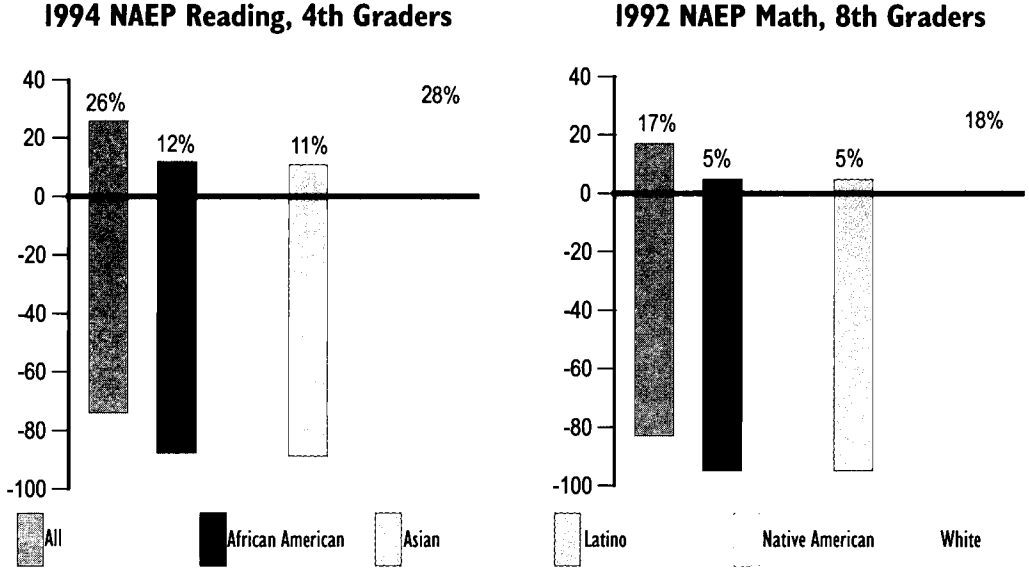
See Definitions and Sources Page

STATE PERFORMANCE

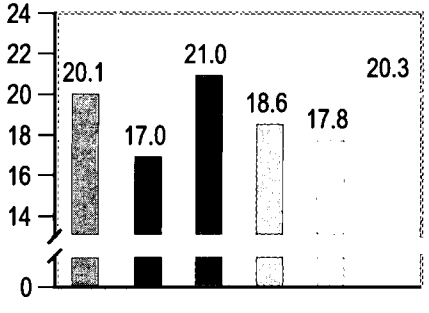
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 37.3%

Freshmen vs. Degrees Awarded[2]

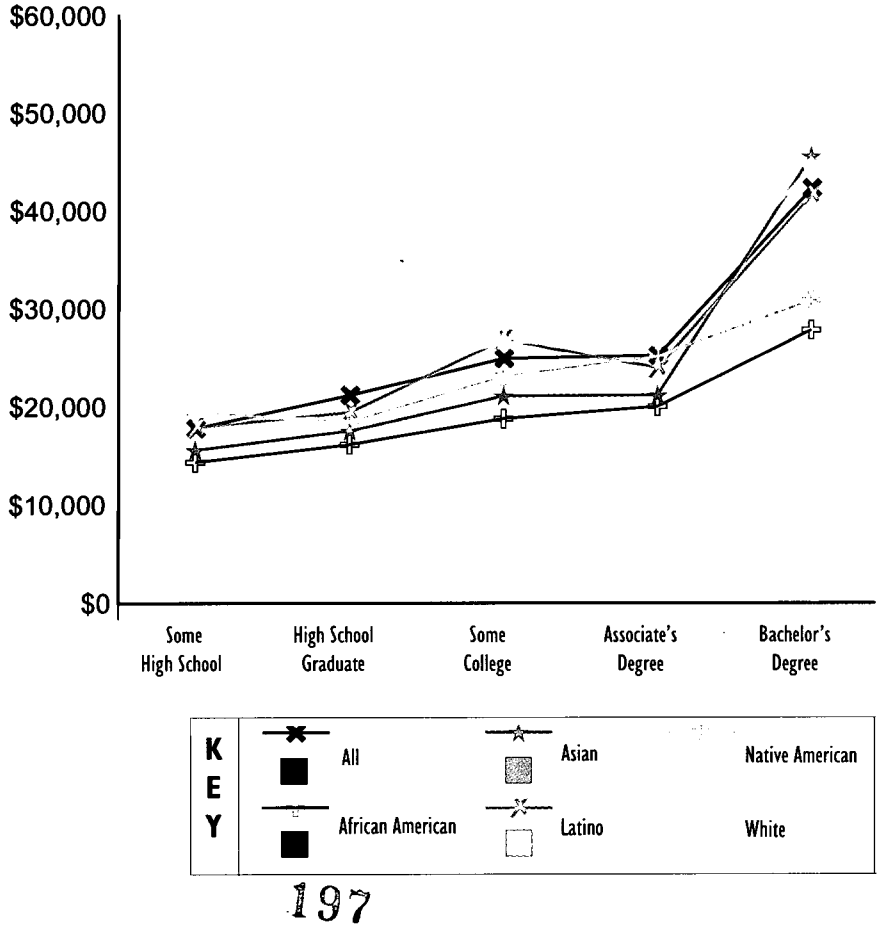
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	2,476	8.1%	649	4.4%
Asian	253	0.8%	148	1.0%
Latino	138	0.4%	64	0.4%
White	27,561	89.7%	13,438	91.9%
Other	298	1.0%	318	2.2%
Total	30,726	100.0%	14,617	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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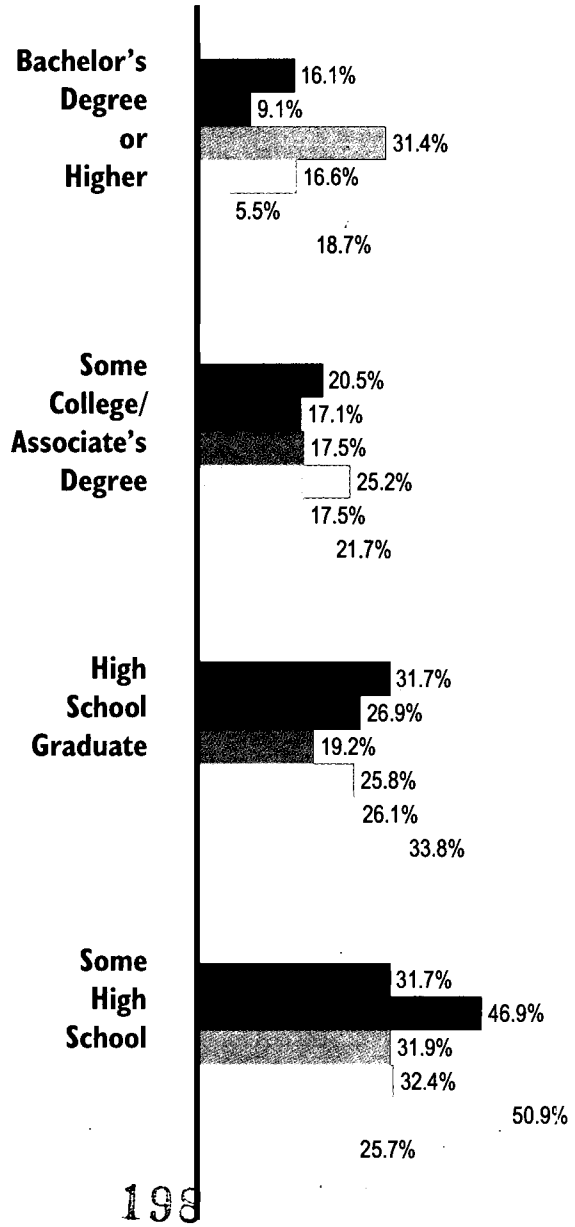
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	36.0%	67.0%	45.4%	12.1%	26.8%	25.5%
Asian	1.4%	1.1%	1.3%	1.5%	1.7%	2.1%
Latino	2.4%	1.5%	1.1%	1.6%	3.5%	2.1%
Native American[1]	0.5%	0.8%	0.5%	0.3%	1.0%	0.4%
White	59.7%	29.1%	51.7%	84.5%	66.2%	66.9%
Other	0.0%	0.4%	0.0%	0.0%	0.7%	2.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,397,248	386,850	800,477	145,512	29,206	174,361

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,277

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,499 per pupil.

Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $46.

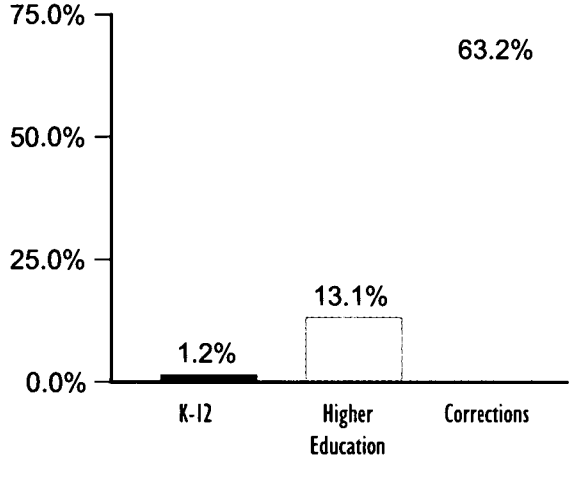
College vs. Prison, 1994

One Year at Louisiana State University & Ag. & Mech. & Hebert Laws: $5,955

One Year in the State's Prisons: $12,052

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	16.1%	43 of 51
African American	9.1%	44 of 51
Latino	16.6%	17 of 51
College Attending Rate	31.2%	45 of 50
Investments		
Financial:		
Effort	$46	11 of 51
Disparity of Funding	12.1%	19 of 51
Curricula:		
Trigonometry & Physics	26%	20 of 39
Teaching Out of Field:		
Overall	26.2%	49 of 51
Disparity by % Poverty	18.8%	38 of 48
Disparity by % Minority	-6.7%	5 of 37
Achievement		
NAEP Reading:		
Overall	197 pts.	38 of 39
African American	180 pts.	31 of 33
Latino	175 pts.	38 of 39
NAEP Math:		
Overall	249 pts.	40 of 42
African American	232 pts.	27 of 32
Latino	228 pts.	35 of 40
ACT/SAT Gap	3.7 pts.	5 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	89%	Chemistry	57%
Algebra II	66%	Physics	23%
Trigonometry	29%		
Calculus	6%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	45%	29%	15%	53%	60%
Asian	1%	11%	4%	0%	1%
Latino	1%	1%	1%	1%	1%
Native American	1%	0%	0%	1%	1%
White	52%	59%	80%	45%	38%
Total	100%	100%	100%	100%	100%
Number	800,477	2,636	18,913	51,841	84,659

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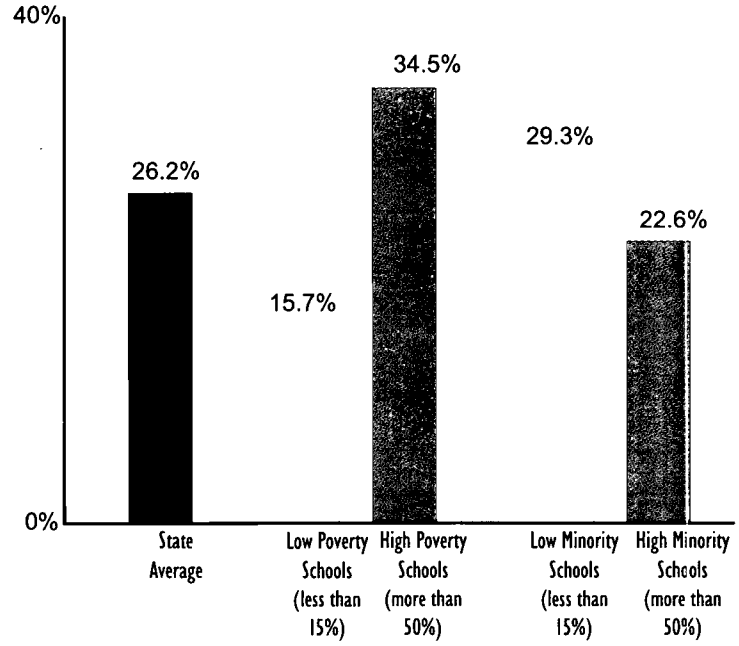
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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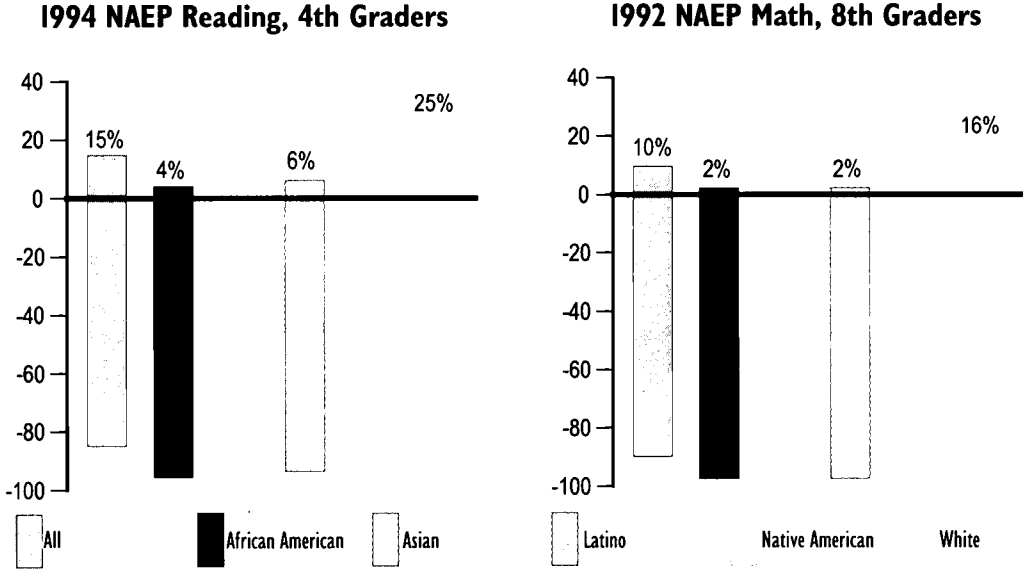
STATE PERFORMANCE

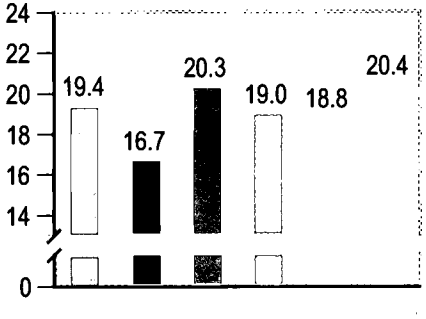
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	22,115	41.9%	13,439	36.8%
Asian	611	1.2%	625	1.7%
Latino	498	0.9%	421	1.2%
Native American	242	0.5%	156	0.4%
White	29,294	55.5%	21,839	59.9%
Total	52,760	100.0%	36,480	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 31.2%

Freshmen vs. Degrees Awarded[2]

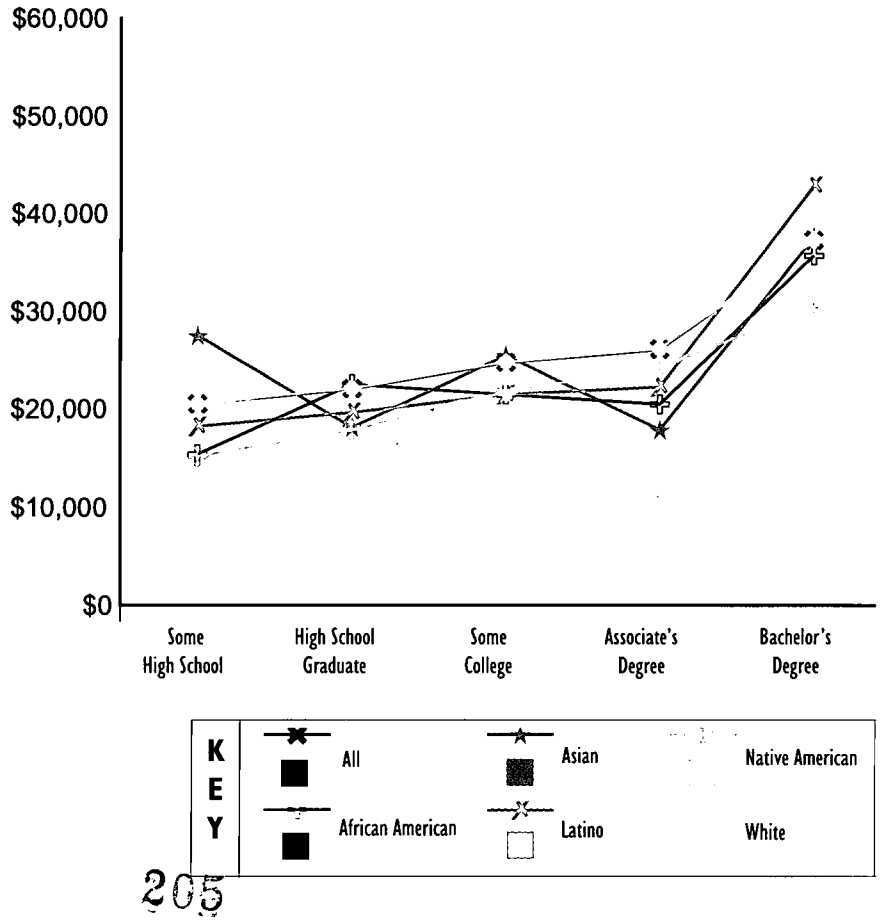
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	9,397	31.1%	3.963	22.3%
Asian	419	1.4%	295	1.7%
Latino	550	1.8%	324	1.8%
White	19,405	64.3%	12,590	70.8%
Other	423	1.4%	615	3.5%
Total	30,194	100.0%	17,787	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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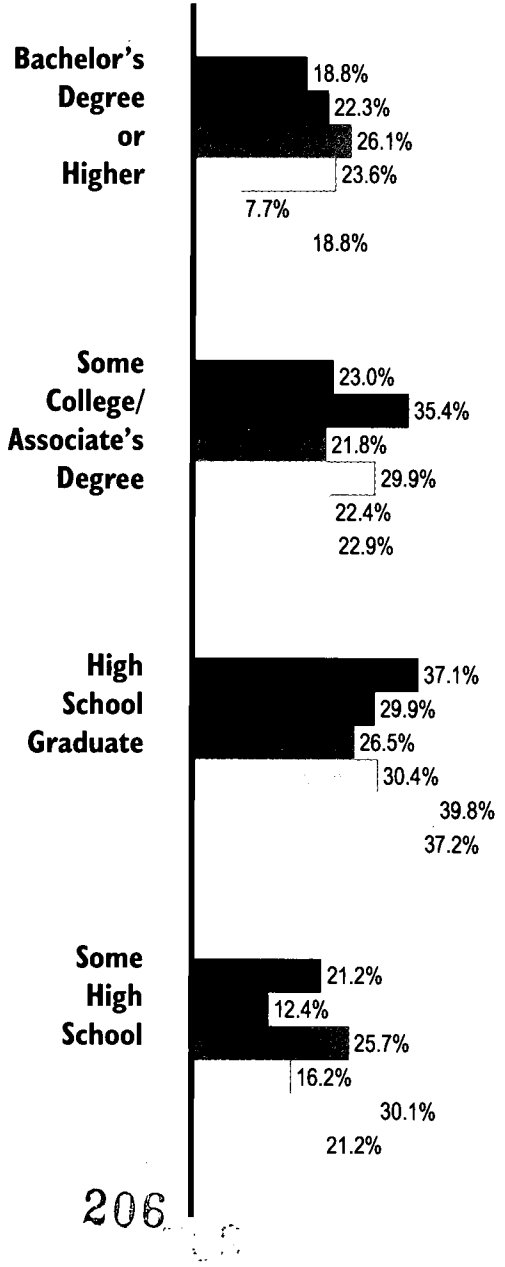
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.5%	1.0%	0.7%	1.1%	0.4%	0.9%
Asian	0.8%	0.8%	0.8%	3.8%	0.7%	1.4%
Latino	0.9%	1.0%	0.4%	2.5%	0.3%	0.6%
Native American[1]	0.6%	1.4%	0.5%	0.7%	1.2%	1.0%
White	97.2%	95.5%	97.6%	91.8%	97.3%	95.0%
Other	0.0%	0.3%	0.0%	0.0%	0.1%	1.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	347,184	42,332	213,547	16,999	9,161	47,563

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,025

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,333 per pupil.

Effort, 1991-92

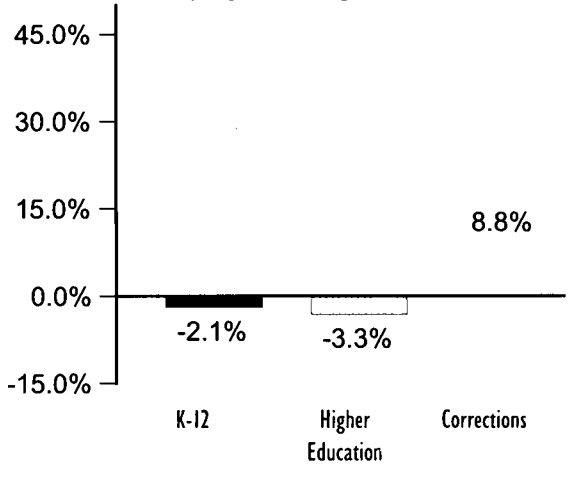
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $51.

College vs. Prison, 1994

One Year at University of Maine: $8,339
One Year in the State's Prisons: $27,926

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	18.8%	28 of 51
African American	22.3%	4 of 51
Latino	23.6%	5 of 51
College Attending Rate	37.3%	36 of 50
Investments		
Financial:		
Effort	$51	6 of 51
Disparity of Funding	21.9%	15 of 51
Curricula:		
Trigonometry & Physics	48%	1 of 39
Teaching Out of Field:		
Overall	21.5%	36 of 51
Disparity by % Poverty	14.2%	30 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	228 pts.	1 of 39
African American	n/a	n/a
Latino	218 pts.	1 of 39
NAEP Math:		
Overall	278 pts.	4 of 42
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	143 pts.	3 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	93%	Biology	95%
Geometry	82%	Chemistry	72%
Algebra II	76%	Physics	52%
Trigonometry	43%		
Calculus	0%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	0%	0%	1%	2%
Asian	1%	2%	1%	0%	0%
Latino	0%	0%	0%	0%	0%
Native American	1%	0%	0%	1%	2%
White	98%	98%	98%	98%	95%
Total	100%	100%	100%	100%	100%
Number	213,547	1,205	10,115	17,443	5,404

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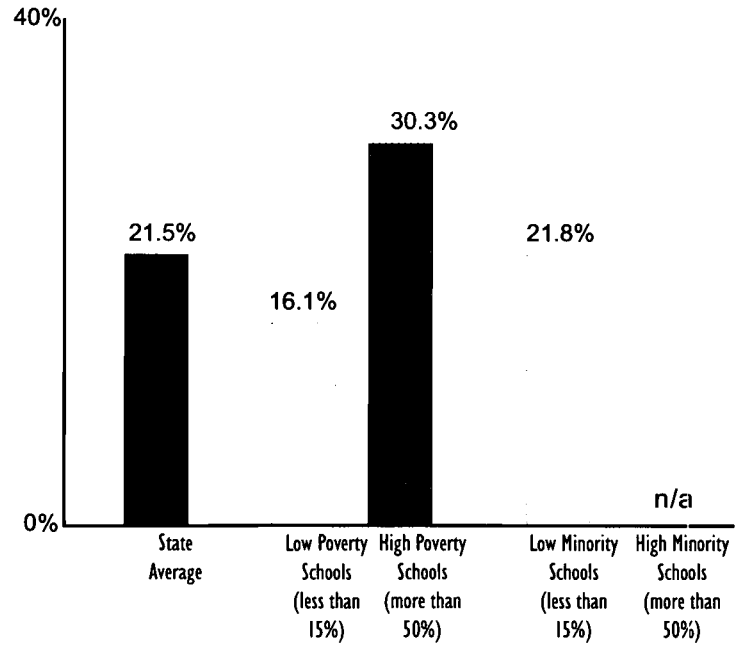
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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See Definitions and Sources Page

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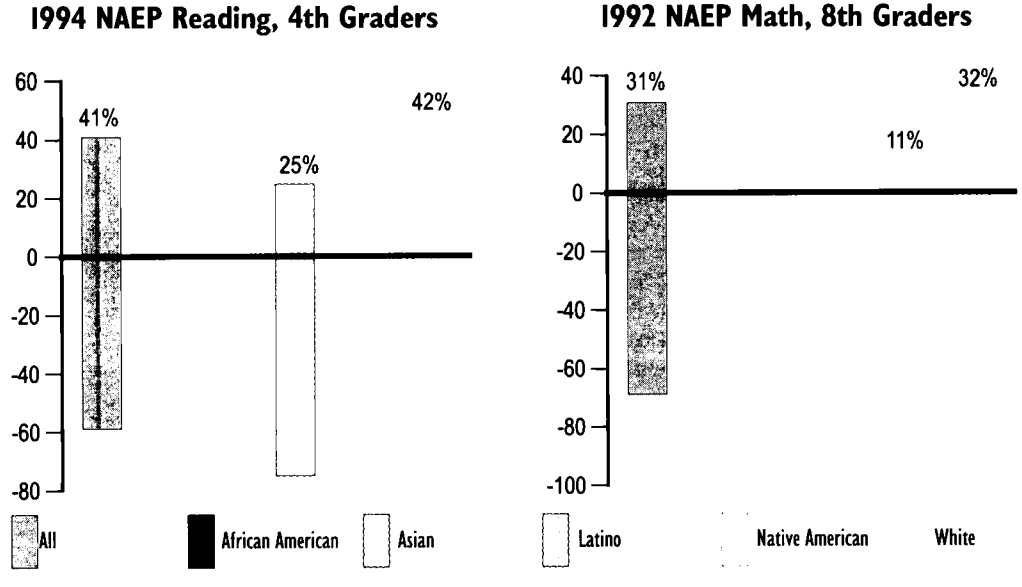
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



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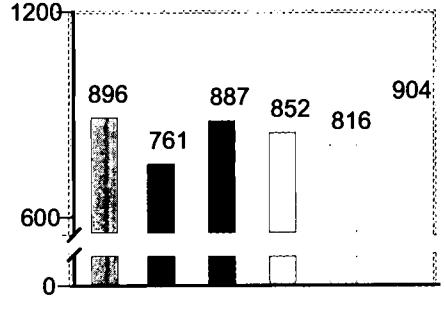


Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	105	0.7%	100	0.7%
Asian	106	0.7%	128	1.0%
Latino	65	0.4%	56	0.4%
Native American	56	0.4%	65	0.5%
White	14,764	97.8%	13,084	97.4%
Total	15,096	100.0%	13,433	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 37.3%

Freshmen vs. Degrees Awarded[2]

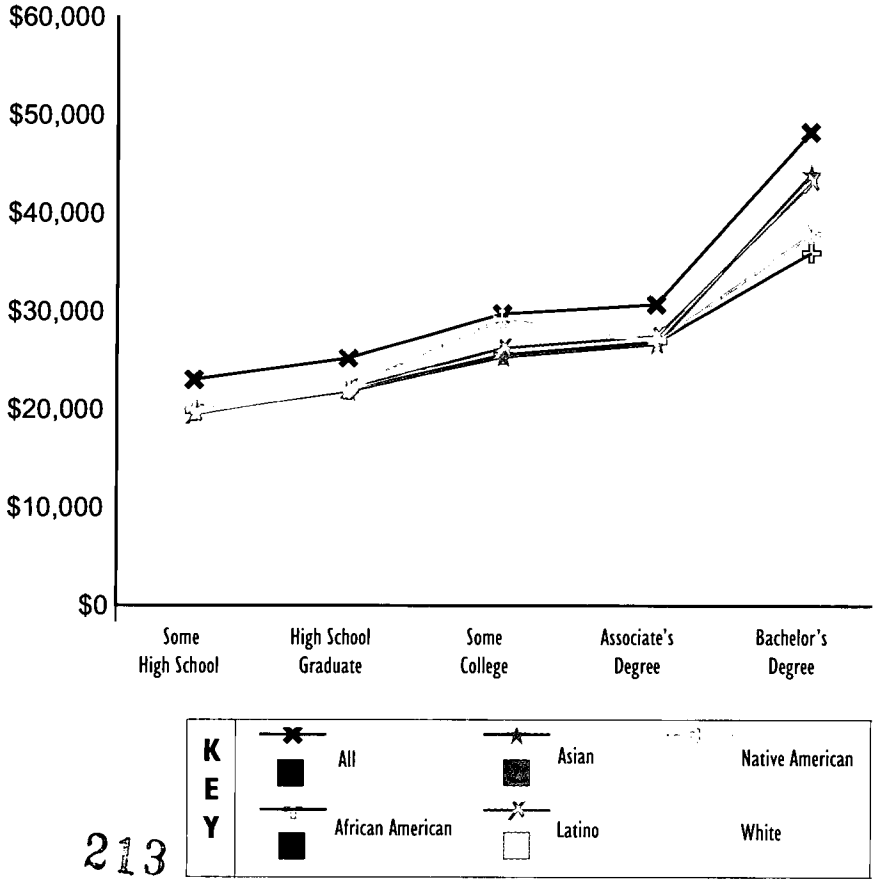
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	75	0.8%	59	1.0%
Asian	98	1.0%	58	1.0%
Latino	47	0.5%	80	1.3%
White	8,943	95.7%	5,177	87.0%
Other	186	2.0%	579	9.7%
Total	9,349	100.0%	5,953	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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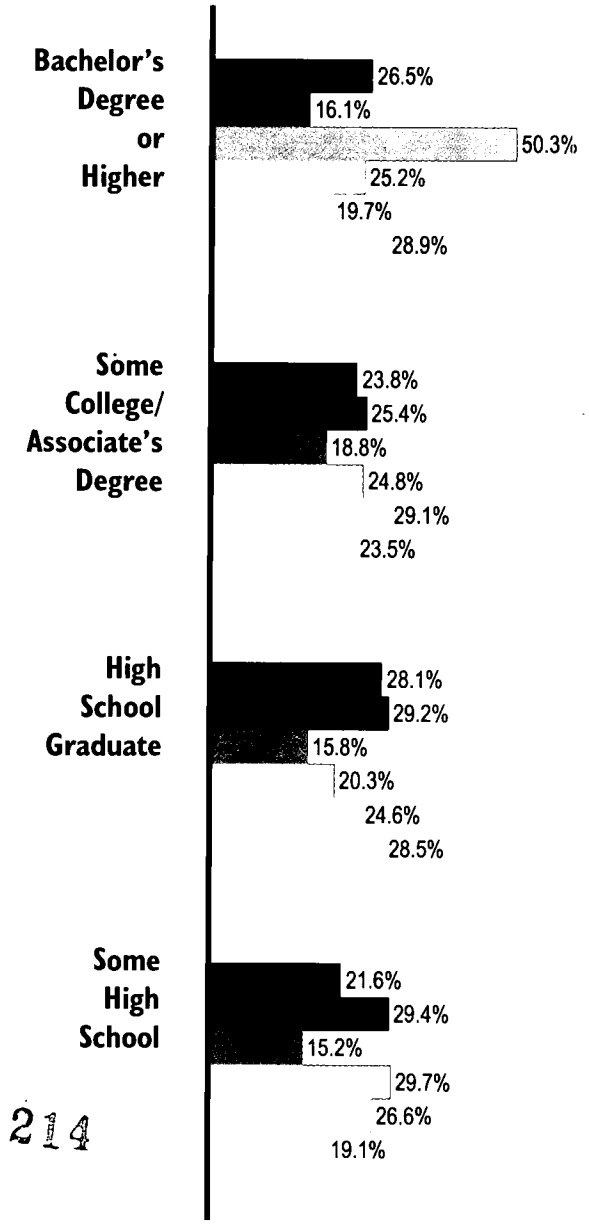
Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	29.7%	58.0%	34.2%	15.6%	22.8%	19.2%
Asian	3.9%	2.1%	3.7%	3.5%	4.4%	6.1%
Latino	3.4%	3.1%	2.9%	2.7%	2.5%	2.1%
Native American[1]	0.3%	0.5%	0.3%	0.2%	0.5%	0.3%
White	62.8%	34.8%	58.9%	78.1%	67.6%	68.2%
Other	0.0%	1.4%	0.0%	0.0%	2.2%	4.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,370,709	132,688	772,556	112,481	112,583	158,463

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,249

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,472 per pupil.

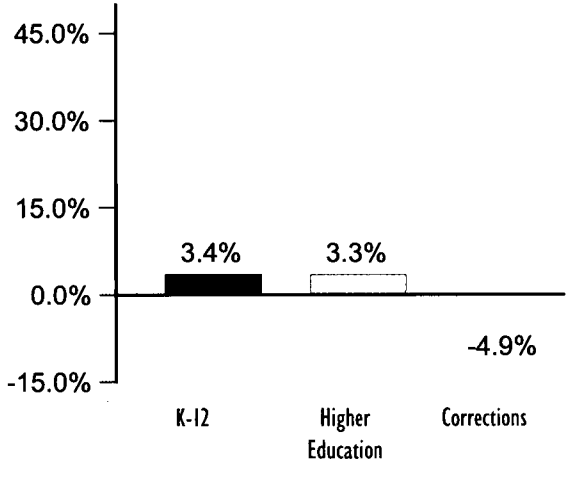
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $37.

College vs. Prison, 1994

One Year at University of Maryland College Park: $8,626
One Year in the State's Prisons: $18,257

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	26.5%	5 of 51
African American	16.1%	10 of 51
Latino	25.2%	2 of 51
College Attending Rate	41.2%	25 of 50
Investments		
Financial:		
Effort	$37	39 of 51
Disparity of Funding	13.0%	25 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	25.6%	48 of 51
Disparity by % Poverty	14.4%	32 of 48
Disparity by % Minority	7.5%	29 of 37
Achievement		
NAEP Reading:		
Overall	210 pts.	27 of 38
African American	185 pts.	24 of 33
Latino	197 pts.	16 of 39
NAEP Math:		
Overall	264 pts.	25 of 42
African American	239 pts.	17 of 32
Latino	240 pts.	24 of 40
ACT/SAT Gap	239 pts.	21 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available
For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	34%	13%	15%	38%	44%
Asian	4%	19%	10%	1%	1%
Latino	3%	2%	3%	2%	2%
Native American	0%	0%	0%	0%	0%
White	59%	66%	72%	59%	53%
Total	100%	100%	100%	100%	100%
Number	772,556	8,507	85,837	53,067	40,773

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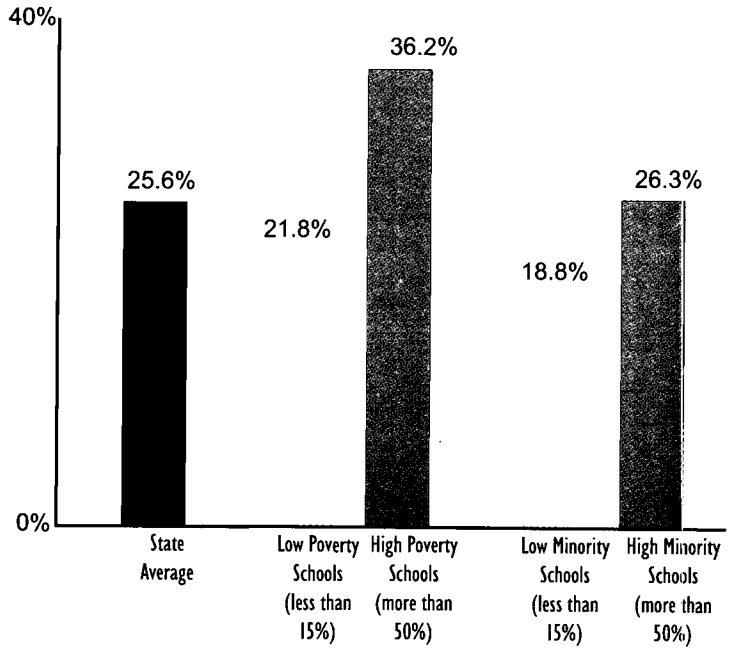
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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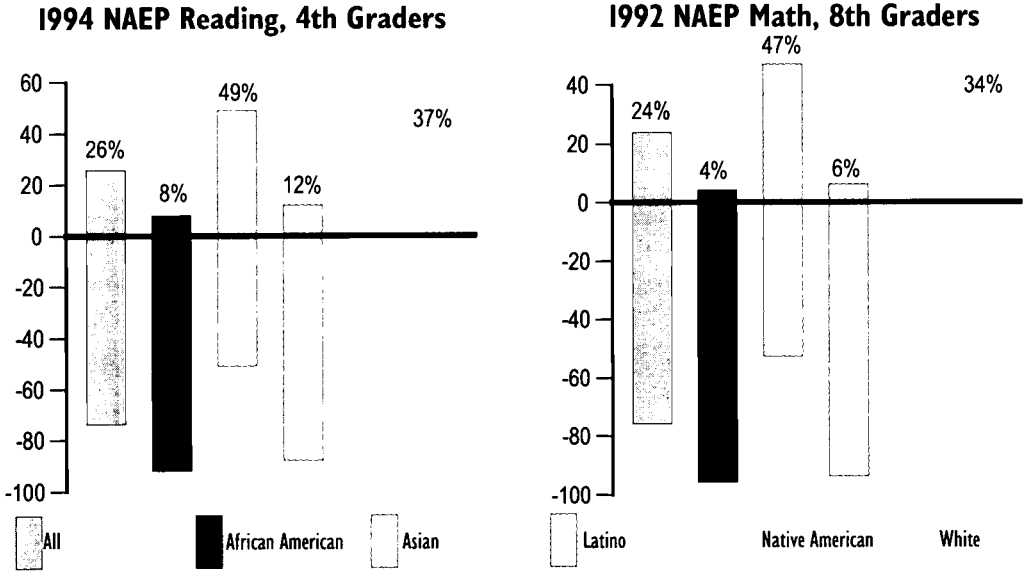
STATE PERFORMANCE

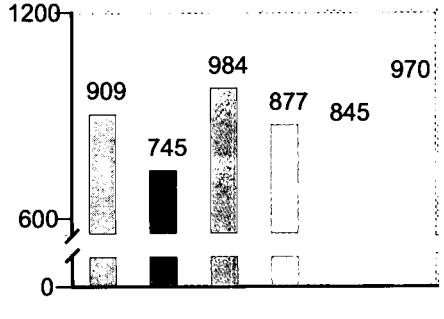
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	16,417	32.9%	12,604	30.1%
Asian	1,769	3.5%	2,079	5.0%
Latino	1,138	2.3%	1,242	3.0%
Native American	95	0.2%	82	0.2%
White	30,445	61.1%	25,834	61.7%
Total	49,864	100.0%	41,841	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 41.2%

Freshmen vs. Degrees Awarded[2]

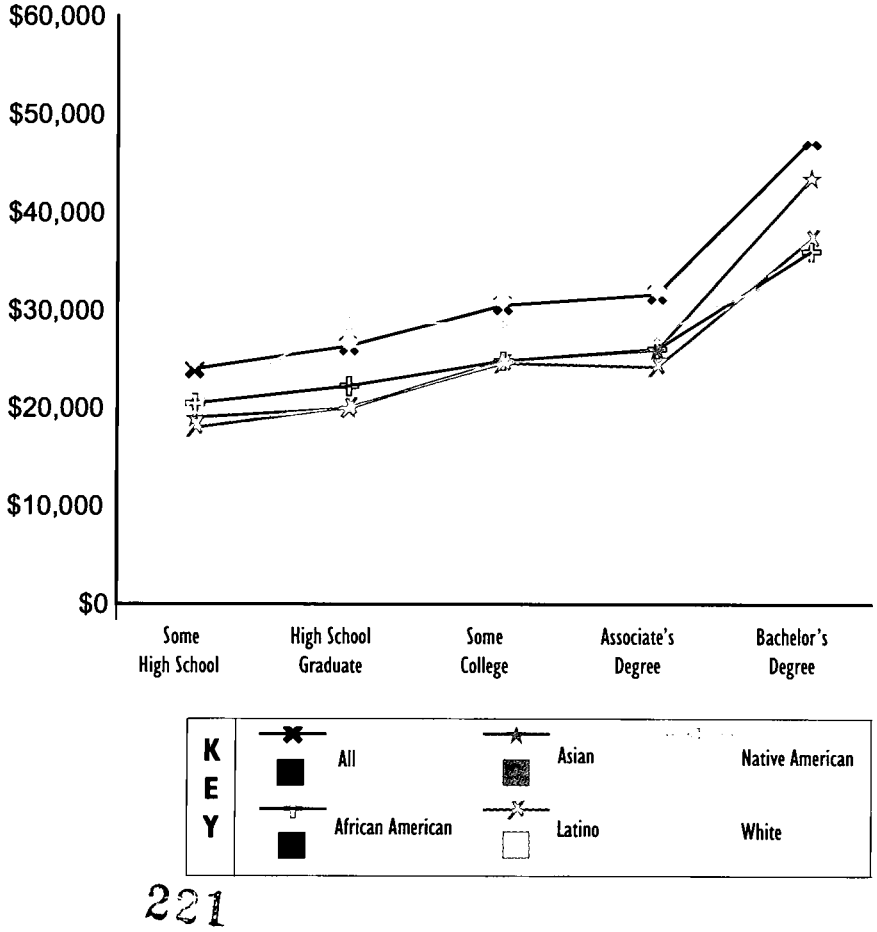
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	6,945	21.8%	3,130	14.5%
Asian	1,488	4.7%	1,268	5.9%
Latino	741	2.3%	474	2.2%
White	22,022	69.1%	16,017	74.0%
Other	686	2.2%	768	3.5%
Total	31,882	100.0%	21,657	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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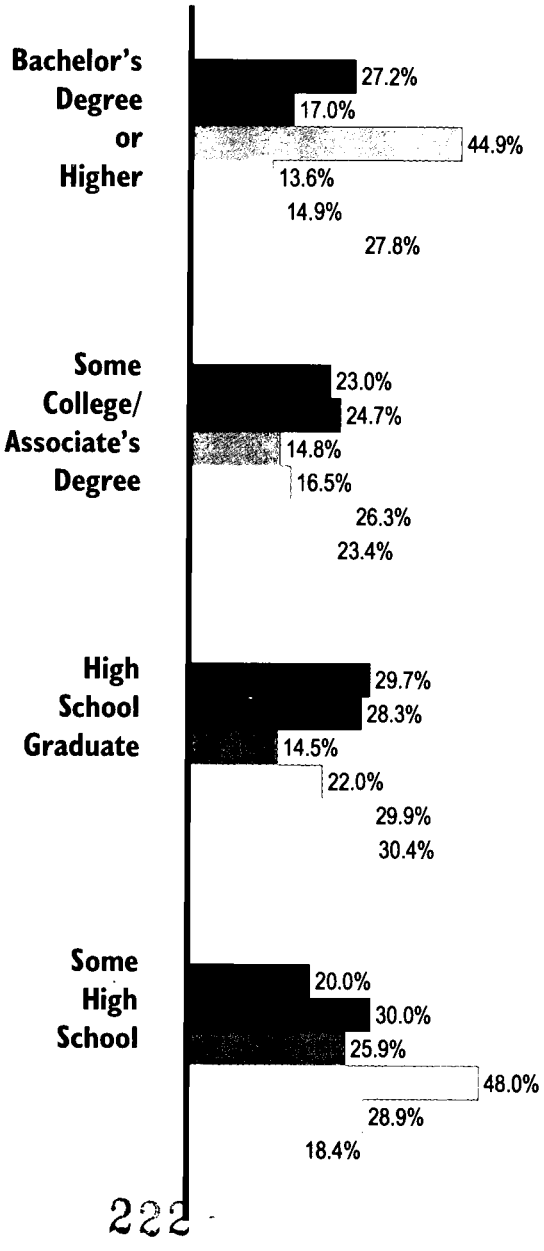
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	6.8%	13.1%	8.1%	6.7%	8.1%	4.8%
Asian	3.4%	4.1%	3.7%	3.0%	3.5%	6.2%
Latino	7.3%	22.0%	8.8%	3.6%	6.1%	3.5%
Native American[1]	0.2%	0.6%	0.2%	0.1%	0.4%	0.4%
White	82.2%	46.5%	79.3%	86.5%	80.7%	78.0%
Other	0.0%	13.7%	0.0%	0.0%	1.1%	7.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,694,265	225,866	878,798	126,743	92,472	324,033

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,551

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $3,545 per pupil.

Effort, 1991-92

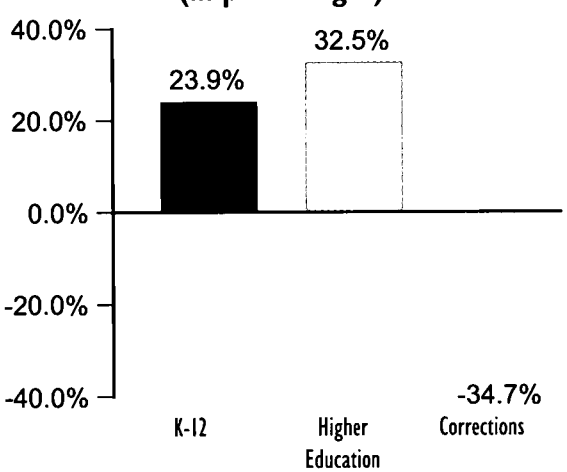
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $35.

College vs. Prison, 1994

One Year at University of Massachusetts, Amherst: $9,495
One Year in the State's Prisons: $22,999

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	27.2%	2 of 51
African American	17.0%	9 of 51
Latino	13.6%	24 of 51
College Attending Rate	51%	5 of 50
Investments		
Financial:		
Effort	$35	43 of 51
Disparity of Funding	21.9%	48 of 51
Curricula:		
Trigonometry & Physics	39%	4 of 39
Teaching Out of Field:		
Overall	19.2%	32 of 51
Disparity by % Poverty	14.3%	31 of 48
Disparity by % Minority	4.3%	19 of 37
Achievement		
NAEP Reading:		
Overall	223 pts.	4 of 39
African American	199 pts.	2 of 33
Latino	194 pts.	21 of 39
NAEP Math:		
Overall	272 pts.	12 of 42
African American	243 pts.	4 of 32
Latino	240 pts.	24 of 40
ACT/SAT Gap	192 pts.	9 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	92%	Biology	91%
Geometry	64%	Chemistry	63%
Algebra II	64%	Physics	34%
Trigonometry	43%		
Calculus	14%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	8%	1%	8%	7%	17%
Asian	4%	12%	7%	1%	1%
Latino	9%	1%	3%	4%	14%
Native American	0%	0%	0%	0%	0%
White	79%	87%	82%	88%	68%
Total	100%	100%	100%	100%	100%
Number	878,798	6,205	9,739	35,161	35,449

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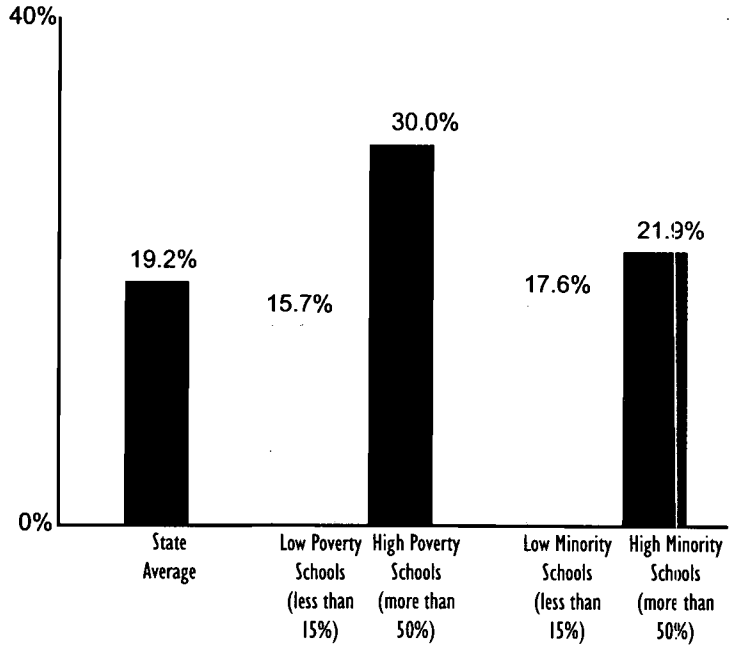
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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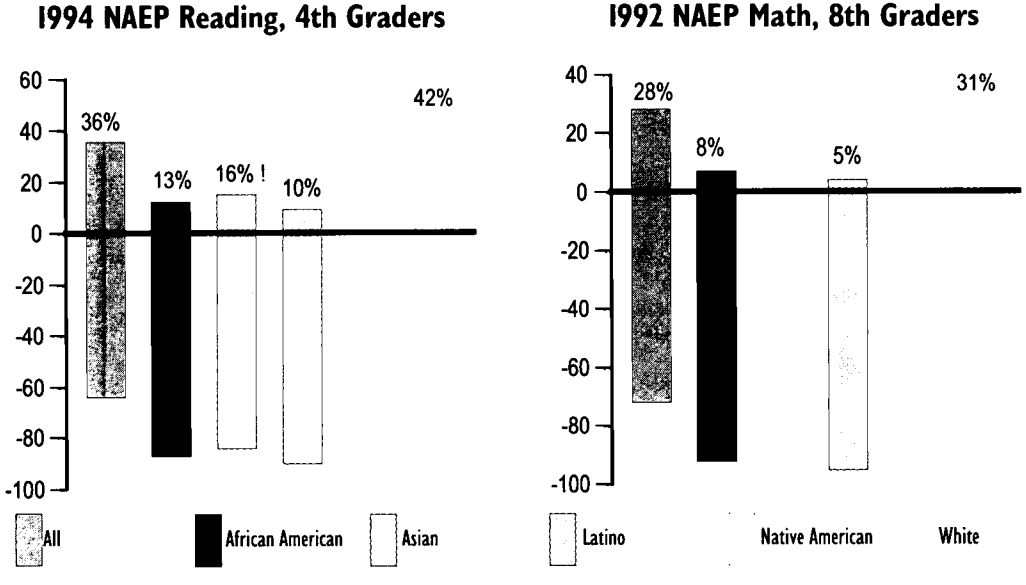
STATE PERFORMANCE

Academic Achievement

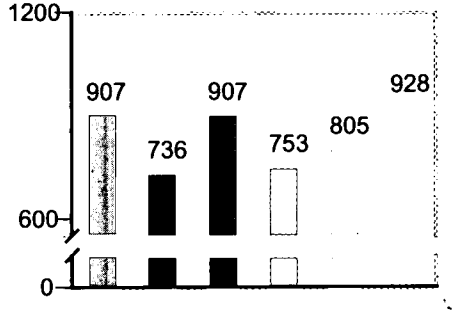
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data is not available for all groups in every state.

