

The Condition of Education 2009



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Commissioner's Statement

Introduction

To ensure reliable, accurate, and timely data, which are necessary to monitor the progress of education in the United States, Congress has mandated that the National Center for Education Statistics (NCES) produce an annual report, *The Condition of Education*. This year's report presents 46 indicators of important developments and trends in U.S. education. These indicators focus on participation and persistence in education, student performance and other measures of achievement, the environment for learning, and resources for education.

This statement summarizes the main findings of the indicators, which are divided into the five sections shown below. Each indicator is referenced by its number in the volume (e.g., *indicator 1*).

Section 1—Participation in Education

As the U.S. population increases in size, so does enrollment at all levels of education. Because of mandatory enrollment laws at the elementary and secondary levels, growth is due largely to increases in the size of the school-age population. At the postsecondary level, both population growth and increasing enrollment rates help account for rising enrollments in undergraduate, graduate, and first-professional programs. The cohorts of learners have become more diverse over time, with Hispanic students, in particular, and to a lesser extent, students who are members of other racial/ethnic groups (in relation to White students) making up increasing proportions of the school-age population. Similarly, enrollment has risen among students who speak a language other than English at home.

- Between 1970 and 2007, children ages 3–4 (typically preschool ages) experienced the largest increase in enrollment rates, from 20 to 55 percent, of any age group. There was also notable growth in enrollment rates for the 18- to 24-year-old age group, the traditional college-age population. For those ages 18–19, the overall enrollment rate increased from 48 to 67 percent; for those ages 20–21, from 32 to 48 percent; and for those ages 22–24, from 15 to 27 percent (*indicator 1*).
- According to data from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), at about 9 months old, 2 years old, and 4 years old, smaller percentages of children in poverty were read to, told stories, or sung to daily by a family member, compared with children not in poverty. Children with other risk factors, such as having a mother

whose highest level of education was less than a high school diploma or having a primary home language other than English, were also less likely to have family members who read to them, told them stories, and sang to them (*indicator 2*).

- A smaller percentage of children born in 2001 who were in poverty demonstrated proficiency in various cognitive skills when they were about 2 years old and 4 years old, compared with their peers who were at or above poverty, according to data from the ECLS-B. For example, 29 percent of 2-year-olds in poverty demonstrated proficiency in listening comprehension, compared with 39 percent of those at or above poverty. Twenty percent of 4-year-olds in poverty were proficient in letter recognition, compared with 37 percent of children at or above poverty (*indicator 3*).
- Total public school enrollment is projected to set new enrollment records each year from 2009 through 2018, reaching an estimated high of 53.9 million students in 2018. According to projections, 38.2 million will be enrolled in prekindergarten through grade 8 and 15.8 million in grades 9–12 in 2018. The South is expected to maintain the largest share of enrollment in 2018, with 40 percent of students residing in this region (*indicator 4*).
- Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995 to 6.3 million in 2001, and then decreased to 5.9 million in 2007. About 11 percent of all elementary and secondary school students were in private schools in 2007. While Roman Catholic schools maintained the largest share of total private school enrollment overall from 1995 to 2007, the percentage of private school students enrolled in nonsectarian schools increased from 20 to 22 percent during this period, and the percentage enrolled in Conservative Christian schools increased from 13 to 15 percent (*indicator 5*).
- In the spring of 2007, about 1.5 million, or 2.9 percent, of all school-age children in the United States were homeschooled, up from 850,000 (1.7 percent) in 1999 and 1.1 million (2.2 percent) in 2003. The most common reason parents gave as the most important for homeschooling their children in 2007 was a desire to provide religious or moral instruction: 36 percent of parents cited this reason, followed by a concern about school environment (21 percent), dissatisfaction with academic instruction (17 percent), and “other reasons” (14 percent) (*indicator 6*).

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- Between 1972 and 2007, the percentage of public school students who were White decreased from 78 to 56 percent. During this period, the percentage of students from other racial/ethnic groups increased from 32 to 44 percent; this increase largely reflects the growth in the percentage of students who were Hispanic. In 2007, the West had the largest combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students of any region. Beginning in 2003, the percentage of these students has exceeded the percentage of Whites who are enrolled, and in 2007, these students made up 57 percent of the total enrollment in this region (*indicator 7*).
- Between 1979 and 2007, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.8 million, or from 9 to 20 percent of the population in this age range. The percentage of school-age children who spoke English with difficulty increased from 3 to 6 percent between 1979 and 2000, but did not change measurably between 2000 and 2007. Of the school-age children who spoke a language other than English at home and who spoke English with difficulty, 75 percent (or 2.1 million) spoke Spanish (*indicator 8*).
- Since the enactment of the Individuals with Disabilities Education Act (IDEA) in 1975, the number and percentage of children and youth receiving special education services increased nearly every year until 2004–05. In 1976–77, some 3.7 million children and youth (or about 5 percent) were served under IDEA. By 2006–07, some 6.7 million (or about 9 percent) were receiving services. The percentage receiving special education services for a specific learning disability, the most prevalent disability type among school-age children, was 3 percentage points higher in 2006–07 than in 1976–77 (5 vs. 2 percent) (*indicator 9*).
- From 2000 to 2007, undergraduate enrollment increased 19 percent, from 13.2 to 15.6 million, at both public and private (not-for-profit and for-profit) institutions and is expected to reach 17.5 million in 2018. From 2000 to 2007, there were larger relative gains in female enrollment than male enrollment (20 vs. 16 percent) and in full-time enrollment than part-time enrollment (24 vs. 10 percent). Enrollment in private institutions also increased more than enrollment in public institutions (32 vs. 15 percent) between 2000 and 2007. Undergraduate enrollment at 2-year institutions increased from 5.9 to 6.6 million (11 percent) between 2000 and 2007, while at 4-year institutions it increased from 7.2 to 9.0 million (25 percent) (*indicator 10*).
- Total graduate enrollment was 1.3 million in 1976; enrollment fluctuated between the mid-1970s and mid-1980s before increasing steadily to 2.3 million in 2007. An additional 244,000 students were enrolled in first-professional programs in 1976; enrollment fluctuated during the 1980s before increasing to 351,000 in 2007. Female enrollment in graduate and first-professional programs increased steadily between the mid-1970s and 2007, when it reached nearly 1.4 million at the graduate level and 173,000 at the first-professional level. Male enrollment increased overall at the graduate level to 910,000 in 2007 but decreased overall at the first-professional level to 178,000. For both graduate and first-professional programs, increases in total enrollment are projected to continue through 2018, with enrollment increasing at a faster rate for females than for males (*indicator 11*).

Section 2—Learner Outcomes

How well do U.S. students and the American education system perform? Data from national and international assessments of students' academic achievement can help address this question, as can data on adults' educational experiences and earnings. In some areas, such as mathematics and reading, the performance of elementary and secondary students has shown some improvement over the past decade, but not on all assessments, in all grades assessed, or equally for all groups of students. The association between education and the earnings and employment of adults helps underscore the importance of education for individuals and society.

- Average reading scores of 4th- and 8th-graders, assessed by the National Assessment of Educational Progress (NAEP), were higher in 2007 than in 1992, by 4 and 3 points, respectively. The reading score of 12th-graders, however, was 6 points lower in 2005 than in 1992. In addition, average scores were higher in 2007 than in 1992 for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders (ranging from 6 to 16 points), as well as for White, Black, and Hispanic 8th-graders (ranging from 5 to 7 points). The reading achievement gap between White and Black 4th-graders was smaller in 2007 than in all previous assessments, but the 2007 White-Hispanic gap was not measurably different from the 2005 or 1992 gap. There were no measurable changes in the 8th-grade White-Black or White-Hispanic reading achievement gaps in 2007 compared with 1992 or 2005 (*indicator 12*).
- Average mathematics scores assessed by NAEP increased 27 points for 4th-graders and 19 points for 8th-graders from 1990 to 2007. Increases in scores were seen for males and females and for

students in most racial/ethnic groups. For example, the average mathematics scores in 2007 for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders were higher than the scores in all previous assessments, as were the scores for White, Black, and Hispanic 8th-graders. At grade 4, the score for American Indian/Alaska Native students increased over time but did not differ measurably between 2005 and 2007; at grade 8, no measurable differences in scores were detected between 1990 and 2007. The mathematics achievement gap between White and Black 8th-graders was smaller in 2007 than in 2005, but there was no measurable change in the White-Hispanic gap between these years (*indicator 13*).

- Long-term trend results from NAEP indicate that the achievement of 9- and 13-year-olds in reading and mathematics improved between the early 1970s and 2008; however, the 2008 reading and mathematics scores of 17-year-olds were not measurably different from their scores in the early 1970s. In reading, 9-year-olds scored higher in 2008 than in any previous assessment, with an increase of 4 points since 2004 and 12 points since 1971. In mathematics, the average scores of 9- and 13-year-olds in 2008 were the highest of any assessment year (*indicator 14*).
- The 2007 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics performance in 36 countries at grade 4 and in 48 countries at grade 8. Results from TIMSS showed that U.S. 4th-graders scored higher in mathematics than their peers in 23 countries and lower than those in 8 countries. U.S. 8th-graders scored higher than their peers in 37 countries and lower than those in 5 countries. At both grades 4 and 8, U.S. students showed improvement in mathematics in 2007 compared with 1995 (*indicator 15*).
- The 2007 TIMSS assessed students' science performance in 36 countries at grade 4 and in 48 countries at grade 8. Results from TIMSS showed that U.S. 4th-graders scored higher in science than their peers in 25 countries and lower than those in 4 countries. U.S. 8th-graders scored higher than their peers in 35 countries and lower than those in 9 countries. Compared with 1995, the average science scores for both 4th- and 8th-grade students were not measurably different in 2007 (*indicator 16*).
- For young adults ages 25–34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings in each year between 1995 and 2007. In

2007, young adults ages 25–34 with a bachelor's degree earned 29 percent more than young adults with an associate's degree and 55 percent more than young adult high school completers. The median earnings of young adults with a bachelor's degree were \$45,000, while the median earnings were \$35,000 for those with an associate's degree, \$29,000 for high school completers, and \$23,000 for those who did not earn a high school diploma or equivalent certificate. This pattern held for male, female, White, Black, Hispanic, and Asian young adults (*indicator 17*).

Section 3—Student Effort and Educational Progress

Many factors are associated with a student's persistence and progress toward a high school diploma, college degree, or other credential. Factors such as the student's effort and expectations, parents' educational attainment, and family income are associated with various measures of educational attainment, including graduation and dropout rates, immediate college enrollment rates, and high school and postsecondary degree attainment. Monitoring these factors and tracking educational attainment provide key indicators for describing the progress of students and schooling in the United States.

- In 2007, about 10 percent of students in kindergarten (K) through grade 8 had ever been retained during their school career; this percentage fluctuated between 9 and 11 percent from 1996 to 2007. In 2007, a larger percentage of Black students than White students, Hispanic students, and students of other races/ethnicities had ever been retained; no measurable differences were found in either the White-Black or the White-Hispanic gap in the percentage of students who had ever been retained between 1996 and 2007. In addition, in each survey year, the percentage of students in grades K–8 who had ever been retained was larger among students from poor families than among students from near-poor or nonpoor families. For example, in 2007, some 23 percent of students from poor families had ever been retained, compared with 5 percent of students from nonpoor families (*indicator 18*).
- Among public high school students in the class of 2005–06, about three-quarters graduated on time, based on an estimate of the percentage of an incoming freshman class that graduates 4 years later. Wisconsin had the highest *averaged freshman graduation rate* in 2005–06, at 87.5 percent. Thirteen other states had rates of 80 percent or more, and 10 other states had rates below 70

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percent. The overall averaged freshman graduation rate increased from 71.7 percent in 2000–01 to 74.7 percent in 2004–05 and then decreased to 73.4 percent in 2005–06 (*indicator 19*).

- The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. In 2007, the status dropout rate was 9 percent, down from 14 percent in 1980. In general, dropout rates for Whites, Blacks, and Hispanics declined between 1980 and 2007, although in each year between 1980 and 2007, the status dropout rate was lower for Whites and Blacks than for Hispanics. In 2007, foreign-born Hispanics dropped out at a higher rate than native-born Hispanics, while the opposite trend by nativity held for Whites and Blacks (*indicator 20*).
- The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent in 1997 and fluctuated between 62 and 69 percent through 2007. For family income, despite an overall narrowing of the gaps, the immediate college enrollment rates of high school completers from low- and middle-income families trailed those of their peers from high-income families by more than 10 percentage points in each year between 1972 and 2007. Differences in the immediate college enrollment rate by race/ethnicity have also persisted over time. For example, enrollment rates for Black and Hispanic high school completers have been lower than for their White peers almost every year since 1985 (*indicator 21*).
- About 58 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2000–01 completed a bachelor's degree or its equivalent at that institution within 6 years. Six-year graduation rates were higher at private not-for-profit 4-year institutions (65 percent) than at public 4-year institutions (55 percent) or private for-profit 4-year institutions (33 percent). Asian/Pacific Islander students had the highest 6-year graduation rate (67 percent), followed by Whites (60 percent), and Hispanics (49 percent). Blacks and American Indians/Alaska Natives had the lowest graduation rates of the five racial/ethnic groups (42 percent and 40 percent, respectively) (*indicator 22*).
- In 2008, some 88 percent of 25- to 29-year-olds had received a high school diploma or equivalency certificate, 31 percent had attained a bachelor's degree or higher, and 7 percent had completed a master's degree. The rate of educational attainment

in this age group was higher in 2000 than in 1971 at all levels. For example, the percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 29 percent between 1971 and 2000 and was 31 percent in 2008. The percentage of young adults who had received a high school diploma or equivalency certificate also increased from 78 percent in 1971 to 88 percent in 2008. Although the percentage of young adults with a bachelor's degree increased for all racial/ethnic groups, the gaps widened between Whites and their Black and Hispanic peers between 1971 and 2008 (*indicator 23*).

- While the number of degrees earned by White students increased between 1996–97 and 2006–07, the number awarded to students from other racial/ethnic groups grew at a faster rate at each degree level. For example, the number of bachelor's degrees awarded to White students increased by 22 percent while the number awarded to students from other racial/ethnic groups increased by 62 percent. During this period, the percentage of associate's degrees awarded to students from other racial/ethnic groups increased from 23 to 31 percent, and the percentage of master's degrees increased from 15 to 23 percent. At each degree level, the number of degrees earned grew at a faster rate for females than for males between 1996–97 and 2006–07 (*indicator 24*).

Section 4—Contexts of Elementary and Secondary Education

The school environment is described by a number of features, including the characteristics of teachers and staff, student/teacher ratios, the racial/ethnic distribution of students, parental involvement, and the climate for learning. Variations in current expenditures and differences in how expenditures are spent are also important features to consider. Monitoring these and other factors provides a more complete picture of the conditions in schools that can influence education. Society also influences and supports education through means including learning activities that take place outside school, as well as through financial support.

- In 2006–07, greater percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty schools—defined as public schools where more than 75 percent of students are eligible for free or reduced-price lunch—than did White or Asian/Pacific Islander students. A similar pattern was found among racial/ethnic groups within different school locales: in each locale (cities,

suburban areas, towns, and rural areas), higher percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty schools than did their White and Asian/Pacific Islander peers (*indicator 25*).

- In 2006–07, public schools in which 75 percent or more of the students are Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrolled 24 percent of all public elementary and secondary school students. However, over half of all Hispanic and Black students attended such schools, compared with 33 percent of Asian/Pacific Islander students, 29 percent of American Indian/Alaska Native students, and 3 percent of White students. A greater percentage of students in cities attended such schools than in suburban areas, towns, or rural areas (*indicator 26*).
- During the 2005–06 school year, 78 percent of public schools experienced one or more violent incidents, 17 percent of schools experienced at least one serious violent incident, 46 percent experienced one or more thefts, and 68 percent experienced one or more other incidents. There was variation in the number of incidents of violent and serious violent crimes among schools. For example, 46 percent of schools experienced 20 or more violent incidents, compared with 8 percent that experienced 6–9 violent incidents, and 22 percent that experienced no such incidents (*indicator 27*).
- In 2006, about 7 percent of all public school students, or 1 out of every 14 students, were suspended from school at least once during the year, and about 0.2 percent, or 1 out of every 476 students, were expelled from school. Student suspension and expulsion rates varied by race/ethnicity: in 2006, greater percentages of Black students were suspended and expelled from school than of their White, Asian/Pacific Islander, Hispanic, and American Indian/Alaska Native peers. For example, about 15 percent of Black students were suspended, compared with 8 percent of American Indian/Alaska Native students, 7 percent of Hispanic students, 5 percent of White students, and 3 percent of Asian/Pacific Islander students (*indicator 28*).
- The 2007 TIMSS asked mathematics and science teachers of 4th- and 8th-graders to report on their participation in several areas of professional development in the 2 years before the assessment. In 2007, the percentage of 4th-graders whose mathematics teachers reported participating in professional development in their subject content area ranged from 22 percent in Italy to 60 percent in the United States and 66 percent in the Russian Federation. The percentage of 8th-graders with such teachers ranged from 16 percent in Italy to 81 percent in the United States and 84 percent in the Russian Federation. In the United States, 42 percent of 4th-grade science teachers and 82 percent of 8th-grade science teachers reported participating in professional development in content (*indicator 29*).
- In 2007, some 89 percent of students had parents who reported attending a general school or PTO/PTA meeting. Other activities included attending parent-teacher conferences (78 percent), participating in school fundraising (65 percent), and volunteering/serving on a school committee (46 percent). Participation in school-related activities was greater for parents of kindergarten (K) students through 8th-graders than for parents of 9th- through 12-graders. Additionally, parental participation in school-related activities was higher for students from nonpoor families than poor families. For example, 58 percent of K through 8th-grade students in nonpoor families had parents who reported volunteering or serving on a school committee, compared with 32 percent of students in poor families (*indicator 30*).
- The ratio of students to teachers, which is sometimes used as a proxy measure for class size, declined between 1990 and 2006, from 17.6 to 15.9 students per teacher for all regular public schools. In every year during this period, the student/teacher ratios tended to be higher in public schools with larger enrollments than in public schools with smaller enrollments. For example, in 2006, regular secondary schools with enrollments of 1,500 or more enrolled 6.5 more students per teacher, on average, than regular secondary schools with enrollments under 300 students (*indicator 31*).
- The percentage of children whose parents enrolled them in a public school other than their assigned public school increased from 11 to 16 percent between 1993 and 2007. Some choice among public schools was available to 46 percent of students in 2007, according to their parents' reports. Among students whose parents reported having public school choice, approximately 25 percent attended a chosen public school, while 67 percent attended their assigned school. The other 9 percent attended a private school (*indicator 32*).
- From 1989–90 to 2005–06, total elementary and secondary school revenue increased by 59 percent in 2007–08 constant dollars, from \$348 to \$554 billion. Federal revenue increased 139 percent, compared with increases of 57 percent for state revenue and 51 percent for local revenue. During

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this period, the percentage of total revenue for public elementary and secondary education from local sources declined (from 47 to 44 percent), while the percentage of total revenue flowing to public schools from federal sources increased (from 6 to 9 percent), and the percentage from state sources stayed the same (47 percent) (*indicator 33*).

- From 1989–90 to 2005–06, total expenditures per student in public elementary and secondary schools rose by 31 percent in 2007–08 constant dollars, from \$8,627 to \$11,293, with most of the increase occurring after 1997–98. The various components of expenditures increased at different rates during this time period. Spending on interest on school debt increased the fastest, at a rate of 100 percent, followed by capital outlay (70 percent) and current expenditures (26 percent) (*indicator 34*).
- Across U.S. districts, the total variation in instruction expenditures per student decreased between school years 1989–90 and 1997–98, but increased each year from 1997–98 through 2005–06. In 2005–06, it was greater than it was in the early 1990s. Variations in instruction expenditures due to both between- and within-state differences increased from 1997–98 through 2005–06 (*indicator 35*).
- Between 1995–96 and 2005–06, current expenditures per student in public elementary and secondary schools increased by 25 percent in 2007–08 constant dollars, from \$7,619 to \$9,553. Current expenditures per student, which include instructional, administrative, and operation and maintenance expenditures, were highest in high-poverty districts (\$10,458) and low-poverty districts (\$10,447) and were lowest in middle-poverty districts (\$8,630). Expenditures increased the most for high-poverty and middle high-poverty districts (30 percent) and the least for middle-poverty districts (21 percent) (*indicator 36*).
- In 2005, U.S. expenditures per student at the postsecondary level were \$24,370—more than twice as high as the average of \$11,821 for the member countries of the Organization for Economic Cooperation and Development (OECD) who reported data. At the combined elementary and secondary level, the United States spent \$9,769 per student, which was 38 percent higher than the OECD average of \$7,065 (*indicator 37*).

Section 5—Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions under public, private not-for-profit, and private for-profit control. Indicators in this section include the racial/ethnic distribution of college students, student fields of study and degree attainment by institution type, the ways in which colleges and universities attract and compensate faculty, and the availability of financial aid.

- In 2007, some 64 percent of college students were White, 13 percent were Black, 11 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were students from other countries. About 7 percent of all college students attended institutions in which 75 percent or more of the students were Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native. At public 2-year institutions, 8 percent of enrollment was at such institutions, compared with 6 percent at public 4-year institutions. Larger percentages of students who were Hispanic and Black attended such institutions than students who were White, American Indian/Alaska Native, Asian/Pacific Islander, and nonresident alien (*indicator 38*).
- In the 1969–70 academic year, 135,000 students from other countries were enrolled in postsecondary institutions in the United States. International student enrollment increased each year through 2002–03 to 586,000 students, declined over the next few years to 565,000 in 2005–06, and increased again to 583,000 in 2006–07 and to 624,000 in 2007–08. International students accounted for 3 percent of students at the postsecondary level in 2007–08; this percentage has remained between 3 and 4 percent since 1992–93. The top three countries of origin for international students studying in the United States in 2007–08 were India, China, and South Korea (*indicator 39*).
- Of the 1.5 million bachelor's degrees awarded in 2006–07, over 50 percent were concentrated in five fields: business (21 percent); social sciences and history (11 percent), education (7 percent), health professions and related clinical sciences (7 percent), and psychology (6 percent). Overall, more bachelor's degrees were awarded in 2006–07 than in 1996–97 (a 30 percent increase). In addition, in 2006–07, about 57 percent of all bachelor's degrees conferred were awarded to females; females also earned between 49 and 86 percent of all degrees awarded in the five most prevalent bachelor's degree fields (*indicator 40*).

- In 2006–07, of the 605,000 master’s degrees awarded, over 50 percent were concentrated in two fields: education (29 percent) and business (25 percent). In these fields, women earned 77 and 44 percent, respectively, of all degrees awarded. Overall, 185,000 more master’s degrees were awarded in 2006–07 than in 1996–97 (a 44 percent increase). The number of doctoral degrees awarded also increased by 32 percent during this period, and there was a 62 percent increase in doctoral degrees awarded to women. Between 1996–97 and 2006–07, there was a 14 percent increase in the number of first-professional degrees awarded (*indicator 41*).
- Between 1996–97 and 2006–07, the number of associate’s, bachelor’s, master’s, and doctoral degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public and private not-for-profit institutions. For example, during this period, the number of bachelor’s degrees conferred by private for-profit institutions increased from 12,100 to 70,800 degrees, compared with an increase from 776,700 to 975,500 degrees for public institutions, an increase from 384,100 to 477,800 degrees for private not-for-profit institutions. In addition, the number of master’s degrees conferred by private for-profit institutions increased from 5,100 to 50,900 (*indicator 42*).
- Average inflation-adjusted salaries for full-time instructional faculty with academic ranks in colleges and universities were 22 percent higher in 2007–08 than in 1979–80. The increase was greatest for instructors, whose average salary increased by 44 percent, followed by professors, whose average salary increased by 27 percent. The average salary was higher at all types of institutions, ranging from an increase of 7 percent at public 2-year colleges to 38 percent at private doctoral universities. However, after larger increases during the 1980s and 1990s, recent increases in faculty salaries have been relatively small (2 percent between 1999–2000 and 2007–08) (*indicator 43*).
- The percentage of full-time college students ages 16–24 who were employed increased from 34 to 52 percent between 1970 and 2000, decreased to 47 percent in 2001, and fluctuated between 46 and 49 percent during the period of 2001 through 2007. In addition, the number of hours these students worked has increased since 1970. For example, in 1970, about 4 percent of full-time students worked 35 or more hours per week, but for each year between 2000 and 2007, that percentage was between 8 and 9 percent. In contrast to the increase among full-time college students, there was no measurable change in the percentage of part-time college students who were employed between 1970 and 2007. Part-time college students also worked fewer hours in 2007 than they did in 1970 (*indicator 44*).
- Nearly three-quarters (73 percent) of full-time, first-time undergraduates received a student loan or grant in 2006–07. The percentage of students receiving financial aid was higher at private not-for-profit institutions (85 percent) than at public institutions (70 percent) and private for-profit institutions (69 percent). A lower percentage (61 percent) of undergraduates at public 2-year institutions received financial aid than did undergraduates at public 4-year institutions (75 percent). In 2006–07, the average federal grant was \$3,841 at not-for-profit institutions, compared with \$3,214 at public institutions and \$2,878 at for-profit institutions. Average awards for state/local grants followed a similar pattern, while for institutional grants the average award at not-for-profit institutions was \$11,122, compared with \$3,439 at public institutions and \$1,602 at for-profit institutions (*indicator 45*).
- In 2006–07, student tuition accounted for 17 percent of the total revenue for public institutions, 26 percent for private not-for-profit institutions, and 75 percent for private for-profit institutions. State appropriations (24 percent) were the largest source of revenue for public institutions, while tuition and fees (17 percent) were the second largest source. For expenditures in 2006–07, instruction was the largest expenditure category for both public and private not-for-profit institutions. At private for-profit institutions, the largest single expenditure category was student services (*indicator 46*).

Conclusion

The U.S. education system is expected to continue growing in the years to come. In elementary and secondary education, following population shifts, enrollments are projected to increase each year through 2018 to an all-time high of 54 million, with the South expected to experience the largest increase in enrollments. Enrollment in degree-granting postsecondary institutions at both the undergraduate and graduate levels is projected to increase through 2018, the last year for which projections have been developed.

These increases in enrollment have been accompanied by a growing diversity of students. Between 1972 and 2007,

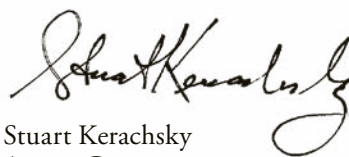
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the percentage of public school students who were White decreased from 78 to 56 percent and the percentage who were of members of other races and ethnicities increased from 32 percent to 44 percent. This increase largely reflects the consistent growth in the percentage of students who were Hispanic, which rose from 6 percent of students to 21 percent of students during this period. The percentage of school-age children who speak a language other than English at home and who speak English with difficulty increased from 3 to 6 percent between 1979 and 2000, but did not change measurably between 2000 and 2007. Although a higher percentage of Black and Hispanic than White students drop out of high school, and a smaller percentage of Black and Hispanic high school completers go to college immediately after high school graduation, there have been changes in the composition of college students and graduates as well. Part of these changes has been driven by population shifts, but part is also the result of greater percentages of people enrolling in college. Between 1996–97 and 2006–07, the number of bachelor's degrees awarded to Hispanics increased by 84 percent, and the number of master's degrees awarded to Black and Hispanic students more than doubled.

Over the long-term, there has been improvement in the scores of 9- and 13-year-olds on national reading and mathematics assessments since the early 1970s, reflecting increases for White, Black, and Hispanic students. Although the overall average score of 17-year-olds remained flat between 1971 and 2008, there were increases for White, Black, and Hispanic 17-year-olds. While performance improved for each group of 17-year-olds, the overall average did not reflect that progress because of the shifting composition of students. The percentage of White students (who have traditionally had higher average assessment scores) decreased in proportion to the percentages of students in other racial/ethnic

groups, while the percentages of Black and Hispanic students increased. In the short-term, progress on national assessments in reading and mathematics has been made among 4th- and 8th-graders since the early 1990s, but reading scores for 12th-graders have declined. On both mathematics and reading assessments, significant achievement gaps among racial/ethnic groups—particularly in the higher grades—remain. International assessments show that U.S. 4th- and 8th-graders scored above the international averages in science and mathematics in 2007. In mathematics, U.S. students at both grades have shown improvement since 1995. By comparison, performance in science has not measurably changed. Other measures of progress show a decline in the status dropout rate among students in all racial/ethnic groups and increases in rates of postsecondary degree attainment by Black, Hispanic, Asian/Pacific Islander, and American Indian/ Alaska Native students.

NCES produces an array of reports each year that present findings about the U.S. education system. *The Condition of Education 2009* is the culmination of a yearlong project. It includes data that were available by April 2009. In the coming months, other reports and surveys informing the nation about education will be released. Along with the indicators in this volume, NCES intends these surveys and reports to help inform policymakers and the American public about trends and conditions in U.S. education.




Stuart Kerachsky
Acting Commissioner
National Center for Education Statistics

Reader's Guide

The Condition of Education is available in two forms: this print volume for 2009 and a Web version on the National Center for Education Statistics (NCES) website (<http://nces.ed.gov/programs/coe>). The Web version includes the following: the 2009 Commissioner's statement, a user's guide, special analyses from 2000 through 2008, all indicators from this edition, and selected indicators from earlier editions of *The Condition of Education*. (See page xvii for a list of all the indicators that appear on *The Condition of Education* website.)

The print volume of *The Condition of Education 2009* is divided into five sections of indicators. Each section begins with a summary of the general topic areas covered by the indicators in the section. Each indicator consists of a page with key findings and technical notes, one or two figures and/or tables on the adjacent page, and one or more supplemental tables, found in *appendix A*. The supplemental tables feature the estimates used in the indicator discussion as well as additional estimates related to the indicator. Where applicable, tables of standard errors for estimate tables are available on the Web (<http://nces.ed.gov/programs/coe>). Additional information on data sources, analyses conducted, and definitions of variables and measures can be found in the supplemental notes in *appendix B*. Finally, a glossary of key terms, a bibliography, and an index are featured in *appendices C–E*.

 This icon on the main indicator page lists references for related indicators, supplemental tables, glossary terms, and other sources that provide more information relating to the indicator.

Indicators use the most recent national and international data available from either NCES or other sources that are relevant to the indicator. When the source is an NCES publication, such as the *Digest of Education Statistics, 2008* (NCES 2009-020), the publication can be viewed at the NCES website (<http://nces.ed.gov/pubsearch>).

Data Sources and Estimates

The data in this report were obtained from many different sources—including students and teachers, state education agencies, local schools, and colleges and universities—using surveys and compilations of administrative records. Users of *The Condition of Education* should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

Most indicators in *The Condition of Education* summarize data from surveys conducted by NCES or by the Census Bureau with support from NCES. Brief explanations of the major NCES surveys used in this edition of *The*

Condition of Education can be found in *supplemental notes 3 and 4* of this volume. More detailed explanations can be obtained on the NCES website (<http://nces.ed.gov>) under “Surveys and Programs.” Information about the Current Population Survey (CPS), another frequent source of survey data used in *The Condition of Education*, can be found in *supplemental note 2* as well as at <http://www.census.gov/cps/>.

Data for indicators reported in this volume are obtained primarily from two types of surveys: universe surveys and sample surveys. Some indicators report data taken from entire populations (universe surveys), such as *indicator 36* (Public School Expenditures by District Poverty). With this type of survey, information is collected from every member of the population. For example, data for *indicator 36* were obtained for each school district in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation. A universe survey is usually expensive and time consuming, so researchers often opt to collect data from a sample of the population of interest (sample survey). Other indicators report data from sample surveys, such as *indicator 12* (Reading Performance and Achievement Gaps). *Indicator 12* reports information from the National Assessment of Educational Progress (NAEP), which assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced because data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons.

Various types of estimates derived from universe and sample surveys are reported in *The Condition of Education*. Many indicators report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population. In addition, the average (or *mean*) values of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population. An example is the annual average salaries of full-time instructional faculty at degree-granting institutions (*indicator 43*). Another population measure that is sometimes used is the *median*. The median is the value of a population characteristic at or above which 50 percent of the population is estimated to fall and at or below which 50 percent of the population is estimated to fall. An example is the median annual earnings of young adults who are full-time, full-year wage and salary workers (*indicator 17*).

Estimates based on universe and sample survey data may be affected by a wide range of potential data collection

errors, such as coverage errors, response errors, data coding errors, and data entry errors. Estimates of the size of these types of errors are typically not available.

Using estimates calculated from data based on a sample of the population requires consideration of several factors before the estimates become meaningful. However conscientious an organization may be in collecting data from a sample of a population, some margin of error will always be present in estimations of the size of the actual total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error, or the range, of an estimate depends on several factors, including the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

Standard Errors

When data from sample surveys are reported, as is the case with most of the indicators in *The Condition of Education*, the standard error is calculated for each estimate. **The standard errors for all estimated totals, means, medians, or percentages reported in the supplemental tables of *The Condition of Education* can be viewed at the NCES website (<http://nces.ed.gov/programs/coe>).**

The standard errors of the estimates for different subpopulations in an indicator can vary. As an illustration, *indicator 14* reports the average mathematics scores of 13-year-old students between 1973 and 2008. In both 1994 and 1996, the average mathematics score for 13-year-olds was 274 (see table A-14-2). In contrast to the similarity of these scores, the standard errors for these estimates were 0.9 and 1.0, respectively (see table S-14-2). The average score with the smaller standard error provides a more reliable approximation of the true value than does the average score with a higher standard error. In addition, standard errors tend to diminish in size as the size of the sample (or subsample) increases.

For *indicator 17*, which reports median annual earnings, special procedures are followed for computing the standard errors for these medians. See *appendix G* of the source and accuracy statement for the Current Population Study (CPS) 2008 Annual Social and Economic supplement (ASEC) for information on how to calculate the standard errors (<http://www.census.gov/apsd/techdoc/cps/cpsmar08.pdf>).

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about the size of one population estimate in comparison to another, or about whether a time series of population estimates is increasing, decreasing, or staying about the same. Although one estimate may be larger than another, a statistical test may find that there is no measurable difference between the two estimates because of the standard error associated with one or both of the estimates. Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates.

Readers who wish to compare two sample estimates to see if there is a statistical difference will need to estimate the precision of the difference between the two sample estimates. This would be necessary if one wanted to compare, for example, the mean proficiency scores between groups assessed in the National Assessment of Educational Progress (NAEP). To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (E_A and E_B). Expressed mathematically, the difference between the two is $E_A - E_B$. The standard error of the difference (se_{A-B}) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates (se_A and se_B) after each has been squared. This relationship can be expressed as

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the “*t* value,” or “*t* statistic,” of the difference between the two estimates. This *t* statistic measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

Assuming a normal distribution, the next step is to compare this *t* statistic to 1.96, the statistically determined value for making a decision at a 95 percent confidence level as to whether there is a statistical difference between two estimates. A 95 percent confidence level means that if a test is conducted 100 times, only 5 times out of 100 would it be expected that the difference between the two sample estimates (E_A and E_B) is due to chance alone. Therefore, if the *t* statistic is greater than 1.96, then there is evidence that a difference exists between the two populations. If the *t* statistic is equal to or less than 1.96, then there is less certainty that the observed difference is a real difference and is not

simply due to sampling error. This level of certitude, or significance, is commonly referred to as the “.05 level of (statistical) significance.”

As an example of a comparison between two sample estimates to determine whether there is a statistically significant difference between the two, consider the data on the performance of 12th-grade students in the 1992 and 2005 NAEP reading assessments (see table A-12-1). The average scale score in 1992 was 292 and the average scale score in 2005 was 286. Is the difference of 6 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.6 and 0.6, respectively (see table S-12-1). Using the formula above, the standard error of the difference is 0.85. The t statistic of the estimated difference of 6 scale points to the standard error of the difference is 7.07. This value is greater than 1.96—the critical value of the t distribution for a .05 level of significance with a large sample. Thus, one can conclude that there was a statistically significant difference in the performance of 12th-graders between 1992 and 2005 in reading and that the reading score for 12th-graders in 2005 was lower than the reading score for 12th-graders in 1992.

For all indicators in *The Condition of Education* that report estimates based on samples, differences between estimates (including increases or decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed t tests at the .05 level are typically used. The t test formula for determining statistical significance is adjusted when the samples being compared are dependent. The t test formula is not adjusted when performing multiple comparisons. When the difference between estimates is not statistically significant, tests of equivalence are often used. An equivalence test determines the probability (generally at the .15 level) that the estimates are statistically equivalent, that is, within the margin of error that the two estimates are not substantively different. When the difference is found to be equivalent, language such as “x” and “y” “were similar” or “about the same” has been used; otherwise, the data will be described as having “no measurable difference.” When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of t tests. These other methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables.

A number of considerations influence the ultimate selection of data years featured in *The Condition of Education*. To make analyses as timely as possible, the latest year of data is shown if it is available during report production. The choice of comparison years is often also based on the need to show the earliest available survey

year, as in the case of the NAEP and the international assessment surveys. In the case of surveys with long time frames, such as for enrollment, the decade’s beginning year (e.g., 1980 or 1990) often starts the trend line. In the figures and tables of the indicators, intervening years are selected in increments in order to show the general trend. The narrative for the indicators typically compares the most current year’s data with those from the initial year and then with those from a more recent period. Where applicable, the narrative may also note years in which the data begin to diverge from previous trends.

Variations in Population

In considering the estimates in the tables and figures shown in this volume and on the NCES website, it is important to keep in mind that there may be considerable variation among the members of a population in the characteristic or variable represented by the population estimate. For example, the estimated average mathematics score of U.S. 4th-graders in 2007 was 529 (see table A-15-1). In reality, many U.S. students scored above 529 points, and many scored below 529 points. Likewise, not all faculty salaries, benefits, and total compensation at postsecondary institutions were the same at each type of institution in 2007–08 (*indicator 43*). Because of this variation, there may be considerable overlap among the members of two populations that are being compared. Although the difference in the estimated means of the two populations may be statistically significant, many members of the population with the lower estimated mean may be above the estimated mean of the other population, and vice versa. For example, there may be a percentage of young adults with a high school diploma or equivalent that have higher earnings than young adults with a bachelor’s degree or higher (*indicator 17*). The extent of such overlap is not generally considered in the indicators in this volume. Estimates of the extent of variation in such population characteristics can be computed from the NCES survey datasets or are available in published reports. For example, estimates of the variation in students’ assessment scores can be found using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/nde/> or in the appendices to most NAEP reports.

Rounding and Other Considerations

All calculations within *The Condition of Education* are based on unrounded estimates. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables. Although values

Reader's Guide

reported in the supplemental tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are generally rounded to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent rather than 100 percent.

Indicators in this volume that use the Current Price Index (CPI) use a base academic year of 2007–08 and a base calendar year of 2007 for constant dollar calculations. For more information on the CPI, see *supplemental note 10*.

Race and ethnicity

The categories denoting race and ethnicity in *The Condition of Education* are in accordance with the 1997 Office of Management and Budget (OMB) standard classification scheme. These classifications are based primarily on the respondent's self-identification, as is the case with data collected by the U.S. Census Bureau, or, in rare instances, on observer identification. Under the OMB standards, race and ethnicity are considered separate concepts. "Hispanic or Latino" is an ethnicity category, not a racial category. Race categories presented in *The Condition of Education 2009* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive.

Ethnicity is categorized as follows:

- *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Racial groupings are as follows:

- *American Indian or Alaska Native*: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.

- *Black*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- *More than one race*: A person who selected two or more of the following racial categories when offered the option of selecting one or more racial designations: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native.

In *The Condition of Education*, the following terms are typically used to represent the above categories: White, Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and More than one race. Not all categories are shown in all indicators. For more information on race/ethnicity, see *supplemental note 1*.

Symbols

In accordance with the NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meanings, are as follows:

- Not available. Data were not collected or not reported.
- † Not applicable. Category does not exist.
- # Rounds to zero. The estimate rounds to zero.
- ! Interpret data with caution. Estimates are unstable.
- ‡ Reporting standards not met. Did not meet reporting standards.
- * $p < .05$ Significance level.¹

Notes

¹ This level of significance means that the chance is less than 5 out of 100 that a difference was found between two estimates when no real difference exists.

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Section 1
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Section 1

Participation in Education

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Introduction

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 16 indicators in this section: 11, prepared for this year's volume, appear on the following pages, and all 16, including indicators from previous years, appear on the Web (see the List of Indicators on *The Condition of Education* website in the Contents section for a full list of the indicators). Enrollment is a key indicator of the scope of and access to educational opportunities and is a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources, such as qualified teachers, physical facilities, and funding levels, which are required to provide a high-quality education for our nation's students.

The indicators in this section are organized into an overview subsection, which is made up of an indicator on enrollment rates reported by age group, and a series of subsections organized by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult education.

The indicator in the first subsection compares rates of enrollment in formal education programs across certain age groups in the population. Looking at trends in the enrollment rates of individuals provides a perspective on the education of the U.S. population at different points in the life cycle and over time.

An indicator on the website describes participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, which can help to prepare children for elementary school and can also serve as child care for parents. Two of the indicators on the following pages present aspects of family involvement in cultivating certain developmental areas in the preprimary years, which also plays a role in preparing children for formal education. Elementary and secondary education provide knowledge and skills that prepare students for

further learning and productive membership in society. Because enrollment at the elementary and secondary levels is mandatory in most states until at least age 16, and in a number of states until age 17 or 18, changes in enrollment are driven primarily by shifts in the size and composition of the school-age population, as well as by shifts in the types of schools students attend, including public schools, private schools, and homeschooling. These factors are examined in indicators on the following pages. Postsecondary education offers students opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollments typically reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education, as well as the size of college-age populations. Graduate and professional enrollments constitute an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas. Indicators on postsecondary enrollment are found in this volume. An indicator on the Web describes adult education, which includes formal education activities in which adults participate in order to upgrade their work skills, to change careers, or to expand personal interests.

Some of the indicators in these subsections provide information about the characteristics of the students who are enrolled and, in some cases, how enrollment for different types of students varies across schools. For example, indicators that appear in this volume describe the racial/ethnic distributions of public school students, the number and characteristics of children who speak a language other than English at home, and the number and percentage of children with disabilities.

The indicators on participation in education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Enrollment Trends by Age

Between 1970 and 2007, children ages 3–4 saw the largest increase in enrollment rates. There was also growth in enrollment rates for those ages 18–19 and 20–24, the periods when individuals are typically enrolled in postsecondary education.

Changes in enrollment patterns may reflect changes in attendance requirements, the perceived value or cost of education, as well as the time taken to complete degrees. Changes in the total enrollment rates varied by age group between 1970 and 2007: these rates increased for those ages 3–4, 5–6, 18–19, 20–24, 25–29, and 30–34, remained around 100 percent for those ages 7–13, and fluctuated between 93 and 96 percent for those ages 14–17.

Between 1970 and 2007, the enrollment rate for children ages 3–4 (the ages at which children are typically enrolled in nursery school) increased from 20 to 55 percent. Some of the increase between 1970 and 2007 may reflect changes to the data collection method in 1994; however, by 1994, the rate of nursery school attendance had already doubled from the 1970 rate. As of September 2008, of the 50 states and the District of Columbia, there were 33 states that did not require kindergarten attendance (see table A-1-2). The enrollment rate for children ages 5–6 (the ages at which children are typically enrolled in kindergarten or 1st grade) increased from 90 percent in 1970 to 96 percent in 1976 and has since remained stable (see table A-1-1). For youth ages 7–13, the enrollment rate has remained at nearly 100 percent over the past 37 years, reflecting states' minimum compulsory age requirements for school attendance (see table A-1-2). The enrollment rate for 14- to 17-year olds has been slightly lower during this period (between 93 and 96 percent), with no measurable differences during the past 5 years (see table A-1-1). The maximum compulsory age of school attendance varies between the ages of 16 and 18 (see table A-1-2).

Young adults ages 18–19 are typically transitioning into postsecondary education or the workforce. Between 1970 and 2007, the overall enrollment rate for young adults ages 18–19 increased from 48 to 67 percent (see table A-1-1). During this time period, the enrollment rate for 18- to 19-year-olds at the elementary/secondary level increased from 10 to 18 percent, while enrollment for 18- to 19-year-olds at the postsecondary level rose from 37 to 49 percent. There were no measurable differences in these rates at either level during the past 5 years, although in 2007 the postsecondary enrollment rate for young adults ages 18–19 was among the highest recorded.

Adults ages 20–34 who are enrolled in school are usually enrolled in postsecondary education. Between 1970 and 2007, the enrollment rate for young adults ages 20–21 increased from 32 to 48 percent, and the rate for those ages 22–24 increased from 15 to 27 percent. Despite these increases in enrollment rates for young adults over time, during the past 5 years, there were few measurable differences in enrollment for these age groups. The enrollment rate for adults ages 25–29 increased from 8 percent in 1970 to 12 percent in 2007, while enrollment for adults ages 30–34 increased from 4 percent in 1970 to 6 percent in 1974 and has remained relatively stable (between 6 and 7 percent) from 1975 to 2007.



For more information: *Tables A-1-1 and A-1-2*

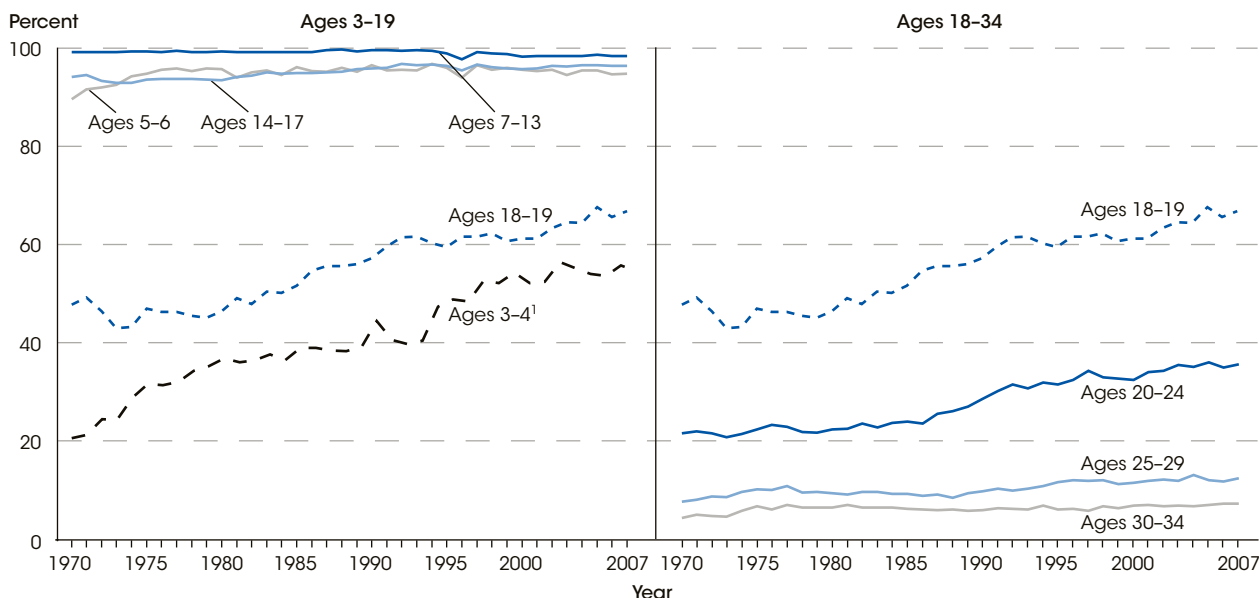
Glossary: *Elementary/secondary school, Nursery school, Postsecondary education, Private school, Public school*
Education Commission of the States (2007).
Education Commission of the States (2008).

Technical Notes

For this indicator, estimates include enrollment in any type of graded public, parochial, or other private school. These include enrollment in nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later. Excluded are enrollments in less-than-2-year

postsecondary institutions and enrollments in “special” schools, such as trade schools, business colleges, or correspondence schools. The age groupings used in this indicator reflect the different schooling stages that are typical for students given their age. For example, students at ages 18–19 are typically transitioning from elementary/secondary education into postsecondary education or the workforce. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2007

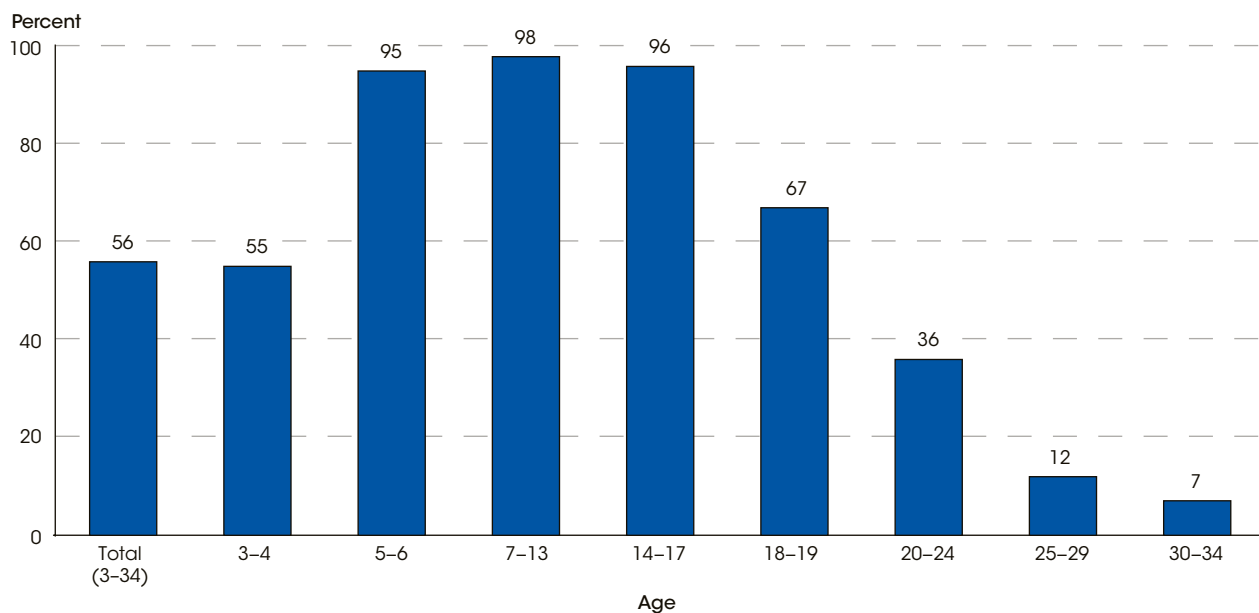


¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later.

NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes enrollments in less-than-2-year postsecondary institutions and enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2007.

Figure 1-2. Percentage of the population ages 3–34 enrolled in school, by age group: October 2007



NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes enrollments in less-than-2-year postsecondary institutions and enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2007.

Early Development of Children

When they were about 9 months, 2 years, and 4 years old, a smaller percentage of children in poverty were read to, told stories, or sung to daily by a family member, compared with children at or above poverty.

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) collected information on a cohort of children who were born in 2001 and focused on several aspects of early childhood development, including interactions between young children and their families and the ways by which parents raise, nurture, and prepare their children for school. For the first three waves, data were collected on the children as infants (at about 9 months old), then as toddlers (at about 2 years old), and again as preschoolers (at about 4 years old). At each age, between one-third and one-half of these children were read to daily by a family member (see table A-2-1). In addition, approximately one-fourth of children at each of these ages were told stories daily, and between one-half and three-quarters were sung to daily.

In general, at all ages, a higher percentage of White children had family members who read to them daily than did children of other races/ethnicities. Also, a higher percentage of Asian children were read to than Hispanic and American Indian/Alaska Native children at all ages, and than Black children at ages 2 and 4 (with rates not measurably different at 9 months of age). Forty-one percent of White, 26 percent of Asian, 23 percent of Black, 21 percent of Hispanic, and 18 percent of American Indian/Alaska Native 9-month-olds had family members who read to them daily. At 2 years of age, 59 percent of White and 42 percent of Asian children had family members who read to them daily, compared with 25 percent of Black, 27 percent of Hispanic, and 30 percent of American Indian/Alaska Native children. At 4 years of age, 50 percent of White and 38 percent of Asian children were read to daily, compared with 21 percent of Black, 23 percent of Hispanic, and 25 percent of American Indian/Alaska Native children.

Overall, a smaller percentage of children in poverty were read to, told stories, or sung to daily by a family member than children at or above poverty. For example, 22 percent of 9-month-olds, 28 percent of 2-year-olds, and 21 percent of 4-year-olds in poverty were read to daily, compared with 36 percent of 9-month-olds,

51 percent of 2-year-olds, and 44 percent of 4-year-olds at or above poverty. Similarly, 24 percent of 9-month-olds, 23 percent of 2-year-olds, and 21 percent of 4-year-olds in poverty were told stories daily, compared with 28 percent of 9-month-olds, 30 percent of 2-year-olds, and 24 percent of 4-year-olds at or above poverty. Additionally, 67 percent of 9-month-olds, 63 percent of 2-year-olds, and 47 percent of 4-year-olds in poverty were sung to daily, compared with 76 percent of 9-month-olds, 69 percent of 2-year-olds, and 50 percent of 4-year-olds at or above poverty.

In general, levels of maternal education were positively related to the percentage of children who were read to, told stories, or sung to daily. For example, 20 percent of 4-year-olds whose mothers had not completed high school were read to daily, compared with 29 percent whose mothers completed high school, 39 percent whose mothers completed some college, and 61 percent whose mothers had at least a bachelor's degree. Additionally, 22 percent of 2-year-olds whose mothers did not complete high school were told stories daily, compared with 29 percent whose mothers completed some college and 36 percent whose mothers had at least a bachelor's degree. A smaller percentage of 9-month-olds whose mothers did not complete high school (65 percent) were sung to daily, compared with those whose mothers completed high school (71 percent), some college (78 percent), or a bachelor's degree or higher (79 percent).

A smaller percentage of children whose families spoke a language other than English in the home were read to, told stories, or sung to daily than children whose families spoke primarily English in the home. For example, 18 percent of 9-month-olds, 24 percent of 2-year-olds, and 22 percent of 4-year-olds whose families spoke a language other than English in the home were read to daily, compared with 36 percent of 9-month-olds, 50 percent of 2-year-olds, and 42 percent of 4-year-olds whose families spoke primarily English in the home.



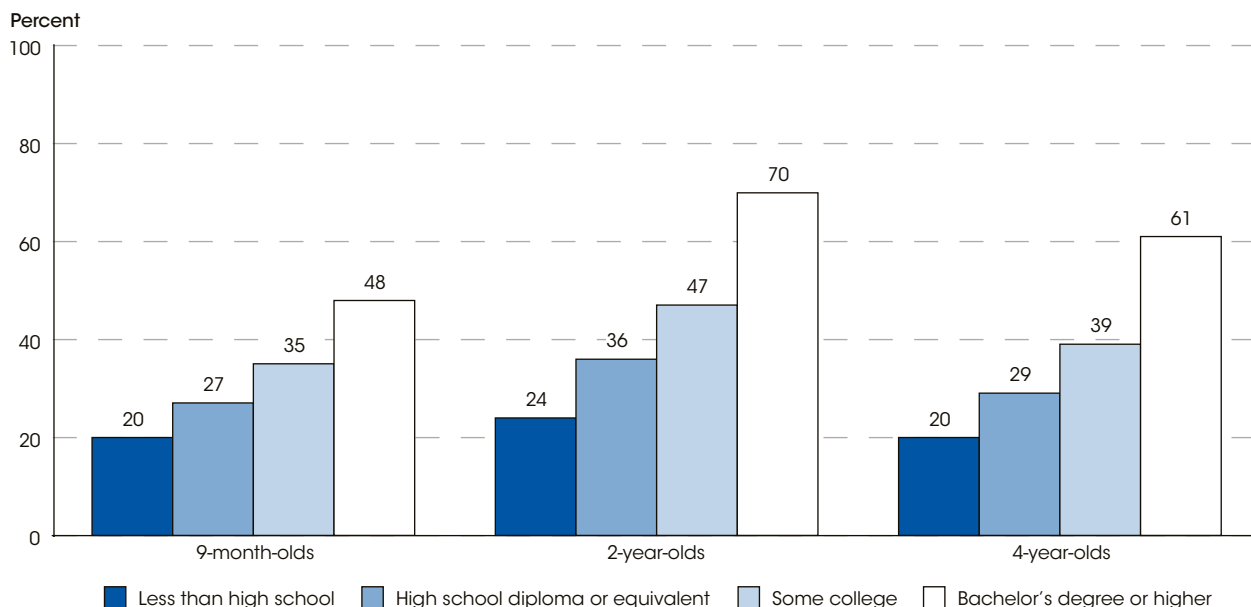
For more information: [Table A-2-1; Indicator 3](#)

Technical Notes

Variables correspond with the year of the estimate. For examples and for more information on the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) in general, see *supplemental note 3*. *High school completers* include those who earned a high school diploma or its

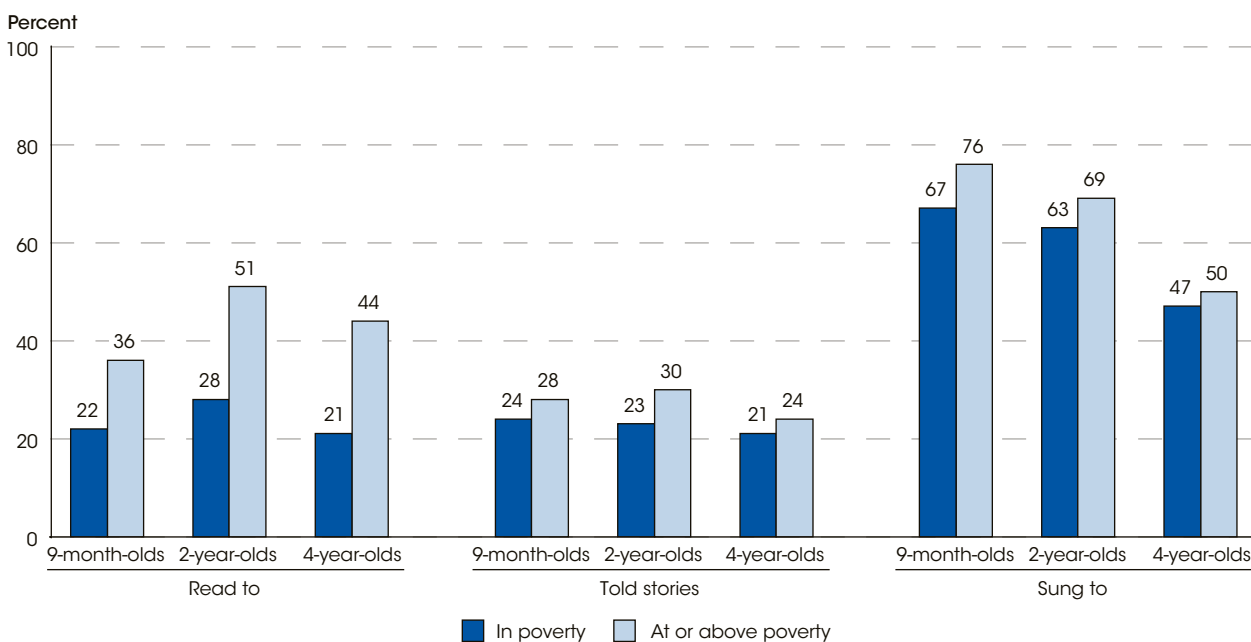
equivalent (e.g., a General Educational Development [GED] certificate). Race categories exclude persons of Hispanic ethnicity. For more information on parents' education, race/ethnicity, and poverty, see *supplemental note 1*.

Figure 2-1. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by mother's education: 2001-02, 2003-04, and 2005-06



NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Each age variable corresponds with the year of the estimate. For example, the 9-month estimates for "Read to" reflect the percentage of children whose parents read to them daily in a typical week at the time of the 9-month data collection. For more information on parents' education, see *supplemental note 1*; for more information on the ECLS-B, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File (NCES 2008-034).

Figure 2-2. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to daily in a typical week by a family member, by poverty status: 2001-02, 2003-04, and 2005-06



NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Each age variable corresponds with the year of the estimate. For example, the 9-month estimates for "Read to" reflect the percentage of children whose parents read to them daily in a typical week at the time of the 9-month data collection. For more information on parents' education, see *supplemental note 1*; for more information on the ECLS-B, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File (NCES 2008-034).

A smaller percentage of children born in 2001 who were in poverty demonstrated proficiency in various cognitive skills at about 2 years old and at about 4 years old than did their peers who were at or above poverty.

Using the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), this indicator provides information on children when they were infants (at about 9 months old), when they were toddlers (at about 2 years old), and again when they were preschoolers (at about 4 years old). The assessments for 9-month-olds provide information on cognitive skills, including exploration, verbalizations, making simple gestures, and problem solving, and on motor skills, including coordination, sitting, prewalking, standing alone, skillful walking, and balance. The assessments for 2-year-olds provide information on cognitive skills, such as communication, listening comprehension, object discrimination, and knowledge of counting words or quantities; and on motor skills, such as skillful walking, balance, fine motor control, walking up and down stairs, alternating balance, and motor planning. Preschool-age assessments provide information on language, literacy, mathematics, color identification, and fine motor skills.

Nine-month-olds in poverty had lower proficiency levels in three of five cognitive skills, compared with children at or above poverty, although observed differences were less than 4 percentage points. For example, 81 percent of children in poverty were proficient in exploring purposefully, compared with 84 percent of those at or above poverty (see table A-3-1). For motor skills, no measurable differences were found between 9-month-olds in poverty and those at or above poverty.

In contrast to patterns found among 9-month-olds by poverty status, significant differences in all cognitive skills were found for 2-year-olds. For example, 29 percent of 2-year-olds in poverty demonstrated proficiency in listening comprehension, compared with 39 percent of those at or above poverty, and 55 percent of those in poverty were proficient in expressive vocabulary, compared with 67 percent at or above poverty (see table A-3-2). Concerning proficiency in motor skills among 2-year-olds, however, no measurable differences were found by poverty status.

Differences in proficiency in cognitive skills by poverty status observed when children were 2 years old held when they were 4 years old. Twenty percent of 4-year-olds in poverty were proficient in letter recognition,

compared with 37 percent of their peers at or above poverty (see table A-3-3). Forty-five percent of 4-year-olds in poverty demonstrated proficiency in numbers and shapes, compared with 72 percent of their peers at or above poverty.

For 9-month-olds, there were few differences in cognitive skill proficiencies for most racial/ethnic groups. While differences were found for motor skills among 9-month-olds by race/ethnicity, no single group demonstrated consistently higher proficiency than others across all skills. In contrast, smaller percentages of Black, Hispanic, and American Indian/Alaska Native 2-year-olds demonstrated proficiency in all cognitive skills than did their peers who were White, Asian, or of more than one race. For example, 56 percent of Blacks, 54 percent of Hispanics, and 50 percent of American Indians/Alaska Natives used expressive vocabulary, compared with 71 percent of Whites, 62 percent of Asians, and 64 percent of children of more than one race (see table A-3-2). For motor skills among 2-year-olds, few differences were found by race/ethnicity.

Generally, smaller percentages of Black, Hispanic, and American Indian/Alaska Native 4-year-olds demonstrated proficiency in various cognitive skills than did their peers who were White, Asian, or of more than one race. For example, 28 percent of Blacks, 23 percent of Hispanics, and 19 percent of American Indians/Alaska Natives were proficient at letter recognition, compared with 37 percent of Whites, 49 percent of Asians, and 35 percent of children of more than one race (see table A-3-3). Additionally, smaller percentages of 4-year-old Blacks (55 percent), Hispanics (51 percent), and American Indians/Alaska Natives (40 percent) showed proficiency in numbers and shapes, compared with Whites (73 percent), Asians (81 percent), and children of more than one race (65 percent).



For more information: *Tables A-3-1 through A-3-3; Indicator 2*

Glossary: *Cognitive development, Motor development*
NCES 2009-020, Tables 112–114

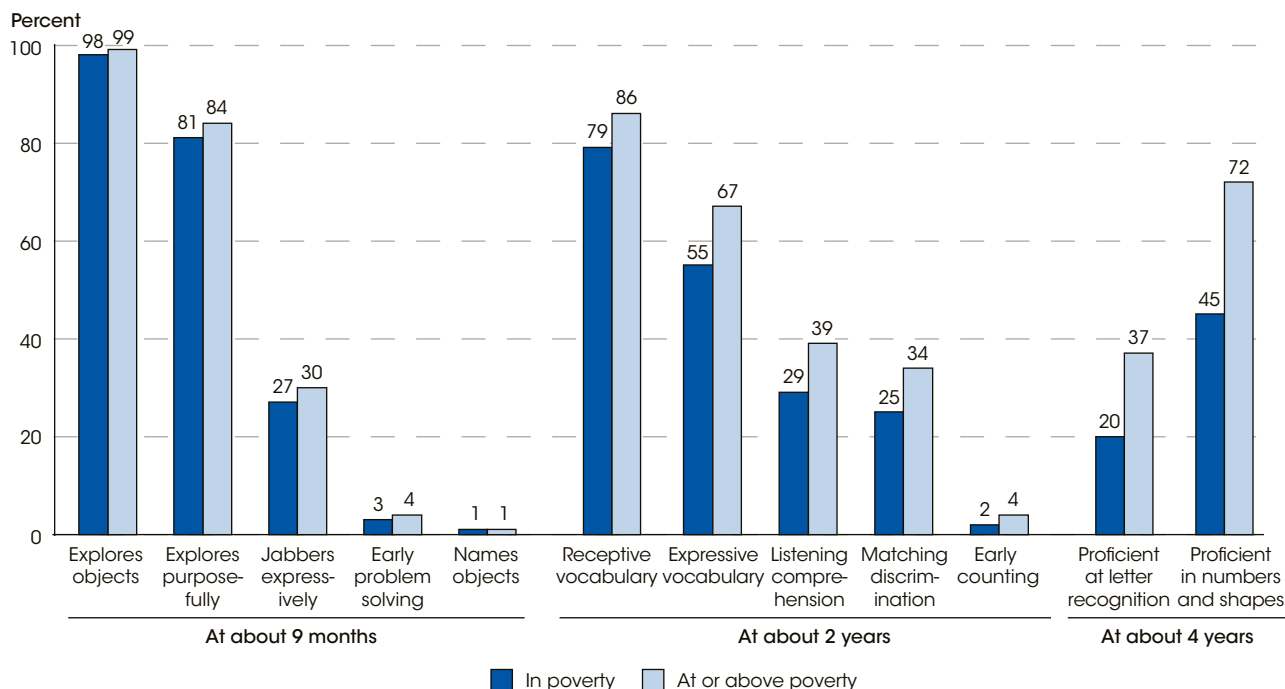
Bayley, N. (1993)

Technical Notes

Percentages presented reflect children who demonstrated mastery or “proficiency” by achieving a set threshold within a subscale measuring specific skills or abilities. Race categories exclude persons of Hispanic ethnicity.

For more information on race/ethnicity, socioeconomic status, and poverty, see *supplemental note 1*. For more information on the ECLS-B, see *supplemental note 3*.

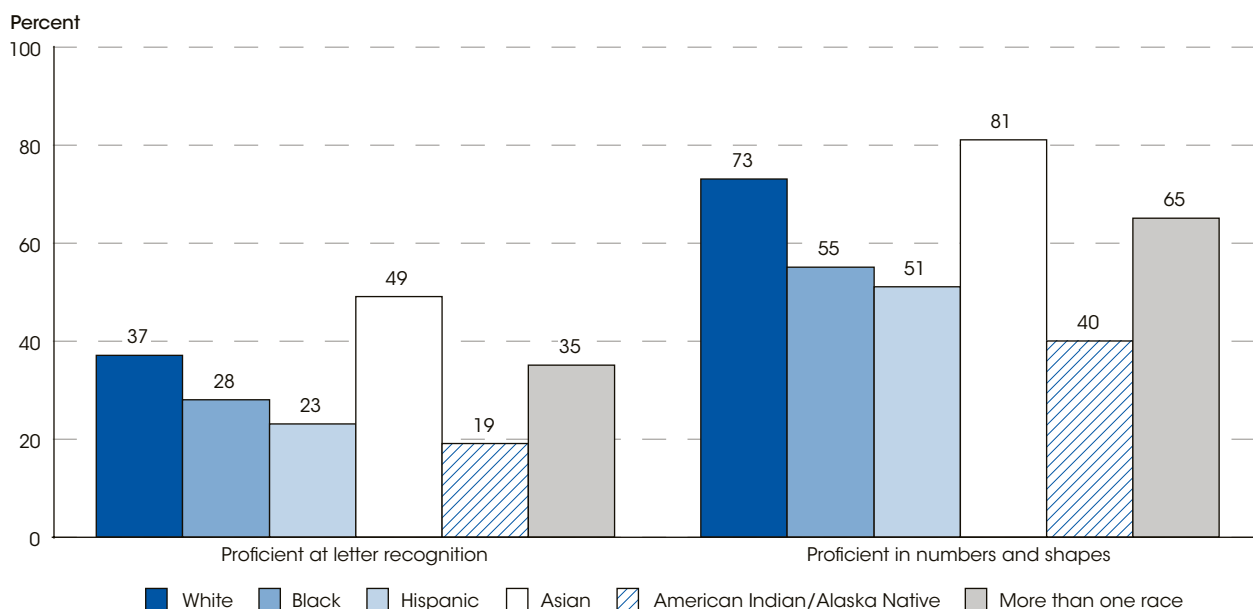
Figure 3-1. Percentage of children demonstrating proficiency in various cognitive skills, by poverty status and age: 2001-02, 2003-04, and 2005-06



NOTE: Percentages reflect children who demonstrated mastery or "proficiency" by achieving a set threshold within a subscale measuring specific skills or abilities. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. While ECLS-B assessed some infants as young as 6 months and as old as 22 months, estimates reflect information collected on infants around 9 months old (8 to 10 months). Estimates for 2-year-olds pertain to children assessed between 22 and 25 months old. Estimates for 4-year-olds pertain to children assessed between 48 and 57 months old. For more information on poverty, see *supplemental note 1*, and for more information on ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-2-year Restricted-Use Data File and Longitudinal 9-month-Preschool Restricted-Use Data File.

Figure 3-2. Percentage of children proficient in letter recognition and numbers and shapes at about 4 years old, by race/ethnicity: 2005-06



NOTE: Percentages reflect children who demonstrated mastery or "proficiency" by achieving a set threshold within a subscale measuring specific skills or abilities. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Estimates for 4-year-olds pertain to children assessed between 48 and 57 months old. Data on Pacific Islanders are not shown as reporting standards were not met. For more information on race/ethnicity, see *supplemental note 1*, and for more information on ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month-Preschool Restricted-Use Data File.

Public School Enrollment

Public elementary and secondary enrollment is projected to increase to 54 million in 2018. Over the period of 2006 to 2018, the South is the region of the country projected to experience the largest increase (18 percent) in the number of students enrolled.

In 2006, about 49.3 million students were enrolled in public elementary and secondary schools. Of these students, 34.2 million were enrolled in prekindergarten (preK) through grade 8, and 15.1 million were enrolled in grades 9 through 12.

Public school enrollment declined during the 1970s and early 1980s and increased in the latter part of the 1980s. Enrollment continued to increase throughout the 1990s and early 2000s. Between 2000 and 2006, public school enrollment increased by 2.1 million students, reaching 49.3 million students in 2006 (see table A-4-1). Total public school enrollment is projected to set new enrollment records each year from 2007 through 2018, reaching an estimated high of 53.9 million students in 2018 (the last year for which projected data are available).

Enrollment trends in grades preK–8 and 9–12 have differed over time as successive cohorts of students have moved through the public school system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 decreased in the late 1970s and throughout the 1980s. Enrollments at both grade levels increased from 1990 through 2006. Public school enrollment in grades preK–8 is projected to increase from 34.2 million in 2006 to 38.2 million in 2018. Enrollment in grades 9–12 is projected to increase to 15.1 million in 2007 before decreasing to 14.6 million in 2011; it is then expected to increase again to 15.8 million in 2018.

Since 1970, the South has been the region of the country with the largest share of public school enrollment in the United States. However, the regional distribution of students in public schools has not remained static. The share of total public school enrollment in the Northeast and the Midwest decreased between 1970 and 2000

(from 21 to 17 percent and 28 to 23 percent, respectively), while the share for both the South and the West increased during this period (from 32 to 37 percent and 18 to 24 percent, respectively). The number of students enrolled followed a similar pattern between 2000 and 2006, decreasing slightly in both the Northeast and Midwest, but increasing by one-half million students in the West and 1.0 million students in the South. According to projections, by 2018, some 14 percent of public school students will be in the Northeast, 20 percent will be in the Midwest, 25 percent will be in the West, and 40 percent will be in the South.

From 2006 to 2018, public school enrollment in grades preK through 12 in the United States is projected to increase by 9 percent (see table A-4-2). The rate of increase in overall U.S. enrollment is not expected to be evenly distributed by grade level or among states. For example, enrollment in grades preK–8 is projected to increase more than enrollment in grades 9–12 during this period (12 vs. 4 percent). In grades preK–8, enrollment is expected to increase by more than 30 percent in Arizona, Nevada, and Texas, but to decrease by more than 5 percent in Rhode Island and New York. Projections indicate that enrollment in grades 9–12 will experience a wider range of percent change than enrollment in grades preK–8 between 2006 and 2018: enrollment in Arizona, Nevada, and Texas is projected to increase by more than 30 percent, while enrollment in Rhode Island, Vermont, and the District of Columbia is projected to decrease by more than 20 percent.



For more information: *Tables A-4-1 and A-4-2; Indicators 10 and 11*

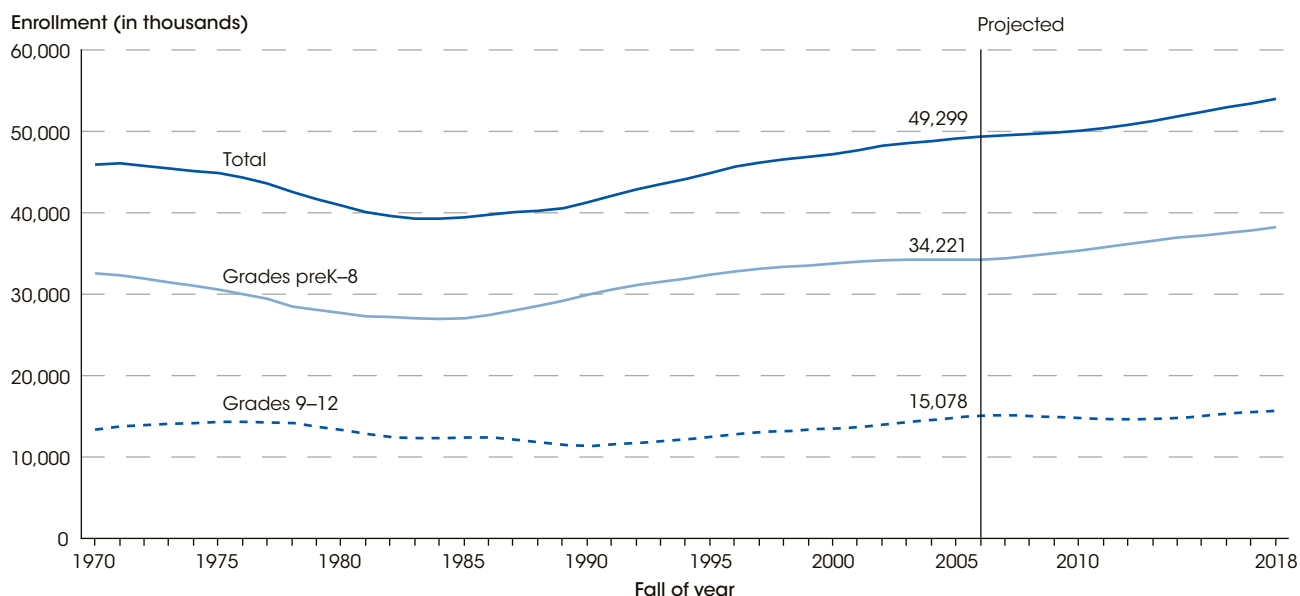
Glossary: *Elementary/secondary school, Public school*

Technical Notes

The most recent year of actual data is 2006, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062.

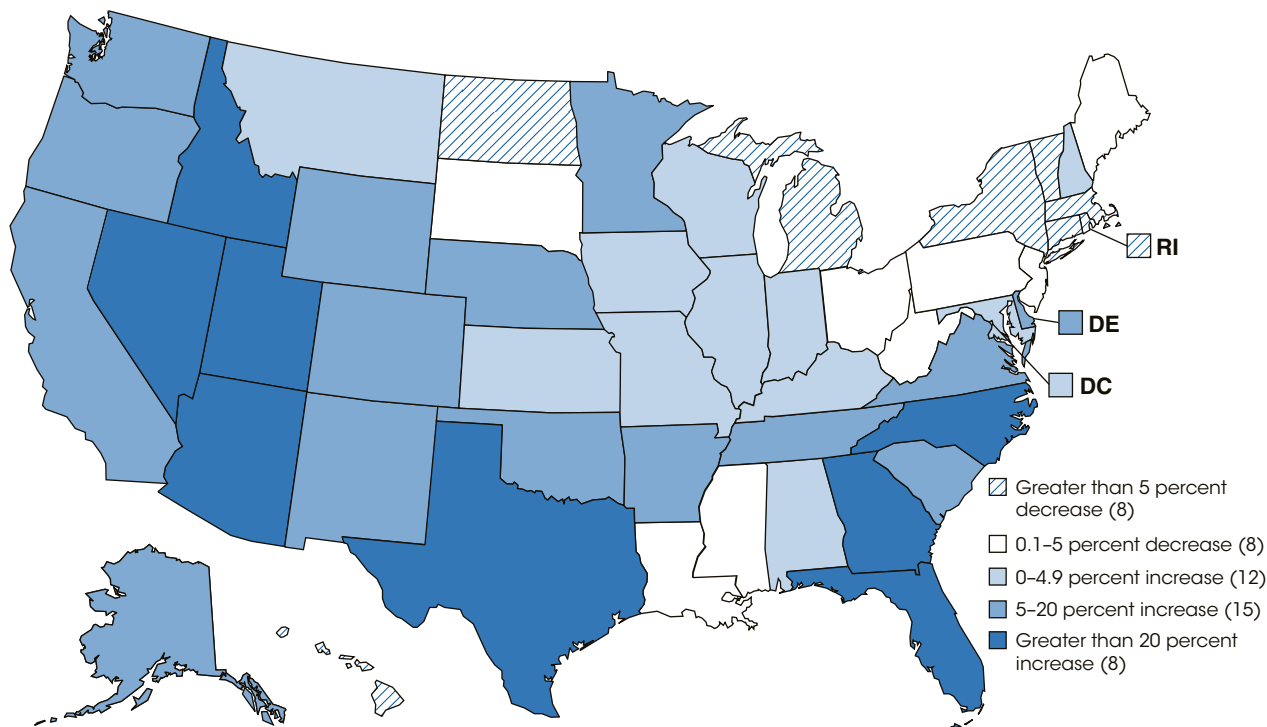
Some data have been revised from previously published figures. For a list of the states in each region, see *supplemental note 1*.

Figure 4-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: Fall 1970–2018



NOTE: The most recent year of actual data is 2006, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. Some data have been revised from previously published figures.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1993-94 through 2006-07. *State Comparisons of Education Statistics: 1969-70 to 1993-94* (NCES 95-122), tables 10, 11, and 12, retrieved December 24, 2008, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95122>; and National Elementary and Secondary Enrollment Model, 1972-2006.

Figure 4-2. Projected percent change in public school enrollment in grades prekindergarten through 12, by state: Between fall 2006 and fall 2018



NOTE: The most recent year of actual data is 2006, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. For a list of states in each region, see *supplemental note 1*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2006-07; and Public State Elementary and Secondary Enrollment Model, 1980-2006.

Private School Enrollment

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995 to 6.3 million in 2001, and then decreased to 5.9 million in 2007. About 11 percent of all elementary and secondary school students were in private schools in 2007.

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995 to 6.3 million in 2001, and then decreased to 5.9 million in 2007. About 11 percent of all elementary and secondary school students were in private schools in 2007 (see tables A-5-1 and A-5-2).

Between 1995 and 2003, Roman Catholic schools maintained the largest share of total private school enrollment, but the percentage of all private school students enrolled in Roman Catholic schools decreased from 45 percent in 1995 to 39 percent in 2007 (see table A-5-1). This decrease stemmed from the decline in the percentage of these students enrolled in parochial schools (those run by a parish, not by a diocese or independently). In contrast, the percentage of students in Conservative Christian schools increased from 13 to 15 percent of all private school students between 1995 and 2007. The percentage of students enrolled in nonsectarian schools increased from 20 to 22 percent during this period.

In 2007, most private school students were enrolled in schools with a regular program emphasis (85 percent; see table A-5-3). Of the remaining students, 5 percent were enrolled in early childhood schools, 4 percent in Montessori schools, 2 percent in schools with a special program emphasis, 2 percent in special education schools, and 1 percent in alternative schools. The student composition of private schools varied by type of program emphasis. Private schools with a special education or an alternative emphasis had the highest percentages of enrollment (39 and 35 percent, respectively) coming from one or more of the Black, Hispanic, Asian/Pacific

Islander, or American Indian/Alaska Native racial/ethnic groups. About 25 percent of students in private schools with a regular program emphasis were from these groups.

In 2007, the percentage of all students who were enrolled in private schools was higher in the Northeast (15 percent) than in the Midwest (11 percent), the South (10 percent), and the West (9 percent) (see table A-5-2). Looking at changes over time, in the Midwest and West, the percentage of students enrolled in private schools was lower in 2007 than in 1995. The percentage of students in the Northeast who were enrolled in private schools in 2007 (15 percent) was similar to the percentage enrolled in 1995 (16 percent). In the South, the percentages of students enrolled in private schools remained around 10 percent from 1995 to 2007.

There were differences in the racial/ethnic composition of private school enrollments (data from 2007) compared with public school enrollments (data from 2006). Whites made up a greater share of private school enrollment than of public school enrollment (75 vs. 57 percent), while the opposite was true for Blacks (10 vs. 17 percent) and Hispanics (10 vs. 20 percent) (see table A-5-3 and NCES 2008-022, table 41). Asians/Pacific Islanders made up 5 percent of both public and private school enrollments, and American Indians/Alaska Natives made up 1 percent of each.



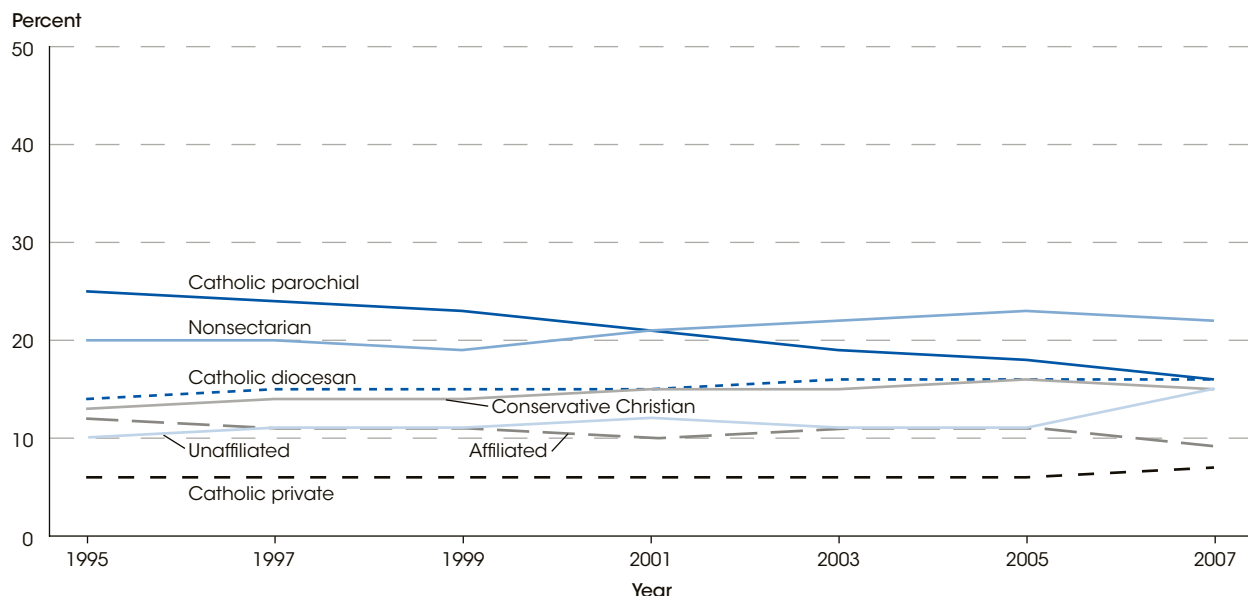
For more information: *Tables A-5-1 through A-5-3*
Glossary: *Private school, Public school*

Technical Notes

Other religious schools are those with a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least 1 of 4 associations, and affiliated schools are those with membership in 1 of 12 associations. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Vocational schools are included with special program emphasis schools. Calculations were revised and estimates may differ from previously

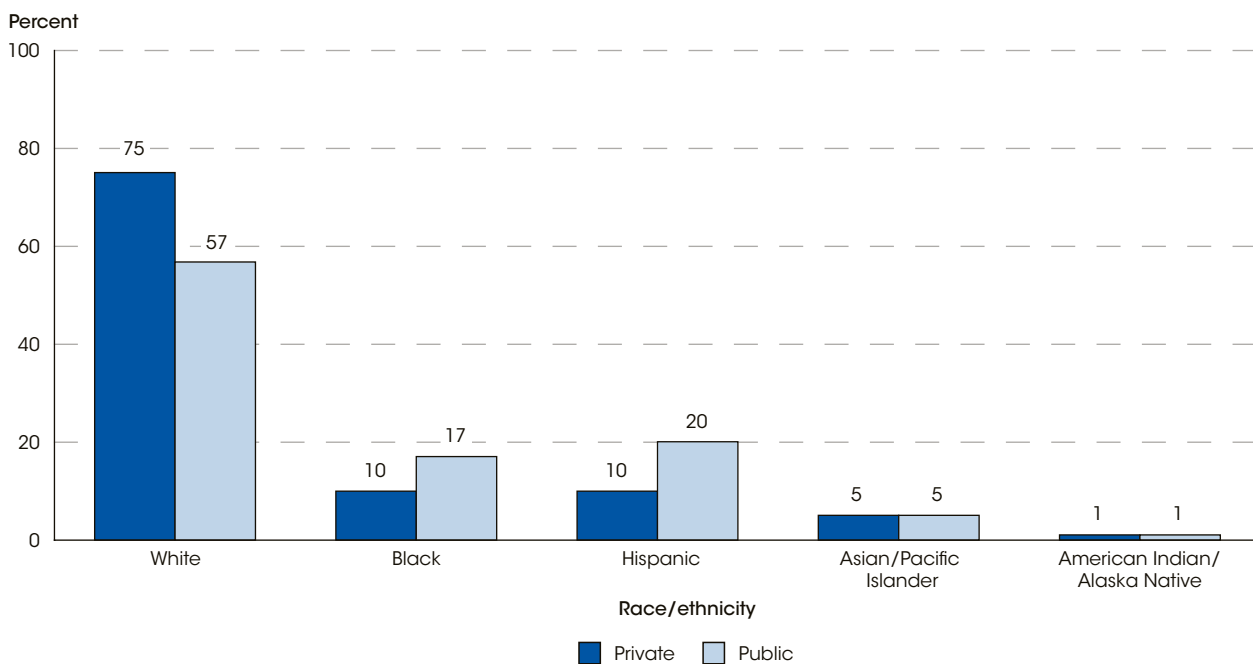
published data. Estimates from the Private School Survey (PSS) may differ from those derived from the National Household Education Survey (NHES) because of differences in survey methodology. For more information on private schools, private school program emphases, NHES, and the PSS, see *supplemental note 3*. The distribution of private school students by race/ethnicity excludes prekindergarten students. Race categories exclude persons of Hispanic ethnicity. For more information on geographic region and race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

Figure 5-1. Percentage distribution of private school students in prekindergarten through grade 12, by school type: Various years, fall 1995 through fall 2007



NOTE: Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Nonsectarian schools do not have a religious orientation or purpose. Calculations were revised and estimates may differ from previously published data. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995–96 through 2007–08.

Figure 5-2. Percentage distribution of public and private school enrollments, by race/ethnicity: Fall 2007



NOTE: Private school distribution excludes prekindergarten students. Race categories exclude persons of Hispanic ethnicity. Data on public schools are for fall 2006. For more information on race/ethnicity, see *supplemental note 1*, and for more information on the Private School Universe Survey (PSS) and the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Private School Universe Survey (PSS), 2007–08; U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2006–07.

Homeschooled Students

In the spring of 2007, about 1.5 million, or 2.9 percent of all school-age children, were homeschooled in the United States, an increase from both 1999 and 2003.

This indicator examines the number and characteristics of homeschooled students in the United States. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade who receive instruction at home instead of at a public or private school either all or most of the time.

In 2007, the number of homeschooled students was about 1.5 million, an increase from 850,000 in 1999 and 1.1 million in 2003 (see table A-6-1). The percentage of the school-age population that was homeschooled increased from 1.7 percent in 1999 to 2.9 percent in 2007. The increase in the percentage of homeschooled students from 1999 to 2007 represents a 74 percent relative increase over the 8-year period and a 36 percent relative increase since 2003. In 2007, the majority of homeschooled students received all of their education at home (84 percent), but some attended school up to 25 hours per week. Eleven percent of homeschooled students were enrolled in school less than 9 hours per week, and 5 percent were enrolled between 9 and 25 hours per week.

More White students were homeschooled than Black or Hispanic students or students from other racial/ethnic groups, and White students constituted the majority of homeschooled students (77 percent). White students (3.9 percent) had a higher homeschooling rate than Blacks (0.8 percent) and Hispanics (1.5 percent), but were not measurably different from students from other racial/

ethnic groups (3.4 percent). Students in two-parent households made up 89 percent of the homeschooled population, and those in two-parent households with one parent in the labor force made up 54 percent of the homeschooled population. The latter group of students had a higher homeschooling rate than their peers: 7 percent, compared with 1 to 2 percent of students in other family circumstances. In 2007, students in households earning between \$25,001 and \$75,000 per year had higher rates of homeschooling than their peers from families earning \$25,000 or less a year.

Parents give many different reasons for homeschooling their children. In 2007, the most common reason parents gave as the most important was a desire to provide religious or moral instruction (36 percent of students) (see table A-6-2). This reason was followed by a concern about the school environment (such as safety, drugs, or negative peer pressure) (21 percent), dissatisfaction with academic instruction (17 percent), and “other reasons” including family time, finances, travel, and distance (14 percent). Parents of about 7 percent of homeschooled students cited the desire to provide their child with a nontraditional approach to education as the most important reason for homeschooling, and the parents of another 6 percent of students cited a child’s health problems or special needs.



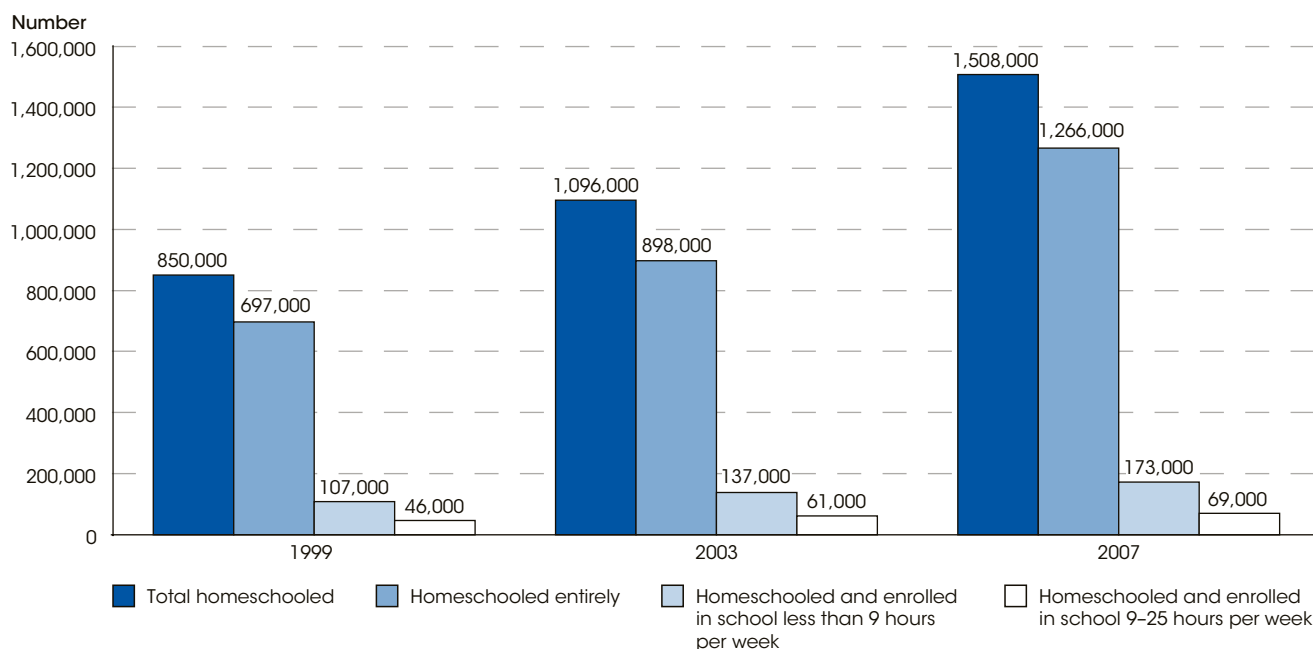
For more information: *Table A-6-1 and A-6-2; Indicator 32*

Technical Notes

Students are considered to be homeschooled if (1) they are ages 5–17 in a grade equivalent to at least kindergarten and no higher than 12th grade; (2) their parents report them as being schooled at home instead of at a public or private school for at least part of their education; and (3) their part-time enrollment in public or private schools

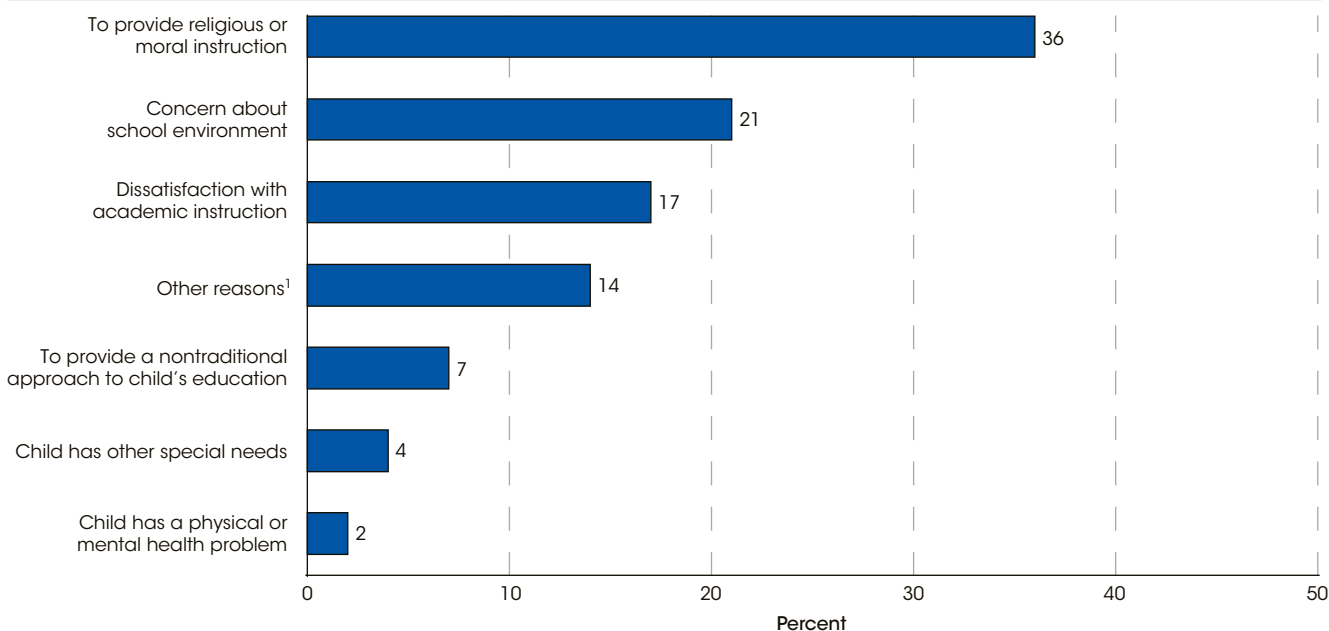
does not exceed 25 hours per week. Students who are schooled at home primarily because of a temporary illness are not considered to be homeschooled students. For more information on the National Household Education Program (NHES), see *supplemental note 3*. For more information on race/ethnicity, see *supplemental note 1*.

Figure 6-1. Number and distribution of school-age children who were homeschooled, by amount of time spent in schools: 1999, 2003, and 2007



NOTE: Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey of the 1999 National Household Education Surveys Program (NHES), Parent and Family Involvement in Education Survey of the 2003 and 2007 NHES.

Figure 6-2. Percentage of school-age children who were homeschooled, by reasons parents gave as the most important reason for homeschooling: 2007



¹ "Other reasons" parents gave for homeschooling include family time, finances, travel, and distance. NOTE: Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2007 National Household Education Surveys Program (NHES).

Racial/Ethnic Enrollment in Public Schools

Between 1972 and 2007, the percentage of public school students who were White decreased from 78 to 56 percent. During this period, the percentage of students from other racial/ethnic groups increased from 32 to 44 percent; this increase largely reflects growth in the percentage of Hispanic students.

The shifting racial and ethnic distribution of public school students enrolled in kindergarten through 12th grade is one aspect of change in the composition of school enrollment. Between 1972 and 2007, the percentage of public school students who were White decreased from 78 to 56 percent (see table A-7-1). Accordingly, the percentage of public school students who were part of other racial/ethnic groups increased to 44 percent in 2007, up from 22 percent in 1972 and 32 percent in 1987. This increase over time largely reflects the consistent growth in the percentage of students who were Hispanic. In 2007, Hispanic students represented 21 percent of public school enrollment, up from 6 percent in 1972 and 11 percent in 1987. Since 1987, the percentage of public school students who were Hispanic has increased more than the percentage of students who were White, Black, or members of other racial/ethnic groups. During this period, the percentage of students who were Black decreased from 17 percent in 1987 to 15 percent in 2007, with the percentage of Hispanic enrollment measurably surpassing that of Black enrollment for the first time in 2002. Students from other racial/ethnic groups—Asian (4.1 percent), Pacific Islander (0.3 percent), and American Indian/Alaska Native (0.8 percent) students, and students of more than one race (2.6 percent)—made up about 7.8 percent of public school enrollment in 2007.

The racial/ethnic composition of public schools differed by region, though the combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Native Alaska students generally increased as a percentage of the total enrollment in all regions between 1987 and 2007 and during the broader period of 1972 and 2007 (see table A-7-2). In each year from 1972 to 2007, the West and South had larger enrollments of these students than the Northeast and Midwest did.

In 2007, the West had the largest enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Native Alaska students of any region. Beginning in 2003, the percentage of these students exceeded the percentage of Whites in the total enrollment, and by 2007, enrollment for these students comprised 57 percent of the total in this region. In the West, Hispanic enrollment has been the largest, aside from White enrollment, since 1972, with the percentage of students who were Hispanic

more than doubling (from 15 to 39 percent) by 2007. Between 1972 and 2007, the percentage of Blacks enrolled generally remained stable (between 5 and 7 percent), while the percentage of Whites enrolled decreased from 73 to 43 percent.

In the South, the combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Native Alaska students increased from 30 percent in 1972 to 49 percent in 2007. The majority of this growth was due to an increase in the percentage of Hispanics enrolled. Although Blacks have maintained the largest percentage of enrollment in the South, aside from Whites, the percentage of Black enrollment generally remained at around 25 percent between 1972 and 2007. During this period, the percentage of Hispanic enrollment grew from 5 to 19 percent, while White enrollment decreased from 70 to 51 percent.

Between 1972 and 2007, the combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Native Alaska students in the Northeast increased from 19 to 36 percent. The percentage of Hispanic enrollment increased from 6 to 15 percent from 1972 to 2007, while the percentage of Blacks enrolled in 1972 was not measurably different than the percentage in 2007. White enrollment decreased from 81 to 64 percent during this period.

In the Midwest, the combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Native Alaska students increased from 12 to 28 percent between 1972 and 2007. Black students have remained the largest group—aside from White students—in the region, but Hispanic enrollment increased more than Black enrollment during this period. Between 1972 and 2007, the percentage of Black students enrolled increased from 11 to 13 percent, while Hispanic enrollment increased from 2 to 9 percent. Although White enrollment decreased from 88 percent in 1972 to 72 percent in 2007, among all regions, the Midwest has maintained the highest percentage of Whites enrolled during this period.



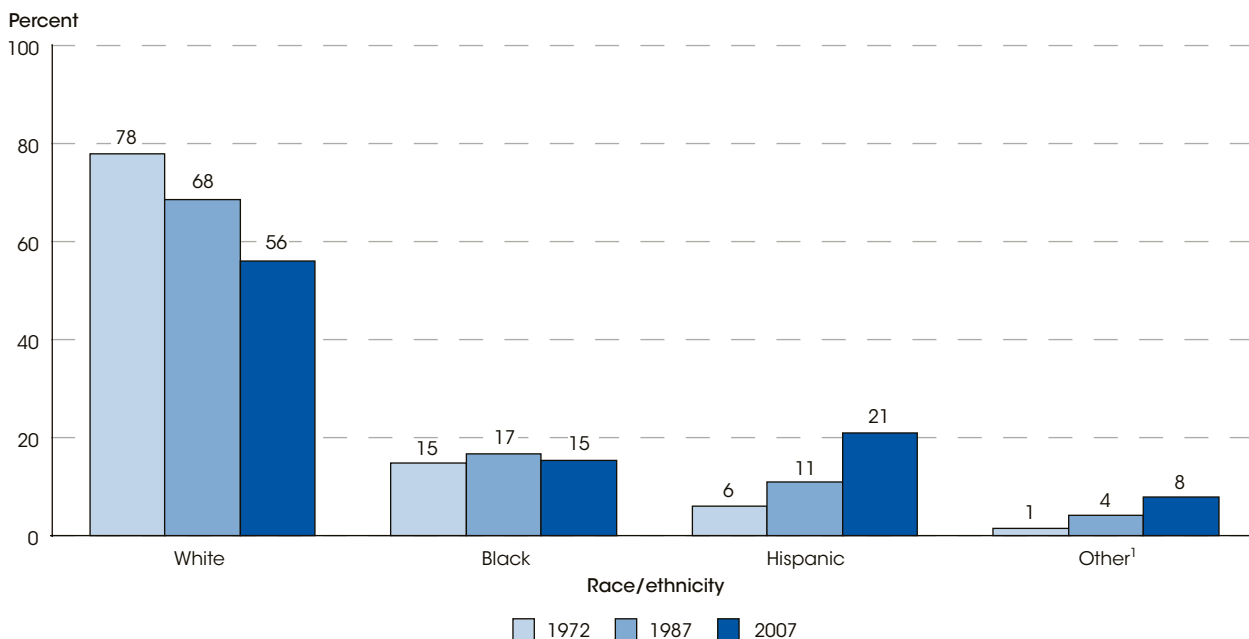
For more information: [Tables A-7-1 and A-7-2](#)
Glossary: [Public school](#)

Technical Notes

Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. For more information on

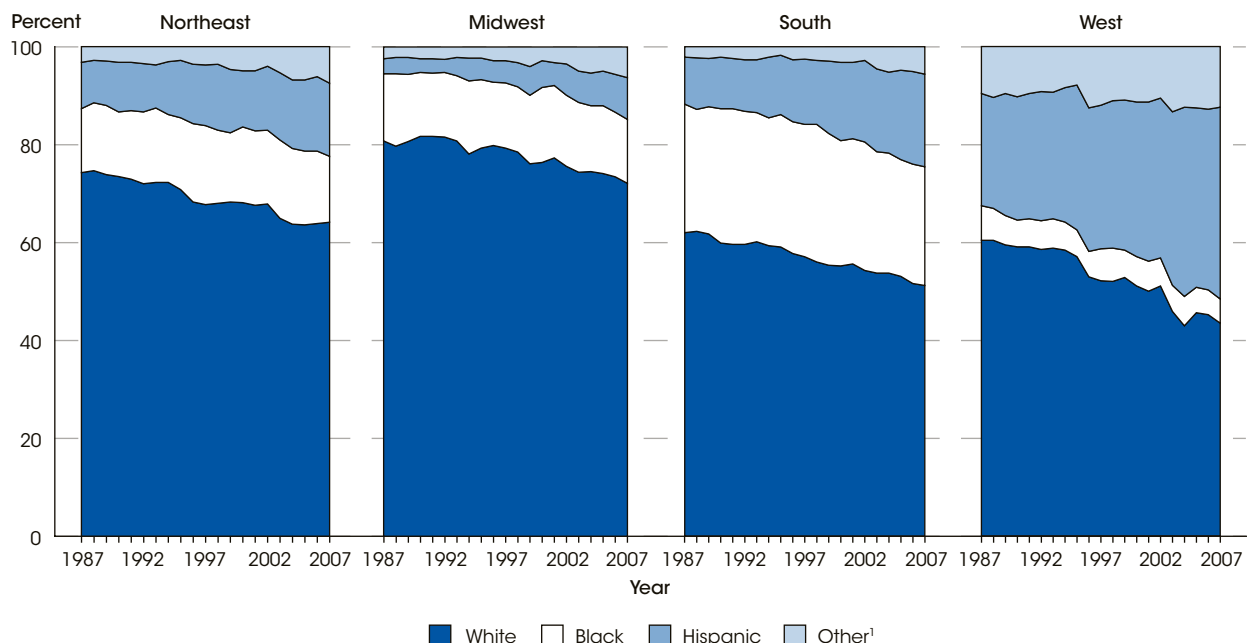
race/ethnicity and region, see *supplemental note 1*. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 7-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Selected years, October 1972–October 2007



¹ "Other" includes all students who identified themselves as being Asian, Hawaiian, American Indian, or two or more races.
 NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity, see *supplemental note 1*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1972–2007.

Figure 7-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: October 1987–October 2007



¹ "Other" includes all students who identified themselves as being Asian, Hawaiian, American Indian, or two or more races.
 NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity and region, see *supplemental note 1*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1987–2007.

Language Minority School-Age Children

In 2007, some 20 percent of children ages 5–17 (or 10.8 million) spoke a language other than English at home, and 5 percent (or 2.7 million) spoke English with difficulty. Seventy-five percent of those who spoke English with difficulty spoke Spanish.

Between 1979 and 2007, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.8 million, or from 9 to 20 percent of the population in this age range (see table A-8-1). An increase was also evident during the more recent period of 2000 through 2007 (from 18 to 20 percent). The percentage of school-age children who spoke a language other than English at home and spoke English with difficulty increased from 3 to 6 percent between 1979 and 2000, but did not change measurably between 2000 and 2007, remaining between 5 and 6 percent.

Among school-age children who spoke a non-English language at home, the percentage who spoke English with difficulty has decreased over time. For example, of the school-age children who spoke a language other than English at home, 34 percent spoke English with difficulty in 1979, compared with 31 percent in 2000, and 25 percent in 2007.

The percentage of school-age children who spoke a language other than English at home and who spoke English with difficulty varied by demographic characteristics in 2007, including race/ethnicity, poverty status, and age (see table A-8-2). Among school-age children, 18 percent of Hispanics and 16 percent of Asians spoke a non-English language at home and spoke English with difficulty, compared with 7 percent of Pacific Islanders, 3 percent of American Indians/Alaska Natives, and 1 percent each of Whites, Blacks, and children of more than one race. Differences were also seen among racial/ethnic subgroups of Hispanic and Asian school-age children. For example, 21 percent of Mexican school-age children spoke a non-English language at home and spoke English with difficulty versus 8 percent each of Puerto Rican and Other Hispanic school-age children.

For Asians, 24 percent of Vietnamese 5- to 17-year-olds spoke a non-English language at home and spoke English with difficulty, compared with 8 percent of their Filipino peers. In terms of poverty status, higher percentages of poor (10 percent) and near-poor (8 percent) 5- to 17-year-olds spoke a non-English language at home and spoke English with difficulty than did nonpoor 5- to 17-year-olds (3 percent). Concerning differences by age, a greater percentage of 5- to 9-year-olds spoke a language other than English at home and spoke English with difficulty than did 10- to 17-year-olds (7 vs. 4 percent). This pattern by age held across most demographic characteristics.

In terms of language spoken, in 2007, of the school-age children who spoke a language other than English at home and who spoke English with difficulty, about 2.1 million (or 75 percent) spoke Spanish; 320,000 (or 12 percent) of these children spoke Asian/Pacific Islander languages; 287,000 (or 10 percent) spoke other Indo-European languages; and 72,000 (or 3 percent) spoke another language (see table A-8-3).

English-speaking ability also varied by state and region of the country in 2007. The percentage of 5- to 17-year-olds who spoke a non-English language and who spoke English with difficulty was about 1 percent in several states, including Maine, New Hampshire, Vermont, South Dakota, Mississippi, West Virginia, Montana, and Wyoming, but was higher in the southern state of Texas (10 percent) and in certain western states, including Arizona (9 percent) and California (11 percent).



