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ADVANCE ESTIMATES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR THE SCHOOL YEAR 1950-51

Prepared by
Research Division, National Education Association of the United States

FOR THE NATION AS A WHOLE the school year 1950-51 will be a period of slow improvement because of the effect of many conflicting pressures. The constructive forces which began in 1947 to correct prewar neglect and wartime losses continue to increase school revenues but new economic and worldwide factors have offset many gains. Rising prices reduce the value of the school dollar, tax and price trends adversely affect the teacher's economic status, competition for manpower restricts teacher supply, higher prices and restraints upon building materials produce a lag in needed school construction, and increasing enrolments complicate the problems of finance, teacher personnel, and school-housing. Affecting all of those conditions are the uncertainties as to the manpower requirements of Selective Service, the rising cost of military preparations, the continuous threat of world war, and the "tightening" of local, state, and federal tax sources.

THIS SUMMARY is based upon information supplied by state and territorial departments of education and education associations. It is the ninth in a series of national estimates begun in 1942-43.

Most of the figures in this memorandum are estimates. They are based upon statistics of previous years adjusted by expert judgment and by reference to such preliminary figures as are available. Many states have not completed their statistical summaries of the school year 1949-50, and few have preliminary data for 1950-51.

Previous experience with this series of advance summaries indicates that the present report is a reasonably accurate statement of conditions in public education as of October 1950. Elaborate statistical manipulations of these figures, beyond those given herein, are not advisable.

The present report reflects some of these conditions in terms of general statewide statistics. It does not reveal the unusually good or very depressing school conditions which exist in many local districts.

The Outlook in Continental United States

The first part of this memorandum briefly summarizes Tables 1 thru 9 which are appended to the end of the report. The second section and Table 10 give a brief review of conditions in the territories and outlying areas.

Substandard certificates--All of the states (except Massachusetts and the District of Columbia) issue certificates or credentials to individuals prior to their employment as teachers in public schools. Most states have standard certificates based upon prescribed programs of professional preparation. Before World War II and especially during the war years those not fully qualified for standard certification were given "emergency" or "temporary" certificates. The number of these substandard certificates in use in a given year is one measure of the shortage of qualified teachers.

Needed supply--In 1949 state education authorities were asked to estimate the number of additional teachers needed "to reduce teacher load and to provide adequately for increasing enrolments." The estimated total of so-called "needed supply" was 35,534 in 1949; the comparable estimate for 1950 is 36,988.

These estimated needs are in addition to those untrained teachers among the emergency teachers who should be replaced. No one knows how many of the nearly 80,000 holders of substandard certificates are so poorly qualified that they should be replaced. In a number of states inservice training programs and required summer-school attendance during the past few years have helped many temporary teachers to qualify for full certification. Also it must be kept in mind that acceptable professional standards of teacher preparation vary considerably among the states.

If it is assumed that 50 percent of the temporary teachers should be replaced, then the minimum annual demand for new qualified teachers must be about 100,000. The potential annual need for new qualified teachers for both elementary and secondary public schools probably approximates 125,000.

Teacher education--Further evidence on the teacher supply and demand situation is available from estimates of teacher-training enrolments in 1950-51 as compared with those in 1940-41. The details on individual states are given in Table 8, column 8. The general national picture for 1950-51, compared with several earlier years, may be summarized as follows:

School year	Number of states reporting current enrolments as		
	Much smaller than 1940-41	About same as 1940-41	Much larger than 1940-41
1947-48.....	18	9	21
1948-49.....	9	14	25
1949-50.....	2	12	34
1950-51.....	5	11	32

During these years the shift of states from the "much smaller" to the "much larger" column has indicated an improved outlook for teacher supply. Undoubtedly this change has partly accounted for the decrease in emergency certificated teachers (Table 2) despite an increased number of teaching positions (Table 1) and the increasing elementary- and secondary-school enrolments (Table 7).