! Interpret with caution.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	4,407	7.5%	3,395	7.2%
Asian	1,557	2.6%	1,964	4.1%
Latino	4,752	8.1%	2,770	5.8%
Native American	107	0.2%	59	0.1%
White	47,995	81.6%	39,265	82.7%
Total	58,818	100.0%	47,453	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 51.0%

Freshmen vs. Degrees Awarded[2]

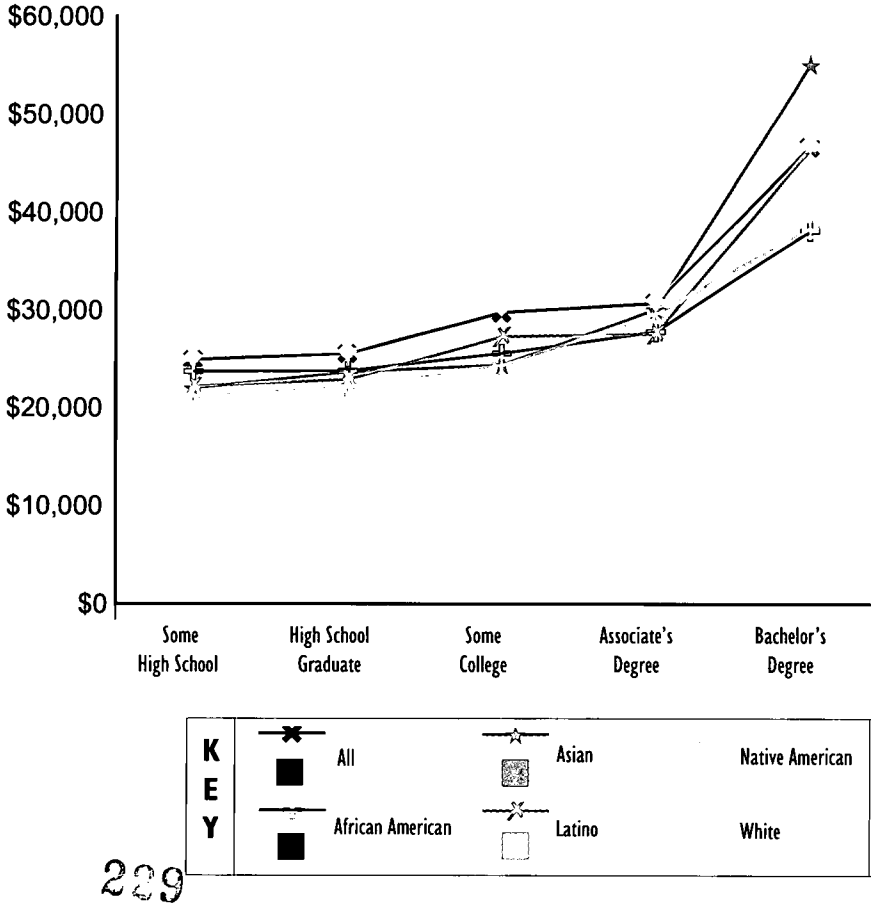
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	3,769	5.7%	1,474	3.5%
Asian	3,442	5.2%	2,339	5.5%
Latino	2,624	3.9%	1,187	2.8%
White	54,198	81.3%	32,808	77.5%
Other	2,625	3.9%	4,543	10.7%
Total	66,658	100.0%	42,351	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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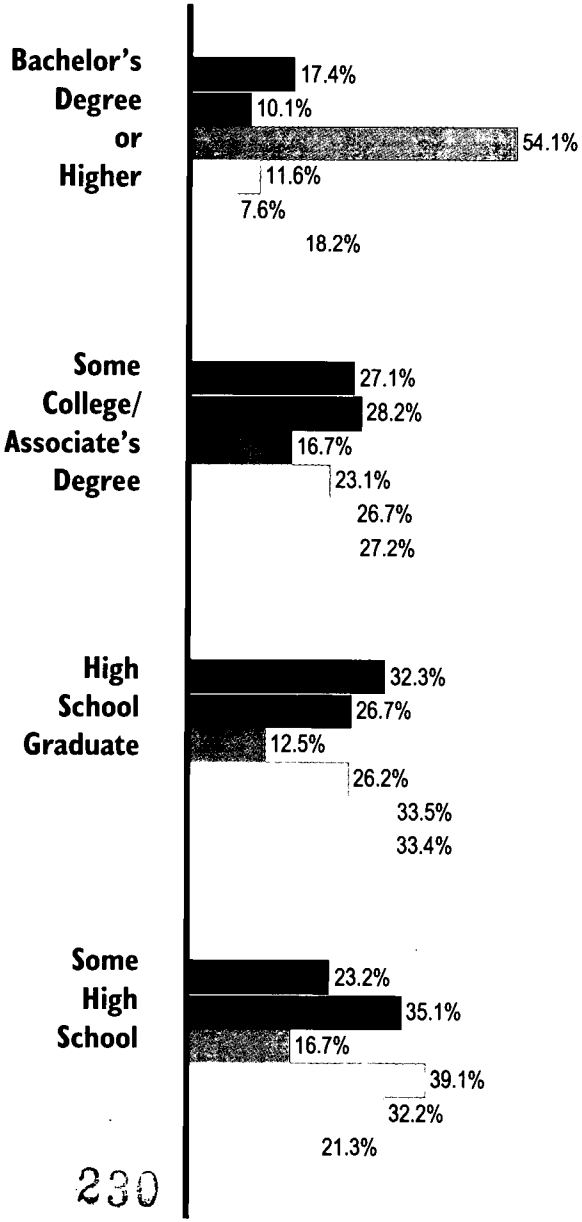
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	16.6%	39.9%	17.1%	11.8%	11.3%	10.4%
Asian	1.6%	1.0%	1.4%	2.3%	1.8%	3.2%
Latino	3.1%	4.7%	2.4%	2.1%	2.0%	2.1%
Native American[1]	0.8%	1.3%	1.0%	0.7%	1.0%	0.7%
White	78.0%	50.6%	78.1%	83.1%	83.5%	79.1%
Other	0.0%	2.5%	0.0%	0.0%	0.5%	4.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	2,860,798	472,529	1,523,793	187,741	211,114	340,193

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,286

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $3,368 per pupil.

Effort, 1991-92

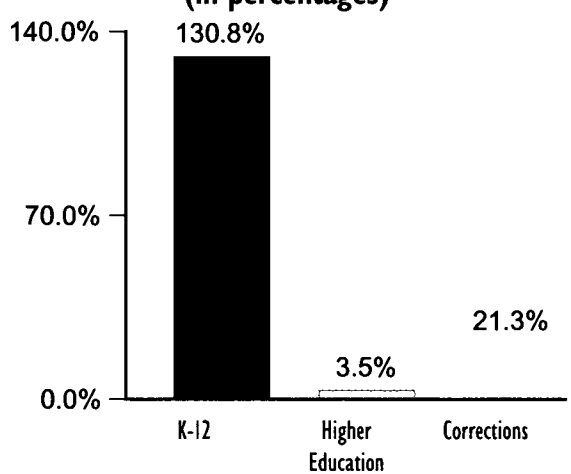
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $49.

College vs. Prison, 1994

One Year at University of Michigan, Ann Arbor: $10,131
One Year in the State's Prisons: $19,502

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	17.4%	37 of 51
African American	10.1%	37 of 51
Latino	11.6%	28 of 51
College Attending Rate	42.1%	23 of 50
Investments		
Financial:		
Effort	$49	7 of 51
Disparity of Funding	20.7%	46 of 51
Curricula:		
Trigonometry & Physics	22%	29 of 39
Teaching Out of Field:		
Overall	17.4%	22 of 51
Disparity by % Poverty	20.7%	40 of 48
Disparity by % Minority	6.0%	24 of 37
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	267 pts.	18 of 42
African American	232 pts.	27 of 32
Latino	248 pts.	13 of 40
ACT/SAT Gap	5.5 pts.	26 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	64%	Biology	66%
Geometry	61%	Chemistry	43%
Algebra II	45%	Physics	22%
Trigonometry	21%		
Calculus	7%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	17%	2%	6%	16%	25%
Asian	1%	6%	3%	1%	0%
Latino	2%	1%	1%	2%	3%
Native American	1%	0%	1%	1%	1%
White	78%	91%	90%	80%	71%
Total	100%	100%	100%	100%	100%
Number	1,523,793	18,995	36,935	98,933	76,114

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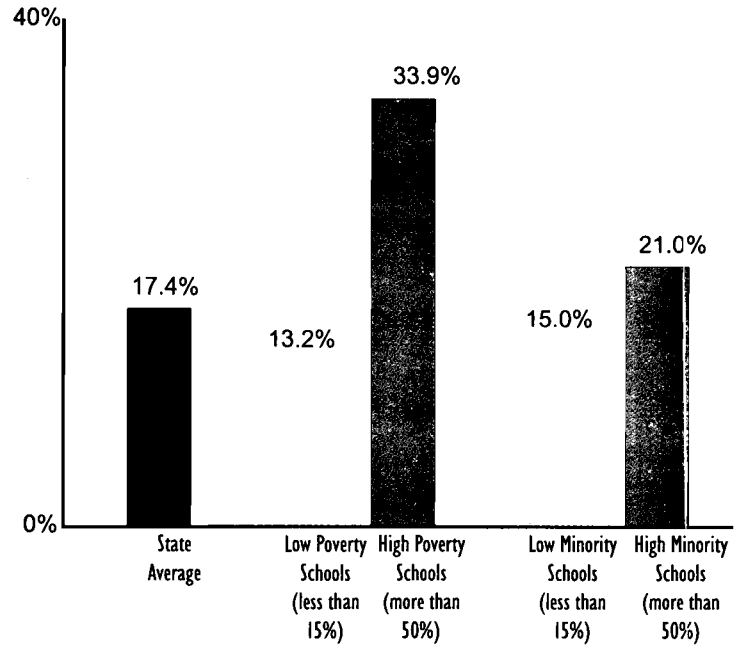
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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See Definitions and Sources Page

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STATE PERFORMANCE

Academic Achievement

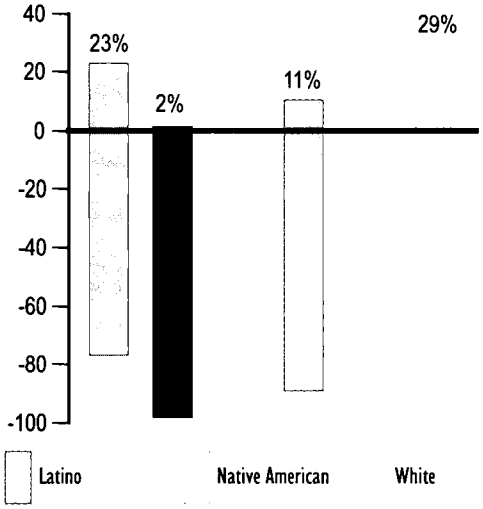
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

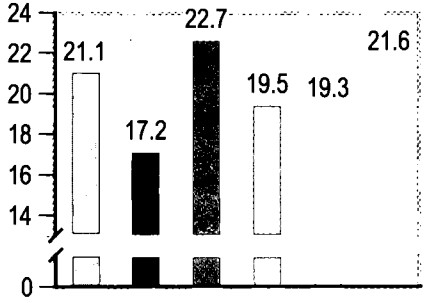
1994 NAEP Reading, 4th Graders

Data Not Available For This State

1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 42.1%

Freshmen vs. Degrees Awarded[2]

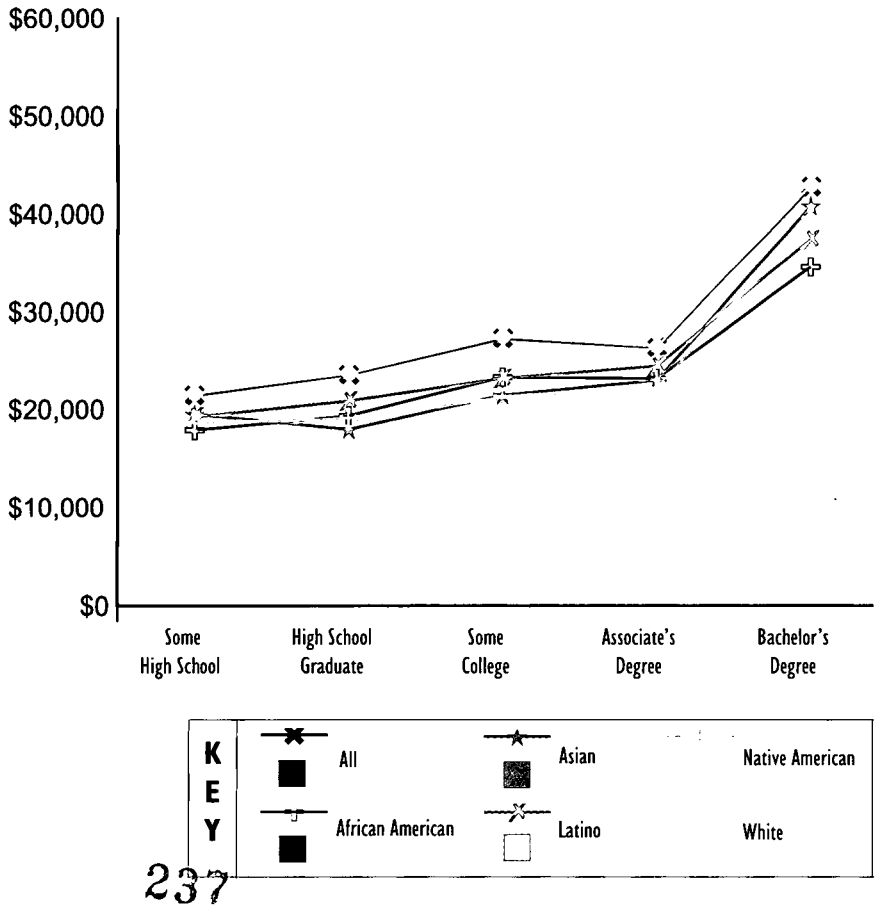
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	10,373	12.2%	2,801	6.2%
Asian	1,724	2.0%	1,081	2.4%
Latino	1,684	2.0%	653	1.5%
White	70,032	82.1%	37,754	84.0%
Other	1,471	1.7%	2,636	5.9%
Total	85,284	100.0%	44,925	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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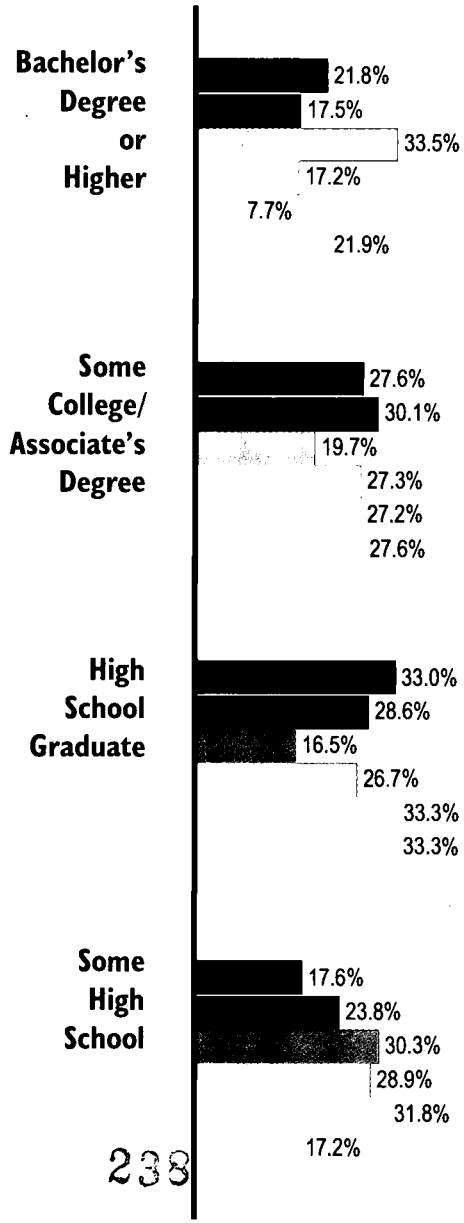
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	3.0%	11.4%	4.2%	2.1%	2.6%	2.3%
Asian	3.3%	8.3%	3.5%	2.2%	2.3%	3.6%
Latino	1.9%	4.2%	1.7%	1.5%	1.4%	1.2%
Native American[1]	1.6%	6.8%	1.9%	1.5%	1.4%	0.8%
White	90.2%	67.1%	88.8%	92.7%	91.7%	89.0%
Other	0.0%	2.1%	0.0%	0.0%	0.5%	3.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,341,253	152,872	810,425	86,050	112,170	177,130

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,472

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,738 per pupil.

Effort, 1991-92

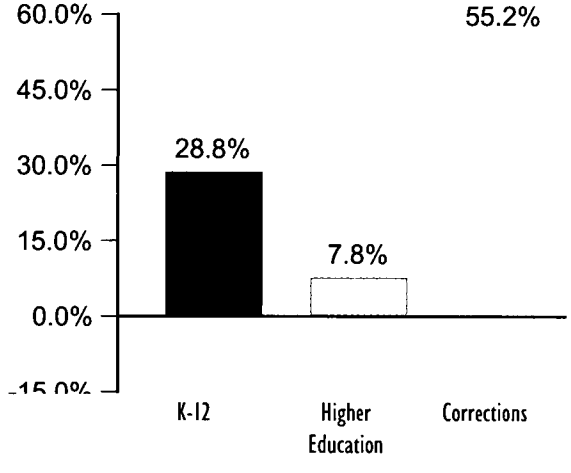
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $43.

College vs. Prison, 1994

One Year at University of Minnesota, Twin Cities: $7,166
One Year in the State's Prisons: $26,390

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	21.8%	16 of 51
African American	17.5%	6 of 51
Latino	17.2%	15 of 51
College Attending Rate	46.2%	10 of 50
Investments		
Financial:		
Effort	$43	24 of 51
Disparity of Funding	15.0%	35 of 51
Curricula:		
Trigonometry & Physics	34%	11 of 39
Teaching Out of Field:		
Overall	6.7%	1 of 51
Disparity by % Poverty	-3.1%	9 of 48
Disparity by % Minority	6.2%	25 of 37
Achievement		
NAEP Reading:		
Overall	218 pts.	14 of 39
African American	173 pts.	33 of 33
Latino	202 pts.	10 of 39
NAEP Math:		
Overall	282 pts.	3 of 42
African American	n/a	n/a
Latino	253 pts.	7 of 40
ACT/SAT Gap	3.6 pts.	5 of 27

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	87%	Biology	86%
Geometry	72%	Chemistry	53%
Algebra II	67%	Physics	26%
Trigonometry	41%		
Calculus	15%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	4%	1%	4%	7%	16%
Asian	4%	6%	6%	1%	2%
Latino	2%	1%	1%	2%	2%
Native American	2%	0%	1%	4%	4%
White	89%	92%	88%	86%	76%
Total	100%	100%	100%	100%	100%
Number	810,425	6,429	62,299	57,861	19,425

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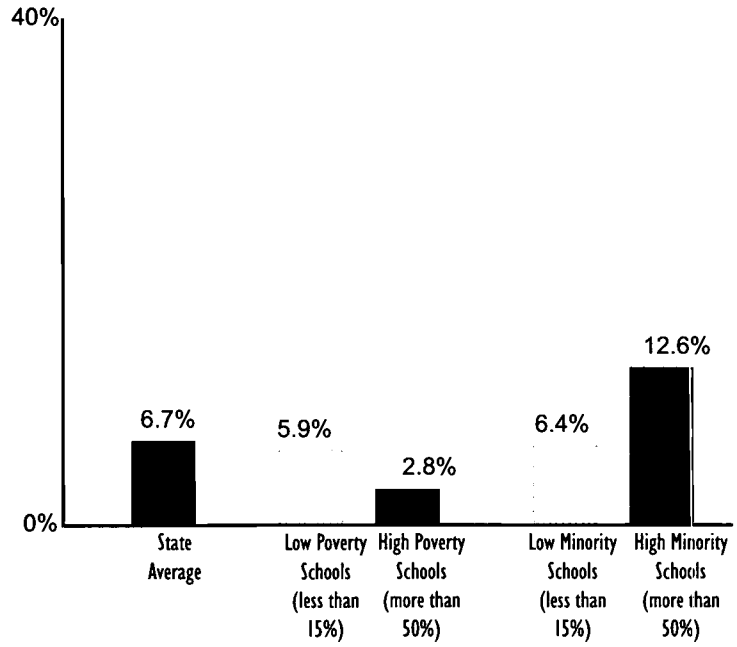
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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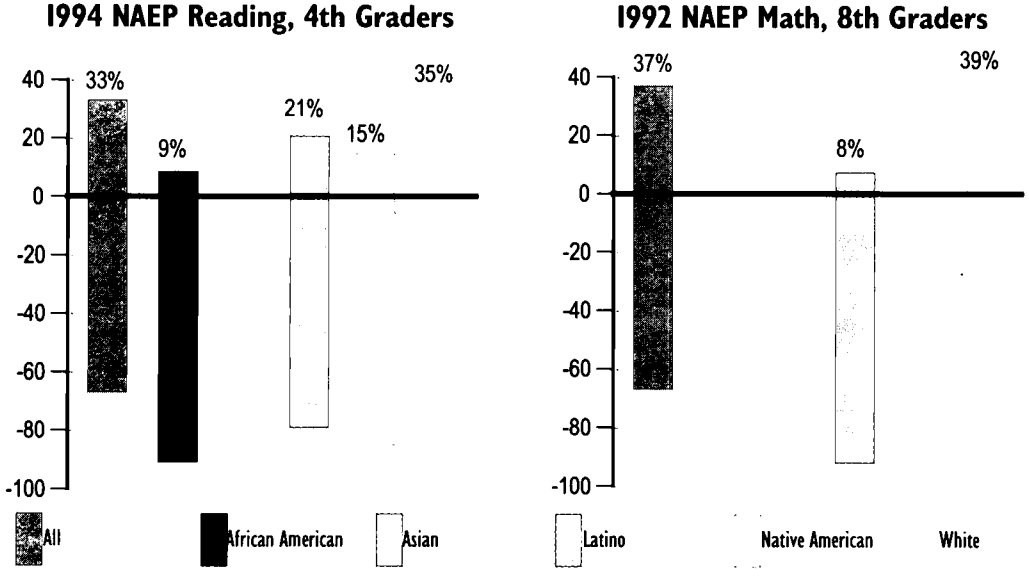
STATE PERFORMANCE

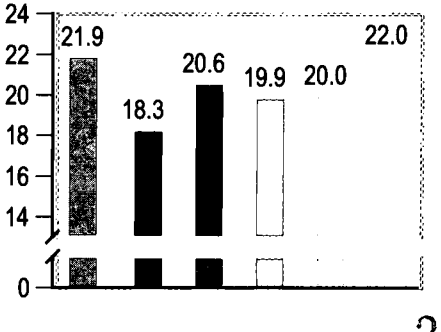
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	1,787	3.3%	1,048	2.2%
Asian	1,459	2.7%	1,568	3.2%
Latino	745	1.4%	689	1.4%
Native American	912	1.7%	501	1.0%
White	49,514	91.0%	44,443	92.1%
Total	54,417	100.0%	48,249	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 46.2%

Freshmen vs. Degrees Awarded[2]

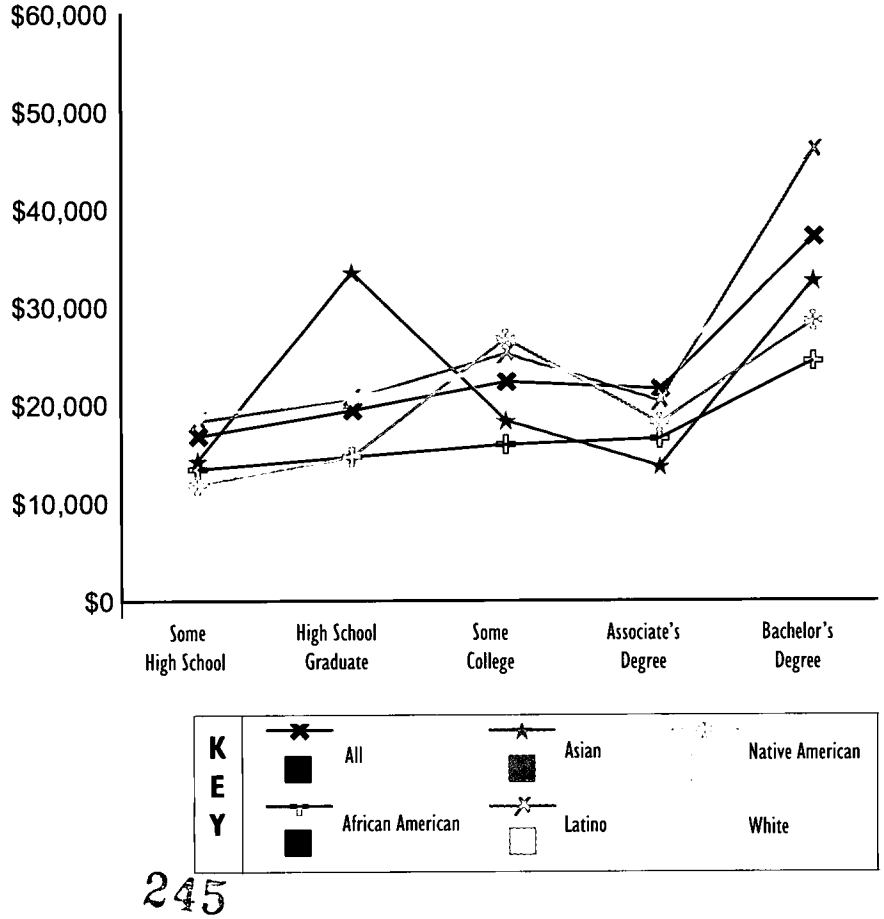
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	1,014	2.2%	327	1.3%
Asian	1,086	2.4%	563	2.3%
Latino	424	0.9%	178	0.7%
White	41,834	92.3%	22,106	90.0%
Other	976	2.2%	1,384	5.6%
Total	45,334	100.0%	24,558	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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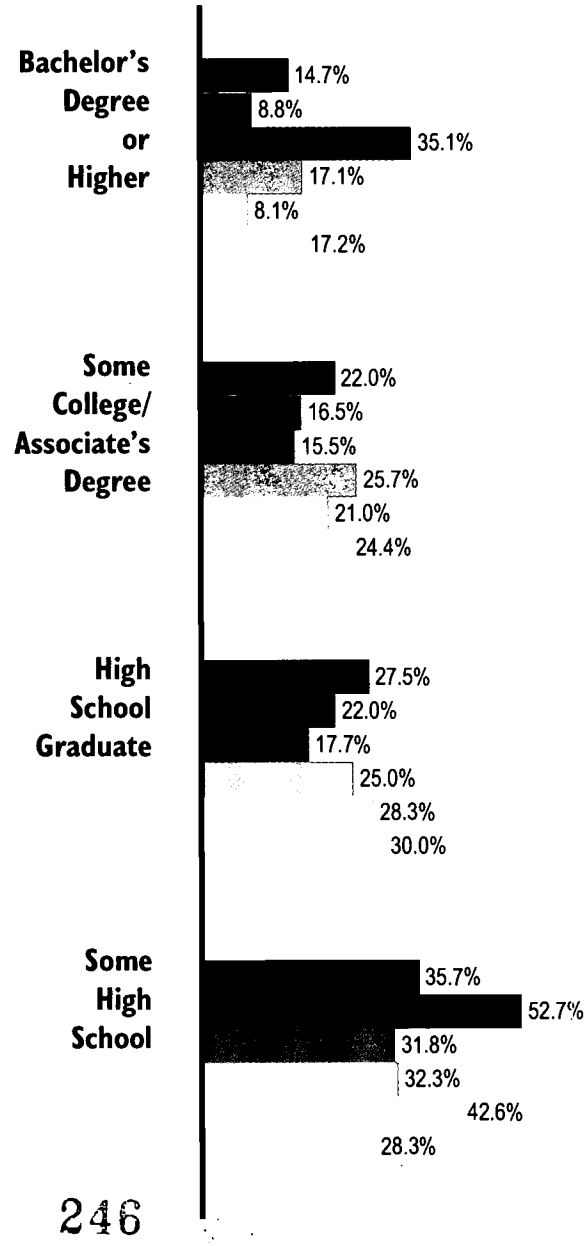
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	43.2%	74.4%	50.9%	5.0%	27.5%	30.3%
Asian	0.7%	0.7%	0.5%	4.1%	0.5%	1.0%
Latino	0.7%	0.6%	0.3%	2.1%	0.4%	0.6%
Native American[1]	0.4%	0.6%	0.4%	0.1%	0.5%	0.2%
White	55.0%	23.6%	47.9%	88.8%	71.0%	65.4%
Other	0.0%	0.1%	0.0%	0.0%	0.1%	2.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	853,382	250,176	505,907	58,655	51,946	68,938

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $3,798

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,058 per pupil.

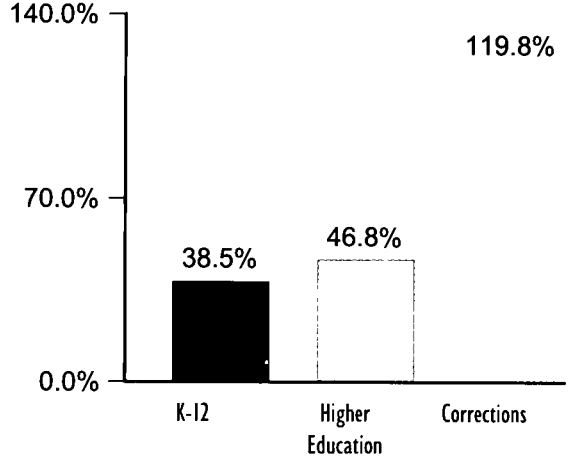
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $42.

College vs. Prison, 1994

One Year at University of Mississippi, Main Campus: $5,506
One Year in the State's Prisons: $10,895

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	14.7%	48 of 51
African American	8.8%	47 of 51
Latino	17.1%	16 of 51
College Attending Rate	42.8%	21 of 50
Investments		
Financial:		
Effort	$42	26 of 51
Disparity of Funding	11.4%	12 of 51
Curricula:		
Trigonometry & Physics	33%	13 of 39
Teaching Out of Field:		
Overall	25.4%	46 of 51
Disparity by % Poverty	16.7%	40 of 48
Disparity by % Minority	4.1%	24 of 37
Achievement		
NAEP Reading:		
Overall	202 pts.	36 of 39
African American	187 pts.	22 of 33
Latino	181 pts.	36 of 39
NAEP Math:		
Overall	246 pts.	41 of 42
African American	230 pts.	31 of 32
Latino	223 pts.	39 of 40
ACT/SAT Gap	3.7 pts.	5 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	89%	Biology	95%
Geometry	67%	Chemistry	60%
Algebra II	67%	Physics	17%
Trigonometry	48%		
Calculus	5%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	51%	20%	7%	58%	66%
Asian	1%	2%	2%	0%	0%
Latino	0%	0%	1%	0%	0%
Native American	0%	0%	0%	0%	1%
White	48%	77%	90%	42%	33%
Total	100%	100%	100%	100%	100%
Number	505,907	2,794	22,569	40,180	44,429

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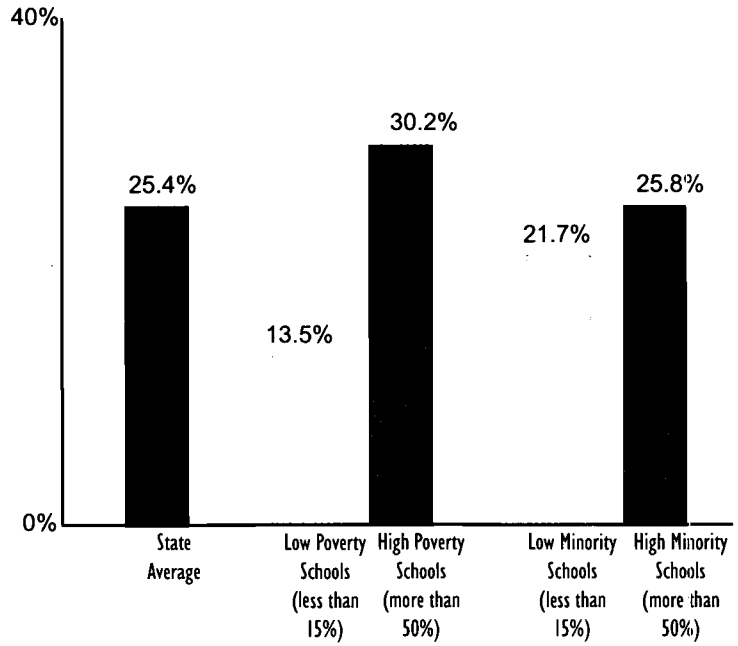
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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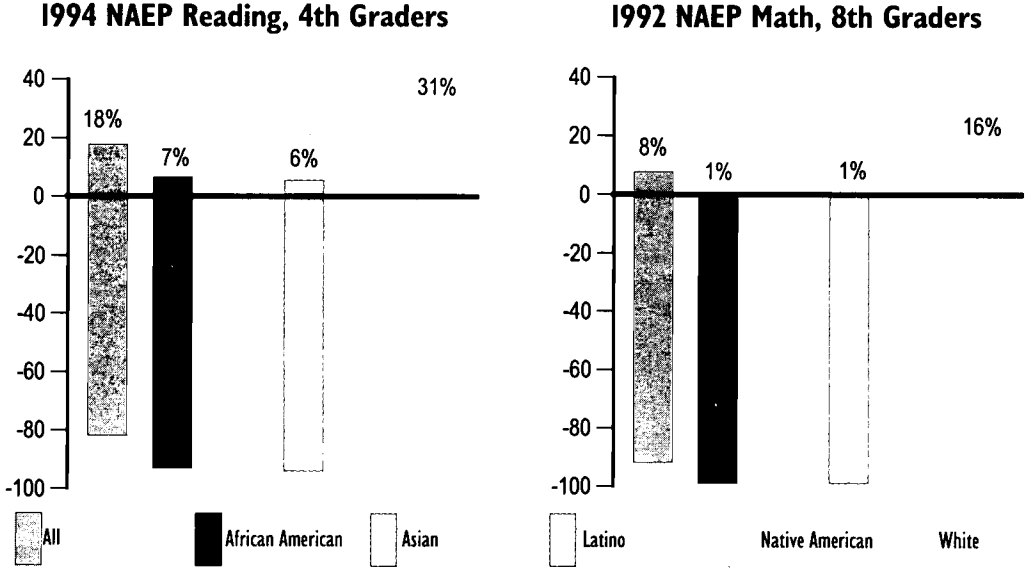
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



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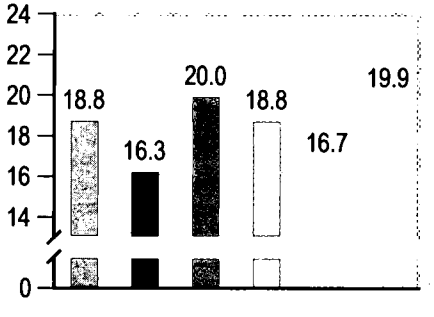


Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	18,420	48.5%	11,003	46.3%
Asian	136	0.4%	175	0.7%
Latino	56	0.1%	35	0.1%
Native American	60	0.2%	74	0.3%
White	19,271	50.8%	12,461	52.5%
Total	37,943	100.0%	23,748	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 42.8%

Freshmen vs. Degrees Awarded[2]

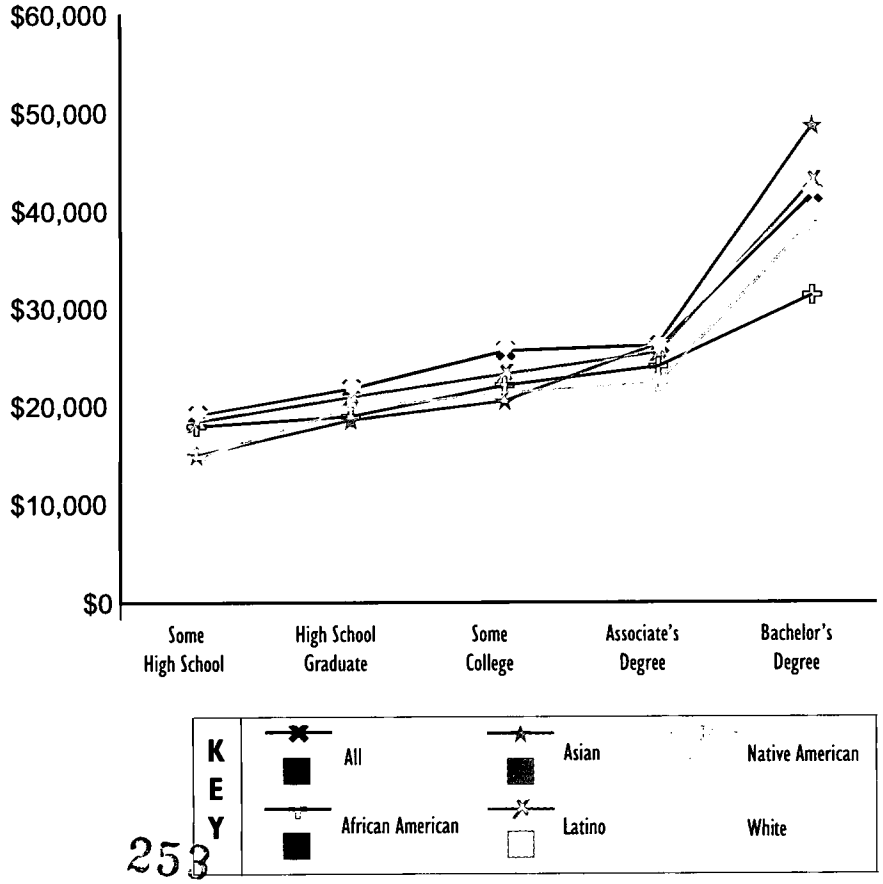
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	9,786	33.3%	2,480	23.6%
Asian	147	0.5%	73	0.7%
Latino	97	0.3%	22	0.2%
White	19,177	65.2%	7,628	72.5%
Other	206	0.7%	321	3.1%
Total	29,413	100.0%	10,524	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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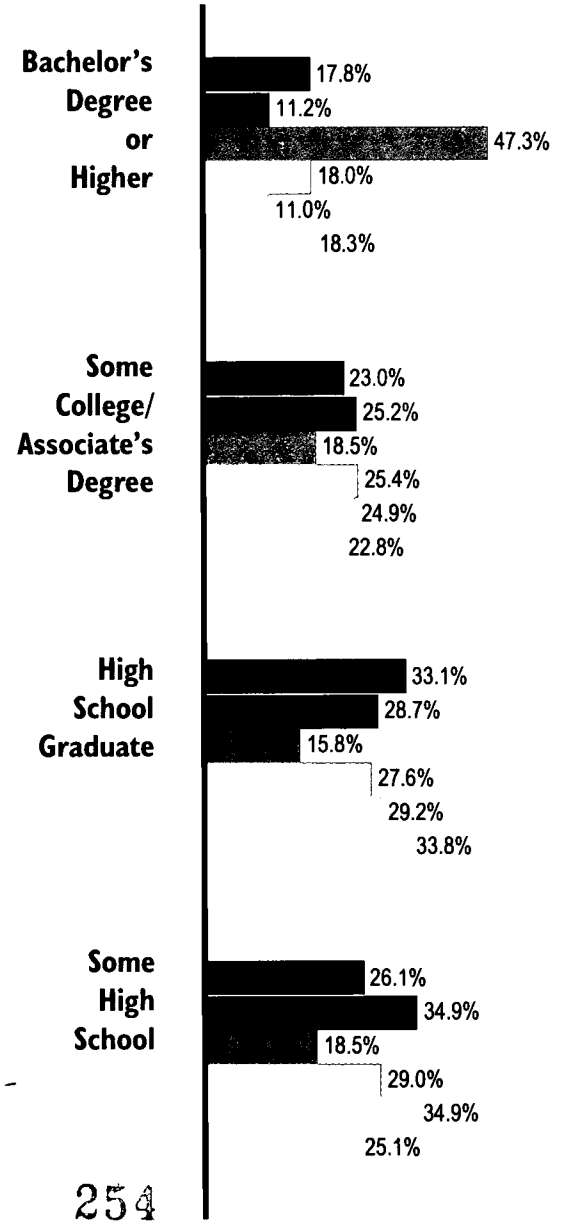
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	13.1%	30.7%	15.7%	7.1%	12.1%	7.5%
Asian	1.2%	0.8%	0.9%	1.3%	1.3%	2.4%
Latino	1.6%	1.8%	0.9%	1.9%	1.3%	1.6%
Native American[1]	0.4%	0.6%	0.2%	0.1%	0.5%	0.5%
White	83.7%	65.2%	82.3%	89.6%	84.4%	84.5%
Other	0.0%	0.8%	0.0%	0.0%	0.5%	3.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,516,147	234,304	852,962	117,466	80,364	213,446

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,502

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $4,876 per pupil.

Effort, 1991-92

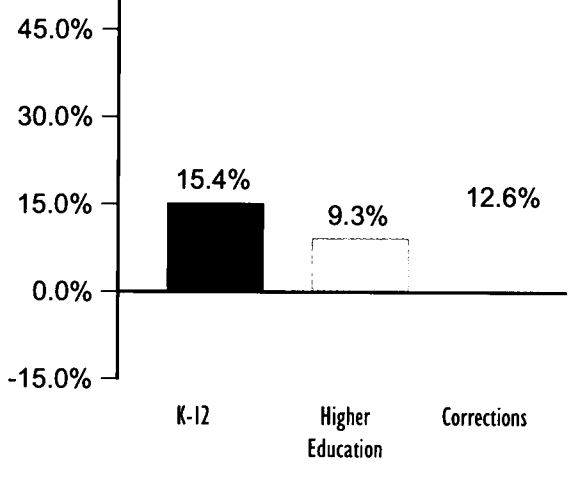
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $34.

College vs. Prison, 1994

One Year at University of Missouri, Columbia: $6,771
One Year in the State's Prisons: $9,468

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	17.8%	33 of 51
African American	11.2%	31 of 51
Latino	18.0%	12 of 51
College Attending Rate	37.2%	38 of 50
Investments		
Financial:		
Effort	$34	48 of 51
Disparity of Funding	34.0%	50 of 51
Curricula:		
Trigonometry & Physics	26%	20 of 39
Teaching Out of Field:		
Overall	15.3%	15 of 51
Disparity by % Poverty	-3.5%	8 of 48
Disparity by % Minority	4.7%	22 of 37
Achievement		
NAEP Reading:		
Overall	217 pts.	15 of 39
African American	192 pts.	10 of 33
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Overall	270 pts.	16 of 42
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INVESTMENTS IN EDUCATION (continued)

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	69%	Chemistry	50%
Algebra II	68%	Physics	19%
Trigonometry	32%		
Calculus	13%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	16%	7%	7%	20%	37%
Asian	1%	5%	2%	0%	0%
Latino	1%	1%	1%	1%	1%
Native American	0%	0%	0%	0%	0%
White	82%	87%	90%	79%	61%
Total	100%	100%	100%	100%	100%
Number	852,962	6,013	22,569	70,768	43,161

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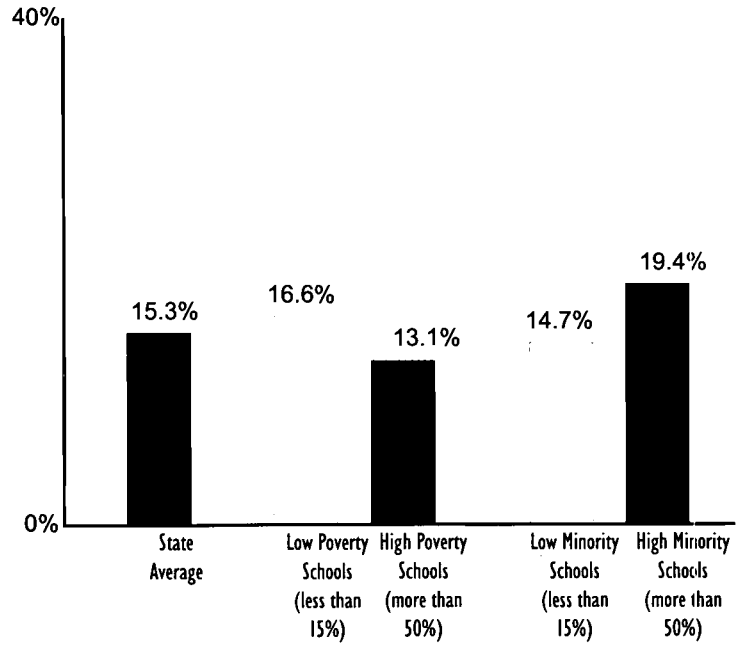
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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See Definitions and Sources Page

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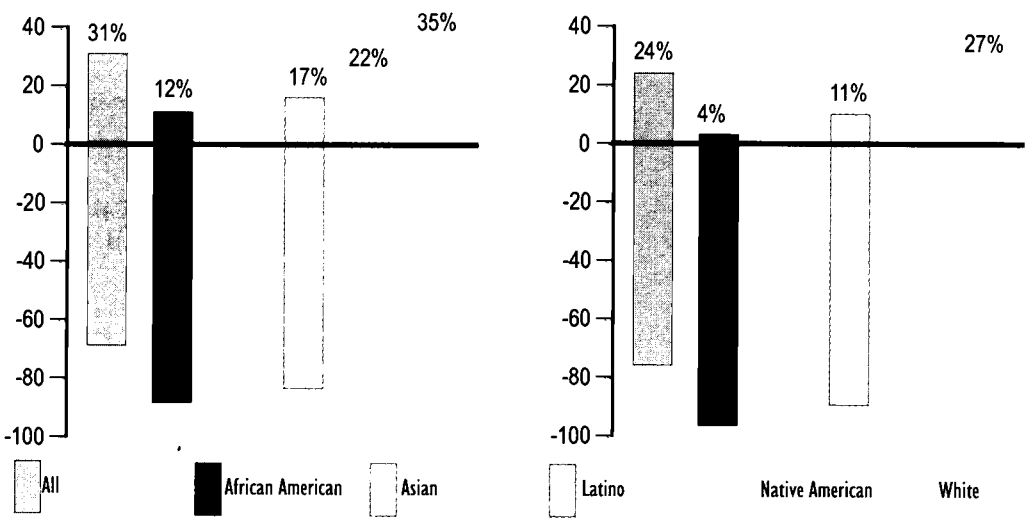
STATE PERFORMANCE

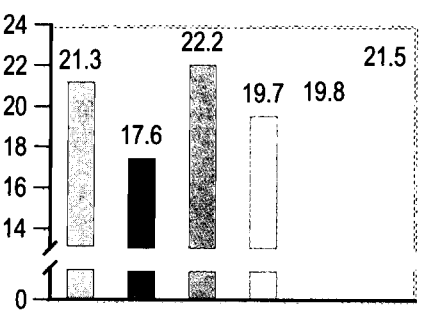
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	8,531	13.9%	5,425	11.1%
Asian	486	0.8%	563	1.2%
Latino	430	0.7%	404	0.8%
Native American	80	0.1%	88	0.2%
White	51,928	84.5%	42,398	86.7%
Total	61,455	100.0%	48,878	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 37.2%

Freshmen vs. Degrees Awarded[2]

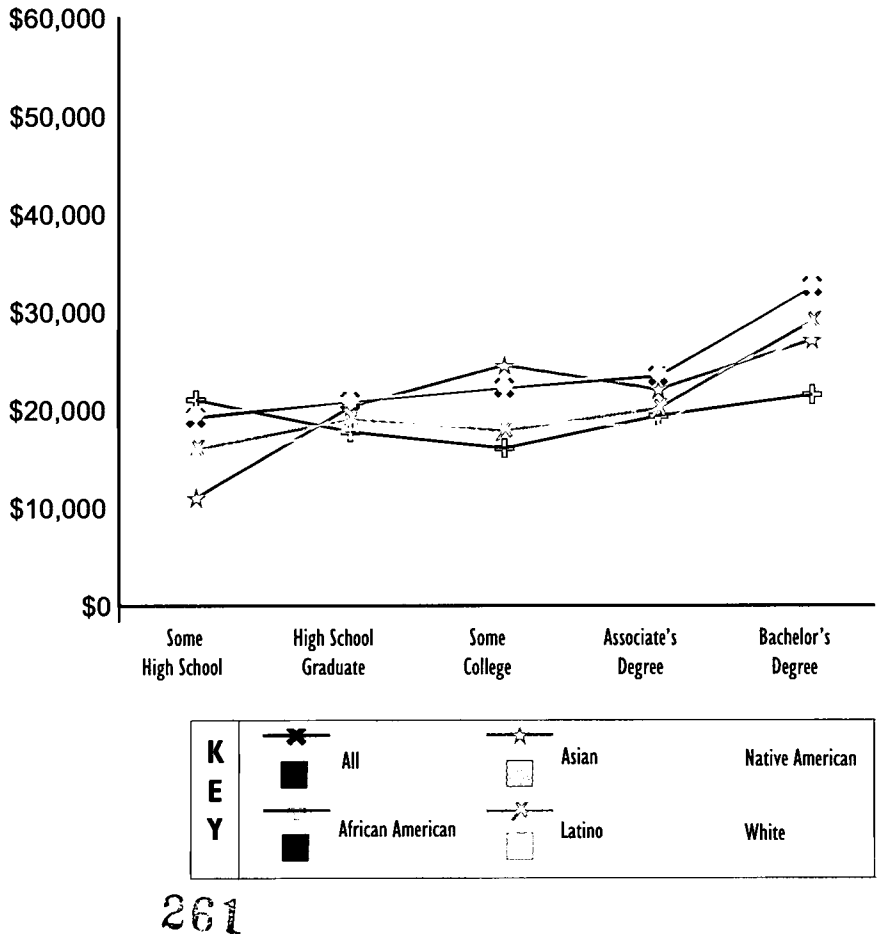
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	3,431	8.4%	1,502	5.5%
Asian	609	1.5%	583	2.1%
Latino	475	1.2%	519	1.9%
White	35,612	87.5%	23,389	85.7%
Other	572	1.4%	1,305	4.8%
Total	40,699	100.0%	27,298	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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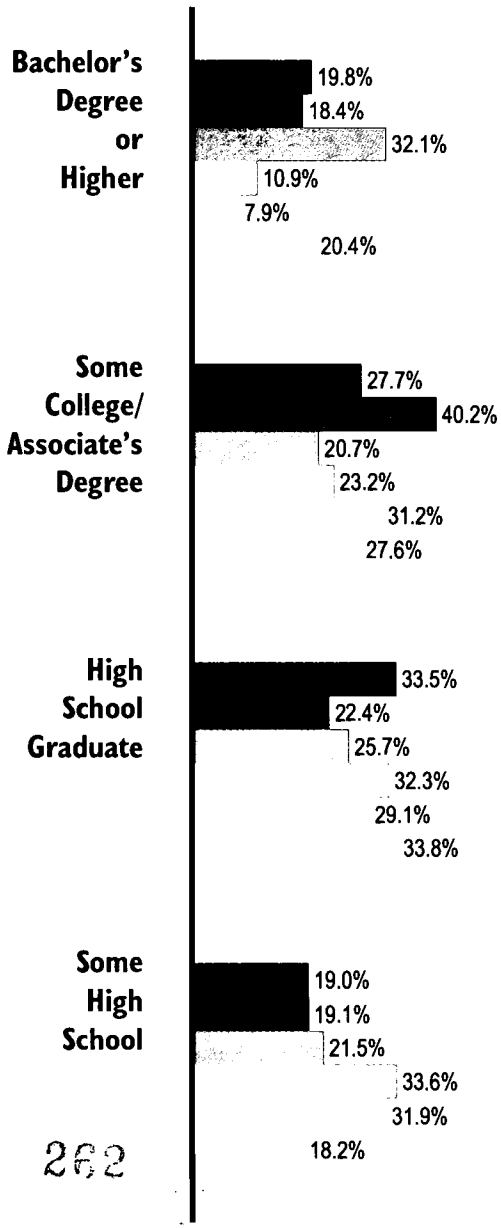
Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.3%	0.5%	0.5%	0.5%	0.1%	0.4%
Asian	0.8%	0.5%	0.8%	3.9%	0.5%	0.8%
Latino	2.2%	4.0%	1.4%	1.2%	0.9%	1.2%
Native American[1]	8.4%	22.0%	9.6%	19.2%	34.2%	5.2%
White	88.3%	71.8%	87.8%	75.3%	63.8%	89.2%
Other	0.0%	1.2%	0.0%	0.0%	0.5%	3.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	254,204	46,580	163,009	9,112	5,096	34,999

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,091

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $963 per pupil.

Effort, 1991-92

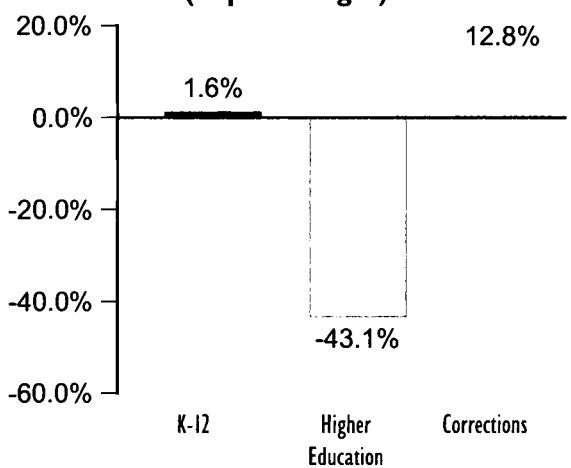
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $57.

