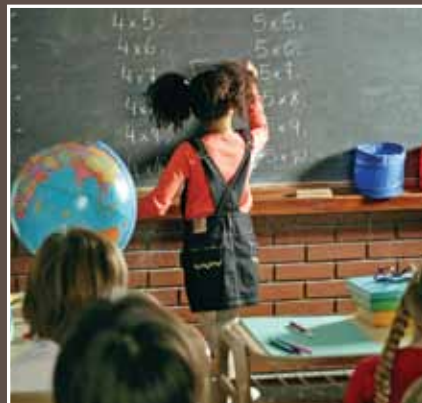


The Condition of Education 2010



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MAY 2010

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Introduction

To ensure reliable, accurate, and timely data, which are necessary to monitor the progress of education in the United States, Congress has mandated that the National Center for Education Statistics (NCES) produce an annual report, *The Condition of Education*. This year's report presents 49 indicators of important developments and trends in U.S. education. These indicators focus on participation and persistence in education, student performance and other measures of achievement, the environment for learning, and resources for education.

This statement summarizes the main findings of the indicators, which are divided into the five sections shown below. Each indicator is referenced by its number in the volume (e.g., *indicator 1*).

Special Section on High-Poverty Schools

Drawing upon data from various NCES survey collections presented in *The Condition of Education 2010*, this special section provides a descriptive profile of high-poverty schools in the United States. It examines the characteristics of students who attend these schools, as well as the principals, teachers, and support staff who work in these schools. Using the percentage of a school's enrollment that is eligible for the National School Lunch Program's free or reduced-price lunch (FRPL) as the measure of school poverty, the characteristics of high-poverty schools are as follows:

- In 2007–08, there were 16,122 schools, or 17 percent of all public schools, that were considered high-poverty schools. That is, in these schools, 75 percent or more of the student enrollment was eligible for free or reduced-price meals.
- A greater percentage of high-poverty secondary schools were classified as alternative and special education schools than were low-poverty schools.
- A greater percentage of high-poverty public schools were eligible to participate in the federal Title I program for disadvantaged students than were lower-poverty public schools.
- In 2007–08, approximately 20 percent of elementary school students and 6 percent of secondary school students attended high-poverty public schools.
- In 2007–08, greater percentages of Hispanic, Black, and American Indian/Alaska Native students attended high-poverty public elementary and secondary schools than did White or Asian/Pacific

Islander students; in addition, greater percentages of Asian/Pacific Islander students attended these schools than did White students.

- The percentage of students who were limited-English proficient was higher in high-poverty schools than in low-poverty schools.

The characteristics of principals who work in high-poverty public schools are as follows:

- In 2007–08, approximately 21 percent (or 13,400) of all elementary school principals worked in high-poverty schools, compared with 27 percent (or 16,700) who worked in low-poverty schools. About 12 percent (or 2,500) of all secondary school principals worked in high-poverty schools, while 33 percent (or 7,000) worked in low-poverty schools.
- Compared with low-poverty schools, high-poverty elementary and secondary schools employed a larger percentage of Black and Hispanic principals and a smaller percentage of White principals.
- The educational attainment of principals varied by school poverty level among secondary schools but not among elementary schools. In high-poverty secondary schools, the percentage of principals whose highest educational level was an education specialist or professional diploma was smaller than the respective percentage of principals in low-poverty secondary schools.

The characteristics of teachers and support staff who work in high-poverty public schools are as follows:

- In 2007–08, approximately 21 percent (or 410,400) of all full-time elementary school teachers taught in high-poverty schools, while 28 percent (or 543,800) taught in low-poverty schools. About 8 percent (or 87,100) of all full-time secondary school teachers worked in high-poverty schools, compared with 40 percent (or 414,500) who worked in low-poverty schools.
- High-poverty elementary and secondary schools employed a greater percentage of Black and Hispanic teachers and a smaller percentage of White teachers than did low-poverty schools.
- Teacher educational attainment and professional certification varied by school poverty levels. For both elementary and secondary schools, a smaller percentage of teachers working in high-poverty schools had a master's degree for their highest education level than teachers working in low-poverty schools.

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- Generally, for both elementary and secondary schools, there were no measurable differences between high- and low-poverty schools in the distribution of school support staff, such as school counselors or other para-professionals.

The outcomes for students who attend high-poverty public schools are as follows:

- On each NAEP assessment given between 1998 and 2009, average reading scores for 4th- and 8th-grade students from high-poverty schools were lower than the scores for students from low-poverty schools.
- On each NAEP assessment given between 2000 and 2009, average mathematics scores for 4th- and 8th-grade students from high-poverty schools were lower than the scores for students from low-poverty schools.
- In 2008, the average NAEP music and visual arts scores for 8th-grade students from high-poverty schools were lower than the scores for 8th-graders from low-poverty schools.

In 2007–08, the average percentage of 12th-graders who graduated with a diploma during the previous year was lower at high-poverty schools than at low-poverty schools. The percentage of graduates attending a 4-year-college was lower for graduates from high-poverty schools than for graduates from low-poverty schools.

Section 1: Participation in Education

As the U.S. population increases in size, so does enrollment at all levels of education. Because of mandatory enrollment laws at the elementary and secondary levels, growth is due largely to increases in the size of the school-age population. At the postsecondary level, both population growth and increasing enrollment rates help account for rising enrollments in undergraduate and postbaccalaureate (graduate and first-professional) programs. The cohorts of students have become more diverse over time, with Hispanic students in particular making up increasing proportions of the school-age population. Similarly, enrollment has risen among students who speak a language other than English at home.

- Between 2000 and 2008, rates of enrollment in formal education increased for young adults ages 18–19 and for adults ages 20–24 and 25–29, the ages at which individuals are typically enrolled in college or graduate school. For children ages 3–4 (typically nursery school ages), the enrollment rate

increased from 20 to 53 percent between 1970 and 2008 and has remained stable (between 52 and 56 percent) since 2000. For youth ages 7–13 and 14–15, enrollment rates have remained at nearly 100 percent over the past 38 years, reflecting states' compulsory age requirements for school attendance (*indicator 1*).

- From 2007–08 to 2019–20, total public school enrollment is projected to increase by 6 percent to 52.3 million students. Enrollment in prekindergarten through grade 8 is projected to reach an estimated high of 37.2 million in 2019–20. Enrollment in grades 9–12 is projected to decline through 2011 and then increase from 2011–12 to 2019–20, surpassing its 2007–08 enrollment by 2019–20. From 2007–08 to 2019–20, the South is projected to increase its share of enrollment to 40 percent (*indicator 2*).
- Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–2002 and then decreased to 5.9 million in 2007–08. About 11 percent of all elementary and secondary school students were in private schools in 2007–08. While Roman Catholic schools maintained the largest share of total private school enrollment overall from 1995–96 to 2007–08, the percentage of private school students enrolled in nonsectarian schools increased from 20 to 22 percent during this period, and the percentage enrolled in Conservative Christian schools increased from 13 to 15 percent (*indicator 3*).
- Between 1988 and 2008, the percentage of public school students who were White decreased from 68 to 55 percent. During this period, the percentage of Hispanic students doubled from 11 to 22 percent, and in 2008, Hispanic enrollment exceeded 10 million students. In general, from 1988 to 2008 White enrollment decreased in each region and Hispanic enrollment increased, while Black enrollment remained stable. Asian enrollment increased in the Northeast and Midwest but remained stable in the West and South (*indicator 4*).
- Between 1979 and 2008, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.9 million, or from 9 to 21 percent of the population in this age range. The percentage of school-age children who spoke English with difficulty increased from 3 to 6 percent between 1979 and 2000 and then decreased to 5 percent in 2008. Of the school-age children who spoke a language other than English at home and who

spoke English with difficulty, 75 percent (or 2.0 million) spoke Spanish (*indicator 5*).

- Since the enactment of the Individuals with Disabilities Education Act (IDEA) in 1975, the number and percentage of children and youth receiving special education services increased nearly every year until 2004–05. In 1976–77, some 3.7 million children and youth (or about 8 percent of public school enrollment) were served under IDEA. By 2007–08, the number who received services had increased to 6.6 million (or about 13 percent of public school enrollment). Of those who received services, 39 percent received them for a specific learning disability. About 95 percent of the children and youth who received services in 2007–08 were enrolled in regular schools; of those children, the percentage who spent most of their school day in a general class was higher in 2007–08 than in 1989–90 (57 vs. 32 percent) (*indicator 6*).
- From 2000 to 2008, undergraduate enrollment in postsecondary institutions increased by 24 percent to 16.4 million students, and it is expected to reach 19.0 million students in 2019. In 2008, females accounted for 57 percent and males accounted for 43 percent of enrollment. By 2019, females are expected to account for 59 percent of total undergraduate enrollment. Enrollment in public institutions increased from 10.5 million students in 2000 to 12.6 million in 2008, a 19 percent increase. Private institutions experienced a higher rate of growth during this period: enrollment increased 44 percent, from 2.6 to 3.8 million students. Undergraduate enrollment at 2-year institutions increased from 5.9 to 7.0 million students between 2000 and 2008, while at 4-year institutions it increased from 7.2 to 9.4 million students (*indicator 7*).
- Postbaccalaureate enrollment was 1.6 million students in 1976; enrollment fluctuated between the mid-1970s to the early 1980s, but since 1983 it has increased every year, reaching 2.7 million students in 2008. Enrollment in postbaccalaureate programs, which include graduate and first-professional programs, is projected to increase through 2019 to 3.4 million students. In 2008, females comprised 59 percent of enrollment and males comprised 41 percent, and in 2019 females and males are expected to respectively comprise 61 and 39 percent of postbaccalaureate enrollment (*indicator 8*).

Section 2: Learner Outcomes

How well do U.S. students and the American education system perform? Data from national and international assessments of students' academic achievement can

help address this question, as can data on adults' educational experiences and earnings. In areas such as mathematics and reading, the performance of elementary and secondary students has shown some improvement since the assessments were first given, but not for all groups of students or for all grade levels. The association between education and the employment and earnings of adults helps underscore the importance of education for individuals and society.

- Average reading scores assessed by the National Assessment for Educational Progress (NAEP) increased by 4 points each for 4th-graders (from 217 to 221) and for 8th-graders (from 260 to 264) from 1992 to 2009. At grade 4, the average reading scale score on the 2009 assessment was not measurably different from the average score in 2007, but was higher than scores on all of the previous assessments since 1992. The percentages of 4th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels showed no measurable change from 2007 to 2009. At grade 8, the 2009 average reading score was 1 point higher than the 2007 score. From 2007 to 2009, the percentages of 8th-grade students performing at or above *Basic* and at or above *Proficient* each increased 1 percentage point, and the percentage performing at *Advanced* did not measurably change (*indicator 9*).
- From 2007 to 2009, there were no measurable changes in average National Assessment for Educational Progress (NAEP) reading scores for White, Black, or Hispanic 4th-grade students, but the 2009 scores were higher than those from the assessment years prior to 2007. The 2009 reading achievement gap between White and Black 4th-graders was 26 points, which was not measurably different from the gap in 2007 but was smaller than all other gaps from earlier assessment years. The 4th-grade White-Hispanic gap in 2009 (25 points) was not measurably different from the gap in 2007 or 1992. At grade 8, average reading scores in 2009 for White, Black, and Hispanic students were higher than their scores in 2007. The White-Black achievement gap was 26 points and the White-Hispanic gap was 24 points; neither gap was measurably different from the corresponding gaps in 2007 or 1992 (*indicator 10*).
- From 1990 to 2009, average mathematics scores assessed by NAEP increased by 27 points for 4th-graders (from 213 to 240) and by 20 points for 8th-graders (263 to 283). At grade 4, the average mathematics scale score on the 2009 assessment was unchanged from the score in 2007, but was higher than scores on all of the previous assessments since 1990. The percentages of 4th-grade students

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performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels showed no measurable change from 2007 to 2009. The average mathematics score for 8th-graders was higher in 2009 than in any previous assessment year. The percentages of 8th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels all showed increases of 1 to 2 percentage points from 2007 to 2009 (*indicator 11*).

- From 2007 to 2009, there were no measurable changes in average NAEP mathematics scores for White, Black, or Hispanic 4th-grade students, but the 2009 scores were higher than those from the assessment years prior to 2007. The mathematics achievement gap between White and Black 4th-graders was 26 points, which was not measurably different from the gap in 2007 but smaller than the gap in 1990 (32 points). The 4th-grade White-Hispanic gap (21 points) in 2009 was not measurably different from the gap in 2007 or 1990. At grade 8, average mathematics scores in 2009 for White, Black, and Hispanic students were higher than scores on any of the previous assessments. The White-Black achievement gap was 32 points in 2009 and the White-Hispanic achievement gap was 26 points; neither gap was measurably different from the corresponding gaps in 2007 or 1990 (*indicator 12*).
- Long-term trend results from NAEP indicate that the achievement of 9- and 13-year-olds in reading and mathematics improved between the early 1970s and 2008; however, the 2008 reading and mathematics scores of 17-year-olds were not measurably different from their scores in the early 1970s. In reading, 9-year-olds scored higher in 2008 than in any previous assessment, with an increase of 4 points since 2004 and 12 points since 1971. In mathematics, the average scores of 9- and 13-year-olds in 2008 were the highest of any assessment year (*indicator 13*).
- On the 2008 NAEP Arts Assessment, which was given to a sample of 8th-grade public and private school students, 8th-graders in high-poverty schools had responding scores that were 45 points lower in music and 43 points lower in visual arts than the scores for 8th-graders in low-poverty schools. Females scored 10 points higher on average than males in music and 11 points higher in visual arts. White and Asian/Pacific Islander students scored higher than Black and Hispanic students in both music and visual arts (*indicator 14*).
- The 2007 Trends in International Mathematics and Science Study (TIMSS) measured three content

domains at grade 4 (*number, geometric shapes and measures, and data display*) and four at grade 8 (*number, algebra, geometry, and data and chance*). In 2007, U.S. 4th-graders scored between 22 and 43 points higher than the TIMSS scale average of 500 across the content domains. They outperformed students in more countries in *data display* than they did in the other content domains. U.S. 8th-graders outperformed peers in the most countries in *data and chance* and in the fewest countries in *geometry*. While their average scores in *number* and *data and chance* were 10 and 31 points above the TIMSS scale averages of 500, their average score in *geometry* was 20 points lower than the TIMSS scale average; their average score in *algebra* was not measurably different from the TIMSS scale average (*indicator 15*).

- The 2007 Trends in International Mathematics and Science Study (TIMSS) measured three content domains at grade 4 (*life science, physical science, and earth science*) and four at grade 8 (*biology, chemistry, physics, and earth science*). In 2007, U.S. 4th-graders scored between 33 and 40 points higher than the TIMSS scale average of 500 across the content domains. They outperformed students in more countries in *life science* and *physical science* than they did in *earth science*. U.S. 8th-graders outperformed students in more countries in *biology* and *earth science* than they did in *chemistry* and *physics*. While their average scores in *biology, chemistry, and earth science* were 10 to 30 points above the TIMSS scale average, their average score in *physics* was not measurably different from the TIMSS scale average (*indicator 16*).
- In 2008, among young adults ages 25–34 who worked full time throughout a full year, those with a bachelor's degree earned 28 percent more than young adults with an associate's degree, 53 percent more than young adult high school completers, and 96 percent more than young adults who did not earn a high school diploma. The median of the earnings for young adults with a bachelor's degree was \$46,000; for those with an associate's degree, \$36,000; for high school completers, \$30,000; and for those who did not earn a high school diploma or equivalent certificate, \$23,500. In 2008, at every educational level, the median of the earnings for young adult males was higher than the median earnings for young adult females; for example, young adult males with a bachelor's degree earned \$53,000, on average, while their female counterparts earned \$42,000. In the same year, the median of White young adults' earnings was higher than that of Black and Hispanic young adults' earnings at each educational level, except the level of master's degree or higher, where there were no measurable differences (*indicator 17*).

Section 3: Student Effort and Educational Progress

Many factors are associated with a student's persistence and progress toward a high school diploma, college degree, or other credential. Factors such as the student's effort and expectations, parents' educational attainment, and family income are associated with various measures of educational attainment, including graduation and dropout rates, immediate college enrollment rates, and high school and postsecondary degree attainment. Monitoring these factors and tracking educational attainment provide key indicators for describing the progress of students and schooling in the United States.

- In 2006–07, about three-quarters of the 2003–04 freshman class (2.9 million students) graduated from high school on time with a regular diploma. This estimate of the percentage of an incoming freshman class that graduates 4 years later is the *averaged freshman graduation rate*. Vermont had the highest averaged freshman graduation rate, at 88.6 percent, and Nevada had the lowest, at 52.0 percent. Fifteen other states had rates of 80 percent or more, and 11 other states and the District of Columbia had rates below 70 percent. The overall averaged freshman graduation rate increased from 71.7 percent in 2000–01 to 73.9 percent in 2006–07, but between 2004–05 and 2005–06 it decreased from 74.7 to 73.4 percent (*indicator 18*).
- The *status dropout rate* represents 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 2008, the status dropout rate was 8 percent, down from 14 percent in 1980. In general, dropout rates for Whites, Blacks, and Hispanics each declined between 1980 and 2008, although in each year of that period the status dropout rate was lower for Whites and Blacks than for Hispanics. In 2008, foreign-born Hispanics and Asians dropped out at a higher rate than native-born Hispanics and Asians. For example, the status dropout rate for foreign-born Hispanics was 35 percent, which was higher than the rate of 11 percent for native-born Hispanics. In contrast, foreign-born Whites, Blacks, and persons of two or more races dropped out at a lower rate than their native-born counterparts (*indicator 19*).
- 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 2008. The difference between enrollment rates of high school completers from low- and high-income families fluctuated between 1972 and 2008, but in each year of this period the rates of high school completers from low-income families trailed those from high-income families by at least 20 percentage points. In 2008, the immediate enrollment rate gap between students from low- and high-income families was 25 percentage points. Differences in the immediate college enrollment rate by race/ethnicity have also persisted over time. For example, enrollment rates of Black and Hispanic high school completers have been lower than the rates of their White peers almost every year since 1985 (*indicator 20*).
- About 57 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2001–02 completed a bachelor's degree or its equivalent at that institution within 6 years. Six-year graduation rates were highest at private not-for-profit 4-year institutions (64 percent), followed by public 4-year institutions (55 percent) and private for-profit 4-year institutions (25 percent). Asian/Pacific Islander students had the highest 6-year graduation rate (67 percent), compared with Whites (60 percent), Hispanics (48 percent), Blacks (42 percent), and American Indians/Alaska Natives (40 percent) (*indicator 21*).
- In 2009, some 89 percent of 25- to 29-year-olds had received at least a high school diploma or equivalency certificate, 31 percent had attained at least a bachelor's degree, and 7 percent had completed a master's degree or higher. Between 1971 and 2009, the high school completion rate increased from 59 to 89 percent for Blacks and from 48 to 69 percent for Hispanics. The White-Black gap in high school attainment decreased from 23 to 6 percentage points, and the White-Hispanic gap decreased from 33 to 26 percentage points. Although the percentage of young adults with a bachelor's degree increased for all racial/ethnic groups between 1971 and 2009, the White-Black gap in bachelor's degree attainment increased from 12 to 18 percentage points, and the White-Hispanic gap increased from 14 to 25 percentage points (*indicator 22*).
- Between 1997–98 and 2007–08, the number of degrees earned increased by 34 percent for associate's degrees, by 32 percent for bachelor's degrees, and by 45 percent for master's degrees. The number of degrees earned increased for all racial/ethnic groups for each type of degree, but at varying rates. For example, the number of bachelor's degrees awarded to White students increased by 25 percent, while the number awarded to Hispanic students increased by 86 percent and the number awarded to Black students increased by 55 percent. In 2007–08, females of each racial/ethnic group generally earned more degrees than their male counterparts for each type of degree; for example, Black females

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earned 69 percent of associate's, 66 percent of bachelor's, 72 percent of master's, 63 percent of first-professional, and 66 percent of doctoral degrees awarded to Black students (*indicator 23*).

Section 4: Contexts of Elementary and Secondary Education

The school environment is described by a number of features, including the characteristics of teachers, principals, and staff; student/teacher ratios; the racial/ethnic distribution of students; the poverty level of students; and the climate for learning. Variations in current expenditures and differences in how funds are spent are also important features to consider. Monitoring these and other factors provides a more complete picture of the conditions in schools that can influence education. Society also influences and supports education through means such as learning activities that take place outside of school and financial support.

- Regular public schools comprised 92 percent of public schools in 2007–08; alternative schools for students at risk of school failure (6 percent of public schools), special education (2 percent), and vocational schools (less than 1 percent) made up the remainder. The distribution of school size differed by school level: only 4 percent of elementary schools had enrollments of 1,000 students or more, compared with 26 percent of secondary schools. The percentage of public schools that were high-poverty increased from 12 percent in 1999–2000 to 17 percent in 2007–08. About 20 percent of elementary and 9 percent of secondary schools were high-poverty schools in 2007–08 (*indicator 24*).
- In 2007–08, greater percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty schools than did White or Asian/Pacific Islander students. Within high-poverty schools, Hispanics and Blacks represented the greatest shares of enrollment at both the elementary and secondary level. Hispanics represented the highest percentage of students at high-poverty elementary and secondary schools in suburban areas and cities, as well as at high-poverty elementary schools in towns. A greater percentage of Black and White students (31 percent each) attended high-poverty elementary schools in rural areas than did students of all other racial/ethnic groups. Black students also represented the greatest percentage of student enrollment at high-poverty secondary schools located in towns and rural areas (44 and 34 percent, respectively) (*indicator 25*).
- During the 2007–08 school year, 75 percent of public schools recorded one or more violent incidents of crime, 17 percent of schools recorded at least one serious violent incident, 47 percent recorded one or more thefts, and 67 percent recorded one or more other incidents. There was variation in the number of incidents of violent and serious violent crimes among schools. For example, 24 percent of schools recorded 20 or more violent incidents, compared with 11 percent that recorded 1–2 violent incidents. However, the percentage recording 20 or more violent incidents was not measurably different from the percentage recording no violent incidents (*indicator 26*).
- In the 2007–08 school year, there were 3.5 million full-time teachers, including 2.1 million elementary school teachers and 1.1 million secondary school teachers. The majority of teachers were female: at the elementary level, 84 percent of public school and 87 percent of private school teachers were female. The percentage of full-time public school teachers who held a degree higher than a bachelor's degree was larger in 2007–08 than in 1999–2000. For example, 49 percent of elementary public school teachers held a degree higher than a bachelor's degree in 2007–08, compared with 43 percent in 1999–2000. In general, public elementary and secondary school teachers had more years of teaching experience in 1999–2000 than they had in 2007–08 (*indicator 27*).
- In the 2007–08 school year there were approximately 3.7 million teachers, of which close to 3.2 million were continuing teachers and 516,500 were newly hired teachers. These newly hired teachers made up 14 percent of all teachers in the 2007–08 school year. Over half (277,300) of newly hired teachers were teachers who had transferred from another school system; 97,500 teachers came directly into teaching after finishing training; 66,500 teachers had delayed their entry into teaching after completing training; and 75,200 had taught in the past and were reentering the profession. In 2007–08, a higher percentage of continuing teachers held a regular teaching certificate (86 percent) than did newly hired teachers in each of the four career paths described above (*indicator 28*).
- From 1999–2000 to 2007–08, the percentage of public school principals who were female increased from 52 to 59 percent at elementary schools and from 22 to 29 percent at secondary schools; the percentage of private school principals who were female did not measurably change at the elementary or secondary level. The percentage of principals under 40 years old and the percentage 55 years and older each increased at public elementary and secondary schools between 1999–2000 and 2007–

- 08, while the percentage of principals between 45 and 54 years old decreased. For example, 10 percent of elementary school principals were under 40 years old in 1999–2000, compared with 19 percent in 2007–08. Principals were also less experienced in 2007–08 than in 1999–2000: 10 percent of principals had 20 or more years of experience in 1999–2000, compared with 5 percent in 2007–08 (*indicator 29*).
- In 2007–08, public schools employed approximately 5.8 million staff: 3.7 million were in elementary schools and close to 1.8 million were in secondary schools. Professional instructional staff—principals, teachers, instructional coordinators and supervisors, librarians/library media specialists, and school counselors—accounted for 63 percent of public elementary school staff, with teachers making up 56 percent of all elementary school staff. Greater percentages of staff at public secondary schools were professional instructional staff than at public elementary schools. In terms of school enrollment size, in 2007–08, the percentages of staff that were professional instructional staff were consistently higher for larger elementary schools than for smaller elementary schools (*indicator 30*).
 - The ratio of students to teachers, which is sometimes used as a proxy measure for class size, declined between 1990–91 and 2007–08, from 17.6 to 15.8 students per teacher for all regular public schools. In every year during this period, the student/teacher ratios tended to be higher in public schools with larger enrollments than in those with smaller enrollments. For example, in 2007–08, regular public secondary schools with 1,500 or more students enrolled, on average, 6.1 more students per teacher than regular public secondary schools with enrollments under 300 students (*indicator 31*).
 - The number of charter schools in the United States increased from 1,500 in 1999–2000 to 4,400 in 2007–08. In 2007–08, about 54 percent of charter schools were elementary schools, and secondary and combined schools accounted for 27 and 19 percent of charter schools. More than half of charter schools (55 percent) were located in cities in 2007–08, with 22 percent in suburban areas, 8 percent in towns, and 15 percent in rural areas. This distribution differed from that of all public schools: 26 percent of all public schools were located in cities; 28 percent, in suburban areas; 14 percent, in towns; and 31 percent, in rural areas. From 1999–2000 to 2007–08, the number of students enrolled in charter schools in the United States more than tripled, increasing from 340,000 to 1.3 million students (*indicator 32*).
 - From 1989–90 to 2006–07, total elementary and secondary public school revenue increased from \$353 to \$584 billion (a 66 percent increase in 2008–09 constant dollars). Federal revenue increased by 130 percent, state revenue increased by 67 percent, and local revenue increased by 56 percent. During this period, the percentage of total revenue for public elementary and secondary education that came 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 8 percent). The percentage from state sources was 47 percent in 1989–90 and 48 percent in 2006–07 (*indicator 33*).
 - From 1989–90 to 2006–07, total expenditures per student in public elementary and secondary schools rose from \$8,748 to \$11,839 (a 35 percent increase in 2008–09 constant dollars), with most of the increase occurring after 1997–98. The various components of expenditures increased at different rates during this time period. Spending on interest on school debt per student increased the most, at a rate of 100 percent, followed by capital outlay (81 percent) and current expenditures (30 percent) (*indicator 34*).
 - Across U.S. districts, the total variation in instruction expenditures per student decreased between school years 1989–90 and 1997–98, but increased each year from 1997–98 through 2006–07. In 2006–07, it was greater than it was in the early 1990s. Variations in instruction expenditures due to both between- and within-state differences increased from 1997–98 through 2006–07 (*indicator 35*).
 - Between 1995–96 and 2006–07, current expenditures per student in public elementary and secondary schools increased by 29 percent in 2008–09 constant dollars. Current expenditures per student, which include instructional, administrative, and operation and maintenance expenditures, were \$9,991. They were highest in high-poverty districts (\$10,978) and low-poverty districts (\$10,850) and lowest in middle-poverty districts (\$9,181). Expenditures increased the most for high-poverty and middle high-poverty districts (35 and 32 percent, respectively) and the least for low-poverty districts (26 percent) (*indicator 36*).
 - In 2007–08, some 61 percent of teachers worked in districts where at least one pay incentive, such as a cash bonus or a salary increase, was offered. Forty-six percent of teachers worked in districts where a pay incentive was offered for obtaining National Board for Professional Teaching Standards

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Certification (NBPTS); 30 percent worked in districts where a pay incentive was offered as a way to recruit or retain teachers for positions in fields with teacher shortages; 15 percent worked in districts where a pay incentive was offered for excellence in teaching; and another 15 percent of teachers worked in districts where a pay incentive was offered for recruiting or retaining teachers to teach in less desirable locations. A greater percentage of teachers in city schools than in suburban, town, and rural schools were offered a pay incentive. For example, 28 percent of teachers in city schools were offered incentives for demonstrating excellence, which was higher than the 6 to 13 percent of teachers employed in other locale types who were offered that incentive (*indicator 37*).

- In 2006, U.S. expenditures per student at the postsecondary level were \$25,109, more than twice as high as the average of \$12,336 for the member countries of the Organization for Economic Cooperation and Development (OECD) who reported data. At the combined elementary and secondary level, the United States spent \$10,267 per student, which was 41 percent higher than the OECD average of \$7,283. In 2006, the OECD countries that spent the highest percentage of their gross domestic product (GDP) on total education expenditures were Iceland, the United States, Denmark, and Republic of Korea. At the postsecondary level, the United States spent 2.9 percent of its GDP on education, the highest percentage of all the OECD countries reporting data (*indicator 38*).

Section 5: Contexts of Postsecondary Education

The postsecondary education system encompasses various types of institutions under public, private not-for-profit, and private for-profit control. Indicators in this section include the racial/ethnic distribution of college students, student fields of study and degree attainment by institution type, trends in studying abroad, faculty compensation and benefits, and the total cost of postbaccalaureate education.

- In 2008, some 63 percent of college students were White, 14 percent were Black, 12 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were students from other countries. Compared with Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, a relatively high percentage of Black students (12 percent) attended colleges where Blacks constituted

75 percent or more of the enrollment. A smaller percentage of Hispanic students (6 percent) attended colleges where their racial/ethnic group constituted 75 percent or more of the enrollment. (*indicator 39*).

- From 1987–88 to 2007–08, the number of U.S. students studying abroad rose steadily, from 62,300 to 262,400 students. In 2007–08, an estimated 15 out of every 100 students in a bachelor's degree program studied abroad during their undergraduate careers. Some 56 percent of all U.S. students who studied abroad studied in Europe in 2007–08, compared with 64 percent who did so in 1997–98 and 75 percent in 1987–88. After Europe, Latin America hosted the greatest percentage of American students (15 percent) in 2007–08, followed by Asia (11 percent) and Oceania and Africa (5 percent each). Among U.S. study abroad students in 2007–08, social sciences, business and management, and humanities were the top three fields of study (*indicator 40*).
- Of the 1.6 million bachelor's degrees awarded in 2007–08, over 50 percent 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, from 1997–98 to 2007–08 there was a 32 percent increase in the number of bachelor's degrees conferred. In addition, in 2007–08, about 57 percent of all bachelor's degrees conferred were awarded to females; females also earned between 49 and 85 percent of all degrees awarded in the five most prevalent bachelor's degree fields (*indicator 41*).
- In 2007–08, of the 625,000 master's degrees awarded, over 50 percent were concentrated in two fields: education (28 percent) and business (25 percent). Women earned 77 and 45 percent, respectively, of all degrees awarded in those two fields. Overall, 194,900 more master's degrees were awarded in 2007–08 than in 1997–98 (a 45 percent increase). During this period, the number of doctoral degrees awarded increased by 38 percent and the number awarded to women increased by 68 percent. Between 1997–98 and 2007–08, there was a 16 percent increase in the number of first-professional degrees awarded and a 35 percent increase in the number awarded to women. The field of pharmacy saw the greatest percent increase (199 percent) in the number of degrees awarded (*indicator 42*).
- Between 1997–98 and 2007–08, the number of degrees conferred by private for-profit institutions increased by a larger percentage than the number

conferred by public and private not-for-profit institutions; this was true for all types of degrees. For example, during this period the number of bachelor's degrees conferred by public and private not-for-profit institutions increased by 27 percent for both types of institutions, while the number conferred by private for-profit institutions quadrupled. In addition, the number of master's degrees conferred by private for-profit institutions increased eight-fold, resulting in an increase in their share of total master's degrees conferred (*indicator 43*).

- Average inflation-adjusted salaries for full-time instructional faculty with academic ranks in colleges and universities were 24 percent higher in 2008–09 than in 1979–80. The increase was greatest for instructors, whose average salary increased by 46 percent, followed by professors, whose average salary increased by 30 percent. The average faculty salary was higher in 2008–09 than in 1979–80 at most types of institutions, with increases ranging from 9 percent at public 2-year colleges to 41 percent at private doctoral universities. In the more recent period from 1999–2000 to 2008–09, average faculty salaries increased by 4 percent. In 2008–09, the average faculty salary was \$73,600, with institutional averages ranging from \$43,500 at private 2-year colleges to \$97,700 at private doctoral universities (*indicator 44*).
- The percentage of full-time college students ages 16–24 who were employed increased from 34 to 52 percent between 1970 and 2000, decreased to 47 percent in 2001, but did not change measurably from 2001 through 2008. In addition, the number of hours these students worked per week has increased since 1970. In 1970, about 4 percent of full-time students worked 35 or more hours per week, but between 2000 and 2007 that percentage fluctuated between 8 and 9 percent. In contrast to the increase among full-time college students, there was no measurable change in the percentage of part-time college students who were employed between 1970 and 2008. Part-time college students worked fewer hours in 2008 than they did in 1970 (*indicator 45*).
- From 1999–2000 to 2007–08, the percentage of full-time, full-year undergraduates who received federal grants, available to those who qualify by income, increased from 31 to 33 percent, while the percentage with federal loans increased from 44 to 50 percent. In 2007–08, about 80 percent of low-income dependent undergraduates received federal grants, compared with 15 percent of middle-income and less than 1 percent of high-income undergraduates. The percentage of middle-income undergraduates who took out loans in 2007–08 (49 percent) was not measurably different from

that of low-income undergraduates (51 percent), but higher percentages of low- and middle-income undergraduates took out loans than did high-income undergraduates (35 percent) (*indicator 46*).

- For full-time, full-year, dependent undergraduates, the total price of education was higher in 2007–08 than in 1999–2000 at all institutions. Many students and families receive financial aid to help cover their expenses, usually in the form of grants and loans. The net price of education is calculated as the total price of attendance (the cash outlay, including loans, that is needed to cover educational expenses) minus grants. After adjusting for inflation, the net price of attendance was higher in 2007–08 than in 2003–04 for students at public 2- and 4-year institutions and at private not-for-profit 4-year institutions. For low-income students at all institutions, however, the net price of attendance was not significantly higher in 2007–08 than in 2003–04 (*indicator 47*).
- In 2007–08, the average total price for 1 year of full-time graduate education ranged from \$31,300 for a master's degree program at a public institution to \$58,000 for a first-professional degree program at a private not-for-profit institution. For all degree programs, the average total price of attending a graduate program was greater in 2007–08 than in 2003–04. Most full-time graduate students receive some type of financial aid, such as grants and assistantships (awarded on a discretionary basis); subsidized, unsubsidized, or private loans; or tuition assistance from their employer. Some 85 percent of full-time students at the master's level, 88 percent at the first-professional level, and 93 percent at the doctoral level received some type of aid in 2007–08 (*indicator 48*).
- In 2007–08, student tuition accounted for 18 percent of the total revenue for public institutions, 36 percent for private not-for-profit institutions, and 87 percent for private for-profit institutions. State appropriations (25 percent) were the largest source of revenue for public institutions, while tuition and fees (18 percent) were the second largest source. In 2007–08, instruction was the largest expenditure category for both public and private not-for-profit institutions. At private for-profit institutions, the largest single expenditure category was a group made up of student services and academic and institutional support (*indicator 49*).

Conclusion

Overall, progress on national assessments in reading and mathematics has been made among 4th- and 8th-graders since the early 1990s. On both mathematics and reading

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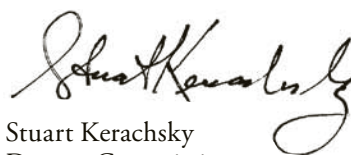
assessments, significant achievement gaps among racial/ethnic groups remain, though the mathematics and reading gaps between White and Black 4th-graders have narrowed since the assessments were first given. Other measures of progress showing improvement are the status dropout rate, which has declined among students in all racial/ethnic groups, and rates of postsecondary degree attainment, which have increased for Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

It is important to examine how outcomes on measures of progress differ among students of varying poverty levels. On the 2009 national reading and mathematics assessments, the percentages of 4th- and 8th-graders from high-poverty schools performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels were lower than the respective percentages of 4th- and 8th-graders from low-poverty schools. In 2007–08, 12-graders attending high-poverty schools were less likely than those attending low-poverty schools to graduate with a diploma during the previous year, and graduates from high-poverty schools were less likely than graduates from low-poverty schools to attend a 4-year college.

Enrollment in U.S. schools is expected to continue growing in the coming years. From 2007 through 2019, public elementary and secondary education enrollment is projected to increase to 52 million students; the South is expected to experience the largest increase in the number of students enrolled. Undergraduate enrollment is expected to increase from 16.4 million students in 2008 to 19.0 million in 2019. Enrollment in postbaccalaureate programs is projected to increase through 2019 to 3.4 million students.

These increases in enrollment have been accompanied by a growing diversity of students. Between 1988 and 2008, the percentage of public school students who were White decreased from 68 to 55 percent, while the percentage of public school students who were Hispanic doubled from 11 percent to 22 percent. In 2007–08, greater percentages of Hispanic, Black, and American Indian/Alaska Native students attended high-poverty elementary and secondary schools than did White or Asian/Pacific Islander students.

NCES produces an array of reports each year that present findings about the U.S. education system. *The Condition of Education 2010* is the culmination of a yearlong project. It includes data that were available by April 2010. In the coming months, other reports and surveys informing the nation about education will be released. Along with the indicators in this volume, NCES intends these surveys and reports to help inform policymakers and the American public about trends and conditions in U.S. education.




Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Reader's Guide

The Condition of Education is available in two forms: this print volume for 2010 and a Web version on the National Center for Education Statistics (NCES) website (<http://nces.ed.gov/programs/coe>). The Web version includes the following: the 2010 Commissioner's statement, a user's guide, special analyses from 2000 through 2010, all indicators from this edition, and selected indicators from earlier editions of *The Condition of Education*. (See page xxix for a list of all the indicators that appear on *The Condition of Education* website.)

The print volume of *The Condition of Education 2010* consists of five sections of indicators, as well as an additional "special section" that examines high-poverty schools using data drawn from various indicators in the volume. Each section begins with a summary of the general topic areas covered by the indicators in the section. Each indicator consists of a page with key findings and technical notes, one or two figures and/or tables on the adjacent page, and one or more supplemental tables, found in *appendix A*. The supplemental tables feature the estimates used in the indicator discussion as well as additional estimates related to the indicator. Where applicable, tables of standard errors for estimate tables are available on the Web (<http://nces.ed.gov/programs/coe>). Additional information on data sources, analyses conducted, and definitions of variables and measures can be found in the supplemental notes in *appendix B*. Finally, a glossary of key terms, a bibliography, and an index are featured in *appendices C–E*.

 This icon on the main indicator page lists references for related indicators, supplemental tables, glossary terms, and other sources that provide more information relating to the indicator. Indicators use the most recent national and international data available from either NCES or other sources that are relevant to the indicator. When the source is an NCES publication, such as the *Digest of Education Statistics 2009* (NCES 2010-013), the publication can be viewed on the NCES website (<http://nces.ed.gov/pubsearch>).

Data Sources and Estimates

The data in this report were obtained from many different sources—including students and teachers, state education agencies, local schools, and colleges and universities—using surveys and compilations of administrative records. Users of *The Condition of Education* should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

Most indicators in *The Condition of Education* summarize data from surveys conducted by NCES or by the Census Bureau with support from NCES. Brief explanations of the major NCES surveys used in this edition of *The*

Condition of Education can be found in *supplemental notes 3 and 4* of this volume. More detailed explanations can be obtained on the NCES website (<http://nces.ed.gov>) under "Surveys and Programs." Information about the Current Population Survey (CPS), another frequent source of survey data used in *The Condition of Education*, can be found in *supplemental note 2* and at <http://www.census.gov/cps/>.

Data for indicators reported in this volume are obtained primarily from two types of surveys: universe surveys and sample surveys. Some indicators report data taken from entire populations (universe surveys), such as *indicator 36* (Public School Expenditures by District Poverty). With this type of survey, information is collected from every member of the population. For example, data for *indicator 36* were obtained from each school district in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation. A universe survey is usually expensive and time consuming, so researchers often opt to collect data from a sample of the population of interest (sample survey). Other indicators report data from sample surveys, such as *indicator 9* (Reading Performance). *Indicator 9* reports information from the National Assessment of Educational Progress (NAEP), which assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced because data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons.

Various types of estimates derived from universe and sample surveys are reported in *The Condition of Education*. Many indicators report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population. In addition, the average (or *mean*) values of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population. An example is the annual average salaries of full-time instructional faculty at degree-granting institutions (*indicator 44*). Another population measure that is sometimes used is the *median*. The median is the value of a population characteristic at or above which 50 percent of the population is estimated to fall and at or below which 50 percent of the population is estimated to fall. An example is the median annual earnings of young adults who are full-time, full-year wage and salary workers (*indicator 17*).

Estimates based on universe and sample survey data may be affected by a wide range of potential data collection errors, such as coverage errors, response errors, data coding errors, and data entry errors. Estimates of the size of these types of errors are typically not available.

Using estimates calculated from data based on a sample of the population requires consideration of several factors before the estimates become meaningful. However conscientious an organization may be in collecting data from a sample of a population, some margin of error will always be present in estimations of the size of the actual total population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error, or the range, of an estimate depends on several factors, including the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

Standard Errors

When data from sample surveys are reported, as is the case with most of the indicators in *The Condition of Education*, the standard error is calculated for each estimate. The standard errors for all estimated totals, means, medians, or percentages reported in the supplemental tables of *The Condition of Education* can be viewed on the NCES website (<http://nces.ed.gov/programs/coe/>).

The standard errors of the estimates for different subpopulations in an indicator can vary. As an illustration, *indicator 13* reports the average mathematics scores of 13-year-old students between 1973 and 2008. In both 1994 and 1996, the average mathematics score for 13-year-olds was 274 (see table A-13-2). In contrast to the similarity of these scores, the standard errors for these estimates were 0.9 and 1.0, respectively (see table S-13-2). The average score with the smaller standard error provides a more reliable approximation of the true value than the average score with a higher standard error. In addition, standard errors tend to diminish in size as the size of the sample (or subsample) increases.

For *indicator 17*, which reports median annual earnings, special procedures are followed for computing the standard errors for these medians. See *appendix G* of the source and accuracy statement for the Current Population Study (CPS) 2009 Annual Social and Economic supplement (ASEC) for information on how to calculate the standard errors (<http://www.census.gov/apsd/techdoc/cps/cpsmar09.pdf>).

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about the size of one population estimate in comparison to another, or about whether a time series of population estimates is increasing, decreasing, or staying about the same. Although one estimate may be larger than another, a statistical test may find that there is no measurable difference between the two estimates because of the standard error associated with one or both of the estimates. Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates.

Readers who wish to compare two sample estimates to see if there is a statistical difference will need to estimate the precision of the difference between the two sample estimates. This would be necessary if one wanted to compare, for example, the mean proficiency scores between groups assessed in the National Assessment of Educational Progress. To estimate the precision of the difference between two sample estimates, one must find the standard error of the difference between the two sample estimates (E_A and E_B). Expressed mathematically, the difference between the two is $E_A - E_B$. The standard error of the difference (se_{A-B}) can be calculated by taking the square root of the sum of the two standard errors associated with each of the two sample estimates (se_A and se_B) after each has been squared. This relationship can be expressed as

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

After finding the standard error of the difference, one divides the difference between the two sample estimates by this standard error to determine the “*t* value” or “*t* statistic” of the difference between the two estimates. This *t* statistic measures the precision of the difference between two independent sample estimates. The formula for calculating this ratio is expressed mathematically as

$$t = \frac{E_A - E_B}{se_{A-B}}$$

Assuming a normal distribution, the next step is to compare this *t* statistic to 1.96, the statistically determined value for making a decision at a 95 percent confidence level as to whether there is a statistical difference between two estimates. A 95 percent confidence level means that if a test is conducted 100 times, only 5 times out of 100 would it be expected that the difference between the two sample estimates (E_A and

E_b) is due to chance alone. Therefore, if the t statistic is greater than 1.96, then there is evidence that a difference exists between the two populations. If the t statistic is equal to or less than 1.96, then there is less certainty that the observed difference is a real difference and is not simply due to sampling error. This level of certitude, or significance, is commonly referred to as the “.05 level of (statistical) significance.”

As an example of a comparison made between two sample estimates to determine whether there is a statistically significant difference between the estimates, consider the data on the performance of 4th-grade students in the 1992 and 2009 NAEP reading assessments (see table A-9-1). The average scale score in 1992 was 217 and the average scale score in 2009 was 221. Is the difference of 4 scale points between these two different samples statistically significant? The standard errors of these estimates are 0.9 and 0.3, respectively (see table S-9-1). Using the formula above, the standard error of the difference is 0.97. The t statistic of the difference between the two sample estimates (the estimated difference of 4 scale points divided by the standard error of the difference) is 4.32. This value is greater than 1.96—the critical value of the t distribution for a .05 level of significance with a large sample. Thus, one can conclude that there was a statistically significant difference in the reading performance of 4th-graders between 1992 and 2009 and that the reading score for 4th-graders in 2009 was higher than the reading score for 4th-graders in 1992.

For all indicators in *The Condition of Education* that report estimates based on samples, differences between estimates (including increases or decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed t tests at the .05 level are typically used. The t test formula for determining statistical significance is adjusted when the samples being compared are dependent. The t test formula is not adjusted when performing multiple comparisons. When the difference between estimates is not statistically significant, tests of equivalence are often used. An equivalence test determines the probability (generally at the .15 level) that the estimates are statistically equivalent, that is, within the margin of error that the two estimates are not substantively different. When the estimates are found to be equivalent, language such as “x” and “y” “were similar” or “about the same” has been used; otherwise, the data will be described as having “no measurable difference.” When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of t tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables.

A number of considerations influence the ultimate selection of the data years that are featured in *The Condition of Education*. To make analyses as timely as possible, the latest year of data is shown if it is available during report production. The choice of comparison years is often also based on the need to show the earliest available survey year, as in the case of the NAEP and the international assessment surveys. In the case of surveys with long time frames, such as surveys measuring enrollment, the decade’s beginning year (e.g., 1980 or 1990) often starts the trend line. In the figures and tables of the indicators, intervening years are selected in increments in order to show the general trend. The narrative for the indicators typically compares the most current year’s data with those from the initial year and then with those from a more recent period. Where applicable, the narrative may also note years in which the data begin to diverge from previous trends.

Variations in Population

In considering the estimates shown in the tables and figures in this volume and on the NCES website, it is important to keep in mind that there may be considerable variation among the members of a population in the characteristic or variable represented by the population estimate. For example, the estimated average mathematics score of U.S. 4th-graders in 2009 was 240 (see table A-11-1). In reality, many U.S. students scored above 240 points, and many scored below 240 points. Likewise, not all faculty salaries, benefits, and total compensation at postsecondary institutions were the same at each type of institution in 2008–09 (*indicator 44*). Because of this variation, there may be considerable overlap among the members of the two populations that are being compared. Although the difference in the estimated means of the two populations may be statistically significant, many members of the population with the lower estimated mean may actually be above the estimated mean of the other population, and vice versa. For example, there may be a percentage of young adults with a high school diploma or equivalent that have higher earnings than young adults with a bachelor’s degree or higher (*indicator 17*). The extent of such overlap is not generally considered in the indicators in this volume. Estimates of the extent of variation in such population characteristics can be computed from the NCES survey datasets or are available in published reports. For example, estimates of the variation in students’ assessment scores can be found using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/nde/> or in the appendices to most NAEP reports.

Reader's Guide

Rounding and Other Considerations

All calculations within *The Condition of Education* are based on unrounded estimates. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables. Although values reported in the supplemental tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are generally rounded to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent rather than 100 percent.

Indicators in this volume that use the Consumer Price Index (CPI) use a base academic year of 2008–09 and a base calendar year of 2008 for constant dollar calculations. For more information on the CPI, see *supplemental note 10*.

Race and ethnicity

The categories denoting race and ethnicity in *The Condition of Education* are in accordance with the 1997 Office of Management and Budget (OMB) standard classification scheme. These classifications are based primarily on the respondent's self-identification, as is the case with data collected by the U.S. Census Bureau, or, in rare instances, on observer identification. Under the OMB standards, race and ethnicity are considered separate concepts. "Hispanic or Latino" is an ethnicity category, not a racial category. Race categories presented in *The Condition of Education 2010* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive.

Ethnicity is categorized as follows:

- *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Racial groupings are as follows:

- *American Indian or Alaska Native*: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent: for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.

- *Black*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- *Two or more races*: A person who selected two or more of the following racial categories when offered the option of selecting one or more racial designations: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native.

In *The Condition of Education*, the following terms are typically used to represent the above categories: White, Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races. Not all categories are shown in all indicators. For more information on race/ethnicity, see *supplemental note 1*.

Symbols

In accordance with the NCES Statistical Standards, many tables in this volume use a series of symbols to alert the reader to special statistical notes. These symbols, and their meanings, are as follows:

- Not available. Data were not collected or not reported.
- † Not applicable. Category does not exist.
- # Rounds to zero. The estimate rounds to zero.
- ! Interpret data with caution. Estimates are unstable.
- ‡ Reporting standards not met. Did not meet reporting standards.
- * $p < .05$ Significance level.¹

Notes

¹ This level of significance means that the chance is less than 5 out of 100 that a difference was found between two estimates when no real difference exists.

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Special Section

High-Poverty Schools

Special Section

High-Poverty Schools

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Introduction

The Elementary and Secondary School Act of 1965 constituted an important educational component of the “War on Poverty” launched by President Lyndon B. Johnson. Through special funding (Title I), it allocated resources to school systems to meet the needs of educationally disadvantaged children. Since 1965 there has been an expansion of federal education programs, as well as a wide variety of state and local initiatives, that target resources for disadvantaged students. Many of these programs address the needs of schools and districts with high concentrations of poverty, as evidence has emerged that the level of poverty in a school can affect academic outcomes (Rumberger, 2007).

This special section of *The Condition of Education 2010* uses a subset of the indicators in the full report to present a descriptive profile of high-poverty schools and their students and to compare them to low-poverty schools and their students. The school poverty measure used throughout is the percentage of a school’s enrollment that is eligible for free or reduced-price lunch (FRPL) through the National School Lunch Program (NSLP). High-poverty schools are those where 76–100 percent of students are eligible for FRPL and low-poverty schools are those where 0–25 percent of students are eligible. Twenty percent of public elementary schools and 9 percent of public secondary schools in the United States are high-poverty using this definition (see table A-24-1). These high-poverty schools educate approximately 6 million elementary school students and 1 million secondary school students.

The special section describes high-poverty schools in terms of their characteristics, staffing, and students in relation to their low-poverty counterparts. The special section is organized into three general areas, each of which presents data from various sources and examines different questions.

Part I describes the characteristics of high-poverty schools and the students who attend them and addresses the following questions:

- What types of schools are high-poverty schools?
- Where are high-poverty schools located?
- What are the characteristics of the students who attend high-poverty schools?

Part II describes the principals, teachers, and support staff who work in high-poverty schools and addresses the following questions:

- What are the characteristics of principals working in high-poverty schools?
- What are the characteristics of teachers working in high-poverty schools?
- What are the characteristics of support staff working in high-poverty schools?

Part III describes the outcomes of students who attend high-poverty schools and addresses the following questions:

- How do students in high-poverty schools perform on the National Assessment of Educational Progress (NAEP) assessments?
- What are the high school graduation rates for high-poverty schools?
- What are the college enrollment rates for high-poverty schools?

Throughout the special section, high-poverty schools are compared with low-poverty schools. In order to cover the breadth of material in the limited space of this special section, the middle two FRPL quarters (26–50 and 51–75 percent) are not usually discussed. The complete poverty distribution, however, is provided in each table. This special section is limited to elementary and secondary schools. Due to the low number of combined elementary/secondary schools (schools where grade spans include both elementary and secondary grades) these schools are not discussed separately, but are included in national totals. It is important to note that the purpose of this special section is to provide descriptive information by bringing together indicators found throughout *The Condition of Education* report; thus, complex interactions, relationships across variables, and causality have not been explored here.

Technical Note: Measuring the Concentration of Student Poverty in Schools

The National School Lunch Program (NSLP), in the U.S. Department of Agriculture, oversees the national free or reduced-price lunch (FRPL) program (<http://www.fns.usda.gov/cnd/Lunch/AboutLunch/NSLPFactSheet.pdf>). Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those from families with incomes that are above 130 and up to 185 percent of the poverty level are eligible for reduced-price meals (Ralston et al. 2008). For 2009–10, the income of a family of four at 130 percent of the poverty level was \$28,665, and the income of a family of four at 185 percent of the poverty level was \$40,793.

FRPL is commonly used to measure school poverty because (1) it is found consistently across survey collections (unlike other measures such as household income); (2) at the district level, it has a strong correlation with district poverty; and (3) at the student level it is correlated with measures of socioeconomic status (SES) reported at the student/household level (Ensminger et al. 2000).

For this report, the basis for the measurement of the concentration of student poverty in a school is the percentage of a school's enrollment that is either eligible for or actually enrolled in the FRPL program, depending on the data source used. Data from the Common Core of Data (CCD), a comprehensive, annual, national collection of data on all public elementary and secondary schools and school districts, are based on district-level submissions of the number of students who are *eligible* for the program. The Schools and Staffing Survey (SASS), a sample survey of American schools that provides data on school staffing and other conditions in schools, asks principals, "Around the first of October, how many students at this school were *approved* for free or reduced-price lunches?" Data from the School Survey on Crime and Safety (SSOCS), a national, cross-sectional survey of public elementary and secondary schools that collects information on crime and safety, asked principals to

report "the percentage of their current students that are *eligible* for free or reduced-price lunch." Data from the National Assessment of Educational Progress (NAEP) are based on a survey given to principals in the participating schools. The survey asks principals "about what percentage of students in your school was *eligible* to receive a free or reduced-price lunch through the National School Lunch Program?" with nine categories to select from: 0 percent, 1–5 percent, 6–10 percent, 11–25 percent, 26–34 percent, 35–50 percent, 51–75 percent, 76–99 percent, and 100 percent. For consistency, the term *eligible* is used throughout this section to describe the students who are reported.

As enrollment is voluntary (Entwisle and Astone 1994; Ralston et al. 2008), enrollment may be lower for eligible older students who have greater feelings of stigma associated with FRPL, greater feelings of independence, and more complaints about food quality and choices (Glantz et al. 1994). Due to the inherent difficulty in identifying students who may be eligible for FRPL, but are not enrolled, it is likely that, regardless of the source, the data reflect enrolled students.

The FRPL measure for school concentration of students from low-income families is constructed using absolute thresholds at 0–25 percent, 26–50 percent, 51–75 percent, and 76–100 percent. Separate findings are reported for elementary schools and for secondary schools given the systematic differences in FRPL rates and school level. A small percentage of schools either did not report the number of students eligible for FRPL or do not participate in the program. For CCD, SASS, and SSOCS data, schools in this category are counted in the totals, but not always shown separately in tables in the full report. For NAEP, which may have schools that do not participate in the program, but does not have missing school level data due to extensive data collection efforts for those schools in the NAEP sample, schools in this category are included in the low-poverty category (0–25 percent).

Part I. High-Poverty Schools and the Students Who Attend Them

What types of schools are high-poverty schools?

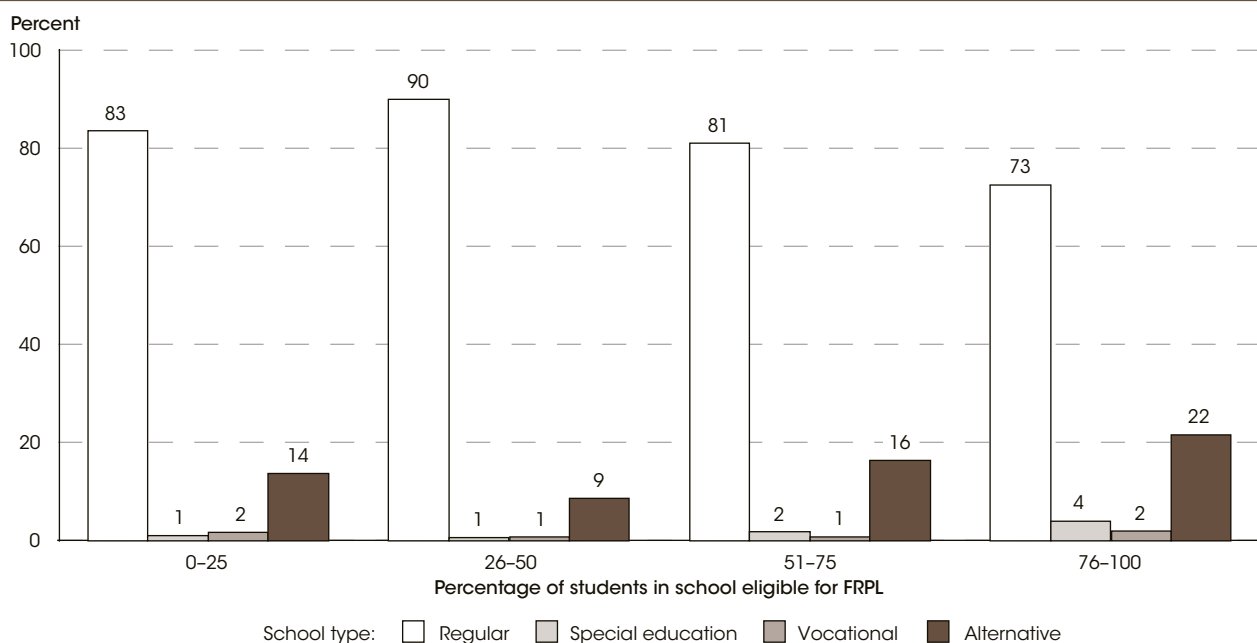
In 2007–08, there were 16,122 schools that were considered high-poverty schools (see table A-24-1). That is, in these schools, 76–100 percent of the student enrollment was eligible for free or reduced-price meals. The percentage of high-poverty schools increased from 12 percent in 1999–2000 to 17 percent in 2007–08. There is some evidence that this increase was at least partly due to increased program participation rates, since from 1999 to 2007 the overall poverty rate for children under 18 increased by a smaller amount, from 17 to 18 percent (NCES-2010-013, table 21).

The percentage of high-poverty schools varied by school level in 2007–08, as 20 percent of all public elementary schools (12,971 schools) were high-poverty, compared with 9 percent of secondary schools (2,142) and 18 percent of combined schools (1,009). High-poverty elementary schools were primarily regular schools (98

percent); special education schools (schools that serve children with disabilities) and alternative schools (schools that serve students at risk for school failure) each made up 1 percent or less of high-poverty elementary schools (see table A-24-2). The distribution of school types for low-poverty elementary schools was similar to the distribution for high-poverty elementary schools.

Compared to both high- and low-poverty elementary schools, high- and low-poverty secondary schools included larger percentages of special education and alternative schools. Among high-poverty secondary schools, 73 percent were classified as regular schools, 22 percent were alternative schools, 4 percent were special education schools, and 2 percent were vocational schools (schools that provide technical or career training). Among low-poverty secondary schools, about 83 percent were classified as regular schools, 14 percent were alternative schools, 2 percent were vocational schools, and 1 percent were special education schools.

Figure 1. Percentage distribution of secondary public school types, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08



NOTE: Detail may not sum to total due to rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," version 1a, 2007–08.

High-Poverty Schools

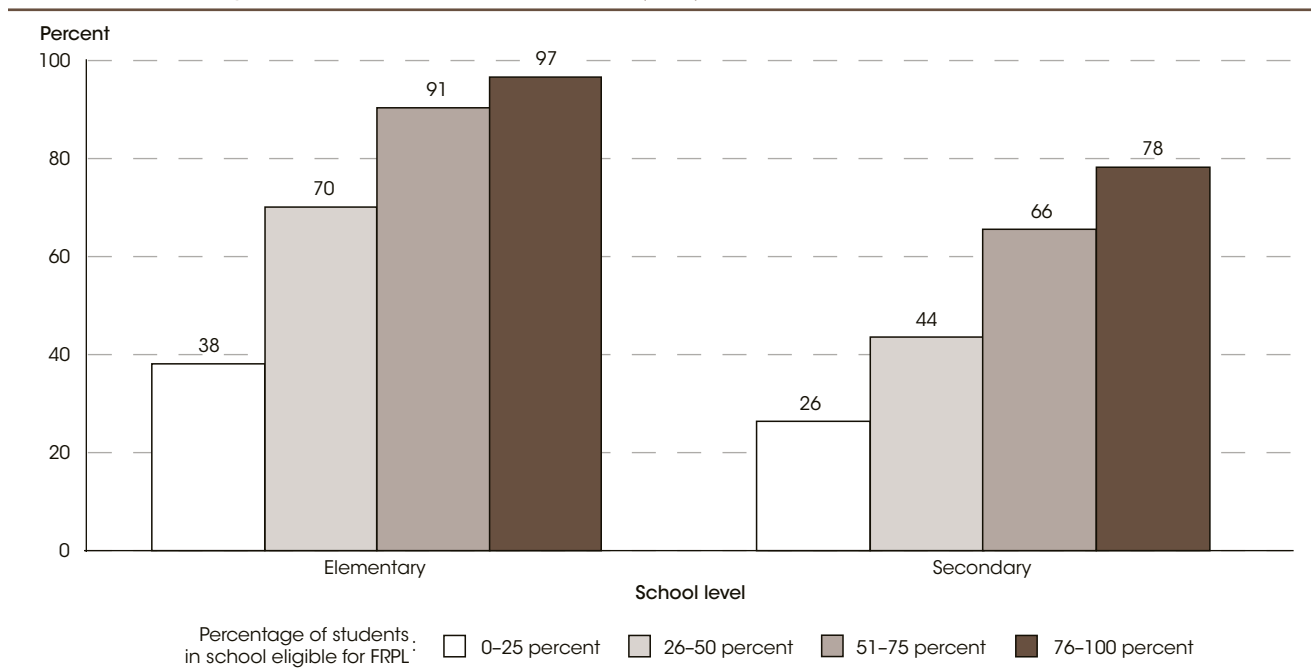
Charter Schools

A greater percentage of high-poverty public schools than low-poverty public schools were charter schools. A charter school is a school that provides free public education to students under a specific charter granted by the state legislature or other appropriate authority. At the elementary level, 5 percent of high-poverty and 3 percent of low-poverty schools were charter schools (see table A-24-2). Ten percent of high-poverty public secondary schools were charter schools, compared with 3 percent of low-poverty schools. From 1999–2000 to 2007–08, the percentage of charter schools that were high-poverty increased from 13 to 23 percent, while the percentage that were low-poverty declined from 37 to 21 percent (see table A-32-1).

Title I Schools

Title I schools are eligible to receive supplemental federal funds to assist in meeting the educational needs of at-risk students. Thus, it would be expected that a greater percentage of high-poverty public schools are eligible to participate in the federal Title I program for disadvantaged students than are lower-poverty public schools (see table A-24-2). This was the case for both elementary and secondary schools in 2007–08: about 97 percent of high-poverty elementary schools were identified as Title I schools, compared with 38 percent of low-poverty elementary schools, and 78 percent of high-poverty secondary schools were Title I schools, compared with 26 percent of low-poverty secondary schools.

Figure 2. Percentage of public schools identified as Title I schools, by school level and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08



NOTE: Detail may not sum to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," version 1a, 2007–08.

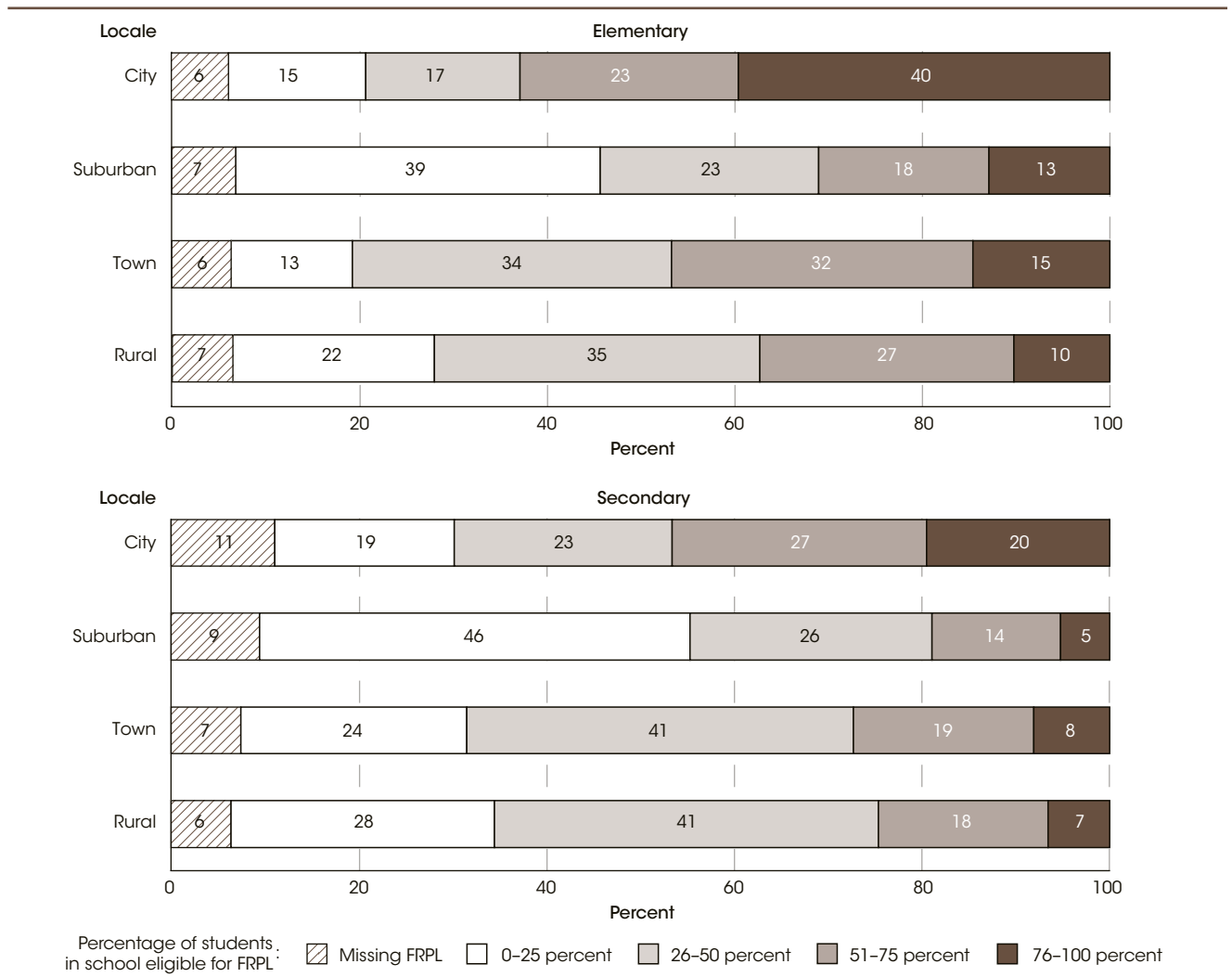
Where are high-poverty schools located?

Compared with other locales, cities tended to have greater percentages of high-poverty schools. In 2007–08, about 40 percent of city elementary schools were high-poverty schools, compared with 15 percent of schools in towns, 13 percent of suburban schools, and 10 percent of rural schools (see table A-24-3). A similar pattern was found at the secondary level: 20 percent of all city secondary schools were high-poverty, while in the other three locales 5 to 8 percent of schools were high-poverty.

In 2007–08, approximately 24 percent of all public elementary schools in both the South and West were

high-poverty schools, compared with 16 percent in the Northeast and 12 percent in the Midwest (see table A-24-3). The states with the highest percentages of high-poverty elementary schools in 2007–08 were Mississippi (53 percent), Louisiana (52 percent), New Mexico (46 percent), the District of Columbia (37 percent), and California (34 percent). At the secondary school level, 12 percent of all public schools in the West and 11 percent each of schools in the Northeast and South were high-poverty, compared with 5 percent of schools in the Midwest. The states with the highest percentages of high-poverty secondary schools in 2007–08 were Mississippi (43 percent), New Mexico (34 percent), Louisiana (27 percent), and New York (21 percent).

Figure 3. Percentage distribution of public elementary and secondary schools, by locale and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08



NOTE: Detail may not sum to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," version 1a, 2007–08.

High-Poverty Schools

What are the characteristics of the students who attend high-poverty schools?

In 2007–08, approximately 20 percent of elementary school students and 6 percent of secondary school students attended high-poverty public schools (see table A-25-1).

Race and ethnicity

In 2007–08, some 14 percent of students attending high-poverty elementary schools were White, 34 percent were Black, 46 percent were Hispanic, 4 percent were Asian/Pacific Islander, and 2 percent were American Indian/Alaska Native (see table A-25-2). At low-poverty elementary schools, student enrollment was on average 75 percent White, 6 percent Black, 11 percent Hispanic, 7 percent Asian/Pacific Islander, and 1 percent American Indian/Alaska Native.

This pattern held for Hispanic, Black, and White students in cities, suburban areas, and towns (see table A-25-2). For example, in suburban areas, Hispanics made up over half (55 percent) of all students in high-poverty elementary schools, followed by Blacks (29 percent), Whites (12 percent), Asians/Pacific Islanders (3 percent), and American Indians/Alaska Natives (1 percent). In rural high-poverty elementary schools, however, there were greater percentages of Black and White students (31 percent each) than Hispanic (27 percent), American Indian/Alaska Native (8 percent), and Asian/Pacific Islander (1 percent) students.

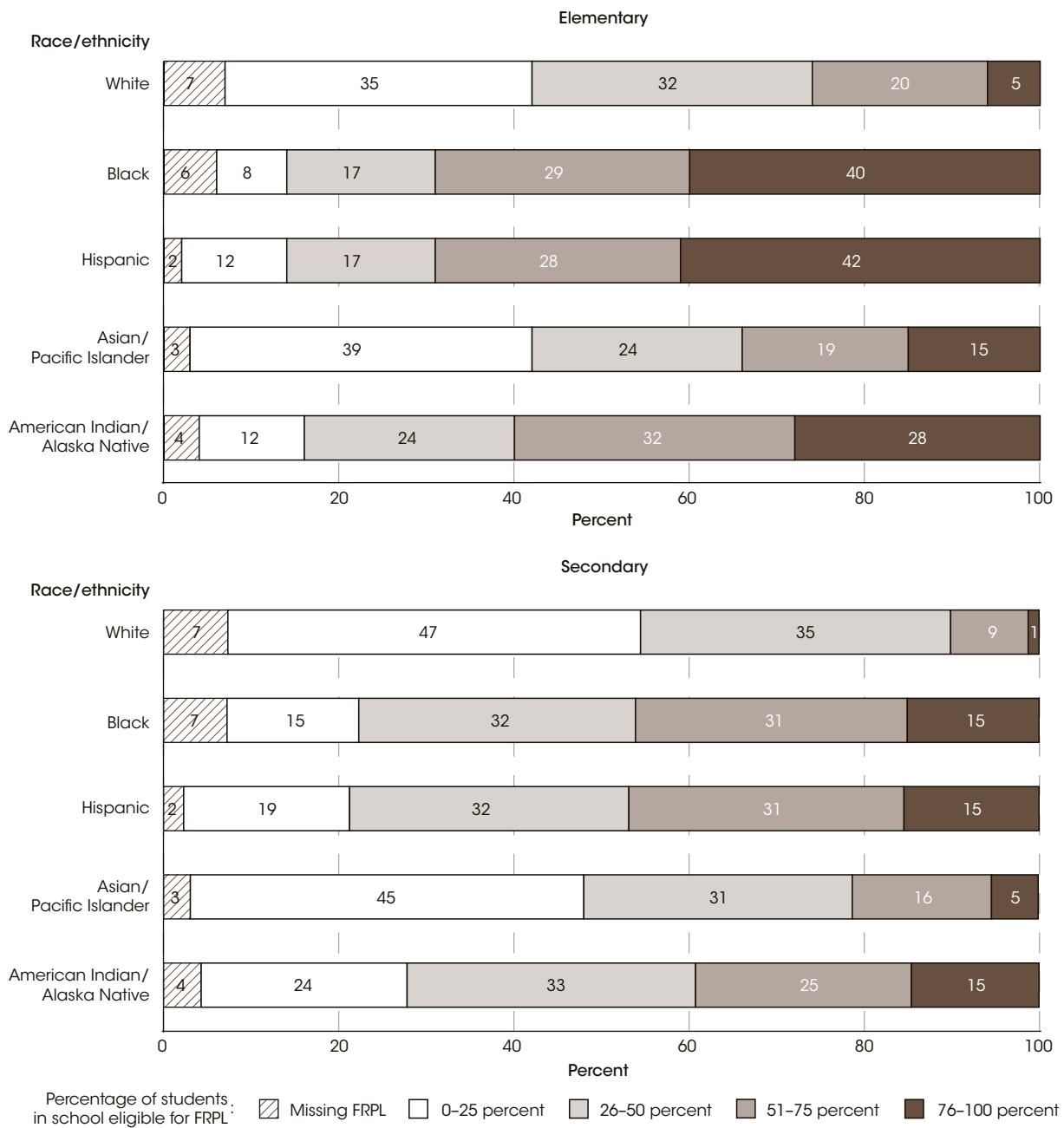
As at the elementary school level, Hispanics and Blacks represented the greatest shares of student enrollments in high-poverty public secondary schools. In 2007–08, some 11 percent of students in high-poverty secondary schools were White, 38 percent were Black, 44 percent were

Hispanic, 4 percent were Asian/Pacific Islander, and 3 percent were American Indian/Alaska Native. The pattern in low-poverty public secondary schools was similar to the pattern observed at the elementary level: student enrollments were on average 76 percent White, 7 percent Black, 10 percent Hispanic, 6 percent Asian/Pacific Islander, and 1 percent American Indian/Alaska Native.

At high-poverty secondary schools, Hispanic students made up the plurality of student enrollment in city and suburban schools. At high-poverty secondary schools in cities, Hispanics accounted for 47 percent of enrollment, followed by Blacks (40 percent), Whites (7 percent), Asians/Pacific Islanders (5 percent), and American Indians/Alaska Natives (1 percent) (see table A-25-2). In towns and rural areas, however, high-poverty secondary schools had greater percentages of Black students (44 and 34 percent, respectively). Hispanic students also made up a large proportion of enrollment in high-poverty schools in towns (33 percent) and high-poverty schools in rural areas (28 percent). White students accounted for 24 percent of enrollment in high-poverty rural schools.

In 2007–08, greater percentages of Hispanic, Black, and American Indian/Alaska Native students attended high-poverty public elementary and secondary schools than did White or Asian/Pacific Islander students; in addition, greater percentages of Asian/Pacific Islander students attended these schools than did White students (see table A-25-1). At the elementary level, 42 percent of Hispanic, 40 percent of Black, and 28 percent of American Indian/Alaska Native students were enrolled in high-poverty schools, compared with 5 percent of White and 15 percent of Asian/Pacific Islander students. In secondary schools, 15 percent each of Hispanic, Black, and American Indian/Alaska Native students were enrolled in high-poverty schools, compared with 1 percent of White and 5 percent of Asian/Pacific Islander students.

Figure 4. Percentage distribution of public elementary and secondary school students in specified racial/ethnic groups, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007-08



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," version 1a, 2007-08.

High-Poverty Schools

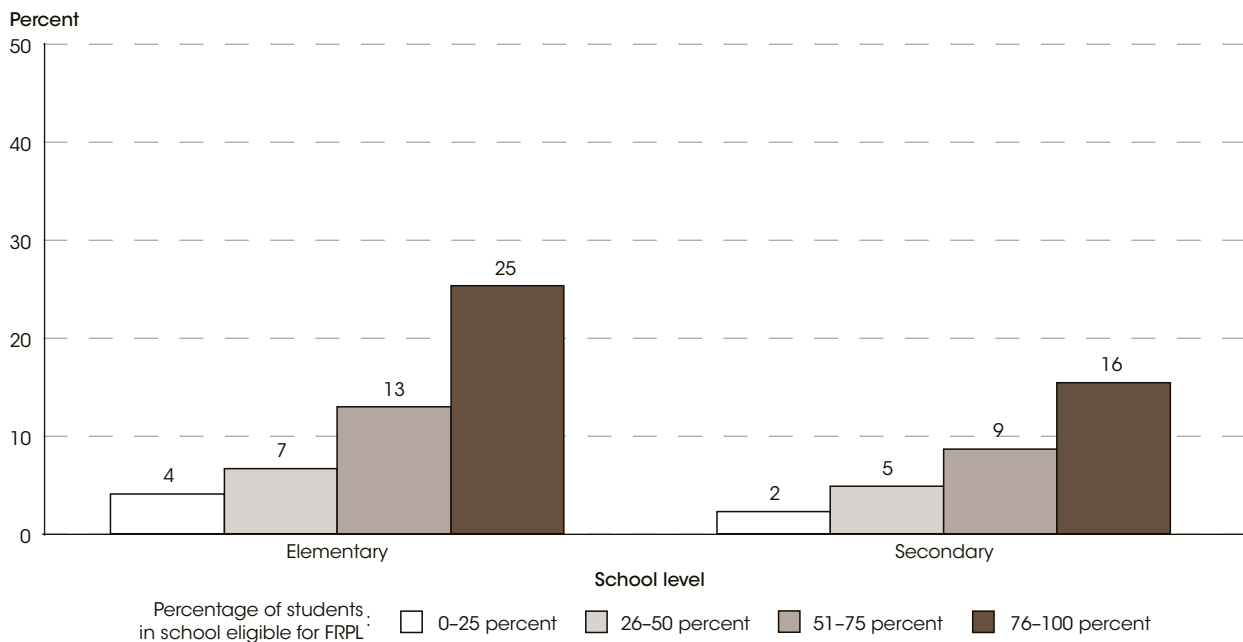
Individualized Education Program (IEP)

The percentage of a school's enrollment having an Individualized Education Program (IEP) was not measurably different by school poverty level (see table A-24-5). An IEP is a written statement or educational plan for individuals identified with a disability or delayed skills. In 2007–08, about 12 percent of students attending high-poverty elementary schools and 15 percent of students attending high-poverty secondary schools had an IEP.

