

APPENDIX A

Guide to Sources

Sources and Comparability of Data

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all colleges) or of a sample, compilations of administrative records, and statistical projections. *Digest* users should take particular care when comparing data from different sources. Differences in sampling, data collection procedures, coverage of target population, timing, phrasing of questions, scope of non-response, interviewer training, and data processing and coding mean that the results from the different sources may not be strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of a particular survey's procedures does not imply more problems with the data, only that more information is available.

Accuracy of Data

The joint effects of "sampling" and "nonsampling" errors determine the accuracy of any statistic. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from large numbers of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possi-

ble samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: (1) approximately 66.7 percent of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of all possible samples; and (2) approximately 95.0 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

To illustrate this concept, consider the data and standard errors appearing in table 105. For the 2004 estimate that 10.3 percent of 16- to 24-year-olds were high school dropouts, the table shows that the standard error is 0.23 percent. The sampling error above and below the stated figure is approximately double (1.96) the standard error, or about 0.46 percentage points. Therefore, we can create a 95 percent confidence interval, which is approximately 9.86 to 10.77 (10.3 percent \pm 1.96 times 0.23 percent).

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The **standard error of a difference** between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a,b} = (se_a^2 + se_b^2)^{1/2}$$

It should be noted that most of the standard error estimates presented in the *Digest* and in the original documents are approximations. That is, to derive estimates of standard errors that would be applicable to a wide variety of items and could be prepared at a moderate cost, a number of approximations were required. As a result, the standard error estimates provide a general order of magnitude rather than the exact standard error for any specific item. The preceding discussion on

sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult. In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the probable error in the projections. If, for instance, annual data from 1970 to 2002 are being used to project enrollment in institutions of higher education, the further beyond 2002 one projects, the more variability in the projection. One will be less sure of the 2014 enrollment projection than of the 2006 projection. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2014* (National Center for Education Statistics, NCES 2005-074).

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently, when respondents must estimate values, or when coders, keyers, and other processors handle answers differently, when persons who should be included in the universe are not, or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an underestimate of total survey error and thus an overestimate of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these nonsampling errors are seldom available.

To compensate for nonresponse, adjustments of the sample estimates are often made. For universe surveys, an adjustment made for either type of nonresponse, total or partial, is often referred to as an imputation, which is often a substitution of the "average" questionnaire response for the nonresponse. For universe surveys, imputations are usually made separately within various groups of sample members that have similar survey characteristics. For sample surveys missing cases (i.e., total nonresponse) is handled through nonresponse adjustments to the sample weights. For sample surveys, imputation for item nonresponse is usually made by substituting for a missing item, the response to that item of a respondent having characteristics that are similar to those of the nonrespondent. For more information, see *NCES Statistical Standards*.

Although the magnitude of nonsampling error in the data compiled in this *Digest* is frequently unknown, idiosyncrasies that have been identified are noted on the appropriate tables.

National Center for Education Statistics (NCES)

Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B&B) is based on the National Postsecondary Student Aid Study (NPSAS) and provides information concerning education and work experience after completing the bachelor's degree. B&B

provides cross-sectional information 1 year after bachelor's degree completion (comparable to the Recent College Graduates study), while at the same time providing longitudinal data concerning entry into and progress through graduate level education and the workforce. It also provides information on entry into, persistence and progress through, and completion of graduate level education. This information is difficult to gather through follow-ups involving high school cohorts or even college entry cohorts, both of which are restricted in the number who actually complete a bachelor's degree and continue their education.

B&B followed NPSAS baccalaureate degree completers for a 12-year period after completion, beginning with NPSAS:93. About 11,000 students who completed their degrees in the 1992–93 academic year were included in the first B&B (B&B:93/94). In addition to the student data, B&B collected postsecondary transcripts covering the undergraduate period, which provided complete information on progress and persistence at both the undergraduate and graduate levels. The second B&B follow-up took place in spring 1997 (B&B:93/97), and gathered information on employment history, family formation, and enrollment in graduate programs. The most recent B&B cohort was associated with the NPSAS:2000 and included 11,700 students who completed their degrees in the 1999–2000 academic year. The first, and only planned follow-up survey of this cohort, was conducted in 2001 and focused on time to degree completion, participation in post-baccalaureate education and employment, and the activities of newly qualified teachers (NCES 2003-165).

Further information on B&B may be obtained from:

Paula R. Knepper
Postsecondary Studies Division
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Paula.Knepper@ed.gov
<http://nces.ed.gov/surveys/b&b/>

Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment from initial time of entry into postsecondary education through leaving and entering the workforce. BPS includes traditional and nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education. BPS follows first-time, beginning students for at least 5 years at approximately 2-year intervals, collecting student data, and financial aid reports. By starting with a cohort that has already entered postsecondary education, and following it for 5 years, BPS can determine to what extent, students who start postsecondary education at various ages differ in their progress, persistence, and attainment. The first BPS study was conducted in 1989–90, with follow-up surveys

in 1992 and 1994. The second BPS cohort of students began with a survey in 1995–96, with follow-ups in 1998 and 2001.

Further information on BPS may be obtained from:

Aurora M. D'Amico
Postsecondary Coop System, Analysis, and Dissemination
(PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Aurora.D'Amico@ed.gov
<http://nces.ed.gov/surveys/bps/>

Common Core of Data

NCES uses the Common Core of Data (CCD) survey to acquire and maintain statistical data from each of the 50 states, the District of Columbia, the Bureau of Indian Affairs, Department of Defense Dependents' Schools (overseas and domestic) and the other jurisdictions. Information about staff and students is collected annually at the school, local education agency (LEA) or school district, and state levels. Information about revenues and expenditures is also collected at the state and LEA levels.

Data are collected for a particular school year via survey instruments sent to the state education agencies during the school year. Since the CCD is a universe survey, the CCD information presented in this edition of the *Digest* is not subject to sampling errors. However, nonsampling errors could come from two sources: non-return and inaccurate reporting. Almost all of the states submit the six CCD survey instruments each year, but submissions are sometimes incomplete or too late for publication.

Understandably, when 58 education agencies compile and submit data for approximately 96,000 public schools and over 14,000 local school districts, misreporting can occur. Typically, this results from varying interpretations of NCES definitions and differing record keeping systems. NCES attempts to minimize these errors by working closely with the state education agencies through the National Forum on Education Statistics.

The state education agencies report data to NCES from data collected and edited in their regular reporting cycles. NCES encourages the agencies to incorporate into their own survey systems the NCES items they do not already collect so that those items will also be available for the subsequent CCD survey. Over time, this has meant fewer missing data cells in each state's response, reducing the need to impute data.

NCES subjects data from the education agencies to a comprehensive edit. Where data are determined to be inconsistent, missing, or out of range, NCES contacts the education agencies for verification. NCES-prepared state summary forms are returned to the state education agencies for verification. Each year, states are also given an opportunity to revise their state-level aggregates from the previous survey cycle.

Further information on CCD may be obtained from:

John Sietsema
Elementary/Secondary Cooperative System and Institutional Studies Division (ESLSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
John.Sietsema@ed.gov
<http://nces.ed.gov/ccd/>

Early Childhood Longitudinal Study, Birth Cohort 2001

The Early Childhood Longitudinal Study is designed to provide decision makers, researchers, child care providers, teachers, and parents with detailed information about children's early life experiences. The birth cohort of the Early Childhood Longitudinal Study (ECLS-B) looks at children's health, development, care, and education during the formative years from birth through first grade.

Data were collected from a sample of 10,688 children born in the year 2001, representing a population of approximately 4 million. The response rate for the survey was 74.1 percent. To be considered complete, the first three sections of the parent interview had to be completed.

The children participating in the study come from diverse socioeconomic and racial/ethnic backgrounds with oversamples of Chinese children, other Asian and Pacific Islander children, American Indian children, twins, and children with moderately low and very low birth weights. Children, their parents, their child care providers, and their teachers and school administrators provide information on children's cognitive, social, emotional, and physical development across multiple settings (e.g., home, child care, school).

At all waves of the study (9 months in 2001–02, 2 years in 2003–04, 4 years in 2005, kindergarten in 2006 and 2007, and first grade in 2007 and 2008) parents are asked about themselves, their families, and their children; fathers are asked about themselves and the role they play in their children's lives; children are observed and participate in assessment activities. In addition, when the children are 2 and 4 years old, child care and early education providers are asked to provide information about their own experience and training and the setting's learning environment. When the ECLS-B children are in kindergarten and first grade, teachers and schools are also asked to provide information about children's early learning and the school and classroom environments.

Further information on ECLS-B may be obtained from:

Jennifer Park
Early Childhood and Household Studies (ECICSD)
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006
Jennifer.Park@ed.gov
<http://nces.ed.gov/ecls/Birth.asp>

Early Childhood Longitudinal Study, Kindergarten Class of 1998–99

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) was designed to provide detailed information on children’s early school experiences. The study began in the fall 1998. A nationally representative sample of 22,782 children enrolled in 1,277 kindergarten programs during the 1998–99 school year was selected to participate in the ECLS-K. The children attended both public and private kindergartens, and full-day and part-day programs. The sample included children from different racial/ethnic and socioeconomic backgrounds, and oversamples of Asian and Pacific Island children, and private kindergartners. Base-year data were collected in the fall and spring of the kindergarten year. Data were collected again in the fall of first grade (30 percent subsample) and spring of first grade, and then in spring of the third grade in 2002 and spring of the fifth grade in 2004.

The ECLS-K includes a direct child cognitive assessment that was administered one-on-one with each child in the study. The assessment used a computer-assisted personal interview (CAPI) approach and a two-stage adaptive testing methodology. The direct assessment includes three cognitive domains: reading, mathematics and general knowledge at kindergarten and first grade. General knowledge was replaced by science at third and fifth grade. Children’s height and weight were measured at each data collection point and a direct measure of children’s psychomotor development was administered in the fall of the kindergarten year only. In addition to these measures, the ECLS-K collected information about children’s social skills and academic achievement through teacher reports.

A computer-assisted telephone interview with the children’s parents/guardians was conducted at each data collection point. Parents/guardians were asked to provide key information about their children on subjects, such as family demographics (e.g., family members, age, relation to child, race/ethnicity), family structure (e.g., household members and composition), parent involvement, home educational activities (e.g., reading to the child), child health, parental education and employment status, and child’s social skills and behaviors.

Data on the schools that children attend and their classrooms were collected by self-administered questionnaires completed by school administrators and classroom teachers. Administrators provided information about the school population, programs, and policies. At the classroom level, data were collected on the composition of the classroom, teaching practices, curriculum, and teacher qualifications and experience. A representative sample of teachers in the sample students’ grade in the ECLS-K sampled schools were asked to complete the teacher questionnaires, not just those who teach ECLS-K children.

Further information on the ECLS-K may be obtained from:

Elvira Germino Hausken
Early Childhood and Household Studies Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
ecls@ed.gov
<http://nces.ed.gov/ecls>

Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that will monitor the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Future survey waves will follow both students and high school dropouts and will monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

Of 1,221 eligible contacted schools, 752 participated in the study, for an overall weighted school participation rate of approximately 68 percent (62 percent unweighted). Of 17,591 selected eligible students, 15,362 participated, for an overall weighted student response rate of approximately 87 percent. (School and student weighted response rates reflect use of the base weight [design weight] and do not include nonresponse adjustments.)

Information for the study was obtained not just from students and their school records, but also from the students’ parents, their teachers, their librarians and the administrators of their schools.

Further information on ELS:2002 may be obtained from:

Jeffrey Owings
Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006
Jeffrey.Owings@ed.gov
<http://nces.ed.gov/surveys/els2002>

Fast Response Survey System

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. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appro-

appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

Further information on FRSS may be obtained from:

Bernie Greene
Data Development Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Bernard.Greene@ed.gov
<http://nces.ed.gov/surveys/frss/>

Condition of America's Public School Facilities: 1999

This report provides national data about the condition of public schools in 1999 based on a survey conducted by NCES using its Fast Response Survey System (FRSS). Specifically, this report provides information about the condition of school facilities and the costs to bring them into good condition; school plans for repairs, renovations, and replacements; the age of public schools; and overcrowding and practices used to address overcrowding. The results presented in this report are based on questionnaire data for 903 public elementary and secondary schools in the United States. The responses were weighted to produce national estimates that represent all regular public schools in the United States.

Further information on FRSS may be obtained from:

Bernie Greene
Data Development Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Bernard.Greene@ed.gov
<http://nces.ed.gov/surveys/frss/>

Internet Access in Public Schools and Classrooms

The Internet Access in Public Schools and Classrooms study is part of the National Center for Education Statistics Fast Response Survey System (FRSS).

The Internet survey was designed to assess the federal government's commitment to assist every school and classroom in connecting to the Internet by the year 2000. In 1994, NCES began surveying approximately 1,000 public schools each year about their access to the Internet, access in classrooms, and since 1996, their type of internet connections. The 2002 survey included items on the use of technologies or procedures to prevent student access to inappropriate material on

the Internet, the availability of computers outside of regular school hours, and the availability of professional development on technology use in the classroom. All estimates are based on samples and are subject to sampling variability.

Further information on internet access in public schools and classrooms may be obtained from:

Bernie Greene
Data Development Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Bernard.Greene@ed.gov
<http://nces.ed.gov/surveys/frss/>

Federal Support for Education

NCES prepares an annual compilation of federal funds for education. Data for U.S. Department of Education programs come from the *Budget of the United States Government*. Budget offices of other federal agencies provide information for all other federal program support except for research funds, which are obligations reported by the National Science Foundation in *Federal Funds for Research and Development*. Some data are estimated, based on reports from the federal agencies contacted and the *Budget of the United States Government*.

Except for money spent on research, outlays were used to report program funds to the extent possible. Some tables report program funds as obligations, as noted in the title of the table. Some federal program funds not commonly recognized as education assistance are also included in the totals reported. For example, portions of federal funds paid to some states and counties as shared revenues resulting from the sale of timber and minerals from public lands have been estimated as funds used for education purposes. Parts of the funds received by states (in 1980) and localities (all years) under the General Revenue Sharing Program are also included, as are portions of federal funds received by the District of Columbia. The share of these funds allocated to education was assumed to be equal to the share of general funds expended for elementary and secondary education by states and localities in the same year as reported by the U.S. Census Bureau in its annual publication, *Governmental Finances*.

All state intergovernmental expenditures for education were assumed to be earmarked for elementary/secondary education. Contributions of parent governments of dependent school systems to their public schools amounted to approximately 9 percent of local government revenues and local government revenue sharing in each year. Therefore, 9 percent of local government revenue-sharing funds were assumed allocated each fiscal year to elementary and secondary education. Parent government contributions to public school systems were obtained from *Finances of Public School Systems* published by the U.S. Census Bureau. The amount of state revenue-sharing funds allocated for postsecondary education in 1980 was assumed to be 13 percent, the proportion of direct

state expenditures for institutions of higher education reported in *Governmental Finances* for that year.

The share of federal funds for the District of Columbia assigned to education was assumed to be equal to the share of the city's general fund expenditures for each level of education.

For the job training programs conducted by the Department of Labor, only estimated sums spent on classroom training have been reported as educational program support.

During the 1970s, the Office of Management and Budget (OMB) prepared annual reports on federal education program support. These were published in the *Budget of the United States Government, Special Analyses*. The information presented in this report is not, however, a continuation of the OMB series. A number of differences in the two series should be noted. OMB required all federal agencies to report outlays for education-related programs using a standardized form, thereby assuring agency compliance in reporting. The scope of education programs reported here differs from OMB. Off-budget items such as the annual volume of guaranteed student loans were not included in OMB's reports. Finally, while some mention is made of an annual estimate of federal tax expenditures, OMB did not include them in its annual analysis of federal education support. Estimated federal tax expenditures for education are the difference between current federal tax receipts and what these receipts would be without existing education deductions to income allowed by federal tax provisions.

Recipients' data are estimated based on *Estimating Federal Funds for Education: A New Approach Applied to Fiscal Year 1980, Federal Support for Education*, various years, and *Catalog of Federal Domestic Assistance*. The recipients' data are estimated and tend to undercount institutions of higher education (IHEs), students, and local education agencies (LEAs). This is because some of the federal programs have more than one recipient receiving funds. In these cases, the recipients were put into a "mixed recipients" category, because there was no way to disaggregate the amount each recipient received.

Further information on federal support for education may be obtained from:

William Sonnenberg
Annual Reports Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
William.Sonnenberg@ed.gov
<http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=federal>

High School and Beyond

High School and Beyond (HS&B) is a national longitudinal survey of individuals who were high school sophomores and seniors in 1980. The base-year survey (1980) was a probability sample of 1,015 high schools with a target number of 36 sophomores and 36 seniors in each of the schools.

A total of 58,270 students participated in the base-year survey. Substitutions were made for nonparticipating schools—but not for students—in those strata where it was possible. Overall, 1,122 schools were selected in the original sample and 811 of these schools participated in the survey. An additional 204 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed.

HS&B first follow-up activities took place in the spring of 1982. The sample design of the first follow-up survey included approximately 30,000 persons who were sophomores in 1980. The completion rate for sophomores eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base year and first follow-up surveys (e.g., dropouts, transfer students, and early graduates) completed the first follow-up sophomore questionnaire.

As part of the first follow-up survey of HS&B, transcripts were requested in fall 1982 for an 18,152 member subsample of the sophomore cohort. Of the 15,941 transcripts actually obtained, 1,969 were excluded because the students had dropped out of school before graduation, 799 were excluded because they were incomplete, and 1,057 were excluded because the student graduated before 1982 or the transcript indicated neither a dropout status nor graduation. Thus, 12,116 transcripts were utilized for the overall curriculum analysis presented in this publication. All courses in each transcript were assigned a 6-digit code based on *A Classification of Secondary School Courses*. Credits earned in each course were expressed in Carnegie units. (The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course. To receive credit for a course, the student must have received a passing grade—"pass," "D," or higher.) Students who transferred from public to private schools or from private to public schools between their sophomore and senior years were eliminated from public/private analyses.

In designing the senior cohort first follow-up survey, one of the goals was to reduce the size of the retained sample, while still keeping sufficient numbers of minorities to allow important policy analyses. A total of 11,227 (94 percent) of the 11,995 persons subsampled completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The sample for the second follow-up, which took place in the spring 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rate for the senior cohort was 91 percent, and the completion rate for the sophomore cohort was 92 percent.

HS&B third follow-up data collection activities were performed in spring of 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second follow-up survey. The completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively.

HS&B fourth follow-up data collection activities were performed in 1992 but only surveyed the 1980 sophomore class. It examined aspects of these students' early adult years such as enrollment in postsecondary education, experience in the labor market, marriage and childrearing, and voting behavior.

Appendix table A-1 contains the maximum number of HS&B cases that are available for the tabulations of the specific classification variables used throughout this publication.

