2 Outcomes

The indicators in this chapter focus on a range of learner outcomes, including assessment scores from the 2005 National Assessment of Educational Progress (NAEP); dropout and graduation rates for high school students; and college enrollment, labor force participation, and unemployment rates. These indicators show that, on average, public school students in rural areas perform better than their peers in cities, but generally not as well as their peers in suburban areas, as measured by 4th- and 8th-grade reading, mathematics, and science assessment scores and high school graduation rates (*indicators 2.1–2.3* and *2.5*). Generally, a smaller percentage of high school graduates in rural areas enroll in college than graduates in any other locale, and a smaller percentage of rural adults have a bachelor's degree than their peers in cities and suburbs (*indicators 2.7* and *2.9*).

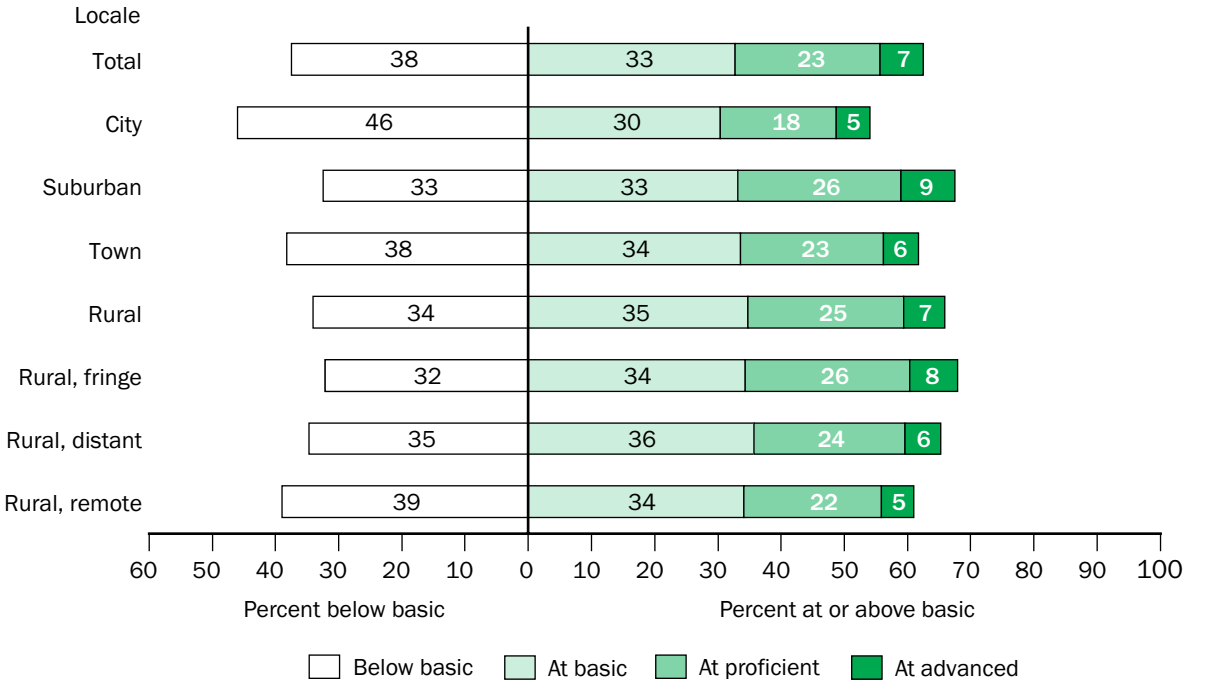
The unemployment rate for older adults is lower in rural areas than in all other locales, and the unemployment rate for younger adults is lower in rural areas than in cities and towns (*indicator 2.11*). In addition, regardless of educational attainment, median earnings (when adjusted for geographic cost differences) for adults who worked full-time, all year, are generally higher in rural areas than in cities and towns, but lower in rural areas than in suburban areas (*indicator 2.10*).

2.1. National Assessment of Educational Progress (NAEP) reading achievement

The proportion of public school students in rural areas in the 4th and 8th grades that read at or above the* Proficient *level in 2005 was larger than in cities and towns, but smaller than in suburban areas.

Nationwide, some 30 percent of 4th-grade public school students scored at or above the *Proficient* level on the 2005 NAEP reading assessment (table 2.1). The percentage of such 4th-graders in rural areas scoring at this achievement level (31 percent) was larger than in towns (28 percent) and cities (24 percent), but smaller than in suburban areas (34 percent). Within rural locales, a higher percentage of such 4th-graders in fringe rural areas scored at or above the *Proficient* level (34 percent) than in distant rural areas (30 percent) or remote rural areas (27 percent).

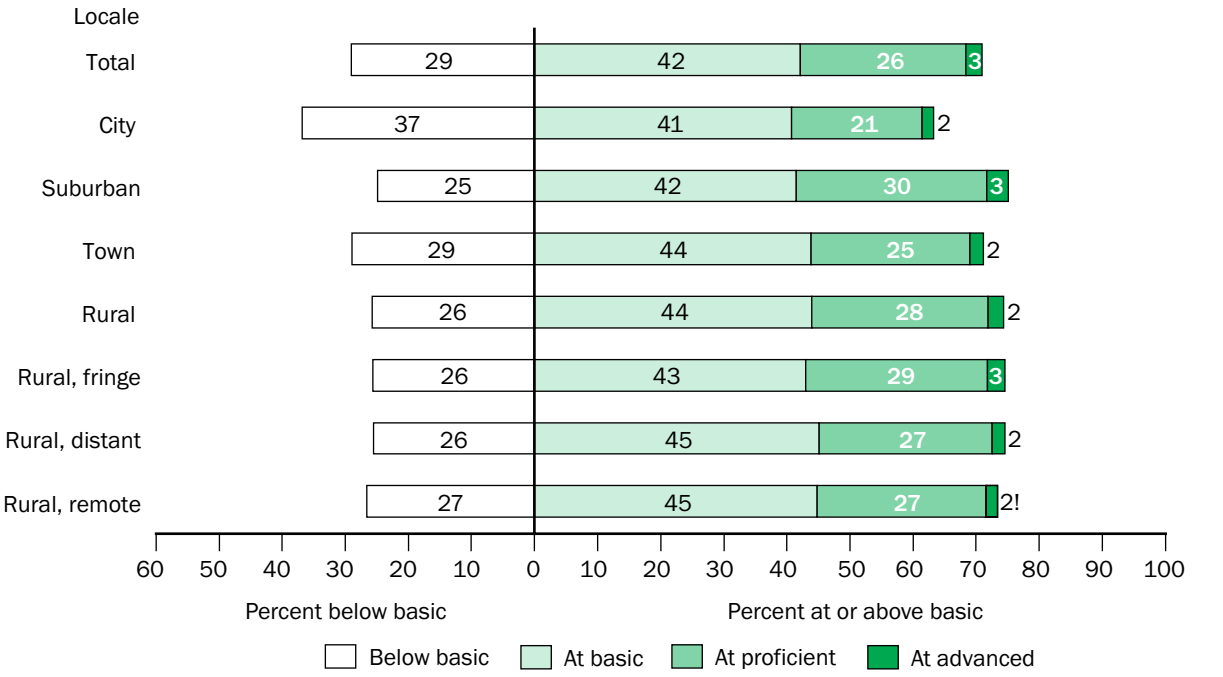
Figure 2.1a. Percentage distribution of 4th-grade public school students across NAEP reading achievement levels, by locale: 2005



NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

The pattern for 8th-grade public school students who scored at or above *Proficient* in reading was similar to that for 4th-graders, with 29 percent of such 8th-graders in the United States scoring at this level overall. The percentage of 8th-graders in rural areas scoring at or above the *Proficient* level (30 percent) was larger than in towns (27 percent) and cities (23 percent), but smaller than in suburban areas (34 percent). Additionally, a higher percentage of public school 8th-graders in fringe rural areas scored at or above the *Proficient* level (31 percent) than in remote rural areas (29 percent).

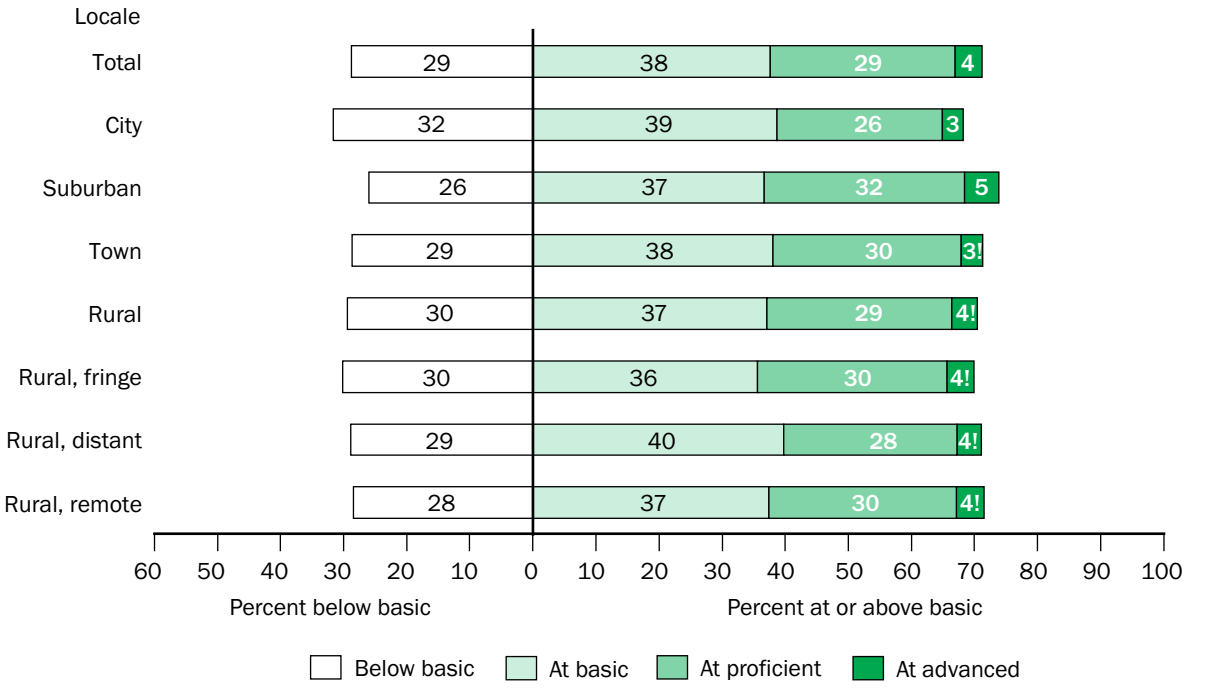
Figure 2.1b. Percentage distribution of 8th-grade public school students across NAEP reading achievement levels, by locale: 2005



! Interpret data with caution.
NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Across the nation, 34 percent of 12th-grade public school students scored at or above *Proficient* in reading. A lower percentage of such 12th-graders scored at this level in rural areas (33 percent) than in suburbs (37 percent). There were no measurable differences between the percentages of public school 12th-graders achieving at this level in rural areas and in towns and cities, or between the percentages of such 12th-graders scoring at this level in each of the three rural locales. Many of the apparent differences between these groups were not statistically significant due to large standard errors.

Figure 2.1c. Percentage distribution of 12th-grade public school students across NAEP reading achievement levels, by locale: 2005



! Interpret data with caution.
NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table 2.1. Percentage distribution of public school students across NAEP reading achievement levels, by grade level and locale: 2005

Grade level and locale	Below basic	At basic	At or above proficient		
			Total	At proficient	At advanced
4th grade					
Total	**37.5**	**32.7**	**29.8**	**23.0**	**6.8**
City	46.0	30.4	23.6	18.3	5.3
Suburban	32.5	33.1	34.4	25.9	8.5
Town	38.2	33.6	28.1	22.6	5.5
Rural	34.1	34.8	31.1	24.6	6.5
Fringe	32.1	34.3	33.5	26.0	7.6
Distant	34.7	35.7	29.6	23.9	5.7
Remote	39.0	34.1	26.9	21.8	5.1
8th grade					
Total	**29.0**	**42.1**	**28.9**	**26.3**	**2.5**
City	36.8	40.7	22.6	20.7	1.8
Suburban	24.9	41.5	33.5	30.2	3.4
Town	28.9	43.8	27.3	25.2	2.1
Rural	25.7	43.9	30.4	28.0	2.4
Fringe	25.6	43.0	31.5	28.8	2.7
Distant	25.5	45.1	29.4	27.4	2.0
Remote	26.6	44.8	28.6	26.7	1.9 !
12th grade					
Total	**28.8**	**37.6**	**33.7**	**29.4**	**4.2**
City	31.7	38.7	29.5	26.2	3.3
Suburban	26.1	36.7	37.2	31.8	5.4
Town	28.7	38.0	33.2	29.9	3.4 !
Rural	29.5	37.1	33.4	29.3	4.1 !
Fringe	30.2	35.6	34.2	30.1	4.2 !
Distant	28.9	39.8	31.3	27.5	3.8 !
Remote	28.5	37.4	34.1	29.8	4.3 !

! Interpret data with caution.

NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html. Detail may not sum to totals because of rounding.

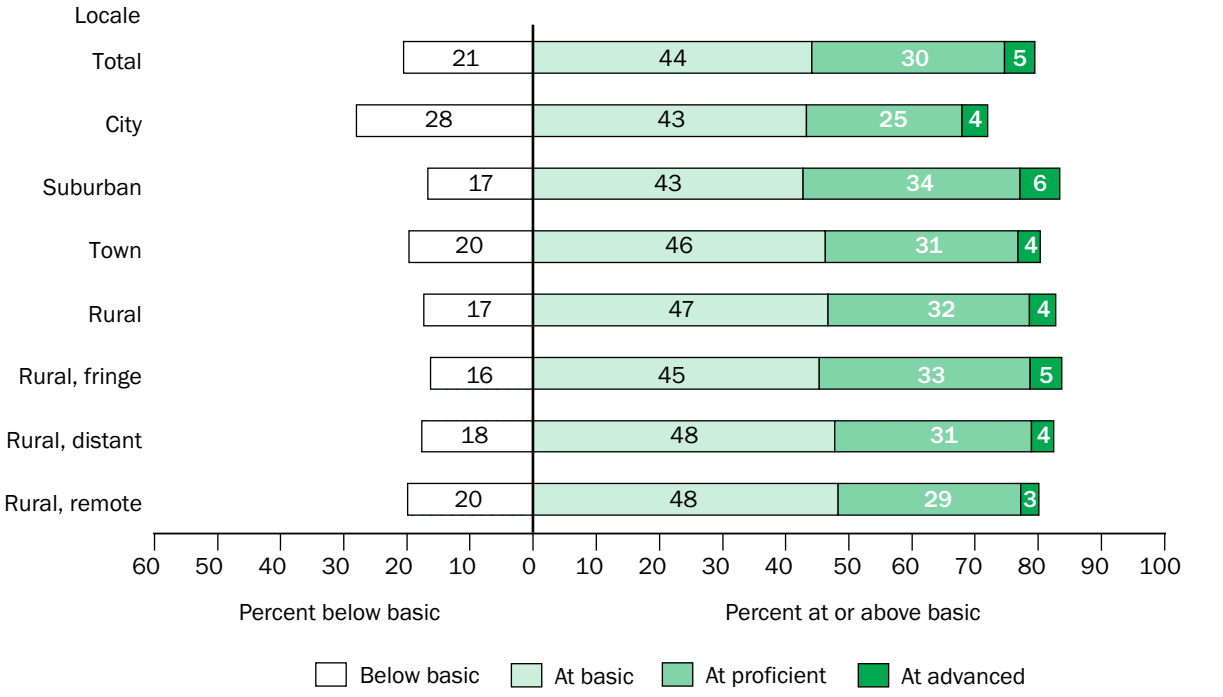
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

2.2. National Assessment of Educational Progress (NAEP) mathematics achievement

A larger proportion of public school students in rural areas in the 4th, 8th, and 12th grades in 2005 scored at or above the* Proficient *level in mathematics than their peers in cities. However, at all three grade levels, smaller percentages of rural public school students scored at this achievement level than did their suburban peers.

Nationwide, some 35 percent of 4th-grade public school students scored at or above the *Proficient* level on the 2005 NAEP mathematics assessment (table 2.2). The percentage of such 4th-graders scoring at this achievement level in rural areas (36 percent) was larger than in cities (29 percent), but was smaller than in suburban areas (41 percent). No measurable difference was detected between the percentages of 4th-graders in rural areas and towns achieving at this level. Within rural locales, higher percentages of public school 4th-graders in fringe rural areas scored at or above the *Proficient* level (38 percent) than in distant rural areas (35 percent) or remote rural areas (32 percent).

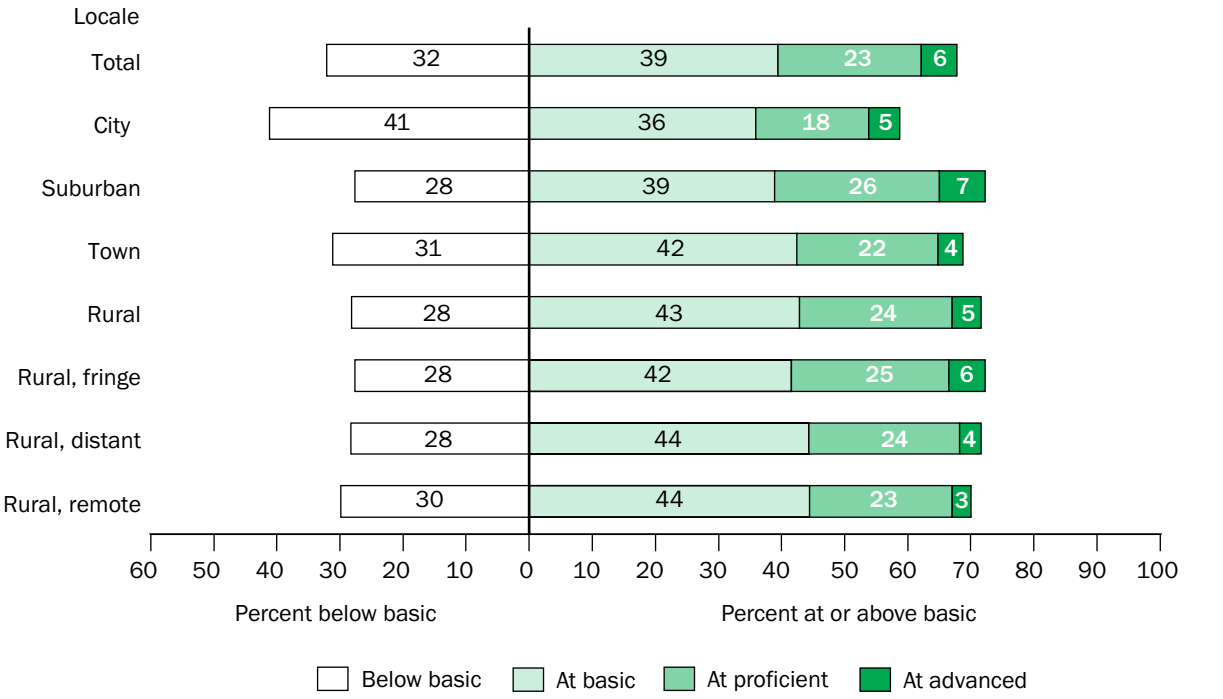
Figure 2.2a. Percentage distribution of 4th-grade public school students across NAEP mathematics achievement levels, by locale: 2005



NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

The percentages of 8th-grade public school students scoring at or above the *Proficient* level in mathematics followed a similar pattern. Nationally, 29 percent of such 8th-graders scored at this level. The percentage of 8th-graders reaching the *Proficient* level or above in rural areas (29 percent) was larger than in both towns (26 percent) and cities (23 percent), but was smaller than in suburban areas (33 percent). Within rural locales, a higher percentage of public school 8th-graders in fringe rural areas scored at this achievement level (31 percent) than in distant rural areas (27 percent) or remote rural areas (26 percent).

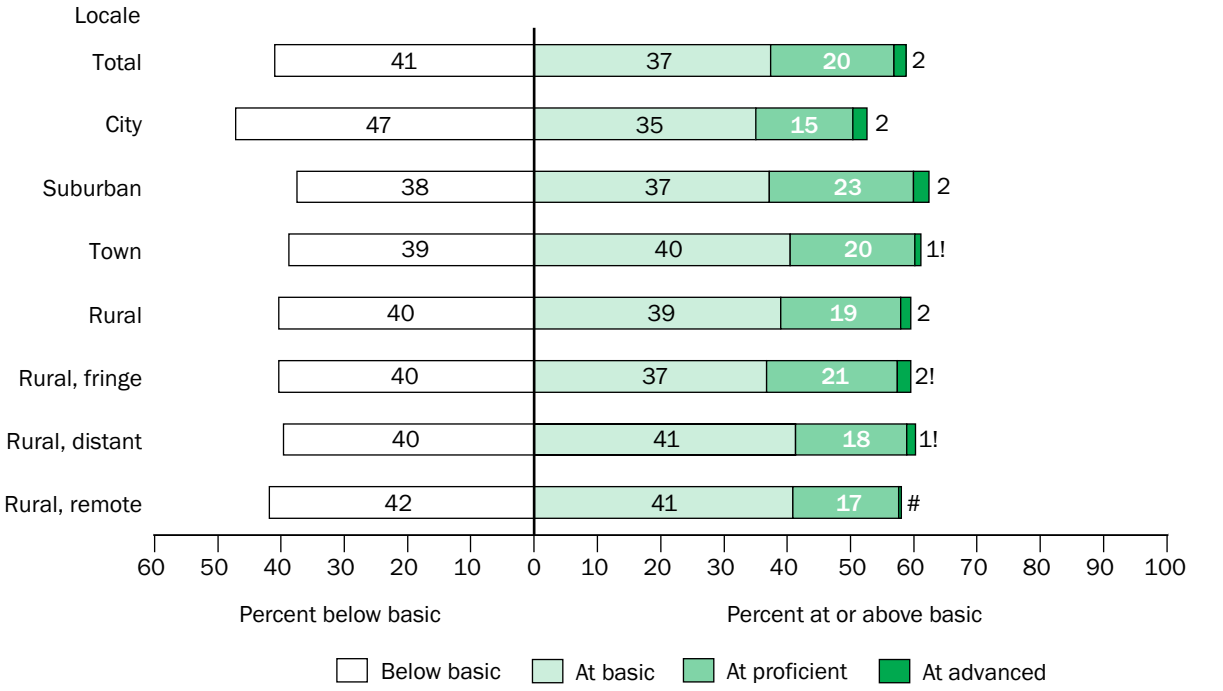
Figure 2.2b. Percentage distribution of 8th-grade public school students across NAEP mathematics achievement levels, by locale: 2005



NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

The proportion of 12th-grade public school students in rural areas scoring at or above the *Proficient* level in mathematics (21 percent) was greater than in cities (18 percent), but smaller than in suburban areas (25 percent). No difference was detected between the percentages of such 12th-graders in rural areas and towns achieving this level or among the percentages of 12th-graders scoring at this level in the three different rural locales.

Figure 2.2c. Percentage distribution of 12th-grade public school students across NAEP mathematics achievement levels, by locale: 2005



Rounds to zero.
! Interpret data with caution.
NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Table 2.2. Percentage distribution of public school students across NAEP mathematics achievement levels, by grade level and locale: 2005

Grade level and locale	Below basic	At basic	At or above proficient		
			Total	At proficient	At advanced
4th grade					
Total	**20.5**	**44.1**	**35.3**	**30.5**	**4.8**
City	28.0	43.3	28.7	24.6	4.1
Suburban	16.7	42.7	40.7	34.4	6.3
Town	19.7	46.3	34.0	30.5	3.5
Rural	17.3	46.7	36.0	31.9	4.1
Fringe	16.2	45.3	38.5	33.4	5.0
Distant	17.6	47.8	34.6	31.1	3.5
Remote	19.9	48.3	31.8	28.9	2.9
8th grade					
Total	**32.1**	**39.4**	**28.5**	**22.8**	**5.6**
City	41.2	35.9	22.9	17.9	5.0
Suburban	27.6	38.9	33.4	26.1	7.3
Town	31.2	42.4	26.4	22.4	4.0
Rural	28.2	42.9	28.9	24.2	4.6
Fringe	27.7	41.6	30.7	24.9	5.8
Distant	28.3	44.4	27.3	23.8	3.5
Remote	29.9	44.5	25.7	22.6	3.0
12th grade					
Total	**41.1**	**37.4**	**21.5**	**19.5**	**2.0**
City	47.3	35.1	17.6	15.3	2.3
Suburban	37.6	37.2	25.3	22.8	2.5
Town	38.9	40.5	20.6	19.7	1.0 !
Rural	40.4	39.0	20.6	19.0	1.6
Fringe	40.4	36.8	22.8	20.7	2.1 !
Distant	39.7	41.4	18.9	17.6	1.3 !
Remote	41.9	40.9	17.2	16.8	0.4 !

! Interpret data with caution.

NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html. Detail may not sum to totals because of rounding.

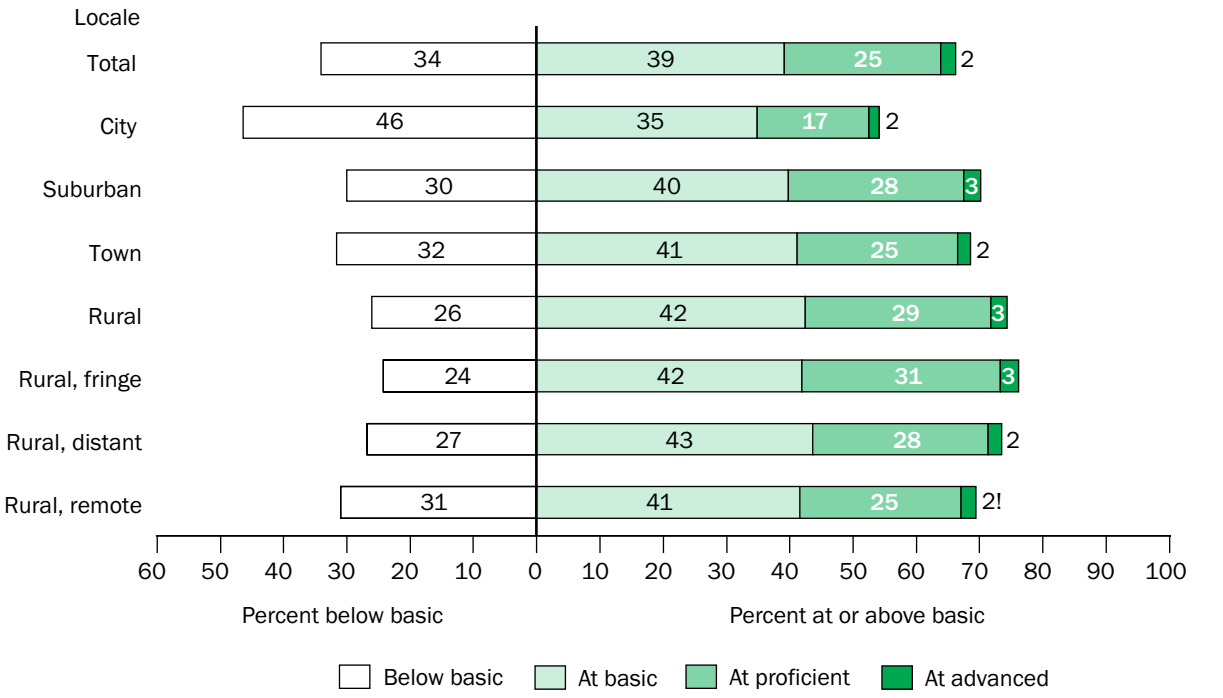
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

2.3. National Assessment of Educational Progress (NAEP) science achievement

A larger proportion of public school students in rural areas in the 4th, 8th, and 12th grades in 2005 scored at or above the* Proficient *level in science than did their peers in cities. There were no measurable differences between the percentages of rural and suburban public school students scoring at the* Proficient *level in any of the three grade levels.

Nationwide, 27 percent of 4th-grade public school students scored at or above the *Proficient* level on the 2005 NAEP science assessment (table 2.3). The percentage of such 4th-graders scoring at this level in rural areas (32 percent) was larger than in towns (27 percent) or cities (19 percent). There was no measurable difference between the percentages of 4th-graders in rural and suburban areas achieving at or above the *Proficient* level. Within rural areas, a larger percentage of public school 4th-graders in fringe rural areas scored at this level (34 percent) than their peers in distant rural (30 percent) and remote rural (28 percent) areas.

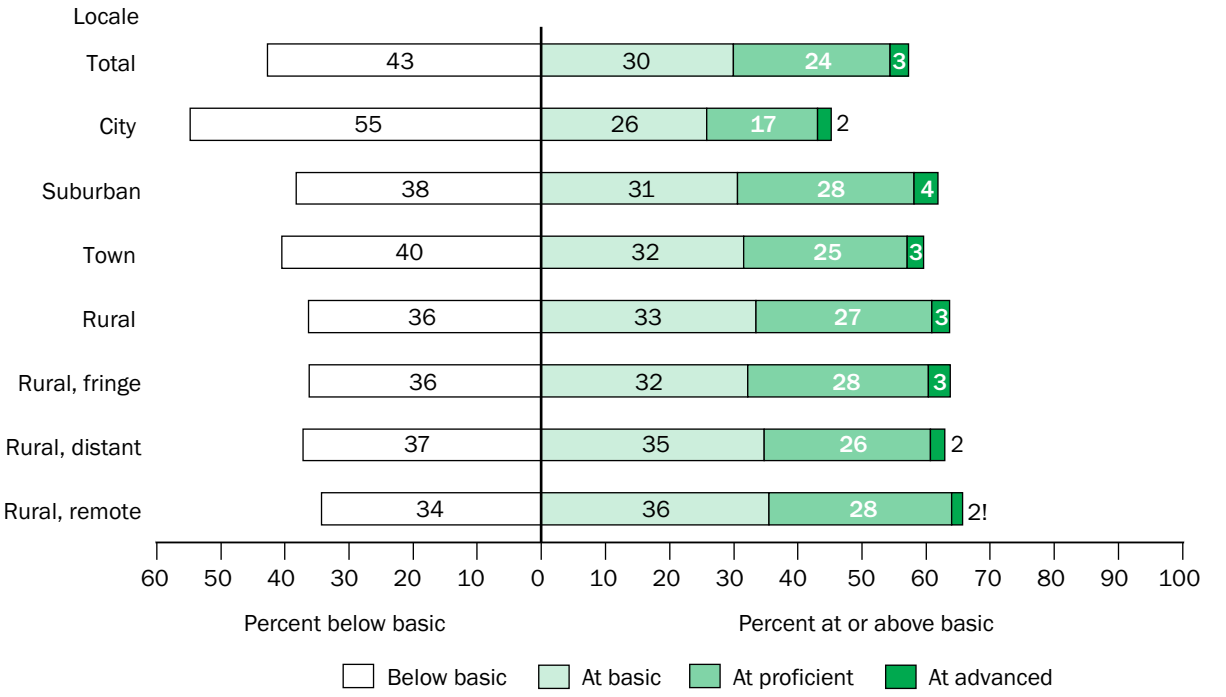
Figure 2.3a. Percentage distribution of 4th-grade public school students across NAEP science achievement levels, by locale: 2005



! Interpret data with caution.
NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

The pattern for 8th-grade public school students scoring at or above *Proficient* in science was similar to that for 4th-graders, with 27 percent of such 8th-graders in the United States scoring at or above this level. Again, a larger percentage of 8th-graders in rural areas scored at or above the *Proficient* level (30 percent) than in towns (28 percent) and cities (19 percent). There were also no measurable differences between the percentages of public school 8th-graders in rural and suburban areas scoring at this level or between the percentages of such 8th-graders achieving at this level in each of the three rural locales.

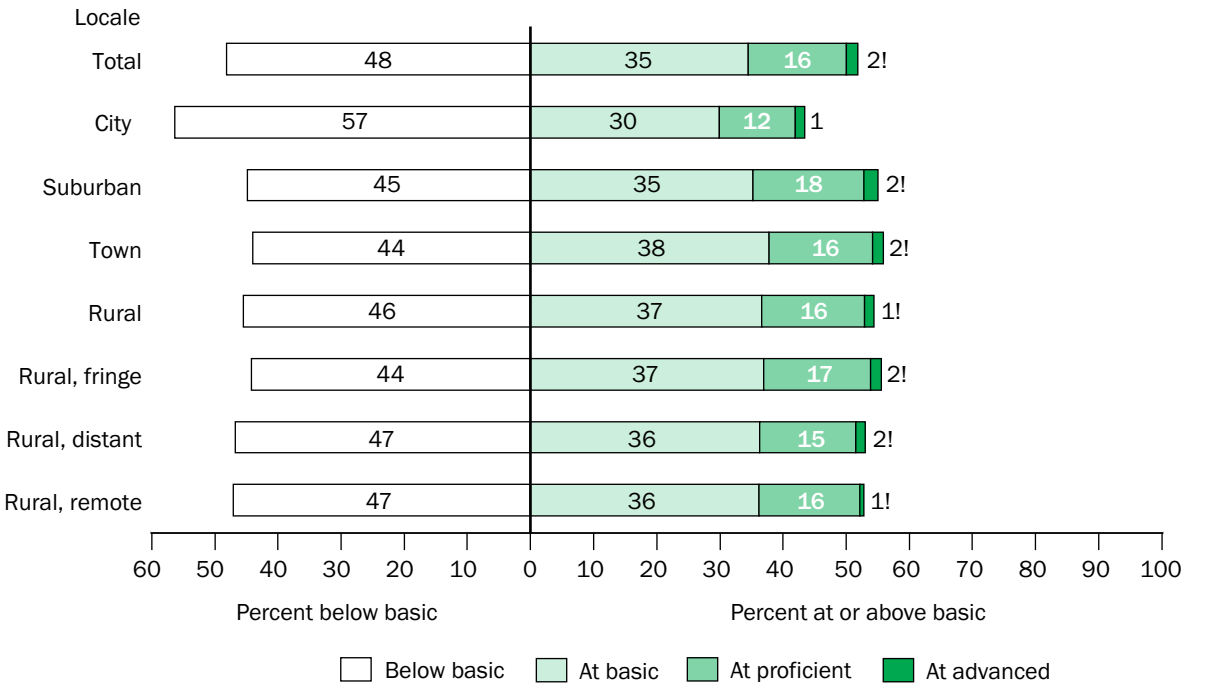
Figure 2.3b. Percentage distribution of 8th-grade public school students across NAEP science achievement levels, by locale: 2005



! Interpret data with caution.
NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

Among 12th-grade public school students nationally, 17 percent scored at or above the *Proficient* level in science. A greater proportion of such 12th-graders achieved at this level in rural areas (18 percent) than in cities (13 percent), but there were no measurable differences in the percentages of 12th-graders in rural areas, towns, and suburbs who scored at this level. There were also no measurable differences between the percentages of public school 12th-graders in each of the three rural locales scoring at or above the *Proficient* level.

