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ABSTRACT

In the 1996-97 school year, 86,058 public schools provided instruction to 45.6 million students in the United States. A statistical overview offers a profile of these schools and students. The majority of public school students, 98.2 percent, were enrolled in regular schools; 0.05 percent were in special education schools; 0.04 percent in vocational schools; and 0.09 percent in alternative schools. Information is provided on: (1) schools and community, such as the statistic that while 1 in 8 schools was located in a large city, 1 in 6 students attended large city schools; (2) primary, middle, and high schools; (3) school district grade spans and the finding that of the 14,422 regular school districts, 3,161 were responsible for only the elementary grades; (4) school district size, as measured by the number of students in membership; (5) student characteristics, including Free Lunch eligibility, individual education programs, and ethnic background; and (6) dropouts. The proportion of students who were reported as eligible to receive a free lunch ranged from a low of 12.4 percent in New Hampshire to a high of 69.3 percent in the District of Columbia. The key terms in the statistical tables are defined. The data appear in seven tables and are broken down by state. (JMD)

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# NATIONAL CENTER FOR EDUCATION STATISTICS

Statistics in Brief

November 1998

## Overview of Public Elementary and Secondary Schools and Districts: School Year 1996-97

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### Types of Public Schools

In the 1996-97 school year 86,058 public schools provided instruction to 45.6 million students in the United States (table 1).<sup>1</sup> This was an increase of 1.7 percent over the previous year for students and 1.1 percent in the number of schools. Most of these institutions were regular schools (81,163). Regular schools often provide a range of special, vocational, and alternative programs in addition to their traditional curriculum offerings; however, in 1996-97 there were 3,895 schools that offered these specialized programs as their primary function. Among this group were 1,686 schools whose major function was to provide special education for students with disabilities and 335 schools identified as vocational. Some 2,874 schools were reported to offer other alternative programs (see technical notes concerning schools without students.)

The great majority of public school students, 98.2 percent, were enrolled in regular schools. An additional 0.5 percent were in special education schools, 0.4 percent in vocational schools, and 0.9 percent in alternative schools. These distributions were unchanged from the previous year. Georgia, Mississippi, and North Dakota reported no special schools. With 7.7 percent of its pupils enrolled in non-regular schools, Delaware had the greatest proportion of students in these specialized settings.

### Schools and Community Size

Table 2 shows that while one in eight schools was located in a large city, one in six students attended large city schools. There were about the same number of schools in rural areas and the urban fringes of large cities: about one in four schools respectively. However, urban fringes accounted for twice as many students as did rural schools.

<sup>1</sup>See Key Terms. Although the outlying areas and the Department of Defense Dependents Schools (overseas) are included in the tables, national totals are limited to the 50 states and the District of Columbia. Comparisons are based on the Overview of Public Elementary and Secondary Schools and Districts: School Year 1995-96.

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### **Primary, Middle, High Schools**

Among the 86,058 public schools with students in membership during the 1996–97 school year, 59.1 percent spanned the traditional primary grades, typically beginning with prekindergarten or kindergarten and going no higher than grade 8 (table 3; see Key Terms for complete definitions of instructional levels). About half (50.5 percent) of the nation's public school students were enrolled in these schools. An additional 17.2 percent of the schools covered the upper elementary and middle grades, and offered instruction to 19.5 percent of public school students.

High schools represented 18.8 percent of the schools reported, and enrolled 26.9 percent of the total number of students. About 4.9 percent of schools followed some other grade configuration, including schools that spanned all of grades kindergarten through 12 and those that were ungraded.

### **School District Grade Spans**

In 1996–97 there were 14,990 public education agencies providing education services directly to students in the United States. Some of these were operated directly by states or federal agencies, or had a primary role other than that of administering regular educational services. However, the majority of public education agencies (14,422) were regular school districts providing education to children within their jurisdiction (table 4).

States vary in the organization of their regular education agencies. Hawaii and the District of Columbia each consist of a single school district. Sixteen other states reported 100 percent of their students in comprehensive

K-12 districts. On the other hand, in Arizona, Illinois, Montana and Vermont less than two-thirds of the students were served in this type of school district.

Among the 14,422 regular school districts with pupils in membership, 3,161 were responsible for only the elementary grades, beginning with grades prekindergarten, kindergarten, or one and ending at grade eight or below (table 4). These districts enrolled 5.9 percent of the nation's public school students. An additional 548 agencies could be characterized as secondary school districts, with a low grade of 7 or higher and a high grade of 12. Some 2.3 percent of all students attended schools in these districts. An additional 171 districts had some other configuration. However, almost three out of four districts (10,542) provided instruction from the beginning of school through graduation. Fully 91.6 percent of all students were enrolled in these comprehensive school districts.

### **School District Size**

School districts ranged greatly in size, as measured by the number of students in membership. A very few districts (24) enrolled 100,000 or more students while a larger number (1,725) reported fewer than 150 students (table 5). While small in number, the largest districts served a considerable portion of America's public school students. Although only 1.6 percent of districts served 25,000 or more students, fully 31.1 percent of students received their education in these largest districts. To show the contrast from a different perspective, almost half of the school districts in the United States had fewer than 1,000 students in 1996–97. At the same time, almost half of the public school students in

this country attended schools in districts of 10,000 students or more.

