

DOCUMENT RESUME

ED 301 570

SP 030 769

TITLE The Condition of Teaching. A State-by-State Analysis, 1988.

INSTITUTION Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

REPORT NO ISBN-0-931050-35-9

PUB DATE 88

NOTE 119p.; For earlier reports, see ED 238 867 and ED 267 070.

AVAILABLE FROM Princeton University Press, 3175 Princeton Pike, Princeton, NJ 08648 (\$10.95).

PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Academic Achievement; *Educational Trends; Elementary Secondary Education; Job Satisfaction; National Surveys; *Parent School Relationship; Parent Student Relationship; *Participative Decision Making; *Student Behavior; Student Needs; *Teacher Attitudes; Teacher Education; Teacher Influence; *Teaching Conditions

ABSTRACT

This report is based on a national survey of 22,000 public school teachers. The report reveals a growing gap between the school and the home, and the majority of teachers report that the willingness of parents to be involved in their children's education falls below their expectations. In addition to the reporting of national trends, the report allows an opportunity for state-by-state comparison of teacher attitudes on a broad range of topics: current teaching assignments; public school enrollment trends; student achievement and growth; expenditures for education; teacher evaluation; perspectives on methods and curriculum; standards for students; teacher preparation; assessment of education officials; and job satisfaction and morale. It is noted in the foreword to the report that "perhaps most significant in this survey is the frustration teachers feel about their powerlessness in teaching...the majority of teachers are not...asked to participate in such crucial matters as teacher evaluation, staff development, school budget, and student promotion and retention policies." Technical notes and 83 tables are provided. (JD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

THE CONDITION OF TEACHING

A CARNEGIE FOUNDATION TECHNICAL REPORT

The Condition of Teaching

A STATE-BY-STATE ANALYSIS, 1988

WITH A FOREWORD BY

ERNEST L. BOYER



THE CARNEGIE FOUNDATION FOR THE
ADVANCEMENT OF TEACHING

5 IVY LANE, PRINCETON, NEW JERSEY 08540

Copyright © 1988

The Carnegie Foundation
for the Advancement of Teaching

This report is published as part of the effort by The Carnegie Foundation for the Advancement of Teaching to explore significant issues in education. The views expressed should not necessarily be ascribed to individual members of the Board of Trustees of The Carnegie Foundation.

Copyright under International Pan American and Universal Copyright Conventions. All rights reserved. No part of this book may be reproduced in any form--except for brief quotations (not to exceed 1,000 words) in a review or professional work--without permission in writing from the publisher.

Library of Congress Cataloging in Publication Data

Carnegie Foundation for the Advancement of Teaching
The condition of teaching.

1. Elementary school teachers--United States--States--
Statistics. 2. High school teachers--United States--States--
Statistics. I. Title.
LB2832.2.F44 1985 373.11'0092'2 85-26898
ISBN 0-931050-35-9

Copies are available from the
PRINCETON UNIVERSITY PRESS
3175 Princeton Pike
Princeton, New Jersey 08648

CONTENTS

| | |
|---|------|
| LIST OF TABLES | vii |
| FOREWORD | xiii |
| I. TEACHERS TODAY: AN OVERVIEW | 1 |
| <i>Numbers of Public School Teachers</i> | |
| <i>Salaries of Teachers</i> | |
| <i>Teaching Experience</i> | |
| <i>Current Teaching Assignment</i> | |
| II. A LOOK AT STUDENTS | 25 |
| <i>Public School Enrollment Trends</i> | |
| <i>Challenges in the Classroom</i> | |
| <i>Children at Risk</i> | |
| <i>Student Achievement and Growth</i> | |
| III. WORKING CONDITIONS: LIFE INSIDE THE SCHOOL | 51 |
| <i>Expenditures for Education</i> | |
| <i>Regulations and Resources</i> | |
| <i>Teacher Evaluation</i> | |
| <i>School Facilities and Support Services</i> | |
| IV. LEARNING AND INSTRUCTION | 65 |
| <i>School Goals: The Teacher's View</i> | |
| <i>Perspectives on Methods and Curriculum</i> | |
| V. TEACHER INVOLVEMENT IN DECISIONMAKING | 79 |
| <i>Curriculum and Instructional Materials</i> | |
| <i>Standards for Students</i> | |
| <i>Professional Standards and Budget Policies</i> | |
| VI. THE STATUS OF THE PROFESSION | 91 |
| <i>Pre-Service and In-Service Preparation</i> | |
| <i>Assessment of Education Officials</i> | |
| <i>Professional Expectations</i> | |
| <i>Satisfaction and Morale</i> | |
| TECHNICAL NOTES | 105 |

LIST OF TABLES

| <u>Table No.</u> | <u>Table Name</u> | <u>Page</u> |
|------------------|---|-------------|
| 1 | Number of Public School Teachers: 1980-81 to 1987-88 | 5 |
| 2 | Number of Public Elementary School Teachers: 1980-81 to 1987-88 | 6 |
| 3 | Number of Public Secondary School Teachers: 1980-81 to 1987-88 | 7 |
| 4 | Average Salary of Public School Teachers: 1980-81 to 1987-88 | 8 |
| 5 | Average Salary of Public Elementary School Teachers: 1980-81 to 1987-88 | 9 |
| 6 | Average Salary of Public Secondary School Teachers: 1980-81 to 1987-88 | 10 |
| 7 | How well have your expectations with regard to financial compensation been met? | 11 |
| 8 | How important is your teaching salary to your total family income? | 12 |
| 9 | How many years have you been teaching? | 13 |
| 10 | How many different preparations do you have each week? | 14 |
| 11 | Elementary Teachers: How many different preparations do you have each week? | 15 |
| 12 | Secondary Teachers: How many different preparations do you have each week? | 16 |
| 13 | How much formally scheduled preparation time do you have during a typical school day? | 17 |
| 14 | How many students do you work with in a typical day? | 18 |

| <u>Table No.</u> | <u>Table Name</u> | <u>Page</u> |
|------------------|--|-------------|
| 15 | Elementary Teachers: How many students do you work with in a typical day? | 19 |
| 16 | Secondary Teachers: How many students do you work with in a typical day? | 20 |
| 17 | How many students are in the most typical class you teach? | 21 |
| 18 | Is your most typical class too large, about right or too small? | 22 |
| 19 | How many hours per week, including time inside and outside of school, do you typically spend on your job? | 23 |
| 20 | Are you now assigned to teach subjects in which you feel unqualified? | 24 |
| 21 | Public School Enrollment: 1980-81 to 1987-88 | 28 |
| 22 | Public Elementary School Enrollment: 1980-81 to 1987-88 | 29 |
| 23 | Public Secondary School Enrollment: 1980-81 to 1987-88 | 30 |
| 24 | Projected minority enrollment as a percentage of total enrollment in public elementary and secondary schools: 1988 | 31 |
| 25 | Percentage of teachers who report disruptive behavior in the classroom is a problem in their school | 32 |
| 26 | Percentage of teachers who report absenteeism among students is a problem in their school | 33 |
| 27 | Percentage of teachers who report student turnover is a problem in their school | 34 |
| 28 | Percentage of teachers who report student apathy is a problem in their school | 35 |
| 29 | Percentage of teachers who report lack of parental support is a problem in their school | 36 |

| <u>Table No.</u> | <u>Table Name</u> | <u>Page</u> |
|------------------|---|-------------|
| 30 | Percentage of teachers who report theft is a problem in their school | 37 |
| 31 | Percentage of teachers who report vandalism is a problem in their school | 38 |
| 32 | Percentage of teachers who report violence against students is a problem in their school | 39 |
| 33 | Percentage of teachers who report violence against teachers is a problem in their school | 40 |
| 34 | Percentage of teachers who report racial discord is a problem in their school | 41 |
| 35 | Percentage of teachers who report alcohol is a problem in their school | 42 |
| 36 | Percentage of teachers who report drugs other than alcohol are a problem in their school | 43 |
| 37 | Teachers' best estimate of the percentage of students at their school who are living in poverty | 44 |
| 38 | Percentage of teachers who report abused or neglected children/young people are a problem in their school | 45 |
| 39 | Percentage of teachers who report poor health among students is a problem in their school | 46 |
| 40 | Percentage of teachers who report undernourished children/young people are a problem in their school | 47 |
| 41 | Percentage of teachers who report they are "satisfied" with student progress in the following areas | 48 |
| 42 | Schools cannot really expect to graduate more than 75 percent of all students | 49 |
| 43 | Total current expenditures for public schools: 1980-81 to 1987-88 (in thousands) | 54 |

| <u>Table No.</u> | <u>Table Name</u> | <u>Page</u> |
|------------------|--|-------------|
| 44 | Per-pupil expenditures for public schools: 1980-81 to 1987-88 | 55 |
| 45 | Teacher salaries as a proportion of total school expenditures: 1980-81 to 1987-88 | 56 |
| 46 | How have fiscal resources available to your school changed since 1983? | 57 |
| 47 | How has the reform movement changed state regulation of the local school? | 58 |
| 48 | How has the school reform movement changed political interference in education? | 59 |
| 49 | How would you describe teacher evaluation at your school? | 60 |
| 50 | Percentage of teachers who report they are evaluated by their principal, other teachers, and parents | 61 |
| 51 | Percentage of teachers who rate the condition of their schools as "fair" to "poor" | 62 |
| 52 | Percentage of teachers who report support services are "not available" | 63 |
| 53 | The most important job of the schools is to teach reading, writing, and arithmetic | 67 |
| 54 | The arts are as essential for an education as reading, writing and arithmetic | 68 |
| 55 | Every student should become fluent in a second language | 69 |
| 56 | Instruction in a second language should begin in the early elementary grades | 70 |
| 57 | Percentage of teachers who rate instructional materials as "appropriate" considering various student characteristics | 71 |
| 58 | How effective is your school in providing appropriate instruction for students for whom English is not the first language? | 72 |

| <u>Table No.</u> | <u>Table Name</u> | <u>Page</u> |
|------------------|--|-------------|
| 59 | A highly structured classroom is the major prerequisite to effective learning | 73 |
| 60 | Better use of technology is an important way to give teachers more time to teach | 74 |
| 61 | Teachers cannot do their best without a classroom to call their own | 75 |
| 62 | Teachers' aides should not be used to help instruct students | 76 |
| 63 | Tracking students by ability is a useful way for schools to deal with diversity | 77 |
| 64 | How involved are teachers in shaping the curriculum at your school? | 81 |
| 65 | How involved are teachers in choosing which textbooks and instructional materials are used? | 82 |
| 66 | How involved are teachers in setting student promotion and retention policies? | 83 |
| 67 | How involved are teachers in setting formal school standards for student behavior? | 84 |
| 68 | How involved are teachers in determining whether students are tracked by ability into special classes? | 85 |
| 69 | How involved are teachers in evaluating teacher performance? | 86 |
| 70 | How involved are teachers in designing staff development and in-service programs? | 87 |
| 71 | How involved are teachers in selecting new teachers? | 88 |
| 72 | How involved are teachers in selecting new administrators? | 89 |
| 73 | How involved are teachers in deciding how the school budget is spent? | 90 |

| <u>Table No.</u> | <u>Table Name</u> | <u>Page</u> |
|------------------|--|-------------|
| 74 | Percentage of teachers who evaluate their pre-service preparation as "fair" or "poor" | 94 |
| 75 | Percentage of teachers who rate their in-service preparation for teaching as "useful" | 95 |
| 76 | How would you rate the time available for meeting with colleagues during school hours? | 96 |
| 77 | Percentage of teachers who evaluate their principal as "fair" or "poor" in the following areas | 97 |
| 78 | Percentage of teachers who rate the performance of education officials as "fair" or "poor" | 98 |
| 79 | How would you rate the level of legislative support for education in our state? | 99 |
| 80 | Percentage of teachers who say their expectations have been "worse than expected" in the following areas | 100 |
| 81 | Overall, how satisfied are you with your job as a teacher in the public schools? | 101 |
| 82 | Which one of the following best describes your career plans right now? | 102 |
| 83 | How has teacher morale been affected by the school reform movement? | 103 |

FOREWORD

By Ernest L. Boyer

In 1983, The Carnegie Foundation for the Advancement of Teaching published its first data-based report on the condition of teaching in America. This report presented state-by-state data and analysis on such issues as teacher salaries and certification requirements, expenditures for education, and school enrollment trends. In 1985, we updated this information in a second report.

This third edition of The Condition of Teaching moves beyond the familiar categories of salaries, educational expenditures and the like, and looks more closely at the interior of the teaching profession. We present basic information reported earlier, so longitudinal comparisons can be made, but we devote most of this new report to working conditions and to the perspectives of teachers on their experiences in the classroom.

The information included in this report has been compiled from our 1987 national survey, the most comprehensive survey of teachers in America ever conducted. Twenty-two thousand teachers from every state responded to questions about students, working conditions, and their participation in decisionmaking. The survey also included questions about parents and principals, and teachers told us how well their expectations for the profession have been met and whether they intend to remain in teaching. At the end, we had an open-ended question. We asked teachers if there was anything else they wanted to say about their work. Half the teachers, 11,000, responded to this invitation and their comments added powerful, even poignant insights into teaching in America today. A rich sampling of these narrative responses will be published in a report to be released next spring.

From the many replies we received in this most recent Carnegie survey, three areas of special importance emerged that must be carefully considered by those concerned about the improvement of education.

The Role of Parents

One of the most revealing parts of our survey is the frustration teachers feel about the lack of support they receive from parents. Teachers repeatedly made the point that in the push for better schools they cannot do the job alone, and yet there is a growing trend to expect schools to do what families, communities, and churches have been unable to accomplish.

Teachers say that parents do not participate sufficiently in their children's education. Overall, nine teachers in ten report that lack of support from parents is a problem at their schools, ranging from 95 percent of Delaware and Hawaii teachers who identify it as a problem, to 84 percent of teachers in South Dakota. And 56 percent of teachers, when asked about their professional expectations, expressed disappointment in the willingness of parents to be involved. More than 60 percent of teachers in several southern states made that assessment. Consider these comments from teachers we surveyed:

"I'm sick and tired of seeing my bright, achieving first graders fade into the shadows of apathy and trouble by age 10. They need parents who care, who expect and who appreciate. Teachers simply cannot do it all."

"My main concern with education today is the role and involvement of parents. In my school's community, both parents must work--if a child has both parents at home. . . . Out of twenty-two students, I have had three parents visit the class. Sad!"

Today's parents have less time to engage in the educational progress of their children, and the role of parents in improving American education is an issue the school reform movement has largely overlooked. But if this country is truly concerned about the quality of schools, we must recognize that parents are still the first and most essential teachers and ways must be found to build new partnerships between home and school.

A View of the Student

Another striking feature of these data is the concern teachers have about the social and physical well-being of their students. Large majorities of teachers find poverty, poor health, undernourishment, and neglect to be problems at their schools. They describe their students as "emotionally needy" and "starved for attention and affection." One teacher commented, "Children come to school sick because there is no one at home to care for them, so the teacher does it."

On a related point, nearly 90 percent of teachers say that student apathy is a problem at their school, and 83 percent say that absenteeism is a problem. There is, in the words of one teacher, "a disturbing lack of motivation to learn."

The data and teacher comments suggest that we have not just a school problem, but a youth problem in this nation. Many students move facelessly from class to class and have little serious interaction with adults. Teenagers often lose their identity--starting in junior high--at the very time a sense of belonging is needed most.

Clearly, one of the most urgent challenges schools confront is overcoming this sense of apathy and anonymity among students. Caring parents, concerned communities, and enlightened business leaders all must join with educators to make sure that our children have a sense of identity and purposefulness in life.

The Working Conditions of Teachers

Perhaps most significant in this survey is the frustration teachers feel about their powerlessness in teaching. We found that the majority of teachers are not involved in selecting teachers and administrators at their schools, nor are they asked to participate in such crucial matters as teacher evaluation, staff development, school budgets, and student promotion and retention policies. Said one teacher, "The frustration of teaching is the lack of power and input the teacher has in all the important decisions."

And while teaching is becoming increasingly complex, the conditions within the school itself frustrate teachers and reduce the effectiveness of their work. The facilities and tools they use to teach are far from adequate, and most teachers have

less than one hour in a typical school day to prepare for their total day's teaching effort.

More than half the teachers also say respect for teachers in the community is worse than they expected and more than one-third express disappointment with their opportunities for advancement. Said one teacher:

"Education is the only profession out of which all others must grow. Yet it is the profession which gets the least recognition for its contributions to society. Perhaps more of the best and brightest would consider teaching as a career if it were accorded the professional status it deserves."

Such recognition includes not only higher salaries, but giving teachers more time to prepare for their teaching responsibilities, more opportunity for professional renewal, and more involvement in key decisions affecting their classrooms and schools.

Obviously, it is vital that teachers have a voice in what they are expected to teach, and it is reassuring that the majority participate in textbook and curriculum decisions. But policies involving staff and students are no less important; teachers should have a larger role in shaping these policies as well.

The good news is that with all of the indignities and frustrations, teachers remain committed to their careers and their students. Most of the teachers we surveyed say they will stay in the profession and most express satisfaction with their jobs. And by a wide margin, teachers say their expectations have been met regarding their ability to help students learn.

In the push for quality education, there is just so much that can be accomplished by directives from above, and in the next phase of school renewal, we must recognize the human element:

- First, partnerships between the family and school must be strengthened.

- Second, we must focus increasingly on the growing needs of students.
- Finally, the working conditions of teachers must be improved, with teachers acting as full partners in the education of our children.

It is here, in these areas, where the push for excellence must now be directed. From the perspectives and insights of those who teach, we can move toward a broader view of achieving educational excellence, one rooted in the full involvement of teachers, students, and their parents in the crusade for excellence for all.

CHAPTER I

Teachers Today: An Overview

Approximately 75,000 more teachers were employed in the public schools in 1987-88 than in 1980-81, and teacher salaries increased nearly 60 percent during the same period. Elementary teachers continue to earn less on average than their counterparts at the secondary level, and nearly half the teachers surveyed by The Carnegie Foundation for the Advancement of Teaching in the 1987 National Survey of Public School Teachers said their financial compensation was worse than they expected when they entered the profession.

On average, teachers surveyed have 16 years' experience and most report having less than one hour in a typical day set aside for preparation.

Numbers of Public School Teachers

The number of public school teachers in the United States has increased 3.4 percent since the start of the decade. The largest increase (25.4 percent) occurred in Utah (Table 1). Other states reporting large increases were Arizona, Nevada, Florida, and Alaska. States showing declines of 5 percent or more include Massachusetts, Wisconsin, Iowa, Alabama, Pennsylvania, Illinois, and Minnesota.

Ten states employ more than half the nation's teachers: California, Texas, New York, Pennsylvania, Illinois, Ohio, Florida, Michigan, New Jersey, and Virginia.

The number of public elementary teachers stood at 1,295,117 in 1987-88, compared with 1,197,391 in 1980-81. The largest percentage increases were reported in several western states, Michigan, and Louisiana (Table 2). Significant declines were seen in Massachusetts (-21.2 percent), Vermont (-15.5 percent), and Alaska (-9.4 percent).

The number of public secondary teachers declined about 3 percent during the first half of the decade but has made a small recovery since then. In 1987-88, there

were 980,092 secondary teachers, a drop of 2.3 percent since 1980-81 (Table 3). Many states reporting large increases in elementary teachers also witnessed the sharpest declines in the number of secondary teachers, among them, New Mexico, Louisiana, Michigan, Montana, and Wyoming. States showing the largest increases in secondary teachers were Alaska (52.8 percent), Texas (22.9 percent), Hawaii (22.0 percent), North Carolina (19.9 percent), and Florida (16.6 percent).

Salaries of Teachers

The average teacher salary for the 1987-88 school year stood at \$28,031. The largest increases since 1980-81 occurred in Connecticut, Vermont, New Hampshire, Virginia, Ohio, Georgia, South Carolina, New Jersey, Maine, and Minnesota. States showing the smallest increases were Louisiana, Washington, Hawaii, Alaska, Utah, South Dakota, New Mexico, Oklahoma, West Virginia, and Montana (Table 4).

While elementary teachers earned on average \$1,287 less than did secondary teachers in 1987-88, the percentage increase in average salaries paid to the two groups since 1980 is nearly identical (Tables 5 and 6). Of the ten states paying the highest average salaries to elementary teachers in 1987-88, eight were also in the top ten for salaries for secondary teachers. A number of states paid the same average salary to both. Only Florida paid secondary teachers less than it paid to elementary teachers.

Almost half of all teachers say their compensation is worse than they expected it to be when they entered the profession. Only 10 percent view their compensation as better than expected (Table 7).

There is no mistaking the perspective of teachers on the importance of their salary to total family income. Ninety-three percent rate their salary from teaching as important (Table 8).

Teaching Experience

Public school teachers in America have an average of 16 years' experience. One in six teachers has 25 years or more experience. California, Hawaii, Wisconsin, Minnesota, Connecticut, and Iowa have higher percentages of their teachers in the "25 years or more" experience category, according to teachers surveyed. States with

higher proportions of less experienced teachers ("5 years or less") include Arkansas, Montana, Utah, and Texas (Table 9).

Current Teaching Assignment

Twenty-nine percent of all teachers have three or fewer different preparations weekly, but another 28 percent have ten or more such preparations (Table 10). Elementary teachers generally have more preparations each week than their secondary counterparts. Nearly four in ten elementary teachers surveyed report ten or more different preparations. More than half the elementary teachers in North Carolina, Maine, Maryland, and South Dakota report ten or more different preparations (Table 11).

While about half the secondary teachers report one to three different preparations each week, 30 percent of secondary teachers say they have four to six preparations (Table 12). Those states with higher percentages of elementary teachers in the "ten or more" category, also have more than 20 percent of their secondary teachers reporting ten or more preparations: Maine, South Dakota, Maryland, and North Carolina. More than 20 percent of secondary teachers in Illinois, Kentucky, and Tennessee also report ten or more preparations.

Most teachers have less than one hour in a typical school day of formally scheduled preparation time. This is especially true in Hawaii, New Jersey, West Virginia, Delaware, Pennsylvania, and Rhode Island, where at least three-fourths of teachers surveyed report less than one hour set aside for preparation. Twenty-two percent of teachers in California and 20 percent of Maine teachers report having no formally scheduled preparation time (Table 13).

For all teachers surveyed, the mean number of students they work with in a typical day is seventy-nine (Table 14). For elementary teachers only, the mean is sixty, while secondary teachers report working with an average of 114 students daily (Tables 15 and 16). Fifty-four percent of the secondary teachers in Utah and 43 percent of California's secondary teachers say they work with 150 or more students, more than twice the national average of 21 percent.

Reports on class size show modest variation among the states. The mean number of students in a teacher's "most typical class" ranges from nineteen as

reported by teachers in North Dakota, South Dakota, and Vermont to twenty-eight per class in California and Utah. In California, 55 percent of the teachers report having thirty or more students in a typical class (Table 17). Nationwide, more than one-third of teachers surveyed believe that their classes are too large. (Table 18).

Nine in ten teachers work forty or more hours each week (Table 19), and 20 percent report teaching subjects in which they feel unqualified (Table 20). In Utah and Washington, three teachers in ten say they are teaching classes for which they do not feel qualified.