Limited-English Proficient (LEP)

The percentage of students who were limited-English proficient (LEP) was higher in high-poverty schools than in low-poverty schools (see table A-24-5). In 2007–08, about 25 percent of students attending high-poverty elementary schools were identified as LEP, compared with 4 percent of students attending low-poverty elementary schools. At the secondary level, about 16 percent of students attending high-poverty schools were identified as LEP, compared with 2 percent attending low-poverty schools.

Figure 5. Percentage of public school students who were limited-English proficient (LEP), by school level and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08

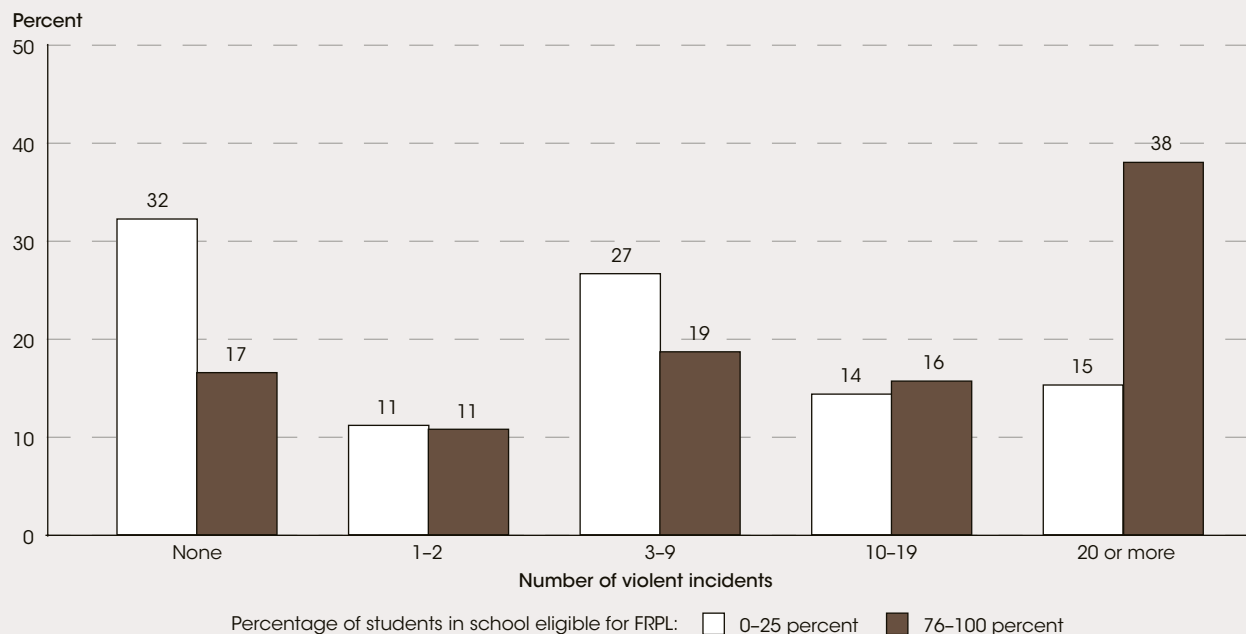


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2007–08.

SNAPSHOT: Crime in high-poverty schools

The amount of violence occurring at schools differed by school poverty level. In 2007–08, a larger percentage of low-poverty public schools (32 percent) recorded no violent incidents than did high-poverty schools (17 percent) (see table A-26-2). Similarly, a larger percentage of high-poverty public schools (38 percent) than low-poverty public schools (15 percent) recorded 20 or more violent incidents.

Figure 6. Percentage of public schools recording violent incidents that occurred at school, by number of incidents and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08



NOTE: Violent incidents include serious violent incidents (rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon), physical attack or fight without a weapon, and threat of physical attack without a weapon. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Part II. Principals, Teachers, and Staff Who Work in High-Poverty Schools

What are the characteristics of principals working in high-poverty schools?

In 2007–08, approximately 21 percent (or 13,400) of all elementary school principals worked in high-poverty schools, compared with 27 percent (or 16,700) who worked in low-poverty schools (see table A-29-2). About 12 percent (or 2,500) of all secondary school principals worked in high-poverty schools, while 33 percent (or 7,000) worked in low-poverty schools.

Generally, in 2007–08, for both elementary and secondary schools, there were very few measurable differences in the distribution of principals by age between high- and low-poverty schools. However, differences by gender were found between high-poverty and low-poverty elementary and secondary schools. For example, 65 percent of principals in high-poverty elementary schools were female, whereas 52 percent of principals in low-poverty elementary schools were female.

There were also differences in the racial/ethnic distribution of principals by school poverty level. Compared with low-poverty schools, high-poverty elementary and secondary schools employed a larger percentage of Black and Hispanic principals and a smaller percentage of White principals. For example, in 2007–08, among principals working in high-poverty elementary schools, 58 percent were White, 22 percent were Black, and 17 percent were Hispanic. In comparison, among principals working in low-poverty elementary schools, 89 percent were White, 6 percent were Black, and 4 percent were Hispanic.

The educational attainment of principals did not vary by school poverty level among elementary schools, but it did among secondary schools. A smaller percentage of principals in high-poverty secondary schools had earned at least an education specialist or professional diploma (at least 1 year beyond a master's level) than had principals in low-poverty secondary schools. The highest level of educational attainment for about 19 percent of principals working in high-poverty secondary schools was an education specialist or professional diploma, and for another 71 percent of principals at these schools, the highest level of educational attainment was a master's degree. In comparison, 30 percent of principals at low-poverty secondary schools had attained an education specialist or professional diploma, and for another 59 percent a master's degree was the highest level of educational attainment.

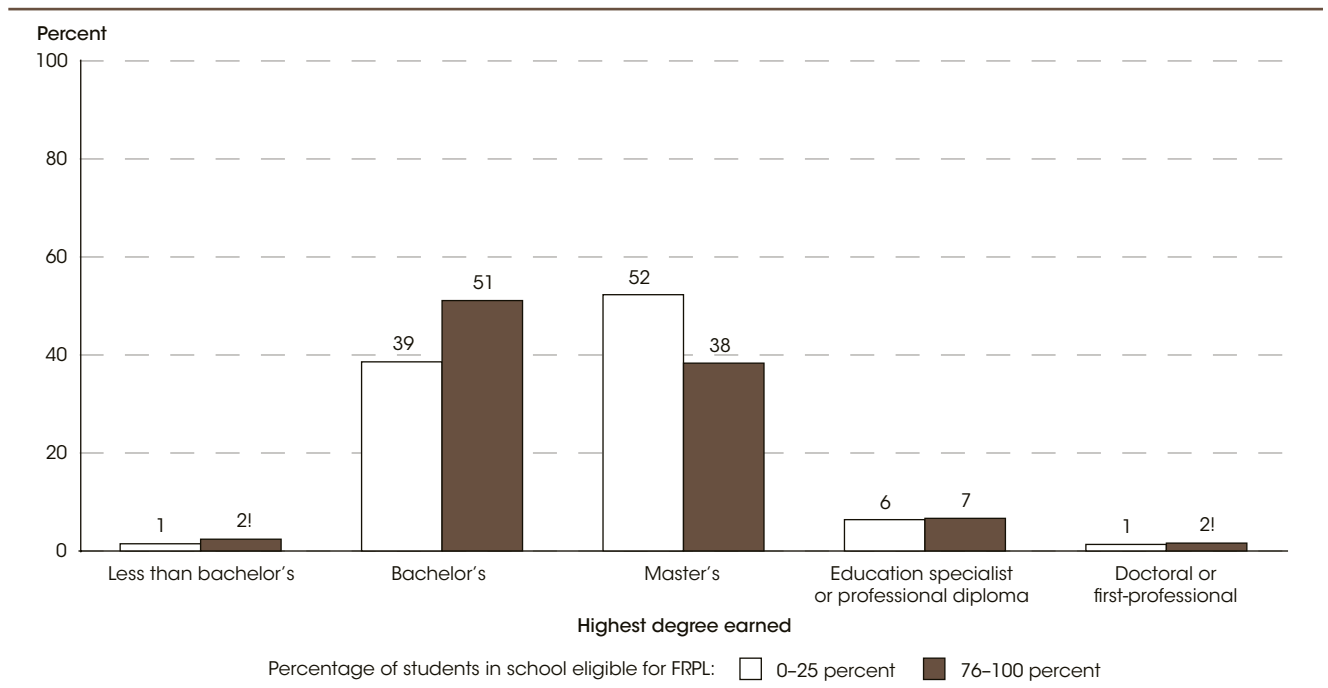
What are the characteristics of teachers working in high-poverty schools?

In 2007–08, approximately 21 percent (or 410,400) of all full-time elementary school teachers taught in high-poverty schools, while 28 percent (or 543,800) taught in low-poverty schools (see table A-27-3). About 8 percent (or 87,100) of all full-time secondary school teachers worked in high-poverty schools, compared with 40 percent (or 414,500) who worked in low-poverty schools.

Generally, in 2007–08, for both elementary and secondary schools, there were few measurable differences between high- and low-poverty schools in the distribution of teachers by gender or by age. For example, 84 percent each of teachers working in high-poverty and low-poverty elementary schools were female. However, as was the case among principals, racial/ethnic differences in the teaching staffs of high- and low-poverty schools were observed. High-poverty elementary and secondary schools employed a greater percentage of Black and Hispanic teachers and a smaller percentage of White teachers than did low-poverty schools. For example, in 2007–08, among teachers working in high-poverty elementary schools, 62 percent were White, 16 percent were Black, and 18 percent were Hispanic. In comparison, among teachers working in low-poverty elementary schools, 93 percent were White, 3 percent were Hispanic, and 2 percent were Black.

Teacher educational attainment and professional certification varied by school poverty level. For both elementary and secondary schools, a smaller percentage of teachers working in high-poverty schools had earned at least a master's degree and a regular professional certification than had teachers working in low-poverty schools. For example, in 2007–08, some 38 percent of secondary school teachers working in high-poverty schools had a master's degree as their highest level of educational attainment, whereas 52 percent of secondary school teachers working in low-poverty schools had a master's as their highest level of attainment. Likewise, 82 percent of teachers in high-poverty secondary schools held a regular professional certification, compared with 89 percent of teachers in low-poverty secondary schools. In addition, for both elementary and secondary schools, a larger percentage of teachers working in high-poverty schools (21 percent for elementary and 22 percent for secondary) than of teachers working in low-poverty schools (16 percent for elementary and 15 percent for secondary) had less than 3 years of teaching experience (see table A-27-3).

Figure 7. Percentage distribution of full-time public secondary school teachers, by highest level of educational attainment and the percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007-08



! Interpret data with caution (estimates are unstable).

NOTE: "Less than bachelor's" includes teachers with an associate's degree and those without a degree, including vocational certificates. "Education specialist/professional diploma" includes certificate of advanced graduate studies. Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*. For more information on poverty, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2007-08.

What are the characteristics of support staff working in high-poverty schools?

Generally, for both elementary and secondary schools, there were few measurable differences between high- and low-poverty schools in the distribution of school support staff (see table A-30-1). For example, at high-poverty elementary schools, 62 percent of all staff were

professional instructional staff, 5 percent were student services professional staff, 16 percent were aides, and 17 percent were other staff. At low-poverty elementary schools, 63 percent of all staff were professional instructional staff, 6 percent were student services professional staff, 16 percent were aides, and 15 percent were other staff. Similar patterns were found at the secondary level.

Part III. Outcomes for Students Who Attend High-Poverty Schools

How do students in high-poverty schools perform on NAEP assessments?

On average, students from high-poverty schools did not perform as well on National Assessment of Educational Progress (NAEP) reading, mathematics, music, and art assessments as students from low-poverty schools.

Reading

On each NAEP assessment given between 1998 and 2009, average reading scores for 4th- and 8th-grade students from high-poverty schools were lower than the scores for students from low-poverty schools (see tables A-10-1 and A-10-2). In 2009, the average NAEP reading score (on a 0–500 point scale) for 4th-grade students from high-poverty schools was 202, while the average score for 4th-graders from low-poverty schools was 237. The average score for 4th-graders from high-poverty schools increased between 1998 and 2009, from 187 to 202, while the score for 4th-graders from low-poverty schools increased from 231 to 237. The reading achievement gap between low- and high-poverty 4th-grade students decreased from 44 points in 1998 to 35 points in 2009. The percentages of 4th-grade students from high-poverty schools performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* reading achievement levels were lower than the respective percentages of students from low-poverty schools (see table A-10-3). In 2009, about 45 percent of 4th-graders from high-poverty schools performed at or above *Basic*, compared with 83 percent of 4th-graders from low-poverty schools. Similarly, 14 percent of 4th-graders from high-poverty schools performed at or above *Proficient*, compared to 50 percent of 4th-graders at low-poverty schools.

In 2009, the average NAEP reading score (on a 0–500 point scale) for 8th-grade students from high-poverty schools was 243, while the average for 8th-graders from low-poverty schools was 277. Between 1998 and 2009, scores for 8th-graders from low-poverty schools increased 4 points, from 273 to 277, while there was no measurable change in the scores of 8th-graders from high-poverty schools. The reading achievement gap between low- and high-poverty 8th-grade students was 34 points in 2009. The percentages of 8th-grade students from high-poverty schools performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels were lower than the respective percentages of 8th-grade students from low-poverty schools. In 2009, about 53 percent of 8th-graders from high-poverty schools performed at or above *Basic*, compared with 87 percent of 8th-graders from low-poverty schools. Similarly, 12

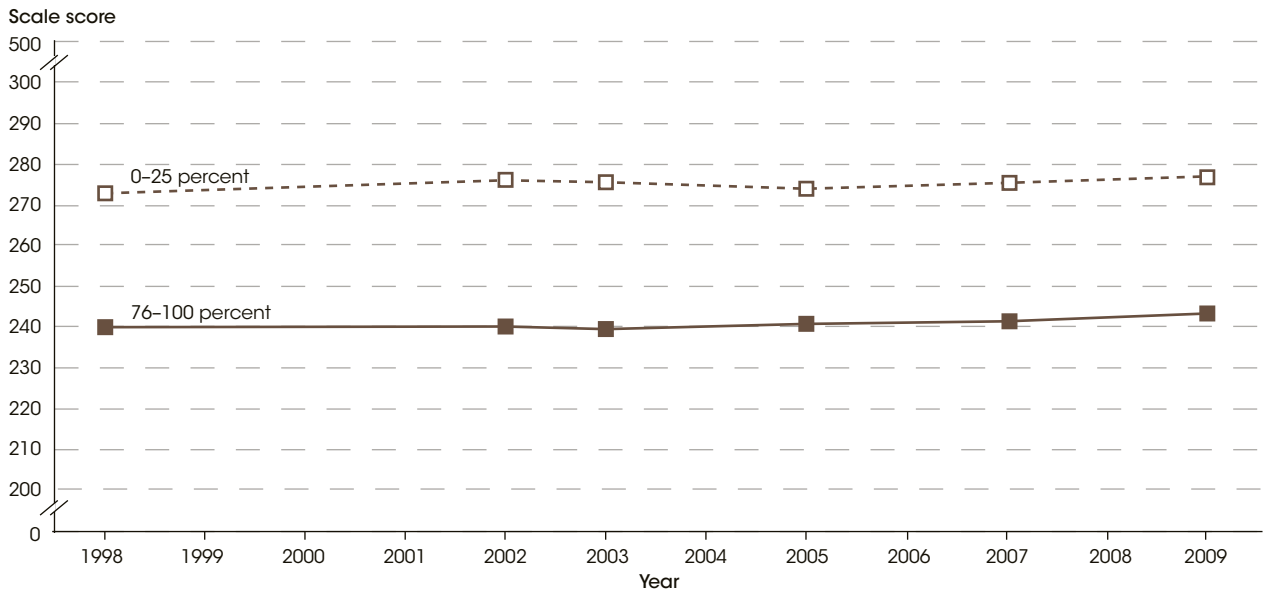
percent of 8th-graders at high-poverty schools scored at or above *Proficient*, compared with 47 percent of 8th-graders at low-poverty schools.

Mathematics

On each NAEP assessment given between 2000 and 2009, average mathematics scores for 4th- and 8th-grade students from high-poverty schools were lower than the scores for students from low-poverty schools (see tables A-12-1 and A-12-2). In 2009, the average NAEP mathematics score (on a 0–500 point scale) for 4th-grade students from high-poverty schools was 223, while the average score for 4th-graders from low-poverty schools was 254. The average score for 4th-graders from high-poverty schools increased 18 points between 2000 and 2009, from 205 to 223, while the score for 4th-graders from low-poverty schools increased 14 points, from 239 to 254. The mathematics achievement gap between low- and high-poverty 4th-grade students was 31 points in 2009. The percentages of 4th-grade students from high-poverty schools performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* mathematics achievement levels were lower than the respective percentages of 4th-grade students from low-poverty schools (see table A-12-3). In 2009, about 64 percent of 4th-graders from high-poverty schools performed at or above *Basic*, 17 percent performed at or above *Proficient*, and 1 percent performed at *Advanced*. In contrast, about 93 percent of 4th-graders from low-poverty schools performed at or above *Basic*, 60 percent performed at or above *Proficient*, and 12 percent performed at *Advanced*.

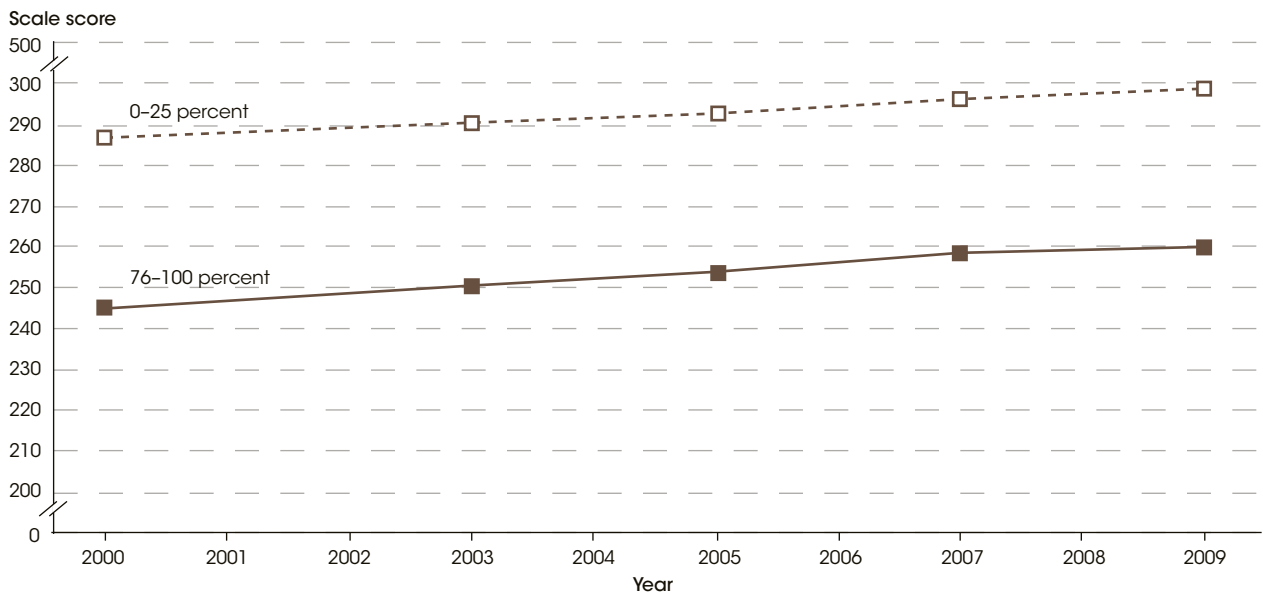
In 2009, the average NAEP mathematics score (on a 0–500 point scale) for 8th-grade students from high-poverty schools was 260, while the average for 8th-graders from low-poverty schools was 298. Between 2000 and 2009, scores for 8th-graders from high-poverty schools increased 14 points, from 246 to 260. During that period, scores for 8th-graders from low-poverty schools increased 11 points, from 287 to 298. The mathematics achievement gap between low- and high-poverty 8th-grade students was 38 points in 2009. The percentages of 8th-grade students from high-poverty schools performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels were lower than the respective percentages of 8th-grade students from low-poverty schools. In 2009, about 49 percent of 8th-graders from high-poverty schools performed at or above *Basic*, 13 percent performed at or above *Proficient*, and 1 percent performed at *Advanced*. In contrast, about 87 percent of 8th-graders from low-poverty schools performed at or above *Basic*, 50 percent performed at or above *Proficient*, and 15 percent performed at *Advanced*.

Figure 8. Average 8th-grade reading scale scores, by percentage of students in school eligible for free or reduced-price lunch (FRPL): Selected years, 1998 through 2009



NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2009 Reading Assessments, NAEP Data Explorer.

Figure 9. Average 8th-grade mathematics scale scores, by percentage of students in school eligible for free or reduced-price lunch (FRPL): Selected years, 2000 through 2009



NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 2000–2009 Mathematics Assessments, NAEP Data Explorer.

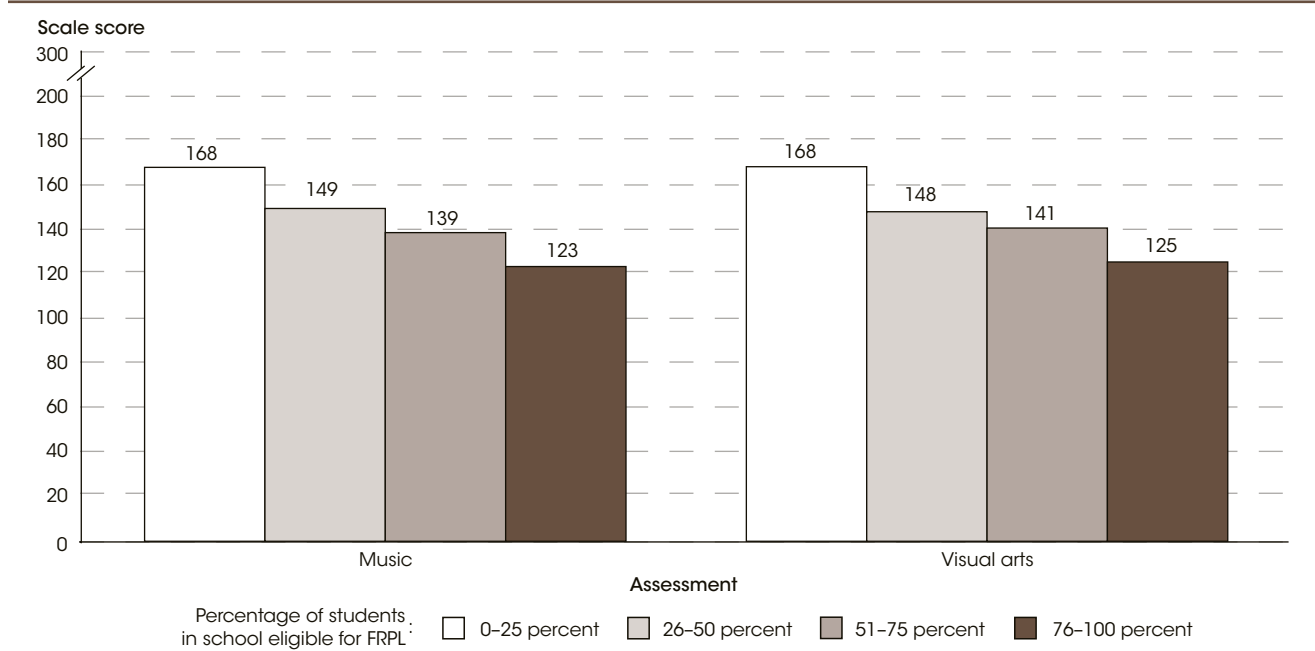
High-Poverty Schools

Music and Visual Arts

In 2008, the average NAEP music and visual arts scores for 8th-grade students from high-poverty schools were lower than the scores for 8th-graders from low-poverty schools (see table A-14-1). In 2008, the average NAEP music score (on a 0–300 point scale with the average set at

150) for 8th-grade students from high-poverty schools was 123, compared with an average score of 168 for students from low-poverty schools. For visual arts, students from high-poverty schools had an average score of 125, and students from low-poverty schools had an average score of 168.

Figure 10. Average music and visual arts NAEP scale scores for 8th-grade students, by percentage of students in school eligible for free or reduced-price lunch (FRPL): 2008



NOTE: The NAEP Music and Visual Arts scales range from 0 to 300.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

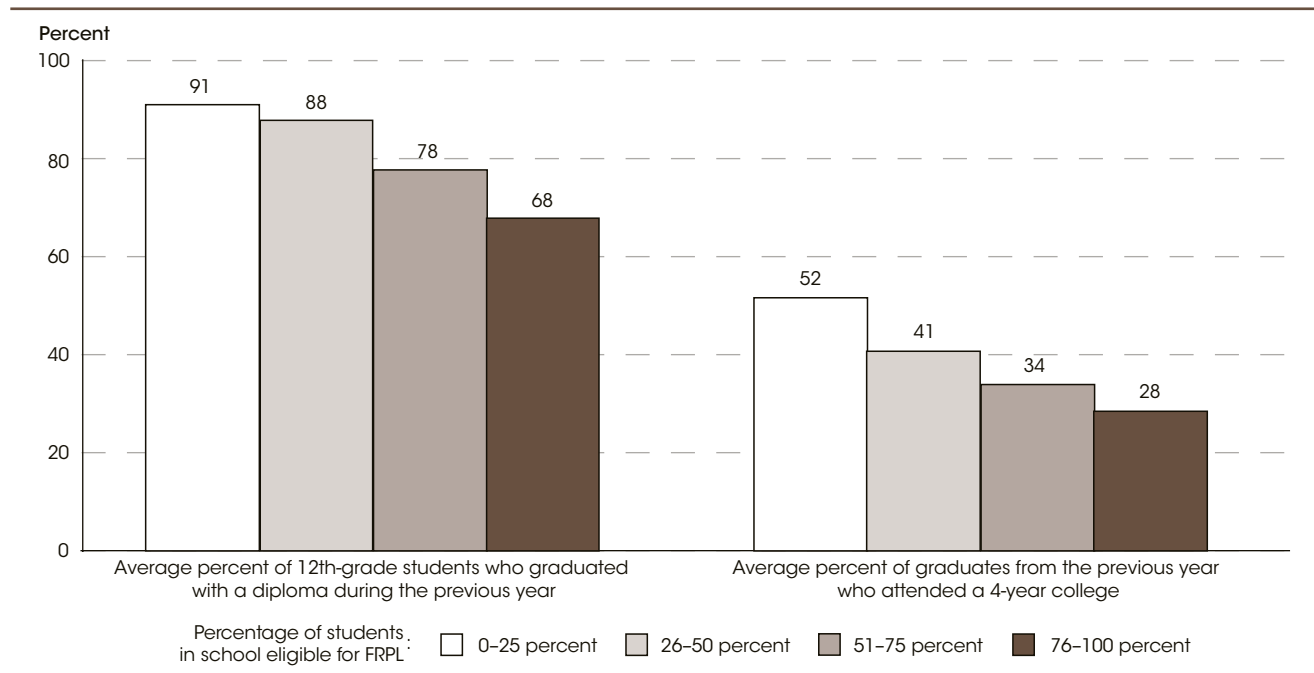
What are the high school graduation rates for high-poverty schools, according to school administrators?

In 2007–08, according to school administrators, the average percentage of 12th-graders in high-poverty secondary schools who graduated with a diploma during the previous year was lower than the average percentage for 12th-graders in low-poverty secondary schools (see table A-24-5). About 68 percent of 12th-graders in high-poverty schools and 91 percent of 12th-graders in low-poverty schools graduated with a diploma. Since 1999–2000, the average percentage of seniors in high-poverty schools who graduated with a diploma has declined by 18 percentage points, from 86 to 68 percent. In contrast, there was no measurable difference between the 1999–2000 graduation rate in low-poverty schools and the 2007–08 rate in low-poverty schools.

What are the college enrollment rates for high-poverty schools, according to school administrators?

In 2007–08, according to school administrators, the average percentage of high school graduates from high-poverty secondary schools who attended a 4-year college was lower than the average for graduates from low-poverty secondary schools (see table A-24-5). About 28 percent of high school graduates from high-poverty schools attended a 4-year institution after graduation, compared with 52 percent of high school graduates from low-poverty schools. Since 1999–2000, the average percentage of graduates from high-poverty schools attending 4-year college has had no measurable change. In contrast, the average college enrollment rate of graduates from low-poverty high schools increased by 8 percentage points during this period, from 44 to 52 percent.

Figure 11. Administrator reports of the average percentage of 12th-graders from secondary public schools graduating high school and the average percentage of graduates attending 4-year institutions, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2007–08.

Summary

Drawing upon indicators presented in *The Condition of Education 2010*, this special section has provided a descriptive profile of high-poverty schools in the United States. It has examined the characteristics of students who attend these schools, as well as the characteristics of principals, teachers, and support staff who work in these schools. Using the percentage of a school's enrollment that is eligible for the National School Lunch Program's free or reduced-price lunch (FRPL) as the measure of

school poverty, high-poverty schools are defined as schools having 76–100 percent of their enrollment eligible for free or reduced-price meals. This special section has presented data showing that high-poverty schools differed from low-poverty schools on a number of indicators related to the types of students these schools serve; certain characteristics of the teachers and principals who work in these schools; and the educational outcomes for students who attend these schools.

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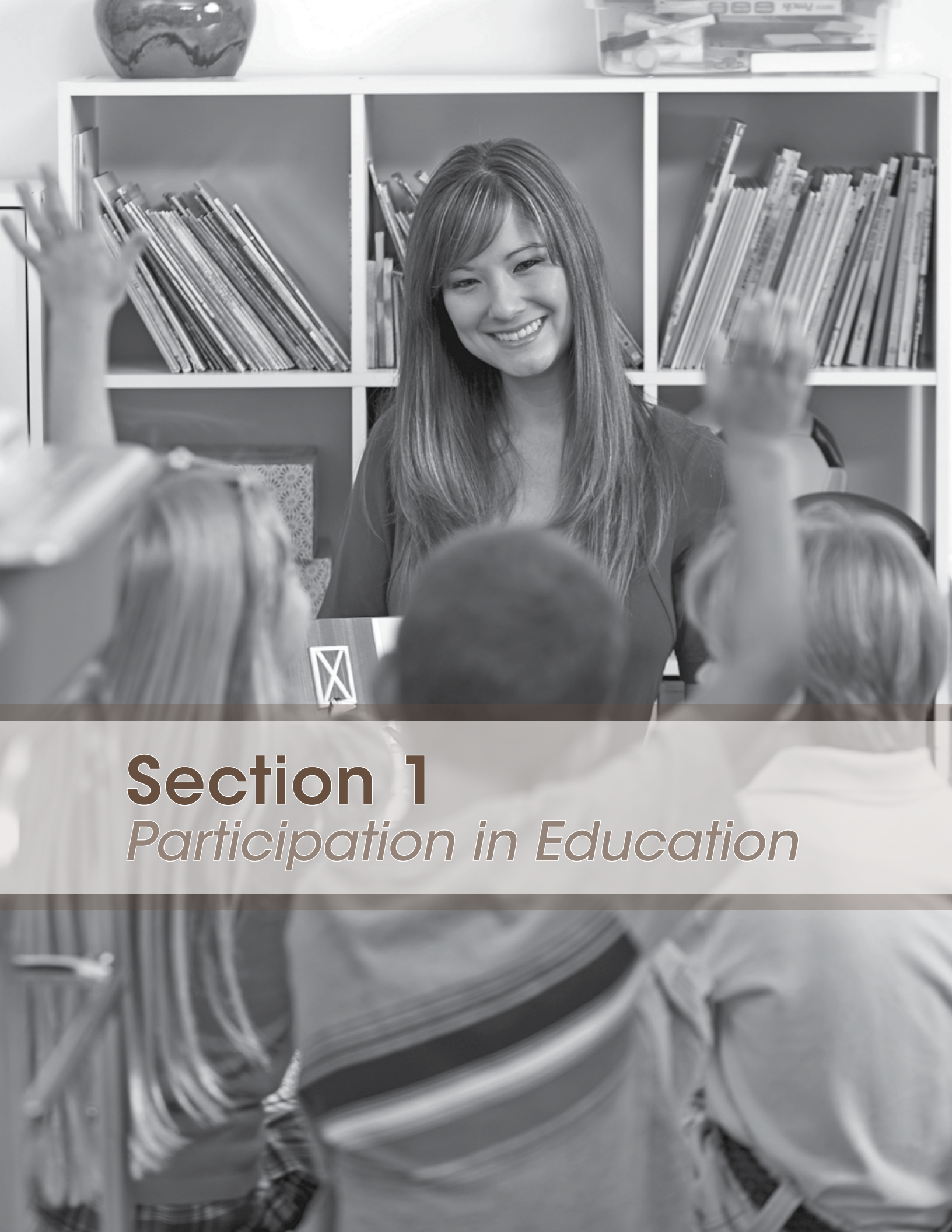
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Section 1

Participation in Education



Section 1

Participation in Education

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Introduction

The indicators in this section of *The Condition of Education* report trends in enrollments across all levels of education. Enrollment is a key indicator of the scope of and access to educational opportunities and a basic descriptor of American education. Changes in enrollment have implications for the demand for educational resources such as qualified teachers, physical facilities, and funding levels, which are required to provide high-quality education for our nation's students.

The indicators in this section are organized into subsections—the first includes information on enrollment rates reported by age group, and the rest are organized by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult education. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including indicators from previous years, appear on the Web (see the “List of Indicators on *The Condition of Education* Website” on page xxix for a full listing of indicators).

The indicator in the first subsection compares rates of enrollment in formal education programs across certain age groups in the population. Looking at trends in enrollment rates provides a perspective on the pursuit of education within the U.S. population at different ages and over time.

An indicator on the website describes participation in center-based early childhood care and education programs such as Head Start, nursery school, and prekindergarten, which can help prepare children for elementary school and can also serve as child care for parents. Two more indicators on the website discuss the role of the family in cultivating certain developmental areas during the preprimary years; this development helps prepare children for formal education. Elementary and secondary education provide knowledge and skills that prepare students for further learning and productive membership in society. Because enrollment at the elementary and

secondary levels is mandatory in most states until at least age 16, and in a number of states until age 17 or 18, changes in enrollment are driven primarily by shifts in the size and composition of the school-age population, as well as by shifts in the types of schools (e.g., public and private schools) that students attend. These factors are examined in the indicators found on the following pages. Another indicator on the website examines the educational option of homeschooling.

Postsecondary education offers students opportunities to gain advanced knowledge and skills either immediately after high school or later in life. Because postsecondary education is voluntary, changes in total undergraduate enrollment typically reflect fluctuations in enrollment rates and the perceived availability and value of postsecondary education, as well as the size of college-age populations. Postbaccalaureate (which includes graduate and first-professional) enrollment constitutes an important segment of postsecondary education, allowing students to pursue advanced coursework in a variety of areas. Indicators on postsecondary enrollment are found in this volume. An indicator on the Web describes adult education, which consists of formal education activities for adults that allow them to upgrade their work skills, change careers, or expand personal interests.

Some of the indicators in these subsections provide information about the characteristics of the students who are enrolled in formal education and, in some cases, how enrollment rates of different types of students vary across schools. For example, indicators that appear in this volume describe the racial/ethnic distributions of public school students and postsecondary students, the number and characteristics of children who speak a language other than English at home, and the number and percentage of children with disabilities.

The indicators on participation in education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Enrollment Trends by Age

Between 2000 and 2008, enrollment rates increased for young adults ages 18–19 and adults ages 20–24 and 25–29, the ages at which individuals are typically enrolled in college or graduate school.

Changes in total enrollment rates varied by age group between 1970 and 2008: for those ages 3–4, 5–6, 16–17, 18–19, 20–24, 25–29, and 30–34, enrollment rates were higher in 2008 than in 1970. In contrast, the rates of youth ages 7–13 and 14–15 remained close to 100 percent throughout this period (see table A-1-1). Enrollment patterns may reflect changes in attendance requirements, the perceived value or cost of education, and the time taken to complete degrees.

Between 1970 and 2008, the enrollment rate for children ages 3–4 (the ages at which children are typically enrolled in nursery school) increased from 20 to 53 percent. More recently, between 2000 and 2008, the enrollment rate for children ages 3–4 remained between 52 and 56 percent. The enrollment rate for children ages 5–6 (the ages at which children are typically enrolled in kindergarten or first grade) increased from 90 percent in 1970 to 96 percent in 1976 and has since remained stable. As of September 2008, the District of Columbia and 16 states required kindergarten attendance (see table A-1-2).

For youth ages 7–13 and 14–15, enrollment rates have remained at nearly 100 percent over the past 38 years, reflecting states' compulsory age requirements for school attendance (see tables A-1-1 and A-1-2). The enrollment rates for 7- to 13-year-olds and 14- to 15-year-olds were generally higher than the rate for 16- to 17-year-olds. However, the enrollment rate for 16- to 17-year-olds increased from 90 percent in 1970 to 95 percent in 2008. Between 2000 and 2008, the enrollment rate of 16- to 17-year-olds remained between 93 and 95 percent. The maximum compulsory age of school attendance varies between the ages of 16 and 18. As of September 2008, the maximum compulsory age of attendance was 18 years of age in 17 states and the District of Columbia, 17 years of age in 8 states, and 16 years of age in 25 states.

Young adults ages 18–19 are typically transitioning into college education or the workforce. Between 1970 and 2008, the overall enrollment rate for young adults ages 18–19 increased from 48 to 66 percent (see table A-1-1). During this time period, the enrollment rate for 18- to 19-year-olds at the elementary/secondary level increased from 10 to 17 percent, while the enrollment rate for 18- to 19-year-olds at the college level rose from 37 to 49 percent. Between 2000 and 2008, college enrollment rates remained between 44 and 49 percent.

Adults ages 20–34 who are enrolled in school are usually enrolled in college or graduate school. Between 1970 and 2008, the enrollment rate for young adults ages 20–21 increased from 32 to 50 percent and the rate for those ages 22–24 increased from 15 to 28 percent. Between 2000 and 2008, the enrollment rates of adults ages 20–21 and 22–24 increased from 44 to 50 percent and from 25 to 28 percent, respectively. The enrollment rate for adults ages 25–29 increased from 8 percent in 1970 to 13 percent in 2008, while the rate for adults ages 30–34 increased from 4 percent in 1970 to 7 percent in 1975 and has since remained relatively stable (between 6 and 7 percent). In the more recent period between 2000 and 2008, the enrollment rate for adults ages 25–29 increased from 11 to 13 percent, and for adults ages 30–34 there were no measurable changes in the enrollment rate.



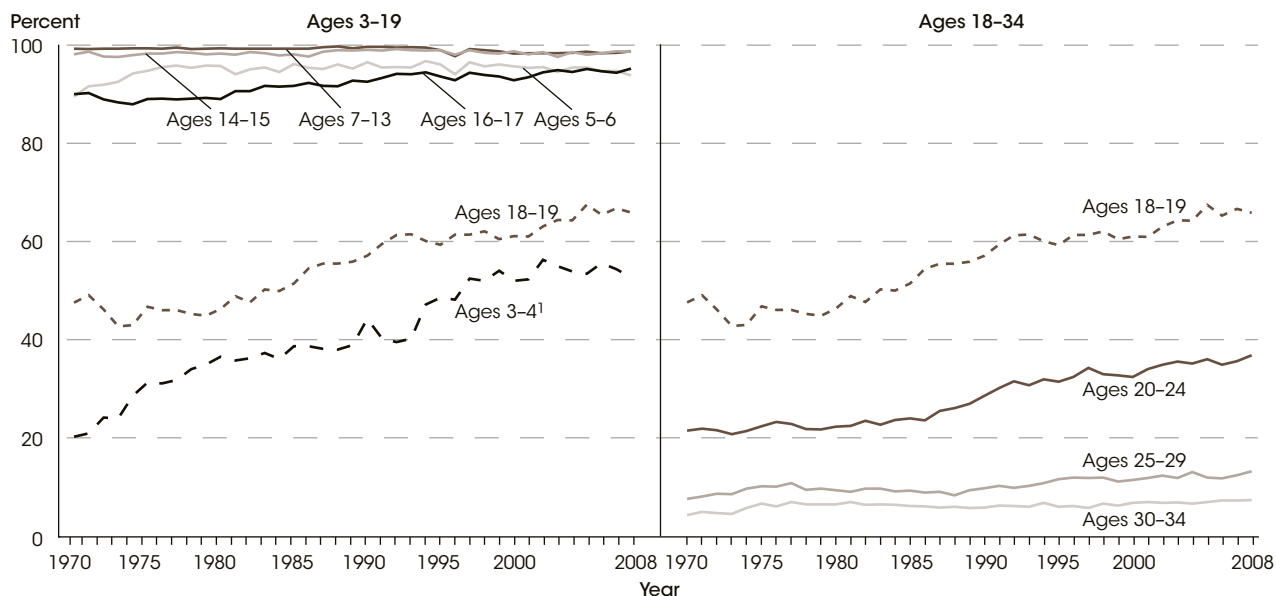
For more information: *Tables A-1-1 and A-1-2*
 Glossary: *College, Elementary/secondary school, Nursery school, Private school, Public school*

Technical Notes

Estimates include enrollment in any type of graded public, parochial, or other private school. These include enrollment in 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. Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. While some of the increase in the enrollment rate of 3- to 4-year-olds between 1970 and 2008 may be due to these changes in the data collection method, it is important to note that

by 1994 the rate had already doubled from the 1970 rate. Excluded are enrollments in less-than-2-year colleges and enrollments in “special” schools such as trade schools, business colleges, or correspondence schools. The age groupings used in this indicator reflect the schooling stages that are typical for students given their age. For example, students ages 18–19 are typically transitioning from elementary/secondary education into college or the workforce. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 1-1. Percentage of the population ages 3-34 enrolled in school, by age group: October 1970-2008

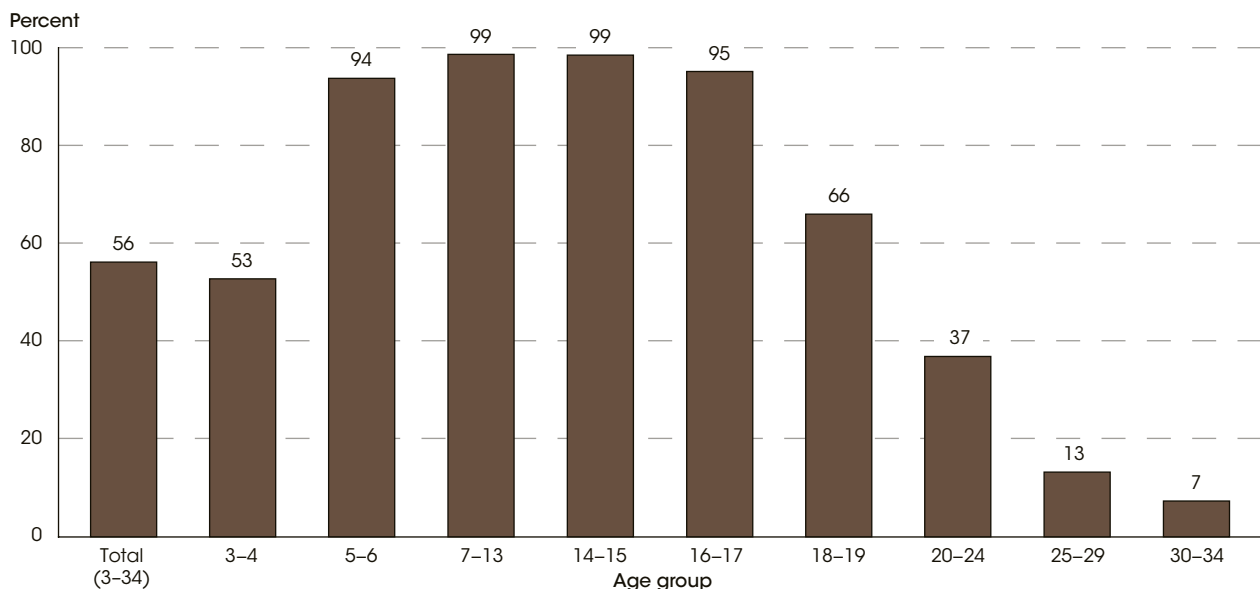


¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As a result, pre-1994 data may not be comparable to data from 1994 or later.

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 colleges and enrollments in "special" schools such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970-2008.

Figure 1-2. Percentage of the population ages 3-34 enrolled in school, by age group: October 2008



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 colleges and enrollments in "special" schools such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2008.

Public School Enrollment

From 2007–08 through 2019–20, public elementary and secondary enrollment is projected to increase from 49 to 52 million students. Over this period, the South is projected to increase its share of enrollment to 40 percent.

In 2007–08, about 49.3 million students were enrolled in public elementary and secondary schools. Of these students, 34.2 million were enrolled in prekindergarten (preK) through grade 8, and 15.1 million were enrolled in grades 9 through 12 (see table A-2-1).

Public school enrollment declined during the 1970s and early 1980s and increased in the latter part of the 1980s (see table A-2-1). Enrollment continued to increase throughout the 1990s and early 2000s. By 1997–98, public school enrollment reached 46.1 million students and surpassed its early 1970s peak. Between 2000–01 and 2006–07, public school enrollment increased by 2.1 million students, reaching 49.3 million students in 2006–07. Total public school enrollment remained at 49.3 million in 2007–08 and is projected to remain at 49.3 million through 2009–10. From 2007–08 to 2019–20, total public school enrollment is projected to increase 6 percent to 52.3 million (2019–20 is the last year for which projected data are available).

Enrollment trends in grades preK–8 and 9–12 have differed over time as successive cohorts of students have moved through the public school system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 decreased in the late 1970s and throughout the 1980s. Enrollment in grades preK–8 increased from 1990–91 through 2003–04 and remained relatively stable between 2003–04 and 2007–08. Public school enrollment in grades preK–8 is projected to increase from 34.2 million in 2007–08 to an estimated high of 37.2 million in 2019–20. Public school enrollment in grades 9–12 increased from 1990–91 through 2007–08 but is projected to decline through 2011–12. From 2011–12 through 2019–20, enrollment in grades 9–12 is projected to increase and surpass its 2007–08 enrollment by 2019–20.

Since 1970–71, the South has been the region of the country with the largest share of public school enrollment in the United States. However, the regional distribution of students in public schools has not remained static.

The share of total public school enrollment in the Northeast and the Midwest decreased between 1970–71 and 2007–08 (from 21 to 16 percent and from 28 to 22 percent, respectively), while the share of enrollment in the South and the West increased during the same time period (from 32 to 37 percent and from 18 to 24 percent, respectively). According to projections, by 2019–20, some 15 percent of public school students will be in the Northeast, 20 percent will be in the Midwest, 26 percent will be in the West, and 40 percent will be in the South.

Changes in public school enrollment in grades preK–12 are also projected to differ by state. Arizona, Nevada, and Utah are projected to see the greatest percent increases in total enrollment from 2007–08 to 2019–20 (34 to 35 percent), and enrollment is projected to increase by more than 20 percent in three other states (see table A-2-2). Michigan and Rhode Island are projected to see the largest percent decreases in total enrollment over the same time period (by 10 percent each), and eight other states are projected to see decreases of greater than 5 percent.

From 2007–08 to 2019–20, the rate of increase in overall public school enrollment is projected to differ by grade level and among states. For example, enrollment in grades preK–8 is projected to increase more than enrollment in grades 9–12 during this period (9 vs. 1 percent). In grades preK–8, enrollment is projected to increase by more than 30 percent in Arizona and Nevada but decrease by more than 6 percent in West Virginia. Projections indicate that enrollment in grades 9–12 will experience a wider range of percent change than enrollment in grades preK–8 between 2007–08 and 2019–20. Arizona, Nevada, North Carolina, and Utah are expected to increase enrollments in grades 9–12 by more than 25 percent, while enrollments in Michigan, Vermont, and Rhode Island are projected to decrease by more than 20 percent.



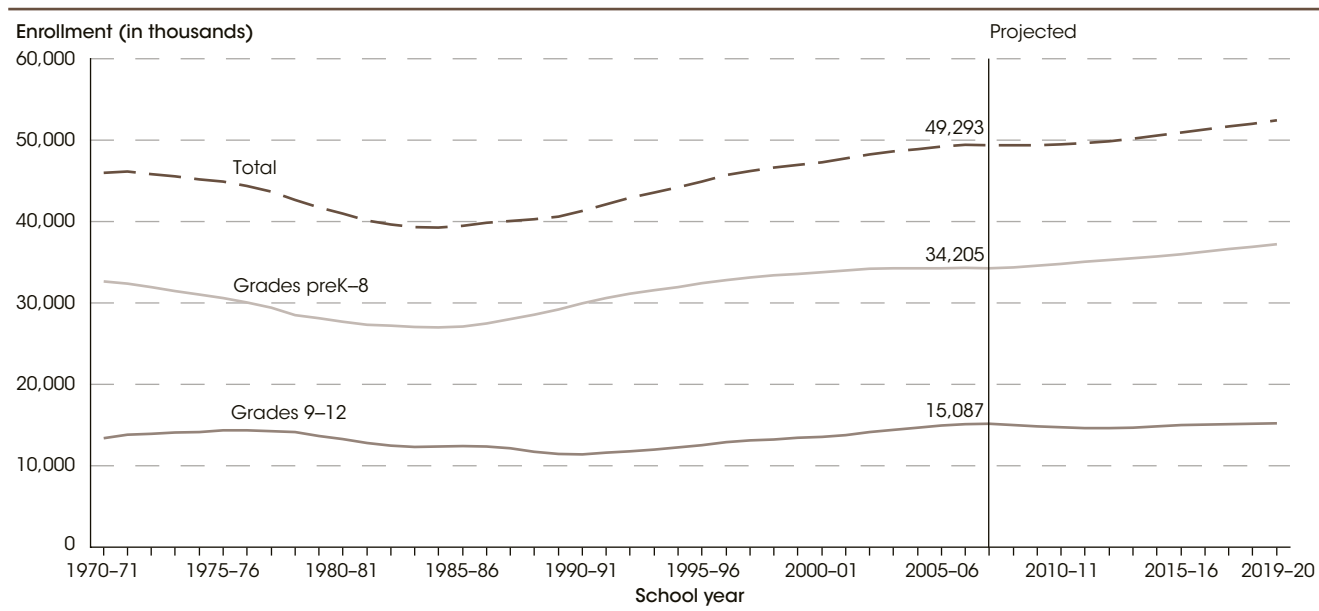
For more information: *Tables A-2-1 and A-2-2*
Glossary: *Elementary/secondary school, Prekindergarten, Public school*

Technical Notes

The most recent year of actual data is 2007–08, and 2019–20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Some data have been revised from previously

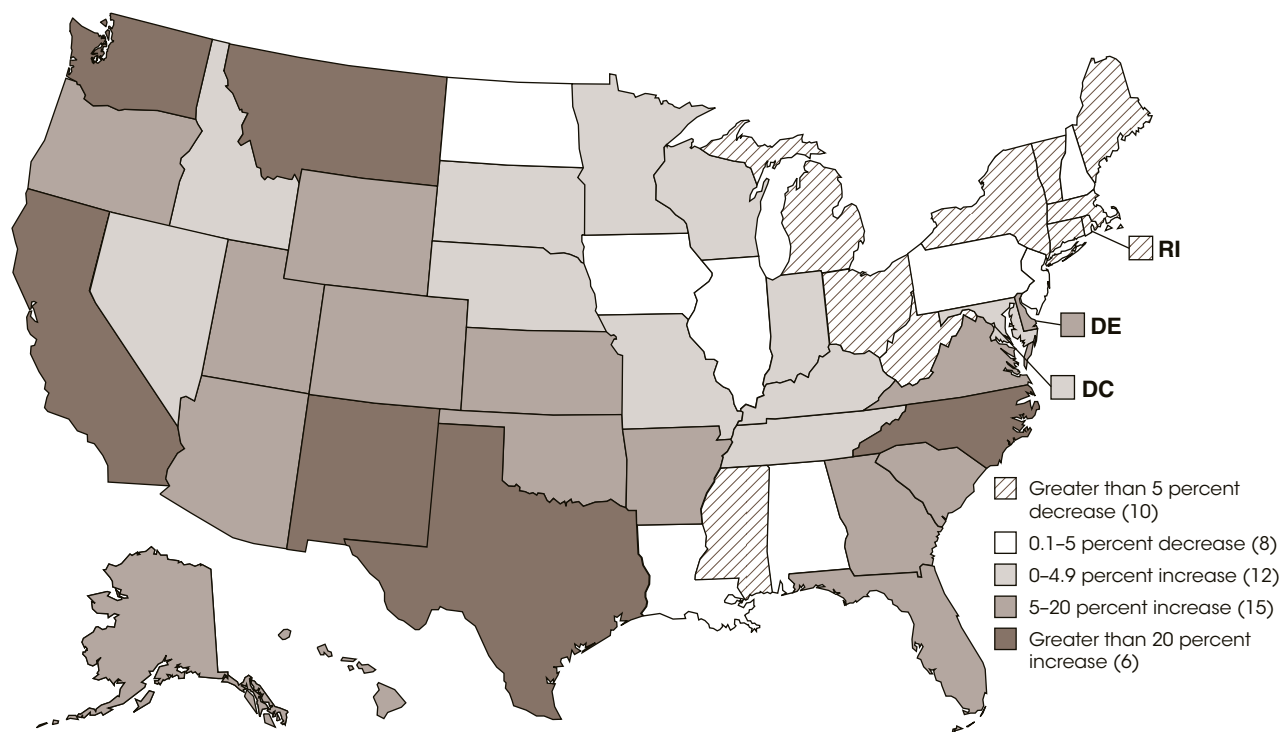
published figures. Detail may not sum to total due to rounding. For a list of the states in each region, see *supplemental note 1*.

Figure 2-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: Schools years 1970-71 through 2019-20



NOTE: The most recent year of actual data is 2007-08, and 2019-20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1984-85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2007-08, and National Elementary and Secondary Enrollment Model, 1972-2007.

Figure 2-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by state: Between school years 2007-08 and 2019-20



NOTE: The most recent year of actual data is 2007-08, and 2019-20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. For a list of states in each region, see *supplemental note 1*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2007-08; and Public State Elementary and Secondary Enrollment Model, 1980-2007.

Private School Enrollment

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02, and then decreased to 5.9 million in 2007–08. About 11 percent of all elementary and secondary school students were in private schools in 2007–08.

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02, and then decreased to 5.9 million in 2007–08. About 11 percent of all elementary and secondary school students were in private schools in 2007–08; this percentage was lower than the percentage in 1995–96 (see tables A-3-1 and A-3-2).

Between 1995–96 and 2003–04, Roman Catholic schools maintained the largest share of total private school enrollment, but the percentage of all private school students enrolled in Roman Catholic schools decreased from 45 percent in 1995–96 to 39 percent in 2007–08 (see table A-3-1). This decrease stemmed from the decline in the percentage of these students enrolled in parochial schools (those run by a parish, not by a diocese or independently). In contrast, the percentage of students in Conservative Christian schools increased from 13 to 15 percent of all private school students between 1995–96 and 2007–08. The percentage of students enrolled in nonsectarian schools increased from 20 to 22 percent during this period.

In 2007–08, most private school students were enrolled in schools with a regular program emphasis (85 percent; see table A-3-3). Of the remaining students, 5 percent were enrolled in early childhood schools, 4 percent in Montessori schools, 2 percent in schools with a special program emphasis, 2 percent in special education schools, and 1 percent in alternative schools. The racial/ethnic composition of private schools varied by type of program emphasis. For example, the percentage of Black students enrolled in schools with special education (23 percent) and alternative (21 percent) program emphases exceeded the percentage of Black students enrolled in the remaining

program types (8 to 13 percent). For Asian/Pacific Islander students, enrollment in Montessori schools (13 percent) and special program emphasis schools (10 percent) was generally greater than Asian/Pacific Islander enrollment in all other program types (2 to 7 percent).

In 2007–08, the percentage of all students who were enrolled in private schools was higher in the Northeast (15 percent) than in the Midwest (11 percent), the South (10 percent), and the West (9 percent) (see table A-3-2). Looking at changes over time, in the Midwest and West, the percentage of students enrolled in private schools was lower in 2007–08 than in 1995–96. The percentage of students in the Northeast who were enrolled in private schools in 2007–08 (15 percent) was similar to the percentage enrolled in 1995–96 (16 percent). In the South, the percentages of students enrolled in private schools remained around 10 percent from 1995–96 to 2007–08.

There were differences in the racial/ethnic composition of private school enrollments compared with public school enrollments in 2007–08. Whites made up a greater share of private school enrollment than of public school enrollment (75 vs. 56 percent), while the opposite was true for Blacks (10 vs. 17 percent) and Hispanics (10 vs. 21 percent) (see table A-3-3 and NCES 2010-013, table 41). Asians/Pacific Islanders made up 5 percent of both public and private school enrollments, and American Indians/Alaska Natives made up 1 percent of each.



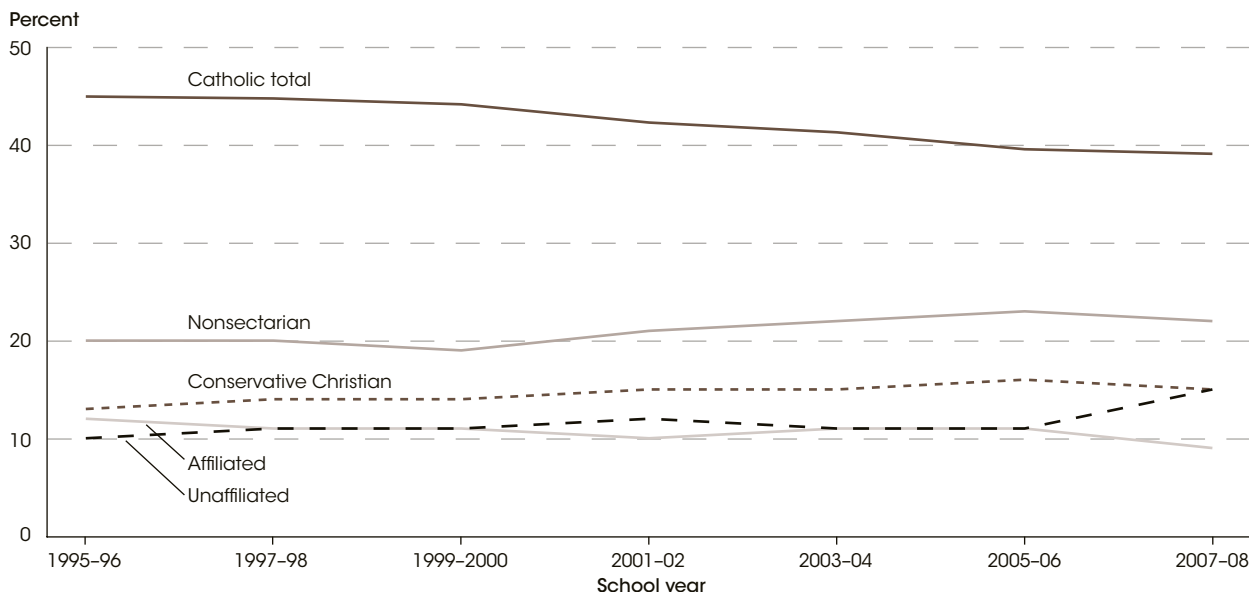
For more information: *Tables A-3-1 through A-3-3*
Glossary: *Prekindergarten, Private school, Public school*

Technical Notes

Other religious schools are those with a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least 1 of 4 associations, and affiliated schools are those with membership in 1 of 12 associations. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Vocational schools are included with special program emphasis schools. Calculations

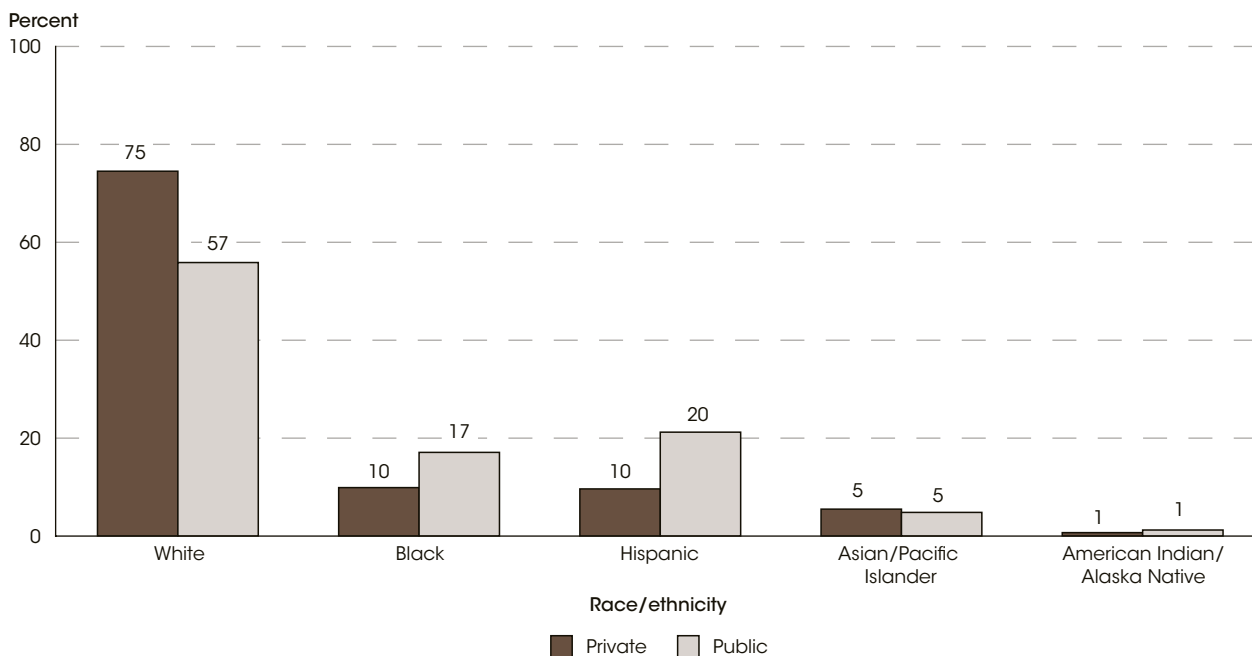
were revised and estimates may differ from previously published data. For more information on private schools, private school program emphases, and the Private School Universe Survey (PSS), see *supplemental note 3*. The distribution of private school students by race/ethnicity excludes prekindergarten students. Race categories exclude persons of Hispanic ethnicity. For more information on geographic region and race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

Figure 3-1. Percentage distribution of private school students in prekindergarten through grade 12, by school type: Various years, school years 1995–96 through 2007–08



NOTE: Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Nonsectarian schools do not have a religious orientation or purpose. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995–96 through 2007–08.

Figure 3-2. Percentage distribution of public and private school enrollments, by race/ethnicity: School year 2007–08



NOTE: Private school distribution excludes prekindergarten students. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*, and for more information on the Private School Universe Survey (PSS) and the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Private School Universe Survey (PSS), 2007–08; U.S. Department of Education, NCES, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2007–08.

Racial/Ethnic Enrollment in Public Schools

Between 1988 and 2008, the percentage of public school students who were White decreased from 68 to 55 percent. During this period the percentage of Hispanic students doubled from 11 to 22 percent, and in 2008, Hispanic enrollment exceeded 10 million students.

The shifting racial and ethnic distribution of public school students enrolled in kindergarten through 12th grade is one aspect of change in the composition of school enrollment. From 1988 through 2008, the number of White students in U.S. public schools decreased from 28.0 to 26.7 million and their share of enrollment decreased from 68 to 55 percent (see table A-4-1). In contrast, during this same period, Hispanic enrollment increased from 4.5 to 10.4 million students and the percentage of Hispanics enrolled doubled from 11 percent to 22 percent. While the total number of Black students also increased during this period (from 6.8 million to 7.5 million) their share of enrollment decreased from 17 to 16 percent. Hispanic enrollment surpassed Black enrollment for the first time in 2002 and has remained higher in each year through 2008. In 2008, the combined enrollment of Asians (3.7 percent), Pacific Islanders (0.2 percent), American Indians/Alaska Natives (0.9 percent), and students of two or more races (2.6 percent) made up about 7.4 percent of all students in public schools.

Overall, enrollment increased in each region between 1988 and 2008 (see table A-4-2). Enrollment increased from 14.8 to 17.9 million in the South, from 8.9 to 11.7 million in the West, from 10.1 to 10.7 million in the Midwest, and from 7.2 to 7.9 million in the Northeast.

The racial/ethnic distribution of public school enrollment differed by region from 1988 to 2008. In the West, White enrollment decreased from 60 to 43 percent and Hispanic enrollment increased from 23 to 40 percent. Black enrollment remained between 5 and 7 percent and Asian enrollment remained between 6 and 9 percent. In 2008, public school enrollment in the West was below 1 percent for Pacific Islander students, below 2 percent for American Indian/Alaska Native students, and below 4 percent for students of two or more races.

In the South, White enrollment decreased from 62 to 52 percent from 1988 to 2008, while Hispanic enrollment increased from 10 to 19 percent. During this period, Black enrollment remained stable between 24 and 28 percent and Asian enrollment remained between 1 to 2 percent. In 2008, enrollment for Pacific Islander and American Indian/Alaska Native students each accounted for 1 percent or less of the public school population and enrollment for students of two or more races was 2 percent.

White enrollment in the Northeast decreased from 75 to 60 percent from 1988 to 2008, and Hispanic enrollment increased from 9 to 17 percent. Black enrollment remained between 14 and 16 percent and Asian enrollment increased from 3 to 6 percent during this period. In 2008, enrollment for Pacific Islander and American Indian/Alaska Native students each accounted for less than 1 percent of the public school population and enrollment for students of two or more races was 2 percent.

In the Midwest, White enrollment decreased from 80 to 71 percent and Hispanic enrollment increased from 3 to 10 percent from 1988 to 2008. Although White enrollment decreased in the Midwest, this region maintained the highest percentage of White enrollment among all regions during this period. Black enrollment remained between 13 and 15 percent, while Asian enrollment increased from 1 to 3 percent. In 2008, enrollment for Pacific Islander and American Indian/Alaska Native students each accounted for less than 1 percent of the public school population and enrollment for students of two or more races was 3 percent.



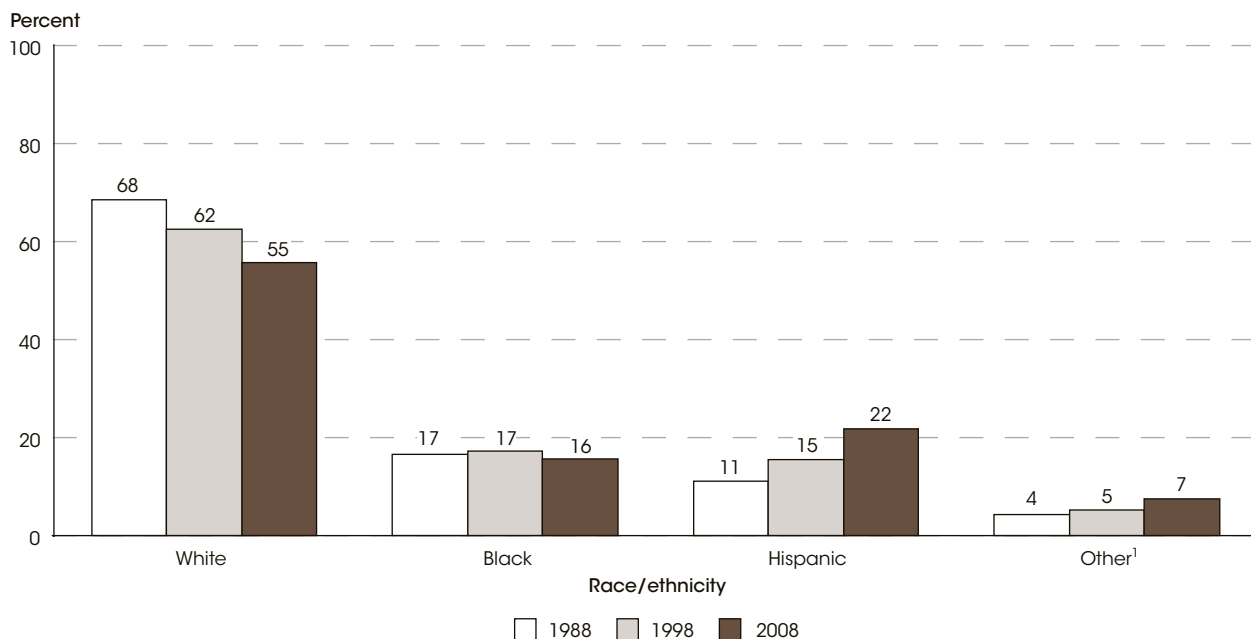
For more information: *Tables A-4-1 and A-4-2*
Glossary: *Public school*

Technical Notes

Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. For more information on

race/ethnicity and region, see *supplemental note 1*. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

Figure 4-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Selected years, October 1988–October 2008

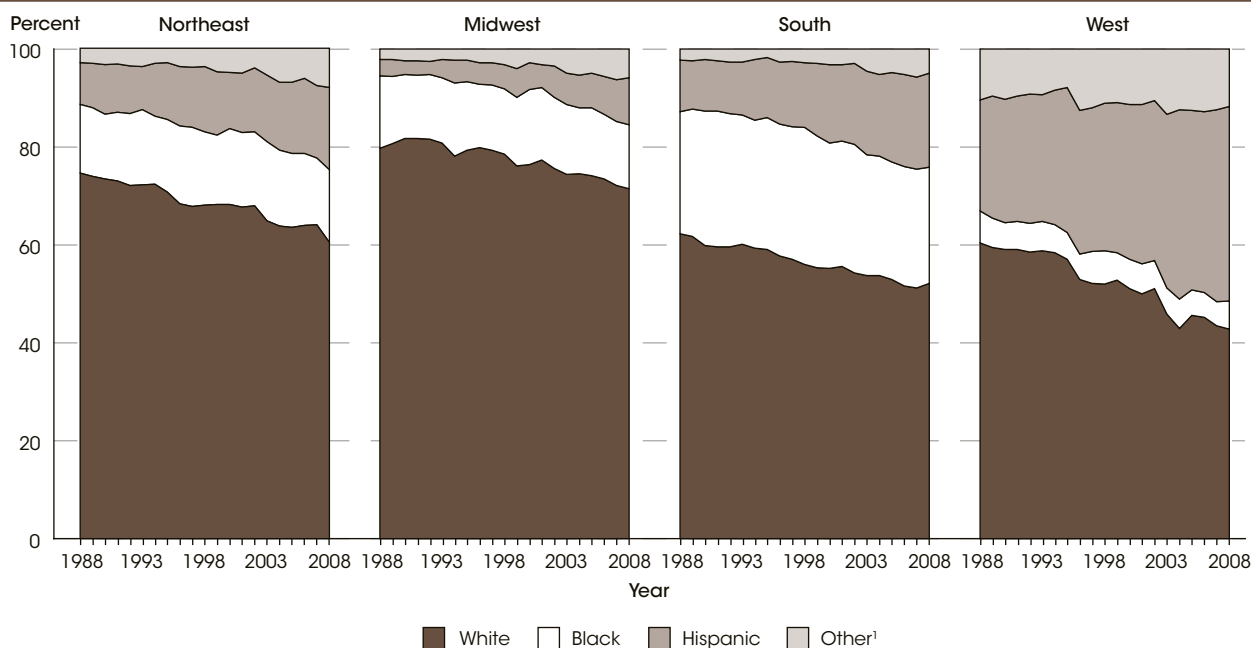


¹ "Other" includes all students who identified themselves as being Asian, Hawaiian, Alaska Native, Pacific Islander, American Indian, or two or more races.

NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Details may not sum to totals because of rounding. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1988, 1998 and 2008.

Figure 4-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: October 1988–October 2008



¹ "Other" includes all students who identified themselves as being Asian, Hawaiian, American Indian, or two or more races.

NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity and region, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1988–2008.

Language Minority School-Age Children

In 2008, some 21 percent of children ages 5–17 (or 10.9 million) spoke a language other than English at home, and 5 percent (or 2.7 million) spoke English with difficulty. Seventy-five percent of those who spoke English with difficulty spoke Spanish.

Between 1979 and 2008, the number of school-age children (children ages 5–17) who spoke a language other than English at home increased from 3.8 to 10.9 million, or from 9 to 21 percent of the population in this age range (see table A-5-1). An increase (from 18 to 21 percent) was also evident during the more recent period of 2000 through 2008. After increasing from 3 to 6 percent between 1979 and 2000, the percentage of school-age children who spoke a language other than English at home and who spoke English with difficulty decreased to 5 percent in 2008.

Among school-age children who spoke a non-English language at home, the percentage who spoke English with difficulty has decreased over time. For example, of the school-age children who spoke a language other than English at home, 34 percent spoke English with difficulty in 1979, compared with 31 percent in 2000 and 25 percent in 2008.

In 2008, the percentage of school-age children who spoke a language other than English at home and who spoke English with difficulty varied by demographic characteristics, including race/ethnicity, poverty status, and age (see table A-5-2). Among school-age children, 17 percent of Hispanics and 16 percent of Asians spoke a non-English language at home and spoke English with difficulty, compared with 8 percent of Pacific Islanders, 3 percent of American Indians/Alaska Natives, and 1 percent each of Whites, Blacks, and children of two or more races. Differences were also seen among racial/ethnic subgroups of Hispanic and Asian school-age children. For example, 20 percent of Central American and 19 percent of Mexican school-age children spoke a non-English language at home and spoke English with difficulty, compared with 8 percent of Puerto Rican and 7 percent of Other Hispanic school-age children. For Asians, 20 percent each of Korean, Japanese, and Vietnamese 5- to

17-year-olds spoke a non-English language at home and spoke English with difficulty, compared with 10 percent of their Filipino peers. In terms of poverty status, higher percentages of poor (10 percent) and near-poor (8 percent) 5- to 17-year-olds spoke a non-English language at home and spoke English with difficulty than did nonpoor 5- to 17-year-olds (3 percent). Concerning differences by age, a greater percentage of 5- to 9-year-olds spoke a language other than English at home and spoke English with difficulty than did 10- to 17-year-olds (7 vs. 4 percent). This pattern by age held across most demographic and socioeconomic characteristics.

In terms of language spoken, in 2008, of the school-age children who spoke a language other than English at home and who spoke English with difficulty, about 2.0 million (or 75 percent) spoke Spanish; 311,000 (or 12 percent) of these children spoke Asian/Pacific Islander languages; 279,000 (or 10 percent) spoke other Indo-European languages; and 87,000 (or 3 percent) spoke another language (see tables A-5-2 and A-5-3).

English-speaking ability also varied by state and region of the country in 2008. The percentage of 5- to 17-year-olds who spoke a non-English language and who spoke English with difficulty was about 1 percent in the northeastern states of Maine, New Hampshire, and Vermont, the midwestern state of South Dakota, the southern states of Louisiana, Mississippi, and West Virginia, and the western states of Montana, and Wyoming. The highest rates were in the southern state of Texas (10 percent) and the western states of Arizona (9 percent) and California (10 percent).