### **Student Characteristics**

Because participation in the Free Lunch Program depends on income, eligibility for this program is often used to estimate student needs. Eight states did not report free lunch eligibility data for at least 70 percent of their schools, so national totals could not be calculated. Within those states and schools that did provide this information, the proportion of students who were reported as eligible to receive a free lunch ranged from a low of 12.4 percent in New Hampshire to a high of 69.3 percent in the District of Columbia. In all, eight states reported that 40 percent or more of their public school students were eligible for free lunch (see table 6).

One state did not report the number of students with individual education programs (IEPs), who participate in special education services. Among the states for which this information was available, the percentage of students with IEPs ranged from under 5.0 percent in Michigan and Ohio to 15 percent or more in Massachusetts, Missouri, Rhode Island, and West Virginia.

About two-thirds of the public school students in the United States in 1996-97 were white, non-Hispanic and about one-sixth were black, non-Hispanic. American Indian/Alaskan native students comprised about one in four students in Alaska, while almost two-thirds of the students in Hawaii were in the Asian/Pacific Islander category. About one in seven students nationwide was Hispanic. More than one-third of the students were Hispanic in California, New Mexico, and Texas. Over half of the students were black,

non-Hispanic, in the District of Columbia (87.3 percent) and Mississippi (50.9 percent). White, non-Hispanic students comprised less than half of the student membership in six states, but represented 90 percent or more of the students in five other states. At the national level, none of the racial/ethnic groups changed by as much as 1 percent over the previous year.

### **Dropouts**

Twenty-nine states and Puerto Rico reported dropout statistics in agreement with the required definition (see table 7). Among these jurisdictions, Louisiana reported that more than 10 percent of students in grades 9–12 had dropped out during the preceding school year. North Dakota, South Carolina, and Puerto Rico reported dropout rates among these grades at less than 3 percent. Fourteen states had dropout rates somewhere between 4 and 6 percent. Dropouts were more likely to be male than female. In fact, only in Utah were less than 55 percent of the grade 9–12 dropouts male. In seven states half or more of the dropouts were minority students, that is, other than white.

### **Technical Notes**

The Public Elementary/Secondary School Universe Survey and Public Education Agency Survey are annual state-level collections of information about the numbers and types of public schools and education agencies, the numbers and selected characteristics of students, dropouts, and numbers of staff. These two surveys also include directory information such as school and agency names, addresses and telephone numbers. The School and Agency Surveys

are part of the Common Core of Data (CCD) collection of the National Center for Education Statistics (NCES), and use information reported by state education agencies.

*Missing data.* New Jersey did not submit any reports in 1996–97. The number of schools and agencies were carried forward from the prior year. Other data shown for New Jersey were imputed. NCES estimates, or imputes, missing data at the state level if an item has been reported in the past. The imputation procedure calculates a rate of change among all states that reported in the current and prior year. This rate of change is then applied to the nonreporting state's prior year data, to create an imputed current year value. If an item has never been reported, it is not imputed but is shown as "missing." When information is missing for one or more states, as is the case with counts of students eligible for the federal Free Lunch Program, NCES does not calculate national totals. (A state is considered to have missing data if an item is reported by less than 70 percent of the schools or agencies.)

Because some students may receive a public education outside a local school district or school (for example, in a state-operated residential school) the numbers of students on the school or agency reports are not used as the official state totals. The numbers of students shown in table 1 are taken from the State Nonfiscal Survey of the CCD. The percentages of students shown in tables are based on the School or Agency Surveys. It should be noted that this report, which includes only schools with pupils in membership, excludes a disproportionately high number of vocational schools whose enrollment is often attributed to regular schools.

*Schools and agencies without membership.* Students can be reported for only one school; those enrolled in both a regular and special school are often accounted to the regular school. Including schools for which no membership was reported, there were 2,045 special education, 930 vocational, and 3,377 alternative schools in 1996-97.

There were 16,359 education agencies in 1996-97. Of these, 14,841 were regular school districts and 1,518 were agencies that typically offer research, administrative, or other support services to client districts. Some 419 of the regular school districts and 950 of the other agencies did not report students. The 14,990 agencies cited in the report exclude the 1,369 without students. Tables are limited to the 14,422 regular school districts with students.

### **Key Terms**

*A public school* provides educational services to students, has an assigned administrator, receives public funds as its primary support, and is operated by an education agency. A single school may operate at multiple locations (for example, an urban "storefront school" for potential dropouts with a single principal responsible for programs at several addresses). And, two schools may operate at the same location, as is the case when a kindergarten-grade 12 facility has both an elementary and a high school principal. This report excluded 2,165 schools that did not report any students in membership for the 1996–97 school year.

*Regular schools* do not focus primarily on special, vocational, or alternative education, although they may offer these programs in addition to the regular curriculum. A *special*

*education school* focuses primarily on special education, with materials and instructional approaches adapted to meet the students' needs. A *vocational education school* focuses primarily on vocational education and provides education or training in at least one semiskilled or technical occupation. An *alternative education school* addresses the needs of students that typically cannot be met in the regular school setting, and provides nontraditional education.

