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the condition of education 2007

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June 2007

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June 2007

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Suggested Citation

U.S. Department of Education, National Center for Education Statistics. (2007). *The Condition of Education 2007* (NCES 2007-064). Washington, DC: U.S. Government Printing Office.

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Commissioner's Statement

Introduction

Reliable, accurate, and timely data are necessary to monitor the progress of U.S. education and respond to its opportunities and challenges. To ensure such data are available, Congress has mandated that the National Center for Education Statistics (NCES) produce an annual report, *The Condition of Education*. This year's report presents 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. In addition, this year's volume contains a special analysis that examines changes in student coursetaking in high school using national transcript data from 1982 to 2005. While the analysis focuses on the credit accrual of high school graduates, it also takes a special look at the coursework of high school dropouts and courses taken for college credit.

This statement summarizes the main findings of the special analysis and the 48 indicators that appear in the five following sections. Each indicator discussed is referenced by its number (e.g., *indicator 10*) in the volume.

Special Analysis on High School Coursetaking

To explore the coursetaking patterns and trends of high school students, the special analysis uses national data from two surveys sponsored by NCES: the high school longitudinal transcript studies, which provide information on high school graduates in 1982, 1992, and 2004, and the National Assessment of Educational Progress (NAEP) High School Transcript Studies, which cover the experiences of high school graduates in selected years from 1987 to 2005. Drawing from these sources and others, the analysis reveals that:

- Most states have enacted minimum requirements for graduation focusing on the numbers and types of courses that students take in high school, such as the *New Basics* coursetaking recommendations. A growing number of states also require the passing of "exit exams" that test proficiency or competency in specific subjects.
- Between 1982 and 2004, the average number of course credits accrued by high school graduates increased 19 percent, from 21.7 to 25.8 credits. Graduates in 2004, compared with those in 1982, earned an average of 4.3 versus 4.0 credits in English, 3.6 versus 2.7 credits in mathematics, and 3.2 versus 2.2 credits in science.
- In 2004, more high school graduates had completed advanced courses in mathematics and science than in 1982—in particular, in calculus, chemistry I, and physics I. For example, the average number of credits that graduates earned in algebra and more advanced mathematics courses increased from 1.9 to 3.1; in chemistry, from 0.4 to 0.7; and in physics, from 0.2 to 0.4. Graduates also earned more credits in English and foreign languages during this period.
- The percentage of students who took Advanced Placement (AP) examinations increased between 1997 and 2005, with the total number of students taking these examinations doubling. Although the average scores in AP examinations have remained relatively stable, there has been a decrease (from 65 to 59 percent) in the percentage of examinations resulting in a qualifying score of 3.0 or more.
- Differences in advanced coursetaking by sex and race/ethnicity are evident

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in mathematics, science, English, and foreign language study. Since 1998, female graduates have been more likely than male graduates to complete some advanced science coursework, though no measurable differences by sex were detected in the proportions of graduates who took the highest levels of science or mathematics coursework. In addition, Asian graduates were more likely than graduates from other racial/ethnic groups to complete advanced courses in mathematics, science, English, and foreign language study in 2004.

Participation in Education

As the U.S. population increases in size, so does its enrollment at all levels of public and private education. At the elementary and secondary levels, growth is due largely to the increase 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, with students who are members of racial/ethnic minorities or who speak a language other than English at home making up an increasing proportion of the school-age population over time.

- Between 1970 and 2005, enrollment rates increased for children ages 5–6, who are typically in kindergarten or 1st grade, and for adults ages 18–34, who are typically in postsecondary education. Youth ages 18–19 experienced the largest overall increase in enrollment during this period, from 48 to 68 percent. The overall enrollment rate for 2005 was up from 61 percent of students in this age group in 2000 (*indicator 1*).
- The percentage of children ages 3–5 who attended center-based early childhood care and education programs—including day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs—increased from 53 percent in 1991 to 60 percent in 1999 and then decreased to 57 percent in 2005. A greater percentage of nonpoor children ages 3–5 participated in center-based programs than poor children (*indicator 2*).
- In 2007, public school enrollment in the United States is expected to approach about 50 million students: 34.6 million in prekindergarten through 8th grade and 15.0 million in grades 9 through 12. Total public school enrollment is projected to set new records each year from 2007 through 2016, at which time it is expected to reach 53.3 million. The South is projected to experience the largest increase in enrollments of all regions in the country (*indicator 3*).
- The percentage of all children enrolled in private schools in kindergarten through grade 12 remained near 10 percent between 1989–90 and 2003–04. Roman Catholic schools continued to have the largest percentage of total private school enrollment during this period, but there was a shift in the distribution of students from Roman Catholic to other religious and nonsectarian private schools at both the elementary and secondary levels (*indicator 4*).
- Between 1972 and 2005, the percentage of racial/ethnic minority students enrolled in the nation's public schools increased from 22 to 42 percent, primarily due to growth in Hispanic enrollments. In 2005, Hispanic students represented 20 percent of public school enrollment, up from 6 percent in 1972. The distribution of minority students in public schools

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differed across regions of the country, with minority public school enrollment (54 percent) in 2005 exceeding White enrollment (46 percent) in the West (*indicator 5*).

- The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2005. Among school-age children who spoke a non-English language at home, the total number who spoke English with difficulty increased from 3 to 6 percent of all 5- to 17-year-olds between 1979 and 2000 and did not measurably change after that. In 2005, the majority of school-age children who spoke a language other than English at home spoke Spanish. Higher percentages of poor and near-poor children spoke a non-English language at home than nonpoor children (*indicator 6*).
- Since the inception of the Individuals with Disabilities Education Act (IDEA) in the mid-1970s, youth ages 3–21 receiving special education services have increased nearly every year. In 1976–77, some 3.7 million youth were served under IDEA (8 percent of total public school enrollment), and by 2005–06, some 6.7 million youth received these services (14 percent of total public school enrollment). Specific learning disabilities were the most prevalent of all disabilities among youth ages 3–21 and experienced the largest increase in the percentage of the population served *(indicator 7)*.
- Over the past three and a half decades, total undergraduate enrollment in degree-granting postsecondary institutions has generally increased and is projected to continue to do so through 2016. From 2006 to 2016, women's undergraduate enrollment is expected to continue growing faster than men's, and women are projected to make up 60 percent of enrollment in 2016. In addition, full-time undergraduate enrollment is expected to increase more rapidly than part-time enrollment, and enrollment at 4-year institutions is expected to grow faster than at 2-year institutions *(indicator 8)*.
- Graduate and first-professional enrollments in degree-granting institutions increased between 1976 and 2005, with female enrollment increasing by a larger percentage than male enrollment for both types of programs. During this period, minority enrollment increased 269 percent in graduate programs, and 331 percent in first-professional programs. According to projections, women exceeded 50 percent of total first-professional enrollment for the first time in 2006. Among minorities, Hispanic and Asian/Pacific Islander enrollments have experienced the greatest growth *(indicator 9)*.
- The percentage of the population age 16 or older participating in adult education—including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and part-time college or university degree programs—increased between 1995 and 2001 and then declined in 2005. The most popular forms of adult education in 2005 were work-related courses and personal interest courses *(indicator 10)*.

Learner Outcomes

How well does the American educational system—and its students—perform? Data from national and international assessments of students' academic achievement can help address this question, as can data on adults' educational and work experiences, literacy

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levels, and earnings. In some areas, such as mathematics and science, the performance of elementary and secondary students has shown some improvement over the past decade, but not in all grades assessed and not 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 and the outcomes of different levels of educational attainment.

- National reading scores of 4th- and 8th-graders assessed by the National Assessment of Educational Progress (NAEP) have varied little over time, though both were higher in 2005 than in 1992. The reading scores of 12th-graders, however, decreased 6 points during this period. The percentage of 4th-graders performing at or above *Proficient* (indicating solid academic achievement) increased between 1992 and 2005 (from 29 to 31 percent) and has remained steady since then. The percentage of 8th-graders performing at or above *Proficient* did not change measurably during the 10-year period, but the percentage of 12th-graders performing at this level decreased from 40 to 35 percent *(indicator 11)*.

- The average mathematics score of 12th-graders on the 2005 NAEP mathematics assessment was set at 150 (on a scale of 0–300). Some 23 percent of 12th-graders performed at or above *Proficient* (indicating solid academic performance), whereas 39 percent performed below *Basic* (indicating performance below partial mastery of fundamental skills) *(indicator 12)*.

- In 2005, the average NAEP science score of students was higher than in previous assessment years at grade 4, was not measurably different at grade 8, and was lower at grade 12 than in 1996. The percentages of 4th- and 8th-graders who performed at or above *Proficient* (29 percent in 2005) were not measurably different from the percentages who did so from 1996 to 2005, while the percentage of 12th-graders performing at this achievement level was lower in 2005 than in 1996 *(indicator 13)*.

- Results from NAEP indicate that the differences between White and Black and Hispanic scores in reading and mathematics fluctuated at the 4th and 8th grades between 1990 and 2005. Recently, between 2003 and 2005, these gaps narrowed for most groups. Looking at the reading performance of 4th-graders in 2005, Blacks scored, on average, 29 points lower than Whites (on a 0–500 scale), and Hispanics scored 26 points lower than Whites. Similar patterns were seen in the mathematics performance of 8th-graders (*indicator 14*).

- NAEP long-term trend results indicate that the reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2004. In reading, 9-year-olds scored higher in 2004 than in previous assessments, with an increase of 7 points between 1999 and 2004. In mathematics, the achievement of 9- and 13-year-olds in 2004 was the highest of any assessment year. Though the performance of 17-year-olds on both NAEP assessments was not measurably different from that in prior years, scores for Black and Hispanic students have improved since the early 1970s (*indicator 15*).

- According to data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), 5th-grade children who lived in households below the poverty

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threshold for all five rounds of the survey (fall 1998, spring 1999, spring 2000, spring 2002, and spring 2004) were less likely to demonstrate proficiency in specific reading and mathematics knowledge and skills than their counterparts who lived in households at or above the poverty threshold. Generally, students whose mothers had higher levels of education were more likely to master each reading and mathematics skill than students whose mothers had less education (*indicator 16*).

- The 2003 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics performance in 25 countries at grade 4 and 46 countries at grade 8. Results from TIMSS showed that U.S. 4th- and 8th-graders performed above the international averages in three mathematics cognitive domains: *knowing* facts, procedures, and concepts needed to solve mathematical problems; *applying* knowledge of facts, skills, and procedures to create representations and solve routine problems; and *reasoning* to solve more complex problems through logical thinking *(indicator 17)*.

- Results from the National Assessment of Adult Literacy (NAAL), which assessed adults age 16 or older in three types of literacy (prose, document, and quantitative), showed that while the average prose and document literacy scores of U.S. adults were not measurably different in 2003 from 1992, the average quantitative literacy score increased 8 points. In each type of literacy, 13 percent of adults scored at or above the *Proficient* level in 2003 *(indicator 18)*.

- About 8 percent of youth ages 16–19 were neither enrolled in school nor working in 2006. In each year from 1986 through 2006, higher percentages of Black and Hispanic youth than White youth were neither enrolled in school nor working. Youth from poor and near-poor families were more likely than youth from nonpoor families to be neither in school nor working in each year observed *(indicator 19)*.

- Young adults ages 25–34 who worked full time, full year and held at least a bachelor's degree had higher median earnings than their peers with less education between 1980 and 2005. This pattern generally held for male, female, White, Black, Hispanic, and Asian subgroups. Moreover, for the entire young adult population and generally for each subgroup, the gap in earnings by educational attainment grew during this period. For example, males with a bachelor's or higher degree earned 19 percent more than male high school completers in 1980, and 64 percent more in 2005 *(indicator 20)*.

Student Effort and Educational Progress

Many factors are associated with school success, persistence, and progress toward a high school diploma or a college or advanced degree. These include students' motivation and effort, learning experiences, and expectations for further education, as well as various family characteristics, such as parents' educational attainment and family income. Monitoring these factors and tracking educational attainment provide key indicators for describing the progress of students and schooling in the United States.

- In 1980 and 2002, high school sophomores were asked how much time they spent on homework per week. The percentage who reported spending more than 10 hours per week on homework increased from 7 to 37 percent between the two survey years. The general increase in the percentage

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of students who reported spending this amount of time on homework was observed for both males and females (from 6 to 33 percent for males and from 8 to 41 percent for females) *(indicator 21)*.

- When students were asked how often they came to school without books; without paper, pen, or pencil; and without their homework—all of which can be used as measures of student preparedness for school—the percentage of students who reported being chronically unprepared for school (i.e., "usually" or "often") was larger in 2002 than in 1980 or 1990. The percentage who reported coming to school "usually" or "often" without their homework in 2002 was 26 percent, up from 22 percent in 1980 and 18 percent in 1990 *(indicator 22)*.
- The *status dropout rate* represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a General Educational Development [GED] certificate). Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have each generally declined since 1972. Rates remained lowest for Whites and highest for Hispanics (*indicator 23*).
- Among public high school students in the class of 2003–04, about three-fourths of them graduated on time, as estimated by the percentage of an incoming freshman class that graduates 4 years later. The *averaged freshman graduation rate* in 2003–04 ranged from a low of 57.4 percent in Nevada to a high of 87.6 in Nebraska *(indicator 24)*.
- Between 1972 and 2005, the rate at which high school completers enrolled in college in the fall immediately after high school increased from 49 to 69 percent. After widening between the late 1970s and early 1980s, the gap in the immediate college enrollment rate between Blacks and Whites narrowed between 1999 and 2001, but has widened again since then. The gap between Hispanics and Whites widened between 1979 and 1998 and then again between 2002 and 2005. Since 1972, the immediate college enrollment rate of high school completers has increased faster for females than for males (*indicator 25*).
- Minority students accounted for roughly half of the growth in the number of associate's and bachelor's degrees earned between 1976–77 and 2004–05, and for 73 percent of the increase in the number of first-professional degrees earned. Among minority students, Asians/Pacific Islanders experienced the greatest rates of growth in the number of degrees earned *(indicator 26)*.
- Some 86 percent of 25- to 29-year-olds had a high school diploma or equivalency certificate in 2006. This rate has remained between 85 and 88 percent over the last 30 years. The rate at which students in this age group completed at least some college education increased from 34 to 58 percent between 1971 and 2006, though increases were not consistent throughout the period. In most years, the rate for completing a bachelor's degree or higher was roughly half that for completing at least some college. Racial/ethnic differences in levels of educational attainment remain *(indicator 27)*.
- Women have earned a larger percentage of bachelor's degrees than men since the early 1980s overall, but the percentage they have earned in various fields has varied. For example, though women

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earned 87 percent of the bachelor's degrees awarded in health professions in 2004–05, they earned less than a quarter of the bachelor's degrees awarded in computer and information sciences and engineering. Women have also made gains at the graduate level: in 2004–05, they earned 59 percent of master's degrees (up from 49 percent in 1979–80), and they earned just under half of doctoral degrees (up from 30 percent) (*indicator 28*).

Contexts of Elementary and Secondary Education

The school environment is described by a number of features, including learning opportunities, student/teacher ratios, the backgrounds and qualifications of teachers, and the climate for learning. Monitoring these and other factors provides a fuller picture of the conditions in schools that can influence education. Society also influences and provides support for education, including learning activities that take place outside school, as well as financial support for education.

- Among all kindergarten through 8th-grade students in 2005, some 43 percent participated in at least one afterschool activity. A larger percentage of female than male students were involved in arts, clubs, community service, religious activities, and scouts after school, but the pattern of participation was reversed for sports. In addition, a greater percentage of students from nonpoor families participated in at least one afterschool activity than students from poor and near-poor families *(indicator 29)*.
- The ratio of students to teachers, which is frequently used as a proxy measure for class size, declined between 1990 and 2004 from 17.6 to 16.3 students per teacher for all regular public elementary, secondary, and combined 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 2004, regular public elementary schools with enrollments over 1,500 had 6.8 more students per teacher, on average, than elementary schools with enrollments under 300 *(indicator 30)*.
- Approximately half of all students with disabilities in 2004–05 spent 80 percent or more of their day in a regular classroom, an increase from 45 percent in 1994–95. The percentage of time students spent in a general classroom varied by their race/ethnicity. Compared with students with disabilities of any other race/ethnicity, a higher percentage of Black students with disabilities spent less than 40 percent of their day in a general classroom; a higher percentage also attended a separate school facility for students with disabilities (*indicator 31*).
- In the 2004–05 school year, there were 3,294 charter schools in the jurisdictions that allowed them, making up 4 percent of all public schools in the United States. Charter schools enrolled larger percentages of Black, Hispanic, and American Indian/Alaska Native students and lower percentages of White and Asian/Pacific Islander students than conventional public schools. A larger percentage of charter schools than conventional public schools had less than 15 percent of students eligible for free or reduced-price lunch *(indicator 32)*.
- The number of full-time teachers in the United States rose from 2.6 to 3.3 million between 1993–94 and 2003–04. During this period, the percentage of full-time teachers who were under age 30 increased (from 12 to 18 percent), as

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did the percentage who were ages 50–59 (from 21 to 29 percent). There was no measurable change, however, in the percentage of full-time teachers who were age 60 and over *(indicator 33)*.

- The percentage of public school principals who were female increased from 41 to 56 percent in elementary schools and from 14 to 26 percent in secondary schools between the 1993–94 and 2003–04 school years. In private schools, the percentage of female principals remained around 68 percent in elementary schools and about 34 percent in secondary schools. The percentage of principals who were age 55 or older also increased during this period, from 20 to 31 percent. This increase was particularly pronounced at the secondary level, where the percentage of principals in this age group increased from 17 to 30 percent in public schools and from 22 to 46 percent in private schools *(indicator 34)*.
- Most schools employ staff who provide various support services directly to students. These student support staff, who include licensed or certified professionals (e.g., school counselors, social workers, nurses, and speech therapists) and teacher aides (e.g., special education, regular Title I, and library aides), made up 27 percent of all public school staff in the 2003–04 school year. Nearly all elementary and secondary schools reported having student support staff, with a larger number employed full time than part time *(indicator 35)*.
- Between 1992 and 2004, the rate at which students ages 12–18 were victims of nonfatal crime—including theft, violent crime, and serious violent crime—at school declined 62 percent (from 144 to 55 crimes per 1,000 students). During the same period, the rate of crimes against students at school declined 65 percent for theft (from 95 to 33 crimes per 1,000 students) and 54 percent for violent crimes (from 48 to 22 crimes per 1,000 students). In each year observed, the rates for serious violent crime—including rape, sexual assault, robbery, and aggravated assault—were lower when students were at school than away from school *(indicator 36)*.
- Total elementary and secondary public school revenues increased 51 percent in constant dollars from 1989–90 to 2003–04. Federal and state revenues increased at a faster rate than all local revenues (both property tax revenue and other local revenue). The proportion of total revenue for public education from local sources declined, while the proportion of total revenue flowing to public schools from federal sources increased and the proportion from state sources stayed the same *(indicator 37)*.
- Between 1989–90 and 2003–04, total expenditures per student in public elementary and secondary schools rose 27 percent in constant 2003–04 dollars, from $7,692 to $9,762. Among the five major categories of expenditures (instruction, administration, operation and maintenance, capital outlay and interest, and other), expenditures on capital outlay and interest increased the most (68 percent), followed by spending on instruction, operations and maintenance, and administration. In 2003–04, some 52 percent of the total amount spent went toward instructional expenditures. Total expenditures per student were highest in the Northeast, followed by the Midwest, West, and South *(indicator 38)*.

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- Differences between states accounted for a greater proportion of the variation in instruction expenditures per student among unified public school districts than did differences within states from 1989–90 to 2003–04. The between-state differences have increased since 1997–98, while the within-state differences have remained largely unchanged. The between-state variation accounted for 74 percent of the total variation in 1997–98, and 78 percent in 2003–04 *(indicator 39)*.

- Total expenditures per student in public elementary and secondary schools in 2003–04 were highest in low-poverty school districts ($10,857), next highest in high-poverty school districts ($10,377), and lowest in middle- and middle-high poverty districts ($9,042 and $9,045, respectively). Between 1995–96 and 2003–04, total expenditures per student increased the most for the high-poverty districts (28 percent) and the least for the low-poverty districts (21 percent). Current expenditures per student, which include instructional, administrative, and operation and maintenance expenditures, followed a similar pattern *(indicator 40)*.

- In 2003, elementary and secondary expenditures per student for the United States averaged $8,935—which was higher than the average of $6,278 for the member countries of the Organization for Economic Cooperation and Development (OECD) reporting data. At the postsecondary level, U.S. expenditures per student were $24,074, higher than the OECD average of $11,254. Wealthy countries such as the United States spent more per student and a larger share of their gross domestic product (GDP) per capita on education than less wealthy countries *(indicator 41)*.

Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions under public, private not-for-profit, and private for-profit control and can be described according to a number of contextual factors. Important indicators of this context include student coursetaking and fields of study; the price of attending college; the availability of financial aid; the instructional responsibilities of faculty and staff; and the ways in which colleges and universities attract and compensate faculty.

- In 2004–05, business degrees made up 16 percent of all degrees awarded at the associate's degree level, 22 percent of degrees at the bachelor's degree level, and 25 percent of degrees at the master's degree level. Between 1997–98 and 2004–05, the field of computer and information sciences grew by nearly 100 percent at the associate's level and by 57 percent at the master's level. At the doctoral level, the field of health professions and related clinical sciences grew by nearly 200 percent *(indicator 42)*.

- Compared with students in most of the other OECD countries that report data, students in the United States were more likely to complete postsecondary degrees in arts and humanities and in business, social sciences, law, and "other" fields in 2004. U.S. students were less likely, however, than their peers in most of the other OECD countries reporting data to complete postsecondary degrees in engineering and health *(indicator 43)*.

- Average inflation-adjusted salaries for full-time instructional faculty have increased by 18 percent overall during the past 25 years, and average salaries rose for faculty in all academic ranks. However, after

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increasing during the 1980s and 1990s, average salaries for faculty decreased 0.3 percent between 1999–2000 and 2005–06. When combining salary with benefits, full-time instructional faculty across all types of institutions received a total compensation package in 2005–06 that was about 26 percent more than they had received in 1979–80. Faculty at private 4-year doctoral universities had higher salaries and more benefits than their colleagues at other types of institutions *(indicator 44)*.

- The percentage of full-time college students ages 16–24 who were employed increased from 34 to 49 percent between 1970 and 2005, and there were also increases in the number of hours they worked per week. There was no measurable change in the percentage of part-time college students in this age group who were employed during this period. In 2005, approximately 85 percent of part-time college students were employed, but these students worked fewer hours in 2005 than they did in 1970 *(indicator 45)*.
- Between 1992–93 and 1999–2000, the percentage of full-time, full-year undergraduates with federal loans increased from 31 to 44 percent, while the percentage receiving federal grants, available to those who qualify by income, remained near 30 percent. By 2003–04, both the percentages of undergraduates who had taken out loans and who had received grants had increased to 48 and 34 percent, respectively (*indicator 46)*.
- For full-time dependent undergraduates attending postsecondary institutions in the 1990s, larger grants and loans generally compensated for increases in the total price of attending (including tuition and fees, books and materials, and an allowance for living expenses). However, since 1999–2000, the *net access price* (the total price of attendance minus grants and loans) of attending a public 4-year institution has increased, particularly among middle-income students. At private not-for-profit 4-year institutions, the net price of attending has increased only among low-income students *(indicator 47)*.
- The average total price for 1 year of full-time graduate education ranged from $21,900 for a master's degree program at a public institution to $41,900 for a first-professional degree program at a private not-for-profit institution in 2003–04. Students attending full time typically received some type of financial aid to help cover their expenses, such as grants and assistantships awarded on a discretionary basis, subsidized, unsubsidized, or private loans, or grant aid from their employers. Compared with doctoral and first-professional degree students, few master's degree students enrolled full time. Students differed in the types and amounts of financial aid they received by the level of their degree program *(indicator 48)*.

Conclusion

The current state of U.S. education shows both promises and challenges. In the long-term, since the early 1970s, there has been improvement in the scores of 9- and 13-year-olds on national reading and mathematics assessments, but the scores of 17-year-olds have remained flat. However, in the short-term, since the early 1990s, progress on national assessments in reading and science achievement has been uneven or static, though mathematics performance has improved among 4th- and 8th-graders.

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Other measures of progress indicate that high school graduates are taking more courses and completing more advanced courses than they did in the early 1980s, status dropouts have declined since the 1970s, and rates of crime and violence in schools have declined since 1992. At the same time, the number of school-age children who spoke a language other than English at home more than doubled between 1979 and 2005. In addition, differences between states in the amount spent on instruction per student by unified public school districts have increased since 1997–98.

The U.S. education system also shows signs of continued growth for years to come. In elementary and secondary education, enrollments have followed population shifts and are projected to increase each year through 2016 to an all-time high of 53 million, with the South expected to experience the largest increase in enrollments. Rates of enrollment in degree-granting postsecondary education at both the undergraduate and graduate levels have increased and are projected to continue to do so throughout the next 10 years.

NCES produces an array of reports each year that present findings about the U.S. education system. *The Condition of Education 2007* is the culmination of a yearlong project. It includes data that were available by early April 2007. In the coming months, a number of other reports and surveys informing us about education will be released, including new results from the National Assessment of Educational Progress and from international student assessments, as well as follow-ups to NCES longitudinal studies. 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.

Mark Schneider
Commissioner
National Center for Education Statistics

Reader's Guide

The Condition of Education is available in two forms: this print volume for 2007 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 2007 Commissioner's statement, a user's guide, special analyses from 2000 through 2007, all indicators from this edition, and selected indicators from earlier editions of *The Condition of Education*. (See page xxvi for a list of all the indicators that appear on *The Condition of Education* website.)

The print volume of *The Condition of Education 2007* includes the 2007 special analysis and five sections of indicators. Each section begins with a summary of the general topic areas covered by the indicators in the section. Each indicator contains a discussion along with a graph or table on the main indicator page, and one or more supplemental tables found in *appendix 1*. The supplemental tables provide data tables of the estimates used in the indicator discussion as well as additional estimates related to the indicator. Tables of standard errors for applicable 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 2*. Finally, a glossary of key terms, bibliography, and index are provided at the end of the volume.

The "eye" icon on the main indicator page is located to the side of the graph or table and provides references for supplemental notes, supplemental tables, or other source(s) for more information relating to the indicator.

Indicators use the most recent national data available from either NCES or other sources serving the purposes of the indicator. When the source is an NCES publication, such as the *Digest of Education Statistics, 2006* (NCES 2007-017), 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 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 procedures, timing, question phrasing, interviewer training, and so forth can all affect the comparability of results.

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 at 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 obtained in *supplemental note 2* and also at http://www.census.gov/cps/.

Data for indicators reported in this volume are primarily from two types of surveys: universe surveys and sample surveys. First, some

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indicators report data from entire populations (universe surveys), such as *indicator 40* (Public Elementary and Secondary Expenditures by District Poverty). With this type of survey, information is collected from every member of the population. For example, data for *indicator 40* was obtained for each school district (approximately 17,000) in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summarizing the units in the population or subpopulation. A universe survey is usually expensive and time consuming, so researchers often collect data from a sample of the population of interest (sample survey). Other indicators report data from such sample surveys, such as *indicator 14* (Trends in the Achievement Gaps in Reading and Mathematics). *Indicator 14* reports information from the National Assessment of Educational Progress (NAEP), which assesses a representative sample of students each year, rather than the entire population of students. When a sample survey is used, the statistical uncertainty introduced from having data from only a portion of the entire population must be considered in reporting estimates and making comparisons.

Various types of estimates 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 professors at degree-granting institutions (*indicator 44*). Still another population measure sometimes used is the median. The median is the value of a population characteristic above 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 20*).

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, coding errors, and data entry errors. Estimates of the size of these errors are typically not available.

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, there will always be some margin of error in estimating 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 estimate of the true or actual value. The margin of error, or the range, of an estimate depends on several factors, such as 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.

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Standard Errors

When data from samples 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 considerably. As an illustration, *indicator 18* reports on the adult literacy scores of adults age 16 or older in the United States in 2003. The average quantitative scores of adults who spoke only English and those who spoke English and a language other than Spanish were each 289 (see supplemental table 18-1). In contrast to the similarity of these scores, their standard errors were 1.2 and 4.1, respectively (see table S18-1 in http://nces.ed.gov/programs/coe/2007/section2/table.asp?tableID=757). The average score with the smaller standard error provides a more reliable estimate of the true value than does the average score with a higher standard error. Standard errors tend to diminish in size as the size of the sample (or subsample) increases. Consequently, for the same kinds of data, such as reading, mathematics, and science scores on the National Assessment of Educational Progress (*indicators 11, 12*, and *13*), standard errors will almost always be larger for Blacks and Hispanics than for Whites, who represent a larger proportion of the population.

For *indicator 20*, 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) 2006 Annual Social and Economic supplement (ASEC) for information on how to calculate the standard errors (http://www.census.gov/apsd/techdoc/cps/cpsmar06.pdf).

Data Analysis and Interpretation

Due to standard errors, 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 a large 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 or years in the National Assessment of Educational Progress. 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 (sample estimate A, or E_A, and sample estimate B, or E_B). Expressed mathematically, the difference between the two estimates E_A and E_B is $E_A – E_B$.

The standard error of the difference (or $se_{A–B}$) 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 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

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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

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

The next step is to compare this *t* statistic to 1.96, which is a statistically determined criterion level for making a decision as to whether there is a difference between the two estimates. If the *t* statistic is greater than 1.96, then there is evidence that there is a difference between the two populations. Note that one cannot say for certain that the two estimates are different, only that there is evidence that the difference in estimates is not due to sampling error alone. If the *t* statistic is equal to or less than 1.96, then one is less certain that the observed difference is not due to sampling error alone. This level of certitude, or significance, is known 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 reading assessment of the 1992 and 2005 National Assessment of Educational Progress (see supplemental table 11-1). 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 standard error table S11-1 on the NCES website). 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 5 percent 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 reporting estimates based on samples in *The Condition of Education*, 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 0.05 level, are typically used. The *t* test formula for determining statistical significance is adjusted when the samples being compared are dependent. When the difference between estimates is not statistically significant, tests of equivalence will often be run. 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 to feature in *The Condition of Education*. To be as timely as possible, the latest year of data is shown if available during report production. The choice

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of comparison years is based on the need to show the earliest survey year, as in the case of the National Assessment of Educational Progress 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) starts the trend line. Intervening years are selected in increments to show the general trend in the figures and tables. The narrative for the indicators typically compares the most current year's data with those from the initial year and then with those from the recent period. The narrative may also note the years in which the data begin to diverge from previous trends.

Variations in Populations

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 reasoning score of 4th-graders in the United States in 2003 was 519 (see supplemental table 17-1). In reality, many students scored above 519 points, and many scored below 519 points. Likewise, not all faculty salaries, benefits, and total compensation at postsecondary institutions were the same at each type of institution in 2005–06 (*indicator 44*). 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, some percentage of young adults with a high school diploma or equivalent have higher earnings than young adults with a bachelor's degree or higher (*indicator 20*). 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 appendixes to most NAEP reports.

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Rounding and Other Considerations

Although values reported in the supplemental tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are 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.

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 meaning, 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] The chance that the difference found between two estimates when no real difference exists is less than 5 out of 100.

Acknowledgments

This volume of *The Condition of Education* was authored by a team of analysts under the general direction of Michael Planty and Thomas Snyder with technical review by Marilyn Seastrom (Chief Statistician of NCES) and many others. Val Plisko (Associate Commissioner of NCES) provided overall guidance in the volume's development and reviewed the indicators. Barbara Kridl of MPR Associates, Inc. (MPR) was the managing editor of the publication. Andrea Livingston (MPR) wrote the style guide for this publication, edited the final volume, and assisted in writing and editing the Commissioner's Statement and the special analysis.

The key contributors to *The Condition of Education* are the authors of the indicators. As a matter of practice, the authorship of individual indicators is not given in the volume because each indicator reflects the joint effort of many analysts. Nonetheless, substantial expertise and analytical ability are required to craft an indicator from the survey data to tell an important story in a compelling manner using text, graphs, and tables economically and to perform the necessary statistical tests. Some indicators in this volume were originally conceived for *The Condition of Education* and involved extensive analyses of data. The rest were adapted from existing NCES reports or analyses authored by others.

A large team of analysts—including those from NCES and staff at the Education Statistics Services Institute (ESSI), which is funded by NCES and composed of staff from the American Institutes for Research (AIR) and a number of partner organizations—authored individual indicators. Authors include Michael Planty, Stephen Provasnik, William Hussar, Thomas Snyder, Patrick Gonzalez, and Jennifer Park (NCES); Grace Kena, Gillian Hampden-Thompson, Rachel Dinkes, Lauren Gilbertson and Mary Ann Fox (ESSI-AIR); and Susan Choy and Xiaojie Li (MPR). Michael Planty (NCES), Stephen Provasnik (NCES), and Bruce Daniel (Kforce) authored the special analysis on high school coursetaking. Grace Kena (ESSI-AIR), Mary Ann Fox (ESSI-AIR), Kevin Bianco (ESSI-MacroSys), Jana Kemp (ESSI-Child Trends), Gillian Hampden-Thompson (ESSI-AIR), and Lauren Drake (ESSI-MacroSys) updated and revised other sections of the report, helped with planning and the development of the production schedule, coordinated with the authors and reviewers, and circulated the indicator drafts and reviews.

Programming and other analytical assistance was provided by William Sonnenberg (NCES); Qingshu Xie (ESSI-MacroSys), Nancy Collins (ESSI), Elizabeth Jacinto (ESSI-AIR), DeAnn Brimhall (ESSI-AIR), and Jing Chen (ESSI-AIR); and Xiaojie Li and Rosa Van (MPR). Technical and copyedit reviews were conducted by Daniel McGrath, Zeyu Xu, Aparna Sundaram, Alexandra Henning, Xiaolei Wang, Akemi Kinukawa, Robert Stillwell, Kevin Bromer, Alison Slade, Jed Tank, Stephen Mistler, Stephen Hocker, Matthew Adams, Thomas Nachazel, Sandra Eyster, Kristin Flanagan, and Martin Hahn (ESSI-AIR).

Alicia Broadway (MPR) proofread the text and checked the numbers against their original sources. Natesh Daniel and Patti Gildersleeve (MPR) did the desktop publishing of the publication with help from contractor Joe Becker and prepared it for printing. Helen Jang (MPR) headed the team responsible for updating and revising the Web version of *The Condition of Education*. She was assisted by Nick Branigan, John Vavricka, Stephanie Nevill, David Jimenez, and Leslie Retallick (MPR). These Web materials were reviewed by a team of reviewers that included Jerry Malitz and Dean Restivo (NCES). Julia Marshall prepared the index. Natesh Daniel (MPR) designed this year's cover.

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The efforts of many people who reviewed individual indicators and the entire volume, often under tight deadlines, are greatly appreciated. Each indicator was assigned to at least two NCES staff members, who followed it through all phases of development from initial plans to final review. Julia Bloom, Stephen Broughman, Susan Broyles, Kathryn Chandler, Chris Chapman, Arnold Goldstein, James Griffith, Kerry Gruber, Lee Hoffman, Lisa Hudson, Andrew Kolstad, Edith McArthur, Frank Morgan, Gail Mulligan, Larry Ogle, Eugene Owen, Jeffrey Owings, Sabrina Ratchford, Elois Scott, John Sietsema, Emmanuel Sikali, William Sonnenberg, Peter Tice, and John Wirt (NCES) provided detailed and helpful reviews of the indicators, special analysis, or other parts of the volume. Duc-Le To and Anne Riccutti (IES) reviewed the special analysis on high school coursetaking.

A number of individuals from academia served as external reviewers: Sandy Baum, Frederick Hess, Lyle Jones, David Monk, Thomas Smith, and Leanna Stiefel.

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List of Indicators on *The Condition of Education* Website (2000–2007)

This List of Indicators includes all the indicators that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2007 print volumes. The list is organized first by section and then by subject area. Thus, the indicator numbers and the years in which the indicators were published are not sequential.

List of Indicators on *The Condition of Education* Website (2000–2007)

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Special Analysis

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Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment	2001
Private Schools: A Brief Portrait	2002
Nontraditional Undergraduates	2002
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Paying for College: Changes Between 1990 and 2000 for Full-Time Dependent Undergraduates	2004
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High School Coursetaking	2007

High School Coursetaking

Michael Planty, Stephen Provasnik, and Bruce Daniel

Introduction

Using the national data from high school transcript studies conducted from 1982 to 2005, this special analysis addresses the following questions related to students' coursetaking patterns and trends during this period:

- What do states require and what do schools offer for coursework?
- How many course credits do students earn by high school graduation, on average, and how has the number of credits changed, overall and by subject, since the 1980s?
- What percentage of high school graduates complete advanced courses in science, in mathematics, in English, and in foreign languages?
- Do these percentages vary across student characteristics, including sex, race/ethnicity, and school control?
- What is the coursetaking pattern in 9th and 10th grades for students who drop out compared with students who graduate?
- What percentage of high school students take Advanced Placement (AP) examinations, and how well do they do?

The first section of this special analysis describes state-level standards related to coursework and high school exit examinations in all 50 states and the District of Columbia, which is treated as a state in this analysis. This is followed by a discussion of the availability of advanced course offerings in public schools.[1] Both requirements and offerings provide a context for examining the patterns of student coursetaking as they relate to minimum standards and expectations. The second section describes the number and types of credits that public and private high school graduates earned. It then examines the percentages and characteristics of public and private high school graduates who took advanced courses in science, mathematics, English, and foreign languages. The special analysis concludes with a summary of key findings.

Requirements and Offerings

State Standards for Coursetaking

Many states have enacted minimum requirements for graduation that focus on the number and types of courses that students take in high school and the passing of standardized state tests of proficiency or competency in specific subjects. Starting in the early 1980s, many states adopted or added requirements patterned after the *New Basics* coursetaking standards recommended by the National Commission on Excellence in Education (NCEE) for high school graduation (Alexander and Pallas 1984; Chaney, Burgdorf, and Atash 1997). First articulated in *A Nation at Risk* (NCEE 1983), the New Basics recommendations called for all high school students to complete 4 years of English; 3 years each of mathematics, science, and social studies; and a half-year of computer science. For college-bound students, the New Basics also called for the completion of 2 years of a foreign language.

Currently, 37 states now require public high school students to take at least 20 credits (in Carnegie units[2]) of coursework; 8 states require fewer than 20 credits; and other states' course graduation requirements are determined locally (see table 1).[3] Of those states with coursetaking requirements, 37 require 4 or more years of English, 31 require 3 or more years of social studies, 27 require 3 or more years of mathematics, and 23 require 3 or more years of science.

State Standards for Exit Exams

Along with course requirements, in 2006, some 22 states required public school students (and, in a few states, private school students[4]) to pass

High School Coursetaking

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Table 1. State coursework requirements for high school graduation in Carnegie units: 2005

State	All courses	English/ language arts	Social studies	Math-ematics	Science	Health/ physical education	Arts/ vocation	Foreign language
Alabama	24	4	4	4	4	1.5	0.5	0
Alaska	21	4	3	2	2	1	0	0
Arizona	20	4	2.5	2	2	0	1	0
Arkansas	21	4	3	3	3	1	0.5	0
California	13	3	3	2	2	2	1	1[2]
Colorado	(1)	†	†	†	†	†	†	†
Connecticut	20	4	3	3	2	1	1	0
Delaware	22	4	3	3	3	1.5	0	0
District of Columbia	23.5	4	3.5	3	3	1.5	1	2
Florida	24	4	3	3	3	1	1	0
Georgia	22	4	3	4	3	1	0	2
Hawaii	22	4	4	3	3	1.5	0	0
Idaho	21	4.5	2.5	2	2	0.5	1	1[2]
Illinois	16	3	2	2	1	0.5	1	1[2]
Indiana	20	4	2	2	2	1	0	0
Iowa	(1)	†	1.5	†	†	†	†	†
Kansas	21	4	3	2	2	1	0	0
Kentucky	22	4	3	3	3	1	1	0
Louisiana	23	4	3	3	3	2	0	0
Maine	16	4	2	2	2	1.5	1	0
Maryland	21	4	3	3	3	1	1	2
Massachusetts	(1)	†	†	†	†	†	†	†
Michigan	(1)	†	0.5	†	†	†	†	†
Minnesota	21.5[3]	†	†	†	†	0	†	0
Mississippi	20	4	3	3	3	0.5	1	0
Missouri	22	3	2	2	2	1	1	0
Montana	20	4	2	2	2	1	1	0
Nebraska	(1)	†	†	†	†	†	†	†
Nevada	22.5	4	2	3	2	2.5	1	0
New Hampshire	19.75	4	2.5	2	2	1.25	0.5	0
New Jersey	22	4	3	3	3	3	2	0
New Mexico	23	4	3	3	2	1	0	0
New York	22	4	4	3	3	2.5	1	1
North Carolina	20	4	3	4	3	1	0	2
North Dakota	21	†	†	†	†	†	†	†
Ohio	20	4	3	3	3	1	0	0
Oklahoma	23	4	3	3	3	0	2	0
Oregon	22	3	3	2	2	2	1	1
Pennsylvania[4]	†	†	†	†	†	†	†	†

See notes at end of table.

High School Coursetaking

Continued

Table 1. State coursework requirements for high school graduation in Carnegie units: 2005—Continued

State	All courses	English/ language arts	Social studies	Math-ematics	Science	Health/ physical education	Arts/ vocation	Foreign language
Rhode Island	18	4	2	3	2	1.5	0.5	2
South Carolina	24	4	3	4	3	1	0	1
South Dakota	22	4	3	2	2	0	1	0
Tennessee	20	4	3	3	3	1	1	2
Texas	24	4	4	3	3	2	1	2
Utah	15	3	2.5	2	2	2	1.5	0
Vermont	20	4	3	3	3	1.5	1	0
Virginia	22	4	3	3	3	2	1	0
Washington	19	3	2.5	2	2	2	0	0
West Virginia	24	4	3	3	3	2	1	0
Wisconsin	21.5	4	3	2	2	2	0	0
Wyoming	13	4	3	3	3	0	0	0

† Not applicable.

[1] Graduation requirements are determined locally.

[2] 1.0 credit required in Foreign language or Arts, not both.

[3] Effective class of 2008.

[4] State minimum credit requirements have been phased out in Pennsylvania. Each school district (including charter schools) shall specify requirements for graduation in a strategic plan requiring state approval. To graduate, students must demonstrate proficiency in reading, writing, and mathematics on either state or local assessments aligned with state guidelines.

NOTE: Local school districts frequently have other graduation requirements in addition to state requirements. English/language arts can include English, reading, literature, creative writing, etc. Mathematics can include basic math, algebra I and II, geometry, precalculus, calculus, statistics, etc. Social studies can include world history, U.S. history, geography, economics, government, etc. Science can include biology, chemistry, physics, anatomy, earth science, etc. Arts/vocation can include fine arts, practical arts, vocational, or career preparatory credits. Technology can include computer literacy, computer technology, technology competency, etc. The Carnegie unit is a standard of measurement that represents 1.0 credit for the completion of a 1-year course.

SOURCE: Education Commission of the States (ECS). (2006). *Standard High School Graduation Requirements (50-state)*.

high school exit examinations to receive a high school diploma (see figure 1) (Center on Education Policy [CEP] 2006). Three more states will adopt such "exit exams" between 2008 and 2012: Washington in 2008, Maryland in 2009,[5] and Oklahoma in 2012. Most of these 25 states' exit exams are aligned with 10th-grade proficiency standards or higher, but some are aligned with 8th- and 9th-grade proficiency standards.

In 2006, some 65 percent of the nation's public high school students were enrolled in a school with an exit exam requirement (CEP 2006). High school exit exam requirements are most prevalent in the southern and western states. The few exceptions are in Indiana, Massachusetts, Minnesota, New Jersey, New York, and Ohio. Given this geographic distribution, minority public school students are the group most affected by state exit exam requirements: 76 percent of minority public high school students were required to pass an exit exam for graduation in 2006, compared with 58 percent of all White public high school students (CEP 2006, table 2).

The number of examinations required for graduation and the subjects in which they are required vary by state (see supplemental table SA-1). In the 22 states with exit exams in effect and in the 3 states with exit exams that will go into effect between 2008 and 2012, students must pass both an English/language arts and a mathematics exit exam. In addition, 19 of

High School Coursetaking

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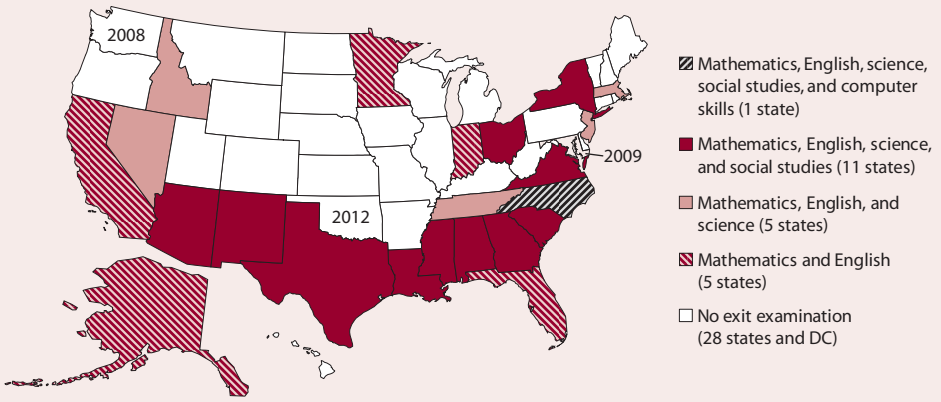
Figure 1. States with mandatory exit examinations, by subject, and states phasing in exit examinations, by date: 2006



NOTE: States labeled with years are scheduled to institute exit examinations in the year shown. Six of the states shown with mathematics, English, and science will institute their science exit examination between 2007 and 2010. Utah had planned to enforce an exit exam requirement in 2006, but that year they decided not to withhold diplomas from students who failed the examination if they met other graduation requirements. See supplemental table SA-1 for a complete list.
SOURCE: Center on Education Policy. (2006). *State High School Exit Exams: A Challenging Year*, adapted from table 1, data from state departments of education, June 2006.

these 25 states will require an exam in science by 2012, and 13 states will require a U.S. history/social studies exam.[6]

Since 2002, all states with an exit exam have required both an English/language arts and a mathematics exam. The total number of states with a mandatory science exit exam has increased from 7 states in 2002 to 11 states in 2006, and is projected to increase to 19 states by 2012.

Advanced Course Offerings

The number of advanced courses high school students take is limited by what is offered. This section examines the extent to which public schools offer college-level coursework to high school students, available as *Advanced Placement (AP)*, *International Baccalaureate (IB)*, and *dual-credit courses*, all of which are described below.[7]

AP courses and their end-of-course examinations are developed and administered by the College Board. Students who score a 3.0 or better (on a 5.0 point scale) may earn college credit or advanced standing in a college in the subject area in which the course/exam was taken. IB courses are defined as courses that make up a 2-year liberal arts curriculum that leads to an IB diploma and meets the requirements established by the IB program. Students taking these courses, typically in grades 11 and 12, must meet all requirements and pass IB examinations in each subject area in order to receive the IB diploma. In some schools, students who are not seeking an IB diploma are allowed to take individual IB courses. AP and IB postsecondary credit is given at the discretion of the colleges and therefore students receive this credit after they have applied and been accepted to a college. Dual-credit courses allow students to earn both high school and postsecondary credits for a single course, which is considered an actual college course. Thus, the dual credit earned is usually recorded on a college transcript from the postsecondary institution administering the course. The descriptions of college-level course offerings in this section were taken from a 2002–03 survey of a nationally representative

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Continued

sample of public high schools (Waits, Setzer, and Lewis 2005).

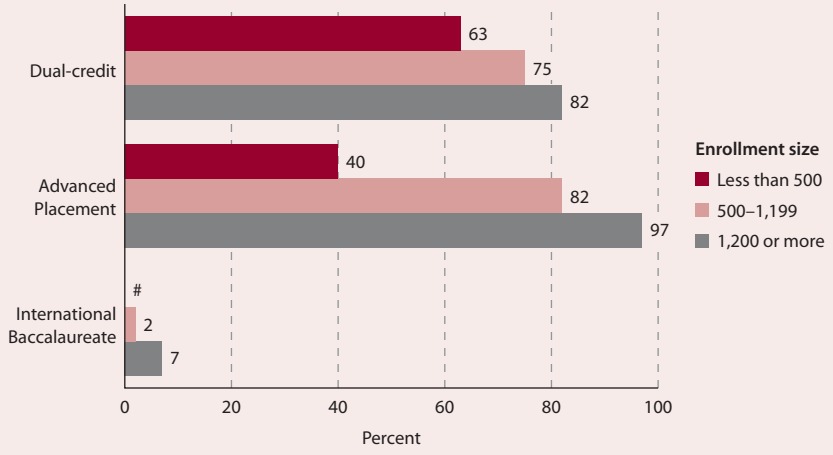
Overall, in 2002–03, some 71 percent of public high schools offered at least one dual-credit course, 67 percent offered AP courses, and 2 percent offered IB courses (see supplemental table SA-2). The larger the enrollment of a school, the more likely that school was to offer AP and/or dual-credit courses: 40 percent of small schools (those with an enrollment of less than 500) offered AP courses, compared with 82 percent of medium-sized schools (those with an enrollment of 500 to 1,199) and 97 percent of large schools (those with an enrollment of 1,200 or more) (see figure 2). Similarly, 63 percent of small schools offered courses for dual credit, compared with 75 percent of medium-sized schools and 82 percent of large schools.

Public schools located in rural areas were less likely to report offering AP courses (50 percent) than public schools in cities (77 percent), urban fringe areas (87 percent), and towns (72 percent) (see supplemental table SA-2). Dual-credit courses, in contrast, were less likely to be offered in public schools located in cities than in public schools located in towns or urban fringe areas (65 vs. 79 and 74 percent, respectively). Seventy percent of rural schools offered courses for dual credit.

Public schools with the lowest minority enrollment (those in which minority students made up less than 6 percent of the enrollment) were the least likely to offer AP courses when compared with schools with higher minority enrollments. Among public schools that offered dual credits, however, schools with the highest minority enrollment were the least likely to offer these courses when compared with schools with lower minority enrollments.

State standards and advanced course offerings provide a context for understanding student

Figure 2. Percentage of public high schools that offered dual-credit courses, Advanced Placement (AP), and International Baccalaureate (IB), by school enrollment: 2002–03



Rounds to zero.

NOTE: Dual-credit courses allow students to earn both high school and postsecondary credits for a single course. AP courses and their end-of-course examinations are developed and administered by The College Board and allow students to earn postsecondary credit. IB courses are defined as courses that make up a 2-year liberal arts curriculum that leads to an IB diploma.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-based Courses," FRSS 85, 2003.

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Continued

coursetaking patterns. The next section presents trends in the coursetaking patterns of high school graduates over more than two decades, from 1982 to 2004.

Coursetaking Patterns

National data on public and private high school student coursetaking and educational attainment come from two sets of surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES): the high school longitudinal transcript studies—including the High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); the National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; and the Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"—and the National Assessment of Educational Progress (NAEP) High School Transcript Studies (HSTS), selected years, 1987–2005.

The high school longitudinal transcript studies provide information on graduates of public and private high schools in 1982, 1992, and 2004. The NAEP High School Transcript Studies (HSTS) cover the experiences of public and private high school graduates in 1987, 1990, 1994, 1998, 2000, and 2005. The HSTS gathers information from the transcripts of students in public and private schools nationwide. Both survey systems are part of larger studies that track students' performance in high school.

Credits on a student's transcript quantify the amount of coursework that a student has completed. Credits can be organized by subject and placed in taxonomies, each of which includes courses either of similar academic challenge and difficulty or at the same stage in the progression of learning in a subject.[8] However, because credits cannot measure the breadth or depth of the course content, they cannot be used to measure how the curriculum may have changed over time or how much high school courses with similar transcript titles vary across classes and schools. Even courses with the same titles may vary considerably in terms of their content and what they demand of students.

Transcript data recording the number of credits that students earned in all their high school classes were collected from nationally representative samples of high school students beginning with the longitudinal study in 1982. Drawing upon these data, the next section of this analysis presents trends in the coursetaking patterns of public and private high school graduates between 1982 and 2004.[9]

Credits Earned

From the early 1980s, when states began to increase the number of courses required to receive a high school diploma, the average number of credits earned by high school graduates increased from 21.7 credits in 1982 to 25.8 credits in 2004 (see supplemental table SA-3). When looking at the number of credits earned by subject in 2004 versus 1982, graduates earned an average of 4.3 versus 4.0 credits in English, 3.6 versus 2.7 credits in mathematics, and 3.2 versus 2.2 credits in science. The amount of college-preparatory coursetaking in mathematics and science also increased markedly between 1982 and 2004. For example, the average number of credits that graduates earned in algebra and more advanced mathematics courses increased from 1.9 to 3.1; in chemistry, it increased from 0.4 to 0.7; and in physics, it increased from 0.2 to 0.4.

These increases in credits earned in mathematics, English, and science have not coincided with a decline in other coursework. In fact, credits earned in other subjects have increased. For example, comparing 1982 and 2004, graduates earned an average of 3.2 versus 3.9 credits in history/social studies, 1.4 versus 2.1 in arts, and 1.1 versus 2.0 credits in foreign languages

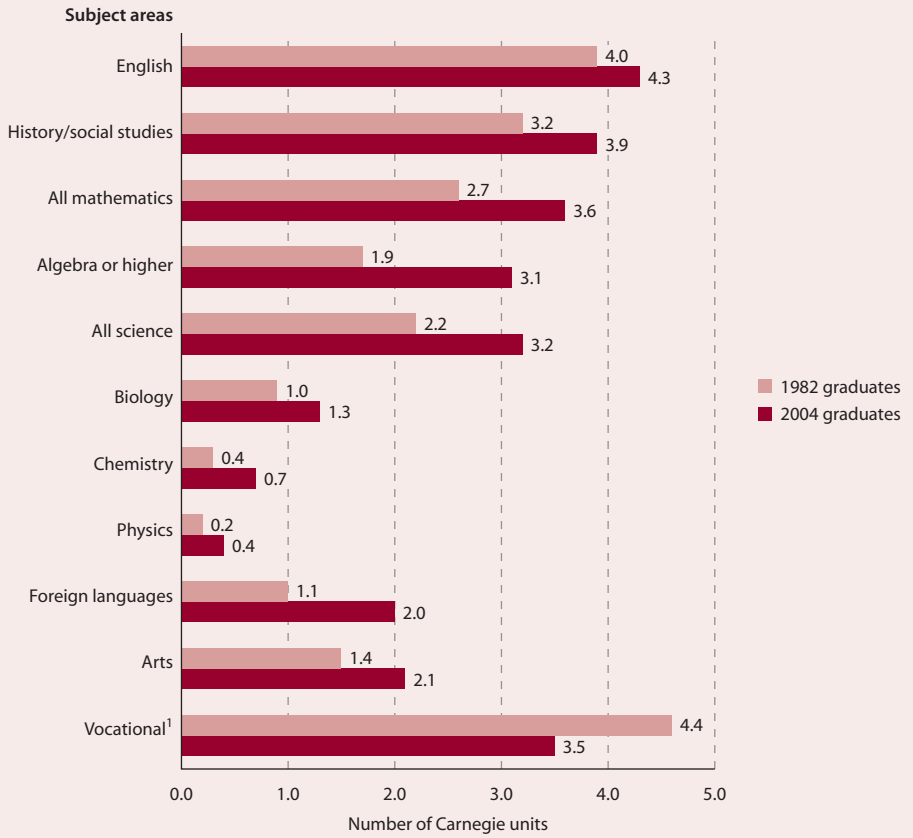
High School Coursetaking

Continued

(see figure 3). The only subject area in which the number of credits earned has decreased over this time period is vocational coursetaking. Vocational coursetaking decreased, from an average of 4.4 credits earned in 1982 to 3.5 credits earned in 2004. Vocational courses are organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career that requires certification or training other than a bachelor's or an advanced degree.

These general increases in credits earned since 1982 are, in large part, a product of more graduates taking more advanced courses. In mathematics, for example, between 1982 and 2004, the percentage of graduates who completed a year of geometry increased from 47 to 76 percent, the percentage who completed

Figure 3. Average number of Carnegie units earned by high school graduates in various subject areas: 1982 and 2004



[1] Includes nonoccupational vocational education, vocational general introduction, agriculture, business, marketing, health, occupational home economics, trade and industry, and technical courses.

NOTE: The Carnegie unit is a standard of measurement that represents 1.0 credit for the completion of a 1-year course. Data differ slightly from figures appearing in other NCES reports because of differences in taxonomies and case exclusion criteria.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); and Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

High School Coursetaking

Continued

a semester or more of algebra II increased from 40 to 67 percent, and the percentage who completed a semester or more of analysis/precalculus increased from 6 to 28 percent (see supplemental table SA-4).[10] Similarly, in science, the same trends are evident: during these years, the percentage of graduates who completed a year of chemistry increased from 32 to 64 percent, the percentage who completed a year of physics increased from 15 to 33 percent, and the percentage who completed a year each of biology, chemistry, and physics increased from 11 to 26 percent.

Coursetaking varied by students' sex and race/ethnicity over time and within each year. In 1982, on average, females earned 0.35 more total credits than males (see supplemental table SA-3). However, by 2004, no measurable differences were detected. In 1982, males earned 0.14 more credits in both mathematics and science than did females, but by 2004, no measurable differences were detected.

In 1982, on average, Asian/Pacific Islander graduates earned more total credits than graduates of any other race/ethnicity. By 2004, these differences were no longer evident. However, in both 1982 and 2004, Asian/Pacific Islander graduates earned more credits in both mathematics and science than did graduates of any other race/ethnicity.

Trends in Advanced Coursetaking

Science and Mathematics

This section shows trends between 1982 and 2004 in the highest level of science and mathematics coursework that high school graduates completed. In 1982, some 35 percent of high school graduates had completed advanced science coursework (i.e., at least one course classified as more challenging than general biology); this percentage increased to 68 percent by 2004 (see figure 4 and supplemental table SA-5). Most of this increase is attributable to increases in completion of chemistry I and/or physics I. The percentage of graduates who had completed at least one course of either chemistry II, physics II, and/or advanced biology fluctuated from year to year and ultimately increased just 3 percentage points, from 15 to 18 percent between 1982 and 2004.[11]

The percentage of high school graduates who had completed courses in advanced mathematics (i.e., completed at least one course classified as more challenging than algebra II) increased from 26 percent in 1982 to 50 percent in 2004 (see figure 5 and supplemental table SA-6). Moreover, the percentage of graduates who had completed a calculus-level course more than doubled over this period (from 6 to 14 percent).[12]

As was the case in 1998 and 2000 (data not shown), in 2004, female graduates were more likely than male graduates to have completed some advanced science coursework (71 vs. 65 percent) (see supplemental table SA-7). This difference, however, is mostly attributable to the larger percentage of female than male graduates who completed a course in chemistry I or physics I. There were no measurable differences between the percentage of female and male graduates who completed coursework in chemistry I *and* physics I or in the percentage who completed a course in chemistry II, physics II, and/or advanced biology. Unlike in 1998 and 2000 (data not shown), in 2004, female graduates were more likely than male graduates to have completed some advanced mathematics courses (e.g., trigonometry, precalculus, or calculus); however, as in 1998 and 2000, there was no measurable difference between the percentage of female and male graduates who completed calculus-level coursework (see supplemental table SA-8).

High School Coursetaking

Continued

A Special Look: Dropouts and Course Credit Accrual

This special analysis so far has focused on coursetaking for high school graduates, or more precisely, students who graduate high school within 4 years of starting. Although some students are still enrolled in high school after their classmates have graduated, others have dropped out. It is important to understand how the coursetaking patterns of students who eventually drop out compare with those of students who receive a high school diploma. A lack of credit accrual—credits earned per year—early in high school has been shown to be one of the better predictors for subsequent dropping out (Allensworth and Easton 2005). Students may not accrue the expected number of credits because they earn a failing grade or attempt too few credits.

This special look considers the extent to which there are differences by 10th grade in the credit accrual for students who eventually drop out compared with students who graduate on time.[13] Table 2 shows the credit accrual (in Carnegie units) by 2002, their sophomore year, for dropouts and "on-time graduates" (Hampden-Thompson et al. 2007). Some students drop out before 10th grade; their counts are not reflected here, nor are those of students who attain an alternative credential (e.g., GED), or who are still in school after 2004.

Students who eventually dropped out were behind their peers who graduated on time in the total number of credits they accrued in the 2000–01 and 2001–02 academic years (9th and 10th grades, respectively, for on-time graduates) as well as the amount they accrued in their English, mathematics, and science courses in both academic years. In the 2000–01 academic year, students who would eventually drop out after the 10th grade earned an average of 5.1 credits, while those who graduated on time in 2004 earned an average of 6.6 credits. Year-to-year change shows that credit accrual declined for dropouts, putting them further behind. While on-time graduates accrued 6.6 and 6.7 credits in the 2000–01 and 2001–02 academic years, dropouts earned even fewer credits in 2001–02 (4.6) than they did in the previous academic year (5.1).

Table 2. Average course credit accrual of spring 2002 10th-graders, by academic year, subject, and high school status: 2004

	Academic year (AY)			Subject (AY 2000–02)		
Status in 2004	2000–01	2001–02	Total	English	Mathematics	Science
Dropouts	5.1	4.6	9.7	1.7	1.3	1.2
On-time graduates[1]	6.6	6.7	13.3	2.1	2.0	1.8

[1] "On-time graduates" are students who graduated high school within 4 years between the fall of 2003 and the summer of 2004.

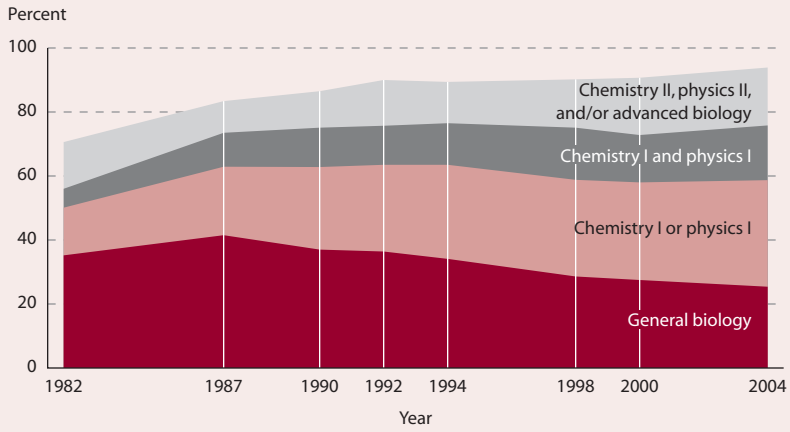
NOTE: The basic unit of coursework measurement is the course credit. Course credits refer to standardized Carnegie units.

SOURCE: Hampden-Thompson, G., Kienzl, G., Daniel, B., and Kinukawa, A. (2007). *Course Credit Accrual and Dropping Out of High School* (NCES 2007-018), tables 1 and 2.

High School Coursetaking

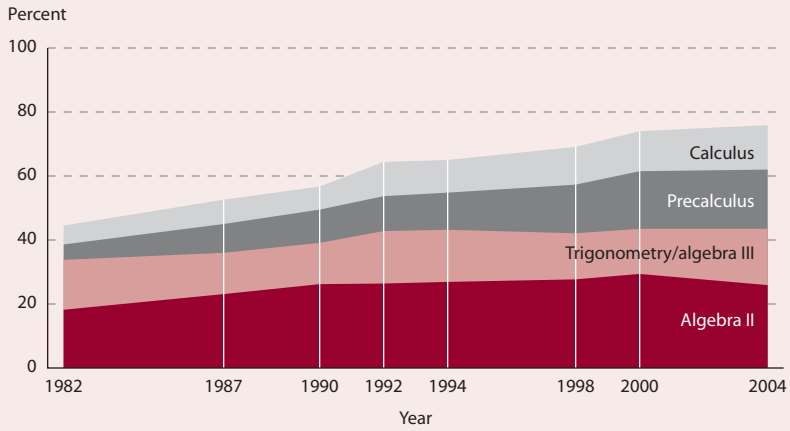
Continued

Figure 4. Percentage of high school graduates who completed middle and advanced levels of science courses, by highest level of coursework completed: Selected years, 1982–2004



NOTE: Not displayed are the percentages of graduates who completed lower academic science courses. The distribution of graduates in the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Figure 5. Percentage of high school graduates who completed middle and advanced levels of mathematics courses, by highest level of coursework completed: Selected years, 1982–2004



NOTE: Not displayed are the percentages of graduates who completed lower academic mathematics courses. The distribution of graduates in the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Continued

Asian/Pacific Islander graduates were more likely than graduates of any other race/ethnicity in 1998, 2000, and 2004 to have completed advanced science and mathematics courses (1998 and 2000 data not shown) (see supplemental tables SA-7 and SA-8). For example, 33 percent of Asians/Pacific Islanders completed a calculus-level course, compared with 16 percent of Whites, 7 percent of Hispanics, 6 percent of American Indians, and 5 percent of Blacks. Following Asians/Pacific Islanders, Whites were more likely than Blacks, Hispanics, and American Indians to have completed advanced science and mathematics courses in each of these 3 years.

In 1998, 2000, and 2004, private school graduates were also more likely than public school graduates to have completed advanced courses in science and mathematics. For example, in 2004, a greater percentage of private school graduates than public school graduates completed at least one advanced course in science (85 vs. 67 percent) and a calculus-level course (25 vs. 13 percent).

English and Foreign Language

Since the early 1980s, the percentage of high school graduates completing honors English and advanced foreign language courses has also increased (see figures 6 and 7 and supplemental tables SA-9 and SA-10). In 1982, about 13 percent of high school graduates had completed some advanced English coursework classified as "honors"; by 2004, this percentage had risen to 33 percent. Moreover, during this period, the percentage who had completed 75–100 percent of their English courses at the honors level increased from 4 to 16 percent.

The percentage of high school graduates who had completed advanced foreign language study (i.e., year 3 or higher of a foreign language) was greater in 2004 than in 1982. In 1982, about 15 percent of graduates had completed some advanced foreign language study; by 2004, this percentage had more than doubled to 35 percent. In addition, over this period, the percentage of graduates who had not completed any foreign language study decreased markedly (from 46 to 15 percent).

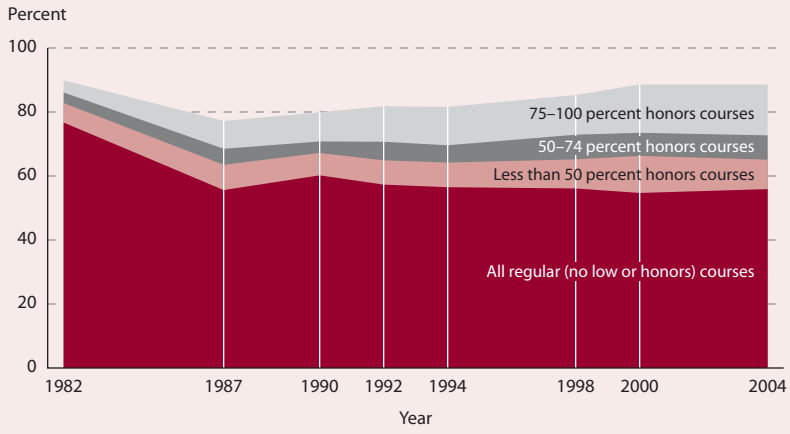
As was the case in 1998 and 2000 (data not shown), in 2004, female graduates were more likely than male graduates to have completed advanced English and foreign language study (see supplemental tables SA-11 and SA-12). In 1998 and 2000 (data not shown), no racial/ethnic group of graduates completed advanced courses in English or foreign language study at higher rates than those for all other racial/ethnic groups. However, in 2004, Asian/Pacific Islanders completed advanced courses in English and in advanced foreign language study at higher rates than those for all other racial/ethnic groups. In all 3 years, Black graduates were less likely than Asian/Pacific Islander, Hispanic, and White graduates to have completed advanced foreign language courses.

In 1998, 2000, and 2004, private school graduates were also more likely than public school graduates to have completed advanced courses in foreign language study; however, apparent differences in the rates at which they completed advanced English courses were not significant (1998 and 2000 data not shown).

High School Coursetaking

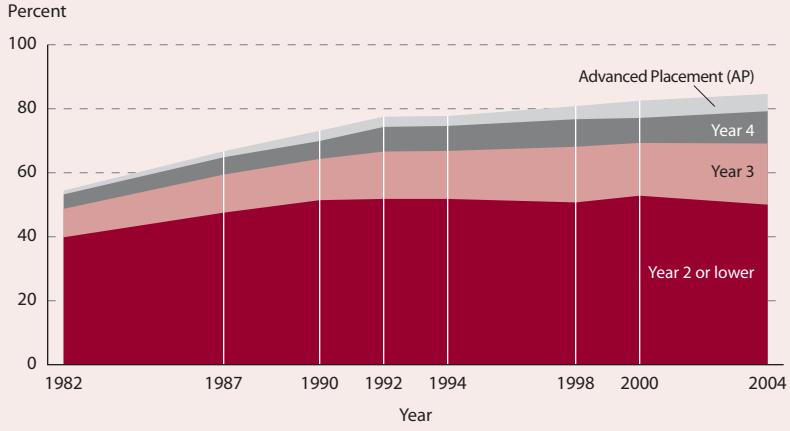
Continued

Figure 6. Percentage of high school graduates who completed regular and advanced levels of English, by highest course completed: Selected years, 1982–2004



NOTE: For each graduate, the percentages of completed English courses classified as "below level," "at grade level," and "honors" were calculated. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Figure 7. Percentage of high school graduates who completed low and advanced foreign language courses, by highest course completed: Selected years, 1982–2004



NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Continued

A Special Look: Advanced Placement (AP) Examinations

Advanced Placement (AP) courses provide students with the opportunity to take college-level courses while in high school. The AP program offers 37 courses in 20 subjects that are developed by The College Board. A qualifying score of 3.0 or better (using a 5.0 point scale) on a course examination may enable a student to earn college credit or advanced standing in the subject area in which the course/exam was taken. Between 1997 and 2005, the number of students taking AP examinations increased 111 percent (from 566,720 to 1,197,439) (see table 3).[14] Over this period, the participation of White students increased 105 percent, compared with 213 percent for Hispanic students, 177 percent for Black students, 124 percent for American Indian students, and 114 percent for Asian students. As a result, the participation of minority groups increased from 27 percent of all students taking AP examinations in 1997 to 33 percent in 2005. Conversely, the percentage of White students taking AP examinations declined from 66 percent in 1997 to 64 percent in 2005.

While the number of students and the percentage of minorities participating in AP examinations have increased each year, the annual average scores have remained about 3.0, out of a possible 5.0 (see supplemental table SA-13). The examination scores of White and Asian students have remained relatively constant across all subjects, averaging about 3.0 and 3.1, respectively, while the scores of students in other racial/ethnic groups have declined. For example, the average scores of Hispanic students declined across all examination subjects, from 3.1 in 1997 to 2.5 in 2005.

The percentage of examinations resulting in a qualifying score of 3.0 or better decreased from a high of 65 percent in 1997 to a low of 59 percent in 2005 (see supplemental table SA-14). At the same time, the number of examinations with a score of at least a 3.0 increased 111 percent (from 579,865 to 1,225,845) (see figure 8). However, the number of examinations with a score of 1.0 or 2.0 increased 163 percent (from 319,598 to 839,200).

Table 3. Number and percent change of students taking Advanced Placement (AP) examinations, by race/ethnicity: 1997–2005

Race/ethnicity	1997	1998	1999	2000	2001	2002	2003	2004	2005	Percent change 1997 to 2005
Total[1]	**566,720**	**618,257**	**685,981**	**747,922**	**820,880**	**913,251**	**998,329**	**1,081,102**	**1,197,439**	**111**
White	371,606	403,553	445,880	504,600	549,065	607,816	660,225	702,489	762,548	105
Total minority[1]	154,046	170,054	194,557	225,825	250,230	280,276	315,046	350,425	398,243	159
Black	24,469	27,054	31,023	36,158	40,078	45,271	51,160	57,001	67,702	177
Hispanic	47,626	53,627	62,853	74,852	86,018	98,495	114,246	130,042	148,960	213
Asian/Asian American	63,528	68,109	75,875	85,756	92,762	102,653	111,704	121,038	135,815	114
American Indian/ Alaska Native	2,520	2,761	3,136	3,584	3,472	3,896	4,530	4,974	5,654	124
Missing	41,068	44,650	45,544	17,497	21,585	25,159	23,058	28,188	36,648	-11

[1] Total includes other race/ethnicity categories not separately shown.

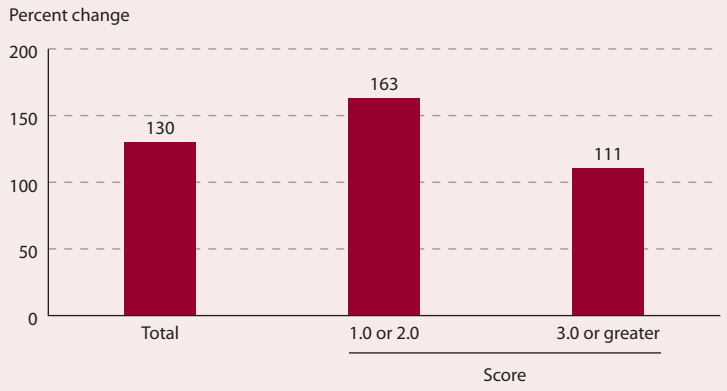
NOTE: Data reported are for all students who completed an AP exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaska Native; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, Advanced Placement Program. (1997–2005). *National Summary Reports*.

High School Coursetaking

Continued

Figure 8. Percent change in student scores on Advanced Placement (AP) examinations, by test score categories: 1997 to 2005



SOURCE: The College Board, Advanced Placement Program. (1997–2005). *National Summary Reports*.

Summary

With requirements for earning a high school diploma becoming more rigorous over the past 20 years, there have been increases in the rates at which students accrue course credits. For example, between 1982 and 2004, the average number of course credits accrued by high school graduates increased from 21.7 to 25.8 credits.

This growth in the number of credits earned has been accompanied by an increase in the advanced coursework completed by high school students. More students are now taking advanced courses in mathematics and science—in particular calculus, chemistry I, and physics I—and in English and foreign languages. Further evidence of the prevalence of advanced coursetaking is an increase in the percentage of students who take AP examinations: between 1997 and 2005, the total number of students taking AP examinations more than doubled. As the number of participants in AP courses has increased, average scores have remained relatively stable; however, there has been a decrease in the percentage of examinations resulting in a qualifying score of 3.0 or more, from 65 to 59 percent. At the same time that academic coursetaking has been rising, there has not been an improvement in 12th-grade NAEP scores (Shettle et al. 2007).

Gaps in advanced coursetaking by sex and race/ethnicity are evident in mathematics, science, English, and foreign language study. Most notably, since 1998, females have been more likely than males to complete some advanced science coursework, though no differences by sex were detected in the proportions of students who took the highest levels of science or mathematics coursework. In addition, in 2004, Asian graduates were more likely than graduates of any other race/ethnicity to complete advanced courses in mathematics, science, English, and foreign language study.

High School Coursetaking

Continued

Notes

[1] The most recent data available for this special analysis did not collect data on advanced course offerings from private schools.

[2] The basic unit of coursework measurement is the course credit or standardized "Carnegie unit." A Carnegie unit is a standard of measurement used for secondary education that is equivalent to the completion of a course that meets one period per day for one school year, where a period is typically at least 40 minutes.

[3] Many local school districts and schools impose their own standards for graduation that exceed these state requirements.

[4] In 2006, nine states had exit examination requirements for some private school students. In several states, these requirements applied to all students in state-accredited private schools; however, in other states, these requirements applied only to specific categories of private school students (e.g., students placed in private schools by school districts or other public agencies) (CEP 2006, table 22).

[5] Maryland's exit examination process was revised in 2004.

[6] North Carolina also has a mandatory test in civics and economics and in computer skills.

[7] Information on the content of the dual-credit coursework, and the extent to which it qualifies as advanced, was not collected as part of the Fast Response Survey System (FRSS).

[8] All high school courses recorded in student transcripts are coded in accordance with the Classification Scheme of Secondary School Courses (CSSC). Courses in the CSSC taxonomy can then be grouped according to their academic level to classify a student's highest level of coursetaking within a particular subject. The CSSC is designed to describe course offerings in secondary education and to provide a coherent means for classifying these courses in this way. Each CSSC code has six digits, with an associated course title, alternate titles, and a course description.

[9] The definition of a high school graduate and what was considered a complete transcript record differs slightly between survey collections and other NCES reports. See *supplemental note 12* for more detail.

[10] These data report only the percentage of students who earned credit in each course while in high school and do not include a count of those courses taken prior to entering high school. In 2004, approximately 95 percent of graduates had taken algebra I before or during high school.

[11] Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *supplemental note 12* for a complete listing of all the courses classified at each academic level.

[12] Calculus-level courses include AP calculus, calculus, and calculus/analytical geometry.

[13] "On-time" graduates are students who graduated between the fall of 2003 and the summer of 2004.

[14] The focus in the section is on students and examinations. Individuals may take multiple examinations. Furthermore, the data for this section's analysis count all test takers and are not limited to high school graduates.

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Section 1

Participation in Education

Contents

Section 1: Website Contents

This List of Indicators includes all the indicators in Section 1 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000—2007 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Participation in Education

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. There are 14 indicators in this section: 10, prepared for this year's volume, appear on the following pages, and all 14, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Enrollment is a key indicator of the scope of and access to educational opportunities and 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 required to provide a high-quality education for our nation's students.

The indicators in this section are organized into an overview section, in which enrollment rates are reported by age groups, 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 age groups in the population. Looking at trends in the enrollment rates of individuals provides a perspective on the engagement in education of the U.S. population at different points in the life cycle and over time.

Participation in center-based early childhood care and education programs, such as Head Start, nursery school, and prekindergarten, helps to prepare children for elementary school or serves as child care for working parents. Elementary and secondary education provides 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 it is either 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 type of schooling students attend, such as private schools and homeschooling. Postsecondary education provides students with 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 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 form an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas. Adult education includes formal education activities in which adults participate to upgrade their work-related skills, to change careers, or to expand personal interests.

Some of the indicators in the subsections provide information about the background characteristics of the students who are enrolled and, in some cases, how these students are distributed across schools. For example, one indicator that appears in this volume shows the number and prevalence of children with disabilities, and a second indicator shows the racial and ethnic distribution of elementary and secondary public school students.

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/list/index.asp.

All Ages

Enrollment Trends by Age

Between 1970 and 2005, enrollment rates increased among those between ages 18 and 34, the period when individuals typically enroll in postsecondary education. For those ages 18–19, the enrollment rate increased from 48 to 68 percent.

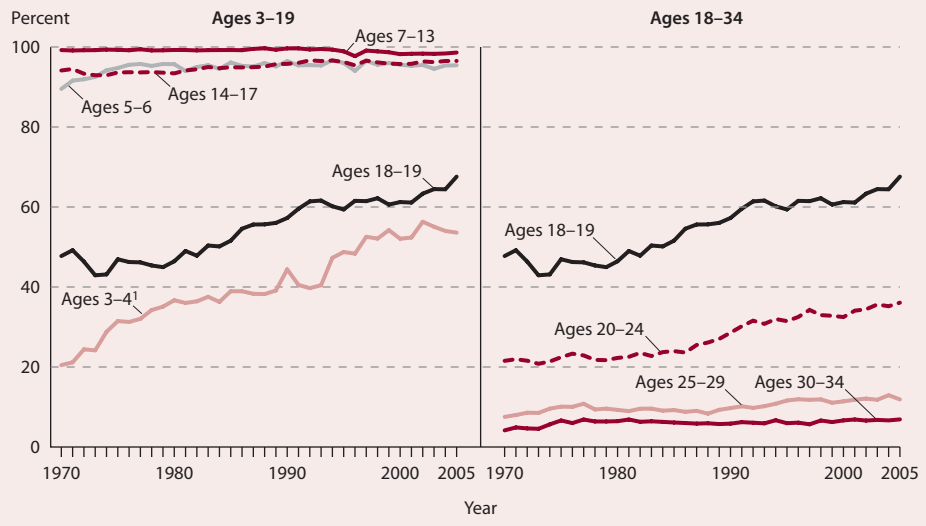
Changes in the number of students enrolled can stem from fluctuations in population size or shifts in enrollment rates. This indicator examines the enrollment rates of individuals ages 3–34 to identify changes in enrollment behavior, which may reflect changes in attendance requirements, the perceived value or cost of education, or the time taken to complete degrees.

