The Condition of Education 2009

in Brief

NCES 2009-082
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

For sale by the Superintendent of Documents, U.S. Government Printing Office
Internet: bookstore.gpo.gov Phone: toll free (866) 512-1800; DC area (202) 512-1800
Fax: (202) 512-2104 Mail: Stop IDCC, Washington DC 20402-0001

The Condition of Education 2009 in Brief

JUNE 2009

Editors
Michael Planty
National Center for Education Statistics

Grace Kena
Gretchen Hannes
American Institutes for Research

NCES 2009-082
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

U.S. Department of Education
Arne Duncan
Secretary

Institute of Education Sciences
Sue Betka
Acting Director

National Center for Education Statistics
Stuart Kerachsky
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

June 2009

The NCES World Wide Web Home Page address is http://nces.ed.gov.
The NCES World Wide Web Electronic Catalog is http://nces.ed.gov/pubsearch.

Suggested Citation
Planty, M., Kena, G., Hannes, G. (Eds.) (2009). *The Condition of Education 2009 in Brief* (NCES 2009-082). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

For ordering information on this report, write to

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

or call toll free 1-877-4ED-PUBS or order online at http://www.edpubs.org.

Content Contact
Michael Planty
(202) 502-7312
Michael.Planty@ed.gov

What's Inside

This publication contains a sample of the indicators in *The Condition of Education 2009.* 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 2009 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 2009 in Brief a*nd the complete edition are available on the NCES website (http://nces.ed.gov).**

Contents

Page

Enrollment Trends by Age

Between 1970 and 2007, children ages 3–4 had the largest increase in enrollment rates. There was also growth in enrollment rates for those ages 18–19 and 20–24.

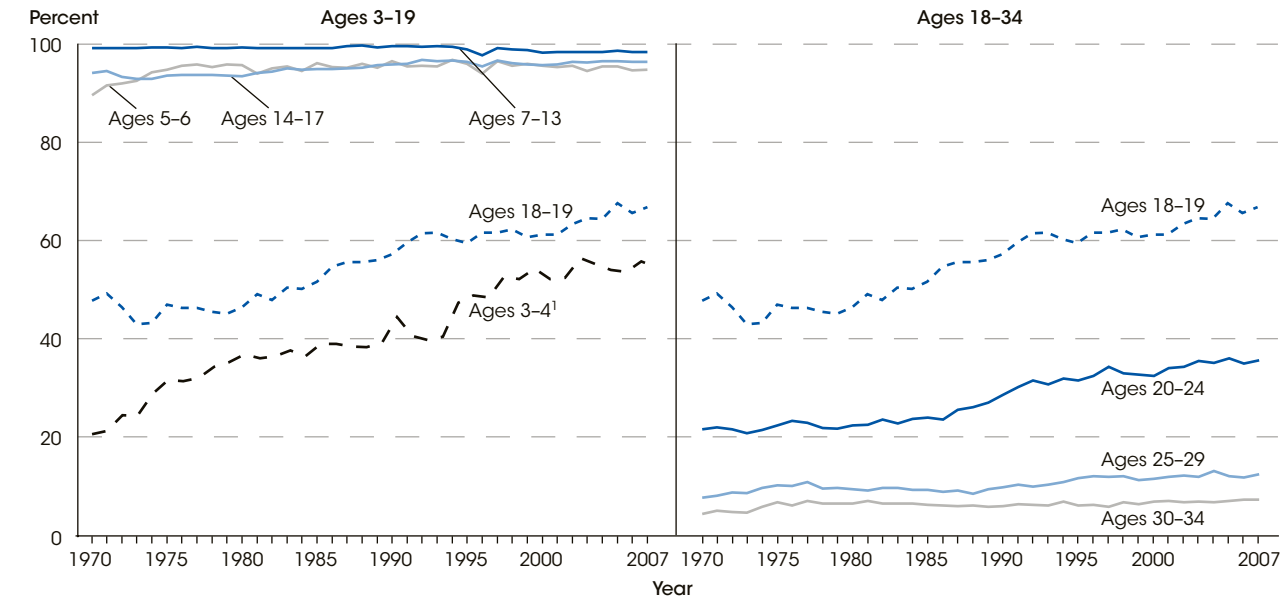
Children ages 3–4 (typically nursery school ages) experienced the largest increase in enrollment rates, from 20 to 55 percent, of any age group between 1970 and 2007. The rate for children ages 5–6 (typically kindergarten or 1st grade ages) increased from 90 to 96 percent between 1970 and 1976 and has since remained stable. For youth ages 7–13, the enrollment rate has remained at nearly 100 percent over the past 37 years, reflecting states' minimum compulsory age requirements for school attendance. The rate for 14- to 17-year-olds has fluctuated between 93 and 96 percent during this period.

For those ages 18–19, the overall enrollment rate increased from 48 to 67 percent: elementary/secondary enrollment increased from 10 to 18 percent, while postsecondary enrollment rose from 37 to 49 percent. For those ages 20–21, overall enrollment increased from 32 to 48 percent, and for those ages 22–24, from 15 to 27 percent. 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.

Technical Notes

Estimates include enrollment in any type of graded public, parochial, or other private school. Attendance may be on either a full-time or part-time basis and during the day or night. Excluded are enrollments in less-than-2-year postsecondary institutions and enrollments in "special" schools, such as trade schools, business colleges, or correspondence schools.

Figure 1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2007



[1] 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: 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970–2007.

