

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 nonresponse, interviewer training, and data processing and coding mean that results from 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 pos-

sible 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 2006 estimate that 9.3 percent of 16- to 24-year-olds were high school dropouts, the table shows that the standard error is 0.22 percent. The sampling error above and below the stated figure is approximately double (1.96) the standard error, or about 0.43 percentage points. Therefore, we can create a 95 percent confidence interval, which is approximately 8.87 to 9.73 (9.3 percent \pm 1.96 x 0.22 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 2006 are being used to project enrollment in institutions of higher education, the further beyond 2006 one projects, the more variability there is in the projection. One will be less sure of the 2016 enrollment projection than of the 2007 projection. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2016* (National Center for Education Statistics [NCES] 2008-060).

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 people who should be included in the universe are not; or when people 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 measured.

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) are 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 the *NCES Statistical Standards* (NCES 2003-601).

Although the magnitude of nonsampling error in the data compiled in this *Digest* is frequently unknown, idiosyncrasies that have been identified are noted in 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. A special emphasis of B&B is on those entering teaching. B&B provides cross-sectional information 1 year after bachelor’s degree completion (comparable to the information that was provided in 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. This information has not been available 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 10-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 the undergraduate level. 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 third B&B follow-up occurred in 2003 (B&B:93/03) and provides information concerning graduate study and long-term employment experiences after degree completion.

The most recent B&B cohort, which was associated with NPSAS:2000, 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 (B&B:2000/01) and focused on time to degree completion, participation in postbaccalaureate education and employment, and the activities of newly qualified teachers.

Further information on B&B may be obtained from

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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 entering and leaving 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 was conducted in 1989–90, with follow-ups in 1992 and 1994. The second BPS was conducted in 1995–96, with follow-ups in 1998 and 2001. A third BPS cohort is based on NPSAS:04, with the first BPS follow-up in 2006 and the second in 2009.

Further information on BPS may be obtained from

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Common Core of Data

NCES uses the Common Core of Data (CCD) to acquire and maintain statistical data from each of the 50 states, the District of Columbia, the Bureau of Indian Education, Department of Defense dependents schools (overseas and domestic), and the other jurisdictions. Information about staff and students is reported 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 an on-line reporting system open to state education agencies during the school year. Beginning with the 2006–07 school year, nonfiscal CCD data are collected through the Department of Education's Education Data Exchange Network (EDEN). Since the CCD is a universe collection, CCD data are not subject to sampling errors. However, nonsampling errors could come from two sources: nonresponse and inaccurate reporting. Almost all of the states submit the five CCD survey instruments each year, but submissions are sometimes incomplete.

Misreporting can occur when 58 education agencies compile and submit data for approximately 97,000 public schools and over 17,000 local education agencies. 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 these 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 state education agencies to a comprehensive edit. Where data are determined to be

inconsistent, missing, or out of range, NCES contacts the agencies for verification. NCES-prepared state summary forms are returned to the 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 the nonfiscal CCD data may be obtained from

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Further information on the fiscal CCD data may be obtained from

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Early Childhood Longitudinal Study, Birth Cohort 2001

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is designed to provide decisionmakers, researchers, child care providers, teachers and parents with nationally representative information about children's early learning experiences and the transition to child care and school. Children's physical and cognitive development, care, and learning experiences at home and school are measured using standardized assessments from birth through kindergarten entry.

Data were collected from a sample of about 10,700 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study come from diverse socioeconomic and racial/ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, American Indian/Alaska Native, twin, and moderately low and very low birth weight children. Children, their parents (including nonresident and resident fathers), their child care providers, and their teachers provide information on children's cognitive, social, emotional, and physical development across multiple settings (e.g., home, child care, and school).

At 9 months (2001–02), 2 years (2003–04), 4 years (2005), 5 years (2006), and 6 years (2007), parents are asked about themselves, their families, and their children; fathers are asked about themselves and the role they play in supporting their child’s care and development; and children are observed and assessed. In addition, starting when children are about 2 years old, child care and early education providers are asked to provide information about their own experience and training, their relationship with the child, and the setting’s learning environment. When the children are in kindergarten (2006 and 2007), teachers are asked to provide information about the children’s early academic skills and the classroom environment. School-level data, merged from two other NCES data sets (the Common Core of Data and the Private School Survey), and residential zip codes collected at each wave, support community descriptions.

Further information on the ECLS-B may be obtained from

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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 of 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 Islander children and private school 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 (from a 30 percent subsample of schools) and the spring of first grade, and then in the spring of third grade in 2002 and the spring of fifth grade in 2004. The same children were followed through the eighth grade.

The ECLS-K includes a direct child cognitive assessment that is administered one-on-one with each child in the study. The assessment uses a computer-assisted personal interview (CAPI) approach and a two-stage adaptive testing methodology. In the eighth grade, a two-stage adaptive paper-and-pencil assessment was administered in small groups. The assessment includes three cognitive domains—reading,

mathematics, and general knowledge—at kindergarten and first grade. General knowledge was replaced by science at the third, fifth, and eighth grades. Children’s height and weight are 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 collects information about children’s social skills and academic achievement through teacher reports, and through student reports at the third, fifth, and eighth grades.

A computer-assisted telephone interview with the children’s parents/guardians is conducted at each data collection point. Parents/guardians are 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 are collected by self-administered questionnaires completed by school administrators and classroom teachers. Administrators provide information about the school population, programs, and policies. At the classroom level, data are collected on the composition of the classroom, teaching practices, curriculum, and teacher qualifications and experience. In addition, special education teachers and related services staff provide reports on the services received by children with disabilities.

Further information on the ECLS-K may be obtained from

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Education Longitudinal Study of 2002

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

In the base year of the study, of 1,221 eligible contacted schools, 752 participated, 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 is 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.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics, along with a freshening sample to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were administered a questionnaire.

The second follow-up, completed in 2006 (data not available at this writing), continued to follow the sample of students into postsecondary education or work, or both. The next follow-up is scheduled for 2012.

Further information on ELS:2002 may be obtained from

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Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly and with a minimal burden on respondents. 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 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 a 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 the FRSS may be obtained from

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Condition of America's Public School Facilities: 1999

This report (NCES 2000-032) 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 about the contents of this report may be obtained from

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Internet Access in U.S. Public Schools and Classrooms

The Internet Access in U.S. Public Schools and Classrooms survey is part of the NCES Fast Response Survey System (FRSS). It is 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. Recent administrations of this survey have been expanded to cover emerging issues. The 2003 survey was designed to update the questions in the 2002 survey and covered the following topics: school connectivity, student access to computers and the Internet, school websites, technologies and procedures to prevent student access to inappropriate websites, and teacher professional development on how to incorporate use of the Internet into the curriculum.

In 2005 respondents were asked about the number of instructional computers with access to the Internet, the types of Internet connections, technologies and procedures used to prevent student access to inappropriate material on the Internet, and the availability of hand-held and laptop computers for students and teachers. Respondents also provided information on teacher professional development on how to integrate the use of the Internet into the curriculum, and on the use of the Internet to provide opportunities and information for teaching and learning.