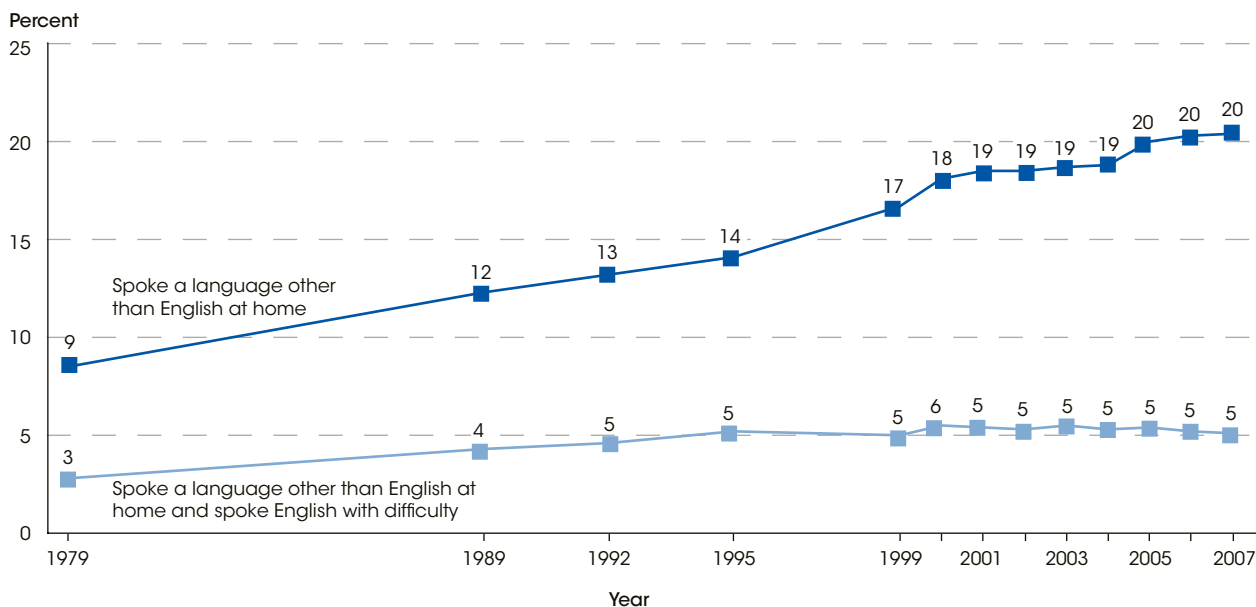
For more information: *Tables A-8-1 through A-8-3*
Glossary: *Language minority students*
 Shin, H.B. and Bruno, R. (2003)

Technical Notes

Respondents were asked whether each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English using the following categories: “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward

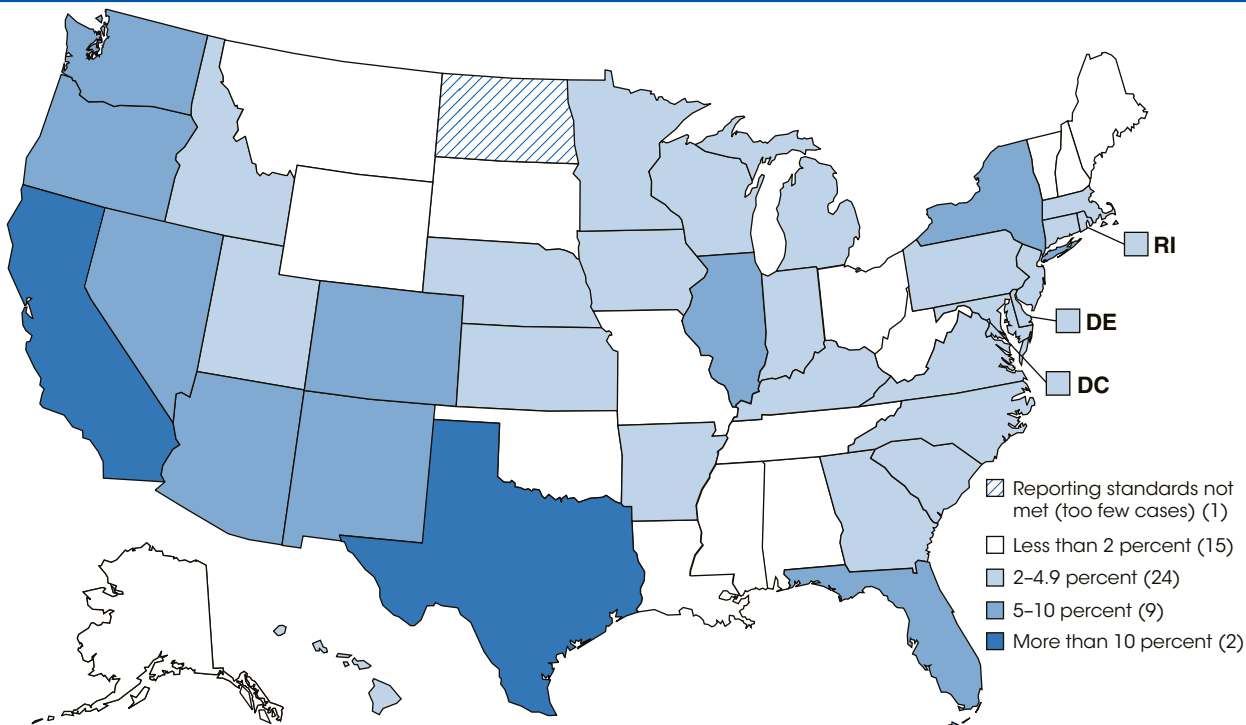
(ACS). For more information on the CPS and the ACS, see *supplemental notes 2* and *3*, respectively. Asian/Pacific Islander languages include any native languages spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages. Other Indo-European includes Indo-European languages other than Spanish (e.g., French, German, Portuguese, etc.). Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, poverty status, and geographic region, see *supplemental note 1*.

Figure 8-1. Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979-2007



NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on CPS and the ACS, see *supplemental notes 2 and 3*, respectively.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS) 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000-2007.

Figure 8-2. Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by state: 2007



NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. For more information on the American Community Survey (ACS), see *supplemental note 3*.
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Children and Youth With Disabilities

The number and percentage of children and youth receiving special education services increased nearly every year between 1976–77 and 2004–05. Since 2004–05, the number and percentage of students served declined each year through 2006–07.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that children and youth ages 3–21 with disabilities be provided a free and appropriate public school education. Data collection activities to monitor compliance with IDEA began in 1976.

The number and percentage of children and youth ages 3–21 receiving special education services increased nearly every year since the inception of IDEA up until 2004–05 (see table A-9-1). Since 2004–05, the number and percentage of students served have declined each year through 2006–07. In 1976–77, some 3.7 million children and youth were served under IDEA, representing 5 percent of all children and youth ages 3–21. By 2006–07, some 6.7 million children and youth received IDEA services, corresponding to about 9 percent of all children and youth ages 3–21. Among students served under IDEA in 2006–07, about 59 percent were White, 20 percent were Black, 17 percent were Hispanic, 2 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native (data not shown).

Since 1980–81, a larger percentage of children and youth ages 3–21 have received special education services for specific learning disabilities than for any other disability type (see table A-9-2). A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect

ability to listen, think, speak, read, write, spell, or to do mathematical calculations. These disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The percentage of children and youth ages 3–21 receiving special education services for a specific learning disability was 3 percentage points higher in 2006–07 than in 1976–77 (5 vs. 2 percent). In comparison, the next most prevalent disability type, speech or language impairments, remained fairly constant around 3 percent, with variations of less than 1 percentage point during this period.

In 2006–07, about 40 percent of all children and youth receiving services under IDEA had specific learning disabilities, and 22 percent had speech or language impairments. Students with disabilities such as other health impairments, mental retardation, emotional disturbances, developmental delay, and autism accounted for between 4 and 10 percent each. Children and youth with multiple disabilities; hearing, orthopedic, and visual impairments; traumatic brain injury; and deaf-blindness each accounted for less than 2 percent of children with disabilities.



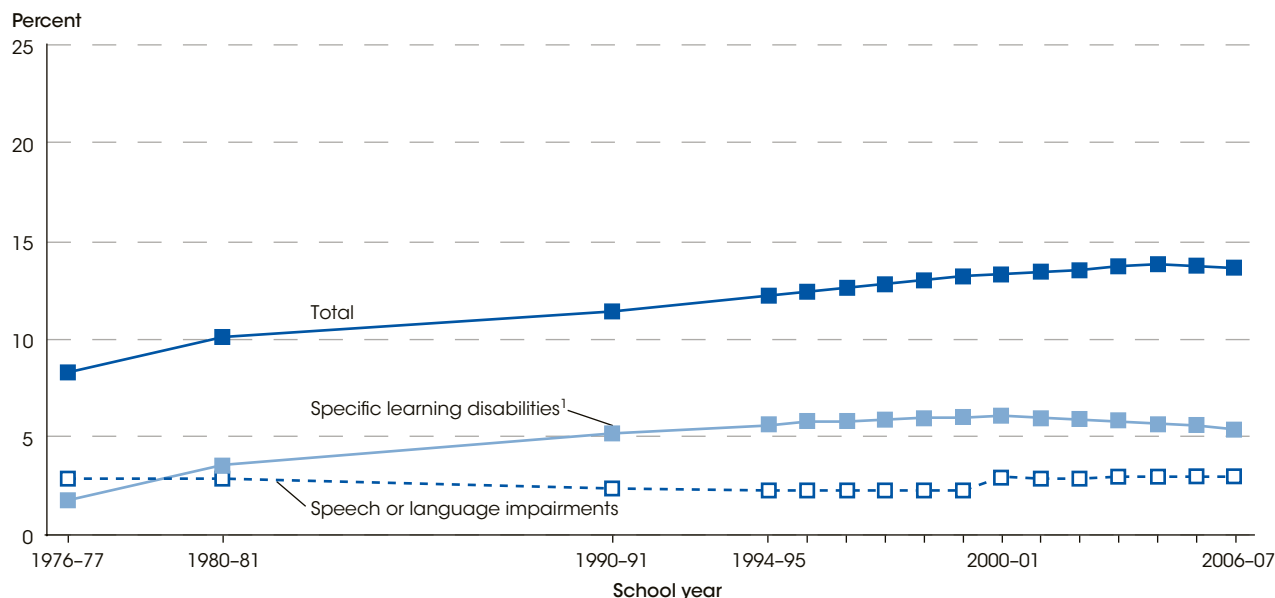
For more information: [Tables A-9-1 and A-9-2](#)

Technical Notes

Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible children and youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as being in need of special education and related services. The estimates include children and youth receiving special education services through IDEA in early education centers

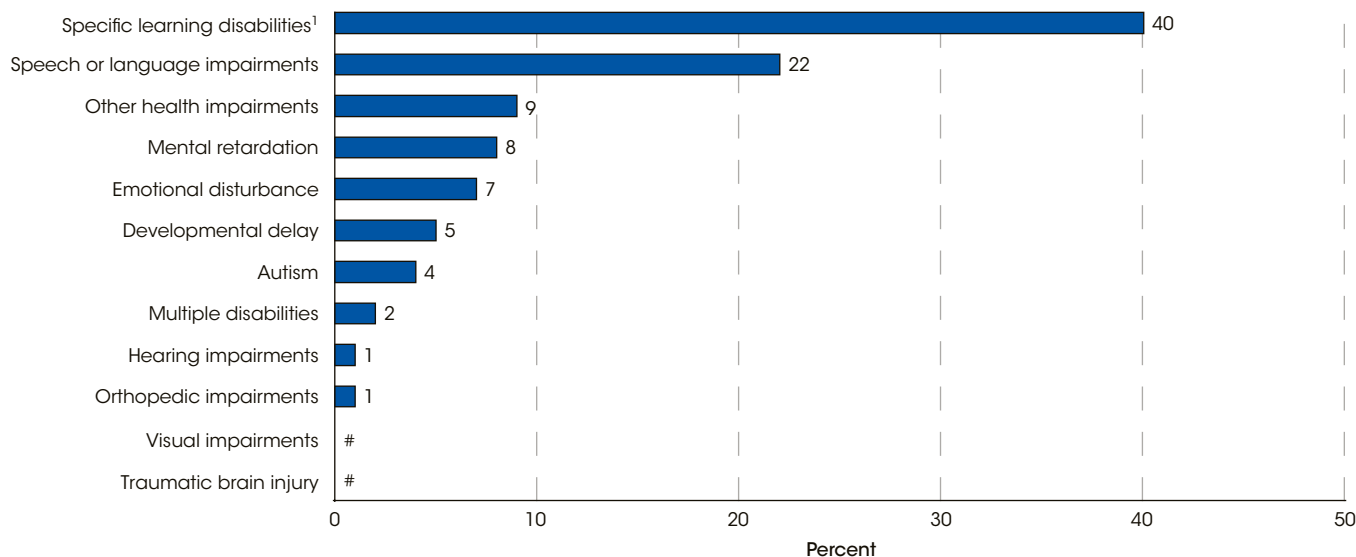
and public schools in the 50 states and the District of Columbia and in Bureau of Indian Education (BIE) schools through 1993–94. Beginning in 1994–95, numbers and percentages exclude BIE schools. For more information about the student disabilities presented here, see *supplemental note 7*. The four race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

Figure 9-1. Percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected school years, 1976-77 through 2006-07



¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 NOTE: For years prior to 1994-95, data included children and youth from birth to age 21, and estimates included Bureau of Indian Education (BIE) schools. Increases since 1987-88 are due in part to legislation enacted in fall 1986, which added a mandate for public school special education services for 3- to 5-year-old children with disabilities. For more information about student disabilities, see *supplemental note 7*.
 SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1977 through 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>. U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1976-77 through 1980-81, and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2006-07.

Figure 9-2. Percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by primary disability type: School year 2006-07



Rounds to zero.
¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 NOTE: Includes children and youth in the 50 states and the District of Columbia and excludes Bureau of Indian Education (BIE) schools. Detail may not sum to total because of rounding. For more information about student disabilities, see *supplemental note 7*.
 SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>.

Undergraduate Enrollment

From 2000 to 2007, undergraduate enrollment rose by 19 percent. During this period, there were larger relative gains in female enrollment, full-time enrollment, and enrollment in private institutions than in male enrollment, part-time enrollment, and enrollment in public institutions.

Total undergraduate enrollment in degree-granting postsecondary institutions increased from 7.4 million in 1970 to 13.2 million in 2000 and to 15.6 million in 2007. According to projections, enrollment in undergraduate institutions is expected to reach 17.5 million in 2018 (the last available year of projected data).

Undergraduate enrollment grew at a faster rate during the 1970s (42 percent) than in more recent decades (see table A-10-1). It was during the 1970s that female enrollment, part-time enrollment, and enrollment in public institutions increased most rapidly (by 76, 97, and 50 percent, respectively) and contributed to the large increases in these enrollments since 1970. Undergraduate enrollment of male and female students, part- and full-time students, and students at both public and private (not-for-profit and for-profit) institutions continued to increase throughout the 1980s and 1990s, though at slower rates than they had during the 1970s. From 2000 to 2007, undergraduate enrollment rose by 19 percent. During this period, there were larger relative gains in female enrollment (20 percent), full-time enrollment (24 percent), and enrollment in private institutions (32 percent) than in male enrollment (16 percent), part-time enrollment (10 percent), and enrollment in public institutions (15 percent).

Undergraduate enrollment at 2-year institutions increased from 5.9 to 6.6 million (11 percent) from 2000 to 2007 and is expected to reach 7.5 million students by 2018 (see table A-10-2). Between 2000 and 2007, 2-year college enrollment rose at a faster rate for females (13 percent) than for males (8 percent). According to projections, this pattern will continue, with female enrollment at 2-year institutions approaching 4.5 million in 2018 and male enrollment approaching 3.0 million in 2018.

Between 2000 and 2007, full-time undergraduate enrollment in 2-year institutions increased at a faster rate (21 percent) than part-time enrollment at 2-year institutions (5 percent). Projections indicate that

this pattern will continue, with full-time enrollment reaching 3.1 million in 2018 and part-time enrollment reaching 4.3 million in 2018. Enrollment in private 2-year institutions rose at a faster rate (17 percent) than enrollment in public 2-year institutions (also referred to as community colleges) (11 percent) between 2000 and 2007. According to projections, in 2018, enrollment at private 2-year institutions will reach 344,000, compared with 7.1 million for public 2-year institutions.

Undergraduate enrollment at 4-year institutions increased from 7.2 to 9.0 million (25 percent) from 2000 to 2007 and is expected to reach 10.0 million students in 2018. Female enrollment at 4-year institutions increased at a faster rate (26 percent) than male enrollment (23 percent) during this period. According to projections, this pattern will continue, with female enrollment at 4-year institutions reaching nearly 5.8 million in 2018 and male enrollment reaching 4.2 million in 2018.

Between 2000 and 2007, full-time undergraduate enrollment in 4-year institutions increased at a faster rate than part-time enrollment at 4-year institutions (25 vs. 22 percent). Projections indicate that this pattern will continue, and in 2018, full-time enrollment at 4-year institutions will reach 8.1 million and part-time enrollment will reach 2.0 million. Enrollment in private 4-year institutions rose at a faster rate (34 percent) than enrollment in public 4-year institutions (20 percent) from 2000 to 2007. According to projections, in 2018, enrollment at private 4-year institutions will reach 3.5 million, while enrollment at public 4-year institutions will reach 6.5 million.



For more information: *Tables A-10-1 and A-10-2; Indicators 4 and 11*

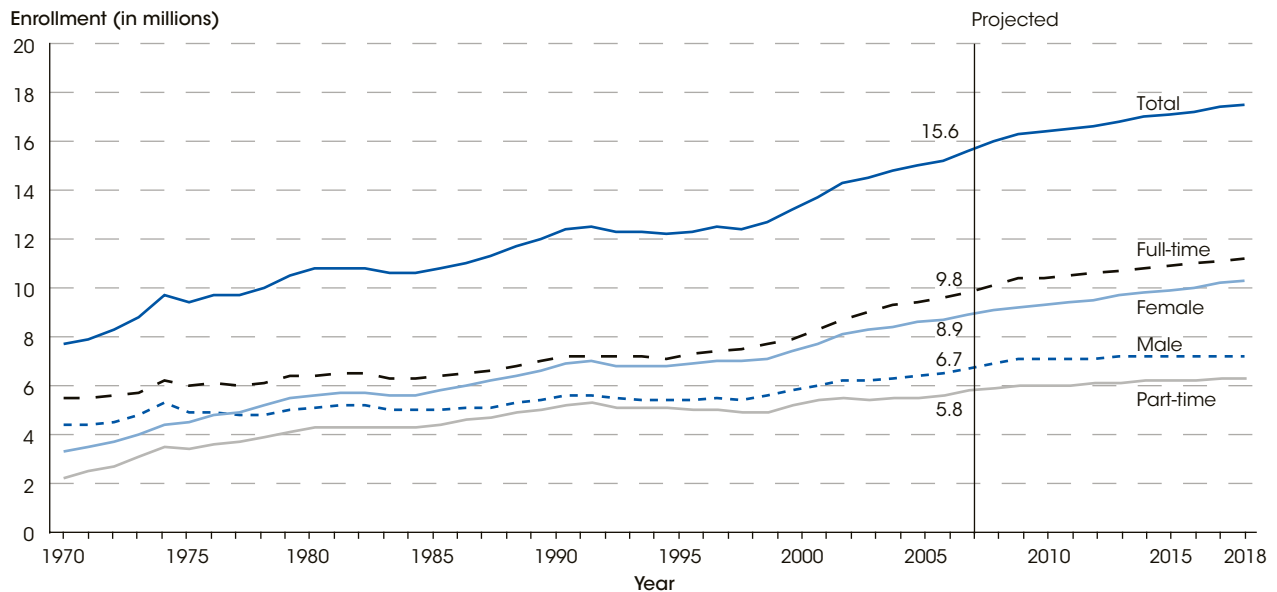
Glossary: *Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution, Undergraduate*

Technical Notes

Projections are based on data through 2007 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. Data for 1999 were imputed using alternative procedures. For

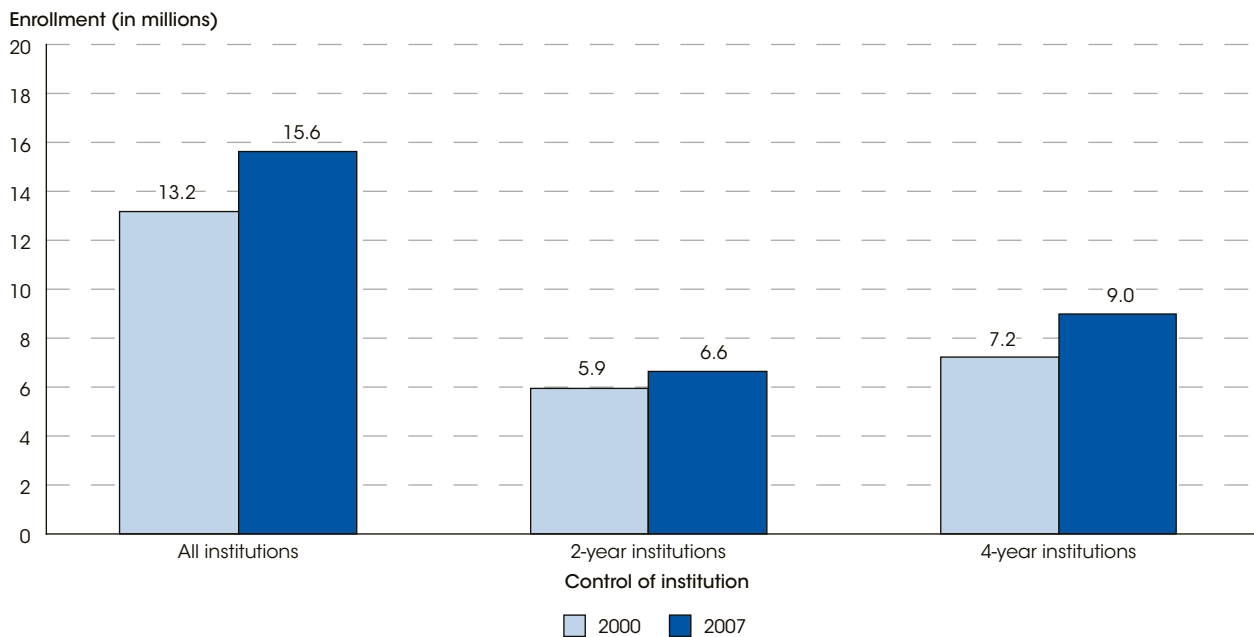
more information, see NCES 2001-083, appendix E. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

Figure 10-1. Actual and projected total undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2018



NOTE: The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. Detail may not sum to totals because of rounding. Some data have been revised from previously published estimates. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2008* (NCES 2009-020), tables 180 and 196. U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970–1985, and 1986–2007 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2008; and Enrollment in Degree-Granting Institutions Model, 1980–2007.

Figure 10-2. Undergraduate enrollment in degree-granting postsecondary institutions, by control of institution: Fall 2000 and 2007



NOTE: Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2000 and 2007 Integrated Postsecondary Education Data System, Spring 2001 and Spring 2008.

Graduate and First-Professional Enrollment

Enrollment in both graduate and first-professional programs increased between 2000 and 2007. For both program types, increases in enrollment are projected to continue through 2018, with enrollment increasing at a faster rate for females than for males.

In 1976, some 1.3 million students were enrolled in graduate programs: 715,000 males and 619,000 females (see table A-11-1). Graduate enrollment fluctuated between the mid-1970s and mid-1980s but increased between 1985 and 2007 to 2.3 million. For females, enrollment increased between the mid-1970s and 2007 to nearly 1.4 million, while for males, enrollment decreased between the mid- and late 1970s and fluctuated in the early 1980s, before increasing through 2007 to 910,000.

An additional 244,000 students were enrolled in first-professional programs in 1976: 190,000 males and 54,000 females. First-professional enrollment fluctuated during the 1980s before increasing between 1990 and 2007 to 351,000. For males, enrollment decreased between the mid-1970s and the late 1980s and fluctuated through 2000; between 2001 and 2007, male enrollment increased to 178,000, the highest point since the mid-1990s. Enrollment for females increased between the mid-1970s and 2007 to 173,000.

Projections indicate that enrollment increases in graduate and first-professional programs will persist, with graduate enrollment exceeding 2.7 million and first-professional enrollment reaching 422,000 in 2018. Increases for males and females are also expected at both levels through 2018; however, female enrollment is expected to increase faster than male enrollment.

From 2000 to 2007, graduate and first-professional enrollment increased for each racial/ethnic group (see table A-11-2). Whites held the greatest share of enrollment at both levels during this period but experienced the least growth. White graduate enrollment increased by 16 percent (from 1.3 to 1.5 million students) from 2000 to 2007, and first-professional enrollment increased by 11 percent (220,000 to 245,000). In comparison, total graduate enrollment for students in all other racial/ethnic groups (Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives) increased by 53 percent (359,000 to 548,000), and first-professional enrollment increased by 25 percent (78,000 to 97,000) during this

period. Among these graduate students, growth was greatest for Blacks (67 percent) and least for Asians/Pacific Islanders (33 percent). At the first-professional level, among these students, Asians/Pacific Islanders saw the greatest growth (30 percent) from 2000 to 2007, and American Indians/Alaska Natives saw the least growth (13 percent). In 2007, students in all other racial/ethnic groups represented 24 percent of graduate enrollment, up from 19 percent in 2000, and 28 percent of first-professional enrollment, up from 25 percent in 2000.

Differences in enrollment patterns for males and females were also found by race/ethnicity. At the graduate level, male enrollment increased in each racial/ethnic group from 2000 to 2007. For White males, graduate enrollment increased by 11 percent (from 503,000 to 560,000) during this period. In comparison, graduate enrollment for males in all other racial/ethnic groups increased by 38 percent (from 135,000 to 186,000). Among these males at the graduate level, Blacks experienced the greatest growth (50 percent) from 2000 to 2007, while Asians/Pacific Islanders experienced the least growth (25 percent). For females at the graduate level, enrollment increases also occurred for each racial/ethnic group from 2000 to 2007, with the least growth occurring for White females (20 percent), from 756,000 to 905,000. Among females in all other racial/ethnic groups, Blacks experienced the greatest growth in graduate enrollment (74 percent) from 2000 to 2007, while Asians/Pacific Islanders experienced the least growth (41 percent). In 2007, at the graduate level, males in all other racial/ethnic groups made up 20 percent of male enrollment, up from 17 percent in 2000, and their female counterparts made up 26 percent of female enrollment, up from 21 percent in 2000. At the first-professional level, from 2000 to 2007, enrollment trends for males and females by race/ethnicity were generally similar to those at the graduate level.



For more information: *Tables A-11-1 and A-11-2; Indicators 4 and 10*

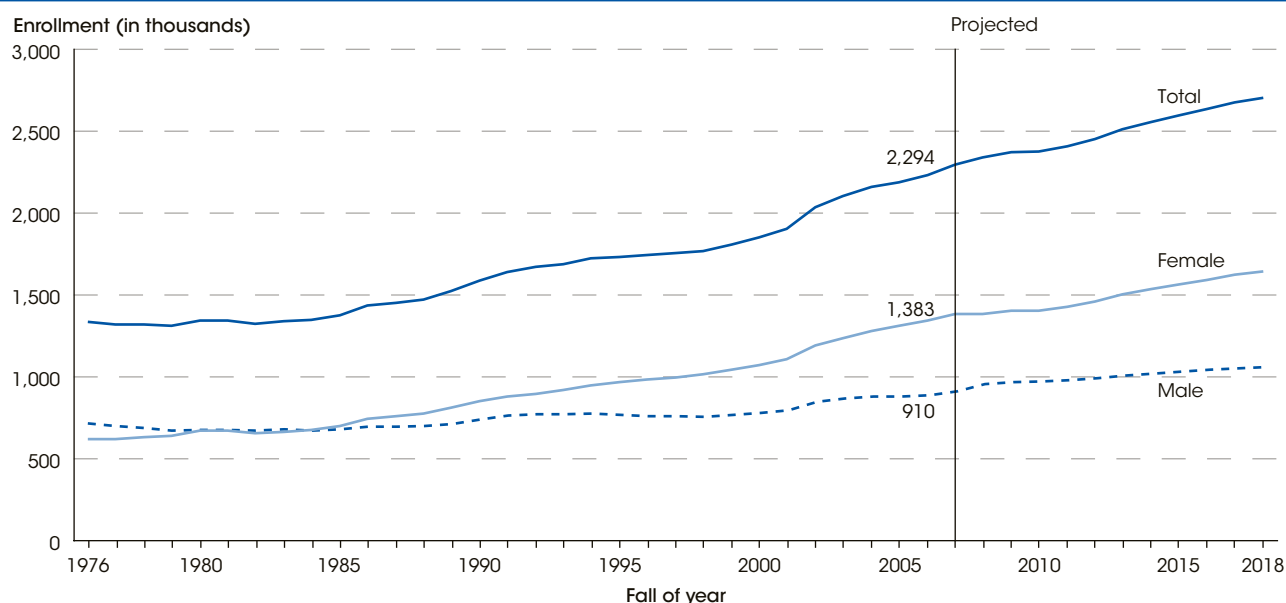
Glossary: *First-professional degree, Nonresident alien*
NCES 2009-020

Technical Notes

The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in other published tables.

Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

Figure 11-1. Actual and projected graduate enrollment in degree-granting institutions, by sex: 1976–2018



NOTE: The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2009). *Digest of Education Statistics, 2008* (NCES 2009-020), tables 206 and 207, and (2009). U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976–1985, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2008; and Enrollment in Degree-Granting Institutions Model, 1980–2007.

Table 11-1. Graduate enrollment in degree-granting institutions and percent change in enrollment, by sex and race/ethnicity: 2000 and 2007

Characteristics	[Enrollment in thousands]								
	Total			Males			Females		
	2000	2007	Percent change	2000	2007	Percent change	2000	2007	Percent change
Total	1,850	2,294	24	780	910	17	1,071	1,383	29
Race/ethnicity ¹									
White	1,259	1,465	16	503	560	11	756	905	20
Other racial/ethnic groups	359	548	53	135	186	38	224	362	61
Black	158	263	67	49	73	50	109	190	74
Hispanic	95	141	48	37	50	37	59	91	54
Asian/Pacific Islander	96	128	33	46	57	25	50	71	41
American Indian/Alaska Native	10	16	55	4	5	38	7	11	65
Nonresident alien	232	280	21	142	164	16	90	116	28

¹ Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2009). *Digest of Education Statistics, 2008* (NCES 2009-020), table 216, data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1976, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," Spring 2008.

A black and white photograph of a scientist in a laboratory. The scientist is wearing a white lab coat, safety goggles, and white gloves. They are focused on a task, holding a pair of tweezers in their right hand and writing on a piece of paper. In the background, there are laboratory shelves with various glassware. In the foreground, a beaker containing a liquid is visible on the right side.

Section 2

Learner Outcomes



Section 2

Learner Outcomes

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Introduction

The indicators in this section of *The Condition of Education* examine student achievement and other outcomes of education among students in elementary and secondary education, and among adults in the broader society. There are 25 indicators in this section: 6, prepared for this year's volume, appear on the following pages, and all 25, including indicators from previous years, appear on the Web (see the List of Indicators on *The Condition of Education* website in the Contents section for a full list of the indicators). The indicators on student achievement illustrate how students are performing on assessments in reading, mathematics, science, and other academic subject areas. They highlight trends over time in student achievement as well as gaps in achievement between groups. The indicators in this section are organized into five subsections.

The indicators in the first subsection (found on the website) trace the gains in achievement and specific reading and mathematics skills of children through the early years of elementary education. Children enter school with varying levels of knowledge and skill. Measures of these early childhood competencies represent important indicators of students' future prospects both inside and outside of the classroom. These indicators highlight changes in student achievement for a cohort of kindergarten children as they progressed through the early years of schooling.

The indicators in the second subsection report trends in student performance, either by age or grade, in elementary and secondary school. As students progress through school, it is important to know the extent to which they are acquiring necessary skills and gaining proficiency in challenging subject matter. Academic

outcomes are basically measured in three ways: as the change in students' average performance over time, as the change in the percentage of students achieving specified levels of achievement, and through international comparisons of national averages. Indicators in this volume show the reading and mathematics achievement of students in grades 4, 8, and 12. Five other indicators that appear on the Web highlight achievement in writing, economics, science, U.S. history, and geography. Also, several indicators in this subsection examine the reading, mathematics, and science skills of students at the international level. Together, indicators in the first two subsections help to create a composite picture of academic achievement for U.S. students.

In addition to academic achievement at the elementary and secondary levels, adult literacy measures are highlighted in the third subsection, while the fourth subsection focuses on social outcomes of education. Knowledge of these outcomes, which are measured here through levels of adult literacy, adult reading habits, and the health status of individuals, help contribute to an educated, capable, and engaged citizenry.

The fifth subsection looks specifically at the economic outcomes of education. Economic outcomes include the likelihood of being employed, shown in an indicator on the Web, and the salaries paid to individuals with varying levels of educational attainment, shown in an indicator in this volume.

The indicators on learner outcomes from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Reading Performance and Achievement Gaps

National average reading scores of 4th- and 8th-graders were higher in 2007 than in 1992, by 4 and 3 points, respectively. However, the reading score of 12th-graders was 6 points lower in 2005 than in 1992.

The percentage of 4th-graders performing at or above the *Basic* achievement level on the National Assessment of Educational Progress (NAEP) Reading Assessment was higher in 2007 than in 1992 (67 vs. 62 percent), as was the percentage performing at or above the *Proficient* achievement level (33 vs. 29 percent) (see table A-12-1). Percentages of 4th-graders at both of these achievement levels were also higher in 2007 than in 2005. Although the percentage of 8th-graders performing at or above *Basic* was higher in 2007 than in 1992 (74 vs. 69 percent), there was no measurable difference in the percentage of 8th-graders performing at or above *Proficient* in these 2 years. The percentage of 8th-graders performing at or above *Basic* was higher in 2007 than in 2005, but the percentages performing at or above *Proficient* in these 2 years were not measurably different. The percentage of 12th-graders performing at or above *Basic* was lower in 2005 than in 1992 (73 vs. 80 percent), as was the percentage of 12th-graders performing at or above *Proficient* (35 vs. 40 percent).

The national average reading scale score of 4th-graders was higher in 2007 than in 1992, by 4 points (see table A-12-2). The 2007 reading score was also higher than the scores in any of the previous assessment years. Average scores were higher in 2007 than in 1992 for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders (ranging from 6 to 16 points). Although the reading achievement gap between White and Black 4th-graders was smaller in 2007 than in all previous assessments, the gap between White and Hispanic 4th-graders was not measurably different in 2007 than in 2005 or 1992. In 2007, at the 4th-grade level, Blacks scored, on average, 27 points lower than Whites, and Hispanics scored, on average, 26 points lower than Whites.

For 8th-graders, the national average reading scores were higher in 2007 than in 1992, by 3 points. Like the pattern for 4th-graders, the 8th-grade score in 2007 was higher than that in 2005. Average scores were higher in 2007 than in 1992 for White, Black, and Hispanic 8th-graders (ranging from 5 to 7 points). There were no measurable changes in the 8th-grade White-Black or White-Hispanic reading achievement gaps in 2007 compared with 1992 or 2005. In 2007, Blacks scored, on average, 27 points lower on the 8th-grade reading assessment than Whites, and Hispanics scored, on average, 25 points lower than Whites.

Students in grade 12 scored 6 points lower on the reading assessment in 2005 (the last year 12th-graders were assessed in reading) than in 1992, but their 2005 score was not measurably different from their 2002 score. Average scores were lower in 2005 than in 1992 for 12th-grade White, Black, and Hispanic students (ranging from 5 to 7 points). There were no measurable changes in the gaps between White students and their Black or Hispanic counterparts from 2005 to 1992 or 2002.

NAEP results also permit state-level comparisons of the reading abilities of 4th- and 8th-graders in public schools. The percentage of 4th-grade students performing at or above *Basic* was higher in 2007 than in 1992 in 24 of the 42 states that participated in both assessment years (see table A-12-3). Of the 37 states that participated in the grade 8 assessment in both 1998 (the earliest state assessment at that grade) and 2007, the percentage of students performing at or above *Basic* was higher in 2007 than in 1998 in 5 states and lower in 2007 than in 1998 in 7 states.



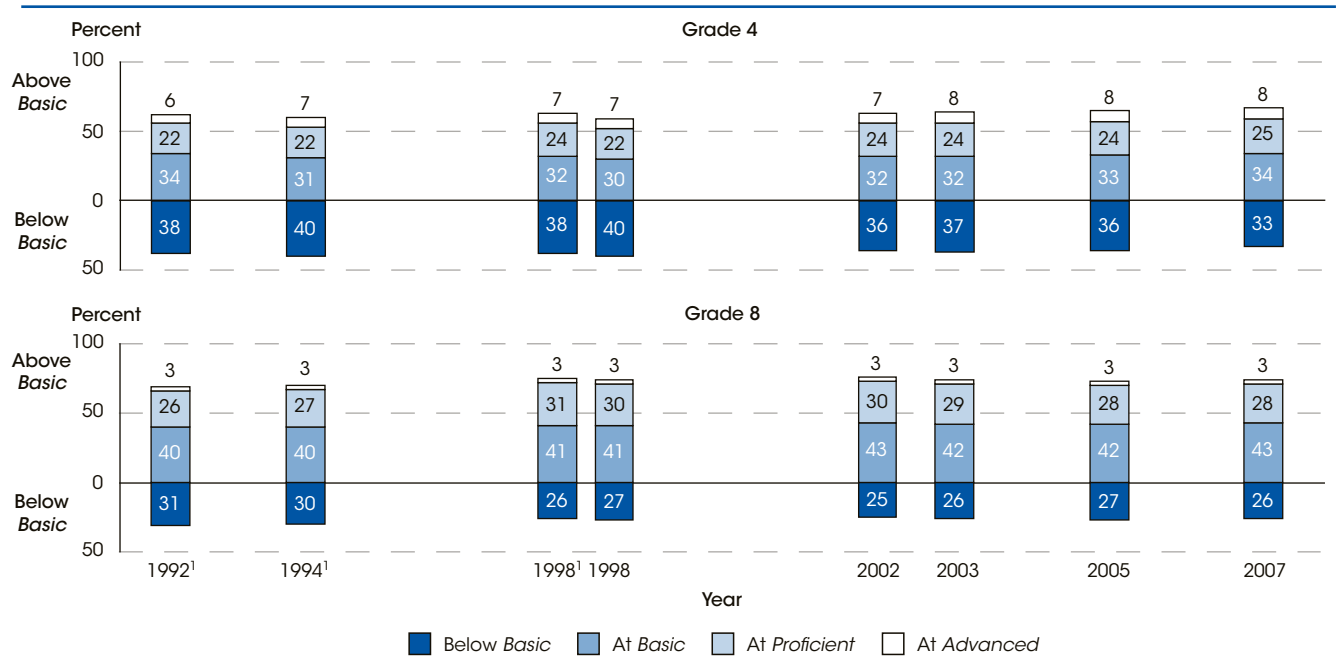
For more information: *Tables A-12-1 through A-12-3; Indicators 13 and 14*

Technical Notes

NAEP reading scores range from 0 to 500. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject matter; and *Advanced* indicates superior performance. The 2007

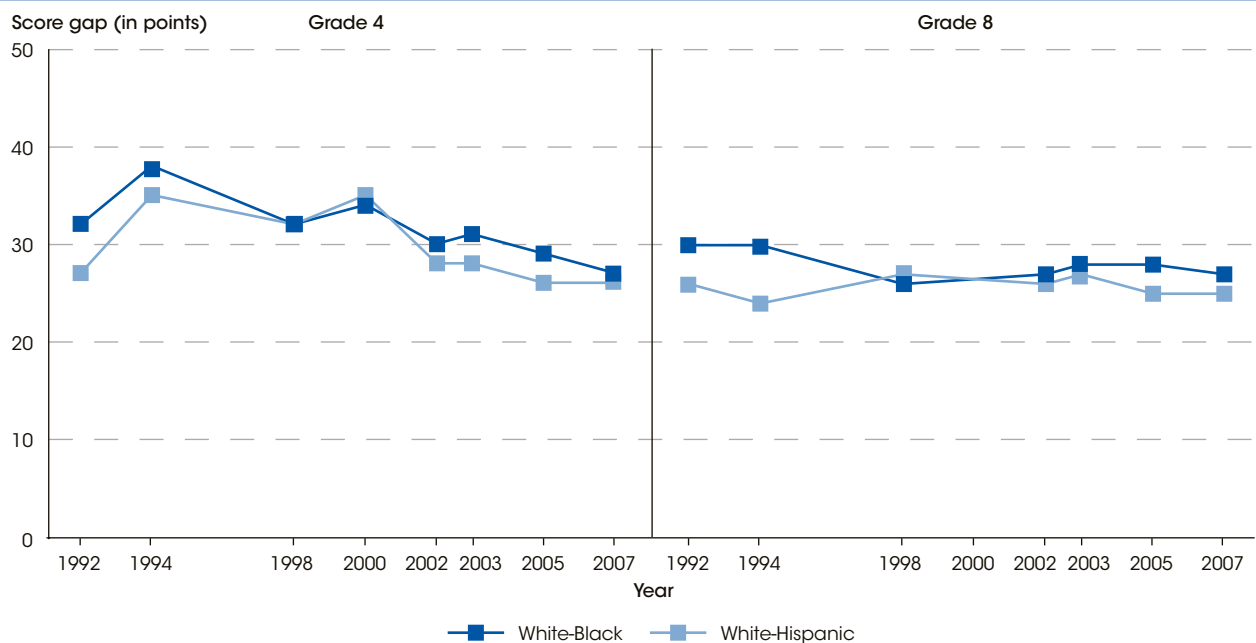
NAEP Reading Assessment was not administered to 12th-grade students. State samples were not collected for grade 12; therefore, state results for grade 12 are not available. For more information on NAEP, see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

Figure 12-1. Percentage distribution of 4th- and 8th-grade students across NAEP reading achievement levels: Selected years, 1992-2007



¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.
 NOTE: The National Assessment of Educational Progress (NAEP) achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject matter; and *Advanced* indicates superior performance. For more information on NAEP, see *supplemental note 4*. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2007 Reading Assessments, NAEP Data Explorer.

Figure 12-2. Differences in White-Black and White-Hispanic 4th- and 8th-grade average reading scale scores: Selected years, 1992-2007



NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Student assessments are not designed to permit comparisons across subjects or grades. Race categories exclude persons of Hispanic ethnicity. The score gap is determined by subtracting the average Black or Hispanic score, respectively, from the average White score. For more information on NAEP see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2007 Reading Assessments, NAEP Data Explorer.

Mathematics Performance and Achievement Gaps

In 2007, students in grades 4 and 8 showed improvements from all previous assessments at all mathematics achievement levels.

The percentages of 4th- and 8th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels were higher on the 2007 National Assessment of Educational Progress (NAEP) Mathematics Assessment than on all previous mathematics assessments (see table A-13-1). For example, the percentage of 4th-grade students at or above *Proficient* increased by 3 percentage points from 2005 to 2007 and tripled from 1990 to 2007 (13 vs. 39 percent). For 8th-grade students, the percentage scoring at or above *Proficient* increased by 2 percentage points from 2005 to 2007 and doubled from 1990 to 2007 (15 vs. 32 percent).

From 1990 to 2007, average NAEP mathematics scale scores increased 27 points for 4th-graders and 19 points for 8th-graders. Increases in scores were seen for both males and females and for most racial/ethnic groups. Both male and female 4th- and 8th-graders scored higher in 2007 than in any of the previous assessments (see table A-13-2). In 2007, at each grade, males outscored females by 2 points; these score gaps were not measurably different from the gaps in either 2005 or 1990.

For grade 4, average mathematics scores in 2007 for White, Black, Hispanic, and Asian/Pacific Islander students were higher than the scores in any of the previous assessments since 1990. Although the score for American Indian/Alaska Native 4th-grade students increased over time, it did not differ measurably between 2005 and 2007. In mathematics, the achievement gap between White and Black 4th-graders was smaller in 2007 than in 1990 (26 vs. 32 points), but there was no measurable change over the last 2 years (between 2005 and 2007). The gap between White and Hispanic 4th-graders increased in the 1990s before decreasing in

the first half of the 2000s, but the gap in 2007 (21 points) was not measurably different from that in 1990.

For grade 8, average mathematics scores in 2007 for White, Black, and Hispanic students were higher than in any of the previous assessments. The average score for 8th-grade Asian/Pacific Islander students in 2007 was higher than their score in 1990, but not measurably different from their score in 2005. No measurable differences were detected in the scores for American Indian/Alaska Native 8th-graders between 1990 and 2007. The White-Black 8th-grade mathematics gap was smaller in 2007 than in 2005, but there was no measurable change in the White-Hispanic gap between these years. In 2007, among 8th-graders, the White-Black mathematics gap was 32 points, and the White-Hispanic gap was 26 points.

NAEP results also permit state-level comparisons of the mathematics abilities of 4th- and 8th-graders in public schools. Forty-one states and the District of Columbia participated in both the 1992 and 2007 4th-grade assessments, and 37 states and the District of Columbia participated in both the 1990 and 2007 8th-grade assessments. For each of these participating states (including the District of Columbia) and at each grade level, there was an increase in the average score as well as in the percentage of students scoring at or above the *Basic* and at or above the *Proficient* achievement levels (see table A-13-3).



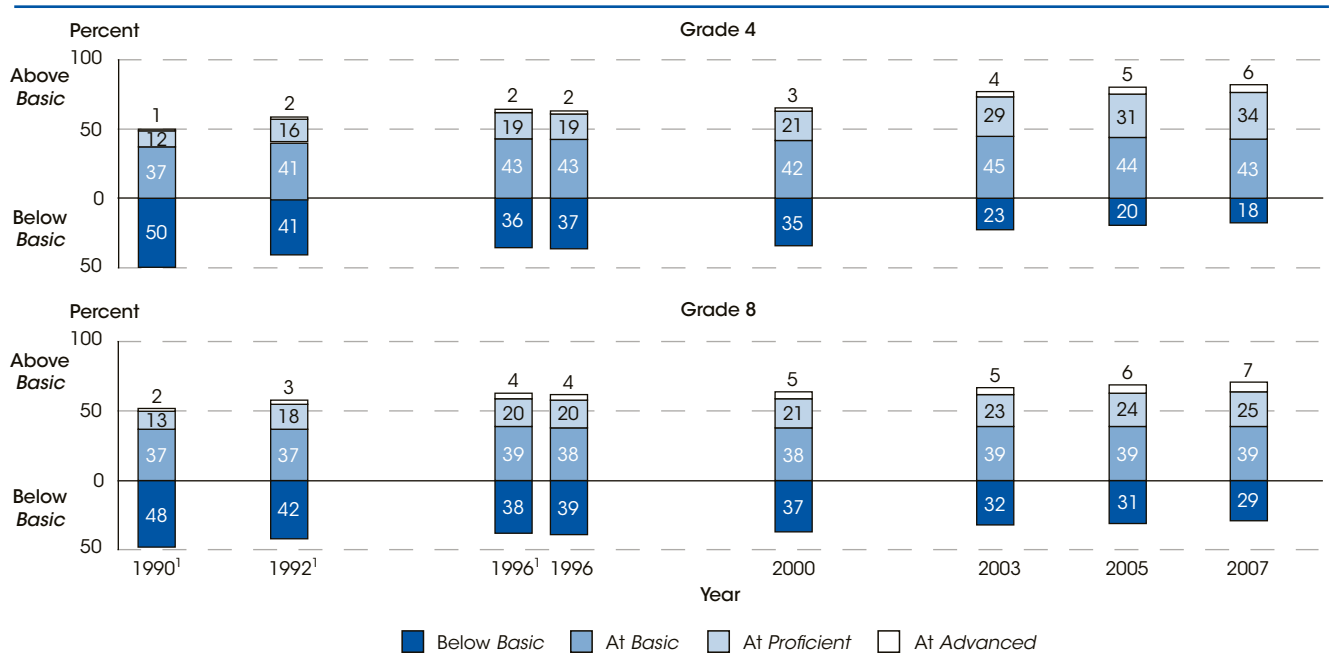
For more information: *Tables A-13-1 through A-13-3; Indicators 12 and 14*

Technical Notes

NAEP mathematics scores range from 0 to 500. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated

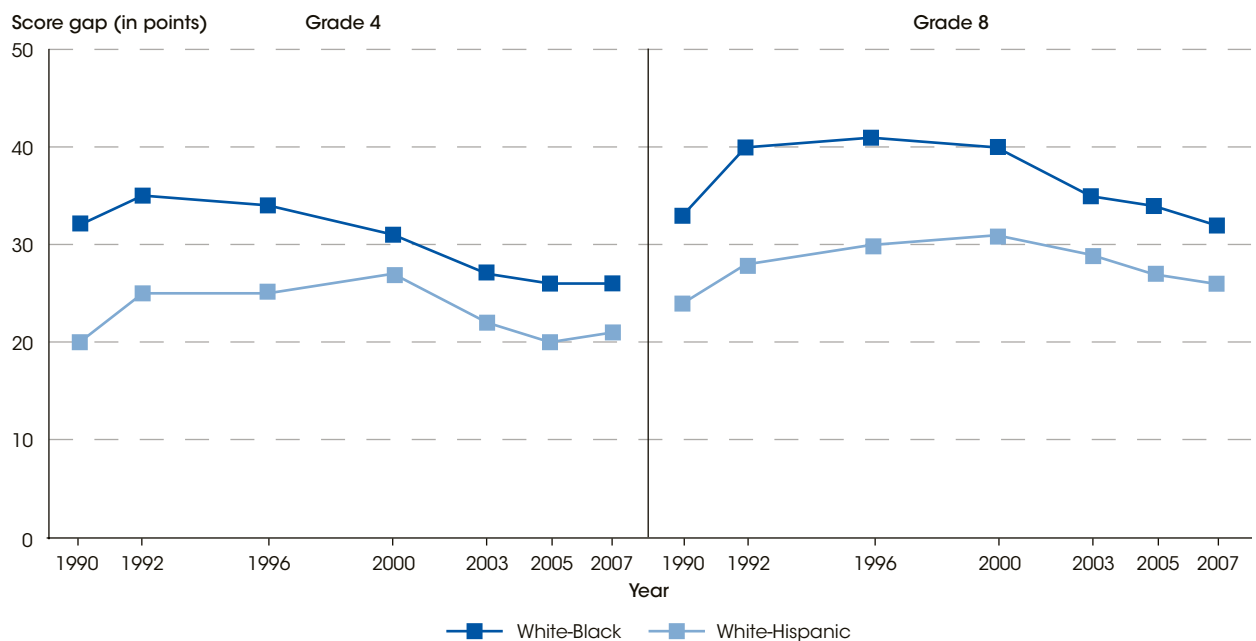
competency over challenging subject matter; and *Advanced* indicates superior performance. For more information on NAEP, see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

Figure 13-1. Percentage distribution of 4th- and 8th-grade students across NAEP mathematics achievement levels: Selected years, 1990–2007



¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.
 NOTE: Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject matter; and *Advanced* indicates superior performance. For more information on NAEP, see *supplemental note 4*. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

Figure 13-2. Differences in White-Black and White-Hispanic 4th- and 8th-grade average mathematics scale scores: Selected years, 1990–2007



NOTE: National Assessment of Educational Progress (NAEP) mathematics scores range from 0 to 500. Student assessments are not designed to permit comparisons across subjects or grades. The score gap is determined by subtracting the average Black or Hispanic score, respectively, from the average White score. For more information on NAEP, see *supplemental note 4*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends

The average reading and mathematics scores on the long-term trend National Assessment of Educational Progress were higher in 2008 than in the early 1970s for 9- and 13-year-olds; scores for 17-year-olds were not measurably different over the same period.

The long-term trend National Assessment of Educational Progress (NAEP) has provided information on the reading and mathematics achievement of 9-, 13-, and 17-year-olds in the United States every 2 to 5 years since 1971 for reading and 1973 for mathematics. Since 1990, reading and mathematics have been administered in the same years. These results may differ from the main NAEP results presented in *indicators 12 and 13* since the content of the long-term trend assessment is intended to measure the same knowledge and skills to allow for comparisons over a long period of time, while the main NAEP undergoes changes periodically to reflect current curricula and emerging standards (see *supplemental note 4*). Several administrative changes were initiated in the 2004 long-term trend assessment that have been carried forward to 2008, including allowing accommodations for students with disabilities and for English language learners. To ensure that any changes in scores were due to actual changes in student performance and not due to changes in the assessment itself, two assessments were conducted in 2004—one based on the previous assessment and one based on the modified assessment. In 2008, only the modified assessment was used. Both scores are shown for 2004 with the results for all assessments prior to 2004 labeled as the original assessment. The results for the modified 2004 and 2008 assessments were labeled as the revised assessment.

NAEP long-term trend results indicate that the reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2008 (see tables A-14-1 and A-14-2). In reading, 9-year-olds scored higher in 2008 than in any previous assessment year, scoring 4 points higher than in 2004 and 12 points higher than in 1971. The average reading score for 13-year-olds in 2008 was higher than that in both 2004 and 1971, but the 2008 score was not significantly different from some of the scores in the intervening assessment years. In mathematics, the average scores for 9- and 13-year-olds were higher in 2008 than in all previous assessment years. The 2008 average mathematics score for 9-year-olds was a 4-point increase over the 2004 score and a 24-point increase over the 1973 score. Thirteen-year-olds scored 3 points higher in 2008 than in 2004 and 15 points higher in 2008 than in 1973 in mathematics.

The performance of 17-year-olds on the 2008 reading and mathematics assessments was not measurably different from

their performance in the early 1970s. The average reading score for 17-year-olds was higher in 2008 than in 2004 but was not significantly different from the score in 1971. In mathematics, the average score for 17-year-olds in 2008 was not significantly different from the scores in either 2004 or 1973.

White and Black 9-year-olds had higher average reading scores in 2008 than they had in all previous assessment years. The 2008 average reading score for 9-year-old White students was 14 points higher in 2008 than in 1971, and the 2008 reading score for Black students was 34 points higher in 2008 than in 1971. At age 13, White and Black students had higher reading scores in 2008 than in 2004 and 1971. Between 1971 and 2008, White students showed a 7-point gain and Black students showed a 25-point gain. At age 17, the average reading score increased for White students from 2004 to 2008 but showed no significant change for Black students over this period. Between 1971 and 2008, White 17-year-old students showed a gain of 4 points, while Blacks showed a gain of 28 points. The average reading score for Hispanic 9-year-olds was higher in 2008 than in all previous assessment years. Hispanic students at ages 13 and 17 scored higher in reading in 2008 than in 1975.

At age 9, the average mathematics score increased from 2004 to 2008 for White students but showed no significant change for Black students. In comparison to mathematics scores in 1973, mathematics scores in 2008 were 25 points higher for White 9-year-olds and 34 points higher for Black 9-year-olds. At age 13, neither White nor Black students' mathematics scores showed a significant change from 2004 to 2008. However, from 1973 to 2008, White 13-year-olds gained 16 points, compared to a 34-point gain for Black 13-year-olds. Similarly, at age 17, neither White nor Black students' scores showed a significant change between 2004 and 2008, whereas between 1973 and 2008, the score for White students increased 4 points and the score for Black students increased 17 points. At each age, there was no significant change in mathematics scores for Hispanic students from 2004 to 2008, but their scores did increase between 1973 and 2008.



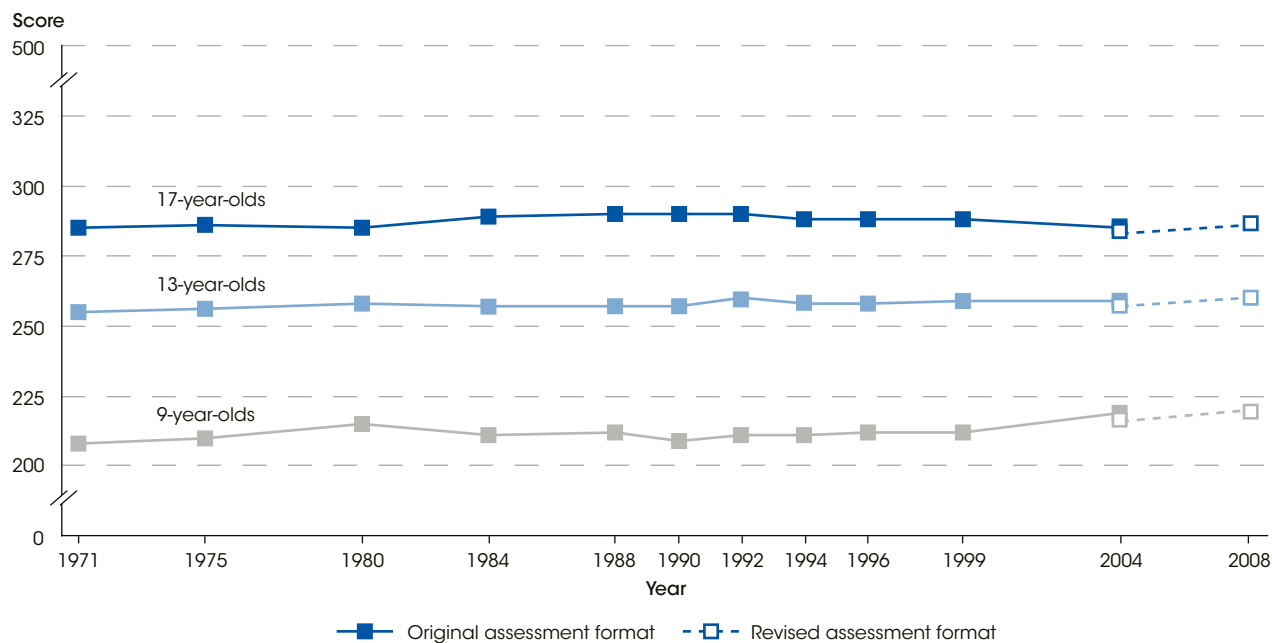
For more information: *Tables A-14-1 and A-14-2; Indicators 12 and 13*

Technical Notes

The long-term trend NAEP score ranges from 0 to 500. Scores include both public and private school students. Score-point changes are based on the difference of unrounded scores, as opposed to the rounded scores shown in the figures. Race categories exclude persons of

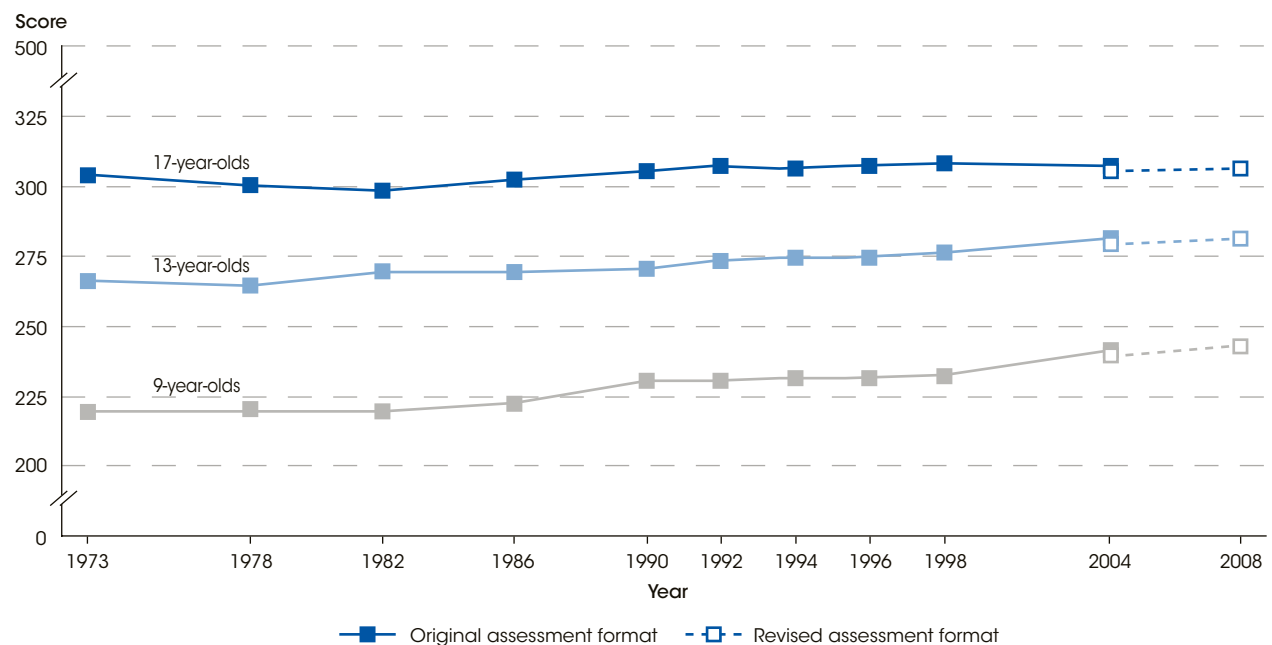
Hispanic ethnicity. All comparisons referring to 2004 are based on the revised assessment scores. For more information on race/ethnicity, see *supplemental note 1*; for more information on NAEP, see *supplemental note 4*.

Figure 14-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2008



NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Scores for the revised assessment format reflect the inclusion of and accommodations for students with disabilities and English language learners. For more information on NAEP see *supplemental note 4*. SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

Figure 14-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1973 through 2008



NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Scores for the revised assessment format reflect the inclusion of and accommodations for students with disabilities and English language learners. For more information on NAEP see *supplemental note 4*. SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

International Trends in Mathematics Performance

In 2007, U.S. 4th-graders scored higher in mathematics than their peers in 23 countries and lower than those in 8 countries. U.S. 8th-graders scored higher than their peers in 37 countries and lower than those in 5 countries. Compared with 1995, U.S. 4th- and 8th-graders improved in mathematics in 2007.

Conducted in 2007, the Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics performance at grade 4 in 36 countries and at grade 8 in 48 countries. The assessment is curriculum based and measures what students have actually learned against the subject matter that is expected to be taught in the participating countries by the end of grades 4 and 8.

At grades 4 and 8, U.S. students scored above the TIMSS mathematics scale average in 2007. U.S. 4th-graders scored higher, on average, than their counterparts in 23 countries and lower than those in 8 countries. Average scores in the other 4 countries were not measurably different from the U.S. average. At grade 4, the 8 countries with higher average scores than the United States were Hong Kong Special Administrative Region (SAR), Singapore, Chinese Taipei, Japan, Kazakhstan, the Russian Federation, England, and Latvia. U.S. students scored higher than the TIMSS scale average on all 3 mathematics content domains measured at grade 4: number, geometric shapes and measures, and data display (see table A-15-1).

At grade 8, the average U.S. mathematics score was higher than those of students in 37 countries in 2007 and below the average scores of students in 5 countries. The 5 countries with higher average scores than the United States were all in Asia: Chinese Taipei, Republic of Korea, Singapore, Hong Kong SAR, and Japan. U.S. students scored higher than the TIMSS scale average on all 4 mathematics content domains measured at grade 8: number, algebra, geometry, and data and chance (see table A-15-2).

To examine the mathematics performance of each participating country's highest and lowest performing students, cutpoint scores were calculated for students performing at or above the 90th percentile (that is, the top 10 percent of students) and those performing at or below the 10th percentile (the bottom 10 percent of students)

based on the distribution of scores within each country. In 2007, the score defining the highest performing U.S. 4th-graders was higher than the 90th percentile scores for 4th-graders in 23 countries and lower than the scores in 7 countries (see table A-15-1). The score defining the lowest performing U.S. 4th-graders was higher than the 10th percentile scores in 23 countries and lower than those in 6 countries.

At grade 8, the U.S. score at the 90th percentile in mathematics was higher than the corresponding scores in 34 countries and lower than those in 6 countries in 2007 (see table A-15-2). The U.S. score at the 10th percentile was higher than those in 34 countries and lower than those in 4 countries.

The United States was 1 of the 16 countries at grade 4 and 1 of the 20 countries at grade 8 that participated in both the first TIMSS mathematics assessment in 1995 and the most recent one in 2007. At both grades 4 and 8, U.S. students showed improvement in mathematics in 2007 compared with 1995 (see tables A-15-3 and A-15-4). The United States was among the 8 countries at grade 4 and 6 countries at grade 8 to show improvement in mathematics over this period.

Among U.S. 4th-graders, there was no measurable change in the mathematics score at the 90th percentile in 2007 compared with 1995 (see table A-15-5). However, the 90th percentile score was higher in 2007 than in 2003. The score at the 10th percentile was higher in 2007 than in either 1995 or 2003. Among U.S. 8th-graders, the 90th percentile score was higher in 2007 than in 1995. The 10th percentile score was higher in 2007 than in 1995 or 1999.



For more information: *Tables A-15-1 through A-15-5; Indicators 16 and 29*

Glossary: *International Target Population, National Target Population*
NCES 2009-001

Technical Notes

The total number of countries reported here differs from the total number reported in the TIMSS reports. In addition to the 36 countries at grade 4 and 48 countries at grade 8, some 8 other educational jurisdictions, or "benchmarking" entities, participated: the states of Massachusetts and Minnesota; the Canadian provinces of Alberta, British Columbia, Ontario, and Quebec; the Basque region of Spain; and Dubai, United Arab Emirates.

The TIMSS scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive assessments have scaled the achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. For more information on TIMSS, see *supplemental note 5*.

Table 15-1. Average mathematics scale scores of 4th-grade students, by country: 2007

Average score relative to the United States	Country and score					
Higher	Hong Kong SAR ¹	607	Japan	568	England	541
	Singapore	599	Kazakhstan ²	549	Latvia ²	537
	Chinese Taipei	576	Russian Federation	544		
Not measurably different	Netherlands ³	535	United States^{4,5}	529	Denmark ⁴	523
	Lithuania ²	530	Germany	525		
Lower	Australia	516	Slovak Republic	496	Algeria	378
	Hungary	510	Scotland ⁴	494	Colombia	355
	Italy	507	New Zealand	492	Morocco	341
	Austria	505	Czech Republic	486	El Salvador	330
	Sweden	503	Norway	473	Tunisia	327
	Slovenia	502	Ukraine	469	Kuwait ⁶	316
	Armenia	500	Georgia ²	438	Qatar	296
	<i>TIMSS scale average</i>	<i>500</i>	Iran, Islamic Republic of	402	Yemen	224

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² National Target Population did not include all of the International Target Population.

³ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁴ Met guidelines for sample participation rates only after substitute schools were included.

⁵ National Defined Population covered 90 to 95 percent of National Target Population.

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Countries are ordered by 2007 average score. The Trends in International Mathematics and Science Study (TIMSS) scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 mathematics in 2007 is equivalent to a score of 500 in grade 4 mathematics in 2003 and 1995. For more information on the TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 3, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table 15-2. Average mathematics scale scores of 8th-grade students, by country: 2007

Average score relative to the United States	Country and score					
Higher	Chinese Taipei	598	Singapore	593	Japan	570
	Korea, Republic of	597	Hong Kong SAR ^{1,2}	572		
Not measurably different	Hungary	517	Russian Federation	512	Lithuania ⁴	506
	England ²	513	United States^{2,3}	508	Czech Republic	504
Lower	Slovenia	501	Israel ⁵	463	Syrian Arab Republic	395
	<i>TIMSS scale average</i>	<i>500</i>	Ukraine	462	Egypt	391
	Armenia	499	Romania	461	Algeria	387
	Australia	496	Bosnia and Herzegovina	456	Colombia	380
	Sweden	491	Lebanon	449	Oman	372
	Malta	488	Thailand	441	Palestinian National	
	Scotland ²	487	Turkey	432	Authority	367
	Serbia ^{4,3}	486	Jordan	427	Botswana	364
	Italy	480	Tunisia	420	Kuwait ⁶	354
	Malaysia	474	Georgia ⁴	410	El Salvador	340
	Norway	469	Iran, Islamic Republic of	403	Saudi Arabia	329
	Cyprus	465	Bahrain	398	Ghana	309
	Bulgaria	464	Indonesia	397	Qatar	307

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² Met guidelines for sample participation rates only after substitute schools were included.

³ National Defined Population covered 90 to 95 percent of National Target Population.

⁴ National Target Population did not include all of the International Target Population.

⁵ National Defined Population covers less than 90 percent of National Target Population (but at least 77 percent).

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Countries are ordered by 2007 average score. The Trends in International Mathematics and Science Study (TIMSS) scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. For more information on the TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 3, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Trends in Science Performance

The U.S. 4th-graders' 2007 science score was higher than scores in 25 countries and lower than in 4 countries. The U.S. 8th-graders' science score was higher than scores in 35 countries and lower than in 9 countries. U.S. students' 2007 science scores did not measurably differ from 1995 scores.

The Trends in International Mathematics and Science Study (TIMSS), conducted in 2007, assessed students' science performance at grade 4 in 36 countries and at grade 8 in 48 countries. The assessment is curriculum based and measures what students have learned against the subject matter that is expected to be taught in participating countries by the end of grades 4 and 8.

In 2007, U.S. 4th- and 8th-grade students scored above the TIMSS science scale average. U.S. 4th-graders scored higher, on average, than their peers in 25 of the 35 other countries that participated at grade 4 and lower than those in 4 of the other countries. Average scores in the remaining 6 countries were not measurably different from the U.S. average. The four countries with higher average scores than the United States were Singapore, Chinese Taipei, Hong Kong Special Administrative Region (SAR), and Japan. U.S. students scored higher than the TIMSS scale average on all three science content domains measured at grade 4: life science, physical science, and Earth science (see table A-16-1).

The average U.S. 8th-grade science score was higher than the scores of students in 35 of the 47 other countries that participated at grade 8 in 2007, lower than the scores of students in 9 of the other countries, and not measurably different from the scores of students in the remaining 3 countries. The nine countries with higher average scores than the United States were Singapore, Chinese Taipei, Japan, Republic of Korea, England, Hungary, the Czech Republic, Slovenia, and the Russian Federation. On the four science content domains measured at grade 8, U.S. students scored above the TIMSS scale average in biology, chemistry, and Earth science, but their scores were not measurably different from the average in physics (see table A-16-2).

Examination of the science performance of each participating country's higher and lower performing students shows that, in 2007, the score defining the highest performing U.S. 4th-graders (those performing

at or above the 90th percentile) was higher than the 90th percentile scores for 4th-graders in 27 countries and lower than the scores in 2 countries (table A-16-1). The score defining the lowest performing U.S. 4th-graders in science (those performing at or below the 10th percentile) was higher than the 10th percentile scores for 4th-graders in 17 countries and lower than the scores in 7 countries.

In 2007, the U.S. 8th-grade science score at the 90th percentile was higher than the corresponding scores in 34 countries and lower than the scores in 6 countries (see table A-16-2). At the other end of the scale, the U.S. 8th-grade science score at the 10th percentile was higher than the scores in 34 countries and lower than the scores in 8 countries.

The United States was 1 of 16 countries at grade 4 and 1 of 19 at grade 8 that participated in both the first TIMSS science assessment in 1995 and the most recent one in 2007. The average science scores in 2007 for both U.S. 4th- and 8th-grade students were not measurably different from those in 1995 (see tables A-16-3 and A-16-4).

Among U.S. 4th-graders, the science score at the 90th percentile was lower in 2007 than in 1995 (see table A-16-5). Though the U.S. 4th-grade 10th percentile science score appears to have improved, there was no measurable change in the score between 1995 and 2007 or between 2003 and 2007. The U.S. 8th-grade 90th percentile science scores in 1995 and 2007 showed no measurable differences, nor did the scores in 2003 and 2007. In 2007, the 90th percentile score was lower than in 1999. The U.S. 8th-grade 10th percentile score was higher in 2007 than in both 1995 and 1999.



For more information: *Tables A-16-1 through A-16-5; Indicators 15 and 29*

Glossary: *International Target Population, National Target Population*
NCES 2009-001

Technical Notes

The TIMSS scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive assessments have scaled the achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 science in 2007 is equivalent to a score of 500 in grade 8 science in 2003, 1999, and 1995. The total number of countries reported here differs from the total number reported in the

TIMSS reports. In addition to the 36 countries at grade 4 and 48 countries at grade 8, eight other educational jurisdictions, or "benchmarking" entities, participated: the states of Massachusetts and Minnesota; the Canadian provinces of Alberta, British Columbia, Ontario, and Quebec; the Basque region of Spain; and Dubai, United Arab Emirates. For more information on TIMSS, see *supplemental note 5*.

Table 16-1. Average science scale scores of 4th-grade students, by country: 2007

Average score relative to the United States	Country and score					
Higher	Singapore	587	Hong Kong SAR ¹	554		
	Chinese Taipei	557	Japan	548		
	Russian Federation	546	United States^{3,4}	539	Kazakhstan ²	533
Not measurably different	Latvia ²	542	Hungary	536		
	England	542	Italy	535		
	Germany	528	Lithuania ²	514	Colombia	400
Lower	Australia	527	New Zealand	504	El Salvador	390
	Slovak Republic	526	Scotland ³	500	Algeria	354
	Austria	526	<i>TIMSS scale average</i>	<i>500</i>	Kuwait ⁶	348
	Sweden	525	Armenia	484	Tunisia	318
	Netherlands ⁵	523	Norway	477	Morocco	297
	Slovenia	518	Ukraine	474	Qatar	294
	Denmark ³	517	Iran, Islamic Republic of	436	Yemen	197
	Czech Republic	515	Georgia ²	418		

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² National Target Population does not include all of the International Target Population.

³ Met guidelines for sample participation rates only after substitute schools were included.

⁴ National Defined Population covers 90 to 95 percent of National Target Population.

⁵ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Countries are ordered by 2007 average score. The Trends in International Mathematics and Science Study (TIMSS) scale average was established to have a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 science in 2007 is equivalent to a score of 500 in grade 4 science in 2003 and 1995. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 11, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table 16-2. Average science scale scores of 8th-grade students, by country: 2007

Average score relative to the United States	Country and score					
Higher	Singapore	567	Korea, Republic of	553	Czech Republic	539
	Chinese Taipei	561	England ¹	542	Slovenia	538
	Japan	554	Hungary	539	Russian Federation	530
Not measurably different	Hong Kong SAR ^{1,2}	530	Lithuania ⁴	519		
	United States^{1,2}	520	Australia	515		
	Sweden	511	Bahrain	467	Colombia	417
Lower	<i>TIMSS scale average</i>	<i>500</i>	Bosnia and Herzegovina	466	Lebanon	414
	Scotland ¹	496	Romania	462	Egypt	408
	Italy	495	Iran, Islamic Republic of	459	Algeria	408
	Armenia	488	Malta	457	Palestinian National	404
	Norway	487	Turkey	454	Authority	
	Ukraine	485	Syrian Arab Republic	452	Saudi Arabia	403
	Jordan	482	Cyprus	452	El Salvador	387
	Malaysia	471	Tunisia	445	Botswana	355
	Thailand	471	Indonesia	427	Qatar	319
	Serbia ^{3,4}	470	Oman	423	Ghana	303
	Bulgaria ⁵	470	Georgia ⁴	421		
	Israel ⁵	468	Kuwait ⁶	418		

¹ Met guidelines for sample participation rates only after substitute schools were included.

² Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

³ National Defined Population covers 90 to 95 percent of National Target Population.

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NOTE: Countries are ordered by 2007 average score. The Trends in International Mathematics and Science Study (TIMSS) scale average was established to have a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 science in 2007 is equivalent to a score of 500 in grade 8 science in 2003, 1999, and 1995. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 11, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Annual Earnings of Young Adults

In 2007, young adults ages 25–34 with a bachelor’s degree earned 29 percent more than young adults whose highest educational attainment was an associate’s degree and 55 percent more than young adults whose highest educational attainment was a high school diploma or its equivalent.

For young adults ages 25–34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings. This pattern of higher earnings corresponding with higher levels of educational attainment was consistent for each year shown between 1995 and 2007 (see table A-17-1). For example, young adults with a bachelor’s degree consistently had higher median earnings than those with less education. This pattern held for male, female, White, Black, Hispanic, and Asian subgroups.

In 2007, the median earnings of young adults with a bachelor’s degree were \$45,000, while the median earnings were \$35,000 for those with an associate’s degree, \$29,000 for those with a high school diploma or its equivalent, and \$23,000 for those who did not earn a high school diploma or equivalent degree. In other words, in 2007, young adults with a bachelor’s degree earned 29 percent more than young adults with an associate’s degree, 55 percent more than young adult high school completers, and 96 percent more than those who did not earn a high school diploma. In 2007, the median earnings of young adults with a master’s degree or higher were \$56,000, or 24 percent more than young adults with a bachelor’s degree.

Comparing the median earnings of those with at least a bachelor’s degree and those with each lower level of educational attainment, the earnings difference increased between 1980 and 2007, in constant 2007 dollars. However, over the more recent, shorter period between 2000 and 2007, there was generally no measurable change in the earnings difference between these groups. For example, in 1980, young adults with a bachelor’s degree or higher earned \$15,000 more than those who did not

earn a high school diploma or its equivalent. In 2000, this difference increased to \$24,000 and was \$25,000 in 2007. In 1980, young adults with a bachelor’s degree or higher earned \$10,000 more than high school completers. In 2000, this difference increased to \$18,000 and in 2007 it was \$19,000. However, between 2000 and 2007, there was a measurable increase in the earnings difference between those with a bachelor’s degree and those with a master’s degree or higher. In 2000, young adults with at least a master’s degree earned \$7,000 more than their peers with a bachelor’s degree. In 2007, this difference increased to \$11,000.

Earnings differences were also observed by sex and race/ethnicity. In 2007, at every educational level, young adult males had higher median earnings than young adult females. For example, in 2007, young adult males with a bachelor’s degree earned \$50,000 while their female counterparts earned \$40,000. In 2007, White young adults had higher median earnings than their Black and Hispanic counterparts at each educational level, with the exception of Hispanics with a master’s degree or higher, which was not measurably different. Asian young adults with a bachelor’s degree or master’s degree or higher had higher earnings than their White and Black counterparts in 2007. In 2007, the average median earnings of those with at least a master’s degree were \$65,000 for Asian young adults, \$58,000 for Hispanic young adults, \$55,000 for White young adults, and \$45,000 for Black young adults.



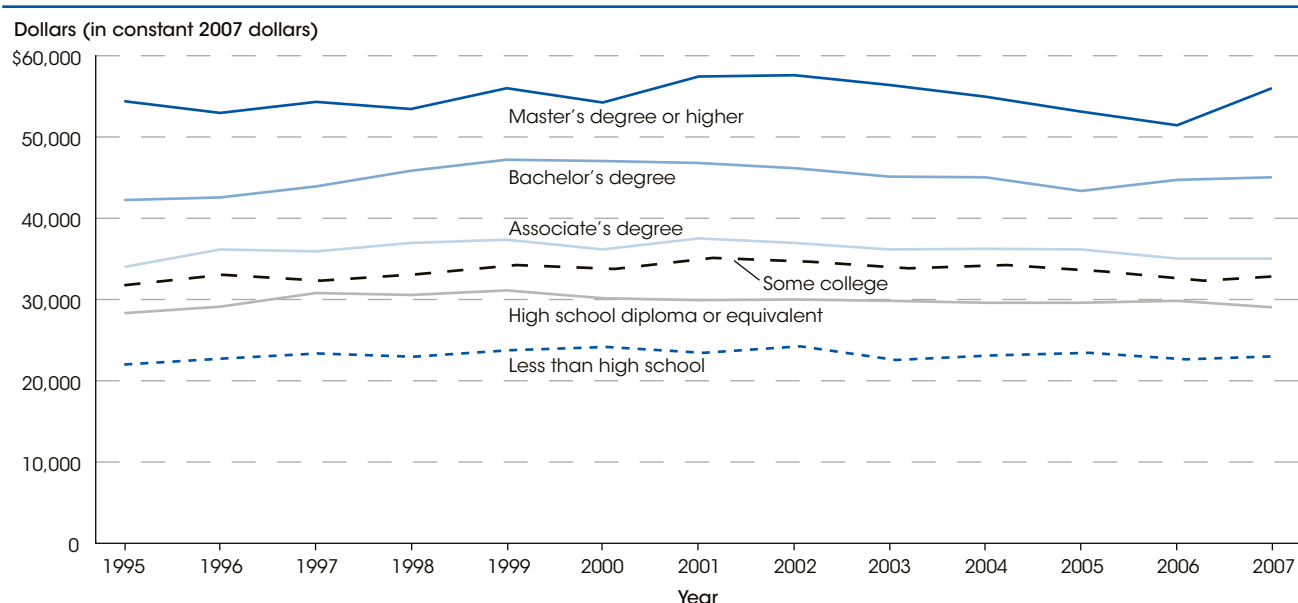
For more information: *Table A-17-1; Indicator 23*
Glossary: *Constant dollars, Consumer Price Index, Educational attainment*

Technical Notes

High school completers includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate). Earnings are presented in 2007 constant dollars adjusted by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. For more information on the CPI, see *supplemental note 10*. *Full-year worker* refers to those who were employed 50 or more weeks during the previous year; *full-time worker*

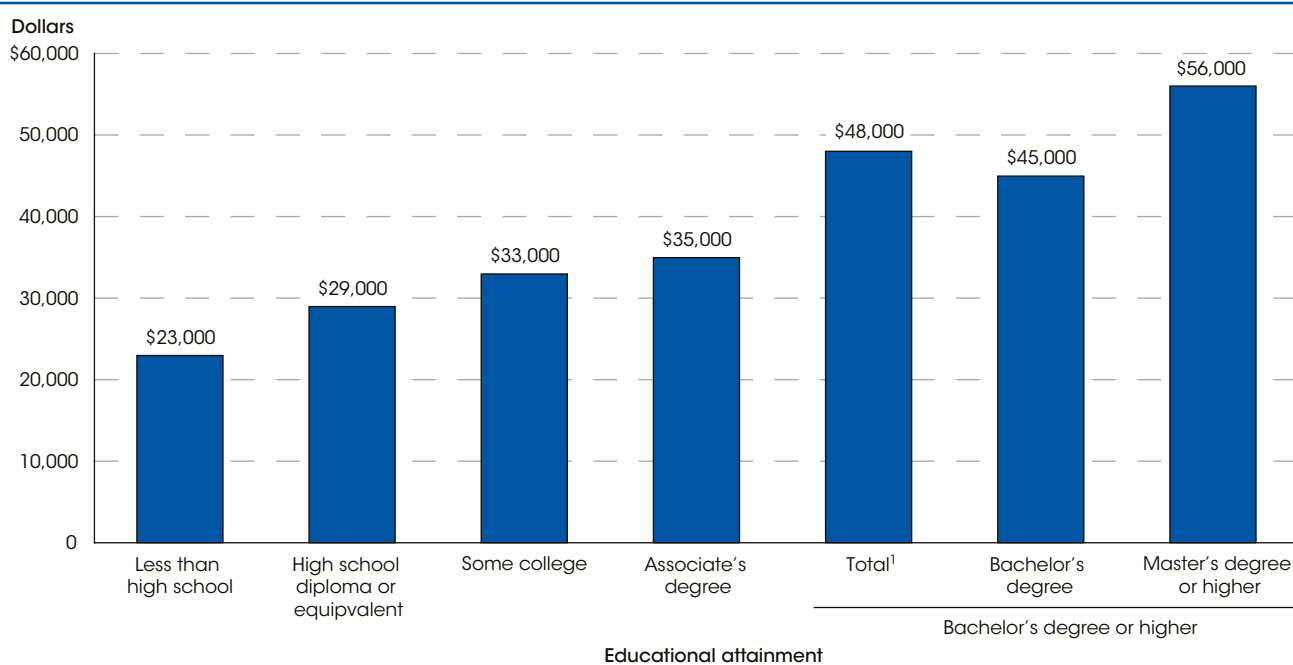
refers to those who were usually employed 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. For more information on changes to the CPS, see *supplemental note 2*. For more information on race/ethnicity, see *supplemental note 1*.

Figure 17-1. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment: 1995-2007

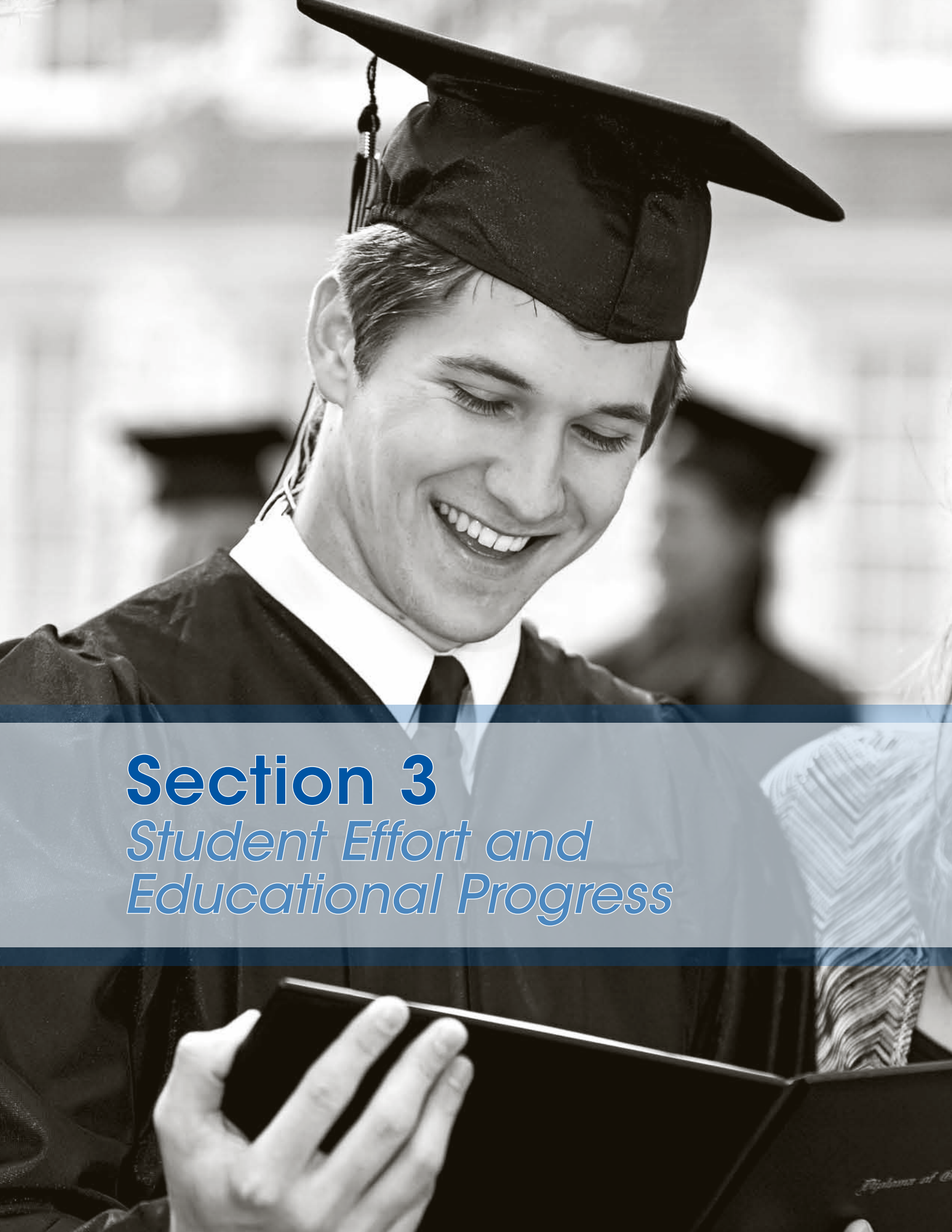


NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. For more information on the CPI, see *supplemental note 10*. Full-year worker refers to those who were employed 50 or more weeks during the previous year; full-time worker refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey (CPS), see *supplemental note 2*. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1996-2008.

Figure 17-2. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment: 2007



¹ Total represents the median earnings of those with a bachelor's degree or higher. NOTE: Full-year worker refers to those who were employed 50 or more weeks during the previous year; full-time worker refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey (CPS), see *supplemental note 2*. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2008.



Section 3
*Student Effort and
Educational Progress*



Section 3

Student Effort and Educational Progress

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Introduction

The indicators in this section of *The Condition of Education* report on the progress students make through the education system. There are 24 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 24, including indicators from previous volumes, appear on the Web (see the List of Indicators on *The Condition of Education* website in the Contents section for a full list of the indicators). Particular attention is paid in this section to how various subgroups in the population proceed through school and attain different levels of education as well as the factors that are associated with their progress along the way.

The indicators in the first two subsections (found on the website) focus on the educational aspirations and effort of students. These indicators include student measures of time spent on homework, preparedness for academic activities, postsecondary education expectations, and patterns of school attendance.

The third subsection traces the progress of students through elementary and secondary education to graduation from high school (or some alternate form of completion). Measures in this volume and on the website include the percentage of students who have ever been retained, the *averaged freshman graduation rate*, which estimates the on-time graduation rate for students in each state, the percentage of students with disabilities who leave high school with a regular diploma, and the status dropout rate by race/ethnicity and nativity. Dropping out of high school is measured here in two ways: by event rates (the percentage of students in an age range who leave school in a given year) and status rates (the percentage

of students in a given age range who are not enrolled in school and who have not completed high school).

The fourth subsection examines students' transition to college. One important measure featured in this volume is the percentage of students who enroll in college within 1 year of completing high school. Another indicator, found on the website, compares the rate of first-time enrollment in postsecondary education in the United States with the rates in other countries.

The fifth subsection concerns the percentage of students entering postsecondary education who earn a credential and the amount of time that they take to do so. This subsection includes indicators that feature relationships between the qualifications and characteristics of students who enter postsecondary education and their success in earning a credential.

An overall measure of the progress of the population through the education system is attainment, which is the highest level of education completed by a certain age. The sixth subsection includes indicators on completion. *The Condition of Education* annually examines levels of attainment for 25- through 29-year-olds. Other indicators in this subsection explore factors related to educational attainment and showcase the number of postsecondary degrees earned over time by gender and race/ethnicity.

The indicators on student effort and educational progress from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

In 2007, about 10 percent of students in kindergarten through grade 8 had ever been retained in a grade during their school career. A greater percentage of Black students than either White or Hispanic students had ever been retained in this year.

Students may be retained in a grade for reasons including a lack of the academic or social skills needed to advance to the next grade. This indicator examines grade retention rates as reported by parents in the National Household Education Surveys Program (NHES). The percentage of students in kindergarten (K) through grade 8 who had ever been retained during their school career has remained between 9 and 11 percent in all survey years between 1996 and 2007 (see table A-18-1). In 2007, about 10 percent of K–8 students had ever been retained.

In each survey year, a greater percentage of male students than female students had ever been retained in a grade. Among K–8 students in 2007, some 12 percent of male students had ever been retained, compared with 8 percent of female students. The percentages of male and female students who had ever been retained in 2007 were not measurably different from the percentages in 1996.

The percentage of K–8 students who had ever been retained differed by race/ethnicity and by region. For example, in 2007, a greater percentage of Black students than either White or Hispanic students had ever been retained. No measurable differences were found between 1996 and 2007 in either the White-Black or the White-Hispanic gap in the percentage of students who had ever been retained. In 2007, the percentages of students in the Northeast and the South who had ever been retained were larger than the percentage of students in the West. Additionally, a larger percentage of students in the South than in the Midwest had ever been retained. The percentages within each racial/ethnic and region category of students who had ever been retained did not measurably differ in 2007 from those in 1996.

In each survey year, the percentage of K–8 students who had ever been retained was greater among students

from poor families than among students from near-poor or nonpoor families. In 2007, for example, 23 percent of students from poor families had ever been retained, compared with 11 percent of students from near-poor families and 5 percent of students from nonpoor families. The percentage of students from poor families who had ever been retained was higher in 2007 (23 percent) than in 1996 (17 percent), while the percentage of students from nonpoor families who had ever been retained was lower in 2007 (5 percent) than in 1996 (7 percent).

The percentage of K–8 students who had ever been retained varied by their mothers' education level. Generally, in each survey year, the percentage of students who had ever been retained was greater among students whose mothers had completed lower levels of education, compared with students whose mothers had completed higher levels of education. In 2007, for example, 20 percent of students whose mothers had less than a high school diploma or its equivalent had ever been retained, compared with 3 percent each of students whose mothers' highest level of education was a bachelor's degree or graduate/professional school.

The percentages of K–8 students who had ever been retained did not measurably differ by school type, primary language spoken in the home, or country of birth in 2007. Between 1996 and 2007 (between 1999 and 2007 for country of birth), there were no measurable differences by these characteristics in the percentage of students who had ever been retained.



For more information: *Table A-18-1*

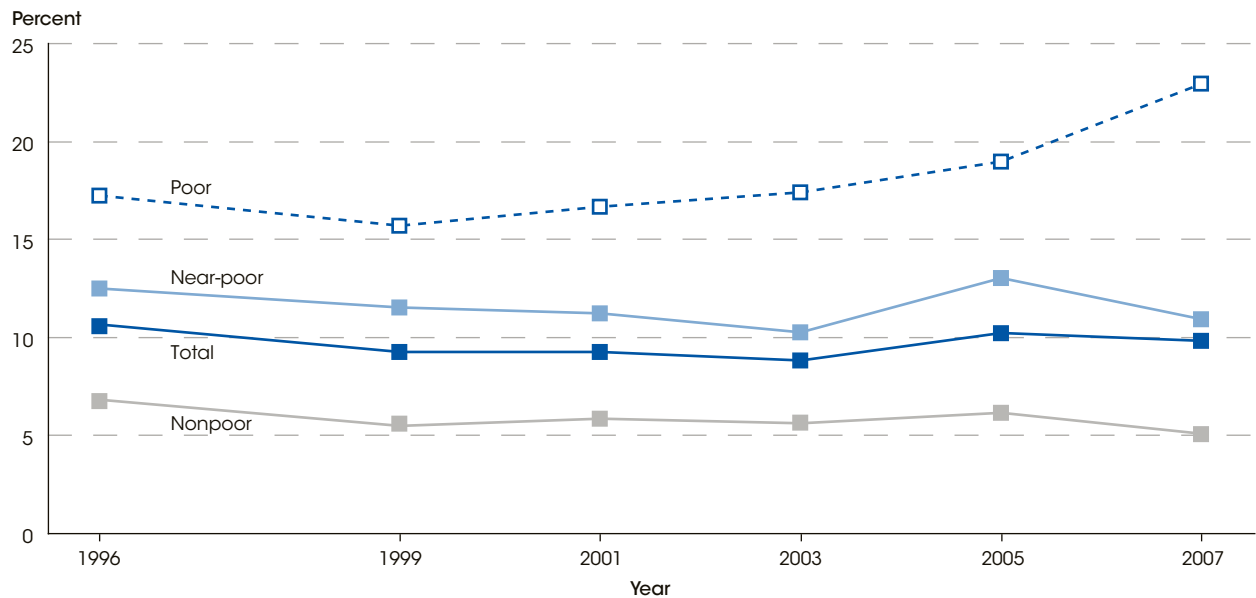
Glossary: *Educational attainment, Private school, Public school*

Technical Notes

All data are based on parent reports. In 2007, administrative record data were also used to establish school type. Estimates exclude homeschooled students. Race categories exclude persons of Hispanic ethnicity. Estimates for mother's education exclude data for students who were reported to have no mother or female guardian.

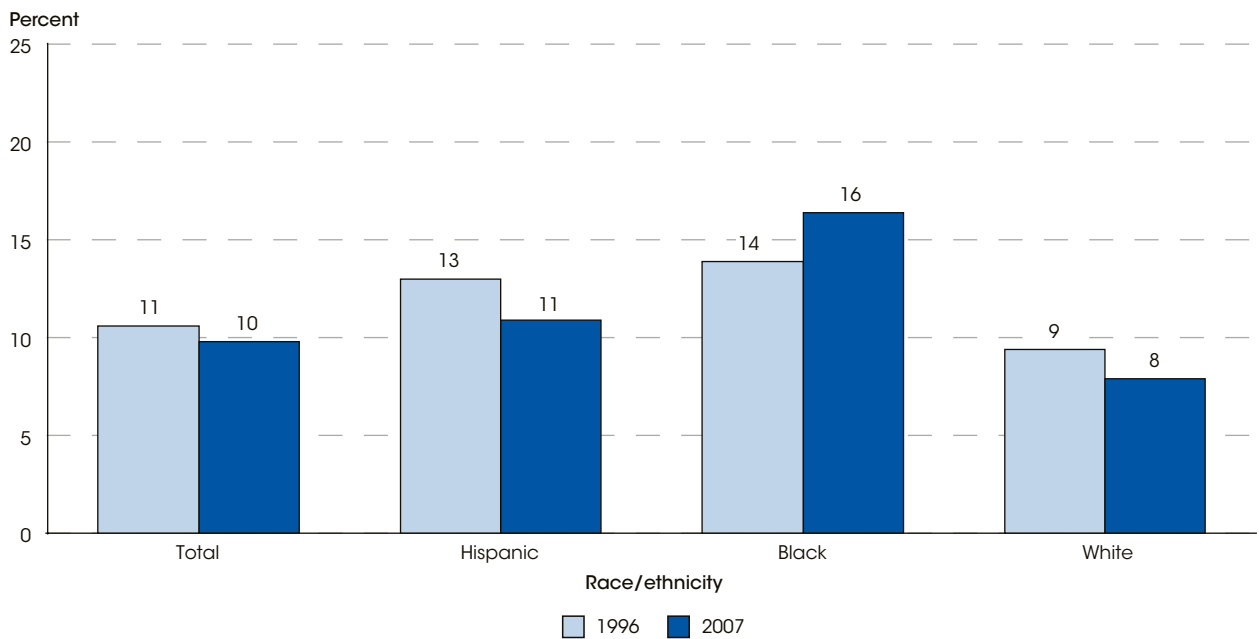
For more information on race/ethnicity, parents' education, poverty thresholds, and a list of the states in each region, see *supplemental note 1*. For more information on National Household Education Surveys Program (NHES), see *supplemental note 3*.

Figure 18-1. Percentage of students in kindergarten through grade 8 who had ever been retained in a grade during their school career, by poverty status: Selected years, 1996–2007



NOTE: All data are based on parent reports. For more information on poverty thresholds, please see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey, Before- and After-School Programs Survey, and Parent and Family Involvement in Education Survey of the 1996–2007 NHES (Parent-NHES:1999; ASPA-NHES:2001 and 2005; and PFI-NHES:1996, 2003, and 2007).

Figure 18-2. Percentage of students in kindergarten through grade 8 who had ever been retained in a grade during their school career, by race/ethnicity: 1996 and 2007



NOTE: All data are based on parent reports. Not all race/ethnicity categories are shown. Race categories excludes persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 1996 and 2007 NHES (PFI-NHES:1996 and 2007).

Public High School Graduation Rates

In 2005–06, about three-quarters of the 2002–03 freshman class graduated from high school with a regular diploma.

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later. For each year, the averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among public high school students in the class of 2005–06, the averaged freshman graduation rate was 73.2 percent in the 48 reporting states; that is, 2.6 million students graduated on time (see table A-19-1). Pennsylvania, South Carolina, and the District of Columbia did not report graduation counts in this year. Among the states that reported the 2005–06 graduation counts, Wisconsin had the highest graduation rate, at 87.5 percent. Thirteen other states had rates of 80 percent or more (ordered from high to low): Nebraska, Iowa, Minnesota, New Jersey, South Dakota, Vermont, North Dakota, Montana, New Hampshire, Missouri, Connecticut, Idaho, and Arkansas. Nevada had the lowest rate, at 55.8 percent. Nine other states had graduation rates below 70 percent (ordered from high to low): California, New York, New Mexico, Alaska, Alabama, Florida, Mississippi, Georgia, and Louisiana.

In order to compare rates across years, the averaged freshman graduation rates for the District of Columbia and the two states that did not report in 2005–06 were estimated. When these estimates are included with the reported 2005–06 data, the estimated rate for the nation is 73.4 percent. Using these estimates, the overall averaged freshman graduation rate among public school students increased from 71.7 percent for the graduating class of 2000–01 to 73.4 percent for the graduating class of 2005–06. However, between 2004–05 and 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent. Overall, between school years 2000–01 and 2005–06, there was an increase in the graduation rate in 40 states and the District of Columbia; 9 of these states (Arkansas, Delaware, Hawaii, Kentucky, Missouri, New York, North Carolina, South Dakota, and Tennessee) and the District of Columbia (2004–05 data) had an increase of greater than 5 percentage points. The graduation rate decreased in 10 states (Alaska, Arizona, California, Louisiana, Michigan, Nevada, New Jersey, North Dakota, Utah, and Virginia), with Nevada being the only state experiencing a decline of greater than 5 percentage points.



For more information: *Table A-19-1; Indicators 20, 21, and 23*

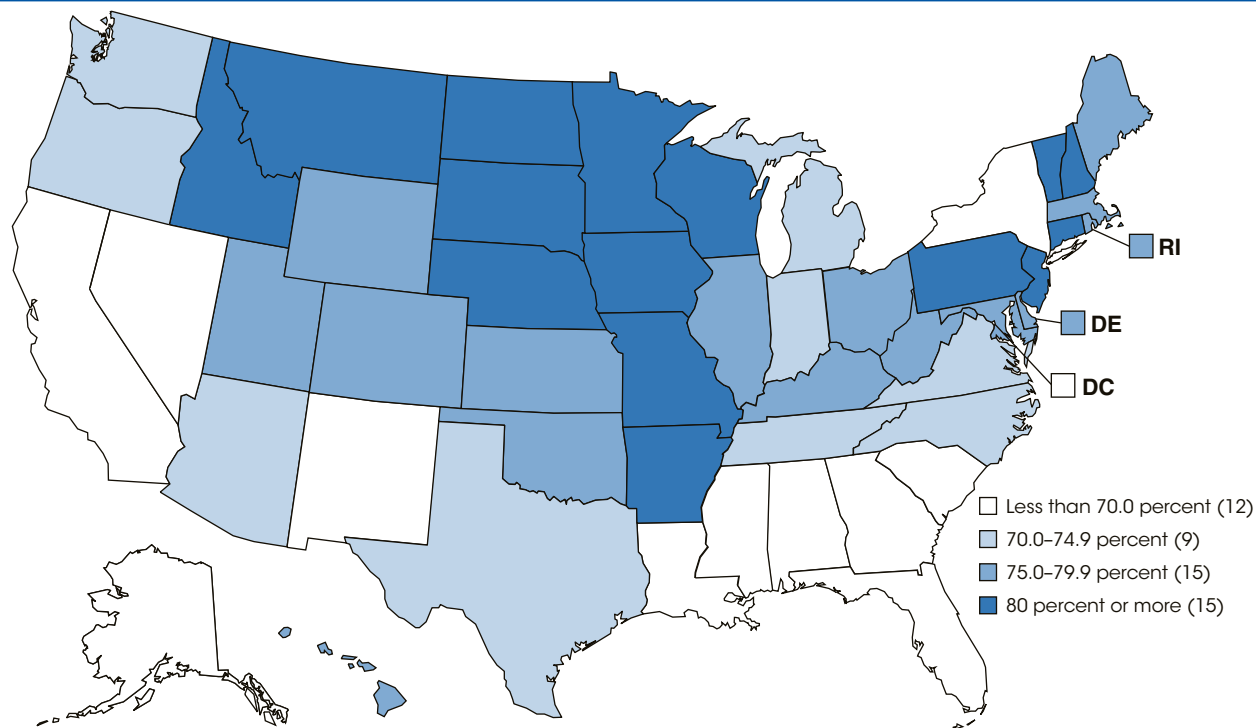
Glossary: *Public school*

Technical Notes

Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Totals for reporting states include any of the 50 states and the District of Columbia that reported data for a given year. The 2003–04 national estimates

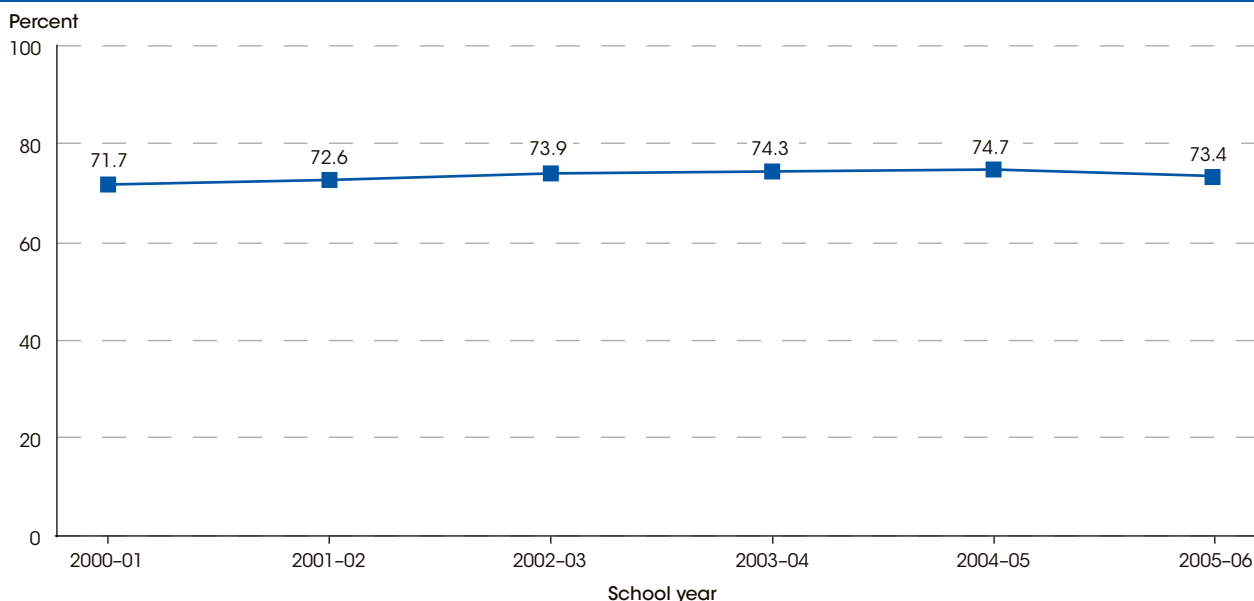
are based on imputed data for New York and Wisconsin. The 2005–06 national estimates are based on imputed data for the District of Columbia, Pennsylvania, and South Carolina. For more information on the Common Core of Data (CCD), see *supplemental note 3*; for more information on measures of student progress and persistence, see *supplemental note 6*.

Figure 19-1. Averaged freshman graduation rate for public high school students, by state: School year 2005-06



NOTE: The rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Estimates for the District of Columbia, Pennsylvania, and South Carolina are based on imputed data.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2005-06, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02, Version 1c, 2002-03, Version 1b, 2003-04, Version 1b, and 2004-05, Version 1b.

Figure 19-2. Averaged freshman graduation rate for public high school students: School years 2000-01 through 2005-06



NOTE: The rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. The 2003-04 national estimates are based on imputed data for New York and Wisconsin. The 2005-06 national estimates are based on imputed data for the District of Columbia, Pennsylvania, and South Carolina.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2005-06, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02, Version 1c, 2002-03, Version 1b, 2003-04, Version 1b, and 2004-05, Version 1b.

Status Dropout Rates

In general, the status dropout rates for Whites, Blacks, and Hispanics declined between 1980 and 2007. In 2007, foreign-born Hispanics dropped out at a higher rate than native-born Hispanics, while the opposite trend by nativity held for Whites and Blacks.

The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or equivalency credential, such as a General Educational Development [GED] certificate). In this indicator, status dropout rates are estimated using both the American Community Survey (ACS) and the Current Population Survey (CPS). The 2007 ACS allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, and sex than does the CPS. And unlike the CPS, the ACS includes persons living in military barracks in the United States and institutionalized persons. The CPS, however, provides several decades of historical trends on status dropouts that are not available from the ACS. For more information on these surveys, see *supplemental notes 2 and 3*.

In 2007, the status dropout rate of 16- through 24-year-olds was 9 percent (see table A-20-1). Differences in status dropout rates were found by sex and race/ethnicity. A higher percentage of males than females were status dropouts (11 vs. 8 percent). This pattern was evident across certain racial/ethnic groups, namely Whites, Blacks, and Hispanics.

The status dropout rate includes all 16- through 24-year-old dropouts, regardless of when they last attended school, as well as individuals without a high school credential who may never have attended school in the United States and who may never have earned a high school credential. Therefore, examining status dropout rates for the native-born population may provide a more accurate measure of those who have attended U.S. schools. In 2007, the status dropout rate was higher for native-born Hispanics than for native-born Asians, Pacific Islanders, and Whites. No measurable differences, however, were found between native-born Hispanics and native-born Blacks.

Overall, the status dropout rate for native-born 16- through 24-year-olds was lower than that for their

foreign-born peers (8 vs. 21 percent). Native-born Hispanics, Asians, and Pacific Islanders had lower status dropout rates than their foreign-born counterparts, whereas native-born Whites and Blacks had higher status dropout rates than their foreign-born counterparts. Higher dropout rates among foreign-born Hispanics partially account for the high dropout rates for all Hispanic young adults. Among Hispanic 16- through 24-year-olds who were born outside the United States, the 2007 status dropout rate was 34 percent—higher than the rate for native-born Hispanics (11 percent).

The CPS allows for an examination of changes in status dropout rates over time. Based on the CPS, the status dropout rate declined from 14 percent in 1980 to 9 percent in 2007 (see table A-20-2). A decline was also seen between 2000 and 2007, the more recent years of this time span (from 11 percent to 9 percent).

Status dropout rates and changes in these rates over time differ by race/ethnicity. In general, the status dropout rates for Whites, Blacks, and Hispanics declined between 1980 and 2007. However, for each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics. The rate for Asians/Pacific Islanders was also lower than those for Hispanics and Blacks between 1989 and 2007. Although the gaps between the rates of Blacks and Whites and Hispanics and Whites have decreased, the decreases occurred in different time periods. The Black-White gap narrowed during the 1980s, with no measurable change between 1990 and 2007. In contrast, the Hispanic-White gap narrowed between 1990 and 2007, with no measurable change in the gap during the 1980s.



For more information: *Tables A-20-1 and A-20-2; Indicators 19, 21, and 23*

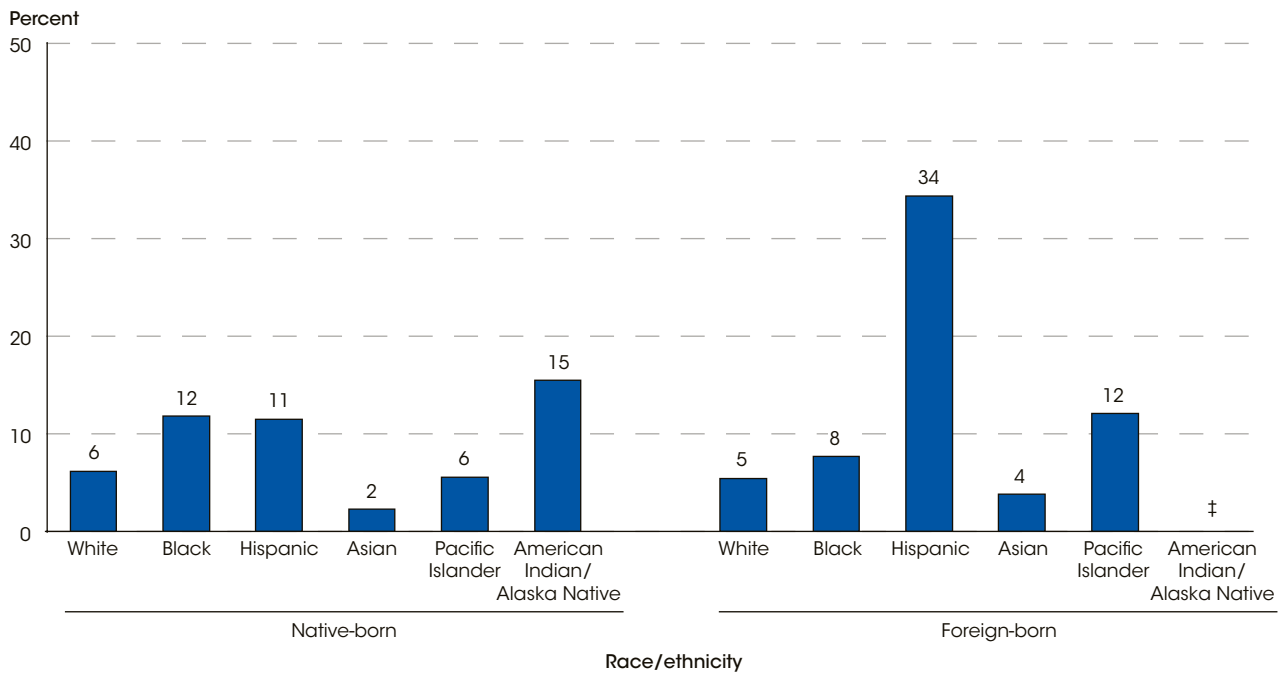
Glossary: *GED certificate, High school equivalency certificate, Status dropout rate*

Technical Notes

The United States refers to the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Estimates of the status dropout rate using the CPS include civilian, noninstitutionalized 16- through 24-year-olds. Young adults in the military or those who are incarcerated, for instance, are not included in this measure. However, the 2007 ACS includes noninstitutionalized and institutionalized group

quarters. Therefore, due to this and other methodological differences between the CPS and ACS, status dropout estimates from the two surveys are not directly comparable. For more information on these surveys, see *supplemental notes 2 and 3*. The status dropout rate reported in this indicator is one of a number of rates measuring high school dropout and completion behavior in the United States. For more information about the status dropout rate reported here, see *supplemental note 6*.