Between 1970 and 2005, the enrollment rate of children ages 3–4 (the typical preschool ages) increased from 20 to 54 percent. While some of this increase may reflect changes in the data collection method in 1994,[1] the rate of preschool attendance had already doubled before then (see supplemental table 1-1). The enrollment rate of children ages 5–6 (the typical kindergarten[2] or 1st-grade ages) increased from 90 percent in 1970 to 96 percent in 1977 and has since remained roughly level. Because state law requires youth ages 7–13 to enroll in elementary or secondary education, their enrollment rate has been very high (between 98 and 99 percent) over the past 35 years. The maximum compulsory age of school attendance varies by state between ages 16 and 18; that may be reflected in the lower enrollment rates for 14- to 17-year-olds (between 93 and 97 percent) compared with those for 7- to 13-year-olds (Education Commission of the States 2005b).

Youth ages 18–19 are typically transitioning into postsecondary education or the workforce. Between 1970 and 2005, the enrollment rate for these youth increased at the elementary/secondary level (from 10 to 18 percent) and at the postsecondary level (from 37 to 49 percent), raising the overall rate of 18- to 19-year-olds from 48 to 68 percent. This overall rate for 2005 is up from 61 percent of students in this age group in 2000.

Adults ages 20–34 who are enrolled in school are usually enrolled in postsecondary education. Between 1970 and 2005, the enrollment rate of young adults, ages 20–24, increased from 22 to 36 percent, up from 32 percent in 2000. Within this age group, the enrollment rate of those ages 20–21 increased from 32 to 49 percent, and the enrollment rate of those ages 22–24 increased from 15 to 27 percent. Among the older age groups, the enrollment rate increased from 8 to 12 percent for those ages 25–29 and from 4 to 7 percent for those ages 30–34 during this period.

ENROLLMENT RATES: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2005



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

[2] As of April 2005, there were 36 states or jurisdictions that did not require kindergarten attendance; however, most mandate that school districts offer kindergarten programs (Education Commission of the States 2005a).

NOTE: Includes enrollment in any type of public or private school, nursery school, kindergarten, elementary school, high school, college, university, and professional school. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes homeschooled students and enrollment in less-than-2-year postsecondary institutions. See *supplemental note 2* for more information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2006* (NCES 2007-017), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

FOR MORE INFORMATION:

Supplemental Note 2

Supplemental Table 1-1

Education Commission of the States 2005a, 2005b

Preprimary Education

Enrollment in Early Childhood Education Programs

The percentage of children ages 3–5 who attended center-based early childhood care and education programs rose from 53 percent in 1991 to 60 percent in 1999 and then decreased to 57 percent in 2005.

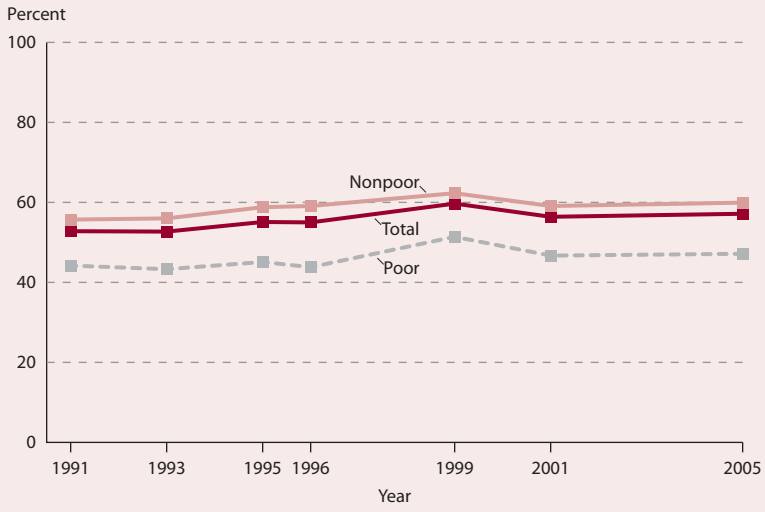
Center-based early childhood care and education programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. The percentage of preprimary children ages 3–5 who attended center-based programs increased from 53 percent in 1991 to 60 percent in 1999, before decreasing to 57 percent in 2005 (see supplemental table 2-1).

Some groups of young children had higher rates of participation in center-based programs than others during this period. For example, in each of the years observed, a greater percentage of nonpoor children ages 3–5 participated in center-based programs than did poor children. The difference in rates of participation between children from poor and nonpoor families was 13 percentage points in 2005 (47 vs. 60 percent).

In addition, for all years observed, a greater percentage of Black and White children than Hispanic children participated in center-based programs. In 2005, some 66 percent of Black children and 59 percent of White children participated in such programs, compared with 43 percent of Hispanic children. White and Hispanic nonpoor children were more likely than their poor peers to participate in center-based programs in 2005, while no measurable difference was found between poor and nonpoor Black children.

Differences were also found by child's age, mother's education, and mother's employment for all years observed. Enrollment rates in center-based programs were higher for older children (ages 4 and 5) than for children age 3. Sixty-nine percent of children ages 4 and 5 attended such programs, compared with 43 percent of children age 3. For all years observed, a greater percentage of children whose mothers had a bachelor's or higher degree participated in center-based programs than did children whose mothers had some college, a high school diploma, or less than a high school diploma. For all years observed, a greater percentage of children with mothers who worked (either full time or part time) were enrolled in center-based programs than were children with mothers who were not in the labor force.

PREPRIMARY ENROLLMENT: Percentage of preprimary children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005



NOTE: Estimates are based on children who have not yet entered kindergarten. *Poor* is defined to include families below the poverty threshold; *nonpoor* is defined to include families whose incomes are at or above the poverty threshold. See *supplemental note 1* for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, and Early Childhood Program Participation Survey of the 1995, 2001, and 2005 NHES.

FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 2-1
NCES 2006-039

Elementary/Secondary Education

Past and Projected Public School Enrollments

Public elementary and secondary enrollment is projected to increase to 53 million in 2016. The South is projected to experience the largest increase in enrollment.

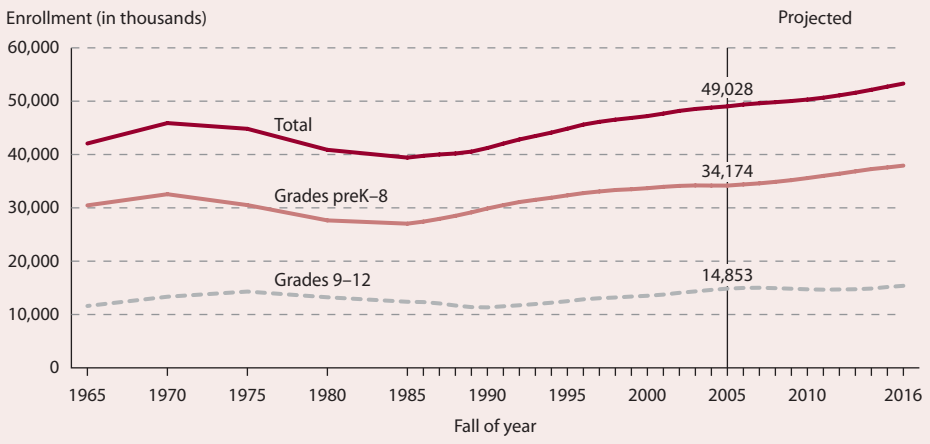
In 2007,[1] about 50 million students are expected to be enrolled in public schools. Of these students, 34.6 million will be enrolled in prekindergarten (preK) through 8th grade and 15.0 million will be enrolled in grades 9 through 12.

After declining during the 1970s and early 1980s to 39.4 million in 1985, public school enrollment in grades preK–12 increased in the latter part of the 1980s, throughout the 1990s, and through the early 2000s, and is projected to reach an estimated 49.6 million in 2007 (see supplemental table 3-1). Total public school enrollment is projected to set new enrollment records each year from 2007 through 2016 (53.3 million).

Enrollment trends in grades preK–8 and 9–12 have differed over time as students move 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. Public school enrollment in grades preK–8 is projected to increase to 34.6 million in 2007 and to reach 37.9 million in 2016. Enrollment in grades 9–12 is projected to increase to 15.0 million in 2007 and to decrease through 2011 before increasing to a high of 15.4 million in 2016.

Since 1965 the southern region has had the largest share of public enrollment in the United States. The regional distribution of students in public schools, however, has not remained static. In 1965, the proportion of public elementary and secondary enrollment in the South was 33 percent and is projected to increase to 37 percent in 2007. While the share of enrollment in the West was 18 percent in 1965, it is projected to increase to 24 percent in 2007. In contrast, the share of enrollment in the Midwest was 28 percent in 1965 and is projected to decrease to 22 percent in 2007. The share of national enrollment in the Northeast was 21 percent in 1965 and is projected to decrease to 17 percent in 2007. Between 2008 and 2016, the share of public school enrollment in grades preK–12 is projected to decrease slightly in the Northeast and Midwest, increase in the South, and remain steady in the West.

SCHOOL ENROLLMENT: Public school enrollment in prekindergarten through grade 12, by grade level, with projections: Various years, fall 1965–2016



[1] All estimates are from the fall of the referenced year.

NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2000, 2003, and 2004 were revised and may differ from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 36; Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved May 22, 2007, from http://nces.ed.gov/surveys/AnnualReports/historicaltables.asp; data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2004–05 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 3-1

Elementary/Secondary Education

Trends in Private School Enrollments

The number of private school students enrolled in kindergarten through grade 12 increased from 1989–90 through 2001–02 and then declined in 2003–04, while the percentage enrolled in private schools remained near 10 percent.

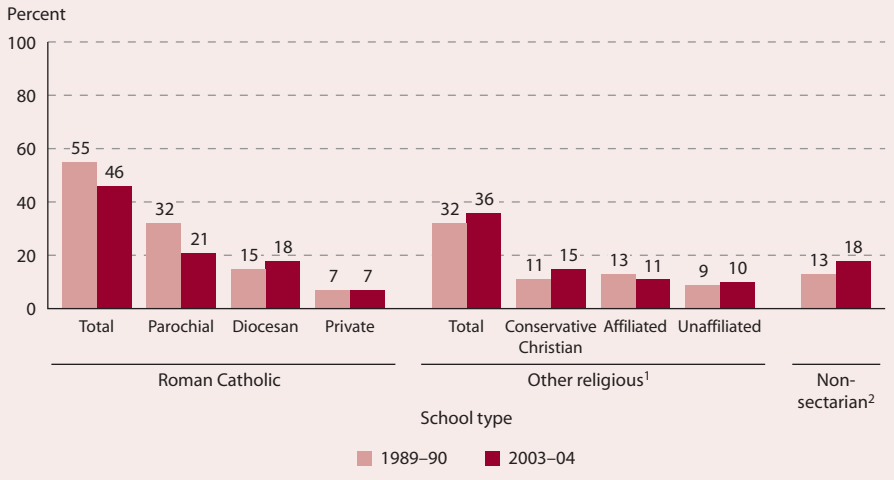
Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 million to 5.3 million students. By 2003–04, enrollment had declined to 5.1 million students (see supplemental table 4-1).

The distribution of students across different types of private schools also changed between 1989–90 and 2003–04. Although Roman Catholic schools continue to have the largest share of total private school enrollment, the percentage decreased from 55 to 46 percent because of the decline in the percentage of students enrolled in parochial schools (i.e., run by a parish, not by a diocese or independently). On the other hand, the percentage of students enrolled in Conservative Christian schools increased from 11 to 15 percent. In addition, there was an increase in the percentage of students enrolled in nonsectarian private schools, from 13 to 18 percent. This change in distribution from Roman Catholic to other religious and nonsectarian private schools occurred at both the elementary and secondary levels.

Overall, while the number of students enrolled in private schools was higher in 2003–04 than in 1989–90, the percentage of all students attending private schools remained around 10 percent (see supplemental table 4-2). Private school students as a percentage of all students differed by region of the country. In 2003–04, private school enrollment accounted for 13 percent of the total Northeast enrollment, higher than the percentage for the Midwest (11 percent), the South (9 percent), and the West (8 percent).

The student composition of private schools differed from that of public schools and varied, among private schools, by community type. In 2003–04, a greater proportion of students enrolled in private schools than in public schools were White (76 vs. 58 percent), and a smaller proportion were Black (9 vs. 16 percent) and Hispanic (9 vs. 19 percent) (see supplemental table 4-3 and *indicator 5*). In addition, the distribution of students in private schools differed by community type. Within central cities, 31 percent of private school students enrolled were minority students, compared with 20 percent within urban fringe/large towns and 11 percent within rural communities.

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04



[1] Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations—Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations—Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

[2] Nonsectarian schools do not have a religious orientation or purpose.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1989–90 and 2003–04.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 4-1, 4-2, 4-3

NCES 2006-319

Elementary/Secondary Education

Racial/Ethnic Distribution of Public School Students

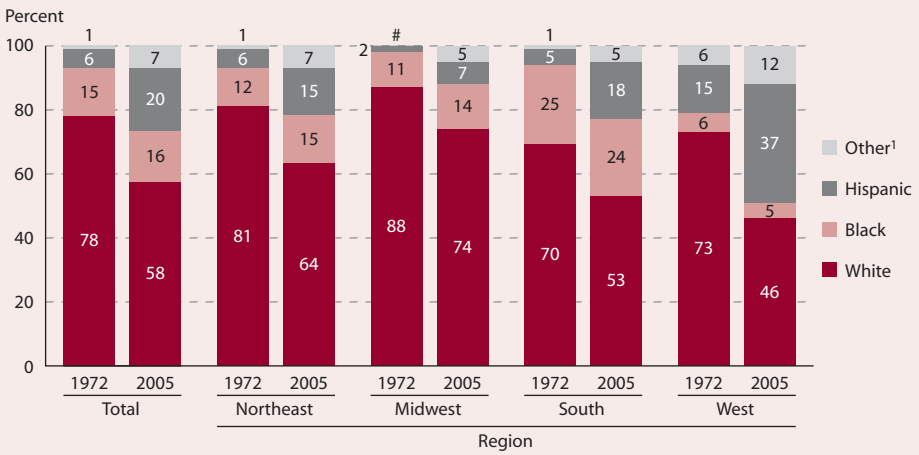
The percentage of racial/ethnic minority students enrolled in the nation's public schools increased between 1972 and 2005, primarily due to growth in Hispanic enrollments.

The shifting racial and ethnic composition of enrollment in U.S. public schools is one aspect of change in the composition of school enrollment. This indicator looks at the changes that occurred in the racial and ethnic distribution of public school students in kindergarten through 12th grade between 1972 and 2005.

Forty-two percent of public school students were considered to be part of a racial or ethnic minority group in 2005, an increase from 22 percent of students in 1972 (see supplemental table 5-1). In comparison, the percentage of public school students who were White decreased from 78 to 58 percent. The minority increase largely reflected the growth in the proportion of students who were Hispanic. In 2005, Hispanic students represented 20 percent of public school enrollment, up from 6 percent in 1972. The proportion of public school students who were Hispanic increased more than the proportion of students who were Black or who were members of other minority groups. For example, in 2005, Black students made up 16 percent of public school enrollment compared with 15 percent in 1972. Hispanic enrollment measurably surpassed Black enrollment for the first time in 2002. Together, Asian (4 percent), Pacific Islander (0.2 percent), and American Indian/Alaska Native (0.7 percent) students and students of more than one race (3 percent) made up 7 percent of public school enrollment in 2005, compared with 1 percent combined in 1972.

The distribution of minority students in public schools differed by region, though minority enrollment generally grew in all regions between 1972 and 2005 (see supplemental table 5-2). Throughout this period, the South and West had larger minority enrollments than the Northeast and Midwest, and the Midwest had the smallest minority enrollment of any region. In the West, beginning in 2003, minority enrollment exceeded White enrollment. In 2005, minority students accounted for 54 percent of public school enrollment in the West, compared with 46 percent for White students. In 2005, as in most years since 1972, the number of Hispanic students exceeded the number of Black students in the West. In the South and Midwest, however, Black enrollment continued to exceed that of Hispanics. In 2005, students of more than one race were a larger percentage of total public school enrollment in the West than in any other region.

MINORITY ENROLLMENT: Percentage distribution of the race/ethnicity of public school students in kindergarten through 12th grade, by region: Fall 1972 and 2005



Rounds to zero.

[1] In 1972, "Other" includes all students who did not identify themselves as White, Black, or Hispanic. In 2005, "Other" includes Asian students, Pacific Islander students, American Indian/Alaska Native students, and students of more than one race.

NOTE: Race categories exclude persons of Hispanic ethnicity. Figures include all public school students enrolled in kindergarten through 12th grade. See *supplemental note 2* for more information on the Current Population Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2005.

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 5-1, 5-2

Elementary/Secondary Education

Language Minority School-Age Children

The number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2005.

Between 1979 and 2005, the number of school-age children (ages 5–17) who spoke a language other than English at home increased from 3.8 million to 10.6 million, or from 9 to 20 percent of the population in this age range (see supplemental table 6-1). An increase is also evident during the more recent period of 2000 to 2005 (18 to 20 percent). Among school-age children who spoke a language other than English at home, the total number of children who spoke English with difficulty increased from 1.3 million (or 3 percent of all 5- to 17-year-olds) to 2.9 million (or 6 percent) between 1979 and 2000, and did not measurably change from 2000 to 2005. However, these children have continued to decrease over time as a proportion of those who spoke another language at home, from 34 percent in 1979 to 31 percent in 2000 to 27 percent in 2005.

In 2005, the majority of school-age children who spoke a language other than English at home spoke Spanish (see supplemental table 6-2). The next largest number of children speaking a language other than English at home spoke other Indo-European[1] languages, followed by Asian/Pacific Islander[2] languages and then other languages. Those who spoke Spanish or an Asian/Pacific Islander language at home were more likely to speak English with difficulty (28 percent for both) than were those who spoke other Indo-European languages (21 percent) or other languages at home (19 percent).

The percentages of school-age children who spoke a non-English language at home varied by race/ethnicity, citizenship, and poverty status in 2005. Among school-age children, relatively more Hispanic children spoke a language other than English at home (69 percent), followed by Asians (64 percent), then Pacific Islanders (31 percent), American Indians/Alaska Natives (17 percent), persons of more than one race (9 percent), Whites (6 percent), and Blacks (5 percent). The percentage of non-U.S. citizens who spoke a language other than English at home (90 percent) was higher than the percentages of naturalized U.S. citizens (64 percent) and U.S.-born citizens (16 percent) who did so. Higher percentages of poor (30 percent) and near-poor (29 percent) 5- to 17-year-olds spoke a non-English language at home than did nonpoor 5- to 17-year-olds (14 percent).

LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2005

[1] An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

[2] Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

NOTE: Respondents were asked if 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. Categories used for reporting were "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. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the American Community Survey (ACS) were available to respondents. *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. Race categories exclude persons of Hispanic ethnicity.

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), 2000–05.

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 3

Supplemental Tables 6-1, 6-2

NCES 2004-009

Federal Interagency Forum on Child and Family Statistics 2005

Elementary/Secondary Education

Children With Disabilities in Public Schools

The number and percentage of youth receiving special education services have increased nearly every year since 1976–77. From 1976–77 through 2005–06, the percentage receiving services for a specific learning disability increased threefold.

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

Since the inception of IDEA, the number and percentage of youth ages 3–21 enrolled in public schools receiving special education services have increased nearly every year (see supplemental table 7-1). In 1976–77, some 3.7 million youth were served under IDEA, and these youth made up 8 percent of total public school enrollment. By 2005–06, some 6.7 million youth received IDEA services, corresponding to 14 percent of total public school enrollment. Among these students served under IDEA in 2004–05, about 1 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 20 percent were Black, 16 percent were Hispanic, and 60 percent were White (U.S. Department of Education 2006).[1]

Among youth ages 3–21, specific learning disabilities were the most prevalent disability and had the largest increase in percentage of the population served (see supplemental table 7-2). Specific learning disabilities involve 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. From 1976–77 through 2005–06, the percentage of youth 3–21 receiving special education services for a specific learning disability increased threefold (from 2 to 6 percent of enrolled youth). In comparison, the prevalence of speech or language impairments remained fairly constant with variations of less than 1 percentage point between 1976 and 2005.

STUDENTS WITH DISABILITIES: Percentage of youth ages 3–21 in early education centers or public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2005–06

[1] Data presented in source document only. Detailed enrollment data by race/ethnicity are not yet available beyond 2004–05. Race categories exclude persons of Hispanic ethnicity.

[2] 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.

[3] Other disability types include mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay. Note the nature of disabilities within this category are diverse; they are included together here to represent cases contributing to the total not otherwise presented in this graph due to relatively low prevalence in the population.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The total is the percentage of 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 Affairs (BIA) schools through 1993–94. Beginning in 1994–95, enrollment numbers and percentages exclude BIA schools. See *supplemental note 8* for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2006b). *26th Annual (2004) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2; data from OSERS, OSEP, Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from 2006b http://www.ed.gov/about/reports/annual/osep/2004/introduction.html and https://www.ideadata.org/index.html.

FOR MORE INFORMATION:

Supplemental Note 8

Supplemental Tables 7-1, 7-2

U.S. Department of Education 2006c

Undergraduate Education

Past and Projected Undergraduate Enrollments

Women are projected to make up 60 percent of undergraduate enrollment in 2016.

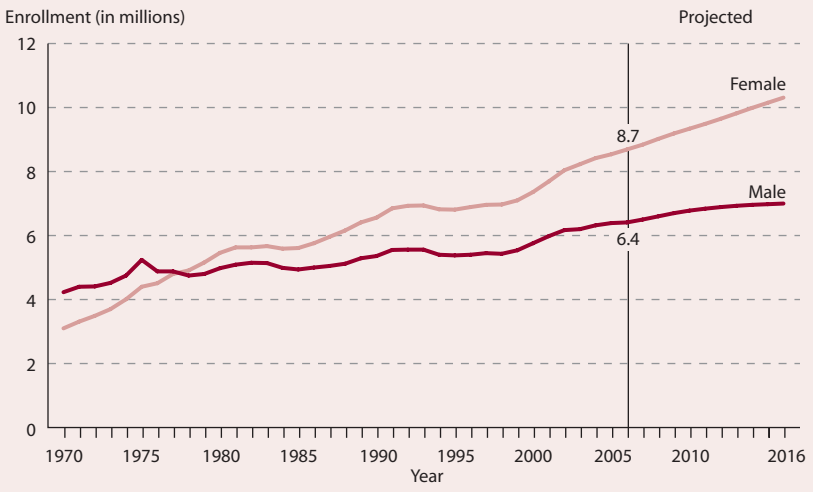
Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three and a half decades. Enrollments are projected to continue increasing through 2016, albeit at a slower rate than from 1995 to 2005. These increases have been accompanied by changes in the proportions of students who are female, students who attend full time, and students who attend 4-year institutions (see supplemental table 8-1). The number of students enrolled part time and full time, the number of students at 2- and 4-year institutions, and the number of male and female undergraduates are all projected to reach a new high each year from 2006 through 2016.

Since 1970, women's undergraduate enrollment increased more than three times as fast as men's and surpassed men's enrollment in 1978. Women made up 42 percent of undergraduate enrollment in 1970, some 50 percent in 1977, and 57 percent in 2005. From 2006 to 2016, both men's and women's undergraduate enrollments are projected to increase, but less than they did from 1995 to 2005. Women's undergraduate enrollment is projected to continue growing faster than men's enrollment, and women are projected to make up 60 percent of enrollment in 2016.

Undergraduate students are more likely to be enrolled full time than part time, a pattern that is expected to continue. In the 1970s, part-time undergraduate enrollment increased more than five times as fast as full-time undergraduate enrollment. During the 1980s, growth slowed for both groups, while from 1995 to 2005 full-time enrollment grew more than three times as fast as part-time enrollment. Full-time undergraduate enrollment is expected to continue growing more rapidly than part-time enrollment through 2016.

Over the past 36 years, undergraduate enrollment has been larger at 4-year institutions than at 2-year institutions. During this period, enrollment at 2-year institutions rapidly increased in the 1970s (by 82 percent vs. 14 percent for 4-year institutions), slowed in the 1980s and 1990s, and fluctuated from 2000 through 2005. Aside from a slowing in the early 1990s, enrollment has grown fairly steadily at 4-year institutions since 1970. Between 2006 and 2016, enrollment at 4-year colleges is expected to grow more rapidly than enrollment at 2-year colleges (17 vs. 12 percent).

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex: Fall 1970–2016



NOTE: Projections are based on data through 2005 and middle alternative assumptions concerning the economy. For more information, see NCES 2007-038. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 190, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), table 19; data from U.S. Department of Education, NCES, 1970–1985 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2006.

FOR MORE INFORMATION:
Supplemental Notes 3, 9
Supplemental Table 8-1

Graduate and Professional Education

Trends in Graduate/First-Professional Enrollments

Enrollment in graduate and first-professional programs increased from 1976 to 2005. Female enrollment increased by a larger percentage than did male enrollment during this period for both types of programs.

Enrollment in graduate programs increased 64 percent between 1976 and 2005 (from 1.3 to 2.2 million), and 18 percent between 2000 and 2005 (see supplemental table 9-1). First-professional program enrollment increased 38 percent between 1976 and 2005 (from 244,000 to 337,000), and 10 percent between 2000 and 2005. Increases in both graduate and first-professional enrollments are projected to continue, with graduate enrollment reaching more than 2.6 million and first-professional enrollment reaching 440,000 by 2016.

Enrollment trends differ by sex in graduate and first-professional programs. More men than women attended both program types in 1976. Since then, female enrollment in graduate programs has increased 112 percent (from 619,000 to 1.3 million in 2005), while male enrollment fluctuated but increased 23 percent overall (from 714,000 to 877,000). In the more recent period from 2000 to 2005, female graduate enrollment increased 22 percent and male graduate enrollment increased 13 percent. Females represented 46 percent of total graduate enrollment in 1976, some 50 percent in 1984, and 60 percent in 2005. Between 1976 and 2005, female enrollment in first-professional programs increased 207 percent (from 54,000 to 167,000), while male enrollment fluctuated but had an overall decrease of 11 percent (from 190,000 to 170,000). Between 2000 and 2005, first-professional enrollment increased 17 percent for females and 4 percent for males. Women are projected to have exceeded 50 percent of total first-professional enrollment for the first time in 2006.

Minorities experienced enrollment gains between 1976 and 2005. In 1976, minorities represented 10 percent of total graduate enrollment, compared with 23 percent in 2005 (see supplemental table 9-2). Minority enrollment in graduate programs increased 269 percent during this period (from 134,000 to 496,000), while White enrollment increased 28 percent (from 1.1 to 1.4 million). Among minorities, enrollments for Hispanics and Asians/Pacific Islanders have seen the greatest growth overall, but Blacks had the largest increase in the more recent period of 1995 to 2005. In first-professional programs, minority enrollment grew by 331 percent (from 21,000 to 91,000), compared with an 8 percent growth in White enrollment (from 220,000 to 238,000).

GRADUATE/FIRST-PROFESSIONAL ENROLLMENT: Graduate and first-professional enrollment in degree-granting institutions in 1976 and 2005 and percentage increase between the two years, by sex and race/ethnicity

[Enrollment in thousands]

Characteristic	Graduate enrollment			First-professional enrollment		
	1976	2005	Percent change	1976	2005	Percent change
Total	**1,333**	**2,186**	**64**	**244**	**337**	**38**
Sex						
Male	714	877	23	190	170	-11
Female	619	1,309	112	54	167	207
Race/ethnicity[1]						
White	1,116	1,429	28	220	238	8
Total minority	134	496	269	21	91	331
Black	78	233	197	11	26	133
Hispanic	26	131	396	5	18	289
Asian/Pacific Islander	25	118	383	4	45	995
American Indian/ Alaska Native	5	13	162	1	2	97
Nonresident alien	72	262	262	3	8	163

[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.

NOTE: See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of minority 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). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 191, 192, and 210, and Hussar, W. (2006). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 20 and 21; data from U.S. Department of Education, NCES, 1976 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey; and Integrated Postsecondary Education Data System (IPEDS), Spring 2006.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 9

Supplemental Tables 9-1, 9-2

Adult Learning

Participation in Adult Education

The percentage of the population age 16 or older participating in adult education increased from 1995 to 2001 and then declined in 2005. Work-related courses and personal interest courses were the most popular forms of adult education in 2005.

Adult education activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and part-time college or university degree programs. This indicator examines the participation rates for adult education activities of individuals age 16 or older.

Overall participation in adult education among individuals age 16 or older increased from 40 percent in 1995 to 46 percent in 2001 and then declined to 44 percent in 2005 (see supplemental table 10-1). In 2005, among the various types of adult education activities, individuals age 16 or older participated most in work-related courses (27 percent), followed by personal interest courses (21 percent), part-time college or university degree programs (5 percent), and other activities (3 percent).

Participation rates varied by sex, age, race/ethnicity, employment/occupation, and education in 2005 (see supplemental table 10-2). For example, a greater percentage of females than males participated in personal interest courses (24 vs. 18 percent) and work-related activities (29 vs. 25 percent). Individuals ages 16–24 had a higher overall participation rate in adult education activities than their counterparts age 55 or older. Blacks and Whites had higher rates of overall participation in adult education than their Hispanic peers. Among those employed in the past 12 months, the overall participation rate in adult education was higher for those in a professional or managerial occupation (70 percent) than for those employed in service, sales, or support jobs (48 percent) or those in trade occupations (34 percent). In addition, the overall participation rate in adult education for individuals with a bachelor's degree or higher was greater than for those individuals who had some college or less education.

[1] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: Estimates exclude persons who were attending elementary or secondary school, on active duty in the U.S. Armed Forces, or institutionalized. Estimates include part-time participation in college or university degree programs and vocational or technical diploma programs. Full-time participation for all or part of the year in a degree or diploma program was not counted as an adult education activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 10-1, 10-2

ADULT EDUCATION: Percentage of population age 16 or older who participated in adult education activities, by type of activity: Selected years, 1995–2005

Section 2

Learner Outcomes

Contents

Section 2: Website Contents

This List of Indicators includes all the indicators in Section 2 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000—2007 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Learner Outcomes

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 larger society. There are 26 indicators in this section: 10, prepared for this year's volume, appear on the following pages, and all 26, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators). The indicators on student achievement show how students are performing on assessments in reading, mathematics, science, and other academic subject areas; trends over time in student achievement; and gaps in achievement. The indicators in this section are organized into five subsections.

The indicators in the first subsection 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. Two indicators available on the Web show changes in student achievement for a cohort of children who began kindergarten in fall 1998 as they progressed through 3rd grade in 2001–02.

The indicators in the second subsection report trends in student performance by age or grade in the later years of elementary education through high school. As students progress through school, it is important to know the extent to which they are acquiring necessary skills and becoming proficient 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 predetermined levels of achievement, and through international comparisons of national averages.

Together, measures in the first two subsections, across indicators, help create a composite picture of academic achievement in U.S. schools. For example, one indicator that appears on the Web shows the overall reading and mathematics achievement of U.S. students from kindergarten through 3rd grade, while another in this volume shows the overall reading and mathematics achievement of students in grades 4 and 8.

In addition to academic achievement, there are adult literacy measures in the third subsection and culturally and socially desirable outcomes of education in the fourth subsection. These outcomes contribute to an educated, capable, and engaged citizenry, which can be gauged by adult literacy, civic knowledge, community volunteerism, and voting participation. Other measures are patterns of adult reading habits, communication and media use, and the health status of individuals.

The fifth subsection looks specifically at the economic outcomes of education. Economic outcomes refer to the likelihood of being employed, the salaries that employers are prepared to pay individuals with varying levels of skill and competence, the job and career satisfaction of employees, and other measures of economic well being and productivity.

The indicators on student achievement from previous editions of *The Condition of Education* that are not included in this volume are available at http://nces.ed.gov/programs/coe/list/i2.asp.

Academic Outcomes

Reading Performance of Students in Grades 4, 8, and 12

National average reading scores of 4th- and 8th-graders have varied little over time, though both were 2 points higher in 2005 than in 1992. During this time, however, the reading scores of 12th-graders declined 6 points.

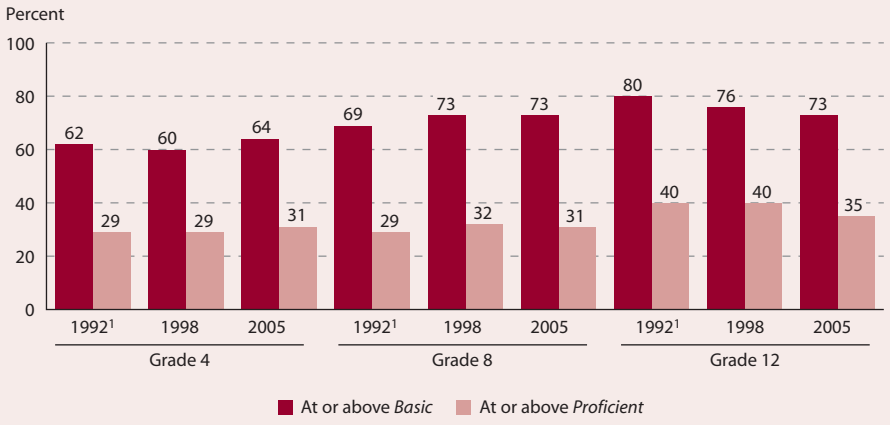
The National Assessment of Educational Progress (NAEP) has assessed the reading abilities of students in grades 4, 8, and 12 in both public and private schools since 1992. Reported on a scale of 0–500, national average reading scores of 4th- and 8th-graders varied little between 1992 and 2005, though both were 2 points higher in 2005 than in 1992 (see supplemental table 11-1). The reading scores of 12th-grade students, however, decreased 6 points during this period.

Achievement levels (*Basic*, *Proficient*, and *Advanced*) identify what students should know and be able to do at each grade. The percentage of 4th-graders performing at or above *Basic* (indicating partial mastery of fundamental skills) in 2005 (64 percent) was not measurably different from the percentage in 1992; however, the percentage performing at or above *Proficient* (indicating solid academic achievement) increased from 29 to 31 percent during this time. Between 1992 and 2005, the percentage of 8th-graders performing at or above *Basic* increased from 69 to 73 percent, while the percentage performing at or above *Proficient* in 2005 (31 percent) was not measurably different from the percentage in 1992. The percentage of 12th-graders performing at or above *Basic* decreased from 80 to 73 percent, and the percentage performing at or above *Proficient* decreased from 40 to 35 percent between 1992 and 2005.

Reading results varied by sex and race/ethnicity. For example, females outperformed males in each grade in 2005 (see supplemental table 11-2). White and Asian/Pacific Islander students generally outperformed their peers in all three grades. Between 1992 and 2005, average scores increased for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders (ranging from 5 to 13 points) and for White, Black, and Hispanic 8th-graders (ranging from 4 to 6 points), while scores decreased for White and Black 12th-graders (4 and 6 points, respectively).

NAEP results also permit state-level comparisons of the abilities of 4th- and 8th-graders (but not 12th-graders) in public schools. Of the 42 states that participated at grade 4 in 1992 and 2005, there were increases in average reading scores in 20 states and decreases in 3 states during this period (see supplemental table 11-3). In grade 8, of the 38 states that participated in 1998 and 2005, there were 3 states with higher and 8 states with lower average scores.

READING PERFORMANCE: Percentage of students performing at or above *Basic* and at or above *Proficient* in reading, by grade: 1992, 1998, and 2005



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: 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 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. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations, achievement levels, and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments, NAEP Data Explorer.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 11-1, 11-2, 11-3

NCES 2006-451

NCES 2007-468

Academic Outcomes

Mathematics Performance of Students in Grade 12

On the 2005 12th-grade mathematics assessment, students in schools with lower percentages of students eligible for free or reduced-price lunch scored higher on average than those in schools with higher percentages of students eligible for this benefit.

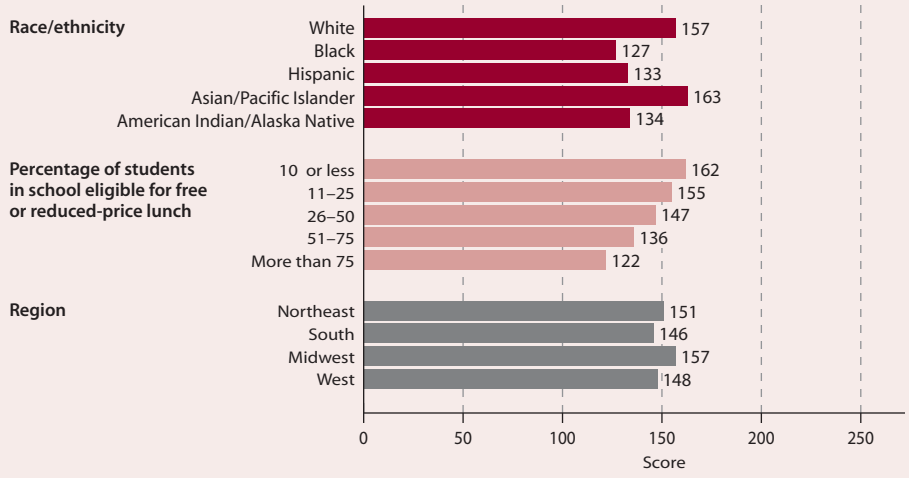
Although the National Assessment of Educational Progress (NAEP) has assessed the mathematics abilities of 12th-graders in public and private schools since 1990, in 2005, the National Assessment Governing Board revised the grade 12 mathematics framework to reflect changes in high school mathematics standards and coursework.[1] As a result, even though many questions are repeated from previous assessments, the 2005 results cannot be directly compared with those from previous years.

Reported on a 0–300 scale in 2005, the average mathematics score of 12th-graders was set at 150. Student performance varied on the assessment—scores ranged from 105 at the 10th percentile[2] to 194 at the 90th percentile (NCES 2007-468). NAEP achievement levels (*Basic*, *Proficient*, and *Advanced*) identify what students should know and be able to do at each grade. Some 23 percent of 12th-graders performed at or above *Proficient* (indicating solid academic performance) on the assessment, whereas 39 percent performed below *Basic* (indicating a level of performance below partial mastery of fundamental skills) (see supplemental table 12-1).

Examining overall scores, Asian/Pacific Islander students scored higher on average in 2005 than students in the other four racial/ethnic groups. The average score for White students was higher than the average scores for Black, Hispanic, and American Indian students; Hispanic students scored higher on average than Black students. The same patterns were evident for scores within the four content areas—numbers and operations, measurement and geometry, data analysis and probability, and algebra—with the following exceptions (see supplemental table 12-2): scores for Asian/Pacific Islander students and White students were not significantly different in the number properties and operations and the data analysis and probability content areas. Also, American Indian students scored higher on average than Black students in measurement and geometry.

Differences in overall scores were also observed by school poverty and region. Students attending schools with lower percentages of students eligible for free or reduced-price lunch scored higher than students in schools with higher percentages of eligible students. Students in the Midwest outperformed their peers in the West, South, and Northeast.

MATHEMATICS PERFORMANCE: Average mathematics scores of 12th-grade students, by race/ethnicity, percentage of students eligible for free or reduced-price lunch, and region: 2005



[1] Among other changes, the framework was revised by merging the measurement and geometry content areas into one and by adding additional questions on algebra, data analysis, and probability.

[2] A score location at or below which a specified percentage of the population falls. For example, in 2005, the 10th percentile of 12th-grade mathematics scores was 105. This means that 10 percent of 12th-graders had NAEP mathematics scores at or below 105, while 90 percent scored above 105.

NOTE: See *supplemental note 4* for more information on NAEP. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

FOR MORE INFORMATION:

Supplemental Note 4

Supplemental Tables 12-1, 12-2

Academic Outcomes

Science Performance of Students in Grades 4, 8, and 12

In 2005, the average science score of students was higher at grade 4 than in previous assessment years, was not measurably different at grade 8, and was lower at grade 12 than in 1996.

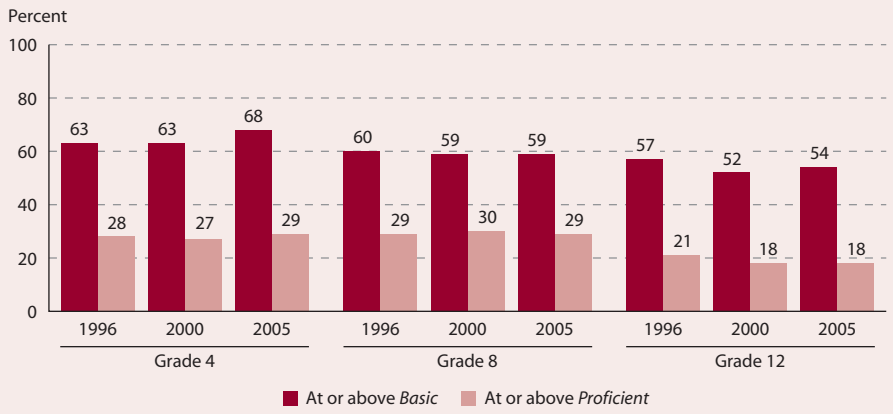
The National Assessment of Educational Progress (NAEP) has assessed the science abilities of students in grades 4, 8, and 12 in both public and private schools since 1996, using a separate 0–300 scale for each grade. The national average 4th-grade science score increased from 147 in 1996 to 151 in 2005; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 in 1996 to 147 in 2005 (see supplemental table 13-1).

Achievement levels (*Basic*, *Proficient*, and *Advanced*), which identify what students should know and be able to do at each grade, provide another measure of student performance. The percentages of 4th- and 8th-graders at or above *Proficient* (indicating solid academic achievement) were not measurably different from 1996 to 2005, while the percentage of 12th-graders at or above this achievement level was lower in 2005 than in 1996. In 2005, some 29 percent of 4th- and 8th-graders and 18 percent of 12th-graders were at or above *Proficient*.

Certain subgroups outperformed others in science in 2005. For example, males outperformed females at all three grades. Male 4th-graders had a higher average score in 2005 than in 1996, and both male and female 12th-graders had lower scores in 2005 than in 1996 (see supplemental table 13-2). White students scored higher, on average, than Black and Hispanic students at all three grades in 2005. At 4th grade, average scores were higher for White, Black, Hispanic, and Asian/Pacific Islander students in 2005 than in 1996. At 8th grade, the average score for Black students was higher in 2005 than in 1996, but the scores did not measurably change for other racial/ethnic groups. At 12th grade, there were no measurable changes in average scores for any racial/ethnic group when comparing results from 2005 with those from 1996.

NAEP results also permit state-level comparisons of the abilities of 4th- and 8th-graders (but not 12th-graders) in public schools. At grade 4, of the 36 states that participated in both the 2000 and 2005 assessments, average science scores were higher in 2005 than in 2000 in 9 states (see supplemental table 13-3). At grade 8, of the 36 states that participated in 1996 and 2005, average scores were higher in 2005 than in 1996 in 8 states and lower in 5 states.

SCIENCE PERFORMANCE: Percentage of students performing at or above *Basic* and at or above *Proficient* in science, by grade: 1996, 2000, and 2005



NOTE: Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Tables 13-1, 13-2, 13-3

NCES 2006-446

Academic Outcomes

Trends in the Achievement Gaps in Reading and Mathematics

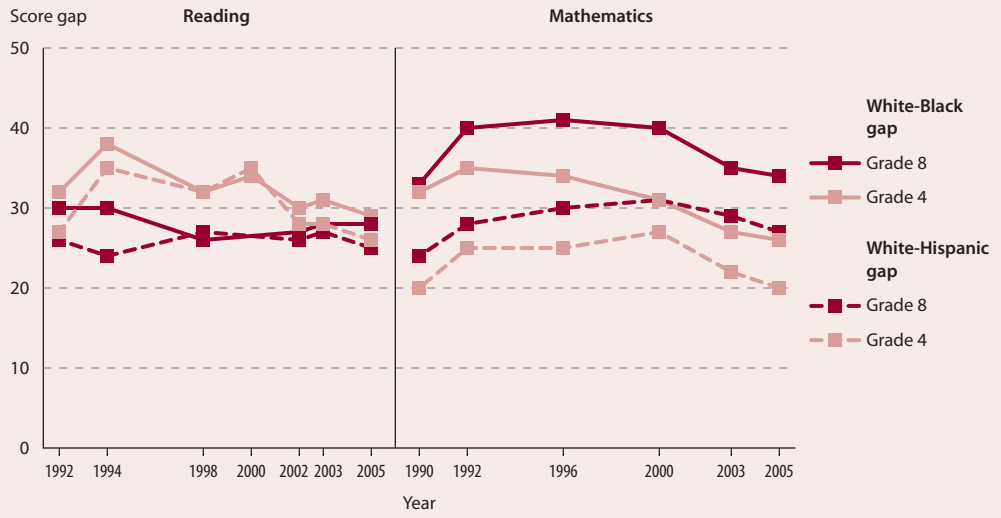
Between 1990 and 2005, differences between White and Black and Hispanic scores in reading and mathematics fluctuated at the 4th and 8th grades. Between 2003 and 2005, the most recent period, the achievement gaps in reading and mathematics narrowed for most groups.

The National Assessment of Educational Progress (NAEP) has assessed student reading and mathematics performance since the early 1990s. NAEP thus provides a picture of the extent to which student performance in each subject has changed over time, including the achievement gaps between White and Black and White and Hispanic students.

In reading, the achievement gaps between White and Black and White and Hispanic 4th-graders have fluctuated since 1992, but the gaps in 2005 were not measurably different from those in 1992. In 2005, at the 4th-grade level, Blacks scored, on average, 29 points lower than Whites (on a 0–500 scale), and Hispanics scored, on average, 26 points lower than Whites (see supplemental table 14-1). At 8th grade, there was no measurable change in the White-Black achievement gap between 1992 and 2005, and little change in the White-Hispanic gap, although the gap in 2005 was slightly lower than that in 2003 (25 points compared with 27 points).

In mathematics, the achievement gap between White and Black 4th-graders decreased between 1990 and 2005 (from 32 to 26 points). The White-Hispanic 4th-grade gap increased in the 1990s before decreasing in the first half of the 2000s, but the gap in 2005 (20 points) was not measurably different from that in 1990. Among 8th-graders, a similar trend existed in both the White-Black and White-Hispanic score gaps: increases occurred in the 1990s before decreasing to levels not measurably different from those in 1990. In 2005, the White-Black gap was 34 points, and the White-Hispanic gap was 27 points.

ACHIEVEMENT GAP: Differences in White-Black and White-Hispanic 4th- and 8th-grade average reading and mathematics scores: Various years, 1990–2005



NOTE: NAEP scores are calculated on a 0–500 scale. 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 and Hispanic score, respectively, from the average White score. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990–94. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, NAEP Data Explorer.

FOR MORE INFORMATION:

Supplemental Notes 1, 4

Supplemental Table 14-1

NCES 2006-451

NCES 2006-453

Academic Outcomes

Reading and Mathematics Score Trends by Age

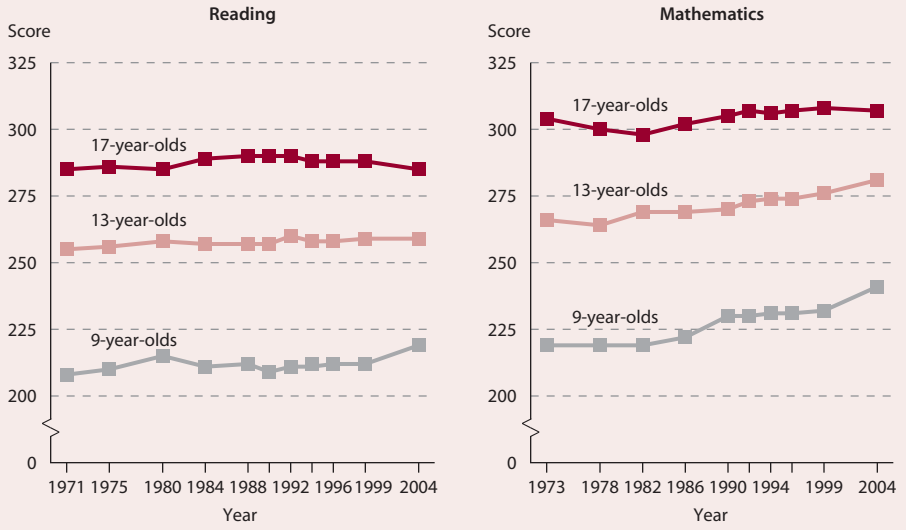
The average reading and mathematics scores on the long-term trend National Assessment of Educational Progress were higher in 2004 than in the early 1970s for 9- and 13-year-olds.

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 since the early 1970s and is used as a measure of progress over time. These results may differ from the main NAEP results presented in *indicators 11*, *12*, *13*, and *14* as the content of the long-term trend assessment has remained consistent over time, while the main NAEP undergoes changes periodically (see *supplemental note 4*).

NAEP long-term trend results indicate that the reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2004. In reading, 9-year-olds scored higher in 2004 than in any previous assessment year, with an increase of 7 points between 1999 and 2004. The 2004 average score for 13-year-olds was not measurably different from the 1999 average score, but still was higher than the scores in 1971 and 1975. In mathematics, the achievement of 9- and 13-year-olds in 2004 was the highest of any assessment year. The performance of 17-year-olds on the 2004 reading and mathematics assessment, however, was not measurably different from their performance on either the first reading and mathematics assessments (in 1971 and 1973, respectively) or the 1999 reading and mathematics assessments.

The performance of subgroups of students generally mirrored the overall national patterns; however, there were some notable differences. The average reading and mathematics scores of Black and Hispanic 9-year-olds in 2004 were the highest of any assessment year (see supplemental tables 15-1 and 15-2). For Black 13-year-olds, reading and mathematics scores were higher in 2004 than the scores in the early 1970s, and the 2004 mathematics score was higher than in any previous assessment year. For Hispanic 13-year-olds, mathematics scores were higher in 2004 than in any previous assessment year. In contrast to the overall national results, the average scores of Black and Hispanic 17-year-olds were higher in 2004 than in the early 1970s. Black 17-year-olds improved 25 points in reading between 1971 and 2004, and 15 points in mathematics between 1973 and 2004 on a 0–500 point scale. Hispanic 17-year-olds improved 12 points in reading between 1975 (the first year the reading achievement of Hispanics was specifically measured) and 2004, and 12 points in mathematics between 1973 and 2004.

NAEP SCORES: Average reading and mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2004



NOTE: NAEP has two distinct assessment programs: the long-term trend assessment program and the main assessment program. Data from the long-term trend program, presented in this indicator, come from subject assessments that have remained substantially the same since the early 1970s in order to measure and compare student achievement over time. In contrast, data from the main NAEP assessment program, presented in *indicators 11, 12, 13,* and *14*, come from subject assessments that are periodically adapted to employ the latest advances in assessment methodology and to reflect changes in educational objectives and curricula. Because the instruments and methodologies of the two assessment programs are different, it is not possible to compare long-term trend results with the main assessment results (see *supplemental note 4* for more information on the two NAEP programs). NAEP scores range from 0 to 500.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1 and 2-4, data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading and Mathematics Assessments.

FOR MORE INFORMATION:

Supplemental Note 4

Supplemental Tables 15-1, 15-2

Academic Outcomes

Reading and Mathematics Achievement at 5th Grade

Fifth-grade children living below the poverty threshold were less likely to demonstrate proficiency in specific reading and mathematics knowledge and skills than children living at or above the poverty threshold.

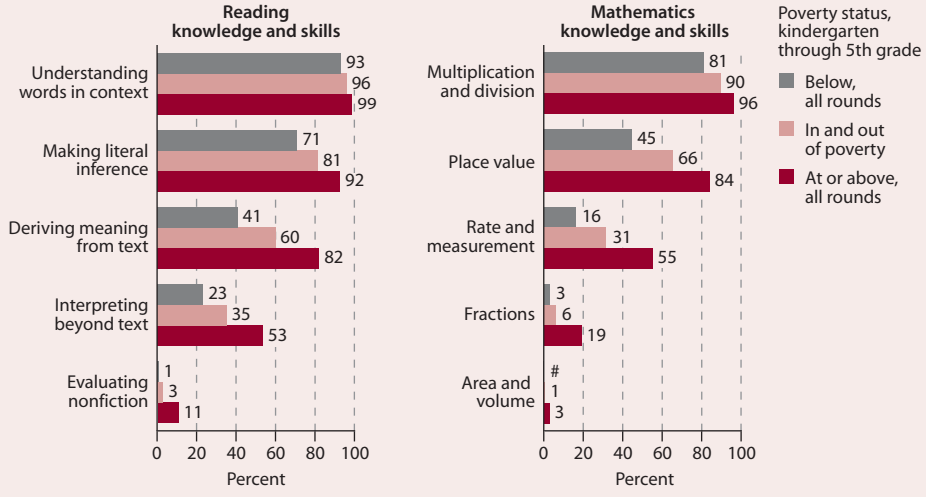
The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) has followed a nationally representative cohort of children from kindergarten into the later grades. This indicator presents findings on children's achievement in reading and mathematics from the spring 2004 data collection, when most of the children were in 5th grade,[1] by child, family, and school characteristics.

In the spring of 5th grade, the percentage of children demonstrating proficiency in specific skills varied. In reading, 97 percent of children were proficient in understanding words in context, 87 percent in making literal inferences, 70 percent in deriving meaning from text, 44 percent in making interpretations beyond the text, and 7 percent in evaluating nonfiction (see supplemental table 16-1). In mathematics, 92 percent of children demonstrated proficiency in multiplication and division, 74 percent in place value, 43 percent in rate and measurement, 13 percent in fractions, and 2 percent in area and volume (see supplemental table 16-2).

The percentage of children with proficiency in certain reading and mathematics skills varied by child, family, and school characteristics. Students who lived in households below the poverty threshold for all rounds of the survey were less likely to demonstrate proficiency in reading and mathematics skills than students who lived in households at or above the poverty threshold for all survey rounds. For example, in mathematics, 84 percent of students who lived at or above the poverty threshold for all survey rounds demonstrated proficiency in place value compared with 45 percent of students who lived in poverty for all survey rounds. Generally, students whose mothers had higher levels of education were more likely to master each reading and mathematics skill than students whose mothers had less education.

Female students were more likely than male students to show mastery in four of the five reading skills (no measurable difference was found for evaluating nonfiction); however, male students were more likely than female students to demonstrate mastery in each of the mathematics skills. Children who attended private schools for all rounds of the survey were more likely than students who attended public schools for all rounds of the survey to be proficient in nearly all of the reading and mathematics skills.

READING AND MATHEMATICS SKILLS: Percentage of children who demonstrate specific reading and mathematics skills, by poverty status from kindergarten through 5th grade: Spring 2004



Rounds to zero.

[1] Findings are based on all students who participated in the ECLS-K, not just those at grade level. Although most of the children in the sample were in 5th grade in spring 2004, some 14 percent were in a lower grade, and 1 percent were in a higher grade. Findings are representative of the 3.8 million students in school in spring 2004 who were in kindergarten in fall 1998.

NOTE: The federal poverty-level status composite variable is derived from household income and the total number of household members at each administration of the survey and is used to define households below the poverty level. For instance, in 1998, if a household contained four members and the annual household income was lower than $16,655, then the household was considered to be below poverty. Poverty status, kindergarten through spring 2004, and school type, kindergarten through spring 2004 are composite variables that are derived from five rounds of the survey (fall 1998, spring 1999, spring 2000, spring 2002, and spring 2004).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten–Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 16-1, 16-2

NCES 2006-038

Academic Outcomes

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

U.S. 4th- and 8th-graders performed above the international averages in knowing mathematical facts, procedures, and concepts; in applying mathematical knowledge and understanding; and in mathematical reasoning.

The Trends in International Mathematics and Science Study (TIMSS) conducted in 2003 assessed students' mathematics performance in 25 countries at grade 4 and 46 countries at grade 8. In addition to reporting overall mathematics scores, TIMSS developed scales in three mathematics cognitive domains: *knowing* facts, procedures, and concepts needed to solve mathematical problems; *applying* knowledge of facts, skills, and procedures to create representations and solve routine problems; and *reasoning* to solve more complex, nonroutine problems through logical thinking.[1]

At grade 4, U.S. students scored above the international average of all 25 countries in the mathematics cognitive domains of knowing, applying, and reasoning (see supplemental table 17-1). U.S. 4th-graders performed relatively better in knowing than in applying and reasoning: U.S. students outperformed students in 17 countries in knowing, 11 countries in applying, and 12 countries in reasoning.

Among the participating countries with a high value on the United Nations Development Program's Human Development Index (HDI),[2] U.S. 4th-graders, on average, outperformed their peers in Australia, Italy, New Zealand, Norway, Scotland, and Slovenia across the three domains. Fourth-graders in Belgium (Flemish), Chinese Taipei, Hong Kong SAR, Japan, and Singapore outperformed U.S. students, on average, across all three cognitive domains. Students in England and the Netherlands outperformed U.S. 4th-graders in applying and reasoning, but not in knowing.

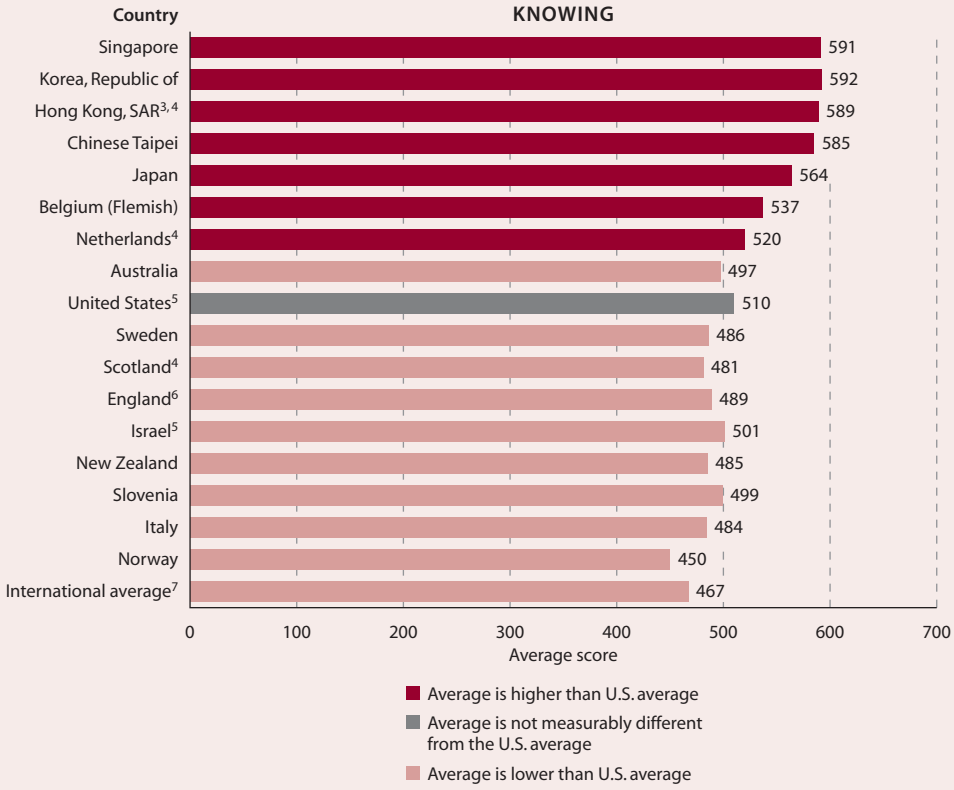
Like their 4th-grade counterparts, U.S. 8th-graders scored above the international average of all 46 countries in all three mathematics cognitive domains and relatively better in knowing than in applying and reasoning (see supplemental table 17-2). U.S. 8th-graders outperformed students in 31 countries in knowing, 25 countries in applying, and 27 countries in reasoning.

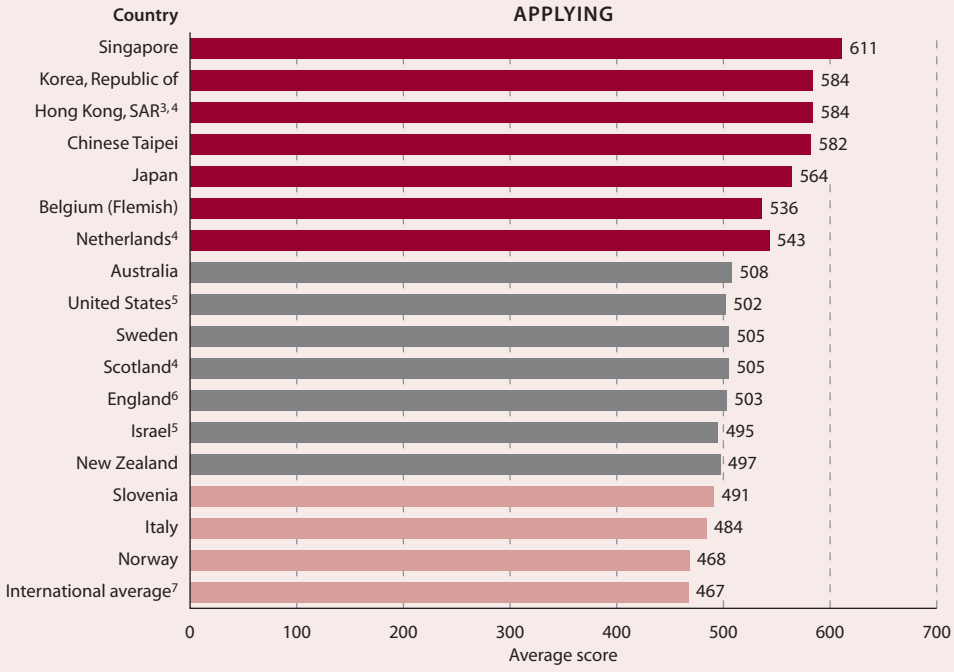
Among the high-HDI-value participating countries, U.S. 8th-graders, on average, outperformed their peers in Italy, Norway, and Slovenia across the three domains (see the figure on pages 43–44). U.S. students outperformed their peers in an additional five countries in the knowing domain and in one country in the reasoning domain. Eighth-graders in Belgium (Flemish), Chinese Taipei, Hong Kong SAR, Japan, Korea, Netherlands, and Singapore outperformed their U.S. peers, on average, across all three cognitive domains.

[1] The cognitive domain scales were created to have the same mean and standard deviation as the overall TIMSS 2003 mathematics achievement scales: a mean of 495 and standard deviation of 100 at grade 4 and a mean of 467 and standard deviation of 100 at grade 8.

[2] The *Human Development Index* (HDI) ranks countries along three dimensions of human development: life expectancy at birth; the adult literacy rate and gross enrollment for primary, secondary, and tertiary education; and gross domestic product (GDP) per capita (using purchasing power parity [PPP] indices). The index has a minimum value of 0 and a maximum value of 1. Countries with high index values enjoy long life expectancy, high levels of school enrollment and adult literacy, and a good standard of living. For this indicator, a high index value is 0.9 or above. The index is explained in detail in the United Nations Development Program's (UNDP) *Human Development Report 2005*, available at http://hdr.undp.org/reports/global/2005/. Though Chinese Taipei is not assigned an HDI value in the UNDP report, it is included here because it is a high-achieving country in mathematics.

INTERNATIONAL MATHEMATICS PERFORMANCE: Average mathematics cognitive domain scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003





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

[4] Met international guidelines for participation rates only after replacement schools were included.

[5] Nearly satisfied guidelines for sample participation rates after replacement schools were included.

[6] Did not satisfy guidelines for sample participation rates. Less than 50 percent of original schools participated.

[7] The international average reflects the results of all participating countries, not just those shown in the figures. See supplemental tables 17-1 and 17-2 for the full results.

NOTE: Countries are ordered based on the overall 2003 mathematics average scores. Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

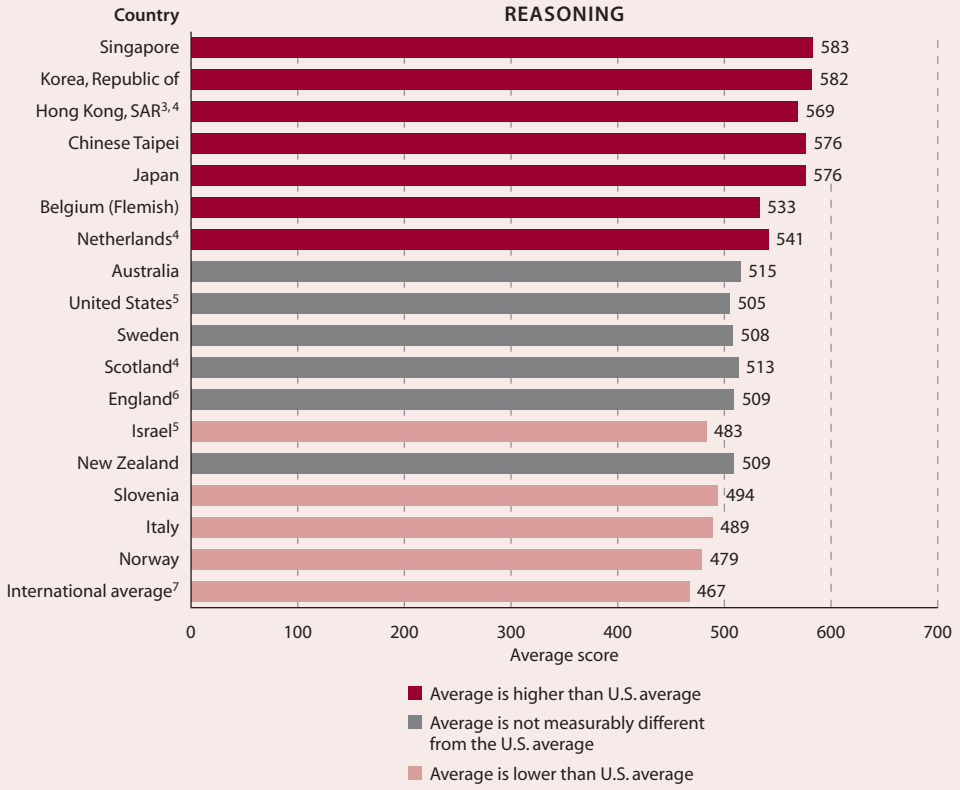
FOR MORE INFORMATION:

Supplemental Note 5

Supplemental Tables 17-1, 17-2

UNDP 2005

INTERNATIONAL MATHEMATICS PERFORMANCE: Average mathematics cognitive domain scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003—Continued



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

[4] Met international guidelines for participation rates only after replacement schools were included.

[5] Nearly satisfied guidelines for sample participation rates after replacement schools were included.

[6] Did not satisfy guidelines for sample participation rates. Less than 50 percent of original schools participated.

[7] The international average reflects the results of all participating countries, not just those shown in the figures. See supplemental tables 17-1 and 17-2 for the full results.

NOTE: Countries are ordered based on the overall 2003 mathematics average scores. Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

FOR MORE INFORMATION:

Supplemental Note 5

Supplemental Tables 17-1, 17-2

UNDP 2005

Adult Literacy

Trends in Adult Literacy

While the quantitative literacy of adults improved from 1992 to 2003, the prose and document literacy of adults was not measurably different between these two years.

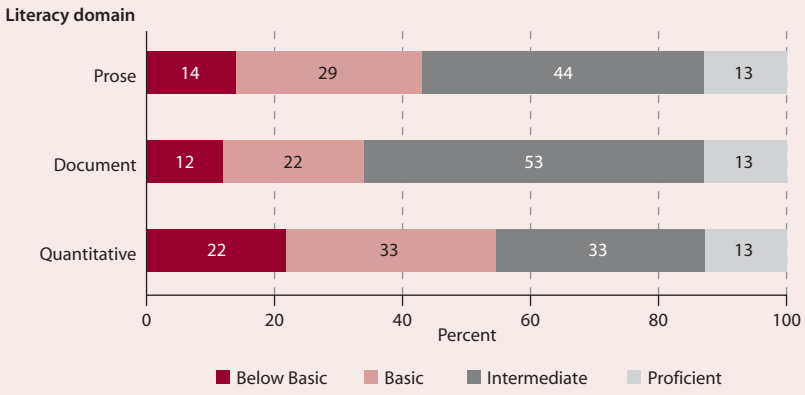
Adults age 16 or older were assessed in three types of literacy (prose, document, and quantitative) in 1992 and 2003. *Literacy* is defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." The average prose and document literacy scores of U.S. adults were not measurably different in 2003 from 1992, but the average quantitative literacy score increased 8 points between these years (see supplemental table 18-1).

One measure of literacy is the percentage of adults who perform at four achievement levels: *Below Basic*, *Basic*, *Intermediate*, and *Proficient*. In each type of literacy, 13 percent of adults were at or above *Proficient* (indicating they possess the skills necessary to perform complex and challenging literacy activities) in 2003 (see supplemental table 18-2). Twenty-two percent of adults were *Below Basic* (indicating they possess no more than the most simple and concrete literacy skills) in quantitative literacy, compared with 14 percent in prose literacy and 12 percent in document literacy.

Differences in average literacy scores were apparent by sex and race/ethnicity. Women scored higher than men on prose and document literacy in 2003, unlike in 1992. Men outperformed women on quantitative literacy in both years. Male scores declined in prose and document literacy from 1992 to 2003, while female scores increased in document and quantitative literacy. In 1992 and 2003, White and Asian/Pacific Islander adults had higher average scores than their Black and Hispanic peers in the three types of literacy assessed. Black performance increased in each type of literacy from 1992 to 2003, while Hispanic average scores declined in prose and document literacy.

Additional differences in average literacy were apparent by education and age. Educational attainment is positively related to all three types of literacy: those with any education after high school outperformed their peers with less education in 1992 and 2003. Between these years, average prose literacy decreased for most levels of educational attainment, and average document literacy decreased for those with some college, associate's degrees, and college graduates. From 1992 to 2003, the average prose, document, and quantitative literacy scores of adults ages 50–64 and 65 or older increased.

ADULT LITERACY PERFORMANCE: Percentage of adults scoring at each achievement level in prose, document, and quantitative literacy: 2003



NOTE: Adults are defined as people age 16 or older living in households or prisons. *Prose literacy* is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); *document literacy* is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and *quantitative literacy* is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Race categories exclude persons of Hispanic ethnicity. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race. Results are reported in terms of average scores on a 0–500 scale. To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment. Detail may not sum to totals because of rounding.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figure 2, data from U.S. Department of Education, National Center for Education Statistics, 2003 National Assessment of Adult Literacy (NAAL).

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 18-1, 18-2

NCES 2006-471

Social and Cultural Outcomes

Youth Neither in School nor Working

In 2006, about 8 percent of youth ages 16–19 were neither enrolled in school nor working.

There are many reasons why youth between the ages of 16 and 19 may neither be enrolled in school nor working. For example, they may be seeking but unable to find work, or they may have left the workforce or school, either temporarily or permanently, to start a family. This indicator provides information on youth at a time when most are transitioning into postsecondary education or the workforce. This is a critical period for young people as they pursue their educational goals and career paths.

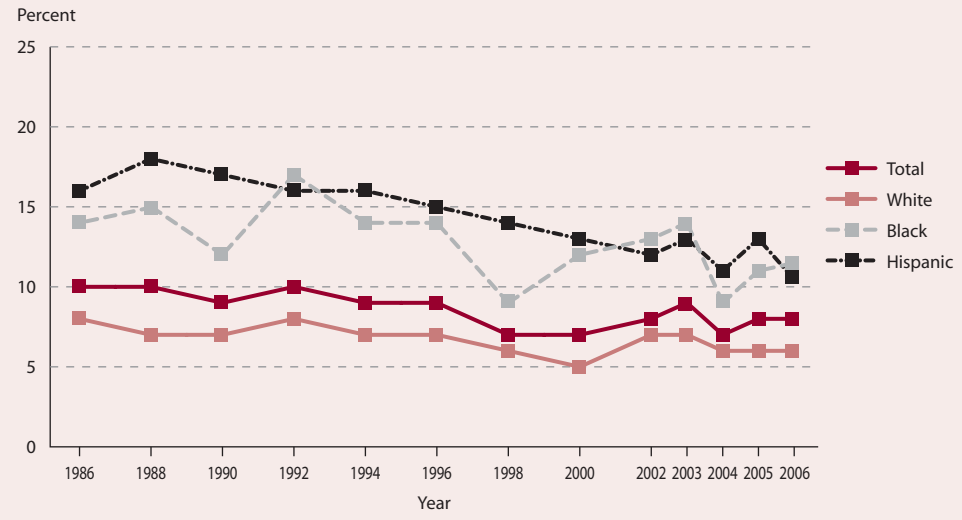
From 1986 through 2006, the percentage of youth ages 16–19 neither enrolled in school nor working remained between 7 and 10 percent annually (see supplemental table 19-1). Within any single year, the percentage of such youth varied across certain subgroups of the population. In 2006, for example, the percentage of such youth varied by age, education, race/ethnicity, citizenship, and family poverty, though it was not measurably different by sex.

Differences were found by race/ethnicity and citizenship. In each year observed, higher percentages of Black and Hispanic youth than White youth were neither enrolled in school nor working. In 2006, 11 percent each of Hispanic and Black youth were neither enrolled in school nor working, compared with 6 percent each of White and Asian youth. A greater percentage of non-U.S. citizen youth (13 percent) were neither enrolled in school nor working than U.S.-born youth (7 percent).

Family poverty was positively related to the prevalence of youth who were neither enrolled in school nor working. In each year observed from 1986 to 2006, the percentage of such youth was higher among youth from poor and near-poor families than among youth from nonpoor families. In 2006, these percentages were 17 percent, 10 percent, and 5 percent, respectively.

In 2006, about 12 percent of youth ages 18–19 were neither in school nor working, compared with 4 percent of youth ages 16–17. Higher percentages of youth ages 18–19 than youth ages 16–17 were neither in school nor working across all years observed. Of youth with less than a high school diploma or the equivalent, a greater percentage of youth ages 18–19 than youth ages 16–17 were neither in school nor working in 2006 (13 vs. 3 percent). This pattern held true for all years observed.

YOUTH EMPLOYMENT: Percentage of youth ages 16–19 who were neither enrolled in school nor working, by race/ethnicity: Selected years, 1986–2006



NOTE: Race categories exclude persons of Hispanic ethnicity. The Current Population Survey (CPS) questions used to obtain educational attainment data were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. Estimates are revised from previous editions. The data presented here represent the percentage of civilian, noninstitutionalized 16- to 19-year-olds who are neither enrolled in school nor working. See *supplemental note 2* for more information on the CPS and for an explanation of the "neither enrolled nor working" variable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1986–2006.

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Table 19-1

Economic Outcomes

Annual Earnings of Young Adults

Adults ages 25–34 with a bachelor's degree or higher have higher median earnings than their peers with less education, and these earnings differences increased from 1980 to 2005.

This indicator examines the relationship between education and median annual earnings, in constant 2004 dollars, for young adults ages 25–34 who work full time throughout a full year.

For each year shown between 1980 and 2005, earnings for young adults increased when education level increased (see supplemental tables 20-1 and 20-2). For example, young adults with at least a bachelor's degree consistently had higher median earnings than those with less education. This pattern generally held for male, female, White, Black, Hispanic, and Asian subgroups. Moreover, for the entire population and generally for each subgroup, the difference between the earnings of those with at least a bachelor's degree and those with less education grew during this period. For example, males with a bachelor's or higher degree earned 19 percent more than male high school completers[1] in 1980 and 64 percent more than male high school completers in 2005 (see supplemental table 20-1).

During the period between 1980 and 2005, earnings fluctuated among those with at least a bachelor's degree and decreased among those with less education, thus contributing to the growth in the median income gap. For example, the earnings of those with a high school diploma[1] decreased by $5,600 between 1980 and 2005, while the earnings of those with a bachelor's or higher degree increased by $2,300.

Males have higher median earnings than females at each level of educational attainment. However, the gaps between the sexes at each educational level were smaller in 2005 than in 1980. For example, males with a bachelor's degree or higher earned 36 percent more than their female counterparts in 1980, compared with 23 percent more in 2005.

In 2005, Asian young adults with a bachelor's degree or higher generally had higher earnings than their White peers, and both groups had higher earnings than their Black and Hispanic peers (see supplemental table 20-2). Unlike in 2004 where a difference was detected, in 2005 there were no measurable differences in earnings between White young adults who did not complete high school and their Black and Hispanic peers.

ANNUAL EARNINGS: Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2005

[1] Includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate).

NOTE: Earnings are presented in 2004 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. *Full-year worker* refers to those who were employed 50 or more weeks 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. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

FOR MORE INFORMATION:
Supplemental Notes 1, 2, 11
Supplemental Tables 20-1, 20-2

Section 3

Student Effort and Educational Progress

Contents

Section 3: Website Contents

This List of Indicators includes all the indicators in Section 3 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2007 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Student Effort and Educational Progress

The indicators in this section of *The Condition of Education* report on the progress students make through the education system. There are 23 indicators in this section: 8, prepared for this year's volume, appear on the following pages, and all 23, including selected indicators from previous volumes, appear on the Web (see Website Contents on the facing page for a full list of the indicators). Particular attention is paid to how various subgroups in the population proceed through school and attain different levels of education and what factors are associated with their success along the way.

The first two subsections consider students' academic aspirations and effort. The indicators include student measures of time spent on homework, preparedness for academic activities, postsecondary 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 include the percentage of students who leave high school (drop out) before completion and the percentage who graduate high school on time, in 4 years. Dropouts are measured 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 an age range who are not enrolled in school and who have not completed high school). Indicators on the following pages show the status dropout rate by race/ethnicity and characteristics of students in the spring of their sophomore year in 2002 who had dropped out 2 years later. In addition, the averaged freshman graduation rate estimates the on-time graduation rate for each state.

The fourth subsection examines the transition to college. An important measure is the percentage of students who make the transition to college within 1 year of completing high school. An indicator 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 who enter postsecondary education who complete a credential and how much time they take to do so. This subsection also includes relationships between the qualifications and characteristics of students who enter postsecondary education and their success in completing 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 Condition of Education* annually examines the level of attainment by those ages 24–29. Other indicators examine factors related to the level of attainment and the number of undergraduate and graduate degrees earned over time by particular cohorts of students and by 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/list/i3.asp.

Student Attitudes and Aspirations

Time Spent on Homework

Between 1980 and 2002, the percentage of sophomores spending more than 10 hours per week on homework increased from 7 to 37 percent.

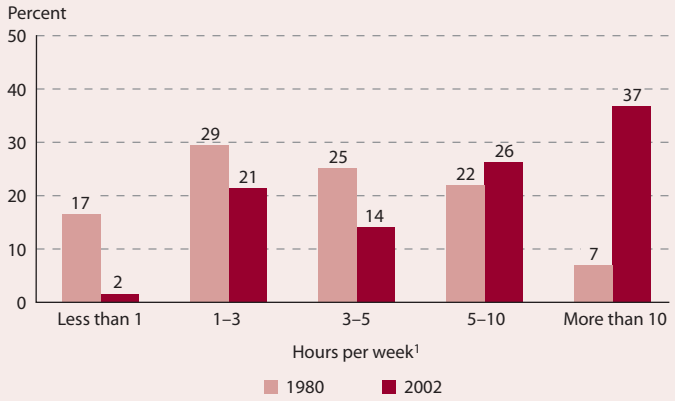
Homework are tasks given to students by teachers as a means to review, practice, and learn material outside of the classroom. This indicator examines 1980 and 2002 high school sophomores' reports of how much time they spend on homework per week. In 1980 and 2002, high school sophomores were asked, "What is the average time per week you spend on homework?"[1]

Between 1980 and 2002, the average amount of time per week that sophomores reported spending on homework increased (see supplemental table 21-1). During this period, the percentage of sophomores who reported spending less than 1 hour per week on homework declined from 17 to 2 percent. At the same time, the percentage who reported spending less than 5 hours per week on homework decreased from 71 to 37 percent. These declines were accompanied by an increase in the percentage of sophomores who reported spending between 5 and 10 hours per week on homework (from 22 to 26 percent) and a fivefold increase in the percentage who reported spending more than 10 hours per week on homework (from 7 to 37 percent).

