

the condition of education 2008 in Brief



NCES 2008-032

U.S. DEPARTMENT OF EDUCATION

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U.S. Department of Education
NCES 2008-032

The Condition of Education 2008 in Brief

June 2008

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What's Inside

This publication contains a sample of the 43 indicators in ***The Condition of Education 2008***. To order the entire printed edition of ***The Condition*** free of charge, call ED PUBS (1-877-4ED-PUBS).

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

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. As mandated by Congress, the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences annually publishes a statistical report on the status and progress of education in the United States. ***The Condition of Education*** includes data and analysis on a wide variety of issues. These data are taken from government and private sources. The 2008 edition of ***The Condition*** contains indicators that are divided into five sections:

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

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

The Condition of Education 2008 in Brief and the complete edition are available on the NCES website (<http://nces.ed.gov>).

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Learner Outcomes

Student Effort and Educational Progress

Contexts of Elementary and Secondary Education

Contexts of Postsecondary Education

Enrollment Trends by Age

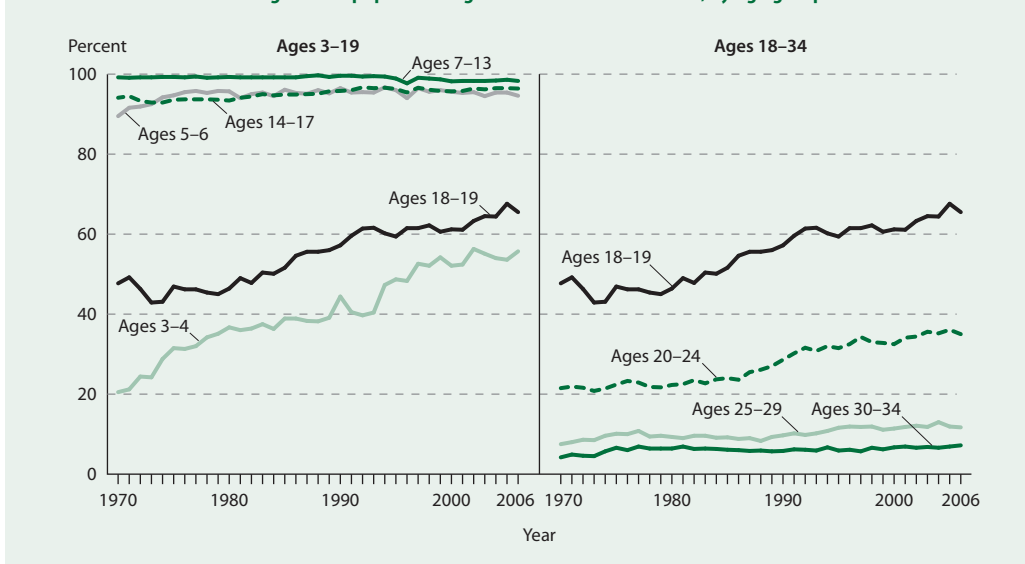
Between 1970 and 2006, children ages 3–4 had the largest increase in enrollment rates. There was also notable growth in enrollment rates for those ages 18–19 and 20–24.

Children ages 3–4 (typically nursery school ages) had the largest increase in enrollment rates (from 20 to 56 percent) of any age group between 1970 and 2006. During this period, the enrollment rates for those ages 18–24—when individuals are typically enrolled in or transitioning into postsecondary education or the workforce—also showed notable growth. For example, the overall enrollment rate increased from 48 to 65 percent for those ages 18–19, from 32 to 48 percent for those ages 20–21, and from 15 to 27 percent for those ages 22–24. Among older adults, the enrollment rate increased from 8 to 12 percent for those ages 25–29 and from 4 to 7 percent for those ages 30–34.

NOTE: 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. 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. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes homeschooled students and 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.

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.

ENROLLMENT RATES: Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2006

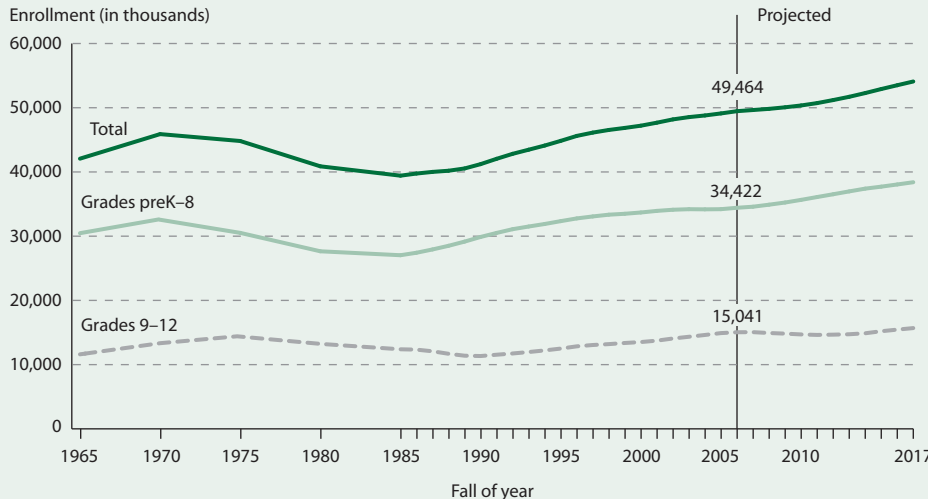


Public elementary and secondary enrollment is projected to increase to 54 million in 2017.

Past and Projected Public School Enrollments

After declining in the 1970s and early 1980s and increasing in the late 1980s, public school enrollment in prekindergarten (preK) through 12th grade continued to increase throughout the 1990s and early 2000s. Between 2000 and 2008, public school enrollment is expected to increase by 2.6 million students and to reach 49.8 million students in 2008—34.9 million in preK–8th grade and 14.9 million in grades 9–12. Total public school enrollment is projected to set new records each year from 2008 through 2017, reaching an estimated high of 54.1 million students. Since 1965, the South has had the largest share of public school enrollment in the United States, and according to projections, this percentage will increase between 2008 and 2017.

SCHOOL ENROLLMENT: Public school enrollment in prekindergarten through grade 12, with projections, by grade level: Various years, fall 1965–2017



NOTE: Data are fall enrollment counts or estimates for the referenced year. Some data have been revised from previously published figures.

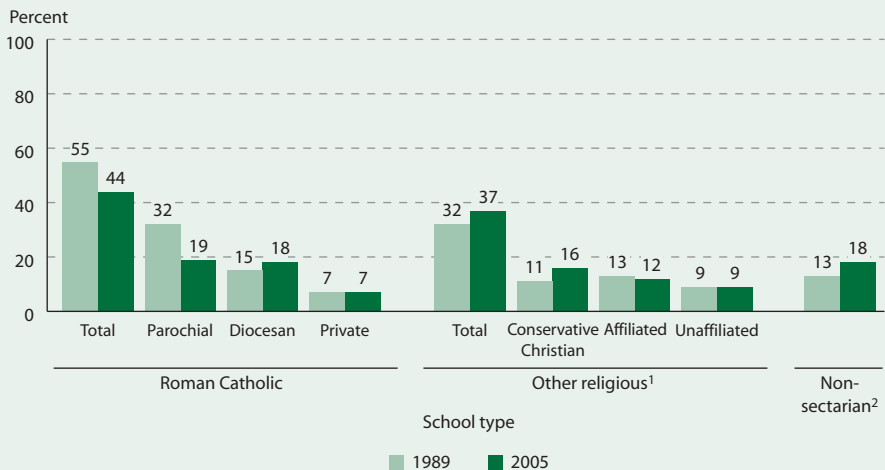
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 33; Hussar, W. (forthcoming). *Projections of Education Statistics to 2017* (NCES 2008-078), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State 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

From 1989 to 2005, the percentage of students enrolled in private schools declined from 11 to 9 percent.