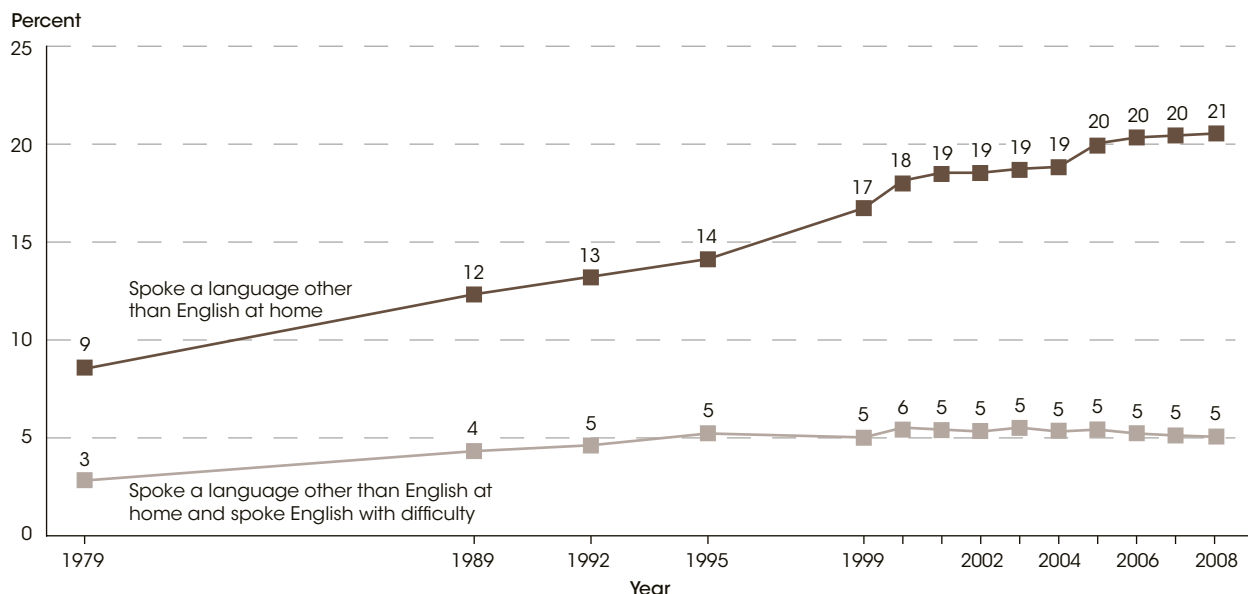
For more information: *Tables A-5-1 through A-5-3*
Glossary: *Language minority students*

Technical Notes

Respondents were asked whether each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English using the following categories: “very well,” “well,” “not well,” and “not at all.” All children who were reported to speak English less than “very well” were considered to have difficulty speaking English. Children in families whose incomes are below the poverty threshold are classified as *poor*; those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor*, and those in families with incomes at 200 percent or more of the poverty

threshold are classified as *nonpoor*. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on the CPS and the ACS, see *supplemental notes 2* and *3*, respectively. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, poverty status, and geographic region, see *supplemental note 1*.

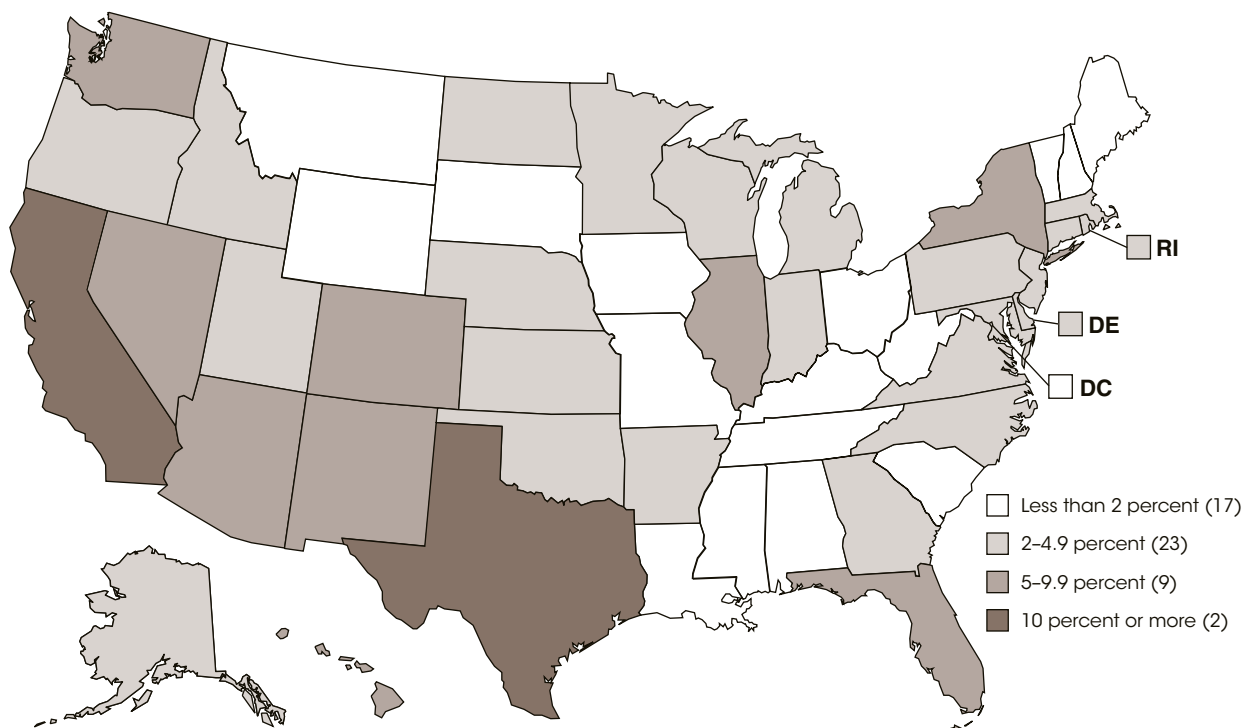
Figure 5-1. Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979-2008



NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on the CPS and the ACS, see *supplemental notes 2 and 3*, respectively.

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), 2000-2008.

Figure 5-2. Percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by state: 2008



NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. For more information on the American Community Survey (ACS), see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Children and Youth With Disabilities

In 2007–08, some 6.6 million children and youth, representing 13 percent of public school enrollment, received special education services. Of those who received services, 39 percent received them for a specific learning disability.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates the provision of a free and appropriate public school education for children and youth ages 3–21 who have disabilities. Data collection activities to monitor compliance with IDEA began in 1976. The number and percentage of children and youth ages 3–21 who were enrolled in public schools and receiving special education services generally increased from the inception of IDEA through 2004–05 (see table A-6-1). Since 2004–05, the number and percentage of students served have declined each year through 2007–08. In 1976–77, some 3.7 million children and youth were served under IDEA, representing 8 percent of children and youth ages 3–21 who were enrolled in public schools. The number of children and youth served under IDEA grew to 6.7 million in 2004–05, or 14 percent of the public school population. By 2007–08, the number of children and youth receiving services had declined to 6.6 million, corresponding to about 13 percent of all public school enrollment.

Since 1980–81, a greater percentage of children and youth ages 3–21 have received special education services for specific learning disabilities than for any other disability type. A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. In 2007–08, some 39 percent of all children and youth receiving services under IDEA had specific learning disabilities, and 22 percent had speech or language impairments. Students with disabilities such as

other health impairments, mental retardation, emotional disturbances, developmental delay, and autism each accounted for between 4 and 10 percent of children and youth served under IDEA. Children and youth with multiple disabilities; hearing, orthopedic, and visual impairments; traumatic brain injury; and deaf-blindness each accounted for 2 percent or less of children served under IDEA.

About 95 percent of children and youth ages 6–21 served under IDEA in 2007–08 were enrolled in regular schools (see table A-6-2). The percentage of these children who spent most of their school day (more than 80 percent) in general classes was higher in 2007–08 than in 1989–90 (57 percent vs. 32 percent). In 2007–08, about 87 percent of students with speech or language impairments—the highest percentage of all disability types—spent most of their time in general classes. In contrast, almost half of students with mental retardation (49 percent) and multiple disabilities (45 percent) spent less than two-fifths of their school day in general classes. In 2007–08, some 3 percent of children and youth ages 6–21 served under IDEA were enrolled in separate schools (public or private) for students with disabilities; 1 percent were placed by their parents in regular private schools; and less than 1 percent each were in separate residential facilities (public and private), homebound or in hospitals, or in correctional facilities.



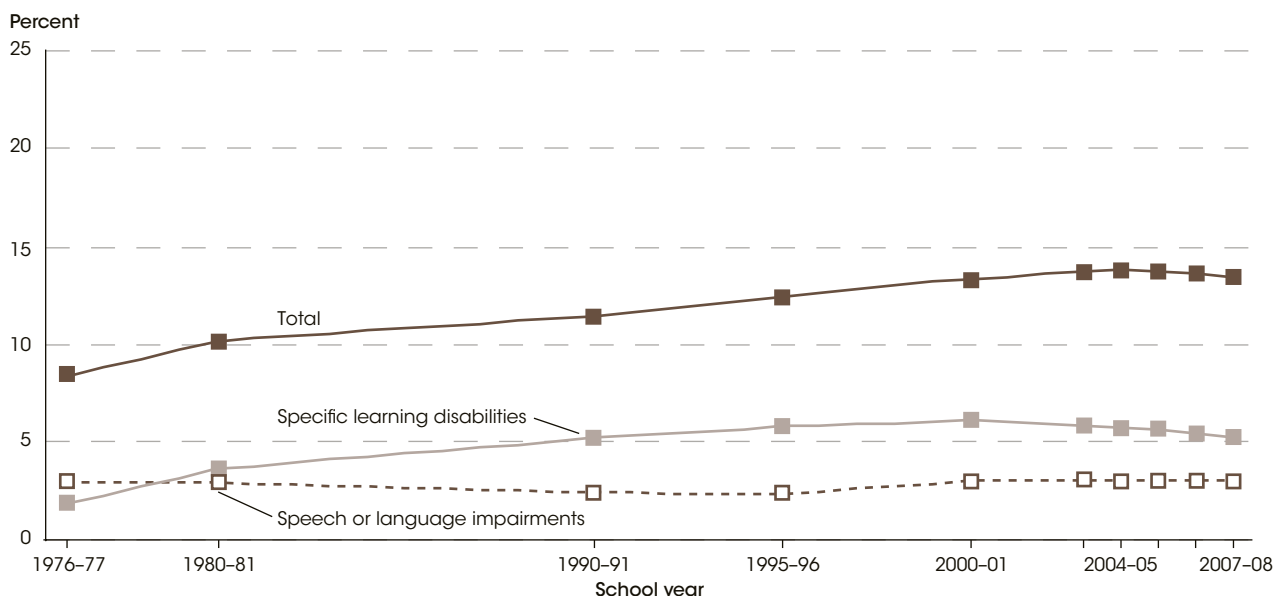
For more information: *Tables A-6-1 and A-6-2*
Glossary: *Disabilities, children with; Individuals with Disabilities Act (IDEA)*

Technical Notes

Special education services through the Individuals with Disabilities Education Act (IDEA) are available only for eligible children. Eligible children and youth are those identified by a team of professionals as having a disability that adversely affects academic performance and being

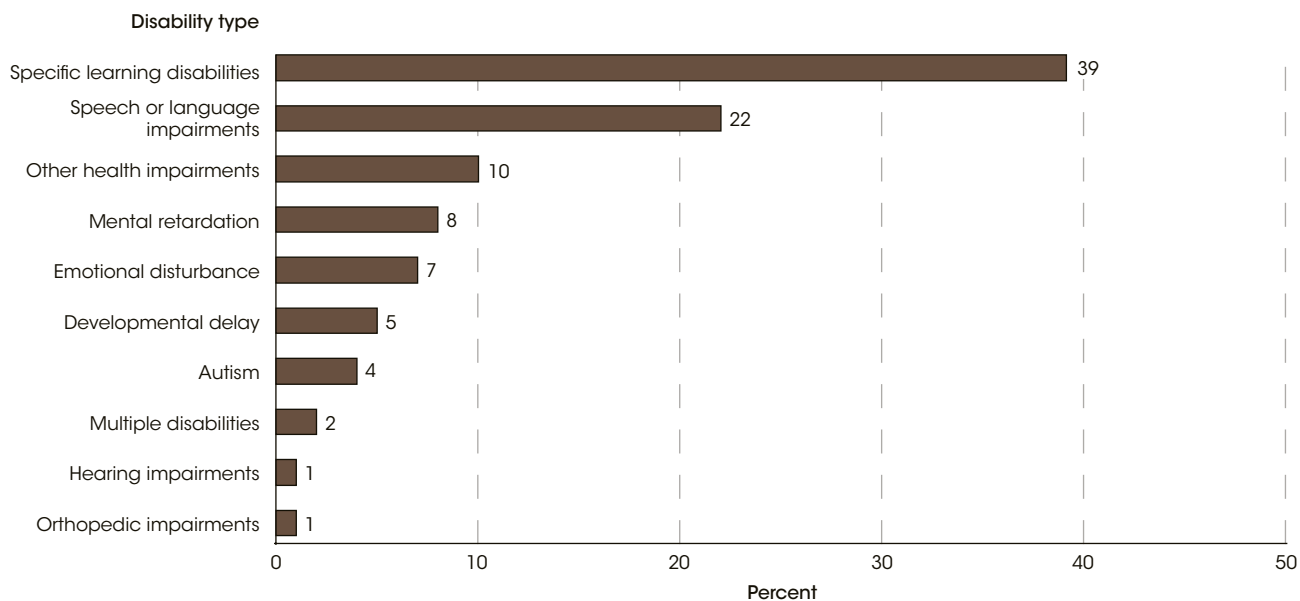
in need of special education and related services. Data for 2007–08 do not include Vermont. In 2006–07, the total number of 3- to 21-year-olds served under IDEA in Vermont was 14,010. For more information on the student disabilities presented, see *supplemental note 7*.

Figure 6-1. Percentage of 3- to 21-year-olds in public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected school years, 1976-77 through 2007-08



NOTE: Prior to October 1994, children and youth with disabilities were served under Title 1 of the Elementary and Secondary Education Act as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for years prior to 1994-95 include children and youth ages 0-21 served under Title 1. Includes children and youth in the 50 states and the District of Columbia only. Data for 2007-08 do not include Vermont. In 2006-07, the total number of 3- to 21-year-olds served in Vermont was 14,010. Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for disabled children ages 3-5. For more information on student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1979 through 2007; and Individuals with Disabilities Education Act (IDEA) database, retrieved April 14, 2009, from <http://www.ideadata.org/PartBdata.asp>. National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1977 and 1980-81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," selected years 1990-91 through 2007-08.

Figure 6-2. Percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by primary disability type: School year 2007-08



NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 1 percent of children served under IDEA. Includes children and youth in the 50 states and the District of Columbia only. Data for 2007-08 do not include Vermont. Detail may not sum to total because of rounding. For more information on student disabilities, see *supplemental note 7*. SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved April 14, 2009, from <http://www.ideadata.org/PartBdata.asp>.

Undergraduate Enrollment

From 2000 to 2008, undergraduate enrollment increased by 24 percent to 16.4 million students. Projections indicate that it will continue to increase, reaching 19.0 million students in 2019.

Total undergraduate enrollment in degree-granting postsecondary institutions increased from 7.4 million students in 1970 to 13.2 million in 2000 and to 16.4 million in 2008 (see table A-7-1). According to projections, enrollment in undergraduate institutions is expected to reach 19.0 million in 2019 (the last year for which projected data are available).

Undergraduate enrollment grew at a faster rate during the 1970s (42 percent) than it did in more recent decades; it continued to increase throughout the 1980s and 1990s, but at slower rates. From 2000 to 2008, undergraduate enrollment rose by 24 percent. During this period, male enrollment grew 22 percent, from 5.8 million to 7.1 million students, while female enrollment grew 26 percent, from 7.4 million to 9.3 million students. In 2008, females accounted for 57 percent of enrollment, and males, 43 percent. Enrollments for both males and females are expected to increase through 2019, reaching 7.8 and 11.2 million students, respectively. By 2019, females are expected to account for 59 percent of total undergraduate enrollment.

Undergraduate enrollment in public institutions increased from 10.5 million students in 2000 to 12.6 million in 2008, a 19 percent increase. Private institutions experienced a higher rate of growth over this time period, as their enrollments grew from 2.6 to 3.8 million students, a 44 percent increase. Most of the growth in private enrollment over this time period occurred among for-profit institutions—their enrollment tripled from 0.4 to 1.2 million students. Enrollment in private not-for-profit institutions increased by 15 percent, from 2.2 to 2.5 million students.

Undergraduate enrollment at 4-year institutions increased from 7.2 to 9.4 million students from 2000 to 2008 and is expected to reach 10.8 million in 2019 (see table A-7-2). From 2000 to 2008, female enrollment at 4-year institutions increased by 32 percent, from 4.0 to 5.3 million students, while male enrollment increased by 28 percent, from 3.2 to 4.1 million students. In 2008, about 7.4 million undergraduates (79 percent of enrollment) at 4-year institutions were enrolled full time

and 2.0 million (21 percent) were enrolled part time; this percentage distribution is not expected to change, but enrollments of full-time and part-time students are projected to increase and, by 2019, reach 8.6 and 2.2 million students, respectively. Enrollment at public 4-year institutions increased by 23 percent between 2000 and 2008 (from 4.8 to 6.0 million) and is projected to be 7.0 million students in 2019. Enrollment at private 4-year institutions increased by 46 percent between 2000 and 2008 (from 2.4 to 3.4 million) and is expected to be 3.8 million students in 2019. Between 2000 and 2008, enrollment at private for-profit 4-year institutions more than quadrupled, from 0.2 to 0.9 million students.

At 2-year institutions, undergraduate enrollment increased from 5.9 to 7.0 million students from 2000 to 2008 and is expected to reach 8.2 million students by 2019. Between 2000 and 2008, female enrollment at 2-year institutions increased by 19 percent, from 3.4 to 4.0 million, and male enrollment increased by 15 percent, from 2.6 to 2.9 million students. Full-time enrollment at 2-year institutions increased at a faster rate than part-time enrollment between 2000 and 2008. Over this time period, full-time enrollment increased by 28 percent, from 2.2 to 2.8 million students, while part-time enrollment increased by 11 percent, from 3.7 to 4.1 million students. As a result, the percentage of all 2-year college students enrolled in full-time programs increased from 37 to 41 percent. Between 2000 and 2008, enrollment at public 2-year institutions increased from 5.7 to 6.6 million students (or 17 percent) and accounted for 95 to 96 percent of all students in 2-year institutions. During this time, enrollment at private not-for-profit 2-year institutions decreased (from 59,000 to 35,000), while enrollment in private for-profit 2-year institutions increased (from 192,000 to 296,000).



For more information: *Tables A-7-1 and A-7-2; Indicators 23 and 43*

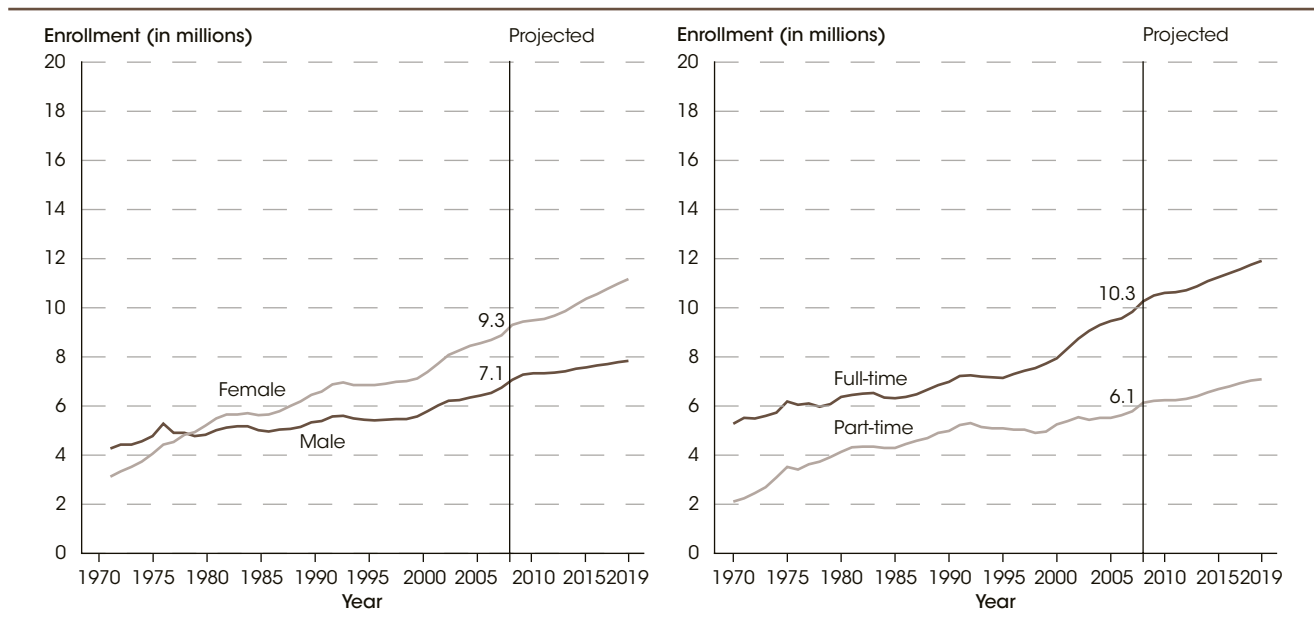
Glossary: *Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution, Undergraduate student*

Technical Notes

Projections are based on data through 2008 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Data for 1999 were imputed using alternative procedures. For more

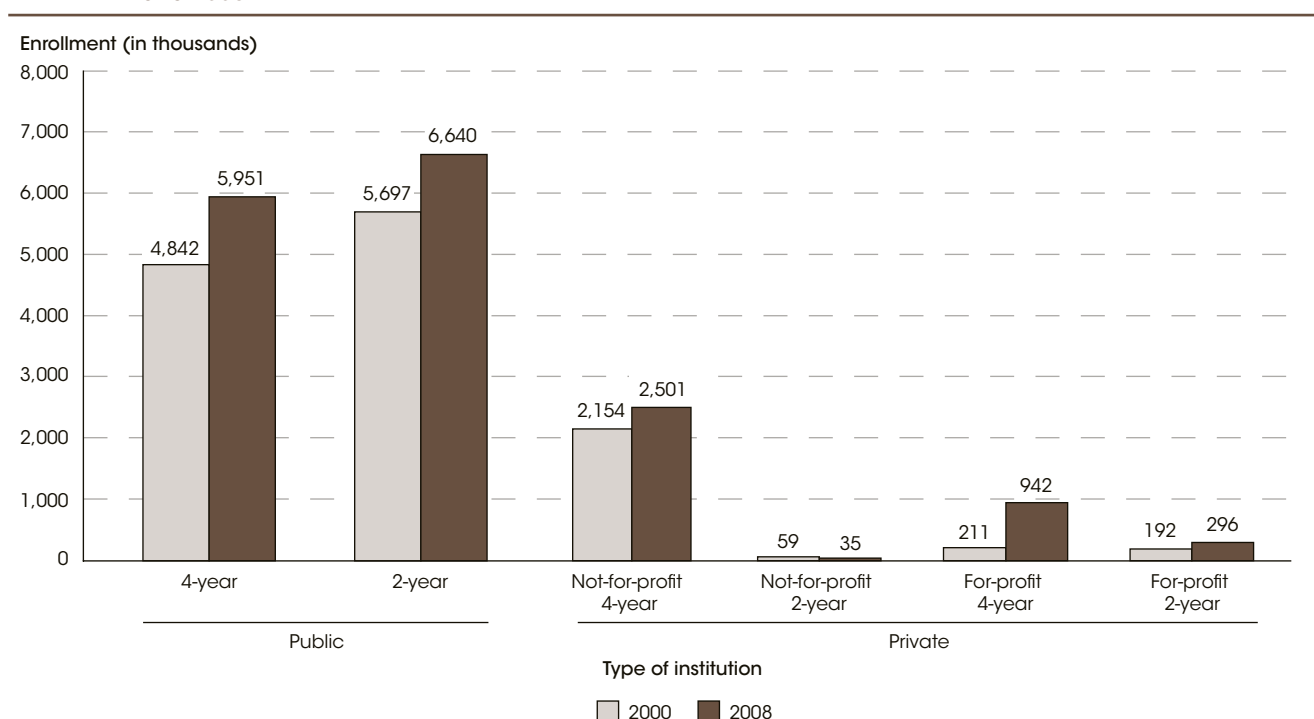
information, see NCES 2001-083, appendix E. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

Figure 7-1. Actual and projected total undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2019



NOTE: The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; and 1990 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:90-99) and Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

Figure 7-2. Undergraduate enrollment in degree-granting postsecondary institutions, by type of institution: Fall 2000 and 2008



NOTE: Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000 and 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and Spring 2009.

Postbaccalaureate Enrollment

Postbaccalaureate enrollment has increased every year since 1983, reaching 2.7 million students in 2008. In each year since 1988, women have made up more than half of postbaccalaureate enrollment. In 2008, postbaccalaureate enrollment was 59 percent female.

In 1976, some 1.6 million students were enrolled in postbaccalaureate programs, which include graduate and first-professional programs (see table A-8-1). Postbaccalaureate enrollment fluctuated during the period from the mid-1970s to the early-1980s, but between 1983 and 2008 it increased from 1.6 to 2.7 million students. Enrollment in postbaccalaureate programs is projected to increase through 2019 to 3.4 million students.

More females than males have been enrolled in postbaccalaureate programs every year since 1988. In 1976, some 673,000 females were enrolled in a postbaccalaureate program, compared with 905,000 males. In 1988, female enrollment exceeded male enrollment, and by 2008 postbaccalaureate enrollment was comprised of 1.6 million females (59 percent) and 1.1 million males (41 percent). Projections indicate that females will continue to enroll in postbaccalaureate programs at a higher rate than males, and in 2019 postbaccalaureate enrollment is expected to increase to 2.1 million females (61 percent) and 1.3 million males (39 percent).

As postbaccalaureate enrollment has grown, the distribution of students—in terms of attendance status and the types of institutions they attended—has changed. In 1976, more students attended part-time programs than full-time programs, but in each year since 2000 full-time enrollment has been higher than part-time enrollment. Additionally, the percentage of all students who attended private programs increased between 1976 and 2008. In 1976, about 35 percent of postbaccalaureate students were enrolled in private institutions, compared with 50 percent of students in 2008. Some of the growth in total private enrollment is attributable to the growth in enrollment at private for-profit institutions. The number of students attending private for-profit institutions increased from 3,000 students in 1976 (or less than 1 percent of total enrollment) to 231,000 students in 2008 (8 percent). Growth in enrollment is expected to be similar for public and private postbaccalaureate programs, and each is projected to enroll 1.7 million students in 2019.

Technical Notes

The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because

For each racial/ethnic group, the number of students enrolled in postbaccalaureate programs generally increased between 1976 and 2008, but at different rates, resulting in a shift in the racial/ethnic distribution. In 1976, some 1.3 million (85 percent) of postbaccalaureate students were White, compared with 1.5 million students (69 percent) in 2000. By 2008, the number of White students had grown to 1.7 million, but White enrollment as a percentage of total enrollment had decreased to 64 percent (see table A-8-2). The number of Black postbaccalaureate students more than tripled between 1976 and 2008, from 90,000 to 315,000 students. The percentage of postbaccalaureate students who were Black increased from 6 to 8 percent from 1976 to 2000 and rose to 12 percent in 2008. The percentages of students who were Hispanic and Asian/Pacific Islander grew as enrollment numbers for these racial/ethnic groups increased five- and six-fold, respectively, from 1976 to 2008. In 1976, Hispanics and Asians/Pacific Islanders each represented 2 percent of total enrollment, and in 2008 they represented 6 and 7 percent, respectively. While American Indian/Alaska Native enrollment increased from 6,000 to 18,000 students during this period, they accounted for less than 1 percent of enrollment in 2008. The percentage of students who were nonresident aliens increased from 5 percent in 1976 to 11 percent in 2008, which was similar to the percentage in 2000.

In 1976, males outnumbered females in postbaccalaureate programs for each racial/ethnic group shown except for Blacks; conversely, in 2008, females outnumbered males in all groups except for nonresident aliens. The largest relative gap between female and male enrollment in 2008 was between Black females and males: 71 percent of the total Black enrollment was female that year.

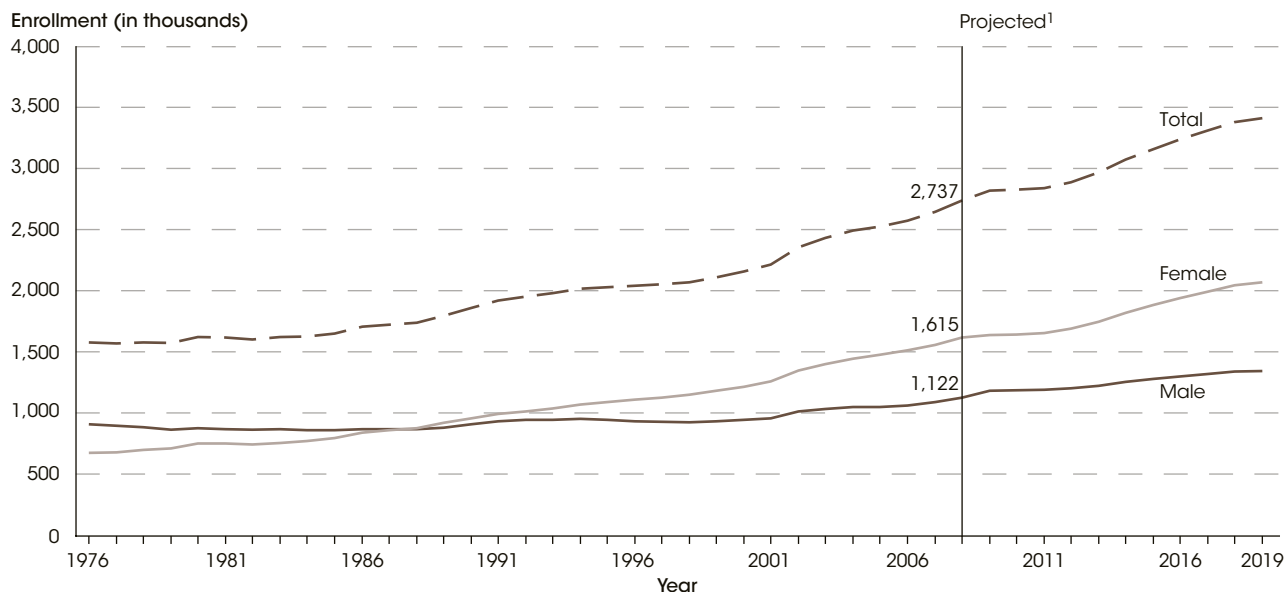


For more information: *Tables A-8-1 and A-8-2; Indicators 23 and 43*

Glossary: *Nonresident alien, Postbaccalaureate enrollment, Private institution, Public institution*

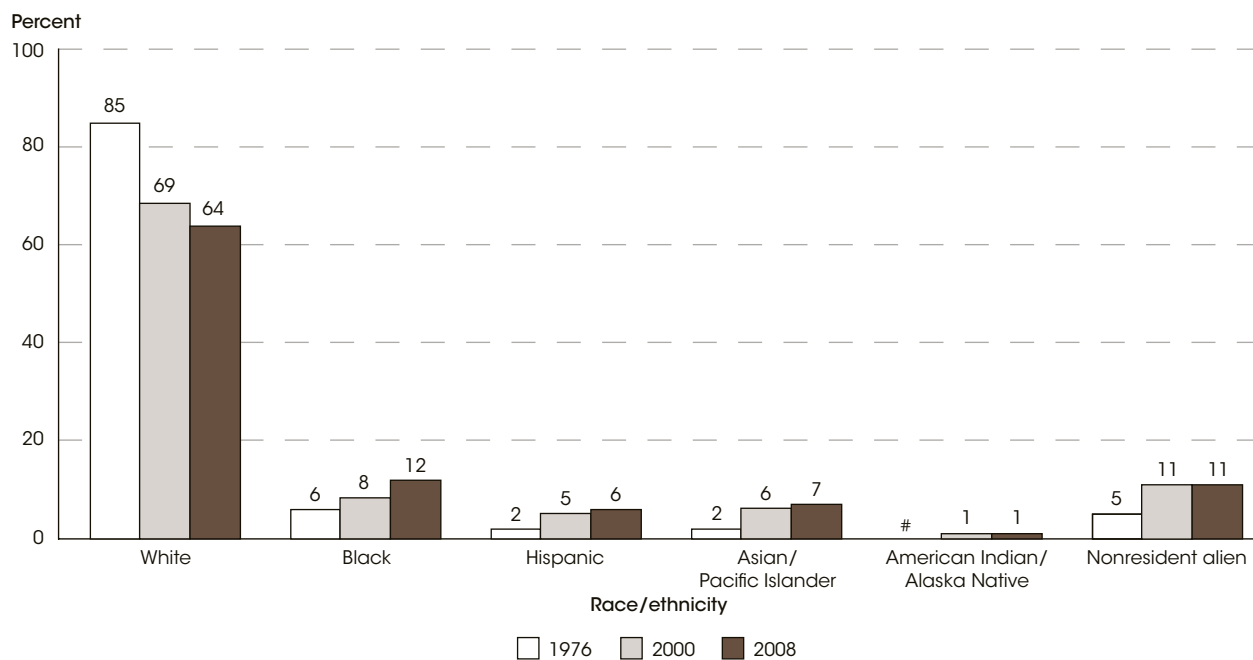
information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

Figure 8-1. Actual and projected postbaccalaureate enrollment in degree-granting institutions, by sex: Fall 1976–2019



¹ Projections are based on reported data through 2008 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. NOTE: For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; 1986 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99), and Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

Figure 8-2. Percentage distribution of postbaccalaureate enrollment in degree-granting institutions, by race/ethnicity: Fall 1976, 2000, and 2008



Rounds to zero. NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because information about their race/ethnicity is not available. See the glossary for the definition of nonresident alien. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976, and 2000 and 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and 2009.

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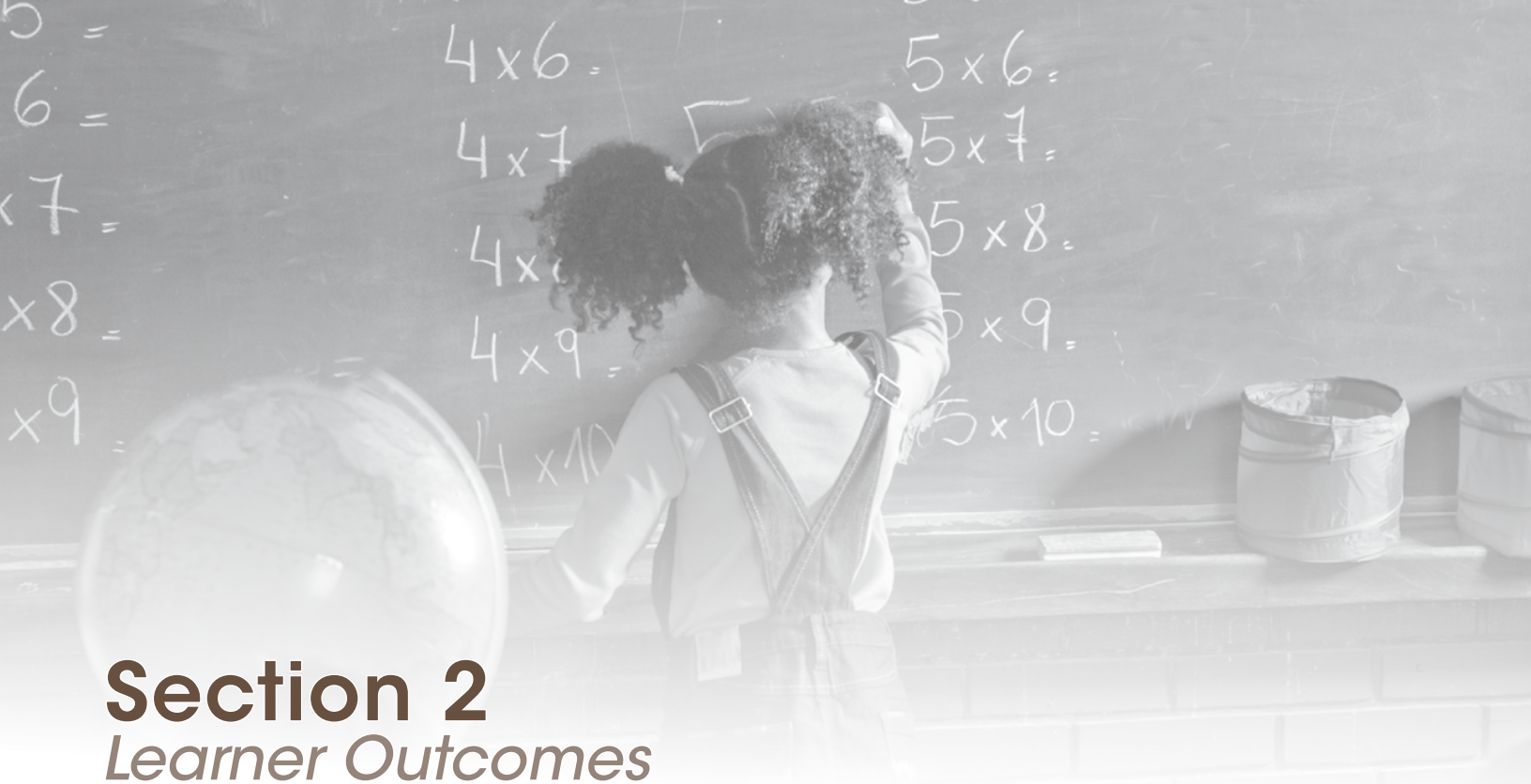
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Section 2

Learner Outcomes



Section 2

Learner Outcomes

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Introduction

The indicators in this section of *The Condition of Education* examine student achievement and other outcomes of education among students in elementary and secondary education and among adults in the broader society. The indicators on student achievement illustrate how students are performing on assessments in reading, mathematics, science, and other academic subject areas. They highlight trends over time in student achievement as well as gaps in achievement between groups. The indicators in this section are organized into five subsections. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including indicators from previous years, appear on the Web (see the “List of Indicators on *The Condition of Education* Website” on page xxix for a full listing of indicators).

The indicators in the first subsection (found on the website) trace the gains in achievement and the specific reading and mathematics skills of children through the early years of elementary education. Children enter school with varying levels of knowledge and skill. Measures of these early childhood competencies represent important indicators of students' future prospects both inside and outside of the classroom. These indicators highlight changes in student achievement for a cohort of kindergarten children as they progressed through the early years of schooling.

The indicators in the second subsection report trends in academic performance, either by age or by grade, among elementary and secondary students. As students progress through school, it is important to know the extent to which they are acquiring necessary skills and gaining proficiency in challenging subject matter. In this subsection, academic outcomes are measured in three ways: (1) as the change in students' average performance

over time, (2) as the change in the percentage of students achieving specified levels of achievement, and (3) through international comparisons of national averages. Indicators in this volume show the reading and mathematics achievement of students in grades 4 and 8 and the achievement in the arts of students in grade 8. Five other indicators that appear on the Web highlight achievement in writing, economics, science, U.S. history, and geography. Also, two indicators found in this volume examine the mathematics and science skills of students at the international level. Other indicators found on the website provide international comparisons in reading literacy. Together, indicators in the first two subsections help to create a composite picture of academic achievement for U.S. students.

In addition to academic achievement at the elementary and secondary levels (highlighted in the second section), the third subsection highlights adult literacy measures, while the focus of the fourth subsection is social outcomes of education (the third and fourth subsections are found on the website). Knowledge of these outcomes—which are measured here by levels of adult literacy, adult reading habits, and the health status of individuals—helps contribute to an educated, capable, and engaged citizenry.

The fifth subsection looks specifically at the economic outcomes of education. Economic outcomes include the earnings of individuals with varying levels of educational attainment, examined in an indicator in this volume, and the likelihood of being employed, examined in an indicator on the website.

The indicators on learner outcomes from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Reading Performance

At grade 4, the average reading score in 2009 was not measurably different from the average score in 2007. At grade 8, the average reading score increased by 1 point from 2007 to 2009.

In 2009, the average National Assessment for Educational Progress (NAEP) reading scale score for 4th-graders was unchanged from the score in 2007 but higher than the scores on all of the earlier assessments given between 1992 and 2005 (see table A-9-1). From 1992 to 2009, 4th-graders' average NAEP reading scale scores increased 4 points, from 217 to 221. The percentages of 4th-graders performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels showed no measurable change from 2007 to 2009. In 2009, about 67 percent of 4th-graders performed at or above *Basic*, 33 percent performed at or above *Proficient*, and 8 percent performed at *Advanced*.

From 2007 to 2009, there were no measurable changes in average reading scores for 4th-grade males and females or for students from any of the five racial/ethnic groups (see table A-9-2). From 1992 to 2009, male 4th-graders' average reading scores increased from 213 to 218 and female 4th-graders' scores increased from 221 to 224. At grade 4, the average reading scores in 2009 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students were not measurably different from their scores in 2007. The 2009 reading scores for White, Black, and Hispanic students did, however, remain higher than scores from assessment years prior to 2007.

The 2009 average NAEP reading scale score for 8th-graders was 1 point higher than the 2007 score and 4 points higher than the 1992 score, but the 2009 score was not always measurably different from the scores on the assessments given between 1994 and 2005 (see table A-9-1). The percentage of 8th-graders performing at or above *Basic* and the percentage performing at or above *Proficient* each increased 1 percentage point from 2007

to 2009; these percentages were higher in 2009 than in 1992. In 2009, the percentage of 8th-graders performing at the *Advanced* achievement level (3 percent) was not measurably different from the percentage in 2007 or 1992.

At grade 8, male students' average reading score in 2009 was higher than scores in 2007 and 1992, while female students' average score in 2009 was not measurably different from scores in either of those years (see table A-9-2). In 2009, the average score for female 8th-graders was 269, compared with the average score of 259 for their male counterparts. At grade 8, average reading scores were higher in 2009 than in 2007 for all racial/ethnic groups.

NAEP results also permit state-level comparisons of the reading abilities of 4th- and 8th-graders in public schools. While there was no measurable change from 2007 to 2009 in the overall average score for 4th-grade public school students in the nation, scores did increase in two states (Kentucky and Rhode Island) and the District of Columbia and decrease in four states (Alaska, Iowa, New Mexico, and Wyoming) (see table A-9-3). At grade 8, although the average score for public school students in the nation was 1 point higher in 2009 than in 2007, score increases were seen in less than one-quarter of the states. Scores were higher in 2009 than in 2007 for nine states (Alabama, Connecticut, Florida, Hawaii, Kentucky, Missouri, New Mexico, Pennsylvania, and Utah), and in the remaining states and the District of Columbia scores showed no measurable change.



For more information: *Tables A-9-1 through A-9-3; Indicator 10*

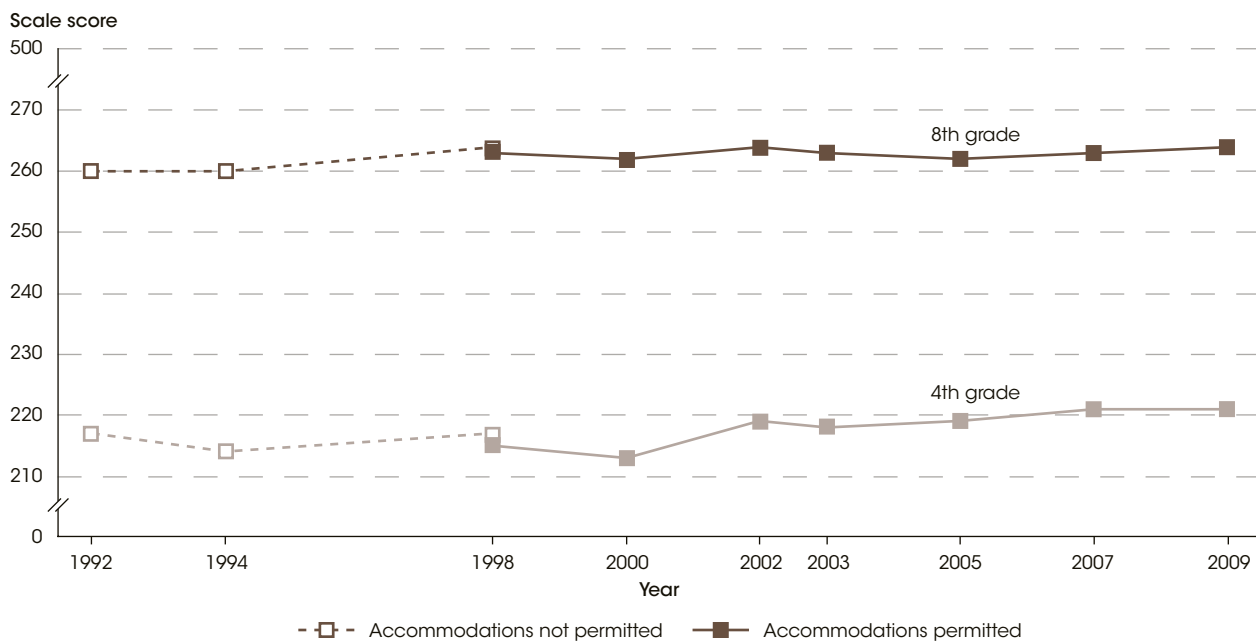
Glossary: *Achievement levels*

Technical Notes

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. Testing accommodations (e.g., extended time, small group

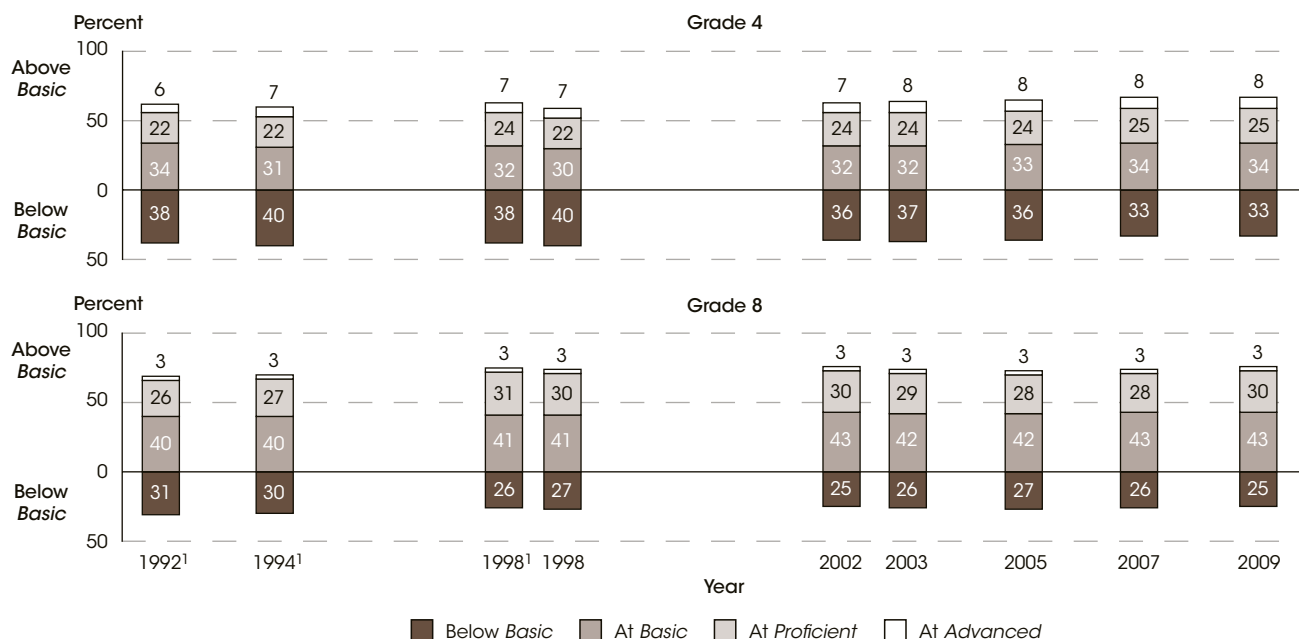
testing) for children with disabilities and limited-English-proficient students were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998. For more information on NAEP, see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

Figure 9-1. Average reading scale scores of 4th- and 8th-grade students: Selected years, 1992-2009



NOTE: National Assessment of Educational Progress (NAEP) reading scores range from 0 to 500. Student assessments are not designed to permit comparisons across subjects or grades. 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; students were tested with and without accommodations in 1998. For more information on NAEP see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Figure 9-2. Percentage distribution of 4th- and 8th-grade students across NAEP reading achievement levels: Selected years, 1992-2009



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; students were tested with and without accommodations in 1998.
 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. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Reading Achievement Gaps

In 2009, the 8th-grade reading achievement gap between White and Black students was 26 points and the gap between White and Hispanic students was 24 points; neither gap was measurably different from the corresponding gaps in 2007 or 1992.

In 2009, average National Assessment for Educational Progress (NAEP) reading scale scores for White, Black, and Hispanic 4th-graders were not measurably different from the scores in 2007, but the 2009 scores for each of these groups were higher than those from the assessment years prior to 2007 (see table A-10-1). White 4th-graders, however, scored higher on average than Black and Hispanic 4th-graders on all assessments given since 1992, a disparity referred to as the achievement gap. The achievement gap is the difference between the average scores of two student subgroups on the standardized NAEP reading assessment. The achievement gap between White and Black students in 2009 (26 points) was not measurably different from the gap in 2007, but it was smaller than all other gaps from earlier assessment years. The 25-point achievement gap between White and Hispanic 4th-graders in 2009 was not measurably different from the gap in 2007 or 1992. In 2009, about 42 percent of White, 16 percent of Black, and 17 percent of Hispanic 4th-graders performed at or above the *Proficient* achievement level (see table A-10-3). Ten percent of White students, 2 percent of Black students, and 3 percent of Hispanic students performed at the *Advanced* level on the NAEP reading assessment.

The 2009 average reading scores for White, Black, and Hispanic 8th-graders were higher than their scores in 2007, but the 2009 scores were not always measurably different from the scores on the previous assessments given between 1992 and 2005 (see table A-10-2). As with 4th-graders, White 8th-graders scored higher on average than Black and Hispanic students on all NAEP reading assessments given since the first one in 1992. Because all three racial/ethnic groups have made progress, neither the 2009 reading achievement gap between White and Black 8th-graders nor the gap between White and Hispanic 8th-graders was measurably different from the corresponding gaps in 2007 and 1992. For 8th-graders in 2009, the White-Black reading achievement gap was 26 points and the White-Hispanic achievement gap was 24 points. In 2009, about 41 percent of White, 14 percent of Black, and 17 percent of Hispanic 8th-graders performed

at or above *Proficient* (see table A-10-3). Four percent of Whites and 1 percent or less of both Hispanic and Black students performed at the *Advanced* level on the NAEP reading assessment.

In addition to the reading achievement gap observed between White, Black, and Hispanic students, in 2009, Asian/Pacific Islander students also scored higher on average than Black, Hispanic, and American Indian/Alaska Native students at grade 4 and grade 8. Further, Asian/Pacific Islander 4th-graders scored higher on average than White students (see tables A-10-1 and A-10-2). In 2009, the gap between Asian/Pacific Islander and White 4th-graders was 5 points.

In 2009, average reading scores for male and female 4th-graders were not measurably different from their scores in 2007, but from 1992 to 2007 scores for both males and females increased (see table A-10-1). In 2009, female students scored 7 points higher, on average, than male students. This gap was not measurably different from the gap in 2007 or 1992. About 36 percent of females scored at or above *Proficient* in 2009 compared with 30 percent of males. About 9 percent of females and 6 percent of males scored at the *Advanced* level.

At grade 8, the average reading score for male students was higher in 2009 than in both 2007 and 1992, while the average score in 2009 for female students was not measurably different from their scores in either year. The 9-point reading gap between males and females in 2009 was not measurably different from the gap in 2007, but it was smaller than the 13-point gap in 1992. In 2009, about 37 percent of female 8th-graders scored at or above *Proficient*, compared with 28 percent of males. About 4 percent of females and 2 percent of males scored at the *Advanced* level.



For more information: *Tables A-10-1 through A-10-3; Indicator 9*

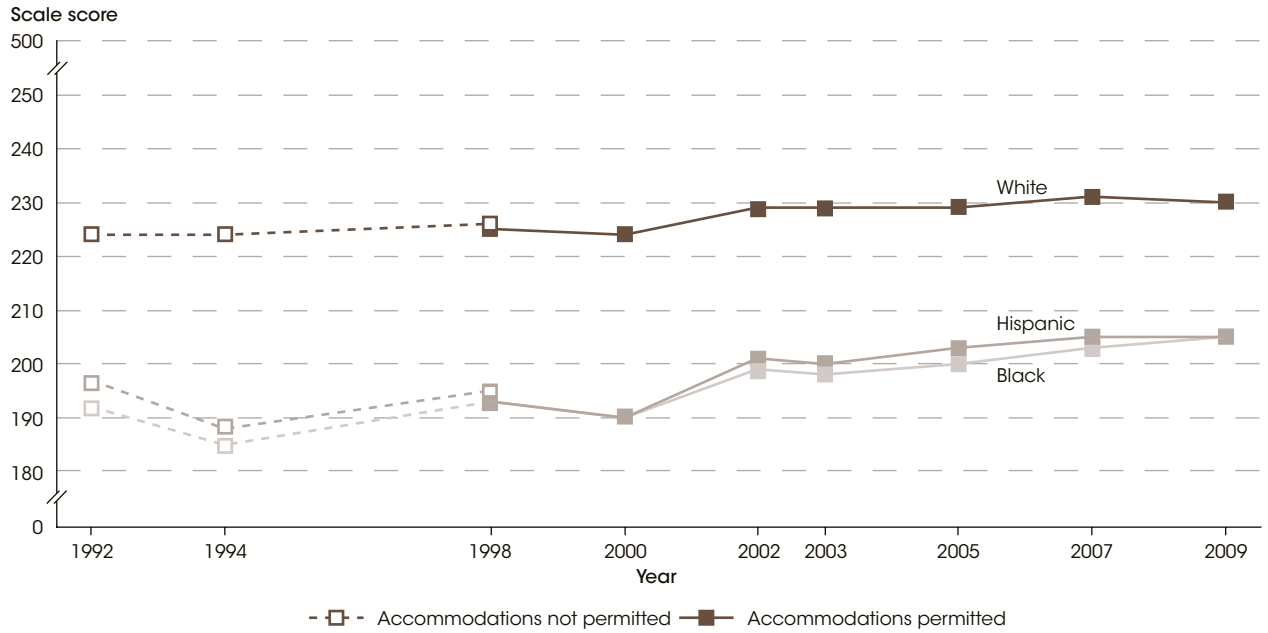
Glossary: *Achievement levels*

Technical Notes

NAEP reading scores range from 0 to 500. Score gaps are calculated based on differences between unrounded scores. 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.

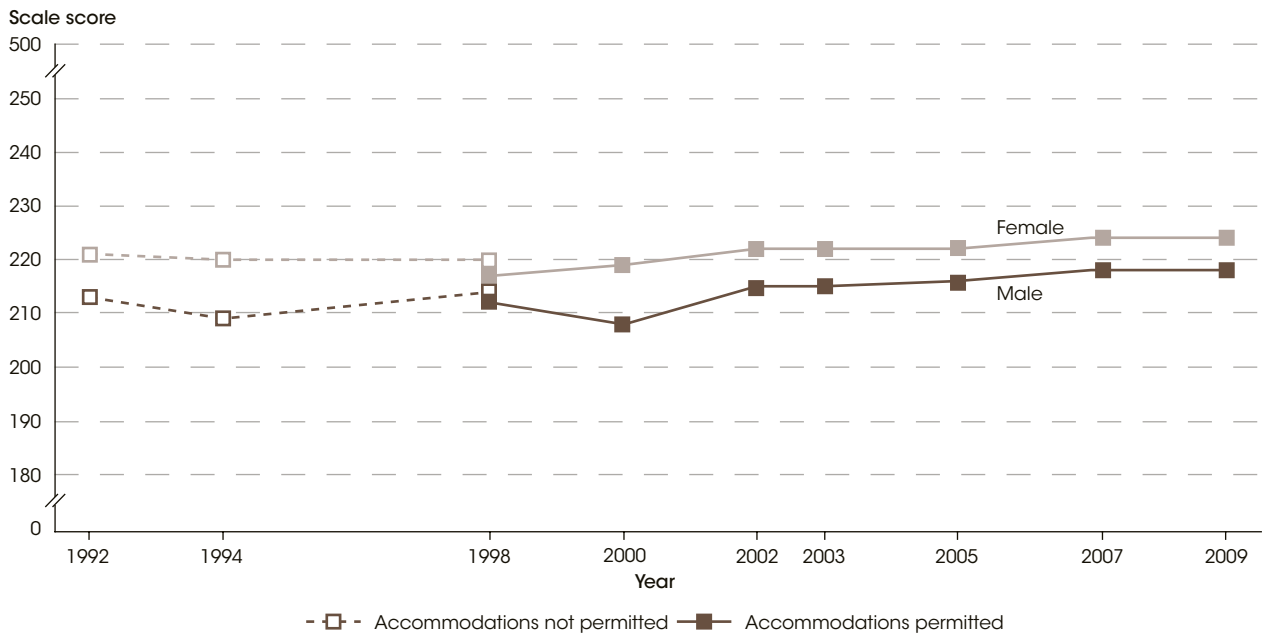
Testing accommodations for children with disabilities and limited-English-proficient students were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.

Figure 10-1. Average 4th-grade reading scale scores, by race/ethnicity: Selected years, 1992-2009



NOTE: National Assessment of Educational Progress (NAEP) reading scores range from 0 to 500. 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; students were tested with and without accommodations in 1998. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Figure 10-2. Average 4th-grade reading scale scores, by sex: Selected years, 1992-2009



NOTE: National Assessment of Educational Progress (NAEP) reading scores range from 0 to 500. 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; students were tested with and without accommodations in 1998. For more information on NAEP, see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Mathematics Performance

Students' average mathematics scores increased each assessment year since the first assessment in 1990 through 2007; this trend continued from 2007 to 2009 at grade 8 but not at grade 4.

At grade 4, the average score on the 2009 National Assessment of Educational Progress (NAEP) Mathematics Assessment was unchanged from the score in 2007, but was higher than the scores on all of the previous assessments since 1990 (see table A-11-1). From 1990 to 2009, 4th-graders' average NAEP mathematics scale scores increased 27 points, from 213 to 240. The percentages of 4th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels showed no measurable change from 2007 to 2009. In 2009, about 82 percent of 4th-graders performed at or above *Basic*, 39 percent performed at or above *Proficient*, and 6 percent performed at *Advanced*.

From 2007 to 2009, there were no measurable changes in average mathematics scores for 4th-grade males and females or for students of any of the five racial/ethnic groups (see table A-11-2). From 1990 to 2009, male 4th-graders' average scores increased from 214 to 241 and females' increased from 213 to 239. At grade 4, the average mathematics scores in 2009 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students were unchanged from their scores in 2007. Scores for White, Black, Hispanic, and Asian/Pacific Islander students in 2009 did remain higher than those from the assessment years prior to 2007.

Eighth-graders scored higher in mathematics in 2009 than they had in any previous assessment year (see table A-11-1). From 1990 to 2009, 8th-graders' average NAEP mathematics scale scores increased 20 points, from 263 to 283. The percentages of 8th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels all showed increases of 1 to 2 percentage points from 2007 to 2009. In 2009, about

73 percent of 8th-graders performed at or above *Basic*, 34 percent performed at or above *Proficient*, and 8 percent performed at *Advanced*.

From 2007 to 2009, increases in mathematics scores were seen for male and female 8th-graders and for 8th-graders of most racial/ethnic groups. Both male and female 8th-graders scored higher in 2009 than they had in any of the previous assessment years (see table A-11-2). At grade 8, average mathematics scores in 2009 for White, Black, and Hispanic students were higher than scores on any of the previous assessments. The average score for 8th-grade Asian/Pacific Islander students in 2009 was higher than their scores in both 2007 and 1990.

NAEP results also permit state-level comparisons of the mathematics abilities of 4th- and 8th-graders in public schools. From 2007 to 2009 there was no measurable change nationwide in the overall average score for 4th-grade public school students; however, scores did increase in seven states (Colorado, Kentucky, Maryland, Nevada, New Hampshire, Rhode Island, and Vermont) and the District of Columbia. Scores decreased in four states (Delaware, Indiana, West Virginia, and Wyoming) (see table A-11-3). At grade 8, while the overall average score for public school students in the nation was higher in 2009 than in 2007, increases were seen in less than one-third of the states. Scores were higher in 2009 than in 2007 for 14 states (Connecticut, Georgia, Hawaii, Idaho, Missouri, Montana, Nevada, New Hampshire, New Jersey, Rhode Island, South Dakota, Utah, Vermont, and Washington) and the District of Columbia. No states showed a decline.



For more information: *Tables A-11-1 through A-11-3; Indicator 12*

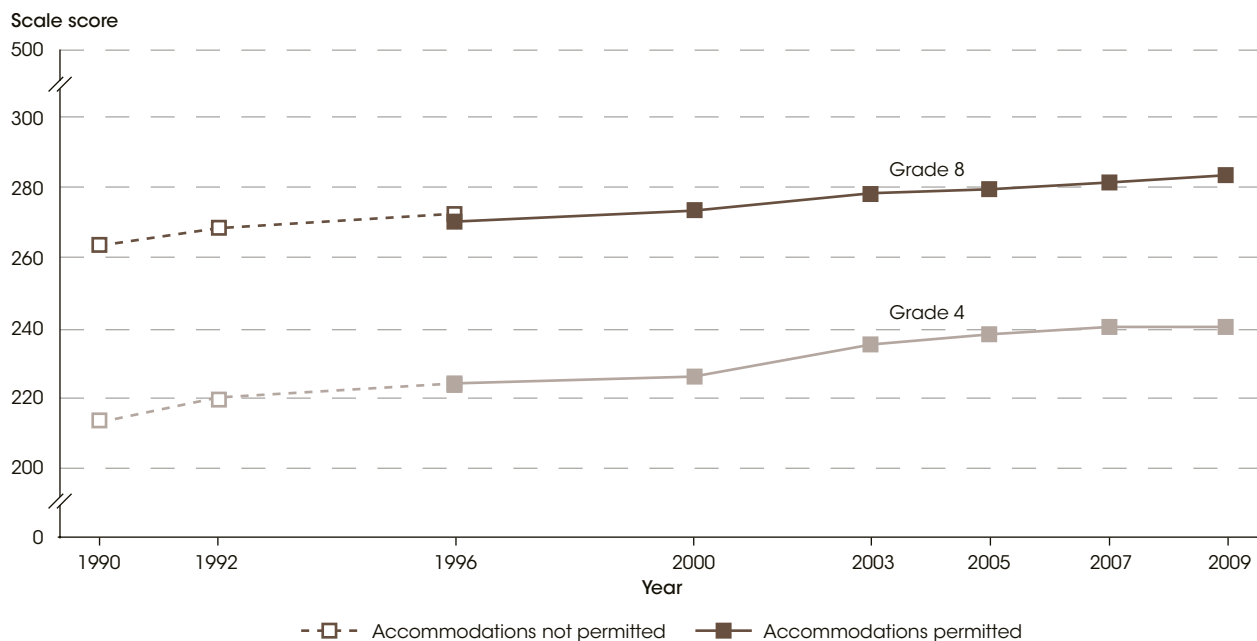
Glossary: *Achievement levels*

Technical Notes

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. Testing accommodations (e.g., extended time, small group

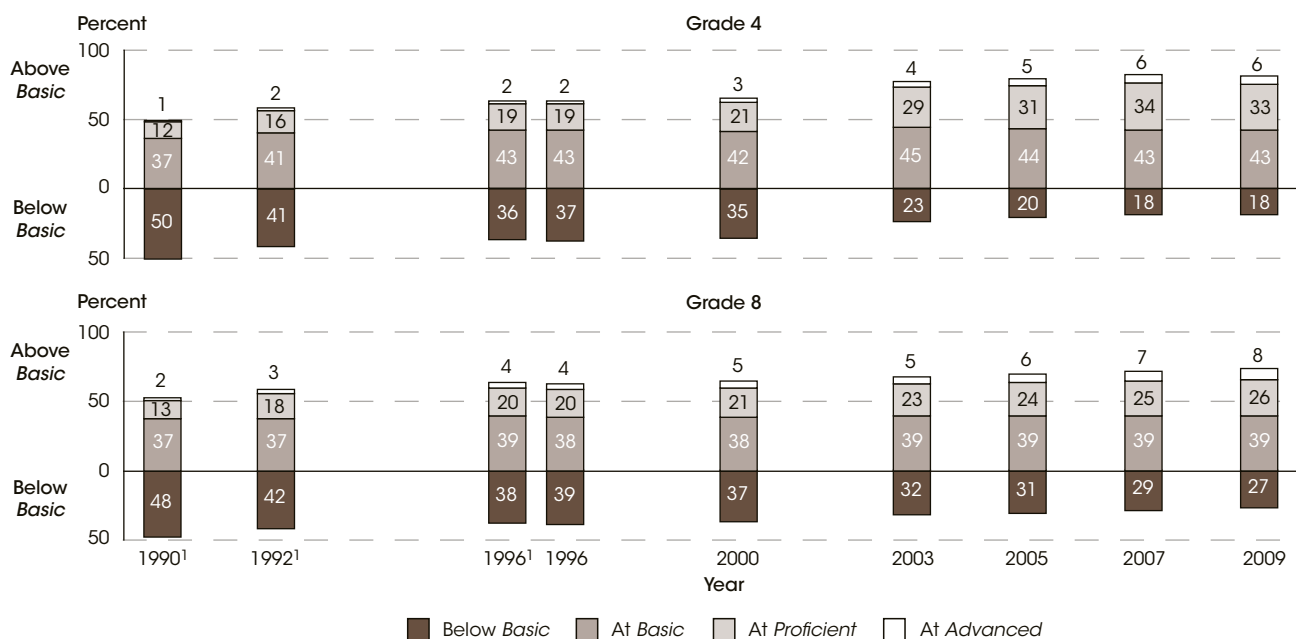
testing) for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.

Figure 11-1. Average mathematics scale scores of 4th- and 8th-grade students: Selected years, 1990-2009



NOTE: National Assessment of Educational Progress (NAEP) mathematics scores range from 0 to 500. Student assessments are not designed to permit comparisons across grades. 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; students were tested with and without accommodations in 1996. For more information on NAEP, see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990-2009 Mathematics Assessments, NAEP Data Explorer.

Figure 11-2. Percentage distribution of 4th- and 8th-grade students across NAEP mathematics achievement levels: Selected years, 1990-2009



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; students were tested with and without accommodations in 1996.
 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. For more information on NAEP, see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990-2009 Mathematics Assessments, NAEP Data Explorer.

Mathematics Achievement Gaps

In 2009, the mathematics achievement gap between White and Black 8th-graders was 32 points; this was not measurably different from the gap in 2007 or 1990.

In 2009, average National Assessment for Educational Progress (NAEP) mathematics scale scores for White, Black, and Hispanic 4th-graders were not measurably different from the scores in 2007, but the 2009 scores were higher than those from the assessment years prior to 2007 (see table A-12-1). White 4th-graders, however, scored higher on average than Black and Hispanic 4th-graders on all assessments given since 1990, a disparity referred to as the achievement gap. The achievement gap is the difference between the average scores of two student subgroups on the standardized NAEP mathematics assessment. The achievement gap between White and Black students in 2009 (26 points) was not measurably different from the gap in 2007 (26 points), but it was smaller than the gap in 1990 (32 points). The 21-point achievement gap between White and Hispanic 4th-graders in 2009 was not measurably different from the gaps in 2007 or 1990. In 2009, about 51 percent of White, 16 percent of Black, and 22 percent of Hispanic 4th-graders performed at or above the Proficient achievement level (see table A-12-3). Eight percent of White students and 1 percent each of Hispanic and Black students performed at the *Advanced* level on the NAEP mathematics assessment.

At grade 8, average mathematics scores in 2009 for White, Black, and Hispanic students were higher than their scores on any of the previous assessments since 1990 (see table A-12-2). As with 4th-graders, White 8th-graders scored higher on average than Black and Hispanic students on all NAEP assessments given since the first one in 1990. Because all three racial/ethnic groups have made progress, neither the 2009 achievement gap between White and Black 8th-graders nor the gap between White and Hispanic 8th-graders was measurably different from the corresponding gaps in 2007 or 1990. For 8th-graders in 2009, the White-Black achievement gap was 32 points and the White-Hispanic achievement gap was 26 points.

In 2009, about 44 percent of White, 12 percent of Black, and 17 percent of Hispanic 8th-graders performed at or above Proficient (see table A-12-3). Eleven percent of White, 2 percent of Hispanic, and 1 percent of Black 8th-graders performed at the *Advanced* level on the NAEP mathematics assessment.

In addition to the achievement gap observed in 2009 between White, Black, and Hispanic students, Asian/Pacific Islander students also scored higher on average than Black, Hispanic, and American Indian/Alaska Native students at grade 4 and grade 8. Further, Asian/Pacific Islander students scored higher on average than White students. In 2009, the achievement gap between Asian/Pacific Islander and Whites was 7 points for 4th-graders and 8 points for 8th-graders.

In 2009, average mathematics scores for male and female 4th-graders were not measurably different from their scores in 2007, but from 1990 to 2007 their scores increased (see table A-12-1). On average, male students scored 2 points higher than female students in 2009. This gap was not measurably different from the gap in 2007 or 1990. In 2009, about 41 percent of males scored at or above Proficient, compared with 37 percent of females. About 7 percent of males and 5 percent of females scored at the *Advanced* level.

At grade 8, average mathematics scores increased from 2007 to 2009 for both male and female students. As with 4th-graders, since the increases were comparable for both males and females, the 2-point score gap was not measurably different from the gap in 2007 or 1990. In 2009, about 36 percent of male 8th-graders scored at or above Proficient, compared with 32 percent of females. About 9 percent of males and 7 percent of females scored at the *Advanced* level.



For more information: *Tables A-12-1 through A-12-3; Indicator 11*

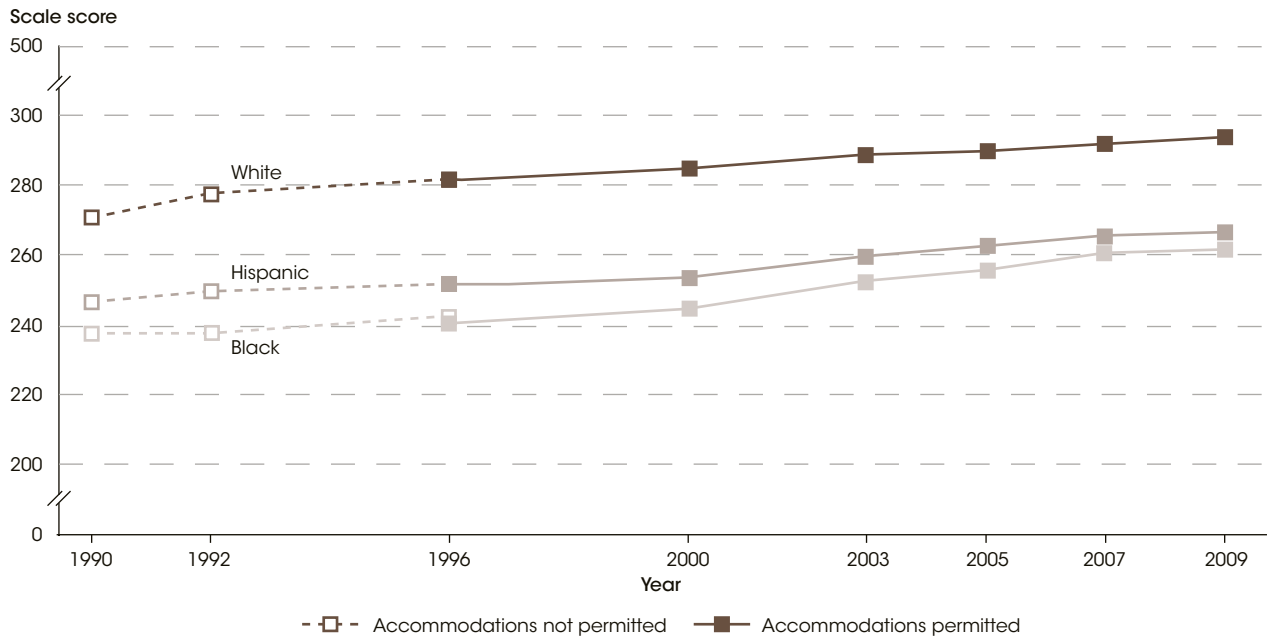
Glossary: *Achievement levels*

Technical Notes

NAEP mathematics scores range from 0 to 500. Score gaps are calculated based on differences between unrounded scores. 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.

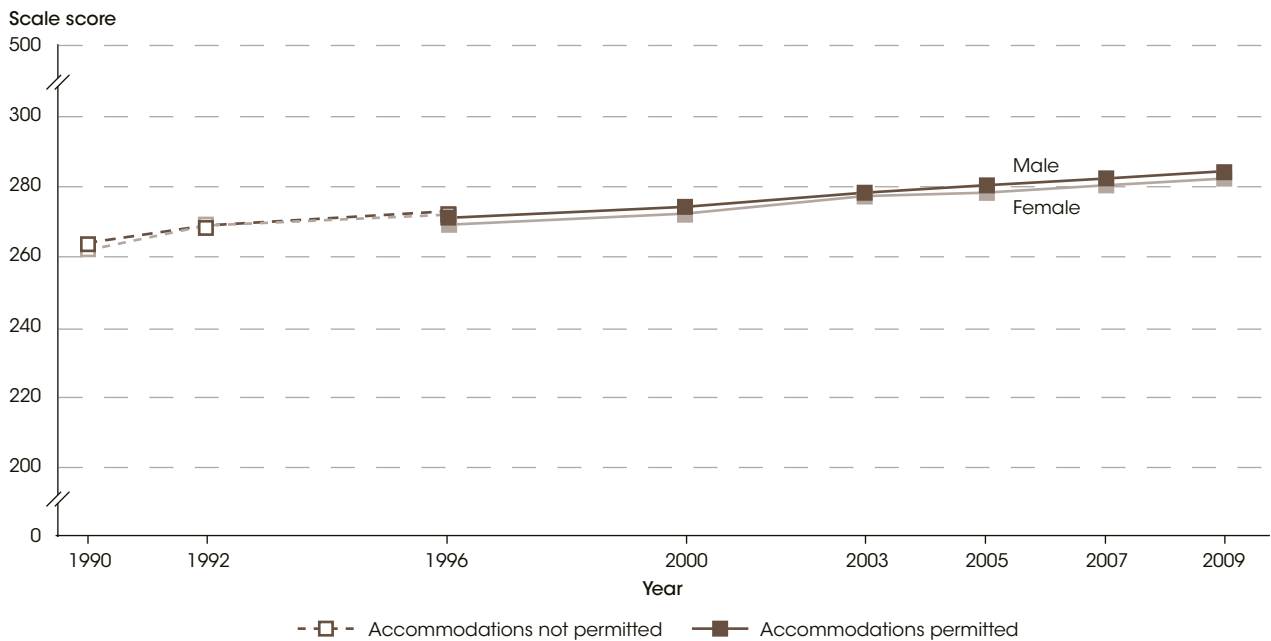
Testing accommodations for children with disabilities and limited-English-proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.

Figure 12-1. Average mathematics scale scores of 8th-grade students, by race/ethnicity: Selected years, 1990–2009



NOTE: National Assessment of Educational Progress (NAEP) mathematics scores range from 0 to 500. 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; students were tested with and without accommodations in 1996. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Figure 12-2. Average mathematics scale scores of 8th-grade students, by sex: Selected years, 1990–2009



NOTE: National Assessment of Educational Progress (NAEP) mathematics scores range from 0 to 500. 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; students were tested with and without accommodations in 1996. For more information on NAEP, see *supplemental note 4*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 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 were not measurably different from the early 1970s.

The long-term trend National Assessment of Educational Progress (NAEP) provides information on the reading and mathematics achievement of 9-, 13-, and 17-year-olds in the United States. Data have been collected every 2 to 5 years since 1971 for reading and since 1973 for mathematics. Since 1990, reading and mathematics assessments have been administered in the same years. These results may differ from the main NAEP results presented in *indicators 9, 10, 11, and 12* since the content of the long-term trend assessment is intended to measure the same knowledge and skills to allow for comparisons over a long period of time, while the main NAEP undergoes changes periodically to reflect current curricula and emerging standards (see *supplemental note 4*). Several administrative changes were initiated in the 2004 long-term trend assessment that have been carried forward to 2008, including allowing accommodations for students with disabilities and for English language learners. To ensure that any changes in scores were due to actual changes in student performance and not due to changes in the assessment itself, two assessments were conducted in 2004—one based on the previous assessment and one based on the modified assessment. In 2008, only the modified assessment was used. Scores from both assessments are shown for 2004; the results for all assessments prior to 2004 are labeled as the original assessment. The results for the modified 2004 and 2008 assessments are labeled as the revised assessment.

NAEP long-term trend results indicate that the reading and mathematics achievement of 9- and 13-year-olds improved between the early 1970s and 2008 (see tables A-13-1 and A-13-2). In reading, 9-year-olds scored higher in 2008 than in any previous assessment year, scoring 4 points higher than in 2004 and 12 points higher than in 1971. The average reading score for 13-year-olds in 2008 was higher than that in both 2004 and 1971, but the 2008 score was not significantly different from some of the scores in the intervening assessment years. In mathematics, the average scores for 9- and 13-year-olds were higher in 2008 than in all previous assessment years. The 2008 average mathematics score for 9-year-olds was a 4-point increase over the 2004 score and a 24-point increase over the 1973 score. Thirteen-year-olds scored 3 points higher in 2008 than in 2004 and 15 points higher in 2008 than in 1973 in mathematics.

The performance of 17-year-olds on the 2008 reading and mathematics assessments was not measurably different

from their performance in the early 1970s. The average reading score for 17-year-olds was higher in 2008 than in 2004 but was not significantly different from the score in 1971. In mathematics, the average score for 17-year-olds in 2008 was not significantly different from the scores in either 2004 or 1973.