*Membership* is the annual headcount of students enrolled in school on October 1, or the school day closest to that date. In any given year, some small schools will not have any pupils. And, in reporting to the CCD, states assign students who attend more than one school to a single school rather than prorating membership across all the schools students attend.

*Instructional levels* are calculated from the lowest and highest grades for which students are reported in a school. *Primary* schools are those with a low grade of prekindergarten through grade 3 and a high grade of up to 8.

*Middle* schools contain a low grade of 4 to 7 and a high grade ranging from 4 to 9. *High* schools have a low grade of 7 to 12 and must extend through grade 12. All other grade configurations, including schools that are completely ungraded, are grouped under the heading of "other."

*Free lunch eligibility* is the number of students in a school who apply for and are eligible to receive free lunch under the National School Lunch Act.

A *dropout* is a student who was enrolled at any time during the previous year, is not enrolled at the beginning of the current year,

and has not graduated or transferred to another school.

The *race/ethnicity* categories used in the CCD are those approved, at the time these data were collected, by the federal Office of Management and Budget. They are mutually exclusive.

*IEP* counts are reported at the school district level and reflect the numbers of students with individual education programs under the Individuals with Disabilities Education Act (IDEA)- Part B.

*School locale code* is assigned on the basis of the school's mailing address. The locale code categories are:

Large city—central city of a metropolitan statistical area (MSA) or consolidated MSA (CMSA); with a population of at least 250,000.

Midsize city—central city of an MSA or CMSA; with a population less than 250,000.

Urban fringe of a large city—any incorporated place, Census-designated place (CDP), or non-place territory within a CMSA or MSA of a large city and defined as urban by the U.S. Bureau of the Census.

Urban fringe of a midsize city—any incorporated place, CDP, or non-place within a CMSA or MSA of a midsize central city and defined as urban by the U.S. Bureau of the Census.

Large town— an incorporated place or CDP with a population of at least 25,000 and located outside a CMSA or MSA.

Small town—an incorporated place or CDP with a population between 2,500 and 24,999 and located outside a CMSA or MSA.

Rural—any incorporated place, CDP, or non-place territory designated as rural by the U.S. Bureau of the Census.

*Regular school districts* are agencies responsible for providing free public education for school-age children residing within their jurisdiction. This category excludes local supervisory unions that provide management services for a group of associated school districts; regional education service agencies that typically provide school districts with research, testing, or data processing services; state and federally operated school districts; and other agencies that do not fall into these groupings. This report excluded 419 regular school districts that did not report any students in membership for the 1996–97 school year, a condition that can occur when a small district has no pupils or contracts with another district to educate the students under its jurisdiction.

### **More information**

For further information about this *Statistics in Brief* or related publications and data sets, contact Lena McDowell at (202) 219–1628 or electronic mail at [Lena\\_McDowell@ed.gov](mailto:Lena_McDowell@ed.gov). More NCES CCD publications are available at <http://nces.ed.gov/ccd>.

### **Acknowledgments**

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**Table 1. Number of public elementary and secondary schools with membership and percentage of students in membership, by type of school and by state: School year 1996-97**