The standard error (se) of an individual percentage (p) based on HS&B data can be approximated by the formula:

$$se_p = DEFT [p(100-p)/n]^{1/2}$$

where n is the sample size and DEFT, the square root of the design effect, is a factor used to adjust for the particular sample design used in HS&B. Appendix table A-2 provides the DEFT factors for different HS&B samples and subsamples.

In evaluating a difference between two independent percentages, the standard error of the difference may be conservatively approximated by taking the square root of the sum of the squared standard errors of the two percentages. For example, in the 1986 follow-up of 1980 sophomores, 84.0 percent of the men and 77.2 percent of the women felt that being successful in work was "very important," a difference of 6.8 percentage points. Using the formula and the sample sizes from table A-1 and the DEFT factors from table A-2, the standard errors of the two percentages being compared are calculated to be:

$$1.43[(84.0)(16.0)/(5,391)]^{1/2} = .714$$

$$1.43[(77.2)(22.8)/(5,857)]^{1/2} = .784$$

The standard error of the difference is therefore:

$$(.714^2 + .784^2)^{1/2} = (.510 + .615)^{1/2} = 1.06$$

The sampling error of the difference is approximately double the standard error, or approximately 2.1 percentage points, and the 95 percent confidence interval for the difference is 6.8 ± 2.1 , or 4.7 to 8.9 percentage points.

The standard error estimation procedure outlined above does not compensate for survey item nonresponse, which is a source of nonsampling error. (Table A-1 reflects the maximum number of responses that could be tabulated by demographic characteristics.) For example, of the 10,925 respondents in the 1984 follow-up survey of 1980 high school graduates, 372, or 3.4 percent, did not respond to the particular question on whether they had ever used a pocket calculator. Item nonresponse varied considerably. A very low nonresponse rate of 0.1 percent was obtained for a question asking whether the respondent had attended a postsecondary

institution. A much higher item nonresponse rate of 12.2 percent was obtained for a question asking if the respondent had used a micro or minicomputer in high school. Typical item nonresponse rates ranged from 3 to 4 percent.

The Hispanic analyses presented in this report relied on students' self-identification as members of one of four Hispanic subgroups: Mexican, Mexican-American, Chicano; Cuban; Puerto Rican, Puertorriqueno, or Boricua; or other Latin American, Latino, Hispanic, or Spanish descent.

An NCES series of technical reports and data file users manuals, available electronically, provides additional information on the survey methodology.

Further information on the HS&B survey may be obtained from:

Aurora M. D'Amico
Postsecondary Coop System, Analysis, and Dissemination
(PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Aurora.D'Amico@ed.gov
<http://nces.ed.gov/surveys/hsb/>

High School Transcript Study Tabulations

The most recent high school transcript study was in 2000 and was based on a survey conducted as part of the National Assessment of Educational Progress (NAEP). The 2000 study involved analysis of transcripts of approximately 21,000 high school graduates from 277 schools. The study collected information such as course lists, graduation requirements, and the definition of units of credit and grades, on a school-level basis.

Similar studies were conducted of coursetaking patterns of 1982, 1987, 1990, 1992, 1994, and 1998. The 1982 data are based on approximately 12,000 transcripts collected by the High School and Beyond (HS&B) survey. The 1987 data are based on approximately 22,799 transcripts from 433 schools obtained as part of the 1987 NAEP High School Transcript Study, a scope comparable to data collected through the NAEP High School Transcript Study surveys conducted in 1990, 1994, and 1998. The 1992 data are based on approximately 7,600 transcripts collected by the National Education Longitudinal Study of 1988 (NELS:88/92).

Because the 1982 HS&B survey used a different method for identifying handicapped students than the 1987 and 1990 transcript studies, and in order to make the statistical summaries as comparable as possible, all the counts and percentages in this report are restricted to students whose records indicate that they had not participated in a special education program. This restriction lowers the number of 1990 graduates represented in the tables to 20,866.

Further information on high school transcript studies may be obtained from:

Jeffrey Owings
 Elementary/Secondary and Library Studies Division
 National Center for Education Statistics
 1990 K Street NW
 Washington, DC 20006
Jeffrey.Owings@ed.gov
<http://nces.ed.gov/surveys/hst/>

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) surveys approximately 6,500 postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. This survey, which began in 1986, replaced the Higher Education General Information Survey (HEGIS).

IPEDS consists of eight integrated components that obtain information on who provides postsecondary education (institutions), who participates in it and completes it (students), what programs are offered and what programs are completed, and both the human and financial resources involved in the provision of institutionally-based postsecondary education. Until 2000 these components included: Institutional Characteristics, Fall Enrollment, Completions, Salaries, Finance, and Fall Staff. Data are collected in the fall for institutional characteristics and completions; in the winter for employees by assigned position (EAP), salaries and fall staff; and in spring for enrollment, student financial aid, finances, and graduation rates.

The degree-granting institutions portion of this survey is a census of colleges awarding associate's or higher degrees that were eligible to participate in Title IV financial aid programs. Prior to 1993, data from the technical and vocational institutions were collected through a sample survey. Beginning in 1993, all data are gathered in a census of all postsecondary institutions. The tabulations on "Institutional Characteristics" developed for this edition of the *Digest* are based on lists of all institutions and are not subject to sampling errors.

The definition of institutions generally thought of as offering college and university education has been changed in recent years. The old standard for higher education institutions included those institutions that had courses that led to an associate's or higher degree, or were accepted for credit towards those degrees. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Tables, or portions of tables, that use only this standard are labeled "higher education" in the *Digest*. The newer standard includes institutions which award associate's or higher-level degrees that are eligible to participate in Title IV federal financial aid programs. Tables that contain any data according to this standard are titled as "degree-granting" institutions. Time-series tables may contain data from both series, and they are labeled accordingly. The impact of this change has generally not been large. For example, tables on faculty salaries and benefits were only

affected to a very small extent. Also, degrees awarded at the bachelor's level or higher were not heavily affected. The largest impact has been on private 2-year college enrollment. In contrast, most of the data on public 4-year colleges have been affected only to a minimal extent. The impact on enrollment in public 2-year colleges was noticeable in certain states, but relatively small at the national level. Overall, enrollment for all institutions was about one-half a percent higher for degree-granting institutions compared to the total for higher education institutions.

Prior to the establishment of IPEDS in 1986, HEGIS acquired and maintained statistical data on the characteristics and operations of institutions of higher education. Implemented in 1966, HEGIS was an annual universe survey of institutions accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. These institutions were listed in NCES's *Education Directory, Colleges and Universities*.

HEGIS surveys collected information on institutional characteristics, faculty salaries, finances, enrollment, and degrees. Since these surveys, like IPEDS, were distributed to all higher education institutions, the data presented are not subject to sampling error. However, they are subject to nonsampling error, the sources of which varied with the survey instrument.

The NCES Taskforce for IPEDS Redesign recognized that there were issues related to the consistency of data definitions, accuracy, reliability, validity, and other quality measures within and across surveys. The IPEDS redesign in 2000 provided institution-specific data forms with information and data previously provided. While the new systems shortened data processing time and provided better data consistency it did not address the accuracy of the data provided by institutions.

In 2003–04, prior year data were available for revision at the same time institutions were entering current data. This allowed institutions to make changes to their prior year entries by either adjusting the data or providing missing data. These revisions allow the evaluation of the data's accuracy by looking at the changes made.

When institutions made changes to their data, it was assumed that the revised data was the "true" data. The data were analyzed for the number and type of institutions making changes, the type of changes, the magnitude of the changes, and the impact on published data.

Because NCES imputes missing data, imputation procedures were also addressed. For this assessment, differences between revised values and values that were imputed in the original files were compared (i.e., revised value minus imputed value). These differences were then used to provide an assessment of the effectiveness of imputation procedures. The size of the differences also provides an indication of the accuracy of imputation procedures. To assess the overall impact of changes on aggregate IPEDS estimates, published tables for each component were reconstructed using the revised 2002–03 data. These reconstructed tables were then compared to the published tables to determine the magnitude of aggregate bias and the direction of this bias.

Though IPEDS provides the most comprehensive data system for postsecondary education there are 100 or more entities that collect their own information from postsecondary institutions. The additional collections raise the issue of how valid the IPEDS data are when compared to educational data collected by non-IPEDS sources. The Thomson Peterson data was chosen to assess the validity of IPEDS data because it is one of the largest and most comprehensive sources of postsecondary data available.

Not all IPEDS components could be compared to Thomson Peterson. Either the Thomson Peterson survey did not collect data related to a particular IPEDS component or the data items collected by Thomson Peterson were not comparable (i.e., different data item definitions). Comparisons were made for a selected number of data items in five components—Tuition and Price, Employees by Assigned Position, Enrollment, Student Financial Aid, and Finance. More details on the accuracy and reliability of IPEDS data can be found in *Integrated Postsecondary Education Data System Data Quality Study, Methodology Report*, July 2005 (NCES 2005-175).

Further information on IPEDS may be obtained from:

Elise Miller
Postsecondary Institutional Studies Program (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Elise.Miller@ed.gov
<http://nces.ed.gov/ipeds/>

Fall (Completions)

This survey was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970–71, 1982–83, 1991–92, and 2002–03. Collection of degree data has been maintained through the IPEDS system.

Degrees-conferred trend tables arranged by the 2002–03 classification are included in the *Digest* to provide consistent data from 1970–71 to the most recent year. Data in this edition on associate's and other formal awards below the baccalaureate, by field of study, cannot be made comparable with figures prior to 1982–83. The nonresponse rate did not appear to be a significant source of nonsampling error for this survey. The return rate over the years has been high, with the degree-granting institutions response rate for the 2003-04 survey at 99.8 percent. The overall response rate for the non-degree-granting institutions was 99.6 percent in 2003-04. Because of the high return rate for the degree-granting institutions, non-sampling error caused by imputation is also minimal. Imputation methods and response bias analysis for the 2003-04 survey are discussed in *Postsecondary Institutions in the United States: Fall 2003 and Degrees and Other Awards Conferred: 2003–04* (NCES 2005-154).

The Integrated Postsecondary Education Data System Data Quality Study, Methodology Report, July 2005 (NCES 2005-175) indicated that most Title IV institutions supplying

revised data on completions were able to supply missing data for the prior year. The small differences between imputed data for the prior year and the revised actual data supplied by the institution indicated that the imputed values produced by NCES were acceptable.

Further information on IPEDS Completions surveys may be obtained from:

Andrew Mary
Postsecondary Institutional Studies Program (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Andrew.Mary@ed.gov
<http://nces.ed.gov/ipeds/>

Fall (Institutional Characteristics)

This survey collects basic information necessary to classify the institutions including control, level, and kinds of programs; and information on tuition, fees, and room and board charges. Beginning in 2000, the survey collected institutional pricing data from institutions with first-time, full-time, degree/certificate-seeking undergraduate students. Unduplicated full-year enrollment counts and instructional activity are now collected on the Fall Enrollment survey. The overall response rate was 100.0 percent for Title IV degree-granting institutions in 2003.

The IPEDS Data Quality Study (NCES 2005-175) looked at tuition and price in Title IV institutions. Only 8 percent of institutions reported the same data in the IPEDS and Thomson Peterson data collections consistently across all selected data items. Difference in wordings or survey items may account for some of these inconsistencies.

Further information on the IPEDS Institutional Characteristics survey may be obtained from:

Frank Morgan
Postsecondary Institutional Studies Program (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Frank.Morgan@ed.gov
<http://nces.ed.gov/ipeds/>

Winter (Fall Staff)

The fall staff data presented in this publication were collected by NCES, through the IPEDS system, which collected data from postsecondary institutions, including all 2- and 4-year degree-granting education institutions. NCES collects staff data biennially in odd numbered years from institutions of postsecondary education.

The "Fall Staff" questionnaires were completed on the IPEDS data collection website between December 3, 2003 and January 28, 2004; the respondents reported the employment statistics in their institution that cover the payroll period in the fall of the survey year. The "Fall Staff, 2003" survey had an overall response rate of 99.9 percent. The Staff compo-

ment of the winter 2003–04 survey had a response rate of 99.9 for degree-granting institutions, and 99.9 for the non-degree-granting institutions. Imputation methods and response bias analysis are discussed in *Staff in Postsecondary Institutions, Fall 2003, and Salaries of Full-Time Instructional Faculty, 2003–04* (NCES 2005-155).

The most recent data quality study, *Integrated Postsecondary Education Data System Data Quality Study, Methodology Report*, July 2005 (NCES 2005-175), found that employee data items were changed by 1.2 percent (77) of the institutions that responded. All who made changes made changes that resulted in a different employee count. For both institutional and aggregate differences, the changes had little impact on the original employee count submissions. A large number of institutions reported different staff data to IPEDS and Thomson Peterson; however, the magnitude of the differences was small—usually no more than 17 faculty members for any faculty variable. See *Integrated Postsecondary Education Data System Data Quality Study, Methodology Report*, July 2005 (NCES 2005-175) for more information.

Further information on the IPEDS Salaries, Tenure, and Fringe Benefits survey may be obtained from:

Sabrina Ratchford
Postsecondary Institutional Studies Program (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Sabrina.Ratchford@ed.gov
<http://nces.ed.gov/ipeds/>

Winter (Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty)

This institutional survey has been conducted for most years from 1966–67 to 1987–88, and annually since 1989–90. Although the survey form changed a number of times during those years, only comparable data are presented in this report.

Between 1966–67 and 1985–86 this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987–88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The response rate for the 2003–04 survey was 99.9 percent for degree-granting institutions. Imputation methods and response bias analysis for the 2003–04 survey are discussed in *Staff in Postsecondary Institutions, Fall 2003, and Salaries of Full-Time Instructional Faculty, 2003–04* (NCES 2005-155). Although data from these surveys are not subject to sampling error, sources of nonsampling error may include computational errors and misclassification in reporting and processing. The electronic reporting system does allow corrections to prior year reported or missed data and this should help with these problems. Also, NCES reviews individual col-

leges' data for internal and longitudinal consistency and contacts the colleges to check inconsistent data.

The NCES report, *Integrated Postsecondary Education Data System Data Quality Study, Methodology Report*, July 2005 (NCES 2005-175), found that only 1.3 percent of the responding Title IV institutions made changes to their salaries data. The imputations made in the original publication proved to be acceptable when the revised data indicated small differences, and therefore had little impact on the published data.

Further information on the IPEDS Salaries, Tenure, and Fringe Benefits survey may be obtained from:

Sabrina Ratchford
Postsecondary Institutional Studies Program (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Sabrina.Ratchford@ed.gov
<http://nces.ed.gov/ipeds/>

Winter/Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. The enrollment survey response rate is high. Beginning in 2000, the data collection method was web-based, replacing the paper survey forms that had been used in past years. In 2004 the overall response rate was 100.0 percent for degree-granting institutions and the 2003 response rate was 99.6 percent. Imputation methods and response bias analysis for the 2003–04 survey are discussed in *Enrollment in Postsecondary Institutions, Fall 2003 and Financial Statistics, Fiscal Year 2003* (NCES 2005-177). Imputation methods and response bias analysis for the 2002–03 survey are discussed in *Enrollment in Postsecondary Institutions, Fall 2002 and Financial Statistics, Fiscal Year 2002* (NCES 2005-168).

Beginning with fall 1986, the survey system was redesigned with the introduction of IPEDS (see above). The survey allows (in alternating years) for the collection of age and residence data. In 2000, the enrollment survey collected the instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time equivalent (FTE) enrollment statistic for the entire academic year.

Integrated Postsecondary Education Data System Data Quality Study, Methodology Report, July 2005 (NCES 2005-175) showed that public institutions made the majority of changes to enrollment data during the 2004 revision period. The majority of changes were made to unduplicated headcount data with the net differences between the original data and the revised data at about 1 percent. Part-time students in general and enrollment in private not-for-profit institutions were often underestimated. The fewest changes by institutions were to CIP code data. More institutions provided enrollment data to IPEDS than to Thomson Peterson. A fairly high percentage of institutions that provided data to both provided the same data, and among those that didn't the difference in magnitude was less than 10 percent.

Further information on the IPEDS Fall Enrollment survey may be obtained from:

Cathy Statham
 Postsecondary Institutional Studies Program (PSD)
 National Center for Education Statistics
 1990 K Street NW
 Washington, DC 20006
Cathy.Statham@ed.gov
<http://nces.ed.gov/ipeds/>

Spring (Finance)

This survey was part of the HEGIS series and has been continued under the IPEDS system. Substantial changes were made in the financial survey instruments in fiscal years (FY) 1976, 1982, 1987, 1997, and 2002. While these changes were significant, considerable effort has been made to present only comparable information on trends in this report and to note inconsistencies. The FY 1976 survey instrument contained numerous revisions to earlier survey forms, which made direct comparisons of line items very difficult. Beginning in FY 1982, Pell Grant data were collected in the categories of federal restricted grants and contracts revenues and restricted scholarships and fellowships expenditures. Finance tables for this publication have been adjusted by subtracting the largely duplicative Pell Grant amounts from the later data to maintain comparability with pre-FY 82 data. The introduction of IPEDS in the FY 1987 survey included several important changes to the survey instrument and data processing procedures. Beginning in FY 1997, the data for the private institution were collected using new financial concepts consistent with Financial Standards Board (FASB) reporting standards, which provides a more comprehensive view of college finance activities. The data for the public institutions continued to be collected using the older survey form. The data for the public and private institutions were no longer comparable, and as a result, no longer presented together in analysis tables. Beginning in FY 2001, public institutions had the option of continuing to report using the Government Accounting Standards Board (GASB) standards, or using the new FASB reporting standards. Beginning in FY 2002, the public institutions had three options: the original GASB standards, the FASB standards, or the new Government Accounting Standards Board, Statement 35 standards (GASB35). Because of the complexity of the multiple forms used by the public institutions, recent finance data for public institutions are not presented in the *Digest*.

Possible sources of nonsampling error in the financial statistics include nonresponse, imputation, and misclassification. The response rate has been about 85 to 90 percent for most of the historic years presented in the *Digest*; however, in more recent years response rates have been much higher because Title IV institutions are required to respond. The 2002 IPEDS data collection was a full-scale web-based IPEDS data collection, which offered features that improved the quality and timeliness of the data. The ability of IPEDS to tailor the online data entry forms for each institution based on characteristics such as institutional control, level of insti-

tution, and calendar system, and the institutions' ability to submit their data online were two such features that improved response. The response rate for the FY 2002 survey was 98.7 percent for degree-granting institutions. The response rates were 99.7 for public 4-year, 98.7 for public 2-year, 98.7 for not-for-profit 4-year, and 98.4 for not-for-profit 2-year. Imputation methods and response bias analysis for the 2002–03 survey are discussed in *Enrollment in Postsecondary Institutions, Fall 2002 and Financial Statistics, Fiscal Year 2002* (NCES 2005-168). The response rate for the FY 2003 survey was 99.9 percent for degree-granting institutions. The response rates were 100.0 for public 4-year, 99.8 for public 2-year, 99.9 for not-for-profit 4-year, and 99.2 for not-for-profit 2-year. Imputation methods and response bias analysis for the 2002–03 survey are discussed in *Enrollment in Postsecondary Institutions, Fall 2003 and Financial Statistics, Fiscal Year 2003* (NCES 2005-177).