TABLE 1. NUMBER OF PUBLIC SCHOOL TEACHERS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|-----------|-----------|-----------|-----------|-----------------|--------------------------------------|
| UNITED STATES | 2,200,107 | 2,209,955 | 2,249,958 | 2,275,209 | — | 3.4% |
| Alabama | 39,714 | 36,971 | 36,905 | 36,910 | 22 | -7.1 |
| Alaska | 5,224 | 5,140 | 6,352 | 6,230 | 49 | 19.3 |
| Arizona | 26,200 | 28,988 | 30,911 | 31,911 | 27 | 21.8 |
| Arkansas | 24,111 | 23,899 | 24,901 | 25,052 | 32 | 3.9 |
| California | 179,838 | 186,017 | 192,368 | 196,524 | 1 | 9.2 |
| Colorado | 29,840 | 29,895 | 30,705 | 31,168 | 28 | 4.5 |
| Connecticut | 33,850 | 33,125 | 33,812 | 34,470 | 26 | 1.8 |
| Delaware | 5,589 | 5,745 | 5,884 | 5,955 | 50 | 6.5 |
| District of Columbia | 5,238 | 5,285 | 5,650 | 5,606 | 51 | 7.0 |
| Florida | 80,285 | 88,973 | 91,969 | 95,857 | 7 | 19.4 |
| Georgia | 56,970 | 57,370 | 57,881 | 59,415 | 12 | 4.3 |
| Hawaii | 8,082 | 8,362 | 8,350 | 8,775 | 3 | 8.6 |
| Idaho | 9,938 | 10,256 | 10,217 | 10,289 | 40 | 3.3 |
| Illinois | 107,404 | 102,568 | 104,357 | 101,749 | 5 | -5.3 |
| Indiana | 53,111 | 51,971 | 52,507 | 53,120 | 14 | 0.0 |
| Iowa | 32,433 | 30,897 | 30,141 | 30,011 | 29 | -7.5 |
| Kansas | 26,371 | 26,847 | 27,035 | 27,321 | 30 | 3.6 |
| Kentucky | 33,301 | 33,670 | 34,351 | 35,674 | 23 | 7.1 |
| Louisiana | 42,700 | 42,610 | 43,056 | 43,048 | 17 | 0.8 |
| Maine | 12,381 | 12,884 | 13,221 | 13,512 | 38 | 9.1 |
| Maryland | 40,780 | 37,860 | 38,800 | 39,600 | 20 | -2.9 |
| Massachusetts | 65,817 | 56,825 | 58,066 | 58,194 | 13 | -11.6 |
| Michigan | 80,526 | 80,240 | 81,150 | 82,440 | 8 | 2.4 |
| Minnesota | 44,103 | 40,837 | 41,770 | 41,836 | 19 | -5.1 |
| Mississippi | 25,831 | 25,610 | 26,218 | 26,310 | 31 | 2.6 |
| Missouri | 49,004 | 48,113 | 48,968 | 49,630 | 15 | 1.3 |
| Montana | 9,139 | 9,705 | 9,754 | 9,660 | 41 | 5.7 |
| Nebraska | 16,702 | 17,574 | 17,683 | 17,683 | 36 | 5.2 |
| Nevada | 6,972 | 7,751 | 7,908 | 8,348 | 45 | 19.7 |
| New Hampshire | 9,846 | 10,251 | 10,300 | 10,363 | 39 | 5.3 |
| New Jersey | 76,550 | 74,236 | 75,558 | 75,487 | 9 | -1.4 |
| New Mexico | 14,156 | 14,935 | 14,831 | 14,971 | 37 | 5.8 |
| New York | 167,510 | 173,400 | 175,200 | 176,000 | 3 | 5.1 |
| North Carolina | 55,343 | 57,638 | 58,063 | 59,718 | 11 | 7.9 |
| North Dakota | 7,119 | 7,852 | 7,738 | 7,655 | 46 | 7.5 |
| Ohio | 100,530 | 95,465 | 98,949 | 99,606 | 6 | -0.9 |
| Oklahoma | 33,985 | 33,000 | 34,800 | 35,000 | 24 | 3.0 |
| Oregon | 25,730 | 25,740 | 24,615 | 24,912 | 33 | -3.2 |
| Pennsylvania | 109,830 | 101,665 | 102,993 | 102,900 | 4 | -6.4 |
| Rhode Island | 9,218 | 8,755 | 8,740 | 8,947 | 42 | -2.9 |
| South Carolina | 31,935 | 34,324 | 34,690 | 34,700 | 25 | 8.7 |
| South Dakota | 8,109 | 8,153 | 8,002 | 8,510 | 44 | 4.9 |
| Tennessee | 40,340 | 41,103 | 42,082 | 42,480 | 18 | 3.8 |
| Texas | 161,560 | 179,800 | 184,918 | 187,219 | 2 | 15.0 |
| Utah | 14,397 | 17,084 | 17,381 | 18,050 | 35 | 25.4 |
| Vermont | 6,650 | 6,397 | 6,410 | 6,467 | 48 | -2.8 |
| Virginia | 58,082 | 58,667 | 59,534 | 60,321 | 10 | 3.9 |
| Washington | 35,612 | 36,193 | 37,098 | 37,751 | 21 | 6.0 |
| West Virginia | 21,988 | 22,733 | 22,931 | 22,702 | 34 | 3.2 |
| Wisconsin | 53,113 | 46,500 | 47,030 | 47,720 | 16 | -10.2 |
| Wyoming | 6,350 | 7,290 | 7,194 | 7,442 | 47 | 17.2 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 2. NUMBER OF PUBLIC ELEMENTARY SCHOOL TEACHERS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|-----------|-----------|-----------|-----------|-----------------|--------------------------------------|
| UNITED STATES | 1,197,391 | 1,239,029 | 1,273,248 | 1,295,117 | — | 8.2% |
| Alabama | 20,285 | 19,280 | 19,246 | 19,250 | 25 | -5.0 |
| Alaska | 2,819 | 2,900 | 2,573 | 2,555 | 51 | -9.4 |
| Arizona | 18,140 | 21,954 | 23,183 | 23,933 | 18 | 31.9 |
| Arkansas | 11,803 | 11,592 | 12,285 | 12,303 | 34 | 4.2 |
| California | 104,926 | 120,495 | 126,854 | 132,084 | 1 | 25.9 |
| Colorado | 14,790 | 15,977 | 16,562 | 15,506 | 29 | 4.8 |
| Connecticut | 20,350 | 19,475 | 20,121 | 20,851 | 24 | 2.5 |
| Delaware | 2,498 | 2,691 | 2,837 | 2,910 | 49 | 16.6 |
| District of Columbia | 3,108 | 3,212 | 3,288 | 3,323 | 48 | 6.9 |
| Florida | 43,389 | 48,641 | 50,472 | 52,635 | 7 | 21.8 |
| Georgia | 34,500 | 35,400 | 35,742 | 37,050 | 10 | 7.4 |
| Hawaii | 4,801 | 4,470 | 4,499 | 4,773 | 46 | -0.6 |
| Idaho | 5,274 | 5,365 | 5,358 | 5,399 | 42 | 2.4 |
| Illinois | 70,133 | 67,402 | 68,799 | 68,066 | 4 | -2.9 |
| Indiana | 26,540 | 26,659 | 27,263 | 27,778 | 15 | 4.7 |
| Iowa | 15,408 | 14,516 | 14,332 | 14,370 | 32 | -6.7 |
| Kansas | 14,319 | 15,146 | 15,276 | 15,551 | 28 | 8.6 |
| Kentucky | 22,085 | 22,446 | 23,062 | 23,509 | 19 | 6.4 |
| Louisiana | 23,060 | 27,810 | 28,903 | 29,643 | 13 | 25.3 |
| Maine | 7,724 | 8,420 | 8,653 | 8,728 | 38 | 13.0 |
| Maryland | 19,190 | 17,760 | 18,200 | 18,576 | 26 | -3.2 |
| Massachusetts | 28,497 | 22,165 | 22,406 | 22,456 | 22 | -21.2 |
| Michigan | 41,876 | 52,010 | 52,570 | 53,630 | 6 | 28.1 |
| Minnesota | 20,847 | 20,110 | 21,290 | 21,133 | 23 | 0.9 |
| Mississippi | 14,131 | 14,074 | 14,897 | 14,849 | 30 | 5.1 |
| Missouri | 24,381 | 24,846 | 24,963 | 25,203 | 17 | 3.4 |
| Montana | 5,091 | 6,563 | 6,607 | 6,565 | 39 | 29.0 |
| Nebraska | 8,543 | 9,363 | 9,465 | 9,515 | 37 | 11.4 |
| Nevada | 3,579 | 4,038 | 4,257 | 4,579 | 47 | 27.9 |
| New Hampshire | 5,168 | 6,063 | 6,207 | 6,258 | 40 | 21.1 |
| New Jersey | 45,325 | 43,320 | 44,643 | 45,066 | 9 | -0.6 |
| New Mexico | 6,829 | 8,068 | 9,823 | 9,915 | 36 | 45.2 |
| New York | 72,860 | 78,900 | 82,400 | 83,600 | 3 | 15.0 |
| North Carolina | 34,605 | 33,926 | 33,679 | 34,849 | 12 | 0.7 |
| North Dakota | 4,217 | 4,934 | 4,896 | 4,891 | 43 | 16.0 |
| Ohio | 56,040 | 51,805 | 53,135 | 54,610 | 5 | -2.6 |
| Oklahoma | 17,728 | 18,450 | 17,700 | 17,800 | 27 | 0.4 |
| Oregon | 15,092 | 15,710 | 14,451 | 14,585 | 31 | -3.5 |
| Pennsylvania | 51,770 | 48,415 | 49,715 | 49,700 | 8 | -4.0 |
| Rhode Island | 4,673 | 4,404 | 4,396 | 4,681 | 44 | 4.5 |
| South Carolina | 19,826 | 22,174 | 22,540 | 22,500 | 21 | 13.5 |
| South Dakota | 5,307 | 5,607 | 5,602 | 5,720 | 41 | 7.8 |
| Tennessee | 25,241 | 25,807 | 26,470 | 26,500 | 16 | 5.0 |
| Texas | 89,658 | 94,720 | 98,159 | 98,862 | 2 | 10.3 |
| Utah | 8,199 | 10,727 | 11,032 | 11,478 | 35 | 40.0 |
| Vermont | 3,400 | 2,880 | 2,900 | 2,874 | 50 | -15.5 |
| Virginia | 34,336 | 33,724 | 34,826 | 35,084 | 11 | 2.2 |
| Washington | 20,086 | 19,676 | 22,375 | 22,769 | 20 | 13.4 |
| West Virginia | 12,420 | 12,607 | 12,096 | 13,157 | 33 | 5.9 |
| Wisconsin | 26,570 | 26,610 | 27,200 | 28,050 | 14 | -1.8 |
| Wyoming | 3,276 | 4,922 | 4,670 | 4,865 | 45 | 48.5 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 3. NUMBER OF PUBLIC SECONDARY SCHOOL TEACHERS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|-----------|---------|---------|---------|-----------------|--------------------------------------|
| UNITED STATES | 1,002,716 | 970,926 | 976,710 | 980,092 | — | -2.3% |
| Alabama | 19,449 | 17,691 | 17,659 | 17,860 | 19 | -9.2 |
| Alaska | 2,405 | 2,240 | 3,779 | 3,675 | 44 | 52.8 |
| Arizona | 8,060 | 7,034 | 7,728 | 7,978 | 35 | -1.0 |
| Arkansas | 12,308 | 12,107 | 12,616 | 12,749 | 27 | 3.6 |
| California | 75,012 | 65,522 | 65,512 | 64,440 | 3 | -14.1 |
| Colorado | 15,050 | 13,918 | 14,143 | 15,692 | 22 | 4.1 |
| Connecticut | 13,500 | 13,650 | 13,691 | 13,619 | 25 | 0.9 |
| Delaware | 3,093 | 3,054 | 3,047 | 3,045 | 47 | -1.6 |
| District of Columbia | 2,130 | 2,053 | 2,388 | 2,283 | 51 | 7.2 |
| Florida | 36,896 | 40,332 | 41,497 | 43,022 | 6 | 16.6 |
| Georgia | 22,470 | 21,970 | 22,139 | 22,365 | 15 | -0.5 |
| Hawaii | 3,281 | 3,892 | 3,851 | 4,002 | 42 | 22.0 |
| Idaho | 4,664 | 4,891 | 4,859 | 4,870 | 38 | 4.4 |
| Illinois | 37,271 | 35,166 | 35,558 | 33,683 | 8 | -9.6 |
| Indiana | 26,671 | 25,312 | 25,244 | 25,342 | 11 | -4.6 |
| Iowa | 17,025 | 16,381 | 15,809 | 15,641 | 23 | -8.1 |
| Kansas | 12,052 | 11,701 | 11,759 | 11,770 | 30 | -2.3 |
| Kentucky | 11,216 | 11,224 | 11,289 | 12,165 | 29 | 8.5 |
| Louisiana | 19,040 | 14,800 | 14,153 | 13,405 | 26 | -29.6 |
| Maine | 4,657 | 4,464 | 4,568 | 4,784 | 39 | 2.7 |
| Maryland | 21,590 | 20,100 | 20,600 | 21,024 | 16 | -2.6 |
| Massachusetts | 37,320 | 34,660 | 35,660 | 35,738 | 7 | -4.2 |
| Michigan | 38,650 | 28,230 | 28,580 | 28,610 | 10 | -25.5 |
| Minnesota | 27,156 | 20,727 | 20,480 | 20,703 | 17 | -10.6 |
| Mississippi | 11,500 | 11,536 | 11,331 | 11,461 | 31 | -0.3 |
| Missouri | 24,623 | 23,267 | 24,005 | 24,427 | 14 | -0.8 |
| Montana | 4,048 | 3,142 | 3,147 | 3,095 | 46 | -23.5 |
| Nebraska | 8,259 | 8,211 | 8,218 | 8,168 | 34 | -1.1 |
| Nevada | 3,393 | 3,713 | 3,651 | 3,769 | 43 | 11.1 |
| New Hampshire | 4,678 | 4,188 | 4,093 | 4,105 | 40 | -12.2 |
| New Jersey | 31,225 | 30,916 | 30,515 | 30,421 | 9 | -2.6 |
| New Mexico | 7,327 | 6,867 | 5,008 | 5,056 | 37 | -31.0 |
| New York | 94,650 | 93,500 | 92,800 | 92,200 | 1 | -2.6 |
| North Carolina | 20,738 | 23,712 | 24,384 | 24,869 | 13 | 10.9 |
| North Dakota | 2,902 | 2,918 | 2,840 | 2,764 | 49 | -4.8 |
| Ohio | 44,490 | 43,660 | 45,814 | 44,996 | 5 | 1.1 |
| Oklahoma | 16,257 | 17,550 | 17,100 | 17,200 | 20 | 5.8 |
| Oregon | 10,638 | 10,030 | 10,164 | 10,347 | 32 | -2.7 |
| Pennsylvania | 58,160 | 53,250 | 53,278 | 53,200 | 4 | -8.5 |
| Rhode Island | 4,545 | 4,351 | 4,344 | 4,086 | 41 | -10.5 |
| South Carolina | 12,109 | 12,150 | 12,150 | 12,700 | 28 | 0.8 |
| South Dakota | 2,802 | 2,546 | 2,400 | 2,790 | 48 | -0.4 |
| Tennessee | 15,699 | 15,496 | 15,612 | 15,990 | 21 | 1.9 |
| Texas | 71,902 | 85,080 | 86,759 | 86,357 | 2 | 22.9 |
| Utah | 6,198 | 6,357 | 6,349 | 6,572 | 36 | 6.0 |
| Vermont | 3,250 | 3,517 | 3,510 | 3,593 | 45 | 10.6 |
| Virginia | 23,746 | 24,943 | 24,908 | 25,237 | 12 | 6.3 |
| Washington | 15,526 | 16,517 | 14,723 | 14,982 | 24 | -3.5 |
| West Virginia | 9,568 | 10,126 | 10,235 | 9,545 | 33 | -0.2 |
| Wisconsin | 24,543 | 19,890 | 19,839 | 19,670 | 18 | -19.0 |
| Wyoming | 3,074 | 2,374 | 2,524 | 2,577 | 50 | -16.2 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 4. AVERAGE SALARY OF PUBLIC SCHOOL TEACHERS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|----------|----------|----------|----------|-----------------|--------------------------------------|
| UNITED STATES | \$17,602 | \$25,208 | \$28,534 | \$28,031 | — | 59.2% |
| Alabama | 15,205 | 23,040 | 23,200 | 23,320 | 42 | 53.4 |
| Alaska | 29,048 | 41,480 | 39,789 | 40,424 | 1 | 39.2 |
| Arizona | 17,201 | 24,680 | 25,972 | 27,388 | 24 | 59.2 |
| Arkansas | 13,273 | 19,538 | 19,904 | 20,340 | 50 | 53.2 |
| California | 20,729 | 29,130 | 31,219 | 33,092 | 5 | 59.6 |
| Colorado | 17,917 | 25,892 | 27,987 | 28,851 | 19 | 59.9 |
| Connecticut | 17,419 | 26,610 | 28,902 | 33,515 | 4 | 92.4 |
| Delaware | 18,025 | 24,624 | 27,467 | 29,575 | 13 | 64.1 |
| District of Columbia | 22,882 | 33,211 | 33,767 | 38,465 | 2 | 59.4 |
| Florida | 15,406 | 22,250 | 23,893 | 25,382 | 28 | 64.5 |
| Georgia | 15,445 | 23,046 | 24,200 | 26,177 | 26 | 69.5 |
| Hawaii | 21,147 | 25,845 | 26,815 | 28,785 | 17 | 36.1 |
| Idaho | 15,109 | 20,969 | 21,480 | 22,783 | 44 | 50.8 |
| Illinois | 19,425 | 26,697 | 28,238 | 29,735 | 11 | 53.1 |
| Indiana | 17,255 | 24,325 | 25,547 | 27,386 | 25 | 58.7 |
| Iowa | 16,131 | 21,690 | 22,615 | 24,967 | 30 | 54.2 |
| Kansas | 15,250 | 22,644 | 23,427 | 24,364 | 32 | 59.5 |
| Kentucky | 15,750 | 20,948 | 22,476 | 24,274 | 34 | 54.1 |
| Louisiana | 16,557 | 20,460 | 20,054 | 20,885 | 48 | 26.1 |
| Maine | 13,994 | 19,583 | 21,257 | 23,425 | 40 | 67.4 |
| Maryland | 18,998 | 28,304 | 28,893 | 30,829 | 8 | 62.3 |
| Massachusetts | 18,703 | 26,800 | 28,410 | 30,019 | 10 | 60.5 |
| Michigan | 21,213 | 30,004 | 31,500 | 32,926 | 6 | 55.2 |
| Minnesota | 17,777 | 27,360 | 28,340 | 29,620 | 12 | 66.6 |
| Mississippi | 13,017 | 18,472 | 19,447 | 20,669 | 49 | 58.6 |
| Missouri | 15,421 | 21,945 | 23,435 | 24,703 | 31 | 60.2 |
| Montana | 15,854 | 22,462 | 23,208 | 23,798 | 38 | 49.2 |
| Nebraska | 14,882 | 20,939 | 22,063 | 23,246 | 43 | 56.2 |
| Nevada | 17,700 | 25,610 | 26,960 | 27,600 | 22 | 55.9 |
| New Hampshire | 13,412 | 20,283 | 21,869 | 24,019 | 36 | 79.1 |
| New Jersey | 18,245 | 27,170 | 28,718 | 30,778 | 9 | 68.7 |
| New Mexico | 16,812 | 21,817 | 23,850 | 24,351 | 33 | 44.6 |
| New York | 21,326 | 30,490 | 32,000 | 33,600 | 3 | 57.6 |
| North Carolina | 15,858 | 22,340 | 23,679 | 25,073 | 29 | 58.1 |
| North Dakota | 13,865 | 20,816 | 21,284 | 21,960 | 47 | 56.2 |
| Ohio | 16,904 | 25,008 | 26,288 | 28,778 | 18 | 70.2 |
| Oklahoma | 15,182 | 21,419 | 21,468 | 22,006 | 45 | 44.9 |
| Oregon | 18,047 | 25,660 | 26,690 | 27,750 | 21 | 53.8 |
| Pennsylvania | 17,890 | 25,853 | 27,422 | 28,961 | 16 | 61.9 |
| Rhode Island | 20,088 | 29,470 | 31,079 | 32,858 | 7 | 63.6 |
| South Carolina | 14,353 | 21,570 | 23,201 | 24,241 | 35 | 68.9 |
| South Dakota | 13,674 | 18,095 | 18,781 | 19,750 | 51 | 44.4 |
| Tennessee | 15,118 | 21,387 | 22,627 | 23,785 | 39 | 57.3 |
| Texas | 15,728 | 24,218 | 24,908 | 25,655 | 27 | 63.1 |
| Utah | 16,864 | 22,603 | 23,038 | 23,882 | 37 | 41.6 |
| Vermont | 13,006 | 20,796 | 21,835 | 23,397 | 41 | 79.9 |
| Virginia | 15,335 | 23,095 | 25,041 | 27,436 | 23 | 76.6 |
| Washington | 21,263 | 26,209 | 27,238 | 27,960 | 20 | 31.5 |
| West Virginia | 14,948 | 20,627 | 21,446 | 21,736 | 46 | 45.4 |
| Wisconsin | 17,607 | 26,347 | 27,815 | 29,206 | 15 | 65.9 |
| Wyoming | 18,718 | 27,224 | 28,103 | 29,378 | 14 | 57.0 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 5. AVERAGE SALARY OF PUBLIC ELEMENTARY SCHOOL TEACHERS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|----------|----------|----------|----------|-----------------|--------------------------------------|
| UNITED STATES | \$17,202 | \$24,667 | \$26,952 | \$27,412 | — | 59.4% |
| Alabama | 14,722 | 23,040 | 23,200 | 23,320 | 38 | 58.4 |
| Alaska | 28,850 | 41,240 | 39,404 | 40,012 | 1 | 38.7 |
| Arizona | 16,980 | 24,830 | 25,815 | 27,388 | 20 | 61.3 |
| Arkansas | 12,900 | 18,995 | 19,476 | 19,650 | 50 | 52.3 |
| California | 20,441 | 28,657 | 30,574 | 32,378 | 7 | 58.4 |
| Colorado | 17,450 | 25,426 | 26,638 | 27,373 | 17 | 60.3 |
| Connecticut | 17,250 | 26,260 | 28,460 | 33,163 | 3 | 92.2 |
| Delaware | 17,532 | 23,903 | 26,656 | 26,720 | 13 | 63.8 |
| District of Columbia | 23,000 | 33,211 | 33,797 | 36,465 | 2 | 58.5 |
| Florida | 15,634 | 22,896 | 24,059 | 25,622 | 27 | 63.9 |
| Georgia | 15,180 | 22,660 | 23,793 | 25,964 | 26 | 71.0 |
| Hawaii | 21,507 | 25,645 | 26,815 | 28,785 | 11 | 33.2 |
| Idaho | 14,790 | 20,222 | 20,766 | 22,041 | 44 | 49.0 |
| Illinois | 18,696 | 25,844 | 27,075 | 28,456 | 15 | 51.2 |
| Indiana | 16,618 | 23,786 | 25,172 | 26,666 | 24 | 59.6 |
| Iowa | 15,480 | 20,863 | 21,693 | 23,666 | 34 | 54.3 |
| Kansas | 15,185 | 22,637 | 23,316 | 24,364 | 30 | 60.4 |
| Kentucky | 15,310 | 21,434 | 21,921 | 23,675 | 36 | 54.6 |
| Louisiana | 16,200 | 20,160 | 19,732 | 20,553 | 48 | 23.9 |
| Maine | 13,543 | 19,090 | 20,761 | 22,936 | 40 | 69.4 |
| Maryland | 16,676 | 26,010 | 26,036 | 30,629 | 8 | 63.3 |
| Massachusetts | 16,488 | 24,440 | 25,936 | 26,913 | 22 | 46.6 |
| Michigan | 21,040 | 29,824 | 31,315 | 32,719 | 5 | 55.5 |
| Minnesota | 17,100 | 26,720 | 27,690 | 29,940 | 10 | 69.2 |
| Mississippi | 12,804 | 18,181 | 19,153 | 20,343 | 49 | 58.9 |
| Missouri | 15,045 | 21,166 | 22,667 | 23,697 | 33 | 58.6 |
| Montana | 15,590 | 21,880 | 22,600 | 23,222 | 39 | 51.2 |
| Nebraska | 14,212 | 20,020 | 21,634 | 22,214 | 43 | 56.3 |
| Nevada | 17,510 | 25,090 | 26,420 | 26,910 | 23 | 53.7 |
| New Hampshire | 13,269 | 20,165 | 21,925 | 23,925 | 32 | 60.3 |
| New Jersey | 17,904 | 26,970 | 26,246 | 30,262 | 9 | 69.1 |
| New Mexico | 16,560 | 21,200 | 23,650 | 24,351 | 31 | 47.0 |
| New York | 21,100 | 29,510 | 30,850 | 32,400 | 6 | 53.6 |
| North Carolina | 15,662 | 22,251 | 23,806 | 24,996 | 28 | 59.6 |
| North Dakota | 13,720 | 20,624 | 21,195 | 21,572 | 45 | 57.2 |
| Ohio | 16,470 | 24,410 | 26,122 | 27,959 | 16 | 69.6 |
| Oklahoma | 14,780 | 20,805 | 20,800 | 21,500 | 7 | 44.1 |
| Oregon | 17,640 | 25,240 | 26,270 | 27,300 | 21 | 54.8 |
| Pennsylvania | 17,520 | 25,853 | 27,133 | 28,652 | 14 | 63.5 |
| Rhode Island | 20,143 | 29,218 | 30,765 | 32,820 | 4 | 62.9 |
| South Carolina | 13,890 | 21,009 | 22,616 | 23,630 | 37 | 70.1 |
| South Dakota | 13,516 | 18,035 | 18,718 | 19,620 | 51 | 45.1 |
| Tennessee | 15,070 | 21,320 | 22,670 | 23,726 | 35 | 57.4 |
| Texas | 15,331 | 23,546 | 24,166 | 24,912 | 29 | 62.5 |
| Utah | 16,281 | 21,910 | 22,368 | 22,797 | 42 | 40.0 |
| Vermont | 12,561 | 20,316 | 21,331 | 22,903 | 41 | 62.3 |
| Virginia | 15,017 | 22,305 | 24,267 | 26,612 | 25 | 77.2 |
| Washington | 20,804 | 25,783 | 26,818 | 27,529 | 19 | 32.3 |
| West Virginia | 14,631 | 20,457 | 21,049 | 21,302 | 46 | 45.6 |
| Wisconsin | 17,214 | 25,690 | 26,898 | 28,362 | 16 | 64.8 |
| Wyoming | 18,057 | 26,669 | 27,513 | 28,750 | 12 | 59.2 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 6. AVERAGE SALARY OF PUBLIC SECONDARY SCHOOL TEACHERS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| UNITED STATES | \$18,079 | \$25,842 | \$27,243 | \$28,099 | — | 58.7% |
| Alabama | 15,708 | 23,040 | 23,200 | 23,320 | 44 | 48.5 |
| Alaska | 29,280 | 41,640 | 40,040 | 40,718 | 1 | 39.1 |
| Arizona | 17,700 | 24,890 | 26,299 | 27,388 | 25 | 54.7 |
| Arkansas | 13,630 | 20,060 | 20,320 | 21,006 | 50 | 54.1 |
| California | 21,133 | 29,955 | 32,333 | 34,071 | 5 | 61.2 |
| Colorado | 18,375 | 26,394 | 28,032 | 29,322 | 17 | 59.6 |
| Connecticut | 17,675 | 27,210 | 29,553 | 34,223 | 4 | 93.6 |
| Delaware | 18,422 | 25,257 | 28,219 | 30,390 | 12 | 65.0 |
| District of Columbia | 22,710 | 33,211 | 33,797 | 36,465 | 2 | 60.6 |
| Florida | 15,138 | 21,787 | 23,050 | 24,548 | 35 | 62.2 |
| Georgia | 15,851 | 23,440 | 24,610 | 26,554 | 26 | 67.5 |
| Hawaii | 20,489 | 25,845 | 26,815 | 28,785 | 19 | 40.5 |
| Idaho | 15,470 | 21,788 | 22,278 | 23,605 | 43 | 52.6 |
| Illinois | 20,799 | 28,916 | 30,487 | 31,798 | 8 | 52.9 |
| Indiana | 17,692 | 24,890 | 25,953 | 28,165 | 24 | 59.2 |
| Iowa | 16,720 | 22,420 | 23,423 | 25,732 | 28 | 53.9 |
| Kansas | 15,328 | 22,730 | 23,517 | 24,364 | 36 | 59.0 |
| Kentucky | 16,630 | 21,978 | 23,589 | 25,476 | 30 | 53.2 |
| Louisiana | 17,000 | 21,040 | 20,712 | 21,608 | 48 | 27.1 |
| Maine | 14,743 | 20,513 | 22,196 | 24,315 | 38 | 64.9 |
| Maryland | 19,105 | 27,650 | 29,803 | 30,829 | 10 | 61.4 |
| Massachusetts | 18,667 | 27,100 | 28,726 | 30,364 | 13 | 61.0 |
| Michigan | 21,400 | 30,341 | 31,858 | 33,277 | 6 | 55.5 |
| Minnesota | 18,389 | 27,960 | 29,000 | 30,300 | 14 | 64.6 |
| Mississippi | 13,278 | 18,827 | 19,858 | 21,093 | 49 | 58.9 |
| Missouri | 15,794 | 22,742 | 24,213 | 25,536 | 29 | 61.7 |
| Montana | 16,700 | 22,660 | 24,480 | 24,946 | 34 | 49.4 |
| Nebraska | 15,575 | 21,850 | 21,834 | 24,245 | 39 | 55.7 |
| Nevada | 17,900 | 26,170 | 27,580 | 28,430 | 22 | 56.8 |
| New Hampshire | 13,571 | 20,335 | 22,088 | 24,103 | 40 | 77.6 |
| New Jersey | 18,739 | 27,440 | 29,396 | 31,513 | 9 | 68.2 |
| New Mexico | 17,064 | 22,700 | 23,850 | 24,351 | 37 | 42.7 |
| New York | 21,500 | 31,320 | 33,000 | 34,700 | 3 | 61.4 |
| North Carolina | 16,185 | 22,467 | 23,980 | 25,179 | 32 | 55.6 |
| North Dakota | 14,076 | 21,124 | 21,435 | 21,810 | 47 | 54.9 |
| Ohio | 17,450 | 25,712 | 27,501 | 29,773 | 16 | 70.6 |
| Oklahoma | 15,820 | 22,071 | 22,180 | 22,700 | 45 | 45.3 |
| Oregon | 18,625 | 26,230 | 27,250 | 28,300 | 23 | 51.9 |
| Pennsylvania | 18,220 | 26,031 | 27,687 | 29,245 | 18 | 60.5 |
| Rhode Island | 20,026 | 30,335 | 31,701 | 32,904 | 7 | 64.3 |
| South Carolina | 15,110 | 22,558 | 24,250 | 25,337 | 31 | 67.7 |
| South Dakota | 13,953 | 18,192 | 18,681 | 19,620 | 51 | 42.0 |
| Tennessee | 15,196 | 21,491 | 22,718 | 23,660 | 41 | 57.1 |
| Texas | 16,222 | 24,967 | 25,716 | 26,487 | 27 | 63.3 |
| Utah | 17,835 | 23,535 | 24,081 | 24,967 | 33 | 41.6 |
| Vermont | 13,472 | 21,189 | 22,293 | 23,804 | 42 | 76.7 |
| Virginia | 16,285 | 24,105 | 26,030 | 28,522 | 21 | 75.1 |
| Washington | 21,468 | 26,715 | 27,697 | 28,636 | 20 | 30.9 |
| West Virginia | 15,359 | 20,839 | 21,940 | 22,335 | 46 | 45.4 |
| Wisconsin | 18,064 | 27,169 | 28,571 | 29,972 | 15 | 65.9 |
| Wyoming | 19,422 | 28,375 | 29,195 | 30,566 | 11 | 57.4 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 7. HOW WELL HAVE YOUR EXPECTATIONS WITH REGARD TO FINANCIAL COMPENSATION BEEN MET?

| | BETTER THAN I EXPECTED | ABOUT WHAT I EXPECTED | WORSE THAN I EXPECTED |
|---------------------------|---------------------------|--------------------------|--------------------------|
| ALL TEACHERS | 10% | 41% | 49% |
| Alaska | 40 | 34 | 25 |
| Wyoming | 26 | 44 | 30 |
| Rhode Island | 25 | 53 | 22 |
| Michigan | 18 | 47 | 36 |
| Connecticut | 17 | 40 | 43 |
| Colorado | 15 | 45 | 40 |
| Ohio | 14 | 49 | 37 |
| Minnesota | 13 | 49 | 37 |
| Pennsylvania | 13 | 46 | 41 |
| South Carolina | 13 | 46 | 41 |
| Wisconsin | 13 | 44 | 44 |
| Illinois | 12 | 37 | 51 |
| Maryland | 11 | 37 | 52 |
| New York | 11 | 43 | 46 |
| Texas | 11 | 42 | 48 |
| Delaware | 10 | 45 | 45 |
| Nevada | 10 | 41 | 49 |
| Oregon | 10 | 49 | 41 |
| Virginia | 10 | 45 | 45 |
| Georgia | 9 | 39 | 52 |
| Kentucky | 9 | 42 | 49 |
| Maine | 9 | 42 | 49 |
| Missouri | 9 | 41 | 50 |
| New Jersey | 9 | 43 | 48 |
| Alabama | 8 | 46 | 46 |
| Arizona | 8 | 42 | 50 |
| California | 8 | 41 | 51 |
| Washington | 8 | 41 | 51 |
| Massachusetts | 7 | 46 | 47 |
| Montana | 7 | 42 | 50 |
| Vermont | 7 | 42 | 51 |
| Arkansas | 6 | 34 | 60 |
| Hawaii | 6 | 41 | 53 |
| Indiana | 6 | 44 | 50 |
| Kansas | 6 | 44 | 49 |
| Mississippi | 6 | 29 | 65 |
| Nebraska | 6 | 39 | 55 |
| New Mexico | 6 | 34 | 60 |
| North Carolina | 5 | 37 | 57 |
| Tennessee | 5 | 35 | 60 |
| Florida | 4 | 43 | 53 |
| Iowa | 4 | 37 | 59 |
| New Hampshire | 4 | 38 | 57 |
| Oklahoma | 4 | 35 | 61 |
| Utah | 4 | 31 | 65 |
| Louisiana | 3 | 26 | 71 |
| North Dakota | 3 | 40 | 57 |
| South Dakota | 3 | 32 | 65 |
| West Virginia | 3 | 30 | 67 |
| Idaho | 2 | 31 | 67 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 8. HOW IMPORTANT IS YOUR TEACHING SALARY TO YOUR TOTAL FAMILY INCOME?

| | IMPORTANT | NOT VERY IMPORTANT |
|---------------------------|-----------|-----------------------|
| ALL TEACHERS | 93% | 7% |
| Montana | 96 | 4 |
| Nevada | 96 | 4 |
| South Dakota | 96 | 4 |
| Colorado | 95 | 5 |
| Maine | 95 | 5 |
| Minnesota | 95 | 5 |
| Ohio | 95 | 5 |
| Oregon | 95 | 5 |
| Washington | 95 | 5 |
| Idaho | 94 | 6 |
| Illinois | 94 | 6 |
| Iowa | 94 | 6 |
| Maryland | 94 | 6 |
| Nebraska | 94 | 6 |
| New Mexico | 94 | 6 |
| Oklahoma | 94 | 6 |
| Rhode Island | 94 | 6 |
| Texas | 94 | 6 |
| West Virginia | 94 | 6 |
| Alaska | 93 | 7 |
| Arkansas | 93 | 7 |
| Hawaii | 93 | 7 |
| Massachusetts | 93 | 7 |
| Missouri | 93 | 7 |
| New York | 93 | 7 |
| North Dakota | 93 | 7 |
| Pennsylvania | 93 | 7 |
| Utah | 93 | 7 |
| Wisconsin | 93 | 7 |
| Wyoming | 93 | 7 |
| Alabama | 92 | 8 |
| Connecticut | 92 | 8 |
| Georgia | 92 | 8 |
| Indiana | 92 | 8 |
| Louisiana | 92 | 8 |
| Michigan | 92 | 8 |
| North Carolina | 92 | 8 |
| Tennessee | 92 | 8 |
| Arizona | 91 | 9 |
| California | 91 | 9 |
| Florida | 91 | 9 |
| Mississippi | 91 | 9 |
| Vermont | 91 | 9 |
| Delaware | 90 | 10 |
| Kentucky | 90 | 10 |
| New Hampshire | 90 | 10 |
| New Jersey | 90 | 10 |
| Virginia | 90 | 10 |
| Kansas | 89 | 11 |
| South Carolina | 89 | 11 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 9. HOW MANY YEARS HAVE YOU BEEN TEACHING?

| | MEAN | 5 YEARS OR LESS | 6 TO 15 YEARS | 16 TO 24 YEARS | 25 YEARS OR MORE |
|---------------------------|------|--------------------|------------------|-------------------|---------------------|
| ALL TEACHERS | 16 | 10% | 40% | 34% | 16% |
| Hawaii | 19 | 8 | 20 | 47 | 25 |
| California | 18 | 9 | 32 | 33 | 26 |
| Connecticut | 18 | 4 | 31 | 43 | 21 |
| Iowa | 18 | 8 | 34 | 36 | 21 |
| Massachusetts | 18 | 5 | 33 | 43 | 19 |
| Michigan | 18 | 4 | 32 | 44 | 19 |
| Minnesota | 18 | 6 | 34 | 38 | 22 |
| New York | 18 | 8 | 27 | 46 | 19 |
| Rhode Island | 18 | 3 | 34 | 43 | 20 |
| Wisconsin | 18 | 6 | 33 | 38 | 23 |
| Delaware | 17 | 8 | 32 | 41 | 19 |
| Illinois | 17 | 8 | 38 | 38 | 17 |
| Maryland | 17 | 4 | 39 | 44 | 12 |
| New Jersey | 17 | 6 | 36 | 41 | 17 |
| Pennsylvania | 17 | 5 | 34 | 44 | 17 |
| Florida | 16 | 10 | 41 | 30 | 18 |
| Indiana | 16 | 12 | 40 | 32 | 16 |
| South Dakota | 16 | 15 | 42 | 23 | 20 |
| Virginia | 16 | 10 | 45 | 32 | 14 |
| Alabama | 15 | 10 | 50 | 29 | 11 |
| Arizona | 15 | 12 | 48 | 27 | 14 |
| Colorado | 15 | 13 | 38 | 35 | 14 |
| Kansas | 15 | 13 | 43 | 29 | 16 |
| Kentucky | 15 | 13 | 41 | 34 | 12 |
| Louisiana | 15 | 9 | 47 | 33 | 11 |
| Maine | 15 | 8 | 45 | 37 | 10 |
| Mississippi | 15 | 11 | 46 | 30 | 12 |
| Nebraska | 15 | 12 | 47 | 26 | 16 |
| Nevada | 15 | 11 | 45 | 29 | 15 |
| New Mexico | 15 | 11 | 43 | 30 | 16 |
| North Carolina | 15 | 9 | 48 | 30 | 12 |
| North Dakota | 15 | 15 | 48 | 22 | 15 |
| Ohio | 15 | 7 | 45 | 35 | 13 |
| Oregon | 15 | 11 | 46 | 30 | 13 |
| Tennessee | 15 | 11 | 47 | 32 | 11 |
| Vermont | 15 | 13 | 45 | 29 | 13 |
| Washington | 15 | 10 | 43 | 34 | 13 |
| West Virginia | 15 | 8 | 53 | 29 | 10 |
| Arkansas | 14 | 19 | 44 | 27 | 10 |
| Georgia | 14 | 13 | 48 | 28 | 11 |
| Idaho | 14 | 14 | 50 | 26 | 11 |
| Missouri | 14 | 14 | 44 | 30 | 12 |
| New Hampshire | 14 | 9 | 51 | 30 | 9 |
| South Carolina | 14 | 15 | 49 | 26 | 11 |
| Utah | 14 | 18 | 45 | 25 | 12 |
| Wyoming | 14 | 11 | 50 | 27 | 12 |
| Alaska | 13 | 13 | 49 | 32 | 6 |
| Montana | 13 | 18 | 43 | 31 | 8 |
| Oklahoma | 13 | 12 | 52 | 29 | 6 |
| Texas | 13 | 17 | 48 | 24 | 11 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 10. HOW MANY DIFFERENT PREPARATIONS DO YOU HAVE EACH WEEK?

| | ONE TO THREE | FOUR TO SIX | SEVEN TO NINE | TEN OR MORE |
|---------------------------|--------------|-------------|---------------|-------------|
| ALL TEACHERS | 29% | 31% | 12% | 28% |
| Alabama | 32 | 37 | 9 | 22 |
| Alaska | 20 | 35 | 14 | 31 |
| Arizona | 21 | 39 | 15 | 25 |
| Arkansas | 29 | 36 | 9 | 26 |
| California | 26 | 26 | 12 | 36 |
| Colorado | 26 | 33 | 12 | 29 |
| Connecticut | 26 | 32 | 12 | 30 |
| Delaware | 29 | 35 | 7 | 29 |
| Florida | 43 | 25 | 12 | 20 |
| Georgia | 32 | 31 | 14 | 23 |
| Hawaii | 32 | 37 | 14 | 17 |
| Idaho | 29 | 27 | 18 | 26 |
| Illinois | 22 | 26 | 16 | 36 |
| Indiana | 26 | 35 | 11 | 28 |
| Iowa | 25 | 33 | 12 | 30 |
| Kansas | 21 | 34 | 15 | 30 |
| Kentucky | 21 | 25 | 16 | 38 |
| Louisiana | 31 | 29 | 20 | 20 |
| Maine | 15 | 31 | 10 | 44 |
| Maryland | 27 | 25 | 9 | 39 |
| Massachusetts | 34 | 35 | 9 | 22 |
| Michigan | 30 | 30 | 14 | 26 |
| Minnesota | 28 | 26 | 12 | 34 |
| Mississippi | 39 | 38 | 8 | 15 |
| Missouri | 25 | 32 | 11 | 32 |
| Montana | 20 | 27 | 14 | 39 |
| Nebraska | 21 | 33 | 16 | 28 |
| Nevada | 29 | 37 | 13 | 21 |
| New Hampshire | 29 | 29 | 9 | 33 |
| New Jersey | 28 | 40 | 12 | 20 |
| New Mexico | 36 | 31 | 13 | 20 |
| New York | 34 | 35 | 8 | 23 |
| North Carolina | 23 | 24 | 11 | 42 |
| North Dakota | 17 | 27 | 19 | 37 |
| Ohio | 30 | 28 | 18 | 24 |
| Oklahoma | 22 | 39 | 15 | 24 |
| Oregon | 21 | 37 | 14 | 28 |
| Pennsylvania | 29 | 35 | 8 | 28 |
| Rhode Island | 33 | 30 | 12 | 25 |
| South Carolina | 27 | 32 | 12 | 29 |
| South Dakota | 14 | 29 | 14 | 43 |
| Tennessee | 23 | 27 | 12 | 38 |
| Texas | 37 | 25 | 16 | 21 |
| Utah | 27 | 27 | 13 | 33 |
| Vermont | 22 | 38 | 10 | 30 |
| Virginia | 30 | 29 | 9 | 32 |
| Washington | 28 | 30 | 10 | 32 |
| West Virginia | 27 | 31 | 13 | 29 |
| Wisconsin | 26 | 31 | 14 | 29 |
| Wyoming | 18 | 35 | 15 | 32 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 11. ELEMENTARY TEACHERS: HOW MANY DIFFERENT PREPARATIONS DO YOU HAVE EACH WEEK?

| | ONE TO THREE | FOUR TO SIX | SEVEN TO NINE | TEN OR MORE |
|--------------------------------------|--------------|-------------|---------------|-------------|
| ALL ELEMENTARY TEACHERS | 13% | 31% | 19% | 37% |
| Alabama | 13 | 42 | 16 | 29 |
| Alaska | 9 | 32 | 16 | 43 |
| Arizona | 12 | 41 | 18 | 29 |
| Arkansas | 15 | 37 | 13 | 35 |
| California | 9 | 25 | 16 | 50 |
| Colorado | 10 | 32 | 17 | 41 |
| Connecticut | 13 | 34 | 17 | 36 |
| Delaware | 9 | 36 | 12 | 43 |
| Florida | 19 | 33 | 19 | 29 |
| Georgia | 20 | 33 | 20 | 27 |
| Hawaii | 9 | 40 | 25 | 26 |
| Idaho | 6 | 26 | 30 | 38 |
| Illinois | 13 | 24 | 21 | 42 |
| Indiana | 10 | 36 | 16 | 36 |
| Iowa | 9 | 31 | 18 | 42 |
| Kansas | 8 | 31 | 22 | 39 |
| Kentucky | 10 | 25 | 20 | 45 |
| Louisiana | 21 | 29 | 27 | 23 |
| Maine | 10 | 24 | 13 | 53 |
| Maryland | 14 | 23 | 12 | 51 |
| Massachusetts | 13 | 41 | 14 | 32 |
| Michigan | 14 | 33 | 19 | 34 |
| Minnesota | 7 | 27 | 19 | 47 |
| Mississippi | 21 | 49 | 12 | 18 |
| Missouri | 8 | 30 | 17 | 45 |
| Montana | 11 | 23 | 18 | 48 |
| Nebraska | 6 | 28 | 26 | 40 |
| Nevada | 13 | 39 | 17 | 31 |
| New Hampshire | 19 | 24 | 14 | 43 |
| New Jersey | 12 | 43 | 18 | 27 |
| New Mexico | 23 | 30 | 21 | 26 |
| New York | 14 | 42 | 11 | 33 |
| North Carolina | 7 | 22 | 17 | 54 |
| North Dakota | 9 | 20 | 25 | 46 |
| Ohio | 11 | 28 | 28 | 33 |
| Oklahoma | 10 | 35 | 23 | 32 |
| Oregon | 10 | 36 | 18 | 36 |
| Pennsylvania | 9 | 37 | 13 | 41 |
| Rhode Island | 12 | 32 | 20 | 36 |
| South Carolina | 15 | 33 | 17 | 35 |
| South Dakota | 7 | 24 | 18 | 51 |
| Tennessee | 9 | 26 | 16 | 49 |
| Texas | 20 | 27 | 26 | 27 |
| Utah | 15 | 21 | 19 | 45 |
| Vermont | 12 | 26 | 14 | 46 |
| Virginia | 12 | 31 | 14 | 43 |
| Washington | 13 | 25 | 16 | 46 |
| West Virginia | 12 | 25 | 21 | 42 |
| Wisconsin | 10 | 32 | 20 | 38 |
| Wyoming | 10 | 35 | 17 | 38 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 12. SECONDARY TEACHERS: HOW MANY DIFFERENT PREPARATIONS DO YOU HAVE EACH WEEK?

| | ONE TO THREE | FOUR TO SIX | SEVENTO NINE | TEN OR MORE |
|-------------------------------------|--------------|-------------|--------------|-------------|
| ALL SECONDARY TEACHERS | 52% | 30% | 4% | 14% |
| Alabama | 54 | 32 | 1 | 13 |
| Alaska | 33 | 40 | 10 | 17 |
| Arizona | 49 | 32 | 4 | 15 |
| Arkansas | 43 | 37 | 4 | 16 |
| California | 57 | 32 | 2 | 9 |
| Colorado | 48 | 35 | 5 | 12 |
| Connecticut | 48 | 31 | 3 | 20 |
| Delaware | 50 | 31 | 3 | 16 |
| Florida | 73 | 16 | 4 | 7 |
| Georgia | 56 | 27 | 3 | 14 |
| Hawaii | 60 | 34 | 1 | 5 |
| Idaho | 52 | 30 | 6 | 12 |
| Illinois | 41 | 30 | 5 | 24 |
| Indiana | 47 | 35 | 3 | 15 |
| Iowa | 41 | 38 | 5 | 16 |
| Kansas | 35 | 40 | 4 | 17 |
| Kentucky | 48 | 27 | 6 | 21 |
| Louisiana | 51 | 34 | 4 | 11 |
| Maine | 25 | 45 | 4 | 26 |
| Maryland | 48 | 28 | 6 | 22 |
| Massachusetts | 47 | 31 | 7 | 15 |
| Michigan | 60 | 29 | 4 | 7 |
| Minnesota | 51 | 27 | 3 | 19 |
| Mississippi | 21 | 49 | 12 | 18 |
| Missouri | 44 | 35 | 4 | 17 |
| Montana | 39 | 40 | 6 | 15 |
| Nebraska | 40 | 39 | 9 | 12 |
| Nevada | 50 | 35 | 6 | 9 |
| New Hampshire | 48 | 39 | 1 | 14 |
| New Jersey | 53 | 35 | 1 | 11 |
| New Mexico | 56 | 32 | 2 | 10 |
| New York | 53 | 27 | 4 | 16 |
| North Carolina | 47 | 26 | 5 | 22 |
| North Dakota | 32 | 45 | 4 | 19 |
| Ohio | 53 | 29 | 5 | 13 |
| Oklahoma | 37 | 42 | 8 | 13 |
| Oregon | 39 | 44 | 5 | 12 |
| Pennsylvania | 48 | 36 | 3 | 15 |
| Rhode Island | 56 | 28 | 5 | 11 |
| South Carolina | 52 | 30 | 3 | 15 |
| South Dakota | 34 | 39 | 4 | 23 |
| Tennessee | 48 | 29 | 2 | 21 |
| Texas | 63 | 21 | 4 | 12 |
| Utah | 48 | 39 | 3 | 10 |
| Vermont | 32 | 44 | 7 | 17 |
| Virginia | 55 | 27 | 1 | 17 |
| Washington | 48 | 36 | 2 | 14 |
| West Virginia | 45 | 40 | 3 | 12 |
| Wisconsin | 50 | 29 | 4 | 17 |
| Wyoming | 40 | 39 | 9 | 12 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 13. HOW MUCH FORMALLY SCHEDULED PREPARATION TIME DO YOU HAVE DURING A TYPICAL SCHOOL DAY?