Reading Performance and Achievement Gaps

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

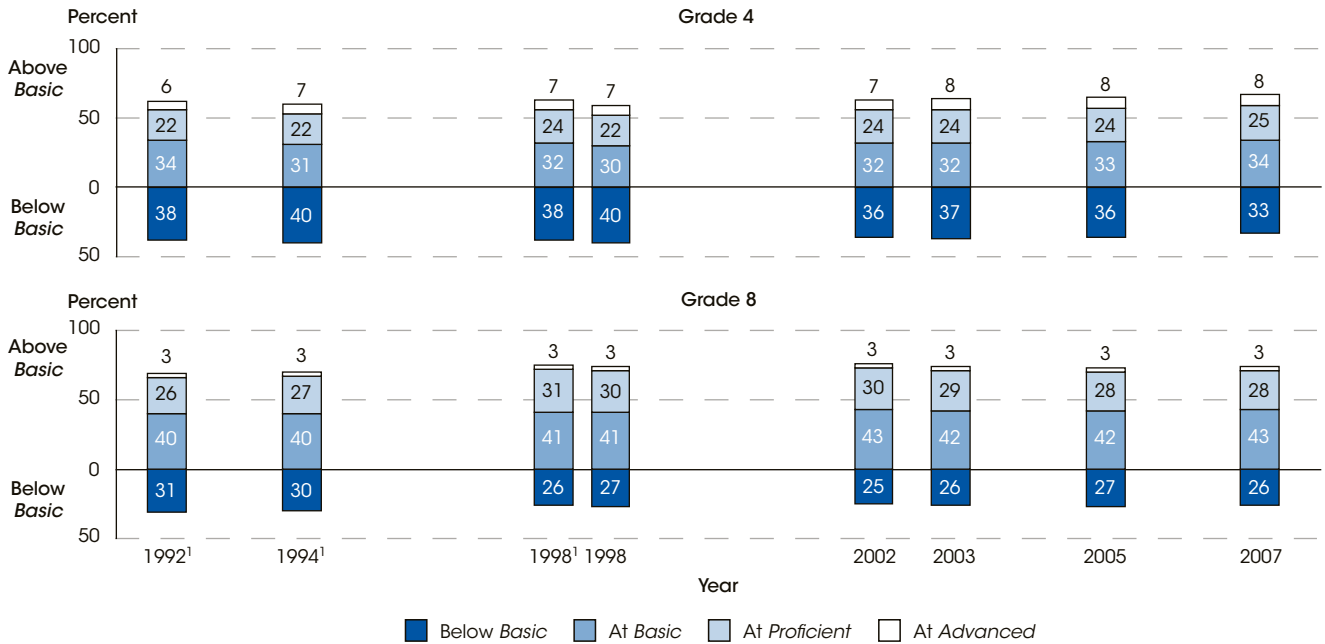
The percentage of 4th-graders performing at or above the *Basic* achievement level on the National Assessment of Educational Progress (NAEP) reading assessment was higher in 2007 than in 1992 (67 vs. 62 percent), as was the percentage performing at or above *Proficient* (33 vs. 29 percent). Percentages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

Although the reading achievement gap between White and Black 4th-graders was smaller in 2007 than in all previous assessments, the gap between White and Hispanic 4th-graders was not measurably different in 2007 compared with 1992 or 2005. In 2007, at the 4th-grade level, on average, Blacks scored 27 points lower than Whites and Hispanics scored 26 points lower than Whites. Similarly, for 8th-graders, the gap between Whites and Blacks on the 2007 reading assessment was 27 points, and the gap between Whites and Hispanics was 25 points. For 12th grade, there were no measurable changes in the gaps between Whites and their Black and Hispanic counterparts from 1992 to 2005.

Technical Notes

NAEP reading scores range from 0 to 500. 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. The 2007 NAEP Reading Assessment was not administered to 12th-grade students, and state samples were not collected for grade 12. Race categories exclude persons of Hispanic ethnicity.

Figure 2. Percentage distribution of 4th- and 8th-grade students across NAEP reading achievement levels: Selected years, 1992–2007



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.
NOTE: The National Assessment of Educational Progress (NAEP) 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. 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.

Mathematics Performance and Achievement Gaps

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

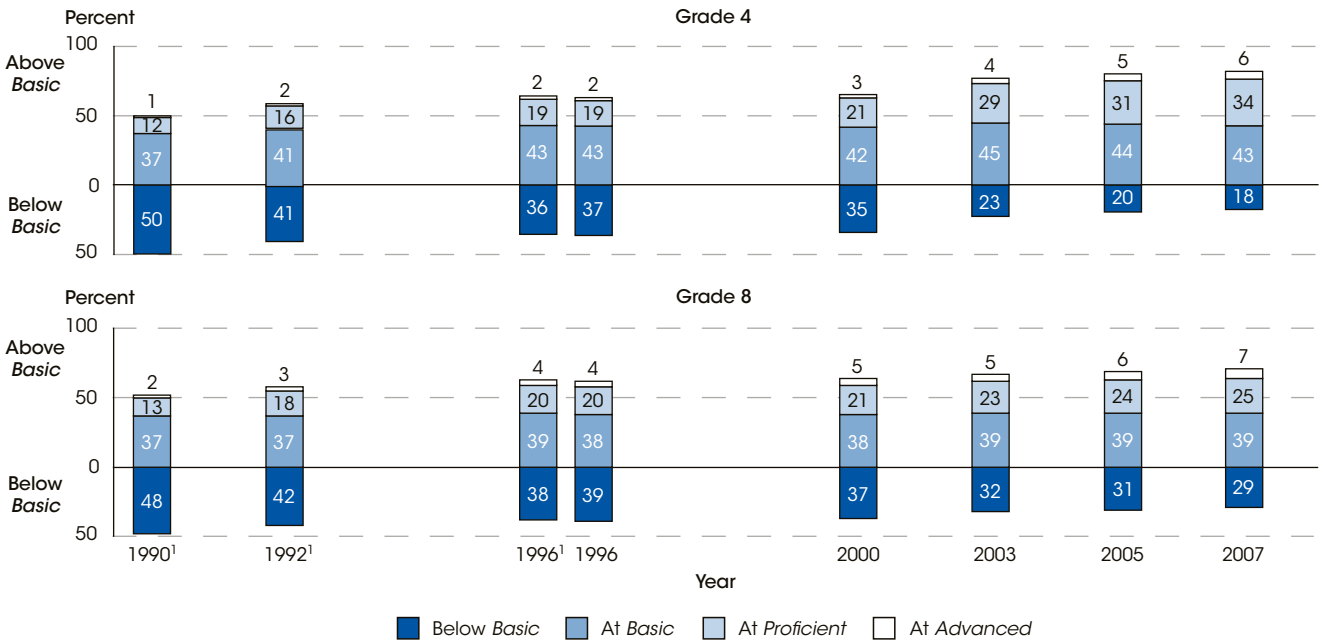
The percentages of 4th- and 8th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels were higher in 2007 than those for all previous mathematics assessments. The percentage of 4th-graders at or above *Proficient* tripled from 1990 to 2007 and increased by 3 percentage points from 2005 to 2007. At the 8th-grade level, the percentage of students at or above *Proficient* doubled from 1990 and increased by 2 percentage points from the 2005 assessment.

From 1990 to 2007, the average NAEP mathematics scale scores increased 27 points for 4th-graders and 19 points for 8th-graders. Increases in scores were seen for most racial/ethnic groups. Average mathematics scores in 2007 for White, Black, Hispanic, and Asian/Pacific Islander 4th-graders were higher than the scores in any previous assessment. The achievement gap between White and Black 4th-graders was smaller in 2007 than in 1990 (26 vs. 32 points), while the gap between White and Hispanic 4th-graders (21 points) in 2007 was not measurably different from the gap in 1990 despite fluctuations over time. At grade 8, average scores in 2007 were higher than in any previous assessment for White, Black, and Hispanic students. In 2007, among 8th-graders, the White-Black mathematics gap was 32 points (smaller than the gap in 2005), and the White-Hispanic gap was 26 points (not measurably different from the gap in 2005).