Figure 2.3c. Percentage distribution of 12th-grade public school students across NAEP science achievement levels, by locale: 2005



! Interpret data with caution.
NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

Table 2.3. Percentage distribution of public school students across NAEP science achievement levels, by grade level and locale: 2005

Grade level and locale	Below basic	At basic	At or above proficient		
			Total	At proficient	At advanced
4th grade					
Total	**34.0**	**39.0**	**27.0**	**24.7**	**2.3**
City	46.2	34.8	19.1	17.5	1.6
Suburban	29.9	39.7	30.4	27.6	2.7
Town	31.5	41.0	27.4	25.3	2.1
Rural	25.9	42.3	31.7	29.2	2.6
Fringe	24.1	41.8	34.1	31.2	2.9
Distant	26.7	43.5	29.9	27.6	2.2
Remote	30.8	41.5	27.8	25.4	2.3 !
8th grade					
Total	**42.7**	**30.0**	**27.3**	**24.4**	**2.9**
City	54.7	25.8	19.5	17.3	2.1
Suburban	38.2	30.6	31.2	27.5	3.7
Town	40.4	31.6	28.0	25.4	2.6
Rural	36.3	33.5	30.2	27.4	2.8
Fringe	36.2	32.2	31.6	28.2	3.4
Distant	37.1	34.7	28.2	26.0	2.2
Remote	34.3	35.5	30.2	28.5	1.7 !
12th grade					
Total	**48.2**	**34.5**	**17.3**	**15.6**	**1.8 !**
City	56.5	30.0	13.5	12.0	1.5
Suburban	44.9	35.3	19.8	17.6	2.2 !
Town	44.1	37.8	18.1	16.5	1.7 !
Rural	45.6	36.7	17.7	16.3	1.5 !
Fringe	44.3	37.0	18.7	17.0	1.7 !
Distant	46.9	36.4	16.7	15.2	1.5 !
Remote	47.2	36.2	16.7	16.0	0.7 !

! Interpret data with caution.

NOTE: For information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see http://nces.ed.gov/nationsreportcard. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

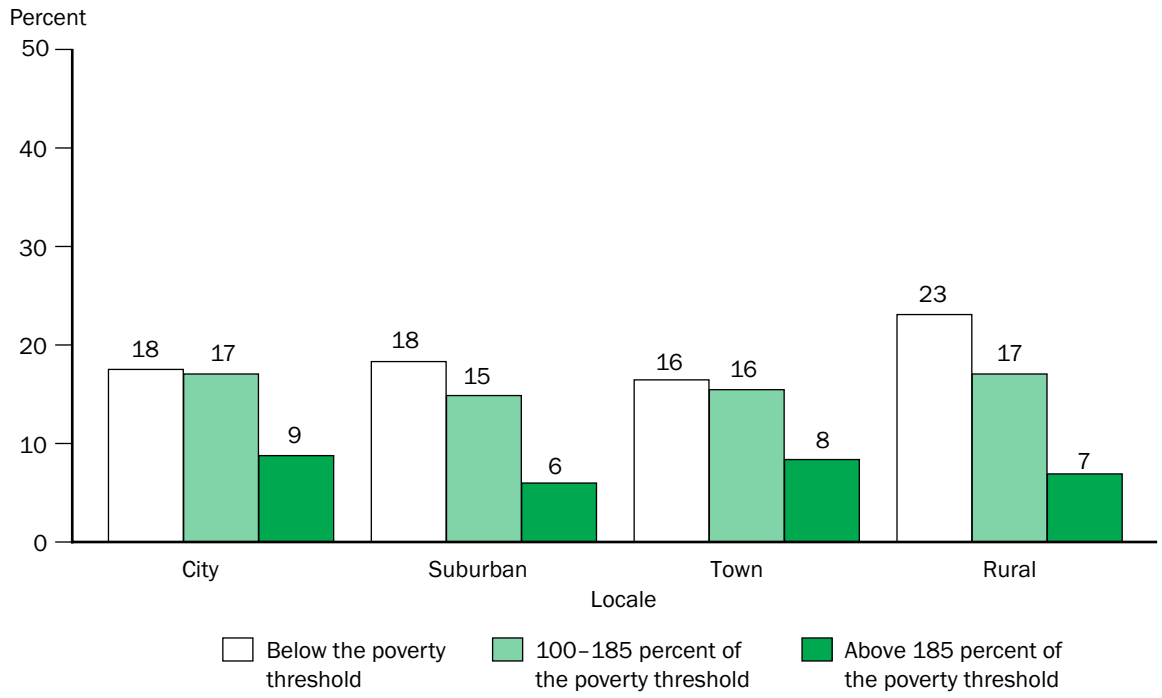
2.4. High school status dropouts

The high school status dropout rate among 16- to 24-year-olds in rural areas in 2004 was higher than in suburban areas, but lower than in cities.

This indicator examines the high school status dropout rate of 16- to 24-year-olds. The high school status dropout rate is defined as the percentage of individuals who are not enrolled in high school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate).[3] In 2004, some 11 percent of all 16- to 24-year-olds nationally were high school status dropouts (table 2.4). The status dropout rate in rural areas (11 percent) was higher than in suburban areas (9 percent), but lower than in cities (13 percent). No measurable difference was detected between the status dropout rate in rural areas and towns.

In each locale, the high school status dropout rate among 16- to 24-year-olds living below the poverty threshold (16–23 percent) was greater than among those living above 185 percent of the poverty threshold (6–9 percent) (figure 2.4a) (for a comparison of poverty definitions see appendix B). In addition, in rural and suburban areas, the high school status dropout rate in this age group was greater among those living in poverty (23 and 18 percent, respectively) than among those living between 100 and 185 percent of the poverty threshold (17 and 15 percent, respectively). Among those living in poverty, a larger percentage of 16- to 24-year-olds in rural areas were status dropouts (23 percent) than in towns (16 percent), cities (18 percent), and suburban areas (18 percent). In contrast, among those living above 185 percent of the poverty threshold, the percentage of 16- to 24-year-olds in rural areas who were status dropouts (7 percent) was smaller than in cities (9 percent) and towns (8 percent), but still larger than in suburban areas (6 percent).

Figure 2.4a. Percentage of 16- to 24-year-olds who were high school status dropouts, by poverty level and locale: 2004



NOTE: The data presented here represent the status dropout rate, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. For a comparison of poverty definitions and measures of educational attainment, see appendix B.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

[3] The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. For a comparison of poverty definitions and measures of educational attainment, see appendix B.

Table 2.4. Percentage of 16- to 24-year-olds who were high school status dropouts, by poverty level and locale: 2004

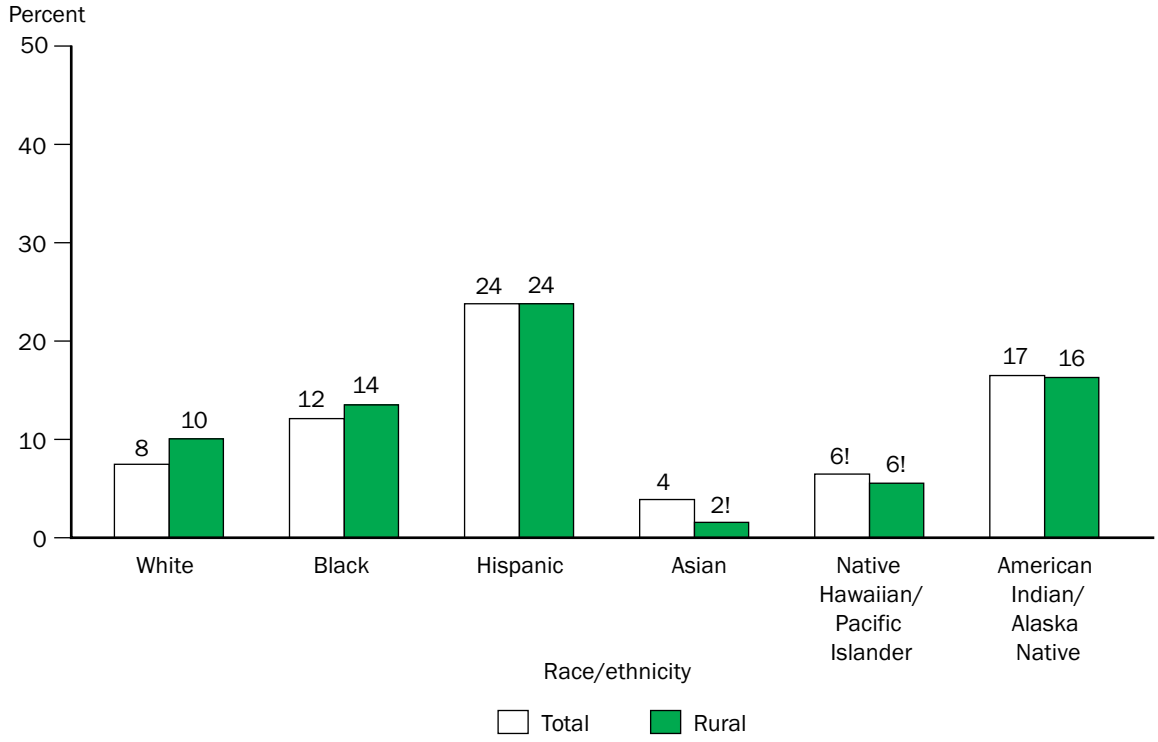
Locale	Total	Below the poverty threshold	100–185 percent of the poverty threshold	Above 185 percent of the poverty threshold
Total	**11.1**	**18.4**	**16.3**	**7.2**
City	12.8	17.6	17.1	8.8
Suburban	9.0	18.4	14.9	6.0
Town	12.1	16.5	15.5	8.4
Rural	11.1	23.2	17.1	6.9

NOTE: The data presented here represent the status dropout rate, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. For a comparison of poverty definitions and measures of educational attainment, see appendix B.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

The status dropout rate for 16- to 24-year-olds showed considerable variations across racial/ethnic groups. Nationally, 8 percent of Whites, 12 percent of Blacks, 24 percent of Hispanics, 4 percent of Asians, and 17 percent of American Indian/Alaska Natives were high school status dropouts in 2004 (figure 2.4b and table A-2.4).

A higher percentage of White 16- to 24-year-olds in rural areas were status dropouts (10 percent) than in suburban areas (6 percent), cities (7 percent), and towns (9 percent). For Black 16- to 24-year-olds, the status dropout rate in rural areas (14 percent) was higher than in suburban areas (9 percent), but was not measurably different from that in cities and towns. No measurable differences were found between the status dropout rate for Hispanic 16- to 24-year-olds in rural areas and in the other locales.

Figure 2.4b. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity and locale: 2004



! Interpret data with caution.
NOTE: The data presented here represent the status dropout rate, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified. For a comparison of measures of educational attainment, see appendix B.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

2.5. Public high school graduation

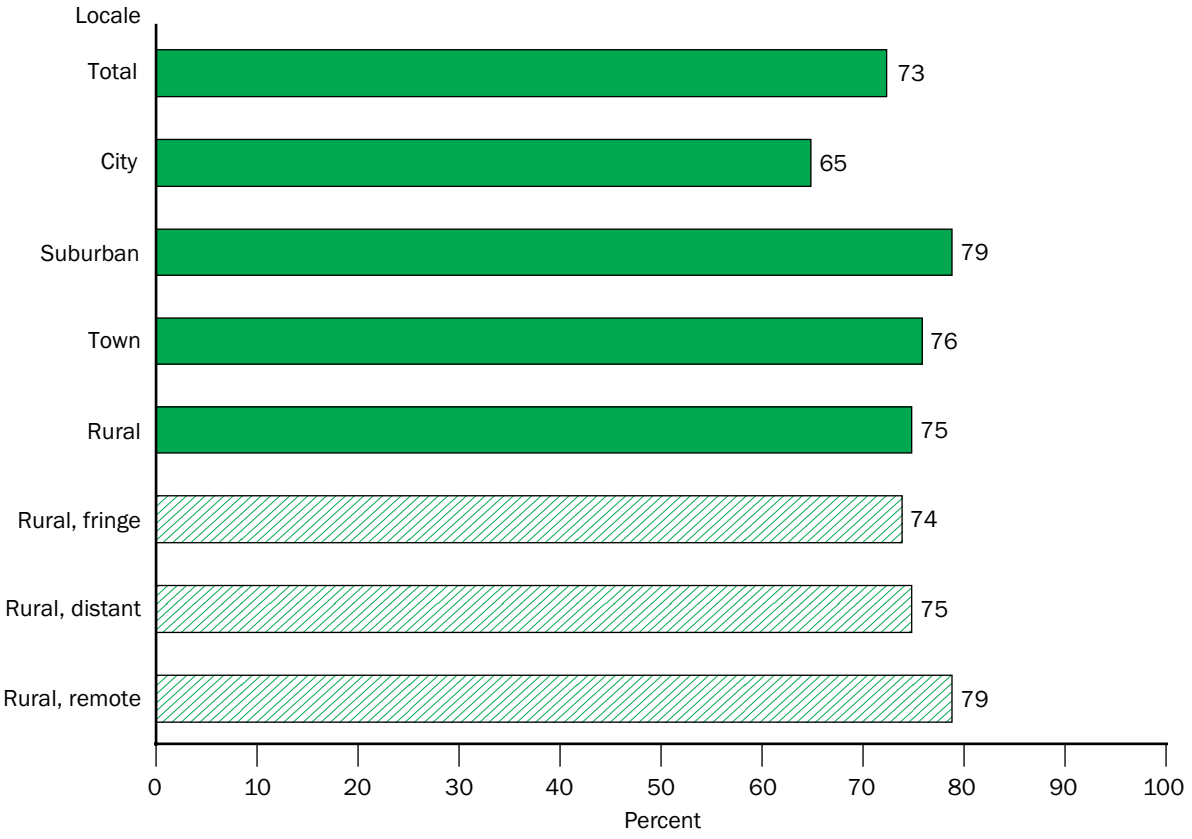
The averaged freshman graduation rate for public high schools during the 2002–03 school year was higher in rural areas than in cities, but was lower in rural areas than in towns and suburbs.

Nationally, during the 2002–03 school year, the *averaged graduation rate*[4] *for the freshman class* of 1999–2000 was 73 percent (figure 2.5). The averaged freshman graduation rate was higher in rural areas (75 percent) than across the nation as a whole. This rate was higher in rural areas than in cities (65 percent), but was lower in rural areas than in towns and suburbs (76 and 79 percent, respectively).

Among the three rural locale types, the averaged freshman graduation rate was higher in remote rural areas (79 percent) than in distant rural and rural fringe areas (75 and 74 percent, respectively). The averaged freshman graduation rates in distant rural and rural fringe areas were lower than the rates in suburbs and towns. However, the averaged freshman graduation rate in remote rural areas was higher than the rate in towns and was comparable to the rate in suburban areas.

[4] The *averaged freshman graduation rate* provides an estimate of the percentage of public high school students who graduate on time. 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 used for these calculations include a proportional distribution of students not enrolled in a specific grade.) The averaging is intended to account for higher grade retentions in the 9th grade. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diplomas) as defined by the state or district. This measure is sensitive to in and out migration at the school district level. Please see Seastrom et al. (2006) for a more detailed discussion of the averaged freshman graduation rate compared to other NCES graduation rate measures. For a comparison of measures of educational attainment, see appendix B.

Figure 2.5. Averaged freshman graduation rate for public high school students, by locale: 2002–03



NOTE: The averaged freshman graduation rate provides an estimate of the percentage of public high school students who graduate on time. 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 used for these calculations include a proportional distribution of students not enrolled in a specific grade.) The averaging is intended to account for higher grade retentions in the 9th grade. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diplomas) as defined by the state or district. This measure is sensitive to in and out migration at the school district level. Data in this table reflect totals reported by schools and school districts and may differ slightly from data calculated from state reported summaries. For a comparison of measures of educational attainment, see appendix B. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04.

2.6. Teens neither enrolled in school nor employed

In 2004, the percentage of teenagers in rural areas who were neither enrolled in school nor employed was higher than in suburban areas, lower than in cities, but not measurably different than in towns.

In 2004, approximately 5.5 percent of persons ages 16 to 19 were neither enrolled in school nor working in the labor market (table 2.6). The percentage of rural teenagers who were neither enrolled nor employed (5.8 percent) was greater than the percentage in suburban areas (4.3 percent), lower than the percentage in cities (6.6 percent), but not measurably different from the percentage in towns (5.9 percent).

Nationally, a larger percentage of females ages 16 to 19 were neither enrolled nor employed (6.1 percent) than males (4.9 percent). While this same difference existed between male and female teenagers in cities and towns, there was no measurable difference between the percentages of male and female teenagers in rural or suburban areas who were neither enrolled nor employed. The apparent difference between these percentages in rural areas may not be statistically significant due to large standard errors.

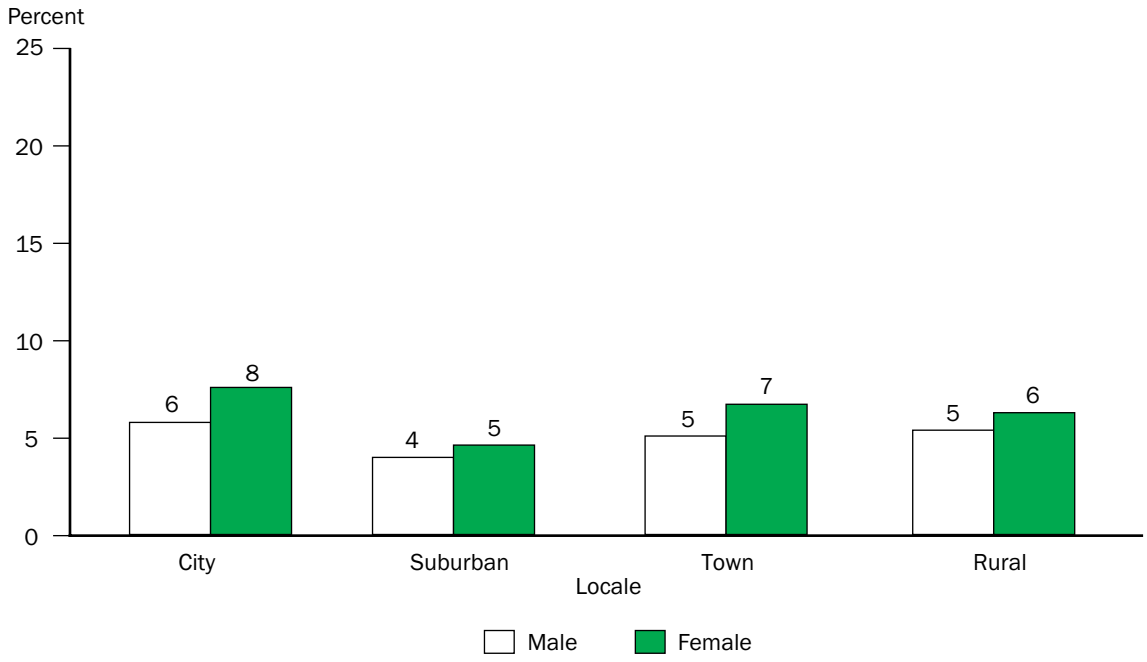
A greater percentage of rural males ages 16 to 19 were neither enrolled nor employed (5.4 percent) than suburban males (4.0 percent), while no difference was detected between these rural males and their peers in cities or towns (figure 2.6). Like males, the percentage of female teenagers in rural areas who were neither enrolled nor employed (6.3 percent) was greater than in suburban areas (4.6 percent) and not measurably different than in towns (6.7 percent). However, unlike males, the percentage of such females in rural areas was smaller than in cities (7.6 percent).

Table 2.6. Percentage of persons ages 16–19 who were neither enrolled in school nor working, by sex and locale: 2004

Locale	Total	Male	Female
Total	**5.5**	**4.9**	**6.1**
City	6.6	5.8	7.6
Suburban	4.3	4.0	4.6
Town	5.9	5.1	6.7
Rural	5.8	5.4	6.3

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Figure 2.6. Percentage of persons ages 16–19 who were neither enrolled in school nor working, by sex and locale: 2004



SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

2.7. College enrollment rates

College enrollment rates for both 18- to 24-year-olds and 25- to 29-year-olds were generally lower in rural areas than in all other locales in 2004. In rural areas, as in the nation as a whole, females enrolled in postsecondary education at a higher rate than males.

In 2004, approximately 34 percent of all 18- to 24-year-olds were enrolled in colleges or universities. The college enrollment rate in rural areas (27 percent) was lower than the rate in cities (37 percent), suburban areas (37 percent), or towns (32 percent) (table 2.7).[5]

A higher percentage of all 18- to 24-year-old females enrolled in a college or university (38 percent) than did their male peers (31 percent). This finding also held true within each locale (figure 2.7). For example, within rural areas, 31 percent of females in this age group were enrolled in postsecondary education, compared with 23 percent of males.

Among 25- to 29-year-olds, 10 percent were enrolled in undergraduate programs and another 5 percent were enrolled in graduate programs (including professional programs) (table 2.7). The undergraduate enrollment rate for this age group was lower in rural areas (8 percent) than in all other locales (10–11 percent). The percentage of 25- to 29-year-olds enrolled in graduate programs was also lower in rural areas (3 percent) than in cities (7 percent) and suburban areas (5 percent), but was not measurably different from the percentage in towns.

The enrollment rate for 25- to 29-year-old females was higher than the enrollment rate for their male peers at both the undergraduate level (11 vs. 9 percent) and the graduate level (6 vs. 5 percent). This finding also held true in rural areas, where 9 percent of females and 6 percent of males were enrolled in undergraduate programs, while 3 percent of females and 2 percent of males were enrolled in graduate programs.

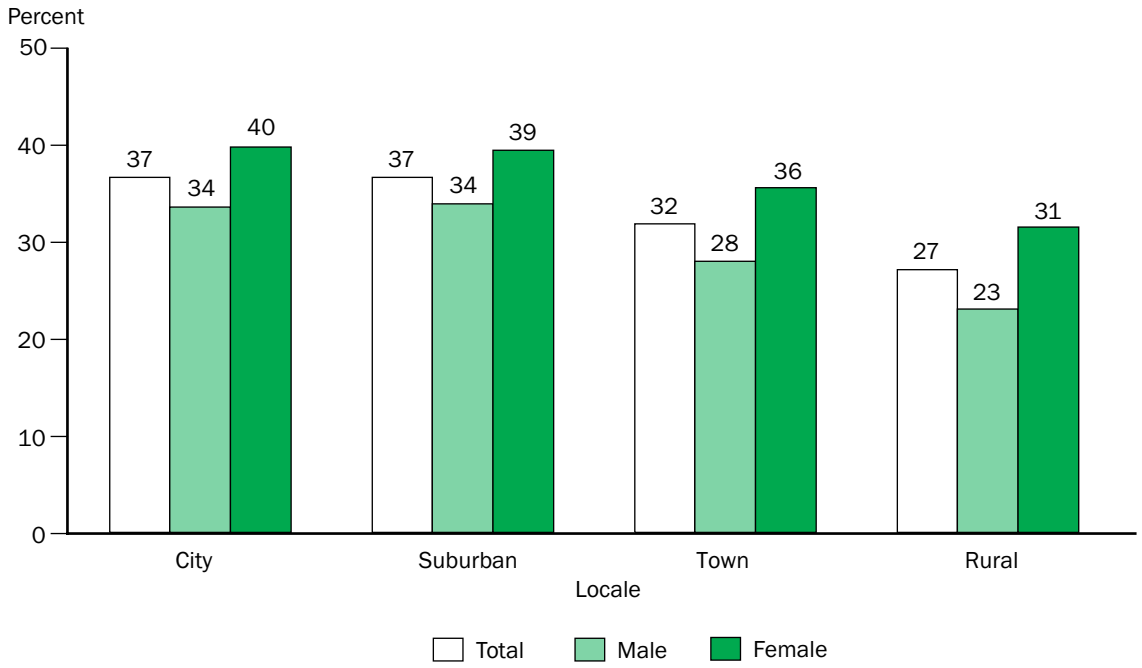
Table 2.7. Percentage of persons ages 18–29 enrolled in colleges or universities, by age group, locale, and sex: 2004

	Ages 18–24	Ages 25–29	
Locale and sex	Enrolled in any program	Enrolled in undergraduate programs	Enrolled in graduate or professional programs
Total	**34.2**	**10.1**	**5.2**
City	36.6	10.6	6.8
Suburban	36.6	10.3	5.2
Town	31.8	11.2	3.2
Rural	27.1	7.8	2.6
Sex			
Male	31.0	8.9	4.6
City	33.5	9.8	6.3
Suburban	33.9	9.2	4.4
Town	28.0	9.6	2.8
Rural	23.1	6.2	2.1
Female	37.6	11.2	5.7
City	39.8	11.5	7.3
Suburban	39.4	11.3	6.0
Town	35.6	12.7	3.6
Rural	31.5	9.5	3.2

NOTE: These data were collected by the American Community Survey (ACS), which asked survey respondents to identify persons who had been living in the household for the past 2 months. ACS did not begin to collect data for group quarters (e.g., students living in dorms on campus) until 2006. Thus, 2004 data for each of the rural, city, suburban, and town locales include independent students living in the locale and dependent students living at home in the locale, but not dependent students in campus dorms in the locale, nor dependent students from the locale who were in campus dorms.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

[5] These data were collected by the American Community Survey (ACS), which asked survey respondents to identify persons who had been living in the household for the past 2 months. ACS did not begin to collect data for group quarters (e.g., students living in dorms on campus) until 2006. Thus, 2004 data for each of the rural, city, suburban, and town locales include independent students living in the locale and dependent students living at home in the locale, but not dependent students in campus dorms in the locale, nor dependent students from the locale who were in campus dorms.

Figure 2.7. Percentage of persons ages 18–24 enrolled in colleges and universities, by sex and locale: 2004



NOTE: These data were collected by the American Community Survey (ACS), which asked survey respondents to identify persons who had been living in the household for the past 2 months. ACS did not begin to collect data for group quarters (e.g., students living in dorms on campus) until 2006. Thus, 2004 data for each of the rural, city, suburban, and town locales include independent students living in the locale and dependent students living at home in the locale, but not dependent students in campus dorms in the locale, nor dependent students from the locale who were in campus dorms.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

2.8. Adult education

Forty percent of adults in rural areas participated in some type of formal educational activity in 2005. A smaller percentage of rural adults than suburban adults took work-related courses or courses for personal interest and a smaller percentage of rural adults than adults in both cities and suburban areas participated in part-time college or university credential programs.

In 2005, 44 percent of persons nationwide age 16 and over participated in some form of adult educational activities (table 2.8). In rural areas, 40 percent of such persons participated in some form of adult educational activities (figure 2.8). Adult educational activities include all formal educational activities led by an instructor, excluding full-time participation for any part of the year in a postsecondary credential program. They include English as a Second Language (ESL) classes, basic skills or General Educational Development (GED) preparation classes, part-time postsecondary or vocational programs, apprenticeship programs, work-related courses, and personal interest courses. The percentage of adults participating in such educational activities in rural areas was less than the percentage participating in suburban areas (47 percent) and cities (46 percent), but was not measurably different from the percentage participating in towns (42 percent).

The most common adult educational activity was work-related coursework, with 27 percent of all adults participating in these courses (table 2.8). Nationally, adults also enrolled in personal interest courses (21 percent), college or university credential programs (5 percent), and other activities (3 percent). This "other activities" category includes activities such as basic skills training, ESL classes, and apprenticeships. Adults in rural areas followed participation patterns similar to those of the nation as a whole: work-related courses were the most common type of educational activity (24 percent), followed by personal interest courses (18 percent), part-time college or university credential programs (3 percent), and other activities (2 percent).

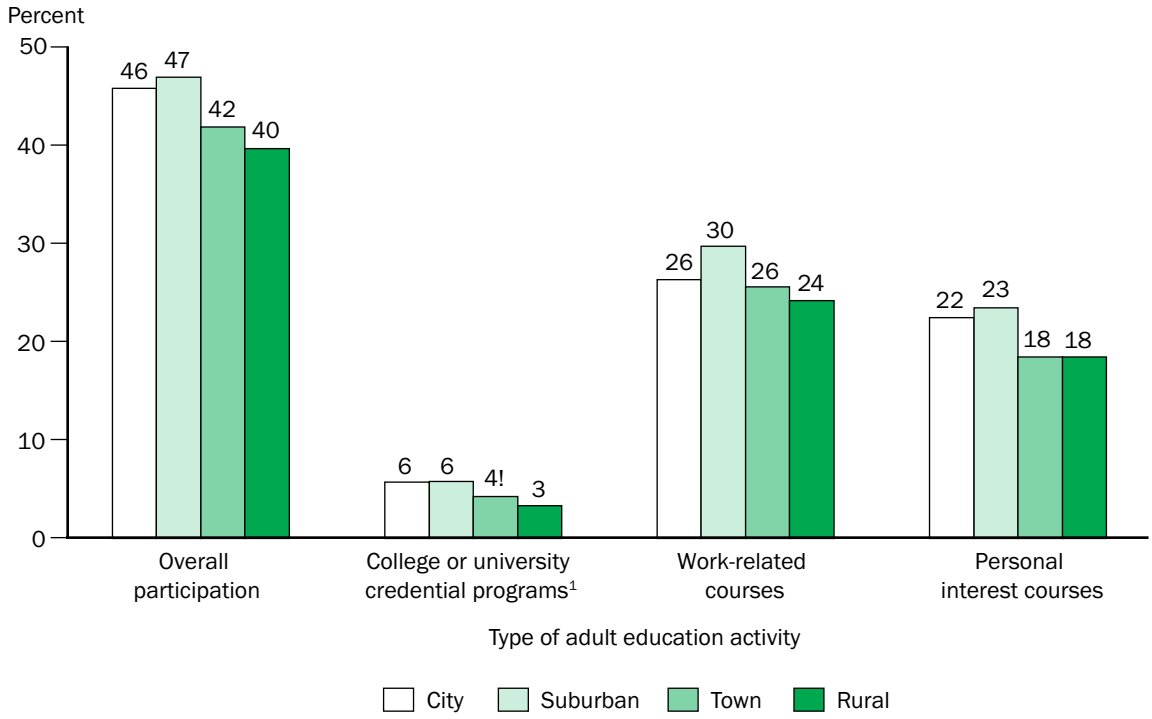
A lower percentage of adults in rural areas (3 percent) than in cities and suburban areas (both 6 percent) participated in part-time college or university credential programs (figure 2.8). In addition, a smaller proportion of adults in rural areas than in suburban areas participated in work-related courses (24 vs. 30 percent) or participated in courses for personal interest (18 vs. 23 percent). Also, a smaller percentage of adults in rural areas than adults in cities participated in other activities (2 vs. 5 percent). There were, however, no measurable differences between adults in rural areas and towns in terms of the percentages participating in any of the selected educational activities.

Table 2.8. Percentage of adults age 16 or older who participated in adult educational activities, by type of activity and locale: 2005

		Type of adult educational activity			
Locale	Overall participation	College or university credential programs [1]	Work-related courses	Personal interest courses	Other activities [2]
Total	**44.4**	**5.0**	**26.9**	**21.4**	**3.3**
City	45.8	5.7	26.3	22.5	4.6
Suburban	46.9	5.8	29.7	23.4	2.6
Town	41.8	4.2 !	25.6	18.5	3.6 !
Rural	39.6	3.3	24.2	18.4	2.2 !

! Interpret data with caution.
[1] Full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult educational activity. However, individuals who were enrolled part-time in a college or university credential program or vocational or technical diploma program were included in the denominator.
[2] Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (NHES).

Figure 2.8. Percentage of adults age 16 or older who participated in adult educational activities, by type of activity and locale: 2005



! Interpret data with caution.
[1] Full-time participation for all or part of the year in a college or university credential program or a vocational or technical diploma program was not counted as an adult educational activity. However, individuals who were enrolled part-time in a college or university credential program or vocational or technical diploma program were included in the denominator.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (NHES).