From 1989 to 2001, private school enrollment in kindergarten through grade 12 increased from 4.8 to 5.3 million students, but had declined to 5.1 million students by 2005. Overall, while the number of students enrolled in private schools was higher in 2005 than in 1989, the percentage of all students attending private schools declined from 11 to 9 percent. In addition to the changing level of enrollment in private schools, the distribution of students across different types of private schools changed between 1989 and 2005. Roman Catholic schools maintained the largest share of total private school enrollment, but the percentage of Roman Catholic students decreased from 55 to 44 percent.

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by school type: Fall 1989 and fall 2005



¹ Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in other religious school associations. Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

² Nonsectarian schools do not have a religious orientation or purpose.

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

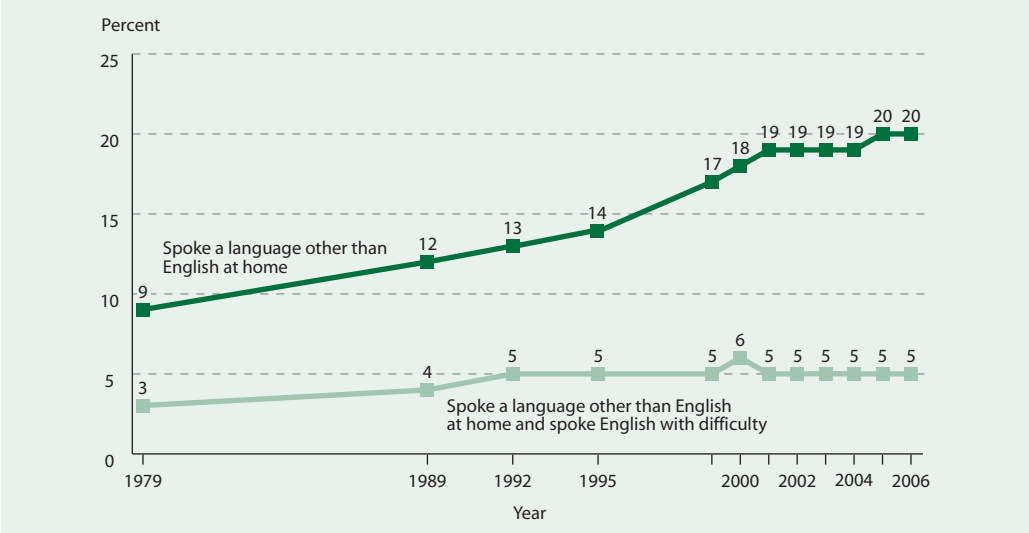
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1989–90 and 2005–06.

Participation in Education

In 2006, about 20 percent of children ages 5–17 spoke a language other than English at home, and 5 percent spoke English with difficulty.

Between 1979 and 2006, the number of school-age children (ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.8 million (from 9 to 20 percent of the population in this age range). An increase was also evident between 2000 and 2006 (from 18 to 20 percent). The percentage of school-age children who spoke English with difficulty increased from 3 to 6 percent between 1979 and 2000, but this percentage did not change measurably after 2000. In 2006, about 72 percent (7.8 million) of the school-age children who spoke a language other than English at home spoke Spanish, followed by other Indo-European¹ languages, Asian/Pacific Islander² languages, and other languages.

LANGUAGE MINORITY: Percentage of 5- to 17-year-olds who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2006



Language Minority School-Age Children

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

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

NOTE: 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. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. Spanish-language versions of both the CPS and the ACS were available to respondents.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000–06.

Past and Projected Undergraduate Enrollments

Women are projected to make up 57 percent of undergraduate enrollment in 2008.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased since 1970 and is projected to reach 15.6 million students in 2008 and 17.0 million in 2017. This increase has been accompanied by changes in the proportion of students who are female. From 1970 to 2006, women's undergraduate enrollment increased over three times as fast as men's, surpassing men's enrollment in 1978. During this period, women's enrollment rose from 3.2 to 8.7 million (an increase of 178 percent), while men's enrollment rose from 4.3 to 6.5 million (an increase of 53 percent). From 2007 to 2017, both men's and women's undergraduate enrollments are projected to increase, with women maintaining 57 percent of total enrollment.

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex: Fall 1970–2017



NOTE: Projections are based on data through 2006 and middle alternative assumptions concerning the economy. For more information, see NCES 2008-078. Data for 1999 were imputed using alternative procedures. For more information, see NCES 2001-083, *appendix E*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), table 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.

National average reading scores of 4th- and 8th-graders were higher in 2007 than 1992, by 4 and 3 points, respectively. However, the score of 12th-graders was 6 points lower in 2005 than 1992.

The percentage of 4th-graders performing at or above the *Basic* achievement level on the National Assessment of Educational Progress (NAEP) reading assessment was higher in 2007 than in 1992 (67 vs. 62 percent), as was the percentage performing at or above *Proficient* (33 vs. 29 percent).¹ Percentages at both achievement levels were higher in 2007 than in 2005. The percentage of 8th-graders at or above *Basic* was higher in 2007 than in 1992 (74 vs. 69 percent), while there was no measurable difference in the percentage at or above *Proficient*. The percentage of 12th-graders at or above *Basic* was lower in 2005² than in 1992 (73 vs. 80 percent), as was the percentage at or above *Proficient* (35 vs. 40 percent).

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

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992 and 1994, and students were tested with and without accommodations in 1998.

² The 2003 and 2007 NAEP Reading Assessments were not administered to 12th-grade students.

NOTE: NAEP has assessed the reading abilities of students in grades 4, 8, and 12 in public and private schools since 1992. NAEP reading scores range from 0 to 500. 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. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and DC, 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. Calculations are based upon unrounded numbers. Detail may not sum to totals because of rounding.

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

READING PERFORMANCE: Percentage distribution of 4th- and 8th-grade students across NAEP reading achievement levels: Selected years, 1992–2007



Mathematics Performance of Students in Grades 4 and 8

In 2007, students in grades 4 and 8 showed improvements from all previous assessments at all mathematics achievement levels.