This general increase between 1980 and 2002 in the number of hours sophomores reported spending on homework was apparent for both males and females. The percentage of males who reported spending more than 10 hours per week on homework increased from 6 to 33 percent. For females, this percentage increased from 8 to 41 percent.

Among the 1980 and 2002 sophomores, females generally reported spending more time on homework than males. For example, 41 percent of females in 2002 compared with 33 percent of males reported spending more than 10 hours per week on homework. That same year, 19 percent of females compared with 26 percent of males reported spending 3 hours or less per week on homework. No measurable differences were detected by sex in the percentage who reported spending between 3 to 10 hours per week on homework.

HOMEWORK: Percentage of 10th-graders reporting time spent on homework, by hours spent on homework per week: 1980 and 2002



[1] Caution must be used when interpreting the estimates reported here because the survey method used to ask about time spent on homework per week differed in 1980 and 2002. The 1980 survey asked about "homework" without differentiating between homework completed in school and out of school; it also used the categories reported here as predefined response categories. The 2002 survey asked students to report both in-school and out-of-school homework and used an open-ended response format. The 2002 responses were then grouped into the 1980 response categories.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics (NCES), High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80) and Education Longitudinal Study of 2002, Base Year (ELS:2002).

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Table 21-1

Student Attitudes and Aspirations

Student Preparedness

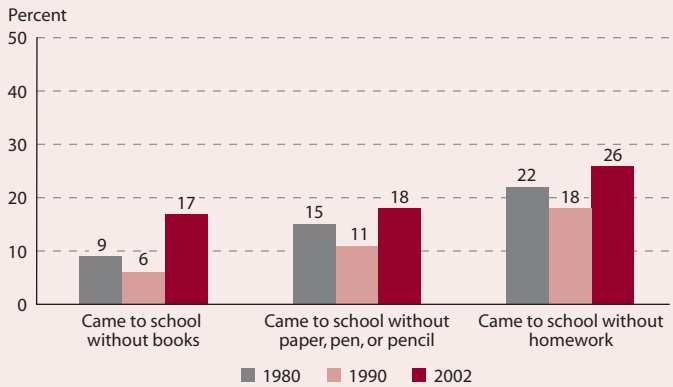
In 2002, a quarter of 10th-graders reported that they "usually" or "often" came to school without their homework.

Student academic preparedness is a demonstration of the extent to which students are actively engaged in education and is crucial to the learning process (Newmann 1992; Ryan and Deci 2000; Pintrich 2003). This indicator examines student preparedness by looking at high school students' reports of how often they came to school without books; without paper, pen, or pencil; and without their homework. For each of these three measures, the percentage of students who reported being chronically unprepared for school (i.e., "usually" or "often") was larger in 2002 than in 1980. However, percentages were lower in 1990 than in 1980 or 2002. For example, the percentage who reported coming to school usually or often without their homework in 2002 was 26 percent, compared with 22 percent in 1980 and 18 percent in 1990. The percentage who reported coming to school usually or often without paper, pen, or pencil or without their books followed a similar pattern.

Across all three years, males reported coming to school unprepared more often than females. For example, in 2002, about 30 percent of males came to school usually or often without their homework, compared with 21 percent of females. Similar patterns held for the two other measures.

Across all three years, students in the lowest test score quarter reported coming to school unprepared more often than students in the highest test score quarter. In 2002, about 38 percent of students with the lowest test scores came to school usually or often without their homework, compared with 18 percent of students with the highest test scores.

EDUCATIONAL PREPAREDNESS: Percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002



SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Table 22-1

Newmann 1992

Ryan and Deci 2000

Pintrich 2003

Elementary/Secondary Persistence and Progress

Status Dropout Rates by Race/Ethnicity

Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have each generally declined since 1972, but in 2005, status dropout rates for Whites remained lower than rates for Hispanics and Blacks.

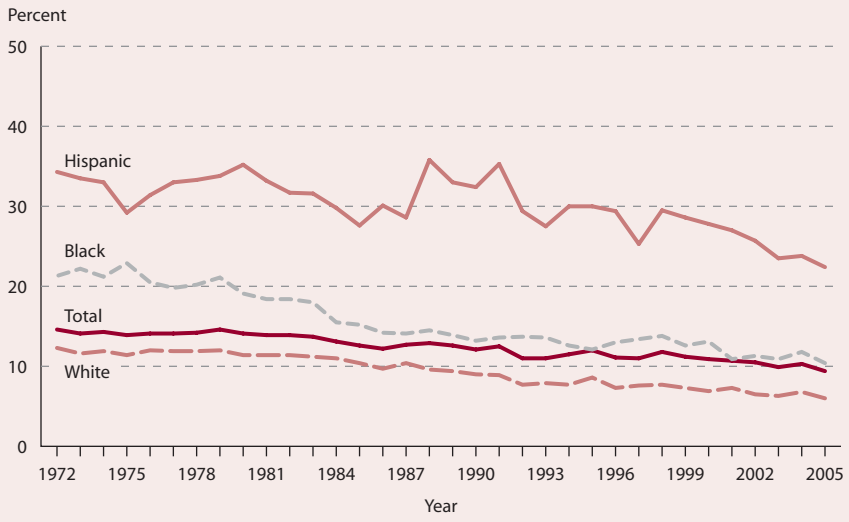
High school dropouts are more likely than high school completers to be unemployed and earn less when they are employed (U.S. Department of Commerce 2006, tables 261 and 686). In addition, among adults age 25 or older, regardless of income, dropouts reported worse health than high school completers (Pleis and Lethbridge-Çejku 2006, table 21).

The *status dropout rate* represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a General Educational Development [GED] certificate). For this indicator, status dropout rates are reported for 16- through 24-year-olds. The status dropout rate for this age group declined from 15 percent in 1972 to 9 percent in 2005 (see supplemental table 23-1). A decline was also seen between 2000 and 2005, the more recent years of this time span (11 vs. 9 percent).

Status dropout rates and changes in these rates over time differ by race/ethnicity. The status dropout rates for Whites, Blacks, and Hispanics each generally declined between 1972 and 2005. However, for each year between 1972 and 2005, the status dropout rate was lowest for Whites and highest for Hispanics. Although the gaps between the rates of Blacks and Whites and Hispanics and Whites have decreased, the patterns have not been consistent. The Black-White gap narrowed during the 1980s, with no measurable change during the 1970s or between 1990 and 2005. In contrast, the Hispanic-White gap narrowed between 1990 and 2005, with no measurable change in the gap during the 1970s and 1980s.

In 2005, Hispanics who were born outside of the United States[1] represented 7 percent of the 16- through 24-year-old population and 27 percent of all status dropouts in this age group (see supplemental table 23-2). Higher dropout rates among these Hispanic immigrants partially account for the persistently high dropout rates for all Hispanic young adults. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate was 36 percent in 2005—more than double the rates for Hispanics in this age group who were born in the United States (14 and 12 percent, respectively). Nevertheless, Hispanics born in the United States were more likely to be status dropouts than their non-Hispanic counterparts.

STATUS DROPOUTS: Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2005



[1] The United States refers to the 50 states and the District of Columbia.

NOTE: The *status dropout rate* discussed in this indicator is one of a number of rates reporting on high school dropout and completion behavior in the United States. See *supplemental note 7* for more information about the rate reported here. Total includes other race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity. Some estimates are revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 7

Supplemental Tables 23-1, 23-2

U.S. Department of Commerce 2006

Pleis and Lethbridge-Çejku 2006

Elementary/Secondary Persistence and Progress

Public High School Graduation Rates by State

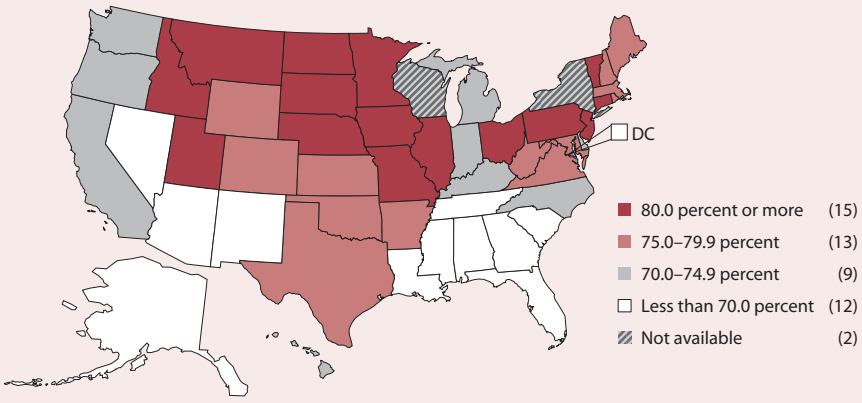
About three-quarters of the freshman class graduated from high school on time with a regular diploma in 2003–04.

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. 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 (because this is 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 2003–04, the averaged freshman graduation rate was 75.0 percent in the 48 reporting states and the District of Columbia (see supplemental table 24-1). New York and Wisconsin did not report 2003–04 graduation counts. Among the states that reported 2003–04 graduation counts, Nebraska had the highest averaged freshman graduation rate at 87.6 percent; Nevada had the lowest rate at 57.4 percent.

In order to compare across years, the number of graduates for the two states that did not report in 2003–04 was estimated.[1] When these estimates are included with the reported 2003–04 data, the estimated rate for the nation was 74.3 percent. Using these estimates, the overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 74.3 percent for the class of 2003–04. Between these years, there was an increase in the graduation rate in 44 states and the District of Columbia; 9 states (Colorado, Florida, Louisiana, Oregon, South Dakota, Tennessee, Texas, Vermont, and Washington) and the District of Columbia had an increase of greater than 5 percentage points. The graduation rate decreased in 5 states [Alaska, Arizona, Michigan, Nevada, and New York (2002–03 data)], with Arizona and Nevada experiencing declines of greater than 5 percentage points.

HIGH SCHOOL GRADUATION: Averaged freshman graduation rate for public high school students, by state: School year 2003–04



[1] In order to compare across years, the number of graduates in New York and Wisconsin was imputed. 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. This approach yielded estimates of 142,526 and 62,784 regular diploma recipients in 2003–04 in New York and Wisconsin, respectively. Thus, assuming no change in the graduation rates in these two states, the estimated count of graduates for the nation was 2,753,438, and the corresponding averaged number of public school freshmen was 3,704,001.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2004* (NCES 2007-024), table 12, and Laird, J., Lew, S., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2002 and 2003* (NCES 2006-062), tables 12-A and 12-B, data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Non-Fiscal Data Files," 1997–2005.

FOR MORE INFORMATION:
Supplemental Notes 3, 7
Supplemental Table 24-1
NCES 2006-604
NCES 2006-605

Transition to College

Immediate Transition to College

The rate of college enrollment immediately after high school increased from 49 percent in 1972 to 69 percent in 2005.

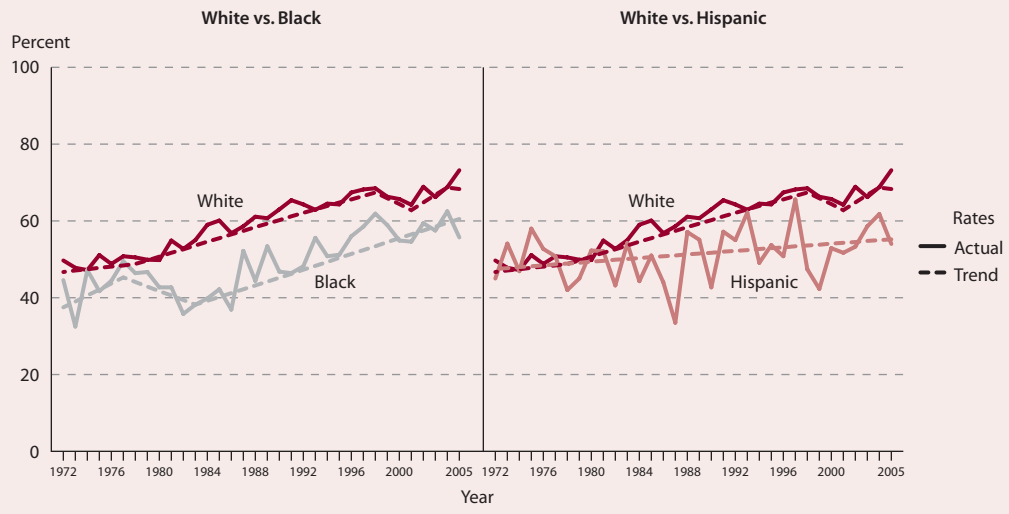
The percentage of high school completers[1] who enroll in college in the fall immediately after high school reflects the accessibility and perceived value of college education. The immediate college (2- or 4-year) enrollment rate for all high school completers ages 16–24 increased between 1972 and 1997 from 49 to 67 percent. Then, the enrollment rate declined to 62 percent by 2001, before rising to 69 percent in 2005 (see supplemental table 25-1).

Between 1972 and 1980, approximately half of White high school completers immediately enrolled in college. This immediate enrollment rate increased from the late 1970s through 1998 to 69 percent, but decreased to 64 percent by 2001 before increasing again to an all-time high of 73 percent in 2005. The annual Black immediate enrollment rate fluctuated between 1972 and 1977, but then decreased between 1978 and 1982, widening the gap between Blacks and Whites. The rate for Blacks then increased generally between 1983 and 2005, so that the gap narrowed between Blacks and Whites between 1999 and 2001. However, the gap has widened again since 2002. For Hispanics, the immediate college enrollment rate fluctuated over time, but increased overall between 1972 and 2005; nonetheless, the gap between Hispanics and Whites widened between 1979 and 1998, and then again between 2002 and 2005.

From 1972 to 2005, the immediate enrollment rate of high school completers increased faster for females than for males (see supplemental table 25-2). Much of the growth in the overall rate for females was due to increases between 1981 and 1997 in the rate of attending 4-year institutions. During this period, the rate at which females enrolled at 4-year institutions increased faster than it did for their male counterparts and for either males or females at 2-year institutions.

Differences in immediate enrollment rates by family income and parents' education have persisted. In each year between 1972 and 2005, the immediate college enrollment rate was higher for high school completers from high-income families than for their low-income peers (see supplemental table 25-1).[2] Likewise, compared with completers whose parents had a bachelor's or higher degree, those whose parents had less education had lower rates of immediate college enrollment in each year between 1992 and 2005 (see supplemental table 25-3).[3]

COLLEGE ENROLLMENT RATES: Actual and trend rates of high school completers who were enrolled in college the October immediately following high school completion, by race/ethnicity: 1972–2005



[1] Refers to those who completed 12 years of school for survey years 1972–1991 and to those who earned a high school diploma or equivalency certificate (e.g., a General Educational Development [GED] certificate) for all years since 1992. See *supplemental note 2* for more information.

[2] *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. See *supplemental note 2* for further information.

[3] The earliest year with comparable data available for parents' educational attainment is 1992.

NOTE: Includes those ages 16–24 completing high school in a given year. Actual rates are annual estimates; trend rates show the splined linear trend of these annual values over the period shown. Trend rates were obtained through splined regression that determines breakpoints (for years) empirically by searching for statistically significant linear adjustment knots from all possible knots. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information. Race categories exclude persons of Hispanic ethnicity. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanic high school completers.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

FOR MORE INFORMATION:

Supplemental Notes 1, 2

Supplemental Tables 25-1, 25-2, 25-3

Completions

Degrees Earned

Minority students have accounted for about half of the growth in the number of associate's and bachelor's degrees and 73 percent of the growth in first-professional degrees earned since 1976–77, while nonresident aliens have accounted for the majority of growth in doctoral degrees.

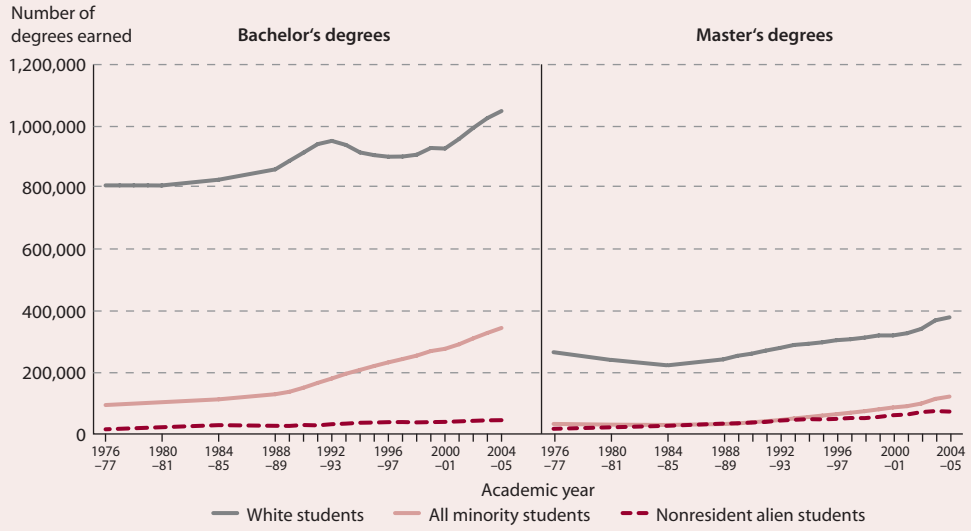
Between 1976–77 and 2004–05, enrollments in postsecondary degree-granting institutions increased by 57 percent (NCES 2006-030, table 3). This growth in enrollment has been accompanied by increases in the number of degrees earned, with the number of associate's degrees increasing by 72 percent, bachelor's degrees by 57 percent, master's degrees by 81 percent, first-professional degrees by 36 percent, and doctoral degrees by 59 percent (see supplemental table 26-1). For example, the annual number of bachelor's degrees earned increased from 918,000 in 1976–77 to 1,439,000 in 2004–05.

During this period, minority students accounted for roughly half of the increase in the number of associate's and bachelor's degrees earned (see supplemental tables 26-2 and 26-3). For example, while the number of bachelor's degrees earned by Whites increased 241,000 (from 808,000 to 1,049,000), the number of bachelor's degrees earned by minority students increased 250,000 (from 95,000 to 345,000). Minority students accounted for 34 percent of the increase in the number of master's degrees, 73 percent of the increase in the number of first-professional degrees, and 28 percent of the increase in the number of doctoral degrees earned (see supplemental tables 26-4, 26-5, and 26-6). Nonresident aliens (foreign students) accounted for 22 percent of the increase in the number of master's degrees earned and 54 percent of the increase in doctoral degrees earned. As a result, the ratio of doctoral degrees earned by nonresident aliens to doctoral degrees earned by White and minority students in 2004–05 was 1 to 3, whereas it was 1 to 8 in 1976–77.

Among minority students, Asian/Pacific Islander students experienced the greatest rates of growth in the number of degrees earned during this period. The number of first-professional degrees earned by Asian/Pacific Islander students grew by 930 percent, bachelor's degrees by 600 percent, master's degrees by 540 percent, associate's degrees by 380 percent, and doctoral degrees by 340 percent.

White students experienced slower growth in the number of degrees earned than minority or nonresident alien students over this period: among Whites, the number of associate's, bachelor's, and master's degrees earned grew between 30 and 43 percent, while the number of doctoral degrees earned grew by 13 percent. Despite slower growth, however, White students still earned the majority of all degrees conferred every year.

DEGREES CONFERRED: Number of bachelor's and master's degrees earned by White, minority, and nonresident alien students: Selected years, 1976–77 through 2004–05



NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

FOR MORE INFORMATION:

Supplemental Notes 3, 10

Supplemental Tables 26-1, 26-2, 26-3, 26-4, 26-5, 26-6

Completions

Educational Attainment

In 2006, some 86 percent of 25- to 29-year-olds had received a high school diploma or equivalency certificate. This rate has remained between 85 and 88 percent over the last 30 years.

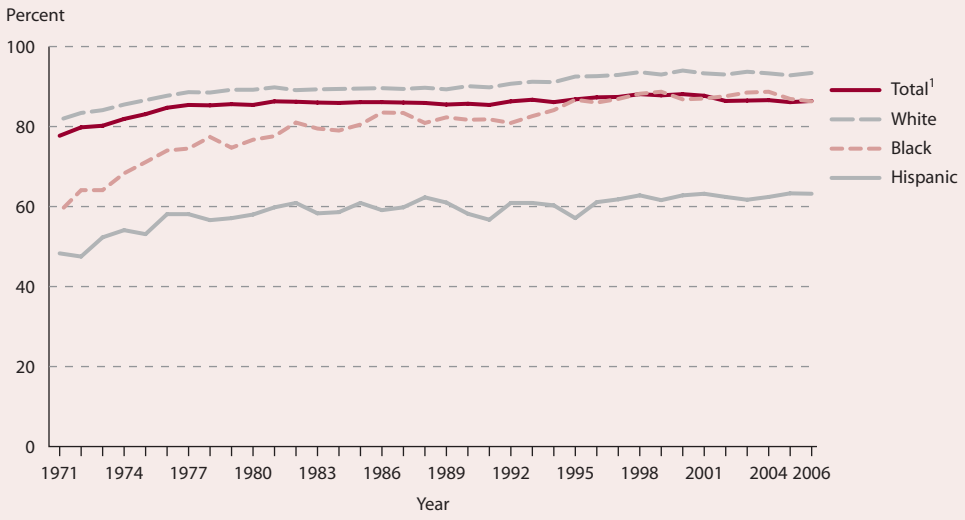
In 2006, some 86 percent of all 25- to 29-year-olds had received a high school diploma or equivalency certificate (see supplemental table 27-1). Although this percentage increased 7 percentage points between 1971 and 1976, the high school completion rate has remained between 85 and 88 percent over the last 30 years.

In 1971, a lower percentage of Blacks than Whites completed high school (59 vs. 82 percent). Although the gap between Blacks and Whites decreased 15 percentage points between 1971 and 1982, the gap has been between 4 and 10 percentage points since 1982. In 2006, the high school completion rate for Blacks was still below that of Whites (86 vs. 93 percent). The high school completion rate for Hispanics increased between 1971 and 2006 (48 vs. 63 percent). Unlike the gap between Blacks and Whites, the gap between Hispanics and Whites did not change measurably between 1971 and 2006.

The rate at which 25- to 29-year-olds completed at least some college education increased from 34 to 58 percent between 1971 and 2006 (see supplemental table 27-2). However, increases in the rate were not consistent throughout the entire period. The rate increased during the 1970s, leveled off during the 1980s, and increased in the early and mid-1990s. Since the mid-1990s, the rate has leveled off again. For each racial/ethnic group, the percentage completing at least some college was higher in 2006 than in 1971. However, the rate of increase was less for Hispanics than for Whites or Blacks. In 2006, about 66 percent of White 25- to 29-year-olds had completed at least some college, compared with 50 percent of their Black peers and 32 percent of their Hispanic peers.

In most years, the rate for completing a bachelor's degree or higher was roughly half the rate for completing at least some college. Between 1971 and 1996, the percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 27 percent (see supplemental table 27-3). Although this represents an increase of 10 percentage points, the rate has remained between 27 and 29 percent since 1996. While the percentage of 25- to 29-year-olds with a bachelor's degree or higher increased for all three racial/ethnic groups, the gaps between Whites and their Black and Hispanic peers widened during this period.

HIGH SCHOOL: Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity: March 1971–2006



[1] Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: 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. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

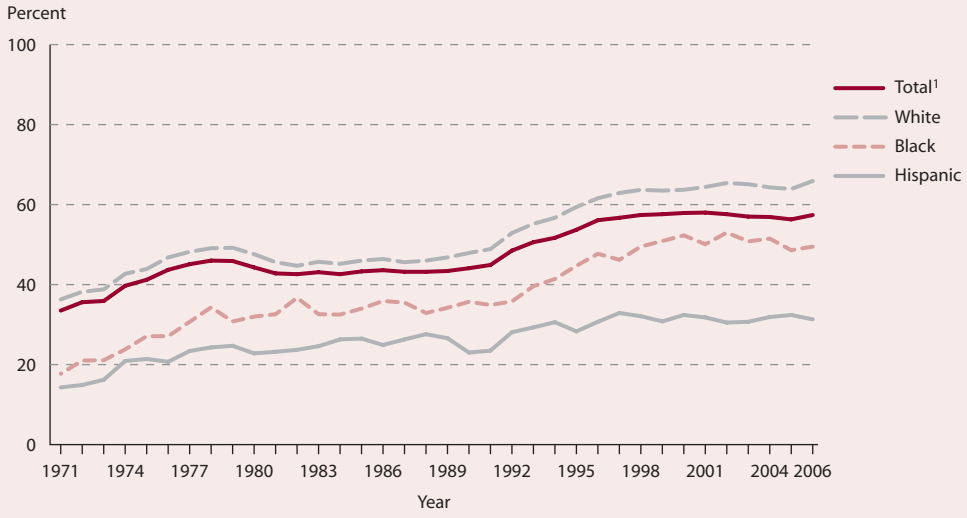
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

FOR MORE INFORMATION:

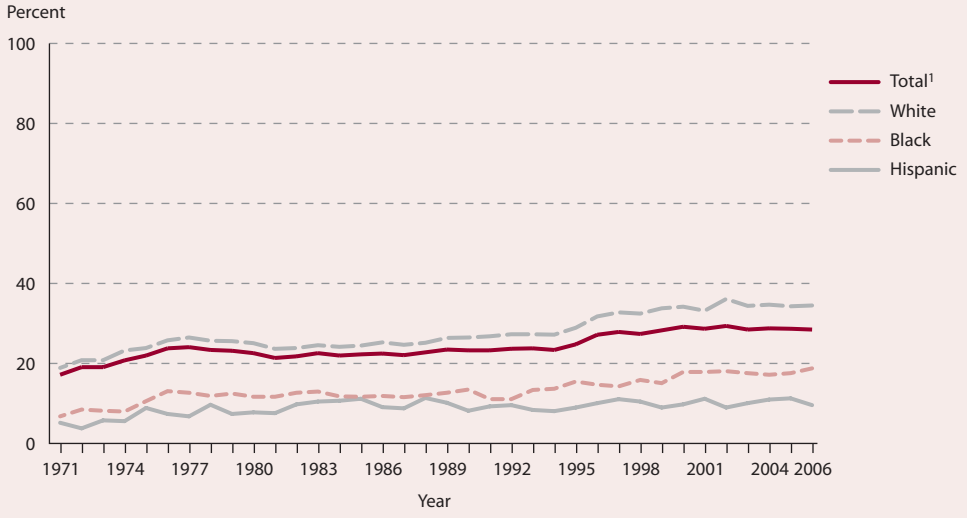
Supplemental Notes 1, 2, 7

Supplemental Tables 27-1, 27-2, 27-3

SOME COLLEGE: Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity: March 1971–2006



BACHELOR'S DEGREE OR HIGHER: Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: March 1971–2006



[1] Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: 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. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

FOR MORE INFORMATION:

Supplemental Notes 1, 2, 7

Supplemental Tables 27-1, 27-2, 27-3

Completions

Degrees Earned by Women

Women have earned a greater percentage of bachelor's degrees than men since the early 1980s overall, but men still earn a greater percentage in some fields, including computer and information sciences and engineering.

Women earn a greater number and proportion of bachelor's, master's, and doctoral degrees than they did 25 years ago. Between 1979–80 and 2004–05, the percentage of bachelor's degrees earned by women increased from 49 to 57 percent. This indicator examines the change in the percentage of degrees earned by women between 1979–80 and 2004–05, by selected fields of study.

While women have earned more than half of all bachelor's degrees awarded since 1981–82 (NCES 2007-017, table 246), the percentage of bachelor's degrees awarded in particular fields of study has varied. For example, although women earned 87 percent of the degrees awarded in health professions in 2004–05, they earned less than a quarter of the bachelor's degrees awarded in the fields of computer/information sciences (22 percent) and engineering and engineering technologies (18 percent). Women also earned fewer degrees than men in the fields of agriculture/natural resources (48 percent), mathematics and statistics (45 percent), and physical sciences and science technologies (42 percent).

Between 1979–80 and 2004–05, the percentage of master's degrees earned by women increased from 49 to 59 percent (see supplemental table 28-1). The percentage of master's degrees awarded to women in particular fields of study has also varied, and there are still fields with large differences by sex. For example, in 2004–05, while women earned 79 percent of the master's degrees awarded in psychology, they earned 23 percent of the master's degrees awarded in engineering and engineering technologies.

Women earned just under half of the doctoral degrees awarded in 2004–05 (49 percent), an increase from the 30 percent of doctoral degrees awarded to women in 1979–80. At the doctoral level in 2004–05, men earned more degrees than women in more fields than they did at the bachelor's and master's levels. Women earned less than 30 percent of the doctoral degrees awarded in 2004–05 in mathematics and statistics, physical sciences and science technologies, computer/information sciences, and engineering and engineering technologies.

BACHELOR'S DEGREES: Percentage of bachelor's degrees earned by women and change in the percentage earned by women, by field of study: Selected years, 1979–80 through 2004–05

Field of study	1979–80	1989–90	1999–2000	2004–05	Change in percentage points between 1979–80 and 2004–05
Total[1]	**49.0**	**53.2**	**57.2**	**57.4**	**8.4**
Health professions and related clinical sciences	82.3	84.6	83.5	86.5	4.3
Education	73.8	78.1	75.8	78.7	4.8
Psychology	63.3	71.6	76.5	77.8	14.5
English language/literature/letters	65.1	67.0	67.8	68.5	3.4
Communication, journalism, and related programs	52.3	60.5	61.2	64.2	11.9
Biological and biomedical sciences	42.1	50.8	58.2	61.9	19.8
Visual and performing arts	63.2	62.0	59.2	61.3	-1.9
Social sciences and history	43.6	44.2	51.2	50.5	6.9
Business	33.6	46.8	49.8	50.0	16.3
Agriculture/natural resources	29.6	31.6	42.9	47.9	18.3
Mathematics and statistics	42.3	46.2	47.8	44.7	2.4
Physical sciences and science technologies	23.7	31.3	40.3	42.2	18.5
Computer/information sciences	30.2	29.9	28.1	22.2	-8.1
Engineering and engineering technologies	9.4	14.1	18.6	18.3	8.9

[1] Includes other fields not shown separately.

NOTE: Based on data from Title IV degree-granting institutions. See *supplemental note 9* for more detail. The shaded section shows fields in which women earned at least 50 percent of the degrees in 2004–05. Detail may not sum to totals because of rounding. Some estimates were revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 258, 279, 281, 283–287, 289, 292–294, 296, 298, and 300; data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred"; and 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87 and Fall 2000 and 2005), and Fall 2005.

FOR MORE INFORMATION:

Supplemental Notes 3, 9, 10

Supplemental Table 28-1

NCES 2007-017

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Section 4

Contexts of Elementary and Secondary Education

Contents

Section 4: Website Contents

This List of Indicators includes all the indicators in Section 4 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2007 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Contexts of Elementary and Secondary Education

The indicators in this section of *The Condition of Education* measure salient features of the context of learning in elementary and secondary schools. This includes the content of learning and expectations for student performance; processes of instruction; mechanisms of choice in education; characteristics of teachers and the teaching profession; the climate for learning and other organizational aspects of schools; and the financial resources available. There are 30 indicators in this section: 13, prepared for this year's volume, appear on the following pages, and all 30, including indicators from previous years, appear on the Web (see Website Contents on the facing page for a full list of the indicators).

The first subsection examines learning opportunities afforded children. Measures include the extent of afterschool activities of youth and student/teacher ratios in public schools. Additional indicators on the Web show the availability of advanced-level academic courses, participation in early literacy activities, and the extent of out-of-field teaching.

The indicators in the second subsection look at special programs to serve the particular educational needs of special populations. For example, one indicator that appears in this volume shows 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 beyond the assigned school. Parents may choose a private school, they may live in a district that offers choice among public schools, or they may select a school by moving into that school's community. An indicator on the Web examines parental choice of charter schools. An indicator in this volume profiles the characteristics of public charter schools.

Teachers are critical to the learning process in schools. One indicator in this volume examines the characteristics of full-time teachers by various individual and professional characteristics. An indicator on the Web examines the rates at which recent college graduates become elementary or secondary teachers.

The fifth subsection considers the climate for learning, which is shaped by different factors in the school environment, including parent, teacher, and student attitudes; school staff and leadership; and students' sense of physical security and freedom from violence. Indicators in this volume present measures of the last two factors.

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 the 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 on what they are spent. Among the indicators in this volume of *The Condition of Education* are indicators on variations in expenditures per student and trends in expenditures per student in elementary and secondary education.

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/list/i4.asp.

Learning Opportunities

Afterschool Activities

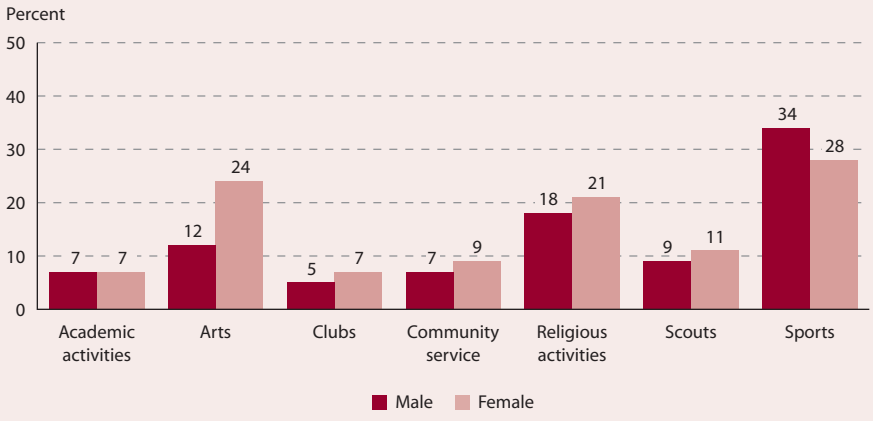
In 2005, a greater percentage of female than male students in kindergarten through 8th grade were involved in arts, clubs, community service, religious activities, and scouts after school, but the pattern of participation was reversed for sports.

This indicator looks at kindergarten through 8th grade (grades K–8) students' participation in various afterschool activities in 2005. Parents whose children were in grades K–8 were asked whether their children had participated in each of a series of specific activities (either primarily for supervision[1] or enrichment) outside of school hours since the beginning of the school year.

In 2005, among all students in grades K–8, some 43 percent of students participated in at least one activity. Of these students, 31 percent participated in sports, 20 percent in religious activities, 18 pecent in arts (e.g., music, dance, or painting), 10 percent in scouts, 8 percent in community service, 7 percent in academic activities (e.g., tutoring, mathematics laboratory), and 6 percent in clubs (e.g., yearbook, debate, or book club) (see supplemental table 29-1).

Rates of participation varied by poverty, sex, and parents' education. A greater percentage of students from nonpoor families (56 percent) than from near-poor (30 percent) and poor (22 percent) families participated in at least one activity. In addition, students from nonpoor families were more likely to participate in each of the seven specific activities than students from near-poor and poor families. Females were more likely than males to participate in at least one activity (45 vs. 42 percent). By activity, a greater percentage of females than males were involved in arts (24 vs. 12 percent), clubs (7 vs. 5 percent), community service (9 vs. 7 percent), religious activities (21 vs. 18 percent), and scouts (11 vs. 9 percent). However, a greater percentage of males than females participated in sports (34 vs. 28 percent). Students whose parents had a bachelor's degree or higher were more likely to participate in at least one afterschool activity than students whose parents had some college or less. In addition, students whose parents had a graduate or professional degree were more likely to participate in each of the seven specific activities than students whose parents had some college or less.

AFTERSCHOOL ACTIVITIES: Percentage of kindergarten through 8th-grade students who participated in various afterschool activities since the beginning of the school year, by sex: 2005



[1] In some cases, children participate in afterschool activities not only for enjoyment or enrichment; they also participate so that their parents, who are often working, can be assured that their children are being supervised by adults in a safe setting.

NOTE: When asked about their children's participation in a series of afterschool activities since the beginning of the year, parents could respond either "yes" or "no" to whether their child participated in each specific activity. The percentage of parents who responded "yes" for each activity is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 29-1

Learning Opportunities

Student/Teacher Ratios in Public Elementary and Secondary Schools

Student/teacher ratios tend to be higher in public schools with larger enrollments than in public schools with smaller enrollments.

The ratio of students to teachers, which is sometimes used as a proxy measure for class size, declined between 1990 and 2004 from 17.6 to 16.3 students per teacher for all regular[1] public elementary, secondary, and combined schools (see supplemental table 30-1). The patterns are different, however, when public elementary, secondary, and combined schools are examined separately.

The student/teacher ratio for regular public elementary schools declined from 1990 through 2004 (from 18.2 to 16.0), with most of the decline occurring after 1996. Generally, elementary schools in each enrollment category showed similar patterns except in the largest schools (1,500 students or greater), where the student/teacher ratio increased from 19.9 to 20.5 students per teacher.

In contrast, student/teacher ratios for all regular public secondary schools increased between 1990 and 1996 (from 16.7 to 17.6) and then declined to 16.9 in 2004. Secondary schools in each enrollment category showed similar patterns.

In regular public combined schools (that include both elementary and secondary grades), student/teacher ratios were lower in 2004 (15.2) than in 1990 (15.8). This change was consistent in all but the largest schools, where the ratio rose to 19.4 in 2004.

In every year from 1990 through 2004, the student/teacher ratio was positively associated with the enrollment for elementary, secondary, and combined regular public schools: the student/teacher ratio for any given enrollment category was always larger than that of any smaller enrollment category. For example, in 2004, regular elementary schools with over 1,500 students enrolled 6.8 more students per teacher, on average, than regular elementary schools with enrollments under 300.

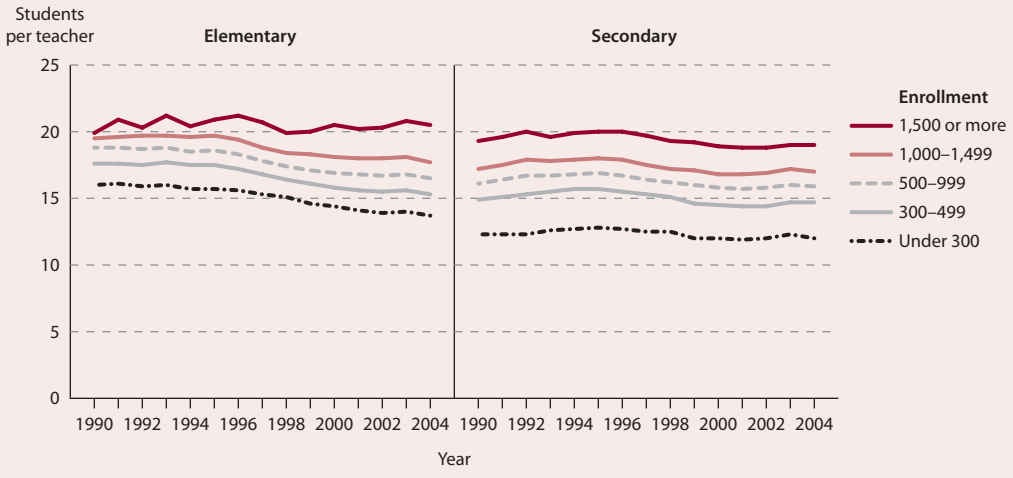
[1] Regular schools include all schools except special education schools, vocational schools, and alternative schools.

NOTE: 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. This analysis excludes schools that did not report both enrollment and teacher data.

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 2004–05.

FOR MORE INFORMATION:
Supplemental Note 3
Supplemental Table 30-1

STUDENT/TEACHER RATIO: Student/teacher ratios in regular public elementary and secondary schools, by school enrollment: Fall 1990–2004



Special Programs

Inclusion of Students With Disabilities in General Classrooms

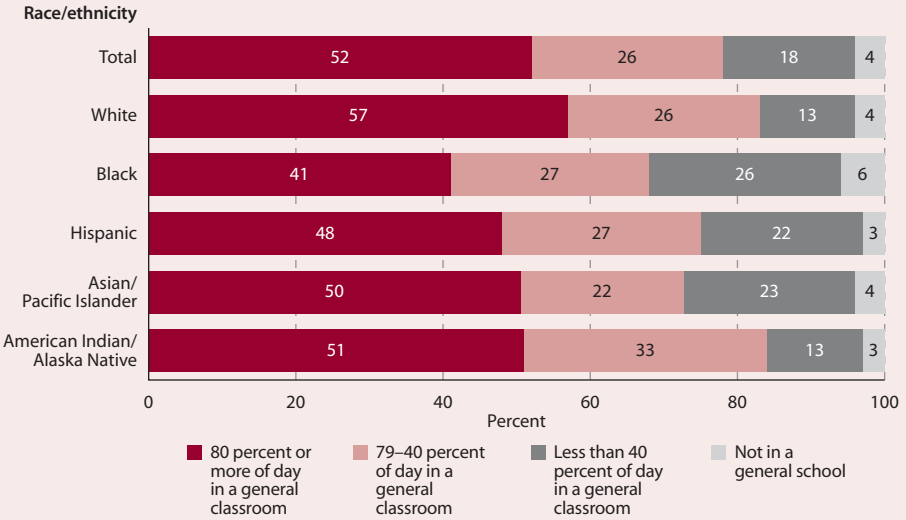
Approximately half of all students with disabilities in 2004–05 spent 80 percent or more of their day in a general classroom.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975,[1] requires public schools to make available to all eligible children with disabilities a free public education in the least restrictive environment[2] appropriate for their needs. In 1997, Congress passed amendments to IDEA,[3] mandating for the first time that states collect data on the race/ethnicity of students identified as having special education needs. These data reveal an overrepresentation of some racial/ethnic minorities among students with disabilities (see *indicator 7*).

Between 1995 and 2005, the percentage of students with disabilities spending 80 percent or more of the school day in a general classroom showed an overall increase from 45 to 52 percent (see supplemental table 31-1). At the same time, there was an overall decline (from 22 to 18 percent) in the percentage of students with disabilities spending less than 40 percent of their day in a general classroom. The percentage of students with disabilities who did not attend general schools showed little change, however, staying at approximately 4 percent over the 10-year span. Between the 2003–04 and 2004–05 school years, the percentage of students with disabilities spending 80 percent or more of the school day in a general classroom increased from 50 to 52 percent.

The percentage of time these students spent in a general classroom varied by race/ethnicity (see supplemental table 31-2). For example, White students with disabilities were more likely than students of any other race/ethnicity to spend 80 percent or more of their day in a general classroom. In contrast, Black students with disabilities were more likely than students of any other race/ethnicity to spend less than 40 percent of their day in a general classroom and were the most likely to receive education in a separate school facility for students with disabilities. American Indians/Alaska Natives and Hispanics with disabilities were less likely than students of any other race/ethnicity to receive education in a separate school facility for students with disabilities.

STUDENTS WITH DISABILITIES: Percentage distribution of students ages 6–21 served by the Individuals with Disabilities Education Act, by race/ethnicity and placement in educational environment: 2004–05



[1] The most recent reauthorization of the Individuals with Disabilities Education Act (IDEA) occurred in 2004.

[2] A *least restrictive environment* is determined on a case-by-case basis to ensure that each student's special needs are met, while allowing that student the maximum possible exposure to students without disabilities as well as the general education curriculum.

[3] Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (P.L. 105-17).

NOTE: Students with disabilities are those students served under "Assistance for education of all children with disabilities" (Part B) of the IDEA in the United States and outlying areas. See *supplemental note 8* for further information on student disabilities. Race categories exclude persons of Hispanic ethnicity. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

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, 2004*, table 2-7, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from https://www.ideadata.org/tables28th/ar_2-7.htm.

FOR MORE INFORMATION:

Supplemental Note 8

Supplemental Tables 31-1, 31-2

School Choice

Charter Schools

Charter schools are more likely than conventional public schools to be located in urban areas, to have smaller total enrollment sizes, and to enroll higher proportions of Black, Hispanic, and American Indian/Alaska Native students.

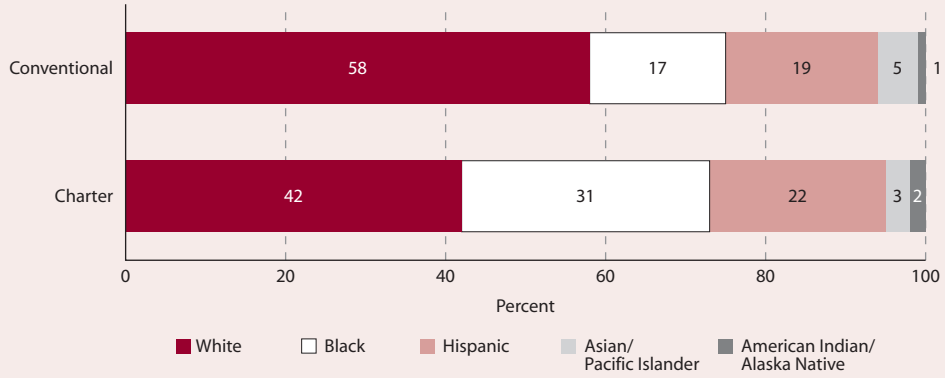
A charter school is a publicly funded school that is typically governed by a group or organization under a contract or charter with the state; the charter exempts the school from selected state or local rules and regulations. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met (U.S. Department of Education 2000).

In the 2004–05 school year, there were 3,294 charter schools in the jurisdictions that allowed them (40 states and the District of Columbia), compared with 90,001 conventional public schools in all of the United States (see supplemental table 32-1). Charter schools made up 4 percent of all public schools. The population of students served by charter schools differed from the student population served by conventional public schools. Charter schools enrolled larger percentages of Black, Hispanic, and American Indian/Alaska Native students and lower percentages of White and Asian/Pacific Islander students than conventional public schools. A larger percentage of charter schools (27 percent) than conventional public schools (16 percent) had less than 15 percent of students eligible for free or reduced-price lunch.

Student enrollments in charter schools were lower than enrollments in conventional public schools. Seventy-one percent of charter schools had enrollments of less than 300 students, compared with 31 percent of conventional public schools. Charter schools were also more likely to be located in central cities than were conventional public schools (52 vs. 25 percent).

Charter schools were more likely to be located in the West (39 percent) than in the Midwest (27 percent), South (25 percent), and the Northeast (9 percent). In addition, a greater percentage of charter schools (24 percent) than conventional schools (19 percent) were secondary schools, while a larger percentage of conventional schools (57 and 18 percent) than charter schools (44 and 9 percent) were elementary and middle schools, respectively.

CHARTER SCHOOLS: Percentage distribution of the race/ethnicity of public school students, by school type: 2004–05



NOTE: These tabulations exclude schools with no charter status designation and those not reporting membership. Race categories exclude persons of Hispanic ethnicity. See *supplemental note 3* for the states included in each region and information on location. 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," 2004–05.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Table 32-1

U.S. Department of Education 2000

Teachers

Characteristics of Full-Time School Teachers

In 2003–04, the percentages of full-time teachers in the United States who were under age 30 and between ages 50–59 were higher than the percentages of these categories of teachers in 1993–94.

The number of full-time teachers in the United States was higher in 2003–04 than in 1993–94 (3.3 vs. 2.6 million) (see supplemental table 33-1). This indicator examines the distribution of these teachers in elementary and secondary schools by sex, race/ethnicity, age, and certification status.

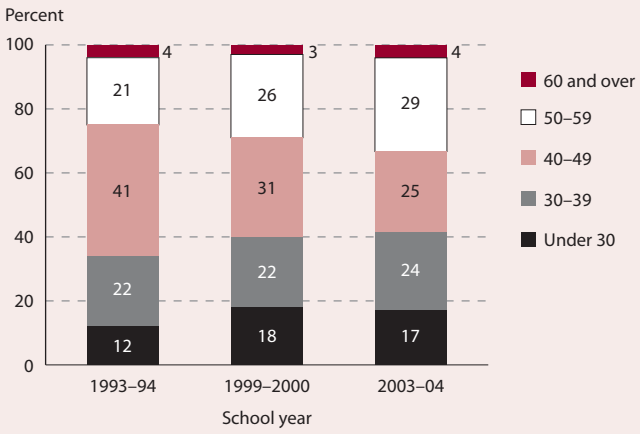
Overall, the percentage of full-time teachers who were female remained between 73 and 75 percent in the three survey years between 1993–94 and 2003–04. In each year, females were notably more likely than males to teach in both public and private elementary schools. At the secondary level, however, differences by sex were less prominent for schools of both types. For example, in 2003–04, some 44 percent of secondary school teachers were male, whereas 56 percent were female.

The percentage of full-time teachers who were racial/ethnic minorities was higher in 2003–04 than in 1993–94 (17 vs. 13 percent). In 1993–94 and 1999–2000, greater percentages of elementary school than secondary school teachers were minorities; however, in 2003–04, there were no measurable differences in the percentages of teachers by race/ethnicity at either school level. In each survey year, the percentages of minority teachers at both levels were greater at public schools than at private schools.

The percentage of full-time teachers under age 30 was higher in 1999–2000 than in 1993–94 (18 vs. 12 percent) and remained at about that percentage in 2003–04. In the first two survey years, private schools employed greater percentages of teachers under age 30 than did public schools. In 2003–04, this pattern continued for secondary schools, but there was no measurable difference by school type for elementary schools. The percentage of teachers ages 50–59 was higher in 2003–04 than in 1993–94 (29 vs. 21 percent); however, no measurable differences were found for teachers age 60 and over between these years.

The percentage of full-time teachers with a regular certification[1] was lower in 2003–04 than in 1993–94 (83 vs. 91 percent), while the percentages with other types of certifications were each higher in 2003–04 than in 1993–94 (see supplemental table 33-2). In each year, private school teachers at both levels were less likely to hold a regular certification than public school teachers. For example, in 2003–04, some 87 percent of public secondary school teachers had a regular certification compared with 43 percent of their private school peers.

TEACHERS: Percentage distribution of full-time teachers, by age: School years 1993–94, 1999–2000, and 2003–04



[1] The Regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers) and full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Provisional certificates are for those who are still participating in an "alternative certification program." Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Temporary certificates are for those who require additional college coursework and/or student teaching. Emergency certificates or waivers are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 33-1, 33-2

NCES 2005-114

School Characteristics and Climate

Characteristics of School Principals

Between 1993–94 and 2003–04, the percentage of public school principals who were female increased from 41 to 56 percent in elementary schools and from 14 to 26 percent in secondary schools.

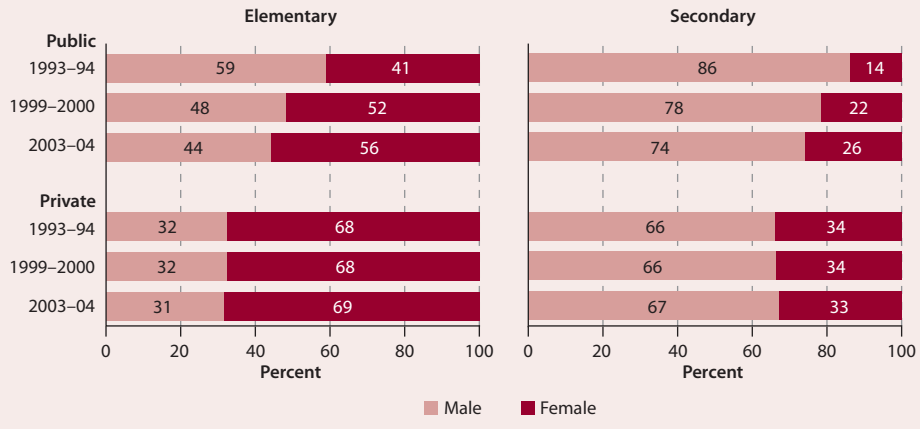
This indicator looks at the distribution of school principals between school years 1993–94 and 2003–04 by various demographic and professional characteristics. During this period, the number of principals in the United States increased from 104,600 to 115,000 (see supplemental table 34-1).

There were changes in the distribution of principals by sex and age between 1993–94 and 2003–04. The percentages of female principals in public schools increased during this time, but there were no measurable differences in the percentages of female principals in private schools. In public schools, the percentage of female principals increased from 41 to 56 percent in elementary and from 14 to 26 percent in secondary schools. In private schools, the percentage of female principals remained around 68 percent in elementary and about 34 percent in secondary schools. Additionally, the percentage of principals ages 55 and over increased between 1993–94 and 2003–04, from 20 to 31 percent. This increase was particularly evident at the secondary level—the percentage of secondary school principals who were ages 55 and over increased from 17 to 30 percent in public schools and from 22 to 46 percent in private schools.

The percentage of principals who had 3 or fewer years of teaching experience prior to becoming a principal was not measurably different in 2003–04 than in 1993–94 (11 percent), but the percentage with 20 or more years of teaching experience prior to becoming a principal increased from 10 to 18 percent (see supplemental table 34-2). In each year surveyed, the percentage of private school principals with 3 or fewer years of teaching experience prior to becoming a principal was twice the percentage for public school principals.

Principals' average annual salary, measured in 2003–04 constant dollars, increased by 10 percent, from $62,200 in 1993–94 to $68,900 in 2003–04. In each year surveyed, public school principals were paid, on average, more than private school principals. In 2003–04, some 50 percent of public elementary and 56 percent of public secondary school principals earned $75,000 or more, compared with 9 percent of private elementary and 28 percent of private secondary school principals

PRINCIPALS: Percentage distribution of male and female elementary and secondary school principals, by school level and school type: School years 1993–94, 1999–2000, and 2003–04



NOTE: Data are only for principals, not assistant principals. Principals from Bureau of Indian Affairs schools were excluded from the analysis. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 34-1, 34-2

Grubb and Flessa 2006

Tucker and Codding 2002

Indicator 33

School Characteristics and Climate

Student Support Staff in Public Schools

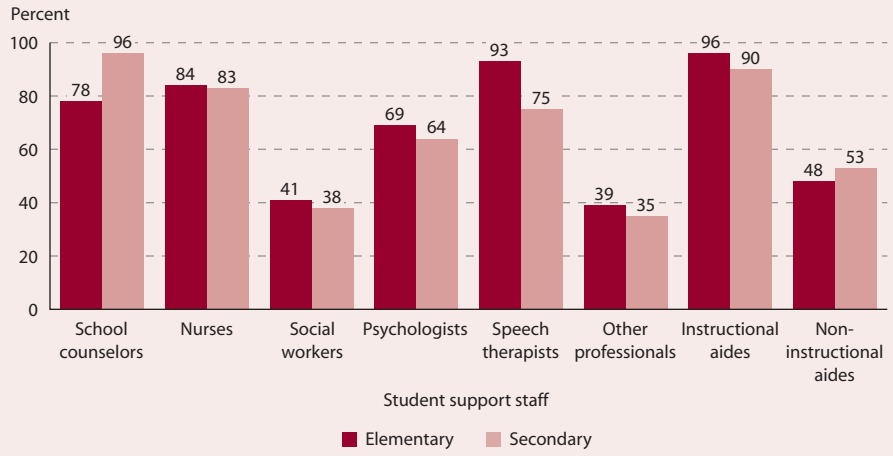
In 2003–04, nearly all elementary and secondary schools had student support staff, with most employed full time.

In addition to employing teachers, most schools employ staff who work directly with students and provide various support services. These student support staff, who include licensed or certified professionals (e.g., school counselors, social workers, and speech therapists) and teacher aides (e.g., special education, regular Title I, and library aides), constituted 27 percent of all public school staff in the 2003–04 school year (see supplemental table 35-1). This indicator examines the distribution of these staff in regular public schools in the 2003–04 school year.

About 857,000 support staff worked in elementary schools and 217,000 worked in secondary schools in 2003–04. Nearly all elementary and secondary schools reported having student support staff (99 and 100 percent, respectively), with a greater number employed full time than part time. In terms of licensed or certified professionals, over two-thirds of elementary and secondary schools reported having school counselors, having nurses, and having speech therapists. In terms of teacher aides, 80 percent of elementary schools and 81 percent of secondary schools reported having special education instructional aides. On average, elementary schools had a lower number of students per all student support staff than secondary schools (33 vs. 62 percent). Elementary schools had a lower number of students per staff than secondary schools in each category of support staff except school counselors.

The number, percentage, and availability of student support staff varied by schools that were low poverty when compared with those schools that were high poverty (see supplemental table 35-2). A greater percentage of low-poverty schools than high-poverty schools had psychologists, had special education noninstructional aides, and had library instructional and noninstructional aides. In contrast, a greater percentage of high-poverty schools than low-poverty schools had regular Title I (61 vs. 16 percent) and ESL/bilingual (41 vs. 29 percent) instructional aides. With the exception of school counselors, the average number of students per licensed or certified professional (nurses, social workers, psychologists, speech therapists, and other professionals) was smaller in high-poverty schools than in low-poverty schools.

STUDENT SUPPORT STAFF: Percentage of regular public schools with various student support staff, by school level: School year 2003–04



NOTE: Data are for full- and part-time staff. Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. Data for combined elementary and secondary schools and for ungraded schools are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

FOR MORE INFORMATION:

Supplemental Note 3

Supplemental Tables 35-1, 35-2

School Characteristics and Climate

School Violence and Safety

Between 1992 and 2004, the rate of nonfatal crime against students ages 12–18 at school declined 62 percent.

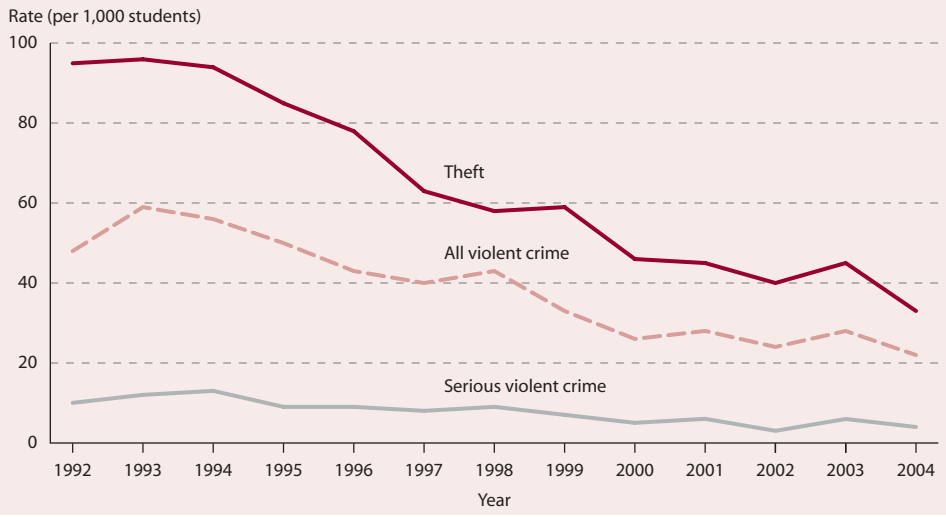
Theft and violence that occur at school[1] can lead to a disruptive and threatening environment, physical injury, and emotional stress (Elliot, Hamburg, and Williams 1998). To measure the frequency of theft and violence in our nation's schools, this indicator examines nonfatal crime rates per 1,000 students, ages 12–18, from 1992 through 2004. Nonfatal crime includes theft and all violent crime; all violent crime includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

From 1992 through 2004, the rate of nonfatal crime against students at school declined 62 percent (from 144 to 55 crimes per 1,000 students) (see supplemental table 36-1). During the same time period, the rate of crimes against students at school declined 65 percent for theft (from 95 to 33 crimes per 1,000 students) and 54 percent for violent crimes (from 48 to 22 crimes per 1,000 students). Between 2003 and 2004, the rate of nonfatal crime against students ages 12–18 at school declined 25 percent (from 73 to 55 crimes per 1,000 students). The rate of thefts against students at school declined 27 percent during the same time period (from 45 to 33 crimes per 1,000 students).

From 1992 through 2004, the rates for serious violent crime were lower when students were at school than when they were away from school. However, students were generally more likely to be victims of theft at school than away from school.

In 2004, a higher percentage of middle school-age students (ages 12–14) than high school-age students (ages 15–18) were victims of crime at school (64 vs. 46 crimes per 1,000 students) (see supplemental table 36-2). In contrast, middle school-age students were less likely to be victims of crime away from school than were high school-age students (34 vs. 61 crimes per 1,000 students). Differences were also found by students' household location. The rates of violent crime at school were higher for urban students than for suburban students. Furthermore, rates of violent crime away from school, especially serious violent crime, were also higher for urban students than suburban students. However, rural students experienced higher rates of theft away from school than urban or suburban students.

TRENDS IN VICTIMIZATION: Rate of nonfatal crime against students ages 12–18 at school or on the way to or from school per 1,000 students, by type of crime: 1992–2004



[1] "At school" includes inside the school building, on school property, or on the way to and from school.

SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), table 2.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2004.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

Supplemental Tables 36-1, 36-2

Elliott, Hamburg, and Williams 1998

Finance

Changes in Sources of Public School Revenue

Federal and state revenues increased at a faster rate than local revenues from 1989–90 to 2003–04.

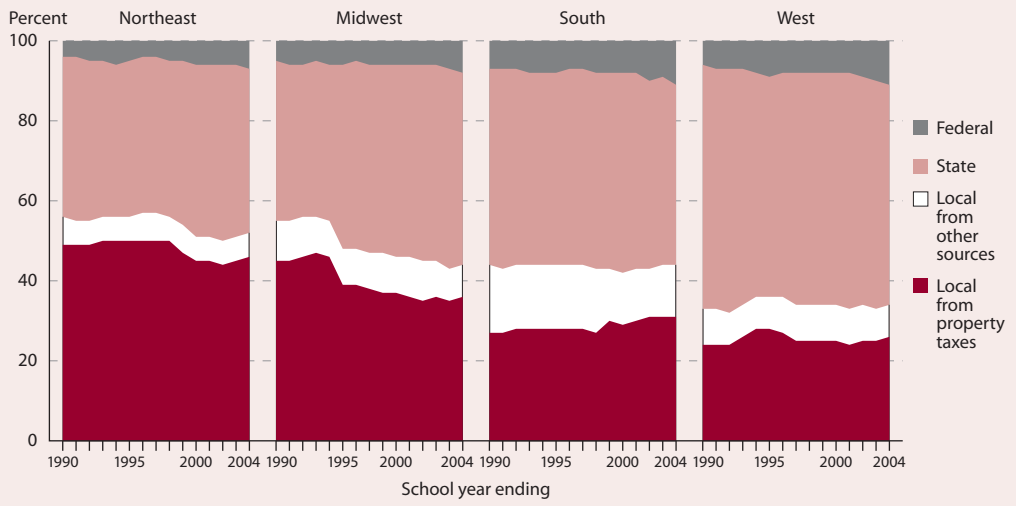
From 1989–90 to 2003–04, total elementary and secondary public school revenues increased 51 percent in constant dollars. During this period, the total amount from each revenue source (federal, state, and local) increased, though not at the same rate (see supplemental table 37-1). Federal and state revenues increased at a faster rate than all local revenues (both property tax revenue and other local revenue). The proportion of total revenue for public elementary and secondary education from local sources declined, from 47 percent in 1989–90 to 44 percent in 2003–04, while the proportion of total revenue flowing to public schools from federal sources increased from 6 percent in 1989–90 to 9 percent in 2003–04 (see supplemental table 37-2). The proportion from state sources was the same in 1989–90 as in 2003–04 (47 percent).

Although total revenues for elementary and secondary public schools increased in each region, different regional patterns of change in the distribution of public school revenues are evident. The Midwest experienced the largest decreases in the proportion of total revenue from local sources: local funding there dropped from 55 percent of all revenue for public elementary and secondary education in 1989–90 to 44 percent in 2003–04. Declines in the proportion of property tax revenue accounted for most of this decrease.[1] The Northeast also experienced declines in the proportion of revenue from local sources. In both regions, there were increases in the proportion of total revenue from federal and state sources.

The proportion of total revenue from local sources increased in the West from 33 to 35 percent during this period. While that proportion experienced little change in the South (less than 1 percentage point), the proportion of total revenue from property taxes increased 4 percent. In both the South and the West, the proportion of revenue from state sources decreased, and the proportion from federal sources increased.

In 2003–04, as in earlier years, the Northeast relied to a greater degree on property tax revenues than the other regions. The difference in the reliance on property tax revenues between the Northeast and the Midwest was greater in 2003–04 than in 1989–90. Conversely, the differences between the Northeast and the other two regions were less in 2003–04 than in 1989–90.

CHANGES IN REVENUE SOURCES: Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: 1989–90 to 2003–04



[1] There was a decline in the property tax in Michigan from 1993–94 to 1994–95. During that period, the proportion of total revenue from property taxes fell from 59 to 21 percent in Michigan and from 46 to 39 percent for all the Midwest.

NOTE: Detail may not sum to totals because of rounding. Revenues have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. 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. Property tax revenue and other local government revenues were imputed for Texas for 1992–93. See *supplemental note 11* for information about revenue for public elementary and secondary schools. Estimates are revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2003–04.

FOR MORE INFORMATION:
Supplemental Notes 1, 3, 11
Supplemental Tables 37-1, 37-2

Finance

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Expenditures per student rose 27 percent in constant dollars from 1989–90 to 2003–04, with capital expenditures increasing the fastest.

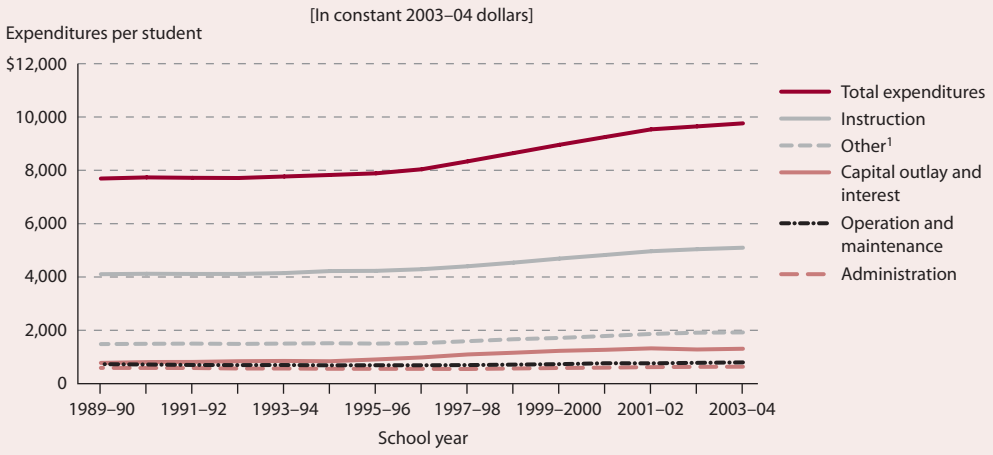
This indicator examines expenditures per student in public elementary and secondary schools, in constant dollars, by major expenditure category and region between 1989–90 and 2003–04. Total expenditures include current expenditures, such as instruction, administration, operation and maintenance, as well as capital outlay and interest on school debt. Total expenditures per student are calculated by dividing total expenditures by the enrollment.

Total expenditures per student rose 27 percent in constant dollars between 1989–90 and 2003–04, from $7,692 to $9,762 (see supplemental table 38-1). This rate of increase in total expenditures was not evenly distributed among the major categories of expenditures. Among the five major categories of expenditures, the percentage change in spending on capital outlay and interest increased the most (68 percent). In contrast, instruction expenditures increased 24 percent, spending on operation and maintenance increased 9 percent, and spending on administration increased 8 percent.

In 2003–04, some 52 percent of the $9,762 spent per student in public elementary and secondary schools went toward instruction expenditures such as teacher salaries and benefits. About 13 percent went toward capital expenditures, 8 percent toward operation and maintenance, 7 percent toward administration, and 20 percent toward other expenditures, including transportation, food services, and student support.[1]

Looking at total expenditures per student by region in 2003–04 reveals that expenditures per student were highest in the Northeast, followed by the Midwest, West, and South. This regional pattern held true for each major expenditure category except capital expenditures, which were highest in the West. A higher percentage of total expenditures went toward instruction in the Northeast (57 percent) than in the other regions (50 to 52 percent). However, in the Northeast, a smaller percentage of total expenditures (10 percent) went toward capital expenditures than in the other regions (14 to 16 percent).

EXPENDITURES BY CATEGORY: Total expenditures per student in fall enrollment in public elementary and secondary schools, by expenditure category: 1989–90 through 2003–04



[1] Other expenditures include funds for student support, other instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 1* for information on regional categorizations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2003–04.

FOR MORE INFORMATION:
Supplemental Notes 1, 3, 11
Supplemental Table 38-1

Finance

Variations in Instruction Expenditures per Student

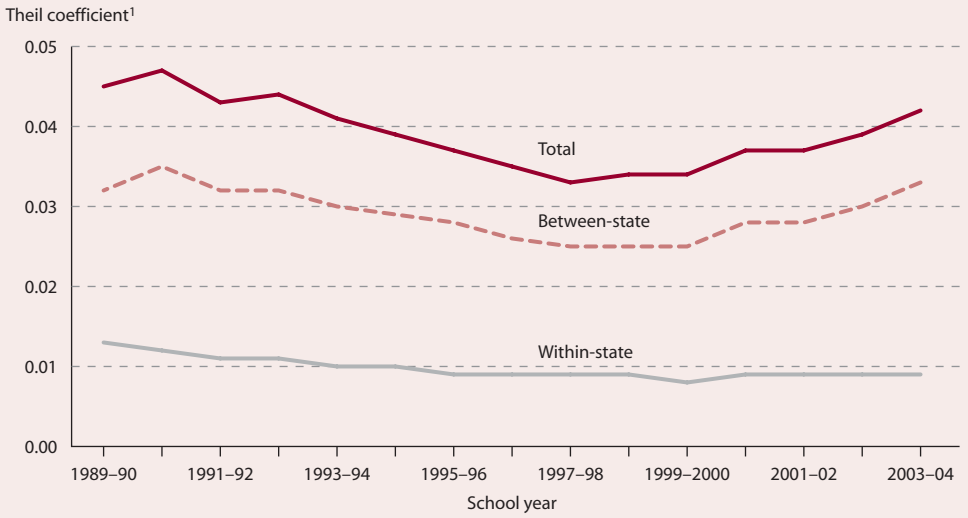
Between 1989–90 and 2003–04, differences between states accounted for a greater proportion of the variation in instruction expenditures per student among unified public school districts than did differences within states.

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* because it 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. In this indicator, a coefficient of zero indicates that there is no variation in the instruction expenditures per student in unified public school districts for kindergarten through grade 12, and the amount of variation present increases as the Theil coefficient increases in size.

Across U.S. districts, most of the variation in instruction expenditures is due to differences between states, rather than differences within states (see supplemental table 39-1). Between 1989–90 and 1997–98, the size of the variation decreased, and although the variation has increased in size since the late 1990s, it remains lower than in the early 1990s. As was the case for the total variation, when the variations due to between- and within-state differences are considered separately, both components showed decreases between 1989–90 and 1997–98. However, since 1997–98, the trends have changed. The between-state component increased, while the within-state component remained largely unchanged, with the between-state variation accounting for 74 percent of the total variation in 1997–98 and 78 percent in 2003–04. Hence, the increase in the total variation between 1997–98 and 2003–04 was largely due to increases in the variation between states.

Changes in the variation in instruction expenditures over time may reflect differences across school districts in the trends in the amount of services or goods purchased, such as the number of classroom teachers hired. However, they may also be attributed to differences in the trends in the cost of items purchased, such as teacher salaries. The variations over time in the amount of services or goods purchased may, in part, reflect various state litigation and school finance reform efforts. Further, some of the variations in expenditures per pupil across states may be due to cost differences across states.

VARIATIONS IN EXPENDITURES: Variation in instruction expenditures in unified public elementary and secondary school districts, by source of variation: 1989–90 to 2003–04



[1] The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation over time. See *supplemental note 11* for more information.

NOTE: Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2003–04, approximately 71 percent of all school districts were unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 to 2002" and "School District Finance Survey (Form F-33)," 2002–03 to 2003–04.

FOR MORE INFORMATION:

Supplemental Notes 3, 11

Supplemental Table 39-1

NCES 2000-020

NCES 2001-323

Murray, Evans, and Schwab 1998

Finance

Public Elementary and Secondary Expenditures by District Poverty

Total expenditures per student in 2003–04 were highest in low-poverty school districts and next highest in high-poverty school districts.

Expenditures per student in public elementary and secondary schools vary by the level of poverty in a district. For example, in 2003–04, total expenditures per student were highest in low-poverty districts ($10,857), next highest in high-poverty districts ($10,377), and lowest in middle- and middle-high poverty districts ($9,042 and $9,045, respectively) (see supplemental table 40-1).[1] Districts were divided into five equal-sized groups based on the percentage of 5- to 17-year-olds in poverty. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children.

Between 1995–96 and 2003–04, total expenditures per student increased by 24 percent in constant dollars, from $7,847 to $9,754. Total expenditures per student increased the most for the high-poverty districts (28 percent), and the least for low-poverty districts (21 percent). Expenditures in the other three categories increased between 22 and 27 percent.

Current expenditures, which include instructional, administrative, and operation and maintenance expenditures, followed a similar pattern as total expenditures. For example, the low- and high-poverty districts had the highest current expenditures per student in 2003–04 (see supplemental table 40-2). However, unlike total expenditures, current expenditures in high-poverty and low-poverty districts were about the same ($8,858 and $8,832, respectively).

The types of communities in which low- and high-poverty school districts were located differed. For example, 69 percent of students in low-poverty districts were enrolled in the suburbs, while 10 percent of the students in low-poverty districts were in cities (see supplemental table 40-3). In contrast, 69 percent of the students in high-poverty districts were in cities, while the suburbs enrolled 6 percent.

[1] Total expenditures include all expenditures allocable to per student costs—current expenditures for regular school programs, capital outlay, and interest on school debt. All expenditures in this indicator are in constant 2003–04 dollars. The Consumer Price Index (CPI) was used to adjust expenditures into constant dollars. See *supplemental note 11* for information on the CPI and classifications of expenditures.

NOTE: See *supplemental note 1* for further information on poverty and community types. Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts.

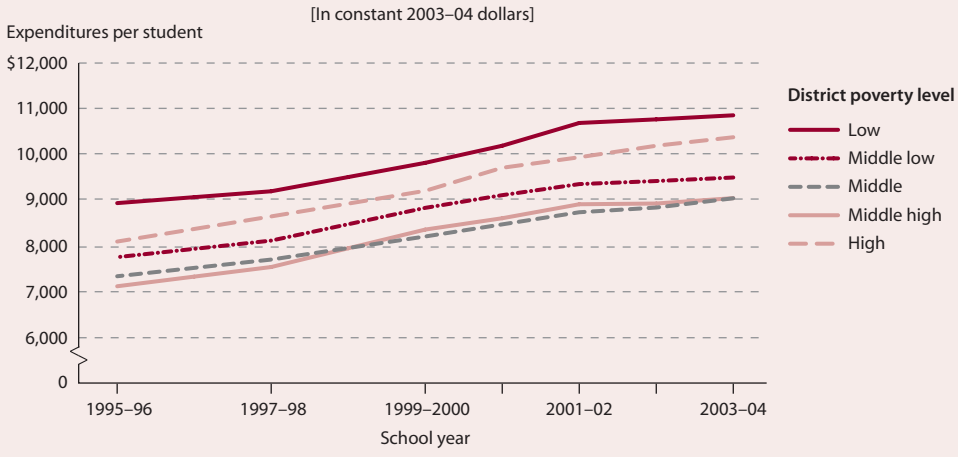
SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2003–04.

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 11

Supplemental Tables 40-1, 40-2, 40-3

TOTAL EXPENDITURES PER STUDENT: Public school district expenditures per student, by district poverty level: Various years, 1995–96 to 2003–04



Finance

International Comparisons of Expenditures for Education

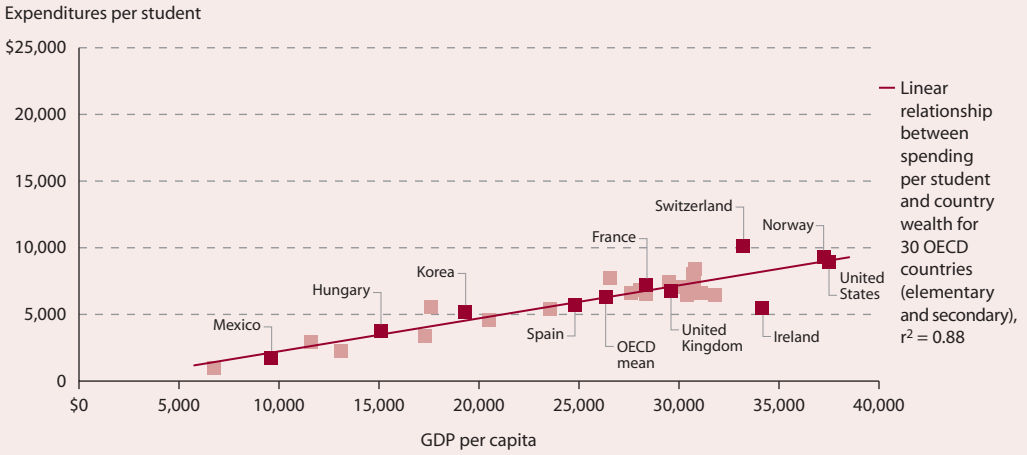
At the postsecondary level in 2003, U.S. expenditures per student were $24,074, higher than the OECD average of $11,254.

Two measures commonly used to compare countries' investments in education are expenditures per student from both public and private sources and total 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 through endowments or returns on investment.

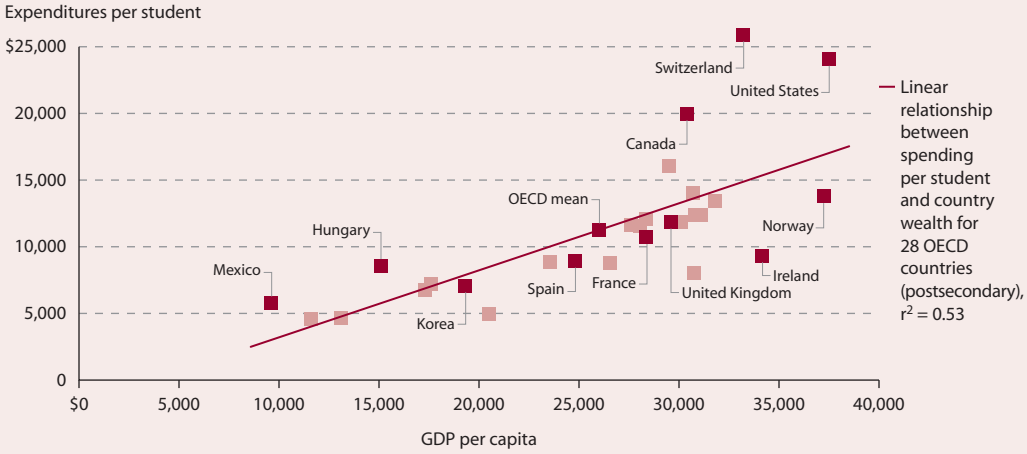
In 2003, expenditures per student for the United States were $8,935 at the combined elementary and secondary level, which was higher than the average of $6,278 for the member countries of the Organization for Economic Cooperation and Development (OECD) reporting data (see supplemental table 41-1). At the postsecondary level, U.S. expenditures per student were $24,074, higher than the OECD average of $11,254. Expenditures per student varied widely across the OECD countries, ranging from $986 (Turkey) to $13,621 (Luxembourg) at the combined elementary and secondary level and from $4,589 (Poland) to $25,900 (Switzerland) at the postsecondary level.