State	Schools having membership	Total students	Type of school							
			Regular		Special education		Vocational education		Alternative education	
			Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students	Number of schools	Percentage of students
United States	86,058	45,592,213	81,163	98.2	1686	0.5	335	0.4	2874	0.9
Alabama	1,340	748,156	1,306	99.7	17	0.1	3	0.0	14	0.1
Alaska	482	129,919	451	96.2	2	0.3	3	0.4	26	3.1
Arizona	1,297	799,250	1,227	98.2	13	0.1	3	0.4	54	1.3
Arkansas	1,104	457,349	1,103	99.6	0	0.0	1	0.4	0	0.0
California	7,981	5,687,901	7,095	96.6	127	0.6	0	0.0	759	2.8
Colorado	1,468	673,438	1,400	98.9	8	0.0	3	0.1	57	1.0
Connecticut	1,023	527,129	952	96.8	23	0.6	17	1.8	31	0.8
Delaware	183	110,549	147	92.2	28	2.6	5	4.9	3	0.2
District of Columbia	184	78,648	166	96.8	10	2.1	0	0.0	8	1.0
Florida	2,790	2,242,212	2,379	97.6	101	1.0	45	0.2	265	1.3
Georgia	1,798	1,346,761	1,798	100.0	0	0.0	0	0.0	0	0.0
Hawaii	249	187,653	244	99.9	4	0.0	0	0.0	1	0.1
Idaho	624	245,252	560	98.6	16	0.2	0	0.0	48	1.2
Illinois	4,171	1,973,040	3,836	97.4	240	1.2	26	0.6	69	0.8
Indiana	1,868	983,415	1,818	99.5	24	0.2	1	0.0	25	0.3
Iowa	1,547	502,941	1,501	99.0	14	0.2	0	0.0	32	0.8
Kansas	1,463	466,293	1,448	99.7	1	0.0	0	0.0	14	0.3
Kentucky	1,341	656,089	1,281	99.6	8	0.1	1	0.1	51	0.2
Louisiana	1,475	793,296	1,374	97.0	37	0.4	11	0.3	53	2.3
Maine	691	213,593	690	100.0	1	0.0	0	0.0	0	0.0
Maryland	1,284	818,583	1,201	97.4	48	1.0	10	1.1	25	0.6
Massachusetts	1,840	933,898	1,767	96.1	1	0.0	43	3.4	29	0.5
Michigan	3,470	1,684,386	3,286	98.3	97	0.8	12	0.2	75	0.6
Minnesota	1,786	847,204	1,406	96.4	62	3.3	2	0.0	316	3.3
Mississippi	876	503,967	876	100.0	0	0.0	0	0.0	0	0.0
Missouri	2,120	900,042	2,076	98.9	18	0.6	7	0.4	19	0.1
Montana	892	164,627	887	99.9	2	0.0	0	0.0	3	0.1
Nebraska	1,379	291,967	1,318	99.6	61	0.4	0	0.0	0	0.0
Nevada	436	282,131	402	98.1	11	0.4	2	0.7	21	0.9
New Hampshire	512	198,308	511	99.8	1	0.2	0	0.0	0	0.0
New Jersey	2,278	1,208,179	2,156	97.6	78	0.8	44	1.6	0	0.0
New Mexico	731	332,632	688	98.4	17	0.6	0	0.0	26	0.9
New York	4,166	2,843,131	3,986	97.0	88	0.7	25	1.3	67	1.0
North Carolina	1,997	1,210,108	1,922	99.4	24	0.3	4	0.0	47	0.4
North Dakota	569	120,123	569	100.0	0	0.0	0	0.0	0	0.0
Ohio	3,725	1,844,389	3,672	99.5	23	0.2	13	0.2	17	0.1
Oklahoma	1,819	620,695	1,807	99.7	12	0.3	0	0.0	0	0.0
Oregon	1,222	537,854	1,167	98.9	14	0.1	0	0.0	41	1.0
Pennsylvania	3,110	1,804,256	3,074	98.4	11	1.0	14	0.6	11	0.1
Rhode Island	316	151,324	306	98.6	4	0.5	3	0.5	3	0.4
South Carolina	1,047	653,011	1,022	99.5	10	0.1	0	0.0	15	0.4
South Dakota	820	143,331	802	99.1	11	0.4	0	0.0	7	0.4
Tennessee	1,512	905,089	1,487	99.6	14	0.3	4	0.1	7	0.0
Texas	6,875	3,828,975	6,247	98.5	221	0.5	24	0.1	383	0.9
Utah	742	481,812	675	97.9	23	0.5	2	0.1	42	1.5
Vermont	363	106,341	320	98.4	42	1.5	0	0.0	1	0.0
Virginia	1,792	1,096,093	1,725	99.4	29	0.2	0	0.0	38	0.4
Washington	1,971	974,504	1,782	98.1	67	0.3	3	0.1	119	1.6
West Virginia	829	304,052	809	99.6	7	0.2	3	0.0	10	0.2
Wisconsin	2,092	879,259	2,045	99.6	13	0.1	0	0.0	34	0.4
Wyoming	408	99,058	396	98.9	3	0.2	1	0.3	8	0.6
Outlying areas										
DOD Dependents	165	80,715	165	100.0	0	0.0	0	0.0	0	0.0
American Samoa	31	14,766	29	97.6	1	0.5	1	1.9	0	0.0
Guam	35	33,393	35	100.0	0	0.0	0	0.0	0	0.0
Northern Marianas	26	9,041	26	100.0	0	0.0	0	0.0	0	0.0
Puerto Rico	1,533	618,861	1,495	98.3	21	0.2	16	1.5	1	0.0
Virgin Islands	34	22,385	33	99.8	0	0.0	0	0.0	1	0.2

NOTE: Table excludes 2,165 schools for which no students were reported in membership. U.S. totals exclude outlying areas. New Jersey data are estimated. Percentages are rounded to the nearest tenth and may not add to 100. Percentages less than 0.05 are rounded to 0.0. Number of students in membership reported on the State Nonfiscal Survey.

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**Table 2. Number and percentage of schools with membership and percentage of students in membership, by community type: School year 1996–97**

Community type	Number of schools	Percentage of schools	Percentage of students
United States	86,058	100.0	100.0
Large city	10,945	12.7	17.3
Midsized city	12,451	14.5	16.2
Urban fringe large city	21,032	24.4	29.8
Urban fringe midsized city	7,688	8.9	9.7
Large town	1,469	1.7	1.7
Small town	10,998	12.8	11.0
Rural	21,475	25.0	14.4

NOTE: Community types classify the location of a school relative to populous areas. See technical notes for definitions of locale codes. Table includes the 50 states and the District of Columbia. New Jersey data are estimated. Percentages are rounded to the nearest tenth and may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School Universe, 1996-97.