| | NONE | LESS THAN ONE HOUR | ONE HOUR | TWO HOURS OR MORE |
|---------------------------|------|--------------------|----------|-------------------|
| ALL TEACHERS | 7% | 60% | 27% | 7% |
| California | 22 | 49 | 24 | 5 |
| Maine | 20 | 64 | 14 | 2 |
| Louisiana | 19 | 49 | 28 | 3 |
| Utah | 15 | 53 | 23 | 8 |
| Idaho | 14 | 58 | 24 | 4 |
| North Carolina | 12 | 58 | 26 | 3 |
| Virginia | 12 | 59 | 24 | 5 |
| Alaska | 11 | 63 | 20 | 5 |
| Kentucky | 11 | 64 | 23 | 2 |
| New Hampshire | 11 | 68 | 14 | 6 |
| Oklahoma | 11 | 54 | 32 | 3 |
| Arkansas | 10 | 62 | 25 | 3 |
| Georgia | 10 | 54 | 30 | 7 |
| New Mexico | 10 | 57 | 29 | 4 |
| Illinois | 9 | 65 | 20 | 6 |
| Vermont | 9 | 64 | 20 | 6 |
| Nevada | 8 | 68 | 21 | 3 |
| Tennessee | 8 | 61 | 27 | 4 |
| Connecticut | 7 | 73 | 14 | 5 |
| Massachusetts | 7 | 65 | 20 | 8 |
| Mississippi | 7 | 54 | 34 | 5 |
| Wyoming | 7 | 69 | 20 | 3 |
| Michigan | 6 | 60 | 29 | 4 |
| Montana | 6 | 60 | 28 | 8 |
| South Dakota | 6 | 60 | 25 | 9 |
| Hawaii | 5 | 63 | 11 | 2 |
| New York | 5 | 65 | 21 | 9 |
| Rhode Island | 5 | 75 | 15 | 4 |
| Alabama | 4 | 60 | 34 | 2 |
| Arizona | 4 | 54 | 33 | 9 |
| Kansas | 4 | 60 | 32 | 4 |
| Nebraska | 4 | 62 | 27 | 8 |
| North Dakota | 4 | 57 | 31 | 8 |
| Oregon | 4 | 53 | 29 | 14 |
| Washington | 4 | 63 | 30 | 4 |
| Indiana | 3 | 62 | 30 | 5 |
| Iowa | 3 | 58 | 34 | 6 |
| Maryland | 3 | 60 | 29 | 8 |
| New Jersey | 3 | 78 | 13 | 6 |
| South Carolina | 3 | 64 | 29 | 4 |
| Colorado | 2 | 63 | 25 | 10 |
| Florida | 2 | 39 | 43 | 16 |
| Minnesota | 2 | 46 | 42 | 10 |
| Missouri | 2 | 62 | 33 | 3 |
| Ohio | 2 | 71 | 22 | 5 |
| Pennsylvania | 2 | 75 | 16 | 6 |
| West Virginia | 2 | 78 | 18 | 3 |
| Delaware | 1 | 76 | 20 | 3 |
| Texas | 1 | 51 | 40 | 8 |
| Wisconsin | 1 | 48 | 35 | 15 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 14. HOW MANY STUDENTS DO YOU WORK WITH IN A TYPICAL DAY?

| | MEAN | LESS THAN 50 | 50 TO 99 | 100 TO 149 | 150 OR MORE |
|---------------------------|-----------|--------------|------------|------------|-------------|
| ALL TEACHERS | 79 | 43% | 21% | 23% | 13% |
| Maryland | 95 | 30 | 24 | 27 | 19 |
| Minnesota | 95 | 31 | 23 | 27 | 19 |
| Pennsylvania | 95 | 30 | 21 | 30 | 19 |
| Indiana | 93 | 34 | 18 | 29 | 19 |
| Alabama | 92 | 37 | 16 | 29 | 18 |
| Delaware | 90 | 34 | 19 | 31 | 16 |
| Mississippi | 90 | 28 | 28 | 33 | 11 |
| Missouri | 90 | 37 | 20 | 27 | 16 |
| Florida | 89 | 42 | 13 | 22 | 23 |
| Utah | 89 | 38 | 25 | 15 | 22 |
| Nevada | 87 | 46 | 12 | 21 | 21 |
| Ohio | 87 | 40 | 19 | 24 | 17 |
| Colorado | 86 | 38 | 25 | 25 | 14 |
| Georgia | 84 | 43 | 18 | 23 | 16 |
| Wisconsin | 84 | 37 | 23 | 26 | 13 |
| Arkansas | 83 | 37 | 22 | 29 | 12 |
| Kentucky | 83 | 45 | 21 | 21 | 13 |
| West Virginia | 83 | 44 | 14 | 26 | 16 |
| Iowa | 82 | 35 | 28 | 28 | 9 |
| Hawaii | 80 | 43 | 19 | 23 | 15 |
| Idaho | 80 | 45 | 17 | 23 | 15 |
| Michigan | 80 | 48 | 14 | 24 | 14 |
| New Mexico | 80 | 46 | 17 | 22 | 15 |
| Tennessee | 80 | 46 | 18 | 22 | 14 |
| Nebraska | 79 | 42 | 29 | 17 | 12 |
| Washington | 79 | 45 | 17 | 24 | 14 |
| Massachusetts | 77 | 32 | 32 | 30 | 6 |
| Oregon | 77 | 48 | 21 | 19 | 12 |
| Texas | 77 | 42 | 22 | 25 | 11 |
| New York | 76 | 38 | 27 | 26 | 9 |
| Illinois | 75 | 50 | 20 | 18 | 12 |
| Louisiana | 75 | 44 | 22 | 21 | 13 |
| North Carolina | 75 | 47 | 17 | 26 | 10 |
| Oklahoma | 74 | 41 | 25 | 24 | 9 |
| South Carolina | 73 | 43 | 23 | 25 | 9 |
| Virginia | 73 | 44 | 22 | 26 | 8 |
| Alaska | 72 | 55 | 15 | 18 | 12 |
| California | 72 | 56 | 16 | 13 | 15 |
| Kansas | 70 | 48 | 25 | 18 | 9 |
| Rhode Island | 68 | 42 | 26 | 25 | 5 |
| Vermont | 68 | 42 | 36 | 19 | 3 |
| Connecticut | 66 | 48 | 23 | 19 | 5 |
| New Hampshire | 64 | 48 | 26 | 22 | 4 |
| Arizona | 63 | 57 | 20 | 12 | 11 |
| New Jersey | 63 | 55 | 22 | 17 | 6 |
| Maine | 58 | 54 | 24 | 18 | 4 |
| South Dakota | 58 | 61 | 21 | 12 | 6 |
| Wyoming | 58 | 61 | 20 | 13 | 6 |
| North Dakota | 57 | 61 | 18 | 16 | 5 |
| Montana | 54 | 65 | 15 | 15 | 5 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 15. ELEMENTARY TEACHERS: HOW MANY STUDENTS DO YOU WORK WITH IN A TYPICAL DAY?

| | MEAN | LESS THAN 50 | 50 TO 99 | 100 TO 149 | 150 OR MORE |
|--------------------------------------|-----------|--------------|------------|------------|-------------|
| ALL ELEMENTARY TEACHERS | 60 | 64% | 19% | 8% | 9% |
| Mississippi | 75 | 40 | 34 | 16 | 10 |
| Indiana | 74 | 54 | 18 | 12 | 16 |
| Maryland | 74 | 48 | 26 | 12 | 14 |
| Minnesota | 74 | 53 | 27 | 7 | 13 |
| Missouri | 73 | 58 | 19 | 9 | 14 |
| Colorado | 71 | 54 | 26 | 9 | 11 |
| Wisconsin | 70 | 55 | 22 | 9 | 14 |
| Delaware | 69 | 58 | 15 | 13 | 14 |
| Kentucky | 69 | 60 | 20 | 8 | 12 |
| Pennsylvania | 68 | 54 | 25 | 11 | 10 |
| Iowa | 67 | 56 | 24 | 11 | 9 |
| Nebraska | 67 | 60 | 25 | 4 | 11 |
| Alabama | 66 | 61 | 18 | 10 | 11 |
| Ohio | 66 | 61 | 18 | 7 | 14 |
| Georgia | 65 | 43 | 18 | 23 | 16 |
| Illinois | 64 | 65 | 17 | 7 | 11 |
| Florida | 63 | 66 | 12 | 9 | 13 |
| Oregon | 63 | 67 | 18 | 5 | 10 |
| Texas | 63 | 57 | 23 | 10 | 10 |
| Arkansas | 62 | 60 | 21 | 10 | 9 |
| Alaska | 61 | 72 | 10 | 6 | 12 |
| Massachusetts | 61 | 58 | 19 | 16 | 7 |
| Michigan | 61 | 67 | 14 | 9 | 10 |
| Nevada | 60 | 72 | 12 | 3 | 13 |
| New York | 60 | 63 | 14 | 11 | 12 |
| Oklahoma | 60 | 62 | 20 | 9 | 9 |
| Utah | 60 | 55 | 23 | 11 | 5 |
| Louisiana | 59 | 59 | 22 | 11 | 8 |
| Tennessee | 59 | 63 | 21 | 8 | 8 |
| Kansas | 58 | 67 | 17 | 6 | 10 |
| South Carolina | 58 | 58 | 22 | 12 | 8 |
| Virginia | 58 | 65 | 19 | 7 | 9 |
| West Virginia | 58 | 70 | 10 | 8 | 12 |
| New Mexico | 57 | 71 | 13 | 6 | 10 |
| Connecticut | 54 | 67 | 17 | 8 | 8 |
| Washington | 53 | 71 | 15 | 6 | 8 |
| Hawaii | 51 | 69 | 21 | 7 | 3 |
| Arizona | 49 | 69 | 21 | 4 | 6 |
| Idaho | 49 | 75 | 14 | 5 | 6 |
| North Carolina | 49 | 71 | 15 | 8 | 6 |
| South Dakota | 49 | 72 | 17 | 4 | 7 |
| New Hampshire | 48 | 68 | 18 | 10 | 4 |
| Rhode Island | 48 | 69 | 16 | 10 | 5 |
| New Jersey | 47 | 78 | 13 | 5 | 6 |
| Vermont | 47 | 66 | 20 | 11 | 3 |
| Wyoming | 47 | 73 | 15 | 7 | 5 |
| California | 46 | 77 | 17 | 3 | 3 |
| Maine | 43 | 73 | 17 | 7 | 3 |
| North Dakota | 43 | 79 | 10 | 7 | 4 |
| Montana | 39 | 83 | 9 | 5 | 3 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 16. SECONDARY TEACHERS: HOW MANY STUDENTS DO YOU WORK WITH IN A TYPICAL DAY?

| | MEAN | LESS THAN 50 | 50 TO 99 | 100 TO 149 | 150 OR MORE |
|-------------------------------------|------|--------------|----------|------------|-------------|
| ALL SECONDARY TEACHERS | 114 | 9% | 25% | 45% | 21% |
| Utah | 144 | 6 | 18 | 22 | 54 |
| California | 133 | 10 | 14 | 33 | 43 |
| Georgia | 132 | 3 | 15 | 50 | 32 |
| Florida | 129 | 4 | 15 | 42 | 39 |
| Tennessee | 129 | 6 | 13 | 52 | 29 |
| Alabama | 128 | 5 | 15 | 51 | 29 |
| Michigan | 127 | 2 | 15 | 59 | 24 |
| Pennsylvania | 127 | 4 | 18 | 50 | 28 |
| Maryland | 126 | 6 | 20 | 46 | 28 |
| Ohio | 126 | 5 | 20 | 49 | 26 |
| Minnesota | 125 | 4 | 18 | 50 | 28 |
| Nevada | 125 | 9 | 12 | 46 | 33 |
| Idaho | 124 | 6 | 19 | 47 | 28 |
| Kentucky | 124 | 6 | 21 | 52 | 21 |
| Indiana | 123 | 3 | 19 | 53 | 25 |
| West Virginia | 123 | 4 | 17 | 52 | 27 |
| Delaware | 122 | 3 | 23 | 53 | 21 |
| Hawaii | 121 | 8 | 18 | 43 | 31 |
| Washington | 121 | 5 | 19 | 50 | 26 |
| North Carolina | 120 | 6 | 21 | 56 | 17 |
| Louisiana | 119 | 7 | 22 | 44 | 27 |
| Arizona | 117 | 13 | 16 | 38 | 33 |
| New Mexico | 117 | 11 | 22 | 42 | 25 |
| Missouri | 116 | 8 | 23 | 48 | 21 |
| Colorado | 113 | 8 | 25 | 47 | 20 |
| Wisconsin | 113 | 6 | 24 | 55 | 15 |
| Illinois | 112 | 9 | 27 | 45 | 19 |
| Arkansas | 111 | 8 | 24 | 50 | 18 |
| Mississippi | 110 | 10 | 19 | 58 | 13 |
| Oregon | 110 | 9 | 26 | 47 | 18 |
| South Carolina | 108 | 7 | 27 | 53 | 13 |
| Virginia | 105 | 7 | 29 | 55 | 9 |
| Iowa | 103 | 8 | 34 | 48 | 10 |
| Texas | 103 | 17 | 22 | 45 | 16 |
| Nebraska | 102 | 15 | 34 | 36 | 15 |
| Wyoming | 100 | 15 | 38 | 36 | 11 |
| Oklahoma | 99 | 12 | 33 | 44 | 11 |
| Montana | 98 | 17 | 33 | 41 | 9 |
| Kansas | 98 | 15 | 36 | 37 | 10 |
| New Hampshire | 98 | 8 | 43 | 45 | 4 |
| New York | 96 | 9 | 40 | 42 | 9 |
| Maine | 95 | 8 | 41 | 46 | 5 |
| North Dakota | 95 | 19 | 32 | 41 | 8 |
| Massachusetts | 94 | 9 | 42 | 43 | 6 |
| New Jersey | 93 | 18 | 37 | 37 | 8 |
| Rhode Island | 93 | 9 | 43 | 43 | 5 |
| Alaska | 92 | 24 | 27 | 36 | 13 |
| Vermont | 92 | 12 | 52 | 32 | 4 |
| Connecticut | 91 | 10 | 46 | 39 | 3 |
| South Dakota | 89 | 21 | 36 | 34 | 9 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 17. HOW MANY STUDENTS ARE IN THE MOST TYPICAL CLASS YOU TEACH?

| | MEAN | LESS THAN 10 | 10 TO 19 | 20 TO 29 | 30 TO 39 | 40 OR MORE |
|---------------------------|-----------|--------------|------------|------------|------------|------------|
| ALL TEACHERS | 23 | 4% | 16% | 64% | 15% | 1% |
| California | 28 | 2 | 5 | 38 | 53 | 2 |
| Utah | 28 | 1 | 5 | 49 | 44 | 1 |
| Alabama | 26 | 2 | 8 | 61 | 26 | 2 |
| Florida | 26 | 4 | 8 | 58 | 29 | 2 |
| Hawaii | 26 | 5 | 7 | 61 | 27 | 1 |
| Nevada | 26 | 6 | 7 | 61 | 25 | 2 |
| Arizona | 25 | 5 | 10 | 65 | 19 | 2 |
| Georgia | 25 | 2 | 9 | 74 | 14 | 2 |
| Maryland | 25 | 3 | 8 | 66 | 22 | 1 |
| Michigan | 25 | 3 | 8 | 66 | 21 | 1 |
| Minnesota | 25 | 2 | 11 | 69 | 16 | 2 |
| North Carolina | 25 | 2 | 5 | 83 | 10 | 0 |
| Tennessee | 25 | 4 | 8 | 65 | 22 | 1 |
| Washington | 25 | 3 | 10 | 68 | 18 | 1 |
| Idaho | 24 | 3 | 12 | 67 | 17 | 1 |
| Kentucky | 24 | 4 | 10 | 72 | 13 | 2 |
| Louisiana | 24 | 3 | 13 | 71 | 13 | 0 |
| Mississippi | 24 | 2 | 10 | 71 | 16 | 1 |
| Ohio | 24 | 4 | 14 | 76 | 4 | 2 |
| Colorado | 23 | 6 | 15 | 69 | 10 | 1 |
| Delaware | 23 | 5 | 15 | 72 | 8 | 1 |
| Illinois | 23 | 3 | 21 | 59 | 16 | 0 |
| Indiana | 23 | 3 | 18 | 69 | 8 | 0 |
| New Mexico | 23 | 5 | 14 | 72 | 8 | 1 |
| Oregon | 23 | 4 | 15 | 75 | 5 | 1 |
| Pennsylvania | 23 | 4 | 14 | 73 | 9 | 0 |
| South Carolina | 23 | 2 | 18 | 73 | 6 | 0 |
| Arkansas | 22 | 5 | 19 | 68 | 6 | 1 |
| Missouri | 22 | 6 | 18 | 66 | 18 | 1 |
| New York | 22 | 8 | 15 | 69 | 7 | 1 |
| Rhode Island | 22 | 3 | 17 | 78 | 1 | 1 |
| Texas | 22 | 4 | 24 | 61 | 10 | 1 |
| Virginia | 22 | 5 | 16 | 71 | 7 | 1 |
| Wisconsin | 22 | 7 | 14 | 74 | 3 | 2 |
| Alaska | 21 | 8 | 25 | 60 | 7 | 0 |
| Iowa | 21 | 7 | 29 | 58 | 6 | 1 |
| Massachusetts | 21 | 3 | 25 | 67 | 3 | 1 |
| New Hampshire | 21 | 5 | 27 | 65 | 2 | 1 |
| Oklahoma | 21 | 6 | 28 | 59 | 5 | 1 |
| West Virginia | 21 | 4 | 22 | 71 | 3 | 1 |
| Connecticut | 20 | 6 | 34 | 60 | 0 | 0 |
| Kansas | 20 | 5 | 37 | 53 | 4 | 1 |
| Maine | 20 | 3 | 26 | 71 | 1 | 0 |
| Montana | 20 | 9 | 27 | 61 | 2 | 1 |
| Nebraska | 20 | 8 | 32 | 53 | 5 | 1 |
| New Jersey | 20 | 7 | 28 | 60 | 3 | 1 |
| Wyoming | 20 | 7 | 34 | 56 | 1 | 1 |
| North Dakota | 19 | 13 | 32 | 51 | 3 | 1 |
| South Dakota | 19 | 10 | 32 | 55 | 2 | 1 |
| Vermont | 19 | 4 | 40 | 54 | 1 | 0 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 18. IS YOUR MOST TYPICAL CLASS TOO LARGE, ABOUT RIGHT, OR TOO SMALL?

| | TOO LARGE | ABOUT RIGHT | TOO SMALL |
|---------------------------|------------|-------------|-----------|
| ALL TEACHERS | 38% | 62% | 1% |
| California | 66 | 33 | 2 |
| Utah | 58 | 41 | 1 |
| Hawaii | 55 | 44 | 1 |
| Tennessee | 53 | 45 | 1 |
| Florida | 49 | 50 | 1 |
| Nevada | 48 | 50 | 2 |
| Michigan | 47 | 52 | 1 |
| North Carolina | 47 | 53 | 1 |
| Minnesota | 44 | 55 | 1 |
| Washington | 44 | 54 | 2 |
| Arizona | 43 | 56 | 2 |
| Maryland | 41 | 59 | 1 |
| Alabama | 38 | 61 | 1 |
| Idaho | 38 | 59 | 2 |
| Pennsylvania | 38 | 62 | 0 |
| Delaware | 37 | 63 | 0 |
| Georgia | 37 | 63 | 1 |
| Kentucky | 37 | 62 | 1 |
| Indiana | 35 | 65 | 0 |
| Louisiana | 34 | 64 | 1 |
| Ohio | 34 | 65 | 1 |
| Oregon | 33 | 65 | 2 |
| Rhode Island | 33 | 66 | 0 |
| Virginia | 33 | 67 | 1 |
| Mississippi | 32 | 66 | 2 |
| Missouri | 32 | 67 | 1 |
| New Mexico | 32 | 66 | 2 |
| Colorado | 31 | 67 | 2 |
| Illinois | 31 | 67 | 2 |
| New York | 31 | 67 | 2 |
| Arkansas | 29 | 71 | 1 |
| South Carolina | 29 | 70 | 2 |
| Wisconsin | 29 | 69 | 2 |
| Maine | 28 | 70 | 3 |
| Massachusetts | 27 | 71 | 2 |
| Connecticut | 26 | 74 | 0 |
| New Hampshire | 26 | 73 | 1 |
| Alaska | 25 | 74 | 2 |
| New Jersey | 25 | 74 | 1 |
| Oklahoma | 25 | 72 | 3 |
| Montana | 24 | 72 | 4 |
| Texas | 24 | 74 | 1 |
| Vermont | 23 | 76 | 1 |
| Nebraska | 21 | 74 | 5 |
| Iowa | 20 | 79 | 1 |
| Kansas | 20 | 77 | 3 |
| South Dakota | 20 | 77 | 3 |
| West Virginia | 20 | 78 | 2 |
| Wyoming | 20 | 76 | 4 |
| North Dakota | 19 | 74 | 7 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 19. HOW MANY HOURS PER WEEK, INCLUDING TIME INSIDE AND OUTSIDE OF SCHOOL, DO YOU TYPICALLY SPEND ON YOUR JOB?

| | LESS THAN 40 HOURS | 40 TO 59 HOURS | 60 HOURS OR MORE |
|---------------------------|-----------------------|-------------------|---------------------|
| ALL TEACHERS | 11% | 78% | 11% |
| Rhode Island | 28 | 70 | 2 |
| New Jersey | 23 | 72 | 6 |
| Connecticut | 21 | 72 | 7 |
| Massachusetts | 20 | 73 | 7 |
| New York | 19 | 72 | 9 |
| Louisiana | 17 | 72 | 10 |
| Kentucky | 15 | 77 | 8 |
| Hawaii | 14 | 72 | 14 |
| Michigan | 14 | 79 | 7 |
| Pennsylvania | 14 | 81 | 5 |
| Nevada | 13 | 76 | 11 |
| New Mexico | 12 | 76 | 12 |
| Ohio | 12 | 78 | 10 |
| West Virginia | 12 | 75 | 12 |
| South Carolina | 11 | 80 | 9 |
| Alabama | 10 | 83 | 7 |
| Delaware | 10 | 78 | 11 |
| Florida | 10 | 82 | 8 |
| Illinois | 10 | 76 | 14 |
| Mississippi | 10 | 81 | 9 |
| Missouri | 10 | 78 | 11 |
| Oklahoma | 10 | 77 | 13 |
| Utah | 10 | 79 | 11 |
| Vermont | 10 | 80 | 10 |
| Colorado | 9 | 78 | 13 |
| Indiana | 9 | 78 | 13 |
| Kansas | 9 | 78 | 12 |
| North Dakota | 9 | 78 | 13 |
| Tennessee | 9 | 80 | 11 |
| Virginia | 9 | 80 | 11 |
| Wisconsin | 9 | 82 | 9 |
| Arkansas | 8 | 82 | 11 |
| California | 8 | 75 | 16 |
| Maine | 8 | 80 | 12 |
| Minnesota | 8 | 81 | 11 |
| New Hampshire | 8 | 80 | 11 |
| South Dakota | 8 | 77 | 15 |
| Arizona | 7 | 82 | 11 |
| Iowa | 7 | 78 | 15 |
| Maryland | 7 | 79 | 15 |
| Nebraska | 7 | 78 | 15 |
| Alaska | 6 | 80 | 15 |
| Georgia | 6 | 80 | 14 |
| Idaho | 6 | 81 | 12 |
| Montana | 6 | 84 | 10 |
| Oregon | 6 | 78 | 16 |
| Texas | 6 | 70 | 16 |
| Washington | 6 | 83 | 10 |
| Wyoming | 6 | 81 | 12 |
| North Carolina | 5 | 82 | 13 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 20. ARE YOU NOW ASSIGNED TO TEACH SUBJECTS IN WHICH YOU FEEL UNQUALIFIED?

| | YES | NO |
|---------------------------|-----|-----|
| ALL TEACHERS | 20% | 80% |
| Utah | 30 | 70 |
| Washington | 30 | 70 |
| Alaska | 29 | 71 |
| Hawaii | 29 | 71 |
| California | 28 | 72 |
| Arizona | 25 | 75 |
| Kentucky | 25 | 75 |
| Minnesota | 25 | 75 |
| Georgia | 24 | 76 |
| Colorado | 23 | 77 |
| West Virginia | 23 | 77 |
| Idaho | 22 | 78 |
| Michigan | 22 | 78 |
| Virginia | 22 | 78 |
| New Mexico | 21 | 79 |
| Oklahoma | 21 | 79 |
| South Dakota | 21 | 79 |
| Alabama | 20 | 80 |
| Arkansas | 20 | 80 |
| Louisiana | 20 | 80 |
| Maryland | 20 | 80 |
| Nevada | 20 | 80 |
| New Jersey | 20 | 80 |
| North Carolina | 20 | 80 |
| Ohio | 20 | 80 |
| Oregon | 20 | 80 |
| Indiana | 19 | 81 |
| Tennessee | 19 | 81 |
| Texas | 19 | 81 |
| Vermont | 19 | 81 |
| Illinois | 18 | 82 |
| Iowa | 18 | 82 |
| Massachusetts | 18 | 82 |
| Nebraska | 18 | 82 |
| North Dakota | 18 | 82 |
| Maine | 17 | 83 |
| Mississippi | 17 | 83 |
| South Carolina | 17 | 83 |
| Wisconsin | 17 | 83 |
| Florida | 16 | 84 |
| Kansas | 16 | 84 |
| Rhode Island | 16 | 84 |
| Wyoming | 16 | 84 |
| Connecticut | 15 | 85 |
| Missouri | 15 | 85 |
| Pennsylvania | 15 | 85 |
| Montana | 14 | 86 |
| New York | 14 | 86 |
| Delaware | 13 | 87 |
| New Hampshire | 12 | 88 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER II

A Look At Students

Enrollment in public secondary schools consistently has declined during this decade, while elementary enrollment has increased overall. Beyond these enrollment trends, however, are some revealing data on how teachers view their students.

Teachers report a number of problems among students, including apathy, poor health, and a lack of support from parents. They express only modest levels of satisfaction with student growth in several areas of learning, but overwhelmingly disagree with the notion that their schools cannot reasonably expect to graduate more than 75 percent of their students.

Public School Enrollment Trends

After a decline in enrollment in the early 1980s, the number of students attending public schools has risen in recent years (Table 21). Enrollment in a few states has increased 10 percent or more during the decade: Arizona, Utah, Alaska, Nevada, Texas, and California. States with enrollment decreases of 10 percent or more include Massachusetts, Connecticut, Pennsylvania, New Jersey, Michigan, and West Virginia.

Elementary school enrollment (Table 22) increased 3.4 percent from 1980-81 to 1987-88, with thirty-three states reporting an increase. Utah, Mississippi, Arizona, Nevada, Alaska, and Texas all had increases of 15 percent or more since 1980-81. Only Massachusetts (-24.2 percent) had a decrease of similar magnitude during the same period.

Forty states have recorded declines in enrollment of secondary students since 1980-81 (Table 23). Only Arizona (18.7 percent) and Alaska (12.3 percent) have shown a significant increase. Decreases of 20 percent or more occurred in Michigan, Mississippi, Tennessee, Utah, New Jersey, Connecticut, and Rhode Island.

Three in ten public school students are minorities, more than half of whom are black and one-third Hispanic (Table 24). In Hawaii, New Mexico, and Mississippi, minority students make up more than half the total student population.

Challenges in the Classroom

A majority of teachers surveyed identify disruptive behavior, absenteeism, student turnover, apathy, and lack of parental support as problems at their schools (Tables 25-29). Nearly nine in ten teachers report disruptive behavior is a problem and 83 percent say absenteeism is a problem. Student apathy is identified as a problem by at least eight in ten teachers in every state and the same holds true for support received from parents.

Almost 70 percent of the nation's teachers identify theft and vandalism as problems at their schools (Tables 30 and 31). States ranking high in theft and vandalism also tend to rank high in the percentages of teachers reporting violence as a problem at their schools (Tables 32 and 33). Forty-four percent of all teachers say student violence is a problem, and violence against teachers is seen as a problem by one-fourth of all teachers in the survey. More than one-third of the teachers also report that racial discord is a problem (Table 34).

About half the teachers say alcohol and other drugs are problems at their schools (Tables 35 and 36).

Children at Risk

Though poverty is often considered to occur in "pockets," 94 percent of teachers surveyed estimate that at least some of their students are living in homes where the family income is below the poverty line. Twenty-two percent report that more than a quarter of their students are living in poverty (Table 37).

Of the problem conditions considered in the Carnegie survey, abused or neglected children ranks second only to a lack of parental support in the opinion of the nation's teachers. Almost nine in ten teachers list abuse and neglect as a problem in their schools (Table 38).

In the view of seven in ten teachers surveyed, poor health and undernourishment are also problems among students (Tables 39 and 40). In no state do fewer than half the teachers see these conditions as a problem at their schools. Not surprisingly, states with the largest percentages of teachers reporting poor health as a problem (top 25 percent) also tend to rank high in the percentage of teachers who say undernourishment is a problem.

Student Achievement and Growth

Just slightly more than half the teachers surveyed report satisfaction with student growth in problem solving, writing, and independence in learning (Table 41). Student progress in general language skills is given a somewhat higher satisfaction rating of 71 percent by the nation's teachers.

Teachers in seventeen states report satisfaction levels regarding student growth higher than the national average in all four skill areas. These states are Alaska, California, Colorado, Connecticut, Idaho, Michigan, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, South Dakota, Utah, Vermont, Washington, Wisconsin, and Wyoming.

Teacher satisfaction levels rank above the national average in three of the four skill areas in eight other states: Arizona, Kansas, Kentucky, Maine, Minnesota, Oregon, Tennessee, and Texas.

About eight in ten teachers express disagreement with the statement that "schools cannot really expect to graduate more than 75 percent of all students." The level of disagreement ranges from 69 percent in Louisiana to 92 percent in Minnesota and North Dakota (Table 42).