The 2005 survey on internet access was the last in this series since internet access in schools has been nearly 100 percent since 2003.

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

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Federal Support for Education

NCES prepares an annual compilation of federal funds for education for the *Digest*. 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 are used to report program funds to the extent possible. Some *Digest* 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 (in 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 is 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, *Government Finances*.

The share of federal funds for the District of Columbia assigned to education is 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 an annual analysis of 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 in the *Digest* differs from the scope of programs reported in the OMB reports. 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* (Miller, V., and Noell, J., 1982, *Journal of Education Finance*); *Federal Support for Education*, various years; and the *Catalog of Federal Domestic Assistance* (cfda.gov). The recipients' data are estimated and tend to undercount institutions of higher education, students, and local education agencies. 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

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High School and Beyond Longitudinal Study

The High School and Beyond Longitudinal Study (HS&B) is a national longitudinal survey of individuals who were high school sophomores and seniors in 1980. The base-year survey (conducted in 1980) was a probability sample of 1,015 high

schools with a target number of 36 sophomores and 36 seniors in each school. 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 for the first follow-up survey included approximately 30,000 people who were sophomores in 1980. The completion rate for sample members 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 the Classification of Secondary School Courses (a coding system developed to standardize course descriptions; see <http://nces.ed.gov/surveys/hst/courses.asp>). Credits earned in each course are 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 people subsampled completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The samples for the second follow-up, which took place in 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 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. They examined aspects of these students' early adult years, such as enrollment in postsecondary education, experience in the labor market, marriage and child rearing, and voting behavior.

Appendix table A-1 contains the maximum number of HS&B cases that are available for tabulations of 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

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

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

Therefore, the standard error of the difference is

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

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 institu-

tion. 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 publication rely on students' self-identification as members of one of four Hispanic subgroups: Mexican, Mexican-American, Chicano; Cuban; Puerto Rican, Puertorriqueño, Boricuan; or other Hispanic ethnicities.

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

Further information on HS&B may be obtained from

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High School Transcript Study Tabulations

High school transcript studies have been conducted since 1982 and are associated with a major NCES data collection. The studies collect information that is contained in a student's high school record—courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

A high school transcript study was conducted in 2004 as part of the Education Longitudinal Study of 2002 (ELS:2002/2004). A total of 1,549 schools participated in the request for transcripts, for an unweighted participation rate of approximately 79 percent. Transcript information was received on 14,920 members of the student sample (not just graduates), for an unweighted response rate of 91 percent.

Similar studies were conducted of the coursetaking patterns of 1982, 1987, 1990, 1992, 1994, 1998, and 2000 high school graduates. The 1982 data are based on approximately 12,000 transcripts collected by the High School and Beyond Longitudinal Study (HS&B). 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 that of the NAEP transcript studies conducted in 1990, 1994, 1998, and 2000. The 1992 data are based on approximately 7,600 transcripts collected by the National Education Longitudinal Study of 1988 (NELS:88/92). The 2005 NAEP High School Transcript Study collected a sample of over 26,000 transcripts from 640 public schools and 80 private schools.

Because the 1982 HS&B transcript study used a different method for identifying students with disabilities than was used in the 1987 and 1990 NAEP transcript studies, and in order to make the statistical summaries as comparable as pos-

sible, 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.

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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. IPEDS, which began in 1986, replaced the Higher Education General Information Survey (HEGIS).

IPEDS consists of nine interrelated 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. Since 2000, 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 the spring for enrollment, student financial aid, finances, and graduation rates. With the winter 2005–06 survey, the employees by assigned position, fall staff, and salaries components were merged into the human resources component.

The degree-granting institutions portion of IPEDS is a census of colleges awarding associate's or higher degrees that are eligible to participate in Title IV financial aid programs. Prior to 1993, data from 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 changed between FY 95 and FY 96. The old standard for higher education institutions included those institutions that had courses leading to an associate’s or higher degree or that had courses accepted for credit toward those degrees. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department of Education or were recognized directly by the Secretary of Education. Tables, or portions of tables, that use only this standard are noted as “higher education” in the *Digest*. The newer standard includes institutions that award associate’s or higher degrees and that are eligible to participate in Title IV federal financial aid programs. Tables that contain any data according to this standard are titled “degree-granting” institutions. Time-series tables may contain data from both series, and they are noted accordingly. The impact of this change on data collected in 1996 was not 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 was on private 2-year college enrollment. In contrast, most of the data on public 4-year colleges were affected to a minimal extent. The impact on enrollment in public 2-year colleges was noticeable in certain states, but was relatively small at the national level. Overall, total enrollment for all institutions was about one-half a percent higher in 1996 for degree-granting institutions than 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 as well as the accuracy, reliability, and validity of other quality measures within and across surveys. The IPEDS redesign in 2000 provided institution-specific web-based data forms. While the new system shortened data processing time and provided better data consistency, it did not address the accuracy of the data provided by institutions.

Beginning in 2003–04 with the Prior Year Data Revision System, prior-year data have been available to institutions entering current data. This allows institutions to make changes

to their prior-year entries either by adjusting the data or by providing missing data. These revisions allow the evaluation of the data’s accuracy by looking at the changes made.

NCES conducted a study (NCES 2005-175) of the 2002–03 data that were revised in 2003–04 to determine the accuracy of the imputations, track the institutions that submitted revised data, and analyze the revised data they submitted. When institutions made changes to their data, it was assumed that the revised data were 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 by the Redesign Taskforce. For the 2003–04 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. This raises the issue of how valid IPEDS data are when compared to education data collected by non-IPEDS sources. In the Data Quality Study, Thomson Peterson data were chosen to assess the validity of IPEDS data, because Thomson Peterson is one of the largest and most comprehensive sources of postsecondary data available.

Not all IPEDS components could be compared to Thomson Peterson. Either Thomson Peterson did not collect data related to a particular IPEDS component, or the data items collected by Thomson Peterson were not comparable to the IPEDS items (i.e., the data items were defined differently). Comparisons were made for a selected number of data items in five areas—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 the *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175).

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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 IPEDS.

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 degree, by field of study, cannot be made comparable with figures from prior to 1982–83. The nonresponse rate does not appear to be a significant source of nonsampling error for this survey. The response rate over the years has been high, with the degree-granting institution response rate for the fall 2005 survey at 99.7 percent. The overall response rate for non-degree-granting institutions was 99.1 percent in fall 2005. The response rate is lower than last year due to the natural disasters of fall 2005; the data for 20 institutions unable to respond were imputed. Because of the high response rate for degree-granting institutions, nonsampling error caused by imputation is also minimal. Imputation methods and the response bias analysis for the fall 2005 survey are discussed in *Postsecondary Institutions in the United States: Fall 2005 and Degrees and Other Awards Conferred: 2004–05* (NCES 2007-167).

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) indicated that most Title IV institutions supplying revised data on completions in 2003–04 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 the IPEDS Completions survey may be obtained from

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Fall (Institutional Characteristics)

This survey collects the basic information necessary to classify institutions, including control, level, and types of programs offered, as well as 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 in the Fall Enrollment survey. The overall response rate was 99.9 percent for Title IV degree-granting institutions for 2005 data.