College vs. Prison, 1994

One Year at University of Montana, Missoula: $5,965
One Year in the State's Prisons: $25,309

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	19.8%	25 of 51
African American	18.4%	5 of 51
Latino	10.9%	31 of 51
College Attending Rate	45.7%	12 of 50
Investments		
Financial:		
Effort	$57	4 of 51
Disparity of Funding	11.4%	12 of 51
Curricula:		
Trigonometry & Physics	32%	14 of 39
Teaching Out of Field:		
Overall	13.4%	11 of 51
Disparity by % Poverty	-6.3%	3 of 48
Disparity by % Minority	-10.2%	3 of 37
Achievement		
NAEP Reading:		
Overall	222 pts.	7 of 39
African American	n/a	n/a
Latino	208 pts.	5 of 39
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	3.8 pts.	9 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	86%	Chemistry	57%
Algebra II	69%	Physics	27%
Trigonometry	37%		
Calculus	5%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	0%	0%	1%	1%
Asian	1%	1%	1%	0%	0%
Latino	1%	0%	1%	2%	2%
Native American	10%	4%	6%	11%	14%
White	88%	94%	93%	86%	83%
Total	100%	100%	100%	100%	100%
Number	163,009	1,024	5,885	14,275	5,125

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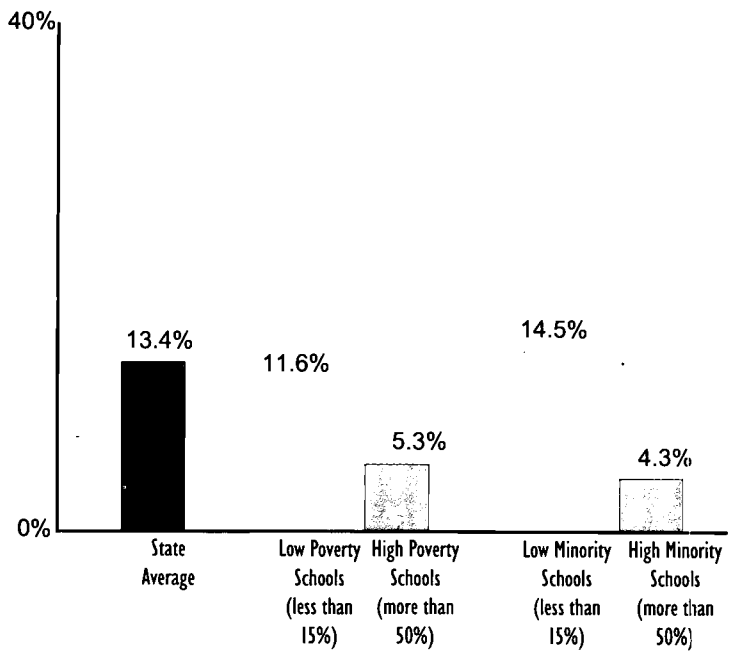
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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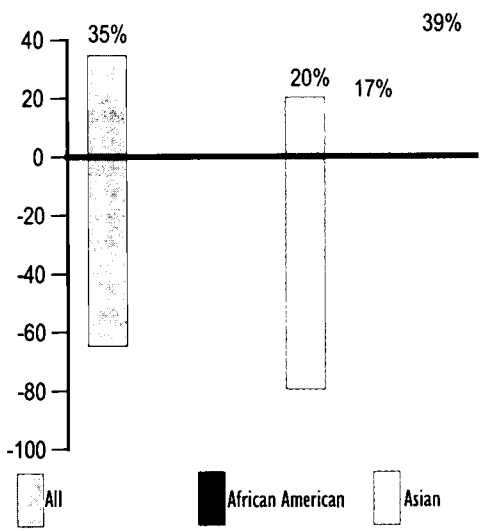
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

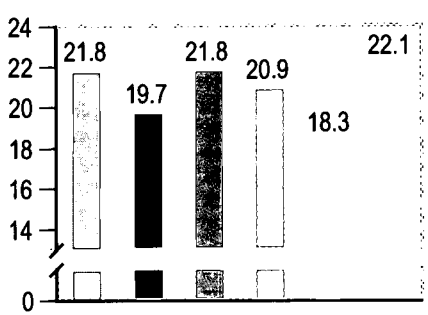
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders

Data Not Available For This State

NAEP data is not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	27	0.2%	33	0.3%
Asian	49	0.4%	74	0.7%
Latino	171	1.5%	145	1.5%
Native American	1,077	9.4%	632	6.3%
White	10,184	88.5%	9,081	91.1%
Total	11,508	100.0%	9,965	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 45.7%

Freshmen vs. Degrees Awarded[2]

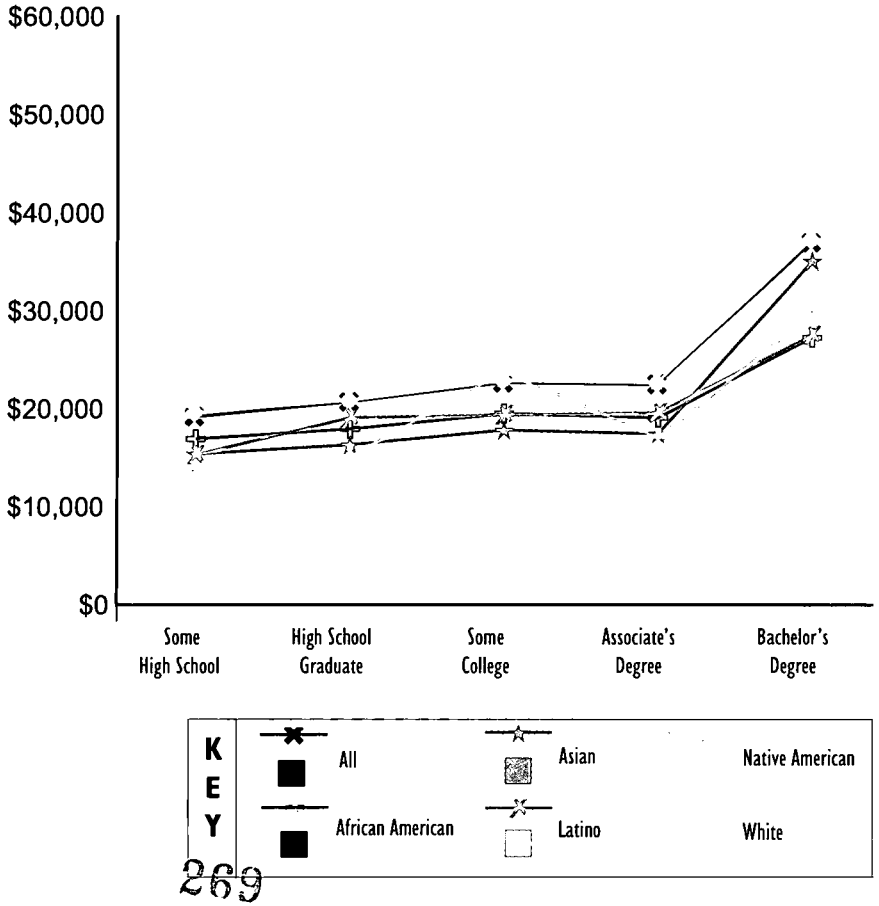
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	27	0.5%	17	0.4%
Asian	19	0.3%	30	0.7%
Latino	54	1.0%	36	0.8%
White	5,093	91.3%	3,556	81.6%
Other	388	7.0%	718	16.5%
Total	5,581	100.0%	4,357	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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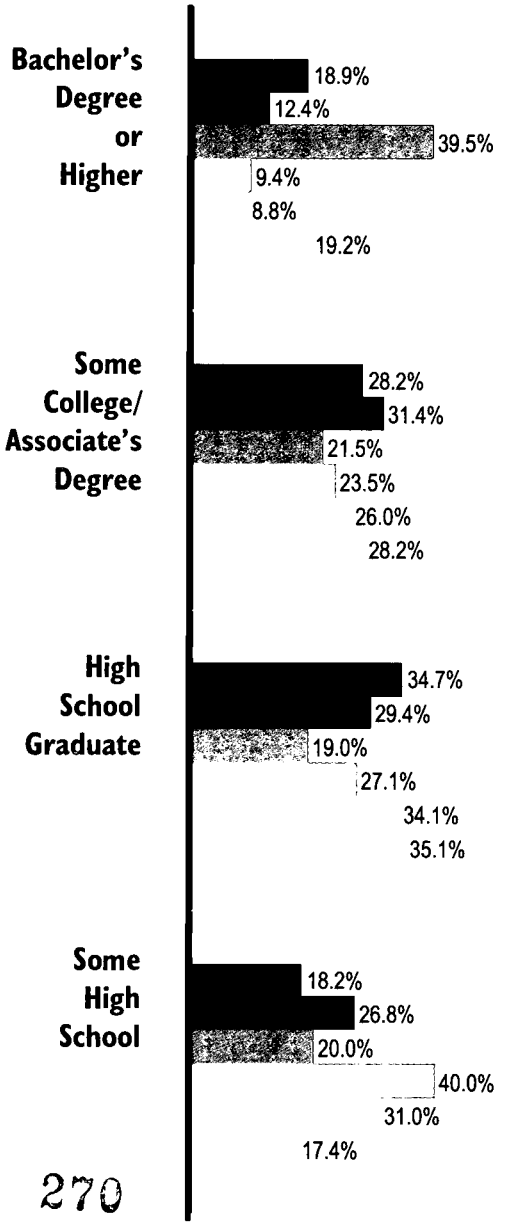
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	4.7%	14.1%	5.7%	2.8%	3.3%	2.7%
Asian	1.2%	1.2%	1.2%	1.6%	1.3%	1.7%
Latino	3.7%	6.2%	3.6%	2.4%	2.1%	1.8%
Native American[1]	1.1%	4.5%	1.3%	0.5%	1.5%	0.5%
White	89.3%	71.3%	88.3%	92.7%	91.8%	90.0%
Other	0.0%	2.8%	0.0%	0.0%	0.1%	3.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	503,158	62,335	285,097	39,564	38,295	77,705

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,589

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,981 per pupil.

Effort, 1991-92

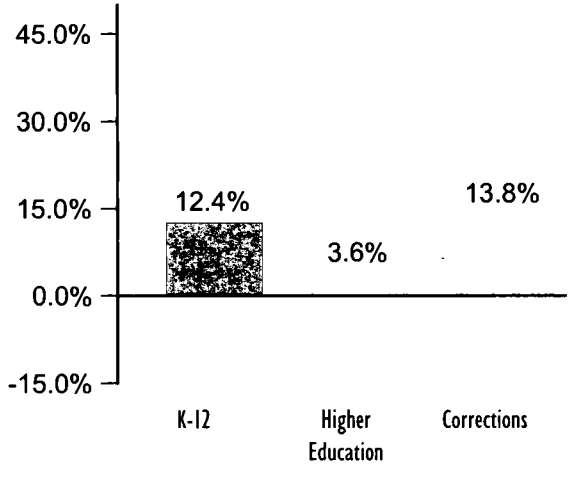
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $40.

College vs. Prison, 1994

One Year at University of Nebraska at Lincoln: $5,560
One Year in the State's Prisons: $21,053

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	18.9%	27 of 51
African American	12.4%	25 of 51
Latino	9.4%	39 of 51
College Attending Rate	51.4%	4 of 50
Investments		
Financial:		
Effort	$40	32 of 51
Disparity of Funding	14.3%	31 of 51
Curricula:		
Trigonometry & Physics	39%	4 of 39
Teaching Out of Field:		
Overall	10.1%	3 of 51
Disparity by % Poverty	-4.2%	7 of 48
Disparity by % Minority	-5.7%	6 of 37
Achievement		
NAEP Reading:		
Overall	220 pts.	10 of 39
African American	190 pts.	15 of 33
Latino	205 pts.	7 of 39
NAEP Math:		
Overall	277 pts.	6 of 42
African American	236 pts.	21 of 32
Latino	254 pts.	4 of 40
ACT/SAT Gap	3.9 pts.	12 of 27

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	80%	Chemistry	58%
Algebra II	76%	Physics	33%
Trigonometry	44%		
Calculus	12%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	6%	2%	9%	7%	18%
Asian	1%	2%	2%	0%	1%
Latino	4%	1%	2%	3%	4%
Native American	1%	0%	1%	3%	6%
White	88%	94%	87%	86%	71%
Total	100%	100%	100%	100%	100%
Number	285,097	1,593	16,348	22,394	5,723

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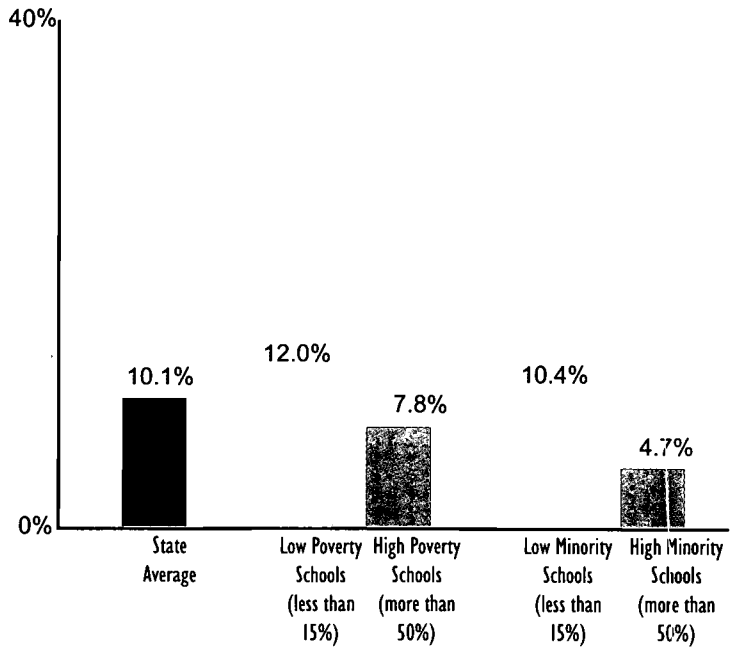
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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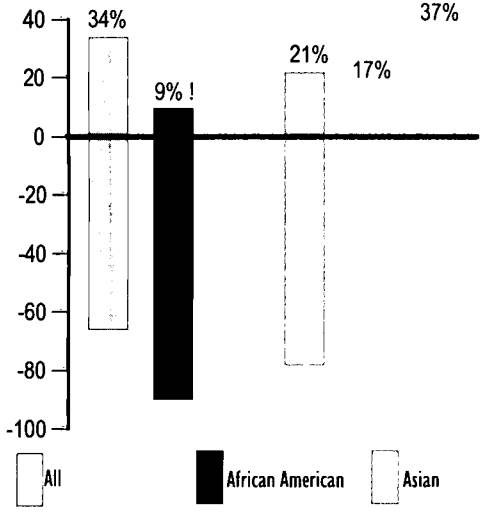
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

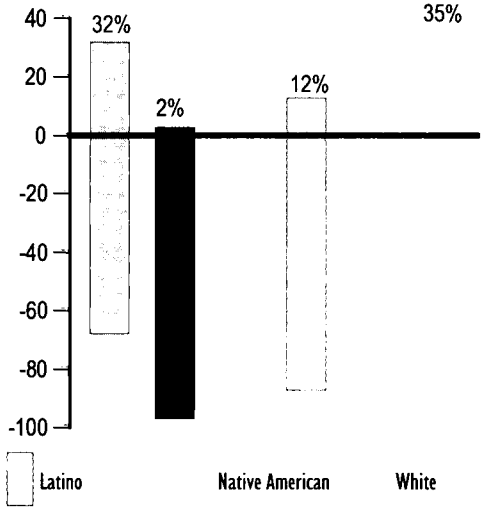
Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

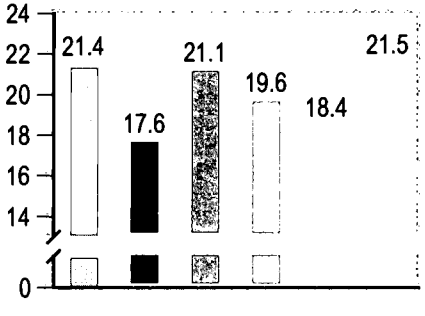


NAEP data is not available for all groups in every state.

1992 NAEP Math, 8th Graders



! Interpret with caution.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American	Data Not Available For This State	661	3.5%
Asian		288	1.5%
Latino		486	2.6%
Native American		132	0.7%
White		17,392	91.7%
Total		18,959	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 51.4%

Freshmen vs. Degrees Awarded[2]

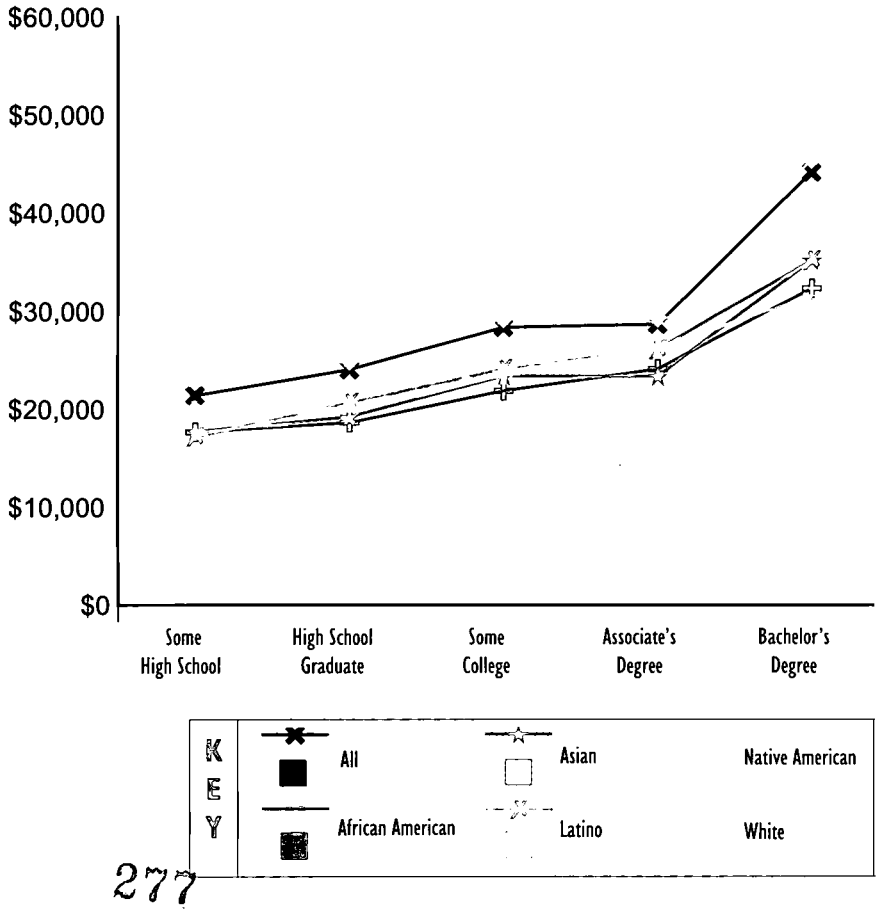
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	604	3.0%	217	2.2%
Asian	204	1.0%	99	1.0%
Latino	357	1.8%	112	1.1%
White	18,499	92.4%	9,035	89.6%
Other	354	1.8%	624	6.2%
Total	20,018	100.0%	10,087	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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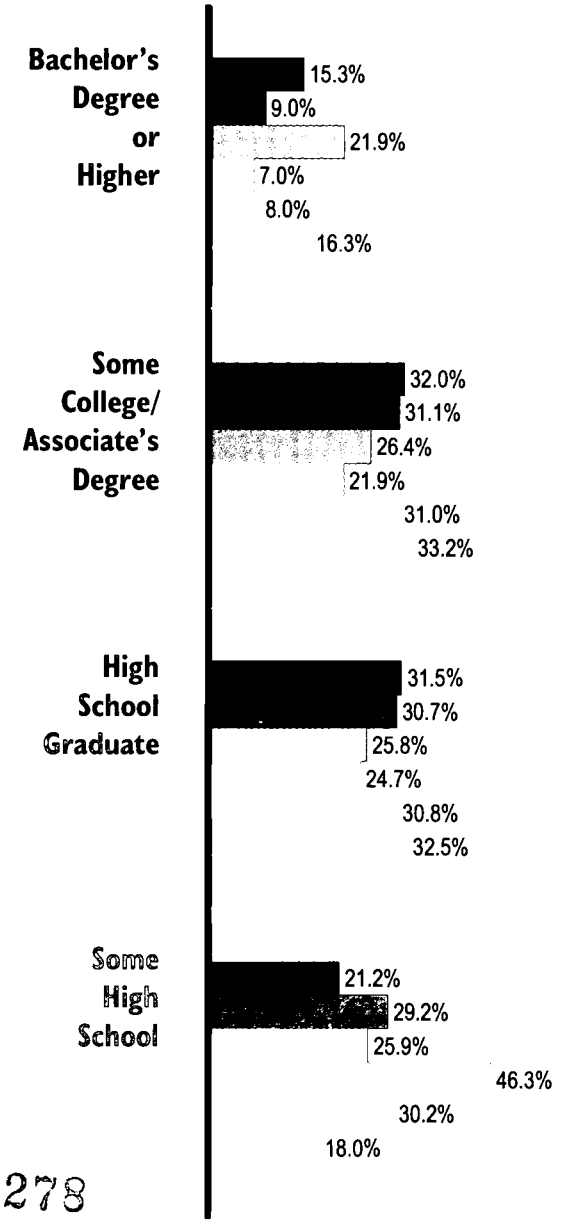
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	7.4%	17.9%	9.2%	10.6%	5.8%	4.4%
Asian	4.3%	2.2%	4.0%	9.3%	5.4%	5.5%
Latino	13.7%	18.2%	14.3%	10.8%	8.2%	5.4%
Native American[1]	2.0%	3.7%	2.0%	2.6%	2.2%	1.0%
White	72.6%	49.0%	70.5%	66.8%	77.7%	78.4%
Other	0.0%	9.0%	0.0%	0.0%	0.7%	5.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	426,018	46,723	235,885	10,723	31,965	32,120

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,677

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $583 per pupil.

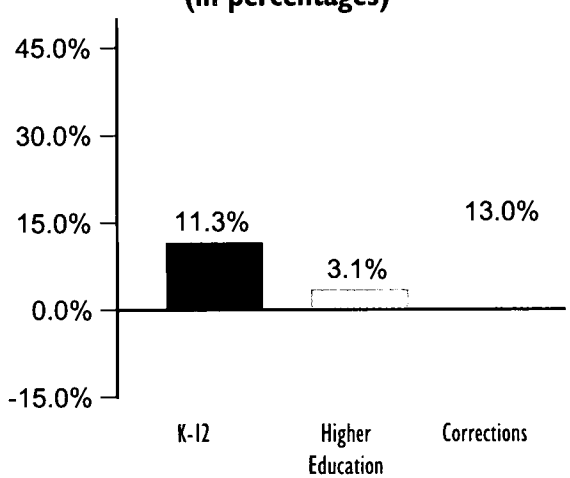
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $34.

College vs. Prison, 1994

One Year at University of Nevada, Reno: $5,852
One Year in the State's Prisons: $14,877

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	15.3%	47 of 51
African American	9.0%	46 of 51
Latino	7.0%	48 of 51
College Attending Rate	25.3%	50 of 50
Investments		
Financial:		
Effort	$34	48 of 51
Disparity of Funding	9.0%	10 of 51
Curricula:		
Trigonometry & Physics	23%	27 of 39
Teaching Out of Field:		
Overall	22.4%	39 of 51
Disparity by % Poverty	-2.0%	10 of 48
Disparity by % Minority	-9.0%	4 of 37
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	3.6 pts.	4 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	92%	Biology	95%
Geometry	52%	Chemistry	45%
Algebra II	44%	Physics	17%
Trigonometry	28%		
Calculus	5%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	9%	5%	4%	14%	7%
Asian	4%	10%	6%	1%	3%
Latino	14%	5%	4%	11%	12%
Native American	2%	0%	0%	3%	5%
White	71%	80%	86%	71%	74%
Total	100%	100%	100%	100%	100%
Number	235,885	10,579	11,255	14,790	3,963

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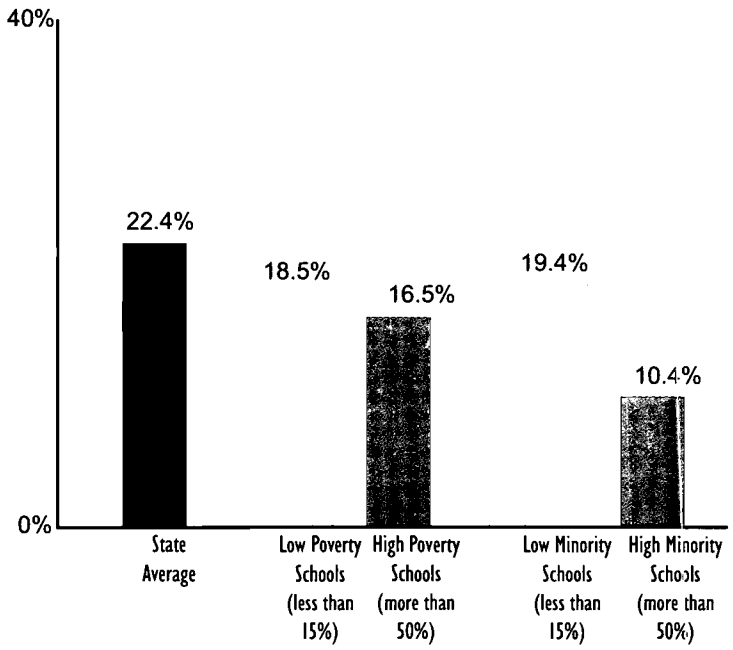
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

See Definitions and Sources Page

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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

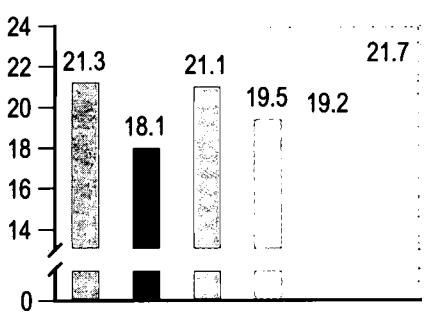
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All | African American | Asian | Latino | Native American | White

NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American	Data Not Available For This State	761	7.6%
Asian		521	5.2%
Latino		1,035	10.3%
Native American		131	1.3%
White		7,590	75.6%
Total		10,038	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 25.3%

Freshmen vs. Degrees Awarded[2]

	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	347	4.1%	108	3.3%
Asian	353	4.1%	115	3.5%
Latino	457	5.3%	115	3.5%
White	7,102	83.0%	2,583	79.1%
Other	299	3.5%	346	10.6%
Total	8,558	100.0%	3,267	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

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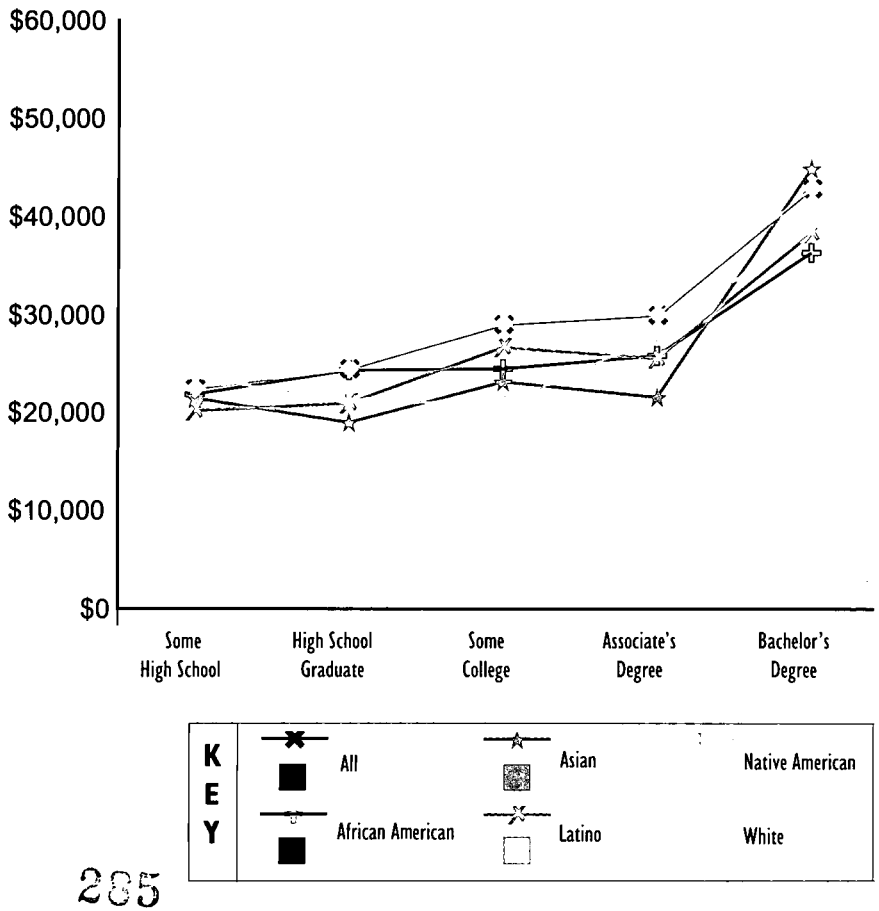
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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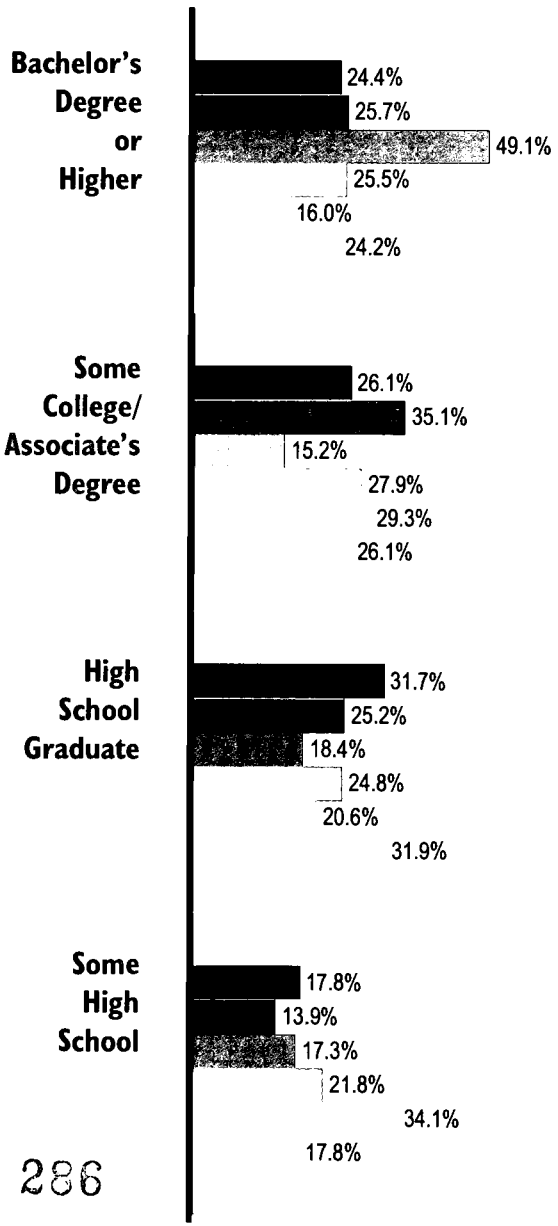
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.8%	1.7%	0.8%	2.1%	1.1%	1.3%
Asian	1.3%	1.7%	1.0%	4.1%	0.9%	1.7%
Latino	1.4%	3.3%	1.0%	1.8%	0.7%	1.4%
Native American[1]	0.2%	0.6%	0.2%	0.2%	0.3%	0.5%
White	96.2%	91.3%	96.9%	91.7%	96.7%	92.9%
Other	0.0%	1.4%	0.0%	0.0%	0.3%	2.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	313,751	21,145	185,360	18,385	12,521	50,326

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,391

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,326 per pupil.

Effort, 1991-92

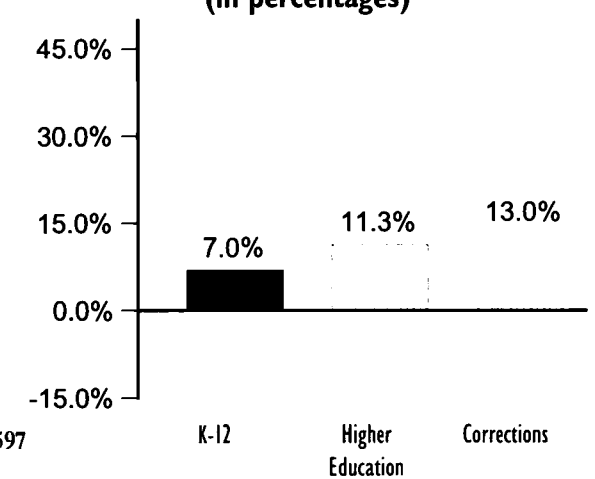
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $36.

College vs. Prison, 1994

One Year at University of New Hampshire,Main Campus: $8,597
One Year in the State's Prisons: $16,867

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	24.4%	8 of 51
African American	25.7%	2 of 51
Latino	25.5%	2 of 51
College Attending Rate	40.9%	26 of 50
Investments		
Financial:		
Effort	$36	40 of 51
Disparity of Funding	14.9%	33 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	10.8%	5 of 51
Disparity by % Poverty	n/a	n/a
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	223 pts.	4 of 39
African American	n/a	n/a
Latino	213 pts.	2 of 39
NAEP Math:		
Overall	278 pts.	4 of 42
African American	n/a	n/a
Latino	258 pts.	2 of 40
ACT/SAT Gap	191 pts.	8 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	1%	1%	2%	2%
Asian	1%	4%	1%	0%	0%
Latino	1%	1%	0%	1%	2%
Native American	0%	0%	0%	0%	0%
White	97%	94%	98%	97%	96%
Total	100%	100%	100%	100%	100%
Number	185,360	705	3,825	14,318	5,743

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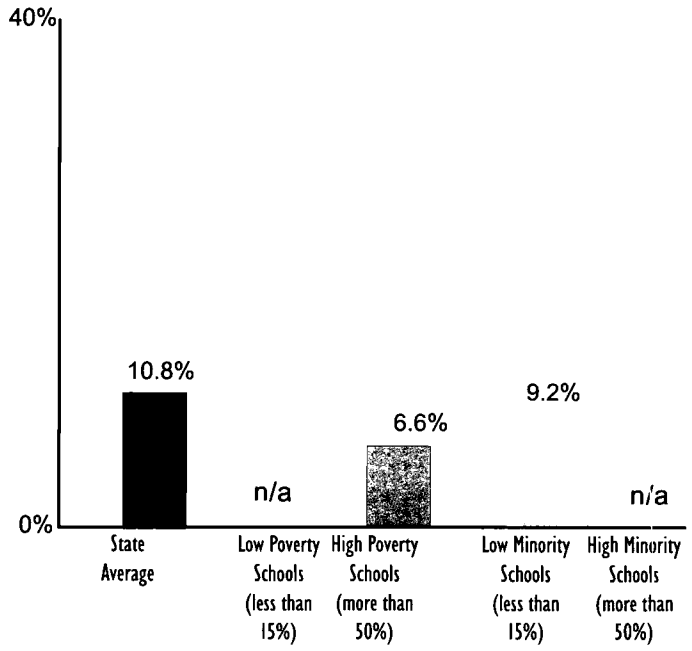
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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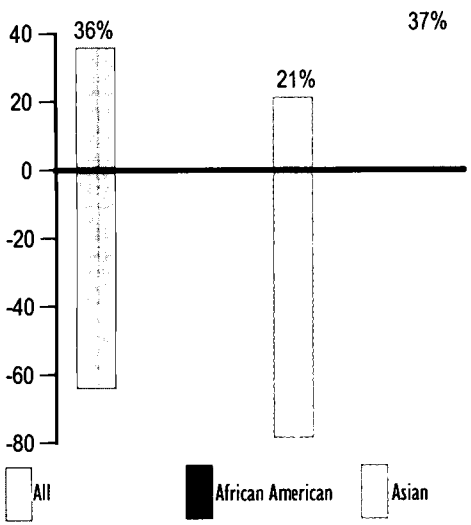
STATE PERFORMANCE

Academic Achievement

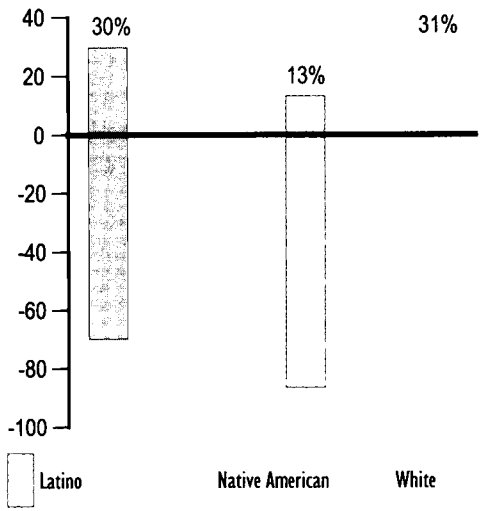
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

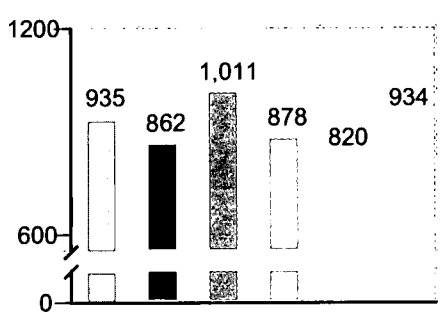
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data is not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995
African American	113	0.9%	
Asian	136	1.1%	
Latino	133	1.1%	Data Not Available For This State
Native American	28	0.2%	
White	12,200	96.7%	
Total	12,610	100.0%	

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 40.9%

Freshmen vs. Degrees Awarded[2]

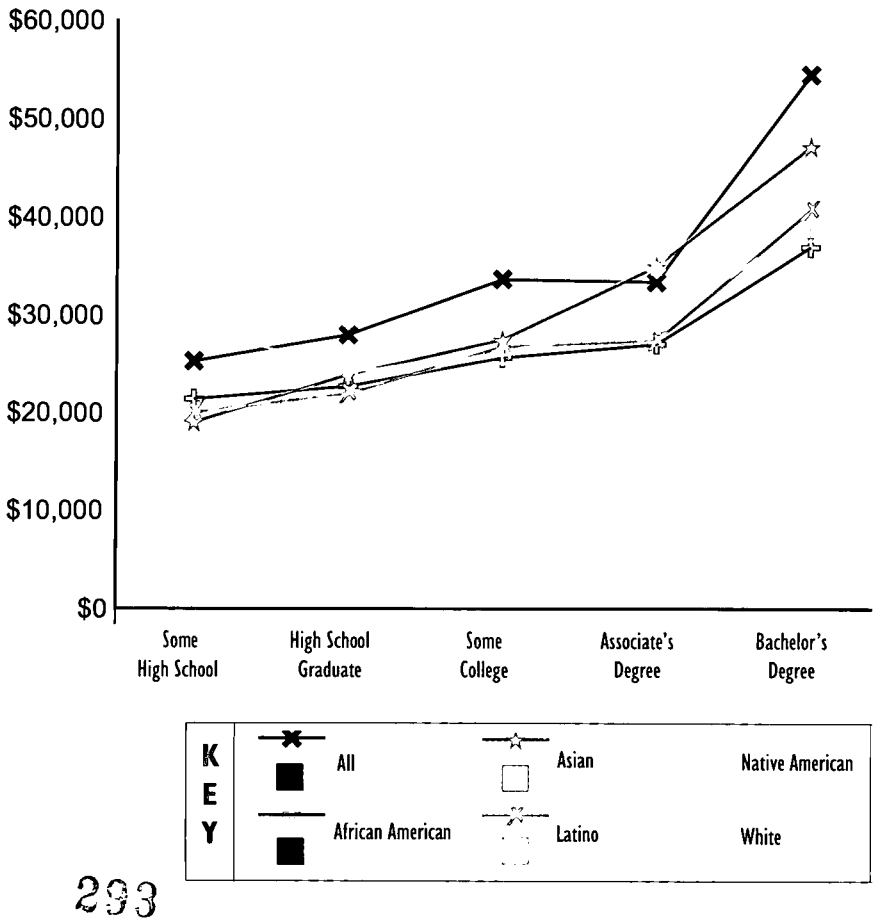
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	136	1.3%	81	1.1%
Asian	151	1.4%	117	1.6%
Latino	103	1.0%	76	1.0%
White	10,245	94.8%	6,629	88.0%
Other	175	1.6%	630	8.4%
Total	10,810	100.0%	7,533	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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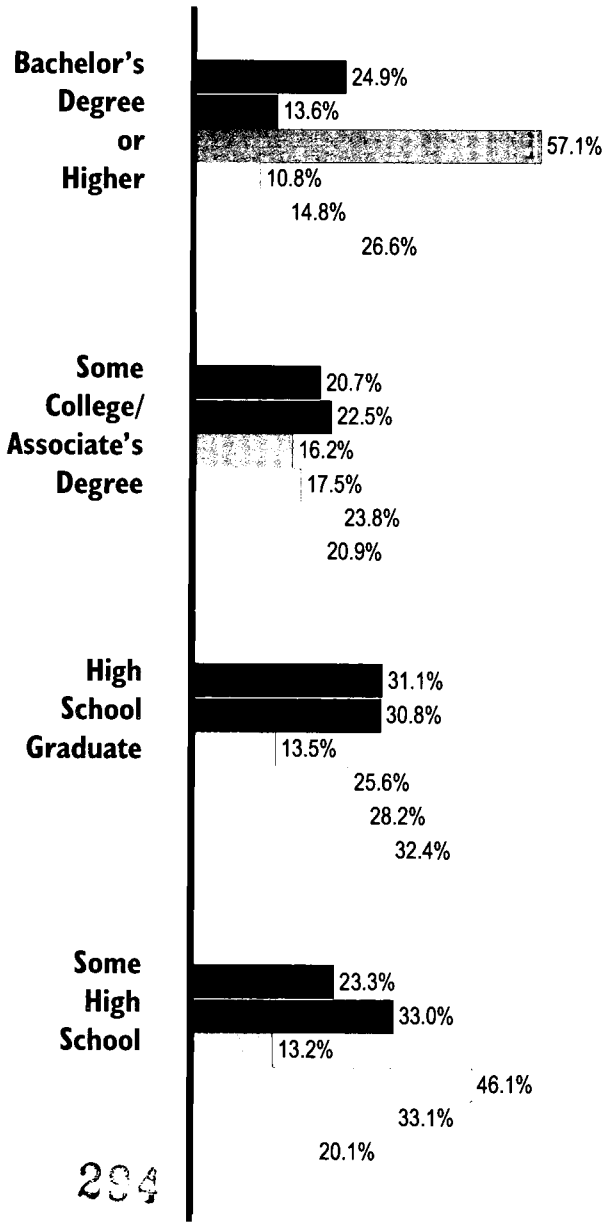
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	15.9%	31.4%	18.6%	13.5%	14.0%	10.0%
Asian	4.3%	1.8%	5.1%	5.9%	4.5%	6.7%
Latino	11.9%	22.9%	12.8%	11.8%	10.0%	7.9%
Native American[1]	0.2%	0.3%	0.1%	0.1%	0.3%	0.3%
White	67.8%	32.3%	63.4%	68.7%	69.1%	70.9%
Other	0.0%	11.3%	0.0%	0.0%	2.2%	4.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	2,284,613	260,257	1,151,307	195,921	139,747	195,733

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $9,136

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $3,556 per pupil.

Effort, 1991-92

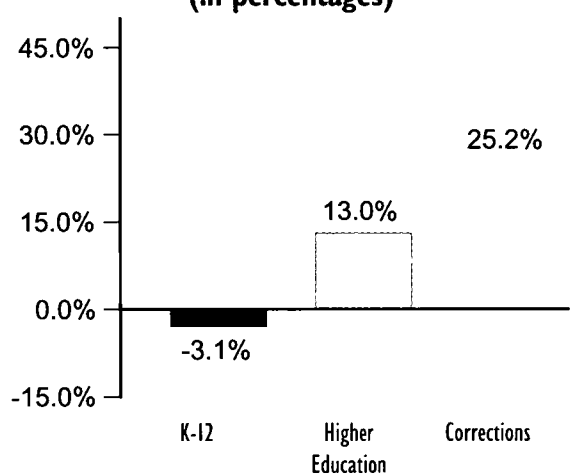
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $46.

College vs. Prison, 1994

One Year at Rutgers University, New Brunswick: $9,395
One Year in the State's Prisons: $27,244

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	24.9%	6 of 51
African American	13.6%	21 of 51
Latino	10.8%	32 of 51
College Attending Rate	54.9%	3 of 50
Investments		
Financial:		
Effort	$46	11 of 51
Disparity of Funding	13.5%	27 of 51
Curricula:		
Trigonometry & Physics	36%	8 of 39
Teaching Out of Field:		
Overall	19.8%	34 of 51
Disparity by % Poverty	3.7%	16 of 48
Disparity by % Minority	4.3%	19 of 37
Achievement		
NAEP Reading:		
Overall	219 pts.	13 of 39
African American	193 pts.	7 of 33
Latino	200 pts.	12 of 39
NAEP Math:		
Overall	271 pts.	14 of 42
African American	242 pts.	8 of 32
Latino	247 pts.	16 of 40
ACT/SAT Gap	255 pts.	23 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	84%	Biology	88%
Geometry	60%	Chemistry	60%
Algebra II	60%	Physics	28%
Trigonometry	44%		
Calculus	13%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	19%	4%	12%	23%	37%
Asian	5%	23%	9%	1%	1%
Latino	13%	3%	5%	12%	13%
Native American	0%	0%	0%	0%	0%
White	63%	70%	74%	64%	49%
Total	100%	100%	100%	100%	100%
Number	1,151,307	17,221	78,364	96,600	64,123

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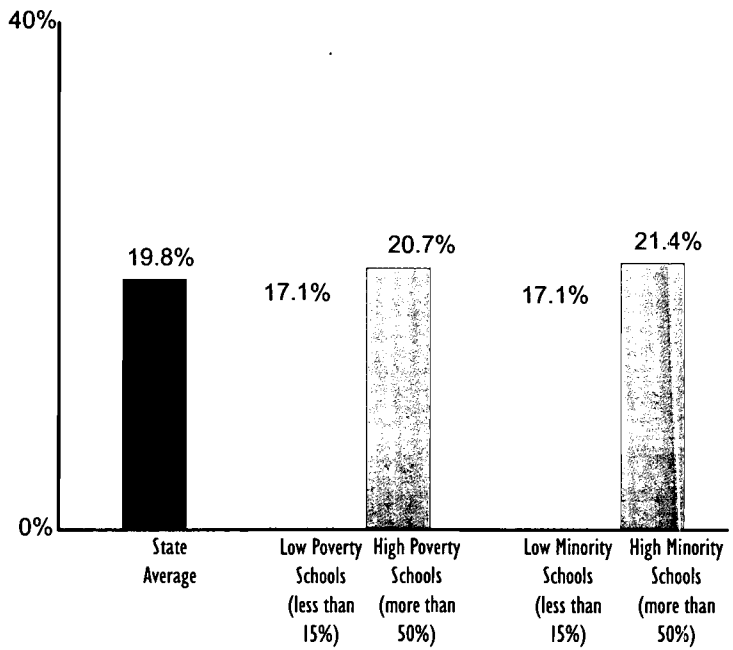
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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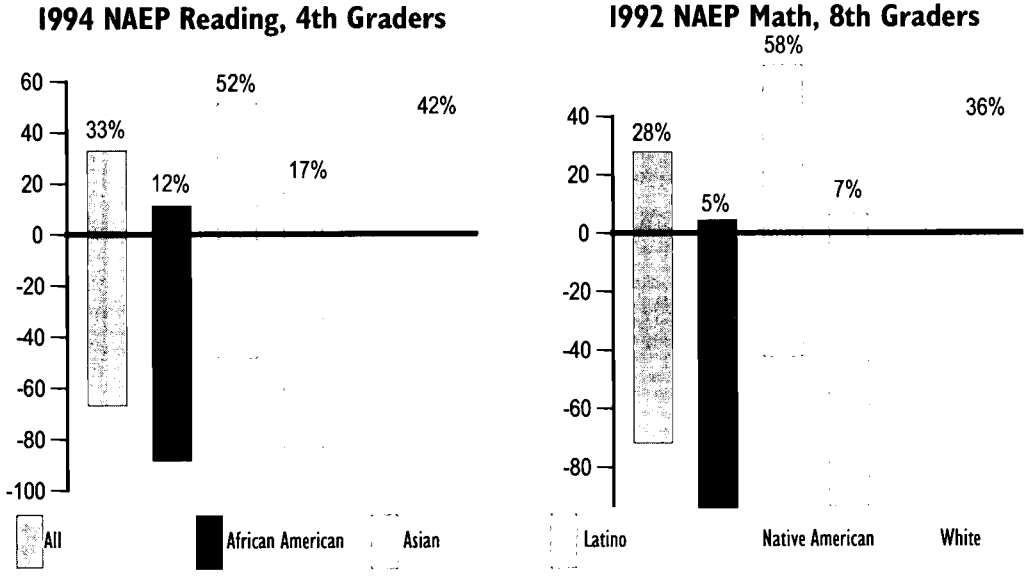
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



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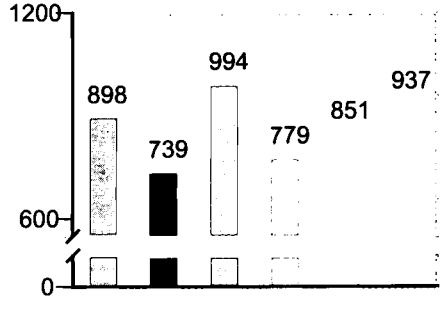


Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	12,949	17.3%	9,868	14.6%
Asian	3,377	4.5%	3,932	5.8%
Latino	8,424	11.3%	6,766	10.0%
Native American	79	0.1%	95	0.1%
White	50,010	66.8%	46,742	69.3%
Total	74,839	100.0%	67,403	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 54.9%

Freshmen vs. Degrees Awarded[2]

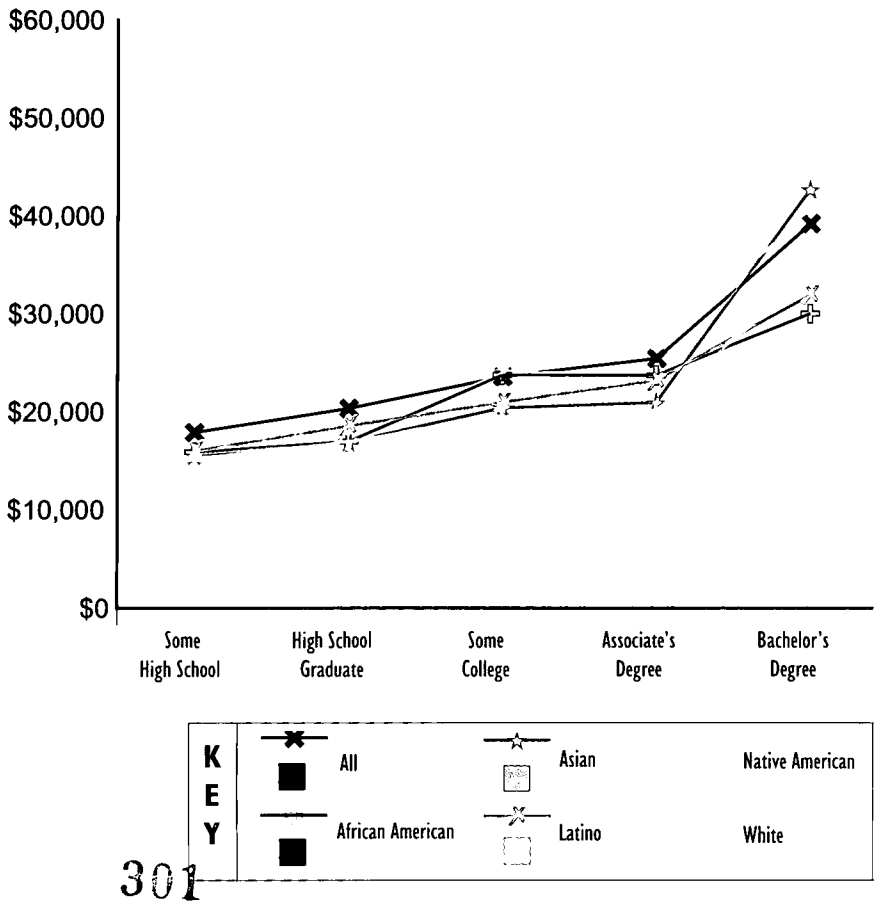
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	6,385	14.4%	1,963	7.8%
Asian	2,323	5.2%	1,511	6.0%
Latino	4,802	10.8%	1,447	5.7%
White	29,299	66.0%	18,688	74.1%
Other	1,588	3.6%	1,625	6.4%
Total	44,397	100.0%	25,234	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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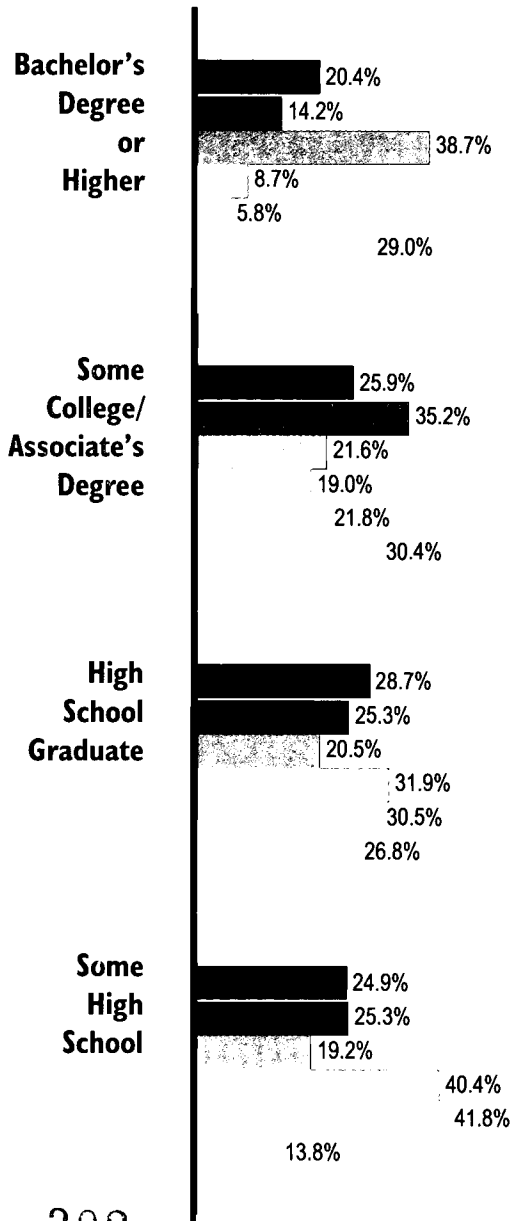
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	1.6%	1.8%	2.3%	1.8%	2.6%	2.4%
Asian	1.0%	0.4%	0.9%	2.2%	1.3%	1.7%
Latino	31.7%	36.5%	46.0%	31.3%	32.9%	27.7%
Native American[1]	8.3%	13.8%	10.2%	14.1%	11.0%	3.5%
White	57.3%	35.1%	40.5%	50.5%	51.9%	61.6%
Other	0.0%	12.3%	0.0%	0.0%	0.3%	3.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	736,190	192,418	321,100	20,007	46,924	54,957

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,039

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,808 per pupil.