The slight drop this year in the proportion of states with the "same" or "much larger" enrolments may have been caused by (a) a decline in World War II veterans enrolled in teachers colleges, (b) the diverting of young men and women from college to employment to meet current manpower demands, and (c) the effect of Selective Service and other manpower demands of military agencies.

In an effort to anticipate the situation in the next few years state officials were asked to estimate how well the 1950-51 enrolments would meet the probable demand for new teachers in the next three years. The replies for the individual states are given in columns 9 and 10 of Table 8. As compared with similar estimates in 1949-50 the 1950-51 replies may be summarized as follows:

Type of teacher	Number of states expecting supply in the next three years					
	To be short		To be balanced		To be an oversupply	
	1949-50	1950-51	1949-50	1950-51	1949-50	1950-51
Elementary teachers.....	38	37	10	11	0	0
Secondary teachers.....	1	3	30	22	17	23

The foregoing figures indicate some improvement in the past year in the school building situation in rural areas, but three-fourths of the states still report "considerable" or "very large" shortages. Urban areas show little decrease in the proportion of states reporting a shortage of elementary-school buildings. The secondary-school building situation in urban districts seems slightly improved. At the same time three-fourths of the states still report extensive building shortages in city-school systems.

It is necessary to repeat the 1949 warning that a continuation of a shortage in high-school buildings spells trouble in the years ahead. Between 1953 and 1955 the enrolment problems, existing today in many elementary schools because of high birth rates in the early 1940's, will have reached the high schools. These difficulties, combined with the present enrolment problems caused by population mobility, will mean that many high-school students cannot have full-time school opportunities.

Pupil enrolments--In 1939-40, according to the U. S. Office of Education, the public elementary and secondary schools enrolled 25,433,542 pupils--18,832,098 in elementary schools and 6,601,444 in secondary schools. During the World War II years each level lost approximately one million pupils, or a total loss of two million. These total enrolment figures obtained from the states at the end of each school year include some duplicates.

The present series of memorandums has reported the following enrolments in recent years:

Year	Elementary	Secondary	Total
1946-47	17,299,565	6,460,306	23,759,871
1947-48	17,600,000	6,501,300	24,101,300
1948-49	17,848,913	6,804,470	24,653,383
1949-50	18,528,539	6,464,584	24,993,123

The revised enrolment for 1949-50, as reported in October 1950, is 25,185,436. This figure probably contains some duplicates which explains in part the increase over the 24,993,123 reported in October 1949.

The NEA Research Division's 1950-51 estimated enrolment for the 48 states and the District of Columbia is 25,730,097--18,950,582 in elementary schools and 6,779,515 in secondary schools.

The total enrolment figures are more reliable than those designated as "elementary" and "secondary" taken separately. This condition arises from differences of opinion and practice in reporting Grades VII and VIII which are considered as elementary or secondary, depending upon the pattern of school organization in local districts.

The summarized figures for 1950-51 (see Table 7 for state estimates) are not the same as the recent estimates of the U. S. Office of Education. In the May 1950 issue of School Life the Office presents the following estimates:

Year	Elementary	Secondary	Total
1949-50	20,006,000	5,585,000	25,591,000
1950-51	20,780,000	5,479,000	26,259,000
1951-52	21,424,000	5,483,000	26,907,000

In September 1950 an Office of Education press release predicted the public-school enrolment for 1950-51 as totaling 26,126,000--20,674,000 in elementary schools and 5,452,000 in secondary schools.

But the rate of gain has been checked by price increases of the past year. The increase in real wages over a year ago has been only about $15, and that may soon be wiped out by still higher prices.

In comparison with earnings in other occupations, the school personnel have definitely lost ground during the past decade of war and readjustment. In 1939 the average salary of the instructional personnel was about $150 more than the average annual earnings of all employed persons. During the war years the salaries of school personnel fell far below employed persons in general. Since 1945 there has been some improvement and by 1949 the instructional personnel had about reached the average of all employed persons. If trends had continued, teachers might have moved forward to something approaching their prewar position, but earnings in industry have taken another recent upward turn that has not been matched by school salaries.