Figure 20-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity and nativity: American Community Survey 2007

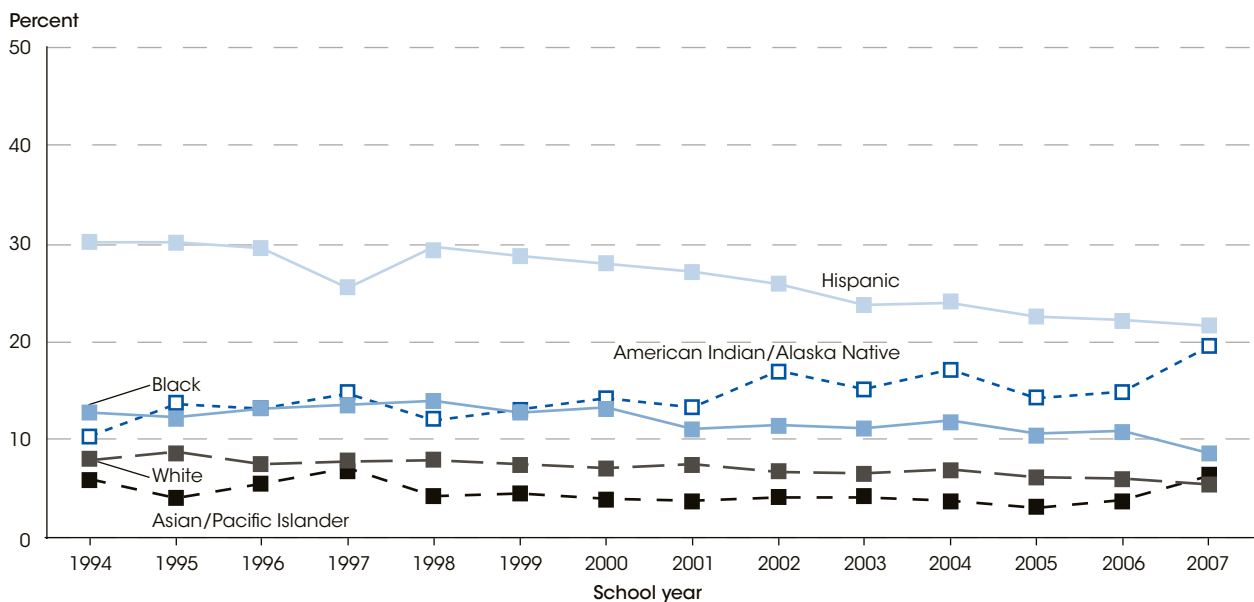


‡ Reporting standards not met (too few cases).

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. This figure uses a different data source than figure 20-2, and therefore, estimates are not directly comparable to the 2007 estimates in figure 20-2. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the American Community Survey (ACS), see *supplemental notes 1* and *3*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Figure 20-2. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey 1994-2007



NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. Data for American Indians/Alaska Natives in 1999 have been suppressed due to unstable estimates. This figure uses a different data source than figure 20-1, and therefore, estimates are not directly comparable to the 2007 estimates in figure 20-1. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the Current Population Survey (CPS), see *supplemental notes 1* and *2*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1994-2007.

Immediate Transition to College

The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent in 1997 and ranged between 62 and 69 percent through 2007. Gaps in immediate enrollment rates by family income, parents' education, and race/ethnicity have persisted over time.

The immediate college enrollment rate is defined as the percentage of high school completers of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. Between 1972 and 1980, the overall immediate enrollment rate was approximately 50 percent (see table A-21-1). The rate then increased, reaching 67 percent by 1997. The enrollment rate declined through 2001 to 62 percent before increasing again to 67 percent in 2007.

Differences in the immediate college enrollment rate by family income, parents' education, and race/ethnicity groups have persisted over time. For family income, despite an overall narrowing of the gaps, the immediate college enrollment rates of high school completers from low- and middle-income families trailed those of their peers from high-income families by more than 10 percentage points in each year between 1972 and 2007. In 2007, the enrollment rate gap between students from low- and high-income families was 23 percentage points, and the gap between students from middle- and high-income families was 15 percentage points.

Compared with high school completers whose parents had a bachelor's degree or higher, those whose parents had less education have had lower immediate college enrollment rates each year since 1992 (the earliest year for which comparable data on parents' education are available) (see table A-21-2). In 2007, the gap in the immediate college enrollment rate was 35 percentage points between

students whose parents had a bachelor's degree or higher and students whose parents completed high school or a lower level of education and 21 percentage points between students whose parents had a bachelor's degree or higher and students whose parents had some college.

Although the immediate college enrollment rates of White, Black, and Hispanic high school completers each increased between 1972 and 2007, enrollment rates for Black and Hispanic high school completers have nonetheless been lower than for their White peers almost every year since 1985 (see table A-21-3). In 2007, the immediate college enrollment rate was 70 percent for White high school completers, compared with 56 percent for Black high school completers and 61 percent for Hispanic high school completers.

From 1972 through 2007, the immediate college enrollment rate increased for both male and female high school completers, but the increase was greater for females than for males (see table A-21-4). Thus, while the enrollment rate was 7 percentage points lower for females than for males in 1972, in 2007 the rate was about 67 percent for both sexes.



For more information: *Tables A-21-1 through A-21-4; Indicators 19, 20, and 23*

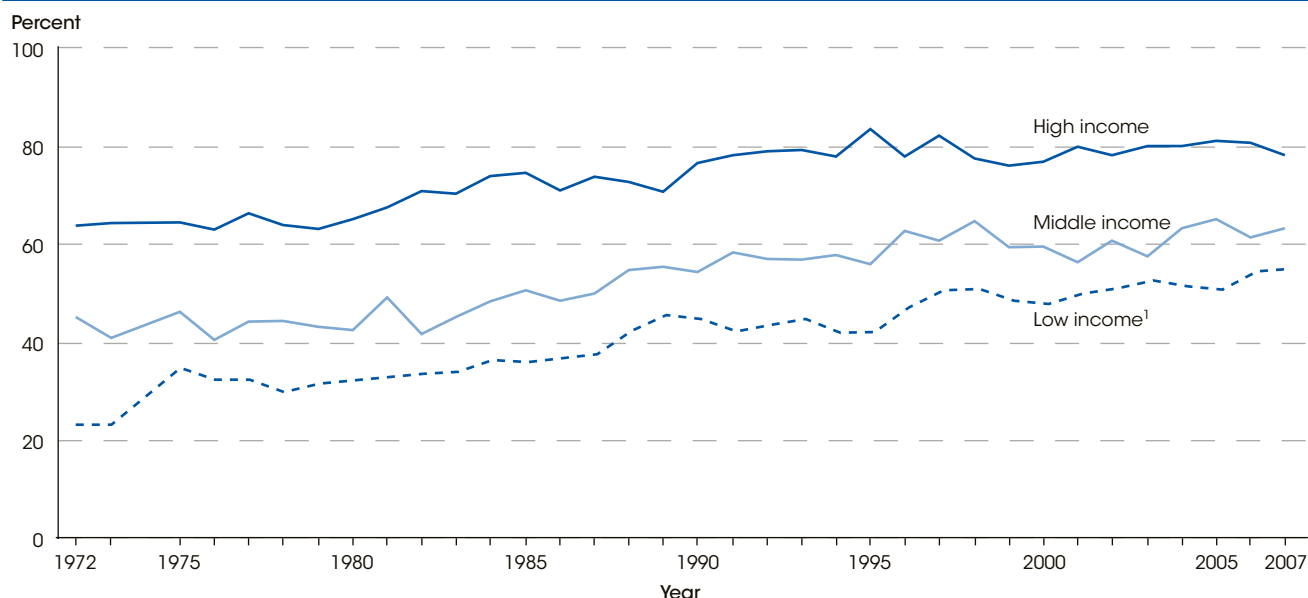
Glossary: *Educational attainment, High school completer*

Technical Notes

Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in a given year. Enrollment rates were calculated from the Current Population Survey (CPS) data. Before 1992, *high school completer* referred to those who had completed 12 years of schooling. Beginning in 1992, *high school completer* has referred to those who have received a high school diploma or equivalency certificate. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the

60 percent in between. Race categories exclude persons of Hispanic ethnicity. Parents' education refers to the highest education level attained by either parent or, in the absence of both parents, the highest level attained by the householder or the householder's spouse. Due to short-term data fluctuations associated with small sample sizes for the Black, Hispanic, and low-income categories, moving average rates are also presented and discussed in the indicator text. For more information on the CPS, educational attainment, family income, race/ethnicity, and parents' education, see *supplemental note 2*.

Figure 21-1. Percentage of high school completers enrolled in 2- or 4-year colleges in the October immediately following high school completion, by family income: 1972-2007

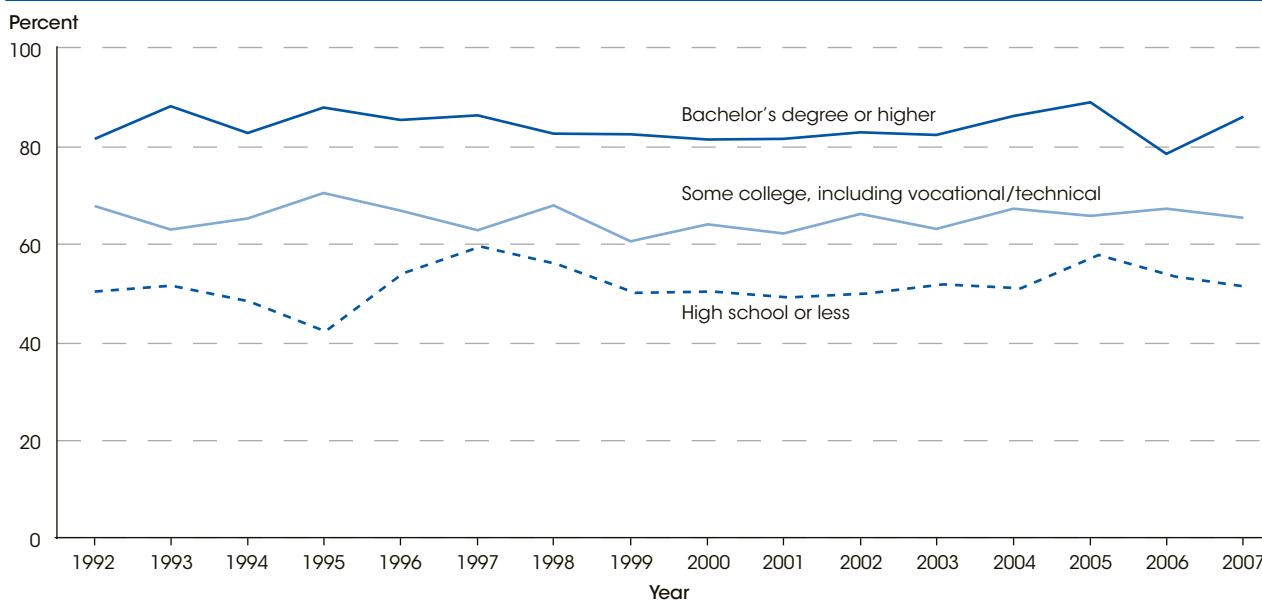


¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are presented. These rates were calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2007, which do not have available data for 1 of the 3 adjacent years, the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.

NOTE: Includes high school completers ages 16-24, who accounted for about 98 percent of all high school completers in each year. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. Family income data were not available for 1974. For more information on the Current Population Survey (CPS), educational attainment, and family income, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2007.

Figure 21-2. Percentage of high school completers enrolled in 2- or 4-year colleges in the October immediately following high school completion, by parents' education: 1992-2007



NOTE: Includes high school completers ages 16-24, who accounted for about 98 percent of all high school completers in each year. *High school completers* refers to those who have received a high school diploma or equivalency certificate. Parents' education refers to the highest education of the parent(s). If no parent resided with the student and the student was the householder or spouse of the householder, then the value of parents' education is set to missing. For more information on the Current Population Survey (CPS) and parents' education, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992-2007.

Postsecondary Graduation Rates

About 58 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2000–01 completed a bachelor's degree or its equivalent at that institution within 6 years.

Approximately 58 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2000–01 completed a bachelor's degree or its equivalent at that institution within 6 years (see table A-22-1). This graduation rate was calculated as the total number of completers within the specified time to degree attainment divided by the cohort of students who first enrolled in the 2000–01 academic year. This indicator focuses on the cohort of first-time, full-time students seeking a bachelor's degree or its equivalent who began attending a 4-year institution in 2000 and who completed a bachelor's degree or its equivalent 4, 5, and 6 years later.

The bachelor's degree completion rates of students seeking a bachelor's degree at 4-year institutions varied by the type of institution. For example, graduation rates were higher at private not-for-profit institutions than at public or private for-profit institutions. The 6-year graduation rate for private not-for-profit institutions was 65 percent, compared with 55 percent for public institutions and 33 percent for private for-profit institutions. The gap in the rates between private not-for-profit and public institutions was larger for 4-year and 5-year graduation rates than for the 6-year graduation rate (see table A-22-2). For example, the 4-year graduation rate at private not-for-profit institutions was 50 percent, compared with 29 percent at public institutions.

The bachelor's degree completion rates of students seeking a bachelor's degree at 4-year institutions also varied by student characteristics, including race/ethnicity and sex. Of all students seeking a bachelor's degree

or its equivalent and attending a 4-year institution in 2000–01, Asian/Pacific Islander students had the highest 6-year graduation rate, followed by White, Hispanic, Black, and American Indian/Alaska Native students (see table A-22-1). Approximately 67 percent of Asians/Pacific Islanders, compared with 60 percent of Whites, 49 percent of Hispanics, 42 percent of Blacks, and 40 percent of American Indians/Alaska Natives graduated with a bachelor's degree or its equivalent within 6 years. This pattern held for Asians/Pacific Islanders, Whites, and Hispanics at institutions of each type of institutional control (public, private not-for-profit, and private for-profit). For each institution type, Blacks and American Indians/Alaska Natives had the lowest graduation rates of the five racial/ethnic groups.

In both public and private not-for-profit 4-year institutions, the 6-year graduation rates for females were higher than the rates for males. For public institutions, approximately 58 percent of females seeking a bachelor's degree or its equivalent graduated within 6 years, compared with 51 percent of their male counterparts; for private not-for-profit institutions, 67 percent of females graduated within 6 years, compared with 62 percent of males. At private for-profit institutions, however, the 6-year graduation rate was higher for males than females (36 vs. 29 percent).



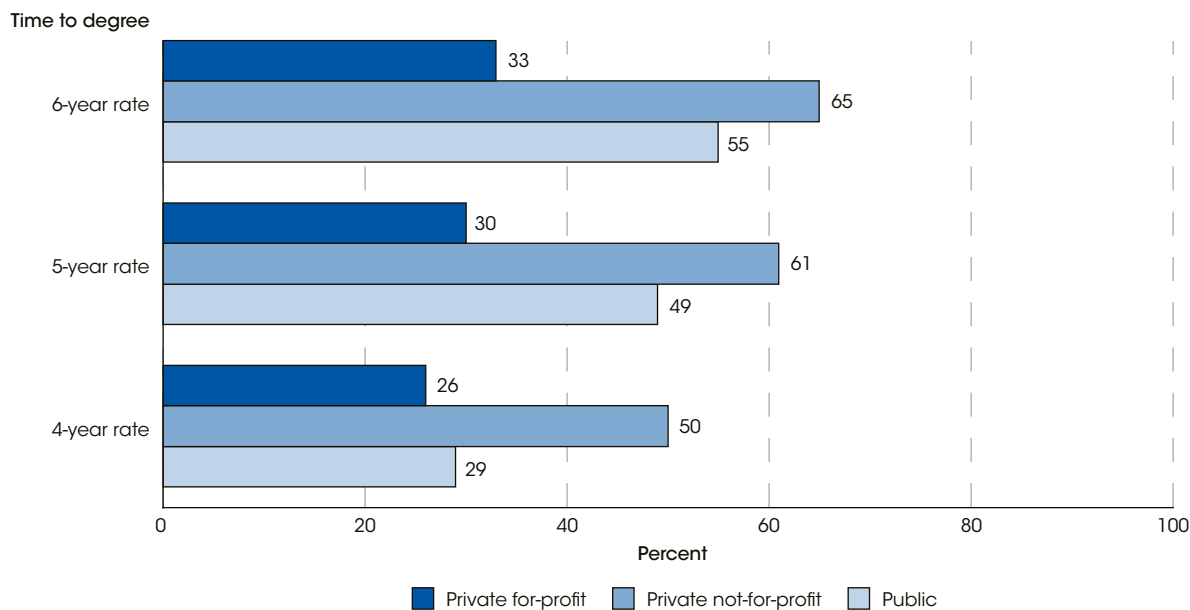
For more information: *Tables A-22-1 and A-22-2*
Glossary: *Four-year postsecondary institution, Private institution, Public institution*

Technical Notes

The graduation rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. For this indicator, the revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Allowable exclusions include those students who had died or were totally and permanently disabled; those who had left school to serve in the armed forces; those who had left to serve with a foreign aid service of the federal government

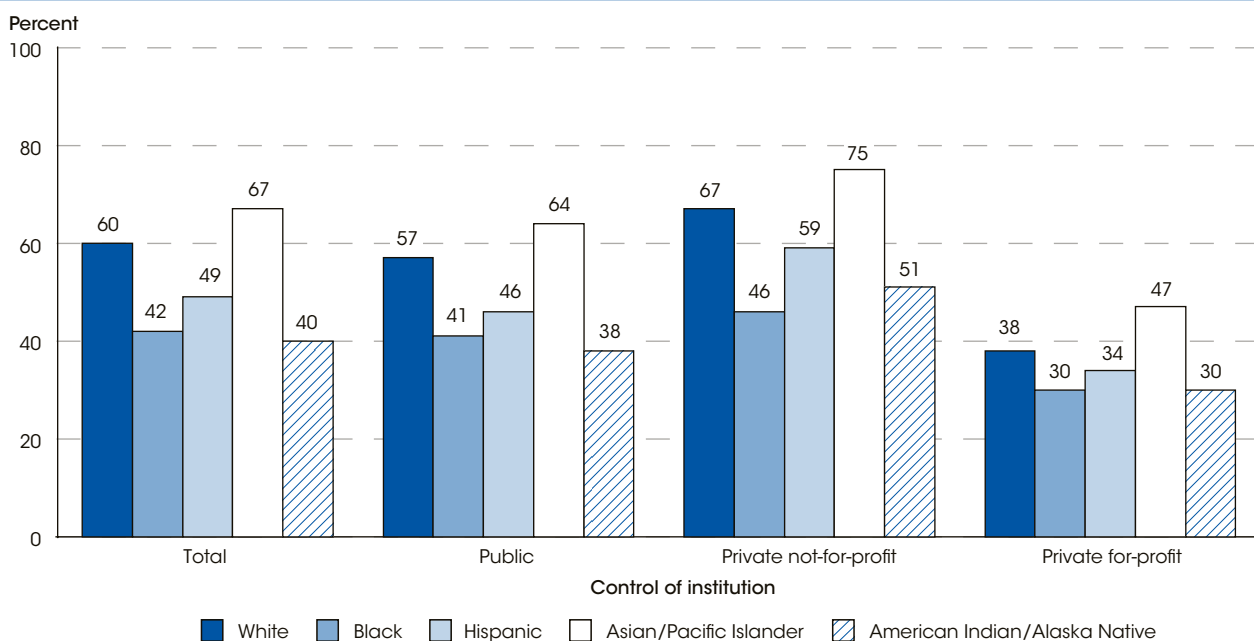
such as the Peace Corps; and those who had left to serve on official church missions. For 4-year institutions, the cohort in this indicator consists of those students who enrolled for the first time in the 2000–01 academic year. The number of completers used in the calculation of the graduation rate for each time-to-degree designation is cumulative; for example, the 6-year graduation rate includes all students who graduated in 4 years and 5 years, as well as those who graduated in 6 years. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 22-1. Percentage of students seeking a bachelor’s or equivalent degree at 4-year Title IV institutions who completed a bachelor’s or equivalent degree, by time to degree attainment and control of institution: Cohort year 2000



NOTE: The rate was calculated as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor’s or equivalent degree. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Graduation Rates component.

Figure 22-2. Percentage of students seeking a bachelor’s or equivalent degree at 4-year Title IV institutions who completed a bachelor’s or equivalent degree within 6 years, by race/ethnicity and control of institution: Cohort year 2000



NOTE: Race categories exclude persons of Hispanic ethnicity. Persons with unknown race/ethnicity are not shown. For more information on race/ethnicity, see *supplemental note 1*. The rate was calculated as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor’s or equivalent degree. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Graduation Rates component.

Educational Attainment

In 2008, some 88 percent of 25- to 29-year-olds had received at least a high school diploma or equivalency certificate. During the period of 1971 to 2008, the gap in high school attainment between Blacks and Whites decreased from 23 to 6 percentage points.

Between 1971 and 2008, the educational attainment of 25- to 29-year-olds increased. In 2008, for example, 88 percent of these young adults had received at least a high school diploma or equivalency certificate, a 10 percentage point increase from 1971 (see table A-23-1). Although the high school completion rate increased 8 percentage points during the 1970s, it has remained between 85 and 88 percent since the late 1970s.

In 1971, a higher percentage of Whites than Blacks or Hispanics had completed high school (82 vs. 59 and 48 percent, respectively). The high school completion rate for Blacks increased between 1971 and 2008 from 59 to 88 percent, and the gap between Blacks and Whites decreased from 23 to 6 percentage points during this period. Between 1971 and 2008, the high school completion rate for Hispanics increased from 48 to 68 percent, and the gap between Hispanics and Whites decreased from 33 to 25 percentage points. In 1990, a higher percentage of Asians/Pacific Islanders had completed high school than Blacks and Hispanics (90 vs. 82 and 58 percent, respectively). Between 1990 and 2008, there were no measurable changes in the size of the gaps between Asians/Pacific Islanders and Blacks and Hispanics, respectively. In 2008, the high school completion rates for Blacks and Hispanics remained below those of Whites and Asians/Pacific Islanders (88 and 68 vs. 94 and 96 percent, respectively).

Between 1971 and 2000, the percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 29 percent; however, the rate in 2008, at 31 percent, showed no measurable difference from the rate in 2000. Between 1971 and 2008, the percentage who had attained a bachelor's degree or higher increased from 19 to 37 percent for Whites, from 7 to 20 percent for Blacks, and from 5 to 12 percent for Hispanics. Between 1990 and 2008, the percentage of Asians/Pacific Islanders who had attained

a bachelor's degree or higher increased from 42 to 58 percent, although most of this increase (11 percentage points) occurred between 1995 and 2000. Between 2000 and 2008, there was no measurable difference in the percentage of Asians/Pacific Islanders who had attained a bachelor's degree or higher. Between 1971 and 2008, the gap favoring Whites over Blacks widened from 12 to 17 percentage points, and the gap favoring Whites over Hispanics widened from 14 to 25 percentage points. Between 1990 and 2008, the gap favoring Asians/Pacific Islanders over Whites widened from 16 to 21 percentage points.

In 2008, some 7 percent of 25- to 29-year-olds had completed a master's degree. Between 1995 and 2008, the rate of master's degree attainment increased for Whites (from 5 to 8 percent), Blacks (from 2 to 4 percent), and Asians/Pacific Islanders (from 11 to 20 percent). The percentage of Whites who had attained a master's degree in 2008 was higher than the percentages of Blacks and Hispanics who had done so, and the percentage of Asians/Pacific Islanders who had attained a master's degree was higher than those of their peers of all other races/ethnicities.

Gender gaps in educational attainment switched from favoring males in 1971 to favoring females in 2008. For example, between 1971 and 2008, the percentage completing at least high school shifted from favoring males by 3 percentage points to favoring females by 4 percentage points, and the percentage completing a bachelor's degree or higher shifted from favoring males by 7 percentage points to favoring females by 8 percentage points.



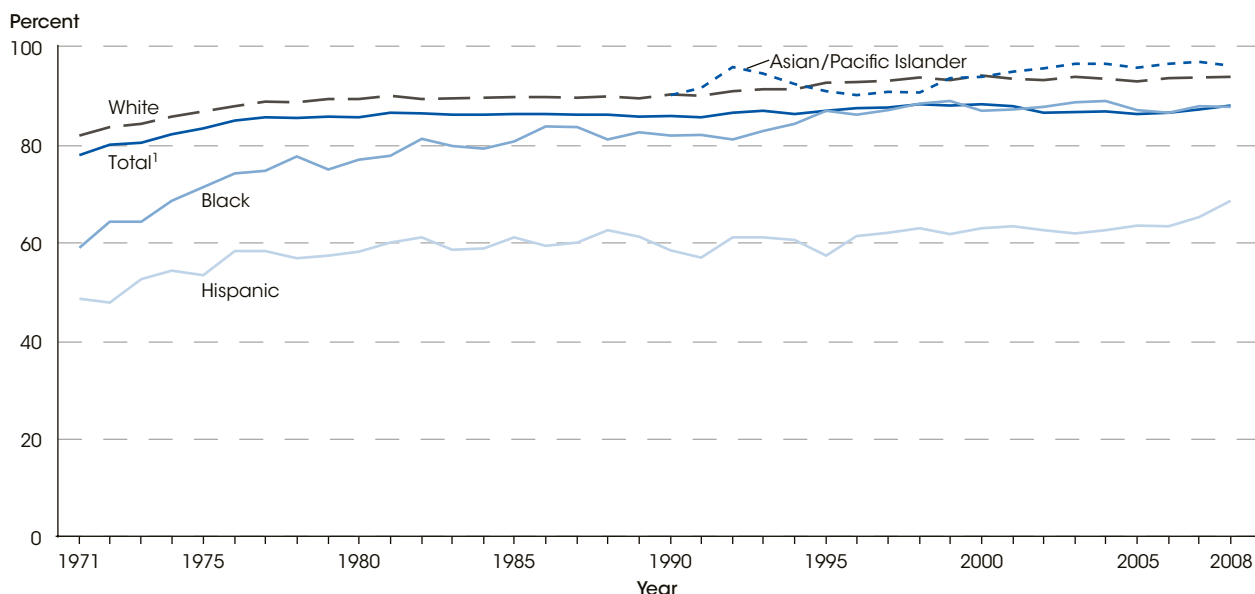
For more information: [Table A-23-1](#); [Indicators 19–21](#)
Glossary: [Educational attainment](#)

Technical Notes

Estimates of educational attainment represent the percentage who achieved at least the cited credential. This indicator uses March Current Population Survey (CPS) data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, and *some college* meant completing 1 or more years of college; beginning in 1992, *high school completers* referred to those who received a high school diploma or

equivalency certificate, and *some college* meant completing any college at all. For more information on the CPS, see [supplemental note 2](#). For more information on educational attainment of 25- to 29-year-olds, see [supplemental note 6](#). Some estimates are revised from previous publications. Included in the totals but not shown separately are estimates for those from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see [supplemental note 1](#).

Figure 23-1. Percentage of 25- to 29-year-olds who completed at least high school, by race/ethnicity: March 1971–2008

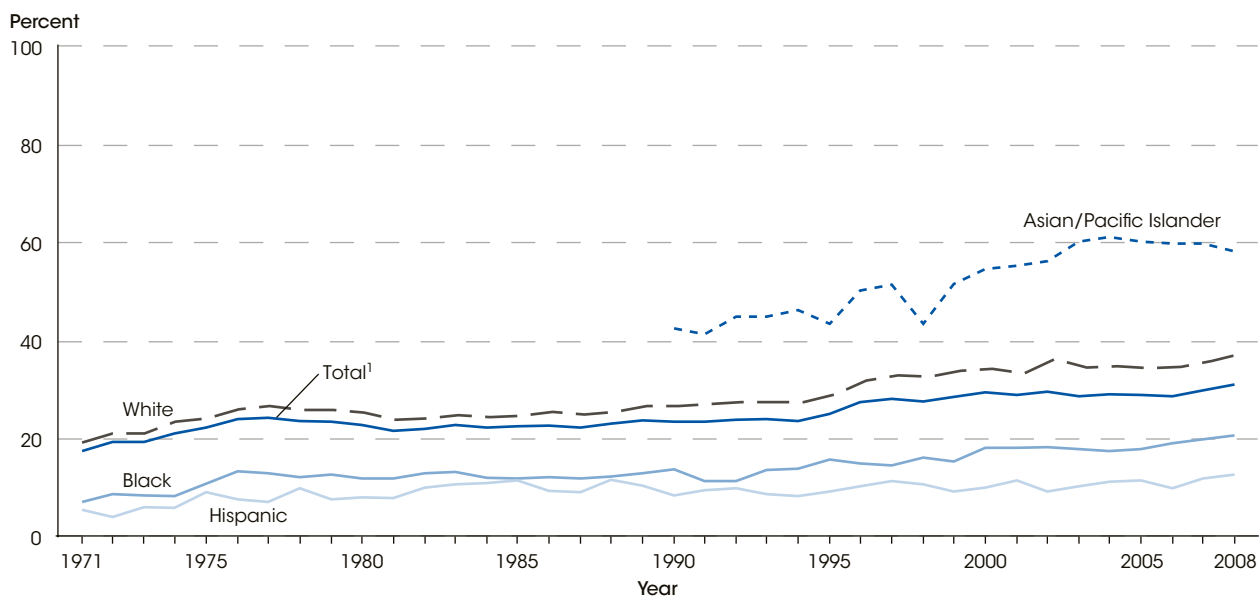


¹ Included in the total but not shown separately are estimates for those from other racial/ethnic groups.

NOTE: Data for Asians/Pacific Islanders were only available from 1990. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling; beginning in 1992, the term referred to those who received a high school diploma or equivalency certificate. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2008.

Figure 23-2. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: March 1971–2008



¹ Included in the total but not shown separately are estimates for those from other racial/ethnic groups.

NOTE: Data for Asians/Pacific Islanders were only available from 1990. Data prior to 1992 were for completing 4 years of college; beginning in 1992, data were for earning a bachelor's degree. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2008.

Degrees Earned

Between 1996–97 and 2006–07, the total number of degrees earned by Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students grew at a faster rate than the number earned by White students for each type of degree.

Enrollment in degree-granting institutions increased between academic years 1996–97 and 2006–07, with total postsecondary enrollment increasing from 14.4 to 17.8 million students, a 24 percent increase (see *indicators 10 and 11*). This growth was accompanied by increases in the number of degrees earned: during this period, the number of associate’s degrees earned increased by 27 percent, bachelor’s degrees by 30 percent, master’s degrees by 44 percent, first-professional degrees by 14 percent, and doctoral degrees by 32 percent (see table A-24-1).

The number of degrees earned increased for all racial/ethnic groups for each type of degree, but at varying rates. (In this indicator, the term “other racial/ethnic groups” refers to the group which comprises Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives.) For example, between 1996–97 and 2006–07, the number of associate’s degrees earned by students in other racial/ethnic groups grew at a faster rate than the number earned by White students (70 vs. 14 percent increase, see table A-24-2). As a result, the percentage of all associate’s degrees awarded to students in other racial/ethnic groups increased from 23 to 31 percent. The number of associate’s degrees awarded to Hispanic students almost doubled during this period. Between 1996–97 and 2006–07, the number of bachelor’s degrees awarded to students in other racial/ethnic groups increased by 62 percent (from 233,100 to 378,300 degrees), while the number awarded to White students increased by 22 percent (from 900,800 to 1.1 million). Students in other racial/ethnic groups were awarded 25 percent of all bachelor’s degrees in 2006–07, compared with 20 percent of the bachelor’s degrees awarded 10 years earlier. Between 1996–97 and 2006–07, the number of bachelor’s degrees awarded to Hispanics increased by 84 percent (from 62,500 to 114,900 degrees).

For both Black and Hispanic students, the number of master’s degrees earned more than doubled between 1996–97 and 2006–07, contributing to the increase in the share of degrees earned by students in other racial/ethnic groups. In 2006–07, students in other racial/ethnic groups earned 23 percent of all master’s degrees, compared with 15 percent in 1996–97. For first-professional degrees, the majority of the increase was due to the increase in awards to students in other racial/ethnic groups. The number

of first-professional degrees awarded to these students increased by 6,700 degrees, for a total of 23,500 degrees in 2006–07, while the number awarded to White students increased by 4,300, for a total of 64,500 degrees. The number of doctoral degrees awarded to Black students doubled between 1996–97 and 2006–07, contributing to the increase in the share of all doctoral degrees awarded to students in other racial/ethnic groups (from 13 to 16 percent). More than one-quarter of doctoral degrees were awarded to nonresident aliens in 2006–07.

For each type of degree, the number of degrees earned grew at a faster rate for females than for males between 1996–97 and 2006–07. In 1996–97, females earned 61 percent of associate’s, 56 percent of bachelor’s, and 57 percent of master’s degrees (see table A-24-1). In 2006–07, the percentage of associate’s and bachelor’s degrees earned by females increased to 62 and 57 percent, respectively, and the percentage of master’s degrees increased to 61 percent. Females have historically earned fewer first-professional and doctoral degrees than males—in 1996–97, for example, females earned 42 percent of first-professional degrees and 41 percent of doctoral degrees. In 2006–07, for the first time, females and males earned about the same number of these types of degrees.

In 2006–07, females of each racial/ethnic group generally earned more degrees than their male counterparts for each type of degree. For example, in 2006–07, Black females earned 69 percent of associate’s, 66 percent of bachelor’s, 71 percent of master’s, 63 percent of first-professional, and 66 percent of doctoral degrees awarded to Black students (see table A-24-2). Females also earned more than 60 percent of associate’s, bachelor’s, and master’s degrees awarded to Hispanic and American Indian/Alaska Native students. White females earned more degrees than White males for each type of degree, except first-professional. Of the postbaccalaureate degrees awarded to nonresident aliens, females earned 43 percent of master’s degrees, 46 percent of first-professional degrees, and 35 percent of doctoral degrees, reflecting increased shares since 1996–97.



For more information: *Tables A-24-1 and A-24-2; Indicator 42*

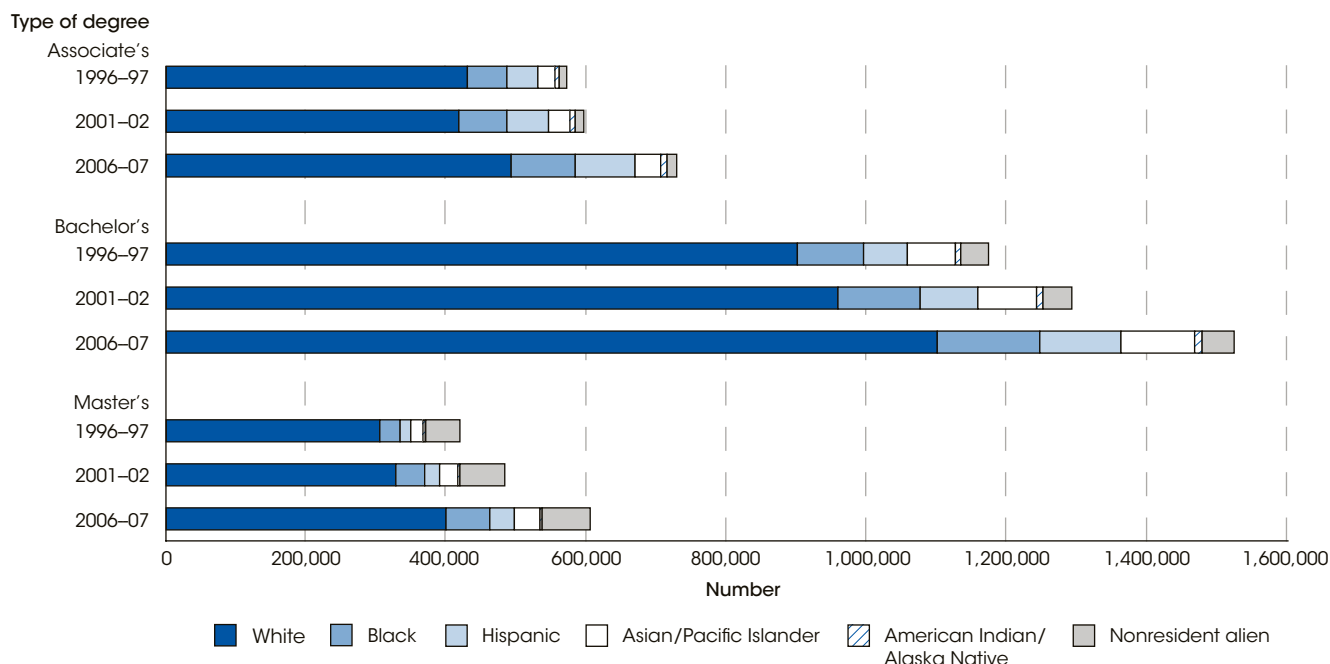
Glossary: *Doctoral degree, First-professional degree, Nonresident alien*

Technical Notes

Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic

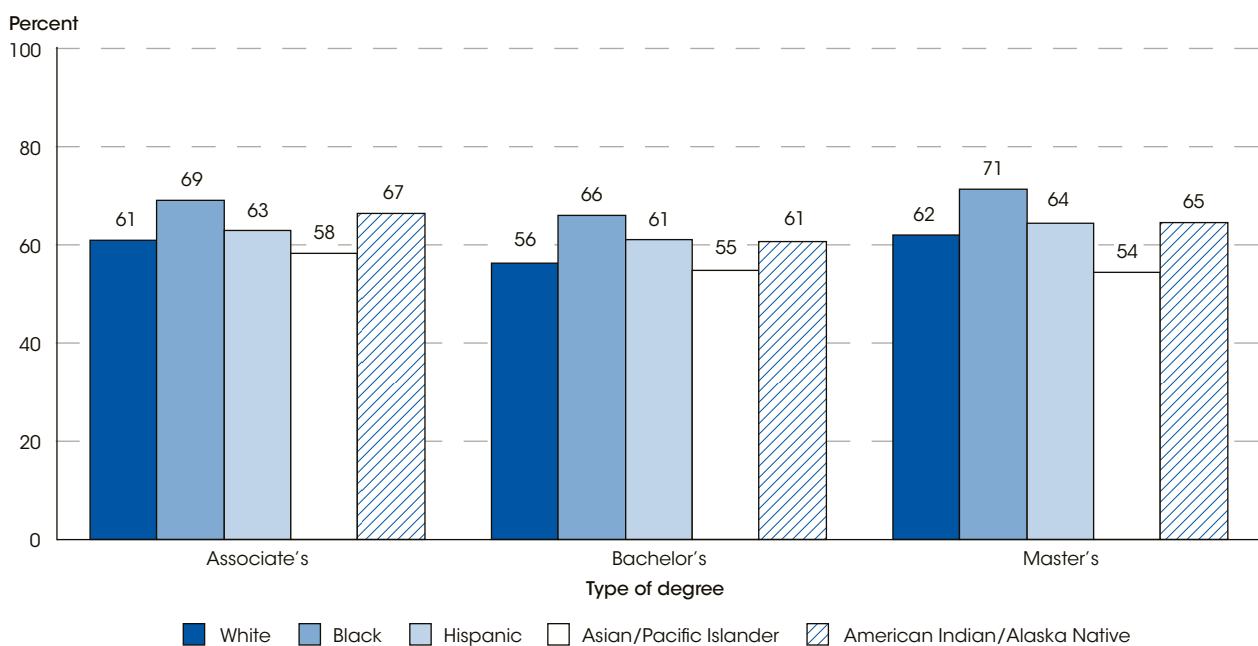
ethnicity. Nonresident aliens are featured separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*.

Figure 24-1. Number of degrees conferred, by type of degree and race/ethnicity: Academic years 1996-97, 2001-02, and 2006-07

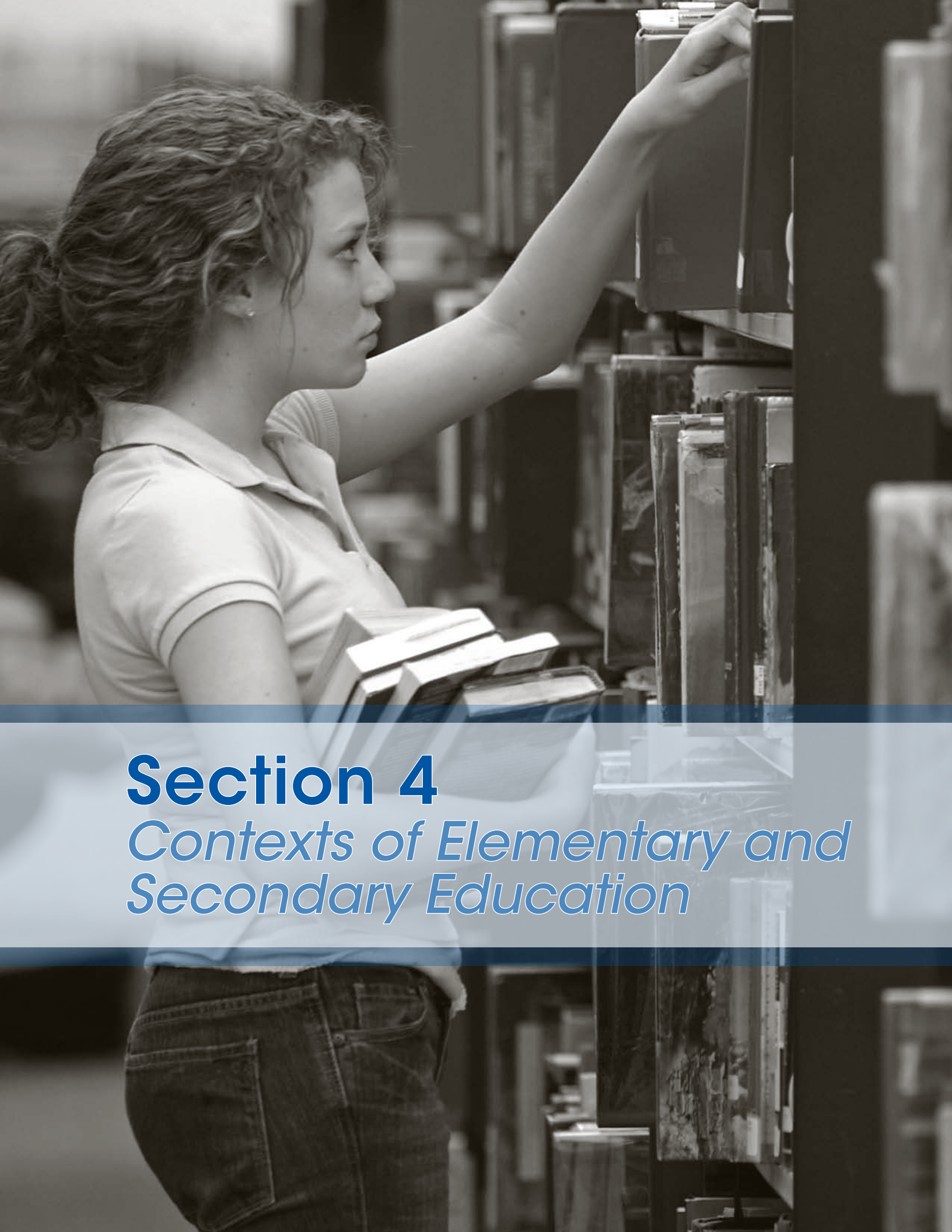


NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996-97, 2001-02, and 2006-07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:96) and Fall 2002 and 2007.

Figure 24-2. Percentage of degrees conferred to females, by type of degree and race/ethnicity: Academic year 2006-07



NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006-07 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2007.



Section 4

Contexts of Elementary and Secondary Education



Section 4

Contexts of Elementary and Secondary Education

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Introduction

The indicators in this section of *The Condition of Education* measure aspects of the context of learning in elementary and secondary schools. Such aspects include the content of learning and expectations for student performance, the climate for learning and other organizational aspects of schools, characteristics of teachers, processes of instruction, mechanisms of choice in education, and financial resources. There are 37 indicators in this section: 13, prepared for this year's volume, appear on the following pages, and all 37, including indicators from previous years, appear on the Web (see the List of Indicators on *The Condition of Education* website in the Contents section for a full list of the indicators).

The first subsection considers the climate for learning, which is shaped by different factors in the school environment, including measures of student and parent attitudes; the concentration of poverty and of racial and ethnic groups in public schools; the pervasiveness of violence in public schools; and student discipline, reflected by the percentages of student suspensions and expulsions. Indicators in this volume present measures of these last three factors, while the Web displays indicators for the full subsection.

The indicators in the second subsection look at teachers and school staff. Indicators on the Web examine the characteristics of principals, teachers, student support staff, and guidance counselors, while an indicator in this volume examines international comparisons on the extent and nature of teacher training in certain subject areas.

The third subsection focuses on learning opportunities that are afforded to children. Indicators in this volume measure parent and family involvement in education and student/teacher ratios in public schools. Additional indicators on the Web highlight participation in early literacy activities, the availability of advanced-level academic courses, and afterschool activities.

Subsection four looks at special programs that serve the particular educational needs of special populations.

Indicators appearing on the Web examine the characteristics of public alternative schools for at-risk students and the extent to which students with disabilities are included in regular classrooms for instructional purposes.

School choice provides parents with the opportunity to choose a school for their children other than the assigned public school; indicators on this topic are found in the fifth subsection. Parents may choose a private school, they may live in a district that offers choice among public schools, or they may move into a particular community in order to enroll their child in their school of choice. Indicators in the school choice subsection on the Web examine parental choice of charter schools and outline characteristics of public charter schools. One indicator in this volume examines parental choice of school as an alternative to their child's assigned public school.

The final subsection details financial support for education. Fundamentally, these financial sources of support are either private, in which individuals decide how much they are willing to pay for education, or public, in which case funding decisions are made by citizens through their governments. In this subsection of *The Condition of Education*, the primary focus is on describing the forms and amounts of financial support to education from public and private sources, how those funds are distributed among different types of schools, and the items on which they are spent. Among the indicators in this volume of *The Condition of Education* are indicators on variations in expenditures per student, trends in expenditures per student in elementary and secondary education, and international comparisons of education expenditures.

The indicators on contexts of elementary and secondary schooling from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Poverty Concentration in Public Schools

Greater percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty schools than did White or Asian/Pacific Islander students in 2006–07.

The percentage of students eligible for the free or reduced-price lunch program provides a proxy measure for the concentration of low-income students within a school. In this indicator, high-poverty schools are defined as public schools where more than 75 percent of the students are eligible for free or reduced-price lunch. In 2006–07, approximately 16 percent of all elementary and secondary public school students (or 7.7 million students) attended high-poverty schools (see table A-25-1).

In 2006–07, greater percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty schools than did White or Asian/Pacific Islander students, and greater percentages of Asian/Pacific Islander students attended these schools than did White students. Some 33 percent of Black, 35 percent of Hispanic, and 25 percent of American Indian/Alaska Native students were enrolled in high-poverty schools, compared with 4 percent of White and 13 percent of Asian/Pacific Islander students. In contrast, greater percentages of White (19 percent) and Asian/Pacific Islander (22 percent) students attended low-poverty schools (public schools with 10 percent or less of students

eligible for free or reduced-price lunch) than did Black (4 percent), Hispanic (6 percent), and American Indian/Alaska Native (6 percent) students.

The pattern seen nationally of higher percentages of Black, Hispanic, and American Indian/Alaska Native students attending high-poverty schools was also found in each of the locality types (cities, suburbs, towns, and rural areas). For example, in 2006–07, among students attending city schools, 46 percent of Blacks, 47 percent of Hispanics, and 27 percent of American Indians/Alaska Natives attended high-poverty schools, compared with 10 percent of Whites and 22 percent of Asians/Pacific Islanders. In rural areas, greater percentages of Black (24 percent), Hispanic (18 percent), and American Indian/Alaska Native (33 percent) students attended high-poverty schools than did their White and Asian/Pacific Islander (3 percent each) peers.



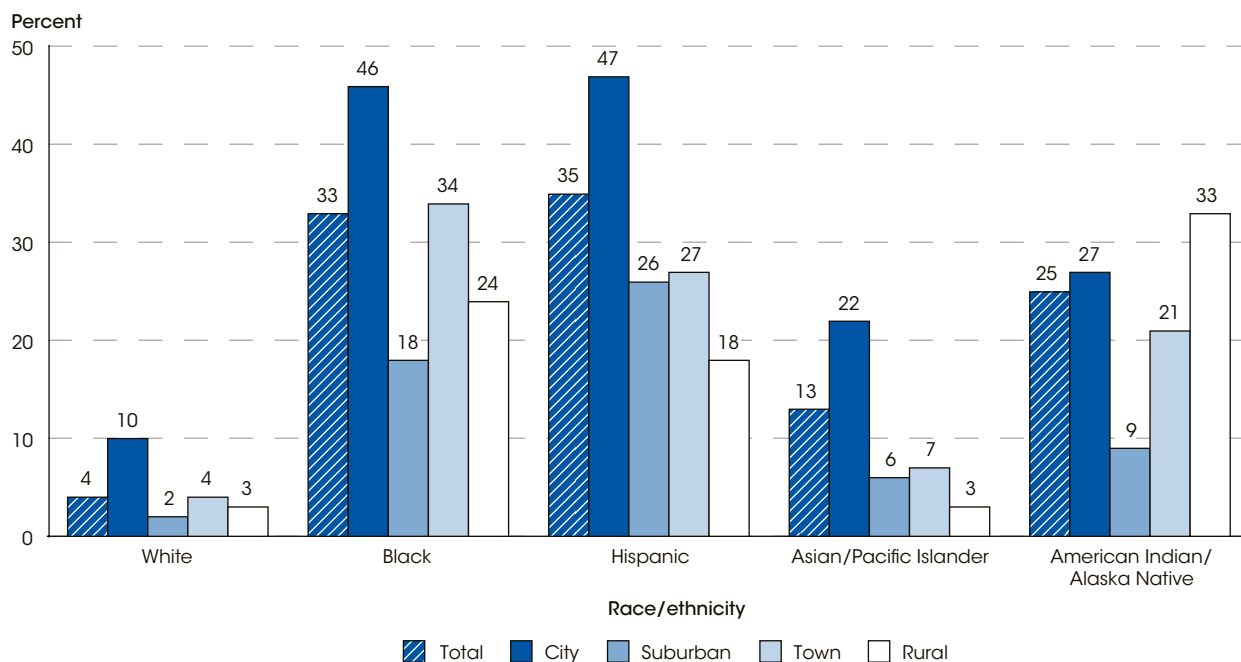
For more information: *Table A-25-1; Indicator 26*
Glossary: *National School Lunch Program, Public school*

Technical Notes

Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

Private school students are excluded from the analysis because large proportions of private schools do not participate in the free or reduced-price lunch program.

Figure 25-1. Percentage of public elementary and secondary school students in high-poverty schools, by race/ethnicity and locale: School year 2006–07



NOTE: High-poverty schools are defined as public schools where more than 75 percent of the students are eligible for free or reduced-price lunch. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07.

Racial/Ethnic Concentration in Public Schools

In 2006–07, approximately 24 percent of all public school students attended schools where the combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students was at least 75 percent, compared with 16 percent of public school students in 1990–91.

In 2006–07, approximately 24 percent of all public elementary and secondary students attended public schools in which the combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students was at least 75 percent (see table A-26-1). In comparison, over half of all Hispanic (57 percent) and Black (52 percent) students attended such schools—greater percentages than those of Asian/Pacific Islander (33 percent), American Indian/Alaska Native (29 percent), or White (3 percent) students attending such schools.

The percentage of students in schools where the combined enrollment of Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives was at least 75 percent varied across school locales in 2006–07, with a greater percentage of public school students in cities (48 percent) attending these schools than their peers in suburban areas (20 percent), towns (11 percent), or rural areas (7 percent). In cities, greater percentages of Hispanic and Black students attended such schools than did Asian/Pacific Islander, American Indian/Alaska Native, and White students. In suburban areas and towns, however, a greater percentage of Hispanic students attended these schools than did students of any other racial/ethnic background. In rural areas, a greater percentage of American Indian/Alaska Native students attended these schools than did students in any other racial/ethnic group.

Examining the composition of schools by specific racial/ethnic group provides a more detailed snapshot of the extent to which students are concentrated in schools with large percentages of students who are in a certain racial/ethnic group. Nationally, public schools in which 75 percent or more of the students were Black enrolled 31 percent of all Black public school students and 1 percent or less of public school students from each of the

other racial/ethnic groups in 2006–07 (see table A-26-2). Similarly, public schools in which 75 percent or more of the students were Hispanic enrolled 33 percent of all Hispanic public school students, 3 percent of all Asian/Pacific Islander public school students, and 2 percent or less of all public school students from each of the other racial/ethnic groups. Public schools in which 75 percent or more of the students were White enrolled 62 percent of all White students, 23 percent of all American Indian/Alaska Native students, 18 percent of all Asian/Pacific Islander students, 8 percent of all Black students, and 7 percent of all Hispanic public school students.

The extent to which students in particular racial/ethnic groups are concentrated in public schools has changed over time. In 1990–91, public schools where Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students comprised at least 75 percent of the student population enrolled 16 percent of all public school students, compared with 24 percent in 2006–07 (see table A-26-3). Three percent of White students attended such schools in 2006–07, an increase of approximately 1 percentage point from 1990–91. Enrollment for Black students in such schools, however, increased by 7 percentage points over the same time period. Increases in enrollments in these schools over this period were also seen for Hispanic students (6 percentage points), Asian/Pacific Islander students (3 percentage points), and American Indian/Alaska Native students (1 percentage point).

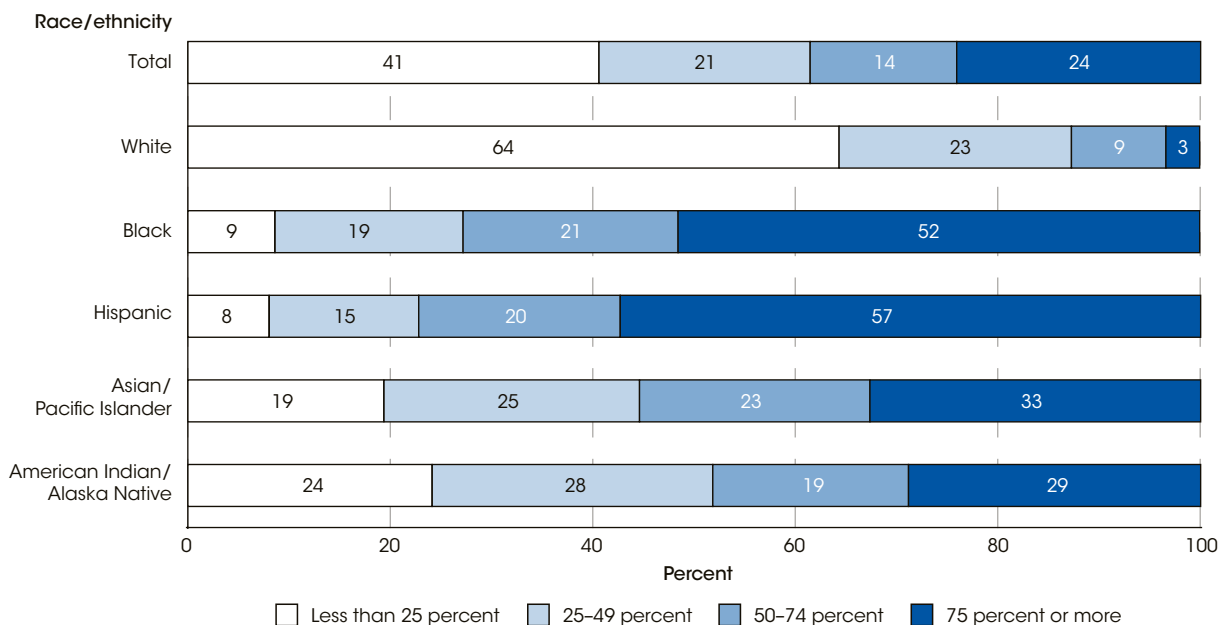


For more information: *Tables A-26-1 through A-26-3; Indicators 25 and 38*
Glossary: *Public school*

Technical Notes

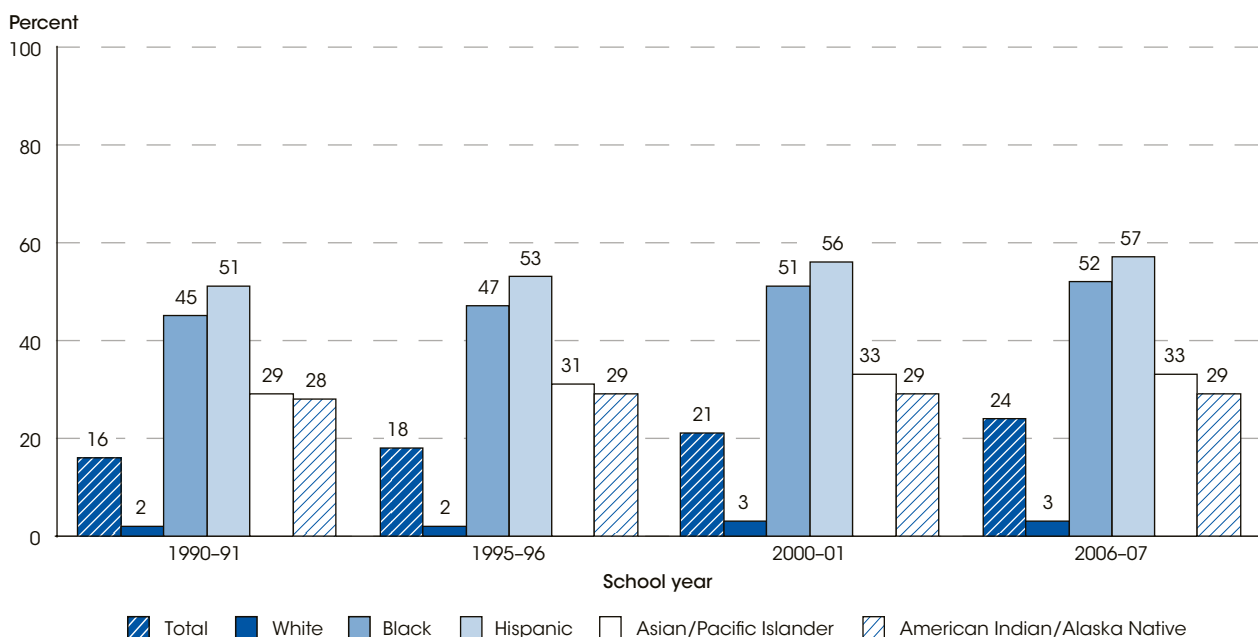
Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and locale, see *supplemental note 1*.

Figure 26-1. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students in school: School year 2006-07



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006-07.

Figure 26-2. Percentage of public elementary and secondary school students in schools with at least 75 percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, by year and race/ethnicity: Selected school years, 1990-91 to 2006-07



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91, 1995-96, 2000-01, and 2006-07.

In 2005–06, some 17 percent of public schools experienced at least one serious violent incident. About 3 percent of public schools experienced 10 or more of such incidents.

In the School Survey on Crime and Safety (SSOCS), public school principals were asked to provide the number of incidents of specific crimes that occurred at their schools, as well as the number of incidents of these crimes reported to the police. Each incident of crime was then categorized as a serious violent incident, a violent incident (which includes serious violent incidents), a theft incident, or an “other” incident (see technical notes for detailed definitions). During the 2005–06 school year, 86 percent of public schools indicated that one or more incidents of these crimes had taken place, a lower percentage than that for the 2003–04 school year (88 percent) (see table A-27-1). However, the percentage of schools experiencing crimes in 2005–06 was not measurably different from the percentage in 1999–2000. Reports of crimes to the police followed a similar pattern. In 2005–06, about 61 percent of schools reported an incident of one of the specified crimes to the police, compared with 65 percent in 2003–04 and 62 percent in 1999–2000.

In terms of specific types of crime, in 2005–06, some 78 percent of schools experienced one or more violent incidents of crime, including 17 percent of schools that experienced one or more serious violent incidents. In addition, some 46 percent of schools experienced one or more thefts, and 68 percent experienced one or more other incidents. Thirty-eight percent of public schools reported at least one violent incident to the police, 13 percent reported at least one serious violent incident to the police, 28 percent reported at least one theft to the police, and 51 percent reported one or more of the other incidents to the police.

Some schools had significantly more incidents of violent and serious violent crimes than other schools in 2005–06. For example, 46 percent of schools experienced 20 or more violent incidents, compared with 8 percent that experienced 6–9 of such incidents and 22 percent that experienced no incidents (see table A-27-2). Although 83 percent of schools did not experience any incidents of serious violent crime, 2 percent experienced 1 serious violent incident, 4 percent experienced 2 such incidents, 6 percent experienced 3–5 incidents, 2 percent experienced 6–9 incidents, and 3 percent experienced 10 or more such incidents.

The percentage of schools that experienced violent crime varied by school characteristics. A larger percentage of city schools (53 percent) experienced 20 or more violent incidents than did urban fringe schools (42 percent) and rural schools (43 percent) in 2005–06. There was no measurable difference in the percentages of city and town schools that experienced 20 or more violent incidents. Looking at free or reduced-price lunch eligibility, as the percentage of students eligible increased, so did the percentage of schools that experienced 20 or more violent incidents. In 2005–06, a higher percentage of high poverty schools (55 percent) had 20 or more violent incidents than mid-poverty schools (45 percent) and low poverty schools (29 percent).



For more information: *Tables A-27-1 and A-27-2; Indicator 28*

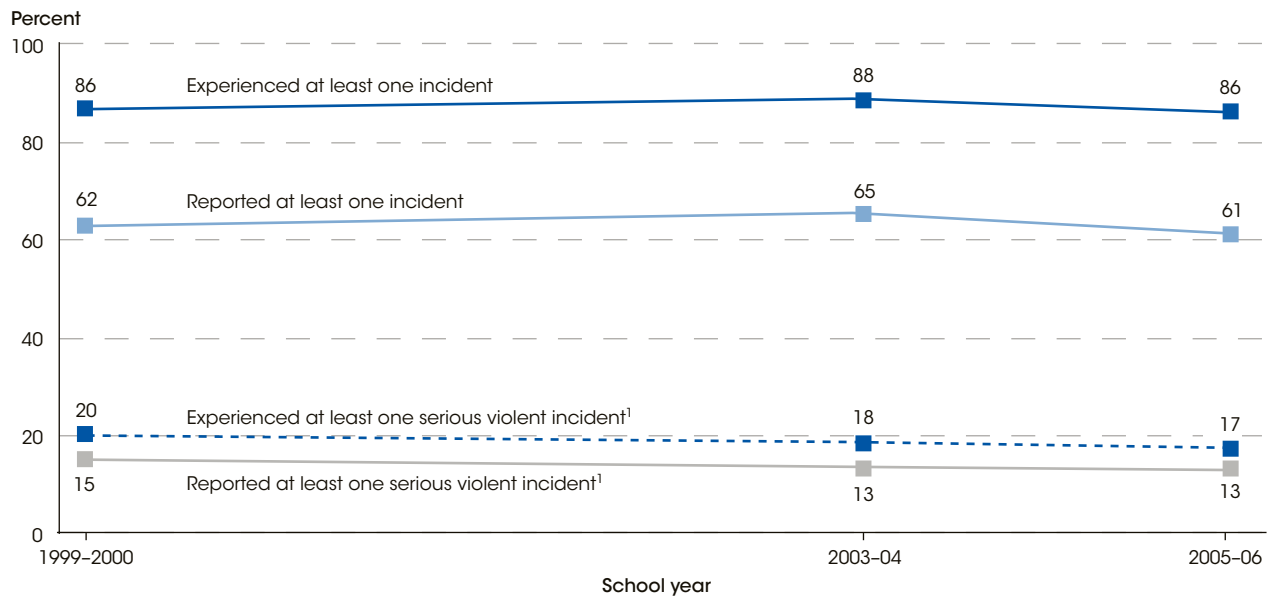
Glossary: *National School Lunch Program*

Technical Notes

“Violent incidents” include serious violent incidents (rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon), physical attack or fight without a weapon, and threat of physical attack without a weapon. “Theft/larceny” (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.” “Other incidents” include possession of a firearm or explosive device, possession of a knife or sharp object,

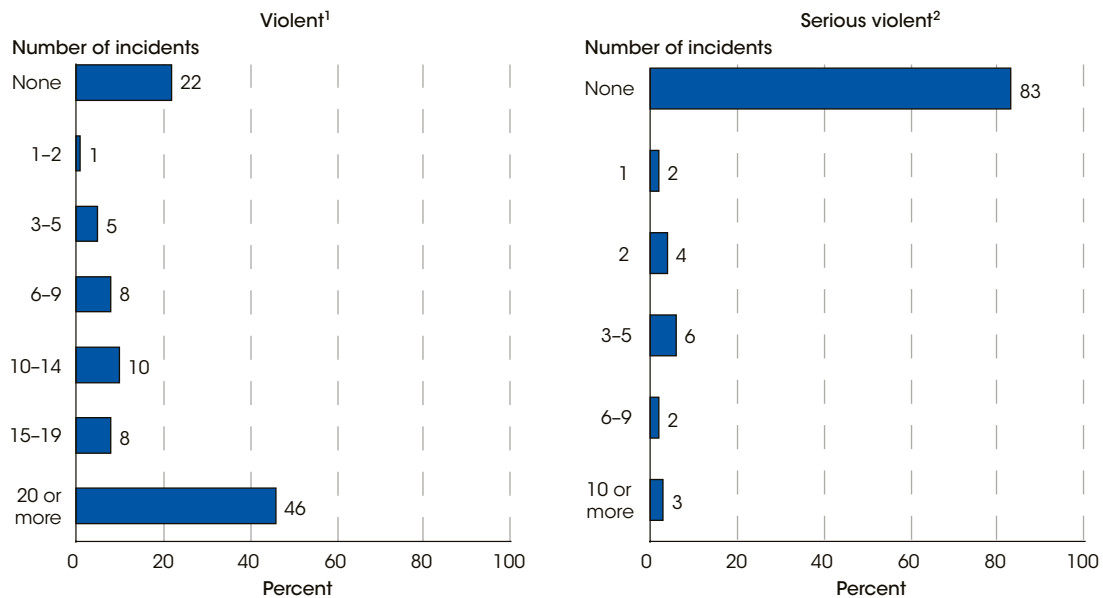
distribution, possession, or use of illegal drugs or alcohol, and vandalism. *High poverty* schools are defined here as schools where more than 50 percent of the students were eligible for free or reduced-price lunch, *mid-poverty* schools are defined as schools where 21 to 50 percent of the students were eligible, and *low poverty* schools are defined as schools where 20 percent or less of the students were eligible. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after school hours or when school activities or events were in session. For more information on the School Survey on Crime and Safety (SSOCS), see *supplemental note 3*, and for more information on locale and poverty, see *supplemental note 1*.

Figure 27-1. Percentage of public schools experiencing and reporting at least one incident of crime that occurred at school to the police, by selected incidents: School years 1999–2000, 2003–04, and 2005–06



¹ Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. For more information on the School Survey on Crime and Safety (SSOCS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, and 2005–06 School Survey on Crime and Safety (SSOCS), 2000, 2004, and 2006.

Figure 27-2. Percentage of public schools experiencing violent and serious violent incidents of crime that occurred at school, by number of incidents: School year 2005–06



¹ Violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents are also included in violent incidents.
² Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. For more information on the School Survey on Crime and Safety (SSOCS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Student Suspensions and Expulsions

In 2006, larger percentages of Black students were suspended and expelled from school than their White, Asian/Pacific Islander, Hispanic, and American Indian/Alaskan Native peers.

In 2006, about 1 out of every 14 students (or 7 percent) was suspended from school at least once during the year (see table A-28-1). Suspensions were for disciplinary reasons and do not include in-school detentions. Although the number of students who were suspended increased from 2002 to 2006, from 3.1 to 3.3 million, the percentage of these students remained around 7 percent during this period. During 2006, about 1 out of every 476 students (or 0.2 percent) was expelled from school. Expulsions exclude students from school for disciplinary reasons and remove students from the attendance rolls. The number of students expelled from school in 2006 (102,100) was greater than the number expelled in 2002 (89,100), but it was not measurably different from the number in 2004 (106,200).

For each year presented, student suspension and expulsion rates were higher for males than for females. In 2006, the percentage of males suspended from school was 9 percent, compared with 4 percent for females, and the number of males who were suspended (2.3 million) was more than twice the number of females who were suspended (1.1 million). For both males and females, the number of students who were suspended increased from 2002 to 2006. In 2006, about 0.3 percent of all males

were expelled from school, compared with 0.1 percent of females. The number of males expelled was about three times larger than the number of females (76,400 vs. 25,700).

Student suspension and expulsion rates varied by race/ethnicity. Across all years presented, greater percentages of Black students were suspended and expelled from school than their White, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native peers. For example, in 2006, about 15 percent of Black students were suspended, compared with 8 percent of American Indian/Alaska Native students, 7 percent of Hispanic students, 5 percent of White students, and 3 percent of Asian/Pacific Islander students. Student expulsion rates in 2006 show that about 0.5 percent of Blacks were expelled from school, compared with 0.3 percent of American Indian/Alaska Native students, 0.2 percent of Hispanic students, 0.1 percent of White students, and 0.1 percent of Asian/Pacific Islander students.



For more information: [Table A-28-1; Indicator 27](#)

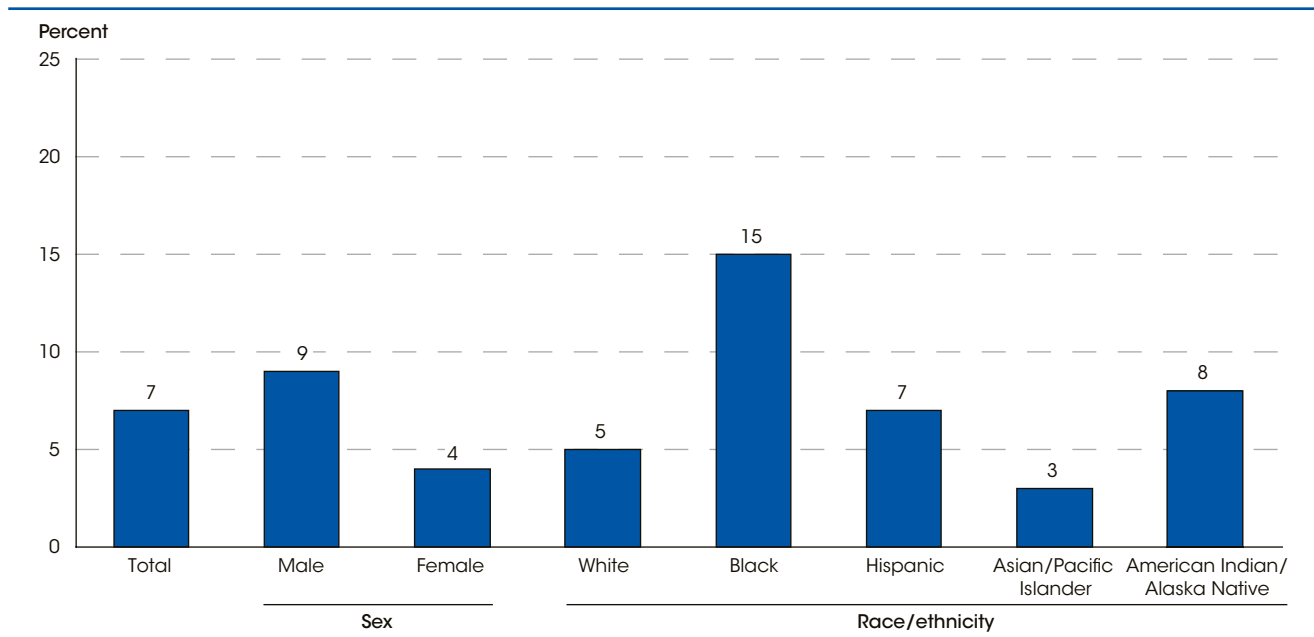
Technical Notes

Suspension refers to an out-of-school suspension, during which a student is excluded from school for disciplinary reasons for 1 school day or longer; it does not include students who served their suspension in the school.

Expulsion is defined as the exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or that meets the

criteria for expulsion as defined by the appropriate state or local school authority. Students are counted only once regardless of the number of times they were suspended or expelled, but they may appear in both categories. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

Figure 28-1. Percentage of students who were suspended from public elementary and secondary schools, by sex and race/ethnicity: 2006



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Suspension refers to out-of-school suspension, during which a student is excluded from school for disciplinary reasons for 1 school day or longer; it does not include students who served their suspension in the school. Students are counted only once regardless of the number of times they were suspended.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2006.

International Teacher Comparisons

In 2007, about 80 percent of U.S. eighth-graders had mathematics and science teachers who reported participating in professional development in their subject content area over the previous 2 years.

The 2007 Trends in International Mathematics and Science Study (TIMSS 2007) asked mathematics and science teachers of fourth- and eighth-graders to report on their participation in several areas of professional development in the 2 years before the assessment. This indicator discusses the results in terms of recent professional development in four areas: content, pedagogy/instruction, improving students' critical-thinking or problem-solving skills, and assessment. The countries described are those G-8 countries that participated in TIMSS 2007: England, Germany, Italy, Japan, the Russian Federation, Scotland, and the United States.

In 2007, the percentage of U.S. fourth-graders whose mathematics teachers reported participating in professional development in mathematical content in the previous 2 years was 60 percent; in other countries, this percentage ranged from 22 percent in Italy to 66 percent in the Russian Federation (see table A-29-1). The percentage of U.S. eighth-graders with such mathematics teachers was 81 percent, while the percentages in other countries ranged from 16 percent in Italy to 84 percent in the Russian Federation. The percentage of fourth-graders whose mathematics teachers reported participating in professional development in pedagogy/instruction ranged from 25 percent in Italy to 70 percent in England, with the United States at 50 percent. At eighth grade, the percentage of students ranged from 34 percent in Italy to 93 percent in Scotland, with the United States at 76 percent. The percentage of fourth-graders whose mathematics teachers reported participating in professional development in improving students' critical-thinking or problem-solving skills ranged from 22 percent in Italy to 59 percent in England, with the United States at 51 percent. At eighth grade, the percentage of students ranged from 9 percent in Italy to 65 percent in the United States. The percentage of fourth-graders whose mathematics teachers reported

participating in professional development in assessment ranged from 14 percent in Italy to 55 percent in the Russian Federation, with the United States at 47 percent. At eighth grade, the percentage of students ranged from 17 percent in Italy to 71 percent in Scotland, with the United States at 69 percent.

In 2007, the percentage of U.S. fourth-graders whose science teachers reported participating in professional development in science content was 42 percent; in other countries, this percentage ranged from 16 percent in Italy to 58 percent in the Russian Federation (see table A-29-2). At eighth grade, the percentage of U.S. eighth-graders with such science teachers was 82 percent, while at the other end of the range, the percentage in Italy was 24 percent. The percentage of fourth-graders whose science teachers reported participating in professional development in pedagogy/instruction ranged from 10 percent in Italy to 62 percent in the Russian Federation, with the United States at 29 percent. At eighth grade, the percentage of students ranged from 28 percent in Italy to 84 percent in Scotland, with the United States at 64 percent. The percentage of fourth-graders whose science teachers reported participating in professional development in improving students' critical-thinking or problem-solving skills ranged from 11 percent in Japan to 47 percent in Scotland, with the United States at 36 percent. At eighth grade, the percentage of students ranged from 10 percent in Italy to 73 percent in the United States. The percentage of fourth-graders whose science teachers reported participating in professional development in assessment ranged from 6 percent in Italy to 52 percent in the Russian Federation, with the United States at 24 percent. At eighth grade, the percentage of students ranged from 15 percent in Italy to 65 percent in England, with the United States at 61 percent.



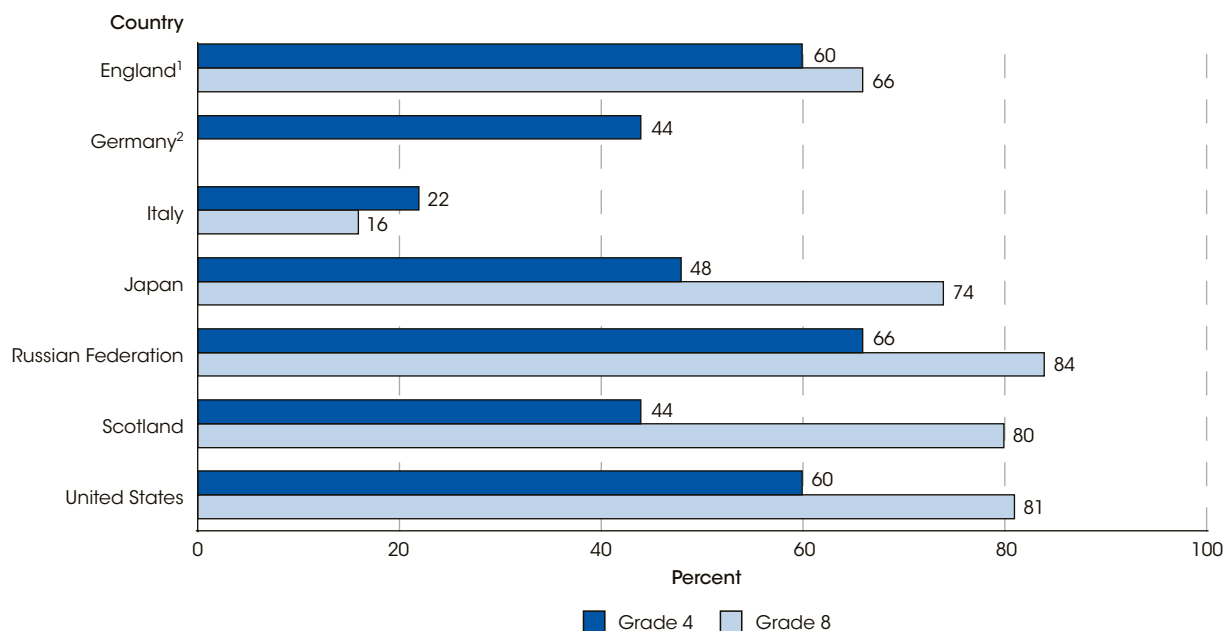
For more information: [Tables A-29-1 and A-29-2](#); [Indicators 15 and 16](#)

Technical Notes

This indicator reports on the Group of Eight (G-8) countries—Canada, France, Germany, Italy, Japan, the Russian Federation, the United Kingdom (estimates are reported separately for England and Scotland), and the United States—that are among the world's most economically developed countries and among the largest economic partners of the United States. Data for this indicator are from the 2007 Trends in International Mathematics and Science Study (TIMSS 2007) Teacher Questionnaire. For this indicator, estimates for Canada and France are not available. It should be noted that the

TIMSS 2007 teachers do not constitute representative samples of teachers. Rather, they are the teachers for nationally representative samples of fourth-grade and eighth-grade students. Thus, the teacher data presented in this indicator were analyzed at the student level. Although the teachers discussed here are identified as mathematics and science teachers, they may have been classroom teachers responsible for these subjects, particularly at the fourth-grade level. For more information on TIMSS, see [supplemental note 5](#).

Figure 29-1. Percentage of fourth-grade and eighth-grade students whose mathematics teachers reported that they participated in mathematics content professional development activities in the 2 years prior to assessment, by country: 2007



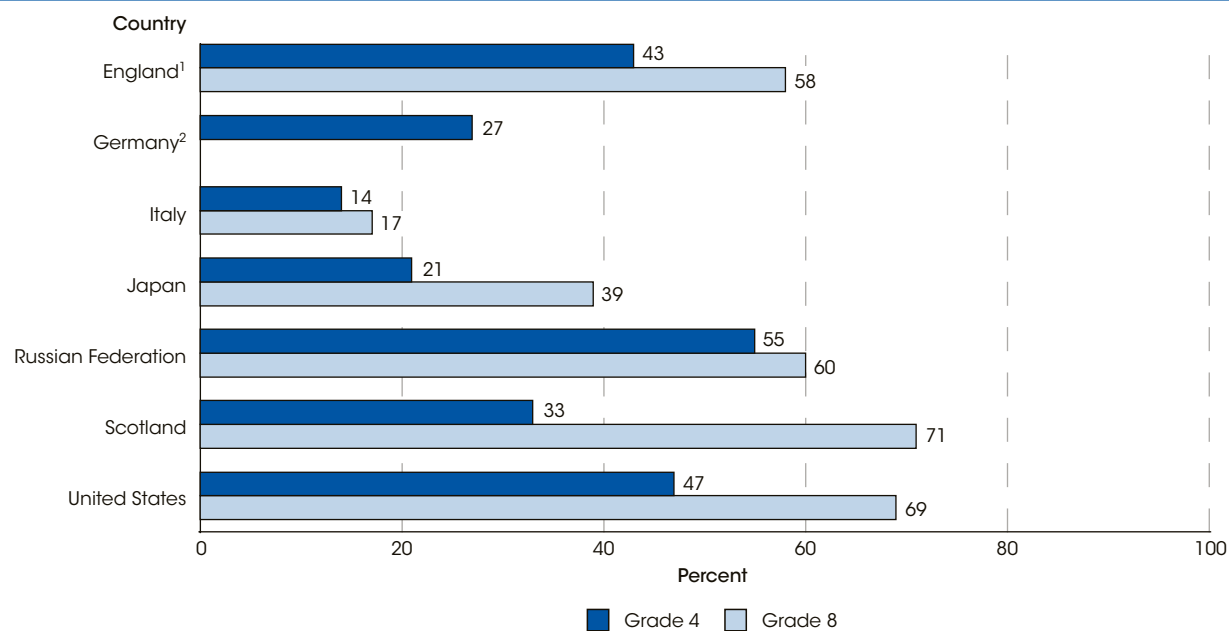
¹ Eighth grade data for England met international guidelines for participation rates in 2007 only after substitute schools were included.

² Data for Germany are only available at the fourth grade because Germany did not participate in TIMSS 2007 at the eighth grade.

NOTE: For more information on the Trends in International Mathematics and Science Study (TIMSS), see supplemental note 5.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007 International Mathematics Report: Findings From IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibit 6.4. Chestnut Hill, MA: Boston College.

Figure 29-2. Percentage of fourth-grade and eighth-grade students whose mathematics teachers reported that they participated in mathematics assessment professional development activities in the 2 years prior to assessment, by country: 2007



¹ Eighth grade data for England met international guidelines for participation rates in 2007 only after substitute schools were included.

² Data for Germany are only available at the fourth grade because Germany did not participate in TIMSS 2007 at the eighth grade.

NOTE: For more information on the Trends in International Mathematics and Science Study (TIMSS), see supplemental note 5.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007 International Mathematics Report: Findings From IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibit 6.4. Chestnut Hill, MA: Boston College.

Parent and Family Involvement in Education

In 2007, some 89 percent of students had parents who reported attending a general school or PTO/PTA meeting. Other activities included attending parent-teacher conferences (78 percent), participating in school fundraising (65 percent), and volunteering/serving on a school committee (46 percent).

Parents and other family members can participate in a child's education in different ways, including participation in school-related activities, such as attending a general school meeting or volunteering on a school committee, or helping their child with homework. In 2007, some 89 percent of students in kindergarten (K) through 12th-grade had parents who reported attending a general school or PTO/PTA meeting. Other activities included attending regularly scheduled parent-teacher conferences (78 percent), attending a school or class event (74 percent), participating in school fundraising (65 percent), and volunteering/serving on a school committee (46 percent) (see table A-30-1).

Overall, parental participation in school-related activities was greater for K through 8th-grade students than for 9th- through 12th-grade students. For instance, 92 percent of K through 8th-grade students had parents who reported attending a general school or PTO/PTA meeting, compared with 83 percent of 9th- through 12th-grade students. In addition, 52 percent of K through 8th-grade students had parents who reported volunteering or serving on a school committee, compared with 34 percent of 9th- through 12th-grade students.

Participation in some school-related activities varied by race/ethnicity at both levels. For instance, at the K through 8th-grade level, a greater percentage of White students (83 percent) had parents who reported attending a school or class event than Black (69 percent), Hispanic (68 percent), and Asian (75 percent) students. Similarly, a greater percentage of White students (61 percent) had parents who reported volunteering or serving on a school committee than Black (41 percent), Hispanic (37 percent), and Asian students (49 percent). In addition, a greater percentage of White students (77 percent) had parents who reported participating in school fundraising than Black (62 percent), Hispanic (54 percent), and Asian (62 percent) students.

At both levels, parental participation in school-related activities was higher for students from nonpoor families than poor families. At the K through 8th-grade level, for example, 58 percent of students in nonpoor families had parents who reported volunteering or serving on a school committee, compared with 32 percent of students in poor families. Similarly, at the 9th- through 12th-grade level, 73 percent of students in nonpoor families had parents who reported attending a school or class event, compared with 43 percent of students in poor families.

Parental help with homework is one indicator of a family's involvement in education. In 2007, approximately 94 percent of K through 12th-grade students reportedly did homework outside of school, and 85 percent had homework reportedly checked by an adult in the household (see table A-30-2). However, a greater percentage of K through 8th-grade students (95 percent) had their homework checked by an adult than 9th- through 12th-grade students (65 percent).

Homework checking varied by race/ethnicity and poverty status according to parent reports. At the K through 8th-grade level, a greater percentage of Black students (98 percent) had homework checked by an adult than White (94 percent), Hispanic (96 percent), and Asian (88 percent) students. Similarly, at the 9th- through 12th-grade level, a greater percentage of Black students (83 percent) had homework checked by an adult than parents of White (57 percent) and Asian (59 percent) students. In addition, at the same level, a higher percentage of students in poor families (81 percent) had parents who reported checking homework than in nonpoor families (61 percent).



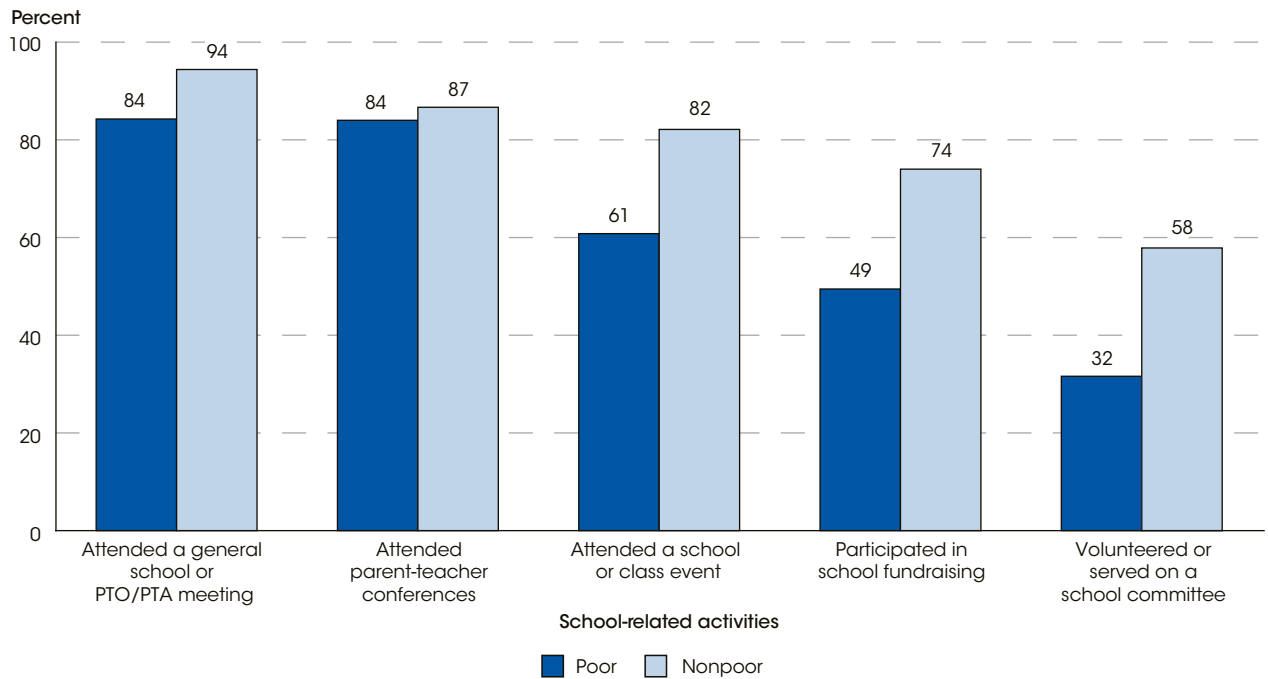
For more information: *Tables A-30-1 and A-30-2; Indicators 6 and 32*

Technical Notes

Homework checking by an adult in the household refers to checking for homework completion. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and poverty status,

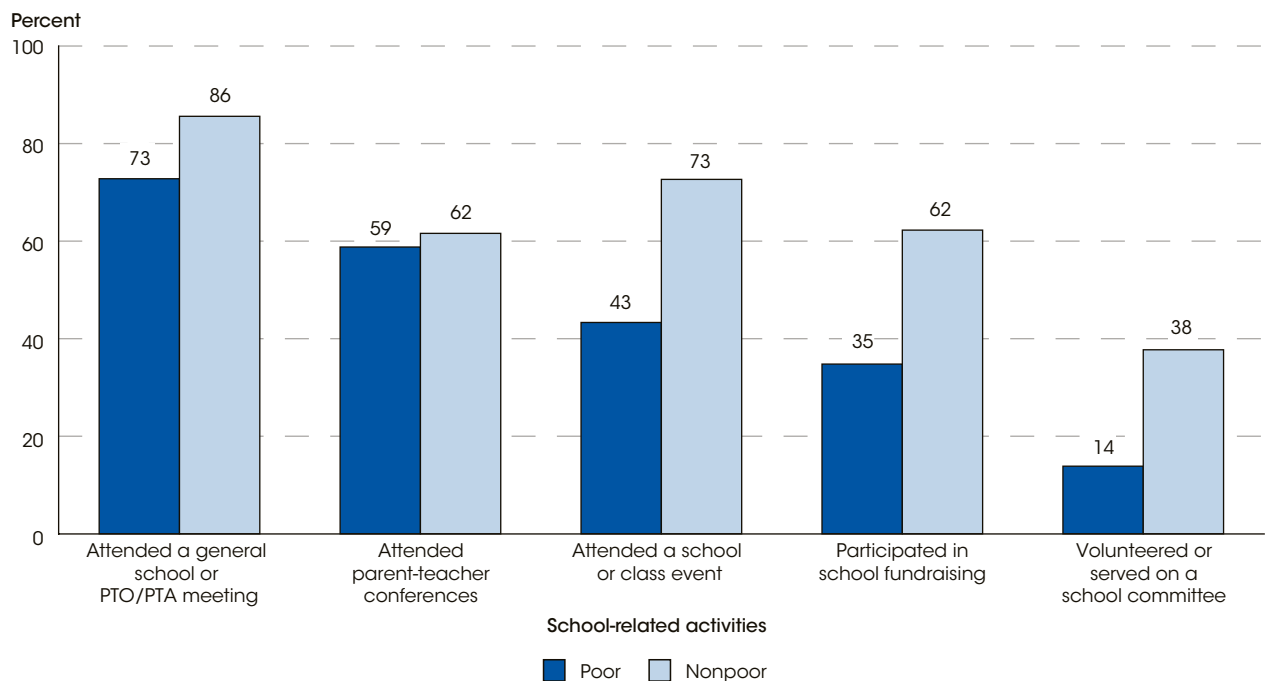
see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.

Figure 30-1. Percentage of students in kindergarten through grade 8 whose parents reported participation in school-related activities, by poverty status: 2007



NOTE: For more information on poverty status, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Figure 30-2. Percentage of students in grades 9 through 12 whose parents reported participation in school-related activities, by poverty status: 2007



NOTE: For more information on poverty status, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Student/Teacher Ratios in Public Schools

The student/teacher ratio for regular public elementary schools declined from 1990 through 2006, while the student/teacher ratio for regular public secondary schools was of similar size in 1990 and 2006.

The ratio of students to teachers, which is sometimes used as a proxy measure for class size, declined between 1990 and 2006, from 17.6 to 15.9 students per teacher for all regular public schools (see table A-31-1). The student/teacher ratio for regular public elementary schools also declined from 1990 through 2006 (from 18.2 to 15.6), with most of the decline occurring after 1996. In contrast, the student/teacher ratio for all regular public secondary schools increased between 1990 and 1996 (from 16.7 to 17.6) and then declined to 16.6 in 2006. In regular public combined schools (schools that include both elementary and secondary grades), the student/teacher ratio fluctuated between 14.4 and 16.1 between 1990 and 2006 but was of similar size in 2006 and 1990 (15.7 vs. 15.8) (not all data shown). While in 1990 the student/teacher ratio for elementary schools was higher than that of secondary schools and combined schools, in 2006, the student/teacher ratio for elementary schools was lower than that of secondary schools and of similar size to that of combined schools.

In every year from 1990 through 2006, the student/teacher ratio was positively associated with the enrollment size for elementary, secondary, and combined regular public schools: the student/teacher ratio for any given enrollment category was always higher than that of any smaller enrollment category. For example, in 2006, regular secondary schools with 1,500 students or more enrolled 6.5 more students per teacher, on average, than regular secondary schools with enrollments under 300 students.

Generally, the student/teacher ratio of public elementary schools in each enrollment category declined from 1990 through 2006, except in the largest schools

(1,500 students or more) where the student/teacher ratio fluctuated over this period with a low of 19.4 in 2006 and a high of 21.2 in 1996 (not all data shown). Student/teacher ratios for regular public secondary schools in each enrollment category increased from 1990 through 1996 and then declined from 1996 through 2006. For regular public combined schools, student/teacher ratios for the smallest and largest enrollment categories were higher in 2006 than in 1990, and the student/teacher ratios for the middle three enrollment categories were lower in 2006 than in 1990.

The student/teacher ratios for public alternative, special needs, and vocational schools fluctuated from 1990 through 2006. For alternative schools and vocational schools, the student/teacher ratios were higher in 2006 than in 1990, while for special education schools the student/teacher ratio was lower in 2006 than in 1990.

In 2006, the student/teacher ratio for public schools with higher percentages of students approved for free or reduced-price lunch was generally smaller than the ratio of schools with lower percentages approved for this benefit (see table A-31-2). Also, the student/teacher ratios of schools in cities (16.3) and suburban areas (16.2) were generally larger than those of schools in towns (15.3) and rural areas (14.8). Within rural areas, the student/teacher ratio was largest in the fringe areas (15.8) and smallest in remote areas (12.6).



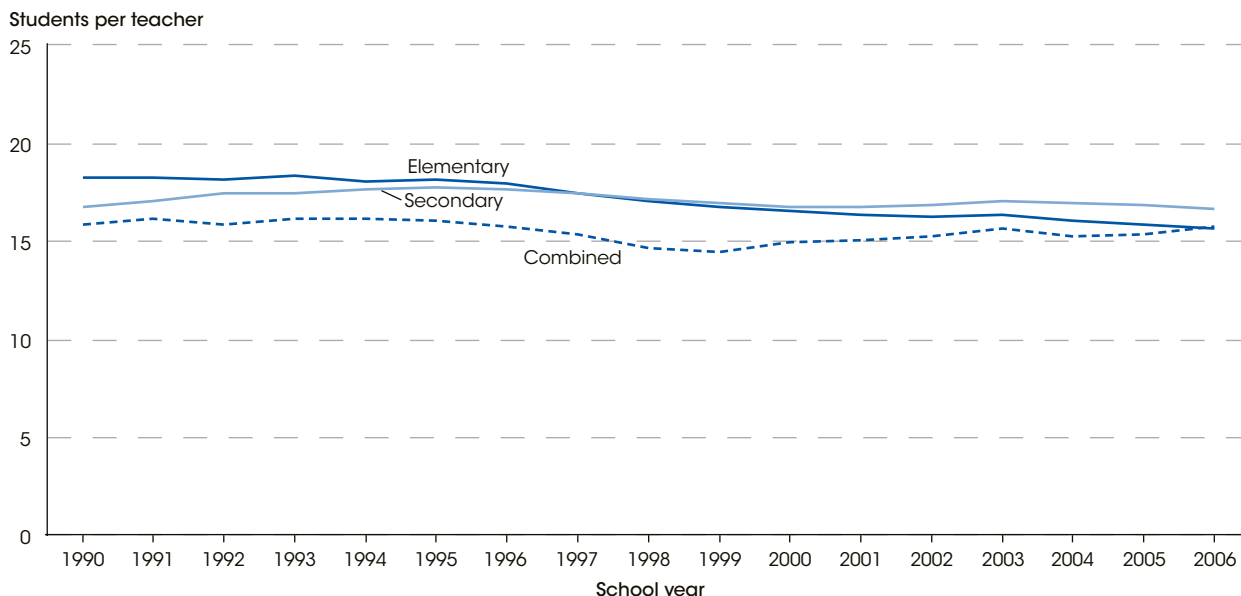
For more information: *Tables A-31-1 and A-31-2*
Glossary: *National School Lunch Program; Public school*

Technical Notes

Student/teacher ratios do not provide a direct measure of class size. The ratio is determined by dividing the total number of full-time-equivalent teachers into the total student enrollment. These teachers include classroom teachers; prekindergarten teachers in some elementary schools; art, music, and physical education teachers; and teachers who do not teach regular classes every period of the day. Teachers are reported in full-time-equivalent (FTE) units. This is the amount of time required to perform an assignment stated as a proportion of a full-

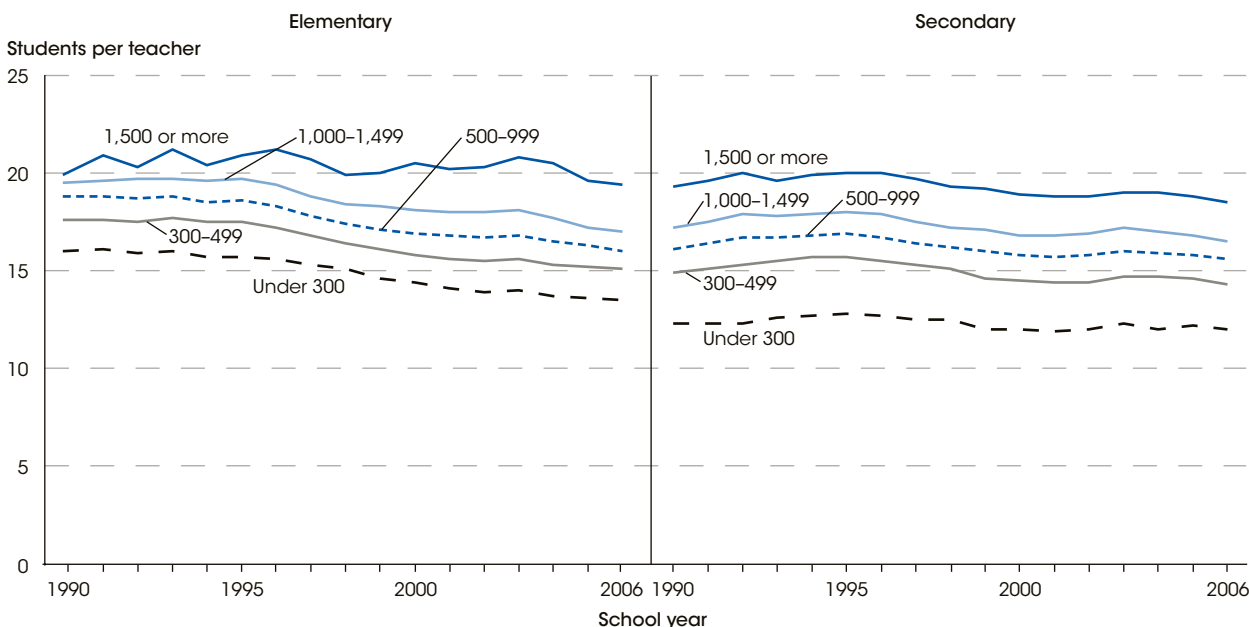
time position. It is computed by dividing the amount of time an individual is employed by the time normally required for a full-time position. This analysis excludes schools that did not report both enrollment and teacher data. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Charter schools can be of any school type. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on free and reduced-price and locale codes, see *supplemental note 1*.

Figure 31-1. Student/teacher ratios in regular public schools, by school level: Fall 1990 through fall 2006



NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Combined schools include both elementary and secondary grades. This analysis excludes schools that did not report both enrollment and teacher data. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91 through 2006-07.

Figure 31-2. Student/teacher ratios in regular public elementary and secondary schools, by enrollment: Fall 1990 through fall 2006



NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. This analysis excludes schools that did not report both enrollment and teacher data. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91 through 2006-07.

Parental Choice of School

The percentage of children whose parents enrolled them in a public school other than their assigned public school increased between 1993 and 2007.

This indicator examines the availability of public school choice programs and the students who attend chosen public schools, as reported by parents. From 1993 to 2007, the percentage of children attending a “chosen” public school (a public school other than their assigned public school) increased from 11 to 16 percent, while the percentage of children attending an assigned public school decreased from 80 to 73 percent (see table A-32-1). The percentages of children attending private schools also increased between 1993 and 2007 (from 8 to 9 percent for private church-related schools and from 2 to 3 percent for private not church-related schools).

Some choice among public schools was available to 46 percent of students in 2007, according to their parents’ reports (see table A-32-2). Public school choice was available to a greater percentage of students in the West (55 percent) and Midwest (55 percent) than those in the South (41 percent) and Northeast (33 percent), and to a greater percentage of students in cities (52 percent) than those in the suburbs (40 percent). No measurable differences were detected among racial/ethnic groups in terms of parents’ reports of having a choice among public schools for their children.

Among students whose parents reported having public school choice, approximately 25 percent attended a chosen public school, while 67 percent attended their assigned school. The other 9 percent attended a private school.

For parents who reported having public school choice, the percentage of students actually attending a chosen public school varied by race/ethnicity and locale. A greater percentage of Black students (36 percent) attended a chosen public school than their White (20 percent) and Hispanic (26 percent) peers. A greater percentage of students in cities (32 percent) attended a chosen public school than students in the suburbs (20 percent), towns (20 percent), and rural areas (21 percent).

Another form of parental choice is to move to a neighborhood so one’s child can attend a particular school. In 2007, the parents of 27 percent of public school students reported that they had moved to their current neighborhood so that their child could attend his or her current school (see table A-32-3). A greater percentage of Whites (29 percent) than Blacks (18 percent) and Hispanics (25 percent), and suburban students (33 percent) than students living in other locales (20–23 percent) moved to their current neighborhood so their child could attend the school.



For more information: *Tables A-32-1 through A-32-3; Indicators 6 and 30*

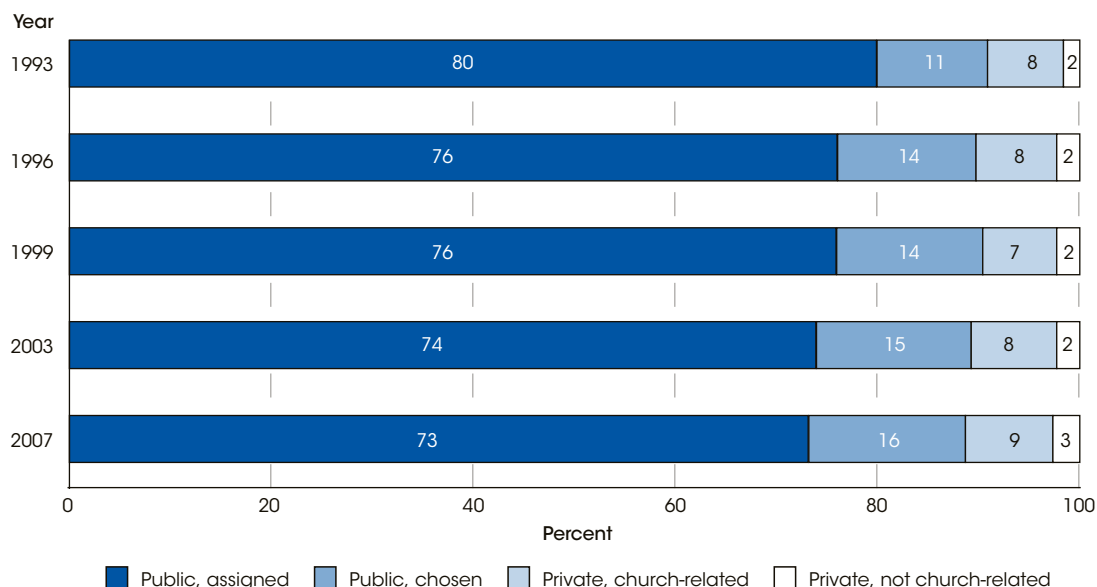
Glossary: *Homeschool, Private school, Public school*

Technical Notes

Data for 1993 through 2003 include homeschooled students enrolled in public or private schools for 9 or more hours per week. These students constituted 0.1 percent of all students in 2003. Data for 2007 exclude all homeschoolers. Data for all years exclude students in classrooms or schools classified as “ungraded.” Public school choice programs allow students to enroll in another public school or district outside their attendance area.

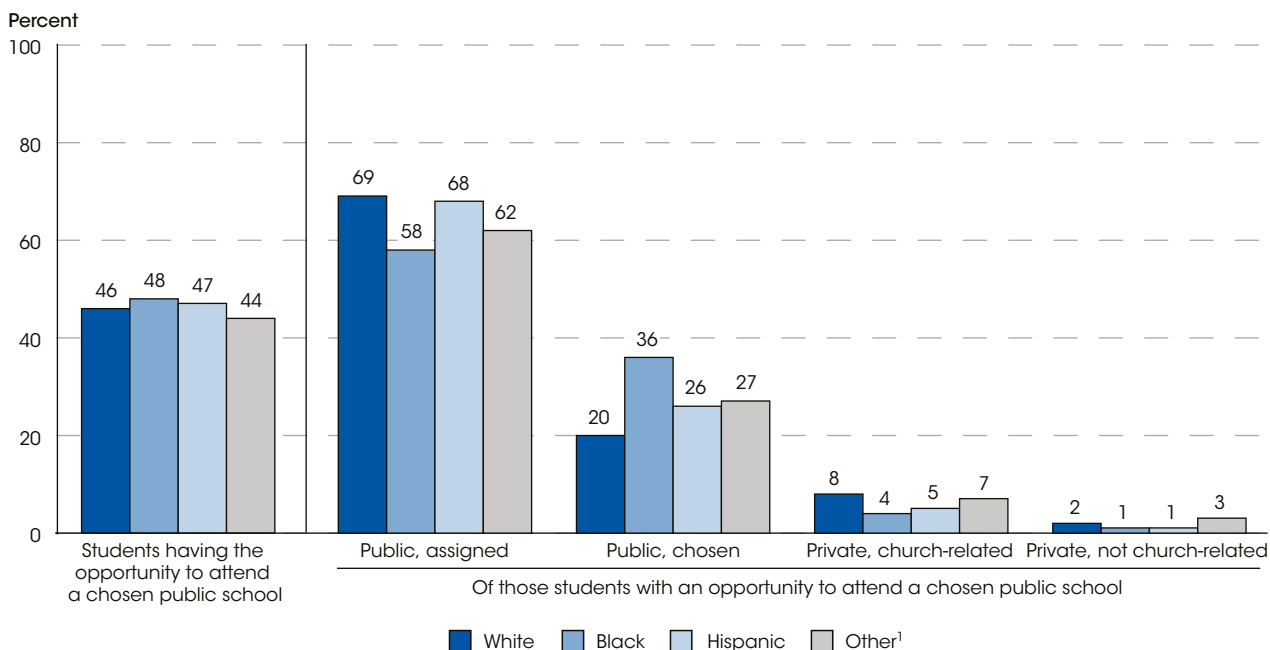
These programs can include within-district or out-of-district schools. These estimates are based on parents’ responses; not all parents may have applied this definition of school choice in their response. Detail may not sum to totals because of rounding. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*. For more information on race/ethnicity and locale, see *supplemental note 1*.

Figure 32-1. Percentage distribution of students in grades 1-12, by type of school: Selected years, 1993 through 2007



NOTE: Public school choice programs allow students to enroll in another public school or district outside their attendance area. These programs can include within-district or out-of-district schools. Estimates are based on parents' responses; not all parents may have applied this definition of school choice in their response. Data for 1993 through 2003 include homeschooled students enrolled in public or private schools for 9 or more hours per week. Data for 2007 exclude all homeschoolers. Data for all years exclude students in classrooms or schools classified as "ungraded." Detail may not sum to totals because of rounding. For more information about NHES, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent and Family Involvement/Civic Involvement Survey of the NHES, 1996, Parent Survey of the NHES, 1999, and Parent and Family Involvement in Education Survey of the NHES, 2003 and 2007.

Figure 32-2. Percentage of students in grades 1-12 whose parents reported choice among public schools and distribution of these students according to type of school attended, by race/ethnicity: 2007



¹ Includes Asians/Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and persons of more than one race.
 NOTE: Public school choice programs allow students to enroll in another public school or district outside their attendance area. These programs can include within-district or out-of-district schools. Estimates are based on parents' responses; not all parents may have applied this definition of school choice in their response. Data for 2007 exclude all homeschoolers and exclude students in classrooms or schools classified as "ungraded." Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information about NHES, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey, National Household Education Surveys Program (NHES), 2007.

Public School Revenue Sources

Between 1989–90 and 2005–06, federal revenue for public elementary and secondary schools increased 139 percent in constant dollars, compared with increases of 57 percent for state revenue and 51 percent for local revenue. In 2005–06, federal revenues made up 9.1 percent of total public school revenues.