Technical Notes

NAEP mathematics scores range from 0 to 500. 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. Race categories exclude persons of Hispanic ethnicity.

Figure 3. Percentage distribution of 4th- and 8th-grade students across NAEP mathematics achievement levels: Selected years, 1990–2007



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

Reading and Mathematics Score Trends

The average reading and mathematics scores on the long-term trend National Assessment of Educational Progress were higher in 2008 than in the early 1970s for 9- and 13-year-olds; scores for 17-year-olds did not differ measurably over that time.

NAEP long-term trend results indicate that the achievement of 9- and 13-year-olds in reading and mathematics improved between the early 1970s and 2008. In reading, 9-year-olds scored higher in 2008 than in any previous assessment. The average score for 13-year-olds in 2008 was higher than in both 2004 and 1971, but the 2008 score was not significantly different from the scores in some of the intervening assessment years. In mathematics, the average scores for 9- and 13-year-olds in 2008 were the highest of any assessment year. The performance of 17-year-olds on the 2008 reading and mathematics assessment was not measurably different from their performance in the early 1970s.

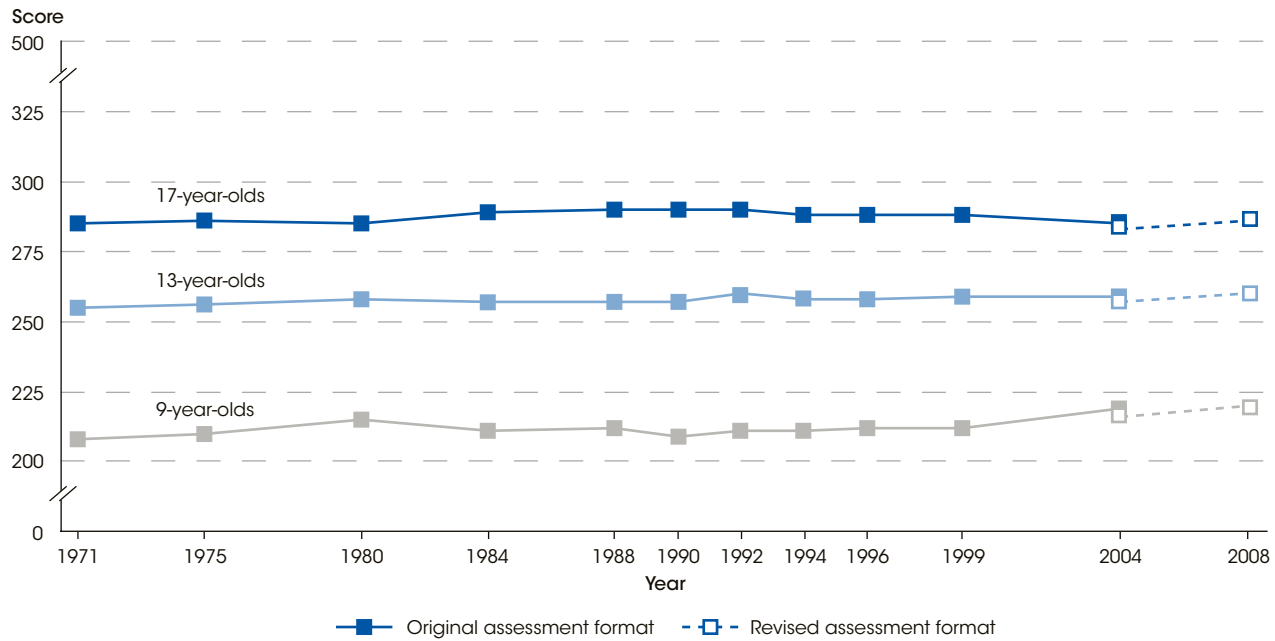
White, Black, and Hispanic 9-year-olds had higher average reading scores in 2008 than in all previous assessment years. At age 13, White and Black students had higher reading scores in 2008 than in 2004 and 1971. White and Black 17-year-olds made gains in reading of 4 and 28 points, respectively, comparing 2008 with 1971. Reading scores for Hispanic students at ages 13 and 17 were higher in 2008 than in 1975.

The average mathematics score for 9-year-olds increased from 1973 to 2008 for White students by 25 points compared with 34 points for Black students. Between 1973 and 2008, for 13-year-olds, White students in 2008 showed a gain of 16 points and Black students showed a gain of 34 points. For 17-year-olds, White students showed a 4 point increase and Black students gained 17 points.

Technical Notes

The long-term National Assessment of Educational Progress (NAEP) score ranges from 0-500. Race categories exclude persons of Hispanic ethnicity.

Figure 4. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1971 through 2008



NOTE: Includes public and private schools. NAEP scores range from 0 to 500. The revised assessment format reflects the inclusion of and accommodations for students with disabilities and English language learners.
SOURCE: Rampey, B.D., Dion, G.S., and Donahue, P.L. (2009). *NAEP 2008 Trends in Academic Progress in Reading and Mathematics* (NCES 2009-479). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

Annual Earnings of Young Adults

In 2007, young adults ages 25–34 with a bachelor's degree earned 29 percent more than young adults with an associate's degree and 55 percent more than young adult high school completers.

For young adults ages 25–34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings. This pattern was consistent for each year shown between 1995 and 2007. For example, young adults with a bachelor's degree consistently had higher median earnings than those with less education. This pattern held for male, female, White, Black, Hispanic, and Asian subgroups.