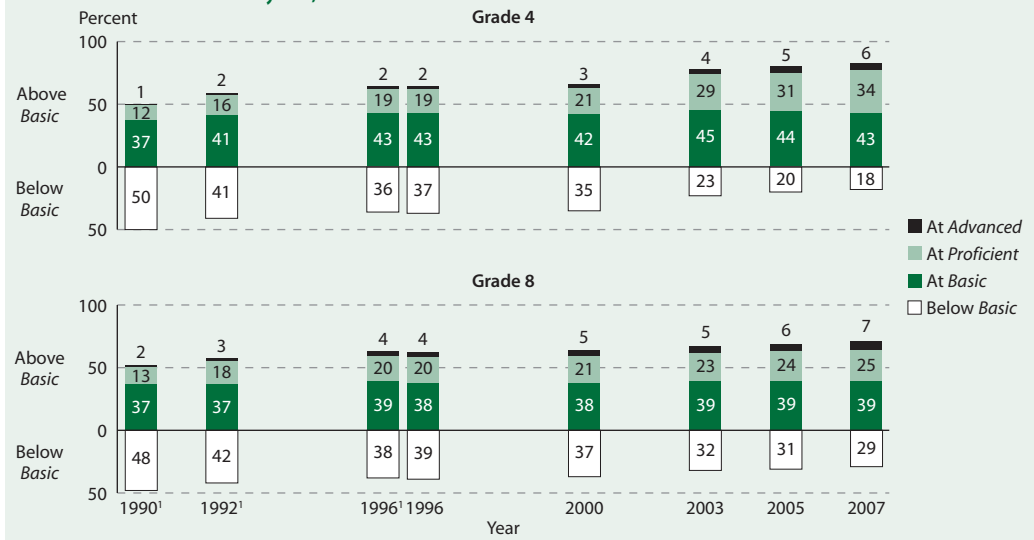
From 1990 to 2007, the average scores on the National Assessment of Educational Progress (NAEP) mathematics assessment increased 27 points for 4th-graders and 19 points for 8th-graders. Increases were seen by sex and race/ethnicity. The percentages of 4th- and 8th-graders performing at or above *Basic*, at or above *Proficient*, and at *Advanced* achievement levels were higher in 2007 than in all previous mathematics assessments.¹ For example, the percentage of 4th-graders at or above *Proficient* increased by 3 percentage points from 2005 to 2007 and tripled from 1990 to 2007 (13 vs. 39 percent). For 8th-graders, the percentage scoring at or above *Proficient* increased by 2 percentage points from 2005 to 2007 and doubled from 1990 to 2007 (15 vs. 32 percent).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992, and students were tested with and without accommodations in 1996.

NOTE: NAEP has assessed the mathematical abilities of students in grades 4 and 8 in public and private schools since 1990. NAEP mathematics scores range from 0 to 500. 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. 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, National Assessment of Educational Progress (NAEP), selected years, 1990–2007 Mathematics Assessments, NAEP Data Explorer.

MATHEMATICS PERFORMANCE: Percentage distribution of 4th- and 8th-grade students across NAEP mathematics achievement levels: Selected years, 1990–2007

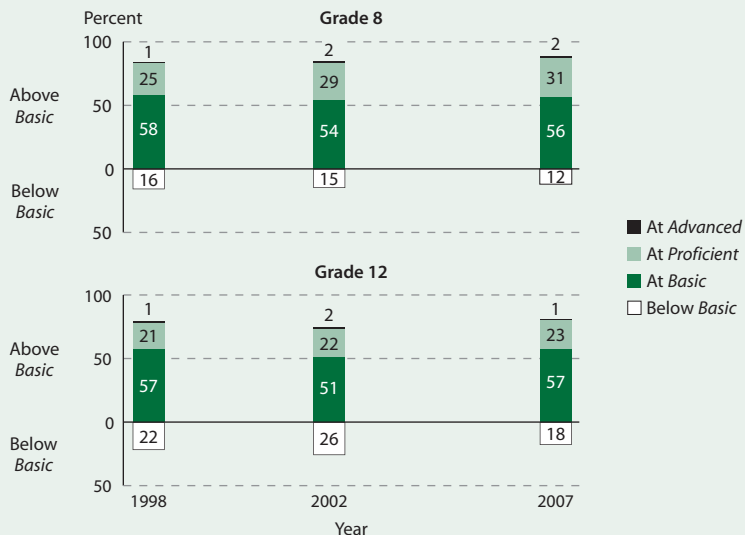


Average writing scores of 8th- and 12th-graders were higher in 2007 than in previous years.

In 2007, the average writing scores of 8th- and 12th-graders on the National Assessment of Educational Progress (NAEP) were higher than in either 1998 or 2002. The percentage of 8th-graders performing at or above the *Basic* achievement level was higher in 2007 than in 1998 (88 vs. 84 percent), as was the percentage performing at or above *Proficient* (33 vs. 27 percent). The percentage of 8th-graders at or above *Basic* was also higher in 2007 than in 2002, but no measurable difference was found in the percentage at or above *Proficient* between these two years. The percentage of 12th-graders at or above *Basic* increased from 74 percent in 2002 to 82 percent in 2007 and was also higher in 2007 than in 1998.

Writing Performance of Students in Grades 8 and 12

WRITING PERFORMANCE: Percentage distribution of students across NAEP writing achievement levels, by grade: 1998, 2002, and 2007



NOTE: NAEP assessed the writing abilities of students in grades 8 and 12 in public and private schools in 1998, 2002, and 2007. As a result of larger 8th-grade sample sizes beginning in 2002, smaller differences can be found to be statistically significant than would have been detected with the smaller sample sizes used in 1998 or in the 12th-grade samples. 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. Calculations are based upon unrounded numbers. Detail may not sum to totals because of rounding.

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

International Comparisons of Science Literacy

The average U.S. science literacy score was below the average of the 30 OECD countries. U.S. students scored lower than students in 16 OECD countries and higher than students in 5 OECD countries.

The 2006 Program for International Student Assessment (PISA 2006) reports on the science literacy of 15-year-olds in 57 educational jurisdictions, including the 30 member countries of the Organization for Economic Cooperation and Development (OECD) and 27 non-OECD countries and subnational educational systems. According to PISA 2006, the average U.S. science literacy score was 489, below the average of the 30 OECD countries (500). On average, U.S. students scored lower than students in 16 OECD countries and higher than students in 5 OECD countries. U.S. students also scored lower than their peers in 6 non-OECD jurisdictions and higher than their peers in 17 non-OECD jurisdictions. The average score of U.S. students was below the OECD average in explaining phenomena scientifically and in using scientific evidence.

INTERNATIONAL SCIENCE LITERACY PERFORMANCE: Average combined science literacy scale scores of 15-year-old students, by country or jurisdiction: 2006

Average score relative to U.S. average score	OECD-member country and average score							
Significantly higher	Finland	563	Netherlands	525	Switzerland	512	Sweden	503
	Canada	534	Korea, Republic of	522	Austria	511	OECD average	500
	Japan	531	Germany	516	Belgium	510		
	New Zealand	530	United Kingdom	515	Ireland	508		
	Australia	527	Czech Republic	513	Hungary	504		
Not significantly different	Poland	498	Iceland	491	Spain	488		
	Denmark	496	United States	489	Norway	487		
	France	495	Slovak Republic	488	Luxembourg	486		
Significantly lower	Italy	475	Greece	473	Mexico	410		
	Portugal	474	Turkey	424				
Non-OECD-member jurisdiction and average score								
Significantly higher	Hong Kong-China	542	Estonia	531	Slovenia	519		
	Chinese Taipei	532	Liechtenstein	522	Macao-China	511		
Not significantly different	Croatia	493	Lithuania	488				
	Latvia	490	Russian Federation	479				
Significantly lower	Israel	454	Jordan	422	Indonesia	393	Azerbaijan	382
	Chile	438	Thailand	421	Argentina	391	Qatar	349
	Serbia, Republic of	436	Romania	418	Brazil	390	Kyrgyz Republic	322
	Bulgaria	434	Montenegro,		Colombia	388		
	Uruguay	428	Republic of	412	Tunisia	386		

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 OECD average was set to 500 with a standard deviation of 100.

