

# *Appendix 1*

## *Supplemental Tables*



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*Appendix 1 contains all the supplemental tables for the indicators in this volume.*

*The indicator tables are numbered sequentially according to indicator with a numbered suffix added to reflect the order of the supplemental table in each indicator. For example, indicator 13 has three supplemental tables, so the tables are numbered Table 13-1, 13-2, and 13-3.*

*The standard errors for the supplemental tables in appendix 1 are not included here, but can be found on the NCES website. Go to <http://nces.ed.gov>, select the **Annual Reports** tab, and then select **The Condition of Education**. The supplemental and standard error tables for each indicator (and all other supporting information) are included with each indicator in that volume.*

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## Enrollment Trends by Age

**Table 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2006**

October	Total, ages 3–34	Ages 3–4 <sup>1</sup>	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24				
						Total	In elementary/ secondary	In post- secondary	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	94.1	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	94.5	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	93.3	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	92.9	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	92.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	93.6	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	93.7	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	93.7	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	93.7	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	93.6	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	93.4	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	94.1	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	94.4	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	95.0	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	94.7	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	94.9	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	94.9	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	95.0	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	95.1	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	95.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	95.8	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	96.0	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	96.7	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	96.5	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	96.6	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	96.3	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	95.4	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	96.6	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	96.1	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	95.8	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	95.7	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	95.8	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	56.2	56.3	95.5	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6
2003	56.2	55.1	94.5	98.3	96.2	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	96.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6
2005	56.5	53.6	95.4	98.6	96.5	67.6	18.3	49.3	36.1	48.7	27.3	11.9	6.9
2006	56.0	55.7	94.6	98.3	96.4	65.5	19.3	46.2	35.0	47.5	26.7	11.7	7.2

<sup>1</sup> Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later.

NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes enrollments in less-than-2-year postsecondary institutions and enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools. The age breakouts used in this indicator reflect the different schooling stages that are typical for students given their age. For example, students at ages 18–19 are typically transitioning from elementary/secondary education into postsecondary education or the workforce. See *supplemental note 2* for more information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007* (NCES 2008-022), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2006.



## Early Education and Child Care Arrangements of Young Children

**Table 2-1. Percentage distribution of the early education and child care arrangements of the 2001 birth cohort at about 4 years old, by type of arrangement and selected child and family characteristics: School year 2005–06**

Child or family characteristic	Percentage distribution of population <sup>1</sup>	Percentage distribution by primary type of care arrangement <sup>2</sup>						
		No regular nonparental arrangement	Home-based care		Center-based care <sup>3</sup>			Multiple arrangements <sup>4</sup>
			Relative care	Nonrelative care	Total	Head Start	Other than Head Start	
<b>Total</b>	<b>100.0</b>	<b>20.0</b>	<b>13.1</b>	<b>7.6</b>	<b>57.5</b>	<b>12.7</b>	<b>44.8</b>	<b>1.9</b>
Sex of child								
Male	51.2	19.3	13.1	7.5	58.0	12.9	45.1	2.1
Female	48.8	20.7	13.1	7.6	56.9	12.4	44.5	1.7
Race/ethnicity of child								
White	53.8	17.9	11.0	9.2	60.1	6.8	53.3	1.9
Black	13.8	16.0	13.9	4.3	62.4	25.4	37.1	3.3
Hispanic	25.1	27.2	15.9	6.2	49.4	18.6	30.9	1.2
Asian	2.6	17.5	16.0	3.4	60.7	5.5	55.3	2.3!
Pacific Islander	0.2	22.3!	45.0!	‡	19.9!	5.0!	14.9!	‡
American Indian/Alaska Native	0.5	20.0	14.0	5.3	59.6	31.1	28.5	1.1!
More than one race	4.0	17.8	17.5	8.9	53.9	12.2	41.7	1.8!
Age of child								
Less than 48 months	16.4	27.3	13.9	8.7	48.0	10.6	37.4	2.2
48.0 to 52.9 months	38.1	19.9	13.0	8.3	56.8	12.0	44.8	2.0
53.0 to 57.9 months	36.5	16.5	13.1	6.7	62.2	14.4	47.8	1.5
58.0 or more months	9.0	20.9	12.0	6.3	58.1	12.0	46.1	2.7
Mother's employment status								
Full-time (35 hours or more)	39.4	8.5	18.5	13.4	57.4	11.4	46.1	2.1
Part-time (less than 35 hours)	19.7	13.4	15.9	8.5	59.3	10.1	49.2	2.9
Looking for work	5.8	28.5	12.6	2.1!	54.7	24.3	30.4	2.0!
Not in labor force	34.3	35.6	4.6	1.5	57.3	13.7	43.7	1.0!
No mother in household	0.8	9.6!	36.0	9.5!	41.1	14.4!	26.7	3.8!
Parents' highest level of education								
Less than high school	10.4	34.0	16.5	4.0	43.4	22.2	21.2	2.1!
High school completion	25.0	22.6	17.1	6.7	51.7	21.4	30.3	2.0
Some college/vocational	31.6	20.6	14.9	7.3	55.5	13.0	42.5	1.7
Bachelor's degree	16.8	16.0	8.4	8.1	65.7	3.3	62.4	1.8
Any graduate/professional school	16.2	9.7	6.2	11.2	70.8	2.0	68.8	2.0
Poverty status <sup>5</sup>								
Below poverty threshold	24.8	27.6	15.0	4.4	51.0	26.3	24.7	2.0
At or above poverty threshold	75.2	17.4	12.5	8.6	59.6	8.2	51.4	1.9

See notes at end of table.

## Early Education and Child Care Arrangements of Young Children

**Table 2-1. Percentage distribution of the early education and child care arrangements of the 2001 birth cohort at about 4 years old, by type of arrangement and selected child and family characteristics: School year 2005–06—Continued**

Child or family characteristic	Percentage distribution of population <sup>1</sup>	Percentage distribution by primary type of care arrangement <sup>2</sup>						
		No regular nonparental arrangement	Home-based care		Center-based care <sup>3</sup>			Multiple arrangements <sup>4</sup>
			Relative care	Nonrelative care	Total	Head Start	Other than Head Start	
Socioeconomic status <sup>6</sup>								
Lowest 20 percent	20.0	30.5	15.0	5.0	47.1	24.7	22.4	2.3
Middle 60 percent	60.0	19.6	15.0	7.4	56.2	12.5	43.7	1.8
Highest 20 percent	20.0	10.3	5.5	10.7	71.6	1.0	70.6	1.9

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

<sup>1</sup> Distribution of weighted Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) survey population between 44 and 65 months of age with data on primary care arrangements.

<sup>2</sup> Primary type of care arrangement is the type of nonparental care in which the child spent the most hours.

<sup>3</sup> Care provided in places such as early learning centers, nursery schools, and preschools, including Head Start.

<sup>4</sup> Children who spent an equal amount of time in each of two or more arrangements.

<sup>5</sup> Poverty status based on Census Bureau guidelines from 2002, which identify a dollar amount determined to meet a household's needs, given its size and composition. In 2002, a family of four was considered to live below the poverty threshold if its income was less than or equal to \$18,392.

<sup>6</sup> Socioeconomic status (SES) was measured by a composite score on parental education and occupations and on family income.

NOTE: Estimates weighted by W3R0. Estimates for children at about 4 years old pertain to children assessed between 44 and 65 months. See *supplemental note 3* for more information about the Early Childhood Longitudinal Study, Birth Cohort. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and suppression of cells that do not meet standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-Month–Preschool Restricted-Use Data File.

## Past and Projected Public School Enrollments

**Table 3-1. Public school enrollment in prekindergarten through grade 12, with projections, by grade level and region: Various years, fall 1965–2017**

Fall of year	Total enrollment			[Totals in thousands]							
	Grades preK–12	Grades preK–8	Grades 9–12	Total and percent enrollment, grades preK–12 by region							
				Northeast		Midwest		South		West	
Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent		
1965	42,068	30,466	11,602	8,833	21.0	11,834	28.1	13,834	32.9	7,568	18.0
1970	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2
1975	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3
1980	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1985	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	27,420	12,333	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987	40,008	27,933	12,076	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2
1988	40,189	28,501	11,687	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989	40,543	29,152	11,390	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990	41,217	29,878	11,338	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,047	30,506	11,541	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5
1992	42,823	31,088	11,735	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993	43,465	31,504	11,961	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994	44,111	31,898	12,213	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995	44,840	32,341	12,500	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996	45,611	32,764	12,847	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2
1997	46,127	33,073	13,054	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4
1998	46,539	33,346	13,193	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5
1999	46,857	33,488	13,369	8,196	17.5	10,726	22.9	16,842	35.9	11,093	23.7
2000	47,204	33,688	13,515	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8
2001	47,672	33,938	13,734	8,250	17.3	10,745	22.5	17,237	36.2	11,440	24.0
2002	48,183	34,116	14,067	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1
2003	48,540	34,202	14,338	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2
2004	48,795	34,178	14,617	8,271	17.0	10,775	22.1	17,892	36.7	11,857	24.3
2005	49,113	34,205	14,909	8,240	16.8	10,818	22.0	18,104	36.9	11,951	24.3
<b>Projected</b>											
2006	49,464	34,422	15,041	8,183	16.5	10,809	21.9	18,384	37.2	12,088	24.4
2007	49,644	34,589	15,055	8,123	16.4	10,769	21.7	18,581	37.4	12,172	24.5
2008	49,825	34,903	14,922	8,057	16.2	10,718	21.5	18,802	37.7	12,248	24.6
2009	50,067	35,240	14,826	8,000	16.0	10,674	21.3	19,055	38.1	12,337	24.6
2010	50,353	35,653	14,700	7,948	15.8	10,646	21.1	19,312	38.4	12,447	24.7
2011	50,722	36,096	14,626	7,910	15.6	10,635	21.0	19,599	38.6	12,579	24.8
2012	51,194	36,527	14,667	7,888	15.4	10,647	20.8	19,930	38.9	12,730	24.9
2013	51,701	36,972	14,729	7,879	15.2	10,671	20.6	20,252	39.2	12,900	25.0
2014	52,284	37,403	14,881	7,885	15.1	10,711	20.5	20,598	39.4	13,091	25.0
2015	52,910	37,711	15,199	7,906	14.9	10,759	20.3	20,941	39.6	13,304	25.1
2016	53,503	38,052	15,451	7,927	14.8	10,799	20.2	21,255	39.7	13,522	25.3
2017	54,087	38,399	15,689	7,953	14.7	10,839	20.0	21,553	39.8	13,742	25.4

NOTE: Some data have been revised from previously published figures. See *supplemental note 1* for more information on geographic regions. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 33; Hussar, W. (forthcoming). *Projections of Education Statistics to 2017* (NCES 2008-078), 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, retrieved December 4, 2007, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95122>; and table ESE65, retrieved December 4, 2007, from <http://www.nces.ed.gov/surveys/AnnualReports/historicaltables.asp>.

## Trends in Private School Enrollments

**Table 4-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various years, fall 1989–fall 2005**

Grade level and fall of year	Total enrollment (in thousands)	Roman Catholic				Other religious <sup>1</sup>				Nonsectarian <sup>2</sup>
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Unaffiliated	
<b>Grades K–12</b>										
1989	4,838	54.5	32.2	15.2	7.1	32.3	10.9	12.8	8.5	13.2
1991	4,890	53.0	30.0	15.9	7.1	32.2	12.0	12.5	7.8	14.8
1993	4,836	51.4	29.2	15.5	6.8	33.7	12.6	12.3	8.8	14.9
1995	5,032	50.1	27.2	16.2	6.7	34.7	14.0	11.7	8.9	15.3
1997	5,076	49.5	26.5	16.3	6.7	34.8	14.5	10.9	9.4	15.7
1999	5,163	48.6	25.3	16.2	7.1	35.7	15.0	10.7	10.0	15.7
2001	5,342	47.1	22.9	17.3	6.9	36.0	15.4	10.5	10.1	16.9
2003	5,123	46.2	21.4	17.7	7.0	35.8	15.1	10.8	9.9	18.0
2005	5,058	44.4	19.4	17.7	7.3	37.3	16.3	11.6	9.4	18.3
<b>Grades K–8<sup>3</sup></b>										
1989	3,588	55.1	40.1	12.5	2.5	34.1	11.8	13.7	8.6	10.8
1991	3,657	53.4	37.4	13.8	2.2	34.2	12.7	13.2	8.3	12.3
1993	3,641	51.8	36.4	13.2	2.1	35.7	13.3	13.0	9.4	12.5
1995	3,760	50.3	34.0	14.2	2.1	36.9	15.0	12.4	9.5	12.8
1997	3,781	49.9	33.2	14.6	2.1	36.9	15.5	11.4	10.0	13.3
1999	3,849	48.8	31.8	14.6	2.4	37.8	15.9	11.3	10.7	13.4
2001	3,951	47.2	28.8	16.0	2.5	38.2	16.4	11.0	10.9	14.5
2003	3,731	46.3	27.4	16.5	2.4	38.3	16.2	11.3	10.9	15.4
2005	3,636	44.5	25.1	16.8	2.7	39.6	17.3	12.3	10.0	15.9
<b>Grades 9–12<sup>3</sup></b>										
1989	1,126	57.2	10.2	25.0	22.0	27.0	8.7	10.9	7.4	15.8
1991	1,126	55.5	8.6	23.6	23.3	27.2	10.0	11.0	6.2	17.2
1993	1,102	54.0	7.4	24.2	22.4	28.3	10.6	10.8	7.0	17.7
1995	1,160	53.3	7.8	23.7	21.8	29.4	11.7	10.5	7.2	17.3
1997	1,181	52.4	7.3	23.3	21.8	29.8	12.2	9.9	7.6	17.8
1999	1,225	51.1	6.5	22.3	22.3	30.6	12.9	9.5	8.1	18.3
2001	1,293	49.5	6.4	22.5	20.6	31.0	13.3	9.8	7.8	19.5
2003	1,307	48.5	5.7	22.4	20.4	30.0	12.8	10.0	7.2	21.6
2005	1,346	46.3	5.2	21.1	20.0	32.5	14.3	10.1	8.1	21.3

<sup>1</sup> 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 1 of 12 associations—Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, or Southern Baptist Association of Christian Schools—or indicating 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.

<sup>2</sup> Nonsectarian schools do not have a religious orientation or purpose.

<sup>3</sup> Grades K–8 and 9–12 do not include ungraded students; therefore, these two categories do not sum to grades K–12.

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), various years, 1989–90 through 2005–06.

## Trends in Private School Enrollments

**Table 4-2. Private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various years, fall 1989–fall 2005**

[Totals in thousands]										
Grade level and fall of year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast	Total	Percent of total Midwest	Total	Percent of total South	Total	Percent of total West
<b>Grades K–12</b>										
1989	4,838	10.7	1,346	15.8	1,368	12.3	1,280	8.1	844	8.7
1991	4,890	10.5	1,324	15.3	1,353	12.0	1,304	8.1	909	8.8
1993	4,836	10.1	1,276	14.4	1,309	11.4	1,386	8.3	865	8.1
1995	5,032	10.2	1,289	14.1	1,349	11.5	1,445	8.4	949	8.5
1997	5,076	10.0	1,287	13.8	1,346	11.3	1,510	8.5	933	8.0
1999	5,163	10.1	1,295	13.8	1,345	11.3	1,576	8.7	947	7.9
2001	5,342	10.2	1,337	14.1	1,355	11.4	1,641	8.9	1,008	8.2
2003	5,123	9.7	1,273	13.5	1,271	10.7	1,612	8.6	967	7.7
2005	5,058	9.4	1,203	13.0	1,233	10.3	1,626	8.3	995	7.7
<b>Grades K–8<sup>1</sup></b>										
1989	3,588	11.0	947	15.9	1,052	13.2	949	8.3	639	9.0
1991	3,657	10.8	935	15.2	1,059	12.9	974	8.2	689	9.1
1993	3,641	10.5	907	14.3	1,021	12.4	1,048	8.6	664	8.5
1995	3,760	10.6	911	14.0	1,042	12.5	1,086	8.7	721	8.9
1997	3,781	10.5	911	13.8	1,036	12.3	1,126	8.8	708	8.5
1999	3,849	10.5	917	13.8	1,035	12.3	1,177	9.1	720	8.5
2001	3,951	10.7	935	14.0	1,039	12.4	1,223	9.2	754	8.6
2003	3,731	10.1	857	13.2	962	11.6	1,191	8.9	720	8.2
2005	3,636	9.7	803	12.7	931	11.2	1,181	8.4	721	8.0
<b>Grades 9–12<sup>1</sup></b>										
1989	1,126	9.0	362	14.6	288	9.2	291	6.8	185	7.1
1991	1,126	8.9	346	14.1	276	8.9	302	7.0	203	7.3
1993	1,102	8.4	328	13.1	273	8.5	315	7.1	186	6.4
1995	1,160	8.5	334	13.0	286	8.5	330	7.1	209	6.8
1997	1,181	8.3	330	12.5	292	8.5	353	7.2	206	6.3
1999	1,225	8.4	338	12.6	297	8.6	375	7.5	214	6.3
2001	1,293	8.6	364	13.0	302	8.6	389	7.5	239	6.8
2003	1,307	8.4	381	13.0	293	8.1	395	7.3	237	6.4
2005	1,346	8.3	366	12.6	292	8.0	424	7.5	265	6.7

<sup>1</sup> Grades K–8 and 9–12 do not include ungraded students; therefore, these two categories do not sum to grades K–12.

NOTE: Detail may not sum to totals because of rounding. Calculations were revised and estimates may differ from previously published data. *Supplemental note 1* identifies the states in each region.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2005–06.

## Trends in Private School Enrollments

**Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: Fall 2005**

School characteristic	Number (in thousands)	Total students	Minority enrollment <sup>1</sup>					
			White	Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>Total</b>	<b>5,058</b>	<b>100.0</b>	<b>75.4</b>	<b>24.6</b>	<b>9.5</b>	<b>9.2</b>	<b>5.1</b>	<b>0.7</b>
NCES private school typology								
Roman Catholic	2,246	44.4	74.1	25.9	7.9	12.6	4.7	0.7
Parochial	982	19.4	74.1	25.9	7.7	13.0	4.6	0.7
Diocesan	896	17.7	75.0	25.0	7.8	12.1	4.5	0.6
Private	368	7.3	72.0	28.0	8.8	12.6	5.5	1.0
Other religious <sup>2</sup>	1,885	37.3	77.8	22.2	10.8	6.3	4.5	0.5
Conservative Christian	824	16.3	75.3	24.7	12.2	7.7	4.2	0.7
Affiliated	585	11.6	81.0	19.0	8.7	5.3	4.6	0.4
Unaffiliated	476	9.4	78.3	21.7	11.1	5.3	5.0	0.3
Nonsectarian <sup>3</sup>	927	18.3	73.7	26.3	10.8	7.0	7.4	1.0
Regular	604	12.0	76.7	23.3	8.9	6.0	7.5	0.9
Special emphasis	218	4.3	71.6	28.4	9.9	7.6	9.4	1.6
Special education	104	2.1	61.3	38.7	23.8	11.8	2.2	0.9
School level								
Elementary	2,551	50.4	73.7	26.3	9.7	10.7	5.2	0.7
Secondary	859	17.0	75.4	24.6	8.3	10.5	5.2	0.7
Combined	1,647	32.6	78.2	21.8	9.8	6.4	4.9	0.7
Program emphasis								
Regular	4,570	90.4	76.0	24.0	9.1	9.3	4.9	0.7
Montessori	90	1.8	70.1	29.9	9.1	7.6	11.9	1.3
Special program emphasis	206	4.1	77.5	22.5	7.9	7.1	6.4	1.0
Special education	116	2.3	62.0	38.0	23.5	11.5	2.2	0.8
Alternative	66	1.3	61.8	38.2	17.1	11.5	8.3	1.4
Early childhood	7	0.1	72.1	27.9	13.4	7.0	6.3	1.2
Enrollment								
Less than 50	236	4.7	71.5	28.5	15.1	8.5	3.8	1.1
50–149	763	15.1	71.3	28.7	14.2	9.0	4.5	1.0
150–299	1,322	26.1	70.6	29.4	11.7	11.6	5.5	0.6
300–499	1,090	21.5	78.2	21.8	7.8	8.5	4.9	0.6
500–749	805	15.9	80.0	20.0	5.8	8.3	5.2	0.7
750 or more	842	16.7	80.0	20.0	6.1	7.7	5.7	0.5
Region								
Northeast	1,203	23.8	75.5	24.5	11.6	8.2	4.3	0.4
Midwest	1,233	24.4	84.0	16.0	8.0	4.8	2.4	0.7
South	1,626	32.2	76.2	23.8	11.3	8.8	3.2	0.4
West	995	19.7	63.5	36.5	6.0	16.6	12.5	1.4

See notes at end of table.

## Trends in Private School Enrollments

**Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: Fall 2005—Continued**

School characteristic	Number (in thousands)	Total students	White	Minority enrollment <sup>1</sup>				
				Total minority	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Locale								
City	2,142	42.4	68.5	31.5	12.8	11.9	6.3	0.5
Suburban	1,949	38.5	77.4	22.6	8.5	8.7	4.8	0.6
Town	365	7.2	88.2	11.8	3.2	5.3	2.6	0.8
Rural	601	11.9	86.2	13.8	5.1	3.8	3.3	1.6

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> 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 1 of 12 associations—Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, or Southern Baptist Association of Christian Schools—or indicating 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.

<sup>3</sup> Nonsectarian schools do not have a religious orientation or purpose.

NOTE: Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2005–06.

## Racial/Ethnic Distribution of Public School Students

**Table 5-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: October 1972–2006**

October of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
1972	77.8	22.2	14.8	6.0	—	—	—	—	1.4
1973	78.1	21.9	14.7	5.7	—	—	—	—	1.4
1974	76.8	23.2	15.4	6.3	—	—	—	—	1.5
1975	76.2	23.8	15.4	6.7	—	—	—	—	1.7
1976	76.2	23.8	15.5	6.5	—	—	—	—	1.7
1977	76.1	23.9	15.8	6.2	—	—	—	—	1.9
1978	75.5	24.5	16.0	6.5	—	—	—	—	2.1
1979	—	—	—	—	—	—	—	—	—
1980	—	—	—	—	—	—	—	—	—
1981	72.4	27.6	16.0	8.7	—	—	—	—	2.9
1982	71.9	28.1	16.0	8.9	—	—	—	—	3.2
1983	71.3	28.7	16.1	9.2	—	—	—	—	3.4
1984	71.7	28.3	16.1	8.5	—	—	—	—	3.6
1985	69.6	30.4	16.8	10.1	—	—	—	—	3.5
1986	69.1	30.9	16.6	10.8	—	—	—	—	3.6
1987	68.5	31.5	16.6	10.8	—	—	—	—	4.0
1988	68.3	31.7	16.5	11.0	—	—	—	—	4.2
1989	68.0	32.0	16.6	11.4	3.0 <sup>1</sup>	( <sup>1</sup> )	0.9	—	0.1
1990	67.6	32.4	16.5	11.7	3.0 <sup>1</sup>	( <sup>1</sup> )	0.9	—	0.3
1991	67.1	32.9	16.8	11.8	3.2 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.2
1992	66.8	33.2	16.9	12.0	3.3 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.2
1993	67.0	33.0	16.6	12.1	3.3 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.2
1994	65.8	34.2	16.7	13.7	2.5 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.5
1995	65.5	34.5	16.9	14.1	2.3 <sup>1</sup>	( <sup>1</sup> )	0.6	—	0.6
1996	63.7	36.3	16.6	14.5	4.1 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—
1997	63.0	37.0	16.9	14.9	3.9 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—
1998	62.4	37.6	17.2	15.4	4.0 <sup>1</sup>	( <sup>1</sup> )	1.1	—	—
1999	61.9	38.1	16.5	16.2	4.5 <sup>1</sup>	( <sup>1</sup> )	1.0	—	—
2000	61.3	38.7	16.6	16.6	4.2 <sup>1</sup>	( <sup>1</sup> )	1.3	—	—
2001	61.3	38.7	16.5	16.6	4.3 <sup>1</sup>	( <sup>1</sup> )	1.3	—	—
2002	60.7	39.3	16.5	17.6	4.0 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—
2003	58.3	41.7	16.1	18.6	3.7	0.3	0.6	2.4	—
2004	57.4	42.6	16.0	19.3	3.9	0.2	0.8	2.4	—
2005	57.6	42.4	15.6	19.7	3.7	0.2	0.7	2.5	—
2006	56.9	43.1	15.6	20.2	3.8	0.2	0.7	2.7	—

— Not available.

<sup>1</sup> From 1989 through 2002, Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.

NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later. See *supplemental note 2* for more information on the CPS. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.



## Racial/Ethnic Distribution of Public School Students

**Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1972–2006**

Region and October of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
<b>Northeast</b>									
1972	81.4	18.6	12.4	5.5	—	—	—	—	0.7
1981	76.5	23.5	13.3	8.2	—	—	—	—	2.0
1986	73.8	26.2	13.3	10.7	—	—	—	—	2.2
1993	72.2	27.8	15.2	8.8	3.4 <sup>1</sup>	( <sup>1</sup> )	0.1 <sup>!</sup>	—	0.3 <sup>!</sup>
2000	68.1	31.9	15.5	11.4	4.5 <sup>1</sup>	( <sup>1</sup> )	0.4	—	—
2001	67.6	32.4	15.2	12.2	4.4 <sup>1</sup>	( <sup>1</sup> )	0.6	—	—
2002	67.9	32.1	15.1	13.1	3.7 <sup>1</sup>	( <sup>1</sup> )	0.3	—	—
2003	64.8	35.2	16.0	13.7	3.7	‡	0.2 <sup>!</sup>	1.5	—
2004	63.7	36.3	15.5	13.9	5.1	‡	0.2 <sup>!</sup>	1.5	—
2005	63.5	36.5	15.1	14.5	5.2	‡	‡	1.5	—
2006	63.8	36.2	14.7	15.3	4.4	‡	0.2 <sup>!</sup>	1.5	—
<b>Midwest</b>									
1972	87.5	12.5	10.6	1.5	—	—	—	—	0.3
1981	84.4	15.6	12.1	1.9	—	—	—	—	1.6
1986	81.8	18.2	13.0	3.4	—	—	—	—	1.8
1993	80.8	19.2	13.4	3.6	1.3 <sup>1</sup>	( <sup>1</sup> )	0.6	—	0.4
2000	76.3	23.7	15.3	5.5	2.0 <sup>1</sup>	( <sup>1</sup> )	0.8	—	—
2001	77.2	22.8	14.8	4.8	2.0 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—
2002	75.5	24.5	14.5	6.4	2.6 <sup>1</sup>	( <sup>1</sup> )	1.0	—	—
2003	74.4	25.6	14.2	6.4	2.2	0.2 <sup>!</sup>	0.4	2.2	—
2004	74.4	25.6	13.5	6.6	2.3	‡	0.5	2.5	—
2005	74.1	25.9	13.8	7.1	1.9	‡	0.6	2.5	—
2006	73.4	26.6	13.2	7.7	2.6	‡	0.5	2.4	—
<b>South</b>									
1972	69.7	30.3	24.8	5.0	—	—	—	—	0.5
1981	64.1	35.9	25.9	8.5	—	—	—	—	1.4
1986	62.2	37.8	26.6	9.0	—	—	—	—	2.2
1993	60.1	39.9	26.4	10.7	2.0 <sup>1</sup>	( <sup>1</sup> )	0.6	—	0.2 <sup>!</sup>
2000	55.1	44.9	25.6	16.0	2.1 <sup>1</sup>	( <sup>1</sup> )	1.1	—	—
2001	55.6	44.4	25.6	15.6	2.5 <sup>1</sup>	( <sup>1</sup> )	0.8	—	—
2002	54.2	45.8	26.2	16.6	1.9 <sup>1</sup>	( <sup>1</sup> )	1.0	—	—
2003	53.6	46.4	24.8	16.9	2.1	‡	0.6	2.0	—
2004	53.7	46.3	24.5	16.6	2.4	0.1 <sup>!</sup>	0.6	2.2	—
2005	52.9	47.1	23.9	18.3	1.8	‡	0.6	2.4	—
2006	51.5	48.5	24.5	18.8	1.9	‡	0.7	2.6	—

See notes at end of table.

## Racial/Ethnic Distribution of Public School Students

**Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1972–2006—Continued**

Region and October of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	More than one race	Other
<b>West</b>									
1972	72.8	27.2	6.4	15.3	—	—	—	—	5.5
1981	66.5	33.5	6.8	18.5	—	—	—	—	8.1
1986	62.5	37.5	6.1	22.0	—	—	—	—	9.4
1993	58.7	41.3	6.1	25.9	7.4 <sup>1</sup>	( <sup>1</sup> )	1.7	—	0.2 <sup>‡</sup>
2000	51.1	48.9	5.9	31.6	8.8 <sup>1</sup>	( <sup>1</sup> )	2.6	—	—
2001	49.9	50.1	6.1	32.5	8.8 <sup>1</sup>	( <sup>1</sup> )	2.7	—	—
2002	51.0	49.0	5.8	32.6	8.2 <sup>1</sup>	( <sup>1</sup> )	2.4	—	—
2003	45.9	54.1	5.2	35.5	7.5	1.0	1.2	3.6	—
2004	42.9	57.1	6.0	38.7	6.9	0.6	1.6	3.3	—
2005	45.6	54.4	5.2	36.6	7.2	0.6	1.3	3.6	—
2006	45.2	54.8	5.1	36.9	7.1	0.8	1.0	3.9	—

— Not available.

<sup>!</sup> Interpret data with caution (estimates are unstable).

<sup>‡</sup> Reporting standards not met (too few cases).

<sup>1</sup> From 1989 through 2002, Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.

NOTE: Figures include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later. See *supplemental note 2* for more information on the CPS. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1972–2006.

## Family Characteristics of 5- to 17-Year-Olds

**Table 6-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1979–2006**

Family characteristic	1979	1989	1992	1995	1999	2002	2004	2006
<b>Total U.S. population</b>								
Parents' education								
Less than high school	—	14.9	14.0	12.8	12.6	10.8	10.7	11.0
High school diploma	—	34.2	33.0	28.9	27.5	26.2	25.3	24.7
Some college	—	25.0	27.3	30.1	29.9	29.9	30.3	29.2
Bachelor's degree or higher	19.0	25.8	25.7	28.2	30.0	33.1	33.7	35.2
Family type <sup>1</sup>								
Two-parent household	74.8	71.8	70.1	68.5	67.2	68.1	66.9	66.8
Mother-only household	17.8	21.8	23.1	23.0	23.5	22.9	23.3	23.2
Father-only household	2.2	3.0	3.2	3.5	4.3	4.4	4.6	4.7
Poverty status <sup>2</sup>								
Poor	14.7	18.5	20.6	20.8	18.8	15.6	16.9	16.9
Near-poor	19.3	20.9	22.0	21.8	20.7	20.5	20.5	20.8
Nonpoor	66.0	60.7	57.4	57.4	60.5	63.9	62.6	62.3
Citizenship								
U.S.-born	—	—	—	95.6	96.0	95.3	95.3	95.0
Naturalized U.S. citizen	—	—	—	0.3	0.5	0.7	0.7	0.8
Non-U.S. citizen	—	—	—	4.1	3.4	4.0	3.9	4.2
Immigration status								
Born outside the 50 states and the District of Columbia	—	—	—	5.5	5.1	5.6	5.5	5.9
First generation <sup>3</sup>	—	—	—	12.7	14.6	15.5	16.3	18.0
Second generation or more <sup>4</sup>	—	—	—	81.7	80.3	78.9	78.2	76.0
<b>Total White population</b>								
Parents' education								
Less than high school	—	7.6	6.9	5.5	5.2	4.5	3.8	4.0
High school diploma	—	34.8	32.6	28.5	26.2	24.2	23.1	22.0
Some college	—	26.9	29.9	31.4	31.8	31.3	31.8	30.3
Bachelor's degree or higher	22.3	30.7	30.6	34.5	36.8	39.9	41.3	43.7
Family type <sup>1</sup>								
Two-parent household	80.7	79.9	78.3	77.2	75.3	75.8	75.1	74.8
Mother-only household	13.2	15.1	16.4	16.3	17.0	16.6	16.5	16.4
Father-only household	2.2	3.0	3.2	3.4	4.5	4.5	4.7	5.0
Poverty status <sup>2</sup>								
Poor	8.9	10.3	12.4	12.1	10.8	9.5	9.7	9.9
Near-poor	16.6	19.1	19.6	19.3	16.4	16.1	16.1	15.4
Nonpoor	74.5	70.5	68.0	68.6	72.7	74.4	74.2	74.7
Citizenship								
U.S.-born	—	—	—	98.8	99.0	98.6	98.4	98.4
Naturalized U.S. citizen	—	—	—	#	0.2	0.3	0.3	0.4
Non-U.S. citizen	—	—	—	1.2	0.8	1.1	1.3	1.2
Immigration status								
Born outside the 50 states and the District of Columbia	—	—	—	2.0	1.7	2.1	2.2	2.1
First generation <sup>3</sup>	—	—	—	5.6	5.8	6.3	6.0	6.0
Second generation or more <sup>4</sup>	—	—	—	92.4	92.5	91.6	91.9	91.9

See notes at end of table.

## Family Characteristics of 5- to 17-Year-Olds

**Table 6-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1979–2006—Continued**

Family characteristic	1979	1989	1992	1995	1999	2002	2004	2006
<b>Total Black population</b>								
Parents' education								
Less than high school	—	23.6	22.5	19.3	16.7	14.0	13.6	13.3
High school diploma	—	39.4	40.6	35.3	36.1	35.3	34.9	33.0
Some college	—	24.6	24.3	32.5	31.7	32.8	33.0	32.5
Bachelor's degree or higher	4.9	12.3	12.7	12.9	15.5	18.0	18.5	21.2
Family type <sup>1</sup>								
Two-parent household	43.8	38.8	37.5	34.2	35.5	37.7	36.1	35.1
Mother-only household	43.7	48.3	50.5	49.7	49.7	47.8	48.3	50.2
Father-only household	2.4	3.3	2.9	3.8	3.8	5.3	5.0	4.2
Poverty status <sup>2</sup>								
Poor	40.6	41.9	43.8	41.9	36.0	29.0	33.4	33.3
Near-poor	28.4	22.7	24.1	25.5	27.9	26.8	27.3	26.8
Nonpoor	31.1	35.4	32.1	32.5	36.0	44.2	39.4	39.9
Citizenship								
U.S.-born	—	—	—	98.3	98.1	97.1	97.5	97.1
Naturalized U.S. citizen	—	—	—	0.2	0.3	0.3	0.3	0.4
Non-U.S. citizen	—	—	—	1.5	1.6	2.7	2.1	2.5
Immigration status								
Born outside the 50 states and the District of Columbia	—	—	—	2.7	2.5	3.5	3.1	3.3
First generation <sup>3</sup>	—	—	—	5.1	6.4	7.8	8.9	9.1
Second generation or more <sup>4</sup>	—	—	—	92.1	91.1	88.8	88.1	87.6

See notes at end of table.

## Family Characteristics of 5- to 17-Year-Olds

**Table 6-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1979–2006—Continued**

Family characteristic	1979	1989	1992	1995	1999	2002	2004	2006
<b>Total Hispanic population</b>								
Parents' education								
Less than high school	—	47.8	48.2	43.5	40.8	38.0	36.7	32.4
High school diploma	—	27.3	27.2	25.4	26.3	27.7	27.1	28.8
Some college	—	16.0	15.8	22.3	21.1	21.7	23.3	23.8
Bachelor's degree or higher	7.2	8.8	8.8	8.9	11.9	12.6	13.0	14.9
Family type <sup>1</sup>								
Two-parent household	71.6	64.9	63.5	63.0	63.4	64.4	63.6	65.3
Mother-only household	17.2	28.9	28.2	26.9	26.2	25.6	26.1	24.5
Father-only household	2.1	2.8	3.3	4.3	3.8	3.9	4.2	4.0
Poverty status <sup>2</sup>								
Poor	26.9	34.5	38.3	39.8	33.6	28.8	29.1	26.5
Near-poor	31.9	29.4	33.0	30.7	31.8	32.5	31.5	32.8
Nonpoor	41.2	36.2	28.7	29.5	34.6	38.7	39.3	40.7
Citizenship								
U.S.-born	—	—	—	81.4	86.3	83.5	85.4	85.9
Naturalized U.S. citizen	—	—	—	1.1	1.0	1.6	0.9	1.2
Non-U.S. citizen	—	—	—	17.5	12.6	14.9	13.8	12.9
Immigration status								
Born outside the 50 states and the District of Columbia								
First generation <sup>3</sup>	—	—	—	21.2	16.6	18.5	16.4	16.4
Second generation or more <sup>4</sup>	—	—	—	28.6	34.2	28.5	31.3	31.1

— Not available.