Effort, 1991-92

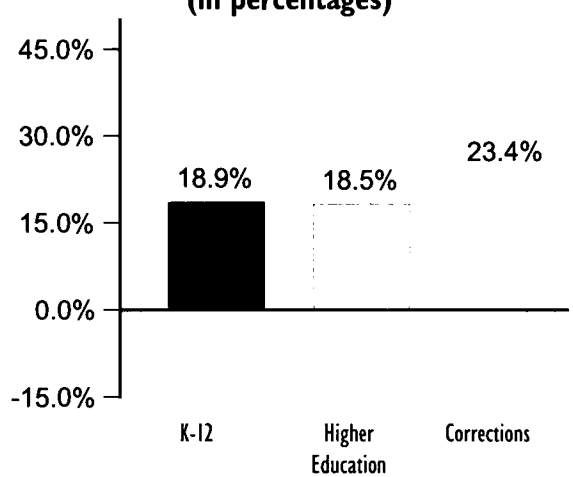
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $49.

College vs. Prison, 1994

One Year at University of New Mexico, Main Campus: $5,684
One Year in the State's Prisons: $27,452

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	20.4%	22 of 51
African American	14.2%	19 of 51
Latino	8.7%	43 of 51
College Attending Rate	35.6%	40 of 50
Investments		
Financial:		
Effort	$49	7 of 51
Disparity of Funding	14.9%	34 of 51
Curricula:		
Trigonometry & Physics	19%	35 of 39
Teaching Out of Field:		
Overall	23.9%	43 of 51
Disparity by % Poverty	5.4%	19 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	205 pts.	33 of 39
African American	196 pts.	6 of 33
Latino	196 pts.	17 of 39
NAEP Math:		
Overall	259 pts.	31 of 42
African American	n/a	n/a
Latino	248 pts.	13 of 40
ACT/SAT Gap	5.4 pts.	25 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	58%	Chemistry	40%
Algebra II	60%	Physics	16%
Trigonometry	22%		
Calculus	7%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	2%	1%	1%	3%	4%
Asian	1%	5%	2%	1%	0%
Latino	46%	23%	21%	43%	50%
Native American	10%	3%	3%	14%	16%
White	41%	69%	73%	40%	31%
Total	100%	100%	100%	100%	100%
Number	321,100	2,435	9,501	25,695	18,570

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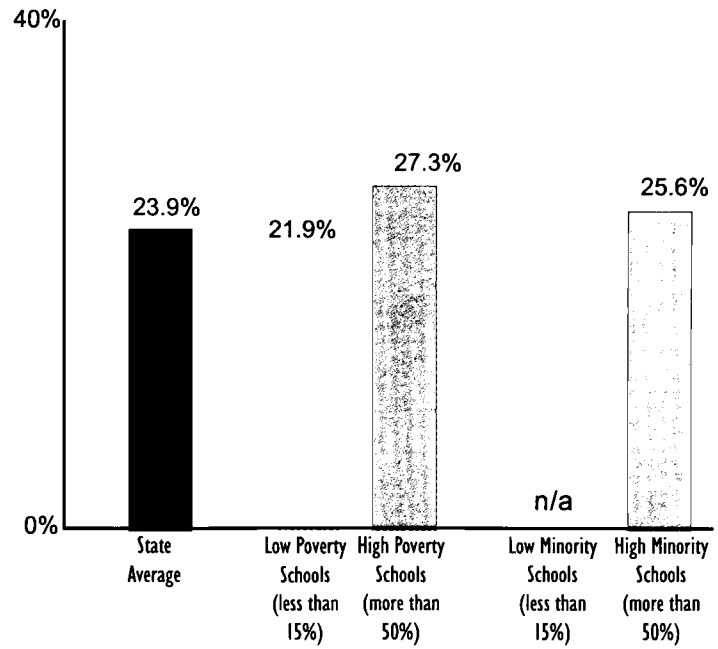
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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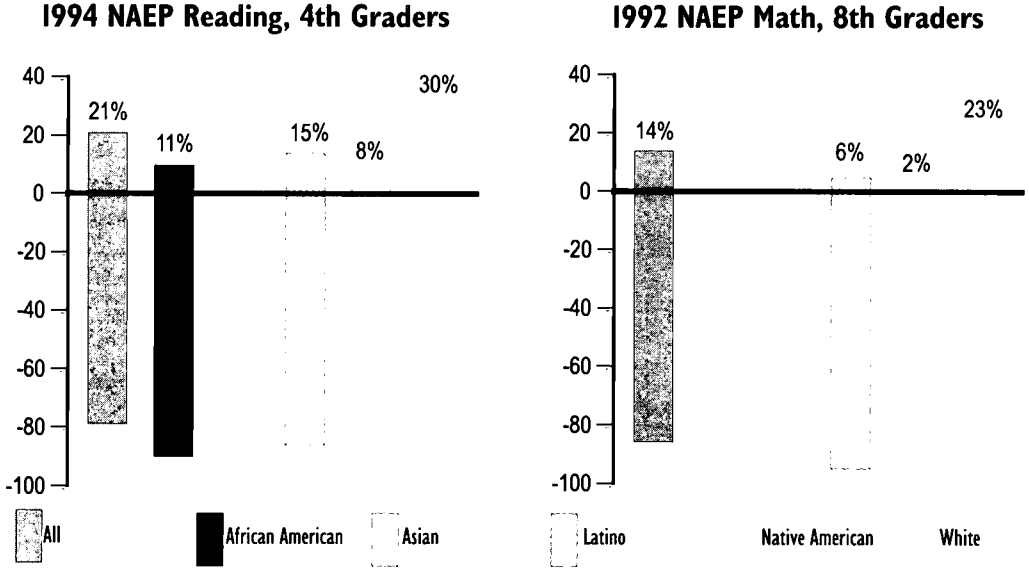
STATE PERFORMANCE

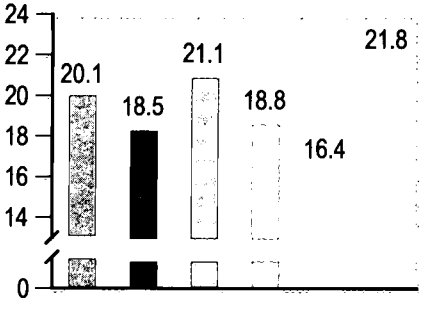
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American		313	2.1%
Asian		232	1.6%
Latino		6,235	41.8%
Native American	Data Not Available For This State	1,537	10.3%
White		6,611	44.3%
Total		14,928	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 35.6%

Freshmen vs. Degrees Awarded[2]

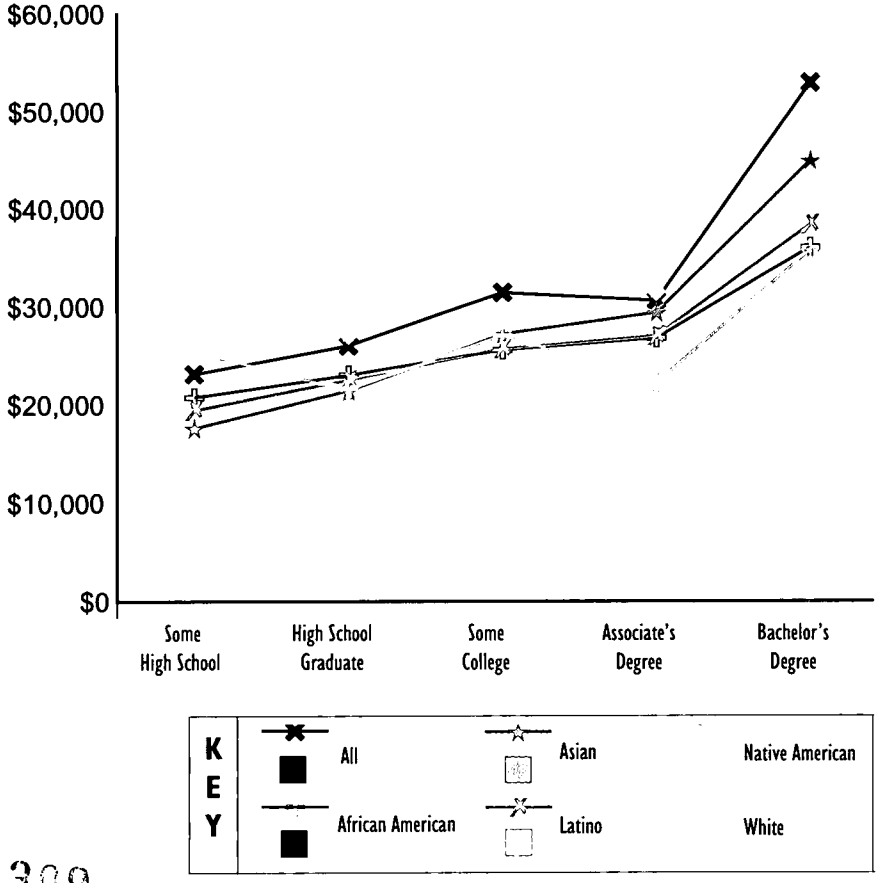
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	673	4.7%	124	2.1%
Asian	246	1.7%	98	1.6%
Latino	5,021	35.3%	1,579	26.2%
White	7,381	51.9%	3,993	66.3%
Other	903	6.3%	226	3.8%
Total	14,224	100.0%	6,020	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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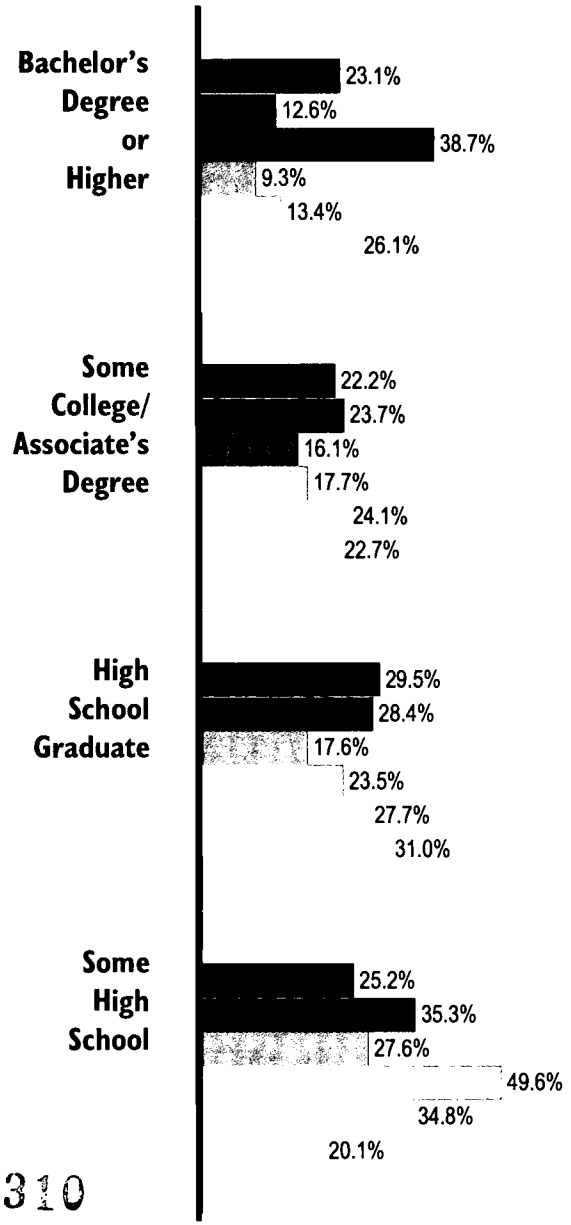
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	18.5%	25.7%	20.1%	13.6%	15.3%	12.1%
Asian	4.1%	2.3%	4.7%	4.1%	3.3%	7.2%
Latino	13.5%	25.2%	16.5%	11.4%	11.4%	8.3%
Native American[1]	0.4%	0.4%	0.4%	0.2%	0.5%	0.3%
White	63.5%	32.0%	58.3%	70.7%	67.9%	67.3%
Other	0.0%	14.2%	0.0%	0.0%	1.7%	4.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	5,629,001	1,069,234	2,729,002	473,118	287,931	774,914

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $8,217

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $5,122 per pupil.

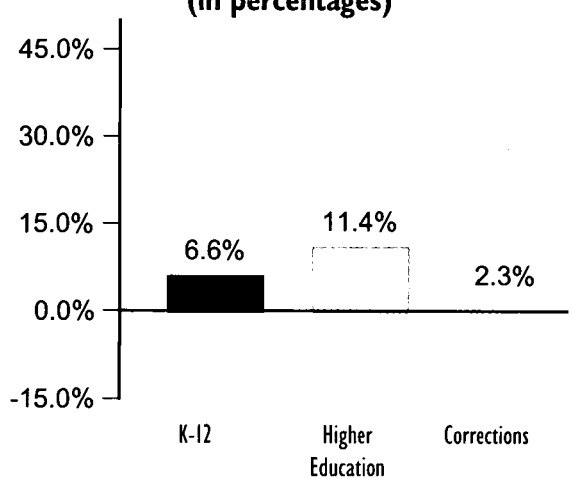
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $46.

College vs. Prison, 1994

One Year at State University of New York at Buffalo: $8,168
One Year in the State's Prisons: $25,550

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	23.1%	11 of 51
African American	12.6%	24 of 51
Latino	9.3%	40 of 51
College Attending Rate	44.8%	16 of 50
Investments		
Financial:		
Effort	$46	11 of 51
Disparity of Funding	21.6%	47 of 51
Curricula:		
Trigonometry & Physics	30%	16 of 39
Teaching Out of Field:		
Overall	17.5%	24 of 51
Disparity by % Poverty	19.7%	39 of 48
Disparity by % Minority	11.9%	31 of 37
Achievement		
NAEP Reading:		
Overall	212 pts.	24 of 39
African American	191 pts.	12 of 33
Latino	193 pts.	22 of 39
NAEP Math:		
Overall	266 pts.	22 of 42
African American	232 pts.	27 of 32
Latino	243 pts.	22 of 40
ACT/SAT Gap	207 pts.	14 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	80%	Biology	95%
Geometry	59%	Chemistry	60%
Algebra II	49%	Physics	31%
Trigonometry	28%		
Calculus	13%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	20%	5%	20%	27%	36%
Asian	5%	18%	8%	1%	1%
Latino	17%	3%	15%	18%	16%
Native American	0%	0%	0%	0%	0%
White	58%	74%	56%	54%	47%
Total	100%	100%	100%	100%	100%
Number	2,729,002	29,323	151,907	217,225	100,767

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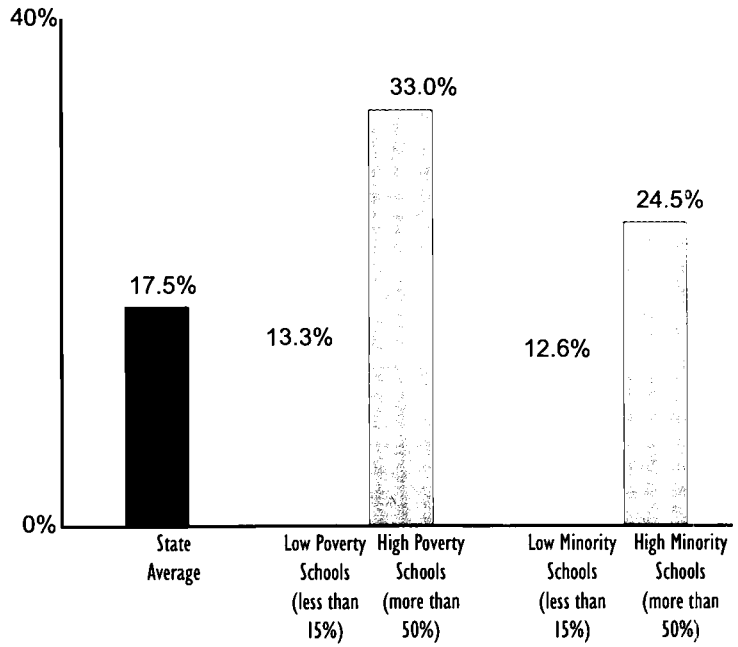
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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See Definitions and Sources Page

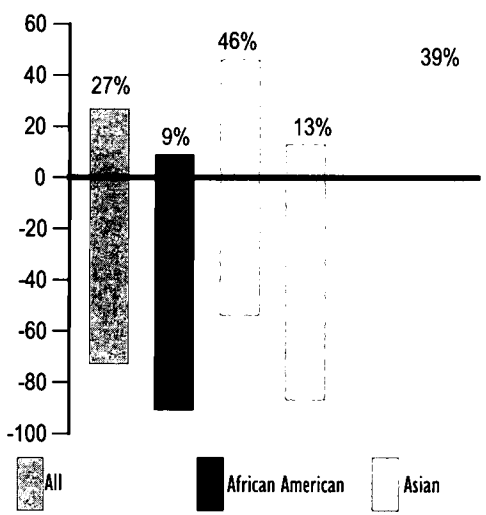
STATE PERFORMANCE

Academic Achievement

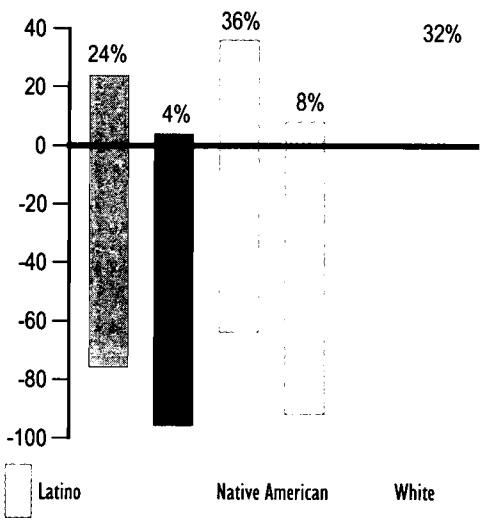
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

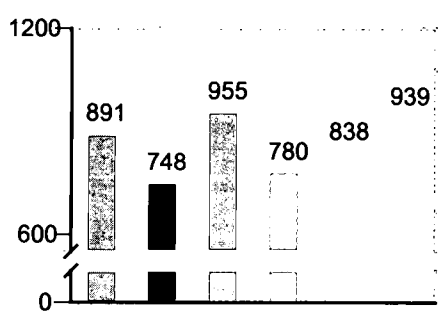
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	33,820	19.0%	18,885	14.3%
Asian	7,441	4.2%	7,949	6.0%
Latino	25,528	14.3%	12,910	9.8%
Native American	479	0.3%	431	0.3%
White	111,120	62.3%	92,226	69.7%
Total	178,388	100.0%	132,401	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 44.8%

Freshmen vs. Degrees Awarded[2]

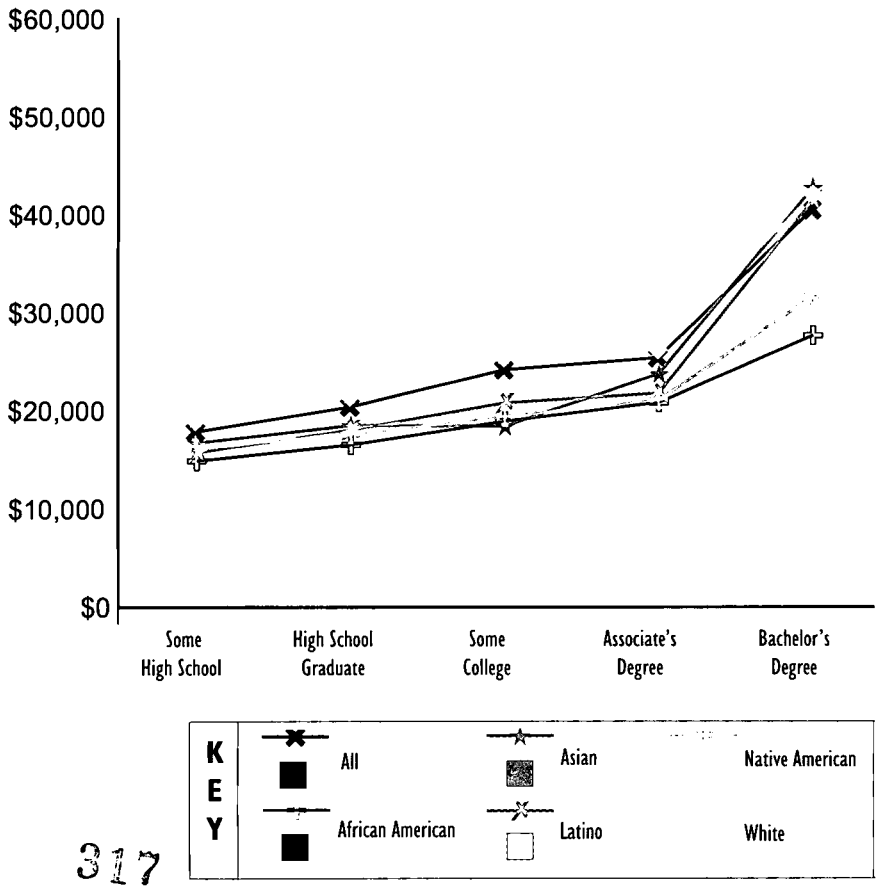
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	21,594	13.2%	8,434	8.9%
Asian	8,514	5.2%	6,057	6.4%
Latino	15,920	9.7%	5,654	6.0%
White	113,639	69.4%	68,104	72.1%
Other	4,117	2.5%	6,160	6.5%
Total	163,784	100.0%	94,409	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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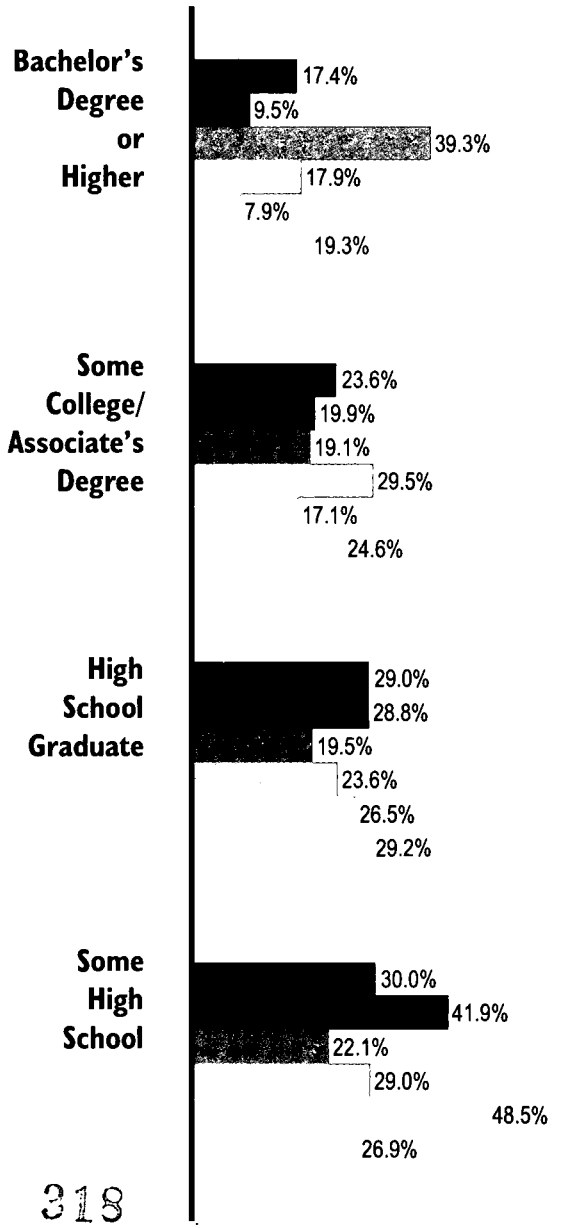
Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	26.5%	56.8%	30.3%	6.9%	20.8%	19.2%
Asian	1.3%	0.8%	1.1%	1.8%	1.2%	2.3%
Latino	1.6%	1.8%	1.3%	1.2%	1.1%	1.1%
Native American[1]	1.6%	2.8%	1.6%	0.7%	1.2%	0.8%
White	68.9%	36.7%	65.7%	89.3%	75.3%	74.5%
Other	0.0%	1.0%	0.0%	0.0%	0.5%	2.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,984,952	277,970	1,124,378	69,001	149,738	219,648

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,682

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,204 per pupil.

Effort, 1991-92

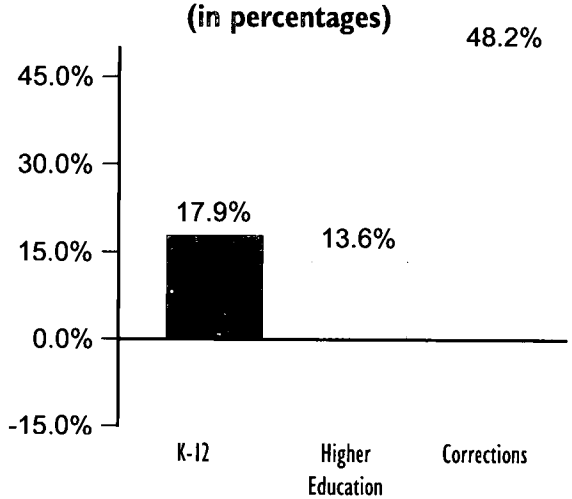
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $39.

College vs. Prison, 1994

One Year at University of Carolina at Chapel Hill: $5,426
One Year in the State's Prisons: $21,356

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	17.4%	37 of 51
African American	9.5%	40 of 51
Latino	17.9%	13 of 51
College Attending Rate	33.7%	42 of 50
Investments		
Financial:		
Effort	$39	34 of 51
Disparity of Funding	8.9%	8 of 51
Curricula:		
Trigonometry & Physics	32%	14 of 39
Teaching Out of Field:		
Overall	17.4%	22 of 51
Disparity by % Poverty	7.7%	21 of 48
Disparity by % Minority	-2.7%	11 of 37
Achievement		
NAEP Reading:		
Overall	214 pts.	18 of 39
African American	193 pts.	7 of 33
Latino	189 pts.	29 of 39
NAEP Math:		
Overall	258 pts.	34 of 42
African American	238 pts.	18 of 32
Latino	238 pts.	28 of 40
ACT/SAT Gap	190 pts.	7 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	88%	Biology	94%
Geometry	78%	Chemistry	54%
Algebra II	57%	Physics	16%
Trigonometry	48%		
Calculus	9%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	30%	11%	7%	37%	48%
Asian	1%	5%	2%	0%	0%
Latino	1%	1%	0%	1%	1%
Native American	2%	0%	0%	1%	1%
White	66%	83%	91%	61%	50%
Total	100%	100%	100%	100%	100%
Number	1,124,378	9,670	86,664	88,979	70,207

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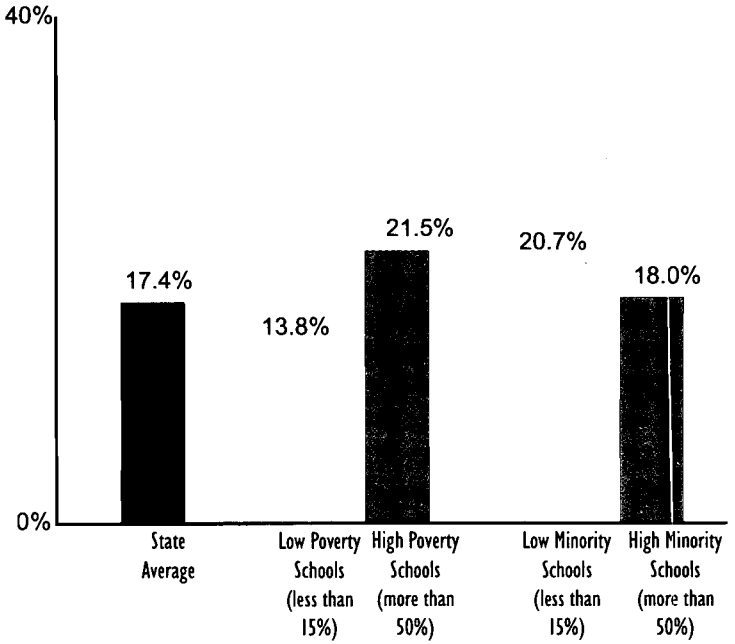
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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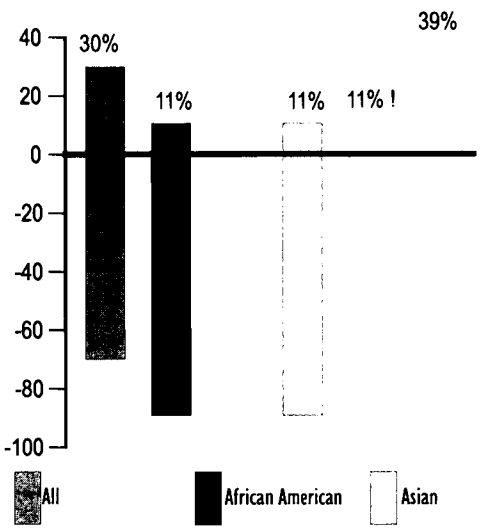
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

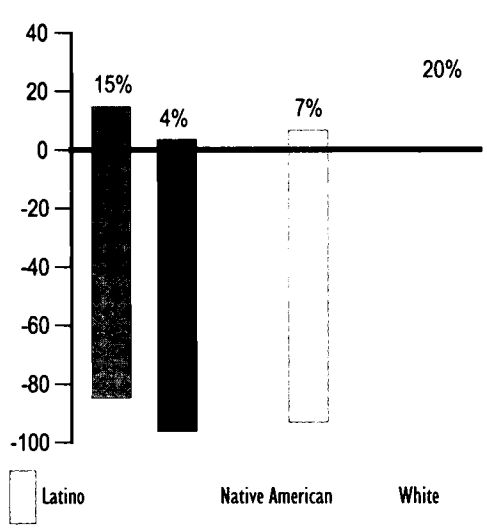
Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

1994 NAEP Reading, 4th Graders

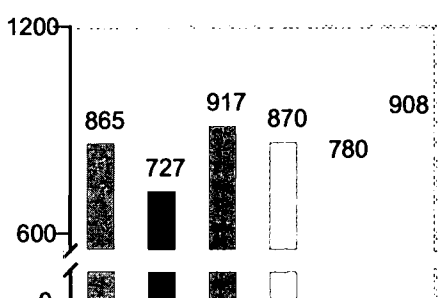


NAEP data is not available for all groups in every state.

1992 NAEP Math, 8th Graders



! Interpret with caution.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	24,263	29.5%	16,220	27.4%
Asian	718	0.9%	887	1.5%
Latino	492	0.6%	490	0.8%
Native American	1,443	1.8%	785	1.3%
White	55,401	67.3%	40,890	69.0%
Total	82,317	100.0%	59,272	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 33.7%

Freshmen vs. Degrees Awarded[2]

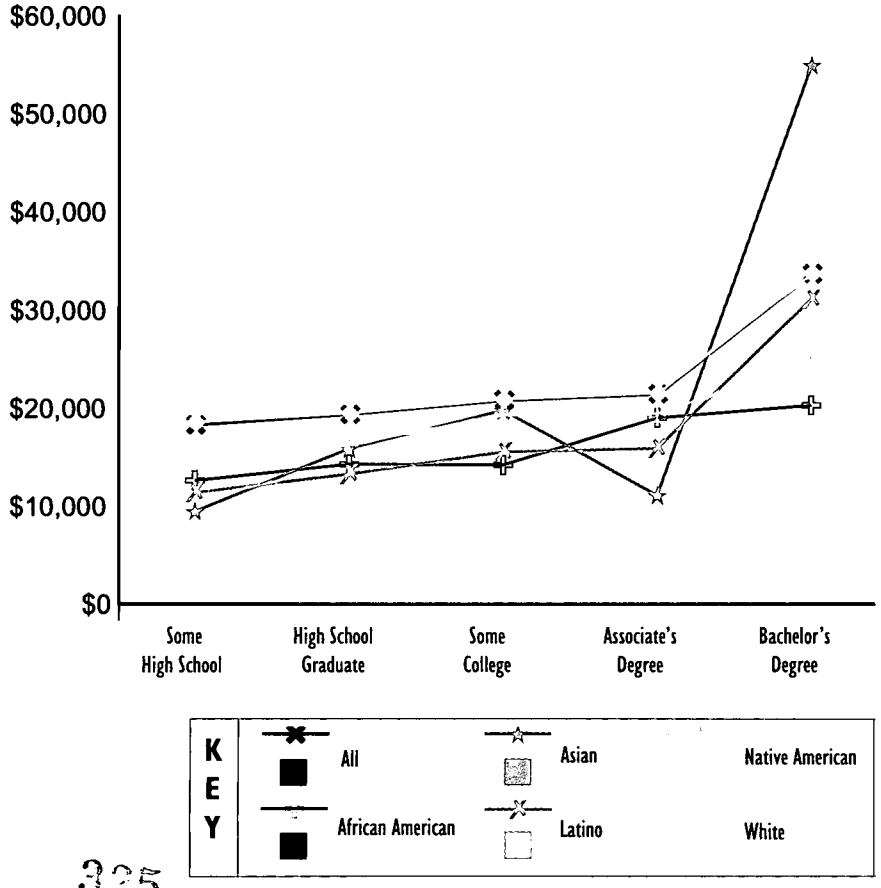
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	13,244	20.9%	5,192	15.9%
Asian	830	1.3%	600	1.8%
Latino	448	0.7%	280	0.9%
White	47,799	75.4%	26,026	79.5%
Other	1,058	1.7%	629	1.9%
Total	63,379	100.0%	32,727	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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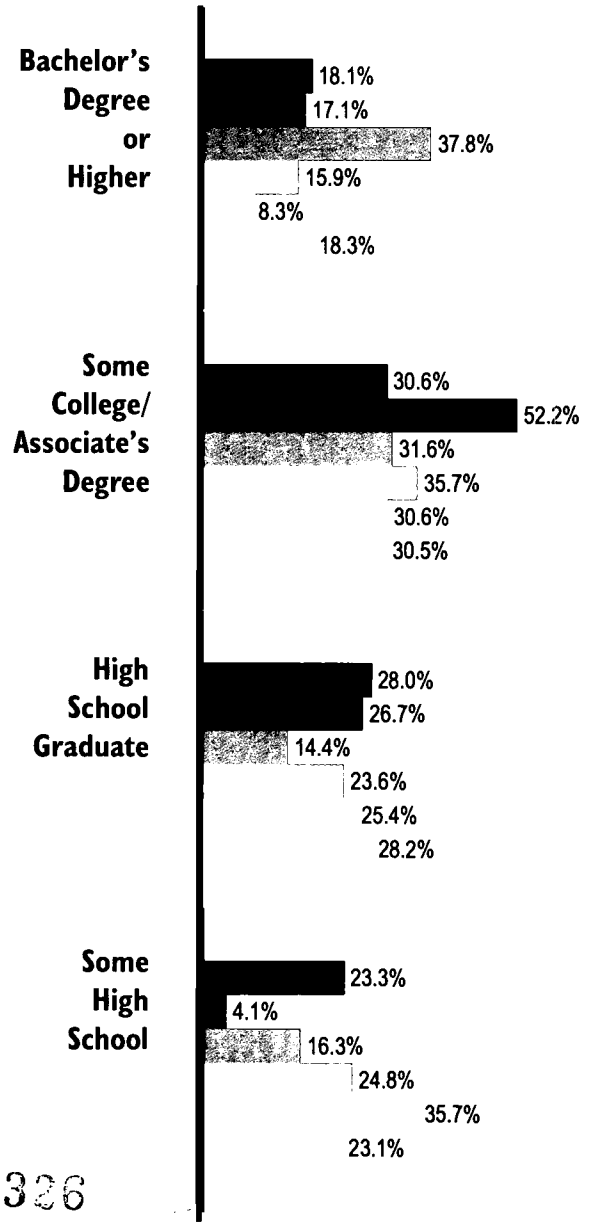
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.8%	0.7%	0.7%	1.4%	1.2%	0.7%
Asian	0.8%	0.5%	0.7%	0.9%	0.4%	1.0%
Latino	1.1%	2.1%	0.8%	0.6%	0.5%	0.6%
Native American[1]	6.1%	20.4%	7.5%	2.4%	17.0%	2.0%
White	91.2%	75.9%	90.3%	94.8%	79.8%	90.6%
Other	0.0%	0.6%	0.0%	0.0%	1.0%	5.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	196,320	30,355	120,821	7,577	8,584	31,600

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,431

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,545 per pupil.

Effort, 1991-92

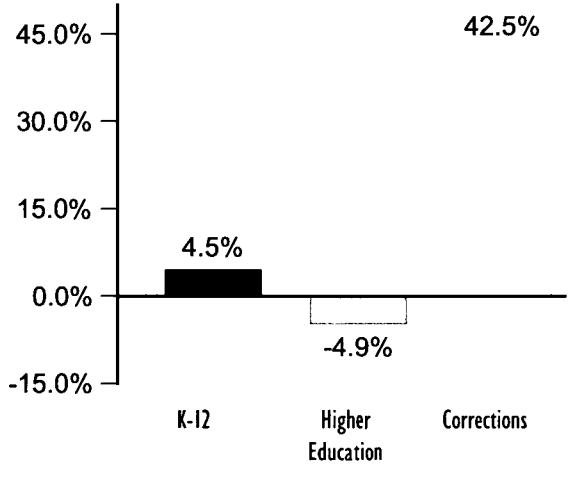
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $45.

College vs. Prison, 1994

One Year at University of North Dakota, Main Campus: $5,048
One Year in the State's Prisons: $18,469

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	18.1%	31 of 51
African American	17.1%	7 of 51
Latino	15.9%	19 of 51
College Attending Rate	59.8%	1 of 50
Investments		
Financial:		
Effort	$45	16 of 51
Disparity of Funding	15.2%	36 of 51
Curricula:		
Trigonometry & Physics	42%	3 of 39
Teaching Out of Field:		
Overall	10.1%	3 of 51
Disparity by % Poverty	4.7%	18 of 48
Disparity by % Minority	25.4%	37 of 37
Achievement		
NAEP Reading:		
Overall	225 pts.	2 of 39
African American	n/a	n/a
Latino	212 pts.	3 of 39
NAEP Math:		
Overall	283 pts.	1 of 42
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	3.8 pts.	9 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	85%	Chemistry	68%
Algebra II	82%	Physics	31%
Trigonometry	53%		
Calculus	5%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	2%	1%	1%	
Asian	1%	2%	1%	0%	1%
Latino	1%	1%	1%	1%	0%
Native American	8%	1%	14%	13%	32%
White	90%	94%	83%	86%	65%
Total	100%	100%	100%	100%	100%
Number	120,821	2,008	1,683	8,143	1,186

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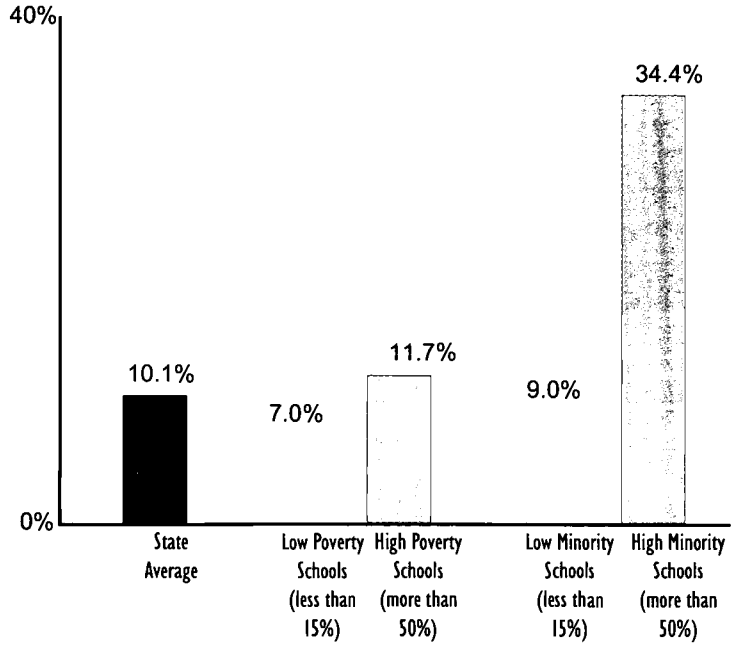
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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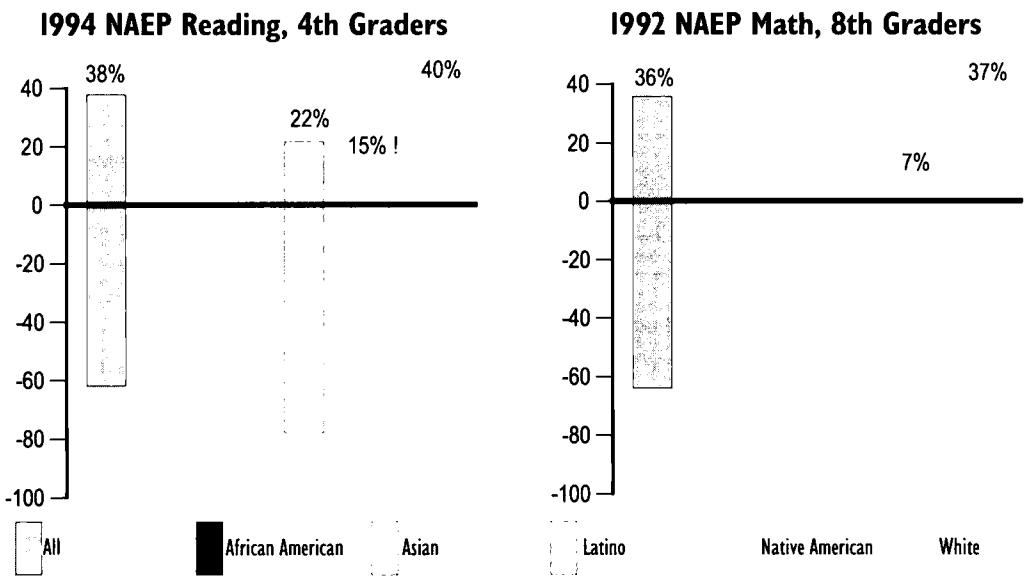
STATE PERFORMANCE

Academic Achievement

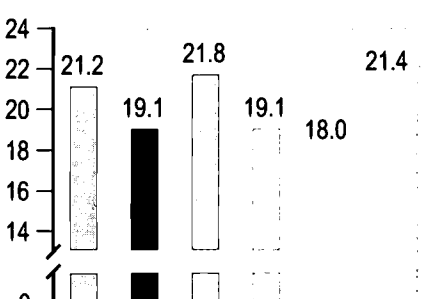
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



NAEP data is not available for all groups in every state.

! Interpret with caution.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American	Data Not Available For This State	69	0.8%
Asian		68	0.8%
Latino		55	0.7%
Native American		336	4.1%
White		7,725	93.6%
Total		8,253	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 59.8%

Freshmen vs. Degrees Awarded[2]

	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	49	0.6%	27	0.6%
Asian	40	0.5%	40	0.9%
Latino	29	0.4%	23	0.5%
White	6,884	88.4%	4,169	91.5%
Other	781	10.0%	299	6.6%
Total	7,783	100.0%	4,558	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

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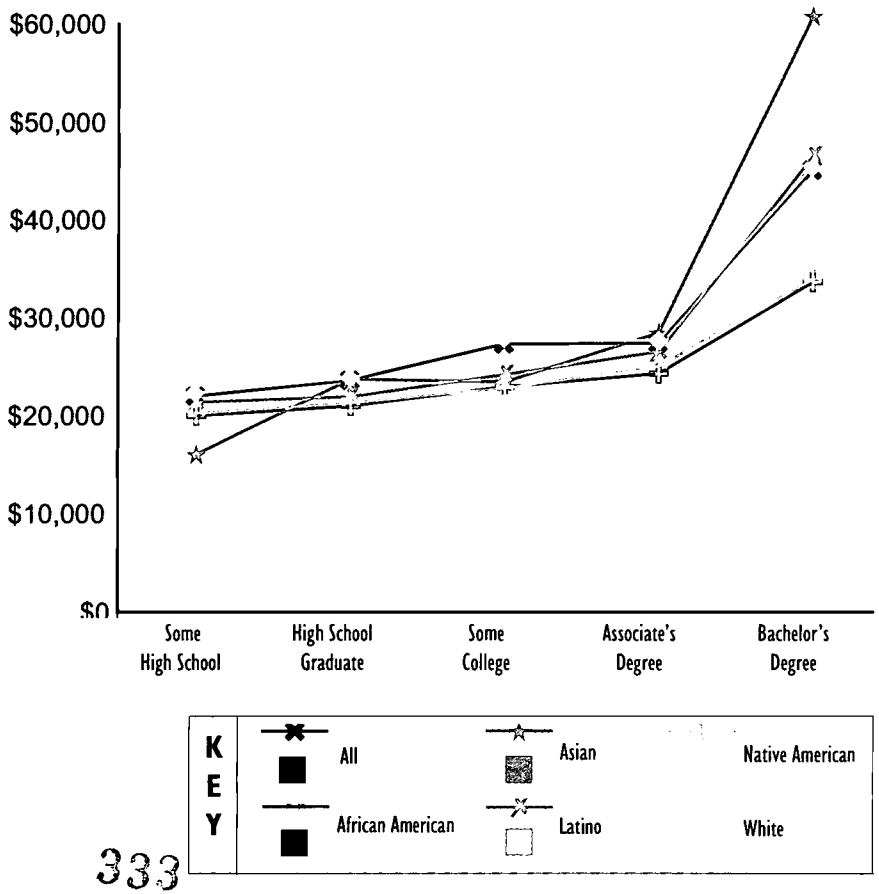
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

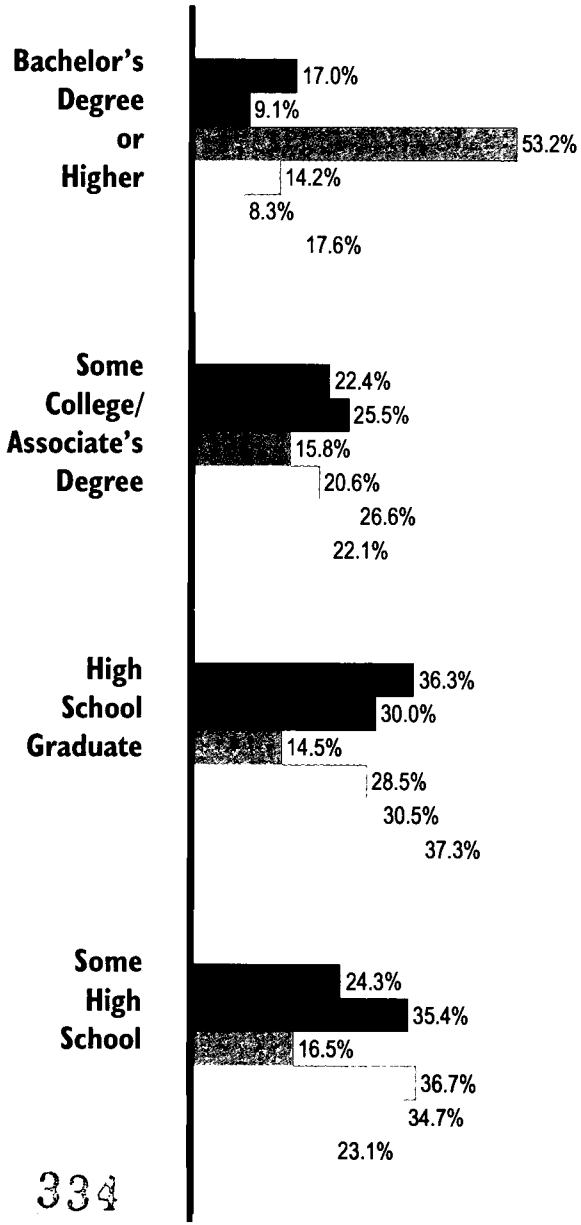
Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



333

See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	12.8%	32.0%	14.9%	8.1%	10.8%	8.4%
Asian	1.1%	0.7%	1.0%	1.7%	1.4%	2.2%
Latino	1.9%	3.1%	1.3%	1.6%	1.7%	1.2%
Native American[1]	0.2%	0.3%	0.1%	0.2%	0.5%	0.3%
White	84.0%	62.0%	82.7%	88.5%	85.2%	84.0%
Other	0.0%	1.8%	0.0%	0.0%	0.5%	3.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	3,225,580	509,116	1,809,589	246,805	164,312	385,619

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,661

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,878 per pupil.

Effort, 1991-92

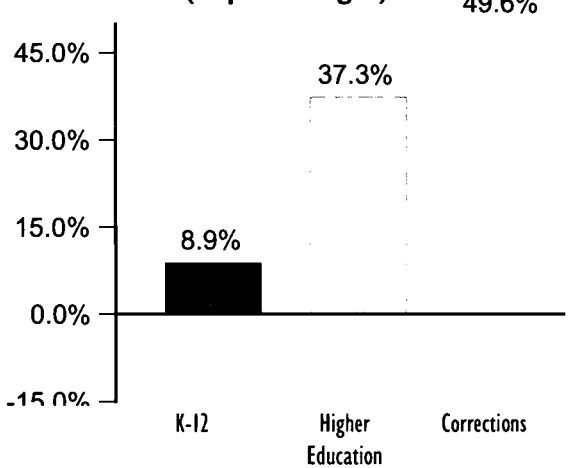
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $44.