Two general methods of imputation were used in HEGIS. If the prior year's data were available for a nonresponding institution, these data were inflated using the Higher Education Price Index and adjusted according to changes in enrollments. If no previous year's data were available, current data were used from peer institutions selected for location (state or region), control, level, and enrollment size of institution. In most cases estimates for nonreporting institutions in IPEDS were made using data from peer institutions.

Beginning with FY 87, the IPEDS survey system included all postsecondary institutions, but maintained comparability with earlier surveys by allowing 2- and 4-year institutions to be tabulated separately. For FY 87 through FY 91, in order to maintain comparability with the historical time series of HEGIS institutions, data were combined from two of the three different survey forms that make up the IPEDS survey system. The vast majority of the data were tabulated from form 1, which was used to collect information from public and private not-for-profit 2- and 4-year colleges. Form 2, a condensed form, was used to gather data for the 2-year for-profit institutions. Because of the differences in the data requested on the two forms, several assumptions were made about the form 2 reports so that their figures could be included in the degree-granting institutions totals.

In IPEDS, the form 2 institutions were not asked to separate appropriations from grants and contracts, nor state from local sources of funding. For the form 2 institutions, all the federal revenues were assumed to be federal grants and contracts, and all of the state and local revenues were assumed to be restricted state grants and contracts. All other form 2 sources of revenue, except for tuition and fees and sales and services of educational activities, were included under "other." Similar adjustments were made to the expenditure accounts. The form 2 institutions reported instruction and scholarship and fellowship expenditures only. All other educational and general expenditures were allocated to academic support.

The NCES study, *Integrated Postsecondary Education Data System Data Quality Study, Methodology Report*, July 2005 (NCES 2005-175), found only a small percentage (2.9

percent/168) of postsecondary institutions either revised data or submitted data for items they previously left unreported. Though relatively few institutions made changes the changes made were relatively large—greater than 10 percent of the original. With a few exceptions these changes, large as they were, did not greatly affect the aggregate totals.

Again, institutions were more likely to report data to IPEDS rather than to Thomson Peterson, and there was a higher percentage reporting different values among those reporting to both. The magnitude of the difference was generally greater for research expenditures. It is likely that the large differences are a function of the way institutions report this data to both entities.

Further information on IPEDS Financial Statistics surveys may be obtained from:

Cathy Statham
Postsecondary Institutional Studies Program (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Cathy.Statham@ed.gov
<http://nces.ed.gov/ipeds>

Library Statistics Program

Public library statistics are collected annually by NCES using the Public Libraries Survey and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Descriptive statistics are produced for over 9,000 public libraries. The Public Libraries Survey includes information about staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions, public service hours, interlibrary loans, circulation, and library visits. In FSCS, respondents supply the information electronically, and data are edited and tabulated in machine-readable form.

The respondents are 9,141 public libraries identified in the 50 states and the District of Columbia by state library agencies. At the state level, FSCS is administered by State Data Coordinators, appointed by the Chief Officer of each State Library Agency. The State Data Coordinator collects the requested data from local public libraries and submits these data to NCES. An annual training conference sponsored by NCES is provided for the State Data Coordinators. A steering committee representing State Data Coordinators and other public library constituents is active in the development of FSCS data elements and software. Technical assistance to states is provided by phone and in person by the FSCS steering committee and by NCES staff and contractors. All 50 states and the District of Columbia have submitted data for individual public libraries, which are also aggregated to state and national levels.

Since 1990, data have been collected electronically. The most recent software includes identifying information on all known public libraries and their outlets. Beginning in 1994,

this resource was available for drawing samples for special surveys on such topics as literacy, access for the disabled, and library construction.

Under the Academic Libraries Survey (ALS), NCES surveyed academic libraries on a 3-year cycle between 1966 and 1988. From 1988 through 1999, ALS was a component of the Integrated Postsecondary Education Data System and was on a 2-year cycle. Beginning with FY 2000, the Academic Libraries Survey was no longer a component of IPEDS, but it remains on a 2-year cycle. ALS provides data on about 4,000 academic libraries. In aggregate, these data provide an overview of the status of academic libraries nationally and statewide. Beginning in 1996, libraries were asked about electronic services including, electronic catalogs that include the libraries' holdings, Internet access, and electronic full-text periodicals. The survey collects data on the libraries in the entire universe of degree-granting institutions. Beginning with the collection of FY 2000 data, the ALS changed to web-based data collection. ALS produces descriptive statistics on academic libraries in postsecondary institutions in the 50 states, the District of Columbia, and the outlying areas.

The School Library Statistics Survey collected data on school libraries/media centers in 1990–91, 1993–94, and 1999–2000. This survey asked questions on libraries in public and private schools as part of the Schools and Staffing Survey (SASS). A sample survey of about 7,600 schools was conducted during school year 1993–94 and of nearly 13,600 schools in 1999–2000. The library questions on the 1990–91 SASS include: number of students served and number of professional staff and aides; at the district level, number of full-time equivalent librarians/media specialists, vacant positions, positions abolished, and approved positions; and amount of librarian input in establishing curriculum. The 1993–94 survey was much more extensive and added questions concerning media centers and collections of libraries. The 1999–2000 survey continued collecting data on media centers and collections of libraries, but did not include questions concerning librarians/media specialists and student records.

Further information on the Library Statistics Program may be obtained from:

Jeff Williams
Library Coop System and Institutional Studies (ESLSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Jeffrey.Williams@ed.gov
<http://nces.ed.gov/surveys/libraries/>

National Adult Literacy Survey

The National Adult Literacy Survey (NALS) was created in 1992 as a new measure of literacy and funded by the U.S. Department of Education and by 12 states. It is the third and largest assessment of adult literacy funded by the federal government. The aim of the survey is to profile the English literacy of adults in the United States based on their perfor-

mance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather the information on adults' literacy skills, trained staff interviewed nearly 13,600 individuals aged 16 and older during the first 8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a whole. Black and Hispanic households were oversampled to ensure reliable estimates of literacy proficiencies, and to permit analyses of the performance of these subpopulations. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, over 26,000 adults were surveyed.

Each survey participant was asked to spend approximately an hour responding to a series of diverse literacy tasks, as well as questions about his or her demographic characteristics, educational background, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, adults received proficiency scores along three scales that reflect varying degrees of skill in prose, document, and quantitative literacy. The results of the 1992 survey were first published in a report, *Adult Literacy in America*, in September 1993.

The most recent national assessment of adult literacy was administered in 2003.

Further information on NALS may be obtained from:

Sheida White
NAEP Development and Operations—Assessment Division
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Sheida.White@ed.gov
<http://nces.ed.gov/naal>

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to gather information about selected levels of educational achievement across the country. At the national level, NAEP is divided into two assessments: the main NAEP and the long-term trend NAEP. NAEP has surveyed students at specific ages (9, 13, and 17) for the long-term trend NAEP, and grades (4, 8, and 11 or 12) for the main NAEP, state NAEP, and long-term writing NAEP. NAEP has also surveyed young adults (ages 25 to 35).

NAEP long-term trend assessments are designed to inform the nation of changes in the basic achievement of America's youth. Nationally representative samples of students have been assessed in science, mathematics, and reading at ages 9, 13, and 17 since the early 1970s. Students have been assessed in writing at grades 4, 8, and 11 since 1984. To measure trends accurately, assessment items (mostly multiple choice) and procedures have remained unchanged since the first assessment in each subject. Recent trend assess-

ments were conducted in 1994, 1996, 1999, and 2004. Nearly 33,000 students took part in the 2004 trend assessment. Results are reported as average scores for the nation, regions, and for various subgroups of the population such as race and ethnic groups. Data from the trend assessments are available in the most recent report, *NAEP 2004 Trends in Academic Progress*.

The 2004 NAEP Long-Term Trend Assessments marked the end of tests designed and administered from 1971 and marked the beginning of a modified design that provides greater accommodations for students with disabilities and English language learners, and limits the assessments to reading and math. Science and writing will now be assessed only in main NAEP.

To assure the assessment results can be reported on the same trend line, a "bridge" assessment was administered in addition to the modified assessment. Students were randomly assigned to take either the bridge assessment or the modified assessment. The bridge assessment replicated the instrument given in 1999 and used the same administrative techniques. The 2004 modified assessment will provide the basis of comparison for all future assessments and the bridge will link its results to the results from the past 30 years.

In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessments change periodically and are based on frameworks developed by the National Assessment Governing Board (NAGB). Items include both multiple choice and constructed-response (requiring written answers). Results are reported in two ways. Average scores are reported for the nation, participating states and jurisdictions, and for subgroups of the population. In addition, the percent of students at or above the basic, proficient, and advanced achievement levels are reported for these same groups. The achievement levels are developed by NAGB.

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate (e.g., 47 participated in 1996). Prior to 1992, the national NAEP samples were not designed to support the reporting of accurate and representative state-level results. Separate representative samples of students were selected for each participating jurisdiction. State data are usually available at grades 4 and/or 8, and may not include all subjects assessed in the national-level assessment. In 1994, for example, NAEP assessed reading, geography, and history at the national level at grades 4, 8, and 12; however, only reading at grade 4 was assessed at the state level. In 1996, mathematics and science were assessed nationally at grades 4, 8, 12. In the states, mathematics was assessed at grades 4 and 8, and science was assessed at grade 8 only. In 1997, the arts were assessed only at the national level, at grade 8. Reading and writing were assessed in 1998 at the national level in for grades 4, 8, and 12, and at the state level for grades 4 and 8. Civics was assessed in 1998 at the national level for grades 4, 8, and 12, as well. These assessments generally involved about 130,000 students at the national and state levels.

In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP and a separate national sample was replaced with the aggregate of all state samples. In 2002, students were assessed in reading, mathematics, and writing at grades 4, 8, and 12 (reading and writing only). In 2003, reading and mathematics were assessed in grades 4 and 8.

The NAEP national sample in 2003 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between scores across years or types of students were found to be statistically significant than would have been detected in previous assessments.

The assessment data presented in this publication were derived from tests designed and conducted by the Education Commission of the States (1969–1983) and by the Educational Testing Service (ETS) from 1983 to the present.

Sample sizes and overall participation rates in 2004 for the long-term trend reading assessment for the bridge group were 5,200 9 year-olds (81 percent), 5,700 13 year-olds (77 percent), and 3,800 17 year-olds (55 percent); for those taking the modified assessment 7,300 9 year-olds (80 percent), 7,500 13 year-olds (76 percent), and 7,600 17 year-olds (56 percent). Sample size and overall participation rates for the math assessment for the bridge group were 4,600 9 year-olds (80 percent), 4,700 13 year-olds (76 percent), and 4,600 17 year-olds (57 percent); and for those taking the modified assessment 7,500 9 year-olds (80 percent), 8,300 13 year-olds (76 percent), and 8,300 17 year-olds (56 percent).

Sample sizes for the reading proficiency portion of the 1999 NAEP long-term trend study were: 5,793 for the 9-year-olds, 5,933 for the 13-year-olds, and 5,288 for the 17-year-olds. Overall participation rates were 78 percent, 73 percent, and 59 percent, respectively.

Sample sizes in the math and science portions of the 1999 long-term trends were: 6,032 9-year-olds, 5,941 13-year-olds, and 3,795 17-year-olds.

The main NAEP assessments are conducted separately from long-term assessments. The 2000 mathematics assessment was administered to 13,511 4th-graders, 15,694 8th-graders, and 13,432 12th-graders. The response rates were: 96 percent for 4th-graders, 92 percent for 8th-graders, and 77 percent for 12th-graders. The 2003 mathematics assessment was administered to 190,147 4th-graders and 153,189 8th-graders.

In 2000, a reading assessment was administered to 77,914 4th-graders. The response rate was 96 percent. In 2002, a reading assessment was administered to 140,487 4th-graders, 115,176 8th-graders, and 14,724 12th-graders. The 2003 reading assessment was administered to 187,581 4th-graders and 155,183 8th-graders.

The 1997–98 writing assessment was administered to 19,816 4th-graders, 20,586 8th-graders, and 19,505 12th-graders. Student response rates for the 1997–98 writing assessment were 95 percent for the 4th-graders, 92 percent for the 8th-graders, and 80 percent for the 12th-graders. The

2002 writing assessment was administered to 139,200 4th-graders, 118,500 8th-graders, and 18,500 12th-graders.

In 1995–96, a science assessment was administered to 7,305 4th-graders, 7,774 8th-graders, and 7,537 12th-graders. The response rates were 94 percent for the 4th-graders, 94 percent for the 8th-graders, and 93 percent for the 12th-graders. In 2000, a science assessment was administered to 16,749 4th-graders, 16,837 8th-graders, and 15,879 12th-graders. The response rates were 96 percent for the 4th-graders, 92 percent for the 8th-graders, and 76 percent for the 12th-graders.

The 1993–94 geography assessment was administered to 5,507 4th-graders, 6,878 8th-graders, and 6,234 12th-graders. The response rates for the assessment were 93 percent for the 4th-graders, 93 percent for the 8th-graders, and 90 percent for the 12th-graders. The 2000–01 geography assessment was administered to 7,779 4th-graders, 10,037 8th-graders, and 9,660 12th-graders. The response rates were 95 percent for the 4th-graders, 93 percent for the 8th-graders, and 77 percent for the 12th-graders.

Information from NAEP is subject to both nonsampling and sampling errors. Two possible sources of nonsampling error are nonparticipation and instrumentation. Certain populations have been oversampled to assure samples of sufficient size for analysis. Instrumentation nonsampling error could result from failure of the test instruments to measure what is being taught and, in turn, what the students are learning.

Further information on NAEP may be obtained from:

Suzanne Triplett

NAEP Development and Operations—AD

National Center for Education Statistics

1990 K Street NW

Washington, DC 20006

Suzanne.Triplett@ed.gov

<http://nces.ed.gov/nationsreportcard>

National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) is the third major secondary school student longitudinal study conducted by the National Center for Education Statistics. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS:72) and High School and Beyond (HS&B) in 1980, surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 begins with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990, 1992, and 1994, when a majority of these students were in 10th and 12th grades, and then 2 years after their scheduled high school graduation. A fourth follow-up was conducted in 2000.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 included a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

In 1990, when the students were in 10th grade, the students, school dropouts, their teachers, and their school principals were surveyed. The 1988 survey of parents was not a part of the 1990 follow-up. In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected. The 1994 survey data were collected when sample members had completed high school. The primary goals of the 1994 survey were: 1) to provide data for trend comparisons with NLS-72 and HS&B; 2) to address issues of employment and postsecondary access and choice; and 3) to ascertain how many dropouts have returned to school and by what route. The 2000 survey data were collected at a key stage of life transitions for the 8th-grade class of 1988—most had been out of high school for nearly 8 years. Many had already completed postsecondary education, started or even changed careers, and started to form families. The 2000 follow-up examined the educational and labor market outcomes of the initial 8th-grade cohort of 1988 in the year 2000, when the majority of the cohort was 26 years old.

Further information on NELS:88 may be obtained from:

Jeffrey Owings
Elementary/Secondary and Library Studies Division
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Jeffrey.Owings@ed.gov
<http://nces.ed.gov/surveys/nels88/>

National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys were conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, and 2005.

NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys.

The topics addressed by NHES:1991 were early childhood education and adult education. About 60,000 households were screened for NHES:1991. In the Early Childhood

Education survey, about 14,000 parents/guardians of 3- to 8-year-olds completed interviews about their children's early educational experiences. Included in this component were participation in nonparental care/education, care arrangements and school, and family, household, and child characteristics. In the NHES:1991 Adult Education survey, about 9,800 persons 16 years of age and older, identified as having participated in an adult education activity in the previous 12 months, were questioned about their activities. Data were collected on programs and up to four courses, including the subject-matter duration, sponsorship, purpose, and cost. Information on the household and the adult's background and current employment also was collected.

In NHES:1993, nearly 64,000 households were screened. Approximately 11,000 parents of 3- to 7-year-olds completed interviews for the School Readiness survey. The topics included: the developmental characteristics of preschoolers; school adjustment and teacher feedback to parents for kindergartners and primary students; center-based program participation; early school experiences; home activities with family members; and health status. In the School Safety and Discipline survey, about 12,700 parents of children in grades 3 through 12, and about 6,500 youth in grades 6 through 12, were interviewed about their school experiences. Topics included the school learning environment, discipline policy, safety at school, victimization, the availability and use of alcohol/drugs, and alcohol/drug education. Peer norms for behavior in school and substance use were also included in this topical component. Extensive family and household background information was collected, as well as characteristics of the school attended by the child.

In the NHES:1995 survey, the Early Childhood Program Participation survey and the Adult Education survey were similar to those in 1991. In the Early Childhood survey, about 14,000 parents of children from birth to third grade were interviewed. In the NHES:1995 collection, 23,969 adults were sampled for the adult education survey and 80 percent (19,722) completed the interview.

The spring survey of 1996 (NHES:1996) covered parent and family involvement in education and civic involvement. For the Parent and Family Involvement survey, nearly 21,000 parents of children in grades 3 to 12 were interviewed. For the Civic Involvement survey, about 8,000 youth in grades 6 to 12, about 9,000 parents, and about 2,000 adults were interviewed. The 1996 survey also addressed public library use. Adults in almost 55,000 households were interviewed to support state-level estimates of household public library use.

NHES:1999 collected end-of-decade estimates of key indicators from the surveys conducted throughout the 1990s. Approximately 60,000 households were screened for a total of about 31,000 interviews with parents of children from birth through 12th grade, and adults aged 16 or older not enrolled in grade 12 or below. Key indicators included participation of children in nonparental care and early childhood programs, school experiences, parent/family involvement in education at home and at school, youth community service activities, plans

for future education, and adult participation in educational activities and community service.

NHES:2001 included two surveys that were largely repeats of similar surveys included in earlier NHES collections. The Early Childhood Program Participation Survey was similar in content to the Early Childhood Program Participation Survey fielded as part of NHES:1995, and the Adult Education and Lifelong Learning Survey was similar in content to the Adult Education Survey of NHES:1995. The Before- and After-School Programs and Activities Survey, while containing items fielded in earlier NHES collections, had a number of new items that collected information about what children were doing during the time spent in child care or in other activities, what parents were looking for in care arrangements and activities, and parent evaluations of care arrangements and activities. Parents of approximately 6,700 preschool children completed Early Childhood Program Participation Survey interviews. Nearly 10,900 adults completed Adult Education and Lifelong Learning Survey interviews, and parents of nearly 9,600 children in kindergarten through grade 8 completed Before- and After-School Programs and Activities Survey interviews.