To restore instructional salaries to their prewar status in relation to earnings in general, the current average salary would not be the present estimated $3080, but would be well above $3400.

It is estimated (Table 5) that 5 percent of the classroom teachers (or more than 45,000 teachers) are being paid less than $1500 for their services in the school year 1950-51.

School expenditures--For the first time in this series of nationwide summaries this year's inquiry included questions on total current expenditures from local and state funds, expenditures per pupil in average daily attendance, and the percent of current revenues from state sources (see Table 6).

For 1949-50 it is estimated that the 48 states and the District of Columbia expended for current costs (less capital outlay and interest) of public schools a total of $4,492,423,418. The estimated expenditure for 1950-51 is placed at $4,784,434,170--an increase of about $292,000,000 over the previous school year.

For the nation as a whole estimated expenditures per pupil in average daily attendance averaged $204.50 in 1949-50 and $213 in 1950-51. The distribution of the 48 states and the District of Columbia is as follows:

Amount	1949-50	1950-51
Under $100	2	1
$100-149	7	8
150-199	14	10
200-249	21	20
250-299	5	9
300 and over	0	1
	49	49

The estimated average expenditure of $213 per pupil in average daily attendance is about a 4-percent increase over the $204.50 of 1949-50. It is approximately a 15-percent increase over the $185 reported in 1947-48 by the U. S. Office of Education. The Office's figure included a small percent of federal aid omitted from the $213 estimate for 1950-51.

The purchasing power of the $213 in 1935-1939 dollars is about $122. The expenditure per pupil in average daily attendance was $88 in 1939-40 (when the consumer's price index was about 100). Therefore, the per-pupil expenditure this year will be a real gain of about $34 in purchasing power over the prewar period, definitely a less effective gain than the $125 difference between $213 and $88.

TABLE 1.--ESTIMATED NUMBER OF CLASSROOM TEACHERS, PRINCIPALS, AND SUPERVISORS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1949-50 AND 1950-51