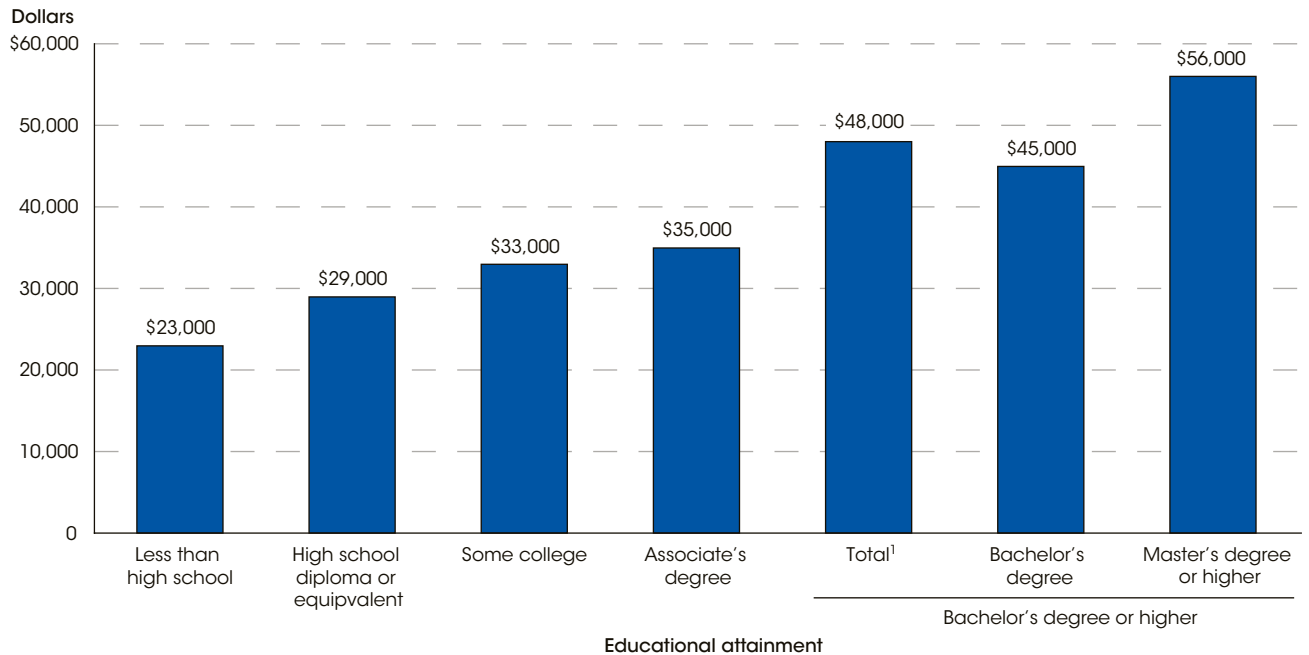
In 2007, the median earnings of young adults with a bachelor's degree were $45,000; earnings were $35,000 for those with an associate's degree, $29,000 for high school completers, and $23,000 for those who did not earn a high school diploma or equivalent certificate. Young adults with a bachelor's degree earned 29 percent more than young adults with an associate's degree, 55 percent more than high school completers, and 96 percent more than those who did not earn a high school diploma.

Earnings differences were observed by sex and race/ethnicity. In 2007, at every educational level, young adult males had higher median earnings than young adult females. That year, White young adults had higher median earnings than their Black and Hispanic counterparts at each educational level, with the exception of Hispanics with a master's degree or higher. Asian young adults with a bachelor's degree or master's degree or higher had higher earnings than their White and Black counterparts.

Technical Notes

High school completers includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate). Earnings are presented in 2007 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. Race categories exclude persons of Hispanic ethnicity.

Figure 5. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: 2007



[1] Total represents the median earnings of those with a bachelor's degree or higher.
NOTE: *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, 2008.

Public High School Graduation Rates

In 2005–06, about three-quarters of the 2002–03 freshman class graduated from high school with a regular diploma.

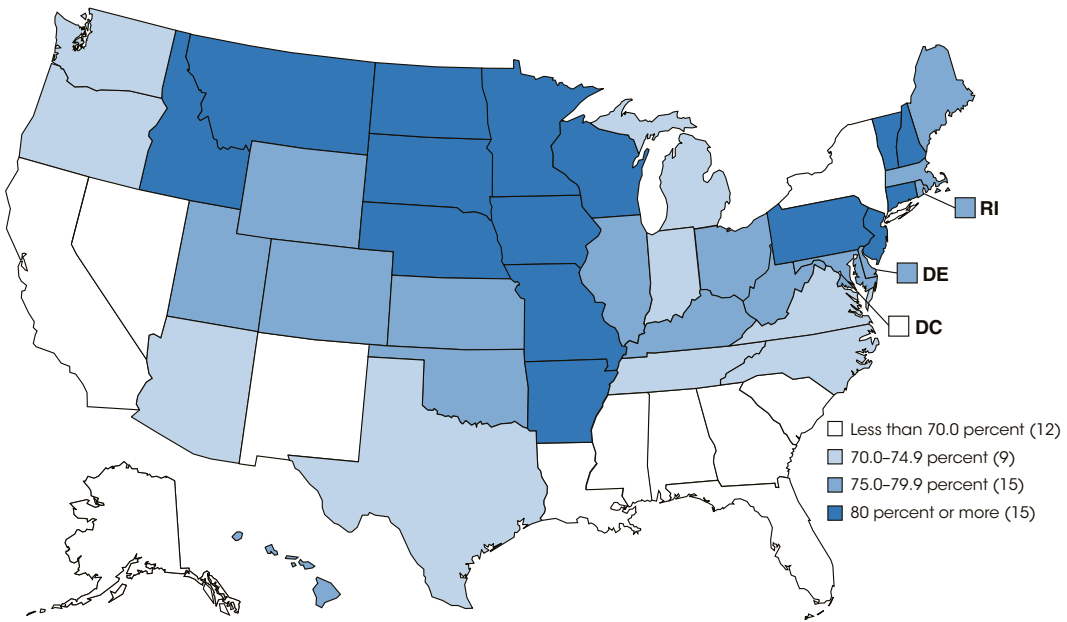
Among public high school students in the class of 2005–06, the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later—was 73.2 percent based on the 48 states that reported nationally. Among reporting states, Wisconsin had the highest rate in 2005–06 (87.5 percent). Thirteen other states had rates of 80 percent or more (ordered high to low): Nebraska, Iowa, Minnesota, New Jersey, South Dakota, Vermont, North Dakota, Montana, New Hampshire, Missouri, Connecticut, Idaho, and Arkansas. Nevada had the lowest rate (55.8 percent). Nine other states had graduation rates below 70 percent: California, New York, New Mexico, Alaska, Alabama, Florida, Mississippi, Georgia, and Louisiana.

To compare rates over time, 2005–06 rates were estimated for the District of Columbia (DC) and the two states (Pennsylvania and South Carolina) that did not report. Including estimates for DC and the two nonreporting states with the reported 2005–06 data, the averaged freshman graduation rate for the nation was 73.4 percent. The overall graduation rate among public school students increased from 71.7 percent for the graduating class of 2000–01 to 73.4 percent for the class of 2005–06. However, between 2004–05 and 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent. Overall, between 2000–01 and 2005–06, the rate increased in 40 states and DC; 9 of these states and DC (2004–05 data) had an increase of more than 5 percentage points. The graduation rate decreased in 10 states; one state, Nevada, had a decrease of more than 5 percentage points.

Technical Notes

The averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

Figure 6. Averaged freshman graduation rate for public high school students, by state: School year 2005–06



NOTE: The rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Estimates for the District of Columbia, Pennsylvania, and South Carolina are based on imputed data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2005-06, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001–02, Version 1c, 2002–03, Version 1b, 2003–04, Version 1b, and 2004–05, Version 1b.