# Rounds to zero.

<sup>1</sup> Detail does not sum to total because a small percentage of respondents were not in the survey universe or had no parents present in the home.

<sup>2</sup> *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. See *supplemental note 1* for more information.

<sup>3</sup> *First generation* describes an individual born in the 50 states or the District of Columbia with at least one parent born outside the 50 states or the District of Columbia.

<sup>4</sup> *Second generation or more* describes an individual born in the 50 states or the District of Columbia whose parents were both born inside the 50 states or the District of Columbia.

NOTE: Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, and *some college* meant completing 1 or more years of college; beginning in 1992, *high school completers* referred to those who received a high school diploma or equivalency certificate, and *some college* meant completing any college at all. Included in the totals but not shown separately are estimates for those from other racial/ethnic categories. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, selected years, 1979–2006.

## Language Minority School-Age Children

**Table 7-1. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2006**

Year	Spoke a language other than English at home						Percent of those who spoke a language other than English at home
	Total population (in millions)	Number (in millions)	Percent of total population	Spoke English with difficulty <sup>1</sup>			
				Number (in millions)	Percent of total population		
1979	44.7	3.8	8.5	1.3	2.8	34.2	
1989	42.3	5.2	12.3	1.8	4.3	34.6	
1992	47.7	6.3	13.2	2.2	4.6	34.9	
1995	47.5	6.7	14.1	2.4	5.2	35.8	
1999	52.7	8.8	16.7	2.6	5.0	29.5	
2000	52.5	9.5	18.1	2.9	5.5	30.5	
2001	53.0	9.8	18.5	2.8	5.4	28.6	
2002	53.0	9.8	18.5	2.8	5.3	28.6	
2003	53.0	9.9	18.7	2.9	5.5	29.4	
2004	52.9	9.9	18.8	2.8	5.3	27.9	
2005	52.8	10.6	20.0	2.8	5.4	26.8	
2006	53.4	10.8	20.3	2.8	5.2	25.4	
<b>Percentage change compared with 1979</b>							
2006	19.5	185.4	138.9	112.2	84.4	-25.7	
<b>Percentage change compared with 2000</b>							
2006	1.8	14.2	12.2	-4.9	-6.1	-16.7	

<sup>1</sup> Data on language spoken at home and difficulty speaking English were obtained from household respondents. Respondents were asked if each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English. Categories used for reporting were "very well," "well," "not well," and "not at all." All those who reported speaking English less than "very well" were considered to have difficulty speaking English. Since the American Community Survey (ACS) does not ask whether household children speak English at home, these data cannot be used to determine whether English or another language is the primary language spoken at home.

NOTE: Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). See *supplemental notes 2 and 3* for more information.

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), 2000–06.

## Language Minority School-Age Children

**Table 7-2. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2006**

Characteristic	[Numbers in thousands]								
	Spoke a language other than English at home								
	Spoke English with difficulty <sup>1</sup>								
	Total			Ages 5–9			Ages 10–17		
Total population	Number	Percent of total population	Number	Percent of total population	Number	Percent of population <sup>2</sup>	Number	Percent of population <sup>2</sup>	
<b>Total</b>	<b>53,406</b>	<b>10,845</b>	<b>20.3</b>	<b>2,758</b>	<b>5.2</b>	<b>1,372</b>	<b>6.9</b>	<b>1,386</b>	<b>4.1</b>
Language spoken at home									
Spanish	7,787	7,787	100.0	2,071	26.6	1,054	35.4	1,018	21.1
Other Indo-European <sup>3</sup>	1,434	1,434	100.0	277	19.3	121	23.6	156	16.9
Asian/Pacific Islander <sup>4</sup>	1,200	1,200	100.0	333	27.8	161	36.2	172	22.9
Other	424	424	100.0	77	18.1	36	21.3	40	15.9
Race/ethnicity <sup>5</sup>									
White	31,154	1,762	5.7	378	1.2	134	1.2	245	1.2
Black	7,870	429	5.5	99	1.3	34	1.2	65	1.3
Hispanic	10,250	7,038	68.7	1,882	18.4	1,011	24.6	870	14.2
Mexican	6,986	4,998	71.5	1,463	20.9	821	28.5	641	15.6
Puerto Rican	936	465	49.7	78	8.3	32	8.9	46	7.9
Cuban	218	149	68.4	24	11.0	11	13.7	13	9.4
Dominican	274	243	88.6	49	17.9	17	18.0	32	17.9
Central American	614	510	83.2	137	22.3	69	29.1	68	18.0
South American	398	314	78.9	58	14.6	25	16.9	33	13.2
Other Hispanic	823	358	43.5	73	8.9	36	11.2	38	7.5
Asian	2,042	1,321	64.7	350	17.1	172	21.7	178	14.2
Pacific Islander	84	25	30.0	5	6.1	2	7.5	3	5.2
American Indian/Alaska Native	436	85	19.6	12	2.8	5	3.4	7	2.5
More than one race	1,383	116	8.4	18	1.3	7	1.2	11	1.4
Citizenship									
U.S.-born	50,701	8,571	16.9	1,831	3.6	1,044	5.5	787	2.5
Naturalized U.S. citizen	544	331	60.9	66	12.1	18	13.3	48	11.7
Non-U.S. citizen	2,161	1,942	89.9	861	39.9	310	50.5	551	35.6
Poverty status <sup>6</sup>									
Poor	9,083	2,742	30.2	881	9.7	464	12.7	417	7.7
Near-poor	11,002	3,276	29.8	885	8.0	468	10.9	417	6.2
Nonpoor	32,348	4,661	14.4	937	2.9	411	3.6	526	2.5
Region									
Northeast	9,321	1,869	20.1	409	4.4	180	5.3	229	3.8
Midwest	11,859	1,338	11.3	363	3.1	179	4.1	184	2.5
South	19,401	3,339	17.2	886	4.6	445	6.1	440	3.6
West	12,825	4,299	33.5	1,101	8.6	568	11.9	533	6.6

<sup>1</sup> Data on language spoken at home and difficulty speaking English were obtained from household respondents. Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English. Since the American Community Survey (ACS) does not ask whether household children speak English at home, these data cannot be used to determine whether English or another language is the primary language spoken at home.

<sup>2</sup> Percentage of the total subgroup population for that particular subgroup. For example, 3.4 percent of all American Indians/Alaska Natives ages 5–9 spoke a language other than English at home and spoke English with difficulty.

<sup>3</sup> An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

<sup>4</sup> Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

<sup>5</sup> Race categories exclude persons of Hispanic ethnicity.

<sup>6</sup> *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. See *supplemental note 1* for more information. Detail may not sum to totals because of missing values for poverty.

NOTE: Detail may not sum to totals because of rounding. A Spanish-language version of the American Community Survey (ACS) was available to respondents. For the states in each region, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2006.

## Children and Youth With Disabilities in Public Schools

**Table 8-1. Number and percentage of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2006–07**

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA <sup>1</sup>	Percentage of youth ages 3–21 served under IDEA
1976–77	3,692	8.3	5.0
1977–78	3,755	8.6	5.1
1978–79	3,894	9.2	5.4
1979–80	4,010	9.6	5.6
1980–81	4,146	10.1	5.8
1981–82	4,203	10.5	6.0
1982–83	4,260	10.8	6.1
1983–84	4,304	11.0	6.3
1984–85	4,320	11.0	6.3
1985–86	4,322	11.0	6.4
1986–87	4,379	11.0	6.5
1987–88	4,414	11.0	6.6
1988–89	4,493	11.2	6.7
1989–90	4,599	11.3	6.8
1990–91	4,717	11.4	6.9
1991–92	4,881	11.6	7.1
1992–93	5,042	11.8	7.3
1993–94	5,223	12.0	7.5
1994–95	5,378	12.2	7.6
1995–96	5,572	12.4	7.7
1996–97	5,737	12.6	7.8
1997–98	5,908	12.8	7.9
1998–99	6,056	13.0	8.0
1999–2000	6,195	13.2	8.1
2000–01	6,296	13.3	8.2
2001–02	6,407	13.4	8.3
2002–03	6,523	13.5	8.4
2003–04	6,634	13.7	8.6
2004–05	6,719	13.8	8.7
2005–06	6,713	13.8	8.6
2006–07	6,686	13.5	8.6

<sup>1</sup>Number of children and youth served as a percentage of all children and youth ages 3–21 enrolled in early education centers and elementary and secondary schools.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and as in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, estimates exclude BIA schools. See *supplemental note 8* for more information about the student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2006. Retrieved November 29, 2007, from [https://www.ideadata.org/arc\\_toc8.asp#partbCC](https://www.ideadata.org/arc_toc8.asp#partbCC) and <https://www.ideadata.org/docs/PartBTrendData/B1.xls>.



## Children and Youth With Disabilities in Public Schools

**Table 8-2. Percentage of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability: Selected years, 1976–77 through 2006–07**

Age and disability	1976 -77	1980 -81	1990 -91	1994 -95	1995 -96	1996 -97	1997 -98	1998 -99	1999 -2000	2000 -01	2001 -02	2002 -03	2003 -04	2004 -05	2005 -06	2006 -07
All disabilities	8.3	10.1	11.4	12.2	12.4	12.6	12.8	13.0	13.2	13.3	13.4	13.5	13.7	13.8	13.8	13.5
Specific learning disabilities <sup>1</sup>	1.8	3.6	5.2	5.6	5.8	5.8	5.9	6.0	6.0	6.1	6.0	5.9	5.8	5.7	5.6	5.4
Speech or language impairments	2.9	2.9	2.4	2.3	2.3	2.3	2.3	2.3	2.3	3.0	2.9	2.9	3.0	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1
Other health impairments	0.3	0.2	0.1	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.8	1.0	1.1	1.2	1.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	#	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.5	0.5
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.1	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7	0.7
Preschool-age with disability <sup>2</sup>	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†	†

— Not available.

† Not applicable.

# Rounds to zero.

<sup>1</sup> A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

<sup>2</sup> Beginning in 1976, data were collected for preschool-aged children by disability type; those data are combined above with data for youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3–5. Accordingly, those data are reported as a separate row for years 1990–91 through 1999–2000. Beginning in 2000–01, states were again required to report preschool children by disability.

NOTE: Detail may not sum to totals because of rounding. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and as in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, estimates exclude BIA schools. See *supplemental note 8* for more information about the student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2006. Retrieved November 29, 2007, from [https://www.ideadata.org/arc\\_toc8.asp#partbCC](https://www.ideadata.org/arc_toc8.asp#partbCC) and <https://www.ideadata.org/docs/PartBTrendData/B1.xls>.

## Past and Projected Undergraduate Enrollments

**Table 9-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex, attendance status, and level and control of institution: Fall 1970–2017**

[In thousands]									
Fall of year	Total	Sex		Attendance status		Level of institution		Control of institution	
		Male	Female	Full-time	Part-time	4-year	2-year	Public	Private
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319	5,628	1,748
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579	6,007	1,736
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756	6,223	1,718
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012	6,522	1,739
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404	7,031	1,767
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970	7,826	1,853
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883	7,617	1,812
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043	7,843	1,874
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028	7,786	1,905
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217	8,046	1,951
1980	10,475	5,000	5,475	6,362	4,113	5,948	4,526	8,441	2,033
1981	10,755	5,109	5,646	6,449	4,306	6,039	4,716	8,648	2,106
1982	10,825	5,170	5,655	6,484	4,341	6,053	4,772	8,713	2,112
1983	10,846	5,158	5,688	6,514	4,332	6,123	4,723	8,697	2,149
1984	10,618	5,007	5,611	6,348	4,270	6,087	4,531	8,493	2,125
1985	10,597	4,962	5,635	6,320	4,277	6,066	4,531	8,477	2,120
1986	10,798	5,018	5,780	6,352	4,446	6,118	4,680	8,661	2,137
1987	11,046	5,068	5,978	6,463	4,584	6,270	4,776	8,919	2,128
1988	11,317	5,138	6,179	6,642	4,674	6,441	4,875	9,103	2,213
1989	11,743	5,311	6,432	6,841	4,902	6,592	5,151	9,488	2,255
1990	11,959	5,380	6,579	6,976	4,983	6,719	5,240	9,710	2,250
1991	12,439	5,571	6,868	7,221	5,218	6,787	5,652	10,148	2,291
1992	12,537	5,582	6,954	7,243	5,293	6,814	5,722	10,216	2,320
1993	12,324	5,484	6,840	7,179	5,144	6,758	5,566	10,012	2,312
1994	12,538	5,583	6,955	7,244	5,293	7,008	5,530	10,216	2,321
1995	12,232	5,401	6,831	7,145	5,086	6,739	5,493	9,904	2,328
1996	12,327	5,421	6,906	7,299	5,028	6,764	5,563	9,935	2,392
1997	12,451	5,469	6,982	7,419	5,032	6,845	5,606	10,007	2,443
1998	12,437	5,446	6,991	7,539	4,898	6,948	5,489	9,950	2,487
1999	12,681	5,559	7,122	7,735	4,946	7,089	5,593	10,110	2,571
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948	10,539	2,616
2001	13,716	6,004	7,711	8,328	5,388	7,465	6,251	10,986	2,730
2002	14,257	6,192	8,065	8,734	5,523	7,728	6,529	11,433	2,824
2003	14,480	6,227	8,253	9,045	5,435	7,987	6,493	11,523	2,957
2004	14,781	6,340	8,441	9,284	5,496	8,235	6,546	11,651	3,130
2005	14,964	6,409	8,555	9,446	5,518	8,476	6,488	11,698	3,266
2006	15,184	6,514	8,671	9,571	5,613	8,666	6,519	11,847	3,337

See notes at end of table.

## Past and Projected Undergraduate Enrollments

**Table 9-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex, attendance status, and level and control of institution: Fall 1970–2017—Continued**

[In thousands]									
Fall of year	Total	Sex		Attendance status		Level of institution		Control of institution	
		Male	Female	Full-time	Part-time	4-year	2-year	Public	Private
<b>Projected<sup>1</sup></b>									
2007	15,366	6,615	8,752	9,690	5,677	8,670	6,696	12,022	3,344
2008	15,571	6,719	8,852	9,836	5,735	8,793	6,778	12,201	3,369
2009	15,770	6,816	8,954	9,975	5,795	8,914	6,856	12,378	3,391
2010	15,939	6,895	9,044	10,090	5,849	9,024	6,915	12,507	3,432
2011	16,106	6,971	9,136	10,195	5,911	9,127	6,979	12,636	3,470
2012	16,273	7,039	9,234	10,295	5,978	9,225	7,049	12,766	3,507
2013	16,457	7,105	9,352	10,408	6,050	9,328	7,129	12,911	3,546
2014	16,628	7,161	9,467	10,510	6,118	9,419	7,208	13,046	3,582
2015	16,755	7,195	9,560	10,584	6,171	9,485	7,270	13,148	3,608
2016	16,881	7,232	9,649	10,657	6,224	9,549	7,332	13,248	3,633
2017	17,022	7,281	9,741	10,737	6,285	9,617	7,405	13,362	3,660

<sup>1</sup> Projections based on data through 2006 and middle alternative assumptions concerning the economy. See NCES 2008–078 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008–022), tables 180 and 196, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2017* (NCES 2008–078), tables 16, 18, and 19, data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys, 1970–1985, and 1986–2006 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:86–99), and Spring 2001 through Spring 2007.

## Mobility of College Students

**Table 10-1. Residence and migration of all freshmen who had graduated from high school in the previous 12 months attending public or private not-for-profit 4-year degree-granting institutions, by state: Fall 1996**

State	Total freshmen enrollment in institutions located in the state	State residents enrolled in institutions		Percentage of all enrolled freshmen who are in-state	Percentage of state's freshmen who are attending in-state	Migration of students		
		In any state <sup>1</sup>	In their home state			Out of state	Into state <sup>2</sup>	Net
<b>United States</b>	<b>1,003,639</b>	<b>984,633</b>	<b>728,323</b>	<b>72.6</b>	<b>74.0</b>	<b>256,310</b>	<b>275,316</b>	<b>19,006</b>
Alabama	16,149	13,124	10,945	67.8	83.4	2,179	5,204	3,025
Alaska	1,207	2,309	1,016	84.2	44.0	1,293	191	-1,102
Arizona	10,733	8,672	6,606	61.5	76.2	2,066	4,127	2,061
Arkansas	10,732	9,736	8,507	79.3	87.4	1,229	2,225	996
California	69,413	74,783	60,699	87.4	81.2	14,084	8,714	-5,370
Colorado	14,875	14,301	10,205	68.6	71.4	4,096	4,670	574
Connecticut	13,002	16,732	6,623	50.9	39.6	10,109	6,379	-3,730
Delaware	5,145	3,545	2,239	43.5	63.2	1,306	2,906	1,600
District of Columbia	7,633	2,154	932	12.2	43.3	1,222	6,701	5,479
Florida	28,414	28,228	20,065	70.6	71.1	8,163	8,349	186
Georgia	26,020	25,588	19,836	76.2	77.5	5,752	6,184	432
Hawaii	3,027	3,894	1,968	65.0	50.5	1,926	1,059	-867
Idaho	4,177	4,971	3,403	81.5	68.5	1,568	774	-794
Illinois	37,127	45,323	30,283	81.6	66.8	15,040	6,844	-8,196
Indiana	34,905	29,255	25,391	72.7	86.8	3,864	9,514	5,650
Iowa	16,141	13,293	10,489	65.0	78.9	2,804	5,652	2,848
Kansas	11,791	10,962	9,018	76.5	82.3	1,944	2,773	829
Kentucky	15,938	14,992	12,522	78.6	83.5	2,470	3,416	946
Louisiana	22,650	21,076	18,296	80.8	86.8	2,780	4,354	1,574
Maine	5,489	6,432	3,288	59.9	51.1	3,144	2,201	-943
Maryland	14,573	18,487	8,805	60.4	47.6	9,682	5,768	-3,914
Massachusetts	39,697	31,524	19,542	49.2	62.0	11,982	20,155	8,173
Michigan	40,751	40,271	34,935	85.7	86.7	5,336	5,816	480
Minnesota	19,385	21,082	13,629	70.3	64.6	7,453	5,756	-1,697
Mississippi	8,452	6,944	5,632	66.6	81.1	1,312	2,820	1,508
Missouri	22,290	20,922	16,377	73.5	78.3	4,545	5,913	1,368
Montana	4,734	4,620	3,370	71.2	72.9	1,250	1,364	114
Nebraska	9,847	9,347	7,524	76.4	80.5	1,823	2,323	500
Nevada	2,800	3,229	1,975	70.5	61.2	1,254	825	-429
New Hampshire	7,120	5,653	2,527	35.5	44.7	3,126	4,593	1,467
New Jersey	19,259	37,975	16,286	84.6	42.9	21,689	2,973	-18,716
New Mexico	4,342	5,389	3,351	77.2	62.2	2,038	991	-1,047
New York	77,724	82,490	58,827	75.7	71.3	23,663	18,897	-4,766
North Carolina	32,526	25,040	22,309	68.6	89.1	2,731	10,217	7,486
North Dakota	4,865	3,773	2,784	57.2	73.8	989	2,081	1,092
Ohio	48,839	47,934	39,193	80.2	81.8	8,741	9,646	905
Oklahoma	10,571	10,487	8,551	80.9	81.5	1,936	2,020	84
Oregon	9,621	9,348	6,261	65.1	67.0	3,087	3,360	273
Pennsylvania	62,568	57,181	44,220	70.7	77.3	12,961	18,348	5,387

See notes at end of table.

## Mobility of College Students

**Table 10-1. Residence and migration of all freshmen who had graduated from high school in the previous 12 months attending public or private not-for-profit 4-year degree-granting institutions, by state: Fall 1996—Continued**

State	Total freshmen enrollment in institutions located in the state	State residents enrolled in institutions		Percentage of all enrolled freshmen who are in-state	Percentage of state's freshmen who are attending in-state	Migration of students		
		In any state <sup>1</sup>	In their home state			Out of state	Into state <sup>2</sup>	Net
Rhode Island	8,291	4,455	2,160	26.1	48.5	2,295	6,131	3,836
South Carolina	16,152	13,678	11,185	69.2	81.8	2,493	4,967	2,474
South Dakota	4,198	4,166	2,961	70.5	71.1	1,205	1,237	32
Tennessee	20,853	18,196	14,175	68.0	77.9	4,021	6,678	2,657
Texas	56,837	59,833	50,845	89.5	85.0	8,988	5,992	-2,996
Utah	13,095	8,434	7,847	59.9	93.0	587	5,248	4,661
Vermont	4,871	3,097	1,461	30.0	47.2	1,636	3,410	1,774
Virginia	30,722	26,709	19,834	64.6	74.3	6,875	10,888	4,013
Washington	14,191	14,923	10,808	76.2	72.4	4,115	3,383	-732
West Virginia	11,188	9,291	7,951	71.1	85.6	1,340	3,237	1,897
Wisconsin	24,516	25,071	19,695	80.3	78.6	5,376	4,821	-555
Wyoming	1,148	1,479	741	64.5	50.1	738	407	-331
U.S. Service Academies <sup>3</sup>	3,045	†	231 <sup>4</sup>	†	†	-231	2,814	3,045
State unknown <sup>5</sup>	†	4,235	†	†	†	4,235	†	-4,235

† Not applicable.

<sup>1</sup> Students residing in a particular state when admitted to an institution anywhere, either in their home state or another state.

<sup>2</sup> Includes students coming to U.S. colleges from foreign countries and other jurisdictions.

<sup>3</sup> Include 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.

<sup>4</sup> Students whose residence is in the same state as the service school.

<sup>5</sup> Institution unable to determine student's home state.

NOTE: Includes first-time postsecondary students who were enrolled at public and private not-for-profit 4-year degree-granting institutions that participated in Title IV federal financial aid programs. See *supplemental note 9* for more information.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fall 2006 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF-96).

## Mobility of College Students

**Table 10-2. Residence and migration of all freshmen who had graduated from high school in the previous 12 months attending public or private not-for-profit 4-year degree-granting institutions, by state: Fall 2006**

State	Total freshmen enrollment in institutions located in the state	State residents enrolled in institutions		Percentage of all enrolled freshmen who are in-state	Percentage of state's freshmen who are attending in-state	Migration of students		
		In any state <sup>1</sup>	In their home state			Out of state	Into state <sup>2</sup>	Net
<b>United States</b>	<b>1,326,915</b>	<b>1,304,229</b>	<b>973,232</b>	<b>73.3</b>	<b>74.6</b>	<b>330,997</b>	<b>353,683</b>	<b>22,686</b>
Alabama	21,739	17,114	14,846	68.3	86.7	2,268	6,893	4,625
Alaska	2,178	3,315	1,946	89.3	58.7	1,369	232	-1,137
Arizona	17,521	14,426	11,477	65.5	79.6	2,949	6,044	3,095
Arkansas	14,073	11,975	10,493	74.6	87.6	1,482	3,580	2,098
California	107,247	114,495	95,558	89.1	83.5	18,937	11,689	-7,248
Colorado	22,361	22,443	16,564	74.1	73.8	5,879	5,797	-82
Connecticut	17,760	22,926	9,453	53.2	41.2	13,473	8,307	-5,166
Delaware	5,100	3,725	1,925	37.7	51.7	1,800	3,175	1,375
District of Columbia	8,776	2,218	632	7.2	28.5	1,586	8,144	6,558
Florida	60,223	57,789	48,194	80.0	83.4	9,595	12,029	2,434
Georgia	37,652	38,369	29,670	78.8	77.3	8,699	7,982	-717
Hawaii	3,201	4,662	2,092	65.4	44.9	2,570	1,109	-1,461
Idaho	7,156	5,999	4,416	61.7	73.6	1,583	2,740	1,157
Illinois	48,271	59,801	38,551	79.9	64.5	21,250	9,720	-11,530
Indiana	42,857	34,619	30,080	70.2	86.9	4,539	12,777	8,238
Iowa	17,922	13,669	10,910	60.9	79.8	2,759	7,012	4,253
Kansas	13,691	13,148	10,405	76.0	79.1	2,743	3,286	543
Kentucky	20,936	18,264	15,790	75.4	86.5	2,474	5,146	2,672
Louisiana	22,520	21,470	19,186	85.2	89.4	2,284	3,334	1,050
Maine	7,371	7,782	4,506	61.1	57.9	3,276	2,865	-411
Maryland	19,171	26,691	12,379	64.6	46.4	14,312	6,792	-7,520
Massachusetts	47,947	40,663	23,915	49.9	58.8	16,748	24,032	7,284
Michigan	48,470	48,582	42,006	86.7	86.5	6,576	6,464	-112
Minnesota	25,155	28,808	18,102	72.0	62.8	10,706	7,053	-3,653
Mississippi	8,808	7,157	5,866	66.6	82.0	1,291	2,942	1,651
Missouri	26,915	24,742	19,139	71.1	77.4	5,603	7,776	2,173
Montana	5,276	4,766	3,555	67.4	74.6	1,211	1,721	510
Nebraska	10,637	10,177	8,058	75.8	79.2	2,119	2,579	460
Nevada	6,494	7,331	5,517	85.0	75.3	1,814	977	-837
New Hampshire	8,808	7,934	3,316	37.6	41.8	4,618	5,492	874
New Jersey	23,684	50,055	20,086	84.8	40.1	29,969	3,598	-26,371
New Mexico	6,729	7,767	5,634	83.7	72.5	2,133	1,095	-1,038
New York	101,299	100,889	73,581	72.6	72.9	27,308	27,718	410
North Carolina	44,324	36,377	31,929	72.0	87.8	4,448	12,395	7,947
North Dakota	5,496	3,851	2,814	51.2	73.1	1,037	2,682	1,645
Ohio	61,401	61,567	50,031	81.5	81.3	11,536	11,370	-166
Oklahoma	17,339	15,075	13,094	75.5	86.9	1,981	4,245	2,264
Oregon	12,709	11,916	8,294	65.3	69.6	3,622	4,415	793
Pennsylvania	81,766	68,470	53,754	65.7	78.5	14,716	28,012	13,296

See notes at end of table.

## Mobility of College Students

**Table 10-2. Residence and migration of all freshmen who had graduated from high school in the previous 12 months attending public or private not-for-profit 4-year degree-granting institutions, by state: Fall 2006—Continued**

State	Total freshmen enrollment in institutions located in the state	State residents enrolled in institutions		Percentage of all enrolled freshmen who are in-state	Percentage of state's freshmen who are attending in-state	Migration of students		
		In any state <sup>1</sup>	In their home state			Out of state	Into state <sup>2</sup>	Net
Rhode Island	11,510	5,487	2,973	25.8	54.2	2,514	8,537	6,023
South Carolina	20,413	16,323	14,018	68.7	85.9	2,305	6,395	4,090
South Dakota	5,470	4,894	3,652	66.8	74.6	1,242	1,818	576
Tennessee	26,822	24,529	19,696	73.4	80.3	4,833	7,126	2,293
Texas	79,356	87,570	72,842	91.8	83.2	14,728	6,514	-8,214
Utah	13,928	9,890	8,890	63.8	89.9	1,000	5,038	4,038
Vermont	5,905	3,955	1,654	28.0	41.8	2,301	4,251	1,950
Virginia	36,672	35,035	25,628	69.9	73.1	9,407	11,044	1,637
Washington	19,009	21,137	14,669	77.2	69.4	6,468	4,340	-2,128
West Virginia	11,078	7,735	6,773	61.1	87.6	962	4,305	3,343
Wisconsin	31,979	30,644	23,618	73.9	77.1	7,026	8,361	1,335
Wyoming	1,495	1,637	898	60.1	54.9	739	597	-142
U.S. Service Academies <sup>3</sup>	2,295	†	157 <sup>4</sup>	†	†	-157	2,138	2,295
State unknown <sup>5</sup>	†	4,366	†	†	†	4,366	†	-4,366

† Not applicable.

<sup>1</sup> Students residing in a particular state when admitted to an institution anywhere, either in their home state or another state.

<sup>2</sup> Includes students coming to U.S. colleges from foreign countries and other jurisdictions.

<sup>3</sup> Include 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.

<sup>4</sup> Students whose residence is in the same state as the service school.

<sup>5</sup> Institution unable to determine student's home state.

NOTE: Includes first-time postsecondary students who were enrolled at public and private not-for-profit 4-year degree-granting institutions that participated in Title IV federal financial aid programs. See *supplemental note 9* for more information.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fall 2006 Integrated Postsecondary Education Data System (IPEDS), Spring 2007.

## Trends in Graduate and First-Professional Enrollments

**Table 11-1. Total graduate and first-professional enrollment in degree-granting institutions, with projections, by sex and attendance status: 1976–2017**

Fall of year	[In thousands]										
	Total enrollment	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1976	1,577	1,333	714	619	463	870	244	190	54	220	24
1977	1,570	1,319	700	617	473	845	251	191	60	226	25
1978	1,569	1,312	682	630	468	844	257	192	65	233	24
1979	1,572	1,309	669	640	476	833	263	193	70	239	24
1980	1,620	1,343	675	670	485	860	278	199	78	251	26
1981	1,617	1,343	674	669	484	859	275	193	82	248	26
1982	1,601	1,322	670	653	485	838	278	191	87	252	26
1983	1,619	1,340	677	663	497	843	279	188	90	250	29
1984	1,624	1,345	672	673	501	844	279	185	94	250	29
1985	1,650	1,376	677	700	509	867	274	180	94	247	28
1986	1,706	1,435	693	742	522	913	270	174	97	246	25
1987	1,720	1,452	693	759	527	925	268	170	98	242	27
1988	1,739	1,472	697	774	553	919	267	167	100	241	26
1989	1,796	1,522	710	811	572	949	274	169	106	248	27
1990	1,860	1,586	737	849	599	987	273	167	107	246	28
1991	1,920	1,639	761	878	642	997	281	170	111	252	29
1992	1,950	1,669	772	896	666	1,003	281	169	112	252	29
1993	1,981	1,688	771	917	688	1,000	292	173	120	260	33
1994	2,016	1,721	776	946	706	1,016	295	174	121	263	31
1995	2,030	1,732	768	965	717	1,015	298	174	124	266	31
1996	2,041	1,742	759	983	737	1,005	298	173	126	267	31
1997	2,052	1,753	758	996	752	1,001	298	170	129	267	31
1998	2,070	1,768	754	1,013	754	1,014	302	169	134	271	31
1999	2,110	1,807	766	1,041	781	1,026	303	165	138	271	33
2000	2,157	1,850	780	1,071	813	1,037	307	164	143	274	33
2001	2,212	1,904	796	1,108	843	1,061	309	161	148	277	32
2002	2,355	2,036	847	1,189	926	1,109	319	163	156	286	33
2003	2,431	2,102	867	1,235	985	1,117	329	166	163	296	33
2004	2,491	2,157	879	1,278	1,024	1,133	335	168	166	302	33
2005	2,524	2,186	877	1,309	1,047	1,139	337	170	167	303	34
2006	2,575	2,231	887	1,344	1,077	1,154	343	174	170	309	34
<b>Projected<sup>1</sup></b>											
2007	2,610	2,259	909	1,350	1,098	1,161	351	181	170	316	34
2008	2,629	2,275	919	1,356	1,108	1,167	354	183	171	319	35
2009	2,647	2,290	927	1,362	1,116	1,173	357	186	171	322	35
2010	2,673	2,312	939	1,373	1,129	1,182	361	188	173	326	35
2011	2,715	2,348	955	1,392	1,150	1,197	368	192	176	332	36
2012	2,775	2,398	977	1,421	1,181	1,216	377	196	181	341	36
2013	2,842	2,455	1,000	1,455	1,215	1,239	387	201	186	350	37
2014	2,905	2,508	1,021	1,487	1,246	1,262	397	205	191	359	38
2015	2,960	2,556	1,039	1,516	1,272	1,283	405	209	196	366	38
2016	3,011	2,599	1,056	1,543	1,296	1,304	412	212	200	373	39
2017	3,058	2,640	1,073	1,567	1,315	1,325	418	215	203	378	40

<sup>1</sup> Projections based on reported data through 2006 and middle alternative assumptions concerning the economy. See NCES 2008-078 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for a definition of first-professional degree. Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), tables 197 and 198, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2017* (NCES 2008-078), tables 20 and 21, data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976–1985, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF-87–99), and Spring 2001 through Spring 2007.



## Trends in Graduate and First-Professional Enrollments

**Table 11-2. Total graduate and first-professional enrollment and percentage distribution of students in degree-granting institutions, by race/ethnicity: Selected years, 1976–2006**

Level of student and race/ethnicity	1976	1980	1990	1995	2000	2006
<b>Enrollment (in thousands)</b>						
<b>Graduate</b>						
<b>Total</b>	<b>1,323</b>	<b>1,341</b>	<b>1,586</b>	<b>1,732</b>	<b>1,850</b>	<b>2,231</b>
White	1,116	1,105	1,228	1,282	1,259	1,445
Total minority	134	144	190	271	359	519
Black	78	75	84	119	158	247
Hispanic	26	32	47	68	95	136
Asian/Pacific Islander	25	32	53	76	96	122
American Indian/Alaska Native	5	5	6	8	10	14
Nonresident alien	72	92	167	179	232	266
<b>First-professional</b>						
<b>Total</b>	<b>244</b>	<b>277</b>	<b>273</b>	<b>298</b>	<b>307</b>	<b>343</b>
White	220	248	221	223	220	242
Total minority	21	26	47	67	78	93
Black	11	13	16	21	24	27
Hispanic	5	7	11	14	15	18
Asian/Pacific Islander	4	6	19	30	37	46
American Indian/Alaska Native	1	1	1	2	2	3
Nonresident alien	3	3	5	7	8	8
<b>Percentage distribution</b>						
<b>Graduate</b>						
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White	84.4	82.4	77.4	74.0	68.0	64.8
Total minority	10.2	10.7	12.0	15.6	19.4	23.3
Black	5.9	5.6	5.3	6.8	8.5	11.1
Hispanic	2.0	2.4	3.0	3.9	5.2	6.1
Asian/Pacific Islander	1.9	2.4	3.4	4.4	5.2	5.5
American Indian/Alaska Native	0.4	0.4	0.4	0.5	0.6	0.6
Nonresident alien	5.5	6.9	10.5	10.4	12.6	11.9
<b>First-professional</b>						
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White	90.1	89.5	81.0	75.0	71.8	70.4
Total minority	8.6	9.5	17.0	22.5	25.5	27.2
Black	4.6	4.6	5.8	7.2	7.7	7.8
Hispanic	1.9	2.4	3.9	4.6	5.0	5.4
Asian/Pacific Islander	1.7	2.2	6.8	9.9	12.0	13.3
American Indian/Alaska Native	0.5	0.3	0.4	0.7	0.8	0.7
Nonresident alien	1.3	1.0	2.0	2.5	2.7	2.5

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of minority and first-professional degree. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2008* (forthcoming), table 216 and NCES. (2003). *Digest of Education Statistics, 2002* (NCES 2003-060), table 207, data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90 and IPEDS-EF:95), and Spring 2001 and Spring 2007.