2.9. Educational attainment

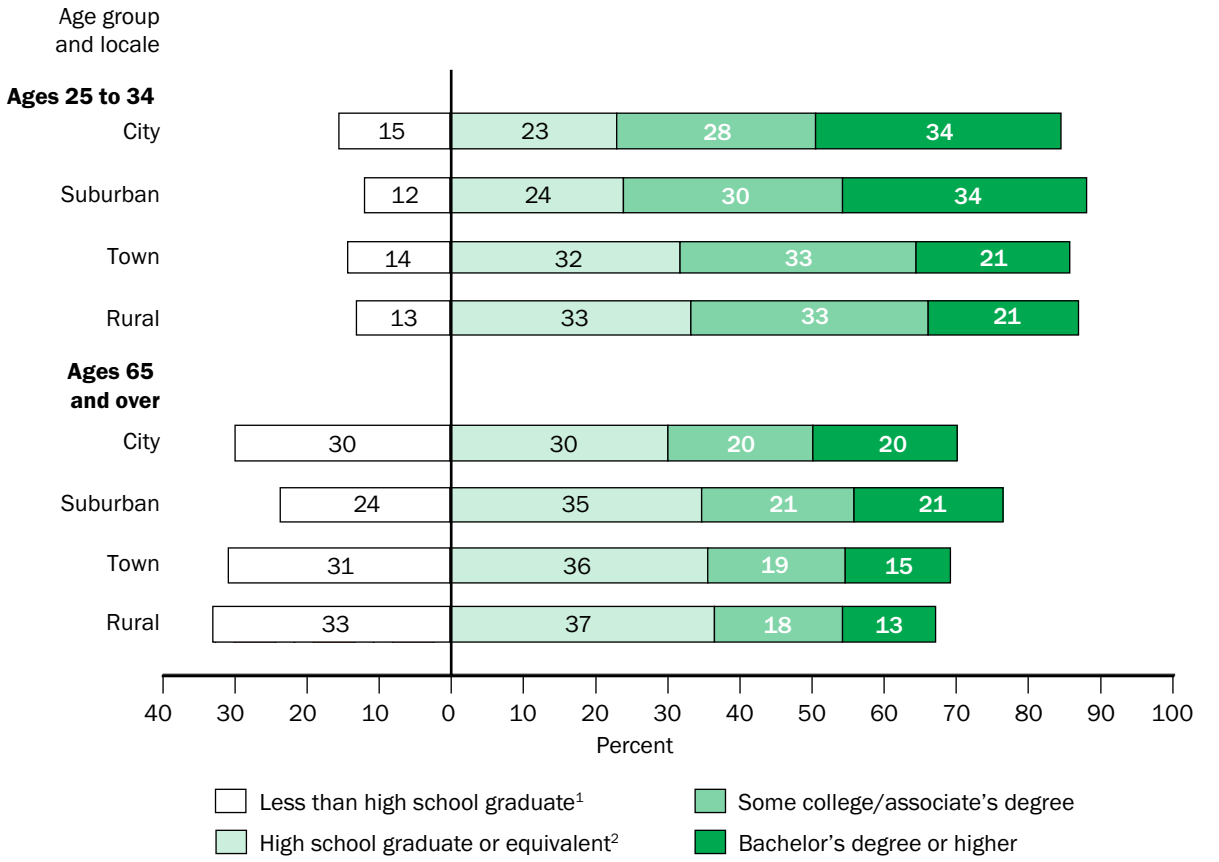
In 2004, the percentage of adults with a bachelor's degree as their highest educational level was lower in rural areas than the national percentage.

In 2004, across the nation some 16 percent of adults age 25 and over lacked a high school credential, 30 percent had completed only high school (with a diploma or its equivalent), 27 percent had completed some college or an associate's degree, 17 percent had earned a bachelor's degree as their highest level of educational attainment, and 10 percent had a graduate or professional degree (table 2.9a).

In rural areas, the percentage of adults age 25 and over who lacked a high school credential (17 percent) was one percentage point higher than the national figure. No measurable differences were detected between the rural and national percentages of adults who had some college or an associate's degree as their highest level of attainment. Smaller percentages of rural adults (compared with the national percentages) had earned either a bachelor's degree (13 percent) or a graduate or professional degree (7 percent) as their highest educational attainment level.

Smaller percentages of adults in rural areas had a bachelor's degree or higher than did adults in cities and suburbs at all age groups. For example, 21 percent of adults ages 25–34 in rural areas had a bachelor's degree or higher, compared with 34 percent each in cities and suburbs (figure 2.9a). No substantive differences were found between the percentages of adults with a bachelor's degree or higher in rural and town locales, except among adults ages 45-54 and adults age 65 and over.

Figure 2.9a. Percentage distribution of adults ages 25–34 and 65 and over, by locale and highest level of educational attainment: 2004



[1] Includes those currently enrolled in school.
[2] Includes those currently enrolled in college.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Overall and within each locale, adults age 65 and over had lower educational attainment than younger adults (table 2.9a). For example, among adults in rural areas, 13 percent of adults age 65 and over had a bachelor's degree or higher, compared with 21 percent of adults ages 45–54 years old and 20 percent of adults ages 55–64 years old. Thirty-three percent of rural adults age 65 and over did not have a high school diploma (or equivalent), compared with 13 percent of rural adults ages 25–34, 12 percent of those ages 45–54, and 17 percent of those ages 55–64.

Table 2.9a. Percentage distribution of adults age 25 and over, by highest level of educational attainment, age group, and locale: 2004

			High school graduate or higher					
					Some college/ associate's degree	Bachelor's degree or higher		
Age group and locale	Total	Less than high school graduate[1]	Total	High school graduate or equivalent[2]		Total	Bachelor's degree	Graduate or professional degree
25 and over								
Total	**100.0**	**16.1**	**83.9**	**29.5**	**27.4**	**27.0**	**17.2**	**9.9**
City	100.0	18.4	81.6	25.7	26.2	29.8	18.6	11.2
Suburban	100.0	12.8	87.2	27.5	28.2	31.5	19.9	11.5
Town	100.0	18.5	81.5	33.7	27.9	19.9	12.9	7.0
Rural	100.0	17.1	82.9	36.4	27.5	19.1	12.6	6.5
25–34	**100.0**	**13.7**	**86.3**	**26.1**	**30.0**	**30.3**	**21.8**	**8.5**
City	100.0	15.5	84.5	23.0	27.5	34.0	23.8	10.2
Suburban	100.0	11.9	88.1	23.9	30.4	33.8	24.1	9.6
Town	100.0	14.2	85.8	31.8	32.7	21.3	16.3	5.0
Rural	100.0	13.0	87.0	33.3	32.8	20.8	16.0	4.8
35–44	**100.0**	**12.7**	**87.3**	**29.1**	**29.3**	**28.9**	**19.2**	**9.7**
City	100.0	15.9	84.1	25.7	27.5	30.9	19.7	11.1
Suburban	100.0	9.7	90.3	26.2	29.9	34.1	22.7	11.4
Town	100.0	14.8	85.2	34.0	30.7	20.5	14.2	6.3
Rural	100.0	12.3	87.7	37.1	30.1	20.5	14.5	6.0
45–54	**100.0**	**12.0**	**88.0**	**29.1**	**29.7**	**29.2**	**17.8**	**11.3**
City	100.0	15.5	84.5	25.2	28.5	30.8	18.3	12.5
Suburban	100.0	9.0	91.0	26.1	30.1	34.7	21.3	13.4
Town	100.0	13.7	86.3	33.4	30.3	22.5	13.9	8.6
Rural	100.0	11.8	88.2	37.2	30.0	21.0	13.3	7.7
55–64	**100.0**	**15.6**	**84.4**	**30.0**	**26.8**	**27.6**	**15.0**	**12.6**
City	100.0	18.0	82.0	25.5	25.6	30.9	16.3	14.6
Suburban	100.0	12.1	87.9	27.7	28.2	32.0	17.5	14.5
Town	100.0	18.3	81.7	33.6	26.9	21.2	11.6	9.6
Rural	100.0	16.7	83.3	37.0	26.2	20.1	11.4	8.7
65 and over	**100.0**	**28.4**	**71.6**	**33.9**	**19.8**	**17.9**	**10.3**	**7.6**
City	100.0	29.8	70.2	30.1	20.0	20.0	11.6	8.4
Suburban	100.0	23.5	76.5	34.8	21.1	20.6	11.8	8.8
Town	100.0	30.8	69.2	35.6	19.1	14.5	8.2	6.3
Rural	100.0	32.9	67.1	36.5	17.7	12.9	7.6	5.3

[1] Includes those currently enrolled in school.
[2] Includes those currently enrolled in college.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Within each locale, a larger percentage of adults with incomes above 185 percent of the poverty threshold had a bachelor's degree or higher than did adults below the poverty threshold and adults between 100 and 185 percent of the poverty threshold. For example, in rural areas, 6 percent of adults with incomes below the poverty threshold and 7 percent of adults with incomes between 100 and 185 percent of the poverty threshold had a bachelor's degree or higher, while 23 percent of adults with incomes above 185 percent of the poverty threshold had a bachelor's degree or higher (table 2.9b and figure 2.9b).

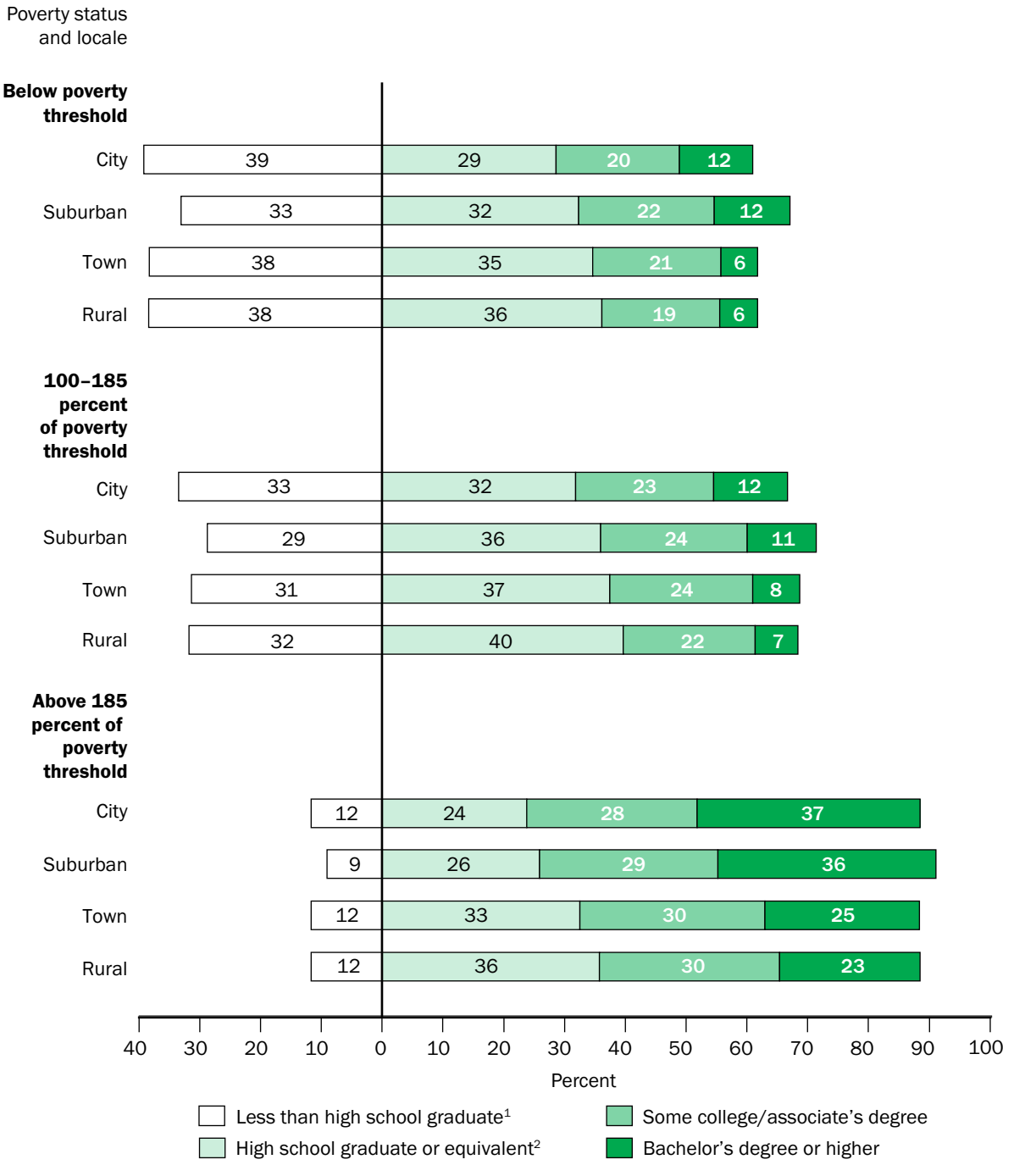
In rural areas, 12 percent of adults with incomes above 185 percent of the poverty threshold lacked a high school credential, compared with 38 percent of adults with incomes below the poverty threshold and 32 percent of those with incomes between 100 and 185 percent of the poverty threshold (for a comparison of poverty definitions see appendix B).

Table 2.9b. Percentage distribution of adults age 25 and over, by highest level of educational attainment, locale, and poverty status: 2004

Locale and poverty status	Total	Less than high school graduate[1]	High school graduate or higher					
			Total	High school graduate or equivalent[2]	Some college/ associate's degree	Bachelor's degree or higher		
						Total	Bachelor's degree	Graduate or professional degree
Total	**100.0**	**16.1**	**83.9**	**29.5**	**27.4**	**27.0**	**17.2**	**9.9**
Incomes below the poverty threshold								
City	100.0	39.1	60.9	28.6	20.3	12.0	8.2	3.8
Suburban	100.0	33.0	67.0	32.3	22.3	12.4	8.6	3.8
Town	100.0	38.2	61.8	34.7	21.0	6.1	4.5	1.6
Rural	100.0	38.3	61.7	36.1	19.4	6.2	4.6	1.6
Incomes 100–185 percent of the poverty threshold								
City	100.0	33.4	66.6	31.8	22.7	12.1	8.6	3.6
Suburban	100.0	28.6	71.4	35.9	24.1	11.3	8.0	3.4
Town	100.0	31.3	68.7	37.4	23.5	7.8	5.8	2.0
Rural	100.0	31.7	68.3	39.7	21.6	7.0	5.1	1.9
Incomes above 185 percent of the poverty threshold								
City	100.0	11.6	88.4	23.8	28.0	36.6	22.5	14.1
Suburban	100.0	9.0	91.0	25.9	29.3	35.7	22.5	13.3
Town	100.0	11.6	88.4	32.6	30.3	25.5	16.2	9.3
Rural	100.0	11.6	88.4	35.7	29.6	23.1	15.0	8.0

[1] Includes those currently enrolled in school.
[2] Includes those currently enrolled in college.
NOTE: For a comparison of poverty definitions, see appendix B. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Figure 2.9b. Percentage distribution of adults age 25 and over, by poverty status, locale, and highest level of educational attainment: 2004



[1] Includes those currently enrolled in school.
[2] Includes those currently enrolled in college.
NOTE: For a comparison of poverty definitions, see appendix B.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

2.10. Median earnings

People with higher levels of educational attainment had higher annual median earnings in 2004, regardless of sex and locale. Persons in rural areas generally had higher median earnings than those in cities and towns, but lower median earnings than those in suburban areas, regardless of educational attainment.

In 2004, the median annual earnings for all full-time, full-year workers over the age of 25 in the United States was $38,600 (table 2.10a). Nationally, among such workers, those with higher educational attainment had higher median earnings than those with lower educational attainment: the median earnings of those with a graduate or professional degree ($67,200) was higher than that of those with a bachelor's degree ($51,500), those with some college or an associate's degree ($37,300), those with a high school diploma or equivalent ($31,100), and those with less than a high school diploma ($23,700).

In order to accurately compare earnings among such workers across various locales, the data presented in this analysis have been adjusted to reflect geographic cost differences (such as cost-of-living differences).[6] The median earnings in rural areas ($39,000) was higher than that in cities ($35,700) and towns ($36,500), but was lower than that in suburban areas ($40,200). This pattern held true at each level of educational attainment, with two exceptions. Among workers with less than a high school diploma or equivalent, the median earnings for those in rural areas ($28,200) was higher than for those in towns ($25,100), suburbs ($24,400), and cities ($20,900) (figure 2.10a). In addition, the median earnings of those with a high school diploma or its equivalent as their highest level of education was higher in rural areas ($33,800) than in suburban areas ($31,900), towns ($31,600), and cities ($28,700).

In 2004, the median earnings for full-time, full-year employed males over the age of 25 ($42,900) were higher than the median earnings for such females ($32,300) (table 2.10b and figure 2.10b). This difference was observed in all locales and at all levels of educational attainment. For males, the median earnings in rural areas ($44,800) were higher than the median earnings in cities ($39,600) and towns ($42,200), but lower than the median earnings in suburban areas ($46,900). For females, the median earnings in rural areas ($31,500) were also higher than in towns ($30,500) and lower than in suburban areas ($34,400), but were not measurably different from the median earnings in cities ($31,600).

Table 2.10a. Median earnings of full-time, full-year workers age 25 and over adjusted for geographic cost differences, by locale and educational attainment: 2004

Educational attainment	Total	City	Suburban	Town	Rural
Total	**$38,600**	**$35,700**	**$40,200**	**$36,500**	**$39,000**
Less than high school diploma or equivalent	23,700	20,900	24,400	25,100	28,200
High school diploma or equivalent or higher	40,700	38,800	42,600	38,300	40,100
High school diploma or equivalent	31,100	28,700	31,900	31,600	33,800
Some college/associate's degree	37,300	34,600	38,700	37,100	39,700
Bachelor's degree or higher	56,300	52,800	58,200	52,200	56,700
Bachelor's degree	51,500	48,500	53,000	47,600	53,600
Graduate or professional degree	67,200	63,400	69,300	59,100	67,100

NOTE: NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

[6] NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).

Figure 2.10a. Median earnings of full-time, full-year workers age 25 and over adjusted for geographic cost differences, by locale and educational attainment: 2004

[1] Includes GED or other equivalency.
NOTE: NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

While males and females as a whole showed relatively similar patterns across locales, different earnings patterns between the sexes, particularly in earnings between rural and suburban areas, are observed when levels of educational attainment are taken into account. Males in rural areas had higher median earnings than males in towns and cities, regardless of their educational attainment. Even though rural males with no more than a high school diploma (or equivalent) had higher median earnings than their suburban peers, no significant difference was detected between the median earnings of rural and suburban males with bachelor's degrees.

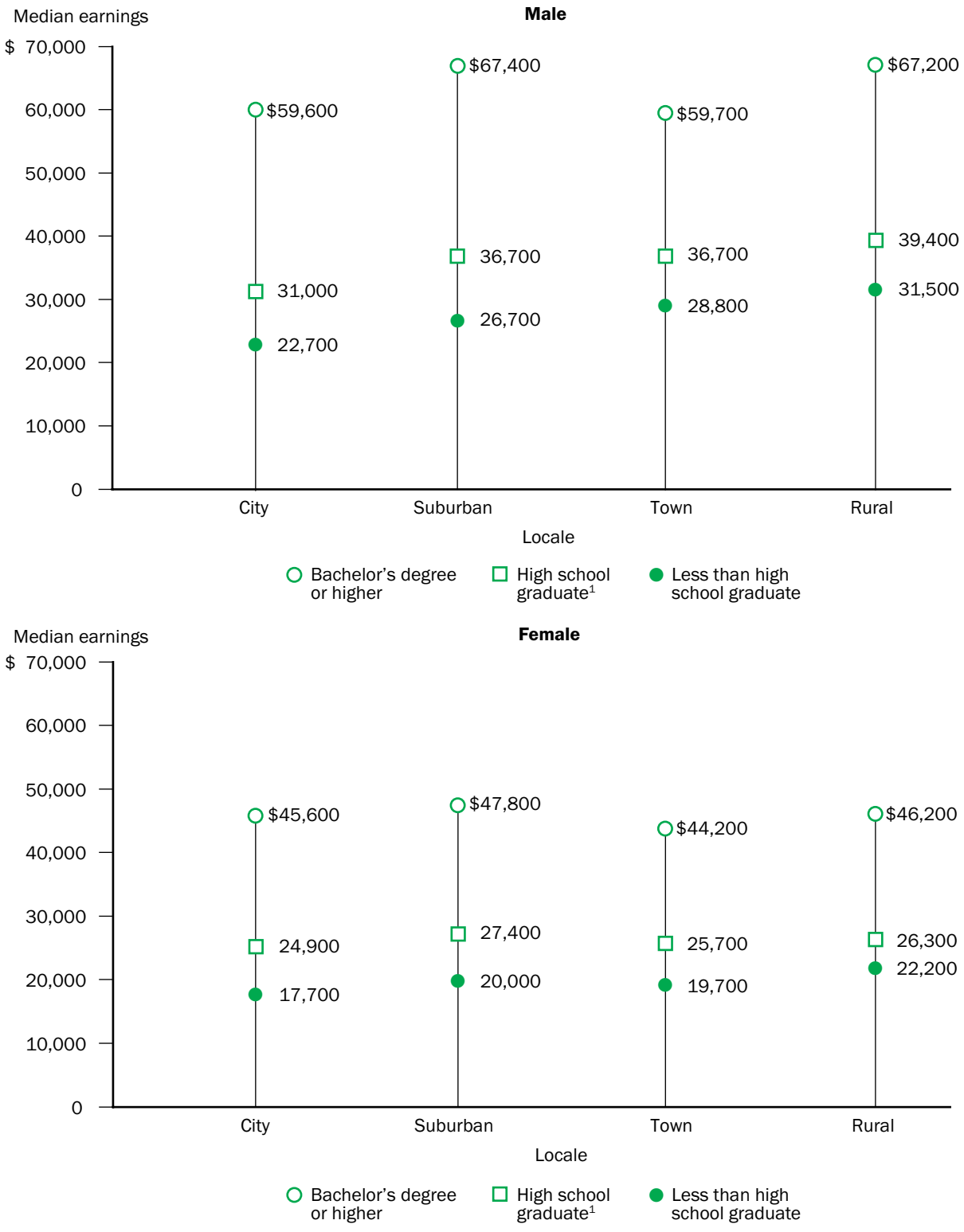
Median earnings for females in rural areas were higher than median earnings for females in cities and towns, regardless of their educational attainment, with two exceptions. No significant differences were detected between median earnings for females with a high school diploma (or equivalent) in rural areas and towns or for females with a bachelor's degree or higher in rural areas and cities. Females with less than a high school diploma (or equivalent) had higher median earnings in rural areas than in suburban areas, while females with a high school diploma (or equivalent) or higher (including a bachelor's degree) had lower median earnings in rural areas than in suburban areas.

Table 2.10b. Median earnings of full-time, full-year workers age 25 and over adjusted for geographic cost differences, by locale, sex, and educational attainment: 2004

Sex and educational attainment	Total	City	Suburban	Town	Rural
Male	**$42,900**	**$39,600**	**$46,900**	**$42,200**	**$44,800**
Less than high school diploma or equivalent	26,300	22,700	26,700	28,800	31,500
High school diploma or equivalent or higher	46,100	42,700	48,600	45,300	46,000
High school diploma or equivalent	35,600	31,000	36,700	36,700	39,400
Bachelor's degree or higher	65,300	59,600	67,400	59,700	67,200
Female	**$32,300**	**$31,600**	**$34,400**	**$30,500**	**$31,500**
Less than high school diploma or equivalent	19,600	17,700	20,000	19,700	22,200
High school diploma or equivalent or higher	33,800	33,800	35,300	31,700	32,600
High school diploma or equivalent	25,900	24,900	27,400	25,700	26,300
Bachelor's degree or higher	46,900	45,600	47,800	44,200	46,200

NOTE: NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Figure 2.10b. Median earnings of full-time, full-year workers age 25 and over adjusted for geographic cost differences, by sex, locale, and educational attainment: 2004



[1] Includes GED or other equivalency.
NOTE: NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

2.11. Employment of adults

In 2004, the unemployment rate for adults ages 25 to 34 was lower in rural areas than in cities and towns, and the unemployment rate for adults ages 35 to 64 was lower in rural areas than in all other locales.

In 2004, some 82 percent of young adults participated in the labor force (table 2.11). For the purposes of this analysis, young adults are defined as all civilian adults from the age of 25 to 34. The labor force participation rate for young adults in rural areas (81 percent) was not measurably different from the national rate or from the rates in all other locales. Nationally, the labor force participation rate among young adults was higher for males (91 percent) than for females (74 percent). The same was true for young adults in rural areas (92 vs. 72 percent, respectively).

Older adults, for the purposes of this analysis, are defined as all civilian adults from the age of 35 to 64. The overall labor force participation rate for older adults (76 percent) was lower than that for young adults (82 percent), but across locales and by sex the rates for older adults followed patterns similar to those of the rates for young adults. The labor force participation rate for older adults in rural areas (74 percent) was not measurably different from the national rate or the rates in other locales, with the exception of suburban areas (78 percent). As among young adults, the labor force participation rate in all locales was higher among older adults who were male (81 to 86 percent) than female (67 to 71 percent).

The unemployment rate for young adults across the nation in 2004 was 7.2 percent. In rural areas, the unemployment rate for young adults (6.7 percent) was lower than in cities (8.0 percent) or towns (8.3 percent), but not measurably different from the rate in suburban areas (figure 2.11). This same pattern held true among both males and females, although in all locales, female young adults had higher unemployment rates than male young adults.

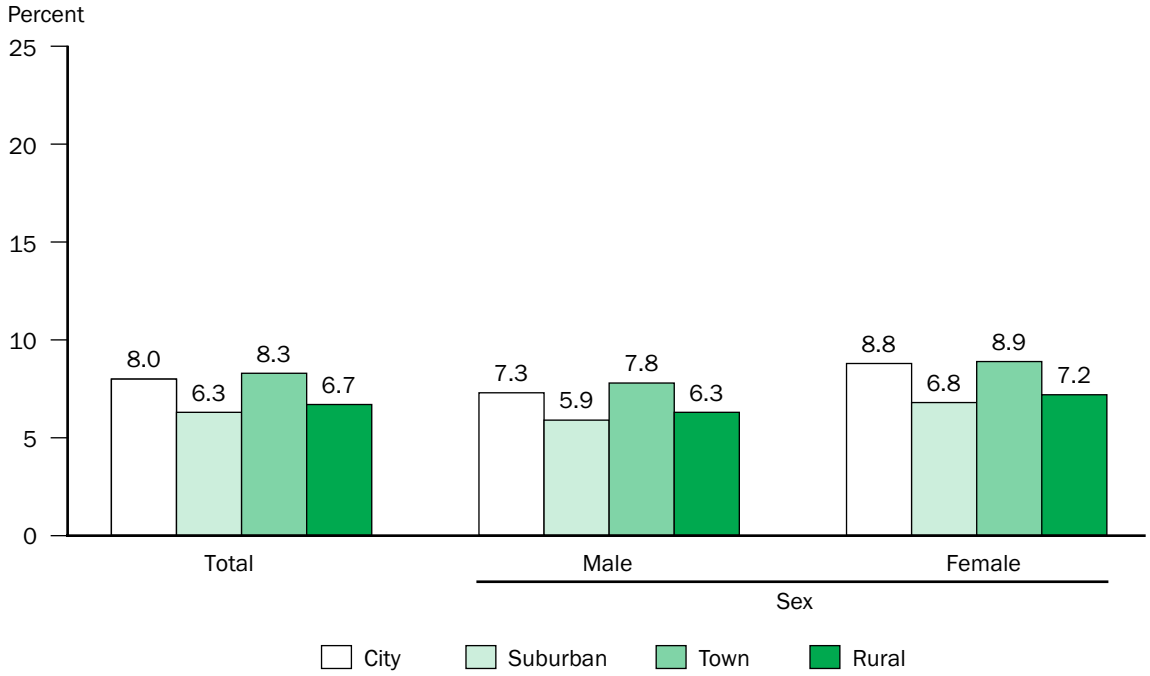
The national unemployment rate among older adults (5.2 percent) was lower than among young adults (7.2 percent) (table 2.11). The unemployment rate for older adults in rural areas (4.5 percent) was lower than that in cities (6.4 percent), towns (5.5 percent), or suburban areas (4.8 percent). This same pattern generally held true among both males and females, with one exception: the unemployment rates for male older adults in rural areas (4.4 percent) and in suburbs were not measurably different. While the national unemployment rate was higher among female older adults (5.4 percent) than male older adults (5.1 percent), there was no measurable difference between the unemployment rates of older males and older females in rural areas.

Table 2.11. Percentage of civilian persons ages 25–64 in the labor force and unemployed, by sex, age group, and locale: 2004

	In labor force			Unemployed		
Age group and locale	Total	Male	Female	Total	Male	Female
25–34						
Total	**82.1**	**90.9**	**73.6**	**7.2**	**6.7**	**7.8**
City	81.9	90.1	73.9	8.0	7.3	8.8
Suburban	82.9	91.7	74.3	6.3	5.9	6.8
Town	81.1	89.4	73.3	8.3	7.8	8.9
Rural	81.5	91.5	71.6	6.7	6.3	7.2
35–64						
Total	**76.2**	**83.4**	**69.3**	**5.2**	**5.1**	**5.4**
City	75.6	82.6	69.1	6.4	6.2	6.5
Suburban	78.3	86.0	71.0	4.8	4.6	5.0
Town	74.1	80.7	68.1	5.5	5.6	5.4
Rural	74.3	81.2	67.4	4.5	4.4	4.5

NOTE: Members of the military on active duty were excluded from labor force population and population total. Individuals enrolled in school and those not looking for work are excluded from the unemployment rate.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Figure 2.11. Percentage of civilian persons ages 25–34 who were unemployed, by sex and locale: 2004



NOTE: Members of the military on active duty were excluded from labor force population and population total. Individuals enrolled in school and those not looking for work are excluded from the unemployment rate.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

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3 Resources for Public Schools

The indicators in this chapter describe major fiscal, physical, curricular, and workforce conditions in rural public schools. The indicators highlight the fact that rural public schools depend more on state funding than city and suburban schools (which tend to receive a greater proportion of their funding from local sources) and that rural public schools spend more per student than public schools in cities, suburbs, and towns when adjusted for geographic cost differences *(indicators 3.1 and 3.2)*. Rural public schools also have lower pupil-to-teacher ratios than schools in other locales *(indicator 3.6)*. Compared to city public schools, rural public schools have lower average numbers of students per school counselor, social worker, school psychologist, and special education instructional aides *(indicator 3.12)*.

Compared with public high school students in cities and suburbs, those in rural areas have less access to Advanced Placement and International Baccalaureate courses or programs, but about the same access to dual credit courses *(indicator 3.4)*. In rural public schools, elementary and secondary students had slightly greater access to instructional computers with Internet connectivity than students in city and suburban schools *(indicator 3.5)*.

Public school teachers in rural areas also differ in some ways, on average, from those in other locales. Compared with public school teachers in cities, those in rural areas have more years of experience and are less racially and/or ethnically diverse *(indicators 3.7 and 3.8)*. Public school teachers in rural areas earn less, on average, than their peers in towns, suburbs, and cities, even after adjusting for geographic cost differences *(indicator 3.10)*. In addition, their perception of their work tends to differ: rural public school teachers generally report student behavioral problems as less frequent in their schools than teachers across the nation as a whole *(indicator 3.9)*. Also, a larger proportion of rural teachers than teachers in other locales report being satisfied with the teaching conditions in their school, though a smaller proportion of rural teachers than suburban teachers report being satisfied with their salaries *(indicator 3.9)*.

3.1. Public school revenues

Compared with city and suburban public schools, rural public schools tended to receive a greater proportion of their revenues in 2003–04 from state sources and a smaller proportion from local sources. Rural public schools received a smaller proportion of their revenues from federal sources than city public schools, but a greater proportion than suburban public schools.

In 2003–04, U.S. public elementary and secondary school revenues totaled $453.4 billion (table 3.1). These revenues came from federal, state, and local sources in varying proportions by locale.

Rural public schools received a smaller percentage of their revenue from federal sources (9 percent) than city schools (11 percent), but a larger percentage than suburban schools (6 percent) (figure 3.1). Rural schools also received a larger percentage of their revenue from federal Impact Aid (0.7 percent)[7] than schools in other locales (0.1 to 0.3 percent) (table 3.1).

In the nation as a whole, rural public schools relied on state funding more than city and suburban schools.[8] Specifically, 52 percent of rural schools' revenues came from state sources compared with 42 and 46 percent, respectively, for suburban and city schools (figure 3.1). Conversely, a smaller percentage of rural school revenues came from local sources (primarily, local property taxes) (39 percent) than suburban schools (52 percent) and city schools (43 percent). Little difference was noted in the distribution of revenues by source between rural and town schools.

Within rural areas, public schools in remote rural areas received a greater percentage (2 percent) of their revenue from federal Impact Aid than those in fringe (0.3 percent) or distant (0.4 percent) rural areas, while schools in fringe rural areas relied more on local funding (43 percent) than those in distant (36 percent) or remote rural (35 percent) areas.

