

the condition of education 2005 in Brief





**National Center for
Education Statistics**

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The Condition of Education 2005 in Brief

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What's Inside

This publication contains a sample of the 40 indicators in ***The Condition of Education 2005***. To order the entire printed edition of ***The Condition***, 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) 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. The indicators in the 2005 edition are in six sections:

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

The indicators in ***The Condition of Education*** use data from government and private sources. The complete publication includes a special analysis on the teacher workforce and the movement of teachers into and out of this workforce. It also contains additional tables and notes related to each indicator.

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

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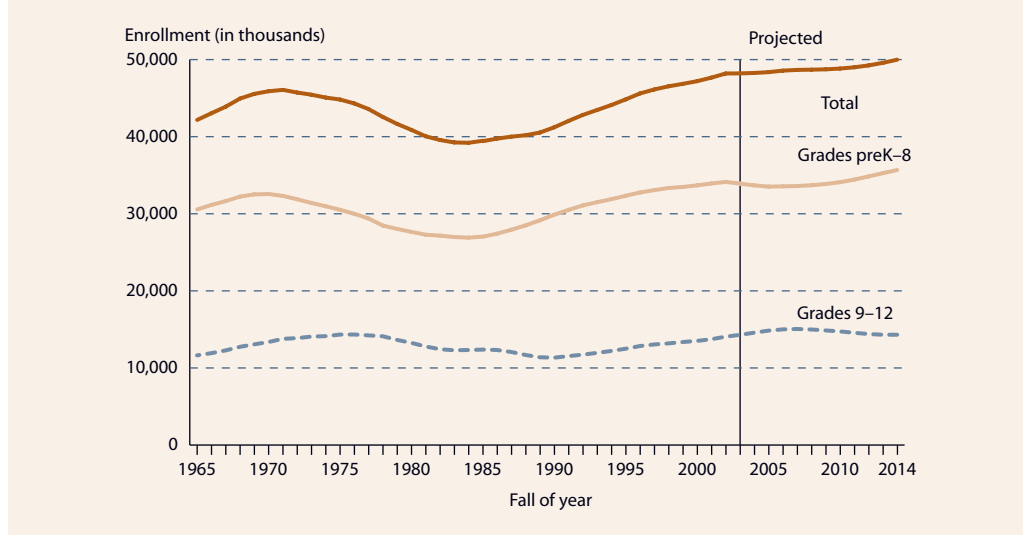
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Past and Projected Elementary and Secondary Public School Enrollments

Public elementary and secondary enrollment is projected to increase to 50 million in 2014.

As a result of rising immigration and the baby boom echo—the 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990—enrollment in public schools for prekindergarten (preK) through grade 12 increased in the latter part of the 1980s, throughout the 1990s, and through the first half of the 2000s, reaching an estimated 48.3 million in 2004. Enrollments are projected to increase each year through 2014 to an all-time high of 50.0 million. Public school enrollment in grades preK–8 is projected to decrease through 2005 and then to increase through 2014, whereas public enrollment in grades 9–12 is projected to increase through 2007 and then to decrease.

SCHOOL ENROLLMENT: Public elementary and secondary enrollment in prekindergarten through grade 12, by grade level, with projections: Fall 1965–2014



NOTE: Includes kindergarten and most prekindergarten enrollment.

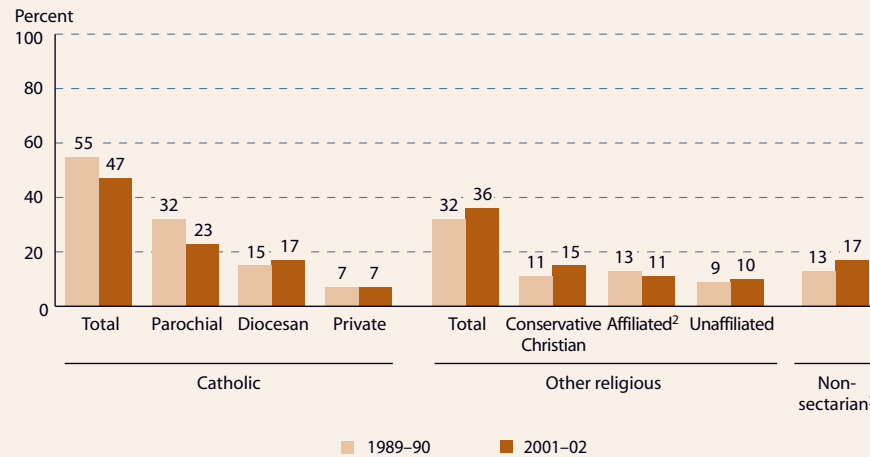
SOURCE: Hussar, W. (forthcoming). *Projections of Education Statistics to 2014* (NCES 2005–065), tables 1 and 4 and U.S. Department of Education, National Center for Education Statistics (NCES) (forthcoming) *Digest of Education Statistics 2004* (NCES 2005–079), table 37. Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1986–2002 and “Statistics of Public Elementary and Secondary School Systems,” various years.

The number of private school students in kindergarten through grade 12 increased from 1989–90 to 2001–02, though enrollments decreased slightly as a percentage of total elementary/secondary enrollments.

Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 to 5.3 million students. Catholic schools have the largest enrollment of private school students, but the distribution of students across types of private schools changed over this period. For example, the percentage of private school students attending Catholic schools decreased from 55 to 47 percent, with parochial schools¹ experiencing the largest decrease. However, the percentage of students enrolled in other religious schools increased from 32 to 36 percent, with conservative Christian schools experiencing the largest increase. Also, the percentage of students enrolled in nonsectarian private schools increased, from 13 to 17 percent.

Trends in Private School Enrollments

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by type of school: 1989–90 and 2001–02



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

² Affiliated schools are those with a religious orientation or purpose that are members of a religious school association but are not Conservative Christian or Catholic.