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) looked at tuition and

price in Title IV institutions. Only 8 percent of institutions in 2002–03 and 2003–04 reported the same data to IPEDS and Thomson Peterson consistently across all selected data items. Differences in wordings or survey items may account for some of these inconsistencies.

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

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Winter (Fall Staff)

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

Questionnaires for the 2005–06 Fall Staff survey were completed on the IPEDS data collection website between December 2005 and January 2006; respondents report employment statistics for their institution that cover the payroll period in the fall of the survey year. The 2005–06 survey had an overall response rate of 99.9 percent and a response rate of 99.9 percent for both degree-granting institutions and for non-degree-granting institutions. Imputation methods and the response bias analysis for the 2005–06 Fall Staff survey are discussed in *Employees in Postsecondary Institutions, Fall 2005, and Salaries of Full-Time Instructional Faculty, 2005–06* (NCES 2007-150).

The most recent data quality study, *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175), found that for 2003–04 employee data items, changes were made by 1.2 percent (77) of the institutions that responded. All who made changes made changes that resulted in different employee counts. 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.

Further information on the Fall Staff survey may be obtained from

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

This institutional survey was conducted for most years from 1966–67 to 1987–88; it has been conducted annually since 1989–90, except for 2000–01. Although the survey form has changed a number of times during these years, only comparable data are presented.

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 2005–06 survey was 99.9 percent for degree-granting institutions. A number of institutions affected by Hurricanes Rita and Katrina did not respond and their data were not imputed. Imputation methods and the response bias analysis for the 2005–06 survey are discussed in *Employees in Postsecondary Institutions, Fall 2005, and Salaries of Full-Time Instructional Faculty, 2005–06* (NCES 2007-150). 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 institutions' data for internal and longitudinal consistency and contacts institutions to check inconsistent data.

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) found that only 1.3 percent of the responding Title IV institutions in 2003–04 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 Salaries, Tenure, and Fringe Benefits survey may be obtained from

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Winter/Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. Response rates for this survey have been relatively high, generally exceeding 85 percent. Beginning in 2000, with web-based data collection, higher response rates were attained. In 2005–06, the overall response rates were 100.0 percent for degree-granting 4-year private not-for-

profit institutions, 2-year public institutions and 2-year private not-for-profit institutions; the response rate was 99.8 percent for 4-year public institutions. Imputation methods and the response bias analysis for the 2005–06 survey are discussed in *Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999 & 2002 Cohorts; and Financial Statistics, Fiscal Year 2005* (NCES 2007-154).

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

The *Integrated Postsecondary Education Data System Data Quality Study* (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 Classification of Instructional Programs (CIP) code data. (The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs.) 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 did not, the difference in magnitude was less than 10 percent.

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

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Spring (Finance)

This survey was part of the HEGIS series and has been continued under IPEDS. Substantial changes were made in the financial survey instruments in fiscal year (FY) 1976, FY 82, FY 87, FY 97, and FY 02. 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 76 survey instrument contained numerous revisions to earlier survey forms, which made direct comparisons of line items very difficult. Beginning in FY 82, Pell Grant data were collected in the categories of federal restricted grant and contract revenues and restricted scholarship and fellowship 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 87 survey included several important changes to the survey instrument and data processing procedures. Beginning in FY 97, data for private institutions were collected using new financial concepts consistent with Financial Accounting Standards Board (FASB) reporting standards, which provide a more comprehensive view of college finance activities. The data for public institutions continued to be collected using the older survey form. The data for public and private institutions were no longer comparable and, as a result, no longer presented together in analysis tables. Beginning in FY 01, public institutions had the option of either continuing to report using Government Accounting Standards Board (GASB) standards or using the new FASB reporting standards. Beginning in FY 02, public institutions had three options: the original GASB standards, the FASB standards, or the new GASB Statement 35 standards (GASB35). Because of the complexity of the multiple forms used by public institutions, finance data for public institutions for some recent years 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 collection, which offered features that improved the quality and timeliness of the data. The ability of IPEDS to tailor online data entry forms for each institution based on characteristics such as institutional control, level of institution, 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 05 Finance survey was 99.9 percent for degree-granting institutions. The response rates were 100.0 percent for public 2-year and private not-for-profit 2-year institutions, while the response rates were 99.9 percent for public 4-year and private not-for-profit 4-year institutions. Imputation methods and the response bias analysis for the FY 05 survey are discussed in *Enrollment in Postsecondary Institutions, Fall 2005; Graduation Rates, 1999 & 2002 Cohorts; and Financial Statistics, Fiscal Year 2005* (NCES 2007-154).

Two general methods of imputation were used in HEGIS. If prior-year data were available for a nonresponding institution, they were inflated using the Higher Education Price Index and adjusted according to changes in enrollments. If prior-year data were not 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 HEGIS were made using data from peer institutions.

Beginning with FY 87, IPEDS 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 compa-

rability with the historical time series of HEGIS institutions, data were combined from two of the three different survey forms that make up IPEDS. 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 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 institution totals.

In IPEDS, the form 2 institutions were not asked to separate appropriations from grants and contracts, nor were they asked to separate state from local sources of funding. For the form 2 institutions, all federal revenues were assumed to be federal grants and contracts, and all 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 *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) found that only a small percentage (2.9 percent, or 168) of postsecondary institutions either revised 2002–03 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 data. 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 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 these data to both entities.

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Library Statistics

Beginning on October 1, 2007, the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey will be conducted by the Institute of Museum and Library Services

(IMLS). The transfer of these surveys to IMLS is the result of President Bush's fiscal year 2007 budget request.

Public library statistics were collected annually by NCES using the PLS and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Descriptive statistics were produced for over 9,200 public libraries. The PLS included 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 supplied the information electronically, and data were edited and tabulated in machine-readable form.

The respondents were 9,200 public libraries identified in the 50 states and the District of Columbia by state library agencies. At the state level, FSCS was administered by State Data Coordinators, appointed by the Chief Officer of each State Library Agency. The State Data Coordinator collected the requested data from local public libraries and submitted these data to NCES. An annual training conference sponsored by NCES was provided for the State Data Coordinators. All 50 states and the District of Columbia submitted data for individual public libraries, which were also aggregated to state and national levels.

From 1994 through 2006, NCES conducted the StLA Survey for the 50 states and the District of Columbia. A state library agency is the official agency of a state that is charged by state law with the extension and development of public library services throughout the state and that has adequate authority under state law to administer state plans in accordance with the provisions of the Library Services and Technology Act (LSTA) of 2003. The StLA Survey collected data on services, collections, staffing, revenue, and expenditures.

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 (IPEDS) and was on a 2-year cycle. Beginning with fiscal year (FY) 2000, ALS was no longer a component of IPEDS, but it remains on a 2-year cycle. ALS provides data on about 3,700 academic libraries. In aggregate, these data provide an overview of the status of academic libraries nationally and statewide. 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.