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), table 2a, data from the Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2006.

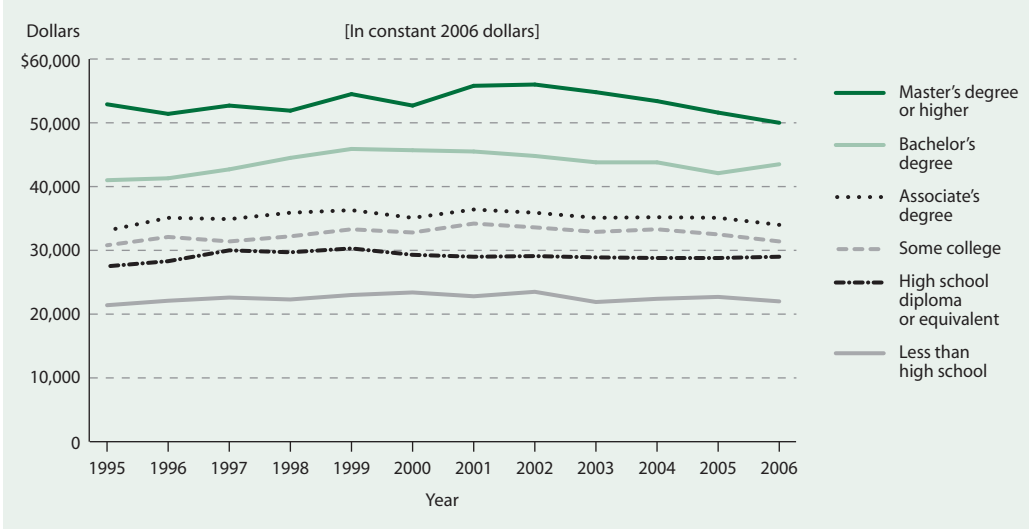
Learner Outcomes

In 2006, young adults ages 25–34 with a bachelor’s degree earned 28 percent more than young adults with an associate’s degree and 50 percent more than young adult high school completers.

Median earnings for young adults ages 25–34 who worked full time, full year were higher for those with more education in each year between 1995 and 2006. For example, young adults with a bachelor’s degree consistently had higher median earnings than those with less education, and this pattern held by sex and race/ethnicity. In 2006, the median earnings of young adults with a bachelor’s degree were \$43,500, while the median earnings were \$34,000 for those with an associate’s degree, \$29,000 for high school completers,¹ and \$22,000 for those who did not earn a high school diploma. The median earnings of young adults with a master’s degree or higher were \$50,000, or 15 percent more than young adults with a bachelor’s degree.

Annual Earnings of Young Adults

ANNUAL EARNINGS: Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: 1995–2006



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

NOTE: Educational levels represent highest degree obtained. Earnings are presented in 2006 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. 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.

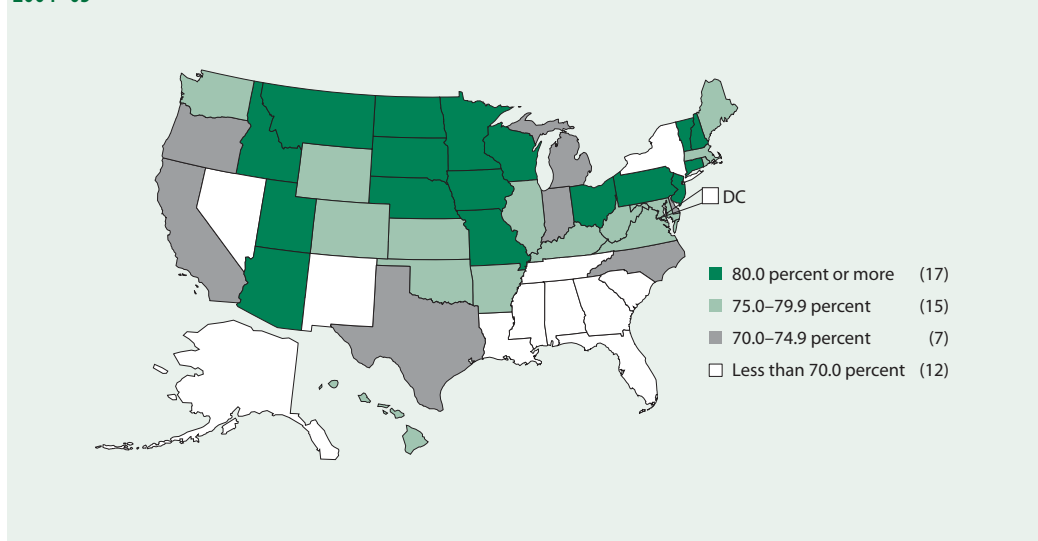
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1996–2007.

Public High School Graduation Rates by State

About three-quarters of the freshman class graduated from high school on time with a regular diploma in 2004–05.

Among public high school students in the class of 2004–05, the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later with a regular diploma—was 74.7 percent. Nebraska had the highest averaged freshman graduation rate at 87.8 percent, and Nevada had the lowest rate at 55.8 percent. Sixteen other states had rates above 80 percent, and 10 other states and the District of Columbia had rates below 70 percent. The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 74.7 percent for the class of 2004–05. Between these years, the rate increased in 44 states and the District of Columbia.

HIGH SCHOOL GRADUATION: Averaged freshman graduation rate for public high school students, by state: School year 2004–05



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. (2006c). *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).

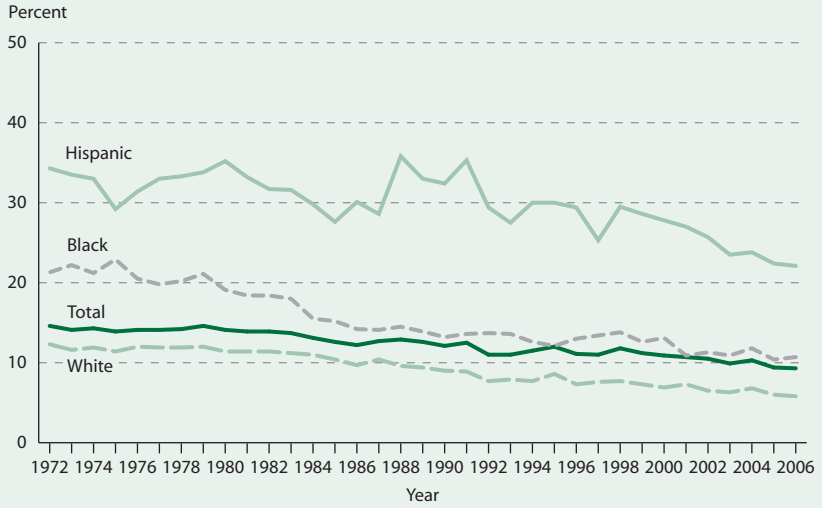
Student Effort and Educational Progress

Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have each generally declined between 1972 and 2006. Rates for Whites remained lower than rates for Hispanics and Blacks.