A country's wealth (defined as GDP per capita) was positively associated with expenditures per student on education at the elementary/secondary and postsecondary levels. In 2003, the United States and Korea spent the highest percentage of their GDP on total education expenditures[1] (7.0 percent) among the OECD countries reporting data. Looking at education expenditures by level, the United States spent 4.2 percent of its GDP on elementary and secondary education, higher than the average of 3.9 percent for all OECD countries reporting data. Compared with the United States, 10 countries spent a higher percentage of their GDP on elementary and secondary education, and 16 countries spent a lower proportion on education. At the postsecondary level, 2.9 percent of the GDP of the United States was spent on education expenditures, higher than the average of 1.4 percent for all OECD countries reporting data. The United States spent a greater percentage of its GDP on postsecondary education than all other OECD countries reporting data.

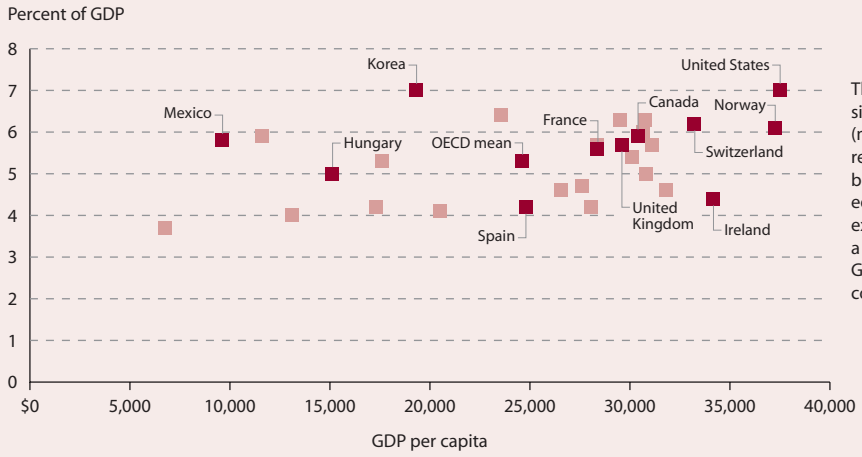
EXPENDITURES FOR EDUCATION: Annual expenditures per student, by GDP per capita for elementary and secondary education in selected OECD countries: 2003



EXPENDITURES FOR EDUCATION: Annual expenditures per student, by GDP per capita for postsecondary education in selected OECD countries: 2003



EXPENDITURES FOR EDUCATION: Annual total education expenditures as a percentage of GDP, by GDP per capita in selected OECD countries: 2003



[1] Total education expenditures include expenditures at the elementary/secondary, postsecondary, and postsecondary nontertiary levels.

NOTE: 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 (30 for first graph; 28 for second graph; 27 for third graph).

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2006). *Education at a Glance: OECD Indicators, 2006*, tables B1.1c, B2.1c, and X2.1.

FOR MORE INFORMATION:
Supplemental Note 6
Supplemental Table 41-1

Section 5

Contexts of Postsecondary Education

Contents

Section 5: Website Contents

This List of Indicators includes all the indicators in Section 5 that appear on *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2007 print volumes. The list is organized by subject area. The indicator numbers and the years in which the indicators were published are not necessarily sequential.

Introduction: Contexts of Postsecondary Education

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 19 indicators in this section: 7, prepared for this year's volume, appear on the following pages, and all 19, including indicators from previous years, are on the Web (see Website Contents on the facing page for a full list of the indicators).

Postsecondary education is characterized by diversity in both the types of institutions and characteristics of the 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 example, some institutions are research universities with 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, many students hold down jobs and regard themselves as employees first and students second; many delay entry into postsecondary education rather than enroll immediately after high school; and a sizable number come from foreign countries. Indicators in *The Condition of Education* measure these and other dimensions of diversity that are fundamental to the character of postsecondary education.

One important feature of postsecondary education is the courses and programs of study that students take. Data on degree recipients show trends in the fields of study for undergraduate and graduate degree recipients. In addition, one indicator in this volume compares the distribution of postsecondary degrees awarded in the United States by fields of study with that in other countries.

Measures of students enrolled and working are included in this volume. Indicators on the Web also present information on distance education courses taught by faculty and the provision of and participation in remedial education.

Like elementary and secondary education, postsecondary institutions provide special support and accommodations for special populations of students. One indicator on the Web measures the services and accommodations for students with disabilities in postsecondary education.

Faculty are a critical resource for colleges and universities. They teach students, conduct research, and serve their institutions and communities. One indicator in *The Condition of Education* examines trends in faculty salaries and benefits at different levels and across types of institutions.

Finally, *The Condition of Education* examines financial support for education. Indicators in this year's volume show the availability of federal grants and loans as well as the total and net access price (the total price minus grants and loans) of attending a college or university. Additional indicators on the Web show the institutional aid available to students and the debt burden of college graduates.

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/list/i5.asp.

Programs and Courses

Fields of Study

In 2004–05, business degrees made up 16 percent of all degrees awarded at the associate's degree level, 22 percent of degrees awarded at the bachelor's degree level, and 25 percent of degrees awarded at the master's degree level.

Although there are over 20 major fields of study at each of the associate's, bachelor's, master's, and doctoral levels, more than half of the postsecondary degrees awarded are concentrated in a relatively small number of fields. This indicator examines the most common fields at each postsecondary degree level in academic years 1990–91, 1997–98, and 2004–05 as well as changes over time.

In each of these years, between 63 and 68 percent of associate's degrees were awarded in liberal arts and sciences, general studies, and humanities; health professions and related clinical sciences; and business (see supplemental table 42-1). In 2004–05, these three fields, along with engineering and engineering technologies (8 percent) and computer and information sciences (5 percent), made up 81 percent of the associate's degrees awarded.

In each of these years, between 50 and 54 percent of bachelor's degrees were awarded in business, social sciences and history, education, psychology, and visual and performing arts (see supplemental table 42-2). In 2004–05, these five fields, along with health professions and related clinical sciences; engineering and engineering technologies; communications, journalism and related programs; and biological and biomedical sciences (each between 5 and 6 percent of all bachelor's degrees awarded), made up 72 percent of the bachelor's degrees awarded.

Between 49 and 54 percent of all master's degrees were awarded in education and business in each of these years (see supplemental table 42-3). In 2004–05, these two fields, along with health professions and related clinical sciences (8 percent), engineering and engineering technologies (6 percent), and public administration and social services (5 percent), made up 73 percent of the master's degrees awarded.

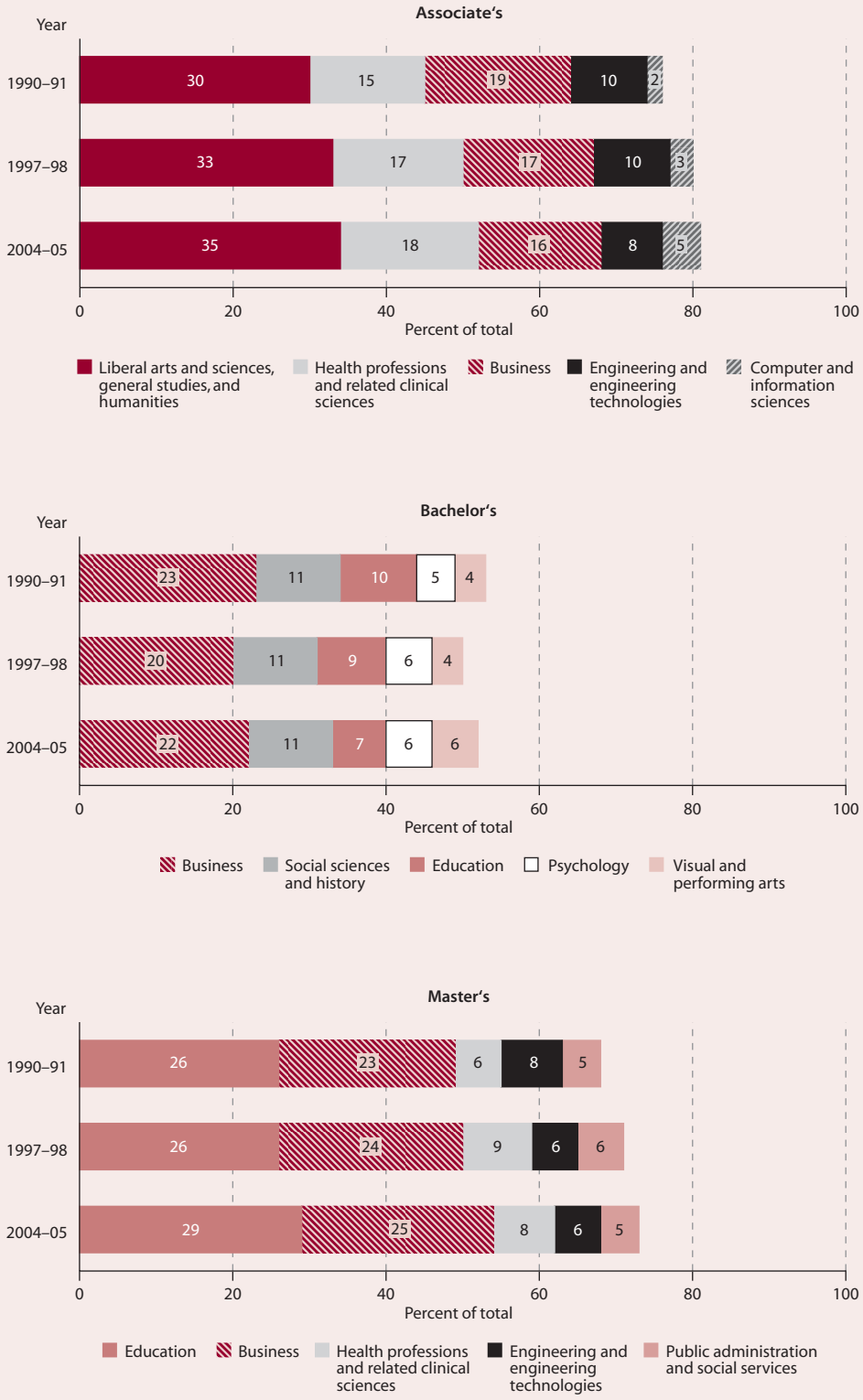
In each of these years, between 31 and 38 percent of all doctoral degrees were awarded in education, engineering and engineering technologies, and health professions and related clinical sciences. In 2004–05, these three fields, along with biological and biomedical sciences (11 percent), psychology (10 percent), physical sciences and science technologies (8 percent), and social sciences and history (7 percent), made up 74 percent of the doctoral degrees awarded.

Between 50 and 53 percent of first-professional degrees were awarded in law in each of these years. In 2004–05, medicine made up an additional 18 percent and dentistry an additional 5 percent of all first-professional degrees awarded.

At most degree levels, notable changes occurred in certain fields in recent years (see supplemental tables 42-1, 42-2, and 42-3). Between 1997–98 and 2004–05, the field of computer and information sciences grew by nearly 100 percent at the associate's level (compared with a 25 percent overall growth in associate's degrees), and by 57 percent at the master's level (compared with a 34 percent overall growth in master's degrees). At the doctoral level, the field of health professions and related clinical sciences grew by nearly 200 percent between 1997–98 and 2004–05, compared with a 14 percent overall growth in doctoral degrees.

Other common fields experienced little or no growth between 1997–98 and 2004–05. The field of engineering and engineering technologies, for example, saw a slight decrease in the number of degrees granted at the associate's level and experienced no change at the bachelor's level in recent years. While the field of education has also been predominant at the bachelor's level, there was no increase in the number of degrees awarded in this field during this period. At the first-professional degree level, the field of medicine experienced virtually no growth between 1997–98 and 2004–05.

FIELDS OF STUDY: Percentage of associate's, bachelor's, and master's degrees awarded by degree-granting institutions, by selected fields of study: 1990–91, 1997–98, and 2004–05



NOTE: The five most common fields of study at each degree level in academic year 2004–05 are highlighted for academic years 1990–91, 1997–98, and 2004–05; the remaining fields of study at each level are not shown. See *supplemental note 10* for more information on fields of study. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics. (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 252, 254, and 255, and NCES. (2004). *Digest of Education Statistics, 2003* (NCES 2005-025), table 250; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90 and 97), and Fall 2005.

FOR MORE INFORMATION:

Supplemental Notes 3, 10

Supplemental Tables 42-1, 42-2, 42-3

NCES 2007-017

Indicators 26, 43

Programs and Courses

International Comparisons of Degrees by Field

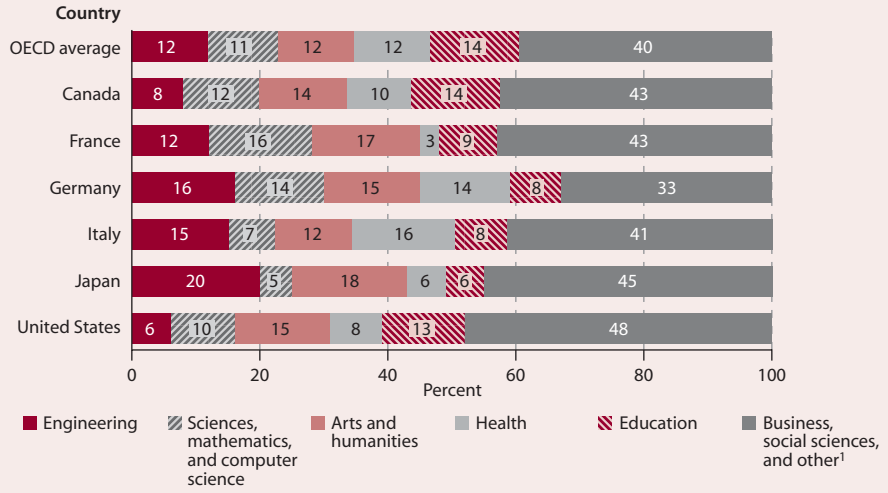
Compared with students in other OECD countries, U.S. students are more likely to complete degrees in arts and humanities and in business, social sciences, law, and "other" fields, and less likely to complete degrees in engineering and health.

Internationally comparable data on degrees conferred at the postsecondary level have been collected through the Organization for Economic Cooperation and Development (OECD) using the International Standard Classification of Education (ISCED). This indicator presents data on academic postsecondary programs (ISCED levels 5A and 6) in 2004 corresponding to bachelor's, master's, first-professional, and doctoral degrees in the United States.

For many fields, the differences between the proportions of graduates earning postsecondary degrees in the United States and other OECD countries in 2004 were relatively small. In education, physical and biological sciences, computer science, and mathematics, the United States was within 1 percentage point of the OECD average. In contrast, the United States was 7.7 percentage points higher than the international average in business, social sciences, and other fields combined[1] (47.7 vs. 40.0 percent), and 3.8 percentage points higher in arts and humanities combined. The U.S. proportion of degrees in business, social sciences, and other fields combined[1] (47.7) was higher than in any other reporting OECD country, except for Hungary (49.3) and Poland (66.8). Fields in which the U.S. proportion of graduates earning degrees was somewhat lower than the OECD average included health (4.1 percentage points) and engineering (5.8 percentage points).

While the total number of engineering degrees conferred in the United States was relatively high compared with other OECD countries, the proportion of graduates earning degrees in engineering in the United States was relatively low. The proportion of U.S. graduates earning their degrees in engineering (6.4 percent) in 2004 was lower than the other five Group of Eight (G-8) countries reporting data, including Canada (7.8 percent), France (12.4 percent), Italy (15.5 percent), Germany (16.5 percent), and Japan (20.2 percent). Compared more generally with the other 27 OECD countries reporting data, Hungary (6.3 percent), Iceland (5.6 percent), Greece (5.2 percent), and New Zealand (4.9 percent) had proportions lower than the United States, while the remaining 23 countries had higher proportions of graduates earning degrees in engineering.

DEGREES AWARDED: Percentage distribution of degrees conferred by field of study among reporting G-8 countries: 2004



[1] Includes journalism, agriculture, and services.

NOTE: Includes academic degrees conferred at International Standard Classification of Education (ISCED), levels 5A and 6. These levels correspond to bachelor's, master's, first-professional, and doctoral degrees in the United States. Detail may not sum to totals because of rounding. The G-8 countries, Canada, France, Germany, Italy, Japan, the Russian Federation, the United Kingdom, and the United States, are among the world's most economically developed countries. Data for the United Kingdom and Russian Federation were not available. OECD average is computed on the basis that each country contributes equally, without respect to size of the country. See *supplemental note 6* for more information on the ISCED.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. Retrieved December 23, 2006, from http://stats.oecd.org/wbos/default.aspx.

FOR MORE INFORMATION:

Supplemental Note 6

Supplemental Table 43-1

Faculty and Staff

Faculty Salary, Benefits, and Total Compensation

Average inflation-adjusted salaries for full-time instructional faculty increased 18 percent from 1979–80 through 2005–06; however, salaries decreased 0.3 percent between 1999–2000 and 2005–06.

Adjusted for inflation (in constant dollars), the average salary for full-time instructional faculty has increased by 18 percent overall during the past 25 years (see supplemental table 44-1). Average salaries were higher in 2005–06 than in 1979–80 for faculty in all academic ranks. The increase was greatest for instructors, whose average salary increased by 35 percent, then for professors, whose average salary increased by 24 percent. The average salary increased at all types of institutions as well, ranging from a low of 7 percent at public 2-year colleges to a high of 37 percent at private 4-year doctoral universities. After increasing during the 1980s and 1990s, average salaries for faculty decreased 0.3 percent between 1999–2000 and 2005–06, after adjusting for inflation.

Fringe benefits for faculty (adjusted for inflation) have increased proportionately more than salaries since 1979–80 (67 vs. 18 percent). As with salaries, faculty at private 4-year doctoral institutions received more in benefits, on average, than their colleagues at other types of institutions. Combining salary with benefits, full-time instructional faculty across all types of institutions received a total compensation package in 2005–06 that was about 26 percent more than they had received in 1979–80.

From 1979–80 through 2005–06, the proportion of full-time instructional faculty on 11- or 12-month contracts increased from 13 to 17 percent (see supplemental table 44-2). However, their average salary and benefits increased less than those of faculty on 9- or 10-month contracts (6 vs. 20 percent for salaries; 44 vs. 71 percent for benefits).

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

[2] 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. See *supplemental note 9* for more information about classifications of postsecondary institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2005–06, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

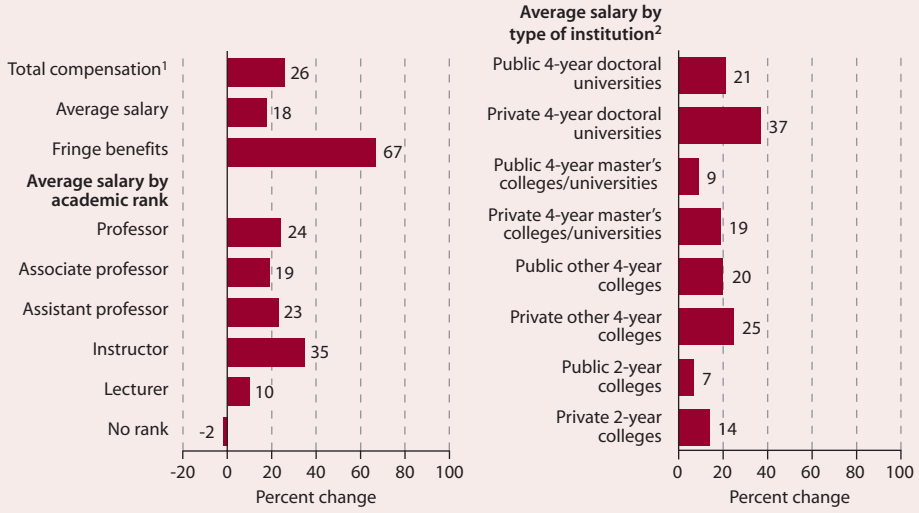
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2005, and Winter 2005.

FOR MORE INFORMATION:

Supplemental Notes 3, 9, 11

Supplemental Tables 44-1, 44-2

FACULTY SALARIES: Percentage change in total compensation, average salary by academic rank and type of institution, and fringe benefits of full-time instructional faculty at degree-granting institutions (adjusted for inflation): 1979–80 to 2005–06



Finance

Employment of College Students

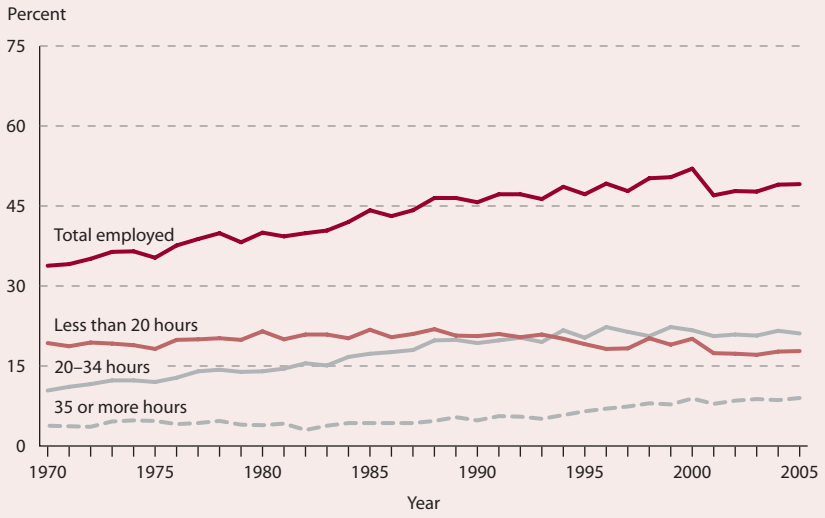
In 2005, about half of full-time and 85 percent of part-time college students ages 16–24 were employed.

The percentage of full-time college students ages 16–24 who were employed increased from 34 to 49 percent between 1970 and 2005. In addition, the number of hours these students worked per week increased. 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; while in 2005, about 21 percent worked 20–34 hours per week and 9 percent worked 35 or more hours per week (see supplemental table 45-1). In the more recent years, 2001 through 2005, there were no measurable changes in these employment percentages.

Between 1970 and 2005, there was no measurable change in the percentage of part-time college students ages 16–24 who were employed. In 2005, approximately 85 percent of part-time college students were employed. However, part-time college students worked fewer hours in 2005 than they did in 1970, with the percentage of students working 35 or more hours a week decreasing from 60 to 47 percent and the percentage working less than 20 hours a week increasing from 5 to 10 percent. In the more recent years, 2001 through 2005, there were no measurable changes in these employment percentages.

In 2005, the percentage of full-time college students ages 16–24 who were employed differed by sex, race/ethnicity, and school type. Female students were more likely than male students to be employed (51 vs. 47 percent) (see supplemental table 45-2). Also, White students (53 percent) were more likely than Black (38 percent), Hispanic (41 percent), and Asian (39 percent) students to be employed. Approximately 54 percent of students attending 2-year colleges full time were employed, and this percentage did not differ by school type (public vs. private). Full-time students attending 4-year colleges were less likely than full-time students attending 2-year colleges to be employed (48 vs. 54 percent) and were less likely to work longer hours (about 8 percent of 4-year college students worked 35 or more hours per week compared with 14 percent of 2-year college students). Among full-time students enrolled in 4-year colleges, students in public colleges were more likely than students in private colleges to be employed (50 vs. 42 percent).

EMPLOYMENT OF COLLEGE STUDENTS: Percentage of 16- to 24-year-old full-time college students who were employed, by hours worked per week: October 1970 through October 2005



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 were classified as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

FOR MORE INFORMATION:

Supplemental Note 2

Supplemental Tables 45-1, 45-2

Finance

Federal Grants and Loans to Undergraduate Students

From 1992–93 to 1999–2000, the percentage of full-time, full-year undergraduates with federal loans increased, while the percentage with federal grants did not. There were increases for both loans and grants from 1999–2000 to 2003–04.

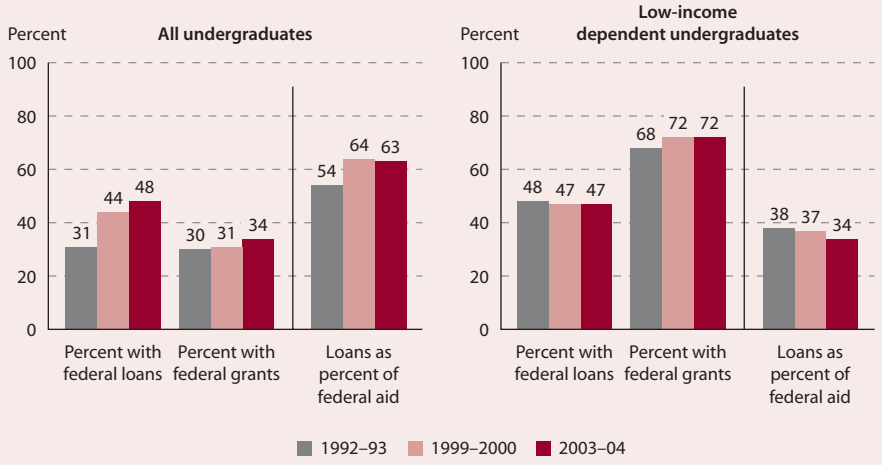
Grants and loans are the major forms of federal financial support to postsecondary students. Federal grants are available to undergraduates who qualify by income, whereas loans are available to all students. In 1992, the federal government increased loan limits, extended eligibility for subsidized loans for middle- and high-income students, and introduced unsubsidized loans for students regardless of income. From 1992–93 to 2003–04, the annual amount of federal loans borrowed by both undergraduates and graduates grew from about $19 billion to $50 billion, while federal grants received by undergraduates grew from about $9 billion to $13 billion.[1]

This indicator examines the percentage of full-time, full-year undergraduates who borrowed through federal loan programs between 1992–93 (the last year before the changes took effect) and 2003–04, the percentage receiving federal grants, and the average annual amounts received by recipients in constant 2003–04 dollars (see supplemental table 46-1).

From 1992–93 to 1999–2000, the percentage of full-time, full-year undergraduates who had federal loans increased from 31 to 44 percent, while the percentage receiving grants remained near 30 percent. By 2003–04, both the percentage with loans (48 percent) and the percentage receiving grants (34 percent) had increased. As a result of the relative changes in grants and loans received over these periods, the average percentage of federal aid received as loans increased from 54 percent in 1992–93 to 64 percent in 1999–2000, with no substantial change observed in 2003–04 (63 percent).

Among low-income dependent undergraduates, the percentage taking out federal loans remained between 47 and 48 percent from 1992–93 to 2003–04, while the percentage receiving federal grants increased from 68 percent in 1992–93 to 72 percent in 1999–2000 and 2003–04. As a result of these changes, the average proportion of federal aid these students received as loans decreased from 38 to 34 percent from 1992–93 to 2003–04. In contrast, among high-income dependent undergraduates, the percentage taking out federal loans increased from 13 percent in 1992–93 to 32 percent in 1999–2000 to 38 percent in 2003–04, while no measurable change was observed in the percentage receiving grants (about 1 percent) between 1992–93 and 2003–04. Thus, the percentage of federal aid that high-income dependent undergraduates received as loans increased from 88 to 92 percent.

FEDERAL AID: Percentage of full-time, full-year undergraduates who received federal loans and grants and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04



[1] Calculated from The College Board (2003, 2005), *Trends in Student Aid*. From the 2003 report, the data for 1992–93 were adjusted to constant 2003–04 dollars. Only Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Perkins loans, and subsidized and unsubsidized Stafford loans are included in the federal grant and loan amounts cited.

NOTE: Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total federal aid includes federal work-study aid as well as grants and loans. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in any of the totals. Loans as a percentage of federal aid is determined by dividing the amount of federal loans received (including zero loan amounts) by the amount of total federal aid received for each case. Income for financially dependent students is based on parents' annual income in the prior year. Low-income students were defined as those with family incomes below the 25th percentile. Adjusted to constant 2003–04 dollars, the cutoff points for each survey year were in 1992–93, $39,200; in 1999–2000, $35,700; and in 2003–04, $34,200. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04).

FOR MORE INFORMATION:
Supplemental Notes 3, 11
Supplemental Table 46-1
The College Board 2003, 2005

Finance

Total and Net Access Price of Attending a Postsecondary Institution

For full-time dependent undergraduates, larger grants and loans generally compensated for increases in the total price of attending an institution in the 1990s. Since 1999–2000, however, the net access price of attending a public 4-year institution has increased.

What and how undergraduates and their families pay for college have changed since the early 1990s. Growth in tuition and fees outpaced both inflation and median family income during this period (The College Board 2004), and the financial aid system changed. At the federal level, the 1992 reauthorization of the Higher Education Act expanded eligibility for financial aid, raised loan limits, and introduced unsubsidized loans for students regardless of income. Also, during the 1990s, the federal government introduced tax credits to ease the burden of paying for college, and states and institutions increased their grant programs, particularly programs considering merit (The College Board 2004; Horn and Peter 2003).

The total price of attending a postsecondary institution includes tuition and fees, books and materials, and an allowance for living expenses. In 2003–04, the average price of attendance for full-time[1] dependent students was $9,800 at public 2-year institutions, $15,100 at public 4-year institutions, $29,500 at private not-for-profit 4-year institutions, and $18,100 at private for-profit less-than-4-year institutions. Between 1989–90 and 1999–2000, the average total price of attendance for these students increased at each of the four major types of institutions. Between 1999–2000 and 2003–04, it increased again at public 2-year institutions and at public 4-year and private not-for-profit 4-year institutions.

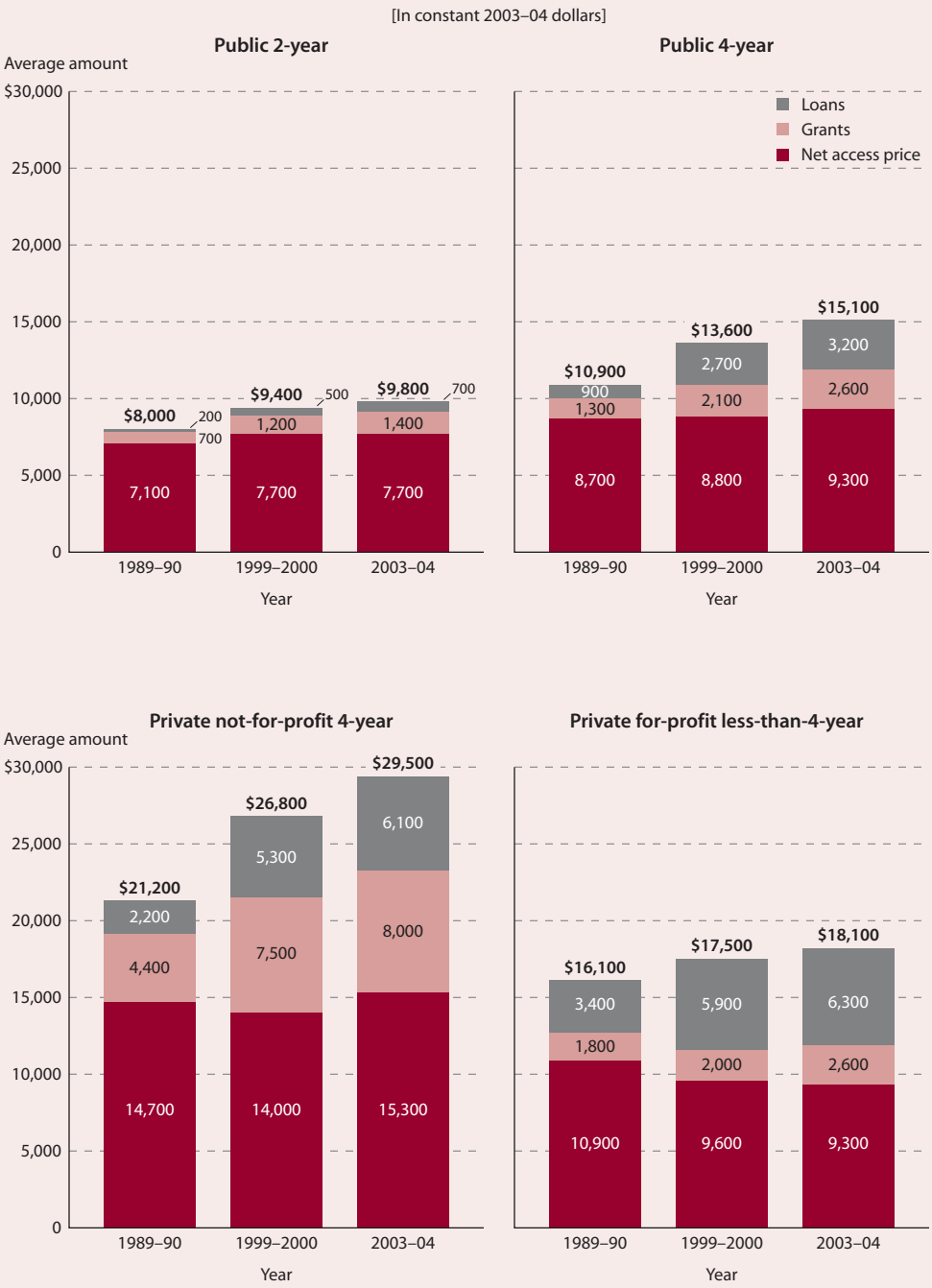
Many students and their families do not pay the full price of attendance, but receive financial aid to help cover their expenses. The primary types of aid are grants, which do not have to be repaid, and loans, which must be repaid.[2] Grants (including scholarships) may be awarded on the basis of financial need, merit, or other criteria and include tuition aid from employers. The loan amounts reported in this indicator include student borrowing through federal, state, institutional, or alternative (private) loan programs and loans taken out by parents through the federal Parent Loans for Undergraduate Students (PLUS) program.

Between 1989–90 and 1999–2000, the average amount received in grants and the average amount borrowed, adjusted for inflation, both increased for full-time dependent undergraduates at public 2- and 4-year and private not-for-profit 4-year institutions (see supplemental table 47-1). Between 1999–2000 and 2003–04, the average amount borrowed increased for students at public 2- and 4-year institutions and at private not-for-profit 4-year institutions. Increases in the average grant amount between 1999–2000 and 2003–04, however, were statistically significant only for students at public 4-year institutions.

The net access price is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants (which decrease the price) and loans (which postpone payment of some portion of expenses). Between 1989–90 and 1999–2000, grants and loans increased along with total price, and the only statistically significant increase in net access price occurred for full-time dependent undergraduates at public 2-year institutions (see supplemental table 47-2). Between 1999–2000 and 2003–04, however, net access price increased at public 4-year institutions despite increases in both grants and loans during that period.

Within type of institution, families at different income levels were affected differently by changes in net access price. For instance, while net access price increased overall at public 4-year institutions between 1999–2000 and 2003–04, only middle-income students faced statistically significant increases; there was no measurable change for low- and high-income students. At private not-for-profit 4-year institutions, while there was no statistically significant increase in net access price overall between 1999–2000 and 2003–04, there was an increase for low-income students, but there was no measurable change for students at other income levels.

PRICE OF ATTENDANCE: Average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04



[1] *Full time* means students attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution).

[2] Loans promote access to postsecondary education by providing the cash needed to enroll. However, because the funds must be repaid (with interest), loans defer rather than reduce the price of attending.

NOTE: *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net access price. Averages were computed for all students, including those who did not receive financial aid. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U. Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

FOR MORE INFORMATION:

Supplemental Notes 3, 9, 11

Supplemental Tables 47-1, 47-2

NCES 2003-157

NCES 2004-075

NCES 2004-158

The College Board 2004

Finance

Total and Net Access Price for Graduate and First-Professional Students

Master's, doctoral, and first-professional students differ in their enrollment patterns and in the types and amounts of financial aid they receive to help pay for their education.

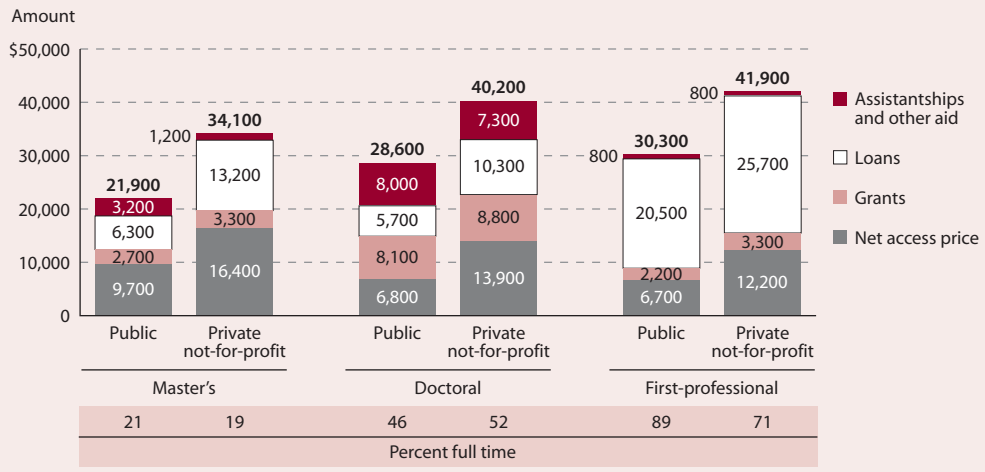
In 2003–04, the average total price (tuition and fees, books and materials, and living expenses) for 1 year of full-time graduate education ranged from $21,900 for a master's degree program at a public institution to $41,900 for a first-professional degree program at a private not-for-profit institution.[1] Students attending full time typically received some type of financial aid to help cover their expenses—81 percent at the master's level and over 90 percent at the doctoral and first-professional levels (see supplemental table 48-2). Grants and assistantships (which require work) are usually awarded on a discretionary basis and not related to financial need. Students must demonstrate financial need to obtain Perkins or subsidized Stafford loans, but not to take out unsubsidized Stafford or private loans. Graduate students sometimes receive tuition assistance from their employers (considered grant aid). This was especially true for part-time students in master of business administration programs, 49 percent of whom received this type of aid (see supplemental table 48-3).

Compared with students at other levels, relatively few master's students (about 20 percent at each institution type) enrolled full time. Among those who did, the average net access price (total price minus all financial aid) was $9,700 at public institutions and $16,400 at private not-for-profit ones. Compared with their peers at private not-for-profit institutions, on average, full-time master's students at public institutions received more in assistantships and other aid[2] and borrowed less.

Full-time doctoral students had an average net access price of $6,800 at public institutions and $13,900 at private not-for-profit institutions. Although full-time doctoral students in both sectors faced a higher average total price than their counterparts at the master's level, they received larger average amounts in grants and assistantships and other aid and did not borrow more.

No measurable differences were found in the net access price paid by full-time first-professional and doctoral students in either sector. However, first-professional students relied more heavily on loans to pay for their education, averaging $20,500 at public institutions and $25,700 at private not-for-profit institutions, compared with $5,700 and $10,300, respectively, for doctoral students.

PRICE OF ATTENDANCE: Average annual total price, financial aid, and net access price for full-time graduate and first-professional students and percentage of all students attending full time: 2003–04



[1] Of all graduate/first-professional students, 60 percent were enrolled in master's degree programs, 14 percent in doctoral degree programs, 12 percent in first-professional programs, and 14 percent in postbaccalaureate certificate programs or in graduate courses (NCES 2006-185). First-professional programs include chiropractic, osteopathic medicine, dentistry, pharmacy, law, podiatry, medicine, theology, optometry, and veterinary medicine.

[2] The category *assistantships and other aid* consists primarily of assistantships but also includes a small amount of other types of aid such as work study, state vocational rehabilitation and job training grants, federal veterans benefits, and military tuition aid.

NOTE: Analysis is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price consistent. *Full time* means enrolled full time (according to the institution's definition) for at least 9 months during the 2003–04 academic year; full-time enrollment does not preclude working as well. Averages are calculated across all students, including those with no aid. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

FOR MORE INFORMATION:

Supplemental Notes 3, 9

Supplemental Tables 48-1, 48-2, 48-3

NCES 2006-185

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Appendix 1
Supplemental Tables

Appendix 1 contains all the supplemental tables for the special analysis and the indicators in this volume.

The supplemental tables for the special analysis are labeled with the prefix "SA" followed by a number representing the table's sequence in the special analysis.

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 13-1, 13-2, and13-3.

The standard errors for the supplemental tables in appendix 1 are not included here, but can be found on the NCES website. Go to ***http://nces.ed.gov,*** *select the* ***Annual Reports*** *tab, and then select* ***The Condition of Education****. The supplemental and standard error tables for the special analysis and each indicator (and all other supporting information) are included with the special analysis and each indicator in that volume.*

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High School Coursetaking

Table SA-1. States with mandatory exit examinations, by subject, and states phasing in exit examinations, by date: 2006

State	English/ language arts	Mathematics	Science	U.S. history/ social studies	Computer skills
Total	**25**	**25**	**19**	**13**	**1**
Alabama	✓	✓	✓	✓	
Alaska[1]	✓	✓			
Arizona[1]	✓	✓			
California	✓	✓			
Florida	✓	✓			
Georgia[1]	✓	✓	✓	✓	
Idaho	✓	✓	✓		
Indiana	✓	✓			
Louisiana	✓	✓	✓	✓	
Maryland	2009	2009	2009	2009	
Massachusetts	✓	✓	2010		
Minnesota[1]	✓	✓			
Mississippi[1]	✓	✓	✓	✓	
Nevada[1]	✓	✓	2008		
New Jersey	✓	✓	2007		
New Mexico[1]	✓	✓	✓	✓	
New York	✓	✓	✓	✓	
North Carolina[2]	✓	✓	2010	2010	✓
Ohio[1]	✓	✓	✓	✓	
Oklahoma	2012	2012	2012	2012	
South Carolina	✓	✓	2010	2010	
Tennessee	✓	✓	✓		
Texas[1]	✓	✓	✓	✓	
Virginia[1]	✓	✓	✓	✓	
Washington[1]	2008	2008	2010		

[1] A writing test is required in addition to the English/language arts examination or as a component of it.

[2] A civics and economics test is required in addition to a U.S. history examination.

NOTE: Year in table indicates when the state is scheduled to institute an exit examination in that subject. Utah had planned to enforce an exit exam requirement in 2006, but that year decided not to withhold diplomas from students who failed the examination if they met other graduation requirements.

SOURCE: Center on Education Policy. (2006). *State High School Exit Exams: A Challenging Year,* adapted from table 1, data from state departments of education, June 2006.

High School Coursetaking

Table SA-2. Number and percentage of public high schools that offered dual-credit, Advanced Placement (AP), and International Baccalaureate (IB) courses, by selected school characteristics: 2002–03

School characteristic	Total number of high schools	Offered dual-credit courses		Offered Advanced Placement courses		Offered International Baccalaureate courses	
		Number	Percent	Number	Percent	Number	Percent
All public high schools	**16,500**	**11,700**	**71**	**11,000**	**67**	**390**	**2**
Enrollment size							
Less than 500	7,400	4,700	63	3,000	40	‡	‡
500 to 1,199	5,000	3,700	75	4,100	82	70	2
1,200 or more	4,100	3,300	82	3,900	97	290	7
School locale							
City	2,700	1,800	65	2,100	77	150	6
Urban fringe	4,100	3,100	74	3,600	87	180	4
Town	2,400	1,900	79	1,700	72	20!	1!
Rural	7,200	5,000	70	3,600	50	‡	‡
Region							
Northeast	2,800	1,600	58	2,300	84	30	1
Southeast	3,500	2,400	69	2,400	69	170	5
Central	5,200	4,100	80	2,800	54	50	1
West	5,100	3,600	71	3,500	69	150	3
Percent minority enrollment							
Less than 6 percent	5,600	4,300	76	3,300	58	#	#
6 to 20 percent	3,800	3,000	78	2,600	70	90	2
21 to 49 percent	3,200	2,300	72	2,400	75	150	5
50 percent or more	3,600	2,100	58	2,500	69	150	4

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

NOTE: Dual-credit courses allow students to earn both high school and postsecondary credits for a single course. AP courses and their end-of-course examinations are developed and administered by The College Board and allow students to earn postsecondary credit. IB courses are defined as courses that make up a 2-year liberal arts curriculum that leads to an IB diploma. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics. See *supplemental note 1* for school locale definitions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

High School Coursetaking

Table SA-3. Average number of Carnegie units earned by high school graduates in various subject areas, by selected characteristics: 1982 and 2004

Graduation year and characteristic	Total	English	History/ social studies	Mathematics		
				Total	Less than algebra	Algebra or higher
1982 graduates	**21.7**	**4.0**	**3.2**	**2.7**	**0.9**	**1.9**
Sex						
Male	21.5	3.9	3.2	2.8	0.9	1.9
Female	21.9	4.0	3.2	2.6	0.8	1.8
Race/ethnicity						
White	21.8	3.9	3.2	2.8	0.7	2.0
Black	21.2	4.1	3.1	2.6	1.3	1.3
Hispanic	21.4	4.0	3.1	2.4	1.2	1.2
Asian/Pacific Islander	22.4	4.0	3.1	3.2	0.7	2.6
American Indian/Alaska Native	21.5	4.0	3.3	2.4	1.2	1.1
Control of school						
Public	21.6	3.9	3.2	2.6	0.9	1.7
Private	22.8	4.2	3.6	3.3	0.5	2.8
2004 graduates	**25.8**	**4.3**	**3.9**	**3.6**	**0.5**	**3.1**
Sex						
Male	25.8	4.3	3.9	3.6	0.5	3.0
Female	25.9	4.4	4.0	3.6	0.5	3.1
Race/ethnicity						
White	26.0	4.2	4.0	3.6	0.4	3.2
Black or African American	25.7	4.4	3.9	3.7	0.7	3.0
Hispanic	25.2	4.5	3.8	3.4	0.7	2.8
Asian/Pacific Islander	25.8	4.4	3.9	3.8	0.3	3.5
American Indian/Alaska Native	25.5	4.4	4.0	3.3	0.9	2.3
Control of school						
Public	25.8	4.3	3.9	3.6	0.5	3.0
Private	26.5	4.4	4.0	3.8	0.2	3.7

See notes at end of table.

High School Coursetaking

Table SA-3. Average number of Carnegie units earned by high school graduates in various subject areas, by selected characteristics: 1982 and 2004—Continued

Graduation year and characteristic	Science					Foreign languages	Arts	Vocational education[1]
	Total	General science	Biology	Chemistry	Physics			
1982 graduates	**2.2**	**0.7**	**1.0**	**0.4**	**0.2**	**1.1**	**1.4**	**4.4**
Sex								
Male	2.3	0.8	0.9	0.4	0.2	0.9	1.3	4.3
Female	2.2	0.7	1.0	0.4	0.1	1.3	1.6	4.4
Race/ethnicity								
White	2.3	0.7	1.0	0.4	0.2	1.2	1.5	4.2
Black	2.1	0.8	0.9	0.3	0.1	0.8	1.3	4.6
Hispanic	1.8	0.8	0.8	0.2	0.1	0.9	1.3	5.0
Asian/Pacific Islander	2.7	0.5	1.1	0.6	0.4	1.8	1.3	3.2
American Indian/Alaska Native	2.1	0.7	0.8	0.4	0.1	0.5	1.7	4.7
Control of school								
Public	2.2	0.7	0.9	0.3	0.2	1.0	1.5	4.6
Private	2.6	0.7	1.1	0.5	0.3	2.0	1.2	2.3
2004 graduates	**3.2**	**0.8**	**1.3**	**0.7**	**0.4**	**2.0**	**2.1**	**3.5**
Sex								
Male	3.2	0.9	1.2	0.7	0.4	1.8	1.8	3.8
Female	3.3	0.8	1.3	0.8	0.3	2.2	2.4	3.2
Race/ethnicity								
White	3.3	0.8	1.3	0.8	0.4	2.1	2.3	3.5
Black or African American	3.2	1.0	1.3	0.7	0.3	1.7	1.7	3.8
Hispanic	2.9	0.9	1.1	0.6	0.3	1.9	1.9	3.3
Asian/Pacific Islander	3.6	0.7	1.4	0.9	0.6	2.4	1.9	2.5
American Indian/Alaska Native	3.0	0.9	1.2	0.5	0.3	1.3	1.6	4.4
Control of school								
Public	3.2	0.8	1.3	0.7	0.4	1.9	2.1	3.7
Private	3.5	0.6	1.4	1.0	0.6	2.7	1.9	1.5

[1] Includes nonoccupational vocational education, vocational general introduction, agriculture, business, marketing, health, occupational home economics, trade and industry, and technical courses.

NOTE: The Carnegie unit is a standard of measurement that represents 1.0 credit for the completion of a 1-year course. Data differ slightly from figures appearing in other NCES reports because of differences in taxonomies and case exclusion criteria. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SA-4. Percentage of high school graduates, by selected mathematics and science courses in high school: Selected years, 1982–2004

Year	Any mathematics	Algebra I[1]	Geometry	Algebra II[2]	Trigonometry	Analysis/ precalculus	Statistics/ probability
Minimum credit earned	1.0	1.0	1.0	0.5	0.5	0.5	0.5
1982	98.5	55.2	47.1	39.9	8.1	6.2	1.0
1987	99.0	58.8	58.6	49.0	11.5	12.8	1.1
1990	99.9	63.7	63.2	52.8	9.6	13.3	1.0
1994	99.8	65.8	70.0	61.1	11.7	17.3	2.0
1998	99.8	62.8	75.1	61.7	8.9	23.1	3.7
2000	99.8	61.7	78.3	67.8	7.5	26.7	5.7
2004	99.8	59.3	75.7	67.5	9.6	28.4	7.5

Year	Calculus	AP calculus	Any science	Biology	AP/honors biology	Chemistry	AP/honors chemistry
Minimum credit earned	1.0	1.0	1.0	1.0	1.0	1.0	1.0
1982	5.0	1.6	96.4	77.4	10.0	32.1	3.0
1987	6.1	3.4	97.8	86.0	9.4	44.2	3.5
1990	6.5	4.1	99.3	91.0	10.1	48.9	3.5
1994	9.3	7.0	99.5	93.2	11.9	55.8	3.9
1998	11.0	6.7	99.5	92.7	16.2	60.4	4.7
2000	11.6	7.9	99.5	91.2	16.3	62.0	5.8
2004	12.8	9.2	99.5	90.0	17.4	64.2	5.4

Year	Physics	AP/honors physics	Engineering	Astronomy	Geology/ earth science	Biology and chemistry	Biology, chemistry, and physics
Minimum credit earned	1.0	1.0	1.0	0.5	0.5	2.0	3.0
1982	15.0	1.2	1.2	1.2	13.6	29.3	11.2
1987	20.0	1.8	2.6	1.0	13.4	41.4	16.6
1990	21.6	2.0	4.2	1.2	24.7	47.5	18.8
1994	24.5	2.7	4.5	1.7	22.9	53.7	21.4
1998	28.8	3.0	6.7	1.9	20.7	59.0	25.4
2000	31.4	3.9	3.9	2.8	17.4	59.4	25.1
2004	32.7	4.4	8.9	3.3	22.6	60.5	25.8

[1] Excludes prealgebra.

[2] Includes algebra/trigonometry and algebra/geometry.

NOTE: These data only report the percentage of students who earned a minimum amount of credit in each course while in high school and do not include a count of those courses taken prior to entering high school. In 2004, approximately 95 percent of graduates had taken algebra I before or during high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SA-5. Percentage distribution of high school graduates, by highest level of science course completed: Selected years, 1982–2004

Year	No science[1]	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II, physics II, and/or advanced biology
1982	2.2	27.2	35.2	35.4	14.9	5.9	14.6
1987	0.8	15.8	41.5	41.9	21.4	10.6	9.9
1990	0.7!	12.8	37.0	49.5	25.8	12.3	11.4
1992	0.3!	9.7	36.4	53.5	27.1	12.2	14.3
1994	0.6	10.0	34.1	55.3	29.4	13.0	12.9
1998	0.6	9.3	28.6	61.5	30.2	16.3	15.1
2000	0.7	8.7	27.5	63.1	30.5	14.8	17.9
2004	0.6	5.6	25.4	68.4	33.3	17.1	18.1

! Interpret data with caution (estimates are unstable).

[1] Graduates in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: The distribution of graduates in the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

Table SA-6. Percentage distribution of high school graduates, by highest level of mathematics course completed: Selected years, 1982–2004

Year	No mathematics[1]	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/geometry	Algebra II	Total	Trigonometry/algebra III	Precalculus	Calculus
1982	0.8	16.7	7.4	48.8	30.6	18.2	26.3	15.6	4.8	5.9
1987	0.9	12.0	7.6	50.1	27.0	23.1	29.5	12.9	9.0	7.6
1990	0.6	9.0	8.2	51.6	25.4	26.2	30.6	12.9	10.4	7.2
1992	0.4!	6.2	6.3	49.0	22.7	26.4	38.1	16.4	10.9	10.7
1994	0.7	5.7	6.2	49.4	22.5	26.9	38.1	16.3	11.6	10.2
1998	0.8	3.6	5.3	48.9	21.2	27.7	41.4	14.4	15.2	11.8
2000	0.8	2.5	4.1	48.0	18.6	29.4	44.6	14.1	18.0	12.5
2004	0.6	1.8	3.0	44.6	18.7	25.9	50.0	17.6	18.5	13.9

! Interpret data with caution (estimates are unstable).

[1] Indicates that student transcript records did not list any recognized mathematics courses; however, these graduates may have studied some mathematics.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *supplemental note 12* for a complete listing of all the courses classified at each academic level. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SA-7. Percentage distribution of high school graduates, by highest level of science course completed and selected characteristics: 2004

Characteristic	No science[1]	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II, physics II, and/or advanced biology
Total	**0.6**	**5.6**	**25.4**	**68.4**	**33.3**	**17.1**	**18.1**
Sex							
Male	0.8	6.7	27.0	65.5	29.8	17.9	17.8
Female	0.3	4.6	23.8	71.3	36.6	16.3	18.4
Race/ethnicity							
White	0.5	5.0	23.9	70.7	32.1	18.2	20.3
Black	0.9	5.0	31.2	63.0	39.8	12.4	10.8
Hispanic	0.7	8.3	30.9	60.2	35.9	15.5	8.8
Asian/Pacific Islander	0.5	3.0	12.8	83.7	25.9	19.1	38.8
American Indian	#	10.3	41.9	47.8	28.2	12.3	7.3
Control of school							
Public	0.6	6.0	26.5	66.9	33.4	16.0	17.6
Private	0.1!	1.4	13.2	85.4	32.1	29.2	24.1

Rounds to zero.

! Interpret data with caution (estimates are unstable).

[1] Graduates in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: The distribution of graduates in the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

High School Coursetaking

Table SA-8. Percentage distribution of high school graduates, by highest level of mathematics course completed and selected characteristics: 2004

Characteristic	No mathematics[1]	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/ geometry/	Algebra II	Total	Trigonometry/ algebra III	Precalculus	Calculus
Total	**0.6**	**1.8**	**3.0**	**44.6**	**18.7**	**25.9**	**50.0**	**17.6**	**18.5**	**13.9**
Sex										
Male	0.7	2.2	3.7	45.2	20.0	25.2	48.2	16.3	17.4	14.5
Female	0.4	1.4	2.4	44.0	17.5	26.6	51.7	18.8	19.7	13.2
Race/ethnicity										
White	0.5	1.6	2.6	41.0	16.9	24.0	54.3	18.2	20.1	16.0
Black	1.3	1.8	3.8	51.3	19.8	31.5	41.7	22.9	14.0	4.7
Hispanic	0.3	2.5	4.2	58.6	27.0	31.6	34.3	13.0	14.5	6.8
Asian/Pacific Islander	0.4	0.3	1.5	28.7	11.3	17.5	69.1	12.5	23.1	33.4
American Indian	2.4!	8.5	4.5	62.9	22.8	40.1	21.8	8.9	7.2	5.6
Control of school										
Public	0.6	1.9	3.3	46.4	19.9	26.5	47.7	17.2	17.7	12.8
Private	0.2	#	0.2	24.6	5.7	18.9	75.0	21.9	27.6	25.5

Rounds to zero.

! Interpret data with caution (estimates are unstable).

[1] Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *supplemental note 12* for a complete listing of all the courses classified at each academic level. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

High School Coursetaking

Table SA-9. Percentage distribution of high school graduates, by type of English course completed: Selected years, 1982–2004

Year	No English[2]	Low academic level[3]	Regular English (no low or honors) courses	Advanced academic level[1]			
				Total	Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses
1982	0.1	10.0	76.7	13.3	6.1	3.3	3.8
1987	0.7	22.1	55.6	21.5	7.9	5.0	8.7
1990	0.6	19.6	60.2	19.6	7.0	3.6	9.1
1992	0.2	18.0	57.3	24.4	7.6	5.8	11.1
1994	0.8	17.6	56.5	25.1	7.7	5.4	12.0
1998	0.9	13.7	56.1	29.3	9.1	7.7	12.4
2000	0.7	10.7	54.7	33.9	11.6	7.2	15.1
2004	0.7	10.8	55.9	32.7	9.2	7.6	15.9

[1] Includes graduates who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

[2] Indicates that student transcript records did not list any recognized English courses; however, these graduates may have studied some English. If graduates took only English as a second language (ESL) courses for credit, they would be listed in this category.

[3] Low academic level courses include all general English courses classified as "below grade level." Graduates may have taken a general English course classified as regular or "honors" and be classified in the low academic level if the percentage of "below grade level" courses completed was the plurality of courses completed.

NOTE: For each graduate, the percentages of completed courses classified as "below level," "at grade level," and "honors" were calculated. (Not all graduates completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirement for each level was determined, as explained in *supplemental note 12.* Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SA-10. Percentage distribution of high school graduates, by highest level of foreign language course completed: Selected years, 1982–2004

Year	None	Year 2 or less	Advanced academic level			
			Year 3 or higher	Year 3	Year 4	Advanced Placement (AP)
1982	45.6	39.8	14.6	8.9	4.5	1.2
1987	33.3	47.5	19.2	11.9	5.4	1.9
1990	26.9	51.4	21.7	12.9	5.6	3.2
1992	22.5	51.8	25.7	14.8	7.7	3.2
1994	22.3	51.8	25.9	15.0	7.8	3.1
1998	19.4	50.7	30.0	17.4	8.6	4.1
2000	17.4	52.8	29.8	16.5	7.8	5.4
2004	17.3	49.2	33.5	18.4	9.8	5.3
2004[1]	15.5	50.0	34.5	19.1	10.1	5.4

[1] Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish.

NOTE: Foreign language coursetaking based upon classes in Spanish, French, Latin, or German, unless noted otherwise. From 1982 to 2000, less than 1 percent of students studied only a foreign language other than Spanish, French, Latin, or German. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SA-11. Percentage distribution of high school graduates, by type of English course taken and selected characteristics: 2004

Characteristic	No English[2]	Low academic level[3]	Regular English (no low or honors) courses	Advanced academic level[1]			
				Total	Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses
Total	**0.7**	**10.8**	**55.9**	**32.7**	**9.2**	**7.6**	**15.9**
Sex							
Male	0.6	12.3	60.5	26.6	8.4	6.1	12.0
Female	0.7	9.3	51.5	38.5	9.9	9.0	19.6
Race/ethnicity							
White	0.6	7.5	56.5	35.4	9.5	8.3	17.6
Black	0.5	15.4	60.2	23.9	8.3	6.2	9.4
Hispanic	1.3	21.1	52.8	24.9	8.5	5.3	11.1
Asian/Pacific Islander	0.1	13.2	43.6	43.1	9.0	8.1	26.0
American Indian	1.0!	16.1	61.7	21.2	2.9	1.6	16.8
Control of school							
Public	0.7	11.3	55.1	32.9	9.3	7.4	16.1
Private	0.2	4.3	64.9	30.7	7.4	9.6	13.7

! Interpret data with caution (estimates are unstable).

[1] Includes graduates who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

[2] Indicates that student transcript records did not list any recognized English courses; however, these graduates may have studied some English. If graduates took only English as a second language (ESL) courses for credit, they would be listed in this category.

[3] Low academic level courses include all general English courses classified as "below grade level." Graduates may have taken a general English course classified as regular or "honors" and be classified in the low academic level if the percentage of "below grade level" courses completed was the plurality of courses completed.

NOTE: For each graduate, the percentages of completed courses classified as "below level," "at grade level," and "honors" were calculated. (Not all graduates completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirement for each level was determined, as explained in *supplemental note 12*. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:80/82); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

High School Coursetaking

Table SA-12. Percentage distribution of high school graduates, by highest level of foreign language course completed and selected characteristics: 2004

Characteristic	None	Year 1 or less	Year 2	Advanced academic level			
				Year 3 or higher	Year 3	Year 4	Advanced Placement (AP)
Total	**15.5**	**16.1**	**33.9**	**34.5**	**19.1**	**10.1**	**5.4**
Sex							
Male	19.2	17.7	33.6	29.4	17.3	8.0	4.2
Female	11.9	14.6	34.1	39.4	20.8	12.1	6.5
Race/ethnicity							
White	14.1	15.6	33.0	37.2	20.6	11.4	5.3
Black	15.9	22.5	42.0	19.6	13.3	5.5	0.8
Hispanic	20.4	14.6	32.3	32.8	15.1	7.8	10.0
Asian/Pacific Islander	10.8	12.3	26.4	50.5	27.2	14.2	9.1
American Indian	41.6	19.4	23.9	15.1	9.3	5.3	0.5
Control of school							
Public	16.5	16.8	34.1	32.6	18.1	9.3	5.2
Private	4.3	9.0	30.6	56.1	30.2	18.2	7.7

NOTE: Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Some graduates in each category also studied more than one foreign language. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

High School Coursetaking

Table SA-13. Mean score on Advanced Placement (AP) exams, by selected subjects and race/ethnicity: 1997–2005

Subject and race/ethnicity	1997	1998	1999	2000	2001	2002	2003	2004	2005
All exams	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.9
White	3.0	3.0	3.1	3.1	3.0	3.1	3.0	3.0	3.0
Black	2.2	2.2	2.2	2.2	2.1	2.1	2.1	2.1	2.0
Hispanic	3.1	3.0	2.8	2.9	2.8	2.8	2.7	2.7	2.5
Asian/Asian American	3.1	3.1	3.1	3.1	3.0	3.1	3.1	3.1	3.1
American Indian/Alaska Native	2.6	2.6	2.6	2.6	2.5	2.5	2.5	2.5	2.4
Biology	3.2	3.0	3.1	3.1	3.0	3.1	3.0	3.0	3.0
White	3.2	3.1	3.2	3.2	3.1	3.2	3.1	3.1	3.1
Black	2.2	2.1	2.2	2.1	2.0	2.1	2.0	2.1	2.1
Hispanic	2.5	2.3	2.4	2.3	2.3	2.3	2.2	2.3	2.2
Asian/Asian American	3.4	3.2	3.3	3.3	3.1	3.3	3.2	3.3	3.3
American Indian/Alaska Native	2.8	2.7	2.7	2.7	2.5	2.6	2.5	2.4	2.5
Calculus AB	2.8	3.0	3.0	3.0	3.0	3.1	3.1	3.0	2.9
White	2.9	3.1	3.1	3.1	3.1	3.2	3.2	3.1	3.0
Black	2.0	2.1	2.1	2.1	2.1	2.2	2.2	2.0	1.9
Hispanic	2.3	2.5	2.4	2.4	2.3	2.4	2.4	2.2	2.2
Asian/Asian American	3.0	3.2	3.1	3.1	3.1	3.2	3.2	3.1	3.1
American Indian/Alaska Native	2.5	2.7	2.6	2.5	2.5	2.7	2.5	2.4	2.4
Chemistry	2.9	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8
White	2.9	2.9	2.9	2.9	2.8	2.8	2.9	2.9	2.8
Black	2.0	1.9	2.0	2.0	1.9	1.9	1.8	1.9	1.8
Hispanic	2.2	2.2	2.2	2.1	2.0	2.0	2.0	2.0	2.0
Asian/Asian American	3.1	3.0	3.0	3.1	3.1	3.1	3.0	3.1	3.1
American Indian/Alaska Native	2.2	2.1	2.2	2.2	2.2	2.2	2.1	2.4	2.1
English literature and composition	3.1	3.1	3.1	3.1	3.0	3.0	2.9	3.0	2.9
White	3.2	3.1	3.2	3.2	3.1	3.1	3.1	3.1	3.1
Black	2.3	2.3	2.3	2.2	2.2	2.1	2.2	2.1	2.0
Hispanic	2.5	2.5	2.5	2.4	2.4	2.4	2.4	2.3	2.3
Asian/Asian American	3.1	3.1	3.1	3.1	3.0	3.0	3.0	3.0	3.0
American Indian/Alaska Native	2.7	2.6	2.7	2.7	2.5	2.5	2.5	2.6	2.4
Physics B	2.8	3.0	2.9	2.7	2.7	2.7	2.8	2.7	2.8
White	2.8	3.0	2.9	2.8	2.9	2.8	2.9	2.8	2.9
Black	2.0	2.1	1.8	1.8	1.7	1.8	1.8	1.7	1.7
Hispanic	2.2	2.2	2.1	2.0	1.9	1.9	2.1	1.9	2.0
Asian/Asian American	2.8	2.9	2.9	2.8	2.8	2.8	2.9	2.7	2.9
American Indian/Alaska Native	2.4	2.8	2.2	2.4	2.3	2.4	2.3	2.3	2.3
U.S. history	2.8	2.8	2.8	2.8	2.8	2.8	2.7	2.8	2.7
White	2.9	2.9	2.8	2.9	2.9	2.9	2.9	2.9	2.8
Black	2.1	2.2	2.0	2.1	2.1	2.1	2.0	2.0	1.9
Hispanic	2.3	2.4	2.2	2.3	2.1	2.1	2.1	2.1	2.0
Asian/Asian American	3.0	2.9	2.8	2.9	2.8	2.9	2.9	3.0	2.8
American Indian/Alaska Native	2.4	2.5	2.4	2.5	2.4	2.4	2.4	2.4	2.3

NOTE: Total averages for all examinations and by subject area include other race/ethnicity categories not separately shown. Biology, calculus AB, chemistry, English literature and composition, physics B, and U.S. history are some of the most frequently taken AP exams. The grades for all AP exams range from 1.0 to 5.0, with 5.0 being the highest score. Data reported are for all students who completed an AP exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaska Native; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, Advanced Placement Program. (1997–2005). *National Summary Reports*.

High School Coursetaking

Table SA-14. Percentage of Advanced Placement (AP) examinations with a score of 3.0 or greater, by subject and race/ethnicity: 1997–2005

Subject and race/ethnicity	1997	1998	1999	2000	2001	2002	2003	2004	2005
All exams	64.5	64.1	63.5	63.7	61.3	63.1	61.5	61.5	59.4
White	65.5	65.5	65.4	66.2	64.1	66.4	64.9	65.1	63.4
Black	35.9	35.1	34.6	33.8	31.2	33.2	31.8	31.6	28.6
Hispanic	61.1	59.5	57.4	55.9	52.5	52.5	50.5	50.1	46.7
Asian/Asian American	67.0	66.3	65.0	65.0	63.2	65.0	64.1	64.2	63.5
American Indian/Alaska Native	51.0	50.9	49.6	50.5	44.4	46.0	45.2	46.3	44.2
Biology	67.3	60.1	65.0	64.2	58.0	64.3	58.6	60.8	61.0
White	68.9	62.5	67.0	67.0	61.7	68.2	62.1	64.5	64.5
Black	35.9	32.3	35.9	33.1	26.9	32.1	28.6	29.6	30.2
Hispanic	46.5	38.0	42.1	39.3	33.9	38.2	33.7	35.9	35.6
Asian/Asian American	72.3	66.7	70.7	70.1	63.7	69.3	64.3	66.9	68.7
American Indian/Alaska Native	58.0	51.7	54.9	52.1	42.6	48.2	41.5	40.6	43.3
Calculus AB	59.3	65.8	63.4	63.2	63.6	67.0	65.6	59.0	57.6
White	60.5	67.9	65.7	66.2	66.7	70.3	68.9	62.3	61.1
Black	31.7	36.1	33.7	34.4	33.6	37.3	36.6	30.1	28.4
Hispanic	42.2	46.4	45.5	43.2	42.4	45.3	43.9	36.8	35.4
Asian/Asian American	64.3	68.9	66.3	64.8	66.0	69.1	69.0	62.9	62.4
American Indian/Alaska Native	50.1	54.7	49.6	48.3	47.1	52.1	47.5	42.4	42.1
Chemistry	58.1	57.8	56.9	58.0	57.4	56.9	56.2	56.4	55.4
White	58.7	58.5	57.9	58.9	58.8	58.3	58.7	58.1	57.0
Black	29.1	27.1	28.0	30.8	28.3	27.3	25.6	27.7	25.1
Hispanic	35.3	36.7	30.0	32.7	31.8	31.9	29.9	31.0	31.1
Asian/Asian American	63.9	63.9	62.1	64.9	65.1	64.7	62.4	64.5	64.8
American Indian/Alaska Native	38.5	36.1	38.6	35.7	38.9	38.2	34.9	42.3	34.4
English literature and composition	68.9	68.1	68.2	68.1	63.1	66.0	62.6	64.9	61.9
White	72.1	71.6	72.4	73.5	68.1	71.6	68.0	71.4	68.7
Black	36.0	35.0	35.1	33.1	30.2	31.3	30.5	30.2	26.2
Hispanic	46.8	46.5	44.6	42.9	37.5	39.6	38.3	38.5	36.3
Asian/Asian American	70.0	69.8	67.6	69.7	63.3	65.9	63.4	64.4	63.2
American Indian/Alaska Native	55.1	51.9	52.2	56.3	42.9	47.7	45.1	49.0	42.9
Physics B	59.8	65.9	61.8	58.2	58.7	59.4	59.8	57.0	59.2
White	61.1	68.7	64.9	61.8	62.4	63.4	63.2	61.4	63.3
Black	33.1	35.5	28.2	25.1	24.0	25.9	26.9	23.1	22.6
Hispanic	41.8	41.2	35.3	32.6	33.4	32.7	35.3	30.7	31.7
Asian/Asian American	61.1	65.3	62.5	57.9	59.4	59.8	61.6	57.1	63.2
American Indian/Alaska Native	46.7	56.9	41.1	49.5	43.0	47.7	42.1	44.9	45.3
U.S. history	54.7	53.7	50.8	53.9	50.9	53.7	51.6	56.7	50.4
White	56.2	55.1	52.9	57.2	54.6	57.6	55.8	61.3	55.1
Black	29.3	29.1	25.5	28.3	25.1	28.3	25.2	29.6	23.8
Hispanic	38.0	35.8	31.3	32.0	27.6	30.1	27.7	31.7	27.4
Asian/Asian American	58.4	57.6	53.6	55.6	53.5	57.2	54.9	61.2	56.4
American Indian/Alaska Native	37.9	42.3	38.0	42.7	38.9	37.6	37.8	42.1	36.7

NOTE: Total averages for all examinations and by subject area include other race/ethnicity categories not separately shown. Biology, calculus AB, chemistry, English literature and composition, physics B, and U.S. history are some of the most frequently taken AP exams. The grades for all AP exams range from 1.0 to 5.0, with 5.0 being the highest score. Data reported are for all students who completed an AP exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaska Native; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, Advanced Placement Program. (1997–2005). *National Summary Reports*.

Enrollment Trends by Age

Table 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2005

October	Total ages 3–34	Ages 3–4[1]	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24			Ages 25–29	Ages 30–34
						Total	In elementary/ secondary	In post-secondary	Total	Ages 20–21	Ages 22–24		
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

[1] Beginning in 1994, new procedures were used to collect preprimary enrollment data. As such, numbers from before 1994 may not be comparable to those from 1994 or later.

NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of public or private nursery school, kindergarten, elementary school, high school, college, university, or professional school. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes homeschooled students and enrollment in less-than-2-year postsecondary institutions. See *supplemental note 2* for more information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

Enrollment in Early Childhood Education Programs

Table 2-1. Percentage of preprimary children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005

Child or family characteristic	1991	1993	1995	1996	1999	2001	2005
Total	**53**	**53**	**55**	**55**	**60**	**56**	**57**
Age							
3	42	40	41	42	46	43	43
4	60	62	65	63	70	66	69
5	64	66	75	73	77	73	69
Sex							
Male	52	53	55	55	61	54	60
Female	53	53	55	55	59	59	55
Race/ethnicity[1]							
White	54	54	57	57	60	59	59
Black	58	57	60	65	73	64	66
Hispanic	39	43	37	39	44	40	43
Poverty status[2]							
Poor	44	43	45	44	51	47	47
Nonpoor	56	56	59	59	62	59	60
Poverty status and race/ethnicity							
Poor							
White	41	40	43	39	43	46	45
Black	55	53	55	61	72	60	65
Hispanic	34	37	30	33	41	36	36
Nonpoor							
White	56	56	60	60	63	61	61
Black	62	63	66	69	74	66	68
Hispanic	42	48	44	45	47	42	48
Family type							
Two-parent household	54	52	55	54	59	57	57
One-parent or guardian-only household	50	54	56	58	62	56	58
Mother's education							
Less than high school	32	33	35	37	40	38	35
High school diploma or equivalent	46	43	48	49	52	47	49
Some college, including vocational/technical	60	60	57	58	63	62	56
Bachelor's degree or higher	72	73	75	73	74	70	73
Mother's employment							
35 hours or more per week	59	61	60	63	65	63	64
Less than 35 hours per week	58	57	62	64	64	61	61
Looking for work	43	48	52	47	55	47	42
Not in labor force	45	44	47	43	52	47	50

[1] Race categories exclude persons of Hispanic ethnicity. Included in the total, but not shown separately, are children from other racial/ethnic groups.

[2] *Poor* is defined to include families below the poverty threshold; *nonpoor* is defined to include families whose incomes are at or above the poverty threshold. See *supplemental note 1* for more information on poverty.

NOTE: Estimates are based on children who have not yet entered kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. Children without mothers in the home are not included in estimates for mother's education or mother's employment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, and Early Childhood Program Participation Survey of the 1995, 2001, and 2005 NHES.

Past and Projected Public School Enrollments

Table 3-1. Public school enrollment in prekindergarten through grade 12, by grade level and region, with projections: Various years, fall 1965–2016

[Totals in thousands]

Fall of year	Total enrollment			Total and percent enrollment, grades preK–12 by region							
				Northeast		Midwest		South		West	
	Grades preK–12	Grades preK–8	Grades 9–12	Total	Percent	Total	Percent	Total	Percent	Total	Percent
1965	42,068	30,466	11,602	8,833	21.0	11,834	28.1	13,834	32.9	7,568	18.0
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	8,217	17.4	10,753	22.8	17,008	36.0	11,246	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	34,178	14,617	8,271	17.0	10,775	22.1	17,892	36.7	11,857	24.3
Projected											
2005	49,028	34,174	14,853	8,237	16.8	10,754	21.9	18,083	36.9	11,954	24.4
2006	49,370	34,387	14,983	8,234	16.7	10,810	21.9	18,327	37.1	11,999	24.3
2007	49,610	34,592	15,018	8,209	16.5	10,803	21.8	18,532	37.4	12,066	24.3
2008	49,812	34,873	14,939	8,172	16.4	10,778	21.6	18,747	37.6	12,115	24.3
2009	50,028	35,195	14,834	8,135	16.3	10,758	21.5	18,963	37.9	12,173	24.3
2010	50,303	35,581	14,722	8,106	16.1	10,750	21.4	19,192	38.2	12,255	24.4
2011	50,653	35,994	14,659	8,087	16.0	10,762	21.2	19,449	38.4	12,355	24.4
2012	51,093	36,397	14,696	8,083	15.8	10,793	21.1	19,745	38.6	12,472	24.4
2013	51,579	36,841	14,739	8,092	15.7	10,837	21.0	20,041	38.9	12,610	24.4
2014	52,135	37,271	14,864	8,116	15.6	10,899	20.9	20,355	39.0	12,765	24.5
2015	52,733	37,578	15,155	8,151	15.5	10,966	20.8	20,672	39.2	12,943	24.5
2016	53,300	37,917	15,382	8,185	15.4	11,029	20.7	20,960	39.3	13,126	24.6

NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2000, 2003, and 2004 were revised and may differ from previously published figures. Details may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 36; Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved May 22, 2007, from http://nces.ed.gov/surveys/AnnualReports/historicaltables.asp; data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2004–05 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

Trends in Private School Enrollments

Table 4-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1989–90 through 2003–04

Grade level and school year	Total enrollment (in thousands)	Roman Catholic				Other religious[1]				Non-sectarian[2]
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Un-affiliated	
Grades K–12										
1989–90	4,838	54.5	32.2	15.2	7.1	32.3	10.9	12.8	8.5	13.2
1991–92	4,890	53.0	30.0	15.9	7.1	32.2	12.0	12.5	7.8	14.8
1993–94	4,836	51.4	29.2	15.5	6.8	33.7	12.6	12.3	8.8	14.9
1995–96	5,032	50.1	27.2	16.2	6.7	34.7	14.0	11.7	8.9	15.3
1997–98	5,076	49.5	26.5	16.3	6.7	34.8	14.5	10.9	9.4	15.7
1999–2000	5,163	48.6	25.3	16.2	7.1	35.7	15.0	10.7	10.0	15.7
2001–02	5,342	47.1	22.9	17.3	6.9	36.0	15.4	10.5	10.1	16.9
2003–04	5,123	46.2	21.4	17.7	7.0	35.8	15.1	10.8	9.9	18.0
Grades K–8[3]										
1989–90	3,588	55.1	40.1	12.5	2.5	34.1	11.8	13.7	8.6	10.8
1991–92	3,657	53.4	37.4	13.8	2.2	34.2	12.7	13.2	8.3	12.3
1993–94	3,641	51.8	36.4	13.2	2.1	35.7	13.3	13.0	9.4	12.5
1995–96	3,760	50.3	34.0	14.2	2.1	36.9	15.0	12.4	9.5	12.8
1997–98	3,781	49.9	33.2	14.6	2.1	36.9	15.5	11.4	10.0	13.3
1999–2000	3,849	48.8	31.8	14.6	2.4	37.8	15.9	11.3	10.7	13.4
2001–02	3,951	47.2	28.8	16.0	2.5	38.2	16.4	11.0	10.9	14.5
2003–04	3,731	46.3	27.4	16.5	2.4	38.3	16.2	11.3	10.9	15.4
Grades 9–12[3]										
1989–90	1,126	57.2	10.2	25.0	22.0	27.0	8.7	10.9	7.4	15.8
1991–92	1,126	55.5	8.6	23.6	23.3	27.2	10.0	11.0	6.2	17.2
1993–94	1,102	54.0	7.4	24.2	22.4	28.3	10.6	10.8	7.0	17.7
1995–96	1,160	53.3	7.8	23.7	21.8	29.4	11.7	10.5	7.2	17.3
1997–98	1,181	52.4	7.3	23.3	21.8	29.8	12.2	9.9	7.6	17.8
1999–2000	1,225	51.1	6.5	22.3	22.3	30.6	12.9	9.5	8.1	18.3
2001–02	1,293	49.5	6.4	22.5	20.6	31.0	13.3	9.8	7.8	19.5
2003–04	1,307	48.5	5.7	22.4	20.4	30.0	12.8	10.0	7.2	21.6

[1] Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations—Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations—Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

[2] Nonsectarian schools do not have a religious orientation or purpose.