White and Black 9-year-olds had higher average reading scores in 2008 than they had in all previous assessment years. The 2008 average reading score for 9-year-old White students was 14 points higher in 2008 than in 1971, and the 2008 reading score for Black students was 34 points higher in 2008 than in 1971. At age 13, White and Black students had higher reading scores in 2008 than in 2004 and 1971. Between 1971 and 2008, White students showed a 7-point gain and Black students showed a 25-point gain. At age 17, the average reading score increased for White students from 2004 to 2008 but showed no significant change for Black students over this period. Between 1971 and 2008, White 17-year-old students showed a gain of 4 points, while Black students showed a gain of 28 points. The average reading score for Hispanic 9-year-olds was higher in 2008 than in all previous assessment years. Hispanic students at ages 13 and 17 scored higher in reading in 2008 than in 1975.

At age 9, the average mathematics score increased from 2004 to 2008 for White students but showed no significant change for Black students. In comparison to mathematics scores in 1973, mathematics scores in 2008 were 25 points higher for White 9-year-olds and 34 points higher for Black 9-year-olds. At age 13, neither White nor Black students' mathematics scores showed a significant change from 2004 to 2008. However, from 1973 to 2008, White 13-year-olds gained 16 points, compared with a 34-point gain for Black 13-year-olds. Similarly, at age 17, neither White nor Black students' scores showed a significant change between 2004 and 2008, whereas between 1973 and 2008, the score for White students increased 4 points and the score for Black students increased 17 points. At each age, there was no significant change in mathematics scores for Hispanic students from 2004 to 2008, but their scores did increase between 1973 and 2008.



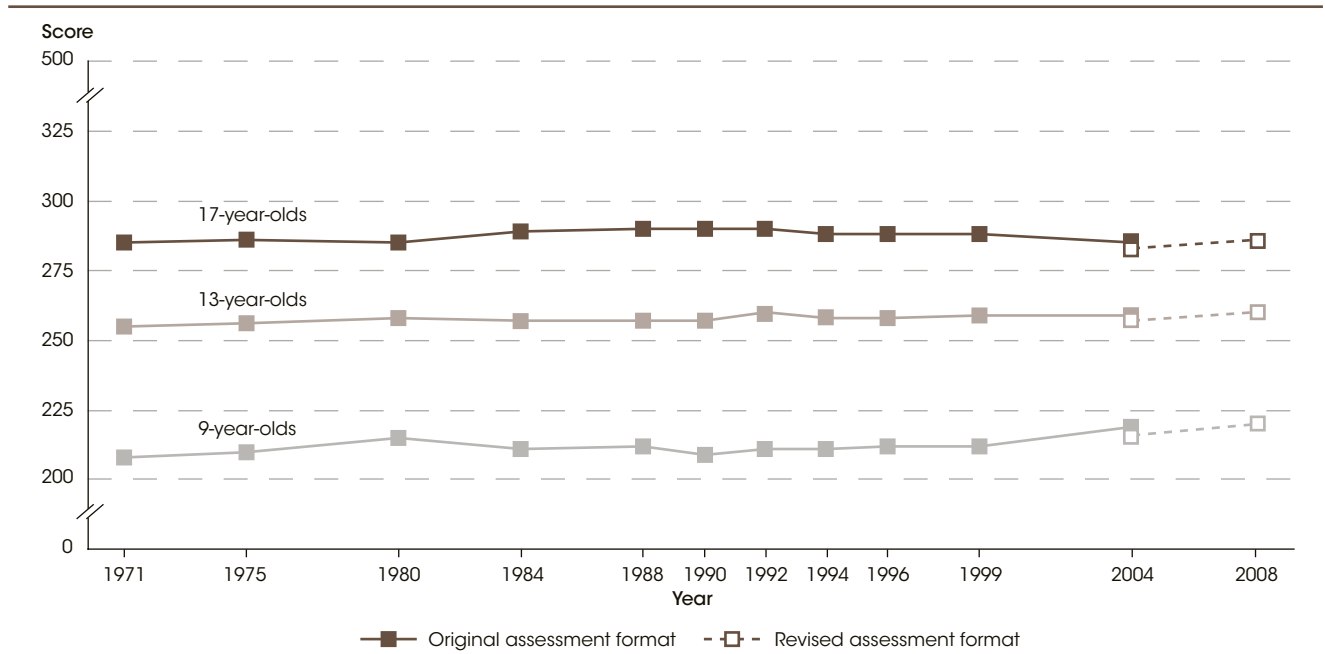
For more information: *Tables A-13-1 and A-13-2; Indicators 9, 10, 11, and 12*

Technical Notes

The long-term trend NAEP score ranges from 0 to 500. Scores include both public and private school students. Score-point changes are based on the difference of unrounded scores, as opposed to the rounded scores shown in the figures. Race categories exclude persons of

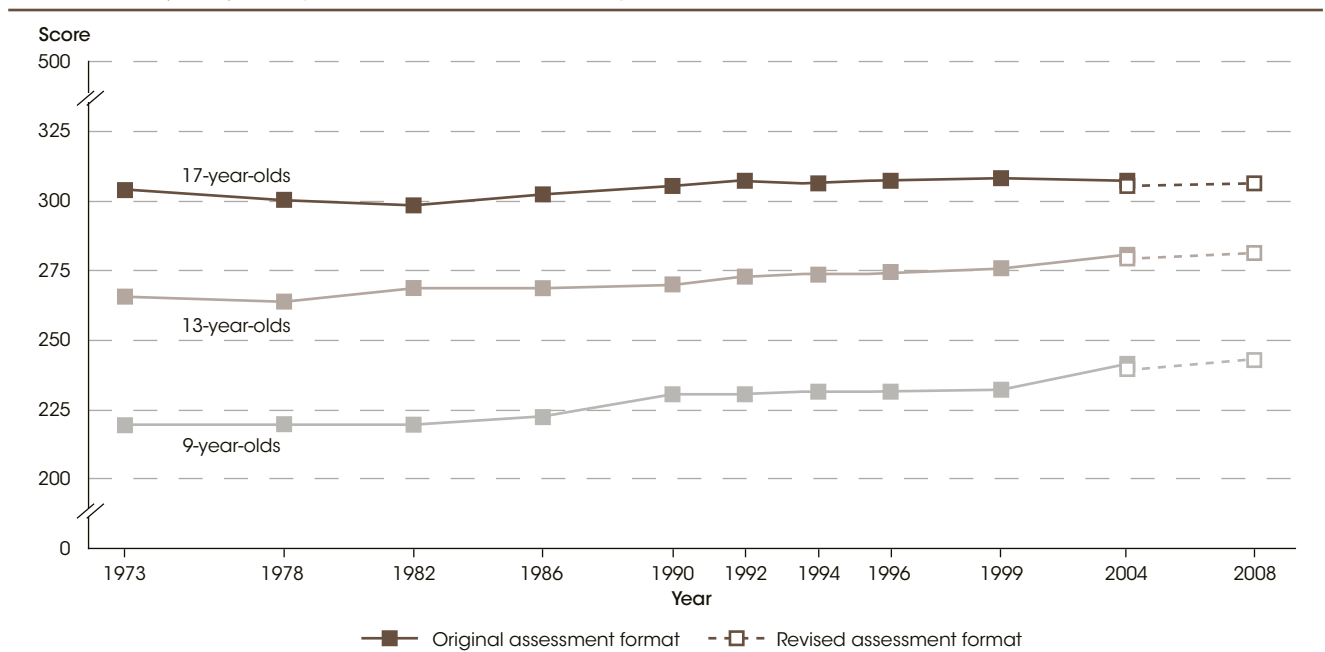
Hispanic ethnicity. All comparisons referring to 2004 are based on the revised assessment scores. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.

Figure 13-1. 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. Scores for the revised assessment format reflect the inclusion of and accommodations for students with disabilities and English language learners. For more information on NAEP see *supplemental note 4*. 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.

Figure 13-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age: Various years, 1973 through 2008



NOTE: Includes public and private schools. NAEP scores range from 0 to 500. Scores for the revised assessment format reflect the inclusion of and accommodations for students with disabilities and English language learners. For more information on NAEP see *supplemental note 4*. 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.

Achievement in the Arts

On the 2008 National Assessment of Educational Progress (NAEP), the average responding scores of 8th-graders in high-poverty schools were 45 points lower in music and 43 points lower in visual arts than the respective scores of 8th-graders in low-poverty schools.

The 2008 National Assessment of Educational Progress (NAEP) in the arts was given to a nationally representative sample of 8th-grade public and private school students. Two separate scores are reported for the arts assessment: average responding score and average creating task score. The average responding score is reported for both music and visual arts and reflects students' ability to observe, describe, analyze, and evaluate existing works of music and art through multiple-choice and constructed-response questions. The average creating task score was collected only for visual arts and reflected students' ability to create and communicate through original works of art. To discuss both music and art, only the average responding scores are presented in this indicator—these average scores for music and visual arts are reported on two separate NAEP scales, each ranging from 0 to 300, with the average set at 150. Although the results for music and visual arts cannot be compared, the differences between student groups exhibited similar patterns in both the music and visual arts disciplines.

Average scores for both the music and visual arts assessments varied by student characteristics (see table A-14-1). Females scored 10 points higher on average than males in music and 11 points higher in visual arts (155 vs. 145 for both subjects). In music, the scores of White and Asian/Pacific Islander students were 29 to 32 points higher than those of Black and Hispanic students, and in visual arts, White and Asian/Pacific Islander students scored 22 to 31 points higher than Black and Hispanic students. For example, the average music score for

Whites was 161, compared with 130 for Blacks and 129 for Hispanics. Looking at the student characteristic of parents' education, it can be seen that the performance gaps between students whose parents graduated from college and those whose parents did not finish high school were 34 points for music and 24 points for visual arts (161 vs. 127 and 161 vs. 137, respectively).

In 2008, 8th-grade students at private schools scored 14 points higher on the music assessment than students at public schools (163 vs. 149), but there was no measurable difference between those groups in scores on the visual arts assessment. Eighth-graders who attended city schools had an average score of 142 in music, which was lower than the scores of their peers at suburban (155), town (156), and rural schools (150). Students who attended city schools also had a lower average score in visual arts than did students from suburban schools (144 vs. 155). Students in high-poverty schools (schools where more than 75 percent of students are eligible for free or reduced-price lunch [FRPL]) had average scores that were 45 points lower in music than the scores of students in low-poverty schools (schools where 25 percent or fewer of students are eligible for FRPL) (123 vs. 168). A similar pattern was found in the scores of students at high- versus low-poverty schools on the visual arts assessment.



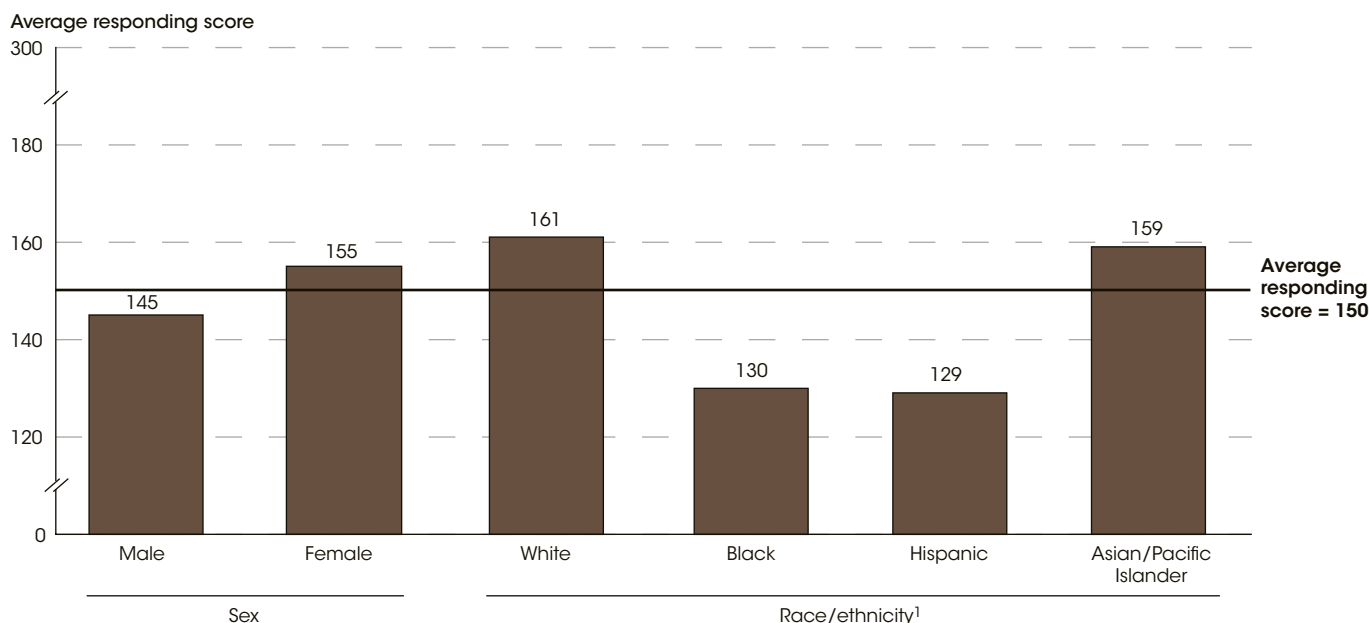
For more information: *Tables A-14-1 and A-14-2*
Glossary: *National School Lunch Program*

Technical Notes

Music and visual arts are two distinct disciplines; therefore, results are reported separately for each area and cannot be compared. Differences are calculated based on unrounded scores. For more information on NAEP, see

supplemental note 4. For more information on parents' education, race/ethnicity, locale, and free or reduced-price lunch eligibility, see *supplemental note 1*.

Figure 14-1. Average responding scores in music for 8th-grade students, by sex and race/ethnicity: 2008

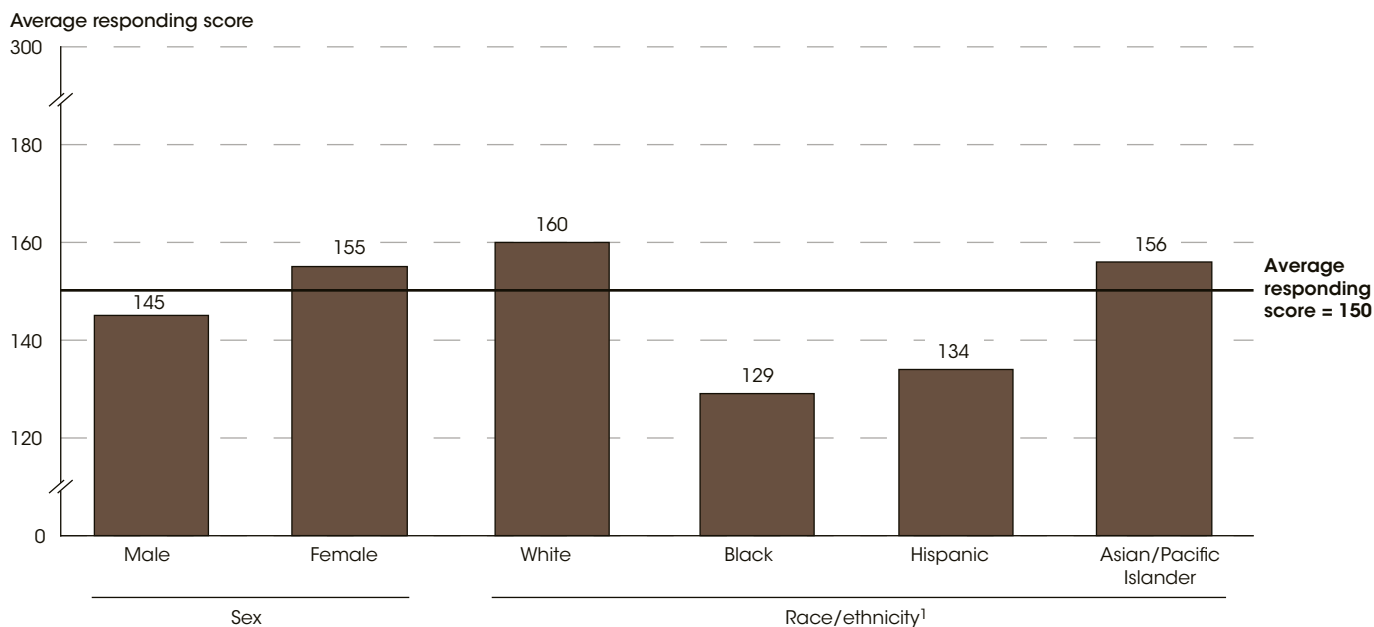


¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were assessed on their ability to observe, describe, analyze, and evaluate existing works of music. The average scores for music are reported on a scale ranging from 0 to 300, with the average set at 150. Due to small sample size, data for American Indians/Alaska Natives did not meet reporting standards. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music Assessments, NAEP Data Explorer.

Figure 14-2. Average responding scores in visual arts for 8th-grade students, by sex and race/ethnicity: 2008



¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were assessed on their ability to observe, describe, analyze, and evaluate existing works of art. The average scores for visual arts are reported on a scale ranging from 0 to 300, with the average set at 150. Due to small sample size, data for American Indians/Alaska Natives did not meet reporting standards. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Visual Arts Assessments, NAEP Data Explorer.

U.S. 4th-graders outperformed students in more countries when assessed on data display than they did in number and geometric shapes and measures. Assessed on data and chance, number, algebra, and geometry, U.S. 8th-graders outperformed students in the most countries in data and chance and in the fewest countries in geometry.

Conducted in 2007, the Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics performance in 36 countries at grade 4 and in 48 countries at grade 8. TIMSS is curriculum based and measures what students have learned against what is expected to be taught in the participating countries by the end of grades 4 and 8. In addition to providing an overall mathematics score, TIMSS measures three content domains at grade 4 (*number, geometric shapes and measures, and data display*) and four at grade 8 (*number, algebra, geometry, and data and chance*).

U.S. 4th-graders scored between 22 and 43 points higher than the TIMSS scale average of 500 across the mathematics content domains in 2007 (see table A-15-1). U.S. 4th-graders outperformed students in more countries in *data display* than they did in the other content domains of *number* and *geometric shapes and measures*. In *data display*, U.S. 4th-graders outperformed their peers in 28 countries. In *number* and *geometric shapes and measures*, they outperformed their peers in 22 and 20 countries, respectively. Students in 10 countries outperformed U.S. 4th-graders in *geometric shapes and measures*, 9 countries in *number*, and 4 countries in *data display*.

At the 8th grade, U.S. students' average scores in *number* and *data and chance* were 10 and 31 points, respectively, above the TIMSS scale averages of 500 (see table A-15-2). However, U.S. 8th-graders' average score in *geometry* was 20 points lower than the TIMSS scale average. There was no measurable difference between U.S. 8th-graders' average score and the TIMSS scale average in *algebra*. U.S. 8th-graders outperformed their peers in the most countries in *data and chance* and in the fewest countries in *geometry*. In *data and chance*, U.S. 8th-graders outperformed their peers in 38 countries. In *algebra, number, and geometry*, they outperformed their peers

in 37, 35, and 29 countries, respectively. Students in 14 countries outperformed U.S. 8th-graders in *geometry*, 7 countries in *algebra*, 6 countries in *data and chance*, and 5 countries in *number*.

In 2007, for *number* and *data display*, there were differences in the scores of 4th-grade males and females in at least half of the 35 participating countries with reliable data (see table A-15-3). Where differences were detected, males were more likely to outperform females in *number*, while females were more likely to outperform males in *geometric shapes and measures* and *data display*. Males outperformed females in *number* in 19 countries, including the United States, while females outperformed males in 3 countries. In *geometric shapes and measures*, females outperformed males in 11 countries while males outperformed females in 2 countries; in *data display*, females outperformed males in 15 countries while males outperformed females in 3 countries.

At grade 8, for two of the four content domains, differences were detected in the scores of males and females in at least half of the 48 countries participating (see table A-15-4). Where differences were detected, males outperformed females in *number* in 20 countries, including the United States, while females outperformed males in 7 countries. In *algebra*, males outperformed females in 4 countries, while females outperformed males in 31 countries. In the other two content domains, males outperformed females in *geometry* in 6 countries, including the United States, while females outperformed males in 15 countries; in *data and chance*, males outperformed females in 9 countries, including the United States, while females outperformed males in 14 countries.



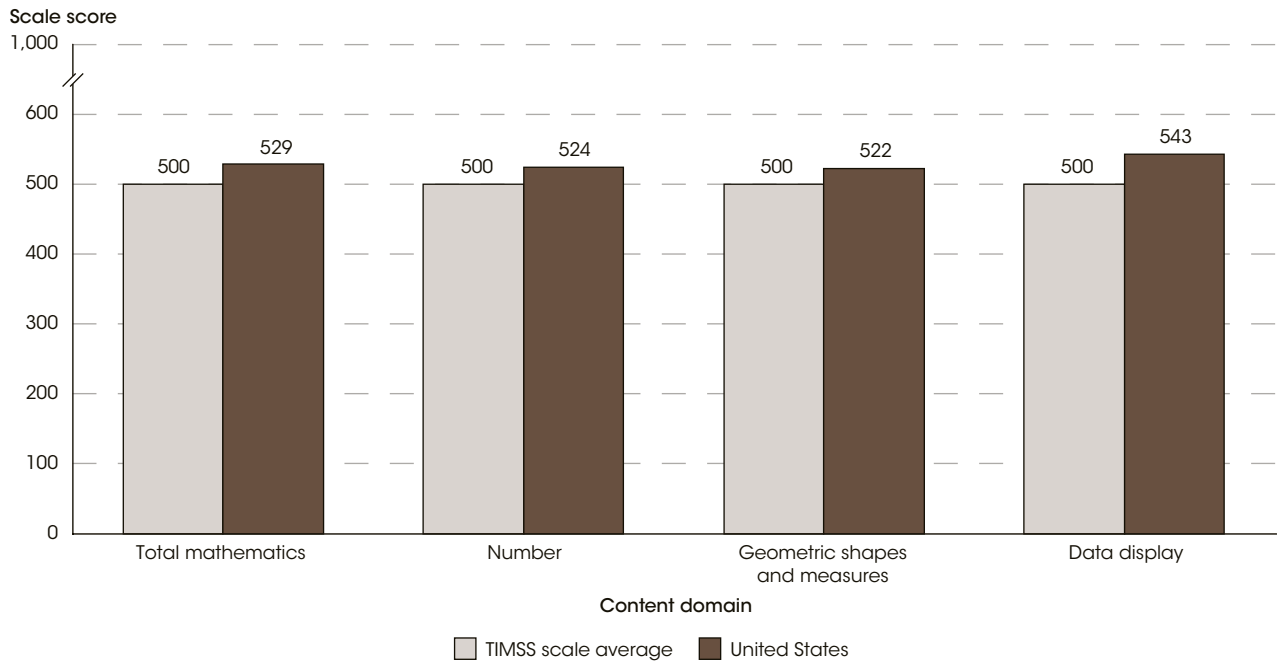
For more information: *Tables A-15-1 through A-15-4*
Glossary: *International Target Population, National Target Population*

Technical Notes

The term "country" is used to refer to all participating entities, even those that are subnational entities of larger countries (e.g., Hong Kong SAR). The number of countries reported here differs from the number reported in the international TIMSS reports. Eight other educational jurisdictions participated in TIMSS: the states of Massachusetts and Minnesota; the Canadian provinces of Alberta, British Columbia, Ontario, and Quebec; the Basque region of Spain; and Dubai, United Arab Emirates. Morocco participated at grade 8, but due to

sampling difficulties its data are not shown. The TIMSS scale average is 0 to 1,000, with a mean established at 500 and a standard deviation of 100, based on the average of all countries that participated in 1995. Successive assessments were scaled so that scores are equivalent from assessment to assessment. Thus, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. For more information on TIMSS, see *supplemental note 5*.

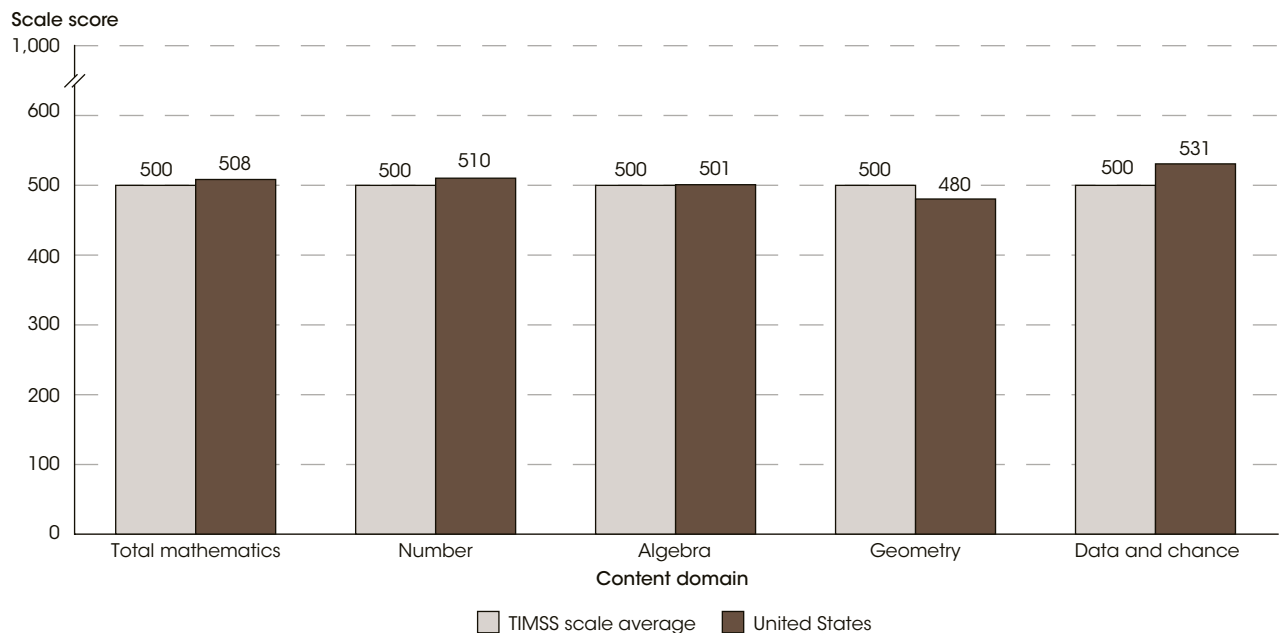
Figure 15-1. Average mathematics scale scores for 4th-grade students, by content domain: 2007



NOTE: The United States met guidelines for sample participation rates only after substitute schools were included. The National Defined Population covered 90 to 95 percent of the National Target Population in the United States.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 3 and 6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Figure 15-2. Average mathematics scale scores for 8th-grade students, by content domain: 2007



NOTE: The United States met guidelines for sample participation rates only after substitute schools were included. The National Defined Population covered 90 to 95 percent of the National Target Population in the United States.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 3 and 7, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Science Content

U.S. 4th-graders outperformed students in more countries in life science and physical science than they did in earth science. U.S. 8th-graders outperformed students in more countries in biology and earth science than they did in chemistry and physics.

Conducted in 2007, the Trends in International Mathematics and Science Study (TIMSS) assessed students' science performance in 36 countries at grade 4 and in 48 countries at grade 8. TIMSS is curriculum based and measures what students have learned against what is expected to be taught in the participating countries by the end of grades 4 and 8. In addition to providing an overall science score, TIMSS measures three content domains at grade 4 (*life science*, *physical science*, and *earth science*) and four at grade 8 (*biology*, *chemistry*, *physics*, and *earth science*).

U.S. 4th-graders scored between 33 and 40 points higher than the TIMSS scale average of 500 across the science content domains in 2007 (see table A-16-1). U.S. 4th-graders outperformed students in more countries in *life science* and *physical science* than they did in *earth science*. In *life science* and *physical science*, U.S. 4th-graders outperformed their peers in 25 and 24 countries, respectively. In *earth science*, they outperformed their peers in 21 countries. Students in seven countries scored higher than U.S. 4th-graders in *physical science*, while in *life science* and *earth science* students in three countries scored higher than U.S. 4th-graders.

At grade 8, U.S. students scored higher than the TIMSS scale average in three of the four science content domains in 2007 (see table A-16-2). U.S. 8th-graders' average scores in *biology*, *chemistry*, and *earth science* were 10 to 30 points above the TIMSS scale average of 500. U.S. 8th-graders' average score in *physics* was not measurably different from the TIMSS scale average. U.S. 8th-graders outperformed students in more countries in *biology* and *earth science* than they did in *chemistry* and *physics*. In both *biology* and *earth science*, U.S. 8th-graders outperformed their peers in 36 countries. In *chemistry* and *physics*, they outperformed their peers in

35 and 32 countries, respectively. U.S. 8th-graders were outperformed by 8th-graders of another country in 10 instances in *physics*, in 9 instances in *chemistry*, and in 5 instances in both *biology* and *earth science*.

In 2007, for *life science* and *physical science*, there were no measurable differences in the scores of 4th-grade males and females in more than half of the 35 participating countries with reliable data, including the United States (see table A-16-3). For *earth science*, differences were detected in the scores of 4th-grade males and females in more than half of the countries. Where differences were detected, females outperformed males in *life science* in 10 countries while males outperformed females in 5 countries. In *physical science*, females outperformed males in 6 countries while males outperformed females in 4 countries; in *earth science*, males outperformed females in 16 countries, including the United States, while females outperformed males in 5 countries.

At grade 8, for all four content domains, differences were detected in the scores of males and females in more than half of the 48 participating countries (see table A-16-4). Where differences were detected, females outperformed males in *biology* in 25 countries while males outperformed females in 5 countries, including the United States. In *chemistry*, females outperformed males in 21 countries while males outperformed females in 6 countries. Males outperformed females in *physics* in 26 countries, including the United States, while females outperformed males in 8 countries. In *earth science*, males outperformed females in 19 countries, including the United States, while females outperformed males in 11 countries.



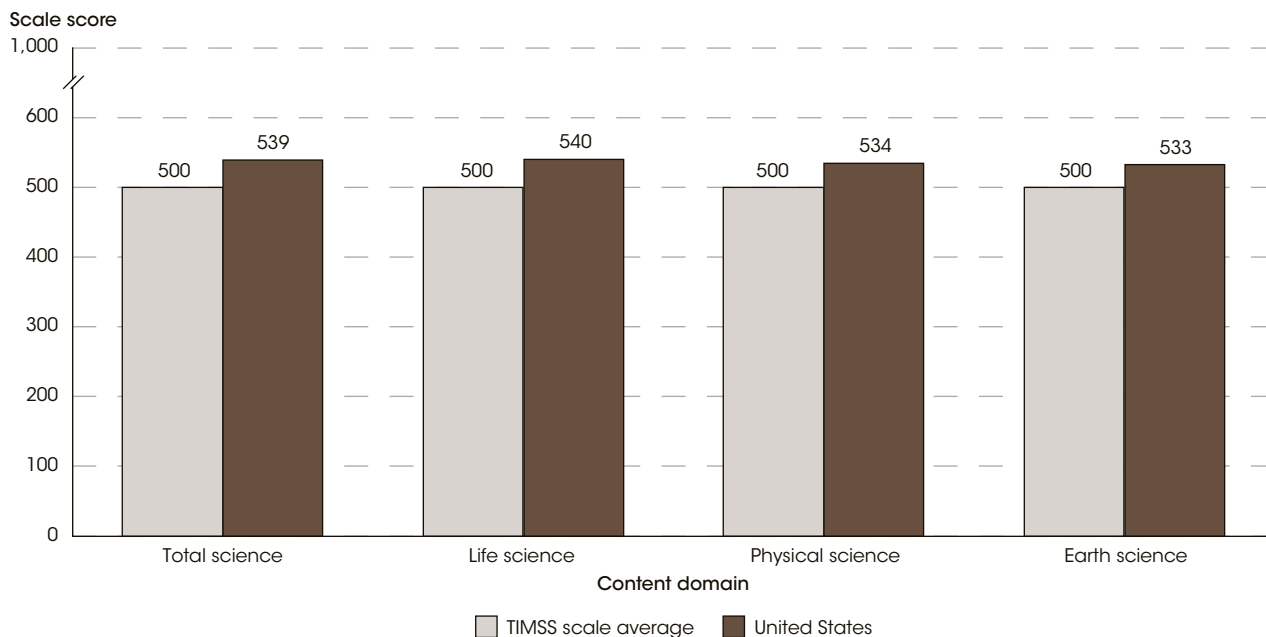
For more information: Tables A-16-1 through A-16-4
Glossary: International Target Population, National Target Population

Technical Notes

The term "country" is used to refer to all participating entities, even those that are subnational entities of larger countries (e.g., Hong Kong SAR). The number of countries reported here differs from the number reported in the international TIMSS reports. Eight other educational jurisdictions participated: the states of Massachusetts and Minnesota; the Canadian provinces of Alberta, British Columbia, Ontario, and Quebec; the Basque region of Spain; and Dubai, United Arab Emirates. Morocco participated at grade 8, but due to

sampling difficulties its data are not shown. The TIMSS scale average is 0 to 1,000, with a mean established at 500 and a standard deviation of 100, based on the average of all countries that participated in 1995. Successive assessments were scaled so that scores are equivalent from assessment to assessment. Thus, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. For more information on TIMSS, see *supplemental note 5*.

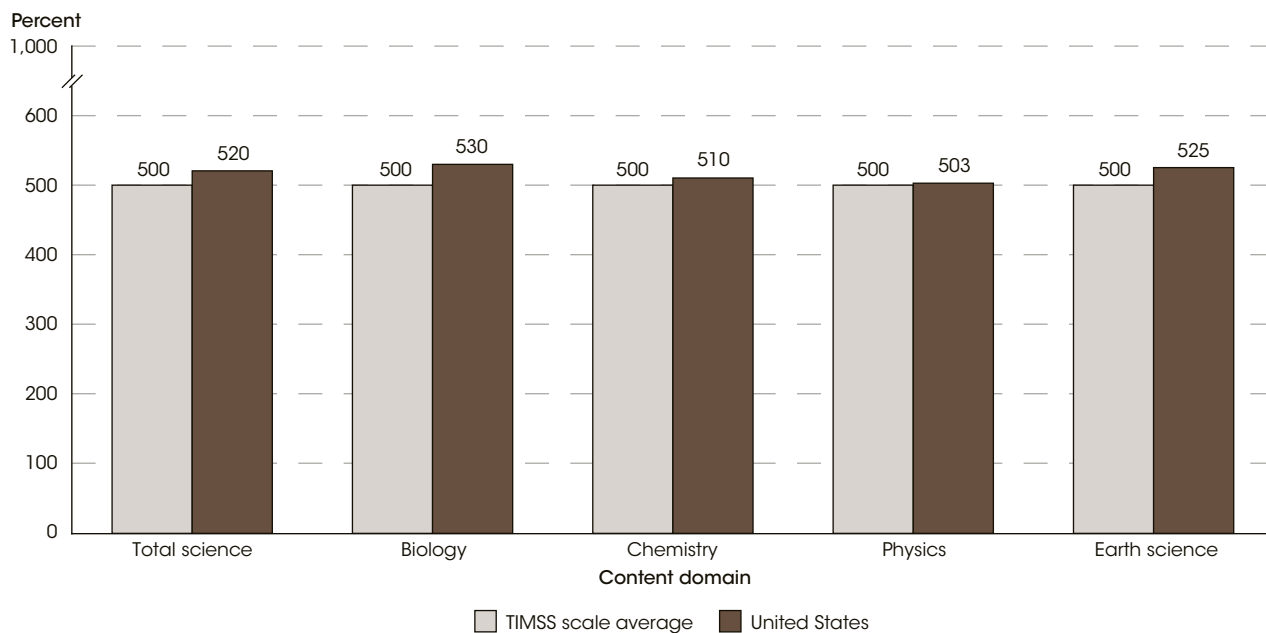
Figure 16-1. Average science scale scores for 4th-grade students, by content domain: 2007



NOTE: The United States met guidelines for sample participation rates only after substitute schools were included. The National Defined Population covered 90 to 95 percent of the National Target Population in the United States.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 11 and 14, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Figure 16-2. Average science scale scores for 8th-grade students, by content domain: 2007



NOTE: The United States met guidelines for sample participation rates only after substitute schools were included. The National Defined Population covered 90 to 95 percent of the National Target Population in the United States.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 11 and 15, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Annual Earnings of Young Adults

In 2008, young adults with a bachelor's degree earned 28 percent more than young adults with an associate's degree, 53 percent more than young adult high school completers, and 96 percent more than young adults who did not earn a high school diploma.

In 2008, some 65 percent of young adults ages 25–34 in the labor force were employed full time throughout a full year. The percentage of young adults working full-time, full-year was generally higher for those with higher levels of educational attainment. For example, 72 percent of young adults with a bachelor's degree or higher were full-time, full-year workers in 2008, compared with 62 percent of young adults with a high school diploma or its equivalent. Among young adults employed full-time, full-year, higher educational attainment was associated with higher median earnings. This pattern of higher earnings corresponding with higher levels of educational attainment was consistent for each year shown between 1995 and 2008 (see table A-17-1). 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 2008, the median of the earnings of young adults with a bachelor's degree was \$46,000, while the median was \$36,000 for those with an associate's degree, \$30,000 for those with a high school diploma or its equivalent, and \$23,500 for those who did not earn a high school diploma or its equivalent. In other words, in 2008, young adults with a bachelor's degree earned 28 percent more than young adults with an associate's degree, 53 percent more than young adult high school completers, and 96 percent more than young adults who did not earn a high school diploma. In 2008, the median of the earnings of young adults with a master's degree or higher was \$55,000—20 percent more than young adults with a bachelor's degree.

Comparing the median of those with at least a bachelor's degree and those with each lower level of educational attainment, the earnings difference increased between 1980 and 2008, in constant 2008 dollars. This increase in the earnings differential over this period was primarily due to the decrease in earnings for those with less than a bachelor's degree. However, over the more recent, shorter

period between 2000 and 2008, there was generally no measurable change in the earnings difference between these groups. For example, in 1980, young adults with a bachelor's degree or higher earned \$15,700 more than those who did not earn a high school diploma or its equivalent. In 2000, this difference increased to \$25,000 and was \$26,500 in 2008. In 1980, young adults with a bachelor's degree or higher earned \$10,500 more than high school completers. In 2000, this difference increased to \$18,800, and in 2008 it was \$20,000. Between 2000 and 2008, there was no measurable trend in the earnings difference between those with a bachelor's degree and those with a master's degree or higher. In 2000, young adults with a master's degree or higher earned \$7,500 more than their peers with a bachelor's degree; in 2005 this earnings difference was \$10,100, and in 2008 this earnings difference was \$9,000.

Earnings differences were also observed by sex and race/ethnicity. In 2008, at every education level, the median of the earnings of young adult males was higher than the median for young adult females. For example, in 2008, young adult males with a bachelor's degree earned \$53,000, while their female counterparts earned \$42,000. In the same year, the median of White young adults' earnings was higher than that of Black and Hispanic young adults' earnings at each educational level, except the level of master's degree or higher, where there were no measurable differences. Asian young adults with a bachelor's degree or master's degree or higher had higher earnings than their White and Black counterparts in 2008. The median of those with at least a master's degree in 2008 was \$70,000 for Asian young adults, \$55,000 for White young adults, \$53,000 for Black young adults, and \$52,000 for Hispanic young adults.



For more information: *Table A-17-1*

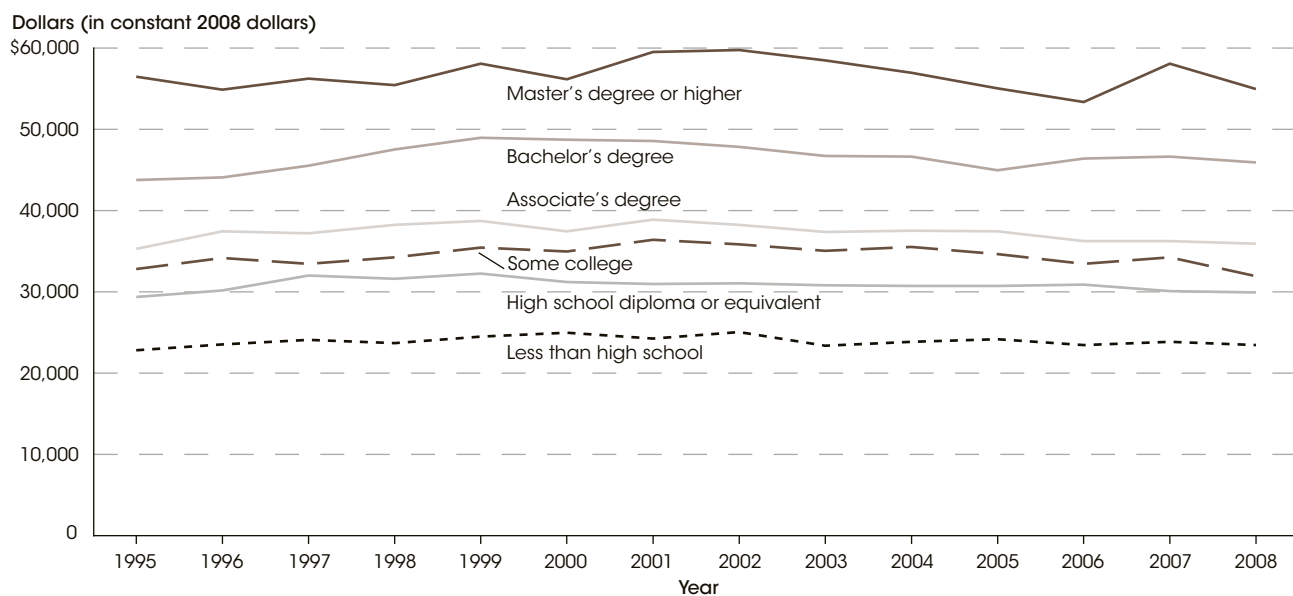
Glossary: *Bachelor's degree, Constant dollars, Consumer Price Index (CPI), Educational attainment, High school completion, High school diploma*

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 2008 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. For more information on the CPI, see *supplemental note 10*. *Full-year worker* refers to those who were employed 50 or more weeks

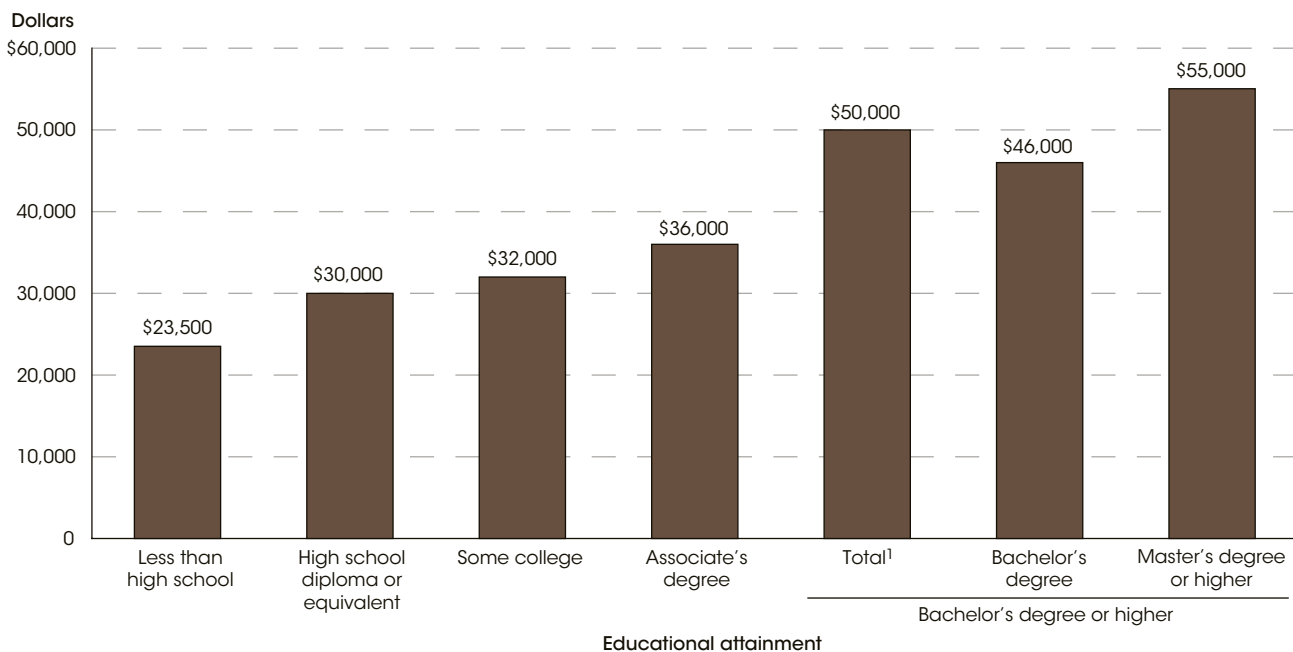
during the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. For more information on changes to the CPS, see *supplemental note 2*. For more information on race/ethnicity, see *supplemental note 1*.

Figure 17-1. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment: 1995-2008

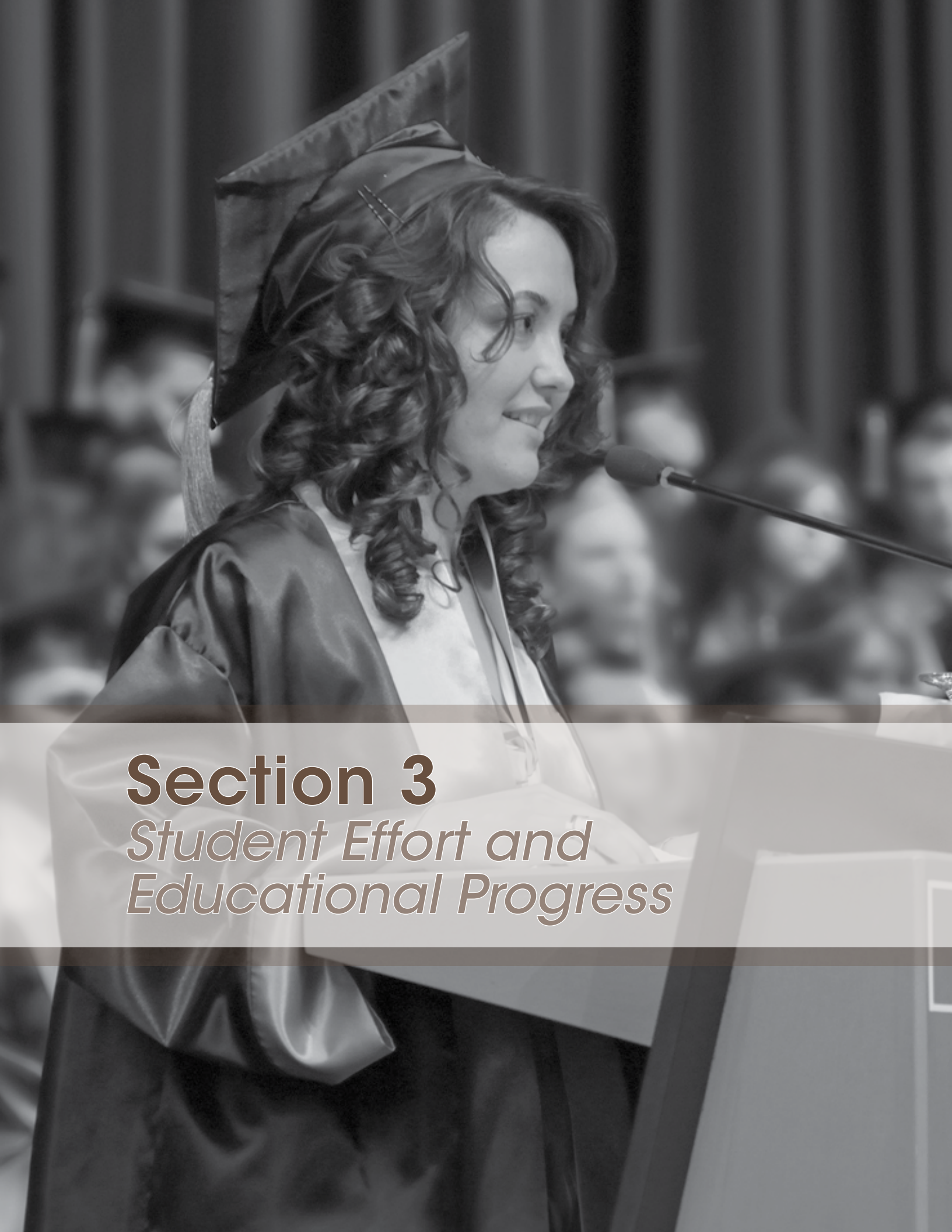


NOTE: Earnings are presented in 2008 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. For more information on the CPI, see *supplemental note 10*. Full-year worker refers to those who were employed 50 or more weeks during the previous year; full-time worker refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey (CPS), see *supplemental note 2*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1996-2009.

Figure 17-2. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment: 2008



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. For more information on the Current Population Survey (CPS), see *supplemental note 2*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2009.



Section 3
*Student Effort and
Educational Progress*



Section 3

Student Effort and Educational Progress

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Introduction

The indicators in this section of *The Condition of Education* report on the progress students make as they move through the education system. Particular attention is paid in this section to how various subgroups in the population proceed through school and attain different levels of education, as well as the factors that are associated with their progress along the way. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including various indicators from previous years, appear on the Web (see the "List of Indicators on *The Condition of Education* Website" on page xxix for a full listing of indicators).

The indicators in the first two subsections (found on the website) focus on the educational aspirations and efforts of students. These indicators include student measures of time spent on homework, preparedness for academic activities, postsecondary education expectations, and patterns of school attendance.

The third subsection traces the progress of students from elementary and secondary education to graduation from high school (or some alternate form of completion). Measures in this volume and on the website include the percentage of students who have ever been retained; the averaged freshman graduation rate, which estimates the on-time graduation rate for students in each state; the percentage of students with disabilities who leave high school with a regular diploma; and the dropout rates by race/ethnicity and nativity. Dropping out of high school is measured here in two ways: by status rates (the percentage of students in a given age range who are not enrolled in school and who have not completed high school), which are discussed in an indicator in this volume, and by event rates (the percentage of students in an age range who leave school in a given year), which are discussed in an indicator on the website.

The fourth subsection examines students' transition to college. One important measure featured in this volume is the percentage of students who enroll in college within 1 year of completing high school. Another indicator, found on the website, compares the rate of first-time enrollment in postsecondary education in the United States with the rates in other countries.

The fifth subsection concerns the persistence and progress of postsecondary students. Included in this subsection are indicators that describe the relationship between the qualifications and characteristics of students who enter postsecondary education and the time it takes to earn a credential.

Indicators in the sixth subsection focus on the highest level of education attained by a certain age. *The Condition of Education* annually includes an indicator that examines levels of attainment for 25- through 29-year-olds. Another indicator in this volume showcases the number of postsecondary degrees earned over time by gender and race/ethnicity. Other indicators in this subsection, found on the website, focus on the level of attainment achieved by a 1988 cohort of eighth-graders 12 years later (in 2000) and the attainment of students who received Pell grants.

The indicators on student effort and educational progress from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Public High School Graduation Rates

In 2006–07, about three-quarters of the 2003–04 freshman class graduated from high school on time with a regular diploma.

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later. For each year, 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.

Among public high school students in the class of 2006–07, the averaged freshman graduation rate was 73.9 percent; that is, 2.9 million students graduated on time (see table A-18-1). Vermont had the highest graduation rate, at 88.6 percent. Fifteen other states had rates of 80 percent or more (ordered from high to low): Wisconsin, Iowa, Minnesota, Nebraska, New Jersey, North Dakota, Pennsylvania, South Dakota, Missouri, Connecticut, New Hampshire, Montana, Massachusetts, Idaho, and

Maryland. Nevada had the lowest rate, at 52.0 percent. Eleven other states and the District of Columbia had graduation rates below 70 percent (ordered from high to low): Arizona, Alaska, New York, North Carolina, Alabama, Florida, Georgia, Mississippi, Louisiana, New Mexico, South Carolina, and the District of Columbia.

The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the graduating class of 2000–01 to 73.9 percent for the graduating class of 2006–07. However, from 2004–05 to 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent. Overall, from school years 2000–01 to 2006–07, there was an increase in the graduation rate in 41 states; 11 of these states (Georgia, Hawaii, Kentucky, Missouri, New York, Oregon, South Dakota, Tennessee, Vermont, Washington, and Wisconsin) had an increase of greater than 5 percentage points. The graduation rate decreased in nine states (Arizona, California, Louisiana, Nevada, New Jersey, New Mexico, North Dakota, Utah, and Virginia) and the District of Columbia, with the District of Columbia, Nevada, New Mexico, and Utah experiencing a decline of greater than 5 percentage points.



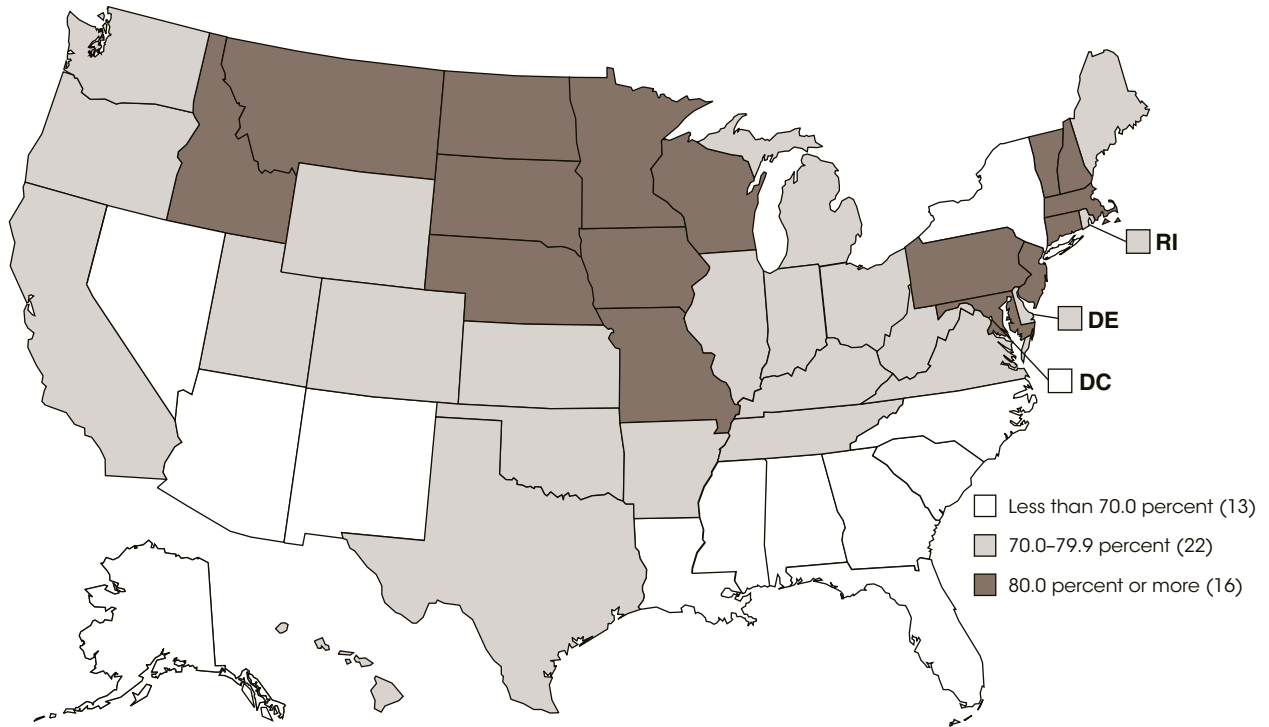
For more information: *Table A-18-1*

Technical Notes

Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Totals for reporting states include any of the 50 states and the District of Columbia that reported data

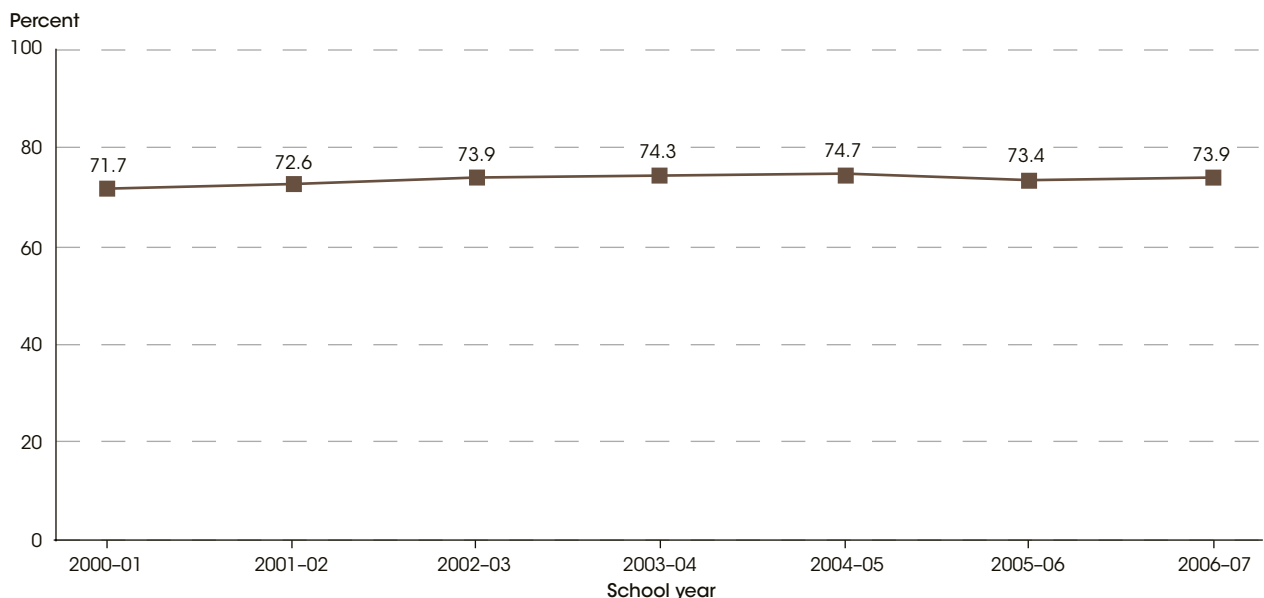
for a given year. The 2003–04 national estimates include imputed data for New York and Wisconsin. The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. For more information on the Common Core of Data (CCD), see *supplemental note 3*; for more information on measures of student progress and persistence, see *supplemental note 6*.

Figure 18-1. Averaged freshman graduation rate for public high school students, by state: School year 2006-07



NOTE: The rate is the number of graduates divided by the estimated freshman count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, 9th-graders 4 years earlier, and 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.
 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 2006-07, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002-03, Version 1b; 2003-04, Version 1b; 2004-05, Version 1b; and 2005-06, Version 1b.

Figure 18-2. Averaged freshman graduation rate for public high school students: School years 2000-01 through 2006-07



NOTE: The rate is the number of graduates divided by the estimated freshman count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, 9th-graders 4 years earlier, and 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. The 2003-04 national estimates include imputed data for New York and Wisconsin. The 2005-06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina.
 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 2006-07, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002-03, Version 1b; 2003-04, Version 1b; 2004-05, Version 1b; and 2005-06, Version 1b.

Status Dropout Rates

In general, the status dropout rates for Whites, Blacks, and Hispanics each declined between 1980 and 2008. In 2008, foreign-born Hispanics dropped out at a higher rate than native-born Hispanics, while the opposite trend held for native-born Whites, Blacks, and persons of two or more races.

The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). In this indicator, status dropout rates are estimated using both the American Community Survey (ACS) and the Current Population Survey (CPS). The 2008 ACS has a larger sample size than the CPS, which allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, and sex. Unlike the CPS, the ACS includes persons living in military barracks in the United States and institutionalized persons. The CPS, however, provides several decades of historical trends on status dropouts that are not available from the ACS. For more information on these surveys, see *supplemental notes 2 and 3*.

Based on the CPS, the status dropout rate declined from 14 percent in 1980 to 8 percent in 2008 (see table A-19-1). A significant part of this decline occurred between 2000 and 2008 (from 11 percent to 8 percent). Status dropout rates and changes in these rates over time differed by race/ethnicity. In general, the status dropout rates for Whites, Blacks, and Hispanics each declined between 1980 and 2008. However, in each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics. In addition, the rate for Asians/Pacific Islanders was lower than that for Hispanics and Blacks every year between 1989 and 2008. Although the gaps between the rates of Blacks and Whites, Hispanics and Whites, and Hispanics and Blacks have decreased, the decreases occurred in different time periods. The Black-White gap narrowed during the 1980s, with no measurable change between 1990 and 2008. In contrast, the Hispanic-White and Hispanic-Black gaps narrowed between 1990 and 2008, with no measurable change in the gaps during the 1980s.

The ACS allows for comparisons of status dropout rates for 16- through 24-year-olds residing in households, as well as those in institutionalized group quarters, such

as adult and juvenile detention centers and health care facilities. Among those living in households in 2008, the status dropout rate was 9 percent (see table A-19-2). A higher percentage of males than females were status dropouts (10 vs. 8 percent). This pattern was evident across certain racial/ethnic groups, namely Whites, Blacks, and Hispanics. The status dropout rate includes all 16- through 24-year-old dropouts, regardless of when they last attended school, as well as individuals who may never have attended school in the United States and who may never have earned a high school credential. Therefore, examining status dropout rates for the native-born population may provide a more accurate measure of dropouts who have attended U.S. schools. In 2008, the status dropout rate was higher for native-born Hispanics than for native-born Asians, Whites, and persons of two or more races. No measurable differences, however, were found between native-born Hispanics and native-born Blacks and Native Hawaiians/Pacific Islanders. Overall, the status dropout rate for native-born 16- through 24-year-olds was lower than the rate for their foreign-born peers (8 vs. 21 percent). Native-born Hispanics and Asians had lower status dropout rates than their foreign-born counterparts, whereas native-born Whites, Blacks, and persons of two or more races had higher status dropout rates than their foreign-born counterparts. Higher dropout rates among foreign-born Hispanics partially account for the high dropout rates for all Hispanic young adults. Among foreign-born Hispanics, the 2008 status dropout rate was 35 percent—higher than the rate for native-born Hispanics (11 percent). In 2008, the status dropout rate for the institutionalized population was 41 percent (see table A-19-3). This rate varied by race/ethnicity, ranging from 31 percent for Whites to 48 percent for Hispanics.



For more information: *Tables A-19-1 through A-19-3; Indicators 18 and 20*

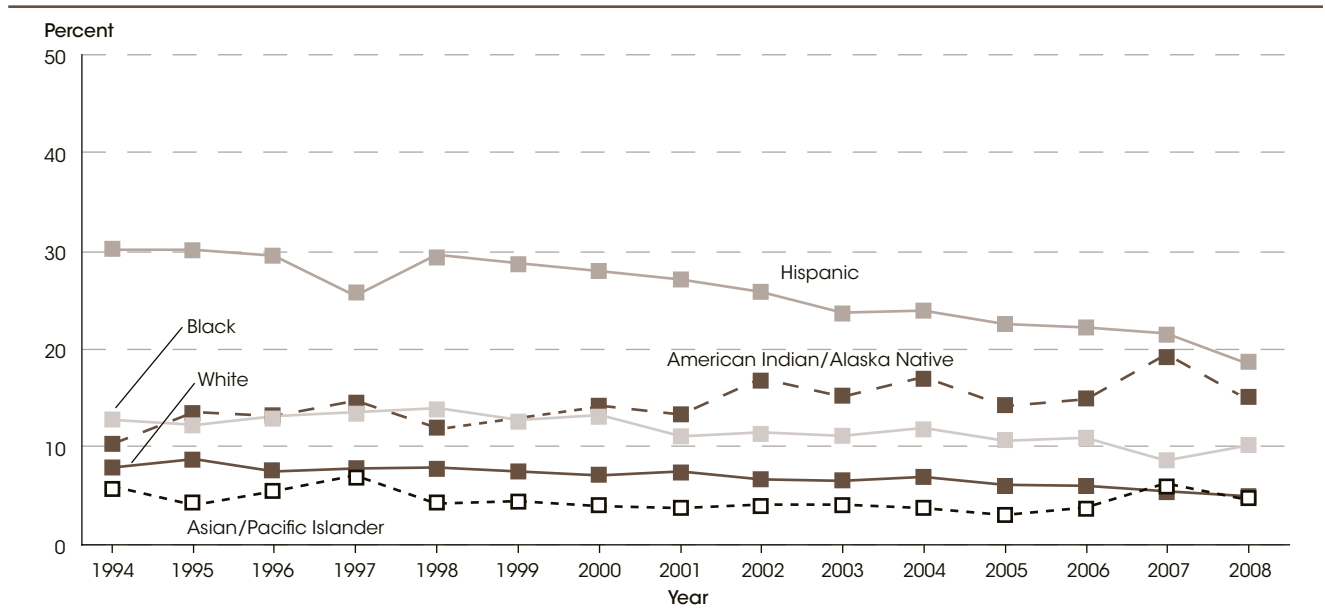
Glossary: *GED certificate, High school equivalency certificate, Status dropout rate*

Technical Notes

The United States refers to the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Estimates of the status dropout rate using the CPS include civilian, noninstitutionalized 16- through 24-year-olds. Young adults in the military or those who are incarcerated, for instance, are not included in this measure. However, the 2008 ACS

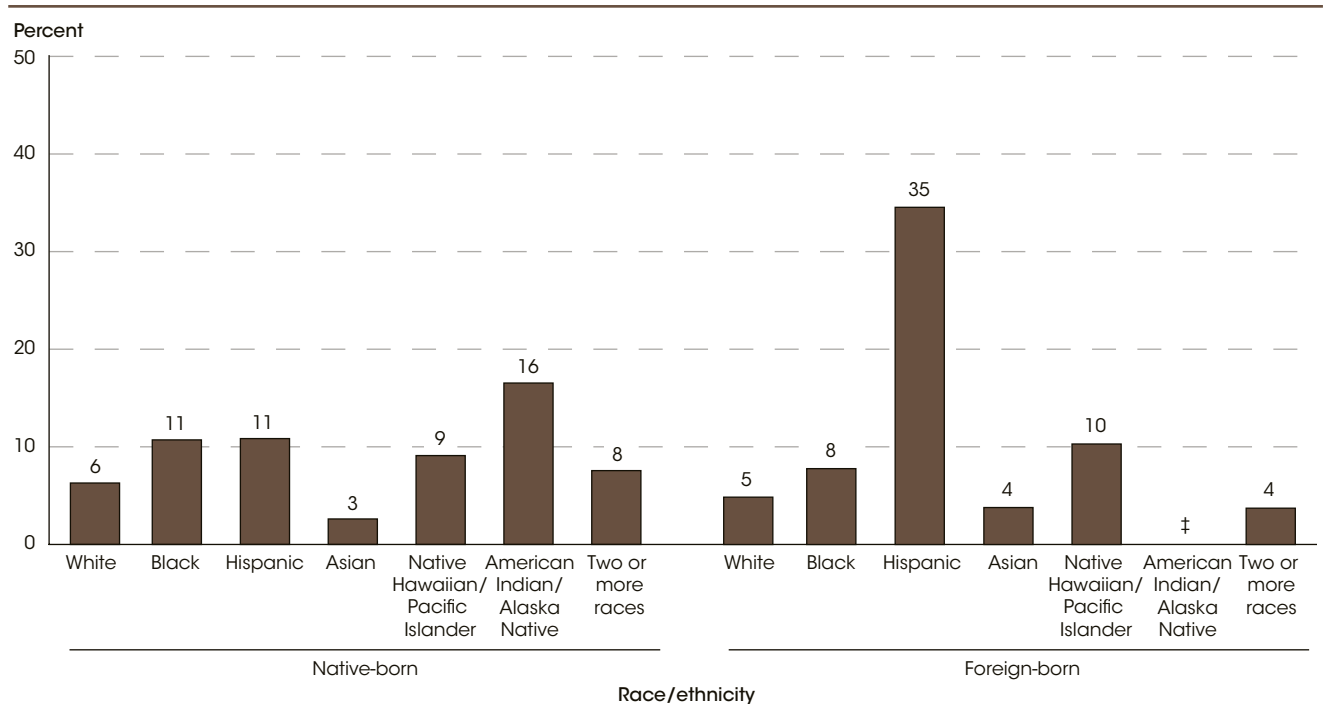
includes noninstitutionalized and institutionalized group quarters. Therefore, due to this and other methodological differences between the CPS and ACS, status dropout estimates from the two surveys are not directly comparable. For more information on these surveys, see *supplemental notes 2 and 3*. For more information on the status dropout rate reported here, see *supplemental note 6*.

Figure 19-1. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1994–2008



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 an 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. This figure uses a different data source than figure 19-2; therefore, estimates for 2008 are not directly comparable to the estimates in figure 19-2. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the CPS, see *supplemental notes 1 and 2*. For more information on measures of student persistence and progress, see *supplemental note 6*. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1994–2008.

Figure 19-2. Status dropout rates of 16- through 24-year-olds in the household population, by race/ethnicity and nativity: American Community Survey (ACS) 2008



‡ Reporting standards not met (too few cases).

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 an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. This figure uses a different data source than figure 19-1; therefore, estimates are not directly comparable to the 2008 estimates in figure 19-1. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the ACS, see *supplemental notes 1 and 3*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

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 ranged between 62 and 69 percent through 2008. Gaps in immediate enrollment rates by family income, parents' education, and race/ethnicity have persisted over time.

The immediate college enrollment rate is defined as the percentage of high school completers of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. Between 1972 and 1980, the overall immediate enrollment rate was approximately 50 percent (see table A-20-1). The rate then increased, reaching 67 percent by 1997. The enrollment rate declined through 2001 to 62 percent before increasing to 69 percent in 2008.

Differences in immediate college enrollment rates by family income, parents' education, and racial/ethnic group have persisted over time. In almost every year between 1972 and 2008, the immediate college enrollment rates of high school completers from low-income families trailed the rates of those from high-income families by at least 20 percentage points. The difference between the enrollment rates of high school completers from high- and low-income families fluctuated during this time; for example, it was 41 percentage points in 1995 and 25 percentage points in 2008. The immediate college enrollment rates of high school completers from middle-income families were more than 10 percentage points lower than the rates of those from high-income families in almost every year between 1972 and 2008. In 2008, the enrollment rate gap between students from low and high-income families was 25 percentage points (82 vs. 57 percent), and the gap between students from middle- and high-income families was 17 percentage points (82 vs. 65 percent).

Compared with high school completers whose parents had a bachelor's degree or higher, those whose parents had less education have had lower immediate college enrollment rates each year since 1992 (the earliest year for which comparable data on parents' education are available) (see table A-20-2). In 2008, the gap in the immediate college enrollment rate was 29 percentage

points between students whose parents had a bachelor's degree or higher and students whose parents' highest level of educational attainment was high school or less (82 vs. 54 percent); the gap was 10 percentage points between students whose parents had a bachelor's degree or higher and students whose parents had some college education (82 vs. 72 percent).

Although the immediate college enrollment rates of White, Black, and Hispanic high school completers each increased between 1972 and 2008, enrollment rates of Black and Hispanic high school completers have nonetheless been lower than the rates of their White peers almost every year since 1985 (see table A-20-3). In 2008, the immediate college enrollment rate was 72 percent for White high school completers, compared with 56 percent for Black high school completers and 64 percent for Hispanic high school completers.

From 1972 through 2008, the immediate college enrollment rate increased for both male and female high school completers, but the increase was greater for females than for males (see table A-20-4). In 2008, the rate for females (72 percent) was higher than for males (66 percent). Overall, a higher percentage of high school completers were enrolled in 4-year colleges (41 percent) than 2-year colleges (28 percent) in 2008. While the enrollment rates for males and females in 4-year colleges were both 41 percent in 2008, a higher percentage of females than males were enrolled in 2-year colleges (31 vs. 25 percent).



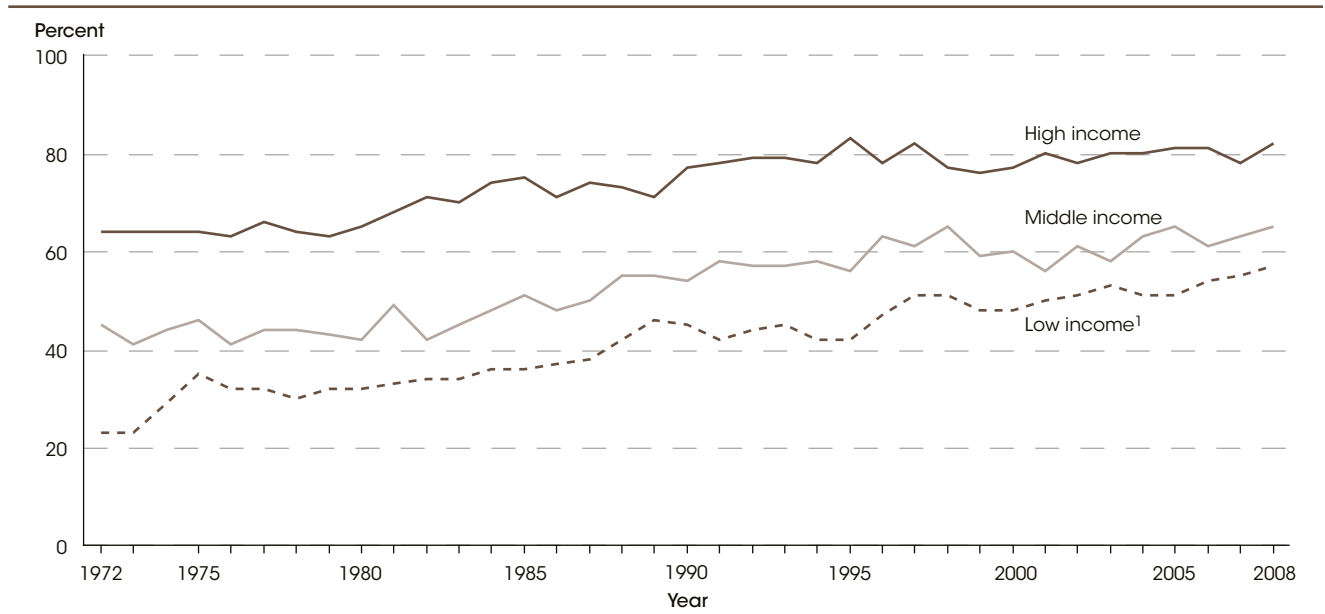
For more information: *Tables A-20-1 through A-20-4*
Glossary: *Educational attainment, High school completer*

Technical Notes

This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Enrollment rates were calculated using data from the Current Population Survey (CPS). Before 1992, *high school completer* referred to those who had completed 12 years of schooling. Beginning in 1992, *high school completer* has referred to those who have 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. Race categories exclude persons of

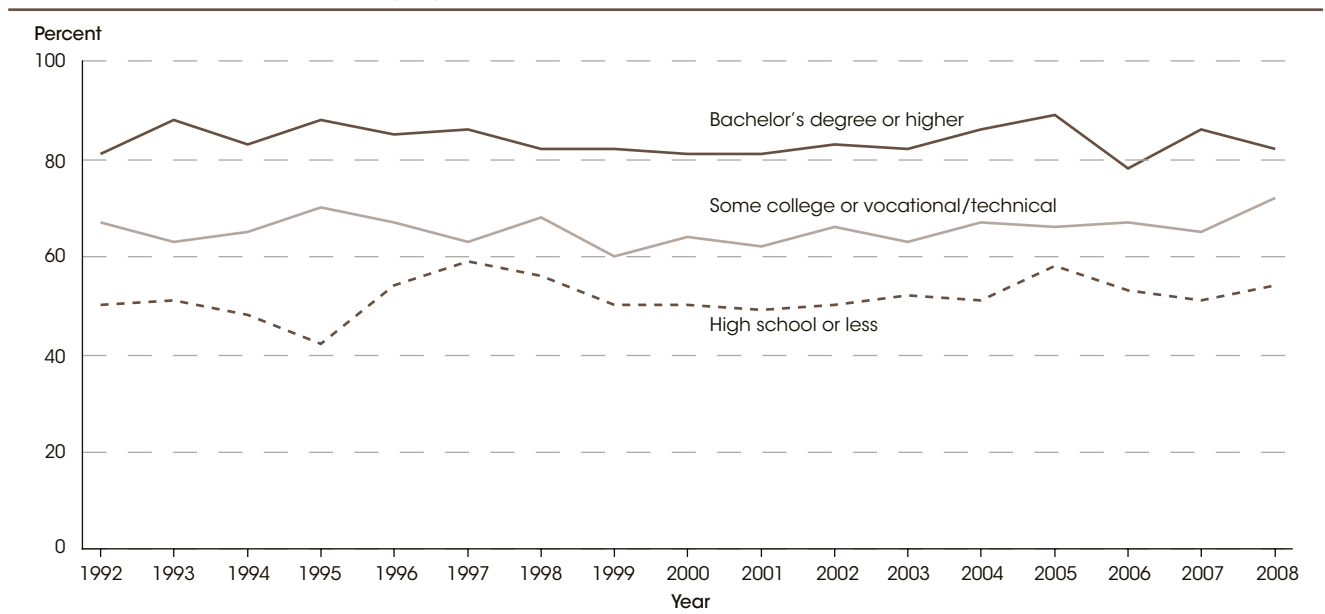
Hispanic ethnicity. Parents' education refers to the highest education of the parent(s). If no parent resided with the student and the student was the householder or spouse of the householder, then the value of parental education is set to missing. Due to short-term data fluctuations associated with small sample sizes for the Black, Hispanic, and low-income categories in some years, moving average rates are also presented and discussed in the indicator text. For more information on the CPS, educational attainment, family income, race/ethnicity, and parents' education, see *supplemental note 2*.

Figure 20-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1972–2008



¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are presented. Moving average rates were generally calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2008, data are not available for 1 of the 3 adjacent years, so 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 account for about 98 percent of all high school completers in a given 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. For more information on the Current Population Survey (CPS), educational attainment, and family income, see *supplemental note 2*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2008.