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

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

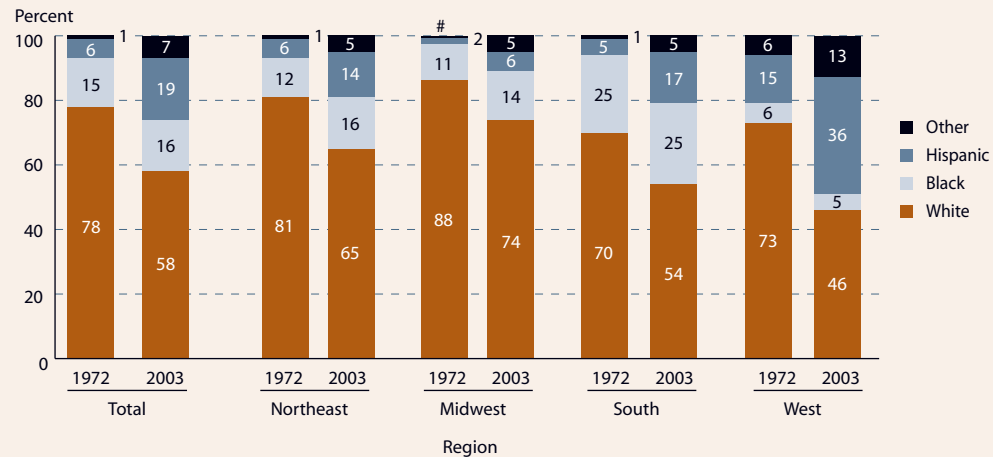
SOURCE: Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results from the 2001–2002 Private School Universe Survey* (NCES 2005–305), table 1 and previously unpublished tabulation (December 2004). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years 1989–90 through 2001–02.

Racial/Ethnic Distribution of Public School Students

The percentage of racial/ethnic minority students enrolled in the nation's public schools increased from 1972 to 2003, primarily due to growth in Hispanic enrollments.

In 2003, 42 percent of public school students were considered to be part of a racial or ethnic minority group, up from 22 percent in 1972. In comparison, the percentage of public school students who were White decreased from 78 to 58 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic, from 6 percent in 1972 to 19 percent in 2003. The proportion of students who were Black or other minorities increased less over this period than the proportion who were Hispanic, and Hispanic enrollment surpassed that of Blacks for the first time in 2002. In the West, minority public school enrollment exceeded White enrollment in 2003.

MINORITY ENROLLMENT: Percentage distribution of public school students in kindergarten through 12th grade, by region and race/ethnicity: Fall 1972 and 2003



Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Includes all public school students enrolled in kindergarten through 12th grade. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. In 2003, the categories for race changed on the CPS, allowing respondents to select more than one race. Respondents who selected more than one race were placed in the "other" category for the purposes of this analysis.

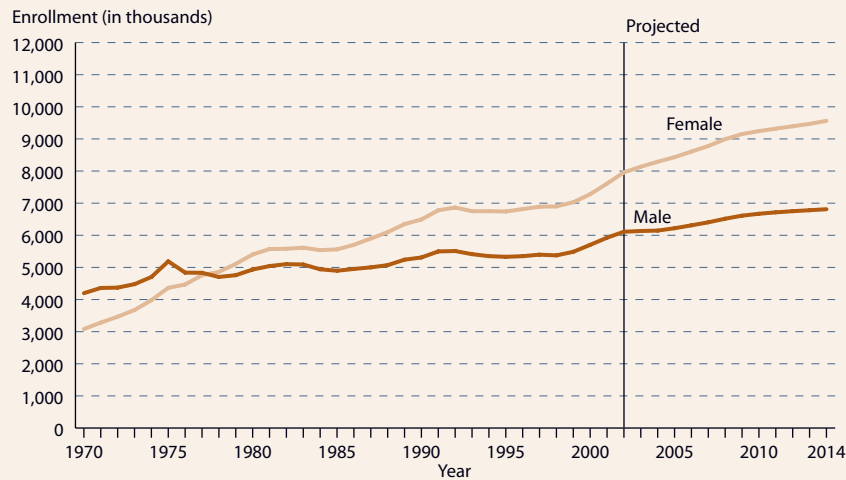
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1972 and 2003 Supplements, previously unpublished tabulation (December 2004).

In the next 10 years, women's enrollment is expected to increase at a faster rate than men's.

Past and Projected Undergraduate Enrollments

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three decades and is projected to continue increasing throughout the next 10 years, albeit at a slower rate. These increases have been accompanied by changes in the proportion of students who are women. Since 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions has exceeded the number of undergraduate men. Since 1970, women's undergraduate enrollment has increased more than twice as much as men's. In the next 10 years, the undergraduate enrollments of both men and women are projected to increase, but less than in the past 10 years. Women's undergraduate enrollment, however, is projected to continue growing faster than men's enrollment.

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, with projections: Fall 1970–2014



NOTE: Projections are based upon the middle alternative assumptions concerning the economy. Data for 1999 were imputed using alternative procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics 2004* (NCES 2005-079), tables 175 and 189 and Huszar, W. (forthcoming) *Projections of Education Statistics to 2014* (NCES 2005-065), tables 16, 18, and 19.

Reading Performance of Students in Grades 4 and 8

While 8th-graders' reading performance improved between 1992 and 2003, no difference was detected in the performance of 4th-graders.

The National Assessment of Educational Progress (NAEP) has assessed performance in reading in grades 4 and 8 in public and private schools since 1992, using the assessment reported here. The average reading score of 4th-graders in 2003 was not significantly different from that in 1992. The average score of 8th-graders was higher in 2003 than in 1992. In both grades, females outperformed males, and White and Asian/Pacific Islander students had higher average scores than American Indian, Black, and Hispanic students. The level of poverty in the school, as measured by the percentage of students eligible for free or reduced-price lunch, was negatively associated with student achievement in both grades in 2003.

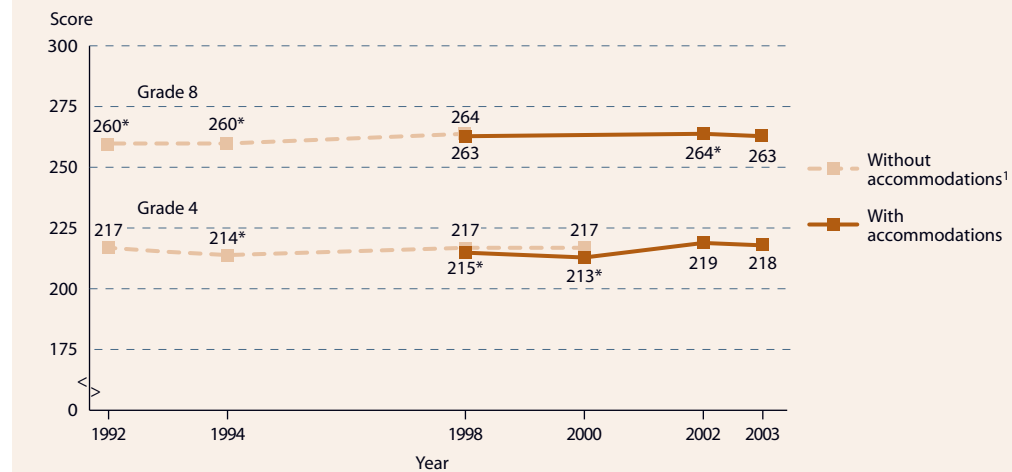
* Significantly different from 2003.