TABLE 21. PUBLIC SCHOOL ENROLLMENT: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------|------------|------------|------------|------------|-----------------|--------------------------------------|
| UNITED STATES | 40,986,488 | 39,529,922 | 39,898,634 | 40,123,808 | — | -2.1% |
| Alabama | 748,320 | 730,480 | 733,735 | 733,740 | 20 | -1.9 |
| Alaska | 88,278 | 107,506 | 103,792 | 102,161 | 47 | 15.7 |
| Arizona | 513,000 | 593,783 | 618,226 | 634,556 | 24 | 23.7 |
| Arkansas | 447,700 | 433,410 | 437,438 | 437,036 | 32 | -2.4 |
| California | 4,076,421 | 4,255,554 | 4,382,774 | 4,485,951 | 1 | 10.0 |
| Colorado | 546,033 | 550,642 | 558,415 | 580,236 | 27 | 2.6 |
| Connecticut | 547,262 | 472,427 | 473,015 | 454,608 | 31 | -16.9 |
| Delaware | 99,403 | 92,901 | 94,410 | 95,659 | 49 | -3.8 |
| District of Columbia | 100,049 | 87,092 | 86,405 | 87,539 | 51 | -12.5 |
| Florida | 1,345,816 | 1,559,507 | 1,607,320 | 1,664,563 | 7 | 7.7 |
| Georgia | 1,070,400 | 1,064,600 | 1,096,425 | 1,159,463 | 9 | 8.3 |
| Hawaii | 184,781 | 183,899 | 184,336 | 185,910 | 42 | 0.7 |
| Idaho | 203,247 | 211,425 | 211,360 | 212,365 | 38 | 4.5 |
| Illinois | 1,979,545 | 1,828,478 | 1,825,185 | 1,798,025 | 4 | -9.2 |
| Indiana | 1,055,320 | 966,057 | 964,761 | 961,581 | 13 | -8.9 |
| Iowa | 515,694 | 485,443 | 481,288 | 480,826 | 29 | -6.8 |
| Kansas | 415,291 | 410,229 | 416,091 | 421,249 | 34 | 1.4 |
| Kentucky | 669,272 | 643,833 | 642,778 | 642,698 | 23 | -4.0 |
| Louisiana | 785,000 | 782,700 | 783,400 | 794,860 | 17 | 1.3 |
| Maine | 222,497 | 206,827 | 207,349 | 207,316 | 39 | -6.8 |
| Maryland | 750,776 | 671,560 | 675,747 | 683,797 | 22 | -8.9 |
| Massachusetts | 1,018,777 | 841,203 | 833,918 | 813,666 | 15 | -20.1 |
| Michigan | 1,870,912 | 1,677,300 | 1,668,800 | 1,665,500 | 6 | -10.5 |
| Minnesota | 755,189 | 705,242 | 711,084 | 716,305 | 21 | -5.1 |
| Mississippi | 472,300 | 464,280 | 498,639 | 505,550 | 28 | 7.0 |
| Missouri | 844,648 | 795,107 | 800,606 | 802,06 | 16 | -5.0 |
| Montana | 155,193 | 153,661 | 153,327 | 152,207 | 43 | -1.9 |
| Nebraska | 280,431 | 265,819 | 266,604 | 267,604 | 37 | -4.6 |
| Nevada | 149,500 | 155,000 | 161,200 | 168,400 | 40 | 12.6 |
| New Hampshire | 167,232 | 160,974 | 163,717 | 166,045 | 41 | -0.7 |
| New Jersey | 1,246,008 | 1,116,194 | 1,107,467 | 1,092,532 | 10 | -12.3 |
| New Mexico | 271,373 | 264,748 | 268,765 | 272,656 | 36 | 0.5 |
| New York | 2,860,371 | 2,805,383 | 2,607,719 | 2,583,100 | 3 | -9.3 |
| North Carolina | 1,141,699 | 1,092,893 | 1,091,552 | 1,085,143 | 11 | -5.0 |
| North Dakota | 116,418 | 117,970 | 118,094 | 118,474 | 46 | 1.8 |
| Ohio | 1,975,200 | 1,794,000 | 1,733,500 | 1,793,300 | 5 | -9.2 |
| Oklahoma | 577,928 | 596,000 | 589,000 | 585,000 | 26 | 1.2 |
| Oregon | 464,599 | 447,500 | 449,300 | 455,900 | 30 | -1.9 |
| Pennsylvania | 1,909,300 | 1,683,221 | 1,674,161 | 1,656,380 | 8 | -13.2 |
| Rhode Island | 148,361 | 133,450 | 134,147 | 134,064 | 44 | -9.6 |
| South Carolina | 619,222 | 605,790 | 610,700 | 615,200 | 25 | -0.6 |
| South Dakota | 128,352 | 123,875 | 123,700 | 126,450 | 45 | -1.5 |
| Tennessee | 851,767 | 815,423 | 823,263 | 828,987 | 14 | -2.7 |
| Texas | 2,900,067 | 3,149,380 | 3,209,515 | 3,236,788 | 2 | 11.6 |
| Utah | 342,885 | 403,305 | 416,495 | 423,386 | 33 | 23.5 |
| Vermont | 95,388 | 90,157 | 92,032 | 94,000 | 50 | -1.5 |
| Virginia | 1,010,371 | 986,104 | 974,754 | 979,110 | 12 | -3.1 |
| Washington | 756,601 | 748,894 | 761,842 | 775,898 | 18 | 2.5 |
| West Virginia | 383,968 | 357,923 | 351,691 | 344,230 | 35 | -10.3 |
| Wisconsin | 830,247 | 768,234 | 767,819 | 772,363 | 19 | -7.0 |
| Wyoming | 98,300 | 102,779 | 100,955 | 98,455 | 48 | 0.2 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 22. PUBLIC ELEMENTARY SCHOOL ENROLLMENT: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|------------|------------|------------|------------|-----------------|--------------------------------------|
| UNITED STATES | 24,155,955 | 23,960,172 | 24,516,186 | 24,979,682 | — | 3.4% |
| Alabama | 400,917 | 396,803 | 400,917 | 404,604 | 23 | 0.9 |
| Alaska | 49,395 | 61,829 | 58,492 | 58,488 | 47 | 18.4 |
| Arizona | 356,000 | 417,807 | 437,405 | 448,175 | 19 | 25.9 |
| Arkansas | 240,918 | 234,287 | 238,457 | 239,533 | 34 | -0.6 |
| California | 2,757,708 | 2,926,705 | 3,014,199 | 3,085,158 | 1 | 11.9 |
| Colorado | 308,045 | 296,389 | 306,343 | 313,264 | 29 | 1.7 |
| Connecticut | 362,664 | 313,559 | 318,410 | 310,591 | 30 | -14.4 |
| Delaware | 48,615 | 48,814 | 51,061 | 52,935 | 50 | 8.9 |
| District of Columbia | 55,233 | 50,030 | 50,068 | 50,732 | 51 | -6.1 |
| Florida | 825,058 | 823,049 | 864,452 | 915,852 | 7 | 11.0 |
| Georgia | 656,700 | 656,800 | 694,733 | 729,870 | 10 | 11.1 |
| Hawaii | 87,669 | 89,920 | 91,667 | 93,921 | 43 | 7.1 |
| Idaho | 113,034 | 120,215 | 120,879 | 121,735 | 39 | 7.7 |
| Illinois | 1,334,909 | 1,246,496 | 1,249,340 | 1,247,641 | 4 | -6.5 |
| Indiana | 552,718 | 505,845 | 511,357 | 517,005 | 17 | -6.5 |
| Iowa | 273,147 | 264,113 | 256,274 | 262,675 | 33 | -3.8 |
| Kansas | 245,279 | 260,362 | 265,459 | 269,864 | 32 | 10.0 |
| Kentucky | 440,662 | 429,321 | 429,085 | 431,369 | 21 | -2.2 |
| Louisiana | 545,000 | 571,320 | 580,500 | 583,260 | 14 | 7.0 |
| Maine | 152,642 | 142,780 | 143,748 | 145,506 | 38 | -4.7 |
| Maryland | 372,828 | 346,542 | 360,902 | 378,369 | 25 | 1.5 |
| Massachusetts | 716,360 | 555,930 | 556,358 | 543,208 | 16 | -24.2 |
| Michigan | 963,912 | 1,093,400 | 1,097,200 | 1,104,400 | 6 | 14.6 |
| Minnesota | 373,243 | 365,506 | 379,588 | 392,535 | 24 | 5.2 |
| Mississippi | 262,819 | 265,271 | 301,280 | 363,525 | 26 | 38.3 |
| Missouri | 567,198 | 544,197 | 549,348 | 556,974 | 15 | -1.8 |
| Montana | 105,680 | 107,710 | 107,572 | 108,030 | 40 | 2.2 |
| Nebraska | 148,129 | 151,091 | 153,491 | 156,326 | 36 | 5.5 |
| Nevada | 80,000 | 83,700 | 88,800 | 95,200 | 42 | 19.0 |
| New Hampshire | 97,334 | 96,192 | 97,974 | 102,294 | 41 | 5.1 |
| New Jersey | 774,301 | 715,358 | 722,952 | 726,305 | 11 | -6.2 |
| New Mexico | 146,046 | 147,524 | 151,551 | 155,542 | 37 | 6.5 |
| New York | 1,393,745 | 1,320,891 | 1,358,606 | 1,379,100 | 3 | -1.1 |
| North Carolina | 792,666 | 752,889 | 751,085 | 752,762 | 9 | -5.0 |
| North Dakota | 76,318 | 83,102 | 83,321 | 83,849 | 45 | 9.9 |
| Ohio | 1,199,300 | 1,094,700 | 1,102,600 | 1,111,500 | 5 | -7.3 |
| Oklahoma | 325,215 | 326,000 | 321,000 | 325,000 | 27 | -0.1 |
| Oregon | 262,694 | 281,300 | 285,800 | 289,700 | 31 | 2.5 |
| Pennsylvania | 940,400 | 841,419 | 856,962 | 865,740 | 8 | -7.9 |
| Rhode Island | 75,101 | 70,020 | 72,595 | 75,644 | 46 | 0.7 |
| South Carolina | 426,383 | 423,860 | 427,500 | 432,500 | 20 | 1.4 |
| South Dakota | 86,100 | 87,228 | 88,118 | 91,011 | 44 | 5.7 |
| Tennessee | 515,916 | 574,699 | 579,085 | 585,729 | 13 | 13.5 |
| Texas | 1,602,236 | 1,773,127 | 1,833,995 | 1,872,010 | 2 | 16.8 |
| Utah | 201,340 | 242,791 | 308,501 | 314,128 | 28 | 56.0 |
| Vermont | 50,480 | 48,656 | 51,439 | 54,500 | 49 | 8.0 |
| Virginia | 622,217 | 588,656 | 599,483 | 613,108 | 12 | -1.5 |
| Washington | 397,276 | 395,536 | 411,266 | 429,243 | 22 | 8.0 |
| West Virginia | 230,943 | 209,780 | 205,642 | 201,121 | 35 | -12.9 |
| Wisconsin | 488,342 | 458,144 | 468,666 | 482,058 | 18 | 2.9 |
| Wyoming | 54,900 | 58,699 | 57,660 | 56,093 | 48 | 2.2 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 23. PUBLIC SECONDARY SCHOOL ENROLLMENT: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|------------|------------|------------|------------|-----------------|--------------------------------------|
| UNITED STATES | 16,830,533 | 15,569,750 | 15,382,448 | 15,144,126 | — | -10.0% |
| Alabama | 347,403 | 333,657 | 332,818 | 329,136 | 15 | -5.3 |
| Alaska | 38,881 | 45,977 | 46,300 | 43,673 | 45 | 12.3 |
| Arizona | 157,000 | 175,888 | 180,821 | 186,381 | 28 | 18.7 |
| Arkansas | 206,782 | 199,123 | 198,981 | 197,503 | 27 | -4.5 |
| California | 1,318,713 | 1,328,849 | 1,368,575 | 1,400,793 | 1 | 6.2 |
| Colorado | 237,988 | 254,253 | 252,072 | 246,972 | 21 | 3.8 |
| Connecticut | 184,578 | 158,868 | 154,605 | 144,017 | 32 | -22.0 |
| Delaware | 50,788 | 44,087 | 43,349 | 42,724 | 46 | -15.9 |
| District of Columbia | 44,816 | 37,062 | 36,337 | 36,807 | 49 | -17.9 |
| Florida | 720,558 | 736,458 | 742,668 | 748,711 | 5 | 3.9 |
| Georgia | 413,700 | 407,600 | 401,692 | 429,593 | 10 | 3.8 |
| Hawaii | 77,112 | 73,979 | 72,669 | 71,989 | 40 | -6.6 |
| Idaho | 90,213 | 91,210 | 90,681 | 90,634 | 38 | 0.5 |
| Illinois | 644,836 | 579,992 | 576,845 | 550,384 | 8 | -14.6 |
| Indiana | 502,602 | 460,212 | 453,404 | 444,576 | 9 | -11.5 |
| Iowa | 242,547 | 221,330 | 222,012 | 218,151 | 24 | -10.1 |
| Kansas | 170,012 | 149,867 | 150,632 | 151,385 | 31 | -11.0 |
| Kentucky | 228,410 | 214,512 | 213,693 | 211,329 | 26 | -7.5 |
| Louisiana | 240,000 | 221,380 | 212,900 | 211,600 | 25 | -11.6 |
| Maine | 69,855 | 64,037 | 63,601 | 61,810 | 42 | -11.5 |
| Maryland | 377,948 | 325,018 | 314,845 | 305,428 | 17 | -19.2 |
| Massachusetts | 302,417 | 285,273 | 277,560 | 270,458 | 19 | -10.6 |
| Michigan | 907,000 | 583,900 | 571,600 | 562,100 | 7 | -38.0 |
| Minnesota | 381,926 | 339,736 | 331,496 | 323,770 | 16 | -15.2 |
| Mississippi | 209,481 | 199,009 | 197,359 | 142,025 | 34 | -32.2 |
| Missouri | 277,450 | 250,910 | 251,258 | 245,086 | 22 | -11.7 |
| Montana | 49,513 | 45,951 | 45,755 | 44,177 | 44 | -10.8 |
| Nebraska | 132,302 | 114,728 | 113,113 | 111,278 | 36 | -15.9 |
| Nevada | 69,500 | 71,300 | 72,400 | 73,200 | 39 | 5.3 |
| New Hampshire | 69,898 | 64,782 | 65,743 | 63,751 | 41 | -8.8 |
| New Jersey | 471,707 | 400,836 | 384,515 | 366,227 | 11 | -22.4 |
| New Mexico | 126,327 | 117,224 | 117,214 | 117,114 | 35 | -6.6 |
| New York | 1,466,826 | 1,284,472 | 1,249,113 | 1,214,000 | 3 | -17.2 |
| North Carolina | 349,013 | 339,994 | 340,467 | 332,381 | 14 | -4.8 |
| North Dakota | 40,098 | 34,868 | 34,773 | 34,625 | 51 | -13.6 |
| Ohio | 775,900 | 699,300 | 690,900 | 681,600 | 6 | -12.1 |
| Oklahoma | 252,713 | 270,000 | 268,000 | 260,000 | 20 | 2.9 |
| Oregon | 181,905 | 166,200 | 163,500 | 166,200 | 30 | -8.6 |
| Pennsylvania | 968,900 | 841,602 | 817,199 | 790,640 | 4 | -18.4 |
| Rhode Island | 73,260 | 63,430 | 61,552 | 58,420 | 43 | -20.3 |
| South Carolina | 192,839 | 181,930 | 183,200 | 182,700 | 29 | -5.3 |
| South Dakota | 42,252 | 36,647 | 35,563 | 35,439 | 50 | -16.1 |
| Tennessee | 335,851 | 240,724 | 244,198 | 243,258 | 23 | -27.6 |
| Texas | 1,297,831 | 1,376,263 | 1,375,520 | 1,364,778 | 2 | 5.2 |
| Utah | 141,545 | 160,514 | 107,994 | 109,258 | 37 | -22.8 |
| Vermont | 44,928 | 41,501 | 40,593 | 39,500 | 48 | -12.1 |
| Virginia | 388,154 | 379,448 | 376,271 | 366,002 | 12 | -6.7 |
| Washington | 359,325 | 353,158 | 350,576 | 346,505 | 13 | -3.6 |
| West Virginia | 153,025 | 148,143 | 146,049 | 143,115 | 33 | -6.5 |
| Wisconsin | 381,900 | 310,090 | 298,955 | 290,305 | 16 | -19.8 |
| Wyoming | 43,300 | 44,080 | 43,295 | 42,362 | 47 | -2.2 |

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 24. PROJECTED MINORITY ENROLLMENT AS A PERCENTAGE OF TOTAL ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS: 1986

| | TOTAL MINORITY | BLACK | HISPANIC | ASIAN | AMERICAN INDIAN |
|----------------------------|-------------------|-------|----------|-------|--------------------|
| UNITED STATES | 30% | 18% | 10% | 3% | 1% |
| District of Columbia | 96 | 91 | 4 | 1 | 0 |
| Hawaii | 77 | 2 | 2 | 72 | 0 |
| New Mexico | 57 | 2 | 45 | 1 | 9 |
| Mississippi | 58 | 58 | 0 | 0 | 0 |
| Texas | 49 | 14 | 33 | 2 | 0 |
| California | 46 | 9 | 27 | 9 | 1 |
| South Carolina | 45 | 44 | 0 | 1 | 0 |
| Louisiana | 43 | 41 | 1 | 1 | 0 |
| Maryland | 40 | 35 | 2 | 3 | 0 |
| Georgia | 39 | 38 | 1 | 1 | 0 |
| Alabama | 38 | 37 | 0 | 0 | 1 |
| Arizona | 36 | 4 | 26 | 1 | 6 |
| Florida | 35 | 24 | 9 | 1 | 0 |
| Alaska | 34 | 4 | 2 | 3 | 25 |
| Delaware | 32 | 28 | 2 | 1 | 0 |
| New York | 32 | 17 | 12 | 3 | 0 |
| North Carolina | 32 | 29 | 0 | 1 | 2 |
| New Jersey | 31 | 17 | 11 | 3 | 0 |
| Illinois | 30 | 19 | 9 | 2 | 0 |
| Virginia | 27 | 24 | 1 | 3 | 0 |
| Arkansas | 25 | 24 | 0 | 1 | 0 |
| Michigan | 24 | 20 | 2 | 1 | 1 |
| Connecticut | 23 | 12 | 9 | 2 | 0 |
| Nevada | 23 | 10 | 7 | 3 | 2 |
| Tennessee | 23 | 23 | 0 | 1 | 0 |
| Colorado | 21 | 5 | 14 | 2 | 1 |
| Oklahoma | 21 | 8 | 2 | 1 | 11 |
| Missouri | 17 | 15 | 1 | 1 | 0 |
| Ohio | 17 | 15 | 1 | 1 | 0 |
| Massachusetts | 16 | 7 | 6 | 3 | 0 |
| Pennsylvania | 16 | 13 | 2 | 1 | 0 |
| Washington | 15 | 4 | 4 | 5 | 2 |
| Kansas | 14 | 8 | 4 | 2 | 1 |
| Wisconsin | 13 | 9 | 2 | 2 | 1 |
| Rhode Island | 12 | 6 | 4 | 2 | 0 |
| Indiana | 11 | 9 | 2 | 1 | 0 |
| Kentucky | 11 | 10 | 0 | 0 | 0 |
| Oregon | 10 | 2 | 4 | 2 | 2 |
| Nebraska | 9 | 4 | 2 | 1 | 1 |
| South Dakota | 9 | 1 | 1 | 1 | 6 |
| Wyoming | 9 | 1 | 6 | 1 | 2 |
| North Dakota | 8 | 1 | 1 | 1 | 5 |
| Idaho | 7 | 0 | 5 | 1 | 1 |
| Montana | 7 | 0 | 1 | 1 | 6 |
| Minnesota | 6 | 2 | 1 | 2 | 1 |
| Utah | 6 | 0 | 3 | . | 1 |
| Iowa | 5 | 3 | 1 | 1 | 0 |
| West Virginia | 4 | 4 | 0 | 0 | 0 |
| Maine | 2 | 1 | 0 | 1 | 0 |
| New Hampshire | 2 | 1 | 0 | 1 | 0 |
| Vermont | 2 | 0 | 0 | 1 | 1 |

Source: U.S. Department of Education, Office for Civil Rights, 1986 Elementary and Secondary School Civil Rights Survey.

TABLE 25. PERCENTAGE OF TEACHERS WHO REPORT DISRUPTIVE BEHAVIOR IN THE CLASSROOM IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 87% | 13% |
| Hawaii | 93 | 7 |
| Alabama | 92 | 8 |
| Delaware | 92 | 8 |
| Florida | 92 | 8 |
| Georgia | 91 | 9 |
| New York | 91 | 9 |
| North Carolina | 91 | 9 |
| Rhode Island | 91 | 9 |
| Virginia | 91 | 9 |
| Arkansas | 90 | 10 |
| California | 90 | 10 |
| Maryland | 90 | 10 |
| Missouri | 90 | 10 |
| Indiana | 89 | 11 |
| Colorado | 88 | 12 |
| Idaho | 88 | 12 |
| Kentucky | 88 | 12 |
| Nevada | 88 | 12 |
| Tennessee | 88 | 12 |
| Washington | 88 | 12 |
| Alaska | 87 | 13 |
| Arizona | 87 | 13 |
| Michigan | 87 | 13 |
| New Hampshire | 87 | 13 |
| New Jersey | 87 | 13 |
| Ohio | 87 | 13 |
| South Carolina | 87 | 13 |
| Utah | 87 | 13 |
| West Virginia | 87 | 13 |
| Minnesota | 86 | 14 |
| Oregon | 86 | 14 |
| Vermont | 86 | 14 |
| Louisiana | 85 | 15 |
| Maine | 85 | 15 |
| Oklahoma | 85 | 15 |
| Connecticut | 84 | 16 |
| Massachusetts | 84 | 16 |
| Pennsylvania | 84 | 16 |
| Wisconsin | 84 | 16 |
| Nebraska | 83 | 17 |
| New Mexico | 83 | 17 |
| Kansas | 81 | 19 |
| Mississippi | 81 | 19 |
| North Dakota | 81 | 19 |
| Texas | 81 | 19 |
| Iowa | 80 | 20 |
| Illinois | 79 | 21 |
| Wyoming | 79 | 21 |
| Montana | 78 | 22 |
| South Dakota | 74 | 26 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 26. PERCENTAGE OF TEACHERS WHO REPORT ABSENTEEISM AMONG STUDENTS IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 83% | 17% |
| Hawaii | 91 | 9 |
| Arizona | 89 | 11 |
| California | 89 | 11 |
| Florida | 89 | 11 |
| New Mexico | 89 | 11 |
| Arkansas | 88 | 12 |
| Tennessee | 88 | 12 |
| Idaho | 87 | 13 |
| Missouri | 87 | 13 |
| North Carolina | 87 | 13 |
| Washington | 87 | 13 |
| Colorado | 86 | 14 |
| Delaware | 86 | 14 |
| Kentucky | 86 | 14 |
| West Virginia | 86 | 14 |
| Nevada | 85 | 15 |
| Texas | 85 | 15 |
| Alabama | 84 | 16 |
| Georgia | 84 | 16 |
| Indiana | 84 | 16 |
| Oklahoma | 84 | 16 |
| Oregon | 83 | 17 |
| Pennsylvania | 83 | 17 |
| Rhode Island | 83 | 17 |
| Louisiana | 82 | 18 |
| Massachusetts | 82 | 18 |
| New York | 82 | 18 |
| Utah | 82 | 18 |
| Virginia | 82 | 18 |
| Alaska | 80 | 20 |
| Michigan | 80 | 20 |
| Minnesota | 80 | 20 |
| Mississippi | 80 | 20 |
| Ohio | 80 | 20 |
| Maine | 79 | 21 |
| Iowa | 78 | 22 |
| Kansas | 78 | 22 |
| Maryland | 78 | 22 |
| Montana | 77 | 23 |
| Vermont | 77 | 23 |
| New Hampshire | 76 | 24 |
| South Carolina | 76 | 24 |
| Wisconsin | 76 | 24 |
| Wyoming | 76 | 24 |
| Connecticut | 75 | 25 |
| Nebraska | 75 | 25 |
| Illinois | 74 | 26 |
| New Jersey | 71 | 29 |
| South Dakota | 68 | 32 |
| North Dakota | 65 | 35 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 27. PERCENTAGE OF TEACHERS WHO REPORT STUDENT TURNOVER IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 73% | 27% |
| Nevada | 89 | 11 |
| Florida | 87 | 13 |
| Oregon | 85 | 15 |
| Arizona | 84 | 16 |
| California | 84 | 16 |
| Colorado | 83 | 17 |
| Idaho | 81 | 19 |
| Texas | 81 | 19 |
| Washington | 81 | 19 |
| Hawaii | 80 | 20 |
| New Mexico | 80 | 20 |
| Oklahoma | 80 | 20 |
| Tennessee | 80 | 20 |
| Arkansas | 79 | 21 |
| Delaware | 79 | 21 |
| Missouri | 78 | 22 |
| Alaska | 77 | 23 |
| Kentucky | 77 | 23 |
| North Carolina | 76 | 24 |
| Georgia | 75 | 25 |
| Louisiana | 75 | 25 |
| Alabama | 74 | 26 |
| West Virginia | 73 | 27 |
| Illinois | 71 | 29 |
| Montana | 71 | 29 |
| South Carolina | 71 | 29 |
| Virginia | 71 | 29 |
| Wyoming | 71 | 29 |
| Indiana | 70 | 30 |
| Michigan | 70 | 30 |
| Utah | 70 | 30 |
| Ohio | 69 | 31 |
| Maryland | 68 | 32 |
| Mississippi | 68 | 32 |
| New Hampshire | 68 | 32 |
| New York | 67 | 33 |
| Kansas | 66 | 34 |
| Maine | 66 | 34 |
| Pennsylvania | 66 | 34 |
| Iowa | 65 | 35 |
| Rhode Island | 65 | 35 |
| Nebraska | 64 | 36 |
| Minnesota | 63 | 37 |
| Vermont | 62 | 38 |
| Connecticut | 61 | 39 |
| Massachusetts | 59 | 41 |
| New Jersey | 59 | 41 |
| Wisconsin | 59 | 41 |
| South Dakota | 58 | 42 |
| North Dakota | 50 | 50 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 28. PERCENTAGE OF TEACHERS WHO REPORT STUDENT APATHY IS A PROBLEM IN THEIR SCHOOL.

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 88% | 12% |
| Hawaii | 93 | 7 |
| Florida | 92 | 8 |
| Nevada | 92 | 8 |
| North Carolina | 92 | 8 |
| Arkansas | 91 | 9 |
| Georgia | 91 | 9 |
| Idaho | 91 | 9 |
| Washington | 91 | 9 |
| Arizona | 90 | 10 |
| Delaware | 90 | 10 |
| New Mexico | 90 | 10 |
| New York | 90 | 10 |
| Ohio | 90 | 10 |
| Oklahoma | 90 | 10 |
| Tennessee | 90 | 10 |
| Colorado | 89 | 11 |
| Indiana | 89 | 11 |
| Kentucky | 89 | 11 |
| Louisiana | 89 | 11 |
| Michigan | 89 | 11 |
| Missouri | 89 | 11 |
| Pennsylvania | 89 | 11 |
| Texas | 89 | 11 |
| Minnesota | 88 | 12 |
| Nebraska | 88 | 12 |
| Virginia | 88 | 12 |
| West Virginia | 88 | 12 |
| Alabama | 87 | 13 |
| California | 87 | 13 |
| Kansas | 87 | 13 |
| Iowa | 86 | 14 |
| Maryland | 86 | 14 |
| Montana | 86 | 14 |
| Oregon | 86 | 14 |
| Utah | 86 | 14 |
| Wisconsin | 86 | 14 |
| Illinois | 85 | 15 |
| Massachusetts | 85 | 15 |
| Rhode Island | 85 | 15 |
| South Carolina | 85 | 15 |
| Alaska | 84 | 16 |
| Maine | 84 | 16 |
| Connecticut | 83 | 17 |
| New Jersey | 83 | 17 |
| Vermont | 83 | 17 |
| Wyoming | 83 | 17 |
| Mississippi | 82 | 18 |
| New Hampshire | 82 | 18 |
| South Dakota | 82 | 18 |
| North Dakota | 81 | 19 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 29. PERCENTAGE OF TEACHERS WHO REPORT LACK OF PARENTAL SUPPORT IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 90% | 10% |
| Delaware | 95 | 5 |
| Hawaii | 95 | 5 |
| Florida | 94 | 6 |
| North Carolina | 94 | 6 |
| South Carolina | 93 | 7 |
| Arkansas | 92 | 8 |
| Idaho | 92 | 8 |
| Missouri | 92 | 8 |
| Nevada | 92 | 8 |
| Texas | 92 | 8 |
| Arizona | 91 | 9 |
| Indiana | 91 | 9 |
| Tennessee | 91 | 9 |
| Virginia | 91 | 9 |
| Washington | 91 | 9 |
| West Virginia | 91 | 9 |
| Wisconsin | 91 | 9 |
| Alaska | 90 | 10 |
| California | 90 | 10 |
| Colorado | 90 | 10 |
| Georgia | 90 | 10 |
| New York | 90 | 10 |
| Ohio | 90 | 10 |
| Oklahoma | 90 | 10 |
| Oregon | 90 | 10 |
| Alabama | 89 | 11 |
| Illinois | 89 | 11 |
| Kentucky | 89 | 11 |
| Maryland | 89 | 11 |
| Michigan | 89 | 11 |
| Minnesota | 89 | 11 |
| Mississippi | 89 | 11 |
| New Mexico | 89 | 11 |
| Pennsylvania | 89 | 11 |
| Rhode Island | 89 | 11 |
| Louisiana | 88 | 12 |
| Maine | 88 | 12 |
| Montana | 88 | 12 |
| Nebraska | 88 | 12 |
| New Hampshire | 88 | 12 |
| Utah | 88 | 12 |
| Vermont | 88 | 12 |
| Iowa | 87 | 13 |
| Wyoming | 87 | 13 |
| Kansas | 86 | 14 |
| Connecticut | 85 | 15 |
| Massachusetts | 85 | 15 |
| New Jersey | 85 | 15 |
| North Dakota | 85 | 15 |
| South Dakota | 84 | 16 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 30. PERCENTAGE OF TEACHERS WHO REPORT THEFT IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 89% | 31% |
| Hawaii | 83 | 17 |
| Florida | 78 | 22 |
| North Carolina | 78 | 22 |
| Colorado | 78 | 24 |
| Delaware | 78 | 24 |
| Idaho | 78 | 24 |
| Alabama | 75 | 25 |
| Georgia | 75 | 25 |
| New Mexico | 75 | 25 |
| Texas | 75 | 25 |
| Arizona | 74 | 28 |
| Arkansas | 74 | 28 |
| Louisiana | 74 | 28 |
| South Carolina | 74 | 28 |
| Oklahoma | 73 | 27 |
| Utah | 73 | 27 |
| Virginia | 73 | 27 |
| Maryland | 71 | 29 |
| Mississippi | 71 | 29 |
| Nevada | 71 | 29 |
| New York | 71 | 29 |
| California | 70 | 30 |
| Tennessee | 70 | 30 |
| Michigan | 69 | 31 |
| Missouri | 69 | 31 |
| Washington | 69 | 31 |
| Alaska | 68 | 32 |
| Minnesota | 68 | 32 |
| Kentucky | 67 | 33 |
| Ohio | 67 | 33 |
| Oregon | 67 | 33 |
| Rhode Island | 67 | 33 |
| Indiana | 66 | 34 |
| Massachusetts | 66 | 34 |
| Pennsylvania | 66 | 34 |
| West Virginia | 65 | 35 |
| Nebraska | 64 | 36 |
| Iowa | 62 | 38 |
| Wisconsin | 62 | 38 |
| Illinois | 61 | 39 |
| New Jersey | 61 | 39 |
| Connecticut | 59 | 41 |
| Kansas | 59 | 41 |
| New Hampshire | 58 | 42 |
| Vermont | 58 | 42 |
| Maine | 56 | 44 |
| Montana | 55 | 45 |
| South Dakota | 55 | 45 |
| Wyoming | 51 | 49 |
| North Dakota | 50 | 50 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 31. PERCENTAGE OF TEACHERS WHO REPORT VANDALISM IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 68% | 32% |
| Hawaii | 85 | 15 |
| Florida | 78 | 22 |
| California | 76 | 24 |
| Rhode Island | 75 | 25 |
| Arizona | 73 | 27 |
| New Mexico | 73 | 27 |
| Massachusetts | 72 | 28 |
| Oklahoma | 72 | 28 |
| New York | 71 | 29 |
| North Carolina | 71 | 29 |
| Georgia | 70 | 30 |
| Idaho | 70 | 30 |
| Louisiana | 70 | 30 |
| Nevada | 70 | 30 |
| Texas | 69 | 31 |
| Arkansas | 68 | 32 |
| Colorado | 68 | 32 |
| Delaware | 68 | 32 |
| Washington | 68 | 32 |
| Alabama | 67 | 33 |
| Connecticut | 67 | 33 |
| Mississippi | 67 | 33 |
| Oregon | 67 | 33 |
| South Carolina | 67 | 33 |
| Utah | 67 | 33 |
| Maryland | 66 | 34 |
| Michigan | 66 | 34 |
| Minnesota | 66 | 34 |
| Pennsylvania | 66 | 34 |
| Virginia | 66 | 34 |
| Indiana | 65 | 35 |
| New Jersey | 65 | 35 |
| West Virginia | 65 | 35 |
| Missouri | 64 | 36 |
| Tennessee | 64 | 36 |
| Illinois | 63 | 37 |
| Iowa | 63 | 37 |
| New Hampshire | 63 | 37 |
| Ohio | 63 | 37 |
| Kentucky | 62 | 38 |
| Nebraska | 59 | 41 |
| Wisconsin | 59 | 41 |
| Alaska | 58 | 42 |
| Maine | 58 | 42 |
| Kansas | 56 | 44 |
| Vermont | 54 | 46 |
| Montana | 52 | 48 |
| South Dakota | 48 | 52 |
| North Dakota | 47 | 53 |
| Wyoming | 43 | 57 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 32. PERCENTAGE OF TEACHERS WHO REPORT VIOLENCE AGAINST STUDENTS IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|-----------------------------|-----------|---------------|
| ALL TEACHERS | 44% | 56% |
| Hawaii | 76 | 24 |
| Florida | 58 | 42 |
| Delaware | 54 | 46 |
| Rhode Island | 53 | 47 |
| Maryland | 50 | 50 |
| Michigan | 50 | 50 |
| Nevada | 50 | 50 |
| California | 49 | 51 |
| Colorado | 48 | 52 |
| Georgia | 48 | 52 |
| Massachusetts | 48 | 52 |
| North Carolina | 48 | 52 |
| Arkansas | 46 | 54 |
| New York | 46 | 54 |
| Ohio | 46 | 54 |
| South Carolina | 46 | 54 |
| Arizona | 45 | 55 |
| Missouri | 45 | 55 |
| Pennsylvania | 45 | 55 |
| Utah | 44 | 56 |
| Washington | 44 | 56 |
| Louisiana | 43 | 57 |
| New Mexico | 43 | 57 |
| Virginia | 43 | 57 |
| Connecticut | 42 | 58 |
| Idaho | 42 | 58 |
| Oregon | 42 | 58 |
| Indiana | 41 | 59 |
| New Jersey | 41 | 59 |
| Tennessee | 41 | 59 |
| Texas | 41 | 59 |
| Alabama | 40 | 60 |
| Minnesota | 39 | 61 |
| West Virginia | 39 | 61 |
| Wisconsin | 39 | 61 |
| Kentucky | 38 | 62 |
| New Hampshire | 38 | 62 |
| Mississippi | 37 | 63 |
| Oklahoma | 37 | 63 |
| Nebraska | 36 | 64 |
| Vermont | 36 | 64 |
| Iowa | 35 | 65 |
| Alaska | 34 | 66 |
| Illinois | 34 | 66 |
| Kansas | 33 | 67 |
| Maine | 32 | 68 |
| Montana | 32 | 68 |
| South Dakota | 28 | 72 |
| Wyoming | 25 | 75 |
| North Dakota | 22 | 78 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 33. PERCENTAGE OF TEACHERS WHO REPORT VIOLENCE AGAINST TEACHERS IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 24% | 76% |
| Hawaii | 44 | 56 |
| Florida | 38 | 62 |
| North Carolina | 32 | 68 |
| Nevada | 30 | 70 |
| Louisiana | 29 | 71 |
| Delaware | 28 | 72 |
| Georgia | 28 | 72 |
| Massachusetts | 28 | 72 |
| Maryland | 27 | 73 |
| South Carolina | 27 | 73 |
| California | 26 | 74 |
| New York | 26 | 74 |
| Tennessee | 26 | 74 |
| Pennsylvania | 25 | 75 |
| Virginia | 25 | 75 |
| Arkansas | 24 | 76 |
| Michigan | 24 | 76 |
| Missouri | 24 | 76 |
| Ohio | 24 | 76 |
| Texas | 24 | 76 |
| Wisconsin | 24 | 76 |
| Connecticut | 23 | 77 |
| Kentucky | 23 | 77 |
| New Mexico | 23 | 77 |
| Oklahoma | 23 | 77 |
| Alabama | 22 | 78 |
| Arizona | 22 | 78 |
| Colorado | 22 | 78 |
| Mississippi | 22 | 78 |
| Rhode Island | 22 | 78 |
| Idaho | 21 | 79 |
| New Jersey | 21 | 79 |
| West Virginia | 21 | 79 |
| Indiana | 19 | 81 |
| Minnesota | 19 | 81 |
| Montana | 19 | 81 |
| Washington | 19 | 81 |
| Illinois | 18 | 82 |
| Kansas | 18 | 82 |
| Nebraska | 18 | 82 |
| Utah | 18 | 82 |
| Alaska | 17 | 83 |
| Iowa | 16 | 84 |
| New Hampshire | 16 | 84 |
| South Dakota | 16 | 84 |
| Oregon | 15 | 85 |
| Vermont | 14 | 86 |
| Maine | 13 | 87 |
| North Dakota | 11 | 89 |
| Wyoming | 10 | 90 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 34. PERCENTAGE OF TEACHERS WHO REPORT RACIAL DISCORD IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|-----------------------------|------------|---------------|
| ALL TEACHERS | 38% | 64% |
| Hawaii | 75 | 25 |
| Delaware | 62 | 38 |
| Florida | 57 | 43 |
| North Carolina | 56 | 44 |
| South Carolina | 54 | 46 |
| Georgia | 51 | 49 |
| Mississippi | 50 | 50 |
| Alabama | 48 | 52 |
| Louisiana | 48 | 52 |
| Maryland | 48 | 52 |
| California | 47 | 53 |
| Virginia | 44 | 56 |
| Texas | 43 | 57 |
| Nevada | 42 | 58 |
| Arizona | 41 | 59 |
| New Mexico | 41 | 59 |
| Colorado | 38 | 62 |
| Arkansas | 37 | 63 |
| Alaska | 34 | 66 |
| Tennessee | 34 | 66 |
| Connecticut | 33 | 67 |
| Massachusetts | 23 | 67 |
| Michigan | 32 | 68 |
| New Jersey | 32 | 68 |
| Ohio | 31 | 69 |
| Missouri | 30 | 70 |
| Washington | 30 | 70 |
| New York | 29 | 71 |
| Ohio | 29 | 71 |
| Rhode Island | 27 | 73 |
| Idaho | 25 | 75 |
| Kansas | 25 | 75 |
| Indiana | 24 | 76 |
| Kentucky | 24 | 76 |
| Oregon | 24 | 76 |
| Illinois | 23 | 77 |
| Minnesota | 23 | 77 |
| Wisconsin | 23 | 77 |
| Pennsylvania | 22 | 78 |
| Nebraska | 21 | 79 |
| South Dakota | 21 | 79 |
| Utah | 20 | 80 |
| Montana | 18 | 82 |
| West Virginia | 18 | 82 |
| Iowa | 17 | 83 |
| Wyoming | 14 | 86 |
| North Dakota | 13 | 87 |
| New Hampshire | 12 | 88 |
| Vermont | 7 | 93 |
| Maine | 6 | 94 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 35. PERCENTAGE OF TEACHERS WHO REPORT ALCOHOL IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|-----------|---------------|
| ALL TEACHERS | 49% | 51% |
| Iowa | 63 | 37 |
| Nebraska | 62 | 38 |
| Minnesota | 61 | 39 |
| New York | 59 | 41 |
| Montana | 58 | 42 |
| New Mexico | 58 | 42 |
| North Dakota | 57 | 43 |
| Pennsylvania | 57 | 43 |
| Wisconsin | 57 | 43 |
| Massachusetts | 56 | 44 |
| Missouri | 56 | 44 |
| Oklahoma | 56 | 44 |
| Washington | 56 | 44 |
| Idaho | 55 | 45 |
| Ohio | 55 | 45 |
| South Dakota | 55 | 45 |
| Vermont | 54 | 46 |
| Alaska | 53 | 47 |
| Arkansas | 53 | 47 |
| Kansas | 52 | 48 |
| Colorado | 51 | 49 |
| Indiana | 51 | 49 |
| Nevada | 51 | 49 |
| Texas | 51 | 49 |
| Delaware | 50 | 50 |
| New Hampshire | 49 | 51 |
| Oregon | 48 | 52 |
| Rhode Island | 47 | 53 |
| Florida | 46 | 54 |
| Hawaii | 45 | 55 |
| Maine | 45 | 55 |
| Michigan | 45 | 55 |
| North Carolina | 45 | 55 |
| Alabama | 44 | 56 |
| Connecticut | 44 | 56 |
| Maryland | 43 | 57 |
| Utah | 43 | 57 |
| California | 42 | 58 |
| New Jersey | 42 | 58 |
| Mississippi | 41 | 59 |
| Virginia | 41 | 59 |
| West Virginia | 41 | 59 |
| Wyoming | 40 | 60 |
| Georgia | 39 | 61 |
| Illinois | 39 | 61 |
| South Carolina | 39 | 61 |
| Tennessee | 39 | 61 |
| Arizona | 38 | 62 |
| Louisiana | 36 | 64 |
| Kentucky | 35 | 65 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 36. PERCENTAGE OF TEACHERS WHO REPORT DRUGS OTHER THAN ALCOHOL ARE A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|-----------------------------|-----------|---------------|
| ALL TEACHERS | 54% | 46% |
| New Mexico | 65 | 35 |
| New York | 64 | 36 |
| Iowa | 63 | 37 |
| Oklahoma | 63 | 37 |
| Massachusetts | 62 | 38 |
| Washington | 62 | 38 |
| Texas | 61 | 39 |
| Alaska | 60 | 40 |
| Pennsylvania | 60 | 40 |
| Arkansas | 59 | 41 |
| Indiana | 59 | 41 |
| Minnesota | 59 | 41 |
| Missouri | 58 | 42 |
| Ohio | 58 | 42 |
| Vermont | 58 | 42 |
| Florida | 57 | 43 |
| Colorado | 56 | 44 |
| Idaho | 56 | 44 |
| Montana | 55 | 45 |
| Nebraska | 55 | 45 |
| Wisconsin | 55 | 45 |
| Delaware | 54 | 46 |
| Nevada | 54 | 46 |
| Oregon | 54 | 46 |
| Rhode Island | 54 | 46 |
| Hawaii | 53 | 47 |
| Kansas | 53 | 47 |
| Alabama | 52 | 48 |
| North Dakota | 52 | 48 |
| Arizona | 51 | 49 |
| Michigan | 50 | 50 |
| Mississippi | 50 | 50 |
| New Hampshire | 50 | 50 |
| North Carolina | 50 | 50 |
| Maryland | 49 | 51 |
| South Dakota | 49 | 51 |
| California | 48 | 52 |
| Connecticut | 48 | 52 |
| Maine | 48 | 52 |
| Utah | 48 | 52 |
| Tennessee | 47 | 53 |
| Virginia | 46 | 54 |
| Georgia | 45 | 55 |
| Kentucky | 45 | 55 |
| Louisiana | 45 | 55 |
| New Jersey | 45 | 55 |
| South Carolina | 45 | 55 |
| West Virginia | 45 | 55 |
| Illinois | 42 | 58 |
| Wyoming | 41 | 59 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 37. TEACHERS' BEST ESTIMATE OF THE PERCENTAGE OF STUDENTS AT THEIR SCHOOL WHO ARE LIVING IN POVERTY