[3] Grades K–8 and 9–12 do not include ungraded students; therefore, these two categories do not sum to grades K–12.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

Trends in Private School Enrollments

Table 4-2. Private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2003–04

[Totals in thousands]

Grade level and school 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 K–12										
1989–90	4,838	10.7	1,346	15.8	1,368	12.3	1,280	8.1	844	8.7
1991–92	4,890	10.5	1,324	15.3	1,353	12.0	1,304	8.1	909	8.8
1993–94	4,836	10.1	1,276	14.4	1,309	11.4	1,386	8.3	865	8.1
1995–96	5,032	10.2	1,289	14.1	1,349	11.5	1,445	8.4	949	8.5
1997–98	5,076	10.0	1,287	13.8	1,346	11.3	1,510	8.5	933	8.0
1999–2000	5,163	10.1	1,295	13.8	1,345	11.3	1,576	8.7	947	7.9
2001–02	5,342	10.2	1,337	14.1	1,355	11.4	1,641	8.9	1,008	8.2
2003–04	5,123	9.7	1,273	13.5	1,271	10.7	1,612	8.6	967	7.7
Grades K–8[1]										
1989–90	3,588	11.0	947	15.9	1,052	13.2	949	8.3	639	9.0
1991–92	3,657	10.8	935	15.2	1,059	12.9	974	8.2	689	9.1
1993–94	3,641	10.5	907	14.3	1,021	12.4	1,048	8.6	664	8.5
1995–96	3,760	10.6	911	14.0	1,042	12.5	1,086	8.7	721	8.9
1997–98	3,781	10.5	911	13.8	1,036	12.3	1,126	8.8	708	8.5
1999–2000	3,849	10.5	917	13.8	1,035	12.3	1,177	9.1	720	8.5
2001–02	3,951	10.7	935	14.0	1,039	12.4	1,223	9.2	754	8.6
2003–04	3,731	10.1	857	13.2	962	11.6	1,191	8.9	720	8.2
Grades 9–12[1]										
1989–90	1,126	9.0	362	14.6	288	9.2	291	6.8	185	7.1
1991–92	1,126	8.9	346	14.1	276	8.9	302	7.0	203	7.3
1993–94	1,102	8.4	328	13.1	273	8.5	315	7.1	186	6.4
1995–96	1,160	8.5	334	13.0	286	8.5	330	7.1	209	6.8
1997–98	1,181	8.3	330	12.5	292	8.5	353	7.2	206	6.3
1999–2000	1,225	8.4	338	12.6	297	8.6	375	7.5	214	6.3
2001–02	1,293	8.6	364	13.0	302	8.6	389	7.5	239	6.8
2003–04	1,307	8.4	381	13.0	293	8.1	395	7.3	237	6.4

[1] Grades K–8 and 9–12 do not include ungraded students; therefore, these two categories do not sum to grades K–12.

NOTE: Detail may not sum to totals because of rounding. Calculations were revised and estimates may differ from previously published data. *Supplemental note 1* identifies the states in each region.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1989–90 through 2003–04.

Trends in Private School Enrollments

Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04

School characteristic	Number (in thousands)	Total students	White	Minority enrollment[1]				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
Total	**5,123**	**100.0**	**76.2**	**23.8**	**9.5**	**8.8**	**4.9**	**0.6**
NCES private school typology								
Roman Catholic	2,365	46.2	74.7	25.3	8.1	11.9	4.7	0.5
Parochial	1,097	21.4	74.4	25.6	8.3	12.5	4.4	0.4
Diocesan	909	17.7	75.9	24.1	7.7	11.1	4.7	0.6
Private	359	7.0	72.7	27.3	8.9	12.1	5.5	0.9
Other religious[2]	1,836	35.8	79.0	21.0	10.3	5.9	4.2	0.6
Conservative Christian	774	15.1	76.5	23.5	11.4	7.3	4.0	0.8
Affiliated	553	10.8	81.2	18.8	8.0	5.5	4.9	0.5
Unaffiliated	508	9.9	80.4	19.6	11.0	4.3	3.7	0.6
Nonsectarian[3]	922	18.0	74.1	25.9	11.3	6.7	7.0	0.8
Regular	603	11.8	78.0	22.0	8.9	5.7	6.7	0.7
Special emphasis	214	4.2	69.8	30.2	11.9	6.9	10.3	1.1
Special education	105	2.0	60.8	39.2	24.1	11.9	2.0	1.2
School level								
Elementary	2,694	52.6	74.3	25.7	10.0	10.1	4.9	0.7
Secondary	845	16.5	76.5	23.5	8.5	9.8	4.7	0.5
Combined	1,583	30.9	79.1	20.9	9.2	6.1	5.1	0.6
Program emphasis								
Regular	4,639	90.6	76.9	23.1	9.0	8.9	4.7	0.6
Montessori	83	1.6	69.5	30.5	9.7	7.2	12.0	1.6
Special program emphasis	170	3.3	74.8	25.2	8.7	6.2	9.8	0.5
Special education	115	2.2	61.8	38.2	23.4	11.6	1.9	1.2
Alternative	110	2.1	68.4	31.6	15.8	9.1	5.7	1.0
Early childhood	5	0.1	64.8	35.2	18.5	10.9	5.3	0.6
Enrollment								
Less than 50	224	4.4	73.3	26.7	14.8	7.6	3.1	1.2
50–149	760	14.8	72.1	27.9	14.5	8.2	4.0	1.2
150–299	1,352	26.4	70.8	29.2	12.3	11.2	5.1	0.6
300–499	1,154	22.5	79.2	20.8	7.1	8.5	4.7	0.5
500–749	777	15.2	80.4	19.6	5.8	7.9	5.4	0.5
750 or more	856	16.7	81.0	19.0	5.7	7.1	5.8	0.4
Region								
Northeast	1,273	24.9	76.2	23.8	11.5	7.8	4.2	0.3
Midwest	1,271	24.8	84.5	15.5	8.1	4.5	2.3	0.6
South	1,612	31.5	77.4	22.6	10.8	8.5	2.9	0.4
West	967	18.9	63.1	36.9	6.3	16.3	12.8	1.5

See notes at end of table.

Trends in Private School Enrollments

Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04 —Continued

School characteristic	Number (in thousands)	Total students	White	Minority enrollment[1]				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
Community type								
Central city	2,182	42.6	68.7	31.1	13.1	11.3	6.3	0.5
Urban fringe/large town	2,291	44.7	79.6	20.4	7.6	8.0	4.3	0.5
Rural/small town	649	12.7	88.9	11.1	3.8	3.2	2.6	1.5

[1] Race categories exclude persons of Hispanic ethnicity.

[2] Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations—Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations—Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

[3] Nonsectarian schools do not have a religious orientation or purpose.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

Racial/Ethnic Distribution of Public School Students

Table 5-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Fall 1972–2005

Fall of year	White	Minority enrollment							
		Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
1972	77.8	22.2	14.8	6.0	—	—	—	—	1.4
1973	78.1	21.9	14.7	5.7	—	—	—	—	1.4
1974	76.8	23.2	15.4	6.3	—	—	—	—	1.5
1975	76.2	23.8	15.4	6.7	—	—	—	—	1.7
1976	76.2	23.8	15.5	6.5	—	—	—	—	1.7
1977	76.1	23.9	15.8	6.2	—	—	—	—	1.9
1978	75.5	24.5	16.0	6.5	—	—	—	—	2.1
1979	—	—	—	—	—	—	—	—	—
1980	—	—	—	—	—	—	—	—	—
1981	72.4	27.6	16.0	8.7	—	—	—	—	2.9
1982	71.9	28.1	16.0	8.9	—	—	—	—	3.2
1983	71.3	28.7	16.1	9.2	—	—	—	—	3.4
1984	71.7	28.3	16.1	8.5	—	—	—	—	3.6
1985	69.6	30.4	16.8	10.1	—	—	—	—	3.5
1986	69.1	30.9	16.6	10.8	—	—	—	—	3.6
1987	68.5	31.5	16.6	10.8	—	—	—	—	4.0
1988	68.3	31.7	16.5	11.0	—	—	—	—	4.2
1989	68.0	32.0	16.6	11.4	3.0[1]	([1])	0.9	—	0.1
1990	67.6	32.4	16.5	11.7	3.0[1]	([1])	0.9	—	0.3
1991	67.1	32.9	16.8	11.8	3.2[1]	([1])	0.8	—	0.2
1992	66.8	33.2	16.9	12.0	3.3[1]	([1])	0.8	—	0.2
1993	67.0	33.0	16.6	12.1	3.3[1]	([1])	0.8	—	0.2
1994	65.8	34.2	16.7	13.7	2.5[1]	([1])	0.8	—	0.5
1995	65.5	34.5	16.9	14.1	2.3[1]	([1])	0.6	—	0.6
1996	63.7	36.3	16.6	14.5	4.1[1]	([1])	1.2	—	—
1997	63.0	37.0	16.9	14.9	3.9[1]	([1])	1.2	—	—
1998	62.4	37.6	17.2	15.4	4.0[1]	([1])	1.1	—	—
1999	61.9	38.1	16.5	16.2	4.5[1]	([1])	1.0	—	—
2000	61.3	38.7	16.6	16.6	4.2[1]	([1])	1.3	—	—
2001	61.3	38.7	16.5	16.6	4.3[1]	([1])	1.3	—	—
2002	60.7	39.3	16.5	17.6	4.0[1]	([1])	1.2	—	—
2003	58.3	41.7	16.1	18.6	3.7	0.3	0.6	2.4	—
2004	57.4	42.6	16.0	19.3	3.9	0.2	0.8	2.4	—
2005	57.6	42.4	15.6	19.7	3.7	0.2	0.7	2.5	—

— Not available.

[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: Figures 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. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later. See *supplemental note 2* for more information on the CPS. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

Racial/Ethnic Distribution of Public School Students

Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, Fall 1972–2005

Region and fall of year	White	Minority enrollment							
		Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
Northeast									
1972	81.4	18.6	12.4	5.5	—	—	—	—	0.7
1977	80.4	19.6	12.6	5.8	—	—	—	—	1.3
1982	76.1	23.9	13.4	8.3	—	—	—	—	2.3
1987	74.2	25.8	13.1	9.5	—	—	—	—	3.3
1992	71.9	28.1	14.7	9.8	3.2[1]	([1])	0.1!	—	0.3!
1997	67.7	32.3	16.1	12.3	3.5[1]	([1])	0.4	—	—
2002	67.9	32.1	15.1	13.1	3.7[1]	([1])	0.3	—	—
2003	64.8	35.2	16.0	13.7	3.7	‡	0.2!	1.5	—
2004	63.7	36.3	15.5	13.9	5.1	‡	0.2!	1.5	—
2005	63.5	36.5	15.1	14.5	5.2	‡	‡	1.5	—
Midwest									
1972	87.5	12.5	10.6	1.5	—	—	—	—	0.3
1977	85.7	14.3	11.8	1.7	—	—	—	—	0.8
1982	84.6	15.4	11.8	1.8	—	—	—	—	1.7
1987	80.7	19.3	13.8	3.1	—	—	—	—	2.4
1992	81.5	18.5	13.2	2.7	1.5[1]	([1])	0.8	—	0.3!
1997	79.3	20.7	13.3	4.5	1.7[1]	([1])	1.1	—	—
2002	75.5	24.5	14.5	6.4	2.6[1]	([1])	1.0	—	—
2003	74.4	25.6	14.2	6.4	2.2	0.2!	0.4	2.2	—
2004	74.4	25.6	13.5	6.6	2.3	‡	0.5	2.5	—
2005	74.1	25.9	13.8	7.1	1.9	#	0.6	2.5	—
South									
1972	69.7	30.3	24.8	5.0	—	—	—	—	0.5
1977	67.5	32.5	26.3	5.5	—	—	—	—	0.6
1982	64.1	35.9	26.9	7.9	—	—	—	—	1.1
1987	61.9	38.1	26.3	9.6	—	—	—	—	2.2
1992	59.5	40.5	27.3	10.5	1.9[1]	([1])	0.6	—	0.1!
1997	57.0	43.0	27.0	13.4	1.6[1]	([1])	0.9	—	—
2002	54.2	45.8	26.2	16.6	1.9[1]	([1])	1.0	—	—
2003	53.6	46.4	24.8	16.9	2.1	‡	0.6	2.0	—
2004	53.7	46.3	24.5	16.6	2.4	0.1!	0.6	2.2	—
2005	52.9	47.1	23.9	18.3	1.8	‡	0.6	2.4	—

See notes at end of table.

Racial/Ethnic Distribution of Public School Students

Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, Fall 1972–2005—Continued

Region and fall of year	White	Minority enrollment							
		Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
West									
1972	72.8	27.2	6.4	15.3	—	—	—	—	5.5
1977	72.2	27.8	6.7	14.8	—	—	—	—	6.3
1982	65.2	34.8	5.4	19.9	—	—	—	—	9.5
1987	60.3	39.7	7.1	22.9	—	—	—	—	9.7
1992	58.5	41.5	5.8	26.3	7.5[1]	([1])	1.6	—	0.2!
1997	52.1	47.9	6.5	29.4	9.8[1]	([1])	2.3	—	—
2002	51.0	49.0	5.8	32.6	8.2[1]	([1])	2.4	—	—
2003	45.9	54.1	5.2	35.5	7.5	1.0	1.2	3.6	—
2004	42.9	57.1	6.0	38.7	6.9	0.6	1.6	3.3	—
2005	45.6	54.4	5.2	36.6	6.9	0.6	1.3	3.6	—

— Not available.

Rounds to zero.

‡ Reporting standards not met (too few cases).

! Interpret data with caution (estimates are unstable).

[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: Figures 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. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later. See *supplemental note 2* for more information on the CPS. 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, 1972–2005.

Language Minority School-Age Children

Table 6-1. 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, 1979–2005

		Spoke a language other than English at home				
				Spoke English with difficulty[1]		
Year	Total population (in millions)	Number (in millions)	Percent of total population	Number (in millions)	Percent of total population	Percent of those who spoke a language other than English at home
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
		Percentage change compared with 1979				
2005	18.2	177.9	135.1	118.0	91.6!	-21.6

! Interpret data with caution.

[1] Respondents were asked if 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. Categories used for reporting were "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.

NOTE: Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 (ACS). See *supplemental notes 2* and *3* for more information.

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), 2000–05.

Language Minority School-Age Children

Table 6-2. 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: 2005

[Numbers in thousands]

Characteristic	Total population	Spoke a language other than English at home							
				Spoke English with difficulty[1]					
				Total		Ages 5–9		Ages 10–17	
		Number	Percent of population[2]	Number	Percent of population[2]	Number	Percent of population[2]	Number	Percent of population[2]
Total	**52,835**	**10,560**	**20.0**	**2,834**	**5.4**	**1,389**	**7.1**	**1,445**	**4.3**
Language spoken at home									
English	42,275	†	†	†	†	†	†	†	†
Spanish	7,568	7,568	100.0	2,125	28.1	1,066	36.8	1,059	22.7
Other Indo-European[3]	1,455	1,455	100.0	309	21.2	136	26.2	172	18.4
Asian/Pacific Islander[4]	1,160	1,160	100.0	329	28.3	155	36.6	174	23.6
Other	376	376	100.0	71	18.9	32	21.5	39	17.2
Race/ethnicity[5]									
White	31,231	1,751	5.6	400	1.3	140	1.2	260	1.3
Black	7,717	414	5.4	99	1.3	35	1.3	65	1.3
Hispanic	9,877	6,822	69.1	1,930	19.5	1,020	25.7	911	15.4
Mexican	6,682	4,792	71.7	1,474	22.1	803	29.3	670	17.0
Puerto Rican	913	465	50.9	93	10.2	38	10.6	55	9.9
Cuban	210	149	70.9	28	13.4	14	17.4	14	11.0
Dominican	260	228	87.8	59	22.7	29	29.8	30	18.4
Central American	594	506	85.2	138	23.3	67	29.9	71	19.2
South American	382	302	79.1	61	15.9	29	20.2	31	13.3
Other Hispanic	837	379	45.4	78	9.3	39	12.2	39	7.6
Asian	2,006	1,291	64.4	350	17.4	169	21.7	181	14.8
Pacific Islander	67	21	31.2	4	6.3	3!	9.0	2!	4.4!
American Indian/Alaska Native	445	74	16.6	11	2.6	5	2.8	7	2.4
More than one race	1,289	112	8.7	20	1.6	11	1.9	10	1.3
Citizenship									
U.S.-born	50,025	8,182	16.4	1,843	3.7	1,032	5.5	811	2.6
Naturalized U.S. citizen	555	356	64.2	80	14.4	24	17.5	56	13.4
Non-U.S. citizen	2,255	2,021	89.6	911	40.4	332	51.0	579	36.1
Poverty status[6]									
Poor	9,147	2,788	30.5	943	10.3	476	13.2	467	8.4
Near-poor	10,958	3,175	29.0	913	8.3	483	11.4	430	6.4
Nonpoor	31,916	4,457	14.0	931	2.9	405	3.6	526	2.5
Region									
Northeast	9,301	1,826	19.6	430	4.6	191	5.7	239	4.0
Midwest	11,704	1,267	10.8	351	3.0	161	3.7	190	2.6
South	19,040	3,221	16.9	895	4.7	443	6.2	453	3.8
West	12,789	4,245	33.2	1,158	9.1	594	12.4	564	7.0

† Not applicable.

! Interpret data with caution.

[1] Respondents were asked if 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. Categories used for reporting were "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.

[2] Percentage of the total population for that particular subgroup. For example, 16.6 percent of all American Indians/Alaska Natives spoke a language other than English at home, and 2.6 percent of all American Indians/Alaska Natives spoke a language other than English at home and spoke English with difficulty.

[3] An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

[4] Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

[5] Race categories exclude persons of Hispanic ethnicity.

[6] *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.

NOTE: Detail may not sum to totals because of rounding. A Spanish-language version of the American Community Survey (ACS) was available to respondents. For information about the states in each region, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2005.

Children With Disabilities in Public Schools

Table 7-1. Number and percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2005–06

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA[1]	Percentage of total population served under IDEA[2]
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	13.8	8.6

[1] Number of children served as a percentage of all children ages 3–21 enrolled in early education centers and elementary and secondary schools.

[2] Number of children served under IDEA as a percentage of the total population ages 3–21.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, totals exclude BIA schools. See *supplemental note 8* for more information about student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from https://www.ideadata.org/docs/PartBTrendData/B1.xls.

Children With Disabilities in Public Schools

Table 7-2. Percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability: Selected years, 1976–77 through 2005–06

Age and 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
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	13.8
Specific learning disabilities	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
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
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
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
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
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
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
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
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
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
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7
Preschool-age disabled[1]	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†

—Not available.

† Not applicable.

Rounds to zero.

[1] Beginning in 1976, data were collected for preschool-aged children by disability type; those data are combined above with data for 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 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 youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia, excluding Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from https://www.ideadata.org/docs/PartBTrendData/B1.xls.

Past and Projected Undergraduate Enrollments

Table 8-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex, attendance status, and level of institution: Fall 1970–2016

[In thousands]

		Sex		Attendance status		Level of institution	
Fall of year	Total	Male	Female	Full-time	Part-time	4-year	2-year
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217
1980	10,475	5,000	5,475	6,362	4,113	5,948	4,526
1981	10,755	5,109	5,646	6,449	4,306	6,039	4,716
1982	10,825	5,170	5,655	6,484	4,341	6,053	4,772
1983	10,846	5,158	5,688	6,514	4,332	6,123	4,723
1984	10,618	5,007	5,611	6,348	4,270	6,087	4,531
1985	10,597	4,962	5,635	6,320	4,277	6,066	4,531
1986	10,798	5,018	5,780	6,352	4,446	6,118	4,680
1987	11,046	5,068	5,978	6,463	4,584	6,270	4,776
1988	11,317	5,138	6,179	6,642	4,674	6,441	4,875
1989	11,743	5,311	6,432	6,841	4,902	6,592	5,151
1990	11,959	5,380	6,579	6,976	4,983	6,719	5,240
1991	12,439	5,571	6,868	7,221	5,218	6,787	5,652
1992	12,537	5,582	6,954	7,243	5,293	6,814	5,722
1993	12,538	5,583	6,955	7,244	5,293	6,972	5,566
1994	12,263	5,422	6,840	7,169	5,094	6,733	5,530
1995	12,232	5,401	6,831	7,145	5,086	6,739	5,493
1996	12,327	5,421	6,906	7,299	5,028	6,764	5,563
1997	12,451	5,469	6,982	7,419	5,032	6,845	5,606
1998	12,437	5,446	6,991	7,539	4,898	6,948	5,489
1999	12,681	5,559	7,122	7,735	4,946	7,089	5,593
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948
2001	13,716	6,004	7,711	8,328	5,388	7,465	6,251
2002	14,257	6,192	8,065	8,734	5,523	7,728	6,529
2003	14,474	6,224	8,250	9,035	5,439	7,981	6,493
2004	14,781	6,340	8,441	9,284	5,496	8,235	6,546
2005	14,964	6,409	8,555	9,446	5,518	8,476	6,488
Projected[1]							
2006	15,136	6,430	8,706	9,610	5,526	8,509	6,627
2007	15,386	6,522	8,864	9,828	5,558	8,671	6,714
2008	15,659	6,622	9,036	10,062	5,596	8,849	6,810
2009	15,929	6,720	9,209	10,294	5,636	9,028	6,902
2010	16,162	6,799	9,364	10,497	5,665	9,191	6,972
2011	16,376	6,863	9,513	10,681	5,695	9,337	7,039
2012	16,576	6,911	9,665	10,847	5,729	9,468	7,108
2013	16,788	6,950	9,837	11,019	5,769	9,600	7,188
2014	16,995	6,984	10,012	11,192	5,803	9,727	7,269
2015	17,172	7,002	10,171	11,347	5,825	9,836	7,337
2016	17,354	7,024	10,330	11,506	5,848	9,947	7,407

[1] Projections based on data through 2005 and middle alternative assumptions concerning the economy. See NCES 2007-038 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 176 and 185, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 16, 18, and 19; data from U.S. Department of Education, NCES, 1970–1985 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2006.

Trends in Graduate/First-Professional Enrollments

Table 9-1. Total graduate and first-professional enrollment in degree-granting institutions, by sex and attendance status, with projections: 1976–2016

[In thousands]

Fall of year	Total enrollment	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1976	1,577	1,333	714	619	463	870	244	190	54	220	24
1977	1,570	1,319	700	617	473	845	251	191	60	226	25
1978	1,569	1,312	682	630	468	844	257	192	65	233	24
1979	1,572	1,309	669	640	476	833	263	193	70	239	24
1980	1,620	1,343	675	670	485	860	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	2,427	2,098	865	1,233	981	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
Projected[1]											
2006	2,536	2,195	872	1,323	1,065	1,130	341	168	173	308	33
2007	2,572	2,224	881	1,343	1,090	1,134	348	171	177	315	33
2008	2,605	2,251	890	1,361	1,113	1,137	355	173	182	321	34
2009	2,638	2,277	898	1,379	1,136	1,141	361	175	186	327	34
2010	2,677	2,308	908	1,400	1,163	1,145	369	178	191	335	34
2011	2,729	2,351	922	1,429	1,197	1,154	378	181	197	344	34
2012	2,798	2,407	939	1,468	1,239	1,168	390	185	205	356	35
2013	2,874	2,470	956	1,514	1,285	1,185	404	189	214	368	35
2014	2,949	2,533	972	1,560	1,330	1,202	416	193	224	381	36
2015	3,020	2,591	986	1,605	1,374	1,217	428	196	233	392	36
2016	3,088	2,648	999	1,648	1,415	1,233	440	198	242	404	36

[1] Projections based on reported data through 2005 and middle alternative assumptions concerning the economy. See NCES 2007-038 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for a definition of first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 191 and 192, and Hussar, W. (2006). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 20 and 21; data from U.S. Department of Education, NCES, 1976–85 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and 1986–2006 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF: 87–99), and Spring 2001 through Spring 2006.

Trends in Graduate/First-Professional Enrollments

Table 9-2. Total graduate and first-professional enrollment and percentage distribution of students in degree-granting institutions, by race/ethnicity: Selected years, 1976–2005

Level of student and race/ethnicity	1976	1980	1990	1995	2000	2005
			Enrollment (in thousands)			
Graduate						
Total	**1,323**	**1,341**	**1,586**	**1,732**	**1,850**	**2,186**
White	1,116	1,105	1,228	1,282	1,259	1,429
Total minority	134	144	190	271	359	496
Black	78	75	84	119	158	233
Hispanic	26	32	47	68	95	131
Asian/Pacific Islander	25	32	53	76	96	118
American Indian/Alaska Native	5	5	6	8	10	13
Nonresident alien	72	92	167	179	232	262
First-professional						
Total	**244**	**277**	**273**	**298**	**307**	**337**
White	220	248	221	223	220	238
Total minority	21	26	47	67	78	91
Black	11	13	16	21	24	26
Hispanic	5	7	11	14	15	18
Asian/Pacific Islander	4	6	19	30	37	45
American Indian/Alaska Native	1	1	1	2	2	2
Nonresident alien	3	3	5	7	8	8
			Percentage distribution			
Graduate						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
White	84.4	82.4	77.4	74.0	68.0	65.3
Total minority	10.2	10.7	12.0	15.6	19.4	22.7
Black	5.9	5.6	5.3	6.8	8.5	10.7
Hispanic	2.0	2.4	3.0	3.9	5.2	6.0
Asian/Pacific Islander	1.9	2.4	3.4	4.4	5.2	5.4
American Indian/Alaska Native	0.4	0.4	0.4	0.5	0.6	0.6
Nonresident alien	5.5	6.9	10.5	10.4	12.6	12.0
First-professional						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
White	90.1	89.5	81.0	75.0	71.8	70.7
Total minority	8.6	9.5	17.0	22.5	25.5	27.0
Black	4.6	4.6	5.8	7.2	7.7	7.7
Hispanic	1.9	2.4	3.9	4.6	5.0	5.3
Asian/Pacific Islander	1.7	2.2	6.8	9.9	12.0	13.2
American Indian/Alaska Native	0.5	0.3	0.4	0.7	0.8	0.7
Nonresident alien	1.3	1.0	2.0	2.5	2.7	2.4

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of minority and first-professional degrees. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 205, and NCES. (2003). *Digest of Education Statistics, 2002* (NCES 2003-061), table 207; data from U.S. Department of Education, NCES, 1976 and1980 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:00 and 95), and Spring 2001 and 2006.

Participation in Adult Education

Table 10-1. Percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005

Type of activity	1995	1999	2001	2005
Age 16 or older				
Overall participation	40.2	44.5	46.4	44.4
Work-related courses	20.9	22.1	29.7	26.9
Personal interest courses	19.9	22.2	21.3	21.4
Part-time degree or diploma programs	6.1	9.3	5.5	5.0
Other activities[1]	2.9	4.1	3.6	3.2
Ages 16–24				
Overall participation	47.0	50.1	52.8	52.9
Work-related courses	14.6	16.3	22.3	21.2
Personal interest courses	21.5	22.7	27.6	26.6
Part-time degree or diploma programs	12.6	13.6	12.8	11.4
Other activities[1]	8.7	11.6	11.5	9.7
Age 25 or older				
Overall participation	39.3	43.8	45.6	43.2
Work-related courses	21.8	22.9	30.7	27.7
Personal interest courses	19.6	22.1	20.5	20.7
Part-time degree or diploma programs	5.2	8.7	4.5	4.2
Other activities[1]	2.1	3.1	2.6	2.4

[1] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: Estimates exclude persons who were attending elementary or secondary school, on active duty in the U.S. Armed Forces, or institutionalized. Estimates include part-time participation in college or university degree programs and vocational or technical diploma programs. Full-time participation for all or part of the year in a degree or diploma program was not counted as an adult education activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES.

Participation in Adult Education

Table 10-2. Percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005

Characteristic	Overall participation	Type of adult education activity			
		Part-time degree or diploma programs	Work-related courses	Personal interest courses	Other activities[1]
Total	**44.4**	**5.0**	**26.9**	**21.4**	**3.2**
Sex					
Male	41.1	5.0	24.5	18.4	3.9
Female	47.5	5.1	29.2	24.3	2.6
Race/ethnicity[2]					
White	45.6	4.9	29.1	22.2	2.1
Black	46.4	5.4	27.0	23.7	3.4
Hispanic	37.6	4.9	16.8	15.3	9.8
Asian	48.3	7.9!	27.2	26.5	3.7!
Education					
Less than high school	22.1	1.0!	4.2	11.1	9.2
High school diploma or equivalent	32.6	2.6	16.5	16.1	2.9
Some college, including vocational/technical	51.4	7.7	31.4	24.9	2.5
Bachelor's degree or higher	62.5	7.3	46.2	29.5	1.1
Age					
16–24	52.9	11.4	21.2	26.6	9.7
25–34	52.2	8.7	31.7	22.1	6.7
35–44	48.7	5.3	33.7	22.1	2.1
45–54	47.9	3.8	36.5	19.7	1.4
55–64	40.3	1.5	27.0	20.7	0.9
65 or older	22.9	0.3!	5.2	18.8	0.2!
Household income					
$15,000 or less	29.0	2.8	10.9	17.9	4.8
$15,001–30,000	30.7	4.9	14.6	15.1	3.9
$30,001–50,000	42.1	3.3	22.6	21.8	4.3
$50,001–75,000	47.7	5.8	33.0	20.5	1.6
More than $75,000	57.6	6.7	39.0	27.0	2.7
Employment/occupation					
Employed in past 12 months	51.7	6.4	35.9	22.0	3.5
Professional or managerial	70.2	8.8	56.3	29.2	1.2
Services, sales, or support	48.3	6.3	30.6	22.0	3.6
Trades	34.0	3.3	18.7	12.9	6.3
Not employed in past 12 months	25.5	1.6	4.0	20.0	2.6

! Interpret data with caution (estimates are unstable).

[1] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

[2] Race categories exclude persons of Hispanic ethnicity.

NOTE: Estimates exclude persons who were attending elementary or secondary school, on active duty in the U.S. Armed Forces, or institutionalized. Estimates include part-time participation in college or university degree programs and vocational or technical diploma programs. Full-time participation for all or part of the year in a degree or diploma program was not counted as an adult education activity. Individuals may participate in more than one adult education activity. Therefore, totals for each activity may not sum to overall participation totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (NHES).

Reading Performance of Students in Grades 4, 8, and 12

Table 11-1. Average reading score by percentile and percentage of students at each achievement level, by grade: Selected years, 1992–2005

Percentile and achievement level	Grade 4					Grade 8					Grade 12				
	1992[1]	1998[1]	1998	2002	2005	1992[1]	1998[1]	1998	2002	2005	1992[1]	1998[1]	1998	2002	2005
Average score															
Total	**217**	**217**	**215**	**219**	**219**	**260**	**264**	**263**	**264**	**262**	**292**	**291**	**290**	**287**	**286**
Percentile[2]															
10th	170	167	163	170	171	213	217	216	220	216	249	242	240	237	235
25th	194	193	191	196	196	237	242	241	244	240	271	268	267	263	262
50th	219	220	217	221	221	262	267	266	267	265	294	293	293	289	288
75th	242	244	242	244	244	285	288	288	288	286	315	317	317	312	313
90th	261	263	262	263	263	305	305	306	305	305	333	337	336	332	333
Percentage at achievement level															
Achievement level															
Below *Basic*	38	38	40	36	36	31	26	27	25	27	20	23	24	26	27
At or above *Basic*	62	62	60	64	64	69	74	73	75	73	80	77	76	74	73
At or above *Proficient*	29	31	29	31	31	29	33	32	33	31	40	40	40	36	35
At *Advanced*	6	7	7	7	8	3	3	3	3	3	4	6	6	5	5

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

[2] A score location at or below which a specified percentage of the population falls. In 1992, for example, 10 percent of 4th-graders scored at or below 170, while 90 percent of 4th-graders scored above 170.

NOTE: 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. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Reading Assessments, NAEP Data Explorer.

Reading Performance of Students in Grades 4, 8, and 12

Table 11-2. Average reading score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 1992 and 2005

Student or school characteristic	Grade 4		Grade 8		Grade 12	
	1992[1]	2005	1992[1]	2005	1992[1]	2005
Total	**217**	**219**	**260**	**262**	**292**	**286**
Sex						
Male	213	216	254	257	287	279
Female	221	222	267	267	297	292
Race/ethnicity[2]						
White	224	229	267	271	297	293
Black	192	200	237	243	273	267
Hispanic	197	203	241	246	279	272
Asian/Pacific Islander	216	229	268	271	290	287
American Indian	‡	204	‡	249	‡	279
Parents' education						
Did not finish high school	—	—	243	244	275	268
Graduated from high school	—	—	251	252	283	274
Some education after high school	—	—	265	265	294	287
Graduated from college	—	—	271	272	301	297
Location						
Central large city	—	209	—	254	—	280
Central mid-sized city	—	218	—	259	—	287
Urban fringe/large town	—	223	—	266	—	288
Rural/small town	—	219	—	263	—	285
Students in school eligible for free or reduced-price lunch						
10 percent or less	—	238	—	279	—	297
11–25 percent	—	230	—	270	—	290
26–50 percent	—	221	—	262	—	282
51–75 percent	—	211	—	252	—	273
More than 75 percent	—	197	—	240	—	266

— 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: 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. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2005 Reading Assessments, NAEP Data Explorer.

Reading Performance of Students in Grades 4 and 8

Table 11-3. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992[1] average score	Average score in 2005	Change from 1998[2] average score
United States	**217**	**2***	**260**	**#**
Alabama	208	#	252	-3
Alaska	211	—	259	—
Arizona	207	-2	255	-5*
Arkansas	217	6*	258	2
California	207	4*	250	-2
Colorado	224	7*	265	1
Connecticut	226	4*	264	-6*
Delaware	226	13*	266	12*
District of Columbia	191	3*	238	2
Florida	219	11*	256	1
Georgia	214	2	257	#
Hawaii	210	6*	249	#
Idaho	222	3*	264	—
Illinois	216	—	264	—
Indiana	218	-3	261	—
Iowa	221	-5*	267	—
Kansas	220	—	267	-1
Kentucky	220	7*	264	2
Louisiana	209	5*	253	1
Maine	225	-2	270	-1
Maryland	220	9*	261	#
Massachusetts	231	5*	274	5*
Michigan	218	2	261	—
Minnesota	225	4*	268	3
Mississippi	204	5*	251	-1
Missouri	221	1	265	2
Montana	225	—	269	-2
Nebraska	221	#	267	—
Nevada	207	—	253	-5*
New Hampshire	227	#	270	—
New Jersey	223	#	269	—
New Mexico	207	-4*	251	-7*
New York	223	8*	265	#
North Carolina	217	6*	258	-4*
North Dakota	225	-1	270	—
Ohio	223	5*	267	—
Oklahoma	214	-6*	260	-6*
Oregon	217	—	263	-3
Pennsylvania	223	2	267	—
Rhode Island	216	#	261	-3*
South Carolina	213	3	257	2

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table 11-3. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992[1] average score	Average score in 2005	Change from 1998[2] average score
South Dakota	222	—	269	—
Tennessee	214	2	259	1
Texas	219	6*	258	-3
Utah	221	1	262	-2
Vermont	227	—	269	—
Virginia	226	5*	268	1
Washington	223	—	265	1
West Virginia	215	-1	255	-7*
Wisconsin	221	-2	266	1
Wyoming	223	#	268	5*

—Not available (state did not participate in earlier assessment).

Rounds to zero.

* Change in score is statistically significant ($p < .05$).

[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. Data used to calculate differences are for the 1998 assessment where testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were permitted.

NOTE: State samples were not collected for grade 12; therefore, state results for grade 12 are not available. At the state level, the 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. 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 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. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and on NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading* 2005 (NCES 2006-451), tables 3 and 4, data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments.

Mathematics Performance of Students in 12 Grade

Table 12-1. Percentage of 12th-grade students at each achievement level, by student and school characteristics: 2005

Student or school characteristic	Below *Basic*	At or above *Basic*[1]	At or above *Proficient*[1]	At *Advanced*[1]
Total	**39**	**61**	**23**	**2**
Sex				
Male	38	62	25	3
Female	40	60	21	1
Race/ethnicity[2]				
White	30	70	29	3
Black	70	30	6	#
Hispanic	60	40	8	#
Asian/Pacific Islander	27	73	36	6
American Indian/Alaska Native	58	42	6!	1!
Parents' education				
Did not finish high school	65	35	7	#
Graduated from high school	54	46	12	#
Some education after high school	41	59	18	1
Graduated from college	26	74	34	4
How often student discusses studies at home				
Every day	40	60	25	3
1–3 times a week	31	69	28	2
1–2 times a month	44	56	19	2
Never/hardly ever	48	52	17	2
Number of books in the home				
0–10	69	31	5	#
11–25	56	44	10	#
26–100	38	62	21	2
More than 100	24	76	36	4
Region				
West	41	59	22	3
Midwest	31	69	28	3
South	45	55	19	2
Northeast	37	63	24	2
Location				
Central large city	51	49	16	2
Central mid-sized city	39	61	24	3
Urban fringe/large town	36	64	27	3
Rural/small town	40	60	19	1
Students in school eligible for free or reduced-price lunch				
10 percent or less	25	75	37	4
11–25 percent	32	68	27	3
26–50 percent	43	57	19	2
51–75 percent	57	43	8	1!
More than 75 percent	75	25	4	#

Rounds to zero.

! Interpret data with caution (estimates are unstable).

[1] Included in the at or above *Proficient* achievement level is the at *Advanced* achievement level; included in the at or above *Basic* achievement level is the at or above *Proficient* achievement level.

[2] Race categories exclude persons of Hispanic ethnicity.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) introduced a new mathematics assessment for 12th-grade students. As a result, the 2005 12th-grade assessment results cannot be compared with those from previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

Mathematics Performance of Students in 12 Grade

Table 12-2. Average mathematics scores of 12th-grade students, by content area and student and school characteristics: 2005

Student or school characteristic	Overall	Content Area			
		Numbers and operations	Measurement and geometry	Data analysis and probability	Algebra
Total	**150**	**150**	**150**	**150**	**150**
Sex					
Male	151	152	152	151	151
Female	149	148	148	149	150
Race/ethnicity[1]					
White	157	158	158	158	157
Black	127	126	124	126	130
Hispanic	133	132	134	132	134
Asian/Pacific Islander	163	160	163	157	167
American Indian/Alaska Native	134	132	141	134	129
Parents' education					
Did not finish high school	130	130	130	131	130
Graduated from high school	138	137	138	139	137
Some education after high school	148	149	148	148	148
Graduated from college	161	162	162	161	161
How often student discusses studies at home					
Every day	150	149	150	150	151
1–3 times a week	156	156	156	156	156
1–2 times a month	146	147	146	147	146
Never/hardly ever	144	144	144	144	143
Number of books in the home					
0–10	126	126	127	126	126
11–25	136	137	135	135	137
26–100	151	150	151	151	150
More than 100	163	163	163	163	163
Region					
West	148	147	149	148	149
Midwest	157	158	157	157	156
South	146	146	146	146	146
Northeast	151	152	151	151	151
Students in school eligible for free or reduced-price lunch					
10 percent or less	162	162	163	163	162
11–25 percent	155	154	155	155	156
26–50 percent	147	148	147	147	146
51–75 percent	136	135	134	136	136
More than 75 percent	122	121	122	121	123

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) introduced a new mathematics assessment for 12th-grade students. As a result, the 2005 12th-grade assessment results cannot be compared with those from previous assessments. Reported on a 0–300 scale in 2005, the average mathematics score of 12th-graders was set at 150. See *supplemental note 4* for more information on NAEP.

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

Science Performance of Students in Grades 4, 8, and 12

Table 13-1. Average science scores overall and by grade level, selected percentiles, and percentage of students at each achievement level: 1996, 2000, and 2005

	Grade 4			Grade 8			Grade 12		
Percentile and achievement level	**1996**	**2000**	**2005**	**1996**	**2000**	**2005**	**1996**	**2000**	**2005**
Average score									
Total	**147***	**147***	**151**	**149**	**149**	**149**	**150***	**146**	**147**
Percentile[1]									
10th	99*	99*	109	103	101	101	105*	101	101
25th	125*	125*	130	127	126	126	128*	124	125
50th	150*	150*	153	152	152	151	152	148	149
75th	172	172	173	174	175*	174	174*	170	171
90th	190	190	189	192	194	192	192*	189	189
Percentage at achievement level									
Achievement level									
Below *Basic*	37*	37*	32	40	41	41	43*	48	46
At or above *Basic*	63*	63*	68	60	59	59	57*	52	54
At or above *Proficient*	28	27	29	29	30	29	21*	18	18
At *Advanced*	3*	3	3	3	4*	3	3*	2	2

* Significantly different from 2005 ($p < .05$).

[1] A score location at or below which a specified percentage of the population falls. In 1996, for example, 10 percent of the 4th-graders scored at or below 99, while 90 percent of 4th-graders scored above 99.

NOTE: At the state level, the National Assessment of Educational Progess (NAEP) includes only students in public schools, while 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. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

Science Performance of Students in Grades 4, 8, and 12

Table 13-2. Average science scores for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005

Student characteristic	Grade 4			Grade 8			Grade 12		
	1996	2000	2005	1996	2000	2005	1996	2000	2005
Total	**147***	**147***	**151**	**149**	**149**	**149**	**150**	**146**	**147**
Sex									
Male	148*	149*	153	150	153	150	154*	148	149
Female	146	145*	149	148	146	147	147*	145	145
Race/ethnicity[1]									
White	158*	159*	162	159	161	160	159	153	156
Black	120*	122*	129	121*	121	124	123	122	120
Hispanic	124*	122*	133	128	127	129	131	128	128
Asian/Pacific Islander	144*	‡	158	151	153	156	147	149	153
American Indian	129	135	138	148	147	128	144	151	139
Parents' education									
Less than high school	—	—	—	—	—	128	—	—	125
High school diploma or equivalent	—	—	—	—	—	138	—	—	136
Some college	—	—	—	—	—	151	—	—	148
Bachelor's degree or higher	—	—	—	—	—	159	—	—	157
Eligible for free or reduced-price lunch									
Eligible	129*	127*	135	129	127*	130	127	124*	129
Not eligible	159*	158*	162	156*	159	159	154*	149	152
Information not available	151*	160	160	157	155*	160	152*	150*	158

— Not available.

‡ Reporting standards not met (too few cases) .

* Signficantly different from 2005 ($p < .05$).

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: At the state level, the National Assessment of Educational Progess (NAEP) includes only students in public schools, while 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. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

Science Performance of Students in Grades 4, 8, and 12

Table 13-3. Average science scores for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005

State	Grade 4		Grade 8		
	2000	2005	1996[1]	2000	2005
United States	**145***	**149**	**148**	**148**	**147**
Alabama	143	142	139	143*	138
Arizona	140	139	145*	145*	140
Arkansas	145	147	144	142	144
California	129*	137	138	129*	136
Colorado	—	155	155	—	155
Connecticut	156	155	155	153	152
Delaware	—	152	142*	—	152
Florida	—	150	142	—	141
Georgia	142*	148	142	142	144
Hawaii	136*	142	135	130*	136
Idaho	152	155	—	158	158
Illinois	150	148	—	148	148
Indiana	154	152	153	154*	150
Iowa	159	—	158	—	—
Kentucky	152*	158	147*	150*	153
Louisiana	139	143	132*	134*	138
Maine	161	160	163*	158	158
Maryland	145*	149	145	146	145
Massachusetts	161	160	157*	158*	161
Michigan	152	152	153	155	155
Minnesota	157	156	159	159	158
Mississippi	133	133	133	134	132
Missouri	157	158	151	154	154
Montana	160	160	162	164	162
Nebraska	150	—	157	158	—
Nevada	142	140	‡	141*	138
New Hampshire	—	161	‡	—	162
New Jersey	—	154	‡	—	153
New Mexico	140	141	141*	139	138
New York	148	—	146	145	—
North Carolina	147	149	147	145	144
North Dakota	160	160	162	159*	163
Ohio	155	157	—	159	155
Oklahoma	151	150	—	149	147
Oregon	148	151	155	154	153
Rhode Island	148	146	149*	148	146
South Carolina	140*	148	139*	140*	145
South Dakota	—	158	—	—	161
Tennessee	145*	150	143	145	145
Texas	145*	150	145	143	143

See notes at end of table.

Science Performance of Students in Grades 4, 8, and 12

Table 13-3. Average science scores for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005—Continued

	Grade 4		Grade 8		
State	2000	2005	1996[1]	2000	2005
Utah	154	155	156*	154	154
Vermont	160	160	157*	159*	162
Virginia	155*	161	149*	151*	155
Washington	—	153	150*	—	154
West Virginia	149	151	147	146	147
Wisconsin	‡	158	160	‡	158
Wyoming	156	157	158	156*	159

— Not available.

‡ Reporting standards not met (too few cases).

* Significantly different from 2005 ($p < .05$).

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

NOTE: Data are presented for states with representative samples large enough for reporting state-level results. At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while 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. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

Trends in the Achievement Gaps in Reading and Mathematics

Table 14-1. White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2005

Subject, race/ethnicity,[1] and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005
Reading									
White-Black gap									
Grade 4	—	32	38	—	32	34	30	31	29
Grade 8	—	30	30	—	26	—	27	28	28
White-Hispanic gap									
Grade 4	—	27	35	—	32	35	28	28	26
Grade 8	—	26	24	—	27	—	26	27	25
Mathematics									
White-Black gap									
Grade 4	32	35	—	34	—	31	—	27	26
Grade 8	33	40	—	41	—	40	—	35	34
White-Hispanic gap									
Grade 4	20	25	—	25	—	27	—	22	20
Grade 8	24	28	—	30	—	31	—	29	27

— Not available (tests not conducted in all grades for all years).

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: The score gap is determined by subtracting the average Black or Hispanic score, respectively, from the average White score. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990–94. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample 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. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends by Age

Table 15-1. 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 2004

Age, sex, and race/ethnicity[1]	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004
9-year-olds											
Total	**208**	**210**	**215**	**211**	**212**	**209**	**211**	**211**	**212**	**212**	**219**
Sex											
Male	201	204	210	207	207	204	206	207	207	209	216
Female	214	216	220	214	216	215	215	215	218	215	221
Race/ethnicity											
White	214	217	221	218	218	217	218	218	220	221	226
Black	170	181	189	186	189	182	185	185	191	186	200
Hispanic	—	183	190	187	194	189	192	186	195	193	205
13-year-olds											
Total	**255**	**256**	**258**	**257**	**257**	**257**	**260**	**258**	**258**	**259**	**259**
Sex											
Male	250	250	254	253	252	251	254	251	251	254	254
Female	261	262	263	262	263	263	265	266	264	265	264
Race/ethnicity											
White	261	262	264	263	261	262	266	265	266	267	266
Black	222	226	233	236	243	241	238	234	234	238	244
Hispanic	—	232	237	240	240	238	239	235	238	244	242
17-year-olds											
Total	**285**	**286**	**285**	**289**	**290**	**290**	**290**	**288**	**288**	**288**	**285**
Sex											
Male	279	280	282	284	286	284	284	282	281	281	278
Female	291	291	289	294	294	296	296	295	295	295	292
Race/ethnicity											
White	291	293	293	295	295	297	297	296	295	295	293
Black	239	241	243	264	274	267	261	266	266	264	264
Hispanic	—	252	261	268	271	275	271	263	265	271	264

— Not available.

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The long-term trend NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. Students at reading score level 150 are able to follow brief written directions and carry out simple, discrete reading tasks. Students at reading score level 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students at reading score level 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students at reading score level 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Students at reading score level 350 can extend and restructure the ideas presented and can synthesize and learn from specialized and complex texts.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1, 3-1, 3-2, and 3-3, data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading Assessment.

Reading and Mathematics Score Trends by Age

Table 15-2. 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 2004

Age, sex, and race/ethnicity[1]	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004
9-year-olds										
Total	**219**	**219**	**219**	**222**	**230**	**230**	**231**	**231**	**232**	**241**
Sex										
Male	218	217	217	222	229	231	232	233	233	243
Female	220	220	221	222	230	228	230	229	231	240
Race/ethnicity										
White	225	224	224	227	235	235	237	237	239	247
Black	190	192	195	202	208	208	212	212	211	224
Hispanic	202	203	204	205	214	212	210	215	213	230
13-year-olds										
Total	**266**	**264**	**269**	**269**	**270**	**273**	**274**	**274**	**276**	**281**
Sex										
Male	265	264	269	270	271	274	276	276	277	283
Female	267	265	268	268	270	272	273	272	274	279
Race/ethnicity										
White	274	272	274	274	276	279	281	281	283	288
Black	228	230	240	249	249	250	252	252	251	262
Hispanic	239	238	252	254	255	259	256	256	259	265
17-year-olds										
Total	**304**	**300**	**298**	**302**	**305**	**307**	**306**	**307**	**308**	**307**
Sex										
Male	309	304	301	305	306	309	309	310	310	308
Female	301	297	296	299	303	305	304	305	307	305
Race/ethnicity										
White	310	306	304	308	309	312	312	313	315	313
Black	270	268	272	279	289	286	286	286	283	285
Hispanic	277	276	277	283	284	292	291	292	293	289

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The long-term trend NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add 2-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of 2-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-4, 3-5, 3-6, and 3-7, data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

Reading and Mathematics Achievement at 5th Grade

Table 16-1. Percentage of children who demonstrate specific reading knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004

Characteristic	Understanding words in context	Making literal inference	Deriving meaning from text	Interpreting beyond text	Evaluating nonfiction
Total	**97.1**	**86.5**	**70.5**	**44.4**	**7.3**
Child's sex					
Male	96.6	85.1	68.3	42.9	7.1
Female	97.6	88.1	72.8	46.0	7.5
Child's race/ethnicity[1]					
White	98.0	90.6	78.8	51.0	9.9
Black	95.0	78.1	53.5	31.1	2.2
Hispanic	96.1	81.7	59.8	35.5	3.6
Asian	97.7	89.7	77.1	49.1	8.2
Other	95.8	82.0	64.4	40.2	6.4
Mother's highest level of education, spring 2004					
Less than high school	92.7	70.7	42.5	24.0	0.7
High school diploma or equivalent	96.4	83.3	63.8	38.7	4.8
Some college or vocational technical degree	97.6	88.3	72.6	44.4	5.6
Bachelor's degree or higher	99.2	95.4	89.1	61.4	15.9
Primary home language at kindergarten entry					
English	97.3	87.7	73.0	46.4	8.0
Not English	95.4	79.4	55.1	32.3	3.2
School type, spring 2004					
Public	96.9	85.8	69.0	43.0	6.6
Private	98.5	93.0	83.8	56.5	13.5
Poverty status,[2] kindergarten through spring 2004					
Below, all rounds	93.1	70.9	40.8	23.3	0.7
In and out of poverty	95.9	81.4	59.8	35.1	3.4
At or above, all rounds	98.6	92.4	81.8	53.3	10.6
Family type, kindergarten through spring 2004					
Two parents, all rounds	98.1	90.9	79.5	52.2	10.6
Single parent, all rounds	96.8	84.5	63.4	36.6	4.4
Other, all rounds[3]	92.9	75.4	56.5	33.6	1.2!
Change in family type	97.1	85.6	67.4	40.7	4.6

See notes at end of table.

Reading and Mathematics Achievement at 5th Grade

Table 16-1. Percentage of children who demonstrate specific reading knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004—Continued

Characteristic	Understanding words in context	Making literal inference	Deriving meaning from text	Interpreting beyond text	Evaluating nonfiction
School type, kindergarten through spring 2004					
Public school, all rounds	96.7	85.1	67.6	42.1	6.4
Private school, all rounds	99.1	95.1	87.6	58.3	11.8
Change in school type	98.0	90.8	79.1	50.7	10.0
Grade level of child, spring 2004					
Below grade level	91.1	65.3	34.5	20.2	0.9!
Fifth grade	98.0	89.9	76.2	48.2	8.2
Above grade level	99.8	98.7	96.9	79.8	38.5!

! Interpret with caution (estimates are unstable).

[1] Race categories exclude persons of Hispanic ethnicity. Other includes Native Hawaiian, Pacific Islander, American Indian, Alaska Native, and non-Hispanic children of more than one race.

[2] The federal poverty-level status composite variable is derived from household income and the total number of household members at each administration of the survey and is used to define households below the poverty level. For instance, in 1998, if a household contained four members and the annual household income was lower than $16,600, then the household was considered to be below poverty.

[3] Other refers to related and unrelated guardian(s).

NOTE: The reading skills presented are those which are associated with 5th grade. Findings are based on all students who participated in the ECLS-K, not just those at grade level. Although most of the children in the sample were in 5th grade in spring 2004, some 14 percent were in a lower grade, and 1 percent were in a higher grade. Findings are representative of the 3.8 million students in school in spring 2004 who were in kindergarten in fall 1998. Poverty status, kindergarten through spring 2004; family type, kindergarten through spring 2004; and school type, kindergarten through spring 2004, are composite variables that are derived from each round of the survey (fall 1998, spring 1999, spring 2000, spring 2002, and spring 2004). Estimates were weighted by C1_6FC0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten–Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

Reading and Mathematics Achievement at 5th Grade

Table 16-2. Percentage of children who demonstrate specific mathematics knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004

Characteristic	Multiplication and division	Place value	Rate and measurement	Fractions	Area and volume
Total	**92.4**	**73.5**	**42.9**	**13.2**	**1.8**
Child's sex					
Male	93.3	76.6	46.7	16.1	2.4
Female	91.5	70.3	39.0	10.2	1.2
Child's race/ethnicity[1]					
White	95.3	81.6	52.4	17.7	2.5
Black	84.2	52.1	19.3	2.7	0.3!
Hispanic	91.1	67.6	33.7	7.3	0.8
Asian	95.2	83.4	57.5	23.8	3.7
Other	87.6	64.0	35.4	11.9	1.3
Mother's highest level of education, spring 2004					
Less than high school	80.2	47.0	18.5	3.5	0.5
High school diploma or equivalent	90.3	67.5	33.9	7.2	0.8
Some college or vocational technical degree	94.4	76.2	42.9	10.8	1.3
Bachelor's degree or higher	98.3	90.4	65.8	28.4	4.0
Primary home language at kindergarten entry					
English	92.9	75.0	44.7	14.1	1.9
Not English	89.2	64.8	33.0	8.6	1.2
School type, spring 2004					
Public	92.0	72.5	41.7	12.6	1.7
Private	96.1	83.3	54.3	18.2	2.4
Poverty status,[2] kindergarten through spring 2004					
Below, all rounds	81.1	44.8	16.1	3.0!	0.2
In and out of poverty	89.6	65.6	31.3	6.2	0.6
At or above, all rounds	96.2	84.0	55.1	19.2	2.7
Family type, kindergarten through spring 2004					
Two parents, all rounds	95.5	82.8	54.4	19.3	2.6
Single parent, all rounds	90.5	64.8	30.1	6.0	1.0!
Other, all rounds[3]	76.7	56.9	24.5	2.7!	0.2!
Change in family type	91.8	70.4	37.3	9.8	1.2

See notes at end of table.

Reading and Mathematics Achievement at 5th Grade

Table 16-2. Percentage of children who demonstrate specific mathematics knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004—Continued

Characteristic	Multiplication and division	Place value	Rate and measurement	Fractions	Area and volume
School type, kindergarten through spring 2004					
Public school, all rounds	91.5	71.3	40.7	11.9	1.6
Private school, all rounds	97.9	87.4	57.0	15.4	2.0
Change in school type	95.0	79.8	48.9	19.3	2.6
Grade level of child, spring 2004					
Below grade level	78.1	41.4	14.0	3.4!	0.3!
Fifth grade	94.7	78.6	47.5	14.7	2.0
Above grade level	99.7	96.5	79.9	60.0!	10.2!

! Interpret with caution (estimates are unstable).

[1] Race categories exclude persons of Hispanic ethnicity. Other includes Native Hawaiian, Pacific Islander, American Indian, Alaska Native, and non-Hispanic children of more than one race.

[2] The federal poverty-level status composite variable is derived from household income and the total number of household members at each administration of the survey and is used to define households below the poverty level. For instance, in 1998, if a household contained four members and the annual household income was lower than $16,600, then the household was considered to be below poverty.

[3] Other refers to related and unrelated guardian(s).

NOTE: The mathematics skills presented are those that students are expected to develop between the spring of 3rd grade and the spring of 5th grade. Findings are based on all students who participated in the ECLS-K, not just those at grade level. Although most of the children in the sample were in 5th grade in spring 2004, some 14 percent were in a lower grade, and 1 percent were in a higher grade. Findings are representative of the 3.8 million students in school in spring 2004 who were in kindergarten in fall 1998. Poverty status, kindergarten through spring 2004; family type, kindergarten through spring 2004; and school type, kindergarten through spring 2004, are composite variables that are derived from each round of the survey (fall 1998, spring 1999, spring 2000, spring 2002, and spring 2004). Estimates were weighted by C1_6FC0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten–Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table 17-1. Average mathematics scores of 4th-grade students in knowing, applying, and reasoning, by country: 2003

Country	Knowing	Applying	Reasoning
International average	495	495	495
Armenia	447	462	445
Australia[1]	501	490	507
Belgium (Flemish)[2]	558	546	541
Chinese Taipei	565	561	563
Cyprus	500	510	516
England[1]	534	526	537
Hong Kong, SAR[1,3]	574	577	564
Hungary[2]	517	530	524
Iran, Islamic Rep. of[2]	404	391	400
Italy	514	494	499
Japan	564	566	562
Latvia	517	545	531
Lithuania[4]	519	542	526
Moldova, Rep. of	500	507	494
Morocco	360	349	368
Netherlands[1]	530	541	535
New Zealand	493	486	503
Norway	448	446	468
Philippines	385	364	359
Russian Federation[2]	513	542	526
Scotland[1]	484	487	498
Singapore	626	595	574
Slovenia	470	477	485
Tunisia	338	348	340
United States[1]	**528**	**505**	**519**

[1] Met international guidelines for participation rates only after replacement schools were included.

[2] National defined population covers less than 95 percent of the national desired population.

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

[4] National desired population does not cover all of the international desired population.

NOTE: Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study, 2003.

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table 17-2. Average mathematics scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003

Country	Knowing	Applying	Reasoning
International average	467	467	467
Armenia	480	478	468
Australia	497	508	515
Bahrain	401	398	424
Belgium (Flemish)	537	536	533
Bulgaria	486	471	471
Botswana	372	369	353
Chile	386	391	409
Chinese Taipei	585	582	576
Cyprus	466	457	455
Egypt	411	404	400
England[1]	489	503	509
Estonia	538	528	523
Ghana	232	293	313
Hong Kong, SAR[2,3]	589	584	569
Hungary[4]	536	523	529
Indonesia[5]	422	408	406
Iran, Islamic Rep. of[4]	405	416	417
Israel[4]	501	495	483
Italy	484	484	489
Japan	564	564	576
Jordan	428	422	433
Korea, Rep. of	592	584	582
Latvia	518	504	500
Lebanon	447	426	410
Lithuania[5]	511	499	489
Macedonia, Rep. of[4]	447	428	438
Malaysia	506	512	503
Moldova, Rep. of	466	457	453
Morocco[5,6]	386	384	391
Netherlands[3]	520	543	541
New Zealand	485	497	509
Norway	450	468	479
Palestinian Nat'l Auth.	391	388	404
Philippines	388	378	358
Romania	485	475	458
Russian Federation[4]	519	503	496
Saudi Arabia	315	338	348
Scotland[3]	481	505	513
Serbia[5]	495	467	468
Singapore	591	611	583
Slovak Republic	517	502	504
Slovenia	499	491	494
South Africa	261	269	287

See notes at end of table.

International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table 17-2. Average mathematics scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003—Continued

Country	Knowing	Applying	Reasoning
Sweden	486	505	508
Tunisia	399	419	399
United States[6]	**510**	**502**	**505**

[1] Did not satisfy guidelines for sample participation rates. Less than 50 percent of original schools participated.
[2] Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.
[3] Met international guidelines for participation rates only after replacement schools were included.
[4] National defined population covers less than 95 percent of the national desired population.
[5] National desired population does not cover all of the international desired population.
[6] Nearly satisfied guidelines for sample participation rates after replacement schools were included.
NOTE: Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100.
SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study, 2003.

Trends in Adult Literacy

Table 18-1. Average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003

	Prose		Document		Quantitative	
Characteristic	**1992**	**2003**	**1992**	**2003**	**1992**	**2003**
Total	**276**	**275**	**271**	**271**	**275**	**283**
Sex						
Male	276	272	274	269	283	286
Female	277	277	268	272	269	279
Race/ethnicity[1]						
White	287	288	281	282	288	297
Black	237	243	230	238	222	238
Hispanic	234	216	238	224	233	233
Asian/Pacific Islander	255	271	259	272	268	285
Age						
16–18	270	267	270	268	264	267
19–24	280	276	282	277	277	279
25–39	288	283	286	282	286	292
40–49	293	282	284	277	292	289
50–64	269	278	258	270	272	289
65 or older	235	248	221	235	235	257
Language spoken before starting school[2]						
English only	282	283	275	276	280	289
English and Spanish	255	262	253	259	247	261
English and other language	273	278	260	268	271	289
Spanish	205	188	216	199	212	211
Other language	239	249	241	257	246	270
Education						
Still in high school	268	262	270	265	263	261
Less than/some high school	216	207	211	208	209	211
GED/high school equivalency	265	260	259	257	265	265
High school graduate	268	262	261	258	267	269
Vocational/trade/business school	278	268	273	267	280	279
Some college	292	287	288	280	295	294
Associate's/2-year degree	306	298	301	291	305	305
College graduate	325	314	317	303	324	323
Graduate studies/degree	340	327	328	311	336	332
Employment status						
Employed full time	290	285	286	281	292	296
Employed part time	285	281	279	277	281	287
Unemployed	263	269	261	265	261	270
Not in labor force	252	255	244	250	247	261

[1] Race categories exclude persons of Hispanic ethnicity. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

[2] The "English and Spanish" category includes adults who spoke only English and Spanish as well as adults who spoke English, Spanish, and another language(s). The "Spanish" category includes adults who spoke only Spanish as well as adults who spoke Spanish and another non-English language(s). The "Other language" category includes only adults who spoke neither English nor Spanish.

NOTE: Adults are defined as people age 16 or older living in households or prisons. *Prose literacy* is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); *document literacy* is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and *quantitative literacy* is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Results are reported in terms of average scores on a 0–500 scale. To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 1, 4, 11, 14, 18, and table 7, data from U.S. Department of Education, National Center for Education Statistics, 2003 National Assessment of Adult Literacy (NAAL) and 1992 National Adult Literacy Survey (NALS).

Trends in Adult Literacy

Table 18-2. Percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003

Characteristic	Prose				Document				Quantitative			
	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient
Total	**14**	**29**	**44**	**13**	**12**	**22**	**53**	**13**	**22**	**33**	**33**	**13**
Sex												
Male	15	29	43	13	14	23	51	13	21	31	33	16
Female	12	29	46	14	11	22	54	13	22	35	32	11
Race/ethnicity[1]												
White	7	25	51	17	8	19	58	15	13	32	39	17
Black	24	43	31	2	24	35	40	2	47	36	15	2
Hispanic	44	30	23	4	36	26	33	5	50	29	17	4
Asian/Pacific Islander	14	32	42	12	11	22	54	13	19	34	35	12
Age												
16–18	11	37	48	5	11	24	56	9	28	38	28	6
19–24	11	29	48	12	9	20	58	13	21	36	33	10
25–39	12	25	45	18	8	19	56	17	17	31	35	17
40–49	11	27	47	15	10	20	54	15	19	32	34	16
50–64	13	27	44	15	12	23	54	12	19	30	34	17
65 or older	23	38	34	4	27	33	38	3	34	37	24	5
Language spoken before starting school[2]												
English only	9	27	49	15	9	21	56	13	18	33	35	15
English and Spanish	14	38	42	6	12	29	54	5	31	39	26	4
English and other language	7	33	51	9	10	25	57	8	15	38	34	14
Spanish	61	25	13	1	49	25	23	3	62	25	11	2
Other language	26	33	34	7	20	24	46	10	28	33	29	10
Education												
Still in high school	14	37	45	4	13	24	54	9	31	38	25	5
Less than/some high school	50	33	16	1	45	29	25	2	64	25	10	1
GED/high school equivalency	10	45	43	3	13	30	53	4	26	43	28	3
High school graduate	13	39	44	4	13	29	52	5	24	42	29	5
Vocational/trade/business school	10	36	49	5	9	26	59	7	18	41	35	6
Some college	5	25	59	11	5	19	65	10	10	36	43	11
Associate's/2-year degree	4	20	56	19	3	15	66	16	7	30	45	18
College graduate	3	14	53	31	2	11	62	25	4	22	43	31
Graduate studies/degree	1	10	48	41	1	9	59	31	3	18	43	36

[1] Race categories exclude persons of Hispanic ethnicity. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

[2] The "English and Spanish" category includes adults who spoke only English and Spanish as well as adults who spoke English, Spanish, and another language(s). The "Spanish" category includes adults who spoke only Spanish as well as adults who spoke Spanish and another non-English language(s). The "Other language" category includes only adults who spoke neither English nor Spanish.

NOTE: Adults are defined as people age16 or older living in households or prisons. *Prose literacy* is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); *document literacy* is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and *quantitative literacy* is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials).

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 2, 5–10, 12, 13, 15, 16, and table 8, data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL).

Youth Neither in School nor Working

Table 19-1. Percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2006

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005	2006
Total	**9.8**	**9.5**	**9.1**	**10.0**	**9.3**	**9.3**	**7.3**	**7.5**	**8.4**	**8.8**	**7.2**	**8.0**	**7.6**
Sex													
Male	8.7	7.8	7.6	8.3	8.0	8.1	7.3	6.4	8.3	9.1	6.9	7.7	7.1
Female	11.0	11.3	10.5	11.7	10.6	10.5	7.3	8.7	8.5	8.5	7.4	8.3	8.1
Age													
16–17	4.9	4.3	4.6	4.9	4.6	4.6	3.4	3.8	3.6	3.8	3.5	3.6	3.5
18–19	14.8	14.9	13.2	15.0	14.1	14.2	11.5	11.2	13.4	14.5	11.5	13.1	12.5
Education and age													
Less than high school diploma or equivalent													
16–17	4.6	4.1	4.4	4.5	4.4	4.4	3.2	3.4	3.3	3.3	3.2	3.4	3.3
18–19	19.9	20.1	17.9	19.0	17.8	17.1	14.9	12.3	15.2	15.8	13.3	14.7	13.0
High school diploma or equivalent													
16–17	18.7!	17.7!	16.8!	25.2	17.2!	17.9!	10.2!	20.1	13.7!	26.3	17.4	12.3!	16.8
18–19	12.0	11.5	10.0	12.3	11.5	11.8	8.9	10.4	12.0	13.4	10.1	11.9	12.1
Race/ethnicity[1]													
White	8.1	7.4	7.5	7.6	7.3	7.3	5.5	5.2	6.7	6.6	5.7	6.1	5.9
Black	14.4	15.0	12.1	16.9	13.7	13.7	9.5	12.2	12.9	14.2	9.3	11.3	11.5
Hispanic	15.9	17.7	17.1	15.7	15.7	15.2	13.7	13.4	12.2	13.1	11.5	12.7	10.6
Asian	—	—	—	—	—	—	—	—	—	3.6!	4.0!	4.7!	5.7
Citizenship													
U.S.-born	—	—	—	—	8.8	9.0	6.8	7.1	8.1	8.4	6.8	7.7	7.2
Naturalized U.S. citizen	—	—	—	—	14.4!	2.2!	9.6!	5.0!	4.5!	11.8!	5.4!	4.3!	8.3!
Non-U.S. citizen	—	—	—	—	15.6	14.2	14.5	12.5	13.0	14.0	12.0	12.7	13.5
Poverty[2]													
Poor	22.6	24.1	20.9	25.5	22.1	21.5	15.3	16.2	19.6	18.8	15.8	18.0	17.0
Near-poor	12.6	12.9	13.5	12.2	12.2	10.7	11.8	11.4	11.7	12.8	9.8	10.9	10.0
Nonpoor	5.2	5.1	5.1	4.8	4.2	5.3	4.0	4.2	5.1	5.5	4.5	4.7	4.6

— Not available.

! Interpret data with caution (estimates are unstable).

[1] Race categories exclude persons of Hispanic ethnicity. Other race/ethnicities are included in the total but are not shown separately. Prior to 2003, estimates for Asian only were not available.

[2] *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. See *supplemental note 1* for more information on poverty.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment data were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. Estimates are revised from previous editions. The data presented here represent the percentage of civilian, noninstitutionalized 16- to 19-year-olds who are neither enrolled in school nor working. See *supplemental note 2* for more information on the CPS and for an explanation of the "neither enrolled nor working" variable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1986–2006.

Annual Earnings of Young Adults

Table 20-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2005

[In constant 2004 dollars]

Educational attainment, sex, and race/ethnicity[1]	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005
Total	**$35,600**	**$35,100**	**$32,500**	**$31,600**	**$34,200**	**$34,000**	**$33,800**	**$33,200**	**$33,600**	**$32,800**
Educational attainment										
Less than high school	27,000	24,900	23,200	21,000	22,100	22,400	22,500	22,000	21,800	21,500
High school diploma or equivalent	32,400	30,200	28,500	26,400	28,600	28,000	28,000	27,500	27,100	26,800
Some college	35,900	35,300	32,600	30,200	32,700	32,900	32,500	31,900	32,000	31,200
Bachelor's degree or higher	40,800	43,900	43,000	41,100	45,000	44,700	44,600	44,200	43,500	43,100
Sex and educational attainment										
Male	**40,600**	**39,100**	**36,700**	**34,200**	**37,800**	**37,600**	**37,300**	**36,500**	**36,300**	**35,100**
Less than high school	30,700	27,500	25,200	24,100	23,200	23,800	24,000	23,100	23,600	23,500
High school diploma or equivalent	38,800	35,200	32,000	29,700	32,300	31,400	31,100	30,900	30,400	29,600
Some college	40,800	39,800	37,600	33,000	38,000	37,400	37,300	36,000	36,400	35,500
Bachelor's degree or higher	46,300	48,200	46,000	46,400	50,900	51,200	51,400	49,600	50,700	48,400
Female	**27,600**	**29,100**	**28,900**	**27,500**	**30,100**	**31,200**	**31,600**	**31,500**	**31,000**	**30,300**
Less than high school	19,900	19,600	18,200	17,100	18,500	17,900	18,000	19,800	18,700	17,800
High school diploma or equivalent	25,500	25,000	23,700	21,800	23,500	24,200	24,600	24,400	24,000	23,500
Some college	27,800	28,900	29,000	26,700	27,800	28,100	28,200	28,000	28,800	28,100
Bachelor's degree or higher	34,100	36,900	38,800	37,300	39,900	40,200	42,000	41,300	40,300	39,500
Race/ethnicity[1] and sex										
White	**36,700**	**36,600**	**34,600**	**33,000**	**35,600**	**36,800**	**37,100**	**36,300**	**36,700**	**35,000**
Male	42,000	41,400	38,300	37,200	39,700	39,300	39,700	38,800	40,300	38,500
Female	28,000	29,900	29,700	28,800	32,500	33,100	32,900	32,400	32,300	31,100
Black	**28,200**	**27,100**	**26,300**	**26,400**	**28,500**	**28,900**	**29,200**	**29,300**	**27,600**	**28,200**
Male	31,800	29,400	28,000	28,600	32,100	32,400	32,200	31,700	28,700	28,600
Female	25,900	24,300	24,800	24,700	25,600	27,000	27,800	27,700	27,200	27,800
Hispanic	**30,800**	**29,400**	**27,000**	**25,500**	**28,000**	**27,300**	**27,800**	**27,200**	**26,600**	**26,600**
Male	35,200	31,800	28,700	26,400	29,700	28,400	28,500	27,900	27,700	27,300
Female	25,500	27,000	24,000	23,400	24,600	25,300	26,300	26,000	24,800	25,900
Asian	**—**	**—**	**33,900[2]**	**33,500[2]**	**40,300[2]**	**41,600[2]**	**42,200**	**42,500**	**40,700**	**40,400**
Male	—	—	35,600[2]	35,400[2]	45,400[2]	45,000[2]	47,600	45,100	44,300	44,400
Female	—	—	32,100[2]	31,500[2]	38,400[2]	37,700[2]	34,100	37,700	37,100	38,800
American Indian/Alaska Native	**—**	**—**	**29,700**	**25,600**	**27,200**	**29,000**	**26,500**	**27,500**	**26,500**	**30,000**
Male	—	—	‡	‡	‡	‡	‡	‡	‡	‡
Female	—	—	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	**—**	**—**	**—**	**—**	**—**	**—**	**35,300**	**32,500**	**32,300**	**33,900**
Male	—	—	—	—	—	—	37,000	37,100	35,000	35,900
Female	—	—	—	—	—	—	32,400	30,000	30,100	30,600
Other	**35,000**	**34,900**	**‡**	**—**	**—**	**—**	**—**	**—**	**—**	**—**
Male	39,800	38,600	‡	—	—	—	—	—	—	—
Female	28,800	30,600	‡	—	—	—	—	—	—	—

— Not available.

‡ Reporting standards not met (too few cases).

[1] Race categories exclude persons of Hispanic ethnicity.

[2] From 1989 through 2002, Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period. Pacific Islander data, for years available separately, did not meet reporting standards.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. *Full-year worker* refers to those who were employed 50 or more weeks 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. Estimates are revised from previous editions. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

Annual Earnings of Young Adults

Table 20-2. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2005

[In constant 2004 dollars]

Race/ethnicity and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005
White	**$36,700**	**$36,600**	**$34,600**	**$33,000**	**$35,600**	**$36,800**	**$37,100**	**$36,300**	**$36,700**	**$35,000**
Less than high school	29,100	27,400	24,700	22,700	23,200	23,800	24,700	23,700	25,700	22,200
High school diploma or equivalent	33,700	31,700	29,900	27,700	30,200	29,700	29,800	29,900	30,600	29,800
Some college	36,700	36,700	34,300	31,400	33,900	33,900	33,600	32,700	34,100	32,300
Bachelor's degree or higher	41,400	44,600	43,600	43,000	45,100	45,000	45,100	44,600	44,600	43,600
Black	**28,200**	**27,100**	**26,300**	**26,400**	**28,500**	**28,900**	**29,200**	**29,300**	**27,600**	**28,200**
Less than high school	20,600	18,600	18,500	18,000	20,900	21,900	20,900	18,400	19,900	20,800
High school diploma or equivalent	27,100	25,300	23,600	22,400	23,500	24,700	25,900	26,100	24,100	22,300
Some college	29,700	27,300	28,700	27,800	28,900	28,900	29,400	28,000	29,600	28,100
Bachelor's degree or higher	35,900	36,500	38,000	34,600	38,800	39,500	40,100	42,000	39,200	38,100
Hispanic	**30,800**	**29,400**	**27,000**	**25,500**	**28,000**	**27,300**	**27,800**	**27,200**	**26,600**	**26,600**
Less than high school	27,300	23,200	21,400	19,800	20,500	21,700	21,500	21,600	20,800	21,000
High school diploma or equivalent	28,000	27,200	24,900	23,600	25,600	25,200	26,300	24,600	24,000	23,100
Some college	34,900	33,400	30,500	26,000	30,600	30,700	30,400	31,400	31,200	31,300
Bachelor's degree or higher	38,100	42,300	39,600	38,300	41,600	39,600	42,600	38,600	40,100	40,500
Asian	**—**	**—**	**33,900[1]**	**33,500[1]**	**40,300[1]**	**41,600[1]**	**42,200**	**42,500**	**40,700**	**40,400**
Less than high school	—	—	‡[1]	‡[1]	‡[1]	‡[1]	‡	‡	‡	‡
High school diploma or equivalent	—	—	24,900[1]	25,800[1]	28,100[1]	26,900[1]	26,300	26,400	26,100	25,700
Some college	—	—	30,900[1]	25,000[1]	31,600[1]	33,200[1]	30,000	31,500	30,600	31,100
Bachelor's degree or higher	—	—	43,800[1]	40,600[1]	57,100[1]	54,100[1]	54,300	56,700	52,400	52,600
American Indian/Alaska Native	**—**	**—**	**29,700**	**25,600**	**27,200**	**29,000**	**26,500**	**27,500**	**26,500**	**30,000**
Less than high school	—	—	‡	‡	‡	‡	‡	‡	‡	‡
High school diploma or equivalent	—	—	‡	‡	‡	‡	‡	‡	‡	‡
Some college	—	—	‡	‡	‡	‡	‡	‡	‡	‡
Bachelor's degree or higher	—	—	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	**—**	**—**	**—**	**—**	**—**	**—**	**35,300**	**32,500**	**32,300**	**33,900**
Less than high school	—	—	—	—	—	—	‡	‡	‡	‡
High school diploma or equivalent	—	—	—	—	—	—	‡	30,300	‡	‡
Some college	—	—	—	—	—	—	32,500	30,200	33,500	33,900
Bachelor's degree or higher	—	—	—	—	—	—	‡	‡	40,700	43,100
Other	**35,000**	**34,900**	**‡**	**—**	**—**	**—**	**—**	**—**	**—**	**—**
Less than high school	‡	‡	‡	—	—	—	—	—	—	—
High school diploma or equivalent	28,200	28,100	‡	—	—	—	—	—	—	—
Some college	36,800	32,800	‡	—	—	—	—	—	—	—
Bachelor's degree or higher	40,800	39,300	‡	—	—	—	—	—	—	—

— Not available.

‡ Reporting standards not met (too few cases).

[1] From 1989 through 2002, Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period. Pacific Islander data, for years available separately, did not meet reporting standards.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. *Full-year worker* refers to those who were employed 50 or more weeks 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. Estimates are revised from previous editions. See *supplemental note 2* for further discussion. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

Time Spent on Homework

Table 21-1. Percentage distribution of 10th-graders reporting time spent on homework, by hours spent on homework per week: 1980 and 2002

	All		Male		Female	
Hours spent per week	1980	2002	1980	2002	1980	2002
Total	**100**	**100**	**100**	**100**	**100**	**100**
Less than 1	17	2	21	2	13	1
Between 1 and 3	29	21	31	24	28	19
More than 3 but less than 5	25	14	24	14	26	14
Between 5 and 10	22	26	18	26	25	26
More than 10	7	37	6	33	8	41

NOTE: Caution must be used when interpreting the estimates reported here because the survey method used to ask about time spent on homework per week differed in 1980 and 2002. The 1980 survey asked about "homework" without differentiating between homework completed in school and out of school; it also used the categories reported here as predefined response categories. The 2002 survey asked separately about in-school and out-of-school homework and used an open-ended response format. The 2002 responses to both questions were then grouped into the 1980 response categories. Detail may not sum to totals because of rounding.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80) and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Student Preparedness

Table 22-1. Percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002

Student characteristic	Came to school without books			Came to school without paper, pen, or pencil			Came to school without homework		
	1980	1990	2002	1980	1990	2002	1980	1990	2002
Total	**8.5**	**6.4**	**16.8**	**15.1**	**10.5**	**17.5**	**22.1**	**18.0**	**25.9**
Sex									
Male	10.4	7.8	18.5	19.6	15.3	22.0	27.0	22.3	30.5
Female	6.0	5.0	15.1	10.2	5.8	13.1	16.8	13.8	21.3
Race/ethnicity[1]									
White	6.7	5.1	12.5	14.0	10.1	13.8	21.2	18.0	22.7
Black	13.6	8.1	23.4	17.5	9.8	22.5	22.9	16.0	28.6
Hispanic	13.7	11.1	25.7	20.1	14.2	25.5	27.7	20.5	34.5
Asian/Pacific Islander	12.9	9.4	18.9	14.6	10.9	18.4	17.0	17.3	26.3
American Indian	17.5	10.9	26.5	25.9	11.6	24.5	30.9	21.5	25.7
More than one race	†	†	18.9	†	†	21.8	†	†	29.5
Socioeconomic status									
Lowest quarter	11.3	7.9	21.8	16.9	10.4	21.1	25.0	20.0	31.8
Middle two quarters	7.7	6.6	16.1	14.2	10.0	17.1	21.5	18.4	25.8
Highest quarter	5.4	4.1	13.4	13.7	10.7	14.9	18.4	15.0	20.2
Composite achievement test score in 10th grade									
Lowest quarter	17.1	12.9	29.5	21.9	15.4	29.6	28.5	23.8	37.8
Second quarter	7.9	6.5	15.9	14.2	9.9	16.4	22.7	19.1	26.1
Third quarter	4.9	4.1	12.2	12.1	8.1	13.0	19.7	16.2	22.1
Highest quarter	3.0	2.5	9.7	10.8	8.1	11.1	16.2	14.3	17.7
Control									
Public	8.9	6.6	17.4	15.2	10.3	17.9	22.6	18.5	26.6
Catholic	4.6	3.3	10.2	14.7	10.4	14.1	17.2	12.5	16.9
Other private	5.4	6.0	10.2	13.6	17.3	12.2	17.7	18.2	17.6

† Not applicable.