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

NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. In years with assessments for accommodations permitted and not permitted, NAEP focuses on comparisons using the accommodations-permitted results. The 2003 reading assessment did not include students in grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/search.asp>).

READING PERFORMANCE: Average reading scores for 4th- and 8th-graders: Selected years, 1992–2003

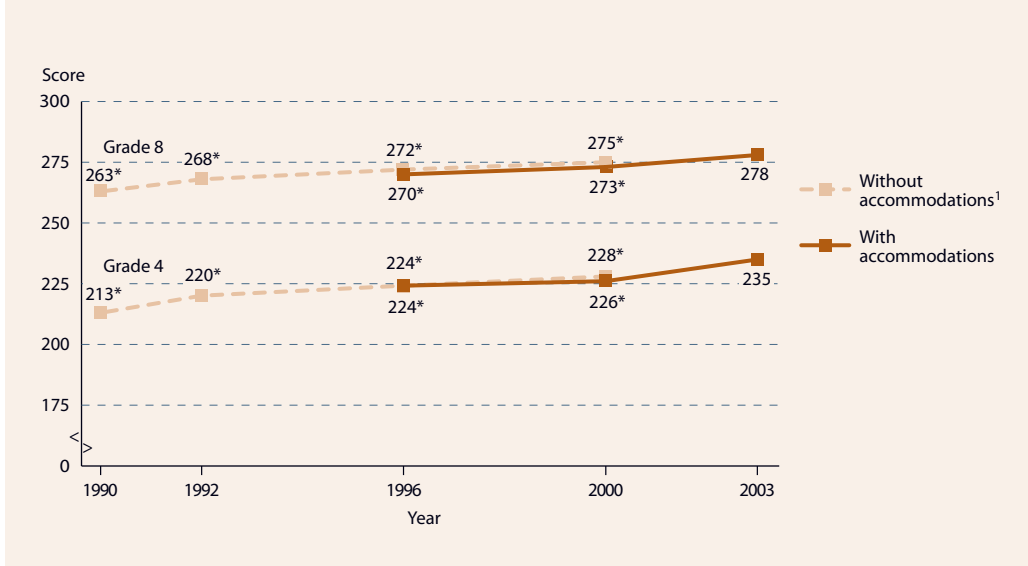


The mathematics performance of 4th- and 8th-graders improved steadily from 1990 to 2003. For both grades, the average scores in 2003 were higher than in all previous assessments.

The National Assessment of Educational Progress (NAEP) has assessed performance in mathematics in grades 4 and 8 in public and private schools since 1990, using the assessment reported here. Average scores were higher in 2003 than in all previous assessments for 4th- and 8th-grade students. In both grades, males scored higher than females in 2003, and White and Asian/Pacific Islander students achieved higher scores than American Indian, Black, and Hispanic students. In grade 8, student coursetaking and parents' education were positively associated with student achievement, and in both grades, school poverty level was negatively associated with student achievement.

Mathematics Performance of Students in Grades 4 and 8

MATHEMATICS PERFORMANCE: Average mathematics scores for 4th- and 8th-graders: Selected years, 1990–2003



* Significantly different from 2003.

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

NOTE: In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. The NAEP national sample in 2003 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. The 2003 mathematics assessment did not include students in grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/search.asp>).

International Comparisons of Mathematics Literacy

U.S. 15-year-olds performed below the international average of 29 industrialized countries in both mathematics literacy and problem solving in 2003.

The Program for International Student Assessment 2003 reported on the mathematics literacy and problem-solving ability of 15-year-olds in 29 OECD industrialized countries and 11 non-OECD countries assessed. U.S. 15-year-olds scored below the international average for OECD countries in combined mathematics literacy, specific mathematics skill areas, and problem solving. In combined mathematics literacy, students in 20 OECD countries and 3 non-OECD countries outperformed U.S. students, while U.S. students outperformed students in 5 OECD countries and 7 non-OECD countries. In problem solving, students in 22 OECD countries and 3 non-OECD countries outperformed U.S. students, while U.S. students outperformed students in 3 OECD countries and 6 non-OECD countries.

INTERNATIONAL MATHEMATICS LITERACY: Average combined mathematics literacy scores of 15-year-olds, by country: 2003

Average score relative to the United States	Country and score					
Significantly higher	Hong Kong-China	550	Switzerland	527	Sweden	509
	Finland	544	Macao-China	527	Austria	506
	Korea	542	New Zealand	523	Germany	503
	Netherlands	538	Australia	524	Ireland	503
	Liechtenstein	536	Czech Republic	516	<i>OECD average</i>	500
	Japan	534	Iceland	515	Slovak Republic	498
	Canada	532	Denmark	514	Norway	495
	Belgium	529	France	511	Luxembourg	493
	Not significantly different	Poland	490	Spain	485	Latvia
Hungary		490	United States	483		
Significantly lower	Russian Federation	468	Serbia and Montenegro	437	Mexico	385
	Portugal	466	Turkey	423	Indonesia	360
	Italy	466	Uruguay	422	Tunisia	359
	Greece	445	Thailand	417	Brazil	356

NOTE: The OECD average is the average of the national averages of the Organization for Economic Cooperation and Development (OECD) member countries with data available. Because the Program for International Student Assessment (PISA) is principally an OECD study, the results for non-OECD countries are not included in the OECD average. Due to low response rates, data for the United Kingdom are not included in this indicator. Non-OECD countries participating in this assessment are Brazil, Hong Kong-China, Indonesia, Latvia, Liechtenstein, Macao-China, Russian Federation, Serbia and Montenegro, Thailand, Tunisia, and Uruguay.

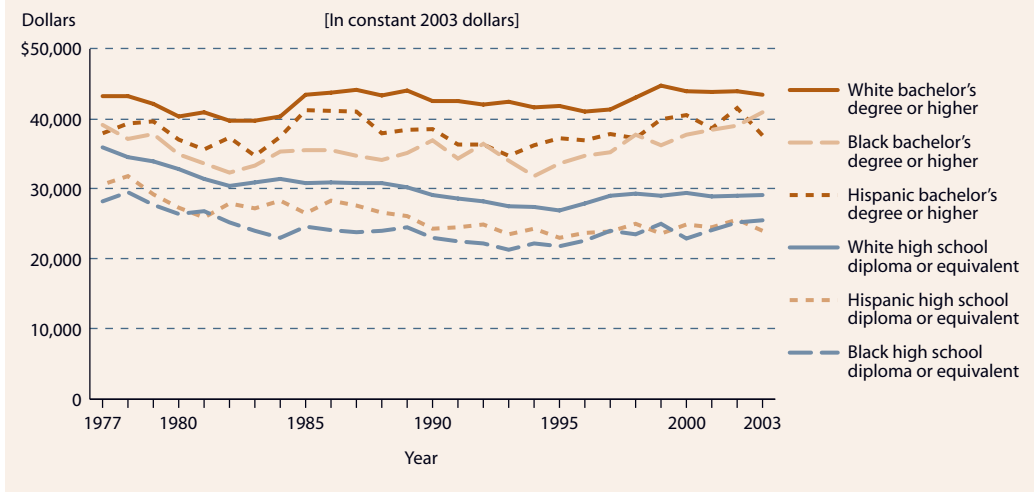
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results from the U.S. Perspective* (NCES 2005-003), table 2.