1950

State	1949-50				1950-51			
	Elementary (9) teachers	Secondary (12) teachers	Principals, etc. (15)	Total	Elementary teachers	Secondary teachers	Principals, etc.	Total
1	2	3	4	5	6	7	8	9
Ala.	*13,100	*8,300	*600	*22,600	*13,500	*8,500	*600	*22,000
Ariz. ...	*3,650	*1,100	*300	*5,050	*3,700	*1,120	*300	*5,120
Ark.	8,180	4,725	395	13,300	8,330	4,725	395	13,450
Calif. ..	35,115	22,866	6,191	64,172	37,500	23,500	6,200	67,200
Colo. ...	6,602	2,401	802	9,805	6,760	2,460	820	10,040
Conn. ...	6,967	3,682	1,011	11,660	7,894	3,607	1,042	12,453
Del.	952	879	134	1,965	1,000	900	140	2,040
D.C.	1,663	1,667	197	3,527	1,738	1,653	205	3,596
Fla.	9,764	7,020	936	17,720	10,410	7,484	950	18,844
Ga.	16,900	7,350	510	24,760	17,000	7,400	500	24,900
Idaho ...	2,987	1,486	356	4,829	3,180	1,540	340	5,060
Ill.	30,600	13,600	2,600	46,800	31,200	13,600	2,500	47,300
Ind.	*12,500	*11,000	*1,500	25,000	*12,800	*11,100	*1,500	*25,400
Iowa	*13,750	*7,650	*1,600	23,000	*13,920	*7,720	*1,600	*23,240
Kans. ...	9,000	6,300	1,500	16,800	9,100	6,350	1,500	16,950
Ky.	12,929	5,250	850	19,029	13,100	5,421	850	19,371
La.	11,506	4,720	2,975	19,201	*12,120	*4,900	*2,980	*20,000
Maine ...	4,449	2,069	180	6,698	4,800	2,070	180	7,050
Md.	6,368	4,814	703	11,885	6,638	5,347	744	12,729
Mass. ...	13,934	9,700	1,210	24,844	*14,000	*9,700	*1,210	*24,910
Mich. ...	22,729	14,391	1,650	38,770	24,000	15,000	1,750	40,750
Minn. ...	12,000	7,926	701	20,627	12,300	8,100	700	21,100
Miss. ...	11,044	4,583	598	16,225	11,300	4,600	610	16,510
Mo.	16,449	6,047	1,478	23,974	16,500	6,050	1,500	24,050
Mont. ...	3,592	917	523	5,032	3,610	962	526	5,098
Nebr. ...	8,598	3,219	328	12,145	8,580	3,220	330	12,130
Nev.	785	314	147	1,246	830	322	150	1,302
N.H.	1,749	1,141	160	3,050	1,785	1,150	165	3,100
N.J.	18,449	10,127	1,250	29,826	*18,925	*10,300	*1,275	30,500
N. Mex. .	3,583	1,325	553	5,461	3,600	1,335	560	5,495
N.Y.	49,800	25,700	3,900	79,400	50,800	26,000	3,950	80,750
N.C.	20,646	6,771	1,637	29,054	21,200	7,000	1,700	29,900
N.Dak. ..	4,800	1,200	400	6,400	4,800	1,175	400	6,375
Ohio	23,709	17,556	4,034	45,299	24,150	17,500	4,034	45,684
Okla. ...	9,844	6,086	2,249	18,179	10,000	6,714	2,300	19,014
Oreg. ...	7,000	3,000	850	10,850	7,500	3,150	850	11,500
Pa.	31,371	24,076	5,214	60,661	31,682	24,260	5,219	61,161
R.I.	*1,985	*1,676	*230	3,891	*2,000	*1,720	*230	3,950
S.C.	12,120	4,631	192	16,943	12,500	4,700	200	17,400
S.Dak. ..	5,018	1,404	300	6,722	5,059	1,427	300	6,786
Tenn. ...	16,250	5,346	600	22,196	16,600	5,440	600	22,640
Texas ...	32,222	17,406	3,621	53,249	33,222	17,606	3,621	54,449
Utah	*2,650	*2,225	*250	5,125	*2,700	*2,250	*250	*5,200
Vt.	1,770	649	183	2,602	1,810	660	180	2,650
Va.	12,336	6,719	2,319	21,374	12,800	7,100	2,340	22,240
Wash. ...	10,188	4,592	1,302	16,082	10,900	4,675	1,325	16,900
W.Va. ...	8,963	5,211	1,856	16,030	9,000	5,400	1,900	16,300
Wis.	14,000	6,440	520	20,960	14,300	6,450	520	21,270
Wyo.	1,710	906	111	2,727	1,720	920	115	2,755
Average	586,276	318,163	61,706	966,145	602,863	324,283	62,156	989,302

* Estimated by NEA Research Division

TABLE 3.--ESTIMATED TEACHER SUPPLY NEEDED, 1950-51

State	Emergency teachers[a]	Needed supply (see note b)		
		Elementary	Secondary	Total
1	2	3	4	5
Alabama	*1,000	*1,500	*500	*2,000
Arizona	*75	*500	*100	*600
Arkansas	1,250	350	750	1,100
California	9,500	2,500	...	2,500
Colorado	1,220	200	100	300
Connecticut	680	637	0	637
Delaware	50	*50	*25	*75
District of Columbia	377	40	43	83
Florida	1,730	2,000	...	2,000
Georgia	2,000	2,000	500	2,500
Idaho	900	275	50	325
Illinois	1,550	2,800	50	2,850
Indiana	*1,000	*800	*200	*1,000
Iowa	*900	*400	*100	*500
Kansas	175	250	50	300
Kentucky	3,500	*1,000	*200	*1,200
Louisiana	*640	*500	*100	*600
Maine	125	110	55	165
Maryland	2,014	216	203	419
Massachusetts	*250	*200	*100	*300
Michigan	4,500	1,000	0	1,000
Minnesota	460	1,500	300	1,800
Mississippi	500	1,900	100	2,000
Missouri	6,500	*1,000	*200	*1,200
Montana	425	200	150	350
Nebraska	*1,200	500	100	600
Nevada	11	35	15	50
New Hampshire	475	390	25	415
New Jersey	2,200	*400	*100	*500
New Mexico	60	*100	*20	*120
New York	2,950	*500	*0	*500
North Carolina	830	800	200	1,000
North Dakota	700	50	...	50
Ohio	3,700	184	0	184
Oklahoma	2,775	650	150	800
Oregon	1,600	0	0	0
Pennsylvania	1,700	273	227	500
Rhode Island	175	*100	*0	*100
South Carolina	675	0	0	0
South Dakota	1,500	675	225	900
Tennessee	1,700	500	100	600
Texas	3,200	1,300	500	1,800
Utah	*500	*200	*50	*250
Vermont	450	30	10	40
Virginia	2,500	400	100	500
Washington	4,657	850	450	1,300
West Virginia	2,000	349	376	725
Wisconsin	3,000	200	0	200
Wyoming	110	30	20	50
Total	79,989	30,444	6,544	36,988