NHES:2003 included two surveys: Adult Education for Work-Related Reasons and Parent and Family Involvement in Education. The adult education survey will allow for the analysis of change over time. The adult education survey will provide in-depth information on the participation of adults in training and education that prepares adults for work or careers and maintains or improves their skills.

NHES:2005 included surveys that covered Adult Education, Early Childhood Program Participation, and After-School Programs and Activities. Data were collected from about 8,900 adults for the Adult Education survey, parents of about 7,200 children for the Early Childhood Program Participation survey, and parents of nearly 11,700 children for the After-School Programs and Activities survey. These surveys were substantially similar to the surveys conducted in 2001.

Further information on NHES may be obtained from:

Chris Chapman
Early Childhood and Household Studies Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Chris.Chapman@ed.gov
<http://nces.ed.gov/nhes/>

National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with the collection of base-year survey data from a sample of about 19,000 high school seniors in the spring of 1972. Five more follow-up surveys of these students were conducted in 1973, 1974, 1976, 1979, and 1986. NLS:72 was designed to provide the education community with information on the transitions of young

adults from high school through postsecondary education and the workplace.

In addition to the follow-ups, a number of supplemental data collection efforts were undertaken. For example, a Postsecondary Education Transcript Study (PETS) was undertaken in 1984, and the fifth follow-up survey in 1986 included a supplement for those who became teachers.

The sample design for the NLS:72 was a stratified, two-stage probability sample of 12th-grade students from all schools, public and private, in the 50 states and the District of Columbia during the 1971–72 school year. During the first stage of sampling, about 1,070 schools were selected for participation in the base-year survey. As many as 18 students were selected at random from each of the sample schools. The sizes of both the school and student samples were increased during the first follow-up survey. Beginning with the first follow-up and continuing through the fourth follow-up, about 1,300 schools participated in the survey and slightly under 23,500 students were sampled. The response rates for each of the different rounds of data collection were 80 percent or higher.

Sample retention rates across the survey years were quite high. For example, of the individuals responding to the base-year questionnaire, the percentages who responded to the first, second, third, and fourth follow-up questionnaires were about 94, 93, 89, and 83 percent, respectively.

Further information on NLS:72 may be obtained from:

Aurora M. D'Amico
Postsecondary Coop System, Analysis, and Dissemination (PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Aurora.D'Amico@ed.gov
<http://nces.ed.gov/surveys/nls72/>

National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. It covers nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, District of Columbia and Puerto Rico, including students attending less-than-2-year institutions, 2- to 3-year schools, 4-year colleges, and major universities. Participants include students who do not receive aid and their parents, as well as students who do receive financial aid and their parents. Study results are used to help determine future federal policy regarding student financial aid. The study was conducted every 3 years. Beginning with the 1999–2000 survey, they will be conducted every 4 years.

The first NPSAS was conducted during the 1986–87 school year. Data were gathered from about 1,074 colleges, universities, and other postsecondary institutions; 60,000

students; and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

As a part of NPSAS:93, information on 77,000 undergraduates and graduate students enrolled during the school year was collected at 1,000 postsecondary institutions. The sample included students enrolled at any time between July 1, 1992 and June 30, 1993. About 66,000 students and a sub-sample of their parents were interviewed by telephone. NPSAS:96 contains information on more than 48,000 undergraduate and graduate students from 973 postsecondary institutions. Students were enrolled at any time during the 1995–96 school year. For NPSAS:2000 nearly 62,000 students (49,930 undergraduates, 10,640 graduates, and 1,200 first-professional students) from 999 postsecondary institutions were included. NPSAS:2004 collected data on 69,100 undergraduates and 31,800 graduates from 1,360 postsecondary institutions.

Further information on NPSAS may be obtained from:

James Griffith
Postsecondary Longitudinal and Sample Survey Studies
(PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
James.Griffith@ed.gov
<http://nces.ed.gov/npsas/>

National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was designed to provide data about faculty to postsecondary researchers, planners, and policymakers. NSOPF is the most comprehensive study of faculty in postsecondary educational institutions ever undertaken.

The first cycle of NSOPF (NSOPF:88) was conducted by the National Center for Education Statistics (NCES) with support from the National Endowment for the Humanities (NEH) in 1987–88 with a sample of 480 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty. The second cycle of NSOPF (NSOPF:93) was conducted by NCES with support from NEH and the National Science Foundation (NSF) in 1992–93. NSOPF:93 was limited to surveys of institutions and faculty, but with a substantially expanded sample of 974 colleges and universities, and 31,354 faculty and instructional staff. The third cycle, NSOPF:99, included 960 degree-granting postsecondary institutions and approximately 18,000 faculty and instructional staff. The fourth cycle of NSOPF was in 2003–04. NSOPF:04 included 1,080 degree-granting postsecondary institutions and approximately 26,000 faculty and instructional staff.

Further information on NSOPF may be obtained from:

Linda J. Zimbler
Postsecondary Longitudinal and Sample Survey Studies
(PSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Linda.Zimbler@ed.gov
<http://nces.ed.gov/surveys/nsopf/>

Private School Universe Survey

The purposes of the Private School Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools; and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989 the PSS has been conducted every 2 years and data for the 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, and 2001–02 school years have been released.

The PSS produces data similar to that of the CCD for the public schools, and can be used for public-private comparisons. The data are useful for a variety of policy and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for the universe survey consists of all private schools in the United States that meet NCES criteria of a school (e.g., private school is an institution which provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home). The survey universe is composed of schools identified from a variety of sources. The main source is a list frame, initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 120 geographic areas, conducted by the Census Bureau.

Further information on PSS may be obtained from:

Steve Broughman
Elementary/Secondary Sample Survey Studies Program
(ESLSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Stephen.Broughman@ed.gov
<http://nces.ed.gov/surveys/pss/>

Projections of Education Statistics

Since 1964, NCES has published projections of key statistics for elementary and secondary schools and institutions of higher education. The latest report is titled *Projections of Education Statistics to 2014*. These projections include sta-

tistics such as enrollments, instructional staff, graduates, earned degrees, and expenditures. These reports include several alternative projection series and a methodology section describing the techniques and assumptions used to prepare them. Data in this edition of the *Digest* reflect the middle alternative projection series.

Differences between the reported and projected values are, of course, almost inevitable. An evaluation of past projections revealed that, at the elementary and secondary level, projections of enrollments have been quite accurate: mean absolute percentage differences for enrollment were less than 1 percent for projections from 1 to 5 years in the future, while those for teachers were less than 4 percent. At the higher education level, projections of enrollment have been fairly accurate: mean absolute percentage differences were 5 percent or less for projections from 1 to 5 years into the future.

Further information on *Projections of Education Statistics* may be obtained from:

William Hussar
Annual Reports Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
William.Hussar@ed.gov
<http://nces.ed.gov/edstats/>

Recent College Graduates Survey

Since 1976, NCES has conducted periodic surveys of baccalaureate and master's degree recipients one year after graduation. This survey system has been replaced by a new data collection entitled Baccalaureate and Beyond Longitudinal Study (see listing above). The Recent College Graduates (RCG) surveys concentrated on those graduates entering the teaching profession. The surveys link major field of study with outcomes such as whether the respondent entered the labor force or was seeking additional education. Data on the labor force include employment status (unemployed, part-time or full-time employed), occupation, salary, career potential, relation to major field of study, and need for a college degree. To obtain accurate results on teachers, graduates with a major in education were oversampled. The last two surveys over-sampled education majors, and increased the sampling of graduates with majors in other fields.

For each of the selected institutions, a list of their graduates by major field of study was obtained and a sample of graduates was drawn by major field of study. Graduates in certain major fields of study (e.g., education, mathematics, physical sciences) were sampled at higher rates than graduates in other fields. Roughly one year after graduation, the sample of graduates was located, contacted by mail or telephone, and asked to respond to the questionnaire.

The locating process was more detailed than in most surveys. Nonresponse rates were directly related to the time, effort, and resources used in locating graduates, rather than to graduates' refusals to participate. Despite the difficulties

in locating graduates, response rates for recent studies are comparable to studies without locating problems.

The 1976 survey of 1974–75 college graduates was the first, and smallest of the series. The sample consisted of 211 schools, of which 200 (96 percent) responded. Of the 5,854 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 survey was somewhat larger, covering 297 institutions and 15,852 graduates. Responses were obtained from 283 institutions, for an institutional response rate of 95 percent, and from 9,312 graduates (716 others were determined to be out of scope), for a response rate of 74 percent.

The 1985 survey sampled 404 colleges and 18,738 graduates of whom 17,853 were found to be in scope. Responses were obtained from 13,200 students, for a response rate of 78 percent. The response rate for the colleges was 98 percent. The 1987 survey form was sent to 21,957 graduates. Responses were received from 16,878, for a response rate of 79.7 percent.

The 1991 survey (RCG:91) sampled 18,135 graduates of 400 bachelor's and master's degree-granting institutions, including 16,172 bachelor's degree recipients and 1,963 master's degree recipients receiving diplomas between July 1, 1989 and June 30, 1990. Random samples of graduates were selected from lists stratified by field of study. Graduates in education, mathematics, and the physical sciences were sampled at a higher rate, as were minority graduates to provide a sufficient number of these graduates for analysis purposes. The graduates included in the sample were selected in proportion to the institution's number of graduates. The institutional response rate was 95 percent and the graduate response rate was 83 percent.

Appendix table A-3 contains sample sizes for number of graduates, by field, for the 1976, 1981, 1985, 1987, and 1991 surveys.

Further information on the RCG survey may be obtained from:

Aurora M. D'Amico
Postsecondary Studies Division
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Aurora.D'Amico@ed.gov
<http://nces.ed.gov/surveys/b&b/>

School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) was conducted by NCES in Spring/Summer of the 1999–2000 school year. SSOCS focuses on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular

public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative and vocational schools, schools in the territories, and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sampling frame for the SSOCS:2000 was constructed from the public school universe file created for the 2000 Schools and Staffing Survey from the 1997–98 NCES Common Core of Data (CCD) Public School Universe File. The sample was stratified by instructional level, type of locale, and enrollment size. Within the primary strata, schools were also sorted by geographic region and by percentage of minority enrollment. The sample sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the size of enrollment of schools in the stratum. A total of 3,300 schools were selected for the study. Among those, 2,270 schools completed the survey. In March 2000, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. The weighted overall response rate was 70 percent, and item nonresponse rates ranged from 0 to 2.7 percent on the public-use data file. For SSOCS data, a full nonresponse bias analysis was conducted and no bias on the basis of nonresponse was detected. The weights were developed to adjust for the variable probabilities of selection and differential nonresponse, and can be used to produce national estimates for regular public schools in the 1999–2000 school year. For more information about the School Survey on Crime and Safety, contact:

Kathryn A. Chandler
Elementary/Secondary Sample Survey Studies Program
(ESLSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
kathryn.chandler@ed.gov
<http://nces.ed.gov/surveys/ssocs>

Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is a set of linked questionnaires that collects data on the nation's public and private elementary and secondary teaching force, characteristics of schools and school principals, demand for teachers, and school/school district policies. SASS data are collected through a mail questionnaire with telephone follow-up. SASS was first conducted for the National Center for Education Statistics by the Census Bureau during the 1987–88 school year. SASS subsequently was conducted in 1990–91, 1993–94, 1999–2000, and 2003–04. The 1990–91, 1993–94, and 1999–2000 SASS also obtained data on Bureau of Indian Affairs (BIA) or tribally run schools. For the first time in 1999–2000 SASS included the entire universe of charter schools known to be in operation during 1998–99.

Both the 1993–94 and 1999–2000 SASS estimates are based upon a sample consisting of approximately 9,900 public schools, 3,600 private schools, and 5,500 public school districts associated with the public schools in the sample. From these schools, about 56,000 public school teachers and 10,700 private school teachers were selected for the 1993–94 and 1999–2000 SASS teacher surveys. The 1999–2000 SASS included 1,100 charter schools, and a sample of 4,400 charter school teachers.

The public school sample for the 1999–2000 SASS was based on the 1997–98 school year Common Core of Data (CCD), the compilation of all the nation's public school districts and public schools. CCD is collected annually from state education agencies. The frame includes regular public schools, Department of Defense-operated military base schools in the United States, and other schools, such as special education, vocational, and alternative schools. SASS is designed to provide national estimates for public and private school characteristics and state estimates for school districts, public schools, principals, and teachers. The teacher survey is designed as well to allow comparisons between new and experienced teachers, and between bilingual/ESL teachers and other teachers.

The private school sample for 1999–2000 SASS was selected from the 1997–98 Private School Universe Survey (PSS), supplemented with list updates from states and some associations available in time for sample selection. Private school estimates are available at the national level and by private school affiliation.

In 1993–94, the weighted response rate for the Teacher Demand and Shortage Questionnaire was 93.9 percent. Weighted response rates for the Public School Principal Questionnaire and the Private School Questionnaire were 96.6 percent and 87.6 percent, respectively.

The public, private, and BIA teacher questionnaires were sent out in several batches, between mid-December 1993 and early February 1994. Weighted response rates for the Public School Questionnaire and the Private School Questionnaire were 92.3 percent and 83.2 percent, respectively. Five percent of public schools and 9 percent of private schools did not provide a list of teachers in their schools and were thus ineligible for sampling. Weighted response rates were 88.2 percent for public school teachers and 80.2 percent for private school teachers.

In 1999–2000, the weighted response rate for the School District Questionnaire was 88.6 percent. Weighted response rates for the Public School Principal Questionnaire, the Private School Principal Questionnaire, and the Charter School Principal Questionnaire were 90.0 percent, 84.8 percent, and 90.2 percent, respectively.

Weighted response rates for the Public School Questionnaire, the Private School Questionnaire, and the Charter School Questionnaire were 88.5 percent, 79.8 percent, and 86.1 percent, respectively. Seven percent of public schools, 14 percent of private schools, and 9 percent of charter schools did not provide a list of teachers in their schools and were thus ineligible for sampling. The weighted overall

response rates were 76.7 percent for public school teachers, 67.3 percent for private school teachers, and 71.8 percent for charter school teachers.

Public-use data files are available on CD-ROM. Summary data from the 1999–2000 SASS can be found in *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002-313). Further information about the sample design may be obtained from the *1999–2000 Schools and Staffing Survey: Sample Design and Estimation* (forthcoming). There also is a methodology report on SASS, *A Quality Profile for SASS, Rounds 1–3: 1987 to 1995* (NCES 2000-308).

The most recent administration of SASS occurred during the 2003–04 school year.

Further information on SASS may be obtained from:

Kerry Gruber
Elementary/Secondary Sample Survey Studies Program
(ESLSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Kerry.Gruber@ed.gov
<http://nces.ed.gov/surveys/sass/>

Other Department of Education Agencies

Office for Civil Rights

OCR Elementary and Secondary School Survey

The OCR Elementary and Secondary School Survey in the U.S. Department of Education is the instrument used by the Office for Civil Rights (OCR) to obtain trend data from the nation's public elementary and secondary schools. These surveys provide information about the enrollment of students in public schools in every state and about some educational services to those students. These data are reported by race/ethnicity, sex, and disability.

Information collected in the E&S Surveys is collected pursuant to 34 C.F.R. Section 100.6(b) of Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. The Department of Justice also has delegated OCR responsibility for enforcing Title II of the Americans with Disabilities Act of 1990. School, district, state, and national data are currently available. The reported data from individual public schools and districts collected by the Elementary and Secondary School Survey were used to generate projected national and state data.

In recent surveys, the sample has been approximately 6,000 districts and 60,000 schools; however, in 2000 all public school districts were sampled. In a sample survey, the following districts are sampled with certainty: districts having more than 25,000 students; all districts in states having 25 or fewer public school districts; and districts subject to Federal Court Order and monitored by the U.S. Department of Justice.

Further information on the Elementary and Secondary School Survey can be obtained from:

Mary Schifferli
Office for Civil Rights
U.S. Department of Education
555 12th Street, S.W.
Washington, D.C. 20202
Mary.Schifferli@ed.gov
<http://www.ed.gov/about/offices/list/ocr/index.html>

Office of Special Education and Rehabilitative Services

Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit to Congress annually a report describing the progress in serving the nation's disabled children. The annual report contains information on children served by the public schools under the provisions of Part B of the IDEA and for children served in state-operated programs (SOP) for the handicapped under Chapter I of the Elementary and Secondary Education Act (ESEA). Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education and Rehabilitative Services (OSERS), by the 50 states, the District of Columbia, and the outlying areas. The child count information is based on the number of disabled children receiving special education and related services on December 1st of each year. Count information is available from <http://www.ideadata.org>.

Since each participant in programs for the disabled is reported to OSERS, the data are not subject to sampling error. However, nonsampling error can occur from a variety of sources. Some states follow a non-categorical approach to the delivery of special education services, but produce counts by disabling condition because EHA–B requires it. In those states that do categorize their disabled students, definitions and labeling practices vary.

Further information on the *Annual Report to Congress* may be obtained from:

Office of Special Education Programs
 Office of Special Education and Rehabilitative Services
 550 12th St., SW
 Washington, DC 20065
<http://www.ed.gov/about/offices/list/osers/osep/index.html>
<http://www.idcadata.org>

Office of Vocational and Adult Education

Division of Adult Education and Literacy

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency and problem-solving. Each year DAEL reports enrollment numbers in state-administered adult education programs for these major areas of support for all 50 states, the District of Columbia, and eight U.S. jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Marshall Islands, Northern Marianas, Palau, Puerto Rico, and the Virgin Islands).

Further information on DAEL may be obtained from:

U.S. Department of Education
 Office of Vocational and Adult Education
 Division of Adult Education and Literacy
 400 Maryland Avenue, SW
 Washington, DC 20202
<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>

Other Governmental Agencies

Bureau of Labor Statistics

Consumer Price Indexes

The Consumer Price Index (CPI) represents changes in prices of all goods and services purchased for consumption by urban households. Indexes are available for two population groups: a CPI for All Urban Consumers (CPI-U) and a CPI for Urban Wage Earners and Clerical Workers (CPI-W). Price indexes are available for the United States, the four Census regions, size of city, cross-classifications of regions and size-classes, and for 26 local areas. The major uses of the CPI include the CPI as an economic indicator, as a deflator of other economic series, and as a means of adjusting income payments.