White, Black, and Hispanic young adults with at least a bachelor's degree have higher median earnings than their peers with less education, and these differences increased between 1977 and 2003.

From 1977 to 2003, the median annual earnings of all White, Black, and Hispanic young adults generally decreased through the early 1990s before increasing. The median earnings of Whites and Hispanics were lower in 2003 than in 1977, while no measurable change existed in the earnings of Blacks. For Whites, Blacks, and Hispanics, earnings increase with education: those with at least a bachelor's degree have higher median earnings than those with less education. During this period, the median earnings of Whites, Blacks, and Hispanics with a bachelor's degree or higher increased relative to those with less education: Whites with a bachelor's degree or higher earned 20 percent more than White high school completers¹ in 1977, and 49 percent more in 2003.

Annual Earnings of Young Adults by Race/Ethnicity

ANNUAL EARNINGS: Median annual earnings of full-time, full-year wage and salary workers ages 25–34 whose highest educational level was a high school diploma or equivalent or a bachelor's degree or higher, by race/ethnicity: 1977–2003



¹ High School completers have earned a high school diploma or equivalent (e.g., a General Educational Development (GED) certificate).

NOTE: Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Earnings presented in constant dollars by means of price indexes to eliminate inflationary factors and allow direct comparison across years. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), Annual Social and Economic Supplement, 1978–2004, previously unpublished tabulation (January 2005).

Status Dropout Rates by Race/Ethnicity

Since 1972, status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined; nonetheless, rates for Hispanics have remained higher than those for other racial/ethnic groups.

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.¹ According to this measure, 10 percent of 16- through 24-year-olds were out of school without a high school credential in 2002. Although the status dropout rate declined from 1972 through 2002, it remained fairly stable over the last decade. Between 1972 and 2002, the rate was lowest for Whites and highest for Hispanics, but the rates for White, Black, and Hispanic young adults declined overall. In 2002, almost one-third of status dropouts were Hispanics who were born outside of the United States,² partly accounting for the persistently high dropout rates for all Hispanic young adults.

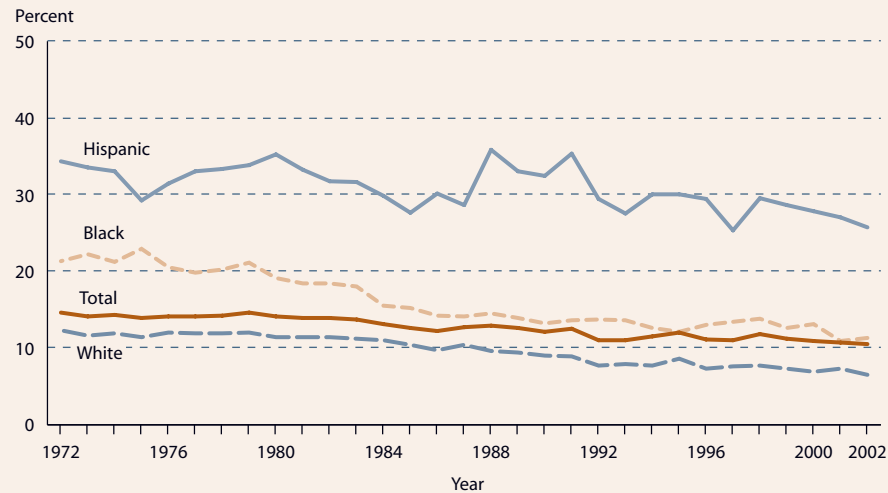
¹ A high school credential is a diploma or equivalent, such as a GED.

² The United States refers to the 50 states and the District of Columbia.

NOTE: The status dropout rate reported in this indicator is one of a number of rates reporting on high school dropout and completion behavior in the United States. Due to small sample sizes for most or all of the years shown in the figure, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the total but are not shown separately. The erratic nature of the Hispanic status dropout rates reflects, in part, the historically small sample size of Hispanics. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Some estimates are revised from previous publications.

SOURCE: Laird, J., Lew, S., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2002* (NCES 2005–040), table 8. Data from U. S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2002.

STATUS DROPOUTS: Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2002

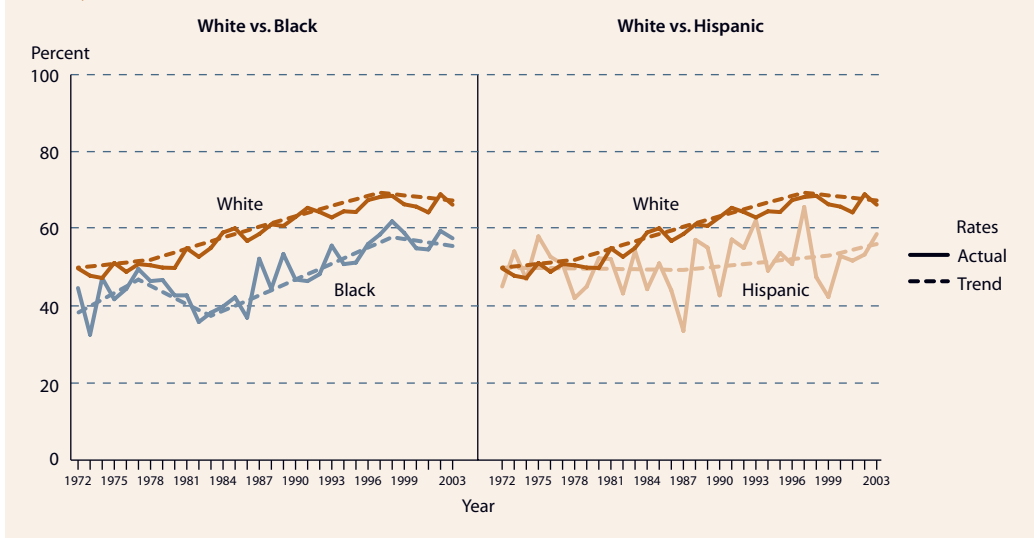


The immediate college enrollment rate has increased since 1972 but has held steady since 1998. Between the mid-1980s and the late 1990s, the Black-White gap narrowed, but the Hispanic-White gap widened.