School library data were collected on the School and Principal Surveys during the 1990–91 Schools and Staffing Survey (SASS). The School Library Media Centers (LMC) Survey became a component of SASS with the 1993–94 administration. Since then, the LMC Survey has been conducted during the 1999–2000 and 2003–04 school years. During the 2003–04 administration, only the public and Bureau of Indian Education (BIE) school library media cen-

ters were surveyed. The next LMC survey will be administered in the fall of 2007. School library questions focus on staff, collections, equipment, services, and expenditures.

Further information on library statistics may be obtained from

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National Adult Literacy Survey

The National Adult Literacy Survey (NALS), funded by the U.S. Department of Education and 12 states, was created in 1992 as a new measure of literacy. The aim of the survey was to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather information on adults' literacy skills, trained staff interviewed a nationally representative sample of nearly 13,600 individuals age 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, nearly 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* (NCES 93-275), in September 1993.

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National Assessment of Adult Literacy

The 2003 National Assessment of Adult Literacy (NAAL) was conducted to measure both English literacy and health literacy. The assessment was administered to 19,000 adults (including 1,200 prison inmates) age 16 and over in all 50 states and the District of Columbia. Components of the assessment included a background questionnaire, a prison component, the State Assessment of Adult Literacy (SAAL), a health literacy component, the Fluency Addition to NAAL (FAN), and the Adult Literacy Supplemental Assessment (ALSA). The assessment measured literacy directly through the completion of tasks, and results were reported using the following achievement levels: *Below Basic*, *Basic*, *Intermediate*, and *Proficient*.

By comparing the 1992 NALS and 2003 NAAL results, NAAL provides an indicator of the progress of adult literacy in the nation.

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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: main NAEP and long-term trend NAEP. NAEP has surveyed students at specific ages (9, 13, and 17) for the long-term trend NAEP and at 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 were assessed in writing at grades 4, 8, and 11 between 1984 and 1996. To measure trends accurately, assessment items (mostly multiple choice) and procedures have remained unchanged since the first assessment in each subject. Recent trend assessments 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, for regions, and for various subgroups of the population, such as racial and ethnic groups. Data from the trend

assessments are available in the most recent report, *NAEP 2004 Trends in Academic Progress* (NCES 2005-464).

The 2004 NAEP long-term trend assessments marked the end of tests designed and administered from 1971, marked the beginning of a modified design that provides greater accommodations for students with disabilities and English language learners, and limited the assessments to reading and math. Science and writing are now assessed only in main NAEP.

To ensure that 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 provides the basis of comparison for all future assessments, and the bridge links 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) items. Results are reported in two ways. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. In addition, the percentage of students at or above *Basic*, *Proficient*, and *Advanced* achievement levels is 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, and 12; at the state level, 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 for grades 4, 8, and 12 and at the state level for grades 4 and 8; civics was also assessed in 1998 at the national level for grades 4, 8, and 12. 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 and writing at grades 4, 8, and 12 for the national assessment and at grades 4 and 8 for the state assessment. In

2003, reading and mathematics were assessed at grades 4 and 8 for both national and state assessments.

The NAEP national samples in 2003 and 2005 were 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 (from 1969 to 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, the sizes and rates for the bridge group were 7,300 9-year-olds (80 percent), 7,500 13-year-olds (76 percent), and 7,600 17-year-olds (56 percent). Sample sizes 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); for those taking the modified assessment, the sizes and rates for the bridge group were 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 9-year-olds, 5,933 for 13-year-olds, and 5,288 for 17-year-olds. Overall participation rates were 78 percent, 73 percent, and 59 percent, respectively. Sample sizes for the math and science portions of the 1999 long-term trend study 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 the 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. About 172,000 4th-graders, 162,000 8th-graders, and over 21,000 12th-graders participated in the 2005 assessment.

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. Over 165,000 4th-graders, 159,000 8th-graders, and 21,000 12th-graders participated in the assessment in 2005.

The 1997–98 writing assessment was administered to 19,816 4th-graders, 20,586 8th-graders, and 19,505 12th-graders. The response rates 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. More than 300,000 students in grades 4, 8, and 12 participated in the 2005 science assessment.

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. The next geography assessment is scheduled for 2009–10.

The 2006 U.S. history assessment, the first since 2001, was administered to over 29,000 students in grades 4, 8, and 12 nationwide. Students in public, private, Department of Defense, and Bureau of Indian Affairs schools were assessed.

The 2006 civics assessment was administered to approximately 25,000 students in grades 4, 8, and 12 nationwide. The response rates for the respective grades were 95 percent, 92 percent, and 72 percent. The previous civics assessment was in 1998.

In 2006, an economics assessment was administered at grade 12 for the first time. Results are based on a nationally representative sample of 11,500 12th-graders from 590 public and private schools. The student participation rate was 72 percent for public school students and 87 percent for private school students.

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 ensure 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.

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National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (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 began 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 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then 2 years after their scheduled high school graduation, in 1994. 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 most of the students were in 10th grade, students, school dropouts, their teachers, and their school principals were surveyed. (Parents were not surveyed in 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 most 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 had returned to school and by what route. The 2000 follow-up examined the educational and labor market outcomes of the 1988 cohort at a time of transition. Most had been out of high school 8 years; many had completed their postsecondary educations, were embarking on first or even second careers, and were starting families.

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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 have been 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 people 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 was also 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. 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 3–12 and about 6,500 youth in grades 6–12 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 NHES:1995, the Early Childhood Program Participation Survey and the Adult Education Survey were similar to those in 1991. In the Early Childhood component, about 14,000 parents of children from birth to third grade were interviewed out of 16,000 sampled, for a completion rate of 90 percent. In the Adult Education Survey, about 25,000 adults were sampled and 80 percent (20,000) completed the interview.

NHES:1996 covered parent and family involvement in education and civic involvement. Data on homeschooling and school choice also were collected. The 1996 survey

screened about 56,000 households. 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 (including about 6,900 infants, toddlers, and preschoolers) and adults age 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 school-age children were doing during the time they 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 children from birth to age 6 who were not yet in kindergarten 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: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). Whereas previous adult education surveys were more general in scope, this survey had a narrower focus on occupation-related adult education programs. It collected in-depth information about training and education in which adults participated specifically for work-related reasons, either to prepare for work or a career, or to maintain or improve work-related skills and knowledge they already had. The Parent and Family Involvement Survey expanded on the first survey fielded on this topic in 1996. In 2003, screeners were completed with 32,049 households. About 12,700 of the 16,000 sampled adults completed the Adult Education for Work-Related Reasons Survey, for a

response rate of 76 percent. For the Parent and Family Involvement in Education Survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12, yielding a unit response rate of 83 percent.

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, with the exceptions that the Adult Education Survey addressed a new topic, informal learning activities for personal interest, and the Early Childhood Program Participation Survey and After-School Programs and Activities Survey did not collect information about before-school care for school-age children.

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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 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; in 1986, the fifth follow-up included a supplement for those who became teachers.

The sample design for 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 fewer than 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.

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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, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, 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 guide future federal policy regarding student financial aid. NPSAS was conducted every 3 years. Beginning with the 1999–2000 study, NPSAS is 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 subsample of their parents were interviewed by telephone. NPSAS:96 contained information on more than 48,000 undergraduate and graduate students from 973 postsecondary institutions enrolled at any time during the 1995–96 school year. NPSAS:2000 included nearly 62,000 students (49,930 undergraduates, 10,640 graduate students, and

1,200 first-professional students) from 999 postsecondary institutions. NPSAS:04 collected data on 69,100 undergraduates and 31,800 graduate students from 1,360 postsecondary institutions.

