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the condition of education 2007 in Brief

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The Condition of Education 2007 in Brief

June 2007

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What's Inside

This publication contains a sample of the 48 indicators in ***The Condition of Education 2007***. To order the entire printed edition of ***The Condition*** free of charge, call ED PUBS (1-877-4ED-PUBS).

The indicators in this publication are numbered sequentially, rather than according to their numbers in the complete edition. The Contents page offers a cross-reference between the two publications.

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. As mandated by Congress, the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences annually publishes a statistical report on the status and progress of education in the United States. ***The Condition of Education*** includes data and analysis on a wide variety of issues. These data are taken from government and private sources. The 2007 edition of ***The Condition*** contains a special analysis on the coursetaking patterns and trends of U.S. high school students and additional indicators that are divided into five sections:

- Participation in Education
- Learner Outcomes
- Student Effort and Educational Progress
- Contexts of Elementary and Secondary Education
- Contexts of Postsecondary Education

The publication also contains additional tables and notes related to each indicator.

The Condition of Education 2007 in Brief and the complete edition are available on the NCES website (http://nces.ed.gov).

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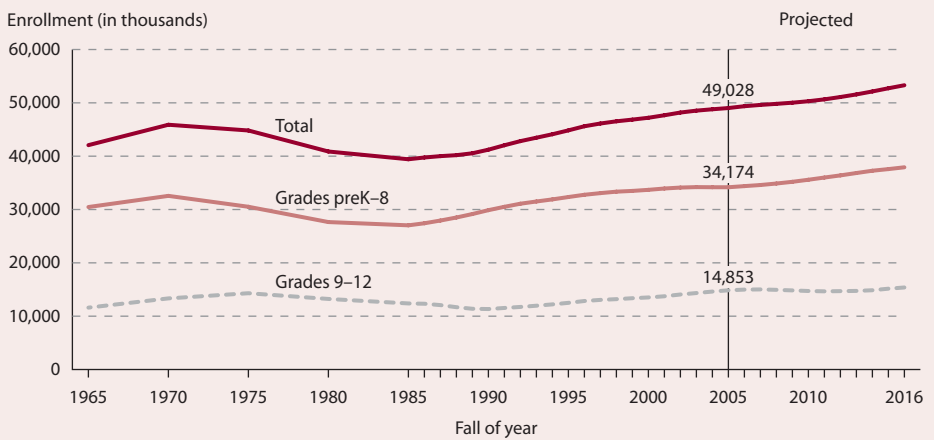
Contents

Past and Projected Public School Enrollments

Public elementary and secondary enrollment is projected to increase to 53 million in 2016.

Following declines in the 1970s and early 1980s, public school enrollment in prekindergarten (preK) through 12th grade increased in the latter part of the 1980s through the early 2000s, and is projected to reach an estimated 49.6 million students in 2007.[1] Of these students, 34.6 million will be enrolled in preK–8th grade, and 15.0 million in grades 9–12. Total public school enrollment is projected to set new enrollment records each year from 2007 through 2016, at which time it is expected to reach an all-time high of 53.3 million. Since 1965 the South has had the largest share of public school enrollment in the United States; this percentage is expected to increase between 2008 and 2016.

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



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

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

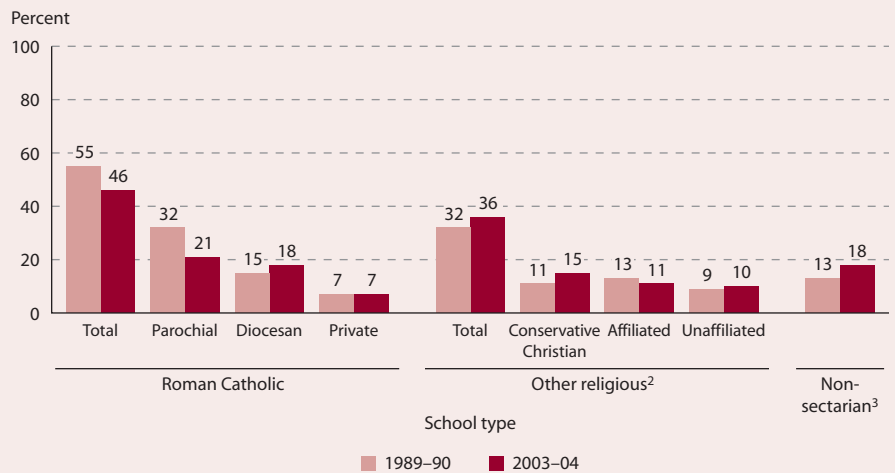
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 36; Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State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

Trends in Private School Enrollments

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

Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 to 5.3 million students, but had declined to 5.1 million students by 2003–04. During this period, the percentage enrolled in private school fluctuated around 10 percent. Roman Catholic schools continued to have the largest share of total private school enrollment, but the percentage decreased from 55 to 46 percent because of the decline in the percentage of private school students enrolled in parochial schools.[1] However, at both the elementary and secondary levels, there were increases in the percentage of students enrolled in Conservative Christian schools, from 11 to 15 percent, and in the percentage enrolled in nonsectarian private schools, from 13 to 18 percent.

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



[1] Parochial schools are Catholic schools run by a parish, not by a diocese or independently.