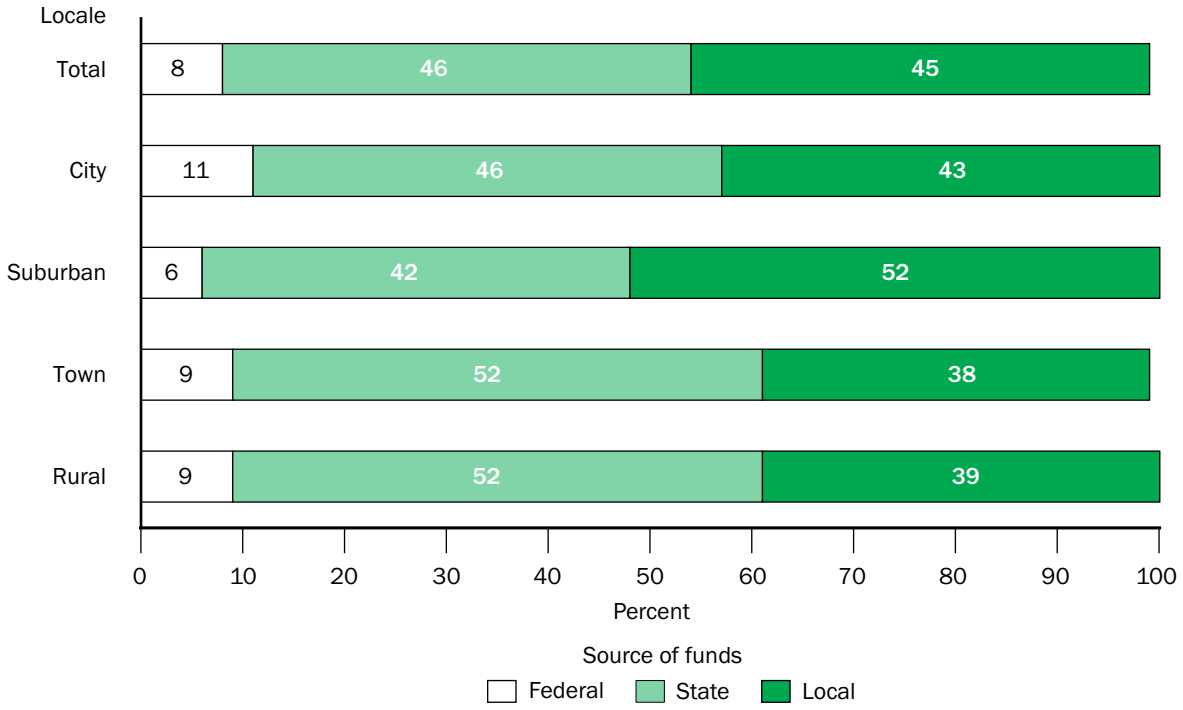
Rural public schools located in high-poverty school districts received a larger percentage of their revenue from federal sources (19 percent) than rural schools located in districts at each of the other poverty levels (3 to 12 percent) (table 3.1).[9] Rural schools located in high-poverty districts also received a smaller percentage of their revenues from local sources (23 percent) and a larger percentage from state sources (58 percent), when compared with other rural schools. These same patterns were noted in each of the other locales, to varying degrees, and within rural areas.

[7] The Impact Aid program, originally enacted in 1950 under P.L. 815 and 874 (now Title VIII of P.L. 107-110, the No Child Left Behind Act of 2001), compensates local school districts for any "substantial and continuing financial burden" resulting from federal ownership of land that exempts it from property taxes as well as from the enrollment of children residing on Indian lands, military bases, low-rent housing properties, or other federal properties.

[8] This general national pattern was not true in all states; the most notable exceptions were Connecticut and Rhode Island where rural public schools relied more on local funding than city and suburban schools.

[9] District poverty was determined by ranking school districts by the percentage of enrolled children ages 5–17 from families with an income below the poverty threshold, 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 nationally in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students nationally in districts with the highest percentages of poor school-age children. For a comparison of poverty definitions see appendix B.

Figure 3.1. Percentage distribution of revenues for public elementary and secondary schools, by source of funds and locale: 2003–04



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

Table 3.1. Revenues for public elementary and secondary schools and percentage distribution of revenues, by source of funds, locale, and district poverty level: 2003–04

Locale and district poverty level[1]	Amount (in thousands)					Percentage distribution				
		Federal					Federal			
	Total	All	Impact Aid[2]	State	Local	Total	All	Impact Aid[2]	State	Local
Total	**$453,400,652**	**$37,808,157**	**$1,139,359**	**$209,701,624**	**$205,890,871**	**100.0**	**8.3**	**0.3**	**46.3**	**45.4**
City	146,163,198	15,900,546	217,639	67,718,762	62,543,890	100.0	10.9	0.1	46.3	42.8
Low	9,091,268	325,552	11,908	3,071,008	5,694,708	100.0	3.6	0.1	33.8	62.6
Middle low	15,653,185	1,013,323	65,865	6,074,803	8,565,059	100.0	6.5	0.4	38.8	54.7
Middle	21,665,316	1,789,426	9,370	9,719,023	10,156,867	100.0	8.3	0.0	44.9	46.9
Middle high	32,710,740	3,669,580	111,655	15,694,559	13,346,601	100.0	11.2	0.3	48.0	40.8
High	67,042,689	9,102,665	18,841	33,159,369	24,780,655	100.0	13.6	0.0	49.5	37.0
Suburban	177,784,268	10,118,851	237,097	74,538,803	93,126,614	100.0	5.7	0.1	41.9	52.4
Low	70,526,667	2,014,290	66,527	22,891,008	45,621,369	100.0	2.9	0.1	32.5	64.7
Middle low	44,369,835	2,254,879	19,729	18,791,991	23,322,965	100.0	5.1	0.0	42.4	52.6
Middle	32,715,447	2,622,052	106,318	15,708,226	14,385,169	100.0	8.0	0.3	48.0	44.0
Middle high	21,057,785	2,085,385	37,027	11,833,911	7,138,489	100.0	9.9	0.2	56.2	33.9
High	9,114,534	1,142,245	7,496	5,313,667	2,658,622	100.0	12.5	0.1	58.3	29.2
Town	52,461,047	4,947,534	182,926	27,436,275	20,077,238	100.0	9.4	0.3	52.3	38.3
Low	5,387,222	191,254	9,454	2,498,273	2,697,695	100.0	3.6	0.2	46.4	50.1
Middle low	11,472,236	719,584	53,970	5,643,013	5,109,639	100.0	6.3	0.5	49.2	44.5
Middle	12,315,137	1,032,006	26,805	6,406,366	4,876,765	100.0	8.4	0.2	52.0	39.6
Middle high	14,151,139	1,549,708	30,789	7,624,610	4,976,821	100.0	11.0	0.2	53.9	35.2
High	9,135,313	1,454,982	61,908	5,264,013	2,416,318	100.0	15.9	0.7	57.6	26.5
Rural	76,992,139	6,841,226	501,697	40,007,784	30,143,129	100.0	8.9	0.7	52.0	39.2
Low	14,894,005	505,214	17,868	6,375,226	8,013,565	100.0	3.4	0.1	42.8	53.8
Middle low	17,509,198	986,990	41,956	8,563,810	7,958,398	100.0	5.6	0.2	48.9	45.5
Middle	17,615,960	1,406,807	37,297	9,654,650	6,554,503	100.0	8.0	0.2	54.8	37.2
Middle high	16,508,782	1,930,687	112,000	9,342,077	5,236,018	100.0	11.7	0.7	56.6	31.7
High	10,464,194	2,011,528	292,576	6,072,021	2,380,645	100.0	19.2	2.8	58.0	22.8
Fringe	33,786,582	2,487,836	98,070	16,614,548	14,684,198	100.0	7.4	0.3	49.2	43.5
Low	9,874,548	303,408	15,512	3,913,403	5,657,737	100.0	3.1	0.2	39.6	57.3
Middle low	8,262,287	451,178	9,405	3,948,181	3,862,928	100.0	5.5	0.1	47.8	46.8
Middle	6,680,348	540,788	14,340	3,674,730	2,464,830	100.0	8.1	0.2	55.0	36.9
Middle high	5,795,074	650,761	19,094	3,186,049	1,958,264	100.0	11.2	0.3	55.0	33.8
High	3,174,325	541,701	39,719	1,892,185	740,439	100.0	17.1	1.3	59.6	23.3
Distant	28,356,432	2,472,848	106,275	15,636,598	10,246,986	100.0	8.7	0.4	55.1	36.1
Low	6,241,127	324,077	1,572	3,913,403	2,052,444	100.0	3.9	#	48.9	47.2
Middle low	7,427,545	573,919	10,152	3,948,181	2,731,789	100.0	5.2	0.2	51.0	43.8
Middle	6,630,139	766,755	12,711	3,674,730	2,648,187	100.0	7.7	0.2	56.6	35.7
Middle high	3,712,766	640,519	35,989	3,186,049	1,940,245	100.0	11.6	0.5	59.2	29.3
High	674,602	34,228	45,851	1,892,185	874,321	100.0	17.3	1.2	59.2	23.5
Remote	14,849,125	1,880,542	297,352	7,756,638	5,211,945	100.0	12.7	2.0	52.2	35.1
Low	674,602	34,228	784	336,990	303,384	100.0	5.1	0.1	50.0	45.0
Middle low	3,005,784	211,735	22,399	1,430,368	1,363,681	100.0	7.0	0.7	47.6	45.4
Middle	3,508,067	292,100	10,246	1,774,481	1,441,486	100.0	8.3	0.3	50.6	41.1
Middle high	4,083,569	513,171	56,917	2,232,889	1,337,509	100.0	12.6	1.4	54.7	32.8
High	3,577,103	829,308	207,006	1,981,910	765,885	100.0	23.2	5.8	55.4	21.4

Rounds to zero.

[1] District poverty was determined by ranking school districts by the percentage of enrolled children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of 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. For a comparison of poverty definitions, see appendix B.

[2] Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands.

NOTE: Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html. 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), "National Public Education Financial Survey," 2003–04.

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3.2. Public school expenditures

In rural areas, adjusted current public school expenditures per student were higher in 2003–04 than in cities, suburbs, and towns. Public schools had higher adjusted current expenditures per student in high-poverty rural school districts than in middle-poverty and middle high-poverty rural school districts.

Expenditures for public schools are typically discussed as either *current expenditures* for regular school programs, which are instruction, administrative, and operation and maintenance expenditures, or else as *total expenditures*, which include current expenditures plus capital outlay and interest on school debt. In 2003–04, current expenditures for public elementary and secondary schools amounted to $8,100 per student and total expenditures amounted to $9,800 per student (table 3.2).

In order to make an appropriate comparison across locales, this indicator examines differences in current expenditures per student, with adjustments to reflect geographic cost differences.[10] Adjusted current expenditures per student for public schools in rural areas ($8,400) were higher than in cities ($8,100) and suburban areas ($7,900).

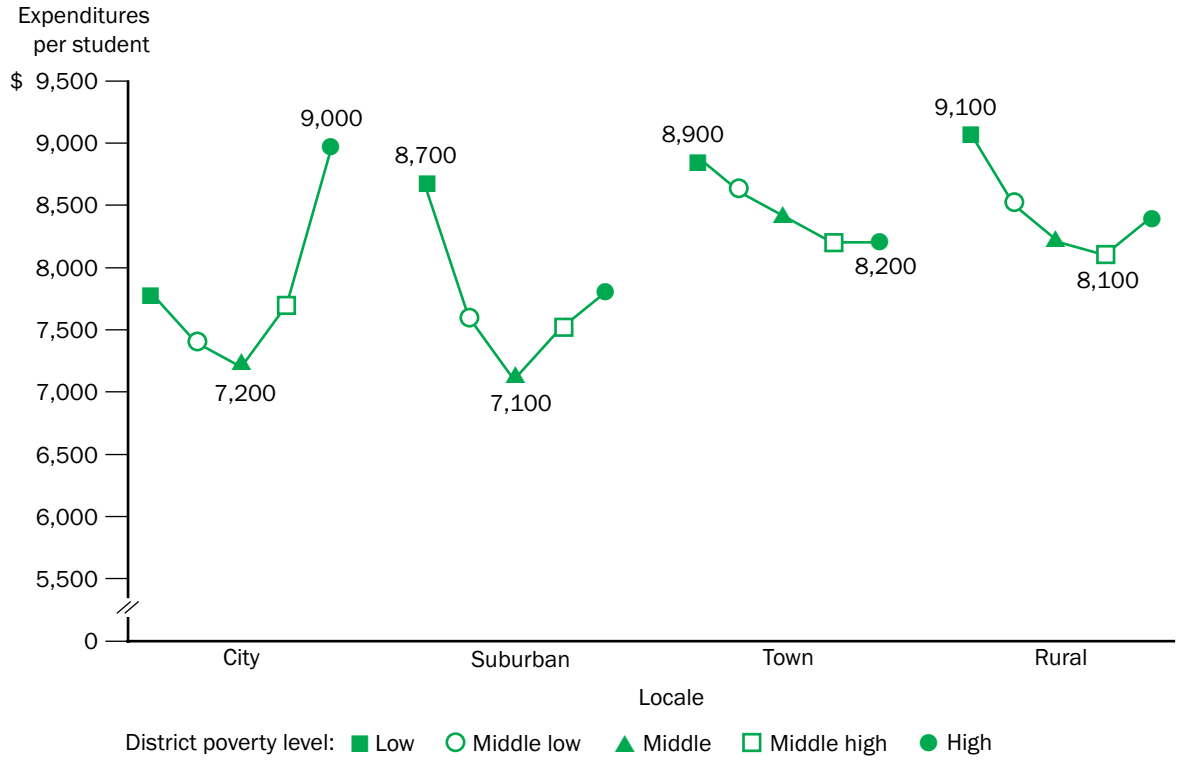
Rural public schools in high-poverty school districts had lower adjusted current expenditures per student ($8,400) than rural schools located in low-poverty ($9,100) or middle-low poverty ($8,500) districts (figure 3.2).[11] However, the adjusted current expenditures per student for rural schools located in high-poverty districts were greater than the adjusted current expenditures for rural schools located in middle high-poverty school districts ($8,100) and middle-poverty districts ($8,200). A similar pattern was seen in rural fringe areas, although not in distant and remote rural areas.

In contrast, city schools located in high-poverty school districts had higher adjusted current expenditures per student than low-poverty, middle low-poverty, middle-poverty, and middle high-poverty school districts.

[10] NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321). These cost adjustments cannot be applied to total expenditures.

[11] District poverty was determined by ranking school districts by the percentage of enrolled children ages 5–17 from families with an income below the poverty threshold, 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 nationally in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students nationally in districts with the highest percentages of poor school-age children. For a comparison of poverty definitions see appendix B.

Figure 3.2. Total adjusted current expenditures per public elementary and secondary student, by locale and district poverty level: 2003–04



NOTE: Value labels for the highest and lowest expenditure per student are shown for each locale. District poverty was determined by ranking school districts by the percentage of enrolled children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of 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. Once determined, each school district's poverty status remained unchanged when the data were examined by locale. For a comparison of poverty definitions, see appendix B. NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. The same geographic adjustment factor was used for the overall rural locale and the detailed rural locales. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2003–04.

Table 3.2. Expenditures per public elementary and secondary student, by type, locale, and district poverty level: 2003–04

Locale and district poverty level[1]	Expenditures per student in fall enrollment		
	Total expenditures	Current expenditures	
	Unadjusted dollars	Unadjusted dollars	Adjusted for geographic cost differences[2]
Total	**$9,754**	**$8,134**	**$8,134**
City	10,075	8,453	8,149
Low	10,115	8,048	7,758
Middle low	9,341	7,670	7,394
Middle	9,025	7,442	7,174
Middle high	9,470	8,023	7,734
High	11,006	9,347	9,011
Suburban	10,099	8,321	7,877
Low	11,173	9,143	8,655
Middle low	9,690	8,031	7,602
Middle	9,221	7,451	7,053
Middle high	9,428	7,943	7,519
High	9,622	8,286	7,843
Town	8,813	7,436	8,377
Low	9,737	7,868	8,863
Middle low	9,246	7,668	8,638
Middle	8,965	7,417	8,355
Middle high	8,376	7,249	8,166
High	8,324	7,263	8,182
Rural	9,133	7,680	8,432
Low	10,339	8,322	9,136
Middle low	9,342	7,748	8,506
Middle	8,805	7,497	8,231
Middle high	8,532	7,343	8,062
High	8,839	7,631	8,378
Fringe	9,030	7,510	8,245
Low	10,687	8,488	9,319
Middle low	8,977	7,423	8,149
Middle	8,344	7,116	7,812
Middle high	7,976	6,907	7,583
High	8,431	7,232	7,940
Distant	8,932	7,543	8,281
Low	9,634	7,942	8,719
Middle low	9,517	7,825	8,591
Middle	8,763	7,463	8,193
Middle high	8,475	7,217	7,923
High	8,474	7,453	8,182
Remote	9,821	8,397	9,219
Low	10,175	8,543	9,379
Middle low	10,102	8,608	9,450
Middle	9,966	8,454	9,281
Middle high	9,578	8,317	9,131
High	9,683	8,244	9,051

[1] District poverty was determined by ranking school districts by the percentage of enrolled children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of 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. Once determined, each school district's poverty status remained unchanged when the data were examined by locale. For a comparison of poverty definitions, see appendix B.

[2] NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. The same geographic adjustment factor was used for the overall rural locale and the detailed rural locales. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).

NOTE: Current expenditures include instruction, student support services, food services, and enterprise operations. Total expenditures include current expenditures, capital outlay, and interest on debt. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.

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

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3.3. Public school capacity

In rural areas, as well as nationally, a larger percentage of public schools reported being underenrolled than overenrolled in fall 2005. The percentage of public schools reporting severe underenrollment in rural areas was greater than in all other locales. In contrast, the percentage of public schools reporting severe overenrollment was lower in rural areas than in cities and suburbs.

In fall 2005, 60 percent of all public schools reported being *underenrolled* (i.e., enrolling more than 5 percent below the number of students the school was designed to accommodate in its permanent facilities), 18 percent reported being *overenrolled* (i.e., enrolling more than 5 percent above the designed capacity of the school's permanent facilities), and 22 percent reported enrollments within 5 percent of their designed capacity (table 3.3 and figure 3.3). Specifically, 38 percent of public schools reported *moderate* underenrollment (by 6 to 25 percent of capacity), 21 percent of public schools reported *severe* underenrollment (by more than 25 percent of capacity), 10 percent of public schools reported *moderate* overenrollment (of 6 to 25 percent of capacity), and 8 percent reported *severe* overenrollment (of more than 25 percent of capacity).

Similar to the national pattern, a greater percentage of rural public schools reported underenrollment (69 percent) than overenrollment (13 percent). Specifically, about 36 percent of rural public schools reported that they were moderately underenrolled, and 33 percent reported severe underenrollment. In contrast, 8 percent of rural public schools reported moderate overenrollment, while 5 percent reported that they were severely overenrolled. In addition, 18 percent of rural public schools reported that their enrollment was within 5 percent of their designed capacity.

The percentage of rural public schools reporting that they were severely underenrolled (33 percent) was greater than the percentages in towns, cities, and suburban areas (18, 16, and 12 percent, respectively). In contrast, the percentage of rural public schools reporting that they were severely overenrolled (5 percent) was smaller than the percentages in cities and suburban areas (13 and 10 percent, respectively).

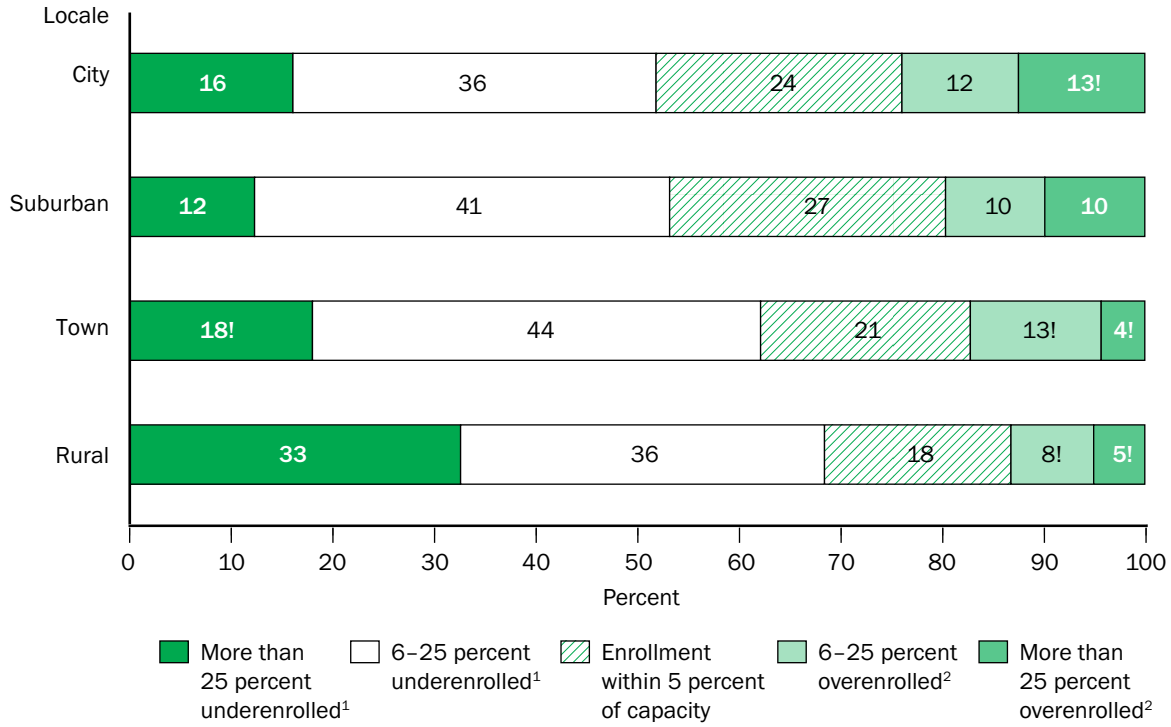
The percentage of rural public schools reporting that they were enrolled at capacity (18 percent) was lower than in suburban areas (27 percent), but was not measurably different from the percentages in cities or towns.

Table 3.3. Percentage distribution of public schools reporting being underenrolled, at capacity, or overenrolled, by school locale: Fall 2005

School locale	Underenrolled[1]		Enrollment within 5 percent of capacity	Overenrolled[2]	
	More than 25 percent	6–25 percent		6–25 percent	More than 25 percent
Total	**21.1**	**38.4**	**22.4**	**10.1**	**8.0**
City	16.1	35.8	24.2	11.5	12.5 !
Suburban	12.3	40.9	27.2	9.8	9.8
Town	18.0 !	44.2	20.6	12.9 !	4.3 !
Rural	32.6	35.9	18.3	8.2 !	5.0 !

! Interpret data with caution.
[1] "Underenrolled" indicates that the capacity of the permanent buildings and instructional space is greater than student enrollment by more than 5 percent.
[2] "Overenrolled" indicates that the enrollment of the school is greater than the capacity of the permanent buildings and instructional space by more than 5 percent.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

Figure 3.3. Percentage distribution of public schools reporting being underenrolled, at capacity, or overenrolled, by school locale: Fall 2005



! Interpret data with caution.
[1] "Underenrolled" indicates that the capacity of the permanent buildings and instructional space is greater than student enrollment by more than 5 percent.
[2] "Overenrolled" indicates that the enrollment of the school is greater than the capacity of the permanent buildings and instructional space by more than 5 percent.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Public School Principals' Perceptions of Their School Facilities: Fall 2005," FRSS 88, 2005.

3.4. Dual credit, Advanced Placement, and International Baccalaureate courses

In 2002–03, the percentage of public high school students in rural areas attending schools offering dual credit courses was not measurably different from those in cities and suburbs, while the percentages of public high school students in rural areas attending schools that offered Advanced Placement and International Baccalaureate courses or programs were lower than those in cities and suburbs.

The size of public high schools is positively related to the percentage of such schools offering dual credit courses (Waits, Setzer, and Lewis 2005). As a result, the percentage of public high school students with access to these courses in 2002–03 was higher than the percentage of schools offering these courses. Nationally, 78 percent of public high school students attended high schools that offered dual credit courses, 87 percent attended schools that offered Advanced Placement (AP) courses, and 5 percent attended schools that offered International Baccalaureate (IB) programs (table 3.4) (see Glossary for details on these types of courses or programs).

The percentage of public high school students in rural areas attending schools offering dual credit courses (76 percent) was lower than in towns (86 percent), but not measurably different from cities and suburbs. A lower percentage of public high school students in rural areas were enrolled in schools offering AP courses (69 percent) than in suburban areas (96 percent), cities (93 percent), or towns (83 percent). Finally, the percentage of public high school students who were enrolled in schools offering IB programs was lower in rural areas (1 percent) than in cities (8 percent) and suburbs (7 percent), but not significantly different from the percentage in towns.

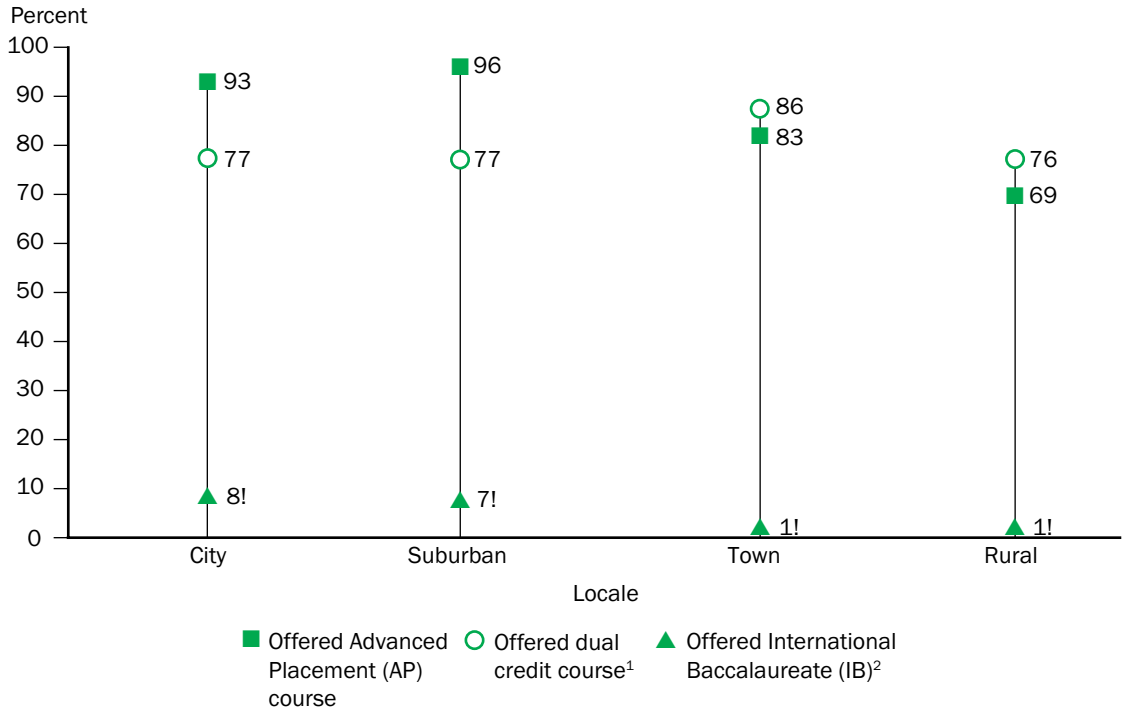
The differences across locales in the percentages of public high *schools* offering dual credit courses followed the same pattern as detected in the percentage of public school *students* with access to these courses at their high school.

Table 3.4. Number and percentage of public high schools that offered dual credit, Advanced Placement (AP), or International Baccalaureate (IB) courses during the 12-month school year, and percentage of all public high school students who were enrolled in these schools during this school year, by locale: 2002–03

Course offering and locale	Number of schools	Percent of schools	Percent of students
Offered dual credit course[1]			
Total	**11,700**	**71.3**	**77.7**
City	1,800	67.2	76.5
Suburban	2,500	72.3	76.5
Town	2,200	82.1	86.5
Rural	5,300	68.5	75.7
Offered Advanced Placement (AP) course			
Total	**11,000**	**66.7**	**86.6**
City	2,100	78.0	93.0
Suburban	2,900	85.2	95.7
Town	1,900	72.3	83.0
Rural	4,000	52.5	69.2
Offered International Baccalaureate (IB)[2] course			
Total	**390**	**2.4**	**5.0**
City	160 !	5.9 !	7.5 !
Suburban	150 !	4.5 !	7.0 !
Town	20 !	0.8 !	1.3 !
Rural	60 !	0.8 !	1.4 !

! Interpret data with caution.
[1] Dual credit courses are courses for which high school students can earn both high school and postsecondary credits.
[2] International Baccalaureate programs include an international curriculum certified by the International Baccalaureate Organization.
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.

Figure 3.4. Percentage of public high school students in schools that offered dual credit, Advanced Placement (AP), or International Baccalaureate (IB) courses during the 12-month school year, by locale: 2002–03



! Interpret data with caution.
[1] Dual credit courses are courses for which high school students can earn both high school and postsecondary credits.
[2] International Baccalaureate programs include an international curriculum certified by the International Baccalaureate Organization.
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.

3.5. Internet and computer access

Nearly all public schools, both nationally and in rural areas, had Internet access in 2005. In rural areas, the number of public school students per instructional computer with Internet access in school was lower than in suburban and city schools.

In 2005, virtually all public schools, in all locales, had some type of Internet access. Among public schools with Internet access, 97 percent used a broadband Internet connection and 45 percent had wireless Internet connections. Internet access in instructional rooms was available in 94 percent of all public schools, and 15 percent of all public schools offered wireless Internet connections in instructional classrooms (table 3.5a). In general, there were few variations detected in these percentages between public schools in rural areas and in other locales. However, the percentage of public schools with Internet access in instructional rooms was higher in rural areas (95 percent) than in cities (88 percent) (figure 3.5).

Nationwide, on average there was one instructional computer with Internet access for every 3.8 public school students (table 3.5b). In rural areas, the ratio was one instructional computer with Internet access for every 3.0 public school students, which was lower than the corresponding ratios in suburban areas (1 to 4.3) and cities (1 to 4.2), though not measurably different from the ratio in towns (1 to 3.3).

In rural areas, 19 percent of public schools provided teachers with hand-held computers[12] for instructional purposes, 7 percent provided hand-held computers to students, and 12 percent loaned laptop computers to students. In general, the percentage of public schools providing these services to their teachers or students did not show much variation between rural areas and other locales. However, a greater percentage of public schools in rural areas loaned laptop computers to students (12 percent) than schools in cities (7 percent) (figure 3.5).

Table 3.5a. Percentage of public schools with internet access, by type of access available and locale: 2005

	With internet access in school			Instructional classrooms	
Locale	Total[1]	Using broadband internet connection[2]	Using any type of wireless internet connection[2,3]	With internet access[1]	With wireless connection[1,3]
Total	**99.6**	**97.3**	**45.4**	**93.6**	**15.0**
City	99.4	97.8	49.7	87.5	17.1
Suburban	99.3	97.6	49.2	95.6	16.2
Town	100.0	100.0	40.2	97.6	14.0
Rural	100.0	95.4	41.4	94.8	12.4

[1] Percentages are based on all public schools.
[2] Percentages are based on public schools with internet access.
[3] Percentages include schools using solely wireless internet connections (both broadband and narrowband), as well as schools using both wireless and wired connections.
NOTE: For estimates that are 100 percent, the event defined could have been reported by fewer schools had a different sample been drawn.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Internet Access in U.S. Public Schools, Fall 2005," FRSS 90, 2005.