| | NONE | 1 TO 10% | 11 TO 25% | 26% OR MORE |
|---------------------------|-----------|------------|------------|-------------|
| ALL TEACHERS | 6% | 47% | 25% | 22% |
| Mississippi | 1 | 35 | 25 | 39 |
| Louisiana | 3 | 35 | 25 | 37 |
| Kentucky | 1 | 30 | 29 | 36 |
| West Virginia | 3 | 36 | 27 | 33 |
| South Carolina | 3 | 39 | 26 | 32 |
| Arkansas | 2 | 36 | 31 | 32 |
| New Mexico | 3 | 35 | 30 | 32 |
| Texas | 5 | 43 | 24 | 29 |
| Alabama | 5 | 39 | 26 | 29 |
| Arizona | 4 | 43 | 25 | 28 |
| Georgia | 5 | 37 | 31 | 28 |
| California | 11 | 40 | 21 | 28 |
| Tennessee | 5 | 36 | 30 | 28 |
| Oklahoma | 4 | 44 | 27 | 25 |
| Alaska | 5 | 48 | 23 | 25 |
| Florida | 6 | 41 | 29 | 24 |
| North Carolina | 3 | 44 | 29 | 24 |
| Virginia | 5 | 44 | 28 | 23 |
| Missouri | 2 | 46 | 30 | 22 |
| Maine | 3 | 46 | 31 | 20 |
| Michigan | 5 | 53 | 24 | 19 |
| Illinois | 10 | 49 | 22 | 19 |
| Colorado | 10 | 48 | 22 | 19 |
| Montana | 6 | 49 | 25 | 19 |
| Washington | 2 | 53 | 26 | 19 |
| South Dakota | 3 | 50 | 26 | 18 |
| Oregon | 6 | 44 | 31 | 18 |
| Ohio | 3 | 51 | 29 | 17 |
| Rhode Island | 6 | 54 | 23 | 17 |
| Pennsylvania | 5 | 54 | 24 | 16 |
| New York | 5 | 54 | 25 | 16 |
| Hawaii | 11 | 52 | 21 | 16 |
| Idaho | 3 | 51 | 29 | 16 |
| Indiana | 4 | 55 | 25 | 16 |
| Maryland | 7 | 54 | 24 | 15 |
| Delaware | 1 | 51 | 33 | 15 |
| Vermont | 5 | 44 | 36 | 15 |
| Utah | 7 | 53 | 26 | 14 |
| Wyoming | 7 | 58 | 21 | 14 |
| Massachusetts | 12 | 57 | 18 | 14 |
| Minnesota | 6 | 59 | 23 | 13 |
| Nevada | 6 | 62 | 20 | 13 |
| Connecticut | 17 | 57 | 13 | 13 |
| New Jersey | 19 | 56 | 13 | 12 |
| Nebraska | 9 | 55 | 24 | 12 |
| New Hampshire | 6 | 59 | 23 | 11 |
| Iowa | 4 | 60 | 26 | 11 |
| Kansas | 6 | 56 | 26 | 11 |
| Wisconsin | 4 | 60 | 25 | 11 |
| North Dakota | 8 | 66 | 17 | 9 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 38. PERCENTAGE OF TEACHERS WHO REPORT ABUSED OR NEGLECTED CHILDREN/YOUNG PEOPLE ARE A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|-----------------------------|------------|---------------|
| ALL TEACHERS | 89% | 11% |
| Maine | 96 | 4 |
| Vermont | 95 | 5 |
| Washington | 95 | 5 |
| Minnesota | 94 | 6 |
| Oregon | 93 | 7 |
| Wisconsin | 93 | 7 |
| Alaska | 92 | 8 |
| Idaho | 92 | 8 |
| Nevada | 92 | 8 |
| New Hampshire | 92 | 8 |
| Ohio | 92 | 8 |
| Delaware | 91 | 9 |
| Michigan | 91 | 9 |
| New York | 91 | 9 |
| Oklahoma | 91 | 9 |
| Tennessee | 91 | 9 |
| Arizona | 90 | 10 |
| Arkansas | 90 | 10 |
| California | 90 | 10 |
| Colorado | 90 | 10 |
| Kentucky | 90 | 10 |
| Missouri | 90 | 10 |
| New Mexico | 90 | 10 |
| Georgia | 89 | 11 |
| Hawaii | 89 | 11 |
| Indiana | 89 | 11 |
| North Carolina | 89 | 11 |
| Pennsylvania | 89 | 11 |
| Texas | 89 | 11 |
| West Virginia | 89 | 11 |
| Wyoming | 89 | 11 |
| Florida | 88 | 12 |
| Iowa | 88 | 12 |
| Kansas | 88 | 12 |
| Montana | 88 | 12 |
| Nebraska | 88 | 12 |
| Rhode Island | 88 | 12 |
| South Dakota | 88 | 12 |
| Virginia | 88 | 12 |
| Connecticut | 88 | 14 |
| Massachusetts | 86 | 14 |
| South Carolina | 86 | 14 |
| Utah | 86 | 14 |
| Maryland | 85 | 15 |
| Illinois | 84 | 16 |
| Alabama | 83 | 17 |
| Louisiana | 83 | 17 |
| North Dakota | 83 | 17 |
| New Jersey | 81 | 19 |
| Mississippi | 77 | 23 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 39. PERCENTAGE OF TEACHERS WHO REPORT POOR HEALTH AMONG STUDENTS IS A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 61% | 31% |
| Washington | 79 | 21 |
| Oregon | 77 | 23 |
| Vermont | 77 | 23 |
| Arizona | 76 | 24 |
| Delaware | 76 | 24 |
| Missouri | 76 | 24 |
| North Carolina | 76 | 24 |
| Tennessee | 75 | 24 |
| West Virginia | 76 | 24 |
| Maine | 75 | 25 |
| Alaska | 74 | 26 |
| Arkansas | 74 | 26 |
| California | 74 | 26 |
| Colorado | 74 | 26 |
| Hawaii | 74 | 26 |
| Kentucky | 74 | 26 |
| Florida | 73 | 27 |
| Idaho | 72 | 28 |
| Michigan | 72 | 28 |
| South Carolina | 72 | 28 |
| Georgia | 71 | 29 |
| Indiana | 71 | 29 |
| Nevada | 71 | 29 |
| New Mexico | 71 | 29 |
| Ohio | 71 | 29 |
| Texas | 71 | 29 |
| Oklahoma | 70 | 30 |
| Virginia | 70 | 30 |
| New Hampshire | 69 | 34 |
| Minnesota | 68 | 32 |
| Pennsylvania | 68 | 32 |
| Kansas | 67 | 33 |
| Louisiana | 67 | 33 |
| Rhode Island | 67 | 33 |
| New York | 66 | 34 |
| Wisconsin | 66 | 34 |
| Wyoming | 66 | 34 |
| Alabama | 65 | 35 |
| Maryland | 64 | 36 |
| Montana | 64 | 36 |
| South Dakota | 64 | 36 |
| Utah | 64 | 36 |
| Massachusetts | 63 | 37 |
| Nebraska | 63 | 37 |
| Illinois | 62 | 38 |
| Mississippi | 62 | 38 |
| Iowa | 61 | 39 |
| Connecticut | 59 | 41 |
| New Jersey | 54 | 49 |
| North Dakota | 53 | 47 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 40. PERCENTAGE OF TEACHERS WHO REPORT UNDERNOURISHED CHILDREN/YOUNG PEOPLE ARE A PROBLEM IN THEIR SCHOOL

| | A PROBLEM | NOT A PROBLEM |
|---------------------------|------------|---------------|
| ALL TEACHERS | 68% | 32% |
| Maine | 81 | 19 |
| Vermont | 81 | 19 |
| Oregon | 78 | 22 |
| Washington | 78 | 22 |
| Arizona | 77 | 23 |
| Idaho | 76 | 24 |
| Arkansas | 74 | 26 |
| Kentucky | 74 | 26 |
| Missouri | 74 | 26 |
| Delaware | 73 | 27 |
| Oklahoma | 73 | 27 |
| Tennessee | 73 | 27 |
| West Virginia | 73 | 27 |
| California | 72 | 28 |
| Minnesota | 72 | 28 |
| Nevada | 72 | 28 |
| Alaska | 71 | 29 |
| Colorado | 71 | 29 |
| North Carolina | 71 | 29 |
| South Carolina | 71 | 29 |
| Georgia | 70 | 30 |
| Indiana | 70 | 30 |
| Michigan | 70 | 30 |
| Montana | 70 | 30 |
| Ohio | 70 | 30 |
| Wisconsin | 70 | 30 |
| New Mexico | 69 | 31 |
| Texas | 69 | 31 |
| Virginia | 69 | 31 |
| New Hampshire | 68 | 32 |
| Pennsylvania | 68 | 32 |
| South Dakota | 68 | 32 |
| Wyoming | 68 | 32 |
| Utah | 67 | 33 |
| Florida | 66 | 34 |
| Louisiana | 66 | 34 |
| New York | 66 | 34 |
| Rhode Island | 66 | 34 |
| Illinois | 65 | 35 |
| Kansas | 65 | 35 |
| Hawaii | 64 | 36 |
| Nebraska | 64 | 36 |
| Alabama | 63 | 37 |
| Massachusetts | 63 | 37 |
| Iowa | 62 | 38 |
| Maryland | 62 | 38 |
| Connecticut | 59 | 41 |
| Mississippi | 59 | 41 |
| North Dakota | 56 | 44 |
| New Jersey | 53 | 47 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 41. PERCENTAGE OF TEACHERS WHO REPORT THEY ARE "SATISFIED" WITH STUDENT PROGRESS IN THE FOLLOWING AREAS

| | GENERAL LANGUAGE GROWTH | PROBLEM SOLVING | WRITING | INDEPENDENCE IN LEARNING |
|----------------------|-------------------------|-----------------|---------|--------------------------|
| All Teachers | 71% | 54% | 57% | 54% |
| Alabama | 71 | 48 | 47 | 51 |
| Alaska | 72 | 57 | 62 | 59 |
| Arizona | 74 | 52 | 70 | 63 |
| Arkansas | 66 | 54 | 43 | 48 |
| California | 72 | 56 | 68 | 60 |
| Colorado | 75 | 59 | 62 | 59 |
| Connecticut | 76 | 58 | 64 | 56 |
| Delaware | 68 | 57 | 49 | 50 |
| Florida | 63 | 48 | 51 | 48 |
| Georgia | 70 | 56 | 53 | 51 |
| Hawaii | 58 | 51 | 48 | 52 |
| Idaho | 74 | 57 | 60 | 60 |
| Illinois | 78 | 51 | 57 | 55 |
| Indiana | 66 | 50 | 52 | 51 |
| Iowa | 68 | 53 | 56 | 55 |
| Kansas | 77 | 60 | 57 | 59 |
| Kentucky | 74 | 59 | 53 | 55 |
| Louisiana | 65 | 53 | 52 | 53 |
| Maine | 80 | 54 | 69 | 58 |
| Maryland | 70 | 55 | 56 | 52 |
| Massachusetts | 71 | 56 | 59 | 54 |
| Michigan | 73 | 57 | 58 | 59 |
| Minnesota | 75 | 55 | 57 | 55 |
| Mississippi | 62 | 52 | 52 | 53 |
| Missouri | 68 | 54 | 53 | 52 |
| Montana | 81 | 64 | 64 | 67 |
| Nebraska | 81 | 61 | 63 | 60 |
| Nevada | 74 | 53 | 54 | 55 |
| New Hampshire | 78 | 62 | 70 | 64 |
| New Jersey | 72 | 53 | 59 | 54 |
| New Mexico | 75 | 59 | 59 | 55 |
| New York | 67 | 54 | 55 | 45 |
| North Carolina | 73 | 51 | 57 | 52 |
| North Dakota | 80 | 60 | 60 | 64 |
| Ohio | 70 | 52 | 53 | 52 |
| Oklahoma | 71 | 55 | 51 | 57 |
| Oregon | 79 | 54 | 63 | 59 |
| Pennsylvania | 70 | 54 | 52 | 49 |
| Rhode Island | 58 | 48 | 46 | 46 |
| South Carolina | 67 | 47 | 50 | 51 |
| South Dakota | 80 | 60 | 63 | 70 |
| Tennessee | 73 | 54 | 58 | 60 |
| Texas | 73 | 58 | 58 | 55 |
| Utah | 81 | 67 | 68 | 68 |
| Vermont | 73 | 62 | 63 | 59 |
| Virginia | 71 | 54 | 57 | 56 |
| Washington | 72 | 57 | 61 | 60 |
| West Virginia | 67 | 51 | 56 | 53 |
| Wisconsin | 81 | 60 | 63 | 58 |
| Wyoming | 80 | 60 | 63 | 67 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 42. SCHOOLS CANNOT REALLY EXPECT TO GRADUATE MORE THAN 75 PERCENT OF ALL STUDENTS

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 21% | 79% |
| Louisiana | 31 | 69 |
| Florida | 30 | 70 |
| Alabama | 29 | 71 |
| Mississippi | 29 | 71 |
| Georgia | 28 | 72 |
| Texas | 27 | 73 |
| Rhode Island | 26 | 74 |
| South Carolina | 26 | 74 |
| California | 25 | 75 |
| Virginia | 25 | 75 |
| West Virginia | 25 | 75 |
| Kentucky | 24 | 76 |
| Nevada | 24 | 76 |
| New Mexico | 24 | 76 |
| North Carolina | 24 | 76 |
| Oklahoma | 24 | 76 |
| Oregon | 24 | 76 |
| Arkansas | 23 | 77 |
| Tennessee | 23 | 77 |
| Colorado | 21 | 79 |
| Delaware | 21 | 79 |
| Alaska | 20 | 80 |
| Idaho | 20 | 80 |
| Maryland | 20 | 80 |
| Massachusetts | 20 | 80 |
| Washington | 19 | 81 |
| New Jersey | 18 | 82 |
| New York | 18 | 82 |
| Ohio | 18 | 82 |
| Pennsylvania | 18 | 82 |
| Arizona | 17 | 83 |
| Connecticut | 17 | 83 |
| Indiana | 17 | 83 |
| Missouri | 17 | 83 |
| New Hampshire | 17 | 83 |
| Illinois | 15 | 85 |
| Maine | 15 | 85 |
| Michigan | 15 | 85 |
| Wisconsin | 15 | 85 |
| Hawaii | 14 | 86 |
| Kansas | 14 | 86 |
| Nebraska | 14 | 86 |
| Utah | 13 | 87 |
| Vermont | 13 | 87 |
| Iowa | 12 | 88 |
| Montana | 12 | 88 |
| South Dakota | 12 | 88 |
| Wyoming | 10 | 90 |
| Minnesota | 8 | 92 |
| North Dakota | 8 | 92 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER III

Working Conditions: Life Inside The School

While overall expenditures for education have increased 68 percent in the past eight years, the majority of teachers see state regulation and political interference in education on the rise as well. Teacher salaries as a proportion of total school expenditures have remained relatively constant since 1980-81.

Expenditures for Education

Educational expenditures have increased more than 100 percent since 1980-81 in five states: Wyoming, Vermont, Florida, California, and Texas. The smallest increases were in Michigan, Iowa, Massachusetts, Oregon, Arkansas, and Illinois (Table 43).

A more precise indicator of a state's commitment to its public schools is per-pupil expenditure (Table 44). For the 1987-88 school year, the states ranked in the top ten on per-pupil expenditure were Alaska, New Jersey, Wyoming, New York, Connecticut, Rhode Island, Massachusetts, Pennsylvania, Delaware, and Wisconsin. States in the lowest ten were Arkansas, Utah, Alabama, Mississippi, Idaho, Georgia, Oklahoma, South Carolina, South Dakota, and Tennessee.

Teacher salaries as a proportion of total school expenditures have remained relatively steady since 1980-81, but significant changes did occur in some states (Table 45). In four states, Wyoming, Alabama, Vermont, and Louisiana, teacher salaries as a proportion of school expenditures decreased by more than 10 percent. Increases of nearly 10 percent occurred in Arizona and Michigan.

Regulations and Resources

More teachers see fiscal resources available to schools as worse today than five years ago, compared with those who think they are better (Table 46). In Alaska,

Wyoming, Montana, and Utah more than seven in ten teachers report that fiscal resources available to their school have gotten worse since the school reform movement began in 1983. Those who say fiscal resources have improved the most teach in Georgia, South Carolina, Hawaii, Kentucky, and North Carolina.

Fifty-seven percent of teachers report that state regulation of local schools has increased as a result of the reform movement (Table 47). The proportion of teachers expressing that view varies markedly from state to state. In Michigan, Alaska, North Dakota, Maryland, Kansas, and Wyoming, fewer than three in ten teachers believe that state regulation has increased, whereas in Arkansas, Georgia, Indiana, and Texas, at least eight in ten teachers report more state regulation.

Political interference in education is also on the rise, according to teachers. Six in ten teachers express that view, and only 4 percent see political interference on the decline. Ninety percent of teachers in Arkansas say that political interference has increased, while only 36 percent of New Hampshire teachers make that assessment (Table 48).

Teacher Evaluation

Nearly 25 percent of teachers describe the formal teacher evaluation process in their schools as "not very fair" (Table 49). Most teachers report they are evaluated by their principals, and 18 percent say they have also been observed for evaluation by their colleagues in the profession (Table 50).

Only 13 percent of teachers nationwide report being evaluated by parents. Parent participation in evaluation is reported most frequently by teachers in Utah, Maryland, Arizona, and California, and least frequently in Hawaii, Texas, New Hampshire, Rhode Island, Arkansas, Massachusetts, and Vermont.

School Facilities and Support Services

Fifty-six percent of teachers surveyed describe the space available in their schools as only "fair" or "poor," and 39 percent so rated security at their schools. Thirty-six percent of teachers nationally rate the condition of their schools' physical plant as "fair" or "poor." Teachers generally fault the cooling system in their schools

more than heating. Six in ten teachers rate their schools' cooling efforts as only "fair" or "poor," while four in ten teachers gave similar ratings to their schools' heating system (Table 51).

One-fourth of the nation's teachers report that they do not have a personal office or carrel available to them, ranging from 15 percent in Minnesota without personal office space to a high of 32 percent in Arkansas (Table 52).

Access to computers or word processors is somewhat less restricted, with only 18 percent of all teachers reporting that such equipment is not available to them. Availability is greatest in Nevada, Minnesota, Utah, Wyoming, and Colorado.

Typewriters and secretarial services are available to about nine in ten teachers nationwide. Most teachers (98 percent) have access to a teachers' lounge.

TABLE 43. TOTAL CURRENT EXPENDITURES* FOR PUBLIC SCHOOLS: 1980-81 TO 1987-88
(in thousands)

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|---------------|---------------|---------------|---------------|-----------------|--------------------------------------|
| UNITED STATES | \$102,201,335 | \$150,914,641 | \$161,264,516 | \$171,689,706 | — | 38.0% |
| Alabama | 1,103,000 | 2,084,407 | 2,018,500 | 2,058,500 | 28 | 86.6 |
| Alaska | 477,995 | 888,100 | 815,285 | 812,191 | 39 | 69.9 |
| Arizona | 1,287,344 | 1,589,282 | 2,006,423 | 1,929,857 | 29 | 52.3 |
| Arkansas | 788,031 | 1,199,347 | 1,040,479 | 1,087,351 | 36 | 38.0 |
| California | 9,299,000 | 16,565,358 | 17,974,147 | 18,963,449 | 1 | 103.9 |
| Colorado | 1,363,168 | 2,192,558 | 2,343,915 | 2,495,723 | 23 | 83.1 |
| Connecticut | 1,543,000 | 2,355,301 | 2,624,573 | 2,911,600 | 19 | 88.6 |
| Delaware | 304,413 | 419,030 | 443,827 | 464,875 | 48 | 52.7 |
| District of Columbia | 296,501 | 403,419 | 431,922 | 472,125 | 47 | 59.2 |
| Florida | 3,617,715 | 6,042,511 | 6,823,652 | 7,717,822 | 5 | 113.3 |
| Georgia | 2,038,582 | 3,295,454 | 3,495,073 | 3,474,283 | 16 | 70.4 |
| Hawaii | 447,997 | 631,200 | 631,800 | 647,900 | 44 | 44.6 |
| Idaho | 392,165 | 554,925 | 582,560 | 621,450 | 46 | 58.5 |
| Illinois | 5,185,900 | 6,535,811 | 7,035,431 | 7,249,211 | 7 | 75.8 |
| Indiana | 2,176,196 | 3,211,639 | 3,324,829 | 3,603,815 | 15 | 65.6 |
| Iowa | 1,452,777 | 1,736,394 | 1,776,003 | 1,856,408 | 30 | 27.8 |
| Kansas | 1,118,516 | 1,666,369 | 1,709,434 | 1,804,893 | 31 | 61.3 |
| Kentucky | 1,270,700 | 1,792,000 | 1,952,280 | 2,108,470 | 24 | 65.9 |
| Louisiana | 1,598,600 | 2,487,200 | 2,461,200 | 2,673,710 | 21 | 67.3 |
| Maine | 487,076 | 718,191 | 812,686 | 896,329 | 38 | 84.0 |
| Maryland | 2,017,472 | 2,827,100 | 3,150,150 | 3,312,700 | 18 | 64.2 |
| Massachusetts | 3,293,461 | 3,788,789 | 3,955,740 | 4,215,144 | 10 | 28.0 |
| Michigan | 5,529,070 | 6,205,530 | 6,580,860 | 6,872,054 | 9 | 21.1 |
| Minnesota | 2,313,400 | 2,952,600 | 3,210,700 | 3,394,400 | 17 | 46.7 |
| Mississippi | 880,477 | 1,261,308 | 1,313,288 | 1,394,989 | 32 | 58.4 |
| Missouri | 1,728,778 | 2,467,752 | 2,679,962 | 2,893,235 | 20 | 67.4 |
| Montana | 408,426 | 618,487 | 631,519 | 633,226 | 45 | 55.0 |
| Nebraska | 686,192 | 878,150 | 922,351 | 970,042 | 37 | 41.4 |
| Nevada | 380,530 | 468,322 | 605,831 | 678,771 | 42 | 58.3 |
| New Hampshire | 357,593 | 516,858 | 599,349 | 663,394 | 43 | 85.5 |
| New Jersey | 4,048,000 | 5,963,000 | 6,531,600 | 7,213,600 | 8 | 78.2 |
| New Mexico | 668,600 | 1,000,219 | 1,061,353 | 1,187,502 | 35 | 77.6 |
| New York | 9,899,169 | 14,258,700 | 15,396,400 | 16,437,000 | 2 | 66.0 |
| North Carolina | 2,424,948 | 3,459,000 | 3,576,037 | 4,000,000 | 12 | 65.1 |
| North Dakota | 248,400 | 378,800 | 430,351 | 419,800 | 51 | 68.9 |
| Ohio | 4,267,600 | 6,278,800 | 6,750,500 | 7,280,100 | 6 | 69.3 |
| Oklahoma | 1,319,500 | 1,763,000 | 1,888,700 | 1,933,000 | 26 | 42.2 |
| Oregon | 1,493,674 | 1,801,580 | 1,956,500 | 2,060,000 | 25 | 37.9 |
| Pennsylvania | 5,159,600 | 7,597,800 | 8,218,000 | 8,706,400 | 4 | 68.7 |
| Rhode Island | 409,702 | 550,208 | 635,673 | 683,265 | 41 | 66.8 |
| South Carolina | 1,192,400 | 1,871,129 | 1,970,800 | 2,022,900 | 27 | 69.6 |
| South Dakota | 238,900 | 390,475 | 400,925 | 420,875 | 50 | 76.2 |
| Tennessee | 1,655,379 | 2,188,473 | 2,365,754 | 2,631,448 | 22 | 59.0 |
| Texas | 6,276,073 | 11,955,257 | 12,253,336 | 12,804,224 | 3 | 100.8 |
| Utah | 822,719 | 1,128,659 | 1,125,926 | 1,201,127 | 34 | 46.0 |
| Vermont | 193,487 | 364,000 | 421,323 | 463,300 | 49 | 139.5 |
| Virginia | 2,236,642 | 3,568,012 | 3,666,948 | 4,027,554 | 11 | 72.4 |
| Washington | 2,317,185 | 3,123,615 | 3,222,816 | 3,776,472 | 13 | 63.0 |
| West Virginia | 834,638 | 1,046,522 | 1,302,940 | 1,359,643 | 33 | 62.9 |
| Wisconsin | 2,255,343 | 3,203,210 | 3,424,869 | 3,635,983 | 14 | 61.2 |
| Wyoming | 264,715 | 652,800 | 730,090 | 765,300 | 40 | 188.1 |

*Includes current expenditures, capital outlay, and interest for public schools.

Source: National Education Association *Estimates of School Statistics*, selected years.

TABLE 44. PER-PUPIL EXPENDITURES* FOR PUBLIC SCHOOLS: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 | % CHANGE 1980-81 TO 1987-88 |
|----------------------------|---------|---------|---------|---------|-----------------|--------------------------------------|
| UNITED STATES | \$2.436 | \$3.755 | \$3.977 | \$4.209 | — | 72.8% |
| Alabama | 1.425 | 2.728 | 2.699 | 2.752 | 49 | 93.1 |
| Alaska | 4.955 | 8.349 | 7.242 | 7.038 | 1 | 42.0 |
| Arizona | 2.422 | 2.821 | 3.080 | 3.265 | 40 | 34.8 |
| Arkansas | 1.814 | 2.594 | 2.202 | 2.410 | 51 | 48.3 |
| California | 2.156 | 3.608 | 3.840 | 3.994 | 26 | 85.3 |
| Colorado | 2.430 | 3.917 | 4.107 | 4.359 | 17 | 79.4 |
| Connecticut | 2.934 | 4.991 | 5.479 | 6.141 | 5 | 109.3 |
| Delaware | 3.117 | 4.615 | 4.823 | 4.994 | 10 | 60.2 |
| District of Columbia | 3,277 | 4,783 | 5,306 | 5,643 | 6 | 72.2 |
| Florida | 2.357 | 3.774 | 4.062 | 4.369 | 16 | 86.2 |
| Georgia | 1.791 | 2.980 | 3.187 | 2.939 | 46 | 64.1 |
| Hawaii | 2.652 | 3.873 | 3.870 | 3.894 | 30 | 46.8 |
| Idaho | 1.778 | 2.509 | 2.647 | 2.814 | 47 | 58.3 |
| Illinois | 2.732 | 3.777 | 4.006 | 4.217 | 20 | 54.4 |
| Indiana | 2.092 | 3.159 | 3.310 | 3.613 | 35 | 72.8 |
| Iowa | 2.681 | 3.594 | 3.708 | 3.846 | 32 | 43.5 |
| Kansas | 2.906 | 4.003 | 4.068 | 4.262 | 19 | 63.5 |
| Kentucky | 1.892 | 2.840 | 3.105 | 3.355 | 38 | 77.3 |
| Louisiana | 2.050 | 3.124 | 3.008 | 3.211 | 41 | 56.6 |
| Maine | 2.152 | 3.394 | 3.871 | 4.276 | 18 | 98.7 |
| Maryland | 2.673 | 4.335 | 4.675 | 4.871 | 13 | 82.2 |
| Massachusetts | 3.166 | 4.642 | 4.802 | 5.386 | 8 | 69.4 |
| Michigan | 2.958 | 3.730 | 3.974 | 4.122 | 22 | 39.4 |
| Minnesota | 2.857 | 4.008 | 4.265 | 4.513 | 15 | 58.0 |
| Mississippi | 1.781 | 2.551 | 2.526 | 2.760 | 48 | 55.0 |
| Missouri | 2.108 | 3.110 | 3.338 | 3.566 | 36 | 69.2 |
| Montana | 2.595 | 3.947 | 4.058 | 4.061 | 24 | 56.5 |
| Nebraska | 2.358 | 3.285 | 3.423 | 3.641 | 34 | 54.4 |
| Nevada | 2.034 | 2.919 | 3.597 | 3.829 | 33 | 88.2 |
| New Hampshire | 1.685 | 3.298 | 3.682 | 3.990 | 27 | 101.0 |
| New Jersey | 3.369 | 5.575 | 6.172 | 6.910 | 2 | 105.1 |
| New Mexico | 2.234 | 3.306 | 3.486 | 3.880 | 31 | 73.7 |
| New York | 3.577 | 5.839 | 6.375 | 6.864 | 4 | 91.9 |
| North Carolina | 2.030 | 3.386 | 3.470 | 3.911 | 28 | 92.7 |
| North Dakota | 1.934 | 3.059 | 3.358 | 3.353 | 39 | 73.4 |
| Ohio | 2.261 | 3.517 | 3.756 | 4.019 | 25 | 77.8 |
| Oklahoma | 2.211 | 2.731 | 2.979 | 3.051 | 45 | 38.0 |
| Oregon | 3.096 | 4.109 | 4.382 | 4.574 | 14 | 47.7 |
| Pennsylvania | 2.695 | 4.350 | 4.748 | 5.063 | 9 | 87.9 |
| Rhode Island | 2.933 | 4.396 | 5.078 | 5.466 | 7 | 86.0 |
| South Carolina | 1.747 | 2.970 | 3.036 | 3.075 | 44 | 76.0 |
| South Dakota | 1.780 | 2.986 | 3.050 | 3.159 | 43 | 79.5 |
| Tennessee | 1.835 | 2.670 | 2.869 | 3.189 | 42 | 73.8 |
| Texas | 1.923 | 3.432 | 3.448 | 3.462 | 37 | 80.0 |
| Utah | 1.903 | 2.456 | 2.486 | 2.658 | 50 | 39.7 |
| Vermont | 1.969 | 4.157 | 4.572 | 4.949 | 12 | 151.3 |
| Virginia | 2.242 | 3.633 | 3.809 | 4.145 | 21 | 84.9 |
| Washington | 2.737 | 3.703 | 3.846 | 4.083 | 23 | 49.2 |
| West Virginia | 2.132 | 2.821 | 3.656 | 3.895 | 29 | 82.7 |
| Wisconsin | 2.670 | 4.360 | 4.642 | 4.991 | 11 | 86.9 |
| Wyoming | 2.448 | 5.442 | 6.253 | 6.885 | 3 | 181.3 |

*Per pupil in average daily attendance

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 45. TEACHER SALARIES AS A PROPORTION OF TOTAL SCHOOL EXPENDITURES: 1980-81 TO 1987-88

| | 1980-81 | 1985-86 | 1986-87 | 1987-88 | RANK 1987-88 |
|----------------------------|---------|---------|---------|---------|-----------------|
| UNITED STATES | 37.9% | 36.8% | 37.0% | 37.1% | — |
| Alabama | 54.7 | 40.9 | 42.4 | 41.8 | 8 |
| Alaska | 31.7 | 24.0 | 31.0 | 31.0 | 48 |
| Arizona | 35.6 | 45.0 | 40.0 | 45.3 | 2 |
| Arkansas | 40.6 | 36.6 | 47.6 | 46.9 | 1 |
| California | 40.1 | 32.7 | 33.4 | 34.3 | 40 |
| Colorado | 39.2 | 35.4 | 35.9 | 35.8 | 38 |
| Connecticut | 36.2 | 37.4 | 37.2 | 39.7 | 18 |
| Delaware | 33.1 | 33.6 | 36.4 | 37.9 | 27 |
| District of Columbia | 40.4 | 43.3 | 44.3 | 43.3 | 4 |
| Florida | 34.2 | 32.8 | 32.1 | 31.5 | 47 |
| Georgia | 43.2 | 40.1 | 42.1 | 44.8 | 3 |
| Hawaii | 38.1 | 34.2 | 35.4 | 39.0 | 22 |
| Idaho | 38.3 | 33.8 | 37.7 | 37.6 | 28 |
| Illinois | 40.2 | 42.2 | 41.9 | 41.7 | 9 |
| Indiana | 42.1 | 39.4 | 40.3 | 40.4 | 14 |
| Iowa | 36.0 | 38.6 | 38.4 | 40.2 | 15 |
| Kansas | 39.0 | 36.5 | 37.1 | 36.9 | 31 |
| Kentucky | 41.3 | 39.4 | 39.5 | 41.1 | 12 |
| Louisiana | 44.2 | 35.1 | 35.1 | 33.6 | 43 |
| Maine | 35.6 | 35.1 | 34.6 | 35.3 | 39 |
| Maryland | 38.4 | 35.9 | 35.6 | 36.9 | 31 |
| Massachusetts | 37.4 | 40.2 | 41.7 | 41.4 | 11 |
| Michigan | 30.8 | 38.8 | 39.0 | 39.5 | 19 |
| Minnesota | 33.9 | 37.8 | 36.9 | 36.5 | 33 |
| Mississippi | 37.9 | 37.5 | 38.6 | 39.0 | 22 |
| Missouri | 43.7 | 42.8 | 42.8 | 42.4 | 6 |
| Montana | 35.7 | 35.3 | 35.8 | 36.3 | 34 |
| Nebraska | 36.4 | 41.9 | 42.3 | 42.4 | 6 |
| Nevada | 34.7 | 42.4 | 35.2 | 33.9 | 42 |
| New Hampshire | 36.9 | 40.9 | 37.6 | 37.5 | 29 |
| New Jersey | 34.5 | 33.8 | 33.2 | 32.2 | 46 |
| New Mexico | 35.6 | 32.6 | 33.3 | 30.7 | 49 |
| New York | 36.1 | 37.1 | 36.4 | 36.0 | 36 |
| North Carolina | 36.2 | 37.2 | 38.8 | 37.4 | 30 |
| North Dakota | 39.7 | 43.1 | 38.3 | 39.5 | 19 |
| Ohio | 39.6 | 36.0 | 36.5 | 39.5 | 19 |
| Oklahoma | 36.0 | 43.7 | 39.6 | 39.6 | 17 |
| Oregon | 31.1 | 36.7 | 33.6 | 33.6 | 43 |
| Pennsylvania | 36.1 | 34.6 | 34.4 | 34.2 | 41 |
| Rhode Island | 45.2 | 46.9 | 42.7 | 43.0 | 5 |
| South Carolina | 38.4 | 39.6 | 40.8 | 41.6 | 10 |
| South Dakota | 46.4 | 37.8 | 37.5 | 39.9 | 16 |
| Tennessee | 37.4 | 40.2 | 40.2 | 38.4 | 24 |
| Texas | 40.5 | 36.4 | 37.6 | 36.1 | 26 |
| Utah | 29.5 | 34.2 | 35.6 | 35.9 | 37 |
| Vermont | 44.7 | 36.5 | 33.2 | 32.7 | 45 |
| Virginia | 38.6 | 38.0 | 40.7 | 41.1 | 12 |
| Washington | 32.7 | 30.4 | 31.4 | 27.9 | 51 |
| West Virginia | 39.4 | 44.8 | 37.7 | 36.3 | 34 |
| Wisconsin | 41.5 | 36.2 | 38.2 | 38.3 | 25 |
| Wyoming | 44.9 | 30.4 | 27.7 | 28.8 | 50 |

Source: Based on average state salary figures and total current expenditures for public schools provided by the National Education Association.