**Table 3. Percentage of public elementary and secondary schools providing instruction and percentage of students in membership, by specified level of instruction and by state: School year 1996-97**

State	Number of schools having membership	Percentage by Instructional Level							
		Primary		Middle		High		Other	
		Schools	Students	Schools	Students	Schools	Students	Schools	Students
United States	86,058	59.1	50.5	17.2	19.5	18.8	26.9	4.9	3.1
Alabama	1,340	50.9	43.7	16.8	17.0	19.2	24.9	13.1	14.4
Alaska	482	36.3	47.0	6.8	13.2	13.5	24.1	43.4	15.7
Arizona	1,297	61.8	55.7	16.3	17.6	15.7	24.9	6.2	1.8
Arkansas	1,104	52.3	48.0	16.2	19.5	29.0	27.5	2.5	4.9
California	7,981	63.7	53.7	14.6	17.7	17.5	26.3	4.2	2.2
Colorado	1,468	59.2	50.4	17.8	21.1	19.8	26.2	3.3	2.2
Connecticut	1,023	61.9	52.0	17.6	20.7	16.7	26.1	3.8	1.2
Delaware	183	48.1	40.2	23.0	28.4	18.0	29.2	10.9	2.2
District of Columbia	184	63.0	61.9	14.7	15.0	12.0	18.3	10.3	4.9
Florida	2,790	56.7	50.3	15.5	20.3	13.4	21.3	14.4	8.0
Georgia	1,798	62.0	51.0	18.5	20.2	15.6	24.8	3.9	3.9
Hawaii	249	69.1	55.2	11.6	13.3	13.3	26.7	6.0	4.8
Idaho	624	53.2	47.5	16.7	21.9	25.0	28.1	5.1	2.5
Illinois	4,171	61.9	55.4	16.9	15.0	17.5	27.3	3.7	2.2
Indiana	1,868	62.9	49.7	16.5	18.1	18.5	30.6	2.1	1.6
Iowa	1,547	54.8	48.6	18.7	19.5	24.2	31.0	2.2	2.8
Kansas	1,463	58.0	50.4	16.9	19.6	24.5	29.5	0.6	0.5
Kentucky	1,341	58.9	48.8	16.9	20.1	21.3	30.6	3.0	0.5
Louisiana	1,475	53.6	47.8	19.3	19.7	17.2	26.0	10.0	6.5
Maine	691	64.3	49.5	17.9	21.6	15.8	27.2	2.0	1.7
Maryland	1,284	66.0	52.3	17.4	20.5	14.1	25.7	2.5	1.5
Massachusetts	1,840	65.8	52.4	16.4	19.0	15.7	25.6	2.2	3.0
Michigan	3,470	59.3	49.8	17.2	20.0	18.1	27.3	5.4	2.8
Minnesota	1,786	53.4	48.6	12.4	18.0	28.5	31.6	5.7	1.8
Mississippi	876	50.3	44.0	18.8	18.9	20.2	25.1	10.6	12.0
Missouri	2,120	56.9	49.3	16.3	19.6	23.4	29.1	3.3	2.0
Montana	892	53.6	49.0	26.5	20.4	19.6	30.0	0.3	0.6
Nebraska	1,379	67.5	51.3	7.9	15.1	22.9	33.0	1.7	0.6
Nevada	436	64.9	52.1	13.8	20.8	18.1	25.9	3.2	1.3
New Hampshire	512	67.0	50.5	18.0	22.7	15.0	26.8	0.0	0.0
New Jersey	2,278	63.6	53.1	17.1	17.7	13.4	26.0	5.8	3.2
New Mexico	731	59.1	48.9	20.5	22.7	18.1	27.4	2.3	1.0
New York	4,166	58.8	50.1	16.6	18.6	18.0	27.1	6.6	4.2
North Carolina	1,997	60.0	51.5	20.3	21.3	16.6	25.8	3.1	1.4
North Dakota	569	58.3	50.9	6.5	12.1	33.9	34.4	1.2	2.6
Ohio	3,725	59.3	48.5	19.2	20.3	18.6	29.4	2.9	1.9
Oklahoma	1,819	54.5	51.5	18.9	21.3	25.5	24.7	1.2	2.6
Oregon	1,222	61.4	48.5	16.9	21.2	17.3	28.6	4.5	1.7
Pennsylvania	3,110	62.3	48.4	16.9	19.5	19.3	29.9	1.4	2.2
Rhode Island	316	67.7	50.1	17.1	22.2	13.3	27.5	1.9	0.3
South Carolina	1,047	56.3	46.4	23.2	24.4	18.1	28.1	2.4	1.1
South Dakota	820	51.6	47.7	23.8	21.2	23.3	30.9	1.3	0.2
Tennessee	1,512	62.0	52.3	16.2	17.0	17.9	27.2	3.9	3.4
Texas	6,875	51.4	48.8	20.9	23.0	19.4	25.4	8.3	2.8
Utah	742	59.3	49.9	16.2	22.0	19.1	25.8	5.4	2.3
Vermont	363	70.0	53.8	6.1	8.7	13.5	30.0	10.5	7.5
Virginia	1,792	61.9	48.9	18.2	21.6	16.5	28.2	3.5	1.3
Washington	1,971	57.1	49.7	16.5	20.3	19.7	27.0	6.7	3.0
West Virginia	829	64.5	48.4	16.6	20.2	15.1	28.1	3.7	3.3
Wisconsin	2,092	58.7	48.6	17.6	19.3	21.6	30.8	2.0	1.2
Wyoming	408	57.6	47.0	22.5	24.2	18.6	28.0	1.2	0.8
Outlying areas									
DOD Dependents	165	57.6	59.7	10.3	10.9	23.0	21.1	9.1	8.2
American Samoa	31	74.2	72.5	3.2	4.4	19.4	22.7	3.2	0.5
Guam	35	68.6	53.9	17.1	21.6	14.3	24.5	0.0	0.0
Northern Marianas	26	84.6	64.7	3.8	11.5	11.5	23.8	0.0	0.0
Puerto Rico	1,533	60.1	46.1	14.4	17.0	11.0	20.3	14.5	16.6
Virgin Islands	34	67.6	52.9	17.6	17.0	11.8	28.5	2.9	1.6