From 1989–90 through 2005–06, total elementary and secondary public school revenue increased 59 percent in constant dollars, from \$348 billion to \$554 billion (see table A-33-1). During this period, the total amount from each revenue source (federal, state, and local) increased, though not at the same rate. Federal and state revenues increased at a faster rate than all local revenues (both property tax revenue and other local revenue). Federal revenue, which is the smallest of the three revenue sources, increased 139 percent, compared with increases of 57 percent for state revenue and 51 percent for local revenue.

The percentage of total revenue for public elementary and secondary education from local sources declined, from 47 percent in 1989–90 to 44 percent in 2005–06, while the percentage of total revenue flowing to public schools from federal sources increased from 6 percent in 1989–90 to 9 percent in 2005–06. The percentage from state sources was the same in 1989–90 as in 2005–06 (47 percent).

There were significant variations across the states in the percentage of public school revenue coming from the federal government. In 2005–06, the percentage of revenue from federal sources was highest in Mississippi (21 percent) and Louisiana (18 percent) and lowest in New Jersey (4 percent) and Connecticut (5 percent). Revenue receipts from federal sources increased 43 percent in constant dollars from 2004–05 to 2005–06 in both Mississippi and Louisiana. Nationally, revenue receipts from federal sources increased 2 percent in constant dollars from 2004–05 to 2005–06. The

percentages of revenue from federal sources were higher in 2005–06 than in 2004–05 for both Mississippi (21 vs. 16 percent) and Louisiana (18 vs. 14 percent) (see table A-33-2 and NCES 2009-020, table 172).

There were also significant differences among states in the percentage of revenues received from state and local sources in 2005–06. In 21 states, the majority of education revenues came from state governments. The percentage of revenue from state sources was highest in Hawaii (90 percent), a state that has only one school district. Of the states with more than one school district, the percentage of revenue from state sources was highest in Vermont (86 percent). In 16 states and the District of Columbia, the majority of revenues came from local sources. The percentage coming from local sources was highest in the District of Columbia (88 percent), which has a single school district and no state government. Among the states, the percentage of revenue from local sources was highest in Nevada (67 percent). The percentage of revenues from property taxes also differed by state, ranging from a high of 55 percent in Connecticut to almost 0 in Hawaii and Vermont. In 13 states, no single revenue source made up a majority of all education revenue.



For more information: *Tables A-33-1 and A-33-2; Indicators 34–37*
Glossary: *Public school, Revenues*
 NCES 2009-020

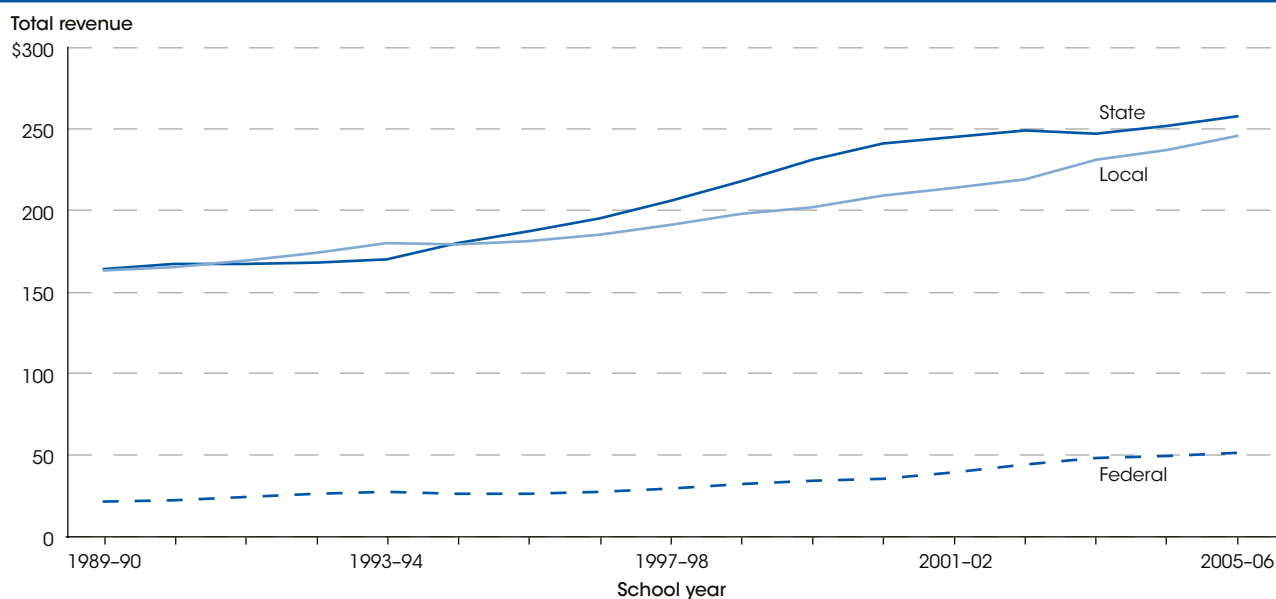
Technical Notes

Revenues have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007–08 dollars. For more information about the CPI, see *supplemental note 10*. Other local government revenue includes revenue from such sources as local nonproperty taxes, investments, and revenue from student activities,

textbook sales, transportation and tuition fees, and food services. For more information about revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

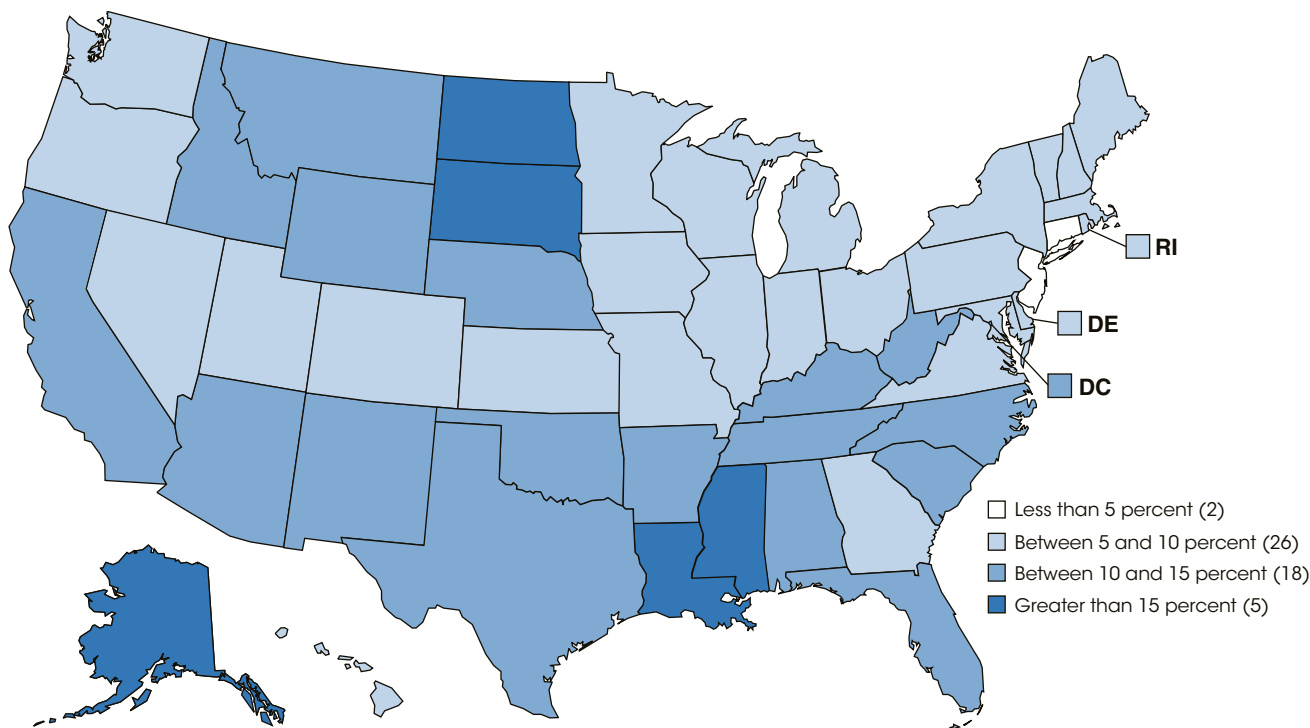
Figure 33-1. Total revenue for public elementary and secondary schools, by revenue source: School years 1989-90 through 2005-06

[Billions of constant 2007-08 dollars]



NOTE: Revenues are in constant 2007-08 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI and revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2005-06.

Figure 33-2. Federal revenue for public elementary and secondary schools as a percentage of total school revenue, by state: 2005-06



NOTE: For more information about revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2005-06.

Public School Expenditures

Total expenditures per student in public elementary and secondary schools rose 31 percent in constant dollars from 1989–90 through 2005–06, with interest on school debt increasing faster than current expenditures or capital outlay.

Total expenditures per student in fall enrollment in public elementary and secondary schools rose 31 percent in constant dollars between 1989–90 and 2005–06, from \$8,627 to \$11,293 (see table A-34-1). Most of this increase occurred after 1997–98. The various components of expenditures increased at different rates during this time period. Spending on interest on school debt per student increased the fastest, at 100 percent (from \$155 to \$311), followed by capital outlay at 70 percent (from \$731 to \$1,243), and current expenditures at 26 percent (from \$7,741 to \$9,739).

In the 2005–06 school year, payments of salaries for instructional and noninstructional staff, after adjusting for inflation, were about \$5,917, or 61 percent of the \$9,739 spent on current expenditures per student in public elementary and secondary schools. From 1989–90 through 2005–06, the amount of current expenditures per student spent on salaries increased 17 percent, while the percentage of current expenditures spent on salaries during this period decreased 5 percentage points, from 66 to 61 percent. The amounts of current expenditures spent on employee benefits and purchased services each increased 47 percent during this period, and the percentage of current expenditures spent on employee benefits and purchased services correspondingly increased as well (from 17 to 20 percent for employee benefits and from 8 to 10 percent for purchased services). In each year from 1989–90 through 2005–06, the percentage

of current expenditures spent on tuition and other expenditures was about 2 percent.

Among the major functions of current expenditures, spending on student and staff support increased the most (49 percent) between 1989–90 and 2005–06, followed by instruction (27 percent) and transportation (24 percent) (see table A-34-2). Spending on three other functions of current expenditures also increased: operation and maintenance (15 percent), food services (12 percent), and administration (10 percent). Of the seven functions of current expenditures, only spending on enterprise operations declined (38 percent).

In the 2005–06 school year, 61 percent of the \$9,739 spent on current expenditures in public elementary and secondary schools went toward instruction expenditures such as salaries and benefits of teachers (see table A-34-2). About 13 percent went toward student and staff support, 10 percent toward operation and maintenance, 8 percent toward administration, 4 percent each toward transportation and food services, and less than 1 percent toward enterprise operations.



For more information: *Tables A-34-1 and A-34-2; Indicators 33, 35–37*

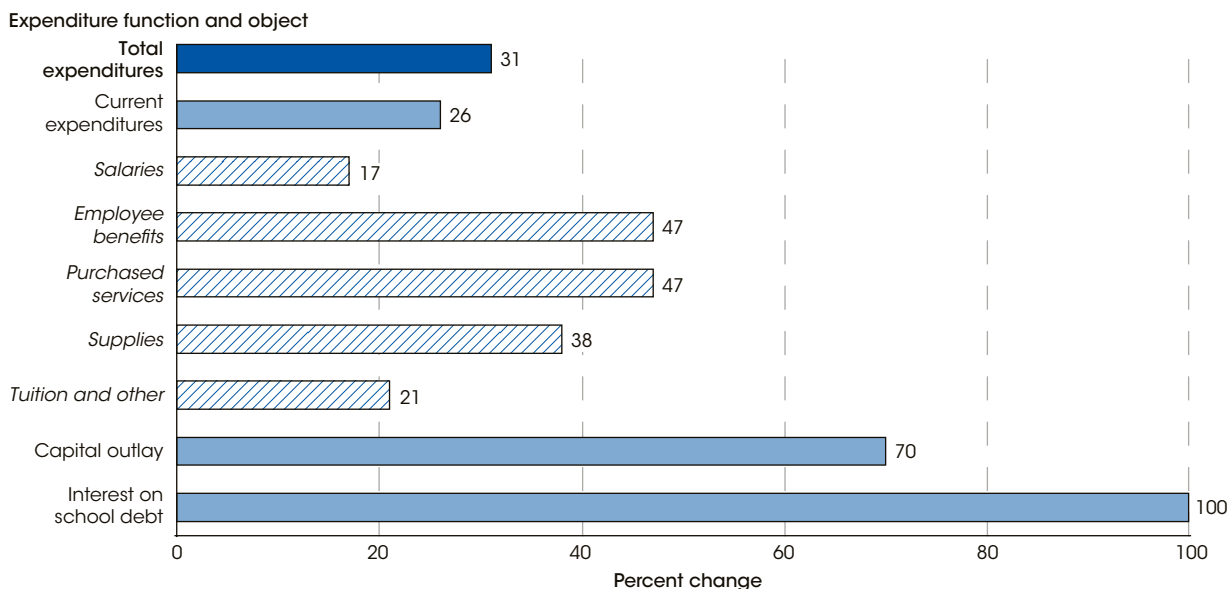
Glossary: *Expenditures, Public school*

Technical Notes

Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007–08 dollars. For more information about the CPI, see *supplemental note 10*. Current expenditures are presented by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). Total expenditures exclude “Other current expenditures,” such as community services, private school programs,

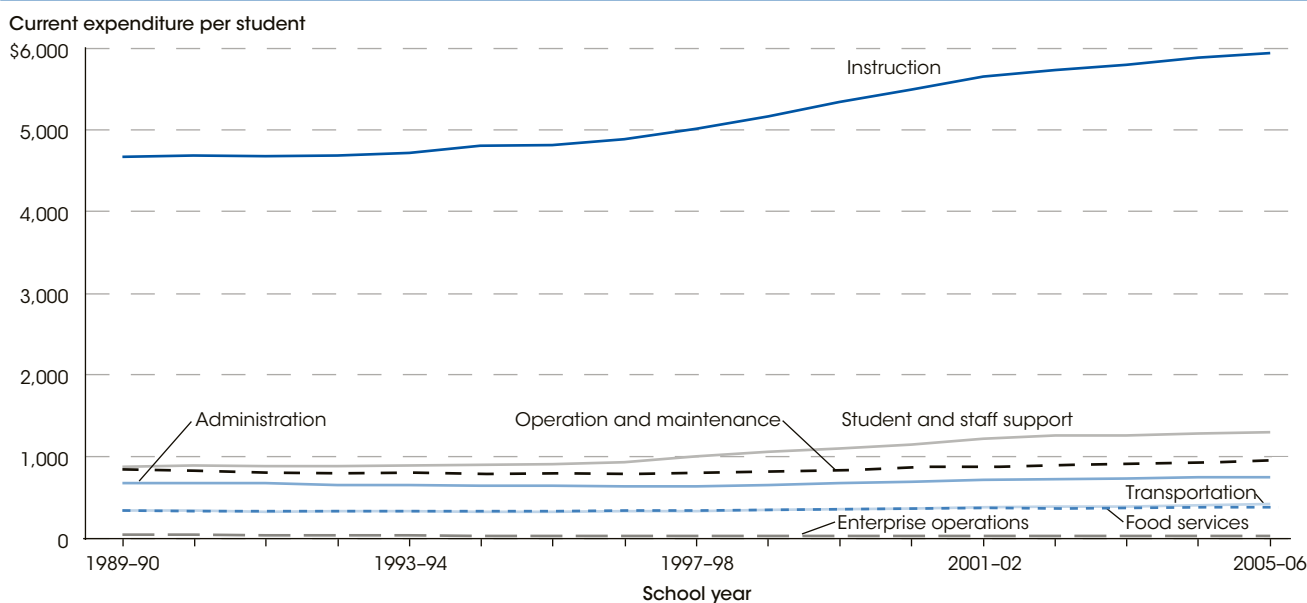
adult education, and other programs not allocable to expenditures per student at public schools. Enterprise operations include expenditures for operations funded by sales of products or services together with amounts for direct program support made available by state education agencies for local school districts. For more information about the classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

Figure 34-1. Percentage change in total expenditures per student in fall enrollment in public elementary and secondary schools, by expenditure type and objects of current expenditures: School years 1989-90 to 2005-06



NOTE: "Current expenditures," "Capital outlay," and "Interest on school debt" are subcategories of "Total expenditures"; "Salaries," "Employee benefits," "Purchased services," "Supplies," and "Tuition and other" are subcategories of "Current expenditures." Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant dollars. For more information about the CPI and classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2005-06.

Figure 34-2. Current expenditures per student in fall enrollment in public elementary and secondary schools, by expenditure object: School years 1989-90 through 2005-06
[In constant 2007-08 dollars]



NOTE: Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007-08 dollars. For more information about the CPI and classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2005-06.

Variations in Instruction Expenditures

Between 1989–90 and 2005–06, differences between states accounted for a greater proportion of the variation in instruction expenditures per student among unified public elementary and secondary school districts than did differences within states.

A number of methods can be used to measure the variation in the amount school districts spend per student on instruction. This indicator uses the *Theil coefficient* to measure the variation in the instruction expenditures per student in unified public school districts for prekindergarten through grade 12. The Theil coefficient provides a national measure of differences in instruction expenditures per student that can be decomposed into separate components to measure school district-level variations both between and within states. The between-state and within-state components indicate whether the national variation in instruction expenditures per student is primarily due to differences in expenditures across states or within states. Similarly, the trends in the two components indicate whether the change over time in the national variation of expenditures per student is primarily due to changes between states or within states. The *Theil coefficient* can range from zero, indicating no variation, to a maximum possible value of 1.0.

Across U.S. districts, the total variation in instruction expenditures per student decreased between school years 1989–90 and 1997–98 (see table A-35-1). While both the between-state and within-state variations also declined, the percentage of the total variation due to between-state differences was higher in 1997–98 (74 percent) than in 1989–90 (72 percent). From 1997–98 through 2005–06, the total variation in instruction expenditures per student increased each year, and in 2005–06, it was greater than it was in the early 1990s. As with the case for total variation, when variations due to between- and within-state differences are considered separately, both components showed increases from 1997–98 through 2005–06. As

the increase in the between-state variation in instruction expenditures per student from 1997–98 through 2005–06 was larger than its decrease from 1989–90 through 1997–98, the between-state variation was greater in 2005–06 than it was in the early 1990s. The increase in the within-state variation from 1997–98 through 2005–06, however, was smaller than its decrease from 1989–90 through 1997–98, so the within-state variation was smaller in 2005–06 than it was in the early 1990s. From 1997–98 through 2005–06, the percentage of the total variation due to between-state differences increased from 74 to 78 percent and that due to within-state differences decreased from 26 to 22 percent.

The variation in instruction expenditures per student over time may reflect differences across school districts in the amount of services or goods purchased, such as the number of classroom teachers hired. These changes may, in part, reflect various state finance litigation, school finance reform efforts, and changes in the composition of student enrollment. Further, some of the variation in expenditures per pupil may be due to cost differences across both states and districts within states. Changes in cost differences across and within states may also affect the changes in the variation over time.



For more information: *Table A-35-1; Indicators 33–34, 36–37*

Glossary: *Public school*

NCES 2000-020

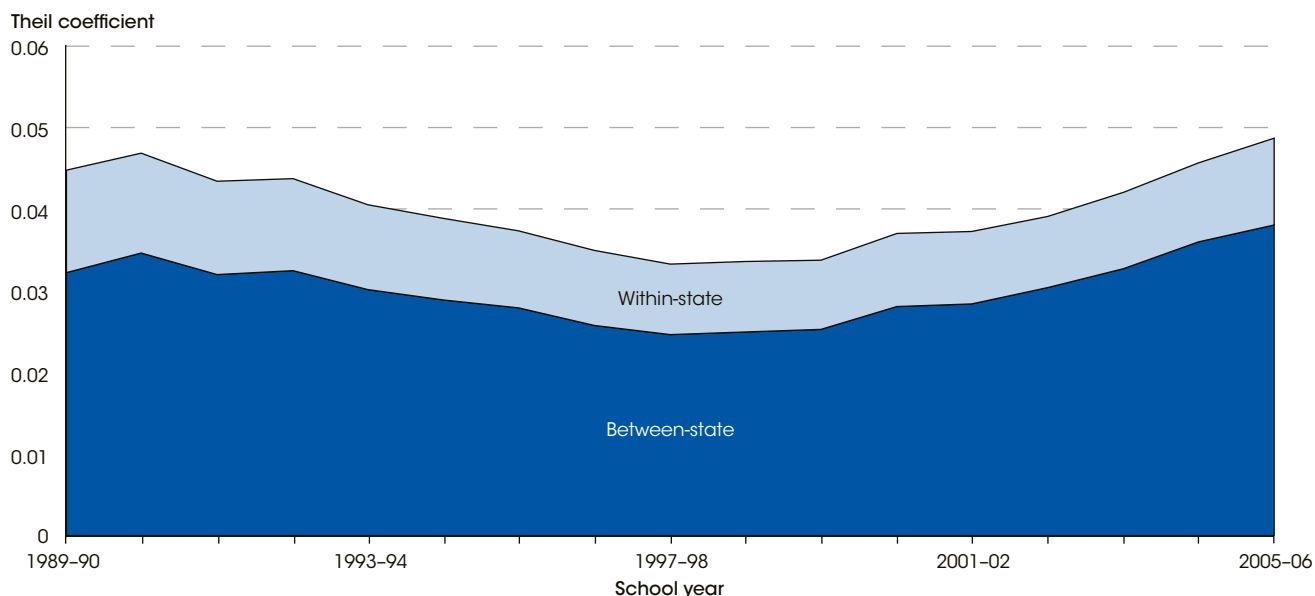
Murray, S.E., Evans, W.E., and Schwab, R.M. (1998)

Technical Notes

For more information about classifications of expenditures for elementary and secondary education and about the variation in expenditures per student and the *Theil coefficient*, see *supplemental note 10*. Unified public elementary and secondary districts are those districts that serve both elementary and secondary grades. The *Theil coefficient* was calculated for unified districts only to limit

any variations in expenditures per pupil due to the grade levels of the school districts. In 2005–06, approximately 91 percent of all public elementary and secondary school students were enrolled in unified school districts. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

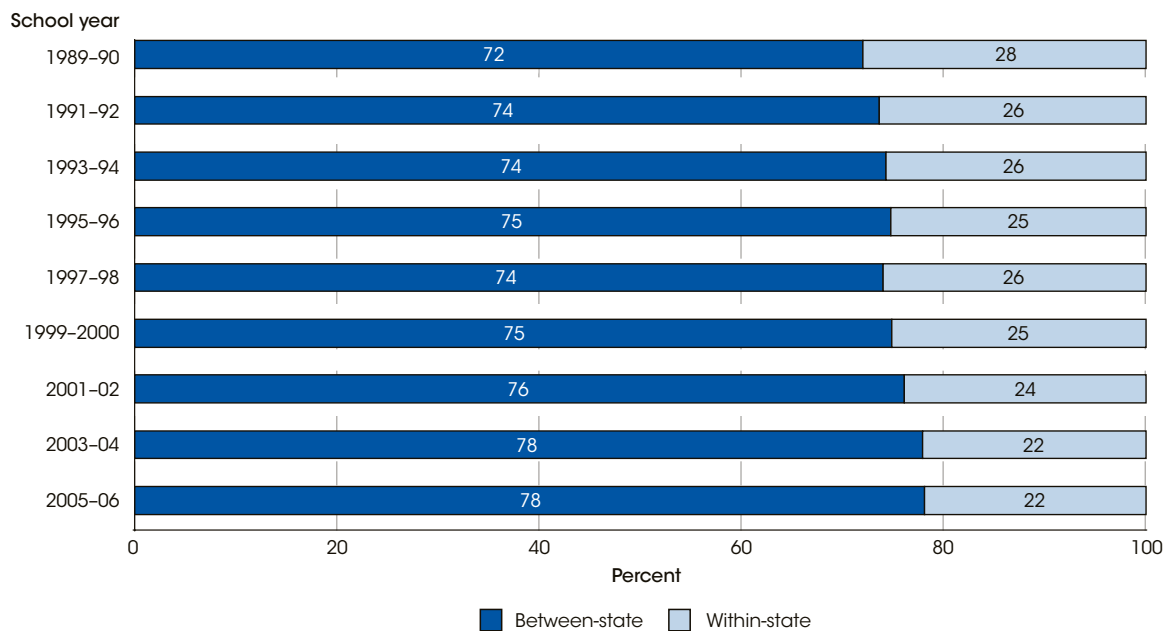
Figure 35-1. Variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989–90 through 2005–06



NOTE: The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero and increasing values indicate increases in the variation, with a maximum value of 1.0. For more information about the variation in expenditures per student and the *Theil coefficient*, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 through 2002" and "School District Finance Survey (Form F-33)," 2003-04 through 2005-06.

Figure 35-2. Percentage distribution of source of variation in instruction expenditures per student in unified public elementary and secondary school districts: Various school years 1989–90 through 2005–06



NOTE: Detail may not sum to totals because of rounding. The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero and increasing values indicate increases in the variation, with a maximum value of 1.0. For more information about the variation in expenditures per student and the *Theil coefficient*, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 through 2002" and "School District Finance Survey (Form F-33)," 2003-04 and 2005-06.

Public School Expenditures by District Poverty

Current expenditures per student in public elementary and secondary schools increased by 25 percent in constant dollars between 1995–96 and 2005–06.

In 2005–06, current expenditures per student in public elementary and secondary schools, which include instructional, administrative, and operation and maintenance expenditures, were \$9,553, an increase of 25 percent in constant dollars from 1995–96 (see table 36-1). Annual spending and the increase in expenditures over time varied by locale and poverty level of the district. Locale and poverty level of the district are associated; 65 percent of the students in high-poverty districts were in cities, while 69 percent of students in low-poverty districts were in the suburbs (see table A-36-2).

Current expenditures per student were highest in districts located in cities (\$9,934) and in the suburbs (\$9,797) and were lowest in districts located in the towns (\$8,712) (see table 36-1). Rural districts spent \$8,987 per student, and current expenditures per student ranged from \$8,781 in rural fringe districts to \$9,918 in rural remote districts.

Current expenditures per student in 2005–06 were highest in high-poverty districts (\$10,458) and in low-poverty districts (\$10,447) and were lowest in

middle-poverty districts (\$8,630) (see table A-36-1). They increased the most for the high-poverty and middle high-poverty districts (30 percent each), and the least for the middle-poverty districts (21 percent). Current expenditures per student in the middle-low and low poverty categories increased 23 percent.

Among high-poverty districts, current expenditures per student were highest in districts located in cities (\$11,135), followed by districts located in suburbs (\$10,986), rural areas (\$9,008), and towns (\$8,473) (see table 36-1). Districts in other poverty categories had different patterns. For example, among low-poverty districts, suburban districts spent \$10,920 per student, compared with \$9,600 in rural districts, \$9,264 in city districts, and \$9,095 in town districts.



For more information: *Tables A-36-1 and A-36-2; Indicators 33–35, 37*
Glossary: *Public school*

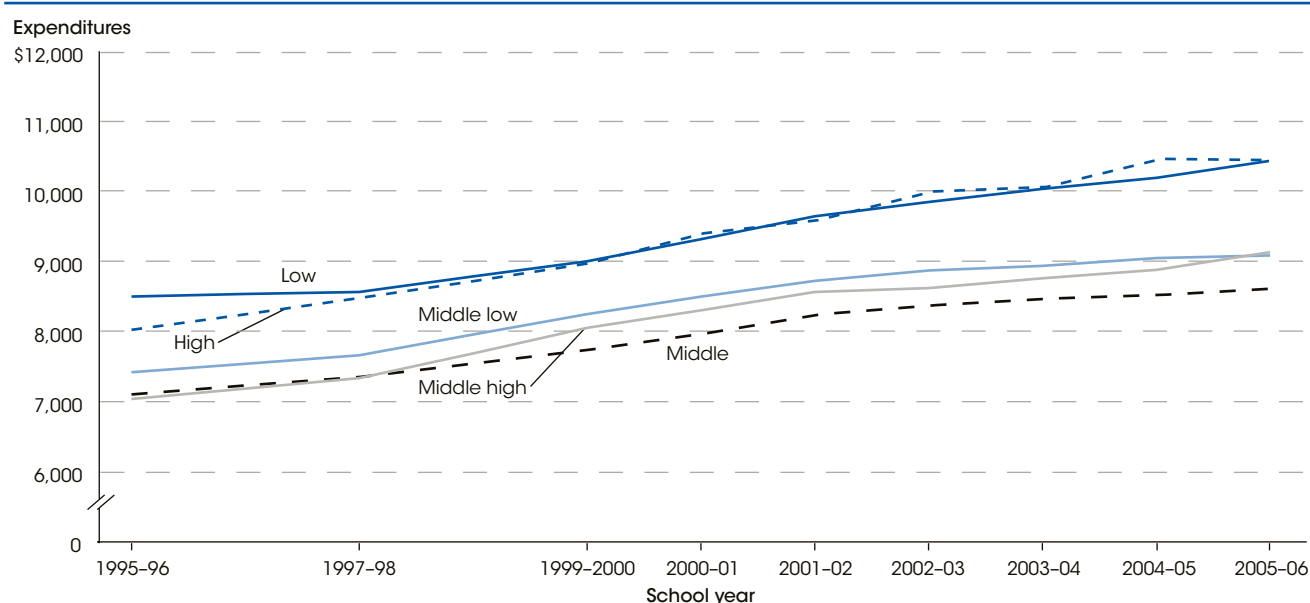
Technical Notes

Districts were ranked by the percentage of school-age children (5- to 17-year-olds) in poverty and then divided into five groups with approximately equal public school enrollments. The low-poverty district category consists of those districts with the lowest percentages of school-age children in poverty. Conversely, the high-poverty district category consists of those with the highest percentages of school-age children in poverty. For more information on poverty and locale code, see *supplemental note 1*. Expenditures have been adjusted for the effects of

inflation using the Consumer Price Index (CPI) and are in constant 2007–08 dollars. For more information on using the CPI to adjust for inflation and on classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts.

Figure 36-1. Current expenditures per student in fall enrollment in public school districts, by district poverty category: Selected school years, 1995–96 through 2005–06

[In constant 2007–08 dollars]



NOTE: Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007–08 dollars. Districts were ranked by the percentage of school-age children (5- to 17-year-olds) in poverty and then divided into five groups with approximately equal public school enrollments. For more information on poverty, see *supplemental note 1*. For more information on using the CPI to adjust for inflation and on the classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts. SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 1995–96, 1997–98, and 1999–2000 through 2005–06; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 through 2005–06.

Table 36-1. Current expenditures per student in fall enrollment in public school districts, by locale and district poverty category: School year 2005–06

[In constant 2007–08 dollars]

District poverty category ¹	Total	City	Suburban	Town	Rural			
					Total	Fringe	Distant	Remote
Total	\$9,553	\$9,934	\$9,797	\$8,712	\$8,987	\$8,781	\$8,844	\$9,918
Low	10,447	9,264	10,920	9,095	9,600	9,708	9,178	10,368
Middle low	9,089	9,028	9,136	9,007	9,084	8,729	9,175	10,064
Middle	8,630	8,545	8,562	8,691	8,867	8,390	8,938	10,109
Middle high	9,140	9,461	9,661	8,544	8,550	8,186	8,387	9,697
High	10,458	11,135	10,986	8,473	9,008	8,458	8,780	9,860

¹ Districts were ranked by the percentage of school-age children (5- to 17-year-olds) in poverty, and then divided into five groups with approximately equal public school enrollments. For more information on poverty and locale, see *supplemental note 1*.

NOTE: Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007–08 dollars. For more information on using the CPI to adjust for inflation and on classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 2005–06; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency Universe Survey," 2005–06, "School District Finance Survey (Form F-33)," 2005–06.

Education Expenditures by Country

At the combined elementary and secondary level in 2005, the United States spent \$9,769 per student, which was 38 percent higher than the OECD average of \$7,065. At the postsecondary level, U.S. expenditures per student were \$24,370, more than twice as high as the OECD average of \$11,821.

Two measures used when comparing countries' investments in education are *expenditures per student from both public and private sources* and *total education expenditures as a percentage of gross domestic product (GDP)*. The latter measure allows a comparison of countries' expenditures relative to their ability to finance education. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions.

In 2005, expenditures per student for the United States were \$9,769 at the combined elementary and secondary level, which was 38 percent higher than the average of \$7,065 for the member countries of the Organization for Economic Cooperation and Development (OECD) reporting data (see table A-37-1). This measure is based on (full-time equivalent [FTE]) student enrollment rather than headcount. At the postsecondary level, U.S. expenditures per student were \$24,370, which was more than twice as high as the OECD average of \$11,821. Expenditures per student varied widely across the OECD countries, ranging from \$2,025 in Mexico to \$15,930 in Luxembourg at the combined elementary and secondary level, and from \$5,593 in Poland to \$21,734 in Switzerland and \$24,370 in the United States at the postsecondary level.

Among the OECD countries reporting data in 2005, the countries that spent the highest percentage of their GDP on total education expenditures were Iceland (8.0 percent), Denmark (7.4 percent), Korea (7.2 percent), and the United States (7.1 percent). Looking at education expenditures by level, the United States spent 3.8 percent of its GDP on elementary and secondary education,

which was the same as the average for all OECD countries reporting data. Compared with the percentage of GDP that the United States spent on elementary and secondary education, 12 countries spent a higher percentage, 13 countries spent a lower percentage, and 2 countries spent the same percentage. Iceland spent the highest percentage (5.4 percent) of its GDP on elementary and secondary education. At the postsecondary level, 2.9 percent of the GDP of the United States was spent on education; this amount was higher than the OECD average of 1.5 percent and higher than that of any other OECD country reporting data.

A country's wealth (defined as GDP per capita) is positively associated with expenditures per student on education at both the combined elementary and secondary and postsecondary levels. For example, of the 10 OECD countries with the highest GDP per capita, each country spent more per student on elementary and secondary and postsecondary education than the OECD average, with two exceptions: the Netherlands (elementary and secondary) and Ireland (elementary and secondary and postsecondary). Of the 10 OECD countries with the lowest GDP per capita, each country reported expenditures per student at the elementary and secondary and postsecondary levels that were below the OECD average.



For more information: *Table A-37-1.*

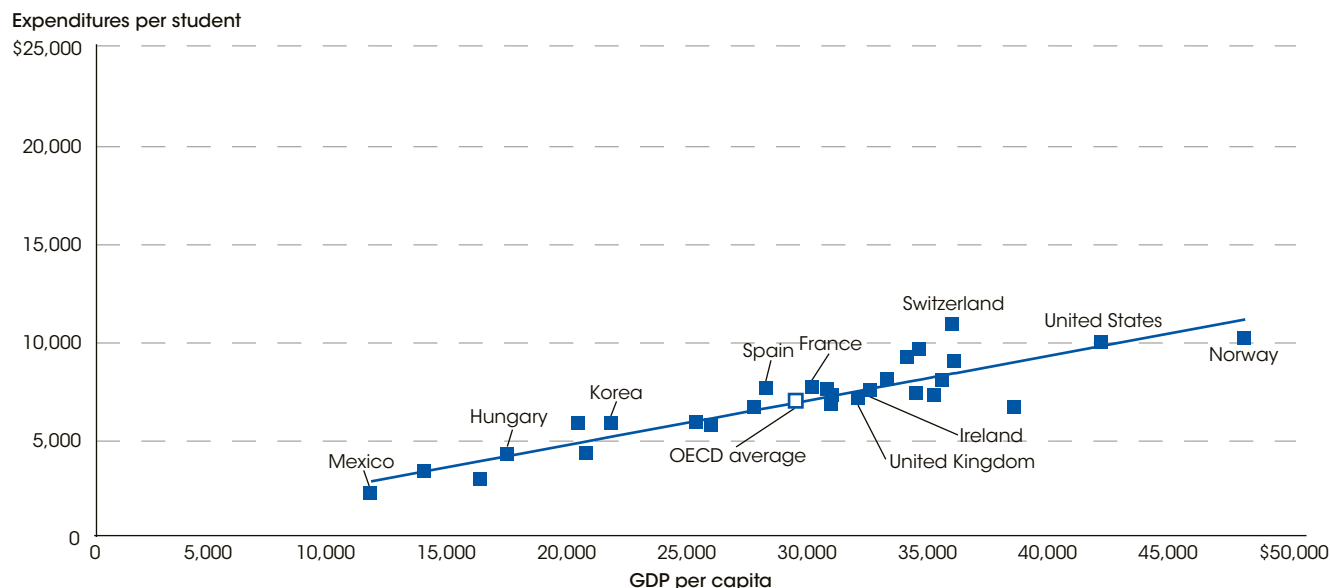
Glossary: *Elementary/Secondary school, Expenditures per student, Full-time-equivalent enrollment, Gross domestic product, Gross national product, Organization for Economic Cooperation and Development, Postsecondary education, Purchasing power parity (PPP)*

Technical Notes

Education expenditures are from public revenue sources (governments) and private revenue sources. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investments. Per student expenditures are based on public and private full-time-equivalent (FTE) enrollment figures and on current expenditures and capital outlays from both public and private sources, where data are available. Purchasing power parity (PPP) indices are used to convert other

currencies to U.S. dollars (i.e., absolute terms). Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Luxembourg data are excluded from the graphs because of anomalies with respect to their GDP per capita data (large revenues from international finance institutions distort the wealth of the population). The OECD average for GDP per capita for each graph is based on the number of countries with data available (28 for figure 37-1 and 28 for figure 37-2).

Figure 37-1. Annual expenditures per student, by GDP per capita for elementary and secondary education in selected OECD countries, by GDP per capita: 2005

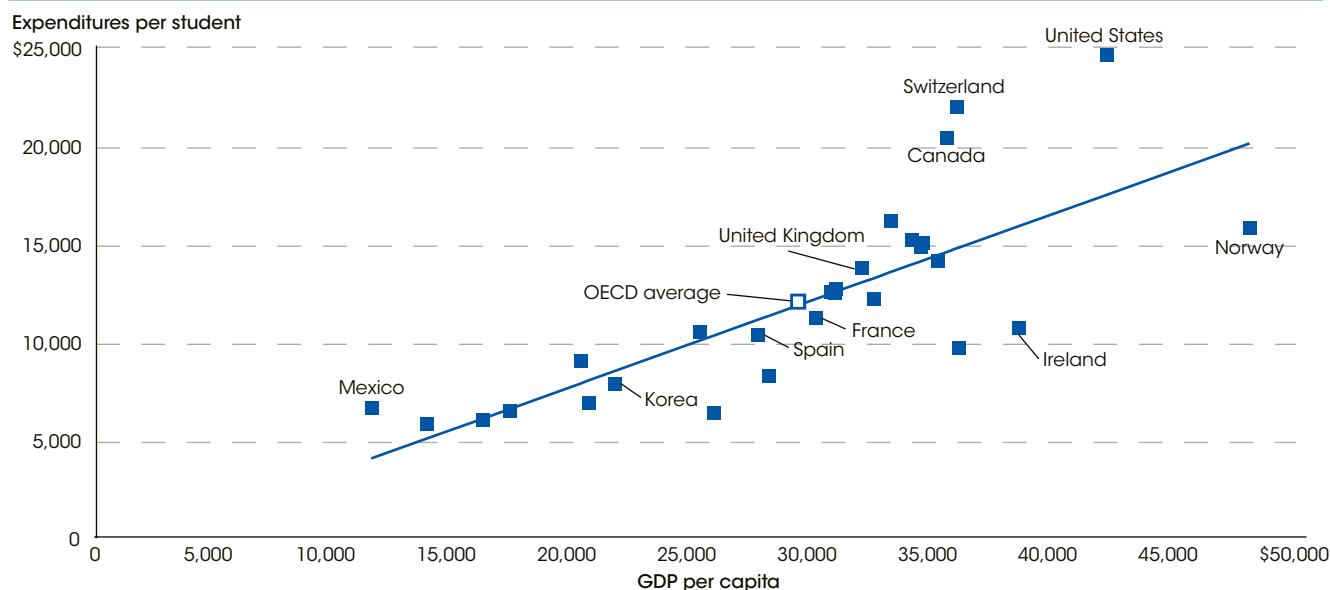


— Linear relationship between spending per student and country wealth for 28 OECD countries (elementary and secondary), $r^2=0.81$; slope=0.23; intercept= 110.

NOTE: Luxembourg data are excluded because of anomalies with respect to their GDP per capita data. (Large revenues from international finance institutions distort the wealth of the population.)

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2008). *Education at a Glance, 2008: OECD Indicators*, tables B1.1b, B2.1, and X2.1.

Figure 37-2. Annual expenditures per student for postsecondary education in selected OECD countries, by GDP per capita: 2005



— Linear relationship between spending per student and country wealth for 28 OECD countries (postsecondary); $r^2=0.60$; slope=0.44; intercept= -983.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2008). *Education at a Glance, 2008: OECD Indicators*, tables B1.1b, B2.1, and X2.1.



Section 5
*Contexts of Postsecondary
Education*



Section 5

Contexts of Postsecondary Education

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Introduction

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. There are 24 indicators in this section: 9, prepared for this year's volume, appear on the following pages, and all 24, including indicators from previous years, are on the Web (see the List of Indicators on *The Condition of Education* website in the Contents section for a full list of the indicators).

Postsecondary education is characterized by diversity both in the types of institutions and in the characteristics of students. Postsecondary institutions vary in terms of the types of degrees awarded, control (public or private), and whether they are operated on a not-for-profit or for-profit basis. Beyond these basic differences, postsecondary institutions have distinctly different missions and provide a wide range of learning environments for students. For example, some institutions are research universities with strong graduate programs, while others focus on undergraduate education; some have a religious affiliation, while others do not; and some have selective entrance policies, while others have more open admissions. The student bodies of postsecondary institutions are diverse in other ways as well. For example, students are from different racial and ethnic groups and many come from foreign countries. Indicators in the first subsection of *The Condition of Education* found on the following pages and on the website measure these and other dimensions of diversity that are fundamental to the character of postsecondary education.

The second subsection highlights the courses and programs of study in which students enroll, which are an important feature of postsecondary education. Indicators in this volume highlight data on degree completion, which show trends in the fields of study for undergraduate and graduate degree recipients; another

indicator compares the distribution of degrees awarded by different types of institutions. Indicators on the Web also present information on the provision of and participation in remedial education and on distance education courses taught by faculty.

Like elementary and secondary schools, postsecondary institutions provide learning opportunities for all students, along with support and accommodations for special populations of students. An indicator on the Web in the third subsection describes data on remedial coursetaking.

Faculty members, highlighted in the fourth subsection, are another defining feature of postsecondary institutions; they teach students, conduct research, and serve their institutions and communities. An indicator in this volume highlights trends in faculty salaries and benefits at different postsecondary levels and across different types of institutions.

Finally, *The Condition of Education* examines financial support for postsecondary education. Indicators on the Web look at the institutional aid available to students, total and net access price of attending postsecondary institutions, and the debt burden of college graduates. Indicators in this year's volume include the number and characteristics of college students who are employed as well as the types and amounts of financial aid received by first-time students. Another indicator examines the levels and sources of postsecondary revenues and expenditures.

The indicators on the contexts of postsecondary education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Racial/Ethnic Concentration in Higher Education

In 2007, White students accounted for 64 percent of college student enrollment. In that year, 13 percent of college students were Black, 11 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were nonresident aliens.

This indicator examines the fall 2007 racial/ethnic distribution of students in the 4,339 public and private (both not-for-profit and for-profit) 2- and 4-year degree-granting institutions. Overall, 64 percent of college students were White; 13 percent were Black; 11 percent were Hispanic; 7 percent were Asian/Pacific Islander; 1 percent were American Indian/Alaska Native; and 3 percent were nonresident alien students (see table A-38-1). Compared with the percentages of Black students in all institutions, the percentages of Black students at public and not-for-profit 2-year institutions were higher (14 and 19 percent, respectively). Similarly, the percentage of Hispanic students at public 2-year institutions (16 percent) was higher than the percentages of Hispanic students at all institutions. The percentage of students at for-profit institutions who were White (53 percent) was lower than the percentages of students who were White at public and not-for-profit 2- and 4-year institutions (from 61 to 70 percent). In contrast, the percentage of students at for-profit institutions who were Black (26 percent) was higher than the percentages of students who were Black at public and not-for-profit 2- and 4-year institutions (from 11 to 19 percent).

About 7 percent of all college students attended the 396 institutions in which 75 percent or more of the students were Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native. This group of institutions comprised 8 percent of the enrollment at public 2-year colleges and 6 percent of the enrollment at public 4-year institutions. A higher percentage of students at not-for-profit 2-year institutions were enrolled in these institutions than the percentage of students at not-for-profit 4-year institutions (15 vs. 3 percent). At for-profit (2- and 4-year) institutions, the percentage of students at such colleges was 10 percent. Compared with other racial/ethnic groups, a relatively high percentage of Hispanic

and Black students (21 and 20 percent, respectively) attended these institutions. The comparable percentages were 11 percent for American Indian/Alaska Native students, 9 percent for Asian/Pacific Islander students, and 1 percent for White students.

Examining the concentration of specific racial/ethnic groups provides a more detailed snapshot of the racial/ethnic composition of the institutions students attend. In 2007, some 52 percent of White students attended institutions where more than 75 percent of the enrollment was White (see table A-38-2). Compared with students in other racial/ethnic groups, a relatively high percentage of Black students (13 percent) attended colleges where they constituted 75 percent or more of the enrollment. Some of these institutions were historically Black colleges and universities (HBCUs), which are institutions established prior to 1964 with the primary mission of educating Black Americans. In fall 2006, about 11 percent of Black students attended an HBCU. Compared with Black students, a smaller percentage of Hispanic students (6 percent) attended colleges where they constituted 75 percent or more of the enrollment in 2007. Despite their small percentage of the overall population, in 2007, about 8 percent of American Indian/Alaska Native students attended colleges where they made up 75 percent or more of the total enrollment. With few exceptions, most of these institutions were tribal colleges, which are institutions that are tribally controlled and located on reservations.



For more information: *Tables A-38-1 and A-38-2; Indicator 26*

Glossary: *Nonresident alien, Postsecondary education institution*

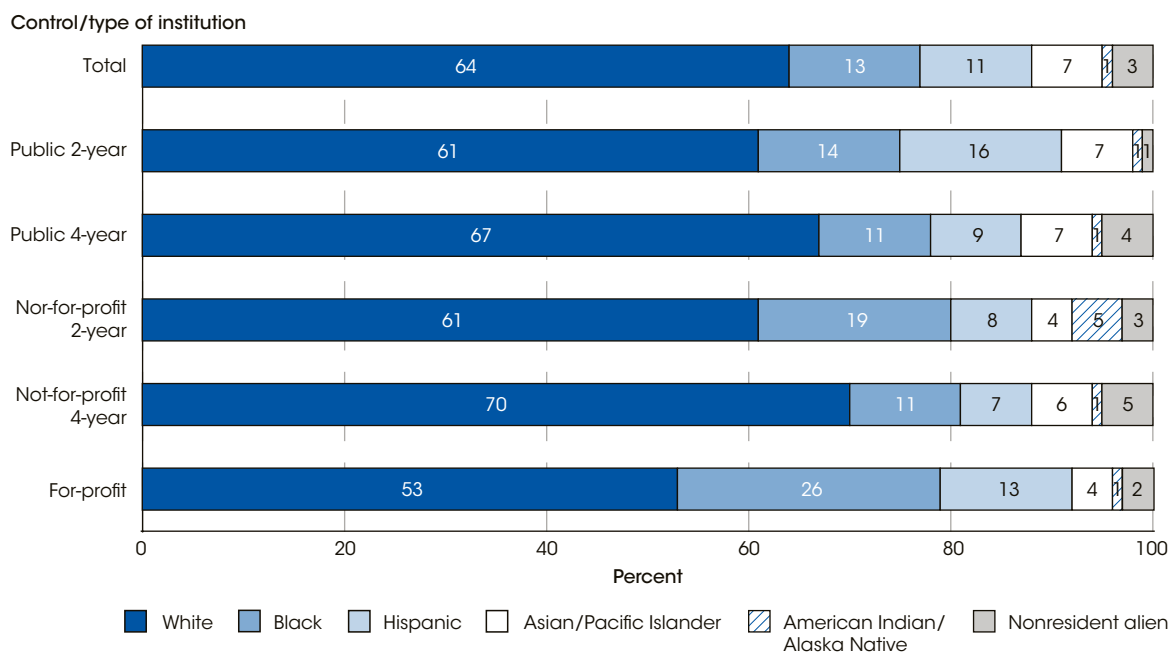
NCES 2009-020

Technical Notes

This indicator includes information for institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. The percentage of Black students enrolled in HBCUs in fall 2006 was derived from data in the *Digest of Education Statistics, 2008* (NCES 2009-020), tables 226 and 241. For the

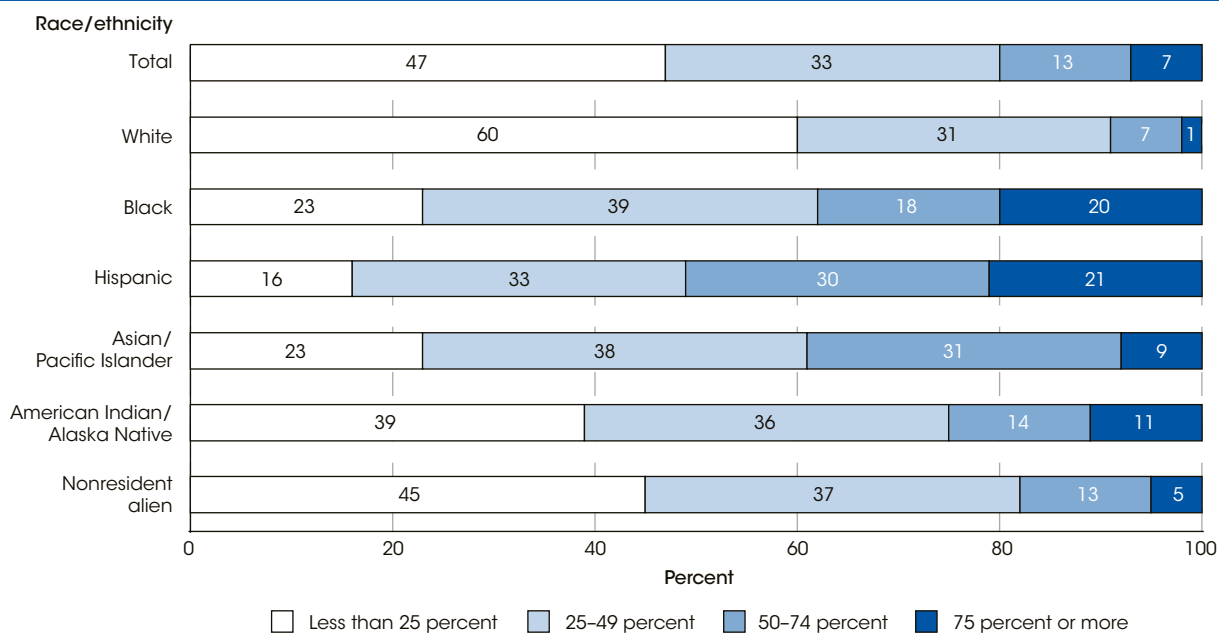
number of institutions in which 75 percent or more of students were Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native, see NCES 2009-020, table 230. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

Figure 38-1. Percentage distribution of fall enrollment in degree-granting institutions, by race/ethnicity and control and type of institution: Academic year 2007



NOTE: Private institutions are presented as three categories: not-for-profit 2-year; not-for-profit 4-year; and for-profit (including both 2- and 4-year) institutions. Nonresident aliens are persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

Figure 38-2. Percentage distribution of fall enrollment in degree-granting institutions, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students at institution and race/ethnicity: Academic year 2007



NOTE: Nonresident aliens are persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

International Students in the United States

In 2007–08, approximately 624,000 international students were enrolled in postsecondary institutions in the United States. These students accounted for 3 percent of the total enrollment in U.S. postsecondary institutions.

In the 1969–70 academic year, 135,000 students from other countries were enrolled in postsecondary institutions in the United States (see table A-39-1). International student enrollment increased each year through 2002–03 to 586,000 students, declined over the next few years to 565,000 in 2005–06, increased again to 583,000 in 2006–07 and to 624,000 in 2007–08. International students accounted for 3 percent of students at the postsecondary level in 2007–08; this percentage has remained between 3 and 4 percent since 1992–93. International student enrollment in U.S. institutions has varied by academic level over time, with a greater share of enrollment at the graduate level. For example, in 2007–08, international graduate students accounted for 10 percent of total graduate enrollment while international undergraduate students accounted for 2 percent of total undergraduate enrollment.

India, China, and South Korea were the top three countries of origin for international students studying in the U.S. in 2007–08. Of the 624,000 international students who were enrolled in postsecondary institutions in the U.S. in that year, 94,600 (or 15 percent) had come from India, 81,100 (or 13 percent) had come from China, and 69,100 (or 11 percent) had come from South Korea. Other leading countries of origin for international students included Japan, Canada, and Taiwan (5 percent each). Students from these six countries accounted for over half of international student enrollment in 2007–08.

Nearly 40 percent of all international students who were enrolled in U.S. postsecondary institutions in 2007–08 studied in either the field of business and management (20 percent) or in engineering (17 percent) (see table

A-39-2). Other leading fields of study for international students included physical and life sciences (9 percent), social sciences (9 percent), and math and computer science (8 percent). There were also differences in enrollment in specific fields of study by academic level in 2007–08. For example, a greater percentage of undergraduate students were enrolled in business and management than graduate students (26 vs. 16 percent), while a lower percentage of undergraduate students were enrolled in engineering than graduate students (12 vs. 23 percent).

In addition, enrollment in science, technology, engineering, and mathematics (STEM) fields was prevalent among international students in 2007–08, particularly among international graduate students. For the purposes of this indicator, STEM fields include the fields of engineering, physical and life sciences, math and computer science, and health professions. About 53 percent of international graduate students were studying in a STEM field, compared with 30 percent of international undergraduate students.



For more information: *Tables A-39-1 and A-39-2; Indicators 40 and 41*

Glossary: *Postsecondary education, STEM fields*
Open Doors 1948–2004: Report on International Educational Exchange. (2005)

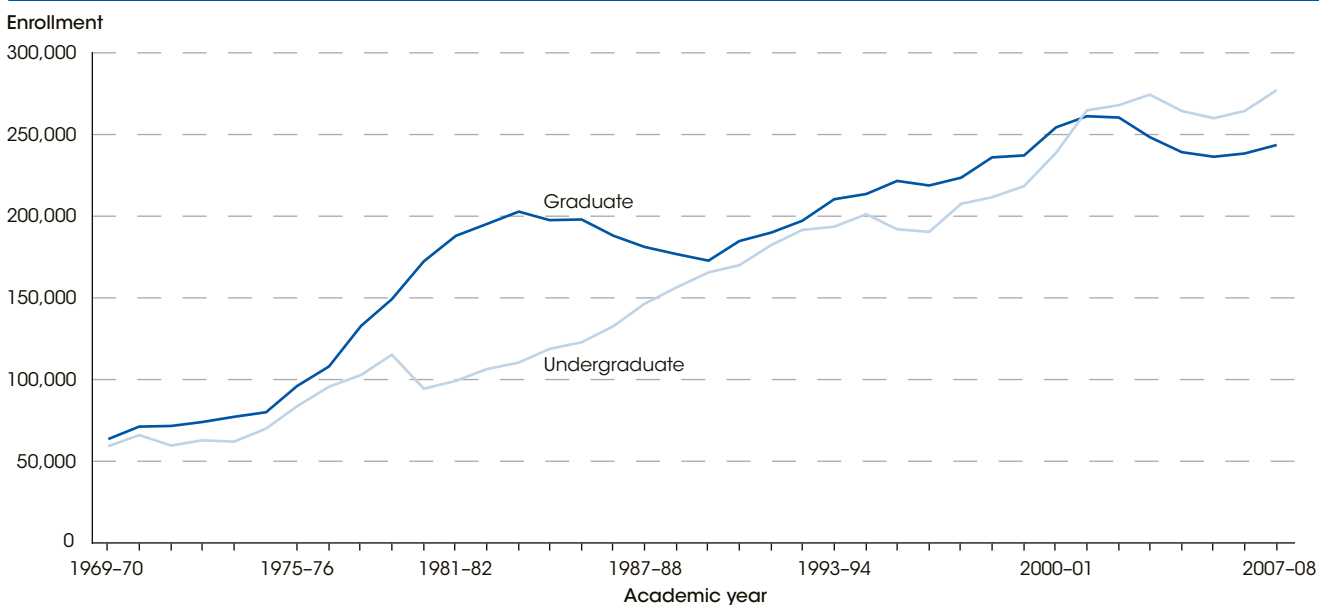
Open Doors 2008: Report on International Educational Exchange. (2008)

Technical Notes

The data collection process changed in 1974–75, thus refugees were counted from 1975–76 to 1990–91. While this indicator focuses on aggregated data for undergraduate and graduate education, *Open Doors* also features disaggregated information on academic programs at the associate's, bachelor's, master's, and doctoral levels, as well as information on international scholars and intensive English programs. Undergraduate estimates include associate's and bachelor's enrollments.

Graduate estimates include master's, doctoral, professional training, and unspecified enrollments. Estimates from *Open Doors* may differ from those derived from the Integrated Postsecondary Education Data System (IPEDS) because of differences in data collection and categorization procedures. For more information on the *Open Doors* International Student Census and IPEDS, see *supplemental note 3*.

Figure 39-1. Number of international students enrolled in U.S. postsecondary institutions, by academic level: Academic years 1969–70 through 2007–08



NOTE: Undergraduate estimates include associate's and bachelor's enrollments. Graduate estimates include master's, doctoral, professional training, and unspecified enrollments. The data collection process changed in 1974–75; thus, refugees were counted from 1975–76 to 1990–91. After 1990–91, refugees were no longer counted. For more information on the *Open Doors* International Student Census and on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, selected years, 1969–70 through 2007–08.

Table 39-1. Number and percentage of international students enrolled in U.S. postsecondary institutions, by selected countries of origin: Academic year 2007–08

Country of origin	Total	Percentage of international student total	Country of origin	Total	Percentage of international student total
World total	623,805	100.0			
India	94,563	15.2	Nepal	8,936	1.4
China	81,127	13.0	Germany	8,907	1.4
South Korea	69,124	11.1	Vietnam	8,769	1.4
Japan	33,974	5.4	United Kingdom	8,367	1.3
Canada	29,051	4.7	Hong Kong	8,286	1.3
Taiwan	29,001	4.6	Indonesia	7,692	1.2
Mexico	14,837	2.4	Brazil	7,578	1.2
Turkey	12,030	1.9	France	7,050	1.1
Saudi Arabia	9,873	1.6	Colombia	6,662	1.1
Thailand	9,004	1.4	Nigeria	6,222	1.0

NOTE: Only the top 20 countries of origin are featured here. For more information on the *Open Doors* International Student Census, see *supplemental note 3*.

SOURCE: Bhandari, R., and Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education.

Undergraduate Fields of Study

In 2006–07, degrees in the field of business made up 21 percent of the bachelor's degrees awarded. Over 327,500 bachelor's degrees were awarded in business that year.

In 2006–07, of the 1.5 million bachelor's degrees awarded that year, over 50 percent were concentrated in five fields: business (21 percent); social sciences and history (11 percent); education (7 percent); health professions and related clinical sciences (7 percent); and psychology (6 percent) (see table A-40-1). During the same time period, the fields of visual and performing arts (6 percent), engineering and engineering technologies (5 percent), communication and communications technologies (5 percent), and biological and biomedical sciences (5 percent) represented about an additional 20 percent of all bachelor's degrees awarded.

Overall, 351,200 more bachelor's degrees were awarded in 2006–07 than in 1996–97 (a 30 percent increase). Bachelor's degrees awarded in the field of parks, recreation, leisure and fitness studies had the largest percent increase (93 percent), followed by the fields of visual and performing arts (70 percent) and computer and information sciences and support services (66 percent). The field of education had the smallest percent increase over this time period (0.5 percent).

About 57 percent of all bachelor's degrees conferred in 2006–07 were awarded to females. In the five most prevalent bachelor's degree fields, females earned between 49 and 86 percent of all degrees awarded. In 2006–07, females earned fewer bachelor's degrees than males (i.e., males earned more degrees than females) in fields including engineering and engineering technologies (17 percent of these degrees were awarded to females), computer and information sciences and support services (19 percent female), philosophy and religious studies (38 percent female), and physical sciences and science technologies (41 percent female). For females, the field with the largest percent increase in bachelor's degrees

awarded between 1996–97 and 2006–07 was security and protective services (97 percent), while the field with the smallest percent increase during this time period for females was education (5 percent). There was a 14 percent decrease in the number of males who earned a bachelor's degree in the field of education over this time period.

In 2006–07, of the 728,100 associate's degrees earned, 54 percent were awarded in two broad areas of study: liberal arts and sciences, general studies, and humanities (34 percent) and health professions and related clinical sciences (20 percent). Overall, 156,900 more associate's degrees were awarded in 2006–07 than in 1996–97 (a 27 percent increase). The field with the largest percent increase over this time period was computer and information sciences and support services (90 percent). Several fields experienced a decline in the number of associate's degrees awarded during this period. For example, 6,700 fewer associate's degrees were awarded in engineering and engineering technologies in 2006–07 than in 1996–97 (a 12 percent decrease).

In addition, females earned 62 percent of all associate's degrees awarded in 2006–07. Females earned the majority (96 percent) of all associate's degrees awarded in the field of family and consumer sciences/human sciences. Females earned fewer associate's degrees than males in fields including precision production trades (6 percent of these degrees were awarded to females) and engineering and engineering technologies (10 percent female).



For more information: *Table A-40-1; Indicators 39 and 41*

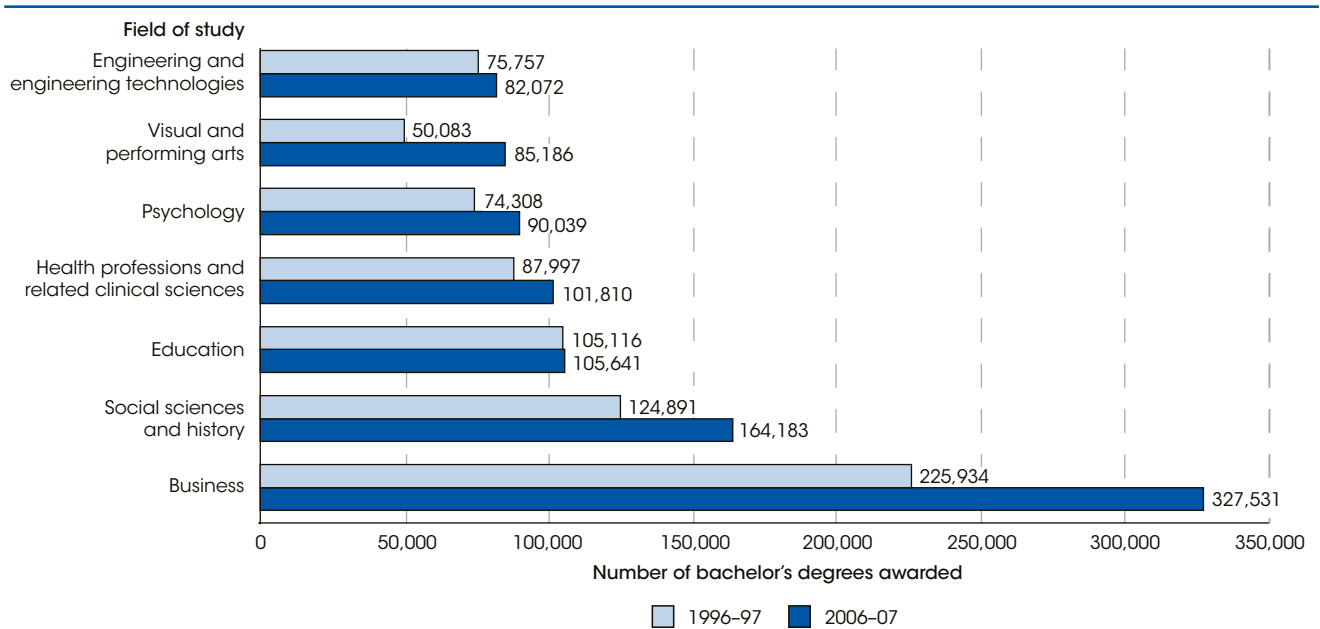
Glossary: *Associate's degree, Bachelor's degree*

Technical Notes

The percent increases discussed in this indicator refer to aggregate fields of study. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1996–97 have been reclassified when necessary to conform to the new

taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

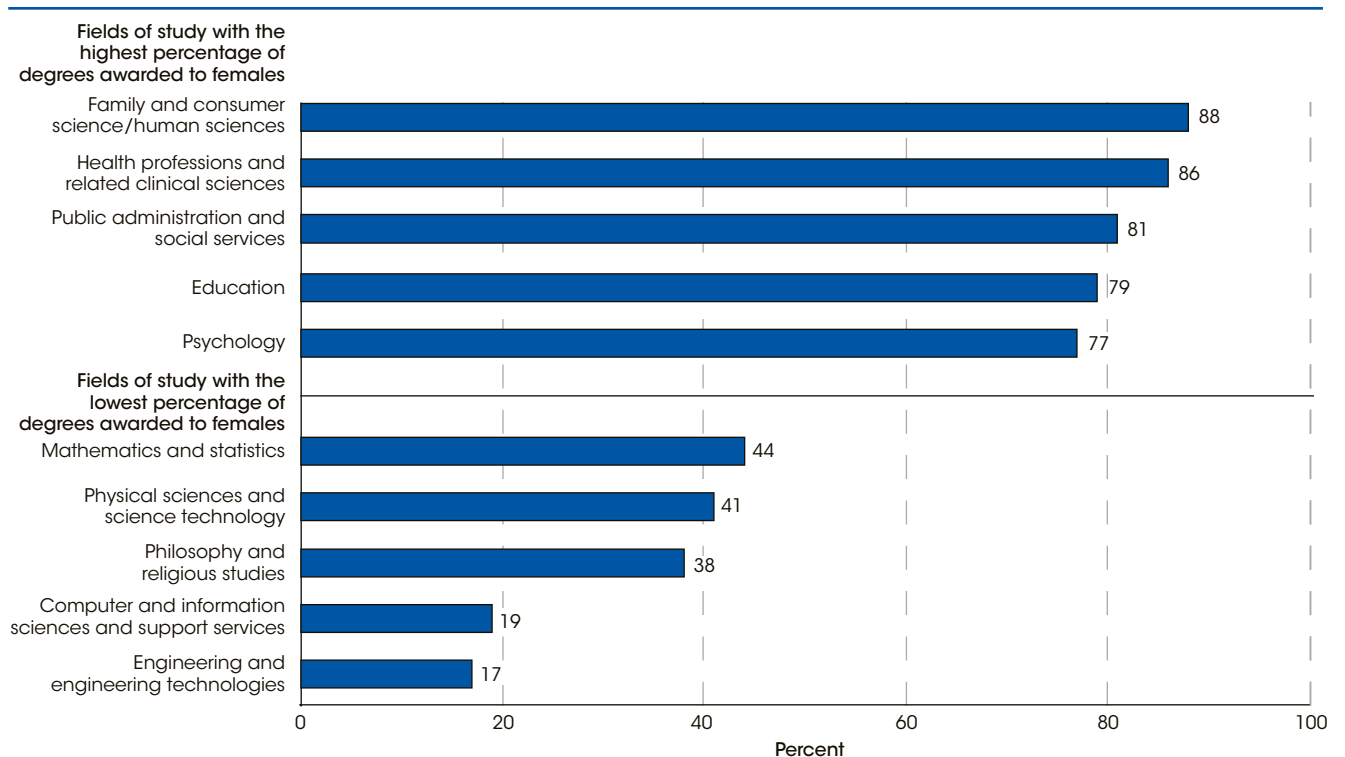
Figure 40-1. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1996-97 and 2006-07



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1996-97 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 1996-97 and 2006-07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Figure 40-2. Percentage of bachelor's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2006-07



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2006-07 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2007.

Graduate and First-Professional Fields of Study

Overall, 604,600 master's degrees and 60,600 doctoral degrees were awarded in 2006–07, an increase of 44 and 32 percent, respectively, since 1996–97.

In 2006–07, of the 605,000 master's degrees awarded that year, over 50 percent were concentrated in two fields: education (29 percent) and business (25 percent) (see table A-41-1). During that same time period, an additional 9 percent of all master's degrees awarded were in the field of health professions and related clinical sciences. The fewest number of master's degrees were conferred in the field of mathematics and statistics (about 1 percent or 4,900 degrees).

Overall, 185,000 more master's degrees were awarded in 2006–07 than in 1996–97 (a 44 percent increase). Master's degrees awarded in the field of security and protective services had the largest percent increase (166 percent), followed by the field of education (62 percent). The field of physical sciences and science technologies had the smallest percent increase over this period (6 percent).

Females earned 61 percent of all master's degrees awarded in 2006–07. In the two most prevalent master's degree fields, education and business, females earned 77 and 44 percent, respectively, of all degrees awarded. In addition, females earned 80 percent of all degrees awarded in the field of health professions and related clinical sciences. However, females earned fewer master's degrees than males in 2006–07 in fields such as engineering and engineering technologies (23 percent female) and computer and information sciences and support services (26 percent female). For females and males, the field with the largest percent increase in master's degrees awarded was security and protective services (247 and 111 percent, respectively). For females, this was followed by a 75 percent increase in master's degrees conferred in the field of business, and for males, a 59 percent increase in computer and information sciences and support services.

In 2006–07, of the 60,600 doctoral degrees awarded, over 50 percent were awarded in four fields: health professions and related clinical sciences (14 percent), education (14 percent), engineering and engineering technologies (13 percent), and biological and biomedical sciences (10 percent). Overall, 14,700 more doctoral degrees were awarded in 2006–07 than in 1996–97 (a 32 percent increase). The doctoral field of health professions and related clinical sciences had the greatest percent increase over this time period (283 percent).

Females earned about 50 percent (or 30,400 degrees) of all doctoral degrees awarded in 2006–07, a 62 percent increase from 1996–97. Females earned fewer doctoral degrees than males (i.e., males earned more degrees than females) in 2006–07 in fields such as engineering and engineering technologies (21 percent female).

In 2006–07, of the 90,100 first-professional degrees awarded, over 48 percent were awarded in the field of law. An additional 17 percent of first-professional degrees were conferred in the field of medicine, and 12 percent were conferred in pharmacy. Between 1996–97 and 2006–07, there was a 14 percent increase in the number of first-professional degrees awarded. The field with the greatest percent increase over this period was pharmacy (285 percent). Females earned half of all first-professional degrees awarded in 2006–07, a 36 percent increase from 1996–97.



For more information: *Table A-41-1; Indicators 39 and 40*

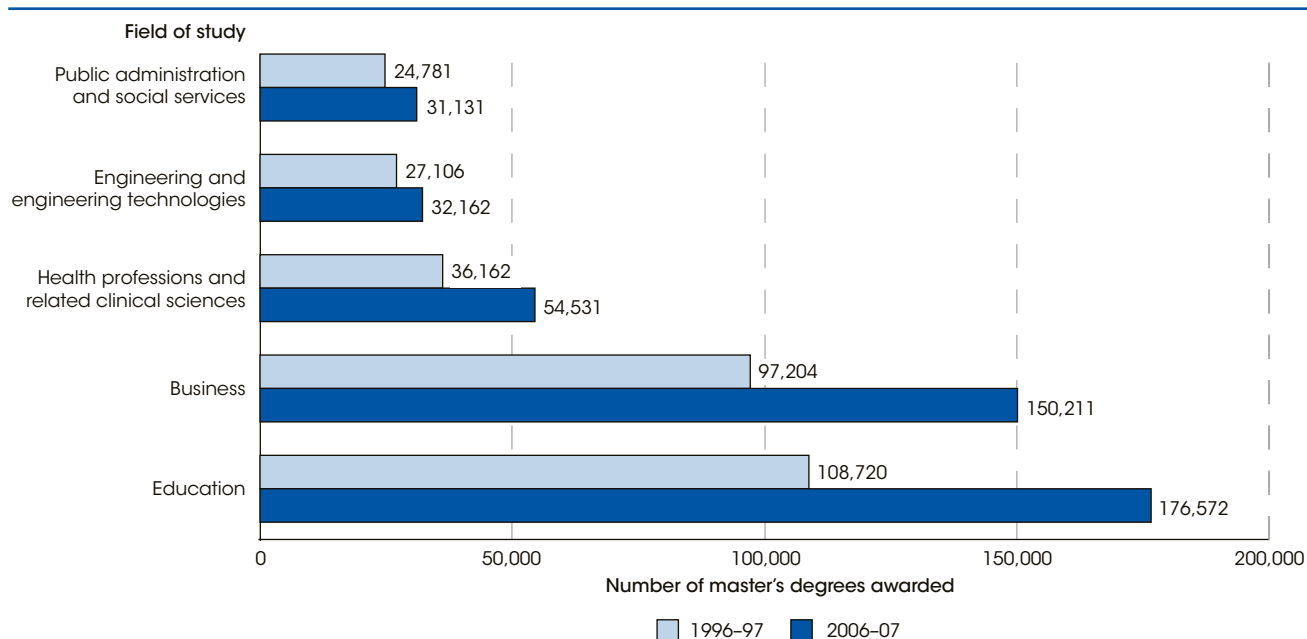
Glossary: *Doctoral degree, First-professional degree, Master's degree*

Technical Notes

The percent increases discussed in this indicator refer to aggregate fields of study. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1996–97 have been reclassified when necessary to conform to the new

taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

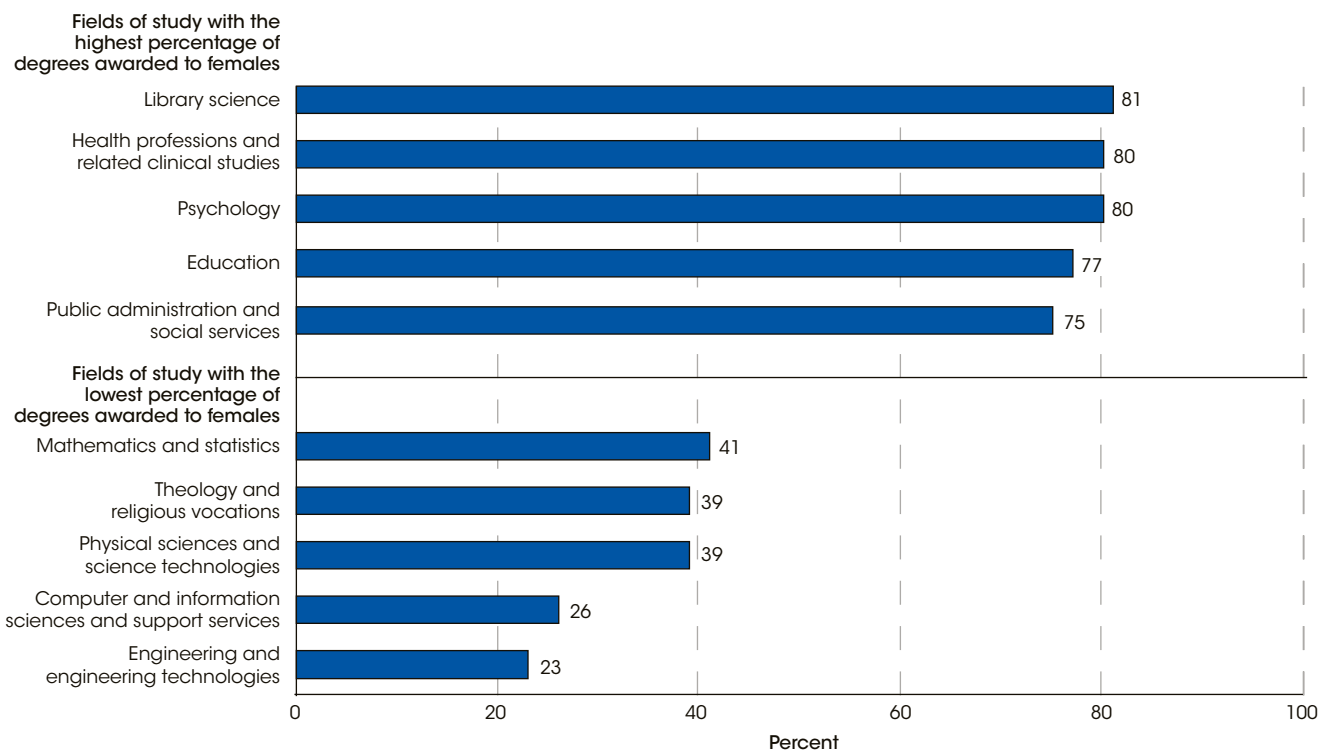
Figure 41-1. Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1996-97 and 2006-07



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1996-97 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 1996-97 and 2006-07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Figure 41-2. Percentage of master's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2006-07



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2006-07 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2007.

Degrees Conferred by Public and Private Institutions

The number of associate's, bachelor's, master's, and doctoral degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public and private not-for-profit institutions between 1996–97 and 2006–07.

Between 1996–97 and 2006–07, the number of postsecondary degrees conferred by public and private institutions generally increased for each type of degree, although at varying rates. For associate's, bachelor's, master's, and doctoral degrees, the percentage increases were larger for private for-profit institutions than for public and private not-for-profit institutions. During this period, the share of these degrees conferred by private for-profit institutions increased from 3 to 8 percent.

The number of associate's degrees conferred by private for-profit institutions more than doubled between 1996–97 and 2006–07, from 56,600 to 117,800 degrees. For public institutions, the number of associate's degrees increased by 22 percent (from 465,500 to 566,500 degrees) during this period; for private not-for-profit institutions, the number decreased by 11 percent (from 49,200 to 43,800 degrees). Due to these changes, associate's degrees awarded by private for-profit institutions made up 16 percent of all associate's degrees awarded in 2006–07, up from a 10 percent share in 1996–97 (see table A-42-1).

Between 1996–97 and 2006–07, the number of bachelor's degrees conferred by private for-profit institutions increased from 12,100 to 70,800 degrees, compared with an increase from 776,700 to 975,500 degrees for public institutions and an increase from 384,100 to 477,800 degrees for private not-for-profit institutions. During this period, the number of master's degrees conferred by private for-profit institutions increased from 5,100 to 50,900 degrees. The numbers of master's degrees awarded by public and private not-for-profit institutions also increased during this period but at slower rates, from 233,200 to 292,000 and from 181,000 to 262,000, respectively. A shift was evident in the share of master's degrees awarded by institution type: in 1996–97, public institutions awarded 56 percent of all master's degrees and private for-profit institutions awarded 1 percent; in 2006–07, public institutions awarded 48 percent of all master's degrees and private for-profit institutions awarded 8 percent. The share awarded by private not-for-profit institutions remained at 43 percent for both academic years.

The total number of first-professional degrees increased by 14 percent (from 78,700 to 90,100 degrees) between 1996–97 and 2006–07, with few changes in the proportion of degrees awarded by type of institution. In 2006–07, private not-for-profit institutions awarded 59 percent of first-professional degrees. Degrees from public institutions accounted for 41 percent, while degrees from private for-profit institutions made up less than 1 percent of all first-professional degrees. Between 1996–97 and 2006–07, the number of doctoral degrees awarded increased for public institutions from 29,800 to 36,200 degrees, for private not-for-profit institutions from 15,700 to 22,500 degrees, and for private for-profit institutions from 340 to 1,900 degrees.

The increase in the number of degrees conferred corresponded to an increase in the total number of degree-granting institutions, particularly in the number of private for-profit institutions. Between 1996–97 and 2006–07, there was a net decrease in the number of public institutions (from 1,702 to 1,688), consisting of a decrease in the number of 2-year institutions and an increase in the number of 4-year institutions (see table A-42-2). Private institutions had a net gain of 319 institutions during this period, with increases in the numbers of not-for-profit 4-year institutions and for-profit 2- and 4-year institutions. The number of for-profit institutions increased the most, as the number of 2-year institutions increased by 13 percent (from 470 to 533 institutions) and the number of 4-year institutions increased by 215 percent (from 144 to 453 institutions). Although enrollment size is not reported here, the growing number of degree-granting for-profit institutions provides context for the percentage increases in the number of degrees conferred by for-profit institutions.



For more information: *Tables A-42-1 and A-42-2; Indicator 24*

Glossary: *Doctoral degree, First-professional degree*
NCES 2009-020

Technical Notes

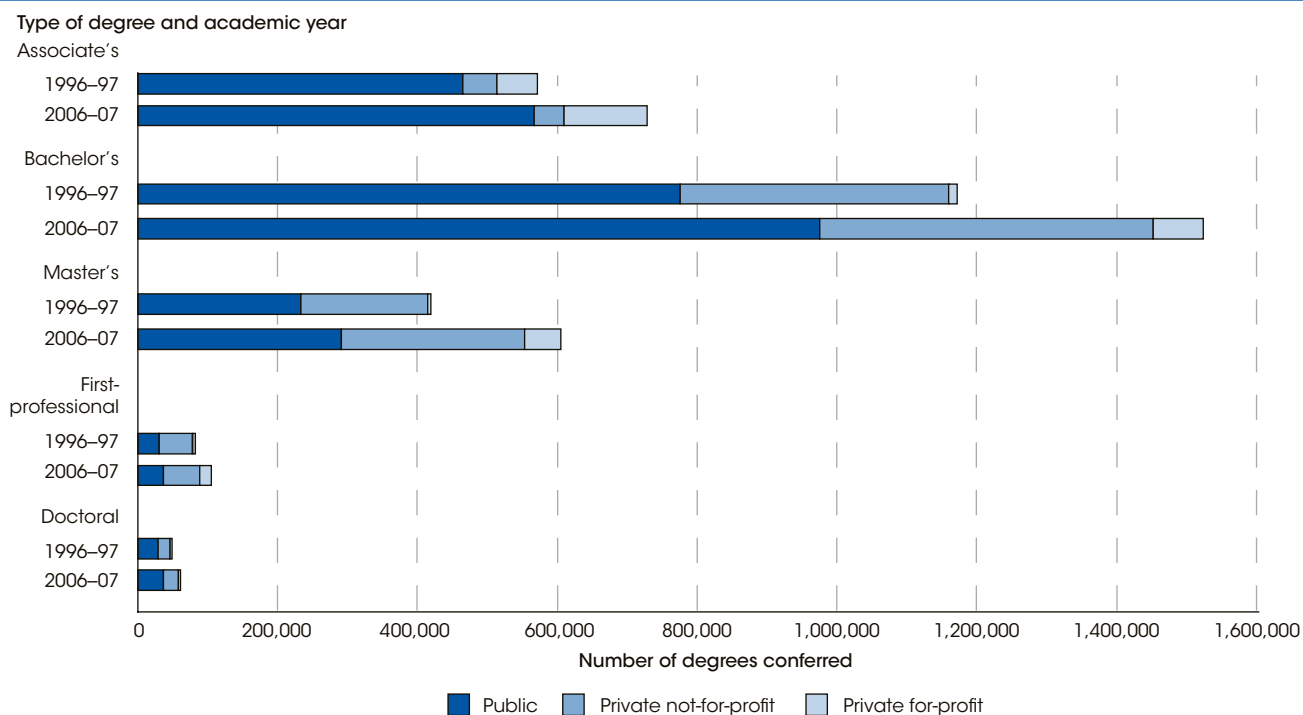
Includes degree-granting institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education

Data System (IPEDS) and IPEDS classification of institutions, see *supplemental notes 3* and *8*, respectively.

Table 42-1. Number and percentage change of degrees conferred by degree-granting institutions, by control of institution and type of degree: Academic years 1996-97 and 2006-07

Type of degree and academic year	Total	Public	Private		
			Total	Not-for-profit	For-profit
Associate's					
1996-97	571,226	465,494	105,732	49,168	56,564
2006-07	728,114	566,535	161,579	43,829	117,750
Percent change	27.5	21.7	52.8	-10.9	108.2
Bachelor's					
1996-97	1,172,879	776,677	396,202	384,086	12,116
2006-07	1,524,092	975,513	548,579	477,805	70,774
Percent change	29.9	25.6	38.5	24.4	484.1
Master's					
1996-97	419,401	233,237	186,164	181,104	5,060
2006-07	604,607	291,971	312,636	261,700	50,936
Percent change	44.2	25.2	67.9	44.5	906.6
First professional					
1996-97	78,730	31,243	47,487	47,029	458
2006-07	90,064	36,855	53,209	52,746	463
Percent change	14.4	18.0	12.0	12.2	1.1
Doctoral					
1996-97	45,876	29,838	16,038	15,694	344
2006-07	60,616	36,230	24,386	22,483	1,903
Percent change	32.1	21.4	52.1	43.3	453.2

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. See the glossary for definitions of first-professional and doctoral degrees.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996-97 and 2006-07 IPEDS, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Figure 42-1. Number of degrees conferred by degree-granting institutions, by type of degree and control of institution: Academic years 1996-97 and 2006-07

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. See the glossary for definitions of first-professional and doctoral degrees.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996-97 and 2006-07 IPEDS, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Faculty Salaries, Benefits, and Total Compensation

After increasing by 14 percent during the 1980s and by 5 percent during the 1990s, average salaries for faculty were 2 percent higher in 2007–08 than in 1999–2000, after adjusting for inflation.

In 2007–08, the average faculty salary was \$71,100, with institutional averages ranging from \$43,400 at private 2-year colleges to \$93,700 at private doctoral universities (see table A-43-1). Between 1979–80 and 2007–08, the average salary for full-time instructional faculty in colleges and universities increased by 22 percent, after adjusting for inflation. Average salaries were higher in 2007–08 than in 1979–80 for faculty with academic ranks. The increase was greatest for instructors, whose average salary increased by 44 percent, followed by that of professors, whose average salary increased by 27 percent. Similarly, the average salary was higher in 2007–08 than in 1979–80 at most types of institutions, ranging from an increase of 7 percent at public 2-year colleges to 38 percent at private doctoral universities.

Much of the growth in faculty salaries between 1979–80 and 2007–08 occurred during the earlier years of this time span. After increasing by 14 percent during the 1980s and by 5 percent during the 1990s, average salaries for faculty were 2 percent higher in 2007–08 than in 1999–2000, after adjusting for inflation. In 2007–08, faculty salaries at public and private doctoral universities and private master's degree universities were about 1 percent higher than in 1999–2000. Salaries decreased by 1 percent between 1999–2000 and 2007–08 at public master's degree universities, public 2-year colleges, and public other 4-year colleges. In contrast, there was an increase of 6 percent at private other 4-year colleges. Faculty salaries at private 2-year colleges were 3 percent lower in 2007–08 than in 1999–2000.

Fringe benefits for faculty (adjusted for inflation) have increased by a higher percentage than salaries since

1979–80 (76 vs. 22 percent). Between 1999–2000 and 2007–08, fringe benefits rose among most types of institutions, in contrast to the decreases in salaries for many types of institutions. Overall, average fringe benefits for faculty were 19 percent higher in 2007–08 than in 1999–2000, while faculty salaries were 2 percent higher. Average fringe benefits for faculty generally increased by a larger percentage at public institutions than at private institutions. The average benefit for faculty at public doctoral universities increased by 15 percent, compared to an 11 percent increase for faculty at private doctoral institutions. The average benefit for faculty at public master's degree institutions increased by 23 percent, compared to 14 percent for faculty at private master's degree universities. The average benefit for faculty at public other 4-year colleges increased by 31 percent, compared to 21 percent for faculty at private other 4-year colleges. Faculty at public 2-year institutions had an increase of 25 percent in faculty benefits, while benefits for faculty at private 2-year colleges were 2 percent lower in 2007–08 than in 1999–2000.

Combining salary with benefits, full-time instructional faculty received a total compensation package in 2007–08 that was about 5 percent higher than they had received in 1999–2000. In 2007–08, the average compensation package for faculty was about \$90,800, including \$71,100 in salaries and \$19,800 in benefits.



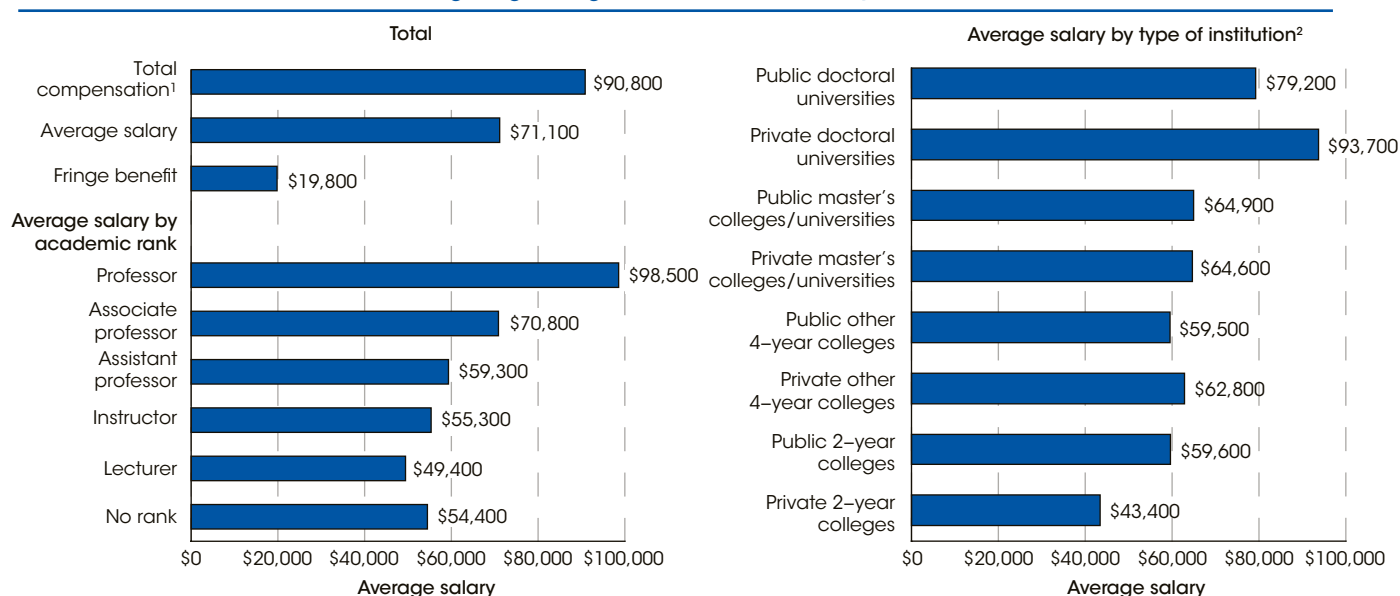
For more information: [Table A-43-1](#)
Glossary: [Faculty](#)

Technical Notes

Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits. Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. For more information about classifications of postsecondary institutions, see *supplemental note 8*. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other NCES reports. Data exclude

faculty on less-than-9-month and 11- and 12-month contracts. In 2007–08, less than 1 percent of faculty were on less-than-9-month contracts and 16 percent were on 11- and 12-month contracts. Salaries, benefits, and compensation are adjusted by the Consumer Price Index (CPI) to constant 2007–08 dollars. Academic ranks include professor, associate professor, assistant professor, instructor, and lecturer. Detail may not sum to totals because of rounding. For more information about the CPI, see *supplemental note 10*. For more information about the Integrated Postsecondary Data System (IPEDS), see *supplemental note 3*.

Figure 43-1. Total compensation, average salary, and fringe benefits for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions: Academic year 2007-08



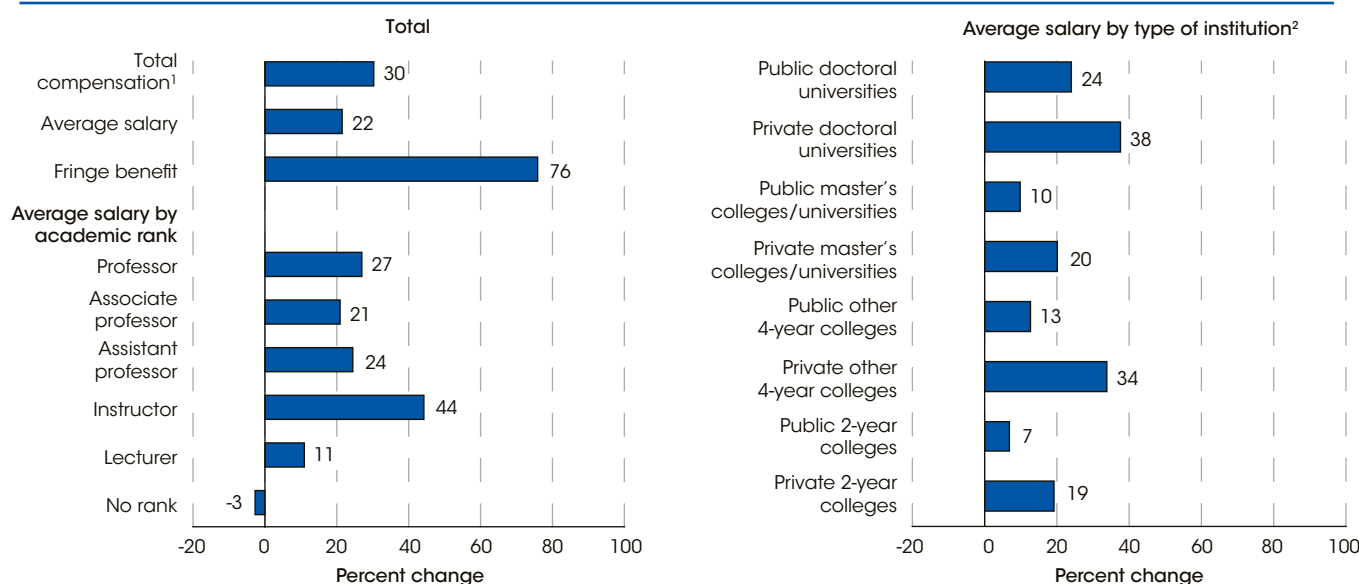
¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits.

² Institutions are classified based on the number of highest degrees awarded. For more information about classifications of postsecondary institutions, see *supplemental note 8*.

NOTE: Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. For more information about the Integrated Postsecondary Data System (IPEDS), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Fall 2006 and Winter 2007-08.

Figure 43-2. Percentage change in total compensation, average salary, and fringe benefits for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions (in constant 2007-08 dollars): Academic years 1979-80 to 2007-08



¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits.

² Institutions are classified based on the number of highest degrees awarded. For more information about classifications of postsecondary institutions, see *supplemental note 8*.

NOTE: Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2007-08 dollars. For more information about the CPI, see *supplemental note 10*. For more information about the Integrated Postsecondary Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979-80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 2007-08 Integrated Postsecondary Education Data System (IPEDS), Fall 2006 and Winter 2007-08.

College Student Employment

In 2007, about 46 percent of full-time and 81 percent of part-time college students ages 16–24 were employed.

The percentage of full-time college students ages 16–24 who were employed increased from 34 to 52 percent between 1970 and 2000, decreased to 47 percent in 2001, and fluctuated between 46 and 49 percent during the period of 2001 through 2007 (see table A-44-1). In 2007, about 46 percent of full-time college students were employed, a level similar to the percentage of students employed during the early 1990s. The number of hours these students worked per week increased. The percentage of students working at least 20 hours per week increased between 1970 and 2000 and then remained relatively steady through 2007. Specifically, in 1970, some 10 percent of full-time students worked 20–34 hours per week, and 4 percent worked 35 or more hours per week. By comparison, the percentage of these students who worked 20–34 hours per week was 22 percent in 2000 and fluctuated between 21 and 22 percent through 2007 and the percentage of these students who worked 35 or more hours per week was 9 percent in 2000 and fluctuated between 8 and 9 percent through 2007.

In 2007, about 81 percent of part-time college students ages 16–24 were employed. In contrast to the increase among full-time college students, there was no measurable change between 1970 and 2007 in the percentage of part-time college students who were employed. In addition, part-time college students worked fewer hours in 2007 than they did in 1970, with the percentage of students working 35 or more hours per week decreasing from 60 to 46 percent during this period.

The trend in the percentage of full-time college students in public and private 4-year institutions and public 2-year colleges who were employed generally followed

the patterns of the overall percentage of full-time college students who were employed between 1990 and 2007. For example, the percentage of full-time students attending public 4-year institutions who were employed increased from 43 percent in 1990 to 51 percent in 2000, decreased to 46 percent in 2001, and fluctuated between 45 and 50 percent during the period of 2001 through 2007. The percentages of students who were employed differed by type of institution. In general, the percentages of students who were employed were higher for those attending public 2-year colleges than the percentages of those attending 4-year institutions for all years of data shown between 1990 and 2007. In addition, the percentages of students who were working while attending public 4-year institutions were higher than the percentages of students attending private 4-year institutions. In 2007, for example, about 54 percent of full-time students attending public 2-year colleges were employed, compared with 45 percent of full-time students attending public 4-year institutions and 39 percent attending private 4-year institutions.

In 2007, the percentage of full-time college students ages 16–24 who were employed differed by sex and race/ethnicity. A higher percentage of female than male full-time students were employed (48 vs. 43 percent) (see table A-44-2). Also, the employment rates of full-time students were higher among White and Hispanic students (48 and 49 percent, respectively) than among Black and Asian students (36 and 29 percent, respectively).



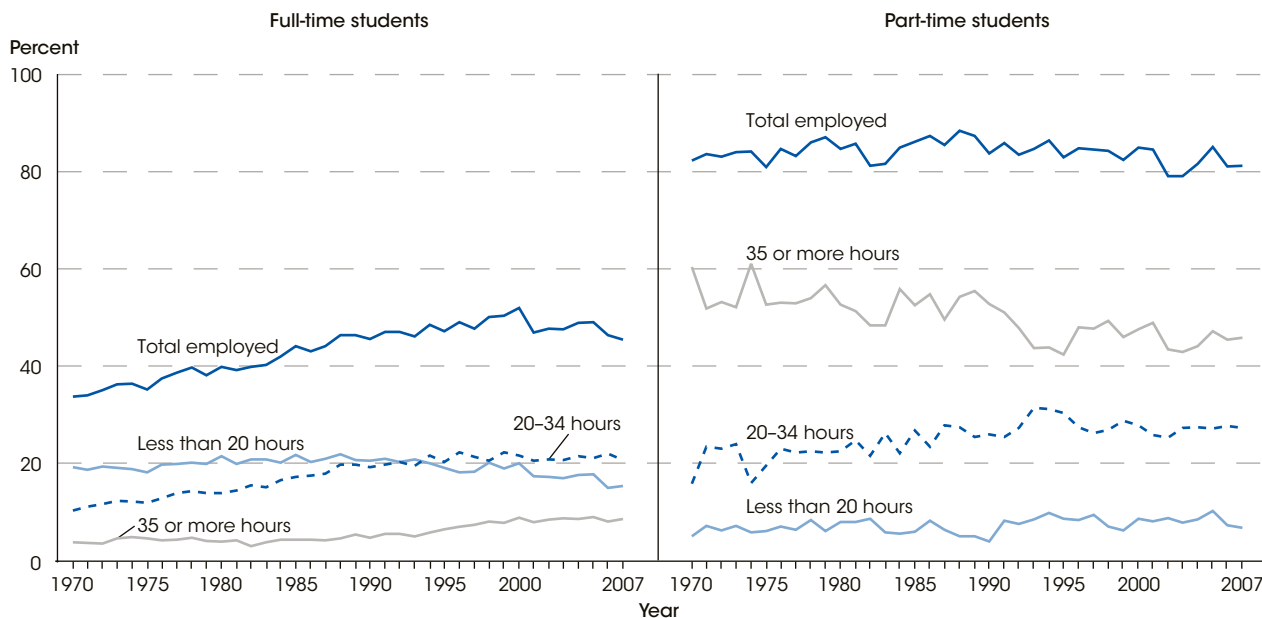
For more information: *Tables A-44-1 and A-44-2; Indicator 45*

Technical Notes

College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. *Hours worked*

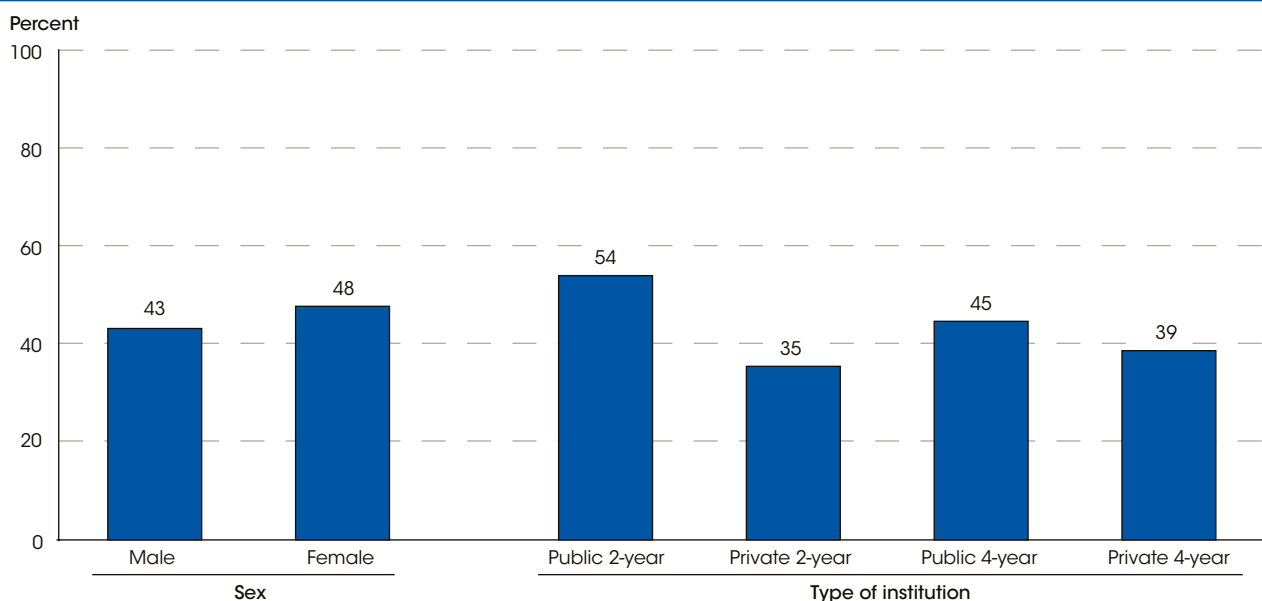
per week refers to the number of hours the respondent worked at all jobs during the survey week. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 44-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2007



NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. Percent employed estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week—these estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see *supplemental note 2*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2007.

Figure 44-2. Percentage of 16- to 24-year-old full-time college students who were employed, by sex and type of institution: 2007



NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week. Percent employed estimates include those who were employed but not at work during the survey week. For more information on the Current Population Survey (CPS), see *supplemental note 2*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2007.

Financial Aid for First-Time Students

Nearly three-quarters of full-time, first-time undergraduates received a student loan or grant in 2006–07. The percentage receiving financial aid was higher at not-for-profit institutions (85 percent) than at public institutions (70 percent) and for-profit institutions (69 percent).

This indicator examines the types and amounts of financial aid received by full-time, first-time degree/certificate-seeking undergraduates at 2- and 4-year colleges. In 2006–07, about 73 percent of these undergraduates participated in some type of financial aid program, including federal, state/local, and institutional grants, and student loans (see table A-45-1). The percentage of undergraduates receiving financial aid was higher at private not-for-profit institutions (85 percent) than at public institutions (70 percent) and at private for-profit institutions (69 percent). Among undergraduates at public institutions, the percentage receiving aid was lower at 2-year institutions (61 percent) than at public 4-year institutions (75 percent). In contrast, 55 percent of undergraduates at for-profit 4-year institutions received financial aid, compared with 89 percent at for-profit 2-year institutions.

In addition to the differences in the overall percentages of full-time, first-time undergraduates receiving financial aid at public, not-for-profit, and for-profit institutions, there were differences in the types of financial aid they received. About 74 percent of full-time, first-time undergraduates at private not-for-profit institutions received an institutional grant in 2006–07, compared with 25 percent of those at public institutions and 8 percent of those at for-profit institutions. About 35 percent of undergraduates at public institutions received a state/local government grant, compared to 30 percent of undergraduates at not-for-profit institutions and 9 percent of undergraduates at for-profit institutions. About 45 percent of undergraduates at for-profit institutions received a federal grant compared with undergraduates at public institutions (31 percent) and undergraduates at not-for-profit institutions (26 percent). Also, higher percentages of undergraduates received a student loan at for-profit institutions

(62 percent) and not-for-profit institutions (59 percent) than undergraduates at public institutions (34 percent).

Average financial aid awards for full-time, first-time undergraduates were higher at not-for-profit institutions than at public institutions. In 2006–07, the average federal grant was \$3,841 (in 2007–08 dollars) at not-for-profit institutions, compared with \$3,214 at public institutions and \$2,878 at for-profit institutions (see figure 45-2). Similarly, the average award for state/local grants was higher at not-for-profit institutions (\$3,444) than at public institutions (\$2,404) and at for-profit institutions (\$2,565). When comparing the size of financial aid awards, the institutions differed most in institutional grants, where the average award at not-for-profit institutions was \$11,122, compared with \$3,439 at public institutions and \$1,602 at for-profit institutions. The average award for student loans at for-profit institutions (\$6,747) was higher than the average award at both not-for-profit institutions (\$5,750) and public institutions (\$4,232).

Average financial aid awards for full-time, first-time undergraduates were higher in 2006–07 than in 2000–01, after adjustment for inflation. The average award for institutional aid was 19 percent higher in 2006–07 than in 2000–01, compared with the smaller increases of 8 percent for federal grants and 65 percent for state grants (see table A-45-2). The average student loan amount was 14 percent higher in 2006–07 than in 2000–01.



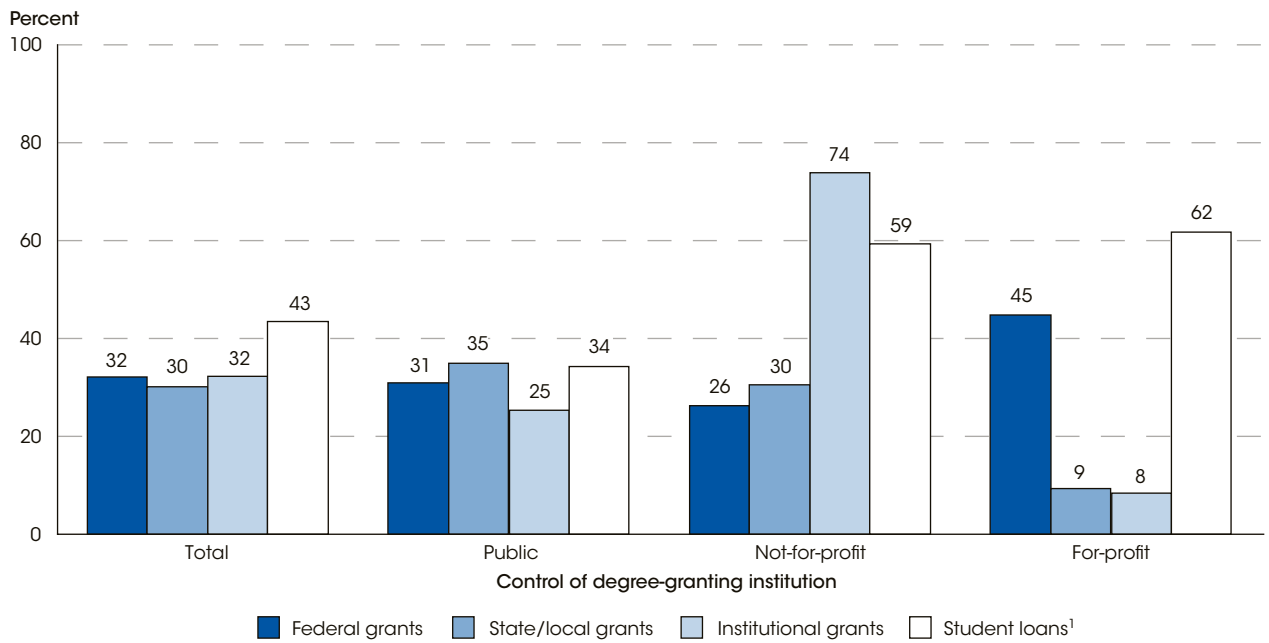
For more information: [Tables A-45-1 and A-45-2.](#)

Technical Notes

All measures in this indicator include only data for full-time, first-time degree/certificate-seeking undergraduates enrolled at 2- and 4-year institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Average amounts awarded are for students receiving the indicated type of aid. The data for loans include all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally

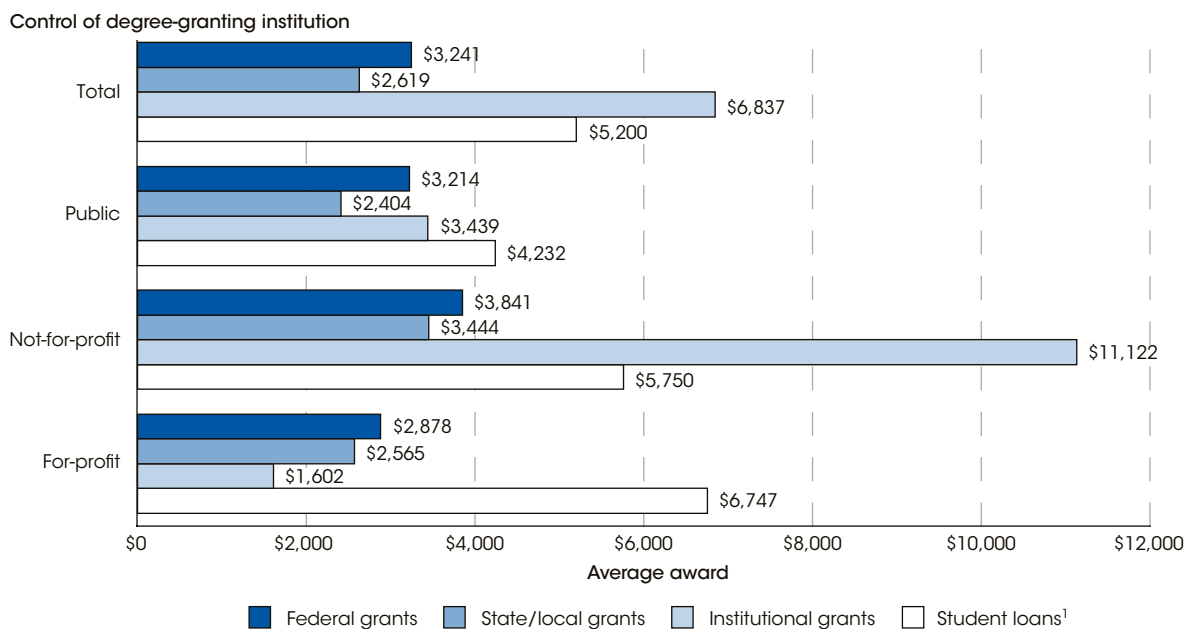
and privately sponsored student loans. The data for loans do not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents. For more information on tuition and fees, room, and board rates for public institutions and private for-profit and not-for-profit institutions, see NCES 2009-020, table 331. For more information about the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 45-1. Percentage of full-time, first-time degree/certificate-seeking undergraduates participating in financial aid programs, by control of degree-granting institution: Academic year 2006-07



¹ Includes all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally and privately sponsored student loans. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.
 NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For more information about the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006-07 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

Figure 45-2. Average award for full-time, first-time degree/certificate-seeking undergraduates participating in financial aid programs, by control of degree-granting institution: Academic year 2006-07



¹ Includes all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally and privately sponsored student loans. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.
 NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Average awards for students participating in indicated programs. For more information about the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006-07 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

Postsecondary Revenues and Expenditures

In 2006–07, student tuition accounted for 17 percent of the total revenue for public institutions, 26 percent for private not-for-profit institutions, and 88 percent for private for-profit institutions. State appropriations (24 percent) were the largest source of revenue for public institutions.