Status Dropout Rates

In general, status dropout rates for Whites, Blacks, and Hispanics declined between 1980 and 2007. In 2007, foreign-born Hispanics dropped out at a higher rate than native-born Hispanics, while the opposite trend held for Whites and Blacks.

The *status dropout rate* is the percentage of 16- through 24-year-olds 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. In this indicator, rates are estimated using the American Community Survey (ACS) and the Current Population Survey (CPS). The 2007 ACS allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, and sex than does the CPS. The CPS, however, provides several decades of historical trends on status dropouts that are not available from the ACS.

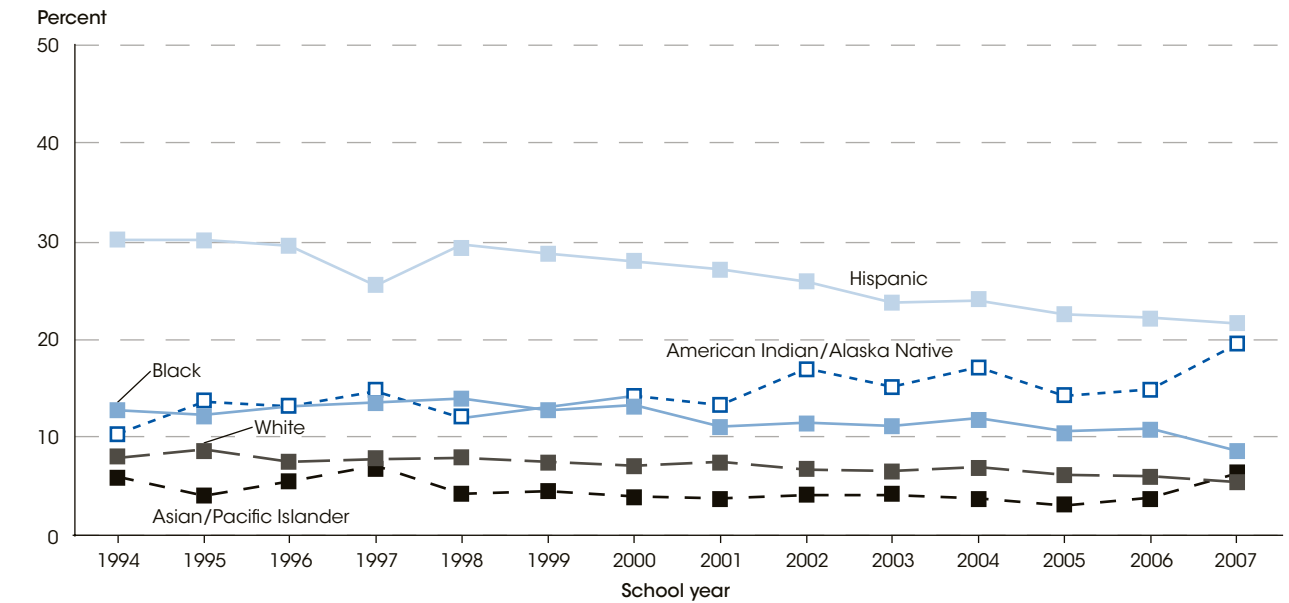
Data from the 2007 ACS show that the status dropout rate for native-born 16- through 24-year-olds was lower than that for their foreign-born counterparts (8 vs. 21 percent). Native-born Hispanics, Asians, and Pacific Islanders had lower status dropout rates than their foreign-born peers, whereas native-born Whites and Blacks had higher status dropout rates than their foreign-born counterparts. The rate for foreign-born Hispanic 16- through 24-year-olds was 34 percent, compared with 11 percent for their native-born Hispanic peers.

Based on the CPS, the status dropout rate declined from 14 percent in 1980 to 9 percent in 2007. In general, the status dropout rates for Whites, Blacks, and Hispanics declined between 1980 and 2007. However, for each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics. The rate for Asians/Pacific Islanders was also lower than those for Hispanics and Blacks between 1989 and 2007.

Technical Notes

The 2007 ACS includes noninstitutionalized and institutionalized group quarters. However, estimates using the CPS include civilian, noninstitutionalized 16- through 24-year-olds. Thus, estimates from the ACS and CPS are not directly comparable. Race categories exclude persons of Hispanic ethnicity.

Figure 7. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1994–2007



NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. Data for American Indians/Alaska Natives in 1999 have been suppressed due to unstable estimates. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1994–2007.

Immediate Transition to College

The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent in 1997 and fluctuated between 62 and 69 percent through 2007.

The rate at which high school completers enrolled in college in the fall immediately after high school was approximately 50 percent between 1972 and 1980. The rate increased to 67 percent in 1997, declined to about 62 percent in 2001 and then increased again to the current rate of 67 percent in 2007.

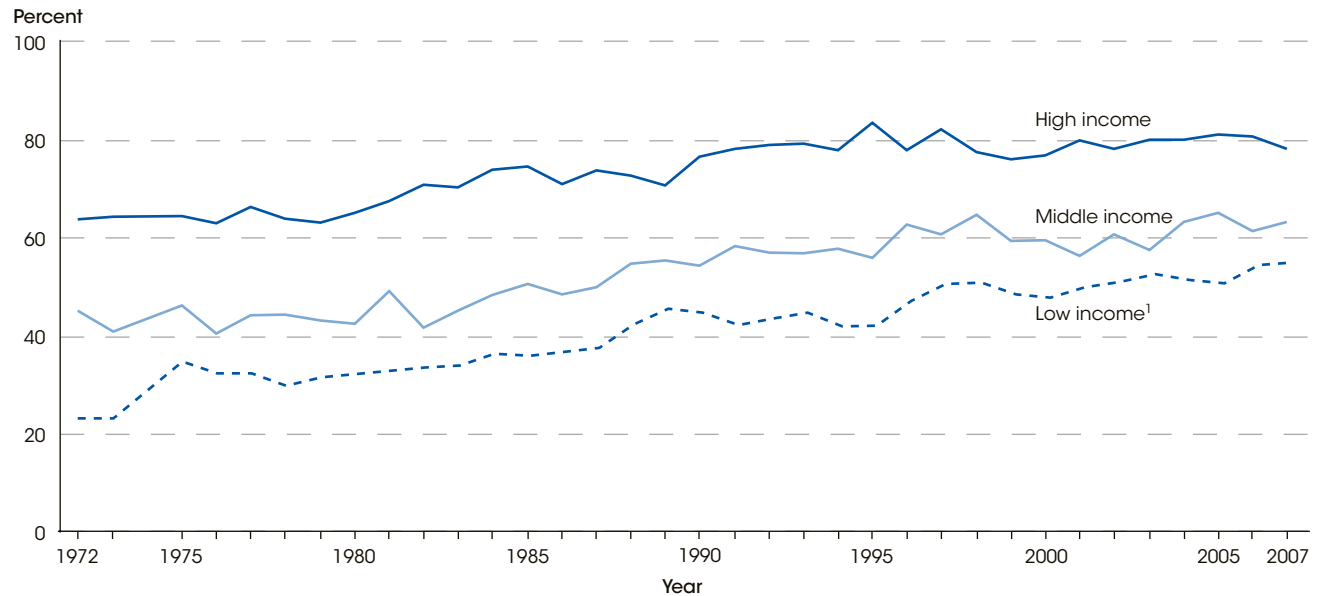
For family income, despite an overall narrowing of the gaps, the immediate college enrollment rates of high school completers from low- and middle-income families trailed those of their peers from high-income families by more than 10 percentage points in each year between 1972 and 2007. In 2007, the enrollment rate gap between students from low- and high-income families was 23 percentage points and that between students from middle- and high-income families was 15 percentage points.