NOTE: Instructional levels are Primary (low grade Prekindergarten to 3, high grade up to 8); Middle (low grade 4 to 7, high grade 4 to 9); High (low grade 7 to 12, high grade 12 only); Other (any configuration not falling within the previous three, including ungraded schools). Table excludes 2,188 schools for which no students were reported in membership. U.S. totals exclude outlying areas. New Jersey data are estimated. Percentages are rounded to the nearest tenth and may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School Universe, 1996-97.

**Table 4. Number of regular public elementary and secondary school districts providing instruction and percentage of students in membership, by grade span and by state: School year 1996-97**

State	Grade span								
	Total districts	PK, K, 1 to 8 or below		PK, K, 1 to 9 - 12		7, 8, 9 to 7 - 12		Other	
		Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students	Number of districts	Percentage of students
United States	14,422	3,161	5.9	10,542	91.6	548	2.3	171	0.2
Alabama	127	0	0.0	127	100.0	0	0.0	0	0.0
Alaska	53	0	0.0	53	100.0	0	0.0	0	0.0
Arizona	290	139	28.8	101	61.7	30	9.1	20	0.4
Arkansas	311	0	0.0	311	100.0	0	0.0	0	0.0
California	999	590	21.6	303	68.9	103	9.3	3	0.2
Colorado	176	1	0.0	175	100.0	0	0.0	0	0.0
Connecticut	166	45	4.8	113	93.8	8	1.5	0	0.0
Delaware	19	0	0.0	15	94.3	4	5.7	0	0.0
District of Columbia	1	0	0.0	1	100.0	0	0.0	0	0.0
Florida	67	0	0.0	67	100.0	0	0.0	0	0.0
Georgia	180	7	0.2	173	99.8	0	0.0	0	0.0
Hawaii	1	0	0.0	1	100.0	0	0.0	0	0.0
Idaho	112	5	0.1	106	99.9	0	0.0	1	0.0
Illinois	921	394	25.8	406	63.5	114	10.7	7	0.1
Indiana	292	1	0.0	291	100.0	0	0.0	0	0.0
Iowa	378	25	1.0	353	99.0	0	0.0	0	0.0
Kansas	304	2	0.0	302	100.0	0	0.0	0	0.0
Kentucky	176	6	1.0	169	98.8	1	0.2	0	0.0
Louisiana	66	0	0.0	66	100.0	0	0.0	0	0.0
Maine	227	108	12.2	112	86.7	5	1.1	2	0.0
Maryland	24	0	0.0	24	100.0	0	0.0	0	0.0
Massachusetts	247	67	5.0	176	94.5	2	0.2	2	0.3
Michigan	628	63	0.4	527	99.1	8	0.1	30	0.4
Minnesota	352	27	0.6	312	97.5	9	0.2	4	1.7
Mississippi	153	0	0.0	149	99.7	3	0.2	1	0.1
Missouri	523	73	1.3	450	98.7	0	0.0	0	0.0
Montana	463	287	62.2	47	10.9	119	26.8	10	0.1
Nebraska	645	320	4.0	267	94.3	23	1.7	35	0.1
Nevada	17	1	0.0	16	100.0	0	0.0	0	0.0
New Hampshire	162	88	19.2	66	77.8	7	2.4	1	0.6
New Jersey	582	294	19.3	207	72.2	51	6.6	30	1.9
New Mexico	89	1	2.0	88	98.0	0	0.0	0	0.0
New York	706	43	1.0	645	98.3	8	0.6	10	0.1
North Carolina	118	0	0.0	118	100.0	0	0.0	0	0.0
North Dakota	234	45	2.4	177	96.8	6	0.5	6	0.3
Ohio	611	0	0.0	610	100.0	0	0.0	1	0.0
Oklahoma	549	117	3.4	431	96.5	0	0.0	1	0.0
Oregon	219	34	1.3	178	97.8	5	0.9	2	0.0
Pennsylvania	500	2	0.0	498	100.0	0	0.0	0	0.0
Rhode Island	36	4	1.5	31	97.5	0	0.0	1	1.0
South Carolina	95	2	0.1	91	99.6	1	0.1	1	0.2
South Dakota	173	7	0.9	166	99.1	0	0.0	0	0.0
Tennessee	138	14	2.4	124	97.6	0	0.0	0	0.0
Texas	1,043	67	0.3	975	99.7	0	0.0	1	0.1
Utah	40	0	0.0	40	100.0	0	0.0	0	0.0
Vermont	251	185	44.1	35	31.4	30	22.7	1	1.8
Virginia	132	1	0.0	131	100.0	0	0.0	0	0.0
Washington	296	47	1.0	248	99.0	0	0.0	1	0.0
West Virginia	55	0	0.0	55	100.0	0	0.0	0	0.0
Wisconsin	426	47	2.6	368	96.2	11	1.2	0	0.0
Wyoming	49	2	0.6	47	99.4	0	0.0	0	0.0
Outlying areas									
DOD Dependents	12	0	0.0	12	100.0	0	0.0	0	0.0
American Samoa	1	0	0.0	1	100.0	0	0.0	0	0.0
Guam	1	0	0.0	1	100.0	0	0.0	0	0.0
Northern Marianas	1	0	0.0	1	100.0	0	0.0	0	0.0
Puerto Rico	1	0	0.0	1	100.0	0	0.0	0	0.0
Virgin Islands	1	0	0.0	1	100.0	0	0.0	0	0.0