[2] Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in other religious school associations. Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

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

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

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

Language Minority School-Age Children

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

Between 1979 and 2005, the number of school-age children (ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.6 million (from 9 to 20 percent of the school-age population). An increase is also evident between 2000 and 2005 (18 to 20 percent). Among school-age children who spoke a non-English language at home, the total number who spoke English with difficulty increased from 1.3 million (3 percent of all 5- to 17-year-olds) to 2.9 million (6 percent) between 1979 and 2000, and did not measurably change after 2000. In 2005, the majority of school-age children who spoke a non-English language at home spoke Spanish, followed by other Indo-European languages,[1] Asian/Pacific Islander languages,[2] and other languages.

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

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

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

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the American Community Survey (ACS) were available to respondents.

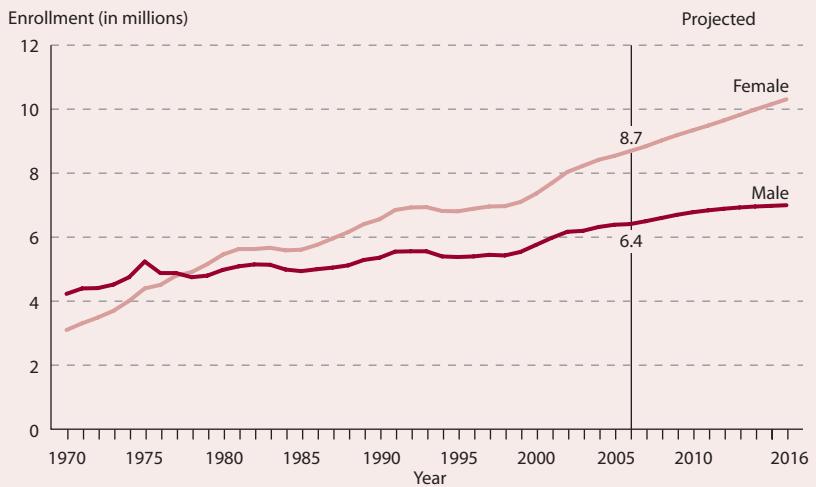
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000–05.

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

Past and Projected Undergraduate Enrollments

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three and a half decades and is projected to continue to do so through 2016, albeit at a slower rate. These increases have been accompanied by changes in the proportion of students who are female. Since 1970, women's undergraduate enrollment increased more than three times as fast as men's and surpassed men's enrollment in 1978. From 2006 to 2016, both men's and women's undergraduate enrollments are projected to increase, but less so than they did from 1995 to 2005. Women's undergraduate enrollment is projected to continue growing faster than men's enrollment, with women expected to make up 60 percent of enrollment in 2016.

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



NOTE: Projections are based on data through 2005 and middle alternative assumptions concerning the economy. For more information, see NCES 2007-038.

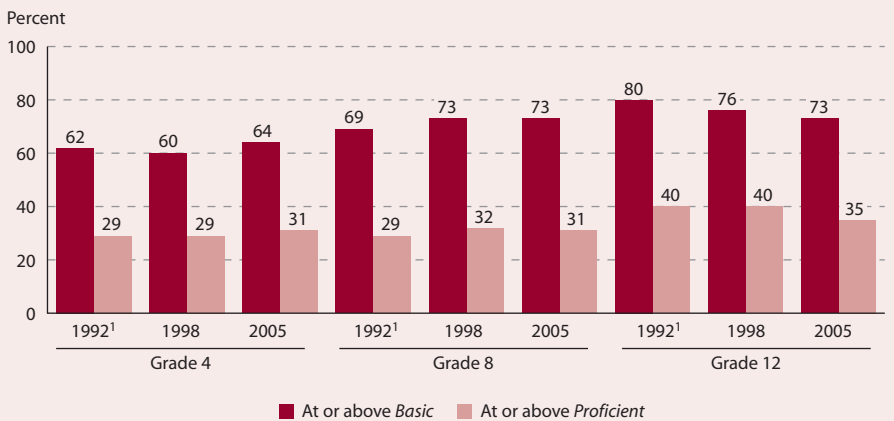
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 190, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), table 19; data from U.S. Department of Education, NCES,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

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

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

The National Assessment of Educational Progress (NAEP) has assessed the reading abilities of 4th-, 8th-, and 12th-graders in public and private schools since 1992. Reported on a scale of 0–500, national average reading scores of 4th- and 8th-graders varied little between 1992 and 2005, though both were 2 points higher in 2005 than in 1992. The reading scores of 12th-graders, however, decreased 6 points during this period. The percentage of 4th-graders at or above *Proficient* (indicating solid academic achievement) increased between 1992 and 2005 (from 29 to 31 percent). The percentage of 8th-graders at this level did not change measurably, but the percentage of 12th-graders decreased from 40 to 35 percent.

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



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

NOTE: Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national samples for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Differences are based upon unrounded estimates..