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

**Table 12-1. Average reading scale scores and percentage of students at each achievement level, by grade: Selected years, 1992–2007**

Grade, scale score, and achievement level	1992 <sup>1</sup>	1994 <sup>1</sup>	1998 <sup>1</sup>	1998	2002	2003	2005	2007
<b>Grade 4</b>								
Average scale score	217	214	217	215	219	218	219	221
Percentage at each achievement level								
Below <i>Basic</i>	38	40	38	40	36	37	36	33
At or above <i>Basic</i>	62	60	62	60	64	63	64	67
At or above <i>Proficient</i>	29	30	31	29	31	31	31	33
At <i>Advanced</i>	6	7	7	7	7	8	8	8
<b>Grade 8</b>								
Average scale score	260	260	264	263	264	263	262	263
Percentage at each achievement level								
Below <i>Basic</i>	31	30	26	27	25	26	27	26
At or above <i>Basic</i>	69	70	74	73	75	74	73	74
At or above <i>Proficient</i>	29	30	33	32	33	32	31	31
At <i>Advanced</i>	3	3	3	3	3	3	3	3
<b>Grade 12<sup>2</sup></b>								
Average scale score	292	287	291	290	287	—	286	—
Percentage at each achievement level								
Below <i>Basic</i>	20	25	23	24	26	—	27	—
At or above <i>Basic</i>	80	75	77	76	74	—	73	—
At or above <i>Proficient</i>	40	36	40	40	36	—	35	—
At <i>Advanced</i>	4	40	6	6	5	—	5	—

— Not available.

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

<sup>2</sup> The 2003 and 2007 National Assessment of Educational Progress (NAEP) Reading Assessments were not administered to 12th-grade students.

NOTE: The NAEP reading scale ranges from 0 to 500. 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 sample 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. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2007 Reading Assessments, NAEP Data Explorer.

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

**Table 12-2. Average reading scale scores, by grade and selected student and school characteristics: 1992, 2005, and 2007**

Student or school characteristic	Grade 4			Grade 8			Grade 12 <sup>1</sup>	
	1992 <sup>2</sup>	2005	2007	1992 <sup>2</sup>	2005	2007	1992 <sup>2</sup>	2005
<b>Total</b>	<b>217</b>	<b>219</b>	<b>221</b>	<b>260</b>	<b>262</b>	<b>263</b>	<b>292</b>	<b>286</b>
Sex								
Male	213	216	218	254	257	258	287	279
Female	221	222	224	267	267	268	297	292
Race/ethnicity <sup>3</sup>								
White	224	229	231	267	271	272	297	293
Black	192	200	203	237	243	245	273	267
Hispanic	197	203	205	241	246	247	279	272
Asian/Pacific Islander	216	229	232	268	271	271	290	287
American Indian/Alaska Native	‡	204	203	‡	249	247	‡	279
Parents' education								
Did not finish high school	—	—	—	243	244	245	275	268
Graduated from high school	—	—	—	251	252	253	283	274
Some education after high school	—	—	—	265	265	266	294	287
Graduated from college	—	—	—	271	272	273	301	297
Locale								
Metro-centric codes								
Central city	—	213	—	—	257	—	—	284
Urban fringe/large town	—	223	—	—	266	—	—	288
Rural/small town	—	219	—	—	263	—	—	285
Urban-centric codes								
City	—	—	215	—	—	257	—	—
Suburban	—	—	226	—	—	267	—	—
Town	—	—	219	—	—	262	—	—
Rural	—	—	222	—	—	264	—	—
Students in school eligible for free or reduced-price lunch								
10 percent or less	—	238	240	—	279	280	—	297
11–25 percent	—	230	231	—	270	272	—	290
26–50 percent	—	221	223	—	262	263	—	282
51–75 percent	—	211	212	—	252	253	—	273
More than 75 percent	—	197	200	—	240	241	—	266

— Not available.

‡ Reporting standards not met (too few cases).

<sup>1</sup>The 2003 and 2007 National Assessment of Educational Progress (NAEP) Reading Assessments were not administered to 12th-grade students.

<sup>2</sup>Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

<sup>3</sup>Race categories exclude persons of Hispanic ethnicity.

NOTE: The NAEP reading scale ranges from 0 to 500. 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 sample 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. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2005, and 2007 Reading Assessments, NAEP Data Explorer.

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

**Table 12-3. Average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1992, 1998, and 2007**

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above Basic		At or above Proficient				At or above Basic		At or above Proficient	
	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1998 <sup>2</sup>	2007	1998 <sup>2</sup>	2007	1998 <sup>2</sup>	2007
<b>United States</b>	215	220*	60	66*	27	32*	261	261	71	73	30	29
Alabama	207	216*	51	62*	20	29*	255	252	67	62*	22	21
Alaska	—	214	—	62	—	29	—	259	—	71	—	27
Arizona	209	210	54	56	21	24	260	255*	72	65*	27	24
Arkansas	211	217*	56	64*	23	29*	256	258	68	70	23	25
California	202	209*	48	53*	19	23	252	251	63	62	21	21
Colorado	217	224*	64	70*	25	36*	264	266	77	79	30	35*
Connecticut	222	227*	69	73	34	41*	270	267	81	77	40	37
Delaware	213	225*	57	73*	24	34*	254	265*	64	77*	23	31*
District of Columbia	188	197*	30	39*	10	14*	236	241*	44	48	11	12
Florida	208	224*	53	70*	21	34*	255	260*	67	71*	23	28*
Georgia	212	219*	57	66*	25	28	257	259	68	70	25	26
Hawaii	203	213*	48	59*	17	26*	249	251	59	62*	19	20
Idaho	219	223*	67	70*	28	35*	—	265	—	78	—	32
Illinois	—	219	—	65	—	32	—	263	—	75	—	30
Indiana	221	222	68	68	30	33	—	264	—	76	—	31
Iowa	225	225	73	74	36	36	—	267	—	80	—	36
Kansas	—	225	—	72	—	36	268	267	81	81	36	35
Kentucky	213	222*	58	68*	23	33*	262	262	74	73	30	28
Louisiana	204	207	46	52*	15	20*	252	253	63	64	17	19
Maine	227	226	75	73	36	36	271	270	83	83	41	37
Maryland	211	225*	57	69*	24	36*	261	265	70	76*	31	33
Massachusetts	226	236*	74	81*	36	49*	269	273*	79	84*	38	43*
Michigan	216	220*	62	66	26	32*	—	260	—	72	—	28
Minnesota	221	225*	68	73*	31	37*	265	268	78	80	36	37
Mississippi	199	208*	41	51*	14	19*	251	250	62	60	19	17
Missouri	220	221	67	67	30	32	262	263	75	75	28	31
Montana	—	227	—	75	—	39	271	271	83	85	40	39
Nebraska	221	223	68	71	31	35	—	267	—	79	—	35
Nevada	—	211	—	57	—	24	258	252*	70	63*	23	22
New Hampshire	228	229	76	76	38	41	—	270	—	82	—	37
New Jersey	223	231*	69	77*	35	43*	—	270	—	81	—	39
New Mexico	211	212	55	58	23	24	258	251*	71	62*	23	17*
New York	215	224*	61	69*	27	36*	265	264	76	75	32	32
North Carolina	212	218*	56	64*	25	29*	262	259*	74	71	30	28
North Dakota	226	226	74	75	35	35	—	268	—	84	—	32
Ohio	217	226*	63	73*	27	36*	—	268	—	79	—	36
Oklahoma	220	217*	67	65	29	27	265	260*	80	72*	30	26
Oregon	—	215	—	62	—	28	266	266	78	77	35	34
Pennsylvania	221	226*	68	73*	32	40*	—	268	—	79	—	36

See notes at end of table.

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

**Table 12-3. Average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1992, 1998, and 2007**  
—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above Basic		At or above Proficient				At or above Basic		At or above Proficient	
	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1998 <sup>2</sup>	2007	1998 <sup>2</sup>	2007	1998 <sup>2</sup>	2007
Rhode Island	217	219	63	65	28	31	264	258*	76	69*	32	27*
South Carolina	210	214*	53	59*	22	26*	255	257	66	69	22	25
South Dakota	—	223	—	71	—	34	—	270	—	83	—	37
Tennessee	212	216	57	61	23	27	258	259	71	71	27	26
Texas	213	220*	57	66*	24	30*	261	261	74	73	27	28
Utah	220	221	67	69	30	34	263	262	77	75	31	30
Vermont	—	228	—	74	—	41	—	273	—	84	—	42
Virginia	221	227*	67	74*	31	38*	266	267	78	79	33	34
Washington	—	224	—	70	—	36	264	265	76	77	32	34
West Virginia	216	215	61	63	25	28	262	255*	75	68*	28	23*
Wisconsin	224	223	71	70	33	36	265	264	78	76	34	33
Wyoming	223	225	71	73	33	36*	263	266*	76	80	31	33

— Not available (state did not participate in assessment).

\* Change in score is statistically significant from 1992 or 1998 ( $p < .05$ ).

<sup>1</sup> 1992 was the first year for state-level data in grade 4. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

<sup>2</sup> 1998 was the first year for state-level data in grade 8. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were permitted.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. State samples were not collected for grade 12; therefore, state results for grade 12 are not available. At the state level, NAEP includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. The 2007 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. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2007 Reading Assessments, NAEP Data Explorer.

## Mathematics Performance of Students in Grades 4 and 8

**Table 13-1. Average mathematics scale scores and percentage of students at each achievement level, by grade: Selected years, 1990–2007**

Grade, scale score, and achievement level	1990 <sup>1</sup>	1992 <sup>1</sup>	1996 <sup>1</sup>	1996	2000	2003	2005	2007
<b>Grade 4</b>								
Average scale score	213	220	224	224	226	235	238	240
Percentage at each achievement level								
Below <i>Basic</i>	50	41	36	37	35	23	20	18
At or above <i>Basic</i>	50	59	64	63	65	77	80	82
At or above <i>Proficient</i>	13	18	21	21	24	32	36	39
At <i>Advanced</i>	1	2	2	2	3	4	5	6
<b>Grade 8</b>								
Average scale score	263	268	272	270	273	278	279	281
Percentage at each achievement level								
Below <i>Basic</i>	48	42	38	39	37	32	31	29
At or above <i>Basic</i>	52	58	62	61	63	68	69	71
At or above <i>Proficient</i>	15	21	24	23	26	29	30	32
At <i>Advanced</i>	2	3	4	4	5	5	6	7
<b>Grade 12</b>								
Average scale score	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	150	—
Percentage at each achievement level								
Below <i>Basic</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	39	—
At or above <i>Basic</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	61	—
At or above <i>Proficient</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	23	—
At <i>Advanced</i>	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	2	—

— Not available.

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

<sup>2</sup>The 2005 Grade 12 Mathematics Assessment was based on a new framework. The assessment includes more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework. Results could not be placed on the old National Assessment of Educational Progress (NAEP) scale and could not be directly compared with previous years; therefore, information on previous assessments are not shown. For more information on NAEP Grade 12 Mathematics Assessments, see <http://www.nces.ed.gov/nationsreportcard/mathematics/>.

NOTE: The NAEP mathematics scale ranges from 0 to 500 for grades 4 and 8 and ranges from 0 to 300 for grade 12. Beginning in 2003, 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. The 2007 NAEP Mathematics Assessment was not administered to 12th-grade students. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

## Mathematics Performance of Students in Grades 4 and 8

**Table 13-2. Average mathematics scale scores, by grade and selected student and school characteristics: Selected years, 1990–2007**

Student or school characteristic	Grade 4				Grade 8				Grade 12
	1990 <sup>1</sup>	2000	2005	2007	1990 <sup>1</sup>	2000	2005	2007	2005
<b>Total</b>	<b>213</b>	<b>226</b>	<b>238</b>	<b>240</b>	<b>263</b>	<b>273</b>	<b>279</b>	<b>281</b>	<b>150</b>
Sex									
Male	214	227	239	241	263	274	280	282	151
Female	213	224	237	239	262	272	278	280	149
Race/ethnicity <sup>2</sup>									
White	220	234	246	248	270	284	289	291	157
Black	188	203	220	222	237	244	255	260	127
Hispanic	200	208	226	227	246	253	262	265	133
Asian/Pacific Islander	225	‡	251	253	275	288	295	297	163
American Indian/Alaska Native	‡	208	226	228	‡	259	264	264	134
Parents' education									
Did not finish high school	—	—	—	—	242	253	259	263	130
Graduated from high school	—	—	—	—	255	261	267	270	138
Some education after high school	—	—	—	—	267	277	280	283	148
Graduated from college	—	—	—	—	274	286	290	292	161
Locale									
Metro-centric codes									
Central city	—	220	233	—	—	266	273	—	147
Urban fringe/large town	—	230	241	—	—	277	283	—	154
Rural/small town	—	226	238	—	—	275	279	—	148
Urban-centric codes									
City	—	—	—	235	—	—	—	275	—
Suburban	—	—	—	244	—	—	—	286	—
Town	—	—	—	238	—	—	—	280	—
Rural	—	—	—	240	—	—	—	282	—
Students in school eligible for free or reduced-price lunch									
10 percent or less	—	—	254	256	—	—	298	300	162
11–25 percent	—	—	247	248	—	—	289	292	155
26–50 percent	—	—	240	242	—	—	280	282	147
51–75 percent	—	—	232	234	—	—	268	271	136
More than 75 percent	—	—	220	222	—	—	254	259	122

— Not available.

‡ Reporting standards not met (too few cases).

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

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500 for grades 4 and 8 and ranges from 0 to 300 for grade 12. Beginning in 2003, 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. The 2007 NAEP Mathematics Assessment was not administered to 12th-grade students. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

## Mathematics Performance of Students in Grades 4 and 8

Table 13-3. Average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above Basic		At or above Proficient				At or above Basic		At or above Proficient	
	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1990 <sup>1</sup>	2007	1990 <sup>1</sup>	2007	1990 <sup>1</sup>	2007
United States	219	239*	57	81*	17	39*	262	280*	51	70*	15	31*
Alabama	208	229*	43	70*	10	26*	253	266*	40	55*	9	18*
Alaska	—	237	—	79	—	38	—	283	—	73	—	32
Arizona	215	232*	53	74*	13	31*	260	276*	48	66*	13	26*
Arkansas	210	238*	47	81*	10	37*	256	274*	44	65*	9	24*
California	208	230*	46	70*	12	30*	256	270*	45	59*	12	24*
Colorado	221	240*	61	82*	17	41*	267	286*	57	75*	17	37*
Connecticut	227	243*	67	84*	24	45*	270	282*	60	73*	22	35*
Delaware	218	242*	55	87*	17	40*	261	283*	48	74*	14	31*
District of Columbia	193	214*	23	49*	5	14*	231	248*	17	34*	3	8*
Florida	214	242*	52	86*	13	40*	255	277*	43	68*	12	27*
Georgia	216	235*	53	79*	15	32*	259	275*	47	64*	14	25*
Hawaii	214	234*	52	77*	15	33*	251	269*	40	59*	12	21*
Idaho	222	241*	63	85*	16	40*	271	284*	63	75*	18	34*
Illinois	—	237	—	79	—	36	261	280*	50	70*	15	31*
Indiana	221	245*	60	89*	16	46*	267	285*	56	76*	17	35*
Iowa	230	243*	72	87*	26	43*	278	285*	70	77*	25	35*
Kansas	—	248	—	89	—	51	—	290	—	81	—	40
Kentucky	215	235*	51	79*	13	31*	257	279*	43	69*	10	27*
Louisiana	204	230*	39	73*	8	24*	246	272*	32	64*	5	19*
Maine	232	242*	75	85*	27	42*	—	286	—	78	—	34
Maryland	217	240*	55	80*	18	40*	261	286*	50	74*	17	37*
Massachusetts	227	252*	68	93*	23	58*	—	298	—	85	—	51
Michigan	220	238*	61	80*	18	37*	264	277*	53	66*	16	29*
Minnesota	228	247*	71	87*	26	51*	275	292*	67	81*	23	43*
Mississippi	202	228*	36	70*	6	21*	—	265	—	54	—	14
Missouri	222	239*	62	82*	19	38*	—	281	—	72	—	30
Montana	—	244	—	88	—	44	280	287*	74	79*	27	38*
Nebraska	225	238*	67	80*	22	38*	276	284*	68	74*	24	35*
Nevada	—	232	—	74	—	30	—	271	—	60	—	23
New Hampshire	230	249*	72	91*	25	52*	273	288*	65	78*	20	38*
New Jersey	227	249*	68	90*	25	52*	270	289*	58	77*	21	40*
New Mexico	213	228*	50	70*	11	24*	256	268*	43	57*	10	17*
New York	218	243*	57	85*	17	43*	261	280*	50	70*	15	30*
North Carolina	213	242*	50	85*	13	41*	250	284*	38	73*	9	34*
North Dakota	229	245*	72	91*	22	46*	281	292*	75	86*	27	41*
Ohio	219	245*	57	87*	16	46*	264	285*	53	76*	15	35*
Oklahoma	220	237*	60	82*	14	33*	263	275*	52	66*	13	21*
Oregon	—	236	—	79	—	35	271	284*	62	73*	21	35*
Pennsylvania	224	244*	65	85*	22	47*	266	286*	56	77*	17	38*

See notes at end of table.



## Mathematics Performance of Students in Grades 4 and 8

**Table 13-3. Average mathematics scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 1990, 1992, and 2007**  
—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1992 <sup>1</sup>	2007	1990 <sup>1</sup>	2007	1990 <sup>1</sup>	2007	1990 <sup>1</sup>	2007
Rhode Island	215	236*	54	80*	13	34*	260	275*	49	65*	15	28*
South Carolina	212	237*	48	80*	13	36*	—	282	—	71	—	32
South Dakota	—	241	—	86	—	41	—	288	—	81	—	39
Tennessee	211	233*	47	76*	10	29*	—	274	—	64	—	23
Texas	218	242*	56	87*	15	40*	258	286*	45	78*	13	35*
Utah	224	239*	66	83*	19	39*	—	281	—	72	—	32
Vermont	—	246	—	89	—	49	—	291	—	81	—	41
Virginia	221	244*	59	87*	19	42*	264	288*	52	77*	17	37*
Washington	—	243	—	84	—	44	—	285	—	75	—	36
West Virginia	215	236*	52	81*	12	33*	256	270*	42	61*	9	19*
Wisconsin	229	244*	71	85*	24	47*	274	286*	66	76*	23	37*
Wyoming	225	244*	69	88*	19	44*	272	287*	64	80*	19	36*

— Not available (state did not participate in assessment).

\* Change in score is statistically significant from 1990 or 1992 ( $p < .05$ ).

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

NOTE: State samples were not collected for grade 12; therefore, state results for grade 12 are not available. At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. The 2007 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. See *supplemental note 4* for more information on testing accommodations and on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2007 Mathematics Assessments, NAEP Data Explorer.

## Writing Performance of Students in Grades 8 and 12

**Table 14-1. Average writing scale scores and percentage of students at each achievement level, by grade: 1998, 2002, and 2007**

Grade, scale score, and achievement level	1998	2002	2007
<b>Grade 8</b>			
Average scale score	150	153	156
Percentage at each achievement level			
Below <i>Basic</i>	16	15	12
At or above <i>Basic</i>	84	85	88
At or above <i>Proficient</i>	27	31	33
At <i>Advanced</i>	1	2	2
<b>Grade 12</b>			
Average scale score	150	148	153
Percentage at each achievement level			
Below <i>Basic</i>	22	26	18
At or above <i>Basic</i>	78	74	82
At or above <i>Proficient</i>	22	24	24
At <i>Advanced</i>	1	2	1

NOTE: National Assessment of Educational Progress (NAEP) writing scores range from 0 to 300. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject matter; and *Advanced* indicates superior performance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments, NAEP Data Explorer.

## Writing Performance of Students in Grades 8 and 12

Table 14-2. Average writing scale scores, by grade and selected student and school characteristics: 1998, 2002, and 2007

School or student characteristic	Grade 8			Grade 12		
	1998	2002	2007	1998	2002	2007
<b>Total</b>	<b>150</b>	<b>153</b>	<b>156</b>	<b>150</b>	<b>148</b>	<b>153</b>
Sex						
Male	140	143	146	140	136	144
Female	160	164	166	159	160	162
Race/ethnicity <sup>1</sup>						
White	157	161	164	155	154	159
Black	131	135	141	134	130	137
Hispanic	131	137	142	136	136	139
Asian/Pacific Islander	154	161	167	150	151	160
American Indian/Alaska Native	130	137	143	129	‡	140
Parents' education						
Did not finish high school	—	136	139	—	129	134
Graduated from high school	—	144	147	—	139	141
Some education after high school	—	156	158	—	149	152
Graduated from college	—	165	166	—	158	163
Locale <sup>2</sup>						
City	—	—	151	—	—	152
Suburban	—	—	161	—	—	156
Town	—	—	153	—	—	150
Rural	—	—	155	—	—	151
Free or reduced-price lunch						
Eligible	132	136	141	133	132	138
Not eligible	157	162	164	152	152	157
Information not available	157	161	170	155	156	165

— Not available.

‡ Reporting standards not met.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> Adoption of the new urban-centric locale classification codes does not permit comparison across assessment years.

NOTE: National Assessment of Educational Progress (NAEP) writing scores range from 0 to 300. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject matter; and *Advanced* indicates superior performance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments, NAEP Data Explorer.

## Economics Performance of Students in Grade 12

**Table 15-1. Percentage of 12th-grade students at each economics achievement level, by student and school characteristics: 2006**

Student or school characteristic	Below <i>Basic</i>	At or above <i>Basic</i> <sup>1</sup>	At or above <i>Proficient</i> <sup>1</sup>	At <i>Advanced</i> <sup>1</sup>
<b>Total</b>	<b>21</b>	<b>79</b>	<b>42</b>	<b>3</b>
Sex				
Male	21	79	45	4
Female	21	79	38	2
Race/ethnicity <sup>2</sup>				
White	13	87	51	4
Black	43	57	16	#
Hispanic	36	64	21	#
Asian/Pacific Islander	20	80	44	4!
American Indian/Alaska Native	28	72	26	2
Highest level of parental education				
Did not finish high school	41	59	17	#
Graduated from high school	31	69	27	1!
Some education after high school	18	82	39	1
Graduated from college	13	87	54	5
Region				
West	‡	‡	‡	‡
Midwest	17	83	45	3
South	23	77	37	2
Northeast	19	81	46	4
Locale				
City	25	75	39	4
Suburban	19	81	45	4
Town	21	79	38	2
Rural	20	80	40	2
Students in school eligible for free or reduced-price lunch				
10 percent or less	10	90	58	6
11–25 percent	17	83	46	3
26–50 percent	23	77	37	2
51–75 percent	35	65	23	1!
More than 75 percent	42	58	18	1

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

<sup>1</sup> Included in the at or above *Proficient* achievement level is the at *Advanced* achievement level; included in the at or above *Basic* achievement level is the at or above *Proficient* achievement level.

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP) and NAEP achievement levels.

SOURCE: Mead, N., and Sandene, B. (2007). *The Nation's Report Card: Economics 2006* (NCES 2007-475), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

## Economics Performance of Students in Grade 12

Table 15-2. Average economics scale scores of 12th-grade students, by content area and student and school characteristics: 2006

Student or school characteristic	Overall	Content area		
		Market economy	National economy	International economy
<b>Total</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>
Sex				
Male	152	152	152	152
Female	148	148	148	148
Race/ethnicity <sup>1</sup>				
White	158	158	158	158
Black	127	128	127	129
Hispanic	133	133	132	133
Asian/Pacific Islander	153	153	153	152
American Indian/Alaska Native	137	138	138	134
Highest level of parental education				
Did not finish high school	129	128	129	133
Graduated from high school	138	138	137	138
Some education after high school	150	151	150	149
Graduated from college	160	160	161	160
Region				
West	‡	‡	‡	‡
Midwest	153	153	154	153
South	147	147	147	147
Northeast	153	153	153	154
Locale				
City	148	148	148	148
Suburban	153	153	153	152
Town	148	147	148	149
Rural	149	149	149	149
Students in school eligible for free or reduced-price lunch				
10 percent or less	164	164	164	163
11–25 percent	153	153	154	153
26–50 percent	147	147	146	147
51–75 percent	134	134	134	134
More than 75 percent	130	130	129	132

‡ Reporting standards not met (too few cases).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: Mead, N., and Sandene, B. (2007). *The Nation's Report Card: Economics 2006* (NCES 2007-475), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

## Trends in the Achievement Gaps in Reading and Mathematics

**Table 16-1. White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2007**

Subject, race/ethnicity, <sup>1</sup> and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005	2007
<b>Reading</b>										
White-Black gap										
Grade 4	—	32	38	—	32	34	30	31	29	27
Grade 8	—	30	30	—	26	—	27	28	28	27
White-Hispanic gap										
Grade 4	—	27	35	—	32	35	28	28	26	26
Grade 8	—	26	24	—	27	—	26	27	25	25
<b>Mathematics</b>										
White-Black gap										
Grade 4	32	35	—	34	—	31	—	27	26	26
Grade 8	33	40	—	41	—	40	—	35	34	32
White-Hispanic gap										
Grade 4	20	25	—	25	—	27	—	22	20	21
Grade 8	24	28	—	30	—	31	—	29	27	26

— Not available (tests not conducted in all grades for all years).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: The score gap is determined by subtracting the average Black or Hispanic score, respectively, from the average White score. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted from 1990 through 1994. Beginning in 2002, the National Assessment of Educational Progress (NAEP) national sample for grades 4 and 8 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. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Reading and Mathematics Assessments, NAEP Data Explorer.

## Reading and Mathematics Score Trends by Age

**Table 17-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2004**

Age, sex, and race/ethnicity <sup>1</sup>	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004
<b>9-year-olds</b>											
<b>Total</b>	<b>208</b>	<b>210</b>	<b>215</b>	<b>211</b>	<b>212</b>	<b>209</b>	<b>211</b>	<b>211</b>	<b>212</b>	<b>212</b>	<b>219</b>
Sex											
Male	201	204	210	207	207	204	206	207	207	209	216
Female	214	216	220	214	216	215	215	215	218	215	221
Race/ethnicity											
White	214	217	221	218	218	217	218	218	220	221	226
Black	170	181	189	186	189	182	185	185	191	186	200
Hispanic	—	183	190	187	194	189	192	186	195	193	205
<b>13-year-olds</b>											
<b>Total</b>	<b>255</b>	<b>256</b>	<b>258</b>	<b>257</b>	<b>257</b>	<b>257</b>	<b>260</b>	<b>258</b>	<b>258</b>	<b>259</b>	<b>259</b>
Sex											
Male	250	250	254	253	252	251	254	251	251	254	254
Female	261	262	263	262	263	263	265	266	264	265	264
Race/ethnicity											
White	261	262	264	263	261	262	266	265	266	267	266
Black	222	226	233	236	243	241	238	234	234	238	244
Hispanic	—	232	237	240	240	238	239	235	238	244	242
<b>17-year-olds</b>											
<b>Total</b>	<b>285</b>	<b>286</b>	<b>285</b>	<b>289</b>	<b>290</b>	<b>290</b>	<b>290</b>	<b>288</b>	<b>288</b>	<b>288</b>	<b>285</b>
Sex											
Male	279	280	282	284	286	284	284	282	281	281	278
Female	291	291	289	294	294	296	296	295	295	295	292
Race/ethnicity											
White	291	293	293	295	295	297	297	296	295	295	293
Black	239	241	243	264	274	267	261	266	266	264	264
Hispanic	—	252	261	268	271	275	271	263	265	271	264

— Not available.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The long-term trend NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. Students at reading score level 150 are able to follow brief written directions and carry out simple, discrete reading tasks. Students at reading score level 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students at reading score level 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students at reading score level 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Students at reading score level 350 can extend and restructure the ideas presented and can synthesize and learn from specialized and complex texts.

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, 3-1, 3-2, and 3-3, 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 Assessment.

## Reading and Mathematics Score Trends by Age

**Table 17-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2004**

Age, sex, and race/ethnicity <sup>1</sup>	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004
<b>9-year-olds</b>										
<b>Total</b>	<b>219</b>	<b>219</b>	<b>219</b>	<b>222</b>	<b>230</b>	<b>230</b>	<b>231</b>	<b>231</b>	<b>232</b>	<b>241</b>
Sex										
Male	218	217	217	222	229	231	232	233	233	243
Female	220	220	221	222	230	228	230	229	231	240
Race/ethnicity										
White	225	224	224	227	235	235	237	237	239	247
Black	190	192	195	202	208	208	212	212	211	224
Hispanic	202	203	204	205	214	212	210	215	213	230
<b>13-year-olds</b>										
<b>Total</b>	<b>266</b>	<b>264</b>	<b>269</b>	<b>269</b>	<b>270</b>	<b>273</b>	<b>274</b>	<b>274</b>	<b>276</b>	<b>281</b>
Sex										
Male	265	264	269	270	271	274	276	276	277	283
Female	267	265	268	268	270	272	273	272	274	279
Race/ethnicity										
White	274	272	274	274	276	279	281	281	283	288
Black	228	230	240	249	249	250	252	252	251	262
Hispanic	239	238	252	254	255	259	256	256	259	265
<b>17-year-olds</b>										
<b>Total</b>	<b>304</b>	<b>300</b>	<b>298</b>	<b>302</b>	<b>305</b>	<b>307</b>	<b>306</b>	<b>307</b>	<b>308</b>	<b>307</b>
Sex										
Male	309	304	301	305	306	309	309	310	310	308
Female	301	297	296	299	303	305	304	305	307	305
Race/ethnicity										
White	310	306	304	308	309	312	312	313	315	313
Black	270	268	272	279	289	286	286	286	283	285
Hispanic	277	276	277	283	284	292	291	292	293	289

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The long-term trend NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add 2-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of 2-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots.

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 2-4, 3-5, 3-6, and 3-7, data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.



## International Comparisons of Reading Literacy in Grade 4

Table 18-1. Average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
<b>International average</b>	<b>500*</b>	<b>500*</b>	<b>500*</b>
Alberta, Canada	560*	561*	556*
Austria	538	537	536
Belgium (Flemish) <sup>1</sup>	547	544	547*
Belgium (French)	500*	499*	498*
British Columbia, Canada	558*	559*	554*
Bulgaria	547	542	550*
Chinese Taipei	535	530*	538
Denmark	546	547	542
England	539	539	537
France	522*	516*	526*
Georgia	471*	476*	465*
Germany	548	549	544
Hong Kong, SAR <sup>2</sup>	564*	557*	568*
Hungary	551*	557*	541
Iceland	511*	514*	505*
Indonesia	405*	397*	418*
Iran, Islamic Republic of	421*	426*	420*
Israel	512*	516*	507*
Italy	551*	551*	549*
Kuwait	330*	340*	327*
Latvia	541	539	540
Lithuania	537	542	530
Luxembourg	557*	555*	557*
Macedonia	442*	439*	450*
Moldova	500*	492*	508*
Morocco	323*	317*	335*
Netherlands <sup>1</sup>	547	545	548*
New Zealand	532*	527*	534
Norway <sup>3</sup>	498*	501*	494*
Nova Scotia, Canada	542	543	539
Ontario, Canada	555*	555*	552*
Poland	519*	523*	515*
Qatar	353*	358*	356*
Quebec, Canada	533	529*	533
Romania	489*	493*	487*
Russian Federation	565*	561*	564*
Scotland <sup>1</sup>	527*	527*	527*
Singapore	558*	552*	563*
Slovak Republic	531*	533	527*
Slovenia	522*	519*	523*
South Africa	302*	299*	316*

See notes at end of table.

## International Comparisons of Reading Literacy in Grade 4

**Table 18-1. Average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006—Continued**

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
Spain	513*	516*	508*
Sweden	549*	546	549*
Trinidad and Tobago	436*	434*	440*
<b>United States<sup>1</sup></b>	<b>540</b>	<b>541</b>	<b>537</b>

\* Significantly different from the U.S. average ( $p < .05$ ).

<sup>1</sup> Met guidelines for sample participation rates only after replacement schools were included.

<sup>2</sup> Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

<sup>3</sup> Did not meet guidelines for sample participation rates after replacement schools were included.

NOTE: Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), figure 3, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

## International Comparisons of Reading Literacy in Grade 4

**Table 18-2. Average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2001 and 2006**

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	2001	2006	2001	2006	2001	2006
Bulgaria	550	547	550	542	551	550
England	553	539*	559	539*	546	537*
France	525	522	518	516	533	526*
Germany	539	548*	537	549*	538	544*
Hong Kong, SAR <sup>1</sup>	528	564*	518	557*	537	568*
Hungary	543	551*	548	557*	537	541
Iceland	512	511	520	514*	504	505
Iran, Islamic Republic of	414	421	421	426	408	420*
Israel	509	512	510	516	507	507
Italy	541	551*	543	551	536	549*
Kuwait	396	330*	394	340*	403	327*
Latvia	545	541	537	539	547	540*
Lithuania	543	537*	546	542	540	530*
Macedonia	442	442	441	439	445	450
Moldova	492	500	480	492*	505	508
Morocco	350	323*	347	317*	358	335
Netherlands <sup>2</sup>	554	547*	552	545*	553	548
New Zealand	529	532	531	527	525	534*
Norway <sup>3</sup>	499	498	506	501	492	494
Ontario, Canada	548	554	551	554	542	551*
Quebec, Canada	537	533	534	529	541	533*
Romania	512	489*	512	493*	512	487*
Russian Federation	528	565*	523	561*	531	564*
Scotland <sup>2</sup>	528	527	529	527	527	527
Singapore	528	558*	528	552*	527	563*
Slovak Republic	518	531*	512	533*	522	527
Slovenia	502	522*	499	519*	503	523*
Sweden	561	549*	559	546*	559	549*
<b>United States<sup>2</sup></b>	<b>542</b>	<b>540</b>	<b>550</b>	<b>541</b>	<b>533</b>	<b>537</b>

\* Significantly different from 2001 average ( $p < .05$ ).

<sup>1</sup> Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

<sup>2</sup> Met guidelines for sample participation rates in 2006 only after replacement schools were included.

<sup>3</sup> Did not meet guidelines in 2006 for sample participation rates after replacement schools were included.

NOTE: Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), table 2, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001 and 2006.

## International Comparisons of Reading Literacy in Grade 4

Table 18-3. Average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
<b>International average</b>	<b>492</b>	<b>509*</b>	<b>491</b>	<b>509*</b>	<b>493</b>	<b>509*</b>
Alberta, Canada	556	564*	556	567*	553	559*
Austria	533	543*	531	543*	533	540*
Belgium (Flemish) <sup>1</sup>	544	550*	541	547*	545	550*
Belgium (French)	497	502*	495	504*	497	499
British Columbia, Canada	554	562*	553	565*	551	556*
Bulgaria	537	558*	532	553*	542	558*
Chinese Taipei	529	542*	523	538*	534	543*
Denmark	539	553*	541	554*	536	547*
England	530	549*	528	550*	529	545*
France	516	527*	510	523*	521	531*
Georgia	463	480*	470	484*	457	474*
Germany	544	551*	544	554*	542	547*
Hong Kong, SAR <sup>2</sup>	559	569*	551	564*	564	572*
Hungary	548	554*	553	560*	539	543
Iceland	501	520*	504	525*	497	514*
Indonesia	395	415*	387	408*	409	427*
Iran, Islamic Republic of	414	429*	421	432	412	429*
Israel	506	520*	509	524*	502	513*
Italy	548	555*	548	556*	547	551
Kuwait	297	364*	310	372*	292	361*
Latvia	530	553*	529	550*	527	553*
Lithuania	528	546*	533	550*	521	539*
Luxembourg	556	559	552	557*	556	557
Macedonia	432	453*	429	449*	440	460*
Moldova	493	507*	486	499*	502	514*
Morocco	314	332*	310	326*	326	344*
Netherlands <sup>1</sup>	543	551*	541	548*	543	552*
New Zealand	520	544*	516	539*	522	545*
Norway <sup>3</sup>	489	508*	491	512*	486	502*
Nova Scotia, Canada	531	553*	534	552*	529	549*
Ontario, Canada	549	562*	549	562*	547	558*
Poland	511	528*	514	532*	507	523*
Qatar	335	372*	341	376*	339	374*
Quebec, Canada	527	539*	523	536*	528	539*
Romania	483	497*	485	501*	481	494*
Russian Federation	557	572*	554	568*	555	572*
Scotland <sup>1</sup>	516	538*	515	538*	517	537*
Singapore	550	567*	544	560*	555	572*
Slovak Republic	525	537*	527	539*	522	532*
Slovenia	512	532*	511	529*	514	533*
South Africa	283	319*	281	318*	299	332*

See notes at end of table.