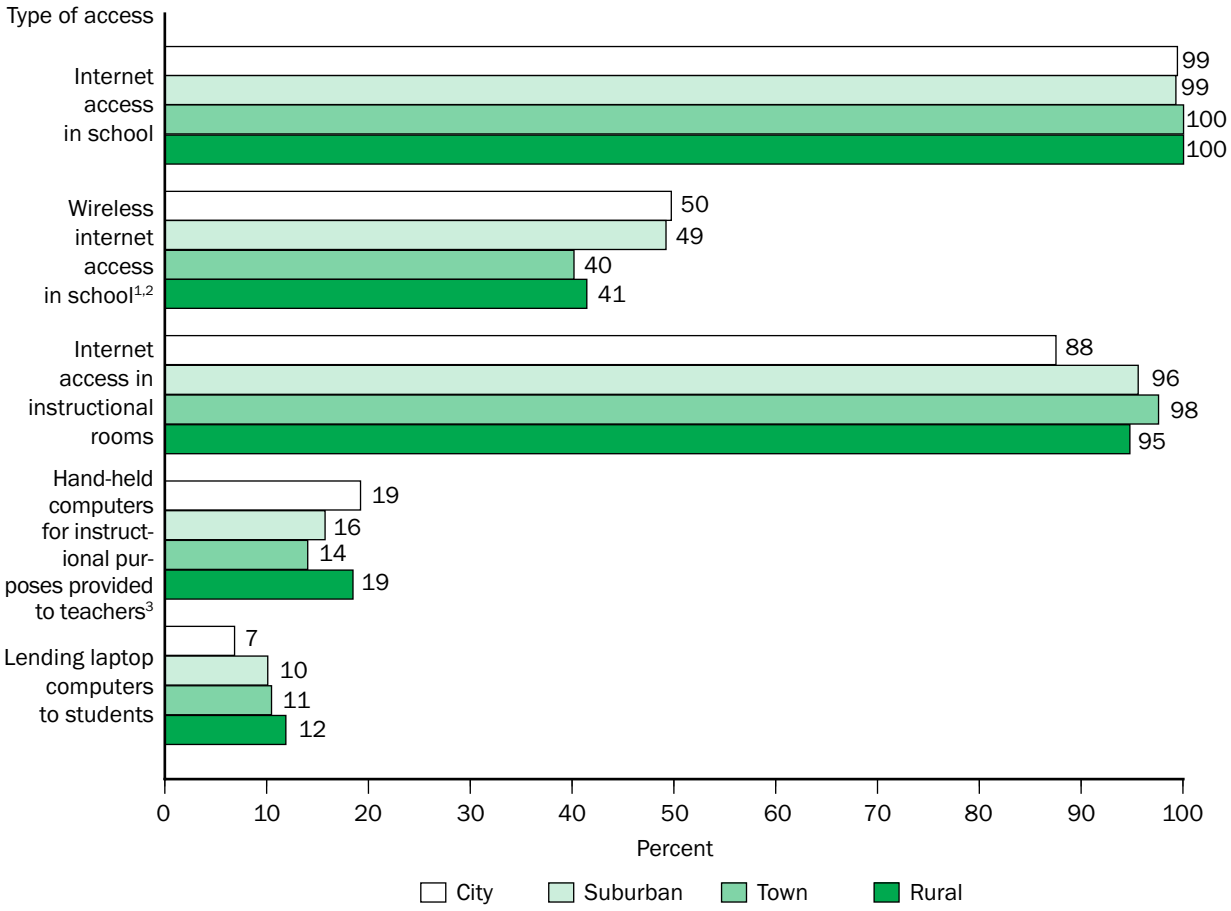
Table 3.5b. Number of public school students per instructional computer with internet access and percentage of public schools providing hand-held or laptop computers, by locale: 2005

		Percent of schools		
		Providing hand-held computers for instructional purposes[1]		
Locale	Number of students per instructional computer with internet access[2]	To teachers	To students	Lending laptop computers to students
Total	**3.8**	**17.2**	**8.1**	**10.0**
City	4.2	19.2	8.6!	6.8
Suburban	4.3	15.7	10.2!	10.1
Town	3.3	14.0!	6.1!	10.5
Rural	3.0	18.5	6.9!	11.9

! Interpret data with caution.
[1] Hand-held computers are personal digital assistants, such as Palm Pilots or Pocket PCs. Schools were asked to include all hand-held computers provided for instructional purposes, including those available for loan, but to exclude laptop computers.
[2] The number of students to instructional computers with internet access was computed by dividing the total number of students in all public schools by the total number of instructional computers with internet access in all public schools (including schools with no internet access).
NOTE: Percentages are based on all public schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Internet Access in U.S. Public Schools, Fall 2005," FRSS 90, 2005.

[12] Hand-held computers are personal digital assistants such as Palm Pilots or Pocket PCs. Schools were asked to include all hand-held computers provided for instructional purposes, including those available for loan.

Figure 3.5. Percentage of public schools offering various types of internet access and providing hand-held or laptop computers, by locale: 2005



[1] Percentages are based on public schools with internet access.
[2] Percentages include schools using solely wireless internet connections (both broadband and narrowband), as well as schools using both wireless and wired connections.
[3] Hand-held computers are personal digital assistants, such as Palm Pilots or Pocket PCs. Schools were asked to include all hand-held computers provided for instructional purposes, including those available for loan, but to exclude laptop computers.
NOTE: For estimates that are 100 percent, the event defined could have been reported by fewer schools had a different sample been drawn. All percentages based on all public schools unless noted.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Internet Access in U.S. Public Schools, Fall 2005," FRSS 90, 2005.

3.6. Pupil-teacher ratio in public schools

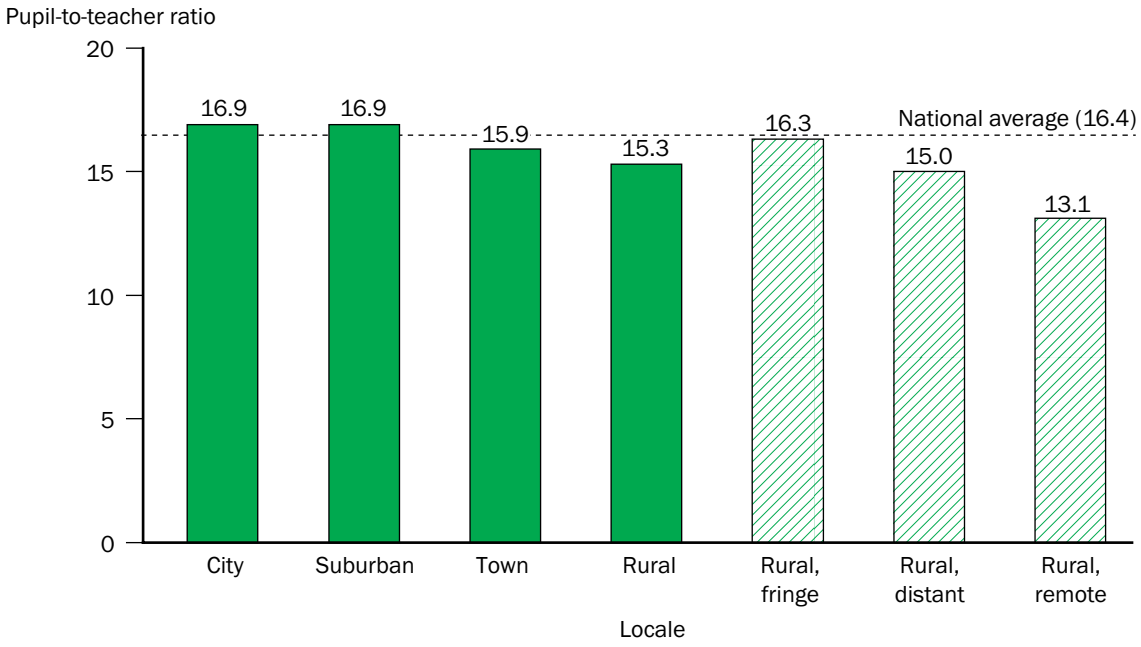
Rural public schools generally had fewer pupils per teacher than schools in other locales in 2003–04.

In the 2003–04 school year, average pupil-teacher ratios in public schools were lowest in rural areas (15.3), followed by towns (15.9), and then cities (16.9) and suburbs (16.9) (table 3.6 and figure 3.6). Among the rural subcategories, fringe rural areas had the highest average pupil-teacher ratio (16.3), followed by distant rural areas (15.0) and remote rural areas (13.1). Average pupil-teacher ratios generally increased with school size for schools of all levels across all locales. In public schools enrolling fewer than 200 students in rural areas, the average pupil-teacher ratio was 12 percent, while those enrolling 2,000 or more students had an average pupil-teacher ratio of 20 percent (table 3.6). The same was true for cities, with a pupil-teacher ratio of 11 percent in schools enrolling fewer than 200 students and 20 percent in those enrolling 2,000 or more students.

Among the smallest rural public schools (those with enrollments under 200 students), combined schools had the lowest pupil-teacher ratio (9.4), followed by secondary schools (11.0) and elementary schools (12.6).

The average pupil-teacher ratio in public elementary schools was lower in rural areas (15.4) than in towns (15.9), cities (16.6), and suburbs (16.7) (table 3.6). The same was true for public secondary schools: the pupil-teacher ratio in rural schools (15.3) was lower than in towns (16.2), suburbs (17.5), and cities (18.1). This pattern, however, did not hold true for public combined schools: in rural areas combined schools had a higher average ratio than in suburban areas (13.9 vs. 13.1). Pupil-teacher comparisons among locales varied for the different school sizes.

Figure 3.6. Average pupil-teacher ratios in public schools, by locale: 2003–04



NOTE: Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04.

Table 3.6. Pupil-teacher ratios in public schools, by school level, school size, and locale: 2003–04

School size and locale	All schools	Elementary	Secondary	Combined
Total	**16.4**	**16.3**	**16.9**	**13.8**
Less than 200	11.6	12.8	11.1	8.5
200 to 399	14.7	14.9	14.1	13.0
400 to 799	16.3	16.4	15.6	14.8
800 to 1,199	17.2	17.5	16.7	16.6
1,200 to 1,999	18.1	19.1	17.8	17.7
2,000 or more	19.9	22.4	19.7	21.2
City	16.9	16.6	18.1	14.1
Less than 200	10.8	12.6	11.7	8.2
200 to 399	14.6	14.7	15.9	12.3
400 to 799	16.3	16.4	15.6	14.8
800 to 1,199	17.7	18.0	17.0	16.3
1,200 to 1,999	18.5	19.9	18.1	17.4
2,000 or more	20.4	24.4	20.1	25.6
Suburban	16.9	16.7	17.5	13.1
Less than 200	10.4	12.9	10.1	7.5
200 to 399	15.1	15.3	14.6	12.9
400 to 799	16.4	16.6	15.4	12.6
800 to 1,199	17.1	17.4	16.6	16.3
1,200 to 1,999	17.9	18.7	17.6	18.0
2,000 or more	19.5	21.1	19.5	16.5
Town	15.9	15.9	16.2	14.0
Less than 200	12.7	13.9	12.5	8.6
200 to 399	14.8	15.0	14.1	14.2
400 to 799	16.1	16.3	15.6	16.9
800 to 1,199	16.8	17.0	16.7	17.8
1,200 to 1,999	17.9	18.2	17.9	16.9
2,000 or more	19.2	13.3	19.1	23.1
Rural	15.3	15.4	15.3	13.9
Less than 200	11.8	12.6	11.0	9.4
200 to 399	14.4	14.8	13.8	13.1
400 to 799	16.0	16.1	15.7	15.4
800 to 1,199	16.7	17.0	16.4	16.9
1,200 to 1,999	17.6	18.3	17.3	18.2
2,000 or more	19.8	20.5	19.7	26.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04.

3.7. Selected characteristics of public school teachers

Racial/ethnic minorities accounted for a smaller percentage of public school teachers in rural areas than in all other locales in 2003–04. A smaller proportion of rural public school teachers than suburban and city public school teachers had a master's degree or higher.

During the 2003–04 school year, there were more than 3.2 million teachers in public elementary and secondary schools (table 3.7). The number of public school teachers working in rural areas (739,000 or 23 percent of all such teachers) was smaller than the number in suburban areas (1.1 million or 34 percent) or cities (914,000 or 28 percent), but greater than in towns (472,000 or 15 percent). The distribution of these teachers across locales did not vary by sex, varied little by age, and varied markedly by education, teaching assignment, and race/ethnicity.

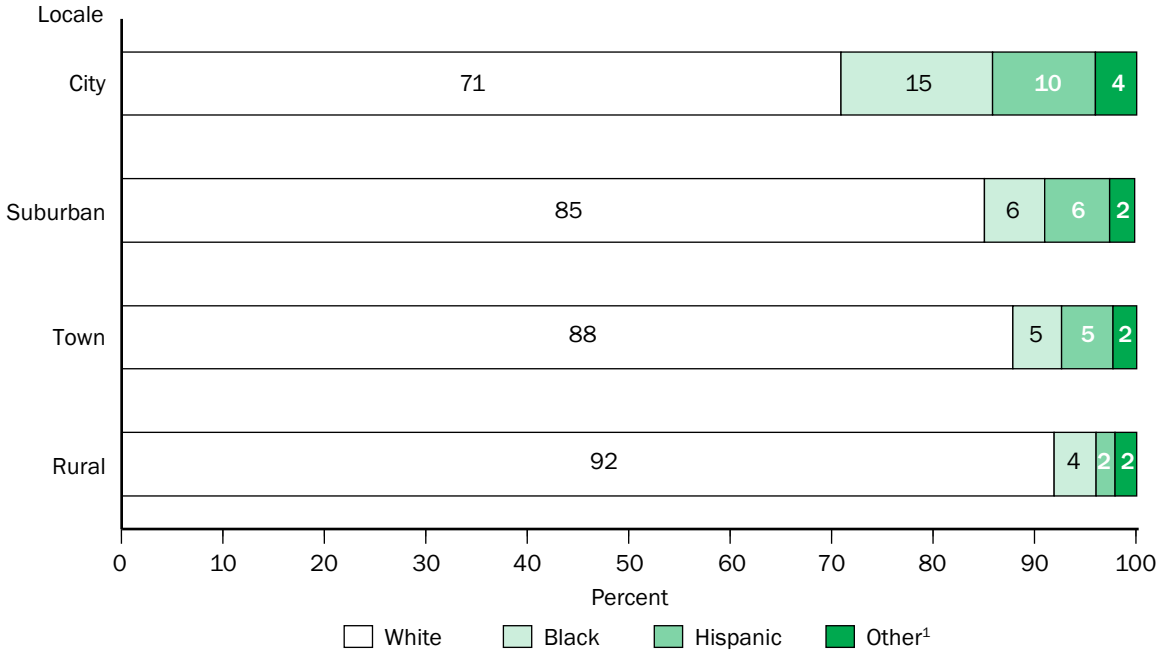
Nationally, 75 percent of public school teachers were female, a percentage that held relatively constant across all locales. A greater percentage of public school teachers across the nation were between 50 and 59 years old (29 percent) than between 40 and 49 (26 percent), between 30 and 39 (25 percent), under 30 (17 percent), or over 60 (4 percent). As with sex, the percentage of teachers in specific age categories was relatively constant across all locales.

The percentage of public school teachers in rural areas who held a master's degree or higher (43 percent) was lower than in suburban areas (52 percent) and cities (49 percent), but was not measurably different from the percentage in towns (45 percent) (table 3.7). Within rural areas, a greater percentage of teachers in rural fringe areas and distant rural areas had a master's degree as their highest level of education (40 and 38 percent, respectively) than in remote rural areas (32 percent) (table A-3.7).

Public school teachers in rural areas also differed somewhat from such teachers in other locales in both the level and subject of their teaching assignment. In both cities and suburbs, a larger percentage of teachers worked in elementary schools than in secondary schools, but in rural areas and towns there was no measurable difference between the percentages of elementary and secondary school teachers (see table 3.7). Public schools in rural areas and towns had a larger percentage of secondary teachers teaching vocational/technical education (14 percent) than public schools in cities and suburbs (10 percent each). However, public schools in rural areas had a smaller percentage of secondary teachers teaching foreign languages (4 percent) than public schools in cities (5 percent) and suburbs (6 percent). Otherwise, the distribution of secondary teachers across specific subject areas did not differ significantly between public schools in rural areas and other locales.

Some measurable differences were detected in the proportion of racial/ethnic groups in rural areas compared with other locales. Racial/ethnic minorities made up a smaller percentage of public school teachers in rural areas (8 percent) than in cities (29 percent), suburban areas (15 percent), and towns (12 percent) (figure 3.7). American Indian/Alaska Native teachers were the only racial/ethnic minority with a higher proportion in rural areas than in the other locales. Overall, 23 percent of all public school teachers worked in rural areas; however, among American Indian/Alaska Native public school teachers, 41 percent worked in rural areas, with 18 percent of those working in remote rural areas (data not shown). American Indian/Alaska Native teachers accounted for 2 percent of all teachers in remote rural areas, a higher proportion than in all other locales (table A-3.7).

Figure 3.7. Percentage distribution of race/ethnicity of public elementary and secondary school teachers, by locale: 2003–04



[1] Includes Asians/Pacific Islanders, American Indians/Alaska Natives, and those of more than one race.
NOTE: Includes part-time and full-time teachers. Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

Table 3.7. Number and percentage distribution of public elementary and secondary school teachers, by locale and selected characteristics: 2003–04

Selected characteristic	Total	City	Suburban	Town	Rural
Total	**3,240,000**	**914,000**	**1,120,000**	**472,000**	**739,000**
Percentage distribution	**100.0**	**28.2**	**34.5**	**14.6**	**22.8**
Sex	100.0	100.0	100.0	100.0	100.0
Male	25.1	24.3	25.0	26.6	25.2
Female	74.9	75.7	75.0	73.4	74.8
Race/ethnicity	100.0	100.0	100.0	100.0	100.0
White	83.1	70.9	85.2	87.8	91.9
Black	7.9	15.0	6.0	4.8	4.1
Hispanic	6.2	10.1	6.4	5.1	1.9
Asian/Pacific Islander	1.5	2.5	1.5	1.0	0.6
American Indian/Alaska Native	0.6	0.5	0.3 !	0.8	1.0
More than one race	0.7	1.1	0.7	0.5	0.5
Age	100.0	100.0	100.0	100.0	100.0
Less than 30	16.6	17.0	17.5	14.2	16.2
30 to 39	24.5	25.0	25.0	22.7	24.3
40 to 49	25.9	24.4	24.3	28.5	28.3
50 to 59	29.0	29.1	29.1	31.1	27.5
60 or more	4.0	4.5	4.1	3.4	3.8
Highest degree earned	100.0	100.0	100.0	100.0	100.0
No degree	0.8	0.8	0.7	0.8	1.0
Associate's	0.3	0.4 !	0.2 !	0.2 !	0.3
Bachelor's	50.8	49.4	47.3	54.4	55.5
Master's	40.9	40.6	44.2	38.8	37.5
Education specialist[1]	6.0	7.0	6.3	5.0	5.0
Doctor's	1.2	1.7	1.2	0.8 !	0.7
Level	100.0	100.0	100.0	100.0	100.0
Elementary	52.6	55.3	53.6	51.5	48.7
Secondary	47.4	44.7	46.4	48.5	51.3
Subject[2]					
Elementary	100.0	100.0	100.0	100.0	100.0
General	66.0	66.3	66.2	65.0	65.6
English	4.1	3.4	3.8	4.6	5.3
English as a second language	1.5	2.4 !	1.6	1.0 !	0.3 !
Mathematics	1.1	0.8 !	0.5 !	1.5 !	2.2 !
Special education	13.7	15.2	13.4	13.5	12.4
Other elementary	13.6	11.9	14.5	14.3	14.3
Secondary	100.0	100.0	100.0	100.0	100.0
English	17.6	18.0	17.4	17.1	17.5
English as a second language	1.2	2.3 !	1.2	0.7 !	0.3 !
Foreign language	4.8	4.9	5.8	4.0	3.7
Mathematics	13.9	13.8	14.2	13.8	13.5
Science	12.3	13.2	12.8	11.1	11.5
Social sciences	11.6	11.5	11.6	11.8	11.8
Special education	11.3	11.2	12.0	11.6	10.4
Vocational/technical	11.0	9.6	9.6	12.1	13.9
Other secondary	16.3	15.5	15.4	17.8	17.4

! Interpret data with caution.
[1] Includes certificate of advanced graduate studies.
[2] Main teaching assignment.
NOTE: Includes part-time and full-time teachers. Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

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3.8. Teaching experience

Compared with public school teachers in cities, rural public school teachers averaged more years of experience in 2003–04.

In the 2003–04 school year, the average amount of teaching experience for all public school teachers across the United States was 14.2 years (tables 3.8 and A-3.8). For rural public school teachers, the average was 14.5 years, which was greater than the average for public school teachers in cities (13.6 years), but not measurably different than the average for public school teachers in suburbs (14.1 years) and towns (15.1 years).

As these averages suggest, the majority of public school teachers have over 10 years of teaching experience. Nationally, 10 percent of public school teachers were beginning teachers (those with less than 3 years of teaching experience), 32 percent had between 3 and 9 years of teaching experience, 29 percent had between 10 and 20 years of teaching experience, and 28 percent had over 20 years of teaching experience.

The percentages of public school teachers in rural areas with these different levels of teaching experience were not significantly different from the national percentages. When compared with the percentages of public school teachers in these categories of experience in other locales, rural public school teachers were different in two ways: a smaller percentage had between 3 and 9 years of teaching experience (30 percent) than public school teachers in suburbs (33 percent) and cities (34 percent), and a larger percentage had over 20 years of teaching experience (30 percent) than public school teachers in cities (27 percent).

Table 3.8. Average number of years of teaching experience for public school teachers and percentage distribution of such teachers, by years of teaching experience, locale, and grade level taught: 2003–04

Locale and grade level taught	Average number of years of teaching experience	Percentage distribution by years of teaching experience				
		Total	Less than 3	3 to 9	10 to 20	Over 20
Total	**14.2**	**100.0**	**10.4**	**32.0**	**29.1**	**28.4**
City	13.6	100.0	11.6	33.8	27.9	26.8
Suburban	14.1	100.0	10.2	33.3	29.3	27.2
Town	15.1	100.0	9.1	28.4	29.9	32.6
Rural	14.5	100.0	10.2	30.2	29.9	29.7
Fringe	14.0	100.0	11.2	32.3	28.2	28.3
Distant	14.7	100.0	9.4	30.2	30.3	30.2
Remote	15.3	100.0	9.6	26.5	32.5	31.3
Elementary	**13.9**	**100.0**	**10.4**	**33.0**	**29.4**	**27.2**
City	12.9	100.0	12.1	36.7	26.3	24.8
Suburban	13.7	100.0	10.4	33.6	30.8	25.2
Town	15.1	100.0	8.9 !	27.4	31.3	32.5
Rural	14.8	100.0	8.9	30.7	30.2	30.2
Middle	**14.3**	**100.0**	**10.2**	**31.0**	**30.3**	**28.4**
City	13.8	100.0	11.2	31.4	31.5	25.9
Suburban	14.3	100.0	9.6	32.5	29.7	28.3
Town	15.3	100.0	9.2	27.8	29.7	33.4
Rural	14.4	100.0	10.7	30.5	30.3	28.5
High school	**14.5**	**100.0**	**10.7**	**31.7**	**27.7**	**29.9**
City	14.6	100.0	11.3	31.8	26.6	30.4
Suburban	14.3	100.0	10.4	33.9	26.8	28.9
Town	14.9	100.0	9.5	30.5	28.7	31.4
Rural	14.4	100.0	11.2	29.8	29.2	29.9

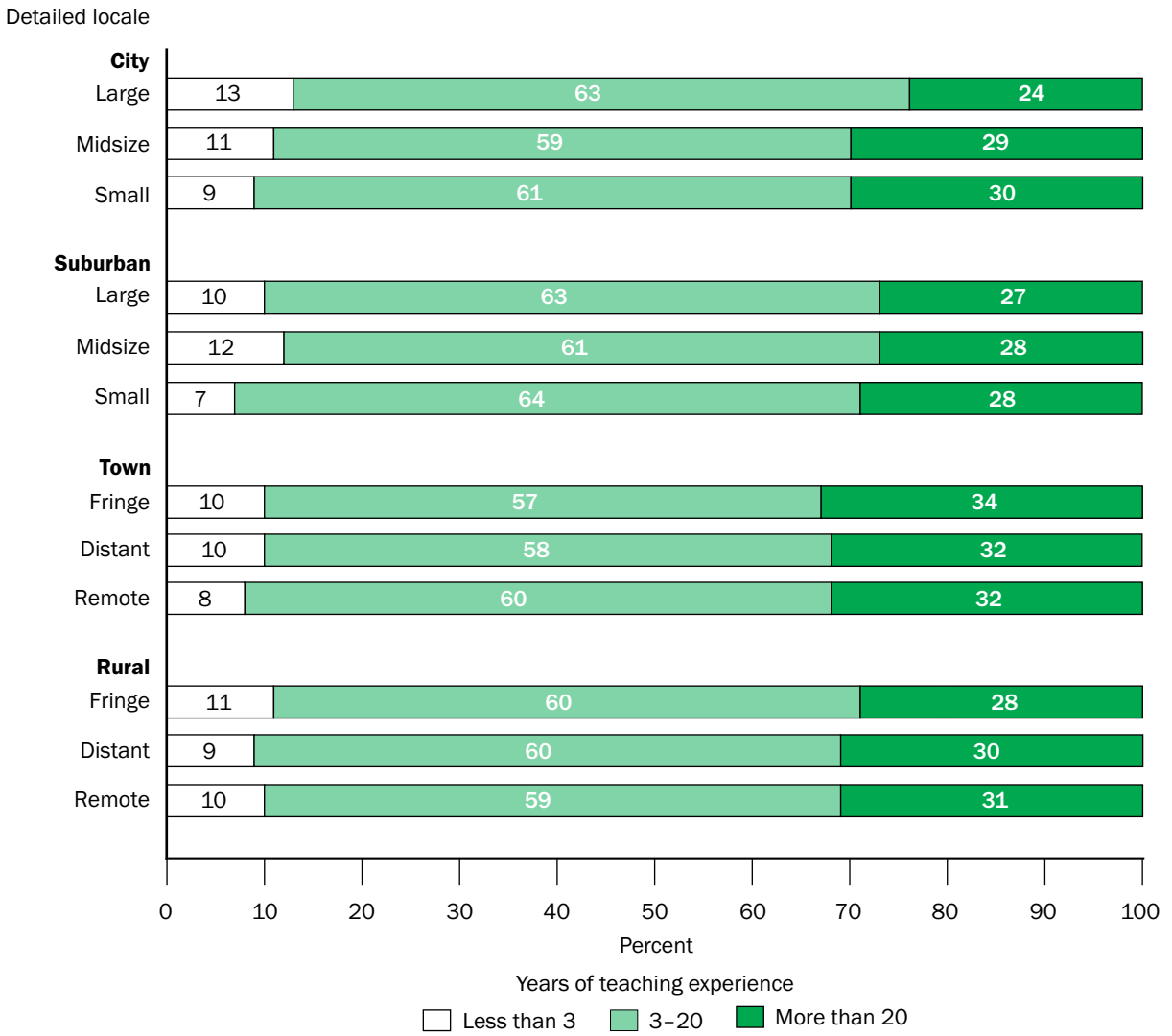
! Interpret data with caution.

NOTE: Total includes combined level schools not separately shown. Years of teaching experience counts 1 year of part-time teaching the same as 1 year of full-time teaching. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

Comparing the national averages for public elementary, middle, and high school teachers reveals no measurable differences in the average years of teaching experience. When locale is considered, however, a difference can be found between public elementary school teachers in rural areas and in cities (15 vs. 13 years of teaching experience), but not between public middle or high school teachers in rural areas and cities (see table 3.8). A greater percentage of public elementary school teachers in rural areas had more than 20 years of experience than in cities or suburban areas (30 vs. 25 percent each). No such difference was detected between public middle school or high school teachers from the various locales, with the exception that a larger percentage of middle school teachers in towns had over 20 years of teaching experience than middle school teachers in rural areas (33 vs. 28 percent).

Figure 3.8. Percentage distribution of teachers in public schools, by years of teaching experience and detailed locale: 2003–04



NOTE: Years of teaching experience counts 1 year of part-time teaching the same as 1 year of full-time teaching. Cities are territories that are inside both an urbanized area and a principal city; suburbs are territories that are inside an urbanized area but outside a principal city. Urbanized areas are densely settled areas containing at least 50,000 people. A principal city is a city that contains the primary population and economic center of a metropolitan statistical area. Large cities and suburbs have populations of 250,000 or more; midsize cities and suburbs have populations of less than 250,000 and greater than or equal to 100,000; and small cities and suburbs have populations of less than 100,000. Towns are territories that are outside of any urbanized area, but inside an urban cluster. Urban clusters are densely settled areas with populations of 2,500 to 49,999. Fringe towns are 10 miles or less from an urbanized area; distant towns are more than 10 miles and less than or equal to 35 miles from an urbanized area; and remote towns are more than 35 miles from an urbanized area. Rural areas are located outside any urbanized area or urban cluster. Fringe rural areas are 5 miles or less from an urbanized area and 2.5 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, and more than 2.5 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area and more than 10 miles from an urban cluster. For more details on Census-defined areas, see http://www.census.gov/geo/www/ua/ua_2k.html. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

3.9. Teacher perceptions of problems in schools

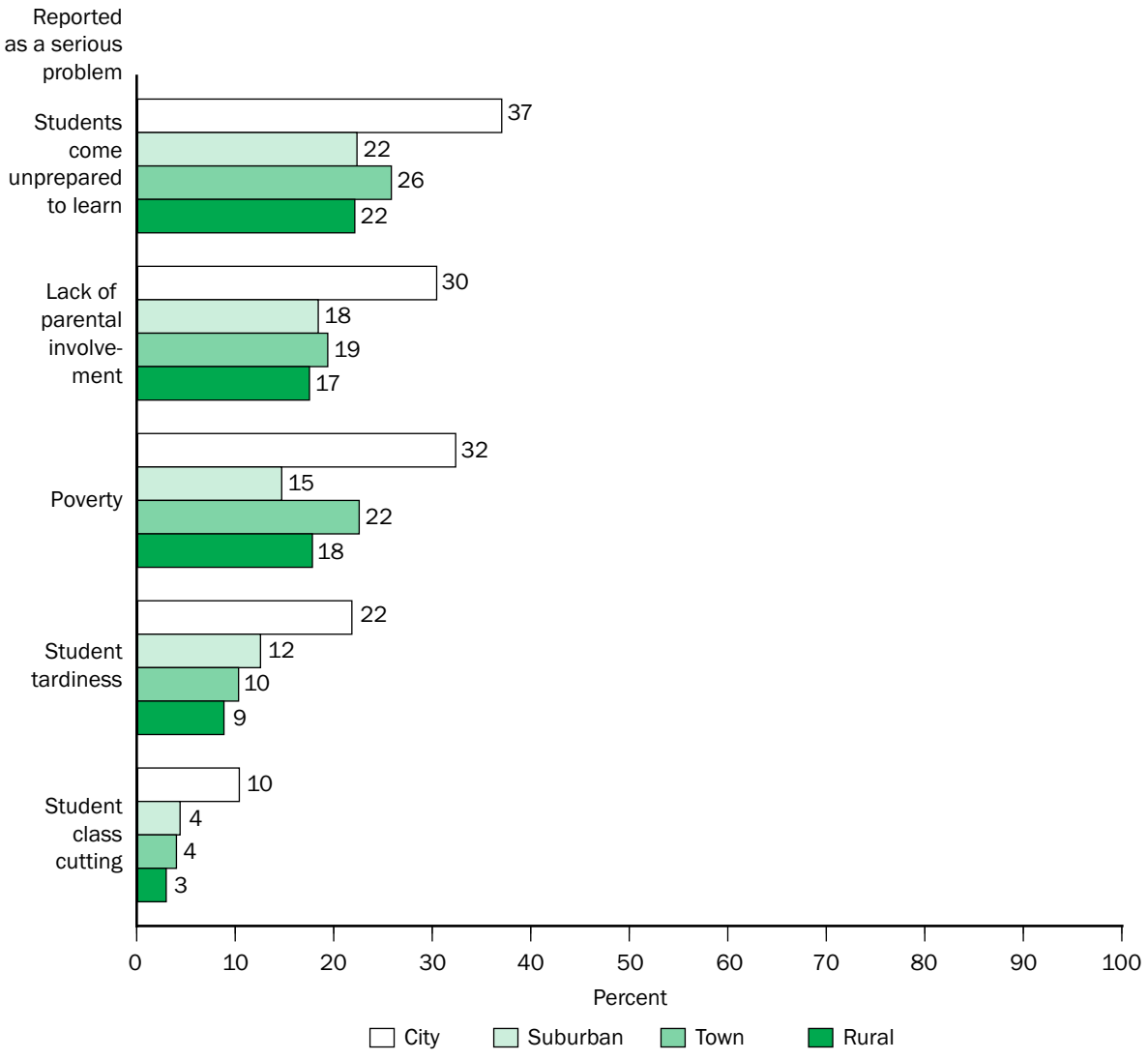
In general, smaller percentages of rural public school teachers reported problems as "serious" and behavioral problems as frequent in their schools than public school teachers across the nation as a whole in 2003–04.

Serious problems in schools

In the 2003–04 school year, the Schools and Staffing Survey (SASS) asked public elementary, middle, and high school teachers to rate the severity of eight potential problems in their school: students coming to school unprepared to learn, lack of parental involvement, poverty, student apathy, student tardiness, student class cutting, students dropping out, and student pregnancy. Teachers were asked to rate them as "not a problem," a "minor problem," a "moderate problem," or a "serious problem." This analysis examines the percentage of public school teachers who reported each of these potential problems as a "serious problem" in their school.

Nationally, public school teachers reported students coming to school unprepared to learn as the most prevalent serious problem facing public schools, with 27 percent of public school teachers reporting

Figure 3.9a. Percentage of public school teachers who reported potential problems as "serious problems" in their schools, by type of problem and locale: 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

this as a serious problem in their school (table 3.9a). Lack of parental involvement and poverty were the next most common problems reported as serious (22 and 21 percent, respectively), followed by student apathy (17 percent), student tardiness (14 percent), student class cutting (6 percent), students dropping out (3 percent), and student pregnancy (2 percent). In rural areas, the relative ranking of these problems by public school teachers mirrored this national order. However, for each potential problem (except apathy and student pregnancy), the percentage of rural public school teachers who considered the problem serious was lower than the national percentage.

For each of the potential problems, a smaller percentage of public school teachers in rural areas than in cities and towns reported it as being a serious problem, with the one exception that there was no measurable difference between the percentages of teachers in rural areas and towns rating a lack of parental involvement as a serious problem (table 3.9a and figure 3.9a).[13] The percentages of teachers in rural areas who reported that poverty, student tardiness, and student class cutting were serious problems differed from those in suburban areas. A greater percentage of rural teachers than suburban teachers reported poverty as a serious problem (18 vs. 15 percent), but a smaller percentage of rural teachers than suburban teachers reported student tardiness (9 vs. 12 percent) and student class cutting (3 vs. 4 percent) as serious problems.

Among all rural public school teachers, a higher percentage of high school teachers than middle school teachers rated each of these problems (except poverty) as serious. In rural areas there were no measurable differences in the ratings for poverty across all three school levels.