The status dropout rate represents the percentage of persons in an age group who are not enrolled in school and have not earned a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. Among 16- through 24-year-olds, the status dropout rate declined between 1972 and 2006 (15 to 9 percent) and between 2000 and 2006 (11 to 9 percent). In general, the status dropout rates for Whites, Blacks, and Hispanics in this age group each declined between 1972 and 2006. However, during this period, the rate was lowest for Whites and highest for Hispanics. Though the gaps between the rates of Blacks and Whites and between the rates of Hispanics and Whites have decreased, the patterns have not been consistent.

Status Dropout Rates by Race/Ethnicity

STATUS DROPOUTS: Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2006



NOTE: The status dropout rate reported in this indicator is one of a number of rates measuring high school dropout and completion behavior in the United States. Total includes other race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity.

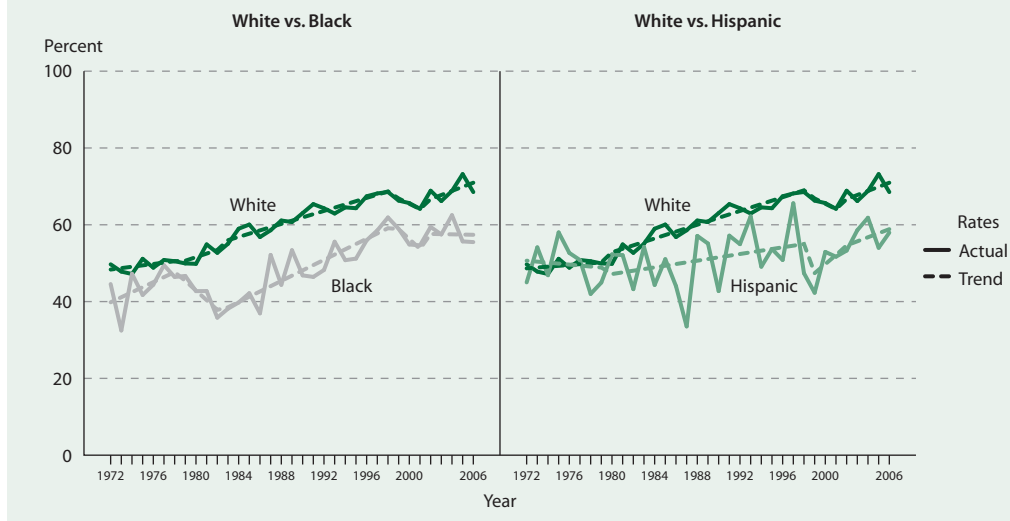
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006.

Immediate Transition to College

The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent by 1997, but has since fluctuated between 62 and 69 percent.

The rate at which high school completers¹ ages 16–24 enrolled in college in the fall immediately after high school was approximately 50 percent in most years between 1972 and 1980. By 1997, this rate had increased to 67 percent and has fluctuated between 62 and 69 percent since then. Although immediate college enrollment rates increased overall between 1972 and 2006 for both Whites and Blacks, there has been no overall change in the White-Black gap. For Hispanics, the rate has fluctuated over time but increased overall between 1972 and 2006. Nonetheless, the gap between Hispanics and Whites has widened over this period. In 2006, the immediate college enrollment rate was 58 percent for Hispanics, compared with 69 percent for Whites.

COLLEGE ENROLLMENT RATES: Actual and trend rates of high school completers who were enrolled in college the October immediately following high school completion, by race/ethnicity: 1972–2006



¹ Refers to those who completed 12 years of school for survey years 1972–1991 and to those who earned a high school diploma or equivalent certificate, such as a General Educational Development (GED) certificate, for all years since 1992.

NOTE: Includes those ages 16–24 completing high school in a given year. Actual rates are annual estimates; trend rates show the linear trend of these annual values over the period shown. Race categories exclude persons of Hispanic ethnicity. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanic high school completers. Some estimates have been revised from previous publications.

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

Student Effort and Educational Progress

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

Women earned 58 percent of all bachelor's degrees awarded in 2005–06 (up from 55 percent in 1995–96). During this period, the number of degrees earned by women increased by 33 percent at the bachelor's level (from 642,000 to 855,000). Though women have earned a larger number and percentage of bachelor's degrees overall than men have since the early 1980s (NCES 2008-022, table 258), their share in particular fields has varied. For example, in 2005–06, women earned over 75 percent of bachelor's degrees awarded in health professions, education, and psychology and 50 percent of bachelor's degrees awarded in business, but they earned less than a quarter of bachelor's degrees awarded in computer and information sciences (21 percent) and in engineering (18 percent).

Degrees Earned by Women

BACHELOR'S DEGREES: Percentage of bachelor's 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	Change in percentage points between			
	1990–91	1995–96	2005–06	1995–96 and 2005–06
Total ¹	53.9	55.1	57.5	2.4
Health professions and related clinical sciences	83.9	81.5	86.0	4.5
Education	78.9	75.1	79.1	3.9
Psychology	72.6	73.0	77.5	4.5
English language and literature/letters	66.9	65.9	68.6	2.6
Communication, journalism, and related programs	60.8	58.8	63.4	4.7
Biological and biomedical sciences	50.8	52.6	61.5	8.9
Visual and performing arts	62.6	59.2	61.4	2.3
Social sciences and history	45.1	47.9	50.0	2.0
Business	47.2	48.6	49.8	1.2
Agriculture and natural resources	32.7	36.8	47.7	10.8
Mathematics and statistics	47.3	46.1	45.1	-1.1
Physical sciences and science technologies	31.6	36.0	41.8	5.8
Computer and information sciences and support services	29.4	27.5	20.6	-7.0
Engineering and engineering technologies	14.1	16.2	17.9	1.7

¹ Includes other fields not shown separately.

NOTE: Based on data from Title IV degree-granting institutions. The shaded section shows fields in which women earned at least 50 percent of the degrees in 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, 290–94, 296, 299–301, 303, 305, and 307, data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1990–91, 1995–1996, and 2005–06 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:91 and 96 and Fall 2000 and 2006), and IPEDS, Fall 2006.

Teacher Turnover

Teacher turnover is higher in high-poverty than in low-poverty public schools.

At the end of 2003–04, some 17 percent of the elementary and secondary teacher workforce (or 621,000 teachers) left the public and private schools where they had been teaching. Almost half of this turnover was due to transferring to a different school (8 percent of the teacher workforce did so). The remainder (9 percent of the teacher workforce) was due to teachers who left teaching: teachers who took a job in another field (4 percent), returned to school for further education (0.3 percent), left for family reasons (1 percent), retired (2 percent), and left for miscellaneous “other”¹ reasons (1 percent). At the end of 2003–04, the turnover rate for high-poverty public schools was greater than for low-poverty public schools (21 vs. 14 percent).²

Rounds to zero.

! Interpret data with caution (estimates are unstable).