## International Comparisons of Reading Literacy in Grade 4

**Table 18-3. Average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006—Continued**

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
Spain	511	515	513	520*	508	508
Sweden	541	559*	536	557*	541	557*
Trinidad and Tobago	420	451*	419	450*	426	455*
<b>United States<sup>1</sup></b>	<b>535</b>	<b>545*</b>	<b>534</b>	<b>547*</b>	<b>532</b>	<b>542*</b>

\* Significantly different from the other sex ( $p < .05$ ).

<sup>1</sup> Met guidelines for sample participation rates only after replacement schools were included.

<sup>2</sup> Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

<sup>3</sup> Did not meet guidelines for sample participation rates after replacement schools were included.

NOTE: Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R4 and R5, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

**Table 18-4. Average combined reading literacy scale scores of U.S. 4th-graders, by reading subscale and race/ethnicity: 2006**

Race/ethnicity	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
White	560	562	555
Black	503*	501*	505*
Hispanic	518*	517*	517*
Asian	567	569	561
American Indian/Alaska Native	468*	468*	472*
Other	573	568	571

\* Significantly different from average score of White students ( $p < .05$ ).

NOTE: Other includes students who were identified as Pacific Islander as well as those non-Hispanic students who were identified as belonging to multiple racial groups. Race categories exclude persons of Hispanic ethnicity. The United States met guidelines for sample participation rates only after replacement schools were included. Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), table 3, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

## International Comparisons of Science Literacy

Table 19-1. Average combined science literacy scale scores of 15-year-old students, by scientific skill subscale and country or jurisdiction: 2006

Country or jurisdiction	Combined science literacy score	Scientific skill subscale		
		Identifying scientific issues	Using scientific evidence	Explaining phenomena scientifically
<b>OECD average</b>	<b>500*</b>	<b>499</b>	<b>499*</b>	<b>500*</b>
<b>OECD-member country</b>				
Australia	527*	535*	531*	520*
Austria	511*	505*	505*	516*
Belgium	510*	515*	516*	503*
Canada	534*	532*	542*	531*
Czech Republic	513*	500	501	527*
Denmark	496	493	489	501*
Finland	563*	555*	567*	566*
France	495	499	511*	481
Germany	516*	510*	515*	519*
Greece	473*	469*	465*	476
Hungary	504*	483*	497	518*
Iceland	491	494	491	488
Ireland	508*	516*	506*	505*
Italy	475*	474*	467*	480
Japan	531*	522*	544*	527*
Korea, Republic of	522*	519*	538*	512*
Luxembourg	486	483*	492	483
Mexico	410*	421*	402*	406*
Netherlands	525*	533*	526*	522*
New Zealand	530*	536*	537*	522*
Norway	487	489	473*	495
Poland	498	483*	494	506*
Portugal	474*	486	472*	469*
Slovak Republic	488	475*	478	501*
Spain	488	489	485	490
Sweden	503*	499	496	510*
Switzerland	512*	515*	519*	508*
Turkey	424*	427*	417*	423*
United Kingdom	515*	514*	514*	517*
<b>United States</b>	<b>489</b>	<b>492</b>	<b>489</b>	<b>486</b>

See notes at end of table.

## International Comparisons of Science Literacy

**Table 19-1. Average combined science literacy scale scores of 15-year-old students, by scientific skill subscale and country or jurisdiction: 2006**  
—Continued

Country or jurisdiction	Combined science literacy score	Scientific skill subscale		
		Identifying scientific issues	Using scientific evidence	Explaining phenomena scientifically
<b>Non-OECD-member jurisdiction</b>				
Argentina	391*	395*	385*	386*
Azerbaijan	382*	353*	344*	412*
Brazil	390*	398*	378*	390*
Bulgaria	434*	427*	417*	444*
Chile	438*	444*	440*	432*
Chinese Taipei	532*	509*	532*	545*
Colombia	388*	402*	383*	379*
Croatia	493	494	490	492
Estonia	531*	516*	531*	541*
Hong Kong-China	542*	528*	542*	549*
Indonesia	393*	393*	386*	395*
Israel	454*	457*	460*	443*
Jordan	422*	409*	405*	438*
Kyrgyz Republic	322*	321*	288*	334*
Latvia	490	489	491	486
Liechtenstein	522*	522*	535*	516*
Lithuania	488	476*	487	494
Macao-China	511*	490	512*	520*
Montenegro, Republic of	412*	401*	407*	417*
Qatar	349*	352*	324*	356*
Romania	418*	409*	407*	426*
Russian Federation	479	463*	481	483
Serbia, Republic of	436*	431*	425*	441*
Slovenia	519*	517*	516*	523*
Thailand	421*	413*	423*	420*
Tunisia	386*	384*	382*	383*
Uruguay	428*	429*	429*	423*

\* Significantly different from U.S. average ( $p < .05$ ).

NOTE: The Organization for Economic Cooperation and Development (OECD) is an intergovernmental organization of 30 industrialized nations. The OECD average represents the average of the 30 member nations where each country is counted equally regardless of population size. The combined science scale and the three subscales are each computed separately. Therefore, the combined science scale score is not the average of the three subscale scores.

SOURCE: Baldi, S., Jin, Y., Skewer, M., Green, P.J., and Herget, D. (2007). *Highlights From PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context* (NCES 2008-016), tables 2a–d, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

## International Comparisons of Science Literacy

Table 19-2. Average combined science literacy scale scores of 15-year-old students, by scientific skill subscale, sex, and country or jurisdiction: 2006

Country or jurisdiction	Scientific skill subscale							
	Combined science literacy score		Identifying scientific issues		Using scientific evidence		Explaining phenomena scientifically	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>OECD average</b>	<b>501*</b>	<b>499</b>	<b>490</b>	<b>508*</b>	<b>498</b>	<b>501*</b>	<b>508*</b>	<b>493</b>
<b>OECD-member country</b>								
Australia	527	527	525	546*	530	533	527*	513
Austria	515	507	495	516*	509	500	526*	507
Belgium	511	510	508	523*	512	521	510*	494
Canada	536	532	525	539*	541	542	539*	522
Czech Republic	515	510	492	511*	501	500	537*	516
Denmark	500*	491	488	499*	490	487	512*	491
Finland	562	565	542	568*	564	571*	571*	562
France	497	494	491	507*	509	513	489*	474
Germany	519	512	502	518*	517	513	529*	508
Greece	468	479*	453	485*	456	475*	478	475
Hungary	507	501	477	489*	497	498	529*	507
Iceland	488	494	479	509*	487	495	491	485
Ireland	508	509	508	524*	503	509	510*	501
Italy	477	474	466	483*	466	468	487*	472
Japan	533	530	513	531*	543	545	535*	519
Korea, Republic of	521	523	508	530*	535	542	517	506
Luxembourg	491*	482	477	489*	493	490	495*	471
Mexico	413*	406	418	425*	404	401	415*	398
Netherlands	528*	521	527	539*	527	524	531*	512
New Zealand	528	532	525	547*	532	541	528*	517
Norway	484	489	478	501*	469	476	498	492
Poland	500	496	476	490*	492	495	514*	498
Portugal	477	472	480	493*	473	471	477*	462
Slovak Republic	491	485	465	485*	478	478	512*	490
Spain	491	486	482	496*	484	485	499*	481
Sweden	504	503	491	507*	494	499	516*	504
Switzerland	514*	509	510	520*	520	517	517*	498
Turkey	418	430*	414	443*	410	426*	423	423
United Kingdom	520*	510	510	517*	517	510	527*	506
<b>United States</b>	<b>489</b>	<b>489</b>	<b>484</b>	<b>500*</b>	<b>486</b>	<b>491</b>	<b>492*</b>	<b>480</b>

See notes at end of table.



## International Comparisons of Science Literacy

**Table 19-2. Average combined science literacy scale scores of 15-year-old students, by scientific skill subscale, sex, and country or jurisdiction: 2006**  
—Continued

Country or jurisdiction	Scientific skill subscale							
	Combined science literacy score		Identifying scientific issues		Using scientific evidence		Explaining phenomena scientifically	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Non-OECD-member jurisdiction</b>								
Argentina	384	397*	381	408*	374	396*	387	386
Azerbaijan	379	386*	349	357*	342	347*	408	417*
Brazil	395*	386	394	402*	382*	375	400*	382
Bulgaria	426	443*	411	445*	404	430*	442	447
Chile	448*	426	445	443	447*	431	448*	414
Chinese Taipei	536	529	506	512	532	532	554*	535
Colombia	393	384	401	404	386	381	388*	371
Croatia	492	494	480	507*	488	493	498*	487
Estonia	530	533	504	528*	529	533	544	537
Hong Kong-China	546	539	520	535*	544	541	560*	539
Indonesia	399	387	397	389	388	383	403*	386
Israel	456	452	451	463	456	464	451*	436
Jordan	408	436*	393	425*	385	424*	427	448*
Kyrgyz Republic	319	325*	311	330*	280	295*	335	333
Latvia	486	493*	473	504*	484	497*	491*	481
Liechtenstein	516	527	508	534*	524	544	519	513
Lithuania	483	493*	463	489*	478	495*	499*	490
Macao-China	513	509	483	498*	512	511	527*	513
Montenegro, Republic of	411	413	393	409*	403	411*	421*	412
Qatar	334	365*	334	371*	307	341*	342	371*
Romania	417	419	401	418*	403	412	431*	421
Russian Federation	481	478	453	472*	478	483	493*	474
Serbia, Republic of	433	438	420	441*	419	431*	444	438
Slovenia	515	523*	504	530*	510	522*	528*	518
Thailand	411	428*	394	427*	409	433*	418	421
Tunisia	383	388	373	394*	377	387*	386	381
Uruguay	427	430	418	439*	425	433	429*	418

\* Significantly higher score than other sex ( $p < .05$ ).

NOTE: The Organization for Economic Cooperation and Development (OECD) is an intergovernmental organization of 30 industrialized nations. The OECD average represents the average of the 30 member nations where each country is counted equally regardless of population size. The combined science scale and the three subscales are each computed separately. Therefore, the combined science scale score is not the average of the three subscale scores.  
SOURCE: Baldi, S., Jin, Y., Skewer, M., Green, P.J., and Herget, D. (2007). *Highlights From PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context* (NCES 2008-016), figure 6, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

## International Comparisons of Science Literacy

**Table 19-3. Average combined science literacy scale scores of OECD countries and U.S. 15-year-old students, by race/ethnicity: 2006**

OECD average and U.S. racial/ethnic group	Combined science literacy score
OECD average	500
White	523*
Black	409*
Hispanic	439*
Asian	499
Native Hawaiian/Other Pacific Islander	483
American Indian/Alaska Native	436*
More than one race	501

\* Significantly different from OECD average ( $p < .05$ ).

NOTE: The Organization for Economic Cooperation and Development (OECD) is an intergovernmental organization of 30 industrialized nations. The OECD average represents the average of the 30 member nations where each country is counted equally regardless of population size. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Baldi, S., Jin, Y., Skewer, M., Green, P.J., and Herget, D. (2007). *Highlights From PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context* (NCES 2008-016), figure 7, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

## Annual Earnings of Young Adults

**Table 20-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2006**

[In constant 2006 dollars]							
Educational attainment, sex, and race/ethnicity <sup>1</sup>	1980	1985	1990	1995	2000	2005	2006
<b>Total</b>	<b>\$36,700</b>	<b>\$37,400</b>	<b>\$34,700</b>	<b>\$33,100</b>	<b>\$35,100</b>	<b>\$34,900</b>	<b>\$35,000</b>
<b>Educational attainment</b>							
Less than high school	29,400	26,200	24,100	21,400	23,400	22,700	22,000
High school diploma or equivalent	34,200	31,900	29,700	27,500	29,300	28,800	29,000
Some college <sup>2</sup>	36,700	37,500	34,700	30,800	32,800	32,500	31,400
Associate's degree	—	—	—	33,100	35,100	35,100	34,000
Bachelor's degree or higher	44,000	46,800	45,200	43,700	46,800	45,400	45,000
Bachelor's degree	—	—	—	41,000	45,700	42,100	43,500
Master's degree or higher	—	—	—	52,900	52,700	51,600	50,000
<b>Sex and educational attainment</b>							
<b>Male</b>	<b>43,700</b>	<b>41,200</b>	<b>38,600</b>	<b>36,400</b>	<b>39,800</b>	<b>36,100</b>	<b>37,000</b>
Less than high school	32,500	28,100	26,500	25,100	23,800	25,500	24,000
High school diploma or equivalent	41,400	37,500	33,900	31,800	33,900	31,000	30,000
Some college <sup>2</sup>	44,000	43,100	38,600	34,400	38,500	36,100	35,000
Associate's degree	—	—	—	34,400	43,300	40,300	38,000
Bachelor's degree or higher	48,900	51,400	49,000	49,300	53,900	51,600	50,000
Bachelor's degree	—	—	—	46,300	52,700	46,500	50,000
Master's degree or higher	—	—	—	58,600	62,000	56,800	58,000
<b>Female</b>	<b>29,400</b>	<b>30,000</b>	<b>30,500</b>	<b>29,100</b>	<b>31,600</b>	<b>31,000</b>	<b>31,800</b>
Less than high school	20,400	20,600	19,300	17,500	19,500	18,600	19,500
High school diploma or equivalent	26,900	26,200	24,700	23,300	24,600	24,800	24,000
Some college <sup>2</sup>	29,400	30,000	30,900	26,500	28,100	28,900	28,000
Associate's degree	—	—	—	31,800	30,400	31,000	30,000
Bachelor's degree or higher	36,300	39,100	40,100	39,700	41,600	41,300	41,000
Bachelor's degree	—	—	—	37,000	41,000	39,200	40,000
Master's degree or higher	—	—	—	46,300	46,800	48,500	48,000

See notes at end of table.

## Annual Earnings of Young Adults

**Table 20-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2006—Continued**

[In constant 2006 dollars]							
Educational attainment, sex, and race/ethnicity <sup>1</sup>	1980	1985	1990	1995	2000	2005	2006
<b>Race/ethnicity<sup>1</sup> and sex</b>							
<b>White</b>	<b>\$38,200</b>	<b>\$37,500</b>	<b>\$37,000</b>	<b>\$34,400</b>	<b>\$37,900</b>	<b>\$36,100</b>	<b>\$37,400</b>
Male	44,000	43,100	40,100	39,600	41,000	40,300	40,000
Female	29,400	31,900	30,900	30,400	33,900	33,000	34,000
<b>Black</b>	<b>29,400</b>	<b>28,100</b>	<b>27,800</b>	<b>27,800</b>	<b>29,700</b>	<b>29,800</b>	<b>30,000</b>
Male	34,000	31,900	29,300	30,400	33,900	29,900	30,000
Female	26,900	26,200	26,200	25,900	26,900	29,300	27,500
<b>Hispanic</b>	<b>33,000</b>	<b>30,400</b>	<b>27,800</b>	<b>26,500</b>	<b>29,300</b>	<b>27,900</b>	<b>28,000</b>
Male	36,700	33,700	30,100	27,500	30,400	28,900	29,000
Female	26,900	28,100	24,700	24,800	26,200	26,800	27,000
<b>Asian</b>	—	—	<b>36,300<sup>3</sup></b>	<b>34,400<sup>3</sup></b>	<b>42,100<sup>3</sup></b>	<b>41,300</b>	<b>45,000</b>
Male	—	—	37,400 <sup>3</sup>	37,000 <sup>3</sup>	48,000 <sup>3</sup>	46,500	50,000
Female	—	—	33,400 <sup>3</sup>	33,100 <sup>3</sup>	41,000 <sup>3</sup>	41,300	40,000
<b>Pacific Islander</b>	—	—	( <sup>3</sup> )	( <sup>3</sup> )	‡ <sup>3</sup>	‡	<b>30,000</b>
<b>American Indian/Alaska Native</b>	—	—	<b>30,900</b>	<b>26,500</b>	<b>28,100</b>	<b>31,000</b>	<b>27,000</b>
<b>More than one race</b>	—	—	—	—	—	<b>36,100</b>	<b>35,000</b>
Male	—	—	—	—	—	38,200	35,000
Female	—	—	—	—	—	32,200	35,000
<b>Other</b>	<b>36,700</b>	<b>37,100</b>	‡	—	—	—	—
Male	42,800	41,200	‡	—	—	—	—
Female	30,600	32,000	‡	—	—	—	—

— Not available.

‡ Reporting standards not met (too few cases).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. Estimates by sex for Pacific Islander, American Indian/Alaska Native, and More than one race subgroups did not meet reporting standards.

<sup>2</sup> Due to changes in categories across time, the category “some college” prior to 1992 is not comparable with “some college” from 1992 onwards. Prior to 1992, some college may include students who earned an associate’s degree.

<sup>3</sup> From 1989 through 2002, data for Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. See *supplemental note 11* for further discussion. *Full-year worker* refers to those who were employed 50 or more weeks during 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. See *supplemental note 2* for further discussion on both of these changes.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2007.

## Annual Earnings of Young Adults

**Table 20-2. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2006**

[In constant 2006 dollars]							
Race/ethnicity <sup>1</sup> and educational attainment	1980	1985	1990	1995	2000	2005	2006
<b>White</b>	<b>\$38,200</b>	<b>\$37,500</b>	<b>\$37,000</b>	<b>\$34,400</b>	<b>\$37,900</b>	<b>\$36,100</b>	<b>\$37,400</b>
Less than high school	30,800	28,100	26,200	23,800	23,400	23,700	25,000
High school diploma or equivalent	35,100	33,700	30,900	29,100	32,200	31,000	30,000
Some college <sup>2</sup>	38,800	37,500	36,700	31,800	35,100	33,000	33,300
Associate's degree	—	—	—	34,400	37,500	36,100	35,000
Bachelor's degree or higher	44,000	46,900	46,300	45,000	46,800	46,500	45,000
Bachelor's degree	—	—	—	42,300	46,800	42,300	45,000
Master's degree or higher	—	—	—	52,900	52,700	51,600	50,000
<b>Black</b>	<b>29,400</b>	<b>28,100</b>	<b>27,800</b>	<b>27,800</b>	<b>29,700</b>	<b>29,800</b>	<b>30,000</b>
Less than high school	21,800	18,700	19,600	18,600	22,200	21,500	18,000
High school diploma or equivalent	29,400	26,200	24,500	23,800	24,600	23,700	25,000
Some college <sup>2</sup>	31,800	28,100	30,100	29,100	30,400	30,100	28,000
Associate's degree	—	—	—	29,100	29,300	28,900	29,000
Bachelor's degree or higher	36,700	37,500	38,600	36,400	41,000	40,300	40,000
Bachelor's degree	—	—	—	34,400	38,600	37,200	37,000
Master's degree or higher	—	—	—	45,000	50,300	45,400	50,000
<b>Hispanic</b>	<b>33,000</b>	<b>30,400</b>	<b>27,800</b>	<b>26,500</b>	<b>29,300</b>	<b>27,900</b>	<b>28,000</b>
Less than high school	29,300	24,400	21,700	20,600	21,300	21,500	20,800
High school diploma or equivalent	29,400	28,100	26,200	25,100	26,900	24,800	26,000
Some college <sup>2</sup>	36,700	35,600	30,900	26,500	31,600	33,000	30,000
Associate's degree	—	—	—	31,800	35,100	35,100	32,000
Bachelor's degree or higher	40,000	45,000	41,700	39,700	44,500	42,300	42,000
Bachelor's degree	—	—	—	38,100	42,100	41,300	40,000
Master's degree or higher	—	—	—	‡	‡	52,300	48,000
<b>Asian</b>	—	—	<b>36,300<sup>3</sup></b>	<b>34,400<sup>3</sup></b>	<b>42,100<sup>3</sup></b>	<b>41,300</b>	<b>45,000</b>
Less than high school	—	—	‡ <sup>3</sup>	‡ <sup>3</sup>	‡ <sup>3</sup>	‡	‡
High school diploma or equivalent	—	—	25,500 <sup>3</sup>	26,500 <sup>3</sup>	29,300 <sup>3</sup>	27,900	28,000
Some college <sup>2</sup>	—	—	30,900 <sup>3</sup>	24,600 <sup>3</sup>	32,800 <sup>3</sup>	31,000	32,000
Associate's degree	—	—	—	26,500 <sup>3</sup>	35,100 <sup>3</sup>	36,100	36,000
Bachelor's degree or higher	—	—	46,300 <sup>3</sup>	43,700 <sup>3</sup>	58,500 <sup>3</sup>	51,600	55,000
Bachelor's degree	—	—	—	40,300 <sup>3</sup>	57,400 <sup>3</sup>	51,600	50,000
Master's degree or higher	—	—	—	50,300 <sup>3</sup>	62,000 <sup>3</sup>	56,800	60,000
<b>Pacific Islander</b>	—	—	( <sup>3</sup> )	( <sup>3</sup> )	‡ <sup>3</sup>	‡	<b>30,000</b>
<b>American Indian/Alaska Native</b>	—	—	<b>30,900</b>	<b>26,500</b>	<b>28,100</b>	<b>31,000</b>	<b>27,000</b>
<b>More than one race</b>	—	—	—	—	—	<b>36,100</b>	<b>35,000</b>

See notes at end of table.

## Annual Earnings of Young Adults

**Table 20-2. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2006—Continued**

Race/ethnicity <sup>1</sup> and educational attainment	[In constant 2006 dollars]						
	1980	1985	1990	1995	2000	2005	2006
<b>Other</b>	<b>\$36,700</b>	<b>\$37,100</b>	‡	—	—	—	—
Less than high school	‡	‡	‡	—	—	—	—
High school diploma or equivalent	29,400	30,000	‡	—	—	—	—
Some college <sup>2</sup>	36,700	34,100	‡	—	—	—	—
Associate's degree	—	—	—	—	—	—	—
Bachelor's degree or higher	44,000	41,200	‡	—	—	—	—
Bachelor's degree	—	—	—	—	—	—	—
Master's degree or higher	—	—	—	—	—	—	—

— Not available.

‡ Reporting standards not met (too few cases).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. Estimates for educational categories for Pacific Islander, American Indian/Alaska Native, and More than one race subgroups did not meet reporting standards.

<sup>2</sup> Due to changes in categories across time, the category "some college" prior to 1992 is not comparable with "some college" from 1992 onwards. Prior to 1992, some college may include students who earned an associate's degree.

<sup>3</sup> From 1989 through 2002, data for Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. See *supplemental note 11* for further discussion. *Full-year worker* refers to those who were employed 50 or more weeks during 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. See *supplemental note 2* for further discussion on both of these changes.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2007.

## Public High School Graduation Rates by State

**Table 21-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01 through 2004–05**

State	2000–01		2001–02		2002–03		2003–04		2004–05	
	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>
<b>United States</b>	<b>71.7</b>	<b>2,569,200</b>	<b>72.6</b>	<b>2,621,534</b>	<b>73.9</b>	<b>2,719,947</b>	<b>74.3<sup>3</sup></b>	<b>2,753,438<sup>3</sup></b>	<b>74.7</b>	<b>2,799,250</b>
<b>Reporting 48 states and D.C.</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>75.0</b>	<b>2,548,128</b>	<b>†</b>	<b>†</b>
Alabama	63.7	37,082	62.1	35,887	64.7	36,741	65.0	36,464	65.9	37,453
Alaska	68.0	6,812	65.9	6,945	68.0	7,297	67.2	7,236	64.1	6,909
Arizona	74.2	46,733	74.7	47,175	75.9	49,986	66.8	45,508	84.7	59,498
Arkansas	73.9	27,100	74.8	26,984	76.6	27,555	76.8	27,181	75.7	26,621
California	71.6	315,189	72.7	325,895	74.1	341,097	73.9	343,480	74.6	355,217
Colorado	73.2	39,241	74.7	40,760	76.4	42,379	78.7	44,777	76.7	44,532
Connecticut	77.5	30,388	79.7	32,327	80.9	33,667	80.7	34,573	80.9	35,515
Delaware	71.0	6,614	69.5	6,482	73.0	6,817	72.9	6,951	73.1	6,934
District of Columbia	60.2	2,808	68.4	3,090	59.6	2,725	68.2	3,031	68.8	2,781
Florida	61.2	111,112	63.4	119,537	66.7	127,484	66.4	131,418	64.6	133,318
Georgia	58.7	62,499	61.1	65,983	60.8	66,890	61.2	68,550	61.7	70,834
Hawaii	68.3	10,102	72.1	10,452	71.3	10,013	72.6	10,324	75.1	10,813
Idaho	79.6	15,941	79.3	15,874	81.4	15,858	81.5	15,547	81.0	15,768
Illinois	75.6	110,624	77.1	116,657	75.9	117,507	80.3	124,763	79.4	123,615
Indiana	72.1	56,172	73.1	56,722	75.5	57,897	73.5	56,008	73.2	55,444
Iowa	82.8	33,774	84.1	33,789	85.3	34,860	85.8	34,339	86.6	33,547
Kansas	76.5	29,360	77.1	29,541	76.9	29,963	77.9	30,155	79.2	30,355
Kentucky	69.8	36,957	69.8	36,337	71.7	37,654	73.0	37,787	75.9	38,399
Louisiana	63.7	38,314	64.4	37,905	64.1	37,610	69.4	37,019	63.9	36,009
Maine	76.4	12,654	75.6	12,593	76.3	12,947	77.6	13,278	78.6	13,077
Maryland	78.7	49,222	79.7	50,881	79.2	51,864	79.5	52,870	79.3	54,170
Massachusetts	78.9	54,393	77.6	55,272	75.7	55,987	79.3	58,326	78.7	59,665
Michigan	75.4	96,515	72.9	95,001	74.0	100,301	72.5	98,823	73.0	101,582
Minnesota	83.6	56,581	83.9	57,440	84.8	59,432	84.7	59,096	85.9	58,391
Mississippi	59.7	23,748	61.2	23,740	62.7	23,810	62.7	23,735	63.3	23,523
Missouri	75.5	54,138	76.8	54,487	78.3	56,925	80.4	57,983	80.6	57,841
Montana	80.0	10,628	79.8	10,554	81.0	10,657	80.4	10,500	81.5	10,335
Nebraska	83.8	19,658	83.9	19,910	85.2	20,161	87.6	20,309	87.8	19,940
Nevada	70.0	15,127	71.9	16,270	72.3	16,378	57.4	15,201	55.8	15,740
New Hampshire	77.8	12,294	77.8	12,452	78.2	13,210	78.7	13,309	80.1	13,775
New Jersey	85.4	76,130	85.8	77,664	87.0	81,391	86.3	83,826	85.1	86,502
New Mexico	65.9	18,199	67.4	18,094	63.1	16,923	67.0	17,892	65.4	17,353
New York	61.5	141,884	60.5	140,139	60.9	143,818	60.9 <sup>4</sup>	142,526 <sup>4</sup>	65.3	153,203
North Carolina	66.5	63,288	68.2	65,955	70.1	69,696	71.4	72,126	72.6	75,010
North Dakota	85.4	8,445	85.0	8,114	86.4	8,169	86.1	7,888	86.3	7,555
Ohio	76.5	111,281	77.5	110,608	79.0	115,762	81.3	119,029	80.2	116,702
Oklahoma	75.8	37,458	76.0	36,852	76.0	36,694	77.0	36,799	76.9	36,227
Oregon	68.3	29,939	71.0	31,153	73.7	32,587	74.2	32,958	74.2	32,602

See notes at end of table.

## Public High School Graduation Rates by State

**Table 21-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01 through 2004–05—Continued**

State	2000–01		2001–02		2002–03		2003–04		2004–05	
	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>
Pennsylvania	79.0	114,436	80.2	114,943	81.7	119,933	82.2	123,474	82.5	124,758
Rhode Island	73.5	8,603	75.7	9,006	77.7	9,318	75.9	9,258	78.4	9,881
South Carolina	56.5	30,026	57.9	31,302	59.7	32,482	60.6	33,235	60.1	33,439
South Dakota	77.4	8,881	79.0	8,796	83.0	8,999	83.7	9,001	82.3	8,585
Tennessee	59.0	40,642	59.6	40,894	63.4	44,113	66.1	46,096	68.5	47,967
Texas	70.8	215,316	73.5	225,167	75.5	238,111	76.7	244,165	74.0	239,717
Utah	81.6	31,036	80.5	30,183	80.2	29,527	83.0	30,252	84.4	30,253
Vermont	80.2	6,856	82.0	7,083	83.6	6,970	85.4	7,100	86.5	7,152
Virginia	77.5	66,067	76.7	66,519	80.6	72,943	79.3	72,042	79.6	73,667
Washington	69.2	55,081	72.2	58,311	74.2	60,435	74.6	61,274	75.0	61,094
West Virginia	75.9	18,440	74.2	17,128	75.7	17,287	76.9	17,339	77.3	17,137
Wisconsin	83.3	59,341	84.8	60,575	85.8	63,272	85.8 <sup>4</sup>	62,784 <sup>4</sup>	86.7	63,229
Wyoming	73.4	6,071	74.4	6,106	73.9	5,845	76.0	5,833	76.7	5,616

† Not applicable.

<sup>1</sup> The rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The estimated averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (because this is when current year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade.

<sup>2</sup> Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or district.

<sup>3</sup> The 2003–04 national estimates do not include data from two states with missing diploma counts: New York and Wisconsin.

<sup>4</sup> To impute the number of graduates in these states in 2003–04, the 2002–03 averaged freshman graduation rates for Wisconsin and New York 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 through 2005–06; and Seastrom, M., Hoffman, L., and Chapman, C. (2006). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002–03 and 2003–04* (NCES 2006-606rev).



## Students With Disabilities Exiting School With a Regular High School Diploma

**Table 22-1. Number and percentage distribution of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status: School years 1996–97 through 2005–06**

Exit status	1996–97	1997–98	1998–99	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06
<b>Total, number</b>	<b>308,538</b>	<b>323,093</b>	<b>318,386</b>	<b>348,385</b>	<b>362,065</b>	<b>370,106</b>	<b>373,916</b>	<b>392,663</b>	<b>393,579</b>	<b>396,857</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Graduated with diploma	43.1	45.5	46.8	46.5	48.0	51.4	52.5	54.5	54.6	56.5
Received a certificate of attendance <sup>1</sup>	9.0	9.0	9.0	9.2	9.0	9.3	12.5	13.0	15.3	15.3
Reached maximum age <sup>2</sup>	0.9	0.9	1.0	1.5	1.4	1.0	1.0	1.0	1.3	1.4
Died	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Dropped out <sup>3</sup>	46.4	44.0	42.6	42.3	41.2	37.8	33.6	31.1	28.3	26.2

<sup>1</sup> Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

<sup>2</sup> Students may exit special education services by reaching the maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>3</sup> Defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

NOTE: Data are from a cumulative 12-month reporting period. Detail may not sum to totals because of rounding. Estimates include students from the United States and other jurisdictions including American Samoa, Guam, Northern Marianas, Puerto Rico, Virgin Islands, and Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from [https://www.ideadata.org/arc\\_toc8.asp#partbEX](https://www.ideadata.org/arc_toc8.asp#partbEX).

## Students With Disabilities Exiting School With a Regular High School Diploma

**Table 22-2. Number and percentage distribution of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status, age, and type of disability: School year 2005–06**

Age and type of disability	Total exiting special education	Graduated with diploma	Received a certificate of attendance <sup>1</sup>	Reached maximum age <sup>2</sup>	Died	Dropped out <sup>3</sup>
<b>Total</b>	<b>396,857</b>	<b>56.5</b>	<b>15.3</b>	<b>1.4</b>	<b>0.5</b>	<b>26.2</b>
<b>Age</b>						
14	5,935	1.6	0.4	0.0	5.5	92.5
15	11,067	0.7	0.5	0.0	3.4	95.5
16	27,713	17.4	2.2	0.0	1.4	79.0
17	142,510	66.3	12.3	0.0	0.3	21.1
18	141,364	64.9	17.7	0.5	0.2	16.6
19	42,605	55.6	23.1	0.9	0.4	20.0
20	15,397	42.8	27.7	9.6	0.6	19.3
21	10,266	27.0	34.5	27.6	0.6	10.3
<b>Disability</b>						
Specific learning disability	236,135	61.6	12.5	0.5	0.3	25.1
Mental retardation	46,588	36.7	35.5	4.6	0.8	22.3
Emotional disturbance	47,519	43.4	9.9	1.2	0.5	44.9
Speech or language impairment	8,923	67.3	9.2	0.5	0.2	22.7
Multiple disabilities	8,251	43.8	25.6	8.3	3.6	18.7
Other health impairment	32,274	63.4	11.7	0.6	0.9	23.4
Hearing impairment <sup>4</sup>	4,674	68.7	16.5	1.2	0.3	13.4
Orthopedic impairment	3,455	61.7	19.2	3.8	3.6	11.7
Visual impairment	1,766	72.1	13.9	1.6	1.1	11.4
Autism	4,876	57.1	26.6	6.7	0.5	9.1
Deaf-blindness	150	65.3	14.0	8.7	3.3	8.7
Traumatic brain injury	2,246	65.0	16.5	2.9	0.8	14.8

<sup>1</sup> Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

<sup>2</sup> Students may exit special education services by reaching the maximum age beginning at age 18, depending on state law or practice or order of any court.

<sup>3</sup> Defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

<sup>4</sup> Includes deaf and hard-of-hearing.

NOTE: Data are from a cumulative 12-month reporting period. Detail may not sum to totals because of rounding. Estimates include students from the United States and other jurisdictions including American Samoa, Guam, Northern Marianas, Puerto Rico, Virgin Islands, and Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from [https://www.ideadata.org/arc\\_toc8.asp#partBEX](https://www.ideadata.org/arc_toc8.asp#partBEX).

## Students With Disabilities Exiting School With a Regular High School Diploma

**Table 22-3.** Number and percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B) who exited school, by exit status and state or jurisdiction: School year 2005–06

State or jurisdiction	Exiting total <sup>1</sup>	Graduated with diploma	Received a certificate of attendance <sup>2</sup>	Dropped out <sup>3</sup>
<b>Total</b>	<b>396,857</b>	<b>56.5</b>	<b>15.3</b>	<b>26.2</b>
Alabama	5,974	24.1	37.7	36.3
Alaska	957	44.2	15.0	39.6
Arizona	4,490	50.4	0.0	46.4
Arkansas	3,950	78.8	1.3	19.3
California	33,352	59.6	5.4	32.5
Colorado	3,659	66.9	3.5	20.6
Connecticut	4,772	78.2	0.4	18.2
Delaware	826	66.6	6.3	25.8
District of Columbia	248	90.7	0.0	0.0
Florida	22,964	41.5	29.0	29.0
Georgia	11,192	30.9	36.6	32.1
Hawaii	1,401	82.7	4.6	3.4
Idaho	1,767	54.8	10.4	31.6
Illinois	34,559	72.5	1.5	24.5
Indiana	9,950	47.2	12.2	38.7
Iowa	5,340	69.4	2.7	26.3
Kansas	4,183	71.6	—	27.0
Kentucky	4,909	64.0	7.2	27.9
Louisiana	4,581	27.2	26.5	45.4
Maine	2,361	65.4	3.3	29.6
Maryland	6,541	58.3	9.2	29.7
Massachusetts	10,033	68.0	4.5	25.1
Michigan	7,647	72.9	1.2	25.3
Minnesota	7,153	74.4	—	25.0
Mississippi	3,119	24.6	53.7	20.8
Missouri	9,007	69.7	0.3	27.6
Montana	1,273	68.7	0.5	30.3
Nebraska	2,373	74.3	1.3	19.3
Nevada	2,845	20.9	42.4	36.1
New Hampshire	3,223	51.9	1.1	46.5
New Jersey	17,670	74.5	0.0	23.7
New Mexico	2,511	55.7	26.2	18.0
New York	28,270	47.4	19.2	31.2
North Carolina	11,052	49.7	10.4	38.3
North Dakota	740	75.9	—	21.9
Ohio	15,965	36.8	44.6	11.5
Oklahoma	6,483	69.3	—	29.9
Oregon	4,478	44.6	16.3	32.9
Pennsylvania	17,296	89.3	0.6	9.5
Rhode Island	1,870	71.6	0.6	25.2
South Carolina	5,666	29.1	23.9	44.5

See notes at end of table.