TABLE 46. HOW HAVE FISCAL RESOURCES AVAILABLE TO YOUR SCHOOL CHANGED SINCE 1983?

| | BETTER | NO CHANGE | WORSE |
|---------------------------|------------|------------|------------|
| ALL TEACHERS | 34% | 28% | 38% |
| Georgia | 64 | 23 | 14 |
| South Carolina | 57 | 18 | 25 |
| Hawaii | 52 | 31 | 17 |
| Kentucky | 51 | 31 | 18 |
| North Carolina | 51 | 34 | 15 |
| Connecticut | 49 | 32 | 19 |
| Delaware | 48 | 24 | 28 |
| Virginia | 48 | 29 | 22 |
| Rhode Island | 46 | 30 | 23 |
| Mississippi | 44 | 36 | 20 |
| Florida | 43 | 28 | 29 |
| Massachusetts | 43 | 22 | 35 |
| Iowa | 42 | 24 | 34 |
| New York | 42 | 38 | 20 |
| Vermont | 41 | 40 | 19 |
| Indiana | 40 | 33 | 27 |
| Alabama | 38 | 31 | 31 |
| Maine | 38 | 43 | 19 |
| Maryland | 36 | 34 | 30 |
| Pennsylvania | 34 | 36 | 30 |
| Tennessee | 34 | 38 | 28 |
| Louisiana | 33 | 18 | 48 |
| Missouri | 33 | 27 | 30 |
| Texas | 33 | 22 | 45 |
| Nevada | 32 | 33 | 34 |
| New Hampshire | 32 | 42 | 26 |
| Michigan | 31 | 31 | 38 |
| New Jersey | 30 | 39 | 31 |
| Oklahoma | 28 | 11 | 61 |
| West Virginia | 28 | 22 | 50 |
| Kansas | 27 | 34 | 39 |
| Ohio | 26 | 25 | 49 |
| South Dakota | 26 | 33 | 41 |
| Wisconsin | 26 | 33 | 40 |
| Arizona | 25 | 33 | 42 |
| California | 25 | 18 | 57 |
| Minnesota | 22 | 29 | 49 |
| Nebraska | 22 | 30 | 49 |
| New Mexico | 22 | 21 | 57 |
| Arkansas | 21 | 35 | 44 |
| Illinois | 21 | 26 | 53 |
| Idaho | 20 | 32 | 49 |
| Colorado | 16 | 20 | 64 |
| North Dakota | 16 | 16 | 68 |
| Washington | 15 | 27 | 59 |
| Oregon | 12 | 25 | 63 |
| Wyoming | 12 | 12 | 76 |
| Utah | 10 | 17 | 73 |
| Montana | 9 | 16 | 75 |
| Alaska | 8 | 16 | 76 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TABLE 47. HOW HAS THE REFORM MOVEMENT CHANGED STATE REGULATION OF THE LOCAL SCHOOL?

| | INCREASED | NO CHANGE | DECREASED |
|---------------------------|------------|------------|-----------|
| ALL TEACHERS | 57% | 38% | 5% |
| Arkansas | 92 | 5 | 3 |
| Georgia | 85 | 14 | 1 |
| Indiana | 82 | 16 | 2 |
| Texas | 80 | 16 | 4 |
| South Carolina | 77 | 18 | 5 |
| Mississippi | 74 | 22 | 4 |
| Connecticut | 72 | 27 | 0 |
| New Mexico | 69 | 24 | 7 |
| Tennessee | 68 | 28 | 5 |
| North Carolina | 65 | 33 | 2 |
| Illinois | 64 | 29 | 7 |
| New York | 64 | 34 | 2 |
| Iowa | 61 | 36 | 3 |
| Missouri | 61 | 35 | 4 |
| Kentucky | 60 | 35 | 4 |
| Maine | 60 | 34 | 6 |
| Rhode Island | 60 | 37 | 3 |
| Ohio | 59 | 37 | 4 |
| California | 58 | 32 | 10 |
| Florida | 58 | 36 | 5 |
| Virginia | 54 | 41 | 5 |
| West Virginia | 54 | 36 | 10 |
| Wisconsin | 54 | 42 | 4 |
| New Jersey | 53 | 45 | 2 |
| Oklahoma | 53 | 41 | 6 |
| Utah | 53 | 34 | 13 |
| Vermont | 51 | 45 | 4 |
| Arizona | 49 | 46 | 5 |
| Delaware | 49 | 48 | 3 |
| Washington | 47 | 47 | 6 |
| South Dakota | 46 | 50 | 5 |
| Minnesota | 45 | 48 | 7 |
| Nebraska | 43 | 47 | 10 |
| Pennsylvania | 42 | 54 | 4 |
| Idaho | 38 | 59 | 3 |
| Massachusetts | 38 | 58 | 4 |
| New Hampshire | 38 | 59 | 3 |
| Alabama | 37 | 53 | 9 |
| Colorado | 36 | 48 | 16 |
| Nevada | 35 | 60 | 5 |
| Oregon | 35 | 61 | 4 |
| Louisiana | 33 | 50 | 17 |
| Montana | 32 | 54 | 14 |
| Hawaii | 31 | 61 | 8 |
| Wyoming | 29 | 65 | 7 |
| Kansas | 28 | 65 | 7 |
| Maryland | 27 | 66 | 7 |
| North Dakota | 26 | 66 | 8 |
| Alaska | 25 | 63 | 12 |
| Michigan | 24 | 73 | 3 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TABLE 48. HOW HAS THE SCHOOL REFORM MOVEMENT CHANGED POLITICAL INTERFERENCE IN EDUCATION?

| | INCREASED | NO CHANGE | DECREASED |
|---------------------------|------------|------------|-----------|
| ALL TEACHERS | 59% | 37% | 4% |
| Arkansas | 90 | 8 | 2 |
| Texas | 81 | 18 | 1 |
| Indiana | 76 | 21 | 4 |
| Georgia | 74 | 23 | 3 |
| New Mexico | 74 | 22 | 4 |
| Illinois | 71 | 25 | 4 |
| Tennessee | 70 | 27 | 3 |
| South Carolina | 68 | 28 | 5 |
| Utah | 67 | 22 | 11 |
| West Virginia | 65 | 29 | 6 |
| Mississippi | 64 | 30 | 6 |
| Louisiana | 63 | 29 | 8 |
| North Carolina | 63 | 34 | 3 |
| Arizona | 62 | 33 | 5 |
| California | 62 | 33 | 5 |
| Ohio | 61 | 36 | 3 |
| Missouri | 60 | 37 | 4 |
| Iowa | 59 | 36 | 4 |
| Maine | 59 | 40 | 0 |
| Alabama | 57 | 39 | 5 |
| Colorado | 57 | 32 | 11 |
| Florida | 57 | 33 | 5 |
| Montana | 56 | 38 | 6 |
| Virginia | 56 | 41 | 3 |
| Washington | 56 | 36 | 7 |
| Alaska | 55 | 40 | 5 |
| Connecticut | 55 | 41 | 3 |
| Delaware | 54 | 43 | 2 |
| Maryland | 54 | 42 | 4 |
| New Jersey | 54 | 44 | 2 |
| Wisconsin | 54 | 42 | 4 |
| Oklahoma | 53 | 45 | 2 |
| Nebraska | 52 | 41 | 7 |
| Minnesota | 51 | 46 | 3 |
| Oregon | 51 | 48 | 1 |
| Kentucky | 49 | 45 | 6 |
| Wyoming | 49 | 47 | 4 |
| Hawaii | 47 | 49 | 4 |
| Idaho | 46 | 51 | 4 |
| New York | 45 | 53 | 2 |
| South Dakota | 45 | 53 | 2 |
| Vermont | 45 | 54 | 2 |
| Nevada | 44 | 52 | 4 |
| Pennsylvania | 42 | 54 | 4 |
| North Dakota | 41 | 58 | 4 |
| Kansas | 40 | 55 | 5 |
| Massachusetts | 39 | 60 | 1 |
| Rhode Island | 39 | 55 | 6 |
| Michigan | 38 | 57 | 4 |
| New Hampshire | 36 | 61 | 3 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TABLE 49. HOW WOULD YOU DESCRIBE TEACHER EVALUATION AT YOUR SCHOOL?

| | FAIR | NOT VERY FAIR |
|---------------------------|------------|---------------|
| ALL TEACHERS | 77% | 23% |
| Louisiana | 86 | 14 |
| Mississippi | 85 | 15 |
| South Carolina | 85 | 15 |
| Kentucky | 84 | 16 |
| Oregon | 84 | 16 |
| Washington | 83 | 17 |
| Alaska | 82 | 18 |
| Arkansas | 82 | 18 |
| Maryland | 82 | 18 |
| New Jersey | 82 | 18 |
| Tennessee | 82 | 18 |
| Wyoming | 82 | 18 |
| California | 81 | 19 |
| Colorado | 81 | 19 |
| Connecticut | 81 | 19 |
| Hawaii | 81 | 19 |
| Nebraska | 81 | 19 |
| Arizona | 80 | 20 |
| Nevada | 80 | 20 |
| Pennsylvania | 80 | 20 |
| Utah | 80 | 20 |
| Georgia | 79 | 21 |
| Oklahoma | 79 | 21 |
| New York | 78 | 22 |
| North Dakota | 78 | 22 |
| Rhode Island | 78 | 22 |
| Florida | 77 | 23 |
| Massachusetts | 77 | 23 |
| Michigan | 77 | 23 |
| Virginia | 77 | 23 |
| Delaware | 76 | 24 |
| Idaho | 76 | 24 |
| Missouri | 76 | 24 |
| New Mexico | 76 | 24 |
| North Carolina | 76 | 24 |
| Alabama | 75 | 25 |
| Illinois | 75 | 25 |
| Iowa | 75 | 25 |
| Kansas | 75 | 25 |
| Maine | 75 | 25 |
| Minnesota | 75 | 25 |
| Vermont | 75 | 25 |
| Montana | 74 | 26 |
| Ohio | 74 | 26 |
| South Dakota | 74 | 26 |
| Indiana | 73 | 27 |
| Wisconsin | 73 | 27 |
| New Hampshire | 72 | 28 |
| West Virginia | 69 | 31 |
| Texas | 64 | 36 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 50. PERCENTAGE OF TEACHERS WHO REPORT THEY ARE EVALUATED BY THEIR PRINCIPAL, OTHER TEACHERS, AND PARENTS

| | PRINCIPAL | OTHER TEACHERS | PARENTS |
|---------------------------|------------|-------------------|------------|
| ALL TEACHERS | 92% | 18% | 13% |
| Alabama | 95 | 11 | 11 |
| Alaska | 92 | 20 | 19 |
| Arizona | 95 | 25 | 22 |
| Arkansas | 96 | 18 | 9 |
| California | 93 | 24 | 21 |
| Colorado | 90 | 25 | 18 |
| Connecticut | 85 | 19 | 11 |
| Delaware | 94 | 18 | 13 |
| Florida | 87 | 18 | 11 |
| Georgia | 94 | 35 | 13 |
| Hawaii | 86 | 15 | 7 |
| Idaho | 94 | 22 | 17 |
| Illinois | 92 | 11 | 12 |
| Indiana | 90 | 13 | 17 |
| Iowa | 95 | 11 | 13 |
| Kansas | 95 | 14 | 12 |
| Kentucky | 95 | 21 | 17 |
| Louisiana | 96 | 19 | 16 |
| Maine | 91 | 22 | 13 |
| Maryland | 94 | 17 | 23 |
| Massachusetts | 82 | 10 | 9 |
| Michigan | 92 | 16 | 14 |
| Minnesota | 88 | 22 | 16 |
| Mississippi | 98 | 32 | 12 |
| Missouri | 95 | 14 | 11 |
| Montana | 90 | 18 | 17 |
| Nebraska | 96 | 20 | 11 |
| Nevada | 95 | 15 | 15 |
| New Hampshire | 88 | 15 | 8 |
| New Jersey | 88 | 10 | 12 |
| New Mexico | 93 | 15 | 18 |
| New York | 86 | 14 | 10 |
| North Carolina | 98 | 24 | 14 |
| North Dakota | 92 | 14 | 17 |
| Ohio | 96 | 12 | 13 |
| Oklahoma | 94 | 16 | 12 |
| Oregon | 93 | 19 | 17 |
| Pennsylvania | 93 | 15 | 11 |
| Rhode Island | 79 | 8 | 8 |
| South Carolina | 95 | 33 | 17 |
| South Dakota | 95 | 15 | 18 |
| Tennessee | 95 | 45 | 18 |
| Texas | 98 | 11 | 7 |
| Utah | 96 | 39 | 24 |
| Vermont | 83 | 15 | 9 |
| Virginia | 93 | 21 | 15 |
| Washington | 97 | 18 | 12 |
| West Virginia | 94 | 17 | 13 |
| Wisconsin | 94 | 13 | 14 |
| Wyoming | 96 | 20 | 17 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

177

TABLE 51. PERCENTAGE OF TEACHERS WHO RATE THE CONDITION OF THEIR SCHOOLS AS "FAIR" OR "POOR"

| | CONDITION OF THE PHYSICAL PLANT | AVAILABLE SPACE | SECURITY | HEATING | COOLING |
|----------------------|--|--------------------|----------|---------|---------|
| ALL TEACHERS | 36% | 56% | 39% | 41% | 62% |
| Alabama | 36 | 54 | 43 | 21 | 39 |
| Alaska | 23 | 44 | 31 | 18 | 37 |
| Arizona | 37 | 51 | 37 | 18 | 41 |
| Arkansas | 40 | 51 | 45 | 25 | 48 |
| California | 46 | 65 | 46 | 34 | 65 |
| Colorado | 31 | 51 | 28 | 20 | 62 |
| Connecticut | 44 | 60 | 41 | 29 | 78 |
| Delaware | 38 | 52 | 40 | 24 | 79 |
| Florida | 40 | 66 | 48 | 30 | 40 |
| Georgia | 39 | 57 | 42 | 22 | 46 |
| Hawaii | 42 | 58 | 49 | 20 | 55 |
| Idaho | 44 | 62 | 46 | 24 | 69 |
| Illinois | 28 | 51 | 33 | 18 | 68 |
| Indiana | 29 | 53 | 35 | 16 | 69 |
| Iowa | 24 | 45 | 28 | 12 | 71 |
| Kansas | 28 | 46 | 27 | 15 | 60 |
| Kentucky | 36 | 57 | 36 | 20 | 52 |
| Louisiana | 36 | 42 | 42 | 21 | 36 |
| Maine | 42 | 74 | 36 | 24 | 62 |
| Maryland | 32 | 45 | 37 | 18 | 70 |
| Massachusetts | 40 | 60 | 44 | 25 | 78 |
| Michigan | 38 | 54 | 33 | 24 | 74 |
| Minnesota | 29 | 58 | 34 | 18 | 69 |
| Mississippi | 32 | 43 | 39 | 17 | 52 |
| Missouri | 40 | 59 | 41 | 23 | 76 |
| Montana | 29 | 54 | 32 | 19 | 62 |
| Nebraska | 27 | 46 | 31 | 14 | 68 |
| Nevada | 42 | 61 | 41 | 23 | 61 |
| New Hampshire | 45 | 71 | 41 | 31 | 68 |
| New Jersey | 40 | 57 | 43 | 27 | 75 |
| New Mexico | 37 | 46 | 41 | 20 | 54 |
| New York | 40 | 67 | 44 | 27 | 72 |
| North Carolina | 32 | 58 | 42 | 18 | 41 |
| North Dakota | 25 | 47 | 28 | 13 | 59 |
| Ohio | 37 | 54 | 37 | 19 | 76 |
| Oklahoma | 34 | 46 | 36 | 19 | 32 |
| Oregon | 36 | 53 | 37 | 23 | 70 |
| Pennsylvania | 32 | 54 | 42 | 18 | 72 |
| Rhode Island | 48 | 62 | 47 | 28 | 79 |
| South Carolina | 34 | 52 | 34 | 17 | 37 |
| South Dakota | 33 | 55 | 30 | 14 | 69 |
| Tennessee | 36 | 51 | 41 | 22 | 50 |
| Texas | 29 | 47 | 38 | 16 | 41 |
| Utah | 28 | 44 | 29 | 15 | 49 |
| Vermont | 36 | 66 | 34 | 27 | 2 |
| Virginia | 33 | 56 | 37 | 24 | 68 |
| Washington | 40 | 58 | 38 | 28 | 62 |
| West Virginia | 41 | 61 | 48 | 26 | 71 |
| Wisconsin | 30 | 54 | 30 | 18 | 66 |
| Wyoming | 21 | 44 | 29 | 15 | 53 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 52. PERCENTAGE OF TEACHERS WHO REPORT SUPPORT SERVICES ARE "NOT AVAILABLE"

| | TEACHERS' LOUNGE | TYPE- WRITERS | COMPUTERS/ WORD PROCESSORS | SECRETARIAL SERVICES | PERSONAL OFFICE |
|---------------------------|---------------------|------------------|----------------------------------|-------------------------|--------------------|
| ALL TEACHERS | 2% | 11% | 18% | 9% | 25% |
| Alabama | 6 | 16 | 18 | 13 | 25 |
| Alaska | 10 | 9 | 11 | 10 | 23 |
| Arizona | 2 | 4 | 17 | 10 | 20 |
| Arkansas | 4 | 16 | 31 | 13 | 32 |
| California | 3 | 9 | 17 | 9 | 24 |
| Colorado | 2 | 7 | 9 | 5 | 18 |
| Connecticut | 0 | 12 | 16 | 6 | 24 |
| Delaware | 2 | 12 | 21 | 9 | 24 |
| Florida | 2 | 9 | 15 | 11 | 17 |
| Georgia | 4 | 16 | 16 | 11 | 29 |
| Hawaii | 7 | 9 | 17 | 11 | 25 |
| Idaho | 2 | 7 | 14 | 9 | 24 |
| Illinois | 2 | 8 | 16 | 8 | 25 |
| Indiana | 2 | 4 | 11 | 6 | 19 |
| Iowa | 2 | 7 | 11 | 5 | 19 |
| Kansas | 5 | 6 | 12 | 8 | 26 |
| Kentucky | 6 | 20 | 27 | 12 | 31 |
| Louisiana | 3 | 20 | 30 | 7 | 27 |
| Maine | 4 | 13 | 22 | 10 | 30 |
| Maryland | 1 | 12 | 16 | 9 | 18 |
| Massachusetts | 1 | 15 | 19 | 14 | 26 |
| Michigan | 1 | 13 | 21 | 6 | 26 |
| Minnesota | 2 | 7 | 7 | 5 | 15 |
| Mississippi | 3 | 21 | 28 | 10 | 29 |
| Missouri | 3 | 12 | 17 | 11 | 27 |
| Montana | 6 | 11 | 17 | 9 | 28 |
| Nebraska | 2 | 8 | 14 | 5 | 23 |
| Nevada | 2 | 4 | 6 | 10 | 20 |
| New Hampshire | 4 | 14 | 13 | 12 | 28 |
| New Jersey | 1 | 18 | 22 | 9 | 30 |
| New Mexico | 2 | 9 | 15 | 9 | 22 |
| New York | 1 | 14 | 17 | 7 | 24 |
| North Carolina | 1 | 12 | 11 | 11 | 26 |
| North Dakota | 5 | 9 | 13 | 8 | 18 |
| Ohio | 2 | 11 | 19 | 8 | 29 |
| Oklahoma | 6 | 12 | 24 | 11 | 26 |
| Oregon | 3 | 8 | 11 | 4 | 20 |
| Pennsylvania | 1 | 11 | 18 | 8 | 23 |
| Rhode Island | 1 | 16 | 16 | 12 | 27 |
| South Carolina | 1 | 16 | 19 | 12 | 27 |
| South Dakota | 7 | 11 | 18 | 11 | 23 |
| Tennessee | 7 | 16 | 16 | 10 | 25 |
| Texas | 0 | 8 | 22 | 13 | 23 |
| Utah | 2 | 2 | 8 | 6 | 16 |
| Vermont | 9 | 17 | 20 | 13 | 31 |
| Virginia | 4 | 11 | 19 | 10 | 25 |
| Washington | 2 | 7 | 11 | 7 | 23 |
| West Virginia | 12 | 18 | 23 | 11 | 27 |
| Wisconsin | 3 | 6 | 13 | 4 | 22 |
| Wyoming | 5 | 6 | 8 | 6 | 23 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER IV

Learning and Instruction

A majority of teachers surveyed agree that the school's most important job is to teach reading, writing, and arithmetic. On other subjects, most teachers believe the arts are as essential as the "three R's," and they are evenly divided over whether every student should become fluent in a second language.

Only about half the nation's teachers believe their school has effective instruction for students for whom English is not their first language.

School Goals: The Teacher's View

Sixty percent of the nation's teachers say the most important job of the schools is to teach the basics, but there is wide variation among the states. Those states with the most widespread teacher support for the three R's are in the South--Louisiana, Kentucky, West Virginia, Mississippi, and Texas--while in Vermont, only 38 percent of teachers express that view (Table 53).

Seventy-eight percent of teachers believe the arts are as essential for an education as the traditional basics (Table 54).

Overall, 46 percent of teachers believe every student should become fluent in a second language (Table 55), but there is a high level of agreement (71 percent) that instruction in a second language should begin in the early elementary grades (Table 56).

Perspectives on Methods and Curriculum

More than seven in ten teachers believe that the instructional materials being used in their schools are appropriate, given their students' ethnic backgrounds, interests, and reading abilities (Table 57).

The proportion of teachers who consider materials appropriate to the ethnic backgrounds of their students ranges from 52 percent in Hawaii to 82 percent in

Iowa, Kansas, and Minnesota. When the students' interests are taken into account, the range is from 60 percent in California to 83 percent in North Dakota. The range for appropriateness based on students' reading abilities is from 66 percent in California and Florida to 87 percent in North Dakota.

Forty-six percent of teachers surveyed do not believe their school has very effective instruction for students for whom English is not their first language (Table 58), but there is wide variation among states. More than 60 percent of teachers in Delaware, North Carolina, and Alabama say such instruction is not very effective. Seventy percent of teachers in Minnesota, on the other hand, report this instruction is effective.

Two-thirds of teachers nationwide and more than 75 percent of teachers in Delaware, Maryland, and Georgia express agreement with the statement that a highly structured classroom is the major prerequisite to effective learning (Table 59).

Nationwide, seven in ten teachers agree that better use of technology is an important way to give teachers more time for instruction. That view is particularly widespread among teachers in the South. Agreement ranges from 61 percent in Illinois to 79 percent in Georgia (Table 60).

Nearly 80 percent of the nation's teachers believe that doing their best requires a classroom to call their own, ranging from a high of 87 percent of California teachers who share that view, to 66 percent in North Dakota (Table 61).

The majority of America's teachers feel comfortable having aides assist them in the classroom (Table 62). Seventy-eight percent disagree with the statement that teachers' aides should not be used to help instruct students. The five states where the highest percentages of teachers disagree with that statement are Oregon, Vermont, Maine, Arizona, and Alaska. Minnesota is the only state in which as many as one-third of teachers prefer that aides not be involved in classroom instruction.

Tracking students by ability is a useful way for schools to deal with diversity, according to 63 percent of teachers surveyed (Table 63). Tracking is most widely supported by teachers in Alabama, Pennsylvania, South Carolina, Florida, and Mississippi.

TABLE 53. THE MOST IMPORTANT JOB OF THE SCHOOLS IS TO TEACH READING, WRITING, AND ARITHMETIC

| | AGREE | DISAGREE |
|---------------------|------------|------------|
| ALL TEACHERS | 60% | 40% |
| Louisiana | 73 | 27 |
| Kentucky | 69 | 31 |
| West Virginia | 67 | 33 |
| Mississippi | 66 | 34 |
| Texas | 60 | 34 |
| Arkansas | 65 | 35 |
| Oklahoma | 65 | 35 |
| Rhode Island | 65 | 35 |
| Tennessee | 64 | 36 |
| Alabama | 63 | 37 |
| Georgia | 63 | 37 |
| New Mexico | 63 | 37 |
| California | 62 | 38 |
| Hawaii | 62 | 38 |
| Illinois | 62 | 38 |
| Missouri | 62 | 38 |
| Nevada | 62 | 38 |
| Ohio | 62 | 38 |
| Utah | 61 | 39 |
| Arizona | 60 | 40 |
| Kansas | 60 | 40 |
| Massachusetts | 60 | 40 |
| North Carolina | 60 | 40 |
| North Dakota | 60 | 40 |
| South Dakota | 60 | 40 |
| Maine | 59 | 41 |
| Michigan | 59 | 41 |
| Montana | 59 | 41 |
| Indiana | 58 | 42 |
| New Jersey | 58 | 42 |
| Virginia | 58 | 42 |
| Wyoming | 58 | 42 |
| Alaska | 57 | 43 |
| Connecticut | 57 | 43 |
| Florida | 57 | 43 |
| Maryland | 57 | 43 |
| Pennsylvania | 57 | 43 |
| South Carolina | 57 | 43 |
| Washington | 57 | 43 |
| Delaware | 56 | 44 |
| Wisconsin | 55 | 45 |
| Colorado | 53 | 47 |
| Minnesota | 53 | 47 |
| New Hampshire | 52 | 48 |
| New York | 52 | 48 |
| Idaho | 51 | 49 |
| Iowa | 51 | 49 |
| Nebraska | 50 | 50 |
| Oregon | 50 | 50 |
| Vermont | 38 | 62 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 54. THE ARTS ARE AS ESSENTIAL FOR AN EDUCATION AS READING, WRITING, AND ARITHMETIC

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 78% | 22% |
| Vermont | 89 | 11 |
| Massachusetts | 87 | 13 |
| California | 89 | 14 |
| Connecticut | 86 | 14 |
| Nebraska | 85 | 15 |
| New York | 85 | 15 |
| Rhode Island | 85 | 15 |
| Colorado | 84 | 16 |
| Hawaii | 84 | 16 |
| New Hampshire | 84 | 16 |
| Wisconsin | 83 | 17 |
| Delaware | 82 | 18 |
| Maryland | 82 | 18 |
| New Jersey | 82 | 18 |
| Arizona | 81 | 19 |
| Montana | 81 | 19 |
| Pennsylvania | 81 | 19 |
| Iowa | 80 | 20 |
| Maine | 80 | 20 |
| Michigan | 80 | 20 |
| Minnesota | 80 | 20 |
| Nevada | 80 | 20 |
| Oregon | 80 | 20 |
| Virginia | 80 | 20 |
| Washington | 80 | 20 |
| Utah | 79 | 21 |
| Wyoming | 79 | 21 |
| Alabama | 78 | 22 |
| Idaho | 78 | 22 |
| Illinois | 77 | 23 |
| Kansas | 77 | 23 |
| New Mexico | 77 | 23 |
| North Dakota | 77 | 23 |
| South Carolina | 77 | 23 |
| Ohio | 76 | 24 |
| South Dakota | 75 | 25 |
| Florida | 73 | 27 |
| Indiana | 73 | 27 |
| Missouri | 73 | 27 |
| North Carolina | 73 | 27 |
| Alaska | 72 | 28 |
| Georgia | 72 | 28 |
| West Virginia | 71 | 29 |
| Arkansas | 70 | 30 |
| Kentucky | 70 | 30 |
| Mississippi | 70 | 30 |
| Texas | 70 | 30 |
| Louisiana | 69 | 31 |
| Oklahoma | 68 | 32 |
| Tennessee | 68 | 34 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.



TABLE 55. EVERY STUDENT SHOULD BECOME FLUENT IN A SECOND LANGUAGE

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 46% | 54% |
| California | 57 | 43 |
| Michigan | 56 | 44 |
| Rhode Island | 53 | 47 |
| Massachusetts | 52 | 48 |
| Alaska | 51 | 49 |
| New Hampshire | 51 | 49 |
| Florida | 50 | 50 |
| New York | 50 | 50 |
| Utah | 50 | 50 |
| Texas | 49 | 51 |
| Vermont | 49 | 51 |
| Colorado | 48 | 52 |
| Connecticut | 48 | 52 |
| Idaho | 48 | 52 |
| Maine | 48 | 52 |
| Nevada | 47 | 53 |
| New Mexico | 47 | 53 |
| Wisconsin | 47 | 53 |
| Arizona | 46 | 54 |
| Indiana | 46 | 54 |
| New Jersey | 46 | 54 |
| Ohio | 46 | 54 |
| Oregon | 46 | 54 |
| Pennsylvania | 46 | 54 |
| Washington | 46 | 54 |
| Minnesota | 45 | 55 |
| Alabama | 44 | 56 |
| Iowa | 44 | 56 |
| Virginia | 44 | 56 |
| West Virginia | 44 | 56 |
| Montana | 43 | 57 |
| Arkansas | 42 | 58 |
| Hawaii | 42 | 58 |
| Kansas | 42 | 58 |
| Kentucky | 42 | 58 |
| Maryland | 42 | 58 |
| Delaware | 41 | 59 |
| Louisiana | 41 | 59 |
| Mississippi | 41 | 59 |
| Missouri | 41 | 59 |
| Nebraska | 41 | 59 |
| Oklahoma | 41 | 59 |
| Wyoming | 41 | 59 |
| Georgia | 40 | 60 |
| Tennessee | 39 | 61 |
| North Carolina | 38 | 62 |
| North Dakota | 38 | 62 |
| Illinois | 37 | 63 |
| South Carolina | 37 | 63 |
| South Dakota | 31 | 69 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 56. INSTRUCTION IN A SECOND LANGUAGE SHOULD BEGIN IN THE EARLY ELEMENTARY GRADES

| | AGREE | DISAGREE |
|-----------------------------|-------|----------|
| All Teachers | 71% | 29% |
| Vermont | 79 | 21 |
| California | 76 | 24 |
| Michigan | 76 | 24 |
| New Mexico | 76 | 24 |
| Oregon | 76 | 24 |
| Arizona | 75 | 25 |
| New York | 75 | 25 |
| Delaware | 74 | 26 |
| Florida | 74 | 26 |
| Louisiana | 74 | 26 |
| Texas | 74 | 26 |
| Maine | 73 | 27 |
| Alabama | 72 | 28 |
| Alaska | 72 | 28 |
| Nevada | 72 | 28 |
| South Carolina | 72 | 28 |
| Arkansas | 71 | 29 |
| Hawaii | 71 | 29 |
| Iowa | 71 | 29 |
| New Hampshire | 71 | 29 |
| Utah | 71 | 29 |
| Georgia | 70 | 30 |
| Massachusetts | 70 | 30 |
| Missouri | 70 | 30 |
| Ohio | 70 | 30 |
| Pennsylvania | 70 | 30 |
| Rhode Island | 70 | 30 |
| Virginia | 70 | 30 |
| Washington | 70 | 30 |
| Wisconsin | 70 | 30 |
| Colorado | 69 | 31 |
| Idaho | 69 | 31 |
| Indiana | 69 | 31 |
| Kentucky | 69 | 31 |
| Maryland | 69 | 31 |
| Minnesota | 69 | 31 |
| Illinois | 68 | 32 |
| Mississippi | 68 | 32 |
| North Carolina | 68 | 32 |
| Connecticut | 67 | 33 |
| Montana | 67 | 33 |
| New Jersey | 67 | 33 |
| West Virginia | 67 | 33 |
| Kansas | 65 | 35 |
| Tennessee | 65 | 35 |
| Oklahoma | 64 | 36 |
| South Dakota | 64 | 36 |
| Wyoming | 61 | 39 |
| Nebraska | 61 | 39 |
| North Dakota | 59 | 41 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 57. PERCENTAGE OF TEACHERS WHO RATE INSTRUCTIONAL MATERIALS AS "APPROPRIATE" CONSIDERING VARIOUS STUDENT CHARACTERISTICS

| | ETHNIC BACKGROUND | INTERESTS OF STUDENTS | READING ABILITIES |
|-----------------------------|----------------------|--------------------------|----------------------|
| ALL TEACHERS | 73% | 71% | 75% |
| Alabama | 75 | 76 | 75 |
| Alaska | 65 | 64 | 71 |
| Arizona | 66 | 68 | 67 |
| Arkansas | 78 | 73 | 77 |
| California | 64 | 60 | 66 |
| Colorado | 68 | 70 | 72 |
| Connecticut | 73 | 67 | 78 |
| Delaware | 73 | 73 | 78 |
| Florida | 64 | 66 | 66 |
| Georgia | 76 | 74 | 73 |
| Hawaii | 52 | 69 | 69 |
| Idaho | 73 | 67 | 76 |
| Illinois | 74 | 76 | 78 |
| Indiana | 76 | 72 | 76 |
| Iowa | 82 | 80 | 81 |
| Kansas | 82 | 81 | 83 |
| Kentucky | 75 | 72 | 77 |
| Louisiana | 68 | 66 | 69 |
| Maine | 75 | 73 | 79 |
| Maryland | 72 | 71 | 74 |
| Massachusetts | 75 | 74 | 77 |
| Michigan | 78 | 71 | 79 |
| Minnesota | 82 | 78 | 77 |
| Mississippi | 72 | 73 | 77 |
| Missouri | 76 | 70 | 74 |
| Montana | 73 | 75 | 82 |
| Nebraska | 80 | 81 | 81 |
| Nevada | 75 | 69 | 74 |
| New Hampshire | 76 | 71 | 75 |
| New Jersey | 75 | 75 | 80 |
| New Mexico | 63 | 68 | 72 |
| New York | 71 | 71 | 75 |
| North Carolina | 74 | 74 | 69 |
| North Dakota | 77 | 83 | 87 |
| Ohio | 76 | 76 | 78 |
| Oklahoma | 79 | 75 | 80 |
| Oregon | 74 | 69 | 76 |
| Pennsylvania | 77 | 76 | 79 |
| Rhode Island | 72 | 70 | 73 |
| South Carolina | 69 | 69 | 71 |
| South Dakota | 75 | 82 | 79 |
| Tennessee | 75 | 75 | 74 |
| Texas | 69 | 68 | 74 |
| Utah | 78 | 77 | 79 |
| Vermont | 77 | 76 | 79 |
| Virginia | 74 | 72 | 74 |
| Washington | 74 | 68 | 70 |
| West Virginia | 73 | 72 | 74 |
| Wisconsin | 78 | 78 | 81 |
| Wyoming | 78 | 73 | 80 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 58. HOW EFFECTIVE IS YOUR SCHOOL IN PROVIDING APPROPRIATE INSTRUCTION FOR STUDENTS FOR WHOM ENGLISH IS NOT THE FIRST LANGUAGE?

| | EFFECTIVE | NOT VERY EFFECTIVE |
|---------------------------|-----------|--------------------|
| ALL TEACHERS | 54% | 46% |
| Minnesota | 70 | 30 |
| Alaska | 68 | 32 |
| Montana | 65 | 35 |
| Texas | 64 | 36 |
| Iowa | 62 | 38 |
| Hawaii | 61 | 39 |
| Kansas | 61 | 39 |
| Maine | 60 | 40 |
| South Dakota | 60 | 40 |
| Wisconsin | 60 | 40 |
| Oregon | 59 | 41 |
| Arizona | 58 | 42 |
| Colorado | 58 | 42 |
| Massachusetts | 58 | 42 |
| New Jersey | 55 | 42 |
| Virginia | 58 | 42 |
| Maryland | 57 | 43 |
| Rhode Island | 57 | 43 |
| Connecticut | 56 | 44 |
| North Dakota | 56 | 44 |
| California | 55 | 45 |
| Tennessee | 55 | 45 |
| Vermont | 55 | 45 |
| Wyoming | 55 | 45 |
| Florida | 54 | 46 |
| Louisiana | 54 | 46 |
| Nebraska | 53 | 47 |
| New Hampshire | 53 | 47 |
| New York | 53 | 47 |
| Washington | 53 | 47 |
| Illinois | 51 | 49 |
| New Mexico | 51 | 49 |
| Nevada | 50 | 50 |
| Pennsylvania | 50 | 50 |
| South Carolina | 50 | 50 |
| Idaho | 46 | 51 |
| Kentucky | 47 | 53 |
| Indiana | 48 | 54 |
| Ohio | 46 | 54 |
| Mississippi | 44 | 56 |
| Georgia | 43 | 57 |
| Utah | 43 | 57 |
| Michigan | 42 | 58 |
| West Virginia | 42 | 58 |
| Missouri | 41 | 59 |
| Oklahoma | 41 | 59 |
| Arkansas | 40 | 60 |
| Alabama | 39 | 61 |
| North Carolina | 34 | 66 |
| Delaware | 33 | 67 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 59. A HIGHLY STRUCTURED CLASSROOM IS THE MAJOR PREREQUISITE TO EFFECTIVE LEARNING