The immediate college¹ enrollment rate for White high school completers was not measurably different from 50 percent between 1972 and 1978, increased to 68 percent by 1997, and then remained steady. The rate for Blacks was not measurably different from 50 percent between 1972 and 1977, but decreased between 1978 and 1983, increasing the gap between the two groups. However, between 1984 and 1998, the rate increased faster for Blacks than Whites, narrowing the gap between the two groups; the rate for Blacks reached 62 percent by 1998 and then remained steady. For Hispanics, the rate was not different from 50 percent in 1972, and the trend has been flat since then. Consequently, between 1972 and 2003, the gap between Whites and Hispanics widened.

Immediate Transition to College

COLLEGE ENROLLMENT RATES: Actual and trend rates of immediate enrollment in postsecondary education, by race/ethnicity: October 1972–2003



¹ Includes 2- or 4-year institutions.

NOTE: Includes those ages 16–24 completing high school in a given year. Actual values are yearly estimates calculated from the Current Population Survey (CPS). The trend values show the linear trend of these estimates over the time periods shown. The questions about educational attainment were reworded in 1992. Before then, “High school completers” meant those who completed 12 years of schooling; beginning in 1992, it meant those who received a high school diploma or equivalency certificate. In 1994, the survey instrument for the CPS was changed and weights were adjusted. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanics. Some data have been revised from previously published figures.

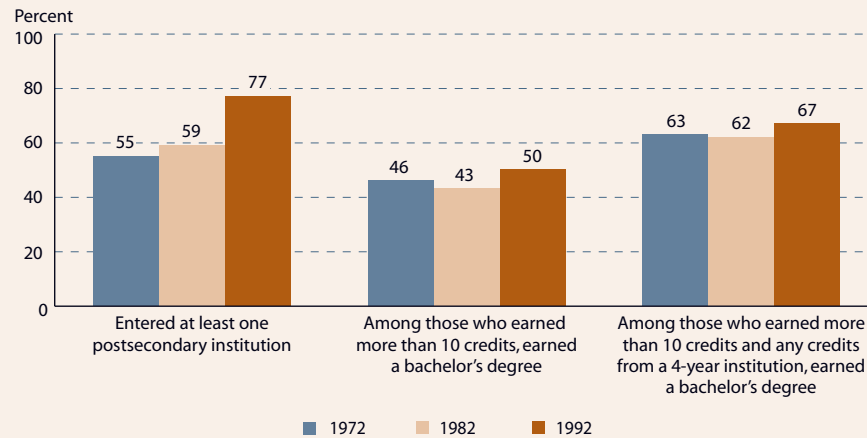
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education 2003* (NCES 2003–067), indicator 18 and previously unpublished tabulations for 2002–03 (January 2005). Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2003.

Postsecondary Participation and Attainment Among Traditional-Age Students

Twelfth-graders in 1992 were more likely than their 1972 and 1982 counterparts to enroll in postsecondary education and, if so, to earn at least a bachelor's degree by their mid-twenties.

Compared with high school graduates in earlier decades, an increasing proportion are attending college and completing a bachelor's degree. Seventy-seven percent of the class of 1992 enrolled in a postsecondary institution within 8.5 years of high school versus 59 and 55 percent of the classes of 1982 and 1972, respectively. Among those earning more than 10 postsecondary credits, 50 percent of the class of 1992 completed a bachelor's degree within 8.5 years of high school versus 43 and 46 percent of the classes of 1982 and 1972, respectively. Among students earning more than 10 credits *and* any credits at a 4-year institution, 67 percent of the class of 1992 earned a bachelor's degree within 8.5 years versus about 62 percent of the earlier classes.

ACCESS AND PERSISTENCE: Percentage of 1972, 1982, and 1992 12th-graders who entered postsecondary education, and among those who earned more than 10 credits or more than 10 credits and any from a 4-year institution, percentage who earned a bachelor's degree within 8.5 years



NOTE: The 8.5 years is relative to the modal high school graduation date (June) for the cohort, not the individual's graduation date. For example, the end point for all the 1992 graduates is the end of 2000.

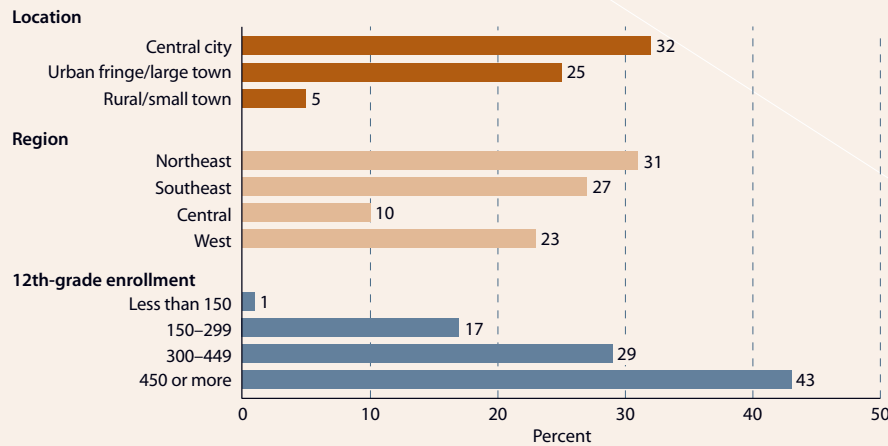
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, "Fifth Follow-up" (NLS:72/86), High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B-So:PETS), and National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, Postsecondary Transcript Survey, 2000," previously unpublished tabulation (November 2004).

Students in rural schools or schools with a 12th-grade enrollment of less than 150 have the least opportunity to take advanced courses in mathematics, English, science, and a foreign language.

Availability of Advanced Courses in High Schools

Students attending schools in a central city or urban fringe/large town and in schools with a 12th-grade enrollment of 450 or more were more likely than their peers to have the opportunity to take four or more advanced courses each in mathematics, English, science, and a foreign language in 2000. Students attending schools in the Northeast and Southeast were also more likely to have such an opportunity than their peers in schools in Central states. Students in rural/small town schools and in schools with a 12th-grade enrollment of less than 150 students were less likely than their peers to be able to take one or more advanced courses in each of these subjects in 2000.