Although the immediate college enrollment rates of White, Black, and Hispanic high school completers each increased between 1972 and 2007, enrollment rates for Black and Hispanic high school completers have nonetheless been lower than for their White peers almost every year since 1985. In 2007, the immediate college enrollment rate was 70 percent for White high school completers, compared with 56 percent for Black high school completers and 61 percent for Hispanic high school completers.

Technical Notes

High school completer refers to those who had completed 12 years of schooling for years before 1992; beginning in 1992, it refers to those who had received a high school diploma or equivalency certificate. *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. Parents' education refers to the highest education level attained by either parent or, in the absence of both parents, the highest level attained by the householder or that of the householder's spouse. Race categories exclude persons of Hispanic ethnicity.

Figure 8. Percentage of high school completers enrolled in 2- or 4-year colleges in the October immediately following high school completion, by family income: 1972–2007



[1] Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are presented. These rates were calculated as the average of the annual rates for the following three adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2007, which do not have available data for one of the 3 adjacent years, the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.
NOTE: Includes high school completers ages 16–24, who accounted for about 98 percent of all high school completers in each year. *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. Family income data were not available for 1974.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2007.

Postsecondary Graduation Rates

About 58 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2000-01 completed a bachelor's degree or its equivalent at that institution within 6 years.

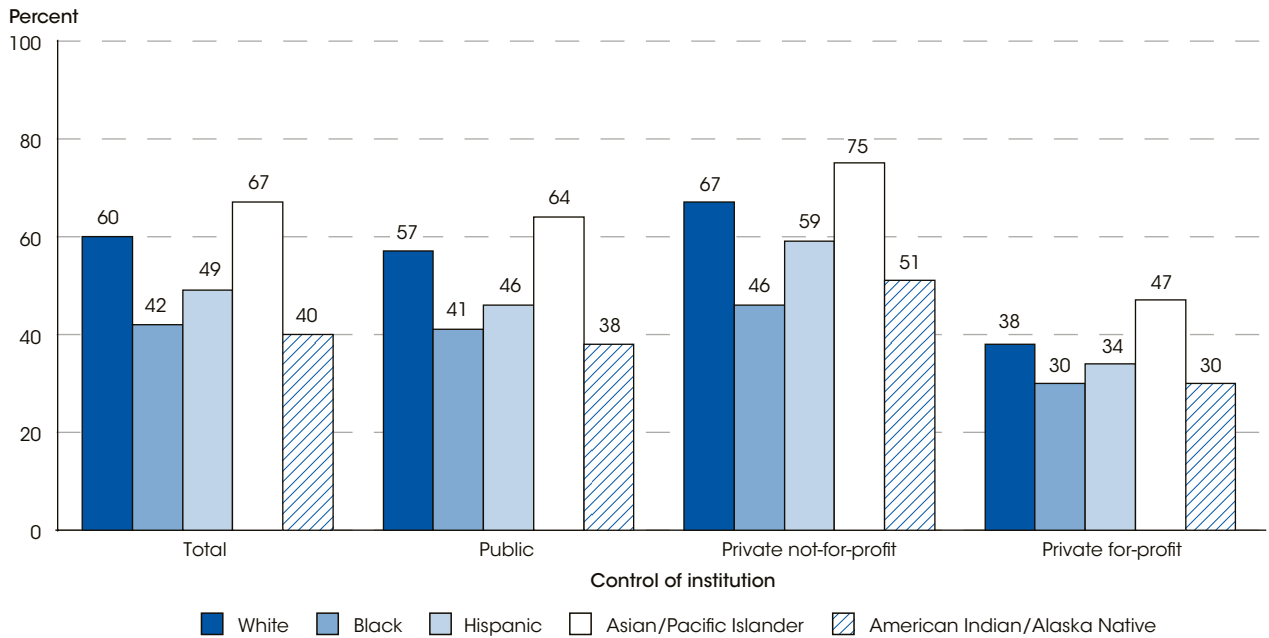
Approximately 58 percent of a 2000–01 cohort of first-time students seeking a bachelor's or equivalent degree and attending a 4-year institution full time, completed a bachelor's or equivalent degree at that institution within 6 years. Six-year graduation rates were higher at private not-for-profit institutions (65 percent) than at public institutions (55 percent) or private for-profit institutions (33 percent).

Asian/Pacific Islanders had the highest 6-year graduation rate (67 percent), followed by Whites (60 percent), Hispanics (49 percent), Blacks (42 percent), and American Indians/Alaska Natives (40 percent). This pattern held at public, private not-for-profit, and private for-profit institutions, with Blacks and American Indians/Alaska Natives having the lowest graduation rates of the five racial/ethnic groups. The 6-year graduation rate for females was higher than for males in public and private not-for-profit institutions. About 58 percent of females seeking a bachelor's or equivalent degree at a public institution graduated in 6 years, compared with 51 percent of their male counterparts.

Technical Notes

The graduation rate was calculated as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. For 4-year institutions, the cohort consists of those students who enrolled for the first time in the 2000–01 academic year. Race categories exclude persons of Hispanic ethnicity.

Figure 9. Percentage of students seeking a bachelor's or equivalent degree at 4-year Title IV institutions who completed a bachelor's or equivalent degree within 6 years, by race/ethnicity and control of institution: Cohort year 2000



NOTE: Race categories exclude persons of Hispanic ethnicity. Persons with unknown race/ethnicity are not shown. The rate was calculated as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2007 estimate of the number of students entering the institution in 2000 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2007, Graduation Rates component.