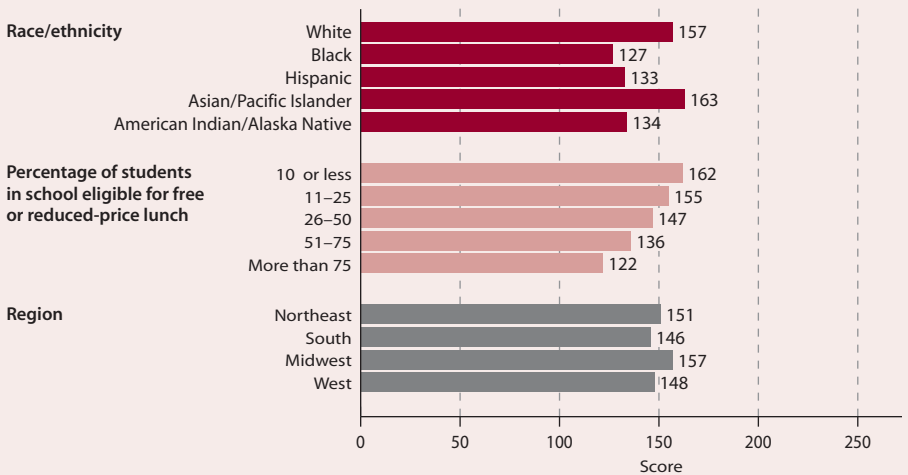
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments, NAEP Data Explorer.

Mathematics Performance of Students in Grade 12

In 2005, the mathematics scores of 12th-graders in schools with lower percentages of students eligible for free/reduced-price lunch were higher than those in schools with higher percentages of eligible students.

The average mathematics score of public and private school 12th-graders on the 2005 National Assessment of Educational Progress (NAEP) was set at 150 (on a scale of 0–300). When examining the overall mathematics scores of 12th-graders, Asian/Pacific Islander students scored higher on average in 2005 than students in the other racial/ethnic groups. The average score for White students was higher than the average scores for Black, Hispanic, and American Indian students; Hispanic students scored higher on average than Black students. Those students attending schools with lower percentages of students eligible for free or reduced-price lunch scored higher than students in schools with higher percentages of eligible students. Students in the Midwest outperformed their peers in the West, South, and Northeast.

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



NOTE: Race categories exclude persons of Hispanic ethnicity.

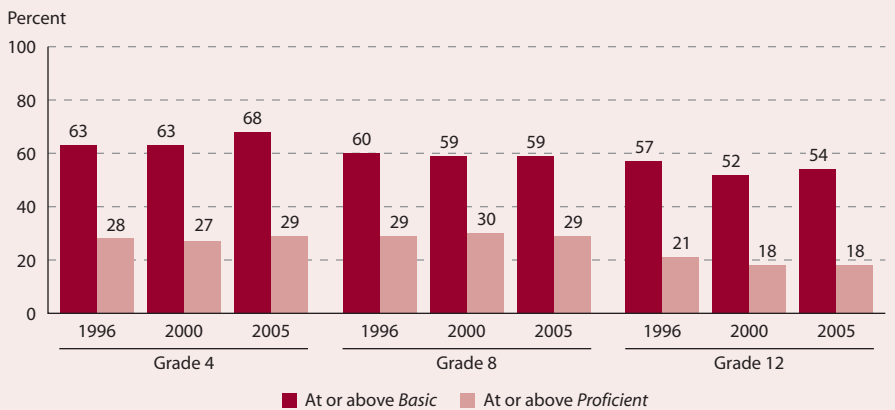
SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

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

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

The National Assessment of Educational Progress (NAEP) has assessed the science abilities of 4th-, 8th-, and 12th-graders in public and private schools since 1996, using a separate 0–300 scale for each grade. Between 1996 and 2005, the national average 4th-grade science score increased from 147 to 151; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 to 147. The percentages of 4th- and 8th-graders at or above *Proficient* (indicating solid academic achievement) were not measurably different from 1996 to 2005, while the percentage of 12th-graders at this level was lower in 2005 than in 1996. In 2005, some 29 percent of 4th- and 8th-graders and 18 percent of 12th-graders were at or above *Proficient*.

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



NOTE: Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results.

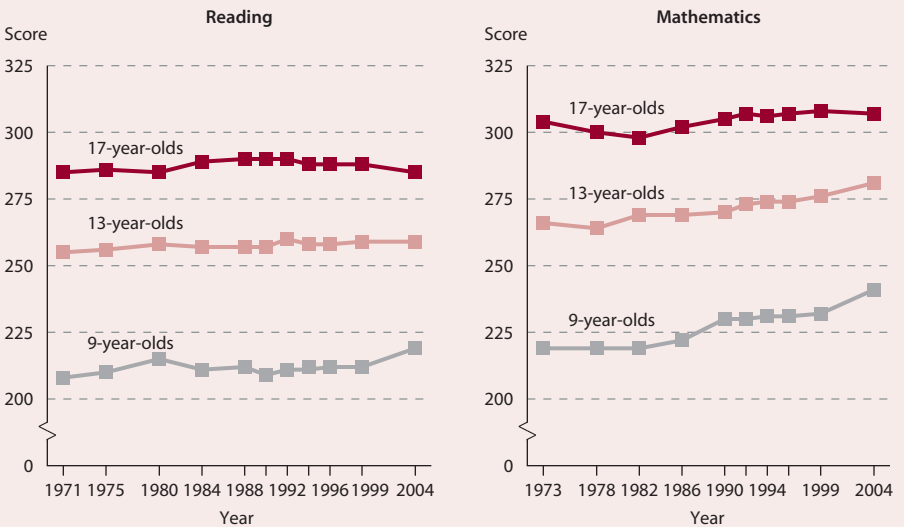
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends by Age

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

National Assessment of Educational Progress (NAEP) long-term trend results indicate that the reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2004. In reading, 9-year-olds scored higher in 2004 than in any previous assessment year, with an increase of 7 points between 1999 and 2004. The 2004 average reading score for 13-year-olds was not measurably different from the 1999 average score, but was higher than the 1971 and 1975 scores. In mathematics, the achievement of 9- and 13-year-olds in 2004 was the highest of any assessment year. Though the performance of 17-year-olds on both NAEP assessments was not measurably different from prior years, scores for Black and Hispanic 17-year-olds have improved since the early 1970s.