## Students With Disabilities Exiting School With a Regular High School Diploma

**Table 22-3. Number and percentage of students ages 14–21 with disabilities served under Individuals with Disabilities Education Act (IDEA) (Part B), who exited school, by exit status and state or jurisdiction: School year 2005–06—Continued**

State or jurisdiction	Exiting total <sup>1</sup>	Graduated with diploma	Received a certificate of attendance <sup>2</sup>	Dropped out <sup>3</sup>
South Dakota	737	67.6	0.9	27.3
Tennessee	6,827	46.6	31.9	20.1
Texas	32,515	41.7	41.2	16.6
Utah	3,642	63.2	13.0	22.9
Vermont	900	65.9	1.4	30.1
Virginia	10,488	39.5	42.4	17.0
Washington	—	—	—	—
West Virginia	3,246	65.7	4.3	29.4
Wisconsin	7,791	74.8	2.4	20.4
Wyoming	734	61.7	2.3	33.8
BIE schools <sup>4</sup>	645	42.9	6.5	38.6
American Samoa	40	67.5	—	25.0
Guam	217	58.1	—	39.6
Northern Marianas	58	60.3	—	34.5
Puerto Rico	2,287	55.1	11.1	29.2
Virgin Islands	159	29.6	18.2	51.6

— Not available.

<sup>1</sup> Due to state-level data suppression, the national exiting total does not match the sum of the state exiting totals. Data for students who exited by reaching the maximum age or who died are not shown separately, but are included in the total.

<sup>2</sup> Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

<sup>3</sup> Defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit for any of the other reasons described. For the purpose of calculating dropout rates, the Office of Special Education Programs (OSEP) counts as dropouts students who moved and were not known to continue.

<sup>4</sup> Bureau of Indian Education schools.

NOTE: Data are from a cumulative 12-month reporting period. Estimates include students from the United States and other jurisdictions including American Samoa, Guam, Northern Marianas, Puerto Rico, Virgin Islands, and Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Children with Disabilities Exiting Special Education, 2005–06* (OMB #1820-0521). Retrieved November 28, 2007, from [https://www.ideadata.org/arc\\_toc8.asp#partBEX](https://www.ideadata.org/arc_toc8.asp#partBEX).

## Status Dropout Rates by Race/Ethnicity

**Table 23-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2006**

Year	Total <sup>1</sup>	Race/ethnicity <sup>2</sup>		
		White	Black	Hispanic
1972	14.6	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.9	21.2	33.0
1975	13.9	11.4	22.9	29.2
1976	14.1	12.0	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992	11.0	7.7	13.7	29.4
1993	11.0	7.9	13.6	27.5
1994	11.5	7.7	12.6	30.0
1995	12.0	8.6	12.1	30.0
1996	11.1	7.3	13.0	29.4
1997	11.0	7.6	13.4	25.3
1998	11.8	7.7	13.8	29.5
1999	11.2	7.3	12.6	28.6
2000	10.9	6.9	13.1	27.8
2001	10.7	7.3	10.9	27.0
2002	10.5	6.5	11.3	25.7
2003	9.9	6.3	10.9	23.5
2004	10.3	6.8	11.8	23.8
2005	9.4	6.0	10.4	22.4
2006	9.3	5.8	10.7	22.1

<sup>1</sup>Total includes other race/ethnicity categories not separately shown.

<sup>2</sup>Race categories exclude persons of Hispanic ethnicity. From 2003 onwards, respondents were able to identify as being more than one race, and the Black and White categories include individuals who considered themselves to be of only one race.

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. A high school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. See *supplemental note 7* for more information on measures of student persistence and progress.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

## Status Dropout Rates by Race/Ethnicity

**Table 23-2. Status dropout rates and number and percentage distribution of status dropouts ages 16–24, by selected characteristics: October 2006**

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all status dropouts	Percent of population
<b>Total</b>	<b>9.3</b>	<b>3,462</b>	<b>37,047</b>	<b>100.0</b>	<b>100.0</b>
<b>Sex</b>					
Male	10.3	1,935	18,707	55.9	50.5
Female	8.3	1,527	18,340	44.1	49.5
<b>Race/ethnicity<sup>1</sup></b>					
White	5.8	1,337	22,863	38.6	61.7
Black	10.7	565	5,260	16.3	14.2
Hispanic	22.1	1,421	6,439	41.0	17.4
Asian	3.7	53	1,444	1.5	3.9
Pacific Islander	‡	‡	105	‡	0.3
American Indian/Alaska Native	14.7	34	231	1.0	0.6
More than one race	7.0	49	703	1.4	1.9
<b>Age</b>					
16	2.8	124	4,462	3.6	12.0
17	5.0	210	4,212	6.1	11.4
18	8.6	356	4,120	10.3	11.1
19	9.7	386	3,982	11.2	10.7
20–24	11.8	2,385	20,270	68.9	54.7
<b>Immigration status</b>					
Born outside the 50 states and the District of Columbia					
Hispanic	36.2	959	2,648	27.7	7.1
Non-Hispanic	6.6	126	1,898	3.6	5.1
First generation <sup>2</sup>					
Hispanic	12.3	270	2,196	7.8	5.9
Non-Hispanic	4.2	100	2,387	2.9	6.4
Second generation or more <sup>3</sup>					
Hispanic	12.1	193	1,595	5.6	4.3
Non-Hispanic	6.9	1,815	26,322	52.4	71.1
<b>Region</b>					
Northeast	6.5	426	6,523	12.3	17.6
Midwest	6.1	515	8,390	14.9	22.6
South	11.7	1,577	13,467	45.6	36.4
West	10.9	945	8,666	27.3	23.4

‡ Reporting standards not met (too few cases).

<sup>1</sup> All racial/ethnic categories except "More than one race" are of persons who considered themselves as being of one race, with the exception of the Hispanic category, which consists of Hispanics of all races and racial combinations. Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> *First generation* describes an individual born in the 50 states or the District of Columbia with at least one parent born outside the 50 states or the District of Columbia.

<sup>3</sup> *Second generation or more* describes an individual born in the 50 states or the District of Columbia whose parents were both born inside the 50 states or the District of Columbia.

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. See *supplemental note 7* for more information. A high school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2006.

## Immediate Transition to College

**Table 24-1. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by race/ethnicity and family income: 1972–2006**

Year	Total	Race/ethnicity <sup>1</sup>					Family income <sup>2</sup>				
		White	Black	Hispanic	Gap between White and Black	Gap between White and Hispanic	Low	Middle	High	Gap between low and high	
1972	49.2	49.7	44.6	45.0	5.1	4.7	26.1	45.2	63.8	37.7	
1973	46.6	47.8	32.5	54.1	15.3	-6.3	20.3	40.9	64.4	44.1	
1974	47.6	47.2	47.2	46.9	-0.1	0.3	—	—	—	—	
1975	50.7	51.1	41.7	58.0	9.4	-6.9	31.2	46.2	64.5	33.3	
1976	48.8	48.8	44.4	52.7	4.4	-3.9	39.1	40.5	63.0	23.8	
1977	50.6	50.8	49.5	50.8	1.4	0.0	27.7	44.2	66.3	38.6	
1978	50.1	50.5	46.4	42.0	4.1	8.5	31.4	44.3	64.0	32.6	
1979	49.3	49.9	46.7	45.0	3.3	5.0	30.5	43.2	63.2	32.7	
1980	49.3	49.8	42.7	52.3	7.1	-2.5	32.5	42.5	65.2	32.7	
1981	53.9	54.9	42.7	52.1	12.2	2.8	33.6	49.2	67.6	34.0	
1982	50.6	52.7	35.8	43.2	16.9	9.5	32.8	41.7	70.9	38.1	
1983	52.7	55.0	38.2	54.2	16.9	0.8	34.6	45.2	70.3	35.8	
1984	55.2	59.0	39.8	44.3	19.2	14.6	34.5	48.4	74.0	39.5	
1985	57.7	60.1	42.2	51.0	17.9	9.0	40.2	50.6	74.6	34.3	
1986	53.8	56.8	36.9	44.0	19.9	12.8	33.9	48.5	71.0	37.1	
1987	56.8	58.6	52.2	33.5	6.4	25.0	36.9	50.0	73.8	36.9	
1988	58.9	61.1	44.4	57.1	16.8	4.0	42.5	54.7	72.8	30.3	
1989	59.6	60.7	53.4	55.1	7.3	5.6	48.1	55.4	70.7	22.6	
1990	60.1	63.0	46.8	42.7	16.2	20.3	46.7	54.4	76.6	29.9	
1991	62.5	65.4	46.4	57.2	19.0	8.2	39.5	58.4	78.2	38.8	
1992	61.9	64.3	48.2	55.0	16.1	9.4	40.9	57.0	79.0	38.1	
1993	62.6	62.9	55.6	62.2	7.3	0.7	50.4	56.9	79.3	28.9	
1994	61.9	64.5	50.8	49.1	13.7	15.4	43.3	57.8	77.9	34.6	
1995	61.9	64.3	51.2	53.7	13.1	10.6	34.2	56.0	83.5	49.2	
1996	65.0	67.4	56.0	50.8	11.5	16.6	48.6	62.7	78.0	29.4	
1997	67.0	68.2	58.5	65.6	9.6	2.6	57.0	60.7	82.2	25.2	
1998	65.6	68.5	61.9	47.4	6.6	21.2	46.4	64.7	77.5	31.1	
1999	62.9	66.3	58.9	42.3	7.4	24.0	49.4	59.4	76.1	26.7	
2000	63.3	65.7	54.9	52.9	10.8	12.7	49.7	59.5	76.9	27.2	
2001	61.7	64.2	54.6	51.7	9.5	12.5	43.8	56.3	79.9	36.1	
2002	65.2	68.9	59.4	53.3	9.4	15.6	56.4	60.7	78.2	21.8	
2003	63.9	66.2	57.5	58.6	8.7	7.6	52.8	57.6	80.1	27.3	
2004	66.7	68.8	62.5	61.8	6.3	7.0	47.8	63.3	80.1	32.3	
2005	68.6	73.2	55.7	54.0	17.5	19.2	53.5	65.1	81.2	27.6	
2006	66.0	68.5	55.5	57.9	13.0	10.6	50.9	61.4	80.7	29.8	

— Not available. Data on family income were not available in 1974.

<sup>1</sup> Included in the total but not shown separately are high school completers from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. See *supplemental note 2* for further information.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *high school completers* referred to those who had completed 12 years of schooling; beginning in 1992, the term referred to those who had received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information. Detail may not sum to totals because of rounding. Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

## Immediate Transition to College

**Table 24-2. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by sex and type of institution: 1972–2006**

Year	Male			Female		
	Total	2-year <sup>1</sup>	4-year <sup>1</sup>	Total	2-year <sup>1</sup>	4-year <sup>1</sup>
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	59.9	22.9	37.0	65.2	22.8	42.4
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1
1997	63.6	21.4	42.2	70.3	24.1	46.2
1998	62.4	24.4	38.0	69.1	24.3	44.8
1999	61.4	21.0	40.5	64.4	21.1	43.3
2000	59.9	23.1	36.8	66.2	20.0	46.2
2001	59.7	18.6	41.1	63.6	20.7	42.9
2002	62.1	20.5	41.7	68.3	23.0	45.3
2003	61.2	21.9	39.3	66.5	21.0	45.5
2004	61.4	21.8	39.6	71.5	23.1	48.5
2005	66.5	24.7	41.8	70.4	23.4	47.0
2006	65.8	24.9	40.9	66.1	24.5	41.7

— Not available. Data on type of institution were not collected until 1973.

<sup>1</sup> From 1973 through 1986, due to a skip pattern in the Current Population Survey (CPS), about 3–9 percent of high school completers ages 16–24 who enrolled in college immediately were not asked the question about the type of institutions attended. Such respondents were assumed to have the same probability of enrolling at a 2- or 4-year institution as those who were asked the question.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, *high school completers* referred to those who had completed 12 years of schooling; beginning in 1992, the term referred to those who had received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.



## Immediate Transition to College

**Table 24-3. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by parents' education: 1992–2006**

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Not available <sup>1</sup>
1992	61.9	33.1	55.5	67.5	81.3	38.0
1993	62.6	47.1	52.3	62.7	87.9	42.0
1994	61.9	43.0	49.9	65.0	82.5	43.1
1995	61.9	27.3	47.0	70.2	87.7	30.8
1996	65.0	45.0	56.1	66.6	85.2	45.6
1997	67.0	51.4	61.7	62.6	86.1	51.3
1998	65.6	49.8	57.2	67.7	82.3	50.1
1999	62.9	36.3	54.4	60.3	82.2	53.1
2000	63.3	44.4	51.8	63.8	81.2	50.5
2001	61.7	39.0	51.9	62.0	81.3	41.9
2002	65.2	43.3	51.9	65.9	82.6	58.7
2003	63.9	43.3	53.9	62.9	82.1	48.8
2004	66.7	40.2	53.8	67.0	85.9	53.6
2005	68.6	43.0	62.1	65.6	88.8	54.8
2006	66.0	43.0	56.1	67.0	78.2	54.6

<sup>1</sup> Information on parents' education was not available for those who did not live with their parents and were classified as a householder, and for those whose parents' educational attainment was not reported; about 9–14 percent of high school completers ages 16–24 were in this category for the period covered.

NOTE: Includes those ages 16–24 completing high school in a given year. *High school completers* referred to those who received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information, including the definition of parents' education. Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2006.

## Educational Attainment

**Table 25-1. Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2007**

Year	Total <sup>1</sup>			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.0	76.5	81.7	83.0	80.5	58.7	56.7	60.5	48.3	51.4	45.8
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.5	47.0	48.0
1973	80.2	80.6	79.8	84.1	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.3	71.5	65.8	54.1	55.8	52.5
1975	83.1	84.5	81.8	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.7	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.1	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.6	58.5	54.7
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	73.9	75.3	57.1	55.5	58.5
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3	58.0	57.0	58.9
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.5	81.5	60.9	60.7	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.3	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.0	75.9	81.7	58.6	56.8	60.2
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	60.9	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.8	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.4	84.5	82.5	59.8	58.6	61.0
1988	85.9	84.7	87.0	89.7	88.4	90.9	80.9	80.8	80.9	62.3	59.9	64.9
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.0
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.4	81.8	83.6	80.1	56.7	56.4	57.1
1992	86.3	86.1	86.5	90.7	90.2	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.6	91.8	82.6	84.8	80.8	60.9	58.3	64.0
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.7	85.3	60.3	58.0	63.0
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3	57.1	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9
1997	87.4	85.8	88.9	92.9	91.7	94.0	86.9	85.8	87.8	61.8	59.2	64.9
1998	88.1	86.6	89.6	93.6	92.5	94.6	88.2	88.4	88.1	62.8	59.9	66.3
1999	87.8	86.1	89.5	93.0	91.9	94.1	88.7	88.2	89.2	61.6	57.4	66.0
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2	62.8	59.2	66.4
2001	87.7	86.9	88.6	93.3	93.0	93.6	87.0	87.5	86.7	63.2	59.4	67.2
2002	86.4	84.7	88.1	93.0	92.1	93.8	87.6	85.8	88.9	62.4	60.2	65.0
2003	86.5	84.9	88.2	93.7	92.8	94.5	88.5	87.4	89.4	61.7	59.6	64.2
2004	86.6	85.2	88.0	93.3	92.1	94.5	88.7	91.2	86.6	62.4	60.1	65.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3	63.3	63.2	63.3
2006	86.4	84.4	88.5	93.4	92.3	94.6	86.3	84.2	88.0	63.2	60.5	66.6
2007	87.0	84.9	89.1	93.5	92.7	94.2	87.7	87.4	87.9	65.0	60.5	70.7

<sup>1</sup> Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: Prior to 1992, *high school completers* referred to those who completed 12 years of schooling; beginning in 1992, the term referred to those who received a high school diploma or equivalency certificate. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.

## Educational Attainment

**Table 25-2. Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2007**

Year	Total <sup>1</sup>			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	33.9	38.5	29.4	36.7	41.7	31.8	18.1	16.5	19.5	14.7	19.7	10.5!
1972	36.0	40.9	31.3	38.6	44.0	33.3	21.4	19.6	22.8	15.3	17.4	13.5
1973	36.3	41.4	31.4	39.2	44.6	33.7	21.5	21.2	21.8	16.6	21.4	12.4
1974	40.1	44.7	35.6	43.1	47.8	38.4	24.2	26.4	22.4	21.3	24.7	18.2
1975	41.6	47.4	36.0	44.3	50.4	38.3	27.5	29.7	25.8	21.8	26.3	17.6
1976	44.1	50.1	38.4	47.2	53.5	41.0	27.5	29.5	25.9	21.1	24.4	18.3
1977	45.5	50.3	40.8	48.6	53.4	43.7	31.1	34.3	28.5	23.8	26.5	21.5
1978	46.4	51.0	41.9	49.5	54.6	44.4	34.7	35.7	33.9	24.7	27.6	22.0
1979	46.3	49.8	42.9	49.6	53.3	45.9	31.2	30.2	32.0	25.1	28.2	22.3
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3	23.2	25.9	20.5
1981	43.2	45.6	40.9	46.0	48.5	43.5	33.0	33.9	32.3	23.6	24.6	22.7
1982	43.0	44.5	41.6	45.1	46.6	43.7	37.1	38.1	36.3	24.1	24.6	23.7
1983	43.5	44.8	42.2	46.1	47.7	44.4	33.0	33.2	32.9	25.0	23.8	26.3
1984	43.0	43.6	42.5	45.6	46.2	45.0	32.9	31.5	34.1	26.7	27.0	26.4
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5	26.9	26.9	27.0
1986	44.0	44.1	43.8	46.8	46.9	46.8	36.3	35.9	36.6	25.3	24.9	25.8
1987	43.6	43.1	44.0	46.0	45.7	46.2	35.9	32.4	38.8	26.7	27.1	26.2
1988	43.6	43.7	43.6	46.4	46.4	46.5	33.3	34.7	32.1	28.0	26.5	29.6
1989	43.8	43.9	43.7	47.2	47.1	47.2	34.6	34.0	35.1	27.0	27.3	26.7
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9	23.4	22.9	23.9
1991	45.3	44.4	46.2	49.3	48.8	49.9	35.3	32.0	38.2	23.9	23.1	24.8
1992	48.9	48.2	49.6	53.3	52.6	53.9	36.2	34.9	37.2	28.5	27.2	30.1
1993	51.0	49.5	52.5	55.6	54.7	56.6	40.0	37.0	42.5	29.7	26.9	33.1
1994	52.1	49.8	54.3	57.1	54.9	59.3	41.8	40.3	43.0	31.0	28.0	34.6
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8	28.7	26.7	30.9
1996	56.5	54.5	58.5	62.0	60.3	63.7	48.1	47.9	48.3	31.1	28.1	35.0
1997	57.1	54.9	59.4	63.3	61.3	65.3	46.6	43.0	49.6	33.3	30.7	36.4
1998	57.8	54.6	61.0	64.1	61.3	66.9	49.9	46.8	52.6	32.5	29.3	36.3
1999	58.0	54.7	61.3	63.9	60.7	67.0	51.3	45.9	55.5	31.2	27.4	35.0
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6	32.8	29.0	36.6
2001	58.4	54.4	62.5	64.8	60.5	69.1	50.5	46.7	53.6	32.2	28.2	36.4
2002	58.0	54.5	61.6	65.8	62.0	69.5	53.4	51.8	54.6	30.9	28.3	34.1
2003	57.4	53.8	61.1	65.5	61.9	69.2	51.2	49.6	52.5	31.1	27.9	34.9
2004	57.3	53.4	61.3	64.7	60.8	68.6	51.9	49.3	54.0	32.3	27.9	37.7
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1	32.8	31.8	34.0
2006	57.8	53.3	62.4	66.3	62.1	70.4	49.9	44.8	54.3	31.7	28.3	35.9
2007	57.7	52.5	63.0	65.6	61.1	70.0	50.0	45.9	53.6	33.9	28.2	41.1

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: *Some college* also includes those with a bachelor's degree or higher. Prior to 1992, *some college* meant completing 1 or more years of college; beginning in 1992, the term meant completing any college at all. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.

## Educational Attainment

**Table 25-3. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2007**

Year	Total <sup>1</sup>			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	17.1	20.4	13.8	18.9	22.4	15.4	6.7	6.9	6.6	5.1!	8.0!	2.6!
1972	19.0	22.0	16.0	20.8	24.1	17.5	8.4	7.2	9.4	3.7!	4.5!	3.1!
1973	19.0	21.6	16.4	20.8	23.8	17.9	8.1	7.2	9.0	5.7	6.7!	4.8!
1974	20.7	23.9	17.6	23.2	26.7	19.7	7.9	8.7	7.2	5.5	4.9!	6.0!
1975	21.9	25.2	18.7	23.8	27.3	20.2	10.5	11.1	10.0	8.8	10.4	7.3
1976	23.7	27.5	20.1	25.7	29.8	21.6	13.0	12.0	13.9	7.3	10.3	4.7!
1977	24.0	27.0	21.1	26.4	29.7	23.1	12.6	12.8	12.5	6.7	7.1	6.3
1978	23.3	26.0	20.6	25.6	28.9	22.3	11.8	10.7	12.6	9.6	9.6	9.7
1979	23.1	25.8	20.5	25.5	28.4	22.6	12.4	13.2	11.8	7.3	7.9	6.8
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4	7.7	8.4	6.9
1981	21.3	23.1	19.6	23.6	25.5	21.7	11.6	12.1	11.1	7.5	8.6	6.5
1982	21.7	23.3	20.2	23.8	25.7	21.9	12.6	11.7	13.4	9.7	10.7	8.7
1983	22.5	23.9	21.1	24.5	26.2	22.7	12.9	13.1	12.7	10.4	9.6	11.1
1984	21.9	23.2	20.7	24.1	25.5	22.7	11.7	12.9	10.6	10.6	9.6	11.6
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6	11.1	10.9	11.2
1986	22.4	22.9	21.9	25.2	25.8	24.5	11.8	10.3	13.1	9.0	8.9	9.1
1987	22.0	22.3	21.7	24.6	24.9	24.4	11.5	11.8	11.2	8.7	9.2	8.2
1988	22.7	23.4	21.9	25.1	25.7	24.5	12.0	12.4	11.7	11.3	11.9	10.6
1989	23.4	23.9	22.9	26.3	26.9	25.8	12.6	12.1	13.1	10.1	9.6	10.6
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9	8.1	7.3	9.1
1991	23.2	23.0	23.4	26.7	26.5	26.9	11.0	11.5	10.5	9.2	8.1	10.4
1992	23.6	23.2	24.0	27.2	26.6	27.7	11.0	11.7	10.5	9.5	8.8	10.3
1993	23.7	23.4	23.9	27.2	27.2	27.1	13.3	12.5	13.9	8.3	7.1	9.8
1994	23.3	22.5	24.0	27.1	26.8	27.4	13.6	11.6	15.2	8.0	6.6	9.8
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7	8.9	7.8	10.1
1996	27.1	26.1	28.2	31.6	30.9	32.3	14.6	12.2	16.6	10.0	10.2	9.8
1997	27.8	26.3	29.3	32.6	31.2	34.1	14.2	11.8	16.3	11.0	9.6	12.7
1998	27.3	25.6	29.0	32.3	30.5	34.2	15.8	14.3	17.0	10.4	9.5	11.3
1999	28.2	26.8	29.5	33.6	32.0	35.1	15.0	13.1	16.5	8.9	7.5	10.4
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4	9.7	8.3	11.0
2001	28.6	26.2	31.1	33.0	29.7	36.3	17.8	17.9	17.8	11.1	9.1	13.3
2002	29.3	26.9	31.8	35.9	32.6	39.2	18.0	17.9	18.1	8.9	8.3	9.7
2003	28.4	26.0	30.9	34.2	31.4	37.1	17.5	17.7	17.4	10.0	8.4	12.0
2004	28.7	26.1	31.4	34.5	31.4	37.5	17.1	13.5	20.0	10.9	9.6	12.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3	11.2	10.2	12.4
2006	28.4	25.3	31.6	34.3	31.4	37.2	18.7	15.2	21.7	9.5	6.9	12.8
2007	29.6	26.3	33.0	35.5	31.9	39.2	19.5	18.9	20.0	11.6	8.6	15.4

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: 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. See *supplemental note 2* for further discussion. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2007.

## Degrees Earned

**Table 26-1. Number of degrees conferred by degree-granting institutions, by type of degree: 1990–91 through 2005–06**

Academic year	Associate's	Bachelor's	Master's	First-professional <sup>1</sup>	Doctoral <sup>2</sup>
1990–91	481,720	1,094,538	337,168	71,948	39,294
1991–92	504,231	1,136,553	352,838	74,146	40,659
1992–93	514,756	1,165,178	369,585	75,387	42,132
1993–94	530,632	1,169,275	387,070	75,418	43,185
1994–95	539,691	1,160,134	397,629	75,800	44,446
1995–96	555,216	1,164,792	406,301	76,734	44,652
1996–97	571,226	1,172,879	419,401	78,730	45,876
1997–98	558,555	1,184,406	430,164	78,598	46,010
1998–99	559,954	1,200,303	439,986	78,439	44,077
1999–2000	564,933	1,237,875	457,056	80,057	44,808
2000–01	578,865	1,244,171	468,476	79,707	44,904
2001–02	595,133	1,291,900	482,118	80,698	44,160
2002–03	632,912	1,348,503	512,645	80,810	46,024
2003–04	665,301	1,399,542	558,940	83,041	48,378
2004–05	696,660	1,439,264	574,618	87,289	52,631
2005–06	713,066	1,485,242	594,065	87,655	56,067
Increase in the number of degrees conferred between 1990–91 and 2005–06	231,346	390,704	256,897	15,707	16,773
Increase in the number of degrees conferred between 1995–96 and 2005–06	157,850	320,450	187,764	10,921	11,415
Percentage change in the number of degrees conferred between 1990–91 and 2005–06	48.0	35.7	76.2	21.8	42.7
Percentage change in the number of degrees conferred between 1995–96 and 2005–06	28.4	27.5	46.2	14.2	25.6

<sup>1</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a definition of first-professional degree.

<sup>2</sup> Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

NOTE: Detail in accompanying tables may not sum to totals shown here because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990–91 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–99), and Fall 2000 through Fall 2006.

## Degrees Earned

**Table 26-2. Number and percentage distribution of degrees conferred by degree-granting institutions, by type of degree and racial/ethnic group: Academic years 1990–91, 1995–96, and 2005–06**

Characteristic	1990–91		1995–96		2005–06		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1995–96	1995–96 to 2005–06	1990–91 to 2005–06
Associate's	481,720	100.0	555,216	100.0	713,066	100.0	15.3	28.4	48.0
White	391,264	81.2	426,106	76.7	485,297	68.1	8.9	13.9	24.0
Total minority	83,503	17.3	118,979	21.4	214,391	30.1	42.5	80.2	156.7
Black	38,835	8.1	52,014	9.4	89,784	12.6	33.9	72.6	131.2
Hispanic	25,540	5.3	38,254	6.9	80,854	11.3	49.8	111.4	216.6
Asian/Pacific Islander	15,257	3.2	23,138	4.2	35,201	4.9	51.7	52.1	130.7
American Indian/Alaska Native	3,871	0.8	5,573	1.0	8,552	1.2	44.0	53.5	120.9
Nonresident alien	6,953	1.4	10,131	1.8	13,378	1.9	45.7	32.1	92.4
Bachelor's	1,094,538	100.0	1,164,792	100.0	1,485,242	100.0	6.4	27.5	35.7
White	914,093	83.5	905,846	77.8	1,075,561	72.4	-0.9	18.7	17.7
Total minority	150,829	13.8	221,256	19.0	363,324	24.5	46.7	64.2	140.9
Black	66,375	6.1	91,496	7.9	142,420	9.6	37.8	55.7	114.6
Hispanic	37,342	3.4	58,351	5.0	107,588	7.2	56.3	84.4	188.1
Asian/Pacific Islander	42,529	3.9	64,433	5.5	102,376	6.9	51.5	58.9	140.7
American Indian/Alaska Native	4,583	0.4	6,976	0.6	10,940	0.7	52.2	56.8	138.7
Nonresident alien	29,616	2.7	37,690	3.2	46,357	3.1	27.3	23.0	56.5
Master's	337,168	100.0	406,301	100.0	594,065	100.0	20.5	46.2	76.2
White	261,232	77.5	298,133	73.4	393,357	66.2	14.1	31.9	50.6
Total minority	38,331	11.4	60,258	14.8	128,947	21.7	57.2	114.0	236.4
Black	16,616	4.9	25,822	6.4	58,976	9.9	55.4	128.4	254.9
Hispanic	8,887	2.6	14,442	3.6	32,438	5.5	62.5	124.6	265.0
Asian/Pacific Islander	11,650	3.5	18,216	4.5	34,029	5.7	56.4	86.8	192.1
American Indian/Alaska Native	1,178	0.3	1,778	0.4	3,504	0.6	50.9	97.1	197.5
Nonresident alien	37,605	11.2	47,910	11.8	71,761	12.1	27.4	49.8	90.8
First-professional <sup>1</sup>	71,948	100.0	76,734	100.0	87,655	100.0	6.7	14.2	21.8
White	60,631	84.3	59,525	77.6	63,590	72.5	-1.8	6.8	4.9
Total minority	10,231	14.2	15,587	20.3	22,024	25.1	52.4	41.3	115.3
Black	3,588	5.0	5,022	6.5	6,223	7.1	40.0	23.9	73.4
Hispanic	2,547	3.5	3,475	4.5	4,446	5.1	36.4	27.9	74.6
Asian/Pacific Islander	3,835	5.3	6,627	8.6	10,645	12.1	72.8	60.6	177.6
American Indian/Alaska Native	261	0.4	463	0.6	710	0.8	77.4	53.3	172.0
Nonresident alien	1,086	1.5	1,622	2.1	2,041	2.3	49.4	25.8	87.9
Doctoral <sup>2</sup>	39,294	100.0	44,652	100.0	56,067	100.0	13.6	25.6	42.7
White	25,855	65.8	27,773	62.2	31,601	56.4	7.4	13.8	22.2
Total minority	3,615	9.2	5,429	12.2	8,491	15.1	50.2	56.4	134.9
Black	1,248	3.2	1,632	3.7	3,122	5.6	30.8	91.3	150.2
Hispanic	757	1.9	997	2.2	1,882	3.4	31.7	88.8	148.6
Asian/Pacific Islander	1,504	3.8	2,641	5.9	3,257	5.8	75.6	23.3	116.6
American Indian/Alaska Native	106	0.3	159	0.4	230	0.4	50.0	44.7	117.0
Nonresident alien	9,824	25.0	11,450	25.6	15,975	28.5	16.6	39.5	62.6

<sup>1</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a definition of first-professional degree.

<sup>2</sup> Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990–91 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90–99), and Fall 2000 through Fall 2006.

## Degrees Earned by Women

**Table 27-1. Number and percentage of bachelor's, master's, and doctoral degrees women earned, percent change in the number of degrees women earned, and change in the percentage of degrees women earned, by field of study: Academic years 1990–91, 1995–96, and 2005–06**

Field of study	1990–91		1995–96		2005–06		Percent change in the number of degrees earned between 1995–96 and 2005–06	Change in percentage points between 1995–96 and 2005–06
	Number	Percent of total	Number	Percent of total	Number	Percent of total		
<b>Bachelor's degrees</b>								
<b>Total<sup>1</sup></b>	<b>590,493</b>	<b>53.9</b>	<b>642,338</b>	<b>55.1</b>	<b>854,642</b>	<b>57.5</b>	<b>33.1</b>	<b>2.4</b>
Health professions and related clinical sciences	50,256	83.9	70,145	81.5	79,059	86.0	12.7	4.5
Education	87,390	78.9	79,170	75.1	84,790	79.1	7.1	3.9
Psychology	42,588	72.6	53,580	73.0	68,269	77.5	27.4	4.5
English language and literature/letters	34,173	66.9	32,921	65.9	37,780	68.6	14.8	2.6
Communication, journalism, and related programs	32,241	60.8	28,305	58.8	48,794	63.4	72.4	4.7
Biological and biomedical sciences	20,019	50.8	31,968	52.6	42,527	61.5	33.0	8.9
Visual and performing arts	26,425	62.6	29,170	59.2	51,180	61.4	75.5	2.3
Social sciences and history	56,406	45.1	60,607	47.9	80,686	50.0	33.1	2.0
Business	117,608	47.2	110,078	48.6	158,359	49.8	43.9	1.2
Agriculture and natural resources	4,292	32.7	7,894	36.8	10,990	47.7	39.2	10.8
Mathematics and statistics	6,813	47.3	5,866	46.1	6,655	45.1	13.5	-1.1
Physical sciences and science technologies	5,164	31.6	7,061	36.0	8,487	41.8	20.2	5.8
Computer and information sciences and support services	7,388	29.4	6,749	27.5	9,775	20.6	44.8	-7.0
Engineering and engineering technologies	11,269	14.1	12,656	16.2	14,597	17.9	15.3	1.7
<b>Master's degrees</b>								
<b>Total<sup>1</sup></b>	<b>180,686</b>	<b>53.6</b>	<b>227,220</b>	<b>55.9</b>	<b>356,169</b>	<b>60.0</b>	<b>56.8</b>	<b>4.0</b>
Psychology	8,020	70.7	11,062	73.0	15,691	79.4	41.8	6.4
Health professions and related clinical sciences	16,931	79.3	26,903	79.3	40,750	79.3	51.5	#
Education	66,904	76.6	79,981	76.2	133,920	76.7	67.4	0.5
Communication, journalism, and related programs	2,616	60.5	3,408	61.3	5,134	66.3	50.6	5.0
English language and literature/letters	4,581	67.5	4,930	64.4	5,985	67.7	21.4	3.3
Biological and biomedical sciences	2,400	50.0	3,364	51.4	5,027	57.9	49.4	6.5
Visual and performing arts	4,827	55.8	5,919	57.6	7,729	57.1	30.6	-0.5
Social sciences and history	5,217	42.6	6,919	46.1	8,954	51.6	29.4	5.5
Agriculture and natural resources	1,135	34.4	1,909	41.9	2,360	50.9	23.6	8.9
Business	27,372	35.0	35,154	37.6	62,856	42.9	78.8	5.4
Mathematics and statistics	1,453	40.9	1,473	40.3	2,018	42.7	37.0	2.3
Physical sciences and science technologies	1,458	27.6	1,864	32.1	2,354	39.8	26.3	7.7
Computer and information sciences and support services	2,761	29.6	2,850	26.9	4,585	26.9	60.9	-0.1
Engineering and engineering technologies	3,670	14.4	5,018	17.3	7,864	23.5	56.7	6.1

See notes at end of table.

## Degrees Earned by Women

**Table 27-1. Number and percentage of bachelor's, master's, and doctoral degrees women earned, percent change in the number of degrees women earned, and change in the percentage of degrees women earned, by field of study: Academic years 1990–91, 1995–96, and 2005–06—Continued**

Field of study	1990–91		1995–96		2005–06		Percent change in the number of degrees earned between 1995–96 and 2005–06	Change in percentage points between 1995–96 and 2005–06
	Number	Percent of total	Number	Percent of total	Number	Percent of total		
<b>Doctoral degrees</b>								
<b>Total<sup>1</sup></b>	14,538	37.0	17,811	39.9	27,433	48.9	54.0	9.0
Psychology	2,412	61.3	2,761	66.7	3,574	72.6	29.4	6.0
Health professions and related clinical sciences	885	57.7	996	60.3	5,169	72.5	419.0	12.2
Education	3,575	57.8	3,842	61.5	4,920	64.9	28.1	3.4
English language and literature/letters	587	55.6	860	61.6	744	59.3	-13.5	-2.3
Communication, journalism, and related programs	122	44.9	155	44.9	257	55.4	65.8	10.5
Visual and performing arts	372	44.4	543	50.9	744	53.8	37.0	2.9
Biological and biomedical sciences	1,487	36.9	2,106	41.8	2,842	49.2	34.9	7.4
Social sciences and history	1,056	35.1	1,421	37.8	1,696	43.3	19.4	5.5
Agriculture and natural resources	232	19.6	333	26.4	484	40.5	45.3	14.1
Business	309	26.1	394	28.8	662	38.7	68.0	9.8
Physical sciences and science technologies	831	19.6	1,033	22.9	1,346	30.0	30.3	7.1
Mathematics and statistics	188	19.2	239	20.6	382	29.5	59.8	8.9
Computer and information sciences and support services	92	13.6	126	14.5	307	21.7	143.7	7.2
Engineering and engineering technologies	496	9.3	808	12.6	1,508	20.2	86.6	7.6

# Rounds to zero.

<sup>1</sup> Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. Figures are based on data from Title IV degree-granting institutions. See *supplemental note 9* for more information. The shaded sections show fields in which women earned at least 50 percent of the degrees in 2005–06. Calculations are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), tables 258, 286, 288, 290–294, 296, 299–301, 303, 305, and 307, data from U.S. Department of Education, NCES, 1990–91, 1995–96, and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:91–96), and IPEDS, Fall 2006.