NOTE: Grade span is determined by the highest and lowest grades for which student membership is reported among all schools associated with the district. Other includes all grade configurations not represented in the other categories and includes ungraded districts. Table excludes 419 regular school districts for which no students were reported in membership. Department of Defense school districts are classified as regular districts. U.S. totals exclude the outlying areas. New Jersey data are estimated. Percentages are rounded to the nearest tenth and may not add to 100. Percentages of less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Agency and School Universes 1996-97.

**Table 5. Distribution of regular public elementary and secondary school districts and students, by district membership size: School year 1996–97**

District membership size	Number of districts	Percentage of districts	Percentage of students
United States	14,422	100.0	100.0
100,000 or more	24	0.2	12.1
25,000 to 99,999	202	1.4	19.0
10,000 to 24,999	571	4.0	18.7
7,500 to 9,999	322	2.2	6.1
5,000 to 7,499	700	4.9	9.4
2,500 to 4,999	2,070	14.4	15.9
2,000 to 2,499	849	5.9	4.2
1,500 to 1,999	1,110	7.7	4.2
1,000 to 1,499	1,580	11.0	4.3
800 to 999	834	5.8	1.6
600 to 799	939	6.5	1.4
450 to 599	941	6.5	1.1
300 to 449	1,121	7.8	0.9
150 to 299	1,434	9.9	0.7
1 to 149	1,725	12.0	0.3

NOTE: Table includes the 50 states and the District of Columbia, and excludes 419 regular school districts for which no students were reported in membership. Percentages are rounded to the nearest tenth and may not add to 100. New Jersey data are estimated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Agency Universe, 1996-97.

**Table 6. Selected characteristics of public elementary and secondary school membership as a percentage of school membership by state: School year 1996–97**