AVAILABILITY OF ADVANCED COURSES: Percentage of students in schools that offer at least four advanced courses each in mathematics, English, science, and foreign language, by location, region, and 12th-grade enrollment: 2000



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

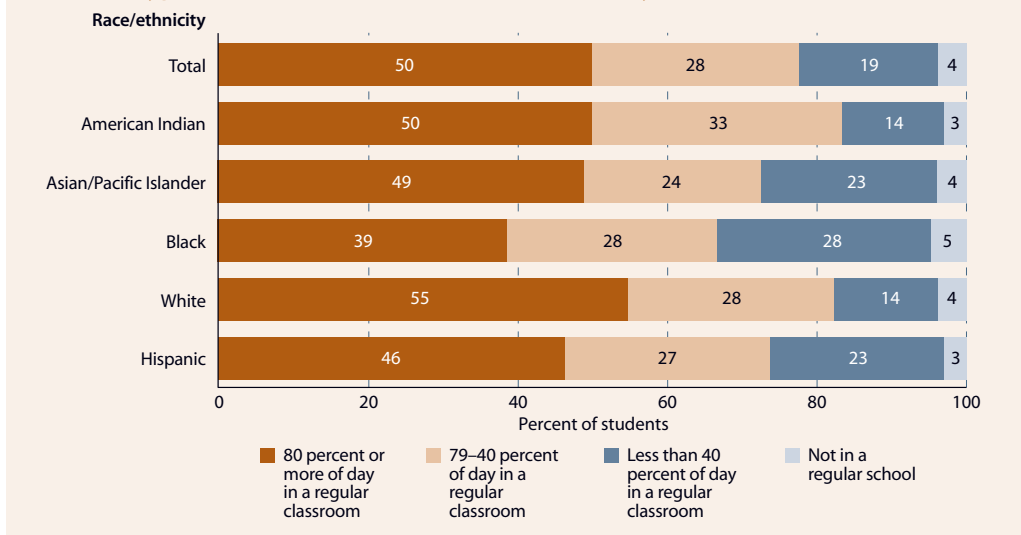
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS), previously unpublished tabulation (November 2004).

Inclusion of Students With Disabilities in Regular Classrooms

About half of all disabled students in 2003–04 spent 80 percent or more of their day in a regular classroom, with Black students spending less time there than non-Black students.

In the 2003–04 school year, almost half of all students ages 6–21 with disabilities were in regular classrooms for 80 percent or more of the day, although there were marked racial/ethnic differences in students’ placement. White students with disabilities were more likely than students of any other race/ethnicity to spend 80 percent or more of their day in a regular classroom. In contrast, Black students with disabilities were more likely than students of any other race/ethnicity to spend less than 40 percent of their day in a regular classroom and were the most likely to be placed outside of a regular school. Hispanics were less likely than students of any other race/ethnicity to be placed outside of a regular school.

STUDENTS WITH DISABILITIES: Percentage distribution of students ages 6–21 served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2003–04



NOTE: Students counted as disabled are those students served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas. American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

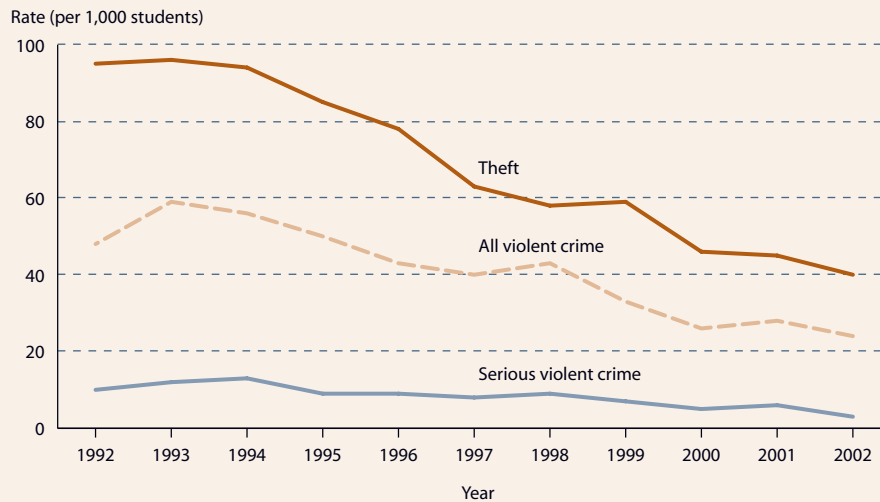
SOURCE: U.S. Department of Education, Office of Special Education Programs. (2003). Individuals with Disabilities Education Act (IDEA). Data from tables AB8 and AB10, unpublished tabulations. Retrieved February 7, 2005, from http://www.ideadata.org/arc_toc5.asp#partB.RE.

School Violence and Safety

From 1992 through 2002, there was a general decline in the rate at which students ages 12–18 were victims of theft, violent crime, and serious violent crime at school.

From 1992 through 2002, crime rates against students at school¹ declined by 58 percent for theft (from 95 to 40 crimes per 1,000 students), 50 percent for all violent crime² (from 48 to 24 crimes per 1,000 students), and 70 percent for serious violent crime (from 10 to 3 crimes per 1,000 students). These rates also decreased when students were away from school. In each year observed, the rates for serious violent crime were lower when students were at school than away from school. In 2002, middle school-aged students (12–14) were more likely than high school-aged students (15–18) to be victims of crime at school, but high school-aged students were more likely to be victims of crime away from school.

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: 1992–2002



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

² All violent crime includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

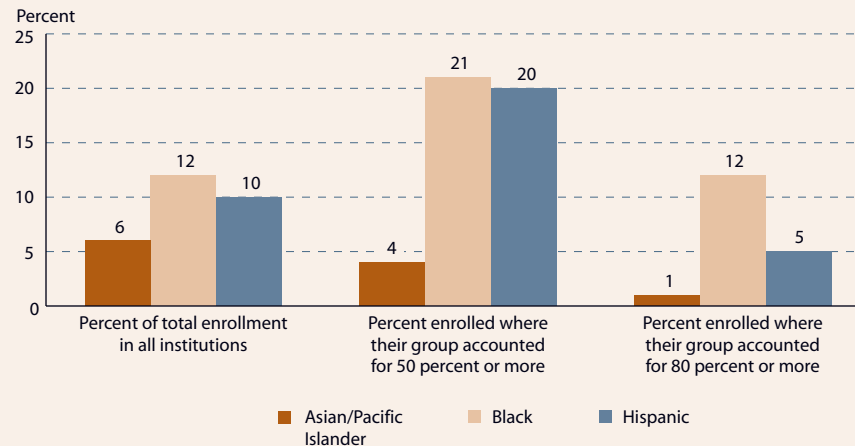
SOURCE: DeVoe, J., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder T., and Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290), tables 2.2 and 2.4. Data from U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992–2002.