Table 3.9a. Percentage of public school teachers who reported potential problems as "serious problems" in their schools, by type of problem, locale, and grade level taught: 2003–04

Locale and grade level taught	Students come to school unprepared to learn	Lack of parental involvement	Poverty	Student apathy	Student tardiness	Student class cutting	Students dropping out	Student pregnancy
Total	**26.8**	**21.6**	**21.4**	**16.6**	**13.9**	**5.6**	**3.3**	**2.4**
City	36.9	30.3	32.2	20.5	21.7	10.3	5.6	3.5
Suburban	22.2	18.3	14.6	14.3	12.4	4.3	2.0	1.4
Town	25.7	19.2	22.4	16.8	10.2	3.9	3.3	3.4
Rural	22.0	17.4	17.7	15.0	8.7	2.9	2.7	2.0
Elementary	21.7	18.5	23.2	6.2	9.1	0.6	0.4	0.1
City	32.4	27.6	35.2	8.9	15.9	1.3	0.6	0.2 !
Suburban	17.2	16.0	16.2	5.2	7.6	0.4	0.1	‡
Town	19.1	13.8	22.6	4.4	5.0	0.2	0.1	0.1
Rural	15.5	12.7	18.1	5.0	4.7	0.3	0.6	0.2
Middle	27.9	21.0	20.8	17.7	11.2	3.1	0.7	0.4
City	36.6	28.4	30.2	20.9	15.8	6.0	1.0	0.4
Suburban	24.9	19.1	15.7	17.2	10.6	2.2	0.2	0.2
Town	27.9	18.4	22.3	19.5	8.9	1.4	1.0	1.0
Rural	22.1	16.6	16.5	13.5	7.8	2.3	0.9	0.6
High school	33.0	26.5	19.5	30.3	23.2	14.8	10.0	7.5
City	44.8	36.8	29.9	39.0	37.0	28.8	18.2	11.9
Suburban	27.1	20.9	11.0	25.5	22.0	12.4	6.6	4.8
Town	32.3	26.8	22.2	31.3	18.8	11.4	9.9	10.3
Rural	29.0	22.9	18.0	26.8	13.6	6.0	6.2	4.9

! Interpret data with caution.
‡ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

[13] For the problems of students dropping out and student pregnancy, comparisons are made only among public school teachers at the high school level. The percentages of public elementary and middle school teachers reporting these problems as serious were not measurable due to low frequencies and high standard errors.

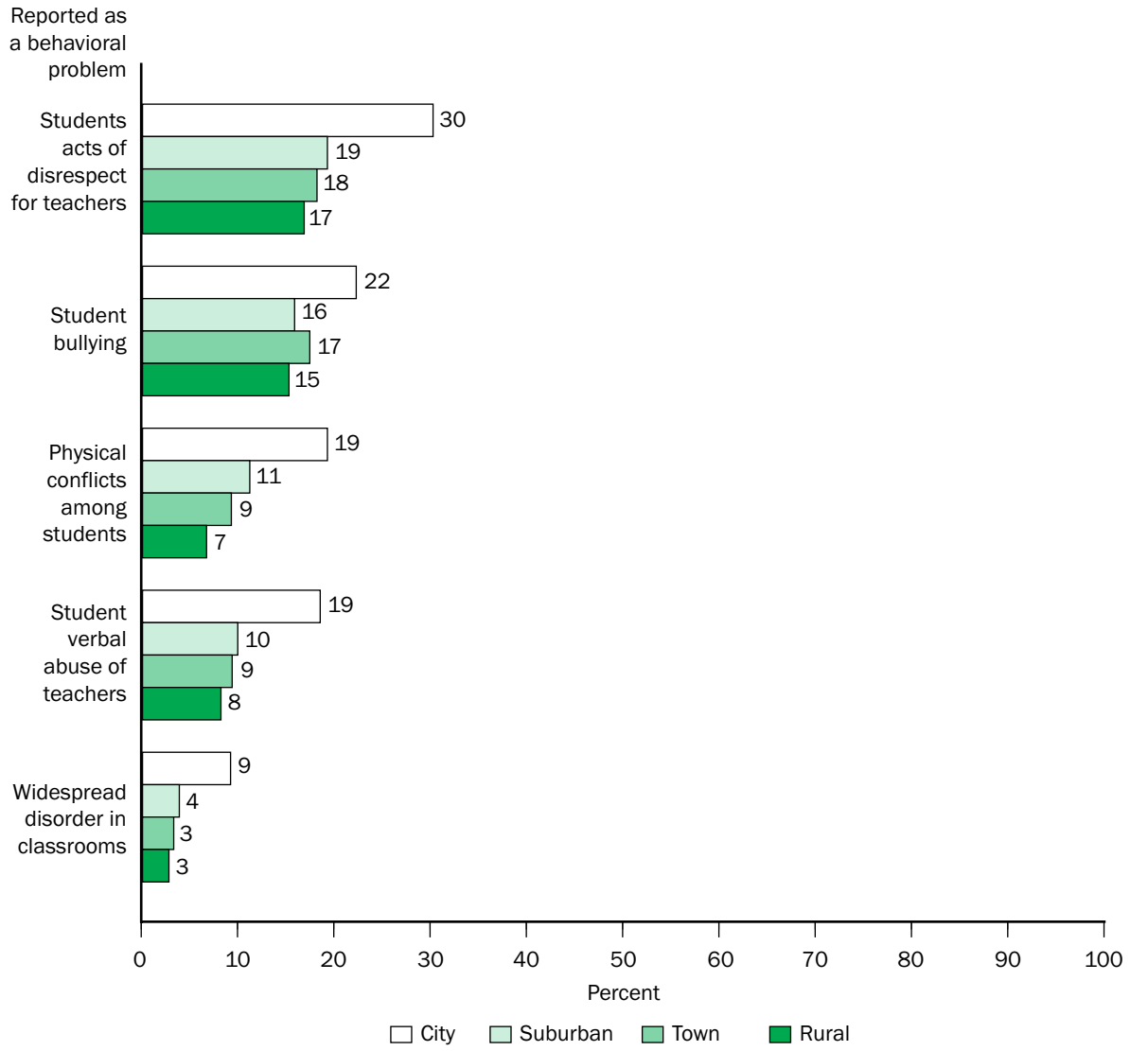
Behavioral problems

The 2003–04 SASS also asked public elementary, middle, and high school teachers to report how often the following student behavioral problems occurred in their schools: student acts of disrespect for teachers, student bullying, physical conflicts among students, student verbal abuse of teachers, and widespread disorder in classrooms. This analysis examines the percentages of teachers who reported that the problem "happens daily" or "happens at least once a week" (other possible responses were "happens at least once a month," "happens on occasion," and "never happens").

Nationally, public school teachers reported student acts of disrespect for teachers as the most common of these behavioral problems (reported as a daily or weekly problem in their school by 22 percent of teachers), followed by student bullying (18 percent), physical conflicts among students and student verbal abuse of teachers (12 percent each), and widespread disorder in classrooms (5 percent) (table 3.9b). The relative ranking of these problems by rural public school teachers closely mirrored the national order, with the one exception being that student verbal abuse of teachers was more commonly reported than physical conflicts between students (8 vs. 7 percent). However, as with the serious problems presented in table 3.7a, all the behavioral problem areas were less commonly reported in rural areas than in the nation as a whole.

Each of the student behavior problems was reported at lower rates by public school teachers in rural areas than in cities (table 3.9b and figure 3.9b). Other differences

Figure 3.9b. Percentage of public school teachers who reported behavioral problems occurring in their schools at least weekly, by type of problem and locale: 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

between locales were smaller, with rural public school teachers reporting physical conflicts among students as less frequent than teachers in both towns and suburban areas (7 vs. 9 and 11 percent, respectively). Also, rural public school teachers reported student bullying as less frequent than teachers in towns (15 vs. 17 percent), and rural teachers reported student acts of disrespect (17 vs. 19 percent), student verbal abuse of teachers (8 vs. 10 percent), and widespread disorder in classrooms (3 vs. 4 percent) as less frequent than suburban public school teachers.

The findings for each of the school levels (elementary, middle, and high schools) were similar to the findings for all schools. At all three levels student behavior problems were reported at lower rates by public school teachers in rural areas than in cities. The only additional differences noted at the elementary school level were that physical conflicts were reported as less frequent by public elementary school teachers in rural areas than in towns and suburbs (8 vs. 11 and 12 percent, respectively). At the middle school level, rural public school teachers less frequently reported both physical conflicts (8 vs. 13 percent) and widespread disorder (3 vs. 5 percent) than their peers in suburban areas. At the high school level, rural public school teachers reported each of the selected problems as less frequent than their peers in each of the other locales, with the lone exception being that no measurable difference was detected in the reports on physical conflicts in rural areas and towns.

Across school levels, the percentage of rural public elementary school teachers reporting these student behaviors was generally lower than the percentages of rural public middle or high school teachers, with a few exceptions (see table 3.9b). No measurable differences were detected between rural public elementary and middle school teachers' reports of physical conflicts among students and widespread disorder in classrooms, and rural public elementary school teachers reported physical conflicts between students as more frequent than their high school peers. While no measurable differences were noted between rural public middle and high school teachers' reports of student acts of disrespect for teachers, student verbal abuse of teachers, and widespread disorder in classrooms, rural public middle school teachers reported student bullying and physical conflicts as more frequent than their high school peers.

Table 3.9b. Percentage of public school teachers who reported behavioral problems occurring in their schools at least weekly, by type of problem, locale, and grade level taught: 2003–04

Locale and grade level taught	Student acts of disrespect for teachers	Student bullying	Physical conflicts among students	Student verbal abuse of teachers	Widespread disorder in classrooms
Total	**21.6**	**17.7**	**12.1**	**11.8**	**5.0**
City	30.2	22.2	19.2	18.5	9.1
Suburban	19.2	15.8	11.1	9.9	3.8
Town	18.1	17.4	9.2	9.3	3.2
Rural	16.8	15.2	6.6	8.1	2.7
Elementary	14.5	14.5	13.3	6.7	3.3
City	22.8	18.7	19.9	11.7	6.7
Suburban	11.3	12.9	11.8	5.1	2.1
Town	10.0	13.2	11.2	4.3	1.7
Rural	11.0	12.0	7.8	3.7	1.7
Middle	25.9	23.3	14.0	14.3	6.0
City	35.9	30.2	21.7	23.3	11.9
Suburban	23.4	19.5	12.9	10.6	4.6
Town	23.2	23.6	10.8	11.7	3.4
Rural	19.5	20.5	8.5	10.7	2.9
High school	27.5	17.1	8.4	16.6	6.2
City	36.7	20.3	15.5	24.8	10.0
Suburban	27.1	16.5	8.0	16.4	5.8
Town	24.2	17.2	4.9	13.1	5.0
Rural	20.9	14.6	4.0	10.7	3.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

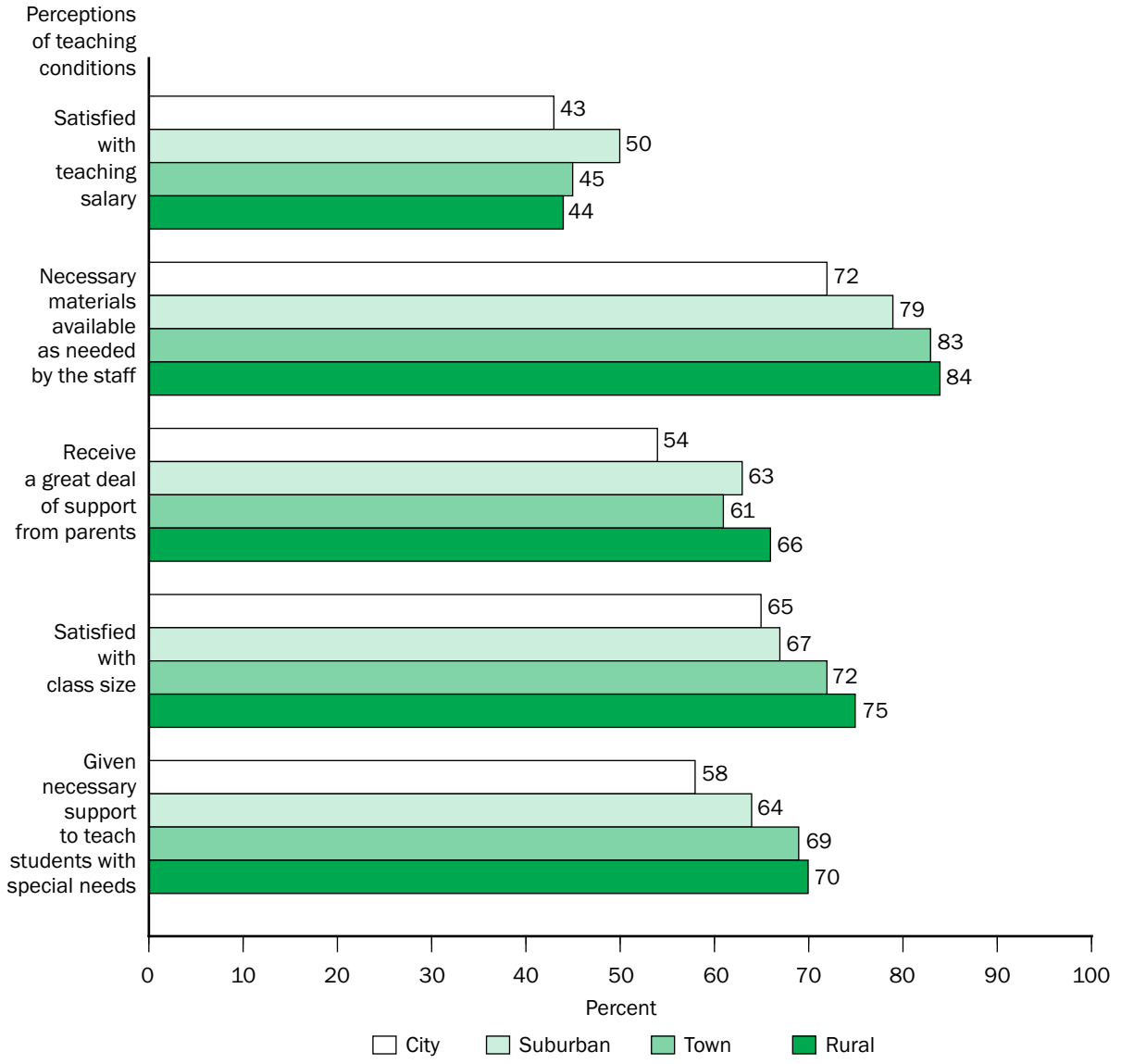
Teaching conditions

The 2003–04 SASS asked public elementary, middle, and high school teachers about their level of agreement with five positive statements regarding teachers' salaries, the availability of necessary materials, parental support, class size, and support for special needs students. This analysis examines the percentage of teachers who said that they "strongly agree" or "somewhat agree" with these statements (other response choices were "somewhat disagree" and "strongly disagree").

Nationally, 79 percent of public school teachers agreed with the statement that "necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff" at their schools (table 3.9c). A majority of teachers also responded positively to the following statements: "I am satisfied with my class size" (69 percent), "I am given the support I need to teach students with special needs" (64 percent), and "I receive a great deal of support from parents for the work I do" (61 percent). Less than half of teachers (46 percent) agreed with the statement "I am satisfied with my teaching salary."

Among rural public school teachers, agreement with these statements followed the same order as the national ranking, although the percentages were different. The

Figure 3.9c. Percentage of public school teachers who reported agreement with various statements about teaching conditions, by condition and locale: 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

percentages of rural public school teachers who agreed with these statements about their school's teaching conditions (excluding their teaching salary) was greater than the national percentage and the percentages of teachers in cities and suburbs (table 3.9c and figure 3.9c). Larger percentages of teachers in rural areas than towns agreed with the statements about parental support (66 vs. 61 percent) and class size (75 vs. 72 percent), but no measurable differences were noted between their rates of agreement with the statements about necessary materials and special needs support.

The percentage of public school teachers who reported being satisfied with their teaching salaries in rural areas (44 percent) was lower than in suburban areas (50 percent), but was not measurably different from the percentages of public school teachers in cities (43 percent) and towns (46 percent). These same comparisons held true within each school level, with one exception: no measurable difference was detected between the percentages of rural and suburban middle school teachers who reported being satisfied with their teaching salary.

Table 3.9c. Percentage of public school teachers who reported agreement with various statements about teaching conditions, by condition, locale, and grade level taught: 2003–04

Locale and grade level taught	I am satisfied with my teaching salary	Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff	I receive a great deal of support from parents for the work I do	I am satisfied with my class size	I am given the support I need to teach students with special need
Total	**45.9**	**79.0**	**61.1**	**69.1**	**64.4**
City	42.9	72.4	54.3	64.8	57.9
Suburban	50.0	79.3	63.1	67.3	64.2
Town	45.5	82.9	61.2	71.8	68.6
Rural	43.7	84.2	66.4	75.4	70.1
Elementary	43.8	80.2	64.9	72.1	64.4
City	41.0	73.1	56.9	68.6	57.6
Suburban	47.5	81.7	66.5	72.0	65.6
Town	43.7	83.3	66.6	71.5	68.6
Rural	41.4	86.0	72.9	77.7	69.2
Middle	45.5	78.8	60.2	65.8	64.0
City	42.7	72.6	54.0	60.3	57.6
Suburban	48.5	78.3	61.2	63.9	63.3
Town	45.2	84.7	60.1	71.5	68.0
Rural	44.3	83.3	66.2	71.8	70.1
High school	49.1	77.5	56.6	67.8	64.7
City	45.9	71.0	50.3	62.8	58.1
Suburban	55.3	76.7	60.0	63.3	62.9
Town	47.8	80.5	55.2	72.0	68.8
Rural	45.6	83.0	59.6	75.7	71.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

3.10. Average base salary for full-time public school teachers

Public school teachers in rural areas earned, on average, lower salaries in 2003–04 than their peers in towns, suburbs, and cities, even after adjusting for geographic cost differences.

In the 2003–04 school year, the national average (mean) base salary for full-time public school teachers was $44,400 (table 3.10). In order to accurately compare teacher salaries across various locales, the data presented in this indicator have been adjusted to reflect geographic cost differences (such as cost-of-living differences).[14] Comparing these geographically adjusted base salaries, full-time public school teachers in rural areas had a lower average salary ($43,000) than their peers in towns ($45,900), suburbs ($45,700), and cities ($44,000).

Full-time public school teachers with a bachelor's degree as their highest level of education earned less on average in rural areas ($38,800) than in towns ($41,600), but no measurable difference was detected between the salaries of these teachers in rural areas and in cities or suburbs (figure 3.10). Teachers with a master's degree as their highest level of education also earned less on average in rural areas ($48,400) than in both suburban areas ($50,600) and towns ($51,200). The average salary for rural public school teachers with a master's degree as their highest degree was equivalent to the salary of their peers in cities. No differences were detected between the average salaries of teachers in rural areas with more than a master's degree and teachers with similar educational attainment in other locales. However, teachers with an education specialist degree ($50,200) earned less on average in rural areas than their peers in suburban areas ($55,100).

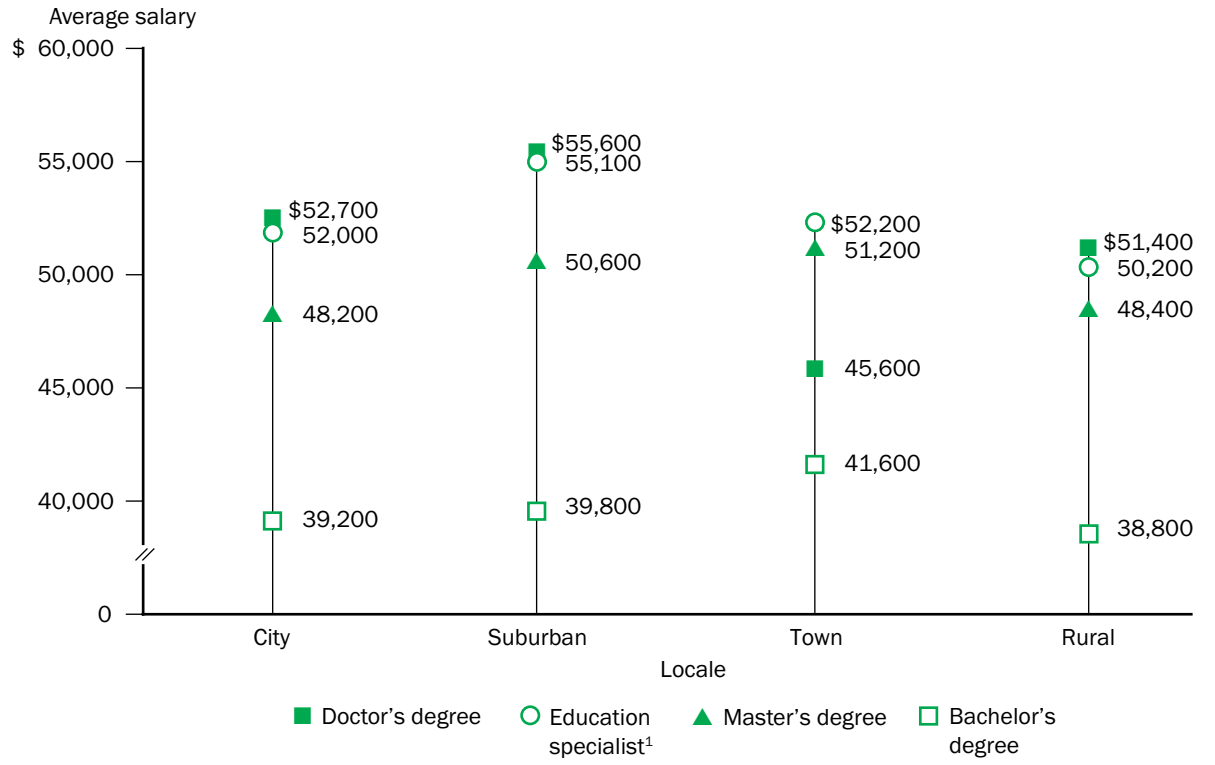
Table 3.10. Average base salary for full-time teachers in public elementary and secondary schools adjusted for geographic cost differences, by highest degree earned and locale: 2003–04

Locale	All teachers[1]	Bachelor's degree	Master's degree	Education specialist[2]	Doctor's degree
Total	**$44,400**	**$39,200**	**$49,400**	**$52,900**	**$53,700**
City	44,000	39,200	48,200	52,000	52,700
Suburban	45,700	39,800	50,600	55,100	55,600
Town	45,900	41,600	51,200	52,200	45,600
Rural	43,000	38,800	48,400	50,200	51,400

[1] Includes teachers with levels of education below the bachelor's degree (not shown separately) and some teachers not assigned to a locale.
[2] Includes certificate of advanced graduate studies.
NOTE: NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

[14] NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).

Figure 3.10. Average base salary for full-time teachers in public elementary and secondary schools adjusted for geographic cost differences, by locale and highest degree earned: 2003–04



[1] Includes certificate of advanced graduate studies.
NOTE: NCES's Comparable Wage Index (CWI) was used to adjust for geographic cost differences. For more details on the CWI, see *A Comparable Wage Approach to Geographic Cost Adjustment* (NCES 2006-321).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

3.11. Difficulty hiring teachers

Public schools in rural areas in 2003–04 experienced the greatest difficulty filling vacancies in the fields of English as a second language (ESL) and foreign languages.

Nationally, 26 percent of public elementary and secondary schools during the 2003–04 school year reported stability in their teaching staff (i.e., having no teacher turnover or no new teaching positions that created a vacancy for which the school recruited and/or hired a new teacher). The percentage of public schools reporting stability in their teaching staff was higher in rural areas (31 percent) than in cities (25 percent) or suburban areas (22 percent), but was not measurably different from towns (29 percent) (data not shown).

The degree of difficulty experienced by public schools in filling a vacancy in a particular field varied extensively depending on the field and, to a lesser extent, on locale. During the 2003–04 school year, across all locales, 63 to 83 percent of public schools with a teaching vacancy in general elementary education or social studies reported that it was "easy" to fill the vacancy (table 3.11). Between 41 and 65 percent of public schools that had a teaching vacancy in English/language arts, music or art, or computer science reported that it was "easy" to fill the vacancy. Between 21 and 42 percent of public schools with a teaching vacancy in biology or life sciences, English as a second language (ESL), foreign languages, physical sciences, mathematics, special education, or vocational or technical education reported that it was "easy" to fill the vacancy.

Among these teaching fields, the hardest vacancies to fill in rural areas during the 2003–04 school year were vacancies in English as a second language (ESL) and in foreign languages. Some 37 percent of rural public schools reported that ESL vacancies were "very difficult" to fill, and an additional 5 percent reported that they could not fill their ESL vacancies (figure 3.11). Similarly, 35 percent of rural schools reported that foreign language vacancies were "very difficult" to fill, and an additional 8 percent reported that they could not fill their foreign languages vacancies.[15]

In rural areas, the percentage of public schools reporting that they could not fill teaching vacancies was higher for foreign languages (8 percent) than for computer science (3 percent), music or art (2 percent), physical sciences (2 percent), English/language arts (1 percent), biology or life sciences (1 percent), or general elementary (less than 1 percent), but not measurably different from the percentages that could not fill vacancies for vocational or technical education, ESL, special education, or mathematics.

The percentage of public schools reporting that it was "very difficult" to fill ESL teaching vacancies was higher in rural areas than in cities (37 vs. 24 percent). The percentage of public schools reporting that they could not fill these vacancies in rural areas was higher than in suburban areas (5 vs. 1 percent).

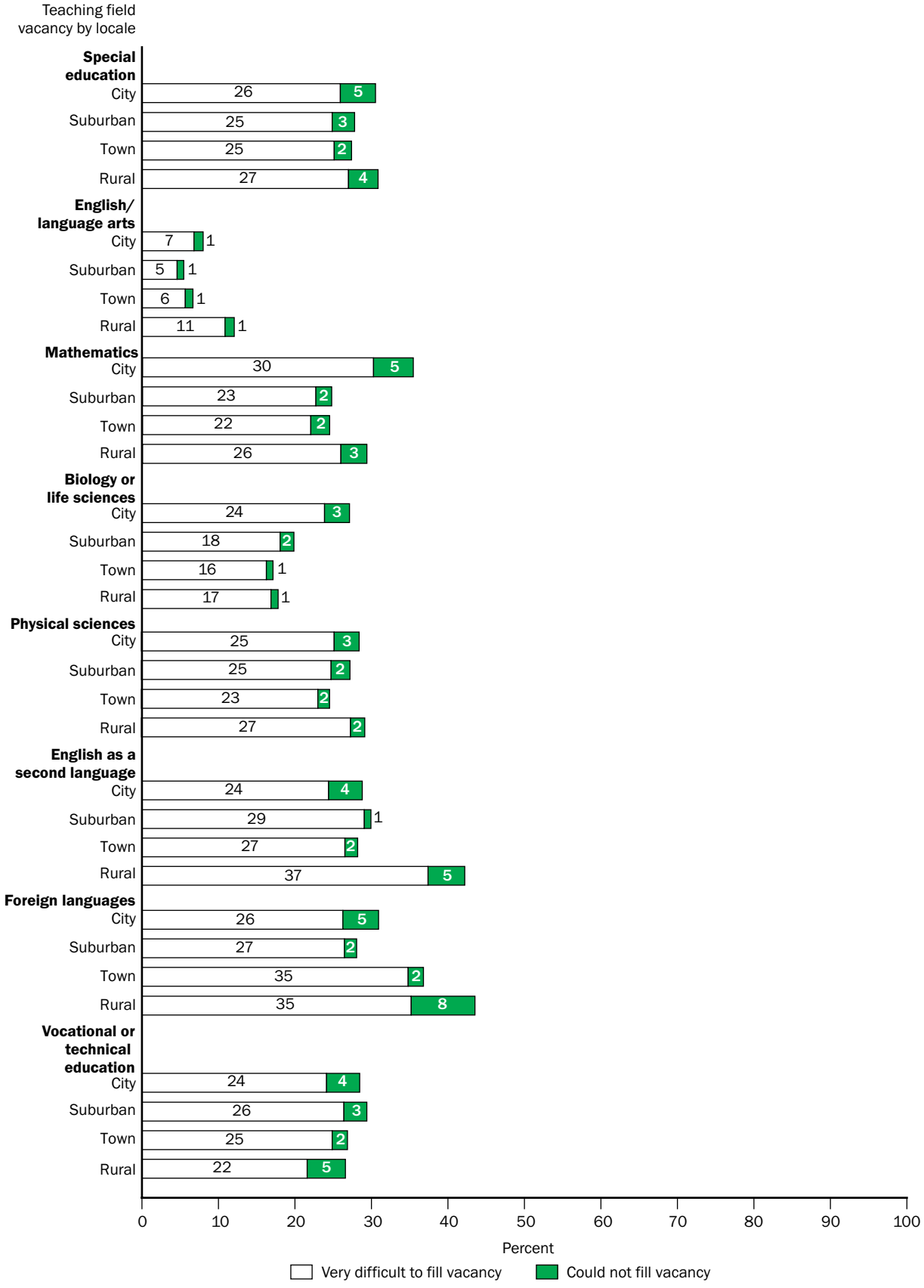
The percentage of public schools reporting that it was "very difficult" to fill foreign language teaching vacancies was higher in rural areas than in suburban areas (35 vs. 27 percent). The percentage of public schools that could not fill their foreign language vacancies was higher in rural areas than in suburbs and towns (8 vs. 2 percent for both).

In comparison with public schools in cities, a lower percentage of rural public schools reported that it was "very difficult" to fill vacancies in biology or life sciences (17 vs. 24 percent) while a higher percentage of rural public schools reported this level of difficulty filling vacancies in music or art (21 vs. 13 percent). A greater percentage of rural public schools reported that it was "very difficult" to fill vacancies in English/language arts (11 percent) than the percentages of town and suburban public schools (6 and 5 percent, respectively). The percentage of rural public schools reporting this level of difficulty in filling social studies vacancies (5 percent) was also greater than the percentage of suburban public schools (1 percent).

Apart from the previously mentioned differences in the foreign language and ESL fields, the percentage of public schools in rural areas that reported that they could not fill teaching vacancies in particular fields was not measurably different from the percentages in other locales.

[15] The apparent differences between these fields (ESL and foreign languages) and the field of physical science (27 percent reporting "very difficult") were not statistically significant due to large standard errors.

Figure 3.11. Percentage of public elementary and secondary schools with a teaching vacancy in selected teaching fields that reported filling the vacancy as "very difficult" or that the vacancy could not be filled, by teaching field and locale: 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Questionnaire," 2003–04.

Table 3.11. Percentage of public elementary and secondary schools with a teaching vacancy in selected teaching fields, by the school's reported level of difficulty in filling the vacancy, teaching field, and locale: 2003–04

	Level of difficulty filling vacancy				
			Very difficult or could not fill vacancy		
Teaching field and locale	Easy	Somewhat difficult	Total	Very difficult	Could not fill the vacancy
General elementary					
Total	**75.0**	**21.1**	**3.9**	**3.4**	**0.5**
City	67.9	26.6	5.5	4.1	1.4
Suburban	82.9	14.8	2.3	2.3	#
Town	77.6	16.8	5.7	4.9	0.8
Rural	70.9	25.7	3.4	3.2	0.3
Special education					
Total	**29.0**	**41.7**	**29.3**	**25.7**	**3.5**
City	25.0	44.5	30.6	26.0	4.6
Suburban	30.1	42.2	27.8	24.9	2.9
Town	35.1	37.6	27.4	25.1	2.3
Rural	28.7	40.4	30.9	27.0	3.9
English/language arts					
Total	**58.9**	**32.9**	**8.2**	**7.1**	**1.1**
City	64.7	27.3	8.0	6.8	1.2
Suburban	63.9	30.6	5.5	4.6	0.9
Town	54.5	38.8	6.7	5.7	1.0
Rural	49.8	38.2	12.1	10.9	1.2
Social studies					
Total	**71.6**	**24.4**	**4.0**	**3.6**	**0.4**
City	77.5	17.2	5.3	4.6	0.7
Suburban	78.4	20.4	1.2	1.0	0.2
Town	65.1	30.2	4.7	4.7	0.1
Rural	62.9	31.9	5.2	4.6	0.6
Computer science					
Total	**50.4**	**33.1**	**16.5**	**14.7**	**1.8**
City	49.8	33.7	16.5	15.4	1.1
Suburban	54.5	31.8	13.7	13.1	0.6
Town	52.9	30.3	16.8	12.9	3.9
Rural	42.8	36.3	20.9	17.7	3.3
Mathematics					
Total	**33.3**	**37.8**	**28.9**	**25.5**	**3.4**
City	32.3	32.3	35.4	30.2	5.2
Suburban	31.2	44.1	24.7	22.7	2.1
Town	37.4	38.1	24.5	22.1	2.4
Rural	34.6	36.0	29.4	25.9	3.5
Biology or life sciences					
Total	**34.8**	**44.2**	**21.0**	**19.1**	**1.9**
City	33.1	39.8	27.1	23.9	3.3
Suburban	34.5	45.6	19.9	18.1	1.8
Town	41.8	41.0	17.2	16.3	0.9
Rural	32.9	49.2	17.8	16.9	1.0
Physical sciences					
Total	**34.6**	**37.7**	**27.7**	**25.3**	**2.4**
City	33.7	37.8	28.5	25.2	3.3
Suburban	32.4	40.4	27.3	24.8	2.5
Town	41.5	33.8	24.7	23.1	1.5
Rural	34.4	36.4	29.2	27.4	1.8

See notes at end of table.