Also available is the Consumer Price Index research series using current methods (CPI-U-RS), which presents an estimate of the CPI-U from 1978 to the present that incorporates most of the improvements that the BLS has made over

that time span into the entire series. The historical price index series of the CPI-U does not reflect these changes, though these changes do make the present and future CPI more accurate. The limitations of the CPI-U-RS include considerable uncertainty surrounding the magnitude of the adjustments and the several improvements in the CPI that have not been incorporated into the CPI-U-RS for various reasons. Nonetheless, the CPI-U-RS can serve as a valuable proxy for researchers needing a historical estimate of inflation using current methods. The direct adjustment of individual CPI index series makes this the most detailed and systematic estimate available of a consistent CPI series.

Further information on consumer price indexes may be obtained from:

Consumer Price Indexes
 Bureau of Labor Statistics
 U.S. Department of Labor
 2 Massachusetts Avenue NE
 Washington, DC 20212
<http://stats.bls.gov/cpi/home.htm>

Unemployment Surveys

Statistics on the employment status of the population and related data are compiled by the Bureau of Labor Statistics (BLS) using data from the Current Population Survey (CPS) and other surveys. The monthly CPS survey of households is conducted for BLS by the Census Bureau through a scientifically selected sample designed to represent the civilian noninstitutional population. Respondents are interviewed to obtain information about the employment status of each member of the household 16 years of age and over. Each month, about 60,000 occupied units are eligible for interview. Some 4,500 of these households are contacted, but interviews are not obtained because the occupants are not at home after repeated calls or are unavailable for other reasons. This represents a non-interview rate for the survey that ranges between 7 and 8 percent. In addition to the 60,000 occupied units, there are 12,000 sample units in an average month that are visited, but found to be vacant or otherwise not eligible for enumeration.

The current sample design, introduced in July 2001, includes about 72,000 households from 754 sample areas and maintains a 1.9 percent coefficient of variation (c.v.) on national monthly estimates of unemployment level. This translates into a change of 0.2 percentage points in the unemployment rate being significant at a 90 percent confidence level. For each of the 50 states and for the District of Columbia, the design maintains a c.v. of at most 8 percent on the annual average estimate of unemployment level, assuming a 6 percent unemployment rate.

Further information on unemployment surveys may be obtained from:

Bureau of Labor Statistics
 U.S. Department of Labor
 2 Massachusetts Avenue NE
 Washington, DC 20212
cpsinfo@bls.gov
<http://www.bls.gov/bls/employment.htm>

Census Bureau

Census of Population–Education in the United States

This report is based on a part of the decennial census which consists of questions asked of a one-in-six sample of persons and housing units in the United States. This sample was asked more detailed questions about income, occupation, and housing costs in addition to general demographic information.

School Enrollment Persons classified as enrolled in school reported attending a "regular" public or private school or college. Questions asked were whether the institution attended was public or private, and level of school in which the student was enrolled.

Educational Attainment Data for educational attainment were tabulated for persons 15 years and over, and classified according to the highest grade completed or the highest degree received. Instructions were also given to include the level of the previous grade attended or the highest degree received for persons currently enrolled in school.

Poverty Status To determine poverty status, answers to income questions were used and compared to the appropriate poverty threshold. All persons except institutionalized persons, persons in military group quarters and in college dormitories, and unrelated persons under 15 years old were considered. If total income of each family or unrelated individual in the sample was less than the corresponding cutoff, that family or individual was classified as "below the poverty level."

Further information on the 1990 Census and 2000 Census of population may be obtained from:

Population Division
 Census Bureau
 U.S. Department of Commerce
 Washington, DC 20233
<http://www.census.gov/prod/www/abs/decenial.html>
<http://www.census.gov/main/www/cen2000.html>

Current Population Survey

Prior to July 2001, estimates of school enrollment rates, as well as social and economic characteristics of students, were based on data collected in the Census Bureau's monthly household survey of about 50,000 dwelling units. Beginning in July 2001, this sample was expanded to 60,000 dwelling units. The monthly Current Population Survey (CPS) sample consists of 754 areas comprising 2,007 geographic areas,

independent cities, and minor civil divisions throughout the 50 states and the District of Columbia. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

The monthly CPS deals primarily with labor force data for the civilian noninstitutional population (i.e., excluding military personnel and their families living on bases and inmates of institutions). In addition, in October of each year, supplemental questions are asked about highest grade completed, level and grade of current enrollment, attendance status, number and type of courses, degree or certificate objective, and type of organization offering instruction for each member of the household. In March of each year, supplemental questions on income are asked. The responses to these questions are combined with answers to two questions on educational attainment: highest grade of school ever attended, and whether that grade was completed.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the *Current Population Reports*. The data are subject to both nonsampling and sampling errors.

Caution should also be used when comparing data from 1993 to 2001, which reflect 1990 census-based population controls, with data from March 1993 and earlier years, which reflect 1980 or earlier census-based population controls, as well as with data from 2002 onwards which reflect 2000 census-based controls. Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions. They can have a significant impact on population counts. For example, use of 1990-based population resulted in about a 1 percent increase in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 1994 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain sub-population groups than for the total population.

Further information on CPS may be obtained from:

Education and Social Stratification Branch
 Population Division
 Census Bureau
 U.S. Department of Commerce
 Washington, DC 20233
<http://www.bls.census.gov/cps/cpsmain.htm>

Dropouts

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population 3 years old and over as part of the monthly

basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations as noted under "School Enrollment," the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS Survey. The *Digest* provides information using the status rate calculation. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24, regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has grown more rapidly than the general population, and it has a higher dropout rate than the general population. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison population.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS under-coverage results from missed housing units and missed persons within sample households. Overall CPS under-coverage is estimated to be about 8 percent. CPS under-coverage varies with age, sex, and race. Generally, under-coverage is larger for males than for females and larger for Blacks and other races combined than for Whites. For example, the under-coverage ratio for Black 20- to 29-year-old males is 34 percent. Ratio estimation to independent age-sex-race-Hispanic population controls partially corrects for the bias due to under-coverage. However, biases exist in the estimates to the extent that missed persons in missed households or missed persons in interviewed households have different characteristics from those of interviewed persons in the same age-sex-race-origin-state group. Further information on CPS methodology may be obtained from: <http://www.bls.census.gov/cps/cpsmain.htm>.

Further information on calculation of dropouts and dropout rates may be obtained from the NCES *Dropout Rates in the United States: 2001* at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005046> or by contacting:

Chris Chapman
Early Childhood Longitudinal and Household Studies
Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
Chris.Chapman@ed.gov

Educational Attainment

Data on years of school completed are derived from two questions on the Current Population Survey (CPS) instrument. Reports documenting educational attainment are produced by the Census Bureau using March CPS supplement (Annual Demographic Survey) results. The latest release is Educational Attainment in the United States: 2004, which may be downloaded at: <http://www.census.gov/population/www/socdemo/education/cps2004.html>.

In addition to the general constraints of CPS, some data indicate that the respondents have a tendency to overestimate the educational level of members of their household. Some inaccuracy is due to a lack of the respondent's knowledge of the exact educational attainment of each household member and the hesitancy to acknowledge anything less than a high school education. Another cause of nonsampling variability is the change in the numbers in the armed services over the years.

For the March 2004 basic CPS, the response rate was 91.5 percent and for the supplement the response rate was 91.8 percent for a total supplement response rate of 84.0 percent.

For the March 2005 basic CPS, the response rate was 90.6 percent and for the supplement the response rate was 91.2 percent for a total supplement response rate of 82.3 percent. The variability in estimates for subgroups (region, household relationships, etc.) can be estimated using the tables presented in *Current Population Reports*. Further information on the Current Population Survey and its Supplements may be obtained from the CPS website at: <http://www.bls.census.gov/cps/cpsmain.htm>.

Further information on CPS "Educational Attainment in the United States" may be obtained from:

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
Washington, DC 20233
<http://www.census.gov/population/www/socdemo/education/education.html>

School Enrollment

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population 3 years old and over, in addition to the monthly basic survey on labor force participation. Prior to 2001, the October supplement consisted of approximately 47,000 interviewed households. Beginning with the October 2001 supplement, the sample was expanded by 9,000 to a total of approximately 56,000 interviewed households. The main sources of non-sampling variability in the responses to the supplement are those inherent in the survey instrument. The question of current enrollment may not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households

with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class organized to provide educational experiences for children), where respondents' interpretations of "educational experiences" vary.

For the October 2003 basic CPS, the response rate was 92.7 percent; and for the school enrollment supplement, the response rate was 93.7 percent for a total supplement response rate of 86.9 percent.

The October 2004 basic CPS response rate was 92.3 percent; and for the school enrollment supplement, the response rate was 96.0 percent for a total supplement response rate of 88.6.

Further information on CPS methodology may be obtained from: <http://www.bls.census.gov/cps/cpsmain.htm>.

Further information on CPS "School Enrollment" may be obtained from:

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
Washington, DC 20233
<http://www.census.gov/population/www/socdemo/school.html>

Government Finances

The Census Bureau conducts an annual survey of Government Finances as authorized by law under Title 13, United States Code, Section 182. This survey covers the entire range of government finance activities: revenue, expenditure, debt, and assets. Revenues and expenditures comprise actual receipts and payments of a government and its agencies, including government-operated enterprises, utilities, and public trust funds. The expenditure reporting categories comprise all amounts of money paid out by a government and its agencies with the exception of amounts for debt retirement and for loan, investment, agency, and private trust transactions.

Most of the federal government statistics are based on figures that appear in *The Budget of the United States Government*. Since the classification used by the Census Bureau for reporting state and local government finance statistics differs in a number of important respects from the classification used in the United States budget, it was necessary to adjust the federal data. For this report, federal budget expenditures include interest accrued, but not paid, during the fiscal year; Census data on interest are on a disbursement basis.

The state government finances are based primarily on the annual Census Bureau survey of state finances. Census staff compiles figures from official records and reports of the various states for most of the state financial data.

The sample of local governments is drawn from the periodic Census of Governments and consists of certain local governments taken with certainty plus a sample below the certainty level.

The statistics in *Government Finances* that are based wholly or partly on data from the sample are subject to sampling error. State government finance data are not subject to sampling error. Estimates of major United States totals for local governments are subject to a computed sampling variability of less than one-half of 1 percent. The estimates are also subject to the inaccuracies in classification, response, and processing which would occur if a complete census had been conducted under the same conditions as the sample.

Further information on *Government Finances* may be obtained from:

Governments Division
Census Bureau
U.S. Department of Commerce
Washington, DC 20233
<http://www.census.gov/govs/www/index.html>

Survey of Income and Program Participation

The main objective of the Survey of Income and Program Participation (SIPP) is to provide accurate and comprehensive information about the income and program participation of individuals and households in the United States, and about the principal determinants of income and program participation. SIPP offers detailed information on cash and noncash income on a subannual basis. The survey also collects data on taxes, assets, liabilities, and participation in government transfer programs. SIPP data allow the government to evaluate the effectiveness of federal, state, and local programs.

The survey design is a continuous series of national panels, with sample size ranging from approximately 14,000 to 36,700 interviewed households. The duration of each panel ranges from 2 1/2 years to 4 years. The SIPP sample is a multistage-stratified sample of the U.S. civilian noninstitutionalized population. For the 1984-1993 panels, a panel of households was introduced each year in February. A 4-year panel was introduced in April 1996. A 2000 panel was introduced in February 2000 for 2 waves. A 3-year 2001 panel was introduced in February 2001. All household members 15 years old and over are interviewed by self-response, if possible. Proxy response is permitted when household members are not available for interviewing.

The SIPP content is built around a "core" of labor force, program participation, and income questions designed to measure the economic situation of persons in the United States. These questions expand the data currently available on the distribution of cash and noncash income and are repeated at each interviewing wave. The survey uses a 4-month recall period, with approximately the same number of interviews being conducted in each month of the 4-month period for each wave. Interviews are conducted by personal visit and by decentralized telephone.

The survey has been designed also to provide a broader context for analysis by adding questions on a variety of topics not covered in the core section. These questions are labelled "topi-

cal modules” and are assigned to particular interviewing waves of the survey. Topics covered by the modules include personal history, child care, wealth, program eligibility, child support, disability, school enrollment, taxes, and annual income.

Further information on the Survey of Income and Program Participation may be obtained from:

Economics and Statistics Administration
U.S. Census Bureau
U.S. Department of Commerce
Washington, DC 20233
<http://www.sipp.census.gov/sipp/>

National Institute on Drug Abuse

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term study entitled "Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth," conducted at the University of Michigan, Institute for Social Research. One component of the study deals with student drug abuse. Results of a national sample survey have been published annually since 1975. With the exception of 1975, when about 9,400 students participated in the survey, the annual senior samples are comprised of roughly 16,000 students in 133 schools. They complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel. Each year 8th-, 10th-, and 12th-graders are surveyed (12th-graders since 1975, and 8th- and 10th-graders since 1991). The 10th-grade samples involve about 17,000 students in 140 schools each year, while the 8th grade samples have approximately 18,000 students in 150 schools. In all, approximately 50,000 students from 420 public and private secondary schools are surveyed annually. Over the years, the response rate has varied from 77 to 84 percent.

Understandably, there will be some reluctance to admit illegal activities. Also, students who were out of school on the day of the survey were nonrespondents. The survey did not include high school dropouts. The inclusion of these two groups would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of the absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in *Drug Use Among American High School Students, College Students, and Other Young Adults*, by Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

Further information on the Monitoring the Future drug abuse survey may be obtained from:

National Institute on Drug Abuse
Division of Epidemiology and Statistical Analysis
5600 Fishers Lane
Rockville, MD 20857
<http://www.monitoringthefuture.org>

National Science Foundation

Federal Obligations to Universities, Colleges, and Nonprofit Institutions

Each year, the National Science Foundation collects data on obligations to colleges and universities from federal agencies. Obligations differ from expenditures, in that funds obligated during one fiscal year may be spent by the recipient in later years. Obligation amounts include direct federal support, so that amounts subcontracted to other institutions are included. Those funds received through subcontracts from prime contractors are excluded. Also excluded from the data are certain types of financial assistance, such as the U.S. Department of Education's Federal Family Education Loans and obligations to the U.S. service academies. For purposes of tabulations in this publication, university-administered federally funded research and development centers (FFRDCs) are now excluded from state totals.

The universe of academic institutions for this survey is based on the Integrated Postsecondary Education Data System conducted by the National Center for Education Statistics (see above). Institutions without federal support were excluded and some systems were combined into single reporting units.

Further information on *Federal Support to Universities, Colleges, and Nonprofit Institutions* may be obtained from:

Science and Engineering Activities Program
Division of Science Resources Studies
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
<http://www.nsf.gov/sbe/srs/fedsuppt/>

Survey of Earned Doctorates Awarded in the United States

The Survey of Earned Doctorates Awarded in the United States has collected basic statistics from the universe of doctoral recipients in the United States each year since 1958. It has been supported by five federal agencies: the National Science Foundation, in conjunction with the U.S. Department of Education; the National Endowment for the Humanities; the U.S. States Department of Agriculture; and the National Institutes of Health.

A survey form is distributed with the assistance of graduate deans, to each person completing the requirements for a doctorate. Of the 40,710 new research doctorates granted in 2003, the response rate was 91 percent. The questionnaire obtains information on sex, race/ethnicity, marital status, citizenship, handicaps, dependents, specialty field of doctorate, educational institutions attended, time spent in completion of doctorate, financial support, educational debt, postgraduation plans, and educational attainment of parents.

Further information on the Survey of Earned Doctorates Awarded in the United States may be obtained from:

Science and Engineering Education and
Human Resources Program
Division of Science Resources Studies
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
<http://www.nsf.gov/sbc/srs/sscd/start.htm>
<http://www.norc.uchicago.edu/issues/docdata.htm>

Survey of Graduate Students and Postdoctorates in Science and Engineering

The Survey of Graduate Students and Postdoctorates in Science and Engineering, also known as the graduate student survey (GSS), is an annual survey at the academic department level of all U.S. institutions offering graduate programs in any science, engineering, or health field. It is an establishment-based survey that provides data on the number and characteristics of graduate science and engineering students enrolled in approximately 600 U.S. academic institutions.

Data for the 2002 GSS were collected at the beginning of academic year 2002–03. The survey collected data from all branch campuses, affiliated research centers, and separately organized components, such as medical or dental schools, nursing schools, and schools of public health. Only those graduate students enrolled for credit in an S&E master's or doctoral program in the fall of 2002 were included in the survey. M.D., D.O., D.V.M., or D.D.S. candidates, interns, and residents were counted if they were concurrently working on a science and engineering master's or doctoral degree or were enrolled in a joint M.D./Ph.D. program.

The final 2002 survey universe consisted of 715 reporting units (schools) at 594 graduate institutions: 234 master's-granting institutions and 481 reporting units associated with 360 doctorate-granting institutions.

Further information on the *Survey of Graduate Students and Postdoctorates in Science and Engineering* may be obtained from:

Julia Oliver
GSS Survey Manager
Division of Science Resources Statistics
National Science Foundation
4201 Wilson Boulevard, Suite 965
Arlington, VA 22230
http://www.nsf.gov/statistics/shows-rvy.cfm?srvy_CatID=2&srvy_Seri=2

Substance Abuse and Mental Health Services Administration

National Survey on Drug Use and Health

Conducted by the Federal Government since 1971, the National Survey on Drug Use and Health (NSDUH) is an annual survey of the civilian, noninstitutionalized population of the United States age 12 years old or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999 the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). Because of improvements to the survey in 2002, the data from 2002, 2003 and 2004 should not be compared with 2001 and earlier NHSDA data to assess changes in substance use over time. The 2004 NSDUH screened 130,130 addresses and 67,760 completed interviews were obtained. The survey was conducted from January through December 2004. Weighted response rates for household screening were 90.9 percent and 77.0 percent for interviewing.

Further information on the 2004 NSDUH may be obtained from:

SAMHSA, Office of Applied Studies
1 Choke Cherry Road, Room 7-1044
Rockville, MD 28057
<http://www.oas.samhsa.gov/nsduh.htm>

Other Organization Sources

American College Testing Program

The American College Testing (ACT) assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The ACT assessment is taken by college-bound high school students and by all graduating seniors in Colorado and Illinois. The test results are used to predict how well students might perform in college.

Prior to the 1984–85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms are based on the test scores of all students taking the test. Moreover, beginning with 1984–85, these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year. Duplicate test records are no longer used to produce national figures.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36. The four ACT standard scores have a mean (average) of 20.9 and a standard deviation of 4.8 for test-taking students nationally. A composite score is obtained by taking the simple average of the four standard scores and is an indication of a student's overall academic development across these subject areas.

It should be noted that graduating students who take the ACT Assessment are not necessarily representative of graduating students nationally. Students who live in the Midwest, Rocky Mountains, plains and southern regions of the country are over-represented among ACT-tested students as compared to graduating students nationally. Also, ACT-tested students tend to enroll in public colleges and universities more frequently than do college-bound students nationally.