Public School Expenditures

Total expenditures per student in public elementary and secondary schools rose 31 percent in constant dollars from 1989–90 through 2005–06, with interest on school debt increasing faster than current expenditures or capital outlay.

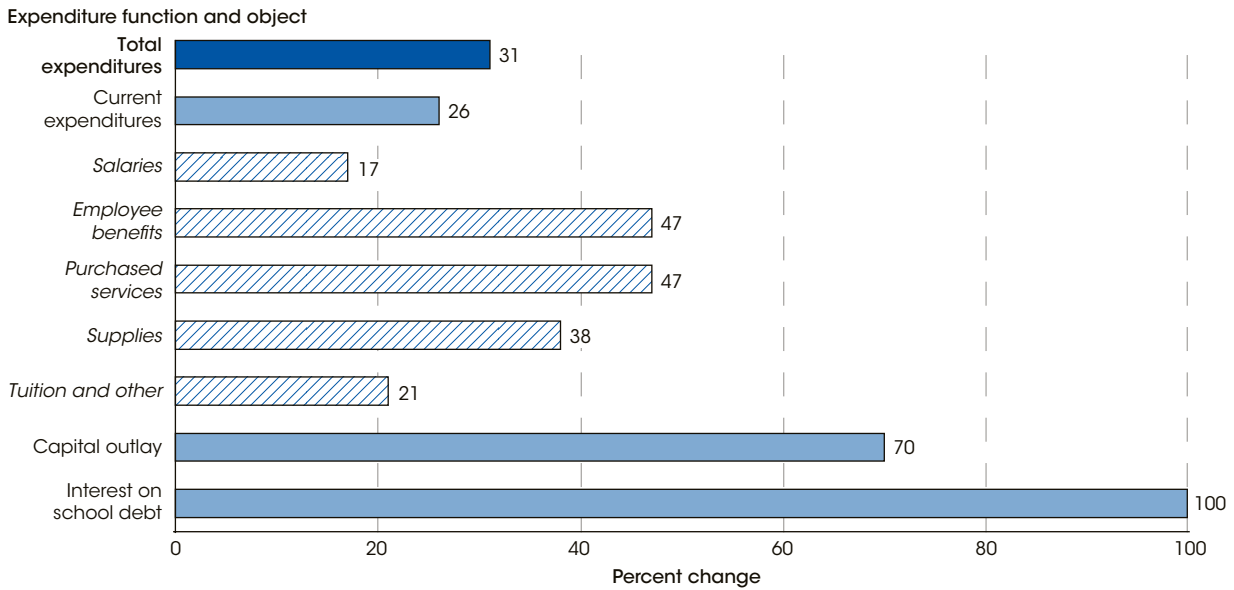
From 1989–90 to 2005–06, total expenditures per student in public elementary and secondary schools rose 31 percent in constant dollars, from $8,627 to $11,293, with most of this increase occurring after 1997–98. Among the expenditure components, spending on interest on school debt increased the fastest, at a rate of 100 percent, followed by capital outlay (70 percent), and current expenditures (26 percent).

During this period, the amount of current expenditures per student spent on staff salaries increased 17 percent; but because other expenditures increased more rapidly, the percentage of current expenditures spent on salaries decreased 5 percentage points, from 66 to 61 percent. The amounts of current expenditures spent on employee benefits and purchased services each increased 47 percent, and the percentage spent on employee benefits and purchased services correspondingly increased as well (from 17 to 20 percent for employee benefits and from 8 to 10 percent for purchased services).

Technical Notes

Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2007–08 dollars. Total expenditures exclude "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools. Enterprise operations include expenditures for operations funded by sales of products or services together with amounts for direct program support made available by state education agencies for local school districts.

Figure 10. Percentage change in total expenditures per student in fall enrollment in public elementary and secondary schools, by expenditure type and objects of current expenditures: School years 1989–90 to 2005–06



NOTE: "Current expenditures," "Capital outlay," and "Interest on school debt" are subcategories of "Total expenditures"; "Salaries," "Employee benefits," "Purchased services," "Supplies," and "Tuition and other" are subcategories of "Current expenditures." Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant dollars.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2005–06.

Undergraduate Fields of Study

In 2006–07, degrees in the field of business made up 21 percent of the bachelor's degrees awarded. Over 327,500 bachelor's degrees were awarded in business that year.

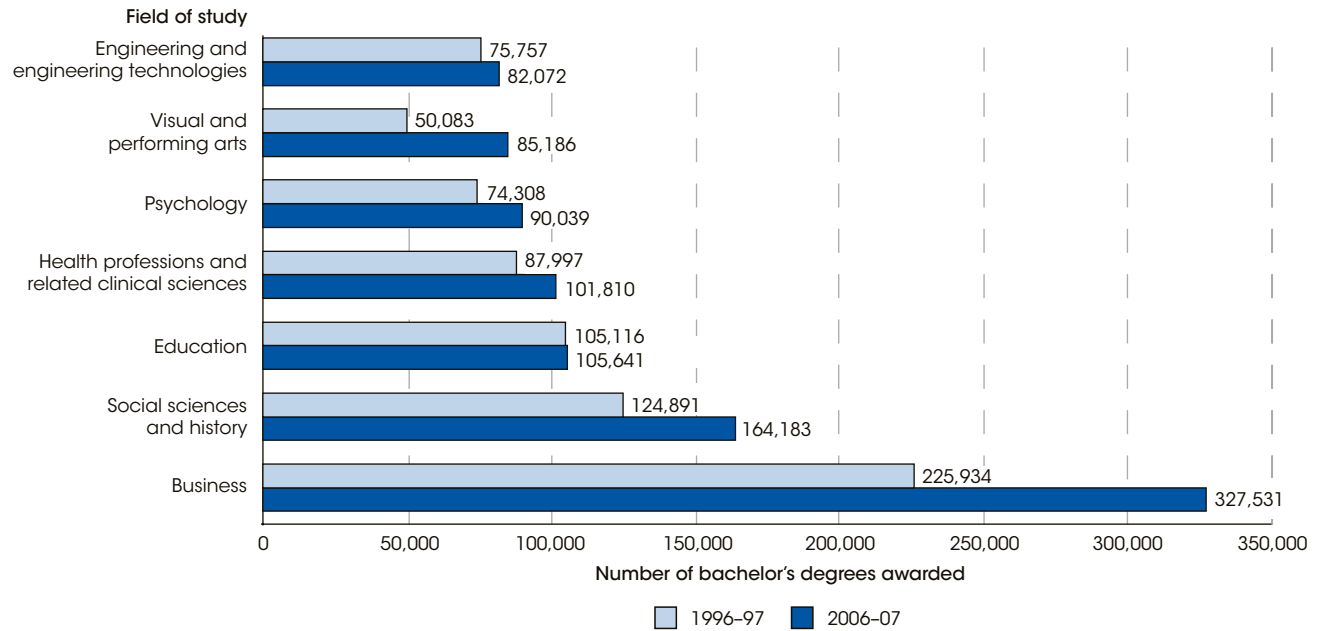
In 2006–07, over 50 percent of the 1.5 million bachelor's degrees awarded were concentrated in five fields: business (21 percent); social sciences and history (11 percent); education (7 percent); health professions and related clinical sciences (7 percent); and psychology (6 percent). Overall, 351,200 more bachelor's degrees were awarded in 2006–07 than in 1996–97 (a 30 percent increase).