Figure 20-2. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by parents' education: 1992–2008



NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. *High school completers* refers to those who have received a high school diploma or equivalency certificate. Parents' education refers to the highest education of the parent(s). If no parent resided with the student and the student was the householder or spouse of the householder, then the value of parental education is set to missing. For more information on the Current Population Survey (CPS) and parents' education, see *supplemental note 2*.
 SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2008.

Postsecondary Graduation Rates

About 57 percent of first-time students seeking a bachelor's degree and attending a 4-year institution full time in 2001–02 completed a bachelor's degree at that institution within 6 years.

Approximately 57 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2001–02 completed a bachelor's degree or its equivalent at that institution in 6 years or less (see table A-21-1). This indicator focuses on the cohort of first-time, full-time students seeking a bachelor's degree or its equivalent who began attending a 4-year institution in 2001 and who completed a bachelor's degree or its equivalent 4, 5, and 6 years later. These graduation rates were calculated as the total number of completers within the specified time to degree attainment divided by the cohort of students who first enrolled in the 2001–02 academic year.

The bachelor's degree completion rates of students seeking a bachelor's degree at 4-year institutions varied by the type of institution. Graduation rates were highest at private not-for-profit institutions, followed by public institutions, then by private for-profit institutions. For example, the 6-year graduation rate for private not-for-profit institutions was 64 percent, compared with 55 percent for public institutions and 25 percent for private for-profit institutions. In addition, the gap in the rates between private not-for-profit and public institutions was larger for the 4-year and 5-year graduation rates than for the 6-year graduation rate. For example, the 4-year graduation rate at private not-for-profit institutions was 51 percent, compared with 29 percent at public institutions (a graduation gap of 21.5 percentage points compared with 9.4 percentage points for the 6-year rate).

Bachelor's degree completion rates of students seeking a bachelor's degree at 4-year institutions also varied by student characteristics, including race/ethnicity and sex. Asian/Pacific Islander students had the highest 6-year graduation rate, followed by White, Hispanic, Black, and American Indian/Alaska Native students (see table A-21-2). Approximately 67 percent of Asians/Pacific Islanders, compared with 60 percent of Whites, 48 percent of Hispanics, 42 percent of Blacks, and 40 percent of American Indians/Alaska Natives graduated with a bachelor's degree or its equivalent within 6 years. This pattern held for Asians/Pacific Islanders, Whites, and Hispanics at each institution type while Blacks and American Indians/Alaska Natives consistently had the lowest graduation rates of the five racial/ethnic groups.

In both public and private not-for-profit 4-year institutions, the 6-year graduation rates for females were higher than the rates for males. For public institutions, approximately 58 percent of females seeking a bachelor's degree or its equivalent graduated within 6 years, compared with 52 percent of their male counterparts; for private not-for-profit institutions, 67 percent of females graduated within 6 years, compared with 61 percent of males. At private for-profit institutions, however, the 6-year graduation rate was higher for males than females (28 vs. 21 percent).



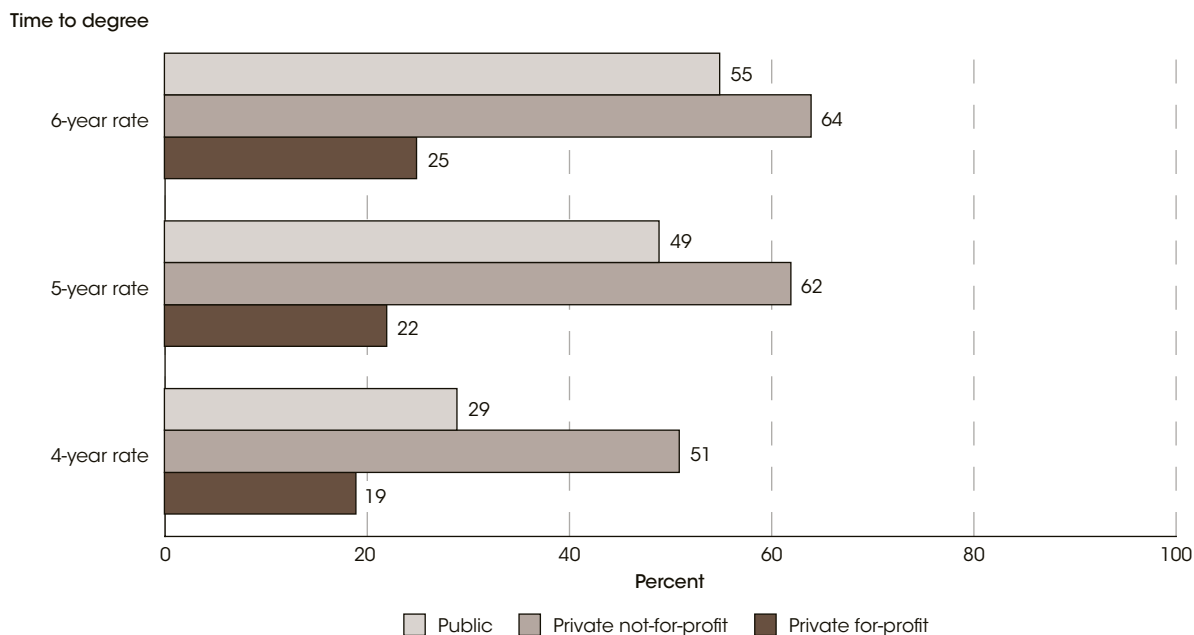
For more information: *Tables A-21-1 and A-21-2*
 Glossary: *Four-year postsecondary institution, Private institution, Public institution*

Technical Notes

The graduation rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the spring 2008 estimate of students who entered the institution in 2001–02 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree minus any allowable exclusions. Allowable exclusions include those students who had died or were totally and permanently disabled; those who had left school to serve in the armed forces; those who had left to serve with a foreign aid service of the federal government such as the Peace Corps; and those who had left to serve on official church missions. The cohort in this indicator consists of those students who enrolled for the first time in 4-year

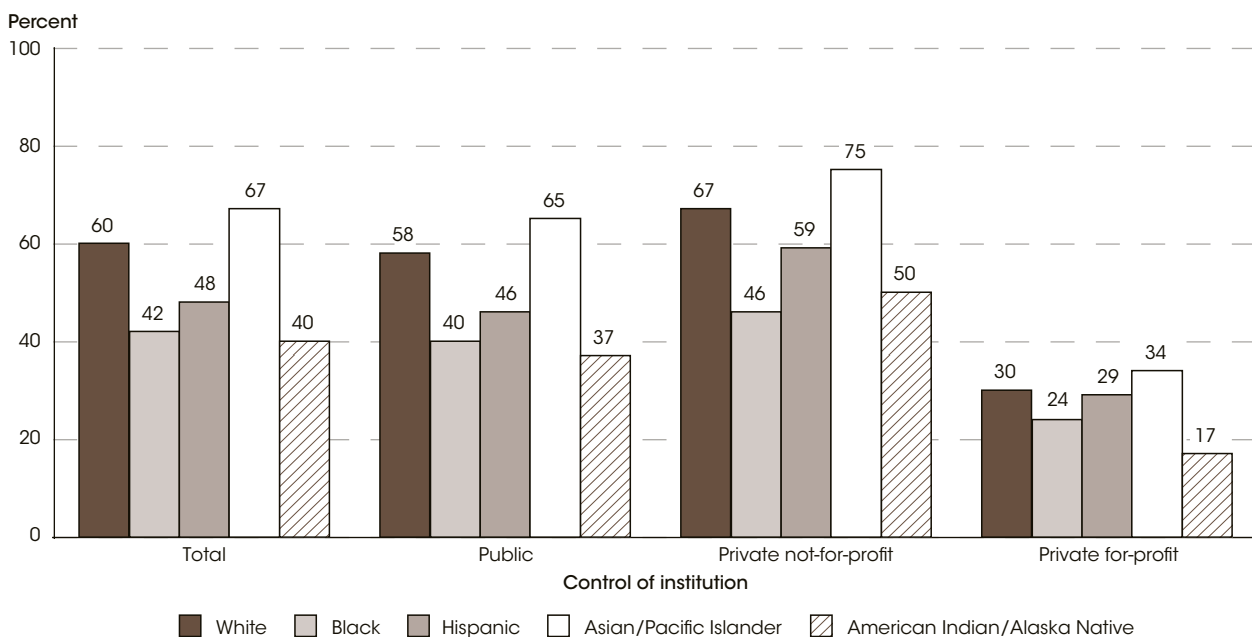
institution in the 2001–02 academic year. Students who transferred to another institution are included in the 2001–02 enrollment of the institution they transferred out of and are not included in the enrollment of the institution they transferred into. In addition, students who transferred to another institution are not counted as completers in either institution, even if they graduated from the institution they transferred into. The number of completers used in the calculation of the graduation rate for each time-to-degree designation is cumulative; for example, the 6-year graduation rate includes all students who graduated in 4 years and 5 years, as well as those who graduated in 6 years. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 21-1. Percentage of students seeking a bachelor’s degree at 4-year institutions who completed a bachelor’s degree, by time to degree attainment and control of institution: Cohort year 2001



NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act 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 2008 estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor’s degree or its equivalent. Students who transferred to another 4-year institution and graduated from the other institution do not count towards the initial institution’s rate. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.

Figure 21-2. Percentage of students seeking a bachelor’s degree at 4-year institutions who completed a bachelor’s degree in 6 years, by race/ethnicity and control of institution: Cohort year 2001



NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act 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 2008 estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor’s or equivalent degree. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Race categories exclude persons of Hispanic ethnicity. Persons with unknown race/ethnicity and nonresident alien are not shown. For more information on race/ethnicity, see *supplemental note 1*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.

Educational Attainment

In 2009, some 31 percent of 25- to 29-year-olds had completed at least a bachelor's degree. Between 1971 and 2009, the gap in bachelor's degree attainment between Whites and Hispanics widened from 14 to 25 percentage points.

Between 1971 and 2009, the educational attainment of 25- to 29-year-olds increased. For the purpose of this indicator, educational attainment represents the percentage who achieved at least the cited credential. In 2009, for example, 89 percent of 25- to 29-year-olds had received at least a high school diploma or equivalency certificate, an 11 percentage point increase from 1971 (see table A-22-1). Although the high school completion rate increased 8 percentage points during the 1970s, it has remained between 85 and 89 percent since the late 1970s.

Higher percentages of Whites had completed high school than Blacks or Hispanics in 1971 and in 2009, although the gaps narrowed over the years. Between 1971 and 2009, the high school completion rate for Blacks increased from 59 to 89 percent, and the gap in high school attainment between Blacks and Whites decreased from 23 to 6 percentage points. During this period, the high school completion rate for Hispanics increased from 48 to 69 percent, and the gap between Hispanics and Whites decreased from 33 to 26 percentage points. Data for Asians/Pacific Islanders were not separately available until 1990, in which year 90 percent had completed high school, a higher percentage than that of Blacks (82 percent) and Hispanics (58 percent). Between 1971 and 2009, the high school completion rate for Asians/Pacific Islanders increased from 90 to 95 percent, but the gaps in high school attainment between Asians/Pacific Islanders and other racial/ethnic groups did not measurably change.

Between 1971 and 2000, the percentage of 25- to 29-year-olds who had completed a bachelor's degree or higher increased from 17 to 29 percent; however, the rate in 2009 was about the same as the rate in 2000. Between 1971 and 2009, the percentage who had attained a bachelor's degree increased from 19 to 37 percent for Whites, from 7 to 19 percent for Blacks, and from 5 to 12 percent for Hispanics. During this period, the gap

in bachelor's degree attainment between Blacks and Whites increased from 12 to 18 percentage points, and the gap between Whites and Hispanics increased from 14 to 25 percentage points. Between 1990 and 2002, the percentage of Asians/Pacific Islanders who had attained a bachelor's degree increased from 42 to 56 percent; however, between 2002 and 2009 this percentage remained relatively stable. Between 1990 and 2009, the gap between Asians/Pacific Islanders and Whites increased from 16 to 19 percentage points.

In 2009, some 7 percent of 25- to 29-year-olds had completed a master's degree or higher. The percentage of Asians/Pacific Islanders who had attained a master's degree in 2009 (21 percent) was higher than that of their peers from all other races/ethnicities: 9 percent of Whites, 4 percent of Blacks, and 2 percent of Hispanics had attained a master's degree in 2009. Between 1995 and 2009, the rate of master's degree attainment increased for Whites (from 5 to 9 percent), Blacks (from 2 to 4 percent), and Asians/Pacific Islanders (from 11 to 21 percent).

Gender gaps in educational attainment shifted between 1971 and 2009. For example, in 1971, a higher percentage of males completed high school than females, by a difference of 3 percentage points, but by 2009 the rate of high school attainment was higher for females than males, by 2 percentage points. A higher percentage of males than females had attained a bachelor's degree in 1971, by a difference of 7 percentage points, while by 2009 the percentage of females who had attained a bachelor's degree was 8 percentage points higher than that of males.



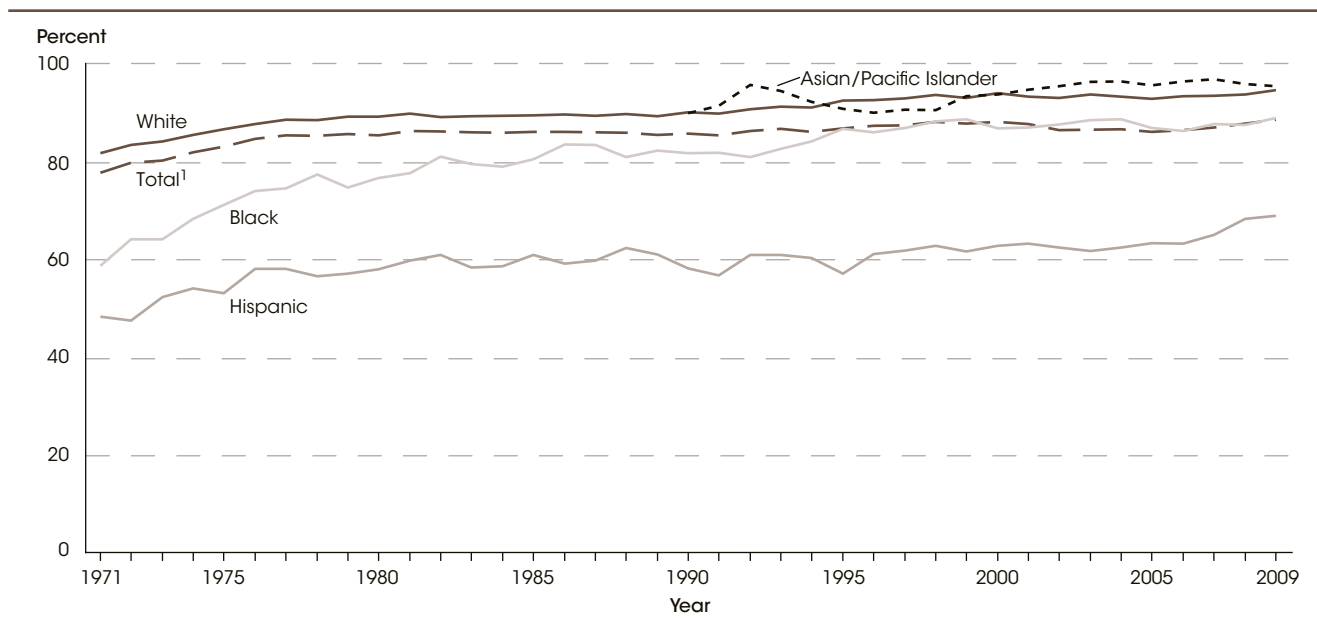
For more information: *Table A-22-1*

Technical Notes

This indicator uses March Current Population Survey (CPS) data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, *some college* meant completing 1 or more years of college, and *bachelor's degree or higher* referred to those who completed 4 years of college; beginning in 1992, *high school completers* referred to those who received a high school diploma or equivalency certificate, *some college*

meant completing any college at all, and *bachelor's degree or higher* referred to those who earned a bachelor's degree. For more information on the CPS, see *supplemental note 2*. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. Some estimates are revised from previous publications. Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

Figure 22-1. Percentage of 25- to 29-year-olds who completed at least high school, by race/ethnicity: March 1971–2009

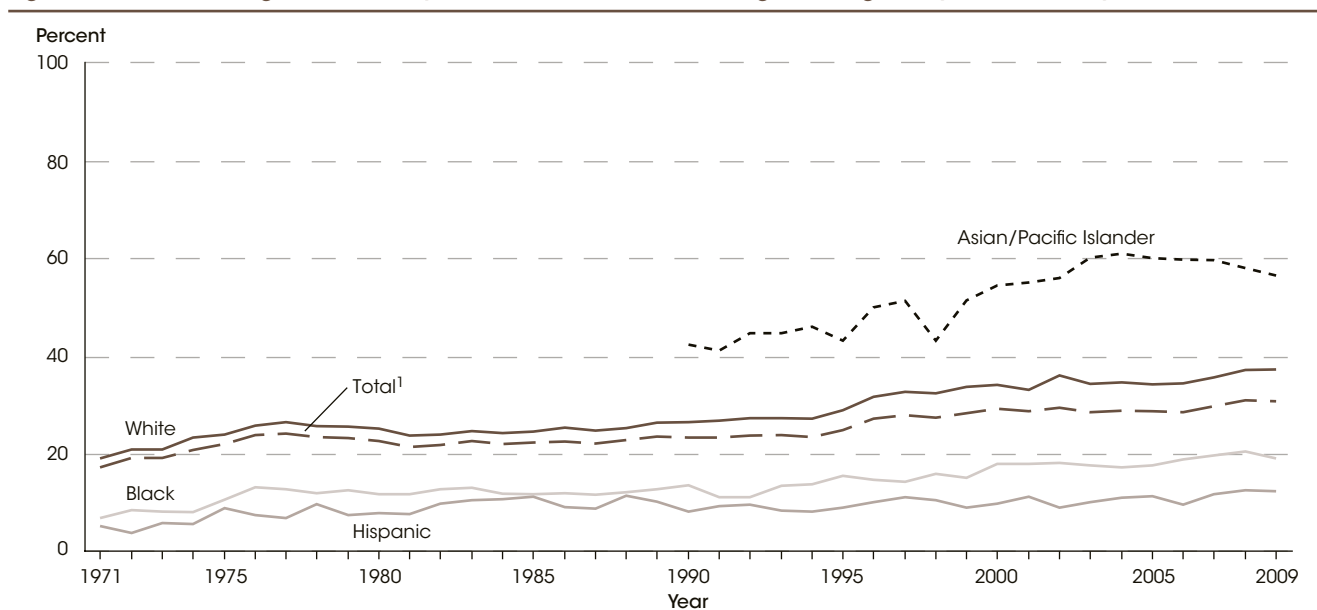


¹ Included in the total but not shown separately are estimates for persons from other racial/ethnic groups.

NOTE: Data for Asians/Pacific Islanders were available beginning in 1990. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling; beginning in 1992, the term referred to those who received a high school diploma or equivalency certificate. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1971–2009.

Figure 22-2. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: March 1971–2009



¹ Included in the total but not shown separately are estimates for persons from other racial/ethnic groups.

NOTE: Data for Asians/Pacific Islanders were available beginning in 1990. Data prior to 1992 were for completing 4 years of college; beginning in 1992, data were for earning a bachelor's degree. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1971–2009.

Degrees Earned

Between 1997–98 and 2007–08, the number of degrees earned increased by 34 percent for associate’s degrees, by 32 percent for bachelor’s degrees, and by 45 percent for master’s degrees.

Enrollment in degree-granting institutions increased between academic years 1997–98 and 2007–08, with total postsecondary enrollment increasing from 14.5 to 18.2 million students, a 26 percent increase (see *indicators 7 and 8*). This growth was accompanied by an increase in the number of degrees earned: during this period, the total number of degrees earned rose from 2.3 to 3.1 million, a 35 percent increase. The number of degrees earned increased by 34 percent for associate’s degrees (from 558,600 to 750,200 degrees), by 32 percent for bachelor’s degrees (from 1.2 to 1.6 million), and by 45 percent for master’s degrees (from 430,200 to 625,000). In addition, the number of first-professional degrees increased by 16 percent (from 78,600 to 91,300 degrees), and the number of doctoral degrees increased by 38 percent (from 46,000 to 63,700) (see table A-23-1).

The number of degrees earned increased for all racial/ethnic groups for each type of degree, but at varying rates. Looking at trends in associate’s degrees between 1997–98 and 2007–08, the number earned by Hispanics almost doubled (from 45,900 to 91,300 degrees) and the number earned by Black students increased by 73 percent (from 55,300 to 95,700 degrees), while the number earned by White students increased by 21 percent (from 413,600 to 501,100 degrees) (see table A-23-2). In 2007–08, Blacks earned 13 percent and Hispanics earned 12 percent of all associate’s degrees awarded, up from the 10 and 8 percent that they earned, respectively, in 1997–98. Between 1997–98 and 2007–08, the number of bachelor’s degrees awarded to White students increased by 25 percent (from 0.9 to 1.1 million degrees), while the number awarded to Hispanic students increased by 86 percent (from 66,000 to 123,000 degrees) and the number awarded to Black students increased by 55 percent (from 98,300 to 152,500 degrees). In 2007–08, Blacks earned 10 percent and Hispanics earned 8 percent of all bachelor’s degrees awarded, up from 10 years earlier when they earned 8 and 6 percent, respectively.

Between 1997–98 and 2007–08, while the number of master’s degrees earned by White students grew by less than one-third, the number of master’s degrees earned more than doubled for Black students and Hispanic students. For Blacks, the number of degrees earned increased from 30,200 to 65,100; for Hispanics, the number of degrees earned increased from 16,200 to

36,800. In 2007–08, Blacks earned 10 percent and Hispanics earned 6 percent of all master’s degrees awarded, up from the 7 and 4 percent that they earned, respectively, in 1997–98. For first-professional degrees, the number of degrees earned by Asian/Pacific Islander students increased from 7,800 to 11,800. In 2007–08, Asians/Pacific Islanders earned 13 percent of all first-professional degrees, compared with the 10 percent they earned in 1997–98. Of the doctoral degrees awarded in 2007–08, about 57 percent were awarded to White students and more than one-quarter (27 percent) were awarded to nonresident alien students. Black and Asian/Pacific Islander students each earned 6 percent of all doctoral degrees, Hispanic students earned 4 percent, and American Indian/Alaska Native students earned less than one-half percent.

Between 1997–98 and 2007–08, the percentage of degrees earned by females fluctuated between 60 and 62 percent for associate’s degrees and between 56 and 58 percent for bachelor’s degrees, while the percentage of master’s degrees earned by females increased from 57 to 61 percent (see table A-23-1). The percentage of first-professional degrees and doctoral degrees earned by females also increased during this period. In 1997–98, females earned 43 percent of first-professional degrees and 42 percent of doctoral degrees; in 2007–08, the respective percentages were 50 and 51 percent.

In 2007–08, females of each racial/ethnic group generally earned more degrees than their male counterparts for each type of degree. For example, in 2007–08, Black females earned 69 percent of associate’s, 66 percent of bachelor’s, 72 percent of master’s, 63 percent of first-professional, and 66 percent of doctoral degrees awarded to Black students (see table A-23-2). In addition, Hispanic and American Indian/Alaska Native females earned more than 60 percent of all associate’s, bachelor’s, and master’s degrees awarded to students in those racial/ethnic groups. White females earned more degrees than White males for each type of degree, except first-professional, where they earned 47 percent of the degrees awarded.



For more information: *Tables A-23-1 and A-23-2; Indicators 7 and 8*

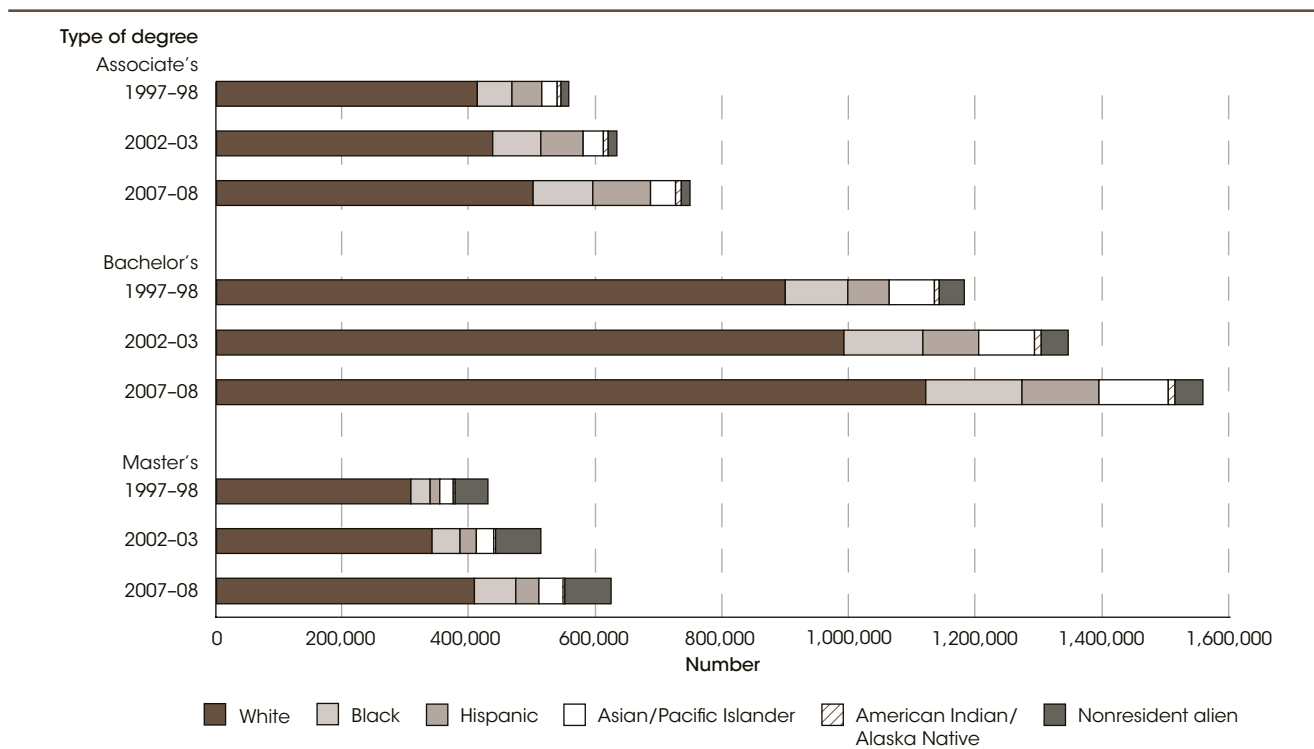
Glossary: *Doctoral degree, First-professional degree, Nonresident alien*

Technical Notes

Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic

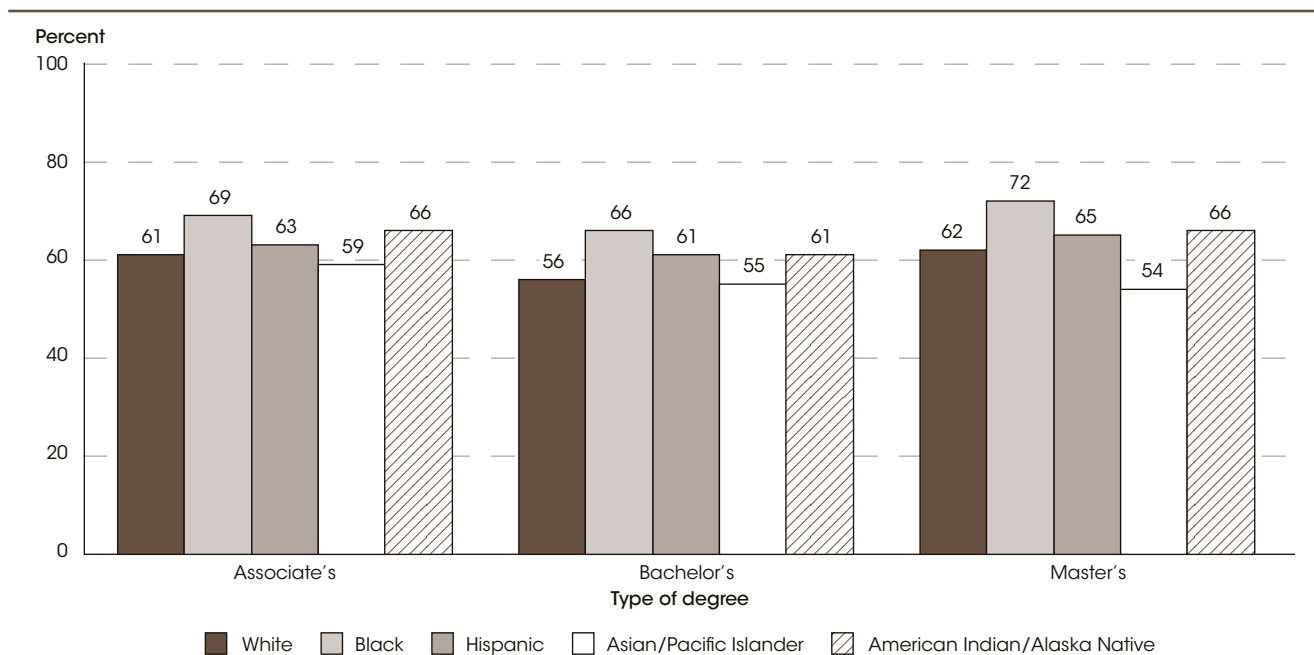
ethnicity. Nonresident aliens are featured separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*.

Figure 23-1. Number of degrees conferred, by type of degree and race/ethnicity: Academic years 1997-98, 2002-03, and 2007-08



NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98, 2002-03, and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2003 and 2008.

Figure 23-2. Percentage of degrees conferred to females, by type of degree and race/ethnicity: Academic year 2007-08



NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey," Fall 2008.



Section 4

Contexts of Elementary and Secondary Education



Section 4

Contexts of Elementary and Secondary Education

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Introduction

The indicators in this section of *The Condition of Education* measure aspects of the context of learning in elementary and secondary schools. Such aspects include the content of learning; expectations for student performance; the climate for learning and other organizational aspects of schools; characteristics of teachers, principals, and staff; processes of instruction; mechanisms of choice in education; and financial resources. Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including indicators from previous years, appear on the Web (see the “List of Indicators on *The Condition of Education* Website” on page xxix for a full listing of indicators).

The first subsection considers school characteristics and the climate for learning, which is shaped by different factors in the school environment. Indicators found in this volume consider measures of the concentration of poverty in public schools and the pervasiveness of violence in public schools. Another indicator provides information on the characteristics of public schools. Indicators on the web feature the concentration of racial and ethnic groups in public schools and students' and parents' perceptions of, and attitudes towards, their schools.

The indicators in the second subsection look at teachers and school staff. Indicators examine the characteristics of principals, teachers, and school staff, while an indicator found on the website compares the extent and nature of teacher training that U.S. teachers receive in certain subject areas with the training received by teachers in foreign countries.

The third subsection focuses on the learning opportunities that are afforded to children. The indicator in this volume measures student/teacher ratios in public schools.

Additional indicators on the Web highlight parent and family involvement in education, participation in early literacy activities, the availability of advanced-level academic courses, and afterschool activities.

School choice provides parents with the opportunity to choose a school for their children other than their assigned public school; indicators on this topic are found in the fourth subsection. One indicator in this volume reports on the characteristics of charter schools and the characteristics of the students who attend such schools. Indicators in the school choice subsection on the Web examine parental choice of school as an alternative to their child's assigned public school and profiles charter schools according to the entity granting their charter.

The final subsection details financial support for education. Fundamentally, these financial sources of support are either private, in which individuals decide how much they are willing to pay for education, or public, in which case funding decisions are made by citizens through their governments. In this subsection of *The Condition of Education*, the primary focus is on describing the forms and amounts of financial support made available to education from public and private sources, how those funds are distributed among different types of schools, and the items on which funds are spent. In this volume of *The Condition of Education* there are indicators on variations in expenditures per student, trends in expenditures per student in elementary and secondary education, and international comparisons of education expenditures.

The indicators on contexts of elementary and secondary schooling from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Characteristics of Public Schools

Regular public schools constituted 92 percent of public schools in 2007–08, with alternative schools for students at risk of school failure (at 6 percent), special education schools (at 2 percent), and vocational schools (at less than 1 percent) making up the remainder.

Regular public schools constituted 92 percent of public schools in 2007–08, with alternative schools for students at risk of school failure (at 6 percent), special education schools (at 2 percent), and vocational schools (at less than 1 percent) making up the remainder (see table A-24-1). Some 5 percent of all public schools were charter schools (for more information on charter schools, see *indicator 32*), 65 percent were Title I schools, and 4 percent were magnet schools or had a magnet program. The distribution of public schools by school size differed by school level in 2007–08. Only 4 percent of elementary schools compared with 26 percent of secondary schools had enrollments of 1,000 students or more.

Seventeen percent of public schools were high-poverty schools in 2007–08, compared with 12 percent in 1999–2000. In 2007–08, about 20 percent of elementary and 9 percent of secondary schools were high-poverty schools (see table A-24-2). A higher percentage of elementary schools in the South and the West were high poverty (24 percent each) than in the Northeast (16 percent) or the Midwest (12 percent) (see table A-24-3). At the secondary level, between 11 and 12 percent of schools in the South, West, and Northeast were high poverty, compared with 5 percent of schools in the Midwest. Cities had the highest percentage of high-poverty elementary and secondary schools (40 and 20 percent, respectively) of the four locale types.

The percentage of elementary and secondary schools that were high-poverty in 2007–08 varied among the states and the District of Columbia. The states with the highest percentages of high-poverty elementary schools in 2007–08 were Mississippi (53 percent), Louisiana (52 percent), New Mexico (46 percent), the District of Columbia (37 percent), and California (34 percent).

Technical Notes

Estimates are for schools in the 50 states and the District of Columbia reporting membership. Schools reporting membership are those which report at least one student enrolled on October 1 of the school year. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a “shared time” school) may provide classes for students from a number of districts and show no membership. The definitions of high-poverty and low-poverty schools differ between the different data sources used in this indicator. For data from CCD, high-poverty schools are defined as public schools

where more than 75 percent of the students are eligible for the free or reduced-price lunch (FRPL) program, and low-poverty schools are defined as public schools where 25 percent or fewer students are eligible for FRPL. For data from the Schools and Staffing Survey (SASS), high-poverty schools are defined as public schools where more than 75 percent of the students are approved for FRPL, and low-poverty schools are defined as public schools where 25 percent or fewer students are approved for FRPL. For more information on locale and poverty, see *supplemental note 1*. For more information on CCD and SASS, see *supplemental note 3*.

The states with the highest percentages of high-poverty secondary schools in 2007–08 were Mississippi (44 percent), New Mexico (34 percent), Louisiana (27 percent), and New York (21 percent) (see table A-24-4).

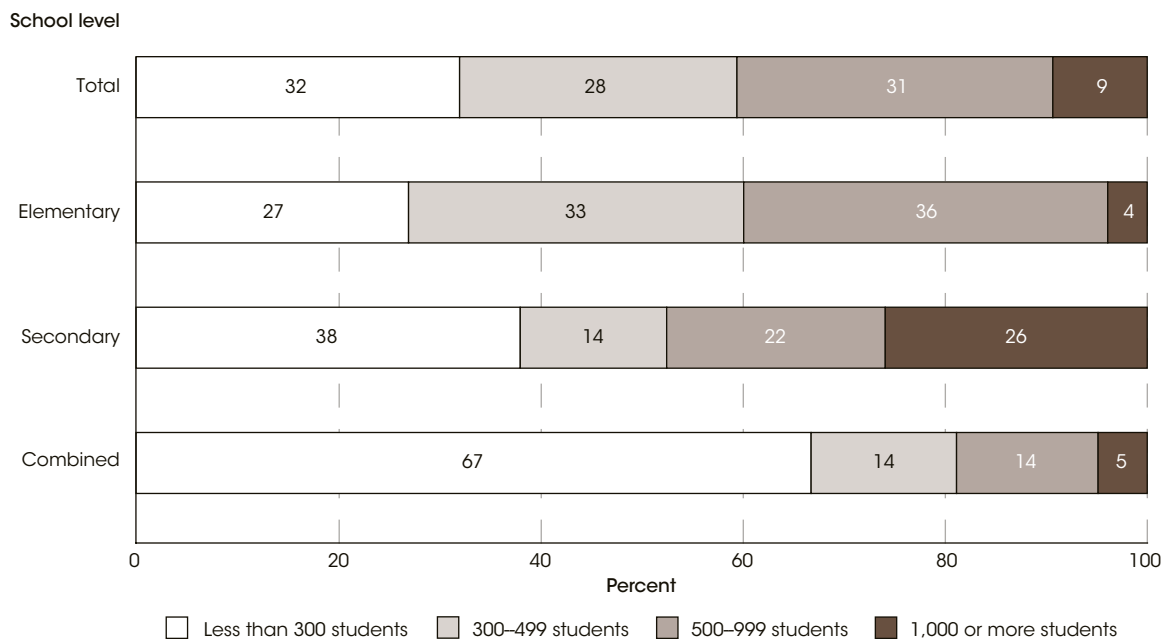
According to school administrators, in both 1999–2000 and 2007–08, some 12 percent of students in public elementary schools had an Individualized Education Program (IEP) (see table A-24-5). School administrators also reported that 11 percent of elementary school students were limited-English proficient (LEP) in 2007–08, higher than the 8 percent reported in 1999–2000. In 2007–08, according to secondary school administrators, an estimated 83 percent of 12th-grade students graduated with a diploma, down from 89 percent in 1999–2000. Secondary school administrators also reported an estimated 40 percent of their graduates went to a 4-year college in 2007–08, an increase of 3 percentage points since 1999–2000.

According to school administrator responses, in 2007–08, the percentage of students at high-poverty schools who were LEP was over five times greater than that at low-poverty schools, at both school levels. School administrators at low-poverty secondary schools reported higher percentages of 12th-grade students graduating with a diploma (91 percent) and enrolling in a 4-year college (52 percent) than did those at high-poverty secondary schools (68 percent and 28 percent, respectively).



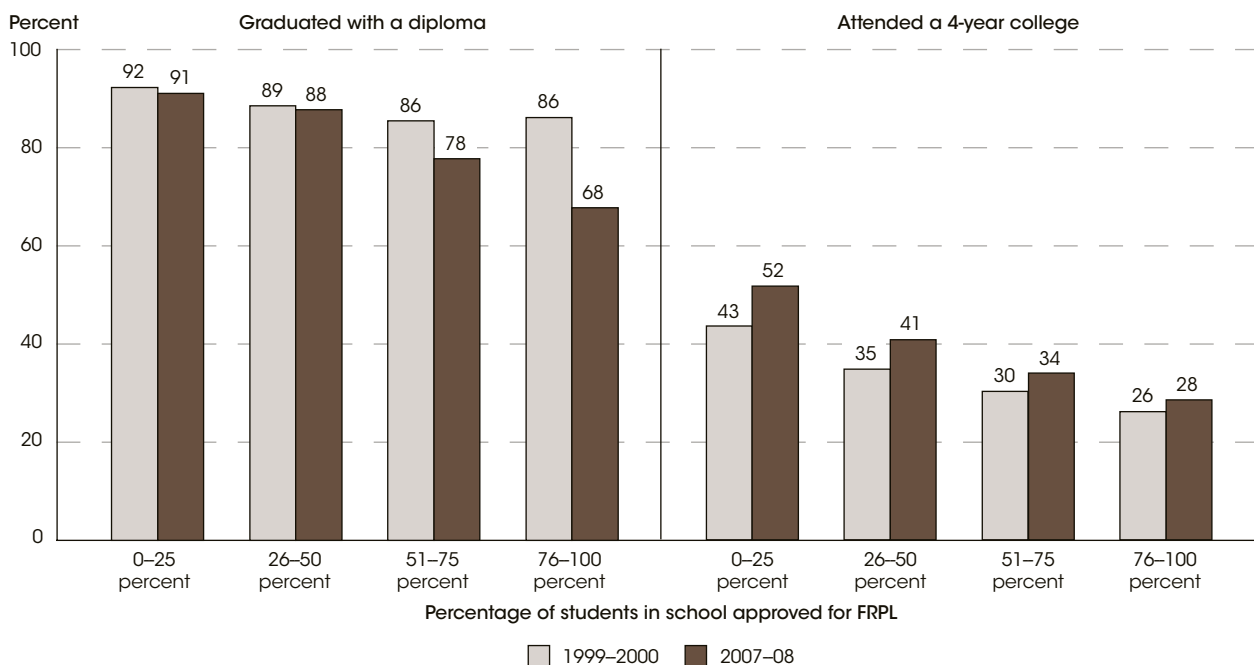
For more information: *Table A-24-1 through A-24-5*
Glossary: *Alternative school, Charter school, Combined school, Elementary school, Limited-English proficient, Magnet school or program, National School Lunch Program, Public school, Secondary school, Special education school, Student membership, Title I school*

Figure 24-1. Percentage distribution of public schools, by school level and enrollment size: School year 2007-08



NOTE: Estimates are for schools in the 50 states and the District of Columbia reporting membership. Schools reporting membership are those which report at least one student enrolled on October 1 of the school year. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Detail may not sum to totals because of rounding. For more information on CCD, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08 (version 1a).

Figure 24-2. Percentage of 12th-grade students who graduated with a diploma during the previous year and percentage of these graduates who attended a 4-year college, by percentage of students in school approved for free or reduced-price lunch (FRPL): School years 1999-2000 and 2007-08



NOTE: For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Data File," 1999-2000 and "Public School Data File," 1999-2000 and 2007-08.

Poverty Concentration in Public Schools

In 2007–08, greater percentages of Black, Hispanic, and American Indian/Alaska Native students attended high-poverty elementary and secondary schools than did White or Asian/Pacific Islander students.

The percentage of students eligible for the free or reduced-price lunch (FRPL) program provides a proxy measure for the concentration of low-income students within a school. In this indicator, schools are divided into categories by FRPL eligibility; high-poverty schools are defined as public schools where more than 75 percent of the students are eligible. In 2007–08, approximately 20 percent of elementary and 6 percent of secondary school students attended high-poverty public schools (see table A-25-1).

Examining the racial/ethnic distribution of students across schools of all poverty types, in 2007–08, greater percentages of Hispanic, Black, and American Indian/Alaska Native students attended high-poverty public elementary and secondary schools than did White or Asian/Pacific Islander students; furthermore, greater percentages of Asian/Pacific Islander students attended these schools than did White students. For example, at the elementary level, 42 percent of Hispanic, 40 percent of Black, and 28 percent of American Indian/Alaska Native students were enrolled in high-poverty schools, compared with 5 percent of White and 15 percent of Asian/Pacific Islander students.

Given these patterns across schools, examining the racial/ethnic distributions within schools of a given poverty type provides a more detailed snapshot of the extent to which students are concentrated in certain schools. In 2007–08, at the elementary level, some 46 percent of students attending high-poverty schools were Hispanic, 34 percent were Black, 14 percent were White, 4 percent were Asian/Pacific Islander, and 2 percent were American Indian/Alaska Native (see table A-25-2). This pattern for Hispanic, Black, and White students held for cities, suburban areas, and towns. For example, in suburban areas, Hispanics made up over half (55 percent) of all students in high-poverty elementary schools, followed by Blacks (29 percent), Whites (12 percent), Asians/Pacific Islanders (3 percent), and American Indians/Alaska Natives (1 percent). However, in rural high-poverty elementary schools, there were greater percentages of Black and White students (31 percent each) than Hispanic (27 percent), American Indian/Alaska Native

(8 percent), and Asian/Pacific Islander (1 percent) students. At low-poverty elementary schools (schools with 25 percent or fewer students eligible for FRPL), student enrollment was 75 percent White, 11 percent Hispanic, 7 percent Asian/Pacific Islander, 6 percent Black, and 1 percent American Indian/Alaska Native.

As at the elementary level, Hispanics and Blacks at the secondary level also represented the greatest shares of student enrollment in high-poverty schools. In 2007–08, some 44 percent of students in high-poverty secondary schools were Hispanic, 38 percent were Black, 11 percent were White, 4 percent were Asian/Pacific Islander, and 3 percent were American Indian/Alaska Native. A greater percentage of Hispanic students attended high-poverty secondary schools in cities (47 percent) and suburban areas (56 percent) than did students of all other racial/ethnic groups. In towns and rural areas, however, a greater percentage of Black students (44 and 34 percent, respectively) attended high-poverty secondary schools than did students of all other racial/ethnic groups. American Indians/Alaska Natives represented 13 percent of the student population in high-poverty rural schools. The race/ethnicity enrollment pattern in low-poverty schools at the secondary level was similar to that at the elementary level.

In 2007–08, the percentage of students eligible for FRPL varied by state (see table A-25-3). At the elementary level, Mississippi had the greatest percentage of students eligible (70 percent) followed by Louisiana (69 percent). Over half of the elementary school students in 15 jurisdictions (14 states and the District of Columbia) were eligible for FRPL; 13 of these jurisdictions were located in the South. The state with the lowest percentage of eligible elementary school students was New Hampshire (20 percent). At the secondary level, Mississippi had the highest percentage of eligible secondary school students (62 percent) and New Hampshire (15 percent) the lowest.



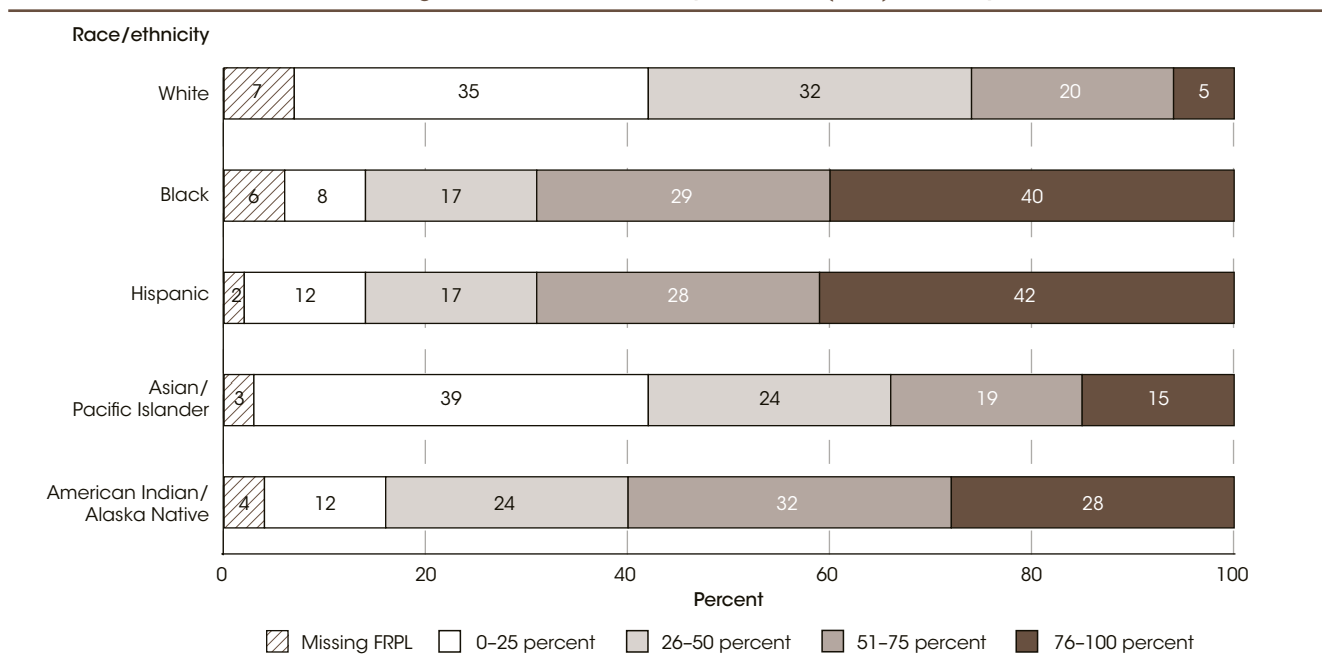
For more information: *Table A-25-1 through A-25-3*
Glossary: *Elementary school, National School Lunch Program, Public school, Secondary school*

Technical Notes

Due to missing data on free or reduced-price lunch (FRPL) eligibility, the percentages of FRPL-eligible students for the Midwest region and for the United States do not include Ohio. Private school students are excluded from the analysis because large proportions of private

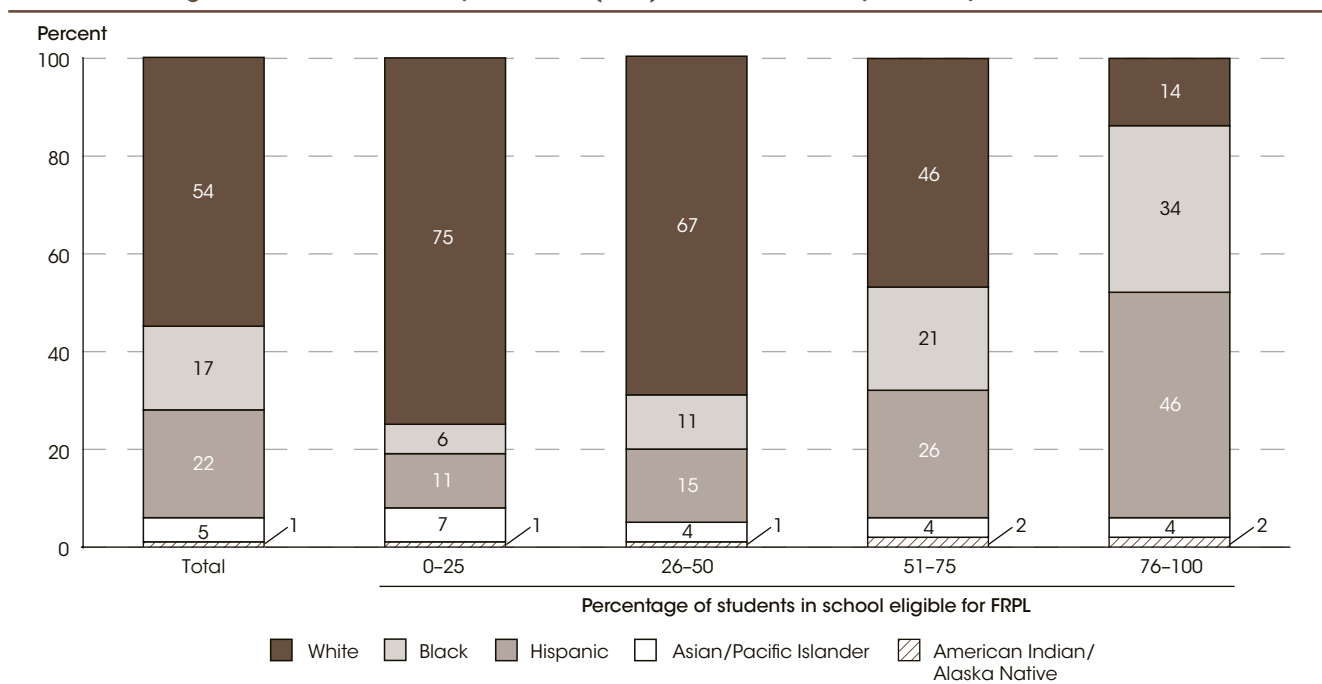
schools do not participate in the FRPL program. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

Figure 25-1. Percentage distribution of public elementary school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007-08



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08.

Figure 25-2. Percentage of public elementary school students within schools, by percentage of students in school eligible for free or reduced-price lunch (FRPL) and race/ethnicity: School year 2007-08



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08.

School Crime and Safety

In 2007–08, some 17 percent of public schools recorded at least one serious violent incident. About 1 percent of public schools recorded 10 or more of such incidents.

In the School Survey on Crime and Safety (SSOCS), public school principals were asked to provide the number of incidents of specific crimes that were recorded as occurring at their schools, as well as the number of these incidents that were reported to the police. Incidents of crime were then categorized as serious violent incidents, violent incidents (which include serious violent incidents), theft/larceny, and “other” incidents (see technical notes below for detailed definitions). During the 2007–08 school year, 85 percent of public schools indicated that one or more incidents of these crimes had taken place, a smaller percentage than in 2003–04 (88 percent), though not measurably different from that in 1999–2000 or 2005–06 (86 percent in each) (see table A-26-1). In 2007–08, about 62 percent of public schools reported at least one incident of crime to the police, a percentage not measurably different from that in 1999–2000 (62 percent), 2003–04 (65 percent), or 2005–06 (61 percent).

In terms of specific types of crime, in 2007–08, some 75 percent of public schools recorded one or more violent incidents of crime; this included the 17 percent of public schools that recorded one or more serious violent incidents. In addition, 47 percent of public schools recorded one or more thefts, and 67 percent recorded one or more other incidents. Thirty-eight percent of public schools reported at least one violent incident to the police, 13 percent reported at least one serious violent incident, 31 percent reported at least one theft, and 49 percent reported one or more other incidents.

Some public schools had significantly more incidents of violent and serious violent crimes than other schools. For example, 24 percent of public schools recorded 20 or more violent incidents, compared with 11 percent that recorded 1–2 such incidents (see table A-26-2). However, the percentage recording 20 or more violent incidents was not measurably different from the percentage recording no violent incidents (25 percent). Although 83 percent of public schools recorded no incidents of serious violent crime, 11 percent recorded 1–2 incidents, 4 percent recorded 3–9 incidents, and 1 percent recorded 10 or more such incidents.

In 2007–08, the percentage of public schools that recorded higher levels of violent crime varied by school characteristics. Sixty percent of public schools with enrollments of 1,000 or more students recorded 20 or more violent incidents, a larger percentage than those with enrollments of 500–999 (29 percent), 300–499 (14 percent), and less than 300 (9 percent). Looking at racial/ethnic concentration in public schools, a larger percentage of public schools where more than 50 percent of students were Black (38 percent) or Hispanic (34 percent) recorded 20 or more violent incidents than did public schools where more than 50 percent of students were White (19 percent). A larger percentage of high poverty public schools (38 percent) than low poverty public schools (15 percent) recorded 20 or more violent incidents.



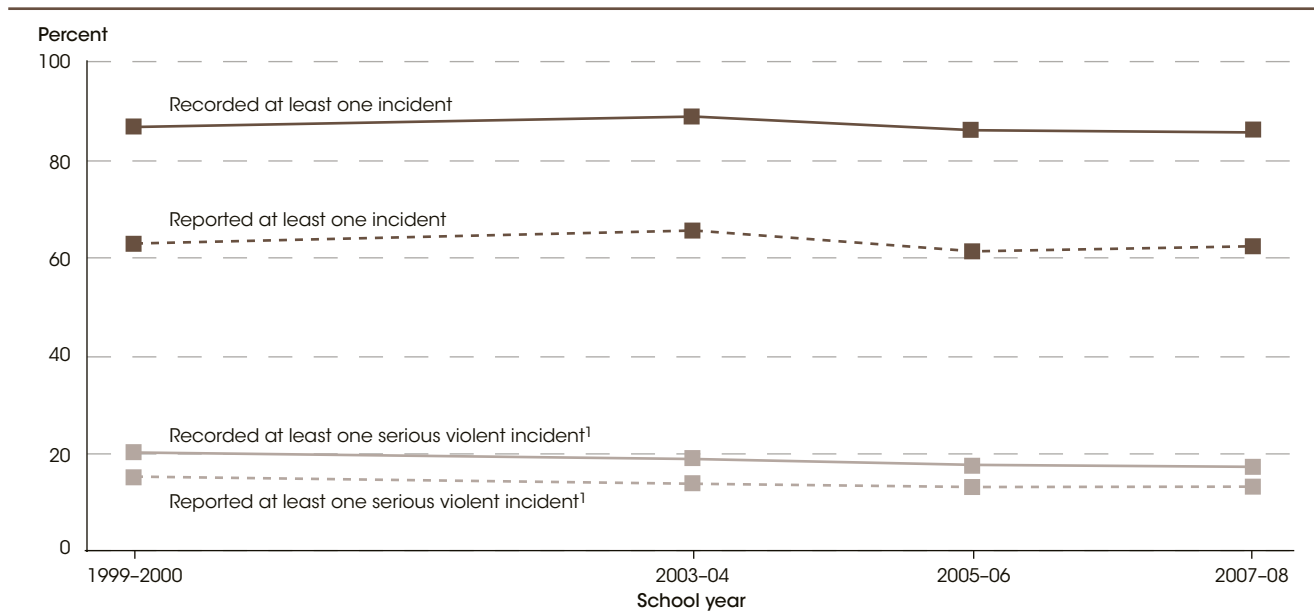
For more information: *Tables A-26-1 and A-26-2*
Glossary: *Combined school, Elementary school, High school, Middle school, National School Lunch Program, Primary school*

Technical Notes

“Violent incidents” include serious violent incidents (rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon), physical attack or fight without a weapon, and threat of physical attack without a weapon. “Theft/larceny” (taking things worth over \$10 without personal confrontation) was defined as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm.” “Other incidents” include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; and vandalism. “At school” was defined to include activities that happen in school buildings, on

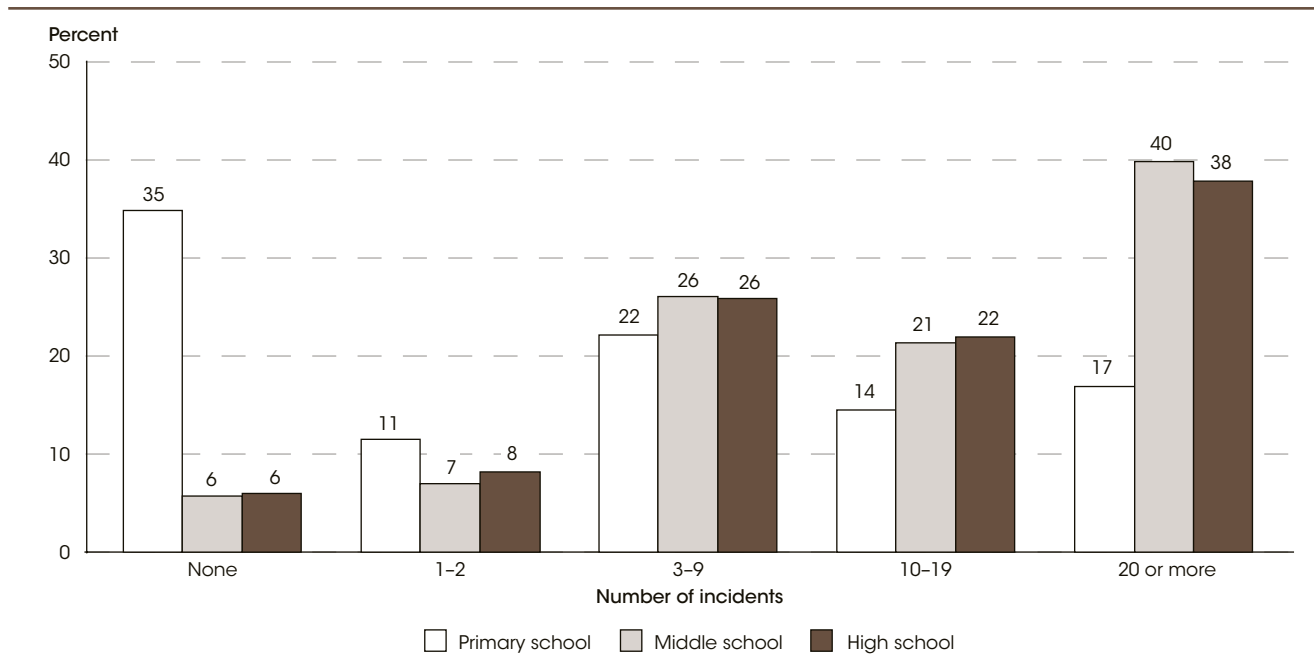
school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Race categories exclude persons of Hispanic ethnicity. High-poverty schools are defined as public schools where more than 75 percent of the students are eligible for the free or reduced-price lunch (FRPL) program. Low-poverty schools are defined as public schools where 25 percent or fewer students are eligible for FRPL. For more information on the School Survey on Crime and Safety (SSOCS), see *supplemental note 3*. For more information on locale, race/ethnicity, and poverty, see *supplemental note 1*.

Figure 26-1. Percentage of public schools recording and reporting to the police at least one incident of crime that occurred at school, by selected incidents: School years 1999–2000, 2003–04, 2005–06, and 2007–08



¹ Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
 NOTE: "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. For more information on the School Survey on Crime and Safety (SSOCS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Figure 26-2. Percentage of public schools recording violent incidents of crime that occurred at school, by school level and number of incidents: School year 2007–08



NOTE: "Violent incidents" include serious violent incidents (rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon), physical attack or fight without a weapon, and threat of physical attack without a weapon. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. For more information on the School Survey on Crime and Safety (SSOCS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Characteristics of Full-Time Teachers

The percentage of full-time public school teachers holding a degree higher than a bachelor's degree was larger in 2007–08 than in 1999–2000. For example, 49 percent of elementary public school teachers held a postbaccalaureate degree in 2007–08, compared with 43 percent in 1999–2000.

In the 2007–08 school year, there were 3.5 million full-time teachers, up from 3.1 million in 1999–2000. At the elementary school level, there were 2.1 million full-time teachers, including 1.9 million public school and 167,000 private school elementary teachers in 2007–08 (see table A-27-1). The number of secondary school teachers was estimated at 1.1 million, including 1.0 million public school and 61,000 private school teachers in 2007–08. At public schools in 2007–08, there were approximately 181,000 more elementary school teachers and 113,000 more secondary school teachers than there were in 1999–2000; at private schools, however, the number of teachers in 1999–2000 was not measurably different from the number in 2007–08 for either level.

The majority of teachers were women in 2007–08. At the elementary level, 84 percent of public school and 87 percent of private school teachers were female; these estimates were about the same as those in 1999–2000. At the secondary level, 59 percent of public school teachers were female, up from 55 percent in 1999–2000. Females represented 53 percent of private school secondary teachers in 2007–08, an estimate not measurably different from that in 1999–2000.

The racial/ethnic distribution of full-time teachers shifted slightly between 1999–2000 and 2007–08. The percentage of teachers who were Hispanic was higher in 2007–08 than in 1999–2000 (8 vs. 6 percent for elementary and 7 vs. 5 percent for secondary). At the elementary level, there were no measurable differences between 1999–2000 and 2007–08 in the percentages of teachers who were White or in the percentages who were Black. At the secondary level, the percentage of teachers who were White was lower in 2007–08 (83 percent) than in 1999–2000 (86 percent).

A larger percentage of full-time teachers held postbaccalaureate degrees (master's degree, education specialist or professional diploma, first-professional degree, or doctorate degree) in 2007–08 than in 1999–2000. At the elementary level, 49 percent of teachers held a degree higher than a bachelor's degree in 2007–08, compared with 43 percent in 1999–2000; the respective percentages for secondary teachers were 54 percent in 2007–08 and 50 percent in 1999–2000. At the elementary school level,

a higher percentage of public school teachers held such degrees than did private school teachers—50 percent compared with 30 percent in 2007–08. In general, in 2007–08, public elementary and secondary school teachers had fewer years of teaching experience than teachers in 1999–2000. This was not the case for private elementary school teachers (see table A-27-2). For public elementary school teachers, the average years of teaching experience was 13 years in 2007–08 and 15 years in 1999–2000. In addition, 27 percent of teachers had 20 or more years of teaching experience in 2007–08, while in 1999–2000 that was true for 34 percent of teachers. For public secondary school teachers, the average years of teaching experience was 14 years in 2007–08 and 15 years in 1999–2000; in 2007–08, about 28 percent of teachers had 20 or more years of teaching experience, compared with 37 percent in 1999–2000. Private elementary school teachers in 2007–08 had 1 more year of teaching experience, on average, than teachers in 1999–2000 (14 vs. 13 years). In addition, 28 percent of them had 20 or more years of experience in 2007–08, compared with 24 percent in 1999–2000. Between 1999–2000 and 2007–08, there were no measurable differences in either of these experience measures for secondary private school teachers.

In 2007–08, about 89 percent of elementary public school teachers held a regular teaching certificate and an additional 4 percent had satisfied all requirements except a probationary period. About 5 percent of elementary public school teachers held a temporary certification (required additional college coursework and/or student teaching), 2 percent held a waiver or emergency certification (had insufficient teacher preparation and needed to complete a regular certification program to continue teaching), and less than 1 percent held no certification in the state where they taught. For public secondary teachers, 87 percent had a regular teaching certificate, 4 percent had a probationary certificate, 4 percent held a temporary certificate, 3 percent had a waiver or emergency certificate, and 1 percent held no certification.



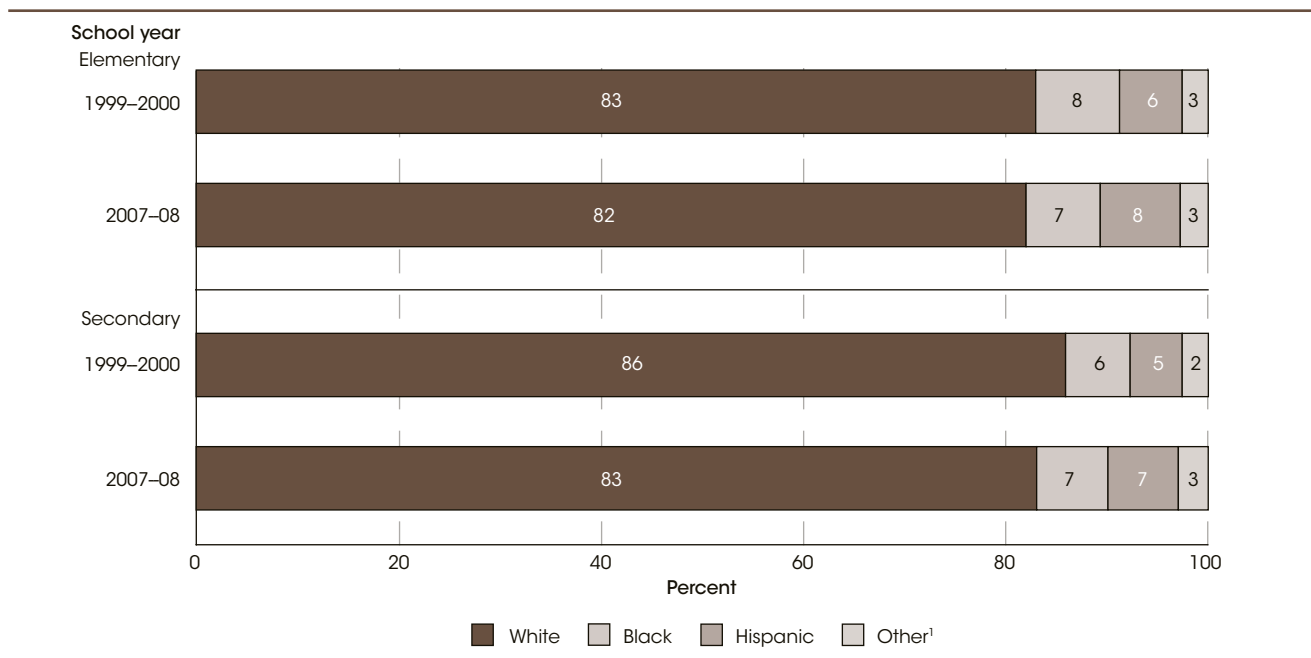
For more information: *Table A-27-1 through A-27-3*
Glossary: *First-professional degree*

Technical Notes

Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Regular certification includes regular/standard

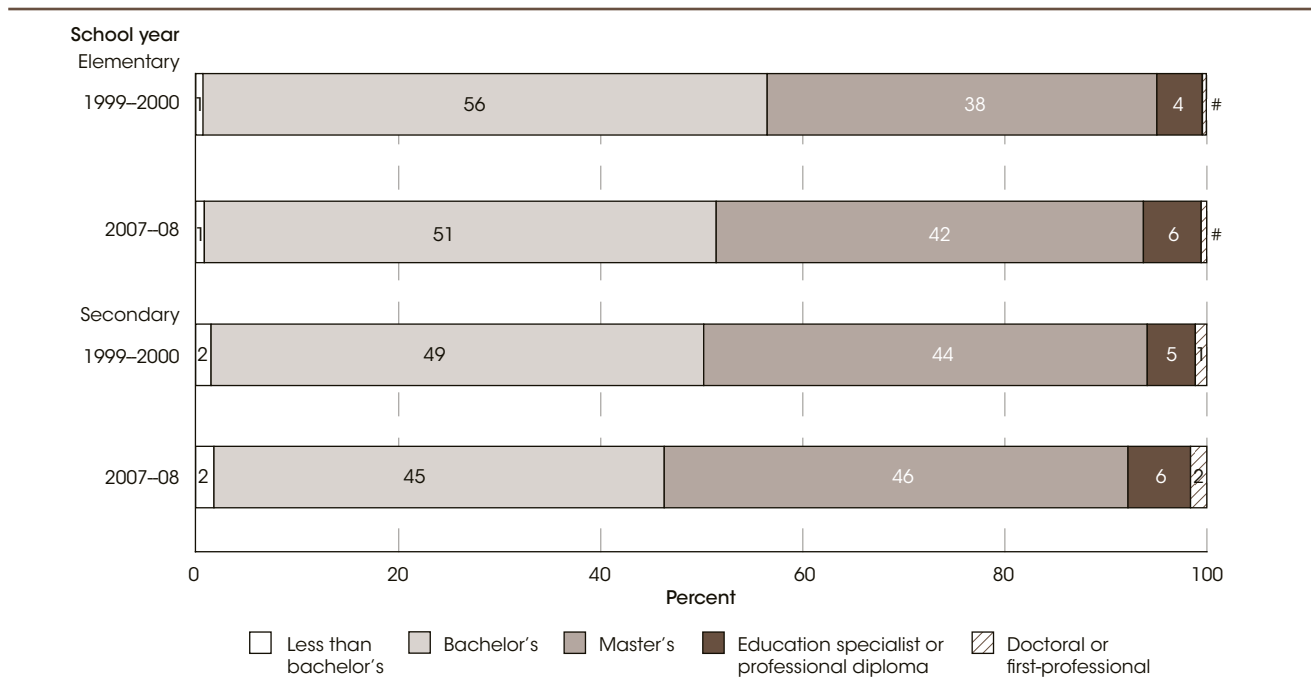
state certificates and advanced professional certificates. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

Figure 27-1. Percentage distribution of full-time teachers, by school level and race/ethnicity: School years 1999–2000 and 2007–08



¹ Other category includes Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and in 2007–08 only, Two or more races. NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Figure 27-2. Percentage distribution of full-time public school teachers, by school level and highest degree earned: School years 1999–2000 and 2007–08



Rounds to zero. NOTE: "Less than bachelor's" includes teachers with an associate's degree and those without a degree; in 2007–08, it also includes those with vocational certificates. "Education specialist/professional diploma" includes teachers with a certificate of advanced graduate studies in 1999–2000 and 2007–08. See glossary for the definition and a list of first-professional degrees. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Newly Hired Teachers

Newly hired teachers made up 14 percent of all teachers in the 2007–08 school year. Eight percent of all teachers transferred from another school system and 3 percent of all teachers came directly into teaching after finishing training.

In the 2007–08 school year there were approximately 3.7 million teachers (includes full- and part-time teachers), of which close to 3.2 million were continuing teachers and 516,500 were newly hired teachers (teachers who had not taught in their current school in the previous year) (see table A-28-1). Although this represented an increase from the 450,500 newly hired teachers who were employed in 1999–2000, these teachers made up the same percentage of all teachers (14 percent) in both years. Over half (277,300) of newly hired teachers were teachers who had transferred from another school system; 97,500 teachers came directly into teaching after finishing training, 66,500 teachers had delayed their entry into teaching after completing training, and 75,200 had taught in the past and were reentering the profession.

About three-quarters of newly hired teachers were female in 2007–08, a percentage similar to that of continuing teachers and not measurably different from the percentage in 1999–2000. In 2007–08, the average age of newly hired teachers who went directly into teaching (27 years) was lower than that of continuing teachers (44 years) and that of newly hired teachers who delayed entry (33 years), reentered the profession (40 years), or transferred school systems (38 years). In 2007–08, the average ages of teachers across all categories were generally similar to the average ages in 1999–2000.

In 2007–08, although 1 percent each of continuing teachers and newly hired teachers had a doctoral or first-professional degree as their highest degree earned, a higher percentage of continuing teachers than newly hired teachers had an education specialist or professional diploma (6 vs. 4 percent) or a master's degree (44 vs. 31 percent) as their highest degree earned. Among newly hired teachers, a higher percentage of reentering teachers (35 percent) and transferring teachers (38 percent) had master's degrees as their highest degree earned than did direct-entry and delayed-entry teachers (15 and 22 percent, respectively).

In 2007–08, a higher percentage of continuing teachers held a regular teaching certificate (86 percent) than did newly hired teachers in each of the four career paths. Among newly hired teachers, a higher percentage of those transferring (78 percent) or reentering the profession (56 percent) held a regular teaching certificate compared with delayed-entry newly hired teachers (25 percent). In 2007–08, about 6 percent of continuing teachers, 6 percent of transferring teachers, and 8 percent of direct-entry teachers did not hold a certification in the state where they taught; these percentages were lower than the 28 percent of delayed-entry teachers and 19 percent of reentry teachers who were not certified. Although the percentage of direct-entry teachers who had a regular certification did not measurably change from 1999–2000 to 2007–08, the percentage with no certification was lower in 2007–08 (8 percent) than in 1999–2000 (19 percent). A higher percentage of direct-entry teachers held some sort of temporary or waiver/emergency certification in 2007–08 (14 percent and 6 percent, respectively) than in 1999–2000 (3 and 2 percent, respectively).

A higher percentage of newly hired teachers than continuing teachers were employed by private schools (15 vs. 12 percent) in the 2007–08 school year. However, this percentage differed across the categories of newly hired teachers: larger percentages of teachers who delayed entry (25 percent) and who reentered the profession (31 percent) taught at private schools, compared with those who entered the field directly (10 percent) and those who transferred schools (10 percent).



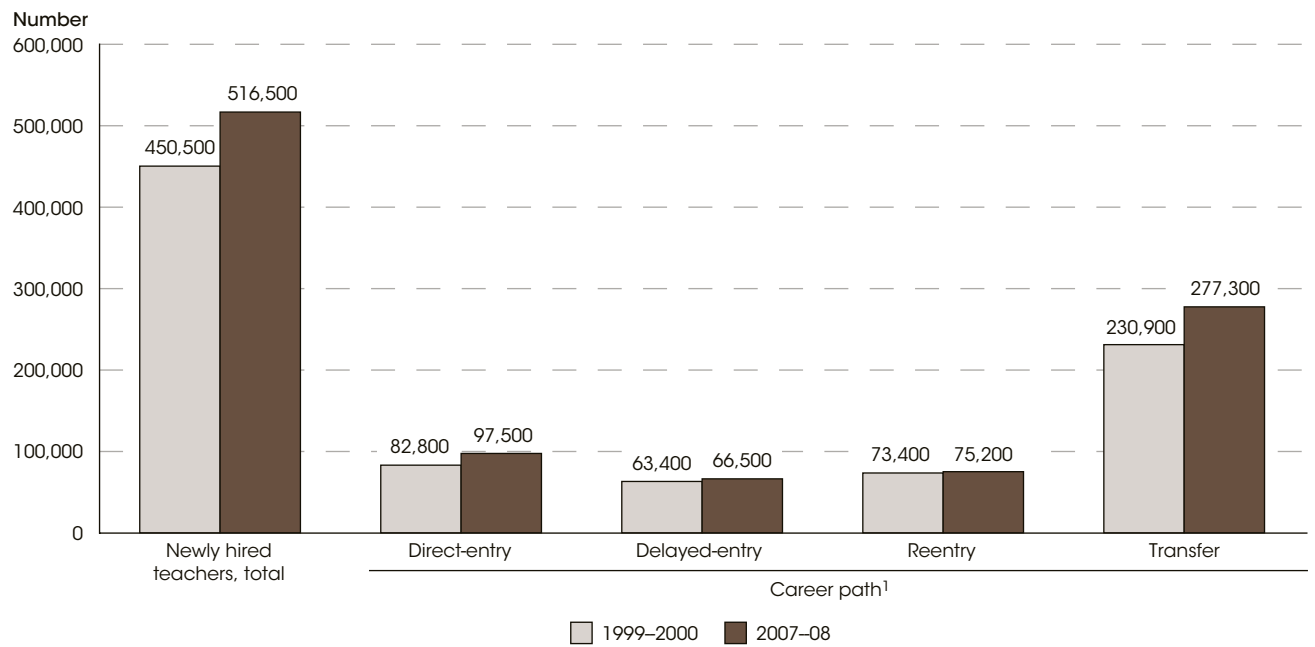
For more information: *Table A-28-1*
Glossary: *Private school, Public school*

Technical Notes

The regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers), as well as full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Temporary certificates are for those

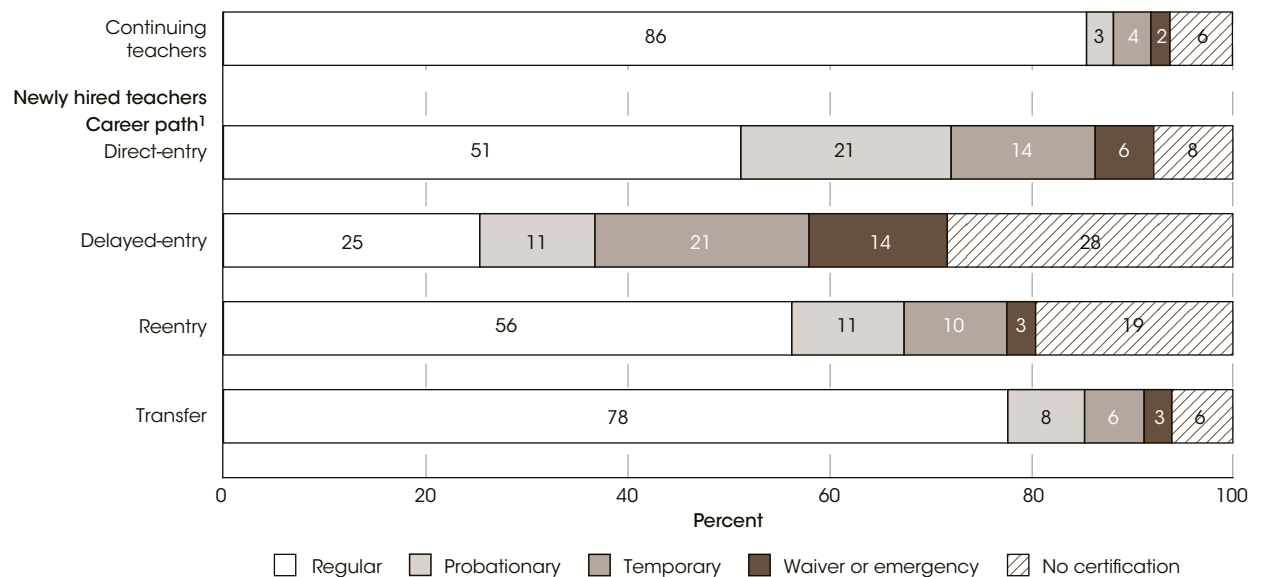
who require additional college coursework and/or student teaching. Waivers or emergency certificates are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. No certification indicates that the teacher did not hold any certification in the state where they had taught. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

Figure 28-1. Number of newly hired regular teachers, by career path: School years 1999–2000 and 2007–08



¹ Direct-entry refers to first-year teachers who had finished teacher training the previous year and entered teaching without a delay; delayed-entry refers to first-year teachers who had engaged in an activity other than teaching for some time between graduating and beginning teaching; reentry refers to teachers who had taught in the past but did not teach at the elementary or secondary level during the previous year; and transfer refers to teachers who were teaching in another school system the previous year. NOTE: A regular teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, or another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary). SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Teacher Data File," 1999–2000 and "Public School Teacher Data File" and "Private School Teacher Data File," 1999–2000 and 2007–08.