Minority Student Enrollments

In 2002, Black students were more than twice as likely as Hispanic students to attend an institution where they made up at least 80 percent of the total enrollment.

In 2002, Black and Hispanic students accounted for similar percentages of total enrollment (12 and 10 percent, respectively), and about one-fifth of each group attended institutions where they were the majority. However, Black students were more than twice as likely as Hispanic students to attend an institution where they made up at least 80 percent of the total enrollment (12 vs. 5 percent). This reflected in part the existence of institutions that were principally established to educate Black Americans. Asian/Pacific Islander students accounted for a relatively low proportion of overall enrollment (6 percent), and 4 percent of them attended an institution where they were the majority.

MINORITY ENROLLMENT: Percentage of students enrolled in degree-granting institutions who were Asian/Pacific Islander, Black, and Hispanic and the percentage of each racial/ethnic group enrolled at institutions where their group accounted for 50 percent or more or 80 percent or more of the total enrollment: Fall 2002



NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Includes undergraduate, graduate, and first-professional students. Nonresident aliens are included in the total enrollment (i.e., the denominator), but none are considered minority students. American Indians constituted 1 percent of total enrollment and were not examined separately. Data are for 4- and 2-year degree-granting institutions participating in title IV federal financial aid programs in fall 2002.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2002 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:02), fall 2002, previously unpublished tabulation (December 2004).

Average salaries for full-time instructional faculty increased 8 percent from 1987–88 to 2002–03. Faculty at private 4-year doctoral universities earned more and received more in benefits than other faculty.

In 2002–03, the average salary for full-time instructional faculty was \$62,800, about \$4,400 more than in 1987–88. Average salaries were higher in 2002–03 than in 1987–88 for faculty in each academic rank except for the “no rank” category. The increase was greatest for instructors, whose average salary increased by 27 percent. The average salary increased at most types of institutions, ranging from 1 percent at 2-year institutions to 12 percent at doctoral universities; it also increased more at private than at public institutions. Combining salary with benefits, full-time instructional faculty across all institutions received a total compensation package averaging \$78,300 in 2002–03, about \$8,300 more than in 1987–88.

FACULTY SALARIES: Average salaries of full-time instructional faculty at degree-granting institutions by academic rank and type of institution, average fringe benefits, and total compensation: Selected academic years, 1977–78 to 2002–03

Compensation, salary, and benefits ¹	[In constant 2002–03 dollars]						Percent change
	1977–78	1982–83	1987–88	1992–93	1997–98	2002–03	1987–88 to 2002–03
Total compensation	\$66,600	\$63,100	\$70,000	\$72,700	\$73,500	\$78,300	11.9
Salary	57,000	52,100	58,400	59,000	59,700	62,800	7.5
Academic rank							
Professor	77,000	68,600	76,800	77,900	79,300	86,100	12.1
Associate professor	58,000	51,800	57,500	58,100	58,600	62,800	9.2
Assistant professor	47,400	42,300	47,400	48,200	48,400	52,800	11.4
Instructor	38,300	34,100	37,200	37,800	38,100	47,300	27.2
Lecturer	44,200	38,500	42,500	40,300	40,900	43,700	2.8
No rank	52,100	46,600	49,600	48,100	49,000	46,500	-6.3
Type of institution							
Doctoral universities	64,600	59,400	67,500	68,600	70,800	75,500	11.9
Master's colleges and universities	55,700	50,300	56,400	55,100	56,000	57,800	2.5
Other 4-year	47,400	44,600	48,800	50,400	50,400	52,700	8.0
2-year	52,200	46,800	50,600	49,300	50,100	51,000	0.8
Fringe benefits	9,600	11,000	11,600	13,700	13,800	15,500	33.6

Faculty Salary, Benefits, and Total Compensation

¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, other insurance benefits, guaranteed disability income protection, tuition plans (dependent only), housing plans, Social Security taxes, unemployment compensation, worker's compensation, or other benefits.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. Salaries, benefits, and compensation were in constant 2002–03 dollars, which were adjusted by the Consumer Price Index (CPI) from the Bureau of Labor Statistics and rounded to the nearest 100. Detail may not sum to totals because of rounding.

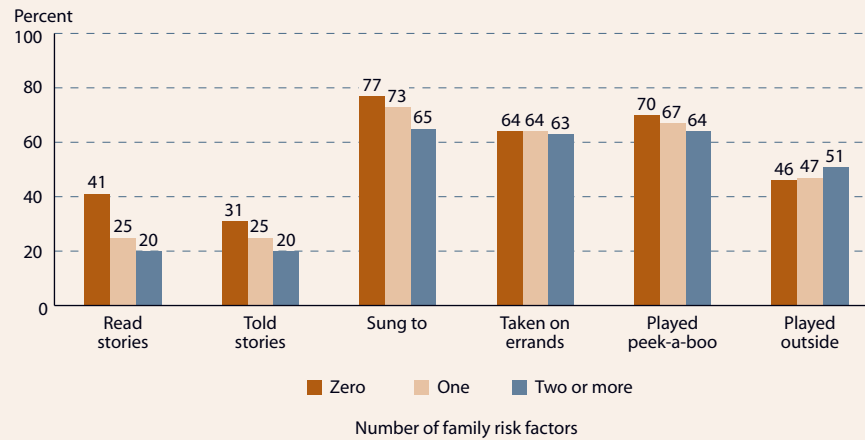
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1977–78 and 1982–83 Higher Education General Information Survey (HEGIS), “Faculty Salaries, Tenure, and Fringe Benefits Survey,” 1987–88, 1992–93, and 1997–98 Integrated Postsecondary Education Data System, “Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey” (IPEDS-SA:87–98) and “Completions Survey” (IPEDS-C:87–98), and IPEDS, winter 2002–03, previously unpublished tabulation (December 2004).

Early Development of Children

Children about 9 months old without family risk factors, such as poverty, are more likely to have family members who read to them, tell them stories, and sing to them daily.

More than 60 percent of children who were about 9 months old in 2001–02 had a family member sing to them, take them on errands, and play peek-a-boo daily. In addition, on a daily basis, 47 percent of children also were taken outside for play, 33 percent were read to, and 27 percent were told stories by a family member. The number of family risk factors¹ was negatively associated with children about 9 months old being read to, told stories, or sung to by a family member daily. White children were more likely to have been read to than those in other racial/ethnic groups and more likely than all except Asian/Pacific Islander children to be told stories daily.

PARENT-CHILD INTERACTIONS: Percentage of children about 9 months of age who engaged in selected activities with a family member daily in a typical week, by number of family risk factors: 2001–02



¹ Family risk factors include living below the poverty level, living in a household where the primary language was not English, having a mother whose highest education was less than a high school diploma or equivalent, and living in a single-parent household.