This indicator compares the revenues and expenses for public, private not-for-profit, and private for-profit postsecondary institutions. While detailed comparisons of financial data cannot be made across these sectors because of differences in accounting and data collection procedures for some categories of items, some general patterns can be observed. In 2006–07, student tuition and fees accounted for 26 percent of the total revenue for private not-for-profit institutions and 88 percent for private for-profit institutions (see table A-46-1). State appropriations (24 percent) were the largest source of revenue for public institutions, while tuition and fees (17 percent) constituted the second largest single revenue category. Private institutions report most federal student financial aid as tuition or auxiliary enterprise revenue (college housing and food services) rather than as direct revenue from the federal government. Public institutions report federal financial grant aid as federal grant revenue, although loans supported through federal programs are reported as tuition or auxiliary enterprise revenue.

In 2006–07, public institutions spent \$239 billion (\$26,062 per student in 2007–08 dollars) (see table A-46-2). About 28 percent of this amount, \$7,332 per student, was spent on instruction. The remaining funds were spent on other activities ranging from research (10 percent) and teaching hospitals (9 percent) to various types of services for students and the public, including public service (4 percent), student services (5 percent), and auxiliary enterprises (8 percent). Items more directly related to the administration of institutions included academic support (7 percent) and institutional support (8 percent). The expenses per student for public institutions were 3 percent higher in 2006–07 than in 2003–04, after adjustment for inflation.

In 2006–07, private not-for-profit institutions spent \$125 billion (about \$43,619 per student in 2007–08 dollars). About 33 percent of this amount, \$14,436 per student, was spent on instruction. The percentages of the budget spent by not-for-profit institutions on some categories of expenses—such as research (11 percent) and hospitals (8 percent)—were similar to the percentages spent by public institutions. For public service, the percentage for not-for-profit institutions (2 percent) was lower than for public institutions (4 percent). About 9 percent of the total spent at not-for-profit institutions was for academic support, and 14 percent was for institutional support. Part of the difference between revenues and expenses for 2006–07 was due to the size of the revenue from investments (\$19,578 per student) (see table A-46-1). These revenues may be volatile from year to year, affecting not only the amount of revenue from investments per student, but also the total revenues and the percentage distribution of the sources of revenues. The expenses per student for not-for-profit institutions were 3 percent higher in 2006–07 than in 2003–04, after adjustment for inflation.

In 2006–07, the expenses of private for-profit institutions amounted to \$12 billion (about \$13,357 per student in 2007–08 dollars) (see table A-46-2). About \$3,170 per student, or 24 percent of total expenses, was spent on instruction. About \$8,529 per student (64 percent of total expenses) was spent on a major grouping—made up of student services and academic and institutional support—that includes a wide range of administrative costs plus the profit of the institution.



For more information: *Tables A-46-1 and A-46-2*
Glossary: *Expenditures, Revenues*

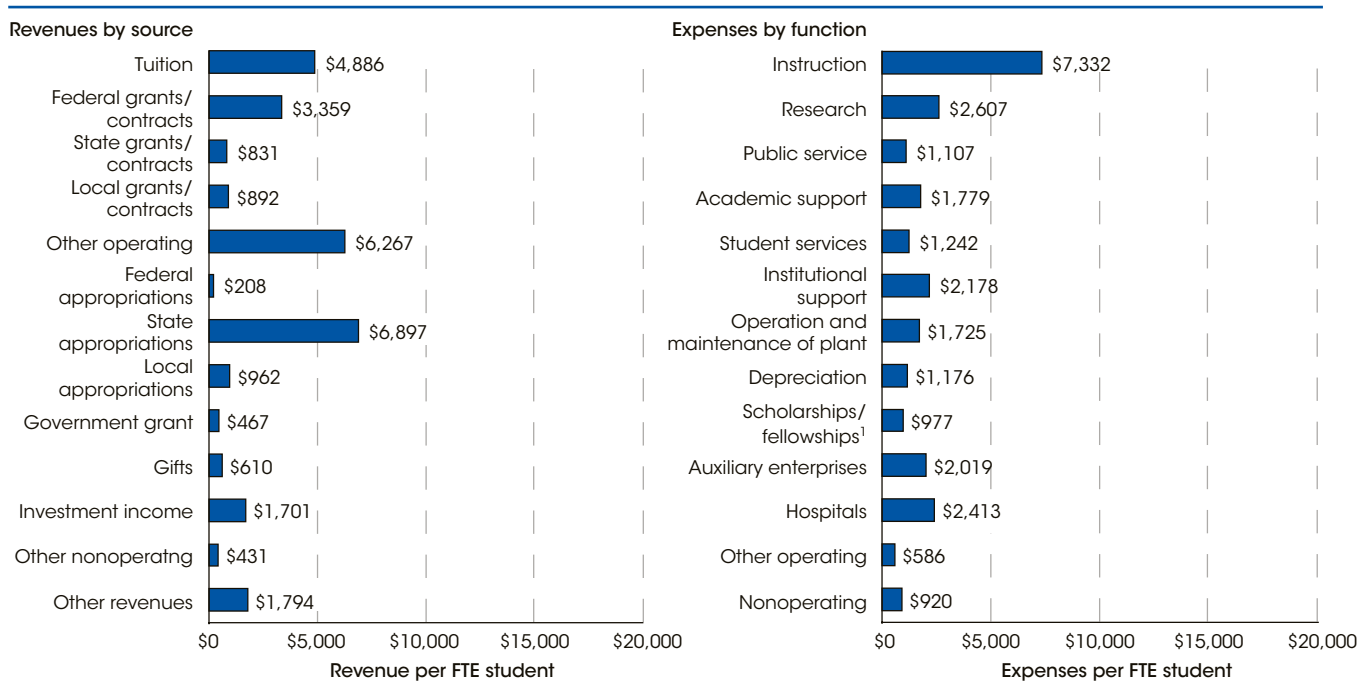
Technical Notes

Academic support includes services that directly support an institution's primary missions of instruction, research, or public service, such as libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. Institutional support includes general administrative services, executive direction and planning, legal and fiscal operations, and community relations. Student services include expenses associated with admissions; registrar activities; and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their

intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction (such as remedial instruction), counseling, financial aid administration, and student records. Revenue from endowments can fluctuate from year to year. For example, see negative revenues for investment return for years 2000–01 and 2001–02 in NCES 2009-020, table 353. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 46-1. Public degree-granting postsecondary institutions' revenue per student, by source, and expenses per student, by function: Academic year 2006-07

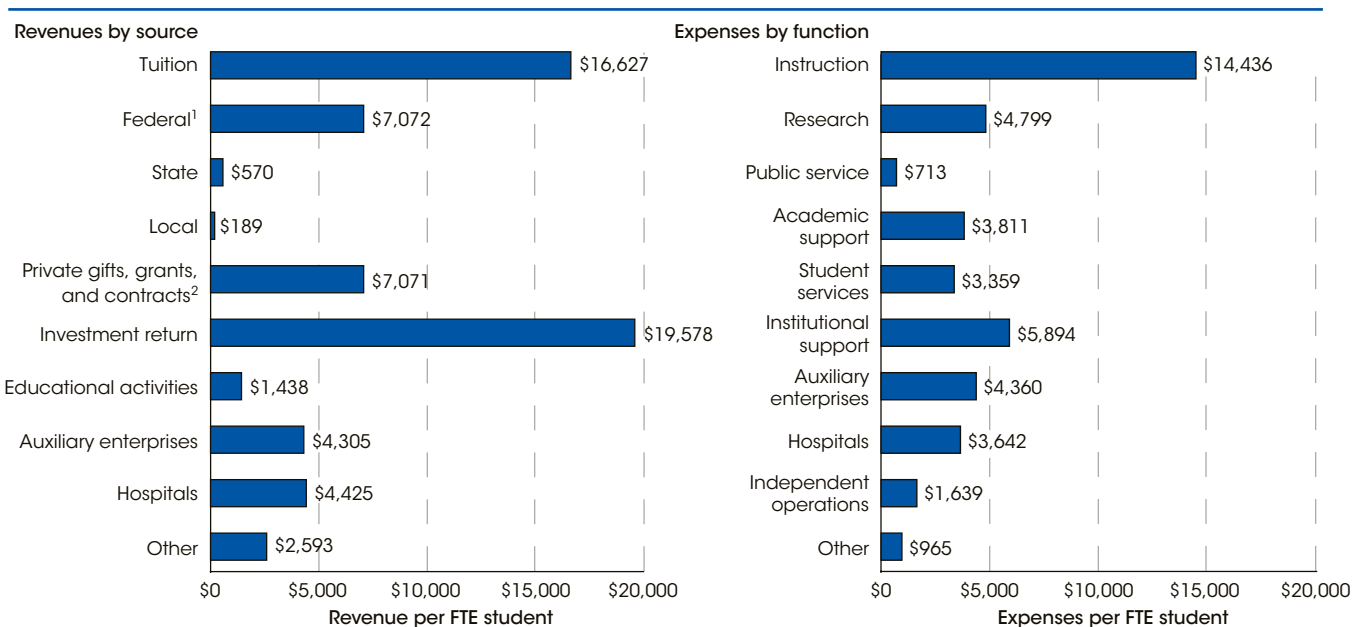
[In constant 2007-08 dollars]



¹ Excludes discounts and allowances. In 2006-07, about 59 percent of the total scholarships were reported under discounts and allowances.
 NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on IPEDS, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Winter 2007-08.

Figure 46-2. Private not-for-profit degree-granting postsecondary institutions' revenue per student, by source, and expenses per student, by function: Academic year 2006-07

[In constant 2007-08 dollars]



¹ Includes independent operations.
² Includes contracts and contributions from affiliated entities.
 NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on IPEDS, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Winter 2007-08.

Appendix A

Supplemental Tables

Appendix A contains all of the supplemental tables for the indicators in this volume.

The indicator tables are numbered sequentially according to indicator with a numbered suffix added to reflect the order of the supplemental table in each indicator. For example, indicator 13 has three supplemental tables, so the tables are numbered Table A-13-1, A-13-2, and A-13-3.

The standard errors for the supplemental tables in appendix A are not included here, but can be found on the NCES website at <http://nces.ed.gov/programs/coe>.

Supplemental Tables to Indicator 1

Enrollment Trends by Age

Table A-1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2007

October	Total, ages 3–34	Ages 3–4 ¹	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24				
						Total	In elementary/secondary	In post-secondary	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	94.1	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	94.5	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	93.3	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	92.9	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	92.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	93.6	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	93.7	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	93.7	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	93.7	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	93.6	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	93.4	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	94.1	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	94.4	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	95.0	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	94.7	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	94.9	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	94.9	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	95.0	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	95.1	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	95.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	95.8	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	96.0	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	96.7	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	96.5	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	96.6	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	96.3	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	95.4	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	96.6	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	96.1	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	95.8	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	95.7	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	95.8	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	56.2	56.3	95.5	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6
2003	56.2	55.1	94.5	98.3	96.2	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	96.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6
2005	56.5	53.6	95.4	98.6	96.5	67.6	18.3	49.3	36.1	48.7	27.3	11.9	6.9
2006	56.0	55.7	94.6	98.3	96.4	65.5	19.3	46.2	35.0	47.5	26.7	11.7	7.2
2007	56.1	54.5	94.7	98.4	96.4	66.8	17.9	48.9	35.7	48.4	27.3	12.4	7.2

¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later.

NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes enrollments in less-than-2-year postsecondary institutions and enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2007.

This indicator continues on page 116.

Supplemental Tables to Indicator 1

Enrollment Trends by Age

Table A-1-2. Age range for compulsory school attendance and kindergarten programs, by state: Selected years, 2000-2008

State	Compulsory age of attendance					Kindergarten education, 2008		
	2000	2002	2004	2006	2007	Attendance required	School districts required to offer	
							Half day	Full day
Alabama	7 to 16	7 to 16	7 to 16 ¹	7 to 16	7 to 16			X
Alaska	7 to 16	7 to 16	7 to 16 ¹	7 to 16	7 to 16			
Arizona	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹		X ^{2,3}	
Arkansas	5 to 17 ¹	5 to 17 ¹	5 to 17	5 to 17	5 to 17	X		X
California	6 to 18 ¹	6 to 18	6 to 18	6 to 18	6 to 18		X	
Colorado	—	—	7 to 16	7 to 16	6 to 17		X	
Connecticut	7 to 16	7 to 18 ¹	7 to 18 ¹	5 to 18 ⁴	5 to 18 ⁴	X	X	
Delaware	5 to 16	5 to 16	5 to 16 ¹	5 to 16	5 to 16	X	X	X ⁵
District of Columbia	—	5 to 18	5 to 18	5 to 18	5 to 18	X	X	
Florida	6 to 16 ⁶	6 to 16 ⁶	6 to 16 ^{1,6}	6 to 16 ⁶	6 to 16 ⁶	X	X	
Georgia	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16			X
Hawaii	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Idaho	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16			
Illinois	7 to 16	7 to 16	7 to 17	7 to 17	7 to 17		X ²	
Indiana	7 to 16	7 to 16	7 to 16	7 to 18 ¹	7 to 18 ¹		X	
Iowa	6 to 16 ¹	6 to 16 ¹	6 to 16	6 to 16	6 to 16		X	
Kansas	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹		X	
Kentucky	6 to 16	6 to 16	6 to 16 ¹	6 to 16	6 to 16		X	
Louisiana	7 to 17	7 to 17	7 to 17 ¹	7 to 18 ¹	7 to 18 ¹	X		X
Maine	7 to 17	7 to 17	7 to 17 ¹	7 to 17 ¹	7 to 17 ¹		X	
Maryland	5 to 16	5 to 16	5 to 16	5 to 16	5 to 16	X		X
Massachusetts	6 to 16	6 to 16	6 to 16	6 to 16 ¹	6 to 16 ¹		X	
Michigan	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16		X ^{2,7}	
Minnesota	7 to 18 ¹	7 to 16	7 to 16	7 to 16 ¹	7 to 16 ¹		X	
Mississippi	6 to 17	6 to 17	6 to 16	6 to 16	6 to 17			X
Missouri	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16		X	
Montana	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹		X	
Nebraska	7 to 16	7 to 16	7 to 16	6 to 18	6 to 18		X	
Nevada	7 to 17	7 to 17	7 to 17	7 to 17	7 to 17 ^{1,4}	X	X	
New Hampshire	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16			

See notes at end of table.

Table A-1-2. Age range for compulsory school attendance and kindergarten programs, by state: Selected years, 2000–2008—Continued

State	Compulsory age of attendance					Kindergarten education, 2008		
	2000	2002	2004	2006	2007	Attendance required	School districts required to offer	
							Half day	Full day
New Jersey	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16			
New Mexico	5 to 18	5 to 18	5 to 18 ¹	5 to 18 ¹	5 to 18 ¹	X	X	
New York	6 to 16 ¹	6 to 16	6 to 16	6 to 16 ⁸	6 to 16 ⁸			
North Carolina	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16			X
North Dakota	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16			
Ohio	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	X	X ²	
Oklahoma	5 to 18	5 to 18	5 to 18	5 to 18	5 to 18	X	X	X ⁹
Oregon	7 to 18	7 to 18	7 to 18 ¹	7 to 18	7 to 18		X	
Pennsylvania	8 to 17	8 to 17	8 to 17 ¹	8 to 17 ¹	8 to 17 ¹			
Rhode Island	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	X	X	
South Carolina	5 to 16	5 to 16	5 to 16	5 to 17 ⁴	5 to 17 ⁴	X	X	X ^{2,3}
South Dakota	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16 ⁴	X	X	
Tennessee	6 to 17	6 to 17	6 to 17	6 to 17 ⁴	6 to 17 ⁴	X	X	
Texas	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Utah	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Vermont	7 to 16	6 to 16	6 to 16	6 to 16 ¹	6 to 16 ¹		X	
Virginia	5 to 18	5 to 18	5 to 18	5 to 18 ¹	5 to 18 ¹	X	X	
Washington	8 to 17 ¹	8 to 17 ¹	8 to 16 ¹	8 to 18	8 to 18		X	
West Virginia	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	X		X
Wisconsin	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Wyoming	6 to 16 ¹	6 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹		X	

X State has policy.

— Not available.

¹ Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal without meeting conditions for a diploma or equivalency.² State requires either half-day or full-day program.³ Districts may apply for exemptions from the requirement for full-day kindergarten.⁴ Parent/guardian may request a waiver to delay entry to a later age per state law/regulation.⁵ Full-day requirement becomes effective upon each district's confirming vote and upon specific funding appropriation by the General Assembly.⁶ Compulsory school age for all Manatee County students who turned 16 on or after October 1, 1999, is 18, except for students who earned a high school diploma prior to reaching their 18th birthday.⁷ State requires a "program," not necessarily a traditional kindergarten program.⁸ New York City and Buffalo require school attendance until age 17 unless employed.⁹ Beginning in 2011–12, with the option for districts to transfer intradistrict, interdistrict, or to a licensed child care provider.SOURCE: Council of Chief State School Officers, *Key State Education Policies on PK–12 Education*, 2000, 2002, 2004, and 2006; Education Commission of the States, *Clearinghouse Notes*, August 1997; California Department of Education, Safe Schools and Violence Prevention Office, *School Attendance Review Boards*, Feb. 2001; *School District of Manatee County Policy and Procedures*, retrieved May 22, 2007, from http://www.manatee.k12.fl.us/policy_procedure/pdfs/chapters/Chapter_5.pdf; "State Kindergarten Statutes: State Comparisons," Education Commission of the States, 2007, retrieved June 19, 2007, from <http://mb2.ecs.org/reports/Report.aspx?id=14>; State Notes, "State Statutes Regarding Kindergarten," Education Commission of the States, 2008; and supplemental information from several state education websites.

Supplemental Table to Indicator 2

Early Development of Children

Table A-2-1. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by child and family characteristics: 2001-02, 2003-04, and 2005-06

Characteristic	Read stories to			Told stories			Sung to		
	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds
Total	32.5	45.3	38.6	27.2	28.0	22.8	73.5	67.6	49.7
Sex									
Male	32.0	43.2	37.5	27.4	26.8	21.6	72.6	64.6	44.5
Female	33.1	47.5	39.7	27.0	29.4	24.1	74.5	70.8	55.2
Race/ethnicity ¹									
White	40.7	59.3	50.5	31.0	32.3	25.6	74.9	69.9	50.7
Black	22.6	24.7	20.5	23.9	20.9	19.0	73.2	68.5	54.3
Hispanic	21.4	27.2	23.3	21.1	22.7	19.0	70.3	62.6	45.0
Asian	26.4	42.2	38.1	24.7	31.1	27.4	70.1	60.9	40.5
Pacific Islander	19.6!	27.8!	35.8!	38.9!	39.7!	30.4!	81.3	84.7	53.8
American Indian/Alaska Native	18.5	29.8	25.3	22.9	22.7	17.5	63.7	55.5	45.2
More than one race	35.3	47.2	39.5	29.5	29.4	20.6	81.5	70.2	56.2
Birthweight ²									
Normal	32.8	45.6	38.8	27.2	28.1	22.7	73.4	67.4	49.6
Low	29.2	41.8	37.2	27.6	28.2	24.7	76.4	69.2	51.2
Very low	26.8	42.7	33.2	27.8	27.4	22.3	73.2	69.4	51.3
Prematurity ³									
Yes	31.4	42.9	37.3	28.0	28.6	23.1	73.0	67.9	52.6
No	32.8	45.7	38.8	27.1	28.0	22.7	73.7	67.8	49.5
Poverty status									
In poverty	22.3	27.9	21.3	24.3	22.6	20.6	67.3	63.3	47.4
At or above poverty	35.8	50.7	44.3	28.2	29.8	23.6	75.6	68.9	50.5
Mother's education									
Less than high school	20.4	24.3	20.0	21.3	22.3	16.6	64.5	58.8	41.5
High school diploma or equivalent	26.6	36.3	28.6	24.5	24.5	21.0	71.1	66.7	50.1
Some college	34.6	46.8	39.3	28.9	28.6	24.0	77.8	69.4	53.1
Bachelor's degree or higher	47.5	70.2	60.9	33.4	36.0	27.6	79.4	73.4	50.9
No mother in household	13.4!	27.6!	13.4!	29.4!	24.9!	11.1!	63.7	51.7	29.9
Family type ⁴									
Two parents, with other siblings	31.4	47.4	41.8	24.9	28.2	22.6	71.4	66.1	48.8
Two parents, without other siblings	38.3	52.2	44.2	31.9	30.4	27.0	77.5	70.5	51.7
One parent, with other siblings	23.9	27.7	24.1	24.9	23.2	19.3	72.0	66.8	50.2
One parent, without other siblings	29.3	36.1	31.3	26.5	26.2	25.1	73.5	69.1	56.0
Other	20.1!	47.5	33.2	34.7	33.9	24.6	73.4	78.0	38.9
Primary language spoken in the home									
English	36.0	50.3	42.3	29.1	29.4	24.0	75.1	69.8	52.2
Other than English	17.6	23.9	22.5	18.8	22.5	17.8	66.8	58.1	39.1

See notes at end of table.

Table A-2-1. Percentage of 9-month-olds, 2-year-olds, and 4-year-olds read to, told stories, and sung to daily in a typical week by a family member, by child and family characteristics: 2001–02, 2003–04, and 2005–06—Continued

Characteristic	Read stories to			Told stories			Sung to		
	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds	9-month-olds	2-year-olds	4-year-olds
Mother's employment									
35 hours or more	29.3	42.2	35.9	26.3	26.4	21.5	73.2	66.7	49.0
Less than 35 hours	36.4	51.5	43.2	27.0	28.1	24.5	75.5	69.1	52.7
Unemployed	26.7	34.0	24.4	25.9	25.3	19.3	74.8	69.3	51.7
Not in labor force	34.5	46.9	42.3	28.2	30.1	24.1	72.6	67.6	49.1
No mother in household	13.4 ¹	27.6 ¹	13.4 ¹	29.4 ¹	24.9 ¹	11.1 ¹	63.7	51.7	29.9

¹ Interpret data with caution (estimates are unstable).

² Race categories exclude persons of Hispanic ethnicity.

³ Normal birthweight is more than 5.5 pounds. Low birthweight is between 3.3 and 5.5 pounds. Very low birthweight is 3.3 pounds or less.

⁴ Prematurity is defined as less than 37 weeks' gestation.

⁵ For family type, the categories for parent type were collapsed as follows: two parents (includes biological mother and biological father or biological mother and other father [step-, adoptive, foster] or biological father and other mother [step-, adoptive, foster] or two adoptive parents); single parent (includes biological mother only or biological father only or single adoptive parent or adoptive parent and stepparent); and other parent type (includes related guardian(s) or unrelated guardian(s)). For more information on ECLS-B family type, see *supplemental note 3*.

NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. The row variables correspond with the year of the estimate. For example, "Mother's education" for the 9-month estimates reflects mother's highest level of education at the time of the 9-month data collection. Additionally, the 9-month estimates for "Read to" reflects the percentage of children whose parents read to them daily in a typical week at the time of the 9-month data collection. For more information on parents' education, race/ethnicity, and poverty, see *supplemental note 1*; for more information on the ECLS-B, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File (NCES 2008-034).

Knowledge and Skills of Young Children

Table A-3-1. Percentage of children demonstrating proficiency in various cognitive and motor skills at about 9 months old, by selected child and family characteristics: 2001-02

Characteristic	Percent of children demonstrating proficiency in cognitive skills				
	Explores objects	Explores purposefully	Jabbers expressively	Early problem solving	Names objects
Total	98.6	83.2	29.6	3.7	0.6
Sex					
Male	98.6	82.7	28.8	3.5	0.6
Female	98.7	83.8	30.4	3.9	0.7
Race/ethnicity ¹					
White	98.8	84.0	30.4	3.9	0.7
Black	98.1	80.8	27.9	3.4	0.6
Hispanic	98.5	82.9	29.0	3.4	0.6
Asian	98.8	83.3	28.2	3.1	0.5
Pacific Islander	98.9	81.8	23.7	2.0	0.3
American Indian/Alaska Native	98.4	80.3	27.3	3.4	0.6
More than one race	98.6	82.8	29.5	3.8	0.8
Primary type of care arrangement ²					
No regular nonparental arrangement	98.5	82.4	28.7	3.4	0.6
Home-based care					
Relative care	98.8	84.3	30.6	3.9	0.7
Nonrelative care	98.8	84.7	31.3	4.2	0.8
Center-based care	98.6	82.8	29.3	3.5	0.6
Multiple arrangements	98.3	78.6	25.0	2.7	0.4
Parents' highest level of education					
Less than high school	98.4	80.1	26.0	2.8	0.5
High school diploma or equivalent	98.4	82.6	29.2	3.6	0.7
Some college	98.7	84.4	30.8	3.9	0.7
Bachelor's degree	98.8	83.9	30.2	3.8	0.7
Any graduate education	98.8	84.1	30.5	3.9	0.7
Mother's employment status					
Full-time (35 hours or more)	98.7	83.9	30.1	3.8	0.7
Part-time (less than 35 hours)	98.9	85.3	31.7	4.2	0.8
Looking for work	98.5	81.7	27.7	3.1	0.5
Not in labor force	98.4	82.0	28.5	3.4	0.6
No mother in household	98.6	79.5	25.1	2.5	0.4
Poverty status					
In poverty	98.3	80.9	27.1	3.1	0.5
At or above poverty	98.7	84.0	30.4	3.8	0.7
Socioeconomic status (SES) ³					
Lowest 20 percent	98.3	81.1	27.2	3.1	0.5
Middle 60 percent	98.6	83.4	30.0	3.8	0.7
Highest 20 percent	98.8	84.8	30.6	3.8	0.6

See notes at end of table.

Table A-3-1. Percentage of children demonstrating proficiency in various cognitive and motor skills at about 9 months old, by selected child and family characteristics: 2001-02—Continued

Characteristic	Percent of children demonstrating proficiency in motor skills					
	Eye-hand coordination	Sitting	Pre-walking	Stands alone	Skillful walking	Balance
Total	89.1	86.8	64.7	18.6	8.4	1.7
Sex						
Male	89.3	87.0	65.1	18.5	8.3	1.7
Female	88.9	86.6	64.4	18.7	8.4	1.8
Race/ethnicity ¹						
White	88.7	86.5	63.7	18.0	8.1	1.6
Black	91.1	88.6	69.8	22.9	10.4	2.6
Hispanic	88.4	86.1	63.4	17.0	7.8	1.6
Asian	89.4	87.1	65.0	18.1	8.1	1.6
Pacific Islander	95.4	93.0	79.9	34.6	15.0	3.9!
American Indian/Alaska Native	90.2	87.8	66.7	19.6	8.5	1.5
More than one race	90.3	88.1	68.2	22.1	9.6	2.0
Primary type of care arrangement ²						
No regular nonparental arrangement	88.2	86.0	63.1	17.7	8.0	1.6
Home-based care						
Relative care	90.3	87.9	67.4	20.4	9.2	2.0
Nonrelative care	89.9	87.5	66.0	19.2	8.6	1.8
Center-based care	89.0	86.7	64.0	18.0	8.3	1.9
Multiple arrangements	87.1	84.9	61.6	13.6	6.2	0.8
Parents' highest level of education						
Less than high school	88.9	86.5	64.4	17.4	8.1	1.7
High school diploma or equivalent	89.6	87.3	66.9	20.7	9.1	1.9
Some college	90.0	87.7	66.7	20.6	9.2	2.0
Bachelor's degree	88.2	86.0	62.4	16.2	7.4	1.4
Any graduate education	87.5	85.4	60.5	15.2	7.0	1.3
Mother's employment status						
Full-time (35 hours or more)	89.9	87.6	66.4	19.3	8.7	1.8
Part-time (less than 35 hours)	89.7	87.5	66.1	19.5	8.7	1.8
Looking for work	89.7	87.3	66.5	19.6	8.9	2.0
Not in labor force	87.9	85.8	62.4	17.4	7.9	1.6
No mother in household	92.6	89.8	70.0	20.5!	9.0	1.6!
Poverty status						
In poverty	89.1	86.8	65.5	19.2	8.7	1.9
At or above poverty	89.1	86.8	64.5	18.4	8.3	1.7
Socioeconomic status (SES) ³						
Lowest 20 percent	89.1	86.7	65.3	18.5	8.4	1.8
Middle 60 percent	89.4	87.2	65.6	19.7	8.8	1.9
Highest 20 percent	88.0	85.8	61.6	15.6	7.1	1.3

! Interpret data with caution (estimates are unstable).

¹ Race categories exclude persons of Hispanic ethnicity.

² The parent questionnaire at about 9 months old asked whether care arrangements were home- or center-based, or a combination of both. Information about Head Start enrollment was not obtained until the 2- and 4-year-old follow-ups.

³ Children are grouped into quintiles and classified into low, middle, and high SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, and family's income. See glossary for a definition of socioeconomic status.

NOTE: Percentages reflect children who demonstrated mastery or "proficiency" within a subscale measuring specific skills. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. While ECLS-B assessed some infants as young as 6 months and as old as 22 months, the estimates reflect information collected on infants around 9 months old (8 to 10 months). For more information on race/ethnicity, parents' education, SES, and poverty, see *supplemental note 1*. For more information on ECLS-B, see *supplemental note 3*. See glossary for definitions of cognitive development and motor development.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–2-year Restricted-Use Data File and Longitudinal 9-month–Preschool Restricted-Use Data File.

Supplemental Tables to Indicator 3

Knowledge and Skills of Young Children

Table A-3-2. Percentage of children demonstrating proficiency in various cognitive and motor skills at about 2 years old, by selected child and family characteristics: 2003-04

Characteristic	Percent of children demonstrating proficiency in cognitive skills				
	Receptive vocabulary	Expressive vocabulary	Listening comprehension	Matching discrimination	Early counting
Total	84.5	63.9	36.6	31.9	3.9
Sex					
Male	81.4	59.2	32.9	28.4	3.0
Female	87.8	68.8	40.6	35.5	4.8
Race/ethnicity ¹					
White	88.7	70.8	42.2	37.1	5.2
Black	79.4	55.7	29.9	25.5	2.2
Hispanic	78.3	53.7	28.2	24.1	1.9
Asian	82.6	62.0	35.4	30.7	3.7
Pacific Islander	78.9	54.2	27.8	23.2	1.1!
American Indian/Alaska Native	74.9	49.9	25.5	21.7	1.4
More than one race	85.0	64.5	37.0	32.2	3.7
Primary type of care arrangement					
No regular nonparental arrangement	83.4	62.0	34.8	30.2	3.3
Home-based care					
Relative care	83.2	61.6	34.7	30.1	3.6
Nonrelative care	86.7	67.7	39.8	34.8	4.4
Center-based care ²	87.5	69.4	41.6	36.7	5.5
Multiple arrangements	81.7	63.1	38.0	33.8	6.2!
Parents' highest level of education					
Less than high school	76.5	50.4	25.4	21.5	1.2
High school diploma or equivalent	81.9	58.8	32.0	27.4	2.5
Some college	84.5	64.1	36.7	31.8	3.6
Bachelor's degree	88.5	71.0	42.5	37.4	5.3
Any graduate education	90.4	74.7	46.5	41.4	7.1
Mother's employment status					
Full-time (35 hours or more)	85.6	65.8	38.2	33.4	4.2
Part-time (less than 35 hours)	86.6	67.6	39.7	34.8	4.7
Looking for work	80.1	56.6	30.2	25.8	1.9
Not in labor force	83.1	61.6	34.7	30.1	3.4
No mother in household	79.3	54.8	30.5	26.8	5.1!
Poverty status					
In poverty	78.7	54.6	29.0	24.8	2.1
At or above poverty	86.2	66.7	38.9	34.0	4.4
Socioeconomic status (SES) ³					
Lowest 20 percent	77.3	51.6	26.4	22.5	1.6
Middle 60 percent	84.5	63.9	36.4	31.5	3.5
Highest 20 percent	91.1	75.4	46.7	41.5	7.0

See notes at end of table.

Table A-3-2. Percentage of children demonstrating proficiency in various cognitive and motor skills at about 2 years old, by selected child and family characteristics: 2003–04—Continued

Characteristic	Percent of children demonstrating proficiency in motor skills					
	Skillful walking	Balance	Fine motor control	Uses stairs	Alternating balance	Motor planning
Total	92.6	89.4	55.5	48.1	30.0	10.2
Sex						
Male	92.0	88.4	54.2	46.9	28.7	9.6
Female	93.2	90.5	56.8	49.3	31.3	10.9
Race/ethnicity ¹						
White	92.8	89.9	55.8	48.4	30.2	10.4
Black	93.3	90.6	58.0	50.2	32.5	11.2
Hispanic	91.6	87.9	53.5	46.3	28.2	9.4
Asian	92.4	89.2	54.8	47.5	29.3	9.9
Pacific Islander	92.8	90.0	54.0	46.5	27.3	8.9
American Indian/Alaska Native	92.3	89.0	55.0	47.8	29.8	10.2
More than one race	92.4	89.1	54.5	47.2	28.9	9.7
Primary type of care arrangement						
No regular nonparental arrangement	92.2	88.8	54.5	47.2	29.0	9.7
Home-based care						
Relative care	92.7	89.7	55.8	48.3	30.1	10.3
Nonrelative care	93.3	90.6	57.1	49.5	31.5	10.8
Center-based care ²	93.0	90.2	56.9	49.5	31.8	11.2
Multiple arrangements	91.3	87.1	52.4	45.8	27.9	9.8
Parents' highest level of education						
Less than high school	91.2	87.2	52.7	45.6	27.4	9.0
High school diploma or equivalent	92.4	89.2	55.2	47.8	29.7	10.0
Some college	92.6	89.4	55.6	48.2	30.2	10.4
Bachelor's degree	93.2	90.5	56.6	49.1	30.9	10.7
Any graduate education	93.0	90.2	56.5	48.9	30.8	10.6
Mother's employment status						
Full-time (35 hours or more)	93.0	90.1	56.7	49.1	31.2	10.8
Part-time (less than 35 hours)	92.8	89.8	55.5	48.1	29.8	10.1
Looking for work	92.0	88.4	53.8	46.7	28.5	9.6
Not in labor force	92.2	88.8	54.7	47.3	29.2	9.9
No mother in household	93.8	91.2	57.5	49.9	31.7	10.7
Poverty status						
In poverty	91.8	88.1	54.1	46.8	28.8	9.6
At or above poverty	92.8	89.8	55.9	48.4	30.3	10.4
Socioeconomic status (SES) ³						
Lowest 20 percent	91.7	88.0	53.6	46.4	28.2	9.4
Middle 60 percent	92.5	89.4	55.5	48.1	30.0	10.2
Highest 20 percent	93.4	90.8	57.2	49.5	31.5	10.9

! Interpret data with caution (estimates are unstable).

¹ Race categories exclude persons of Hispanic ethnicity.

² Head Start is included with center-based care because few children were in Head Start in the 2-year follow-up.

³ Children are grouped into quintiles and classified into low, middle, and high SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, and family's income. See glossary for a definition of socioeconomic status.

NOTE: Percentages reflect children who demonstrated mastery or "proficiency" within a subscale measuring specific skills. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Estimates for 2-year-olds pertain to children assessed between 22 and 25 months old. For more information on race/ethnicity, parents' education, SES, and poverty, see *supplemental note 1*. For more information on ECLS-B, see *supplemental note 3*. See glossary for definitions of cognitive development and motor development.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–2-year Restricted-Use Data File and Longitudinal 9-month–Preschool Restricted-Use Data File.

Knowledge and Skills of Young Children

Table A-3-3. Average scores for selected language, literacy, mathematics, and motor skills, and percentage of children demonstrating proficiency in selected literacy, mathematics, and color identification skills at about 4 years old, by selected child and family characteristics: 2005-06

Characteristic	Language knowledge and skills		Literacy knowledge and skills			
	Average receptive vocabulary score ¹	Average expressive vocabulary score ²	Average overall literacy score ³	Percent proficient at letter recognition ⁴	Average phonological awareness score ⁵	Average conventions of print score ⁶
Total	8.6	2.4	13.2	32.7	3.3	2.5
Sex						
Male	8.4	2.3	12.7	30.8	3.3	2.4
Female	8.8	2.6	13.7	34.8	3.4	2.6
Race/ethnicity ⁹						
White	9.2	2.6	14.2	36.8	3.5	2.7
Black	8.0	2.4	12.0	28.3	3.2	2.3
Hispanic	7.4	2.1	10.7	23.0	3.0	2.0
Asian	7.9	2.1	17.5	49.4	3.9	3.3
Pacific Islander	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	7.9	2.1	9.6	18.8	2.9	1.8
More than one race	9.0	2.5	13.9	35.4	3.5	2.7
Primary type of care arrangement						
No regular nonparental arrangement	8.1	2.3	11.4	25.6	3.1	2.2
Home-based care						
Relative care	8.3	2.3	11.4	25.8	3.1	2.2
Nonrelative care	8.6	2.5	12.8	31.5	3.3	2.4
Head Start	7.9	2.3	11.2	25.0	3.1	2.1
Other center-based care	9.0	2.6	14.9	39.5	3.6	2.8
Multiple arrangements	8.6	2.5	12.7	30.8	3.3	2.4
Parents' highest level of education						
Less than high school	7.1	1.9	8.9	16.0	2.7	1.7
High school diploma or equivalent	7.9	2.3	10.6	22.8	3.0	2.0
Some college	8.6	2.5	12.4	29.8	3.2	2.4
Bachelor's degree	9.2	2.7	15.4	41.6	3.6	3.0
Any graduate education	9.7	2.7	18.1	51.9	4.0	3.5
Mother's employment status						
Full-time (35 hours or more)	8.6	2.5	13.4	33.6	3.4	2.6
Part-time (less than 35 hours)	8.8	2.5	13.7	34.6	3.4	2.6
Looking for work	7.9	2.2	10.7	23.2	3.0	2.0
Not in labor force	8.6	2.4	13.1	32.5	3.3	2.5
No mother in household	8.2	2.2	10.7	23.4	3.0	2.0
Poverty status						
In poverty	7.7	2.1	9.9	20.1	2.9	1.9
At or above poverty	8.9	2.5	14.2	36.7	3.5	2.7
Socioeconomic status (SES) ¹⁰						
Lowest 20 percent	7.3	2.0	9.2	17.2	2.8	1.7
Middle 60 percent	8.6	2.5	12.7	30.8	3.3	2.4
Highest 20 percent	9.8	2.8	18.0	51.2	4.0	3.4

See notes at end of table.

Table A-3-3. Average scores for selected language, literacy, mathematics, and motor skills, and percentage of children demonstrating proficiency in selected literacy, mathematics, and color identification skills at about 4 years old, by selected child and family characteristics: 2005–06—Continued

Characteristic	Mathematics knowledge and skills		Percent scoring 10 out of 10 in color knowledge ⁴	Average fine motor skills score ⁸
	Average overall mathematics score ⁷	Percent proficient in numbers and shapes ⁴		
Total	22.8	65.4	63.6	3.4
Sex				
Male	22.3	62.3	61.3	3.1
Female	23.3	68.7	66.1	3.7
Race/ethnicity ⁹				
White	24.2	73.1	71.0	3.5
Black	20.6	54.7	55.3	3.2
Hispanic	20.1	51.4	50.2	3.3
Asian	26.3	81.2	70.7	4.5
Pacific Islander	‡	‡	‡	‡
American Indian/Alaska Native	17.6	39.9	43.9	3.0
More than one race	23.0	65.4	63.1	3.5
Primary type of care arrangement				
No regular nonparental arrangement	20.6	53.4	51.6	3.1
Home-based care				
Relative care	20.9	55.4	53.4	3.2
Nonrelative care	23.2	67.6	63.8	3.3
Head Start	20.6	54.7	52.6	3.2
Other center-based care	24.6	75.0	73.5	3.6
Multiple arrangements	22.5	65.3	67.1	3.2
Parents' highest level of education				
Less than high school	17.9	39.5	36.9	3.1
High school diploma or equivalent	19.9	50.5	51.3	3.1
Some college	22.4	64.5	64.5	3.4
Bachelor's degree	25.5	81.0	75.6	3.7
Any graduate education	27.4	86.0	81.0	3.9
Mother's employment status				
Full-time (35 hours or more)	23.3	68.3	67.5	3.5
Part-time (less than 35 hours)	23.4	69.0	63.5	3.5
Looking for work	19.7	47.5	47.1	3.0
Not in labor force	22.4	63.2	62.1	3.3
No mother in household	20.6	53.8	58.7	3.0
Poverty status				
In poverty	18.9	44.8	46.8	3.1
At or above poverty	24.0	71.8	68.8	3.5
Socioeconomic status (SES) ¹⁰				
Lowest 20 percent	18.0	40.1	42.8	3.0
Middle 60 percent	22.6	65.3	63.5	3.4
Highest 20 percent	27.5	87.1	81.7	3.9

‡ Reporting standards not met.

¹ Potential score ranges from 0 to 15.² Potential score ranges from 0 to 5.³ Potential score ranges from 0 to 37.⁴ Percentages reflect children who demonstrated mastery or "proficiency" within a subscale measuring specific skills.⁵ Potential score ranges from 0 to 8.⁶ Potential score ranges from 0 to 8.⁷ Potential score ranges from 0 to 44.⁸ Potential score ranges from 0 to 7.⁹ Race categories exclude persons of Hispanic ethnicity.¹⁰ Children are grouped into quintiles and classified into low, middle, and high SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, and family's income. See glossary for a definition of socioeconomic status.NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001. Estimates for 4-year-olds pertain to children assessed between 48 and 57 months old. For more information on race/ethnicity, parents' education, SES, and poverty, see *supplemental note 1*. For more information on ECLS-B, see *supplemental note 3*. See glossary for definitions of cognitive development and motor development.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

Supplemental Tables to Indicator 4

Public School Enrollment

Table A-4-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level and region: Selected years, fall 1970–2018

[Totals in thousands]

Fall of year	Total enrollment			Total and percent enrollment, grades preK–12 by region							
	Grades preK–12	Grades preK–8	Grades 9–12	Northwest		Midwest		South		West	
				Total	Percent	Total	Percent	Total	Percent	Total	Percent
1970	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2
1975	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3
1980	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1985	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	27,420	12,333	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987	40,008	27,933	12,076	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2
1988	40,189	28,501	11,687	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989	40,543	29,152	11,390	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990	41,217	29,878	11,338	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,047	30,506	11,541	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5
1992	42,823	31,088	11,735	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993	43,465	31,504	11,961	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994	44,111	31,898	12,213	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995	44,840	32,341	12,500	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996	45,611	32,764	12,847	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2
1997	46,127	33,073	13,054	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4
1998	46,539	33,346	13,193	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5
1999	46,857	33,488	13,369	8,196	17.5	10,726	22.9	16,842	35.9	11,093	23.7
2000	47,204	33,688	13,515	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8
2001	47,672	33,938	13,734	8,250	17.3	10,745	22.5	17,237	36.2	11,440	24.0
2002	48,183	34,116	14,067	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1
2003	48,540	34,202	14,338	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2
2004	48,795	34,179	14,617	8,271	17.0	10,775	22.1	17,892	36.7	11,857	24.3
2005	49,113	34,205	14,908	8,240	16.8	10,819	22.0	18,103	36.9	11,951	24.3
2006	49,299	34,221	15,078	8,258	16.8	10,811	21.9	18,289	37.1	11,942	24.2
Projected											
2007	49,470	34,383	15,087	8,141	16.5	10,757	21.7	18,527	37.5	12,045	24.3
2008	49,623	34,667	14,955	8,055	16.2	10,708	21.6	18,744	37.8	12,116	24.4
2009	49,788	34,973	14,815	7,969	16.0	10,661	21.4	18,962	38.1	12,197	24.5
2010	50,034	35,335	14,698	7,902	15.8	10,628	21.2	19,203	38.4	12,300	24.6
2011	50,349	35,732	14,617	7,848	15.6	10,615	21.1	19,469	38.7	12,417	24.7
2012	50,767	36,126	14,641	7,810	15.4	10,624	20.9	19,779	39.0	12,554	24.7
2013	51,239	36,523	14,716	7,788	15.2	10,649	20.8	20,092	39.2	12,710	24.8
2014	51,769	36,903	14,866	7,779	15.0	10,689	20.6	20,416	39.4	12,886	24.9
2015	52,346	37,160	15,186	7,783	14.9	10,736	20.5	20,744	39.6	13,083	25.0
2016	52,892	37,496	15,396	7,790	14.7	10,777	20.4	21,042	39.8	13,284	25.1
2017	53,426	37,838	15,588	7,801	14.6	10,814	20.2	21,322	39.9	13,488	25.2
2018	53,933	38,179	15,754	7,815	14.5	10,845	20.1	21,580	40.0	13,693	25.4

NOTE: The most recent year of actual data is 2006, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. Some data have been revised from previously published figures. For a list of states in each region, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1993–94 through 2006–07. *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12, retrieved December 24, 2008, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95122>; and National Elementary and Secondary Enrollment Model, 1972–2006.

This indicator continues on page 128.

Supplemental Tables to Indicator 4

Public School Enrollment

Table A-4-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state: Fall 2006 and fall 2018

[Numbers in thousands]

Region and state	Grades preK-12			Grades preK-8			Grades 9-12		
	Actual enrollment 2006	Projected enrollment 2018	Projected percent change 2006-2018	Actual enrollment 2006	Projected enrollment 2018	Projected percent change 2006-2018	Actual enrollment 2006	Projected enrollment 2018	Projected percent change 2006-2018
United States	49,299	53,933	9.4	34,221	38,179	11.6	15,078	15,754	4.5
Northeast	8,258	7,815	-5.4	5,574	5,435	-2.5	2,684	2,380	-11.3
Connecticut	575	541	-5.9	398	382	-4.0	177	159	-10.1
Maine	194	185	-4.5	132	133	0.6	62	52	-15.5
Massachusetts	969	909	-6.2	671	641	-4.4	298	267	-10.3
New Hampshire	204	206	1.1	136	145	6.8	67	60	-10.3
New Jersey	1,389	1,356	-2.4	964	952	-1.2	425	404	-5.0
New York	2,810	2,556	-9.0	1,888	1,780	-5.7	922	776	-15.8
Pennsylvania	1,871	1,840	-1.7	1,220	1,241	1.7	651	599	-8.1
Rhode Island	152	134	-11.5	102	96	-5.8	50	38	-23.1
Vermont	95	88	-7.4	64	64	-0.2	32	25	-22.0
Midwest	10,811	10,845	0.3	7,396	7,576	2.4	3,415	3,269	-4.3
Illinois	2,118	2,167	2.3	1,478	1,526	3.2	641	641	0.1
Indiana	1,046	1,079	3.2	730	753	3.2	316	326	3.1
Iowa	483	489	1.3	326	335	2.7	157	154	-1.6
Kansas	470	487	3.8	326	342	4.8	143	145	1.5
Michigan	1,715	1,579	-7.9	1,163	1,117	-3.9	552	462	-16.3
Minnesota	841	887	5.5	558	614	10.0	282	273	-3.4
Missouri	920	964	4.7	634	678	6.9	286	286	-0.1
Nebraska	288	308	7.0	196	212	8.4	92	95	3.9
North Dakota	97	88	-8.5	64	62	-3.6	32	26	-18.3
Ohio	1,836	1,780	-3.1	1,253	1,233	-1.6	583	547	-6.3
South Dakota	121	121	-0.5	83	85	2.8	38	35	-7.6
Wisconsin	877	896	2.2	585	618	5.7	292	278	-4.8
South	18,289	21,580	18.0	12,986	15,462	19.1	5,303	6,118	15.4
Alabama	744	754	1.4	529	535	1.2	215	219	1.9
Arkansas	476	520	9.1	337	367	8.9	140	153	9.7
Delaware	122	137	11.7	85	95	12.1	37	41	10.5
District of Columbia	73	75	3.1	52	59	12.3	20	16	-20.6
Florida	2,672	3,313	24.0	1,867	2,383	27.7	805	929	15.5
Georgia	1,629	2,039	25.2	1,167	1,444	23.8	463	595	28.6
Kentucky	683	707	3.6	487	501	2.7	196	207	5.6
Louisiana	676	651	-3.6	492	490	-0.5	184	162	-12.0
Maryland	852	872	2.4	579	629	8.6	273	243	-10.7
Mississippi	495	491	-0.8	356	352	-1.3	139	139	0.3
North Carolina	1,444	1,775	22.9	1,027	1,260	22.7	417	515	23.3
Oklahoma	639	685	7.1	460	495	7.7	179	189	5.4
South Carolina	703	744	5.8	497	535	7.7	206	208	1.1
Tennessee	978	1,105	12.9	692	780	12.7	286	325	13.4
Texas	4,600	6,077	32.1	3,320	4,385	32.1	1,280	1,692	32.2
Virginia	1,220	1,361	11.5	842	960	14.0	379	401	5.9
West Virginia	282	275	-2.4	198	192	-2.7	84	83	-1.8

See notes at end of table.

Table A-4-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state: Fall 2006 and fall 2018—Continued

[Numbers in thousands]

Region and state	Grades preK-12			Grades preK-8			Grades 9-12		
	Actual enrollment 2006	Projected enrollment 2018	Projected percent change 2006-2018	Actual enrollment 2006	Projected enrollment 2018	Projected percent change 2006-2018	Actual enrollment 2006	Projected enrollment 2018	Projected percent change 2006-2018
United States	49,299	53,933	9.4	34,221	38,179	11.6	15,078	15,754	4.5
West	11,942	13,693	14.7	8,266	9,706	17.4	3,676	3,987	8.5
Alaska	133	144	8.5	90	106	18.0	42	38	-11.6
Arizona	1,065	1,515	42.2	758	1,075	41.7	307	440	43.6
California	6,407	6,958	8.6	4,410	4,956	12.4	1,997	2,002	0.3
Colorado	794	947	19.3	559	667	19.3	235	280	19.2
Hawaii	181	170	-5.7	126	124	-1.5	55	46	-15.2
Idaho	267	337	26.1	187	235	25.8	80	102	26.9
Montana	144	149	3.3	97	105	8.3	47	44	-6.9
Nevada	424	595	40.2	303	424	40.0	121	171	40.8
New Mexico	328	363	10.5	230	260	13.0	98	103	4.6
Oregon	563	625	11.0	381	438	15.1	182	186	2.4
Utah	524	679	29.7	371	464	25.1	152	214	40.8
Washington	1,027	1,116	8.7	695	786	13.1	332	330	-0.5
Wyoming	85	94	10.6	58	65	12.2	27	29	7.1

NOTE: The most recent year of actual data is 2006, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," selected years, 2000-01 through 2006-07; and Public State Elementary and Secondary Enrollment Model, 1980-2006.

Private School Enrollment

Table A-5-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various years, fall 1995 through fall 2007

Grade level and fall of year	Total enrollment (in thousands)	Roman Catholic				Other religious				Non- sectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Unaffiliated	
Grades preK-12										
1995	5,918	45.0	24.7	14.4	5.9	35.4	13.3	11.8	10.3	19.7
1997	5,944	44.8	24.2	14.7	5.9	35.3	13.9	10.9	10.5	19.9
1999	6,018	44.2	23.2	14.6	6.4	36.4	14.5	10.7	11.2	19.3
2001	6,320	42.3	20.7	15.5	6.1	36.8	14.8	10.5	11.5	20.9
2003	6,099	41.3	19.4	15.8	6.1	36.5	14.6	10.7	11.3	22.1
2005	6,073	39.6	17.5	15.8	6.3	37.9	15.8	11.5	10.7	22.5
2007	5,910	39.1	16.0	16.4	6.6	38.6	14.9	8.9	14.8	22.3
Grades preK-8										
1995	4,756	42.9	28.8	12.1	2.1	36.9	13.7	12.1	11.1	20.2
1997	4,759	43.0	28.4	12.6	2.0	36.7	14.3	11.1	11.3	20.3
1999	4,789	42.5	27.5	12.7	2.3	38.0	14.9	11.1	12.0	19.6
2001	5,023	40.5	24.4	13.7	2.3	38.4	15.2	10.7	12.5	21.2
2003	4,788	39.4	23.1	14.0	2.2	38.3	15.1	10.8	12.4	22.3
2005	4,724	37.7	21.0	14.2	2.4	39.5	16.2	11.9	11.4	22.8
2007	4,546	37.1	19.3	15.1	2.6	40.3	15.4	9.2	15.8	22.6
Grades 9-12										
1995	1,163	53.2	7.8	23.7	21.7	29.4	11.7	10.5	7.2	17.4
1997	1,185	52.2	7.3	23.2	21.7	29.8	12.2	9.9	7.6	18.0
1999	1,229	51.0	6.5	22.2	22.2	30.5	12.9	9.5	8.1	18.5
2001	1,296	49.4	6.4	22.5	20.5	31.0	13.3	9.8	7.8	19.6
2003	1,311	48.3	5.7	22.3	20.3	29.9	12.8	10.0	7.2	21.8
2005	1,349	46.2	5.2	21.0	20.0	32.5	14.3	10.1	8.1	21.4
2007	1,364	45.7	4.9	20.6	20.1	33.0	13.5	8.0	11.4	21.4

NOTE: Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Ungraded students are prorated into preK-8 and 9-12 enrollment totals. Calculations were revised and estimates may differ from previously published data. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), please see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995-96 through 2007-08.

Table A-5-2. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Various years, fall 1995 through fall 2007

[Totals in thousands]

Grade level and fall of year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades preK-12										
1995	5,918	11.7	1,509	16.0	1,525	12.7	1,744	9.8	1,141	10.0
1997	5,944	11.4	1,496	15.6	1,528	12.5	1,804	9.8	1,116	9.4
1999	6,018	11.4	1,507	15.5	1,520	12.4	1,863	10.0	1,127	9.2
2001	6,320	11.7	1,581	16.1	1,556	12.6	1,975	10.3	1,208	9.6
2003	6,099	11.2	1,513	15.4	1,460	11.9	1,944	9.9	1,182	9.1
2005	6,073	11.0	1,430	14.8	1,434	11.7	1,976	9.8	1,234	9.4
2007	5,910	10.7	1,426	14.9	1,352	11.2	1,965	9.6	1,167	8.8
Grades preK-8										
1995	4,756	12.8	1,174	17.2	1,238	14.3	1,413	10.7	931	11.1
1997	4,759	12.6	1,165	16.8	1,235	14.1	1,449	10.8	909	10.5
1999	4,789	12.5	1,168	16.7	1,222	13.9	1,487	10.9	913	10.4
2001	5,023	12.9	1,216	17.3	1,253	14.3	1,584	11.3	969	10.6
2003	4,788	12.3	1,131	16.4	1,167	13.5	1,547	10.9	944	10.2
2005	4,724	12.1	1,063	15.9	1,142	13.3	1,551	10.7	969	10.5
2007	4,546	11.7	1,047	16.0	1,065	12.7	1,525	10.4	909	9.8
Grades 9-12										
1995	1,163	8.5	335	13.0	287	8.6	331	7.1	209	6.8
1997	1,185	8.3	331	12.5	293	8.5	354	7.2	207	6.4
1999	1,229	8.4	340	12.6	299	8.6	376	7.5	215	6.3
2001	1,296	8.6	365	13.1	302	8.6	390	7.5	239	6.8
2003	1,311	8.4	382	13.1	294	8.2	397	7.4	238	6.4
2005	1,349	8.3	367	12.3	292	7.9	425	7.5	265	6.7
2007	1,364	8.3	379	12.5	287	7.8	440	7.6	257	6.5

NOTE: Ungraded students are prorated into preK-8 and 9-12 enrollment totals. Detail may not sum to totals because of rounding. Calculations were revised and estimates may differ from previously published data. For more information on geographic region, see *supplemental note 1*, and for more information on the Private School Universe Survey (PSS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Private School Universe Survey (PSS), various years, 1995-96 through 2007-08; U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1995-96 through 2006-07; and U.S. Department of Education, NCES, *Projections of Education Statistics to 2017*.

Supplemental Table to Indicator 5

Private School Enrollment

Table A-5-3. Percentage distribution of students in private schools, by selected school characteristics and race/ethnicity: Fall 2007

School characteristic	Percentage distribution, by school characteristics	Percentage distribution, by race/ethnicity						
		Total	White	Other racial/ethnic groups				
				Total	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total	100.0	100.0	74.5	25.5	9.8	9.6	5.4	0.6
NCES private school typology								
Roman Catholic	39.1	100.0	73.1	26.9	7.9	13.4	4.9	0.6
Parochial	16.0	100.0	72.9	27.1	7.5	14.1	5.1	0.4
Diocesan	16.4	100.0	74.2	25.8	8.0	12.6	4.6	0.6
Private	6.6	100.0	71.0	29.0	8.8	13.8	5.3	1.1
Other religious	38.6	100.0	77.0	23.0	11.1	6.6	4.7	0.6
Conservative Christian	14.9	100.0	74.6	25.4	12.4	7.6	4.6	0.8
Affiliated	8.9	100.0	79.8	20.2	9.2	5.4	5.4	0.3
Unaffiliated	14.8	100.0	77.8	22.2	10.9	6.4	4.3	0.5
Nonsectarian	22.3	100.0	72.7	27.3	11.3	7.1	8.1	0.9
School level								
Elementary	54.6	100.0	72.5	27.5	9.9	11.2	5.8	0.6
Secondary	14.0	100.0	75.0	25.0	8.9	10.7	4.9	0.5
Combined	31.4	100.0	77.2	22.8	10.0	6.8	5.2	0.7
Program emphasis								
Regular	85.1	100.0	75.2	24.8	9.3	9.7	5.2	0.6
Montessori	3.7	100.0	69.0	31.0	8.2	8.3	13.4	1.0
Special program emphasis	2.3	100.0	74.3	25.7	8.7	6.1	10.0	0.9
Special education	2.1	100.0	60.8	39.2	23.3	12.4	2.4	1.0
Alternative	1.4	100.0	64.7	35.3	20.7	10.1	3.3	1.2
Early childhood	5.3	100.0	68.4	31.6	13.3	10.0	7.0	1.3
Enrollment								
Less than 50	4.4	100.0	72.5	27.5	15.1	8.0	3.3	1.1
50-149	16.6	100.0	68.8	31.2	15.8	9.3	5.0	1.2
150-299	26.0	100.0	69.4	30.6	11.9	12.1	6.0	0.6
300-499	21.2	100.0	76.8	23.2	7.8	9.3	5.6	0.6
500-749	14.6	100.0	78.3	21.7	7.2	9.0	5.0	0.5
750 or more	17.2	100.0	79.9	20.1	6.1	7.8	5.7	0.5
Region								
Northeast	24.1	100.0	75.4	24.6	11.1	8.4	4.6	0.4
Midwest	22.9	100.0	82.2	17.8	8.8	5.6	2.8	0.6
South	33.3	100.0	75.5	24.5	11.8	8.7	3.5	0.5
West	19.7	100.0	62.3	37.7	5.9	17.6	13.0	1.3
Locale								
City	41.1	100.0	67.5	32.5	12.7	12.6	6.6	0.5
Suburban	40.3	100.0	76.2	23.8	9.1	8.9	5.4	0.5
Town	7.0	100.0	86.7	13.3	3.9	5.5	2.9	1.1
Rural	11.6	100.0	86.4	13.6	5.2	4.0	3.0	1.4

NOTE: Race categories exclude persons of Hispanic ethnicity. Distribution by race/ethnicity excludes prekindergarten students. Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Vocational schools are included with special program emphasis schools. Ungraded students are prorated into preK-8 and 9-12 enrollment totals. Detail may not sum to totals because of rounding. For more information on race/ethnicity, geographic region, and locale, see *supplemental note 1*, and for more information on private school typology and on the Private School Universe Survey (PSS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2007-08.

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Supplemental Tables to Indicator 6

Homeschooled Students

Table A-6-1. Number and percentage distribution of all school-age children who were homeschooled and homeschooling rate, by selected characteristics: 1999, 2003, and 2007

Characteristic	1999			2003			2007		
	Number	Percentage distribution	Home-schooling rate ¹	Number	Percentage distribution	Home-schooling rate ¹	Number	Percentage distribution	Home-schooling rate ¹
Total	850,000	100.0	1.7	1,096,000	100.0	2.2	1,508,000	100.0	2.9
Homeschooled entirely	697,000	82.0	100.0	898,000	82.0	100.0	1,266,000	84.0	100.0
Homeschooled and enrolled in school part time	153,000	18.0	100.0	198,000	18.0	100.0	242,000	16.0	100.0
Enrolled in school less than 9 hours per week	107,000	12.6	100.0	137,000	12.5	100.0	173,000	11.5	100.0
Enrolled in school 9–25 hours per week	46,000	5.4	100.0	61,000	5.6	100.0	69,000	4.6	100.0
Race/ethnicity ²									
White	640,000	75.3	2.0	843,000	77.0	2.7	1,159,000	76.8	3.9
Black	84,000	9.9	1.0	103,000	9.4	1.3	61,000	4.0	0.8
Hispanic	77,000	9.1	1.1	59,000	5.3	0.7	147,000	9.8	1.5
Other	49,000	5.8	1.9	91,000	8.3	3.0	141,000	9.3	3.4
Sex									
Male	417,000	49.0	1.6	569,000	51.9	2.2	633,000	41.9	2.4
Female	434,000	51.0	1.8	527,000	48.1	2.1	875,000	58.1	3.5
Number of children in the household									
One child	120,000	14.1	1.5	110,000	10.1	1.4	187,000	12.4	2.2
Two children	207,000	24.4	1.0	306,000	28.0	1.5	412,000	27.3	2.0
Three or more children	523,000	61.6	2.4	679,000	62.0	3.1	909,000	60.3	4.1
Number of parents in the household									
Two parents	683,000	80.4	2.1	886,000	80.8	2.5	1,348,000	89.4	3.6
One parent	142,000	16.7	0.9	196,000	17.9	1.5	115,000	7.6	1.0
Nonparental guardians	25,000	2.9	1.4	14,000	1.3	0.9	45,000	3.0	2.1
Parents' participation in the labor force									
Two parents, one in labor force	444,000	52.2	4.6	594,000	54.2	5.6	808,000	53.6	7.5
Two parents, both in labor force	237,000	27.9	1.0	274,000	25.0	1.1	509,000	33.8	2.0
One parent, in labor force	98,000	11.6	0.7	174,000	15.9	1.4	127,000	8.4	1.3
No parent in labor force	71,000	8.3	1.9	54,000	4.9	1.8	64,000	4.3	1.5
Household income									
\$25,000 or less	262,000	30.9	1.6	283,000	25.8	2.3	239,000	15.9	2.1
\$25,001–50,000	278,000	32.7	1.8	311,000	28.4	2.4	364,000	24.1	3.4
\$50,001–75,000	162,000	19.1	1.9	264,000	24.1	2.4	405,000	26.8	3.9
\$75,001 or more	148,000	17.4	1.5	238,000	21.7	1.7	501,000	33.2	2.7
Parents' education									
High school diploma or less	160,000	18.9	0.9	269,000	24.5	1.7	206,000	13.7	1.4
Some college or vocational/technical	287,000	33.7	1.9	338,000	30.8	2.1	549,000	36.4	3.8
Bachelor's degree	213,000	25.1	2.6	274,000	25.0	2.8	444,000	29.4	3.9
Graduate/professional degree	190,000	22.3	2.3	215,000	19.6	2.5	309,000	20.5	2.9

¹ The homeschooling rate is the percentage of the total subgroup that is homeschooled. For example, in 2007, some 2.4 percent of all school-age males were homeschooled.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: Detail may not sum to totals because of rounding. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey of the 1999 National Household Education Surveys Program (NHES), Parent and Family Involvement in Education Survey of the 2003 and 2007 NHES.

Table A-6-2. Number and percentage of school-age children who were homeschooled, by reasons parents gave as important and most important for homeschooling: 2007

Reason	Important ¹		Most important	
	Number	Percent	Number	Percent
A desire to provide religious or moral instruction	1,257,000	83.3	540,000	35.8
A concern about environment of other schools ²	1,321,000	87.6	309,000	20.5
A dissatisfaction with academic instruction at other schools	1,096,000	72.7	258,000	17.1
Other reasons ³	485,000	32.2	216,000	14.3
A desire to provide a nontraditional approach to child's education	984,000	65.2	99,000	6.5
Child has other special needs	315,000	20.9	55,000	3.6
Child has a physical or mental health problem	169,000	11.2	31,000	2.1

¹ Respondents could choose more than one reason. Percentages are based on a population of 1,508,000 homeschoolers.

² Such as safety, drugs, or negative peer pressure.

³ Parents homeschool their children for many reasons that are often unique to their family situation. "Other reasons" parents gave for homeschooling include family time, finances, travel, and distance.

NOTE: Homeschooled students are school-age children (ages 5-17) in a grade equivalent to at least kindergarten and not higher than 12th grade. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2007 National Household Education Surveys Program (NHES).

Racial/Ethnic Enrollment in Public Schools

Table A-7-1. Number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: October 1972–October 2007

October of year	Total (in thousands)	Other racial/ethnic groups								
		White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	More than one race	Other
1972	45,343	77.8	22.2	14.8	6.0	—	—	—	—	1.4
1973	44,945	78.1	21.9	14.7	5.7	—	—	—	—	1.4
1974	44,958	76.8	23.2	15.4	6.3	—	—	—	—	1.5
1975	44,524	76.2	23.8	15.4	6.7	—	—	—	—	1.7
1976	44,264	76.2	23.8	15.5	6.5	—	—	—	—	1.7
1977	43,154	76.1	23.9	15.8	6.2	—	—	—	—	1.9
1978	42,123	75.5	24.5	16.0	6.5	—	—	—	—	2.1
1979	41,462	—	—	—	—	—	—	—	—	—
1980	26,434	—	—	—	—	—	—	—	—	—
1981	41,022	72.4	27.6	16.0	8.7	—	—	—	—	2.9
1982	40,259	71.9	28.1	16.0	8.9	—	—	—	—	3.2
1983	39,806	71.3	28.7	16.1	9.2	—	—	—	—	3.4
1984	39,901	71.7	28.3	16.1	8.5	—	—	—	—	3.6
1985	39,890	69.6	30.4	16.8	10.1	—	—	—	—	3.5
1986	40,344	69.1	30.9	16.6	10.8	—	—	—	—	3.6
1987	40,887	68.5	31.5	16.6	10.8	—	—	—	—	4.0
1988	41,045	68.3	31.7	16.5	11.0	—	—	—	—	4.2
1989	41,259	68.0	32.0	16.6	11.4	3.0 ¹	(¹)	0.9	—	0.1
1990	41,862	67.6	32.4	16.5	11.7	3.0 ¹	(¹)	0.9	—	0.3
1991	42,366	67.1	32.9	16.8	11.8	3.2 ¹	(¹)	0.8	—	0.2
1992	42,943	66.8	33.2	16.9	12.0	3.3 ¹	(¹)	0.8	—	0.2
1993	43,848	67.0	33.0	16.6	12.1	3.3 ¹	(¹)	0.8	—	0.2
1994	44,948	65.8	34.2	16.7	13.7	2.5 ¹	(¹)	0.8	—	0.5
1995	45,308	65.5	34.5	16.9	14.1	2.3 ¹	(¹)	0.6	—	0.6
1996	45,619	63.7	36.3	16.6	14.5	4.1 ¹	(¹)	1.2	—	—
1997	47,212	63.0	37.0	16.9	14.9	3.9 ¹	(¹)	1.2	—	—
1998	46,552	62.4	37.6	17.2	15.4	4.0 ¹	(¹)	1.1	—	—
1999	47,069	61.9	38.1	16.5	16.2	4.5 ¹	(¹)	1.0	—	—
2000	46,981	61.3	38.7	16.6	16.6	4.2 ¹	(¹)	1.3	—	—
2001	47,689	61.3	38.7	16.5	16.6	4.3 ¹	(¹)	1.3	—	—
2002	47,973	60.7	39.3	16.5	17.6	4.0 ¹	(¹)	1.2	—	—
2003	48,087	58.3	41.7	16.1	18.6	3.7	0.3	0.6	2.4	—
2004	48,081	57.4	42.6	16.0	19.3	3.9	0.2	0.8	2.4	—
2005	48,356	57.6	42.4	15.6	19.7	3.7	0.2	0.7	2.5	—
2006	48,590	56.9	43.1	15.6	20.2	3.8	0.2	0.7	2.7	—
2007	48,512	55.9	44.1	15.3	20.9	4.1	0.3	0.8	2.6	—

— Not available.

¹ From 1989 through 2002, data on Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2007.

Table A-7-2. Number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1972–October 2007

Region and October of year	Total (in thousands)	White	Other racial/ethnic groups							
			Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
Northeast										
1972	9,828	81.4	18.6	12.4	5.5	—	—	—	—	0.7
1981	8,532	76.5	23.5	13.3	8.2	—	—	—	—	2.0
1986	7,523	73.8	26.2	13.3	10.7	—	—	—	—	2.2
1993	7,984	72.2	27.8	15.2	8.8	3.4 ¹	(¹)	0.1 [!]	—	0.3 [!]
2000	8,373	68.1	31.9	15.5	11.4	4.5 ¹	(¹)	0.4	—	—
2001	8,387	67.6	32.4	15.2	12.2	4.4 ¹	(¹)	0.6	—	—
2002	8,527	67.9	32.1	15.1	13.1	3.7 ¹	(¹)	0.3	—	—
2003	8,482	64.8	35.2	16.0	13.7	3.7	‡	0.2 [!]	1.5	—
2005	8,534	63.5	36.5	15.1	14.5	5.2	‡	‡	1.5	—
2006	8,351	63.8	36.2	14.7	15.3	4.4	‡	0.2 [!]	1.5	—
2007	8,144	64.0	36.0	13.5	14.9	5.7	0.1	0.3 [!]	1.5	—
Midwest										
1972	12,827	87.5	12.5	10.6	1.5	—	—	—	—	0.3
1981	10,468	84.4	15.6	12.1	1.9	—	—	—	—	1.6
1986	9,471	81.8	18.2	13.0	3.4	—	—	—	—	1.8
1993	10,643	80.8	19.2	13.4	3.6	1.3 ¹	(¹)	0.6	—	0.4
2000	10,825	76.3	23.7	15.3	5.5	2.0 ¹	(¹)	0.8	—	—
2001	11,086	77.2	22.8	14.8	4.8	2.0 ¹	(¹)	1.2	—	—
2002	10,887	75.5	24.5	14.5	6.4	2.6 ¹	(¹)	1.0	—	—
2003	10,528	74.4	25.6	14.2	6.4	2.2	0.2 [!]	0.4	2.2	—
2005	10,445	74.1	25.9	13.8	7.1	1.9	‡	0.6	2.5	—
2006	10,643	73.4	26.6	13.2	7.7	2.6	‡	0.5	2.4	—
2007	10,567	72.0	28.0	13.2	8.5	2.7	0.1	0.6	2.9	—
South										
1972	14,497	69.7	30.3	24.8	5.0	—	—	—	—	0.5
1981	13,953	64.1	35.9	25.9	8.5	—	—	—	—	1.4
1986	14,794	62.2	37.8	26.6	9.0	—	—	—	—	2.2
1993	15,236	60.1	39.9	26.4	10.7	2.0 ¹	(¹)	0.6	—	0.2 [!]
2000	16,312	55.1	44.9	25.6	16.0	2.1 ¹	(¹)	1.1	—	—
2001	16,515	55.6	44.4	25.6	15.6	2.5 ¹	(¹)	0.8	—	—
2002	16,687	54.2	45.8	26.2	16.6	1.9 ¹	(¹)	1.0	—	—
2003	17,299	53.6	46.4	24.8	16.9	2.1	‡	0.6	2.0	—
2005	17,481	52.9	47.1	23.9	18.3	1.8	‡	0.6	2.4	—
2006	17,637	51.5	48.5	24.5	18.8	1.9	‡	0.7	2.6	—
2007	17,851	51.1	48.9	24.3	18.8	2.4	0.1	0.9	2.4	—
West										
1972	8,191	72.8	27.2	6.4	15.3	—	—	—	—	5.5
1981	8,070	66.5	33.5	6.8	18.5	—	—	—	—	8.1
1986	8,556	62.5	37.5	6.1	22.0	—	—	—	—	9.4
1993	9,985	58.7	41.3	6.1	25.9	7.4 ¹	(¹)	1.7	—	0.2 [!]
2000	11,472	51.1	48.9	5.9	31.6	8.8 ¹	(¹)	2.6	—	—
2001	11,701	49.9	50.1	6.1	32.5	8.8 ¹	(¹)	2.7	—	—
2002	11,872	51.0	49.0	5.8	32.6	8.2 ¹	(¹)	2.4	—	—
2003	11,777	45.9	54.1	5.2	35.5	7.5	1.0	1.2	3.6	—
2005	11,895	45.6	54.4	5.2	36.6	7.2	0.6	1.3	3.6	—
2006	11,959	45.2	54.8	5.1	36.9	7.1	0.8	1.0	3.9	—
2007	11,950	43.4	56.6	5.0	39.1	6.9	0.8	1.2	3.6	—

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ From 1989 through 2002, Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity and region, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1972–2007.

Supplemental Tables to Indicator 8

Language Minority School-Age Children

Table A-8-1. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2007

[Numbers in millions]

Year	Total population	Spoke a language other than English at home					Percent of those who spoke a language other than English at home
		Number	Percent of total population	Spoke English with difficulty		Percent of total population	
				Number	Percent of total population		
1979	44.7	3.8	8.5	1.3	2.8		34.2
1989	42.3	5.2	12.3	1.8	4.3		34.6
1992	47.7	6.3	13.2	2.2	4.6		34.9
1995	47.5	6.7	14.1	2.4	5.2		35.8
1999	52.7	8.8	16.7	2.6	5.0		29.5
2000	52.5	9.5	18.1	2.9	5.5		30.5
2001	53.0	9.8	18.5	2.8	5.4		28.6
2002	53.0	9.8	18.5	2.8	5.3		28.6
2003	53.0	9.9	18.7	2.9	5.5		29.4
2004	52.9	9.9	18.8	2.8	5.3		27.9
2005	52.8	10.6	20.0	2.8	5.4		26.8
2006	53.4	10.8	20.3	2.8	5.2		25.4
2007	53.2	10.8	20.4	2.7	5.1		25.2
			Percentage change compared with 1979				
2007	19.0	185.5	139.9	110.7	83.8!		-26.2
			Percentage change compared with 2000				
2007	1.4	14.2	12.6	-5.6!	-6.4!		-17.3

! Interpret data with caution (estimates are unstable).

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on the CPS and the ACS, see *supplemental notes 2* and *3*, respectively.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000–07.

Table A-8-2. Number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2007

[Numbers in thousands]

Characteristic	Spoke a language other than English at home								
	Total population	Spoke English with difficulty							
		Number	Percent of total population	Total		Ages 5-9		Ages 10-17	
				Number	Percent of total population	Number	Percent of population ¹	Number	Percent of population ¹
Total	53,217	10,850	20.4	2,739	5.2	1,368	6.9	1,371	4.1
Language spoken at home									
Spanish	7,826	7,826	100.0	2,060	26.3	1,048	35.4	1,012	20.8
Other Indo-European ²	1,455	1,455	100.0	287	19.7	134	24.9	153	16.7
Asian/Pacific Islander ³	1,174	1,174	100.0	320	27.3	151	34.2	169	23.1
Other	395	395	100.0	72	18.3	35	22.8	37	15.4
Race/ethnicity ⁴									
White	30,825	1,729	5.6	371	1.2	141	1.3	230	1.2
Black	7,719	413	5.4	96	1.3	39	1.4	57	1.2
Hispanic	10,438	7,133	68.3	1,886	18.1	1,005	24.2	882	14.0
Mexican	7,163	5,103	71.2	1,486	20.8	819	28.0	667	15.7
Puerto Rican	946	456	48.2	76	8.0	27	7.8	49	8.2
Cuban	231	159	69.2	30	12.9	12	15.0	17	11.6
Dominican	268	233	86.9	48	17.8	20	21.7	27	15.7
Central American	664	543	81.8	133	20.1	70	27.0	63	15.6
South American	416	326	78.4	57	13.8	27	17.6	30	11.5
Other Hispanic	749	312	41.7	56	7.5	28	9.7	28	6.2
Asian	2,060	1,312	63.7	338	16.4	162	20.0	177	14.1
Asian Indian	399	264	66.2	41	10.3	23	13.1	18	8.2
Chinese	438	306	69.9	88	20.0	43	24.9	44	16.8
Filipino	352	118	33.5	29	8.3	11	8.7	18	8.1
Japanese	60	31	51.8	13	22.7	8	34.9	6	15.2
Korean	218	161	73.7	44	20.0	15	21.7	28	19.2
Vietnamese	265	209	78.7	64	24.1	34	29.8	30	19.9
Other Asian	328	223	68.0	59	18.0	27	22.0	32	15.6
Pacific Islander	79	27	34.4	5	6.8	3	10.1	3	5.1
American Indian/Alaska Native	416	65	15.6	11	2.5	4	2.7	7	2.5
More than one race	1,508	114	7.6	17	1.1	7	1.1	10	1.2
Citizenship									
U.S.-born citizen	50,548	8,619	17.1	1,842	3.6	1,070	5.6	771	2.5
Naturalized U.S. citizen	558	342	61.3	71	12.8	18	13.7	53	12.5
Non-U.S. citizen	2,110	1,888	89.5	826	39.1	279	48.8	547	35.6
Poverty status ⁵									
Poor	8,833	2,678	30.3	857	9.7	451	12.7	407	7.7
Near-poor	10,889	3,267	30.0	892	8.2	460	10.8	432	6.5
Nonpoor	32,570	4,759	14.6	939	2.9	430	3.7	509	2.4

¹ Percentage of the total subgroup population for that particular subgroup. For example, 2.7 percent of all American Indians/Alaska Natives ages 5-9 spoke a language other than English at home and spoke English with difficulty.

² An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

³ Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

⁴ Race categories exclude persons of Hispanic ethnicity. Totals may include some racial/ethnic categories not shown separately.

⁵ *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100-199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. Detail may not sum to totals because of missing values for poverty.

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. A Spanish-language version of the American Community Survey (ACS) was available to respondents. Detail may not sum to totals because of rounding. For more information on race/ethnicity and poverty status, see *supplemental note 1*. For more information on the ACS, see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Supplemental Tables to Indicator 8

Language Minority School-Age Children

Table A-8-3. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007

[Numbers in thousands]

Characteristic	Total population	Spoke a language other than English at home					
		Number	Percent of total population	Spoke English with difficulty			
				Total		Spanish	
				Number	Percent of total population	Number	Percent of population ³
United States	53,217	10,850	20.4	2,739	5.2	2,060	75.2
Northeast	9,156	1,859	20.3	397	4.3	209	52.8
Connecticut	595	106	17.9	18	3.0	12	67.9
Maine	213	12	5.8	2	1.1	#	18.3!
Massachusetts	1,060	198	18.7	45	4.3	24	53.1
New Hampshire	224	13	5.7	3	1.1	1!	57.2
New Jersey	1,502	388	25.8	66	4.4	42	63.3
New York	3,225	879	27.3	198	6.2	101	51.0
Pennsylvania	2,063	218	10.6	55	2.7	23	41.6
Rhode Island	176	40	22.9	8	4.7	5	65.0
Vermont	97	4	4.4	1	1.1	‡	‡
Midwest	11,761	1,310	11.1	339	2.9	222	65.3
Illinois	2,310	524	22.7	124	5.4	98	79.1
Indiana	1,149	92	8.0	26	2.3	17	67.2
Iowa	514	41	8.0	10	2.0	8	73.7
Kansas	504	57	11.3	13	2.6	10	76.4
Michigan	1,824	171	9.4	44	2.4	24	54.0
Minnesota	900	100	11.2	28	3.1	11	40.2
Missouri	1,023	67	6.6	20	2.0	11	52.3
Nebraska	329	36	11.1	11	3.2	8	79.5
North Dakota	100	4	4.0	1	1.0	‡	‡
Ohio	1,997	112	5.6	33	1.7	16	47.2
South Dakota	139	9	6.3	2	1.3	‡	60.9!
Wisconsin	971	96	9.9	28	2.9	18	65.5
South	19,559	3,407	17.4	920	4.7	765	83.2
Alabama	817	37	4.6	14	1.7	10	68.7
Arkansas	506	40	7.9	13	2.5	11	86.0
Delaware	145	16	11.1	4	3.1	3	56.4
District of Columbia	76	11	14.2	3	3.6	2!	74.2
Florida	2,886	747	25.9	154	5.3	121	78.8
Georgia	1,812	218	12.0	61	3.4	50	81.7
Kentucky	730	35	4.8	15	2.1	7	49.4
Louisiana	789	45	5.7	12	1.5	6	47.6
Maryland	985	134	13.6	32	3.2	20	61.9
Mississippi	545	16	3.0	5	0.9	4	72.8
North Carolina	1,579	175	11.1	55	3.5	45	82.1
Oklahoma	646	57	8.9	12	1.9	10	82.3
South Carolina	768	50	6.6	16	2.1	11	72.1
Tennessee	1,055	74	7.0	21	2.0	15	70.6
Texas	4,613	1,579	34.2	465	10.1	430	92.5
Virginia	1,322	167	12.6	36	2.7	20	54.1
West Virginia	285	7	2.4	2	0.6	1!	65.2

See notes at end of table.

Table A-8-3. Number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007—Continued
[Numbers in thousands]

Characteristic	Spoke a language other than English at home					
	Spoke English with difficulty					
	Asian/Pacific Islander ¹		Other Indo-European ²		Other	
	Number	Percent of population ³	Number	Percent of population ³	Number	Percent of population ³
United States	320	11.7	287	10.5	72	2.6
Northeast	63	15.8	103	25.9	22	5.5
Connecticut	2!	10.5	3	17.0	‡	‡
Maine	‡	‡	‡	‡	‡	‡
Massachusetts	9	19.8	10	22.0	2!	5.1!
New Hampshire	‡	‡	1!	24.3!	‡	‡
New Jersey	9	14.1	12	18.6	3	4.1
New York	30	15.2	53	26.6	14	7.2
Pennsylvania	9	16.3	23	40.9	‡	‡
Rhode Island	2!	25.4!	‡	‡	‡	‡
Vermont	‡	‡	1!	75.2	‡	‡
Midwest	40	11.7	62	18.2	16	4.9
Illinois	9	7.2	14	11.4	3	2.3!
Indiana	2	7.1	7	25.6	‡	‡
Iowa	1!	7.1!	1!	11.4!	‡	‡
Kansas	2!	11.8!	1!	9.1!	‡	‡
Michigan	6	14.1	9	21.4	5	10.5
Minnesota	9	33.0	3	9.1	5	17.7
Missouri	3!	14.9	6	29.6	‡	‡
Nebraska	‡	‡	1!	13.0!	‡	‡
North Dakota	‡	‡	‡	75.7	‡	‡
Ohio	2	7.2	14	43.0	1!	2.7!
South Dakota	‡	‡	1!	‡	‡	‡
Wisconsin	5	18.1	4	13.1	‡	‡
South	68	7.4	71	7.7	16	1.8
Alabama	3!	21.0	‡	‡	‡	‡
Arkansas	1!	6.5!	1!	7.5!	‡	‡
Delaware	‡	‡	1!	27.0	‡	‡
District of Columbia	‡	‡	#	15.0!	‡	‡
Florida	8	5.2	24	15.3	1!	0.7!
Georgia	6	9.4	5	8.0	1!	1.0!
Kentucky	2!	12.7!	5	34.0	‡	‡
Louisiana	3	25.4	3	22.5	‡	‡
Maryland	7	21.8	3	11.0	2	5.3
Mississippi	1!	14.6!	1!	10.6!	‡	‡
North Carolina	5	9.2	3	6.4	1!	2.4!
Oklahoma	1!	11.2!	‡	‡	‡	‡
South Carolina	2	11.8	2!	14.7!	‡	‡
Tennessee	2!	7.8!	4	18.9	‡	‡
Texas	19	4.1	10	2.2	5	1.2
Virginia	7	19.6	7	18.3	3	8.0
West Virginia	‡	25.7!	‡	‡	‡	‡

See notes at end of table.

Supplemental Tables to Indicator 8

Language Minority School-Age Children

Table A-8-3. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007—Continued

[Numbers in thousands]

Characteristic	Total population	Spoke a language other than English at home					
		Number	Percent of total population	Spoke English with difficulty			
				Total		Spanish	
				Number	Percent of total population	Number	Percent of population ³
United States	53,217	10,850	20.4	2,739	5.2	2,060	75.2
West	12,742	4,273	33.5	1,083	8.5	863	79.8
Alaska	129	18	13.9	3	2.0	‡	14.8!
Arizona	1,163	374	32.2	106	9.1	96	90.6
California	6,735	2,983	44.3	736	10.9	592	80.5
Colorado	840	150	17.9	48	5.7	40	82.8
Hawaii	194	35	17.8	7	3.8	‡	‡
Idaho	295	35	11.7	7	2.5	6	80.3
Montana	168	6	3.5	1	0.7	1!	45.1!
Nevada	472	145	30.7	34	7.2	29	85.5
New Mexico	355	113	31.8	23	6.4	19	86.2
Oregon	628	122	19.4	33	5.3	24	73.3
Utah	560	69	12.3	20	3.5	17	86.1
Washington	1,115	219	19.7	64	5.8	38	59.5
Wyoming	88	6	6.3	1	0.9	1!	84.4

See notes at end of table.

Table A-8-3. Number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2007—Continued

[Numbers in thousands]

Characteristic	Spoke a language other than English at home					
	Spoke English with difficulty					
	Asian/Pacific Islander ¹		Other Indo-European ²		Other	
	Number	Percent of population ³	Number	Percent of population ³	Number	Percent of population ³
United States	320	11.7	287	10.5	72	2.6
West	150	13.9	51	4.7	18	1.6
Alaska	1!	27.9!	‡	14.0!	1	43.4
Arizona	5	4.3	2!	1.8!	4	3.4
California	110	15.0	28	3.8	6	0.8
Colorado	4	9.3	‡	‡	‡	‡
Hawaii	7	88.6	‡	‡	‡	‡
Idaho	‡	9.6!	‡	‡	‡	‡
Montana	‡	17.3!	‡	‡	‡	‡
Nevada	3	9.3	1!	3.9!	#	1.3!
New Mexico	1!	2.9!	‡	‡	2!	10.1!
Oregon	4	13.5	4	11.3	‡	‡
Utah	2!	8.0!	1!	2.6!	1!	3.3!
Washington	13	20.3	11	16.8	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

² An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

³ Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty that spoke a given language. For example, 75.2 percent of all school-age children who spoke a language other than English at home and who spoke English with difficulty spoke Spanish, and 2.6 percent of all school-age children who spoke a language other than English at home and spoke English with difficulty spoke another language.

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. A Spanish-language version of the American Community Survey (ACS) was available to respondents. Detail may not sum to totals because of rounding. For more information on geographic region, see *supplemental note 1*. For more information on the ACS, see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Supplemental Tables to Indicator 9

Children and Youth with Disabilities

Table A-9-1. Number and percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA): 1976-77 through 2006-07

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA ¹	Percentage of youth ages 3-21 served under IDEA
1976-77	3,692	8.3	5.0
1977-78	3,755	8.6	5.1
1978-79	3,894	9.2	5.4
1979-80	4,010	9.6	5.6
1980-81	4,146	10.1	5.8
1981-82	4,203	10.5	6.0
1982-83	4,260	10.8	6.1
1983-84	4,304	11.0	6.3
1984-85	4,320	11.0	6.3
1985-86	4,322	11.0	6.4
1986-87	4,379	11.0	6.5
1987-88	4,414	11.0	6.6
1988-89	4,493	11.2	6.7
1989-90	4,599	11.3	6.8
1990-91	4,717	11.4	6.9
1991-92	4,881	11.6	7.1
1992-93	5,042	11.8	7.3
1993-94	5,223	12.0	7.5
1994-95	5,378	12.2	7.6
1995-96	5,572	12.4	7.7
1996-97	5,737	12.6	7.8
1997-98	5,908	12.8	7.9
1998-99	6,056	13.0	8.0
1999-2000	6,195	13.2	8.1
2000-01	6,296	13.3	8.2
2001-02	6,407	13.4	8.3
2002-03	6,523	13.5	8.4
2003-04	6,634	13.7	8.6
2004-05	6,719	13.8	8.7
2005-06	6,713	13.7	8.6
2006-07	6,686	13.6	8.6

¹ Number of children and youth served as a percentage of all children and youth ages 3-21 enrolled in early education centers and public elementary and secondary schools.

NOTE: Includes students served under the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act. In October 1994, funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994-95 include children and youth from birth to age 21. Includes children and youth in the 50 states and the District of Columbia and in Bureau of Indian Education (BIE) schools through 1993-94. Beginning in 1994-95, estimates exclude BIE schools. Increases since 1987-88 are due in part to legislation enacted in fall 1986, which added a mandate for public school special education services for 3- to 5-year-old children with disabilities. For more information about student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, selected years, 1977 through 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>. U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary School Systems, 1976-77 through 1980-81*, and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2006-07.

Table A-9-2. Percentage of 3- to 21-year-olds served under the Individual with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976-77 through 2006-07

Disability	1976-77	1980-81	1990-91	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
All disabilities	8.3	10.1	11.4	12.2	12.4	12.6	12.8	13.0	13.2	13.3	13.4	13.5	13.7	13.8	13.7	13.6
Specific learning disabilities ¹	1.8	3.6	5.2	5.6	5.8	5.8	5.9	6.0	6.0	6.1	6.0	5.9	5.8	5.7	5.6	5.4
Speech or language impairments	2.9	2.9	2.4	2.3	2.3	2.3	2.3	2.3	2.3	3.0	2.9	2.9	3.0	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1
Other health impairments	0.3	0.2	0.1	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.8	1.0	1.1	1.2	1.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	#	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.5	0.5
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.0	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7	0.7
Preschool-age with disability ²	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†	†

— Not available.

† Not applicable.

Rounds to zero.

¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

² Beginning in 1976, data were collected for preschool age children by disability type; those data are combined above with data for children and youth ages 6-21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3-5. Accordingly, those data are reported as a separate row for years 1990-91 through 1999-2000. Beginning in 2000-01, states were again required to report data for preschool children by disability.

NOTE: Detail may not sum to totals because of rounding. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible children and youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and as being in need of special education and related services. Includes children and youth in the 50 states and the District of Columbia and in Bureau of Indian Education (BIE) schools through 1993-94. Beginning in 1994-95, estimates exclude BIE schools. For more information about student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, selected years, 1977 through 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>. U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary School Systems, 1976-77 through 1980-81*, and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2006-07.

Supplemental Tables to Indicator 10

Undergraduate Enrollment

Table A-10-1. Actual and projected total undergraduate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970–2018

[In thousands]

Fall of year	Total	Sex		Attendance status		Control of institution	
		Male	Female	Full-time	Part-time	Public	Private
1970	7,369	4,250	3,119	5,280	2,089	5,620	1,748
1975	9,679	5,257	4,422	6,168	3,511	7,826	1,853
1980	10,475	5,000	5,475	6,362	4,113	8,442	2,033
1985	10,597	4,962	5,635	6,320	4,277	8,477	2,120
1990	11,959	5,380	6,579	6,976	4,983	9,710	2,250
1991	12,439	5,571	6,868	7,221	5,218	10,148	2,291
1992	12,538	5,583	6,955	7,244	5,293	10,216	2,321
1993	12,324	5,484	6,840	7,179	5,144	10,012	2,312
1994	12,263	5,422	6,840	7,169	5,094	9,945	2,317
1995	12,232	5,401	6,831	7,145	5,086	9,904	2,328
1996	12,327	5,421	6,906	7,299	5,028	9,935	2,392
1997	12,451	5,469	6,982	7,419	5,032	10,007	2,443
1998	12,437	5,446	6,991	7,539	4,898	9,950	2,487
1999	12,681	5,559	7,122	7,735	4,946	10,110	2,571
2000	13,155	5,778	7,377	7,923	5,232	10,539	2,616
2001	13,716	6,004	7,711	8,328	5,388	10,986	2,730
2002	14,257	6,192	8,065	8,734	5,523	11,433	2,824
2003	14,480	6,227	8,253	9,045	5,435	11,523	2,957
2004	14,781	6,340	8,441	9,284	5,496	11,651	3,130
2005	14,964	6,409	8,555	9,446	5,518	11,698	3,266
2006	15,184	6,514	8,671	9,571	5,613	11,847	3,337
2007	15,604	6,728	8,876	9,841	5,763	12,138	3,466
Projected							
2008	16,005	6,931	9,074	10,058	5,947	12,525	3,480
2009	16,304	7,054	9,250	10,353	5,951	12,738	3,566
2010	16,384	7,091	9,293	10,411	5,973	12,797	3,587
2011	16,510	7,118	9,392	10,493	6,017	12,892	3,617
2012	16,633	7,134	9,499	10,564	6,069	12,988	3,644
2013	16,811	7,156	9,655	10,692	6,119	13,124	3,687
2014	16,975	7,181	9,794	10,807	6,169	13,249	3,726
2015	17,096	7,183	9,913	10,897	6,200	13,341	3,755
2016	17,209	7,186	10,024	10,984	6,225	13,426	3,783
2017	17,355	7,205	10,150	11,097	6,258	13,537	3,818
2018	17,495	7,235	10,260	11,200	6,295	13,645	3,850

NOTE: The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062. Detail may not sum to totals because of rounding. Some data have been revised from previously published estimates. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2008* (NCES 2009-020), tables 180 and 196. U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970–1985, and 1986–2007 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2008; and Enrollment in Degree-Granting Institutions Model, 1980–2007.

Table A-10-2. Actual and projected total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970-2018

[In thousands]

Fall of year	Total	Sex		Attendance status		Control of institution	
		Male	Female	Full-time	Part-time	Public	Private
2-year institutions							
1970	2,319	1,375	945	1,229	1,090	2,195	124
1975	3,970	2,165	1,805	1,761	2,209	3,836	134
1980	4,526	2,047	2,479	1,754	2,772	4,329	198
1985	4,531	2,002	2,529	1,691	2,840	4,270	261
1990	5,240	2,233	3,007	1,884	3,356	4,996	244
1995	5,493	2,329	3,164	1,977	3,515	5,278	215
2000	5,948	2,559	3,390	2,217	3,731	5,697	251
2005	6,488	2,680	3,808	2,647	3,841	6,184	304
2006	6,519	2,705	3,814	2,643	3,875	6,225	293
2007	6,618	2,771	3,847	2,693	3,925	6,324	294
Projected							
2008	6,900	2,896	4,004	2,802	4,098	6,591	309
2009	6,983	2,932	4,051	2,882	4,101	6,667	317
2010	7,005	2,942	4,063	2,890	4,116	6,688	318
2015	7,291	2,973	4,318	3,026	4,265	6,957	334
2016	7,335	2,973	4,362	3,053	4,282	6,998	337
2017	7,395	2,981	4,414	3,091	4,304	7,055	341
2018	7,457	2,996	4,461	3,127	4,330	7,113	344
4-year institutions							
1970	5,049	2,875	2,174	4,051	998	3,425	1,624
1975	5,709	3,092	2,618	4,407	1,302	3,990	1,720
1980	5,949	2,953	2,996	4,608	1,341	4,113	1,836
1985	6,066	2,960	3,106	4,629	1,437	4,207	1,858
1990	6,719	3,147	3,572	5,092	1,627	4,713	2,006
1995	6,739	3,073	3,667	5,168	1,571	4,626	2,113
2000	7,207	3,220	3,987	5,706	1,501	4,842	2,365
2005	8,476	3,729	4,747	6,800	1,676	5,514	2,962
2006	8,666	3,809	4,857	6,928	1,738	5,622	3,043
2007	8,986	3,957	5,029	7,148	1,837	5,813	3,172
Projected							
2008	9,105	4,035	5,070	7,256	1,849	5,934	3,171
2009	9,320	4,122	5,198	7,471	1,850	6,072	3,249
2010	9,379	4,149	5,230	7,521	1,858	6,110	3,269
2015	9,806	4,210	5,596	7,871	1,935	6,384	3,422
2016	9,874	4,213	5,662	7,931	1,943	6,428	3,447
2017	9,960	4,224	5,736	8,006	1,954	6,482	3,478
2018	10,037	4,239	5,798	8,073	1,965	6,532	3,505

NOTE: The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. Detail may not sum to totals because of rounding. Some data have been revised from previously published estimates. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2008* (NCES 2009-020), tables 180 and 187. U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970-1985, and 1986-2007 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86-99), and Spring 2001 through Spring 2008.

Graduate and First-Professional Enrollment

Table A-11-1. Total graduate and first-professional enrollment in degree-granting institutions, with projections, by sex and attendance status: 1976–2018

[In thousands]

Fall of year	Total	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1976	1,578	1,333	715	619	464	870	244	190	54	220	24
1977	1,569	1,318	700	617	473	845	251	191	60	226	25
1978	1,576	1,319	688	631	472	846	257	192	65	233	24
1979	1,572	1,309	669	639	476	833	263	193	70	239	24
1980	1,622	1,344	675	669	485	859	278	199	78	251	26
1981	1,617	1,343	674	669	484	859	275	193	82	248	26
1982	1,601	1,322	670	653	485	838	278	191	87	252	26
1983	1,619	1,340	677	663	497	843	279	188	90	250	29
1984	1,624	1,345	672	673	501	844	279	185	94	250	29
1985	1,650	1,376	677	700	509	867	274	180	94	247	28
1986	1,706	1,435	693	742	522	913	270	174	97	246	25
1987	1,720	1,452	693	759	527	925	268	170	98	242	27
1988	1,739	1,472	697	774	553	919	267	167	100	241	26
1989	1,796	1,522	710	811	572	949	274	169	106	248	27
1990	1,860	1,586	737	849	599	987	273	167	107	246	28
1991	1,920	1,639	761	878	642	997	281	170	111	252	29
1992	1,950	1,669	772	896	666	1,003	281	169	112	252	29
1993	1,981	1,688	771	917	688	1,000	292	173	120	260	33
1994	2,016	1,721	776	946	706	1,016	295	174	121	263	31
1995	2,030	1,732	768	965	717	1,015	298	174	124	266	31
1996	2,041	1,742	759	983	737	1,005	298	173	126	267	31
1997	2,052	1,753	758	996	752	1,001	298	170	129	267	31
1998	2,070	1,768	754	1,013	754	1,014	302	169	134	271	31
1999	2,110	1,807	766	1,041	781	1,026	303	165	138	271	33
2000	2,157	1,850	780	1,071	813	1,037	307	164	143	274	33
2001	2,212	1,904	796	1,108	843	1,061	309	161	148	277	32
2002	2,355	2,036	847	1,189	926	1,109	319	163	156	286	33
2003	2,431	2,102	867	1,235	985	1,117	329	166	163	296	33
2004	2,491	2,157	879	1,278	1,024	1,133	335	168	166	302	33
2005	2,524	2,186	877	1,309	1,047	1,139	337	170	167	303	34
2006	2,575	2,231	887	1,344	1,077	1,154	343	174	170	309	34
2007	2,644	2,294	910	1,383	1,112	1,181	351	178	173	317	34
Projected¹											
2008	2,694	2,339	956	1,382	1,119	1,220	355	184	171	319	36
2009	2,733	2,369	968	1,401	1,152	1,217	364	188	176	328	36
2010	2,741	2,376	972	1,404	1,158	1,218	366	189	177	330	36
2011	2,776	2,405	980	1,425	1,176	1,229	371	190	181	335	36
2012	2,830	2,450	992	1,458	1,205	1,245	379	193	186	343	36
2013	2,899	2,509	1,006	1,502	1,244	1,265	390	197	194	353	37
2014	2,953	2,555	1,020	1,534	1,268	1,286	398	201	197	360	37
2015	3,001	2,596	1,031	1,564	1,291	1,304	405	203	201	367	38
2016	3,044	2,633	1,041	1,592	1,312	1,321	411	206	205	373	38
2017	3,091	2,674	1,051	1,622	1,335	1,338	418	208	209	379	39
2018	3,125	2,703	1,060	1,643	1,349	1,354	422	210	212	383	39

¹ Projections based on reported data through 2007 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2007, and 2018 is the last year for which projected data are available. For more information on projections, see NCES 2009-062.

NOTE: Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. See the glossary for definitions of first-professional degree, full-time enrollment, and part-time enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2009). *Digest of Education Statistics, 2008* (NCES 2009-020), tables 206 and 207, and (2009). U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976–1985, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2008; and Enrollment in Degree-Granting Institutions Model, 1980–2007.

This indicator continues on page 150.

Graduate and First-Professional Enrollment

Table A-11-2. Total graduate and first-professional enrollment of students in degree-granting institutions, by race/ethnicity and sex: Selected years, 1976–2007

Level of student, race/ethnicity, and sex	Enrollment (in thousands)					Percentage distribution of students				
	1976	1980	1990	2000	2007	1976	1980	1990	2000	2007
Graduate total	1,323	1,341	1,586	1,850	2,294	100.0	100.0	100.0	100.0	100.0
Race/ethnicity										
White	1,116	1,105	1,228	1,259	1,465	84.4	82.4	77.4	68.0	63.9
Other racial/ethnic groups	134	144	190	359	548	10.2	10.7	12.0	19.4	23.9
Black	78	75	84	158	263	5.9	5.6	5.3	8.5	11.5
Hispanic	26	32	47	95	141	2.0	2.4	3.0	5.2	6.1
Asian/Pacific Islander	25	32	53	96	128	1.9	2.4	3.4	5.2	5.6
American Indian/Alaska Native	5	5	6	10	16	0.4	0.4	0.4	0.6	0.7
Nonresident alien	72	92	167	232	280	5.5	6.9	10.5	12.6	12.2
Sex and race/ethnicity										
Male	708	672	737	780	910	100.0	100.0	100.0	100.0	100.0
White	589	539	539	503	560	83.2	80.1	73.1	64.5	61.5
Other racial/ethnic groups	64	65	82	135	186	9.0	9.7	11.1	17.3	20.5
Black	32	28	29	49	73	4.5	4.2	4.0	6.3	8.1
Hispanic	15	16	21	37	50	2.1	2.3	2.8	4.7	5.5
Asian/Pacific Islander	14	19	30	46	57	2.0	2.8	4.0	5.9	6.3
American Indian/Alaska Native	3	2	3	4	5	0.4	0.4	0.3	0.5	0.6
Nonresident alien	55	69	116	142	164	7.8	10.2	15.8	18.2	18.1
Female	615	669	849	1,071	1,383	100.0	100.0	100.0	100.0	100.0
White	527	566	690	756	905	85.7	84.7	81.2	70.6	65.4
Other racial/ethnic groups	71	79	108	224	362	11.5	11.8	12.8	21.0	26.2
Black	47	47	55	109	190	7.6	7.0	6.4	10.2	13.7
Hispanic	12	16	27	59	91	1.9	2.4	3.1	5.5	6.6
Asian/Pacific Islander	10	13	24	50	71	1.6	1.9	2.8	4.7	5.1
American Indian/Alaska Native	2	3	4	7	11	0.4	0.4	0.4	0.6	0.8
Nonresident alien	17	24	51	90	116	2.8	3.5	6.0	8.4	8.4

See notes at end of table.

Table A-11-2. Total graduate and first-professional enrollment of students in degree-granting institutions, by race/ethnicity and sex: Selected years, 1976–2007—Continued

Level of student, race/ethnicity, and sex	Enrollment (in thousands)					Percentage distribution of students				
	1976	1980	1990	2000	2007	1976	1980	1990	2000	2007
First-professional total	244	277	273	307	351	100.0	100.0	100.0	100.0	100.0
Race/ethnicity										
White	220	248	221	220	245	90.1	89.5	81.0	71.8	69.8
Other racial/ethnic groups	21	26	47	78	97	8.6	9.5	17.0	25.5	27.7
Black	11	13	16	24	27	4.6	4.6	5.8	7.7	7.8
Hispanic	5	7	11	15	19	1.9	2.4	3.9	5.0	5.5
Asian/Pacific Islander	4	6	19	37	48	1.7	2.2	6.8	12.0	13.7
American Indian/Alaska Native	1	1	1	2	3	0.5	0.3	0.4	0.8	0.7
Nonresident alien	3	3	5	8	9	1.3	1.0	2.0	2.7	2.5
Sex and race/ethnicity										
Male	190	198	167	164	178	100.0	100.0	100.0	100.0	100.0
White	172	180	138	122	131	90.9	90.5	82.6	74.4	73.3
Other racial/ethnic groups	15	17	25	37	43	7.7	8.4	15.1	22.4	24.1
Black	7	7	7	9	11	3.8	3.7	4.4	5.8	5.9
Hispanic	3	5	6	8	9	1.8	2.3	3.8	4.9	5.3
Asian/Pacific Islander	3	4	11	18	22	1.5	2.1	6.5	11.1	12.2
American Indian/Alaska Native	1	1	1	1	1	0.5	0.3	0.4	0.7	0.7
Nonresident alien	3	2	4	5	5	1.3	1.1	2.3	3.1	2.6
Female	54	78	107	143	173	100.0	100.0	100.0	100.0	100.0
White	48	68	84	98	114	87.3	86.9	78.5	68.7	66.1
Other racial/ethnic groups	6	10	21	41	54	11.7	12.3	20.0	28.9	31.5
Black	4	5	9	14	17	7.2	7.0	8.0	9.8	9.7
Hispanic	1	2	4	7	10	1.9	2.4	4.0	5.2	5.8
Asian/Pacific Islander	1	2	8	19	26	2.1	2.6	7.4	13.1	15.3
American Indian/Alaska Native	#	#	1	1	1	0.4	0.3	0.5	0.8	0.8
Nonresident alien	1	1	2	3	4	1.0	0.8	1.5	2.3	2.4

Rounds to zero.

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. See the glossary for definitions of nonresident alien and first-professional degree. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2009). *Digest of Education Statistics, 2008* (NCES 2009-020), table 216, data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 through Spring 2008.

Reading Performance and Achievement Gaps

Table A-12-1. Average reading scale scores and percentage of students at each achievement level, by grade: Selected years, 1992-2007

Grade, scale score, and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2002	2003	2005	2007
Grade 4								
Average scale score	217	214	217	215	219	218	219	221
Percentage at each achievement level								
Below <i>Basic</i>	38	40	38	40	36	37	36	33
At or above <i>Basic</i>	62	60	62	60	64	63	64	67
At or above <i>Proficient</i>	29	30	31	29	31	31	31	33
At <i>Advanced</i>	6	7	7	7	7	8	8	8
Grade 8								
Average scale score	260	260	264	263	264	263	262	263
Percentage at each achievement level								
Below <i>Basic</i>	31	30	26	27	25	26	27	26
At or above <i>Basic</i>	69	70	74	73	75	74	73	74
At or above <i>Proficient</i>	29	30	33	32	33	32	31	31
At <i>Advanced</i>	3	3	3	3	3	3	3	3
Grade 12²								
Average scale score	292	287	291	290	287	—	286	—
Percentage at each achievement level								
Below <i>Basic</i>	20	25	23	24	26	—	27	—
At or above <i>Basic</i>	80	75	77	76	74	—	73	—
At or above <i>Proficient</i>	40	36	40	40	36	—	35	—
At <i>Advanced</i>	4	4	6	6	5	—	5	—

— Not available.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

² The 2003 and 2007 National Assessment of Educational Progress (NAEP) Reading Assessments were not administered to 12th-grade students.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Detail may not sum to totals due to rounding. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2007 Reading Assessments, NAEP Data Explorer.

Table A-12-2. Average reading scale scores, by grade and selected student and school characteristics: Selected years, 1992-2007

Student or school characteristic	Grade 4			Grade 8			Grade 12 ¹		
	1992 ²	2005	2007	1992 ²	2005	2007	1992	2002	2005
Total	217	219	221	260	262	263	292	287	286
Sex									
Male	213	216	218	254	257	258	287	279	279
Female	221	222	224	267	267	268	297	295	292
Race/ethnicity ³									
White	224	229	231	267	271	272	297	292	293
Black	192	200	203	237	243	245	273	267	267
Hispanic	197	203	205	241	246	247	279	273	272
Asian/Pacific Islander	216	229	232	268	271	271	290	286	287
American Indian/Alaska Native	‡	204	203	‡	249	247	‡	‡	279
Parents' education									
Did not finish high school	—	—	—	243	244	245	275	268	268
Graduated from high school	—	—	—	251	252	253	283	278	274
Some education after high school	—	—	—	265	265	266	294	289	287
Graduated from college	—	—	—	271	272	273	301	296	297
Locale									
Metro-centric codes									
Central city	—	213	—	—	257	—	—	—	284
Urban fringe/large town	—	223	—	—	266	—	—	—	288
Rural/small town	—	219	—	—	263	—	—	—	285
Urban-centric codes									
City	—	—	215	—	—	257	—	—	—
Suburban	—	—	226	—	—	267	—	—	—
Town	—	—	219	—	—	262	—	—	—
Rural	—	—	222	—	—	264	—	—	—
Students in school eligible for free or reduced-price lunch									
10 percent or less	—	238	240	—	279	280	—	—	297
11-25 percent	—	230	231	—	270	272	—	—	290
26-50 percent	—	221	223	—	262	263	—	—	282
51-75 percent	—	211	212	—	252	253	—	—	273
More than 75 percent	—	197	200	—	240	241	—	—	266

— Not available.

‡ Reporting standards not met (too few cases).

¹ The 2007 National Assessment of Educational Progress (NAEP) Reading Assessments was not administered to 12th-grade students.² Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.³ Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. For more information on NAEP, see *supplemental note 4*. For more information on race/ethnicity, parents' education, locale, and free or reduced-price lunch eligibility, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2007 Reading Assessments, NAEP Data Explorer.