Further information on the ACT may be obtained from:

The American College Testing Program
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243
<http://www.act.org/news/data.html>

American Council on Education

One of the American Council of Education's (ACE) programs and services is the General Educational Development Testing Service (GEDTS) which develops and distributes General Educational Development (GED) tests. A GED credential documents high school-level academic skills. ACE publishes *Who Passed the GED Tests?*

Further information on the GED may be obtained from:

American Council on Education
One Dupont Circle, NW
Washington, DC 20036
<http://www.acenet.edu/>

College Entrance Examination Board

The Admissions Testing Program of the College Board comprises a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT) and the Scholastic Assessment Test (SAT). High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these 3 years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

The SAT results are not representative of high school students or college-bound students nationally since the sample is self-selected. Generally, tests are taken by students who need the results to apply to a particular college or university. Totals for a state are greatly affected by the requirements of its state

colleges. Public colleges in many states require ACT scores rather than SAT scores. Thus, the proportion of students taking the SAT in these states is very low and is inappropriate for any comparison. In recent years, more than 1.4 million high school students have taken the examination annually. The latest version of the SAT was first administered in March, 2005.

Further information on the SAT can be obtained from:

College Entrance Examination Board
Educational Testing Service
Princeton, NJ 08541
<http://www.collegeboard.org/>

Commonfund Institute

Commonfund Institute took over management of the Higher Education Price Index (HEPI) in September 2004 from Research Associates of Washington, which originated the index in 1961. HEPI measures average changes in prices of goods and services purchased by colleges and universities through educational and general expenditures. Sponsored research and auxiliary enterprises are not priced by HEPI.

HEPI is based on the prices (or salaries) of faculty and of administrators and other professional service personnel; clerical, technical, service, and other nonprofessional personnel; and contracted services, such as data processing, communication, transportation, supplies and materials, equipment, books and periodicals, and utilities. These represent the items purchased for current operations by colleges and universities. Prices for these items are obtained from salary surveys conducted by various national higher education associations, the American Association of University Professors, the Bureau of Labor Statistics, and the National Center for Education Statistics; and from components of the Consumer Price Index (CPI) and the Producer Price Index (PPI) published by the U.S. Department of Labor, Bureau of Labor Statistics.

The quantities of these goods and services have been kept constant based on the 1971–72 buying pattern of colleges and universities. The weights assigned the various items, which represent their relative importance in the current-fund educational and general budget, are estimated national averages. Variance in spending patterns of individual institutions from these national averages reduces only slightly the applicability of the HEPI to any given institutional situation. Modest differences in the weights attached to expenditure categories have little effect on overall index values. This is because the HEPI is dominated by the trend in faculty salaries and similar salary trends for other personnel hired by institutions, which minimizes the impact of price changes in other items purchased in relatively small quantities.

Further information on HEPI may be obtained from:

Commonfund Institute
15 Old Danbury Road
P.O. Box 812
Wilton, CT 06897-0812
<http://www.commonfund.org/>

Council for Aid to Education

The Council for Aid to Education, Inc. (CFAE) is a not-for-profit corporation funded by contributions from businesses. CFAE largely provides consulting and research services to corporations and information on voluntary support services to education institutions. Each year CFAE conducts a survey of colleges and universities and private elementary and secondary schools to obtain information on the amounts, sources, and purposes of private gifts, grants, and bequests received during the academic year.

In the 2001–02 study, approximately 2,973 colleges and universities were invited to participate and 1,060 responded. The response rate for colleges and universities was 35.5 percent. CFAE estimates that about 85 percent of all voluntary support is reported in the survey because of the high participation of institutions receiving large amounts of funding.

Survey forms are reviewed by CFAE for internal consistency before preparing a computerized database. Institutional reports of voluntary support data from the CFAE Survey of Voluntary Support of Education are more comprehensive and detailed than the related data in the Integrated Postsecondary Education Data System, Spring Finance Survey conducted by NCES. The results from the Survey of Voluntary Support of Education are published in the annual *Voluntary Support of Education*, which may be purchased from CFAE.

Further information on *Voluntary Support of Education* may be obtained from:

Ann Kaplan
Council for Aid to Education, Inc.
215 Lexington Avenue
21st Floor
New York, NY 10016
vsc@cae.org
<http://www.cae.org/content/publications.htm>

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonprofit organization of the 57 public officials who head departments of public education in every state, the outlying areas, the District of Columbia, and the U.S. Department of Defense Dependents Schools. In 1985, the CCSSO founded the State Education Assessment Center to provide a locus of leadership by the states to improve the monitoring and assessment of education. This center has since combined with two other centers to form the Division of State Services and Technical Assistance. *Key State Education Policies on PK-12 Education* is one of the publications issued by the State Educators Project. Most of the data are obtained from a member questionnaire, and the remainder of the data are from federal government agencies.

Further information on CCSSO publications may be obtained from:

Rolf Blank
State Education Assessment Center
Council of Chief State School Officers
One Massachusetts Avenue NW
7th Floor
Washington, DC 20001
<http://www.ccsso.org/>

Education Commission of the States

The Education Commission of the States (ECS) Clearinghouse collects information on laws and standards in the field of education and reports them periodically in *Clearinghouse Notes*. The Commission collects information about administrators, principals, and teachers. It also examines policy areas, such as assessment and testing, collective bargaining, early childhood issues, quality education, and school schedules. The information is collected by reading state newsletters, tracking state legislation, and surveying state education agencies. Data are verified by the individual states when necessary. Even though ECS monitors state activity on a continuous basis, it updates the reports only when there is significant change in state activity.

Further information on *Clearinghouse Notes* is available from:

Kathy Christie
Education Commission of the States
700 Broadway, #1200
Denver, CO 80203-3460
kchristie@ecs.org
<http://www.ecs.org>

Gallup Poll

Phi Delta Kappa Survey

Each year the Gallup Poll conducts the "Public Attitudes Toward the Public Schools" survey, funded by Phi Delta Kappa. The survey includes interviews with adults representing the civilian noninstitutional population 18 years old and over.

Gallup uses an unclustered, directory-assisted, random-digit telephone sample, based on a proportionate stratified sampling design. In 2000, the final sample was weighted so that the distribution corresponded with the U.S. Census Bureau's Current Population Survey (CPS) estimates for adult population living in households with telephones in the continental United States. The sample used in the 36th annual survey was made up of a total of 1,003 adults aged 18 and over. Field work for the survey was conducted between May 28th and June 18th of 2004.

The survey is a sample survey and is subject to sampling error. The size of error depends largely on the number of respondents providing data. Appendix table A-4 shows the approximate sampling errors associated with different percentages and sample sizes for the survey. Appendix table A-5 provides approximate sampling errors for comparisons of two sample percentages.

For example, an estimated percentage of about 10 percent based on the responses of 1,000 sample members maintains an approximate sampling error of 2 percent at the 95 percent confidence level. The sampling error for the difference in 2 percentages (50 percent versus 41 percent) based on 2 samples of 750 members and 400 members, respectively, is about 8 percent at the 95 percent confidence level.

Further information on the "Public Attitudes Toward the Public Schools" survey may be obtained from:

Bruce Smith
Phi Delta Kappa
P.O. Box 789
Bloomington, IN 47402-0789
bsmith@pdkintl.org
<http://www.pdkintl.org/>

Graduate Record Examinations Board

The Graduate Record Examinations (GRE) tests are taken by individuals applying to graduate or professional school. GRE offers two types of tests, the General Test and Subject Tests. The General Test, which is mainly offered on computer, measures verbal, quantitative, and analytical writing skills. The writing section consists of two analytical writing tasks and replaced the analytical reasoning section on the general GRE after December 31, 2002. The Subject Tests measure achievement in subject areas that include Biochemistry, Cell and Molecular Biology, Biology, Chemistry, Computer Science, Literature in English, Mathematics, Physics, and Psychology. Each graduate institution or division of the institution determines which GRE tests are required for admission.

Individuals may take GRE tests more than once. Score reports only reflect scores earned within the past 5-year period.

Further information on the GRE may be obtained from:

Graduate Record Examinations Board
Educational Testing Service
Princeton, NJ 08541
<http://www.gre.org>

Institute of International Education

Each year, the Institute of International Education (IIE) conducts a survey of the number of foreign students studying in American colleges and universities and reports these data in *Open Doors*. All of the regionally accredited institutions in

the Integrated Postsecondary Education Data System (IPEDS) survey conducted published by NCES are surveyed by IIE. The data presented in the *Digest* are drawn from the IIE survey that requests the total enrollment of foreign students in an institution and information on student characteristics, such as country of origin. For the 2002–03 survey, approximately 90 percent of the 2,700 institutions surveyed reported data.

Additional information can be obtained from the publication *Open Doors* or by contacting:

Deborah Gardner
Hey-kyung Koh
Institute of International Education
809 United Nations Plaza
New York, NY 10017-3580
<http://opendoors.iienetwork.org/>

International Association for the Evaluation of Educational Achievement

The International Association for the Evaluation of Educational Achievement, known as the IEA, is comprised of governmental research centers and national research institutions around the world whose aim is to investigate education problems common among countries. Since its inception in 1958, the IEA has conducted more than 23 research studies of cross-national achievement. The regular cycle of studies encompasses learning in basic school subjects. Examples are the Trends in Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Studies (PIRLS). IEA projects also include studies of particular interest to IEA members, such as the TIMSS-R Video Study of Classroom Practices, Civic Education, Information Technology in Education, and Preprimary Education.

Civic Education Study

In 1994, the IEA General Assembly, composed of the research institutes participating in IEA projects, decided to undertake a two-phased study of civic knowledge called the Civic Education Study (CivEd). Phase I of CivEd, begun in 1996, was designed to collect extensive documentary evidence and expert opinion describing the circumstances, content, and process of civic education in 24 countries. Phase II, the assessment phase of the study, conducted in 1999, was designed to assess the civic knowledge of 14-year-old students across 28 countries. The assessment items in CivEd were designed to measure knowledge and understanding of key principles that are universal across democracies. Another key component of the Phase 2 study focuses on measuring the attitudes of students toward civic issues. Although the study was designed as an international comparison, the data collected allow individual countries to conduct in-depth, national-level comparisons and analyses.

Further information on the IEA civic education study may be obtained from:

Laurence Ogle
International Activities Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
IAP@ed.gov
<http://www.nces.ed.gov/surveys/cived>

Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries. TIMSS data has been collected in 1995, 1999, and 2003. TIMSS collects information through mathematics and science achievement tests and questionnaires. The questionnaires request information to help provide a context for the performance scores, focusing on such topics as students' attitudes and beliefs about learning, students' habits and homework, and their lives both in and outside of school; teachers' attitudes and beliefs about teaching and learning, teaching assignments, class size and organization, instructional practices, and participation in professional development activities; and principals' viewpoints on policy and budget responsibilities, curriculum and instruction issues, and student behavior, as well as descriptions of the organization of schools and courses. The assessments and questionnaires are designed to specifications in a guiding framework. The TIMSS framework describes the mathematics and science content to be assessed by providing grade-specific objectives, an overview of the assessment design, and guidelines for item development.

Each participating country, like the United States, was required to draw random samples of schools. In the United States, a national probability sample drawn for each study has resulted in over 500 schools and approximately 33,000 students participating in 1995, 221 schools and 9,000 students participating in 1999, and 480 schools and almost 19,000 students in 2003. This sample design ensures the appropriate number of schools and students are participating to provide a representative sample of the students in a specific grade in the United States as a whole.

The 2003 U.S. fourth grade sample achieved an initial school response rate of 70 percent (weighted); with a school response rate of 82 percent, after replacement schools were added. From the schools that agreed to participate, students were sampled in intact classes. A total of 10,795 fourth-grade students were sampled for the assessment and 9,829 participated, for a 95 percent student response rate. The resulting fourth grade overall response rate, with replace-

ments included, was 78 percent. The U.S. eighth grade sample achieved an initial school response rate of 71 percent; with a school response rate of 78 percent, after replacement schools were added. A total of 9,891 students were sampled for the eighth grade assessment and 8,912 completed the assessment, for a 94 percent student response rate. The resulting eighth grade overall response rate, with replacements included, was 73 percent.

Further information on study may be obtained from:

Patrick Gonzales
International Activities Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
IAP@ed.gov
<http://nces.ed.gov/timss/index.asp>

National Association of College and University Business Officers

The National Association of College and University Business Officers (NACUBO) is a nonprofit professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities across the country. Over two-thirds of all institutions of higher learning in the United States are members of NACUBO. Each year TIAA-CREF Trust Company, a pension system for educators and a manager of college endowments, conducts an in-depth study of college and university endowments for NACUBO, through its subsidiary, the Trust Company. Endowment assets for *2004 NACUBO Endowment Study* participants are for the fiscal year ending June 30, 2004.

Endowments include stocks, bonds, cash, and real estate that colleges and universities receive as gifts. Colleges or universities receiving endowments may not spend the endowment principal, only investment income derived from the principal. Quasi-endowments (year-end surplus assets that institutions choose to treat as permanent capital) may also be included in an investment pool's endowment composition. Also, because donors frequently stipulate that their gifts support specific programs at colleges and universities, the overall size of the endowment can be misleading in terms of available income to support the education of undergraduate students. For example, the income from an endowment gift to a medical school or law school may only be spent on those schools. In such cases, the income would not be available to support undergraduate education. Thus, at some research universities with extensive graduate and professional schools, as little as one-third of the institution's endowment may actually be available to generate income to support undergraduate programs and students.

The survey was administered entirely in a Web-based format. There were 741 respondents to the 2004 survey.

Further information on the *2004 NACUBO Endowment Study* may be obtained from:

National Association of College and University Business Officers (NACUBO)
2501 M Street NW, Suite 400
Washington, DC 20037
<http://www.nacubo.org>

National Association of State Directors of Teacher Education and Certification

The NASDTEC Manual on the Preparation & Certification of Educational Personnel

The National Association of State Directors of Teacher Education and Certification (NASDTEC) was organized in 1928 to represent professional standards boards and commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Currently, NASDTEC's membership includes all 50 states, the District of Columbia, the United States Department of Defense Educational Activity, United States Territories, and Canadian Provinces and Territories.

The NASDTEC Manual was first printed in 1984 and is the most comprehensive printed source of state-by-state information pertaining to the certification requirements and preparation of teachers and other school personnel in the United States and Canada.

Further information on the *NASDTEC Manual* may be obtained from:

Roy Einreinhofer, Executive Director
NASDTEC
22 Bates Rd., PMB #134
Mashpee, MA 02649-3267
nasdtec@comcast.net
<http://www.nasdtec.org/about.tpl>

National Association of State Student Grant and Aid Programs

The National Association of State Student Grant and Aid Programs (NASSGAP) is an association of states with general programs of scholarship or grant assistance for undergraduate study. Prior to 1995–96, NASSGAP was known as the National Association of State Scholarship and Grant Programs. Executive officers responsible for grant program administration represent each state in the Association. The *35th Annual Survey Report: 2003–04 Academic Year* was produced by the New York State Higher Education Services Corporation, and contains data for all 50 states, the District of Columbia, and Puerto Rico.

Further information on the *35th Annual Survey Report: 2003–04 Academic Year* may be obtained from:

Linda Hughes
New York State Higher Education Services Corporation
99 Washington Avenue, Room 1438
Albany, NY 12255
Attention: NASSGAP
<http://www.nassgap.org/viewrepository.aspx?categoryID=3>

National Catholic Educational Association

The National Catholic Educational Association (NCEA) is an organization devoted to providing leadership and service to Catholic education since 1904. NCEA began to publish *The United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment and Staffing* in 1970 because of the lack of educational data on the private sector. The report is based on data gathered by each of the 176 archdiocesan and diocesan offices of education in the United States. These data enable NCEA to present information on school enrollment and staffing patterns for prekindergarten through grade 12. The first part of the report presents data concerning the context of American education, while the following segment focuses on statistical data of Catholic schools. Statistics include enrollment by grade level, ethnicity, and religious affiliation.

Further information on *The United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment, and Staffing* may be obtained from:

Sister Dale McDonald
National Catholic Educational Association
1077 30th Street NW, Suite 100
Washington, DC 20007-6232
McDonald@ncea.org
<http://www.ncea.org>

National Education Association

The National Education Association (NEA) reports enrollment, expenditure, revenue, graduate, teacher, and instructional staff salary data in its annual publication, *Estimates of School Statistics*. Each year NEA prepares regression-based estimates of financial and other education statistics and submits them to the states for verification. Generally, about 30 states adjust these estimates based on their own data. These preliminary data are published by NEA along with revised data from previous years. States are asked to revise previously submitted data as final figures become available. The most recent publication contains all changes reported to the NEA.

Status of the American Public School Teacher

The *Status of the American Public School Teacher* survey is conducted every 5 years by the National Education Association (NEA). The survey was designed by the NEA Research Division and initially administered in 1956. The intent of the survey is to solicit information covering various aspects of public school teachers' professional, family, and civic lives.

In the 2000–01 survey, 1,467 public school teachers responded and the response rate was 67.4 percent.

Possible sources of nonsampling errors are nonresponses, misinterpretation, and—when comparing data over years—changes in the sampling method and instrument. Misinterpretation of the survey items should be minimal, as the sample responding is not from the general population, but one knowledgeable about the area of concern. Also, the sampling procedure changed after 1956 and some wording of items has changed over the different administrations.

Since sampling is used, sampling variability is inherent in the data. An approximation to the maximum standard error for estimating the population percentages is 1.4 percent. Approximations for significance for other comparisons appear on Appendix table A-6. To estimate the 95 percent confidence interval for population percentages, the maximum standard error of 1.4 percent is multiplied by 2 (1.4 x 2). The resulting percentage (2.8) is added and subtracted from the population estimate to establish upper and lower bounds for the confidence interval. For example, if a sample percentage is 60 percent, there is a 95 percent chance that the population percentage lies between 57.2 percent and 62.8 percent (60 percent \pm 2.8 percent).

Further information on *Status of the American Public School Teacher* may be obtained from:

Brooke E. Whiting
National Education Association—Research
1201 16th Street NW
Washington, DC 20036
<http://www.nea.org>

Organization for Economic Cooperation and Development

Education at a Glance

The Organization for Economic Cooperation and Development (OECD) publishes analyses of national policies and survey data in education, training, and economics in about 30 countries. The countries surveyed are: Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, and the United States. In addition to these OECD countries, a num-

ber of other countries are participating in the related World Education Indicators (WEI), a joint project sponsored by the OECD and UNESCO. These countries include: Argentina, Brazil, Chile, China, Egypt, Indonesia, Israel, Jordan, Malaysia, Paraguay, Peru, Philippines, Russian Federation, Thailand, Tunisia, Uruguay, and Zimbabwe.