State	Percentage of membership Free lunch eligible	Percentage of membership Individual Education Program	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Black Non Hispanic	White Non Hispanic
United States	—	—	1.2	3.7	14.1	17.0	64.0
Alabama	38.8	13.1	0.7	0.6	0.7	36.6	61.4
Alaska	24.6	13.8	24.8	4.5	2.9	4.7	63.1
Arizona	—	9.7	7.2	1.8	30.2	4.3	56.6
Arkansas	36.4	10.4	0.4	0.7	1.8	23.7	73.3
California	47.8	10.5	0.9	11.2	39.7	8.7	39.5
Colorado	22.4	9.9	1.1	2.6	18.8	5.5	72.0
Connecticut	20.3	14.6	0.3	2.6	11.9	13.5	71.8
Delaware	29.9	12.0	0.2	1.8	4.3	29.9	63.9
District of Columbia	69.3	8.5	0.1	1.4	7.2	87.3	3.9
Florida	37.1	13.4	0.2	1.8	15.9	25.4	56.7
Georgia	42.8	10.3	0.1	1.7	2.6	37.6	57.9
Hawaii	29.7	8.5	0.4	63.9	8.8	2.9	24.0
Idaho	23.6	10.2	1.3	1.2	7.8	0.6	89.1
Illinois	—	11.6	0.1	3.1	12.7	21.1	63.0
Indiana	22.1	14.0	0.2	0.8	2.4	11.2	85.4
Iowa	20.4	12.9	0.5	1.6	2.3	3.4	92.2
Kansas	31.5	11.7	1.1	1.9	6.5	8.6	81.9
Kentucky	40.3	—	0.1	0.6	0.5	10.0	88.8
Louisiana	49.2	11.1	0.6	1.3	1.2	46.4	50.6
Maine	24.5	14.0	0.6	0.9	0.4	0.9	97.2
Maryland	25.6	12.7	0.3	3.9	3.5	35.6	56.7
Massachusetts	—	17.0	0.2	4.0	9.6	8.4	77.9
Michigan	26.5	4.0	1.0	1.6	2.8	18.9	75.7
Minnesota	19.4	12.4	2.0	4.2	2.2	5.2	86.4
Mississippi	55.5	13.2	0.5	0.6	0.4	50.9	47.7
Missouri	28.0	15.2	0.3	1.0	1.1	16.7	80.9
Montana	23.9	11.6	9.9	0.8	1.5	0.5	87.2
Nebraska	21.0	13.9	1.4	1.3	4.9	6.0	86.4
Nevada	25.4	10.6	1.9	4.6	18.8	9.6	65.1
New Hampshire	12.4	13.5	0.2	1.1	1.3	1.0	96.4
New Jersey	—	—	0.2	5.3	13.5	18.5	62.5
New Mexico	—	13.8	10.5	1.0	47.5	2.4	38.7
New York	38.4	12.9	0.5	5.2	17.6	20.3	56.4
North Carolina	30.4	12.6	1.5	1.5	2.3	30.8	63.9
North Dakota	21.2	10.6	8.1	0.7	1.1	0.9	89.1
Ohio	24.7	3.7	0.1	1.0	1.4	15.4	82.0
Oklahoma	36.7	11.4	15.1	1.3	4.3	10.5	68.8
Oregon	24.4	11.0	2.1	3.4	7.4	2.5	84.6
Pennsylvania	—	10.6	0.1	1.8	3.7	14.2	80.2
Rhode Island	28.0	17.3	0.5	3.3	10.7	7.3	78.3
South Carolina	40.0	11.7	0.2	0.8	0.8	41.6	56.6
South Dakota	25.1	11.0	13.8	0.8	0.8	1.0	83.7
Tennessee	—	14.0	0.3	1.2	1.0	23.5	74.0
Texas	39.9	11.8	0.3	2.4	37.4	14.3	45.6
Utah	18.8	11.2	1.5	2.4	6.0	0.7	89.4
Vermont	19.9	10.1	0.6	1.0	0.4	0.8	97.3
Virginia	25.6	13.1	0.2	3.6	3.4	26.8	66.0
Washington	—	11.1	2.7	6.7	8.3	4.8	77.5
West Virginia	40.6	15.6	0.1	0.3	0.5	4.0	95.2
Wisconsin	20.2	12.5	1.3	2.9	3.5	9.6	82.6
Wyoming	20.0	11.8	2.8	0.8	6.2	1.2	89.0
Outlying areas							
DOD Dependents	—	8.5	1.0	10.0	8.6	21.6	58.8
American Samoa	94.9	2.5	0.0	100.0	0.0	0.0	0.0
Guam	23.3	6.5	0.1	92.6	0.9	1.2	5.3
Northern Marianas	37.6	4.0	0.0	99.2	0.0	0.0	0.8
Puerto Rico	82.3	6.8	0.0	0.0	100.0	0.0	0.0
Virgin Islands	63.6	4.7	0.0	0.2	14.0	84.6	1.1

NOTE: Data are shown as "—" if reported for less than 70 percent of schools or agencies. Percentages are based on schools and agencies reporting. National percentages were not imputed if data were missing for one or more states. New Jersey data are estimated. U.S. totals exclude outlying areas. Percentages are rounded to the nearest tenth and may not add to 100. Percentages of less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, School and Agency Universes, 1996-97.

**Table 7.—Number and percentage of students dropping out of grades 9 through 12, and percent who are male or minority among reporting states: School year 1995–96**

State	Grade 9–12 Dropouts	Grade 9–12 Percent Dropouts	Percent Dropouts who were male	Percent Dropouts who were minority
Alabama	11,573	5.6	57.3	40.3
Arkansas	5,305	4.1	57.9	37.3
California	58,150	3.9	55.3	74.4
Connecticut	6,152	4.8	57.0	52.3
Delaware	1,404	4.5	59.8	40.6
Georgia	29,284	8.5	59.0	46.8
Hawaii	2,406	4.7	60.1	66.4
Indiana	10,232	3.5	57.2	20.4
Iowa	4,791	3.1	57.9	16.4
Kansas	6,335	4.7	56.5	30.3
Louisiana	24,986	11.6	56.9	53.9
Maine	1,805	3.1	61.5	2.9
Massachusetts	8,079	3.3	58.1	36.3
Minnesota	12,434	5.3	58.0	30.7
Mississippi	8,487	6.2	59.3	56.5
Missouri	16,753	6.6	58.1	28.2
Montana	2,697	5.6	58.2	18.5
Nebraska	3,924	4.5	57.5	29.8
Nevada	6,647	9.6	55.6	41.5
New York	29,169	3.7	55.9	64.7
North Dakota	916	2.5	60.4	29.8
Ohio	29,284	5.4	60.2	33.8
Oregon	10,318	7.0	56.0	22.5
Pennsylvania	20,776	4.0	57.7	42.5
Rhode Island	1,849	4.6	58.2	31.8
South Carolina	5,297	2.9	60.1	50.1
Utah	6,546	4.4	54.3	22.7
West Virginia	3,641	3.8	57.7	4.9
Wyoming	1,752	5.7	57.2	17.5
Outlying areas				
Puerto Rico	2,509	1.5	49.0	100.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Agency Universe, 1996–97.



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