Further information on NPSAS may be obtained from

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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 education institutions ever undertaken.

The first cycle of NSOPF (NSOPF:88) was conducted by 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 chairpeople, 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 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 conducted in 2003–04 and included 1,080 degree-granting postsecondary institutions and approximately 26,000 faculty and instructional staff. The fifth cycle is scheduled to take place in 2008–09.

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Private School Universe Survey

The purposes of the Private School Universe 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, 2001–02, and 2003–04 school years have been released.

The PSS produces data similar to that of the CCD for 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 this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that 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 124 geographic areas, conducted by the U.S. Census Bureau.

Further information on the PSS may be obtained from

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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 2016* (NCES 2008-060). These projections include statistics for 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

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Recent College Graduates Study

Between 1976 and 1991, NCES conducted periodic surveys of baccalaureate and master's degree recipients 1 year after graduation with the Recent College Graduates (RCG) Study. The RCG Study—which has been replaced by the Baccalaureate and Beyond Longitudinal Study (B&B) (see listing above)—concentrated on those graduates entering the teaching profession. The study linked respondents' major field of study with outcomes such as whether the respondent entered the labor force or was seeking additional education. Labor force data collected included employment status (unemployed, employed part time, or employed full time), 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 studies oversampled education majors and increased the sampling of graduates with majors in other fields.

For each of the selected institutions, a list of 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 were graduates in other fields. Roughly 1 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 that 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, RCG response rates are comparable to studies that do not face problems locating their sample membership.

The 1976 study 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 study 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 study sampled 404 colleges and 18,738 graduates, of whom 17,853 were found to be in scope. Responses were obtained from 13,200 graduates, for a response rate of 78 percent. The response rate for colleges was 98 percent. The 1987 study sampled 21,957 graduates. Responses were received from 16,878, for a response rate of nearly 80 percent.

The 1991 study sampled 18,135 graduates of 400 bachelor's and master's degree-granting institutions, including 16,172 bachelor's degrees 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.

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School Survey on Crime and Safety (SSOCS)

The most recent School Survey on Crime and Safety (SSOCS) was conducted by NCES in spring/summer of the 2005–06 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 other jurisdictions; and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sampling frame for the 2006 SSOCS was constructed from the public school universe file created for the 2003–04 Schools and Staffing Survey from the 2003–04 Common Core of Data (CCD) Public Elementary/Secondary School Universe File. The sample was stratified by instructional level, type of locale (urbanicity), and enrollment size. The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. The sample was allocated to each subgroup in proportion to the sum of the square roots of the total student enrollment in each school in that stratum. The effective sample size within each stratum was then inflated to account for nonresponse. Once the final sample sizes were determined for each of the 64 strata, the subgroups were sorted by region and percent minority enrollment, and an initial sample of 3,565 schools was selected. Of those schools, 2,724 completed the survey. In March 2006, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person at the school most knowledgeable about discipline issues. The weighted overall response rate was 80.6 percent, and item nonresponse rates ranged from 0 to 33.7 percent. A nonresponse bias analysis was conducted on the 13 items with weighted item nonresponse rates greater than 15 percent, and it was determined that the increased potential for bias in these items was not enough to warrant their exclusion from the data file. 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 2005–06 school year.

For more information about the SSOCS, contact

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Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is a set of linked questionnaires used to collect 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 NCES by the Census Bureau during the 1987–88 school year. SASS subsequently was conducted in 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 SASS also obtained data on Bureau of Indian Affairs (BIA) schools (schools funded or operated by the

BIA). The universe of charter schools in operation in 1998–99 was given the Charter School Questionnaire to complete as part of the 1999–2000 SASS. In the 2003–04 SASS administration, charter schools were not administered a separate questionnaire, but were included in the public school sample. Another change in the 2003–04 administration included a revised data collection methodology using a primary in-person contact with the school with the aim of reducing the field follow-up phase. Also, school library media centers were surveyed only in the public and BIA schools. (See discussion on the School Library Media Centers Survey in “Library Statistics Program,” above.)

The 2003–04 SASS estimates are based on a sample consisting of approximately 8,000 public schools, 2,500 private schools, and 145 BIA schools. The public school sample for the 2003–04 SASS was based on an adjusted public school universe file from the 2001–02 school year Common Core of Data (CCD), the compilation of all the nation’s public school districts and public schools. The sampling 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. In addition, the teacher survey is designed to allow comparisons between new and experienced teachers and between bilingual/ESL teachers and other teachers.

The BIA sample consisted of all BIA schools that met the SASS definition of a school.

The private school sample for the 2003–04 SASS was selected from the 2001–02 Private School Universe Survey, supplemented with updates from state lists collected by the Census Bureau and lists by private school associations and religious denominations. Private school estimates are available at the national level and by private school affiliation.

In 2003–04, the weighted response rate for the School District Questionnaire was 82.9 percent. Weighted response rates for the Public School Principal Questionnaire, the Private School Principal Questionnaire, and the BIA-funded School Principal Questionnaire were 82.2 percent, 74.9 percent, and 90.7 percent, respectively.

Weighted response rates in 2003–04 for the Public School Questionnaire, the Private School Questionnaire, and the BIA-funded School Questionnaire were 80.8 percent, 75.9 percent, and 89.5 percent, respectively. The weighted overall response rates were 84.8 percent for public school teachers, 82.4 percent for private school teachers, and 92.0 percent for BIA-funded school teachers.

The Data Analysis System at <http://nces.ed.gov/surveys/sass/das.asp> may be used to access public school, public teacher, private school, and private teacher public-use data. There is also a methodology report on SASS, the *Quality Profile for SASS, Rounds 1–3: 1987–1995* (NCES 2000-308).

Further information on SASS may be obtained from

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<http://nces.ed.gov/surveys/sass>

Teacher Follow-up Survey (TFS)

The Teacher Follow-up Survey is a SASS survey whose purpose is to determine how many teachers remain at the same school, move to another school, or leave the profession in the year following a SASS administration. It is administered to elementary and secondary teachers in the fifty states and the District of Columbia. The TFS uses two questionnaires, one for teachers who left teaching since the previous SASS administration and another for those who are still teaching either in the same school as last year or in a different school. The objective of the TFS is to focus on the characteristics of each group in order to answer questions about teacher mobility and attrition.

Further information on the TFS may be obtained from

Renee Rowland
Elementary/Secondary and Libraries Studies Division
Elementary/Secondary Sample Survey Studies Program
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
renee.rowland@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 (E&S) Survey has been used since 1968 by the U.S. Department of Education’s Office for Civil Rights (OCR) to obtain trend data from the nation’s public elementary and secondary schools. The E&S Survey provides information about the enrollment of students in public schools in every state and about some education services provided to those students. These data are reported by race/ethnicity, sex, and disability.