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 66% | 32% |
| Delaware | 79 | 21 |
| Maryland | 77 | 23 |
| Georgia | 76 | 24 |
| North Carolina | 75 | 25 |
| South Carolina | 75 | 25 |
| West Virginia | 75 | 25 |
| Louisiana | 73 | 27 |
| Mississippi | 73 | 27 |
| Pennsylvania | 73 | 27 |
| Virginia | 73 | 27 |
| Alabama | 72 | 28 |
| Illinois | 72 | 28 |
| Michigan | 72 | 28 |
| Rhode Island | 71 | 29 |
| New Jersey | 70 | 30 |
| Tennessee | 70 | 30 |
| Missouri | 69 | 31 |
| Texas | 68 | 31 |
| Florida | 68 | 32 |
| Massachusetts | 68 | 32 |
| New York | 68 | 32 |
| Connecticut | 67 | 33 |
| Kansas | 67 | 33 |
| Ohio | 67 | 33 |
| Oklahoma | 67 | 33 |
| California | 66 | 34 |
| Kentucky | 66 | 34 |
| Nevada | 64 | 36 |
| New Mexico | 64 | 36 |
| Vermont | 64 | 36 |
| Arizona | 63 | 37 |
| Arkansas | 63 | 37 |
| Hawaii | 63 | 37 |
| Indiana | 63 | 37 |
| New Hampshire | 63 | 37 |
| Utah | 63 | 37 |
| Colorado | 62 | 38 |
| North Dakota | 62 | 38 |
| South Dakota | 62 | 38 |
| Wisconsin | 62 | 38 |
| Alaska | 61 | 39 |
| Iowa | 60 | 40 |
| Maine | 60 | 40 |
| Washington | 60 | 40 |
| Idaho | 59 | 41 |
| Minnesota | 58 | 41 |
| Nebraska | 58 | 41 |
| Wyoming | 55 | 41 |
| Montana | 55 | 44 |
| Oregon | 56 | 44 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 60. BETTER USE OF TECHNOLOGY IS AN IMPORTANT WAY TO GIVE TEACHERS MORE TIME TO TEACH

| | AGREE | DISAGREE |
|---------------------------|-------|----------|
| ALL TEACHERS | 71% | 27% |
| Georgia | 79 | 21 |
| Louisiana | 78 | 22 |
| Mississippi | 78 | 22 |
| South Carolina | 77 | 23 |
| Alabama | 76 | 24 |
| Kentucky | 76 | 24 |
| Texas | 76 | 24 |
| West Virginia | 76 | 24 |
| North Carolina | 75 | 25 |
| Arkansas | 74 | 26 |
| Florida | 73 | 27 |
| Hawaii | 73 | 27 |
| Maryland | 73 | 27 |
| Utah | 73 | 27 |
| Virginia | 73 | 27 |
| Washington | 73 | 27 |
| Iowa | 71 | 29 |
| Ohio | 71 | 29 |
| Idaho | 70 | 30 |
| Kansas | 70 | 30 |
| Minnesota | 70 | 30 |
| Montana | 70 | 30 |
| New Mexico | 70 | 30 |
| New York | 70 | 30 |
| Oklahoma | 70 | 30 |
| Pennsylvania | 70 | 30 |
| Rhode Island | 70 | 30 |
| Tennessee | 70 | 30 |
| Alaska | 69 | 31 |
| Arizona | 69 | 31 |
| Delaware | 69 | 31 |
| Michigan | 69 | 31 |
| Missouri | 69 | 31 |
| North Dakota | 69 | 31 |
| Nevada | 68 | 32 |
| California | 67 | 33 |
| Nebraska | 67 | 33 |
| New Hampshire | 67 | 33 |
| New Jersey | 67 | 33 |
| Wisconsin | 67 | 33 |
| Colorado | 66 | 34 |
| Connecticut | 66 | 34 |
| Maine | 65 | 34 |
| Indiana | 65 | 35 |
| Massachusetts | 65 | 35 |
| Wyoming | 65 | 35 |
| South Dakota | 64 | 36 |
| Oregon | 63 | 37 |
| Vermont | 62 | 38 |
| Illinois | 61 | 39 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 61. TEACHERS CANNOT DO THEIR BEST WITHOUT A CLASSROOM TO CALL THEIR OWN

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 79% | 21% |
| California | 87 | 13 |
| New York | 85 | 15 |
| South Carolina | 84 | 16 |
| Washington | 84 | 16 |
| Alabama | 83 | 17 |
| Florida | 82 | 18 |
| Indiana | 82 | 18 |
| Maryland | 82 | 18 |
| Nevada | 82 | 18 |
| New Mexico | 82 | 18 |
| Virginia | 82 | 18 |
| Arkansas | 81 | 19 |
| Delaware | 81 | 19 |
| Connecticut | 80 | 20 |
| Massachusetts | 80 | 20 |
| Kansas | 79 | 21 |
| Kentucky | 79 | 21 |
| Maine | 79 | 21 |
| Michigan | 79 | 21 |
| New Jersey | 79 | 21 |
| Pennsylvania | 79 | 21 |
| Rhode Island | 79 | 21 |
| Arizona | 78 | 22 |
| Georgia | 78 | 22 |
| Idaho | 78 | 22 |
| Tennessee | 78 | 22 |
| Texas | 78 | 22 |
| Vermont | 78 | 22 |
| West Virginia | 78 | 22 |
| Iowa | 77 | 23 |
| Missouri | 77 | 23 |
| New Hampshire | 77 | 23 |
| North Carolina | 77 | 23 |
| Ohio | 77 | 23 |
| Hawaii | 76 | 24 |
| Mississippi | 76 | 24 |
| Wisconsin | 76 | 24 |
| Colorado | 75 | 25 |
| Illinois | 75 | 25 |
| Louisiana | 75 | 25 |
| South Dakota | 75 | 25 |
| Utah | 75 | 25 |
| Minnesota | 74 | 26 |
| Oklahoma | 74 | 26 |
| Alaska | 73 | 27 |
| Montana | 72 | 28 |
| Oregon | 72 | 28 |
| Wyoming | 69 | 31 |
| Nebraska | 68 | 32 |
| North Dakota | 66 | 34 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 62. TEACHERS' AIDES SHOULD NOT BE USED TO HELP INSTRUCT STUDENTS

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 22% | 78% |
| Minnesota | 35 | 65 |
| Oklahoma | 29 | 71 |
| Alabama | 28 | 72 |
| Iowa | 27 | 73 |
| New Jersey | 27 | 73 |
| New York | 27 | 73 |
| Massachusetts | 26 | 74 |
| Pennsylvania | 26 | 74 |
| Wisconsin | 25 | 75 |
| Rhode Island | 24 | 76 |
| Wyoming | 23 | 76 |
| Louisiana | 23 | 77 |
| Montana | 23 | 77 |
| Nevada | 23 | 77 |
| North Dakota | 23 | 77 |
| Utah | 23 | 77 |
| Connecticut | 22 | 78 |
| Indiana | 22 | 78 |
| Missouri | 22 | 78 |
| Nebraska | 22 | 78 |
| New Mexico | 22 | 78 |
| Ohio | 22 | 78 |
| South Dakota | 22 | 78 |
| West Virginia | 22 | 78 |
| Arkansas | 21 | 79 |
| Hawaii | 21 | 79 |
| Idaho | 21 | 79 |
| Kentucky | 21 | 79 |
| Mississippi | 21 | 79 |
| Tennessee | 21 | 79 |
| Colorado | 20 | 80 |
| Delaware | 20 | 80 |
| Kansas | 20 | 80 |
| North Carolina | 20 | 80 |
| South Carolina | 20 | 80 |
| Texas | 20 | 80 |
| Virginia | 20 | 80 |
| Florida | 19 | 81 |
| New Hampshire | 19 | 81 |
| California | 18 | 82 |
| Georgia | 18 | 82 |
| Michigan | 18 | 82 |
| Illinois | 17 | 83 |
| Maryland | 17 | 83 |
| Washington | 17 | 83 |
| Alaska | 16 | 84 |
| Arizona | 16 | 84 |
| Maine | 16 | 84 |
| Vermont | 15 | 85 |
| Oregon | 10 | 90 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 63. TRACKING STUDENTS BY ABILITY IS A USEFUL WAY FOR SCHOOLS TO DEAL WITH DIVERSITY

| | AGREE | DISAGREE |
|---------------------------|------------|------------|
| ALL TEACHERS | 63% | 37% |
| Alabama | 75 | 25 |
| Pennsylvania | 74 | 26 |
| South Carolina | 73 | 27 |
| Florida | 71 | 29 |
| Mississippi | 71 | 29 |
| Georgia | 70 | 30 |
| Louisiana | 69 | 31 |
| Massachusetts | 69 | 31 |
| New Jersey | 68 | 32 |
| Rhode Island | 68 | 32 |
| Texas | 68 | 32 |
| West Virginia | 68 | 32 |
| Arkansas | 67 | 33 |
| Delaware | 67 | 33 |
| Maryland | 67 | 33 |
| North Carolina | 67 | 33 |
| Kentucky | 66 | 34 |
| Tennessee | 66 | 34 |
| Oklahoma | 65 | 35 |
| Hawaii | 64 | 36 |
| New York | 64 | 36 |
| Virginia | 64 | 36 |
| Indiana | 63 | 37 |
| Ohio | 63 | 37 |
| Illinois | 62 | 38 |
| Connecticut | 60 | 40 |
| Nevada | 60 | 40 |
| New Mexico | 60 | 40 |
| Utah | 60 | 40 |
| Alaska | 58 | 42 |
| Arizona | 58 | 42 |
| Washington | 58 | 42 |
| Missouri | 57 | 43 |
| Nebraska | 57 | 43 |
| New Hampshire | 57 | 43 |
| Colorado | 56 | 44 |
| Minnesota | 56 | 44 |
| Wisconsin | 56 | 44 |
| Maine | 55 | 45 |
| Kansas | 54 | 46 |
| Montana | 54 | 46 |
| California | 53 | 47 |
| North Dakota | 53 | 47 |
| South Dakota | 53 | 47 |
| Iowa | 51 | 49 |
| Michigan | 51 | 49 |
| Oregon | 51 | 49 |
| Vermont | 51 | 49 |
| Wyoming | 51 | 49 |
| Idaho | 50 | 50 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER V

Teacher Involvement In Decisionmaking

One of the most important indicators of the condition of teaching is the degree to which teachers participate in key decisions affecting their work. In the Carnegie survey, teachers were asked to assess their decisionmaking role in ten areas, ranging from shaping the curriculum and setting standards for students, to selecting new teachers and deciding how school budgets are spent. On most issues, the majority of teachers report they are not involved.

Curriculum and Instructional Materials

While the majority of teachers surveyed say they are involved in curriculum decisions (Table 64), more than one-third say they are not involved. Vermont, Maine, Wyoming, Minnesota, and Montana rank the highest in the percentage of teachers who report involvement, while less than half the teachers in Louisiana, Florida, West Virginia, Maryland, and Nevada say they are involved.

A higher proportion of teachers nationally report being involved in choosing textbooks and instructional materials than in shaping the curriculum. Almost eight in ten teachers say they are involved in choosing textbooks and instructional materials (Table 65). Those states with the highest levels of involvement are Vermont, North Dakota, Oklahoma, and Hawaii.

Standards for Students

Only one-third of teachers are involved in setting student promotion and retention policies, ranging from 21 percent in Florida to 50 percent in Vermont (Table 66).

Less than half of all teachers say they are involved in setting formal standards for student behavior (Table 67). Those states with the smallest percentages of

teachers reporting involvement (37 percent) are Rhode Island, New Jersey, and Florida, while the broadest involvement is reported in Oregon, California, Washington, Maine, and Wyoming.

Teacher involvement in student tracking ranges from 36 percent in Louisiana to 63 percent in Minnesota (Table 68).

Professional Standards and Budget Policies

On average, only one teacher in ten reports being involved in evaluating the performance of other teachers (Table 69). Involvement is highest among teachers in Utah and Georgia (20 percent) and lowest in Florida, Nevada, New Jersey, and Rhode Island (6 percent).

When it comes to involvement in designing staff development and in-service programs, 82 percent of Oklahoma teachers report they play a role, nearly twice the national average of 43 percent (Table 70). At the other end of the scale, less than one-third of all teachers in Rhode Island, Nevada, and Hawaii report involvement in designing professional development programs.

The involvement of Oklahoma teachers is at the opposite extreme when it comes to involvement in selecting new teachers. Only New Jersey and Louisiana have a lower teacher involvement rate for this activity (Table 71). Teachers in Colorado, New Hampshire, and Oregon report the highest levels of involvement--20 percent. Nationwide, the average rate is only 7 percent. Teacher involvement in the selection of administrators is also only 7 percent (Table 72).

Not surprisingly, states that rank highest on teacher involvement in the selection of new teachers also tend to rank highest in teacher involvement in the selection of administrators.

Two in ten teachers report involvement in deciding how the school budget is spent (Table 73). Hawaii's 57 percent involvement rate is the highest by far. At the lower extreme are North Dakota, Arkansas, South Dakota, Louisiana, and Oklahoma.

TABLE 64. HOW INVOLVED ARE TEACHERS IN SHAPING THE CURRICULUM AT YOUR SCHOOL?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|------------|-------------------|
| ALL TEACHERS | 63% | 37% |
| Vermont | 85 | 15 |
| Maine | 82 | 18 |
| Wyoming | 81 | 19 |
| Minnesota | 79 | 21 |
| Montana | 78 | 22 |
| Wisconsin | 77 | 23 |
| Kansas | 76 | 24 |
| New Hampshire | 76 | 24 |
| South Dakota | 76 | 24 |
| Iowa | 75 | 25 |
| Nebraska | 75 | 25 |
| Pennsylvania | 74 | 26 |
| Oregon | 72 | 28 |
| Delaware | 71 | 29 |
| Indiana | 71 | 29 |
| Massachusetts | 71 | 29 |
| North Dakota | 71 | 29 |
| Colorado | 70 | 30 |
| Ohio | 70 | 30 |
| Rhode Island | 70 | 30 |
| Hawaii | 69 | 31 |
| Missouri | 69 | 31 |
| Alaska | 68 | 32 |
| Connecticut | 68 | 32 |
| Washington | 68 | 32 |
| Idaho | 67 | 33 |
| New Mexico | 67 | 33 |
| Michigan | 66 | 34 |
| New Jersey | 66 | 34 |
| Kentucky | 64 | 36 |
| Utah | 63 | 37 |
| California | 62 | 38 |
| Illinois | 62 | 38 |
| New York | 62 | 38 |
| Oklahoma | 62 | 38 |
| Texas | 62 | 38 |
| Arizona | 61 | 39 |
| South Carolina | 61 | 39 |
| Virginia | 61 | 39 |
| Mississippi | 59 | 41 |
| Tennessee | 55 | 45 |
| Georgia | 54 | 46 |
| North Carolina | 53 | 47 |
| Alabama | 51 | 49 |
| Arkansas | 51 | 49 |
| Nevada | 46 | 54 |
| Maryland | 44 | 56 |
| West Virginia | 43 | 57 |
| Florida | 42 | 58 |
| Louisiana | 40 | 60 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 65. HOW INVOLVED ARE TEACHERS IN CHOOSING WHICH TEXTBOOKS AND INSTRUCTIONAL MATERIALS ARE USED?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|------------|-------------------|
| ALL TEACHERS | 79% | 21% |
| Vermont | 93 | 7 |
| North Dakota | 92 | 8 |
| Oklahoma | 92 | 8 |
| Hawaii | 91 | 9 |
| Indiana | 90 | 10 |
| Iowa | 90 | 10 |
| Kansas | 90 | 10 |
| Montana | 90 | 10 |
| South Dakota | 90 | 10 |
| Maine | 89 | 11 |
| Wyoming | 89 | 11 |
| Arkansas | 88 | 12 |
| Minnesota | 88 | 12 |
| New Mexico | 88 | 12 |
| Michigan | 87 | 13 |
| Nebraska | 87 | 13 |
| Oregon | 87 | 13 |
| South Carolina | 87 | 13 |
| Wisconsin | 87 | 13 |
| Illinois | 86 | 14 |
| Kentucky | 85 | 15 |
| Missouri | 85 | 15 |
| Delaware | 84 | 16 |
| Ohio | 84 | 16 |
| Pennsylvania | 84 | 16 |
| Colorado | 83 | 17 |
| Idaho | 83 | 17 |
| Virginia | 82 | 18 |
| Mississippi | 81 | 19 |
| Alaska | 79 | 21 |
| New Hampshire | 79 | 21 |
| Arizona | 78 | 22 |
| New York | 78 | 22 |
| Texas | 78 | 22 |
| Washington | 78 | 22 |
| Massachusetts | 76 | 24 |
| North Carolina | 76 | 24 |
| Utah | 76 | 24 |
| California | 74 | 26 |
| Georgia | 74 | 26 |
| Connecticut | 73 | 27 |
| Nevada | 73 | 27 |
| New Jersey | 73 | 27 |
| Alabama | 71 | 29 |
| Tennessee | 71 | 29 |
| Rhode Island | 68 | 32 |
| West Virginia | 67 | 33 |
| Florida | 64 | 36 |
| Louisiana | 63 | 37 |
| Maryland | 61 | 39 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 66. HOW INVOLVED ARE TEACHERS IN SETTING STUDENT PROMOTION AND RETENTION POLICIES?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|------------|-------------------|
| ALL TEACHERS | 34% | 66% |
| Vermont | 50 | 50 |
| South Dakota | 49 | 51 |
| Maine | 47 | 53 |
| Alaska | 45 | 55 |
| Kentucky | 45 | 55 |
| Minnesota | 45 | 55 |
| Montana | 44 | 56 |
| Arizona | 43 | 57 |
| North Dakota | 43 | 57 |
| New Hampshire | 42 | 58 |
| California | 41 | 59 |
| Michigan | 41 | 59 |
| Oregon | 41 | 59 |
| Arkansas | 39 | 61 |
| Illinois | 39 | 61 |
| Wyoming | 39 | 61 |
| Alabama | 38 | 62 |
| Colorado | 38 | 62 |
| Tennessee | 38 | 62 |
| Hawaii | 37 | 63 |
| Iowa | 37 | 63 |
| Kansas | 37 | 63 |
| Oklahoma | 37 | 63 |
| Mississippi | 36 | 64 |
| New York | 36 | 64 |
| North Carolina | 36 | 64 |
| Washington | 36 | 64 |
| Georgia | 35 | 65 |
| Indiana | 35 | 65 |
| Missouri | 35 | 65 |
| Idaho | 34 | 66 |
| New Mexico | 34 | 66 |
| Wisconsin | 34 | 66 |
| Connecticut | 33 | 67 |
| New Jersey | 33 | 67 |
| Pennsylvania | 33 | 67 |
| Nebraska | 32 | 68 |
| Rhode Island | 31 | 69 |
| Delaware | 30 | 70 |
| South Carolina | 30 | 70 |
| Virginia | 30 | 70 |
| Massachusetts | 29 | 71 |
| Ohio | 29 | 71 |
| Louisiana | 27 | 73 |
| West Virginia | 27 | 73 |
| Utah | 26 | 74 |
| Nevada | 25 | 75 |
| Maryland | 24 | 76 |
| Texas | 24 | 76 |
| Florida | 21 | 79 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 67. HOW INVOLVED ARE TEACHERS IN SETTING FORMAL SCHOOL STANDARDS FOR STUDENT BEHAVIOR?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|----------|-------------------|
| ALL TEACHERS | 47% | 53% |
| Oregon | 68 | 32 |
| California | 64 | 36 |
| Washington | 64 | 36 |
| Maine | 63 | 37 |
| Wyoming | 63 | 37 |
| Arizona | 60 | 40 |
| Vermont | 60 | 40 |
| Alaska | 59 | 41 |
| Colorado | 59 | 41 |
| Utah | 59 | 41 |
| Minnesota | 57 | 43 |
| Mississippi | 56 | 44 |
| Hawaii | 54 | 46 |
| Idaho | 53 | 47 |
| New Hampshire | 52 | 48 |
| West Virginia | 52 | 48 |
| Kansas | 51 | 49 |
| Maryland | 51 | 49 |
| Michigan | 51 | 49 |
| Montana | 51 | 49 |
| South Carolina | 51 | 49 |
| South Dakota | 50 | 50 |
| North Carolina | 49 | 51 |
| Nebraska | 48 | 52 |
| North Dakota | 48 | 52 |
| Wisconsin | 48 | 52 |
| Alabama | 47 | 53 |
| Arkansas | 47 | 53 |
| Connecticut | 47 | 53 |
| Missouri | 47 | 53 |
| Tennessee | 47 | 53 |
| Illinois | 46 | 54 |
| Kentucky | 46 | 54 |
| Iowa | 45 | 55 |
| Louisiana | 45 | 55 |
| Nevada | 44 | 56 |
| New Mexico | 43 | 57 |
| New York | 43 | 57 |
| Texas | 43 | 57 |
| Georgia | 41 | 59 |
| Virginia | 41 | 59 |
| Massachusetts | 40 | 60 |
| Ohio | 40 | 60 |
| Oklahoma | 40 | 60 |
| Delaware | 39 | 61 |
| Pennsylvania | 39 | 61 |
| Indiana | 38 | 62 |
| Florida | 37 | 63 |
| New Jersey | 37 | 63 |
| Rhode Island | 37 | 63 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 68. HOW INVOLVED ARE TEACHERS IN DETERMINING WHETHER STUDENTS ARE TRACKED BY ABILITY INTO SPECIAL CLASSES?

| | INVOLVED | NOT VERY INVOLVED |
|-----------------------------|----------|-------------------|
| ALL TEACHERS | 45% | 55% |
| Minnesota | 63 | 37 |
| Maine | 60 | 40 |
| Wyoming | 57 | 43 |
| New Hampshire | 56 | 44 |
| Oregon | 56 | 44 |
| Vermont | 56 | 44 |
| Alaska | 55 | 45 |
| Colorado | 55 | 45 |
| Montana | 55 | 45 |
| South Dakota | 55 | 45 |
| Nebraska | 54 | 46 |
| Hawaii | 53 | 47 |
| Kentucky | 53 | 47 |
| Washington | 53 | 47 |
| Georgia | 52 | 48 |
| Wisconsin | 51 | 49 |
| Mississippi | 50 | 50 |
| Idaho | 48 | 52 |
| Iowa | 48 | 52 |
| North Dakota | 48 | 52 |
| Alabama | 47 | 53 |
| Arizona | 47 | 53 |
| Connecticut | 47 | 53 |
| Kansas | 46 | 54 |
| Massachusetts | 46 | 54 |
| Oklahoma | 46 | 54 |
| South Carolina | 46 | 54 |
| Utah | 46 | 54 |
| Illinois | 45 | 55 |
| Indiana | 45 | 55 |
| Tennessee | 45 | 55 |
| Arkansas | 44 | 56 |
| Maryland | 44 | 56 |
| New York | 44 | 56 |
| New Mexico | 43 | 57 |
| North Carolina | 43 | 57 |
| Michigan | 42 | 58 |
| Missouri | 42 | 58 |
| Texas | 42 | 58 |
| Virginia | 41 | 59 |
| California | 40 | 60 |
| Delaware | 40 | 60 |
| New Jersey | 40 | 60 |
| Ohio | 40 | 60 |
| Rhode Island | 40 | 60 |
| Florida | 39 | 61 |
| West Virginia | 39 | 61 |
| Nevada | 38 | 62 |
| Pennsylvania | 38 | 62 |
| Louisiana | 36 | 64 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 69. HOW INVOLVED ARE TEACHERS IN EVALUATING TEACHER PERFORMANCE?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|----------|-------------------|
| ALL TEACHERS | 10% | 90% |
| Georgia | 20 | 80 |
| Utah | 20 | 80 |
| Arizona | 17 | 83 |
| Mississippi | 17 | 83 |
| North Carolina | 17 | 83 |
| South Carolina | 16 | 84 |
| Vermont | 16 | 84 |
| Colorado | 14 | 86 |
| Hawaii | 14 | 86 |
| Maine | 14 | 86 |
| Minnesota | 14 | 86 |
| Virginia | 14 | 86 |
| Alaska | 13 | 87 |
| Connecticut | 13 | 87 |
| Kentucky | 13 | 87 |
| Tennessee | 13 | 87 |
| Arkansas | 12 | 88 |
| Illinois | 11 | 89 |
| Massachusetts | 11 | 89 |
| New Hampshire | 11 | 89 |
| Ohio | 11 | 89 |
| West Virginia | 11 | 89 |
| Kansas | 10 | 90 |
| Oregon | 10 | 90 |
| Nebraska | 9 | 91 |
| South Dakota | 9 | 91 |
| Wisconsin | 9 | 91 |
| Alabama | 8 | 92 |
| California | 8 | 92 |
| Delaware | 8 | 92 |
| Louisiana | 8 | 92 |
| Maryland | 8 | 92 |
| Missouri | 8 | 92 |
| New Mexico | 8 | 92 |
| Oklahoma | 8 | 92 |
| Texas | 8 | 92 |
| Wyoming | 8 | 92 |
| Idaho | 7 | 93 |
| Indiana | 7 | 93 |
| Iowa | 7 | 93 |
| Michigan | 7 | 93 |
| Montana | 7 | 93 |
| New York | 7 | 93 |
| North Dakota | 7 | 93 |
| Pennsylvania | 7 | 93 |
| Washington | 7 | 93 |
| Florida | 6 | 94 |
| Nevada | 6 | 94 |
| New Jersey | 6 | 94 |
| Rhode Island | 6 | 94 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 70. HOW INVOLVED ARE TEACHERS IN DESIGNING STAFF DEVELOPMENT AND IN-SERVICE PROGRAMS?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|------------|-------------------|
| ALL TEACHERS | 43% | 57% |
| Oklahoma | 82 | 18 |
| Maine | 62 | 38 |
| Connecticut | 61 | 39 |
| New Hampshire | 61 | 39 |
| Wisconsin | 57 | 43 |
| Michigan | 55 | 45 |
| Kansas | 54 | 46 |
| Mississippi | 54 | 46 |
| Alaska | 53 | 47 |
| South Dakota | 53 | 47 |
| Kentucky | 52 | 48 |
| California | 51 | 49 |
| Tennessee | 51 | 49 |
| Vermont | 50 | 50 |
| South Carolina | 49 | 51 |
| Minnesota | 48 | 52 |
| Washington | 48 | 52 |
| Idaho | 46 | 54 |
| Montana | 46 | 54 |
| Ohio | 46 | 54 |
| Alabama | 45 | 55 |
| Illinois | 45 | 55 |
| Colorado | 43 | 57 |
| Florida | 43 | 57 |
| Nebraska | 43 | 57 |
| North Carolina | 42 | 58 |
| Arkansas | 41 | 59 |
| Iowa | 41 | 59 |
| Arizona | 40 | 60 |
| Delaware | 40 | 60 |
| Maryland | 40 | 60 |
| Massachusetts | 39 | 61 |
| Indiana | 38 | 62 |
| New York | 38 | 62 |
| Oregon | 38 | 62 |
| West Virginia | 38 | 62 |
| Georgia | 37 | 63 |
| North Dakota | 37 | 63 |
| Utah | 37 | 63 |
| Louisiana | 36 | 64 |
| Wyoming | 36 | 64 |
| New Jersey | 34 | 66 |
| New Mexico | 34 | 66 |
| Pennsylvania | 34 | 66 |
| Virginia | 34 | 66 |
| Missouri | 33 | 67 |
| Texas | 33 | 67 |
| Hawaii | 32 | 68 |
| Nevada | 31 | 69 |
| Rhode Island | 30 | 70 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 71. HOW INVOLVED ARE TEACHERS IN SELECTING NEW TEACHERS?

| | INVOLVED | NOT VERY INVOLVED |
|-----------------------------|----------|-------------------|
| ALL TEACHERS | 7% | 93% |
| Colorado | 20 | 80 |
| New Hampshire | 20 | 80 |
| Oregon | 20 | 80 |
| Washington | 18 | 82 |
| California | 17 | 83 |
| Minnesota | 17 | 83 |
| Vermont | 17 | 83 |
| Maine | 16 | 84 |
| Wyoming | 16 | 84 |
| Idaho | 13 | 87 |
| Arizona | 12 | 88 |
| Utah | 10 | 90 |
| Hawaii | 9 | 91 |
| New York | 9 | 91 |
| Alaska | 8 | 92 |
| Massachusetts | 8 | 92 |
| South Dakota | 8 | 92 |
| Connecticut | 7 | 93 |
| Michigan | 7 | 93 |
| Montana | 7 | 93 |
| Wisconsin | 7 | 93 |
| Iowa | 6 | 94 |
| Delaware | 5 | 95 |
| Florida | 5 | 95 |
| Indiana | 5 | 95 |
| Kansas | 5 | 95 |
| Missouri | 5 | 95 |
| Nebraska | 5 | 95 |
| Nevada | 5 | 95 |
| Ohio | 5 | 95 |
| Pennsylvania | 5 | 95 |
| Rhode Island | 5 | 95 |
| Alabama | 4 | 96 |
| Arkansas | 4 | 96 |
| Illinois | 4 | 96 |
| Maryland | 4 | 96 |
| Mississippi | 4 | 96 |
| New Mexico | 4 | 96 |
| North Carolina | 4 | 96 |
| North Dakota | 4 | 96 |
| South Carolina | 4 | 96 |
| Texas | 4 | 96 |
| Virginia | 4 | 96 |
| West Virginia | 4 | 96 |
| Georgia | 3 | 97 |
| Kentucky | 3 | 97 |
| Oklahoma | 3 | 97 |
| Tennessee | 3 | 97 |
| New Jersey | 2 | 98 |
| Louisiana | 1 | 99 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers

TABLE 72. HOW INVOLVED ARE TEACHERS IN SELECTING NEW ADMINISTRATORS?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|-----------|-------------------|
| ALL TEACHERS | 7% | 93% |
| Vermont | 20 | 80 |
| New Hampshire | 19 | 81 |
| Maine | 14 | 86 |
| Wyoming | 14 | 86 |
| Massachusetts | 13 | 87 |
| Oregon | 13 | 87 |
| Delaware | 12 | 88 |
| Minnesota | 12 | 88 |
| Washington | 12 | 88 |
| California | 11 | 89 |
| Colorado | 11 | 89 |
| New York | 11 | 89 |
| Connecticut | 10 | 90 |
| Iowa | 10 | 90 |
| Arizona | 9 | 91 |
| Pennsylvania | 9 | 91 |
| Idaho | 8 | 92 |
| Michigan | 8 | 92 |
| South Dakota | 8 | 92 |
| Wisconsin | 8 | 92 |
| Alaska | 7 | 93 |
| Rhode Island | 7 | 93 |
| Kentucky | 6 | 94 |
| Louisiana | 6 | 94 |
| Nebraska | 6 | 94 |
| Illinois | 5 | 95 |
| Indiana | 5 | 95 |
| Mississippi | 5 | 95 |
| Missouri | 5 | 95 |
| Montana | 5 | 95 |
| New Jersey | 5 | 95 |
| Ohio | 5 | 95 |
| Georgia | 4 | 96 |
| Kansas | 4 | 96 |
| Maryland | 4 | 96 |
| New Mexico | 4 | 96 |
| North Carolina | 4 | 96 |
| North Dakota | 4 | 96 |
| Tennessee | 4 | 96 |
| Utah | 4 | 96 |
| Alabama | 3 | 97 |
| Arkansas | 3 | 97 |
| Florida | 3 | 97 |
| Oklahoma | 3 | 97 |
| South Carolina | 3 | 97 |
| Texas | 3 | 97 |
| Virginia | 3 | 97 |
| Hawaii | 2 | 98 |
| West Virginia | 2 | 98 |
| Nevada | 1 | 99 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 73. HOW INVOLVED ARE TEACHERS IN DECIDING HOW THE SCHOOL BUDGET IS SPENT?

| | INVOLVED | NOT VERY INVOLVED |
|---------------------------|------------|-------------------|
| ALL TEACHERS | 20% | 80% |
| Hawaii | 57 | 43 |
| Vermont | 39 | 61 |
| Colorado | 36 | 64 |
| California | 35 | 65 |
| Wyoming | 34 | 66 |
| New Hampshire | 32 | 68 |
| Maine | 29 | 71 |
| Massachusetts | 29 | 71 |
| Oregon | 29 | 71 |
| Wisconsin | 29 | 71 |
| North Carolina | 28 | 72 |
| Nevada | 27 | 73 |
| Washington | 25 | 75 |
| Alaska | 24 | 76 |
| South Carolina | 23 | 77 |
| Utah | 23 | 77 |
| Connecticut | 22 | 78 |
| Delaware | 21 | 79 |
| Florida | 20 | 80 |
| Minnesota | 20 | 80 |
| Texas | 20 | 80 |
| Alabama | 19 | 81 |
| Georgia | 19 | 81 |
| Nebraska | 19 | 81 |
| Arizona | 18 | 82 |
| Maryland | 18 | 82 |
| Missouri | 18 | 82 |
| New York | 18 | 82 |
| Idaho | 17 | 83 |
| Montana | 17 | 83 |
| Rhode Island | 17 | 83 |
| Kentucky | 16 | 84 |
| Tennessee | 16 | 84 |
| Virginia | 16 | 84 |
| Iowa | 15 | 85 |
| Michigan | 15 | 85 |
| New Mexico | 15 | 85 |
| Ohio | 14 | 86 |
| Pennsylvania | 14 | 86 |
| Indiana | 13 | 87 |
| Kansas | 13 | 87 |
| Illinois | 12 | 88 |
| West Virginia | 12 | 88 |
| Mississippi | 11 | 89 |
| New Jersey | 11 | 89 |
| Louisiana | 10 | 90 |
| Oklahoma | 10 | 90 |
| South Dakota | 10 | 90 |
| Arkansas | 9 | 91 |
| North Dakota | 8 | 92 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER VI

The Status Of The Profession

In the final analysis, teachers are in a unique position to provide insights on such issues as the quality of their preparation and in-service experiences and the degree to which their professional expectations have been met.

More than three-fourths of teachers surveyed say they are satisfied with their jobs in the public schools. But in a number of important areas, most notably the involvement of parents in their children's education, the majority of teachers say their expectations have not been met.

Pre-Service and In-Service Preparation

Forty percent of teachers surveyed describe their specialized education as "fair" or "poor" (Table 74). Teachers regard their academic preparation and student teaching experience more favorably. Nationally, 18 percent rate their academic preparation as "fair" or "poor," while 23 percent give that assessment to their student teaching preparation.

Most critical of their academic preparation are teachers in Oregon, Nevada, Arizona, Montana, Washington, and Wyoming. Most critical of their student teaching preparation are teachers in Oregon, Arkansas, and Kansas.

The perspectives of teachers on the value of in-service activities also vary by type of experience (Table 75). Informal meetings with other teachers receive extremely high ratings as a useful part of in-service development. Ninety-one percent of all teachers surveyed believe meetings and conversations with other teachers to share problems, ideas, and materials are useful. No other component of their in-service experiences even approaches such a widespread favorable rating.

Reading professional journals, classroom observation, and graduate study related to teaching methods are viewed as useful by a majority of teachers. Thirty-nine percent of teachers find required in-service seminars useful, and committee

work was reported as useful by only 20 percent of teachers.

Two-thirds of teachers surveyed describe the time available for meeting with colleagues during school hours as "good" or "excellent" (Table 76); 6 percent say time to meet with colleagues is not available to them.

Assessment of Education Officials

About four in ten teachers give their principals a "fair" or "poor" rating on communicating with teachers, openness to suggestions, and cutting red tape for teachers (Table 77). On support for teachers and sense of mission for education, the principals fare better; only 29 percent of the teachers rate their principal as "fair" or "poor."

The more distant the education official is from the teacher's classroom, the less favorable the rating is likely to be (Table 78). Half the nation's teachers rate the performance of state education officials as "fair" or "poor," while less than one-third express that view on the overall performance of their principal. Thirty-seven percent of teachers give a "fair" or "poor" rating to their superintendent, and 46 percent so rated the performance of school board members.