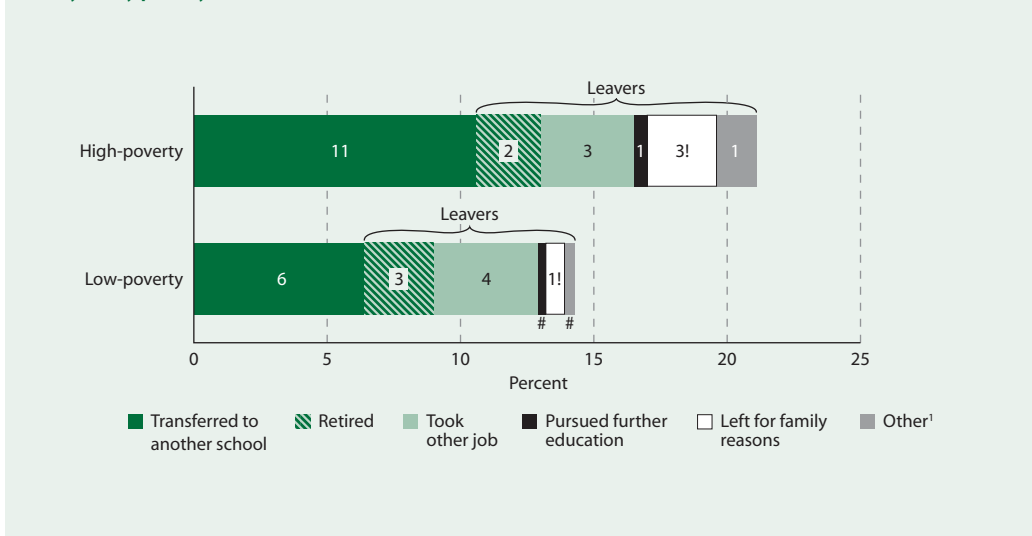
¹ Leavers in this category left teaching for a variety of personal reasons.

² 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 were eligible. Poverty differences in private schools are not examined because a large proportion of private schools do not participate in the free or reduced-price lunch program. Public schools for which data are missing or that do not participate in the program were excluded.

NOTE: Figure created from unrounded data. 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,” 2003–04, and Teacher Follow-up Survey (TFS), “Current Teacher Data File” and “Former Teacher Data File,” 2004–05.

TEACHER TURNOVER: Percentage of 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

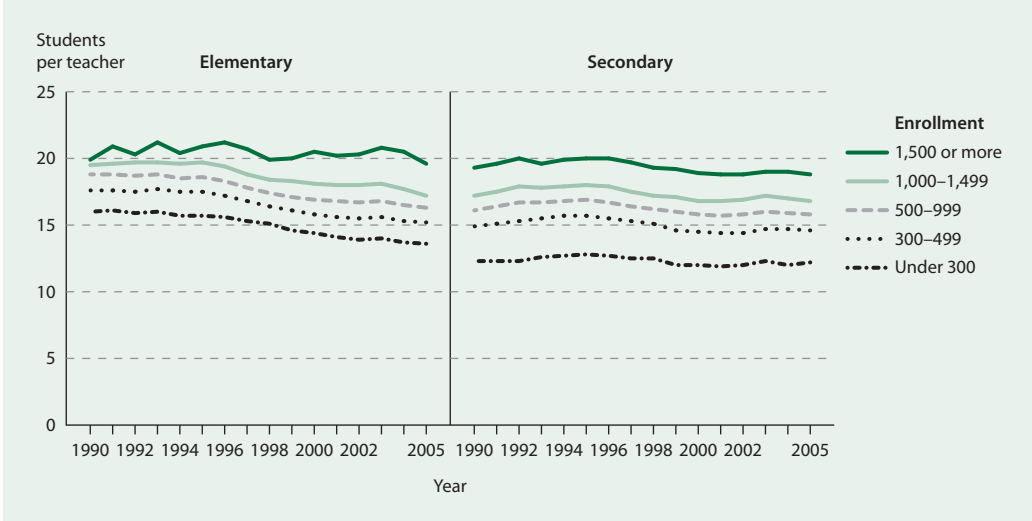


Student/teacher ratios tend to be higher in public schools with larger enrollments than in public schools with smaller enrollments.

The ratio of students to teachers, which is sometimes used as a proxy measure for class size, declined between 1990 and 2005 from 17.6 to 16.1 students per teacher for all regular¹ schools. During this period, the student/teacher ratio for regular public elementary schools declined (from 18.2 to 15.8), with most of the decline occurring after 1996. In contrast, student/teacher ratios for all regular public secondary schools increased between 1990 and 1996 (from 16.7 to 17.6) and then declined to 16.8 in 2005. From 1990 through 2005, the ratios tended to be higher in public schools with larger enrollments than in those with smaller enrollments. For example, in 2005, regular secondary schools with 1,500 students or more enrolled 6.6 more students per teacher, on average, than regular secondary schools with enrollments under 300.

Student/Teacher Ratios in Public Elementary and Secondary Schools

STUDENT/TEACHER RATIO: Student/teacher ratios in regular public elementary and secondary schools, by school level and enrollment: Fall 1990–2005



¹ Regular schools include all schools except special education schools, vocational schools, and alternative schools. Charter schools can be of any school type.

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

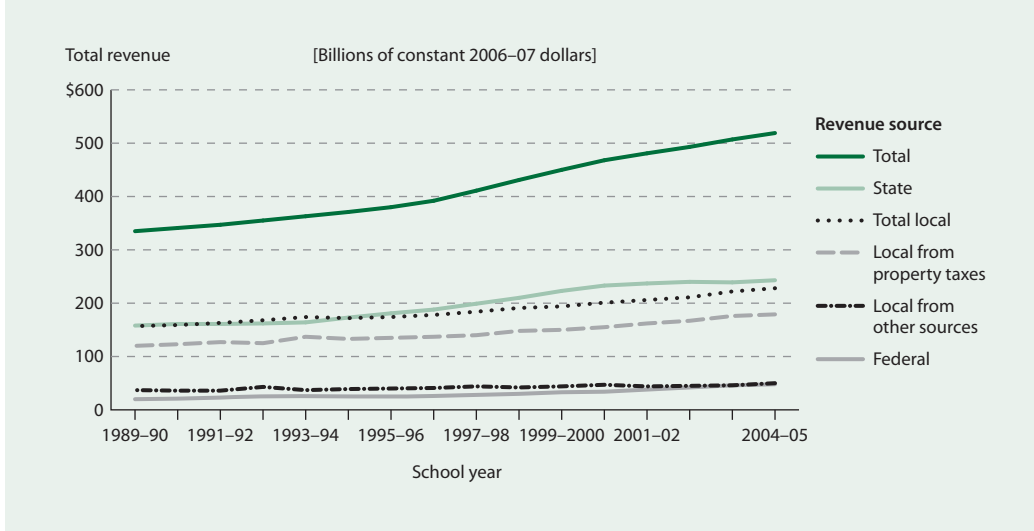
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2005–06.

Changes in Sources of Public School Revenue

Federal, state, and local revenues all increased from 1989–90 to 2004–05, though at different rates.