Data in the E&S Survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the 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 Educa-

tion Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are 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, data were collected from all public school districts. In sample surveys, 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. The survey is conducted biennially (with few exceptions); the most recent survey was conducted in 2006. Data currently are available from the 2004 survey.

Further information on the E&S Survey can be obtained from

Mary Schifferli
Office for Civil Rights
U.S. Department of Education
555 12th Street SW
Washington, DC 20202
mary.schifferli@ed.gov
<http://www.ed.gov/about/offices/list/ocr/data.html?src=rt>

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 made in serving the nation's children with disabilities. This annual report contains information on children served by public schools under the provisions of Part B of the IDEA and on children served in state-operated programs for the disabled under Chapter I of the Elementary and Secondary Education Act.

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 children with disabilities receiving special education and related services on December 1 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 arise from a variety of sources. Some states follow a noncategorical approach to the delivery of special education services, but produce

counts by disabling condition because Part B of the EHA requires it. In those states that do categorize their disabled students, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
550 12th Street SW
Washington, DC 20065
<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
<http://www.ideadata.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 the eight U.S. jurisdictions (American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the U.S. Virgin Islands).

Further information on DAEL may be obtained from

Office of Vocational and Adult Education
Division of Adult Education and Literacy
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
<http://www.ed.gov/about/offices/list/ovac/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). Unless otherwise specified, data in the *Digest* are adjusted for inflation using the CPI-U. These values are frequently

adjusted to a school-year basis by averaging the July through June figures. Price indexes are available for the United States, the four Census regions, size of city, cross-classifications of regions and size classes, and 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 Bureau of Labor Statistics 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.

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://www.bls.gov/cpi>

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 of households is conducted for BLS by the U.S. 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 15 years of age and over, although only data on those 16 years of age and older are published. Each month, about 60,000 occupied household 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 noninterview rate that ranges between 7 and 8 percent. In addition to the 60,000 occupied household units, about 12,000 sample units in an average month are visited but are 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 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

Some tables in this report are based on a part of the decennial census that consists of questions asked of a one-in-six sample of people 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 People classified as enrolled in school reported attending a “regular” public or private school or college. They were asked whether the institution they attended was public or private and what level of school they were enrolled in.

Educational Attainment Data for educational attainment were tabulated for people age 15 and older 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 people currently enrolled in school.

Poverty Status To determine poverty status, answers to income questions were used to make comparisons to the appropriate poverty threshold. All people except those who were institutionalized, people in military group quarters and college dormitories, and unrelated people under age 15 were considered. If the total income of each family or unrelated individual in the sample was below the corresponding cutoff, that family or individual was classified as “below the poverty level.”

Further information on the 1990 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/decennial.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* or methods for deriving standard errors can be found within the CPS technical documentation at <http://www.census.gov/apsd/techdoc/cps/cps-main.html>. The CPS data are subject to both nonsampling and sampling errors.

Caution should also be used when comparing data from 1994 through 2001, which reflect 1990 census-based population controls, with data from March 1993 and earlier, which reflect 1980 or earlier census-based population controls, as well as with data from 2002 onward, 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 the 1990 census-based population control 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 dis-

proportionately greater for certain subpopulation 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.census.gov/cps>

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 on accuracy as noted below under "School Enrollment," the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. 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 and 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 undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage is estimated to be about 8 percent. CPS undercoverage varies with age, sex, and race. Generally, undercoverage is larger for males than for females and larger for Blacks and other races combined than for Whites. For example, in 2005 the undercoverage ratio for Black 20- to 24-year-old males is 36 percent. Ratio estimation to independent age-sex-race-Hispanic population controls partially corrects for the bias due to undercoverage. Further information on CPS methodology may be obtained from <http://www.census.gov/cps>.

Further information on the calculation of dropouts and dropout rates may be obtained from *Dropout Rates in the United*

States: 2005 at <http://nces.ed.gov/pubs2007/dropout05/> or by contacting

Chris Chapman
Early Childhood, International, and Crosscutting Studies
Division
Early Childhood and Household Studies Program
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: 2006*, which may be downloaded at <http://www.census.gov/population/www/socdemo/education/cps2006.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.

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

The March 2005 basic CPS response rate was 90.6 percent and the educational attainment supplement 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*.

The March 2006 basic CPS response rate was 91.1 percent. Further information on CPS and its supplements may be obtained from the CPS website at <http://www.census.gov/cps>.

Further information on CPS's educational attainment data 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/educ-attn.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 nonsampling 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.

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

The October 2005 basic CPS response rate was 92.6 percent and the school enrollment supplement response rate was 96.6 percent, for a combined supplement response rate of 89.5 percent.

The October 2006 basic CPS household-level response rate was 91.9 percent and the school enrollment supplement person-level response rate was 88.0 percent. Since these rates are determined at different levels they cannot be combined to derive an overall response rate.

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

Further information on the CPS School Enrollment Supplement 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 U.S. 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.

State government finances are based primarily on the annual Census Bureau Survey of Government Finances. Census analysts compile figures from official records and reports of the state governments for most of the state financial data. States differ in the ways they administer activities; they may fund such activities directly, or they may disburse the money to a lower level government or government agency. Therefore, caution is advised when attempting to make a direct comparison between states on their state fiscal aid data.

The sample of local governments is drawn from the periodic Census of Governments and consists of certain local governments sampled with certainty plus a sample below the certainty level. Finance data for all school districts are collected on an annual basis and released through the NCES Common Core of Data system.

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 U.S. 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 that 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 1984–93 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 two 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 people 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 to also provide a broader context for analysis by adding questions on a variety of topics not covered in the core section. These questions are labeled “topical 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 SIPP may be obtained from

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

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 by the University of Michigan Institute for Social Research. One component of the study deals with student drug abuse. Results of the 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 comprise roughly 15,000 students in 133 schools. Students 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 8th- and 10th-grade surveys are anonymous, while the

12th-grade survey is confidential. 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 49,000 students from 402 public and private secondary schools are surveyed annually. Over the years, the response rate has varied from 77 to 86 percent.

Understandably, there is some reluctance to admit illegal activities. Also, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of 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 L.D. Johnston, P.M. O'Malley, and J.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

Survey of Federal Science and Engineering Support 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.

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 are excluded and some systems are combined into single reporting units.

Further information on federal support obligations 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/statistics/srvyfedsupport>

Survey of Earned Doctorates

The Survey of Earned Doctorates 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. Department of Agriculture; and the National Institutes of Health.

With the assistance of graduate deans, a survey form is distributed to each person completing the requirements for a doctorate. Of the 43,354 new research doctorates granted in 2005, the response rate was 92 percent. The questionnaire obtains information on sex, race/ethnicity, marital status, citizenship, disabilities, dependents, specialty field of doctorate, educational institutions attended, time spent in completion of doctorate, financial support, education debt, postgraduation plans, and educational attainment of parents.

Further information on the Survey of Earned Doctorates 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/statistics/srvydoctorates>
<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 institution-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 2005 GSS were collected at the beginning of academic year 2005–06. This survey includes all branch campuses, affiliated research centers, and separately orga-

nized components—such as medical or dental schools, nursing schools, and schools of public health—from all academic institutions that offer doctor’s and master’s degree programs. Only those graduate students enrolled for credit in a master’s or doctoral program in science or engineering in the fall of 2005 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 master’s or doctoral degree in science or engineering or were enrolled in a joint M.D./Ph.D. program.