About 57 percent of all bachelor's degrees conferred in 2006–07 were awarded to females. Females earned between 49 and 86 percent of all degrees awarded in the five most prevalent bachelor's degree fields. Females earned fewer bachelor's degrees than males in some fields, including engineering and engineering technologies, computer and information sciences and support services, philosophy and religious studies, and physical sciences and science technologies. The field with the smallest percent increase for females during this time period was education (5 percent). There was a 14 percent decrease in the number of males who earned a bachelor's degree in the field of education over this time period.

Technical Notes

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.

Figure 11. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1996–97 and 2006–07



NOTE: The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1996–97 have been reclassified when necessary to conform to the new taxonomy.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 1996–97 and 2006–07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:97) and Fall 2007.

Financial Aid for First-Time Students

Nearly three-quarters of full-time, first-time undergraduates received a student loan or grant in 2006–07. The percentage receiving financial aid was highest at not-for-profit institutions and lower at public institutions and for-profit institutions.

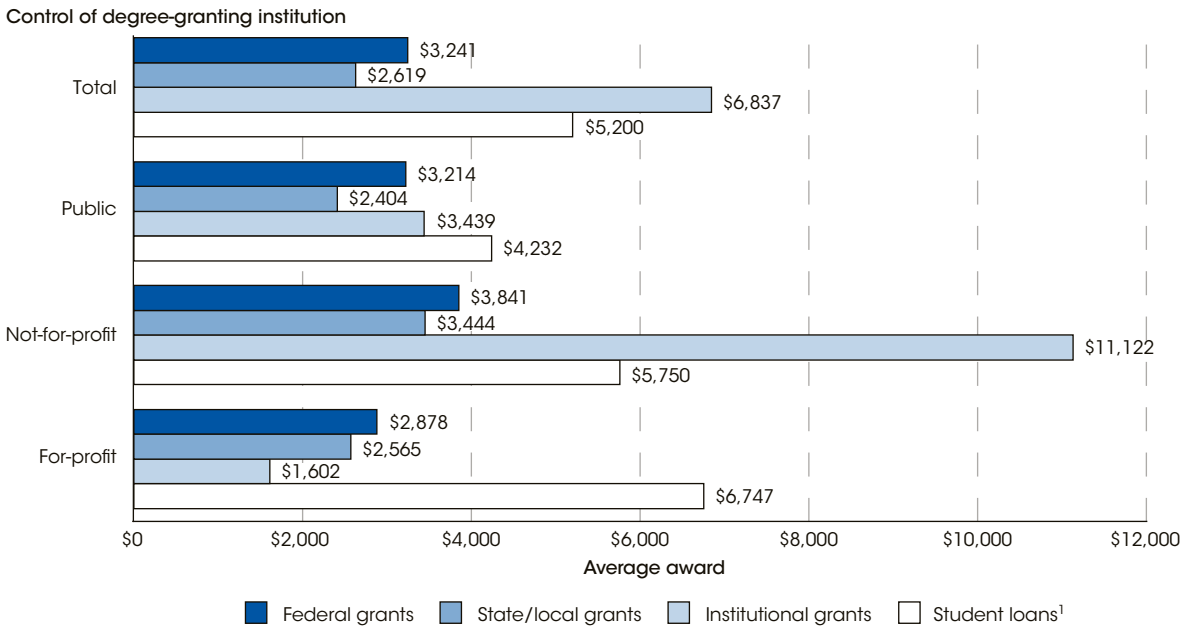
About 73 percent of undergraduates participated in some type of financial aid program in 2006–07, including federal, state/local, and institutional grants, and student loans. The percentage of students receiving financial aid was higher at private not-for-profit institutions (85 percent) than at public institutions (70 percent) and private for-profit institutions (69 percent). A lower percentage (61 percent) of undergraduates at public 2-year institutions received financial aid than did undergraduates at public 4-year institutions (75 percent).

In 2006–07, the average federal grant was $3,841 at not-for-profit institutions, compared with $3,214 (in 2007–08 dollars) at public institutions and $2,878 at for-profit institutions. Similarly, the average award for state/local grants at not-for-profit institutions ($3,444) was higher than at public institutions ($2,404) or at for-profit institutions ($2,565). Among the institutions, the largest difference in the average size of financial aid packages was in institutional grants, where the average award at not-for-profit institutions was $11,122, compared with $3,439 at public institutions and $1,602 at for-profit institutions.

Technical Notes

All measures include only data for full-time, first-time degree/certificate-seeking undergraduates enrolled at 2-year and 4-year institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Average amounts awarded are for students participating in the indicated program. The data for loans include all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally and privately sponsored student loans and exclude Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.

Figure 12. Average award for full-time, first-time degree/certificate-seeking undergraduates participating in financial aid programs, by control of degree-granting institution: Academic year 2006–07



[1] Includes all Title IV subsidized and unsubsidized loans made directly to students, as well as institutionally and privately sponsored student loans. Does not include Parent Loans for Undergraduate Students (PLUS) and other loans made directly to parents.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Average awards for students participating in indicated programs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2006–07 Integrated Postsecondary Education Data System (IPEDS), Spring 2008.

List of Indicators on *The Condition of Education* Website (2000–2009)

The List of Indicators includes all of the indicators that appear in *The Condition of Education* website (http://nces.ed.gov/programs/coe), drawn from the 2000–2009 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 then by subject area. Thus, the indicator numbers and the years in which the indicators were published are not sequential.

Indicator–Year

Special Analyses

Indicator–Year

Section 1—Participation in Education

All Ages

Preprimary Education

Elementary/Secondary Education

Undergraduate Education

List of Indicators on *The Condition of Education* Website (2000–2009)

Adult Literacy

Social and Cultural Outcomes

Economic Outcomes

List of Indicators on *The Condition of Education* Website (2000–2009)

List of Indicators on *The Condition of Education* Website (2000–2009)

Teachers and Staff

Indicator–Year

Learning Opportunities

Special Programs

School Choice