Figure 28-2. Percentage distribution of continuing and newly hired regular teachers, by career path and certification type: School year 2007–08



¹ Direct-entry refers to first-year teachers who had finished teacher training the previous year and entered teaching without a delay; delayed-entry refers to first-year teachers who had engaged in an activity other than teaching for some time between graduating and beginning teaching; reentry refers to teachers who had taught in the past but did not teach at the elementary or secondary level during the previous year; and transfer refers to teachers who were teaching in another school system the previous year. NOTE: Detail may not sum to totals because of rounding. A regular teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, or another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary). The regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers), as well as full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Temporary certificates are for those who require additional college coursework and/or student teaching. Waivers or emergency certificates are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. No certification indicates that the teacher did not hold any certification in the state where they had taught. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 2007–08.

Characteristics of School Principals

From 1999–2000 to 2007–08, the percentage of principals who were female increased from 52 to 59 percent at public elementary schools and from 22 to 29 percent at public secondary schools.

Schools employed 118,400 principals in the 2007–08 school year, up from 110,000 principals in 1999–2000 (see table A-29-1). In 2007–08 there were 78,500 elementary school principals, with 79 percent at public schools and 21 percent at private schools. At the secondary level there were 24,500 principals, with 88 percent at public schools and 12 percent at private schools.

From 1999–2000 to 2007–08, the percentage of public school principals who were female increased at both the elementary and secondary levels, although the gender distribution varied by level. The percentage of principals who were female increased from 52 to 59 percent at public elementary schools and from 22 to 29 percent at public secondary schools. There was no measurable change at either the elementary or secondary level in the percentage of private school principals who were female from 1999–2000 to 2007–08.

There were changes in the distribution of principals by age and level of experience from 1999–2000 to 2007–08. At public elementary and secondary schools, the percentage of principals under 40 years old increased, as did the percentage of principals 55 years and older, while the percentage of principals between 45 and 54 years old decreased. For example, 10 percent of elementary public school principals were under 40 years old in 1999–2000, compared with 19 percent in 2007–08. In addition, the percentage of elementary public school principals who were 55 years and older increased from 22 to 33 percent during this time. The changes in the age distribution of private school principals followed a similar pattern, except that the percentages of elementary and secondary principals who were under 40 years old in 1999–2000 were not measurably different from the percentages in 2007–08.

The percentage of experienced public school principals was lower in 2007–08 than in 1999–2000 at both elementary and secondary schools. During this period, the percentage of public secondary school principals with 20 or more years of experience decreased from 10 to 5 percent. In addition, in 2007–08 about 36 percent of public secondary school principals had 3 or fewer years experience as a principal, compared with 30 percent in 1999–2000. Compared with public school principals, a higher percentage of private school principals had 20 or more years of experience as principals in 2007–08. For example, 19 percent of private elementary school principals had 20 or more years of experience, compared with 8 percent of their public school peers. However, the percentage of principals with 3 or fewer years of teaching experience was larger at private schools than at public schools. In 2007–08, about 26 percent of private elementary school principals had 3 or fewer years of teaching experience, compared with 3 percent of public elementary school principals.

Principals' average annual salary, measured in 2008–09 constant dollars, was generally higher in 2007–08 than in 1999–2000. In 2007–08, the average salary of secondary public school principals was \$91,500, a 5 percent increase from the average salary in 1999–2000 of \$86,900. The salary of secondary school principals was higher than the salary of elementary school principals, and the salary of public school principals was higher than the salary of private school principals. In 2007–08, principals at public elementary schools had lower average salaries than those at secondary schools (\$86,400 vs. \$91,500). At both the elementary and secondary levels, public school principals outearned their private school peers (whose salaries were \$56,200 and \$76,200, respectively).



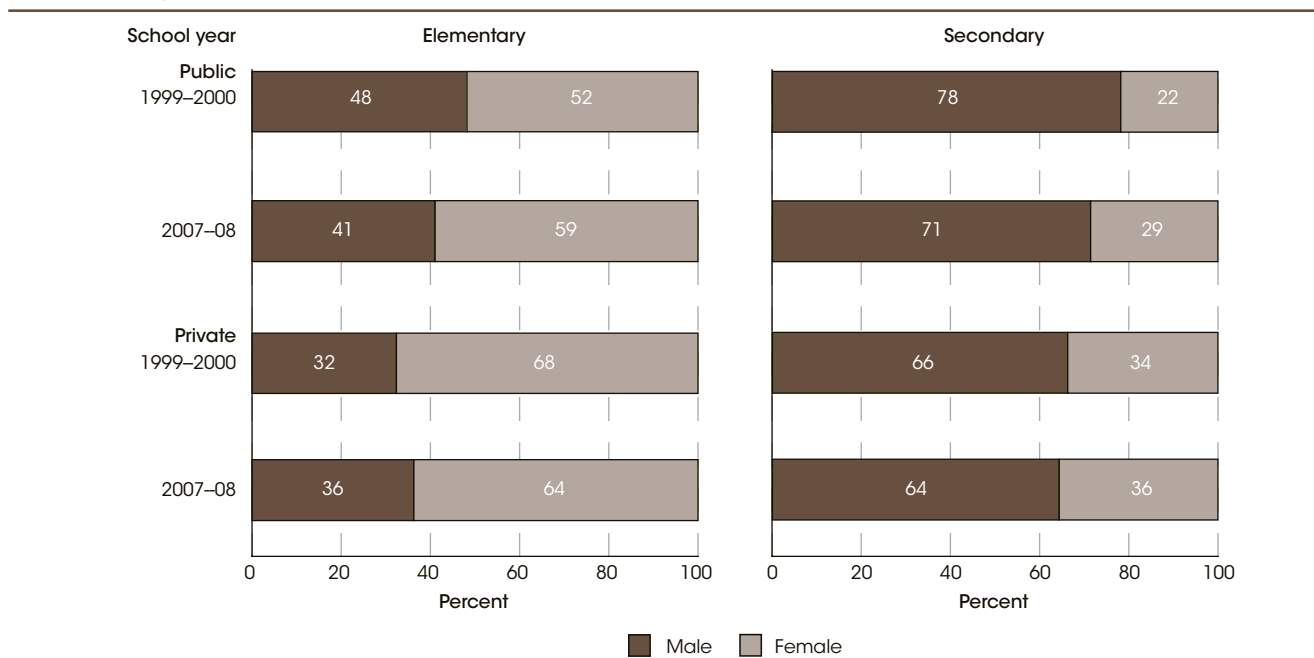
For more information: *Tables A-29-1 and A-29-2*

Technical Notes

Average annual salary estimates were adjusted using the Consumer Price Index (CPI). For more information on the CPI, see *supplemental note 10*. For more information

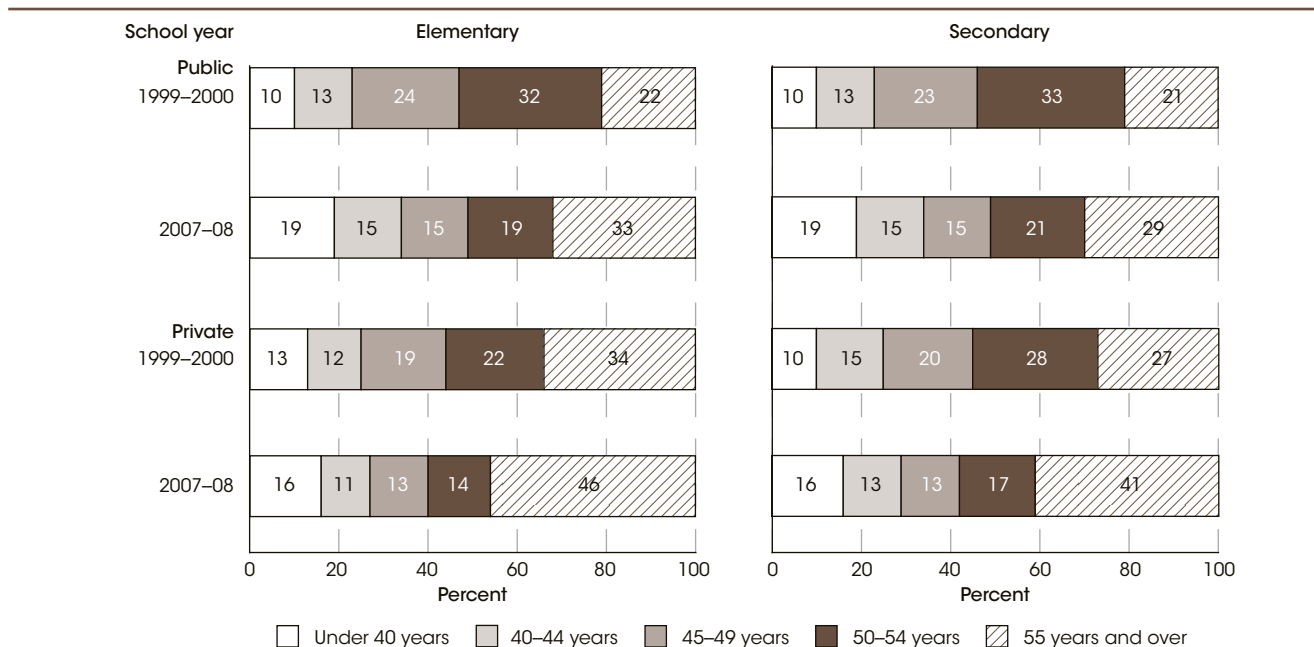
on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

Figure 29-1. Percentage distribution of elementary and secondary school principals, by school type and sex: School years 1999–2000 and 2007–08



NOTE: Principals from Bureau of Indian Education schools were excluded from the analysis. Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 1999–2000 and 2007–08, and "Charter School Principal Data File," 1999–2000.

Figure 29-2. Percentage distribution of elementary and secondary school principals, by school type and age: School years 1999–2000 and 2007–08



NOTE: Principals from Bureau of Indian Education schools were excluded from the analysis. Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 1999–2000 and 2007–08, and "Charter School Principal Data File," 1999–2000.

Public School Staff

In 2007–08, professional instructional staff accounted for 63 percent of public school staff at the elementary level and 68 percent at the secondary level, while in 1999–2000 they accounted for 66 and 72 percent of staff, respectively.

In 2007–08, public schools employed approximately 5.8 million staff, of which about 3.7 million were in elementary schools and close to 1.8 million were in secondary schools (see table A-30-1). Professional instructional staff, composed of principals, teachers, instructional coordinators and supervisors, librarians/library media specialists, and school counselors, accounted for 63 percent of public elementary school staff, with teachers making up 56 percent of all elementary school staff in 2007–08. Student services professional staff (nurses, social workers, psychologists, speech therapists, and others) and school aides (special needs and other aides) respectively accounted for 5 and 16 percent of public elementary school staff. At the secondary level, professional instructional staff accounted for 68 percent of public school staff in 2007–08, with teachers representing 60 percent of all staff. Student services professional staff and school aides respectively accounted for 3 and 9 percent of public secondary school staff. Other staff, composed of secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees, constituted 17 percent of elementary and 19 percent of secondary school staff in 2007–08.

The number of staff was higher in 2007–08 than in 1999–2000 for the majority of types of staff at public elementary schools, and the distribution of the staff changed during this period. The percentages of elementary school staff who were professional instructional staff or student services professional staff were lower in 2007–08 than in 1999–2000, while the percentages of staff who were aides or other staff were higher in 2007–08 than in 1999–2000. For example, 66 percent of public elementary school staff were professional instructional staff in 1999–2000, compared with 63 percent of staff in 2007–08. Similar changes occurred at the secondary level.

The percentage distribution of public school staff differed by school level in 2007–08. Greater percentages of staff at public secondary schools were professional instructional staff than at public elementary schools, while elementary schools had greater percentages of student services professional staff and aides than secondary schools. For example, aides made up 16 percent of staff at elementary schools, compared with 9 percent of staff at secondary schools.

The percentage distribution of public school staff varied by selected school characteristics. In terms of school enrollment size, in 2007–08, the percentages of staff who were professional instructional staff were consistently higher for larger elementary schools than for smaller elementary schools. For example, some 67 percent of staff at elementary schools with 1,000 or more students were professional instructional staff, compared with 58 percent of staff at schools with less than 300 students. Conversely, compared with elementary schools with 1,000 or more students, schools with less than 300 students had greater percentages of staff who were student services professional staff and aides. Similar patterns were found for professional instructional and student services professional staff at the secondary level. At both the elementary and secondary levels in 2007–08, the percentages of staff who were professional instructional staff were not measurably different between high-poverty schools (where 75 percent or more of students were approved for free or reduced-price lunch [FRPL]) and low-poverty schools (where 25 percent or less of students were approved for FRPL). Similarly, the percentages of staff who were student services professional staff were not measurably different by poverty status at the elementary level. At the secondary level, the percentage of staff that was student services professional staff was higher (4 percent) for high-poverty schools than for low-poverty schools (3 percent).



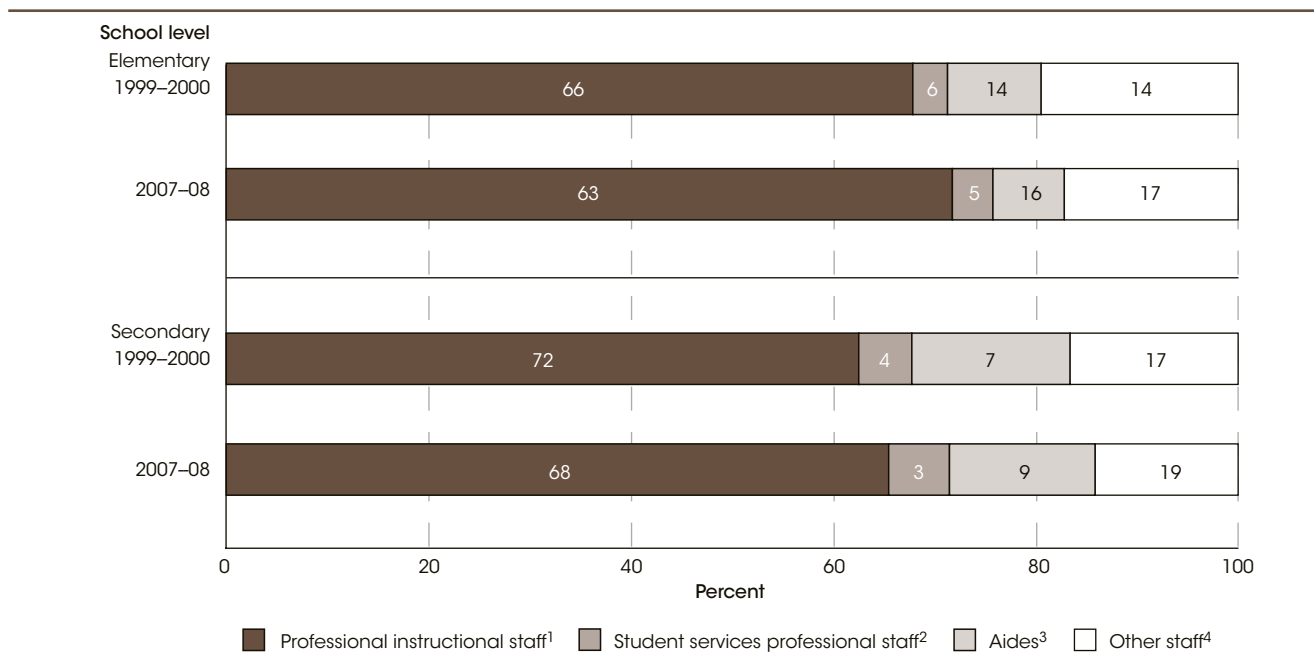
For more information: *Table A-30-1*
Glossary: *Elementary school, National School Lunch Program, Public School, Secondary school*

Technical Notes

Estimates are for the number of full-time-equivalent staff and include both full- and part-time staff. Full-time-equivalent calculations were completed for part-time staff within each staff category. Not all schools have each type of staff member. “Principals” includes principals, vice principals, and assistant principals. “Special needs aides” includes English as a second language (ESL)/bilingual aides and special education instructional

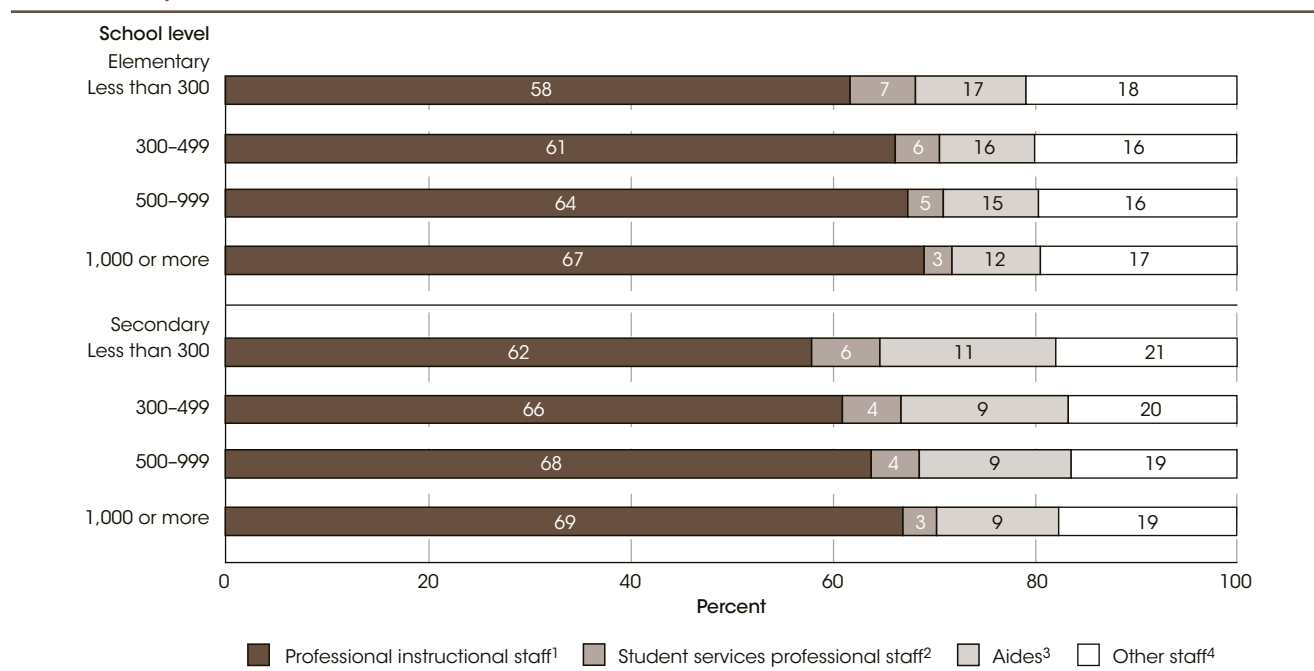
and noninstructional aides. Other, non-special needs aides include regular Title I aides, library media center instructional and noninstructional aides, and other classroom instructional and noninstructional aides. For more information on free or reduced-price lunch approval, see *supplemental note 1*. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

Figure 30-1. Percentage distribution of staff employed in public schools, by school level: School years 1999–2000 and 2007–08



¹ Consists of principals, teachers, instructional coordinators and supervisors, librarians/library media specialists, and school counselors.
² Consists of nurses, social workers and psychologists, speech therapists, and other professional staff.
³ Consists of special needs and other aides.
⁴ Consists of secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees not reported separately above.
 NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 1999–2000 and 2007–08 and "Public Charter School Data File," 1999–2000.

Figure 30-2. Percentage distribution of staff employed in public schools, by school level and enrollment size: School year 2007–08



¹ Consists of principals, teachers, instructional coordinators and supervisors, librarians/library media specialists, and school counselors.
² Consists of nurses, social workers and psychologists, speech therapists, and other professional staff.
³ Consists of special needs and other aides.
⁴ Consists of secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees not reported separately above.
 NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2007–08.

Student/Teacher Ratios in Public Schools

The student/teacher ratio for both regular public elementary and secondary schools declined between 1990–91 and 2007–08.

The ratio of students to teachers, which is sometimes used as a proxy measure for class size, declined between school years 1990–91 and 2007–08, from 17.6 to 15.8 students per teacher for all regular public schools (see table A-31-1). The student/teacher ratio for regular public elementary schools also declined between 1990–91 and 2007–08 (from 18.2 to 15.6), with most of the decline occurring after 1996–97 (from 17.9 to 15.6). In contrast, the student/teacher ratio for all regular public secondary schools increased between 1990–91 and 1996–97 (from 16.7 to 17.6) and then declined to 16.4 in 2007–08. In regular public combined schools (schools that include both elementary and secondary grades), the student/teacher ratio fluctuated between 14.4 and 16.1 between 1990–91 and 2007–08, but was of smaller size in 2007–08 than in 1990–91 (14.9 vs. 15.8) (not all data shown). In 1990–91, the student/teacher ratio for elementary schools was higher than that of secondary schools, but in 2007–08 the student/teacher ratio for elementary schools was lower than that of secondary schools.

In every year from 1990–91 through 2007–08, the student/teacher ratio was positively associated with enrollment size for elementary, secondary, and combined regular public schools: the student/teacher ratio in larger schools was higher than in smaller schools. For example, in 2007–08, regular public secondary schools with 1,500 students or more enrolled, on average, 6.1 more students per teacher than regular public secondary schools with enrollments under 300 students.

Generally, the student/teacher ratio for regular public elementary schools in each enrollment category declined from 1990–91 through 2007–08. Student/teacher ratios for regular public secondary schools in each enrollment category increased from 1990–91 through 1996–97 and then declined from 1996–97 through 2007–08. For regular public combined schools, student/teacher ratios for the smallest and largest enrollment categories were higher in 2007–08 than in 1990–91, and the student/teacher ratios for the middle three enrollment categories were lower in 2007–08 than in 1990–91.

The student/teacher ratios for public alternative, special education, and vocational schools fluctuated from 1990–91 through 2007–08. For alternative schools and vocational schools, the student/teacher ratios were lower in 2007–08 than in 1990–91, while for special education schools the student/teacher ratio was higher in 2007–08 than in 1990–91.

In 2007–08, the student/teacher ratio for public schools with higher percentages of students approved for free or reduced-price lunch was generally smaller than the ratio of schools with lower percentages approved for this program (see table A-31-2). Also, the student/teacher ratios of schools in suburban areas (16.1) and cities (15.9) were generally larger than those of schools in towns (15.4) and rural areas (15.0). Within rural areas, the student/teacher ratio was largest in fringe areas (15.9) and smallest in remote areas (12.5).



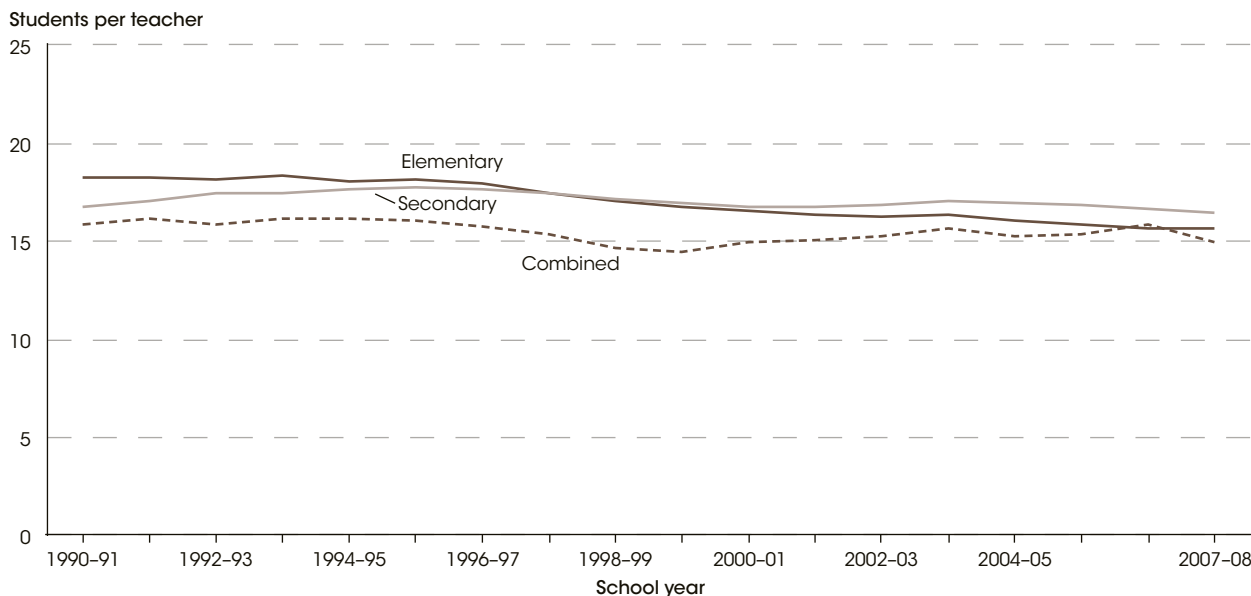
For more information: *Tables A-31-1 and A-31-2*
Glossary: *National School Lunch Program; Public school*

Technical Notes

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. Teachers are reported in full-time-equivalent (FTE) units. This is the amount of time required to perform an assignment stated as a proportion of a full-time position. It is computed by dividing the amount

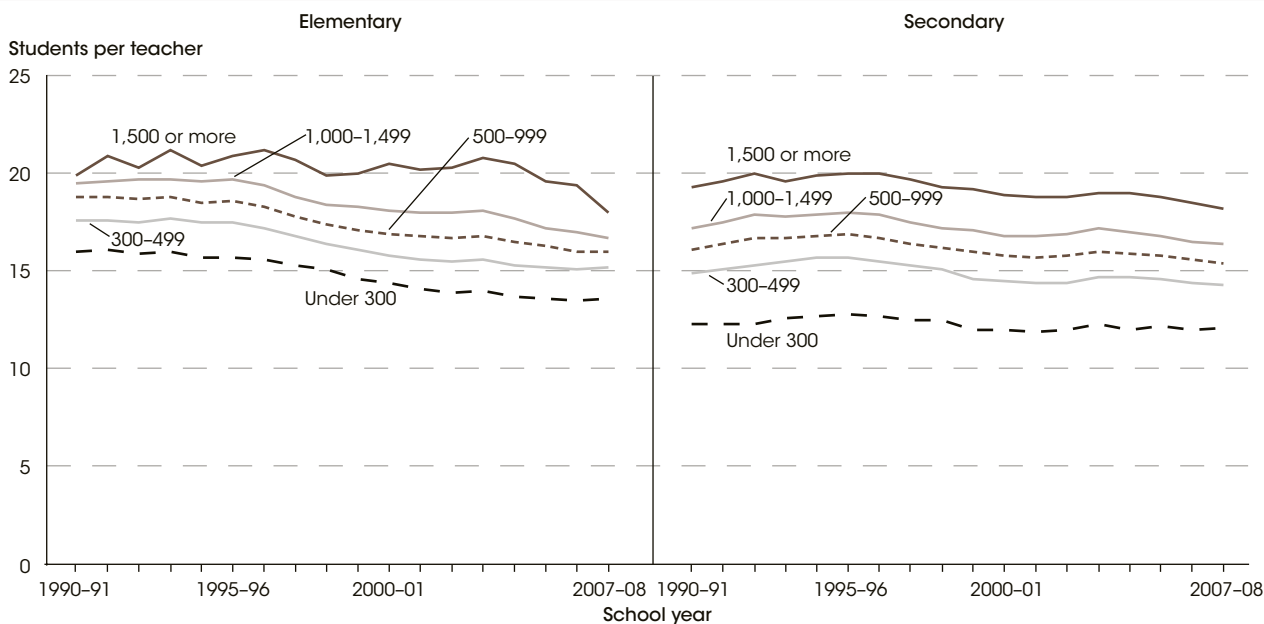
of time an individual is employed by the time normally required for a full-time position. This analysis excludes schools that did not report both enrollment and teacher data. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Charter schools can be of any school type. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on free and reduced-price lunch and locale codes, see *supplemental note 1*.

Figure 31-1. Student/teacher ratios in regular public schools, by school level: School years 1990-91 through 2007-08



NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Combined schools include both elementary and secondary grades. This analysis excludes schools that did not report both enrollment and teacher data. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 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 2007-08.

Figure 31-2. Student/teacher ratios in regular public elementary and secondary schools, by enrollment: School years 1990-91 through 2007-08



NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. This analysis excludes schools that did not report both enrollment and teacher data. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 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 2007-08.

Characteristics of Public Charter Schools

From 1999–2000 to 2007–08, the number of students enrolled in charter schools in the United States more than tripled, from 340,000 to 1.3 million students.

A charter school is a publicly funded school that is typically governed by a group or organization under a legislative contract or charter with the state; the charter exempts the school from selected state or local rules and regulations. In return for funding and autonomy, the charter school must meet the accountability standards articulated in its charter. A school's charter is reviewed periodically (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met (U.S. Department of Education 2000). As of February 2010, charter schools operate in 40 states and the District of Columbia. In the following states, a charter school law has not been passed: Alabama, Kentucky, Maine, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, and West Virginia.

The number of charter schools in the United States increased from 1,500 in 1999–2000 to 4,400 in 2007–08 (see table A-32-1). In 2007–08, more than half of these schools (54 percent) were elementary schools; secondary and combined schools accounted for 27 and 19 percent of charter schools, respectively. This distribution differed from that of all public schools, where 70 percent were elementary schools, 24 percent were secondary schools, and 6 percent were combined schools. Due to the increase in the number of charter schools, these schools represented a larger percentage of the total number of public schools. Between 1999–2000 and 2007–08, the percentage of all public schools that were charter schools increased from 2 to 5 percent (see *indicator 24* for more information on public schools). These percentages differed by region; for example, in 2007–08, 7 percent of all schools in the West were charter schools, followed by 4 percent in the Midwest and South and 2 percent in the Northeast. The percentage of students enrolled in charter schools by region held this trend.

Nationally, more than half of charter schools (55 percent) were located in cities in 2007–08, with 22 percent in

suburban areas, 8 percent in towns, and 15 percent in rural areas (see table A-32-1). This distribution differed from that of all public schools: 26 percent of all public schools were located in cities, 28 percent were in suburban areas, 14 percent were in towns, and 31 percent were in rural areas (see *indicator 24*). With respect to enrollment size, 65 percent of charter schools enrolled under 300 students in 2007–08, down from 77 percent in 1999–2000. Conversely, between 1999–2000 and 2007–08, the percentage of charter schools that enrolled 300–499 students increased from 12 to 19 percent; the percentage of schools that enrolled 500–599 students, from 9 to 12 percent; and schools that enrolled 1,000 or more students, from 2 to 3 percent.

From 1999–2000 to 2007–08, the number of students enrolled in charter schools in the United States more than tripled, from 340,000 to 1.3 million students. The distribution of charter school students by race/ethnicity changed during this time. For example, the percentage of students in charter schools who were White decreased from 42 percent in 1999–2000 to 39 percent in 2007–08. Additionally, the percentages of students who were Black and American Indian/Alaska Native decreased during this period from 34 to 32 percent and from 2 to 1 percent, respectively. However, the percentages of students who were Hispanic and Asian/Pacific Islander increased from 20 to 24 percent and from 3 to 4 percent, respectively. The racial concentration of students in charter schools differed from the racial concentration in all public schools. For example, in 2007–08, about 26 percent of charter schools had student populations that were more than 50 percent Black, compared to 17 percent of all public schools (see table A-32-1 and *indicator 24*).



For more information: *Tables A-32-1 through A-32-3; Indicator 24*

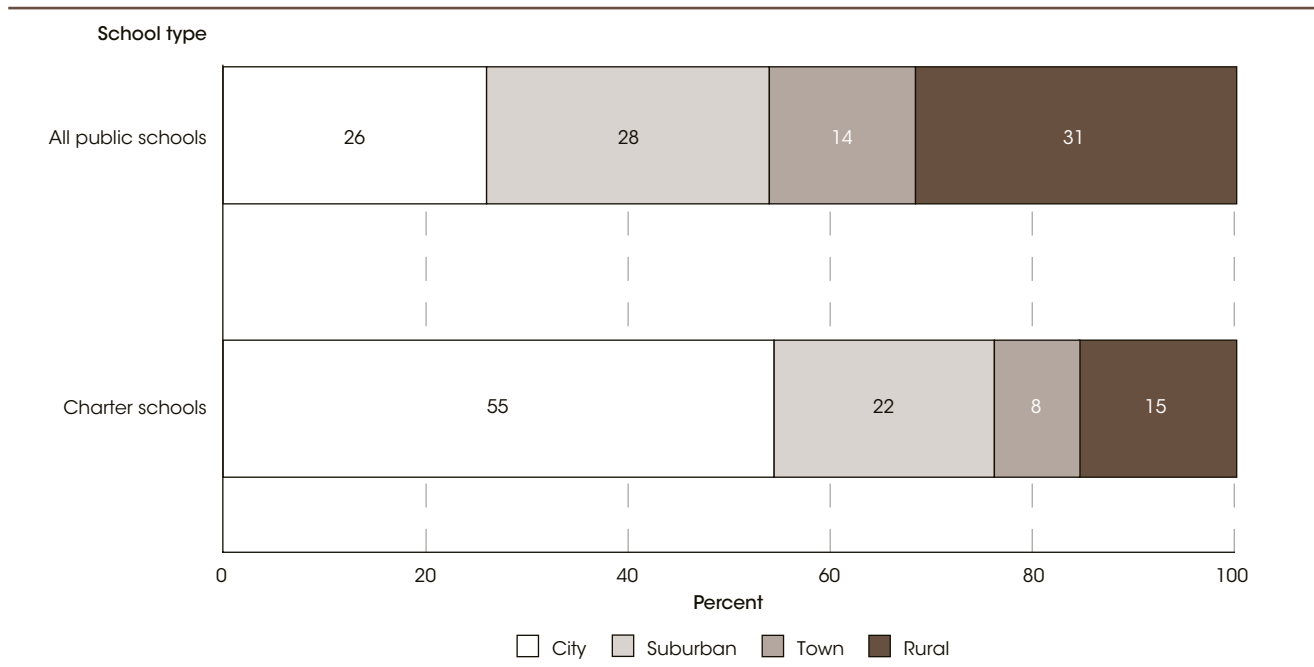
Glossary: *Charter school, Student membership*

Technical Notes

A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are based on schools reporting membership. Student membership is defined as an annual headcount of students

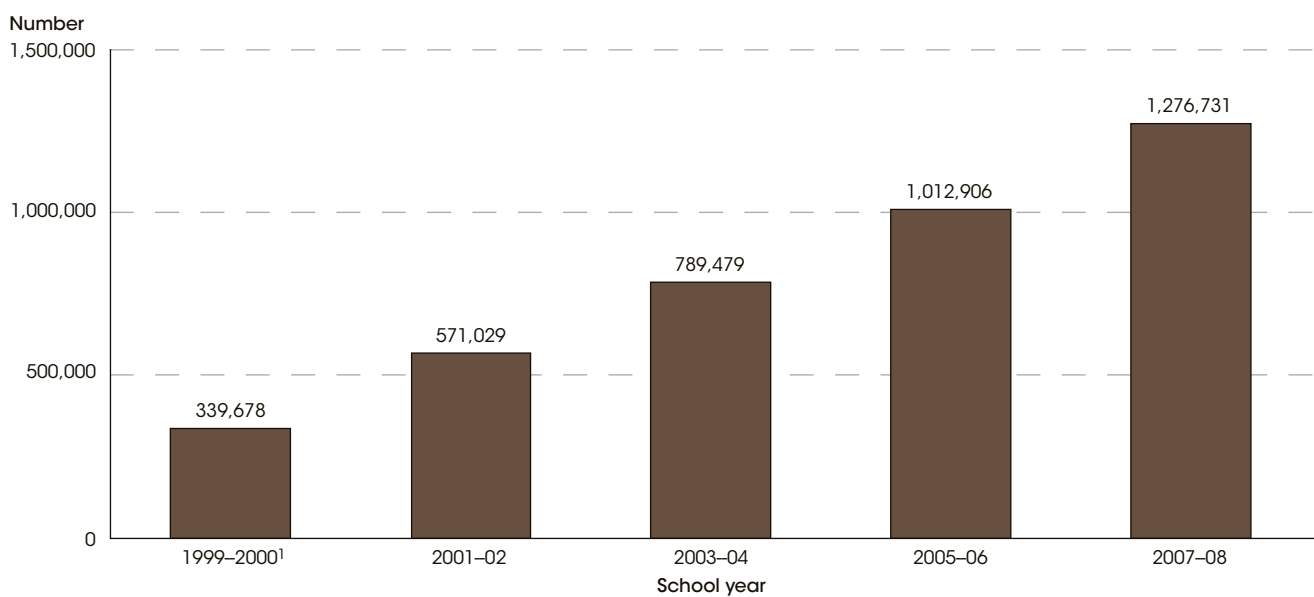
enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a “shared time” school) may provide classes for students from a number of districts and show no membership.

Figure 32-1. Percentage distribution of public schools and charter schools, by locale: School year 2007–08



NOTE: A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are based on schools reporting membership. Student membership is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a “shared time” school) may provide classes for students from a number of districts and show no membership. Detail may not sum to total due to rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08 (version 1a).

Figure 32-2. Number of students enrolled in charter schools: Selected school years, 1999–2000 through 2007–08



¹ Data for New Jersey were not available and therefore not included in the estimates.
 NOTE: A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are based on schools reporting membership. Student membership is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a “shared time” school) may provide classes for students from a number of districts and show no membership.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 1999–2000 (version 1b), 2001–02 (version 1a), 2003–04 (version 1a), 2005–06 (version 1a), and 2007–08 (version 1a).

Public School Revenue Sources

From 1989–90 through 2006–07, total elementary and secondary public school revenue increased 66 percent, from \$353 billion to \$584 billion, after adjusting for inflation.

From 1989–90 through 2006–07, total elementary and secondary public school revenue increased 66 percent, from \$353 billion to \$584 billion, after adjusting for inflation to 2008–09 dollars (see table A-33-1). During this period, the total amount from each revenue source (federal, state, and local) increased, though not at the same rate. Federal and state revenues increased at a faster rate than all local revenues (both property tax revenue and other local revenue). Federal revenue, which is the smallest of the three revenue sources, increased 130 percent, compared with increases of 67 percent for state revenue and 56 percent for local revenue.

The percentage of total revenue for public elementary and secondary education that came from local sources declined from 47 percent in 1989–90 to 44 percent in 2006–07. The percentage of total revenue flowing to public schools from federal sources increased from 6 to 8 percent during the same period. The percentage from state sources was 47 percent in 1989–90 and 48 percent in 2006–07.

There were significant variations across the states in the percentage of public school revenue coming from the federal government. In 2006–07, the percentage of revenue from federal sources was highest in Louisiana and Mississippi (17 percent each) and lowest in New Jersey (4 percent) and Connecticut (5 percent) (see table A-33-2). From 2004–05 through 2006–07, revenue receipts from federal sources increased 38 percent in Louisiana and 16 percent in Mississippi, after adjusting for inflation. Nationally from 2004–05 to 2006–07, revenue receipts

from federal sources decreased 1 percent, after adjusting for inflation (see NCES 2009-020, table 173). However, the percentages of revenue from federal sources were higher in 2006–07 than in 2004–05 for both Louisiana (17 vs. 14 percent) and Mississippi (17 vs. 16 percent). The percentage of revenue receipts from federal sources when adjusted for inflation decreased in 32 states and the District of Columbia from 2004–05 to 2006–07.

Significant differences were also found among states in the percentage of revenues received from state and local sources in 2006–07. In 23 states, the majority of education revenues came from state governments. The percentage of revenue from state sources was highest in Hawaii (90 percent), a state that has only one school district. Of the states with more than one school district, the percentage of revenue from state sources was highest in Vermont (86 percent). In 14 states and the District of Columbia, the majority of revenues came from local sources. The percentage coming from local sources was highest in the District of Columbia (88 percent), which has a single school district. Among the states, the percentage of revenue from local sources was highest in Nevada (66 percent). The percentage of revenues from property taxes also differed by state, ranging from a high of 55 percent in Connecticut to near to or 0 percent in Hawaii and Vermont. In 13 states, no single revenue source made up a majority of all education revenue.



For more information: *Tables A-33-1 and A-33-2; Indicators 34–36; NCES 2009-020*
Glossary: *Property tax, Public school, Revenues*

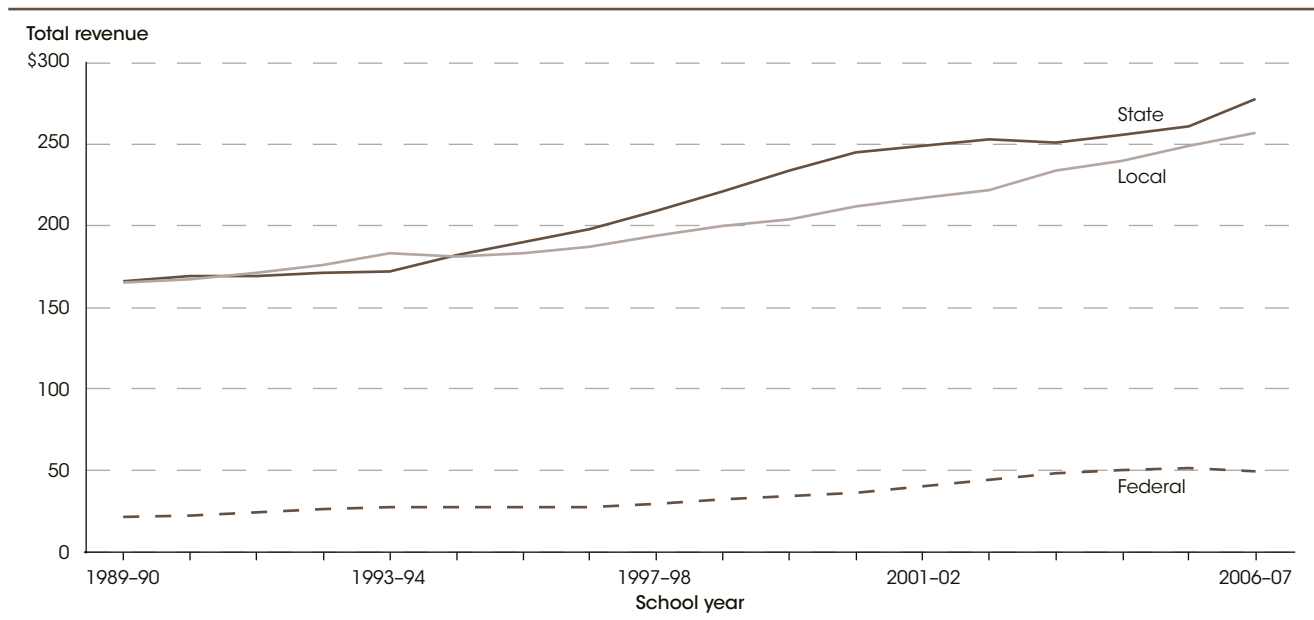
Technical Notes

Revenues have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2008–09 dollars. For more information about the CPI, see *supplemental note 10*. Other local government revenue includes revenue from such sources as local nonproperty taxes and investments, as well as revenue from student

activities, textbook sales, transportation and tuition fees, and food services. For more information about revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.

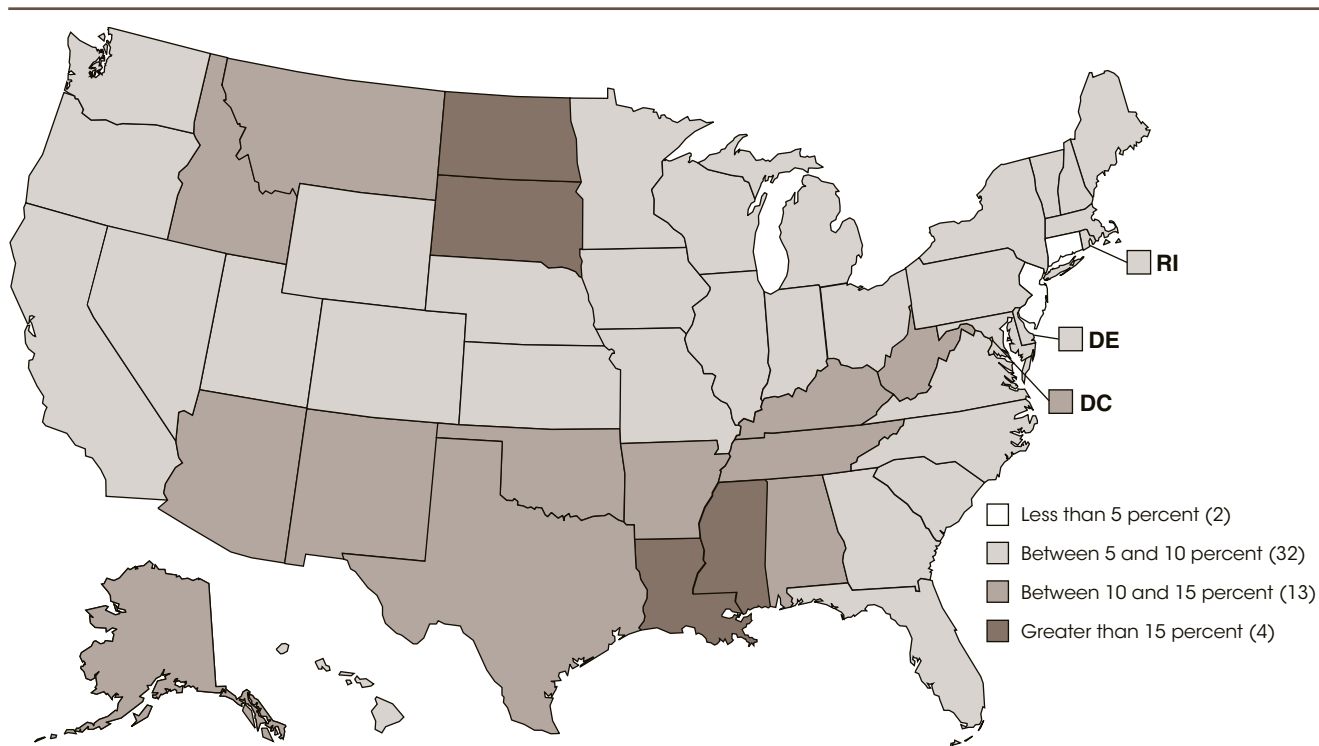
Figure 33-1. Total revenue for public elementary and secondary schools, by revenue source: School years 1989-90 through 2006-07

[Billions of constant 2008-09 dollars]



NOTE: Revenues are in constant 2008-09 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI and revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2006-07.

Figure 33-2. Federal revenue for public elementary and secondary schools as a percentage of total school revenue, by state: School year 2006-07



NOTE: For more information about revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2006-07.

Public School Expenditures

Total expenditures per student in public elementary and secondary schools rose 35 percent in constant dollars from 1989–90 through 2006–07, with interest on school debt increasing faster than current expenditures or capital outlay.

Total expenditures per student in fall enrollment in public elementary and secondary schools rose 35 percent in constant dollars between 1989–90 and 2006–07, from \$8,748 to \$11,839 (see table A-34-1). Most of this increase occurred after 1997–98. The various components of total expenditures increased at different rates during this time period. Spending on interest on school debt per student increased the most at 100 percent (from \$157 to \$314), followed by capital outlay at 81 percent (from \$741 to \$1,343) and current expenditures at 30 percent (from \$7,849 to \$10,182).

In the 2006–07 school year, payments of salaries for instructional and noninstructional staff, after adjusting for inflation, were about \$6,153 of current expenditures per student in public elementary and secondary schools. From 1989–90 through 2006–07, the amounts of current expenditures per student spent on salaries and tuition and other items increased 20 percent. During this period, the amounts of current expenditures spent on employee benefits and purchased services increased 55 percent and 52 percent, respectively. As a result of these different rates of increases, salaries as a share of current expenditures decreased from 66 to 60 percent between 1989–90 and 2006–07. The percentage spent on employee benefits rose from 17 to 20 percent, and the percentage spent on

purchased services increased from 8 to 10 percent. The percentage of current expenditures spent on tuition and other items remained around 2 percent throughout the period.

Among the major functions of current expenditures, spending on student and staff support increased the most (55 percent) between 1989–90 and 2006–07, followed by instruction (31 percent) and transportation (27 percent) (see table A-34-2). Spending also increased on three other functions of current expenditures: operation and maintenance (18 percent), food services (15 percent), and administration (13 percent). Of the seven functions of current expenditures, only spending on enterprise operations declined (36 percent).

In the 2006–07 school year, 61 percent of the \$10,182 spent on current expenditures in public elementary and secondary schools went toward instruction expenditures such as salaries and benefits of teachers (see table A-34-2). About 13 percent went toward student and staff support, 10 percent toward operation and maintenance, 8 percent toward administration, 4 percent each toward transportation and food services, and less than 1 percent toward enterprise operations.



For more information: *Tables A-34-1 and A-34-2; Indicators 33, 35, and 36*

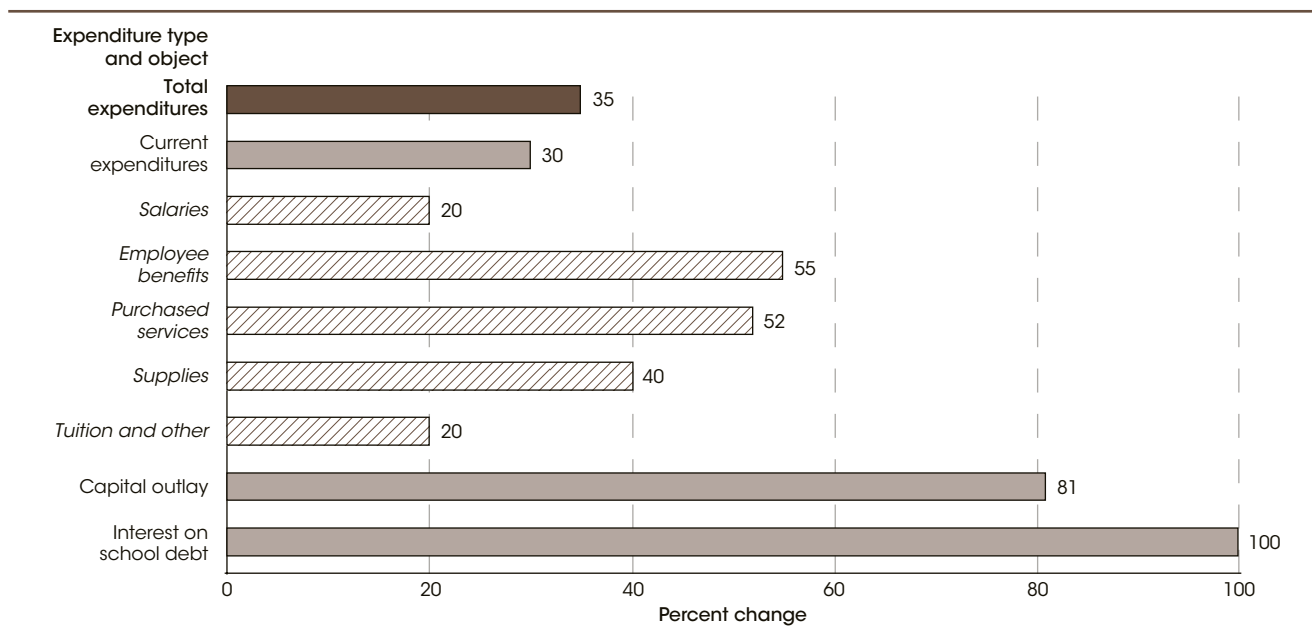
Glossary: *Expenditures, Public school, Salary*

Technical Notes

Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2008–09 dollars. For more information about the CPI, see *supplemental note 10*. Current expenditures are presented by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). Total expenditures exclude “Other current expenditures,” such as community services, private school programs,

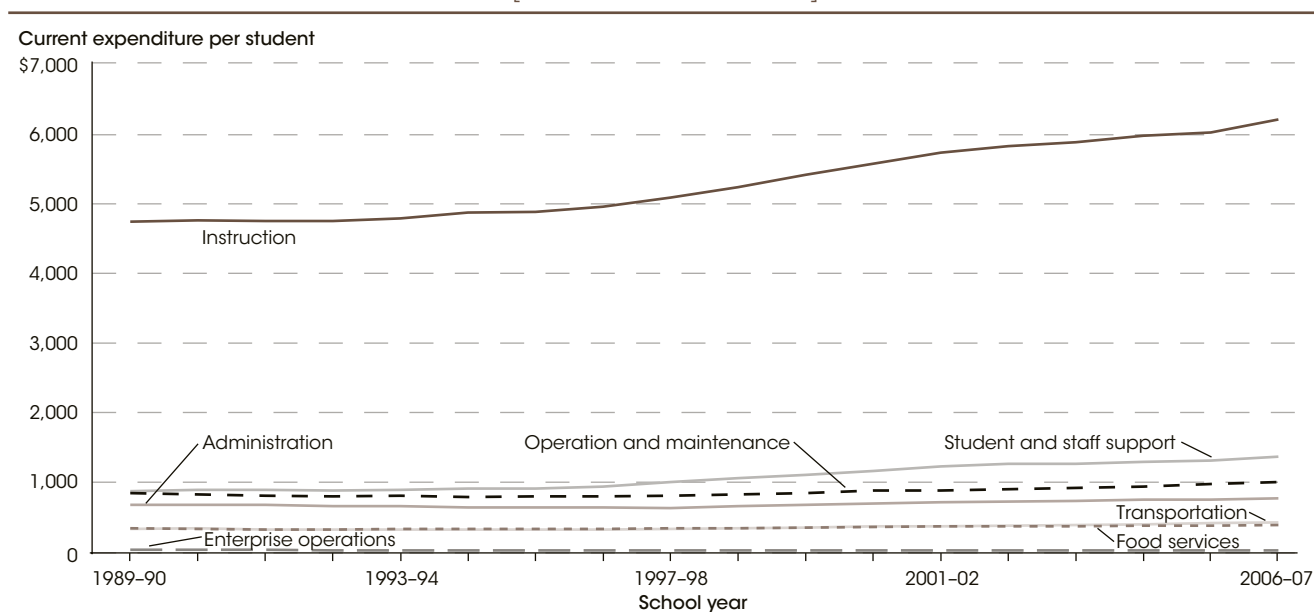
adult education, and other programs not allocable to expenditures per student at public schools. Enterprise operations include expenditures for operations funded by sales of products or services together with amounts for direct program support made available by state education agencies for local school districts. For more information about the classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.

Figure 34-1. 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 2006-07



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 2008-09 constant dollars. For more information about the CPI and classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 and 2006-07.

Figure 34-2. Current expenditures per student in fall enrollment in public elementary and secondary schools, by expenditure object: School years 1989-90 through 2006-07
[In constant 2008-09 dollars]



NOTE: Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2008-09 dollars. For more information about the CPI, see *supplemental note 10*. For more information about classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2006-07.

Variations in Instruction Expenditures

Total variation in instruction expenditures per student has increased among public school districts since 1997–98 primarily due to an increase in the variation between states.

A number of methods can be used to measure the variation in the amount that school districts spend per student on instruction. This indicator uses the *Theil coefficient* to measure the variation in the instruction expenditures per student in unified public school districts for prekindergarten through grade 12. The *Theil coefficient* provides a national measure of differences in instruction expenditures per student that can be decomposed into separate components to measure school district-level variations both between and within states. The between-state and within-state components indicate whether the national variation in instruction expenditures per student is primarily due to differences in expenditures between states or within states. Similarly, the trends in the two components indicate whether the change over time in the national variation of expenditures per student is primarily due to changes between states or within states. The *Theil coefficient* can range from zero, indicating no variation, to a maximum possible value of 1.0.

Between 1989–90 and 2006–07, differences between states accounted for a greater proportion of the variation in instruction expenditures per student among public school districts than did differences within states. Across U.S. districts, the total variation in instruction expenditures per student decreased between school years 1989–90 and 1997–98 (see table A-35-1). While both the between-state and within-state variations also declined, the percentage of the total variation due to between-state differences was higher in 1997–98 (74 percent) than in 1989–90 (72 percent). From 1997–98 through 2006–07, the total variation in instruction expenditures per student increased each year, and in 2006–07, it was greater than it was in the early 1990s. As with the case for total variation,

when considering variations due to between- and within-state differences separately, both components showed increases from 1997–98 through 2006–07. As the increase in the between-state variation in instruction expenditures per student from 1997–98 through 2006–07 was larger than its decrease from 1989–90 through 1997–98, the between-state variation was greater in 2006–07 than it was in the early 1990s. The increase in the within-state variation from 1997–98 through 2006–07, however, was smaller than its decrease from 1989–90 through 1997–98, so the within-state variation was smaller in 2006–07 than it was in the early 1990s. From 1997–98 through 2006–07, the percentage of the total variation due to between-state differences increased from 74 to 79 percent, and the percentage due to within-state differences decreased from 26 to 21 percent.

The variation in instruction expenditures per student over time may reflect differences across school districts in the amount of services or goods purchased, such as the number of classroom teachers hired. These changes may, in part, reflect various state finance litigation, school finance reform efforts, and changes in the composition of student enrollment. Further, some of the variation in expenditures per pupil may be due to cost differences across both states and districts within states. Changes in cost differences across and within states may also affect the changes in the variation over time.



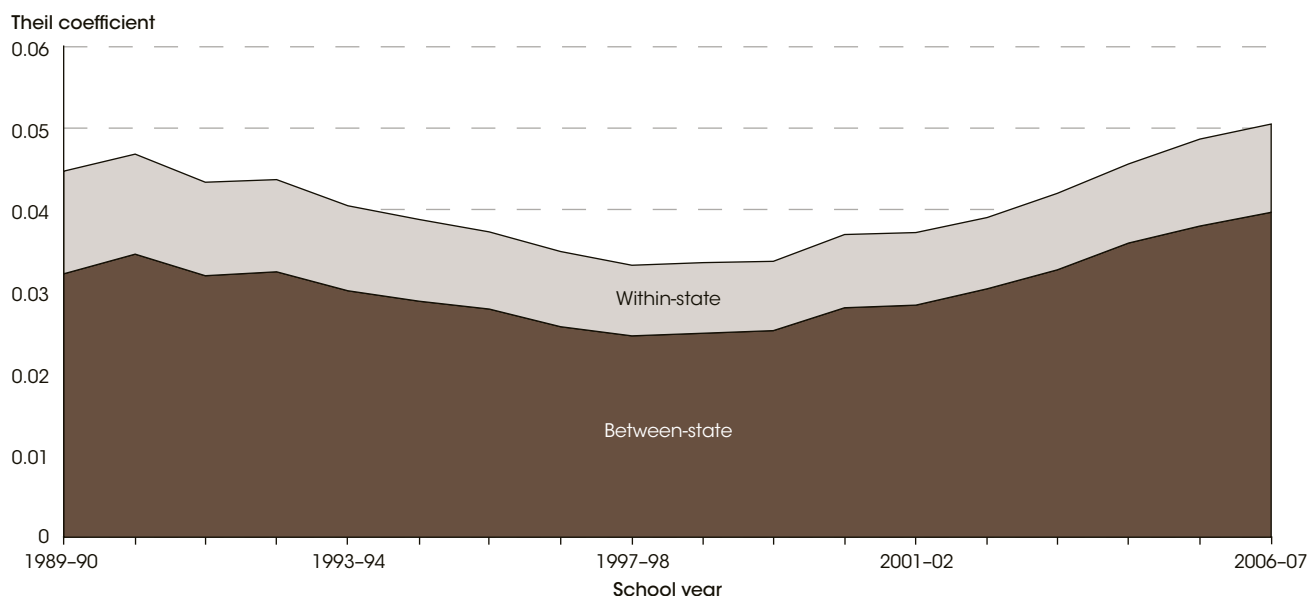
For more information: *Table A-35-1; Indicators 33, 34, and 36*
Glossary: *Public school*

Technical Notes

For more information on classifications of expenditures for elementary and secondary education and on the variation in expenditures per student, as well as the *Theil coefficient*, see *supplemental note 10*. This indicator only includes unified public elementary and secondary districts. Unified districts serve both elementary and secondary grades. The *Theil coefficient* was calculated

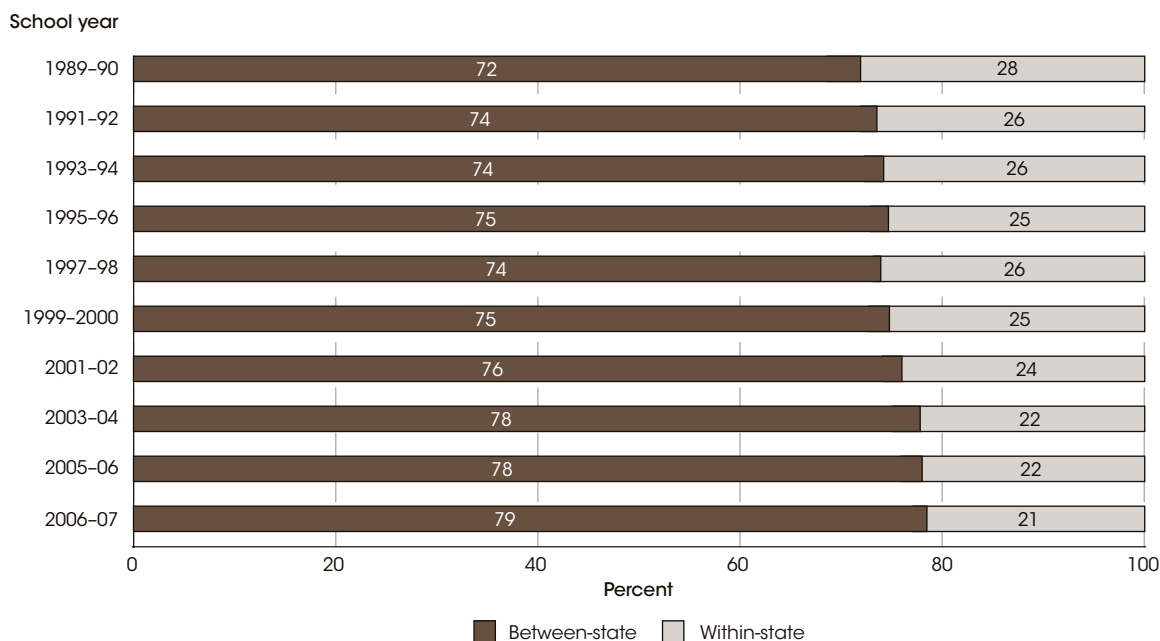
for unified districts only to limit any variations in expenditures per pupil due to the grade levels of the school districts. In 2006–07, approximately 91 percent of all public elementary and secondary school students were enrolled in unified school districts. For more information on the Common Core of Data, see *supplemental note 3*.

Figure 35-1. Variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989-90 through 2006-07



NOTE: The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero, and increasing values indicate increases in the variation, with a maximum value of 1.0. For more information on the variation in expenditures per student and the *Theil coefficient*, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 through 2002" and "School District Finance Survey (Form F-33)," 2002-03 through 2006-07.

Figure 35-2. Percentage distribution of source of variation in instruction expenditures per student in unified public elementary and secondary school districts: Various school years, 1989-90 through 2006-07



NOTE: Detail may not sum to totals because of rounding. The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero, and increasing values indicate increases in the variation, with a maximum value of 1.0. For more information on the variation in expenditures per student and the *Theil coefficient*, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 through 2002" and "School District Finance Survey (Form F-33)," 2003-04, 2005-06 and 2006-07.

Public School Expenditures by District Poverty

Current expenditures per student in public elementary and secondary schools increased by 29 percent in constant dollars between 1995-96 and 2006-07; in 2006-07, they were highest in high- and low-poverty districts.

In school year 2006–07, current expenditures per student in public elementary and secondary schools, which include instructional, administrative, and operation and maintenance expenditures, were \$9,991, an increase of 29 percent in constant 2008–09 dollars from 1995–96 (see table A-36-1). Annual spending and the increase in expenditures over time varied by locale and poverty level of the district. Locale and poverty level of the district are associated: 64 percent of the students in high-poverty districts were in cities, while 69 percent of students in low-poverty districts were in the suburbs (see table A-36-2).

Current expenditures per student in 2006–07 were highest in districts located in cities (\$10,432) and in the suburbs (\$10,251) and lowest in districts located in the towns (\$9,068) (see table 36-1). Rural districts spent \$9,358 per student, with current expenditures per student ranging from \$9,136 in rural fringe districts to \$10,390 in rural remote districts.

In 2006–07, current expenditures per student were highest in high-poverty districts (\$10,978) and in low-poverty districts (\$10,850), and were lowest in

middle-poverty districts (\$9,181) (see table A-36-1). When adjusted for inflation, current expenditures per student from 1995–96 through 2006–07 increased the most in high-poverty and middle high-poverty districts (35 percent and 32 percent, respectively) and increased the least in low-poverty districts (26 percent). Current expenditures per student in middle-poverty and middle low-poverty districts increased 27 percent over this period.

Among high-poverty districts, current expenditures per student in 2006–07 were highest in districts located in suburbs (\$11,847), next-highest in districts located in cities (\$11,689), followed by districts in rural areas (\$9,405), then districts in towns (\$8,969) (see table 36-1). Districts in other poverty categories exhibited different patterns. For example, among low-poverty districts, suburban districts spent \$11,307 per student, while rural districts spent \$9,997, town districts spent \$9,652, and city districts spent \$9,627.



For more information: *Tables A-36-1 and A-36-2; Indicators 33–35*
Glossary: *Public school*

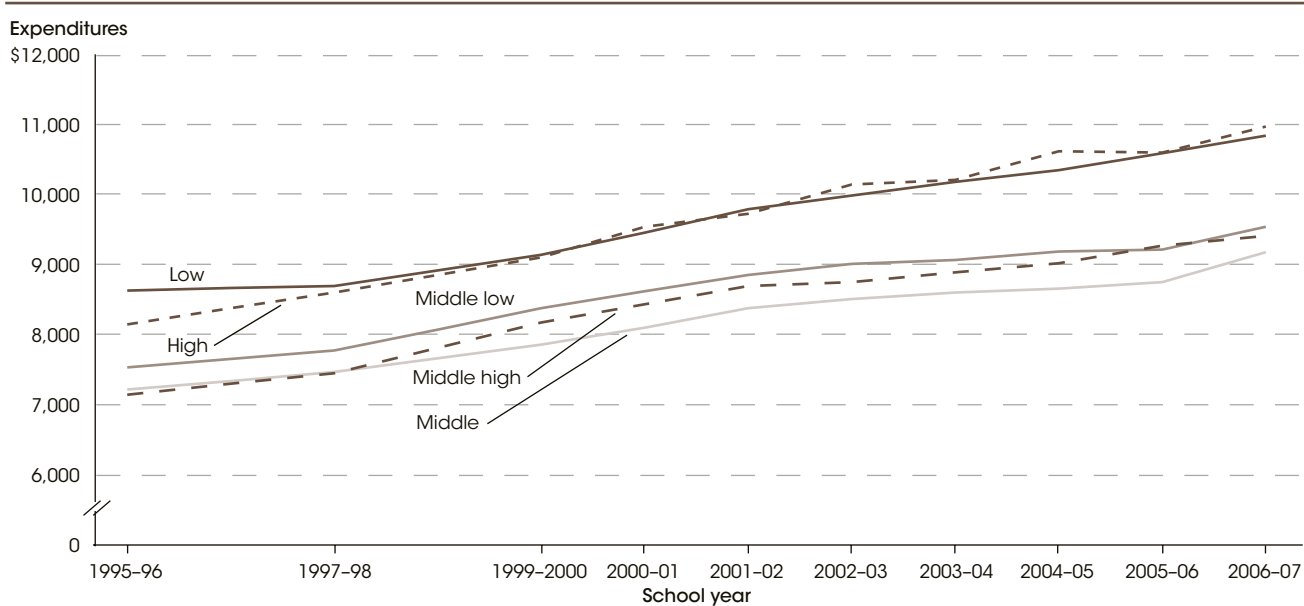
Technical Notes

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. The low-poverty district category consists of those districts with the lowest percentages of school-age children in poverty. Conversely, the high-poverty district category consists of those with the highest percentages of school-age children in poverty. For more information on poverty and locale code, see *supplemental note 1*. Expenditures have been adjusted for the effects of

inflation using the Consumer Price Index (CPI) and are in constant 2008–09 dollars. For more information on using the CPI to adjust for inflation and on classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Education districts.

Figure 36-1. Current expenditures per student in fall enrollment in public school districts, by district poverty category: Selected school years, 1995–96 through 2006–07

[In constant 2008–09 dollars]



NOTE: Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2008–09 dollars. 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. For more information on poverty, see *supplemental note 1*. For more information on using the CPI to adjust for inflation and on the classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. 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," 1995–96, 1997–98, and 1999–2000 through 2006–07; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 through 2006–07.

Table 36-1. Current expenditures per student in fall enrollment in public school districts, by locale and district poverty category: School year 2006–07

[In constant 2008–09 dollars]

District poverty category ¹	Total	City	Suburban	Town	Rural			
					Total	Fringe	Distant	Remote
Total	\$9,991	\$10,432	\$10,251	\$9,068	\$9,358	\$9,136	\$9,210	\$10,390
Low	10,850	9,627	11,307	9,652	9,997	10,101	9,510	11,393
Middle low	9,538	9,662	9,657	9,193	9,344	8,951	9,522	10,424
Middle	9,181	9,010	9,320	9,043	9,197	8,719	9,315	10,517
Middle high	9,406	9,782	9,587	8,866	9,005	8,636	8,802	10,200
High	10,978	11,689	11,847	8,969	9,405	8,840	9,114	10,343

¹ 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. For more information on poverty and locale, see *supplemental note 1*. NOTE: Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2008–09 dollars. For more information on using the CPI to adjust for inflation and on classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. 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," 2006–07; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency Universe Survey," 2006–07 and "School District Finance Survey (Form F-33)," 2006–07.

Pay Incentives for Teachers

In 2007–08, some 46 percent of teachers worked in districts where a pay incentive was offered for obtaining National Board for Professional Teaching Standards certification; 30 percent of teachers worked in districts where a pay incentive was offered to recruit or retain teachers for positions in fields with teacher shortages.

This indicator examines the number of elementary and secondary teachers in traditional public schools who worked in districts that offered various pay incentives. In the 2007–08 Schools and Staffing Survey (SASS), districts reported whether they offered pay incentives such as cash bonuses, salary increases, or different steps on the salary scale in order to (1) encourage teachers to obtain National Board for Professional Teaching Standards (NBPTS) certification; (2) reward excellence in teaching; (3) recruit or retain teachers for positions in less desirable locations; and (4) recruit or retain teachers for positions in fields with shortages. Sixty-one percent of teachers worked in districts where at least one pay incentive was offered. Forty-six percent of teachers worked in districts where a pay incentive was offered for obtaining NBPTS certification, and 30 percent of teachers worked in districts where a pay incentive was offered as a way to recruit or retain teachers for positions in fields with teacher shortages (see table A-37-1). About 15 percent of teachers worked in districts where a pay incentive was offered for excellence in teaching. Similarly, 15 percent of teachers worked in districts where a pay incentive was offered for recruiting or retaining teachers to teach in less desirable locations.

A greater percentage of teachers in city schools than in suburban, town, and rural schools were offered a pay incentive. For example, 45 percent of teachers in city schools worked in districts that offered a pay incentive to recruit or retain teachers for positions in fields with shortages; 25 to 27 percent of teachers in other locale types worked in districts that offered this incentive. Twenty-eight percent of teachers in city schools were offered an incentive for demonstrating excellence, which was higher than the 6 to 13 percent of teachers employed in other locale types who were offered this incentive.

For each of the pay incentive purposes examined, the greatest percentages of teachers who were offered a pay incentive worked in the largest school districts (districts of 15,000 or more students). For example, 65 percent of teachers in the largest districts were offered a pay incentive for obtaining NBPTS certification, compared with 16 percent of teachers in the smallest districts (districts of less than 1,000 students) and 54 percent of teachers in the second largest districts (districts from 10,000 to 14,999 students). In the largest districts, 32 percent of teachers were offered a pay incentive to teach in a less desirable location, compared with 3 percent of teachers in the smallest districts and 15 percent of teachers in the second largest districts.

In 2007–08, as the percentage of students approved for free and reduced-price lunch (FRPL) increased, so did the percentage of teachers who worked in schools that offered a pay incentive to teach in fields with shortages. In the school districts of high-poverty schools (where more than 75 percent of students are approved for FRPL), 45 percent of teachers were offered a pay incentive to recruit or retain teachers for positions in fields with shortages. In the school districts of low-poverty schools (where 75 percent or fewer students are approved for FRPL), 24 to 32 percent of teachers were offered this incentive. In high-poverty schools, 25 percent of teachers worked in districts that offered incentives for teaching in less desirable locations; a lower percentage of teachers in low-poverty schools (9 percent) worked in districts where this incentive was offered.



For more information: *Tables A-37-1 and A-37-2; Indicator 27*

Glossary: *Public school*

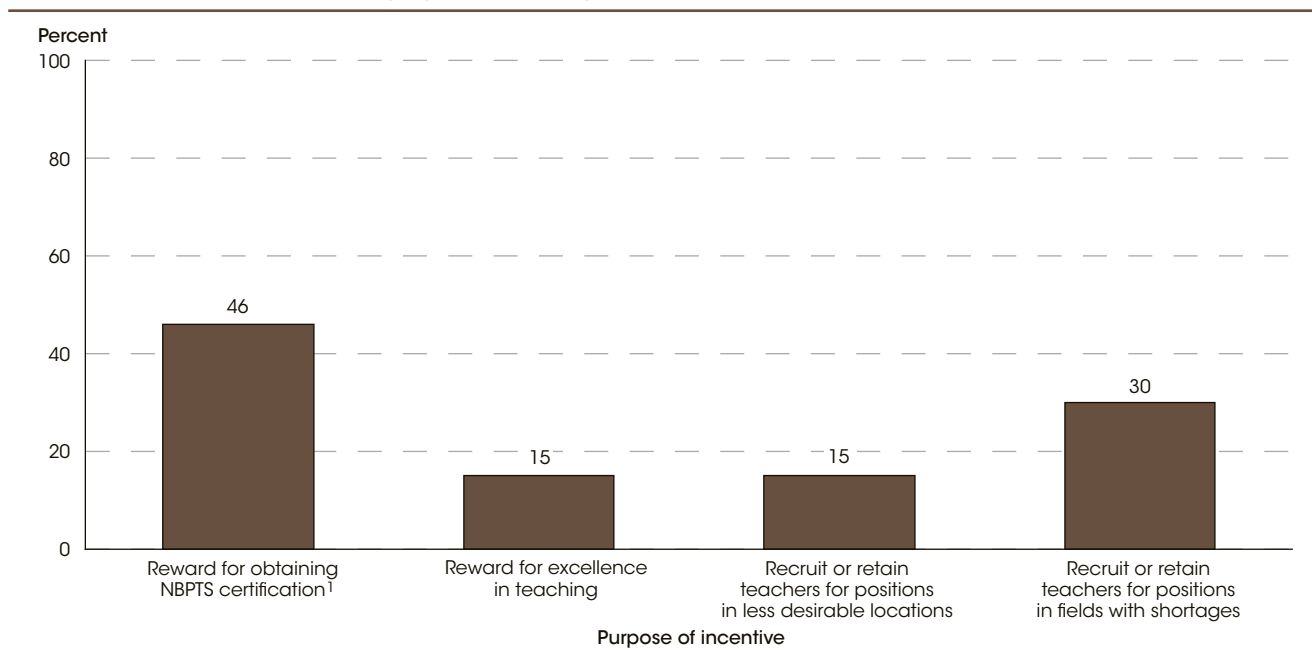
Technical Notes

This indicator presents data on teachers in traditional public schools. Estimates exclude charter or private schools. Teachers whose districts did not provide information on pay incentives (7.3 percent) are not included in this analysis. NBPTS is a voluntary assessment program designed to develop, recognize, and retain accomplished teachers and improve overall teacher effectiveness. High-poverty schools are defined as public schools where more than 75 percent of the students are approved for FRPL. Low-poverty schools are defined as public schools where 25 percent or fewer students are

approved for FRPL. For more information on locale, poverty, and region, see *supplemental note 1*.