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



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

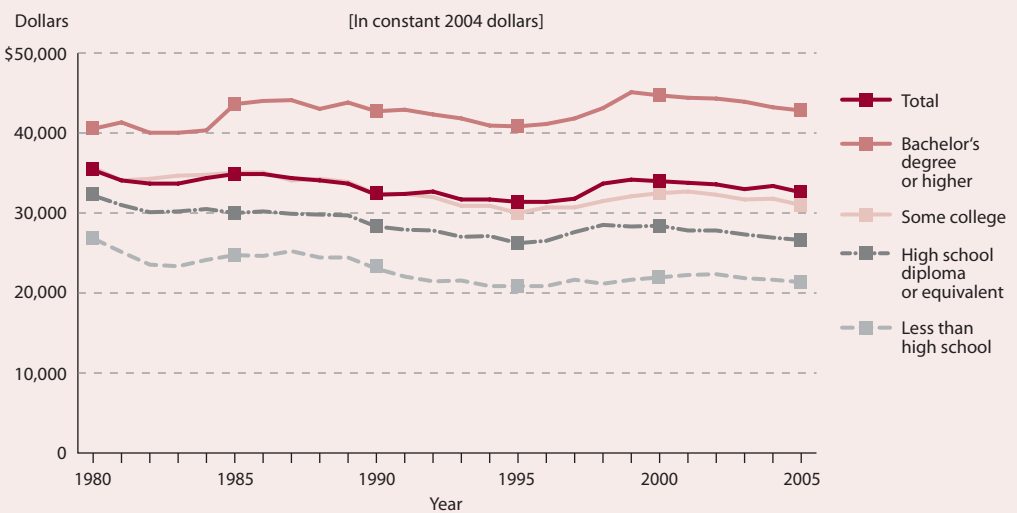
SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1 and 2-4, data from U.S. Department of Education, National Center for Education Statistics, National Assessment of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

Annual Earnings of Young Adults

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

Between 1980 and 2005, earnings for those ages 25–34 who worked full time, full year increased with their educational level. For example, young adults with at least a bachelor's degree consistently had higher median earnings than those with less education, and this pattern generally held by sex and race/ethnicity. Moreover, overall and generally within each subgroup, earnings fluctuated among those with at least a bachelor's degree and decreased among those with less education. These changes contributed to a growth in the median income gap. The earnings of those with a high school diploma[1] decreased by $5,600, while the earnings of those with a bachelor's or higher degree increased by $2,300.

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



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

NOTE: Earnings are presented in 2004 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. *Full-year worker* refers to those who were employed 50 or more weeks the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted.

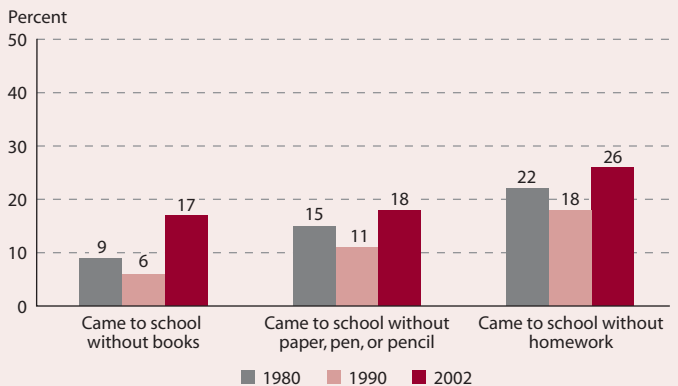
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

Student Preparedness

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

When 10th-graders were asked to report how often they came to school without books; without paper, pen, or pencil; and without their homework—all of which can be used as measures of student preparedness for school—the percentage of students who reported being chronically unprepared for school (i.e., "usually" or "often") was larger in 2002 than in 1980. However, percentages were lower in 1990 than in 1980 or 2002. For example, the percentage who reported coming to school usually or often without their homework in 2002 was 26 percent, compared with 22 percent in 1980 and 18 percent in 1990. A similar pattern was found for usually or often coming to school without paper, pen, or pencil or without books.