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were asked to report how often they came to school without the item: "never," "seldom," "often," or "usually."

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

Status Dropout Rates by Race/Ethnicity

Table 23-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2005

		Race/ethnicity[2]		
Year	Total[1]	White	Black	Hispanic
1972	14.6	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.9	21.2	33.0
1975	13.9	11.4	22.9	29.2
1976	14.1	12.0	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
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
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992	11.0	7.7	13.7	29.4
1993	11.0	7.9	13.6	27.5
1994	11.5	7.7	12.6	30.0
1995	12.0	8.6	12.1	30.0
1996	11.1	7.3	13.0	29.4
1997	11.0	7.6	13.4	25.3
1998	11.8	7.7	13.8	29.5
1999	11.2	7.3	12.6	28.6
2000	10.9	6.9	13.1	27.8
2001	10.7	7.3	10.9	27.0
2002	10.5	6.5	11.3	25.7
2003	9.9	6.3	10.9	23.5
2004	10.3	6.8	11.8	23.8
2005	9.4	6.0	10.4	22.4

[1] Total includes other race/ethnicity categories not separately shown.

[2] Race categories exclude persons of Hispanic ethnicity. Beginning in 2003, respondents were able to identify as being more than one race. From 2003 onwards, the Black and White categories include individuals who considered themselves to be of only one race.

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. A high school credential includes a high school diploma or equivalent 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. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. See *supplemental note 7* for more information.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

Status Dropout Rates by Race/Ethnicity

Table 23-2. Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2005

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
Total	**9.4**	**3,458**	**36,761**	**100.0**	**100.0**
Sex					
Male	10.8	2,009	18,547	58.1	50.5
Female	8.0	1,449	18,214	41.9	49.5
Race/ethnicity[1]					
White	6.0	1,358	22,806	39.3	62.0
Black	10.4	534	5,111	15.4	13.9
Hispanic	22.4	1,429	6,364	41.3	17.3
Asian	2.7	39	1,454	1.1	4.0
Pacific Islander	‡	‡	79	‡	0.2
American Indian	14.0	37	265	1.1	0.7
More than one race	8.2	56	683	1.6	1.9
Age					
16	2.5	116	4,593	3.3	12.5
17	4.4	188	4,313	5.4	11.7
18	8.1	305	3,777	8.8	10.3
19	9.4	356	3,782	10.3	10.3
20–24	12.3	2,493	20,295	72.1	55.2
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	36.5	942	2,582	27.2	7.0
Non-Hispanic	4.7	94	2,008	2.7	5.5
First generation[2]					
Hispanic	13.9	297	2,146	8.6	5.8
Non-Hispanic	3.1	66	2,167	1.9	5.9
Second generation or more[3]					
Hispanic	11.6	189	1,636	5.5	4.5
Non-Hispanic	7.1	1,869	26,222	54.0	71.3
Region					
Northeast	6.9	461	6,650	13.3	18.1
Midwest	7.2	624	8,658	18.1	23.6
South	11.5	1,491	12,985	43.1	35.3
West	10.4	881	8,468	25.5	23.0

‡ Reporting standards not met (too few cases).

[1] All racial/ethnic categories except more than one race are of persons who considered themselves as being of one race, with the exception of the Hispanic category, which consists of Hispanics of all races and racial combinations. Race categories exclude persons of Hispanic ethnicity.

[2] *First generation* describes an individual born in the 50 states or the District of Columbia with at least one parent born outside the 50 states or the District of Columbia.

[3] *Second generation or more* describes an individual born in the 50 states or the District of Columbia whose parents were both born inside the 50 states or the District of Columbia.

NOTE: The *status dropout rate* indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2005.

Public High School Graduation Rates by State

Table 24-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01, 2001–02, 2002–03, and 2003–04

State	2000–01		2001–02		2002–03		2003–04	
	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]
United States	**71.7**	**2,569,200**	**72.6**	**2,621,534**	**73.9**	**2,719,947**	**74.3**[3]	**2,753,438**[3]
Reporting 48 states and D.C.	†	†	†	†	†	†	**75.0**	**2,548,128**
Alabama	63.7	37,082	62.1	35,887	64.7	36,741	65.0	36,464
Alaska	68.0	6,812	65.9	6,945	68.0	7,297	67.2	7,236
Arizona	74.2	46,733	74.7	47,175	75.9	49,986	66.8	45,508
Arkansas	73.9	27,100	74.8	26,984	76.6	27,555	76.8	27,181
California	71.6	315,189	72.7	325,895	74.1	341,097	73.9	343,480
Colorado	73.2	39,241	74.7	40,760	76.4	42,379	78.7	44,777
Connecticut	77.5	30,388	79.7	32,327	80.9	33,667	80.7	34,573
Delaware	71.0	6,614	69.5	6,482	73.0	6,817	72.9	6,951
District of Columbia	60.2	2,808	68.4	3,090	59.6	2,725	68.2	3,031
Florida	61.2	111,112	63.4	119,537	66.7	127,484	66.4	131,418
Georgia	58.7	62,499	61.1	65,983	60.8	66,890	61.2	68,550
Hawaii	68.3	10,102	72.1	10,452	71.3	10,013	72.6	10,324
Idaho	79.6	15,941	79.3	15,874	81.4	15,858	81.5	15,547
Illinois	75.6	110,624	77.1	116,657	75.9	117,507	80.3	124,763
Indiana	72.1	56,172	73.1	56,722	75.5	57,897	73.5	56,008
Iowa	82.8	33,774	84.1	33,789	85.3	34,860	85.8	34,339
Kansas	76.5	29,360	77.1	29,541	76.9	29,963	77.9	30,155
Kentucky	69.8	36,957	69.8	36,337	71.7	37,654	73.0	37,787
Louisiana	63.7	38,314	64.4	37,905	64.1	37,610	69.4	37,019
Maine	76.4	12,654	75.6	12,593	76.3	12,947	77.6	13,278
Maryland	78.7	49,222	79.7	50,881	79.2	51,864	79.5	52,870
Massachusetts	78.9	54,393	77.6	55,272	75.7	55,987	79.3	58,326
Michigan	75.4	96,515	72.9	95,001	74.0	100,301	72.5	98,823
Minnesota	83.6	56,581	83.9	57,440	84.8	59,432	84.7	59,096
Mississippi	59.7	23,748	61.2	23,740	62.7	23,810	62.7	23,735
Missouri	75.5	54,138	76.8	54,487	78.3	56,925	80.4	57,983
Montana	80.0	10,628	79.8	10,554	81.0	10,657	80.4	10,500
Nebraska	83.8	19,658	83.9	19,910	85.2	20,161	87.6	20,309
Nevada	70.0	15,127	71.9	16,270	72.3	16,378	57.4	15,201
New Hampshire	77.8	12,294	77.8	12,452	78.2	13,210	78.7	13,309
New Jersey	85.4	76,130	85.8	77,664	87.0	81,391	86.3	83,826
New Mexico	65.9	18,199	67.4	18,094	63.1	16,923	67.0	17,892
New York	61.5	141,884	60.5	140,139	60.9	143,818	60.9[4]	142,526[4]
North Carolina	66.5	63,288	68.2	65,955	70.1	69,696	71.4	72,126
North Dakota	85.4	8,445	85.0	8,114	86.4	8,169	86.1	7,888
Ohio	76.5	111,281	77.5	110,608	79.0	115,762	81.3	119,029
Oklahoma	75.8	37,458	76.0	36,852	76.0	36,694	77.0	36,799
Oregon	68.3	29,939	71.0	31,153	73.7	32,587	74.2	32,958
Pennsylvania	79.0	114,436	80.2	114,943	81.7	119,933	82.2	123,474
Rhode Island	73.5	8,603	75.7	9,006	77.7	9,318	75.9	9,258

See notes at end of table.

Public High School Graduation Rates by State

Table 24-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01, 2001–02, 2002–03, and 2003–04—Continued

State	2000–01		2001–02		2002–03		2003–04	
	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]	Averaged freshman graduation rate[1]	Total number of graduates[2]
South Carolina	56.5	30,026	57.9	31,302	59.7	32,482	60.6	33,235
South Dakota	77.4	8,881	79.0	8,796	83.0	8,999	83.7	9,001
Tennessee	59.0	40,642	59.6	40,894	63.4	44,113	66.1	46,096
Texas	70.8	215,316	73.5	225,167	75.5	238,111	76.7	244,165
Utah	81.6	31,036	80.5	30,183	80.2	29,527	83.0	30,252
Vermont	80.2	6,856	82.0	7,083	83.6	6,970	85.4	7,100
Virginia	77.5	66,067	76.7	66,519	80.6	72,943	79.3	72,042
Washington	69.2	55,081	72.2	58,311	74.2	60,435	74.6	61,274
West Virginia	75.9	18,440	74.2	17,128	75.7	17,287	76.9	17,339
Wisconsin	83.3	59,341	84.8	60,575	85.8	63,272	85.8[4]	62,784[4]
Wyoming	73.4	6,071	74.4	6,106	73.9	5,845	76.0	5,833

† Not applicable.

[1] The 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 (because this is 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.

[2] Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or district.

[3] The 2003–04 national estimates include imputed data from two states that did not report diploma counts: New York and Wisconsin.

[4] 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.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2004* (NCES 2007-024), table 12, and Laird, J., Lew, S., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2002 and 2003* (NCES 2006-062), tables 12-A and 12-B, data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Non-Fiscal Data Files," 1997–2005.

Immediate Transition to College

Table 25-1. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by family income and race/ethnicity: 1972–2005

		Family income[1]				Race/ethnicity[2]				
		Low		Middle	High	White	Black		Hispanic	
Year	Total	Annual	3-year average[3]	Annual	Annual	Annual	Annual	3-year average[3]	Annual	3-year average[3]
1972	49.2	26.1	†	45.2	63.8	49.7	44.6	†	45.0	†
1973	46.6	20.3	†	40.9	64.4	47.8	32.5	41.4	54.1	48.8
1974	47.6	—	†	—	—	47.2	47.2	40.5	46.9	53.1
1975	50.7	31.2	†	46.2	64.5	51.1	41.7	44.5	58.0	52.7
1976	48.8	39.1	32.3	40.5	63.0	48.8	44.4	45.3	52.7	53.6
1977	50.6	27.7	32.4	44.2	66.3	50.8	49.5	46.8	50.8	48.8
1978	50.1	31.4	29.8	44.3	64.0	50.5	46.4	47.5	42.0	46.1
1979	49.3	30.5	31.6	43.2	63.2	49.9	46.7	45.2	45.0	46.3
1980	49.3	32.5	32.2	42.5	65.2	49.8	42.7	44.0	52.3	49.6
1981	53.9	33.6	32.9	49.2	67.6	54.9	42.7	40.3	52.1	48.7
1982	50.6	32.8	33.6	41.7	70.9	52.7	35.8	38.8	43.2	49.4
1983	52.7	34.6	34.0	45.2	70.3	55.0	38.2	38.0	54.2	46.7
1984	55.2	34.5	36.3	48.4	74.0	59.0	39.8	39.9	44.3	49.3
1985	57.7	40.2	35.9	50.6	74.6	60.1	42.2	39.5	51.0	46.1
1986	53.8	33.9	36.8	48.5	71.0	56.8	36.9	43.5	44.0	42.3
1987	56.8	36.9	37.6	50.0	73.8	58.6	52.2	44.2	33.5	45.0
1988	58.9	42.5	42.4	54.7	72.8	61.1	44.4	49.7	57.1	48.5
1989	59.6	48.1	45.6	55.4	70.7	60.7	53.4	48.0	55.1	52.7
1990	60.1	46.7	44.8	54.4	76.6	63.0	46.8	48.9	42.7	52.5
1991	62.5	39.5	42.2	58.4	78.2	65.4	46.4	47.2	57.2	52.6
1992	61.9	40.9	43.6	57.0	79.0	64.3	48.2	50.0	55.0	58.2
1993	62.6	50.4	44.7	56.9	79.3	62.9	55.6	51.3	62.2	55.7
1994	61.9	43.3	42.0	57.8	77.9	64.5	50.8	52.4	49.1	55.0
1995	61.9	34.2	42.1	56.0	83.5	64.3	51.2	52.9	53.7	51.6
1996	65.0	48.6	47.1	62.7	78.0	67.4	56.0	55.4	50.8	57.6
1997	67.0	57.0	50.6	60.7	82.2	68.2	58.5	58.8	65.6	55.3
1998	65.6	46.4	50.9	64.7	77.5	68.5	61.9	59.8	47.4	51.9
1999	62.9	49.4	48.5	59.4	76.1	66.3	58.9	58.6	42.3	47.4
2000	63.3	49.7	47.8	59.5	76.9	65.7	54.9	56.3	52.9	48.6
2001	61.7	43.8	50.0	56.3	79.9	64.2	54.6	56.3	51.7	52.7
2002	65.2	56.4	51.0	60.7	78.2	68.9	59.4	57.2	53.3	54.7
2003	63.9	52.8	53.1	57.6	80.1	66.2	57.5	60.0	58.6	57.7
2004	66.7	49.6	52.0	63.5	79.3	68.8	62.5	58.8	61.8	57.7
2005	68.6	53.5	†	65.1	81.2	73.2	55.7	†	54.0	†

— Not available. Data on family income were not available in 1974.

† Not applicable because data for one of the three consecutive years are not available or one of the years is not applicable.

[1] *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. See *supplemental note 2* for further information.

[2] Included in the total but not shown separately are high school completers from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity.

[3] Due to small sample sizes for the low-income, Black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for Blacks in 1977 is the average percentage of Black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1976, 1977, and 1978.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *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. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information. Detail may not sum to totals because of rounding. Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

Immediate Transition to College

Table 25-2. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by sex and type of institution: 1972–2005

	Male			Female		
Year	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

— 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 the same probability of enrolling at a 2- or 4-year institution as those who were asked the question.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *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. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

Immediate Transition to College

Table 25-3. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by parents' education: 1992–2005

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/ technical	Bachelor's degree or higher	Not available[1]
1992	61.9	33.1	55.5	67.5	81.3	38.0
1993	62.6	47.1	52.3	62.7	87.9	42.0
1994	61.9	43.0	49.9	65.0	82.5	43.1
1995	61.9	27.3	47.0	70.2	87.7	30.8
1996	65.0	45.0	56.1	66.6	85.2	45.6
1997	67.0	51.4	61.7	62.6	86.1	51.3
1998	65.6	49.8	57.2	67.7	82.3	50.1
1999	62.9	36.3	54.4	60.3	82.2	53.1
2000	63.3	44.4	51.8	63.8	81.2	50.5
2001	61.7	39.0	51.9	62.0	81.3	41.9
2002	65.2	43.3	51.9	65.9	82.6	58.7
2003	63.9	43.3	53.9	62.9	82.1	48.8
2004	66.7	39.6	54.7	66.5	85.8	54.4
2005	68.6	43.0	62.1	65.6	88.8	54.8

[1] Information on parents' education was not available for those who did not live with their parents and were classified as a householder, and for those whose parents' educational attainment was not reported; about 9–14 percent of high school completers ages 16–24 were in this category for the period covered.

NOTE: Includes those ages 16–24 completing high school in a given year. *High school completers* referred to those who received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information, including that on definition of parents' education.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2005.

Degrees Earned

Table 26-1. Number of degrees conferred by degree-granting institutions, by type of degree: Selected years, 1976–77 through 2004–05

Academic year	Associate's	Bachelor's	Master's	First-professional[1]	Doctoral[2]
1976–77	405,000	917,900	316,600	64,000	33,100
1980–81	410,200	934,800	294,200	71,300	32,800
1984–85	429,800	968,300	280,400	71,100	32,300
1988–89	432,100	1,016,400	309,800	70,900	35,700
1989–90	455,100	1,051,300	324,300	71,000	38,400
1990–91	481,700	1,094,500	337,200	71,900	39,300
1991–92	504,200	1,136,600	352,800	74,100	40,700
1992–93	514,800	1,165,200	369,600	75,400	42,100
1993–94	530,600	1,169,300	387,100	75,400	43,200
1994–95	539,700	1,160,100	397,600	75,800	44,400
1995–96	555,200	1,164,800	406,300	76,700	44,700
1996–97	571,200	1,172,900	419,400	78,700	45,900
1997–98	558,600	1,184,400	430,200	78,600	46,000
1998–99	560,000	1,200,300	440,000	78,400	44,100
1999–2000	564,900	1,237,900	457,100	80,100	44,800
2000–01	578,900	1,244,200	468,500	79,700	44,900
2001–02	595,100	1,291,900	482,100	80,700	44,200
2002–03	632,900	1,348,500	512,600	80,800	46,000
2003–04	665,300	1,399,500	558,900	83,000	48,400
2004–05	696,700	1,439,300	574,600	87,300	52,600
Increase in the number of degrees conferred between 1976–77 and 2004–05	291,700	521,400	258,000	23,300	19,500
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	72	57	81	36	59

[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. See glossary for a complete list of first-professional degrees.

[2] Includes Ph.D., Ed.D, and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

NOTE: Detail in accompanying tables may not sum to totals shown here because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

Degrees Earned

Table 26-2. Number and percentage distribution of associate's degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05

			Minority students											
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
Academic year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976–77[1]	342,300	84.5	59,300	14.6	33,200	8.2	16,600	4.1	7,000	1.7	2,500	0.6	3,300	0.8
1980–81[2]	339,200	82.7	64,400	15.7	35,300	8.6	17,800	4.3	8,700	2.1	2,600	0.6	6,600	1.6
1984–85[3]	355,300	82.7	68,100	15.8	35,800	8.3	19,400	4.5	9,900	2.3	3,000	0.7	6,400	1.5
1988–89[4]	354,900	82.1	70,900	16.4	34,700	8.0	20,400	4.7	12,500	2.9	3,300	0.8	6,400	1.5
1989–90	376,800	82.8	72,300	15.9	34,300	7.5	21,500	4.7	13,100	2.9	3,400	0.8	6,000	1.3
1990–91	391,300	81.2	83,500	17.3	38,800	8.1	25,500	5.3	15,300	3.2	3,900	0.8	7,000	1.4
1991–92	408,900	81.1	87,400	17.3	40,200	8.0	27,300	5.4	15,800	3.1	4,100	0.8	8,000	1.6
1992–93	411,400	79.9	94,300	18.3	42,900	8.3	30,300	5.9	16,800	3.3	4,400	0.9	9,000	1.7
1993–94	419,700	79.1	101,000	19.0	45,500	8.6	32,100	6.1	18,400	3.5	4,900	0.9	10,000	1.9
1994–95	420,700	77.9	109,200	20.2	47,100	8.7	36,000	6.7	20,700	3.8	5,500	1.0	9,800	1.8
1995–96	426,100	76.7	119,000	21.4	52,000	9.4	38,300	6.9	23,100	4.2	5,600	1.0	10,100	1.8
1996–97	429,500	75.2	131,000	22.9	56,300	9.9	43,500	7.6	25,200	4.4	6,000	1.0	10,800	1.9
1997–98	413,600	74.0	132,600	23.7	55,300	9.9	45,900	8.2	25,200	4.5	6,200	1.1	12,400	2.2
1998–99	409,100	73.1	140,100	25.0	57,400	10.3	48,700	8.7	27,600	4.9	6,400	1.1	10,700	1.9
1999–2000	408,800	72.4	146,100	25.9	60,200	10.7	51,600	9.1	27,800	4.9	6,500	1.2	10,100	1.8
2000–01	411,100	71.0	156,200	27.0	63,900	11.0	57,300	9.9	28,500	4.9	6,600	1.1	11,600	2.0
2001–02	417,700	70.2	165,100	27.7	67,300	11.3	60,000	10.1	30,900	5.2	6,800	1.1	12,300	2.1
2002–03	437,800	69.2	181,700	28.7	75,400	11.9	66,200	10.5	32,600	5.2	7,500	1.2	13,400	2.1
2003–04	456,000	68.5	194,700	29.3	81,200	12.2	72,300	10.9	33,100	5.0	8,100	1.2	14,500	2.2
2004–05	475,500	68.3	207,100	29.7	86,400	12.4	78,600	11.3	33,700	4.8	8,400	1.2	14,100	2.0
Increase in the number of degrees conferred between 1976–77 and 2004–05	133,200	†	147,700	†	53,200	†	61,900	†	26,600	†	5,900	†	10,800	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	39	†	249	†	161	†	372	†	378	†	238	†	323	†

† Not applicable.

[1] Excludes 1,170 males and 251 females whose racial/ethnic group was not available.

[2] Excludes 4,819 males and 1,384 females whose racial/ethnic group was not available.

[3] Excludes 1,033 males and 1,512 females whose racial/ethnic group was not available.

[4] Excludes 2,353 males and 2,267 females whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level 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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

Degrees Earned

Table 26-3. Number and percentage distribution of bachelor's degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05

			Minority students											
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
Academic year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976–77[1]	807,700	88.0	94,500	10.3	58,600	6.4	18,700	2.0	13,800	1.5	3,300	0.4	15,700	1.7
1980–81[2]	807,300	86.4	104,900	11.2	60,700	6.5	21,800	2.3	18,800	2.0	3,600	0.4	22,600	2.4
1984–85[3]	826,100	85.3	113,000	11.7	57,500	5.9	25,900	2.7	25,400	2.6	4,200	0.4	29,200	3.0
1988–89[4]	859,700	84.6	129,600	12.8	58,100	5.7	29,900	2.9	37,700	3.7	4,000	0.4	27,000	2.7
1989–90	887,200	84.4	137,500	13.1	61,000	5.8	32,800	3.1	39,200	3.7	4,400	0.4	26,700	2.5
1990–91	914,100	83.5	150,800	13.8	66,400	6.1	37,300	3.4	42,500	3.9	4,600	0.4	29,600	2.7
1991–92	941,700	82.9	166,400	14.6	72,700	6.4	41,100	3.6	47,400	4.2	5,200	0.5	28,500	2.5
1992–93	952,200	81.7	180,700	15.5	78,100	6.7	45,400	3.9	51,500	4.4	5,700	0.5	32,300	2.8
1993–94	939,000	80.3	196,100	16.8	83,900	7.2	50,300	4.3	55,700	4.8	6,200	0.5	34,200	2.9
1994–95	914,600	78.8	208,600	18.0	87,200	7.5	54,200	4.7	60,500	5.2	6,600	0.6	36,900	3.2
1995–96	905,800	77.8	221,300	19.0	91,500	7.9	58,400	5.0	64,400	5.5	7,000	0.6	37,700	3.2
1996–97	900,800	76.8	233,100	19.9	94,300	8.0	62,500	5.3	68,900	5.9	7,400	0.6	38,900	3.3
1997–98	901,300	76.1	243,800	20.6	98,300	8.3	66,000	5.6	71,700	6.1	7,900	0.7	39,200	3.3
1998–99	907,200	75.6	254,900	21.2	102,200	8.5	70,100	5.8	74,200	6.2	8,400	0.7	38,100	3.2
1999–2000	929,100	75.1	269,700	21.8	108,000	8.7	75,100	6.1	77,900	6.3	8,700	0.7	39,100	3.2
2000–01	927,400	74.5	277,000	22.3	111,300	8.9	77,700	6.2	78,900	6.3	9,000	0.7	39,800	3.2
2001–02	958,600	74.2	291,800	22.6	116,600	9.0	83,000	6.4	83,100	6.4	9,200	0.7	41,500	3.2
2002–03	994,200	73.7	311,000	23.1	124,200	9.2	89,000	6.6	87,900	6.5	9,800	0.7	43,200	3.2
2003–04	1,026,100	73.3	328,600	23.5	131,200	9.4	94,600	6.8	92,100	6.6	10,600	0.8	44,800	3.2
2004–05	1,049,100	72.9	344,800	24.0	136,100	9.5	101,100	7.0	97,200	6.8	10,300	0.7	45,400	3.2
Increase in the number of degrees conferred between 1976–77 and 2004–05	241,500	†	250,300	†	77,500	†	82,400	†	83,400	†	7,000	†	29,600	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	30	†	265	†	132	†	440	†	605	†	210	†	189	†

† Not applicable.

[1] Excludes 1,121 males and 528 females whose racial/ethnic group was not available.

[2] Excludes 258 males and 82 females whose racial/ethnic group was not available.

[3] Excludes 6,380 males and 4,786 females whose racial/ethnic group was not available.

[4] Excludes 1,400 males and 1,005 females whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level 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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

Degrees Earned

Table 26-4. Number and percentage distribution of master's degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05

Academic year	White		Minority students										Nonresident alien	
			Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976–77[1]	266,100	84.0	33,200	10.5	21,000	6.6	6,100	1.9	5,100	1.6	1,000	0.3	17,300	5.5
1980–81[2]	241,200	82.0	30,900	10.5	17,100	5.8	6,500	2.2	6,300	2.1	1,000	0.4	22,100	7.5
1984–85[3]	223,600	79.7	29,800	10.6	13,900	5.0	6,900	2.4	7,800	2.8	1,300	0.4	27,000	9.6
1988–89[4]	242,800	78.4	32,800	10.6	14,100	4.6	7,300	2.3	10,300	3.3	1,100	0.4	34,200	11.0
1989–90	254,300	78.4	34,800	10.7	15,300	4.7	7,900	2.4	10,400	3.2	1,100	0.3	35,200	10.9
1990–91	261,200	77.5	38,300	11.4	16,600	4.9	8,900	2.6	11,700	3.5	1,200	0.3	37,600	11.2
1991–92	271,200	76.9	42,000	11.9	18,300	5.2	9,500	2.7	13,000	3.7	1,300	0.4	39,600	11.2
1992–93	279,800	75.7	45,700	12.4	19,700	5.3	10,600	2.9	13,900	3.8	1,400	0.4	44,100	11.9
1993–94	289,500	74.8	51,000	13.2	22,000	5.7	11,900	3.1	15,400	4.0	1,700	0.4	46,500	12.0
1994–95	293,300	73.8	55,500	14.0	24,200	6.1	12,900	3.2	16,800	4.2	1,600	0.4	48,700	12.3
1995–96	298,100	73.4	60,300	14.8	25,800	6.4	14,400	3.6	18,200	4.5	1,800	0.4	47,900	11.8
1996–97	305,000	72.7	64,800	15.5	28,400	6.8	15,400	3.7	19,100	4.5	1,900	0.5	49,600	11.8
1997–98	308,200	71.6	69,600	16.2	30,200	7.0	16,200	3.8	21,100	4.9	2,100	0.5	52,400	12.2
1998–99	313,500	71.2	74,500	16.9	32,500	7.4	17,800	4.1	22,100	5.0	2,000	0.5	52,000	11.8
1999–2000	320,500	70.1	80,600	17.6	35,900	7.8	19,300	4.2	23,200	5.1	2,200	0.5	56,000	12.2
2000–01	320,500	68.4	86,600	18.5	38,300	8.2	21,500	4.6	24,300	5.2	2,500	0.5	61,400	13.1
2001–02	327,600	68.0	90,800	18.8	40,400	8.4	22,400	4.6	25,400	5.3	2,600	0.5	63,700	13.2
2002–03	341,700	66.7	99,300	19.4	44,300	8.6	25,000	4.9	27,200	5.3	2,800	0.6	71,600	14.0
2003–04	369,600	66.1	114,500	20.5	50,700	9.1	29,700	5.3	31,000	5.5	3,200	0.6	74,900	13.4
2004–05	379,400	66.0	122,000	21.2	54,500	9.5	31,500	5.5	32,800	5.7	3,300	0.6	73,200	12.7
Increase in the number of degrees conferred between 1976–77 and 2004–05	113,300	†	88,800	†	33,400	†	25,400	†	27,700	†	2,300	†	55,900	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	43	†	268	†	159	†	419	†	540	†	241	†	322	†

† Not applicable.

[1] Excludes 387 men and 175 women whose racial/ethnic group was not available.

[2] Excludes 1,377 men and 179 women whose racial/ethnic group was not available.

[3] Excludes 3,973 men and 1,857 women whose racial/ethnic group was not available.

[4] Excludes 482 men and 369 women whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level 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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

Degrees Earned

Table 26-5. Number and percentage distribution of first-professional degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05

			Minority students											
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
Academic year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976–77[1]	58,400	91.4	4,800	7.5	2,500	4.0	1,100	1.7	1,000	1.6	200	0.3	700	1.1
1980–81[2]	64,600	90.5	6,100	8.5	2,900	4.1	1,500	2.2	1,500	2.0	200	0.3	700	0.9
1984–85[3]	63,200	89.0	7,000	9.8	3,000	4.3	1,900	2.7	1,800	2.6	200	0.3	900	1.2
1988–89	61,200	86.4	8,700	12.3	3,100	4.4	2,300	3.2	3,000	4.2	300	0.4	1,000	1.4
1989–90	60,500	85.2	9,500	13.4	3,400	4.8	2,400	3.4	3,400	4.7	300	0.4	1,000	1.5
1990–91	60,600	84.3	10,200	14.2	3,600	5.0	2,500	3.5	3,800	5.3	300	0.4	1,100	1.5
1991–92	61,200	82.5	11,600	15.7	3,600	4.9	2,900	3.9	4,800	6.5	300	0.4	1,300	1.8
1992–93	61,200	81.1	12,700	16.8	4,100	5.5	3,000	4.0	5,200	6.9	400	0.5	1,500	2.1
1993–94	60,100	79.7	13,800	18.3	4,400	5.9	3,100	4.2	5,900	7.8	400	0.5	1,400	1.9
1994–95	59,400	78.4	14,800	19.5	4,700	6.3	3,200	4.3	6,400	8.4	400	0.5	1,600	2.1
1995–96	59,500	77.6	15,600	20.3	5,000	6.5	3,500	4.5	6,600	8.6	500	0.6	1,600	2.1
1996–97	60,300	76.6	16,800	21.3	5,300	6.7	3,600	4.6	7,400	9.4	500	0.7	1,600	2.1
1997–98	59,400	75.6	17,400	22.1	5,500	7.0	3,600	4.5	7,800	9.9	600	0.7	1,800	2.3
1998–99	58,700	74.9	18,000	22.9	5,300	6.8	3,900	4.9	8,200	10.4	600	0.8	1,800	2.2
1999–2000	59,600	74.5	18,600	23.2	5,600	6.9	3,900	4.8	8,600	10.7	600	0.7	1,900	2.3
2000–01	58,600	73.5	19,000	23.8	5,400	6.8	3,800	4.8	9,300	11.6	500	0.7	2,100	2.6
2001–02	58,900	73.0	19,900	24.7	5,800	7.2	4,000	4.9	9,600	11.9	600	0.7	1,900	2.3
2002–03	58,700	72.6	20,200	25.0	5,700	7.1	4,100	5.1	9,800	12.1	600	0.7	2,000	2.4
2003–04	60,400	72.7	20,700	24.9	5,900	7.1	4,300	5.1	10,000	12.0	600	0.7	1,900	2.3
2004–05	63,400	72.7	21,800	25.0	6,300	7.2	4,400	5.1	10,500	12.0	600	0.6	2,000	2.3
Increase in the number of degrees conferred between 1976–77 and 2004–05	5,000	†	17,000	†	3,800	†	3,400	†	9,500	†	400	†	1,300	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	9	†	352	†	149	†	313	†	929	†	188	†	191	†

† Not applicable.

[1] Excludes 394 men and 12 women whose racial/ethnic group was not available.

[2] Excludes 598 men and 18 women whose racial/ethnic group was not available.

[3] Excludes 2,954 men and 1,052 women whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. See glossary for a definition of first-professional degree. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

Degrees Earned

Table 26-6. Number and percentage distribution of doctoral degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05

			Minority students											
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
Academic year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976–77[1]	26,900	81.1	2,500	7.6	1,300	3.8	500	1.6	700	2.0	100	0.3	3,700	11.3
1980–81[2]	25,900	78.9	2,700	8.2	1,300	3.9	500	1.4	900	2.7	100	0.4	4,200	12.8
1984–85[3]	23,900	74.1	3,100	9.6	1,200	3.6	700	2.1	1,100	3.4	100	0.4	5,300	16.5
1988–89[4]	24,900	69.8	3,100	8.7	1,100	3.0	600	1.8	1,300	3.7	100	0.2	7,700	21.5
1989–90	26,200	68.3	3,300	8.6	1,100	3.0	800	2.0	1,200	3.2	100	0.3	8,900	23.2
1990–91	25,900	65.8	3,600	9.2	1,200	3.2	800	1.9	1,500	3.8	100	0.3	9,800	25.0
1991–92	26,200	64.5	3,800	9.4	1,200	3.0	800	2.0	1,600	3.9	100	0.3	10,600	26.2
1992–93	26,800	63.6	3,900	9.2	1,400	3.2	800	2.0	1,600	3.7	100	0.3	11,500	27.2
1993–94	27,200	63.0	4,400	10.2	1,400	3.2	900	2.1	2,000	4.7	100	0.3	11,500	26.7
1994–95	27,800	62.7	5,500	12.4	1,700	3.8	1,000	2.2	2,700	6.1	100	0.3	11,100	25.0
1995–96	27,800	62.2	5,400	12.1	1,600	3.7	1,000	2.2	2,600	5.9	200	0.4	11,500	25.6
1996–97	28,600	62.3	5,800	12.6	1,900	4.1	1,100	2.4	2,700	5.8	200	0.4	11,500	25.0
1997–98	28,800	62.6	5,900	12.8	2,100	4.5	1,300	2.8	2,300	5.1	200	0.4	11,300	24.6
1998–99	27,800	63.2	5,900	13.4	2,100	4.8	1,300	3.0	2,300	5.2	200	0.4	10,300	23.4
1999–2000	27,800	62.1	6,100	13.6	2,200	5.0	1,300	2.9	2,400	5.4	200	0.4	10,800	24.2
2000–01	27,500	61.1	6,500	14.4	2,200	4.9	1,500	3.4	2,600	5.8	200	0.4	11,000	24.4
2001–02	26,900	60.9	6,300	14.3	2,400	5.4	1,400	3.2	2,300	5.3	200	0.4	10,900	24.7
2002–03	27,700	60.2	6,700	14.6	2,500	5.5	1,600	3.4	2,400	5.3	200	0.4	11,600	25.3
2003–04	28,200	58.3	7,400	15.3	2,900	6.0	1,700	3.4	2,600	5.4	200	0.4	12,800	26.4
2004–05	30,300	57.5	8,000	15.2	3,100	5.8	1,800	3.5	2,900	5.5	200	0.5	14,300	27.3
Increase in the number of degrees conferred between 1976–77 and 2004–05	3,400	†	5,500	†	1,800	†	1,300	†	2,300	†	100	†	10,600	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	13	†	218	†	144	†	249	†	342	†	149	†	283	†

† Not applicable.

[1] Excludes 106 men whose racial/ethnic group was not available.

[2] Excludes 116 men and 3 women whose racial/ethnic group was not available.

[3] Excludes 404 men and 232 women whose racial/ethnic group was not available.

[4] Excludes 51 men and 10 women whose racial/ethnic group was not available.

NOTE: Includes Ph.D., Ed.D, and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees. For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level 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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

Educational Attainment

Table 27-1. Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2006

	Total[1]			White			Black			Hispanic		
Year	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.0	76.5	81.7	83.0	80.5	58.7	56.7	60.5	48.3	51.4	45.8
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.5	47.0	48.0
1973	80.2	80.6	79.8	84.1	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.3	71.5	65.8	54.1	55.8	52.5
1975	83.1	84.5	81.8	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.7	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.1	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.6	58.5	54.7
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	73.9	75.3	57.1	55.5	58.5
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3	58.0	57.0	58.9
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.5	81.5	60.9	60.7	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.3	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.0	75.9	81.7	58.6	56.8	60.2
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	60.9	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.8	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.4	84.5	82.5	59.8	58.6	61.0
1988	85.9	84.7	87.0	89.7	88.4	90.9	80.9	80.8	80.9	62.3	59.9	64.9
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.0
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.4	81.8	83.6	80.1	56.7	56.4	57.1
1992	86.3	86.1	86.5	90.7	90.2	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.6	91.8	82.6	84.8	80.8	60.9	58.3	64.0
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.7	85.3	60.3	58.0	63.0
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3	57.1	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9
1997	87.4	85.8	88.9	92.9	91.7	94.0	86.9	85.8	87.8	61.8	59.2	64.9
1998	88.1	86.6	89.6	93.6	92.5	94.6	88.2	88.4	88.1	62.8	59.9	66.3
1999	87.8	86.1	89.5	93.0	91.9	94.1	88.7	88.2	89.2	61.6	57.4	66.0
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2	62.8	59.2	66.4
2001	87.7	86.9	88.6	93.3	93.0	93.6	87.0	87.5	86.7	63.2	59.4	67.2
2002	86.4	84.7	88.1	93.0	92.1	93.8	87.6	85.8	88.9	62.4	60.2	65.0
2003	86.5	84.9	88.2	93.7	92.8	94.5	88.5	87.4	89.4	61.7	59.6	64.2
2004	86.6	85.2	88.0	93.3	92.1	94.5	88.7	91.2	86.6	62.4	60.1	65.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3	63.3	63.2	63.3
2006	86.4	84.4	88.5	93.4	92.3	94.6	86.3	84.2	88.0	63.2	60.5	66.6

[1] Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: 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. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

Educational Attainment

Table 27-2. Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2006

	Total[1]			White			Black			Hispanic		
Year	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	33.9	38.5	29.4	36.7	41.7	31.8	18.1	16.5	19.5	14.7	19.7	10.5!
1972	36.0	40.9	31.3	38.6	44.0	33.3	21.4	19.6	22.8	15.3	17.4	13.5
1973	36.3	41.4	31.4	39.2	44.6	33.7	21.5	21.2	21.8	16.6	21.4	12.4
1974	40.1	44.7	35.6	43.1	47.8	38.4	24.2	26.4	22.4	21.3	24.7	18.2
1975	41.6	47.4	36.0	44.3	50.4	38.3	27.5	29.7	25.8	21.8	26.3	17.6
1976	44.1	50.1	38.4	47.2	53.5	41.0	27.5	29.5	25.9	21.1	24.4	18.3
1977	45.5	50.3	40.8	48.6	53.4	43.7	31.1	34.3	28.5	23.8	26.5	21.5
1978	46.4	51.0	41.9	49.5	54.6	44.4	34.7	35.7	33.9	24.7	27.6	22.0
1979	46.3	49.8	42.9	49.6	53.3	45.9	31.2	30.2	32.0	25.1	28.2	22.3
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3	23.2	25.9	20.5
1981	43.2	45.6	40.9	46.0	48.5	43.5	33.0	33.9	32.3	23.6	24.6	22.7
1982	43.0	44.5	41.6	45.1	46.6	43.7	37.1	38.1	36.3	24.1	24.6	23.7
1983	43.5	44.8	42.2	46.1	47.7	44.4	33.0	33.2	32.9	25.0	23.8	26.3
1984	43.0	43.6	42.5	45.6	46.2	45.0	32.9	31.5	34.1	26.7	27.0	26.4
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5	26.9	26.9	27.0
1986	44.0	44.1	43.8	46.8	46.9	46.8	36.3	35.9	36.6	25.3	24.9	25.8
1987	43.6	43.1	44.0	46.0	45.7	46.2	35.9	32.4	38.8	26.7	27.1	26.2
1988	43.6	43.7	43.6	46.4	46.4	46.5	33.3	34.7	32.1	28.0	26.5	29.6
1989	43.8	43.9	43.7	47.2	47.1	47.2	34.6	34.0	35.1	27.0	27.3	26.7
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9	23.4	22.9	23.9
1991	45.3	44.4	46.2	49.3	48.8	49.9	35.3	32.0	38.2	23.9	23.1	24.8
1992	48.9	48.2	49.6	53.3	52.6	53.9	36.2	34.9	37.2	28.5	27.2	30.1
1993	51.0	49.5	52.5	55.6	54.7	56.6	40.0	37.0	42.5	29.7	26.9	33.1
1994	52.1	49.8	54.3	57.1	54.9	59.3	41.8	40.3	43.0	31.0	28.0	34.6
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8	28.7	26.7	30.9
1996	56.5	54.5	58.5	62.0	60.3	63.7	48.1	47.9	48.3	31.1	28.1	35.0
1997	57.1	54.9	59.4	63.3	61.3	65.3	46.6	43.0	49.6	33.3	30.7	36.4
1998	57.8	54.6	61.0	64.1	61.3	66.9	49.9	46.8	52.6	32.5	29.3	36.3
1999	58.0	54.7	61.3	63.9	60.7	67.0	51.3	45.9	55.5	31.2	27.4	35.0
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6	32.8	29.0	36.6
2001	58.4	54.4	62.5	64.8	60.5	69.1	50.5	46.7	53.6	32.2	28.2	36.4
2002	58.0	54.5	61.6	65.8	62.0	69.5	53.4	51.8	54.6	30.9	28.3	34.1
2003	57.4	53.8	61.1	65.5	61.9	69.2	51.2	49.6	52.5	31.1	27.9	34.9
2004	57.3	53.4	61.3	64.7	60.8	68.6	51.9	49.3	54.0	32.3	27.9	37.7
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1	32.8	31.8	34.0
2006	57.8	53.3	62.4	66.3	62.1	70.4	49.9	44.8	54.3	31.7	28.3	35.9

! Interpret data with caution (estimates are unstable).

[1] Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: *Some college* also includes those with a bachelor's degree or higher. Prior to 1992, *some college* referred to those who completed 1 or more years of college; beginning in 1992, the term referred to those who completed any college at all. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2*. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

Educational Attainment

Table 27-3. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2006

	Total[1]			White			Black			Hispanic		
Year	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	17.1	20.4	13.8	18.9	22.4	15.4	6.7	6.9	6.6	5.1!	8.0!	2.6!
1972	19.0	22.0	16.0	20.8	24.1	17.5	8.4	7.2	9.4	3.7!	4.5!	3.1!
1973	19.0	21.6	16.4	20.8	23.8	17.9	8.1	7.2	9.0	5.7	6.7!	4.8!
1974	20.7	23.9	17.6	23.2	26.7	19.7	7.9	8.7	7.2	5.5	4.9!	6.0!
1975	21.9	25.2	18.7	23.8	27.3	20.2	10.5	11.1	10.0	8.8	10.4	7.3
1976	23.7	27.5	20.1	25.7	29.8	21.6	13.0	12.0	13.9	7.3	10.3	4.7!
1977	24.0	27.0	21.1	26.4	29.7	23.1	12.6	12.8	12.5	6.7	7.1	6.3
1978	23.3	26.0	20.6	25.6	28.9	22.3	11.8	10.7	12.6	9.6	9.6	9.7
1979	23.1	25.8	20.5	25.5	28.4	22.6	12.4	13.2	11.8	7.3	7.9	6.8
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4	7.7	8.4	6.9
1981	21.3	23.1	19.6	23.6	25.5	21.7	11.6	12.1	11.1	7.5	8.6	6.5
1982	21.7	23.3	20.2	23.8	25.7	21.9	12.6	11.7	13.4	9.7	10.7	8.7
1983	22.5	23.9	21.1	24.5	26.2	22.7	12.9	13.1	12.7	10.4	9.6	11.1
1984	21.9	23.2	20.7	24.1	25.5	22.7	11.7	12.9	10.6	10.6	9.6	11.6
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6	11.1	10.9	11.2
1986	22.4	22.9	21.9	25.2	25.8	24.5	11.8	10.3	13.1	9.0	8.9	9.1
1987	22.0	22.3	21.7	24.6	24.9	24.4	11.5	11.8	11.2	8.7	9.2	8.2
1988	22.7	23.4	21.9	25.1	25.7	24.5	12.0	12.4	11.7	11.3	11.9	10.6
1989	23.4	23.9	22.9	26.3	26.9	25.8	12.6	12.1	13.1	10.1	9.6	10.6
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9	8.1	7.3	9.1
1991	23.2	23.0	23.4	26.7	26.5	26.9	11.0	11.5	10.5	9.2	8.1	10.4
1992	23.6	23.2	24.0	27.2	26.6	27.7	11.0	11.7	10.5	9.5	8.8	10.3
1993	23.7	23.4	23.9	27.2	27.2	27.1	13.3	12.5	13.9	8.3	7.1	9.8
1994	23.3	22.5	24.0	27.1	26.8	27.4	13.6	11.6	15.2	8.0	6.6	9.8
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7	8.9	7.8	10.1
1996	27.1	26.1	28.2	31.6	30.9	32.3	14.6	12.2	16.6	10.0	10.2	9.8
1997	27.8	26.3	29.3	32.6	31.2	34.1	14.2	11.8	16.3	11.0	9.6	12.7
1998	27.3	25.6	29.0	32.3	30.5	34.2	15.8	14.3	17.0	10.4	9.5	11.3
1999	28.2	26.8	29.5	33.6	32.0	35.1	15.0	13.1	16.5	8.9	7.5	10.4
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4	9.7	8.3	11.0
2001	28.6	26.2	31.1	33.0	29.7	36.3	17.8	17.9	17.8	11.1	9.1	13.3
2002	29.3	26.9	31.8	35.9	32.6	39.2	18.0	17.9	18.1	8.9	8.3	9.7
2003	28.4	26.0	30.9	34.2	31.4	37.1	17.5	17.7	17.4	10.0	8.4	12.0
2004	28.7	26.1	31.4	34.5	31.4	37.5	17.1	13.5	20.0	10.9	9.6	12.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3	11.2	10.2	12.4
2006	28.4	25.3	31.6	34.3	31.4	37.2	18.7	15.2	21.7	9.5	6.9	12.8

! Interpret data with caution (estimates are unstable).

[1] Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: 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. See *supplemental note 2*. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

Degrees Earned by Women

Table 28-1. Number and percentage of bachelor's, master's, and doctoral degrees earned by women and change in the percentage earned by women, by field of study: Selected years, 1979–80 through 2004–05

Field of study	1979–80 Number	1979–80 Percent of total	1989–90 Number	1989–90 Percent of total	1999–2000 Number	1999–2000 Percent of total	2004–05 Number	2004–05 Percent of total	Change in percentage points between 1979–80 and 2004–05
Bachelor's degrees									
Total[1]	**455,800**	**49.0**	**559,600**	**53.2**	**707,500**	**57.2**	**826,300**	**57.4**	**8.4**
Health professions and related clinical sciences	52,500	82.3	49,900	84.6	67,500	83.5	69,800	86.5	4.3
Education	87,100	73.8	82,100	78.1	81,900	75.8	82,900	78.7	4.8
Psychology	26,700	63.3	38,600	71.6	56,700	76.5	66,600	77.8	14.5
English language/literature/letters	21,000	65.1	31,400	67.0	34,000	67.8	37,200	68.5	3.4
Communication, journalism, and related programs	15,000	52.3	31,200	60.5	34,900	61.2	48,300	64.2	11.9
Biological and biomedical sciences	19,400	42.1	18,900	50.8	36,700	58.2	40,000	61.9	19.8
Visual and performing arts	25,800	63.2	24,700	62.0	34,800	59.2	49,600	61.3	-1.9
Social sciences and history	45,200	43.6	52,200	44.2	65,000	51.2	79,200	50.5	6.9
Business	62,600	33.6	116,300	46.8	127,500	49.8	155,600	50.0	16.3
Agriculture/natural resources	6,800	29.6	4,100	31.6	10,400	42.9	11,000	47.9	18.3
Mathematics and statistics	4,800	42.3	6,600	46.2	5,500	47.8	6,400	44.7	2.4
Physical sciences and science technologies	5,500	23.7	5,000	31.3	7,400	40.3	8,000	42.2	18.5
Computer/information sciences	3,400	30.2	8,200	29.9	10,600	28.1	12,000	22.2	-8.1
Engineering and engineering technologies	6,500	9.4	11,600	14.1	13,700	18.6	14,600	18.3	8.9
Master's degrees									
Total[1]	**147,300**	**49.4**	**170,600**	**52.6**	**265,300**	**58.0**	**341,000**	**59.3**	**9.9**
Psychology	5,800	58.8	7,400	68.5	11,900	75.7	14,900	79.3	20.5
Health professions and related clinical sciences	11,300	73.6	15,900	78.0	33,100	77.7	36,900	79.0	5.4
Education	71,500	70.2	64,400	75.9	94,000	76.4	128,600	76.8	6.6
English language/literature/letters	3,800	63.8	4,200	66.4	4,700	67.0	5,900	69.1	5.3
Communication, journalism, and related programs	1,600	50.5	2,600	60.8	3,500	63.3	4,700	64.8	14.3
Biological and biomedical sciences	2,300	36.2	2,400	49.2	3,700	53.8	4,900	59.5	23.3
Visual and performing arts	4,600	53.3	4,800	56.3	6,200	57.2	7,500	57.2	3.9
Agriculture/natural resources	900	22.5	1,100	33.8	2,000	46.0	2,500	51.8	29.3
Social sciences and history	4,400	36.0	4,700	40.7	7,000	50.1	8,700	51.3	15.3
Mathematics and statistics	1,000	36.1	1,500	40.1	1,500	45.5	2,000	43.6	7.5
Business	12,300	22.3	26,100	34.0	44,500	39.9	60,500	42.4	20.1
Physical sciences and science technologies	1,000	18.5	1,400	26.1	1,700	35.3	2,200	39.1	20.6
Computer/information sciences	800	20.9	2,700	28.1	5,000	33.4	5,300	28.7	7.7
Engineering and engineering technologies	1,200	7.3	3,500	14.0	5,600	21.1	8,000	22.7	15.4

See notes at end of table.

Degrees Earned by Women

Table 28-1. Number and percentage of bachelor's, master's, and doctoral degrees earned by women and change in the percentage earned by women, by field of study: Selected years, 1979–80 through 2004–05—Continued

Field of study	1979–80 Number	1979–80 Percent of total	1989–90 Number	1989–90 Percent of total	1999–2000 Number	1999–2000 Percent of total	2004–05 Number	2004–05 Percent of total	Change in percentage points between 1979–80 and 2004–05
Doctoral degrees									
Total[1]	**9,700**	**29.7**	**14,000**	**36.4**	**19,800**	**44.1**	**25,700**	**48.8**	**19.1**
Psychology	1,500	43.4	2,200	58.9	3,200	67.7	3,600	71.3	27.9
Health professions and related clinical sciences	400	43.1	800	56.2	1,300	64.9	4,200	70.9	27.7
Education	3,200	43.9	3,700	57.3	4,100	64.2	5,100	66.7	22.8
English language/literature/letters	600	46.9	500	55.0	900	58.4	700	59.2	12.3
Communication, journalism, and related programs	100	37.3	100	46.7	200	52.9	300	58.3	21.0
Visual and performing arts	200	36.9	400	44.4	600	52.4	700	53.5	16.6
Biological and biomedical sciences	900	25.5	1,400	36.8	2,300	44.3	2,700	49.0	23.5
Social sciences and history	900	27.0	1,000	32.9	1,700	41.2	1,600	42.8	15.8
Business	100	15.3	300	25.2	400	32.0	600	39.9	24.6
Agriculture/natural resources	100	11.3	300	19.8	400	31.3	400	35.0	23.7
Mathematics and statistics	100	13.8	200	17.8	300	25.3	300	28.5	14.7
Physical sciences and science technologies	400	12.3	800	19.1	1,000	25.3	1,100	27.9	15.6
Computer/information sciences	#	11.3	100	14.8	100	16.8	200	19.1	7.9
Engineering and engineering technologies	100	3.9	500	9.0	800	15.5	1,200	18.7	14.8

Rounds to zero.

[1] Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. Figures are based on data from Title IV degree-granting institutions. The shaded sections show fields in which women earned at least 50 percent of the degrees in 2004–05. Detail may not sum to totals because of rounding. Some estimates were revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), tables 258, 279, 281, 283–287, 289, 292–294, 296, 298, and 300; data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred"; and 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87 and Fall 2000 and 2005), and Fall 2005.

Afterschool Activities

Table 29-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Any activity	Activity						
		Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	**43.2**	**6.9**	**17.9**	**5.7**	**8.1**	**19.7**	**10.2**	**31.1**
Grade								
K–2	36.9	3.1	15.0	2.0	2.5	14.9	10.3	26.0
3–5	47.3	8.1	19.7	5.9	7.5	21.3	14.2	33.6
6–8	45.2	9.3	19.1	9.1	14.0	22.7	6.3	33.5
Sex								
Male	41.8	6.9	12.2	4.7	7.1	18.4	9.3	33.7
Female	44.7	6.9	24.1	6.8	9.3	21.2	11.2	28.3
Race/ethnicity[1]								
White	52.2	7.2	22.4	7.5	10.2	24.3	13.9	38.8
Black	30.3	8.4	9.6	3.0	5.6	15.7	4.8	17.9
Hispanic	26.8	4.3	9.5	2.7	3.9	10.6	4.0	20.0
Household income								
$15,000 or less	20.0	4.7	5.7	2.6	2.4	9.8	3.5	11.2
$15,001–$30,000	26.9	4.5	9.3	2.7	5.0	12.5	5.1	17.1
$30,001–$50,000	35.5	5.9	13.6	4.5	7.5	17.2	8.5	21.8
$50,001–$75,000	50.6	7.8	20.3	6.3	8.7	23.5	13.4	37.3
$75,001 or more	63.3	9.3	29.8	9.4	12.6	27.6	15.1	50.3
Poverty status[2]								
Poor	21.6	4.6	6.9	2.2	2.8	10.4	4.1	12.3
Near-poor	30.3	5.2	9.9	3.3	6.2	14.3	5.9	17.9
Nonpoor	55.6	8.3	24.7	7.8	10.6	24.8	13.9	42.4
Parents' education[3]								
Less than high school	8.4	1.1	2.2	0.2	0.7!	3.2	1.1!	5.4
High school diploma or equivalent	26.7	4.3	7.8	3.4	4.2	11.6	5.1	18.1
Some college, including vocational/technical	41.8	7.8	15.3	4.5	7.6	19.3	9.2	27.8
Bachelor's degree	58.5	7.9	25.2	8.3	11.7	27.5	16.1	43.5
Graduate/professional degree	66.5	10.4	35.3	10.6	13.6	30.4	16.3	52.0
Mother's employment[4]								
35 hours or more per week	44.1	7.3	17.1	5.5	8.1	19.1	9.3	31.9
Less than 35 hours per week	50.7	7.9	21.8	7.9	10.8	25.3	13.6	37.3
Not employed	37.4	5.4	16.5	4.6	6.6	17.5	9.4	26.1
Family structure								
Two-parent household	48.2	7.2	20.2	6.6	9.2	22.1	11.8	35.4
One-parent or guardian-only household	30.7	6.1	12.2	3.6	5.5	13.9	6.4	20.5

See notes at end of table.

Afterschool Activities

Table 29-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities since the beginning of the school year, by student and school characteristics: 2005—Continued

Student or school characteristic	Any activity	Activity						
		Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Community type[5]								
Urban	43.6	7.4	18.6	5.7	8.2	19.6	10.4	31.4
Rural	41.6	4.9	15.3	5.8	7.9	20.2	9.6	30.0
School type								
Public	41.7	6.4	17.0	5.5	7.5	19.6	9.9	29.6
Private	54.7	10.3	25.6	7.6	13.2	20.4	12.4	42.9

! Interpret data with caution (estimates are unstable).

[1] Race categories exclude persons of Hispanic ethnicity.

[2] *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.

[3] Parents' education based on highest level of education attained by either parent.

[4] Only includes children who had a mother in the household. *Not employed* includes both (1) mothers who are seeking work but unemployed and (2) mothers not in the labor force.

[5] Community type is based on a U.S. Census classification of places. *Urban* is a place with at least 50,000 people and includes both inside urbanized areas and outside urbanized areas. *Rural* is a place not classified as urban.

NOTE: Homeschooled students and students older than 15 years are excluded. When asked about their children's participation in various afterschool activities, parents could respond either "yes" or "no." The percentage of parents who responded "yes" for each activity is shown. Children could participate in multiple activities; therefore, percentages may sum to more than 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program.

Student/Teacher Ratios in Public Elementary and Secondary Schools

Table 30-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Selected years, Fall 1990–2004

Type, level, and enrollment of school	Year							
	1990	1992	1994	1996	1998	2000	2002	2004
All schools	**17.4**	**17.7**	**17.7**	**17.6**	**16.9**	**16.4**	**16.2**	**16.2**
Regular schools	17.6	17.8	17.8	17.7	17.0	16.5	16.3	16.3
Elementary schools	18.2	18.1	18.0	17.9	17.0	16.5	16.2	16.0
Under 300	16.0	15.9	15.7	15.6	15.1	14.4	13.9	13.7
300–499	17.6	17.5	17.5	17.2	16.4	15.8	15.5	15.3
500–999	18.8	18.7	18.5	18.3	17.4	16.9	16.7	16.5
1,000–1,499	19.5	19.7	19.6	19.4	18.4	18.1	18.0	17.7
1,500 or more	19.9	20.3	20.4	21.2	19.9	20.5	20.3	20.5
Secondary schools	16.7	17.4	17.6	17.6	17.1	16.7	16.8	16.9
Under 300	12.3	12.3	12.7	12.7	12.5	12.0	12.0	12.0
300–499	14.9	15.3	15.7	15.5	15.1	14.5	14.4	14.7
500–999	16.1	16.7	16.8	16.7	16.2	15.8	15.8	15.9
1,000–1,499	17.2	17.9	17.9	17.9	17.2	16.8	16.9	17.0
1,500 or more	19.3	20.0	19.9	20.0	19.3	18.9	18.8	19.0
Combined schools	15.8	15.8	16.1	15.7	14.6	14.9	15.2	15.2
Under 300	11.0	10.9	11.3	10.0	10.4	10.4	10.8	10.3
300–499	14.8	14.5	14.4	14.6	14.1	13.9	14.1	14.2
500–999	16.7	15.8	16.5	16.6	15.6	15.9	16.2	15.9
1,000–1,499	17.8	18.5	18.1	17.9	17.2	17.6	18.1	17.6
1,500 or more	19.0	19.8	20.0	19.6	18.9	20.0	20.7	19.4
Alternative	14.2	16.5	18.0	16.6	16.4	15.2	14.9	14.4
Special education	6.5	7.0	6.9	7.4	7.3	7.0	7.0	7.4
Vocational	13.0	13.0	12.9	12.9	13.1	12.7	9.9	11.5

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total 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. See *supplemental note 3* for more information about the Common Core of Data (CCD).

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 2004–05.

Inclusion of Students With Disabilities in General Classrooms

Table 31-1. Percentage distribution of students ages 6–21 with disabilities served by the Individuals with Disabilities Education Act, by placement in educational environment: 1995–96 to 2004–05

School year	Percentage of day in a general education classroom: 80 percent or more	79–40 percent	Less than 40 percent	Not in a general school
1995–96	45.3	28.7	21.6	4.4
1996–97	45.8	28.5	21.4	4.3
1997–98	46.4	29.0	20.4	4.1
1998–99	46.1	29.8	20.1	4.1
1999–2000	46.0	29.7	20.3	4.1
2000–01	46.5	29.8	19.5	4.2
2001–02	48.4	28.3	19.2	4.0
2002–03	48.2	28.7	19.0	4.0
2003–04	49.9	27.7	18.5	3.9
2004–05	52.1	26.3	17.5	4.0

NOTE: Students with disabilities are those students served under "Assistance for education of all children with disabilities" (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 8* for further information on student disabilities. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

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,* 1995–2004, table 2-5, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from https://www.ideadata.org/tables28th/ar_2-5.htm.

Table 31-2. Percentage distribution of students ages 6–21 with disabilities served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2004–05

Race/ethnicity[1]	In a general school: Total	Percentage of day in a general education classroom: 80 percent or more	79–40 percent	Less than 40 percent	Not in a general school: Total	Percentage by facility type: Separate school facility: Public	Separate school facility: Private	Residential facility: Public	Residential facility: Private	Homebound/ hospital
Total	**96.0**	**52.1**	**26.3**	**17.5**	**4.0**	**1.8**	**1.2**	**0.3**	**0.3**	**0.4**
White	96.3	56.8	26.1	13.3	3.7	1.6	1.1	0.3	0.3	0.4
Black	94.5	41.0	27.2	26.2	5.5	2.5	1.7	0.5	0.4	0.4
Hispanic	96.8	47.8	26.8	22.1	3.2	1.5	0.9	0.2	0.2	0.4
Asian/Pacific Islander	95.9	50.1	22.4	23.4	4.1	2.0	1.3	0.2	0.2	0.4
American Indian/ Alaska Native	97.2	50.9	33.0	13.2	2.8	1.1	0.5	0.4	0.4	0.4

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: Students with disabilities are those students served under "Assistance for education of all children with disabilities" (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 8* for further information. A *separate school facility* (public or private) refers to programs offering education services only to students with disabilities for more than 50 percent of the school day. A *residential facility* includes children who are served in publicly or privately operated programs in which children receive special education or related services for more than 50 percent of the school day. *Homebound/hospital* refers to educational services given to students in either a home or hospital setting, including those receiving special education and related services in the home that are provided by a professional or paraprofessional who visits the home on a regular basis or schedule. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

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*, 2004, table 2-7, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from https://www.ideadata.org/tables28th/ar_2-7.htm.

Charter Schools

Table 32-1. Number and percentage distribution of public schools by school type and selected student and school characteristics: 2004–05

Student or school characteristic	Type of public school	
	Conventional	Charter
Number of students	47,694,443	887,243
Number of schools	90,001	3,294
Student characteristic		
Percentage of students	98.2	1.8
Sex		
Male	42.1	32.9
Female	57.9	67.1
Race/ethnicity[1]		
White	58.0	42.0
Black	16.9	31.3
Hispanic	19.4	21.8
Asian/Pacific Islander	4.6	3.3
American Indian/Alaska Native	1.2	1.5
School characteristic		
Percentage of schools	96.5	3.5
Percent of students eligible for free or reduced-price lunch		
Less than 15	16.0	26.8
15–29	22.5	27.0
30–49	17.0	11.5
50–74	22.7	14.9
75 or more	21.8	19.8
Enrollment		
Less than 300	30.9	70.9
300–999	59.0	26.2
1,000 or more	10.1	2.9
Instructional level		
Elementary	57.0	44.4
Middle	17.8	9.4
Secondary	19.4	24.3
Combined	5.8	22.0
Region		
Northeast	16.2	9.1
South	27.9	25.1
Midwest	33.5	26.5
West	22.4	39.3
Location		
Central city	25.2	52.4
Urban fringe/large town	48.0	35.5
Rural/small town	26.8	12.1

[1] Race categories exclude persons of Hispanic ethnicity.

NOTE: These tabulations exclude schools with no charter status designation and those not reporting membership. See *supplemental note 1* for the states included in each region and information on location. 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," 2004–05.

Characteristics of Full-Time School Teachers

Table 33-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04

	1993–94						
		Elementary[2]			Secondary[2]		
Characteristic	All teachers[1]	All	Public	Private	All	Public	Private
Total, number	**2,632,000**	**1,487,000**	**1,351,000**	**136,000**	**800,000**	**751,000**	**49,200**
Total, percentage	**100.0**	**61.1**	**90.8**	**9.2**	**32.9**	**93.8**	**6.2**
Sex							
Male	27.1	15.7	16.1	11.3	47.9	47.7	51.5
Female	72.9	84.3	83.9	88.7	52.1	52.3	48.5
Age							
Under 30	11.9	12.3	11.6	19.2	10.1	9.6	17.6
30–39	22.4	22.1	22.1	22.6	21.8	21.6	23.9
40–49	40.7	41.7	42.4	34.8	40.4	40.9	33.0
50–59	21.0	19.9	20.1	18.0	23.9	24.1	19.9
60 and over	4.0	4.0	3.9	5.3	3.8	3.7	5.6
Race/ethnicity[3]							
White	86.8	85.7	85.1	91.4	88.7	88.5	92.0
Black	7.2	7.8	8.2	4.0	6.0	6.2	1.9
Hispanic	4.2	4.6	4.8	3.1	3.7	3.6	4.7
Asian	1.1	1.2	1.1	1.2	0.9	0.9	1.2
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.7	0.7	0.8	0.3!	0.7	0.7	0.2!
More than one race	—	—	—	—	—	—	—
Highest degree earned							
No degree	1.0	0.5	0.2	4.1	1.2	1.2	1.2
Associate's	0.3	0.2	#	1.6	0.4	0.4	0.4!
Bachelor's	53.3	56.4	55.1	69.2	46.9	46.8	48.9
Master's	40.3	38.4	40.1	22.1	45.5	45.5	44.7
Education specialist[4]	4.3	4.0	4.2	2.6	4.9	5.0	2.5
Doctoral or first-professional[5]	0.7	0.4	0.4	0.4!	1.1	1.1	2.3
Average base salary, number	$41,700	$41,200	$42,900	$25,100	$44,000	$44,700	$33,600
Average base salary, percentage							
Less than $30,000	19.7	19.8	14.4	73.9	15.4	13.8	39.8
$30,000–44,000	45.0	46.5	48.8	23.8	43.6	43.5	45.1
$45,000–59,000	24.2	23.8	25.9	2.3	27.4	28.3	12.9
$60,000–74,000	8.5	7.6	8.4	#	10.2	10.7	2.1
$75,000 or more	2.6	2.4	2.6	#	3.4	3.6	0.1

See notes at end of table.

Characteristics of Full-Time School Teachers

Table 33-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

	1999–2000						
		Elementary			Secondary		
Characteristic	All teachers[1]	All	Public	Private	All	Public	Private
Total, number	**3,108,000**	**1,932,000**	**1,755,000**	**176,000**	**983,000**	**920,000**	**63,300**
Total, percentage	**100.0**	**62.2**	**90.9**	**9.1**	**31.6**	**93.6**	**6.4**
Sex							
Male	25.3	14.9	15.2	12.5	45.0	44.8	46.9
Female	74.7	85.1	84.8	87.5	55.0	55.2	53.1
Age							
Under 30	17.7	18.2	17.9	20.8	16.5	16.2	20.2
30–39	21.9	21.9	21.9	21.8	21.6	21.7	20.0
40–49	31.1	31.4	31.7	27.9	30.7	30.9	28.1
50–59	26.0	25.2	25.3	24.0	28.1	28.3	26.1
60 and over	3.3	3.3	3.1	5.5	3.2	3.0	5.5
Race/ethnicity[3]							
White	84.6	83.4	82.9	87.8	86.2	85.9	91.0
Black	7.3	8.0	8.4	4.7	6.4	6.7	1.8
Hispanic	5.6	6.0	6.1	4.7	5.2	5.1	5.7
Asian	1.6	1.8	1.8	2.1	1.3	1.3	1.2
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.8	0.8	0.8	0.8	0.9	0.9	0.4
More than one race	—	—	—	—	—	—	—
Highest degree earned							
No degree	1.0	0.5	0.2	4.4	1.2	1.1	1.8!
Associate's	0.3	0.1	#	1.2	0.3	0.3	0.3!
Bachelor's	53.5	55.9	54.7	68.1	48.8	48.9	47.5
Master's	40.0	38.5	40.0	23.3	43.9	43.8	45.6
Education specialist[4]	4.5	4.5	4.7	2.5	4.7	4.8	3.1
Doctoral or first-professional[5]	0.8	0.5	0.5	0.5	1.2	1.1	1.8
Average base salary, number	$42,200	$42,100	$43,600	$27,900	$44,000	$44,600	$34,900
Average base salary, percentage							
Less than $30,000	17.4	17.2	12.3	66.1	13.6	12.1	35.5
$30,000–44,000	46.3	46.9	48.7	29.7	46.1	46.0	47.2
$45,000–59,000	25.3	25.2	27.3	3.8	27.5	28.4	14.5
$60,000–74,000	8.7	8.6	9.4	0.3	10.0	10.5	2.5
$75,000 or more	2.2	2.1	2.3	0.1	2.8	3.0	0.2

See notes at end of table.

Characteristics of Full-Time School Teachers

Table 33-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

	2003–04						
		Elementary			Secondary		
Characteristic	All teachers[1]	All	Public	Private	All	Public	Private
Total, number	**3,315,000**	**2,063,000**	**1,885,000**	**178,000**	**971,000**	**910,000**	**60,400**
Total, percentage	**100.0**	**62.2**	**91.4**	**8.6**	**29.3**	**93.8**	**6.2**
Sex							
Male	25.2	15.9	16.3	12.1	43.5	43.2	48.2
Female	74.8	84.1	83.7	87.9	56.5	56.8	51.8
Age							
Under 30	17.1	17.6	17.4	19.3	15.6	15.3	20.5
30–39	24.3	24.1	24.5	19.9	24.7	24.8	23.2
40–49	25.5	25.7	25.8	25.1	24.9	25.0	22.5
50–59	28.9	28.7	28.8	27.6	29.9	30.1	25.8
60 and over	4.2	3.8	3.4	8.1	4.9	4.7	7.9
Race/ethnicity[3]							
White	83.3	82.0	81.6	86.3	84.5	84.2	90.0
Black	7.8	8.5	8.8	5.5	7.2	7.5	2.7
Hispanic	6.2	6.8	7.0	4.8	5.5	5.5	4.6
Asian	1.4	1.4	1.3	1.9	1.4	1.3	1.7!
Pacific Islander	0.2	0.2	0.2	0.2!	0.2	0.2	0.2!
American Indian/Alaska Native	0.5	0.4	0.4	0.5	0.5	0.6	0.5!
More than one race	0.7	0.8	0.7	0.8!	0.7	0.7	0.4!
Highest degree earned							
No degree	1.3	0.7	0.3	5.6	1.9	1.8	2.4
Associate's	0.4	0.3	0.1	2.0	0.6	0.6	0.5!
Bachelor's	52.1	53.8	52.7	65.1	47.3	47.4	46.0
Master's	39.3	38.5	40.0	23.3	42.7	42.6	43.8
Education specialist[4]	5.6	5.9	6.1	3.3	5.6	5.8	3.6
Doctoral or first-professional[5]	1.2	0.8	0.8	0.8	1.9	1.8	3.6
Average base salary, number	$42,900	$43,100	$44,300	$29,800	$44,800	$45,300	$37,000
Average base salary, percentage							
Less than $30,000	13.2	12.2	8.3	53.6	9.2	8.0	26.5
$30,000–44,000	48.9	49.8	50.8	39.0	48.0	47.9	49.5
$45,000–59,000	25.1	25.2	27.1	5.9	27.9	28.4	19.7
$60,000–74,000	10.3	10.5	11.3	1.3	11.5	12.0	3.9
$75,000 or more	2.5	2.3	2.5	0.2	3.4	3.6	0.3

— Not available.

Rounds to zero.

! Interpret data with caution (estimates are unstable).

[1] Included in the totals, but not shown separately, are full-time teachers of combined elementary and secondary schools.

[2] Roughly 3,250 cases were missing data for the school-level variable in 1993–94; these cases were excluded from the school-level analyses.

[3] Race categories exclude persons of Hispanic ethnicity. Before 2003–04, Asian and Pacific Islander were not reported separately; therefore, Pacific Islander is included in Asian for the 1993–94 and 1999–2000 survey administrations. More than one race was not reported until the 2003–04 administration.

[4] Includes certificate of advanced graduate studies.

[5] 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: Detail may not sum to totals because of rounding. Average base salary estimates were calculated in 2003–04 constant dollars. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

Characteristics of Full-Time School Teachers

Table 33-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04

	1993–94						
		Elementary[2]			Secondary[2]		
Teaching characteristic	All teachers[1]	All	Public	Private	All	Public	Private
Total, number	**2,632,000**	**1,487,000**	**1,351,000**	**136,000**	**800,000**	**751,000**	**49,200**
Total, percentage	**100.0**	**61.1**	**90.8**	**9.2**	**32.9**	**93.8**	**6.2**
Years as a teacher							
3 or fewer	12.6	12.6	11.9	20.0	11.0	10.5	18.4
4–9	21.5	22.3	21.7	28.8	18.9	18.6	23.4
10–19	31.4	32.0	32.1	30.5	30.6	30.8	28.9
20 or more	34.6	33.1	34.3	20.7	39.4	40.1	29.3
Teacher induction in first year[3]	52.9	52.8	56.7	29.8	55.8	57.6	40.8
Mentor teacher in first year[3]	—	—	—	—	—	—	—
Subject taught[4]							
General, elementary	37.8	58.8	57.6	71.2	0.2	0.2	‡
English, elementary	1.8	2.8	2.8	2.8	0.1	0.1	‡
English as a second language, elementary	0.8	1.3	1.4	‡	‡	‡	‡
Mathematics, elementary	0.8	1.1	1.0	2.3	0.1	0.1	‡
Special education, elementary	4.9	7.1	7.7	0.4	0.3	0.3	‡
Other, elementary	5.9	8.6	8.4	10.4	0.6	0.6	0.4
English, secondary	8.5	4.6	4.6	4.2	15.5	15.5	15.0
English as a second language, secondary	0.4	0.2!	0.3!	‡	0.7	0.7	0.5!
Foreign language, secondary	2.3	0.5	0.5	0.3!	5.5	5.2	11.1
Mathematics, secondary	6.6	3.1	3.1	3.0	12.9	12.8	14.6
Science, secondary	5.9	2.7	2.7	2.0	11.8	11.7	13.4
Social sciences, secondary	5.6	2.3	2.3	2.4	11.7	11.8	10.9
Special education, secondary	4.6	2.0	2.2	0.2!	8.8	9.1	4.2
Vocational/technical, secondary	4.4	0.9	1.0	‡	11.1	11.7	3.2
Other, secondary	9.8	4.0	4.3	0.8	20.7	20.3	26.1
Certification type[5]							
Regular	90.8	91.7	93.5	73.8	92.5	94.0	69.0
Alternative	0.6	0.5	0.5	0.3	0.7	0.7	0.9!
Probationary	1.2	1.2	1.3	1.0	1.1	1.1	0.7
Provisional	1.7	1.6	1.5	3.1	1.8	1.8	2.1
Temporary	0.9	0.9	0.8	1.3	0.8	0.7	1.9
Waiver or emergency	0.3	0.3	0.3	0.1!	0.3	0.3	‡
None	4.5	3.7	2.1	20.3	2.9	1.5	25.4

See notes at end of table.

Characteristics of Full-Time School Teachers

Table 33-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

	1999–2000						
		Elementary			Secondary		
Teaching characteristic	All teachers[1]	All	Public	Private	All	Public	Private
Total, number	**3,108,000**	**1,932,000**	**1,755,000**	**176,000**	**983,000**	**920,000**	**63,300**
Total, percentage	**100.0**	**62.2**	**90.9**	**9.1**	**31.6**	**93.6**	**6.4**
Years as a teacher							
3 or fewer	16.8	16.7	16.2	22.5	15.8	15.5	20.2
4–9	23.5	23.3	23.2	23.8	22.9	22.9	23.7
10–19	25.9	26.6	26.2	29.9	24.5	24.5	25.1
20 or more	33.9	33.4	34.4	23.8	36.7	37.1	31.0
Teacher induction in first year[3]	59.3	59.9	63.3	34.7	63.3	65.2	43.1
Mentor teacher in first year[3]	63.6	66.4	68.4	51.8	61.5	63.3	42.3
Subject taught[4]							
General, elementary	37.6	57.5	56.7	65.8	0.3	0.3	‡
English, elementary	1.9	3.0	2.9	3.7	#	#	‡
English as a second language, elementary	0.8	1.3	1.4	‡	‡	‡	‡
Mathematics, elementary	0.6	0.9	0.7	2.2	#	#	‡
Special education, elementary	6.4	8.7	9.4	1.9	1.4	1.5	0.1
Other, elementary	5.8	8.7	8.3	12.1	0.2	0.2	‡
English, secondary	8.5	4.7	4.8	3.5	15.8	15.6	18.0
English as a second language, secondary	0.4	0.2	0.2	‡	0.8	0.8	0.5!
Foreign language, secondary	2.4	0.6	0.6	0.3!	5.8	5.6	9.1
Mathematics, secondary	6.7	3.3	3.3	2.9	13.2	13.1	14.9
Science, secondary	6.0	2.7	2.7	2.4	12.0	12.0	12.3
Social sciences, secondary	5.7	2.7	2.7	3.2	11.6	11.4	13.5
Special education, secondary	3.4	0.8	0.8	0.4!	8.3	8.7	3.4
Vocational/technical, secondary	4.0	0.8	0.9	‡	10.6	11.0	3.5
Other, secondary	9.7	4.2	4.5	1.4	20.0	19.7	24.5
Certification type[5]							
Regular	85.2	86.5	89.8	54.5	87.5	89.6	56.5
Alternative	—	—	—	—	—	—	—
Probationary	3.1	3.1	2.2	11.8	2.9	2.6	7.8
Provisional	2.6	2.7	2.7	2.9	2.5	2.6	1.9
Temporary	1.0	0.9	0.8	1.9	1.0	1.0	1.8
Waiver or emergency	0.5	0.5	0.5	0.5	0.6	0.6	0.3!
None	7.6	6.3	4.0	28.4	5.5	3.7	31.8

See notes at end of table.