Table 3.11. Percentage of public elementary and secondary schools with a teaching vacancy in selected teaching fields, by the school's reported level of difficulty in filling the vacancy, teaching field, and locale: 2003–04—Continued

	Level of difficulty filling vacancy				
			Very difficult or could not fill vacancy		
Teaching field and locale	Easy	Somewhat difficult	Total	Very difficult	Could not fill the vacancy
English as a second language					
Total	**31.4**	**37.2**	**31.4**	**28.6**	**2.8**
City	33.5	37.7	28.8	24.4	4.4
Suburban	34.4	35.7	29.9	29.1	0.9
Town	30.2	41.6	28.2	26.6	1.6
Rural	21.2	36.6	42.3	37.5	4.8
Foreign languages					
Total	**26.7**	**39.7**	**33.6**	**29.5**	**4.1**
City	28.7	40.4	30.9	26.3	4.6
Suburban	27.1	44.8	28.1	26.5	1.6
Town	27.1	36.1	36.8	34.8	2.0
Rural	23.4	33.1	43.5	35.2	8.3
Music or art					
Total	**46.1**	**34.8**	**19.1**	**17.1**	**2.1**
City	52.1	32.2	15.7	13.0	2.7
Suburban	47.5	34.3	18.2	16.5	1.7
Town	41.4	38.0	20.6	19.0	1.6
Rural	41.2	36.1	22.7	20.5	2.2
Vocational or technical education					
Total	**34.4**	**37.7**	**27.9**	**24.2**	**3.7**
City	31.4	40.2	28.5	24.2	4.3
Suburban	30.6	40.0	29.4	26.5	3.0
Town	36.5	36.6	26.9	24.9	2.0
Rural	39.4	34.0	26.6	21.6	5.0

Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Questionnaire," 2003–04.

3.12. Use of professional support staff and paraprofessionals

In public schools, the average number of students per school counselor, social worker, school psychologist, and special education instructional aide was lower in rural areas in 2003–04 than in cities at both the elementary and secondary levels.

Public schools employ a wide range of staff in order to provide and support their students' education. In addition to classroom teachers, these support staff include licensed or certified professionals (such as school counselors and nurses) and also instructional and noninstructional aides. The data discussed in this indicator pertain to these support staff in regular public schools, and do not distinguish between the full-time and part-time status of the staff.

During the 2003–04 school year, special education instructional aides were the most commonly found public school support staff in rural areas (and in all other locales), with both elementary and secondary rural public schools averaging almost 3 special education instructional aides per school (table 3.12). However, the average number of special education instructional aides per public school in rural areas was lower than the average in suburbs and cities at the elementary level (4.2 and 3.7, respectively) and lower than the average in towns, suburbs, and cities at the secondary level (4.0, 5.5, and 6.2, respectively).

Rural public elementary schools averaged about 1 school counselor, nurse, speech therapist, and regular Title I[16] instructional aide per school. City, suburban, and town public elementary schools also averaged about 1 school counselor and nurse per school. However, the average number of speech therapists per school was lower among rural elementary schools than among city and suburban elementary schools (1.2 and 1.3, respectively).

Rural public secondary schools averaged about 1.6 school counselors and 1 nurse per school. City, suburban, and town public schools also averaged about 1 nurse per school, while secondary schools in cities, suburbs, and towns had a higher number of school counselors per school (3.9, 3.8, and 2.1, respectively) than rural secondary schools.

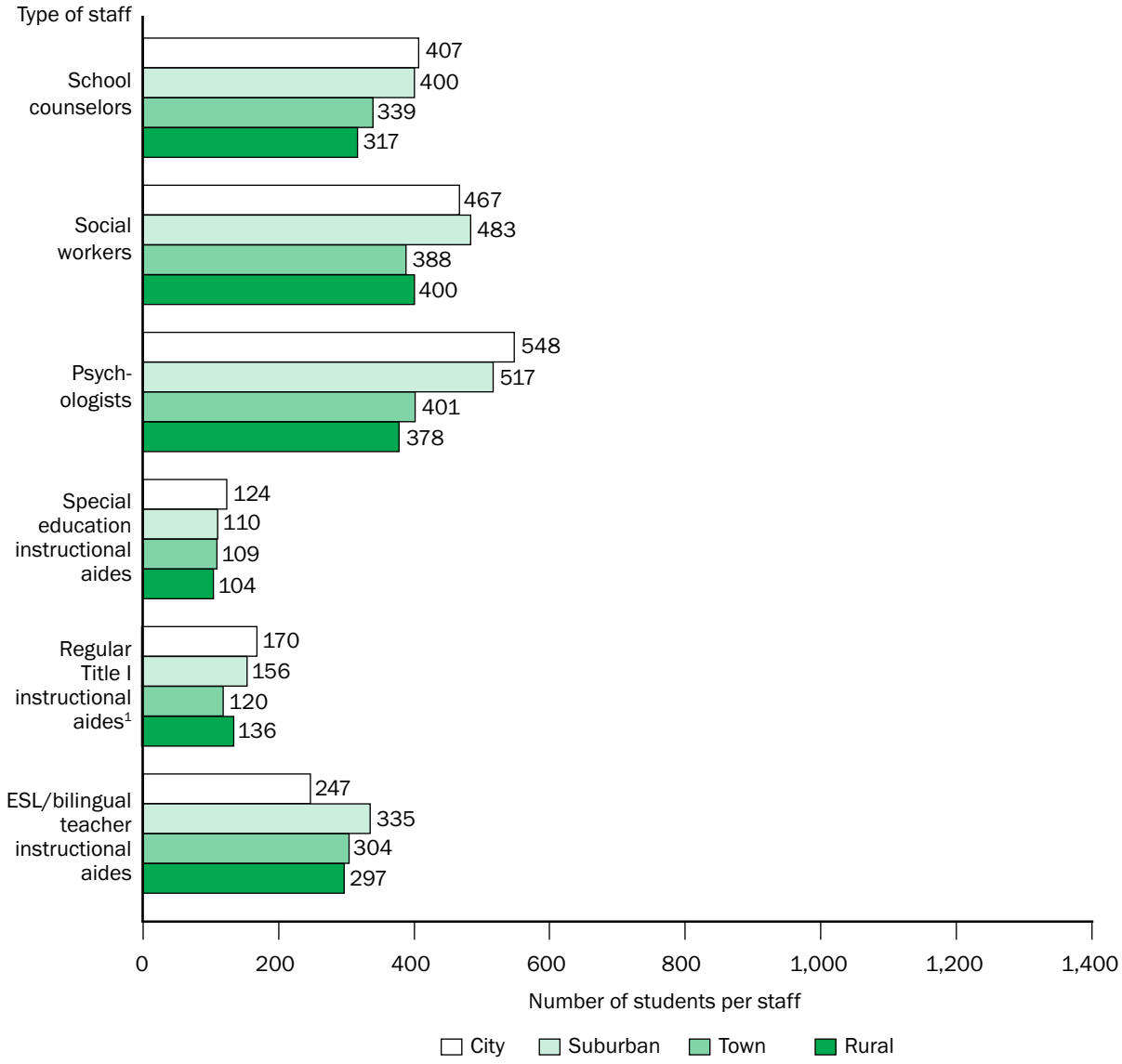
To better account for enrollment differences between public schools in various locales, table 3.12 also shows the average number of students per support staff member (among schools that have such staff). This statistic is designed to be a proxy indicator for the access public school students have to these services in their schools. Students in schools with lower numbers of students per support staff member have a greater potential for access to these support services.

In public elementary schools, the average numbers of students per school counselor, social worker, or psychologist in rural areas (317, 400, and 378, respectively) were lower than in cities (407, 467, and 548) and suburban areas (400, 483, and 517), but not measurably different from the averages in towns (figure 3.12a).

The average number of students per special education instructional aide in rural public elementary schools (104) was lower than in city public elementary schools (124), but not measurably different from suburban or town public elementary schools. A similar pattern was detected in the average number of elementary students per regular Title I instructional aide, where the average in rural areas (136) was lower than in cities (170), but not measurably different from suburban or town elementary schools. No differences across locales were detected in the average number of elementary students per English as a Second Language/bilingual instructional aide.

[16] Title I is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting state standards. Individual public schools with poverty rates at or above 40 percent may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

Figure 3.12a. Average number of students per student support staff in regular public elementary schools with such staff, by selected type of staff and locale: 2003–04



[1]Title I is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting state standards. Individual public schools with poverty rates at or above 40 percent may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

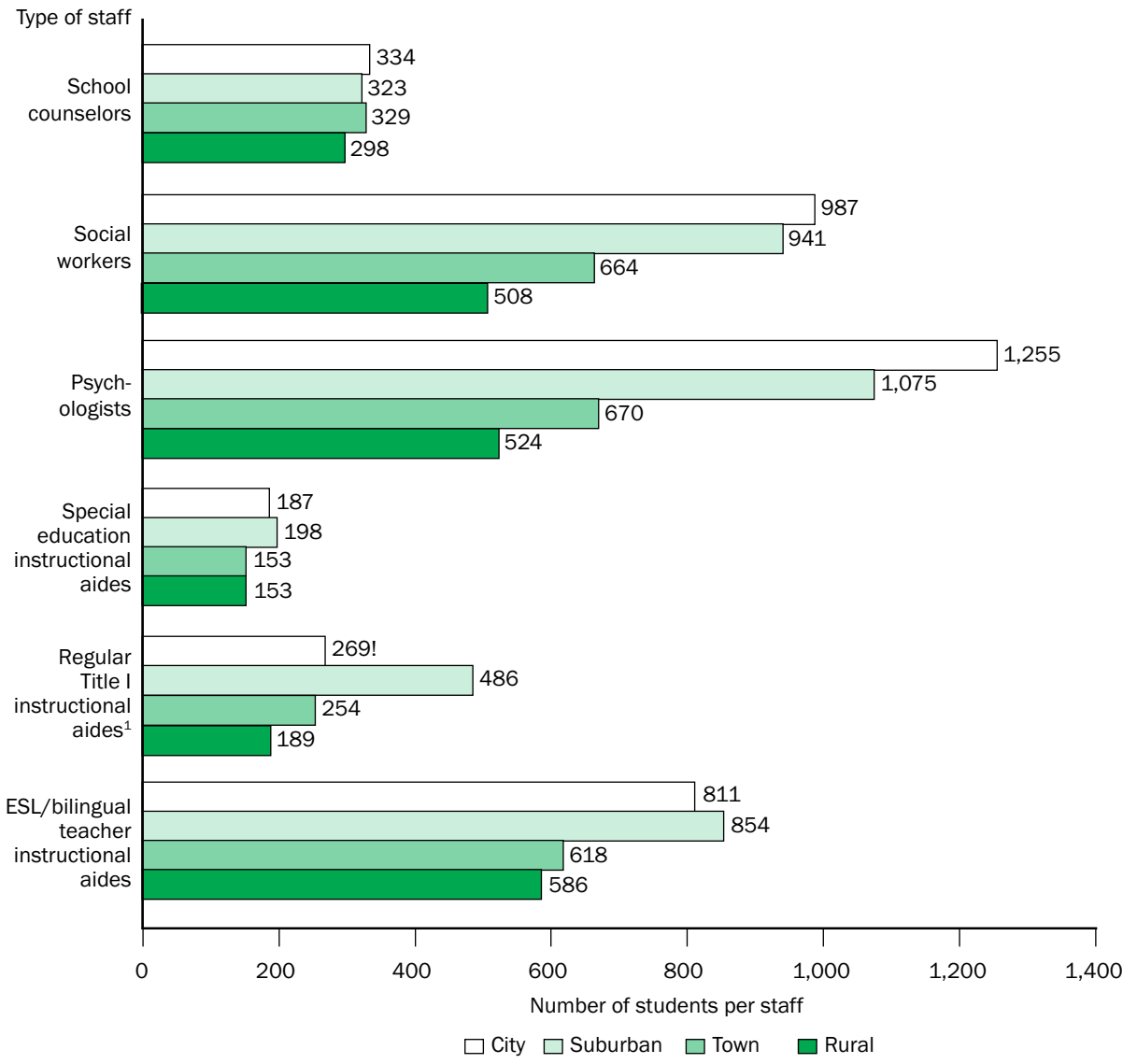
NOTE: The average number of students to staff is based on the total number of full- and part-time staff. This measure differs from pupil-teacher ratios, which are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff. 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. ESL is English as a second language.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Questionnaire," 2003–04.

In public secondary schools, the average numbers of students per school counselor, social worker, or psychologist were lower in rural areas (298, 508, and 524, respectively) than in cities (334, 987, and 1,255), suburbs (323, 941, and 1,075), or towns (329, 664, and 670) (figure 3.12b).

The average number of students per special education instructional aide in rural public secondary schools (153) was lower than in suburban or city public secondary schools (198 and 187, respectively), but not measurably different from public secondary schools in towns. This same pattern was detected in the average number of secondary students per ESL/bilingual instructional aide, where the average in rural areas (586) was lower than in suburbs (854) or cities (811), but not measurably different from towns. The average number of students per regular Title I instructional aide in secondary schools was also lower in rural areas (189) than in suburban areas (486), but no measurable differences were detected between the average in rural areas and the averages in cities and towns.

Figure 3.12b. Average number of students per student support staff in regular public secondary schools with such staff, by selected type of staff and locale: 2003–04



! Interpret data with caution.

[1]Title I is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting state standards. Individual public schools with poverty rates at or above 40 percent may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

NOTE: The average number of students to staff is based on the total number of full- and part-time staff. This measure differs from pupil-teacher ratios, which 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. 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. ESL is English as a second language.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Questionnaire," 2003–04.

Table 3.12. Total number of teachers and student support staff in regular public schools, average number of staff per school, and average number of students per staff in schools with such staff, by locale, school level, and type of school staff: 2003–04

Type of school staff	Total				Average total number per school				Average number of students per staff in schools with such staff[1]			
	City	Suburban	Town	Rural	City	Suburban	Town	Rural	City	Suburban	Town	Rural
Elementary												
All teachers	566,000	724,000	287,000	395,000	37.8	38.6	31.4	26.6	15	15	13	13
Licensed or certified professionals												
School counselors	16,100	20,500	9,700	14,500	1.1	1.1	1.1	1.0	407	400	339	317
Nurses	15,100	18,500	8,300	12,500	1.0	1.0	0.9	0.8	496	491	405	357
Social workers	9,200	9,600	3,600	4,800	0.6	0.5	0.4	0.3	467	483	388	400
Psychologists	12,200	16,200	6,000	8,200	0.8	0.9	0.7	0.6	548	517	401	378
Speech therapists	17,600	24,300	10,400	15,800	1.2	1.3	1.1	1.1	455	420	354	305
Other professionals	13,400	18,000	8,000	9,400	0.9	1.0	0.9	0.6	263	254	191	203
Aides												
Instructional aides												
Special education	55,800	79,700	29,000	43,100	3.7	4.2	3.2	2.9	124	110	109	104
Regular Title I[2]	21,500	20,900	14,500	19,100	1.4	1.1	1.6	1.3	170	156	120	136
ESL/bilingual teacher	14,300	14,200	4,600	4,400	1.0	0.8	0.5	0.3	247	335	304	297
Library	6,000	9,700	4,800	7,200	0.4	0.5	0.5	0.5	544	488	380	363
Other	26,800	37,200	16,200	29,600	1.8	2.0	1.8	2.0	135	131	110	98
Noninstructional aides												
Special education	9,700	13,700	8,200	7,300	0.6	0.7	0.9	0.5	864	771	469	725
Library	2,800	5,300	2,900 !	3,000	0.2	0.3	0.3 !	0.2	566	499	290 !	361
Other	11,300	18,300	6,700	7,800	0.8	1.0	0.7	0.5	196	179	151	176
Secondary												
All teachers	211,000	331,000	136,000	182,000	80.7	79.0	47.9	35.0	17	16	15	14
Licensed or certified professionals												
School counselors	10,100	15,800	6,100	8,600	3.9	3.8	2.1	1.6	334	323	329	298
Nurses	2,700	4,600	2,700	4,400	1.0	1.1	0.9	0.9	1,113	1,017	678	489
Social workers	1,700	2,700	1,100	1,700	0.7	0.7	0.4	0.3	987	941	664	508
Psychologists	2,200	4,200	1,800	2,900	0.8	1.0	0.6	0.6	1,255	1,075	670	524
Speech therapists	2,400	4,100	2,300	3,700	0.9	1.0	0.8	0.7	1,215	1,134	660	485
Other professionals	2,600	4,100	1,600	2,600	1.0	1.0	0.6	0.5	574	561	437	318
Aides												
Instructional aides												
Special education	16,300	23,000	11,400	13,700	6.2	5.5	4.0	2.6	187	198	153	153
Regular Title I[2]	1,900 !	1,400 !	1,600	1,800	0.7 !	0.3 !	0.6	0.3	269 !	486	254	189
ESL/bilingual teacher	2,200	3,000	1,400	800	0.8	0.7	0.5	0.2	811	854	618	586
Library	1,500	2,500	1,400	2,100	0.6	0.6	0.5	0.4	1,118	907	688	490
Other	2,100	2,600	1,300	1,700	0.8	0.6	0.5	0.3	542	597	435	331
Noninstructional aides												
Special education	3,200	4,200	2,000	2,800	1.2	1.0	0.7	0.5	1,079	1,278	1,013	933
Library	1,000	2,200	900	1,400	0.4	0.5	0.3	0.3	1,020	935	654	456
Other	1,900	3,800	1,100	1,900	0.7	0.9	0.4	0.4	483	382	439	294

! Interpret data with caution.

[1] The average number of students to staff is based on the total number of full- and part-time staff. This measure differs from pupil-teacher ratios, which 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.

[2] Title I is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting state standards. Individual public schools with poverty rates at or above 40 percent may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

NOTE: All statistics shown do not distinguish between full- and part-time status of 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. ESL is English as a second language.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Questionnaire," 2003–04.

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Appendix A. Supplemental Tables

The supplemental tables in this section include distributions at the detailed locale or twelve-locale level. Definitions for these twelve locale codes are provided on the next page; key concepts for these definitions are provided on this page. The supplemental tables are numbered to correspond with their respective indicators.

The new urban-centric classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories. Cities and suburbs are subdivided into the categories small, midsize, or large; towns and rural areas are subdivided by their proximity to an urbanized area into the categories fringe, distant, or remote. These twelve categories are based on several key concepts that Census uses to define an area's urbanicity: *principal city, urbanized area,* and *urban cluster.* A principal city is a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core. Urbanized areas and urban clusters are densely settled "cores" of Census-defined blocks with adjacent densely settled surrounding areas. Core areas with populations of 50,000 or more are designated as urbanized areas; those with populations between 25,000 and 50,000 are designated as urban clusters. For more information on urbanized areas and urban clusters, see http://www.census.gov/geo/www/ua/ua_2k.html. Rural areas are designated by Census as those areas that do not lie inside an urbanized area or urban cluster.

Several of the following supplemental tables include distributions at the detailed locale or twelve-locale level. Definitions for these twelve locale codes are provided here:

Locale	Definition
City	
Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburban	
Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	
Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	
Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster
Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster
Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

SOURCE: Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. *Federal Register* (65) No. 249.

Table A-1.1. Number and percentage distribution of public elementary and secondary districts, schools, and students, by detailed locale: 2003–04

Detailed locale	Districts	Schools	Students
	Number		
Total	**14,076**	**95,726**	**48,353,523**
City, large	243	11,943	7,569,739
City, midsize	166	5,436	3,105,077
City, small	422	7,218	4,010,393
Suburban, large	2,242	21,963	14,482,027
Suburban, midsize	334	2,768	1,638,248
Suburban, small	224	1,858	1,017,236
Town, fringe	624	3,793	1,902,039
Town, distant	989	5,740	2,457,556
Town, remote	959	5,030	1,863,193
Rural, fringe	1,568	10,176	5,305,303
Rural, distant	3,062	11,036	3,438,256
Rural, remote	3,243	8,765	1,564,456
	Percentage distribution		
Total	**100.0**	**100.0**	**100.0**
City, large	1.7	12.5	15.7
City, midsize	1.2	5.7	6.4
City, small	3.0	7.5	8.3
Suburban, large	15.9	22.9	30.0
Suburban, midsize	2.4	2.9	3.4
Suburban, small	1.6	1.9	2.1
Town, fringe	4.4	4.0	3.9
Town, distant	7.0	6.0	5.1
Town, remote	6.8	5.3	3.9
Rural, fringe	11.1	10.6	11.0
Rural, distant	21.8	11.5	7.1
Rural, remote	23.0	9.2	3.2

NOTE: Schools not reporting enrollment are included in school totals but excluded from student totals. 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" and "Local Education Agency Universe Survey," 2003–04.

Table A-1.2. Number and percentage distribution of public elementary and secondary schools, by school size and detailed locale: 2003–04

Detailed locale	Total	Less than 200 students	200 to 399 students	400 to 799 students	800 to 1,199 students	1,200 or more students
			Number			
Total	**92,816**	**19,203**	**23,248**	**34,868**	**9,468**	**6,029**
City, large	11,736	1,662	2,480	4,690	1,644	1,260
City, midsize	5,229	666	1,218	2,289	610	446
City, small	6,944	1,051	1,778	2,762	749	604
Suburban, large	21,433	1,960	4,018	9,817	3,316	2,322
Suburban, midsize	2,719	330	549	1,260	364	216
Suburban, small	1,811	256	385	834	233	103
Town, fringe	3,673	485	926	1,725	377	160
Town, distant	5,449	976	1,621	2,290	422	140
Town, remote	4,767	1,076	1,764	1,580	251	96
Rural, fringe	9,714	1,575	2,238	4,134	1,158	609
Rural, distant	10,762	3,615	4,028	2,754	294	71
Rural, remote	8,579	5,551	2,243	733	50	2
			Percentage distribution			
Total	**100.0**	**20.7**	**25.1**	**37.6**	**10.2**	**6.5**
City, large	100.0	14.2	21.1	40.0	14.0	10.7
City, midsize	100.0	12.7	23.3	43.8	11.7	8.5
City, small	100.0	15.1	25.6	39.8	10.8	8.7
Suburban, large	100.0	9.1	18.8	45.8	15.5	10.8
Suburban, midsize	100.0	12.1	20.2	46.3	13.4	7.9
Suburban, small	100.0	14.1	21.3	46.1	12.9	5.7
Town, fringe	100.0	13.2	25.2	47.0	10.3	4.4
Town, distant	100.0	17.9	29.8	42.0	7.7	2.6
Town, remote	100.0	22.6	37.0	33.1	5.3	2.0
Rural, fringe	100.0	16.2	23.0	42.6	11.9	6.3
Rural, distant	100.0	33.6	37.4	25.6	2.7	0.7
Rural, remote	100.0	64.7	26.2	8.5	0.6	#

Rounds to zero.

NOTE: Schools with no reported enrollment are not included. 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," 2003–04.

Table A-1.4. Percentage distribution of public elementary and secondary students, by detailed locale, region, and state and District of Columbia: 2003–04

Region and state	Total	City			Suburban			Town			Rural		
		Large	Midsize	Small	Large	Midsize	Small	Fringe	Distant	Remote	Fringe	Distant	Remote
Total	**100.0**	**15.7**	**6.4**	**8.3**	**30.0**	**3.4**	**2.1**	**3.9**	**5.1**	**3.9**	**11.0**	**7.1**	**3.2**
Northeast	100.0	17.6	3.4	6.3	43.6	3.6	1.8	4.4	2.6	1.1	9.3	5.3	1.3
Connecticut	100.0	0.0	14.6	12.8	43.8	10.5	0.0	4.6	0.0	0.0	12.5	1.3	0.0
Maine	100.0	0.0	0.0	11.6	0.0	8.1	4.5	8.0	4.9	9.4	16.7	22.8	13.9
Massachusetts	100.0	6.6	6.3	7.9	60.6	5.3	0.1	1.9	0.6	0.0	9.6	1.0	0.0
New Hampshire	100.0	0.0	8.5	6.4	9.4	13.9	9.6	6.2	6.4	5.5	13.5	15.6	5.0
New Jersey	100.0	3.4	0.0	6.5	75.0	2.0	1.6	2.0	0.0	0.0	8.6	0.8	0.0
New York	100.0	37.9	2.1	3.7	33.2	1.1	1.2	3.5	3.3	1.0	6.0	5.8	1.2
Pennsylvania	100.0	14.0	1.7	5.8	37.4	3.7	3.3	8.2	4.1	1.1	12.3	7.2	1.2
Rhode Island	100.0	0.0	18.0	14.8	51.9	0.0	0.0	2.6	0.0	0.0	10.4	2.3	0.0
Vermont	100.0	0.0	0.0	6.6	0.0	10.8	0.0	2.7	14.7	12.3	10.8	26.7	15.4
Midwest	100.0	12.8	5.5	8.1	27.4	2.5	2.0	4.6	7.0	5.6	9.7	9.5	5.4
Illinois	100.0	20.7	5.0	6.2	39.9	3.3	1.6	2.4	5.1	4.0	5.0	5.3	1.4
Indiana	100.0	11.0	8.4	8.6	20.9	1.8	1.4	4.9	12.0	0.8	15.0	14.5	0.8
Iowa	100.0	0.0	10.6	15.6	7.7	1.1	0.5	3.7	8.8	15.7	7.8	14.7	13.8
Kansas	100.0	9.9	13.6	1.5	12.6	0.8	0.0	3.7	7.2	16.8	12.6	8.8	12.4
Michigan	100.0	9.8	6.8	10.3	30.9	3.5	3.5	5.1	3.6	3.7	10.2	8.9	3.5
Minnesota	100.0	11.2	0.0	10.8	28.7	0.8	0.9	4.8	7.5	9.1	9.6	6.0	10.4
Missouri	100.0	11.8	2.2	5.2	27.6	1.0	2.1	3.9	7.2	9.1	10.4	11.3	8.2
Nebraska	100.0	22.3	11.3	0.0	10.5	1.1	0.0	0.8	3.8	19.1	5.8	7.5	17.8
North Dakota	100.0	0.0	0.0	26.8	0.0	5.0	2.8	0.0	2.1	18.4	4.1	6.1	34.9
Ohio	100.0	13.5	2.9	5.3	34.7	1.8	2.5	6.8	7.6	0.6	12.6	11.4	0.4
South Dakota	100.0	0.0	15.2	9.6	0.0	0.0	0.9	3.1	5.0	22.3	5.7	6.4	31.8
Wisconsin	100.0	11.5	4.8	13.0	12.9	6.6	3.3	6.6	10.7	2.8	9.3	10.9	7.7
South	100.0	12.9	6.8	8.4	25.1	3.6	2.0	3.7	6.5	3.5	15.0	9.5	3.2
Alabama	100.0	0.0	15.9	7.4	10.1	3.9	2.5	6.1	7.0	1.6	19.2	19.4	7.0
Arkansas	100.0	0.0	5.4	19.8	7.6	1.9	0.6	5.2	9.1	9.8	16.5	14.8	9.4
Delaware	100.0	0.0	0.0	16.0	41.8	0.0	6.0	12.9	7.3	0.0	11.1	4.8	0.0
District of Columbia	100.0	99.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2[1]	0.0	0.0
Florida	100.0	8.3	5.3	11.5	46.3	8.1	1.4	1.8	3.2	0.6	10.6	2.6	0.3
Georgia	100.0	3.4	5.8	6.2	36.7	1.3	1.8	4.3	5.9	2.6	21.6	7.9	2.5
Kentucky	100.0	10.2	0.0	3.5	17.3	1.5	1.6	3.6	11.2	8.5	18.1	15.5	9.0
Louisiana	100.0	9.4	14.0	8.5	11.0	5.5	4.4	6.4	9.9	2.3	14.0	11.1	3.5
Maryland	100.0	10.9	0.0	5.2	51.4	6.0	3.4	3.0	2.8	0.3	12.3	4.5	0.2
Mississippi	100.0	0.0	6.2	5.4	6.3	3.5	1.4	2.4	5.7	22.4	16.4	21.0	9.5
North Carolina	100.0	8.9	8.2	8.2	8.3	6.4	1.1	4.8	8.8	0.4	25.6	16.6	2.7
Oklahoma	100.0	18.9	0.0	2.4	17.2	0.1	2.1	3.8	11.8	9.6	11.4	13.3	9.3
South Carolina	100.0	0.0	2.1	10.3	22.0	4.1	4.4	5.5	11.4	0.8	24.4	13.9	1.2
Tennessee	100.0	18.8	5.8	5.9	14.2	2.1	1.4	4.1	8.2	3.7	19.4	13.5	2.9
Texas	100.0	27.9	8.1	9.6	21.1	1.4	1.6	3.1	5.3	4.3	9.5	5.6	2.4
Virginia	100.0	6.3	13.8	5.1	35.1	1.4	2.7	2.3	4.6	0.8	15.3	10.0	2.6
West Virginia	100.0	0.0	0.0	13.4	0.0	10.6	5.3	6.1	13.2	7.1	15.8	19.3	9.4
West	100.0	21.2	9.0	9.8	29.9	3.8	2.5	3.5	3.0	4.7	7.3	2.7	2.6
Alaska	100.0	33.3	0.0	7.0	0.0	0.0	3.8	3.6	5.0	14.5	8.7	1.9	22.3
Arizona	100.0	41.8	5.2	3.7	19.3	0.0	2.1	1.7	2.5	6.5	10.3	4.0	2.9
California	100.0	23.7	10.7	10.3	33.6	4.9	2.7	3.0	2.8	0.9	5.5	1.5	0.5
Colorado	100.0	24.8	5.0	5.8	29.3	1.5	4.4	4.5	1.5	5.7	8.6	4.3	4.5
Hawaii	100.0	24.4	0.0	0.0	26.3	7.4	0.0	0.9	0.0	21.1	15.6	3.1	1.2
Idaho	100.0	0.0	12.1	17.0	6.7	0.0	8.9	3.2	9.5	11.8	12.1	9.8	9.0
Montana	100.0	0.0	0.0	21.9	0.0	0.8	1.7	1.2	0.0	34.6	6.0	9.7	24.0
Nevada	100.0	22.8	15.3	5.7	34.6	0.0	0.0	2.0	1.3	4.8	10.2	1.1	2.3
New Mexico	100.0	22.4	0.0	10.3	9.8	1.9	1.2	3.2	2.9	22.9	13.4	3.4	8.6
Oregon	100.0	10.9	8.8	11.5	18.6	4.4	0.7	11.8	6.2	9.7	9.3	4.4	3.6
Utah	100.0	0.0	7.7	11.5	54.9	0.0	2.7	4.2	5.0	4.9	3.6	1.8	3.8
Washington	100.0	4.7	10.0	12.9	34.5	7.9	1.7	4.6	3.8	3.7	9.0	4.5	2.8
Wyoming	100.0	0.0	0.0	24.0	0.0	0.0	1.6	0.0	0.0	42.6	8.9	4.4	18.6

[1]These students are funded by the District of Columbia public school system, but attend school outside of the District.

NOTE: 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," 2003–04.

Table A-1.7. Percentage distribution of families with children under 18, by poverty level, locale, and family type: 2004

Locale and family type	Total	Below the poverty threshold	100–185 percent of the poverty threshold	Above 185 percent of the poverty threshold
Total	**100.0**	**15.5**	**17.2**	**67.4**
Married couple	100.0	6.9	13.6	79.5
Male householder, no wife present	100.0	18.2	24.0	57.9
Female householder, no husband present	100.0	37.6	24.8	37.6
City	**100.0**	**21.2**	**20.0**	**58.8**
Married couple	100.0	9.3	16.5	74.2
Male householder, no wife present	100.0	21.3	26.5	52.2
Female householder, no husband present	100.0	41.6	24.6	33.8
Suburban	**100.0**	**10.4**	**13.5**	**76.1**
Married couple	100.0	4.8	10.0	85.2
Male householder, no wife present	100.0	13.4	20.5	66.1
Female householder, no husband present	100.0	28.4	23.1	48.6
Town	**100.0**	**21.6**	**20.8**	**57.6**
Married couple	100.0	9.1	17.4	73.5
Male householder, no wife present	100.0	23.6	27.4	49.1
Female householder, no husband present	100.0	47.3	26.1	26.6
Rural	**100.0**	**13.1**	**17.9**	**68.9**
Married couple	100.0	6.8	15.0	78.1
Male householder, no wife present	100.0	18.0	23.5	58.5
Female householder, no husband present	100.0	37.9	28.2	33.9

NOTE: A family is a group of two people or more residing together (one of whom is the householder) who are related by birth, marriage, or adoption. Unmarried couples with children of their own are classified as either "Female householder, no husband present" or "Male householder, no wife present," determined by the householder of record. The householder of record is the person living or staying in the household in whose name the house or apartment is owned, being bought, or rented. For a comparison of poverty definitions, see appendix B. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Table A-1.8. Number and percentage distribution of public elementary and secondary students, by percentage of students in school eligible for free or reduced-price lunch and detailed locale: 2003–04

Detailed locale	Number and percent eligible for free or reduced-price lunch	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
				Number		
Total	**43,126,448**	**6,449,924**	**8,862,597**	**12,557,762**	**8,769,074**	**6,487,091**
City, large	6,088,009	357,606	567,326	1,137,561	1,561,586	2,463,930
City, midsize	2,945,060	308,308	398,132	784,876	726,707	727,037
City, small	3,776,503	429,492	726,426	1,240,461	848,661	531,463
Suburban, large	13,040,346	3,537,750	3,335,298	3,022,649	1,858,258	1,286,391
Suburban, midsize	1,560,705	294,402	406,154	510,381	253,228	96,540
Suburban, small	948,745	114,645	284,784	350,059	148,124	51,133
Town, fringe	1,722,070	230,105	479,768	603,066	285,121	124,010
Town, distant	2,188,465	66,665	367,432	884,215	619,999	250,154
Town, remote	1,717,264	40,069	235,065	715,218	512,685	214,227
Rural, fringe	4,748,997	900,458	1,262,186	1,494,091	802,882	289,380
Rural, distant	2,973,841	147,550	667,832	1,195,216	698,936	264,307
Rural, remote	1,416,443	22,874	132,194	619,969	452,887	188,519
				Percentage distribution		
Total	**40.7**	**15.0**	**20.6**	**29.1**	**20.3**	**15.0**
City, large	61.2	5.9	9.3	18.7	25.7	40.5
City, midsize	49.5	10.5	13.5	26.7	24.7	24.7
City, small	42.2	11.4	19.2	32.9	22.5	14.1
Suburban, large	31.2	27.1	25.6	23.2	14.3	9.9
Suburban, midsize	32.4	18.9	26.0	32.7	16.2	6.2
Suburban, small	33.2	12.1	30.0	36.9	15.6	5.4
Town, fringe	34.8	13.4	27.9	35.0	16.6	7.2
Town, distant	45.6	3.1	16.8	40.4	28.3	11.4
Town, remote	47.6	2.3	13.7	41.7	29.9	12.5
Rural, fringe	32.5	19.0	26.6	31.5	16.9	6.1
Rural, distant	41.1	5.0	22.5	40.2	23.5	8.9
Rural, remote	49.6	1.6	9.3	43.8	32.0	13.3

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Approximately 13,704 schools did not report information on the number of students eligible for a free or reduced-price school lunch. Therefore, this information is missing for 5,227,075 students. For a comparison of poverty definitions, see appendix B. 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," 2003–04.