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



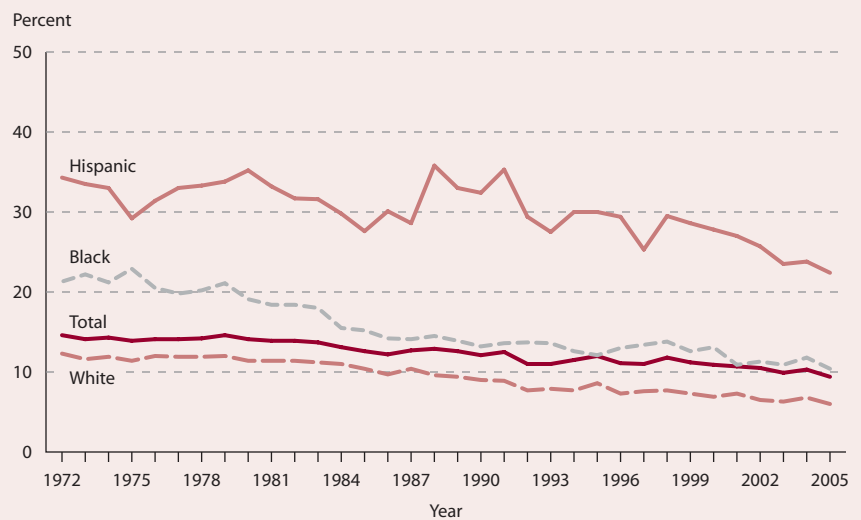
SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of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

Status Dropout Rates by Race/Ethnicity

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

The *status dropout rate* represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a General Educational Development [GED] certificate). Among 16- through 24-year-olds, the status dropout rate declined from 1972 to 2005 (15 to 9 percent); a decline has also been seen since 2000. Status dropout rates for Whites, Blacks, and Hispanics have each generally declined since 1972. However, for each year between 1972 and 2005, the status dropout rate was lowest for Whites and highest for Hispanics. Although the gaps between the rates of Blacks and Whites and Hispanics and Whites have decreased, the patterns have not been consistent.

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



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

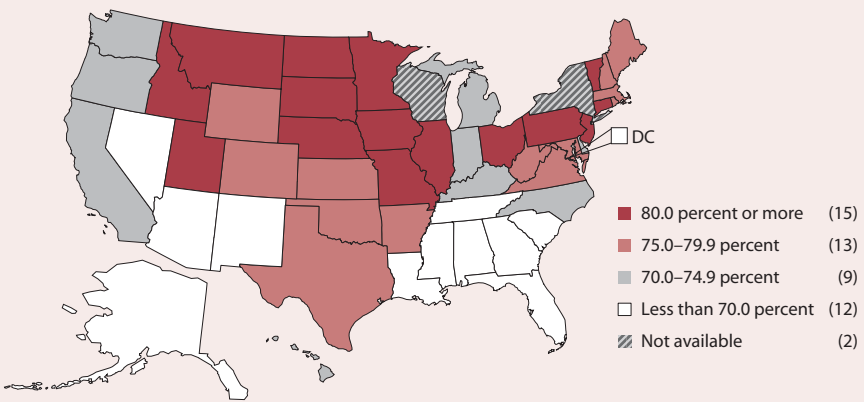
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2005.

Public High School Graduation Rates by State

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

Among all public high school students in the class of 2003–04, the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later with a regular diploma—was 75.0 percent in the 48 reporting states and the District of Columbia.[1] Among the states that reported 2003–04 graduation counts, Nebraska had the highest averaged freshman graduation rate at 87.6 percent, and Nevada had the lowest rate at 57.4 percent. The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 74.3 percent for the class of 2003–04.[2] Between these years, there was an increase in the graduation rate in 44 states and the District of Columbia.

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



[1] New York and Wisconsin did not report 2003–04 graduation counts.

[2] In order to compare across years, the number of graduates in New York and Wisconsin was imputed. To impute the number of graduates in New York and Wisconsin in 2003–04, the 2002–03 averaged freshman graduation rates for these two states were applied to the average of the grade-specific enrollment data in the state for grade 8 in 1999–2000, grade 9 in 2000–01, and grade 10 in 2001–02. This approach yielded estimates of 142,526 and 62,784 regular diploma recipients in 2003–04 in New York and Wisconsin, respectively. Thus, assuming no change in the graduation rates in these two states, the estimated count of graduates for the nation was 2,753,438, and the corresponding averaged number of public school freshmen was 3,704,001.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2004* (NCES 2007-024), table 13, and Laird, J., Lew, S., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2002 and 2003* (NCES 2006-062), tables 12-A and 12-B, data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Non-Fiscal Data Files," 1997–2005.

Degrees Earned by Women

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

Between 1979–80 and 2004–05, the percentage of bachelor's degrees earned by women increased from 49 to 57 percent. While women have earned more than half of all bachelor's degrees awarded since 1981–82, the percentage of bachelor's degrees awarded in particular fields of study has varied. For example, although women earned 87 percent of the degrees awarded in health professions in 2004–05, they earned less than a quarter of the bachelor's degrees awarded in the fields of computer/information sciences (22 percent) and engineering and engineering technologies (18 percent). Women also earned fewer degrees than men in the fields of agriculture/natural resources (48 percent), mathematics and statistics (45 percent), and physical sciences and science technologies (42 percent).

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

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

[1] Includes other fields not shown separately.