The final 2005 survey universe consisted of 708 reporting units (schools) at 588 graduate institutions: 215 master’s-granting institutions and 493 reporting units associated with 373 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/gradpostdoc>

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 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 through 2006 should not be compared with 2001 and earlier NHSDA data to assess changes in substance use over time. The 2006 NSDUH screened 151,288 addresses, and 137,057 completed interviews were obtained. The survey was conducted from January through December 2006. Weighted response rates were 90.6 percent for household screening and 74.2 percent for interviewing. The 2005 NSDUH was the first in

a coordinated 5-year sample design providing estimates for all 50 states and the District of Columbia for the years 2005 through 2009. Because the 2005 design enables estimates to be developed by state, states may be viewed as the first level of stratification, as well as a reporting variable.

Further information on the 2006 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. 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 21.2 and a standard deviation of 5.0 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 South are overrepresented among ACT-tested students as compared to graduating students nationally. These students more often attend public colleges and universities, which require the ACT assessment more often than the SAT test.

Further information on the ACT may be obtained from

The American College Testing Program
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243
<http://www.act.org/>

American Council on Education

One of the American Council on 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?* This report looks not only at those who take the GED, but also at how each jurisdiction uses the GED as the basis for awarding high school credentials.

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, i.e., taken by students who need the results to apply to a particular college or university. Public colleges in many states, particularly in the Midwest, parts of the South, and the West, require ACT scores rather than SAT scores. The proportion of students taking the SAT in these states is very low and is inappropriate for comparison. In recent years, more than 1.4 million high school students have taken the SAT examination annually. The latest version of the SAT, which includes a writing component, 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 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 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. (CAE) is a not-for-profit corporation funded by contributions from businesses. CAE largely provides consulting and research services to corporations and information on voluntary support services to education institutions. Each year, CAE 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 2006 study, the 1,014 institutions that participated in the study represent about one-third of the nation's 4-year colleges and universities. Respondents generally account for about 85 percent of the voluntary support raised by all colleges and universities. Voluntary support by individuals—alumni and non-alumni—and corporations in 2006

increased over that of 2005—alumni by 18.3 percent, non-alumni by 14 percent, and corporate giving by 4.5 percent.

Survey forms are reviewed by CAE for internal consistency before preparing a computerized database. Institutional reports of voluntary support data from the CAE Survey of Voluntary Support of Education are more comprehensive and detailed than the related data in the Integrated Postsecondary Education Data System (IPEDS) 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 CAE.

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 to the states to improve the monitoring and assessment of education. This center has since combined with two other CCSSO centers to form the Division of State Services and Technical Assistance, which supports state education agencies in developing standards-based systems that enable all children to succeed. *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 Indicators Program
Council of Chief State School Officers
One Massachusetts Avenue NW
7th Floor
Washington, DC 20001
<http://www.ccsso.org>

Education Commission of the States

Clearinghouse Notes

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*. ECS 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.

StateNotes

ECS regularly issues compilations, comparisons, and summaries of state policies on a number of education issues, including high school graduation requirements and school term information. ECS monitors state education activities for changes in education policies and updates ECS state information accordingly.

Further information on *Clearinghouse Notes* and *StateNotes* is available from

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

Graduate Record Examinations Board

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 the publication *Open Doors*. All of the regionally accredited institutions in NCES's Integrated Postsecondary Education Data System (IPEDS) are surveyed by IIE. The foreign student enrollment data presented in the *Digest* are drawn from IIE surveys, which ask institutions for information on enrollment of foreign students, as well as student characteristics, such as country of origin. For the 2005–06 survey, approximately 69.7 percent of the 2,004 institutions surveyed reported data.

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

Sharon Witherell
Institute of International Education—Public Affairs
809 United Nations Plaza
New York, NY 10017-3580
sharonwitherell@iie.org
<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 composed 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 Study (PIRLS). IEA projects also include studies of particular interest to IEA members, such as the TIMSS-Repeat Video Study of Classroom Practices, the Civic Education Study (see below), and studies on 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-phase 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 II 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. The next survey is scheduled for 2008–09.

Further information on the IEA Civic Education Study may be obtained from

Daniel McGrath
Early Childhood, International, and Crosscutting Studies
Division
International Activities Program
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
daniel.mcgrath@ed.gov
<http://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, is 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 participating 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 replacements 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 the study may be obtained from

Patrick Gonzales
Early Childhood, International, and Crosscutting Studies
Division
International Activities Program
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
patrick.gonzales@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 2,500 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 2006 NACUBO Endowment Study participants are for the fiscal year ending June 30, 2006.

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 2006 study was administered entirely in a web-based format; there were 765 respondents.

Further information on the 2006 NACUBO Endowment Study may be obtained from

National Association of College and University Business Officers
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 U.S. Department of Defense Education Activity, U.S. jurisdictions, and Canadian provinces and territories.

The *NASDTEC Manual* was printed between 1984 and 2004, when it was replaced by an online publication, KnowledgeBase. This is an expanded version of the *Manual* and is the most comprehensive 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 KnowledgeBase may be obtained from

Roy Einreinhofer, Executive Director
NASDTEC
1225 Providence Rd., PMB #116
Whitinsville, MA 01588
rje@nasdtec.com
<http://www.nasdtec.org/about.tpl>

National Catholic Educational Association

The National Catholic Educational Association (NCEA) has been 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

Estimates of School Statistics

The National Education Association (NEA) produces *Estimates of School Statistics* annually. This report provides projections of public school enrollment, employment and personnel compensation, and finances, as reported by individual state departments of education. The state-level data in *Estimates of School Statistics* allow broad assessments of trends in the above areas. These data should be looked at with the understanding that the state-level data do not necessarily reflect the varying conditions within a state on education issues.

Data in this report are provided by state and District of Columbia departments of education and by other, mostly governmental, sources. Surveys are sent to the departments of education requesting estimated data for the current year and revisions to 4 years of historical data, as necessary. Twice a year, NEA submits current-year estimates on more than 35 education statistics to state departments of education for verification or revision. The estimates are generated using regression analyses and are used in the

Estimates report only if the states do not provide current data.

Further information on *Estimates of School Statistics* may be obtained from

NEA Rankings & Estimates Team—NEA Research
1201 16th Street NW
Washington, DC 20036
<http://www.nea.org/aboutnea/contact.html>
<http://www.nea.org/index.html>

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 was 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. The sampling procedure changed after 1956 and some wording of items has changed over different administrations of the survey.

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 in 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 the Status of the American Public School Teacher Survey may be obtained from

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

Organization for Economic Cooperation and Development

Education at a Glance (EAG)

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, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States. In addition to these OECD countries, several partner countries are surveyed for EAG—Brazil, Chile, Israel, and the Russian Federation.