* Estimated by NEA Research Division.

a/ See Table 2, column 7 and footnotes.

b/ "Needed supply" defined as number needed in addition to emergency teachers to reduce teacher load and to provide adequately for present enrolments.

TABLE 5.--ESTIMATED DISTRIBUTION OF CLASSROOM TEACHERS' SALARIES, 1950-51

State	Classroom teachers' average salary, 1950-51	Percent paid			
		Below $1500	$1500-$2399	$2400-$4000	Above $4000
1	2	3	4	5	6
Alabama	*$2,125	*15.0%	*60.0%	*25.0%	*0.0%
Arizona	*3,525	*0.0	*1.0	*69.0	*30.0
Arkansas	1,700	35.0	50.0	15.0	0.0
California	*3,700	0.0	0.0	65.0	35.0
Colorado	2,854	0.3	30.0	60.7	9.0
Connecticut	3,493	0.0	3.0	75.0	22.0
Delaware	*3,450	0.0	5.0	85.0	10.0
Florida	2,950	1.0	22.0	76.0	1.0
Georgia	*2,010	*25.0	*50.0	*25.0	*0.0
Idaho	*2,640	0.1	47.0	52.0	0.9
Illinois	3,319	4.0	11.0	65.0	20.0
Indiana	*3,175	*0.0	*10.0	*80.0	*10.0
Iowa	*2,425	*3.0	*45.0	*50.0	*2.0
Kansas	2,525	2.0	43.0	55.0	0.0
Kentucky	1,925	30.0	45.0	24.0	1.0
Louisiana	*2,750	*0.0	10.0	88.0	2.0
Maine	2,125	2.0	75.0	23.0	0.0
Maryland	3,586	0.0	7.0	64.7	28.3
Massachusetts	*3,450	*0.0	*10.0	*78.0	*12.0
Michigan	3,650	0.0	10.0	70.0	20.0
Minnesota	2,800	0.5	25.0	65.5	9.0
Mississippi	1,434	45.0	38.0	16.0	1.0
Missouri	2,480	7.0	41.0	46.0	6.0
Montana	2,798	0.0	32.0	65.0	3.0
Nebraska	2,150	*20.0	*50.0	*30.0	*0.0
Nevada	3,175	0.0	0.0	97.0	3.0
New Hampshire	2,775	0.0	35.0	64.0	1.0
New Jersey	*3,500	0.0	*15.0	65.0	*20.0
New Mexico	*3,140	*0.0	*1.0	*94.0	*5.0
New York	*3,995	0.0	4.0	56.0	40.0
North Carolina	2,700	5.0	30.0	62.0	3.0
North Dakota	2,000	20.0	69.0	10.0	1.0
Ohio	3,100	0.2	22.8	65.0	12.0
Oklahoma	*2,800	*2.0	*27.0	*70.0	*1.0
Oregon	3,348	0.0	0.0	80.0	20.0
Pennsylvania	3,177	0.0	11.8	81.6	6.6
Rhode Island	3,175	*0.0	*15.0	*77.0	*8.0
South Carolina	1,860	*30.0	*55.5	*14.0	*0.5
South Dakota	*2,125	3.5	67.5	28.5	0.5
Tennessee	2,215	15.0	45.0	40.0	0.0
Texas	3,054	0.0	9.0	86.0	5.0
Utah	*3,135	*0.0	*10.0	*88.0	*2.0
Vermont	2,215	0.0	60.0	40.0	0.0
Virginia	2,300	*4.0	*51.0	*44.0	*1.0
Washington	3,310	0.0	0.0	90.0	10.0
West Virginia	*2,385	*5.0	*45.0	*50.0	*0.0
Wisconsin	*2,900	0.2	31.6	56.5	11.7
Wyoming	2,910	0.0	25.0	70.0	5.0
Average	$2,980	5.1%	22.8%	59.9%	12.2%