## School Violence and Safety

**Table 28-1. Percentage of public schools experiencing at least one incident and reporting at least one incident that occurred at school to the police, by type of incident: School years 1999–2000, 2003–04, and 2005–06**

Type of incident	Experienced various types of incidents			Reported to police		
	1999–2000	2003–04	2005–06	1999–2000	2003–04	2005–06
<b>Total</b>	<b>86.4</b>	<b>88.5</b>	<b>85.7</b>	<b>62.5</b>	<b>65.2</b>	<b>60.9</b>
Violent incidents	71.4	81.4	77.7	36.0	43.6	37.7
Physical attack or fight without a weapon	63.7	76.7	74.3	25.8	35.6	29.2
Threat of physical attack without a weapon	52.2	53.0	52.2	18.9	21.0	19.7
Serious violent incidents	19.7	18.3	17.1	14.8	13.3	12.6
Rape or attempted rape	0.7	0.8	0.3	0.6	0.8	0.3
Sexual battery other than rape	2.5	3.0	2.8	2.3	2.6	2.6
Physical attack or fight with a weapon	5.2	4.0	3.0	3.9	2.8	2.2
Threat of physical attack with a weapon	11.1	8.6	8.8	8.5	6.0	5.9
Robbery with a weapon	0.5!	0.6	0.4	0.3!	0.6	0.4
Robbery without a weapon	5.3	6.3	6.4	3.4	4.2	4.9
Theft/larceny <sup>1</sup>	45.6	46.0	46.0	28.5	30.5	27.9
Other incidents	72.7	64.0	68.2	52.0	50.0	50.6
Possession of a firearm/explosive device	5.5	6.1	7.2	4.5	4.9	5.5
Possession of a knife or sharp object <sup>2</sup>	42.6	15.9	42.8	23.0	12.1	25.0
Distribution of illegal drugs	12.3	12.9	—	11.4	12.4	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	22.2	26.0	—
Distribution, possession, or use of illegal drugs	—	—	25.9	—	—	22.8
Distribution, possession, or use of alcohol	—	—	16.2	—	—	11.6
Student sexual harassment of other students	36.3	—	—	14.7	—	—
Vandalism	51.4	51.4	50.5	32.7	34.3	31.9

— Not available.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”

<sup>2</sup> The questionnaire wording for possession of a knife or sharp object differed among survey administrations. In 1999–2000 and 2005–06, the question asked about possession of a knife or sharp object. In 2003–04, the question was changed to refer to possession of a knife or sharp object with intent to harm.

NOTE: “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session. Reported crimes are computed by dividing the number of public schools that reported crimes to the police by all public schools, including those that did not report experiencing crime. For more information, please see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, and 2005–06 School Survey on Crime and Safety (SSOCS), 2000, 2004, and 2006.

## School Violence and Safety

**Table 28-2. Percentage of public schools experiencing at least one incident and reporting at least one incident that occurred at school to the police, by type of incident and selected school characteristics: School year 2005–06**

School characteristic	Violent incidents <sup>1</sup>		Serious violent incidents <sup>2</sup>		Theft <sup>3</sup>		Other <sup>4</sup>	
	Experienced	Reported	Experienced	Reported	Experienced	Reported	Experienced	Reported
<b>Total</b>	<b>77.7</b>	<b>37.7</b>	<b>17.1</b>	<b>12.6</b>	<b>46.0</b>	<b>27.9</b>	<b>68.2</b>	<b>50.6</b>
School level <sup>5</sup>								
Primary	67.3	18.7	11.0	6.2	27.8	12.5	54.8	34.1
Middle	94.4	63.1	25.2	19.7	68.7	43.3	87.8	72.6
High school	95.2	77.3	31.8	29.5	85.6	67.6	93.6	86.9
Combined	83.5	46.2	17.4	13.2	54.9	33.9	75.0	55.3
Enrollment size								
Less than 300	63.7	26.6	11.4	8.4	29.6	14.1	53.2	36.4
300–499	77.3	24.8	11.7	6.1	37.2	18.5	63.4	39.6
500–999	82.1	43.1	19.2	14.1	52.1	32.1	74.2	57.2
1,000 or more	96.5	78.4	37.2	34.1	85.8	69.4	95.1	89.7
Locale <sup>6</sup>								
City	82.5	39.9	23.2	17.4	47.2	30.3	73.1	54.6
Suburban	78.2	35.3	15.4	11.5	47.0	29.7	71.0	52.5
Town	81.7	41.8	16.6	12.1	51.0	32.3	70.1	56.4
Rural	71.9	35.9	14.4	10.0	42.1	22.1	61.5	44.1
Percent minority enrollment <sup>7</sup>								
Less than 5 percent	71.6	32.8	13.1	7.3	42.8	21.9	62.4	41.4
5 to 20 percent	73.5	34.7	15.7	11.5	43.4	26.8	63.4	45.2
20 to 50 percent	79.7	39.3	16.6	12.1	47.9	30.0	71.5	52.0
50 percent or more	82.9	42.7	21.6	17.4	48.4	30.9	71.9	59.0
Percent of students eligible for free or reduced-price lunch								
0–20 percent	68.0	30.8	12.5	9.4	45.9	28.5	61.7	44.0
21–50 percent	79.7	40.0	19.2	13.0	52.5	31.6	72.3	50.8
More than 50 percent	81.4	39.5	18.0	14.0	41.0	24.7	68.5	54.0

<sup>1</sup>Violent incidents include serious violent incidents (rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon), physical attack or fight without a weapon, and threat of physical attack without a weapon.

<sup>2</sup>Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

<sup>3</sup>Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.”

<sup>4</sup>Other incidents include possession of a firearm or explosive device, possession of a knife or sharp object, distribution, possession, or use of illegal drugs or alcohol, and vandalism.

<sup>5</sup>Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.

<sup>6</sup>Estimates are based on the 2006 urban-centric locale codes and may differ from previously published figures. Excludes 52 schools without information on locale. See *supplemental note 1* for more information.

<sup>7</sup>These estimates exclude data from the 73 schools that did not report estimates of student race/ethnicity.

NOTE: “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session. Reported crimes are computed by dividing the number of public schools that reported crimes to the police by all public schools, including those that did not report experiencing crime. For more information, please see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

## Poverty Concentration in Public Schools by Locale and Race/Ethnicity

**Table 29-1. Number and percentage distribution of public elementary and secondary students, by percentage of students in school eligible for free or reduced-price lunch, locale, and race/ethnicity: School year 2005–06**

Locale and race/ethnicity	Number eligible for free or reduced-price lunch	10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
<b>Total<sup>1</sup></b>	<b>47,190,246</b>	<b>14.3</b>	<b>19.5</b>	<b>29.8</b>	<b>21.3</b>	<b>15.1</b>
White	27,196,646	19.1	26.1	34.5	16.3	4.0
Black	7,887,387	4.2	8.7	24.2	30.5	32.4
Hispanic	9,140,172	7.0	8.9	21.6	28.5	34.1
Asian/Pacific Islander	2,086,658	24.3	21.8	26.5	17.2	10.2
American Indian/Alaska Native	560,053	5.4	11.8	27.8	30.6	24.3
<b>City<sup>1</sup></b>	<b>13,420,920</b>	<b>8.8</b>	<b>11.9</b>	<b>23.8</b>	<b>25.0</b>	<b>30.5</b>
White	4,695,316	13.1	22.4	34.7	20.6	9.2
Black	3,650,628	2.7	4.7	18.4	29.9	44.2
Hispanic	4,038,790	6.7	5.1	15.9	26.4	45.9
Asian/Pacific Islander	830,330	20.5	16.5	24.4	21.4	17.1
American Indian/Alaska Native	111,639	5.4	13.3	27.8	26.4	27.1
<b>Suburban<sup>1</sup></b>	<b>17,081,489</b>	<b>23.9</b>	<b>25.3</b>	<b>26.3</b>	<b>15.3</b>	<b>9.2</b>
White	10,120,962	32.7	31.8	25.3	8.3	1.9
Black	2,470,871	7.2	14.8	31.8	27.3	18.8
Hispanic	3,287,008	7.8	13.2	25.5	28.1	25.4
Asian/Pacific Islander	957,859	30.1	25.3	25.1	13.8	5.8
American Indian/Alaska Native	95,073	12.5	25.6	35.2	18.5	8.2
<b>Town<sup>1</sup></b>	<b>6,149,758</b>	<b>5.2</b>	<b>16.8</b>	<b>40.1</b>	<b>27.5</b>	<b>10.3</b>
White	4,335,316	5.9	21.3	45.7	23.3	3.7
Black	690,920	1.2	4.2	23.0	40.7	30.8
Hispanic	866,261	4.8	5.7	25.8	37.3	26.3
Asian/Pacific Islander	106,049	5.5	16.6	48.3	22.0	7.7
American Indian/Alaska Native	118,647	2.7	9.5	32.7	37.3	17.8
<b>Rural<sup>1</sup></b>	<b>10,538,079</b>	<b>11.3</b>	<b>21.2</b>	<b>36.9</b>	<b>22.7</b>	<b>8.0</b>
White	8,045,052	12.7	23.6	39.8	20.2	3.6
Black	1,074,968	3.8	11.2	27.2	33.1	24.8
Hispanic	948,113	7.3	13.1	28.4	30.5	20.7
Asian/Pacific Islander	192,420	22.5	29.9	30.6	13.5	3.5
American Indian/Alaska Native	234,694	3.8	6.7	22.4	34.2	32.9

<sup>1</sup> Includes other racial/ethnic groups not separately shown.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Approximately 10,745 public schools (or 11 percent) did not report information on the number of students eligible for free or reduced-price school lunch. For details on Census-defined areas and poverty thresholds, see *supplemental note 1*. 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," 2005–06.

## Concentration of Public School Enrollment by Locale and Race/Ethnicity

**Table 30-1. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent minority enrollment in school, locale, and race/ethnicity: School year 2005–06**

Locale and race/ethnicity	Total	Percent minority enrollment			
		Less than 25 percent	25–49 percent	50–74 percent	75 percent or more
<b>Total</b>	<b>100.0</b>	<b>42.1</b>	<b>20.8</b>	<b>14.1</b>	<b>22.9</b>
White	100.0	65.2	22.6	9.1	3.2
Black	100.0	9.1	19.1	21.7	50.1
Hispanic	100.0	8.3	15.2	20.1	56.4
Asian/Pacific Islander	100.0	20.9	25.9	22.0	31.3
American Indian/Alaska Native	100.0	24.7	27.1	19.0	29.2
<b>City</b>	<b>100.0</b>	<b>14.6</b>	<b>20.3</b>	<b>19.9</b>	<b>45.3</b>
White	100.0	34.9	35.4	20.6	9.1
Black	100.0	3.0	11.9	19.2	66.0
Hispanic	100.0	2.6	9.4	17.8	70.3
Asian/Pacific Islander	100.0	8.5	21.7	26.2	43.7
American Indian/Alaska Native	100.0	17.1	26.8	29.1	27.1
<b>Suburban</b>	<b>100.0</b>	<b>43.6</b>	<b>23.1</b>	<b>13.7</b>	<b>19.6</b>
White	100.0	64.2	24.4	8.6	2.9
Black	100.0	11.9	21.5	22.4	44.2
Hispanic	100.0	9.5	17.5	21.2	51.9
Asian/Pacific Islander	100.0	26.5	30.0	19.9	23.7
American Indian/Alaska Native	100.0	37.6	34.7	14.2	13.4
<b>Town</b>	<b>100.0</b>	<b>57.5</b>	<b>20.0</b>	<b>12.5</b>	<b>10.0</b>
White	100.0	73.9	17.9	6.8	1.4
Black	100.0	15.5	28.2	29.5	26.8
Hispanic	100.0	15.8	22.2	26.0	35.9
Asian/Pacific Islander	100.0	36.6	19.6	15.7	28.1
American Indian/Alaska Native	100.0	29.1	31.7	19.7	19.6
<b>Rural</b>	<b>100.0</b>	<b>66.0</b>	<b>18.3</b>	<b>8.3</b>	<b>7.4</b>
White	100.0	79.5	15.2	4.2	1.0
Black	100.0	19.3	32.0	23.9	24.8
Hispanic	100.0	22.1	25.5	21.2	31.2
Asian/Pacific Islander	100.0	37.6	26.9	17.7	17.9
American Indian/Alaska Native	100.0	21.1	22.1	15.8	41.0

NOTE: Minority enrollment includes Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students. Race categories exclude persons of Hispanic ethnicity. For details on Census-defined areas, see *supplemental note 1*. 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," 2005–06.

## Concentration of Public School Enrollment by Locale and Race/Ethnicity

**Table 30-2. Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent Black enrollment in school, locale, and race/ethnicity: School year 2005–06**

Locale and race/ethnicity	Total	Percent Black enrollment			
		Less than 25 percent	25–49 percent	50–74 percent	75 percent or more
<b>Total</b>	<b>100.0</b>	<b>78.2</b>	<b>11.4</b>	<b>4.7</b>	<b>5.7</b>
White	100.0	89.5	8.1	2.0	0.4
Black	100.0	27.5	24.0	17.3	31.2
Hispanic	100.0	85.5	10.6	2.9	0.9
Asian/Pacific Islander	100.0	86.4	10.3	2.5	0.8
American Indian/Alaska Native	100.0	91.7	5.9	1.7	0.7
<b>City</b>	<b>100.0</b>	<b>63.6</b>	<b>16.0</b>	<b>7.9</b>	<b>12.5</b>
White	100.0	78.3	15.9	4.7	1.2
Black	100.0	18.8	20.9	17.9	42.4
Hispanic	100.0	82.9	12.2	3.7	1.3
Asian/Pacific Islander	100.0	81.4	13.6	3.7	1.2
American Indian/Alaska Native	100.0	81.9	11.9	4.1	2.1
<b>Suburban</b>	<b>100.0</b>	<b>82.2</b>	<b>10.4</b>	<b>3.8</b>	<b>3.6</b>
White	100.0	91.7	6.8	1.3	0.2
Black	100.0	36.4	25.0	15.9	22.6
Hispanic	100.0	85.0	11.3	2.9	0.8
Asian/Pacific Islander	100.0	88.8	8.7	1.9	0.6
American Indian/Alaska Native	100.0	88.7	8.0	2.1	1.2
<b>Town</b>	<b>100.0</b>	<b>84.8</b>	<b>8.6</b>	<b>3.9</b>	<b>2.7</b>
White	100.0	91.3	6.5	1.9	0.3
Black	100.0	30.2	27.4	20.6	21.7
Hispanic	100.0	93.8	4.9	1.1	0.3
Asian/Pacific Islander	100.0	92.8	5.2	1.5	0.5
American Indian/Alaska Native	100.0	94.0	4.8	1.1	0.2
<b>Rural</b>	<b>100.0</b>	<b>86.4</b>	<b>8.7</b>	<b>2.7</b>	<b>2.2</b>
White	100.0	92.4	6.2	1.2	0.2
Black	100.0	34.7	30.1	16.1	19.1
Hispanic	100.0	91.0	7.2	1.3	0.4
Asian/Pacific Islander	100.0	91.8	6.7	1.2	0.3
American Indian/Alaska Native	100.0	96.2	2.8	0.8	0.2

NOTE: Race categories exclude persons of Hispanic ethnicity. For details on Census-defined areas, see *supplemental note 1*. 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," 2005–06.

## Concentration of Public School Enrollment by Locale and Race/Ethnicity

**Table 30-3.** Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent Hispanic enrollment in school, locale, and race/ethnicity: School year 2005–06

Locale and race/ethnicity	Total	Percent Hispanic enrollment			
		Less than 25 percent	25–49 percent	50–74 percent	75 percent or more
<b>Total</b>	<b>100.0</b>	<b>74.3</b>	<b>11.5</b>	<b>7.0</b>	<b>7.2</b>
White	100.0	89.6	7.5	2.3	0.6
Black	100.0	81.2	11.8	5.4	1.6
Hispanic	100.0	23.1	21.5	22.3	33.1
Asian/Pacific Islander	100.0	71.1	18.0	8.0	3.0
American Indian/Alaska Native	100.0	83.4	9.7	4.8	2.1
<b>City</b>	<b>100.0</b>	<b>58.6</b>	<b>15.3</b>	<b>12.1</b>	<b>13.9</b>
White	100.0	78.8	14.1	5.4	1.7
Black	100.0	79.2	11.9	6.7	2.2
Hispanic	100.0	15.1	18.7	25.1	41.1
Asian/Pacific Islander	100.0	63.4	20.8	11.4	4.4
American Indian/Alaska Native	100.0	61.0	19.7	12.9	6.4
<b>Suburban</b>	<b>100.0</b>	<b>74.3</b>	<b>13.1</b>	<b>6.5</b>	<b>6.0</b>
White	100.0	89.4	8.1	2.0	0.5
Black	100.0	76.3	16.1	6.1	1.5
Hispanic	100.0	26.5	24.6	21.0	27.9
Asian/Pacific Islander	100.0	73.4	18.4	6.2	2.0
American Indian/Alaska Native	100.0	76.2	14.1	6.8	2.8
<b>Town</b>	<b>100.0</b>	<b>82.0</b>	<b>8.7</b>	<b>4.7</b>	<b>4.6</b>
White	100.0	91.1	6.3	2.1	0.5
Black	100.0	90.8	6.7	1.9	0.5
Hispanic	100.0	28.3	22.1	20.6	29.0
Asian/Pacific Islander	100.0	85.1	7.1	4.3	3.4
American Indian/Alaska Native	100.0	87.7	8.7	2.6	1.0
<b>Rural</b>	<b>100.0</b>	<b>89.9</b>	<b>5.6</b>	<b>2.4</b>	<b>2.1</b>
White	100.0	95.3	3.7	0.9	0.2
Black	100.0	92.8	5.2	1.8	0.3
Hispanic	100.0	40.5	22.1	16.4	21.0
Asian/Pacific Islander	100.0	85.6	9.9	3.6	0.9
American Indian/Alaska Native	100.0	94.5	3.8	1.4	0.4

NOTE: Race categories exclude persons of Hispanic ethnicity. For details on Census-defined areas, see *supplemental note 1*. 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," 2005–06.

## Concentration of Public School Enrollment by Locale and Race/Ethnicity

**Table 30-4.** Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent White enrollment in school, locale, and race/ethnicity: School year 2005–06

Locale and race/ethnicity	Total	Percent White enrollment			
		Less than 25 percent	25–49 percent	50–74 percent	75 percent or more
<b>Total</b>	<b>100.0</b>	<b>23.4</b>	<b>14.3</b>	<b>21.0</b>	<b>41.3</b>
White	100.0	3.3	9.4	23.1	64.1
Black	100.0	50.9	21.6	18.8	8.7
Hispanic	100.0	57.2	20.0	14.8	8.0
Asian/Pacific Islander	100.0	32.5	22.1	25.6	19.8
American Indian/Alaska Native	100.0	29.4	19.0	27.4	24.2
<b>City</b>	<b>100.0</b>	<b>46.1</b>	<b>19.9</b>	<b>20.1</b>	<b>13.9</b>
White	100.0	9.6	21.1	35.7	33.6
Black	100.0	66.8	19.0	11.5	2.8
Hispanic	100.0	71.0	17.4	9.1	2.4
Asian/Pacific Islander	100.0	45.2	25.8	21.1	7.9
American Indian/Alaska Native	100.0	27.5	29.1	27.0	16.4
<b>Suburban</b>	<b>100.0</b>	<b>20.2</b>	<b>14.1</b>	<b>23.3</b>	<b>42.5</b>
White	100.0	3.1	9.1	25.0	62.8
Black	100.0	45.3	22.3	21.0	11.5
Hispanic	100.0	53.0	21.2	16.8	9.0
Asian/Pacific Islander	100.0	24.8	20.3	29.9	25.1
American Indian/Alaska Native	100.0	13.9	14.6	34.8	36.7
<b>Town</b>	<b>100.0</b>	<b>10.2</b>	<b>12.5</b>	<b>20.6</b>	<b>56.6</b>
White	100.0	1.5	6.9	18.6	73.0
Black	100.0	27.1	29.7	28.4	14.9
Hispanic	100.0	36.7	25.6	22.5	15.2
Asian/Pacific Islander	100.0	28.4	16.0	19.7	35.8
American Indian/Alaska Native	100.0	19.7	19.5	32.3	28.6
<b>Rural</b>	<b>100.0</b>	<b>7.5</b>	<b>8.5</b>	<b>18.6</b>	<b>65.4</b>
White	100.0	1.0	4.4	15.6	79.0
Black	100.0	25.1	24.0	32.1	18.8
Hispanic	100.0	31.6	21.4	25.4	21.6
Asian/Pacific Islander	100.0	18.4	18.4	26.7	36.6
American Indian/Alaska Native	100.0	41.0	15.8	22.3	20.9

NOTE: Race categories exclude persons of Hispanic ethnicity. For details on Census-defined areas, see *supplemental note 1*. 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," 2005–06.

## Teacher Turnover

**Table 31-1. Number of 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 public and private K–12 teachers who did not teach in the same school the following school year, by turnover category and reason for leaving**

Turnover category and reason for leaving	1987–88	1990–91	1993–94	1999–2000	2003–04
<b>Total turnover at the end of the year</b>	<b>391,000</b>	<b>383,000</b>	<b>418,000</b>	<b>546,000</b>	<b>621,000</b>
Transfers at the end of the year	218,000	209,000	205,000	269,000	289,000
Leavers	173,000	174,000	213,000	278,000	333,000
Took other job	64,000	56,000	90,000	126,000	141,000
Pursued further education	11,000	13,000	8,000	12,000	12,000
Left for family reasons	48,000	33,000	35,000	47,000	45,000
Retired	35,000	47,000	50,000	67,000	87,000
Other <sup>1</sup>	14,000	25,000	30,000	26,000	47,000

<sup>1</sup> Leavers in this category left teaching for a variety of personal reasons, ranging from “starting their own business” to becoming “a member of a contemplative religious community.” However, the most common reason reported by leavers who left for “other” reasons was to take a year-long sabbatical or leave of absence from teaching.

NOTE: Schools and Staffing Survey (SASS) teachers who died or left the country are excluded. Retired category includes all teachers who reported retiring between the SASS and Teacher Follow-up Survey (TFS) school year including those 45 years old or younger who were excluded in earlier estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Data File” and “Former Teacher Data File,” 1988–89, 1991–92, 1994–95, 2000–01, and 2004–05.

**Table 31-2. Percentage distribution of 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 public and private K–12 teachers who did not teach in the same school the following school year, by turnover category and reason for leaving**

Turnover category and reason for leaving	1987–88	1990–91	1993–94	1999–2000	2003–04
<b>Total turnover at the end of the year</b>	<b>14.5</b>	<b>13.2</b>	<b>14.2</b>	<b>15.9</b>	<b>16.9</b>
Transfers at the end of the year	8.1	7.2	7.0	7.8	7.8
Leavers	6.4	6.0	7.3	8.1	9.0
Took other job	2.4	1.9	3.1	3.7	3.8
Pursued further education	0.4	0.5	0.3	0.3	0.3
Left for family reasons	1.8	1.1	1.2	1.4	1.2
Retired	1.3	1.6	1.7	1.9	2.4
Other <sup>1</sup>	0.5	0.9	1.0	0.8	1.3

<sup>1</sup> Leavers in this category left teaching for a variety of personal reasons, ranging from “starting their own business” to becoming “a member of a contemplative religious community.” However, the most common reason reported by leavers who left for “other” reasons was to take a year-long sabbatical or leave of absence from teaching.

NOTE: Denominator used to calculate the percentage is the weighted number of Schools and Staffing Survey (SASS) teachers surveyed during the Teacher Follow-up Survey (TFS) year; SASS teachers who died or left the country are excluded. Retired category includes all teachers who reported retiring between the SASS and TFS year, including those 45 years old and younger who were excluded in earlier estimates. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Data File” and “Former Teacher Data File,” 1988–89, 1991–92, 1994–95, 2000–01, and 2004–05.



## Teacher Turnover

**Table 31-3. Percentage of 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 public K–12 teachers who did not teach in the same school the following school year, by poverty level of school and the reason teachers left**

Reason teachers left	1987–88		1990–91 <sup>1</sup>		1993–94		1999–2000		2003–04	
	High-poverty	Low-poverty	High-poverty	Low-poverty	High-poverty	Low-poverty	High-poverty	Low-poverty	High-poverty	Low-poverty
<b>Total turnover</b>	<b>14.9</b>	<b>11.9</b>	<b>15.9</b>	<b>10.1</b>	<b>17.3</b>	<b>12.6</b>	<b>18.4</b>	<b>14.0</b>	<b>21.1</b>	<b>14.2</b>
Transferred to another school	8.7	6.2	10.4	5.7	9.7	5.9	10.0	5.7	10.6	6.4
Took other job	3.2	2.1	1.9	1.0	3.3	2.0	3.1	4.2	3.5	3.9
Pursued further education	0.3	0.4	0.8!	0.3	0.2	0.1	0.5	0.3	0.5	0.3!
Left for family reasons	0.4	1.7	0.1	1.1	0.6	1.4	0.4	1.2	2.6!	0.7!
Retired	1.6	1.0	1.7	1.4	2.1	2.4	3.1	2.0	2.4	2.6
Other	0.7	0.5	0.9	0.7	1.4	0.7	1.4	0.6!	1.5	0.4

! Interpret data with caution (estimates are unstable).

<sup>1</sup> High- and low-poverty schools can only be identified in 1990–91 based on the percentage of students who receive free or reduced-price lunches and not on the percentage *eligible* to receive free or reduced-price lunches.

NOTE: Schools were considered high poverty if 75 percent or more of their students were eligible for free or reduced-price lunch, and low poverty if less than 15 percent of their students were eligible. Public schools for which data are missing or that do not participate in the program were excluded. Estimates for 1999–2000 have been revised. Denominator used to calculate the percentage is the weighted number of Schools and Staffing Survey (SASS) teachers surveyed during the Teacher Follow-up Survey (TFS) year; SASS teachers who died or left the country are excluded. Retired category includes all teachers who reported retiring between the SASS and TFS year, including those 45 years old and younger who were excluded in earlier estimates. 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 Data File," 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04, "Charter School Data File," 1999–2000, and Teacher Follow-up Survey (TFS), "Current Teacher Data File" and "Former Teacher Data File," 1988–89, 1991–92, 1994–95, 2000–01, and 2004–05.

## Public School Staff

**Table 32-1. Number and percentage distribution of staff employed in public schools, by staff type and school characteristics: School year 2003–04**

School characteristic	Total staff	Professional instructional staff					
		Total	Principals <sup>1</sup>	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
<b>Total</b>	<b>5,514,300</b>	<b>64.3</b>	<b>2.7</b>	<b>57.3</b>	<b>0.9</b>	<b>1.3</b>	<b>2.0</b>
Instructional level							
Elementary	2,803,300	61.8	2.5	55.5	1.0	1.5	1.4
Middle	948,800	67.0	3.0	59.5	0.9	1.3	2.3
Secondary	1,448,900	68.2	3.0	60.2	0.9	1.1	2.9
Combined	313,300	60.5	3.1	53.4	0.7	1.3	2.0
School type							
Regular	4,979,900	64.6	2.7	57.7	0.9	1.4	2.0
Special emphasis <sup>5</sup>	317,100	65.1	2.8	57.6	1.6	1.2	1.9
Special education	60,300	45.6	2.3	40.5	1.1	0.6	1.2
Vocational/technical	47,700	66.8	3.7	58.4	1.0	0.6	3.1
Alternative	109,400	58.1	5.5	47.5	1.0	0.9	3.3
Enrollment size							
Less than 300	754,000	58.3	3.5	50.0	0.7	1.9	2.1
300–499	1,300,400	62.3	2.6	55.4	1.0	1.6	1.7
500–999	2,181,200	65.0	2.6	58.5	0.9	1.2	1.8
1,000–1,499	656,600	68.4	2.7	61.3	0.9	1.0	2.4
1,500 or more	622,100	68.8	2.5	61.7	0.9	0.8	2.8
Percentage of students approved for free or reduced-price lunch							
10 percent or less	740,500	67.1	2.4	60.2	1.1	1.3	2.1
11–25 percent	1,064,100	65.7	2.6	58.8	0.7	1.4	2.1
26–50 percent	1,548,200	64.1	2.7	57.2	0.6	1.4	2.1
51–75 percent	1,085,400	63.4	2.8	56.5	0.9	1.4	1.8
More than 75 percent	959,900	61.9	2.8	54.7	1.4	1.2	1.7
Region							
Northeast	1,112,800	64.8	2.3	57.9	1.4	1.2	2.0
Midwest	1,303,200	63.5	2.7	56.7	0.8	1.5	1.9
South	2,055,100	65.1	2.9	58.0	0.8	1.4	2.1
West	1,043,200	63.3	2.9	56.2	0.9	1.3	1.9
Locale							
City	1,585,000	64.9	2.8	57.6	1.3	1.2	1.9
Suburban	1,907,900	65.3	2.5	58.5	1.0	1.3	2.0
Town	782,800	63.4	2.7	56.8	0.6	1.4	2.0
Rural	1,238,600	62.6	2.9	55.5	0.5	1.6	2.1

See notes at end of table.

## Public School Staff

**Table 32-1. Number and percentage distribution of staff employed in public schools, by staff type and school characteristics: School year 2003–04—Continued**

School characteristic	Total staff	Student services professional staff					Aides			
		Total	Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides <sup>2</sup>	Other aides <sup>3</sup>	Other staff <sup>4</sup>
<b>Total</b>	<b>5,514,300</b>	<b>5.1</b>	<b>1.2</b>	<b>1.4</b>	<b>1.3</b>	<b>1.1</b>	<b>12.7</b>	<b>6.0</b>	<b>6.7</b>	<b>18.0</b>
Instructional level										
Elementary	2,803,300	6.0	1.3	1.6	1.8	1.3	15.9	6.6	9.3	16.2
Middle	948,800	4.4	1.1	1.4	1.0	0.8	10.3	6.3	4.0	18.3
Secondary	1,448,900	3.5	0.9	1.2	0.6	0.8	7.8	4.6	3.3	20.5
Combined	313,300	5.9	1.3	1.6	1.4	1.6	13.2	6.6	6.6	20.5
School type										
Regular	4,979,900	4.8	1.2	1.4	1.3	1.0	12.6	6.0	6.7	18.0
Special emphasis <sup>5</sup>	317,100	5.4	1.0	1.5	1.2	1.6	12.2	5.5	6.7	17.3
Special education	60,300	13.7	2.3	4.1	3.0	4.3	23.8	18.6	5.2 <sup>1</sup>	16.9
Vocational/technical	47,700	5.6	1.2	1.2	0.6	2.7	7.0	2.7	4.4	20.5
Alternative	109,400	10.1	1.9	3.8	1.2	3.3	12.7	4.5	8.2	19.2
Enrollment size										
Less than 300	754,000	7.8	1.8	2.2	1.9	1.8	15.1	6.9	8.2	18.9
300–499	1,300,400	5.9	1.4	1.7	1.7	1.2	14.4	6.0	8.4	17.4
500–999	2,181,200	4.8	1.1	1.3	1.3	1.0	13.2	6.4	6.7	17.0
1,000–1,499	656,600	3.5	0.8	1.1	0.8	0.9	9.0	4.8	4.2	19.0
1,500 or more	622,100	2.7	0.6	0.9	0.5	0.7	8.3	4.9	3.4	20.1
Percentage of students approved for free or reduced-price lunch										
10 percent or less	740,500	4.9	1.1	1.5	1.2	1.0	11.3	6.0	5.3	16.7
11–25 percent	1,064,100	4.7	1.1	1.4	1.2	1.0	11.5	5.6	5.9	18.1
26–50 percent	1,548,200	4.8	1.2	1.3	1.3	0.9	12.9	6.4	6.5	18.2
51–75 percent	1,085,400	5.1	1.2	1.4	1.4	1.1	13.3	5.8	7.6	18.2
More than 75 percent	959,900	5.7	1.2	1.6	1.4	1.4	14.2	6.2	7.9	18.3
Region										
Northeast	1,112,800	5.6	1.4	1.8	1.3	1.1	12.8	5.8	7.0	16.8
Midwest	1,303,200	5.6	1.2	1.9	1.5	1.1	12.7	6.3	6.4	18.1
South	2,055,100	4.5	1.1	1.0	1.2	1.1	11.7	4.8	6.9	18.7
West	1,043,200	5.0	1.1	1.5	1.3	1.0	14.4	8.2	6.1	17.4
Locale										
City	1,585,000	5.2	1.1	1.6	1.2	1.2	12.3	6.1	6.1	17.7
Suburban	1,907,900	5.0	1.1	1.5	1.3	1.1	12.4	6.3	6.1	17.2
Town	782,800	5.1	1.2	1.4	1.3	1.1	13.4	5.8	7.6	18.0
Rural	1,238,600	4.9	1.3	1.2	1.4	0.9	13.1	5.5	7.6	19.4

<sup>1</sup> Interpret with caution (estimates are unstable).

<sup>2</sup> Includes principals, vice principals, and assistant principals.

<sup>3</sup> Includes English as a second language (ESL)/bilingual aides, and special education instructional and noninstructional aides.

<sup>4</sup> Includes all other aides: regular Title I aides, library media center instructional and noninstructional aides, and other classroom instructional and noninstructional aides.

<sup>5</sup> Includes secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees not reported above.

<sup>6</sup> Includes schools with a special program emphasis, such as science/math schools, performing arts schools, talented/gifted schools, foreign language immersion schools, etc.

NOTE: Estimates are for both full- and part-time staff. Full-time-equivalent calculations were completed for part-time staff within each staff category. Elementary schools are defined as schools with at least one grade lower than 5 and no grade higher than 8. Middle schools are defined as schools with no grade lower than 5 and no grade higher than 8. Secondary schools are defined as schools with no grade lower than 7 and at least one grade higher than 8. Combined schools have at least one grade lower than 7 and at least one grade higher than 8; schools with only ungraded classes are also included in combined schools. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

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

## Public School Staff

**Table 32-2. Average number of students per staff member employed in public schools with such staff, by staff type and school characteristics: School year 2003–04**

School characteristic	Total staff	Professional instructional staff					
		Total	Principals <sup>1</sup>	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
<b>Total</b>	<b>8.6</b>	<b>13.3</b>	<b>312.4</b>	<b>15.0</b>	<b>387.4</b>	<b>574.7</b>	<b>373.0</b>
Instructional level							
Elementary	8.1	13.1	327.3	14.6	342.6	475.4	448.6
Middle	9.1	13.5	301.4	15.2	429.1	662.5	373.4
Secondary	9.7	14.2	319.2	16.0	466.1	801.0	315.9
Combined	6.6	10.9	208.5	12.3	327.5	414.3	294.5
School type							
Regular	8.6	13.4	323.3	15.0	403.0	573.1	380.3
Special emphasis <sup>5</sup>	9.0	13.8	315.7	15.6	338.5	686.7	428.7
Special education	2.8	6.1	110.9	6.9	104.5!	229.2!	143.5!
Vocational/technical	11.3	16.9	306.9	19.4	402.7	767.5	332.0
Alternative	6.7	11.5	117.1	14.1	171.6	312.4	141.6
Enrollment size							
Less than 300	5.6	9.6	153.6	11.2	176.7	217.6	195.4
300–499	7.6	12.1	288.0	13.7	273.8	401.8	368.2
500–999	8.9	13.8	344.3	15.3	411.8	658.7	434.2
1,000–1,499	10.1	14.8	373.1	16.5	496.2	937.4	389.6
1,500 or more	11.4	16.6	449.6	18.5	641.2	1,366.0	392.9
Percentage of students approved for free or reduced-price lunch							
10 percent or less	9.3	13.9	384.0	15.5	364.7	683.5	363.7
11–25 percent	9.1	13.9	347.9	15.5	437.7	628.3	383.0
26–50 percent	8.5	13.2	308.3	14.8	441.5	545.7	366.4
51–75 percent	8.2	12.9	285.7	14.5	394.0	519.0	376.1
More than 75 percent	7.9	12.8	278.7	14.5	337.1	548.4	393.0
Region							
Northeast	7.4	11.4	316.4	12.7	289.5	563.4	320.6
Midwest	8.3	13.0	307.0	14.6	389.3	508.9	352.8
South	8.4	12.9	289.9	14.5	447.4	583.4	386.2
West	10.6	16.7	358.5	18.8	439.7	659.7	430.4
Locale							
City	9.0	13.8	313.4	15.5	381.8	656.6	391.1
Suburban	9.0	13.9	356.9	15.5	373.7	662.2	385.7
Town	8.1	12.7	296.6	14.2	411.5	509.3	358.4
Rural	7.7	12.3	261.2	13.9	431.4	429.6	341.1

See notes at end of table.