OECD has revised its data collection procedures to highlight current education issues and improve data comparability. The Centre for Educational Research and Innovation (CERI) has developed an Indicators of Education Systems (INES) project involving representatives of the OECD countries and the OECD Secretariat to improve international education statistics. Improvements in data quality and comparability among OECD countries have resulted from the country-to-country interaction sponsored through the INES and WEI projects. The most recent publication in this series is *Education at a Glance, OECD Indicators, 2005*.

Documentation for the enrollment, degree, staff, and finance data appearing in *Education at a Glance, OECD Indicators* has been published in *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications*. This publication provides countries with specific guidance on how to prepare information for OECD education surveys. Chapter 6 of the *OECD Handbook for Internationally Comparative Education Statistics* contains a discussion of data quality issues.

Further information on INES may be obtained from:

Andreas Schleicher
INES/OECD
2, rue Andre-Pascal
75775 Paris CEDEX 16
France
Andreas.Schleicher@oecd.org
<http://www.oecd.org/>

Program for International Student Assessment

The Program for International Student Assessment (PISA) is a new system of international assessments that focus on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general or cross-curricular competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of mandatory schooling. PISA is organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, and was administered for the first time in 2000, when 32 countries participated. In 2003, 42 countries took part in the assessment.

PISA is a paper-and-pencil exam that is designed to assess 15-year-olds' capabilities in reading, mathematics, and science literacy. Each student takes a two-hour assessment. Assessment items include a combination of multiple-choice and open-ended questions that require students to come up

with their own response. PISA scores are reported on a scale with a mean score of 500 and a standard deviation of 100.

PISA is implemented on a 3-year cycle that began in 2000. Each PISA assessment cycle focuses on one subject in particular, although all 3 subjects are assessed every 3 years. In the first cycle, PISA 2000, reading literacy is the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in real-life settings. In 2006, PISA will focus on science literacy.

The intent of PISA reporting is to provide an overall description of performance in reading literacy, mathematics literacy, and science literacy every 3 years, and to provide a more detailed look at each domain in the years when it is the major focus. These cycles will allow countries to compare changes in trends for each of the three subject areas over time.

To implement PISA, each of the participating countries selects a nationally representative sample of 15-year-olds, regardless of grade level. In the United States, nearly 5,500 students from public and nonpublic schools took the PISA 2003 assessment. Due to low response rates, PISA 2000 data for the Netherlands were not discussed in the U.S. report. PISA 2003 data from the United Kingdom were not discussed in the U.S. report due to low response rates.

In each country, the assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

Further information on PISA may be obtained from:

Elois Scott
International Activities Program (ECICSD)
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
IAP@ed.gov
<http://nces.ed.gov/surveys/pisa/>

United Nations Educational, Scientific, and Cultural Organization

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) conducts annual surveys of education statistics of its member countries. Besides official surveys, data are supplemented by information obtained by UNESCO through other publications and sources. Each year, more than 200 countries reply to the UNESCO surveys. In some cases, estimates are made by UNESCO for particular items such as world and continent totals. While great efforts are made to make them as comparable as possible, the data still reflect the vast differences among the countries of the world in the structure of education. While there is some agreement about the reporting of primary and secondary data, the tertiary-level data (postsecondary education) present numerous substantive problems. Some countries report only university enrollment while other countries report all postsecondary enrollment, including vocational and technical schools and correspondence programs. A very high proportion of some countries' tertiary-level students attend institutions in other countries. The member countries that provide data to UNESCO are responsible for their validity. Thus, data for particular countries are subject to nonsampling error and perhaps sampling error as well. Users should examine footnotes carefully to recognize some of the data limitations.

Further information on the *Statistical Yearbook* and the *Global Education Digest* may be obtained from:

UNESCO Institute for Statistics
Publications
C.P. 6128
Succursale Centre-Ville
Montreal, Quebec, H3C 3J7
Canada
<http://www.uis.unesco.org>

Table A-1. Respondent counts for selected High School and Beyond surveys: 1982, 1984, and 1986

Classification variable and subgroup	Follow-up survey of 1980 sophomores in 1982	Follow-up survey of 1980 seniors in 1982	Follow-up survey of 1980 sophomores in 1984	Follow-up survey of 1980 seniors in 1984	Follow-up survey of 1980 sophomores in 1986	Follow-up survey of 1980 seniors in 1986
Total respondents (unweighted)	25,830	11,227	11,463	10,925	11,248	10,536
Sex						
Male	12,717	5,213	5,514	5,058	5,391	4,832
Female	13,113	6,014	5,949	5,867	5,857	5,704
Race/ethnicity						
White, non-Hispanic.....	17,295	5,180	7,285	5,057	7,194	5,246
Black, non-Hispanic.....	3,338	2,724	1,651	2,625	1,585	2,726
Hispanic.....	4,439	2,749	1,795	2,654	1,745	1,950
Asian or Pacific Islander	413	367	425	355	413	356
American Indian or Alaska Native.....	248	191	253	185	246	200
Other or unclassified.....	97	16	54	49	65	58
Socioeconomic status composite (SES)¹						
Low	6,752	3,940	2,831	3,857	2,751	3,668
Low-middle.....	6,234	2,390	2,624	2,314	2,559	2,289
High-middle.....	6,134	2,168	2,849	2,107	2,817	1,995
High	6,341	1,988	3,086	1,936	3,044	1,900
Unclassified	369	741	73	711	77	684
Father's highest level of education						
Less than high school	5,179	—	—	—	—	—
High school completion ²	11,961	—	—	—	—	—
College graduate ³	5,169	—	—	—	—	—
Don't know/missing	3,521	—	—	—	—	—
High school program (self-reported)						
Academic.....	10,152	4,145	6,547	4,007	—	3,899
General.....	8,789	3,829	3,468	3,764	—	3,602
Vocational.....	6,664	2,660	3,611	2,581	—	2,481
Unclassified	225	593	56	573	—	554
High school type						
Public.....	—	9,969	8,647	9,727	—	9,385
Catholic.....	—	964	2,479	911	—	876
Other private.....	—	294	337	287	—	275
Postsecondary education status⁴						
Full-time.....	—	—	4,466	—	—	—
Part-time.....	—	—	3,275	—	—	—
Never enrolled.....	—	—	3,678	—	—	—
Missing/unclassified.....	—	—	44	—	—	—
October 1980 postsecondary education attendance status						
Part-time 2-year public institution.....	—	—	—	—	—	352
Part-time 4-year public institution.....	—	—	—	—	—	152
Full-time 2-year public institution.....	—	—	—	—	—	1,312
Full-time 4-year public institution.....	—	—	—	—	—	1,986
Full-time 4-year private institution.....	—	—	—	—	—	1,015
Not a student.....	—	—	—	—	—	4,523
Other and missing.....	—	—	—	—	—	1,196
Postsecondary education plans						
No plans.....	—	—	—	—	—	1,623
Attend vocational/technical school.....	—	—	—	—	—	1,835
Attend college less than 4 years.....	—	—	—	—	—	1,528
Earn bachelor's degree.....	—	—	—	—	—	2,631
Earn advanced degree.....	—	—	—	—	—	2,265
Missing.....	—	—	—	—	—	654
Participation in high school extracurricular activities⁵						
Never participated.....	—	—	—	—	—	1,024
Participated as a member.....	—	—	—	—	—	4,104
Participated as a leader.....	—	—	—	—	—	4,457

—Not available.

¹The SES index is a composite of five equally weighted measures: father's education, mother's education, family income, father's occupation, and presence of certain items in the respondent's household.

²Includes attendance at a vocational, trade, or business school, or 2-year college; or attendance at a 4-year college resulting in less than a bachelor's degree.

³Includes those with a bachelor's or higher level degree.

⁴Postsecondary education status was determined by students' enrollment in academic or vocational study during the four semesters—fall 1982, spring 1983, fall 1983, and spring 1984—following their scheduled high school graduation. Students who enrolled in full-time study in each of the four semesters were classified as full time. Students who were enrolled in part-time study in any of the four semesters and those who were enrolled in full-time study in fewer than four semesters were classified as part time. Students who had neither

enrolled on a full-time nor part-time basis in each of the four semesters were classified as never enrolled.

⁵Responses to questions concerning participation in each of 15 different extracurricular activity areas (i.e., varsity sports, debate, band, subject-matter clubs, etc.) were used to classify students' overall level of participation in extracurricular activities. The difference between the sum of the three category respondent counts and the total sample size is due to missing data.

NOTE: Data from students who dropped out of school between the 10th and 12th grades were not used in analyses of sophomore samples.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Study of 1980 Sophomores (HS&B-So:80/82, HS&B-So:80/84, and HS&B-So:80/86); and High School and Beyond Study of 1980 Seniors (HS&B-Sr:80/82, HS&B-Sr:80/84, and HS&B-Sr:80/86).

Table A-2. Design effects (DEFF) and root design effects (DEFT) for selected High School and Beyond surveys and subsamples: 1984 and 1986

Subsample characteristic	Follow-up survey of 1980 sophomores in 1984		Follow-up survey of 1980 seniors in 1984		Follow-up survey of 1980 sophomores in 1986		Follow-up survey of 1980 seniors in 1986	
	2.40	(1.54)	2.87	(1.69)	2.19	(1.47)	2.28	(1.50)
Total sample								
Sex								
Male	—	(†)	—	(†)	2.07	(1.43)	2.13	(1.45)
Female	—	(†)	—	(†)	2.06	(1.43)	2.26	(1.50)
Race/ethnicity								
White and other	2.06	(1.42)	2.09	(1.44)	1.92	(1.38)	1.70	(1.30)
Black	2.22	(1.47)	2.26	(1.50)	2.19	(1.47)	2.40	(1.54)
Hispanic	3.15	(1.73)	3.72	(1.92)	3.11	(1.76)	4.06	(2.01)
Socioeconomic status composite (SES)¹								
Low	1.91	(1.37)	2.28	(1.50)	1.83	(1.35)	2.31	(1.51)
Middle	1.95	(1.39)	1.81	(1.34)	2.06	(1.42)	2.02	(1.42)
High	2.05	(1.42)	1.93	(1.38)	1.92	(1.38)	1.71	(1.30)

—Not available.

†Not applicable.

¹The SES index is a composite of five equally weighted measures: father's education, mother's education, family income, father's occupation, and presence of certain items in the respondent's household.

NOTE: The average design effect for the 1980 sophomore cohort first follow-up (1982) survey is 3.59 (1.89) and the average design effect for the 1980 senior first follow-up (1982) survey is 2.64 (1.62). Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Study of 1980 Sophomores (HS&B-So:80/84 and HS&B-So:80/86); and High School and Beyond Study of 1980 Seniors (HS&B-Sr:80/84 and HS&B-Sr:80/86).

Table A-3. Respondent counts of full-time workers from the Recent College Graduates survey: 1976 to 1991

Field of study	Number employed full time				
	1974–75 graduates in May 1976	1979–80 graduates in May 1981	1983–84 graduates in April 1985	1985–86 graduates in April 1987	1989–90 graduates in April 1991
Total respondents (unweighted)	2,464	5,521	6,799	15,024	9,451
Professions	1,840	4,260	3,730	8,987	3,825
Arts and sciences	514	811	2,586	4,869	2,256
Other	110	450	483	1,168	3,370
Newly qualified to teach	1,337	2,469	1,109	2,546	1,966
Not newly qualified to teach	1,127	3,052	5,690	12,478	7,485
Professions	601	1,841	2,809	7,043	2,549
Engineering	80	270	601	915	411
Business and management	290	749	1,532	2,407	1,598
Health	72	252	387	3,106	281
Education ¹	141	464	146	521	188
Public affairs and services	18	106	143	94	71
Arts and sciences	433	770	2,430	4,369	2,006
Biological sciences	83	116	243	380	179
Physical sciences and mathematics	40	103	1,062	1,782	466
Psychology	64	105	189	366	316
Social sciences	107	252	449	780	813
Humanities	139	194	487	1,061	232
Other	93	441	451	1,066	2,930
Communications	7	73	240	392	217
Miscellaneous	86	368	211	674	2,713

¹Includes those who had not finished all requirements for teaching certification or were previously qualified to teach.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates (RCG) surveys, 1976, 1981, 1985, 1987, and 1991.

Table A-4. Sampling errors (95 percent confidence level) for percentages estimated from the Gallup Poll: 1992, 1993, and 1996 to 2005

Percent	Size of sample						
	1,500	1,000	750	600	400	200	100
Recommended allowance for sampling error of a percentage							
Percentages near 10 or 90	2	2	3	3	4	5	8
Percentages near 20 or 80	3	3	4	4	5	7	10
Percentages near 30 or 70	3	4	4	5	6	8	12
Percentages near 40 or 60	3	4	5	5	6	9	12
Percentages near 50.....	3	4	5	5	6	9	13

SOURCE: Phi Delta Kappa, *Phi Delta Kappan*, "The Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," 1992, 1993, and 1996 to 2005.

Table A-5. Sampling errors (95 percent confidence level) for the difference in two percentages estimated from the Gallup Poll: 1992, 1993, and 1996 to 2005

Size of first sample	Size of second sample					
	1,500	1000	750	600	400	200
Recommended allowance for sampling error of a difference in percentages (percentages near 80 or 20)						
1,500.....	4	4	5	5	6	8
1,000.....	4	5	5	5	6	8
750.....	5	5	5	6	6	8
600.....	5	5	6	6	7	8
400.....	6	6	6	7	7	9
200.....	8	8	8	8	9	10
Recommended allowance for sampling error of a difference in percentages (percentages near 50)						
1,500.....	5	5	6	6	7	10
1,000.....	5	6	6	7	8	10
750.....	6	6	7	7	8	10
600.....	6	7	7	7	8	10
400.....	7	8	8	8	9	11
200.....	10	10	10	10	11	13

SOURCE: Phi Delta Kappa, *Phi Delta Kappan*, "The Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," 1992, 1993, and 1996 to 2005.

Table A-6. Maximum differences required for significance (90 percent confidence level) between sample subgroups from the Status of the American Public School Teacher survey: 2000-01

Size of first subgroup	Size of second subgroup						
	100	200	300	400	500	600	700
100.....	11.6	10.1	9.5	9.2	9.0	8.9	8.8
200.....	10.1	8.2	7.5	7.1	6.9	6.7	6.6
300.....	9.5	7.5	6.7	6.3	6.0	5.8	5.7
400.....	9.2	7.1	6.3	5.8	5.5	5.3	5.2
500.....	9.0	6.9	6.0	5.5	5.2	5.0	4.8
600.....	8.9	6.7	5.8	5.3	5.0	4.7	4.6
700.....	8.8	6.6	5.7	5.2	4.8	4.6	4.4

SOURCE: National Education Association, *Status of the American Public School Teacher, 2000-01*.

APPENDIX B

Definitions

Academic support This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. It also includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Achievement test An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

Administrative support staff Includes personnel dealing with salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

Agriculture Courses designed to improve competencies in agricultural occupations. Included is the study of agricultural production, supplies, mechanization and products, agricultural science, forestry, and related services.

American College Testing Program (ACT) The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Appropriation (federal funds) Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriation (institutional revenues) An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree A degree granted for the successful completion of a sub-baccalaureate 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.

Auxiliary enterprises This category includes those essentially self-supporting operations which exist to furnish a service to

students, faculty, or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Average daily attendance (ADA) The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average daily membership (ADM) The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The average daily membership for groups of schools having varying lengths of terms is the average of the average daily memberships obtained for the individual schools.

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.

Books Non-periodical printed publications bound in hard or soft covers, or in loose-leaf format, of at least 49 pages, exclusive of the cover pages; juvenile nonperiodical publications of any length found in hard or soft covers.

Budget authority (BA) Authority provided by law to enter into obligations that will result in immediate or future outlays. It may be classified by the period of availability (1-year, multiple-year, no-year), by the timing of congressional action (current or permanent), or by the manner of determining the amount available (definite or indefinite).

Business Program of instruction that prepares individuals for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures.

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 A standard of measurement that represents one credit for the completion of a 1-year course.

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.

Central cities The largest cities, with 50,000 or more inhabitants, in a Metropolitan Statistical Area (MSA). Additional cities within the metropolitan area can also be classified as “central cities” if they meet certain employment, population, and employment/residence ratio requirements.

Class size The membership of a class at a given date.

Classification of Instructional Programs (CIP) The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES’ collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. It was originally published in 1980 and was revised in 1985, 1990, and 2000.

Classroom teacher A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations. Usually expressed in full-time equivalents.

Cohort A group of individuals that have a statistical factor in common, for example, year of birth.

College A postsecondary school which offers general or liberal arts education, usually leading to an associate, bachelor’s, master’s, doctor’s, or first-professional degree. Junior colleges and community colleges are included under this terminology.

Combined elementary and secondary school A school which 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, personal, and miscellaneous services A group of instructional programs that describes the fundamental skills a person is normally thought to need in order to function productively in society. Some examples are child development, consumer education, and family relations.

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.

Consumption That portion of income which is spent on the purchase of goods and services rather than being saved.

Control of institutions A classification of institutions of elementary/secondary or higher education by whether the institution is operated by publicly elected or appointed officials and derives its primary support from public funds (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Credit The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as “Carnegie units,” “semester credit hours,” and “quarter credit hours.”

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.

Current expenditures per pupil in average daily attendance Current expenditures for the regular school term divided by the average daily attendance of full-time pupils (or full-time equivalency of pupils) during the term. See also Current expenditures and Average daily attendance.

Current-fund expenditures (higher education) Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations. Excludes loans, capital expenditures, and investments.

Current-fund revenues (higher education) Money received during the current fiscal year from revenue which can be used to pay obligations currently due, and surpluses reappropriated for the current fiscal year.

Current Population Survey See Guide to Sources.

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.

Disabled Those children evaluated as having any of the following impairments and needing special education and related services because of these impairments. (These definitions apply specifically to data from the U.S. Office of Special Education and Rehabilitative Services presented in this publication.)

Deaf Having a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing (with or without amplification) and which adversely affects educational performance.

Deaf-blind Having concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.

Hard of hearing Having a hearing impairment, whether permanent or fluctuating, which adversely affects the student's educational performance, but which is not included under the definition of "deaf" in this section.

Mentally retarded Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects the child's educational performance.

Multihandicapped Having concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. Term does not include deaf-blind students, but does include those students who are severely or profoundly mentally retarded.

Orthopedically impaired Having a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.

Other health impaired Having limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes which adversely affects the student's educational performance.

Seriously emotionally disturbed Exhibiting one or more of the following characteristics over a long period of time,

to a marked degree, and adversely affecting educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.

Specific learning disabled Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or environmental, cultural, or economic disadvantage.

Speech impaired Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects the student's educational performance.

Visually handicapped Having a visual impairment which, even with correction, adversely affects the student's educational performance. The term includes partially seeing and blind children.