Reading Performance and Achievement Gaps

Table A-12-3. Average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: Selected years, 1992-2007

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
1992 ¹	2007	1992 ¹	2007	1992 ¹	2007	1998 ²	2007	1998 ²	2007	1998 ²	2007	
United States	215	220*	60	66*	27	32*	261	261	71	73	30	29
Alabama	207	216*	51	62*	20	29*	255	252	67	62*	22	21
Alaska	—	214	—	62	—	29	—	259	—	71	—	27
Arizona	209	210	54	56	21	24	260	255*	72	65*	27	24
Arkansas	211	217*	56	64*	23	29*	256	258	68	70	23	25
California	202	209*	48	53*	19	23	252	251	63	62	21	21
Colorado	217	224*	64	70*	25	36*	264	266	77	79	30	35*
Connecticut	222	227*	69	73	34	41*	270	267	81	77	40	37
Delaware	213	225*	57	73*	24	34*	254	265*	64	77*	23	31*
District of Columbia	188	197*	30	39*	10	14*	236	241*	44	48	11	12
Florida	208	224*	53	70*	21	34*	255	260*	67	71*	23	28*
Georgia	212	219*	57	66*	25	28	257	259	68	70	25	26
Hawaii	203	213*	48	59*	17	26*	249	251	59	62*	19	20
Idaho	219	223*	67	70*	28	35*	—	265	—	78	—	32
Illinois	—	219	—	65	—	32	—	263	—	75	—	30
Indiana	221	222	68	68	30	33	—	264	—	76	—	31
Iowa	225	225	73	74	36	36	—	267	—	80	—	36
Kansas	—	225	—	72	—	36	268	267	81	81	36	35
Kentucky	213	222*	58	68*	23	33*	262	262	74	73	30	28
Louisiana	204	207	46	52*	15	20*	252	253	63	64	17	19
Maine	227	226	75	73	36	36	271	270	83	83	41	37
Maryland	211	225*	57	69*	24	36*	261	265	70	76*	31	33
Massachusetts	226	236*	74	81*	36	49*	269	273*	79	84*	38	43*
Michigan	216	220*	62	66	26	32*	—	260	—	72	—	28
Minnesota	221	225*	68	73*	31	37*	265	268	78	80	36	37
Mississippi	199	208*	41	51*	14	19*	251	250	62	60	19	17
Missouri	220	221	67	67	30	32	262	263	75	75	28	31
Montana	—	227	—	75	—	39	271	271	83	85	40	39
Nebraska	221	223	68	71	31	35	—	267	—	79	—	35
Nevada	—	211	—	57	—	24	258	252*	70	63*	23	22
New Hampshire	228	229	76	76	38	41	—	270	—	82	—	37

See notes at end of table.

Table A-12-3. Average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: Selected years, 1992–2007—Continued

State	Grade 4						Grade 8						
	Average score		Percentage of students				Average score		Percentage of students				
	1992 ¹	2007	At or above <i>Basic</i>		At or above <i>Proficient</i>		1998 ²	2007	At or above <i>Basic</i>		At or above <i>Proficient</i>		
		1992 ¹	2007	1992 ¹	2007	1992 ¹	2007	1998 ²	2007	1998 ²	2007	1998 ²	2007
United States	215	220*	60	66*	27	32*	261	261	71	73	30	29	29
New Jersey	223	231*	69	77*	35	43*	—	270	—	81	—	—	39
New Mexico	211	212	55	58	23	24	258	251*	71	62*	23	17*	17*
New York	215	224*	61	69*	27	36*	265	264	76	75	32	32	32
North Carolina	212	218*	56	64*	25	29*	262	259*	74	71	30	28	28
North Dakota	226	226	74	75	35	35	—	268	—	84	—	32	32
Ohio	217	226*	63	73*	27	36*	—	268	—	79	—	36	36
Oklahoma	220	217*	67	65	29	27	265	260*	80	72*	30	26	26
Oregon	—	215	—	62	—	28	266	266	78	77	35	34	34
Pennsylvania	221	226*	68	73*	32	40*	—	268	—	79	—	36	36
Rhode Island	217	219	63	65	28	31	264	258*	76	69*	32	27*	27*
South Carolina	210	214*	53	59*	22	26*	255	257	66	69	22	25	25
South Dakota	—	223	—	71	—	34	—	270	—	83	—	37	37
Tennessee	212	216	57	61	23	27	258	259	71	71	27	26	26
Texas	213	220*	57	66*	24	30*	261	261	74	73	27	28	28
Utah	220	221	67	69	30	34	263	262	77	75	31	30	30
Vermont	—	228	—	74	—	41	—	273	—	84	—	42	42
Virginia	221	227*	67	74*	31	38*	266	267	78	79	33	34	34
Washington	—	224	—	70	—	36	264	265	76	77	32	34	34
West Virginia	216	215	61	63	25	28	262	255*	75	68*	28	23*	23*
Wisconsin	224	223	71	70	33	36	265	264	78	76	34	33	33
Wyoming	223	225	71	73	33	36*	263	266*	76	80	31	33	33

— Not available (state did not participate in assessment).

*Change in score is statistically significant from 1992 or 1998 ($p < .05$).

¹ 1992 was the first year for state-level data in grade 4. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

² 1998 was the first year for state-level data in grade 8. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were permitted.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. State samples were not collected for grade 12; therefore, state results for grade 12 are not available. At the state level, NAEP includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. The 2007 NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national samples for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2007 Reading Assessments, NAEP Data Explorer.

Mathematics Performance and Achievement Gaps

**Table A-13-1. Average mathematics scale scores and percentage of students at each achievement level, by grade:
Selected years, 1990–2007**

Grade, scale score, and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007
Grade 4								
Average scale score	213	220	224	224	226	235	238	240
Percentage at each achievement level								
Below <i>Basic</i>	50	41	36	37	35	23	20	18
At or above <i>Basic</i>	50	59	64	63	65	77	80	82
At or above <i>Proficient</i>	13	18	21	21	24	32	36	39
At <i>Advanced</i>	1	2	2	2	3	4	5	6
Grade 8								
Average scale score	263	268	272	270	273	278	279	281
Percentage at each achievement level								
Below <i>Basic</i>	48	42	38	39	37	32	31	29
At or above <i>Basic</i>	52	58	62	61	63	68	69	71
At or above <i>Proficient</i>	15	21	24	23	26	29	30	32
At <i>Advanced</i>	2	3	4	4	5	5	6	7

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500 for grades 4 and 8. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

Table A-13-2. Average mathematics scale scores, by grade and selected student and school characteristics: Selected years, 1990–2007

Student or school characteristic	Grade 4			Grade 8		
	1990 ¹	2005	2007	1990 ¹	2005	2007
Total	213	238	240	263	279	281
Sex						
Male	214	239	241	263	280	282
Female	213	237	239	262	278	280
Race/ethnicity ²						
White	220	246	248	270	289	291
Black	188	220	222	237	255	260
Hispanic	200	226	227	246	262	265
Asian/Pacific Islander	225	251	253	275	295	297
American Indian/Alaska Native	‡	226	228	‡	264	264
Parents' education						
Did not finish high school	—	—	—	242	259	263
Graduated from high school	—	—	—	255	267	270
Some education after high school	—	—	—	267	280	283
Graduated from college	—	—	—	274	290	292
Locale						
Metro-centric codes						
Central city	—	233	—	—	273	—
Urban fringe/large town	—	241	—	—	283	—
Rural/small town	—	238	—	—	279	—
Urban-centric codes						
City	—	—	235	—	—	275
Suburban	—	—	244	—	—	286
Town	—	—	238	—	—	280
Rural	—	—	240	—	—	282
Students in school eligible for free or reduced-price lunch						
10 percent or less	—	254	256	—	298	300
11–25 percent	—	247	248	—	289	292
26–50 percent	—	240	242	—	280	282
51–75 percent	—	232	234	—	268	271
More than 75 percent	—	220	222	—	254	259

— Not available.

‡ Reporting standards not met (too few cases).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.² Race categories exclude persons of Hispanic ethnicity.NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500 for grades 4 and 8. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. For more information on race/ethnicity, parents' education, locale, and free or reduced-price lunch eligibility, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

Mathematics Performance and Achievement Gaps

Table A-13-3. Average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
	1992 ¹	2007	At or above <i>Basic</i>		At or above <i>Proficient</i>		1990 ¹	2007	At or above <i>Basic</i>		At or above <i>Proficient</i>	
United States	219	239*	57	81*	17	39*	262	280*	51	70*	15	31*
Alabama	208	229*	43	70*	10	26*	253	266*	40	55*	9	18*
Alaska	—	237	—	79	—	38	—	283	—	73	—	32
Arizona	215	232*	53	74*	13	31*	260	276*	48	66*	13	26*
Arkansas	210	238*	47	81*	10	37*	256	274*	44	65*	9	24*
California	208	230*	46	70*	12	30*	256	270*	45	59*	12	24*
Colorado	221	240*	61	82*	17	41*	267	286*	57	75*	17	37*
Connecticut	227	243*	67	84*	24	45*	270	282*	60	73*	22	35*
Delaware	218	242*	55	87*	17	40*	261	283*	48	74*	14	31*
District of Columbia	193	214*	23	49*	5	14*	231	248*	17	34*	3	8*
Florida	214	242*	52	86*	13	40*	255	277*	43	68*	12	27*
Georgia	216	235*	53	79*	15	32*	259	275*	47	64*	14	25*
Hawaii	214	234*	52	77*	15	33*	251	269*	40	59*	12	21*
Idaho	222	241*	63	85*	16	40*	271	284*	63	75*	18	34*
Illinois	—	237	—	79	—	36	261	280*	50	70*	15	31*
Indiana	221	245*	60	89*	16	46*	267	285*	56	76*	17	35*
Iowa	230	243*	72	87*	26	43*	278	285*	70	77*	25	35*
Kansas	—	248	—	89	—	51	—	290	—	81	—	40
Kentucky	215	235*	51	79*	13	31*	257	279*	43	69*	10	27*
Louisiana	204	230*	39	73*	8	24*	246	272*	32	64*	5	19*
Maine	232	242*	75	85*	27	42*	—	286	—	78	—	34
Maryland	217	240*	55	80*	18	40*	261	286*	50	74*	17	37*
Massachusetts	227	252*	68	93*	23	58*	—	298	—	85	—	51
Michigan	220	238*	61	80*	18	37*	264	277*	53	66*	16	29*
Minnesota	228	247*	71	87*	26	51*	275	292*	67	81*	23	43*
Mississippi	202	228*	36	70*	6	21*	—	265	—	54	—	14
Missouri	222	239*	62	82*	19	38*	—	281	—	72	—	30
Montana	—	244	—	88	—	44	280	287*	74	79*	27	38*
Nebraska	225	238*	67	80*	22	38*	276	284*	68	74*	24	35*
Nevada	—	232	—	74	—	30	—	271	—	60	—	23
New Hampshire	230	249*	72	91*	25	52*	273	288*	65	78*	20	38*

See notes at end of table.

Table A-13-3. Average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
	1992 ¹	2007	At or above <i>Basic</i>		At or above <i>Proficient</i>		1990 ¹	2007	At or above <i>Basic</i>		At or above <i>Proficient</i>	
		1992 ¹	2007	1992 ¹	2007	1990 ¹	2007	1990 ¹	2007	1990 ¹	2007	
United States	219	239*	57	81*	17	39*	262	280*	51	70*	15	31*
New Jersey	227	249*	68	90*	25	52*	270	289*	58	77*	21	40*
New Mexico	213	228*	50	70*	11	24*	256	268*	43	57*	10	17*
New York	218	243*	57	85*	17	43*	261	280*	50	70*	15	30*
North Carolina	213	242*	50	85*	13	41*	250	284*	38	73*	9	34*
North Dakota	229	245*	72	91*	22	46*	281	292*	75	86*	27	41*
Ohio	219	245*	57	87*	16	46*	264	285*	53	76*	15	35*
Oklahoma	220	237*	60	82*	14	33*	263	275*	52	66*	13	21*
Oregon	—	236	—	79	—	35	271	284*	62	73*	21	35*
Pennsylvania	224	244*	65	85*	22	47*	266	286*	56	77*	17	38*
Rhode Island	215	236*	54	80*	13	34*	260	275*	49	65*	15	28*
South Carolina	212	237*	48	80*	13	36*	—	282	—	71	—	32
South Dakota	—	241	—	86	—	41	—	288	—	81	—	39
Tennessee	211	233*	47	76*	10	29*	—	274	—	64	—	23
Texas	218	242*	56	87*	15	40*	258	286*	45	78*	13	35*
Utah	224	239*	66	83*	19	39*	—	281	—	72	—	32
Vermont	—	246	—	89	—	49	—	291	—	81	—	41
Virginia	221	244*	59	87*	19	42*	264	288*	52	77*	17	37*
Washington	—	243	—	84	—	44	—	285	—	75	—	36
West Virginia	215	236*	52	81*	12	33*	256	270*	42	61*	9	19*
Wisconsin	229	244*	71	85*	24	47*	274	286*	66	76*	23	37*
Wyoming	225	244*	69	88*	19	44*	272	287*	64	80*	19	36*

— Not available (state did not participate in assessment).

* Change in score or percentage of students is statistically significant from 1990 or 1992 ($p < .05$).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. The 2007 NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2007 Mathematics Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends

Table A-14-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2008

Age, sex, and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004	2004 ¹	2008 ¹
9-year-old total	208	210	215	211	212	209	211	211	212	212	219	216	220
Sex													
Male	201	204	210	207	207	204	206	207	207	209	216	212	216
Female	214	216	220	214	216	215	215	215	218	215	221	219	224
Race/ethnicity													
White	214	217	221	218	218	217	218	218	220	221	226	224	228
Black	170	181	189	186	189	182	185	185	191	186	200	197	204
Hispanic	—	183	190	187	194	189	192	186	195	193	205	199	207
13-year-old total	255	256	258	257	257	257	260	258	258	259	259	257	260
Sex													
Male	250	250	254	253	252	251	254	251	251	254	254	252	256
Female	261	262	263	262	263	263	265	266	264	265	264	262	264
Race/ethnicity													
White	261	262	264	263	261	262	266	265	266	267	266	265	268
Black	222	226	233	236	243	241	238	234	234	238	244	239	247
Hispanic	—	232	237	240	240	238	239	235	238	244	242	241	242
17-year-old total	285	286	285	289	290	290	290	288	288	288	285	283	286
Sex													
Male	279	280	282	284	286	284	284	282	281	281	278	276	280
Female	291	291	289	294	294	296	296	295	295	295	292	289	291
Race/ethnicity													
White	291	293	293	295	295	297	297	296	295	295	293	289	295
Black	239	241	243	264	274	267	261	266	266	264	264	262	266
Hispanic	—	252	261	268	271	275	271	263	265	271	264	267	269

— Not available.

¹ Scores for the revised assessment format. This format reflects the inclusion of and accommodations for students with disabilities and English language learners.

NOTE: Includes public and private schools. Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not separately shown. NAEP scores range from 0 to 500. For more information on race/ethnicity, see *supplemental note 1*; for more information on NAEP, see *supplemental note 4*.

SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

Table A-14-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2008

Age, sex, and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004	2004 ¹	2008 ¹
9-year-old total	219	219	219	222	230	230	231	231	232	241	239	243
Sex												
Male	218	217	217	222	229	231	232	233	233	243	240	242
Female	220	220	221	222	230	228	230	229	231	240	239	243
Race/ethnicity												
White	225	224	224	227	235	235	237	237	239	247	245	250
Black	190	192	195	202	208	208	212	212	211	224	221	224
Hispanic	202	203	204	205	214	212	210	215	213	230	229	234
13-year-old total	266	264	269	269	270	273	274	274	276	281	279	281
Sex												
Male	265	264	269	270	271	274	276	276	277	283	279	284
Female	267	265	268	268	270	272	273	272	274	279	278	279
Race/ethnicity												
White	274	272	274	274	276	279	281	281	283	288	287	290
Black	228	230	240	249	249	250	252	252	251	262	257	262
Hispanic	239	238	252	254	255	259	256	256	259	265	264	268
17-year-old total	304	300	298	302	305	307	306	307	308	307	305	306
Sex												
Male	309	304	301	305	306	309	309	310	310	308	307	309
Female	301	297	296	299	303	305	304	305	307	305	304	303
Race/ethnicity												
White	310	306	304	308	309	312	312	313	315	313	311	314
Black	270	268	272	279	289	286	286	286	283	285	284	287
Hispanic	277	276	277	283	284	292	291	292	293	289	292	293

¹ Scores for the revised assessment format. This format reflects the inclusion of and accommodations for students with disabilities and English language learners.

NOTE: Includes public and private schools. Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not separately shown. NAEP scores range from 0 to 500. For more information on race/ethnicity, see *supplemental note 1*; for more information on NAEP, see *supplemental note 4*.

SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

International Trends in Mathematics Performance

Table A-15-1. Average mathematics scale scores and percentile scores of 4th-grade students, by content domain and country: 2007

Country (ordered by total score)	Total mathematics	Content domain			Percentile	
		Number	Geometric shapes and measures	Data display	90th	10th
TIMSS scale average	500*	500*	500*	500*	†	†
Hong Kong SAR ¹	607*	606*	599*	585*	691*	520*
Singapore	599*	611*	570*	583*	702*	487*
Chinese Taipei	576*	581*	556*	567*	663*	488*
Japan	568*	561*	566*	578*	663*	471*
Kazakhstan ²	549*	556*	542*	522*	653*	435
Russian Federation	544*	546*	538*	530*	647*	436
England	541*	531	548*	547	647*	429
Latvia ²	537*	536*	532*	536*	628	444*
Netherlands ³	535	535*	522	543	612*	454*
Lithuania ²	530	533*	518	530*	624	430
United States^{4,5}	529	524	522	543	625	430
Germany	525	521	528	534*	607*	440
Denmark ⁴	523	509*	544*	529*	611*	431
Australia	516*	496*	536*	534*	620	408*
Hungary	510*	510*	510*	504*	620	389*
Italy	507*	505*	509*	506*	601*	406*
Austria	505*	502*	509*	508*	590*	416*
Sweden	503*	490*	508*	529*	586*	417*
Slovenia	502*	485*	522	518*	589*	408*
Armenia	500*	522	483*	458*	617	385*
Slovak Republic	496*	495*	499*	492*	597*	389*
Scotland ⁴	494*	481*	503*	516*	592*	389*
New Zealand	492*	478*	502*	513*	598*	377*
Czech Republic	486*	482*	494*	493*	576*	392*
Norway	473*	461*	490*	487*	566*	372*
Ukraine	469*	480*	457*	462*	573*	356*
Georgia ²	438*	464*	415*	414*	549*	322*
Iran, Islamic Republic of	402*	398*	429*	400*	508*	290*
Algeria	378*	391*	383*	361*	493*	261*
Colombia	355*	360*	361*	363*	470*	238*
Morocco	341*	353*	365*	316*	466*	223*
El Salvador	330*	317*	333*	367*	448*	212*
Tunisia	327*	352*	334*	307*	469*	178*
Kuwait ⁶	316*	321*	316*	318*	443*	184*
Qatar	296*	292*	296*	326*	413*	179*
Yemen	224*	—	—	—	371*	81*

* $p < .05$. Significantly different from the U.S. score.

— Not available. Average achievement could not be accurately estimated.

† Not applicable.

¹ Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.² National Target Population did not include all of the International Target Population.³ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.⁴ Met guidelines for sample participation rates only after substitute schools were included.⁵ National Defined Population covered less than 90 to 95 percent of National Target Population.⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 4 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total mathematics scale, which captures students' overall mathematics knowledge and skills, and three content domains. The TIMSS scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 mathematics in 2007 is equivalent to a score of 500 in grade 4 mathematics in 2003 and 1995. Countries are ordered by total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. Percentile scores are calculated based on distribution of student scores within each country. For more information on TIMSS, see *supplemental note 5*. SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables 3, 6, and 9, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-15-2. Average mathematics scale scores and percentile scores of 8th-grade students, by content domain and country: 2007

Country (ordered by total score)	Total mathematics	Content domain				Percentile	
		Number	Algebra	Geometry	Data and chance	90th	10th
TIMSS scale average	500*	500*	500	500*	500*	†	†
Chinese Taipei	598*	577*	617*	592*	566*	721*	448*
Korea, Republic of	597*	583*	596*	587*	580*	711*	475*
Singapore	593*	597*	579*	578*	574*	706*	463*
Hong Kong SAR ^{1,2}	572*	567*	565*	570*	549*	681*	438
Japan	570*	551*	559*	573*	573*	677*	460*
Hungary	517	517	503	508*	524	624*	405
England ²	513	510	492	510*	547*	618	400
Russian Federation	512	507	518*	510*	487*	617	402
United States^{2,3}	508	510	501	480	531	607	408
Lithuania ⁴	506	506	483*	507*	523*	609	402
Czech Republic	504	511	484*	498*	512*	599	408
Slovenia	501*	502*	488*	499*	511*	594*	409
Armenia	499*	492*	532*	493*	427*	601	390*
Australia	496*	503	471*	487	525	600	394
Sweden	491*	507	456*	472*	526	582*	399
Malta	488*	496*	473*	495*	487*	597*	359*
Scotland ²	487*	489*	467*	485	517*	590*	381*
Serbia ^{3,4}	486*	478*	500	486	458*	597	368*
Italy	480*	478*	460*	490*	491*	574*	381*
Malaysia	474*	491*	454*	477	469*	578*	372*
Norway	469*	488*	425*	459*	505*	552*	382*
Cyprus	465*	464*	468*	458*	464*	575*	347*
Bulgaria	464*	458*	476*	468*	440*	586*	324*
Israel ⁵	463*	469*	470*	436*	465*	584*	328*
Ukraine	462*	460*	464*	467*	458*	572*	346*
Romania	461*	457*	478*	466*	429*	587*	328*
Bosnia and Herzegovina	456*	451*	475*	451*	437*	552*	352*
Lebanon	449*	454*	465*	462*	407*	549*	354*
Thailand	441*	444*	433*	442*	453*	562*	327*
Turkey	432*	429*	440*	411*	445*	581*	297*
Jordan	427*	416*	448*	436*	425*	556*	290*
Tunisia	420*	425*	423*	437*	411*	508*	336*
Georgia ⁴	410*	421*	421*	409*	373*	532*	280*
Iran, Islamic Republic of	403*	395*	408*	423*	415*	516*	295*
Bahrain	398*	388*	403*	412*	418*	505*	289*
Indonesia	397*	399*	405*	395*	402*	509*	286*
Syrian Arab Republic	395*	393*	406*	417*	387*	502*	290*
Egypt	391*	393*	409*	406*	384*	521*	258*
Algeria	387*	403*	349*	432*	371*	465*	311*
Colombia	380*	369*	390*	371*	405*	477*	281*

See notes at end of table.

International Trends in Mathematics Performance

Table A-15-2. Average mathematics scale scores and percentile scores of 8th-grade students, by content domain and country: 2007—Continued

Country (ordered by total score)	Total mathematics	Content domain				Percentile	
		Number	Algebra	Geometry	Data and chance	90th	10th
TIMSS scale average	500*	500*	500	500*	500*	†	†
Oman	372*	363*	391*	387*	389*	492*	245*
Palestinian National Authority	367*	366*	382*	388*	371*	498*	233*
Botswana	364*	366*	394*	325*	384*	460*	264*
Kuwait ⁶	354*	347*	354*	385*	366*	455*	252*
El Salvador	340*	355*	331*	318*	362*	433*	248*
Saudi Arabia	329*	309*	344*	359*	348*	429*	231*
Ghana	309*	310*	358*	275*	321*	428*	192*
Qatar	307*	334*	312*	301*	305*	427*	186*

* $p < .05$. Significantly different from the U.S. score.

† Not applicable.

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² Met guidelines for sample participation rates only after substitute schools were included.

³ National Defined Population covered 90 to 95 percent of National Target Population.

⁴ National Target Population did not include all of the International Target Population.

⁵ National Defined Population covered less than 90 percent of National Target Population (but at least 77 percent).

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 8 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total mathematics scale, which captures students' overall mathematics knowledge and skills, and four content domains. The TIMSS scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. Countries are ordered by total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. Percentile scores are calculated based on distribution of student scores within each country. For more information on the TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables 3, 7, and 9, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-15-3. Average mathematics scale scores of 4th-grade students, by country: 1995 and 2007

Country (ordered by 2007 score)	1995	2007
TIMSS scale average	500	500
Hong Kong SAR ¹	557	607*
Singapore	590	599
Japan	567	568
England	484	541*
Latvia ²	499	537*
Netherlands ³	549	535*
United States^{4,5}	518	529*
Australia	495	516*
Hungary	521	510*
Austria	531	505*
Slovenia	462	502*
Scotland ⁴	493	494
New Zealand	469	492*
Czech Republic	541	486*
Norway	476	473
Iran, Islamic Republic of	387	402*

* $p < .05$. 2007 average score is significantly different from 1995 average score.

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² In 2007, National Target Population did not include all of the International Target Population.

³ In 2007, nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁴ In 2007, met guidelines for sample participation rates only after substitute schools were included.

⁵ In 2007, National Defined Population covered 90 percent to 95 percent of National Target Population.

⁶ In 2007, Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Countries are ordered by 2007 total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. The Trends in International Mathematics and Science Study (TIMSS) scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 mathematics in 2007 is equivalent to a score of 500 in grade 4 mathematics in 2003 and 1995. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 4, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Trends in Mathematics Performance

Table A-15-4. Average mathematics scale scores of 8th-grade students, by country: 1995 and 2007

Country (ordered by 2007 score)	1995	2007
TIMSS scale average	500	500
Korea, Republic of	581	597*
Singapore	609	593*
Hong Kong SAR ^{1,2}	569	572
Japan	581	570*
Hungary	527	517*
England ²	498	513*
Russian Federation	524	512
United States^{2,3}	492	508*
Lithuania ⁴	472	506*
Czech Republic	546	504*
Slovenia	494	501*
Australia	509	496*
Sweden	540	491*
Scotland ²	493	487
Norway	498	469*
Cyprus	468	465
Bulgaria	527	464*
Romania	474	461*
Iran, Islamic Republic of	418	403*
Colombia	332	380*

* $p < .05$. 2007 average score is significantly different from 1995 average score.

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² In 2007, met guidelines for sample participation rates only after substitute schools were included.

³ In 2007, National Target Population did not include all of the International Target Population.

⁴ In 2007, National Target Population covered 90 to 95 percent of National Target Population.

NOTE: Countries are ordered by 2007 total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. The Trends in International Mathematics and Science Study (TIMSS) scale average was established with a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 4, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-15-5. Trends in 10th and 90th percentile mathematics scores of U.S. 4th- and 8th-grade students: Various years 1995–2007

Percentile	1995	1999 ¹	2003	2007
4th grade				
10th	408*	—	417*	430
90th	619	—	614*	625
8th grade				
10th	380*	387*	400	408
90th	594*	611	608	607

* $p < .05$. Percentile cutpoint score is significantly different from 2007 percentile cutpoint score.

— Not available.

¹ No 4th-grade assessment was conducted in 1999.

NOTE: In 2007, the United States met guidelines for sample participation rates only after substitute schools were included. The National Defined Population covered 90 percent to 95 percent of National Target Population. Cutpoints are calculated based on distribution of U.S. student scores. For more information on the Trends in International Mathematics and Science Study (TIMSS), see *supplemental note 5*.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995, 1999, 2003, and 2007.

International Trends in Science Performance

Table A-16-1. Average science scale scores and percentile scores of 4th-grade students, by content domain, percentile, and country: 2007

Country (ordered by total score)	Total science	Content domain			Percentile	
		Life science	Physical science	Earth science	90th	10th
TIMSS scale average	500*	500*	500*	500*	†	†
Singapore	587*	582*	585*	554*	701*	464*
Chinese Taipei	557*	541	559*	553*	653*	457*
Hong Kong SAR ¹	554*	532	558*	560*	637	466*
Japan	548*	530*	564*	529	633*	459*
Russian Federation	546	539	547*	536	646	443*
Latvia ²	542	535	544*	536	625*	454*
England	542	532*	543*	538	641	438
United States^{3,4}	539	540	534	533	643	427
Hungary	536	548*	529	517*	637	425
Italy	535	549*	521*	526	636	429
Kazakhstan ²	533	528*	528	534	623*	433
Germany	528*	529*	524*	524*	623*	427
Australia	527*	528*	522*	534	626*	423
Slovak Republic	526*	532	513*	530	627*	416
Austria	526*	526*	514*	532	620*	423
Sweden	525*	531*	508*	535	617*	429
Netherlands ⁵	523*	536	503*	524*	598*	445*
Slovenia	518*	511*	530	517*	610*	416*
Denmark ³	517*	527*	502*	522*	610*	417
Czech Republic	515*	520*	511*	518*	610*	416*
Lithuania ²	514*	516*	514*	511*	595*	428
New Zealand	504*	506*	498*	515*	614*	382*
Scotland ³	500*	504*	499*	508*	593*	400*
Armenia	484*	489*	492*	479*	640	336*
Norway	477*	487*	469*	497*	570*	374*
Ukraine	474*	482*	475*	474*	576*	364*
Iran, Islamic Republic of	436*	442*	454*	433*	558*	304*
Georgia ²	418*	427*	414*	432*	524*	306*
Colombia	400*	408*	411*	401*	522*	271*
El Salvador	390*	410*	392*	393*	507*	267*
Algeria	354*	351*	377*	365*	483*	220*
Kuwait ⁶	348*	353*	345*	363*	505*	182*
Tunisia	318*	323*	340*	325*	497*	119*
Morocco	297*	292*	324*	293*	465*	139*
Qatar	294*	291*	303*	305*	464*	121*
Yemen	197*	—	—	—	379*	20*

* $p < .05$. Significantly different from the U.S. score.

— Not available. Average achievement could not be accurately estimated.

† Not applicable.

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.² National Target Population does not include all of the International Target Population.³ Met guidelines for sample participation rates only after substitute schools were included.⁴ National Defined Population covers 90 to 95 percent of National Target Population.⁵ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: The Trends in International Mathematics and Science Study (TIMSS) scale average was established to have a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments since then have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 science in 2007 is equivalent to a score of 500 in grade 4 science in 2003 and 1995. Countries are ordered by total science average score. Ordering of countries does not imply that scores are measurably different from one another. Percentile scores are calculated based on distribution of student scores within each country. The international average is the average of the scores for all reported countries. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables 11, 14, and 17, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-16-2. Average science scale scores and percentile scores of 8th-grade students, by content domain and country: 2007

Country (ordered by total score)	Total science	Content domain				Percentile	
		Biology	Chemistry	Physics	Earth science	90th	10th
TIMSS scale average	500*	500*	500*	500	500*	†	†
Singapore	567*	564*	560*	575*	541*	694*	421
Chinese Taipei	561*	549*	573*	554*	545*	665*	439*
Japan	554*	553*	551*	558*	533	648*	454*
Korea, Republic of	553*	548*	536*	571*	538*	646*	452*
England ¹	542*	541*	534*	545*	529	649*	427*
Hungary	539*	534	536*	541*	531	635*	437*
Czech Republic	539*	531	535*	537*	534*	630	447*
Slovenia	538*	530	539*	524*	542*	628	442*
Hong Kong SAR ^{1,2}	530	527	517	528*	532	625	419
Russian Federation	530*	525	535*	519*	525	627	427*
United States^{1,3}	520	530	510	503	525	623	410
Lithuania ⁴	519	527	507	505	515*	616	414
Australia	515	518*	505	508	519	617	410
Sweden	511*	515*	499*	506	510*	608*	405
Scotland ¹	496*	495*	497*	494	498*	597*	388*
Italy	495*	502*	481*	489*	503*	590*	393*
Armenia	488*	490*	478*	503	475*	612	366*
Norway	487*	487*	483*	475*	502*	578*	389*
Ukraine	485*	477*	490*	492*	482*	588*	374*
Jordan	482*	478*	491*	479*	484*	601*	349*
Malaysia	471*	469*	479*	484*	463*	581*	357*
Thailand	471*	478*	462*	458*	488*	578*	363*
Serbia ^{3,4}	470*	474*	467*	467*	466*	571*	359*
Bulgaria ⁵	470*	467*	472*	466*	480*	595*	330*
Israel ⁶	468*	472*	467*	472*	462*	591*	329*
Bahrain	467*	473*	468*	466*	465*	575*	351*
Bosnia and Herzegovina	466*	464*	468*	463*	469*	565*	359*
Romania	462*	459*	463*	458*	471*	572*	345*
Iran, Islamic Republic of	459*	449*	463*	470*	476*	566*	355*
Malta	457*	453*	461*	470*	456*	595*	298*
Turkey	454*	462*	435*	445*	466*	577*	336*
Syrian Arab Republic	452*	459*	450*	447*	448*	546*	355*
Cyprus	452*	447*	452*	458*	457*	556*	339*
Tunisia	445*	452*	458*	432*	447*	524*	367*
Indonesia	427*	428*	421*	432*	442*	520*	330*
Oman	423*	414*	416*	443*	439*	541*	293*
Georgia ⁴	421*	423*	418*	416*	425*	527*	309*
Kuwait ⁶	418*	419*	418*	438*	410*	530*	298*
Colombia	417*	434*	420*	407*	407*	514*	319*
Lebanon	414*	405*	447*	431*	389*	539*	284*

See notes at end of table.

International Trends in Science Performance

Table A-16-2. Average science scale scores and percentile scores of 8th-grade students, by content domain and country: 2007—Continued

Country (ordered by total score)	Total science	Content domain				Percentile	
		Biology	Chemistry	Physics	Earth science	90th	10th
TIMSS scale average	500*	500*	500*	500	500*	†	†
Egypt	408*	406*	413*	413*	426*	537*	275*
Algeria	408*	411*	414*	397*	413*	488*	327*
Palestinian National Authority	404*	402*	413*	414*	408*	543*	255*
Saudi Arabia	403*	407*	390*	408*	423*	503*	300*
El Salvador	387*	398*	377*	380*	400*	477*	298*
Botswana	355*	359*	371*	351*	361*	478*	220*
Qatar	319*	318*	322*	347*	312*	480*	146*
Ghana	303*	304*	342*	276*	294*	445*	163*

* $p < .05$. Significantly different from the U.S. score.

† Not applicable.

¹ Met guidelines for sample participation rates only after substitute schools were included.

² Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

³ National Defined Population covers 90 to 95 percent of National Target Population.

⁴ National Target Population does not include all of the International Target Population.

⁵ National Defined Population covers less than 90 percent of National Target Population (but at least 77 percent).

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: The Trends in International Mathematics and Science Study (TIMSS) scale average was established to have a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 science in 2007 is equivalent to a score of 500 in grade 8 science in 2003, 1999, and 1995. Countries are ordered by total science average score. Ordering of countries does not imply that scores are measurably different from one another. Percentile scores are calculated based on distribution of student scores within each country. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), tables 11, 15, and 17, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-16-3. Average science scale scores of 4th-grade students, by country: 1995 and 2007

Country (ordered by 2007 score)	1995	2007
TIMSS scale average	500	500
Singapore	523	587*
Hong Kong SAR ¹	508	554*
Japan	553	548*
Latvia ²	486	542*
England	528	542*
United States^{3,4}	542	539
Hungary	508	536*
Australia	521	527
Austria	538	526*
Netherlands ⁵	530	523
Slovenia	464	518*
Czech Republic	532	515*
New Zealand	505	504
Scotland ³	514	500*
Norway	504	477*
Iran, Islamic Republic of	380	436*

* $p < .05$. 2007 average score is significantly different from 1995 average score.

¹ Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

² In 2007, National Target Population did not include all of the International Target Population.

³ In 2007, met guidelines for sample participation rates only after substitute schools were included.

⁴ In 2007, National Defined Population covered 90 to 95 percent of National Target Population.

⁵ In 2007, nearly satisfied guidelines for sample participation rates only after substitute schools were included.

NOTE: Ordering of countries does not imply that scores are measurably different from one another. The Trends in International Mathematics and Science Study (TIMSS) scale average was established to have a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 science in 2007 is equivalent to a score of 500 in grade 4 science in 2003 and 1995. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 12, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Trends in Science Performance

Table A-16-4. Average science scale scores of 8th-grade students, by country: 1995 and 2007

Country (ordered by 2007 score)	1995	2007
TIMSS scale average	500	500
Singapore	580	567
Japan	554	554
Korea, Republic of	546	553*
England ¹	533	542
Hungary	537	539
Czech Republic	555	539*
Slovenia	514	538*
Hong Kong SAR ^{1,2}	510	530*
Russian Federation	523	530
United States^{1,3}	513	520
Lithuania ⁴	464	519*
Australia	514	515
Sweden	553	511*
Scotland ¹	501	496
Norway	514	487*
Romania	471	462
Iran, Islamic Republic of	463	459
Cyprus	452	452
Colombia	365	417*

* $p < .05$. 2007 average score is significantly different from 1995 average score.

¹ In 2007, met guidelines for sample participation rates only after substitute schools were included.

² Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

³ In 2007, National Target Population covered 90 to 95 percent of National Target Population.

⁴ In 2007, National Target Population did not include all of the International Target Population.

NOTE: Ordering of countries does not imply that scores are measurably different from one another. The Trends in International Mathematics and Science Study (TIMSS) scale average was established to have a mean of 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 science in 2007 is equivalent to a score of 500 in grade 8 science in 2003, 1999, and 1995. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2008). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001), table 12, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-16-5. Trends in 10th and 90th percentile science scores of U.S. 4th- and 8th-grade students: Various years 1995-2007

Percentile	1995	1999 ¹	2003	2007
4th grade				
10th	419	—	426	427
90th	654*	—	636	643
8th grade				
10th	384*	386*	419	410
90th	628	636*	628	623

— Not available.

* $p < .05$. Percentile cutpoint score is significantly different from 2007 percentile cutpoint score.

¹ No 4th-grade assessment was conducted in 1999.

NOTE: In 2007, the United States met guidelines for sample participation rates only after substitute schools were included. The National Defined Population covered 90 percent to 95 percent of National Target Population. Cutpoints are calculated based on distribution of U.S. student scores. For more information on the Trends in International Mathematics and Science Study (TIMSS), see *supplemental note 5*.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 1995, 1999, 2003, and 2007.

Supplemental Table to Indicator 17

Annual Earnings of Young Adults

Table A-17-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2007

[In constant 2007 dollars]

Educational attainment, sex, and race/ethnicity ¹	1980	1985	1990	1995	2000	2005	2007
Total²	\$38,000	\$38,000	\$36,000	\$34,000	\$36,000	\$36,000	\$36,000
Less than high school	30,000	27,000	25,000	22,000	24,000	23,000	23,000
High school diploma or equivalent	35,000	33,000	31,000	28,000	30,000	30,000	29,000
Some college ³	38,000	39,000	36,000	32,000	34,000	33,000	33,000
Associate's degree	—	—	—	34,000	36,000	36,000	35,000
Bachelor's degree or higher	45,000	48,000	46,000	45,000	48,000	47,000	48,000
Bachelor's degree	—	—	—	42,000	47,000	43,000	45,000
Master's degree or higher	—	—	—	54,000	54,000	53,000	56,000
Sex and educational attainment							
Male	45,000	42,000	40,000	37,000	41,000	37,000	39,000
Less than high school	33,000	29,000	27,000	26,000	25,000	26,000	25,000
High school diploma or equivalent	43,000	39,000	35,000	33,000	35,000	32,000	31,000
Some college ³	45,000	44,000	40,000	35,000	40,000	37,000	37,000
Associate's degree	—	—	—	35,000	45,000	41,000	40,000
Bachelor's degree or higher	50,000	53,000	50,000	51,000	55,000	53,000	52,000
Bachelor's degree	—	—	—	48,000	54,000	48,000	50,000
Master's degree or higher	—	—	—	60,000	64,000	58,000	62,000
Female	30,000	31,000	31,000	30,000	33,000	32,000	33,000
Less than high school	21,000	21,000	20,000	18,000	20,000	19,000	19,000
High school diploma or equivalent	28,000	27,000	25,000	24,000	25,000	25,000	24,000
Some college ³	30,000	31,000	32,000	27,000	29,000	30,000	30,000
Associate's degree	—	—	—	33,000	31,000	32,000	31,000
Bachelor's degree or higher	37,000	40,000	41,000	41,000	43,000	42,000	43,000
Bachelor's degree	—	—	—	38,000	42,000	40,000	40,000
Master's degree or higher	—	—	—	48,000	48,000	50,000	51,000
Race/ethnicity¹ and educational attainment							
White	39,000	39,000	38,000	35,000	39,000	37,000	40,000
Less than high school	32,000	29,000	27,000	24,000	24,000	24,000	25,000
High school diploma or equivalent	36,000	35,000	32,000	30,000	33,000	32,000	30,000
Some college ³	40,000	39,000	38,000	33,000	36,000	34,000	35,000
Associate's degree	‡	‡	‡	35,000	39,000	37,000	37,000
Bachelor's degree or higher	45,000	48,000	48,000	46,000	48,000	48,000	48,000
Bachelor's degree	‡	‡	‡	44,000	48,000	44,000	45,000
Master's degree or higher	‡	‡	‡	54,000	54,000	53,000	55,000
Black	30,000	29,000	29,000	29,000	31,000	31,000	30,000
Less than high school	22,000	19,000	20,000	19,000	23,000	22,000	20,000
High school diploma or equivalent	30,000	27,000	25,000	24,000	25,000	24,000	26,000
Some college ³	33,000	29,000	31,000	30,000	31,000	31,000	30,000
Associate's degree	‡	‡	‡	30,000	30,000	30,000	30,000
Bachelor's degree or higher	38,000	39,000	40,000	37,000	42,000	41,000	40,000
Bachelor's degree	‡	‡	‡	35,000	40,000	38,000	39,000
Master's degree or higher	‡	‡	‡	46,000	52,000	47,000	45,000

See notes at end of table.

Table A-17-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2007—Continued

[In constant 2007 dollars]

Educational attainment, sex, and race/ethnicity ¹	1980	1985	1990	1995	2000	2005	2007
Race/ethnicity¹ and educational attainment							
Hispanic	\$34,000	\$31,000	\$29,000	\$27,000	\$30,000	\$29,000	\$30,000
Less than high school	30,000	25,000	22,000	21,000	22,000	22,000	22,000
High school diploma or equivalent	30,000	29,000	27,000	26,000	28,000	25,000	26,000
Some college ³	38,000	37,000	32,000	27,000	33,000	34,000	31,000
Associate's degree	‡	‡	‡	33,000	36,000	36,000	30,000
Bachelor's degree or higher	41,000	46,000	43,000	41,000	46,000	44,000	44,000
Bachelor's degree	‡	‡	‡	39,000	43,000	42,000	40,000
Master's degree or higher	‡	‡	‡	‡	‡	54,000	58,000
Asian	—	—	\$37,000⁴	\$35,000⁴	\$43,000⁴	\$42,000	\$45,000
Less than high school	—	—	‡ ⁴	‡ ⁴	‡ ⁴	‡	‡
High school diploma or equivalent	—	—	26,000 ⁴	27,000 ⁴	30,000 ⁴	29,000	28,000
Some college ³	—	—	32,000 ⁴	25,000 ⁴	34,000 ⁴	32,000	35,000
Associate's degree	—	—	‡ ⁴	27,000 ⁴	36,000 ⁴	37,000	36,000
Bachelor's degree or higher	—	—	48,000 ⁴	45,000 ⁴	60,000 ⁴	53,000	55,000
Bachelor's degree	—	—	‡ ⁴	42,000 ⁴	59,000 ⁴	53,000	50,000
Master's degree or higher	—	—	‡ ⁴	52,000 ⁴	64,000 ⁴	58,000	65,000
Pacific Islander	—	—	(⁴)	(⁴)	(⁴)	‡	\$35,000
American Indian/Alaska Native	—	—	\$32,000	\$27,000	\$29,000	\$32,000	\$31,000
More than one race	—	—	—	—	—	\$37,000	\$33,000

— Not available.

‡ Reporting standards not met (too few cases).

¹ Race categories exclude persons of Hispanic ethnicity. Estimates for educational categories for Pacific Islander, American Indian/Alaska Native, and More than one race subgroups did not meet reporting standards. For more information on race/ethnicity, see *supplemental note 1*.

² Totals for 1980 and 1985 include other racial/ethnic groups not shown.

³ Due to changes in categories across time, the category "some college" prior to 1992 is not comparable with "some college" from 1992 onward. Prior to 1992, "some college" may have included students who earned an associate's degree.

⁴ From 1989 through 2002, data for Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. For more information on the CPI, see *supplemental note 10*. Full-year worker refers to those who were employed 50 or more weeks during the previous year; full-time worker refers to those who were usually employed 35 or more hours per week. For more information on the CPS, see *supplemental note 2*. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2008.

Supplemental Table to Indicator 18

Grade Retention

Table A-18-1. Percentage of students in kindergarten through grade 8 who had ever been retained in a grade during their school career, by selected characteristics: Selected years, 1996–2007

Characteristic	1996	1999	2001	2003	2005	2007
Total	10.6	9.2	9.2	8.8	10.2	9.8
School type						
Public	11.0	9.8	9.8	9.2	10.6	10.2
Private	7.3	5.0	4.4	5.1	7.2	6.7
Sex						
Male	13.4	11.3	11.4	10.2	11.9	11.7
Female	7.7	7.1	7.0	7.3	8.3	7.6
Race/ethnicity ¹						
White	9.4	7.6	7.1	7.3	8.0	7.9
Black	13.9	14.5	15.3	14.3	17.7	16.4
Hispanic	13.0	11.4	12.2	9.1	11.7	10.9
Asian/Pacific Islander	6.4 [!]	3.0 [!]	2.1 [!]	3.7 [!]	1.8 [!]	‡
Other	11.7	10.1	10.7	10.9	10.7	8.8
Mother's education ²						
Less than high school	20.3	17.3	18.9	17.2	19.6	19.7
High school graduate or equivalent	11.7	11.0	10.8	10.8	12.5	12.6
Vocational/technical or some college	7.9	7.1	7.5	7.7	8.5	12.2
Bachelor's degree	4.5	4.2	3.0	3.9	4.9	3.2
Graduate/professional school	5.5	4.5	4.3	3.3	4.4	3.1
Poverty status						
Poor	17.2	15.7	16.6	17.4	18.9	22.9
Near-poor	12.5	11.5	11.2	10.2	13.0	10.9
Nonpoor	6.8	5.5	5.8	5.6	6.1	5.1
Region						
Northeast	10.3	8.7	8.3	8.9	9.8	10.5
South	13.9	11.7	12.4	11.6	13.7	13.2
Midwest	8.9	8.5	7.8	6.3	6.9	7.8
West	7.4	6.4	6.9	7.1	8.3	6.0
Primary language spoken in home						
English	10.6	9.2	9.2	8.8	10.1	9.7
Language other than English	11.4	9.9	9.8	8.1	12.1	10.5
Country of birth						
United States	—	9.2	9.2	8.8	10.1	9.6
Other jurisdictions ³	—	‡	‡	‡	‡	‡
Other country	—	10.2	8.9	9.3	12.4	12.5
Of the percentage of students who had ever been retained						
Grade level retained ⁴						
Kindergarten–1st grade	34.4	32.6	27.8	31.0	30.7	34.1
2nd–3rd grade	14.7	12.3 ⁵	17.8	15.6	16.9	15.0
4th–5th grade	7.4	8.3	10.1	8.4	10.2	9.3
6th–8th grade	6.2	13.3	10.6	10.6	9.1	6.9

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met.

¹ Race categories exclude persons of Hispanic ethnicity. "Other" includes individuals of more than one race.

² Estimates for mother's education exclude data for students who were reported to have no mother or female guardian.

³ Other jurisdictions includes U.S. territories.

⁴ Includes only students who had ever been retained in their school career. For example, of all students in 2007 who had ever been retained in their school career, 34 percent were retained in kindergarten or 1st grade. Respondents could report retention in more than one grade over the course of the student's school career. For example, a student who had been retained both in kindergarten and in 3rd grade would be counted in both the "kindergarten or 1st grade" category and the "2nd or 3rd grade" category.

⁵ For 1999, the estimate of students ever retained who were retained in 2nd grade (derived from the variable SEREPT2 on the Parent-NHES:1999 data file) is omitted here because it is anomalous. Due to this data anomaly, the "2nd or 3rd grade" category for 1999 includes only students who were retained in 3rd grade. For more information on this data anomaly, see http://nces.ed.gov/nhes/dataproducts_anomaly.asp.

NOTE: All data are based on parent reports. In 2007, administrative record data were also used to establish school type. Estimates exclude homeschooled students. For more information on race/ethnicity, parents' education, poverty thresholds, and a list of the states in each region, see *supplemental note 1*. For more information on National Household Education Surveys (NHES), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey, Before- and After-School Programs Survey, and Parent and Family Involvement in Education Survey of the 1996–2007 NHES (Parent-NHES:1999; ASPA-NHES:2001 and 2005; and PFI-NHES:1996, 2003, and 2007).

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Public High School Graduation Rates by State

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2005-06

State	2000-01		2001-02		2002-03	
	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates
United States Reporting 48 states and D.C.	71.7	2,569,200	72.6	2,621,534	73.9	2,719,947
	†	†	†	†	†	†
Alabama	63.7	37,082	62.1	35,887	64.7	36,741
Alaska	68.0	6,812	65.9	6,945	68.0	7,297
Arizona	74.2	46,733	74.7	47,175	75.9	49,986
Arkansas	73.9	27,100	74.8	26,984	76.6	27,555
California	71.6	315,189	72.7	325,895	74.1	341,097
Colorado	73.2	39,241	74.7	40,760	76.4	42,379
Connecticut	77.5	30,388	79.7	32,327	80.9	33,667
Delaware	71.0	6,614	69.5	6,482	73.0	6,817
District of Columbia	60.2	2,808	68.4	3,090	59.6	2,725
Florida	61.2	111,112	63.4	119,537	66.7	127,484
Georgia	58.7	62,499	61.1	65,983	60.8	66,890
Hawaii	68.3	10,102	72.1	10,452	71.3	10,013
Idaho	79.6	15,941	79.3	15,874	81.4	15,858
Illinois	75.6	110,624	77.1	116,657	75.9	117,507
Indiana	72.1	56,172	73.1	56,722	75.5	57,897
Iowa	82.8	33,774	84.1	33,789	85.3	34,860
Kansas	76.5	29,360	77.1	29,541	76.9	29,963
Kentucky	69.8	36,957	69.8	36,337	71.7	37,654
Louisiana	63.7	38,314	64.4	37,905	64.1	37,610
Maine	76.4	12,654	75.6	12,593	76.3	12,947
Maryland	78.7	49,222	79.7	50,881	79.2	51,864
Massachusetts	78.9	54,393	77.6	55,272	75.7	55,987
Michigan	75.4	96,515	72.9	95,001	74.0	100,301
Minnesota	83.6	56,581	83.9	57,440	84.8	59,432
Mississippi	59.7	23,748	61.2	23,740	62.7	23,810
Missouri	75.5	54,138	76.8	54,487	78.3	56,925
Montana	80.0	10,628	79.8	10,554	81.0	10,657
Nebraska	83.8	19,658	83.9	19,910	85.2	20,161
Nevada	70.0	15,127	71.9	16,270	72.3	16,378
New Hampshire	77.8	12,294	77.8	12,452	78.2	13,210

See notes at end of table.

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2005-06—Continued

State	2003-04		2004-05		2005-06	
	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates
United States Reporting 48 states and D.C.	74.3¹	2,753,438¹	74.7	2,799,250	73.4¹	2,815,544¹
	75.0	2,548,128	†	†	73.2	2,649,594
Alabama	65.0	36,464	65.9	37,453	66.2	37,918
Alaska	67.2	7,236	64.1	6,909	66.5	7,361
Arizona	66.8	45,508	84.7	59,498	70.5	54,091
Arkansas	76.8	27,181	75.7	26,621	80.4	28,790
California	73.9	343,480	74.6	355,217	69.2	343,515
Colorado	78.7	44,777	76.7	44,532	75.5	44,424
Connecticut	80.7	34,573	80.9	35,515	80.9	36,222
Delaware	72.9	6,951	73.1	6,934	76.3	7,275
District of Columbia	68.2	3,031	68.8	2,781	65.4	3,150 ²
Florida	66.4	131,418	64.6	133,318	63.6	134,686
Georgia	61.2	68,550	61.7	70,834	62.4	73,498
Hawaii	72.6	10,324	75.1	10,813	75.5	10,922
Idaho	81.5	15,547	81.0	15,768	80.5	16,096
Illinois	80.3	124,763	79.4	123,615	79.7	126,817
Indiana	73.5	56,008	73.2	55,444	73.3	57,920
Iowa	85.8	34,339	86.6	33,547	86.9	33,693
Kansas	77.9	30,155	79.2	30,355	77.6	29,818
Kentucky	73.0	37,787	75.9	38,399	77.2	38,449
Louisiana	69.4	37,019	63.9	36,009	59.5	33,275
Maine	77.6	13,278	78.6	13,077	76.3	12,950
Maryland	79.5	52,870	79.3	54,170	79.9	55,536
Massachusetts	79.3	58,326	78.7	59,665	79.5	61,272
Michigan	72.5	98,823	73.0	101,582	72.2	102,582
Minnesota	84.7	59,096	85.9	58,391	86.2	58,898
Mississippi	62.7	23,735	63.3	23,523	63.5	23,848
Missouri	80.4	57,983	80.6	57,841	81.0	58,417
Montana	80.4	10,500	81.5	10,335	81.9	10,283
Nebraska	87.6	20,309	87.8	19,940	87.0	19,764
Nevada	57.4	15,201	55.8	15,740	55.8	16,455
New Hampshire	78.7	13,309	80.1	13,775	81.1	13,988

See notes at end of table.

Public High School Graduation Rates by State

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2005-06—Continued

State	2000-01		2001-02		2002-03	
	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates
United States Reporting 48 states and D.C.	71.7	2,569,200	72.6	2,621,534	73.9	2,719,947
	†	†	†	†	†	†
New Jersey	85.4	76,130	85.8	77,664	87.0	81,391
New Mexico	65.9	18,199	67.4	18,094	63.1	16,923
New York	61.5	141,884	60.5	140,139	60.9	143,818
North Carolina	66.5	63,288	68.2	65,955	70.1	69,696
North Dakota	85.4	8,445	85.0	8,114	86.4	8,169
Ohio	76.5	111,281	77.5	110,608	79.0	115,762
Oklahoma	75.8	37,458	76.0	36,852	76.0	36,694
Oregon	68.3	29,939	71.0	31,153	73.7	32,587
Pennsylvania	79.0	114,436	80.2	114,943	81.7	119,933
Rhode Island	73.5	8,603	75.7	9,006	77.7	9,318
South Carolina	56.5	30,026	57.9	31,302	59.7	32,482
South Dakota	77.4	8,881	79.0	8,796	83.0	8,999
Tennessee	59.0	40,642	59.6	40,894	63.4	44,113
Texas	70.8	215,316	73.5	225,167	75.5	238,111
Utah	81.6	31,036	80.5	30,183	80.2	29,527
Vermont	80.2	6,856	82.0	7,083	83.6	6,970
Virginia	77.5	66,067	76.7	66,519	80.6	72,943
Washington	69.2	55,081	72.2	58,311	74.2	60,435
West Virginia	75.9	18,440	74.2	17,128	75.7	17,287
Wisconsin	83.3	59,341	84.8	60,575	85.8	63,272
Wyoming	73.4	6,071	74.4	6,106	73.9	5,845

See notes at end of table.

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2005-06—Continued

State	2003-04		2004-05		2005-06	
	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates	Averaged freshman graduation rate	Total number of graduates
United States Reporting 48 states and D.C.	74.3¹	2,753,438¹	74.7	2,799,250	73.4¹	2,815,544¹
New Jersey	86.3	83,826	85.1	86,502	84.8	90,049
New Mexico	67.0	17,892	65.4	17,353	67.3	17,822
New York	60.9 ³	142,526 ³	65.3	153,203	67.4	161,817
North Carolina	71.4	72,126	72.6	75,010	71.8	76,710
North Dakota	86.1	7,888	86.3	7,555	82.1	7,192
Ohio	81.3	119,029	80.2	116,702	79.2	117,356
Oklahoma	77.0	36,799	76.9	36,227	77.8	36,497
Oregon	74.2	32,958	74.2	32,602	73.0	32,394
Pennsylvania	82.2	123,474	82.5	124,758	83.5	127,830 ²
Rhode Island	75.9	9,258	78.4	9,881	77.8	10,108
South Carolina	60.6	33,235	60.1	33,439	61.0	34,970 ²
South Dakota	83.7	9,001	82.3	8,585	84.5	8,589
Tennessee	66.1	46,096	68.5	47,967	70.6	50,880
Texas	76.7	244,165	74.0	239,717	72.5	240,485
Utah	83.0	30,252	84.4	30,253	78.6	29,050
Vermont	85.4	7,100	86.5	7,152	82.3	6,779
Virginia	79.3	72,042	79.6	73,667	74.5	69,597
Washington	74.6	61,274	75.0	61,094	72.9	60,213
West Virginia	76.9	17,339	77.3	17,137	76.9	16,763
Wisconsin	85.8 ³	62,784 ³	86.7	63,229	87.5	63,003
Wyoming	76.0	5,833	76.7	5,616	76.1	5,527

† Not applicable.

¹ The 2003-04 national estimates are based on imputed data for New York and Wisconsin. The 2005-06 national estimates are based on imputed data for the District of Columbia, Pennsylvania, and South Carolina.

² Projected high school graduates from NCEES 2008-078, Projections of Education Statistics to 2017.

³ To impute the number of graduates in these states in 2003-04, the 2002-03 averaged freshman graduation rates for Wisconsin and New York were applied to the average of the grade-specific enrollment data in the state for grade 8 in 1999-2000, grade 9 in 2000-01, and grade 10 in 2001-02.

NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The estimated averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Totals for reporting states include any of the 50 states and the District of Columbia that reported data for a given year. For more information on the Common Core of Data (CCD), see *supplemental note 3*; for more information on measures of student progress and persistence, see *supplemental note 6*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2005-06, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02, Version 1c, 2002-03, Version 1b, 2003-04, Version 1b, and 2004-05, Version 1b.

Supplemental Tables to Indicator 20

Status Dropout Rates

Table A-20-1. Number of status dropouts and status dropout rates of 16- through 24-year-olds, by nativity and selected characteristics: American Community Survey 2007

Characteristic	Number of status dropouts (in thousands)	Status dropout rate (percent)	Native-born dropout rate (percent)	Foreign-born dropout rate (percent)	Percent of all status dropouts
Total¹	3,583	9.3	7.7	21.2	100.0
Sex					
Male	2,160	10.9	8.8	25.0	60.3
Female	1,422	7.6	6.5	16.6	39.7
Race/ethnicity ²					
White	1,426	6.1	6.1	5.4	39.8
Black	635	11.5	11.8	7.6	17.7
Hispanic	1,349	19.9	11.5	34.3	37.7
Asian	47	3.0	2.2	3.7	1.3
Pacific Islander	5	7.6	5.5	12.0	0.2
American Indian/ Alaska Native	49	15.3	15.4	‡	1.4
More than one race	58	7.6	7.8	3.8	1.6
Race/ethnicity ² by sex					
Male					
White	821	6.8	6.8	6.3	38.0
Black	392	13.9	14.3	8.7	18.1
Hispanic	851	23.7	13.3	38.9	39.4
Asian	24	3.0	2.6	3.5	1.1
Pacific Islander	4	9.5	8.0!	13.5!	0.2
American Indian/ Alaska Native	27	16.2	16.3	‡	1.3
More than one race	33	8.4	8.8	3.5	1.5
Female					
White	604	5.3	5.4	4.4	42.5
Black	243	8.9	9.1	6.6	17.1
Hispanic	499	15.7	9.6	28.0	35.1
Asian	22	2.9	1.8	4.0	1.6
Pacific Islander	2	5.6	2.5!	10.8	0.1
American Indian/ Alaska Native	21	14.3	14.4	‡	1.5
More than one race	26	6.7	6.9	4.2	1.8
Age					
16	141	3.2	2.9	6.9	3.9
17	232	5.3	4.7	12.1	6.5
18	388	8.4	7.5	16.7	10.8
19	424	9.9	8.8	19.4	11.8
20-24	2,397	11.5	9.2	25.0	66.9
Living arrangement					
Households	3,280	9.3	7.6	21.8	91.6
Institutionalized group quarters ³	247	45.9	44.9	56.1	6.9
Noninstitutionalized group quarters ⁴	55	2.1	1.8	4.2	1.5
Region					
Northeast	487	7.1	5.9	14.7	13.6
Midwest	637	7.6	6.8	18.4	17.8
South	1,533	11.0	9.4	23.5	42.8
West	926	10.1	7.3	23.7	25.8

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Total includes other race/ethnicity categories not separately shown.

² Race categories exclude persons of Hispanic ethnicity.

³ Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

⁴ Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless. Among those counted in noninstitutionalized group quarters in the ACS, only the residents of military barracks are not included in the civilian noninstitutionalized population in the CPS.

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or equivalency credential, such as a General Educational Development [GED] certificate). This table uses a different data source than table A-20-2, and therefore, estimates are not directly comparable to the 2007 estimates in table A-20-2. Detail may not sum to totals because of rounding. For more information on race/ethnicity and region, see *supplemental note 1*.

For more information on the ACS, see *supplemental note 3*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2007.

Table A-20-2. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity and nativity: October Current Population Survey 1980-2007

Year	Total ¹	Race/ethnicity ²									
		White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
		Total	Native-born	Total	Native-born	Total	Native-born	Total	Native-born	Total	Native-born
1980	14.1	11.4	—	19.1	—	35.2	—	—	—	—	—
1981	13.9	11.4	—	18.4	—	33.2	—	—	—	—	—
1982	13.9	11.4	—	18.4	—	31.7	—	—	—	—	—
1983	13.7	11.2	—	18.0	—	31.6	—	—	—	—	—
1984	13.1	11.0	—	15.5	—	29.8	—	—	—	—	—
1985	12.6	10.4	—	15.2	—	27.6	—	—	—	—	—
1986	12.2	9.7	—	14.2	—	30.1	—	—	—	—	—
1987	12.7	10.4	—	14.1	—	28.6	—	—	—	—	—
1988	12.9	9.6	—	14.5	—	35.8	—	—	—	—	—
1989	12.6	9.4	—	13.9	—	33.0	—	7.5	—	21.6!	—
1990	12.1	9.0	—	13.2	—	32.4	—	4.9!	—	16.4!	—
1991	12.5	8.9	—	13.6	—	35.3	—	3.5!	—	18.7!	—
1992	11.0	7.7	—	13.7	—	29.4	—	5.7	—	17.5!	—
1993	11.0	7.9	—	13.6	—	27.5	—	5.8!	—	14.6!	—
1994	11.5	7.7	7.7	12.6	11.7	30.0	17.0	5.8!	4.3!	10.2!	10.1!
1995	12.0	8.6	8.6	12.1	12.2!	30.0	17.9	3.9	1.8!	13.4!	13.2!
1996	11.1	7.3	7.4	13.0	13.2!	29.4	18.9	5.3	3.8!	13.0	12.5
1997	11.0	7.6	7.7	13.4	13.7	25.3	16.3	6.9	3.2!	14.5	15.1
1998	11.8	7.7	7.8	13.8	13.9	29.5	18.3	4.1	2.7!	11.8	12.2
1999	11.2	7.3	7.3	12.6	12.5	28.6	16.1	4.3	4.4	‡	‡
2000	10.9	6.9	6.9	13.1	13.1	27.8	15.2	3.8	3.1!	14.0	14.6
2001	10.7	7.3	7.3	10.9	11.1	27.0	15.0	3.6	2.8!	13.1	13.5
2002	10.5	6.5	6.5	11.3	11.9	25.7	13.1	3.9	2.0!	16.8	17.8
2003	9.9	6.3	6.4	10.9	11.4!	23.5	12.2	3.9	3.2!	15.0	16.2
2004	10.3	6.8	6.8	11.8	12.0	23.8	14.3	3.6	2.2!	17.0	17.3
2005	9.4	6.0	6.0	10.4	10.9!	22.4	12.9	2.9	3.0!	14.0	13.9
2006	9.3	5.8	5.8	10.7	10.8	22.1	12.2	3.6	3.6	14.7	15.1
2007	8.7	5.3	5.2	8.4	8.2	21.4	11.2	6.1	2.8	19.3	19.4

—Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Total includes other race/ethnicity categories not separately shown.² Race categories exclude persons of Hispanic ethnicity.

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. This table uses a different data source than table A-20-1, and therefore, estimates are not directly comparable to the 2007 estimates in table A-20-1. For more information on race/ethnicity and the CPS, see *supplemental notes 1* and *2*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1980-2007.

Supplemental Tables to Indicator 21

Immediate Transition to College

Table A-21-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1972-2007

Year	Total	Low		Middle	High	Gap between High and	
		Annual	Moving average ¹			Low ²	Middle
1972	49.2	26.1	23.2	45.2	63.8	40.6	18.6
1973	46.6	20.3	23.2	40.9	64.4	41.2	23.5
1974	47.6	—	†	—	—	†	†
1975	50.7	31.2	34.7	46.2	64.5	29.8	18.3
1976	48.8	39.1	32.3	40.5	63.0	30.7	22.4
1977	50.6	27.7	32.4	44.2	66.3	33.9	22.0
1978	50.1	31.4	29.8	44.3	64.0	34.2	19.6
1979	49.3	30.5	31.6	43.2	63.2	31.6	19.9
1980	49.3	32.5	32.2	42.5	65.2	33.0	22.8
1981	53.9	33.6	32.9	49.2	67.6	34.7	18.4
1982	50.6	32.8	33.6	41.7	70.9	37.2	29.2
1983	52.7	34.6	34.0	45.2	70.3	36.4	25.1
1984	55.2	34.5	36.3	48.4	74.0	37.7	25.5
1985	57.7	40.2	35.9	50.6	74.6	38.6	24.0
1986	53.8	33.9	36.8	48.5	71.0	34.3	22.6
1987	56.8	36.9	37.6	50.0	73.8	36.2	23.9
1988	58.9	42.5	42.4	54.7	72.8	30.5	18.1
1989	59.6	48.1	45.6	55.4	70.7	25.0	15.2
1990	60.1	46.7	44.8	54.4	76.6	31.8	22.2
1991	62.5	39.5	42.2	58.4	78.2	36.0	19.8
1992	61.9	40.9	43.6	57.0	79.0	35.5	22.0
1993	62.6	50.4	44.7	56.9	79.3	34.6	22.4
1994	61.9	43.3	42.0	57.8	77.9	35.9	20.1
1995	61.9	34.2	42.1	56.0	83.5	41.3	27.4
1996	65.0	48.6	47.1	62.7	78.0	30.9	15.3
1997	67.0	57.0	50.6	60.7	82.2	31.6	21.5
1998	65.6	46.4	50.9	64.7	77.5	26.6	12.8
1999	62.9	49.4	48.5	59.4	76.1	27.6	16.7
2000	63.3	49.7	47.8	59.5	76.9	29.2	17.4
2001	61.7	43.8	50.0	56.3	79.9	30.0	23.6
2002	65.2	56.4	51.0	60.7	78.2	27.2	17.5
2003	63.9	52.8	52.6	57.6	80.1	27.6	22.6
2004	66.7	47.8	51.4	63.3	80.1	28.7	16.8
2005	68.6	53.5	50.8	65.1	81.2	30.4	16.1
2006	66.0	50.9	54.5	61.4	80.7	26.2	19.3
2007	67.2	58.4	55.0	63.3	78.2	23.2	14.8

— Not available (due to improper head of household coding for 1974).

† Not applicable.

¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are also presented. These rates were generally calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2007, which do not have available data for 1 of the 3 adjacent years, the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.

² Refers to the moving average rates for the low-income category.

NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in each year. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. For more information on the CPS, educational attainment, and family income, see *supplemental note 2*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2007.

Table A-21-2. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by parents' education: 1992-2007

Year	High school or less	Some college, including vocational/technical	Bachelor's degree or higher	Not available ¹	Gap between Bachelor's degree or higher and	
					High school or less	Some college, including vocational/technical
1992	50.1	67.5	81.3	38.0	31.2	13.8
1993	51.3	62.7	87.9	42.0	36.6	25.2
1994	48.1	65.0	82.5	43.1	34.4	17.6
1995	41.9	70.2	87.7	30.8	45.8	17.5
1996	53.8	66.6	85.2	45.6	31.3	18.5
1997	59.3	62.6	86.1	51.3	26.8	23.5
1998	55.7	67.7	82.3	50.1	26.6	14.6
1999	49.8	60.3	82.2	53.1	32.4	21.9
2000	50.1	63.8	81.2	50.5	31.1	17.4
2001	48.9	62.0	81.3	41.9	32.4	19.2
2002	49.7	65.9	82.6	58.7	32.8	16.7
2003	51.6	62.9	82.1	48.8	30.5	19.2
2004	50.8	67.0	85.9	53.6	35.0	18.9
2005	57.6	65.6	88.8	54.8	31.2	23.2
2006	53.2	67.0	78.2	54.6	25.0	11.3
2007	50.9	65.2	85.8	55.3	34.9	20.6

¹ Information on parents' education was not available for the following three groups of students: (1) those who did not live with their parents and were classified as a householder or the spouse of a householder; (2) those who did not live with their parents and who were not classified as a householder or the spouse of a householder yet educational attainment was not reported for the householder or spouse of the householder; and (3) those who lived with parents whose educational attainment was not reported (about 7-14 percent of high school completers ages 16-24 were in this category for the period covered).

NOTE: Includes high school completers ages 16-24, who accounted for about 98 percent of all high school completers in each year. *High school completers* refers to those who have received a high school diploma or equivalency certificate. Parents' education refers to the highest education of the parent(s). If no parent resided with the student and the student was the householder or spouse of the householder, then the value of parents' education is set to missing. For more information on the CPS, educational attainment, and parents' education, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992-2007.

Supplemental Tables to Indicator 21

Immediate Transition to College

Table A-21-3. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: 1972-2007

Year	White	Black		Hispanic		Gap between White and	
		Annual	Moving average ¹	Annual	Moving average ¹	Black ²	Hispanic ²
1972	49.7	44.6	38.4	45.0	49.9	11.3	-0.2
1973	47.8	32.5	41.4	54.1	48.8	6.4!	-1.0
1974	47.2	47.2	40.5	46.9	53.2	6.7!	-6.0
1975	51.1	41.7	44.5	58.0	52.7	6.6!	-1.5
1976	48.8	44.4	45.3	52.7	53.6	3.5!	-4.8
1977	50.8	49.5	46.8	50.8	48.8	4.0!	2.1!
1978	50.5	46.4	47.5	42.0	46.1	3.0!	4.4!
1979	49.9	46.7	45.2	45.0	46.3	4.7!	3.7!
1980	49.8	42.7	44.0	52.3	49.6	5.9!	0.3!
1981	54.9	42.7	40.3	52.1	48.7	14.6	6.2!
1982	52.7	35.8	38.8	43.2	49.4	13.9	3.3!
1983	55.0	38.2	38.0	54.2	46.7	17.1	8.4!
1984	59.0	39.8	39.9	44.3	49.3	19.1	9.7!
1985	60.1	42.2	39.5	51.0	46.1	20.5	13.9!
1986	56.8	36.9	43.5	44.0	42.3	13.3	14.5!
1987	58.6	52.2	44.2	33.5	45.0	14.4	13.6!
1988	61.1	44.4	49.7	57.1	48.5	11.4	12.6!
1989	60.7	53.4	48.0	55.1	52.7	12.7	8.0!
1990	63.0	46.8	48.9	42.7	52.5	14.1	10.6!
1991	65.4	46.4	47.2	57.2	52.6	18.2	12.8!
1992	64.3	48.2	50.0	55.0	58.2	14.3	6.1!
1993	62.9	55.6	51.3	62.2	55.7	11.6	7.3!
1994	64.5	50.8	52.4	49.1	55.0	12.1	9.5!
1995	64.3	51.2	52.9	53.7	51.6	11.4	12.7
1996	67.4	56.0	55.4	50.8	57.6	12.1	9.8!
1997	68.2	58.5	58.8	65.6	55.3	9.4	12.9
1998	68.5	61.9	59.8	47.4	51.9	8.8	16.6
1999	66.3	58.9	58.6	42.3	47.4	7.7!	18.9
2000	65.7	54.9	56.3	52.9	48.6	9.4	17.1
2001	64.2	54.6	56.3	51.7	52.7	7.8!	11.4
2002	68.9	59.4	57.2	53.3	54.7	11.7	14.1
2003	66.2	57.5	60.0	58.6	57.7	6.2!	8.5!
2004	68.8	62.5	58.8	61.8	57.7	10.0	11.1
2005	73.2	55.7	58.2	54.0	57.5	15.0	15.7
2006	68.5	55.5	55.6	57.9	58.5	12.9	10.0
2007	69.5	55.7	55.6	64.0	60.9	13.9	8.7!

! Interpret data with caution (estimates are unstable).

¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the Black and Hispanic categories, moving average rates are also presented. Moving average rates were generally calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972 and 2007, which do not have available data for 1 of the 3 adjacent years, the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.

² Refers to the moving average rates for the Black and Hispanic categories.

NOTE: Includes high school completers ages 16-24, who accounted for about 98 percent of all high school completers in each year. Race categories exclude persons of Hispanic ethnicity. For more information on the CPS, educational attainment, and race/ethnicity, see *supplemental note 2*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2007.

Table A-21-4. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by sex and type of institution: 1972-2007

Year	Male			Female		
	Total	2-year ¹	4-year ¹	Total	2-year ¹	4-year ¹
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	59.9	22.9	37.0	65.2	22.8	42.4
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1
1997	63.6	21.4	42.2	70.3	24.1	46.2
1998	62.4	24.4	38.0	69.1	24.3	44.8
1999	61.4	21.0	40.5	64.4	21.1	43.3
2000	59.9	23.1	36.8	66.2	20.0	46.2
2001	59.7	18.6	41.1	63.6	20.7	42.9
2002	62.1	20.5	41.7	68.3	23.0	45.3
2003	61.2	21.9	39.3	66.5	21.0	45.5
2004	61.4	21.8	39.6	71.5	23.1	48.5
2005	66.5	24.7	41.8	70.4	23.4	47.0
2006	65.8	24.9	40.9	66.1	24.5	41.7
2007	66.1	22.7	43.4	68.3	25.5	42.8

—Not available (data on type of institution were not collected until 1973).

¹ From 1973 through 1986, due to a skip pattern in the Current Population Survey (CPS), about 3–9 percent of high school completers ages 16–24 who enrolled in college immediately were not asked the question about the type of institutions attended. Such respondents were assumed to have had the same probability of enrolling at a 2- or 4-year institution as those who were asked the question.

NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in each year. For more information on the CPS and educational attainment, see *supplemental note 2*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2007.

Postsecondary Graduation Rates

Table A-22-1. Percentage of students seeking a bachelor's or equivalent degree at 4-year Title IV institutions who completed a bachelor's or equivalent degree within 6 years, by race/ethnicity, control of institution, and sex: Cohort year 2000

Characteristic	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Race/ ethnicity unknown	Nonresident alien
Total	57.5	60.2	42.1	49.1	66.7	40.2	51.6	59.6
Public	54.8	57.1	40.8	46.0	64.1	37.5	52.3	54.6
Male	51.3	53.8	34.1	41.1	60.0	33.6	49.1	52.1
Female	57.7	59.9	45.2	49.7	67.8	40.5	55.2	58.1
Private not-for-profit	64.5	67.0	45.9	59.0	75.2	50.9	60.3	64.5
Male	61.7	64.4	39.3	55.3	73.1	50.1	58.6	61.7
Female	66.7	69.1	50.4	61.7	76.7	51.5	61.6	67.9
Private for-profit	32.6	38.1	29.7	33.8	47.3	30.4	17.0	47.5
Male	35.5	40.2	29.8	36.2	48.4	30.3	20.0	46.3
Female	29.1	35.1	29.7	30.9	45.2	30.4	14.6	48.9

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Graduation Rates component.

Table A-22-2. Percentage of students seeking a bachelor's or equivalent degree at 4-year Title IV institutions who completed a bachelor's or equivalent degree, by control of institution, sex, and time to degree attainment: Cohort year 2000

Characteristic	Total	Public	Private not-for-profit	Private for-profit
All students				
4-year rate	36.1	29.0	50.3	25.7
5-year rate	52.6	49.1	60.8	30.0
6-year rate	57.5	54.8	64.5	32.6
Male				
4-year rate	31.1	23.6	46.0	30.1
5-year rate	49.0	44.8	58.5	33.6
6-year rate	54.3	51.3	61.7	35.5
Female				
4-year rate	40.2	33.5	53.7	20.7
5-year rate	55.6	52.7	62.7	25.9
6-year rate	60.2	57.7	66.7	29.1

NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Graduation Rates component.

Educational Attainment

Table A-23-1. Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, March 1971-2008

Educational attainment and year	Total ¹			White			Black		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
High school diploma or equivalent²									
1971	77.7	79.0	76.5	81.7	83.0	80.5	58.7	56.7	60.5
1975	83.1	84.5	81.8	86.6	88.0	85.2	71.1	72.3	70.1
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3
2006	86.4	84.4	88.5	93.4	92.3	94.6	86.3	84.2	88.0
2007	87.0	84.9	89.1	93.5	92.7	94.2	87.7	87.4	87.9
2008	87.8	85.8	89.9	93.7	92.6	94.7	87.5	85.7	89.2
Some college³									
1971	33.9	38.5	29.4	36.7	41.7	31.8	18.1	16.5	19.5
1975	41.6	47.4	36.0	44.3	50.4	38.3	27.5	29.7	25.8
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1
2006	57.8	53.3	62.4	66.3	62.1	70.4	49.9	44.8	54.3
2007	57.7	52.5	63.0	65.6	61.1	70.0	50.0	45.9	53.6
2008	59.2	53.9	64.8	67.1	62.4	71.9	51.0	44.5	56.7
Bachelor's degree⁴									
1971	17.1	20.4	13.8	18.9	22.4	15.4	6.7	6.9	6.6
1975	21.9	25.2	18.7	23.8	27.3	20.2	10.5	11.1	10.0
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3
2006	28.4	25.3	31.6	34.3	31.4	37.2	18.7	15.2	21.7
2007	29.6	26.3	33.0	35.5	31.9	39.2	19.5	18.9	20.0
2008	30.8	26.8	34.9	37.1	32.6	41.7	20.4	19.0	21.6
Master's degree⁵									
1995	4.5	4.9	4.1	5.3	5.6	5.0	1.8	2.2!	1.4!
2000	5.4	4.7	6.2	5.8	4.9	6.7	3.7	2.1!	4.9
2005	6.2	5.1	7.3	7.4	6.0	8.7	2.6	1.1!	4.0
2006	6.4	5.1	7.8	7.5	5.8	9.2	3.2	1.7	4.5
2007	6.3	5.0	7.6	7.6	5.7	9.4	3.5	3.3	3.7
2008	7.0	5.3	8.7	8.2	5.9	10.4	4.4	3.4	5.2

See notes at end of table.

Table A-23-1. Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, March 1971–2008—Continued

Educational attainment and year	Hispanic			Asian/Pacific Islander		
	Total	Male	Female	Total	Male	Female
High school diploma or equivalent²						
1971	48.3	51.4	45.8	—	—	—
1975	53.1	52.2	53.9	—	—	—
1980	58.0	57.0	58.9	—	—	—
1985	60.9	58.6	63.1	—	—	—
1990	58.2	56.6	59.9	89.9	95.3	85.1
1995	57.1	55.7	58.7	90.8	90.5	91.2
2000	62.8	59.2	66.4	93.7	92.1	95.2
2005	63.3	63.2	63.3	95.6	96.8	94.5
2006	63.2	60.5	66.6	96.4	97.2	95.6
2007	65.0	60.5	70.7	96.8	95.9	97.7
2008	68.3	65.6	71.9	95.9	95.6	96.1
Some college³						
1971	14.7	19.7	10.5!	—	—	—
1975	21.8	26.3	17.6	—	—	—
1980	23.2	25.9	20.5	—	—	—
1985	26.9	26.9	27.0	—	—	—
1990	23.4	22.9	23.9	62.8	69.3	57.0
1995	28.7	26.7	30.9	76.4	75.4	77.6
2000	32.8	29.0	36.6	78.2	79.3	77.3
2005	32.8	31.8	34.0	80.3	78.2	82.2
2006	31.7	28.3	35.9	80.9	80.0	81.8
2007	33.9	28.2	41.1	80.4	78.6	82.1
2008	35.9	30.8	42.5	80.2	78.9	81.5
Bachelor's degree⁴						
1971	5.1!	8.0!	‡	—	—	—
1975	8.8	10.4	7.3	—	—	—
1980	7.7	8.4	6.9	—	—	—
1985	11.1	10.9	11.2	—	—	—
1990	8.1	7.3	9.1	42.2	47.6	37.4
1995	8.9	7.8	10.1	43.1	42.0	44.5
2000	9.7	8.3	11.0	54.3	55.5	53.1
2005	11.2	10.2	12.4	59.9	58.4	61.3
2006	9.5	6.9	12.8	59.6	58.7	60.4
2007	11.6	8.6	15.4	59.5	58.5	60.3
2008	12.4	10.0	15.5	57.9	54.1	61.6
Master's degree⁵						
1995	1.6	2.0!	1.2!	10.9	12.6	8.9
2000	2.1	1.5	2.7	15.5	17.2	13.9
2005	2.1	1.7	2.5	16.9	19.7	14.4
2006	1.5	1.1	2.0	20.1	20.5	19.7
2007	1.5	0.6	2.6	17.5	18.4	16.5
2008	2.0	1.2	2.9	19.9	20.9	18.9

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Included in the totals but not shown separately are estimates for those from other racial/ethnic groups.² Prior to 1992, *high school completers* referred to those who completed 12 years of schooling; beginning in 1992, the term referred to those who received a high school diploma or equivalency certificate.³ Prior to 1992, *some college* meant completing 1 or more years of college; beginning in 1992, the term meant completing any college at all.⁴ Data prior to 1992 were for completing 4-years of college; beginning in 1992, data were for earning a bachelor's degree.⁵ Estimates for attainment of a master's degree prior to 1992 are not available.NOTE: Detail may not sum to totals as estimates of educational attainment represent the percentage who achieved at least the cited credential. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Some estimates are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, selected years 1971–2008.

Supplemental Tables to Indicator 24

Degrees Earned

Table A-24-1. Number of degrees conferred by degree-granting institutions and percentage of degrees conferred to females, by type of degree: Academic years 1991-92 through 2006-07

Academic year	Associate's		Bachelor's		Master's	
	Number	Percent conferred to females	Number	Percent conferred to females	Number	Percent conferred to females
1991-92	504,231	58.9	1,136,553	54.2	352,838	54.1
1992-93	514,756	58.8	1,165,178	54.3	369,585	54.2
1993-94	530,632	59.4	1,169,275	54.5	387,070	54.5
1994-95	539,691	59.5	1,160,134	54.6	397,629	55.1
1995-96	555,216	60.5	1,164,792	55.1	406,301	55.9
1996-97	571,226	60.8	1,172,879	55.6	419,401	56.9
1997-98	558,555	61.0	1,184,406	56.1	430,164	57.1
1998-99	559,954	61.0	1,200,303	56.8	439,986	57.7
1999-2000	564,933	60.2	1,237,875	57.2	457,056	58.0
2000-01	578,865	60.0	1,244,171	57.3	468,476	58.5
2001-02	595,133	60.0	1,291,900	57.4	482,118	58.7
2002-03	634,016	60.0	1,348,811	57.5	513,339	58.8
2003-04	665,301	60.9	1,399,542	57.5	558,940	58.9
2004-05	696,660	61.6	1,439,264	57.4	574,618	59.3
2005-06	713,066	62.1	1,485,242	57.5	594,065	60.0
2006-07	728,114	62.2	1,524,092	57.4	604,607	60.6
Increase in the number of degrees conferred						
1996-97 to 2006-07	156,888	†	351,213	†	185,206	†
Percentage change in the number of degrees conferred						
1996-97 to 2006-07	27.5	†	29.9	†	44.2	†

See notes at end of table.

Table A-24-1. Number of degrees conferred by degree-granting institutions and percentage of degrees conferred to females, by type of degree: Academic years 1991-92 through 2006-07—Continued

Academic year	First-professional ¹		Doctoral ²	
	Number	Percent conferred to females	Number	Percent conferred to females
1991-92	74,146	39.2	40,659	37.1
1992-93	75,387	40.1	42,132	38.1
1993-94	75,418	40.7	43,185	38.5
1994-95	75,800	40.8	44,446	39.4
1995-96	76,734	41.7	44,652	39.9
1996-97	78,730	42.1	45,876	40.8
1997-98	78,598	42.9	46,010	42.0
1998-99	78,439	43.5	44,077	42.9
1999-2000	80,057	44.7	44,808	44.1
2000-01	79,707	46.2	44,904	44.9
2001-02	80,698	47.3	44,160	46.3
2002-03	80,897	48.2	46,042	47.1
2003-04	83,041	49.2	48,378	47.7
2004-05	87,289	49.8	52,631	48.8
2005-06	87,655	49.8	56,067	48.9
2006-07	90,064	50.0	60,616	50.1
		Increase in the number of degrees conferred		
1996-97 to 2006-07	11,334	†	14,740	†
		Percentage change in the number of degrees conferred		
1996-97 to 2006-07	14.4	†	32.1	†

† Not applicable.

¹ An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession, (2) at least 2 years of college work before entering the degree program, and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. Includes first-professional degrees such as M.D., D.D.S., and law degrees. See glossary for a definition of first-professional degree.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. See glossary for a definition of doctoral degree.

NOTE: For more information on the classification of postsecondary institutions and the Integrated Postsecondary Education Data System (IPEDS), see *supplemental notes 8 and 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1991-92 through 2006-07 IPEDS, "Completions Survey" (IPEDS-C:90-99) and Fall 2000 through Fall 2007.

Degrees Earned

Table A-24-2. Number and percentage change in degrees conferred by degree-granting institutions, percentage distribution of degrees conferred, and percentage of degrees conferred to females, by type of degree and racial/ethnic group: Academic years 1996-97, 2001-02, and 2006-07

Type of degree and race/ethnicity	Number				Percentage distribution			Percent conferred to females		
	1996-97	2001-02	2006-07	Percent change, 1996-97 to 2006-07	1996-97	2001-02	2006-07	1996-97	2001-02	2006-07
Associate's	571,226	595,133	728,114	27.5	100.0	100.0	100.0	60.5	60.0	62.2
White	429,464	417,733	491,572	14.5	75.2	70.2	67.5	60.3	59.2	61.0
Other racial/ethnic groups	130,998	165,123	222,788	70.1	22.9	27.7	30.6	61.5	62.3	64.9
Black	56,306	67,343	91,529	62.6	9.9	11.3	12.6	65.5	66.1	69.1
Hispanic	43,549	60,003	85,410	96.1	7.6	10.1	11.7	58.9	60.1	62.9
Asian/Pacific Islander	25,159	30,945	37,266	48.1	4.4	5.2	5.1	55.8	57.2	58.4
American Indian/Alaska Native	5,984	6,832	8,583	43.4	1.0	1.1	1.2	64.2	66.2	66.5
Nonresident alien	10,764	12,277	13,754	27.8	1.9	2.1	1.9	56.8	58.0	61.3
Bachelor's	1,172,879	1,291,900	1,524,092	29.9	100.0	100.0	100.0	55.6	57.4	57.4
White	900,809	958,597	1,099,850	22.1	76.8	74.2	72.2	55.2	56.7	56.3
Other racial/ethnic groups	233,142	291,847	378,341	62.3	19.9	22.6	24.8	59.1	61.1	61.3
Black	94,349	116,623	146,653	55.4	8.0	9.0	9.6	64.4	66.4	66.1
Hispanic	62,509	82,966	114,936	83.9	5.3	6.4	7.5	57.9	60.3	61.1
Asian/Pacific Islander	68,859	83,093	105,297	52.9	5.9	6.4	6.9	52.8	54.7	54.8
American Indian/Alaska Native	7,425	9,165	11,455	54.3	0.6	0.7	0.8	59.6	60.5	60.7
Nonresident alien	38,928	41,456	45,901	17.9	3.3	3.2	3.0	44.3	48.2	51.0
Master's	419,401	482,118	604,607	44.2	100.0	100.0	100.0	56.9	58.7	60.6
White	305,005	327,645	399,267	30.9	72.7	68.0	66.0	58.8	60.7	62.1
Other racial/ethnic groups	64,844	90,790	137,105	111.4	15.5	18.8	22.7	61.2	63.7	65.0
Black	28,403	40,370	62,574	120.3	6.8	8.4	10.3	68.5	70.8	71.4
Hispanic	15,440	22,385	34,822	125.5	3.7	4.6	5.8	59.5	62.3	64.5
Asian/Pacific Islander	19,061	25,411	36,134	89.6	4.5	5.3	6.0	51.6	53.8	54.5
American Indian/Alaska Native	1,940	2,624	3,575	84.3	0.5	0.5	0.6	62.2	62.2	64.6
Nonresident alien	49,552	63,683	68,235	37.7	11.8	13.2	11.3	39.0	41.3	43.1

See notes at end of table.

Table A-24-2. Number and percentage change in degrees conferred by degree-granting institutions, percentage distribution of degrees conferred, and percentage of degrees conferred to females, by type of degree and racial/ethnic group: Academic years 1996-97, 2001-02, and 2006-07—Continued

Type of degree and race/ethnicity	Number				Percentage distribution			Percent conferred to females		
	1996-97	2001-02	2006-07	Percent change, 1996-97 to 2006-07	1996-97	2001-02	2006-07	1996-97	2001-02	2006-07
First-professional ¹	78,730	80,698	90,064	14.4	100.0	100.0	100.0	42.1	47.3	50.0
White	60,280	58,874	64,546	7.1	76.6	73.0	71.7	40.3	45.3	47.5
Other racial/ethnic groups	16,804	19,941	23,541	40.1	21.3	24.7	26.1	49.8	54.0	57.0
Black	5,301	5,811	6,474	22.1	6.7	7.2	7.2	58.5	61.7	63.4
Hispanic	3,615	3,965	4,700	30.0	4.6	4.9	5.2	45.1	48.4	51.8
Asian/Pacific Islander	7,374	9,584	11,686	58.5	9.4	11.9	13.0	46.3	51.9	55.9
American Indian/Alaska Native	514	581	681	32.5	0.7	0.7	0.8	43.6	49.7	50.8
Nonresident alien	1,646	1,883	1,977	20.1	2.1	2.3	2.2	31.9	41.1	45.9
Doctoral ²	45,876	44,160	60,616	32.1	100.0	100.0	100.0	40.8	46.3	50.1
White	28,596	26,903	34,071	19.1	62.3	60.9	56.2	45.8	50.5	55.2
Other racial/ethnic groups	5,827	6,328	9,551	63.9	12.7	14.3	15.8	46.6	54.5	58.4
Black	1,865	2,395	3,727	99.8	4.1	5.4	6.1	57.4	61.5	65.6
Hispanic	1,120	1,434	2,034	81.6	2.4	3.2	3.4	47.8	54.7	56.1
Asian/Pacific Islander	2,667	2,319	3,541	32.8	5.8	5.3	5.8	38.3	46.4	51.9
American Indian/Alaska Native	175	180	249	42.3	0.4	0.4	0.4	50.3	62.8	61.4
Nonresident alien	11,453	10,929	16,994	48.4	25.0	24.7	28.0	25.5	31.4	35.2

¹ An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession, (2) at least 2 years of college work before entering the degree program, and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. Includes first-professional degrees such as M.D., D.D.S., and law degrees. See glossary for a definition of first-professional degree.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. See glossary for a definition of doctoral degree.

NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. Detail may not sum to totals because of rounding. For more information on race/ethnicity, the Integrated Postsecondary Education Data System (IPEDS), and the classification of postsecondary institutions, see *supplemental notes 1, 3, and 8*, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996-97, 2001-02, and 2006-07 IPEDS, "Completions Survey" (IPEDS-C:96) and Fall 2002 and 2007.

Poverty Concentration in Public Schools

Table A-25-1. Number and percentage distribution of public elementary and secondary students, by percentage of students in school eligible for free or reduced-price lunch, locale, and race/ethnicity: School year 2006-07

Locale and race/ethnicity	Total number of public school students	10 percent or less	11-25 percent	26-50 percent	51-75 percent	More than 75 percent
Total¹	47,932,492	13.7	18.6	29.9	21.8	16.0
White	26,780,528	18.9	25.2	34.9	16.6	4.3
Black	8,094,280	3.6	8.1	23.8	31.0	33.4
Hispanic	9,665,803	6.4	8.6	21.7	28.8	34.5
Asian/Pacific Islander	2,212,791	21.8	20.9	26.8	17.8	12.8
American Indian/Alaska Native	571,055	5.5	11.1	27.5	30.8	25.1
City ¹	14,062,924	7.6	11.2	23.4	25.6	32.2
White	4,614,314	12.9	22.1	34.7	20.6	9.8
Black	3,837,292	2.0	4.2	17.3	30.8	45.7
Hispanic	4,371,306	5.2	5.1	16.2	26.9	46.7
Asian/Pacific Islander	935,619	15.0	15.4	25.1	22.1	22.4
American Indian/Alaska Native	116,068	5.1	13.2	28.1	27.1	26.5
Suburban ¹	16,855,658	23.5	24.4	26.5	15.9	9.7
White	9,740,339	32.6	31.0	25.4	8.6	2.4
Black	2,451,359	6.7	13.9	32.6	28.5	18.3
Hispanic	3,339,296	8.1	12.6	25.1	28.1	26.0
Asian/Pacific Islander	967,838	29.5	25.3	24.9	14.2	6.1
American Indian/Alaska Native	94,684	13.5	23.7	35.6	18.4	8.8
Town ¹	6,049,815	5.3	15.1	40.3	27.9	11.4
White	4,187,564	6.2	19.3	46.3	23.8	4.4
Black	685,655	1.2	3.9	21.8	39.1	34.0
Hispanic	883,472	4.4	5.0	25.8	38.1	26.7
Asian/Pacific Islander	109,893	4.7	15.3	51.0	22.2	6.7
American Indian/Alaska Native	127,643	4.3	8.0	30.8	36.0	20.9
Rural ¹	10,964,095	11.2	20.8	37.7	22.7	7.6
White	8,238,311	12.6	23.2	40.5	20.3	3.4
Black	1,119,974	3.8	11.7	28.3	32.2	24.0
Hispanic	1,071,729	7.5	13.5	30.4	30.7	18.0
Asian/Pacific Islander	199,441	25.3	28.5	30.3	12.5	3.5
American Indian/Alaska Native	232,660	3.2	6.7	22.1	34.8	33.3

¹ Includes other racial/ethnic groups not separately shown.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Approximately 10,920 public schools (or 11 percent) did not report information on the number of students eligible for free or reduced-price school lunch. These schools are excluded from the total. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the CCD, see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006-07.

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Racial/Ethnic Concentration in Public Schools

Table A-26-1. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, by locale and race/ethnicity: School year 2006-07

Locale and race/ethnicity	Total	Combined Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native enrollment			
		Less than 25 percent	25-49 percent	50-74 percent	75 percent or more
Total	100.0	40.6	20.9	14.4	24.2
White	100.0	64.3	23.0	9.3	3.3
Black	100.0	8.6	18.6	21.2	51.5
Hispanic	100.0	8.0	14.8	19.9	57.3
Asian/Pacific Islander	100.0	19.4	25.2	22.8	32.6
American Indian/Alaska Native	100.0	24.1	27.7	19.4	28.8
City	100.0	13.2	19.5	19.7	47.6
White	100.0	33.3	35.8	21.3	9.6
Black	100.0	2.6	11.3	18.1	68.0
Hispanic	100.0	2.3	8.8	17.2	71.6
Asian/Pacific Islander	100.0	7.3	19.8	26.8	46.2
American Indian/Alaska Native	100.0	15.4	25.8	29.3	29.6
Suburban	100.0	42.3	23.3	14.2	20.2
White	100.0	63.3	24.9	8.8	3.0
Black	100.0	11.6	21.1	22.9	44.4
Hispanic	100.0	9.2	17.2	21.3	52.4
Asian/Pacific Islander	100.0	25.4	30.0	20.2	24.4
American Indian/Alaska Native	100.0	36.3	35.5	14.5	13.8
Town	100.0	56.4	20.5	12.6	10.5
White	100.0	73.1	18.5	6.9	1.5
Black	100.0	15.1	28.4	29.2	27.4
Hispanic	100.0	15.6	22.2	25.7	36.6
Asian/Pacific Islander	100.0	35.3	20.0	14.7	30.0
American Indian/Alaska Native	100.0	26.9	32.6	19.3	21.2
Rural	100.0	64.7	19.1	8.9	7.4
White	100.0	78.7	15.9	4.5	0.9
Black	100.0	19.2	32.2	23.8	24.9
Hispanic	100.0	20.9	25.7	22.3	31.1
Asian/Pacific Islander	100.0	37.8	29.9	21.4	10.8
American Indian/Alaska Native	100.0	22.1	22.8	16.5	38.5

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and locale, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006-07.

Table A-26-2. Percentage of public elementary and secondary school students in each racial/ethnic group enrolled in schools with 75 percent or more Black, Hispanic, or White student enrollment, by locale and race/ethnicity: School year 2006-07

Locale and race/ethnicity	Schools with		
	75 percent or more Black enrollment	75 percent or more Hispanic enrollment	75 percent or more White enrollment
Total	5.7	7.4	38.9
White	0.4	0.6	62.2
Black	30.9	1.7	7.9
Hispanic	1.0	32.5	7.3
Asian/Pacific Islander	0.8	3.0	17.7
American Indian/Alaska Native	0.8	2.3	23.1
City	12.3	13.8	11.9
White	1.1	1.7	30.6
Black	41.5	2.4	2.2
Hispanic	1.4	39.2	2.0
Asian/Pacific Islander	1.2	4.2	6.3
American Indian/Alaska Native	2.6	6.6	14.4
Suburban	3.6	6.4	39.9
White	0.2	0.6	60.4
Black	22.6	1.6	10.4
Hispanic	0.8	28.6	8.2
Asian/Pacific Islander	0.6	2.2	23.0
American Indian/Alaska Native	1.2	3.2	33.6
Town	2.7	4.7	54.8
White	0.3	0.5	71.5
Black	21.8	0.5	14.0
Hispanic	0.3	28.8	14.5
Asian/Pacific Islander	0.5	3.3	34.0
American Indian/Alaska Native	0.1	1.1	25.8
Rural	2.0	2.2	63.4
White	0.2	0.2	77.4
Black	18.0	0.3	18.0
Hispanic	0.4	20.3	19.8
Asian/Pacific Islander	0.3	0.9	35.9
American Indian/Alaska Native	0.2	0.4	21.7

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and locale, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006-07.

Racial/Ethnic Concentration in Public Schools

Table A-26-3. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, by year and race/ethnicity: Selected years, 1990-91 through 2006-07

Year and race/ethnicity	Total	Combined Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native enrollment			
		Less than 25 percent	25-49 percent	50-74 percent	75 percent or more
1990-91					
Total	100.0	54.3	18.4	11.4	15.9
White	100.0	74.2	17.4	6.5	1.9
Black	100.0	11.6	22.8	20.8	44.8
Hispanic	100.0	10.4	16.6	22.2	50.9
Asian/Pacific Islander	100.0	25.7	22.3	22.6	29.4
American Indian/Alaska Native	100.0	33.0	24.3	14.8	27.9
1995-96					
Total	100.0	51.1	18.6	12.3	18.0
White	100.0	72.2	18.3	7.3	2.2
Black	100.0	10.6	21.2	21.6	46.6
Hispanic	100.0	9.8	15.5	21.4	53.3
Asian/Pacific Islander	100.0	24.3	22.2	22.9	30.6
American Indian/Alaska Native	100.0	29.8	24.7	16.2	29.2
2000-01					
Total	100.0	46.6	19.0	13.1	21.3
White	100.0	69.3	19.8	8.2	2.8
Black	100.0	9.4	19.0	21.0	50.6
Hispanic	100.0	9.0	14.7	20.3	56.0
Asian/Pacific Islander	100.0	22.3	23.1	22.1	32.6
American Indian/Alaska Native	100.0	28.0	26.6	16.8	28.6
2006-07					
Total	100.0	40.6	20.9	14.4	24.2
White	100.0	64.3	23.0	9.3	3.3
Black	100.0	8.6	18.6	21.2	51.5
Hispanic	100.0	8.0	14.8	19.9	57.3
Asian/Pacific Islander	100.0	19.4	25.2	22.8	32.6
American Indian/Alaska Native	100.0	24.1	27.7	19.4	28.8

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91, 1995-96, 2000-01, and 2006-07.

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Supplemental Tables to Indicator 27

School Crime and Safety

Table A-27-1. Percentage of public schools experiencing and reporting at least one incident of crime that occurred at school to the police, by type of incident: School years 1999-2000, 2003-04, and 2005-06

Type of incident	Experienced various types of incidents			Reported to police		
	1999-2000	2003-04	2005-06	1999-2000	2003-04	2005-06
Total	86.4	88.5	85.7	62.5	65.2	60.9
Violent incidents	71.4	81.4	77.7	36.0	43.6	37.7
Physical attack or fight without a weapon	63.7	76.7	74.3	25.8	35.6	29.2
Threat of physical attack without a weapon	52.2	53.0	52.2	18.9	21.0	19.7
Serious violent incidents	19.7	18.3	17.1	14.8	13.3	12.6
Rape or attempted rape	0.7	0.8	0.3	0.6	0.8	0.3
Sexual battery other than rape	2.5	3.0	2.8	2.3	2.6	2.6
Physical attack or fight with a weapon	5.2	4.0	3.0	3.9	2.8	2.2
Threat of physical attack with a weapon	11.1	8.6	8.8	8.5	6.0	5.9
Robbery with a weapon	0.5!	0.6	0.4	0.3!	0.6	0.4
Robbery without a weapon	5.3	6.3	6.4	3.4	4.2	4.9
Theft/larceny ¹	45.6	46.0	46.0	28.5	30.5	27.9
Other incidents	72.7	64.0	68.2	52.0	50.0	50.6
Possession of a firearm/explosive device	5.5	6.1	7.2	4.5	4.9	5.5
Possession of a knife or sharp object ²	42.6	15.9	42.8	23.0	12.1	25.0
Distribution of illegal drugs	12.3	12.9	—	11.4	12.4	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	22.2	26.0	—
Distribution, possession, or use of illegal drugs	—	—	25.9	—	—	22.8
Distribution, possession, or use of alcohol	—	—	16.2	—	—	11.6
Student sexual harassment of other students	36.3	—	—	14.7	—	—
Vandalism	51.4	51.4	50.5	32.7	34.3	31.9

— Not available.

! Interpret data with caution (estimates are unstable).

¹ Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts."

² The questionnaire wording for possession of a knife or sharp object differed among survey administrations. In 1999-2000 and 2005-06, the question asked about possession of a knife or sharp object. In 2003-04, the question was changed to refer to possession of a knife or sharp object with intent to harm.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. For more information on SSOCS, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2005-06 School Survey on Crime and Safety (SSOCS), 2000, 2004, and 2006.

This indicator continues on page 204.

Supplemental Tables to Indicator 27

School Crime and Safety

Table A-27-2. Percentage of public schools experiencing at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2005-06

School characteristic	Violent incidents ¹							
	At least one	Number of incidents						
		None	1-2	3-5	6-9	10-14	15-19	20 or more
Total	77.7	22.3	1.3	4.8	8.2	9.8	7.8	45.8
School level ⁵								
Primary	67.3	32.7	1.6	5.7	7.2	8.5	5.6	38.7
Middle	94.4	5.6	1.2	2.6	6.7	10.4	7.2	66.4
High school	95.2	4.8	1.1	5.0	11.4	16.3	15.2	46.1
Combined	83.5	16.5	#	3.3!	12.6!	6.9!	11.8!	49.0
Enrollment size								
Less than 300	63.7	36.3	#	2.6!	6.8	7.1	6.2	40.9
300-499	77.3	22.7	‡	6.3	8.5	10.3	4.6	47.3
500-999	82.1	17.9	2.9	4.3	7.6	9.9	10.5	46.9
1,000 or more	96.5	3.5	2.0	7.4	12.2	14.4	11.0	49.5
Locale								
City	82.3	17.7	1.7!	6.1	6.8	8.7	6.3	52.8
Urban fringe	78.2	21.8	1.4!	4.7	9.3	12.2	8.8	41.9
Town	82.2	17.8	‡	5.3!	3.4!	10.0	10.1	51.9
Rural	72.3	27.7	1.0!	3.7	9.6	8.2	7.2	42.5
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students ⁶								
Less than 5 percent	71.6	28.4	0.9!	4.0!	10.8	9.1	7.7	39.1
5 percent to less than 20 percent	73.5	26.5	‡	5.4	7.2	10.6	8.0	40.9
20 percent to less than 50 percent	79.7	20.3	2.0!	4.9	9.3	10.6	9.7	43.1
50 percent or more	82.9	17.1	1.2!	4.3	6.7	9.0	6.1	55.6
Percent of students eligible for free or reduced-price lunch								
0-20 percent	68.0	32.0	2.4	6.3	9.6	11.5	8.9	29.3
21-50 percent	79.7	20.3	1.2!	4.5	9.4	11.4	8.0	45.3
More than 50 percent	81.4	18.6	0.9!	4.2	6.4	7.7	7.1	55.0

See notes at end of table.

Table A-27-2. Percentage of public schools experiencing at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2005–06—Continued

School characteristic	Serious violent incidents ²							Theft ³	Other ⁴
	At least one	Number of incidents						At least one	At least one
		None	1	2	3–5	6–9	10 or more		
Total	17.1	82.9	1.7	3.9	5.8	2.3	3.5	46.0	68.2
School level⁵									
Primary	11.0	89.0	‡	2.6	4.0	2.1	2.1	27.8	54.8
Middle	25.2	74.8	1.9	5.3	9.2	3.3	5.6	68.7	87.8
High school	31.8	68.2	7.8	6.9	9.6	2.3	5.2	85.6	93.6
Combined	17.4	82.6	‡	‡	‡	2.2!	5.8!	54.9	75.0
Enrollment size									
Less than 300	11.4	88.6	#	#	4.6	1.6!	5.2	29.6	53.2
300–499	11.7	88.3	‡	0.8!	6.3	2.7!	2.0	37.2	63.4
500–999	19.2	80.8	0.2!	8.0	5.2	2.5	3.3	52.1	74.2
1,000 or more	37.2	62.8	14.2	7.4	9.0	2.5	4.0	85.8	95.1
Locale									
City	23.9	76.1	2.2	4.9	7.1	4.0	5.7	46.8	72.7
Urban fringe	15.9	84.1	2.6	4.6	5.2	1.5	2.0	46.9	69.9
Town	15.2	84.8	1.0!	2.9	5.5!	3.5!	2.4!	48.4	70.6
Rural	13.6	86.4	0.5!	2.5	5.4	1.6	3.6	43.7	62.1
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students⁶									
Less than 5 percent	13.1	86.9	0.5!	2.7!	5.4	1.7!	2.8	42.8	62.4
5 percent to less than 20 percent	15.7	84.3	1.6	3.1	5.5	2.2	3.3	43.4	63.4
20 percent to less than 50 percent	16.6	83.4	1.8	5.0	4.6	1.2!	3.9	47.9	71.5
50 percent or more	21.6	78.4	2.4	4.2	7.4	3.6	4.0	48.4	71.9
Percent of students eligible for free or reduced-price lunch									
0–20 percent	12.5	87.5	2.1	3.6	4.3	1.7!	0.9!	45.9	61.7
21–50 percent	19.2	80.8	2.2	4.6	6.8	2.5	3.2	52.5	72.3
More than 50 percent	18.0	82.0	1.1	3.4	5.8	2.6	5.1	41.0	68.5

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Serious violent incidents are also included in violent incidents.² Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.³ Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”⁴ Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism.⁵ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.⁶ These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity. For more information on race/ethnicity, see *supplemental note 1*.NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. For more information on locale and poverty, see *supplemental note 1*. For more information on SSOCS, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Supplemental Table to Indicator 28

Student Suspensions and Expulsions

Table A-28-1. Number and percentage of students who were suspended and expelled from public elementary and secondary schools, by sex and race/ethnicity: 2002, 2004, and 2006

Characteristic	Suspensions						Expulsions					
	Number			Percent			Number			Percent		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Total	3,083,810	3,279,745	3,328,750	6.6	6.8	6.9	89,131	106,222	102,080	0.2	0.2	0.2
Sex												
Male	2,165,933	2,266,771	2,272,290	9.0	9.2	9.1	68,183	79,193	76,360	0.3	0.3	0.3
Female	917,877	1,012,974	1,056,470	4.0	4.3	4.5	20,948	27,029	25,720	0.1	0.1	0.1
Race/ethnicity												
White	1,363,543	1,359,416	1,302,410	4.9	4.8	4.8	39,483	44,501	38,030	0.1	0.2	0.1
Black	1,119,969	1,222,616	1,244,820	13.9	15.0	15.0	28,192	36,665	38,640	0.3	0.5	0.5
Hispanic	500,347	594,462	670,700	6.0	6.5	6.8	17,697	21,346	22,140	0.2	0.2	0.2
Asian/Pacific Islander	—	—	63,220	—	—	2.7	—	—	1,720	—	—	0.1
American Indian/Alaska Native	—	—	47,610	—	—	7.9	—	—	1,550	—	—	0.3

— Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. *Suspension* refers to an out-of-school suspension, during which a student is excluded from school for disciplinary reasons for 1 school day or longer; it does not include students who served their suspension in the school. *Expulsion* is defined as the exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or that meets the criteria for expulsion as defined by the appropriate state or local school authority. For both suspensions and expulsions, students are counted only once, but may appear in both categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2002, 2004, and 2006.

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Supplemental Tables to Indicator 29

International Teachers Comparison

Table A-29-1. Percentage of fourth-grade and eighth-grade students whose mathematics teachers reported that they participated in various professional development activities in the 2 years prior to assessment, by country: 2007

Country	Content	Pedagogy/ instruction	Critical thinking or problem solving	Assessment
Grade 4				
England ¹	59.6	69.8	58.6	42.6
Germany ²	44.3	36.6	28.1	27.1
Italy	22.0	25.2	22.0	13.6
Japan	47.6	54.7	27.0	21.3
Russian Federation	66.1	67.3	58.2	55.2
Scotland	43.6	62.0	56.6	33.2
United States	60.2	49.5	50.6	47.0
Grade 8				
England ¹	66.0	79.5	39.7	58.5
Germany ²	—	—	—	—
Italy	15.5	33.6	8.8	16.7
Japan	74.5	76.2	38.6	39.1
Russian Federation	83.8	73.4	61.8	60.4
Scotland	79.9	92.8	55.9	71.2
United States	80.8	76.1	65.2	69.1

— Not available.

¹ Eighth grade data for England met international guidelines for participation rates in 2007 only after substitute schools were included.