Characteristics of Full-Time School Teachers

Table 33-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

	2003–04						
		Elementary			Secondary		
Teaching characteristic	All teachers[1]	All	Public	Private	All	Public	Private
Total, number	**3,315,000**	**2,063,000**	**1,885,000**	**178,000**	**971,000**	**910,000**	**60,400**
Total, percentage	**100.0**	**62.2**	**91.4**	**8.6**	**29.3**	**93.8**	**6.2**
Years as a teacher							
3 or fewer	16.4	16.0	15.5	20.7	16.2	15.7	22.8
4–9	27.0	27.1	27.2	26.2	26.7	26.6	28.1
10–19	26.6	27.2	27.1	27.2	25.2	25.5	21.2
20 or more	30.1	29.8	30.1	25.9	31.9	32.2	27.9
Teacher induction in first year[3]	66.7	67.9	71.4	39.0	70.9	73.4	43.2
Mentor teacher in first year[3]	70.4	72.3	74.4	54.8	71.1	72.6	54.2
Subject taught[4]							
General, elementary	37.3	56.3	55.4	65.8	0.2	0.2	‡
English, elementary	1.9	2.8	2.8	2.6	#	0.1!	‡
English as a second language, elementary	0.6	0.9	1.0	‡	‡	‡	‡
Mathematics, elementary	0.7	1.0	0.9	2.2	#	#	‡
Special education, elementary	6.3	8.9	9.6	‡	0.5	0.6	‡
Other, elementary	5.6	8.2	7.7	13.5	0.4	0.4	‡
English, secondary	8.6	5.1	5.2	4.6	15.7	15.5	17.5
English as a second language, secondary	0.5	0.4	0.4	‡	0.8	0.8	‡
Foreign language, secondary	2.4	0.6	0.7	0.3!	5.8	5.5	11.6
Mathematics, secondary	6.9	3.5	3.5	2.9	13.5	13.5	14.3
Science, secondary	6.2	3.3	3.4	2.0	11.9	11.8	13.5
Social sciences, secondary	5.8	2.6	2.6	3.0	12.2	12.2	12.3
Special education, secondary	4.9	2.3	2.5	‡	10.1	10.7	1.9!
Vocational/technical, secondary	4.8	1.3	1.4	‡	12.5	13.1	3.3
Other, secondary	7.5	2.8	3.0	1.1	16.2	15.7	24.8
Certification type[5]							
Regular	83.5	86.0	88.9	54.6	83.8	86.5	43.0
Alternative	—	—	—	—	—	—	—
Probationary	3.4	3.4	3.5	1.5	3.8	4.0	1.1!
Provisional	4.2	3.9	3.9	3.8	4.7	4.9	1.9
Temporary	2.2	2.0	2.0	1.9!	2.5	2.5	2.1!
Waiver or emergency	0.6	0.6	0.6	0.4!	0.7	0.7	‡
None	6.2	4.2	1.0	37.9	4.5	1.4	51.5

— Not available.
Rounds to zero.
! Interpret data with caution (estimates are unstable).
‡ Reporting standards not met (too few cases).
[1] Included in the totals, but not shown separately, are full-time teachers of combined elementary and secondary schools.
[2] Roughly 3,250 cases were missing data for the school-level variable in 1993–94; these cases were excluded from the school-level analyses.
[3] Estimates are for teachers who reported that they had participated in a teacher induction program and for those who had worked with a mentor or master teacher, respectively, in their first year of teaching. These questions were only asked of teachers with 3 or fewer years of teaching experience.
[4] Main teaching assignment only. About 16.5 percent of full-time teachers reported having multiple main assignments. For such teachers, the subject listed first in their response was counted as the main assignment.
[5] The Regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers) and full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Provisional certificates are for those who are still participating in an "alternative certification program." Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Temporary certificates are for those who require additional college coursework and/or student teaching. Emergency certificates or waivers are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.
NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

Characteristics of School Principals

Table 34-1. Number and percentage distribution of school principals, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04

Characteristic	All principals[1]	Elementary[2]			Secondary[2]		
		All	Public	Private	All	Public	Private
1993–94							
Total, number	**104,600**	**67,000**	**53,700**	**13,400**	**20,600**	**18,300**	**2,300**
Total, percentage	**100.0**	**69.0**	**80.1**	**19.9**	**21.2**	**88.8**	**11.2**
Sex							
Male	60.9	53.6	58.9	32.3	84.0	86.2	66.0
Female	39.1	46.4	41.1	67.7	16.0	13.8	34.0
Age							
Under 40	10.3	9.3	7.4	16.9	8.2	7.6	13.0
40–44	18.1	18.3	18.8	16.4	18.3	18.2	19.5
45–49	29.2	29.3	31.2	21.6	32.3	33.9	20.0
50–54	22.0	22.0	23.7	15.1	23.7	23.5	25.7
55 and over	20.4	21.1	18.9	30.0	17.4	16.8	21.8
Race/ethnicity[3]							
White	86.2	84.6	83.0	91.1	89.1	88.2	96.1
Black	8.7	9.7	10.8	5.0	6.6	7.3	1.5
Hispanic	3.6	4.0	4.5	2.1	3.1	3.2	2.1
Asian	0.8	1.0	1.0	1.0	0.3	0.3	0.2
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.7	0.7	0.7	0.8	0.9	1.0	0.1
Highest degree earned							
No degree	1.6	1.1	#	5.3	#	#	0.2
Associate's	0.4	0.3	#	1.8	#	#	#
Bachelor's	7.3	6.4	1.5	26.1	1.7	1.2	6.0
Master's	60.6	62.2	64.1	54.2	63.5	63.1	67.4
Education specialist or professional diploma[4]	21.6	22.2	25.7	8.0	24.1	25.4	14.0
Doctoral or first-professional[5]	8.5	7.8	8.6	4.7	10.5	10.3	12.4
1999–2000							
Total, number	**110,000**	**75,900**	**60,100**	**15,800**	**23,100**	**20,500**	**2,600**
Total, percentage	**100.0**	**69.0**	**79.2**	**20.8**	**21.0**	**88.6**	**11.4**
Sex							
Male	53.7	44.9	48.2	32.4	76.9	78.3	66.3
Female	46.4	55.1	51.8	67.6	23.1	21.8	33.7
Age							
Under 40	11.1	10.5	9.9	12.9	9.9	10.0	9.6
40–44	12.7	12.5	12.6	12.5	13.1	12.9	14.6
45–49	22.6	22.6	23.7	18.6	22.8	23.1	20.4
50–54	30.0	30.0	32.0	22.4	32.8	33.5	28.0
55 and over	23.7	24.3	21.9	33.6	21.4	20.6	27.3
Race/ethnicity[3]							
White	83.9	82.2	81.2	86.2	86.6	85.6	94.5
Black	9.8	11.1	11.8	8.1	7.6	8.4	1.3!
Hispanic	4.7	5.1	5.6	3.2	4.0	4.1	3.1!
Asian	0.9	1.0	0.7!	1.9	0.7!	0.8!	0.3!
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.7	0.7	0.7	0.6	1.1	1.1	0.9!
Highest degree earned							
No degree	1.5	0.9	#	4.2	0.1!	#	1.1
Associate's	0.3	0.2!	#	0.7!	#	#	0.1!
Bachelor's	7.0	6.5	1.8	24.4	2.7	1.4	13.3
Master's	53.5	54.1	53.9	54.7	56.1	55.8	58.6
Education specialist or professional diploma[4]	28.1	29.5	34.6	9.9	29.6	31.3	16.0
Doctoral or first-professional[5]	9.8	8.9	9.7	6.1	11.5	11.6	10.9

See notes at end of table.

Characteristics of School Principals

Table 34-1. Number and percentage distribution of school principals, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Characteristic	All principals[1]	Elementary[2]			Secondary[2]		
		All	Public	Private	All	Public	Private
2003–04							
Total, number	**115,000**	**78,200**	**61,500**	**16,700**	**22,200**	**19,700**	**2,500**
Total, percentage	**100.0**	**67.8**	**78.6**	**21.4**	**19.3**	**88.7**	**11.3**
Sex							
Male	50.3	41.3	44.0	31.4	73.1	74.0	66.6
Female	49.7	58.7	56.0	68.6	26.9	26.0	33.4
Age							
Under 40	15.0	14.9	14.8	15.2	12.8	12.6	14.3
40–44	10.9	10.6	10.5	10.9	11.0	11.2	8.7
45–49	17.5	17.5	18.3	14.3	18.5	18.8	15.9
50–54	26.0	26.6	28.0	21.5	25.9	27.3	15.4
55 and over	30.7	30.5	28.5	38.2	31.9	30.1	45.7
Race/ethnicity[3]							
White	84.2	82.4	81.0	87.5	85.9	84.8	95.0
Black	9.3	10.3	11.4	6.6	8.7	9.4	3.2
Hispanic	4.8	5.5	6.0	3.3	4.1	4.4	1.2
Asian	0.7	0.8	0.6	1.6	0.4	0.3	0.4
Pacific Islander	0.1	0.1	0.1	0.2	0.1	0.1	#
American Indian/Alaska Native	0.7	0.6	0.6	0.5	0.5	0.5	0.1
Highest degree earned							
No degree	1.8	1.4	#	6.6	0.4	#	3.2
Associate's	0.8	0.7	0.1	2.7	0.1	#	0.8
Bachelor's	6.8	6.0	1.0	24.1	3.6	2.9	9.3
Master's	56.9	57.8	59.9	50.0	57.1	56.4	62.9
Education specialist or professional diploma[4]	25.6	26.5	30.5	12.0	28.7	30.7	13.0
Doctoral or first-professional[5]	8.2	7.7	8.5	4.6	10.1	10.0	10.9

— Not available.

! Interpret data with caution (estimates are unstable).

Rounds to zero.

[1] Included in the totals but not shown separately are principals of combined elementary and secondary schools.

[2] Roughly 900 cases were missing data for the school level variable in 1993–94; these cases were excluded from the school-level analyses.

[3] Race categories exclude persons of Hispanic ethnicity. Before 2003–04, Asian and Pacific Islander were not reported separately; therefore, Pacific Islander is included in Asian for the 1993–94 and 1999–2000 survey administrations.

[4] At least 1 year beyond the master's level.

[5] 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: Data are only for principals, not assistant principals. Principals from Bureau of Indian Affairs schools were excluded from the analysis. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS). Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

Characteristics of School Principals

Table 34-2. Number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04

Professional characteristic	All principals[1]	Elementary[2]			Secondary[2]		
		All	Public	Private	All	Public	Private
1993–94							
Total, number	**104,600**	**67,000**	**53,700**	**13,400**	**20,600**	**18,300**	**2,300**
Total, percentage	**100.0**	**69.0**	**80.1**	**19.9**	**21.2**	**88.8**	**11.2**
Years as a principal							
3 or fewer	31.3	30.5	30.3	31.2	31.8	31.0	38.2
4–9	32.2	31.7	33.1	26.0	34.3	34.6	31.4
10–19	25.5	25.3	24.2	30.0	25.6	26.1	21.7
20 or more	11.0	12.6	12.5	12.8	8.3	8.2	8.8
Years of teaching experience prior to becoming principal							
3 or fewer	11.5	10.0	6.8	22.6	9.0	7.4	22.1
4–9	34.8	33.8	36.2	24.4	38.6	40.2	25.9
10–19	43.9	45.6	47.0	40.0	43.5	43.8	40.7
20 or more	9.8	10.6	10.0	12.9	8.8	8.5	11.2
Years of teaching experience since becoming principal							
3 or fewer	81.7	83.4	87.5	67.1	86.5	88.9	67.6
4–9	9.0	7.7	6.0	14.5	7.1	5.7	18.7
10–19	6.4	5.8	4.5	11.1	4.6	3.9	10.0
20 or more	2.9	3.1	2.0	7.3	1.8	1.5	3.6
Average annual salary, number[3]	$62,200	$62,100	$68,900	$34,600	$70,000	$72,000	$53,400
Average annual salary, percentage[3]							
Less than $30,000	9.5	8.5	0.4	41.0	2.1	0.1	17.5
$30,000–44,999	9.9	9.4	3.5	33.5	6.3	4.1	23.7
$45,000–59,999	22.9	23.9	25.4	17.7	22.5	22.0	26.7
$60,000–74,999	29.1	30.9	37.4	4.8	31.1	33.0	15.6
$75,000–99,999	24.8	24.4	29.9	2.1	31.5	34.3	9.1
$100,000 or more	3.9	2.9	3.4	0.9	6.5	6.4	7.3

See notes at end of table.

Characteristics of School Principals

Table 34-2. Number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Professional characteristic	All principals[1]	Elementary[2]			Secondary[2]		
		All	Public	Private	All	Public	Private
1999–2000							
Total, number	**110,000**	**75,900**	**60,100**	**15,800**	**23,100**	**20,500**	**2,600**
Total, percentage	**100.0**	**69.0**	**79.2**	**20.8**	**21.0**	**88.6**	**11.4**
Years as a principal							
3 or fewer	29.7	29.6	29.5	29.9	29.6	30.3	23.5
4–9	29.9	28.9	30.0	24.8	33.5	33.7	32.0
10–19	27.8	28.5	28.5	28.5	26.2	25.9	28.8
20 or more	12.7	13.0	12.0	16.8	10.8	10.1	15.8
Years of teaching experience prior to becoming principal							
3 or fewer	9.9	7.8	4.9	18.8	7.4	6.4	15.5
4–9	29.7	29.1	29.5	27.4	31.1	31.6	27.3
10–19	43.1	44.8	47.1	36.0	44.0	44.8	37.7
20 or more	17.3	18.4	18.5	17.8	17.5	17.2	19.6
Years of teaching experience since becoming principal							
3 or fewer	84.2	85.9	89.6	71.8	86.0	88.7	64.5
4–9	8.1	7.5	6.0	13.1	8.1	6.6	19.8
10–19	5.6	4.7	3.5	9.4	4.5	3.6	12.0
20 or more	2.1	1.9	0.9	5.8	1.4	1.2	3.7
Average annual salary, number[3]	$66,600	$66,400	$72,500	$43,000	$73,700	$75,400	$60,600
Average annual salary, percentage[3]							
Less than $30,000	6.2	5.1	0.4	22.9	1.9	0.2	15.7
$30,000–44,999	9.6	9.8	2.1	38.7	4.0	2.6	14.8
$45,000–59,999	19.9	20.3	19.1	24.8	18.2	17.2	25.5
$60,000–74,999	29.1	30.5	36.7	6.9	30.4	31.9	18.5
$75,000–99,999	29.8	29.8	36.5	4.3	37.1	39.9	15.3
$100,000 or more	5.4	4.5	5.1	2.3	8.4	8.2	10.1

See notes at end of table.

Characteristics of School Principals

Table 34-2. Number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued

Professional characteristic	All principals[1]	Elementary[2]			Secondary[2]		
		All	Public	Private	All	Public	Private
2003–04							
Total, number	**115,000**	**78,200**	**61,500**	**16,700**	**22,200**	**19,700**	**2,500**
Total, percentage	**100.0**	**67.8**	**78.6**	**21.4**	**19.3**	**88.7**	**11.3**
Years as a principal							
3 or fewer	34.2	34.1	34.2	33.8	33.9	34.2	31.1
4–9	31.2	30.9	32.9	23.5	34.7	35.2	30.2
10–19	24.8	25.3	24.9	26.7	23.9	23.9	24.5
20 or more	9.8	9.7	7.9	16.0	7.5	6.7	14.3
Years of teaching experience prior to becoming principal							
3 or fewer	10.6	8.6	4.6	23.5	7.2	6.1	15.4
4–9	28.6	27.9	29.3	22.7	31.0	31.8	24.9
10–19	42.4	44.4	46.6	36.6	42.6	43.6	34.7
20 or more	18.5	19.0	19.5	17.2	19.2	18.4	25.0
Years of teaching experience since becoming principal							
3 or fewer	89.7	91.4	95.6	75.8	93.1	95.5	74.4
4–9	5.4	4.4	2.8	10.5	4.7	3.2	16.3
10–19	3.5	3.2	1.4	9.9	1.8	1.1	7.2
20 or more	1.3	0.9	0.2	3.8	0.4	0.2	2.0
Average annual salary, number[3]	$68,900	$69,000	$75,400	$45,700	$77,600	$79,400	$63,700
Average annual salary, percentage[3]							
Less than $30,000	5.9	4.7	0.3	20.7	1.0	0.1	8.4
$30,000–44,999	8.4	8.3	1.8	31.9	3.9	2.1	17.9
$45,000–59,999	15.4	15.4	13.2	23.6	11.1	9.2	26.1
$60,000–74,999	29.4	30.3	34.5	15.0	31.1	32.5	20.2
$75,000–99,999	32.1	33.7	41.6	4.8	39.0	41.9	16.4
$100,000 or more	8.7	7.6	8.6	3.9	13.9	14.2	11.2

! Interpret data with caution (estimates are unstable).

[1] Included in totals but not shown separately are principals of combined elementary and secondary schools.

[2] Roughly 900 cases were missing data for the school level variable in 1993–94; these cases were excluded from the school-level analyses.

[3] Annual salaries may include compensation for duties other than those related to principal position, such as teaching a class. Average annual salary estimates were calculated in 2003–04 constant dollars.

NOTE: Data are only for principals, not assistant principals. Principals from Bureau of Indian Affairs schools were excluded from the analysis. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS). Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

Student Support Staff in Public Schools

Table 35-1. Number of regular public school teachers and student support staff, average number of students per staff, and percent of schools with such staff, by school level and type of school staff: School year 2003–04

Type of school staff	Number of staff				Average number of students per staff in schools with such staff[2]	Percent of schools	
	Total	Full-time	Part-time	Per school[1]		With such staff[3]	With full-time staff
Elementary							
All teachers	1,972,000	1,803,000	169,700	34.1	14	100	100
All student support staff	857,000	533,000	324,700	14.8	33	99	93
Licensed or certified professionals	301,900	139,400	162,500	5.2	92	98	76
School counselors	60,800	42,000	18,800	1.1	372	78	54
Nurses	54,400	25,800	28,600	0.9	449	84	41
Social workers	27,200	9,200	18,000	0.5	450	41	14
Psychologists	42,700	10,600	32,000	0.7	483	69	17
Speech therapists	68,100	31,400	36,800	1.2	392	93	44
Other professionals	48,700	20,400	28,300	0.8	237	39	17
Teacher aides	555,400	393,200	162,200	9.6	50	98	87
Instructional aides	458,700	329,700	128,900	7.9	63	94	82
Special education	207,600	160,500	47,000	3.6	113	80	67
Regular Title I	76,000	51,200	24,900	1.3	148	42	31
ESL/bilingual teacher	37,600	20,700	16,900	0.7	293	35	18
Library	27,800	18,000	9,800	0.5	449	43	29
Other	109,700	79,300	30,400	1.9	120	48	36
Noninstructional aides	96,700	63,500	33,300	1.7	289	48	33
Special education	38,800	31,500	7,300	0.7	722	21	17
Library	13,900	8,100	5,800	0.2	440	20	11
Other	44,100	23,900	20,100	0.8	178	25	15
Secondary							
All teachers	860,000	816,000	44,400	57.9	16	100	100
All student support staff	217,000	160,000	56,400	14.6	62	100	97
Licensed or certified professionals	96,700	64,800	31,900	6.5	139	99	94
School counselors	40,600	38,100	2,500	2.7	321	96	91
Nurses	14,400	8,700	5,700	1.0	809	83	50
Social workers	7,200	4,000	3,200	0.5	807	38	20
Psychologists	11,000	4,300	6,800	0.7	902	64	25
Speech therapists	12,500	3,500	9,000	0.8	873	75	21
Other professionals	10,900	6,200	4,700	0.7	489	35	20
Teacher aides	120,000	95,600	24,500	8.1	110	96	88
Instructional aides	93,600	75,300	18,300	6.3	143	90	81
Special education	64,400	54,200	10,200	4.3	178	81	72
Regular Title I	6,700	5,100	1,500	0.4	290	15	12
ESL/bilingual teacher	7,400	4,200	3,300	0.5	767	31	17
Library	7,500	5,900	1,500	0.5	790	40	33
Other	7,600	6,000	1,700	0.5	496	23	18
Noninstructional aides	26,400	20,200	6,200	1.8	509	53	44
Special education	12,200	10,200	2,000	0.8	1,102	27	22
Library	5,500	4,100	1,400	0.4	780	27	21
Other	8,700	5,900	2,800	0.6	392	22	16

[1] Does not distinguish between full- and part-time status of staff.

[2] The average number of students per staff is based on student enrollment in schools with such staff and the total number of full- and part-time staff. This measure differs from pupil/teacher ratios that are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff.

[3] This measure is intended to reveal how many schools have access to staff; it does not distinguish between the full- and part-time status of such staff.

NOTE: Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. Data for combined elementary and secondary schools and for ungraded schools are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

Student Support Staff in Public Schools

Table 35-2. Number of regular public school teachers and student support staff, average number of students per staff, and percent of schools with such staff, by school poverty status and type of school staff: School year 2003–04

Type of school staff	Number of staff				Average number of students per staff in schools with such staff[2]	Percent of schools	
	Total	Full-time	Part-time	Per school[1]		With such staff[3]	With full-time staff
High-poverty							
All teachers	459,000	440,000	19,800	37.5	14	100	100
All student support staff	191,000	134,000	56,500	15.6	34	100	95
Licensed or certified professionals	65,800	36,800	28,900	5.4	99	99	83
School counselors	14,400	11,700	2,700	1.2	380	82	66
Nurses	11,800	6,300	5,500	1.0	491	85	46
Social workers	6,800	3,400	3,300	0.6	470	46	23
Psychologists	7,900	2,500	5,400	0.6	547	59	19
Speech therapists	13,700	6,900	6,800	1.1	448	90	46
Other professionals	11,200	6,000	5,200	0.9	260	41	21
Teacher aides	125,100	97,600	27,500	10.2	51	97	89
Instructional aides	109,800	88,200	21,600	9.0	59	96	87
Special education	38,200	32,700	5,500	3.1	147	81	70
Regular Title I	28,300	21,400	6,900	2.3	144	61	50
ESL/bilingual teacher	15,000	11,500	3,500	1.2	210	41	31
Library	4,900	3,600	1,300	0.4	509	36	27
Other	23,400	19,000	4,300	1.9	132	46	38
Noninstructional aides	15,400	9,400	5,900	1.3	427	43	30
Special education	5,000	4,200	800	0.4	1,302	17	14
Library	1,900	1,200	700	0.2	555	15	10
Other	8,400	4,000	4,400	0.7	207	24	15
Low-poverty							
All teachers	673,000	612,000	61,100	45.9	15	100	100
All student support staff	230,000	142,000	87,200	15.6	43	100	95
Licensed or certified professionals	90,700	50,100	40,600	6.2	110	99	87
School counselors	24,200	20,400	3,800	1.6	346	77	62
Nurses	14,600	8,500	6,200	1.0	601	86	53
Social workers	7,800	3,100	4,700	0.5	620	46	18
Psychologists	13,100	4,400	8,700	0.9	634	80	26
Speech therapists	17,300	7,900	9,400	1.2	520	90	45
Other professionals	13,700	5,800	7,900	0.9	311	40	18
Teacher aides	138,900	92,300	46,600	9.5	71	97	86
Instructional aides	107,600	73,200	34,400	7.3	96	92	80
Special education	64,400	48,500	15,900	4.4	129	82	70
Regular Title I	5,800	3,300	2,600	0.4	250	16	11
ESL/bilingual teacher	5,400	1,900	3,500	0.4	587	29	11
Library	8,400	5,400	3,000	0.6	554	45	30
Other	23,600	14,100	9,500	1.6	165	42	29
Noninstructional aides	31,300	19,100	12,200	2.1	319	53	36
Special education	11,700	8,800	2,900	0.8	852	25	19
Library	5,100	3,200	1,900	0.3	627	28	18
Other	14,500	7,200	7,400	1.0	207	27	14

[1] Does not distinguish between full- and part-time status of staff.

[2] The average number of students per staff is based on student enrollment in schools with such staff and the total number of full- and part-time staff. This measure differs from pupil/teacher ratios that are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff.

[3] This measure is intended to reveal how many schools have access to staff; it does not distinguish between the full- and part-time status of such staff.

NOTE: Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. *High-poverty* schools are those where at least 75 percent of students are approved for free or reduced-price lunches; *low-poverty* schools are those where less than 15 percent of students are approved for free or reduced-price lunches. Data for combined elementary and secondary schools and for ungraded schools are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

School Violence and Safety

Table 36-1. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2004

Location and year	Total	Theft	Violent crime	
			All violent crime	Serious violent crime
At school				
1992	144	95	48	10
1993	155	96	59	12
1994	150	94	56	13
1995	135	85	50	9
1996	121	78	43	9
1997	102	63	40	8
1998	101	58	43	9
1999	92	59	33	7
2000	72	46	26	5
2001	73	45	28	6
2002	64	40	24	3
2003	73	45	28	6
2004	55	33	22	4
Away from school				
1992	138	68	71	32
1993	139	69	70	35
1994	129	60	69	33
1995	119	61	58	23
1996	117	62	55	26
1997	117	58	59	24
1998	95	46	48	21
1999	78	39	39	18
2000	74	40	34	14
2001	61	33	28	11
2002	55	29	26	11
2003	60	28	32	12
2004	48	27	21	9

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Crime Victimization Survey.
SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), table 2.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2004.

School Violence and Safety

Table 36-2. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2004

	At school				Away from school			
			Violent crime				Violent crime	
Student characteristic	Total	Theft	All violent crime	Serious violent crime	Total	Theft	All violent crime	Serious violent crime
Total	**55**	**33**	**22**	**4**	**48**	**27**	**21**	**9**
Sex								
Male	57	31	27	4	52	28	24	11
Female	52	35	17	4	43	25	18	6
Age								
12–14	64	34	30	5	34	18	16	7
15–18	46	31	15	3!	61	35	26	10
Race/ethnicity[1]								
White	60	35	25	5	52	30	22	8
Black	60	34	26	4!	57	21	36	19
Hispanic	39	27	12	‡	30	22	8!	‡
Other	38	29	10!	‡	39	22	17!	‡
Location								
Urban	62	33	28	6!	49	22	28	13
Suburban	51	33	17	4	43	25	18	6
Rural	57	30	27	‡	60	40	20	9!
Household income								
Less than $15,000	45	16	29	‡	45	23	22	13!
$15,000–29,999	41	21	21	‡	91	45	45	15
$30,000–49,999	50	32	18	‡	16	9	7!	3!
$50,000–74,999	84	44	41	8!	74	39	35	14
$75,000 or more	62	44	18	4!	32	23	9	3!

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

[1] Other includes Asian, Pacific Islander, and American Indian (including Alaska Native). Race categories exclude persons of Hispanic ethnicity.

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Crime Victimization Survey.

SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), tables 2.2 and 2.3, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2004.

Changes in Sources of Public School Revenue

Table 37-1. Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2003–04

[Billions of constant 2003–04 dollars]

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04
United States								
Total	**$305.8**	**$315.7**	**$331.0**	**$346.6**	**$375.1**	**$409.8**	**$437.9**	**$462.0**
Federal	18.6	20.9	23.3	23.0	25.5	29.8	34.6	41.9
State	144.0	146.4	149.5	164.7	181.4	202.9	215.6	217.4
Local	143.1	148.5	158.2	158.9	168.1	177.2	187.7	202.7
From property taxes	109.8	115.6	124.4	122.6	127.9	137.1	147.3	160.6
From other sources	33.3	32.9	33.8	36.3	40.2	40.1	40.4	42.1
Northeast								
Total	**75.2**	**76.7**	**79.1**	**81.8**	**85.1**	**93.0**	**99.4**	**107.5**
Federal	3.5	3.9	4.2	4.1	4.3	5.1	5.8	7.4
State	30.2	30.3	30.4	31.7	33.1	39.8	44.1	44.5
Local	41.4	42.5	44.5	46.0	47.7	48.1	49.4	55.7
From property taxes	36.6	37.7	39.8	40.7	42.3	42.2	43.6	49.3
From other sources	4.9	4.7	4.7	5.3	5.4	5.9	5.8	6.4
Midwest								
Total	**71.8**	**74.5**	**79.6**	**83.9**	**90.9**	**97.0**	**103.3**	**106.7**
Federal	3.9	4.4	4.8	4.8	5.4	6.2	7.1	8.4
State	28.4	28.3	31.0	39.2	42.8	46.6	50.3	51.0
Local	39.5	41.9	43.8	40.0	42.6	44.2	45.9	47.4
From property taxes	32.3	34.3	36.7	32.4	33.9	34.9	36.6	38.9
From other sources	7.2	7.5	7.2	7.6	8.6	9.3	9.3	8.5
South								
Total	**94.6**	**97.8**	**103.3**	**109.7**	**118.9**	**131.1**	**138.1**	**145.3**
Federal	6.9	7.6	8.7	8.4	9.5	10.9	12.8	15.2
State	46.5	47.4	49.6	53.7	58.7	65.3	65.4	65.9
Local	41.2	42.8	45.0	47.6	50.8	54.8	60.0	64.2
From property taxes	25.6	27.7	28.6	30.4	31.8	38.2	43.0	45.5
From other sources	15.6	15.1	16.4	17.2	18.9	16.6	17.0	18.7
West								
Total	**64.2**	**66.7**	**69.0**	**71.2**	**80.2**	**88.8**	**97.1**	**102.5**
Federal	4.4	4.9	5.7	5.7	6.4	7.6	8.9	11.0
State	38.9	40.5	38.4	40.1	46.8	51.2	55.8	56.1
Local	20.9	21.3	24.9	25.4	27.1	30.0	32.4	35.5
From property taxes	15.3	15.9	19.4	19.1	19.8	21.7	24.1	26.9
From other sources	5.6	5.5	5.5	6.3	7.2	8.3	8.4	8.5

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2003–04 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about the CPI and also information about revenue types. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information about the Common Core of Data (CCD).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2003–04.

Changes in Sources of Public School Revenue

Table 37-2. Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2003–04

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04
United States								
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Federal	6.1	6.6	7.1	6.6	6.8	7.3	7.9	9.1
State	47.1	46.4	45.2	47.5	48.4	49.5	49.2	47.1
Local	46.8	47.0	47.8	45.9	44.8	43.2	42.9	43.9
From property taxes	35.9	36.6	37.6	35.4	34.1	33.4	33.6	34.8
From other sources	10.9	10.4	10.2	10.5	10.7	9.8	9.2	9.1
Northeast								
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Federal	4.6	5.1	5.3	5.0	5.0	5.4	5.9	6.9
State	40.2	39.5	38.4	38.7	38.9	42.8	44.4	41.4
Local	55.1	55.4	56.3	56.3	56.0	51.7	49.7	51.8
From property taxes	48.7	49.2	50.3	49.8	49.8	45.4	43.9	45.8
From other sources	6.5	6.2	6.0	6.5	6.3	6.3	5.8	5.9
Midwest								
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Federal	5.4	5.9	6.0	5.7	6.0	6.4	6.9	7.8
State	39.6	37.9	39.0	46.7	47.2	48.0	48.7	47.8
Local	55.0	56.2	55.0	47.6	46.9	45.6	44.4	44.4
From property taxes	45.0	46.1	46.0	38.6	37.4	36.0	35.5	36.4
From other sources	10.1	10.1	9.0	9.0	9.5	9.6	9.0	8.0
South								
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Federal	7.3	7.8	8.4	7.6	8.0	8.3	9.2	10.5
State	49.1	48.5	48.0	49.0	49.3	49.8	47.3	45.4
Local	43.6	43.8	43.5	43.4	42.7	41.8	43.4	44.2
From property taxes	27.1	28.3	27.6	27.7	26.8	29.1	31.1	31.3
From other sources	16.5	15.5	15.9	15.7	15.9	12.7	12.3	12.9
West								
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Federal	6.8	7.3	8.2	8.1	7.9	8.6	9.2	10.7
State	60.6	60.7	55.7	56.3	58.3	57.6	57.4	54.7
Local	32.6	32.0	36.1	35.6	33.7	33.8	33.4	34.6
From property taxes	23.8	23.8	28.1	26.8	24.7	24.5	24.8	26.3
From other sources	8.8	8.2	8.0	8.8	9.0	9.3	8.6	8.3

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. *Supplemental note 1* identifies the states in each region. See *supplemental note 11* for further information about revenue types. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2003–04.

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 38-1. Total expenditures per student in fall enrollment in public elementary and secondary schools and the percentage distribution of total expenditures of public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 through 2003–04

Region and expenditure category	Total expenditures per pupil [in constant 2003–04 dollars]				Percentage distribution			
	1989–90	1994–95	1999–2000	2003–04	1989–90	1994–95	1999–2000	2003–04
United States								
Total expenditures	**$7,692**	**$7,826**	**$8,958**	**$9,762**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	4,105	4,223	4,691	5,098	53.4	54.0	52.4	52.2
Administration	591	558	588	636	7.7	7.1	6.6	6.5
Operation and maintenance	732	688	732	798	9.5	8.8	8.2	8.2
Capital outlay and interest	779	841	1,231	1,309	10.1	10.7	13.7	13.4
Other[1]	1,484	1,516	1,715	1,922	19.3	19.4	19.1	19.7
Northeast								
Total expenditures	**10,368**	**10,578**	**11,459**	**13,245**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	6,005	6,212	6,529	7,494	57.9	58.7	57.0	56.6
Administration	840	697	717	829	8.1	6.6	6.3	6.3
Operation and maintenance	1,005	933	949	1,087	9.7	8.8	8.3	8.2
Capital outlay and interest	598	826	1,131	1,312	5.8	7.8	9.9	9.9
Other[1]	1,919	1,911	2,133	2,523	18.5	18.1	18.6	19.0
Midwest								
Total expenditures	**7,552**	**8,039**	**9,338**	**10,143**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	3,981	4,231	4,731	5,118	52.7	52.6	50.7	50.5
Administration	568	582	663	724	7.5	7.2	7.1	7.1
Operation and maintenance	737	697	766	826	9.8	8.7	8.2	8.1
Capital outlay and interest	759	853	1,324	1,413	10.1	10.6	14.2	13.9
Other[1]	1,507	1,676	1,854	2,062	20.0	20.8	19.8	20.3
South								
Total expenditures	**6,749**	**6,909**	**8,067**	**8,445**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	3,502	3,635	4,123	4,406	51.9	52.6	51.1	52.2
Administration	513	508	520	540	7.6	7.4	6.4	6.4
Operation and maintenance	595	605	651	697	8.8	8.8	8.1	8.3
Capital outlay and interest	847	837	1,228	1,140	12.6	12.1	15.2	13.5
Other[1]	1,291	1,324	1,544	1,662	19.1	19.2	19.1	19.7
West								
Total expenditures	**7,227**	**6,933**	**8,095**	**8,937**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	3,693	3,610	4,157	4,429	51.1	52.1	51.3	49.6
Administration	543	504	525	564	7.5	7.3	6.5	6.3
Operation and maintenance	732	622	660	718	10.1	9.0	8.2	8.0
Capital outlay and interest	836	847	1,221	1,467	11.6	12.2	15.1	16.4
Other[1]	1,424	1,351	1,533	1,759	19.7	19.5	18.9	19.7

[1] Other expenditures include funds for student support, other instructional staff, other student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Expenditures are in constant 2003–04 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 1* for information on regional categorizations. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2003–04.

Variations in Instruction Expenditures per Student

Table 39-1. Variation and percentage distribution of variation in instruction expenditures in unified public elementary and secondary school districts, by source of variation: 1989–90 to 2003–04

School year	Theil coefficient[1]	Between-state component	Within-state component	Percentage distribution: Theil coefficient[1]	Percentage distribution: Between-state component	Percentage distribution: 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

[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. *See supplemental note 11* for more information.

NOTE: Detail may not sum to totals because of rounding. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2003–04, approximately 71 percent of all school districts were unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 to 2002" and "School District Finance Survey (Form F-33)," 2002–03 to 2003–04.

Public Elementary and Secondary Expenditures by District Poverty

Table 40-1. Total expenditures per student in fall enrollment in public school districts and percent change, by district poverty level: Various years, 1995–96 to 2003–04

[In constant 2003–04 dollars]

District poverty level[1]	Total expenditures per student[2]							Percent change from 1995–96 to 2003–04
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	2003–04	
Total	**$7,847**	**$8,239**	**$8,884**	**$9,217**	**$9,523**	**$9,630**	**$9,754**	**24.3**
Low	8,936	9,195	9,817	10,191	10,689	10,768	10,857	21.5
Middle low	7,754	8,116	8,832	9,110	9,352	9,419	9,496	22.5
Middle	7,336	7,701	8,206	8,471	8,736	8,839	9,042	23.3
Middle high	7,117	7,538	8,357	8,605	8,911	8,927	9,045	27.1
High	8,095	8,645	9,205	9,709	9,939	10,191	10,377	28.2

[1] District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold to all district children ages 5–17, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 1* for further information on poverty.

[2] Total expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11*.

NOTE: Total expenditures include current expenditures for regular school programs, capital outlay, and interest on school debt. Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts. See *supplemental note 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2003–04.

Table 40-2. Current expenditures per student in fall enrollment in public school districts and percent change, by district poverty level: Various years, 1995–96 to 2003–04

[In constant 2003–04 dollars]

District poverty level[1]	Current expenditures per student[2]							Percent change from 1995–96 to 2003–04
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	2003–04	
Total	**$6,698**	**$6,930**	**$7,394**	**$7,653**	**$7,875**	**$8,042**	**$8,134**	**21.5**
Low	7,478	7,539	7,933	8,198	8,487	8,663	8,832	18.1
Middle low	6,526	6,736	7,259	7,474	7,672	7,813	7,863	20.5
Middle	6,247	6,468	6,814	7,015	7,260	7,364	7,453	19.3
Middle high	6,186	6,448	7,068	7,308	7,532	7,584	7,707	24.6
High	7,052	7,458	7,894	8,271	8,434	8,780	8,858	25.6

[1] District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold to all district children ages 5–17, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 1* for further information on poverty.

[2] Current expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11*.

NOTE: Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts. See *supplemental note 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2003–04.

Public Elementary and Secondary Expenditures by District Poverty

Table 40-3. Percentage distribution of fall enrollment in public school districts, by community type and district poverty level: 2003–04

District poverty level[1]	Total	City	Suburban	Town	Rural
Low	**100.0**	9.6	68.9	5.9	15.6
Middle low	**100.0**	17.9	49.1	13.3	19.8
Middle	**100.0**	25.6	38.0	15.0	21.4
Middle high	**100.0**	35.9	26.8	17.5	19.9
High	**100.0**	68.9	6.0	12.0	13.1

[1] District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold to all district children ages 5–17, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 1* for further information on poverty.

NOTE: Detail may not sum to totals because of rounding. Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts. See *supplemental note 1* for information about community types.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2003–04 and "School District Finance Survey (Form F-33)," 2003–04.

International Comparisons of Expenditures for Education

Table 41-1. Annual expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2003

Country	Expenditures per student[1]		Expenditures as a percentage of GDP			
	Elementary and secondary[2]	Post-secondary[3]	Elementary and secondary[2]	Post-secondary[3]	Total[4]	GDP per capita
OECD mean	**$6,278**	**$11,254**	**3.9**	**1.4**	**5.3**	**$26,355**
Australia	6,584	12,406	4.1	1.5	5.7	31,100
Austria	8,399	12,344	3.8	1.1	5.0	30,797
Belgium	7,072	11,824	4.1	1.3	5.4	30,089
Canada[5,6]	6,482	19,992	3.6	2.4	5.9	30,403
Czech Republic	3,397	6,774	3.1	1.1	4.2	17,284
Denmark	8,011	14,014	4.3	1.8	6.0	30,677
Finland	6,501	12,047	4.0	1.8	5.7	28,334
France	7,181	10,704	4.2	1.4	5.6	28,373
Germany	6,594	11,594	3.5	1.1	4.7	27,619
Greece	4,587	4,924	2.8	1.3	4.1	20,479
Hungary[6]	3,740	8,576	3.7	1.3	5.0	15,112
Iceland	7,319	8,023	5.2	1.2	6.3	30,774
Ireland	5,446	9,341	3.2	1.2	4.4	34,171
Italy[6]	7,754	8,764	3.6	0.9	4.6	26,561
Japan	6,842	11,556	3.0	1.3	4.2	28,071
Korea	5,174	7,089	4.4	2.6	7.0	19,317
Luxembourg[7]	13,621	—	—	—	—	55,571!
Mexico	1,763	5,774	4.5	1.3	5.8	9,585
Netherlands	6,439	13,444	3.4	1.3	4.6	31,792
New Zealand	5,419	8,832	4.9	1.5	6.4	23,551
Norway	9,300	13,772	4.6	1.5	6.1	37,237
Poland[6]	2,959	4,589	4.4	1.5	5.9	11,583
Portugal[6]	5,519	7,200	4.2	1.1	5.3	17,617
Slovak Republic	2,293	4,678	3.1	0.9	4.0	13,114
Spain	5,682	8,943	3.0	1.2	4.2	24,812
Sweden	7,453	16,073	4.5	1.8	6.3	29,522
Switzerland[6]	10,150	25,900	4.6	1.6	6.2	33,217
Turkey[6]	986	—	2.6	1.1	3.7	6,762
United Kingdom	6,741	11,866	4.6	1.1	5.7	29,609
United States	8,935	24,074	4.2	2.9	7.0	37,510

— 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 2002–03 school year and on current expenditures and capital outlays from both public and private sources where data are available.

[2] 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, Netherlands, New Zealand, Norway, Poland, Slovak Republic, Spain, Sweden, Switzerland, and the United Kingdom. Also includes preprimary data (ISCED level 0) for Canada, Greece, and Luxembourg.

[3] Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data for Canada, Denmark, Iceland, and Japan.

[4] Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures with the exception of Italy, Korea, Luxembourg, Mexico, Portugal, Turkey, and the United States where data for postsecondary nontertiary are either not applicable or not available.

[5] Data are for 2002.

[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). Luxembourg has no postsecondary institutions.

NOTE: Educational expenditures are from public and private revenue sources. Purchasing power parity (PPP) indices are used to convert other currencies to U.S. dollars. 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 investment. 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. See *supplemental note 6* for more information on ISCED levels.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2006). *Education at a Glance: OECD Indicators, 2006*, tables B1.1c, B2.1c, and X2.1.

Fields of Study

Table 42-1. Number of associate's degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05

Field of study	1990–91 Number	1990–91 Percent of total	1997–98 Number	1997–98 Percent of total	2004–05 Number	2004–05 Percent of total	Percent change 1990–91 to 1997–98	Percent change 1997–98 to 2004–05	Percent change 1990–91 to 2004–05
Total[1]	**481,700**	**100.0**	**558,600**	**100.0**	**696,700**	**100.0**	**16.0**	**24.7**	**44.6**
Liberal arts and sciences, general studies, and humanities	142,700	29.6	186,200	33.3	240,100	34.5	30.5	28.9	68.3
Health professions and related clinical sciences	70,800	14.7	94,900	17.0	122,500	17.6	34.0	29.0	73.0
Business	89,500	18.6	95,300	17.1	112,400	16.1	6.5	17.9	25.5
Engineering and engineering technologies	49,800	10.3	55,700	10.0	53,100	7.6	11.8	-4.5	6.7
Computer and information sciences	7,700	1.6	18,200	3.3	36,200	5.2	136.9	98.9	371.2
Security and protective services	13,600	2.8	19,000	3.4	23,700	3.4	40.1	25.0	75.1
Visual and performing arts	9,100	1.9	15,000	2.7	22,700	3.3	64.1	51.2	148.2
Multi/interdisciplinary studies	7,500	1.5	9,400	1.7	13,900	2.0	26.1	47.7	86.3
Education	7,800	1.6	9,500	1.7	13,300	1.9	20.6	40.9	70.0
Family and consumer sciences/human sciences	8,100	1.7	7,800	1.4	9,700	1.4	-3.2	24.3	20.3
Legal professions and studies	5,500	1.1	9,900	1.8	9,900	1.4	80.3	-0.1	80.3
Agriculture and natural resources	4,900	1.0	6,700	1.2	6,400	0.9	35.9	-4.0	30.4
Social sciences and history	2,500	0.5	4,200	0.8	6,500	0.9	67.5	55.7	160.8
Communications, journalism, and related programs	3,900	0.8	5,000	0.9	6,100	0.9	29.2	21.0	56.3
Public administration and social services	2,800	0.6	4,200	0.7	4,000	0.6	49.6	-3.1	44.9
Physical sciences and science technologies	2,100	0.4	2,300	0.4	2,800	0.4	9.3	23.1	34.6
Precision production trades	9,100	1.9	1,900	0.3	2,000	0.3	-78.8	5.7	-77.6
Psychology	1,000	0.2	1,800	0.3	1,900	0.3	77.0	10.0	94.8
Biological and biomedical sciences	1,100	0.2	2,100	0.4	1,700	0.2	88.8	-19.1	52.7
Transportation and material moving workers	2,600	0.5	1,000	0.2	1,400	0.2	-62.6	46.9	-45.0
Foreign languages and literatures and linguistics	300	0.1	1,700	0.3	1,200	0.2	411.9	-26.3	277.4

[1] Includes other fields not shown separately.

NOTE: The new Classification of Instructional Programs was initiated in 2002–03. The figures for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 10* for more information on fields of study. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 252, and NCES. (2004). *Digest of Education Statistics, 2003* (NCES 2005-025), table 250; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90 and 97), and Fall 2005.

Fields of Study

Table 42-2. Number of bachelor's degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05

Field of study	1990–91 Number	1990–91 Percent of total	1997–98 Number	1997–98 Percent of total	2004–05 Number	2004–05 Percent of total	Percent change 1990–91 to 1997–98	Percent change 1997–98 to 2004–05	Percent change 1990–91 to 2004–05
Total[1]	**1,094,500**	**100.0**	**1,184,400**	**100.0**	**1,439,300**	**100.0**	**8.2**	**21.5**	**31.5**
Business	249,200	22.8	232,100	19.6	311,600	21.6	-6.9	34.3	25.0
Social sciences and history	125,100	11.4	125,000	10.6	156,900	10.9	-0.1	25.5	25.4
Education	110,800	10.1	105,800	8.9	105,500	7.3	-4.5	-0.4	-4.8
Psychology	58,700	5.4	74,100	6.3	85,600	5.9	26.3	15.5	46.0
Visual and performing arts	42,200	3.9	52,100	4.4	81,000	5.6	23.4	55.5	91.9
Health professions and related clinical sciences	59,900	5.5	86,800	7.3	80,700	5.6	45.0	-7.1	34.8
Engineering and engineering technologies	79,800	7.3	78,700	6.6	78,600	5.5	-1.4	-0.1	-1.5
Communications, journalism, and related programs	51,700	4.7	49,400	4.2	72,700	5.1	-4.4	47.2	40.8
Biological and biomedical sciences	39,400	3.6	65,600	5.5	64,600	4.5	66.6	-1.5	64.1
Computer and information sciences	25,200	2.3	27,800	2.3	54,100	3.8	10.6	94.4	115.1
English language and literature/letters	51,100	4.7	49,000	4.1	54,400	3.8	-4.0	10.9	6.5
Liberal arts, sciences, general studies, and humanities	30,500	2.8	33,200	2.8	43,800	3.0	8.8	31.8	43.3
Multi/interdisciplinary studies	17,900	1.6	27,000	2.3	30,200	2.1	50.8	12.2	69.2
Security and protective services	16,800	1.5	25,100	2.1	30,700	2.1	49.2	22.5	82.8
Agriculture and natural resources	13,100	1.2	23,300	2.0	23,000	1.6	77.4	-1.2	75.3
Parks, recreation, leisure and fitness studies	4,300	0.4	15,400	1.3	22,900	1.6	257.4	48.4	430.4
Public administration and social services	14,400	1.3	20,400	1.7	21,800	1.5	42.2	6.7	51.7
Family and consumer sciences/human sciences	13,900	1.3	15,700	1.3	20,100	1.4	12.5	28.2	44.2
Physical sciences and science technologies	16,300	1.5	19,400	1.6	18,900	1.3	18.5	-2.4	15.7
Foreign languages and literature and linguistics	13,900	1.3	15,300	1.3	18,400	1.3	9.6	20.3	31.9
Mathematics and statistics	14,400	1.3	11,800	1.0	14,400	1.0	-18.1	21.7	-0.3
Philosophy and religious studies	7,400	0.7	8,400	0.7	11,600	0.8	12.9	38.2	56.1

[1] Includes other fields not shown separately.

NOTE: The new Classification of Instructional Programs was initiated in 2002–03. The figures for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 10* for more information on fields of study. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), table 254; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90 and 97), and Fall 2005.

Fields of Study

Table 42-3. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05

Field of study	1990–91 Number	1990–91 Percent of total	1997–98 Number	1997–98 Percent of total	2004–05 Number	2004–05 Percent of total	Percent change 1990–91 to 1997–98	Percent change 1997–98 to 2004–05	Percent change 1990–91 to 2004–05
Master's degrees									
Total[1]	**337,200**	**100.0**	**430,200**	**100.0**	**574,600**	**100.0**	**27.6**	**33.6**	**70.4**
Education	87,400	25.9	113,400	26.4	167,500	29.1	29.8	47.7	91.7
Business	78,300	23.2	101,700	23.6	142,600	24.8	29.9	40.3	82.2
Health professions and related clinical sciences	21,400	6.3	39,600	9.2	46,700	8.1	85.3	18.0	118.7
Engineering and engineering technologies	25,500	7.5	27,300	6.4	35,100	6.1	7.4	28.6	38.0
Public administration and social services	17,900	5.3	25,100	5.8	29,600	5.1	40.4	17.5	65.0
Psychology	11,300	3.4	15,100	3.5	18,800	3.3	33.4	24.4	65.9
Computer and information sciences	9,300	2.8	11,800	2.7	18,400	3.2	26.2	56.5	97.5
Social sciences and history	12,200	3.6	14,900	3.5	17,000	3.0	22.1	13.5	38.6
Visual and performing arts	8,700	2.6	11,100	2.6	13,200	2.3	28.7	18.3	52.3
English language/literature/letters	6,800	2.0	7,600	1.8	8,500	1.5	11.8	11.6	24.8
Biological and biomedical sciences	4,800	1.4	6,800	1.6	8,200	1.4	41.5	20.8	71.0
Communication, journalism, and related programs	4,300	1.3	6,100	1.4	7,200	1.3	40.9	18.0	66.3
Physical sciences and science technologies	5,300	1.6	5,300	1.2	5,700	1.0	0.9	6.6	7.5
Agriculture/natural resources	3,300	1.0	4,500	1.0	4,700	0.8	35.5	5.3	42.6
Mathematics and statistics	3,500	1.1	3,400	0.8	4,500	0.8	-3.9	32.0	26.8
Doctoral degrees[2]									
Total[1]	**39,300**	**100.0**	**46,000**	**100.0**	**52,600**	**100.0**	**17.1**	**14.4**	**33.9**
Education	6,200	15.8	6,300	13.6	7,700	14.6	1.2	22.7	24.1
Engineering and engineering technologies	5,300	13.6	6,000	13.1	6,600	12.5	13.3	9.3	23.8
Health professions and related clinical sciences	1,500	3.9	2,000	4.3	5,900	11.1	28.7	197.1	282.5
Biological and biomedical sciences	4,000	10.3	5,200	11.4	5,600	10.6	29.8	6.5	38.3
Psychology	3,900	10.0	4,500	9.9	5,100	9.7	15.5	12.4	29.9
Physical sciences and science technologies	4,200	10.8	4,500	9.8	4,100	7.8	6.4	-9.0	-3.2
Social sciences and history	3,000	7.7	4,100	9.0	3,800	7.3	37.0	-7.5	26.8
Business	1,200	3.0	1,300	2.8	1,500	2.8	8.9	16.1	26.4
Visual and performing arts	800	2.1	1,200	2.5	1,300	2.4	38.8	9.9	52.5
English language/literature/letters	1,100	2.7	1,500	3.2	1,200	2.3	41.0	-18.6	14.8
Mathematics and statistics	1,000	2.5	1,200	2.6	1,200	2.2	24.2	-3.2	20.2
Agriculture/natural resources	1,200	3.0	1,300	2.8	1,200	2.2	8.9	-9.1	-1.0
Computer/information sciences	700	1.7	900	1.9	1,100	2.1	26.9	30.4	65.5
Foreign languages, literatures, and linguistics	900	2.3	1,100	2.4	1,000	2.0	25.8	-8.1	15.5
Multi/interdisciplinary studies	400	1.1	800	1.8	1,000	1.9	98.8	16.6	131.8

See notes at end of table.

Fields of Study

Table 42-3. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05—Continued

Field of study	1990–91 Number	1990–91 Percent of total	1997–98 Number	1997–98 Percent of total	2004–05 Number	2004–05 Percent of total	Percent change 1990–91 to 1997–98	Percent change 1997–98 to 2004–05	Percent change 1990–91 to 2004–05
First-professional degrees[3]									
Total[1]	**71,900**	**100.0**	**78,600**	**100.0**	**87,300**	**100.0**	**9.2**	**11.1**	**21.3**
Law	37,900	52.7	39,300	50.0	43,400	49.7	3.7	10.4	14.4
Medicine	15,000	20.9	15,400	19.6	15,500	17.7	2.5	0.2	2.8
Dentistry	3,700	5.1	4,000	5.1	4,500	5.1	9.0	10.5	20.4

[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: The new Classification of Instructional Programs was initiated in 2002–03. The figures for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 10* for more information on fields of study. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), tables 254, 256, and 262; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90 and 97), and Fall 2005.

International Comparisons of Degrees by Fields

Table 43-1. Number of academic postsecondary degrees conferred, and percentage distribution of degrees conferred by field of study and country: 2004

Country	Total number of degrees conferred	Education	Arts and humanities	Health	Sciences, mathematics, computer science, and engineering					Business, social sciences, law, and other[1]
					Total	Physical and biological sciences	Mathematics	Computer science	Engineering	
OECD country mean[2]	**6,230,006**	**13.5**	**11.7**	**11.7**	**23.1**	**5.7**	**1.3**	**4.1**	**12.2**	**40.0**
OECD weighted mean[3]	**6,230,006**	**12.0**	**13.4**	**8.6**	**21.1**	**5.2**	**1.0**	**3.4**	**11.5**	**44.9**
Australia	209,115	11.7	11.1	13.2	21.8	5.4	0.5	8.9	7.0	42.2
Austria	23,071	9.8	10.6	8.5	26.8	5.7	0.7	4.9	15.6	44.3
Belgium	38,304	7.8	14.1	12.9	23.0	7.9	1.0	2.7	11.5	42.1
Canada	177,433	13.9	13.9	9.6	19.4	6.8	1.2	3.6	7.8	43.2
Czech Republic	46,097	23.7	8.4	6.3	24.5	4.3	0.8	2.8	16.6	37.1
Denmark	39,236	9.7	15.4	28.6	18.3	3.9	1.7	3.2	9.6	27.9
Finland	38,819	7.4	12.5	19.2	29.9	3.8	0.8	4.4	20.8	30.9
France	412,346	9.3	16.9	2.7	28.6	10.6	2.5	3.0	12.4	42.6
Germany	219,746	7.6	14.6	14.2	30.8	7.7	1.7	4.9	16.5	32.9
Greece	35,779	17.7	17.1	1.7	27.6	13.6	4.4	4.4	5.2	35.8
Hungary	72,652	23.9	9.9	7.3	9.5	1.3	0.1	1.9	6.3	49.3
Iceland	2,600	24.5	11.2	10.7	16.9	5.0	0.6	5.8	5.6	36.7
Ireland	37,069	9.2	13.9	12.4	23.4	6.7	0.9	7.0	8.7	41.1
Italy	321,284	8.5	12.2	15.5	22.9	4.8	1.5	1.2	15.5	40.9
Japan	646,983	5.6	17.8	6.3	25.0	4.8	([4])	([4])	20.2	45.3
Korea	303,559	5.3	20.5	8.2	38.6	6.4	1.8	3.3	27.1	27.4
Luxembourg	—	—	—	—	—	—	—	—	—	—
Mexico	324,013	16.1	3.7	8.5	25.4	2.7	0.5	7.7	14.6	46.3
Netherlands	96,890	17.4	6.9	18.9	16.1	3.1	0.4	3.7	9.0	40.7
New Zealand	38,730	12.5	15.9	14.1	18.6	6.6	1.1	6.0	4.9	39.0
Norway	30,476	19.1	6.5	25.9	16.2	1.9	0.3	5.7	8.3	32.3
Poland	479,458	12.3	6.4	2.3	12.1	1.8	0.6	2.7	7.1	66.8
Portugal	4,649	12.2	12.3	5.5	34.7	12.9	4.8	4.5	12.5	35.3
Slovak Republic	32,537	16.8	5.4	10.3	26.0	5.4	0.7	4.0	15.9	41.4
Spain	210,603	13.6	9.9	13.0	24.9	5.1	1.0	3.9	14.9	38.6
Sweden	54,504	16.7	5.4	25.8	28.6	4.5	0.7	3.2	20.3	23.5
Switzerland	28,549	8.3	12.5	10.0	25.1	7.9	0.9	3.4	13.0	44.1
Turkey	215,603	25.1	7.1	7.4	17.3	5.1	2.0	1.0	9.3	43.1
United Kingdom	—	—	—	—	—	—	—	—	—	—
United States	**2,089,901**	**13.2**	**15.5**	**7.6**	**16.0**	**4.9**	**0.9**	**3.9**	**6.4**	**47.7**

—Not available.

[1] Includes journalism, agriculture, and services.

[2] Each country contributes equally to the OECD mean.

[3] Each country contributes to the OECD mean in proportion to the number of degrees awarded by that country.

[4] Included under science.

NOTE: Includes academic degrees conferred at International Standard Classification of Education (ISCED), levels 5A and 6. Data include all degrees awarded by institutions located in the country, even when the degree awards were made to foreign students. These levels correspond to bachelor's, master's, first-professional, and doctoral degrees in the United States. See *supplemental note 6* for more information about the International Standard Classification of Education. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. Retrieved December 23, 2006, from http://stats.oecd.org/wbos/default.aspx.

Faculty Salary, Benefits, and Total Compensation

Table 44-1. Total compensation, percentage distribution of full-time instructional faculty, average salary, and fringe benefits at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 to 2005–06

[In constant 2003–04 dollars]

Compensation, salary, and benefits[1]	1979–80		1989–90		1999–2000		2005–06		Percent change 1979–80 to 2005–06	Percent change 1999–2000 to 2005–06
	Percent	Average	Percent	Average	Percent	Average	Percent	Average		
Total compensation	**100.0**	**$62,700**	**100.0**	**$72,400**	**100.0**	**$77,200**	**100.0**	**$79,100**	**26.2**	**2.5**
Salary										
All faculty	100.0	52,700	100.0	60,100	100.0	62,600	100.0	62,400	18.4	-0.3
Professor	26.0	70,300	30.7	79,700	30.2	84,300	26.8	87,200	24.0	3.4
Associate professor	24.9	53,000	24.0	59,600	23.2	61,800	21.6	63,000	18.9	1.9
Assistant professor	25.4	43,100	23.2	49,200	22.1	51,000	23.1	52,800	22.5	3.5
Instructor	7.6	34,600	5.6	37,600	6.0	39,900	16.5	46,800	35.3	17.3
Lecturer	1.4	40,300	1.9	44,200	2.6	43,200	4.3	44,300	9.9	2.5
No rank	14.7	48,300	14.6	48,200	15.9	50,700	7.8	47,100	-2.5	-7.1
All institutions[2]	100.0	52,700	100.0	60,100	100.0	62,600	100.0	62,400	18.4	-0.3
Public 4-year doctoral universities	28.3	59,100	30.6	68,600	28.3	72,700	28.4	71,500	21.0	-1.7
Private 4-year doctoral universities	8.0	60,800	10.3	73,600	10.1	82,000	11.2	83,200	36.8	1.5
Public 4-year master's colleges/universities	22.8	52,700	18.7	59,600	17.8	59,000	16.2	57,500	9.1	-2.5
Private 4-year master's colleges/universities	7.5	47,400	9.4	52,800	10.8	56,500	11.3	56,400	19.0	-0.2
Public other 4-year colleges	2.7	49,100	2.4	56,100	2.4	53,700	2.8	59,000	20.2	9.9
Private other 4-year colleges	8.9	41,800	8.3	47,900	7.9	51,900	7.9	52,300	25.1	0.8
Public 2-year colleges	21.1	48,800	19.6	50,500	21.0	53,200	20.4	52,100	6.8	-2.1
Private 2-year colleges	0.8	32,700	0.7	38,100	1.7	36,700	1.8	37,300	14.1	1.6
Fringe benefits										
All institutions	100.0	10,000	100.0	12,300	100.0	14,600	100.0	16,700	67.0	14.4
Public 4-year doctoral universities	28.3	10,800	30.6	14,700	28.3	16,400	28.4	18,100	67.6	10.4
Private 4-year doctoral universities	8.0	11,500	10.3	14,500	10.1	19,900	11.2	22,000	91.3	10.6
Public 4-year master's colleges/universities	22.8	10,700	18.7	13,200	17.8	13,800	16.2	16,500	54.2	19.6
Private 4-year master's colleges/universities	7.5	8,900	9.4	10,900	10.8	13,700	11.3	15,200	70.8	10.9
Public other 4-year colleges	2.7	9,300	2.4	9,800	2.4	12,200	2.8	16,400	76.3	34.4
Private other 4-year colleges	8.9	8,000	8.3	9,000	7.9	12,800	7.9	14,400	80.0	12.5
Public 2-year colleges	21.1	9,200	19.6	9,000	21.0	12,100	20.4	14,700	59.8	21.5
Private 2-year colleges	0.8	6,000	0.7	5,800	1.7	7,200	1.8	7,200	20.0	#

See notes at end of table.

Faculty Salary, Benefits, and Total Compensation

Table 44-1. Total compensation, percentage distribution of full-time instructional faculty, average salary, and fringe benefits at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 to 2005–06—Continued

[In current dollars]

Compensation, salary, and benefits[1]	1979–80		1989–90		1999–2000		2005–06		Percent change 1979–80 to 2005–06	Percent change 1999–2000 to 2005–06
	Percent	Average	Percent	Average	Percent	Average	Percent	Average		
Total compensation	**100.0**	**$26,200**	**100.0**	**$49,400**	**100.0**	**$70,200**	**100.0**	**$84,600**	**222.9**	**20.5**
Salary										
All faculty	100.0	22,000	100.0	41,000	100.0	57,000	100.0	66,700	203.2	17.0
Professor	26.0	29,300	30.7	54,400	30.2	76,700	26.8	93,200	218.1	21.5
Associate professor	24.9	22,100	24.0	40,600	23.2	56,200	21.6	67,400	205.0	19.9
Assistant professor	25.4	18,000	23.2	33,500	22.1	46,400	23.1	56,500	213.9	21.8
Instructor	7.6	14,400	5.6	25,700	6.0	36,300	16.5	50,000	247.2	37.7
Lecturer	1.4	16,800	1.9	30,100	2.6	39,300	4.3	47,400	182.1	20.6
No rank	14.7	20,100	14.6	32,900	15.9	46,100	7.8	50,400	150.7	9.3
All institutions[2]	100.0	22,000	100.0	41,000	100.0	57,000	100.0	66,700	203.2	17.0
Public 4-year doctoral universities	28.3	24,700	30.6	46,800	28.3	66,100	28.4	76,500	209.7	15.7
Private 4-year doctoral universities	8.0	25,400	10.3	50,200	10.1	74,600	11.2	88,900	250.0	19.2
Public 4-year master's colleges/universities	22.8	22,000	18.7	40,700	17.8	53,700	16.2	61,500	179.5	14.5
Private 4-year master's colleges/universities	7.5	19,800	9.4	36,000	10.8	51,400	11.3	60,300	204.5	17.3
Public other 4-year colleges	2.7	20,500	2.4	38,300	2.4	48,900	2.8	63,100	207.8	29.0
Private other 4-year colleges	8.9	17,500	8.3	32,700	7.9	47,200	7.9	55,900	219.4	18.4
Public 2-year colleges	21.1	20,300	19.6	34,500	21.0	48,400	20.4	55,700	174.4	15.1
Private 2-year colleges	0.8	13,600	0.7	26,000	1.7	33,400	1.8	39,900	193.4	19.5
Fringe benefits										
All institutions	100.0	4,200	100.0	8,400	100.0	13,200	100.0	17,900	326.2	35.6
Public 4-year doctoral universities	28.3	4,500	30.6	10,000	28.3	14,900	28.4	19,400	331.1	30.2
Private 4-year doctoral universities	8.0	4,800	10.3	9,900	10.1	18,100	11.2	23,500	389.6	29.8
Public 4-year master's colleges/universities	22.8	4,500	18.7	9,000	17.8	12,600	16.2	17,700	293.3	40.5
Private 4-year master's colleges/universities	7.5	3,700	9.4	7,400	10.8	12,400	11.3	16,200	337.8	30.6
Public other 4-year colleges	2.7	3,900	2.4	6,700	2.4	11,100	2.8	17,500	348.7	57.7
Private other 4-year colleges	8.9	3,300	8.3	6,200	7.9	11,700	7.9	15,300	363.6	30.8
Public 2-year colleges	21.1	3,800	19.6	6,200	21.0	11,000	20.4	15,700	313.2	42.7
Private 2-year colleges	0.8	2,500	0.7	3,900	1.7	6,600	1.8	7,700	208.0	16.7

#Rounds to zero.

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

[2] 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. See *supplemental note 9* for more information about classifications of postsecondary institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2005–06, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

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 2005–06 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2005, and Winter 2005.

Faculty Salary, Benefits, and Total Compensation

Table 44-2. Total compensation, average salary, average fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1979–80 to 2005–06

[In constant 2003–04 dollars]

Compensation, salary, and benefits,[1] and percentage distribution of faculty	1979–80	1989–90	1999–2000	2005–06	Percent change 1979–80 to 2005–06	Percent change 1999–2000 to 2005–06
Total compensation						
All faculty	$62,700	$72,400	$77,200	$79,100	26.2	2.5
Faculty on 9- or 10-month contracts	61,300	70,900	75,900	78,800	28.5	3.8
Faculty on 11- or 12-month contracts	72,500	82,800	83,500	80,800	11.4	-3.2
Salary						
All faculty	52,700	60,100	62,600	62,400	18.4	-0.3
Faculty on 9- or 10-month contracts	51,400	58,800	61,400	61,900	20.4	0.8
Faculty on 11- or 12-month contracts	61,500	69,300	68,900	65,000	5.7	-5.7
Fringe benefits						
All faculty	10,000	12,300	14,600	16,700	67.0	14.4
Faculty on 9- or 10-month contracts	9,900	12,100	14,500	16,900	70.7	16.6
Faculty on 11- or 12-month contracts	11,000	13,500	14,600	15,800	43.6	8.2
Percentage distribution of faculty						
All faculty	100.0	100.0	100.0	100.0	†	†
Faculty on 9- or 10-month contracts	87.2	86.8	84.0	83.4	-4.3	-0.7
Faculty on 11- or 12-month contracts	12.8	13.2	16.0	16.6	29.6	3.8

† Not applicable.

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

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2005–06, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

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 2005–06 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2005, and Winter 2005.

Employment of College Students

Table 45-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2005

	Full-time college students				Part-time college students			
		Hours worked per week[1]				Hours worked per week[1]		
Year	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours
1970	33.8	19.3	10.4	3.8	82.2	5.0	15.8	60.3
1971	34.1	18.7	11.1	3.7	83.5	7.1	23.4	51.9
1972	35.1	19.4	11.6	3.6	83.0	6.2	23.1	53.1
1973	36.4	19.2	12.3	4.6	84.0	7.1	23.9	52.1
1974	36.5	18.9	12.3	4.8	84.0	5.9	15.9	61.0
1975	35.3	18.2	12.0	4.7	80.9	6.0	19.5	52.6
1976	37.6	19.9	12.8	4.1	84.7	7.1	23.0	53.1
1977	38.8	20.0	14.0	4.3	83.2	6.3	22.2	52.9
1978	39.9	20.2	14.3	4.7	85.9	8.4	22.4	54.0
1979	38.2	19.9	13.9	4.0	87.0	6.1	22.2	56.6
1980	40.0	21.5	14.0	3.9	84.5	7.9	22.5	52.6
1981	39.3	20.0	14.5	4.2	85.6	8.0	24.7	51.2
1982	39.9	20.9	15.5	3.0	81.2	8.6	21.6	48.3
1983	40.4	20.9	15.1	3.8	81.5	5.8	26.2	48.4
1984	42.0	20.2	16.7	4.3	84.9	5.5	22.1	55.8
1985	44.2	21.8	17.3	4.3	86.1	6.0	26.8	52.5
1986	43.1	20.4	17.6	4.3	87.3	8.2	23.4	54.8
1987	44.2	21.0	18.0	4.3	85.4	6.3	27.9	49.5
1988	46.5	21.9	19.8	4.7	88.3	5.1	27.4	54.3
1989	46.5	20.7	19.9	5.4	87.3	5.1	25.4	55.4
1990	45.7	20.6	19.3	4.8	83.7	4.0	26.0	52.7
1991	47.2	21.0	19.8	5.6	85.9	8.2	25.4	51.0
1992	47.2	20.4	20.3	5.5	83.4	7.5	27.2	47.8
1993	46.3	20.9	19.5	5.1	84.6	8.5	31.4	43.7
1994	48.6	20.1	21.7	5.8	86.3	9.8	31.1	43.8
1995	47.2	19.1	20.3	6.5	82.9	8.6	30.4	42.3
1996	49.2	18.2	22.3	7.0	84.8	8.3	27.5	48.0
1997	47.8	18.3	21.4	7.4	84.4	9.4	26.2	47.7
1998	50.2	20.2	20.6	8.0	84.1	7.0	26.8	49.3
1999	50.4	19.0	22.3	7.8	82.3	6.2	28.8	45.9
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

[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 were classified as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

Employment of College Students

Table 45-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2005

Characteristic	Full-time college students				Part-time college students			
		Hours worked per week[1]				Hours worked per week[1]		
	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours
Total	**49.1**	**17.8**	**21.1**	**9.0**	**85.0**	**10.2**	**27.1**	**47.1**
Sex								
Male	46.7	16.1	19.9	9.6	86.3	9.7	23.9	52.7
Female	51.1	19.3	22.2	8.6	84.0	10.5	29.4	43.0
Race/ethnicity[3]								
White	52.9	20.6	21.8	9.2	87.3	10.2	26.3	50.4
Black	37.8	9.0	19.8	8.8	78.3	9.8!	28.1	38.9
Hispanic	41.3	10.7	19.9	9.2	84.7	7.2!	30.2	45.9
Asian	39.2	13.1	18.7	6.8	75.2	21.0!	25.3!	28.9
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	56.0	20.4	19.0	12.8!	‡	‡	‡	‡
School type								
2-year	54.2	15.6	23.8	13.7	82.8	11.2	25.3	45.6
Public	54.2	15.6	24.2	13.4	82.0	10.8	25.8	44.8
Private	54.6	15.4	20.5	17.0	‡	‡	‡	‡
4-year	47.7	18.4	20.4	7.8	86.8	9.3	28.5	48.3
Public	49.6	17.8	22.7	8.0	86.3	9.0	26.8	49.7
Private	42.3	20.1	13.8	7.0	88.5	10.6!	34.5	43.2
School level								
Undergraduate	48.8	17.8	21.1	8.7	84.8	10.7	28.6	44.8
Graduate	54.5	17.2	20.7	14.6	86.8	5.5!	12.7!	68.5

! 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.

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 were classified as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2005.

Federal Grants and Loans to Undergraduate Students

Table 46-1. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Dependency status, income, and type of institution	Total					Federal				
	Loans		Grants		Loans as percent of total aid	Loans		Grants		Loans as percent of federal aid
	Percent	Average dollars	Percent	Average dollars		Percent	Average dollars	Percent	Average dollars	
1992–93										
Total	**32.4**	**$4,600**	**49.3**	**$4,600**	**33.7**	**31.5**	**$4,400**	**29.7**	**$2,600**	**53.7**
Dependency status and income										
Dependent undergraduates	28.3	4,100	43.2	5,000	32.2	27.2	3,900	20.6	2,500	59.2
Low-income	48.8	3,900	79.2	5,200	27.5	48.4	3,800	68.3	2,800	38.1
Middle-income	32.0	4,200	42.9	5,000	37.3	30.9	4,000	15.1	1,700	72.1
High-income	15.1	4,600	25.4	4,800	31.4	13.3	4,100	1.0	1,900	88.0
Independent undergraduates	43.1	5,200	64.9	3,800	36.5	42.5	5,200	53.1	2,800	45.9
Type of institution										
Public 2-year	11.8	3,100	42.5	2,500	16.1	11.4	3,100	30.3	2,300	23.1
Public 4-year	31.7	4,200	44.1	3,400	38.3	30.8	4,100	27.2	2,600	57.1
Private not-for-profit 4-year	45.8	5,100	63.2	7,900	30.7	44.0	4,800	27.0	3,000	65.1
1999–2000										
Total	**45.1**	**$6,000**	**58.8**	**$5,500**	**40.6**	**43.9**	**$5,300**	**30.5**	**$2,800**	**64.0**
Dependency status and income										
Dependent undergraduates	43.8	5,400	56.2	6,000	39.6	42.6	4,600	23.1	2,700	68.4
Low-income	47.8	5,300	83.2	6,100	26.1	46.9	4,700	72.4	3,000	36.6
Middle-income	47.9	5,400	53.7	6,000	45.1	46.6	4,600	13.1	1,800	81.2
High-income	33.4	5,700	38.7	5,800	44.4	31.9	4,700	0.7	1,800	94.6
Independent undergraduates	48.5	7,500	65.9	4,200	43.1	47.6	7,000	51.1	2,900	54.5
Type of institution										
Public 2-year	17.1	4,300	49.7	2,900	21.0	16.3	3,700	32.4	2,700	30.5
Public 4-year	48.4	5,500	54.5	4,200	48.3	47.4	5,200	28.9	2,700	70.2
Private not-for-profit 4-year	59.9	6,900	75.0	9,200	35.9	58.2	5,600	27.5	3,000	71.9
2003–04										
Total	**49.5**	**$6,200**	**63.1**	**$5,700**	**41.2**	**47.9**	**$5,300**	**33.6**	**$3,300**	**62.8**
Dependency status and income										
Dependent undergraduates	46.8	5,600	60.3	6,100	39.1	45.0	4,400	25.2	3,100	66.3
Low-income	49.0	5,400	85.5	7,000	24.2	47.5	4,700	72.4	3,700	33.8
Middle-income	49.5	5,700	58.0	5,600	44.1	47.7	4,400	16.7	2,000	77.2
High-income	39.8	5,800	43.5	5,900	46.1	37.9	4,200	1.1	1,800	92.4
Independent undergraduates	56.5	7,500	70.2	4,600	46.0	55.4	7,000	55.3	3,400	56.0
Type of institution										
Public 2-year	22.8	4,100	52.7	3,400	24.7	21.6	3,800	35.4	3,200	34.1
Public 4-year	51.4	5,800	59.1	4,600	46.9	49.7	5,200	30.2	3,200	68.7
Private not-for-profit 4-year	65.8	7,200	81.5	9,400	35.8	64.1	5,400	31.6	3,400	70.3

NOTE: Total loans include federal, state, institutional, and private loans. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in this table. Loans as a percentage of aid is determined by dividing the amount of loans received (including zero loan amounts) by the amount of total aid (or federal aid) received for each case. Income for financially dependent students is based on parents' annual income in the prior year. The cutoff points for low, middle, and high income were obtained by identifying the incomes at the 25th and 75th percentiles. Adjusted to constant 2003–04 dollars, the values were in 1992–93, $39,200 and $84,900; in 1999–2000, $35,700 and $94,100; and in 2003–04, $34,200 and $94,400. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04).

Total and Net Access Price of Attending a Postsecondary Institution

Table 47-1. Average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Type of institution, price, and aid	1989–90	1999–2000	2003–04
Public 2-year			
Total price	**$8,000**	**$9,400**	**$9,800**
Loans	200	500	700
Grants	700	1,200	1,400
Net access price	7,100	7,700	7,700
Public 4-year			
Total price	**10,900**	**13,600**	**15,100**
Loans	900	2,700	3,200
Grants	1,300	2,100	2,600
Net access price	8,700	8,800	9,300
Private not-for-profit 4-year			
Total price	**21,200**	**26,800**	**29,500**
Loans	2,200	5,300	6,100
Grants	4,400	7,500	8,000
Net access price	14,700	14,000	15,300
Private for-profit less-than-4-year			
Total price	**16,100**	**17,500**	**18,100**
Loans	3,400	5,900	6,300
Grants	1,800	2,000	2,600
Net access price	10,900	9,600	9,300

NOTE: *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. *Full time* means students attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution). Loans promote access to postsecondary education by providing the cash needed to enroll. However, because the funds must be repaid (with interest), loans defer rather than reduce the price of attending. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net access price. Averages were computed for all students, including those who did not receive financial aid. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U. Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Total and Net Access Price of Attending a Postsecondary Institution

Table 47-2. Average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04

[In constant 2003–04 dollars]

Type of institution and family income	1989–90	1999–2000	2003–04
Public 2-year			
Total	**$7,100**	**$7,700**	**$7,700**
Low income	5,900	6,100	6,000
Lower middle income	7,500	7,900	7,800
Upper middle income	7,700	8,600	8,700
High income	7,300	8,900	8,800
Public 4-year			
Total	**8,700**	**8,800**	**9,300**
Low income	6,200	5,700	6,000
Lower middle income	8,200	8,200	8,700
Upper middle income	9,300	9,400	10,000
High income	10,500	11,200	11,600
Private not-for-profit 4-year			
Total	**14,700**	**14,000**	**15,300**
Low income	9,100	8,100	10,200
Lower middle income	11,800	11,900	12,400
Upper middle income	14,100	13,400	14,600
High income	20,700	19,700	21,000
Private for-profit less-than-4-year			
Total	**10,900**	**9,600**	**9,300**
Low income	9,500	8,100	8,000
Lower middle income	11,200	10,300	9,700
Upper middle income	12,500	10,700	10,000
High income	14,700	14,000	12,600

NOTE: *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. *Full time* means students attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution). Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number. The cutoff points for low, lower middle, upper middle, and high income were obtained by identifying the incomes at the 25th, 50th, and 75th percentiles. Adjusted to 2003–04 constant dollars, in 1989–90, the values were $32,900, $55,400, and $85,800. In 1999–2000, they were $34,200, $59,600, and $91,600. In 2003–04, they were $32,400, $59,400, and $91,800.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Total and Net Access Price for Graduate and First-Professional Students

Table 48-1. Average annual tuition and fees, total price, amount of aid, and net access price for full-time graduate and first-professional students and percentage of all students attending full time, by type of aid and program and institutional characteristics: 2003–04

Characteristic	Average for full-time students (including unaided students)							
	Tuition and fees	Total price[1]	Total aid	Grants	Loans	Assistant-ships and other aid	Net access price (total price minus total aid)	Percent attending full time
Master's degree students								
Total	**$11,500**	**$27,400**	**$14,500**	**$2,800**	**$9,500**	**$2,200**	**$13,000**	**20.6**
Degree program								
Business administration (M.B.A.)	16,000	33,500	15,400	2,700	11,600	1,100!	18,100	18.7
Education (any master's)	7,900	22,300	11,500	1,600!	9,000	900!	10,700	11.2
Any other master's degree	11,400	27,200	15,000	3,200	9,100	2,700	12,300	27.2
Selected fields of study								
Humanities	10,500	26,400	15,200	4,100	8,600	2,500	11,200	27.3
Social/behavioral sciences	10,900	27,100	18,800	4,700!	9,700	4,400	8,300	34.2
Life and physical sciences	10,200	25,800	14,900	2,500!	7,000!	5,400!	10,900	22.5
Engineering/computer science/ mathematics	12,800	28,100	14,800	5,600	3,700!	5,500	13,300	19.1
Institution type								
Public	7,400	21,900	12,200	2,700	6,300	3,200	9,700	20.7
Private not-for-profit	17,400	34,100	17,700	3,300	13,200	1,200	16,400	19.3
Doctoral degree students								
Total	**14,400**	**33,300**	**23,400**	**8,300**	**7,600**	**7,500**	**10,000**	**48.8**
Degree program								
Ph.D. (except in education)	14,900	33,600	24,200	10,800	2,900	10,500	9,400	52.8
Education (any doctorate)[2]	10,700	27,900	14,100	5,100	4,600	4,500	13,700	19.2
Any other doctoral degree[3]	14,000	33,900	23,500	3,900	17,600	2,100	10,400	57.5
Selected fields of study								
Humanities	13,400	30,400	16,700	7,800	2,600	6,300	13,700	39.0
Social/behavioral sciences	15,300	33,600	22,700	8,700	8,000	6,000	10,900	52.3
Life and physical sciences	14,700	34,800	26,100	12,100	2,000!	12,100	8,600	60.2
Engineering/computer science/ mathematics	15,400	33,400	25,400	11,600	1,400!	12,400	8,000	51.8
Institution type								
Public	10,000	28,600	21,800	8,100	5,700	8,000	6,800	46.2
Private not-for-profit	20,500	40,200	26,400	8,800	10,300	7,300	13,900	52.3
First-professional degree students								
Total	**16,700**	**36,500**	**26,900**	**2,800**	**23,300**	**800**	**9,600**	**78.1**
Degree program								
Medicine (M.D.)	17,100	40,400	31,600	2,900	27,400	1,200	8,800	91.6
Other health science degree	16,400	36,400	27,700	1,800!	25,100	800	8,700	89.7
Law (L.L.B. or J.D.)	17,000	34,700	24,000	3,300	20,200	600	10,700	76.1
Theology (M.Div., M.H.L., B.D.)	9,500!	23,900	11,500	5,000!	6,000!	500!	12,400	22.8
Institution type								
Public	9,800	30,300	23,600	2,200	20,500	800	6,700	88.7
Private not-for-profit	22,600	41,900	29,800	3,300	25,700	800	12,200	70.8

! Interpret data with caution (estimates are unstable).

[1] Total price (also known as the student budget) includes tuition and fees, books and materials, and living expenses.

[2] Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.