College vs. Prison, 1994

One Year at Ohio State University, Main Campus: $7,571
One Year in the State's Prisons: $13,684

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	17.0%	40 of 51
African American	9.1%	44 of 51
Latino	14.2%	21 of 51
College Attending Rate	38.6%	30 of 50
Investments		
Financial:		
Effort	$44	18 of 51
Disparity of Funding	27.4%	49 of 51
Curricula:		
Trigonometry & Physics	30%	16 of 39
Teaching Out of Field:		
Overall	17.6%	25 of 51
Disparity by % Poverty	16.3%	35 of 48
Disparity by % Minority	6.9%	27 of 37
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	267 pts.	18 of 42
African American	234 pts.	23 of 32
Latino	245 pts.	20 of 40
ACT/SAT Gap	5.0 pts.	22 of 27

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	67%	Chemistry	56%
Algebra II	57%	Physics	23%
Trigonometry	37%		
Calculus	11%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	15%	13%	22%	16%	38%
Asian	1%	6%	2%	0%	0%
Latino	1%	1%	1%	1%	1%
Native American	0%	0%	0%	0%	0%
White	83%	80%	75%	82%	60%
Total	100%	100%	100%	100%	100%
Number	1,809,589	18,103	75,520	128,879	127,103

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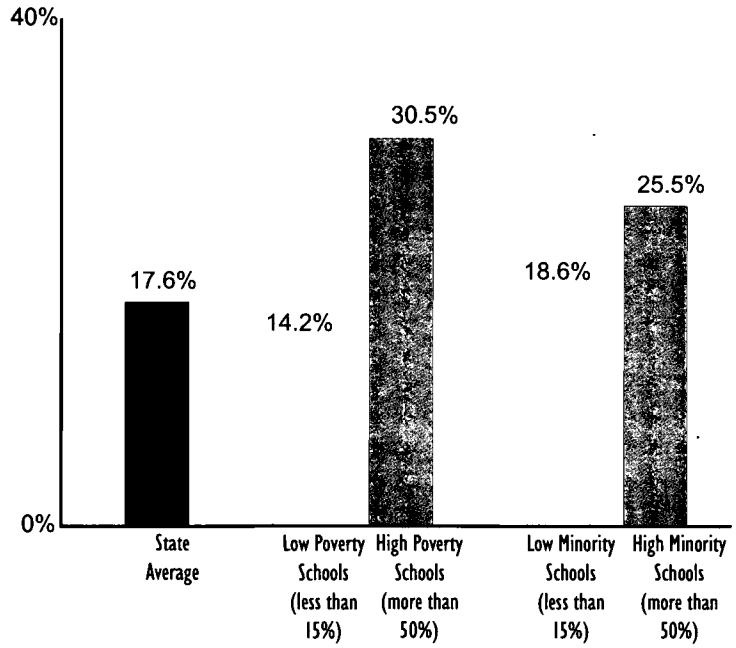
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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STATE PERFORMANCE

Academic Achievement

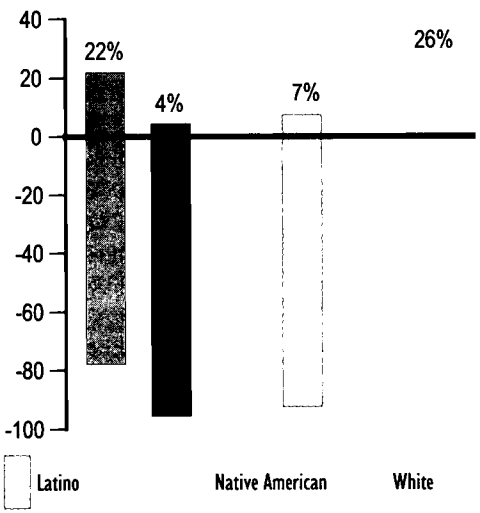
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

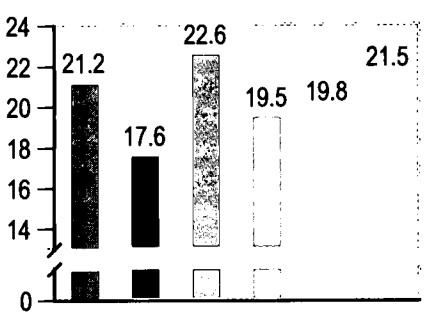
1994 NAEP Reading, 4th Graders

Data Not Available For This State

1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino		
Native American		
White		
Total		

Data Not Available For This State

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 38.6%

Freshmen vs. Degrees Awarded[2]

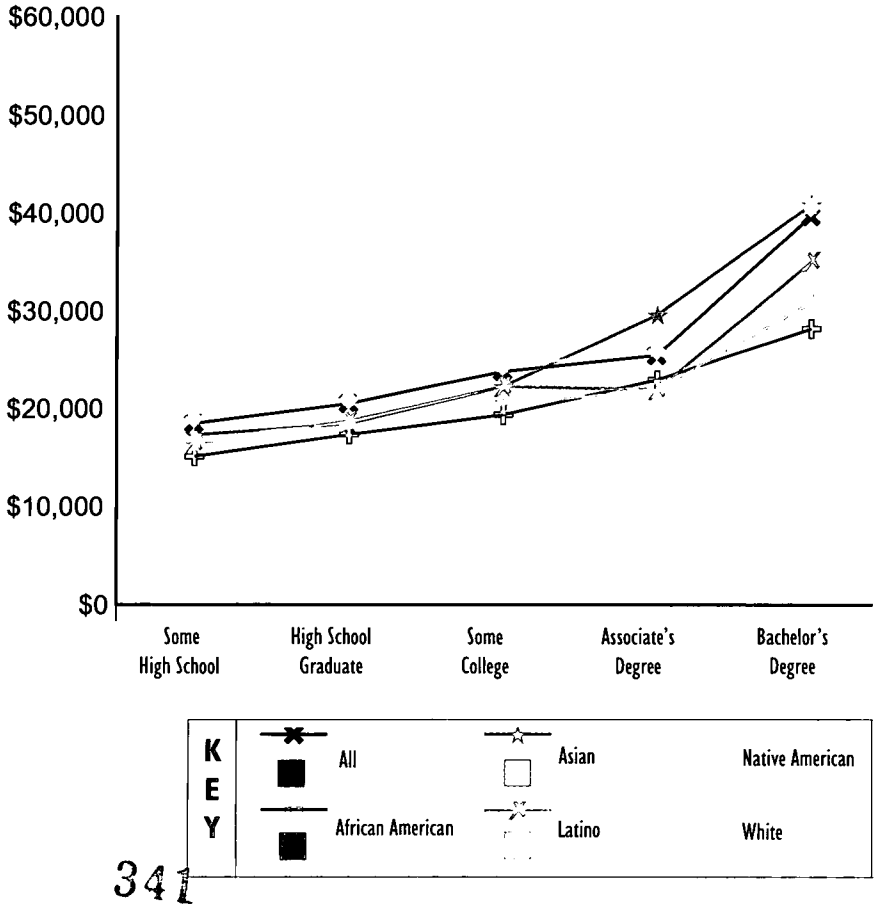
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	8,739	9.4%	2,821	5.5%
Asian	1,167	1.2%	819	1.6%
Latino	1,032	1.1%	510	1.0%
White	81,236	87.0%	44,784	87.7%
Other	1,219	1.3%	2,146	4.2%
Total	93,393	100.0%	51,080	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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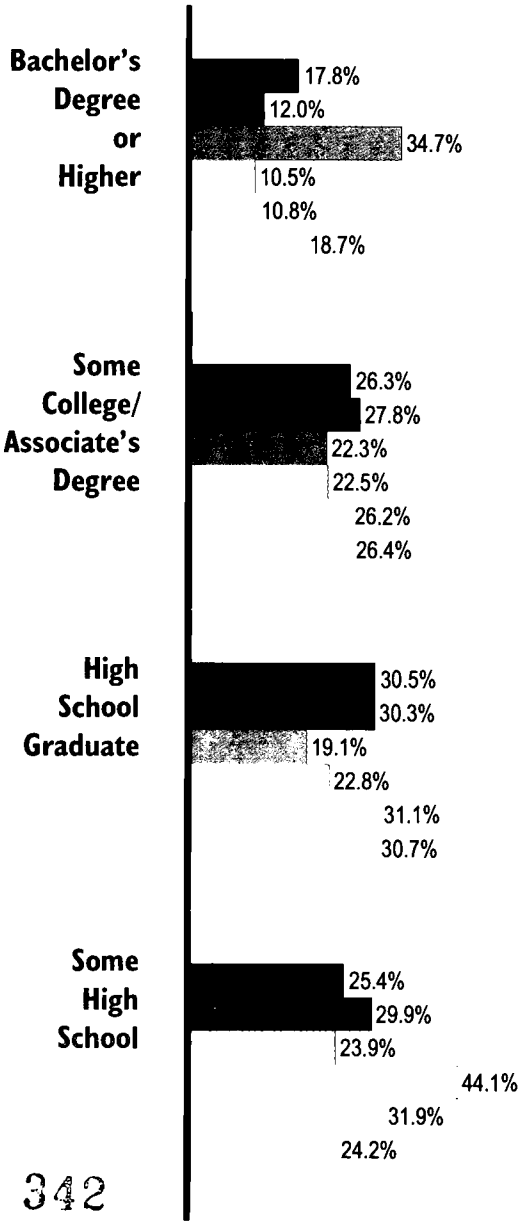
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	8.9%	18.0%	10.3%	6.6%	7.4%	7.3%
Asian	1.7%	0.7%	1.2%	2.5%	2.0%	2.3%
Latino	3.9%	6.2%	3.3%	3.8%	2.3%	2.1%
Native American[1]	10.7%	16.7%	13.7%	2.6%	8.1%	6.9%
White	74.7%	55.0%	71.6%	84.5%	79.2%	74.9%
Other	0.0%	3.3%	0.0%	0.0%	1.1%	6.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,000,916	191,233	603,728	25,837	67,135	118,039

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,363

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,265 per pupil.

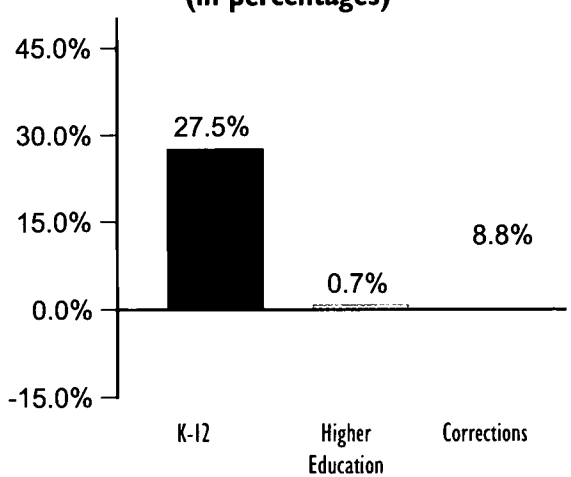
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $41.

College vs. Prison, 1994

One Year at University of Oklahoma Norman Campus: $5,499
One Year in the State's Prisons: $11,611

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	17.8%	33 of 51
African American	12.0%	27 of 51
Latino	10.5%	34 of 51
College Attending Rate	37.5%	35 of 50
Investments		
Financial:		
Effort	$41	29 of 51
Disparity of Funding	12.6%	23 of 51
Curricula:		
Trigonometry & Physics	18%	38 of 39
Teaching Out of Field:		
Overall	18.9%	30 of 51
Disparity by % Poverty	1.0%	15 of 48
Disparity by % Minority	1.5%	15 of 37
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NAEP Reading:		
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Latino	n/a	n/a
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Trigonometry	23%		
Calculus	8%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	10%	13%	6%	18%	27%
Asian	1%	5%	2%	0%	1%
Latino	3%	3%	2%	3%	3%
Native American	14%	6%	9%	11%	11%
White	72%	73%	82%	68%	58%
Total	100%	100%	100%	100%	100%
Number	603,728	9,386	56,725	48,914	18,492

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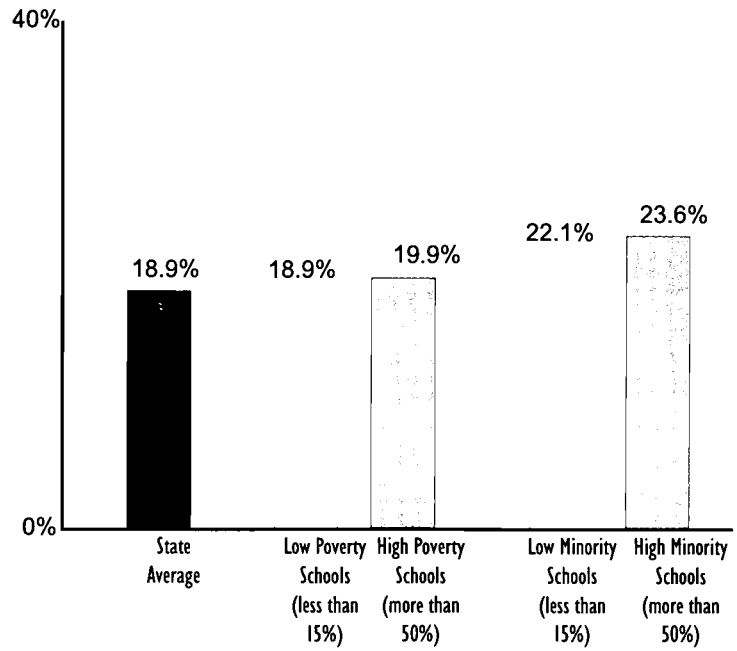
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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STATE PERFORMANCE

Academic Achievement

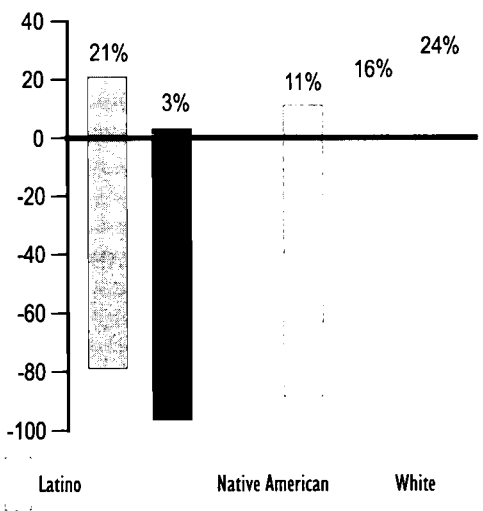
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

Data Not Available For This State

1992 NAEP Math, 8th Graders



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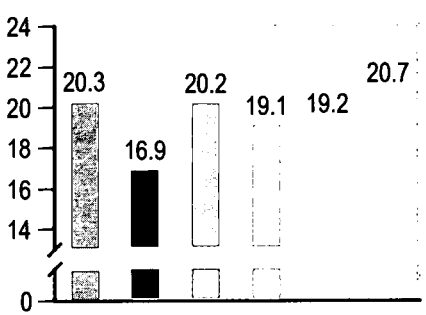

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	3,896	9.7%	2,852	8.6%
Asian	449	1.1%	551	1.7%
Latino	1,054	2.6%	852	2.6%
Native American	3,289	8.2%	4,420	13.3%
White	31,631	78.5%	24,644	74.0%
Total	40,319	100.0%	33,319	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 37.5%

Freshmen vs. Degrees Awarded[2]

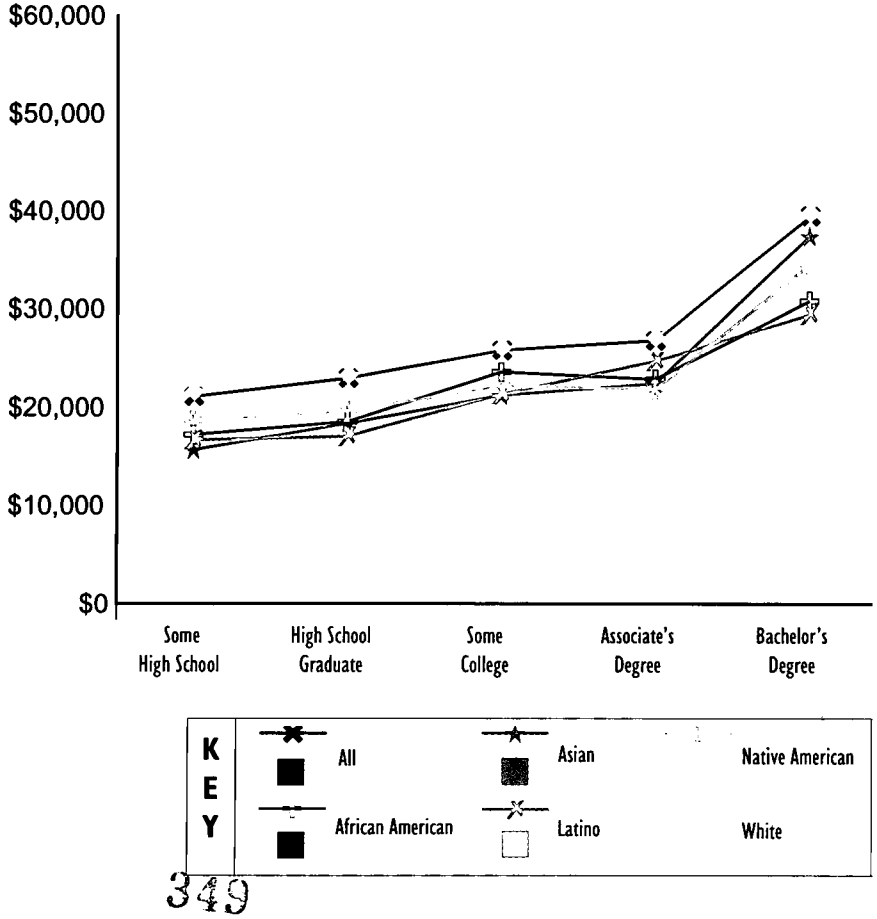
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	2,616	8.7%	932	6.0%
Asian	500	1.7%	278	1.8%
Latino	567	1.9%	226	1.4%
White	23,751	78.8%	12,420	79.6%
Other	2,719	9.0%	1,739	11.2%
Total	30,153	100.0%	15,595	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

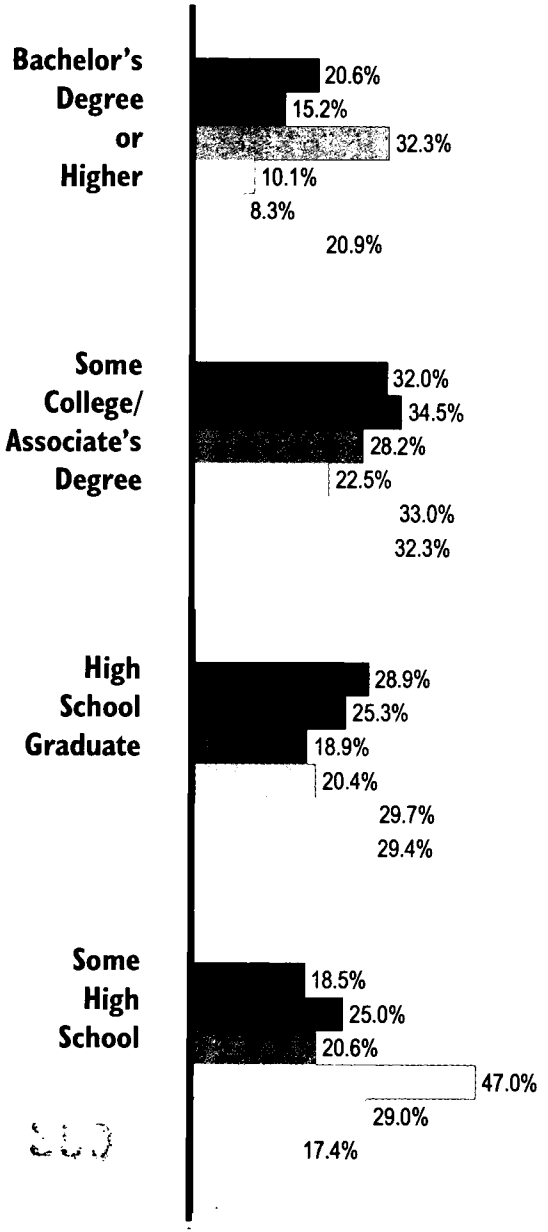
More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	2.1%	4.4%	2.4%	3.3%	1.7%	1.5%
Asian	3.8%	3.0%	3.1%	5.9%	4.5%	6.4%
Latino	5.9%	11.3%	5.8%	4.5%	3.7%	2.7%
Native American[1]	1.8%	3.4%	2.0%	1.4%	1.7%	1.2%
White	86.4%	72.5%	86.6%	84.9%	87.3%	81.4%
Other	0.0%	5.4%	0.0%	0.0%	1.1%	6.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	903,749	125,914	517,260	34,091	78,544	85,903

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,740

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,217 per pupil.

Effort, 1991-92

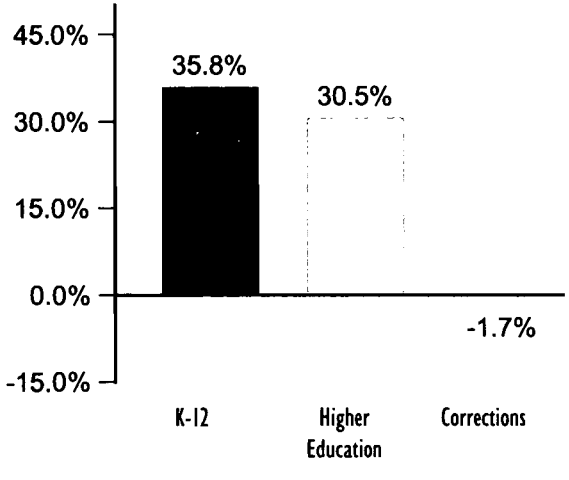
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $47.

College vs. Prison, 1994

One Year at University of Oregon: $11,968
One Year in the State's Prisons: $18,469

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	20.6%	21 of 51
African American	15.2%	15 of 51
Latino	10.1%	36 of 51
College Attending Rate	41.7%	24 of 50
Investments		
Financial:		
Effort	$47	10 of 51
Disparity of Funding	13.4%	26 of 51
Curricula:		
Trigonometry & Physics	25%	23 of 39
Teaching Out of Field:		
Overall	20.9%	35 of 51
Disparity by % Poverty	23.2%	43 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	171 pts.	5 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	86%	Biology	85%
Geometry	60%	Chemistry	45%
Algebra II	50%	Physics	22%
Trigonometry	27%		
Calculus	9%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	2%	1%	1%	3%	4%
Asian	3%	7%	4%	1%	1%
Latino	6%	3%	2%	5%	7%
Native American	2%	1%	1%	2%	3%
White	87%	89%	92%	89%	85%
Total	100%	100%	100%	100%	100%
Number	517,260	4,964	32,503	37,894	22,259

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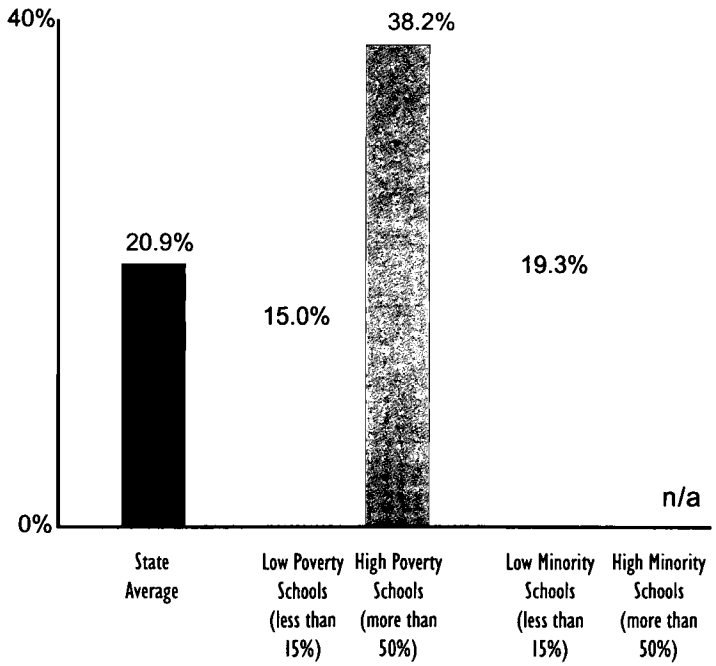
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

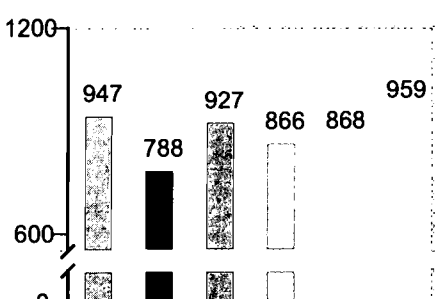
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All | African American | Asian | Latino | Native American | White

NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	793	2.1%	476	1.8%
Asian	933	1.9%	945	1.5%
Latino	1,390	3.8%	1,087	4.0%
Native American	698	2.5%	408	3.5%
White	33,207	89.7%	24,178	89.2%
Total	37,021	100.0%	27,094	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 41.7%

Freshmen vs. Degrees Awarded[2]

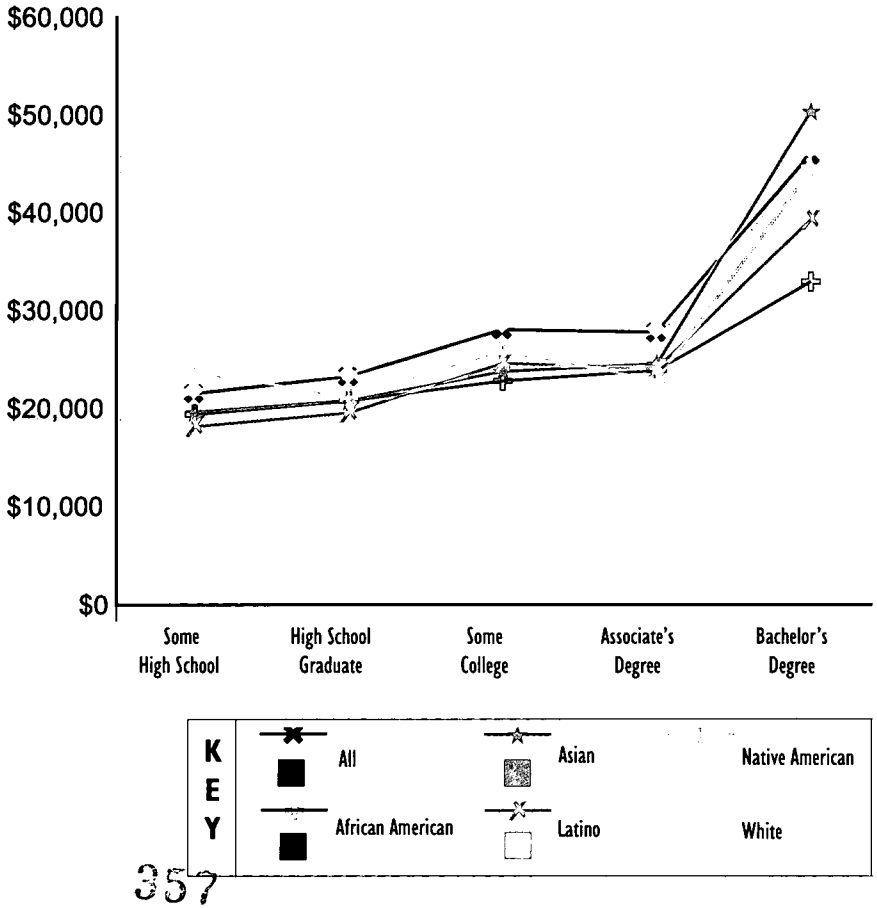
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	410	1.5%	154	1.2%
Asian	1,124	4.2%	640	4.8%
Latino	565	2.1%	252	1.9%
White	23,861	88.5%	10,584	79.7%
Other	993	3.7%	1,642	12.4%
Total	26,953	100.0%	13,272	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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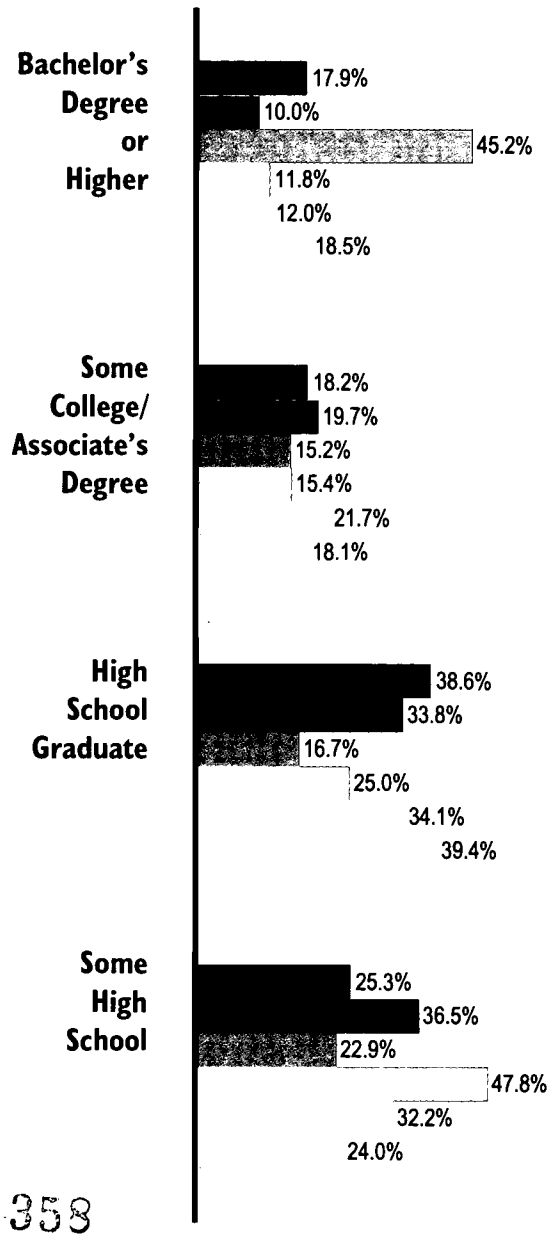
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	11.0%	26.5%	13.5%	8.0%	12.6%	5.9%
Asian	1.8%	1.8%	1.7%	2.1%	2.6%	3.5%
Latino	3.1%	8.2%	3.1%	2.0%	2.5%	1.5%
Native American[1]	0.1%	0.2%	0.1%	0.2%	0.5%	0.2%
White	84.0%	57.6%	81.7%	87.6%	81.5%	85.3%
Other	0.0%	5.7%	0.0%	0.0%	0.4%	3.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	3,329,374	470,601	1,717,613	342,297	159,506	451,668

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $7,040

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $3,933 per pupil.

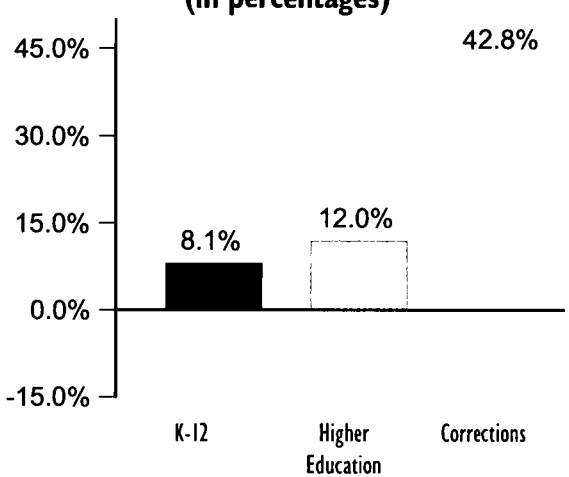
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $42.

College vs. Prison, 1994

One Year at Pennsylvania State University, Main Campus: $9,096
One Year in the State's Prisons: $21,232

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	17.9%	32 of 51
African American	10.0%	38 of 51
Latino	11.8%	27 of 51
College Attending Rate	44.9%	15 of 50
Investments		
Financial:		
Effort	$42	26 of 51
Disparity of Funding	18.8%	44 of 51
Curricula:		
Trigonometry & Physics	44%	2 of 39
Teaching Out of Field:		
Overall	11.4%	6 of 51
Disparity by % Poverty	-4.7%	6 of 48
Disparity by % Minority	-4.9%	8 of 37
Achievement		
NAEP Reading:		
Overall	215 pts.	17 of 39
African American	180 pts.	31 of 33
Latino	187 pts.	32 of 39
NAEP Math:		
Overall	271 pts.	14 of 42
African American	237 pts.	20 of 32
Latino	246 pts.	18 of 40
ACT/SAT Gap	209 pts.	16 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	93%	Biology	95%
Geometry	63%	Chemistry	61%
Algebra II	64%	Physics	31%
Trigonometry	57%		
Calculus	17%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	14%	8%	5%	19%	41%
Asian	2%	6%	3%	0%	1%
Latino	3%	1%	1%	5%	7%
Native American	0%	0%	0%	0%	0%
White	82%	86%	92%	76%	52%
Total	100%	100%	100%	100%	100%
Number	1,717,613	17,885	76,892	134,660	105,617

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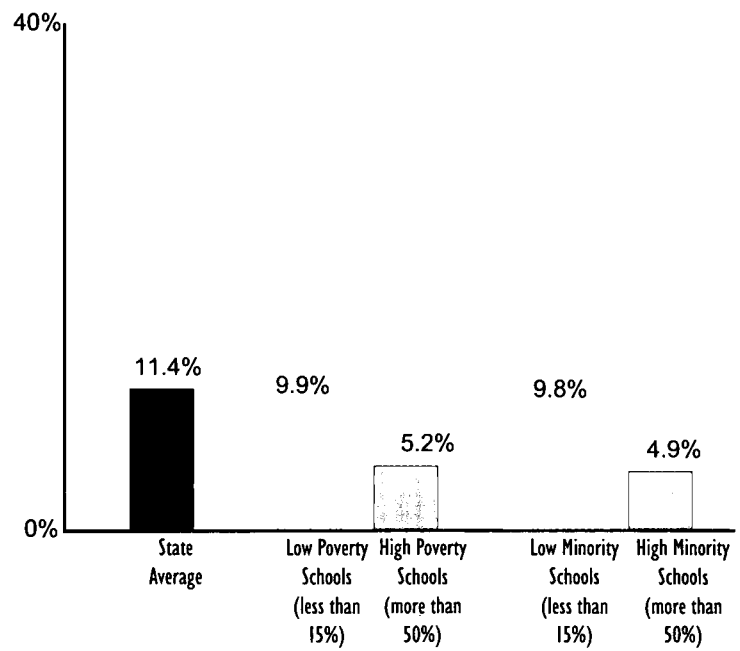
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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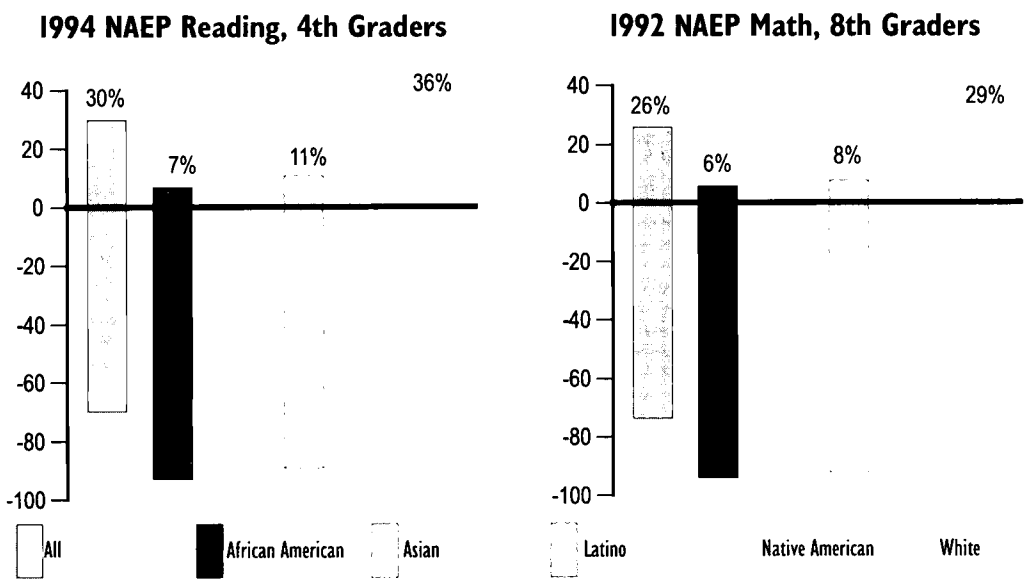
STATE PERFORMANCE

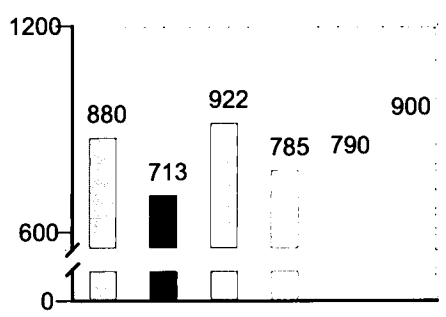
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data is not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	14,317	12.0%	10,896	9.0%
Asian	1,715	1.4%	2,686	2.2%
Latino	3,304	2.8%	2,304	1.9%
Native American	102	0.1%	64	0.1%
White	100,125	83.7%	105,015	86.8%
Total	119,563	100.0%	120,965	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 44.9%

Freshmen vs. Degrees Awarded[2]

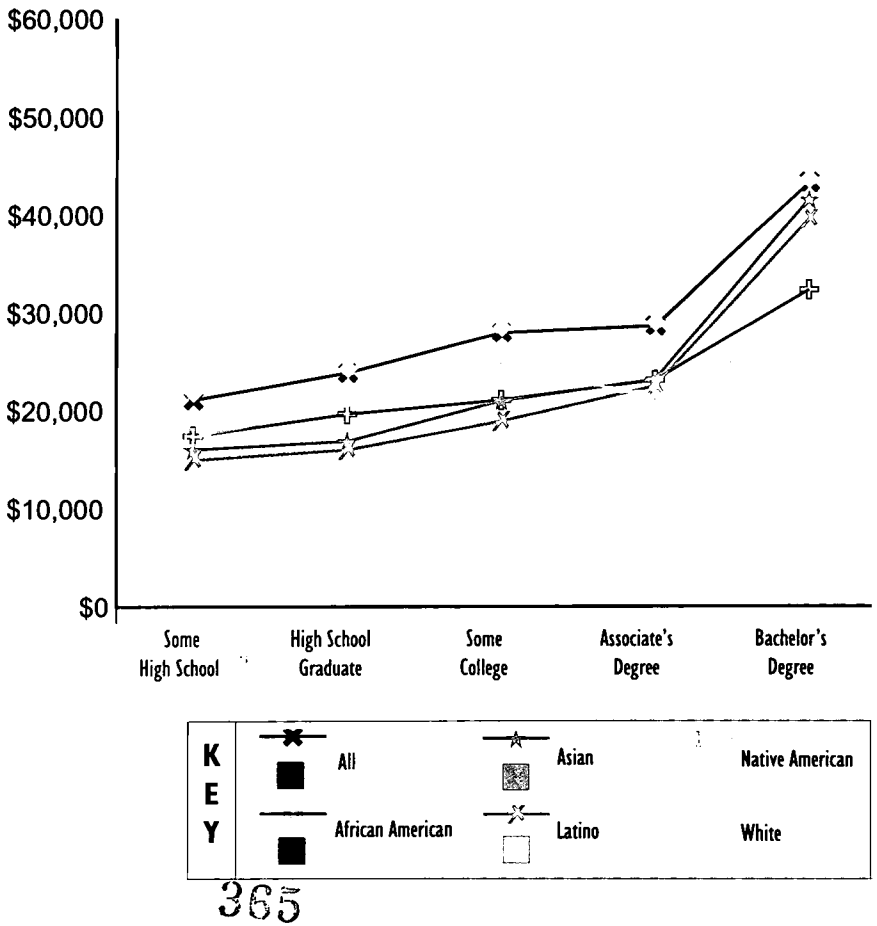
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	8,295	7.8%	2,819	4.4%
Asian	2,815	2.7%	2,019	3.1%
Latino	1,686	1.6%	805	1.3%
White	91,804	86.4%	57,377	89.1%
Other	1,612	1.5%	1,355	2.1%
Total	106,212	100.0%	64,375	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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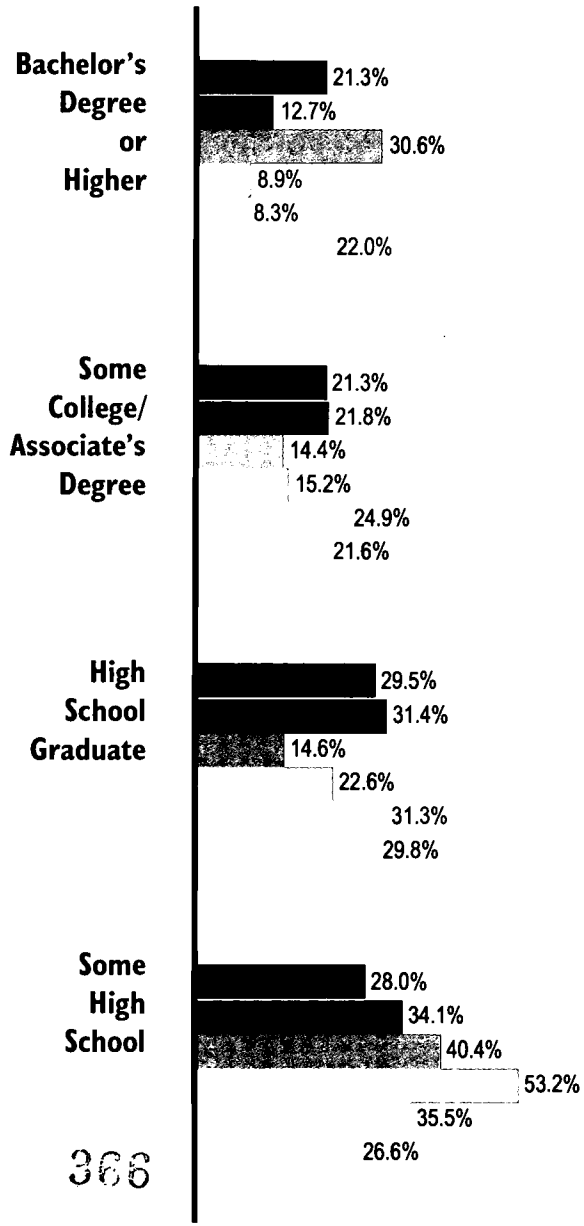
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	5.6%	11.9%	6.8%	5.7%	4.9%	3.9%
Asian	3.2%	5.5%	3.1%	2.3%	2.0%	3.9%
Latino	6.8%	17.1%	8.6%	3.7%	4.4%	2.8%
Native American[1]	0.5%	1.2%	0.4%	0.3%	0.7%	0.2%
White	83.8%	54.5%	81.1%	88.1%	87.9%	85.0%
Other	0.0%	9.8%	0.0%	0.0%	0.1%	4.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	289,782	37,198	145,662	23,153	18,132	56,586

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,846

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,755 per pupil.

Effort, 1991-92

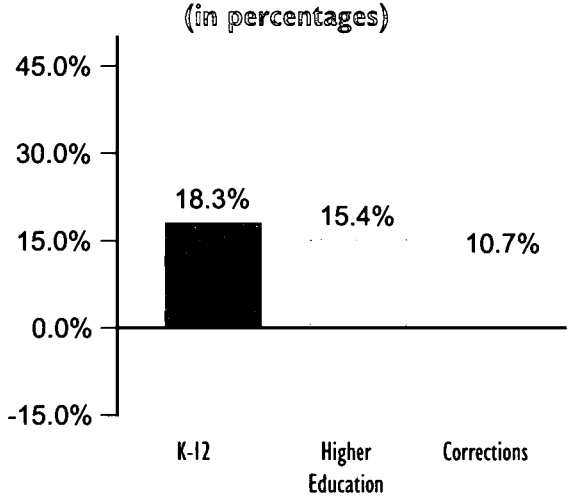
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $44.

College vs. Prison, 1994

One Year at University of Rhode Island: $9,652
One Year in the State's Prisons: $27,375

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	21.3%	18 of 51
African American	12.7%	23 of 51
Latino	8.9%	42 of 51
College Attending Rate	48.0%	8 of 50
Investments		
Financial:		
Effort	$44	18 of 51
Disparity of Funding	8.0%	5 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	15.7%	17 of 51
Disparity by % Poverty	10.1%	24 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	220 pts.	10 of 39
African American	197 pts.	4 of 33
Latino	195 pts.	20 of 39
NAEP Math:		
Overall	265 pts.	23 of 42
African American	240 pts.	16 of 32
Latino	232 pts.	32 of 40
ACT/SAT Gap	209 pts.	16 of 23

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	7%	4%	3%	4%	3%
Asian	3%	5%	1%	0%	0%
Latino	9%	3%	2%	2%	3%
Native American	0%	0%	0%	0%	0%
White	81%	88%	93%	94%	94%
Total	100%	100%	100%	100%	100%
Number	145,662	856	3,293	13,194	8,204

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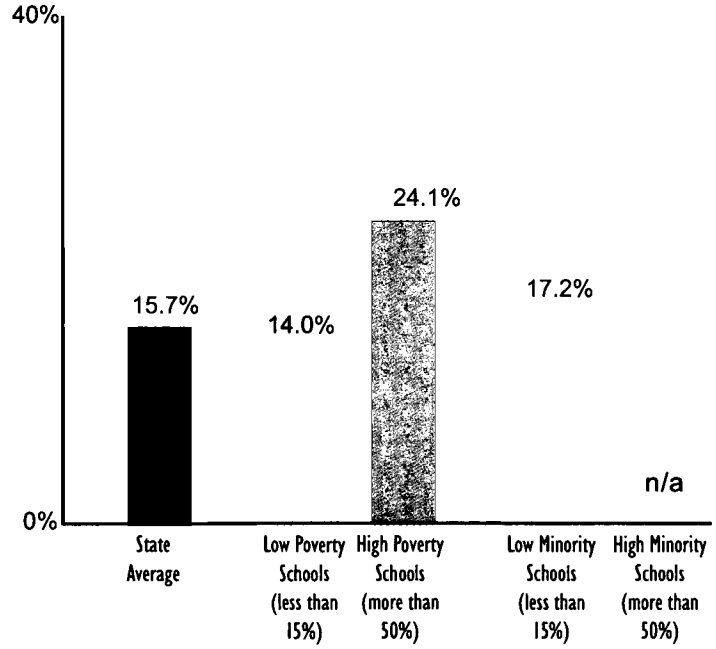
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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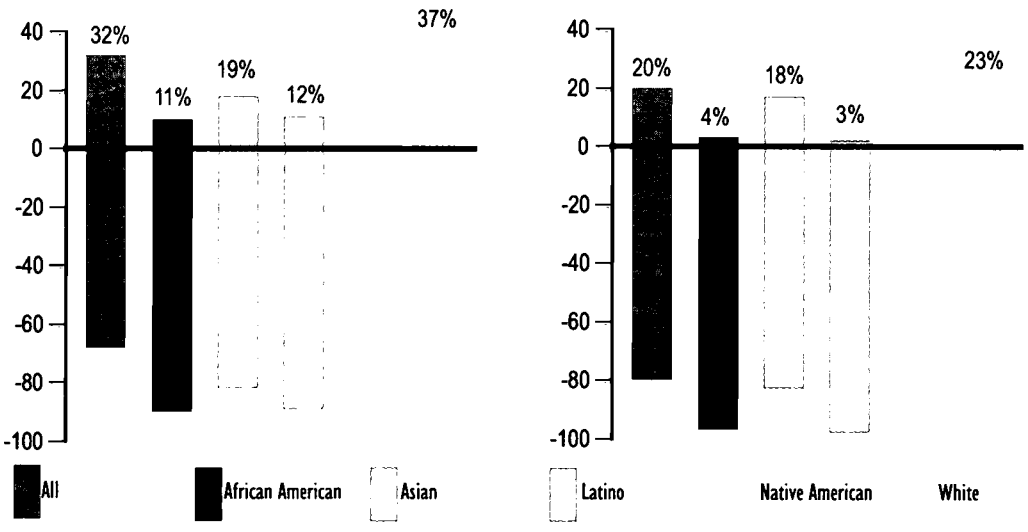
See Definitions and Sources Page

STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



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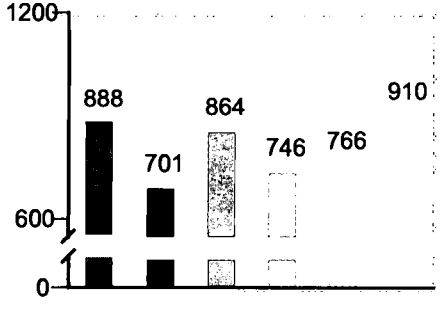

Average SAT Scores By Ethnicity, 1995

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	563	5.7%	429	5.5%
Asian	290	2.9%	259	3.3%
Latino	670	6.7%	350	4.5%
Native American	28	0.3%	32	0.4%
White	8,378	84.4%	6,760	86.3%
Total	9,929	100.0%	7,830	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 48.0%

Freshmen vs. Degrees Awarded[2]

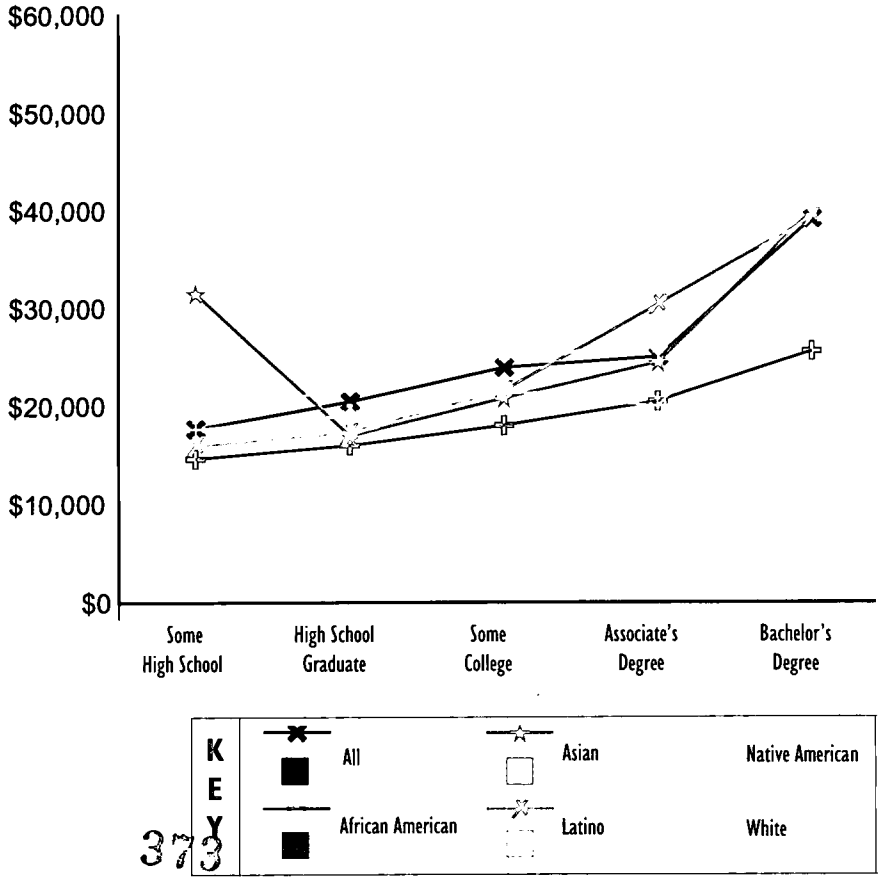
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	652	4.9%	253	2.7%
Asian	417	3.1%	291	3.1%
Latino	410	3.1%	205	2.2%
White	11,586	87.2%	7,932	85.6%
Other	221	1.7%	583	6.3%
Total	13,286	100.0%	9,264	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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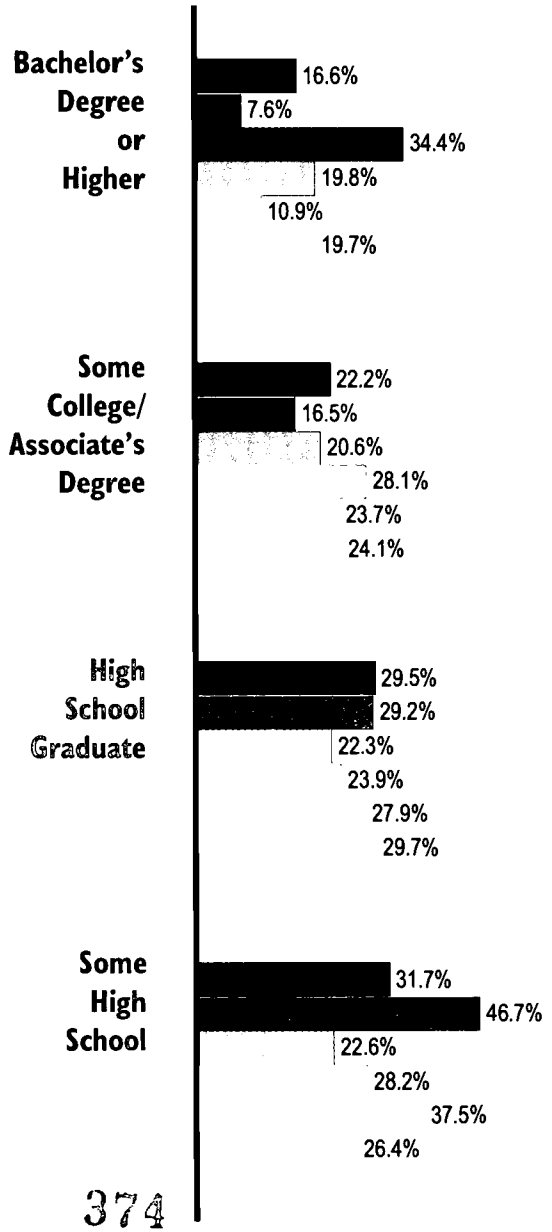
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	35.9%	70.9%	41.4%	7.7%	25.3%	19.9%
Asian	0.9%	0.4%	0.7%	3.1%	1.1%	1.3%
Latino	1.2%	0.8%	0.6%	1.0%	1.0%	0.8%
Native American[1]	0.3%	0.3%	0.2%	0.5%	0.4%	0.3%
White	61.8%	27.2%	57.2%	87.7%	71.9%	75.2%
Other	0.0%	0.3%	0.0%	0.0%	0.4%	2.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,099,450	192,508	631,488	51,599	62,626	110,444

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,292

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,294 per pupil.