² Data for Germany are only available at the fourth grade because Germany did not participate in TIMSS 2007 at the eighth grade.

NOTE: For more information on the Trends in International Mathematics and Science Study (TIMSS), see *supplemental note 5*.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007 International Mathematics Report: Findings From IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibit 6.4. Chestnut Hill, MA: Boston College.

Table A-29-2. Percentage of fourth-grade and eighth-grade students whose science teachers reported that they participated in various professional development activities in the 2 years prior to assessment, by country: 2007

Country	Content	Pedagogy/ instruction	Critical thinking or problem solving	Assessment
Grade 4				
England ¹	31.5	41.4	41.9	36.0
Germany ²	36.0	20.6	24.7	14.8
Italy	15.7	10.3	12.1	6.4
Japan	36.9	44.9	10.7	14.8
Russian Federation	58.2	61.5	40.9	51.9
Scotland	38.8	44.0	47.3	23.0
United States	41.8	29.1	35.9	24.2
Grade 8				
England ¹	65.7	75.4	49.2	65.2
Germany ²	—	—	—	—
Italy	24.3	28.2	10.4	15.3
Japan	74.1	64.3	14.5	39.7
Russian Federation	62.8	71.8	48.7	54.4
Scotland	72.8	83.7	62.7	57.3
United States	82.0	63.8	72.7	60.7

— Not available.

¹ Eighth grade data for England met international guidelines for participation rates in 2007 only after substitute schools were included.

² Data for Germany are only available at the fourth grade because Germany did not participate in TIMSS 2007 at the eighth grade.

NOTE: For more information on the Trends in International Mathematics and Science Study (TIMSS), see *supplemental note 5*.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2008). *TIMSS 2007 International Mathematics Report: Findings From IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibit 6.4. Chestnut Hill, MA: Boston College.

Parent and Family Involvement in Education

Table A-30-1. Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by selected student, school, and family characteristics: 2007

Characteristic	Number of students (in thousands)	Participation in school activities by parent or other household member				
		Attended a general school or PTO/PTA meeting	Attended a regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on a school committee	Participated in school fundraising
All students	51,596	89.4	78.1	74.5	46.4	65.3
Grades K-8	35,093	92.3	86.1	77.7	52.4	68.9
Sex						
Male	18,442	92.1	87.1	74.8	50.5	69.6
Female	16,651	92.5	84.9	80.9	54.5	68.2
Race/ethnicity						
White	19,909	94.0	86.8	83.1	61.0	76.7
Black	5,372	90.4	81.8	68.7	40.9	62.0
Hispanic	7,054	88.6	86.2	68.0	36.5	53.6
Asian	1,057	94.8	89.3	74.8	49.4	62.3
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
School type						
Public	30,505	91.7	85.1	76.2	48.6	66.7
Private	4,198	96.5	92.8	87.5	78.7	84.3
Poverty status						
Poor	7,163	84.2	83.9	60.8	31.5	49.4
Nonpoor	27,930	94.4	86.6	82.1	57.8	74.0
Grades 9-12	16,503	83.4	61.0	67.6	33.6	57.4
Sex						
Male	8,430	83.1	62.0	64.1	32.2	54.1
Female	8,072	83.6	60.1	71.2	34.9	60.8
Race/ethnicity						
White	9,921	84.9	59.6	73.9	40.5	64.0
Black	2,464	78.6	67.7	56.0	22.1	48.8
Hispanic	2,711	81.9	64.4	57.2	19.5	42.9
Asian	326	78.4	49.3	60.3	34.3	54.9
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
School type						
Public	14,613	81.8	59.6	65.5	30.7	55.2
Private	1,798	95.9	73.1	83.9	56.0	76.2
Poverty status						
Poor	2,850	72.7	58.8	43.3	13.8	34.7
Nonpoor	13,653	85.6	61.5	72.6	37.7	62.2

‡ Reporting standards not met (too few cases).

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and poverty status, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table A-30-2. Percentage of students in grades K through 12 whose parents reported that students did homework outside of school and an adult checked that homework was done, by frequency and selected student, school, and family characteristics: 2007

Characteristic	Percent of students who did homework outside of school	Adult in household checked that homework was done	Number of days per week student was helped with homework ¹				
			No help given	Less than once a week	1 to 2 days a week	3 to 4 days a week	5 or more days a week
All students	94.4	85.4	10.2	20.3	31.7	25.3	12.4
Grades K-8	95.0	95.0	4.3	13.1	32.6	32.9	17.0
Sex							
Male	94.6	95.3	4.3	12.9	32.3	32.7	17.8
Female	95.4	94.6	4.3	13.4	32.9	33.2	16.1
Race/ethnicity							
White	94.7	94.0	3.8	15.7	34.9	31.3	14.3
Black	95.5	98.1	3.5	7.4	25.2	38.3	25.5
Hispanic	94.8	96.1	7.1	10.3	30.1	34.0	18.6
Asian	97.7	88.5	3.1!	12.8	37.5	30.7	15.9
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡
School type							
Public	95.1	95.4	4.4	13.1	32.4	32.9	17.2
Private	94.0	91.5	3.6	13.6	34.3	33.5	15.2
Poverty status							
Poor	94.2	97.9	6.1	8.8	28.5	35.2	21.3
Nonpoor	95.2	94.2	3.9	14.2	33.7	32.4	15.9
Grades 9-12	93.0	64.6	23.1	35.9	29.7	8.8	2.5
Sex							
Male	91.2	67.8	24.1	36.9	29.1	8.2	1.8
Female	94.9	61.4	22.0	35.0	30.4	9.3	3.3
Race/ethnicity							
White	94.5	57.2	22.5	41.1	27.7	6.3	2.3
Black	91.8	83.1	19.5	26.5	34.4	16.7	2.9!
Hispanic	90.7	75.6	26.2	25.8	33.8	11.0	3.3!
Asian	93.6	59.0	26.4	36.1	26.8	7.6!	3.1!
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡
School type							
Public	92.3	66.1	22.8	35.4	30.0	9.1	2.7
Private	98.5	53.1	25.0	40.1	27.5	6.1	1.4!
Poverty status							
Poor	89.5	81.0	24.2	24.0	36.1	14.0	1.7!
Nonpoor	93.7	61.4	22.8	38.3	28.5	7.7	2.7
Coursework							
Enrolled in AP classes	96.9	56.3	27.4	36.3	28.3	6.0	1.9
Not enrolled in AP classes	90.6	70.1	20.2	35.7	30.7	10.5	2.9

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Not all students have homework everyday, so estimates in categories other than "5 or more days a week" may not indicate that parents are checking homework less often than their children have homework.

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and poverty status, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Student/Teacher Ratios in Public Schools

Table A-31-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Selected years, fall 1990 through fall 2006

Type, level, and enrollment of school	1990	1992	1994	1996	1998	2000	2002	2004	2006
All schools	17.4	17.7	17.7	17.6	16.9	16.4	16.2	16.2	15.8
Regular schools	17.6	17.8	17.8	17.7	17.0	16.5	16.3	16.3	15.9
Elementary schools	18.2	18.1	18.0	17.9	17.0	16.5	16.2	16.0	15.6
Under 300	16.0	15.9	15.7	15.6	15.1	14.4	13.9	13.7	13.5
300-499	17.6	17.5	17.5	17.2	16.4	15.8	15.5	15.3	15.1
500-999	18.8	18.7	18.5	18.3	17.4	16.9	16.7	16.5	16.0
1,000-1,499	19.5	19.7	19.6	19.4	18.4	18.1	18.0	17.7	17.0
1,500 or more	19.9	20.3	20.4	21.2	19.9	20.5	20.3	20.5	19.4
Secondary schools	16.7	17.4	17.6	17.6	17.1	16.7	16.8	16.9	16.6
Under 300	12.3	12.3	12.7	12.7	12.5	12.0	12.0	12.0	12.0
300-499	14.9	15.3	15.7	15.5	15.1	14.5	14.4	14.7	14.3
500-999	16.1	16.7	16.8	16.7	16.2	15.8	15.8	15.9	15.6
1,000-1,499	17.2	17.9	17.9	17.9	17.2	16.8	16.9	17.0	16.5
1,500 or more	19.3	20.0	19.9	20.0	19.3	18.9	18.8	19.0	18.5
Combined schools	15.8	15.8	16.1	15.7	14.6	14.9	15.2	15.2	15.7
Under 300	11.0	10.9	11.3	10.0	10.4	10.4	10.8	10.3	11.3
300-499	14.8	14.5	14.4	14.6	14.1	13.9	14.1	14.2	14.4
500-999	16.7	15.8	16.5	16.6	15.6	15.9	16.2	15.9	16.0
1,000-1,499	17.8	18.5	18.1	17.9	17.2	17.6	18.1	17.6	17.5
1,500 or more	19.0	19.8	20.0	19.6	18.9	20.0	20.7	19.4	20.9
Alternative	14.2	16.5	18.0	16.6	16.4	15.2	14.9	14.4	14.8
Special education	6.5	7.0	6.9	7.4	7.3	7.0	7.0	7.4	6.0
Vocational	13.0	13.0	12.9	12.9	13.1	12.7	9.9	11.5	13.4

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Combined schools include both elementary and secondary grades. Charter schools can be of any school type. This analysis excludes schools that did not report both enrollment and teacher data. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990-91 through 2006-07.

Table A-31-2. Student/teacher ratios in public schools, by level, poverty level, and locale of school: Fall 2006

Poverty level and locale of school	All schools	Regular schools		
		Elementary	Secondary	Combined
Total	15.8	15.6	16.6	15.7
Percent of students approved for free or reduced-price lunch				
25 percent or less	16.4	16.2	16.9	17.4
26–50 percent	15.8	15.5	16.4	15.7
51–75 percent	15.3	15.1	16.2	14.8
More than 75 percent	15.4	15.4	16.2	14.5
Locale				
City	16.3	16.0	17.8	16.7
Large	16.6	16.3	18.2	17.0
Midsize	16.2	15.7	17.7	16.3
Small	16.0	15.6	17.2	16.2
Suburban	16.2	15.9	17.1	16.9
Large	16.2	15.9	17.1	16.9
Midsize	16.3	16.1	17.2	17.0
Small	16.3	16.1	17.4	16.7
Town	15.3	15.2	15.8	16.1
Fringe	16.0	15.9	16.5	17.8
Distant	15.0	14.9	15.5	14.7
Remote	15.1	15.0	15.4	16.4
Rural	14.8	14.8	15.1	14.3
Fringe	15.8	15.6	16.3	17.8
Distant	14.3	14.3	14.4	14.1
Remote	12.6	12.9	12.3	12.3

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Combined schools include both elementary and secondary grades. This analysis excludes schools that did not report both enrollment and teacher data. For more information on free and reduced-price lunch and locale codes, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07.

Parental Choice of School

Table A-32-1. Number and percentage distribution of students in grades 1-12 according to type of school attended, by student and household characteristics: Selected years, 1993 through 2007

Characteristic	Public, assigned					Public, chosen				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Number of students (in thousands)	33,900	34,600	35,800	35,300	34,700	4,700	6,200	6,800	7,400	7,400
Total (percent)	79.9	76.0	75.9	73.9	73.2	11.0	13.7	14.5	15.4	15.5
Grade level										
1-5	78.6	74.1	73.7	71.6	71.4	11.6	14.8	15.3	16.6	17.0
6-8	81.3	79.4	78.6	75.0	77.0	9.9	11.2	11.7	14.5	11.9
9-12	80.6	75.9	76.9	76.0	72.6	11.2	14.1	15.6	14.4	16.4
Race/ethnicity										
White	81.0	77.1	77.1	74.7	73.6	8.6	11.1	11.5	12.9	12.5
Black	77.2	72.9	71.5	68.1	68.9	18.6	21.5	22.6	24.0	23.7
Hispanic	79.2	76.4	77.0	77.9	75.8	13.7	16.1	18.0	15.1	17.4
Other ¹	73.0	69.3	72.6	70.1	72.7	14.9	19.0	17.4	19.3	17.4
Family type										
Two-parent household	80.1	76.3	76.8	73.6	72.7	9.3	11.7	12.2	14.1	14.4
One-parent household	78.9	74.6	74.4	74.5	74.9	15.2	18.4	18.4	18.3	17.7
Nonparent guardians	83.7	80.2	72.9	74.7	72.8	13.5	14.6	21.7	20.0	22.7
Poverty status										
Poor	82.6	77.8	76.5	78.2	77.6	13.9	17.6	19.3	18.4	19.1
Near-poor	82.5	78.6	78.4	77.0	78.1	11.1	14.0	15.7	16.7	16.5
Nonpoor	77.2	74.0	74.6	71.4	70.4	9.7	11.7	11.9	14.0	14.2
Parents' education										
Less than high school	83.6	78.8	79.6	77.6	85.4	13.7	17.4	17.8	19.7	12.4
High school diploma or equivalent	83.5	82.1	80.3	79.3	79.8	11.4	12.3	14.3	15.8	15.4
Some college, including vocational/technical	79.8	76.4	77.4	75.8	75.4	11.1	14.7	15.2	15.8	16.3
Bachelor's degree	75.8	70.7	71.5	69.0	70.7	9.2	13.1	13.1	13.7	15.3
Graduate/professional degree	72.7	66.1	68.1	66.2	62.2	9.8	12.6	13.1	14.1	15.8
Region										
Northeast	77.8	74.3	74.1	73.5	72.3	9.3	12.9	13.7	11.6	13.3
South	82.0	78.7	77.6	75.9	75.2	10.9	12.5	13.5	15.8	14.0
Midwest	79.6	75.4	76.0	71.6	73.6	10.4	12.4	13.5	14.4	15.0
West	78.7	74.0	74.8	73.6	70.6	13.4	17.7	18.1	18.6	20.1
Community type										
Urban, inside of urbanized areas	75.1	71.0	71.2	70.6	—	13.5	16.3	16.6	16.4	—
Urban, outside of urbanized areas	86.6	81.2	81.6	78.8	—	7.7	10.7	12.0	13.5	—
Rural	87.7	84.9	84.6	82.0	—	6.8	9.2	10.6	13.1	—
Locale										
City	—	—	—	—	62.8	—	—	—	—	23.2
Suburb	—	—	—	—	75.2	—	—	—	—	11.9
Town	—	—	—	—	81.0	—	—	—	—	12.1
Rural	—	—	—	—	81.6	—	—	—	—	12.2

See notes at end of table.

Table A-32-1. Number and percentage distribution of students in grades 1–12 according to type of school attended, by student and household characteristics: Selected years, 1993 through 2007—Continued

Characteristic	Private, church-related					Private, not church-related				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Number of students (in thousands)	3,200	3,700	3,400	4,000	4,100	700	1,000	1,100	1,100	1,200
Total (percent)	7.5	8.0	7.3	8.4	8.7	1.6	2.3	2.3	2.4	2.6
Grade level										
1–5	8.3	8.9	8.6	9.7	8.7	1.5	2.2	2.5	2.1	2.8
6–8	7.4	7.4	7.5	7.9	8.6	1.5!	2.0	2.2	2.5	2.5
9–12	6.5	7.3	5.3	6.9	8.6	1.8	2.7	2.3	2.6	2.3
Race/ethnicity										
White	8.6	9.2	8.7	9.7	10.8	1.8	2.7	2.7	2.7	3.1
Black	3.4	4.2	4.4	5.7	5.5	0.8	1.4	1.6	2.2	1.8
Hispanic	6.4	6.3	3.9	6.2	5.6	0.7	1.3	1.1	0.8	1.2
Other ¹	9.0	9.5	6.9	7.2	6.4	3.1	2.2	3.1	3.4	3.5
Family type										
Two-parent household	8.8	9.5	8.4	9.7	10.0	1.8	2.4	2.5	2.6	2.9
One-parent household	4.8	5.0	5.2	5.3	5.4	1.1	1.9	2.1	1.9	2.0
Nonparent guardians	2.1	2.3!	4.1	3.7!	3.9	0.7!	2.9!	1.2!	1.5!	0.6!
Poverty status										
Poor	3.0	3.0	2.5	2.6	2.5	0.5!	1.5	1.6	0.9!	0.8!
Near-poor	5.8	6.2	4.9	4.6	4.8	0.6	1.2	1.0	1.7	0.6!
Nonpoor	10.6	11.2	10.3	11.6	11.7	2.6	3.2	3.2	3.1	3.7
Parents' education										
Less than high school	2.4	2.0	1.7	2.1!	1.5!	0.2!	1.8!	0.9!	0.6!	0.6!
High school diploma or equivalent	4.6	5.0	4.1	3.7	3.5	0.5!	0.7	1.3	1.2	1.3
Some college, including vocational/technical	7.7	7.1	6.0	6.7	7.3	1.4	1.8	1.4	1.7	1.0
Bachelor's degree	12.5	13.0	12.5	14.5	11.6	2.6	3.3	2.9	2.8	2.4
Graduate/professional degree	13.1	15.3	12.8	14.1	15.1	4.4	6.0	6.1	5.6	6.8
Region										
Northeast	10.5	9.2	8.7	11.0	10.9	2.4	3.6	3.6	3.9	3.4
South	5.4	6.4	6.4	6.1	8.5	1.7	2.4	2.5	2.1	2.3
Midwest	9.2	10.9	9.3	12.1	9.9	0.8	1.3	1.2	1.9	1.5!
West	6.5	6.3	4.9	5.8	6.1	1.5	2.0	2.3	2.0	3.3
Community type										
Urban, inside of urbanized areas	9.5	10.0	9.2	10.1	—	1.9	2.7	3.0	2.9	—
Urban, outside of urbanized areas	4.9	6.9	5.0	6.2	—	0.8	1.1	1.4	1.5	—
Rural	4.3	3.9	3.7	3.8	—	1.2	1.9	1.1	1.1	—
Locale										
City	—	—	—	—	9.6	—	—	—	—	4.4
Suburb	—	—	—	—	10.6	—	—	—	—	2.3
Town	—	—	—	—	5.5	—	—	—	—	1.4
Rural	—	—	—	—	5.3	—	—	—	—	0.9!

— Not available.

! Interpret data with caution (estimates are unstable).

¹ Includes Asians/Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and persons of more than one race.

NOTE: Public school choice programs allow students to enroll in another public school or district outside their attendance area. These programs can include within-district or out-of-district schools. These estimates are based on parents' responses; not all parents may have applied this definition of school choice in their response. Data for 1993 through 2003 include homeschooled students enrolled in public or private schools for 9 or more hours per week. Data for 2007 exclude all homeschoolers. Data for all years exclude students in classrooms or schools classified as "ungraded." Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. For more information on commonly used variables, see *supplemental note 1*. For more information about the National Household Education Surveys Program (NHES), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent and Family Involvement/Civic Involvement Survey of the NHES, 1996, Parent Survey of the NHES, 1999, and Parent and Family Involvement in Education Survey of the NHES, 2003 and 2007.

Parental Choice of School

Table A-32-2. Percentage of students in grades 1-12 whose parents reported choice among public schools and distribution of these students according to type of school attended, by student and household characteristics: 2007

Characteristic	Students whose parents reported having the opportunity to send them to a chosen public school ¹	Students whose parents reported having the opportunity to send them to a chosen public school, attending			
		Public, assigned school	Public, chosen school	Private, church-related school	Private, not church-related school
Total	46.2	66.8	24.5	7.0	1.7
Grade level					
1-5	45.2	64.4	26.9	6.9	1.8
6-8	45.8	71.2	19.6	7.8	1.4
9-12	47.6	66.3	25.4	6.4	1.9
Race/ethnicity					
White	45.5	69.4	20.3	8.5	1.8
Black	48.2	58.4	36.2	4.1	1.3!
Hispanic	47.5	67.6	26.3	4.8	1.3!
Other ²	43.8	62.4	27.4	6.9	3.3!
Family type					
Two-parent household	46.6	67.4	22.5	8.4	1.7
One-parent household	44.1	66.2	28.6	3.3	2.0!
Nonparent guardians	50.5	60.2	36.6!	2.8!	‡
Household income					
\$15,000 or less	51.4	71.0	27.2	1.7!	‡
\$15,001-30,000	44.7	63.1	33.7	1.9	1.4!
\$30,001-50,000	48.3	67.8	25.5	5.8	0.9!
\$50,001-75,000	47.9	70.6	20.7	7.2	1.4
\$75,001 or more	43.2	63.9	21.5	11.5	3.0
Parents' education					
Less than high school	45.0	80.7	17.8	1.0!	‡
High school diploma or equivalent	44.8	69.2	26.3	2.9	1.5!
Some college, including vocational/technical	48.1	69.6	24.7	5.1	0.6!
Bachelor's degree	45.5	66.0	23.6	9.8	0.7!
Graduate/professional degree	46.0	56.7	25.6	12.6	5.0
Region					
Northeast	32.6	56.8	29.4	10.0	3.8
South	41.4	69.0	23.5	6.0	1.5!
Midwest	55.4	70.0	21.0	8.9	0.1!
West	54.6	65.6	26.9	4.9	2.5
Locale					
City	51.5	56.1	32.3	8.1	3.5
Suburb	40.5	69.9	20.4	8.5	1.2
Town	47.1	73.9	19.7	5.8	0.6!
Rural	47.8	76.0	20.6	3.3	‡

! Interpret data with caution (coefficient of variation is 30 percent or more).

‡ Reporting standards not met.

¹ Public school choice programs allow students to enroll in another public school or district outside their attendance area. These programs can include within-district or out-of-district schools. These estimates are based on parents' responses; not all parents may have applied this definition of school choice in their response.

² Includes Asians/Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and persons of more than one race.

NOTE: Excludes homeschooled students and students in classrooms or schools classified as "ungraded." Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. For more information on commonly used variables, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey, National Household Education Surveys Program (NHES), 2007.

Table A-32-3. Percentage of public school students in grades 1–12 whose parents reported moving to current neighborhood for the school, by type of school and student and household characteristics: 2007

Characteristic	Parents moved to neighborhood for the school
Total	26.6
Type of school	
Public, assigned	28.4
Public, chosen	18.2
Private, church-related	†
Private, not church-related	†
Race/ethnicity	
White	29.5
Black	17.6
Hispanic	25.0
Other ¹	27.8
Poverty status	
Poor	21.2
Near-poor	21.3
Nonpoor	30.2
Parents' education	
Less than high school	18.1
High school diploma or equivalent	20.7
Some college, including vocational/technical	25.4
Bachelor's degree	31.5
Graduate/professional degree	33.7
Locale	
City	22.8
Suburb	33.5
Town	20.2
Rural	23.4

† Not applicable.

¹ Includes Asians/Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and persons of more than one race.

NOTE: Excludes homeschooled students and students in classrooms or schools classified as "ungraded." Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. For more information on commonly used variables, see *supplemental note 1*. For more information on the National Household Education Surveys Program (NHES), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey, National Household Education Surveys Program (NHES), 2007.

Supplemental Tables to Indicator 33

Public School Revenue Sources

Table A-33-1. Total revenue and percentage distribution for public elementary and secondary schools, by revenue source: School years 1989-90 through 2005-06

Year	Revenues [in billions of constant 2007-08 dollars]						Percentage distribution					
	Total	Federal	State	Local			Total	Federal	State	Local		
				Total	From property taxes	From other sources				Total	From property taxes	From other sources
1989-90	\$347.7	\$21.2	\$163.8	\$162.7	\$124.8	\$37.9	100.0	6.1	47.1	46.8	35.9	10.9
1990-91	353.1	21.8	166.5	164.8	127.1	37.7	100.0	6.2	47.2	46.7	36.0	10.7
1991-92	359.3	23.7	166.6	169.0	131.5	37.4	100.0	6.6	46.4	47.0	36.6	10.4
1992-93	367.8	25.6	168.4	173.7	129.4	44.3	100.0	7.0	45.8	47.2	35.2	12.0
1993-94	376.7	26.6	170.1	180.0	141.5	38.5	100.0	7.1	45.2	47.8	37.6	10.2
1994-95	384.5	26.2	179.8	178.5	137.9	40.6	100.0	6.8	46.8	46.4	35.9	10.6
1995-96	394.2	26.2	187.3	180.8	139.5	41.3	100.0	6.6	47.5	45.9	35.4	10.5
1996-97	406.4	26.8	195.1	184.6	141.9	42.6	100.0	6.6	48.0	45.4	34.9	10.5
1997-98	426.6	29.1	206.3	191.2	145.5	45.7	100.0	6.8	48.4	44.8	34.1	10.7
1998-99	446.9	31.6	217.8	197.6	153.7	43.8	100.0	7.1	48.7	44.2	34.4	9.8
1999-2000	466.4	33.9	230.9	201.6	156.0	45.6	100.0	7.3	49.5	43.2	33.4	9.8
2000-01	485.3	35.2	241.3	208.8	160.3	48.5	100.0	7.3	49.7	43.0	33.0	10.0
2001-02	498.4	39.4	245.4	213.6	167.6	46.0	100.0	7.9	49.2	42.9	33.6	9.2
2002-03	511.6	43.6	249.1	218.9	172.6	46.3	100.0	8.5	48.7	42.8	33.7	9.0
2003-04	525.6	47.7	247.3	230.6	182.7	47.9	100.0	9.1	47.1	43.9	34.8	9.1
2004-05	538.7	49.5	252.4	236.8	185.4	51.3	100.0	9.2	46.9	44.0	34.4	9.5
2005-06	553.9	50.6	257.6	245.7	189.7	56.0	100.0	9.1	46.5	44.4	34.2	10.1

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2007-08 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see *supplemental note 10*. For more information about revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2005-06.

This indicator continues on page 220.

Supplemental Tables to Indicator 33

Public School Revenue Sources

Table A-33-2. Total revenue and percentage distribution for public elementary and secondary schools, by revenue source and state: School year 2005-06

State	Revenues [in billions of constant 2007-08 dollars]						Percentage distribution					
				Local						Local		
	Total	Federal	State	Total	From property taxes	From other sources	Total	Federal	State	Total	From property taxes	From other sources
United States	\$553.9	\$50.6	\$257.6	\$245.7	\$189.7	\$56.0	100.0	9.1	46.5	44.4	34.2	10.1
Alabama	6.8	0.8	3.8	2.2	0.9	1.3	100.0	12.0	55.9	32.1	13.2	18.9
Alaska	1.8	0.3	1.1	0.4	0.2	0.3	100.0	17.0	58.7	24.3	9.9	14.4
Arizona	9.4	1.1	4.5	3.7	2.8	1.0	100.0	11.8	48.4	39.9	29.6	10.3
Arkansas	4.6	0.5	2.6	1.5	1.2	0.3	100.0	11.3	56.8	31.9	25.6	6.3
California	67.9	7.3	40.3	20.3	14.8	5.5	100.0	10.8	59.3	29.9	21.8	8.1
Colorado	7.7	0.6	3.3	3.9	3.0	0.9	100.0	7.3	42.5	50.2	38.9	11.3
Connecticut	9.3	0.4	3.6	5.3	5.1	0.2	100.0	4.8	38.5	56.7	54.8	2.0
Delaware	1.6	0.1	1.0	0.5	0.4	0.1	100.0	8.3	63.2	28.5	23.2	5.3
District of Columbia	1.3	0.2	†	1.1	0.2	0.9	100.0	12.2	†	87.8	19.0	68.8
Florida	26.4	2.7	10.4	13.3	10.5	2.8	100.0	10.1	39.5	50.4	40.0	10.5
Georgia	17.1	1.6	7.6	8.0	5.3	2.6	100.0	9.2	44.4	46.4	31.1	15.3
Hawaii	2.9	0.2	2.6	0.1	0.0	0.0	100.0	8.3	89.9	1.8	0.1	1.7
Idaho	2.0	0.2	1.1	0.7	0.6	0.1	100.0	10.8	56.2	33.0	28.5	4.5
Illinois	23.8	2.0	7.0	14.7	12.5	2.3	100.0	8.4	29.6	62.0	52.5	9.5
Indiana	11.9	0.8	5.9	5.3	3.9	1.4	100.0	6.9	49.1	44.0	32.6	11.4
Iowa	5.0	0.4	2.3	2.3	1.6	0.7	100.0	8.6	45.6	45.8	31.2	14.6
Kansas	5.3	0.5	2.9	1.9	1.3	0.6	100.0	9.0	54.6	36.4	25.6	10.8
Kentucky	6.3	0.7	3.6	2.0	1.3	0.7	100.0	11.7	57.3	31.1	20.6	10.5
Louisiana	7.2	1.3	3.1	2.7	1.0	1.8	100.0	18.5	43.4	38.1	13.4	24.7
Maine	2.5	0.2	1.1	1.2	1.1	0.1	100.0	9.9	42.4	47.8	44.9	2.8
Maryland	11.4	0.7	4.5	6.2	2.8	3.4	100.0	6.2	39.2	54.6	25.0	29.6
Massachusetts	14.7	0.8	6.9	7.0	6.5	0.5	100.0	5.6	47.0	47.4	44.1	3.3
Michigan	20.2	1.7	12.0	6.6	5.4	1.1	100.0	8.2	59.3	32.5	26.9	5.6
Minnesota	9.8	0.6	7.0	2.2	1.1	1.1	100.0	6.5	71.2	22.3	11.5	10.9
Mississippi	4.4	0.9	2.2	1.2	1.0	0.3	100.0	20.7	51.0	28.2	22.1	6.1
Missouri	9.5	0.8	3.2	5.5	4.1	1.4	100.0	8.9	33.5	57.6	43.2	14.4
Montana	1.5	0.2	0.7	0.6	0.4	0.2	100.0	14.0	46.2	39.8	24.7	15.1
Nebraska	3.2	0.3	1.0	1.8	1.6	0.3	100.0	10.0	31.9	58.1	50.2	8.0
Nevada	3.9	0.3	1.0	2.6	1.1	1.5	100.0	7.1	25.9	66.9	28.3	38.6
New Hampshire	2.5	0.1	1.0	1.4	1.3	0.1	100.0	5.5	39.2	55.3	51.4	3.9

See notes at end of table.

Table A-33-2. Total revenue and percentage distribution for public elementary and secondary schools, by revenue source and state: School year 2005–06—Continued

State	Revenues [in billions of constant 2007–08 dollars]						Percentage distribution					
	Total	Federal	State	Local			Total	Federal	State	Local		
				Total	From property taxes	From other sources				Total	From property taxes	From other sources
United States	\$553.9	\$50.6	\$257.6	\$245.7	\$189.7	\$56.0	100.0	9.1	46.5	44.4	34.2	10.1
New Jersey	24.3	1.1	10.3	12.9	12.0	1.0	100.0	4.4	42.3	53.3	49.4	3.9
New Mexico	3.3	0.5	2.4	0.5	0.3	0.1	100.0	14.5	71.2	14.3	10.3	4.0
New York	49.8	3.6	21.1	25.0	22.6	2.5	100.0	7.2	42.5	50.3	45.3	5.0
North Carolina	11.8	1.3	7.4	3.2	2.4	0.7	100.0	10.8	62.5	26.7	20.5	6.2
North Dakota	1.0	0.2	0.4	0.5	0.4	0.1	100.0	15.8	36.2	48.0	37.7	10.3
Ohio	22.5	1.7	9.8	10.9	8.9	2.0	100.0	7.6	43.7	48.7	39.6	9.1
Oklahoma	5.2	0.7	2.8	1.7	1.2	0.5	100.0	13.4	53.3	33.3	22.7	10.6
Oregon	5.8	0.6	2.9	2.3	1.7	0.6	100.0	9.8	50.4	39.8	28.6	11.2
Pennsylvania	24.1	2.0	8.5	13.6	10.1	3.6	100.0	8.1	35.4	56.5	41.7	14.8
Rhode Island	2.2	0.2	0.9	1.1	1.1	0.0	100.0	7.7	41.1	51.3	49.4	1.8
South Carolina	7.1	0.7	3.2	3.2	2.4	0.7	100.0	10.2	45.2	44.6	34.3	10.3
South Dakota	1.2	0.2	0.4	0.6	0.5	0.1	100.0	16.5	33.0	50.5	42.1	8.3
Tennessee	7.8	0.9	3.3	3.6	1.7	1.9	100.0	11.2	42.5	46.3	21.6	24.7
Texas	42.2	5.1	14.3	22.9	20.0	2.9	100.0	12.0	33.8	54.2	47.4	6.8
Utah	3.7	0.4	2.0	1.3	1.0	0.3	100.0	9.6	55.1	35.3	26.2	9.1
Vermont	1.4	0.1	1.2	0.1	0.0	0.1	100.0	7.6	85.6	6.8	0.1	6.7
Virginia	13.7	0.9	5.4	7.4	3.2	4.2	100.0	6.7	39.6	53.7	23.4	30.3
Washington	10.4	0.9	6.3	3.1	2.4	0.7	100.0	9.0	60.8	30.2	23.3	6.9
West Virginia	3.1	0.4	1.9	0.9	0.8	0.1	100.0	12.0	59.8	28.2	24.3	4.0
Wisconsin	10.3	0.6	5.4	4.3	3.8	0.5	100.0	6.0	52.3	41.7	37.2	4.5
Wyoming	1.2	0.1	0.5	0.6	0.4	0.2	100.0	10.1	44.1	45.8	30.4	15.3

† Not applicable.

NOTE: Detail may not sum to totals because of rounding. Revenues are in constant 2007–08 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see *supplemental note 10*. For more information about revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2005–06.

Supplemental Tables to Indicator 34

Public School Expenditures

Table A-34-1. Total expenditures per student in fall enrollment in public elementary and secondary schools by type and object, percentage distribution of current expenditures by object, and percent change of total expenditures by type and object: School years 1989-90 through 2005-06

Type and object	Expenditures			Percentage distribution of current expenditures			Percent change		
	1989-90	1997-98	2005-06	1989-90	1997-98	2005-06	1989-90 to 1997-98	1997-98 to 2005-06	1989-90 to 2005-06
				[In current dollars]					
Total expenditures¹	\$5,174	\$7,142	\$10,615	†	†	†	38	49	105
Current expenditures ²	4,643	6,189	9,154	100	100	100	33	48	97
Salaries	3,045	4,023	5,562	66	65	61	32	38	83
Employee benefits	775	1,042	1,789	17	17	20	34	72	131
Purchased services	383	533	881	8	9	10	39	65	130
Supplies	347	491	747	7	8	8	42	52	116
Tuition and other	93	100	175	2	2	2	8	76	89
Capital outlay	439	784	1,168	†	†	†	79	49	166
Interest on school debt	93	169	292	†	†	†	81	73	214
				[In constant 2007-08 dollars ³]					
Total expenditures¹	\$8,627	\$9,348	\$11,293	†	†	†	8	21	31
Current expenditures ²	7,741	8,101	9,739	100	100	100	5	20	26
Salaries	5,077	5,265	5,917	66	65	61	4	12	17
Employee benefits	1,292	1,364	1,904	17	17	20	6	40	47
Purchased services	639	698	937	8	9	10	9	34	47
Supplies	578	643	795	7	8	8	11	24	38
Tuition and other	154	131	187	2	2	2	-15	43	21
Capital outlay	731	1,026	1,243	†	†	†	40	21	70
Interest on school debt	155	221	311	†	†	†	42	41	100

† Not applicable.

¹ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools.

² Includes estimated data for food services and enterprise operations for 1989-90 by object because those data were not collected for that year.

³ Expenditures are in constant 2007-08 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see *supplemental note 10*.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. The category total expenditures is broken down by type (current expenditures, capital outlay, and interest on debt). One component of total expenditures, current expenditures, can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). For more information about classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2005-06.

Table A-34-2. Current expenditures per student in fall enrollment in public elementary and secondary schools, percentage distribution of current expenditures, and percent change of current expenditures, by function and object: School years 1989–90 through 2005–06

Type and object	Expenditures [In constant 2007–08 dollars]			Percentage distribution of current expenditures			Percent change		
	1989–90	1997–98	2005–06	1989–90	1997–98	2005–06	1989–90 to 1997–98	1997–98 to 2005–06	1989–90 to 2005–06
Current expenditures	\$7,741	\$8,101	\$9,739	100	100	100	5	20	26
Instruction	4,670	5,009	5,939	60	62	61	7	19	27
Salaries	3,469	3,641	4,049	45	45	42	5	11	17
Employee benefits	851	926	1,279	11	11	13	9	38	50
Purchased services	105	138	219	1	2	2	31	59	108
Supplies	176	232	277	2	3	3	32	19	58
Tuition and other	68	72	116	1	1	1	5	62	69
Administration	672	625	741	9	8	8	-7	18	10
Salaries	444	427	477	6	5	5	-4	12	8
Employee benefits	118	111	154	2	1	2	-5	38	31
Purchased services	67	61	78	1	1	1	-10	29	16
Supplies	15	14	15	#	#	#	-7	12	4
Tuition and other	29	13	16	#	#	#	-54	23	-43
Student and support staff ¹	866	994	1,294	11	12	13	15	30	49
Salaries	565	628	767	7	8	8	11	22	36
Employee benefits	151	163	243	2	2	3	8	49	62
Purchased services	73	117	182	1	1	2	61	56	150
Supplies	50	56	68	1	1	1	11	22	36
Tuition and other	28	29	34	#	#	#	6	15	22
Operation and maintenance	833	793	960	11	10	10	-5	21	15
Transportation	330	325	409	4	4	4	-1	26	24
Food services	334	332	374	4	4	4	0	12	12
Enterprise operations ²	35	22	22	#	#	#	-38	1	-38

Rounds to zero.

¹ Includes expenditures for student support, other instructional staff, and other support services.² Includes expenditures for operations funded by sales of products or services together with amounts for direct program support made available by state education agencies for local school districts.NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures are in constant 2007–08 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see *supplemental note 10*. The category total expenditures is broken down by type (current expenditures, capital outlay, and interest on debt). One component of total expenditures, current expenditures, can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). Breakouts of operation and maintenance, transportation, food services and enterprise operations by object are also available but are not shown. For more information about classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2005–06.

Supplemental Table to Indicator 35

Variations in Instruction Expenditures

Table A-35-1. Variation and percentage distribution of variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989–90 through 2005–06

School year	Theil coefficient ¹			Percentage distribution		
	Total	Between-state component	Within-state component	Total	Between-state component	Within-state component
1989–90	0.0448	0.0322	0.0125	100.0	72.0	28.0
1990–91	0.0469	0.0346	0.0123	100.0	73.8	26.2
1991–92	0.0434	0.0320	0.0115	100.0	73.6	26.4
1992–93	0.0437	0.0324	0.0113	100.0	74.2	25.8
1993–94	0.0405	0.0301	0.0104	100.0	74.3	25.7
1994–95	0.0389	0.0288	0.0100	100.0	74.2	25.8
1995–96	0.0373	0.0279	0.0094	100.0	74.8	25.2
1996–97	0.0349	0.0257	0.0092	100.0	73.7	26.3
1997–98	0.0332	0.0246	0.0086	100.0	74.0	26.0
1998–99	0.0335	0.0249	0.0087	100.0	74.2	25.8
1999–2000	0.0337	0.0253	0.0085	100.0	74.9	25.1
2000–01	0.0370	0.0280	0.0090	100.0	75.7	24.3
2001–02	0.0373	0.0283	0.0089	100.0	76.1	23.9
2002–03	0.0391	0.0303	0.0088	100.0	77.6	22.4
2003–04	0.0420	0.0327	0.0093	100.0	77.9	22.1
2004–05	0.0456	0.0359	0.0097	100.0	78.7	21.3
2005–06	0.0487	0.0380	0.0107	100.0	78.1	21.9

¹ The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero and increasing values indicate increases in the variation, with a maximum value of 1.0. For more information about the variation in expenditures per student and the Theil coefficient, see *supplemental note 10*.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published data. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2005–06, approximately 91 percent of all public elementary and secondary school students were enrolled in unified school districts. For more information about the classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 through 2002" and "School District Finance Survey (Form F-33)," 2002–03 through 2005–06.

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Public School Expenditures by District Poverty

Table A-36-1. Current expenditures per student in fall enrollment in public school districts, by district poverty category: Selected school years, 1995-96 through 2005-06

District poverty category ¹	Current expenditures per student									Percent change from 1995-96 to 2005-06
	1995-96	1997-98	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	
	[In current dollars]									
Total	\$5,560	\$6,023	\$6,727	\$7,200	\$7,540	\$7,870	\$8,134	\$8,540	\$8,979	61.5
Low	6,210	6,551	7,207	7,713	8,126	8,477	8,833	9,243	9,820	58.1
Middle low	5,414	5,853	6,604	7,032	7,345	7,640	7,862	8,202	8,543	57.8
Middle	5,186	5,621	6,194	6,601	6,951	7,215	7,455	7,725	8,111	56.4
Middle high	5,136	5,608	6,441	6,876	7,212	7,418	7,707	8,052	8,591	67.3
High	5,858	6,482	7,181	7,782	8,075	8,606	8,853	9,484	9,830	67.8
	[In constant 2007-08 dollars ²]									
Total	\$7,619	\$7,884	\$8,412	\$8,706	\$8,958	\$9,149	\$9,254	\$9,432	\$9,553	25.4
Low	8,509	8,575	9,012	9,326	9,654	9,855	10,049	10,208	10,447	22.8
Middle low	7,419	7,662	8,258	8,503	8,727	8,881	8,944	9,058	9,089	22.5
Middle	7,106	7,357	7,746	7,981	8,258	8,387	8,481	8,532	8,630	21.4
Middle high	7,037	7,340	8,054	8,314	8,569	8,624	8,768	8,892	9,140	29.9
High	8,027	8,484	8,980	9,409	9,594	10,004	10,071	10,474	10,458	30.3

¹ Districts were ranked by the percentage of school-age children (5- to 17-year-olds) in poverty and then divided into five groups with approximately equal public school enrollments. For more information on poverty, see *supplemental note 1*.

² Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007-08 dollars. For more information on using the CPI to adjust for inflation, see *supplemental note 10*.

NOTE: For more information on classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 1995-96, 1997-98, and 1999-2000 through 2005-06; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995-96, 1997-98, and 1999-2000 through 2005-06.

Table A-36-2. Number and percentage distribution of fall enrollment in public school districts, by locale and district poverty category: School year 2005-06

District poverty category ¹	Total	City	Suburban	Town	Rural			
					Total	Fringe	Distant	Remote
Enrollment (in thousands)								
Total	48,051	14,840	18,250	5,979	8,982	4,223	3,316	1,444
Low	9,625	766	6,620	661	1,579	1,125	395	59
Middle low	9,596	1,769	4,620	1,215	1,992	949	771	272
Middle	9,611	2,699	3,970	1,167	1,776	805	702	268
Middle high	9,609	3,391	2,330	1,652	2,236	900	920	416
High	9,608	6,216	708	1,285	1,400	443	528	428
Percentage distribution								
Total	100.0	30.9	38.0	12.4	18.7	8.8	6.9	3.0
Low	100.0	8.0	68.8	6.9	16.4	11.7	4.1	0.6
Middle low	100.0	18.4	48.1	12.7	20.8	9.9	8.0	2.8
Middle	100.0	28.1	41.3	12.1	18.5	8.4	7.3	2.8
Middle high	100.0	35.3	24.3	17.2	23.3	9.4	9.6	4.3
High	100.0	64.7	7.4	13.4	14.6	4.6	5.5	4.5

¹ Districts were ranked by the percentage of school-age children (5- to 17-year-olds) in poverty and then divided into five groups with approximately equal public school enrollments. For more information on poverty, see *supplemental note 1*.

NOTE: Detail may not sum to totals because of rounding. For more information on locale code, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 2005-06; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency Universe Survey," 2004-05 and "School District Finance Survey (Form F-33)," 2005-06.

Supplemental Table to Indicator 37

Education Expenditures by Country

Table A-37-1. Annual expenditures per student on public and private institutions, and expenditures as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2005

Country	Expenditures per student ¹		Expenditures as a percentage of GDP			GDP per capita
	Elementary and secondary ²	Post-secondary ³	Total ²	Post-secondary ³	Elementary and secondary ⁴	
OECD average	\$7,065	\$11,821	5.8	1.5	3.8	\$29,659
Australia	7,142	14,579	5.8	1.6	4.1	33,983
Austria	9,436	14,775	5.5	1.3	3.7	34,107
Belgium	7,306	11,960	6.0	1.2	4.1	32,077
Canada ⁵	7,837	20,156	6.2	2.6	3.6	35,078
Czech Republic	4,098	6,649	4.6	1.0	3.0	20,280
Denmark	8,997	14,959	7.4	1.7	4.5	33,626
Finland	6,610	12,285	6.0	1.7	3.9	30,468
France	7,456	10,995	6.0	1.3	4.0	29,644
Germany	7,039	12,446	5.1	1.1	3.4	30,496
Greece	5,493	6,130	4.2	1.5	2.7	25,472
Hungary ⁶	4,027	6,244	5.6	1.1	3.4	17,014
Iceland	8,815	9,474	8.0	1.2	5.4	35,571
Ireland	6,411	10,468	4.6	1.2	3.4	38,061
Italy ⁶	7,410	8,026	4.7	0.9	3.3	27,750
Japan	7,343	12,326	4.9	1.4	2.9	30,290
Korea	5,638	7,606	7.2	2.4	4.3	21,342
Luxembourg ^{6,7}	15,930	—	—	—	—	69,984!
Mexico	2,025	6,402	6.5	1.3	4.4	11,299
Netherlands	7,045	13,883	5.0	1.3	3.4	34,724
New Zealand	5,659	10,262	6.7	1.5	4.7	24,882
Norway	9,975	15,552	5.7	1.3	3.8	47,620
Poland ⁶	3,165	5,593	5.9	1.6	3.7	13,573
Portugal ⁶	5,646	8,787	5.7	1.4	3.8	19,967
Slovak Republic	2,740	5,783	4.4	0.9	2.9	15,881
Spain	6,411	10,089	4.6	1.1	2.9	27,270
Sweden	7,861	15,946	6.4	1.6	4.2	32,770
Switzerland ⁶	10,721	21,734	6.1	1.4	4.4	35,500
Turkey	—	—	—	—	—	7,786
United Kingdom	6,888	13,506	6.2	1.3	4.6	31,580
United States	9,769	24,370	7.1	2.9	3.8	41,674

— Not available.

! Interpret data with caution (estimates are unstable).

¹ Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures for the 2004–05 school year and on current expenditures and capital outlays from both public and private sources, where data are available.

² Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures with the exception of Italy, Korea, Mexico, Portugal, Spain, and the United States, countries where data for postsecondary nontertiary are either not applicable or not available. Data for Turkey were not reported and postsecondary data for Luxembourg were not reported.

³ Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data for Canada, Denmark, Iceland, and Japan.

⁴ Includes postsecondary nontertiary data (International Standard Classification of Education [ISCED] level 4) for Australia, Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Japan, the Netherlands, New Zealand, Norway, Poland, Slovak Republic, Sweden, Switzerland, and the United Kingdom. Also includes preprimary data (ISCED level 0) for Canada, Greece, and Luxembourg.

⁵ Data are for 2004. Postsecondary only includes public academic institutions.

⁶ Public institutions only.

⁷ Luxembourg data are excluded from percentages because of anomalies with respect to their GDP per capita data (large revenues from international finance institutions distort the wealth of the population).

NOTE: Education expenditures are from public revenue sources (governments) and private revenue sources. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investments. Purchasing power parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2008). *Education at a Glance, 2008: OECD Indicators*, tables B1.1b, B2.1, and X2.1.

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Racial/Ethnic Concentration in Higher Education

Table A-38-1. Percentage distribution of fall enrollment in degree-granting institutions, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students at institution, control and type of institution, and race/ethnicity: Academic year 2007

Control and type of institution and race/ethnicity	Total enrollment	Percentage distribution	Combined Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native enrollment				
			Total	Less than 25 percent	25-49 percent	50-74 percent	75 percent or more
Total	18,248,128	100.0	100.0	47.2	33.1	13.1	6.6
White	11,756,236	64.4	100.0	60.3	31.2	7.3	1.2
Black	2,383,351	13.1	100.0	23.3	38.5	18.1	20.1
Hispanic	2,076,156	11.4	100.0	15.9	33.2	30.3	20.5
Asian/Pacific Islander	1,217,910	6.7	100.0	22.6	37.7	30.8	8.8
American Indian/Alaska Native	190,001	1.0	100.0	39.5	35.8	13.8	10.9
Nonresident alien	624,474	3.4	100.0	44.7	37.2	13.1	4.9
Public total							
Total	13,490,780	100.0	100.0	47.5	30.5	14.8	7.2
White	8,640,255	64.0	100.0	61.3	29.1	8.2	1.3
Black	1,667,616	12.4	100.0	24.9	37.0	17.7	20.4
Hispanic	1,685,439	12.5	100.0	14.6	30.4	32.4	22.5
Asian/Pacific Islander	942,520	7.0	100.0	21.0	31.6	37.0	10.4
American Indian/Alaska Native	153,272	1.1	100.0	40.7	34.5	14.6	10.2
Nonresident alien	401,678	3.0	100.0	47.2	28.5	17.6	6.7
Public 2-year							
Total	6,324,119	100.0	100.0	35.5	35.0	21.0	8.4
White	3,826,687	60.5	100.0	49.9	35.8	12.4	2.0
Black	865,936	13.7	100.0	17.2	40.0	27.5	15.3
Hispanic	1,016,826	16.1	100.0	9.5	30.3	38.5	21.7
Asian/Pacific Islander	444,058	7.0	100.0	11.4	29.7	40.2	18.7
American Indian/Alaska Native	76,760	1.2	100.0	31.5	37.4	16.2	14.9
Nonresident alien	93,852	1.5	100.0	19.1	34.6	34.1	12.2
Public 4-year							
Total	7,166,661	100.0	100.0	58.1	26.5	9.3	6.2
White	4,813,568	67.2	100.0	70.5	23.8	4.8	0.8
Black	801,680	11.2	100.0	33.1	33.7	7.2	25.9
Hispanic	668,613	9.3	100.0	22.5	30.6	23.2	23.7
Asian/Pacific Islander	498,462	7.0	100.0	29.5	33.4	34.1	3.0
American Indian/Alaska Native	76,512	1.1	100.0	49.9	31.6	12.9	5.5
Nonresident alien	307,826	4.3	100.0	55.8	26.7	12.6	5.0

See notes at end of table.

Table A-38-1. Percentage distribution of fall enrollment in degree-granting institutions, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students at institution, control and type of institution, and race/ethnicity: Academic year 2007—Continued

Control and type of institution and race/ethnicity	Total enrollment	Percentage distribution	Combined Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native enrollment				
			Total	Less than 25 percent	25-49 percent	50-74 percent	75 percent or more
Private not-for-profit total							
Total	3,571,150	100.0	100.0	57.2	35.7	3.9	3.1
White	2,481,920	69.5	100.0	67.1	30.6	2.1	0.3
Black	410,014	11.5	100.0	31.4	38.4	9.5	20.6
Hispanic	235,267	6.6	100.0	33.0	49.0	13.1	4.8
Asian/Pacific Islander	226,500	6.3	100.0	32.6	60.6	5.2	1.5
American Indian/Alaska Native	23,701	0.7	100.0	47.3	30.0	4.6	18.1
Nonresident alien	193,748	5.4	100.0	45.2	51.2	2.4	1.2
Private not-for-profit 2-year							
Total	33,486	100.0	100.0	46.4	24.1	14.5	15.0
White	20,551	61.4	100.0	62.7	25.0	9.6	2.6
Black	6,303	18.8	100.0	15.2	29.0	31.5	24.3
Hispanic	2,514	7.5	100.0	23.7	23.7	23.0	29.6
Asian/Pacific Islander	1,367	4.1	100.0	21.5	19.2	18.4	40.8
American Indian/Alaska Native	1,794	5.4	100.0	5.7	2.4	1.1	90.9
Nonresident alien	957	2.9	100.0	74.0	20.6	5.1	0.3
Private not-for-profit 4-year							
Total	3,537,664	100.0	100.0	57.3	35.8	3.8	3.0
White	2,461,369	69.6	100.0	67.1	30.6	2.0	0.2
Black	403,711	11.4	100.0	31.7	38.5	9.2	20.6
Hispanic	232,753	6.6	100.0	33.1	49.3	13.0	4.5
Asian/Pacific Islander	225,133	6.4	100.0	32.7	60.9	5.2	1.3
American Indian/Alaska Native	21,907	0.6	100.0	50.7	32.3	4.9	12.1
Nonresident alien	192,791	5.4	100.0	45.1	51.3	2.4	1.2
Private for-profit total							
Total	1,186,198	100.0	100.0	13.1	54.8	22.5	9.6
White	634,061	53.5	100.0	20.4	62.3	14.9	2.4
Black	305,721	25.8	100.0	4.2	46.9	31.2	17.7
Hispanic	155,450	13.1	100.0	4.4	39.2	33.6	22.9
Asian/Pacific Islander	48,890	4.1	100.0	6.9	49.0	30.8	13.3
American Indian/Alaska Native	13,028	1.1	100.0	11.4	62.1	21.0	5.5
Nonresident alien	29,048	2.4	100.0	7.3	64.9	22.6	5.2

NOTE: Nonresident aliens are persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

Racial/Ethnic Concentration in Higher Education

Table A-38-2. Percentage distribution of fall enrollment in degree-granting institutions of each racial/ethnic group, by control of institution: Academic year 2007

Concentration of racial/ethnic group, by percentage of total enrollment	Fall enrollment				Percentage distribution			
	Total	Public	Not-for-profit	For-profit	Total	Public	Not-for-profit	For-profit
White enrollment, by percentage White								
Total	11,756,236	8,640,255	2,481,920	634,061	100.0	100.0	100.0	100.0
Less than 10.0 percent	27,964	23,904	2,034	2,026	0.2	0.3	0.1	0.3
10.0 to 24.9 percent	166,825	144,671	5,592	16,562	1.4	1.7	0.2	2.6
25.0 to 49.9 percent	1,066,837	830,734	131,142	104,961	9.1	9.6	5.3	16.6
50.0 to 74.9 percent	4,324,906	2,940,151	994,988	389,767	36.8	34.0	40.1	61.5
75.0 percent or more	6,169,704	4,700,795	1,348,164	120,745	52.5	54.4	54.3	19.0
Black enrollment, by percentage Black								
Total	2,383,351	1,667,616	410,014	305,721	100.0	100.0	100.0	100.0
Less than 10.0 percent	535,820	398,466	126,292	11,062	22.5	23.9	30.8	3.6
10.0 to 24.9 percent	788,337	556,419	129,017	102,901	33.1	33.4	31.5	33.7
25.0 to 49.9 percent	560,297	392,237	65,295	102,765	23.5	23.5	15.9	33.6
50.0 to 74.9 percent	186,583	101,612	15,684	69,287	7.8	6.1	3.8	22.7
75.0 percent or more	312,314	218,882	73,726	19,706	13.1	13.1	18.0	6.4
Hispanic enrollment, by percentage Hispanic								
Total	2,076,156	1,685,439	235,267	155,450	100.0	100.0	100.0	100.0
Less than 10.0 percent	451,600	283,068	123,224	45,308	21.8	16.8	52.4	29.1
10.0 to 24.9 percent	592,407	476,599	80,729	35,079	28.5	28.3	34.3	22.6
25.0 to 49.9 percent	666,132	595,878	19,866	50,388	32.1	35.4	8.4	32.4
50.0 to 74.9 percent	245,386	218,036	8,069	19,281	11.8	12.9	3.4	12.4
75.0 percent or more	120,631	111,858	3,379	5,394	5.8	6.6	1.4	3.5
Asian/Pacific Islander enrollment, by percentage Asian/Pacific Islander								
Total	1,217,910	942,520	226,500	48,890	100.0	100.0	100.0	100.0
Less than 10.0 percent	475,088	351,944	92,867	30,277	39.0	37.3	41.0	61.9
10.0 to 24.9 percent	457,095	327,387	115,850	13,858	37.5	34.7	51.1	28.3
25.0 to 49.9 percent	242,569	224,830	15,229	2,510	19.9	23.9	6.7	5.1
50.0 to 74.9 percent	27,355	24,474	2,185	696	2.2	2.6	1.0	1.4
75.0 percent or more	15,803	13,885	369	1,549	1.3	1.5	0.2	3.2
American Indian/Alaska Native enrollment, by percentage American Indian/Alaska Native								
Total	190,001	153,272	23,701	13,028	100.0	100.0	100.0	100.0
Less than 10.0 percent	146,666	116,054	19,032	11,580	77.2	75.7	80.3	88.9
10.0 to 24.9 percent	12,336	10,888	255	1,193	6.5	7.1	1.1	9.2
25.0 to 49.9 percent	10,751	10,336	329	86	5.7	6.7	1.4	0.7
50.0 to 74.9 percent	5,804	5,016	788	0	3.1	3.3	3.3	0.0
75.0 percent or more	14,444	10,978	3,297	169	7.6	7.2	13.9	1.3

NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

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International Students in the United States

Table A-39-1. Number and percentage of international students enrolled in U.S. postsecondary institutions, by academic level: Academic years 1969-70 through 2007-08

Academic year	Total		Undergraduate		Graduate	
	Number of international students	Percent of total postsecondary enrollment	Number of international students	Percent of total undergraduate enrollment	Number of international students	Percent of total graduate enrollment
1969-70	134,959	1.69	63,296	0.92	59,112	5.28
1970-71	144,708	1.69	71,213	0.97	65,859	5.43
1971-72	140,126	1.57	71,432	0.92	59,333	4.93
1972-73	146,097	1.59	73,968	0.93	62,624	4.92
1973-74	151,066	1.57	76,946	0.93	61,893	4.61
1974-75	—	—	—	—	—	—
1975-76 ¹	179,344	1.60	95,949	0.99	83,395	5.54
1976-77 ¹	203,070	1.84	107,720	1.14	95,350	6.04
1977-78 ¹	235,510	2.09	132,760	1.37	102,750	6.55
1978-79 ¹	263,940	2.34	149,030	1.54	114,910	7.29
1979-80 ¹	286,343	2.47	172,378	1.72	94,207	5.99
1980-81 ¹	311,880	2.58	187,660	1.79	99,110	6.11
1981-82 ¹	326,300	2.64	195,150	1.81	106,290	6.57
1982-83 ¹	336,990	2.71	202,760	1.87	110,270	6.89
1983-84 ¹	338,890	2.72	197,480	1.82	118,820	7.34
1984-85 ¹	342,113	2.79	197,741	1.86	122,476	7.54
1985-86 ¹	343,780	2.81	187,660	1.77	132,430	8.02
1986-87 ¹	349,610	2.80	181,230	1.68	146,100	8.57
1987-88 ¹	356,190	2.79	176,660	1.60	156,190	9.08
1988-89 ¹	366,350	2.81	172,470	1.52	165,380	9.51
1989-90 ¹	386,850	2.86	184,590	1.57	169,820	9.46
1990-91 ¹	407,529	2.95	189,900	1.59	182,130	9.79
1991-92	419,585	2.92	197,070	1.58	191,330	9.97
1992-93	438,618	3.03	210,080	1.68	193,330	9.92
1993-94	449,749	3.14	213,610	1.73	201,030	10.15
1994-95	452,635	3.17	221,500	1.81	191,738	9.51
1995-96	453,787	3.18	218,620	1.79	190,092	9.36
1996-97	457,984	3.19	218,743	1.77	190,244	9.32
1997-98	481,280	3.32	223,276	1.79	207,510	10.11
1998-99	490,933	3.38	235,802	1.90	211,426	10.21
1999-2000	514,723	3.48	237,211	1.87	218,219	10.34
2000-01	547,867	3.58	254,429	1.93	238,497	11.06
2001-02	582,996	3.66	261,079	1.90	264,749	11.97
2002-03	586,323	3.53	260,103	1.82	267,876	11.38
2003-04	572,509	3.39	248,200	1.71	274,310	11.28
2004-05	565,039	3.27	239,212	1.62	264,410	10.61
2005-06	564,766	3.23	236,342	1.58	259,717	10.29
2006-07	582,984	3.28	238,050	1.57	264,288	10.27
2007-08	623,805	3.42	243,360	1.56	276,842	10.47

— Not available.

¹ The data collection process changed in 1974-75; thus, refugees were counted from 1975-76 to 1990-91. After 1990-91, refugees were no longer counted.

NOTE: This table uses data from both the *Open Doors* International Student Census and the Integrated Postsecondary Education Data System (IPEDS) for all years shown. Total estimates include enrollments for other academic programs that are not separately shown. Undergraduate estimates include associate's and bachelor's enrollments. Graduate estimates include master's, doctoral, professional training, and unspecified enrollments. For more information on the *Open Doors* International Student Census and on IPEDS, see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, selected years, 1969-70 through 2007-08. U.S. Department of Education, National Center for Education Statistics (NCES), Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1969 through 1985, and Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86-99), and Spring 2001 through Spring 2008.

Table A-39-2. Percentage distribution of international students enrolled in U.S. postsecondary institutions, by academic level and field of study: Academic year 2007-08

Field of study	Total	Undergraduate	Graduate
Total	100.0	100.0	100.0
Business and management	19.6	26.0	16.3
Engineering	17.0	11.5	23.3
Physical and life sciences	9.3	6.6	12.9
Social sciences	8.7	9.1	9.2
Math and computer science	8.2	5.5	11.3
Fine and applied arts	5.6	7.6	4.6
Health professions	5.1	5.9	5.1
Intensive English language	4.6	0.5	0.0
Education	3.1	1.9	4.5
Humanities	3.1	1.9	4.3
Agriculture	1.6	0.8	2.0
Other fields of study ¹	10.8	16.9	6.3
Undeclared	3.4	5.8	0.2
Optional practical training ²	0.1	—	—

— Not available.

¹ Includes other fields of study not separately shown.

² Optional practical training (OPT), available to certain foreign students, is temporary employment that is directly related to the student's major area of study. For more information on OPT, see <http://www.uscis.gov/>.

NOTE: Detail may not sum to totals because of rounding. Total estimates include enrollments for other academic programs that are not separately shown. Undergraduate estimates include associate's and bachelor's enrollments. Graduate estimates include master's, doctoral, professional training, and unspecified enrollments. For more information on fields of study and on the *Open Doors International Student Census*, see *supplemental note 3*.

SOURCE: Bhandari, R., and Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education.

Supplemental Table to Indicator 40

Undergraduate Fields of Study

Table A-40-1. Number of associate's and bachelor's degrees awarded by degree-granting institutions, percentage of total, percentage awarded to females, and percent change, by selected fields of study: Academic years 1996-97 and 2006-07

Field of study	1996-97			2006-07			1996-97 to 2006-07		
	Number	Percent of total	Percent female	Number	Percent of total	Percent female	Change in number of degrees	Percent change	Percent change for females
Associate's degrees									
Total¹	571,226	100.0	60.8	728,114	100.0	62.2	156,888	27.5	30.4
Liberal arts and sciences, general studies, and humanities	181,341	31.7	61.6	250,030	34.3	62.5	68,689	37.9	39.9
Health professions and related clinical sciences	102,077	17.9	84.3	145,436	20.0	85.4	43,359	42.5	44.4
Business	100,400	17.6	69.3	116,101	15.9	64.3	15,701	15.6	7.3
Engineering and engineering technologies	57,324	10.0	12.3	50,662	7.0	10.4	-6,662	-11.6	-25.3
Security and protective services	19,889	3.5	31.7	28,208	3.9	45.1	8,319	41.8	102.0
Computer and information sciences and support services	14,607	2.6	47.4	27,712	3.8	26.2	13,105	89.7	4.8
Visual and performing arts	13,593	2.4	56.8	20,244	2.8	59.4	6,651	48.9	55.9
Multi/interdisciplinary studies	9,182	1.6	52.1	15,838	2.2	58.5	6,656	72.5	93.6
Education	10,587	1.9	68.0	13,021	1.8	86.4	2,434	23.0	56.2
Legal professions and studies	11,242	2.0	89.6	10,391	1.4	89.9	-851	-7.6	-7.2
Family and consumer sciences/humanities	7,998	1.4	91.7	9,124	1.3	96.4	1,126	14.1	19.8
Social sciences and history	4,056	0.7	61.8	7,080	1.0	64.8	3,024	74.6	83.0
Agriculture and natural resources	6,463	1.1	33.0	5,838	0.8	37.9	-625	-9.7	3.7
Communication and communications technologies	4,893	0.9	46.2	5,704	0.8	44.2	811	16.6	11.3
Public administration and social services	4,270	0.7	84.4	4,338	0.6	86.3	68	1.6	3.9
Physical sciences and science technologies	2,526	0.4	49.3	3,404	0.5	42.8	878	34.8	16.9
Psychology	1,612	0.3	76.6	2,213	0.3	76.6	601	37.3	37.3
Biological and biomedical sciences	2,133	0.4	63.6	2,060	0.3	67.2	-73	-3.4	2.0
Precision production trades	1,773	0.3	12.6	1,973	0.3	6.3	200	11.3	-44.4
Transportation and materials moving	1,572	0.3	16.7	1,674	0.2	13.9	102	6.5	-11.5
Parks, recreation, leisure and fitness studies	885	0.2	38.8	1,251	0.2	40.1	366	41.4	46.4

See notes at end of table.

Table A-40-1. Number of associate's and bachelor's degrees awarded by degree-granting institutions, percentage of total, percentage awarded to females, and percent change, by selected fields of study: Academic years 1996-97 and 2006-07—Continued

Field of study	1996-97			2006-07			1996-97 to 2006-07		
	Number	Percent of total	Percent female	Number	Percent of total	Percent female	Change in number of degrees	Percent change	Percent change for females
Bachelor's degrees									
Total¹	1,172,879	100.0	55.6	1,524,092	100.0	57.4	351,213	29.9	34.1
Business	225,934	19.3	48.6	327,531	21.5	49.2	101,597	45.0	46.6
Social sciences and history	124,891	10.6	48.7	164,183	10.8	49.8	39,292	31.5	34.5
Education	105,116	9.0	75.0	105,641	6.9	78.7	525	0.5	5.4
Health professions and related clinical sciences	87,997	7.5	81.3	101,810	6.7	85.9	13,813	15.7	22.3
Psychology	74,308	6.3	73.9	90,039	5.9	77.4	15,731	21.2	27.0
Visual and performing arts	50,083	4.3	58.6	85,186	5.6	61.6	35,103	70.1	78.7
Engineering and engineering technologies	75,757	6.5	16.8	82,072	5.4	16.9	6,315	8.3	9.1
Communication and communications technologies	47,894	4.1	58.7	78,420	5.1	63.0	30,526	63.7	75.7
Biological and biomedical sciences	63,679	5.4	53.8	75,151	4.9	60.1	11,472	18.0	32.0
English language and literature/letters	48,641	4.1	66.4	55,122	3.6	68.3	6,481	13.3	16.5
Liberal arts and sciences, general studies, and humanities	34,776	3.0	61.2	44,255	2.9	68.1	9,479	27.3	41.5
Computer and information sciences and support services	25,422	2.2	27.1	42,170	2.8	18.6	16,748	65.9	13.5
Security and protective services	25,165	2.1	39.8	39,206	2.6	50.2	14,041	55.8	96.7
Multi/interdisciplinary studies	26,887	2.3	66.1	33,792	2.2	69.1	6,905	25.7	31.4
Parks, recreation, leisure and fitness studies	14,246	1.2	48.6	27,430	1.8	48.3	13,184	92.5	91.3
Public administration and social services	20,649	1.8	79.8	23,147	1.5	81.2	2,498	12.1	14.1
Agriculture and natural resources	22,597	1.9	39.0	23,133	1.5	46.8	536	2.4	22.9
Family and consumer sciences/human sciences	14,886	1.3	88.5	21,400	1.4	87.9	6,514	43.8	42.8
Physical sciences and science technologies	19,496	1.7	37.4	21,073	1.4	40.9	1,577	8.1	18.3
Foreign languages, literatures, and linguistics	14,487	1.2	69.7	20,275	1.3	69.6	5,788	40.0	39.6
Mathematics and statistics	12,401	1.1	46.4	14,954	1.0	44.1	2,553	20.6	14.6
Philosophy and religious studies	7,832	0.7	36.7	11,969	0.8	37.9	4,137	52.8	57.8

¹ Includes other fields not shown separately.

NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new Classification of Instructional Programs was initiated in 2002-03. Estimates for 1996-97 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 1996-97 and 2006-07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Graduate and First-Professional Fields of Study

Table A-41-1. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, percentage awarded to females, and percent change, by selected fields of study: Academic years 1996-97 and 2006-07

Field of study	1996-97			2006-07			1996-97 to 2006-07		
	Number	Percent of total	Percent female	Number	Percent of total	Percent female	Change in number of degrees	Percent change	Percent change for females
Master's degrees									
Total¹	419,401	100.0	56.9	604,607	100.0	60.6	185,206	44.2	53.7
Education	108,720	25.9	76.5	176,572	29.2	77.3	67,852	62.4	63.9
Business	97,204	23.2	39.0	150,211	24.8	44.0	53,007	54.5	74.5
Health professions and related clinical sciences	36,162	8.6	79.2	54,531	9.0	80.5	18,369	50.8	53.3
Engineering and engineering technologies	27,106	6.5	18.4	32,162	5.3	22.7	5,056	18.7	46.2
Public administration and social services	24,781	5.9	71.9	31,131	5.1	75.1	6,350	25.6	31.1
Psychology	15,769	3.8	73.7	21,037	3.5	79.7	5,268	33.4	44.4
Social sciences and history	14,787	3.5	47.0	17,665	2.9	51.4	2,878	19.5	30.6
Computer and information sciences and support services	10,513	2.5	28.4	16,232	2.7	26.2	5,719	54.4	42.2
Visual and performing arts	10,627	2.5	57.9	13,767	2.3	57.1	3,140	29.5	27.6
Biological and biomedical sciences	6,925	1.7	51.1	8,747	1.4	59.2	1,822	26.3	46.5
English language and literature/letters	7,487	1.8	64.6	8,742	1.4	67.2	1,255	16.8	21.5
Communication and communications technologies	5,552	1.3	64.2	7,272	1.2	65.8	1,720	31.0	34.4
Library science	4,982	1.2	77.6	6,767	1.1	80.7	1,785	35.8	41.1
Theology and religious vocations	4,932	1.2	39.0	6,446	1.1	39.4	1,514	30.7	31.9
Architecture and related services	4,034	1.0	42.1	5,951	1.0	44.5	1,917	47.5	55.9
Physical sciences and science technologies	5,526	1.3	32.5	5,839	1.0	39.1	313	5.7	27.3
Security and protective services	1,845	0.4	40.5	4,906	0.8	52.8	3,061	165.9	246.9
Mathematics and statistics	3,504	0.8	41.4	4,884	0.8	41.5	1,380	39.4	39.8

See notes at end of table.

Table A-41-1. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, percentage awarded to females, and percent change, by selected fields of study: Academic years 1996-97 and 2006-07—Continued

Field of study	1996-97			2006-07			1996-97 to 2006-07		
	Number	Percent of total	Percent female	Number	Percent of total	Percent female	Change in number of degrees	Percent change	Percent change for females
Doctoral degrees²									
Total¹	45,876	100.0	40.8	60,616	100.0	50.1	14,740	32.1	62.1
Health professions and related clinical sciences	2,179	4.7	57.5	8,355	13.8	73.2	6,176	283.4	387.9
Education	6,297	13.7	62.4	8,261	13.6	67.5	1,964	31.2	42.0
Engineering and engineering technologies	6,250	13.6	12.4	8,123	13.4	20.9	1,873	30.0	119.8
Biological and biomedical sciences	5,094	11.1	43.3	6,354	10.5	49.3	1,260	24.7	42.2
Psychology	4,507	9.8	66.8	5,153	8.5	73.2	646	14.3	25.2
Physical sciences and science technologies	4,417	9.6	22.8	4,846	8.0	31.6	429	9.7	52.0
Social sciences and history	3,989	8.7	37.9	3,844	6.3	45.1	-145	-3.6	14.8
Business	1,336	2.9	29.1	2,029	3.3	41.4	693	51.9	116.2
Computer and information sciences and support services	857	1.9	15.9	1,595	2.6	20.6	738	86.1	141.2
Theology and religious vocations	1,390	3.0	18.1	1,573	2.6	22.0	183	13.2	37.3
Visual and performing arts	1,060	2.3	50.5	1,364	2.3	54.2	304	28.7	38.1
Mathematics and statistics	1,134	2.5	24.1	1,351	2.2	29.8	217	19.1	47.3
Agriculture and natural resources	1,202	2.6	27.2	1,272	2.1	39.6	70	5.8	54.1
English language and literature/letters	1,431	3.1	57.4	1,178	1.9	59.4	-253	-17.7	-14.7
Multi/interdisciplinary studies	764	1.7	49.5	1,093	1.8	55.6	329	43.1	60.8
Foreign languages, literatures, and linguistics	1,064	2.3	57.7	1,059	1.7	58.7	-5	-0.5	1.3
First-professional degrees³									
Total¹	78,730	100.0	42.1	90,064	100.0	50.0	11,334	14.4	35.7
Law	40,079	50.9	43.7	43,486	48.3	47.6	3,407	8.5	18.1
Medicine	15,571	19.8	41.4	15,730	17.5	49.2	159	1.0	20.0
Pharmacy	2,708	3.4	64.5	10,439	11.6	67.5	7,731	285.5	303.3
Theology	5,859	7.4	26.2	5,990	6.7	33.2	131	2.2	29.6
Dentistry	3,784	4.8	36.9	4,596	5.1	44.6	812	21.5	46.6
Osteopathic	2,011	2.6	35.5	2,992	3.3	50.7	981	48.8	112.5
Chiropractic	3,654	4.6	27.3	2,525	2.8	36.0	-1,129	-30.9	-8.8
Veterinary medicine	2,188	2.8	66.6	2,443	2.7	78.0	255	11.7	30.8
Optometry	1,264	1.6	53.2	1,311	1.5	62.4	47	3.7	21.5

¹ Includes other fields not shown separately.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level.

³ An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a complete list of first-professional degrees.

NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1996-97 have been reclassified when necessary to conform to the new taxonomy. For more information on the *Classification of Postsecondary Education Institutions*, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 1996-97 and 2006-07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Degrees Conferred by Public and Private Institutions

Table A-42-1. Number and percentage distribution of degrees conferred by degree-granting institutions, by control of institution and type of degree: Academic years 1996-97 through 2006-07

Type of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred				
	Public		Private			Public		Private		
	Total		Total	Not-for-profit	For-profit	Total		Total	Not-for-profit	For-profit
Associate's										
1996-97	571,226	465,494	105,732	49,168	56,564	100.0	81.5	18.5	8.6	9.9
1997-98	558,555	455,084	103,471	47,625	55,846	100.0	81.5	18.5	8.5	10.0
1998-99	559,954	448,334	111,620	47,611	64,009	100.0	80.1	19.9	8.5	11.4
1999-2000	564,933	448,446	116,487	46,337	70,150	100.0	79.4	20.6	8.2	12.4
2000-01	578,865	456,487	122,378	45,711	76,667	100.0	78.9	21.1	7.9	13.2
2001-02	595,133	471,660	123,473	45,761	77,712	100.0	79.3	20.7	7.7	13.1
2002-03	634,016	498,279	135,737	46,183	89,554	100.0	78.6	21.4	7.3	14.1
2003-04	665,301	524,875	140,426	45,759	94,667	100.0	78.9	21.1	6.9	14.2
2004-05	696,660	547,519	149,141	45,344	103,797	100.0	78.6	21.4	6.5	14.9
2005-06	713,066	557,134	155,932	46,442	109,490	100.0	78.1	21.9	6.5	15.4
2006-07	728,114	566,535	161,579	43,829	117,750	100.0	77.8	22.2	6.0	16.2
Bachelor's										
1996-97	1,172,879	776,677	396,202	384,086	12,116	100.0	66.2	33.8	32.7	1.0
1997-98	1,184,406	784,296	400,110	386,455	13,655	100.0	66.2	33.8	32.6	1.2
1998-99	1,200,303	790,287	410,016	393,680	16,336	100.0	65.8	34.2	32.8	1.4
1999-2000	1,237,875	810,855	427,020	406,958	20,062	100.0	65.5	34.5	32.9	1.6
2000-01	1,244,171	812,438	431,733	408,701	23,032	100.0	65.3	34.7	32.8	1.9
2001-02	1,291,900	841,180	450,720	424,322	26,398	100.0	65.1	34.9	32.8	2.0
2002-03	1,348,811	875,596	473,215	442,060	31,155	100.0	64.9	35.1	32.8	2.3
2003-04	1,399,542	905,718	493,824	451,518	42,306	100.0	64.7	35.3	32.3	3.0
2004-05	1,439,264	932,443	506,821	457,963	48,858	100.0	64.8	35.2	31.8	3.4
2005-06	1,485,242	955,369	529,873	467,836	62,037	100.0	64.3	35.7	31.5	4.2
2006-07	1,524,092	975,513	548,579	477,805	70,774	100.0	64.0	36.0	31.4	4.6
Master's										
1996-97	419,401	233,237	186,164	181,104	5,060	100.0	55.6	44.4	43.2	1.2
1997-98	430,164	235,922	194,242	188,175	6,067	100.0	54.8	45.2	43.7	1.4
1998-99	439,986	238,501	201,485	192,152	9,333	100.0	54.2	45.8	43.7	2.1
1999-2000	457,056	243,157	213,899	203,591	10,308	100.0	53.2	46.8	44.5	2.3
2000-01	468,476	246,054	222,422	210,789	11,633	100.0	52.5	47.5	45.0	2.5
2001-02	482,118	249,820	232,298	218,034	14,264	100.0	51.8	48.2	45.2	3.0
2002-03	513,339	265,643	247,696	232,709	14,987	100.0	51.7	48.3	45.3	2.9
2003-04	558,940	285,138	273,802	245,562	28,240	100.0	51.0	49.0	43.9	5.1
2004-05	574,618	291,505	283,113	248,031	35,082	100.0	50.7	49.3	43.2	6.1
2005-06	594,065	293,517	300,548	255,424	45,124	100.0	49.4	50.6	43.0	7.6
2006-07	604,607	291,971	312,636	261,700	50,936	100.0	48.3	51.7	43.3	8.4
First-professional¹										
1996-97	78,730	31,243	47,487	47,029	458	100.0	39.7	60.3	59.7	0.6
1997-98	78,598	31,233	47,365	47,018	347	100.0	39.7	60.3	59.8	0.4
1998-99	78,439	31,693	46,746	46,315	431	100.0	40.4	59.6	59.0	0.5
1999-2000	80,057	32,247	47,810	47,301	509	100.0	40.3	59.7	59.1	0.6
2000-01	79,707	32,633	47,074	46,828	246	100.0	40.9	59.1	58.8	0.3
2001-02	80,698	33,439	47,259	47,020	239	100.0	41.4	58.6	58.3	0.3
2002-03	80,897	33,549	47,348	47,116	232	100.0	41.5	58.5	58.2	0.3
2003-04	83,041	34,499	48,542	48,278	264	100.0	41.5	58.5	58.1	0.3
2004-05	87,289	35,768	51,521	51,259	262	100.0	41.0	59.0	58.7	0.3
2005-06	87,655	36,269	51,386	50,902	484	100.0	41.4	58.6	58.1	0.6
2006-07	90,064	36,855	53,209	52,746	463	100.0	40.9	59.1	58.6	0.5

See notes at end of table.

Table A-42-1. Number and percentage distribution of degrees conferred by degree-granting institutions, by control of institution and type of degree: Academic years 1996-97 through 2006-07—Continued

Type of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred					
	Public		Private			Public		Private			
	Total		Total	Not-for-profit	For-profit	Total		Total	Not-for-profit	For-profit	
Doctoral¹											
1996-97	45,876	29,838	16,038	15,694	344	100.0	65.0	35.0	34.2	0.7	
1997-98	46,010	29,715	16,295	15,944	351	100.0	64.6	35.4	34.7	0.8	
1998-99	44,077	28,134	15,943	15,501	442	100.0	63.8	36.2	35.2	1.0	
1999-2000	44,808	28,408	16,400	15,800	600	100.0	63.4	36.6	35.3	1.3	
2000-01	44,904	28,187	16,717	15,920	797	100.0	62.8	37.2	35.5	1.8	
2001-02	44,160	27,622	16,538	15,882	656	100.0	62.5	37.5	36.0	1.5	
2002-03	46,042	28,062	17,980	17,138	842	100.0	60.9	39.1	37.2	1.8	
2003-04	48,378	29,706	18,672	17,501	1,171	100.0	61.4	38.6	36.2	2.4	
2004-05	52,631	31,743	20,888	19,552	1,336	100.0	60.3	39.7	37.1	2.5	
2005-06	56,067	33,767	22,300	20,830	1,470	100.0	60.2	39.8	37.2	2.6	
2006-07	60,616	36,230	24,386	22,483	1,903	100.0	59.8	40.2	37.1	3.1	

¹ An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession, (2) at least 2 years of college work before entering the degree program, and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. Includes first-professional degrees such as M.D., D.D.S., and law degrees. See glossary for a definition of first-professional degree.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. See glossary for a definition of doctoral degree.

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996-97 through 2006-07 IPEDS, "Completions Survey" (IPEDS-C:97-99), and Fall 2000 through Fall 2007.

Table A-42-2. Number of degree-granting institutions, by control and type of institution: Academic years 1996-97 through 2006-07

Academic year	All institutions			Public			Private								
	2-year		4-year	2-year		4-year	Not-for-profit			For-profit					
	Total			Total			Total	2-year	4-year	Total	2-year	4-year			
1996-97	4,009	1,742	2,267	1,702	1,088	614	2,307	654	1,653	1,693	184	1,509	614	470	144
1997-98	4,064	1,755	2,309	1,707	1,092	615	2,357	663	1,694	1,707	179	1,528	650	484	166
1998-99	4,048	1,713	2,335	1,681	1,069	612	2,367	644	1,723	1,695	164	1,531	672	480	192
1999-2000	4,084	1,721	2,363	1,682	1,068	614	2,402	653	1,749	1,681	150	1,531	721	503	218
2000-01	4,182	1,732	2,450	1,698	1,076	622	2,484	656	1,828	1,695	144	1,551	789	512	277
2001-02	4,197	1,710	2,487	1,713	1,085	628	2,484	625	1,859	1,676	135	1,541	808	490	318
2002-03	4,168	1,702	2,466	1,712	1,081	631	2,456	621	1,835	1,665	127	1,538	791	494	297
2003-04	4,236	1,706	2,530	1,720	1,086	634	2,516	620	1,896	1,664	118	1,546	852	502	350
2004-05	4,216	1,683	2,533	1,700	1,061	639	2,516	622	1,894	1,637	112	1,525	879	510	369
2005-06	4,276	1,694	2,582	1,693	1,053	640	2,583	641	1,942	1,647	113	1,534	936	528	408
2006-07	4,314	1,685	2,629	1,688	1,045	643	2,626	640	1,986	1,640	107	1,533	986	533	453

NOTE: Includes institutions that participate in Title IV federal financial aid programs. Changes in counts of institutions over time are partly affected by increasing or decreasing numbers of institutions submitting separate data for branch campuses. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996-97 through 2006-07 IPEDS, "Institutional Characteristics Survey" (IPEDS-IC:96-99), and Fall 2000 through Fall 2006.

Supplemental Table to Indicator 43

Faculty Salary, Benefits, and Total Compensation

Table A-43-1. Percentage distribution of faculty, and average total compensation and fringe benefits of faculty at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 to 2007–08

[In current dollars]

Academic rank and type of institution	1979–80		1989–90		1999–2000		2007–08		Percent change 1979–80 to 2007–08	Percent change 1999–2000 to 2007–08
	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average		
Total compensation¹	100.0	\$69,700	100.0	\$80,600	100.0	\$86,400	100.0	\$90,800	30.3	5.1
Salary										
All faculty	100.0	58,500	100.0	66,800	100.0	69,900	100.0	71,100	21.5	1.7
Professor	25.5	77,700	30.7	88,300	30.7	93,100	26.9	98,500	26.9	5.9
Associate professor	25.5	58,600	24.6	65,800	24.2	68,200	22.6	70,800	20.9	3.9
Assistant professor	26.2	47,700	24.1	54,600	23.0	56,200	24.4	59,300	24.4	5.4
Instructor	7.7	38,400	5.6	41,800	5.8	43,700	13.9	55,300	44.2	26.7
Lecturer	1.4	44,500	1.9	48,600	2.7	47,800	5.0	49,400	10.9	3.4
No rank	13.7	56,000	13.1	54,700	13.6	59,300	7.1	54,400	-2.8	-8.2
All institutions ²	100.0	58,500	100.0	66,800	100.0	69,900	100.0	71,100	21.5	1.7
Public doctoral universities	25.8	63,800	28.3	74,300	27.2	78,500	29.1	79,200	24.1	0.9
Private doctoral universities	8.2	68,100	10.7	83,400	10.2	92,900	12.2	93,700	37.6	0.9
Public master's colleges/ universities	24.5	59,100	20.3	67,000	19.6	65,800	17.4	64,900	9.9	-1.4
Private master's colleges/ universities	8.0	53,800	9.8	59,800	11.1	63,700	10.5	64,600	20.2	1.4
Public other 4-year colleges	2.5	52,800	2.4	59,300	2.6	60,100	3.4	59,500	12.7	-1.0
Private other 4-year colleges	9.1	46,900	8.5	54,600	7.6	59,500	6.6	62,800	33.9	5.5
Public 2-year colleges	21.1	55,800	19.4	57,400	21.4	60,300	20.7	59,600	6.9	-1.1
Private 2-year colleges	0.7	36,400	0.6	40,800	0.4	44,900	0.2	43,400	19.3	-3.4
Fringe benefits										
All institutions	100.0	11,200	100.0	13,700	100.0	16,500	100.0	19,800	75.8	19.5
Public doctoral universities	25.8	11,900	28.3	16,100	27.2	18,100	29.1	20,800	75.0	15.2
Private doctoral universities	8.2	13,000	10.7	16,600	10.2	22,900	12.2	25,300	95.3	10.6
Public master's colleges/ universities	24.5	12,100	20.3	14,800	19.6	15,500	17.4	19,100	58.0	23.1
Private master's colleges/ universities	8.0	10,000	9.8	12,400	11.1	15,700	10.5	17,900	77.9	14.0
Public other 4-year colleges	2.5	9,800	2.4	11,700	2.6	13,800	3.4	18,100	84.5	30.9
Private other 4-year colleges	9.1	8,900	8.5	10,600	7.6	15,100	6.6	18,200	104.4	20.9
Public 2-year colleges	21.1	10,500	19.4	10,100	21.4	13,900	20.7	17,300	64.2	24.5
Private 2-year colleges	0.7	6,300	0.6	6,500	0.4	11,300	0.2	11,100	76.4	-1.8

See notes at end of table.

Table A-43-1. Percentage distribution of faculty, and average total compensation and fringe benefits of faculty at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 to 2007–08—Continued

[In constant 2007–08 dollars]

Compensation, salary, and benefit ¹	1979–80		1989–90		1999–2000		2007–08		Percent change 1979–80 to 2007–08	Percent change 1999–2000 to 2007–08
	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average		
Total compensation	100.0	\$25,600	100.0	\$48,300	100.0	\$69,100	100.0	\$90,800	255.3	31.4
Salary										
All faculty	100.0	21,400	100.0	40,100	100.0	55,900	100.0	71,100	231.4	27.2
Professor	25.5	28,500	30.7	52,900	30.7	74,400	26.9	98,500	246.0	32.4
Associate professor	25.5	21,500	24.6	39,500	24.2	54,500	22.6	70,800	229.6	29.9
Assistant professor	26.2	17,500	24.1	32,700	23.0	45,000	24.4	59,300	239.2	31.8
Instructor	7.7	14,100	5.6	25,100	5.8	34,900	13.9	55,300	293.2	58.4
Lecturer	1.4	16,300	1.9	29,100	2.7	38,200	5.0	49,400	202.4	29.3
No rank	13.7	20,500	13.1	32,800	13.6	47,400	7.1	54,400	165.1	14.8
All institutions ²	100.0	21,400	100.0	40,100	100.0	55,900	100.0	71,100	231.4	27.2
Public doctoral universities	25.8	23,400	28.3	44,600	27.2	62,700	29.1	79,200	238.5	26.2
Private doctoral universities	8.2	25,000	10.7	50,000	10.2	74,300	12.2	93,700	275.2	26.2
Public master's colleges/ universities	24.5	21,700	20.3	40,200	19.6	52,600	17.4	64,900	199.6	23.4
Private master's colleges/ universities	8.0	19,700	9.8	35,900	11.1	51,000	10.5	64,600	227.7	26.8
Public other 4-year colleges	2.5	19,400	2.4	35,600	2.6	48,100	3.4	59,500	207.3	23.9
Private other 4-year colleges	9.1	17,200	8.5	32,700	7.6	47,600	6.6	62,800	265.3	32.0
Public 2-year colleges	21.1	20,500	19.4	34,400	21.4	48,200	20.7	59,600	191.5	23.6
Private 2-year colleges	0.7	13,300	0.6	24,500	0.4	35,900	0.2	43,400	225.3	20.8
Fringe benefits										
All institutions	100.0	4,100	100.0	8,200	100.0	13,200	100.0	19,800	379.5	49.4
Public doctoral universities	25.8	4,400	28.3	9,700	27.2	14,500	29.1	20,800	377.1	44.1
Private doctoral universities	8.2	4,800	10.7	10,000	10.2	18,300	12.2	25,300	432.5	38.4
Public master's colleges/ universities	24.5	4,400	20.3	8,900	19.6	12,400	17.4	19,100	330.9	54.0
Private master's colleges/ universities	8.0	3,700	9.8	7,400	11.1	12,500	10.5	17,900	385.2	42.5
Public other 4-year colleges	2.5	3,600	2.4	7,000	2.6	11,000	3.4	18,100	403.1	63.7
Private other 4-year colleges	9.1	3,300	8.5	6,300	7.6	12,000	6.6	18,200	457.3	51.2
Public 2-year colleges	21.1	3,900	19.4	6,100	21.4	11,100	20.7	17,300	347.9	55.7
Private 2-year colleges	0.7	2,300	0.6	3,900	0.4	9,000	0.2	11,100	381.0	22.7

¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits.

² In this indicator, institutions are classified based on the number of highest degrees awarded. For more information about classifications of postsecondary institutions, see *supplemental note 8*.

NOTE: Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Detail may not sum to totals because of rounding. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2007–08 dollars. For more information about the CPI, see *supplemental note 10*. For more information about the Integrated Postsecondary Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 1989–90, 1999–2000, and 2007–08 Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2007, and Winter 2007–08.

Supplemental Tables to Indicator 44

College Student Employment

Table A-44-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and type of institution: Selected years, October 1970 through October 2007

Year	Full-time students				Part-time students			
	Percent employed ²	Hours worked per week ¹			Percent employed ²	Hours worked per week ¹		
		Less than 20 hours	20-34 hours	35 or more hours		Less than 20 hours	20-34 hours	35 or more hours
Total								
1970	33.8	19.3	10.4	3.8	82.2	5.0	15.8	60.3
1975	35.3	18.2	12.0	4.7	80.9	6.0	19.5	52.6
1980	40.0	21.5	14.0	3.9	84.5	7.9	22.5	52.6
1985	44.2	21.8	17.3	4.3	86.1	6.0	26.8	52.5
1990	45.7	20.6	19.3	4.8	83.7	4.0	26.0	52.7
1995	47.2	19.1	20.3	6.5	82.9	8.6	30.4	42.3
2000	52.0	20.1	21.7	8.9	84.9	8.6	27.8	47.5
2001	47.0	17.4	20.6	7.9	84.5	8.1	25.8	48.9
2002	47.8	17.3	20.9	8.5	78.9	8.7	25.3	43.4
2003	47.7	17.1	20.7	8.8	79.0	7.8	27.2	42.8
2004	49.0	17.7	21.6	8.6	81.5	8.5	27.4	44.1
2005	49.1	17.8	21.1	9.0	85.0	10.2	27.1	47.1
2006	46.5	15.1	22.0	8.1	81.0	7.3	27.6	45.5
2007	45.5	15.4	20.7	8.7	81.2	6.8	27.2	45.9
Enrolled in public 4-year institutions								
1990	43.0	19.8	18.6	3.7	87.4	4.2!	27.9	54.7
1995	48.8	19.4	22.6	5.6	86.7	9.6	30.8	45.0
2000	50.5	19.1	21.5	9.0	87.3	8.5	26.4	50.9
2001	45.9	16.6	20.9	7.5	86.7	7.5	27.9	49.5
2002	47.7	17.2	21.0	8.0	78.5	7.5	22.8	47.4
2003	47.5	17.3	20.7	8.2	81.7	9.3	27.3	43.7
2004	49.7	17.4	22.0	8.8	83.0	9.0	27.4	44.3
2005	49.6	17.8	22.7	8.0	86.3	9.0	26.8	49.7
2006	46.6	13.9	22.9	8.6	80.5	7.1	26.4	46.0
2007	44.7	14.9	20.1	8.9	78.3	6.4	23.1	48.5
Enrolled in private 4-year institutions								
1990	38.1	24.0	9.9	3.5	89.9	3.6!	31.9	53.1
1995	38.6	21.6	10.7	4.6	80.1	14.9	26.8	36.5
2000	45.8	23.6	14.9	5.4	78.0	6.3!	18.5	52.6
2001	38.7	19.7	11.6	6.3	83.6	7.9!	23.3	51.6
2002	39.8	17.4	15.1	6.0	77.6	16.6	17.4	42.1
2003	41.1	19.0	12.8	8.4	69.2	9.3!	17.5	40.7
2004	40.6	19.6	15.0	5.3	73.0	2.3!	21.2	49.2
2005	42.3	20.1	13.8	7.0	88.5	10.6!	34.5	43.2
2006	36.9	18.1	12.4	5.1	83.0	6.1!	21.0	55.9
2007	38.7	18.0	13.0	6.7	83.9	3.3!	14.3!	61.2
Enrolled in public 2-year institutions								
1990	61.2	19.1	31.2	9.2	81.5	4.1	24.9	51.1
1995	52.9	15.6	25.3	10.9	81.1	6.1	32.5	40.5
2000	63.9	20.6	29.9	11.9	85.5	9.9	30.0	44.9
2001	58.1	18.0	28.0	10.6	83.2	8.9	25.2	47.4
2002	55.1	17.4	26.3	11.0	79.2	8.6	29.8	39.6
2003	54.7	15.4	28.1	10.3	80.6	6.6	29.6	43.4
2004	55.1	17.0	27.1	10.3	81.9	9.0	28.7	43.1
2005	54.2	15.6	24.2	13.4	82.0	10.8	25.8	44.8
2006	55.3	15.8	28.8	9.2	80.7	8.2	30.0	42.2
2007	54.0	15.2	28.7	9.6	83.4	7.1	33.7	40.9

! Interpret data with caution (estimates are unstable).

¹ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed.

Hours worked per week refers to the number of hours the respondent worked at all jobs during the survey week.

² Includes those who were employed but not at work during the survey week.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1970-2007.

Table A-44-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2007

Year	Full-time students				Part-time students			
	Percent employed ²	Hours worked per week ¹			Percent employed ²	Hours worked per week ¹		
		Less than 20 hours	20–34 hours	35 or more hours		Less than 20 hours	20–34 hours	35 or more hours
Total	45.5	15.4	20.7	8.7	81.2	6.8	27.2	45.9
Sex								
Male	43.1	13.1	20.3	8.9	81.4	5.0	27.8	47.8
Female	47.7	17.4	21.1	8.5	81.0	7.9	26.8	44.6
Race/ethnicity ³								
White	48.1	17.9	20.9	8.3	84.1	7.1	28.9	46.7
Black	36.0	8.1	17.8	9.6	71.1	7.8!	28.1	33.8
Hispanic	49.3	10.8	25.9	12.6	80.4	5.0!	25.4	48.6
Asian	28.8	8.2	17.0	3.6!	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	46.6	19.4	14.5	12.6!	‡	‡	‡	‡
Type of institution								
2-year	52.6	14.7	27.8	9.6	83.1	7.7	32.9	41.1
Public	54.0	15.2	28.7	9.6	83.4	7.1	33.7	40.9
Private	35.3	9.0!	16.6	9.7!	80.8	13.5!	24.8	42.5
4-year	43.2	15.6	18.4	8.4	79.3	5.9	21.7	50.6
Public	44.7	14.9	20.1	8.9	78.3	6.4	23.1	48.5
Private	38.7	18.0	13.0	6.7	83.9	3.3!	14.3!	61.2
Student enrollment level								
Undergraduate	45.1	15.4	20.8	8.2	80.5	7.4	28.4	43.4
Sex								
Male	42.4	13.1	20.0	8.5	81.9	5.3	29.1	46.6
Female	47.5	17.4	21.6	7.9	79.5	9.0	28.0	41.1
Race/ethnicity ³								
White	47.4	17.7	21.0	7.6	83.6	7.8	31.0	43.4
Black	36.1	8.3	17.9	9.4	68.3	8.5!	26.7	32.9
Hispanic	48.8	10.7	25.6	12.6	81.3	5.4!	26.0	48.4
Asian	30.1	9.4	18.4	2.3!	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	45.5	19.9	12.6!	12.9!	‡	‡	‡	‡
Type of institution								
2-year	52.4	14.9	28.2	8.8	82.8	7.8	33.3	40.0
Public	53.8	15.3	29.1	8.9	83.1	7.4	34.0	40.1
Private	33.2	10.1!	16.2	6.9!	‡	‡	‡	‡
4-year	42.6	15.5	18.3	8.0	77.8	6.9	22.6	47.5
Public	43.9	14.7	19.8	8.6	77.2	7.1	23.6	46.3
Private	38.2	18.2	13.2	5.9	81.8	5.9!	14.7!	56.5
Graduate	51.1	15.9	19.2	15.5	85.7	2.3!	18.8	62.5

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed.*Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.² Includes those who were employed but not at work during the survey week.³ Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours.

For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2007.

Supplemental Tables to Indicator 45

Financial Aid for First-Time Students

Table A-45-1. Percentage of full-time, first-time degree/certificate-seeking undergraduates participating in financial aid programs, by type of degree-granting institution, type of aid, and control of degree-granting institution: Academic years 2000-01 through 2006-07

Control of degree-granting institution and year	Percent receiving financial aid, ¹ by type of degree-granting institution			Percent receiving financial aid, by type of aid			
	Total	4-year	2-year	Federal grants	State/local grants	Institutional grants	Student loans ²
All institutions							
2000-01	70.3	74.5	62.2	31.6	31.2	31.1	40.1
2001-02	72.3	76.4	64.6	33.3	32.5	31.5	40.7
2002-03	72.7	77.2	64.6	34.1	30.9	31.5	41.4
2003-04	73.9	78.3	66.0	34.6	31.2	31.9	43.1
2004-05	74.8	78.8	67.1	35.2	31.3	31.7	44.0
2005-06	75.0	79.0	67.2	33.7	30.8	32.7	44.6
2006-07	72.8	75.5	67.1	32.1	30.0	32.2	43.5
Public							
2000-01	65.4	71.3	56.5	30.0	33.5	22.7	30.7
2001-02	67.1	72.9	58.6	31.2	34.8	23.3	30.9
2002-03	67.2	73.1	58.7	31.9	32.9	23.0	30.8
2003-04	69.2	75.2	60.4	32.7	33.7	23.3	33.6
2004-05	69.8	75.5	61.5	33.0	34.9	23.5	33.7
2005-06	70.6	76.6	61.5	31.1	34.8	25.1	34.2
2006-07	69.9	75.5	61.4	30.9	34.9	25.2	34.2
Private not-for-profit							
2000-01	82.6	82.9	77.5	28.4	31.8	68.1	57.7
2001-02	82.9	82.7	87.9	28.8	32.6	68.0	57.2
2002-03	84.1	84.1	82.4	29.2	32.0	70.5	59.0
2003-04	84.9	84.9	85.2	29.2	31.6	71.9	60.4
2004-05	85.0	85.1	84.6	27.9	31.5	72.9	59.6
2005-06	85.3	85.4	82.8	26.5	31.3	73.8	59.8
2006-07	85.3	85.3	82.5	26.2	30.5	73.9	59.3
Private for-profit							
2000-01	76.2	63.8	84.3	49.3	15.2	6.2	63.5
2001-02	84.0	78.1	87.2	56.7	16.8	6.6	70.1
2002-03	84.5	81.8	86.0	56.9	16.2	6.6	72.2
2003-04	82.2	74.8	86.3	57.0	15.3	7.4	68.4
2004-05	83.6	79.8	86.5	58.6	12.1	7.5	71.3
2005-06	80.2	73.7	86.3	55.6	11.4	8.8	70.4
2006-07	68.8 ³	55.4 ³	89.3	44.8	9.3	8.4	61.7

¹ Includes federal, state/local, and institutional grants, and loans.

² Includes all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally- and privately-sponsored student loans. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.

³ For 2006-07, most of the drop in financial aid for for-profit 4-year institutions was caused by the University of Phoenix, online campus, which grew from 25,504 in 2005-06 to 114,432 in 2006-07. The number of students receiving financial aid was relatively low (12,540 in 2005-06 and 44,089 in 2006-07).

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For more information about the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000-01 through 2006-07 Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2008.

Table A-45-2. Average award for full-time, first-time degree/certificate-seeking undergraduates participating in financial aid programs, by type of aid and control of degree-granting institution: Academic years 2000-01 through 2006-07

Control of degree-granting institution and year	Average award for students in financial aid programs ¹ [In current dollars]				Average award for students in financial aid programs ¹ [In constant 2007-08 dollars]			
	Federal grants	State/local grants	Institutional grants	Student loans ²	Federal grants	State/local grants	Institutional grants	Student loans ²
All institutions								
2000-01	\$2,486	\$2,039	\$4,740	\$3,764	\$3,006	\$2,465	\$5,731	\$4,551
2001-02	2,739	2,057	4,918	3,970	3,254	2,444	5,843	4,717
2002-03	2,947	2,189	5,267	4,331	3,426	2,544	6,123	5,034
2003-04	2,934	2,226	5,648	4,193	3,337	2,533	6,425	4,770
2004-05	2,939	2,343	5,958	4,463	3,246	2,588	6,580	4,928
2005-06	2,959	2,441	6,213	4,831	3,148	2,597	6,610	5,140
2006-07	3,125	2,526	6,593	5,014	3,241	2,619	6,837	5,200
	Percentage change 2000-01 to 2006-07							
	25.7	23.9	39.1	33.2	7.8	6.3	19.3	14.3
Public								
2000-01	2,408	1,707	2,275	3,050	2,911	2,064	2,750	3,688
2001-02	2,665	1,740	2,324	3,105	3,166	2,068	2,761	3,688
2002-03	2,811	1,893	2,441	3,241	3,268	2,201	2,838	3,767
2003-04	2,868	1,997	2,657	3,431	3,263	2,272	3,022	3,904
2004-05	2,891	2,138	2,976	3,715	3,193	2,362	3,286	4,103
2005-06	2,926	2,226	3,162	3,866	3,113	2,369	3,364	4,113
2006-07	3,099	2,318	3,316	4,081	3,214	2,404	3,439	4,232
	Percentage change 2000-01 to 2006-07							
	28.7	35.8	45.8	33.8	10.4	16.5	25.0	14.8
Private not-for-profit								
2000-01	2,879	2,998	7,368	4,019	3,481	3,625	8,908	4,860
2001-02	3,107	2,980	7,782	4,251	3,691	3,540	9,245	5,050
2002-03	3,320	2,995	8,311	4,510	3,860	3,482	9,661	5,243
2003-04	3,395	2,969	8,970	4,735	3,862	3,378	10,204	5,387
2004-05	3,427	3,057	9,284	4,981	3,784	3,376	10,253	5,501
2005-06	3,426	3,117	9,932	5,270	3,645	3,316	10,567	5,606
2006-07	3,704	3,321	10,724	5,544	3,841	3,444	11,122	5,750
	Percentage change 2000-01 to 2006-07							
	28.7	10.8	45.6	37.9	10.4	-5.0	24.8	18.3
Private for-profit								
2000-01	2,312	2,494	1,540	5,517	2,796	3,015	1,861	6,671
2001-02	2,603	2,539	1,594	6,040	3,093	3,016	1,894	7,175
2002-03	3,039	2,749	1,959	6,912	3,533	3,196	2,277	8,035
2003-04	2,709	2,379	1,649	5,580	3,082	2,706	1,876	6,348
2004-05	2,703	2,380	1,639	5,575	2,985	2,628	1,810	6,157
2005-06	2,725	2,796	1,423	6,454	2,899	2,974	1,514	6,866
2006-07	2,776	2,474	1,545	6,506	2,878	2,565	1,602	6,747
	Percentage change 2000-01 to 2006-07							
	20.0	-0.8	0.4	17.9	3.0	-14.9	-13.9	1.1

¹ Average amounts for students participating in indicated programs.

² Includes all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally- and privately-sponsored student loans. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For more information about the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000-01 through 2006-07 Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2008.

Postsecondary Revenues and Expenditures

Table A-46-1. Total and per student revenue of public, not-for-profit, and for-profit degree-granting postsecondary institutions, by source of funds: Selected academic years, 1999–2000 through 2006–07

Control of institution and source of funds	Total 2006–07 revenue (in millions)	Percentage distribution of total revenue				Revenue per FTE student ¹ (in constant 2007–08 dollars)			
		1999–2000	2003–04	2005–06	2006–07	1999–2000	2003–04	2005–06	2006–07
Public institutions									
Total	\$268,556	—	100.0	100.0	100.0	—	\$27,321	\$27,889	\$29,306
Operating revenues	148,770	—	58.0	58.1	55.4	—	15,841	16,193	16,234
Tuition and fees ²	44,773	—	15.8	17.0	16.7	—	4,327	4,732	4,886
Grants and contracts	46,570	—	19.2	18.3	17.3	—	5,239	5,115	5,082
Federal (excludes FDSL ³)	30,780	—	13.0	12.3	11.5	—	3,556	3,437	3,359
State	7,614	—	3.0	2.9	2.8	—	811	817	831
Local	8,176	—	3.2	3.1	3.0	—	872	862	892
Other operating revenues	57,427	—	23.0	22.8	21.4	—	6,275	6,345	6,267
Nonoperating revenues	103,342	—	36.6	36.6	38.5	—	9,998	10,219	11,277
Federal appropriations	1,910	—	0.7	0.8	0.7	—	198	211	208
State appropriations	63,205	—	24.3	23.9	23.5	—	6,634	6,653	6,897
Local appropriations	8,819	—	3.5	3.4	3.3	—	949	935	962
Government grants	4,280	—	1.6	1.7	1.6	—	444	464	467
Gifts	5,589	—	1.9	2.0	2.1	—	516	564	610
Investment income	15,589	—	3.2	3.9	5.8	—	882	1,087	1,701
Other nonoperating	3,950	—	1.4	1.1	1.5	—	375	307	431
Other revenues and additions	16,444	—	5.4	5.3	6.1	—	1,481	1,478	1,794
Private not-for-profit institutions									
Total	182,381	100.0	100.0	100.0	100.0	59,413	54,512	55,859	63,868
Tuition and fees	47,481	24.6	28.7	29.0	26.0	14,605	15,637	16,187	16,627
Federal government ⁴	20,194	10.1	13.7	12.9	11.1	6,005	7,446	7,198	7,072
State governments	1,626	0.9	1.1	1.0	0.9	551	591	570	570
Local governments	539	0.5	0.4	0.3	0.3	286	197	189	189
Private gifts, grants, and contracts ⁵	20,193	13.7	11.8	12.0	11.1	8,121	6,436	6,709	7,071
Investment return	55,908	31.3	23.0	23.3	30.7	18,600	12,547	13,032	19,578
Educational activities	4,105	2.4	2.5	2.4	2.3	1,411	1,336	1,359	1,438
Auxiliary enterprises	12,292	6.9	7.7	7.6	6.7	4,097	4,193	4,246	4,305
Hospitals	12,637	6.0	7.2	7.6	6.9	3,551	3,922	4,219	4,425
Other	7,406	3.7	4.0	3.8	4.1	2,187	2,205	2,149	2,593
Private for-profit institutions									
Total	13,978	100.0	100.0	100.0	100.0	14,052	15,806	14,870	15,364
Tuition and fees	12,330	86.1	89.5	87.5	88.2	12,098	14,152	13,015	13,552
Federal government	726	4.6	4.4	6.4	5.2	647	699	945	798
State and local governments	70	1.7	0.7	0.5	0.5	234	104	79	77
Private gifts, grants, and contracts	4	0.0	0.1	0.0	0.0	7	12	5	4
Investment return	49	0.4	0.2	0.3	0.3	60	30	52	54
Educational activities	246	1.6	1.5	1.6	1.8	230	245	230	270
Auxiliary enterprises	312	3.6	2.7	2.1	2.2	509	420	319	343
Other	242	1.9	0.9	1.5	1.7	267	144	224	266

— Not available.

¹ Enrollment of full-time students plus the full-time equivalent of the part-time students.² Net of allowances and discounts.³ Federal Direct Student Loans.⁴ Includes independent operations.⁵ Includes contracts and contributions from affiliated entities.NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on IPEDS, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 through 2006–07 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:99) and Spring 2001 through Spring 2008.

Table A-46-2. Total and per student expenses of public, not-for-profit, and for-profit degree-granting postsecondary institutions, by purpose: Selected academic years, 1999–2000 through 2006–07

Control of institution and purpose	Total 2006–07 expenses (in millions)	Percentage distribution of total expenses				Expenses per FTE student ¹ (in constant 2007–08 dollars)			
		1999–2000	2003–04	2005–06	2006–07	1999–2000	2003–04	2005–06	2006–07
Public institutions									
Total	\$238,829	—	100.0	100.0	100.0	—	\$25,246	\$25,667	\$26,062
Instruction	67,188	—	27.7	27.8	28.1	—	6,989	7,136	7,332
Research	23,894	—	10.4	10.2	10.0	—	2,636	2,612	2,607
Public service	10,148	—	4.4	4.3	4.2	—	1,106	1,104	1,107
Academic support	16,307	—	6.6	6.8	6.8	—	1,676	1,733	1,779
Student services	11,378	—	4.6	4.7	4.8	—	1,161	1,205	1,242
Institutional support	19,962	—	8.2	8.2	8.4	—	2,074	2,099	2,178
Operation and maintenance of plant	15,807	—	6.1	6.7	6.6	—	1,553	1,713	1,725
Depreciation	10,772	—	4.4	4.4	4.5	—	1,108	1,141	1,176
Scholarships/fellowships ²	8,956	—	4.0	3.8	3.8	—	1,006	976	977
Auxiliary enterprises	18,502	—	7.7	7.6	7.7	—	1,934	1,962	2,019
Hospitals	22,111	—	9.0	9.1	9.3	—	2,274	2,344	2,413
Other operating expenditures and deductions	5,374	—	3.6	3.1	2.3	—	900	793	586
Nonoperating expenses	8,430	—	3.3	3.3	3.5	—	831	848	920
Investment income	15,589	—	3.2	3.9	5.8	—	882	1,087	1,701
Other nonoperating	3,950	—	1.4	1.1	1.5	—	375	307	431
Private not-for-profit institutions									
Total	124,558	100.0	100.0	100.0	100.0	39,705	42,364	42,721	43,619
Instruction	41,223	32.3	32.5	32.9	33.1	12,812	13,771	14,067	14,436
Research	13,704	10.4	11.5	11.3	11.0	4,128	4,889	4,843	4,799
Public service	2,037	1.8	1.9	1.7	1.6	713	801	710	713
Academic support	10,882	8.1	8.4	8.7	8.7	3,207	3,557	3,736	3,811
Student services	9,591	7.1	7.2	7.7	7.7	2,802	3,064	3,279	3,359
Institutional support	16,831	13.1	13.4	13.4	13.5	5,214	5,666	5,730	5,894
Auxiliary enterprises	12,451	10.3	10.1	10.1	10.0	4,088	4,268	4,294	4,360
Hospitals	10,400	9.1	8.0	8.3	8.3	3,623	3,401	3,527	3,642
Independent operations	4,680	3.4	4.0	3.6	3.8	1,356	1,715	1,537	1,639
Other	2,757	4.4	2.9	2.3	2.2	1,762	1,233	998	965
Private for-profit institutions									
Total	12,152	100.0	100.0	100.0	100.0	12,505	12,948	12,061	13,357
Instruction	2,884	30.5	25.6	25.3	23.7	3,810	3,312	3,056	3,170
Research and public service	6	0.6	0.1	0.1	0.1	80	15	10	7
Student services, academic and institutional support	7,760	53.1	62.4	64.3	63.9	6,638	8,075	7,761	8,529
Auxiliary enterprises	333	3.8	3.4	2.7	2.7	469	439	327	366
Other	1,169	12.1	8.5	7.5	9.6	1,508	1,107	907	1,285

— Not available.