Total elementary and secondary public school revenues increased 55 percent in constant dollars from 1989–90 to 2004–05. Federal and state revenues increased at a faster rate than all local revenues (both property tax revenue and other local revenue). Federal revenue increased 134 percent, compared with an increase of 54 percent for state revenue and 45 percent for local revenue. During this period, the percentage of total revenue for public elementary and secondary education from local sources declined (from 47 to 44 percent), while the percentage of total revenue flowing to public schools from federal sources increased (from 6 to 9 percent). The percentage from state sources was the same in 1989–90 as in 2004–05 (47 percent).

REVENUES BY SOURCE: Total revenue for public elementary and secondary schools, by revenue source: School year 1989–90 to 2004–05



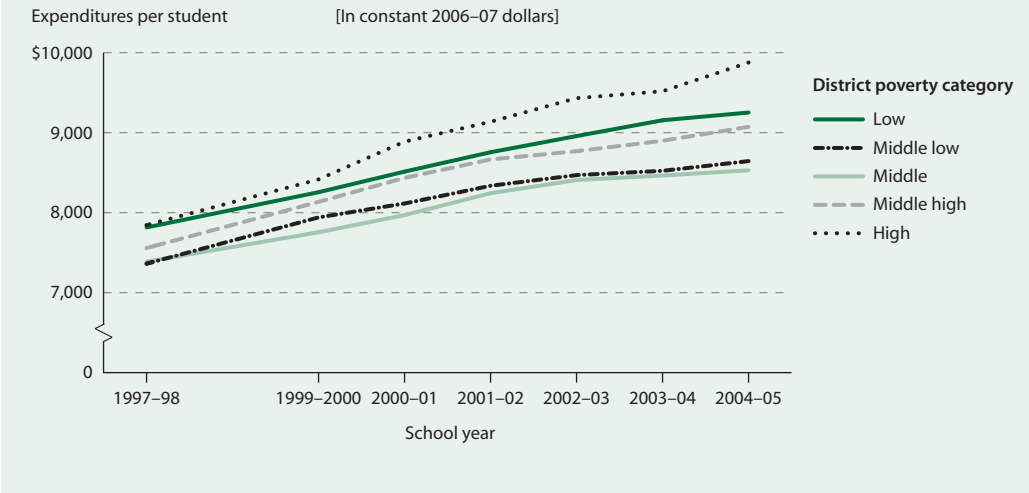
NOTE: Other local government revenue includes revenue from such sources as local nonproperty taxes, investments, and revenue from student activities, textbook sales, transportation and tuition fees, and food services. Property tax revenue and other local government revenues were imputed for Texas for 1992–93. Estimates are revised from previous publications.

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

Current expenditures per student in 2004–05 were highest in high-poverty school districts and next highest in low-poverty school districts.

Current expenditures per student¹ in public elementary and secondary schools vary by the level of poverty in a district. In 2004–05, current expenditures per student, including instructional, administrative, and operation and maintenance expenditures, were highest in high-poverty districts (\$9,892), next highest in low-poverty districts (\$9,263), and lowest in middle-poverty districts (\$8,536).² Between 1997–98 and 2004–05, current expenditures per student increased by 20 percent in constant dollars, from \$7,602 to \$9,094. Current expenditures per student increased the most for the high-poverty districts (26 percent), and the least for the middle-poverty districts (16 percent). Expenditures in the other three categories increased between 18 and 20 percent.

CURRENT EXPENDITURES PER STUDENT: Public school district geographic cost-adjusted expenditures per student, by district poverty category: Various school years, 1997–98 to 2004–05



Public Elementary and Secondary Expenditures by District Poverty

¹ All expenditures in this indicator have been adjusted to account for inflation and geographic cost of living differences. The NCES Comparable Wage Index (CWI) was used to adjust for geographic cost differences. As the CWI measures geographic differences in wages, it is more appropriate to use the CWI for expenditure categories with larger percentages of salaries, such as current expenditures and instruction expenditures, than for other expenditures with smaller percentages of salaries such as total expenditures. All expenditures in this indicator are in constant 2006–07 dollars. The Consumer Price Index (CPI) was used to adjust expenditures into constant dollars.

² Districts were ranked by the percentage of school-age children (5- to 17-year-olds) in poverty and then divided into five groups with approximately equal public school enrollments.

NOTE: Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts.

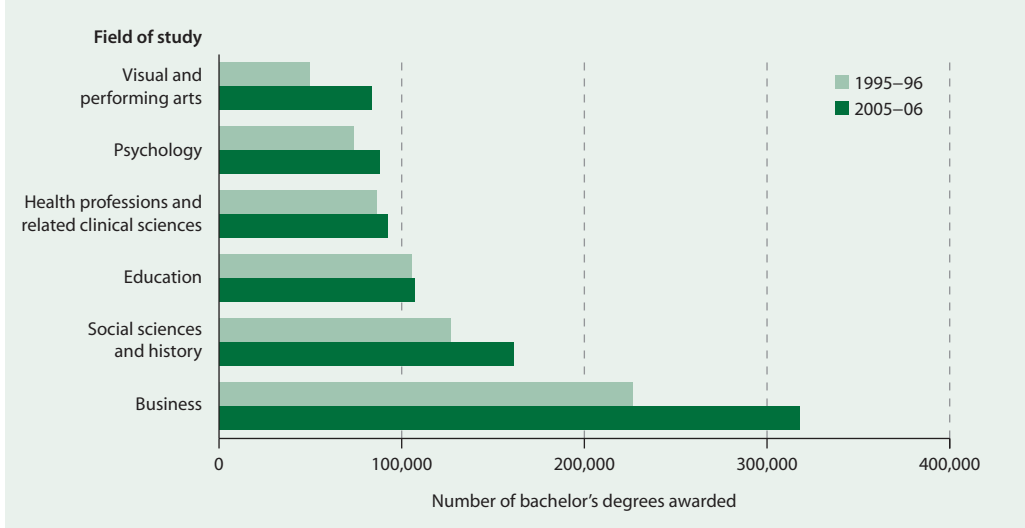
SOURCE: U.S. Department of Commerce, Census Bureau, “Small Area Income and Poverty Estimates,” 1997–98 and 1999–2000 to 2004–05; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), “School District Finance Survey (Form F-33),” 1997–98 and 1999–2000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

Undergraduate Fields of Study

In 2005–06, degrees in the field of business made up 21 percent of the bachelor's degrees awarded. Over 318,000 bachelor's degrees were awarded in business that year.

In 1995–96 and 2005–06, between 63 and 66 percent of bachelor's degrees were awarded in seven fields: business; social sciences and history; education; health professions; psychology; visual and performing arts; and engineering. In 2005–06, some 318,000 degrees were awarded in business, 161,000 in social sciences and history, 107,000 in health professions, and between 81,600 and 92,000 degrees in each of the other four fields. Overall, 320,000 more bachelor's degrees were awarded in 2005–06 than in 1995–96 (a 28 percent increase). Increases in the number of bachelor's degrees awarded in business; social sciences and history; visual and performing arts; communication, journalism, and related programs; and computer and information sciences made up 66 percent of this overall growth.