Effort, 1991-92

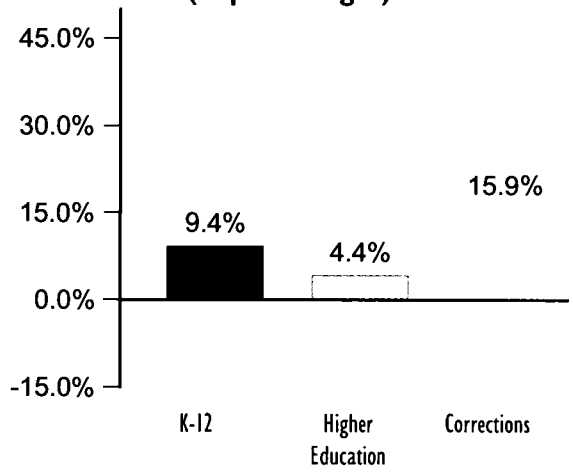
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $44.

College vs. Prison, 1994

One Year at University of South Carolina at Columbia: $6,884
One Year in the State's Prisons: $12,447

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	16.6%	42 of 51
African American	7.6%	51 of 51
Latino	19.8%	10 of 51
College Attending Rate	33.6%	44 of 50
Investments		
Financial:		
Effort	$44	18 of 51
Disparity of Funding	10.7%	11 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	23.1%	40 of 51
Disparity by % Poverty	12.9%	29 of 48
Disparity by % Minority	2.7%	16 of 37
Achievement		
NAEP Reading:		
Overall	203 pts.	35 of 39
African American	184 pts.	26 of 33
Latino	182 pts.	35 of 39
NAEP Math:		
Overall	260 pts.	29 of 42
African American	241 pts.	10 of 32
Latino	233 pts.	30 of 40
ACT/SAT Gap	205 pts.	12 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available
For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	41%	16%	15%	54%	61%
Asian	1%	5%	1%	0%	0%
Latino	1%	1%	0%	0%	0%
Native American	0%	0%	0%	0%	0%
White	57%	78%	84%	46%	38%
Total	100%	100%	100%	100%	100%
Number	631,488	3,256	42,356	49,052	63,907

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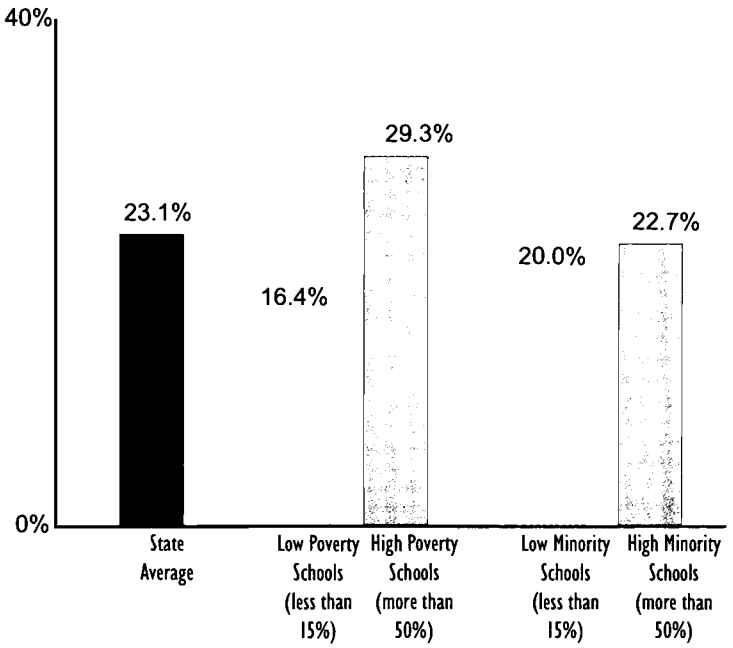
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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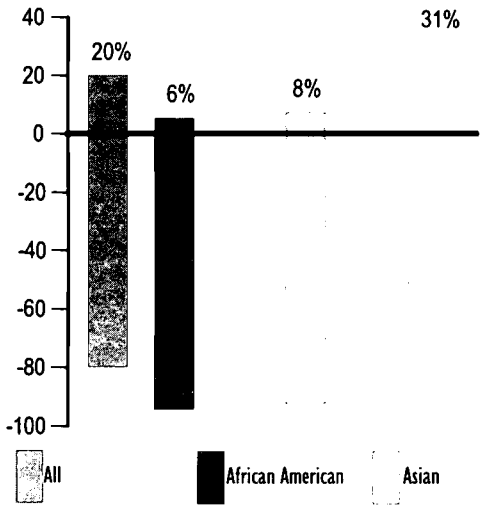
STATE PERFORMANCE

Academic Achievement

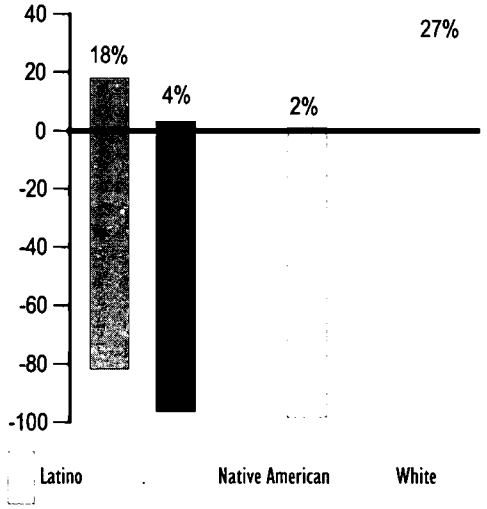
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

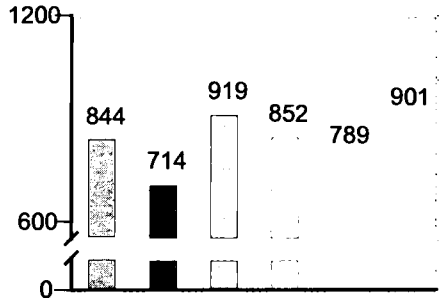
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 33.6%

Freshmen vs. Degrees Awarded[2]

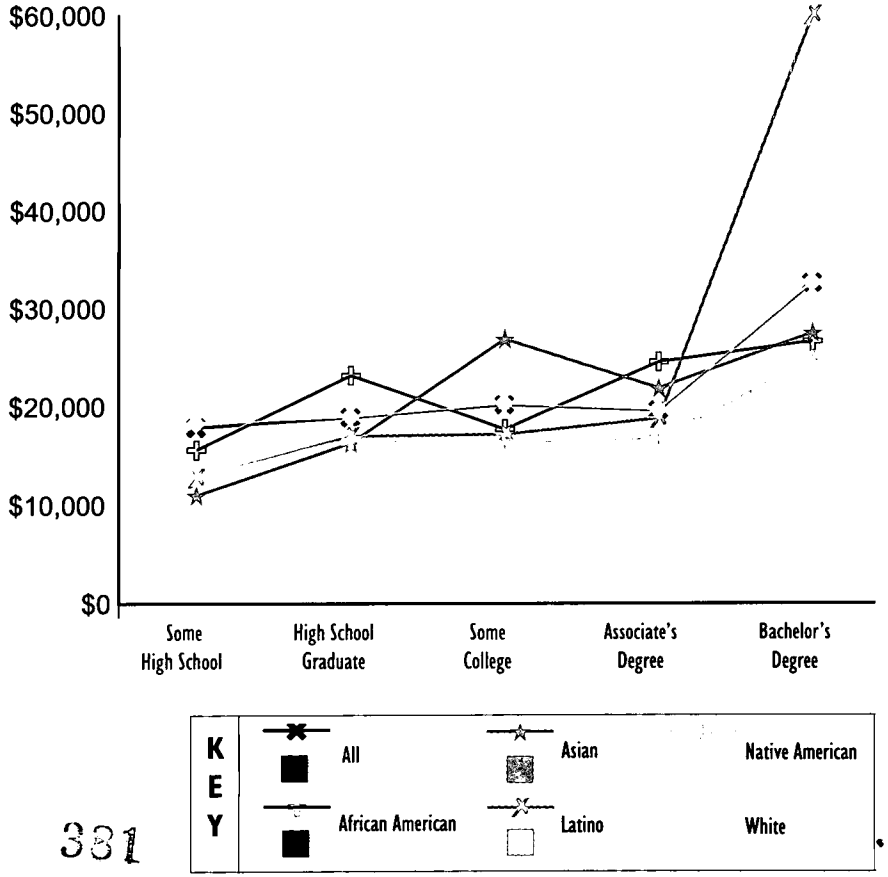
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	8,018	24.4%	2,409	15.8%
Asian	320	1.0%	194	1.3%
Latino	184	0.6%	89	0.6%
White	24,056	73.1%	12,165	80.0%
Other	343	1.0%	342	2.3%
Total	32,921	100.0%	15,199	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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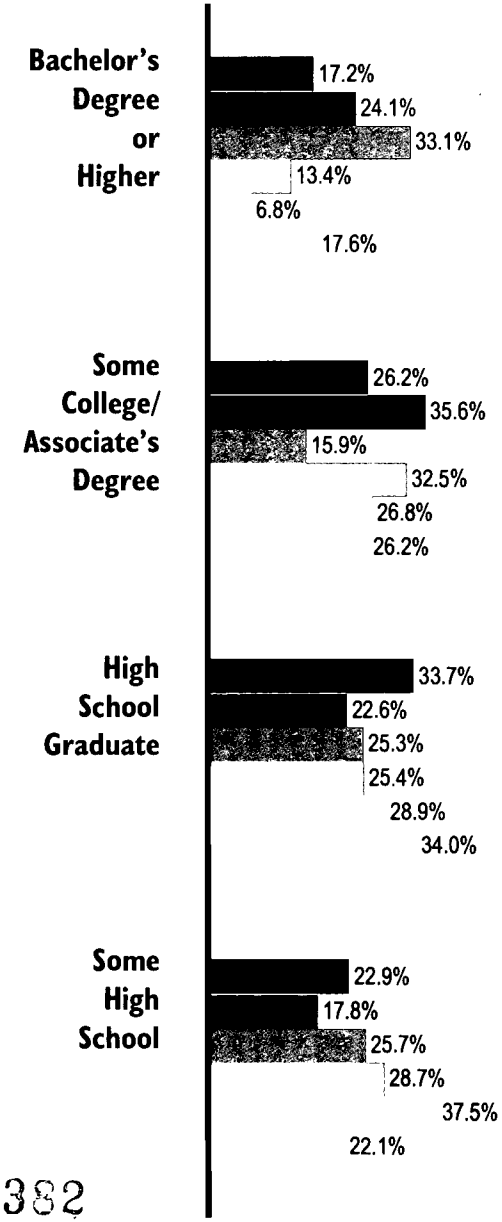
Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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See Definitions and Sources Page

STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.6%	0.8%	0.7%	0.5%	1.2%	0.8%
Asian	0.8%	0.5%	0.7%	0.6%	0.7%	0.8%
Latino	1.2%	1.6%	0.6%	0.7%	0.3%	0.5%
Native American[1]	11.3%	34.9%	13.0%	11.7%	38.0%	6.0%
White	86.1%	61.7%	84.9%	86.4%	59.1%	89.6%
Other	0.0%	0.5%	0.0%	0.0%	0.7%	2.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	225,310	40,559	142,825	9,575	408	37,356

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,321

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,830 per pupil.

Effort, 1991-92

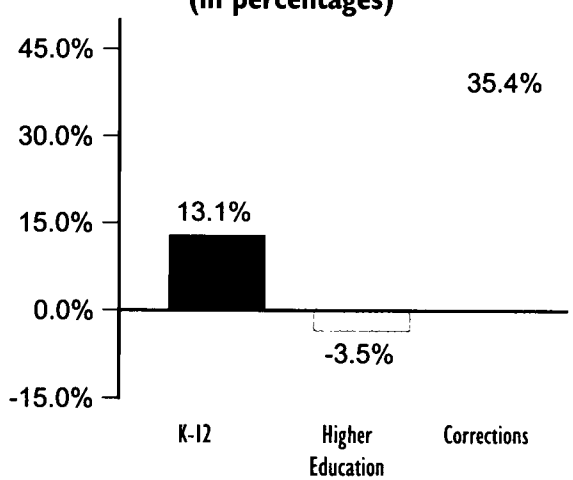
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $43.

College vs. Prison, 1994

One Year at University of South Dakota: $5,200
One Year in the State's Prisons: $14,545

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	17.2%	39 of 51
African American	24.1%	3 of 51
Latino	13.4%	25 of 51
College Attending Rate	45.6%	13 of 50
Investments		
Financial:		
Effort	$43	24 of 51
Disparity of Funding	15.2%	36 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	17.9%	27 of 51
Disparity by % Poverty	10.0%	23 of 48
Disparity by % Minority	12.4%	32 of 37
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	4.1 pts.	15 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available
For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	0%	0%	1%	1%
Asian	1%	2%	1%	0%	2%
Latino	1%	1%	0%	0%	1%
Native American	13%	2%	3%	11%	15%
White	85%	95%	96%	87%	82%
Total	100%	100%	100%	100%	100%
Number	142,825	497	5,491	8,843	1,583

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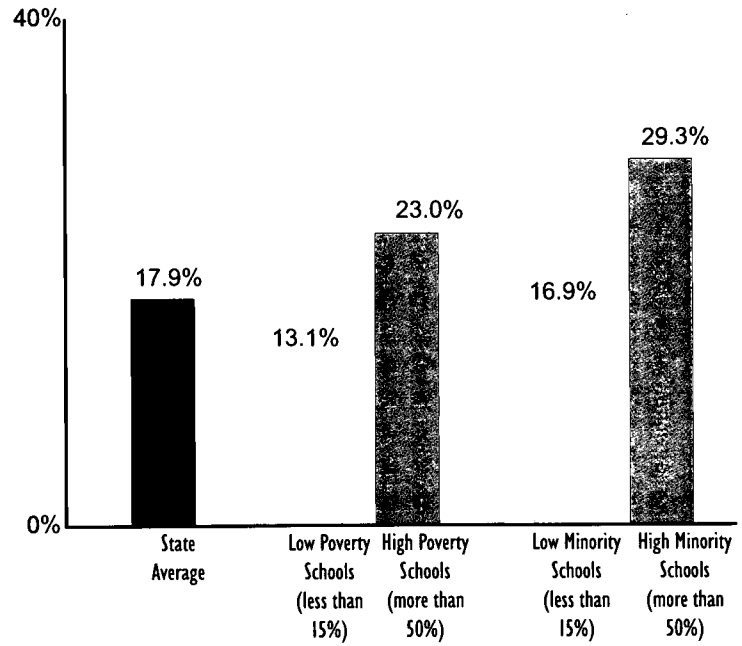
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

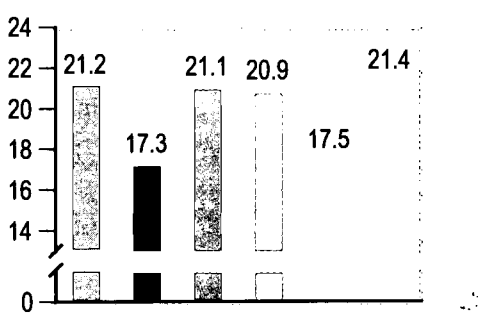
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All | African American | Asian | Latino | Native American | White

NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American	Data Not Available For This State	
Asian		
Latino		
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 45.6%

Freshmen vs. Degrees Awarded[2]

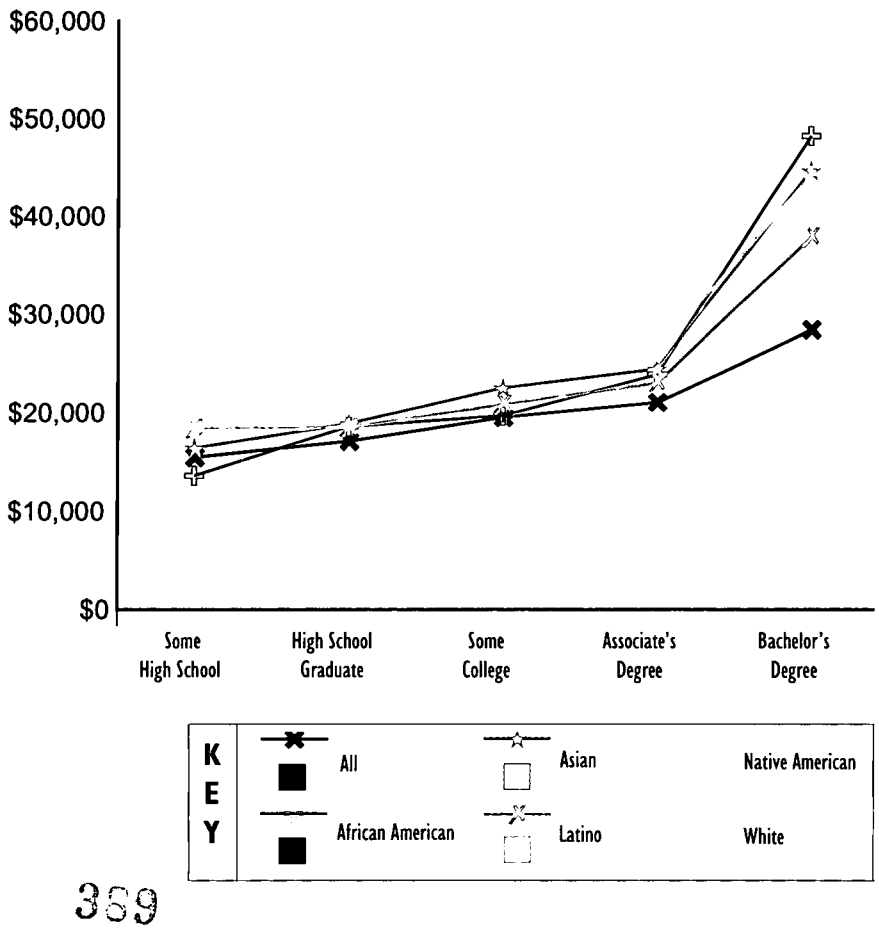
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	93	1.4%	35	0.8%
Asian	59	0.9%	44	1.0%
Latino	58	0.9%	24	0.6%
White	6,090	90.6%	4,019	93.8%
Other	421	6.3%	164	3.8%
Total	6,721	100.0%	4,286	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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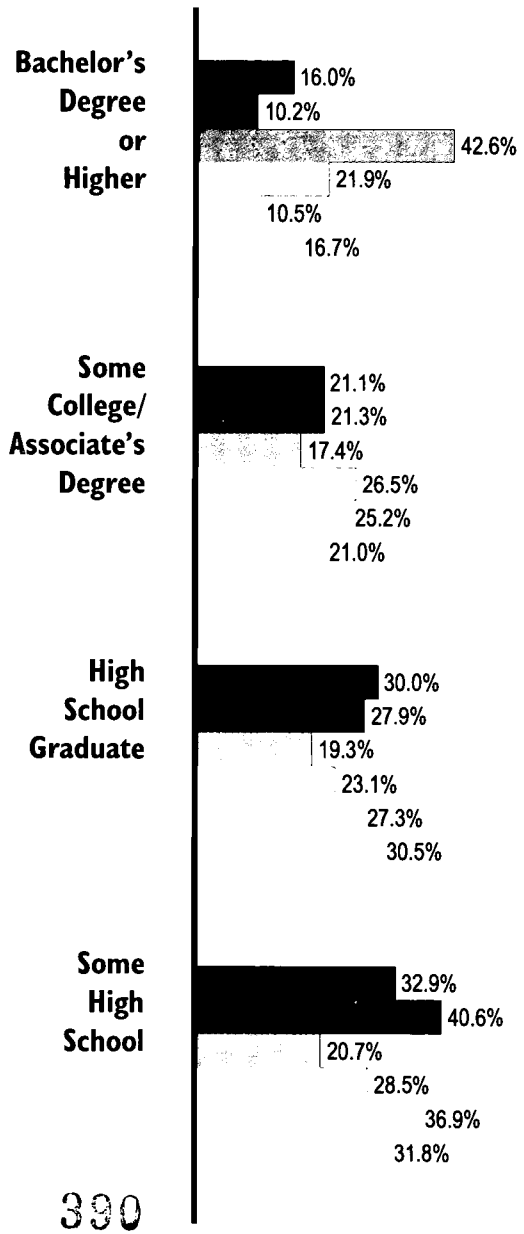
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	19.7%	41.8%	22.9%	7.2%	15.8%	14.3%
Asian	0.9%	0.6%	0.9%	2.8%	0.9%	1.7%
Latino	1.0%	0.9%	0.5%	1.0%	0.8%	1.0%
Native American[1]	0.2%	0.4%	0.1%	0.2%	0.4%	0.3%
White	78.2%	56.1%	75.6%	88.7%	82.1%	80.1%
Other	0.0%	0.3%	0.0%	0.0%	0.1%	2.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,454,874	253,929	864,795	84,537	80,093	162,873

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $3,920

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,491 per pupil.

Effort, 1991-92

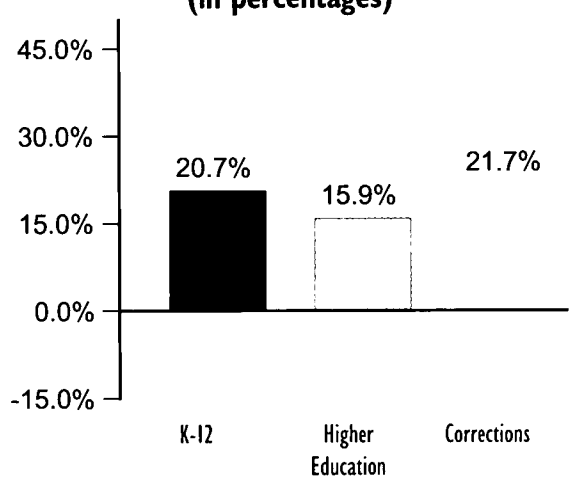
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $33.

College vs. Prison, 1994

One Year at University of Tennessee, Knoxville: $5,314
One Year in the State's Prisons: $17,699

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	16.0%	44 of 51
African American	10.2%	36 of 51
Latino	21.9%	7 of 51
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Investments		
Financial:		
Effort	$33	50 of 51
Disparity of Funding	16.2%	41 of 51
Curricula:		
Trigonometry & Physics	19%	35 of 39
Teaching Out of Field:		
Overall	26.5%	51 of 51
Disparity by % Poverty	23.9%	45 of 48
Disparity by % Minority	-5.0%	7 of 37
Achievement		
NAEP Reading:		
Overall	213 pts.	19 of 39
African American	188 pts.	19 of 33
Latino	196 pts.	17 of 39
NAEP Math:		
Overall	258 pts.	34 of 42
African American	234 pts.	23 of 32
Latino	227 pts.	37 of 40
ACT/SAT Gap	4.6 pts.	19 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	76%	Biology	88%
Geometry	62%	Chemistry	50%
Algebra II	62%	Physics	17%
Trigonometry	20%		
Calculus	6%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	23%	24%	11%	27%	39%
Asian	1%	3%	2%	0%	0%
Latino	1%	1%	0%	0%	0%
Native American	0%	0%	0%	0%	0%
White	76%	72%	87%	73%	60%
Total	100%	100%	100%	100%	100%
Number	864,795	8,824	32,286	80,735	61,673

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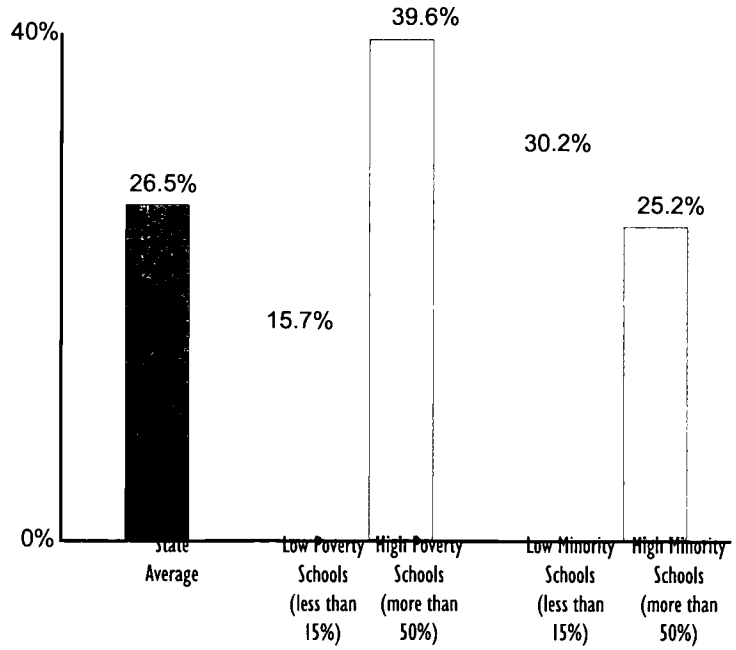
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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STATE PERFORMANCE

Academic Achievement

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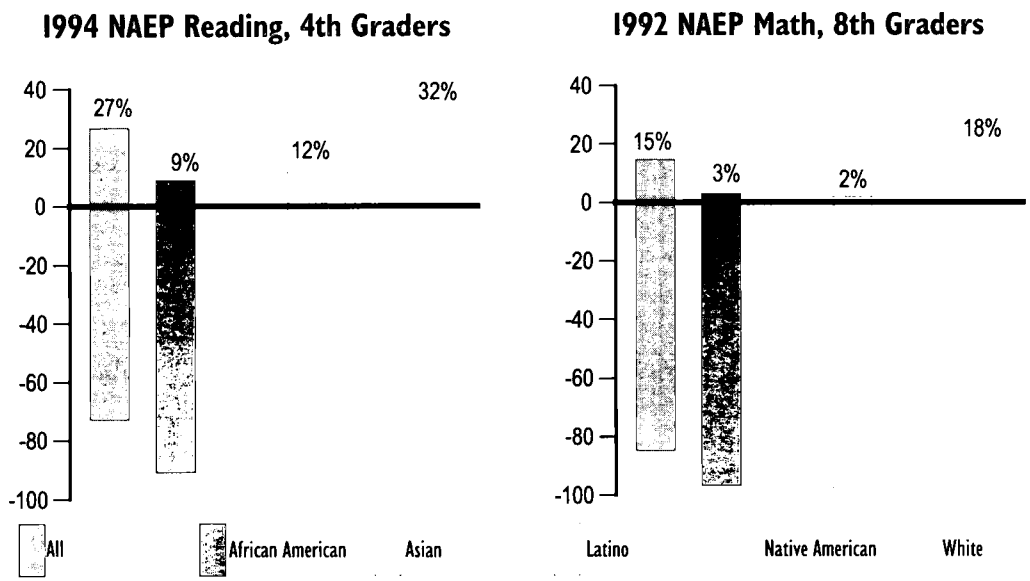
Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



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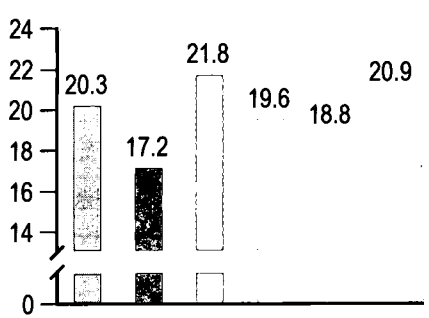

Average ACT Scores By Ethnicity, 1995

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 33.7%

Freshmen vs. Degrees Awarded[2]

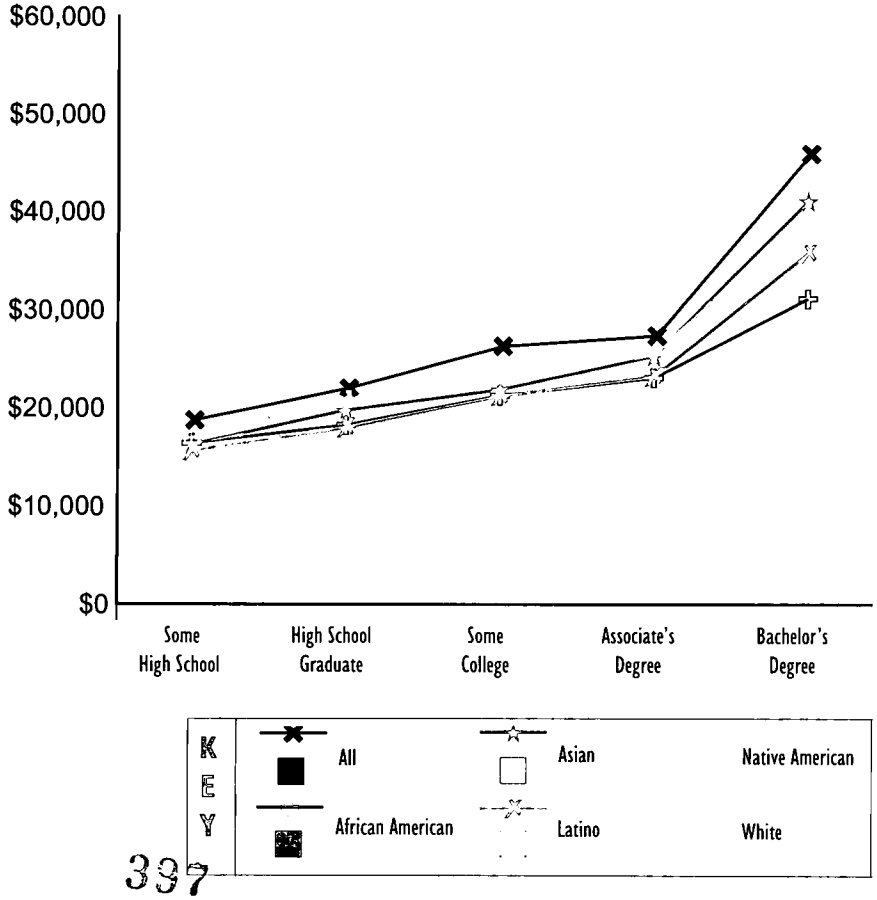
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	5,839	16.4%	2,116	10.6%
Asian	374	1.0%	274	1.4%
Latino	238	0.7%	114	0.6%
White	28,752	80.6%	16,753	83.8%
Other	481	1.3%	735	3.7%
Total	35,684	100.0%	19,992	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

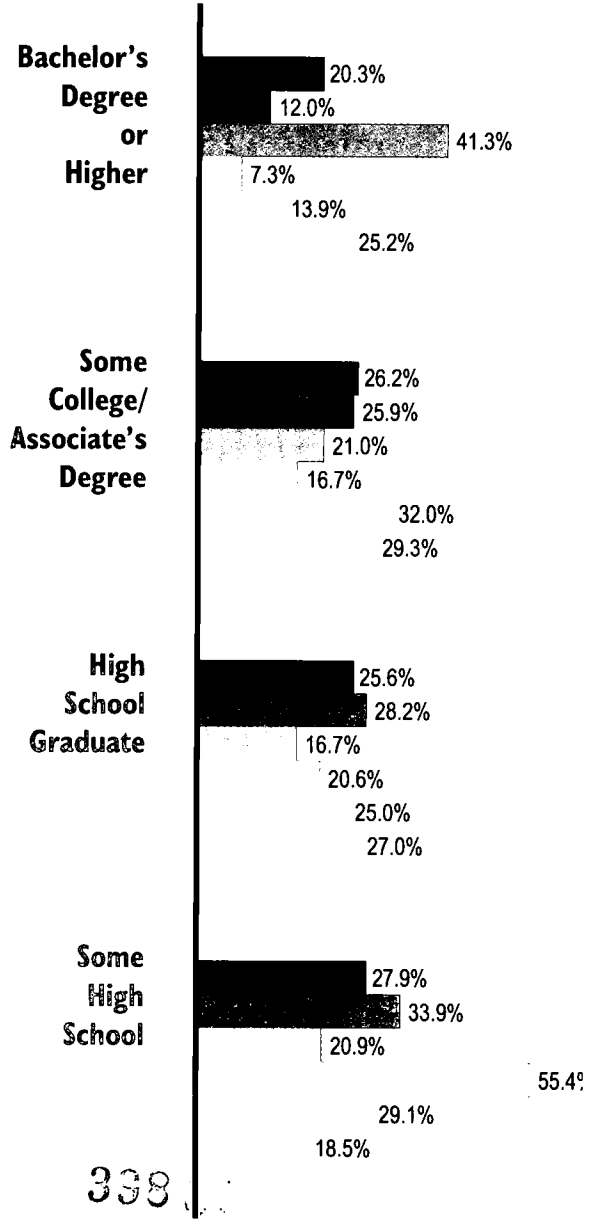
More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	10.2%	14.1%	14.3%	7.4%	11.2%	8.8%
Asian	1.9%	0.8%	2.2%	3.1%	4.1%	4.5%
Latino	25.4%	35.5%	35.5%	21.8%	23.3%	16.4%
Native American[1]	0.3%	0.3%	0.2%	0.3%	0.5%	0.4%
White	62.3%	34.1%	47.7%	67.3%	60.1%	65.5%
Other	0.0%	15.2%	0.0%	0.0%	0.9%	4.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	7,456,621	1,798,615	3,606,811	211,337	425,472	529,023

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $4,894

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,500 per pupil.

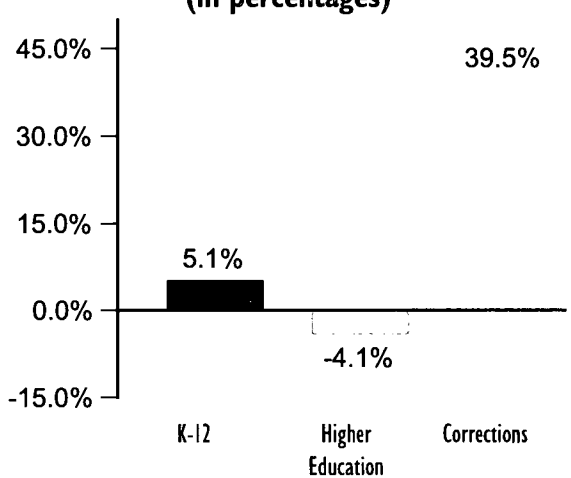
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $46.

College vs. Prison, 1994

One Year at University of Texas at Austin: $5,343
One Year in the State's Prisons: $16,206

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	20.3%	23 of 51
African American	12.0%	27 of 51
Latino	7.3%	46 of 51
College Attending Rate	30.0%	47 of 50
Investments		
Financial:		
Effort	$46	11 of 51
Disparity of Funding	12.5%	20 of 51
Curricula:		
Trigonometry & Physics	27%	19 of 39
Teaching Out of Field:		
Overall	18.2%	29 of 51
Disparity by % Poverty	12.3%	28 of 48
Disparity by % Minority	-2.9%	10 of 37
Achievement		
NAEP Reading:		
Overall	212 pts.	24 of 39
African American	191 pts.	12 of 33
Latino	198 pts.	15 of 39
NAEP Math:		
Overall	264 pts.	25 of 42
African American	243 pts.	4 of 32
Latino	248 pts.	13 of 40
ACT/SAT Gap	228 pts.	14 of 23

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	93%	Biology	95%
Geometry	68%	Chemistry	48%
Algebra II	67%	Physics	16%
Trigonometry	37%		
Calculus	8%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	14%	19%	9%	19%	33%
Asian	2%	9%	4%	1%	1%
Latino	36%	24%	16%	28%	34%
Native American	0%	0%	0%	0%	0%
White	48%	49%	70%	53%	33%
Total	100%	100%	100%	100%	100%
Number	3,606,811	48,935	249,268	269,782	134,488

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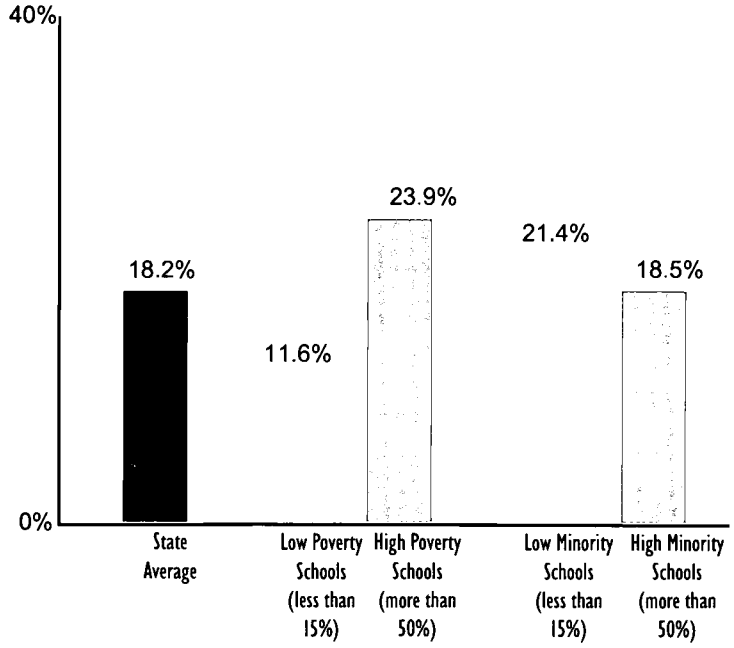
3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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See Definitions and Sources Page

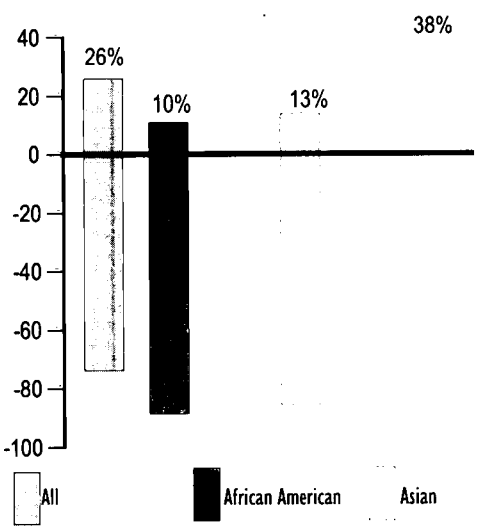
STATE PERFORMANCE

Academic Achievement

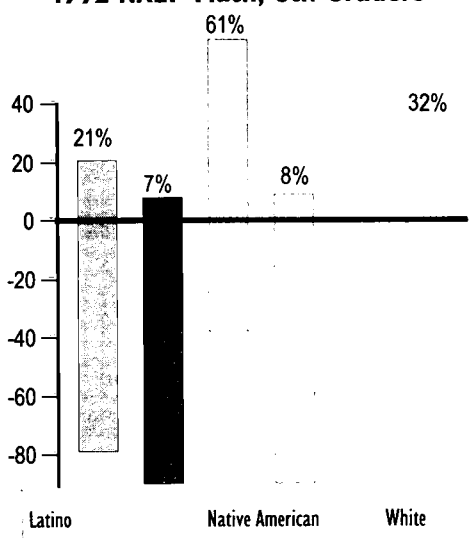
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders[1]

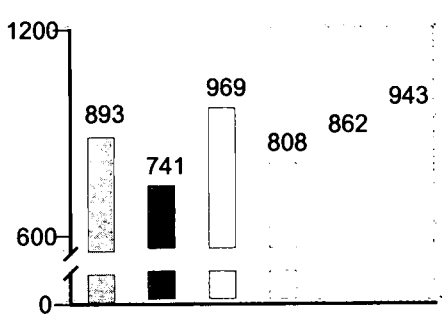


1992 NAEP Math, 8th Graders



NAEP data is not available for all groups in every state.

1 Did not satisfy guidlines for participation.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 30.0%

Freshmen vs. Degrees Awarded[2]

	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	13,196	10.1%	4,582	6.6%
Asian	4,010	3.1%	2,613	3.8%
Latino	25,961	19.9%	9,065	13.1%
White	85,238	65.3%	51,011	73.6%
Other	2,080	1.6%	2,022	2.9%
Total	130,485	100.0%	69,293	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

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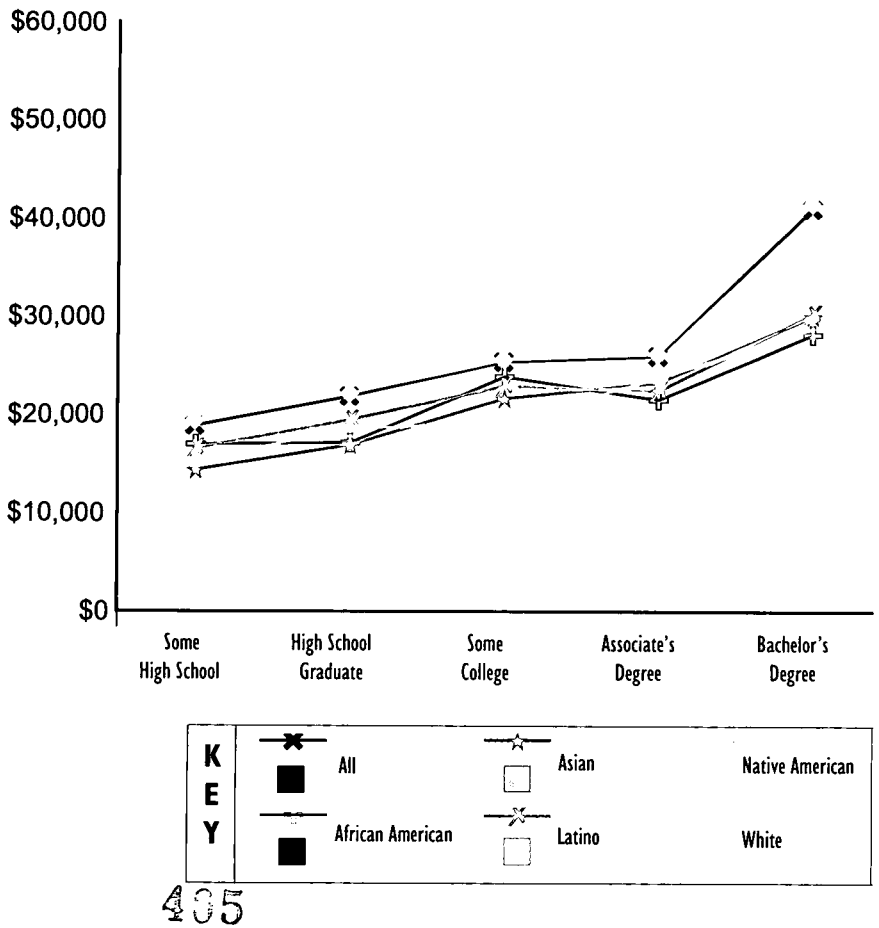
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

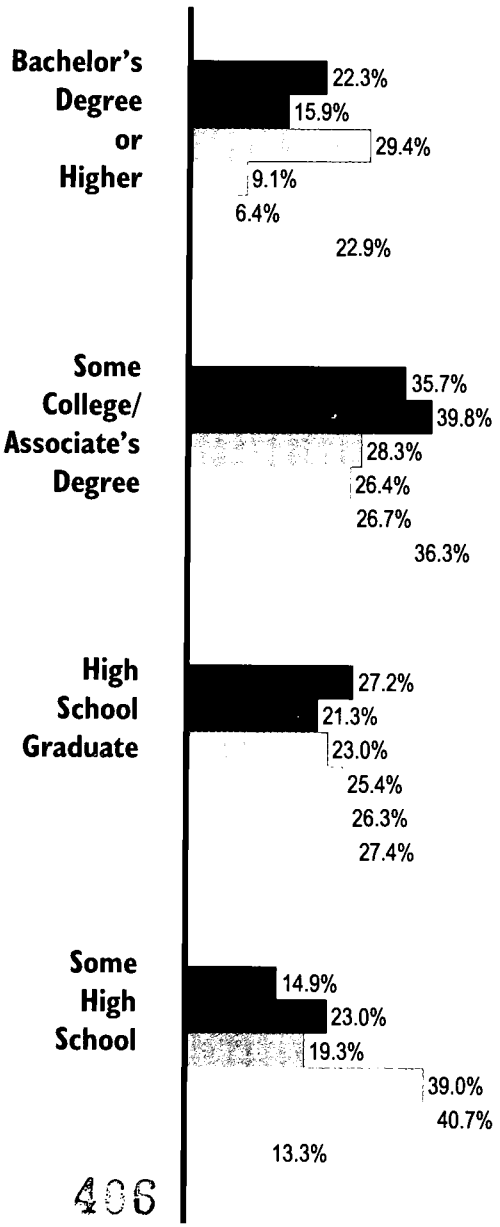
Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



435

See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.8%	1.5%	0.6%	5.3%	0.7%	0.6%
Asian	2.5%	2.6%	2.0%	3.6%	2.7%	1.9%
Latino	5.4%	10.6%	4.5%	7.6%	4.0%	2.1%
Native American[1]	1.8%	5.6%	1.4%	0.6%	2.0%	0.8%
White	89.5%	74.2%	91.5%	82.8%	88.6%	90.4%
Other	0.0%	5.5%	0.0%	0.0%	2.1%	4.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	750,189	87,254	469,804	9,792	30,237	115,959

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $3,431

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,142 per pupil.

Effort, 1991-92

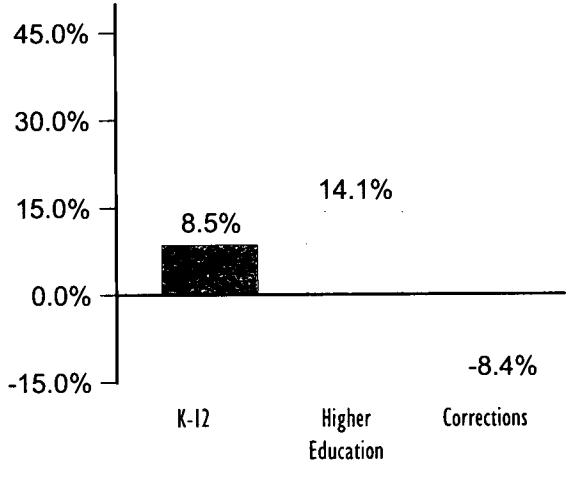
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $46.

College vs. Prison, 1994

One Year at University of Utah: $6,701
One Year in the State's Prisons: $20,998

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	22.3%	15 of 51
African American	15.9%	11 of 51
Latino	9.1%	41 of 51
College Attending Rate	44.8%	16 of 50
Investments		
Financial:		
Effort	$46	11 of 51
Disparity of Funding	12.5%	20 of 51
Curricula:		
Trigonometry & Physics	36%	8 of 39
Teaching Out of Field:		
Overall	16.4%	20 of 51
Disparity by % Poverty	-5.1%	4 of 48
Disparity by % Minority	0.6%	13 of 37
Achievement		
NAEP Reading:		
Overall	217 pts.	15 of 39
African American	n/a	n/a
Latino	199 pts.	14 of 39
NAEP Math:		
Overall	274 pts.	8 of 42
African American	n/a	n/a
Latino	253 pts.	7 of 40
ACT/SAT Gap	3.4 pts.	3 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	93%	Chemistry	48%
Algebra II	89%	Physics	30%
Trigonometry	42%		
Calculus	15%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	0%	0%	1%	3%
Asian	2%	5%	3%	1%	4%
Latino	5%	2%	3%	7%	14%
Native American	1%	0%	0%	4%	2%
White	92%	92%	94%	87%	77%
Total	100%	100%	100%	100%	100%
Number	469,804	6,770	15,246	38,449	10,813

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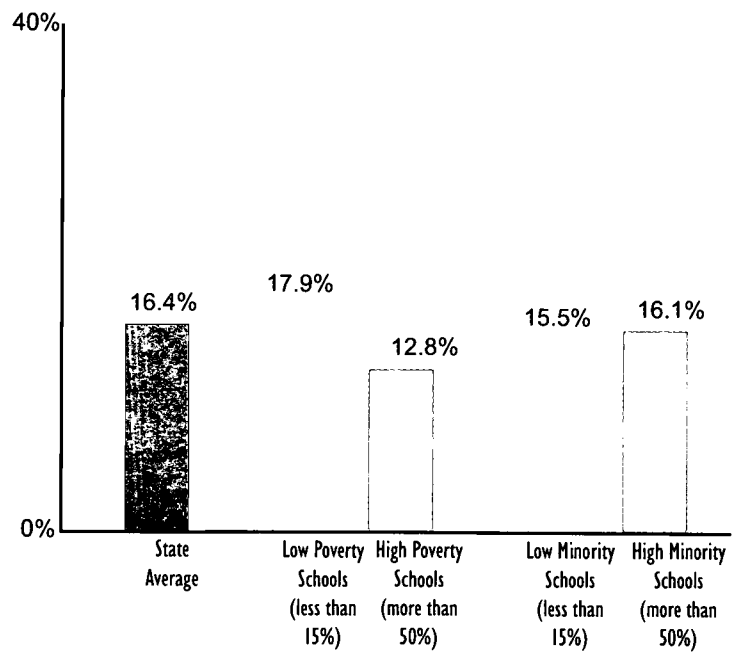
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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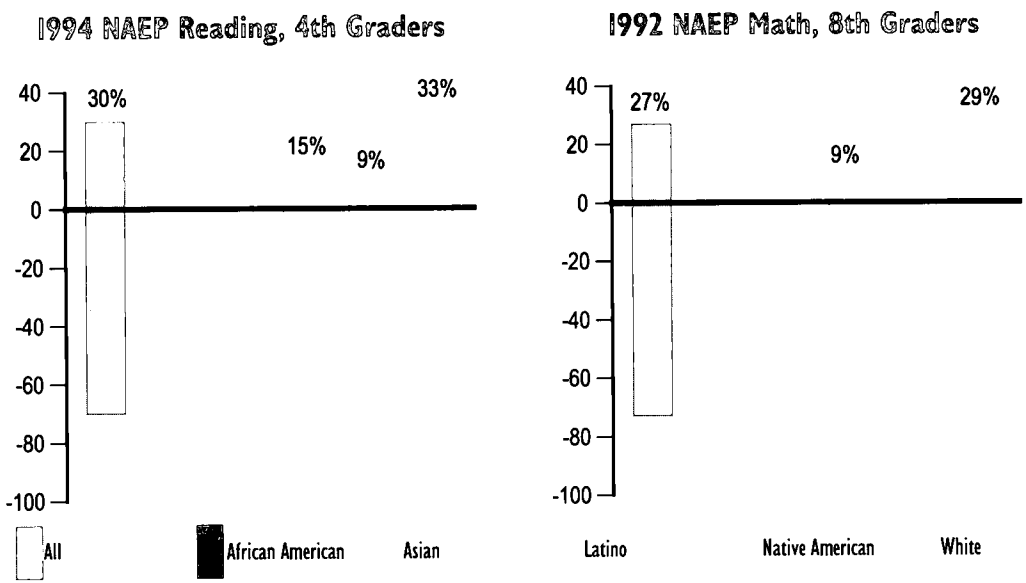
STATE PERFORMANCE

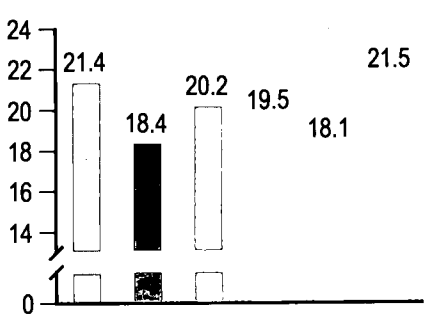
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995	
African American		104	0.4%
Asian		597	2.0%
Latino		887	3.0%
Native American	Data Not Available For This State	266	0.9%
White		27,697	93.7%
Total		29,551	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 44.8%

Freshmen vs. Degrees Awarded[2]

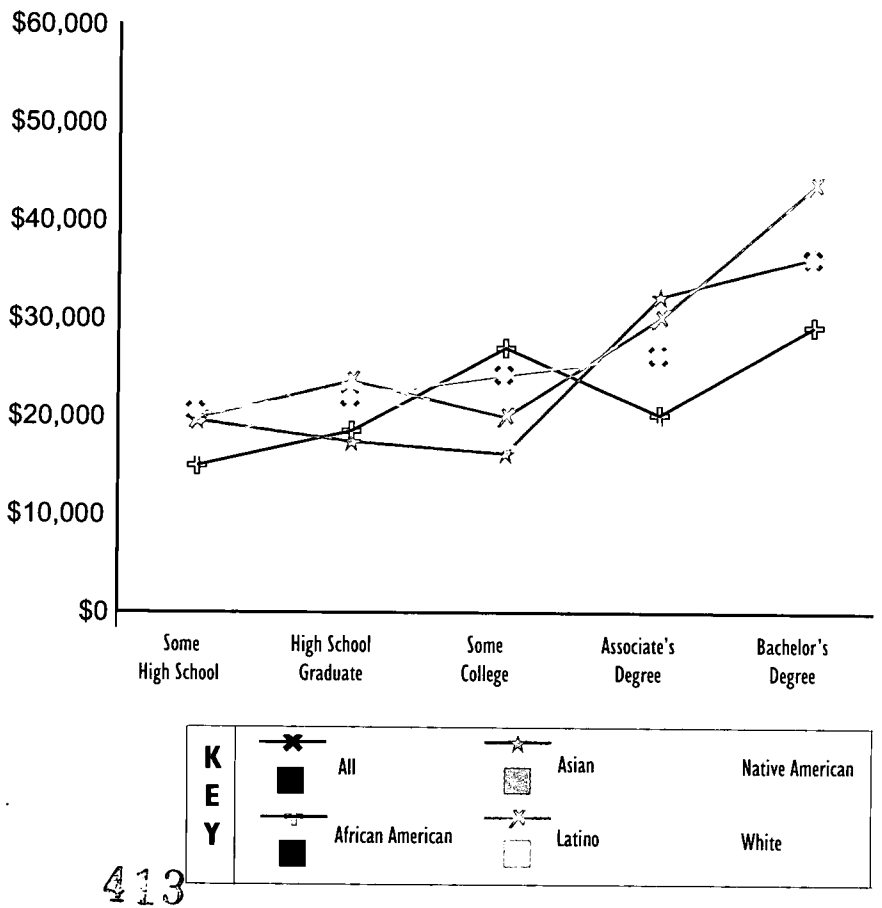
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	138	0.6%	50	0.4%
Asian	411	1.9%	190	1.4%
Latino	436	2.0%	209	1.5%
White	19,803	91.6%	12,547	89.5%
Other	824	3.8%	1,022	7.3%
Total	21,612	100.0%	14,018	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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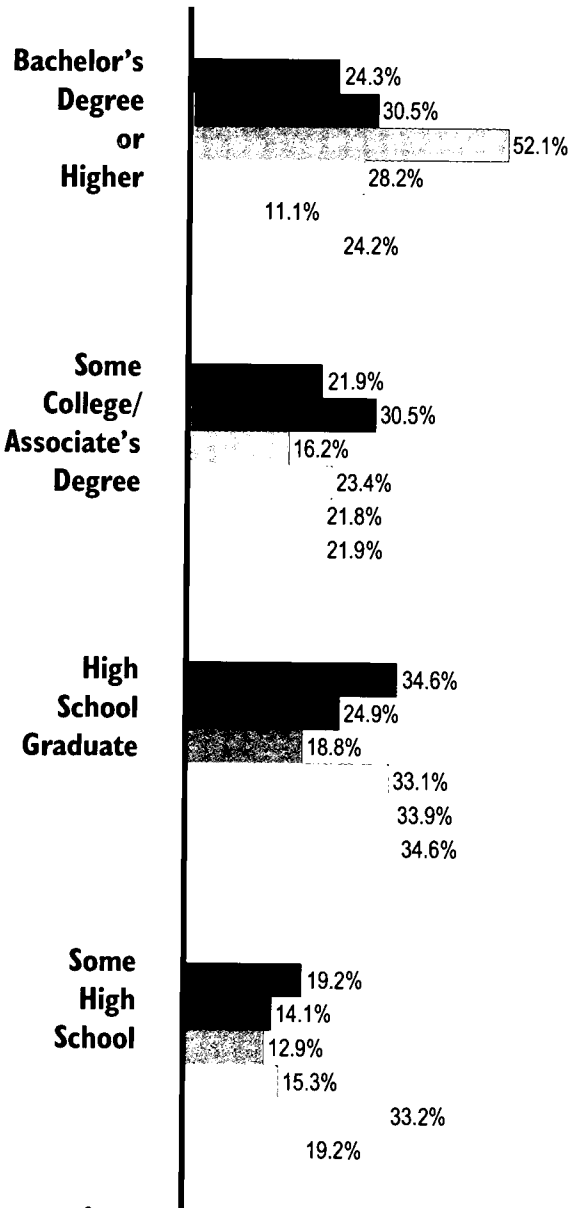
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.6%	1.2%	0.7%	1.3%	0.5%	1.3%
Asian	1.0%	0.4%	0.9%	1.7%	0.6%	2.0%
Latino	0.9%	0.8%	0.3%	1.2%	0.4%	1.3%
Native American[1]	0.4%	1.5%	0.6%	0.5%	0.4%	0.6%
White	97.1%	95.8%	97.5%	95.2%	97.9%	92.4%
Other	0.0%	0.3%	0.0%	0.0%	0.2%	2.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	168,079	17,163	102,755	9,106	4,819	30,590

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,765

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $3,812 per pupil.

Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $58.

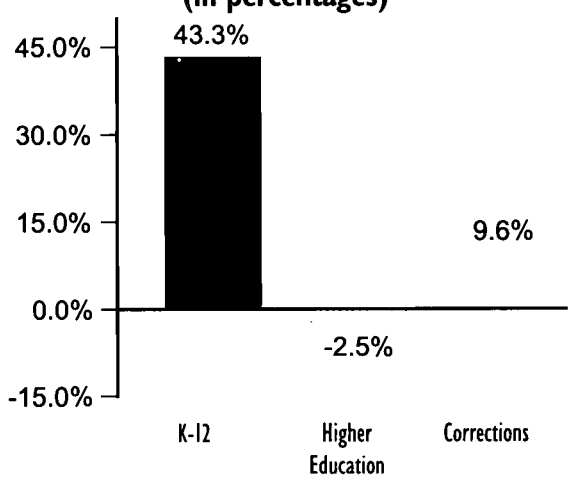
College vs. Prison, 1994

One Year at University of Vermont and State Ag College: $11,166

One Year in the State's Prisons: $25,364

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator Attainment	Number	Rank
BAs or Higher:		
Total	24.3%	9 of 51
African American	30.5%	1 of 51
Latino	28.2%	1 of 51
College Attending Rate	42.8%	21 of 50
Investments		
Financial:		
Effort	$58	3 of 51
Disparity of Funding	16.7%	42 of 51
Curricula:		
Trigonometry & Physics	34%	11 of 39
Teaching Out of Field:		
Overall	15.1%	14 of 51
Disparity by % Poverty	n/a	n/a
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	81 pts.	1 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	91%	Biology	95%
Geometry	62%	Chemistry	67%
Algebra II	56%	Physics	40%
Trigonometry	27%		
Calculus	13%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	1%	0%	1%	
Asian	1%	3%	1%	0%	0%
Latino	0%	0%	0%	0%	0%
Native American	1%	1%	0%	1%	1%
White	98%	95%	98%	99%	98%
Total	100%	100%	100%	100%	100%
Number	102,755	519	1,248	7,530	2,813

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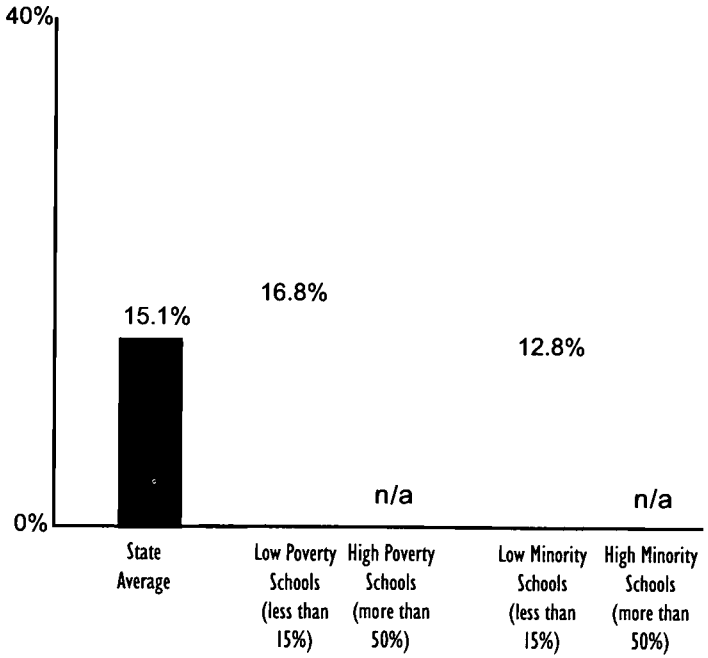
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)

1994 NAEP Reading, 4th Graders

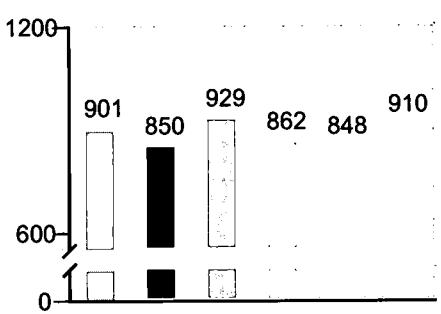
Data Not Available For This State

1992 NAEP Math, 8th Graders

Data Not Available For This State

All | African American | Asian | Latino | Native American | White

NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995
African American	34	0.5%	
Asian	62	0.9%	
Latino	33	0.5%	Data Not Available For This State
Native American	50	0.7%	
White	6,494	97.3%	
Total	6,673	100.0%	

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 42.8%

Freshmen vs. Degrees Awarded[2]

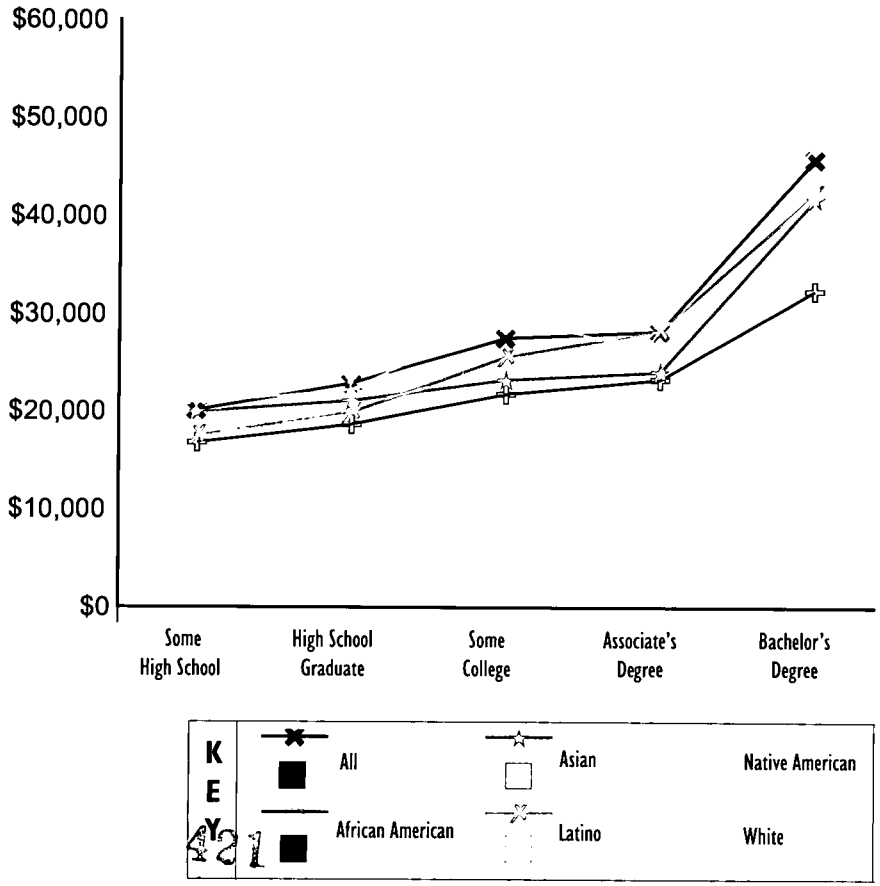
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	100	1.5%	54	1.2%
Asian	118	1.8%	64	1.4%
Latino	83	1.3%	66	1.4%
White	6,165	93.7%	4,258	91.2%
Other	111	1.7%	229	4.9%
Total	6,577	100.0%	4,671	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

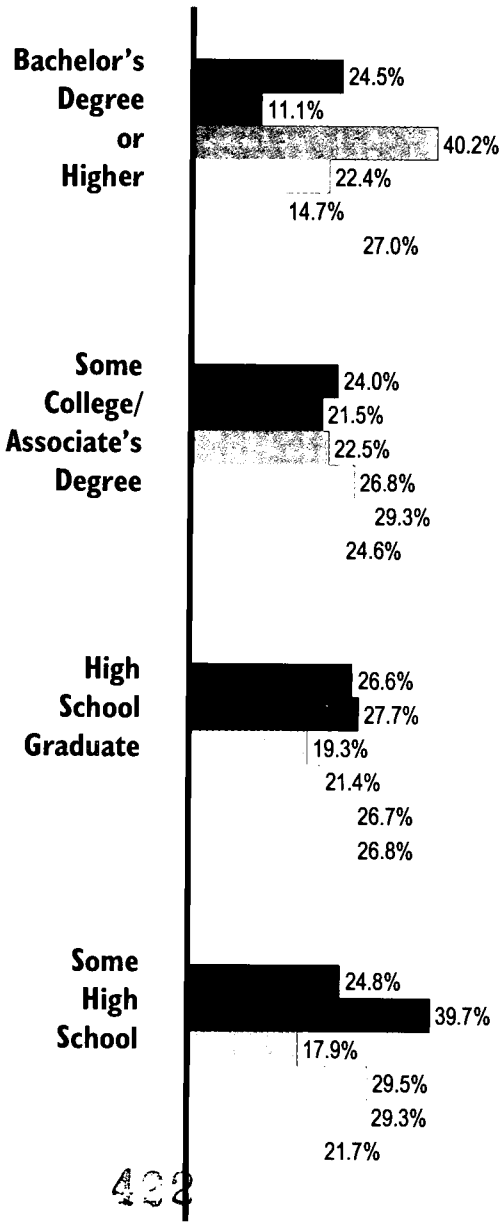
More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	21.6%	50.8%	25.8%	9.9%	15.9%	16.1%
Asian	3.5%	1.7%	3.3%	3.7%	5.0%	4.6%
Latino	3.2%	2.5%	2.8%	3.7%	2.6%	1.8%
Native American[1]	0.2%	0.3%	0.2%	0.3%	0.4%	0.3%
White	71.4%	43.6%	67.9%	82.4%	75.5%	74.4%
Other	0.0%	1.0%	0.0%	0.0%	0.6%	2.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,858,658	202,529	1,045,471	84,439	135,277	218,872

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,405

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,534 per pupil.

Effort, 1991-92

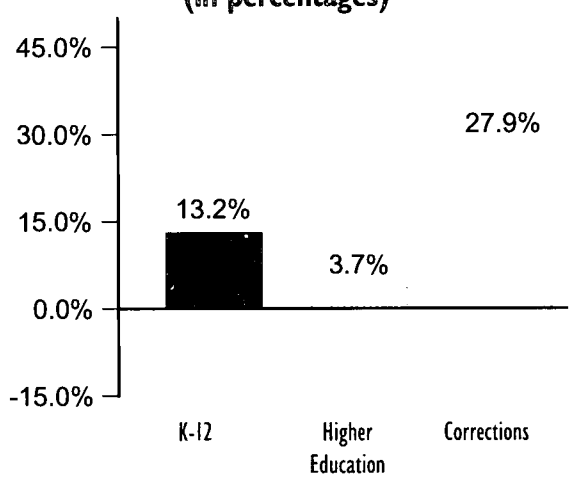
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $35.

College vs. Prison, 1994

One Year at University of Virginia, Main Campus: $8,258
One Year in the State's Prisons: $17,013

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	24.5%	7 of 51
African American	11.1%	32 of 51
Latino	22.4%	6 of 51
College Attending Rate	38.6%	30 of 50
Investments		
Financial:		
Effort	$35	43 of 51
Disparity of Funding	20.3%	45 of 51
Curricula:		
Trigonometry & Physics	n/a	n/a
Teaching Out of Field:		
Overall	18.0%	28 of 51
Disparity by % Poverty	10.9%	25 of 48
Disparity by % Minority	-13.5%	2 of 37
Achievement		
NAEP Reading:		
Overall	213pts.	19 of 39
African American	192 pts.	10 of 33
Latino	206 pts.	6 of 39
NAEP Math:		
Overall	267 pts.	18 of 42
African American	244 pts.	3 of 32
Latino	254 pts.	4 of 40
ACT/SAT Gap	206 pts.	13 of 23

See Definitions Pages and Rankings Pages

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Data Not Available For This State

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	26%	7%	10%	26%	42%
Asian	3%	15%	4%	1%	1%
Latino	3%	2%	1%	2%	2%
Native American	0%	0%	0%	0%	0%
White	68%	76%	85%	70%	54%
Total	100%	100%	100%	100%	100%
Number	1,045,471	12,479	89,549	80,455	75,710

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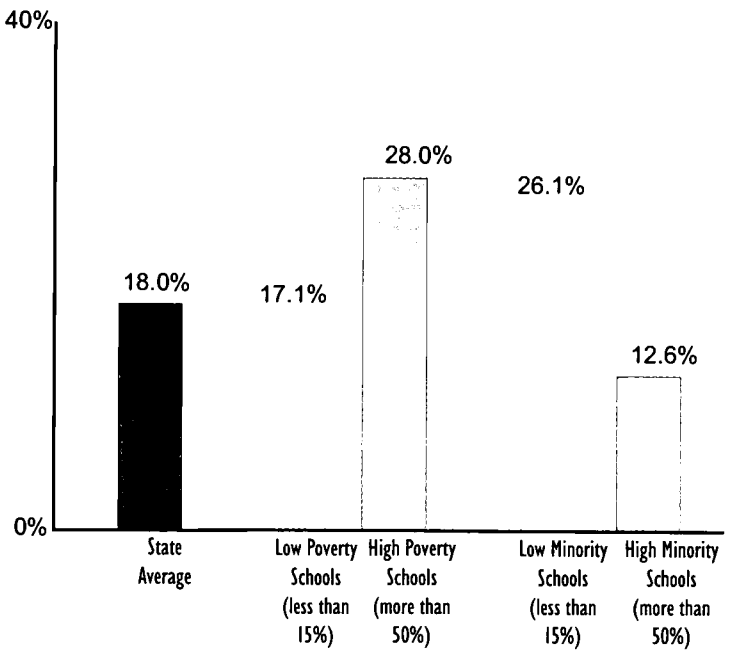
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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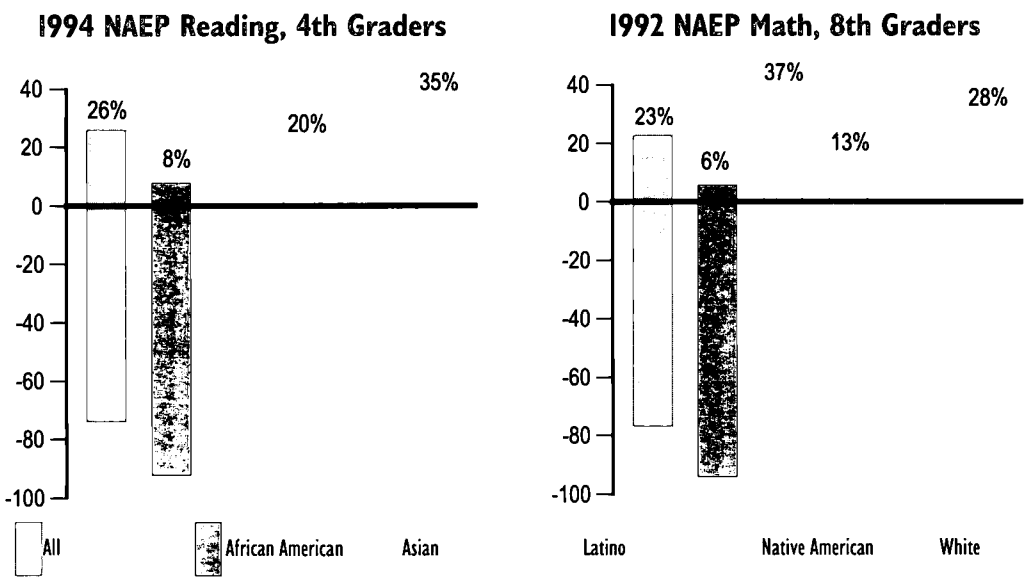
STATE PERFORMANCE

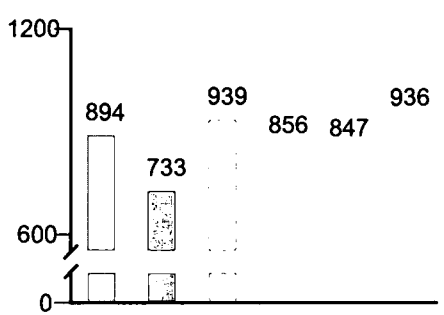
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

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. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 38.6%

Freshmen vs. Degrees Awarded[2]

	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	8,791	18.6%	4,098	13.3%
Asian	1,886	4.0%	1,230	4.0%
Latino	746	1.6%	488	1.6%
White	35,203	74.4%	24,315	79.2%
Other	701	1.5%	581	1.9%
Total	47,327	100.0%	30,712	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

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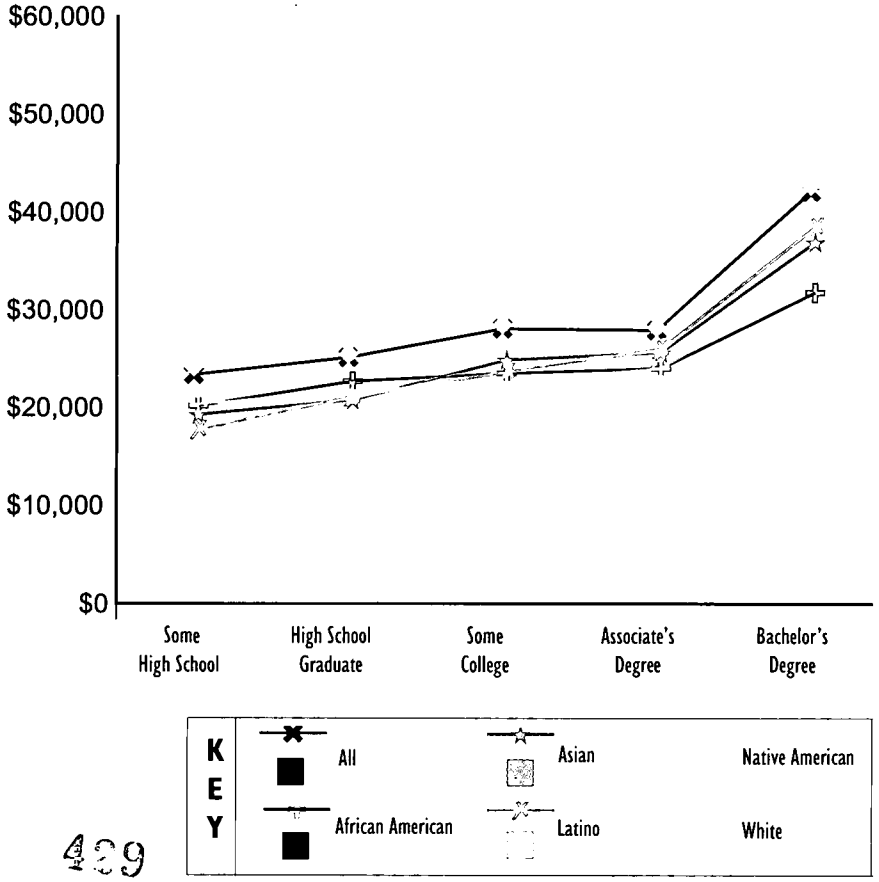
EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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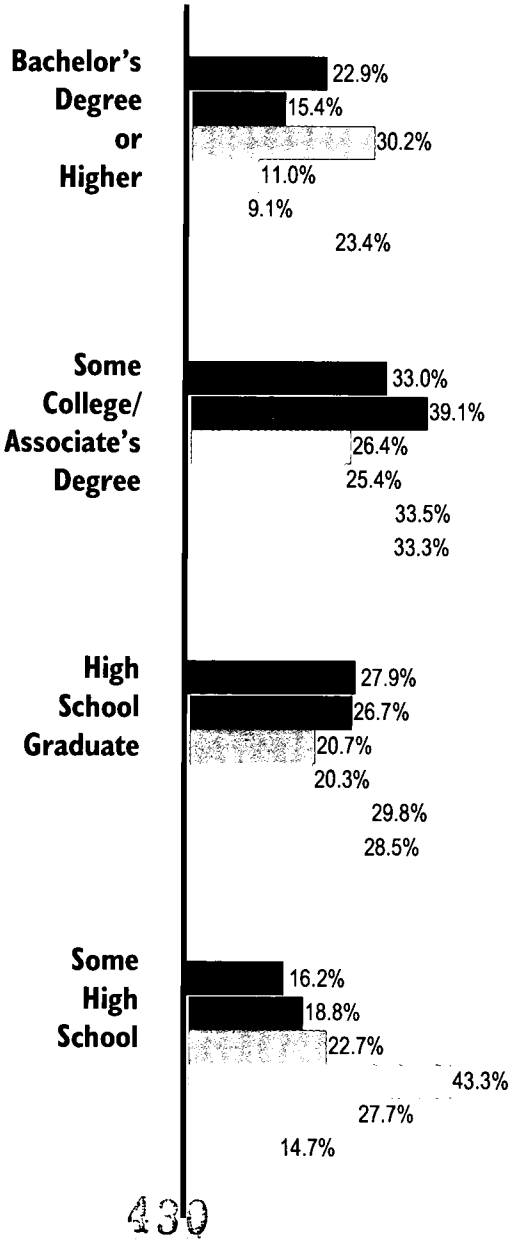
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	3.6%	7.0%	4.4%	3.6%	4.4%	2.6%
Asian	6.1%	6.1%	6.2%	7.1%	6.7%	8.6%
Latino	6.5%	13.2%	6.9%	3.7%	3.5%	3.3%
Native American[1]	2.3%	4.9%	2.6%	1.2%	2.0%	1.6%
White	81.6%	60.3%	79.9%	84.3%	81.3%	79.1%
Other	0.0%	8.4%	0.0%	0.0%	2.2%	4.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,599,077	206,653	915,952	70,206	161,358	123,304

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,724

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,523 per pupil.

Effort, 1991-92

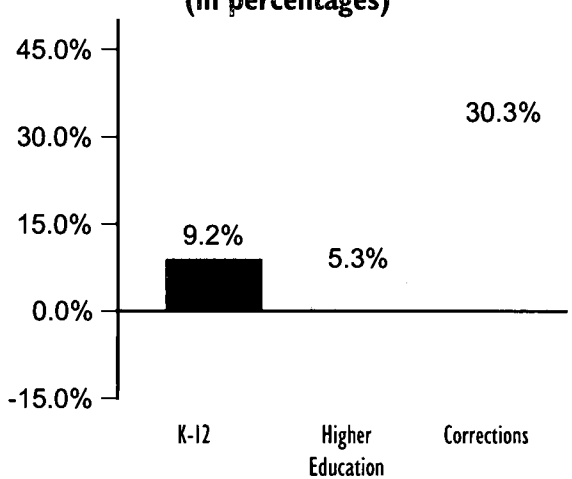
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $40.

College vs. Prison, 1994

One Year at University of Washington: $7,125
One Year in the State's Prisons: $23,506

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	22.9%	13 of 51
African American	15.4%	13 of 51
Latino	11.0%	30 of 51
College Attending Rate	44.0%	19 of 50
Investments		
Financial:		
Effort	$40	32 of 51
Disparity of Funding	8.9%	8 of 51
Curricula:		
Trigonometry & Physics	19%	35 of 39
Teaching Out of Field:		
Overall	21.9%	38 of 51
Disparity by % Poverty	5.7%	20 of 48
Disparity by % Minority	7.0%	28 of 37
Achievement		
NAEP Reading:		
Overall	213 pts.	19 of 39
African American	198 pts.	3 of 33
Latino	190 pts.	26 of 39
NAEP Math:		
Overall	n/a	n/a
African American	n/a	n/a
Latino	n/a	n/a
ACT/SAT Gap	164 pts.	4 of 23

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	66%	Biology	75%
Geometry	61%	Chemistry	38%
Algebra II	52%	Physics	16%
Trigonometry	21%		
Calculus	11%		

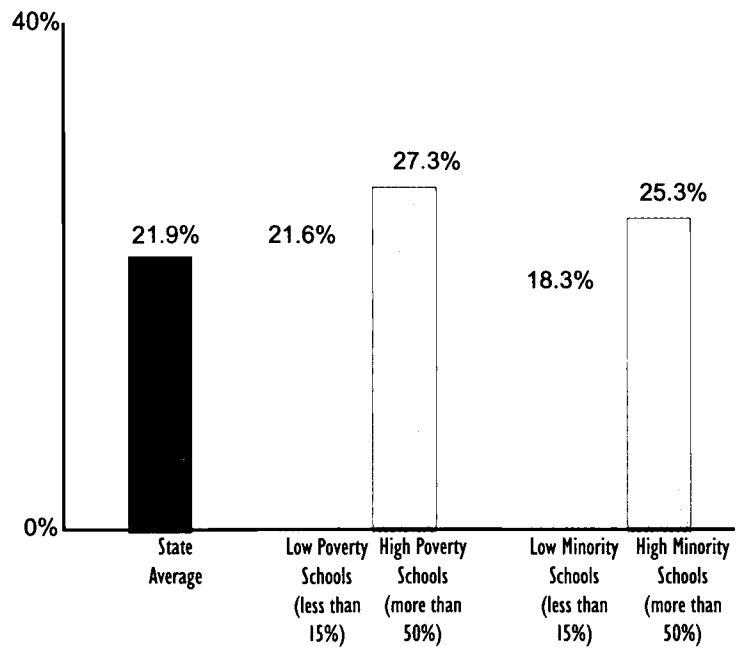
[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	4%	3%	2%	6%	8%
Asian	6%	13%	8%	2%	4%
Latino	7%	4%	3%	8%	10%
Native American	3%	2%	1%	4%	3%
White	80%	78%	86%	81%	74%
Total	100%	100%	100%	100%	100%
Number	915,952	11,626	31,212	49,804	45,066

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

See Definitions and Sources Page

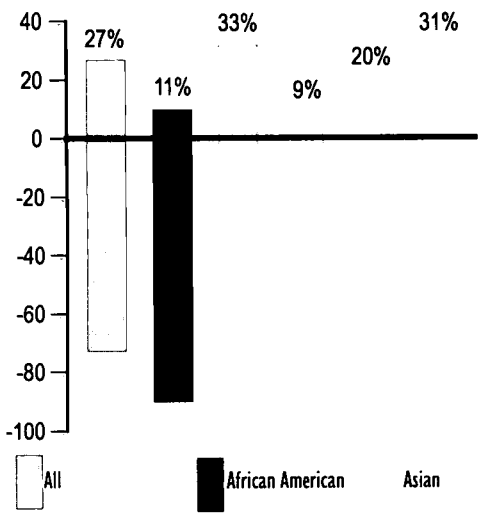
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

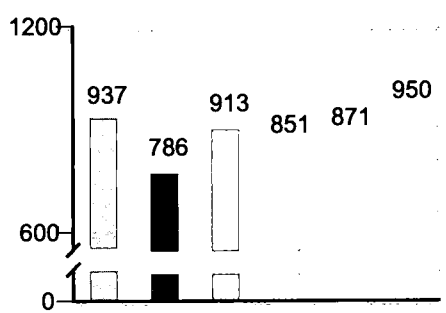
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders

Data Not Available For This State

NAEP data are not available for all groups in every state.



Average SAT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995
African American	2,555	4.1%	
Asian	3,207	5.2%	
Latino	3,276	5.3%	Data Not Available For This State
Native American	1,488	2.4%	
White	51,097	82.9%	
Total	61,623	100.0%	

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 44.0%

Freshmen vs. Degrees Awarded[2]

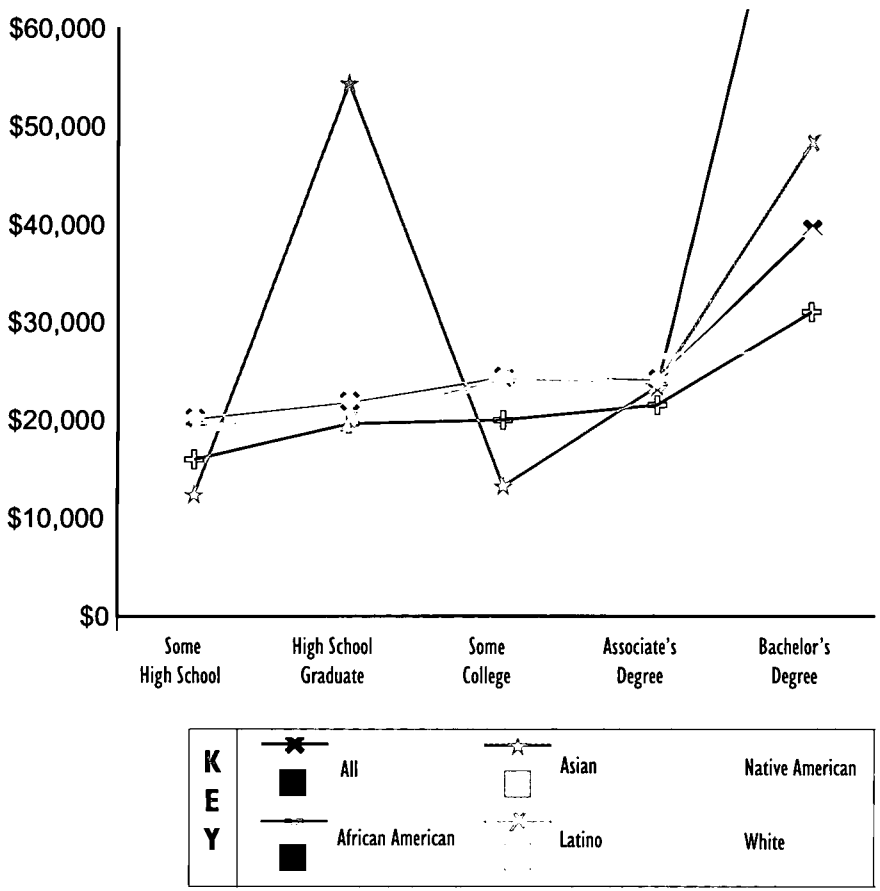
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	2,513	3.8%	397	1.9%
Asian	4,354	6.5%	1,679	7.9%
Latino	1,968	2.9%	481	2.3%
White	56,307	84.1%	16,982	79.9%
Other	1,776	2.7%	1,708	8.0%
Total	66,918	100.0%	21,247	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



See Definitions and Sources Page

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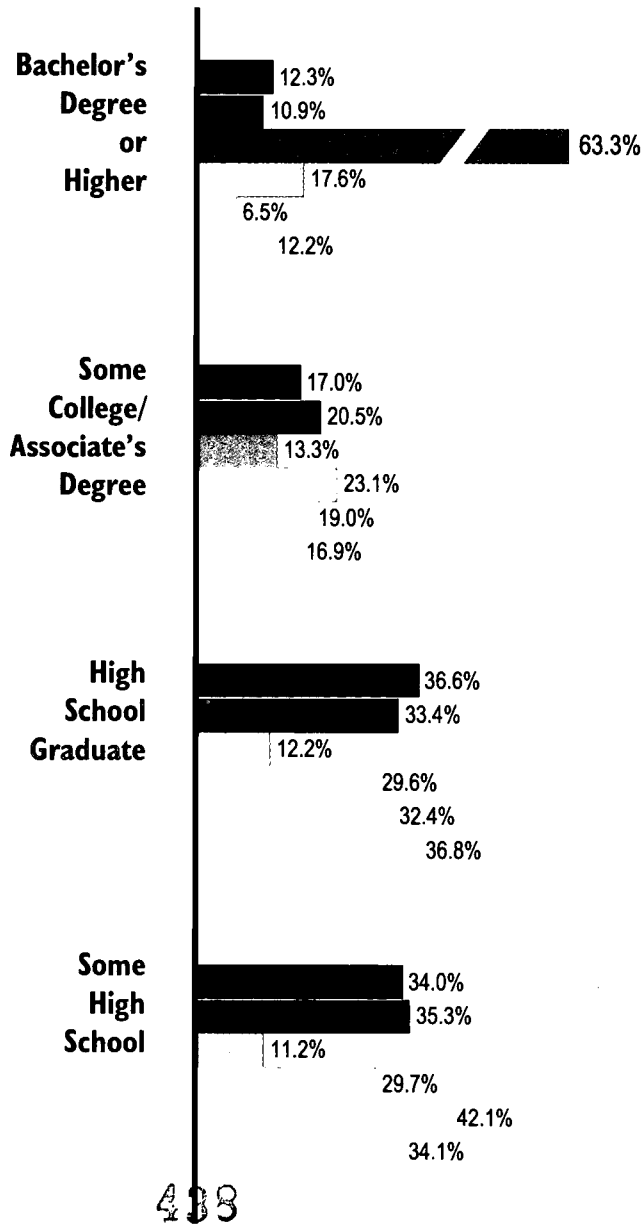
Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	3.6%	6.8%	4.0%	3.4%	4.2%	3.9%
Asian	0.6%	0.2%	0.4%	2.5%	0.4%	1.1%
Latino	0.6%	0.7%	0.2%	2.1%	0.2%	0.6%
Native American[1]	0.1%	0.3%	0.1%	0.1%	0.1%	0.2%
White	95.1%	91.9%	95.3%	91.9%	95.1%	91.9%
Other	0.0%	0.2%	0.0%	0.0%	0.2%	2.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	522,770	115,887	314,352	13,540	8,061	79,680

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,887

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $781 per pupil.

Effort, 1991-92

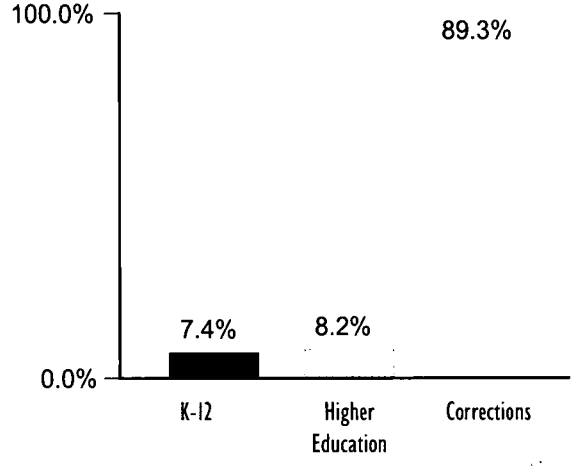
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $56.

College vs. Prison, 1994

One Year at West Virginia University: $6,438
One Year in the State's Prisons: $14,501

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	12.3%	51 of 51
African American	10.9%	34 of 51
Latino	17.6%	14 of 51
College Attending Rate	38.6%	30 of 50
Investments		
Financial:		
Effort	$56	5 of 51
Disparity of Funding	5.3%	3 of 51
Curricula:		
Trigonometry & Physics	23%	27 of 39
Teaching Out of Field:		
Overall	15.3%	15 of 51
Disparity by % Poverty	-15.8%	1 of 51
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	213 pts.	19 of 39
African American	202 pts.	1 of 33
Latino	192 pts.	24 of 39
NAEP Math:		
Overall	258 pts.	34 of 42
African American	243 pts.	4 of 32
Latino	230 pts.	34 of 40
ACT/SAT Gap	5.0 pts.	22 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	84%	Biology	88%
Geometry	61%	Chemistry	50%
Algebra II	50%	Physics	15%
Trigonometry	30%		
Calculus	6%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	4%	1%	1%	5%	10%
Asian	0%	2%	1%	0%	0%
Latino	0%	0%	0%	0%	0%
Native American	0%	0%	0%	0%	0%
White	95%	96%	97%	95%	90%
Total	100%	100%	100%	100%	100%
Number	314,352	2,395	7,518	27,497	18,424

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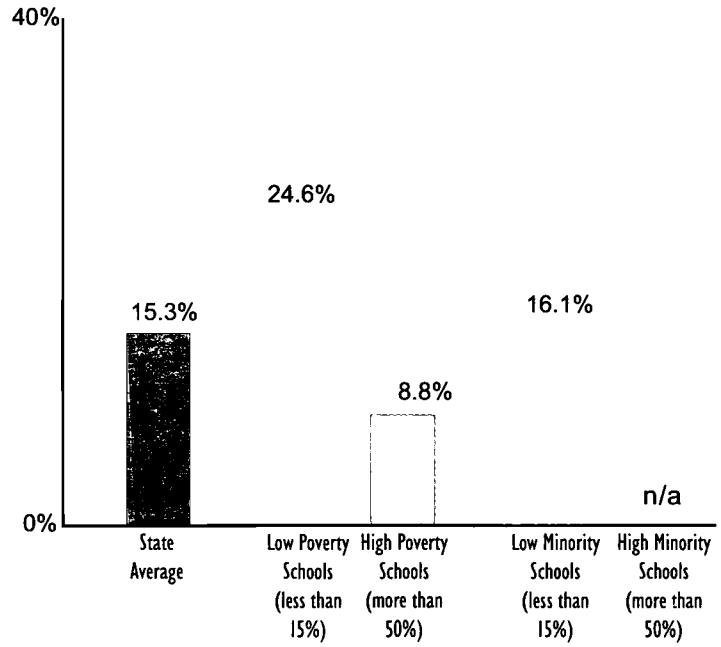
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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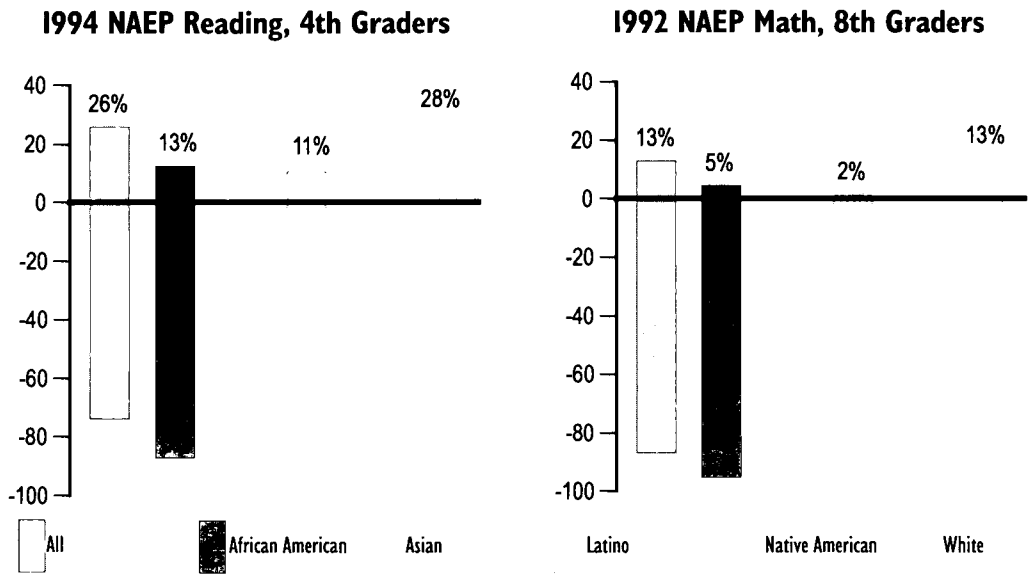
STATE PERFORMANCE

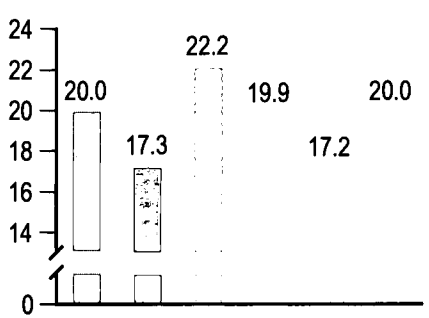
Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient (Proficient is 0)



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	951	3.6%	729	3.5%
Asian	104	0.4%	124	0.6%
Latino	35	0.1%	60	0.3%
Native American	8	0.0%	28	0.1%
White	25,077	95.8%	19,707	95.4%
Total	26,175	100.0%	20,648	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 38.6%

Freshmen vs. Degrees Awarded[2]

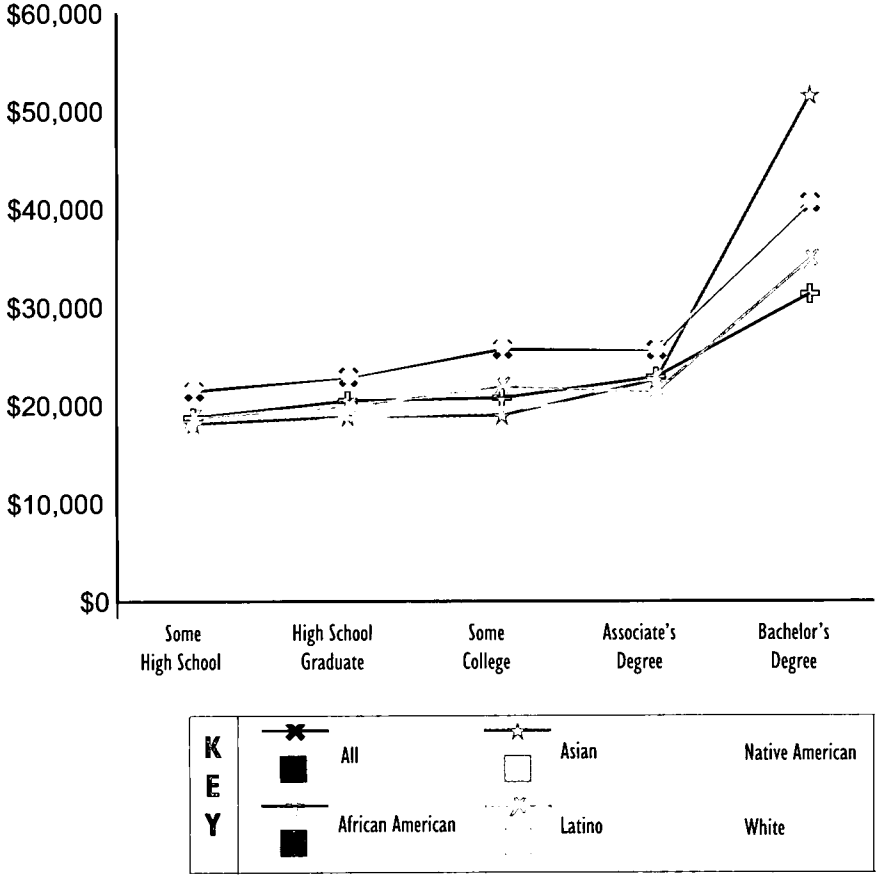
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	882	5.2%	233	2.6%
Asian	141	0.8%	103	1.1%
Latino	79	0.5%	67	0.7%
White	15,857	92.8%	8,390	92.8%
Other	135	0.8%	252	2.8%
Total	17,094	100.0%	9,045	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



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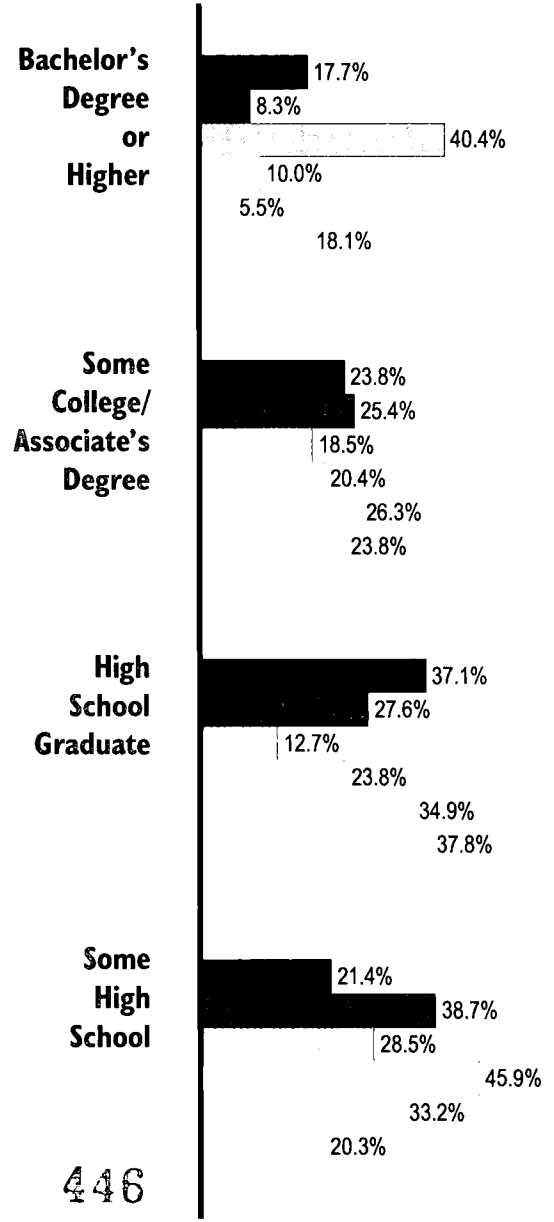
See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



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STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	7.2%	26.5%	9.1%	3.9%	6.3%	3.1%
Asian	1.9%	5.4%	2.4%	1.8%	1.6%	2.4%
Latino	2.9%	6.2%	2.9%	2.6%	2.2%	1.9%
Native American[1]	1.1%	3.2%	1.3%	0.7%	1.1%	0.7%
White	86.9%	55.1%	84.3%	90.9%	88.6%	88.4%
Other	0.0%	3.6%	0.0%	0.0%	0.2%	3.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	1,529,049	201,298	843,741	141,762	109,054	194,807

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $6,398

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $1,901 per pupil.

Effort, 1991-92

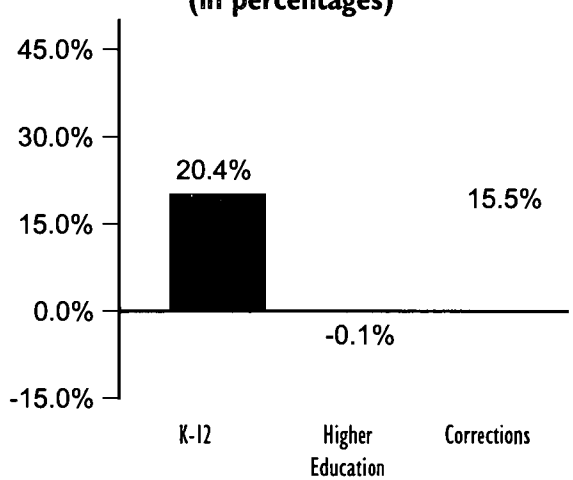
For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $48.

College vs. Prison, 1994

One Year at University of Wisconsin, Madison: $6,562
One Year in the State's Prisons: $20,217

Change in State Investment, 1993-95

K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	17.7%	35 of 51
African American	8.3%	49 of 51
Latino	10.0%	38 of 51
College Attending Rate	49.0%	7 of 50
Investments		
Financial:		
Effort	$48	9 of 51
Disparity of Funding	12.5%	20 of 51
Curricula:		
Trigonometry & Physics	38%	7 of 39
Teaching Out of Field:		
Overall	11.5%	7 of 51
Disparity by % Poverty	-5.0%	5 of 48
Disparity by % Minority	6.5%	26 of 37
Achievement		
NAEP Reading:		
Overall	224 pts.	3 of 39
African American	197 pts.	4 of 33
Latino	203 pts.	9 of 39
NAEP Math:		
Overall	277 pts.	6 of 42
African American	246 pts.	2 of 32
Latino	246 pts.	18 of 40
ACT/SAT Gap	4.5 pts.	18 of 27

** See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

2. Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	95%
Geometry	83%	Chemistry	67%
Algebra II	62%	Physics	31%
Trigonometry	45%		
Calculus	14%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	9%	1%	4%	12%	26%
Asian	2%	2%	2%	1%	1%
Latino	3%	1%	1%	3%	6%
Native American	1%	1%	1%	2%	2%
White	84%	95%	92%	83%	66%
Total	100%	100%	100%	100%	100%
Number	843,741	7,895	82,911	63,840	45,936

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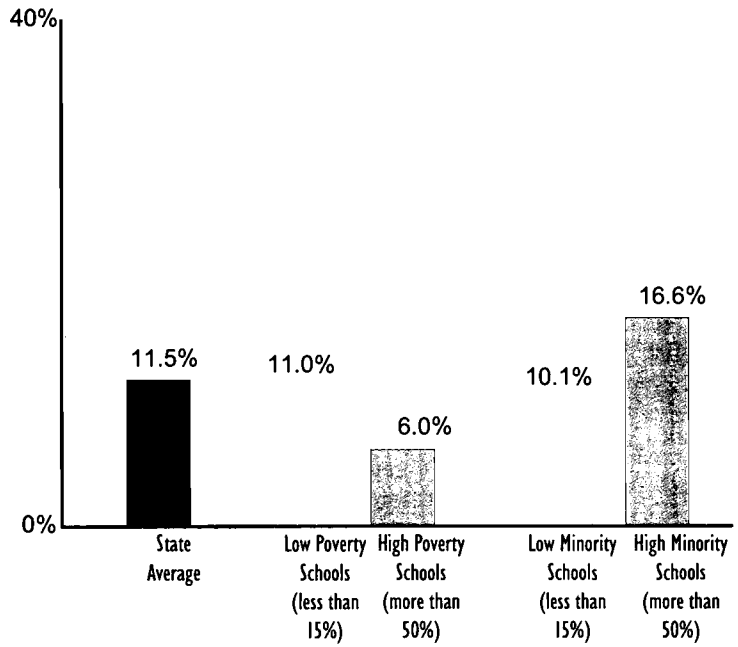
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



The most important educational investment a state can make is in a highly qualified teaching force. When teachers have too little knowledge of the subjects they teach, their students are denied the most basic resource for learning. There are several ways to examine teacher quality. This chart shows one: the percentage of all secondary school classes taught by teachers who lack even a minor in the subject.