To highlight current education issues and create a set of comparative education indicators that represent key features of education systems, OECD initiated the International Education Indicators Project (INES) and charged the Centre for Educational Research and Innovation (CERI) with developing the cross-national indicators for it. The development of these indicators involved representatives of the OECD countries and the OECD Secretariat. Improvements in data quality and comparability among OECD countries have resulted from the country-to-country interaction sponsored through the INES project. The most recent publication in this series is *Education at a Glance, OECD Indicators, 2007*.

Documentation for the enrollment, degree, staff, and finance data appearing in *Education at a Glance, OECD Indicators* has been published in the *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
Indicators & Analysis Division
OECD Directorate for Education
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 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 2-hour-long paper-and-pencil exam. Assessment items include a combination of multiple-choice and open-ended questions, which 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 three subjects are assessed every 3 years. In the first cycle, PISA 2000, reading literacy was 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 focused 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.

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

Holly Xie
Early Childhood, International, and Crosscutting Studies
Division
International Activities Program
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006
holly.xie@ed.gov
<http://nces.ed.gov/surveys/pisa>

Phi Delta Kappa/Gallup Poll

Public Attitudes Toward the Public Schools Survey

Each year, the Gallup Poll conducts the Public Attitudes Toward the Public Schools Survey, funded by the Phi Delta Kappa Educational Foundation. The survey includes inter-

views with adults representing the civilian noninstitutional population, age 18 and older.

Gallup uses an unclustered, directory-assisted, random-digit-dial 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 the adult population living in households with telephones in the continental United States. The sample used in the 39th (2007) annual survey was made up of a total of 1,005 adults age 18 and older. Field work for the survey was conducted between June 12 and June 29, 2007.

The survey is a sample survey and is subject to sampling error. The size of the 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 two percentages (50 percent versus 41 percent) based on two 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

Delaine McCullough
Phi Delta Kappa
P.O. Box 789
Bloomington, IN 47402-0789
dmccullough@pdkintl.org
<http://www.pdkintl.org>

SRI International

The National Longitudinal Transition Study-2

The National Longitudinal Transition Study-2 (NLTS-2) is a follow-up of the original National Longitudinal Transition Study conducted from 1985 through 1993. NLTS-2 began in 2001 with a sample of special education students who were ages 13 through 16 and in at least 7th grade on December 1, 2000. The study will continue for 10 years and is designed to provide a national picture of these youths' experiences and achievements as they transition into adulthood. Data will be collected from parents, youth, and schools by survey, telephone interviews, student assessments, and transcripts.

NLTS-2 is designed to align with the original NLTS by including many of the same questions and data items, thus allowing comparisons between the NLTS and NLTS-2 youths' experiences. NLTS-2 also includes items that have been col-

lected in other national databases to permit comparisons between NLTS-2 youth and the general youth population.

Further information on NLTS-2 may be obtained from

Lynn Newman
SRI International
333 Ravenswood Ave.
Menlo Park, CA 94025
lynn.newman@sri.com
<http://www.sri.com>

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. Data from official surveys 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, tertiary-level data (i.e., postsecondary education data) present numerous substantive problems. Some countries report only university enrollment, while other countries report all postsecondary enrollment, including enrollment in 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	17,295	5,180	7,285	5,057	7,194	5,246
Black	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. Race categories exclude persons of Hispanic ethnicity.

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	
	DEFF	DEFT	DEFF	DEFT	DEFF	DEFT	DEFF	DEFT
Total sample	2.40	1.54	2.87	1.69	2.19	1.47	2.28	1.50
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 3.6 (1.89) and the average design effect for the 1980 senior first follow-up (1982) survey is 2.6 (1.62). Race categories exclude persons of Hispanic ethnicity.

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: Selected years, 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 through 2007

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 through 2007.

Table A-5. Sampling errors (95 percent confidence level) for the difference in two percentages estimated from the Gallup Poll: 1992, 1993, and 1996 through 2007

Size of first sample	Size of second sample					
	1,500	1,000	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 through 2007.

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.

Achievement levels, NAEP Specific achievement levels for each subject area and grade to provide a context for interesting student performance. At this time they are being used on a trial basis.

Basic—denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.

Proficient—represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced—signifies superior performance.

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.

ACT The ACT (formerly the American College Testing Program) 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.

Alternative schools Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. Although these

schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems.

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

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

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.

City school See Locale codes.

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's 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.

Classification of Secondary School Courses (CSSC) A modification of the Classification of Instructional Programs used for classifying high school courses. The CSSC contains over 2,200 course codes that help compare the thousands of high school transcripts collected from different schools.

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 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.

Disabilities, children with 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.)

Deafness 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-blindness 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.

Hearing impairment 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.

Mental retardation 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.

Multiple disabilities 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.

Orthopedic impairment 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 impairment 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.

Serious emotional disturbance 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 disability 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/language impairment Having a communication disorder, such as stuttering, impaired articulation, language

impairment, or voice impairment, which adversely affects the student's educational performance.

Visual impairment 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. 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 trans-

actions 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 fall enrollment.

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 people or more (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such people (including related sub-family 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 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 2006 begins on October 1, 2005, and ends on September 30, 2006. (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-equivalent teacher See Instructional staff.

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.

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 most 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)

Doctorate-granting 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.

Special focus 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's Conferring at least 90 percent of its degrees and awards for work below the bachelor's level.

Tribal Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

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 U.S.C. 1061 (2)) allow for certain exceptions of the founding date.

Household All the people 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

people 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 (colleges and universities) 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, and 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 People 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 (LEA) See School district.

Locale codes A classification system to describe a location. The "Metro-Centric" locale codes, developed in the 1980s, classified all schools and school districts based on their county's proximity to metro statistical areas (MSA) and their specific location's population size and density. In 2006, the "Urban-Centric" locale codes were introduced. These locale codes are based on an address's proximity to an urbanized area. For more information see http://nces.ed.gov/ccd/rural_locales.asp.

Pre-2006 Metro-Centric Locale Codes

Large City: A central city of a consolidated metropolitan statistical area (CMSA) or MSA, with the city having a population greater than or equal to 250,000.

Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.

Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

Large Town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

Small Town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

2006 Urban-Centric Locale Codes

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

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 People 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 People 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. Not-for-profit institutions may be either independent not-for-profit (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 listed in the table, including language groups and individual languages, such as the non-Semitic African languages, Native American languages, the Celtic languages, Pacific language groups, the Ural-Altai 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.

Personal income Current income received by people from all sources, minus their personal contributions for social insurance. Classified as "people" 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 people.

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 avocational 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 publicly 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 people 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 people 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 A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., China, India, Japan, the Philippines, Vietnam, and Korea.

Native Hawaiian/Other Pacific Islander A person having origins in any of the original peoples of the Pacific Islands, e.g., Hawaii, Guam, and Samoa.

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

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.

Rural school See Locale codes.

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.

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. It was formerly called the Scholastic Assessment Test.

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 chairpeople, 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 Disabilities.

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.

Teacher see Instructional staff.

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, not-for-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.

Town school See Locale codes.

Trade and industrial occupations The branch of vocational education which is concerned with preparing people 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.

Urban fringe school See Locale codes.

Virgin Islands Refers to the U.S. Virgin Islands.

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.

APPENDIX C

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