[3] Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Table is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price data consistent. *Full-time* means enrolled full time (according to the institution's definition) for at least 9 months during the 2003–04 academic year; full-time enrollment does not preclude working as well. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Total and Net Access Price for Graduate and First-Professional Students

Table 48-2. Percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students with aid, by type of aid and program and institutional characteristics: 2003–04

	Percent				Average (for full-time students with each type of aid)			
Characteristic	Any aid	Grants	Loans	Assistant-ships and other aid	Total aid	Grants	Loans	Assistant-ships and other aid
Master's degree students								
Total	**81.0**	**39.9**	**57.8**	**25.9**	**$17,900**	**$7,100**	**$16,400**	**$8,300**
Degree program								
Business administration (M.B.A.)	75.3	38.3	55.6	16.9!	20,400	7,000	20,800	‡
Education (any master's)	72.4	24.9	61.4	12.1!	15,900	6,400	14,700	‡
Any other master's degree	84.6	44.2	57.3	31.8	17,700	7,200	15,800	8,600
Selected fields of study								
Humanities	88.7	52.0	58.0	36.1	17,200	8,000	14,800	6,900
Social/behavioral sciences	90.5	55.8	65.1	47.3	20,700	8,400	14,900	9,300
Life and physical sciences	80.6	30.4!	43.3!	45.3!	18,500	‡	‡	‡
Engineering/computer science/ mathematics	85.6	52.8	25.9	53.4	17,300	10,600	‡	10,300
Institution type								
Public	79.2	42.2	48.3	36.3	15,400	6,400	13,100	8,700
Private not-for-profit	83.3	39.1	67.9	16.9	21,300	8,500	19,400	7,200
Doctoral degree students								
Total	**92.9**	**64.7**	**37.6**	**53.2**	**25,100**	**12,800**	**20,200**	**14,100**
Degree program								
Ph.D. (except in education)	95.4	74.4	21.3	68.3	25,400	14,500	13,500	15,400
Education (any doctorate)[1]	79.9	51.4	35.0	41.9	17,700	9,800	13,000	10,800
Any other doctoral degree[2]	90.6	48.1	70.4	25.7	26,000	8,000	25,000	8,100
Selected fields of study								
Humanities	89.7	68.1	25.7	56.0	18,600	11,400	10,300	11,200
Social/behavioral sciences	93.1	67.0	42.9	48.0	24,400	13,000	18,600	12,600
Life and physical sciences	95.5	78.9	15.8	68.7	27,400	15,300	12,500	17,600
Engineering/computer science/ mathematics	97.3	77.7	11.7	78.8	26,100	15,000	11,700	15,700
Institution type								
Public	93.9	69.7	33.5	58.8	23,200	11,600	17,100	13,600
Private not-for-profit	91.1	59.3	41.8	48.7	28,900	14,900	24,500	14,900
First-professional degree students								
Total	**92.0**	**39.7**	**84.6**	**15.1**	**29,300**	**7,000**	**27,500**	**5,500**
Degree program								
Medicine (M.D.)	92.0	39.4	84.1	14.7	34,400	7,500	32,600	8,500
Other health science degree	94.0	38.1	87.6	16.9!	29,500	4,600	28,700	4,700!
Law (L.L.B. or J.D.)	91.9	40.0	85.7	14.2	26,200	8,200	23,600	4,000
Theology (M.Div., M.H.L., B.D.)	73.3	53.9!	46.8	11.9!	‡	‡	‡	‡
Institution type								
Public	92.2	42.5	84.3	13.7	25,600	5,300	24,400	5,900
Private not-for-profit	91.8	37.3	85.0	16.2	32,500	8,800	30,200	5,200

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met.

[1] Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.

[2] Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Table is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price data consistent. *Full time* means enrolled full time (according to the institution's definition) for at least 9 months during the 2003–04 academic year; full-time enrollment does not preclude working as well. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Total and Net Access Price for Graduate and First-Professional Students

Table 48-3. Average annual tuition and fees, percentage with grants and employer aid, average annual amount of grants and employer aid, net tuition after grants for part-time graduate students, and percentage attending part time, by program and institutional characteristics: 2003–04

Characteristic	Average tuition and fees	Percent with grants	Percent with employer aid[1]	Average grants (including unaided students)	Average employer aid[1] (including unaided students)	Net tuition after grants[2] (all part-time students)	Percent attending part time
Master's degree students							
Total	**$5,600**	**41.1**	**27.9**	**$1,600**	**$900**	**$4,300**	**44.3**
Degree program							
Business administration (M.B.A.)	6,400	58.7	48.7	2,800	2,300	4,200	36.8
Education (any master's)	5,500	36.3	26.3	1,000	500	4,700	52.0
Any other master's degree	5,400	39.3	22.5	1,700	800	4,100	42.3
Selected fields of study							
Humanities	4,900	42.5	18.1	1,800	800!	3,500	46.1
Social/behavioral sciences	4,700	20.8!	10.7!	600!	200!	4,400	40.6
Life and physical sciences	5,700	37.7	13.7!	2,200!	600!	3,800	45.9
Engineering/computer science/ mathematics	6,500	43.7	29.9	2,100	900	4,800	48.2
Institution type							
Public	3,700	38.6	24.7	1,300	700	2,800	48.4
Private not-for-profit	8,100	44.5	31.5	1,900	1,100	6,500	42.5
Doctoral degree students							
Total	**5,800**	**48.2**	**22.7**	**3,200**	**800**	**3,800**	**32.5**
Degree program							
Ph.D. (except in education)	5,500	52.7	17.5	4,200	600	3,100	29.7
Education (any doctorate)[3]	4,800	41.2	27.3	1,700	800	3,600	55.6
Any other doctoral degree[4]	7,700	46.1	29.8	2,700!	1,100!	5,900	24.9
Selected fields of study							
Humanities	5,100	44.3	15.4	3,400	400	3,300	35.8
Social/behavioral sciences	6,700!	46.7	21.2	2,400!	400	5,100	31.7
Life and physical sciences	5,300	73.2	16.6	7,300	600	1,800	25.2
Engineering/computer science/ mathematics	7,100	52.1	17.7	4,000	500!	4,600	30.1
Institution type							
Public	4,700	48.4	18.9	3,200	500	3,000	35.3
Private not-for-profit	7,000	43.8	24.1	3,200	1,100	4,800	27.5

! Interpret data with caution (estimates are unstable).

[1] Employer aid is considered a type of grant aid and therefore is included in the estimates for grants as well.

[2] If grants were greater than tuition, net tuition was set to zero. Consequently, average net tuition may be larger than average tuition and fees minus average grants.

[3] Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.

[4] Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Table is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price consistent. Too few first-professional students enrolled part time to present their data separately. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Appendix 2
Supplemental Notes

Contents

Note 1: Commonly Used Variables

Certain common variables, such as parents' education, race/ethnicity, community type, poverty, and geographic region are used by different surveys cited in *The Condition of Education 2007*. The definitions for these variables can vary across surveys and sometimes vary 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 certain terms used in several indicators.

Parents' Education

Parents' level of education is generally measured by either the mother's highest level of education attained or the highest level of education attained by either parent. *Indicators 2* and *29*, based on the National Household Education Surveys Program (NHES), use the highest level of education attained by the child's mother and/or father. For these indicators, both mother's and father's education were constructed using three items: (1) the highest grade completed, (2) whether he and/or she obtained a vocational or technical degree after high school, and (3) whether he and/or she obtained a high school equivalency degree if he or she had not completed high school. *Indicators 11, 12*, and *13* report parents' highest level of education based on a question in the National Assessment of Educational Progress (NAEP) that asked students in 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." *Indicator 16*, based on the Early Childhood Longitudinal Survey, Kindergarten Class of 1998–99 (ECLS-K), spring 2004 data collection, is derived from parent interview information on the mother's educational attainment (and is imputed using hot-deck procedures if missing). Respondents reported the mother's highest level of education and these responses were coded "8th grade or below," "9th–12th grade," "high school diploma/equivalent," "voc/tech program," "some college," "bachelors degree," "graduate/professional school, no degree," "masters degree (MS, MA)," and "doctorate or professional degree." For this volume, the responses were collapsed into a four-category variable: less than high school, high school diploma or equivalent, some college or vocational technical degree, and bachelor's degree or higher. The 260 children without mothers in the household in the 5th-grade year (1.5 percent of the sample) do not have values for this variable.

Race/Ethnicity

Classifications indicating racial/ethnic heritage 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. These categories are in accordance with the Office of Management and Budget's standard classification scheme.

Ethnicity is based on the following categorization:

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

Race is based on the following categorization:

- *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, the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.

Note 1: Commonly Used Variables

Continued

- *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 American Indian.

Race categories presented in *The Condition of Education 2007* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive. 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."

The introduction of the category "More than one race" follows a change in the Office of Management and Budget's standard classification scheme for race/ethnicity. This change has required changes to the questions asked by the CPS, and it will require further changes to the questions asked of future federal survey participants. As a result of the new classification scheme, distributions by race/ethnicity for 2003 CPS data and for later years may differ somewhat from those in earlier years. In the Census population estimates for July 1, 2005, about 1.5 percent of the national population were classified as "More than one race." (For further details, see http://www.census.gov/popest/national/asrh/NC-EST2005-srh.html.)

In *The Condition of Education 2007*, the above definitions of race/ethnicity apply to *indicators 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27,* and *36*.

Over time, the National Household Education Survey (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 included White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, Other, and More than one race. In addition to these categories, in 2005, Asian and Pacific Islander were separated into two race options. *Indicators 2, 10,* and *29* present data by race/ethnicity using the NHES.

The race/ethnicity variable for the Schools and Staffing Survey (SASS) is constructed using two questions: "Are you of Hispanic or Latino origin?" and "What is your race?" with possible responses of White, Black or African-American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native. Prior to 2003–04, SASS did not distinguish between Asian and Pacific Islander. For the first time, in 2003–04, respondents were able to select multiple race categories. In *The Condition of Education 2007*, these definitions of race/ethnicity apply to *indicators 33* and *34*.

Community Type

There are various classification systems that federal departments and agencies use to define community types. Indicators in *The Condition of Education* rely on one or a combination of

Note 1: Commonly Used Variables

Continued

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' system of *locale codes*. All three of these classification systems were revised in 2000 and were fully in effect by 2003.

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, PA-NJ-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.)

Note 1: Commonly Used Variables

Continued

Together these classifications were used to define a location's MA Status as

1. Central city,
2. Balance of an MA (meaning any territory that is metropolitan but not in a central city), or
3. Nonmetropolitan.

This classification scheme for community type is used by the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) (U.S. Department of Justice, Bureau of Justice Statistics); however, the community type labels differ. NCVS uses the following labels to identify the community type of its respondents' home residence:

- *Urban:* a central city of an MA.
- *Suburban:* balance of an MA (outside of a central city but in the MA).
- *Rural:* nonmetropolitan area.

In *The Condition of Education 2007*, these labels and definitions apply to *indicator 36*.

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 of at least 10,000 but less than 50,000 population. Under the standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contains at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a "central county" (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

1. Principal city of a CBSA (or metro area).
2. Located in a CBSA (or metro area), but not in the principal city.
3. 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

Note 1: Commonly Used Variables

Continued

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 2007*, no indicators use these labels and definitions. However, some indicators use the NCES 2002-revised locale codes that are based on the metro area labels and definitions.

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 in place between 1990 and 2000, however, were used to create NCES locale codes (described below). Thus, this supplemental note explains the 1990–2000 criteria in detail for readers to understand fully the locale code definitions.

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

Note 1: Commonly Used Variables

Continued

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.)

In *The Condition of Education 2007*, *indicator 29* uses these definitions with the labels urban (as an abbreviation for urbanized areas and urban clusters) and rural.

Locale Code

In the NCES Common Core of Data (CCD), the community type of schools is classified according to a "Locale Code" that is defined according to a mix of OMB (metropolitan area) and Census Bureau (urban/rural) classifications. There are eight categories within the school locale code classification: (1) large city; (2) midsize city; (3) urban fringe of a large city; (4) urban fringe of a midsize city; (5) large town; (6) small town; (7) nonmetropolitan rural; and (8) metropolitan rural. These categories roughly equate to a central city/suburb/large town/small town/rural scheme, identifying the general character of each school's location. "Large city" and "midsize city" schools are located in principal cities (formerly referred to as "central cities") of metropolitan statistical areas, and a threshold of 250,000 people is used to distinguish between a large city and a midsize city. The two "urban fringe" categories identify suburban schools within metropolitan statistical areas. The "large town" and "small town" categories identify schools in smaller urban centers (25,000 up to 50,000 people) and small towns (2,500 up to 25,000 people) that are located outside metropolitan areas; many of these communities represent the urban centers/small towns that serve a largely rural countryside. The two rural categories recognize that rural territory exists in both metropolitan areas and nonmetropolitan territory. *Indicator 40* modifies this classification such that *city* includes categories 1 and 2; *suburban* includes categories 3 and 4; *town* includes categories 5 and 6; and *rural* includes categories 7 and 8.

Each school is assigned to one of these categories based on the inside/outside principal city, urban/rural, and metropolitan/nonmetropolitan status of the census block in which the school is located. Schools are assigned to specific census blocks through a process called "geocoding" in which the address of the school is mapped in relation to census geography. The associated census geographic information is then used to assign the school to a specific locale code category based on a mix of characteristics. For instance, a school located in a Census Bureau-defined urbanized area (that is, inside an OMB-defined metropolitan statistical area and outside of a principal city) would be classified as an "urban fringe" school; the specific urban fringe category is determined by the population size of the largest principal city in the metropolitan statistical area in which the school is located. Likewise, a school located outside a Census Bureau-defined "urban" area (urbanized or urban area; or urbanized area or urban cluster, depending upon the relevant standards—1990 or 2000) is classified as rural; then it is further distinguished by whether it is inside or outside the boundaries of a metropolitan statistical area.

In the context of assigning school locale codes, it is important to note that a school located in a Census Bureau-defined urban area that is inside the boundaries of a metropolitan statistical area will be classified as "urban fringe" regardless

Note 1: Commonly Used Variables

Continued

Category	Under 1990 Standards (definitions in use from 1990–91 to 2002–03)	Under 2000 Standards (definitions in use since 2002–03)
Large city	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.
Midsize city	A central city of a MA, with the city having a population less than 250,000.	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 midsize city	Any incorporated place, Census-designated place, or nonplace territory within a MA with a midsize 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 midsize 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 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 midsize 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 midsize 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 midsize 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 midsize city.

Note 1: Commonly Used Variables

Continued

of the distance from the large or midsize city with which it is associated. Further, if a school does not provide NCES with an address that can be geocoded to a specific census block (such as a P.O. Box or rural route/box number types of addresses) and clerical research cannot determine the specific location of the school in terms of Census Bureau geography, the locale code assignment process assigns the school an "urban fringe" code if the school is located in a metropolitan statistical area.

School districts' locale codes are assigned through the use of these school 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 not, schools are placed into one of three groups: large or midsize city; urban fringe or rural, inside an MA (or metro area); and large town, small town, or rural, outside an MA (or metro area). The group with the largest number of students is determined, and then the locale code within the group having the largest number of students is assigned to the district. If the number of students between two or more groups is the same, then the least urban locale code is assigned. Districts with no schools or students are given a locale code of "N." (For more information on the Locale Code, download the "General" Documentation for the school year of interest from the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey Data webpage at http://nces.ed.gov/ccd/pubschuniv.asp, and then search the document for occurrences of "Locale Code.")

Besides being used for the CCD, the eight-level locale codes are used to categorize community type in other NCES surveys. Typically, however, the locale codes are collapsed into three categories. For example, in the Schools and Staffing Survey (SASS), the community type of a school is categorized according to its address as follows:

- *Central city:* in a large or midsize central (or principal) city.
- *Urban fringe/large town:* in the urban fringe of a large or midsize city; a large town; or a rural area, inside of an MA (or metro area).
- *Small town/rural:* in a small town or rural area, outside of an MA (or metro area).

In *The Condition of Education 2007*, these labels under the 1990 standards for pre-2002–03 data and under the 2000 standards for 2002–03 (and subsequent) data apply to *indicators 4* and *32*.

The locale codes can also be collapsed into four categories, depending on the survey used. The school locale variable for the Fast Response Survey System (FRSS) was based on the eight-category locale variable from CCD, recoded into a four-category analysis variable as follows:

- *City:* A large or midsize central city of a Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA).
- *Urban fringe:* Any incorporated place, Census-designated place, or nonplace territory within a CSMA or MSA of a large or midsize city, and defined as urban by the Census Bureau.
- *Town:* Any incorporated place or Census-designated place with a population greater than or equal to 2,500 and located outside a CMSA or MSA.
- *Rural:* Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau.

In *The Condition of Education 2007*, these labels apply to the *Special Analysis*.

The locale code for indicators using data from the National Assessment of Educational Prog-

Note 1: Commonly Used Variables

Continued

ress (NAEP) is also collapsed into a four-level variable, as follows:

- *Central large city:* in a large central (or principal) city.
- *Central midsize city:* in a midsize central (or principal) city.
- *Urban fringe/large town:* in the urban fringe of a large or midsize city; a large town; or a rural area, inside of an MA (or metro area).
- *Small town/rural:* in a small town or rural area, outside of an MA (or metro area).

In *The Condition of Education 2007*, these labels apply to *indicators 11* and *12*.

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 2005 are shown in the table on the next page. (For thresholds for other years, see http://www.census.gov/hhes/www/poverty/threshld.html.)

In *indicator 2*, children in families whose incomes are below the poverty threshold are classified as *poor*; those in families with incomes at or above the poverty threshold are classified as *nonpoor*. *Indicators 6, 19,* and *29* modify the categories of poverty to *poor, near-poor*, and *nonpoor*. *Poor* is defined to include those families whose incomes are below the poverty threshold, *near-poor* is defined as those in families with incomes at 100–199 percent of the poverty threshold, and *nonpoor* is defined as those in families with incomes at 200 percent or more of the poverty threshold.

Indicator 16 modifies the categories of poverty to examine poverty across rounds of the Early Childhood Longitudinal Survey, Kindergarten Class of 1998–99 (ECLS-K). This composite variable classified children into three categories: (1) below the poverty threshold, all rounds; (2) at or above the poverty threshold, all rounds; and (3) in and out of poverty across rounds. The composite was derived from poverty status variables for kindergarten, 1st grade, 3rd grade, and 5th grade. The poverty status variables were created using the federal poverty thresholds (described above) and were derived from household income and the number of household members.

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 2007*, eligibility for the National School Lunch Program applies to *indicators 11, 12, 13,* and *32*.

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

Note 1: Commonly Used Variables

Continued

Weighted average poverty thresholds, by household size: Selected years, 1990–2005

Household size	Poverty threshold	Household size	Poverty threshold
1990		**2002**	
2	$8,509	2	$11,756
3	10,419	3	14,348
4	13,359	4	18,392
5	15,792	5	21,744
6	17,839	6	24,576
7	20,241	7	28,001
8	22,582	8	30,907
9 or more	26,848	9 or more	37,062
1995		**2003**	
2	9,933	2	12,015
3	12,158	3	14,680
4	15,569	4	18,810
5	18,408	5	22,245
6	20,804	6	25,122
7	23,552	7	28,544
8	26,237	8	31,589
9 or more	31,280	9 or more	37,656
2000		**2004**	
2	11,239	2	12,334
3	13,738	3	15,067
4	17,603	4	19,307
5	20,819	5	22,831
6	23,528	6	25,788
7	26,754	7	29,236
8	29,701	8	32,641
9 or more	35,060	9 or more	39,048
2001		**2005**	
2	11,569	2	12,755
3	14,128	3	15,577
4	18,104	4	19,971
5	21,405	5	23,613
6	24,195	6	26,683
7	27,517	7	30,249
8	30,627	8	33,610
9 or more	36,286	9 or more	40,288

SOURCE: U.S. Census Bureau, Current Population Survey (CPS). Retrieved March 14, 2007, from http://www.census.gov/hhes/www/poverty/threshld.html.

Note 1: Commonly Used Variables

Continued

and numbers in poverty for states, counties, and school districts. *Indicator 40* 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. *Indicator 40* employs the SAIPE data, rather than the free-lunch-eligible data, to measure poverty by school district because SAIPE data are available for all regular operating school districts, while free-lunch-eligible data are missing for a sizable number of school districts. Further, the SAIPE poverty data are constructed using consistent methodology, while the designation of who is free lunch eligible 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 below 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 2007*, *indicators 3*, *4*, *5*, *6*, *37*, and *38* use this system.

U.S. Census Bureau, Regional Classification

Northeast	South	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Maine	Arkansas	Indiana	Arizona
Massachusetts	Delaware	Iowa	California
New Hampshire	District of Columbia	Kansas	Colorado
New Jersey	Florida	Michigan	Hawaii
New York	Georgia	Minnesota	Idaho
Pennsylvania	Kentucky	Missouri	Montana
Rhode Island	Louisiana	Nebraska	Nevada
Vermont	Maryland	North Dakota	New Mexico
	Mississippi	Ohio	Oregon
	North Carolina	South Dakota	Utah
	Oklahoma	Wisconsin	Washington
	South Carolina		Wyoming
	Tennessee		
	Texas		
	Virginia		
	West Virginia		

Note 2: The Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly survey of a nationally representative sample of all U.S. households. The survey's scientifically selected sample consists of approximately 50,000 households from the 50 states and the District of Columbia. The population surveyed is referred to as the civilian, noninstitutional population. Members of the armed forces, inmates in correctional institutions, and patients in long-term medical or custodial facilities are not included in the sample. The CPS has been conducted for more than 50 years. The U.S. Department of Commerce, Census Bureau, conducts the survey for the Bureau of Labor Statistics, asking a knowledgeable adult household member (known as the "household respondent") to answer all the questions on all of the month's questionnaires for all members of the household.

The CPS collects data on the social and economic characteristics of the civilian, noninstitutional population, including information on income, education, and participation in the labor force. However, the CPS does not collect all this information every month. Each month a "basic" CPS questionnaire is used to collect data about participation in the labor force of each household member, age 15 or older, in every sampled household. In addition, different supplemental questionnaires are administered each month to collect information on other topics.

In March and October of each year, the supplementary questionnaires contain some questions of relevance to education policy. The Annual Social and Economic Supplement, or 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. Data from this survey are also used to generate the annual Population Profile of the United States, reports on geographical mobility, educational attainment, and detailed analyses of wage rates, earnings, and poverty status. The October Supplement contains basic annual school enrollment data for preschool, elementary and secondary, and postsecondary students, as well as educational background information 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 use a complex questionnaire and increase consistency by reducing interviewer error. Further information on the CPS can be found at http://www.census.gov/cps.

Definition of Selected Variables

Employment Status

Indicators 19 and *20* use data from the March CPS and its supplement, which include questions on 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 45 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. Employed persons include those 16 years and over 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, childcare 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.

Note 2: The Current Population Survey (CPS)

Continued

Hours Worked per Week

Indicator 45 presents data on the number of hours worked per week. This estimate is the number of hours a respondent worked in all jobs in the week previous to the time of survey. The population for this variable includes any employed person who also worked in the week previous to the time of survey. 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 25 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, business, 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 before 1989), including those temporarily living away, is included.

In *indicator 25*, 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 on the next page shows the current dollar amount of the breakpoints between low and middle income and between middle and high income used in *indicator 25*. For example, low income for families in 2005 is defined as the range from $0 to $16,800; middle income is defined as the range from $16,800 to $80,700; and high income is defined as $80,700 or more.

Median Earnings

Indicator 20 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 (which refers to those who were usually employed 35 or more hours per week). Earnings include all wage and salary income. Unlike mean earnings, median earnings does not change or changes very little in response to extreme observations.

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 included

Note 2: The Current Population Survey (CPS)

Continued

Dollar value (in current dollars) at the breakpoint between low- and middle-income and between middle- and high-income categories of family income: October 1972–2005

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	16,300	77,200
2005	16,800	80,700

—Not available.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

Note 2: The Current Population Survey (CPS)

Continued

White, Black, American Indian/Aleut Eskimo, Asian/Pacific Islander, Hispanic, and Other. From 1996 through 2002, the response options included White, Black, American Indian/Aleut Eskimo, Asian/Pacific Islander, and Hispanic. From 2003 through the present, the response options included White, Black, American Indian/Alaskan Native, Asian, Hawaiian/Pacific Islander, and Hispanic and allowed respondents to select more than one race category. Race categories presented in *The Condition of Education 2007* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive. *Indicators 5, 19, 20, 23, 25, 27,* and *45* present data by race/ethnicity using CPS data. See *supplemental note 1* for more information on race/ethnicity.

Enrolled in School

In *indicator 20*, 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 23 reports status dropout rates by race/ethnicity. The status dropout rate is one of a number of rates reporting on 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 should not be confused with 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).

Indicator 23 uses the October CPS data to estimate the status dropout rate, or the percentage of civilian, noninstitutionalized young people ages 16 through 24 who are out of high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development certificate [GED]). 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 an indicator of the performance of U.S. schools, because it counts as dropouts individuals who may have never attended a U.S. school.

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.

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 from 1972 to 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. This was done in an effort to improve data quality. The effect of the editing changes was evaluated by applying both the old

Note 2: The Current Population Survey (CPS)

Continued

and new editing procedures to the data from 1986. The effect of the changes was 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 was not statistically significant. While the change in the procedures occurred in 1986, the new procedures are reflected in *indicator 23* beginning in 1987.

Youth Neither Enrolled nor Working

The March CPS Supplement added questions to collect information on the educational enrollment of all respondents, as well as their employment status in 1986. To construct the variable for *indicator 19*, all youth ages 16–19 were categorized as being in one of four categories: enrolled in an education institution but not working; working but not enrolled; both enrolled and working; or neither enrolled nor working. Respondents who were unemployed and looking for work as well as those who were unemployed and not in the labor force (i.e., not looking for work) were both considered not working.

Educational Attainment

Data from CPS questions on educational attainment are used in *indicators 19, 20, 25,* and *27*. From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) "What is the highest grade … ever attended?" and (2) "Did … complete it?" An individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years 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 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 such comparisons. 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 accurate 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-1992 questions about educational attainment did not specifically consider high school equivalency certificates (GEDs). Consequently, an individual who attended 10th grade, dropped out without completing that grade, and who subsequently received a high

Note 2: The Current Population Survey (CPS)

Continued

school equivalency credential would not have been counted as completing 12th grade. The new question counts these individuals as if they are high school completers. Since 1988, an additional question has also asked respondents if they have a high school degree 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.

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 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 2007*.

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 responses "1–3 years of college." After 1991, the "some college" category includes 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, 48.9 percent of 25- to 29-year-olds reported completing some college or more, compared with 45.3 percent in 1991 (see *indicator 27*, table 27-2). 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, including themselves in the category in 1992, but not including themselves in the category in 1991.

Another potential difference in the "some college" category is how individuals who have completed a certificate or other type of award other than a degree respond to the new questions introduced in 1992 about their educa-

Note 2: The Current Population Survey (CPS)

Continued

tional 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.

Parental 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 25* presents data by parents' education.

Note 3: Other Surveys

American Community Survey (ACS)

The Census Bureau introduced the American Community Survey (ACS) in 1996. When fully implemented in 2005, it will provide 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.

Beginning in 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) will receive the survey. The monthly sample size is designed to approximate the ratio used in Census 2000, requiring more intensive distribution in these areas.

National-level data from ACS are available starting with the year 2000. Under the current timetable, annual results 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.

Indicator 6 uses data from the ACS for the years 2000–05. For further details on the survey, 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 94,000) and school districts (approximately 17,000). 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 3, *4*, *24*, *30*, *32*, *37*, *38*, *39*, and *40* use data from the CCD. Further information about the database is available at http://nces.ed.gov/ccd/.

Early Childhood Longitudinal Study, Kindergarten class of 1998–99 (ECLS-K)

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) is an ongoing study conducted by NCES. Launched in fall 1998, the study follows a nationally representative sample of children from kindergarten through 8th grade. The purpose of the ECLS-K is twofold: to be both descriptive and analytic. First, the ECLS-K provides descriptive national data on children's status at entry into school; children's transition into school; and children's progression through 5th grade. Second, the ECLS-K provides a rich dataset that enables researchers to study how a wide range of family, school, community, and individual variables affect children's early success in school.

A nationally representative sample of 21,260 children who enrolled in 1,277 kindergarten programs participated in the initial survey during the 1998–99 school year. These children were selected from both public and private kindergartens that offered full- and half-day programs. The sample consists of children from different racial/ethnic and socioeconomic backgrounds and includes an oversample of Asian/

Note 3: Other Surveys

Continued

Pacific Islander children. All kindergarten children within the sampled schools were eligible for the sampling process, including language minority and special education students. The sample design for the ECLS-K is a dual-frame, multistage sample. First, 100 Primary Sampling Units (PSUs), which are counties or groups of counties, were selected. Schools within the PSUs were then selected. Public schools were selected from a public school frame, and private schools were selected from a private school frame that oversampled private kindergartens. In fall 1998, approximately 23 kindergartners were selected within each of the sampled schools.

Data on the kindergarten cohort were collected in the fall and spring of the kindergarten year from the children, their parents, and their teachers. In addition, information was collected from children's schools and school districts in the spring of the kindergarten year. During the 1999–2000 school year, when most of the cohort moved to the 1st grade, data were collected from a 30 percent subsample of the cohort in the fall and from the full sample in the spring. In kindergarten, over 90 percent of the fall assessments took place in October and November of 1998, and over 90 percent of the spring assessments took place in April and May of 1999. Spring 1st-grade data were obtained between March and July of 2000, and spring 3rd-grade data were obtained between March and July of 2002, with 80 percent of each of the spring 1st-grade and spring 3rd-grade assessments conducted between early April and late May. Spring 5th-grade data were collected from February through June of 2004, with over 75 percent of the child assessments completed by the end of April.

Trained evaluators assessed children in their schools and collected information from parents over the telephone. Teachers and school administrators were contacted in their schools and asked to complete questionnaires. The children and their families, teachers, and schools provided information on children's cognitive, social, emotional, and physical development. Information was also collected on the children's home environment, home educational practices, school and classroom environments, curricula, and teacher qualifications.

The ECLS-K 5th-grade direct cognitive assessment battery was designed to assess children's academic achievement in the spring of 5th grade and to provide a means of measuring growth since kindergarten entry. Therefore, the cognitive assessments (the K–1 assessment and the 3rd- and 5th-grade assessments) were designed to have overlapping items, i.e., items that were included in at least two rounds of data collection.

In *indicator 16*, which is a cross-sectional analysis of the ECLS-K study, findings are representative of students in school in spring 2004 who were in kindergarten in fall 1998, including students who may have been in kindergarten for the second time in fall 1998 and students who were not assessed in English at some point in the study.

Further information on the survey is available at http://nces.ed.gov/ecls/kindergarten.asp/.

Education Longitudinal Study of 2002 (ELS:2002)

The Education Longitudinal Study of 2002 (ELS:2002) is the fourth major national longitudinal survey of high school students conducted by NCES. Three previous surveys are similar: the National Longitudinal Study of the High School Class of 1972 (NLS:72), the High School and Beyond Longitudinal Study of 1980 (HS&B:80), and the National Education Longitudinal Study of 1988 (NELS:88). Like its predecessors, ELS:2002 is designed to provide information to researchers, policymakers, and the public about high school students' experiences and activities, as well as to track subsequent changes in these young people's lives when they leave high school, enroll in college, and subsequently enter the workforce

Note 3: Other Surveys

Continued

or when they enter the workforce immediately after high school.

ELS:2002 sampled and collected data from 10th-graders in spring 2002 (the base year), along with data from their English and mathematics teachers, their school's librarian and principal, and one parent for each student. The base-year data include 10th-graders' scores on cognitive tests in reading and mathematics. About 750 schools were selected (in both the public and private sectors). In these schools, about 15,000 students—along with about 13,000 of their parents, 7,000 of their teachers, 700 of their principals, and 700 of their librarians—completed base-year surveys.

The first follow-up collected data from cohort members 2 years later, when most of them were 12th-graders in the spring of 2004. The sample of 12th-graders was also augmented with students who were not sophomores in 2002 (or not in the country) to provide a nationally representative sample of 12th-graders. Special questionnaires were administered to the sophomore cohort members who were no longer in school as a result of dropping out or graduating early. A mathematics test was administered to the 12th-graders, and their high school transcripts were collected from the schools.

ELS:2002 has collected information on students' experiences while in high school (including their coursetaking, achievement, extracurricular activities, social lives, employment, and risk-taking behaviors); students' aspirations, life goals, attitudes, and values; and the influence of family members, friends, teachers, and other people in their lives.

The second follow-up was administered in the spring of 2006, when many of the 12th-graders were enrolled in college and some had entered the workforce. Data were collected on the colleges that students applied to, the financial aid offers they received, the colleges they attended, and the financial aid they received while in college.

A third follow-up is tentatively scheduled for the spring of 2010, when many of the sample members who attend college will have graduated.

Following the same cohort of students over time allows data users to monitor changes in students' lives, including their progress through high school, participation in postsecondary education (entry, persistence, achievement, and attainment), early experiences in the labor market, family formation, and civic participation. In addition, by combining data about students' school programs, coursetaking experiences, and cognitive outcomes with information from teachers and principals, the ELS:2002 data support investigation of numerous educational policy issues.

Indicators 21 and *22* use data from ELS:2002. For further details on the survey, see http:// nces.ed.gov/surveys/els2002/overview.asp.

High School and Beyond (HS&B)

The Education Longitudinal Studies program began over 30 years ago with the implementation of the National Longitudinal Study of 1972 (NLS-72). High School and Beyond (HS&B), the second in the series of NCES longitudinal studies, was launched in 1980. HS&B included one cohort of high school seniors comparable to the NLS-72 sample; however, the study also extended the age span and analytical range of NCES longitudinal studies by surveying a sample of high school sophomores. Base-year data collection took place in the spring term of the 1979–80 academic year with a two-stage probability sample. More than 1,000 schools served as the first-stage units, and 58,000 students within these schools were the second-stage units. Both cohorts of HS&B participants were resurveyed in 1982, 1984, and 1986; the sophomore group also was surveyed in 1992. In addition, to better understand the school and home contexts of the sample members, data

Note 3: Other Surveys

Continued

were collected from teachers (a teacher comment form in the base year asked for teacher perceptions of HS&B sample members), principals, and a subsample of parents. High school transcripts were collected for a subsample of sophomore cohort members. As in NLS-72, postsecondary transcripts were collected for both HS&B cohorts; however, the sophomore cohort transcripts cover a much longer time span (to 1993).

With the study design expanded to include a sophomore cohort, HS&B provided critical data on the relationships between early high school experiences and students' subsequent educational experiences in high school. For the first time, national data were available that showed students' academic growth over time and how family, community, school, and classroom factors were associated with student learning. Researchers were able to use data from the extensive battery of achievement tests within the longitudinal study to assess growth in knowledge and cognitive skills over time. Moreover, data were then available to analyze the school experiences of students who later dropped out of high school and, eventually, to investigate their later educational and occupational outcomes.

Indicators 21 and *22* use data from HS&B-So:80. Further information about the survey is available at http://www.nces.ed.gov/surveys/hsb/.

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) is the core program that NCES uses for collecting data on postsecondary education. (Before IPEDS, some of the same information was collected by the Higher Education General Information Survey [HEGIS].) *Indicators 8, 9, 26, 28,* and *44* use data from HEGIS. IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education.

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) salaries of full-time instructional faculty by academic rank and tenure status; (4) completions (awards) by type of program, level of award, race/ethnicity, and sex; (5) characteristics of postsecondary institutions, including tuition, room and board charges, calendar systems, and so on; (6) status of postsecondary vocational education programs; and (7) other issues of interest.

Participation in IPEDS was a requirement for the 6,600 institutions that participated in Title IV federal student financial aid programs such as Pell Grants or Stafford Loans during the 2005–06 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 control (public, private not-for-profit, and private for-profit), resulting in nine institutional categories, or sectors. In addition, 83 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.

IPEDS data for 1999 were imputed using alternative procedures. See NCES 2007-017, Guide to Sources, for more information.

Indicators 8, 9, 26, 28, 42, and *44* use data from the IPEDS. The institutional categories

Note 3: Other Surveys

Continued

used in the surveys are described in *supplemental note 9*. Further information about IPEDS is available at http://nces.ed.gov/ipeds/.

National Assessment of Adult Literacy (NAAL)

The National Assessment of Adult Literacy (NAAL), conducted by NCES in 2003, and its earlier sister survey, the 1992 National Adult Literacy Survey (NALS), assess the literacy of adults age 16 or older living in households or prisons. Respondents were asked to demonstrate that they understood the meaning of information found in texts they were asked to read.

The assessment defines literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Results are reported on three literacy scales:

- Prose literacy: the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from continuous texts).
- Document literacy: the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats).
- Quantitative literacy: the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials).

Within each of these three literacy scales, respondents were grouped based upon their achievement level. *Below Basic* indicates no more than the most simple and concrete literacy skills; *Basic* indicates skills necessary to perform simple and everyday literacy activities; *Intermediate* indicates skills necessary to perform moderately challenging literacy activities; and *Proficient* indicates skills necessary to perform more complex and challenging literacy activities.

To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

Indicator 18 uses information from NAAL and NALS. Further information about NAAL can be found at http://nces.ed.gov/naal/.

National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS) is the nation's primary source of information on criminal victimization. Initiated in 1972 and redesigned in 1992, the NCVS annually collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported to police as well as those not reported. The NCVS sample consists of about 53,000 households. U.S. Census Bureau personnel interview all household members age 12 or older within each sampled household to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview. About 75,235 persons age 12 or older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. The first of these seven household interviews is used only to bind future interviews by establishing a time frame in order to avoid duplication of crimes reported in the six subsequent interviews. After their seventh interview, households are replaced by new sample households. Data are obtained on the frequency, characteristics, and consequences of criminal victimization in the United States. The survey enables the Bureau of Justice Statistics (BJS) to estimate the likelihood of victimization for the

Note 3: Other Surveys

Continued

population as a whole, as well as for segments of the population such as women, the elderly, members of various racial groups, city dwellers, or other groups. The NCVS provides the largest national forum for victims to describe the impact of crime and the characteristics of violent offenders.

Indicator 36 uses data from NCVS. Further information about the survey is available at http://www.census.gov/rodet/www/ncvs.html.

National Education Longitudinal Study of 1988 (NELS:88)

The National Education Longitudinal Study of 1988 (NELS:88) is the third major secondary school student longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS–72) and the High School and Beyond Longitudinal Study of 1980 (HS&B:80), surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 begins with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders and their parents, teachers, and school principals were surveyed. Follow-ups were conducted in 1990, 1992, and 1994, when a majority of these students were in 10th and 12th grades, and then 2 years after their scheduled high school graduation. A fourth follow-up was conducted in 2000.

NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 includes a multifaceted student questionnaire, four cognitive tests, and separate questionnaires for parents, teachers, and schools.

In 1990, when the students were in 10th grade, the students, school dropouts, teachers, and school principals were surveyed. The 1988 survey of parents was not a part of the 1990 follow-up. In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected.

In 1994, the third follow-up of students took place. By this time, most of the survey participants had graduated from high school, and many had begun postsecondary education or entered the workforce. This follow-up focused on issues related to postsecondary access, employment, and whether high school dropouts had earned a high school credential (and, if so, by what route). In 2000, the fourth (and final) NELS:88 follow-up occurred. By this time, most of the participants had been out of high school for 8 years. The study focused on postsecondary enrollment and completion, transitions into the labor force, and family formation. For those who had enrolled in any postsecondary education, postsecondary transcripts were collected from each institution attended.

Indicator 22 uses data from NELS:88/90, "First Follow-up, 1990." Further information about the survey is available at http://nces.ed.gov/surveys/nels88/.

National Household Education Surveys Program (NHES)

The National Household Education Surveys Program (NHES), conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, and 2005, collects data on educational issues that cannot be addressed by school-level data. Each survey collects data from households on at least two topics; topics include adult education, early childhood program participation, parental

Note 3: Other Surveys

Continued

involvement in education, and before- and afterschool 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). When 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 only 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.

Indicators 2, 10, and *29* use data from the NHES. Further information about the program is available at http://nces.ed.gov/nhes/.

National Postsecondary Student Aid Study (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) is based on a nationally representative sample of all students in postsecondary education institutions, including undergraduate, graduate, and first-professional students. For NPSAS:04, information was obtained from approximately 80,000 undergraduates and 11,000 graduate or first-professional students from about 1,400 postsecondary institutions. These students represented nearly 19 million undergraduate students, 3 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 2003, and June 30, 2004.

NPSAS is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education and to describe some demographic and other characteristics of those enrolled. Students attending all types and levels of institutions are represented, including private (both not-for-profit and for-profit) and public 4-year colleges and universities, community colleges, and less-than-2-year institutions.

To be eligible for inclusion in the institutional sample, an institution must have satisfied the following conditions: (1) offers an education program designed for persons who have completed secondary education; (2) offers an academic, occupational, or vocational program of study lasting 3 months or longer; (3) offers access to the general public; (4) offers more than just correspondence courses; and (5) is located in the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico.

Part-time and full-time students enrolled in academic or vocational courses or programs at these institutions, and not concurrently enrolled in a high school completion program, are eligible for inclusion in NPSAS. The first NPSAS, conducted in 1986–87, sampled students enrolled in fall 1986. Since the 1989–90 NPSAS, students who enrolled at any time during the year have been eligible for inclusion in the survey. This design change provides the opportunity to collect data necessary to estimate full-year financial aid awards.

Unless otherwise specified, all estimates in *The Condition of Education* using data from NPSAS include students in the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Each NPSAS survey provides information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Following each survey, NCES publishes three major reports: *Student Financing of Undergraduate Education, Student Financing of Graduate and First-Professional Education*,

Note 3: Other Surveys

Continued

and *Profile of Undergraduates in U.S. Postsecondary Education Institutions* (see NCES 2006-184, 2006-185, 2006-186).

Indicators 46, 47, and *48* use data from NPSAS. Further information about the survey is available at http://nces.ed.gov/surveys/npsas/.

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.

In the most recent PSS data collection, conducted in 2003–04, the survey was sent to 31,848 qualified private schools, and it had a response rate of 94.6 percent.

Indicator 4 uses data from the PSS. Further information on the surveys is available at http://nces.ed.gov/surveys/pss/.

Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is the nation's largest sample survey of America's elementary and secondary schools. First conducted in 1987–88, SASS periodically surveys the following:

- surveys public schools and collects data on school districts, schools, principals, teachers, and library media centers;
- surveys private schools and collects data on schools, principals, teachers, and library media centers;
- surveys schools operated by the Bureau of Indian Affairs (BIA) and collects data on schools, principals, teachers, and library media centers; and
- surveys public charter schools and collects data on schools, principals, teachers, and library media centers.

To ensure that the samples contain sufficient numbers for estimates, SASS uses a stratified probability sample design. Public and private schools are oversampled into groups based on certain characteristics. After the schools are stratified and sampled, the teachers within the schools are stratified and sampled based on their characteristics. For the 2003–04 SASS, a sample of public charter schools was included in the sample as part of the public school questionnaire.

Indicators 33, 34, and *35* use data from the SASS. Further information about the survey is available at http://nces.ed.gov/surveys/SASS/.

Note 4: National Assessment of Educational Progress (NAEP)

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 includes 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 compared.

Main NAEP

Indicators 11, 12, 13, and *14* 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 curriculum frameworks 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.

Since 1990, NAEP assessments have also been conducted to give results for participating states. States that choose to participate receive assessment results that report on the performance of students within the state. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples were not, and are not, currently designed to support the reporting of accurate and representative state-level results, separate representative samples of students are selected for each participating jurisdiction/state.

Beginning with the 2002 assessments, a combined sample of public schools was selected for both the state and national NAEP. This was done in response to the NCES/NAGB redesign of 1998. It was thought that drawing a subset of schools from all of the state samples to produce national estimates would reduce burden by decreasing the total number of schools participating in the state and national NAEP. From this group of schools, representing 50 states, a subsample was identified as the national subset.

Therefore, the national sample is a subset of the combined sample of students assessed in each participating state, plus an additional sample from the states that did not participate in the state assessment. This additional sample ensures that the national sample is representative of the total national student population. The full dataset is analyzed together, allowing all data to contribute to the final results and setting a single scale for the assessment. All results are then reported in the scale score metric used for the specific assessment.

The content and nature of the main NAEP evolve to match instructional practices, so the ability to measure change reliably over time is limited. As standards for instruction and curriculum change, so does the main NAEP. As a result, data from different assessments are not always comparable. However, recent main NAEP assessment instruments for science and reading have typically been kept stable for short 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, the NAGB revised the grade 12 mathematics

Note 4: National Assessment of Educational Progress (NAEP)

Continued

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 results cannot be directly compared with those from previous years. For some subjects that are not assessed frequently, such as civics and the arts, no trend data are available. 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 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 some indicators, 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 *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.

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/.

Student Accommodations

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 and 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

Note 4: National Assessment of Educational Progress (NAEP)

Continued

that accommodations in NAEP did not have any significant effect on student scores. *Indicators 11* and *12* present NAEP results with and without accommodations.

Long-Term Trend NAEP

The long-term trend NAEP measures basic student performance in reading, mathematics, science, and writing. *Indicator 15* reports findings from the long-term reading and mathematics assessments. Since the mid-1980s, the long-term trend NAEP has used the same instruments to provide a means to compare 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 at grades 4, 8, and 11 in writing. 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.

Note 5: International Assessments

Trends in International Mathematics and Science Study (TIMSS)

Indicator 17 uses data collected as part of the Trends in International Mathematics and Science Study (TIMSS). Under the auspices of the International Association for the Evaluation of Educational Achievement (IEA), TIMSS assessed the science and mathematics achievement of students in 41 countries in grades 3, 4, 7, and 8, and in the final year of secondary school in 1995. Information about how mathematics and science learning takes place in each country was also collected. TIMSS asked students, their teachers, and their school principals to complete questionnaires about the curriculum, schools, classrooms, and instruction. The TIMSS assessment was repeated in 1999 in 45 countries at grade 8, and again in 2003 in 25 countries at grade 4 and 45 countries at grade 8 so that changes in achievement over time could be tracked. Moreover, TIMSS is closely linked to the curricula of the participating countries, providing an indication of the degree to which students have learned the concepts in mathematics and science that they have encountered in school.

2003 TIMSS

For the 2003 assessment, the international desired population consisted of all students in the country who were enrolled in the upper of the two adjacent grades that contained the greatest proportion of 9- and 13-year-olds at the time of testing (Populations 1 and 2, respectively, except only the upper of the two adjacent grades). In the United States and most countries, this corresponded to grades 4 and 8. In all, 25 countries participated at grade 4, and 46 countries participated at grade 8. (A list of participating countries is available on the TIMSS website at http://nces.ed.gov/timss.)

Approximately one-third of the 1995 4th-grade assessment items and one-half of the 1999 8th-grade assessment items were used in the 2003 assessment. Development of the 2003 assessment began with an update of the assessment frameworks to reflect changes in the curriculum and instruction of participating countries. "Problem-solving and inquiry" tasks were added to the 2003 assessment to assess how well students could draw on and integrate information and processes in mathematics and science as part of an investigation or in order to solve problems.

For further information on TIMSS, see http://nces.ed.gov/timss.

Note 6: International Standard Classification of Education

Levels of Education

Indicators 41 and *43* use the International Standard Classification of Education (ISCED) (OECD 1999) to compare educational systems in different countries. The ISCED is the standard used by many countries to report education statistics to UNESCO and the Organization for Economic Cooperation and Development (OECD). The ISCED divides educational systems into the following seven categories, based on six levels of education.

Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years when it is provided. In the United States, this level includes nursery school and kindergarten.

Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers who conduct classes in their field of specialization. If there is no clear breakpoint for this organizational change, the lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education; and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.

Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school, typically lasts from 6 months to 2 years, and may be considered as an upper secondary or postsecondary program in a national context. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification. This level of education is included for select countries in *indicator 41*.

Education at the fifth level (first stage of tertiary education) includes programs with more

Note 6: International Standard Classification of Education

Continued

advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.

Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high-skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last 4 years and lead to the award of a bachelor's degree, second university programs that lead to a master's degree, and professional programs that lead to a first-professional degree.

Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.

Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

For *indicators 41* and *43*, postsecondary education includes the fifth and sixth levels, except as noted.

Note 7: Measures of Student Persistence and Progress

Various measures have been developed to provide information about student persistence and progress through elementary and secondary education. Three measures are presented in this report: status dropout rate (*indicator 23*), the public school averaged freshman graduation rate (*indicator 24*), and the educational attainment of 25- to 29-year-olds (*indicator 27*). The three indicators in this volume that present these measures each employ a different analytic method and dataset to document a different aspect of the complex high school graduation and dropout process. No one data source provides comprehensive information on the graduation and dropout process on an annual basis, but these three indicators presented here complement one another and draw upon the particular strength of their respective data. Each indicator is not without its limitations, however, which makes it critical to have multiple indicators when addressing the question of student persistence. A brief description of the relevant methodology and data used by each indicator follows.

Status Dropout Rate

Indicator 23 reports status dropout rates by race/ethnicity. Status dropout rates measure the extent of the dropout problem for a population and as such can be used to estimate the need for further education and training in that population. This indicator uses October Current Population Survey (CPS) data to estimate the percentage of the civilian, noninstitutionalized 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. An advantage of using CPS data to compute this status dropout rate is that it can be computed on an annual basis for various demographic subgroups of adults and can be used to report a national rate that includes dropouts of public and private schools. The disadvantages of using CPS data to compute status dropout rates is that they (1) exclude all military personnel and incarcerated or institutionalized persons and (2) 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.

Public School Averaged Freshman Graduation Rate

Indicator 24 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. The estimated count of incoming freshmen is calculated by summing 10th-grade enrollment 2 years before the graduation year, 9th-grade enrollment 3 years before the graduation year, and 8th-grade enrollment 4 years before the graduation year and dividing this amount 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. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. An advantage of using CCD data to calculate the AFGR is that they are available on an annual basis by state; however, the demographic details are limited.

Educational Attainment of 25- to 29-Year-Olds

Indicator 27 examines the educational attainment of adults just past the age when most would traditionally be expected to complete

Note 7: Measures of Student Persistence and Progress

Continued

their postsecondary education. This indicator uses March CPS data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school and who have earned a high school credential (either a diploma or an equivalency credential such as a GED); the rate can be reported by race/ethnicity and other demographic variables. The rate does not differentiate between those who graduated from public schools, who graduated from private schools, or who earned a GED. The rate also includes individuals who never attended high school in the United States. An advantage of using CPS data to compute the educational attainment rate is that it can be computed on an annual basis for various demographic subgroups of adults and can be used to report a national rate that includes public and private schools. A disadvantage of using CPS data to compute the educational attainment rate is that these data exclude all military personnel and incarcerated or institutionalized persons.

Even though *indicators 23, 24*, and *27* 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 focus on different populations: *indicator 23* focuses on 16- through 24-year-olds between 1972 and 2005; *indicator 24* focuses on the number of graduates in 2003–04 based on the 2000–01 freshman class; and *indicator 27* focuses on 25- through 29-year-olds between 1971 and 2006. The source of information used to construct the indicators also varies. *Indicator 24* is produced from the CCD, a universe survey system based on state education departments' annual administrative records, while *indicators 23* and *27* use data from the CPS, a sample survey of the civilian noninstitutional population.

Given such differences, one would not expect to see identical or even similar estimates. In fact, very reasonable differences should be apparent. For example, if one estimate measures only regular diplomas completed on time, it should be smaller than one that is constructed to measure both regular diplomas and GEDs. Once accounting for these methodological differences, 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 the complex issue of high school completion. For more detail on methods used to analyze dropout and graduation rates in these indicators and other related measures of student persistence and progress, see *supplemental notes 2* and *3* and the publications by Seastrom et al. (NCES 2006-604; NCES 2006-605) and Laird, DeBell, and Chapman (NCES 2007-024).

Note 8: Student Disabilities

Indicators 7 and *31* use 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 such severe communication and other developmental and educational problems 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:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. 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 definition of deafness in this section.

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

Note 8: Student Disabilities

Continued

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 they 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 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. 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 or 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 9: 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 note outlines the different categories used in varying combinations in *indicators 8*, *9*, *26*, *28*, *42*, *44*, *47*, and *48*.

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. 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 award a 4-year degree or higher in one or more programs, or a postbaccalaureate, post-master's, or post-first-professional certificate.
- *2-year but less-than-4-year institutions:* Institutions or branches that confer at least a 2-year formal award (certificate, diploma, or associate's degree) or that have a 2-year program creditable toward a baccalaureate degree.
- *Less-than-2-year institutions:* Institutions or branches that have programs lasting less than 2 years that result in a terminal occupational award or are creditable toward a degree at the 2-year level or higher.

Postsecondary institutions are further divided according to these criteria: degree-granting versus non-degree-granting; type of financial control; and Title IV-participating versus non-Title IV-participating.

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 number of non-degree granting institutions at both the 2-year but less-than-4-year and less-than-2-year levels.

IPEDS classifies institutions at each of the three levels of institutions by type of financial control: *public; private not-for-profit;* or *private for-profit* (e.g., proprietary schools). Thus, IPEDS divides the universe of postsecondary institutions into nine different "sectors." 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.

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 are restricted to Title IV-participating institutions.

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).

Note 9: Classification of Postsecondary Education Institutions

Continued

Indicators 8, 26, 42, 44, and *47* include 2-year (short for 2-year but less-than-4-year) and 4-year-and-above degree-granting institutions in their analyses.

Indicators 9, 28, and *48* include 4-year-and-above degree-granting institutions.

Note 10: Fields of Study for Postsecondary Degrees

The general categories for fields of study used in *indicators 28* and *42* were derived from the 2000 edition of the *Classification of Instructional Programs* (CIP-2000). To facilitate trend comparisons, in some instances aggregations of some categories have been made. 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, journalism, and related programs: communications, journalism, and related programs; and communications technologies/technicians and support services.

Engineering: engineering; engineering technologies/technicians; construction trades; and mechanic and repair technologies/ technicians.

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 11: 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. *Indicators 20, 37, 38, 39, 40, 44, 46,* and *47* in *The Condition of Education* use the U.S. All Items CPI for All Urban Consumers (CPI-U).

The CPI-U is the basis for both the calendar year CPI and the school year CPI. 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 (see below). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics, 2006* (NCES 2007-017), 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 comparisons over time. For example, due to inflation, the buying power of a teacher's salary in 1998 is not comparable to that of a teacher's salary in 2002. In order to make such a comparison, the 1998 salary must be converted into 2002 constant dollars by multiplying the 1998 salary by a ratio of the 2002 CPI over the 1998 CPI. As a formula, this is expressed as

$$1998 \text{ salary} \times \frac{(2002 \text{ CPI})}{(1998 \text{ CPI})} = \begin{array}{l}1998 \text{ salary in} \\ 2002 \text{ constant} \\ \text{dollars}\end{array}$$

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 the other types of CPI indexes, go to the BLS website (http://www.bls.gov/cpi/).

Classifications of Expenditures for Elementary and Secondary Education

Indicators 38, 39, and *40* examine expenditures for public elementary and secondary education. *Indicator 38* uses six categories of expenditures: total expenditures, instruction expenditures, administration expenditures, operation and maintenance expenditures, capital expenditures, and other expenditures. *Indicator 39* uses instruction expenditures in its analysis. *Indicator 40* uses two categories of expenditures in its analysis: total expenditures and current expenditures.

Total expenditures for elementary and secondary education include all expenditures allocable to per student costs: these are all current expenditures for regular school programs, interest on school debt, and capital outlay. 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.

Current expenditures include expenditures for instruction, administration, operation and maintenance, and other expenditures with the exception of capital expenditures (capital outlays and interest on debt) and current expenditures for nonelementary and nonsecondary programs (see Total expenditures, above). Thus, current expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs.

Instruction expenditures include salaries and benefits for teachers and instructional aides,

Note 11: Finance

Continued

supplies, and purchased services such as instruction via television. Also included are tuition expenditures to other local education agencies.

Administration expenditures include expenditures for general administration (salary, benefits, supplies, and contractual fees for boards of education staff and executive administration) and school administration (salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses).

Operation and maintenance expenditures include salary, benefits, supplies, and contractual fees 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.

Capital expenditures include interest on school debt and capital outlays. Capital expenditures represent the value of educational capital acquired or created during the year in question—that is, the amount of capital formation regardless of whether the capital outlay was financed from current revenue or by borrowing. Capital expenditures include outlays on construction, land and existing structures, instructional equipment, and all other equipment.

Other expenditures include funds for student support (health, attendance, and speech pathology services); other instructional staff (curriculum development, staff training, libraries, and media and computer centers); student transportation; other support services, including business support services and central support services; food services; enterprise operations (operations funded by sales of products or services together with amounts for direct program support made by state education agencies for local school districts); and other current expenditures (adult education, community colleges, private school programs funded by local and state education agencies, and community services).

Classifications of Revenue

In *indicator 37*, 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 nontaxable 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 37*, local revenue is classified as either local property tax revenue or other local revenue.

In *indicator 37*, alternative local government revenue numbers for Texas were used in the calculation of the percentage distribution for the South in 1992–93 because, for that state, much of the revenue that was classified as local government property taxes was classified as revenue from intermediate sources. The alternative Texas local government property tax revenue for 1992–93 was calculated by applying the average of the proportions of the 1991–92 and 1993–94 local government property tax revenue to all local government revenue to the 1992–93 total for all local government revenue. Other local government revenue was calculated in a similar fashion.

Note 11: Finance

Continued

The Variation in Expenditures per Student and the Theil Coefficient

Indicator 39 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:

$$T_B = \sum_{k=1}^{K} \left(P_k \overline{X}_k / \overline{X}\right) \ln\left(\overline{X}_k / \overline{X}\right)$$

where P_k is the enrollment in state *k*, $X\{bar\}_k$ is the student-weighted mean expenditure per student in state *k*, and X{bar} is the student-weighted mean expenditure per student for the country.

The within-state Theil coefficient, T_W, equals:

$$T_W = \sum_{k=1}^{K} \left(P_k \overline{X}_k / \overline{X}\right) T_k$$

where T_k is the Theil coefficient for state *k*.

T_k equals:

$$T_k = \frac{\sum_{j=1}^{J_k} P_{jk} X_{jk} \ln\left(X_{jk} / \overline{X}_k\right)}{\sum_{j=1}^{J_k} P_{jk} X_{jk}}$$

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

$$T = T_W + T_B$$

Note 11: Finance

Continued

Classifications of Expenditures for International Comparisons

Indicator 41 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 41* correspond 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 comprise 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 include 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 include spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

Note 12: Measuring High School Coursetaking

There are various ways to measure the academic coursework that students complete. For example, one can measure the number of courses a student has completed in different subjects (e.g., whether a student completed two, three, or four courses in mathematics). If one is interested in how common it is for students to complete certain courses, one can measure the percentage of high school students who have completed those courses. Yet another method is to measure the highest level of coursework completed in different subjects (e.g., whether a student's most academically challenging mathematics course was algebra I, trigonometry, or calculus). Based on these three methods, analysts have created different measures to categorize high school coursetaking. This supplemental note describes the coursetaking taxonomies used in the Special Analysis of *The Condition of Education 2007*.

All of the coursetaking data used in the Special Analysis come from transcripts of graduates of public and private high schools, which were collected as part of the U.S. Department of Education's National Assessment of Educational Progress (NAEP), Education Longitudinal Study of 2002 (ELS:2002), National Education Longitudinal Study of 1988 (NELS:88), and the High School & Beyond study (HS&B). It is important to note that comparability cannot be perfect because (1) the Secondary School Taxonomy (SST) was revised in 1998, (2) these data come from different transcript collections, thus introducing the possibility of minor variations in the coding methodology even though steps were taken to replicate the data collection and coding methodology in each study, and (3) these data used slightly different sample selection criteria when determining high school graduation status.

The high school courses taken by students are organized according to the Classification of Secondary School Courses (CSSC) and the Secondary School Taxonomy (SST). All courses in a student's transcript are coded with a CSSC value after checking course titles on the student's transcripts with course catalogs from the student's high school describing the contents of those courses. These coded courses are then assigned to broader course groupings, forming the academic levels in each subject area, using the Secondary School Taxonomy (SST).

Course credits are expressed in Carnegie units. A Carnegie unit is a standard of measurement used for secondary education that is equivalent to the completion of a course that meets one period per day for one school year, where a period is typically at least 40 minutes.

Transcript studies are a reliable source of information but they do have limitations. One limitation is that transcript studies can describe the intended—but not the actual—curriculum. The content and instructional methods of one course taught in one school by a certain teacher may be different from the content and instructional methods of another course classified as having the same CSSC code taught in another school, or even the same school, by a different teacher. Nevertheless, validation studies and academic research have shown significant differences between the highest level of academic courses completed by students and their scores on tests of academic achievement (Chaney, Burgdorf, and Atash 1997).

Academic Pipelines

Academic "pipelines" organize transcript data in English, science, mathematics, and foreign language into levels based on the normal progression and difficulty of courses within these subject areas. Each level includes courses either of similar academic challenge and difficulty or at the same stage in the progression of learning in that subject area. In the mathematics pipeline, for example, algebra I is placed at a level lower in the pipeline continuum than is algebra II because algebra I is traditionally completed before algebra II and is generally less academically difficult or complex.

Note 12: Measuring High School Coursetaking

Continued

Classifying transcript data into these levels allows one to infer that high school graduates who have completed courses at the higher levels of a pipeline have completed more advanced coursework than graduates whose courses fall at the lower levels of the pipeline. Tallying the percentage of graduates who completed courses at each level permits comparisons of the percentage of high school graduates in a given year who reach each of the levels, as well as comparisons among different graduating classes.

In classifying students' courses from their transcripts according to a pipeline, only the courses completed with a passing grade in a subject area are included and not courses attempted. The inability to identify the number and types of courses attempted is due to inconsistent school reporting procedures. For example, many students retake courses they fail. In these instances, some schools report all courses attempted, while others report only the last course taken, substituting the passing grade. The pipeline also does not provide information on how many courses graduates completed in a particular subject area. Graduates are placed at a particular level in the pipeline based on the level of their highest completed course, regardless of whether they completed courses that would fall lower in the pipeline. Thus, graduates who completed year 3 of (or 11th-grade) French did not necessarily complete the first 2 years.

Mathematics Pipeline

Originally developed by Burkam and Lee (NCES 2003-01), the mathematics pipeline progresses from no mathematics courses or nonacademic courses to low, middle, and advanced academic coursework. Each level in the pipeline represents the highest level of mathematics coursework that a graduate completed in high school. Thus, a graduate whose highest course is at the low academic level progressed no further in the mathematics pipeline and did not complete a traditional algebra I course, a prerequisite for higher level mathematics in high school. The mathematics pipeline has eight levels; however, two of these levels can be combined to create a "middle academic level," and the top three levels can be combined to create an "advanced academic level."

No Mathematics

Includes graduates who completed either no coursework in mathematics or only basic or remedial-level mathematics. It is thus possible for a graduate to have taken one or more courses in mathematics, but to be placed in the no mathematics level.

Nonacademic Level

Highest completed courses are in general mathematics or basic skills mathematics, such as general mathematics I or II; basic mathematics I, II, or III; consumer mathematics; technical or vocational mathematics; and mathematics review.

Low Academic Level

Highest completed courses are preliminary courses (e.g., prealgebra) or mathematics courses of reduced rigor or pace (e.g., algebra I taught over the course of 2 academic years). Considered to be more academically challenging than nonacademic courses, courses at this level include prealgebra; algebra I, part I; algebra I, part II; and geometry (informal).

Middle Academic Level

The middle academic level is divided into two sublevels, each of which is considered to be more academically challenging than the nonacademic and low academic levels, though the first level is not considered as challenging as the second level.

Algebra I/Geometry Level

Highest completed courses include algebra I; plane geometry; plane and solid geometry; unified mathematics I and II; and pure mathematics.

Note 12: Measuring High School Coursetaking

Continued

Algebra II Level

Highest completed course is algebra II or unified mathematics III.

Advanced Academic Level

The advanced academic level is divided into three sublevels, each of which is considered more academically challenging than the nonacademic, low academic, and middle academic levels, though the first level is not considered as challenging as the second level, nor the second level as challenging as the third.

Trigonometry/Algebra III Level

Highest completed course is algebra III; algebra/trigonometry; algebra/analytical geometry; trigonometry; trigonometry/solid geometry; analytical geometry; linear algebra; probability; probability/statistics; statistics; statistics (other); or an independent study.

Precalculus Level

Highest completed course is precalculus or an introduction to analysis.

Calculus Level

Highest completed course is Advanced Placement (AP) calculus; calculus; or calculus/analytical geometry.

Science Pipeline

Unlike mathematics and other subjects, such as foreign languages, coursework in science does not follow a common or easily defined sequence. Depending on a school's curriculum, students can choose from several courses with minimal sequencing requirements. Consequently, the method used to construct the science pipeline differs from that used to construct the mathematics pipeline. First, all science courses were placed in one of four groups based on subject matter: (1) life science (e.g., biology, ecology, zoology); (2) chemistry; (3) physics; and (4) all other physical sciences (e.g., geology, earth science, physical science). Second, a pipeline was constructed for each of these four groups. Third, the pipelines for chemistry, physics, and all other physical sciences were combined into a single pipeline (a physical science pipeline). Finally, the physical science and life science pipelines were combined to create a single science pipeline. The final pipeline has seven levels; however, for the Special Analysis, two of these levels were combined into one category (low academic level).

No Science

No science includes graduates who did not complete any courses in science or who completed only basic or remedial-level science. It is possible for a graduate to have taken one or more courses in science but to be placed in the no science level.

Low Academic Level

The low academic level is composed of two levels, each of which is considered to be more academically challenging than no science.

Primary Physical Science

Highest completed course is in basic physical sciences: applied physical science; earth science; college preparatory earth science; or unified science.

Secondary Physical Science and Basic Biology

Highest completed course is astronomy; geology; environmental science; oceanography; general physics; basic biology I; or consumer or introductory chemistry.

General Biology

Highest completed course is general biology I; secondary life sciences (including ecology, zoology, marine biology, and human physiology); or general or honors biology II.

Chemistry I or Physics I

Highest completed course is introductory chemistry, chemistry I, organic chemistry, physical chemistry, consumer chemistry, general physics, or physics I.

Note 12: Measuring High School Coursetaking

Continued

Chemistry I and Physics I

Highest completed courses include one level I chemistry course (see above) and one level I physics course (see above).

Chemistry II or Physics II or Advanced Biology

Highest completed course is advanced biology, International Baccalaureate (IB) biology II, IB biology III, AP biology, field biology, genetics, biopsychology, biology seminar, biochemistry and biophysics, biochemistry, botany, cell and molecular biology, cell biology, microbiology, anatomy, and miscellaneous specialized areas of life sciences, chemistry II, IB chemistry II, IB chemistry III, AP chemistry, physics II, IB physics, AP physics B, AP physics C: mechanics, AP physics C: electricity/magnetism, or physics II without calculus.

English Pipeline

English language and literature courses do not fit neatly into an ordered hierarchical framework. Instead of building on previously studied content, the English curriculum is stratified by the level of academic challenge and intensity of work required within a specific content area rather than among different courses. For example, within the general English curriculum, most schools have three tracks that vary by level of academic challenge: below-grade-level or low academic-level courses, at-grade or regular courses, and above-grade or honors courses. Thus, unlike the mathematics and science pipelines that are based on progress within a content continuum (e.g., algebra I, geometry, algebra II, trigonometry, and calculus), the English pipeline is constructed to reflect the proportion of coursework completed by graduates in each track. It reflects the quality of a graduate's English coursetaking rather than the progression from low-level to more challenging coursework. The English pipeline has seven categories; however, for the Special Analysis, two of these levels were combined into one category (low academic level).

No English

No courses classified as English were ever completed by the graduate. It is possible for a graduate to have taken one or more unclassified English courses and be placed in the no English level. For the most part, these unclassified courses were English coursework for blind and deaf students or English as a Second Language courses.

Low Academic Level

The low academic level is divided into two sublevels, the second of which is considered to be more academically challenging than the first.

50 Percent or More Low Academic-Level English

The number of completed courses classified as low academic level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage between 50 and 100.

Some, but Less than 50 Percent Low Academic-Level Courses

The number of completed courses classified as low academic level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage less than 50. It is possible for a graduate to have also completed less than 50 percent honors-level courses and be classified under this category if the percentage of low academic-level courses completed was equal to or greater than the percentage of honors-level courses completed.

Regular

All completed English courses classified at grade level; no low academic-level or honors-level courses.

Advanced Academic Level

The advanced academic level is divided into three sublevels.

Note 12: Measuring High School Coursetaking

Continued

Some, but Less than 50 Percent Honors-Level Courses

The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage less than 50. It is possible for a graduate to have also completed less than 50 percent low academic-level courses and be classified under this category if the percentage of low academic-level courses completed was less than the percentage of honors-level courses completed.

50 Percent or More, but Less than 75 Percent Honors-Level Courses

The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage of 50 or greater and less than 75.

75 Percent or More Honors-Level Courses

The number of completed courses classified as honors level, when divided by the total number of completed low academic-, regular-, and honors-level courses, yields a percentage between 75 and 100.

Foreign Language Pipeline

Coursework in a foreign language follows an ordered, sequential path. Most high school students who study a foreign language progress along such a path, which is typically a sequence of four year-long courses in the language. Not all students do this, however. Some students begin their studies in the middle of a sequence because they have prior knowledge of the language. Some repeat the same year of study. And a few (about 7 percent of 1988 graduates) study more than one language. The highest level of completed coursework in the foreign language pipeline thus may not indicate the total number of years a graduate has studied a foreign language or languages. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course those graduates completed.

The foreign language pipeline originally did not classify all foreign language study: before 2004, only courses in French, German, Latin, and Spanish were counted because these were the most commonly offered foreign languages. The next four most commonly offered foreign languages (Italian, Japanese, Hebrew, and Russian) each accounted for less than 1 percent of 1988 graduates who studied foreign languages in the unweighted NELS:88 sample that was used to create the pipeline. Adding these four languages to the four most common languages in the pipeline originally made less than 0.1 percent difference in the percentage of graduates who studied a single language, though it made more difference (yet less than 1 percent difference) in the percentage of graduates who never studied a language and who studied more than one language.

Beginning with 2004 transcript data, the foreign language pipeline expanded its definition of foreign language coursetaking to include any classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Compared with the pre-2004 definition, this expanded definition increased the percentage of students who had completed a foreign language course at year 3 or higher by 1 percent. It decreased the percentage of students classified as having completed no foreign language study by 1.8 percent.

Under both definitions, the foreign language pipeline has six categories. For the Special Analysis, however, two of these levels were combined into one category (year 2 or less).

Note 12: Measuring High School Coursetaking

Continued

None

No courses classified as foreign language study were ever completed by graduate. Only courses included in the foreign language pipeline definition are counted as foreign language study (see above), so it is possible for a graduate to have taken one or more courses of some other foreign language and be placed in this category.

Year 1 (1 year of 9th-grade instruction) or less

Graduate completed no more than either a full Carnegie unit (1 academic year of coursework) of 9th-grade (year 1) foreign language instruction or half a Carnegie unit of 10th-grade (year 2) foreign language instruction.

Year 2 (1 year of 10th-grade instruction)

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 10th-grade (year 2) foreign language instruction or half a Carnegie unit of 11th-grade (year 3) foreign language instruction.

Year 3 (1 year of 11th-grade instruction)

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 11th-grade (year 3) foreign language instruction or half a Carnegie unit of 12th-grade (year 4) foreign language instruction.

Year 4 (1 year of 12th-grade instruction)

Graduate completed either a full Carnegie unit (1 academic year of coursework) of 12th-grade (year 1) foreign language instruction or half a Carnegie unit of 13th-grade (year 5) foreign language instruction.

AP Instruction

Graduate completed an AP foreign language course.

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Glossary

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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.

Alternative schools: Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. Although these schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. 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 6 percent of schools in the Common Core of Data files are alternative schools.

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

College entrance examination score: Graduates' SAT combined score, derived as either the sum of SAT verbal and math scores or an ACT composite score converted to an estimated SAT combined score.

Combined school: A combined school has one or more of grades K–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 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.

Current expenditures: Expenditures for operating local public schools, 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.

D

Dependent student: (See Financial dependency.)

Glossary

Continued

Diocesan school: A private Catholic school serving students in one or more grades K–12 that is the domain of a bishop.

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 doctor's 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 doctor's 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 First-professional degree.)

Doctoral institutions: Includes 4-year postsecondary 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 left 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 Status dropout rate.)

E

Educational attainment: The highest level of schooling attended and completed.

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: As reported in this publication, 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.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

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 government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or as 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.

Expenditures per pupil: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average

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daily attendance, or average daily membership.

F

Financial dependency: For purposes of determining eligibility for federal student aid, students are normally considered financially dependent on their parents or guardians (regardless of the amount of support actually provided) unless they meet one of the criteria for independence. A student is considered to be independent if he or she is age 24 or older, a veteran of the U.S. Armed Forces, enrolled in a graduate or professional program beyond a bachelor's degree, married, an orphan or ward of the court, or has legal dependents other than a spouse. Students under 24 who do not meet any of these conditions but are receiving no parental support may be classified as independent by campus financial aid officers using their professional judgment. Most undergraduates under 24 are considered dependent.

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 institution: Denotes a postsecondary institution that can award a bachelor's degree or higher.

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.

Full-time worker: One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week or for the previous calendar year, in which case they refer to the usual hours worked.

G

GED certificate: (See High school equivalency certificate.)

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an 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.

Grade point average (GPA): Student's cumulative undergraduate grade point average (GPA) standardized to a 4.00-point scale.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Glossary

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Grants: This term can have one of two possible meanings. In this publication, grants most commonly refer to funds awarded to an individual by a college, an agency, or another institution to attend postsecondary education. Grants, also known as scholarships, do not have to be repaid. Grants may also refer to funds provided by the federal or state government or some other institution to other agencies to support the delivery of services, undertake research or another innovative activity, or to provide other beneficial services.

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.

H

Head Start programs: Head Start is a federally sponsored preschool program primarily for children from low-income families.

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 GED. The GED (General Educational Development) 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 through 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.

I

Independent student: (See Financial dependency.)

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–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.

Glossary

Continued

Industrialized country: A country with a market economy comprising a significant portion of world production and trade markets.

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.

L

Language minority students: Students for whom English is not their primary home language and who may or may not be able to speak English very well.

Limited-English-proficient: The term "limited English proficient," when used with respect to an individual, means 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; or 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.

Loan: Borrowed money that must be repaid.

Longitudinal dropout rate: The longitudinal dropout rate is the percentage of students in a nationally representative cohort of students selected at some grade level in school at a certain point in the school year who have left school and not graduated with a diploma or certificate of graduation as of a certain later time. One example of a longitudinal dropout rate is the percentage of high school freshmen enrolled in spring 2002 who dropped out 2 years later as of spring 2004. (See Dropout and Status dropout rate.)

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, including 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 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, and 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.

Minority: Any individual or racial/ethnic group that is not categorized as White, not Hispanic or Latino.

Glossary

Continued

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, a student must be from a household with an income at 185 percent of the poverty level for reduced-price lunch or 130 percent of the poverty level for free lunch.

Nonfatal crime: Crimes, whether theft, violent crimes, or serious violent crimes, without fatalities.

Nonresident alien: A person who is not a citizen of the United States and who is in this country on a temporary basis and 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.

O

Organization for Economic Cooperation and Development (OECD): The OECD is an organization of 30 nations (as of 2002) 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 include 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 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 less than 75 percent of the normal full-time credit load.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs with an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. (See also *supplemental note 9.)*

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."

Preschool: A beginning group or class enrolling children younger than 5 years of age and organized to provide 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).

Private school or institution: A school or 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.

Glossary

Continued

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 curricular areas that might be applicable are not within a single domain of mathematics, science, or reading.

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 reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met. (See also Public school.)

Public institution: A postsecondary education institution supported primarily by public funds and operated by publicly elected or appointed officials who control the program and activities (See also *supplemental note 9*.)

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, 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.

Purchasing power parities: 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

Religious private school: A school with a designated religious orientation or purpose, which is not supported primarily by public funds. It must provide instruction for one or more of grades K–12 (or comparable ungraded levels)

Glossary

Continued

and have one or more teachers. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students are not included.

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 a 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.

Serious violent crime: Rape, sexual assault, robbery, or aggravated assault.

Socioeconomic status (SES): A measure of an individual or family's relative economic and social ranking. In the analyses in this publication, SES is constructed based on father's education level, mother's education level, father's occupation, mother's occupation, and family income. Also, students are classified into high, middle, and low SES based on a standardized composite index score of their parents' education level, mother's and father's occupation, family's income, and certain household items. The terms "high SES," "middle SES," and "low SES," respectively, refer to the upper, middle two, and lower quartiles of the composite index score distribution. By definition, one-quarter of each cohort of students will be in the bottom SES quartile, even if education levels, average family incomes, and the number of persons in more prestigious occupations change.

Special education schools: Special education schools provide educational services to students with special physical or mental needs, i.e., students with mental disabilities (such as mental retardation or autism), physical disabilities (such as hearing impairments), or learning disabilities (such as dyslexia). About 2 percent of schools in the Common Core of Data files are vocational schools.

Stafford Loan program: The Stafford Loan program is the largest of federal student loans. For students with financial need, the federal government subsidizes the interest while the student is enrolled. Unsubsidized loans are available to students without regard to financial need.

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.

Glossary

Continued

The denominator is the total number of 16- to 24-year-olds in October of that same year.

T

Title I grant program: The federal government provides grants to local education agencies (LEAs) to supplement state and local education funding based primarily on the number of children from low-income families in each LEA. The program provides extra academic support and learning opportunities to help disadvantaged students catch up with their classmates or make significant academic progress.

Total expenditures per pupil in average daily attendance: Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools, community colleges, and private schools) are included.

Two-year institution: Denotes a postsecondary 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.

U

Undergraduate students: Students registered at a postsecondary institution in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate's degree.

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.

Unsubsidized loans: (See Stafford Loan program.)

V

Violent crime: Rape, sexual assault, robbery, aggravated assault, or simple assault.

Vocational education schools: Vocational schools primarily serve students who are being trained for semi-skilled 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). About 1 percent of schools in the Common Core of Data files are vocational schools.

W

World Bank Atlas method: In calculating gross national income (GNI—formerly referred to as gross national product) and GNI per capita in U.S. dollars for certain operational purposes, the World Bank uses the Atlas conversion factor. The purpose of the Atlas conversion factor is to reduce the impact of exchange rate fluctuations in the cross-country comparison of national incomes.

The Atlas conversion factor for any year is the average of a country's exchange rate (or alternative conversion factor) for that year and its exchange rates for the two preceding years, adjusted for the difference between the rate of inflation in the country, and through 2000, the rate of inflation in the G-5 countries (France, Germany, Japan, the United Kingdom, and the United States). For 2001 onwards, these countries include the Euro Zone, Japan, the United Kingdom, and the United States. A country's inflation rate is measured by the change in its gross domestic product (GDP) deflator.

Glossary

Continued

The inflation rate for G-5 countries (through 2000, and the Euro Zone, Japan, the United Kingdom, and the United States for 2001 onwards), representing international inflation, is measured by the change in the SDR deflator. (Special drawing rights, or SDRs, are the IMF's unit of account.) The SDR deflator is calculated as a weighted average of the G-5 countries' (through 2000, and the Euro Zone, Japan, the United Kingdom, and the United States for 2001 onwards) GDP deflators in SDR terms, the weights being the amount of each country's currency in one SDR unit. Weights vary over time because both the composition of the SDR and the relative exchange rates for each currency change. The SDR deflator is calculated in SDR terms first and then converted to U.S. dollars using the SDR to dollar Atlas conversion factor. The Atlas conversion factor is then applied to a country's GNI. The resulting GNI in U.S. dollars is divided by the midyear population to derive GNI per capita.

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