Disposable personal income Current income received by persons less their contributions for social insurance, personal tax, and nontax payments. It is the income available to persons for spending and saving. Nontax payments include passport fees, fines and penalties, donations, and tuitions and fees paid to schools and hospitals operated mainly by the government. See also Personal income.

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.

Educational and general expenditures The sum of current funds expenditures on instruction, research, public service, academic support, student services, institutional support,

operation and maintenance of plant, and awards from restricted and unrestricted funds.

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

Elementary education/programs Learning experiences concerned with the knowledge, skills, appreciations, attitudes, and behavioral characteristics which are considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work, and which normally may be achieved during the elementary school years (usually kindergarten through grade 8 or kindergarten through grade 6), as defined by applicable state laws and regulations.

Elementary school A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

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 also most not-for-profit private elementary/secondary schools, both religiously affiliated and nonsectarian). Schools not reported include sub collegiate 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 whether or not they were seeking another job.

Endowment A trust fund set aside to provide a perpetual source of revenue from the proceeds of the endowment investments. Endowment funds are often created by donations from benefactors of an institution, who may designate the use of the endowment revenue. Normally, institutions or their representatives manage the investments, but they are not permitted to spend the endowment fund itself, only the proceeds from the investments. Typical uses of endowments would be an endowed chair for a particular department or for a scholarship fund. Endowment totals tabulated in this book also include funds functioning as endowments, such as funds left over from the previous year and placed with the endowment investments by the institution. These funds may be withdrawn by the institution and spent as current funds at any time. Endowments are evaluated by two different measures, book value and market value. Book value is the purchase price of the endowment investment. Market value is

the current worth of the endowment investment. Thus, the book value of a stock held in an endowment fund would be the purchase price of the stock. The market value of the stock would be its selling price as of a given day.

Engineering Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically for the benefit of mankind. Include programs that prepare individuals to support and assist engineers and similar professionals.

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.

Extracurricular activities Activities that are not part of the required curriculum and that take place outside of the regular course of study. As used here, they include both school-sponsored (e.g., varsity athletics, drama, and debate clubs) and community-sponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

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.

Federal sources Includes federal appropriations, grants, and contracts, and federally-funded research and development centers (FFRDCs). Federally subsidized student loans and Pell Grants are not included.

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.Pharm.), 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.).

First-professional enrollment The number of students enrolled in a professional school or program which requires at least 2 years of academic college work for entrance and a total of at least 6 years for a degree. By NCES definition, first-professional enrollment includes only students in certain programs. (See also First-professional degree for a list of programs.)

Fiscal year The yearly accounting period for the federal government, which begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; e.g., fiscal year 1988 begins on October 1, 1987, and ends on September 30, 1988. (From fiscal year 1844 to fiscal year 1976, the fiscal year began on July 1 and ended on the following June 30.)

For-profit institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

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.

Full-time enrollment The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student.

Full-time instructional faculty Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale from civilian employees; academic officers, whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time worker In educational institutions, an employee whose position requires being on the job on school days throughout the school year at least the number of hours the schools are in session. For higher education, a member of an educational institution's staff who is employed full time.

General administration support services Includes salary, benefits, supplies, and contractual fees for boards of education staff and executive administration. Excludes state administration.

General Educational Development (GED) program Academic instruction to prepare persons to take the high school equivalency examination. See also GED recipient.

GED recipient A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

General program A program of studies designed to prepare students for the common activities of a citizen, family member, and worker. A general program of studies may include instruction in both academic and vocational areas.

Geographic region (1) One of four regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association, as follows: (The National Education Association designated the Central region as Middle region in its classification.) Geographic regions are being phased out and NAEP will be using Census regions in the future.

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

(2) One of the regions or divisions used by the Census Bureau in Current Population Survey tabulations, as follows:

Northeast	Midwest
<i>(New England)</i>	<i>(East North Central)</i>
Connecticut	Indiana
Maine	Illinois
Massachusetts	Michigan
New Hampshire	Ohio
Rhode Island	Wisconsin
Vermont	
<i>(Middle Atlantic)</i>	<i>(West North Central)</i>
New Jersey	Iowa
New York	Kansas
Pennsylvania	Minnesota
	Missouri

Northeast	Midwest
	<i>(West North Central, continued)</i>
	Nebraska
	North Dakota
	South Dakota
South	West
<i>(South Atlantic)</i>	<i>(Mountain)</i>
Delaware	Arizona
District of Columbia	Colorado
Florida	Idaho
Georgia	Montana
Maryland	Nevada
North Carolina	New Mexico
South Carolina	Utah
Virginia	Wyoming
West Virginia	
<i>(East South Central)</i>	<i>(Pacific)</i>
Alabama	Alaska
Kentucky	California
Mississippi	Hawaii
Tennessee	Oregon
	Washington
<i>(West South Central)</i>	
Arkansas	
Louisiana	
Oklahoma	
Texas	

Government appropriation An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract Revenues from a government agency for a specific research project or other program.

Graduate An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate enrollment The number of students who hold the bachelor's or first-professional degree, or the equivalent, and who are working towards a master's or doctor's degree. First-professional students are counted separately. These enrollment data measure those students who are registered at a particular time during the fall. At some institutions, graduate enrollment also includes students who are in postbaccalaureate classes, but not in degree programs. In specified tables, graduate enrollment includes all students in regular graduate programs and all students in postbaccalaureate classes, but not in degree programs (unclassified postbaccalaureate students).

Graduate Record Examination (GRE) Multiple-choice examinations administered by the Educational Testing Service and taken by college students who are intending to attend certain graduate schools. There are two types of testing available: (1) the general exam which measures critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills, and (2) the subject test which is offered in eight specific subjects and gauges undergraduate achievement in a specific field. The subject tests are intended for those who have majored in or have extensive background in that specific area.

Graduation Formal recognition given an individual for the successful completion of a prescribed program of studies.

Gross domestic product (GDP) The total national output of goods and services valued at market prices. GDP can be viewed in terms of expenditure categories which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GDP, in this broad context, measures the output attributable to the factors of production—labor and property—supplied by U.S. residents.

Handicapped See Disabled.

Higher education Study beyond secondary school at an institution that offers programs terminating in an associate, baccalaureate, or higher degree.

Higher education institutions (Carnegie classification)

Doctoral Characterized by a significant level and breadth of activity in commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings.

Master's Characterized by diverse postbaccalaureate programs (including first-professional), but not engaged in significant doctoral-level education.

Baccalaureate Characterized by primary emphasis on general undergraduate, baccalaureate-level education. Not significantly engaged in postbaccalaureate education.

Specialized Baccalaureate or postbaccalaureate institution emphasizing one area (plus closely related specialties), such as business or engineering. The programmatic emphasis is measured by the percentage of degrees granted in the program area.

Associate of arts Conferring at least 75 percent of its degrees and awards for work below the bachelor's level.

Non-degree-granting Offering undergraduate or graduate study, but not conferring degrees or awards. In this volume, these institutions are included under Specialized.

Higher education institutions (basic classification)

4-year institution An institution legally authorized to offer and offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree. In some tables, a further division between universities and other 4-year institutions is made. A "university" is a postsecondary institution which typically comprises one or more graduate professional schools (see also University). For purposes of trend comparisons in this volume, the selection of universities has been held constant for all tabulations after 1982. "Other 4-year institutions" would include the rest of the nonuniversity 4-year institutions.

2-year institution An institution legally authorized to offer and offering at least a 2-year program of college-level studies which terminates in an associate degree or is principally creditable toward a baccalaureate degree. Also includes some institutions that have a less than 2-year program, but were designated as institutions of higher education in the Higher Education General Information Survey.

Higher Education Price Index A price index which measures average changes in the prices of goods and services purchased by colleges and universities through current-fund education and general expenditures (excluding expenditures for sponsored research and auxiliary enterprises).

High school A secondary school offering the final years of high school work necessary for graduation, usually includes grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

High school program A program of studies designed to prepare students for their postsecondary education and occupation. Three types of programs are usually distinguished—academic, vocational, and general. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A general program is designed to provide students with the understanding and competence to function effectively in a free society and usually represents a mixture of academic and vocational components.

Hispanic serving institutions pursuant to 302 (d) of Public Law 102-325 (20 U.S.C. 1059c), most recently amended December 20, 1993, in 2(a)(7) of Public Law 103-208, where Hispanic serving institutions are defined as those with full-time-equivalent undergraduate enrollment of Hispanic students at 25 percent or more.

Historically black colleges and universities Accredited institutions of higher education established prior to 1964 with the principal mission of educating black Americans. Federal regulations (20 USC 1061 (2)) allow for certain exceptions of the founding date.

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.

Housing unit A house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters.

Income tax Taxes levied on net income, that is, on gross income less certain deductions permitted by law. These taxes can be levied on individuals or on corporations or unincorporated businesses where the income is taxed distinctly from individual income.

Independent operations A group of self-supporting activities under control of a college or university. For purposes of financial surveys conducted by the National Center for Education Statistics, this category is composed principally of federally funded research and development centers (FFRDC).

Institutional support The category of higher education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant operations. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction (budgetary) That functional category including expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions and expenditures for departmental research and public service which are not separately budgeted. Includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

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 co-curricular 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 Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. 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. Includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

Instructional support services Includes salary, benefits, supplies, and contractual fees for staff providing instructional improvement, educational media (library and audiovisual), and other instructional support services.

Junior high school A separately organized and administered secondary school intermediate between the elementary and senior high schools, usually includes grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan).

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.

Land-grant colleges The First Morrill Act of 1862 facilitated the establishment of colleges through grants of land or funds in lieu of land. The Second Morrill Act in 1890 provided for money grants and for the establishment of black land-grant colleges and universities in those states with dual systems of higher education.

Local education agency See School district.

Mandatory transfer A transfer of current funds that must be made in order to fulfill a binding legal obligation of the institution. Included under mandatory transfers are debt service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest and (2) required provisions for renewal and replacement of buildings to the extent these are not financed from other funds.

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.

Mean test score The score obtained by dividing the sum of the scores of all individuals in a group by the number of individuals in that group.

Metropolitan population The population residing in Metropolitan Statistical Areas (MSAs). See Metropolitan Statistical Area.

Metropolitan Statistical Area (MSA) A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. In New England, towns and cities, rather than counties, are the basic units. MSAs are designated by the Office of Management and Budget. An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. An MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of commuting of workers into the central city or counties. Specified criteria governing the definition of MSAs recognized before 1980 are published in Standard Metropolitan Statistical Areas: 1975, issued by the Office of Management and Budget. New MSAs were designated when 1980 counts showed that they met one or both of the following criteria:

1. Included a city with a population of at least 50,000 within their corporate limits, or
2. Included a Census Bureau-defined urbanized area (which must have a population of at least 50,000) and a total MSA population of at least 100,000 (or, in New England, 75,000).

Migration Geographic mobility involving a change of usual residence between clearly defined geographic units, that is, between counties, states, or regions.

Minimum-competency testing Measuring the acquisition of competence or skills to or beyond a certain specified standard.

National Assessment of Educational Progress (NAEP) See Guide to Sources.

Newly qualified teacher Persons who: (1) first became eligible for a teaching license during the period of the study referenced or who were teaching at the time of survey, but were not certified or eligible for a teaching license; and (2) had

never held full-time, regular teaching positions (as opposed to substitute) prior to completing the requirements for the degree which brought them into the survey.

Nonmetropolitan residence group The population residing outside Metropolitan Statistical Areas. See Metropolitan Statistical Area.

Nonresident alien A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Nonsupervisory instructional staff Persons such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification, but not responsible for day-to-day teaching of the same group of pupils.

Not-for-profit institution A private institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. Nonprofit institutions may be either independent nonprofit (i.e., having no religious affiliation) or religiously affiliated.

Obligations Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Occupational home economics Courses of instruction emphasizing the acquisition of competencies needed for getting and holding a job or preparing for advancement in an occupational area using home economics knowledge and skills.

Occupied housing unit Separate living quarters with occupants currently inhabiting the unit. See also Housing unit.

Off-budget federal entities Organizational entities, federally owned in whole or in part, whose transactions belong in the budget under current budget accounting concepts, but that have been excluded from the budget totals under provisions of law.

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.

Other foreign languages and literatures Any instructional program in foreign languages and literatures not described in table 253, including language groups and individual languages, such as the non-Semitic African languages, Native American languages, the Celtic languages, Pacific language groups, the Ural-Altaic languages, Basque, and others.

Other support services Includes salary, benefits, supplies, and contractual fees for business support services, central support services, and other support services not otherwise classified.

Other support services staff All staff not reported in other categories. This group includes media personnel, social workers, bus drivers, security, cafeteria workers, and other staff.

Outlays The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

Part-time enrollment The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Per capita income The mean income computed for every man, woman, and child in a particular group. It is derived by dividing the total income of a particular group by the total population in that group.

Personal income Current income received by persons from all sources, minus their personal contributions for social insurance. Classified as "persons" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among persons.

Physical plant assets Includes the values of land, buildings, and equipment owned, rented, or utilized by colleges. Does not include those plant values which are a part of endowment or other capital fund investments in real estate. Excludes construction in progress.

Postbaccalaureate enrollment The number of graduate and first-professional students working towards advanced degrees and of students enrolled in graduate-level classes, but not enrolled in degree programs. See also Graduate enrollment and First-professional enrollment.

Postsecondary education The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes vocational and adult basic education programs.

Private school or institution A school or institution which is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually supported primarily by other than public funds, and the operation of whose program rests with other than pub-

licly elected or appointed officials. Private schools and institutions include both not-for-profit and for-profit institutions.

Property tax The sum of money collected from a tax levied against the value of property.

Proprietary (for profit) institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

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/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 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 except for tabulations produced by the Census Bureau, which are noted accordingly in this volume.

Black A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the Census Bureau, which are noted accordingly in this volume.

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

Asian or Pacific Islander A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaska Native A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Region See Geographic Region.

Related children Related children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption.

Remedial education Instruction for a student lacking those reading, writing, or math skills necessary to perform college-level work at the level required by the attended institution.

Resident population Includes civilian population and armed forces personnel residing within the United States. Excludes armed forces personnel residing overseas.

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.

Sales and services Revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research, or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products.

Sales tax Tax imposed upon the sale and consumption of goods and services. It can be imposed either as a general tax on the retail price of all goods and services sold or as a tax on the sale of selected goods and services.

Scholarships and fellowships This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working. In the tabulations in this volume, Pell Grants are not included in this expenditure category.

Scholastic Assessment Test (SAT) An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects.

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 administration support services Includes salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

School climate The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

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 enrollment The total number of students registered in a school beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12 at a given time.

Secondary instructional level The general level of instruction provided for pupils in secondary schools (generally covering grades 7 through 12 or 9 through 12) and any instruction of a comparable nature and difficulty provided for adults and youth beyond the age of compulsory school attendance.

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.

Senior high school A secondary school offering the final years of high school work necessary for graduation.

Serial volumes Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals, memoirs, proceedings, and transactions of societies.

Social studies A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES) For the High School and Beyond study and the National Longitudinal Study of the High School Class of 1972, the SES index is a composite of five equally weighted, standardized components: father’s education, mother’s education, family income, father’s occupation, and household items. The terms high, middle, and low SES refer to the upper, middle two, and lower quartiles of the weighted SES composite index distribution.

Special education Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to

general level or model of their overall abilities. Such services usually are directed at students with the following conditions: (1) physically handicapped; (2) emotionally disabled; (3) culturally different, including compensatory education; (4) mentally retarded; and (5) students with learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs. See also Handicapped.

Standardized test A test composed of a systematic sampling of behavior, administered and scored according to specific instructions, capable of being interpreted in terms of adequate norms, and for which there are data on reliability and validity.

Standardized test performance The weighted distributions of composite scores from standardized tests used to group students according to performance.

Standard Metropolitan Statistical Area (SMSA) See Metropolitan Statistical Area (MSA).

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.

Student support services Includes salary, benefits, supplies, and contractual fees for staff providing attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other support to students.

Subject-matter club Organizations that are formed around a shared interest in a particular area of study and whose primary activities promote that interest. Examples of such organizations are math, science, business, and history clubs.

Supervisory staff Principals, assistant principals, and supervisors of instruction. Does not include superintendents or assistant superintendents.

Tax base The collective value of objects, assets, and income components against which a tax is levied.

Tax expenditures Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

Technical education A program of vocational instruction that ordinarily includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, and materials commonly used and the services performed in the technology. Technical education prepares individuals for positions—such as draftsman or lab technician—in the occupational area between the skilled craftsman and the professional person.

Title IV Refers to a section of the Higher Education Act of 1965 that covers the administration of the federal student financial aid program.

Title IV eligible institution A postsecondary institution that meets the criteria for participating in the federal student financial aid program. An eligible institution must be any of the following: (1) an institution of higher education (with public or private, non-profit control), (2) a proprietary institution (with private for-profit control), and (3) a postsecondary vocational institution (with public or private, non-profit control). In addition, it must have acceptable legal authorization, acceptable accreditation and admission stands, eligible academic program(s), administrative capability, and financial responsibility.

Total expenditure per pupil in average daily attendance Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools, community colleges, and private schools) are included.

Trade and industrial occupations The branch of vocational education which is concerned with preparing persons for initial employment or with updating or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semiskilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity.

Transcript An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.

Trust funds Amounts collected and used by the federal government for carrying out specific purposes and programs according to terms of a trust agreement or statute, such as the social security and unemployment trust funds. Trust fund receipts that are not anticipated to be used in the immediate future are generally invested in interest-bearing government securities and earn interest for the trust fund.

Tuition and fees A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

Unclassified students Students who are not candidates for a degree or other formal award, although they are taking higher education courses for credit in regular classes with other students.

Unadjusted dollars See Current dollars.

Undergraduate students Students registered at an institution of higher education who are working in a program leading to a baccalaureate degree or other formal award below the baccalaureate, such as an associate degree.

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.

U.S. Service Schools These institutions of higher education are controlled by the U.S. Department of Defense and the U.S. Department of Transportation. The 5 institutions counted in the NCES surveys of degree granting institutions

include: the U.S. Air Force Academy, U.S. Coast Guard Academy, U.S. Merchant Marine Academy, U.S. Military Academy, and the U.S. Naval Academy.

University An institution of higher education consisting of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties and empowered to confer degrees in various fields of study. For purposes of maintaining trend data in this publication, the selection of university institutions has not been revised since 1982.

Visual and performing arts A group of instructional programs that generally describes the historic development, aesthetic qualities, and creative processes of the visual and performing arts.

Vocational education Organized educational programs, services, and activities which 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.

Vocational home economics Vocational courses of instruction emphasizing the acquisition of competencies needed for getting and holding a job or preparing for advancement in occupational area using home economics knowledge or skills.

APPENDIX C

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