¹ Enrollment of full-time students plus the full-time equivalent of the part-time students.² Excludes discounts and allowances. In 2006–07, about 59 percent of the total scholarships were reported under discounts and allowances. NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on IPEDS, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 through 2006–07 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:99) and Spring 2001 through Spring 2008.

Appendix B

Supplemental Notes

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Note 1: Commonly Used Variables

Certain common variables, such as parents' education, race/ethnicity, community type, and poverty are used in the various surveys cited in *The Condition of Education 2009*. The definitions for these variables can vary across surveys and sometimes between different time periods of a single survey. This supplemental note describes how several common variables, used in various indicators in this volume, are defined in each of the surveys. In addition, this note describes how certain terms are used in these indicators.

Parents' Education

Data for parents' education in *indicators 2* and *3*, based on the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), were derived from parent interview information on the highest parental educational attainment. *Indicator 2* reports on mother's education while *indicator 3* reports on the educational attainment of the parent respondent. Respondents were asked to indicate the highest level of education they had completed; these responses were coded as "no formal schooling," "1st grade," "2nd grade," "3rd grade," "4th grade," "5th grade," "6th grade," "7th grade," "8th grade," "9th grade," "10th grade," "11th grade," "12th grade but no diploma," "high school diploma/equivalent," "vocational/technical (voc/tech) program after high school but no voc/tech diploma," "voc/tech diploma after high school," "some college but no degree," "associate's degree," "bachelor's degree," "graduate or professional school but no degree," "master's degree," "doctorate degree," and "professional degree after bachelor's degree." For *indicators 2* and *3*, responses were collapsed into a multi-category variable. Categories in *indicator 2* include (1) less than high school, (2) high school diploma or equivalent, (3) some college, and (4) bachelor's degree or higher. The category "no mother in household" was also reported. Categories in *indicator 3* include (1) less than high school, (2) high school diploma or equivalent, (3) some college, (4) bachelor's degree, and (5) any graduate education. The category "high school equivalent" refers to tests, such as the General Education Development (GED) test, which, when passed, certify that the taker demonstrates high school-level academic skills. For more information on the ECLS-B, see *supplemental note 3*.

Parents' level of education is generally measured by either the highest level of education attained by the mother or the highest level of education attained by either parent. *Indicators 12* and *13* report parents' highest level of education based on a question in the National Assessment of Educational Progress (NAEP) that asks students in the 8th and 12th grades to indicate the highest level of education completed by each parent. Students could choose from "did not finish high school," "graduated from high school," "some education after high school," "graduated from college," and "I don't know." For more information on NAEP, see *supplemental note 4*.

Indicator 18, based on the National Household Education Surveys Program (NHES), uses the highest level of education attained by the child's mother. For this indicator, mother's education was constructed using three items: (1) the highest grade completed, (2) whether she obtained a vocational or technical diploma after high school, and (3) whether she obtained a high school diploma or its equivalent, such as a GED, if she had not completed high school. For more information on NHES, see *supplemental note 3*.

Race/Ethnicity

The categories denoting race and ethnicity in *The Condition of Education* are in accordance with the 1997 Office of Management and Budget (OMB) standard classification scheme. These classifications are designed to provide comparable data to monitor equal access in areas such as housing, education, and employment for population groups that historically have experienced discrimination and differential treatment because of their race or ethnicity. By using the standard to tabulate data in these areas by race and ethnicity, it is possible to compare disparities across data systems. While the federal categories provide a standardized format for purposes of collecting and presenting data on race and ethnicity, the standard was not designed to capture the full complexity of race and ethnicity in the United States.

The 1997 standards emphasize self-reporting or self-identification as the preferred method for collecting data on race and ethnicity. The standards do not establish criteria or qualifications (such as blood quantum levels) that are to be used in determining a particular individual's racial or ethnic classification. They do not specify how an individual should classify himself or herself. In situations where self-reporting is not practicable or feasible, observer identification may be used. For *indicator 5*, which uses data from the Private School Survey, racial/ethnic classifications are based on school reports of race/ethnicity for aggregate K–12 enrollment. The 1997 standards reflect a change in data collection policy, making it possible for federal agencies to collect information that reflects the increasing diversity of the United States population.

Under the OMB standards, "Hispanic or Latino" is an ethnicity category, not a racial category. Where agencies collect data on race and ethnicity separately, data on ethnicity must be collected first. Ethnicity is categorized as follows:

- *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race categories presented in *The Condition of Education 2009* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive.

Note 1: Commonly Used Variables

Racial groupings are as follows:

- *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent; this includes for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black or African American:* A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White:* A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- *More than one race:* A person who selected two or more of the following racial categories when offered the option of selecting one or more racial designations: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native.

In *The Condition of Education*, the following terms are typically used to represent the above categories: White, Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and More than one race. Not all categories are shown in all indicators. In some cases, categories are omitted because there are insufficient data in some of the smaller categories or because survey sampling plans did not distinguish between groups (between Asians and Pacific Islanders, for example). In other cases, omissions occur because only comparable data categories are shown. For example, the category “More than one race,” which was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey (CPS) in 2003, is sometimes excluded from indicators that present a historical series of data with constant categories, and it is sometimes included within the category “Other.” For further details on these classifications, see <http://www.census.gov/popest/race.html>.)

In *The Condition of Education 2009*, the above definitions of race/ethnicity apply to *indicators 2, 3, 5, 6, 7, 8, 12, 13, 17, 18, 20, 21, 23, 25, 26, 28, 30, 32, 38, and 44*. These definitions may or may not apply to *indicators 11, 22, 24*, which use data from the Integrated Postsecondary Education Data System (IPEDS). The above definitions are currently being phased into the IPEDS data collection for academic year 2008–09. For more information on IPEDS, see *supplemental note 3*.

Community Type

Federal departments and agencies use various classification systems to define community types. Indicators in *The Condition of Education* rely on one or a combination of the following three classification systems: the Office of Management and Budget’s system of *metropolitan areas*, which is used by the Census Bureau; the Census Bureau’s system of *urbanized/urban/rural areas*; and the National Center for Education Statistics (NCES) system of *locale codes*, although most indicators in *The Condition of Education 2009* use the urban-centric locale code system that was released in 2006.

Metropolitan Areas

The Census Bureau’s Current Population Survey (CPS) classifies community type based on the concept of a metropolitan area, which has changed in its application over time. Between 1990 and 2000, the Census and the CPS used the term “metropolitan area” (MA) to refer collectively to Metropolitan Statistical Areas (MSAs), Primary Metropolitan Statistical Areas (PMSAs), and Consolidated Metropolitan Statistical Areas (CMSAs) (defined below). In 2000, the Census adopted the term “Core Based Statistical Area” (CBSA), which refers collectively to metropolitan statistical areas and (the newly introduced concept of) micropolitan statistical areas.

Metropolitan Areas—1990 Standards

The Office of Management and Budget (OMB) defines and designates metropolitan areas, following standards established by the interagency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MAs nationwide. Under its 1990 standards, the OMB defined an MA as “a large population nucleus together with adjacent communities that have a high degree of economic and social integration with that core.” The Census Bureau used this definition for an MA from 1990 to 2000. (See <http://www.census.gov/prod/cen1990/cph-s/cph-s-1-1.pdf> for more details.)

In order to be designated as an MA under the 1990 standards, an area had to meet one or both of the following criteria: (1) include a city with a population of at least 50,000 or (2) include a Census Bureau-defined urbanized area of at least 50,000 and have a total MA population of at least 100,000 (75,000 in New England). Under the 1990 standards, the “central county” (or counties) contained either the central city (defined below) or at least 50 percent of the population of the central city, or had at least 50 percent of its population in an urbanized area. Additional “outlying counties” were included in the MA if they met specified requirements of commuting to the central counties and selected requirements of metropolitan character (such as population density and percent urban). In New England, MAs were defined in terms of

cities and towns, following rules analogous to those used with counties elsewhere.

The individual counties (or other geographic entities) comprising each MA were either designated as a Metropolitan Statistical Area (MSA) or, if the MA was large enough (1 million in population or more), as a Consolidated Metropolitan Statistical Area (CMSA) composed of two or more Primary Metropolitan Statistical Areas (PMSAs). For example, the PMSA “Milwaukee-Waukesha, WI” combined with the PMSA “Racine, WI” to form the CMSA of “Milwaukee-Racine, WI.” CMSAs could span states, as was the case with the CMSA “Philadelphia-Wilmington-Atlantic City, PANJ-DE-MD.” (In June 1999, there were 258 MSAs and 18 CMSAs in the United States, which included a total of 73 PMSAs.)

All territory, population, and housing units inside of MAs were characterized as *metropolitan*. Any territory, population, or housing units located outside of an MA were defined as *nonmetropolitan*. The largest city in each MA was designated a *central city*, and additional cities could qualify as such if specified requirements were met concerning population size and commuting patterns. (In June 1999, there were 542 central cities in the United States plus 12 in Puerto Rico.)

Together these classifications were used to define a location’s MA Status as one of the following:

- Central city,
- Balance of an MA (meaning any territory that is metropolitan but not in a central city), or
- Nonmetropolitan.

Metropolitan and Micropolitan Statistical Areas—2000 Standards

In 2000, the OMB defined metropolitan and micropolitan statistical areas as “a core area containing a substantial population nucleus, together with adjacent communities having a high degree of economic and social integration with that core.” Together, metropolitan and micropolitan statistical areas are considered to constitute the “Core Based Statistical Area” (CBSA). Currently defined metropolitan and micropolitan statistical areas are based on the application of OMB’s 2000 standards to 2000 decennial census data. (Current metropolitan and micropolitan statistical area definitions were announced by OMB effective June 6, 2003.)

In order to be designated as a CBSA under the 2000 standards, an area must contain at least one “urban” area (that is, an urbanized area or urban cluster—see definitions of urbanized area and urban cluster below) with a population of 10,000 or more. Each metropolitan statistical

area—now referred to as a “metro area” to distinguish it from the metropolitan statistical areas referred to as “MSAs” under the 1990 standards—must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster with a population of at least 10,000 but less than 50,000. Under the standards, the county (or counties) in which at least 50 percent of the population resides in urban areas with populations of 10,000 or more, or that contains at least 5,000 people residing in a single urban area with a population of 10,000 or more, is identified as a “central county” (or counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico. (As of June 6, 2000, there were 362 metropolitan statistical areas and 560 micropolitan statistical areas in the United States. In addition, there were eight metro areas and five micropolitan statistical areas in Puerto Rico.) (See <http://www.census.gov/population/www/estimates/aboutmetro.html> for more details.)

Together, these classifications are used to define a location’s CBSA status (or, if no micropolitan statistical areas are included, metro area status) as one of the following:

- Principal city of a CBSA (or metro area),
- Located in a CBSA (or metro area), but not in the principal city, or
- Not located in a CBSA (or metro area).

As with the previous MA status classifications under the 1990 standards, the CBSA status classifications under the 2000 standards do not equate to an urban-rural classification; all counties included in metropolitan and micropolitan statistical areas (and many other counties) contain both.

In *The Condition of Education 2009*, none of the indicators above use these labels and definitions. However, *indicators 12, 13, and 32* use the NCES 2002-revised codes that are based on the metro area labels and definitions described in the next section (see also exhibit B-1).

Urbanized, Urban, and Rural Areas

The Census Bureau divides the entire geographic area of the United States, Puerto Rico, and the Island Areas according to a concept of urban and rural areas. As with metropolitan statistical areas, the Census Bureau revised the urban/rural concept and criteria for the 2000 Census. The criteria that had been in place between 1990 and 2000, however, were used to create the NCES codes (described below). Thus, this supplemental note explains the 1990–2000 criteria in detail for readers to understand fully the definitions.

Note 1: Commonly Used Variables

Exhibit B-1. Metropolitan areas—1990 and 2000 standards

Category	Under 1990 standards (definitions in use from 1990–91 and 2002–03)	Under 2000 standards (definitions in use since 2002–03)
Large city	A central city of a MA, with the city having a population of 250,000 or more.	Principal city of a metro area, with the city having a population of 250,000 or more.
Midsized city	A central city of a MA, with the city having a population less than 250,000.	A central city of a metro area, with the city having a population less than 250,000.
Urban fringe of a large city	Any incorporated place, Census-designated place, or nonplace territory within a MA with a large city and defined as urbanized or urban by the Census Bureau.	Any incorporated place, Census-designated place, or nonplace territory within a metro area with a large city and defined as urbanized or urban cluster by the Census Bureau.
Urban fringe of a midsized city	Any incorporated place, Census-designated place, or nonplace territory within a MA with a midsized city and defined as urbanized or urban by the Census Bureau	Any incorporated place, Census-designated place, or nonplace territory within a metro area with a midsized city and defined as urbanized or urban cluster by the Census Bureau
Large town	An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a MA.	Any incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside of a metro area.
Small town	An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a MA.	Any incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside of a metro area.
Rural (Rural, outside MA or metro area)	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and not within a MA with a large or midsized city.	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and not within a metro area with a large or midsized city.
Rural Urban Fringe (Rural, inside MA or metro area) (This category was not used before 1998.)	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and within a MA with a large or midsized city.	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and within a metro area with a large or midsized city.

SOURCE: U.S. Department of Commerce, Census Bureau: Differences Between the 1990 Census and Census 2000 Urbanized Area Criteria (2003, March 6), retrieved April 10, 2009, from http://www.census.gov/geo/www/ua/uac2k_90.html; Urban Area Criteria for Census 2000—Proposed Criteria (2003, March 6), 66 Fed. Reg. 60, retrieved April 10, 2009, from http://www.census.gov/geo/www/ua/ua_2k.pdf; and Urban and Rural Definitions (1995, October), retrieved April 10, 2009, from <http://www.census.gov/population/censusdata/urdef.txt>.

From the adoption of the urban/rural concept for the 1950 Census until the 2000 Census, an *urbanized area* consisted of one or more “central places” and the adjacent densely settled surrounding “urban fringe” that together had a minimum population of 50,000 people. A “place” was either an incorporated governmental unit, such as a city, village, borough, or town, or a Census Designated Place (CDP), which was an unincorporated population cluster for which the Census Bureau delineates boundaries in cooperation with state and local agencies. All of the territory within the urbanized area that was outside the central place or places comprised the “urban fringe.” Territory included in the urban fringe generally had a population density of at least 1,000 people per square mile but could include lower density territory that contained nonresidential urban land uses (e.g., areas zoned for commercial or industrial use or reserved for recreational purposes) or served to link outlying densely settled territory with the main body of the urbanized area. The Census Bureau defined as urban any incorporated places (cities, towns, villages, etc.) or CDPs outside urbanized areas that contained a population of 2,500 or more.

The Census Bureau also expanded the definition of places to include *extended cities*. Extended cities were incorporated places whose boundaries encompassed substantial amounts of low-density territory (less than 100 people per square mile), relative to the overall land area of the place. The

Census Bureau then identified both urban and rural territory in such places, thus providing exceptions to the general rule that places were classified as entirely urban or entirely rural. There were 182 extended cities in 1990. The decision to ignore place boundaries when defining urban areas for the 2000 Census (see below) made the extended city concept obsolete; under the 2000 criteria, any place potentially can be divided into urban and rural components. No survey employed in this volume of *The Condition of Education* includes extended cities in its community type definition.

The Census Bureau then classified all territory, population, and housing units not classified as urbanized or urban as rural. For further details, see <http://www.census.gov/population/censusdata/urdef.txt>.

Beginning with the 2000 Census, the Census Bureau has employed new definitions of urban areas based on the concepts of an urbanized area and an urban cluster, the former being similar to the urbanized area under the 1990 definitions and the latter replacing the concept of urban fringe and urban areas. Urbanized areas and urban clusters consist of densely settled census block groups and census blocks that meet specified minimum population density requirements. Urbanized areas continue to have minimum populations of 50,000; urban clusters have populations of at least 2,500 and less than 50,000. Place boundaries are no longer taken into consideration when

defining these two types of urban areas. (Under the previous classification system, place boundaries were used to determine the urban/rural classifications of territory: all incorporated places that had at least 2,500 people were classified as urban if they were outside an urbanized area.) Thus, the Census Bureau's current urban area classification provides a seamless, nationally consistent method of defining urban areas that is not affected by varying state laws governing incorporation and annexation. For further details on the revised definitions, see http://www.census.gov/geo/www/ua/ua_2k.pdf. (For differences between the 1990 Census and 2000 Census Urbanized Area Criteria, see http://www.census.gov/geo/www/ua/uac2k_90.html.)

Locale Code

In the NCES Common Core of Data (CCD), the community type of schools is classified according to an urban-centric "Locale Code" system. Locale codes are assigned to each school according to the school's physical location (longitude and latitude). There are four major categories within the urban-centric locale code classification system: (1) city, (2) suburban, (3) town, and (4) rural. Each major category is divided into three subcategories. Cities and suburban areas are subdivided into the categories of small, midsize, and large; towns and rural areas are subdivided by their proximity to an urbanized area into the categories of fringe, distant, and remote (see exhibit B-2). These 12 categories are based on three key concepts that the Census Bureau uses to define an area's urbanicity: *principal city*, *urbanized area*, and *urban cluster*. A principal city is a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core. Urbanized areas and urban clusters are densely settled "cores" of Census-defined blocks with adjacent densely settled surrounding areas. Core areas with populations of 50,000 or more are designated as urbanized areas; those with populations between 25,000 and 50,000 are designated as urban clusters. For more information on urbanized areas and urban clusters, see http://www.census.gov/geo/www/ua/ua_2k.html. Rural areas are designated by Census as those areas that do not lie inside an urbanized area or urban cluster.

NCES has classified all schools into one of these 12 categories based on schools' actual addresses and their corresponding coordinates of latitude and longitude. Not only does this mean that the location of any school can be identified precisely, but also that distance measures can be used to identify town and rural subtypes. Unlike the previous classification system that differentiated towns on the basis of population size, the new system differentiates towns and rural areas on the basis of their proximity to larger urban centers.

School districts' locale codes are assigned through the use of these urban-centric locale codes, according to classification rules, such as the following: if 50 percent or more of students in the district attend schools that are located in a single locale code, that code is assigned to the district. If no single locale code accounts for 50 percent of the students, then the major category (city, suburban, town, or rural) with the greatest percentage of students determines the locale. Districts with no schools or students are given a locale code of "N." For more information on the urban-centric locale code system, see http://nces.ed.gov/ccd/rural_locales.asp.

Besides being used for the CCD, the expanded 12-level locale codes are used to categorize community type in other NCES surveys. Typically, however, the locale codes are reported as the four major categories of city, suburban, town, and rural.

In *The Condition of Education 2009*, urban-centric locale codes are used in *indicators 5, 12, 13, 25, 26, 27, 31, and 32*.

Socioeconomic Status (SES)

For *indicator 3*, which uses data from ECLS-B, socioeconomic status (SES) was measured by a composite score on parental education and occupation, and family income. In this indicator, socioeconomic status is reported as three categories—"lowest 20 percent," "middle 60 percent," and "highest 20 percent." These categories represent 5 quintiles that are derived from the distribution of the composite score. The first category refers to the lowest quintile of the composite index score distribution, the second to the middle 3 quintiles of the distribution, and the third to the highest quintile of the distribution.

Poverty

Data on household income and the number of people living in the household are combined with estimates of the poverty threshold published by the Census Bureau to determine the poverty status of children (or adults). The thresholds used to determine poverty status for an individual differ for each survey year. The weighted average poverty thresholds for various household sizes for 1990, 1995, and 2000 through 2007 are shown in exhibit B-3. (For thresholds for other years, see <http://www.census.gov/hhes/www/poverty/threshld.html>.)

In *indicators 8, 18, and 32*, children in families whose incomes are below the poverty threshold are classified as *poor*; those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor*, and those in families with incomes at 200 percent or more of the poverty threshold are classified as *non poor*.

In *indicator 30*, children in families whose incomes are below the poverty threshold are classified as *poor*; those

Note 1: Commonly Used Variables

Exhibit B-2. NCES urban-centric locale categories

Locale	Definition
City	
Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburban	
Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	
Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	
Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
Remote	Census-defined rural territory that more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Identification of Locale Codes, retrieved April 10, 2009 from http://nces.ed.gov/ccd/rural_locales.asp.

in families with incomes at 100 percent of the poverty threshold or greater are classified as nonpoor.

In *indicators 2* and *3*, poverty status is based on Census Bureau guidelines for the year that corresponds with the year of the estimate. Poverty status for the 9-month estimates reflects poverty status at the time of the 9-month data collection, whereas poverty status for the 2-year estimates reflects poverty status at the time of the 2-year collection, and poverty status for the preschool estimates reflects poverty status at the time of the preschool year collection. Census Bureau guidelines identify a dollar amount determined to meet a household's needs, given its size and composition. For example, in 2002, a family of four was considered to live below the poverty threshold if its income was less than or equal to \$18,392. Children in families whose incomes were below the poverty threshold were classified as being *in poverty*; those in families with incomes at 100 percent or more of the poverty threshold were classified as being *at or above poverty*.

Eligibility for the National School Lunch Program also serves as a measure of poverty status. The National School Lunch Program is a federally-assisted meal program operated in public and private nonprofit schools and residential child care centers. Unlike the poverty thresholds discussed above, which rely on dollar amounts determined by the Census Bureau, eligibility for the National School Lunch Program relies on the federal income poverty guidelines of the Department of Health and Human Services. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income at or below 185 percent of the federal poverty guideline. Title I basic program funding

relies on free lunch eligibility numbers as one (of four) possible poverty measures for levels of Title I federal funding. In *The Condition of Education 2009*, eligibility for the National School Lunch Program applies to *indicators 12, 13, 25, and 27*. *Indicator 31* also discusses approval for the National School Lunch Program.

Small Area Income and Poverty Estimates (SAIPE) Program

The goal of the Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program is to make intercensal estimates of median income and numbers in poverty for states, counties, and school districts. *Indicator 36* employs SAIPE's school district estimates of the population of children ages 5–17 and the number of related children ages 5–17 in families in poverty. This indicator employs the SAIPE data, rather than the free lunch-eligibility data, to measure poverty by school district because SAIPE data are available for all regular operating school districts, while free lunch-eligibility data are missing for a sizable number of school districts. Further, the SAIPE poverty data are constructed using consistent methodology, while the designation of free lunch eligibility may differ from school to school. More information about SAIPE is available at <http://www.census.gov/hhes/www/saipe/>.

Geographic Region

The regional classification systems in exhibit B-4 represent the four geographical regions of the United States as defined by the Census Bureau of the U.S. Department of Commerce. In *The Condition of Education 2009*, *indicators 4, 5, 7, 8, 18, 20, 32, and 31* use this system.

Exhibit B-3. Weighted average poverty thresholds, by household size: Selected years, 1990-2007

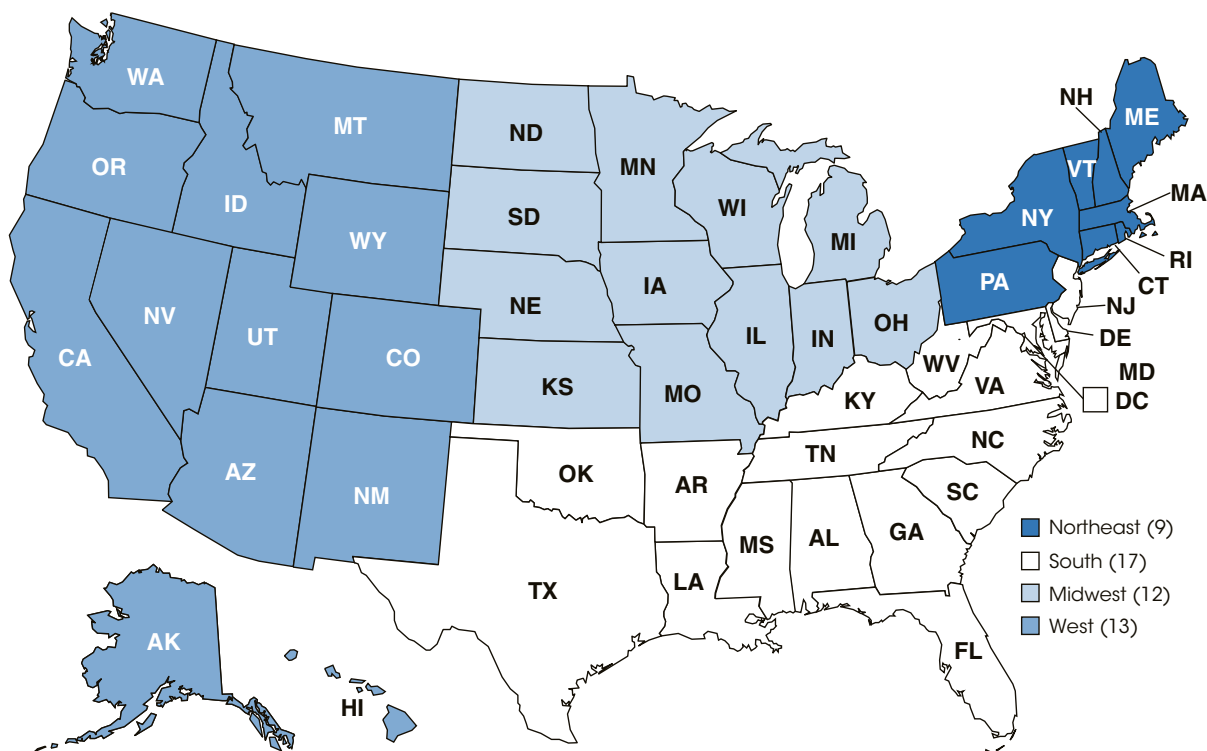
[In current dollars]

Year	Household size							
	2	3	4	5	6	7	8	9 or more
1990	\$8,509	\$10,419	\$13,359	\$15,792	\$17,839	\$20,241	\$22,582	\$26,848
1995	9,933	12,158	15,569	18,408	20,804	23,552	26,237	31,280
2000	11,239	13,738	17,603	20,819	23,528	26,754	29,701	35,060
2001	11,569	14,128	18,104	21,405	24,195	27,517	30,627	36,286
2002	11,756	14,348	18,392	21,744	24,576	28,001	30,907	37,062
2003	12,015	14,680	18,810	22,245	25,122	28,544	31,589	37,656
2004	12,334	15,067	19,307	22,831	25,788	29,236	32,641	39,048
2005	12,755	15,577	19,971	23,613	26,683	30,249	33,610	40,288
2006	13,167	16,079	20,614	24,382	27,560	31,205	34,774	41,499
2007	13,542	16,537	21,201	21,201	28,345	32,094	35,764	42,681

SOURCE: U.S. Census Bureau, Current Population Survey (CPS). Retrieved April 9, 2009 from <http://www.census.gov/hhes/www/poverty/threshld.html>.

Exhibit B-4. U.S. Census Bureau, Regional Classification

Northeast	South	Midwest	West
Connecticut (CT)	Alabama (AL)	Illinois (IL)	Alaska (AK)
Maine (ME)	Arkansas (AR)	Indiana (IN)	Arizona (AZ)
Massachusetts (MA)	Delaware (DE)	Iowa (IA)	California (CA)
New Hampshire (NH)	District of Columbia (DC)	Kansas (KS)	Colorado (CO)
New Jersey (NJ)	Florida (FL)	Michigan (MI)	Hawaii (HI)
New York (NY)	Georgia (GA)	Minnesota (MN)	Idaho (ID)
Pennsylvania (PA)	Kentucky (KY)	Missouri (MO)	Montana (MT)
Rhode Island (RI)	Louisiana (LA)	Nebraska (NE)	Nevada (NV)
Vermont (VT)	Maryland (MD)	North Dakota (ND)	New Mexico (NM)
	Mississippi (MS)	Ohio (OH)	Oregon (OR)
	North Carolina (NC)	South Dakota (SD)	Utah (UT)
	Oklahoma (OK)	Wisconsin (WI)	Washington (WA)
	South Carolina (SC)		Wyoming (WY)
	Tennessee (TN)		
	Texas (TX)		
	Virginia (VA)		
	West Virginia (WV)		



SOURCE: U.S. Census Bureau, Census Regions and Divisions of the United States, retrieved April 10, 2009 from http://www.census.gov/geo/www/us_regdiv.pdf.

Note 2: The Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly survey of about 50,000 households from the 50 states and the District of Columbia, which is conducted by the U.S. Department of Commerce, Census Bureau for the Bureau of Labor Statistics. The survey has been conducted for more than 50 years.

The CPS sample is scientifically selected to represent the civilian, noninstitutional U.S. population. This includes the household population, people living in noninstitutional group quarters, and members of the military living off post or with their families on post. Thus, inmates in correctional institutions and patients in long-term medical or custodial facilities are not included in the sample. Interviewers ask a knowledgeable adult household member (known as the “household respondent”) to answer all of the month’s questionnaires for all members of the household. Respondents are interviewed to obtain information about the employment status of each member of the household 15 years of age and older. However, published data focus on those ages 16 and over. The sample provides estimates for the nation as a whole as well as for individual states and other geographic areas.

Estimates obtained from the CPS include employment, unemployment, earnings, hours of work, and other indicators. They are available by a variety of demographic characteristics including age, sex, race, marital status, and education attainment. They are also available by occupation, industry, and class of worker. Supplemental questions to produce estimates on a variety of topics including school enrollment, income, previous work experience, health, employee benefits, and work schedules are also often added to the regular CPS questionnaire.

Each year, the Annual Social and Economic Supplement and October supplemental questionnaires contain questions of relevance to education policy. The Annual Social and Economic Supplement, formerly known as the March CPS Supplement, is a primary source of detailed information on income and work experience in the United States. The labor force and work experience data from this survey are used to profile the U.S. labor market and to make employment projections. The October Supplement contains basic annual school enrollment data for preschool, elementary and secondary, and postsecondary students, as well as background information relevant to education that is needed to produce dropout estimates on an annual basis. In addition to the basic questions about education, interviewers also ask questions about school enrollment for all household members age 3 or older.

CPS interviewers initially used printed questionnaires. However, since 1994, the Census Bureau has used Computer-Assisted Personal and Telephone Interviewing (CAPI and CATI) to collect data. Both technologies allow

interviewers to administer a complex questionnaire and increase consistency by reducing interviewer error. In 1994, the survey methodology for CPS was changed and weights were adjusted.

The following section contains definitions of selected variables that are used in *The Condition of Education 2009*. Further information on the CPS can be found at <http://www.census.gov/cps>.

Definition of Selected Variables

Employment Status

Indicator 17 uses data from the March CPS and its supplement, which include questions on the employment of adults in the previous week to determine employment status. Respondents could report that they were employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

Indicator 44 uses data from the October CPS and its supplement, which also includes questions on employment of adults in the previous week to determine employment status. In this indicator, employed persons include those age 16 or older, who, during the reference week, (1) did any work at all (at least 1 hour) as paid employees, or (2) were not working but who had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

Hours Worked per Week

Indicator 44 presents data from the October CPS and its supplement on the number of hours worked per week. This estimate is the number of hours a respondent worked in all jobs in the week prior to the survey interview. The population for this variable includes any employed person who also worked in the week prior to the survey interview. The sum of the categories may not equal the total percentage employed because those who were employed, but did not work in the previous week, were excluded.

Family Income

Indicator 21 uses data on family income that are collected as part of the October CPS to measure a student’s economic standing. The October CPS determines family income from a single question asked of the household respondent. Family income includes all monetary income from all sources (including jobs, businesses, interest, rent, and social security payments) over a 12-month period. The income of nonrelatives living in the household is

excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included.

In *indicator 21*, family income of a recent high school graduate is defined as the income of the household where the graduate has membership. A household is defined as all individuals whose usual place of residence at the time of the interview is the sample unit. The following considerations guide the determination of household members:

- *Persons staying in the sample housing unit at the time of the interview:* Persons for whom the household is their usual place of residence are included in the household membership. Persons who are living in the household temporarily (such as students) and who have living quarters held elsewhere are not considered part of the household, unless they are living with their spouse or children.
- *Persons who usually live in the sample housing unit and are absent at the time of the interview:* Individuals who are temporarily absent and who have no other usual place of residence are classified as household members even if they are not present in the household during the survey week. If such persons are away temporarily attending school, they are considered part of the household unless they are living with their spouse or children.

Families in the bottom 20 percent of all family incomes are classified as *low income*; families in the top 20 percent of all family incomes are classified as *high income*; and families in the 60 percent between these two categories are classified as *middle income*. The table in the next column shows the current dollar amount of the breakpoints between low and middle income and between middle and high income used in *indicator 21*. For example, *low income* for families in 2007 is defined as the range from \$0 to \$18,400; *middle income* is defined as the range from \$18,500 to \$85,500; and *high income* is defined as \$85,600 or more.

Median Earnings

Indicator 17 uses data on earnings that are collected as part of the March CPS. The March CPS collects information on earnings from individuals who were full-year workers (individuals who were employed 50 or more weeks in the previous year) and full-time workers (those who were usually employed 35 or more hours per week). Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

Exhibit B-5. Dollar value (in current dollars rounded to the nearest hundreds) at the breakpoint between low- and middle-income and between middle- and high-income categories of family income: October 1972–2007

Year	Breakpoints between low- and middle-income	Breakpoints between middle- and high-income
1972	\$3,600	\$13,600
1973	3,900	14,800
1974	—	—
1975	4,400	17,000
1976	4,600	18,300
1977	4,900	20,000
1978	5,300	21,600
1979	5,800	23,700
1980	6,100	25,300
1981	6,500	27,100
1982	7,200	31,200
1983	7,300	32,300
1984	7,500	34,200
1985	7,900	36,400
1986	8,400	38,100
1987	8,800	39,600
1988	9,300	42,100
1989	9,500	43,900
1990	9,600	46,200
1991	10,500	48,300
1992	10,700	49,600
1993	10,800	50,600
1994	11,900	55,500
1995	11,700	56,100
1996	12,300	58,100
1997	12,800	60,800
1998	13,900	64,900
1999	14,700	68,200
2000	15,300	71,900
2001	16,300	75,000
2002	16,700	75,400
2003	16,600	75,500
2004	16,000	77,100
2005	16,800	80,700
2006	18,000	84,500
2007	18,400	85,500

— Not available (due to improper head of household coding for 1974).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2007.

Race/Ethnicity

Over time, the CPS has had different response options for race/ethnicity. From 1972 through 1988, the response options were limited to White, Black, Hispanic, and Other. From 1989 through 1995, the response options were White, Black, American Indian/Aleut Eskimo, Asian/Pacific Islander, Hispanic, and Other. From 1996 through 2002, the response options were White, Black, American Indian/Aleut Eskimo, Asian/Pacific Islander, and Hispanic. From 2003 through the present, the response options have been White, Black, American Indian/Alaska Native, Asian, Hawaiian/Pacific Islander, and Hispanic, and respondents have been allowed to select more than one race category. Race categories presented in *The Condition of Education 2009* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive.

Note 2: The Current Population Survey (CPS)

In 1996, Census revised procedures for editing and allocating the race variable to offset an underestimation of data on Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later.

Indicators 7, 8, 17, 20, 21, and 44 present data by race/ethnicity using CPS data. For more information on race/ethnicity, see *supplemental note 1*.

Enrolled in School

In *indicator 7*, which presents the racial/ethnic distribution of public school students, the data for 1979 and 1980 are missing because the data for the variable “attending school” were judged unacceptable due to an error in the design of the questionnaire; therefore, the records are all blank.

Status Dropout Rate

Indicator 20 reports status dropout rates using data from the October CPS. The status dropout rate is one of a number of rates that are used to report high school dropout and completion behavior in the United States. Status dropout rates measure the percentage of individuals within a given age range who are not enrolled in high school and who lack a high school credential, irrespective of when they dropped out. Because they measure the extent of the dropout problem for the sampled population, status dropout rates can be used to estimate the need for further education and training for dropouts in that population. Status dropout rates are distinct from event dropout rates, which measure the proportion of students who drop out of high school in a given year, and which have been reported in a previous volume of *The Condition of Education* (NCES 2004-077, *indicator 16*) See also NCES 2005-046. For more information on measures of student persistence and progress featured in *The Condition of Education 2009*, see *supplemental note 6*.

The status dropout rate is the percentage of civilian, noninstitutionalized young people ages 16 through 24 who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16 through 24 who, as of October of that year, had not completed high school and were not currently enrolled in school. The denominator is the total number of individuals ages 16 through 24 in the United States in October of that year. Status dropout rates count as dropouts individuals who never attended school and immigrants who did not complete the equivalent of a high school education in their home country. The inclusion of these individuals is appropriate because the status dropout rate is designed

to report the percentage of youth and young adults in the United States who lack what is now considered a basic level of education. However, the status dropout rate should not be used as a measure of the performance of U.S. schools because it counts as dropouts individuals who may have never attended a U.S. school.

The CPS October Supplement items used to identify status dropouts include (1) “Is...attending or enrolled in regular school?” and (2) “What is the highest level of school...completed or the highest degree...received?” See the *Educational Attainment* section below for details on how the second question changed between 1972 and 1992. Beginning in 1986, the Census Bureau instituted new editing procedures for cases with missing data on school enrollment, i.e., missing data relating to the first October Supplement item, above. These changes were made in an effort to improve data quality. The effect of the editing changes was evaluated by applying both the old and new editing procedures to the 1986 data. The changes resulted in an increase in the number of students enrolled in school and a slightly lowered status dropout rate (12.2 percent based on the old procedures, and 12.1 percent based on the new ones). The difference in the two rates is not statistically significant. While the change in the procedures occurred in 1986, the new procedures are reflected in *indicator 20* beginning with 1987 data.

Educational Attainment

Data from CPS questions on educational attainment are used in *indicators 17, 20, 21, and 23*. From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) “What is the highest grade or year of regular school...has ever attended?” and (2) “Did...complete that grade (year)?” An individual’s educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

Beginning in 1992, the CPS combined the two questions into the following question: “What is the highest level of school...completed or the highest degree...received?” This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care must be taken when making comparisons across years. The new question revision changed the response categories from “highest grade completed” to “highest level of schooling or degree completed.”

In the revised response categories, several of the lower grade levels are combined into a single summary category such as “1st, 2nd, 3rd, or 4th grades.” Several new

categories are used, including “12th grade, no diploma”; “High school graduate, high school diploma, or the equivalent”; and “Some college but no degree.” College degrees are now listed by type, allowing for a more precise description of educational attainment. The new question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate’s degree in college, occupational/vocational program
- Associate’s degree in college, academic program
- Bachelor’s degree (e.g., B.A., A.B., B.S.)
- Master’s degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctorate degree (e.g., Ph.D., Ed.D.)

High School Completion

The pre-1988 questions about educational attainment did not specifically consider high school equivalency certificates (i.e., GEDs). Consequently, an individual who attended 10th grade, dropped out without completing that grade, and who subsequently received a high school equivalency credential would not have been counted as completing high school. The new question allows for these individuals to be counted as high school completers. Since 1988, an additional question has also asked respondents if they have a high school diploma or the equivalent, such as a GED. People who respond “yes” are classified as high school completers. Before 1988, the number of individuals who earned a high school equivalency certificate was small relative to the number of high school graduates, so that the subsequent increase caused by including equivalency certificate recipients in the total number of people counted as “high school completers” was small in the years immediately after the change was made.

Before 1992, the CPS considered individuals who completed 12th grade to be high school graduates. The revised question added the response category “12th grade, no diploma.” Individuals who select this response are not counted as graduates. Historically, the number of individuals in this category has been small.

Some College

Based on the question used in 1992 and in subsequent surveys, an individual who attended college for less than

a full academic year would respond “some college but no degree.” Before 1992, the appropriate response would have been “attended first year of college and did not complete it,” thereby excluding those individuals from the calculation of the percentage of the population with 1–3 years of college. With the new question, such respondents are placed in the “some college but no degree” category. Thus, the percentage of individuals with some college might be larger than the percentage with 1–3 years of college because “some college” includes those who have not completed an entire year of college, whereas “1–3 years of college” does not include them. Therefore, it is not appropriate to make comparisons between the percentage of those with “some college but no degree” using the post-1991 question and the percentage of those who completed “1–3 years of college” using the two pre-1992 questions.

In *The Condition of Education*, the “some college” category for years preceding 1992 includes only the response “1–3 years of college.” After 1991, the “some college” category included those who responded “some college but no degree”; “associate’s degree in college, occupational/vocational program”; and “associate’s degree in college, academic program.” The effect of this change to the “some college” category is indicated by the fact that, in 1992, some 48.9 percent of 25- to 29-year-olds reported completing some college or more, compared with 45.3 percent in 1991 (see *indicator 23*, table 23-1 in NCES 2008-031). The 3.6 percent difference is statistically significant. Some of the increase between 1991 and 1992 may be the result of individuals who completed less than 1 year of postsecondary education responding differently to the “completed some college” category; that is, they included themselves in the category in 1992, but did not include themselves in the category in 1991.

Another potential difference in the “some college” category is how individuals who have completed a certificate or type of award other than a degree respond to the new questions introduced in 1992 about their educational attainment. Some may answer “some college, no degree”; others may indicate only high school completion; and still others may equate their certificate with one of the types of associate’s degrees. No information is available on the tendencies of individuals with a postsecondary credential other than a bachelor’s or higher degree to respond to the new attainment question introduced in 1992.

College Completion

Some students require more than 4 years to earn an undergraduate degree, so some researchers are concerned that the completion rate, based on the pre-1992 category “4th year or higher of college completed,” overstates the number of respondents with a bachelor’s degree (or higher). In fact, however, the completion rates among

Note 2: The Current Population Survey (CPS) ---

those ages 25–29 in 1992 and 1993 were similar to the completion rates for those in 1990 and 1991, before the change in the question’s wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2009*.

Parents’ Education

Parents’ education is defined as either the highest educational attainment of the two parents who

reside with the student or, if only one parent is in the residence, the highest educational attainment of that parent. When neither parent resides with the student, it is defined as the highest educational attainment of the householder. *Indicator 21* presents data by parents’ education. For more information on parents’ education, see *supplemental note 1*.

Note 3: Other Surveys

American Community Survey (ACS)

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Form of the Decennial Census. Aggregated over time, these data will serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2005, the survey has been mailed to approximately 250,000 addresses in the United States and Puerto Rico each month, or about 2.5 percent of the population annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, requiring more intensive distribution in these areas. The ACS covers the U.S. resident population which includes all of the civilian, noninstitutionalized population, those incarcerated, those institutionalized, and the active duty military who are in the United States. In 2006, the ACS began interviewing residents in group quarter facilities. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available starting with the year 2000. Under the current timetable, annual results were or will be available for areas with populations of 65,000 or more beginning in the summer of 2006; for areas with populations of 20,000 or more in the summer of 2008; and for all areas—down to the census tract level—by the summer of 2010. This schedule is based on the time it will take to collect data from a sample size large enough to produce accurate results for different size geographic units.

Indicators 8 and 20 use data from the ACS. For *indicator 20* on the *status dropout rate*, respondents were asked whether they had attended school or college at any time in the last three months, and what the highest degree or level of school they had completed was. The status dropout rate is the percentage of 16- through 24-year-olds surveyed by the ACS who are not enrolled in high school and who have not earned a high school credential (either a diploma or equivalency credential, such as a General Educational Development [GED] certificate). For more information on the status dropout rate, see *supplemental note 6*. For further details on the ACS, see <http://www.census.gov/acs/www/>.

Common Core of Data (CCD)

The NCES Common Core of Data (CCD), the Department of Education's primary database on public elementary and secondary education in the United States, is a comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools (approximately 97,000) and school districts (approximately 18,000). The database contains data that are designed to be comparable across all states. The CCD consists of five surveys that state education departments complete annually from their administrative records. The database includes a general description of schools and school districts; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

Indicators 4, 9, 19, 25, 26, 31, 33, 34, 35, and 36 use data from the CCD. Further information about the database is available at <http://nces.ed.gov/ccd/>.

Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to provide detailed information on children's development, health, and early learning experiences in the years leading up to and including entry into school. The ECLS-B is the first nationally representative study within the United States to directly assess children's early cognitive and physical development, the quality of their early care and education settings, and the contributions of their fathers, as well as their mothers, to their lives. The children participating in the ECLS-B were followed from birth through entry into kindergarten. Information was collected from children and their parents during multiple rounds of data collection: rounds were conducted when the children were about 9 months old (2001); about 2 years old (2003); about preschool age, or about 4 years old (2005); and in kindergarten (2006–2007). Data were collected on a nationally representative sample of 14,000 children born in 2001. Their experiences are representative of the experiences of the approximately 4 million children born in the United States in 2001.

In the data collections when the children were 9 months, 2 years, and of preschool age, parents were asked about themselves, their families, and their children; fathers were asked about themselves and their roles in their children's lives; children were observed, and they participated in assessment activities. Trained assessors visited children in their homes. With the parents' permission, children participated in activities designed to measure important developmental skills in the cognitive, language, social, emotional, and physical domains. Trained assessors also conducted a computer-assisted interview with the sampled child's primary caregiver, most frequently the

Note 3: Other Surveys

mother. In addition, when the children were about 2 years old and in preschool (about 4 years old), early care and education providers were asked to provide information about their own experience and training as well as information about the setting's learning environment. Providers were interviewed with the permission of the child's parents. Individuals and organizations that provide regular care for the child were interviewed. Trained staff conducted a computer-assisted interview over the phone. For home-based care settings, the primary provider was interviewed about the care setting and the sampled child's experiences there. For center-based care programs, the center director was first interviewed for general information about the program; the sampled child's primary provider in the center was then interviewed about the group care environment and the child's experiences. Child care settings were subsampled, then observed and rated.

Each variable corresponds with the year of the estimate for that variable. Estimates for 9-month-olds reflect the percentages of children representative of the given characteristic at the time of the 9-month data collection, whereas estimates for 2-year-olds reflect the percentages of children representative of the given characteristic at the time of the 2-year data collection, and estimates for 4-year-olds reflect the percentages of children representative of the given characteristic at the time of the 4-year data collection. Estimates from the 9-month wave of collection use the cross-sectional weight W1R0. Estimates from the 2-year wave of collection use the cross-sectional weight W2R0. Estimates from the preschool (4-year) wave of collection use the cross-sectional weight W3R0.

For *indicator 2*, family type categories were collapsed as follows: two parents (includes biological mother and biological father or biological mother and other father [step-, adoptive, foster] or biological father and other mother [step-, adoptive, foster] or two adoptive parents); single parent (includes biological mother only or biological father only or single adoptive parent or adoptive parent and stepparent); and other parent type (includes related guardian(s) or unrelated guardian(s)). "Adoptive parent and stepparent" is included in the "single parent" category because, in the ECLS-B, "single adoptive parent" and "single adoptive plus step-parent" are collapsed into one category, and in almost all cases it is only a single adoptive parent.

For *indicator 3*, parents participating in the ECLS-B were asked whether they currently had regular early care and education arrangements for their child, and, if so, how many hours per week their child spent in that setting. Information collected included the type of nonparental care and education in which the child spent the most

hours, which was identified by the ECLS-B as the primary care arrangement. If a child spent equal time in each of two or more types of arrangements, care was coded as "multiple care arrangements." Primary type of care arrangement is the type of nonparental care in which the child spent the most hours. Children with no regular nonparental care arrangements were coded into the "no child care" category. "Regular" refers to arrangements that occurred on a routine schedule (i.e., occurring at least weekly or on some other schedule), not including occasional babysitting or "back-up" arrangements. "Relative care" refers to care provided in the child's home or in another private home by a relative (excluding parents). "Nonrelative care" refers to care provided in the child's home or in another private home by a person unrelated to the child. "Head Start" refers to services received at a public or private school, religious center, or private home, as reported by the parent. "Center-based care" refers to care provided in places such as early learning centers, nursery schools, and preschools. Information about Head Start enrollment was not obtained until the 2- and 4-year-old follow ups. For 2-year-olds, "Head Start" is included with other types of center-based care because few children were in Head Start at the time of the 2-year follow up. Separate estimates are provided for 4-year-olds enrolled in either "Head Start" or "Other center-based care."

Children, their parents, their child care providers, their teachers, and their school administrators provided information on children's cognitive, social, emotional and physical development across multiple settings (e.g., home, child care, school). A child's age at the time of the assessment may be related to certain child and family characteristics (e.g., certain groups of children may be older when assessed in a given wave). Thus, it is appropriate to analyze the ECLS-B cognitive and motor data in view of a child's age at the time of the assessment. Therefore, *indicator 3* presents information on children who were assessed within the target age range. For infants, this range was 8 through 10 months; for 2-year-olds, this range was 22 through 25 months; and for 4-year-olds, this range was 48 through 57 months. Selected skills demonstrated at each age are presented in *indicator 3*. The ECLS-B assessment provides information on the probability a child would have achieved proficiency in a selected set of skills. The probabilities of proficiency are expressed as percentages.

Cognitive skills assessed at the 9-month data collection included

- the ability to explore objects, for example, reaching for and holding objects (the child may have no specific purpose except to play or discover);

- the ability to explore objects with a purpose, such as to explore a bell to understand the source of the sound;
- jabbering expressively, representing proficiency in communication through diverse sounds, such as vowel and vowel-consonant sounds, and nonverbal gestures.
- proficiency in engaging in early problem solving, such as using a tool to reach an out-of-reach toy or locating a hidden toy; and
- proficiency in early communication skills, such as naming objects and saying simple words like “mama” and “dada.”

Motor skills assessed at the 9-month data collection included

- eye-hand coordination, which represents proficiency in being able to use visual tracking to guide hand movements to pick up a small object;
- proficiency in the ability to maintain control of the muscles used in sitting with and without support;
- proficiency in the ability to engage in various pre-walking types of mobility, with and without support, such as shifting weight from one foot to the other;
- proficiency in the ability to walk with help and to stand independently;
- the ability to walk independently; and
- the ability to maintain balance when changing position.

Cognitive skills assessed at the 2-year data collection included

- receptive vocabulary, or the ability to recognize and understand spoken words or to indicate a named object by pointing;
- expressive vocabulary, which represents verbal expressiveness using gestures, words, and sentences;
- listening comprehension, or the ability to understand actions depicted by a story, in pictures, or by verbal instructions;
- matching discrimination, which is the ability to match objects by their properties (e.g., color) or differentiate one object from another; and
- knowledge of counting words, knowledge of ordinality, and understanding of simple quantities.

Motor skills assessed at the 2-year data collection included

- the ability to walk independently or skillfully;
- the ability to maintain balance when changing position;
- the ability to use fine motor control with hands, such as grasping a pencil or holding a piece of paper while scribbling;
- the ability to walk up and down stairs, with and without alternating feet;
- the ability to maintain balance when changing position or when in motion, such as jumping; and
- motor planning, which represents the ability to anticipate, regulate, and execute motor movements, such as being able to attempt to replicate the motions of others.

Skills assessed at the 4-year data collection are classified as literacy and language skills, mathematics knowledge and skills, color identification, and fine motor skills. With the exception of fine motor skills, each of those skills is considered to be a cognitive skill.

Literacy and language skills assessed at the 4-year data collection included

- receptive vocabulary, or the ability to recognize and understand spoken words or to indicate a named object by pointing, with potential score ranges from 0 to 15;
- expressive vocabulary, or verbal expressiveness using gestures, words, and sentences, with potential score ranges from 0 to 5;
- overall literacy, which includes letter recognition, in both receptive and expressive modes, letter sounds, and early reading knowledge and skills, with potential score ranges from 0 to 37;
- letter recognition, which is the ability to identify a letter by either its name or the sounds it makes; estimates reflect the percentage of children who achieved mastery or “proficiency” as measured against a threshold performance level;
- phonological awareness, which measures understanding of the sounds and structure of spoken language, including rhyming, blending, segmenting, deleting, and substituting words, syllables, and sounds, with potential score ranges from 0 to 8; and

Note 3: Other Surveys

- conventions of print, which demonstrate an understanding of what print represents and how it works, with potential score ranges from 0 to 8.

Mathematics skills assessed at the 4-year data collection included

- overall mathematics, which includes number sense, geometry, counting, operations, and patterns, with potential score ranges from 0 to 44, and
- the ability to recognize single-digit numbers and basic geometric shapes; estimates reflect the percentage of children who achieved mastery or “proficiency” as measured against a threshold performance level.

Color identification assessed at the 4-year data collection included

- the ability to name the colors of five pictured objects (2 points per correct answer with a potential score range of 0 to 10).

Fine motor skills assessed at the 4-year data collection included

- the ability to draw basic forms and shapes, with a potential score range from 0 to 7.

Further information about the ECLS-B can be found at <http://nces.ed.gov/ecls/birth.asp>.

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) is the core program that the National Center for Education Statistics (NCES) uses for collecting data on postsecondary education. IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. Before IPEDS, some of the same information was collected through the Higher Education General Information Survey [HEGIS]. *Indicators 10, 11, 39, and 43* use data from HEGIS.

IPEDS consists of institution-level data that can be used to describe trends in postsecondary education at the institution, state, and/or national levels. For example, researchers can use IPEDS to analyze information on (1) enrollments of undergraduates, first-time freshmen, and graduate and first-professional students by race/ethnicity and sex; (2) institutional revenue and expenditure patterns by source of income and type of expense; (3) completions (awards) by type of program, level of award, race/

ethnicity, and sex; (4) characteristics of postsecondary institutions, including tuition, room and board charges, and calendar systems; (5) status of career and technical education programs; and (6) other issues of interest.

Participation in IPEDS was a requirement for the 6,800 institutions that participated in Title IV federal student financial aid programs, such as Pell Grants or Stafford Loans, during the 2007–08 academic year. Title IV institutions include traditional colleges and universities, 2-year institutions, and for-profit degree- and non-degree-granting institutions (such as schools of cosmetology), among others. Each of these three categories is further disaggregated by financial control (public, private not-for-profit, and private for-profit), resulting in nine institutional categories, or sectors. In addition, 84 administrative offices (central and system offices) listed in the IPEDS universe were expected to provide minimal data through a shortened version of the Institutional Characteristics component. Four of the U.S. service academies are included in the IPEDS universe as if they were Title IV institutions. Institutions that do not participate in Title IV programs may participate in the IPEDS data collection on a voluntary basis.

Indicators 10, 11, 22, 24, 38, 39, 40, 41, 42, 43, 45 and 46 use data from IPEDS. The institutional categories used in these indicators are described in *supplemental note 9*. Further information about IPEDS is available at <http://nces.ed.gov/ipeds/>.

National Household Education Surveys Program (NHES)

The National Household Education Surveys Program (NHES), conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, and 2007, collects data on educational issues that cannot be addressed by school-level data. Each survey collects data from households on at least two topics, such as adult education, early childhood program participation, parental involvement in education, and before- and after-school activities.

NHES surveys the civilian, noninstitutionalized U.S. population in the 50 states and the District of Columbia. Interviews are conducted using computer-assisted telephone interviewing. Data are collected from adults and occasionally from older children (grades 6–12). Whether older or younger children are sampled, data about them are collected from the parent or guardian who is most knowledgeable.

Although NHES is conducted primarily in English, provisions are made to interview persons who speak Spanish. Questionnaires are translated into Spanish, and

bilingual interviewers, who are trained to complete the interview in either English or Spanish, are employed. NHES only conducts interviews in English and Spanish, so if no respondent in the household can speak at least one of these two languages, then the interview is not completed.

Indicator 18 uses data from the NHES Parent and Family Involvement in Education Survey (PFI). PFI-NHES collects information on school choice, homeschooling, school characteristics (including school type, lowest and highest grades at the school, and school religious affiliation), student experiences in school, teacher feedback on the child's school performance and behavior, family involvement in school, family help with homework, family involvement in activities outside of school, and factors affecting family involvement. NHES estimates used for *indicator 18* exclude homeschooled students.

Over time, NHES has had different response options for race/ethnicity. In 1991 and 1995, the response options were limited to White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native and Other. In 1999 and 2001, the response options were White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, Other, and More than one race. In addition to these categories, in 2005 and 2007, Asian and Native Hawaiian or other Pacific Islander were separated into two race options. These categories are presented in *indicator 18*. For more information on race/ethnicity, see *supplemental note 1*.

Indicators 6, 18, 30, and 32 use data from the NHES. Further information about the program is available at <http://nces.ed.gov/nhes/>.

Open Doors International Student Census

About the Annual Census of International Students

Since its founding in 1919, the Institute of International Education (IIE) has conducted an annual census of international students in the United States. For the purposes of the Census, an international student is defined as an individual who is enrolled for courses at a higher education institution in the United States on a temporary visa, and who is not an immigrant (permanent resident with an I-151 or "Green Card"), a citizen, an illegal alien (undocumented immigrant), or a refugee. The data collection process changed in 1974–75; thus, refugees were counted from 1975–76 to 1990–91. After 1990–91, refugees were no longer counted. Since *Open*

Doors 2004, individuals participating in Optional Practical Training (OPT) have been counted separately, although they are still included in the totals since these individuals are considered students in the Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS). For more information on OPT, see <http://www.uscis.gov/>.

The International Student Census is made available to respondents as a detailed survey downloadable on the *Open Doors* website (<http://opendoors.iienetwork.org/>), along with detailed instructions and institutional codes. For *Open Doors 2008*, the Census was administered in fall 2007 to 2,657 institutions, with follow-ups continuing through summer 2008. Closed institutions and long-term nonrespondents were excluded. Some 1,714 institutions responded to the survey for a 64.5 percent response rate. The response rate was obtained through four rounds of mailings, as well as several rounds of email and telephone follow-ups by IIE, with the assistance of NAFSA: Association of International Educators (formerly known as the National Association of Foreign Student Advisers) and the American Association of Community Colleges (AACC). Although response rates have declined somewhat in recent years, the response rates remain very high for a voluntary survey. These declines parallel the introduction of other campus-based data collection on international enrollments, in particular the phasing in of mandatory campus reporting to SEVIS. When compared with SEVIS totals that have been adjusted for differences in the data collection schedule and response categories, *Open Doors* figures are closely congruent.

Some 1,648 institutions (96 percent of responding institutions) reported enrolling international students in 2007–08. Of these, 1,614 institutions (98 percent) provided detailed information on student characteristics. Key variables including students' place of origin, field of study, academic level, sex, and enrollment status had response rates ranging from 89 to 93 percent.

Fields of Study

The fields of study used in this book are from *A Classification of Instructional Programs (CIP), 2000*, published by the National Center for Education Statistics (NCES) of the U.S. Department of Education. For detailed information about CIP codes, see <http://www.nces.ed.gov/pubs2002/cip2000/>. See also *supplemental note 9*. In addition to the CIP 2000 codes, IIE created a separate category for Intensive English Programs. Optional Practical Training (OPT) has also been listed as a separate IIE category since *Open Doors 2005*.

Note 3: Other Surveys

Imputation and Estimation

For *Open Doors*, total international student enrollments and the various percentages cited are calculated directly from campus-based survey responses. Other student counts are determined by IIE using imputation, since not all campuses are able to provide detailed breakdowns for all variables, such as place of origin and field of study. Estimates of the number of students for each of the variables collected by the various surveys are imputed from the total number of students reported. For each imputation, base or raw counts are multiplied by a correction factor that reflects the ratio of the difference between the sum of the categories being imputed and the total number of students reported by the institutions. For this reason, student totals may vary slightly within a given year. While most institutions report academic level breakdowns by place of origin, others are unable to do so. *Open Doors* does not adjust further for this discrepancy, and uses the overall academic level breakdowns, not the academic level by place of origin, as the basis for calculating changes from year to year and for analyses. In addition, due to rounding, percentages may not always add up to 100 percent (regardless of whether or not numbers are imputed). In addition, estimates from *Open Doors* may differ from those derived from the Integrated Postsecondary Education Data System (IPEDS) because of differences in data collection and categorization procedures. See the preceding section on IPEDS for more information.

The data collection methodology was designed to produce stable, national estimates of international education activity. Analysis for units that reflect relatively small numbers of students (such as certain places of origin, fields of study, sources of financial support), and especially those that are cut by other variables, may reflect greater error variation than variables with a larger response base. In addition, to account for potential instability in annual institution-level counts, estimates based on counts from the previous reporting year are sometimes used to account for non-reporting institutions who have a history of reporting to the *Open Doors* surveys and whose previous year's figures were not themselves estimated. While estimation refinements were made for the 2008 edition and will continue to be made for future editions, the general practice of estimating based on previous years' numbers is entirely consistent with past years' *Open Doors* analysis protocols.

In the past, the reporting of students on post-completion Optional Practical Training (OPT) in the International Student Census was optional and left to each reporting institution. While these students are no longer enrolled in classes, they are still under the visa sponsorship of their (former) school and are reported as such in SEVIS. In order to make the reporting of OPT more consistent and

more closely matched with the data reported to SEVIS, all institutions are now asked to break out their students on OPT and report them as a separate group (although they are still reported as part of the totals). Modest adjustments were made to the OPT data to account for inconsistencies in reporting due to this change.

Indicator 39 features data from the *Open Doors* International Student Census.

Private School Universe Survey (PSS)

The Private School Universe Survey (PSS) was established in 1988 to ensure that private school data dating back to 1890 would be collected on a more regular basis. With the help of the Census Bureau, the PSS is conducted biennially to provide the total number of private schools, students, and teachers, and to build a universe of private schools in the 50 states and the District of Columbia to serve as a sampling frame of private schools for NCES sample surveys.

The PSS groups elementary and secondary schools according to one of seven types of program emphasis:

- *Regular*: The PSS questionnaire does not provide a definition of this term. Regular schools do not specialize in special, vocational/technical, early childhood or alternative education, or in having a Montessori or special program emphasis, although they may offer these programs in addition to the regular curriculum.
- *Montessori*: The PSS questionnaire does not provide a definition of this term. Montessori schools provide instruction using Montessori teaching methods.
- *Special program emphasis*: A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.
- *Special education*: Special education schools primarily serve students with disabilities.
- *Vocational*: Vocational schools primarily serve students who are being trained for occupations. For *indicator 5*, vocational schools are included with special program emphasis schools.
- *Alternative*: Alternative schools provide nontraditional education. They fall outside the categories of regular, Montessori, special education, early childhood and vocational education.
- *Early childhood*: Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

In the most recent PSS data collection, conducted in 2007–08, the survey was sent to 39,147 qualified private schools, with a response rate of 91.8 percent.

Indicator 5 uses data from the PSS. Further information on the survey is available at <http://nces.ed.gov/surveys/pss/>.

School Survey On Crime And Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) focuses on incidents of specific crimes and offenses and a variety of specific discipline issues in public schools. SSOCS was administered in the spring of the 1999–2000, 2003–04, and 2005–06 school years. The survey also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public primary, middle, high, and combined schools in the 50 states and the District of Columbia.

In the 2005–06 school year, a total of 3,565 schools were selected for the study. In March 2006, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to provide information on the total number of recorded incidents and the number of incidents reported to the police or other law enforcement. Respondents were instructed to provide information on the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken or whether students or nonstudents were involved. In the questions pertaining to *indicator 27*, respondents were instructed to record incidents occurring before, during, or after normal school hours. Due to changes to questionnaire items between survey iterations, data may be unavailable for some survey years. A total of 2,724 schools completed the survey. For more information about the SSOCS, visit <http://nces.ed.gov/surveys/ssocs/>.

Note 4: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), governed by the National Assessment Governing Board (NAGB), is administered regularly in a number of academic subjects. Since its creation in 1969, NAEP has had two major goals: to assess student performance reflecting current educational and assessment practices and to measure change in student performance reliably over time. To address these goals, NAEP conducts a main assessment and a long-term trend assessment. The two assessments are administered to separate samples of students at separate times, use separate instruments, and measure different educational content. Thus, results from the two assessments should not be directly compared.

Main NAEP

Indicators 12 and 13 are based on the main NAEP. Begun in 1990, the main NAEP periodically assesses students' performance in several subjects in grades 4, 8, and 12, following the assessment framework developed by NAGB and using the latest advances in assessment methodology. NAGB develops the frameworks using standards developed within the field, using a consensus process involving educators, subject-matter experts, and other interested citizens. Each round of the main NAEP includes a student assessment and background questionnaires (for the student, teacher, and school) to provide information on instructional experiences and the school environment at each grade.

Through 1988, NAEP reported only on the academic achievement of the nation as a whole and subgroups within the population. Because the national samples were not designed to support the reporting of accurate and representative state-level results, Congress passed legislation in 1988 authorizing a voluntary Trial State Assessment (TSA). Separate representative samples of students were selected for each state or jurisdiction that agreed to participate in state NAEP. TSAs were conducted in 1990, 1992, and 1994 and were evaluated thoroughly. Beginning with the 1996 assessment, the authorizing statute no longer considered the state component to be a "trial" assessment.

A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act, also referred to as the "No Child Left Behind" legislation. This legislation requires states who receive Title I funding to participate in state NAEP every 2 years, in reading and mathematics at grades 4 and 8. State participation in other state NAEP subjects, including science and writing, remains voluntary.

The assessments given in the states are exactly the same as those given nationally. The assessments follow the subject

area frameworks developed by NAGB and use the latest advances in assessment methodology. State NAEP assesses at grades 4 and 8, but not at grade 12. The assessments allow states to monitor their own progress over time in the selected subject areas. They can then compare the knowledge and skills of their students with students in specific states and with those across the nation.

The ability of the assessments to measure change in student performance over time is sometimes limited by changes in the NAEP framework. While shorter-term trends can be measured in most of the NAEP subjects, data from different assessments are not always comparable. (In cases where the framework of a given assessment changes, linking studies are generally conducted to ensure comparability over time.) However, recent main NAEP assessment instruments for science and reading have typically been kept stable for shorter periods, allowing for comparisons across time. For example, from 1990 to 2005, in general, assessment instruments in the same subject areas were developed using the same framework, shared a common set of questions, and used comparable procedures to sample and address student populations. In 2005, NAGB revised the grade 12 mathematics framework to reflect changes in high school mathematics standards and coursework. As a result, even though many questions are repeated from previous assessments, the 2005 mathematics results cannot be directly compared with those from previous years.

NAGB called for the development of a new mathematics framework for the 2005 assessment. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and to include more clearly the specific objectives for each grade level. The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content along with a variety of ways of knowing and doing mathematics. For grades 4 and 8, comparisons over time can be made among the assessments prior to and after the implementation of the 2005 framework. In grade 12, with the implementation of the 2005 framework, the assessment included more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework. Additionally, the measurement and geometry content areas were merged. Grade 12 results could not be placed on the old NAEP scale and could not be directly compared with previous years. The reporting scale for grade 12 mathematics was changed from 0–500 to 0–300. For more information regarding the 2005 framework revisions, see: <http://nces.ed.gov/nationsreportcard/mathematics/whatmeasure.asp>.

The main NAEP results are reported in *The Condition of Education* in terms of both average scale scores and achievement levels. The achievement levels define what students who are performing at the *Basic*, *Proficient*, and *Advanced* levels of achievement should know and be able to do. NAGB establishes new achievement levels whenever a new main NAEP framework is adopted. As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. NAEP achievement levels have been widely used by national and state officials. The policy definitions of the achievement levels that apply across all grades and subject areas are as follows:

- *Basic*: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed.
- *Proficient*: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced*: This level signifies superior performance at each grade assessed.

In *indicators 12* and *13*, the percentage of students at or above *Proficient* or at or above *Basic* are reported. The percentage of students at or above *Proficient* includes students at the *Proficient* and *Advanced* achievement levels. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, the *Proficient*, and the *Advanced* achievement levels.

Unlike estimates from other sample surveys presented in this report, NAEP estimates that are potentially unstable (large standard error compared with the estimate) are not flagged as potentially unreliable. This practice for NAEP estimates is consistent with the current output from the NAEP online data analysis tool. The reader should always consult the appropriate standard errors when interpreting these findings. For additional information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see <http://nces.ed.gov/nationsreportcard/>.

Until 1996, the main NAEP assessments excluded certain subgroups of students identified as “special needs students,” including students with disabilities and students with limited English proficiency. For the 1996 and 2000 mathematics assessments and the 1998 and 2000 reading assessments, the main NAEP included a separate assessment with provisions for accommodating

these students (e.g., extended time, small group testing, mathematics questions read aloud, and so on). Thus, for these years, there are results for both the unaccommodated assessment and the accommodated assessment. For the 2002, 2003, and 2005 reading assessments and the 2003 and 2005 mathematics assessments, the main NAEP did not include a separate unaccommodated assessment; only a single accommodated assessment was administered. The switch to a single accommodated assessment instrument was made after it was determined that accommodations in NAEP did not have any significant effect on student scores. *Indicators 12* and *13* present NAEP results with and without accommodations.

Long-Term Trend NAEP

The long-term trend NAEP has measured student performance since the early 1970s. Originally, the long-term trend NAEP was designed, like the main NAEP, to measure student performance in mathematics, reading, science, and writing, but recent efforts have focused primarily on reading and mathematics. *Indicator 14* reports findings from the long-term trend reading and mathematics assessments. Since the early 1970s, the long-term trend NAEP has used the same instruments to provide a means of comparing performance over time, but the instruments do not necessarily reflect current teaching standards or curricula. Results have been reported for students at ages 9, 13, and 17 in mathematics, reading, and science, and for students at grades 4, 8, and 12 in writing. Future assessments are scheduled to be conducted in reading and mathematics. Results from the long-term trend NAEP are presented as mean scale scores because, unlike the main NAEP, the long-term trend NAEP does not define achievement levels.

2004 Bridge Study

Several changes were made to the long-term trend assessment in 2004 to align it with best current assessment practices and with policies applicable to the NAEP main assessments. According to the new policy of NAGB, reading and mathematics are to be assessed by both the long-term trend instruments and the main NAEP instruments, but science and writing will be assessed only in main NAEP. As a result, changes were needed to remove the sets, or blocks, of questions for science and writing, which had been intermixed with the reading and mathematics blocks in the long-term trend assessment instruments.

The changes provided an opportunity to bring other aspects of the assessment up to date. Considerable progress in testing theory has been made since the late 1960s, when these assessments were first designed, and the 2004 administration provided an opportunity to bring these improvements to the long-term trend assessments. In addition, since 1996, main NAEP assessments have been

Note 4: National Assessment of Educational Progress —

providing accommodations to allow more students with disabilities and students who were not fluent in English to participate. Traditionally, the long-term trend assessments had not provided such accommodations. However, in 2004, it was possible to provide accommodations and assess a greater proportion of students.

As a result of these changes, two assessments were given in 2004—a modified assessment that contained many changes from previous assessments, and a bridge assessment that was used to link the modified assessment to the 1999 assessment so the trend line could be continued. The modified assessment included the following changes:

- replacing outdated material;
- eliminating blocks of items for subjects no longer reported;
- replacing and reorganizing background questions;
- allowing accommodations for students who needed them; and
- changing some administrative procedures, i.e., eliminating audio-paced tapes and using assessment booklets that pertain only to a single subject.

In 2004, students were randomly assigned to take either the bridge assessment or the modified assessment. The bridge assessment replicated the instrument given in 1999 and used the same administration procedures. The modified assessment included the new items and modifications listed above. The modified assessment will provide the basis of comparison for all future assessments, and the bridge will link its results back to the results of the past 30 years. Comparing the results of the modified and bridge assessments demonstrates that the link between the 2004 bridge and modified assessments successfully continues the trend line.

Indicator 14 features data from the long-term trend reading and mathematics assessments. For more information on the long-term trend NAEP, see <http://nces.ed.gov/nationsreportcard/ltr/>.

Note 5: International Assessments

Trends in International Mathematics and Science Study (TIMSS)

Indicators 15, 16, and 29 are based on data collected as part of the Trends in International Mathematics and Science Study (TIMSS). TIMSS provides reliable and timely data on the mathematics and science achievement of U.S. 4th- and 8th-grade students compared with that of students in other countries. TIMSS has been implemented four times: in 1995, 1999, 2003, and 2007. The focus of TIMSS is on the mathematics and science knowledge and skills of 4th- and 8th-grade students around the world. In 1995, some 41 countries participated; in 1999, some 38 countries participated; in 2003, some 46 countries participated; and in 2007, some 58 countries participated. TIMSS is closely linked to the curricula of the participating countries, providing an indication of the degree to which students have learned concepts in mathematics and science likely to be encountered in their schools. In addition to mathematics and science assessment items, TIMSS asked students, their teachers, and their school principals to complete questionnaires about their curriculum, schools, classrooms, and instruction. *Indicators 15 and 16* feature TIMSS assessment data while data for *indicator 29* are from the TIMSS 2007 Teacher Questionnaire.

In 2007, participating countries administered TIMSS to two national probability samples of students and schools, based on a standardized definition. Countries were required to draw samples of students who were nearing the end of their 4th or 8th year of formal schooling, beginning with Level 1 of the International Standard Classification of Education (ISCED). The ISCED was developed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to facilitate the comparability of educational levels across countries and to assist countries in providing comparable, cross-national data. ISCED Level 1 is termed primary schooling, and in the United States is equivalent to the first through sixth grades. In most countries, including the United States, students who were assessed by TIMSS were in the fourth and eighth grades. Details on the grades assessed in each country can be found at <http://nces.ed.gov/timss> and additional information on ISCED levels can be found at http://www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf.

In 2007, the assessment components of TIMSS tested students in two populations:

- *Fourth-grade student population.* The international desired target population is all students enrolled in the grade that represents 4 years of schooling, counting from the first year of ISCED Level 1, providing that the mean age at the time of testing is at least 9.5 years. For most countries, the target

grade should be the fourth grade or its national equivalent. All students enrolled in the target grade, regardless of their age, belong to the international desired target population.

- *Eighth-grade student population.* The international desired target population is all students enrolled in the grade that represents 8 years of schooling, counting from the first year of ISCED Level 1, providing that the mean age at the time of testing is at least 13.5 years. For most countries, the target grade should be the eighth grade or its national equivalent. All students enrolled in the target grade, regardless of their age, belong to the international desired target population.

In the United States, TIMSS was administered between April and June 2007. The U.S. sample included both public and private schools, randomly selected and weighted to be representative of students across the nation. In total, 257 schools and 10,350 students participated at the fourth-grade level, and 239 schools and 9,723 students participated at the eighth-grade level. The overall weighted school response rate in the United States was 70 percent at grade 4 before the use of substitute schools and was 89 percent with the inclusion of substitute schools. At grade 8, the overall weighted school response rate was 68 percent before the use of substitute schools and was 83 percent with the inclusion of substitute schools. The final weighted student response rate was 95 percent at grade 4 and 93 percent at grade 8. Student response rates are based on a combined total of students from both sampled and substitute schools.

Achievement results from TIMSS are reported on a scale from 0 to 1,000, with a TIMSS scale average of 500 and standard deviation of 100. Even though the countries participating in TIMSS have changed across the four assessments between 1995 and 2007, comparisons between the 2007 results and prior results are still possible because the achievement scores in each of the TIMSS assessments are placed on a scale which is not dependent on the list of participating countries in any given year.

In addition to numerical scale results, TIMSS also includes international benchmarks. The benchmarks provide a way to interpret the scale scores and to understand how students' proficiency in mathematics and science varies along the TIMSS scale. The benchmarks describe four levels of student achievement in each subject, based on the kinds of skills and knowledge students at each score cutpoint would need in order to successfully answer the mathematics and science items. In general, the score cutpoints for the TIMSS benchmarks were set based on the distribution of students along the TIMSS scale. For more detailed information on sampling, administration, response rates, and other technical issues related to TIMSS data, see: <http://nces.ed.gov/timss>.

Note 6: Measures of Student Persistence and Progress

Various measures have been developed to provide information about student persistence and progress through formal elementary and secondary education in the United States. Three measures are presented in this report: the public school *averaged freshman graduation rate* (indicator 19), the *status dropout rate* (indicator 20), and the educational attainment of 25- through 29-year olds (indicator 23). Each of these indicators employs a different analytic method and dataset to document a unique aspect of the complex high school graduation and dropout processes. No single data source provides comprehensive information on the graduation and dropout processes on an annual basis, but the three indicators presented here complement one another and draw upon the particular strengths of their respective data. Each indicator has limitations, however, which underscores the importance of having multiple indicators when addressing the question of student persistence. A brief description of the relevant methodology and data used by each indicator follows.

Public School Averaged Freshman Graduation Rate

Indicator 19 examines the percentage of public high school students who graduate on time by using the *averaged freshman graduation rate* (AFGR). The AFGR is a measure of the percentage of the incoming freshman class that graduates 4 years later. The AFGR is the number of graduates with a regular diploma divided by the estimated count of incoming freshmen 4 years earlier as reported through the NCES Common Core of Data (CCD), the survey system based on state education departments' annual administrative records. (For more information on the CCD, see *supplemental note 3*.) The estimated count of incoming freshmen is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students are allocated to individual grades proportional to each state's enrollment in those grades. An advantage of using CCD data to calculate the AFGR is that the data are available on an annual basis by state; however, the demographic details available from the survey are limited.

Status Dropout Rate

Indicator 20 reports *status dropout rates* by race/ethnicity and nativity status. Status dropout rates measure the extent of the dropout problem for a population. As such, these rates can be used to gauge the need for further education and training within that population. *Indicator*

20 uses data from the American Community Survey (ACS) and the October Current Population Survey (CPS) to estimate the percentage of the population ages 16 through 24 who are not in high school and who have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate), irrespective of when they dropped out. The 2007 ACS allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, sex, and, unlike the CPS, includes institutionalized persons, incarcerated persons, and active duty military personnel living in barracks in the United States. The CPS provides several decades of historical trends on status dropouts that are not available from the ACS. The disadvantage of using CPS data to compute status dropout rates for the civilian, noninstitutionalized population is that military personnel and incarcerated or institutionalized persons are excluded. A disadvantage of both the CPS and ACS is that the datasets include as dropouts individuals who never attended U.S. schools, including immigrants who did not complete the equivalent of a high school education in their home country. Estimates of status dropout rates from the ACS and CPS are not directly comparable due to methodological differences, such as differing sampling frames, modes of administration, and question wording. For more information on the CPS, see *supplemental note 2*, and for more information on the ACS, see *supplemental note 3*.

Educational Attainment of 25- to 29-Year-Olds

Indicator 23 examines the educational attainment of adults just past the age when most would traditionally be expected to have completed their postsecondary education. This indicator uses March CPS data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who have achieved the following levels of educational attainment: high school diploma or equivalent (including a credential such as a GED), some college, bachelor's degree, or master's degree. Estimates of educational attainment represent the percentage of adults who completed at least the cited credential. Attainment estimates do not differentiate among those who graduated from public schools, who graduated from private schools, or who earned a GED. These estimates also include individuals who never attended high school in the United States but attained a high school diploma or its equivalent in another country. An advantage of using CPS data to compute educational attainment estimates is that estimates can be computed on an annual basis for various demographic subgroups of adults. A disadvantage of using CPS data to compute the educational attainment rate is that these data exclude all military personnel living in barracks and incarcerated or institutionalized persons. For more information on the CPS, see *supplemental note 2*.

Conclusion

Even though *indicators 19, 20, and 23* document different aspects of student persistence, a number of important differences between these indicators should be noted and recognized as likely factors responsible for the divergence between their respective estimates. General differences can be found in the population of interest, information source, and data collection time frame. For example, the three indicators mentioned above focus on different populations: *indicator 19* focuses on the number of graduates in 2005–06 based on the 2002–03 freshman class; *indicator 20* focuses on 16- through 24-year-olds between 1980 and 2007; and *indicator 23* focuses on 25- through 29-year-olds in selected years between 1971 and 2008. As noted above, the data sources used to construct the indicators are also different. *Indicator 19* is produced from the CCD, a universe survey system based on state education departments' annual administrative records; *indicators 20 and 23* use data from the CPS, a sample survey of the civilian, noninstitutional population; and *indicator 20* uses data from the ACS, a sample survey of the population including institutionalized persons.

Given such differences, one would not expect to see identical or even similar estimates. In fact, reasonable differences should be apparent. For example, if one estimate measures only regular diplomas completed on time, it should be smaller than an estimate constructed to measure both regular diplomas and GEDs obtained outside of the regular 4-year “on-time” period. Once these methodological differences are accounted for, the divergence between estimates tends to be in the correct direction and of the right magnitude.

This supplemental note is intended to provide only a brief overview of some of the commonly available data that address issues of high school completion and educational attainment. For other related measures of student persistence and progress, see the publications by Seastrom et al. (NCES 2006-604; NCES 2006-605) and Laird, DeBell, and Chapman (NCES 2007-024).

Note 7: Student Disabilities

Indicator 9 uses data from the U.S. Department of Education's Office of Special Education Programs (OSEP), which collects information on students with disabilities as part of the implementation of the Individuals with Disabilities Education Act (IDEA). OSEP classifies disabilities according to 13 categories. (For more detailed definitions of these categories, see the part B and C data dictionaries at <http://www.ideadata.org>).

Disability Categories

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf-blindness

Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational problems such that the student cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Developmental Delay

This term may apply to children ages 3 through 9 who are experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who therefore need special education and related services. It is optional for states to adopt and use this term to describe any child within its jurisdiction. A local education agency (LEA) may use the term if its state has adopted it for use, but it must conform its use of the term to that of the state.

Emotional Disturbance

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.

- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. However, the term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the traditional definition of deafness.

Although children and youth with deafness are not included in the definition of hearing impairment, they are counted in the hearing impairment category.

Mental Retardation

Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple Disabilities

Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that the student cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy,

a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and

- adversely affects a child's educational performance.

Specific Learning Disability

A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This disorder includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force—resulting in total or partial functional disability, psychosocial impairment, or both—that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairments

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Note 8: Classification of Postsecondary Education Institutions

The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) employs various categories to classify postsecondary institutions. This supplemental note outlines the different categories used in varying combinations in *indicators 10, 11, 24, 39, 40, 41, 42, 43, and 45*.

Basic IPEDS Classifications

The term *postsecondary institutions* is the category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes programs whose purpose is academic, vocational, or continuing professional education, and excludes vocational and adult basic education programs. For many analyses, however, comparing all institutions from across this broad universe of postsecondary institutions would not be appropriate. Thus, postsecondary institutions are placed in one of three levels, based on the highest award offered at the institution:

- *4-year-and-above institutions*: Institutions or branches that offer programs of at least 4 years' duration or that offer programs at or above the baccalaureate level. These institutions award a 4-year degree or higher in one or more programs, or award a post-baccalaureate, post-master's, or post-first-professional certificate. Includes schools that offer post-baccalaureate certificates only or those that offer graduate programs only. Also includes freestanding medical, law, or other first-professional schools.
- *2-year but less-than-4-year institutions*: Institutions or branches but that offer programs of at least 2 but less than 4 years' duration below the baccalaureate level and confer a 2-year formal award (certificate, diploma, or associate's degree), or institutions that have a 2-year program creditable toward a baccalaureate degree. Includes occupational and vocational schools with programs of at least 1,800 hours and academic institutions with programs of less than 4 years.
- *Less-than-2-year institutions*: Institutions or branches that offer programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

Postsecondary institutions are further divided according to these criteria: type of financial control, degree-granting versus non-degree-granting, and Title IV-participating versus non-Title IV-participating.

IPEDS also classifies institutions at each of the three levels of institutions by type of financial control:

- *Public institutions*: Institutions whose programs and activities are operated by publicly elected or appointed school officials and which is supported largely by public funds.
- *Private not-for-profit institutions*: Institutions in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.
- *Private for-profit institutions*: Institutions in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Thus, IPEDS divides the universe of postsecondary institutions into nine different "sectors," each comprising a combination of the institution level and the control of the institution. In some sectors (for example, private for-profit 4-year institutions), the number of institutions is small relative to other sectors.

Institutions in any of these nine sectors can be degree- or non-degree-granting, classified by whether or not they offer students a formal award such as a degree or certificate:

- *Degree-granting institutions* offer associate's, bachelor's, master's, doctoral, and/or first-professional degrees that a state agency recognizes or authorizes.
- *Non-degree-granting institutions* offer other kinds of credentials and exist at all three levels.

The number of 4-year-and-above non-degree-granting institutions is small compared with the total number of non-degree granting institutions.

Institutions in any of these nine sectors can also be Title IV-participating or not. For an institution to participate in federal Title IV Higher Education Act, Part C, financial aid programs, it must offer a program of study at least 300 clock hours in length; have accreditation recognized by the U.S. Department of Education; have been in business for at least 2 years; and have a Title IV participation agreement with the U.S. Department of Education. All indicators in this volume using IPEDS data present only Title IV-participating institutions. For more information on the Higher Education Act, see <http://www.ed.gov/policy/highered/leg/hea08/index.html>.

In some indicators based on IPEDS data, 4-year-and-above degree-granting institutions are further classified according to the highest degree awarded:

- *Doctoral institutions* award at least 20 doctoral degrees per year.
- *Master's institutions* award at least 20 master's degrees per year.

The remaining institutions are considered to be *other 4-year institutions*. The number of degrees awarded by an institution in a given year is obtained for each institution from data published in the IPEDS "Completions Survey" (IPEDS-C).

Indicators 10, 24, 39, 40, 42, 43, and 45 include 2-year (short for 2-year but less-than-4-year) institutions in their analyses.

Indicators 10, 11, 24, 39, 40, 41, 42, 43, and 45 include 4-year-and-above degree-granting institutions in their analyses.

Note 9: Fields of Study for Postsecondary Degrees

The general categories for fields of study used in indicators 40 and 41 were derived from the 2000 edition of the *Classification of Instructional Programs* (CIP-2000). Some category modifications have been made in some instances. These aggregations are as follows:

Agriculture and natural resources: agriculture, agriculture operations and related sciences; and natural resources and conservation.

Business: business, management, marketing, and related support services; and personal and culinary services.

Communication and communications technologies: communication, journalism, and related programs; and communications technologies/technicians and support services.

Engineering and engineering technologies: engineering; engineering technologies/construction trades and mechanics and repairers.

Physical sciences and science technologies: physical sciences and science technologies/technicians.

Social science and history: social sciences and history.

Data may differ from previously published figures as data from earlier years have been reclassified when necessary to make them conform to the new taxonomy. Further information about the CIP-2000 is available at <http://nces.ed.gov/pubs2002/cip2000/>.

Note 10: Finance

Using the Consumer Price Index (CPI) to Adjust for Inflation

The Consumer Price Indexes (CPIs) represent changes in the prices of all goods and services purchased for consumption by households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: all urban consumers and urban wage earners and clerical workers. The all urban consumer group represents about 87 percent of the total U.S. population. *Indicators 17, 33, 34, 36, and 37* in *The Condition of Education 2009* use the U.S. All Items CPI for All Urban Consumers (CPI-U).

CPIs are calculated for both the calendar year and the school year using the CPI-U. The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. The school year CPI is rounded to three decimal places. Data for the CPI-U are available on the Bureau of Labor Statistics (BLS) website (<http://www.bls.gov/cpi/>). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics, 2008* (NCES 2009-020), an annual publication of the National Center for Education Statistics (NCES).

Although the CPI has many uses, its principal function in *The Condition of Education* is to convert monetary figures (salaries, expenditures, income, etc.) into inflation-free dollars to allow for comparisons over time. For example, due to inflation, the buying power of a teacher's salary in 1998 is not comparable with that of a teacher's salary in 2008. In order to make such comparisons, the 1998 salary must be converted into 2008 constant dollars by multiplying the 1998 salary by a ratio of the 2008 CPI over the 1998 CPI. As a formula, this is expressed as

$$1998 \text{ salary} \times \frac{(2008 \text{ CPI})}{(1998 \text{ CPI})} = 1998 \text{ salary in } 2008 \text{ constant dollars}$$

The reader should be aware that there are alternative price indexes to the CPI that could be used to make these adjustments. These alternative adjustments might produce findings that differ from the ones presented here. For more detailed information on how the CPI is calculated or on the other types of CPI indexes, go to the BLS website (<http://www.bls.gov/cpi/>).

Classifications of Expenditures

Indicators 34, 35, and 36 examine expenditures for public elementary and secondary education. *Indicator 34* uses total expenditures as a whole, together with the three

major functions (categories) of total expenditures: current expenditures, capital expenditures, and interest on school debt. Current expenditures, in turn, is broken into seven subfunctions (subcategories): expenditures for instruction, administration, student and staff support, operation and maintenance, transportation, food services, and enterprise operations. *Indicator 35* uses expenditures for instruction (usually referred to as instruction expenditures) in its analysis. *Indicator 36* uses current expenditures in its analysis.

Total expenditures for elementary and secondary education includes all expenditures allocable to per student costs: these are all current expenditures for regular school programs, capital outlay, and interest on school debt. Expenditures on education by other agencies or equivalent institutions (e.g., the Department of Health and Human Services and the Department of Agriculture) are included. Total expenditures exclude "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools.

Current expenditures includes expenditures for the day-to-day operation of schools and school districts. Includes instruction, administration, student and staff support, operation and maintenance, transportation, food services, and enterprise operations. Thus, current expenditures include items such as salaries for school personnel, benefits, supplies, purchased services, student transportation, schoolbooks and materials, and energy costs. Current expenditures and each of its seven subfunctions can be further broken down by the object of the expenditure: salaries, employee benefits, purchased services, supplies and tuition and other.

- *Instruction expenditures* include expenditures for activities related to the interaction between teachers and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television. Also included are tuition expenditures to other local education agencies.
- *Administration expenditures* include expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff) and other support services expenditures.
- *Student and staff support expenditures* include expenditures for student support (attendance and social work, guidance, health, psychological services, speech pathology, audiology and other student support services), instructional staff services (instructional staff training, educational media

Note 10: Finance

[libraries and audiovisual], and other instructional staff support services), and other support services (business support services, central support services, and other support services not reported elsewhere).

- *Operation and maintenance expenditures* include expenditures for supervision of operations and maintenance; operating buildings (heating, lighting, ventilating, repair, and replacement); care and upkeep of grounds and equipment; vehicle operations and maintenance (other than student transportation); security; and other operations and maintenance services.
- *Transportation* includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.
- *Food services* includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities as well as the delivery of food to schools.
- *Enterprise operations* include expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services together with amounts for direct program support made by state education agencies for local school districts.

Capital outlay includes direct expenditures for construction of buildings, roads, and other improvements and for purchases of equipment, land, and existing structures. Includes amounts for additions, replacements, and major alterations to fixed works and structures; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Interest on debt includes expenditures for long-term debt service interest payments (i.e., those longer than one year).

Classifications of Revenue

In *indicator 33*, revenue is classified by source (federal, state, or local). Revenue from federal sources includes direct grants-in-aid to schools or agencies, funds distributed through a state or intermediate agency, and revenue in lieu of taxes to compensate a school district for non-taxable federal institutions within a district's boundary. Revenue from state sources includes both direct funds from state governments and revenue in lieu of taxation. Revenue from local sources includes revenue from such sources as local property and nonproperty taxes; investments; and revenue from student activities, textbook sales, transportation and tuition fees, and food

services. Intermediate revenue comes from sources that are not local or state education agencies, but operate at an intermediate level between local and state education agencies and possess independent fundraising capability—for example, county or municipal agencies. Intermediate revenue is included in local revenue totals. In *indicator 33*, local revenue is classified as either local property tax revenue or other local revenue.

The Variation in Expenditures per Student and the Theil Coefficient

Indicator 35 uses the *Theil coefficient* to measure the variation in expenditures per pupil in regular public school elementary and secondary schools in the United States.

The *Theil coefficient* was developed by Henri Theil to measure the amount of information conveyed by a single message that an event has occurred. It was derived from the study of what Theil called the “information concept.” If we know an event is likely (i.e., the probability of the event is close to 1.0), then the amount of information conveyed is low (i.e., it is no surprise that the event occurred). But if the probability is low (i.e., near zero), a message saying it occurred provides a significant amount of information. Intuitively, and later rigorously proven by Theil and others, the function of the amount of information conveyed is logarithmic (i.e., $h(z) = \ln(1/z)$, where h = information function and z = probability of event).

Having developed the information function as a measure of the amount of information conveyed, Theil then suggested that this information function could also be used as a measure of dispersion. For example, if instructional expenditures per pupil in the nation are relatively close together (i.e., low disparity), then relatively little information would be provided by random draws of the districts (i.e., the $1/z_i$ —the probabilities—are high, but the value of the information function—the sum of the logarithms—is low). In contrast, if instructional expenditures per pupil are very dissimilar, then probabilities for drawing a given level of expenditures are lower, and the information gained from a random draw will be high. Thus, the information function can be a measure of dispersion, and a comparison of the values of *Theil coefficients* for groups within a set (i.e., districts within the nation) will indicate relative dispersion and any variations that may exist among them. The *Theil coefficient* was subsequently used to measure the trends in variation of a number of items, including expenditures per student (see NCES 2000-020 and Murray, Evans, and Schwab 1998).

The *Theil coefficient* has a convenient property when the individual units of observation (e.g., school districts) can be aggregated into subgroups (e.g., states): the *Theil coefficient* for the aggregation of all the individual units of observation can be decomposed into a measure of

the variation within the subgroups and a measure of the variation between the subgroups. Hence, in the examination of the variation in instructional expenditures in the United States, the national variation can be decomposed into measures of between-state and within-state variation.

The between-state *Theil coefficient*, T_B , equals

$$T_B = \sum_{k=1}^K (P_k \bar{X}_k / \bar{X}) \ln(\bar{X}_k / \bar{X})$$

where P_k is the enrollment in state k , \bar{X}_k is the student-weighted mean expenditure per student in state k , and \bar{X} is the student-weighted mean expenditure per student for the country.

The within-state *Theil coefficient*, T_W , equals

$$T_W = \sum_{k=1}^K (P_k \bar{X}_k / \bar{X}) T_k$$

where T_k is the *Theil coefficient* for state k .

T_k equals

$$T_k = \frac{\sum_{j=1}^{J_k} P_{jk} X_{jk} \ln(X_{jk} / \bar{X}_k)}{\sum_{j=1}^{J_k} P_{jk} X_{jk}}$$

where P_{jk} is the enrollment of district j in state k and X_{jk} is the mean expenditure per student of district j in state k .

The national *Theil coefficient*, T , is:

$$T = T_W + T_B$$

Classifications of Expenditures for International Comparisons

Indicator 37 presents international data on public and private expenditures for instructional and noninstructional educational institutions. Instructional educational institutions are educational institutions that directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions providing short-term courses of training or instruction

to individuals on a “one-to-one” basis are not included. Noninstructional educational institutions are educational institutions that provide administrative, advisory, or professional services to other educational institutions, although they do not enroll students themselves. Examples include national, state, and provincial bodies in the private sector; organizations that provide education-related services such as vocational and psychological counseling; and educational research.

Public expenditures refer to the spending of public authorities at all levels. *Total public expenditures* used for the calculation in *indicator 37* corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., culture, sports, youth activities, etc.) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students’ living expenses are excluded to ensure international comparability of the data.

Private expenditures refer to expenditures funded by private sources (i.e., households and other private entities). “Households” mean students and their families. “Other private entities” include private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees; the cost of materials such as textbooks and teaching equipment; transportation costs (if organized by the school); the cost of meals (if provided by the school); boarding fees; and expenditures by employers on initial vocational training. Private educational institutions are considered to be service providers and do not include sources of private funding.

Current expenditures includes final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid. *Capital expenditures* includes spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and non-military, nonfinancial assets, as well as spending to finance net capital transfers.

Appendix C

Glossary

A

Achievement levels: Achievement levels, which are set through a National Assessment Governing Board process, define what students should know and be able to do at different levels of performance. In the National Assessment of Educational Progress (NAEP), the achievement levels are *Basic*, *Proficient*, and *Advanced*. The definitions of these levels, which apply across all grades and subject areas, are as follows:

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance.

The percentage of students at or above *Proficient* includes students at the *Proficient* achievement level and at the *Advanced* achievement level. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, those at the *Proficient*, and those at the *Advanced* achievement levels. See also *supplemental note 4*.

Alternative schools: A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems. About 7 percent of schools in the Common Core of Data (CCD) files are alternative schools.

Associate's degree: An award that normally requires at least 2 but less than 4 years of full-time-equivalent college work.

B

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study.

C

Classification of Instructional Programs (CIP):

A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases. See also *supplemental note 9*.

Cognitive development: The development of the learning structures and systems in the brain that begins at birth and continues through adulthood, which includes the construction of thought processes such as memory, problem solving, means-end behavior, concept attainment, exploration of objects, preverbal and verbal communication (both vocalizations and gestures), and decision making.

College: A postsecondary educational institution.

Combined school: A combined school has one or more of grades kindergarten (K) through grade 6 and one or more of grades 9–12. For example, schools with grades K–12, 6–9, or 1–12 are classified as combined schools.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow for direct comparison across years.

Consumer price index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

D

Disabilities, children with: Children, who by reason of having any of the disabilities outlined in *supplemental note 7*, need special education and related services. Types of disabilities include the following:

Specific learning disability: A specific learning disability is a disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech or language impairment: A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Other disabilities: Developmental disabilities including mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay. There is a wide range of disabilities included in this category; they are included together here to represent cases contributing to the total not otherwise presented in this graph due to their relatively low prevalence in the population.

Doctoral degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctoral degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctoral degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. See also First-professional degree.

Doctoral institutions: Four-year post-secondary institutions that award at least a doctoral or first-professional degree in one or more programs.

Dropout: The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a “dropout” at the time he or she leaves school. At the time the person returns to school, he or she is called a “stopout.” Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. See also Status dropout rate.

E

Educational attainment: The highest level of schooling attended and completed. See also High school completion, Bachelor's degree, Master's degree, Doctoral degree, and First-professional degree.

Elementary school: An elementary/secondary school with one or more grades of K–6 that does not have any grade higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

Elementary/secondary school: Elementary/secondary schools include regular schools (i.e., schools that are part of state and local school systems and private elementary/secondary schools, both religiously affiliated and nonsectarian); alternative schools; vocational education schools; and special education schools. Schools not reported here include subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, and federal schools on military posts and other federal installations.

English language learner: Persons for whom English is a second language and who have not yet attained proficiency in the English language. See also Limited-English-Proficient.

Expenditures: Charges incurred, whether paid or unpaid, that are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary institutions, these include current outlays plus capital outlays. For the government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments. See also *supplemental note 10*. Expenditures types include the following:

Current expenditures: Expenditures for operating local public schools and school districts, excluding capital outlay and interest on debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, books and materials, and energy costs. Expenditures for state administration are excluded.

Instructional expenditures (elementary/secondary):

Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

Expenditures per student: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership. See also *supplemental note 10*.

F

Faculty: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

Financial aid: Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid (tuition reimbursement), and other monies (other than from relatives/friends) provided to students to help them meet expenses. This includes Title IV subsidized and unsubsidized loans made directly to students.

First-professional degree: An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. First-professional degrees may be awarded in the following 10 fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

Four-year postsecondary institution: A postsecondary education institution that can award a bachelor’s degree or higher. See also Postsecondary education institution and *supplemental note 8*.

Full-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

G

G8 or Group of 8: The eight leading industrialized nations—Germany, Canada, the United States, France, Italy, Japan, the United Kingdom, and Russia.

GED certificate: This term normally refers to the tests of General Educational Development (GED), which provide an opportunity to earn a high school credential. The GED program, sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

GED recipient: A person who has obtained certification of high school equivalency through the tests of General Educational Development (GED) sponsored by the American Council on Education. The student must meet state requirements and pass the approved exam, which is intended to provide an appraisal of the person’s achievement or performance in the broad subject matter areas usually required for high school graduation.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Gross domestic product (GDP): Gross national product less net property income from abroad. Both gross national product (GNP) and gross domestic product (GDP) aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by individuals, businesses, and government; gross private domestic investment in infrastructure; and total exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions)

in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

Gross national product (GNP): A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories, which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

H

Head Start programs: Head Start is a federally sponsored preschool program primarily for children from low-income families. See also Preschool.

High school: A secondary school offering the final years of high school study necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

High school completion: An individual has completed high school if he or she has been awarded a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

High school diploma: A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate: A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the General Educational Development (GED) test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and

distributed by the GED Testing Service of the American Council on Education.

Historically Black Colleges and Universities (HBCU): The Higher Education Act of 1965, as amended, defines an HBCU as “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.” Federal regulations (20 USC 1061 (2)) allow for certain exceptions to the founding date.

Homeschool: Students are considered to be homeschooled if (1) they are ages 5–17 and in a grade equivalent to at least kindergarten and no higher than grade 12; (2) their parents report them as being schooled at home instead of at a public or private school for at least part of their education; and (3) their part-time enrollment in public or private schools does not exceed 25 hours a week. Students who are schooled at home only because of a temporary illness are not considered to be homeschooled students.

Individuals with Disabilities Education Act (IDEA): IDEA is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–age 2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3–21) receive special education and related services under IDEA Part B.

Industrialized country or nation: A country or nation with a market economy comprising a significant portion of world production and trade markets.

Inflation: A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a loss of purchasing power. See also Constant dollars and Purchasing power parity.

International Target Population: On the 2007 Trends in International Mathematics and Science Study (TIMSS), the International Target Population is all students enrolled in the grade that represents 4 years of schooling (for grade 4) or 8 years of schooling (for grade

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8), counting from the first year of the International Standard Classification of Education (ISCED) Level 1 and providing that the mean age at the time of testing is at least 9.5 years (grade 4) or 13.5 years (grade 8). For most countries, the target grade was grade 4 or grade 8 or its national equivalent. All students enrolled in the target grade, regardless of their age, belong to the International Target Population. See also National Target Population and *supplemental note 5*.

L

Language minority students: Children in households who speak a language other than English at home. See also English language learners and Limited-English-Proficient.

Limited-English-proficient: Refers to an individual who is enrolled or preparing to enroll in an elementary school or secondary school, who was not born in the United States or whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

M

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, which includes the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and for demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, or an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond

the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

Mathematics literacy: An individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments, and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned, and reflective citizen.

Middle school: A separately organized and administered school between the elementary and senior high schools. When called a "junior high school," a middle school usually includes grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). In some districts, however, a middle school spans grades 5 to 8 or grades 6 to 8.

Motor development: The development of control over physical skills including muscle control, movement, coordination, and the ability to maintain balance, sit, stand, and eventually walk and run. Motor development can be divided into two categories: gross motor skills and fine motor skills. Gross motor skills refer to the child's ability to control large movements in different parts of the body, especially the legs and arms. Fine motor skills refer to using and coordinating the small muscles in the hands and wrists with dexterity.

N

National School Lunch Program: Established by President Truman in 1946, the program is a federally-assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for reduced-price lunch, a student must be from a household with an income at 185 percent of the poverty level. To be eligible for free lunch, the household income must be at 130 percent of the poverty level. See also *supplemental note 1*.

National Target Population: In cases where it was not possible to assess the entire International Target Population on the 2007 Trends in International Mathematics and Science Study (TIMSS), countries were permitted to define a National Target Population that excluded part of the International Target Population. Exclusions are clearly annotated in NCES 2009-001. See also National Target Population and *supplemental note 5*.

Nonresident alien: A person who is not a citizen of the United States, who is in this country on a temporary basis, and who does not have the right to remain indefinitely.

Nursery school: A separately organized and administered elementary school for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of professionally qualified teachers. See also *Preschool*.

O

Organization for Economic Cooperation and Development (OECD): The OECD is an organization of 30 nations whose purpose is to promote trade and economic growth in both member and nonmember nations. OECD's activities cover almost all aspects of economic and social policy. The current member countries are Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

P

Parochial school: A private Catholic school serving students in one or more of grades K–12 that is the domain of a local church parish.

Part-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load of less than 75 percent of the normal full-time credit load.

Postbaccalaureate student: A student with a bachelor's degree who is enrolled in graduate-level or first-professional courses.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school. This includes programs with an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. See also *supplemental note 8*.

Postsecondary education institution: An institution for which the sole purpose or one of the primary missions is the provision of postsecondary education. See also *Two-year postsecondary institution*, *Four-year postsecondary institution*, and *supplemental note 8*.

Prekindergarten: Public preprimary education for children ages 3–4 (ages 3–5 in some states) who have not yet entered kindergarten. It may offer a program of general education or special education and, in some

states, may be part of a collaborative effort with Head Start. Private preprimary educational programs are typically referred to as “center-based programs.” See also *Head Start*.

Preschool: A beginning group or class enrolling children younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers in cooperation with parents during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also *Nursery school*.

Private school: A school serving students in one or more of grades K–12 that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students are not included. See also *supplemental note 3*. Types of private schools include the following:

Roman Catholic: A religious private school operated by the Roman Catholic church.

Other religious: A religious private school other than those operated by the Roman Catholic church.

Nonsectarian: A private school with no religious orientation or purpose.

Private institution: An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials. See also *supplemental note 8*. Types of private institutions include:

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Private not-for-profit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Problem solving: An individual's capacity to use cognitive processes to confront and resolve real, cross-disciplinary situations where the solution is not immediately obvious, and where the literacy domains or

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curricular areas that might be applicable are not within a single domain of mathematics, science, or reading.

Professional development: The advancement of skills or expertise to succeed in a particular profession, especially through continued education.

Property tax: The sum of money collected from a tax levied against the value of property.

Public charter school: A public charter school is a publicly funded school that, in accordance with an enabling statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school, or it may previously have been a public or private school. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is typically reviewed every 3 to 5 years and can be revoked if guidelines on curriculum and management are not followed or standards are not met. See also Public school.

Public institution: A postsecondary educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds. See also *supplemental note 8*.

Public school: An institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, has an assigned administrator, is located in one or more buildings, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and public charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts. See also Special education school, Vocational/technical school, Alternative school, and Public charter school.

Purchasing power parity: Purchasing power parity (PPP) conversion factors take into account differences in the relative prices of goods and services—particularly nontradables—and therefore provide a better overall measure of the real value of output produced by an economy compared with other economies. PPP gross national income (GNI) is measured in current international dollars, which, in principal, have the same purchasing power as a dollar spent on GNI in the U.S. economy. Because PPPs provide a better measure of the standard of living of residents of an economy, they are the basis for the World Bank's calculations of poverty rates at \$1 and \$2 a day. The GNI of developing countries measured in PPP terms generally exceeds their

GNI measured using the Atlas method or using market exchange rates.

Purchasing power parity (PPP) indices: Purchasing power parity (PPP) exchange rates, or indices, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indices are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indices, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

R

Revenues: Funds that are appropriated to schools and education institutions. Types of revenues include the following:

Revenues from federal sources: Revenues from federal sources include direct grants-in-aid from the federal government; federal grants-in-aid through the state or an intermediate agency; and other revenue, in lieu of taxes that would have accrued had the tax base been subject to taxation.

Revenues from local sources: Revenues from local sources include revenues from a local education agency (LEA), including taxes levied or assessed by an LEA; revenues from a local government to the LEA; tuition received; transportation fees; earnings on investments from LEA holdings; net revenues from food services (gross receipts less gross expenditures); net revenues from student activities (gross receipts less gross expenditures); and other revenues (textbook sales, donations, property rentals).

Revenues from state sources: Revenues from state sources include revenues from an agency of state government including those that can be used without restriction, those for categorical purposes, and revenues in lieu of taxation.

S

Salary: The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Secondary school: An elementary/secondary school with one or more of grades 7–12 that does not have any grade lower than grade 7. For example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

Science literacy: An individual’s scientific knowledge and use of that knowledge to identify questions, acquire new knowledge, explain scientific phenomena, and draw evidence-based conclusions about science-related issues. Science literacy also involves understanding of the characteristic features of science as a form of human knowledge and enquiry; awareness of how science and technology shape our material, intellectual, and cultural environments; and willingness to engage in science-related issues, with the ideas of science, as a reflective citizen.

Socioeconomic status (SES): A measure of an individual or family’s relative economic and social ranking. See also *supplemental note 1*.

Special education schools: A public elementary/secondary school that (1) focuses primarily on special education, including instruction for any of the following: hard of hearing, deaf, speech impaired, health impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind, and the learning disabled; and (2) adapts curriculum, materials, or instruction for students served.

Status dropout rate: The status dropout rate is a cumulative rate that estimates the proportion of young adults who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for any given year is the number of young adults ages 16–24 who, as of October of that year, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October of that same year.

STEM fields: Science, Technology, Engineering, and Mathematics (STEM) fields of study are collectively considered core technological underpinnings of an advanced society.

T

Title IV institution: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant [SSIG] and the National Early Intervention Scholarship and Partnership [NEISP] programs).

Tuition: The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

Two-year postsecondary institution: A postsecondary education institution that does not confer bachelor’s degrees, but does provide 2-year programs that result in a certificate or an associate’s degree, or 2-year programs that fulfill part of the requirements for a bachelor’s degree or higher at a 4-year institution. See also Postsecondary education institution and *supplemental note 8*.

U

Undergraduate student: Student enrolled in a 4- or 5-year bachelor’s degree program, an associate’s degree program, or a vocational or technical program below the baccalaureate.

University: A postsecondary institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and that is empowered to confer degrees in various fields of study.

V

Vocational school: A public elementary/secondary school that focuses primarily on vocational, technical, or career education, and provides education and training in one or more semiskilled or technical occupations. They may be part of a regular district (along with academic schools) or in a vocational district (serving more than one academic school district).

Appendix D

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Appendix E

Index

Appendix E is the cumulative index for the 2005–2009 print editions of *The Condition fo Education*.

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