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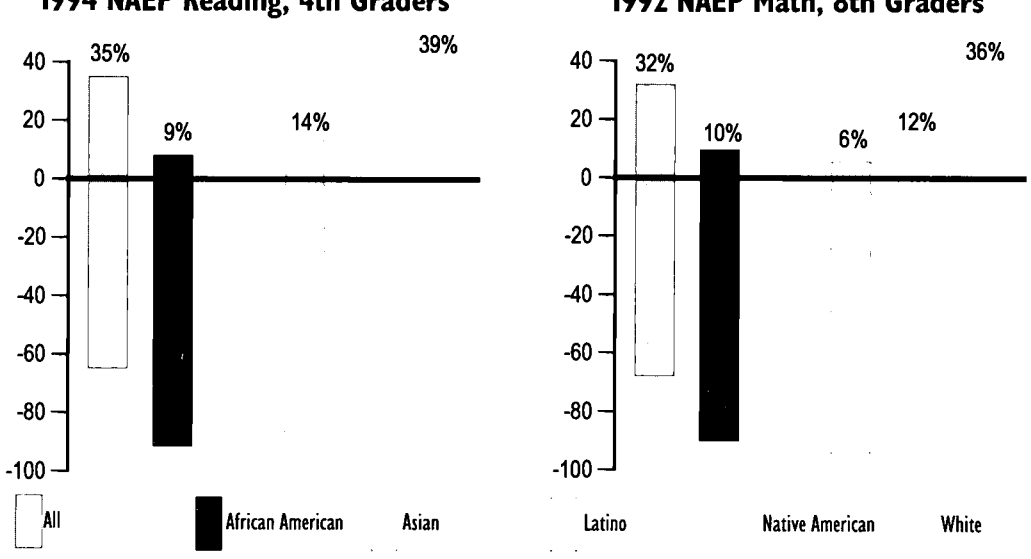
STATE PERFORMANCE

Academic Achievement

As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)



NAEP data is not available for all groups in every state.

Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91		High School[1] Graduates 1995	
African American	4,042	7.2%	2,030	3.9%
Asian	778	1.4%	967	1.9%
Latino	1,321	2.3%	942	1.8%
Native American	702	1.2%	442	0.9%
White	49,401	87.8%	47,354	91.5%
Total	56,244	100.0%	51,735	100.0%

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 49.0%

Freshmen vs. Degrees Awarded[2]

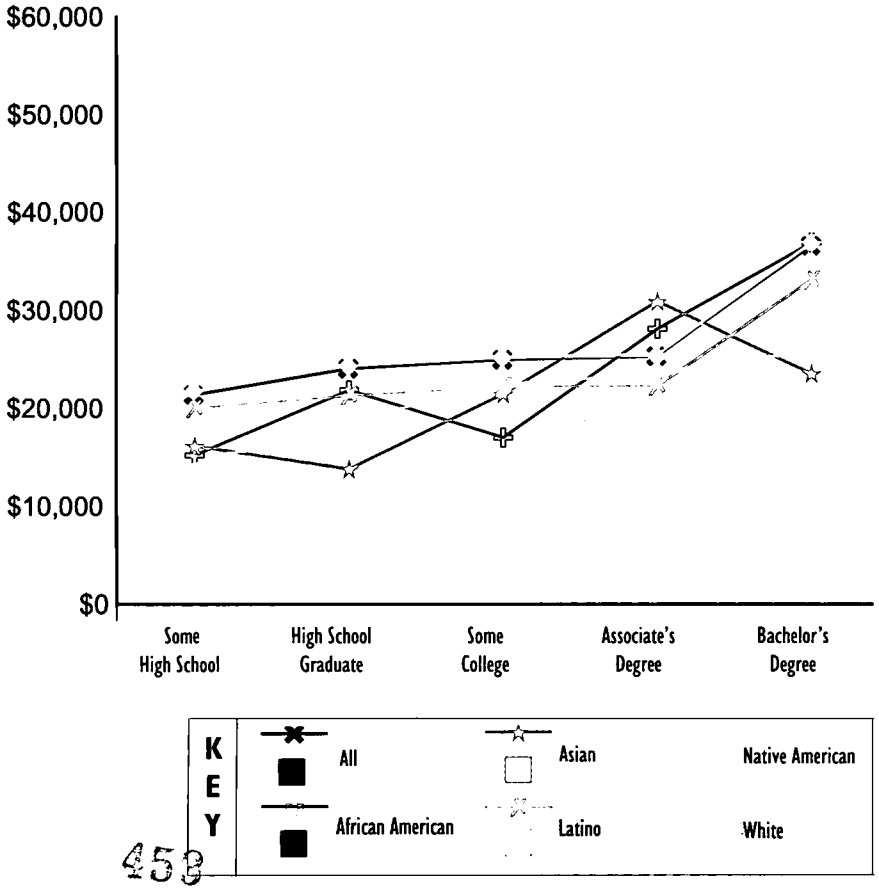
	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	1,429	2.9%	561	2.0%
Asian	792	1.6%	534	1.9%
Latino	914	1.8%	357	1.3%
White	45,484	91.9%	24,994	90.9%
Other	861	1.7%	1,038	3.8%
Total	49,480	100.0%	27,484	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

EDUCATION PAYS

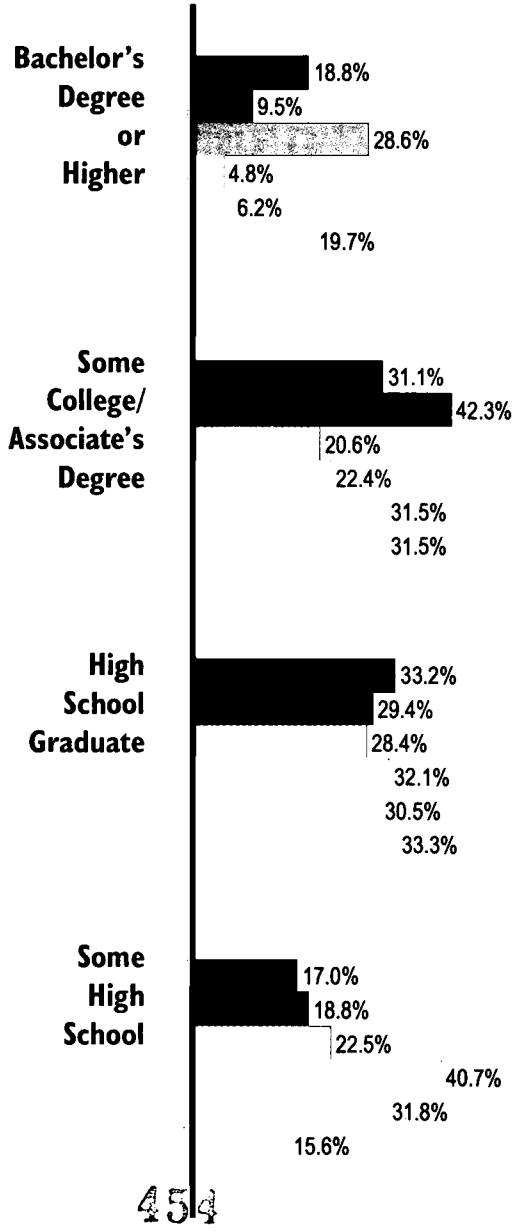
More education means higher earnings and lower poverty rates for everyone. This pattern is consistent across all states. But the educational attainment gap between racial and ethnic groups remains.

Average Annual Personal Income By Level of Education And By Race and Ethnicity, 1990



See Definitions and Sources Page

Highest Educational Attainment Of Adults in Each Group, 1990 (in percentages)



STUDENT PROFILE

Population, Poverty, and Enrollment By Race and Ethnicity

	Population Ages 5-24	Children in Poverty	Public K-12	Private K-12	Two-Year Colleges	Four-Year Colleges
African American	0.9%	1.6%	1.0%	0.8%	0.8%	0.9%
Asian	0.8%	0.4%	0.7%	1.1%	0.8%	0.8%
Latino	7.1%	12.4%	6.2%	5.6%	3.8%	3.5%
Native American[1]	2.8%	9.0%	2.7%	0.7%	1.9%	0.8%
White	88.4%	70.9%	89.4%	91.8%	92.0%	90.7%
Other	0.0%	5.8%	0.0%	0.0%	0.0%	3.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	164,802	21,914	100,695	1,918	18,660	12,022

[1] The editors caution readers to the possible inflation of Native American postsecondary data.

INVESTMENTS IN EDUCATION

I. Financial Resources

Per Pupil Investment

The 1994 state average per pupil investment was $5,827

Educational Investment Gap

In 1991, the gap between high-spending (95th percentile) and low-spending (5th percentile) districts was $2,572 per pupil.

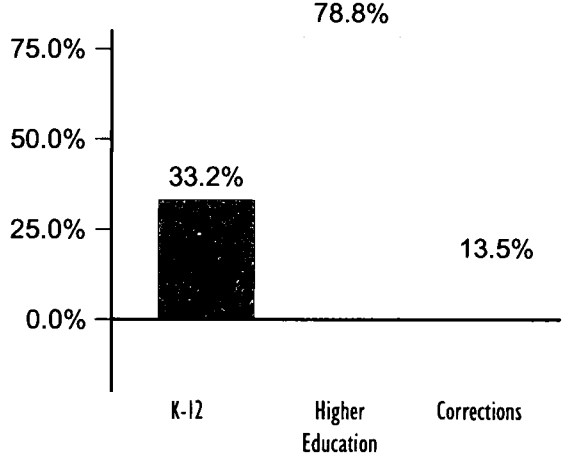
Effort, 1991-92

For every $1,000 in annual personal income, the combined state and local investment in elementary and secondary education was $64.

College vs. Prison, 1994

One Year at University of Wyoming: $5,330
One Year in the State's Prisons: $18,998

Change in State Investment, 1993-95
K-12, Higher Education and Corrections (in percentages)



State Report Card

Indicator	Number	Rank
Attainment		
BAs or Higher:		
Total	18.8%	28 of 51
African American	9.5%	40 of 51
Latino	4.8%	51 of 51
College Attending Rate	44.3%	18 of 50
Investments		
Financial:		
Effort	$64	2 of 51
Disparity of Funding	15.8%	39 of 51
Curricula:		
Trigonometry & Physics	22%	29 of 39
Teaching Out of Field:		
Overall	13.5%	12 of 51
Disparity by % Poverty	15.7%	34 of 48
Disparity by % Minority	n/a	n/a
Achievement		
NAEP Reading:		
Overall	221 pts.	9 of 39
African American	n/a	n/a
Latino	209 pts.	4 of 39
NAEP Math:		
Overall	274 pts.	8 of 42
African American	n/a	n/a
Latino	257 pts.	3 of 40
ACT/SAT Gap	4.3 pts.	17 of 27

* *See Definitions Pages and Rankings Pages*

INVESTMENTS IN EDUCATION (continued)

How dollars are spent is just as important as how many funds are allocated. Dollar investments that may appear equal may disguise huge inequalities in critically important educational resources like books, well-prepared teachers and challenging curricula.

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Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students, whether bound for college or for work, need a rigorous curriculum in order to be prepared for success. Yet too few students have the opportunity to gain these skills through high-level math and science, while too many are placed in dead-end special education classes — or out of school entirely.

Math and Science, 1993-94

The percentage of high school students taking demanding math[1] and science courses by graduation was:

Algebra	95%	Biology	78%
Geometry	60%	Chemistry	34%
Algebra II	56%	Physics	17%
Trigonometry	27%		
Calculus	16%		

[1] Includes Integrated Math.

Special Student Placements By Race and Ethnicity, 1992

	Public K-12 Students	AP Math and Science	Gifted and Talented	Special Education	Suspensions
African American	1%	1%	1%	2%	5%
Asian	1%	1%	1%	0%	0%
Latino	6%	3%	3%	8%	14%
Native American	3%	0%	0%	2%	2%
White	89%	95%	96%	83%	80%
Total	100%	100%	100%	100%	100%
Number	100,695	563	2,119	7,226	2,400

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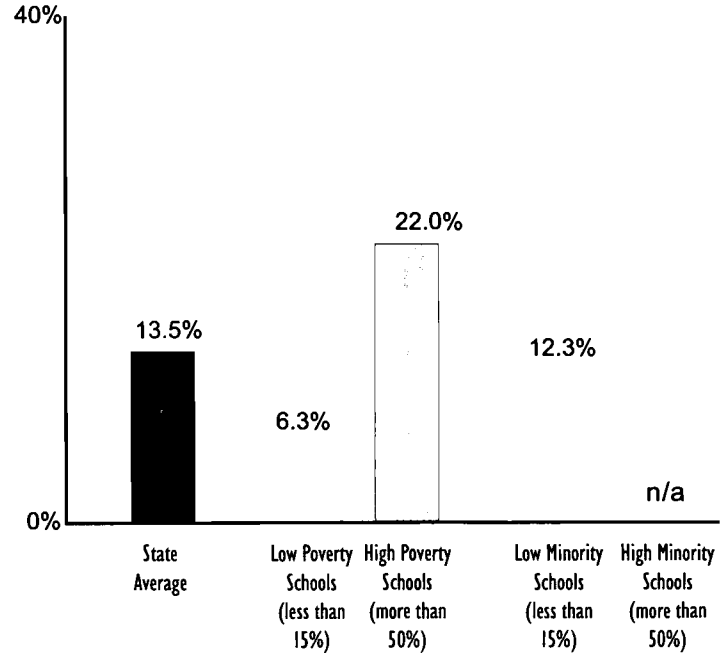
See Definitions and Sources Page

3. Investment in Well-Prepared Teachers

Percentage of Classes Taught by Teachers Lacking Even a Minor in Field, 1990-91



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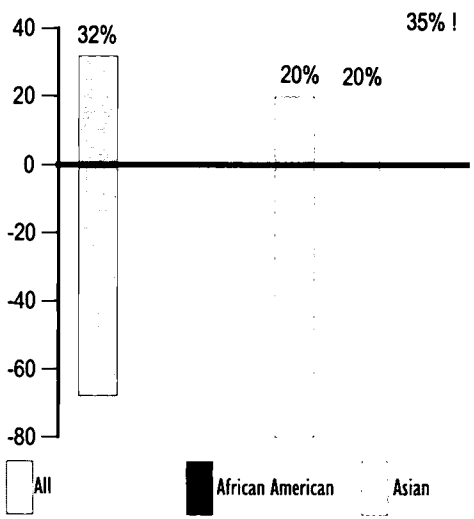
STATE PERFORMANCE

Academic Achievement

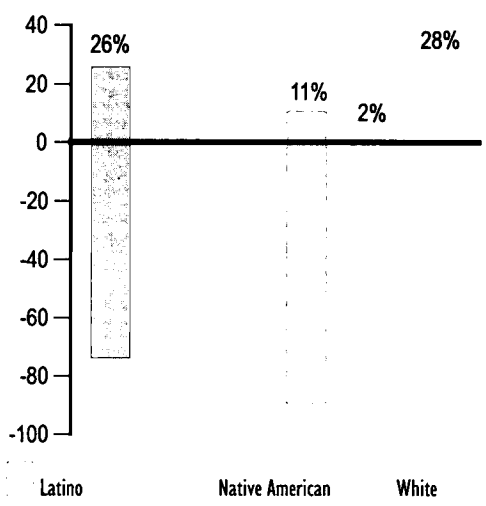
As the following graphs show, closing the achievement gap between groups is not enough. Schools have far to go to move all American young people to proficiency. The National Assessment of Educational Progress (NAEP) is administered to a representative sample of American students. NAEP's "Proficient" level indicates the desired level of competency for students at a particular age in a particular subject.

Percentage of Students Scoring At or Above Proficient
(Proficient is 0)

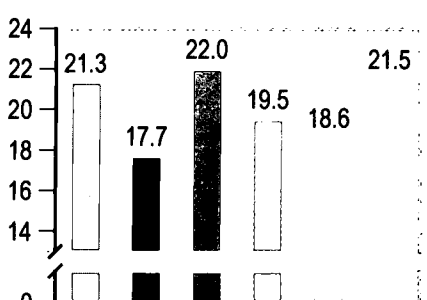
1994 NAEP Reading, 4th Graders



1992 NAEP Math, 8th Graders



NAEP data are not available for all groups in every state.



Average ACT Scores By Ethnicity, 1995

In virtually every state, African American, Latino and Native American students score well below other students on college admissions tests. To close this gap, states should assure that all students complete a rigorous college preparatory sequence.

. . . And Graduation

8th Graders vs. Graduates

	8th Graders 1990-91	High School[1] Graduates 1995
African American		
Asian		
Latino	Data Not Available For This State	
Native American		
White		
Total		

Chances for College

The percentage of 9th Graders in 1990 who graduated from high school and enrolled in college by age 19 was 44.3%

Freshmen vs. Degrees Awarded[2]

	Freshmen 1991-92		Bachelor's[1] Degrees, 1995	
African American	68	1.2%	14	0.8%
Asian	43	0.7%	7	0.4%
Latino	225	3.9%	50	2.8%
White	5,260	91.5%	1,590	88.6%
Other	155	2.7%	133	7.4%
Total	5,751	100.0%	1,794	100.0%

1 Figures do not correct for the effect of migration.
2 Data for Native Americans were not available.

STATE RANKINGS

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Percentage of All People 25 and Older with Bachelor's Degree or More (of 51)

Rank	State	% BA or More
1	DC	33.3%
2	MA	27.2%
2	CT	27.2%
4	CO	27.0%
5	MD	26.5%
Top 5		28.2%
6	NJ	24.9%
7	VA	24.5%
8	NH	24.4%
9	VT	24.3%
10	CA	23.4%
11	NY	23.1%
12	AK	23.0%
13	WA	22.9%
13	HI	22.9%
15	UT	22.3%
16	MN	21.8%
17	DE	21.4%
18	RI	21.3%
19	KS	21.1%
20	IL	21.0%
21	OR	20.6%
22	NM	20.4%
23	TX	20.3%
23	AZ	20.3%
25	MT	19.8%
26	GA	19.3%
27	NE	18.9%
28	WY	18.8%
28	ME	18.8%
30	FL	18.3%
31	ND	18.1%
32	PA	17.9%
33	MO	17.8%
33	OK	17.8%
35	WI	17.7%
35	ID	17.7%
37	NC	17.4%
37	MI	17.4%
39	SD	17.2%
40	OH	17.0%
41	IA	16.9%
42	SC	16.6%
43	LA	16.1%
44	TN	16.0%
45	AL	15.7%
46	IN	15.6%
47	NV	15.3%
48	MS	14.7%
49	KY	13.6%
50	AR	13.3%
51	WV	12.3%

Percentage of African Americans 25 and Older with Bachelor's Degree or More (of 51)

Rank	State	% BA or More
1	VT	30.5%
2	NH	25.7%
3	SD	24.1%
4	ME	22.3%
5	MT	18.4%
Top 5		24.2%
6	MN	17.5%
7	CO	17.1%
7	ND	17.1%
9	MA	17.0%
10	MD	16.1%
11	UT	15.9%
12	ID	15.8%
13	WA	15.4%
14	DC	15.3%
15	HI	15.2%
15	OR	15.2%
17	CA	14.8%
18	AZ	14.3%
19	NM	14.2%
20	AK	14.1%
21	NJ	13.6%
22	IA	12.8%
23	RI	12.7%
24	NY	12.6%
25	NE	12.4%
26	CT	12.3%
27	OK	12.0%
27	TX	12.0%
29	KS	11.6%
30	IL	11.4%
31	MO	11.2%
32	VA	11.1%
33	GA	11.0%
34	WV	10.9%
35	DE	10.6%
36	TN	10.2%
37	MI	10.1%
38	PA	10.0%
39	FL	9.8%
40	WY	9.5%
40	NC	9.5%
42	IN	9.3%
42	AL	9.3%
44	OH	9.1%
44	LA	9.1%
46	NV	9.0%
47	MS	8.8%
48	AR	8.4%
49	WI	8.3%
50	KY	7.7%
51	SC	7.6%

Percentage of Latinos 25 and Older with Bachelor's Degree or More (of 51)

Rank	State	% BA or More
1	VT	28.2%
2	NH	25.5%
2	MD	25.2%
4	DC	24.0%
5	ME	23.6%
Top	5	25.3%
6	VA	22.4%
7	TN	21.9%
8	GA	20.5%
9	AL	20.1%
10	SC	19.8%
11	KY	18.9%
12	MO	18.0%
13	NC	17.9%
14	WV	17.6%
15	MN	17.2%
16	MS	17.1%
17	LA	16.6%
18	DE	16.5%
19	ND	15.9%
20	AK	14.6%
21	FL	14.2%
21	OH	14.2%
23	IA	13.7%
24	MA	13.6%
25	SD	13.4%
26	CT	12.1%
27	PA	11.8%
28	MI	11.6%
29	AR	11.1%
30	WA	11.0%
31	MT	10.9%
32	IN	10.8%
32	NJ	10.8%
34	OK	10.5%
35	HI	10.3%
36	OR	10.1%
36	KS	10.1%
38	WI	10.0%
39	NE	9.4%
40	NY	9.3%
41	UT	9.1%
42	RI	8.9%
43	NM	8.7%
44	CO	8.6%
45	IL	8.0%
46	TX	7.3%
47	CA	7.1%
48	NV	7.0%
49	AZ	6.9%
50	ID	6.6%
51	WY	4.8%

College Attending Rate (of 50)

Rank	State	Clg Attending
1	ND	59.8%
2	IA	55.8%
3	NJ	54.9%
4	NE	51.4%
5	MA	51.0%
Top 5		54.6%
6	IL	49.1%
7	WI	49.0%
8	RI	48.0%
9	HI	47.0%
10	CT	46.2%
10	MN	46.2%
12	MT	45.7%
13	SD	45.6%
14	KS	45.2%
15	PA	44.9%
16	NY	44.8%
16	UT	44.8%
18	WY	44.3%
19	WA	44.0%
20	DE	43.3%
21	MS	42.8%
21	VT	42.8%
23	MI	42.1%
24	OR	41.7%
25	MD	41.2%
26	NH	40.9%
27	CA	40.3%
28	IN	39.2%
29	CO	38.7%
30	OH	38.6%
30	VA	38.6%
30	WV	38.6%
33	AL	38.5%
34	ID	38.3%
35	OK	37.5%
36	KY	37.3%
36	ME	37.3%
38	MO	37.2%
39	AR	36.8%
40	NM	35.6%
41	GA	35.3%
42	NC	33.7%
42	TN	33.7%
44	SC	33.6%
45	LA	31.2%
46	AZ	30.2%
47	TX	30.0%
48	FL	29.2%
49	AK	26.5%
50	NV	25.3%

Effort: Dollars Per $1000 of Personal Income Spent on K-12 Education (of 51)

Rank	State	Difference
1	AK	$71
2	WY	$64
3	VT	$58
4	MT	$57
5	WV	$56
Top 5		$61
6	ME	$51
7	NM	$49
7	MI	$49
9	WI	$48
10	OR	$47
11	LA	$46
11	NJ	$46
11	UT	$46
11	NY	$46
11	TX	$46
16	ND	$45
16	KY	$45
18	OH	$44
18	IA	$44
18	RI	$44
18	SC	$44
18	IN	$44
18	ID	$44
24	MN	$43
24	SD	$43
26	KS	$42
26	PA	$42
26	MS	$42
29	CT	$41
29	OK	$41
29	AR	$41
32	WA	$40
32	NE	$40
34	NC	$39
34	GA	$39
36	AZ	$38
36	DE	$38
36	CO	$38
39	MD	$37
40	NH	$36
40	AL	$36
40	DC	$36
43	VA	$35
43	CA	$35
43	FL	$35
43	HI	$35
43	MA	$35
48	MO	$34
48	NV	$34
50	TN	$33
50	IL	$33

Spending Disparity: Co-Efficient of Variation (of 51)

Rank	State	Co-Eff. of Var.
1	DC	0.0%
1	HI	0.0%
3	WV	5.3%
4	DE	6.0%
5	RI	8.0%
Top 5		3.9%
6	IA	8.3%
7	FL	8.4%
8	WA	8.9%
8	NC	8.9%
10	NV	9.0%
11	SC	10.7%
12	MT	11.4%
12	MS	11.4%
14	KY	11.6%
15	ME	11.7%
16	AL	11.8%
17	CO	12.0%
17	CA	12.0%
19	LA	12.1%
20	WI	12.5%
20	TX	12.5%
20	UT	12.5%
23	OK	12.6%
24	CT	12.9%
25	MD	13.0%
26	OR	13.4%
27	NJ	13.5%
28	KS	13.7%
28	AR	13.7%
30	ID	13.8%
31	NE	14.3%
32	IN	14.6%
33	NH	14.9%
33	NM	14.9%
35	MN	15.0%
36	ND	15.2%
36	SD	15.2%
38	AZ	15.5%
39	WY	15.8%
40	IL	15.9%
41	TN	16.2%
42	VT	16.7%
43	GA	17.3%
44	PA	18.8%
45	VA	20.3%
46	MI	20.7%
47	NY	21.6%
48	MA	21.9%
49	OH	27.4%
50	MO	34.0%
51	AK	38.1%

Challenging Curricula: Average of Trigonometry and Physics Taking (of 39)

Rank	State	Trig/ Physics
1	ME	48%
2	PA	44%
3	ND	42%
4	CT	39%
4	MA	39%
Top 5		42%
4	NE	39%
7	WI	38%
8	UT	36%
8	NJ	36%
10	IA	35%
11	VT	34%
11	MN	34%
13	MS	33%
14	NC	32%
14	MT	32%
16	OH	30%
16	NY	30%
18	IN	28%
19	TX	27%
20	HI	26%
20	LA	26%
20	MO	26%
23	OR	25%
24	DE	24%
24	KY	24%
24	AR	24%
27	NV	23%
27	WV	23%
29	WY	22%
29	MI	22%
31	CA	21%
31	ID	21%
33	DC	20%
33	AK	20%
35	NM	19%
35	TN	19%
35	WA	19%
38	OK	18%
38	AL	18%

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Percent of Classes Taught Out of Field (Overall) (of 51)

Rank	State	Out of Field
1	MN	6.7%
2	DC	6.8%
3	ND	10.1%
3	NE	10.1%
5	NH	10.8%
Top 5		8.9%
6	PA	11.4%
7	WI	11.5%
8	CT	12.2%
9	IN	12.7%
10	IA	13.0%
11	MT	13.4%
12	WY	13.5%
13	AR	14.1%
14	VT	15.1%
15	MO	15.3%
15	WV	15.3%
17	RI	15.7%
18	CO	15.8%
19	DE	16.0%
20	UT	16.4%
21	KS	16.9%
22	MI	17.4%
22	NC	17.4%
24	NY	17.5%
25	ID	17.6%
25	OH	17.6%
27	SD	17.9%
28	VA	18.0%
29	TX	18.2%
30	AL	18.9%
30	OK	18.9%
32	IL	19.0%
32	MA	19.0%
34	NJ	19.8%
35	OR	20.9%
36	ME	21.5%
37	KY	21.7%
38	WA	21.9%
39	NV	22.4%
40	GA	23.1%
40	SC	23.1%
42	HI	23.8%
43	NM	23.9%
44	AZ	24.5%
45	AK	25.0%
46	MS	25.4%
47	CA	25.5%
48	MD	25.6%
49	LA	26.2%
50	FL	26.4%
51	TN	26.5%

Percent of Classes Taught Out of Field (Difference Between High Poverty and Low Poverty Schools) (of 48)

Rank	State	Out Of Field
1	WV	-15.8%
2	CO	-10.5%
3	MT	-6.2%
4	UT	-5.1%
5	WI	-5.0%
Top 5		-8.5%
6	PA	-4.7%
7	NE	-4.1%
8	MO	-3.5%
9	MN	-3.1%
10	NV	-2.0%
11	HI	-0.5%
12	AR	-0.1%
13	CA	0.8%
13	ID	0.8%
15	OK	1.1%
16	NJ	3.7%
17	IN	3.8%
18	ND	4.7%
19	NM	5.4%
20	WA	5.7%
21	NC	7.7%
22	IA	8.0%
23	SD	10.0%
24	RI	10.1%
25	KS	10.9%
25	VA	10.9%
27	GA	11.0%
28	TX	12.3%
29	SC	12.9%
30	ME	14.2%
31	MA	14.3%
32	MD	14.4%
33	AL	15.5%
34	WY	15.7%
35	OH	16.3%
36	MS	16.7%
37	AZ	17.2%
38	LA	18.8%
39	NY	19.7%
40	MI	20.7%
41	FL	21.6%
42	IL	22.4%
43	OR	23.2%
44	CT	23.8%
45	TN	24.0%
45	KY	24.0%
47	AK	26.9%
48	DE	52.6%

Percent of Classes Taught Out of Field (Difference Between High Minority and Low Minority Schools) (of 37)

Rank	State	Out Of Field
1	KY	-22.9%
2	VA	-13.5%
3	MT	-10.2%
4	NV	-9.0%
5	LA	-6.7%
Top 5		-12.5%
6	NE	-5.8%
7	TN	-5.0%
8	PA	-4.9%
9	CO	-3.3%
10	TX	-2.9%

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11	NC	-2.8%
12	GA	-1.3%
13	CA	0.6%
13	UT	0.6%
15	OK	1.5%
16	SC	2.7%
17	AZ	3.2%
18	MS	4.0%
19	NJ	4.3%
19	MA	4.3%
21	AR	4.4%
22	MO	4.7%
23	FL	5.5%
24	MI	5.9%
25	MN	6.2%
26	WI	6.5%
27	OH	6.9%
28	WA	7.0%
29	MD	7.4%
30	IL	9.9%
31	NY	11.9%
32	SD	12.4%
32	IN	12.4%
34	CT	12.9%
35	AL	13.4%
36	AK	24.5%
37	ND	25.3%

NAEP Average 4th Grade Reading Proficiency (Overall) (of 39)

Rank	State	Proficiency
1	ME	228
2	ND	225
3	WI	224
4	IA	223
4	MA	223
Top 5		225
4	NH	223
7	CT	222
7	MT	222
9	WY	221
10	IN	220
10	NE	220
10	RI	220
13	NJ	219
14	MN	218
15	MO	217
15	UT	217
17	PA	215
18	NC	214
19	CO	213
19	TN	213
19	VA	213
19	WA	213
19	WV	213
24	KY	212
24	NY	212
24	TX	212
27	MD	210
28	AR	209
29	AL	208
30	GA	207
31	AZ	206
31	DE	206
33	FL	205
33	NM	205
35	SC	203
36	MS	202
37	HI	201
38	CA	197
38	LA	197

NAEP Average 4th Grade Reading Proficiency (African American) (of 33)

Rank	State	Proficiency
1	WV	202
2	MA	199
3	WA	198
4	RI	197
4	WI	197
Top 5		199
6	NM	196
7	IN	193
7	NJ	193
7	NC	193
10	MO	192
10	VA	192
12	CO	191
12	NY	191
12	TX	191
15	CT	190
15	KY	190
15	NE	190
18	HI	189
19	AL	188
19	DE	188
19	TN	188
22	MS	187
23	IA	186
24	GA	185
24	MD	185
26	SC	184
27	AZ	183
27	AR	183
27	FL	183
30	CA	182
31	LA	180
31	PA	180
33	MN	173

NAEP Average 4th Grade Reading Proficiency (Latino) (of 39)

Rank	State	Proficiency
1	ME	218
2	NH	213
3	ND	212
4	WY	209
5	MT	208
Top 5		212
6	VA	206
7	NE	205
8	IA	204
9	WI	203
10	MN	202
11	IN	201
12	MO	200
12	NJ	200
14	UT	199
15	TX	198
16	MD	197
17	KY	196
17	NM	196
17	TN	196
20	RI	195
21	MA	194
22	CO	193
22	NY	193
24	AR	192
24	WV	192
26	CT	190
26	DE	190
26	WA	190
29	FL	189
29	NC	189
31	AZ	188
32	PA	187
33	HI	185
34	GA	184
35	SC	182
36	MS	181
37	AL	178
38	LA	175
39	CA	174

NAEP Average 8th Grade Math Proficiency (Overall) (of 42)

Rank	State	Proficiency
1	IA	283
1	ND	283
3	MN	282
4	ME	278
4	NH	278
Top 5		281
6	NE	277
6	WI	277
8	ID	274
8	UT	274
8	WY	274
11	CT	273
12	CO	272

12	MA	272
14	NJ	271
14	PA	271
16	MO	270
17	IN	269
18	MI	267
18	OH	267
18	OK	267
18	VA	267
22	NY	266
23	AZ	265
23	RI	265
25	MD	264
25	TX	264
27	DE	262
28	KY	261
29	CA	260
29	SC	260
31	FL	259
31	GA	259
31	NM	259
34	NC	258
34	TN	258
34	WV	258
37	HI	257
38	AR	255
39	AL	251
40	LA	249
41	MS	246
42	DC	234

NAEP Average 8th Grade Math Proficiency (African American) (of 32)

Rank	State	Proficiency
1	AZ	251
2	WI	246
3	VA	244
4	IN	243
4	MA	243
Top 5		245.4
4	TX	243
4	WV	243

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8	CT	242
8	NJ	242
10	CO	241
10	DE	241
10	GA	241
10	KY	241
10	MO	241
10	SC	241
16	RI	240
17	MD	239
18	NC	238
18	OK	238
20	PA	237
21	FL	236
21	NE	236
23	OH	234
23	TN	234
25	CA	233
25	DC	233
27	LA	232
27	MI	232
27	NY	232
30	AL	231
31	AR	230
31	MS	230

NAEP Average 8th Grade Math Proficiency (Latino) (of 40)

Rank	State	Proficiency
1	IA	261
2	NH	258
3	WY	257
4	CO	254
4	NE	254
Top 5		256.8
4	VA	254
7	ID	253
7	MN	253
7	UT	253
10	OK	252
11	MO	251
12	IN	249
13	MI	248

13	NM	248
13	TX	248
16	AZ	247
16	NJ	247
18	PA	246
18	WI	246
20	FL	245
20	OH	245
22	NY	243
23	CT	241
24	CA	240
24	MD	240
24	MA	240
27	DE	239
28	HI	238
28	NC	238
30	GA	233
30	SC	233
32	RI	232
33	KY	231
34	WV	230
35	AR	228
35	LA	228
37	TN	227
38	DC	225
39	MS	223
40	AL	220

ACT: Gap Between Highest Scoring and Lowest Scoring Ethnic Groups (of 27)

Rank	State	Gap, in Points
1	ID	2.7
2	IA	3.2
3	UT	3.4
4	NV	3.6
5	CO	3.7
Top 5		3.3
5	LA	3.7
5	MN	3.7
5	MS	3.7
9	MT	3.8
9	ND	3.8
9	OK	3.8
12	NE	3.9

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13	AR	4
13	KY	4
15	SD	4.1
15	KS	4.1
17	WY	4.3
18	WI	4.5
19	MO	4.6
19	TN	4.6
21	AL	4.8
22	OH	5
22	WV	5
24	IL	5.1
25	NM	5.4
26	AZ	5.5
26	MI	5.5

SAT: Gap Between Highest Scoring and Lowest Scoring Ethnic Groups (of 23)

Rank	State	Gap, in Points
1	VT	81
2	HI	109
3	ME	143
4	WA	164
5	OR	171
Top 5		134
6	GA	182
7	NC	190
8	NH	191
9	AK	192
8	MA	192
11	FL	202
12	SC	205
13	VA	206
14	NY	207
14	TX	207
16	PA	209
16	RI	209
18	CT	222
19	IN	225
20	CA	228
21	MD	239
22	DE	243
23	NJ	255

SOURCES AND DEFINITIONS

SOURCES AND DEFINITIONS

Average Annual Personal Income By Level of Education and Race and Ethnicity, 1990

U.S. Department of Commerce, Bureau of the Census, *United States 1990 Census of Population and Housing,* Subject Summary and Tape File (SSTF) 06 , Employment Status, Work Experience, and Veterans Status Subject Summary and Tape File (SSTF) 12. (Washington: U.S. Department of Commerce, Bureau of the Census, 1990). The universe for this data is civilians 18 and older who worked full-time the entire previous year. Calculations by Philip Steitz, Target Systems Development.

Highest Educational Attainment of Adults in Each Group

U.S. Dept. of Commerce, Bureau of the Census, *United States 1990 Census of Population and Housing,* Subject Summary and Tape File (SSTF) 06 , Employment Status, Work Experience, and Veterans Status Subject Summary and Tape File (SSTF) 12. (Washington, D.C. : U.S. Dept. of Commerce, Bureau of the Census, 1990). From the 25 Years and Older tables. Calculations by Philip Steitz, Target Systems Development.

Population, Poverty, and Enrollment by Race and Ethnicity

Population Ages 5-24

U.S. Department of Commerce, Bureau of the Census, *United States 1990 Census of Population and Housing,* Unpublished Calculation by the Population Division, U.S. Bureau of the Census.

Children in Poverty

U.S. Department of Commerce, Bureau of the Census, *United States 1990 Census of Population and Housing,* Summary Tape File 03; (Washington, D.C.: U.S. Dept. of Commerce, Bureau of the Census. 1995). Calculation by the Children's Defense Fund.

Public K-12 Enrollments

National Data Resource Center, National Center for Education Statistics. *Common Core of Data.* (Washington, D.C. : National Data Resource Center, National Center for Education Statistics, 1995). Data from 1992-93.

Private K-12 Enrollments

National Data Resource Center, National Center for Education Statistics. (Washington, D.C.). Unpublished by Beth Schlaline, National Data Resources Center, using data collected in the 1993-94 *Private School Universe Survey.*

Two-Year Colleges Enrollments

National Data Resource Center, National Center for Education Statistics. (Washington, D.C.). Unpublished calculations Samuel Barbett, National Data Resource Center, National Center for Education Statistics. Data from 1994-95.

Four-Year College Enrollments

National Data Resource Center, National Center for Education Statistics. (Washington, D.C). Unpublished calculations by Samuel Barbett, National Data Resource Center, National Center for Education Statistics. Data from 1994-95.

Per Pupil Investment
National Center for Education Statistics. *Public Elementary and Secondary Education Statistics: School Year 1994-95.* (Washington, D.C.: National Center for Education Statistics, 1995).

Educational Investment Gap
Congressional Research Service, The Library of Congress, *Public School Expenditure Disparities: Size, Sources, and Debates Over Their Significance* (Washington, D.C: Congressional Research Service, The Library of Congress, 1995)

Effort, 1991-92
Bureau of Economic Analysis, *Survey of Current Business,* (Bureau of Economic Analysis, Washington, D.C., 1993). Alaska data, National Education Association, *Estimates Database, NEA Research,* 1991-1992

College vs. Prison

State University Costs
National Center for Education Statistics, *Basic Student Charges at Postsecondary Institutions: Academic Year 1994-95.* (Washington, D.C. National Center for Education Statistics, 1995). These fees include in-state tuition, room, and board. Calculations by the Education Trust.

Prison Cost
Criminal Justice Institute, *The Corrections Yearbook: Adult Corrections.* (South Salem, NY: Criminal Justice Institute, 1995). Calculations by the Education Trust.

Change in State Investments 1993-95 K-12, Higher Education and Corrections (in percentages):

National Conference of State Legislatures, *State Budget Actions, 1995, Lesgislative Finance Paper #100,* Washington, D.C., 1995.

State Report Card
Sources and explanations of all indicators used in the Report Card are shown elsewhere in this listing, except for Disparity of Funding, Trigonometry & Physics, Disparity by Poverty, Disparity by Minority and SAT/ACT Gap.

Disparity of Funding
Congressional Research Service, The Library of Congress, Public School Expenditure Disparities: Size, Sources, and Debates Over Their Significance (Washington, D.C. : Congressional Research Service, The Library of Congress, 1995). The District-To-District spending variation in per-pupil spending is calculated by dividing the standard deviation within a state by the average spending in that state. This method shows variation within a state while controlling for variation across states.

Trigonometry and Physics
This number is the average of the percent of high school students taking both classes as reported in the Math and Science, 1993-94 listing.

Disparity by % Poverty
The difference between the percentage of classes in low poverty schools and the percentage of classes in high poverty schools taught by teachers with less than a minor in the subject matter.

Disparity by % Minority
The difference between the percentage of classes in low minority schools and the percentage of classes in high minority schools taught by teachers with less than a minor in the subject matter.

Achievement NAEP Reading
Shows the mean score for all students in the state, and the mean scores for African American and Latino students.

NAEP Math
Shows the mean score for all students in the state, and the mean scores for African American and Latino students in the state. The maximum scores on NAEP Reading and Math are each 500.

SAT/ACT Gap
This number is the difference between the mean score of the highest scoring racial/ethnic group and that of the lowest scoring group.

Math and Science, 1993-94

Council of Chief State School Officers, State Indicators of Science and Mathematics Education, (Washington, D.C.: Council of Chief State School Officers, State Education Assessment Center; 1995).

Special Student Placements By Race and Ethnicity

Public K-12 Enrollments
National Data Resource Center, National Center for Education Statistics. Common Core of Data. (Washington, D.C. : National Data Resource Center, National Center for Education Statistics, 1995). Data from 1992-93.

AP Math and Science, Gifted and Talented, Special Education and Suspensions
U.S. Department of Education, Office for Civil Rights. 1992 Elementary and Secondary School Civil Rights Compliance Report. (Washington, DC: U.S. Department of Education, Office for Civil Rights, 1994) Calculations by the Education Trust.

Percentage of Classes Taught By Teachers Out Of Field,
1990-91 National Center for Education Statistics (Washington, D.C.). Unpublished calculations by Richard Ingersoll, University of Georgia. The measure represents the proportion of secondary-school courses taught by teachers without formal training in the subject matter. Formal training in this case is defined as having at least a minor in the subject. Data from 1990-91 school year.

Percentage of Students Scoring At or Above Proficient:

National Center for Education Statistics, A First Look: NAEP Reading 1994, revised edition, (Washington, D.C.: National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, 1995). Proficient refers to a level representing solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.

National Center for Education Statistics, Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and States, (Washington, D.C.: National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, 1993). Proficient refers to a level representing solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including content knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.

Average SAT/ACT Scores by Ethnicity
The College Board , *College Bound Seniors: 1995 Profile of SAT Program Test Takers,* (Princeton, NJ: The College Board, 1995).

American College Testing, (Washington, D.C). The ACT scores and populations supplied by Don Carstenson, ACT.

8th Graders vs. Graduates:
Data reported to the Education Trust by State Departments of Education.

Chances for College:
Postsecondary Education Opportunity, no. 49, (Iowa City, IA: Thomas Mortenson, July 1996).

Freshman vs. Degrees Awarded
Quantum Research Corporation, CASPAR 1995. (Alexandria, VA: Quantum Research Corporation, 1995.)

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APPENDIX

NAEP Average Proficiency Scores

4th Grade Reading, 1994

State	All	African American	Asian	Latino	Native American	White
AL	208	188		178		220
AZ	206	183		188	181	220
AR	209	183		192		218
CA	197	182	211	174		211
CO	213	191		193	204	222
CT	222	190		190		234
DE	206	188		190		215
FL	205	183		189		218
GA	207	185		184		222
HI	201	189	219	185		219
IN	220	193		201		225
IA	223	186		204		225
KY	212	190		196		215
LA	197	180		175		213
ME	228			218		229
MD	210	185	232	197		223
MA	223	199	201	194		231
MN	218	173		202	196	222
MS	202	187		181		220
MO	217	192		200	212	223
MT	222			208	203	226
NE	220	190		205	202	224
NH	223			213		224
NJ	219	193	237	200		231
NM	205	196		196	185	219
NY	212	191	230	193		226
NC	214	193		189	201	225
ND	225			212	197	228
PA	215	180		187		224
RI	220	197	203	195		226
SC	203	184		182		219
TN	213	188		196		220
TX	212	191		198		227
UT	217			199	195	221
VA	213	192		206		224
WA	213	198	220	190	207	217
WV	213	202		192		215
WI	224	197		203		228
WY	221			209	210	224

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8th Grade Math, 1992

State	All	White	African American	Latino	Asian	Native American
AL	251	264	231	220		
AZ	265	275	251	247		251
AR	255	265	230	228		
CA	260	276	233	240	276	
CO	272	278	241	254		
CT	273	283	242	241	287	
DE	262	272	241	239		
DC	234		233	225		
FL	259	273	236	245		
GA	259	270	241	233		
HI	257	265		238	259	
ID	274	277		253		259
IN	269	273	243	249		
IA	283	284		261		
KY	261	264	241	231		
LA	249	263	232	228		
ME	278	279				261
MD	264	278	239	240	287	
MA	272	277	243	240		
MI	267	276	232	248		
MN	282	284		253		
MS	246	262	230	223		
MO	270	275	241	251		
NE	277	281	236	254		
NH	278	278		258		
NJ	271	283	242	247	297	
NM	259	272		248		249
NY	266	279	232	243	281	
NC	258	266	238	238		
ND	283	284				261
OH	267	274	234	245		
OK	267	272	238	252		261
PA	271	276	237	246		
RI	265	271	240	232	264	
SC	260	273	241	233		
TN	258	266	234	227		
TX	264	279	243	248	301	
UT	274	276		253		
VA	267	275	244	254	280	
WV	258	260	243	230		
WI	277	282	246	246		261
WY	274	277		257		250

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FINANCIAL INVESTMENTS

State	K-12 92-93	K-12 94-95	% Chng k-12	HE 92-93	HE 94-95	% Chng HE	Cor 93	Cor 95	% Chng Cor
AK	$559.80	$648.70	15.88%	$168.00	$175.00	4.17%	$113.30	$122.70	8.30%
AL	$1,449.40	$1,832.20	26.41%	$699.90	$849.10	21.32%	$141.60	$150.60	6.36%
AR	$1,110.30	$1,250.20	12.60%	$395.90	$428.70	8.28%	$76.60	$94.90	23.89%
AZ	$1,430.20	$1,711.80	19.69%	$619.30	$679.10	9.66%	$238.90	$345.70	44.70%
CA	$15,547.80	$14,426.00	-7.22%	$5,219.90	$4,967.00	-4.84%	$2,217.50	$3,182.00	43.49%
CO	$1,200.50	$1,522.90	26.86%	$526.30	$538.00	2.22%	$157.40	$283.20	79.92%
CT	$1,417.60	$1,571.20	10.84%	$356.70	$392.60	10.06%	$295.10	$385.40	30.60%
DC	$515.30			$72.30			$247.70		
DE	$431.40	$496.10	15.00%	$134.00	$147.70	10.22%	$80.80	$92.40	14.36%
FL	$5,083.30	$5,971.20	17.47%	$1,713.90	$2,322.60	35.52%	$911.10	$1,084.20	19.00%
GA	$3,024.00	$3,667.70	21.29%	$1,059.00	$1,459.20	37.79%	$530.00	$684.20	29.09%
HI	$747.00			$367.00			$98.80		
IA	$1,289.80	$1,380.40	7.02%	$651.90	$549.20	-15.75%	$131.00	$139.60	6.56%
ID	$535.70	$653.30	21.95%	$179.70	$181.60	1.06%	$37.50	$55.00	46.67%
IL	$3,306.40	$3,657.60	10.62%	$1,593.20	$1,924.20	20.78%	$534.90	$659.30	23.26%
IN	$2,604.30	$2,770.70	6.39%	$972.10	$1,002.40	3.12%	$322.30	$283.30	-12.10%
KS	$1,205.20	$1,646.40	36.61%	$637.30	$720.00	12.98%	$144.90	$160.90	11.04%
KY	$2,178.00	$2,575.50	18.25%	$677.10	$719.40	6.25%	$111.50	$125.80	12.83%
LA	$1,926.60	$1,950.40	1.24%	$607.70	$687.20	13.08%	$214.40	$350.00	63.25%
MA	$1,626.10	$2,014.50	23.89%	$533.00	$706.00	32.46%	$445.70	$290.90	-34.73%
MD	$2,056.90	$2,126.80	3.40%	$729.80	$754.10	3.33%	$386.90	$367.80	-4.94%
ME	$681.60	$667.50	-2.07%	$169.90	$164.30	-3.30%	$59.10	$64.30	8.80%
MI	$3,454.70	$7,974.20	130.82%	$1,552.30	$1,607.20	3.54%	$978.90	$1,187.60	21.32%
MN	$2,134.30	$2,750.00	28.85%	$1,001.10	$1,079.50	7.83%	$153.00	$237.50	55.23%
MO	$2,136.00	$2,464.60	15.38%	$650.00	$710.70	9.34%	$183.00	$206.00	12.57%
MS	$917.50	$1,271.00	38.53%	$358.90	$526.70	46.75%	$85.90	$188.80	119.79%
MT	$445.80	$452.90	1.59%	$206.00	$117.30	-43.06%	$25.80	$29.10	12.79%
NC	$3,485.00	$4,110.00	17.93%	$1,531.70	$1,740.00	13.60%	$433.80	$643.00	48.22%
ND	$233.30	$243.70	4.46%	$131.90	$125.50	-4.85%	$7.30	$10.40	42.47%
NE	$474.30	$533.20	12.42%	$353.50	$366.10	3.56%	$56.50	$64.30	13.81%
NH	$78.50	$84.00	7.01%	$75.10	$83.60	11.32%	$40.00	$45.20	13.00%
NJ	$4,553.70	$4,410.40	-3.15%	$961.50	$1,086.30	12.98%	$562.70	$704.50	25.20%
NM	$1,021.80	$1,215.10	18.92%	$366.80	$434.80	18.54%	$93.30	$115.10	23.37%
NV	$430.70	$479.40	11.31%	$188.50	$194.40	3.13%	$82.50	$93.20	12.97%
NY	$9,521.40	$10,147.00	6.57%	$2,762.30	$3,076.70	11.38%	$1,400.00	$1,432.00	2.29%
OH	$4,220.60	$4,595.00	8.87%	$1,369.90	$1,881.30	37.33%	$522.50	$781.70	49.61%
OK	$1,503.00	$1,916.60	27.52%	$575.20	$579.00	0.66%	$172.90	$188.10	8.79%
OR	$1,100.30	$1,494.50	35.83%	$371.30	$484.50	30.49%	$184.80	$181.60	-1.73%

FINANCIAL INVESTMENTS (CONTINUED)

State	K-12 92-93	K-12 94-95	% Chng k-12	HE 92-93	HE 94-95	% Chng HE	Cor 93	Cor 95	% Chng Cor
PA	$5,011.00	$5,419.10	8.14%	$1,290.00	$1,444.40	11.97%	$505.00	$721.00	42.77%
RI	$379.00	$448.20	18.26%	$112.70	$130.00	15.35%	$96.40	$106.70	10.68%
SC	$1,455.20	$1,592.50	9.44%	$588.90	$614.80	4.40%	$202.40	$234.50	15.86%
SD	$154.00	$174.10	13.05%	$121.30	$117.10	-3.46%	$24.00	$32.50	35.42%
TN	$1,552.60	$1,874.00	20.70%	$758.70	$879.40	15.91%	$292.20	$355.50	21.66%
TX	$7,053.30	$7,410.00	5.06%	$2,995.30	$2,871.20	-4.14%	$1,108.80	$1,546.70	39.49%
UT	$942.90	$1,023.10	8.51%	$350.90	$400.40	14.11%	$107.00	$98.00	-8.41%
VA	$2,376.70	$2,691.40	13.24%	$924.10	$958.70	3.74%	$318.10	$407.00	27.95%
VT	$140.30	$201.00	43.26%	$52.90	$51.60	-2.46%	$30.30	$33.20	9.57%
WA	$3,620.90	$3,954.70	9.22%	$898.80	$946.10	5.26%	$267.00	$347.90	30.30%
WI	$2,046.10	$2,463.30	20.39%	$966.50	$965.70	-0.08%	$221.70	$256.00	15.47%
WV	$1,156.80	$1,242.80	7.43%	$292.00	$315.90	8.18%	$23.40	$44.30	89.32%
WY	$237.90	$317.00	33.25%	$121.50	$217.20	78.77%	$21.50	$24.40	13.49%

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