## Public School Staff

**Table 32-2. Average number of students per staff member employed in public schools with such staff, by staff type and school characteristics: School year 2003–04—Continued**

School characteristic	Total staff	Student services professional staff					Aides			Other staff <sup>4</sup>
		Total	Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides <sup>2</sup>	Other aides <sup>3</sup>	
<b>Total</b>	<b>8.6</b>	<b>165.6</b>	<b>617.2</b>	<b>464.4</b>	<b>574.4</b>	<b>318.7</b>	<b>66.2</b>	<b>123.5</b>	<b>117.4</b>	<b>47.6</b>
Instructional level										
Elementary	8.1	133.3	520.8	403.6	439.4	264.2	50.0	107.0	82.3	49.7
Middle	9.1	203.1	714.1	517.6	781.9	433.6	86.4	126.5	199.9	49.4
Secondary	9.7	264.6	886.9	658.7	1,173.1	495.1	119.1	182.8	259.0	46.7
Combined	6.6	101.8	371.3	214.6	354.4	135.4	47.5	72.6	85.6	31.6
School type										
Regular	8.6	176.0	638.4	499.9	587.8	355.1	67.3	127.4	119.3	47.9
Special emphasis <sup>5</sup>	9.0	165.5	739.0	491.1	674.4	301.5	72.6	137.3	125.9	51.9
Special education	2.8	17.0	88.5	51.4	75.1	39.8	11.1	10.2	27.2!	16.3
Vocational/technical	11.3	158.9	563.2	375.5	804.7	209.4	114.1	187.9	137.4	55.1
Alternative	6.7	51.3	191.0	109.9	242.6	91.9	43.1	78.4	54.8	32.8
Enrollment size										
Less than 300	5.6	66.8	224.4	156.0	229.5	107.9	34.2	58.4	57.7	29.4
300–499	7.6	124.1	444.3	339.7	412.5	231.3	51.5	106.1	81.2	43.4
500–999	8.9	186.1	718.8	530.2	619.0	375.4	66.7	125.0	121.8	52.3
1,000–1,499	10.1	277.7	1,081.9	795.1	1,087.8	503.5	110.0	179.9	217.0	53.1
1,500 or more	11.4	416.6	1,546.0	1,106.1	1,978.3	788.4	136.9	213.2	319.4	56.1
Percentage of students approved for free or reduced-price lunch										
10 percent or less	9.3	187.3	723.4	538.3	669.5	412.2	81.4	137.3	158.2	55.7
11–25 percent	9.1	189.4	698.9	550.6	668.8	365.8	78.2	140.8	143.4	50.1
26–50 percent	8.5	172.0	599.8	472.1	554.4	321.8	65.1	118.7	120.0	46.3
51–75 percent	8.2	157.3	580.5	448.5	529.6	297.8	59.9	118.8	98.2	44.9
More than 75 percent	7.9	135.8	554.2	367.1	511.6	258.2	54.3	111.3	92.4	43.2
Region										
Northeast	7.4	131.1	525.6	382.3	505.0	296.2	56.1	100.4	96.8	43.7
Midwest	8.3	143.1	566.0	367.7	494.0	287.7	63.5	111.3	116.9	45.5
South	8.4	183.3	642.5	530.8	602.1	318.3	70.1	149.8	111.8	44.6
West	10.6	207.1	753.0	634.4	705.5	388.2	72.4	122.1	155.7	60.4
Locale										
City	9.0	170.4	684.9	481.4	655.2	322.8	71.2	127.2	132.6	50.3
Suburban	9.0	176.2	688.1	516.4	633.1	365.7	71.5	125.3	136.3	52.2
Town	8.1	154.0	562.9	406.9	511.7	265.9	58.7	117.8	96.8	44.6
Rural	7.7	149.9	480.5	381.7	439.7	267.4	57.2	118.5	91.7	39.7

! Interpret with caution (estimates are unstable).

<sup>1</sup> Includes principals, vice principals, and assistant principals.

<sup>2</sup> Includes English as a second language (ESL)/bilingual aides, and special education instructional and noninstructional aides.

<sup>3</sup> Includes all other aides: regular Title I aides, library media center instructional and noninstructional aides, and other classroom instructional and noninstructional aides.

<sup>4</sup> Includes secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees not reported above.

<sup>5</sup> Includes schools with a special program emphasis, such as science/math schools, performing arts schools, talented/gifted schools, foreign language immersion schools, etc.

NOTE: Estimates are for both full- and part-time staff. Full-time-equivalent calculations were completed for part-time staff within each staff category. Data for each staff category are derived from schools with staff members in those categories. Not all schools have each type of staff member. Elementary schools are defined as schools with at least one grade lower than 5 and no grade higher than 8. Middle schools are defined as schools with no grade lower than 5 and no grade higher than 8. Secondary schools are defined as schools with no grade lower than 7 and at least one grade higher than 8. Combined schools have at least one grade lower than 7 and at least one grade higher than 8; schools with only ungraded classes are also included in combined schools. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

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

## Public School Staff

**Table 32-3. Percentage of public schools with staff, by staff type and school characteristics: School year 2003–04**

School characteristic	Professional instructional staff				
	Principals <sup>1</sup>	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
<b>Total</b>	<b>97</b>	<b>100</b>	<b>35</b>	<b>82</b>	<b>80</b>
Instructional level					
Elementary	98	100	36	84	74
Middle	98	100	36	93	94
Secondary	96	100	33	75	88
Combined	94	100	23	61	69
School type					
Regular	98	100	35	87	82
Special emphasis <sup>5</sup>	99	100	53	84	83
Special education	88	100	30	35	40
Vocational/technical	98	100	28	28	87
Alternative	85	100	18	17	50
Enrollment size					
Less than 300	93	100	20	61	67
300–499	99	100	37	87	81
500–999	100	100	41	91	85
1,000–1,499	99	100	46	94	94
1,500 or more	99	100	52	98	97
Percentage of students approved for free or reduced-price lunch					
10 percent or less	99	100	38	91	74
11–25 percent	98	100	30	91	86
26–50 percent	98	100	28	85	84
51–75 percent	97	100	35	81	79
More than 75 percent	97	100	49	75	76
Region					
Northeast	99	100	43	89	83
Midwest	98	100	30	80	75
South	98	100	36	87	91
West	96	100	32	69	66
Locale					
City	98	100	48	79	76
Suburban	99	100	40	87	78
Town	97	100	26	77	81
Rural	95	100	22	80	83

See notes at end of table.

## Public School Staff

**Table 32-3. Percentage of public schools with staff, by staff type and school characteristics: School year 2003–04—Continued**

School characteristic	Student services professional staff					Aides			
	Total	Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides <sup>2</sup>	Other aides <sup>3</sup>	Other staff <sup>4</sup>
<b>Total</b>	<b>95</b>	<b>80</b>	<b>71</b>	<b>84</b>	<b>38</b>	<b>95</b>	<b>80</b>	<b>87</b>	<b>99</b>
Instructional level									
Elementary	97	83	74	94	40	98	84	93	100
Middle	98	88	78	87	37	97	86	86	100
Secondary	91	74	67	62	34	87	71	75	98
Combined	80	57	46	59	30	89	68	76	97
School type									
Regular	96	83	73	88	37	97	84	91	100
Special emphasis <sup>5</sup>	96	81	76	85	53	96	79	89	100
Special education	94	70	72	80	60	92	75	46	96
Vocational/technical	70	49	25	26	41	62	37	46	100
Alternative	76	45	60	30	31	66	36	55	93
Enrollment size									
Less than 300	87	64	57	69	32	87	65	78	98
300–499	97	84	74	90	36	98	83	90	100
500–999	99	89	78	91	43	98	90	92	100
1,000–1,499	97	86	83	89	42	98	86	91	99
1,500 or more	99	88	88	88	46	100	91	94	99
Percentage of students approved for free or reduced-price lunch									
10 percent or less	98	88	87	89	39	97	86	89	99
11–25 percent	97	82	79	88	40	97	84	90	99
26–50 percent	95	82	67	84	33	97	84	90	100
51–75 percent	96	79	70	87	39	96	79	89	100
More than 75 percent	96	81	71	84	43	92	78	85	99
Region									
Northeast	99	96	87	90	45	97	77	90	99
Midwest	93	75	75	82	34	95	79	87	99
South	96	82	56	84	39	95	80	88	99
West	92	72	79	81	35	92	85	84	98
Locale									
City	97	84	81	86	44	95	81	87	99
Suburban	98	84	83	91	44	97	84	90	99
Town	93	78	65	80	34	94	78	87	99
Rural	91	74	55	77	28	93	77	85	99

<sup>1</sup> Includes principals, vice principals, and assistant principals.

<sup>2</sup> Includes English as a second language (ESL)/bilingual aides, and special education instructional and noninstructional aides.

<sup>3</sup> Includes all other aides: regular Title I aides, library media center instructional and noninstructional aides, and other classroom instructional and noninstructional aides.

<sup>4</sup> Includes secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees not reported above.

<sup>5</sup> Includes schools with a special program emphasis, such as science/math schools, performing arts schools, talented/gifted schools, foreign language immersion schools, etc.

NOTE: Estimates are for both full- and part-time staff. Full-time-equivalent calculations were completed for part-time staff within each staff category. Measures in this table are intended to reveal how many schools have access to staff. Elementary schools are defined as schools with at least one grade lower than 5 and no grade higher than 8. Middle schools are defined as schools with no grade lower than 5 and no grade higher than 8. Secondary schools are defined as schools with no grade lower than 7 and at least one grade higher than 8. Combined schools have at least one grade lower than 7 and at least one grade higher than 8; schools with only ungraded classes are also included in combined schools. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

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

## Student/Teacher Ratios in Public Elementary and Secondary Schools

**Table 33-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Selected years, fall 1990–2005**

Type, level, and enrollment of school	Year									
	1990	1992	1994	1996	1998	2000	2002	2004	2005	
<b>All schools</b>	<b>17.4</b>	<b>17.7</b>	<b>17.7</b>	<b>17.6</b>	<b>16.9</b>	<b>16.4</b>	<b>16.2</b>	<b>16.2</b>	<b>16.0</b>	
Regular schools	17.6	17.8	17.8	17.7	17.0	16.5	16.3	16.3	16.1	
Elementary schools	18.2	18.1	18.0	17.9	17.0	16.5	16.2	16.0	15.8	
Under 300	16.0	15.9	15.7	15.6	15.1	14.4	13.9	13.7	13.6	
300–499	17.6	17.5	17.5	17.2	16.4	15.8	15.5	15.3	15.2	
500–999	18.8	18.7	18.5	18.3	17.4	16.9	16.7	16.5	16.3	
1,000–1,499	19.5	19.7	19.6	19.4	18.4	18.1	18.0	17.7	17.2	
1,500 or more	19.9	20.3	20.4	21.2	19.9	20.5	20.3	20.5	19.6	
Secondary schools	16.7	17.4	17.6	17.6	17.1	16.7	16.8	16.9	16.8	
Under 300	12.3	12.3	12.7	12.7	12.5	12.0	12.0	12.0	12.2	
300–499	14.9	15.3	15.7	15.5	15.1	14.5	14.4	14.7	14.6	
500–999	16.1	16.7	16.8	16.7	16.2	15.8	15.8	15.9	15.8	
1,000–1,499	17.2	17.9	17.9	17.9	17.2	16.8	16.9	17.0	16.8	
1,500 or more	19.3	20.0	19.9	20.0	19.3	18.9	18.8	19.0	18.8	
Combined schools	15.8	15.8	16.1	15.7	14.6	14.9	15.2	15.2	15.3	
Under 300	11.0	10.9	11.3	10.0	10.4	10.4	10.8	10.3	11.1	
300–499	14.8	14.5	14.4	14.6	14.1	13.9	14.1	14.2	14.5	
500–999	16.7	15.8	16.5	16.6	15.6	15.9	16.2	15.9	15.9	
1,000–1,499	17.8	18.5	18.1	17.9	17.2	17.6	18.1	17.6	16.7	
1,500 or more	19.0	19.8	20.0	19.6	18.9	20.0	20.7	19.4	20.7	
Alternative	14.2	16.5	18.0	16.6	16.4	15.2	14.9	14.4	14.0	
Special education	6.5	7.0	6.9	7.4	7.3	7.0	7.0	7.4	6.2	
Vocational	13.0	13.0	12.9	12.9	13.1	12.7	9.9	11.5	12.0	

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Combined schools include both elementary and secondary grades. Charter schools can be of any school type. This analysis excludes schools that did not report both enrollment and teacher data. See *supplemental note 3* for more information about the Common Core of Data (CCD).

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 2005–06.



## Changes in Sources of Public School Revenue

**Table 34-1. Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2004–05**

[Billions of constant 2006–07 dollars]									
Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04	2004–05
<b>United States</b>									
<b>Total</b>	<b>\$335.3</b>	<b>\$346.5</b>	<b>\$363.2</b>	<b>\$380.1</b>	<b>\$411.4</b>	<b>\$449.7</b>	<b>\$480.6</b>	<b>\$506.8</b>	<b>\$519.4</b>
Federal	20.4	22.9	25.6	25.2	28.0	32.7	38.0	46.0	47.7
State	157.9	160.7	164.0	180.6	199.0	222.6	236.6	238.5	243.4
Local	156.9	162.9	173.6	174.3	184.4	194.4	206.0	222.4	228.3
From property taxes	120.4	126.8	136.5	134.5	140.3	150.4	161.6	176.2	178.8
From other sources	36.6	36.1	37.1	39.8	44.0	44.0	44.4	46.2	49.5
<b>Northeast</b>									
<b>Total</b>	<b>82.4</b>	<b>84.2</b>	<b>86.8</b>	<b>89.7</b>	<b>93.3</b>	<b>102.1</b>	<b>109.1</b>	<b>118.0</b>	<b>122.8</b>
Federal	3.8	4.3	4.6	4.5	4.7	5.6	6.4	8.1	8.2
State	33.1	33.2	33.3	34.8	36.3	43.7	48.4	48.8	51.2
Local	45.4	46.6	48.9	50.5	52.3	52.8	54.2	61.1	63.3
From property taxes	40.1	41.4	43.7	44.7	46.4	46.3	47.9	54.1	56.0
From other sources	5.3	5.2	5.2	5.8	5.9	6.5	6.4	7.0	7.3
<b>Midwest</b>									
<b>Total</b>	<b>78.8</b>	<b>81.8</b>	<b>87.4</b>	<b>92.1</b>	<b>99.7</b>	<b>106.4</b>	<b>113.3</b>	<b>117.0</b>	<b>118.3</b>
Federal	4.2	4.8	5.2	5.3	6.0	6.8	7.8	9.2	9.6
State	31.2	31.0	34.1	43.0	47.0	51.1	55.2	55.9	55.0
Local	43.4	45.9	48.1	43.8	46.7	48.5	50.3	52.0	53.7
From property taxes	35.4	37.7	40.2	35.5	37.2	38.3	40.2	42.6	43.7
From other sources	7.9	8.3	7.9	8.3	9.5	10.2	10.2	9.3	10.0
<b>South</b>									
<b>Total</b>	<b>103.8</b>	<b>107.3</b>	<b>113.4</b>	<b>120.3</b>	<b>130.4</b>	<b>143.8</b>	<b>151.6</b>	<b>159.3</b>	<b>164.8</b>
Federal	7.6	8.4	9.5	9.2	10.4	12.0	14.0	16.7	17.5
State	51.0	52.0	54.5	58.9	64.3	71.7	71.8	72.3	73.2
Local	45.2	47.0	49.4	52.2	55.7	60.2	65.8	70.4	74.1
From property taxes	28.1	30.3	31.3	33.4	34.9	41.9	47.2	49.9	51.9
From other sources	17.1	16.6	18.0	18.8	20.8	18.2	18.7	20.5	22.2
<b>West</b>									
<b>Total</b>	<b>70.3</b>	<b>73.2</b>	<b>75.7</b>	<b>78.1</b>	<b>88.0</b>	<b>97.4</b>	<b>106.6</b>	<b>112.5</b>	<b>113.6</b>
Federal	4.8	5.4	6.2	6.3	7.0	8.3	9.8	12.0	12.4
State	42.6	44.4	42.2	44.0	51.3	56.2	61.2	61.5	64.0
Local	22.9	23.4	27.3	27.8	29.7	32.9	35.6	38.9	37.2
From property taxes	16.7	17.4	21.3	20.9	21.8	23.8	26.4	29.6	27.1
From other sources	6.2	6.0	6.0	6.9	7.9	9.1	9.2	9.4	10.1

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2006–07 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about the CPI and also information about revenue types. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2004–05.

## Changes in Sources of Public School Revenue

**Table 34-2. Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2004–05**

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04	2004–05
<b>United States</b>									
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	6.1	6.6	7.1	6.6	6.8	7.3	7.9	9.1	9.2
State	47.1	46.4	45.2	47.5	48.4	49.5	49.2	47.1	46.9
Local	46.8	47.0	47.8	45.9	44.8	43.2	42.9	43.9	44.0
From property taxes	35.9	36.6	37.6	35.4	34.1	33.4	33.6	34.8	34.4
From other sources	10.9	10.4	10.2	10.5	10.7	9.8	9.2	9.1	9.5
<b>Northeast</b>									
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	4.6	5.1	5.3	5.0	5.0	5.4	5.9	6.9	6.7
State	40.2	39.5	38.4	38.7	38.9	42.8	44.4	41.4	41.7
Local	55.1	55.4	56.3	56.3	56.0	51.7	49.7	51.8	51.6
From property taxes	48.7	49.2	50.3	49.8	49.8	45.4	43.9	45.8	45.7
From other sources	6.5	6.2	6.0	6.5	6.3	6.3	5.8	5.9	5.9
<b>Midwest</b>									
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	5.4	5.9	6.0	5.7	6.0	6.4	6.9	7.8	8.1
State	39.6	37.9	39.0	46.7	47.2	48.0	48.7	47.8	46.5
Local	55.0	56.2	55.0	47.6	46.9	45.6	44.4	44.4	45.4
From property taxes	45.0	46.1	46.0	38.6	37.4	36.0	35.5	36.4	37.0
From other sources	10.1	10.1	9.0	9.0	9.5	9.6	9.0	8.0	8.4
<b>South</b>									
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	7.3	7.8	8.4	7.6	8.0	8.3	9.2	10.5	10.6
State	49.1	48.5	48.0	49.0	49.3	49.8	47.3	45.4	44.4
Local	43.6	43.8	43.5	43.4	42.7	41.8	43.4	44.2	45.0
From property taxes	27.1	28.3	27.6	27.7	26.8	29.1	31.1	31.3	31.5
From other sources	16.5	15.5	15.9	15.7	15.9	12.7	12.3	12.9	13.4
<b>West</b>									
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	6.8	7.3	8.2	8.1	7.9	8.6	9.2	10.7	10.9
State	60.6	60.7	55.7	56.3	58.3	57.6	57.4	54.7	56.4
Local	32.6	32.0	36.1	35.6	33.7	33.8	33.4	34.6	32.7
From property taxes	23.8	23.8	28.1	26.8	24.7	24.5	24.8	26.3	23.9
From other sources	8.8	8.2	8.0	8.8	9.0	9.3	8.6	8.3	8.9

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. *Supplemental note 1* identifies the states in each region. See *supplemental note 11* for further information about revenue types. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2004–05.

## Public Elementary and Secondary Expenditures by Type and Function

**Table 35-1. Total expenditures per student in fall enrollment in public elementary and secondary schools, percentage distribution of current expenditures, and percentage change of total expenditures, by type and function: School years 1989–90 through 2004–05**

Type and function	Expenditures [in constant 2006–07 dollars]			Percentage distribution of current expenditures			Percentage change		
	1989–90	1996–97	2004–05	1989–90	1996–97	2004–05	1989–90 to 1996–97	1996–97 to 2004–05	1989–90 to 2004–05
<b>Total expenditures</b>	<b>\$8,437</b>	<b>\$8,820</b>	<b>\$10,892</b>	†	†	†	5	23	29
Current expenditures <sup>1</sup>	7,464	7,609	9,266	100	100	100	2	22	24
Salaries	4,896	4,930	5,701	66	65	62	1	16	16
Employee benefits	1,246	1,327	1,787	17	17	19	7	35	43
Purchased services	616	649	869	8	9	9	5	34	41
Supplies	557	574	738	7	8	8	3	29	32
Tuition and other	149	130	170	2	2	2	-13	31	14
Capital outlay	705	885	1,169	†	†	†	26	32	66
Interest on school debt	150	194	290	†	†	†	30	49	94
Other <sup>2</sup>	118	131	167	†	†	†	11	28	41

† Not applicable.

<sup>1</sup> Categories include estimated data for food services and enterprise operations for 1989–90 by subfunction because those data were not collected for that year.

<sup>2</sup> Includes expenditures 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. Estimates are revised from previous editions. Expenditures are in constant 2006–07 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2004–05.

## Public Elementary and Secondary Expenditures by Type and Function

**Table 35-2. Current expenditures per student in fall enrollment in public elementary and secondary schools, percentage distribution of current expenditures, and percentage change of current expenditures, by function and subfunction: School years 1989–90 through 2004–05**

Function and subfunction	Expenditures [in constant 2006–07 dollars]			Percentage distribution of current expenditures			Percentage change		
	1989–90	1996–97	2004–05	1989–90	1996–97	2004–05	1989–90 to 1996–97	1996–97 to 2004–05	1989–90 to 2004–05
<b>Current expenditures</b>	<b>\$7,464</b>	<b>\$7,609</b>	<b>\$9,266</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>2</b>	<b>22</b>	<b>24</b>
Instruction	4,503	4,708	5,666	60	62	61	5	20	26
Salaries	3,345	3,413	3,902	45	45	42	2	14	17
Employee benefits	821	901	1,200	11	12	13	10	33	46
Purchased services	101	121	196	1	2	2	19	62	94
Supplies	170	201	265	2	3	3	19	32	56
Tuition and other	66	72	103	1	1	1	9	43	57
Administration	648	608	713	9	8	8	-6	17	10
Salaries	428	413	462	6	5	5	-4	12	8
Employee benefits	113	112	144	2	1	2	-1	28	27
Purchased services	65	58	77	1	1	1	-11	33	19
Supplies	14	13	14	#	#	#	-6	8	2
Tuition and other	28	12	15	#	#	#	-56	22	-46
Student and staff support <sup>1</sup>	835	890	1,235	11	12	13	7	39	48
Salaries	544	564	736	7	7	8	4	30	35
Employee benefits	145	154	229	2	2	2	6	49	58
Purchased services	70	95	170	1	1	2	36	79	143
Supplies	49	49	66	1	1	1	1	36	36
Tuition and other	27	27	32	#	#	#	3	18	21
Operation and maintenance	803	756	892	11	10	10	-6	18	11
Transportation	318	310	381	4	4	4	-3	23	20
Food services	322	317	358	4	4	4	-1	13	11
Enterprise operations	34	20	21	#	#	#	-41	4	-39

# Rounds to zero.

<sup>1</sup> Includes expenditures for student support, other instructional staff, and other support services.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures are in constant 2006–07 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2004–05.

## Variations in Instruction Expenditures per Student

**Table 36-1.** Variation and percentage distribution of variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation for unadjusted estimates and for estimates adjusted for geographic cost differences: 1989–90 to 2004–05

School year	Theil coefficient <sup>1</sup>			Percentage distribution		
	Total	Between-state component	Within-state component	Total	Between-state component	Within-state component
<b>Not adjusted for geographic cost differences</b>						
1989–90	0.0448	0.0322	0.0125	100.0	72.0	28.0
1990–91	0.0469	0.0346	0.0123	100.0	73.8	26.2
1991–92	0.0434	0.0320	0.0115	100.0	73.6	26.4
1992–93	0.0437	0.0324	0.0113	100.0	74.2	25.8
1993–94	0.0405	0.0301	0.0104	100.0	74.3	25.7
1994–95	0.0389	0.0288	0.0100	100.0	74.2	25.8
1995–96	0.0373	0.0279	0.0094	100.0	74.8	25.2
1996–97	0.0349	0.0257	0.0092	100.0	73.7	26.3
1997–98	0.0332	0.0246	0.0086	100.0	74.0	26.0
1998–99	0.0335	0.0249	0.0087	100.0	74.2	25.8
1999–2000	0.0337	0.0253	0.0085	100.0	74.9	25.1
2000–01	0.0370	0.0280	0.0090	100.0	75.7	24.3
2001–02	0.0373	0.0283	0.0089	100.0	76.1	23.9
2002–03	0.0391	0.0303	0.0088	100.0	77.6	22.4
2003–04	0.0420	0.0327	0.0093	100.0	77.9	22.1
2004–05	0.0455	0.0358	0.0097	100.0	78.7	21.3
<b>Adjusted for geographic cost differences<sup>2</sup></b>						
1997–98	0.0258	0.0147	0.0111	100.0	56.9	43.1
1998–99	0.0260	0.0151	0.0110	100.0	57.9	42.1
1999–2000	0.0252	0.0151	0.0101	100.0	59.8	40.2
2000–01	0.0266	0.0161	0.0105	100.0	60.4	39.6
2001–02	0.0277	0.0168	0.0108	100.0	60.9	39.1
2002–03	0.0290	0.0180	0.0110	100.0	62.2	37.8
2003–04	0.0313	0.0204	0.0109	100.0	65.3	34.7
2004–05	0.0342	0.0226	0.0117	100.0	65.9	34.1

<sup>1</sup>The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero and increasing values indicate increases in the variation, with a maximum value of 1.0. See *supplemental note 11* for more information.

<sup>2</sup>The NCES Comparable Wage Index (CWI) was used to adjust for geographic cost differences for 1997–98, the first year that it is available, through 2004–05. For more details on the CWI, see *supplemental note 11*.

NOTE: Detail may not sum to totals because of rounding. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2004–05, approximately 91 percent of all public elementary and secondary school students were enrolled in unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 to 2002"; "School District Finance Survey (Form F-33)," 2002–03 to 2004–05; and NCES Comparable Wage Index Files, "School District CWI."

## Public Elementary and Secondary Expenditures by District Poverty

**Table 37-1. Current expenditures per student at fall enrollment in public school districts, by district poverty category: Various years, 1997–98 to 2004–05**

District poverty category <sup>1</sup>	Current expenditures per student							Percent change from 1997–98 to 2004–05
	1997–98	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	
<b>Unadjusted dollars</b>								
<b>Total</b>	<b>\$6,023</b>	<b>\$6,727</b>	<b>\$7,200</b>	<b>\$7,541</b>	<b>\$7,870</b>	<b>\$8,135</b>	<b>\$8,539</b>	<b>42.0</b>
Low	6,552	7,207	7,713	8,126	8,477	8,833	9,241	41.0
Middle low	5,853	6,604	7,032	7,345	7,640	7,862	8,191	40.0
Middle	5,620	6,194	6,601	6,952	7,214	7,453	7,726	37.0
Middle high	5,608	6,440	6,876	7,212	7,420	7,709	8,058	44.0
High	6,482	7,181	7,782	8,075	8,606	8,858	9,482	46.0
<b>In constant 2006–07 dollars, not adjusted for geographic cost differences<sup>2</sup></b>								
<b>Total</b>	<b>\$7,602</b>	<b>\$8,111</b>	<b>\$8,395</b>	<b>\$8,639</b>	<b>\$8,822</b>	<b>\$8,924</b>	<b>\$9,094</b>	<b>19.6</b>
Low	8,269	8,690	8,993	9,310	9,503	9,690	9,841	19.0
Middle low	7,388	7,963	8,199	8,414	8,564	8,625	8,723	18.1
Middle	7,094	7,469	7,696	7,965	8,087	8,176	8,228	16.0
Middle high	7,077	7,766	8,017	8,262	8,318	8,456	8,581	21.2
High	8,181	8,659	9,073	9,251	9,647	9,718	10,098	23.4
<b>In constant 2006–07 dollars and adjusted for geographic cost differences<sup>2,3</sup></b>								
<b>Total</b>	<b>\$7,602</b>	<b>\$8,111</b>	<b>\$8,395</b>	<b>\$8,639</b>	<b>\$8,822</b>	<b>\$8,924</b>	<b>\$9,094</b>	<b>19.6</b>
Low	7,818	8,261	8,520	8,764	8,967	9,166	9,263	18.5
Middle low	7,362	7,944	8,119	8,342	8,476	8,530	8,652	17.5
Middle	7,388	7,757	7,973	8,248	8,414	8,471	8,536	15.5
Middle high	7,559	8,140	8,441	8,673	8,777	8,908	9,083	20.2
High	7,848	8,422	8,897	9,147	9,444	9,531	9,892	26.0

<sup>1</sup>District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold to all district children ages 5–17, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 1* for further information on poverty.

<sup>2</sup>Current expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2006–07 dollars. See *supplemental note 11* for information about the CPI.

<sup>3</sup>The NCES Comparable Wage Index (CWI) was used to adjust for geographic cost of living differences. For more details on the CWI, see *supplemental note 11*.

NOTE: Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts. See *supplemental note 1* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 1997–98 and 1999–2000 to 2004–05; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1997–98 and 1999–2000 to 2004–05, and NCES Comparable Wage Index Files, "2005 School District CWI."

## Public Elementary and Secondary Expenditures by District Poverty

**Table 37-2. Current expenditures per student at fall enrollment in public school districts, by community type and district poverty category: 2004–05**

District poverty category <sup>1</sup>	Total	City	Suburban	Town	Rural
<b>In constant 2006–07 dollars, not adjusted for geographic cost differences<sup>2</sup></b>					
<b>Total</b>	<b>\$9,094</b>	<b>\$9,416</b>	<b>\$9,321</b>	<b>\$8,333</b>	<b>\$8,589</b>
Low	9,841	8,591	10,227	8,792	9,315
Middle low	8,723	8,455	8,914	8,478	8,626
Middle	8,228	8,259	8,096	8,274	8,380
Middle high	8,581	8,586	9,136	8,212	8,260
High	10,098	10,630	10,508	8,215	8,562
<b>In constant 2006–07 dollars and adjusted for geographic cost differences<sup>2,3</sup></b>					
<b>Total</b>	<b>\$9,094</b>	<b>\$9,092</b>	<b>\$8,862</b>	<b>\$9,430</b>	<b>\$9,426</b>
Low	9,263	7,932	9,455	9,060	9,335
Middle low	8,652	8,153	8,490	9,256	9,239
Middle	8,536	8,333	7,992	9,442	9,234
Middle high	9,083	8,765	8,868	9,578	9,541
High	9,892	9,901	9,965	9,596	10,044

<sup>1</sup>District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold to all district children ages 5–17, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 1* for further information on poverty.

<sup>2</sup>Current expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2006–07 dollars. See *supplemental note 11* for information about the CPI.

<sup>3</sup>The NCES Comparable Wage Index (CWI) was used to adjust for geographic cost of living differences. For more details on the CWI, see *supplemental note 11*.

NOTE: Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts. See *supplemental note 1* for information about community types.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 2004–05; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency Universe Survey," 2003–04, "School District Finance Survey (Form F-33)," 2004–05, and NCES Comparable Wage Index Files, "2005 School District CWI."

**Table 37-3. Percentage distribution of fall enrollment in public school districts, by community type and district poverty category: 2004–05**

District poverty category <sup>1</sup>	Total	City	Suburban	Town	Rural
<b>Total</b>	<b>100.0</b>	<b>31.5</b>	<b>37.7</b>	<b>12.6</b>	<b>18.2</b>
Low	100.0	10.0	68.8	5.6	15.7
Middle low	100.0	17.3	50.8	13.1	18.9
Middle	100.0	25.9	37.2	14.5	22.4
Middle high	100.0	35.2	24.5	18.8	21.5
High	100.0	69.3	7.2	11.2	12.4

<sup>1</sup>District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold to all district children ages 5–17, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 1* for further information on poverty.

NOTE: Detail may not sum to total because of rounding. Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts. See *supplemental note 1* for information about community types.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income and Poverty Estimates," 2004–05; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency Universe Survey," 2003–04 and "School District Finance Survey (Form F-33)," 2004–05.

## International Comparisons of Expenditures for Education

**Table 38-1. Annual expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2004**

Country	Expenditures per student <sup>1</sup>		Expenditures as a percentage of GDP			GDP per capita
	Elementary and secondary <sup>2</sup>	Post-secondary <sup>3</sup>	Elementary and secondary <sup>2</sup>	Post-secondary <sup>3</sup>	Total <sup>4</sup>	
<b>OECD average</b>	<b>\$6,604</b>	<b>\$11,418</b>	<b>3.8</b>	<b>1.4</b>	<b>5.8</b>	<b>\$28,442</b>
Australia	6,911	14,036	4.2	1.6	5.9	30,875
Austria	8,938	13,959	3.7	1.2	5.4	33,235
Belgium	7,310	11,842	4.1	1.2	6.1	31,975
Canada <sup>5,6</sup>	6,482	19,992	3.6	2.4	5.9	32,413
Czech Republic	4,030	6,752	3.2	1.1	4.9	19,426
Denmark	8,492	15,225	4.3	1.8	7.2	32,335
Finland	6,660	12,505	3.9	1.8	6.1	29,833
France	7,262	10,668	4.1	1.3	6.1	29,006
Germany	6,983	12,255	3.5	1.1	5.2	29,916
Greece	4,931	5,593	2.2	1.1	3.4	27,691
Hungary <sup>6</sup>	3,833	7,095	3.5	1.1	5.6	16,519
Iceland	8,138	8,881	5.4	1.2	8.0	33,271
Ireland	6,034	10,211	3.4	1.2	4.6	36,536
Italy <sup>6</sup>	7,741	7,723	3.4	0.9	4.9	27,744
Japan	7,105	12,193	2.9	1.3	4.8	28,930
Korea	5,550	7,068	4.4	2.3	7.2	20,723
Luxembourg <sup>6,7</sup>	15,157	†	—	†	†	64,843!
Mexico	1,789	5,778	4.3	1.3	6.4	10,145
Netherlands	6,914	13,846	3.4	1.3	5.1	33,571
New Zealand	5,815	8,866	5.0	1.4	6.9	24,834
Norway	9,772	14,997	4.2	1.4	6.2	41,880
Poland <sup>6</sup>	2,998	4,412	3.8	1.5	6.0	13,089
Portugal <sup>6</sup>	5,400	7,741	3.8	1.0	5.4	19,324
Slovak Republic	2,562	6,535	3.0	1.1	4.8	14,651
Spain	5,892	9,378	3.0	1.2	4.7	26,018
Sweden	7,744	16,218	4.5	1.8	6.7	31,072
Switzerland <sup>6</sup>	10,378	21,966	4.5	1.6	6.2	34,740
Turkey <sup>6</sup>	1,262	—	3.1	1.0	4.1	7,212
United Kingdom	6,656	11,484	4.4	1.1	5.9	31,780
United States	9,368	22,476	4.1	2.9	7.4	39,660

— Not available.