Nearly two in three teachers consider legislative support in their state to be "fair" or "poor" (Table 79). The highest levels of dissatisfaction are recorded in West Virginia, Utah, Idaho, Louisiana, Montana, New Hampshire, and New Mexico. At the other end of the spectrum are Minnesota, Connecticut, Virginia, New York, Wisconsin, and South Carolina, where in each case, at least six in ten teachers say legislative support is "good" or "excellent."

Professional Expectations

More than half of all teachers surveyed find parents' willingness to be involved in the education of their children and respect for teachers in the community to be "worse than expected" (Table 80).

Nationwide, 36 percent of teachers find opportunity for advancement worse than they expected. The responses range from 24 percent of teachers in Hawaii to 45 percent in North Carolina.

Only 17 percent of teachers describe job security as worse than expected. There is, however, wide variation among states--ranging from 41 percent of New Mexico teachers to just 9 percent in Hawaii and Nevada.

When asked to assess whether their expectations have been met regarding their ability to help students learn, only 10 percent of teachers expressed disappointment. Worse-than-expected ratings are more prevalent on the issue of intellectual satisfaction (23 percent).

Satisfaction and Morale

Seventy-seven percent of American teachers report satisfaction with their jobs in the public schools (Table 81). Responses range from 90 percent of Wyoming teachers to 65 percent of West Virginia teachers. The majority of teachers surveyed also plan to remain in the profession until they retire, and less than 10 percent report a desire to leave the profession soon (Table 82).

While overall satisfaction remains relatively high, more than three-quarters of the nation's teachers do not believe teacher morale has improved since 1983 when the school reform movement began in earnest (Table 83).

TABLE 74. PERCENTAGE OF TEACHERS WHO EVALUATE THEIR PRE-SERVICE PREPARATION AS "FAIR" OR "POOR"

| | ACADEMIC PREPARATION | PROFESSIONAL PREPARATION | STUDENT TEACHING |
|---------------------------|-------------------------|-----------------------------|---------------------|
| ALL TEACHERS | 18% | 40% | 23% |
| Alabama | 15 | 34 | 23 |
| Alaska | 24 | 42 | 24 |
| Arizona | 25 | 49 | 23 |
| Arkansas | 23 | 47 | 29 |
| California | 24 | 41 | 25 |
| Colorado | 22 | 44 | 21 |
| Connecticut | 17 | 38 | 20 |
| Delaware | 12 | 36 | 21 |
| Florida | 15 | 38 | 26 |
| Georgia | 17 | 35 | 22 |
| Hawaii | 20 | 39 | 19 |
| Idaho | 21 | 43 | 23 |
| Illinois | 16 | 39 | 25 |
| Indiana | 16 | 43 | 18 |
| Iowa | 15 | 45 | 23 |
| Kansas | 19 | 42 | 28 |
| Kentucky | 17 | 35 | 21 |
| Louisiana | 12 | 30 | 17 |
| Maine | 19 | 43 | 16 |
| Maryland | 18 | 36 | 20 |
| Massachusetts | 12 | 36 | 24 |
| Michigan | 22 | 46 | 21 |
| Minnesota | 20 | 46 | 21 |
| Mississippi | 11 | 29 | 21 |
| Missouri | 17 | 43 | 24 |
| Montana | 25 | 47 | 22 |
| Nebraska | 16 | 39 | 21 |
| Nevada | 26 | 44 | 22 |
| New Hampshire | 17 | 40 | 21 |
| New Jersey | 13 | 32 | 18 |
| New Mexico | 21 | 43 | 26 |
| New York | 16 | 42 | 23 |
| North Carolina | 13 | 34 | 22 |
| North Dakota | 21 | 39 | 18 |
| Ohio | 22 | 46 | 25 |
| Oklahoma | 18 | 39 | 24 |
| Oregon | 27 | 50 | 31 |
| Pennsylvania | 13 | 41 | 18 |
| Rhode Island | 15 | 36 | 20 |
| South Carolina | 13 | 36 | 21 |
| South Dakota | 21 | 36 | 23 |
| Tennessee | 22 | 44 | 26 |
| Texas | 20 | 41 | 26 |
| Utah | 23 | 42 | 24 |
| Vermont | 20 | 39 | 22 |
| Virginia | 18 | 38 | 23 |
| Washington | 25 | 46 | 22 |
| West Virginia | 19 | 47 | 23 |
| Wisconsin | 21 | 44 | 25 |
| Wyoming | 25 | 50 | 26 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 75. PERCENTAGE OF TEACHERS WHO RATE THEIR IN-SERVICE PREPARATION FOR TEACHING AS "USEFUL"

| | REQUIRED IN-SERVICE PROGRAMS | GRADUATE STUDY RELATED TO TEACHING METHODS | CLASSROOM OBSERVATION | READING PROFESSIONAL JOURNALS | WORK ON LOCAL, STATE, OR NATIONAL COMMITTEES | INFORMAL MEETINGS WITH OTHER TEACHERS |
|-----------------------------|------------------------------------|--|--------------------------|-------------------------------------|--|--|
| ALL TEACHERS | 39% | 54% | 53% | 62% | 20% | 91% |
| Alabama | 38 | 55 | 47 | 67 | 26 | 90 |
| Alaska | 46 | 68 | 58 | 63 | 23 | 93 |
| Arizona | 44 | 59 | 63 | 60 | 18 | 93 |
| Arkansas | 45 | 54 | 43 | 60 | 25 | 90 |
| California | 46 | 57 | 66 | 56 | 18 | 96 |
| Colorado | 45 | 67 | 59 | 57 | 22 | 92 |
| Connecticut | 38 | 44 | 58 | 62 | 22 | 93 |
| Delaware | 33 | 53 | 55 | 59 | 27 | 94 |
| Florida | 43 | 51 | 49 | 59 | 22 | 88 |
| Georgia | 44 | 61 | 53 | 66 | 24 | 91 |
| Hawaii | 55 | 54 | 50 | 69 | 16 | 94 |
| Idaho | 39 | 65 | 54 | 61 | 28 | 91 |
| Illinois | 42 | 55 | 52 | 62 | 14 | 92 |
| Indiana | 41 | 41 | 62 | 58 | 17 | 92 |
| Iowa | 40 | 59 | 51 | 62 | 22 | 91 |
| Kansas | 41 | 66 | 47 | 56 | 19 | 92 |
| Kentucky | 32 | 55 | 58 | 59 | 22 | 90 |
| Louisiana | 9 | 59 | 47 | 65 | 23 | 89 |
| Maine | 4 | 48 | 66 | 66 | 24 | 95 |
| Maryland | 42 | 53 | 59 | 58 | 20 | 90 |
| Massachusetts | 31 | 46 | 47 | 63 | 17 | 89 |
| Michigan | 45 | 54 | 51 | 62 | 18 | 91 |
| Minnesota | 48 | 60 | 56 | 61 | 24 | 94 |
| Mississippi | 47 | 60 | 54 | 68 | 28 | 92 |
| Missouri | 34 | 53 | 48 | 63 | 20 | 93 |
| Montana | 45 | 64 | 57 | 62 | 26 | 94 |
| Nebraska | 43 | 65 | 59 | 64 | 27 | 93 |
| Nevada | 43 | 52 | 53 | 53 | 16 | 90 |
| New Hampshire | 36 | 53 | 64 | 65 | 26 | 92 |
| New Jersey | 33 | 39 | 52 | 65 | 18 | 90 |
| New Mexico | 38 | 55 | 56 | 65 | 30 | 89 |
| New York | 34 | 43 | 55 | 59 | 15 | 89 |
| North Carolina | 56 | 48 | 50 | 72 | 25 | 94 |
| North Dakota | 49 | 70 | 46 | 65 | 22 | 92 |
| Ohio | 34 | 54 | 48 | 59 | 15 | 88 |
| Oklahoma | 46 | 53 | 53 | 60 | 26 | 88 |
| Oregon | 46 | 61 | 60 | 56 | 21 | 94 |
| Pennsylvania | 32 | 56 | 55 | 32 | 18 | 88 |
| Rhode Island | 34 | 49 | 54 | 60 | 17 | 90 |
| South Carolina | 38 | 69 | 47 | 64 | 23 | 92 |
| South Dakota | 57 | 65 | 52 | 67 | 22 | 92 |
| Tennessee | 36 | 51 | 58 | 68 | 26 | 93 |
| Texas | 29 | 52 | 43 | 65 | 18 | 90 |
| Utah | 50 | 54 | 60 | 48 | 20 | 90 |
| Vermont | 32 | 64 | 65 | 65 | 24 | 93 |
| Virginia | 38 | 61 | 48 | 65 | 24 | 94 |
| Washington | 45 | 66 | 61 | 58 | 17 | 93 |
| West Virginia | 25 | 62 | 38 | 59 | 21 | 89 |
| Wisconsin | 41 | 59 | 51 | 68 | 23 | 92 |
| Wyoming | 51 | 69 | 63 | 69 | 26 | 91 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 78. HOW WOULD YOU RATE THE TIME AVAILABLE FOR MEETING WITH COLLEAGUES DURING SCHOOL HOURS?

| | EXCELLENT/ GOOD | FAIR/ POOR | NOT AVAILABLE |
|---------------------------|--------------------|---------------|------------------|
| ALL TEACHERS | 66% | 28% | 6% |
| Kentucky | 65 | 22 | 12 |
| Georgia | 63 | 28 | 11 |
| Arkansas | 63 | 26 | 10 |
| Louisiana | 66 | 25 | 9 |
| Alabama | 72 | 19 | 8 |
| Illinois | 66 | 26 | 8 |
| Maine | 73 | 19 | 8 |
| Mississippi | 63 | 29 | 8 |
| North Carolina | 71 | 21 | 8 |
| Tennessee | 68 | 24 | 8 |
| Vermont | 72 | 20 | 8 |
| Virginia | 68 | 24 | 8 |
| California | 68 | 25 | 7 |
| New Hampshire | 74 | 19 | 7 |
| New Jersey | 66 | 26 | 7 |
| South Carolina | 65 | 27 | 7 |
| West Virginia | 71 | 21 | 7 |
| Alaska | 61 | 32 | 6 |
| Idaho | 65 | 29 | 6 |
| Missouri | 70 | 24 | 6 |
| Montana | 59 | 34 | 6 |
| Nebraska | 64 | 30 | 6 |
| Nevada | 55 | 40 | 6 |
| New Mexico | 63 | 31 | 6 |
| Ohio | 73 | 21 | 6 |
| Oklahoma | 62 | 33 | 5 |
| Pennsylvania | 68 | 26 | 6 |
| Utah | 60 | 34 | 6 |
| Massachusetts | 73 | 22 | 5 |
| Michigan | 66 | 28 | 5 |
| New York | 68 | 27 | 5 |
| Rhode Island | 68 | 26 | 5 |
| South Dakota | 69 | 26 | 5 |
| Texas | 58 | 37 | 5 |
| Florida | 59 | 37 | 4 |
| Kansas | 67 | 29 | 4 |
| Maryland | 68 | 29 | 4 |
| Washington | 69 | 27 | 4 |
| Wisconsin | 66 | 30 | 4 |
| Arizona | 65 | 31 | 3 |
| Connecticut | 72 | 25 | 3 |
| Delaware | 69 | 28 | 3 |
| Hawaii | 62 | 35 | 3 |
| Indiana | 68 | 29 | 3 |
| Iowa | 71 | 26 | 3 |
| Minnesota | 72 | 25 | 3 |
| Oregon | 62 | 35 | 3 |
| Wyoming | 60 | 37 | 3 |
| Colorado | 69 | 29 | 2 |
| North Dakota | 63 | 36 | 1 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 77. PERCENTAGE OF TEACHERS WHO EVALUATE THEIR PRINCIPAL AS "FAIR" OR "POOR" IN THE FOLLOWING AREAS

| | SUPPORT FOR TEACHERS | COMMUNICATION WITH TEACHERS | OPENNESS TO SUGGESTIONS | CUTTING RED TAPE FOR TEACHERS | SENSE OF MISSION FOR EDUCATION |
|---------------------------|----------------------|-----------------------------|-------------------------|-------------------------------|--------------------------------|
| ALL TEACHERS | 29% | 41% | 40% | 44% | 29% |
| Alabama | 26 | 37 | 39 | 39 | 27 |
| Alaska | 24 | 35 | 30 | 36 | 27 |
| Arizona | 29 | 34 | 37 | 43 | 27 |
| Arkansas | 21 | 32 | 30 | 36 | 24 |
| California | 27 | 41 | 34 | 42 | 29 |
| Colorado | 30 | 39 | 37 | 40 | 23 |
| Connecticut | 35 | 50 | 49 | 55 | 34 |
| Delaware | 26 | 40 | 41 | 46 | 29 |
| Florida | 30 | 42 | 40 | 47 | 29 |
| Georgia | 30 | 45 | 25 | 46 | 26 |
| Hawaii | 28 | 38 | 38 | 42 | 22 |
| Idaho | 24 | 39 | 38 | 38 | 24 |
| Illinois | 32 | 41 | 41 | 46 | 31 |
| Indiana | 27 | 44 | 41 | 42 | 26 |
| Iowa | 27 | 44 | 40 | 43 | 26 |
| Kansas | 25 | 38 | 37 | 39 | 22 |
| Kentucky | 21 | 34 | 36 | 36 | 23 |
| Louisiana | 28 | 38 | 40 | 40 | 26 |
| Maine | 28 | 44 | 37 | 41 | 26 |
| Maryland | 27 | 42 | 40 | 42 | 25 |
| Massachusetts | 33 | 48 | 48 | 53 | 36 |
| Michigan | 30 | 44 | 41 | 46 | 31 |
| Minnesota | 31 | 46 | 40 | 48 | 32 |
| Mississippi | 15 | 23 | 29 | 30 | 15 |
| Missouri | 28 | 42 | 41 | 50 | 27 |
| Montana | 30 | 47 | 47 | 47 | 26 |
| Nebraska | 28 | 36 | 37 | 42 | 24 |
| Nevada | 31 | 45 | 41 | 44 | 23 |
| New Hampshire | 34 | 50 | 42 | 47 | 35 |
| New Jersey | 31 | 43 | 45 | 52 | 33 |
| New Mexico | 28 | 42 | 40 | 43 | 26 |
| New York | 35 | 47 | 46 | 52 | 36 |
| North Carolina | 25 | 40 | 40 | 41 | 25 |
| North Dakota | 26 | 40 | 38 | 36 | 26 |
| Ohio | 29 | 39 | 40 | 46 | 30 |
| Oklahoma | 27 | 37 | 36 | 38 | 28 |
| Oregon | 22 | 35 | 33 | 36 | 22 |
| Pennsylvania | 32 | 44 | 44 | 50 | 34 |
| Rhode Island | 32 | 42 | 43 | 50 | 37 |
| South Carolina | 25 | 36 | 36 | 41 | 22 |
| South Dakota | 30 | 41 | 40 | 40 | 33 |
| Tennessee | 28 | 37 | 38 | 38 | 27 |
| Texas | 23 | 37 | 39 | 39 | 25 |
| Utah | 19 | 32 | 34 | 31 | 18 |
| Vermont | 28 | 42 | 40 | 43 | 29 |
| Virginia | 28 | 41 | 42 | 44 | 27 |
| Washington | 28 | 43 | 39 | 43 | 26 |
| West Virginia | 31 | 43 | 41 | 48 | 33 |
| Wisconsin | 33 | 47 | 44 | 50 | 34 |
| Wyoming | 27 | 36 | 36 | 44 | 26 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 78. PERCENTAGE OF TEACHERS WHO RATE THE PERFORMANCE OF EDUCATION OFFICIALS AS "FAIR" OR "POOR"

| | PRINCIPAL | DISTRICT SUPERINTENDENT | DISTRICT SCHOOL BOARD MEMBERS | STATE EDUCATION OFFICIALS |
|---------------------------|------------|-------------------------|-------------------------------|---------------------------|
| ALL TEACHERS | 32% | 37% | 46% | 50% |
| Alabama | 28 | 29 | 40 | 50 |
| Alaska | 31 | 50 | 67 | 60 |
| Arizona | 29 | 37 | 46 | 59 |
| Arkansas | 27 | 31 | 41 | 64 |
| California | 29 | 41 | 52 | 43 |
| Colorado | 31 | 39 | 45 | 44 |
| Connecticut | 39 | 42 | 51 | 35 |
| Delaware | 30 | 28 | 39 | 39 |
| Florida | 31 | 38 | 47 | 54 |
| Georgia | 30 | 30 | 38 | 41 |
| Hawaii | 29 | 33 | 65 | 51 |
| Idaho | 29 | 39 | 41 | 53 |
| Illinois | 36 | 41 | 48 | 53 |
| Indiana | 33 | 44 | 51 | 67 |
| Iowa | 35 | 37 | 40 | 45 |
| Kansas | 25 | 32 | 44 | 43 |
| Kentucky | 24 | 30 | 40 | 60 |
| Louisiana | 30 | 35 | 50 | 80 |
| Maine | 30 | 40 | 47 | 40 |
| Maryland | 32 | 38 | 45 | 45 |
| Massachusetts | 38 | 44 | 52 | 52 |
| Michigan | 38 | 42 | 48 | 42 |
| Minnesota | 37 | 33 | 43 | 38 |
| Mississippi | 16 | 27 | 31 | 51 |
| Missouri | 30 | 35 | 48 | 47 |
| Montana | 38 | 43 | 50 | 59 |
| Nebraska | 29 | 29 | 37 | 34 |
| Nevada | 35 | 48 | 52 | 49 |
| New Hampshire | 39 | 43 | 47 | 63 |
| New Jersey | 36 | 43 | 57 | 48 |
| New Mexico | 33 | 37 | 43 | 61 |
| New York | 36 | 44 | 47 | 51 |
| North Carolina | 29 | 35 | 41 | 35 |
| North Dakota | 29 | 30 | 39 | 30 |
| Ohio | 33 | 32 | 45 | 52 |
| Oklahoma | 30 | 34 | 41 | 59 |
| Oregon | 28 | 38 | 43 | 46 |
| Pennsylvania | 36 | 43 | 53 | 57 |
| Rhode Island | 37 | 34 | 57 | 41 |
| South Carolina | 25 | 26 | 40 | 34 |
| South Dakota | 34 | 37 | 45 | 52 |
| Tennessee | 31 | 32 | 43 | 51 |
| Texas | 26 | 26 | 38 | 65 |
| Utah | 22 | 39 | 44 | 57 |
| Vermont | 31 | 41 | 42 | 46 |
| Virginia | 32 | 36 | 43 | 30 |
| Washington | 33 | 34 | 38 | 40 |
| West Virginia | 34 | 42 | 63 | 73 |
| Wisconsin | 36 | 38 | 57 | 25 |
| Wyoming | 28 | 54 | 56 | 42 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 79. HOW WOULD YOU RATE THE LEVEL OF LEGISLATIVE SUPPORT FOR EDUCATION IN YOUR STATE?

| | EXCELLENT/ GOOD | FAIR/ POOR |
|---------------------------|--------------------|---------------|
| ALL TEACHERS | 37% | 63% |
| Minnesota | 75 | 25 |
| Connecticut | 71 | 29 |
| Virginia | 70 | 30 |
| New York | 66 | 34 |
| Wisconsin | 61 | 39 |
| South Carolina | 60 | 40 |
| Michigan | 59 | 41 |
| Rhode Island | 59 | 41 |
| Wyoming | 59 | 41 |
| Maine | 56 | 44 |
| New Jersey | 56 | 44 |
| Massachusetts | 54 | 46 |
| Georgia | 49 | 51 |
| Delaware | 48 | 52 |
| North Carolina | 47 | 53 |
| Tennessee | 44 | 56 |
| Vermont | 41 | 59 |
| Pennsylvania | 40 | 60 |
| Alaska | 39 | 61 |
| Maryland | 38 | 62 |
| Hawaii | 34 | 66 |
| Illinois | 34 | 66 |
| Kentucky | 33 | 67 |
| North Dakota | 33 | 67 |
| Alabama | 32 | 68 |
| Nevada | 32 | 68 |
| Florida | 28 | 72 |
| Iowa | 28 | 72 |
| Ohio | 28 | 72 |
| Missouri | 27 | 73 |
| Colorado | 26 | 74 |
| Texas | 26 | 74 |
| Arkansas | 25 | 75 |
| Washington | 24 | 76 |
| Nebraska | 23 | 77 |
| Indiana | 21 | 79 |
| Kansas | 21 | 79 |
| California | 20 | 80 |
| Oregon | 20 | 80 |
| Mississippi | 19 | 81 |
| Oklahoma | 17 | 83 |
| Arizona | 16 | 84 |
| South Dakota | 14 | 86 |
| Montana | 12 | 88 |
| New Hampshire | 12 | 88 |
| New Mexico | 12 | 88 |
| Idaho | 7 | 93 |
| Louisiana | 7 | 93 |
| Utah | 6 | 94 |
| West Virginia | 2 | 98 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 80. PERCENTAGE OF TEACHERS WHO SAY THEIR EXPECTATIONS HAVE BEEN "WORSE THAN EXPECTED" IN THE FOLLOWING AREAS

| | PARENTS' WILLINGNESS TO BE INVOLVED | RESPECT FOR TEACHERS IN THE COMMUNITY | ABILITY TO HELP STUDENTS LEARN | INTELLECTUAL SATISFACTION | OPPORTUNITY FOR ADVANCEMENT | JOB SECURITY |
|---------------------------|-------------------------------------|---------------------------------------|--------------------------------|---------------------------|-----------------------------|--------------|
| ALL TEACHERS | 50% | 52% | 10% | 23% | 36% | 17% |
| Alabama | 61 | 45 | 11 | 23 | 39 | 14 |
| Alaska | 57 | 48 | 9 | 20 | 25 | 26 |
| Arizona | 59 | 49 | 12 | 22 | 35 | 12 |
| Arkansas | 59 | 55 | 9 | 23 | 43 | 24 |
| California | 57 | 55 | 9 | 21 | 37 | 13 |
| Colorado | 52 | 54 | 8 | 19 | 32 | 14 |
| Connecticut | 48 | 57 | 8 | 21 | 34 | 13 |
| Delaware | 61 | 49 | 7 | 23 | 30 | 14 |
| Florida | 64 | 54 | 11 | 30 | 38 | 10 |
| Georgia | 57 | 41 | 13 | 20 | 37 | 15 |
| Hawaii | 53 | 39 | 9 | 19 | 24 | 9 |
| Idaho | 54 | 59 | 11 | 20 | 38 | 15 |
| Illinois | 58 | 56 | 9 | 21 | 39 | 22 |
| Indiana | 58 | 51 | 9 | 24 | 33 | 19 |
| Iowa | 46 | 49 | 5 | 20 | 39 | 28 |
| Kansas | 41 | 40 | 7 | 15 | 34 | 14 |
| Kentucky | 56 | 52 | 9 | 19 | 34 | 11 |
| Louisiana | 63 | 57 | 8 | 21 | 40 | 15 |
| Maine | 47 | 50 | 5 | 19 | 30 | 12 |
| Maryland | 55 | 48 | 11 | 23 | 32 | 13 |
| Massachusetts | 55 | 64 | 8 | 26 | 42 | 25 |
| Michigan | 54 | 54 | 11 | 22 | 37 | 23 |
| Minnesota | 43 | 53 | 6 | 20 | 37 | 30 |
| Mississippi | 62 | 40 | 10 | 17 | 39 | 25 |
| Missouri | 59 | 50 | 9 | 21 | 35 | 19 |
| Montana | 52 | 59 | 6 | 17 | 35 | 32 |
| Nebraska | 46 | 46 | 7 | 17 | 35 | 18 |
| Nevada | 61 | 59 | 10 | 24 | 32 | 9 |
| New Hampshire | 52 | 56 | 7 | 20 | 36 | 10 |
| New Jersey | 50 | 54 | 10 | 27 | 37 | 13 |
| New Mexico | 56 | 51 | 9 | 20 | 40 | 41 |
| New York | 54 | 58 | 12 | 33 | 41 | 13 |
| North Carolina | 63 | 51 | 10 | 26 | 45 | 12 |
| North Dakota | 44 | 53 | 5 | 15 | 40 | 35 |
| Ohio | 52 | 46 | 6 | 23 | 32 | 20 |
| Oklahoma | 61 | 47 | 10 | 25 | 42 | 31 |
| Oregon | 46 | 46 | 8 | 18 | 27 | 19 |
| Pennsylvania | 50 | 56 | 9 | 25 | 31 | 15 |
| Rhode Island | 55 | 61 | 11 | 26 | 34 | 20 |
| South Carolina | 59 | 43 | 10 | 20 | 36 | 17 |
| South Dakota | 44 | 56 | 4 | 14 | 40 | 21 |
| Tennessee | 59 | 51 | 12 | 24 | 39 | 15 |
| Texas | 63 | 48 | 9 | 19 | 34 | 16 |
| Utah | 50 | 60 | 9 | 17 | 37 | 13 |
| Vermont | 49 | 55 | 7 | 18 | 31 | 18 |
| Virginia | 54 | 46 | 12 | 23 | 34 | 14 |
| Washington | 53 | 50 | 9 | 21 | 30 | 15 |
| West Virginia | 56 | 59 | 11 | 24 | 40 | 24 |
| Wisconsin | 51 | 56 | 6 | 15 | 38 | 23 |
| Wyoming | 48 | 43 | 6 | 15 | 26 | 25 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 81. OVERALL HOW SATISFIED ARE YOU WITH YOUR JOB AS A TEACHER IN THE PUBLIC SCHOOLS?

| | SATISFIED | NOT VERY SATISFIED |
|---------------------------|------------|--------------------|
| ALL TEACHERS | 77% | 23% |
| Wyoming | 80 | 10 |
| Kansas | 86 | 14 |
| Minnesota | 86 | 14 |
| Nebraska | 86 | 14 |
| Oregon | 85 | 15 |
| Iowa | 84 | 16 |
| Maine | 84 | 16 |
| Colorado | 83 | 17 |
| North Dakota | 83 | 17 |
| Alaska | 82 | 18 |
| Montana | 82 | 18 |
| South Dakota | 82 | 18 |
| Connecticut | 81 | 19 |
| Vermont | 81 | 19 |
| Wisconsin | 81 | 19 |
| Illinois | 80 | 20 |
| Missouri | 80 | 20 |
| California | 79 | 21 |
| Delaware | 79 | 21 |
| New Hampshire | 79 | 21 |
| Ohio | 79 | 21 |
| Oklahoma | 79 | 21 |
| South Carolina | 79 | 21 |
| Virginia | 79 | 21 |
| Washington | 79 | 21 |
| Idaho | 78 | 22 |
| Indiana | 78 | 22 |
| Michigan | 78 | 22 |
| Mississippi | 78 | 22 |
| Rhode Island | 78 | 22 |
| Georgia | 77 | 23 |
| Kentucky | 77 | 23 |
| Nevada | 77 | 23 |
| Pennsylvania | 77 | 23 |
| Alabama | 76 | 24 |
| Hawaii | 76 | 24 |
| Massachusetts | 76 | 24 |
| New Jersey | 76 | 24 |
| New Mexico | 76 | 24 |
| New York | 76 | 24 |
| Arizona | 75 | 25 |
| Texas | 75 | 25 |
| Utah | 75 | 25 |
| Arkansas | 74 | 26 |
| Tennessee | 74 | 26 |
| Maryland | 73 | 27 |
| North Carolina | 71 | 29 |
| Louisiana | 70 | 30 |
| Florida | 69 | 31 |
| West Virginia | 65 | 35 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 82. WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR CAREER PLANS RIGHT NOW?

| | I PLAN TO TEACH UNTIL I RETIRE | I MAY TAKE TIME OFF | I WILL PROBABLY CONTINUE TEACHING | I DEFINITELY PLAN TO LEAVE AS SOON AS I CAN | I AM UNDECIDED |
|---------------------------|---|------------------------------|--|--|-------------------|
| ALL TEACHERS | 56% | 6% | 21% | 7% | 10% |
| Michigan | 65 | 5 | 17 | 6 | 7 |
| Ohio | 65 | 5 | 19 | 4 | 7 |
| Connecticut | 64 | 6 | 15 | 4 | 12 |
| Hawaii | 64 | 6 | 19 | 5 | 5 |
| Kentucky | 64 | 5 | 18 | 6 | 9 |
| California | 63 | 7 | 16 | 6 | 8 |
| Rhode Island | 62 | 6 | 17 | 7 | 8 |
| Washington | 62 | 6 | 17 | 6 | 9 |
| Delaware | 61 | 10 | 15 | 4 | 10 |
| Pennsylvania | 61 | 6 | 19 | 5 | 9 |
| Louisiana | 59 | 6 | 19 | 10 | 5 |
| Minnesota | 59 | 6 | 24 | 4 | 7 |
| Oklahoma | 59 | 5 | 20 | 5 | 11 |
| Wyoming | 59 | 9 | 20 | 4 | 9 |
| Maryland | 58 | 3 | 20 | 6 | 12 |
| Alabama | 57 | 4 | 20 | 6 | 13 |
| Illinois | 57 | 5 | 22 | 6 | 9 |
| Missouri | 57 | 5 | 23 | 6 | 9 |
| New Jersey | 57 | 6 | 19 | 6 | 12 |
| New Mexico | 57 | 3 | 21 | 8 | 11 |
| Wisconsin | 57 | 5 | 23 | 7 | 8 |
| Montana | 56 | 11 | 18 | 5 | 10 |
| Indiana | 55 | 5 | 26 | 6 | 8 |
| Maine | 55 | 7 | 22 | 6 | 10 |
| Alaska | 54 | 13 | 18 | 6 | 9 |
| Nevada | 54 | 8 | 23 | 7 | 9 |
| Oregon | 54 | 9 | 22 | 5 | 10 |
| South Carolina | 54 | 7 | 24 | 6 | 9 |
| Colorado | 53 | 10 | 19 | 7 | 11 |
| Georgia | 53 | 5 | 21 | 6 | 15 |
| Kansas | 53 | 8 | 23 | 4 | 11 |
| New York | 53 | 7 | 24 | 7 | 9 |
| Florida | 52 | 7 | 20 | 10 | 11 |
| Virginia | 52 | 7 | 22 | 7 | 11 |
| Arizona | 51 | 11 | 24 | 6 | 8 |
| Idaho | 51 | 7 | 23 | 7 | 12 |
| Iowa | 50 | 4 | 31 | 5 | 10 |
| Mississippi | 50 | 5 | 26 | 6 | 13 |
| Nebraska | 50 | 7 | 31 | 5 | 8 |
| Tennessee | 50 | 6 | 24 | 10 | 10 |
| Texas | 50 | 6 | 23 | 9 | 13 |
| Arkansas | 49 | 6 | 26 | 7 | 12 |
| North Carolina | 49 | 4 | 29 | 7 | 12 |
| South Dakota | 49 | 5 | 26 | 7 | 14 |
| Massachusetts | 48 | 7 | 25 | 7 | 14 |
| North Dakota | 48 | 8 | 26 | 7 | 11 |
| Utah | 46 | 8 | 25 | 10 | 10 |
| West Virginia | 46 | 2 | 32 | 6 | 13 |
| New Hampshire | 41 | 13 | 22 | 7 | 18 |
| Vermont | 38 | 14 | 28 | 5 | 15 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 83. HOW HAS TEACHER MORALE BEEN AFFECTED BY THE SCHOOL REFORM MOVEMENT?

| | BETTER | NO CHANGE | WORSE |
|---------------------------|------------|------------|------------|
| ALL TEACHERS | 23% | 28% | 49% |
| South Carolina | 40 | 17 | 43 |
| Hawaii | 38 | 31 | 31 |
| Vermont | 35 | 31 | 34 |
| Kentucky | 32 | 30 | 38 |
| Arizona | 31 | 32 | 37 |
| Delaware | 31 | 24 | 44 |
| Nebraska | 31 | 32 | 38 |
| Nevada | 31 | 32 | 37 |
| Rhode Island | 31 | 31 | 38 |
| Maine | 30 | 42 | 28 |
| California | 28 | 30 | 42 |
| Connecticut | 28 | 34 | 38 |
| Mississippi | 28 | 15 | 57 |
| Oregon | 28 | 28 | 44 |
| Idaho | 27 | 29 | 43 |
| Iowa | 27 | 30 | 43 |
| New Hampshire | 27 | 38 | 36 |
| New York | 27 | 34 | 40 |
| Michigan | 26 | 35 | 38 |
| Georgia | 25 | 25 | 51 |
| Indiana | 25 | 32 | 43 |
| Louisiana | 25 | 15 | 60 |
| South Dakota | 25 | 39 | 36 |
| Massachusetts | 24 | 34 | 42 |
| Missouri | 24 | 31 | 45 |
| Virginia | 24 | 24 | 52 |
| Alabama | 23 | 20 | 56 |
| Minnesota | 23 | 39 | 38 |
| Montana | 23 | 20 | 57 |
| Ohio | 23 | 29 | 48 |
| Wyoming | 23 | 24 | 53 |
| Colorado | 21 | 32 | 47 |
| Illinois | 21 | 32 | 46 |
| Maryland | 21 | 30 | 49 |
| Wisconsin | 21 | 33 | 46 |
| Florida | 20 | 31 | 49 |
| Pennsylvania | 20 | 30 | 50 |
| Kansas | 19 | 39 | 42 |
| North Dakota | 19 | 32 | 49 |
| Washington | 19 | 36 | 44 |
| North Carolina | 18 | 20 | 62 |
| Alaska | 17 | 25 | 58 |
| New Jersey | 17 | 31 | 52 |
| New Mexico | 17 | 21 | 62 |
| Tennessee | 17 | 18 | 65 |
| Texas | 16 | 16 | 68 |
| West Virginia | 16 | 15 | 69 |
| Oklahoma | 13 | 24 | 63 |
| Utah | 13 | 20 | 68 |
| Arkansas | 11 | 20 | 68 |

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TECHNICAL NOTES

Basic data presented in this report on the numbers and salaries of public school teachers, public school enrollments, and expenditures for education were obtained from the National Education Association. The data on minority enrollment were obtained from the U.S. Department of Education, Office of Civil Rights 1986 Elementary and Secondary School Civil Rights Survey.

The Carnegie Foundation for the Advancement of Teaching survey data used in this report were collected by two mailed questionnaires administered by the Wirthlin Group of McLean, Virginia. Most of the data in this report were obtained from the 1987 National Survey of Public School Teachers. This survey was mailed to 40,000 public elementary and secondary school teachers in all fifty states in the spring of 1987. The purpose of this research effort was to collect data covering a wide range of topics related to the teaching profession. Questionnaires were returned by 21,698 teachers, which represents a completion rate of 54.3 percent.

The 1988 National Survey on School Reform was mailed to the same sample of 40,000 school teachers in the fall of 1987. The focus of this survey effort was to learn how teachers perceive change in the school environment since widespread reform began in 1983. A total of 13,576 teachers returned questionnaires for an overall completion rate of 33.9 percent.

A stratified random-sample design was used for both surveys. Teachers' names were drawn from alphabetized lists of public school teachers employed in each state. Market Data Retrieval of Shelton, Connecticut maintains the lists, which include the names of approximately 75 percent of all public school teachers in the United States.

Every "nth" name was drawn from the lists, where "n" was determined to achieve a total sample size of 800 teachers for each state. Because the alphabetical order of names would not be expected to have any relationship with the substance of their responses, the total sample size is composed of simple random samples from each state.

Using a fixed sample size from each state does not allow for differences between states in terms of the total population of teachers. A weighting scheme was developed so that the survey response would represent the relative numbers of teachers, both at the elementary and secondary levels, in the fifty states. Each survey response was weighted based on the level and state of the responding teacher. The weights were calculated so that the total survey response would represent the true relative numbers of elementary and secondary teachers across the fifty states. Similarly, the responses were weighted to reflect the true proportion of teachers from the elementary and secondary levels within each state.

The results of any sample survey are subject to sampling variations. The magnitude of the variations is measurable, and it is affected by a number of factors, including the number of completed questionnaires. While the maximum sampling error for both surveys is less than plus or minus 1 percent, the actual error for any given question depends on the number of teachers who answered that question. In general, more than 95 percent of the teachers who returned the questionnaire answered each question.

Several questions in the 1987 National Survey of Public School Teachers called for responses along a four-point rating scale in which the end points only were labeled. Responses to these questions have been compositely reported under two categories for this publication. In addition, some responses may not add up to 100 due to rounding.

For additional information on the data presented in this report, contact the Data Trends Division at the Carnegie Foundation for the Advancement of Teaching.