* Estimated by NEA Research Division.

TABLE 7.--ESTIMATED PUPIL ENROLMENT AND PERCENT LACKING FULL-TIME SCHOOLING

State	Total enrolled, 1949-50	1950-51 enrolment			Percent lacking full-time schooling, 1950-51[a]		
		Elementary	Secondary	Total	Elementary	Secondary	Total
1	2	3	4	5	6	7	8
Ala.	*660,000	*499,500	*163,500	*663,000	?	?	?
Ariz.	*160,000	*131,500	*30,500	*162,000	?	?	?
Ark.	421,800	287,900	138,100	426,000	0.0%	0.0%	0.0%
Calif.	1,659,123	1,304,626	454,043	1,758,669	9.0	0.0	...
Colo.	232,400	178,000	56,000	234,000	4.7	?	3.4
Conn.	283,563	214,000	75,000	289,000	0.0	0.0	0.0
Del.	45,346	29,525	17,725	47,250	?	?	?
D.C.	93,361	59,210	34,289	93,499	3.3	0.0	2.1
Fla.	495,663	337,400	185,600	523,000	...	...	7.8
Ga.	762,046	603,000	163,000	766,000	?	?	?
Idaho	123,642	*94,000	*31,000	*125,000	?	?	?
Ill.	1,177,000	903,000	301,000	1,204,000	...	...	7.5
Ind.	678,000	*502,000	*188,000	*690,000	?	?	?
Iowa	472,000	*334,700	*140,300	*475,000	?	?	?
Kans.	317,000	233,200	86,800	320,000	?	?	?
Ky.	552,655	467,101	84,102	551,203	?	?	?
La.	447,047	*390,000	*70,000	*460,000	0.0	0.0	0.0
Maine	169,000	135,500	37,500	173,000	?	?	?
Md.	328,875	226,009	122,488	348,497	6.5	0.1	4.2
Mass.	578,000	440,000	143,000	583,000	0.0	0.0	0.0
Mich.	1,040,000	695,000	375,000	1,070,000	1.5	1.5	1.5
Minn.	494,285	379,600	122,400	502,000	?	?	?
Miss.	597,661	468,659	84,341	553,000	...	...	2.0
Mo.	627,700	497,300	140,600	637,900	?	?	?
Mont.	102,678	80,000	25,500	105,500	0.1	...	...
Nebr.	*226,000	*166,500	*60,500	*227,000	0.0	0.0	0.0
Nev.	29,490	24,000	6,500	30,500	0.0	0.0	0.0
N.H.	72,500	54,300	18,200	72,500	0.0	0.0	0.0
N.J.	665,000	*537,000	*150,000	687,000	?	?	?
N. Mex.	148,978	*125,000	*25,000	*150,000	?	?	?
N.Y.	1,940,500	1,440,000	539,500	1,979,500	Few	Few	Few
N.C.	892,000	729,500	190,500	920,000	1.0	0.0	0.8
N.Dak.	113,000	86,830	26,670	113,500	?	?	?
Ohio	1,191,000	830,000	390,000	1,220,000	0.0	0.0	0.0
Okla.	499,311	420,000	122,000	542,000	?	?	?
Oreg.	264,800	213,410	66,350	279,760	2.0	0.0	1.5
Pa.	1,586,000	1,018,000	584,000	1,602,000	?	?	?
R.I.	96,303	64,000	33,500	97,500	0.0	0.0	0.0
S.C.	494,044	389,500	118,000	507,500	0.0	0.0	0.0
S.Dak.	116,000	89,000	27,500	*116,500	?	?	?
Tenn.	631,115	512,500	120,500	633,000	?	?	?
Texas	1,442,929	1,090,550	385,000	1,475,550	2.2	0.0	?
Utah	154,000	*95,500	*60,500	*156,000	?	?	?
Vt.	58,000	44,500	15,500	60,000	0.0	0.0	0.0
Va.	607,198	465,000	163,000	628,000		no data	
Wash.	436,014	344,000	111,000	455,000	2.0	1.0	1.7
W. Va.	438,498	306,702	141,796	448,498	?	?	?
Wis.	504,310	368,040	140,630	508,670	0.0	0.0	0.0
Wyo.	59,601	46,020	13,581	59,601	0.0	0.0	0.0
Total	25,185,436	18,950,582	6,779,515	25,730,097	...	...	...