Table A-1.9. Percentage distribution of public elementary and secondary students, by percentage of students in school eligible for free or reduced-price lunch, detailed locale, and race/ethnicity: 2003–04

Detailed locale and race/ethnicity	Total	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total[1]	**100.0**	**15.0**	**20.6**	**29.1**	**20.3**	**15.0**
White	100.0	20.7	27.6	33.2	14.9	3.7
Black	100.0	4.2	9.4	24.5	29.8	32.2
Hispanic	100.0	6.0	9.3	21.7	28.4	34.7
Asian/Pacific Islander	100.0	22.5	22.0	26.4	18.2	10.9
American Indian/Alaska Native	100.0	5.1	12.2	27.5	29.8	25.5
City, large[1]	100.0	5.9	9.3	18.7	25.7	40.5
White	100.0	13.8	22.9	30.4	19.8	13.1
Black	100.0	2.3	4.4	15.4	29.2	48.8
Hispanic	100.0	3.3	4.2	12.5	26.3	53.8
Asian/Pacific Islander	100.0	8.7	12.2	26.0	27.0	26.1
American Indian/Alaska Native	100.0	4.1	11.6	22.5	24.5	37.3
City, midsize[1]	100.0	10.5	13.5	26.7	24.7	24.7
White	100.0	16.7	21.6	33.3	20.0	8.4
Black	100.0	1.6	5.3	22.4	31.2	39.7
Hispanic	100.0	7.5	7.9	21.2	26.3	37.1
Asian/Pacific Islander	100.0	23.4	21.5	25.6	17.9	11.7
American Indian/Alaska Native	100.0	7.8	14.8	28.9	28.7	19.8
City, small[1]	100.0	11.4	19.2	32.9	22.5	14.1
White	100.0	14.0	26.3	37.1	17.6	5.0
Black	100.0	3.3	8.8	28.4	30.8	28.8
Hispanic	100.0	8.0	9.1	27.1	29.5	26.3
Asian/Pacific Islander	100.0	27.4	24.8	27.3	14.4	6.1
American Indian/Alaska Native	100.0	6.2	17.0	36.7	27.3	12.8
Suburban, large[1]	100.0	27.1	25.6	23.2	14.3	9.9
White	100.0	38.3	32.1	20.9	7.0	1.7
Black	100.0	8.2	16.5	30.8	25.4	19.1
Hispanic	100.0	7.5	13.2	23.9	27.1	28.3
Asian/Pacific Islander	100.0	30.8	25.3	23.0	14.8	6.2
American Indian/Alaska Native	100.0	15.0	26.8	31.5	18.0	8.7
Suburban, midsize[1]	100.0	18.9	26.0	32.7	16.2	6.2
White	100.0	22.3	30.3	32.8	12.0	2.6
Black	100.0	5.6	13.3	37.4	25.9	17.9
Hispanic	100.0	12.3	14.9	28.0	29.5	15.3
Asian/Pacific Islander	100.0	17.7	25.6	36.6	14.9	5.3
American Indian/Alaska Native	100.0	13.5	25.6	36.5	17.9	6.5
Suburban, small[1]	100.0	12.1	30.0	36.9	15.6	5.4
White	100.0	14.0	33.5	38.0	12.2	2.3
Black	100.0	5.6	17.8	38.2	27.0	11.5
Hispanic	100.0	4.6	19.4	32.5	26.4	17.2
Asian/Pacific Islander	100.0	22.5	35.3	26.9	9.7	5.7
American Indian/Alaska Native	100.0	6.1	28.5	41.9	17.3	6.2

See notes at end of table.

Table A-1.9. Percentage distribution of public elementary and secondary students, by percentage of students in school eligible for free or reduced-price lunch, detailed locale, and race/ethnicity: 2003–04—Continued

Detailed locale and race/ethnicity	Total	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Town, fringe[1]	100.0	13.4	27.9	35.0	16.6	7.2
White	100.0	16.1	33.1	36.8	12.2	1.8
Black	100.0	4.1	10.5	32.8	34.0	18.6
Hispanic	100.0	4.3	10.5	26.5	29.1	29.6
Asian/Pacific Islander	100.0	14.6	27.5	31.1	18.7	8.1
American Indian/Alaska Native	100.0	7.4	17.5	40.0	26.2	8.9
Town, distant[1]	100.0	3.1	16.8	40.4	28.3	11.4
White	100.0	3.2	21.9	46.9	23.7	4.2
Black	100.0	1.3	3.4	22.7	40.4	32.2
Hispanic	100.0	4.3	5.7	27.0	38.2	24.8
Asian/Pacific Islander	100.0	4.4	19.9	39.9	24.1	11.8
American Indian/Alaska Native	100.0	1.4	6.0	29.0	39.6	24.0
Town, remote[1]	100.0	2.3	13.7	41.7	29.9	12.5
White	100.0	2.9	18.2	49.0	25.7	4.2
Black	100.0	0.5	2.0	16.5	39.3	41.8
Hispanic	100.0	1.4	3.6	27.6	40.5	26.9
Asian/Pacific Islander	100.0	2.1	13.2	53.2	26.9	4.6
American Indian/Alaska Native	100.0	2.8	10.0	33.5	33.5	20.2
Rural, fringe[1]	100.0	19.0	26.6	31.5	16.9	6.1
White	100.0	22.5	30.4	32.6	12.7	1.9
Black	100.0	6.1	14.9	29.8	31.8	17.4
Hispanic	100.0	9.0	14.6	26.9	28.2	21.3
Asian/Pacific Islander	100.0	27.1	29.9	27.5	12.9	2.6
American Indian/Alaska Native	100.0	6.1	14.1	30.4	32.3	17.1
Rural, distant[1]	100.0	5.0	22.5	40.2	23.5	8.9
White	100.0	5.7	26.0	43.7	21.1	3.5
Black	100.0	1.3	5.5	23.0	32.8	37.4
Hispanic	100.0	2.3	9.0	28.6	35.5	24.6
Asian/Pacific Islander	100.0	6.5	21.6	35.7	24.9	11.3
American Indian/Alaska Native	100.0	1.1	6.5	20.9	35.3	36.2
Rural, remote[1]	100.0	1.6	9.3	43.8	32.0	13.3
White	100.0	1.8	11.3	50.9	30.7	5.4
Black	100.0	0.4	0.9	11.5	37.0	50.3
Hispanic	100.0	1.9	3.9	26.9	39.1	28.1
Asian/Pacific Islander	100.0	2.4	10.5	43.2	34.7	9.2
American Indian/Alaska Native	100.0	1.0	2.3	17.9	33.9	45.0

[1]Includes other racial/ethnic groups not separately shown.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Approximately 13,704 public schools did not report information on the number of students eligible for a free or reduced-price school lunch. Therefore, this information is missing for 5,227,075 public school students. For a comparison of poverty definitions, see appendix B. Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified. 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," 2003–04.

Table A-1.10. Percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by age, locale, and race/ethnicity: 2004

	Spoke a language other than English at home			
		Spoke English with difficulty[1]		
Locale and race/ethnicity	Total	Total	Ages 5–9	Ages 10–17
Total[2]	**18.9**	**5.2**	**6.8**	**4.3**
City[2]	29.0	8.6	11.3	6.8
White	8.8	2.0	2.4	1.8
Black	4.9	1.3	1.3	1.3
Hispanic	71.5	22.3	28.8	17.8
Asian	68.2	19.0	23.2	16.4
Native Hawaiian/Other Pacific Islander	38.5	7.5	9.5	6.2
American Indian/Alaska Native	6.9	2.2	2.9	1.8
Suburban[2]	19.4	4.8	6.1	4.1
White	5.9	1.2	1.1	1.3
Black	6.2	1.4	1.7	1.3
Hispanic	66.9	17.9	21.8	15.1
Asian	60.9	15.3	19.3	12.7
Native Hawaiian/Other Pacific Islander	32.5	5.9	7.2!	5.1!
American Indian/Alaska Native	10.5	1.9	4.3	0.6
Town[2]	11.9	3.2	4.1	2.7
White	2.4	0.7	0.4	0.8
Black	2.5	0.8	0.4	1.1
Hispanic	59.9	16.0	21.7	12.2
Asian	53.3	17.4	15.7	18.5
Native Hawaiian/Other Pacific Islander	38.8!	11.3!	14.2!	9.1!
American Indian/Alaska Native	13.8	1.4	2.6	0.8
Rural[2]	7.0	2.3	2.6	2.2
White	3.3	1.4	1.2	1.4
Black	1.1	0.6	#	0.9
Hispanic	52.8	16.3	19.6	14.2
Asian	57.2	13.4	17.4	11.0
Native Hawaiian/Other Pacific Islander	13.3!	1.5	#	1.9
American Indian/Alaska Native	18.5	1.4	2.2	1.1

#Rounds to zero.
!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]Includes other racial/ethnic groups not separately shown.
NOTE: Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2004, previously unpublished data.

Table A-2.4. Percentage of 16- to 24-year-olds who were high school status dropouts, by race/ethnicity and locale: 2004

Locale	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/Alaska Native
Total	**11.1**	**7.5**	**12.2**	**23.9**	**3.9**	**6.5!**	**16.6**
City	12.8	6.5	12.8	25.5	4.3	3.1!	16.3
Suburban	9.0	5.7	9.5	21.4	3.3	5.0!	13.5!
Town	12.1	8.9	16.3	25.0	6.7!	18.4!	20.9
Rural	11.1	10.1	13.6	23.9	1.6!	5.6!	16.4

!Interpret data with caution.

NOTE: The data presented here represent the status dropout rate, which is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. For a comparison of measures of educational attainment, see appendix B. Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2004, previously unpublished data.

Table A-3.7. Number and percentage distribution of public elementary and secondary school teachers, by detailed locale and selected characteristics: 2003–04

		City			Suburban		
Selected characteristic	Total	Large	Midsize	Small	Large	Midsize	Small
Total	**3,240,000**	**435,000**	**190,000**	**289,000**	**924,000**	**109,000**	**84,000**
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	83.1	61.2	73.3	83.9	84.5	88.2	89.5
Black	7.9	20.0	15.3	7.2	6.5	3.7	2.8
Hispanic	6.2	13.0	8.6	6.7	6.5	5.4	6.2
Asian/Pacific Islander	1.5	3.7	1.5	1.2	1.5	2.1	0.7
American Indian/Alaska Native	0.6	0.6	0.4	0.3	0.3	0.2	0.3
More than one race	0.7	1.5	1.0	0.7	0.7	0.5	0.6
Age	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 30	16.6	18.0	17.1	15.4	18.3	13.2	14.1
30 to 39	24.5	25.9	22.9	25.0	24.5	27.8	26.7
40 to 49	25.9	23.4	27.0	24.3	24.2	24.2	26.0
50 to 59	29.0	27.8	28.6	31.4	28.8	30.9	30.1
60 or more	4.0	4.9	4.3	3.8	4.2	3.9	3.0
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No degree	0.8	0.9	0.6	0.9	0.6	0.7	1.5
Associate's	0.3	0.4	0.3	0.3	0.2	0.2	0.6
Bachelor's	50.8	49.4	49.5	49.4	45.5	56.5	56.1
Master's	40.9	40.5	39.9	41.3	46.0	35.2	36.8
Education specialist[1]	6.0	7.0	7.6	6.7	6.5	5.9	4.8
Doctor's	1.2	1.8	2.1	1.4	1.3	1.5	0.3

See notes at end of table.

Table A-3.7. Number and percentage distribution of public elementary and secondary school teachers, by detailed locale and selected characteristics: 2003–04—Continued

	Town			Rural		
Selected characteristic	Fringe	Distant	Remote	Fringe	Distant	Remote
Total	**144,000**	**191,000**	**138,000**	**300,000**	**283,000**	**156,000**
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0
White	89.5	88.0	85.8	91.6	92.7	91.1
Black	3.4	6.8	3.6	4.1	4.2	3.8
Hispanic	5.1	3.4	7.4	2.1	1.6	2.2
Asian/Pacific Islander	0.8	0.8	1.6	1.0	0.2	0.4
American Indian/Alaska Native	0.6	0.6	1.2	0.6	0.8	2.1
More than one race	0.6	0.5	0.4	0.6	0.4	0.4
Age	100.0	100.0	100.0	100.0	100.0	100.0
Less than 30	15.1	15.6	11.3	19.0	14.8	13.4
30 to 39	22.3	22.0	24.0	25.1	24.6	22.2
40 to 49	24.8	31.4	28.5	24.6	29.9	32.3
50 to 59	34.4	27.7	32.5	27.2	27.4	28.3
60 or more	3.4	3.3	3.7	4.1	3.3	3.8
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0
No degree	0.5	0.8	1.0	1.3	0.8	0.7
Associate's	0.1	0.3	0.2	0.4	0.2	0.3
Bachelor's	51.5	54.4	57.3	52.1	55.5	62.4
Master's	41.0	39.5	35.6	40.4	37.6	31.7
Education specialist[1]	6.1	4.4	4.7	5.0	5.3	4.4
Doctor's	0.8	0.5	1.2	0.9	0.7	0.5

[1]Includes certificate of advanced graduate studies.

NOTE: Includes part-time and full-time teachers. Race/ethnicity categories exclude persons of Hispanic origin unless otherwise specified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

Table A-3.8. Average number of years of teaching experience for public school teachers and percentage distribution of such teachers, by detailed locale, years of teaching experience, and grade level taught: 2003–04

Years of teaching experience and grade level taught	Total	City			Suburban		
		Large	Midsize	Small	Large	Midsize	Small
Total							
Average number of years	14.2	12.7	14.2	14.6	14.0	14.1	14.3
Years of teaching experience							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	10.4	13.1	11.4	9.4	10.2	11.8	7.5
3 to 9	32.0	36.3	32.0	31.3	33.6	29.6	34.0
10 to 20	29.1	27.0	27.5	29.4	29.0	30.9	30.5
Over 20	28.4	23.6	29.2	29.9	27.1	27.7	28.1
Elementary							
Average number of years	13.9	12.0	13.5	14.0	13.6	14.0	14.3
Years of teaching experience							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	10.4	13.9	12.1	9.3!	10.6	12.5!	5.6!
3 to 9	33.0	38.6	33.6	35.4	34.3	28.0	32.8
10 to 20	29.4	25.8	27.0	26.9	30.0	34.3	35.2
Over 20	27.2	21.7	27.3	28.4	25.1	25.2	26.4
Middle							
Average number of years	14.3	12.4	14.5	15.1	14.4	14.0	13.9
Years of teaching experience							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	10.2	12.9	10.6	9.5	9.7	11.0!	5.5!
3 to 9	31.0	35.0	31.5	26.5	31.9	31.1	40.9
10 to 20	30.3	32.2	26.8	33.4	30.2	28.9	25.5!
Over 20	28.4	19.9	31.2	30.5	28.2	29.0	28.1
High school							
Average number of years	14.5	14.0	14.9	15.2	14.2	14.5	14.7
Years of teaching experience							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	10.7	12.4	11.3	9.6	10.2	11.5	12.6
3 to 9	31.7	34.0	29.7	30.1	34.6	30.9	29.3
10 to 20	27.7	24.0	28.8	28.8	26.7	27.8	26.9
Over 20	29.9	29.6	30.2	31.5	28.6	29.8	31.2

See notes at end of table.

Table A-3.8. Average number of years of teaching experience for public school teachers and percentage distribution of such teachers, by detailed locale, years of teaching experience, and grade level taught: 2003–04—Continued

Years of teaching experience and grade level taught	Town			Rural		
	Fringe	Distant	Remote	Fringe	Distant	Remote
Total						
Average number of years	15.3	14.8	15.4	14.0	14.7	15.3
Years of teaching experience						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	9.5	9.8!	7.6	11.2	9.4	9.6
3 to 9	29.5	28.0	27.8	32.3	30.2	26.5
10 to 20	27.0	30.2	32.5	28.2	30.3	32.5
Over 20	34.0	32.0	32.1	28.3	30.2	31.3
Elementary						
Average number of years	15.2	14.7	15.6	13.8	15.2	15.7
Years of teaching experience						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	7.1!	10.9!	7.5!	11.5	6.7!	8.3
3 to 9	33.7	24.8	24.6	33.7	30.2	26.2
10 to 20	24.5	33.1	36.0	27.0	31.9	32.9
Over 20	34.7	31.3	31.8	27.8	31.3	32.6
Middle						
Average number of years	14.9	15.3	15.9	14.3	14.0	15.7
Years of teaching experience						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	12.5	8.3!	6.7!	11.1	10.6	9.8!
3 to 9	25.3	29.7	27.7	30.9	32.0	25.5
10 to 20	30.9	27.9	30.8	30.1	29.8	32.2
Over 20	31.2	34.1	34.8	27.9	27.7	32.5
High school						
Average number of years	15.6	14.5	14.7	14.0	14.5	14.7
Years of teaching experience						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Less than 3	10.2	9.8	8.6	11.1	11.6	10.8
3 to 9	27.8	31.8	31.4	32.1	28.8	27.6
10 to 20	27.8	27.7	30.5	27.9	28.3	32.3
Over 20	34.2	30.8	29.6	29.0	31.3	29.4

!Interpret data with caution.
NOTE: Total includes combined level schools not separately shown. Years of teaching experience counts 1 year of part-time teaching the same as 1 year of full-time teaching. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Teacher Questionnaire," 2003–04.

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Appendix B. Technical Notes and Glossary

Technical Notes

This report includes data from both universe and sample surveys. In the case of universe data, all individuals or institutions of interest are included in the data collection. There is no sampling error; thus, observed differences are reported as true. In the case of sample surveys, a nationally representative set of respondents is selected and asked to participate in the data collection. In order to allow for representative samples at the locale level, the samples are stratified. Since the sample represents just one of many possible samples that could be selected, there is error associated with the sample. To avoid reaching false conclusions about differences between groups or differences over time measured by sample survey data, sampling error is taken into account in statistical tests that are conducted to support statements about differences. Thus, all statements about differences in this report are supported by the data, either directly in the case of universe surveys or with statistical significance testing in the case of sample survey data. In addition, there are occasional references to apparent differences that are not statistically significant. Apparent differences that are not statistically significant are discussed in order to aid the reader in interpreting the data.

All significance tests of differences are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were *t* tests, linear trend tests, and equivalency tests. The *t* tests were not adjusted to compensate for multiple comparisons being made simultaneously. Equivalence tests at the 0.15 level were used to determine whether two statistics were substantively equivalent or different by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates was significantly greater or less than a preset substantively important difference. In most cases involving percentages, a difference of 3.0 percentage points was used to determine substantive equivalence or difference. In some indicators involving only very small percentages, a lower value was used.

The appearance of a "!" symbol (meaning "Interpret data with caution") in a table or figure indicates an unstable estimate; therefore, the reader should use caution when interpreting the data. These unstable estimates are discussed, however, when statistically significant differences are found despite large standard errors.

The indicators in this report present data from a variety of sources. The sources and their definitions of key terms are described in appendix C. Most of these sources are federal surveys and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are

sample surveys; these are the sources of the estimates for which standard errors are provided on the NCES website: http://nces.ed.gov/. A few sources provide universe data, meaning that they collect information on the entire population of interest, and therefore no standard errors are needed.

Although percentages reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), percentages reported in the text and figures are rounded from the original number 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. In addition, sometimes a whole number in the text may seem rounded incorrectly based on its value when rounded to one decimal place. For example, the percentage 14.479 rounds to 14.5 at one decimal place, but rounds to 14 when reported as a whole number.

Counts or numbers from universe data are reported unrounded. Estimated counts or numbers from sample survey data are reported rounded to hundreds when they are four- and five-digit numbers, and to thousands when they are six-digit numbers.

Comparison of poverty measures

In this report, the definition of poverty varies by data source. A comparison of these different poverty definitions is provided below.

Data on household income and the number of people living in the household are combined with estimates of the poverty threshold published by the Bureau of the Census to classify children (or adults) as "below the poverty threshold" or "at or above the poverty threshold" in *indicator 1.5*. The thresholds that are used to determine whether an individual is below or at or above poverty differ for each survey year. (For background on how poverty is measured, see http://www.census.gov/hhes/www/poverty/poverty.html. For the weighted average poverty thresholds for various household sizes and years, see http://www.census.gov/hhes/www/poverty/threshld.html.)

Indicators 1.7, 2.4, and *2.9* use the categories of "poor," "near-poor," and "nonpoor." Poor is defined to include those families below the poverty threshold, near-poor is defined as those at 100–185 percent of the poverty threshold, and nonpoor is defined as those above 185 percent of the poverty threshold.

Eligibility for the National School Lunch Program also serves as a proxy 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 threshold; 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 threshold. Title I basic program funding relies on free and reduced-price lunch eligibility numbers as one (of four) possible poverty measures for levels of Title I federal funding. In *indicators 1.8* and *1.9*, moderate-to-high poverty schools are defined as schools with more than 50 percent of students eligible for free or reduced-price lunch.

In *indicators 3.1* and *3.2*, district poverty was determined by ranking school districts by the percentage of enrolled children ages 5–17 from families with an income below the poverty threshold, 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 nationally in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students nationally in districts with the highest percentages of poor school-age children.

Measures of educational attainment

Various measures of educational attainment have been developed to provide information about the highest level of formal education completed by individuals or various population groups.

Indicator 2.4 uses American Community Survey (ACS) data to report on the high school status dropout rate among 16- to 24-year-olds. The high school status dropout rate is defined as 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 equivalency credential such as a General Educational Development [GED] certificate), irrespective of when they dropped out. 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.

Indicator 2.5 examines the percentage of public high school students who graduate by using the averaged freshman graduation rate (AFGR). The AFGR is an estimate of the percentage of the incoming freshman class that graduates with regular diplomas 4 years later. The AFGR is the number of graduates with regular diplomas divided by the estimated count of 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 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.

Indicators 1.14 and *2.9* use American Community Survey (ACS) data to examine levels of educational attainment among parents of school-age children and among adults age 25 and over, respectively. The levels of educational attainment reported by ACS include less than a high school diploma or equivalent, a high school diploma or equivalent, some college or an associate's degree, a bachelor's degree, and a graduate or professional degree. The "less than a high school diploma or equivalent" category includes those currently enrolled in high school, while the "high school diploma or equivalent" category includes those currently enrolled in college. ACS data do not differentiate between those who graduated from public schools, graduated from private schools, or who earned an equivalency credential such as a GED. The data include individuals who never attended high school in the United States and is limited to the civilian, noninstitutionalized population. *Indicator 1.14* reports on the percentages of students ages 6–18 with a mother who had completed the various levels of attainment and the percentages of such students with a father who had completed these levels of educational attainment. *Indicator 2.9* examines the percentages of adults age 25 and older with these levels of educational attainment.

Indicator 1.15 uses National Household Education Survey (NHES) data to report on parents' expectations for their children's highest level of educational attainment. The levels of attainment used by NHES differ slightly from those used by ACS. They include less than a high school diploma, a high school diploma, vocational or technical school, 2 or more years of college, a 4- or 5-year college degree, and a graduate or professional degree.

Glossary

Advanced Placement (AP) course A course within the Advanced Placement program (a set of college-level courses sponsored by the College Board). Each AP course is associated with a standardized AP examination, and students with qualifying AP examination scores are granted credit, placement, or both at most colleges and universities in the United States and Canada, and at institutions in more than 40 other countries.

Associate's degree A degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Averaged freshman graduation rate A rate that provides an estimate of the percentage of public high school students who graduate on time. 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. The averaging is intended to account for higher grade retentions in the 9th grade. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diplomas) as defined by the state or district.

Bachelor's degree A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Capital outlay Funds for the acquisition of land and buildings; building construction, remodeling, and additions; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Carnegie unit The number of credits a student received for a course taken every day, one period per day, for a full year; a factor used to standardize all credits indicated on transcripts across studies.

Catholic school A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by a parish, a group of parishes, a diocese, or a Catholic religious order.

Combined elementary and secondary school A school that encompasses instruction at both the elementary and the secondary levels; includes schools starting with grade 6 or below and ending with grade 9 or above.

Computer science A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

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 dollars Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures (elementary/secondary) The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

Degree-granting institutions Postsecondary institutions that are eligible for Title IV federal financial aid programs and grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs, it must offer a program of 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 signed a participation agreement with the Department.

Doctor's 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 doctorates 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 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.

Dual credit course A course for which high school students can earn both high school and postsecondary credit.

Educational attainment The highest grade of regular school attended and completed.

Elementary school A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. In this publication, prekindergarten and kindergarten programs are included under this heading.

Elementary/secondary school As reported in this publication, includes only regular schools (i.e., schools that are part of state and local school systems and most not-for-profit private elementary/secondary schools, both religiously affiliated and nonsectarian). Schools not reported include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for American Indians, and federal schools on military posts and other federal installations.

Employment Includes civilian, noninstitutional persons who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or (2) were not working, but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons regardless of whether or not they were seeking another job.

English A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

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, which 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 institutions of higher education, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions, such as the provision of perquisites 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 average daily attendance or average daily membership.

Family A group of two persons or more (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such persons (including related subfamily members) are considered as members of one family.

Federal funds Amounts collected and used by the federal government for the general purposes of the government. There are four types of federal fund accounts: the general fund, special funds, public enterprise funds, and intragovernmental funds. The major federal fund is the general fund, which is derived from general taxes and borrowing. Federal funds also include certain earmarked collections, such as those generated by and used to finance a continuing cycle of business-type operations.

First-professional degree A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Phar.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

Foreign languages A group of instructional programs that describes the structure and use of language that is common or indigenous to people of the same community or nation, the same geographical area, or the same cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics,

sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

High school A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 or grades 9, 10, 11, and 12.

Household All the persons who occupy a housing unit. A house, apartment, mobile home, or other group of rooms, or a single room, is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other persons in the structure and there is direct access from the outside or through a common hall.

Impact Aid Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands.

Instruction (elementary and secondary) Instruction encompasses all activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving cocurricular activities. Instruction may be provided through some other approved medium, such as television, radio, telephone, and correspondence. Instruction expenditures include salaries, employee benefits, purchased services, supplies, and tuition to private schools.

Instructional staff In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation. Instructional staff includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff, and excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

International Baccalaureate (IB) program High school program including an international curriculum certified by the International Baccalaureate Organization. IB courses compose a 2-year liberal arts curriculum that leads to an IB diploma. Like AP courses, IB courses may earn students college credits.

Labor force Persons employed as civilians, unemployed but looking for work, or in the armed services during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed. See also *Unemployed*.

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 (L.L.M.) and Master of Science in various medical specializations.

Mathematics A group of instructional programs that describes the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

Operation and maintenance services Includes 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.

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. It is usually supported primarily by other than public funds, and the operation of its program rests with other than publicly elected or appointed officials. Private schools and institutions include both not-for-profit and for-profit institutions.

Public school or institution A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Pupil-to-teacher ratio The enrollment of pupils at a given period of time, divided by the full-time-equivalent number of classroom teachers serving these pupils during the same period.

Racial/ethnic group Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the Census Bureau, or based on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

> ***White*** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.
>
> ***Black*** A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin.
>
> ***Hispanic*** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
>
> ***Asian*** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., China, India, Japan, the Philippines, Vietnam, and Korea. Normally excludes persons of Hispanic origin.
>
> ***Native Hawaiian/Other Pacific Islander*** A person having origins in any of the original peoples of the Pacific Islands, e.g., Hawaii, Guam, and Samoa. Normally excludes persons of Hispanic origin.
>
> ***American Indian or Alaska Native*** A person having origins in any of the original peoples of North America and South America and maintaining their cultural identification through tribal affiliation or community recognition. Normally excludes persons of Hispanic origin.

Region The regions of the United States are defined by state as follows:

> ***Northeast*** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.
>
> ***Midwest*** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.
>
> ***South*** Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and the District of Columbia.
>
> ***West*** Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Revenue All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions, such as receipt of services, commodities, or other receipts in kind are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

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.

School A division of the school system consisting of students in one or more grades or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings.

School district An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are "local basic administrative unit" and "local education agency."

Science The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary school A school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Social sciences A body of related courses concerned with knowledge of the social life of human groups and individuals, including economics, geography, history, political science, psychology, social studies, and sociology.

Status dropout rate The percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school,

as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country.

Student An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution. No distinction is made between the terms "student" and "pupil," though "student" may refer to one receiving instruction at any level while "pupil" refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium, such as television, radio, telephone, and correspondence.

Title I Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards. Individual public schools with poverty rates above 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

Unadjusted dollars See *Current dollars*.

Unemployed Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Vocational education (or ***Career/Technical education***) 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, requiring other than a baccalaureate or advanced degree.

Appendix C. Guide to Sources

U.S. Department of Commerce, Census Bureau

American Community Survey (ACS)
The American Community Survey (ACS) is a sample survey conducted by the U.S. Census Bureau. The ACS was first implemented in 1996 and has expanded in scope in subsequent years. The ACS will replace the long-form survey in the Decennial Census by 2010.

For more information on the American Community Survey, see http://www.census.gov/acs.

U.S. Department of Education
National Center for Education Statistics (NCES)

Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey
The Common Core of Data (CCD) is a universe survey database with comprehensive, annually updated information. The Public Elementary/Secondary School Universe Survey compiles data from state education agencies based on school records to provide a complete listing of all public elementary and secondary schools in the country and basic information and descriptive statistics on all schools, their students, and their teachers. American Indian/Alaska Native students on reservations are not included in the Public Elementary/Secondary School Universe Survey.

For more information on the CCD, see http://nces.ed.gov/ccd/index.asp.

Fast Response Survey System (FRSS)
The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly and with minimum response burden. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys.

For more information on the FRSS, see http://nces.ed.gov/surveys/frss.

National Assessment of Educational Progress (NAEP)
The National Assessment of Educational Progress (NAEP) is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

For more information on NAEP, see http://nces.ed.gov/nationsreportcard.

The National Household Education Surveys Program (NHES)
The National Household Education Surveys Program (NHES) was developed by NCES to complement its

institutional surveys. This program is the principal mechanism for addressing topics that cannot be addressed in institutional data collections. By collecting data directly from households, NHES enables NCES to gather data on a wide range of issues, such as early childhood care and education, children's readiness for school, parent perceptions of school safety and discipline, before- and after-school activities of school-age children, participation in adult and continuing education, parent involvement in education, and civic involvement.

For more information on the NHES Program, see http://nces.ed.gov/nhes.

The Private School Universe Survey (PSS)
The target population for the PSS consists of all private schools in the United States that meet the NCES definition (i.e., a private school is not supported primarily by public funds, it provides instruction for one or more of grades K–12 or comparable ungraded levels, and it has one or more teachers. Organizations or institutions that provide support for homeschooling without offering classroom instruction for students are not included.). The PSS, conducted every 2 years, began with the 1989–90 school year and was administered again in 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04.

For more information on the PSS, see http://nces.ed.gov/surveys/pss.

Schools and Staffing Survey (SASS)
SASS has four core components: the School Questionnaire, the Teacher Questionnaire, the Principal Questionnaire, and the School District Questionnaire, which was known as the Teacher Demand and Shortage Questionnaire until the 1999–2000 SASS administration. These questionnaires are sent to respondents in public, private, and Bureau of Indian Affairs/tribal schools. In 1999–2000, public charter schools were also included in the sample. For the 2003–04 SASS, a sample of public charter schools are included in the sample as part of the public school questionnaire.

For more information on SASS, see http://nces.ed.gov/surveys/sass.