Administrators were asked whether their districts offered pay incentives (1) to reward teachers who have attained NBPTS certification; (2) to reward excellence in teaching; (3) to recruit or retain teachers to teach in a less desirable location; or (4) to recruit or retain teachers to teach in fields of shortage. No further definitions were provided in SASS. For more information on SASS, see *supplemental note 3*.

Figure 37-1. Percentage of public elementary and secondary teachers who worked in districts that offered a financial incentive for various purposes: School year 2007–08

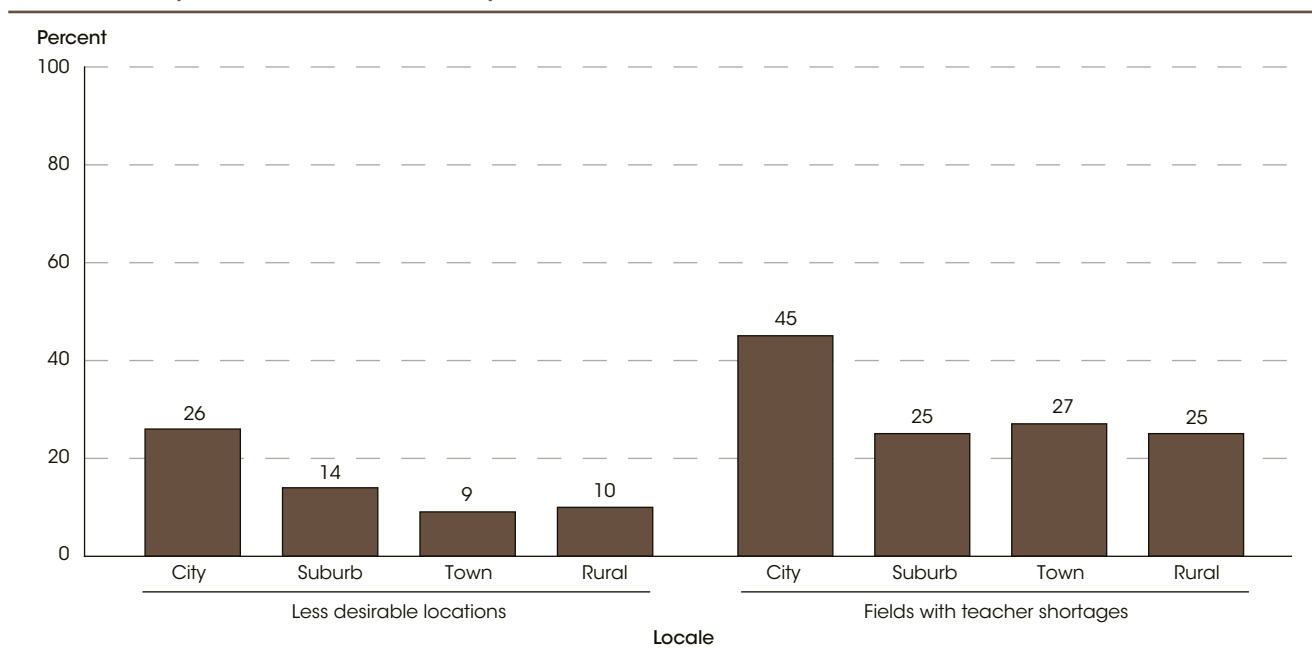


¹ National Board for Professional Teaching Standards (NBPTS) is a voluntary assessment program designed to develop, recognize, and retain accomplished teachers and improve overall teacher effectiveness.

NOTE: Financial incentives include cash bonuses, salary increases, or different steps on the salary schedule. This indicator presents data on teachers in traditional public schools. Charter schools and private schools are not included in this figure. Teachers whose districts did not provide information on pay incentives (7.3 percent) are not included in this analysis. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and District Data Files," 2007–08.

Figure 37-2. Percentage of public elementary and secondary teachers who worked in districts that offered incentives to recruit and retain teachers for positions in less desirable locations or in fields with teacher shortages, by location of district: School year 2007–08



NOTE: Financial incentives include cash bonuses, salary increases, or different steps on the salary schedule. This indicator presents data on teachers in traditional public schools. Charter schools and private schools are not included in this figure. Teachers whose districts did not provide information on pay incentives (7.3 percent) are not included in this analysis. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*. For more information on locale, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and District Data Files," 2007–08.

Education Expenditures by Country

At the combined elementary and secondary level in 2006, the United States spent \$10,267 per student, which was 41 percent higher than the OECD average of \$7,283. At the postsecondary level, U.S. expenditures per student were \$25,109, more than twice as high as the OECD average of \$12,336.

Two measures used when comparing countries' investments in education are *expenditures per student from both public and private sources* and *total education expenditures as a percentage of gross domestic product (GDP)*. The latter measure allows a comparison of countries' expenditures relative to their ability to finance education. Private sources of expenditures include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as private funds raised by institutions.

In 2006, expenditures per student for the United States were \$10,267 at the combined elementary and secondary level, which was 41 percent higher than the average of \$7,283 for the member countries of the Organization for Economic Cooperation and Development (OECD) reporting data (see table A-38-1). This measure is based on full-time-equivalent (FTE) student enrollment rather than headcount. At the postsecondary level, U.S. expenditures per student were \$25,109, which was more than twice as high as the OECD average of \$12,336. Expenditures per student varied widely across the OECD countries, ranging from \$1,286 in Turkey to \$15,440 in Luxembourg at the combined elementary and secondary level, and from \$4,648 in Turkey to \$22,810 in Canada and \$25,109 in the United States at the postsecondary level.

Among the OECD countries reporting data in 2006, the countries that spent the highest percentage of their GDP on total education expenditures were Iceland (8.0 percent), the United States (7.4 percent) Denmark (7.3 percent), and Korea (7.3 percent). Looking at education expenditures by level, the United States spent 4.0 percent of its GDP on elementary and secondary education, which was higher than the average spending at that level for all OECD countries reporting data (3.7 percent).

Technical Notes

Education expenditures are from public revenue sources (governments) and private revenue sources. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investments. Per student expenditures are based on public and private full-time-equivalent (FTE) enrollment figures and on current expenditures and capital outlays from both public and private sources, where data are available. Purchasing power parity (PPP) indices are used to convert other

Compared with the percentage of GDP that the United States spent on elementary and secondary education, 8 countries spent a higher percentage, 19 countries spent a lower percentage, and 1 country spent the same percentage. Iceland spent the highest percentage (5.3 percent) of its GDP on elementary and secondary education. At the postsecondary level, the United States spent 2.9 percent of its GDP on education; this percentage was higher than the OECD average of 1.4 percent of GDP and higher than the percentage of GDP spent by any other OECD country reporting data.

A country's wealth (defined as GDP per capita) is positively associated with expenditures per student on education at the combined elementary/secondary level as well as the postsecondary level. For example, each of the 10 OECD countries with the highest GDP per capita spent more per student at both the elementary and secondary and postsecondary levels than the OECD average, with two exceptions: neither Iceland nor Ireland spent more than the OECD average at the postsecondary level. Of the 10 OECD countries with the lowest GDP per capita, each reported expenditures per student at both the elementary and secondary and postsecondary levels that were below the OECD average, except for Italy at the elementary/secondary level.



For more information: *Table A-38-1*

Glossary: *Elementary/secondary school, Expenditures per student, Full-time-equivalent (FTE) enrollment, Gross Domestic Product (GDP), Gross National Product (GNP), Organization for Economic Cooperation and Development (OECD), Postsecondary education, Purchasing Power Parity (PPP) indices*

currencies to U.S. dollars (i.e., absolute terms). Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Luxembourg data are excluded from the graphs because of anomalies with respect to their GDP per capita data (large revenues from international finance institutions distort the wealth of the population). The OECD average for GDP per capita for each graph is based on the number of countries with data available (28 for figures 38-1 and 38-2).

Figure 38-1. Annual expenditures per student for elementary and secondary education in selected OECD countries, by GDP per capita: 2006

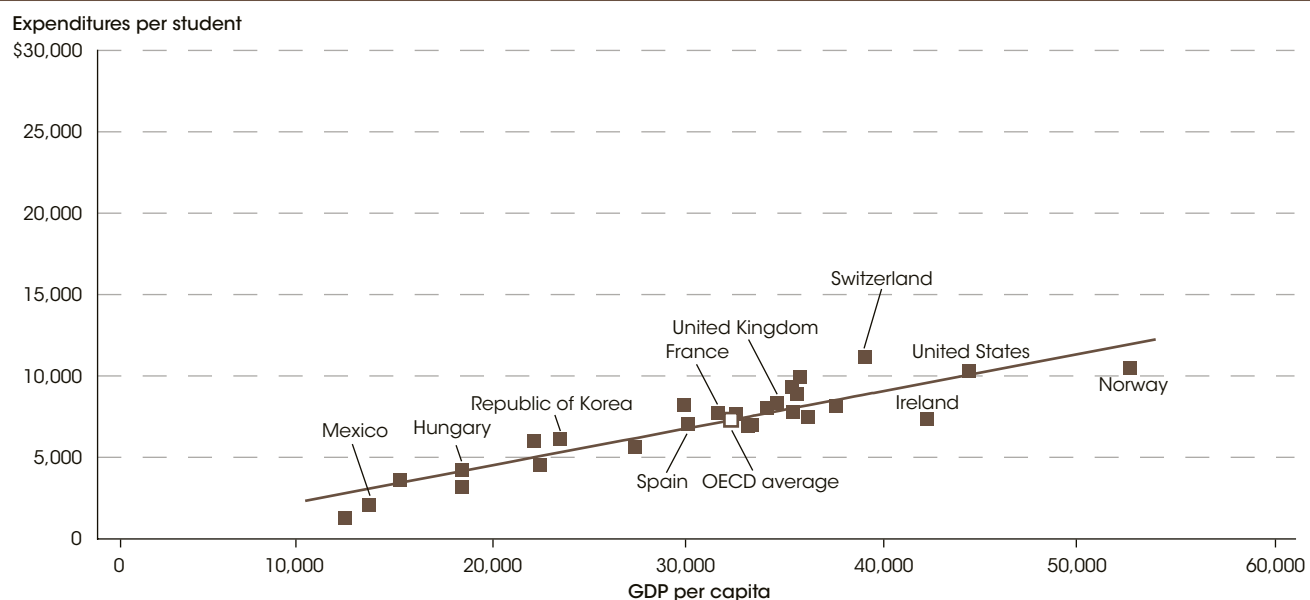
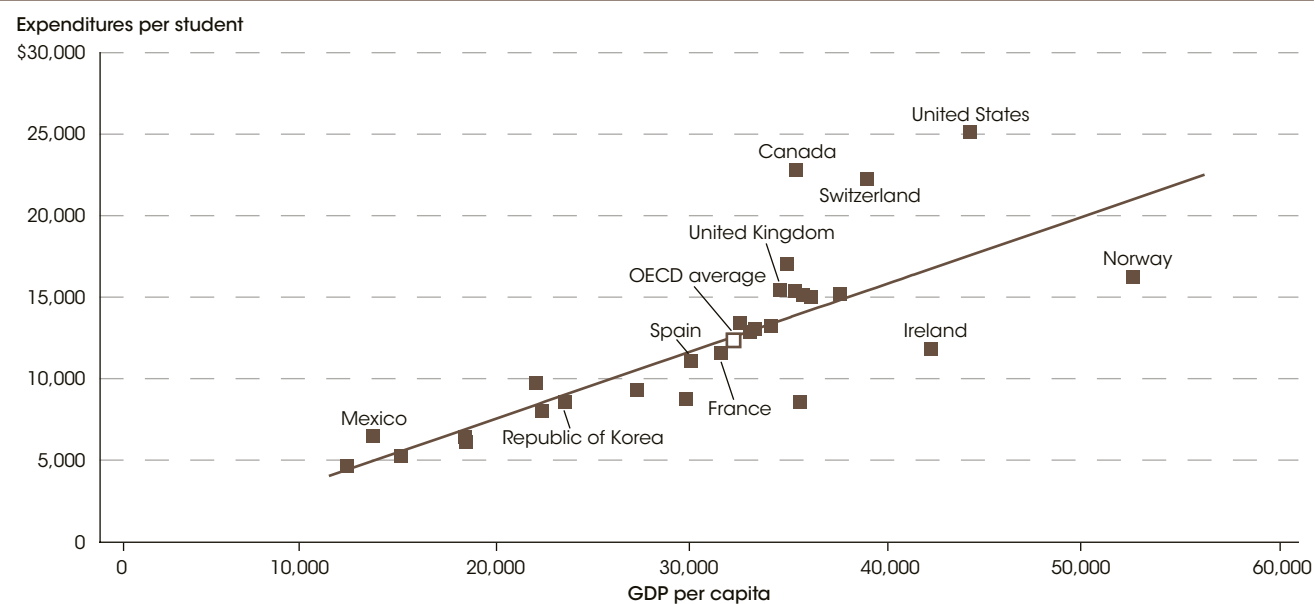


Figure 38-2. Annual expenditures per student for postsecondary education in selected OECD countries, by GDP per capita: 2006





Section 5
*Contexts of Postsecondary
Education*



Section 5

Contexts of Postsecondary Education

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Introduction

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education.

Indicators prepared for this year's volume appear on the following pages, and all indicators in this section, including indicators from previous years, appear on the Web (see the "List of Indicators on *The Condition of Education* Website" on page xxix for a full listing of indicators).

Postsecondary education is characterized by diversity both in the types of institutions and in the characteristics of students. Postsecondary institutions vary by the types of degrees awarded, control (public or private), and whether they are operated on a not-for-profit or for-profit basis. Beyond these basic differences, postsecondary institutions have distinctly different missions and provide students with a wide range of learning environments. For example, some institutions are research universities with graduate programs, while others focus on undergraduate education; some have a religious affiliation, while others do not; and some have selective entrance policies, while others have more open admissions.

Indicators in the first subsection focus on the characteristics of postsecondary students. Within this volume, indicators contain information on the racial and ethnic concentration in postsecondary institutions and the number and characteristics of U.S. students who study in foreign countries. An additional indicator on the website focuses on international students who study in U.S. postsecondary institutions.

The second subsection highlights the programs and courses in which postsecondary students enroll, which are an important feature of postsecondary education. Indicators in this volume highlight data on degree

completion, which show trends in the fields of study that undergraduate and graduate students receive their degrees in; another indicator compares the distribution of degrees awarded by different types of institutions.

Like elementary and secondary schools, postsecondary institutions provide learning opportunities for all students, along with support and accommodations for special populations of students. An indicator on the Web in the third subsection describes data on remedial coursetaking.

Faculty members, highlighted in the fourth subsection, are another defining feature of postsecondary institutions: they teach students, conduct research, and serve their institutions and communities. An indicator in this volume highlights trends in faculty salaries and benefits at different postsecondary levels and across different types of institutions.

Finally, *The Condition of Education* examines financial support for postsecondary education. Indicators in this volume include the number and characteristics of college students who are employed and an examination of federal grants and loans to undergraduate students. Other indicators provide measures of the price of attending a postsecondary institution. The last indicator in this volume examines the levels and sources of postsecondary revenues and expenditures. Indicators on the Web look at the institutional aid available to students, the debt burden of college graduates, and public funding for postsecondary institutions.

The indicators on the contexts of postsecondary education from previous editions of *The Condition of Education*, which are not included in this volume, are available at <http://nces.ed.gov/programs/coe>.

Racial/Ethnic Concentration in Higher Education

In 2008, White students accounted for 63 percent of college student enrollment. In that year, 14 percent of college students were Black, 12 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were nonresident aliens.

This indicator examines the fall 2008 racial/ethnic distribution of undergraduate and postbaccalaureate students in the 4,400 public, private not-for-profit, and private for-profit 2- and 4-year degree-granting institutions in the United States. Overall, 63 percent of college students were White, 14 percent were Black, 12 percent were Hispanic, 7 percent were Asian/Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were nonresident alien students (see table A-39-1).

The percentages of students at public 2-year and private not-for-profit 2-year institutions who were Black (14 and 20 percent, respectively) were higher than the percentages at public 4-year and private not-for-profit 4-year institutions (11 and 12 percent, respectively). The percentage of students at for-profit institutions who were Black (27 percent) was higher than the percentages at other types of institutions. At public 2-year institutions, the percentage of students who were Hispanic (17 percent) was higher than the percentage at public 4-year institutions (10 percent), private not-for-profit 4-year institutions (7 percent), private not-for-profit 2-year institutions (9 percent), and private for-profit institutions (13 percent). The percentage of students at private not-for-profit 2-year institutions who were Asian/Pacific Islanders (5 percent) was lower than the percentage at private for-profit institutions (6 percent), public 4-year institutions (7 percent), public 2-year institutions (7 percent), and private not-for-profit 4-year institutions (6 percent). At private for-profit institutions, the percentage of students who were White (52 percent) was lower than the percentages at public 2- and 4-year institutions and private not-for-profit 2- and 4-year institutions (ranging from 59 to 69 percent).

There was variation among college students in the overall percentages of students who were from each racial/ethnic group, and there also was variation in the percentage of students from each racial/ethnic group who enrolled at specific types of colleges. Some colleges had substantially higher percentages of students from specific racial/ethnic groups than other colleges. Compared with Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, a relatively high percentage of Black students (12 percent) attended colleges where Blacks constituted 75 percent or more of the enrollment (see table A-39-2). Some of these institutions were historically Black colleges and universities (HBCUs), which are institutions that were established prior to 1964 with the primary mission of educating Black Americans. In fall 2007, about 11 percent of Black students attended an HBCU. Compared with Black students, a smaller percentage of Hispanic students (6 percent) attended colleges where their racial/ethnic group constituted 75 percent or more of the enrollment in 2008. Despite their small percentage of the overall population, in 2008, about 8 percent of American Indian/Alaska Native students attended colleges where their racial/ethnic group made up 75 percent or more of the total enrollment. With few exceptions, most of these institutions were tribal colleges, which are institutions that are tribally controlled and located on reservations.



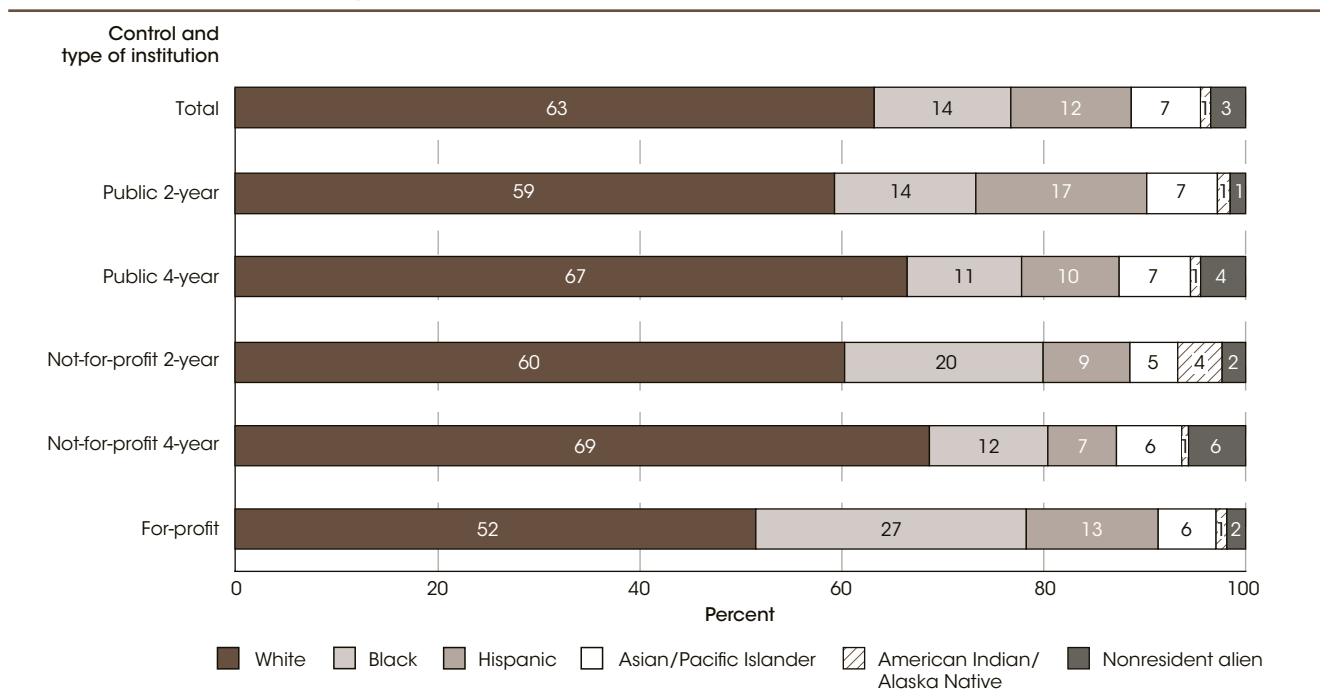
For more information: *Tables A-39-1 and A-39-2*
Glossary: *Historically Black Colleges and Universities (HBCU), Nonresident alien, Postsecondary education*

Technical Notes

This indicator includes information on institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. The percentage of Black students enrolled in HBCUs in fall 2007 was

derived from data in the *Digest of Education Statistics, 2009* (NCES 2010-013), tables 229 and 241. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

Figure 39-1. Percentage distribution of fall enrollment in degree-granting institutions, by control and type of institution and race/ethnicity: Fall 2008



NOTE: Includes undergraduate and postbaccalaureate students. Private institutions are presented in three categories: not-for-profit 2-year, not-for-profit 4-year, and for-profit (including both 2- and 4-year) institutions. Nonresident aliens are persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

U.S. Students Studying Abroad

From 1987–88 to 2007–08, the number of U.S. students studying abroad quadrupled, rising from 62,300 to 262,400 students.

The number of U.S. students who study abroad has grown steadily over the past 20 years, increasing from 62,300 students in 1987–88 to 114,000 students in 1997–98 and reaching 262,400 students in 2007–08 (see table A-40-1). The study abroad participation rate of students seeking a bachelor's degree has also increased during this period: it is estimated that in 2007–08, some 15 out of every 100 students in a bachelor's degree program had studied abroad, compared with 9 out of every 100 students in 1997–98 and 5 out of every 100 students in 1987–88 (data not shown). The U.S. study abroad population is composed of undergraduate and graduate students who are enrolled in a degree program at an accredited higher education institution in the United States and who receive academic credit from that institution for their study abroad participation. The duration of study abroad programs ranges from a summer or one-month January term to a full calendar year. Of those students who studied abroad for any duration during the 2007–08 academic year, the greatest percentage were in their junior year of undergraduate education (36 percent) (see *Open Doors 2009*).

The geographic distribution of U.S. students studying abroad has shifted in the last two decades. In 2007–08, some 56 percent (147,700 students) of all U.S. study abroad students studied in Europe, compared with 64 percent (72,600 students) who did so in 1997–98 and 75 percent (47,000 students) in 1987–88 (see table A-40-1). Although the number of U.S. students studying abroad has increased in all regions, a greater percentage of those students have chosen to study in non-European regions, including Latin America, Asia, Oceania, Africa, or in multiple destinations. After Europe, Latin America had the greatest percentage of American students (15 percent) in 2007–08, followed by Asia (11 percent), and Oceania and Africa (both 5 percent). Two decades earlier, Latin America hosted 9 percent, Asia hosted 6 percent and Oceania and Africa both hosted 1 percent of U.S. study abroad students. From 1987–88 to 2007–08, the percentage of U.S. students studying abroad in multiple

destinations increased from 1 to 6 percent. Between 1987–88 and 2007–08, the Middle East was the only other host region besides Europe to have a decrease in the percentage of students studying abroad. In 1987–88, some 5 percent of students studying abroad (2,900 students) were in the Middle East, compared with 2 percent (2,200 students) in 1997–98 and 1 percent (3,400 students) in 2007–08.

The top five destination countries for U.S. study abroad students in 2007–08 were the United Kingdom, Italy, Spain, France, and China (see table A-40-2), accounting for 46 percent of all U.S. students studying abroad in that year. The top 25 destination countries all encountered increases in the number of students studying abroad from 1987–88 to 2007–08. Only three of those countries, Argentina, Brazil, and New Zealand, were not among the top 25 destinations in 1997–98.

Social sciences, business and management, and humanities were the top three fields of study among U.S. study abroad students in 2007–08; some 55 percent of U.S. study abroad students majored in one of those fields that year (see table A-40-3). Although the number of students studying abroad from all academic backgrounds has increased from 1987–88, the greatest percentage of students in 2007–08 majored in social sciences (22 percent), a percentage that has remained steady since 2002–03. Twenty percent of U.S. study abroad students majored in business and management in 2007–08, up from 11 percent in 1987–88 and 16 percent in 1997–98. The percentage of U.S. study abroad students who majored in foreign languages has experienced the largest decline in the last 20 years, from 15 percent in 1987–88 to 8 percent in 1997–98 and down to 6 percent in 2007–08.



For more information: *Tables A-40-1 through A-40-3; Indicator 41*

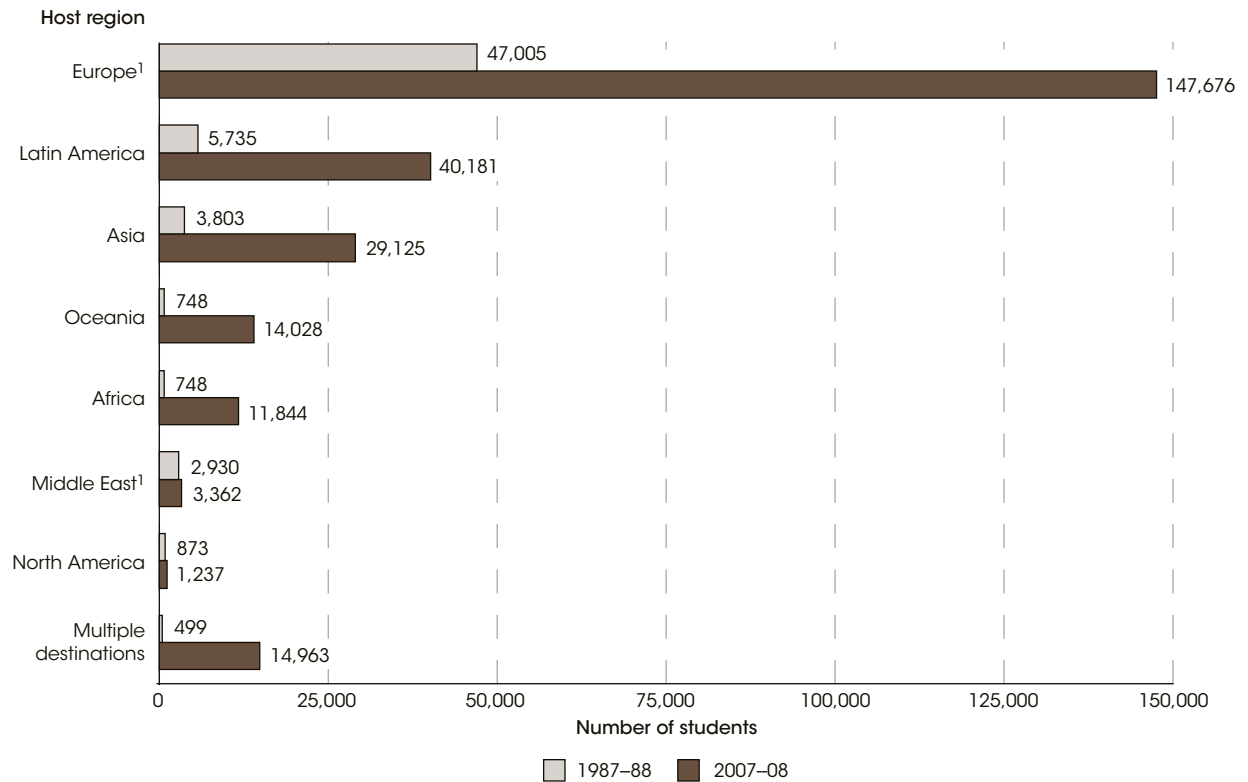
Glossary: *Postsecondary education*

Technical Notes

The U.S. study abroad population includes citizens and permanent residents; it does not include students who study abroad without receiving academic credit or U.S. students who are enrolled in a degree program overseas. For more information on the *Open Doors*

U.S. Study Abroad Survey, the calculation of the study abroad participation rate of students seeking a bachelor's degree, and information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 40-1. Number of U.S. study abroad students, by host region: Academic years 1987–88 and 2007–08

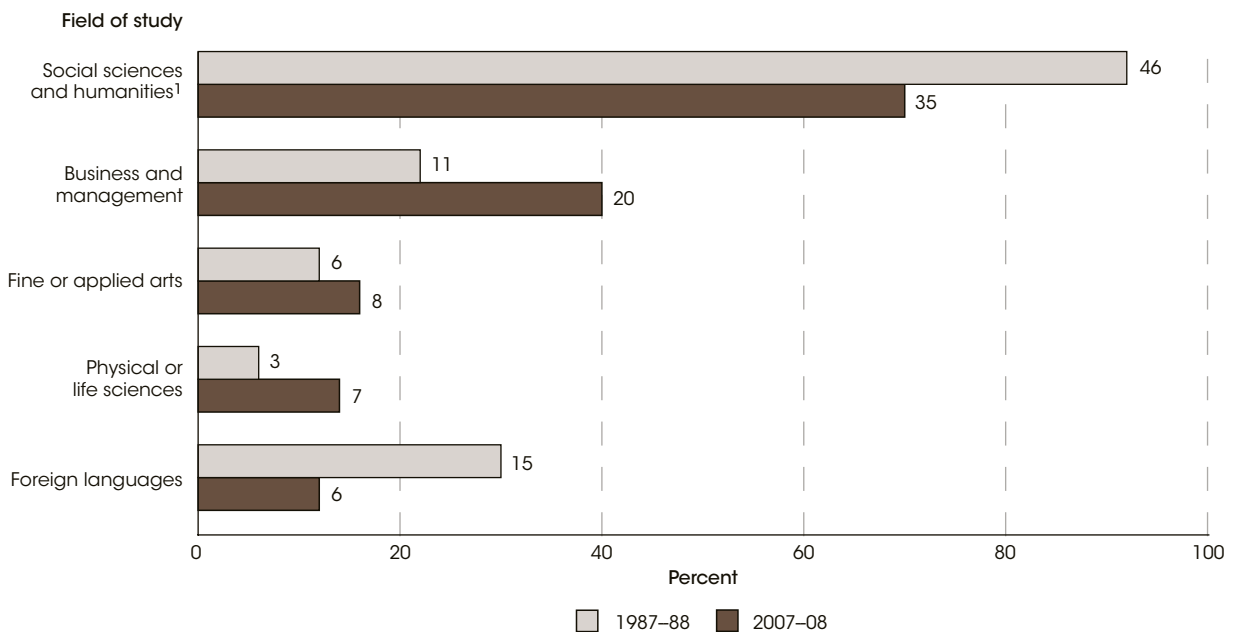


¹ Cyprus and Turkey were classified as part of the Middle East prior to 2004–05, but as part of Europe for 2004–05 and later years.

NOTE: For more information on the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 1988–89 and 2009.

Figure 40-2. Percentage of U.S. study abroad students, by field of study: Academic years 1987–88 and 2007–08



¹ Social sciences and humanities were combined in 2007–08 for comparison purposes.

NOTE: For more information on fields of study and the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 1988–89 and 2009.

Undergraduate Fields of Study

In 2007–08, degrees in the field of business made up 21 percent of the bachelor's degrees awarded. Approximately 335,300 bachelor's degrees were awarded in business that year.

Of the 1.6 million bachelor's degrees awarded in 2007–08, over 50 percent were concentrated in five fields: business (21 percent), social sciences and history (11 percent), health professions and related clinical sciences (7 percent), education (7 percent), and psychology (6 percent) (see table A-41-1). The fields of visual and performing arts (6 percent), engineering and engineering technologies (5 percent), communication and communications technologies (5 percent), and biological and biomedical sciences (5 percent) represented an additional 20 percent of all bachelor's degrees awarded in 2007–08.

Overall, there was a 32 percent increase in the number of bachelor's degrees awarded from 1997–98 to 2007–08 (an increase of 378,700 bachelor's degrees awarded). Bachelor's degrees awarded in the field of parks, recreation, leisure and fitness studies had the largest percent increase of all fields (from 15,400 to 29,900 degrees, a 94 percent increase). The next largest percent increases were in the fields of visual and performing arts (from 52,100 to 87,700 degrees, a 68 percent increase) and communication and communication technology (from 50,300 to 81,000 degrees, a 61 percent increase). Education was the only field to decrease over this time period (3 percent).

About 57 percent of all bachelor's degrees conferred in 2007–08 were awarded to females. Looking at the five most prevalent degree fields, females earned between 49 and 85 percent of the degrees awarded in those fields. In 2007–08, females earned fewer bachelor's degrees than males in fields such as engineering and engineering technologies (17 percent of these degrees were awarded to females), computer and information sciences and support services (18 percent female), and physical sciences and science technologies (41 percent female). Between 1997–98 and 2007–08, there were changes in the percentage of bachelor's degrees conferred to females in several fields of study. For example, of all the bachelor's degrees conferred in the field of security and protective

services, the percentage that were conferred to females increased from 40 to 49 percent. In contrast, of all the bachelor's degrees conferred in the field of computer and information sciences and support services, the percentage conferred to females decreased from 27 to 18 percent. Between 1997–98 and 2007–08, the number of degrees conferred in education increased for females but decreased for males.

Of the 750,200 associate's degrees earned in 2007–08, 55 percent were awarded in two broad areas of study: liberal arts and sciences, general studies, and humanities (34 percent) and health professions and related clinical sciences (21 percent). Overall, there was a 34 percent increase in the number of associate's degrees awarded from 1997–98 to 2007–08 (an increase of 191,600 associate's degrees awarded). The number of degrees awarded in the field of social sciences and history increased by the greatest percentage (86 percent) over this time period. Several fields experienced a decline in the number of associate's degrees awarded; for example, 4,400 fewer associate's degrees were awarded in engineering and engineering technologies in 2007–08 than in 1997–98 (a decrease of 8 percent).

Females earned 62 percent of all associate's degrees awarded in 2007–08. Females earned the majority (96 percent) of all associate's degrees awarded in the field of family and consumer sciences/human sciences. Females earned fewer associate's degrees than males in fields such as precision production (7 percent of these degrees were awarded to females) and engineering and engineering technologies (10 percent female).



For more information: *Table A-41-1; Indicators 40 and 42*

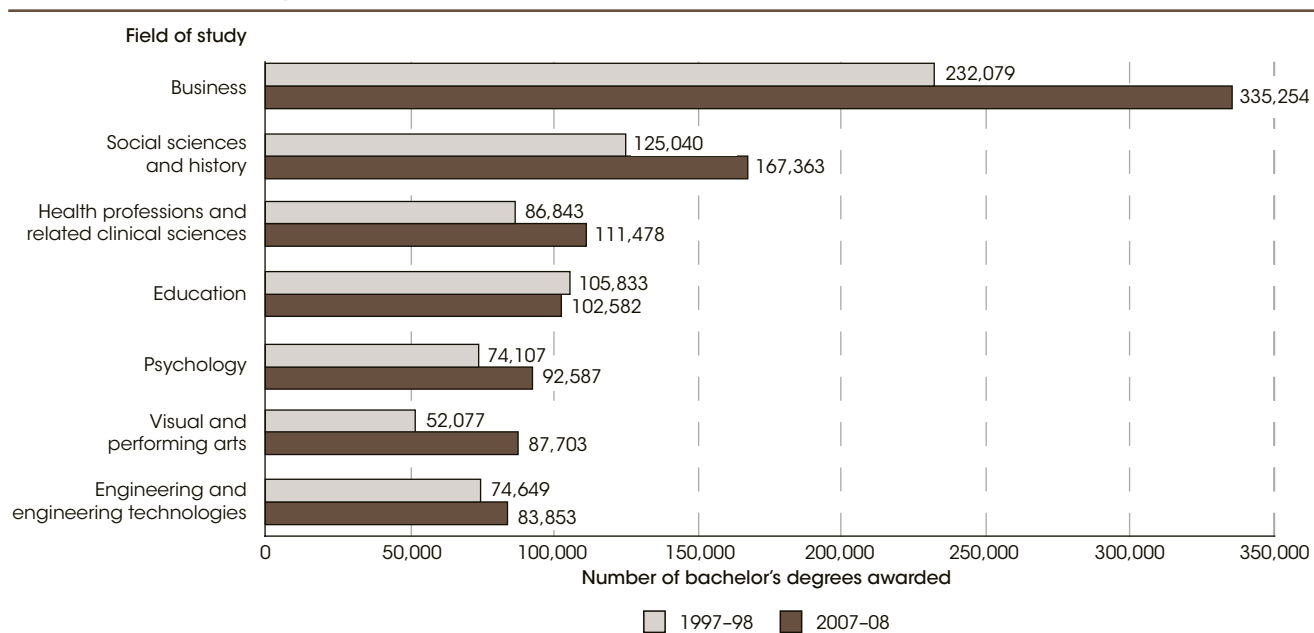
Glossary: *Associate's degree, Bachelor's degree; Classification of Instructional Programs (CIP), Undergraduate student*

Technical Notes

The percent increases discussed in this indicator refer to aggregate fields of study. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1997–98 have been reclassified when necessary to conform to the new

taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

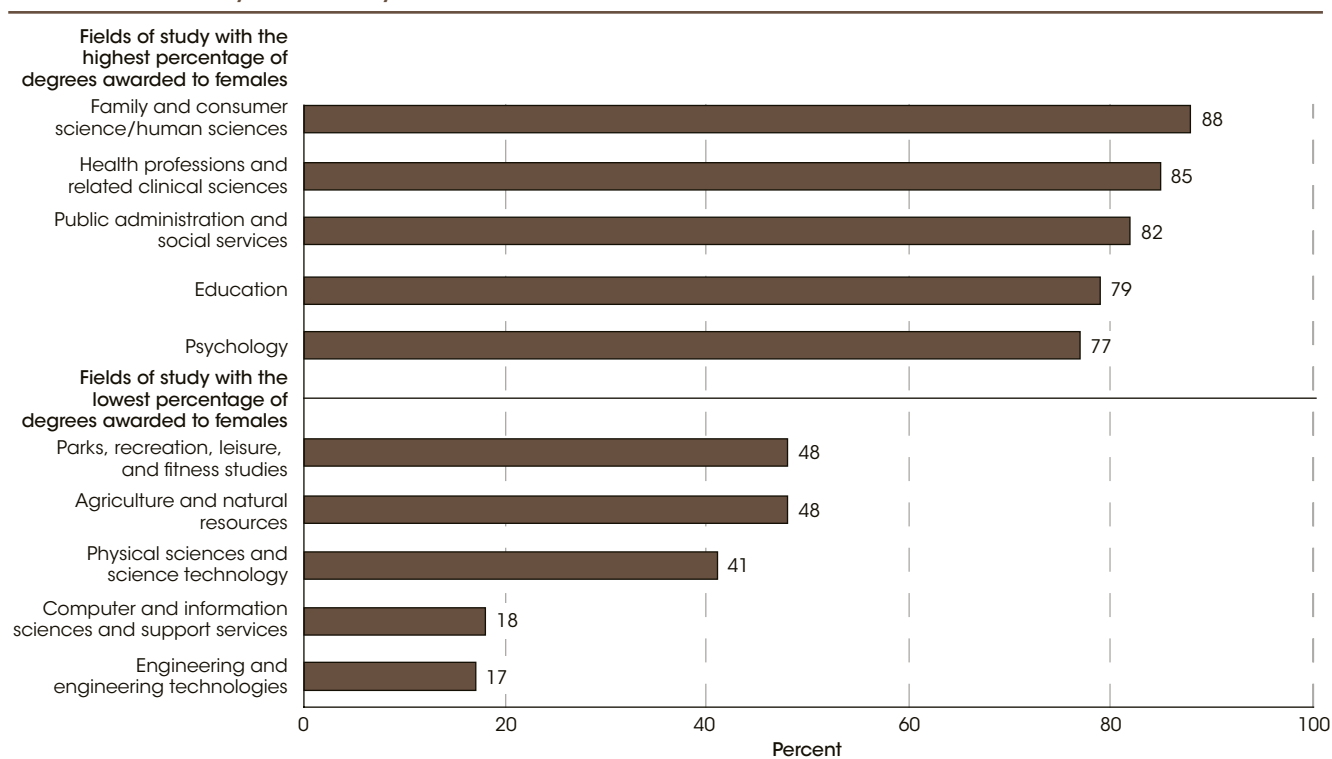
Figure 41-1. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1997-98 and 2007-08



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1997-98 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:98) and Fall 2008.

Figure 41-2. Percentage of bachelor's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2007-08



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2008.

Graduate and First-Professional Fields of Study

Overall, 625,000 master's degrees and 63,700 doctoral degrees were awarded in 2007–08, an increase of 45 and 38 percent, respectively, since 1997–98.

Of the 625,000 master's degrees awarded in 2007–08, over 50 percent were concentrated in two fields: education (28 percent) and business (25 percent) (see table A-42-1). During that same academic year, an additional 9 percent of all master's degrees were awarded in the field of health professions and related clinical sciences.

Overall, there was a 45 percent increase in the number of master's degrees awarded from 1997–98 to 2007–08 (an increase of 194,900 master's degrees awarded). During this period, the two fields awarding the most master's degrees, education and business, increased 55 and 53 percent, respectively. The field of security and protective services had the largest percent increase in the number of master's degrees awarded (from 2,000 to 5,800 degrees, a 188 percent increase); the second largest increase occurred in the field of multi/interdisciplinary studies (from 3,100 to 5,300 degrees, a 72 percent increase). The field of physical sciences and science technologies saw the smallest percentage increase in the number of master's degrees awarded over this period (from 5,300 to 5,900 degrees, an 11 percent increase).

Females earned 61 percent of all master's degrees awarded in 2007–08. In the two fields awarding the most master's degrees, education and business, females earned 77 and 45 percent, respectively, of all master's degrees awarded. In addition, females earned 81 percent of all master's degrees awarded in the field of health professions and related clinical sciences. However, females earned fewer master's degrees than males in 2007–08 in fields such as engineering and engineering technologies (23 percent female) and computer and information sciences and support services (27 percent female).

In 2007–08, of the 63,700 doctoral degrees awarded, over 50 percent were awarded in four fields: health

professions and related clinical sciences (16 percent), education (13 percent), engineering and engineering technologies (13 percent), and biological and biomedical sciences (11 percent). Overall, there was a 38 percent increase in the number of doctoral degrees awarded from 1997–98 to 2007–08 (an increase of 17,700 doctoral degrees awarded). In 2007–08, more doctoral degrees were awarded in the field of health professions and related clinical sciences than in any other field, and between 1997–98 and 2007–08 the number of degrees awarded in this field increased four-fold.

In 2007–08, females earned about 51 percent (or 32,500 degrees) of all doctoral degrees awarded, a 68 percent increase from 1997–98. Females earned fewer doctoral degrees than males in 2007–08 in fields such as engineering and engineering technologies and computer and information sciences and support services (21 and 22 percent female, respectively).

In 2007–08, of the 91,300 first-professional degrees awarded, 48 percent were awarded in the field of law. An additional 17 percent of first-professional degrees were conferred in the field of medicine, and 12 percent were conferred in pharmacy. Between 1997–98 and 2007–08, there was a 16 percent increase in the number of first-professional degrees awarded. During this period, the field of pharmacy saw the greatest percentage increase in the number of degrees awarded (199 percent). Females earned half of all first-professional degrees awarded in 2007–08, a 35 percent increase from 1997–98.



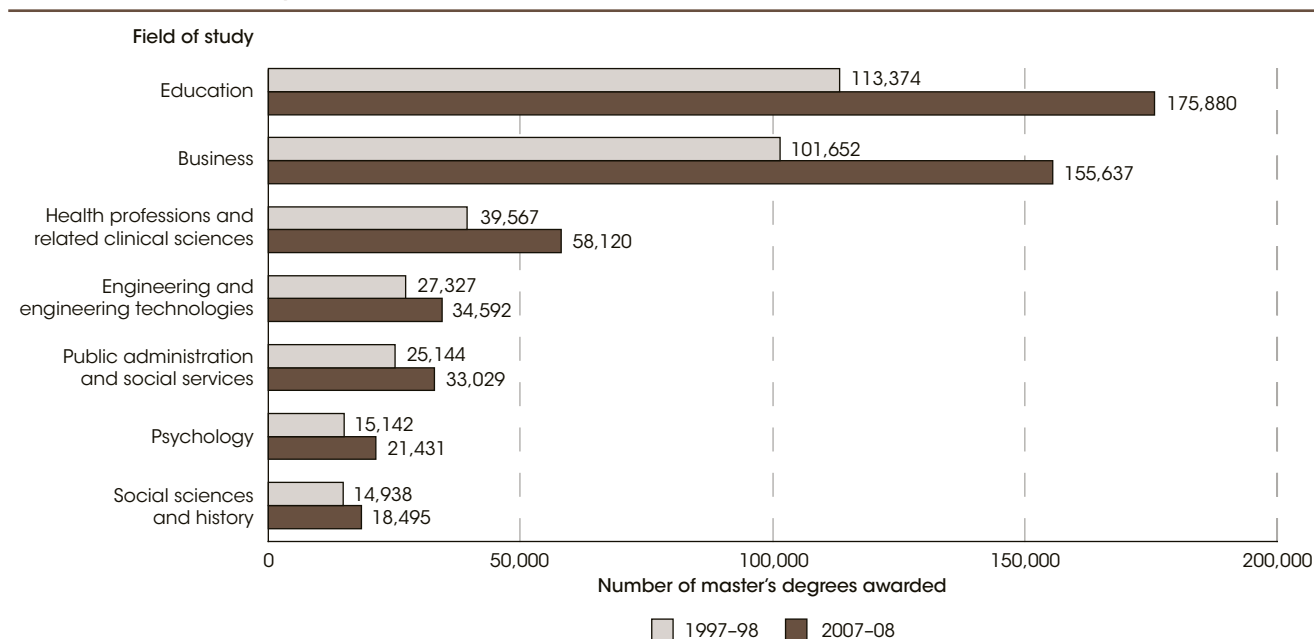
For more information: *Table A-42-1; Indicator 41 Glossary: Classification of Instructional Programs (CIP), Doctoral degree, First-professional degree, Master's degree*

Technical Notes

The percent increases discussed in this indicator refer to aggregate fields of study. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002–03. Estimates for 1997–98 have been reclassified when necessary to conform to the new

taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

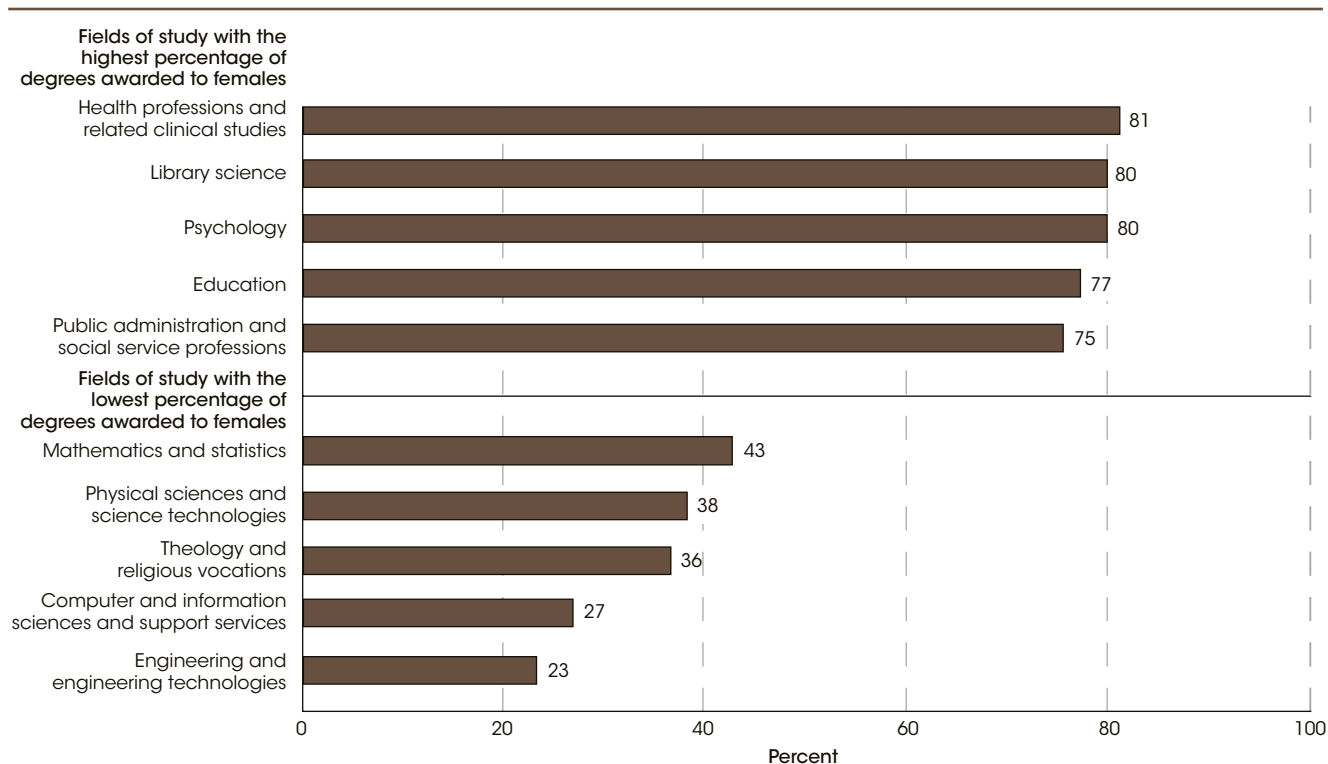
Figure 42-1. Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1997-98 and 2007-08



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1997-98 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:98) and Fall 2008.

Figure 42-2. Percentage of master's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2007-08



NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System, "Completions Survey," Fall 2008.

Degrees Conferred by Public and Private Institutions

Between 1997–98 and 2007–08, the number of degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public and private not-for-profit institutions; this was true for all types of degrees.

Between 1997–98 and 2007–08, the number of postsecondary degrees conferred by public and private institutions generally increased for each type of degree, although at varying rates. For all degree types, the percentage increases were smaller for public and private not-for-profit institutions than for private for-profit institutions.

The number of associate's degrees awarded between 1997–98 and 2007–08 increased by 27 percent for public institutions (from 455,100 to 578,500 degrees) and more than doubled for private for-profit institutions (from 55,800 to 126,900 degrees); for private not-for-profit institutions, the number of associate's degrees awarded decreased by 6 percent (from 47,600 to 44,800 degrees). Due to these changes, public institutions conferred 81 percent of all associate's degrees in 1997–98 and 77 percent of such degrees in 2007–08, while the percentage of associate's degrees conferred by private for-profit institutions increased from 10 to 17 percent during this time (see table A-43-1).

The number of bachelor's degrees awarded grew by 27 percent each for public institutions (from 784,300 to 996,400 degrees) and private not-for-profit institutions (from 386,500 to 490,700 degrees) between 1997–98 and 2007–08. The number of bachelor's degrees conferred by private for-profit institutions quadrupled (from 13,700 to 75,900 degrees) during this period; despite the larger percent gains, bachelor's degrees conferred by private for-profit institutions awarded 5 percent of all bachelor's degrees conferred in 2007–08. Public institutions awarded 64 percent and private not-for-profit institutions awarded 31 percent of all bachelor's degrees conferred in 2007–08.

Overall, the number of master's degrees conferred between 1997–98 and 2007–08 increased by 45 percent (from 430,200 to 625,000 degrees). The percentage increase in the number of master's degrees awarded by private not-for-profit was about the same as the overall percentage increase in the number awarded. Master's degrees awarded by private not-for-profit accounted for 44 percent of all master's degrees awarded in 1997–98 and 43 percent of those awarded in 2007–08. For public

institutions, however, the number of master's degrees conferred increased at a lower rate (27 percent), resulting in a decrease in their share of all master's degrees: public institutions conferred 55 percent of all master's degrees in 1997–98 and 48 percent in 2007–08. In contrast, the number of master's degrees conferred by private for-profit institutions increased eight-fold, resulting in an increase in their share of total master's degrees conferred. Private for-profit institutions conferred 1 percent of all master's degrees in 1997–98 and 9 percent in 2007–08.

The total number of first-professional degrees conferred between 1997–98 and 2007–08 increased by 16 percent (from 78,600 to 91,300 degrees), with few changes in the proportion of degrees conferred by each type of institution. In 2007–08, private not-for-profit institutions conferred 58 percent, public institutions conferred 41 percent, and private for-profit institutions conferred less than 1 percent of all first-professional degrees. From 1997–98 to 2007–08, the number of doctoral degrees conferred by public institutions increased from 29,700 to 38,300 degrees; by private not-for-profit institutions, from 15,900 to 23,000 degrees; and by private for-profit institutions from 350 to 2,400 degrees.

Although enrollment size is not reported here, the growing number of private for-profit institutions provides context for the percentage increases in the number of degrees conferred by these types of institutions. For example, the number of private for-profit 4-year institutions increased from 170 to 490 between 1997–98 and 2007–08, accounting for most of the overall increase in the number of 4-year institutions (from 2,310 to 2,680 institutions) (see table A-43-2). In addition, the number of private for-profit 2-year institutions increased from 480 to 550 during this time, while the total number of 2-year institutions decreased.



For more information: *Tables A-43-1 and A-43-2; Indicators 7, 8, and 23*

Glossary: *Associate's degree, Bachelor's degree, Doctoral degree, First-professional degree, Private institution, Public institution*

Technical Notes

This indicator includes only degree-granting institutions that participated in Title IV federal financial aid programs. For more information on the Integrated

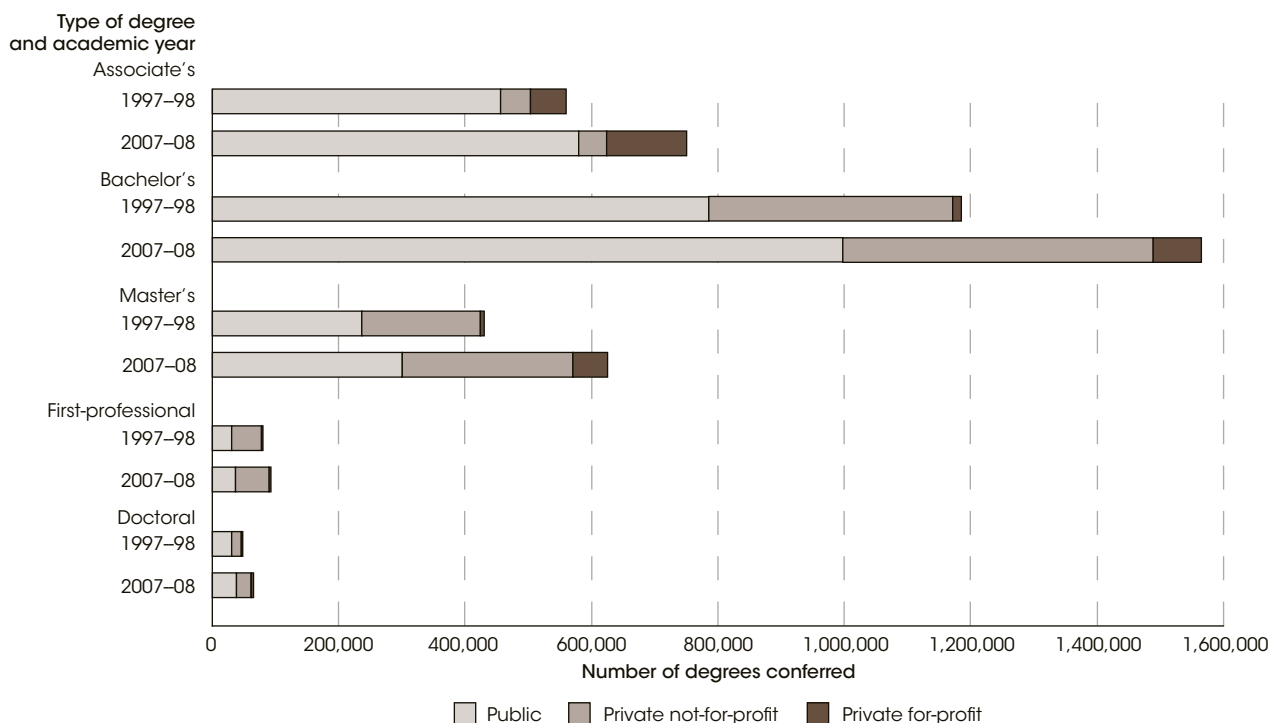
Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see *supplemental notes 3 and 8*.

Table 43-1. Number of degrees conferred by degree-granting institutions and percent change, by control of institution and type of degree: Academic years 1997-98 and 2007-08

Type of degree and academic year	Total	Public	Private		
			Total	Not-for-profit	For-profit
Associate's					
1997-98	558,555	455,084	103,471	47,625	55,846
2007-08	750,164	578,520	171,644	44,788	126,856
Percent change	34.3	27.1	65.9	-6.0	127.2
Bachelor's					
1997-98	1,184,406	784,296	400,110	386,455	13,655
2007-08	1,563,069	996,435	566,634	490,685	75,949
Percent change	32.0	27.0	41.6	27.0	456.2
Master's					
1997-98	430,164	235,922	194,242	188,175	6,067
2007-08	625,023	299,923	325,100	270,246	54,854
Percent change	45.3	27.1	67.4	43.6	804.1
First-professional					
1997-98	78,598	31,233	47,365	47,018	347
2007-08	91,309	37,278	54,031	53,225	806
Percent change	16.2	19.4	14.1	13.2	132.3
Doctoral					
1997-98	46,010	29,715	16,295	15,944	351
2007-08	63,712	38,315	25,397	23,037	2,360
Percent change	38.5	28.9	55.9	44.5	572.4

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. See the glossary for definitions of first-professional and doctoral degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2008.

Figure 43-1. Number of degrees conferred by degree-granting institutions, by type of degree and control of institution: Academic years 1997-98 and 2007-08

NOTE: Includes institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. See the glossary for definitions of first-professional and doctoral degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2008.

Faculty Salaries, Benefits, and Total Compensation

After increasing by 14 percent during the 1980s and by 5 percent during the 1990s, average faculty salaries were 4 percent higher in 2008–09 than in 1999–2000, after adjusting for inflation.

In 2008–09, the average faculty salary was \$73,600, with institutional averages ranging from \$43,500 at private 2-year colleges to \$97,700 at private doctoral universities (see table A-44-1). From 1979–80 to 2008–09, the average salary for full-time instructional faculty at postsecondary institutions increased by 24 percent, after adjusting for inflation. Average salaries were higher in 2008–09 than in 1979–80 for faculty with academic ranks. The increase was greatest for instructors, whose average salary increased by 46 percent, followed by that of professors, whose average salary increased by 30 percent. Similarly, the average faculty salary was higher in 2008–09 than in 1979–80 at most types of institutions, with increases ranging from 9 percent at public 2-year colleges to 41 percent at private doctoral universities.

Much of the growth in faculty salaries between 1979–80 and 2008–09 occurred during the earlier years of this time span. After increasing by 14 percent during the 1980s and by 5 percent during the 1990s, average salaries for faculty were 4 percent higher in 2008–09 than they were in 1999–2000, after adjusting for inflation. The pattern differed across the various types of institutions, which are categorized by the highest degree awarded: doctoral, master's, other 4-year (baccalaureate), or 2-year. In 2008–09, average faculty salaries at public and private doctoral universities, private master's degree universities, and public other 4-year colleges were between 2 and 4 percent higher than they were in 1999–2000. In contrast, salaries increased by 9 percent at private other 4-year colleges. At private 2-year colleges, faculty salaries were 4 percent lower in 2008–09 than in 1999–2000.

Average fringe benefits for faculty (adjusted for inflation) have increased by a higher percentage than average salaries since 1979–80 (78 vs. 24 percent). As a result, salary accounted for 78 percent of total compensation for faculty in 2008–09, compared with 84 percent of total compensation in 1979–80. Between 1999–2000 and 2008–09, fringe benefits increased by a higher percentage than salaries at most institution types. In 2008–09, average fringe benefits for faculty were 21 percent higher than in 1999–2000, while average faculty salaries were 4 percent higher. Fringe benefits for faculty generally increased by a higher percentage at public institutions than at private institutions. The average benefit for faculty at public master's degree institutions increased by 24 percent, compared with the 17 percent increase for faculty at private master's degree universities. The average benefit for faculty at public other 4-year colleges increased by 32 percent, compared with the 23 percent increase for faculty at private other 4-year colleges. Between 1999–2000 and 2008–09, benefits for faculty at public 2-year institutions increased by 25 percent, while benefits at private 2-year colleges decreased by 5 percent.

Combining salary with benefits, full-time instructional faculty received an average total compensation package in 2008–09 that was about 7 percent higher than the package they received in 1999–2000. In 2008–09, the average compensation package for faculty was about \$93,900, including \$73,600 in salaries and \$20,300 in benefits.



For more information: *Table A-44-1*

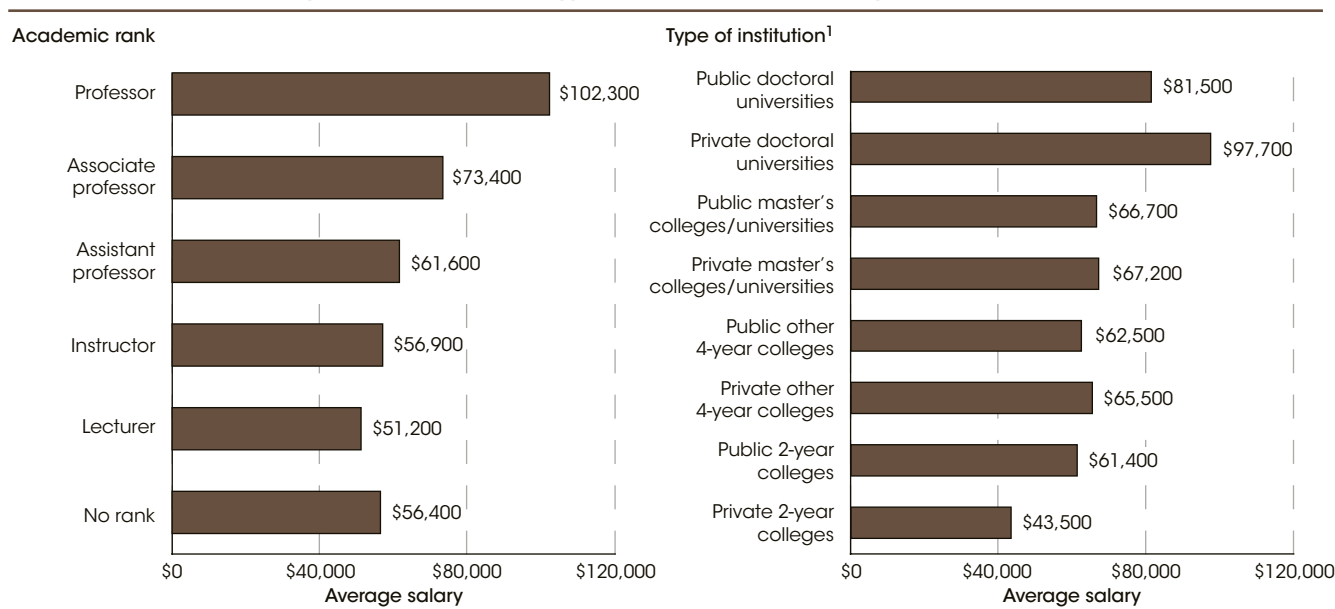
Glossary: *Consumer Price Index (CPI), Faculty, Four-year postsecondary institution, Private institution, Public institution, Salary, Two-year postsecondary institution*

Technical Notes

Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits. 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. For more information on the classification of postsecondary institutions, see *supplemental note 8*. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other National Center for Education Statistics (NCES) reports. Data exclude faculty on

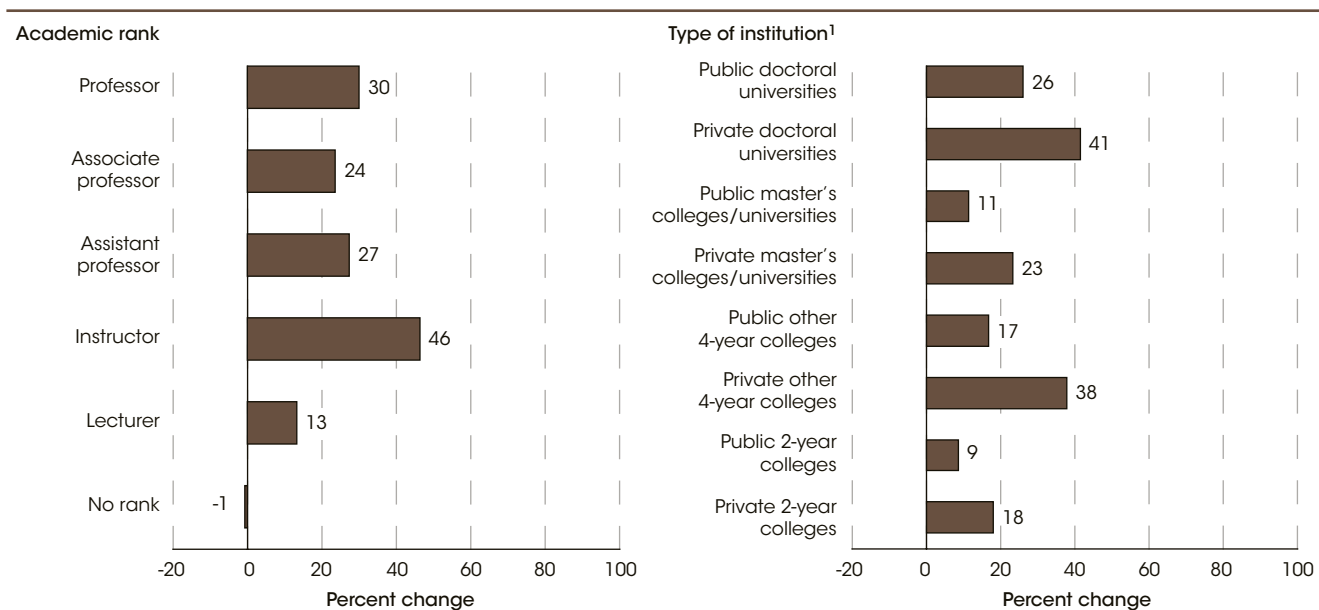
contracts of less than 9 months and 11- and 12-month contracts. In 2008–09, less than 1 percent of faculty were on less-than-9-month contracts and 17 percent were on 11- and 12-month contracts. Salaries, benefits, and compensation are adjusted by the Consumer Price Index (CPI) to constant 2008–09 dollars. Academic ranks include professor, associate professor, assistant professor, instructor, and lecturer. The data are reported for the 50 States and D.C. and exclude Puerto Rico and the territories. Detail may not sum to totals because of rounding. For more information on the CPI, see *supplemental note 10*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 44-1. Average salary for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions, by academic rank and type of institution: Academic year 2008-09



¹ Institutions in this indicator are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see *supplemental note 8*.
 NOTE: Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008-09 Integrated Postsecondary Education Data System (IPEDS), Fall 2008 and Winter 2008-09.

Figure 44-2. Percent change in average salaries for full-time instructional faculty on 9- and 10-month contracts at degree-granting institutions, by academic rank and type of institution: Academic years, 1979-80 through 2008-09



¹ Institutions in this indicator are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see *supplemental note 8*.
 NOTE: Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Estimates are adjusted by the Consumer Price Index (CPI) to constant 2008-09 dollars. For more information on the CPI, see *supplemental note 10*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 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 2008-09 Integrated Postsecondary Education Data System (IPEDS), Fall 2008 and Winter 2008-09.

College Student Employment

In 2008, about 45 percent of full-time and 79 percent of part-time college students ages 16–24 were employed.

The percentage of full-time college students ages 16–24 who were employed increased from 34 to 52 percent between 1970 and 2000 and then decreased to 47 percent in 2001, but from 2001 through 2008 there was no measurable change (see table A-45-1). In 2008, about 45 percent of full-time college students were employed, which was not measurably different from the percentage of students who were employed during most of the early 1990s. The number of hours these students worked per week increased from 1970 to 2000 and has since remained relatively stable. From 1970 to 2000, the percentage of full-time students who worked 20–34 hours per week increased from 10 to 22 percent and the percentage who worked 35 or more hours per week increased from 4 to 9 percent. From 2000 to 2008, the percentage of students working 20–34 hours per week remained between 20 and 22 percent and the percentage working 35 or more hours per week remained between 8 and 9 percent.

In 2008, about 79 percent of part-time college students ages 16–24 were employed. In contrast to the increase among full-time college students, there was no measurable change between 1970 and 2008 in the percentage of part-time college students who were employed. In addition, part-time college students worked fewer hours in 2008 than they did in 1970: the percentage of students working 35 or more hours per week decreased from 60 to 44 percent during this period.

The percentage of full-time college students at public and private 4-year institutions who were employed generally followed the pattern of the overall percentage of employed full-time college students; that is, the percentage increased from 1990 to 2000, decreased from 2000 to 2001, and then remained relatively steady through 2008. The percentage of full-time students at public 2-year colleges who were employed did not measurably change between 1990 and 2000 but decreased from 2000 to 2008. In contrast to full-time students, the percentage of part-time students in public and private 4-year institutions who were employed did not measurably change between 1990 and 2008. The percentage of part-time students in public 2-year colleges who were employed in 1990 was not measurably different from the percentage in 2007, but from 2007 to 2008 it decreased from 83 to 75 percent.

Technical Notes

College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. *Hours worked per week* refers to the number of hours the respondent

The percentages of students who were employed differed by type of institution. In general, the percentages of full-time students who were employed were higher at public 2-year colleges than at 4-year institutions for all years of data shown between 1990 and 2008. In addition, the percentages of full-time students who were working while attending public 4-year institutions were higher than the percentages of full-time students at private 4-year institutions. In 2008, for example, about 53 percent of full-time students at public 2-year colleges were employed, compared with 44 percent of full-time students at public 4-year institutions and 38 percent at private 4-year institutions. The percentage of part-time students who were employed generally did not differ by type of institution between 1990 and 2007, though in 2008 a higher percentage of part-time students at public 4-year institutions worked than did those at public 2-year institutions.

In 2008, the percentage of full-time college students ages 16–24 who were employed differed by sex and race/ethnicity. A higher percentage of female than male full-time students were employed (49 vs. 42 percent) (see table A-45-2). Also, the employment rates of full-time students were higher among White and Hispanic students (49 and 42 percent, respectively) than among Black and Asian students (34 and 29 percent, respectively).

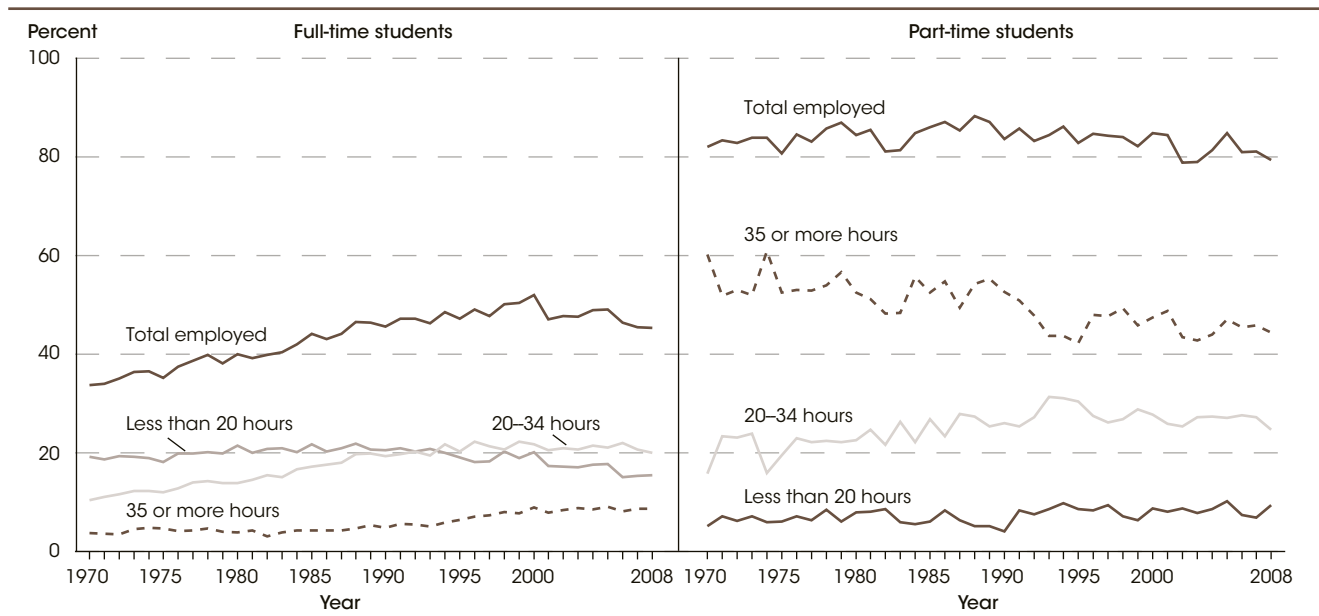
The percentage of students who were employed in 2008 also differed by student enrollment level. The percentage of part-time graduate students who were employed was higher than that of part-time undergraduate students (90 vs. 78 percent). At both the part-time and full-time level, graduate students worked more hours per week than undergraduate students. For example, 74 percent of part-time graduate students worked 35 or more hours per week, compared with 40 percent of part-time undergraduates.



For more information: *Tables A-45-1 and A-45-2*
Glossary: *Four-year postsecondary institution, Full-time enrollment, Part-time enrollment, Private institution, Public institution, Two-year postsecondary institution*

worked at all jobs during the survey week. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

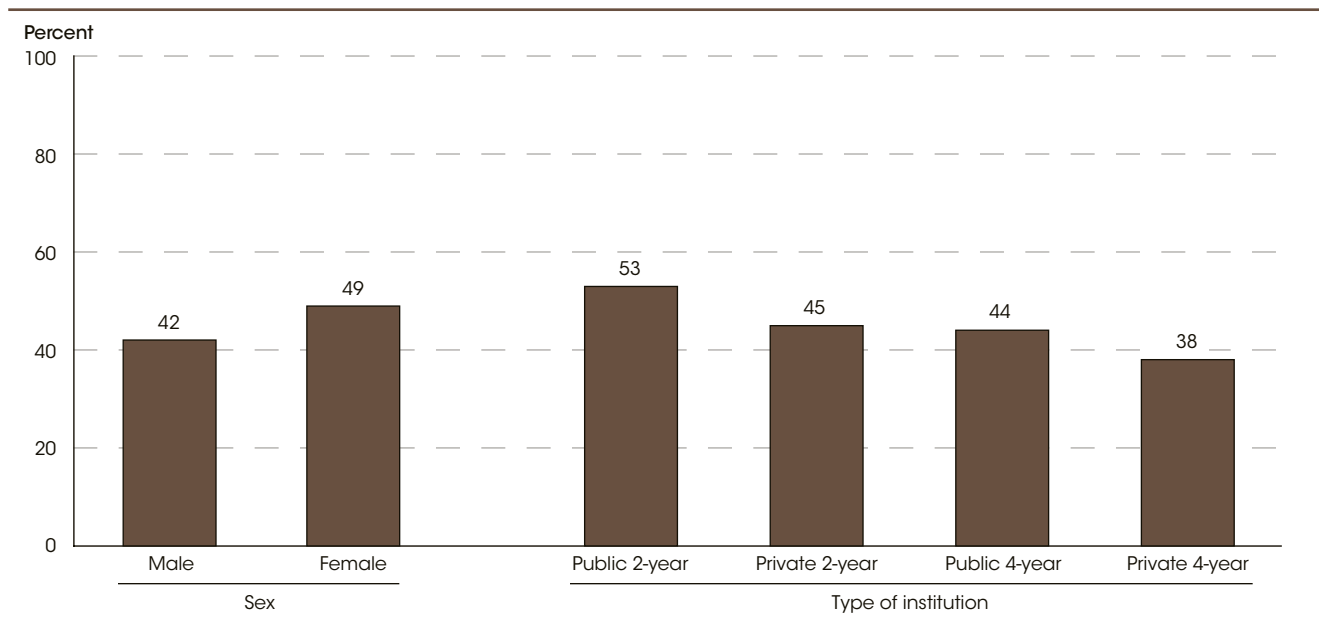
Figure 45-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2008



NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. 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—these estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2008.