* Estimated by NEA Research Division.

a/ By definition: "The percent of pupils not attending full-time school because of shortage of qualified teachers and/or school buildings."

TABLE 9.--ESTIMATE OF THE SCHOOL BUILDING SHORTAGE, 1950-51

State	Rural schools		Urban schools	
	Elementary	Secondary	Elementary	Secondary
1	2	3	4	5
Alabama	*Some	*Some	*Large	*Some
Arizona	*Some	*Small	*Some	*Some
Arkansas	Some	Some	Some	Some
California	Some	Some	Large	Large
Colorado	Small	Some	Large	Some
Connecticut	Some	Some	Large	Some
Delaware	Some	Small	Some	Small
District of Columbia	...	...	Some	Some
Florida	Some	Some	Large	Large
Georgia	Large	Some	Some	Some
Idaho	Small	Some	Large	Large
Illinois	Small	Small	Some	Small
Indiana	*Some	*Some	*Large	*Some
Iowa	*Small	*Some	*Some	*Some
Kansas	Some	Some	Some	Small
Kentucky	Large	Some	Large	Some
Louisiana	Some	Some	Small	Small
Maine	Large	*Some	Large	Some
Maryland	Small	Small	Some	Some
Massachusetts	Small	Some	Large	Some
Michigan	Large	Some	Large	Some
Minnesota	Some	Large	Large	Some
Mississippi	Large	Large	Some	Some
Missouri	Some	Some	Large	Large
Montana	Small	Some	Large	Some
Nebraska	Small	Some	Some	Some
Nevada	Some	Small	Some	Some
New Hampshire	Large	Some	Large	Some
New Jersey	Some	Some	Some	Some
New Mexico	*Some	*Small	*Some	*Some
New York	Some	Small	Some	Small
North Carolina	Some	Some	Some	Some
North Dakota	Some	Some	Large	Large
Ohio	Small	Small	Some	Small
Oklahoma	Large	Some	Some	Small
Oregon	Some	Some	Some	Some
Pennsylvania	Large	Large	Large	Some
Rhode Island	Some	Some	Some	Some
South Carolina	Some	Large	Large	Small
South Dakota	Some	Some	Large	Some
Tennessee	Some	Some	Large	Some
Texas	Small	Small	Some	Some
Utah	*Some	*Some	*Some	*Some
Vermont	Some	Small	Some	Some
Virginia	Some	Some	Large	Some
Washington	Some	Some	Large	Some
West Virginia	Some	Some	Large	Large
Wisconsin	Some	Some	Large	Large
Wyoming	Small	Small	Some	Small

* Estimated by NEA Research Division. Terms used: Small means "practically none"; Some means "considerable"; Large means "very large."