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

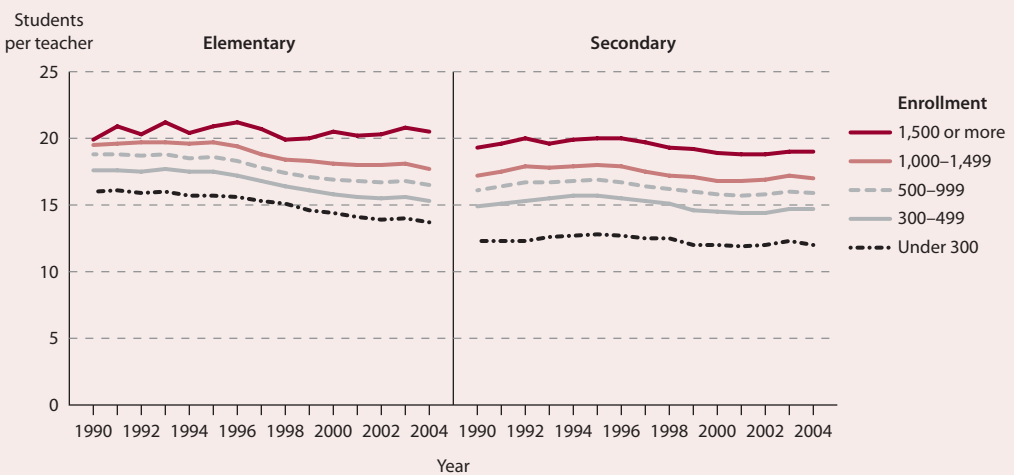
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 258, 279, 281, 283–287, 289, 292–294, 296, 298, and 300; data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey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

Student/Teacher Ratios in Public Elementary and Secondary Schools

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

The ratio of students to teachers, sometimes used as a proxy measure for class size, declined between 1990 and 2004 from 17.6 to 16.3 students per teacher for all regular[1] public elementary, secondary, and combined schools. Likewise, the student/teacher ratio for regular public elementary schools declined during this period. In contrast, student/teacher ratios for all regular public secondary schools increased between 1990 and 1996 and then declined in 2004. From 1990 through 2004, student/teacher ratios tended to be higher in public schools with larger enrollments than in public schools with smaller enrollments. For example, in 2004, regular elementary schools with enrollments over 1,500 had 6.8 more students per teacher, on average, than elementary schools with enrollments under 300.

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



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

NOTE: Student/teacher ratios do not provide a direct measure of class size. The ratio is determined by dividing the total number of full-time-equivalent teachers into the total student enrollment. These teachers include classroom teachers; prekindergarten teachers in some elementary schools; art, music, and physical education teachers; and teachers who do not teach regular classes every period of the day. This analysis excludes schools that did not report both enrollment and teacher data.

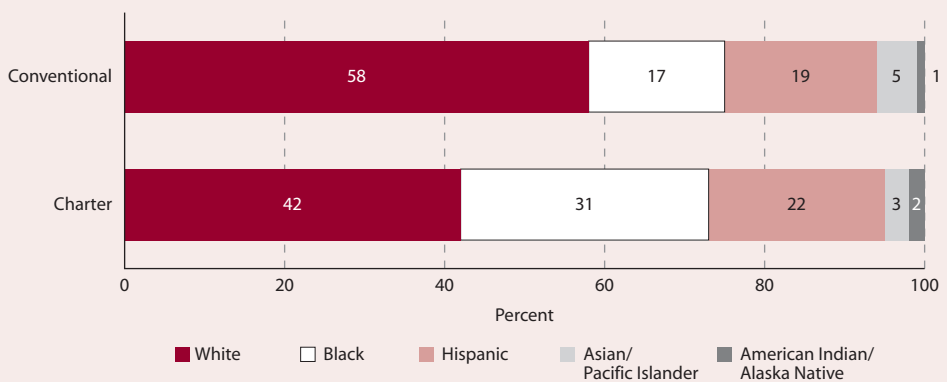
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2004–05.

Charter Schools

Charter schools are more likely to enroll higher proportions of Black, Hispanic, and American Indian/Alaska Native students than conventional public schools.

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

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



[1] A charter school is a publicly funded school that is typically governed by a group or organization under contract or charter with the state; the charter exempts the school from selected state or local rules and regulations. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met (U.S. Department of Education, Office of Educational Research and Improvement. [2000]. *The State of Charter Schools 2000: Fourth-Year Report*).

NOTE: These tabulations exclude schools with no charter status designation and those not reporting membership. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

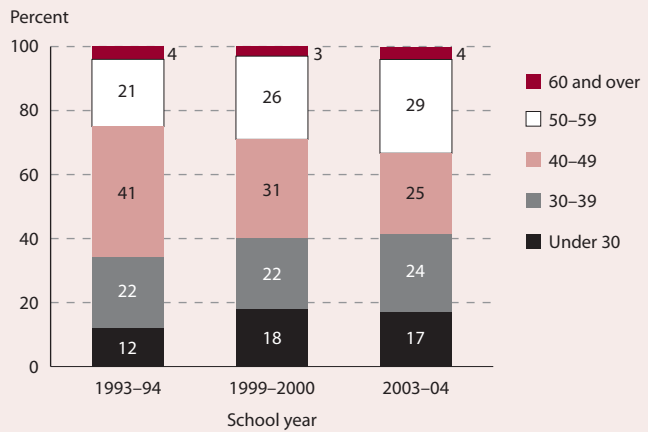
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2004–05.