† Not applicable.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures for the 2003–04 school year and on current expenditures and capital outlays from both public and private sources where data are available.

<sup>2</sup> Includes postsecondary nontertiary data (International Standard Classification of Education [ISCED] level 4) for Australia, Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Japan, Netherlands, New Zealand, Norway, Poland, Slovak Republic, Spain, Sweden, Switzerland, and the United Kingdom. Also includes preprimary data (ISCED level 0) for Canada, Greece, and Luxembourg.

<sup>3</sup> Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data for Canada, Denmark, Iceland, and Japan.

<sup>4</sup> Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures with the exception of Italy, Korea, Luxembourg, Mexico, Portugal, Turkey, and the United States where data for postsecondary nontertiary are either not applicable or not available.

<sup>5</sup> Data are for 2002.

<sup>6</sup> Public institutions only.

<sup>7</sup> Luxembourg data are excluded from percentages because of anomalies with respect to their GDP per capita data (large revenues from international finance institutions distort the wealth of the population). Luxembourg has no postsecondary institutions.

NOTE: Education expenditures are from public and private revenue sources. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investments. Purchasing power parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. See *supplemental note 5* for more information on ISCED levels.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2007). *Education at a Glance: OECD Indicators, 2007*, tables B1.1b, B2.1, and X2.1.



## Undergraduate Fields of Study

**Table 39-1. Number of associate's degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: Academic years 1990–91, 1995–96, and 2005–06**

Field of study	1990–91		1995–96		2005–06		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1995–96	1995–96 to 2005–06	1990–91 to 2005–06
<b>Total<sup>1</sup></b>	<b>481,720</b>	<b>100.0</b>	<b>555,216</b>	<b>100.0</b>	<b>713,066</b>	<b>100.0</b>	<b>15.3</b>	<b>28.4</b>	<b>48.0</b>
Liberal arts and sciences, general studies, and humanities	142,722	29.6	174,970	31.5	244,689	34.3	22.6	39.8	71.4
Health professions and related clinical sciences	71,921	14.9	104,775	18.9	134,931	18.9	45.7	28.8	87.6
Business	98,018	20.3	98,665	17.8	114,095	16.0	0.7	15.6	16.4
Engineering and engineering technologies	46,638	9.7	42,605	7.7	32,623	4.6	-8.6	-23.4	-30.1
Computer and information sciences and support services	11,533	2.4	12,500	2.3	31,246	4.4	8.4	150.0	170.9
Security and protective services	13,564	2.8	19,196	3.5	26,425	3.7	41.5	37.7	94.8
Visual and performing arts	9,126	1.9	13,534	2.4	21,754	3.1	48.3	60.7	138.4
Multi/interdisciplinary studies	7,458	1.5	8,619	1.6	14,473	2.0	15.6	67.9	94.1
Education	7,928	1.6	9,809	1.8	14,475	2.0	23.7	47.6	82.6
Mechanics and repairers	7,613	1.6	12,519	2.3	14,454	2.0	64.4	15.5	89.9
Legal professions and studies	7,341	1.5	11,916	2.1	10,509	1.5	62.3	-11.8	43.2
Family and consumer sciences/human sciences	7,764	1.6	7,651	1.4	9,488	1.3	-1.5	24.0	22.2
Agriculture and natural resources	4,910	1.0	6,182	1.1	6,168	0.9	25.9	-0.2	25.6
Social sciences and history	2,505	0.5	4,021	0.7	6,730	0.9	60.5	67.4	168.7
Communications and communications technologies	4,984	1.0	4,994	0.9	6,009	0.8	0.2	20.3	20.6
Public administration and social services	2,779	0.6	4,218	0.8	4,415	0.6	51.8	4.7	58.9
Physical sciences and science technologies	2,091	0.4	2,612	0.5	2,902	0.4	24.9	11.1	38.8
Precision production trades	1,632	0.3	1,727	0.3	1,977	0.3	5.8	14.5	21.1
Psychology	997	0.2	1,583	0.3	1,944	0.3	58.8	22.8	95.0
Biological and biomedical sciences	1,121	0.2	2,049	0.4	1,827	0.3	82.8	-10.8	63.0
Transportation and material moving workers	2,609	0.5	1,551	0.3	1,472	0.2	-40.6	-5.1	-43.6
Foreign languages, literatures, and linguistics	555	0.1	1,612	0.3	1,161	0.2	190.5	-28.0	109.2

<sup>1</sup> Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 9* for information on the *Classification of Postsecondary Education Institutions*. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 259, data from U.S. Department of Education, NCES, 1990–91, 1995–96, and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:91 and 96), and Fall 2006.

## Undergraduate Fields of Study

**Table 39-2. Number of bachelor's degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: Academic years 1990–91, 1995–96, and 2005–06**

Field of study	1990–91		1995–96		2005–06		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1995–96	1995–96 to 2005–06	1990–91 to 2005–06
<b>Total<sup>1</sup></b>	<b>1,094,538</b>	<b>100.0</b>	<b>1,164,792</b>	<b>100.0</b>	<b>1,485,242</b>	<b>100.0</b>	<b>6.4</b>	<b>27.5</b>	<b>35.7</b>
Business	249,165	22.8	226,623	19.5	318,042	21.4	-9.0	40.3	27.6
Social sciences and history	125,107	11.4	126,479	10.9	161,485	10.9	1.1	27.7	29.1
Education	110,807	10.1	105,384	9.0	107,238	7.2	-4.9	1.8	-3.2
Health professions and related clinical sciences	59,875	5.5	86,087	7.4	91,973	6.2	43.8	6.8	53.6
Psychology	58,655	5.4	73,416	6.3	88,134	5.9	25.2	20.0	50.3
Visual and performing arts	42,186	3.9	49,296	4.2	83,297	5.6	16.9	69.0	97.5
Engineering and engineering technologies	79,751	7.3	78,086	6.7	81,610	5.5	-2.1	4.5	2.3
Communication, journalism, and related programs	51,650	4.7	47,320	4.1	73,955	5.0	-8.4	56.3	43.2
Biological and biomedical sciences	39,377	3.6	60,750	5.2	69,178	4.7	54.3	13.9	75.7
English language and literature/letters	51,064	4.7	49,928	4.3	55,096	3.7	-2.2	10.4	7.9
Computer and information sciences and support services	25,159	2.3	24,506	2.1	47,480	3.2	-2.6	93.7	88.7
Liberal arts and sciences, general studies, and humanities	30,526	2.8	33,997	2.9	44,898	3.0	11.4	32.1	47.1
Security and protective services	16,806	1.5	24,810	2.1	35,319	2.4	47.6	42.4	110.2
Multi/interdisciplinary studies	17,879	1.6	27,149	2.3	32,012	2.2	51.8	17.9	79.0
Parks, recreation, leisure and fitness studies	4,315	0.4	12,974	1.1	25,490	1.7	200.7	96.5	490.7
Agriculture and natural resources	13,124	1.2	21,425	1.8	23,053	1.6	63.3	7.6	75.7
Public administration and social services	14,350	1.3	19,849	1.7	21,986	1.5	38.3	10.8	53.2
Family and consumer sciences/human sciences	13,920	1.3	14,353	1.2	20,775	1.4	3.1	44.7	49.2
Physical sciences and science technologies	16,334	1.5	19,627	1.7	20,318	1.4	20.2	3.5	24.4
Foreign languages, literatures, and linguistics	13,937	1.3	14,832	1.3	19,410	1.3	6.4	30.9	39.3
Mathematics and statistics	14,393	1.3	12,713	1.1	14,770	1.0	-11.7	16.2	2.6
Philosophy and religious studies	7,423	0.7	7,541	0.6	11,985	0.8	1.6	58.9	61.5

<sup>1</sup> Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 9* for information on the Classification of Postsecondary Education Institutions. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 261, data from U.S. Department of Education, NCES, 1990–91, 1995–96, and 2005–06 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:91 and 96), and Fall 2006.

## Graduate Fields of Study

**Table 40-1.** Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: Academic years 1990–91, 1995–96, and 2005–06

Field of study	1990–91		1995–96		2005–06		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1995–96	1995–96 to 2005–06	1990–91 to 2005–06
<b>Master's degrees</b>									
<b>Total<sup>1</sup></b>	<b>337,168</b>	<b>100.0</b>	<b>406,301</b>	<b>100.0</b>	<b>594,065</b>	<b>100.0</b>	<b>20.5</b>	<b>46.2</b>	<b>76.2</b>
Education	87,352	25.9	104,936	25.8	174,620	29.4	20.1	66.4	99.9
Business	78,255	23.2	93,554	23.0	146,406	24.6	19.6	56.5	87.1
Health professions and related clinical sciences	21,354	6.3	33,920	8.3	51,380	8.6	58.8	51.5	140.6
Engineering and engineering technologies	25,450	7.5	28,946	7.1	33,530	5.6	13.7	15.8	31.7
Public administration and social services	17,905	5.3	24,229	6.0	30,510	5.1	35.3	25.9	70.4
Psychology	11,349	3.4	15,152	3.7	19,770	3.3	33.5	30.5	74.2
Social sciences and history	12,233	3.6	15,012	3.7	17,369	2.9	22.7	15.7	42.0
Computer and information sciences and support services	9,324	2.8	10,579	2.6	17,055	2.9	13.5	61.2	82.9
Visual and performing arts	8,657	2.6	10,280	2.5	13,530	2.3	18.7	31.6	56.3
English language and literature/ letters	6,784	2.0	7,657	1.9	8,845	1.5	12.9	15.5	30.4
Biological and biomedical sciences	4,796	1.4	6,544	1.6	8,681	1.5	36.4	32.7	81.0
Communication, journalism, and related programs	4,123	1.2	5,080	1.3	7,244	1.2	23.2	42.6	75.7
Library science	4,763	1.4	5,099	1.3	6,448	1.1	7.1	26.5	35.4
Theology and religious vocations	4,803	1.4	5,030	1.2	6,092	1.0	4.7	21.1	26.8
Physical sciences and science technologies	5,281	1.6	5,807	1.4	5,922	1.0	10.0	2.0	12.1
Architecture and related services	3,490	1.0	3,993	1.0	5,743	1.0	14.4	43.8	64.6
Mathematics and statistics	3,549	1.1	3,651	0.9	4,730	0.8	2.9	29.6	33.3
Agriculture and natural resources	3,295	1.0	4,551	1.1	4,640	0.8	38.1	2.0	40.8

See notes at end of table.

## Graduate Fields of Study

**Table 40-1. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: Academic years 1990–91, 1995–96, and 2005–06—Continued**

Field of study	1990–91		1995–96		2005–06		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1995–96	1995–96 to 2005–06	1990–91 to 2005–06
<b>Doctoral degrees<sup>2</sup></b>									
<b>Total<sup>1</sup></b>	<b>39,294</b>	<b>100.0</b>	<b>44,652</b>	<b>100.0</b>	<b>56,067</b>	<b>100.0</b>	<b>13.6</b>	<b>25.6</b>	<b>42.7</b>
Education	6,189	15.8	6,246	14.0	7,584	13.5	0.9	21.4	22.5
Engineering and engineering technologies	5,330	13.6	6,431	14.4	7,471	13.3	20.7	16.2	40.2
Health professions and related clinical sciences	1,534	3.9	1,651	3.7	7,128	12.7	7.6	331.7	364.7
Biological and biomedical sciences	4,034	10.3	5,035	11.3	5,775	10.3	24.8	14.7	43.2
Psychology	3,932	10.0	4,141	9.3	4,921	8.8	5.3	18.8	25.2
Physical sciences and science technologies	4,248	10.8	4,512	10.1	4,489	8.0	6.2	-0.5	5.7
Social sciences and history	3,012	7.7	3,760	8.4	3,914	7.0	24.8	4.1	29.9
Business	1,185	3.0	1,366	3.1	1,711	3.1	15.3	25.3	44.4
Theology and religious vocations	1,076	2.7	1,517	3.4	1,429	2.5	41.0	-5.8	32.8
Computer and information sciences and support services	676	1.7	869	1.9	1,416	2.5	28.6	62.9	109.5
Visual and performing arts	838	2.1	1,067	2.4	1,383	2.5	27.3	29.6	65.0
Mathematics and statistics	978	2.5	1,158	2.6	1,293	2.3	18.4	11.7	32.2
English language and literature/ letters	1,056	2.7	1,395	3.1	1,254	2.2	32.1	-10.1	18.8
Agriculture and natural resources	1,185	3.0	1,259	2.8	1,194	2.1	6.2	-5.2	0.8
Foreign languages, literatures, and linguistics	889	2.3	1,020	2.3	1,074	1.9	14.7	5.3	20.8
Multi/interdisciplinary studies	424	1.1	764	1.7	987	1.8	80.2	29.2	132.8
<b>First-professional degrees<sup>3</sup></b>									
<b>Total<sup>1</sup></b>	<b>71,948</b>	<b>100.0</b>	<b>76,734</b>	<b>100.0</b>	<b>87,655</b>	<b>100.0</b>	<b>6.7</b>	<b>14.2</b>	<b>21.8</b>
Law	37,945	52.7	39,828	51.9	43,440	49.6	5.0	9.1	14.5
Medicine	15,043	20.9	15,341	20.0	15,455	17.6	2.0	0.7	2.7
Pharmacy	1,244	1.7	2,555	3.3	9,292	10.6	105.4	263.7	646.9
Theology	5,695	7.9	5,879	7.7	5,666	6.5	3.2	-3.6	-0.5
Dentistry	3,699	5.1	3,697	4.8	4,389	5.0	-0.1	18.7	18.7
Osteopathic	1,459	2.0	1,895	2.5	2,718	3.1	29.9	43.4	86.3
Chiropractic	2,640	3.7	3,379	4.4	2,564	2.9	28.0	-24.1	-2.9
Veterinary medicine	2,032	2.8	2,109	2.7	2,370	2.7	3.8	12.4	16.6
Optometry	1,115	1.5	1,231	1.6	1,198	1.4	10.4	-2.7	7.4

<sup>1</sup> Includes other fields not shown separately.

<sup>2</sup> Includes Ph.D., Ed.D., and comparable degrees at the doctoral level.

<sup>3</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a complete list of first-professional degrees.

NOTE: See *supplemental note 10* for more information on fields of study. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 9* for information on the Classification of Postsecondary Education Institutions. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), tables 262, 263 and 270, data from U.S. Department of Education, NCES, 1990–91, 1995–96, and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:91 and 96), and Fall 2006.

## Degrees Conferred by Public and Private Institutions

**Table 41-1. Number and percentage distribution of degrees conferred by degree-granting institutions, by level of degree and control of institution: 1995–96 through 2005–06**

Level of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred				
	Total	Public	Private			Total	Public	Private		
			Total	Not-for-profit	For-profit			Total	Not-for-profit	For-profit
<b>Associate's</b>										
1995–96	555,216	454,291	100,925	50,678	50,247	100.0	81.8	18.2	9.1	9.0
1996–97	571,226	465,494	105,732	49,168	56,564	100.0	81.5	18.5	8.6	9.9
1997–98	558,555	455,084	103,471	47,625	55,846	100.0	81.5	18.5	8.5	10.0
1998–99	559,954	448,334	111,620	47,611	64,009	100.0	80.1	19.9	8.5	11.4
1999–2000	564,933	448,446	116,487	46,337	70,150	100.0	79.4	20.6	8.2	12.4
2000–01	578,865	456,487	122,378	45,711	76,667	100.0	78.9	21.1	7.9	13.2
2001–02	595,133	471,660	123,473	45,761	77,712	100.0	79.3	20.7	7.7	13.1
2002–03	634,016	498,279	135,737	46,183	89,554	100.0	78.6	21.4	7.3	14.1
2003–04	665,301	524,875	140,426	45,759	94,667	100.0	78.9	21.1	6.9	14.2
2004–05	696,660	547,519	149,141	45,344	103,797	100.0	78.6	21.4	6.5	14.9
2005–06	713,066	557,134	155,932	46,442	109,490	100.0	78.1	21.9	6.5	15.4
<b>Bachelor's</b>										
1995–96	1,164,792	774,070	390,722	379,916	10,806	100.0	66.5	33.5	32.6	0.9
1996–97	1,172,879	776,677	396,202	384,086	12,116	100.0	66.2	33.8	32.7	1.0
1997–98	1,184,406	784,296	400,110	386,455	13,655	100.0	66.2	33.8	32.6	1.2
1998–99	1,200,303	790,287	410,016	393,680	16,336	100.0	65.8	34.2	32.8	1.4
1999–2000	1,237,875	810,855	427,020	406,958	20,062	100.0	65.5	34.5	32.9	1.6
2000–01	1,244,171	812,438	431,733	408,701	23,032	100.0	65.3	34.7	32.8	1.9
2001–02	1,291,900	841,180	450,720	424,322	26,398	100.0	65.1	34.9	32.8	2.0
2002–03	1,348,811	875,596	473,215	442,060	31,155	100.0	64.9	35.1	32.8	2.3
2003–04	1,399,542	905,718	493,824	451,518	42,306	100.0	64.7	35.3	32.3	3.0
2004–05	1,439,264	932,443	506,821	457,963	48,858	100.0	64.8	35.2	31.8	3.4
2005–06	1,485,242	955,369	529,873	467,836	62,037	100.0	64.3	35.7	31.5	4.2
<b>Master's</b>										
1995–96	406,301	227,179	179,122	175,263	3,859	100.0	55.9	44.1	43.1	0.9
1996–97	419,401	233,237	186,164	181,104	5,060	100.0	55.6	44.4	43.2	1.2
1997–98	430,164	235,922	194,242	188,175	6,067	100.0	54.8	45.2	43.7	1.4
1998–99	439,986	238,501	201,485	192,152	9,333	100.0	54.2	45.8	43.7	2.1
1999–2000	457,056	243,157	213,899	203,591	10,308	100.0	53.2	46.8	44.5	2.3
2000–01	468,476	246,054	222,422	210,789	11,633	100.0	52.5	47.5	45.0	2.5
2001–02	482,118	249,820	232,298	218,034	14,264	100.0	51.8	48.2	45.2	3.0
2002–03	513,339	265,643	247,696	232,709	14,987	100.0	51.7	48.3	45.3	2.9
2003–04	558,940	285,138	273,802	245,562	28,240	100.0	51.0	49.0	43.9	5.1
2004–05	574,618	291,505	283,113	248,031	35,082	100.0	50.7	49.3	43.2	6.1
2005–06	594,065	293,517	300,548	255,424	45,124	100.0	49.4	50.6	43.0	7.6

See notes at end of table.

## Degrees Conferred by Public and Private Institutions

**Table 41-1. Number and percentage distribution of degrees conferred by degree-granting institutions, by level of degree and control of institution: 1995–96 through 2005–06—Continued**

Level of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred				
	Total	Public	Private			Total	Public	Private		
			Total	Not-for-profit	For-profit			Total	Not-for-profit	For-profit
<b>First-professional</b>										
1995–96	76,734	29,882	46,852	46,532	320	100.0	38.9	61.1	60.6	0.4
1996–97	78,730	31,243	47,487	47,029	458	100.0	39.7	60.3	59.7	0.6
1997–98	78,598	31,233	47,365	47,018	347	100.0	39.7	60.3	59.8	0.4
1998–99	78,439	31,693	46,746	46,315	431	100.0	40.4	59.6	59.0	0.5
1999–2000	80,057	32,247	47,810	47,301	509	100.0	40.3	59.7	59.1	0.6
2000–01	79,707	32,633	47,074	46,828	246	100.0	40.9	59.1	58.8	0.3
2001–02	80,698	33,439	47,259	47,020	239	100.0	41.4	58.6	58.3	0.3
2002–03	80,897	33,549	47,348	47,116	232	100.0	41.5	58.5	58.2	0.3
2003–04	83,041	34,499	48,542	48,278	264	100.0	41.5	58.5	58.1	0.3
2004–05	87,289	35,768	51,521	51,259	262	100.0	41.0	59.0	58.7	0.3
2005–06	87,655	36,269	51,386	50,902	484	100.0	41.4	58.6	58.1	0.6
<b>Doctoral</b>										
1995–96	44,652	29,516	15,136	14,853	283	100.0	66.1	33.9	33.3	0.6
1996–97	45,876	29,838	16,038	15,694	344	100.0	65.0	35.0	34.2	0.7
1997–98	46,010	29,715	16,295	15,944	351	100.0	64.6	35.4	34.7	0.8
1998–99	44,077	28,134	15,943	15,501	442	100.0	63.8	36.2	35.2	1.0
1999–2000	44,808	28,408	16,400	15,800	600	100.0	63.4	36.6	35.3	1.3
2000–01	44,904	28,187	16,717	15,920	797	100.0	62.8	37.2	35.5	1.8
2001–02	44,160	27,622	16,538	15,882	656	100.0	62.5	37.5	36.0	1.5
2002–03	46,042	28,062	17,980	17,138	842	100.0	60.9	39.1	37.2	1.8
2003–04	48,378	29,706	18,672	17,501	1,171	100.0	61.4	38.6	36.2	2.4
2004–05	52,631	31,743	20,888	19,552	1,336	100.0	60.3	39.7	37.1	2.5
2005–06	56,067	33,767	22,300	20,830	1,470	100.0	60.2	39.8	37.2	2.6

NOTE: Includes institutions that participated in Title IV federal financial aid programs. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of first-professional degree programs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 through 2005–06 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:96–99), and Fall 2000 through Fall 2006.

## Faculty Salary, Benefits, and Total Compensation

**Table 42-1. Total compensation, percentage distribution of full-time instructional faculty, average salary, and fringe benefits at degree-granting institutions, by selected characteristics: Selected academic years 1979–80 to 2006–07**

[In constant 2006–07 dollars]										
Compensation, salary, and benefit <sup>1</sup>	1979–80		1989–90		1999–2000		2006–07		Percent change	
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	1979–80 to 2006–07	1999–2000 to 2006–07
<b>Total compensation</b>	<b>100.0</b>	<b>\$68,800</b>	<b>100.0</b>	<b>\$79,400</b>	<b>100.0</b>	<b>\$84,700</b>	<b>100.0</b>	<b>\$88,100</b>	<b>28.1</b>	<b>4.1</b>
<b>Salary</b>										
All faculty	100.0	57,800	100.0	66,000	100.0	68,700	100.0	69,500	20.2	1.2
Professor	26.0	77,200	30.7	87,400	30.2	92,400	26.6	97,100	25.9	5.1
Associate professor	24.9	58,100	24.0	65,300	23.2	67,800	21.6	69,900	20.4	3.2
Assistant professor	25.4	47,300	23.2	53,900	22.1	56,000	23.2	58,600	24.0	4.7
Instructor	7.6	38,000	5.6	41,300	6.0	43,800	16.1	52,400	38.0	19.7
Lecturer	1.4	44,200	1.9	48,500	2.6	47,400	4.5	51,200	15.9	8.1
No rank	14.7	53,000	14.6	52,900	15.9	55,600	8.1	52,700	-0.4	-5.1
All institutions <sup>2</sup>	100.0	57,800	100.0	66,000	100.0	68,700	100.0	69,500	20.2	1.2
Public doctoral universities	28.3	64,900	30.6	75,300	28.3	79,700	28.4	79,800	23.0	0.1
Private doctoral universities	8.0	66,700	10.3	80,700	10.1	89,900	11.8	91,300	36.9	1.5
Public master's colleges/universities	22.8	57,800	18.7	65,400	17.8	64,700	16.2	63,600	10.1	-1.8
Private master's colleges/universities	7.5	52,000	9.4	57,900	10.8	62,000	10.9	62,100	19.4	0.1
Public other 4-year colleges	2.7	53,900	2.4	61,600	2.4	58,900	3.1	68,400	26.8	16.1
Private other 4-year colleges	8.9	45,900	8.3	52,500	7.9	56,900	7.7	58,200	26.7	2.2
Public 2-year colleges	21.1	53,500	19.6	55,400	21.0	58,300	20.2	57,800	8.0	-1.0
Private 2-year colleges	0.8	35,900	0.7	41,800	1.7	40,300	1.7	41,800	16.5	3.9
<b>Fringe benefits</b>										
All institutions	100.0	11,000	100.0	13,500	100.0	16,000	100.0	18,600	69.3	16.6
Public doctoral universities	28.3	11,900	30.6	16,100	28.3	17,900	28.4	20,400	72.2	13.8
Private doctoral universities	8.0	12,600	10.3	15,900	10.1	21,800	11.8	24,000	90.5	10.1
Public master's colleges/universities	22.8	11,700	18.7	14,500	17.8	15,200	16.2	18,100	54.1	19.1
Private master's colleges/universities	7.5	9,700	9.4	11,900	10.8	15,000	10.9	16,700	71.4	11.0
Public other 4-year colleges	2.7	10,200	2.4	10,800	2.4	13,400	3.1	18,400	79.9	37.0
Private other 4-year colleges	8.9	8,800	8.3	9,900	7.9	14,100	7.7	15,800	80.1	12.1
Public 2-year colleges	21.1	10,100	19.6	9,900	21.0	13,300	20.2	16,400	62.6	23.3
Private 2-year colleges	0.8	6,500	0.7	6,300	1.7	7,900	1.7	8,000	22.1	1.1

See notes at end of table.

## Faculty Salary, Benefits, and Total Compensation

**Table 42-1. Total compensation, percentage distribution of full-time instructional faculty, average salary, and fringe benefits at degree-granting institutions, by selected characteristics: Selected academic years 1979–80 to 2006–07—Continued**

[In current dollars]										
Compensation, salary, and benefit <sup>1</sup>	1979–80		1989–90		1999–2000		2006–07		Percent change	
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	1979–80 to 2006–07	1999–2000 to 2006–07
<b>Total compensation</b>	<b>100.0</b>	<b>\$26,200</b>	<b>100.0</b>	<b>\$49,400</b>	<b>100.0</b>	<b>\$70,200</b>	<b>100.0</b>	<b>\$88,100</b>	<b>236.8</b>	<b>25.5</b>
<b>Salary</b>										
All faculty	100.0	22,000	100.0	41,000	100.0	57,000	100.0	69,500	216.1	22.0
Professor	26.0	29,300	30.7	54,400	30.2	76,700	26.6	97,100	231.0	26.7
Associate professor	24.9	22,100	24.0	40,600	23.2	56,200	21.6	69,900	216.6	24.5
Assistant professor	25.4	18,000	23.2	33,500	22.1	46,400	23.2	58,600	226.2	26.2
Instructor	7.6	14,400	5.6	25,700	6.0	36,300	16.1	52,400	262.9	44.3
Lecturer	1.4	16,800	1.9	30,100	2.6	39,300	4.5	51,200	204.8	30.4
No rank	14.7	20,100	14.6	32,900	15.9	46,100	8.1	52,700	161.8	14.4
All institutions <sup>2</sup>	100.0	22,000	100.0	41,000	100.0	57,000	100.0	69,500	216.1	22.0
Public doctoral universities	28.3	24,700	30.6	46,800	28.3	66,100	28.4	79,800	223.6	20.7
Private doctoral universities	8.0	25,400	10.3	50,200	10.1	74,600	11.8	91,300	259.9	22.4
Public master's colleges/universities	22.8	22,000	18.7	40,700	17.8	53,700	16.2	63,600	189.5	18.4
Private master's colleges/universities	7.5	19,800	9.4	36,000	10.8	51,400	10.9	62,100	214.0	20.7
Public other 4-year colleges	2.7	20,500	2.4	38,300	2.4	48,900	3.1	68,400	233.5	40.0
Private other 4-year colleges	8.9	17,500	8.3	32,700	7.9	47,200	7.7	58,200	233.2	23.2
Public 2-year colleges	21.1	20,300	19.6	34,500	21.0	48,400	20.2	57,800	184.0	19.4
Private 2-year colleges	0.8	13,600	0.7	26,000	1.7	33,400	1.7	41,800	206.5	25.3
<b>Fringe benefits</b>										
All institutions	100.0	4,200	100.0	8,400	100.0	13,200	100.0	18,600	345.3	40.6
Public doctoral universities	28.3	4,500	30.6	10,000	28.3	14,900	28.4	20,400	352.8	37.3
Private doctoral universities	8.0	4,800	10.3	9,900	10.1	18,100	11.8	24,000	400.8	32.8
Public master's colleges/universities	22.8	4,500	18.7	9,000	17.8	12,600	16.2	18,100	305.1	43.7
Private master's colleges/universities	7.5	3,700	9.4	7,400	10.8	12,400	10.9	16,700	350.8	33.9
Public other 4-year colleges	2.7	3,900	2.4	6,700	2.4	11,100	3.1	18,400	373.0	65.2
Private other 4-year colleges	8.9	3,300	8.3	6,200	7.9	11,700	7.7	15,800	373.7	35.2
Public 2-year colleges	21.1	3,800	19.6	6,200	21.0	11,000	20.2	16,400	327.6	48.7
Private 2-year colleges	0.8	2,500	0.7	3,900	1.7	6,600	1.7	8,000	221.2	21.9

<sup>1</sup> 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, or other benefits.

<sup>2</sup> Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. See *supplemental note 9* for more information about Classification of Postsecondary Education Institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2006–07, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries reflect an average of all faculty on 9- through 12-month contracts, rather than a weighted average based on contract length that appears in some other NCES reports. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2006–07 dollars. Percentages based on unrounded numbers. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 1989–90, 1999–2000, and 2006–07 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2006, and Winter 2006–07.



## Employment of College Students

**Table 43-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2006**

Year	Full-time college students				Part-time college students			
	Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>			Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>		
		Less than 20 hours	20–34 hours	35 or more hours		Less than 20 hours	20–34 hours	35 or more hours
1970	33.8	19.3	10.4	3.8	82.2	5.0	15.8	60.3
1971	34.1	18.7	11.1	3.7	83.5	7.1	23.4	51.9
1972	35.1	19.4	11.6	3.6	83.0	6.2	23.1	53.1
1973	36.4	19.2	12.3	4.6	84.0	7.1	23.9	52.1
1974	36.5	18.9	12.3	4.8	84.0	5.9	15.9	61.0
1975	35.3	18.2	12.0	4.7	80.9	6.0	19.5	52.6
1976	37.6	19.9	12.8	4.1	84.7	7.1	23.0	53.1
1977	38.8	20.0	14.0	4.3	83.2	6.3	22.2	52.9
1978	39.9	20.2	14.3	4.7	85.9	8.4	22.4	54.0
1979	38.2	19.9	13.9	4.0	87.0	6.1	22.2	56.6
1980	40.0	21.5	14.0	3.9	84.5	7.9	22.5	52.6
1981	39.3	20.0	14.5	4.2	85.6	8.0	24.7	51.2
1982	39.9	20.9	15.5	3.0	81.2	8.6	21.6	48.3
1983	40.4	20.9	15.1	3.8	81.5	5.8	26.2	48.4
1984	42.0	20.2	16.7	4.3	84.9	5.5	22.1	55.8
1985	44.2	21.8	17.3	4.3	86.1	6.0	26.8	52.5
1986	43.1	20.4	17.6	4.3	87.3	8.2	23.4	54.8
1987	44.2	21.0	18.0	4.3	85.4	6.3	27.9	49.5
1988	46.5	21.9	19.8	4.7	88.3	5.1	27.4	54.3
1989	46.5	20.7	19.9	5.4	87.3	5.1	25.4	55.4
1990	45.7	20.6	19.3	4.8	83.7	4.0	26.0	52.7
1991	47.2	21.0	19.8	5.6	85.9	8.2	25.4	51.0
1992	47.2	20.4	20.3	5.5	83.4	7.5	27.2	47.8
1993	46.3	20.9	19.5	5.1	84.6	8.5	31.4	43.7
1994	48.6	20.1	21.7	5.8	86.3	9.8	31.1	43.8
1995	47.2	19.1	20.3	6.5	82.9	8.6	30.4	42.3
1996	49.2	18.2	22.3	7.0	84.8	8.3	27.5	48.0
1997	47.8	18.3	21.4	7.4	84.4	9.4	26.2	47.7
1998	50.2	20.2	20.6	8.0	84.1	7.0	26.8	49.3
1999	50.4	19.0	22.3	7.8	82.3	6.2	28.8	45.9
2000	52.0	20.1	21.7	8.9	84.9	8.6	27.8	47.5
2001	47.0	17.4	20.6	7.9	84.5	8.1	25.8	48.9
2002	47.8	17.3	20.9	8.5	78.9	8.7	25.3	43.4
2003	47.7	17.1	20.7	8.8	79.0	7.8	27.2	42.8
2004	49.0	17.7	21.6	8.6	81.5	8.5	27.4	44.1
2005	49.1	17.8	21.1	9.0	85.0	10.2	27.1	47.1
2006	46.5	15.1	22.0	8.1	81.0	7.3	27.6	45.5

<sup>1</sup> Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.

<sup>2</sup> Includes those who were employed but not at work during the survey week.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2006.

## Employment of College Students

**Table 43-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2006**

Selected characteristic	Full-time college students				Part-time college students			
	Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>			Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>		
		Less than 20 hours	20–34 hours	35 or more hours		Less than 20 hours	20–34 hours	35 or more hours
<b>Total</b>	<b>46.5</b>	<b>15.1</b>	<b>22.0</b>	<b>8.1</b>	<b>81.0</b>	<b>7.3</b>	<b>27.6</b>	<b>45.5</b>
<b>Sex</b>								
Male	43.6	13.7	20.7	8.3	83.3	5.3	28.0	49.2
Female	48.9	16.2	23.1	8.0	79.0	9.1	27.3	42.3
<b>Race/ethnicity<sup>3</sup></b>								
White	48.6	16.4	23.1	7.6	82.3	7.3	29.2	45.3
Black	36.9	10.4	15.3	10.1	76.9	5.9!	22.0	49.0
Hispanic	48.5	12.3	25.6	9.7	79.9	5.9!	28.3	44.3
Asian	37.8	13.5	18.5	5.3	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	47.8	12.6!	19.4	13.7!	‡	‡	‡	‡
<b>School type</b>								
2-year	53.7	15.5	27.5	9.4	81.1	7.9	30.6	42.4
Public	55.3	15.8	28.8	9.2	80.7	8.2	30.0	42.2
Private	40.1	12.4	16.2	11.6	‡	‡	‡	‡
4-year	44.3	14.9	20.4	7.8	80.9	6.9	25.5	47.7
Public	46.6	13.9	22.9	8.6	80.5	7.1	26.4	46.0
Private	36.9	18.1	12.4	5.1	83.0	6.1!	21.0	55.9
<b>School level</b>								
Undergraduate	46.5	15.3	22.0	7.8	80.4	7.5	28.9	43.3
Sex								
Male	43.9	14.0	20.8	8.2	82.8	5.8	28.4	47.6
Female	48.8	16.5	23.2	7.4	78.3	9.1	29.4	39.4
Race/ethnicity <sup>3</sup>								
White	48.7	16.7	23.3	7.2	81.6	7.5	29.8	43.7
Black	37.0	10.8	15.3	9.6	77.0	7.0!	25.0	45.0
Hispanic	47.8	12.1	25.7	9.2	78.6	6.3!	29.0	41.9
Asian	37.9	14.7	17.3	5.4	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	48.0	12.7!	19.4	13.8!	‡	‡	‡	‡
School type								
2-year	53.4	15.4	27.5	9.1	81.5	8.1	31.2	41.9
Public	54.8	15.8	28.5	8.9	81.0	8.3	30.1	42.2
Private	40.0	11.5	17.5	11.0	‡	‡	‡	‡
4-year	44.3	15.3	20.3	7.4	79.5	7.0	27.0	44.5
Public	46.7	14.4	22.8	8.1	79.4	6.9	27.3	44.1
Private	36.4	18.3	12.1	4.8	79.9	7.8!	24.6	47.6
Graduate	46.3	11.2	21.7	12.8	85.3	5.7!	18.6	60.9

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

<sup>1</sup> Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.

<sup>2</sup> Includes those who were employed but not at work during the survey week.

<sup>3</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2006.