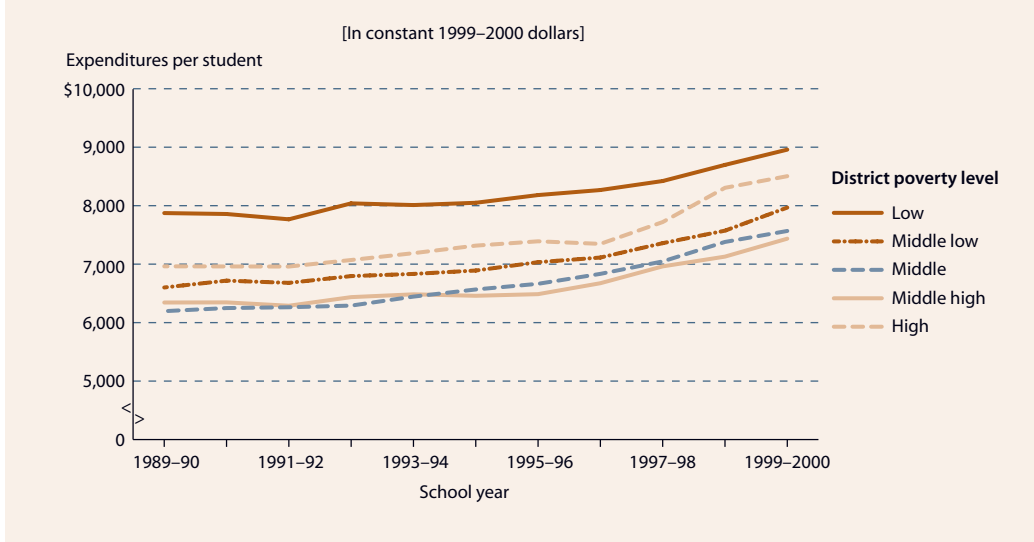
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Restricted-Use File (NCES 2004–093) previously unpublished tabulation (January 2005).

Total expenditures per student in 1999–2000 were highest in the most affluent school districts and next highest in the least affluent school districts.

Between 1989–90 and 1999–2000, total expenditures per student¹ increased by 19 percent, from \$6,794 to \$8,085; about three-quarters of this increase occurred after 1995–96. In 1999–2000, the highest total expenditures per student (\$8,957) were in the low-poverty districts.² The next highest expenditures (\$8,503) were in the high-poverty districts. The lowest expenditures (\$7,434) were in the middle high-poverty districts. Between 1989–90 and 1999–2000, total expenditures per student increased the most for the high- and middle-poverty districts (each 22 percent) and the middle low-poverty districts (21 percent). Expenditures in the low-poverty districts increased the least (14 percent). Current expenditures per student³ followed the same pattern as total expenditures per student.

Public Elementary and Secondary Expenditures by District Poverty

TOTAL EXPENDITURES PER STUDENT: Regular public school district expenditures per student, by district poverty level: 1989–90 to 1999–2000



¹ Total expenditures per student include all expenditures allocable to per student costs—current expenditures for regular school programs, capital outlay, and interest on school debt—divided by fall enrollment.

² Eligibility for the National School Lunch Program, a federally assisted meal program for free lunch, is a proxy measure for low-income family status. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guidelines of the Department of Health and Human Services.

³ Current expenditures per student include instructional, administrative, and operation and maintenance expenditures.

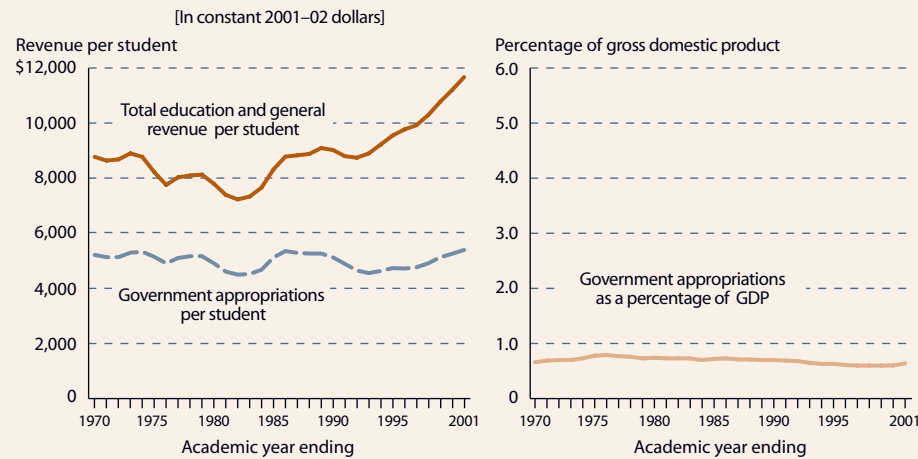
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Longitudinal School District Fiscal-Nonfiscal File,” SY 1989–90 to 1999–2000, FY 1990 to 2000, previously unpublished tabulation. Retrieved January 2005 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005863>.

Public Effort to Fund Postsecondary Education

From 1969–70 to 2000–01, government appropriations per student for public institutions increased 3 percent in constant dollars, while tuition and fees per student increased 99 percent.

Government appropriations per student for public institutions increased from \$5,227 to \$5,409 (3 percent) in constant dollars between 1969–70 and 2000–01. The revenues per student of public institutions from sources other than government appropriations increased substantially more than government appropriations per student. Tuition and fees per student increased from \$1,364 to \$2,716 (by 99 percent), and other sources of education and general revenues per student increased from \$2,204 to \$3,571 (by 62 percent). Thus, education and general revenue per student of public institutions increased by 33 percent. Government appropriations for postsecondary education increased from .66 percent of GDP in 1969–70 to .79 percent in 1975–76 and then decreased to .60 percent in 1999–2000.

PUBLIC EFFORT: Education and general revenue per student for public degree-granting institutions, by source of funds: 1969–70 to 2000–01



NOTE: Education and general revenue consists of all revenue with the exception of revenue from sales of goods and services that are incidental to the conduct of instruction, research, or public service and from major federally funded research operations. Government appropriations are the sum of appropriations of federal, state, and local governments. Other education and general revenue are the sums of government contracts and grants, private gifts, grants and contracts, endowment income, and revenue from other sources. Revenues are in constant 2001–02 dollars, adjusted using the Consumer Price Index (CPI).

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (2004). *Digest of Education Statistics 2003* (NCES 2005–025), tables 174 and 334 and *Digest of Education Statistics*, various years.