Characteristics of Full-Time School Teachers

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

The number of full-time teachers in the United States increased from 2.6 to 3.3 million in the three survey years between 1993–94 and 2003–04. During this period, the percentage of full-time teachers who were under age 30 increased (from 12 to 17 percent). In the first two survey years, private schools employed greater percentages of teachers under age 30 than did public schools. This pattern continued in 2003–04 for secondary schools, but there was no measurable difference by school type for elementary schools. There was also an increase in the percentage of teachers ages 50–59 between 1993–94 and 2003–04 (from 21 to 29 percent), but no measurable differences were found for teachers age 60 and over.

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



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

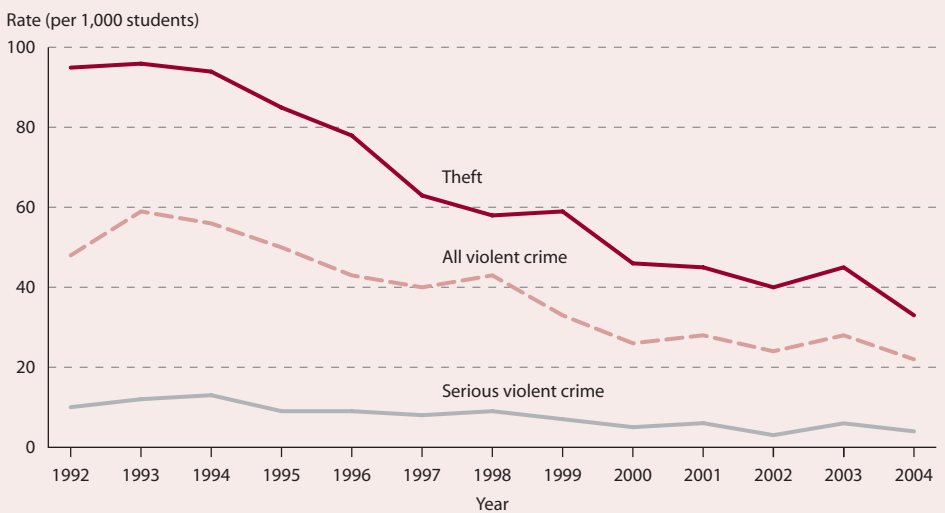
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

School Violence and Safety

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

From 1992 through 2004, the rate of nonfatal crime[1] against students ages 12–18 at school[2] declined 62 percent (from 144 to 55 crimes per 1,000 students). During this period, the rate of crimes against students at school declined 65 percent for theft (from 95 to 33 crimes per 1,000 students) and 54 percent for violent crimes (from 48 to 22 crimes per 1,000 students). In each year observed, the rates for serious violent crime were lower when students were at school than away from school. In 2004, a higher percentage of middle school-age students than high school-age students were victims of crime at school. The rates of violent crime at school were higher for urban students than for suburban students in 2004.

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



[1] Nonfatal crime includes theft and all violent crime; all violent crime includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

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

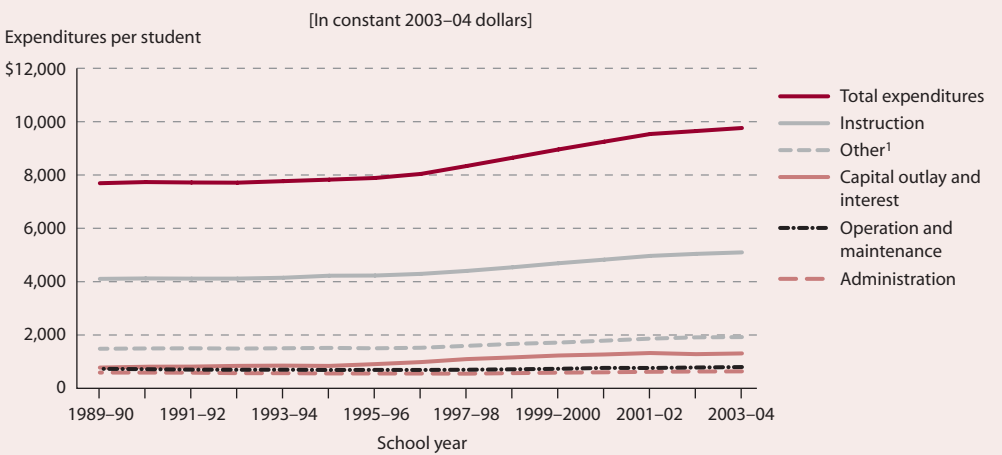
SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), table 2.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2004.

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

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

Between 1989–90 and 2003–04, total expenditures per student in public elementary and secondary schools increased from $7,692 to $9,762 (or 27 percent in constant 2003–04 dollars). This rate of increase was not evenly distributed among the five major categories of expenditures (instruction, administration, operation and maintenance, capital outlay and interest, and other[1]). The percentage change in spending on capital outlay and interest increased the most (68 percent), followed by spending on instruction, operation and maintenance, and administration. In 2003–04, some 52 percent of the $9,762 spent per student went toward instruction expenditures such as teacher salaries and benefits. Total expenditures per student were highest in the Northeast, followed by the Midwest, West, and South.

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



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

NOTE: Detail may not sum to totals because of rounding. Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars.