FIELDS OF STUDY: Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1995–96 and 2005–06



NOTE: The six most common fields of study at the bachelor's degree level in academic year 2005–06 are featured for academic years 1995–96 and 2005–06; the remaining fields of study are not shown. The contribution of growth is calculated as the increase in the number of degrees for a particular field divided by the increase in the total number of degrees. 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2007* (NCES 2008-022), tables 259 and 261, data from U.S. Department of Education, NCES, 1995–96 and 2005–06 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:96), and Fall 2006.

Faculty Salary, Benefits, and Total Compensation

Average inflation-adjusted salaries for full-time instructional faculty in colleges and universities were 20 percent higher in 2006–07 than in 1979–80; however, recent increases have been relatively small.

Along with increases in average salaries for full-time instructional faculty in colleges and universities between 1979–80 and 2006–07, average salaries rose for faculty with academic ranks.¹ The increase was greatest for instructors, whose average salary increased by 38 percent, followed by professors, whose average salary increased by 26 percent. The average salary also increased at all types of institutions, ranging from 8 percent at public 2-year colleges to 37 percent at private doctoral universities. However, after increasing by 14 percent during the 1980s and 4 percent during the 1990s, average faculty salaries increased by 1 percent between 1999–2000 and 2006–07. Fringe benefits for faculty have increased by a higher percentage than salaries since 1979–80 (69 vs. 20 percent).

Rounds to zero.

¹ Academic ranks include professor, associate professor, assistant professor, instructor, and lecturer.

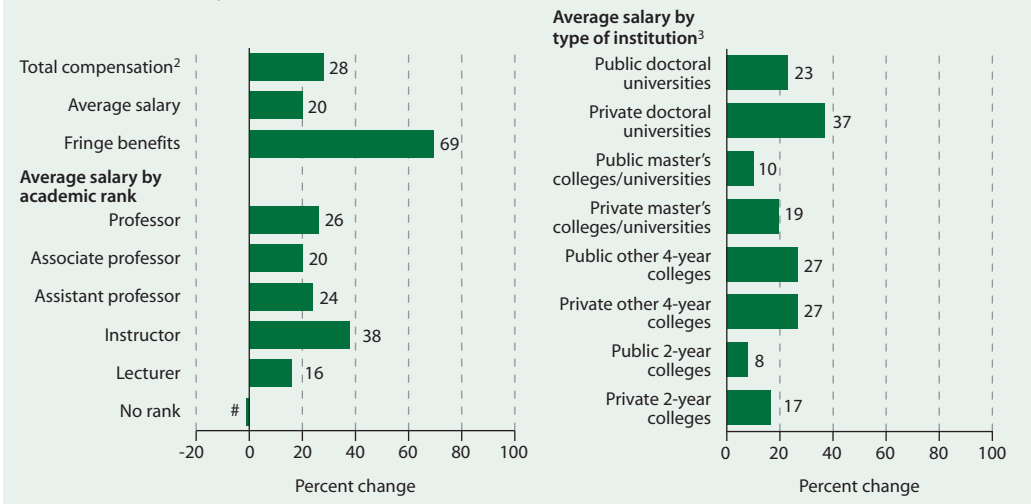
² Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, or other benefits.

³ 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.

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. Detail may not sum to totals because of rounding.

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 2006–07 Integrated Postsecondary Education Data System, Fall 2006 and Winter 2006–07.

FACULTY SALARIES: Percentage change in total compensation, average salary, and fringe benefits, and in average salary, by academic rank and type of institution for full-time instructional faculty at degree-granting institutions (adjusted for inflation): Academic years 1979–80 to 2006–07

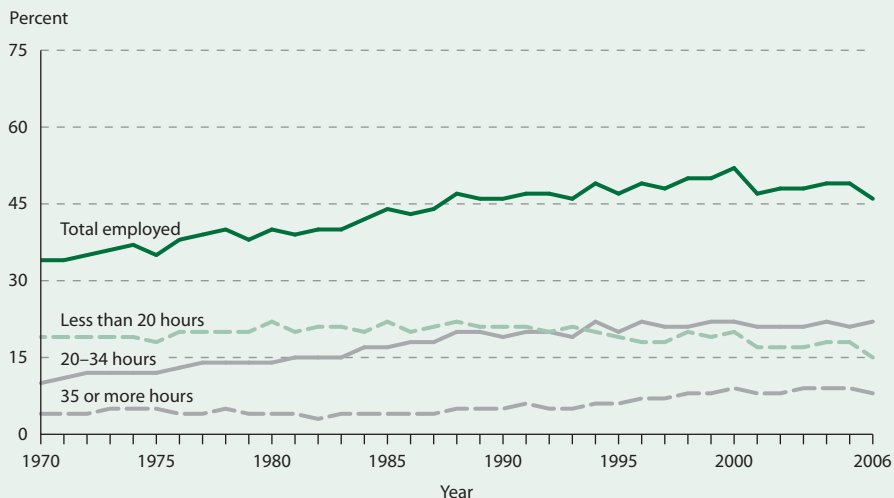


Employment of College Students

In 2006, about 46 percent of full-time college students ages 16–24 were employed.

Between 1970 and 2000, the percentage of full-time college students ages 16–24 who were employed increased from 34 to 52 percent, and between 2001 and 2006, the percentage fluctuated between 46 and 49 percent. In addition, the number of hours these students worked per week has also increased since 1970. In 1970, some 10 percent of full-time students worked 20–34 hours per week, and 4 percent worked 35 or more hours per week; in 2006, however, about 22 percent of these students worked 20–34 hours per week, and 8 percent worked 35 or more hours per week. Between 2001 and 2006, there were no measurable changes in the percentages of full-time students working 20 or more hours per week.

EMPLOYMENT OF COLLEGE STUDENTS: Percentage of 16- to 24-year-old full-time college students who were employed, by hours worked per week: October 1970 through October 2006



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 were classified as part time if they were taking fewer hours. Percent employed estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.

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

List of Indicators on *The Condition of Education* Website (2000–2008)

This List of Indicators includes all the indicators that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2000–2008 print volumes. Since indicators are cumulative over the years, the same indicator appearing in multiple years is listed here only for the most recent year. The list is organized first by section and then by subject area. Thus, the indicator numbers and the years in which the indicators were published are not sequential.

Indicator—Year

Special Analyses

Entering Kindergarten: A Portrait of American Children When They Begin School	2000
Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment	2001
Private Schools: A Brief Portrait	2002
Nontraditional Undergraduates	2002
Reading—Young Children’s Achievement and Classroom Experiences	2003
Paying for College: Changes Between 1990 and 2000 for Full-Time Dependent Undergraduates	2004
Mobility in the Teacher Workforce	2005
U.S. Student and Adult Performance on International Assessments of Educational Achievement	2006
High School Coursetaking	2007
Community Colleges	Summer 2008

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Enrollment Trends by Age	1–2008
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Trends in Full- and Half-Day Kindergarten	3–2004
Past and Projected Public School Enrollments	3–2008
Trends in Private School Enrollments	4–2008
Homeschooled Students	3–2005
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Family Characteristics of 5- to 17-Year-Olds	6–2008
Language Minority School-Age Children	7–2008
Children and Youth With Disabilities in Public Schools	8–2008

List of Indicators on *The Condition of Education Website (2000–2008)*—Continued

	Indicator—Year
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Trends in Adult Literacy.....	18–2007
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Adult Reading Habits.....	20–2006

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