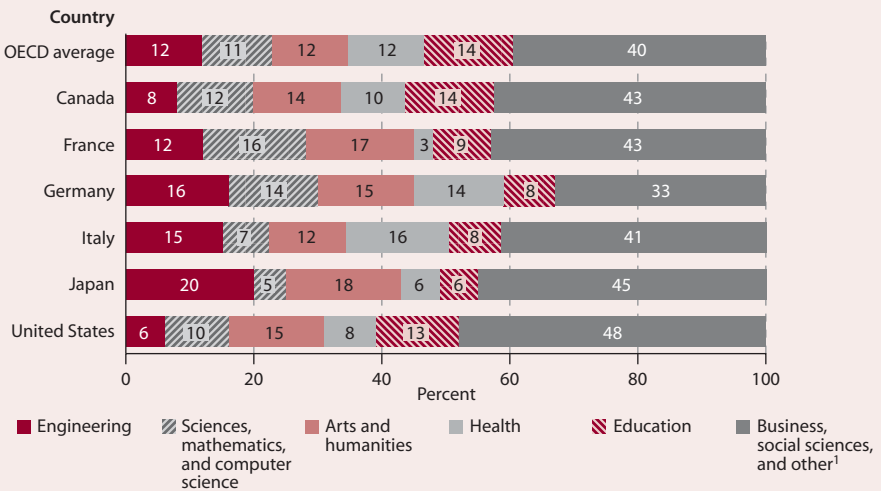
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2003–04.

International Comparisons of Degrees by Field

U.S. students are more likely than those in other OECD countries to complete degrees in arts/humanities and business/social sciences/other fields, and less likely to do so in engineering and health.

For many fields, the differences between the proportions of graduates earning postsecondary degrees in the United States and other Organization for Economic Cooperation and Development (OECD) countries in 2004 were relatively small. However, the United States was 7.7 percentage points higher than the international average in business, social sciences, and other fields combined,[1] and 3.8 percentage points higher in arts and humanities combined. The U.S. proportion of degrees earned in business, social sciences, and other fields combined[1] was higher than in any other reporting OECD country, except for Hungary and Poland. Fields where the U.S. proportion of graduates earning degrees was somewhat lower than the OECD average included health and engineering.

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



[1] Includes journalism, agriculture, and services.

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

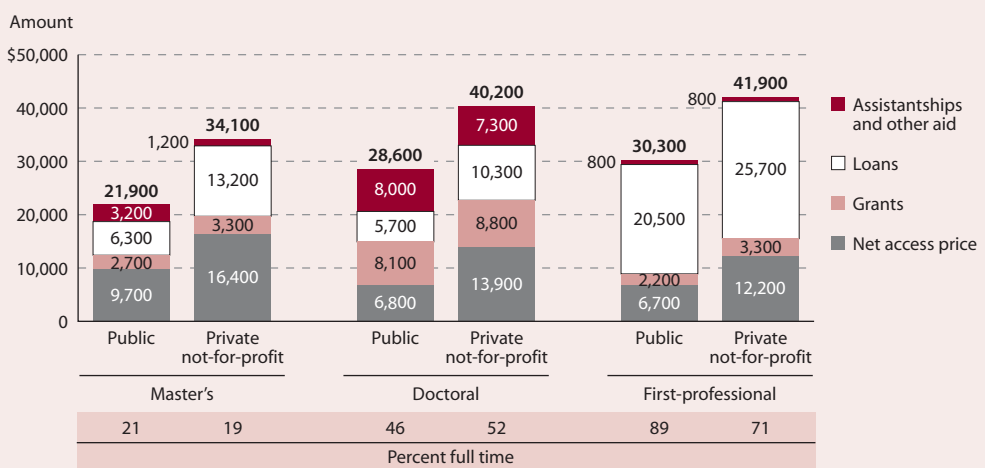
SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. Retrieved December 23, 2006, from http://stats.oecd.org/wbos/default.aspx.

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

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

In 2003–04, the average total price (tuition and fees, books and materials, and living expenses) for 1 year of full-time graduate education ranged from $21,900 for a master's degree program at a public institution to $41,900 for a first-professional degree program at a private not-for-profit institution.[1] Students attending full time typically received some types of financial aid to help cover their expenses[2]—81 percent at the master's level and over 90 percent at the doctoral and first-professional levels. Compared with doctoral and first-professional degree students, relatively few master's degree students (about 20 percent at each institution type) enrolled full time. Students differed in the types and amounts of financial aid they received by the level of their degree program.

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



[1] Of all graduate/first-professional students, 60 percent were enrolled in master's degree programs, 14 percent in doctoral degree programs, 12 percent in first-professional programs, and 14 percent in postbaccalaureate certificate programs or in graduate courses (Choy, S., and Forrest-Cataldi, E. [2006]. *Student Financing of Graduate and First-Professional Education, 2003–04: Profiles of Students in Selected Degree Programs and Part-Time Students* [NCES 2006-185]). First-professional programs include chiropractic, osteopathic medicine, dentistry, pharmacy, law, podiatry, medicine, theology, optometry, and veterinary medicine.

[2] Types of financial aid include grants and assistantships awarded on a discretionary basis, subsidized, unsubsidized, or private loans, or grant aid from their employers.

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

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

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

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

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

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

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