Figure 45-2. Percentage of 16- to 24-year-old full-time college students who were employed, by sex and type of institution: 2008



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. Percent employed estimates include those who were employed but not at work during the survey week. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2008.

Federal Grants and Loans to Undergraduates

From 1999–2000 to 2007–08, the percentage of full-time, full-year undergraduates with federal grants and loans increased. The average federal grant amount was larger in 2007–08 than in 1999–2000, but the average federal loan amount was smaller.

Grants and loans are the major forms of federal financial support for postsecondary students. Federal grants, which do not need to be repaid, are available to undergraduates who qualify by income, whereas loans are available to all students. In addition to federal financial aid, there are also grants from state and local governments, the institution, and private sources, as well as private loans.

In 2007–08, about 65 percent of full-time, full-year undergraduates received grants from all sources, up from 59 percent in 1999–2000 (see table A-46-1). From 1999–2000 to 2007–08, the percentage of full-time, full-year undergraduates receiving federal grants increased from 31 to 33 percent. From 1999–2000 to 2007–08 the average grant amount from any source for full-time, full-year undergraduates increased from \$6,300 to \$7,300 (in constant 2008–09 dollars). During this period, the average federal grant also increased from \$3,200 to \$3,700. The percentage of low-income dependent undergraduate students who received federal grants increased from 72 percent in 1999–2000 to 80 percent in 2007–08. In 2007–08, about 15 percent of middle-income and less than 1 percent of high-income students received federal grants.

For full-time, full-year undergraduates at public 2-year institutions in 2007–08, the percentage receiving federal grants was 37 percent, compared with 29 percent of students at public 4-year institutions, and 28 percent of students at private not-for-profit 4-year institutions. From 1999–2000 to 2007–08, the percentage of students at public 2-year institutions receiving federal grants increased from 32 to 37 percent; however, the percentages of students receiving federal grants at public 4-year and private not-for-profit 4-year institutions showed no measurable change during this period.

The percentage of all full-time, full-year undergraduates who had taken out a loan, including federal loans, was 53

percent in 2007–08, up from 45 percent in 1999–2000. In 2007–08, almost 50 percent of all full-time, full-year undergraduates took out federal loans, compared with the 44 percent who took out federal loans in 1999–2000. Of those students taking out a loan, the average loan amount from any source for undergraduates was \$8,200 in 2007–08, an increase over the average amount in 1999–2000 (\$6,900, in constant 2008–09 dollars). However, the average federal loan amount for full-time, full-year undergraduates declined from \$6,100 to \$5,500.

From 1999–2000 to 2007–08, the percentage of low-income dependent undergraduates who took out federal loans increased from 47 to 51 percent. In 2007–08, there was no measurable difference between the percentages of low-income and middle-income dependent undergraduates who took out federal loans (51 and 49 percent, respectively), but both groups were larger than the percentage of high-income dependent undergraduates who took out federal loans that year (35 percent).

In 2007–08, a higher percentage of students attending private, not-for-profit 4-year institutions received federal loans (61 percent) than did students at public 2-year (20 percent) and public 4-year (49 percent) institutions. At public 2-year institutions, the percentages of students taking out federal loans increased from 16 percent in 1999–2000 to 20 percent in 2007–08. However, there were no measurable changes from 1999–2000 to 2007–08 in the percentages of students taking out federal loans at 4-year public and private, not-for-profit 4-year institutions.



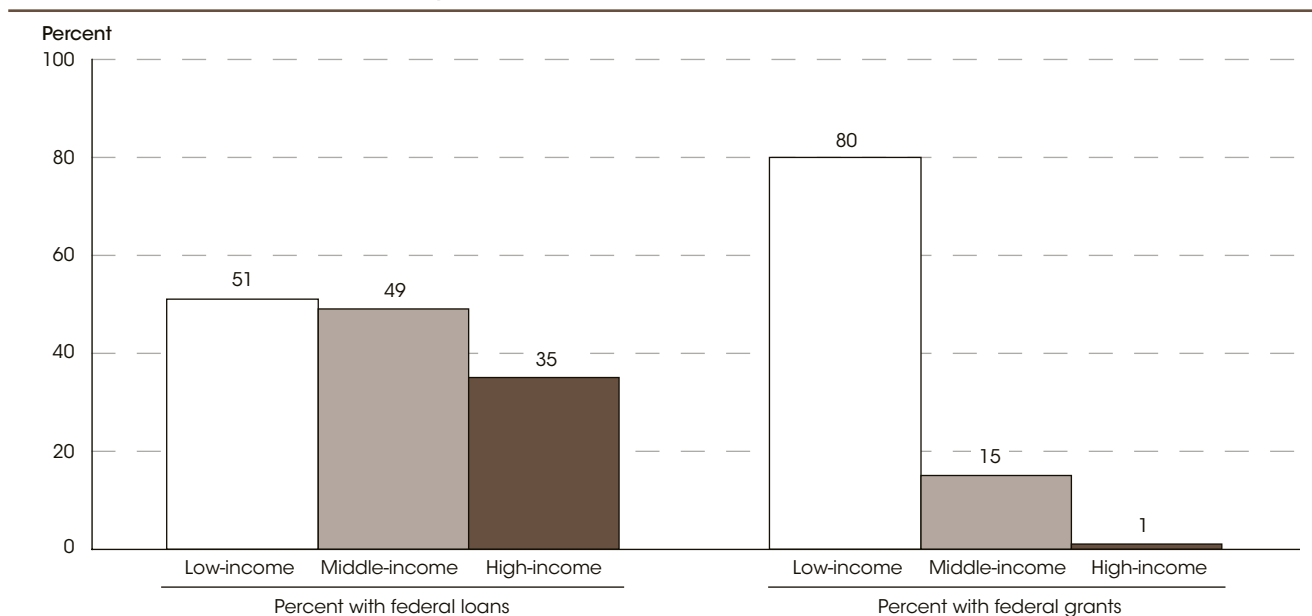
For more information: *Table A-46-1; Indicator 47 Glossary: Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

Total amounts for federal grants and loans in 1999–2000 and 2007–08 are from Table 1: Total Student Aid and Nonfederal Loans Used to Finance Postsecondary Education Expenses in Constant (2008) Dollars (in Millions) 1963–64 to 2008–09, The College Board, *Trends in Student Aid 2009*. Federal loans include Perkins loans, subsidized and unsubsidized Stafford loans, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd

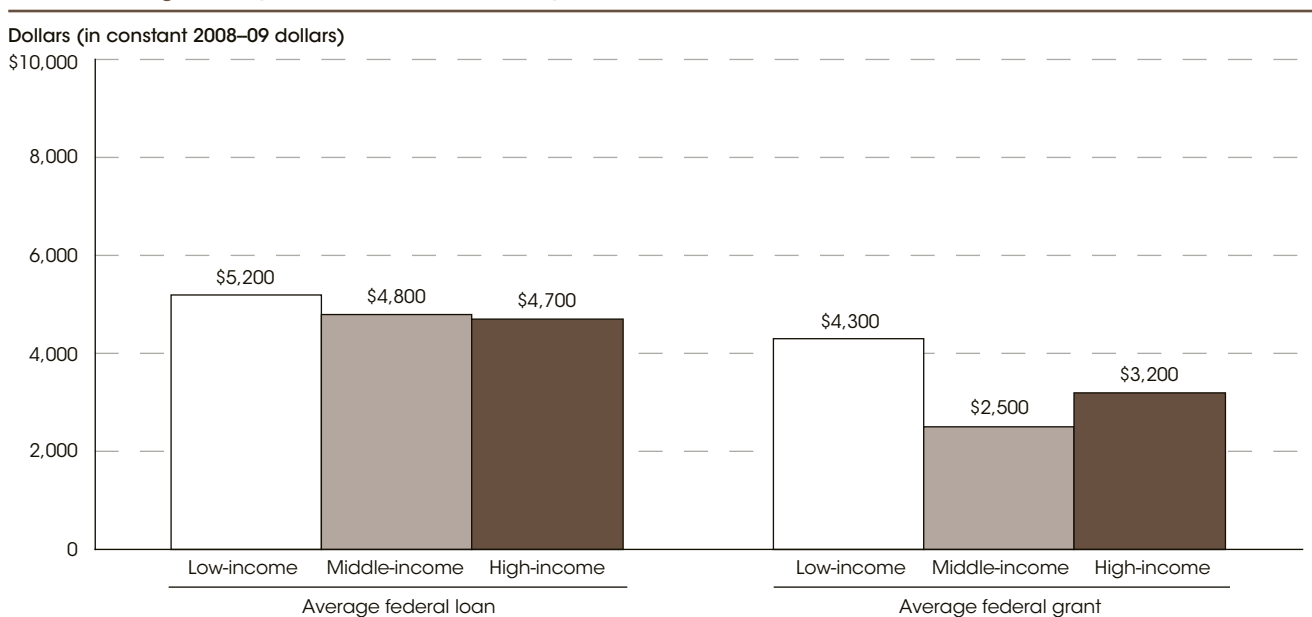
scholarships. Parent Loans for Undergraduate Students (PLUS), veterans' benefits, and tax credits are not included in any of the totals. The cutoff points for low, middle, and high income were obtained by identifying the incomes at the 25th and 75th percentiles. Data were adjusted to 2008–09 dollars using the Consumer Price Index for All Urban Consumers (CPI-U). For more information on the CPI-U, see *supplemental note 10*. For more information on National Postsecondary Student Aid Study (NPSAS), see *supplemental note 3*.

Figure 46-1. Percentage of full-time, full-year dependent undergraduates who had federal loans and grants, by income level: Academic year 2007–08



NOTE: Federal loans include Perkins loans, subsidized and unsubsidized Stafford loans, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

Figure 46-2. Average grants and loans to full-time, full-year dependent undergraduates who had federal loans and grants, by income level: Academic year 2007–08



NOTE: Federal loans include Perkins loans, subsidized and unsubsidized Stafford loans, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

Price of Attending an Undergraduate Institution

For full-time, full-year, dependent undergraduates, the total price of education was higher in 2007–08 than in 1999–2000 at all institutions.

The total price of attending a postsecondary institution (also called “the student budget”) includes tuition and fees, books and materials, and an allowance for living expenses. In 2007–08, the average total price, in constant 2008–09 dollars, of attendance for full-time, full-year, dependent students was \$12,000 at public 2-year institutions, \$19,100 at public 4-year institutions, \$37,000 at private not-for-profit 4-year institutions, and \$22,400 at private for-profit less-than-4-year institutions (see table A-47-1). The average total price of attendance for students at each of the four major types of institutions was higher in 2007–08 than in 1999–2000.

Many students and their families do not pay the full price of attendance; they receive financial aid to help cover their expenses. The primary types of aid are grants (which do not have to be repaid) and loans (which must be repaid). Grants (including scholarships) may be awarded on the basis of financial need, merit, or both, and may include tuition aid from employers. The loan amounts reported in this indicator include student borrowing through federal, state, institutional, and alternative (private) loan programs, as well as loans taken out by parents through the federal Parent Loans for Undergraduate Students (PLUS) program. When adjusted for inflation, the average amount borrowed by students at each of the four major types of institutions was higher in 2007–08 than in 1999–2000. The average grant amounts for students at public 2- and 4-year institutions and private not-for-profit 4-year institutions were higher in 2007–08 than in 1999–2000, when adjusted to 2008–09 dollars (see table A-47-1).

The net price is an estimate of the cash outlay, including loans, that students and their families need to pay in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants (which decrease the price). The net price for full-time, full-year, dependent undergraduates at all four major types of institutions was higher in 2007–08 than in 1999–2000. After adjusting for inflation, the net price of attendance was higher in 2007–08 than in 2003–04 for students at public 2- and 4-year institutions, as well as for students at private not-for-profit 4-year institutions.

The net price of sending a student to a postsecondary institution (of any type) was higher in 2007–08 than in 1999–2000 for families at all income levels, with the exception of low-income students at public 2-year institutions and middle- and high-income students at private for-profit less than 4-year institutions (see table A-47-2). For middle-income students at public 2- and 4-year institutions and private not-for-profit 4-year institutions, the net price was significantly higher in 2007–08 than in 2003–04; this was also true for high-income students at public 2- and 4-year institutions.



For more information: Tables A-47-1 and A-47-2; Indicator 46

Glossary: Consumer Price Index (CPI), Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution

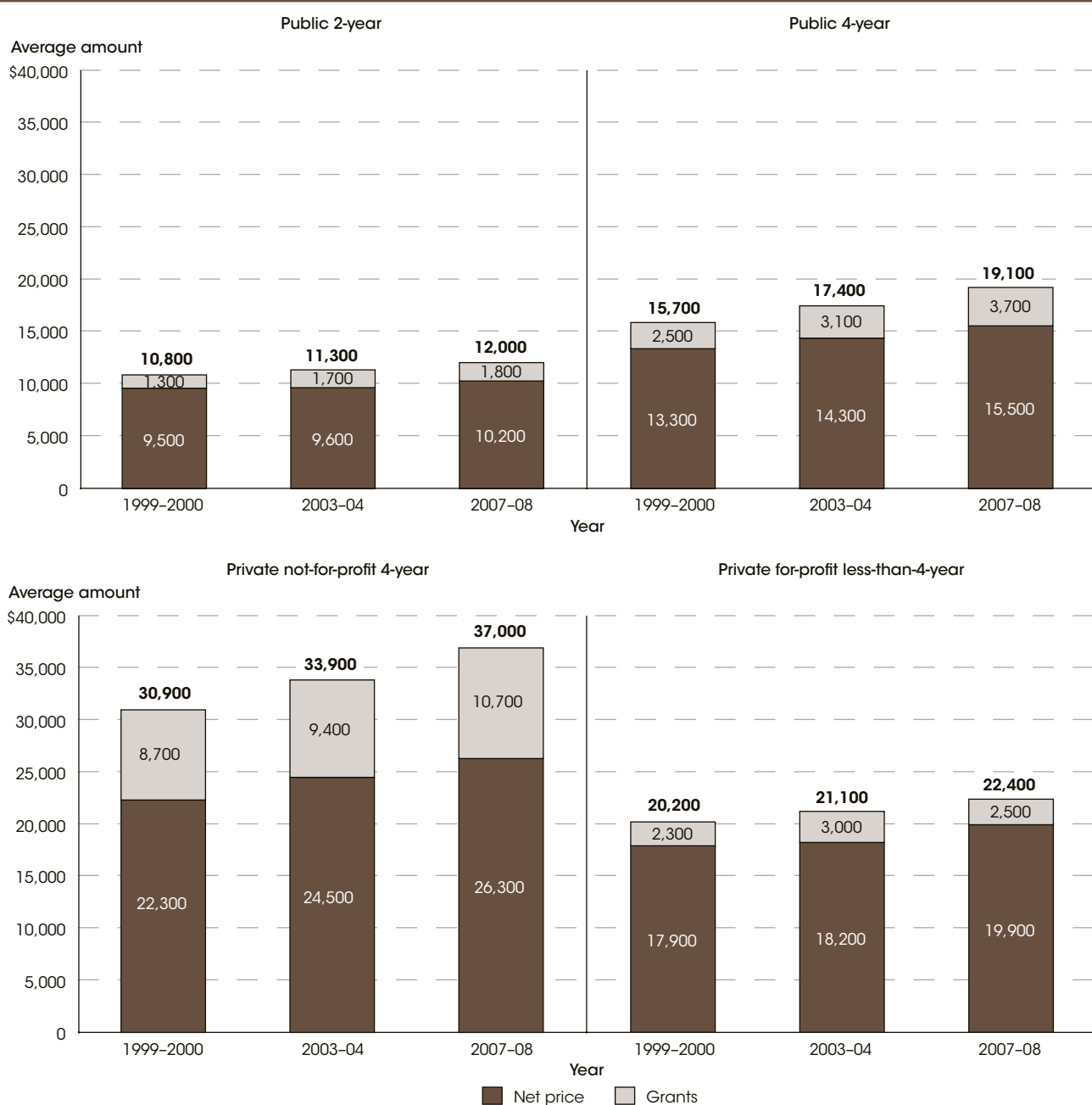
Technical Notes

Full time refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net price. Averages were computed for all students, including those who did not receive financial aid. Detail may not sum to totals because of rounding. Data were adjusted by the Consumer Price Index for All Urban Consumers

(CPI-U) to constant 2008–09 dollars. For more information on the CPI-U, see *supplemental note 10*. Estimates exclude students who were not U.S. citizens or permanent residents and who were therefore ineligible for federal student aid, students who attended more than one institution in a year due to the difficulty matching information on price and aid, and students who attended private for-profit 4-year institutions.

Figure 47-1. Average total price, grants, and net price for full-time, full-year dependent undergraduates, by type of institution: Academic years 1999-2000, 2003-04, and 2007-08

[In constant 2008-09 dollars]



NOTE: *Full time* refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). *Net price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance, including loans, minus grants. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net price. Averages were computed for all students, including those who did not receive financial aid. Data were adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2008-09 dollars. For more information on the CPI-U, see *supplemental note 10*. Estimates exclude students who were not U.S. citizens or permanent residents and who were therefore ineligible for federal student aid, students who attended more than one institution in a year due to the difficulty of matching information on price and aid, and students who attended private for-profit 4-year institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

Price of Graduate and First-Professional Attendance

Most full-time graduate students receive financial aid: 85 percent at the master's level, 88 percent at the first-professional level, and 93 percent at the doctoral level receive aid. For all degree programs, the average total price of attending was greater in 2007–08 than in 2003–04.

In 2007–08, the average total price (tuition and fees, books and materials, and living expenses) for 1 year of full-time graduate education was \$37,300 for a master's degree program; \$42,800 for a doctoral program; and \$50,200 for a first-professional degree program, in constant 2008–09 dollars (see table A-48-1). The average total price differed depending on degree level and institution type, ranging from \$31,300 for a master's degree program at a public institution to \$58,000 for a first-professional degree program at a private not-for-profit institution.

Only 26 percent of master's degree students were enrolled full time in 2007–08, compared to 53 percent of doctoral degree students and 78 percent of first-professional degree students. The adjusted average net price (total price minus grants) for full-time master's degree students was \$25,700 at public institutions and \$37,800 at private not-for-profit institutions. Compared with their peers at private not-for-profit institutions, on average, full-time master's students at public institutions received more in assistantships and borrowed less (see table A-48-1).

In 2007–08, some 85 percent of full-time students at the master's level, 88 percent at the first-professional level, and 93 percent at the doctoral level received some type of aid (see table A-48-2). Grants and assistantships are usually awarded on a discretionary basis and are not related to financial need. Financial need must be demonstrated by students in order to obtain Perkins or subsidized Stafford loans, but not to take out unsubsidized Stafford loans or private loans. Graduate students sometimes receive tuition assistance from their employers (also considered grant aid). For example, in 2007–08, some 48 percent of part-time students in master of business administration programs received this type of aid (see table A-48-3).

Full-time doctoral students had an average net price of \$26,600 at public institutions and \$39,200 at private not-for-profit institutions in 2007–08. Although full-time doctoral students in both sectors faced a higher average total price than their counterparts at the master's level, doctoral students received larger average amounts in grants and assistantships and borrowed less.

In 2007–08, the net price paid for first-professional students was higher than that for doctoral students in both the public and private not-for-profit sectors. However, first-professional students relied more heavily on loans to pay for their education, with loan amounts averaging \$25,300 at public institutions and \$32,900 at private not-for-profit institutions, compared with \$5,000 and \$10,600, respectively, for doctoral students in 2007–08.

The average total price of attending a graduate program at a higher education institution was greater in 2007–08 than in 2003–04 for master's, doctoral, and first-professional students at both public and private not-for-profit institutions. Tuition and fees were greater in 2007–08 than in 2003–04 for doctoral and first-professional students in both public and private not-for-profit institutions, and for master's students in public institutions. When comparing the 2007–08 tuition and fees and net price associated with obtaining a master's degree at a private not-for-profit institution to the costs for 2003–04, no measurable difference was detected. For students at private not-for-profit institutions studying for their first-professional degrees, the total price of attendance rose from approximately \$47,200 in 2003–04 to \$58,000 in 2007–08, in constant 2008–09 dollars.



For more information: Tables A-48-1 through A-48-3
Glossary: Consumer Price Index (CPI), Private institution, Public institution, Tuition

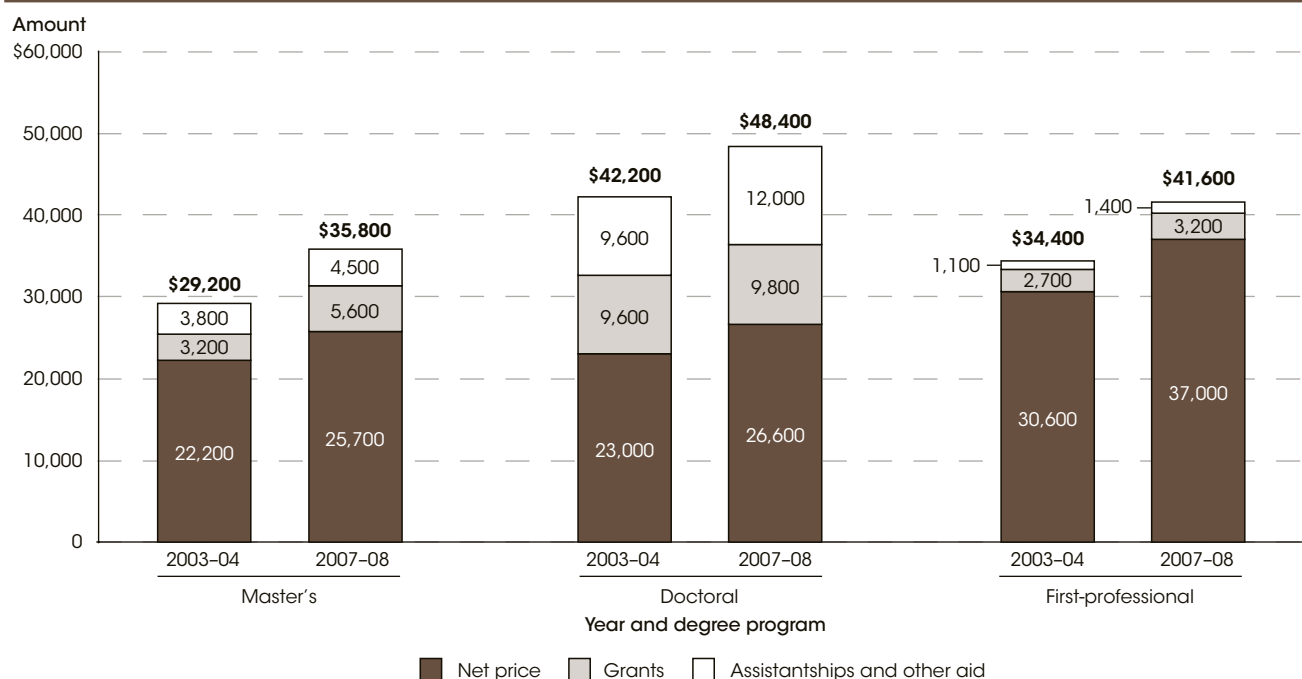
Technical Notes

First-professional programs include chiropractic, osteopathic medicine, dentistry, pharmacy, law, podiatry, medicine, theology, optometry, and veterinary medicine. The category assistantships and other aid consists primarily of assistantships, but also includes a small amount of other types of aid such as work study, state vocational, rehabilitation and job training grants, federal veterans benefits, and military tuition aid. Analysis is limited to students who attended for the full year at only one institution in 2003–04 and 2007–08 in order to keep aid and prices consistent. *Full time* means enrolled full

time (according to the institution's definition) for at least 9 months during the academic year; full-time enrollment does not preclude working. Averages are calculated for all students, including those with no aid. For more information about the National Postsecondary Student Aid Study (NPSAS), see *supplemental note 3*. Data were adjusted to constant 2008–09 dollars using the Consumer Price Index for All Urban Consumers (CPI-U). For more information about the CPI-U, see *supplemental note 10*. Detail may not sum to totals because of rounding.

Figure 48-1. Average annual total price, financial aid, and net price for full-time graduate and first-professional students attending public institutions: Academic years 2003-04 and 2007-08

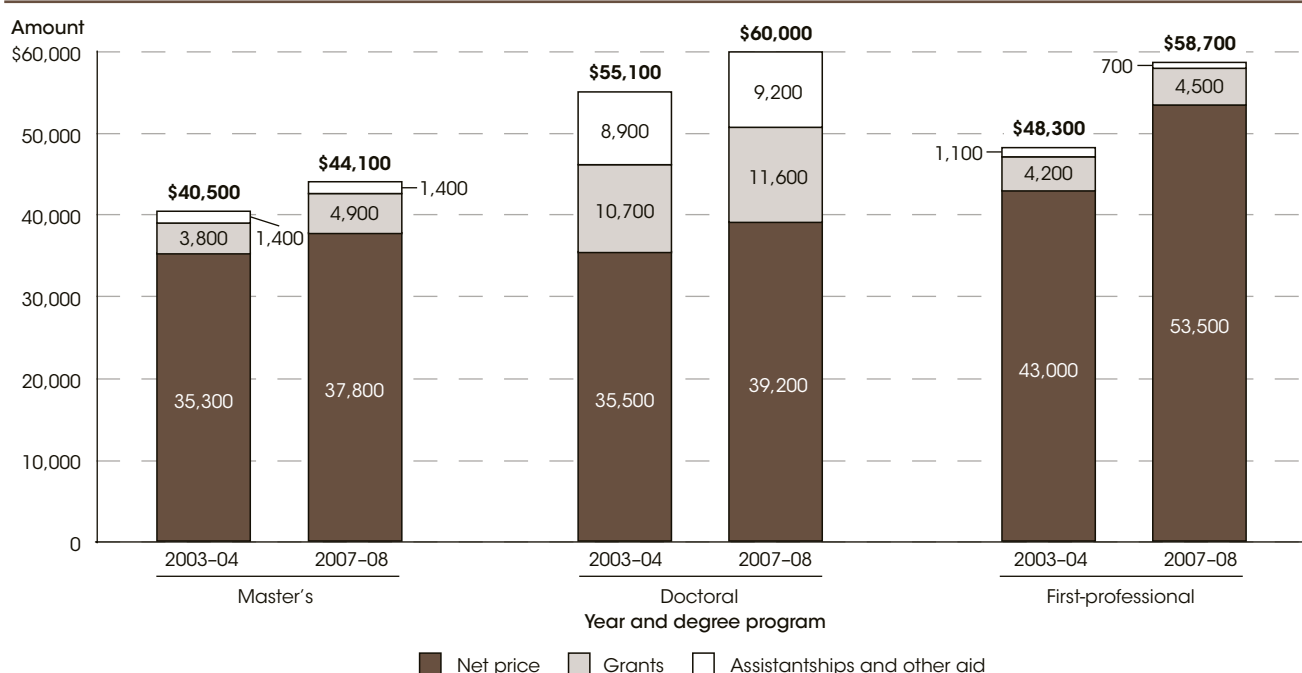
[In constant 2008-09 dollars]



NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price data consistent. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

Figure 48-2. Average annual total price, financial aid, and net price for full-time graduate and first-professional students attending private not-for-profit institutions: Academic years 2003-04 and 2007-08

[In constant 2008-09 dollars]



NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price data consistent. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

Postsecondary Revenues and Expenses

In 2007–08, student tuition accounted for 18 percent of the total revenue for public institutions, 36 percent for private not-for-profit institutions, and 87 percent for private for-profit institutions. State appropriations (25 percent) were the largest source of revenue for public institutions.

This indicator compares the revenues and expenses for public, private not-for-profit, and private for-profit postsecondary institutions. Detailed comparisons of financial data cannot be made across institutional sectors because of differences in accounting procedures for some categories of items, or across institutional types because of differing missions, such as a focus on relatively expensive graduate level programs; however, some general patterns can be observed. In 2007–08, student tuition and fees accounted for 36 percent of the total revenue for private not-for-profit institutions and 87 percent for private for-profit institutions (see table A-49-1). State appropriations (25 percent) were the largest source of revenue for public institutions, while tuition and fees (18 percent) constituted the second largest single revenue category. The investment return per student in 2007–08 for private not-for-profit institutions (\$2,153) was smaller than the amount in some prior years (\$19,852 in 2006–07 and \$12,723 in 2003–04). These revenues may be volatile from year to year, affecting not only the amount of revenue from investments per student but also the total revenues and the percentage distribution of the revenue sources. Private institutions report most federal student financial aid as tuition or auxiliary enterprise revenue (revenue from college housing and food services) rather than as direct revenue from the federal government. Public institutions report federal financial grant aid as federal grant revenue, although loans supported through federal programs are reported as tuition or auxiliary enterprise revenue.

In 2007–08, public institutions spent \$261 billion (\$27,176 per student in 2008–09 dollars) (see table A-49-2). About 28 percent of this amount, \$7,703 per student, was spent on instruction. The remaining funds were used for other purposes, ranging from research (10 percent) and teaching hospitals (9 percent) to various types of services for students and the public, including public service

(4 percent), student services (5 percent), and auxiliary enterprises (8 percent). Funds also went towards items more directly related to the administration of institutions, including academic support (7 percent) and institutional support (9 percent). The expenses per student for public institutions were 6 percent higher in 2007–08 than in 2003–04, after adjustment for inflation.

In 2007–08, private not-for-profit institutions spent \$134 billion (\$44,592 per student in 2008–09 dollars). About 33 percent of this amount, \$14,772 per student, was spent on instruction. At private not-for-profit institutions, 11 percent of total expenses went towards research, compared with 10 percent at public institutions. Eight percent of expenses at private not-for-profit institutions were for hospitals, compared with 9 percent at public institutions. Private not-for-profit institutions spent 2 percent of their budget on public service, which was lower than the 4 percent that public institutions spent. Of the total spent at private not-for-profit institutions, 9 percent was spent on academic support and 14 percent was spent on institutional support. The expenses per student for private not-for-profit institutions were 4 percent higher in 2007–08 than in 2003–04, after adjustment for inflation.

In 2007–08, the expenses of private for-profit institutions amounted to \$14 billion (\$13,716 per student in 2008–09 dollars). About \$3,186 per student, or 23 percent of total expenses, was spent on instruction. About \$9,173 per student (67 percent of total expenses) was spent on a major category group made up of student services and academic and institutional support; these expenses cover a wide range of administrative costs and institutional profit.



For more information: *Tables A-49-1 and A-49-2*

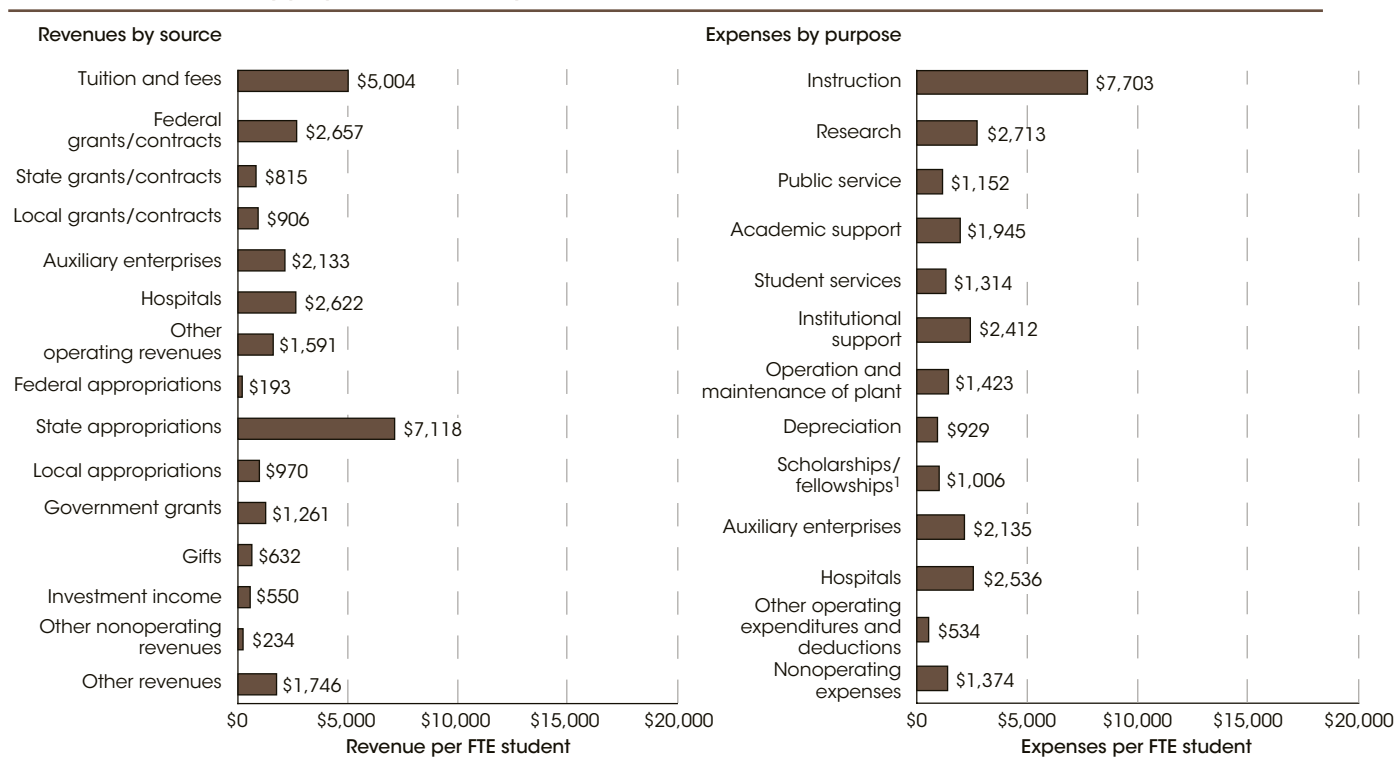
Glossary: *Consumer Price Index (CPI), Expenditures, Private institution, Public institution, Revenues, Tuition*

Technical Notes

Academic support includes services that directly support an institution's primary missions of instruction, research, or public service; examples are libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. Institutional support includes general administrative services, executive direction and planning, legal and fiscal operations, and community relations. Student services include expenses associated with admissions; registrar activities; and activities whose primary purpose is to contribute to students' emotional and physical well-being

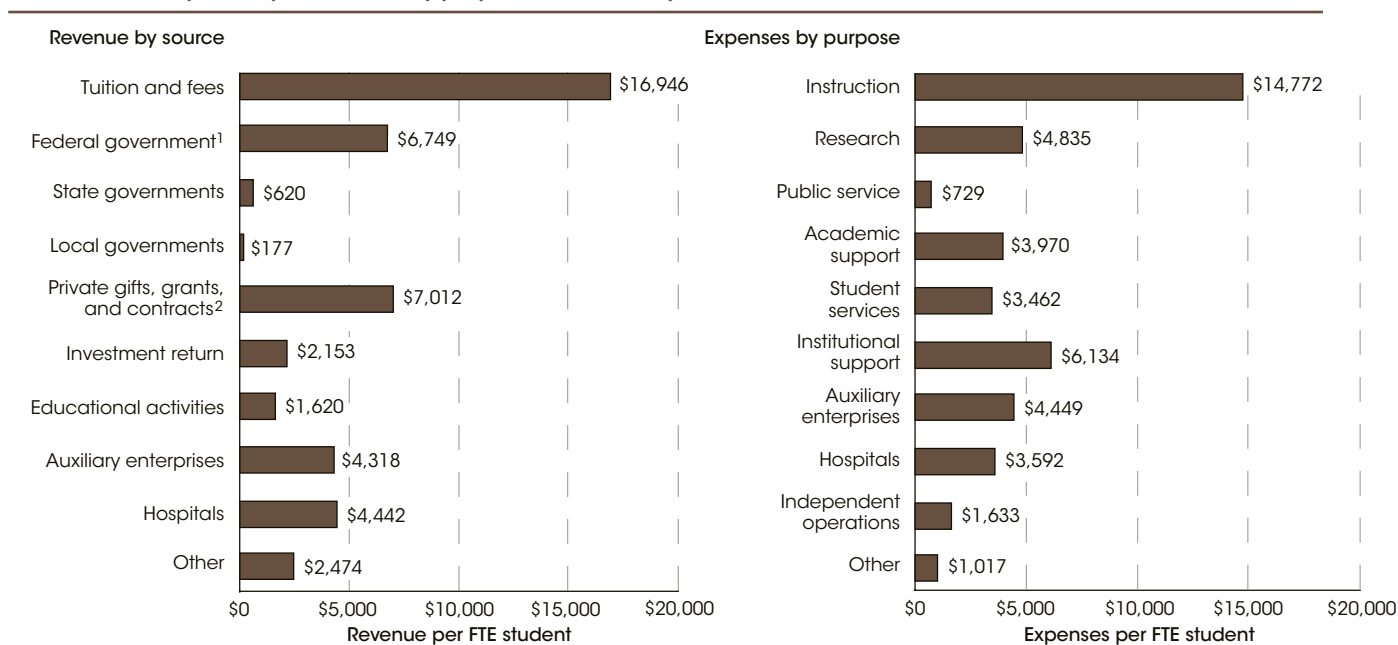
and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction (such as remedial instruction), counseling, financial aid administration, and student records. Revenue from endowments can fluctuate from year to year. For example, see negative revenues for investment return for years 2000–01 and 2001–02 in NCES 2010-013, table 353. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

Figure 49-1. Public degree-granting postsecondary institutions' revenue per student, by source, and expenses per student, by purpose: Academic year 2007-08



¹ Excludes discounts and allowances. In 2007-08, about 59 percent of the total scholarships were reported under discounts and allowances.
 NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

Figure 49-2. Private not-for-profit degree-granting postsecondary institutions' revenue per student, by source, and expenses per student, by purpose: Academic year 2007-08



¹ Includes independent operations.

² Includes contracts and contributions from affiliated entities.

NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

Appendix A

Supplemental Tables

Appendix A contains all of the supplemental tables for the indicators in this volume.

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

The standard errors for the supplemental tables in appendix A are not included here, but can be found on the NCES website at <http://nces.ed.gov/programs/coe>.

Supplemental Tables to Indicator 1

Enrollment Trends by Age

Table A-1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2008

October	Total, ages 3–34	Ages 3–4 ¹	Ages 5–6	Ages 7–13	Ages 14–15	Ages 16–17	Ages 18–19			Ages 20–24				
							Total	In elementary/secondary	In college	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	98.1	90.0	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	98.6	90.2	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	97.6	88.9	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	97.5	88.3	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	97.9	87.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	98.2	89.0	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	98.2	89.1	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	98.5	88.9	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	98.4	89.1	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	98.1	89.2	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	98.2	89.0	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	98.0	90.6	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	98.5	90.6	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	98.3	91.7	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	97.8	91.5	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	98.1	91.7	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	97.6	92.3	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	98.6	91.7	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	98.9	91.6	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	98.8	92.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	99.0	92.5	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	98.8	93.3	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	99.1	94.1	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	98.9	94.0	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	98.8	94.4	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	98.9	93.6	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	98.0	92.8	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	98.9	94.3	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	98.4	93.9	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	98.2	93.6	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	98.7	92.8	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	98.1	93.4	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	57.1	56.4	95.5	98.3	98.5	94.4	63.2	17.6	45.7	35.0	48.5	26.0	12.3	6.7
2003	56.2	55.1	94.5	98.3	97.5	94.9	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	98.5	94.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6
2005	56.5	53.6	95.4	98.6	98.0	95.1	67.6	18.3	49.3	36.1	48.7	27.3	11.9	6.9
2006	56.0	55.7	94.6	98.3	98.3	94.6	65.5	19.3	46.2	35.0	47.5	26.7	11.7	7.2
2007	56.1	54.5	94.7	98.4	98.7	94.3	66.8	17.9	48.9	35.7	48.4	27.3	12.4	7.2
2008	56.2	52.8	93.8	98.7	98.6	95.2	66.0	17.4	48.6	36.9	50.1	28.2	13.2	7.3

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: Detail may not sum to totals because of rounding. Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes enrollments in less-than-2-year colleges and enrollments in "special" schools such as trade schools, business colleges, or correspondence schools. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2008.

This indicator continues on page 142.

Supplemental Tables to Indicator 1

Enrollment Trends by Age

Table A-1-2. Age range for compulsory school attendance and kindergarten programs, by state: Selected years, 2000-2008

State	Compulsory age of attendance						Kindergarten education, 2008		
	2000	2002	2004	2006	2007	2008	Attendance required	School districts required to offer	
								Half day	Full day
Alabama	7 to 16	7 to 16	7 to 16 ¹	7 to 16	7 to 16	7 to 16			X
Alaska	7 to 16	7 to 16	7 to 16 ¹	7 to 16	7 to 16	7 to 16			
Arizona	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹		X ^{2,3}	
Arkansas	5 to 17 ¹	5 to 17 ¹	5 to 17	5 to 17	5 to 17	5 to 17	X		X
California	6 to 18 ¹	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Colorado	—	—	7 to 16	7 to 16	6 to 17	6 to 17		X	
Connecticut	7 to 16	7 to 18 ¹	7 to 18 ¹	5 to 18 ⁴	5 to 18 ⁴	5 to 18 ⁴	X	X	
Delaware	5 to 16	5 to 16	5 to 16 ¹	5 to 16	5 to 16	5 to 16	X	X	X ⁵
District of Columbia	—	5 to 18	5 to 18	5 to 18	5 to 18	5 to 18	X	X	
Florida	6 to 16 ⁶	6 to 16 ⁶	6 to 16 ^{1,6}	6 to 16 ⁶	6 to 16 ⁶	6 to 16 ⁶	X	X	
Georgia	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16			X
Hawaii	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Idaho	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16			
Illinois	7 to 16	7 to 16	7 to 17	7 to 17	7 to 17	7 to 17		X ²	
Indiana	7 to 16	7 to 16	7 to 16	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹		X	
Iowa	6 to 16 ¹	6 to 16 ¹	6 to 16	6 to 16	6 to 16	6 to 16		X	
Kansas	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹		X	
Kentucky	6 to 16	6 to 16	6 to 16 ¹	6 to 16	6 to 16	6 to 16		X	
Louisiana	7 to 17	7 to 17	7 to 17 ¹	7 to 18 ¹	7 to 18 ¹	7 to 18 ¹	X		X
Maine	7 to 17	7 to 17	7 to 17 ¹	7 to 17 ¹	7 to 17 ¹	7 to 17 ¹		X	
Maryland	5 to 16	5 to 16	5 to 16	5 to 16	5 to 16	5 to 16 ⁴	X		X
Massachusetts	6 to 16	6 to 16	6 to 16	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹		X	
Michigan	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16		X ⁷	
Minnesota	7 to 18 ¹	7 to 16	7 to 16	7 to 16 ¹	7 to 16 ¹	7 to 16 ^{1,4}		X	
Mississippi	6 to 17	6 to 17	6 to 16	6 to 16	6 to 17	6 to 17			X
Missouri	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16		X	
Montana	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹		X	
Nebraska	7 to 16	7 to 16	7 to 16	6 to 18	6 to 18	6 to 18		X	
Nevada	7 to 17	7 to 17	7 to 17	7 to 17	7 to 18 ^{1,4}	7 to 18 ^{1,4}	X	X	
New Hampshire	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16 ⁸	6 to 16 ⁸			

See notes at end of table.

Table A-1-2. Age range for compulsory school attendance and kindergarten programs, by state: Selected years, 2000–2008—Continued

State	Compulsory age of attendance						Kindergarten education, 2008		
	2000	2002	2004	2006	2007	2008	Attendance required	School districts required to offer	
								Half day	Full day
New Jersey	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16			X ⁹
New Mexico	5 to 18	5 to 18	5 to 18 ¹	5 to 18 ¹	5 to 18 ¹	5 to 18 ¹	X	X	
New York	6 to 16 ¹	6 to 16	6 to 16	6 to 16 ¹⁰	6 to 16 ¹⁰	6 to 16 ¹⁰			
North Carolina	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16			X
North Dakota	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16	7 to 16			
Ohio	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	X ¹¹	X ²	
Oklahoma	5 to 18	5 to 18	5 to 18	5 to 18	5 to 18	5 to 18	X	X	(¹²)
Oregon	7 to 18	7 to 18	7 to 18 ¹	7 to 18	7 to 18	7 to 18		X	
Pennsylvania	8 to 17	8 to 17	8 to 17 ¹	8 to 17 ¹	8 to 17 ¹	8 to 17 ¹			
Rhode Island	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	X	X	
South Carolina	5 to 16	5 to 16	5 to 16	5 to 17 ⁴	5 to 17 ⁴	5 to 17 ⁴	X		X ^{2,3}
South Dakota	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16 ^{4,8,13}	6 to 16 ^{4,8,13}	X	X	
Tennessee	6 to 17	6 to 17	6 to 17	6 to 17 ⁴	6 to 17 ⁴	6 to 17 ⁴	X	X	
Texas	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Utah	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	
Vermont	7 to 16	6 to 16	6 to 16	6 to 16 ¹	6 to 16 ¹	6 to 16 ¹		X	
Virginia	5 to 18	5 to 18	5 to 18	5 to 18 ¹	5 to 18 ¹	5 to 18 ^{1,4}	X	X	
Washington	8 to 17 ¹	8 to 17 ¹	8 to 16 ¹	8 to 18	8 to 18	8 to 18		X	
West Virginia	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	6 to 16	X		X
Wisconsin	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18	6 to 18		X	X ¹⁴
Wyoming	6 to 16 ¹	6 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹	7 to 16 ¹		X	

X State has policy.

— Not available.

¹ Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal without meeting conditions for a diploma or equivalency.

² State requires districts with full-day programs to offer half-day programs.

³ Districts may apply for exemptions from the requirement.

⁴ Parent/guardian may request a waiver to delay entry to a later age per state law/regulation.

⁵ Full-day requirement becomes effective upon each district's confirming vote and upon specific funding appropriation by the General Assembly.

⁶ Attendance is compulsory until age 18 for Manatee County students, unless they earn a high school diploma prior to reaching their 18th birthday.

⁷ State requires a "program," not necessarily a traditional kindergarten program.

⁸ Compulsory attendance age is 18 effective July 1, 2009.

⁹ Abbott districts only (31). These are districts covered by New Jersey Supreme Court rulings requiring the state to implement comprehensive programs and reforms to improve the education of students in the poorest schools.

¹⁰ New York City and Buffalo require school attendance until age 17 unless employed; Syracuse requires kindergarten attendance at age 5.

¹¹ A child may skip kindergarten at the parent's request if the child demonstrates that he or she possesses the social, emotional, and cognitive skills for first grade.

¹² Beginning in 2011–12, with the option for districts to transfer intradistrict, interdistrict, or to a licensed child care provider.

¹³ Compulsory attendance beginning at age 5 is effective July 1, 2010.

¹⁴ Districts are required to provide full-day kindergarten for low-income students.

NOTE: Some data have been revised from previously published figures.

SOURCE: Council of Chief State School Officers, *Key State Education Policies on PK–12 Education, 2000, 2002, 2004, and 2008* (prepublication copy); Education Commission of the States, ECS StateNotes, *Kindergarten: State Statutes Regarding Kindergarten* (prepublication copy of 2008 update) and *Attendance: Compulsory School Age Requirements*, retrieved July 1, 2009, from <http://www.ecs.org/clearinghouse/80/44/8044.pdf>; and supplemental information retrieved from several state education websites.

Public School Enrollment

Table A-2-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level and region: Selected school years, 1970-71 through 2019-20

[Totals in thousands]

School year	Total enrollment			Total and percent enrollment for grades preK-12, by region							
	Grades preK-12	Grades preK-8	Grades 9-12	Northeast		Midwest		South		West	
				Total	Percent	Total	Percent	Total	Percent	Total	Percent
1970-71	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2
1975-76	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3
1980-81	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1985-86	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986-87	39,753	27,420	12,333	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987-88	40,008	27,933	12,076	7,252	18.1	8,276	20.7	14,419	36.0	8,468	21.2
1988-89	40,189	28,501	11,687	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989-90	40,543	29,152	11,390	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990-91	41,217	29,878	11,338	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991-92	42,047	30,506	11,541	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5
1992-93	42,823	31,088	11,735	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993-94	43,465	31,504	11,961	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994-95	44,111	31,896	12,215	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995-96	44,840	32,338	12,502	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996-97	45,611	32,762	12,849	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2
1997-98	46,127	33,071	13,056	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4
1998-99	46,539	33,344	13,195	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5
1999-2000	46,857	33,486	13,371	8,196	17.5	10,726	22.9	16,842	35.9	11,093	23.7
2000-01	47,204	33,686	13,517	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8
2001-02	47,672	33,936	13,736	8,250	17.3	10,745	22.5	17,237	36.2	11,440	24.0
2002-03	48,183	34,114	14,069	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1
2003-04	48,540	34,201	14,339	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2
2004-05	48,795	34,178	14,618	8,271	17.0	10,775	22.1	17,892	36.7	11,857	24.3
2005-06	49,113	34,204	14,909	8,240	16.8	10,819	22.0	18,103	36.9	11,951	24.3
2006-07	49,316	34,235	15,081	8,258	16.7	10,819	21.9	18,294	37.1	11,945	24.2
2007-08	49,293	34,205	15,087	8,122	16.5	10,770	21.8	18,425	37.4	11,976	24.3
Projected											
2008-09	49,265	34,316	14,949	7,989	16.2	10,666	21.7	18,554	37.7	12,056	24.5
2009-10	49,312	34,505	14,807	7,900	16.0	10,594	21.5	18,711	37.9	12,107	24.6
2010-11	49,386	34,730	14,657	7,817	15.8	10,525	21.3	18,870	38.2	12,174	24.7
2011-12	49,554	34,974	14,580	7,750	15.6	10,476	21.1	19,064	38.5	12,264	24.7
2012-13	49,795	35,206	14,589	7,696	15.5	10,448	21.0	19,285	38.7	12,366	24.8
2013-14	50,088	35,437	14,651	7,655	15.3	10,436	20.8	19,512	39.0	12,485	24.9
2014-15	50,446	35,636	14,810	7,630	15.1	10,441	20.7	19,754	39.2	12,621	25.0
2015-16	50,827	35,881	14,946	7,615	15.0	10,452	20.6	19,985	39.3	12,775	25.1
2016-17	51,198	36,205	14,993	7,602	14.8	10,458	20.4	20,203	39.5	12,935	25.3
2017-18	51,583	36,526	15,058	7,601	14.7	10,466	20.3	20,415	39.6	13,102	25.4
2018-19	51,946	36,838	15,108	7,601	14.6	10,470	20.2	20,606	39.7	13,269	25.5
2019-20	52,342	37,156	15,186	7,611	14.5	10,477	20.0	20,806	39.8	13,448	25.7

NOTE: The most recent year of actual data is 2007-08, and 2019-20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Some data have been revised from previously published figures. For a list of states in each region, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1984-85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2007-08, and National Elementary and Secondary Enrollment Model, 1972-2007.

This indicator continues on page 146.

Supplemental Tables to Indicator 2

Public School Enrollment

Table A-2-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state: School years 2007-08 and 2019-20
[Numbers in thousands]

Region and state	Grades preK-12			Grades preK-8			Grade 9-12		
	Actual enrollment 2007-08	Projected enrollment 2019-20	Projected percent change	Actual enrollment 2007-08	Projected enrollment 2019-20	Projected percent change	Actual enrollment 2007-08	Projected enrollment 2019-20	Projected percent change
United States	49,293	52,342	6.2	34,205	37,156	8.6	15,087	15,186	0.7
Northeast	8,122	7,611	-6.3	5,504	5,336	-3.1	2,618	2,276	-13.1
Connecticut	571	538	-5.8	394	382	-3.1	177	156	-11.9
Maine	196	180	-8.0	131	128	-2.4	66	53	-19.3
Massachusetts	963	890	-7.6	667	630	-5.6	296	260	-12.2
New Hampshire	201	195	-2.6	134	139	3.3	66	57	-14.6
New Jersey	1,382	1,339	-3.1	954	940	-1.6	428	400	-6.6
New York	2,765	2,505	-9.4	1,856	1,752	-5.6	909	753	-17.2
Pennsylvania	1,802	1,744	-3.2	1,205	1,207	0.1	597	537	-10.0
Rhode Island	148	132	-10.5	99	95	-3.8	48	37	-24.1
Vermont	94	88	-6.1	63	64	1.9	31	24	-22.5
Midwest	10,770	10,477	-2.7	7,359	7,354	-0.1	3,411	3,123	-8.4
Illinois	2,113	2,061	-2.4	1,473	1,458	-1.0	640	603	-5.7
Indiana	1,047	1,048	0.1	730	737	1.0	317	311	-2.0
Iowa	485	477	-1.6	330	329	-0.1	156	148	-4.7
Kansas	468	492	5.1	327	345	5.7	142	147	3.7
Michigan	1,693	1,520	-10.2	1,137	1,078	-5.2	556	443	-20.3
Minnesota	838	873	4.2	558	610	9.2	279	263	-5.8
Missouri	917	926	0.9	632	654	3.6	285	271	-4.9
Nebraska	291	300	3.0	200	208	3.9	91	92	1.0
North Dakota	95	91	-4.5	63	63	#	32	27	-13.4
Ohio	1,827	1,688	-7.6	1,241	1,175	-5.4	586	513	-12.4
South Dakota	122	123	1.3	83	87	3.8	38	37	-4.1
Wisconsin	875	877	0.3	585	610	4.2	289	267	-7.7
South	18,425	20,806	12.9	13,086	14,929	14.1	5,338	5,877	10.1
Alabama	745	729	-2.1	527	517	-2.0	218	212	-2.4
Arkansas	479	508	6.0	340	359	5.6	139	149	7.0
Delaware	123	134	9.0	85	94	10.9	38	39	4.7
District of Columbia	78	80	2.3	56	59	5.5	23	21	-5.5
Florida	2,667	3,051	14.4	1,856	2,207	18.9	811	844	4.1
Georgia	1,650	1,916	16.2	1,179	1,368	16.1	471	549	16.5
Kentucky	666	682	2.4	469	479	2.1	197	203	3.2
Louisiana	681	676	-0.7	500	499	-0.1	181	177	-2.5
Maryland	846	852	0.8	576	619	7.3	269	234	-13.1
Mississippi	494	469	-5.1	354	335	-5.3	141	134	-4.8
North Carolina	1,489	1,833	23.0	1,072	1,294	20.6	417	539	29.2
Oklahoma	642	685	6.8	463	494	6.7	179	192	6.9
South Carolina	712	753	5.7	505	538	6.6	208	215	3.5
Tennessee	964	1,005	4.2	682	725	6.4	283	280	-0.9
Texas	4,675	5,838	24.9	3,375	4,218	25.0	1,300	1,620	24.6
Virginia	1,231	1,328	7.9	850	940	10.6	380	387	1.8
West Virginia	283	266	-6.0	199	185	-6.9	84	81	-3.7

See notes at end of table.

Table A-2-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state: School years 2007–08 and 2019–20—Continued

[Numbers in thousands]

Region and state	Grades preK–12			Grades preK–8			Grade 9–12		
	Actual enrollment 2007–08	Projected enrollment 2019–20	Projected percent change	Actual enrollment 2007–08	Projected enrollment 2019–20	Projected percent change	Actual enrollment 2007–08	Projected enrollment 2019–20	Projected percent change
United States	49,293	52,342	6.2	34,205	37,156	8.6	15,087	15,186	0.7
West	11,976	13,448	12.3	8,256	9,537	15.5	3,720	3,911	5.1
Alaska	131	144	9.6	89	106	19.6	42	37	-11.4
Arizona	1,087	1,447	33.1	771	1,035	34.2	316	412	30.3
California	6,343	6,724	6.0	4,329	4,800	10.9	2,015	1,923	-4.5
Colorado	802	909	13.4	566	645	14.1	236	264	11.7
Hawaii	180	184	2.2	126	133	5.6	54	51	-5.7
Idaho	272	329	21.0	191	231	20.6	81	99	22.1
Montana	143	147	3.2	96	104	7.7	46	44	-6.1
Nevada	429	579	34.8	308	418	35.7	122	161	32.5
New Mexico	329	363	10.3	230	259	12.7	99	104	4.6
Oregon	566	624	10.3	384	439	14.3	182	185	1.9
Utah	576	776	34.7	410	507	23.6	166	269	62.1
Washington	1,030	1,125	9.2	697	795	14.1	333	330	-1.0
Wyoming	86	96	10.9	59	65	9.8	27	31	13.3

Rounds to zero.

NOTE: The most recent year of actual data is 2007–08, and 2019–20 is the last year for which projected data are available. Detail may not sum to totals because of rounding. For more information on projections, see NCES 2010-069.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2007–08; and Public State Elementary and Secondary Enrollment Model, 1980–2007.

Private School Enrollment

Table A-3-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1995-96 through 2007-08

Grade level and school year (in thousands)	Total enrollment	Roman Catholic				Other religious				Non- sectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Unaffiliated	
Grades preK-12										
1995-96	5,918	45.0	24.7	14.4	5.9	35.4	13.3	11.8	10.3	19.7
1997-98	5,944	44.8	24.2	14.7	5.9	35.3	13.9	10.9	10.5	19.9
1999-2000	6,018	44.2	23.2	14.6	6.4	36.4	14.5	10.7	11.2	19.3
2001-02	6,320	42.3	20.7	15.5	6.1	36.8	14.8	10.5	11.5	20.9
2003-04	6,099	41.3	19.4	15.8	6.1	36.5	14.6	10.7	11.3	22.1
2005-06	6,073	39.6	17.5	15.8	6.3	37.9	15.8	11.5	10.7	22.5
2007-08	5,910	39.1	16.0	16.4	6.6	38.6	14.9	8.9	14.8	22.3
Grades preK-8										
1995-96	4,756	42.9	28.8	12.1	2.1	36.9	13.7	12.1	11.1	20.2
1997-98	4,759	43.0	28.4	12.6	2.0	36.7	14.3	11.1	11.3	20.3
1999-2000	4,789	42.5	27.5	12.7	2.3	38.0	14.9	11.1	12.0	19.6
2001-02	5,023	40.5	24.4	13.7	2.3	38.4	15.2	10.7	12.5	21.2
2003-04	4,788	39.4	23.1	14.0	2.2	38.3	15.1	10.8	12.4	22.3
2005-06	4,724	37.7	21.0	14.2	2.4	39.5	16.2	11.9	11.4	22.8
2007-08	4,546	37.1	19.3	15.1	2.6	40.3	15.4	9.2	15.8	22.6
Grades 9-12										
1995-96	1,163	53.2	7.8	23.7	21.7	29.4	11.7	10.5	7.2	17.4
1997-98	1,185	52.2	7.3	23.2	21.7	29.8	12.2	9.9	7.6	18.0
1999-2000	1,229	51.0	6.5	22.2	22.2	30.5	12.9	9.5	8.1	18.5
2001-02	1,296	49.4	6.4	22.5	20.5	31.0	13.3	9.8	7.8	19.6
2003-04	1,311	48.3	5.7	22.3	20.3	29.9	12.8	10.0	7.2	21.8
2005-06	1,349	46.2	5.2	21.0	20.0	32.5	14.3	10.1	8.1	21.4
2007-08	1,364	45.7	4.9	20.6	20.1	33.0	13.5	8.0	11.4	21.4

NOTE: Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Ungraded students are prorated into preK-8 and 9-12 enrollment totals. Calculations were revised and estimates may differ from previously published data. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), please see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995-96 through 2007-08.

Table A-3-2. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1995–96 through 2007–08

[Totals in thousands]

Grade level and school year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades preK–12										
1995–96	5,918	11.7	1,509	16.0	1,525	12.7	1,744	9.8	1,141	10.0
1997–98	5,944	11.4	1,496	15.6	1,528	12.5	1,804	9.8	1,116	9.4
1999–2000	6,018	11.4	1,507	15.5	1,520	12.4	1,863	10.0	1,127	9.2
2001–02	6,320	11.7	1,581	16.1	1,556	12.6	1,975	10.3	1,208	9.6
2003–04	6,099	11.2	1,513	15.4	1,460	11.9	1,944	9.9	1,182	9.1
2005–06	6,073	11.0	1,430	14.8	1,434	11.7	1,976	9.8	1,234	9.4
2007–08	5,910	10.7	1,426	14.9	1,352	11.2	1,965	9.6	1,167	8.9
Grades preK–8										
1995–96	4,756	12.8	1,174	17.2	1,238	14.3	1,413	10.7	931	11.1
1997–98	4,759	12.6	1,165	16.8	1,235	14.1	1,449	10.8	909	10.5
1999–2000	4,789	12.5	1,168	16.7	1,222	13.9	1,487	10.9	913	10.4
2001–02	5,023	12.9	1,216	17.3	1,253	14.3	1,584	11.3	969	10.6
2003–04	4,788	12.3	1,131	16.4	1,167	13.5	1,547	10.9	944	10.2
2005–06	4,724	12.1	1,063	15.9	1,142	13.3	1,551	10.7	969	10.5
2007–08	4,546	11.7	1,047	16.0	1,065	12.6	1,525	10.4	909	9.9
Grades 9–12										
1995–96	1,163	8.5	335	13.0	287	8.6	331	7.1	209	6.8
1997–98	1,185	8.3	331	12.5	293	8.5	354	7.2	207	6.4
1999–2000	1,229	8.4	340	12.6	299	8.6	376	7.5	215	6.3
2001–02	1,296	8.6	365	13.1	302	8.6	390	7.5	239	6.8
2003–04	1,311	8.4	382	13.1	294	8.2	397	7.4	238	6.4
2005–06	1,349	8.3	367	12.3	292	7.9	425	7.5	265	6.7
2007–08	1,364	8.3	379	12.7	287	7.8	440	7.6	257	6.5

NOTE: Ungraded students are prorated into preK–8 and 9–12 enrollment totals. Detail may not sum to totals because of rounding. Calculations were revised and estimates may differ from previously published data. For more information on geographic region, see *supplemental note 1*, and for more information on the Private School Universe Survey (PSS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Private School Universe Survey (PSS), various years, 1995–96 through 2007–08; U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1995–96 through 2007–08.

Private School Enrollment

Table A-3-3. Percentage distribution of students in private schools, by selected school characteristics and race/ethnicity: School year 2007-08

School characteristic	Percentage distribution, by school characteristics	Percentage distribution, by race/ethnicity					
		Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total	100.0	100.0	74.5	9.8	9.6	5.4	0.6
Private school typology							
Roman Catholic	39.1	100.0	73.1	7.9	13.4	4.9	0.6
Parochial	16.0	100.0	72.9	7.5	14.1	5.1	0.4
Diocesan	16.4	100.0	74.2	8.0	12.6	4.6	0.6
Private	6.6	100.0	71.0	8.8	13.8	5.3	1.1
Other religious	38.6	100.0	77.0	11.1	6.6	4.7	0.6
Conservative Christian	14.9	100.0	74.6	12.4	7.6	4.6	0.8
Affiliated	8.9	100.0	79.8	9.2	5.4	5.4	0.3
Unaffiliated	14.8	100.0	77.8	10.9	6.4	4.3	0.5
Nonsectarian	22.3	100.0	72.7	11.3	7.1	8.1	0.9
School level							
Elementary	54.6	100.0	72.5	9.9	11.2	5.8	0.6
Secondary	14.0	100.0	75.0	8.9	10.7	4.9	0.5
Combined	31.4	100.0	77.2	10.0	6.8	5.2	0.7
Program emphasis							
Regular	85.1	100.0	75.2	9.3	9.7	5.2	0.6
Montessori	3.7	100.0	69.0	8.2	8.3	13.4	1.0
Special program emphasis	2.3	100.0	74.3	8.7	6.1	10.0	0.9
Special education	2.1	100.0	60.8	23.3	12.4	2.4	1.0
Alternative	1.4	100.0	64.7	20.7	10.1	3.3	1.2
Early childhood	5.3	100.0	68.4	13.3	10.0	7.0	1.3
Enrollment							
Less than 50	4.4	100.0	72.5	15.1	8.0	3.3	1.1
50-149	16.6	100.0	68.8	15.8	9.3	5.0	1.2
150-299	26.0	100.0	69.4	11.9	12.1	6.0	0.6
300-499	21.2	100.0	76.8	7.8	9.3	5.6	0.6
500-749	14.6	100.0	78.3	7.2	9.0	5.0	0.5
750 or more	17.2	100.0	79.9	6.1	7.8	5.7	0.5
Region							
Northeast	24.1	100.0	75.4	11.1	8.4	4.6	0.4
Midwest	22.9	100.0	82.2	8.8	5.6	2.8	0.6
South	33.3	100.0	75.5	11.8	8.7	3.5	0.5
West	19.7	100.0	62.3	5.9	17.6	13.0	1.3
Locale							
City	41.1	100.0	67.5	12.7	12.6	6.6	0.5
Suburban	40.3	100.0	76.2	9.1	8.9	5.4	0.5
Town	7.0	100.0	86.7	3.9	5.5	2.9	1.1
Rural	11.6	100.0	86.4	5.2	4.0	3.0	1.4

! Interpret data with caution.

NOTE: Race categories exclude persons of Hispanic ethnicity. Distribution by race/ethnicity excludes prekindergarten students. Affiliated religious schools have a specific religious orientation or purpose, but are not Roman Catholic. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Vocational schools are included with special program emphasis schools. Detail may not sum to totals because of rounding. For more information on race/ethnicity, geographic region, and locale, see *supplemental note 1*, and for more information on private school typology and the Private School Universe Survey (PSS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2007-08.

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Racial/Ethnic Enrollment in Public Schools

Table A-4-1. Number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: October 1988–October 2008

[Numbers in thousands]

October of year	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	Two or more races	Other
Enrollment									
1988	41,045	28,024	6,776	4,532	—	—	—	—	1,712
1989	41,259	28,068	6,829	4,697	1,222 ¹	(¹)	384	—	60
1990	41,862	28,283	6,908	4,896	1,260 ¹	(¹)	391	—	125
1991	42,366	28,443	7,124	5,014	1,347 ¹	(¹)	356	—	82
1992	42,943	28,667	7,263	5,173	1,408 ¹	(¹)	341	—	90
1993	43,848	29,372	7,271	5,314	1,442 ¹	(¹)	342	—	107
1994	44,948	29,566	7,528	6,145	1,115 ¹	(¹)	367	—	226
1995	45,308	29,658	7,664	6,401	1,037 ¹	(¹)	291	—	256
1996	45,619	29,038	7,551	6,622	1,873 ¹	(¹)	534	—	—
1997	47,212	29,753	7,979	7,051	1,861 ¹	(¹)	568	—	—
1998	46,552	29,028	7,992	7,155	1,870 ¹	(¹)	508	—	—
1999	47,069	29,113	7,758	7,622	2,098 ¹	(¹)	477	—	—
2000	46,981	28,814	7,819	7,795	1,953 ¹	(¹)	601	—	—
2001	47,689	29,247	7,854	7,935	2,030 ¹	(¹)	622	—	—
2002	47,973	29,112	7,928	8,452	1,897 ¹	(¹)	584	—	—
2003	48,087	28,012	7,759	8,952	1,776	153	302	1,133	—
2004	48,081	27,585	7,700	9,279	1,896	99	371	1,153	—
2005	48,356	27,837	7,533	9,540	1,805	84	329	1,229	—
2006	48,590	27,627	7,560	9,833	1,835	112	318	1,305	—
2007	48,512	27,131	7,432	10,154	2,002	133	386	1,273	—
2008	48,136	26,710	7,460	10,426	1,797	73	417	1,254	—
Percentage distribution									
1988	100.0	68.3	16.5	11.0	—	—	—	—	4.2
1989	100.0	68.0	16.6	11.4	3.0 ¹	(¹)	0.9	—	0.1
1990	100.0	67.6	16.5	11.7	3.0 ¹	(¹)	0.9	—	0.3
1991	100.0	67.1	16.8	11.8	3.2 ¹	(¹)	0.8	—	0.2
1992	100.0	66.8	16.9	12.0	3.3 ¹	(¹)	0.8	—	0.2
1993	100.0	67.0	16.6	12.1	3.3 ¹	(¹)	0.8	—	0.2
1994	100.0	65.8	16.7	13.7	2.5 ¹	(¹)	0.8	—	0.5
1995	100.0	65.5	16.9	14.1	2.3 ¹	(¹)	0.6	—	0.6
1996	100.0	63.7	16.6	14.5	4.1 ¹	(¹)	1.2	—	—
1997	100.0	63.0	16.9	14.9	3.9 ¹	(¹)	1.2	—	—
1998	100.0	62.4	17.2	15.4	4.0 ¹	(¹)	1.1	—	—
1999	100.0	61.9	16.5	16.2	4.5 ¹	(¹)	1.0	—	—
2000	100.0	61.3	16.6	16.6	4.2 ¹	(¹)	1.3	—	—
2001	100.0	61.3	16.5	16.6	4.3 ¹	(¹)	1.3	—	—
2002	100.0	60.7	16.5	17.6	4.0 ¹	(¹)	1.2	—	—
2003	100.0	58.3	16.1	18.6	3.7	0.3	0.6	2.4	—
2004	100.0	57.4	16.0	19.3	3.9	0.2	0.8	2.4	—
2005	100.0	57.6	15.6	19.7	3.7	0.2	0.7	2.5	—
2006	100.0	56.9	15.6	20.2	3.8	0.2	0.7	2.7	—
2007	100.0	55.9	15.3	20.9	4.1	0.3	0.8	2.6	—
2008	100.0	55.5	15.5	21.7	3.7	0.2	0.9	2.6	—

— Not available.

¹ From 1989 through 2002, data on Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity and region, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1988–2008.

Table A-4-2. Number and percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, October 1988–October 2008

[Numbers in thousands]

Region and October of year	Total	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Two or more races	Other
Northeast									
1988	7,235	74.6	13.9	8.6	—	—	—	—	2.9
1989	7,250	73.9	14.0	9.1	2.6 ¹	(¹)	0.1!	—	0.3!
1993	7,984	72.2	15.2	8.8	3.4 ¹	(¹)	0.1!	—	0.3!
1998	8,682	67.9	14.9	13.4	3.3 ¹	(¹)	0.4	—	—
2003	8,482	64.8	16.0	13.7	3.7	‡	0.2!	1.5	—
2004	8,374	63.7	15.5	13.9	5.1	‡	0.2!	1.5	—
2005	8,534	63.5	15.1	14.5	5.2	‡	‡	1.5	—
2006	8,351	63.8	14.7	15.3	4.4	‡	0.2!	1.5	—
2007	8,144	64.0	13.5	14.9	5.7	#	0.3!	1.5	—
2008	7,918	60.4	14.8	16.8	5.9	#	0.1!	2.0	—
Midwest									
1988	10,053	79.7	14.8	3.3	—	—	—	—	2.2
1989	10,230	80.6	13.8	3.4	1.3 ¹	(¹)	1.0	—	‡
1993	10,643	80.8	13.4	3.6	1.3 ¹	(¹)	0.6	—	0.4
1998	10,621	78.4	13.4	4.9	2.4 ¹	(¹)	0.8	—	—
2003	10,528	74.4	14.2	6.4	2.2	0.2!	0.4	2.2	—
2004	10,567	74.4	13.5	6.6	2.3	‡	0.5	2.5	—
2005	10,445	74.1	13.8	7.1	1.9	‡	0.6	2.5	—
2006	10,643	73.4	13.2	7.7	2.6	‡	0.5	2.4	—
2007	10,567	72.0	13.2	8.5	2.7	0.1!	0.6	2.9	—
2008	10,650	71.4	13.0	9.7	2.6	#	0.5	2.9	—
South									
1988	14,829	62.2	25.0	10.5	—	—	—	—	2.3
1989	14,851	61.7	26.0	9.9	1.2 ¹	(¹)	1.0	—	‡
1993	15,236	60.1	26.4	10.7	2.0 ¹	(¹)	0.6	—	0.2!
1998	16,088	56.0	28.1	13.1	2.0 ¹	(¹)	0.9	—	—
2003	17,299	53.6	24.8	16.9	2.1	‡	0.6	2.0	—
2004	17,466	53.7	24.5	16.6	2.4	0.1!	0.6	2.2	—
2005	17,481	52.9	23.9	18.3	1.8	‡	0.6	2.4	—
2006	17,637	51.5	24.5	18.8	1.9	‡	0.7	2.6	—
2007	17,851	51.1	24.3	18.8	2.4	0.1!	0.9	2.4	—
2008	17,894	52.1	23.7	19.2	2.1	#	0.9	2.0	—
West									
1988	8,928	60.3	6.5	22.7	—	—	—	—	10.5
1989	8,928	59.4	6.0	24.9	8.1 ¹	(¹)	1.4	—	0.2!
1993	9,985	58.7	6.1	25.9	7.4 ¹	(¹)	1.7	—	0.2!
1998	11,161	51.9	6.8	30.1	9.0 ¹	(¹)	2.1	—	—
2003	11,777	45.9	5.2	35.5	7.5	1.0	1.2	3.6	—
2004	11,674	42.9	6.0	38.7	6.9	0.6	1.6	3.3	—
2005	11,895	45.6	5.2	36.6	7.2	0.6	1.3	3.6	—
2006	11,959	45.2	5.1	36.9	7.1	0.8	1.0	3.9	—
2007	11,950	43.4	5.0	39.1	6.9	0.8	1.1	3.6	—
2008	11,674	42.8	5.7	39.7	5.9	0.6	1.7	3.6	—

— Not available.

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ From 1989 through 2002, Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.NOTE: Estimates include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see *supplemental note 2*; for more information on race/ethnicity and region, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1988–2008.

Language Minority School-Age Children

Table A-5-1. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2008

[Numbers in millions]

Year	Spoke a language other than English at home			Spoke English with difficulty			Percent of those who spoke a language other than English at home
	Total population	Number	Percent of total population	Number	Percent of total population	Percent of total population	
1979	44.7	3.8	8.5	1.3	2.8	34.2	
1989	42.3	5.2	12.3	1.8	4.3	34.6	
1992	47.7	6.3	13.2	2.2	4.6	34.9	
1995	47.5	6.7	14.1	2.4	5.2	35.8	
1999	52.7	8.8	16.7	2.6	5.0	29.5	
2000	52.5	9.5	18.1	2.9	5.5	30.5	
2001	53.0	9.8	18.5	2.8	5.4	28.6	
2002	53.0	9.8	18.5	2.8	5.3	28.6	
2003	53.0	9.9	18.7	2.9	5.5	29.4	
2004	52.9	9.9	18.8	2.8	5.3	27.9	
2005	52.8	10.6	20.0	2.8	5.4	26.8	
2006	53.4	10.8	20.3	2.8	5.2	25.4	
2007	53.2	10.8	20.4	2.7	5.1	25.2	
2008	53.0	10.9	20.5	2.7	5.0	24.6	

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. Due to differences between the CPS and the ACS, use caution when comparing data before 2000 (CPS) with data from 2000 onward (ACS). For more information on the CPS and the ACS, see *supplemental notes 2 and 3*, respectively.

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), 2000–2008.

Table A-5-2. Number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2008

[Numbers in thousands]

Characteristic	Spoke a language other than English at home								
	Total population	Spoke English with difficulty							
		Number	Percent of total population	Total		Ages 5-9		Ages 10-17	
				Number	Percent of total population	Number	Percent of population ¹	Number	Percent of population ¹
Total	53,012	10,887	20.5	2,673	5.0	1,361	6.9	1,312	4.0
Language spoken at home									
Spanish	7,781	7,781	100.0	1,996	25.7	1,037	34.8	959	20.0
Other Indo-European ²	1,520	1,520	100.0	279	18.4	131	23.3	148	15.4
Asian/Pacific Islander ³	1,155	1,155	100.0	311	26.9	152	35.2	159	22.0
Other	431	431	100.0	87	20.2	40	23.9	47	17.9
Race/ethnicity ⁴									
White	30,386	1,752	5.8	364	1.2	142	1.3	222	1.2
Black	7,514	418	5.6	97	1.3	35	1.3	62	1.3
Hispanic	10,787	7,129	66.1	1,835	17.0	998	22.9	837	13.0
Mexican	7,622	5,180	68.0	1,447	19.0	817	26.0	630	14.1
Puerto Rican	945	425	45.0	76	8.0	32	8.8	43	7.5
Cuban	231	162	70.0	26	11.4	12	14.0	14	9.9
Dominican	297	249	83.9	48	16.0	19	17.8	29	15.1
Central American	710	568	80.0	145	20.4	74	26.5	71	16.4
South American	453	348	76.9	59	13.0	26	15.4	33	11.6
Other Hispanic	529	197	37.3	35	6.7	18	8.7	17	5.3
Asian	2,063	1,323	64.1	331	16.0	165	20.3	166	13.3
Asian Indian	389	255	65.6	43	10.9	26	14.2	17	8.1
Chinese	435	300	69.0	82	19.0	39	22.8	43	16.5
Filipino	339	129	37.9	33	9.8	14	11.5	19	8.8
Japanese	58	28	49.2	12	20.2	7	31.6	4	12.6
Korean	205	146	71.2	42	20.4	17	24.2	25	18.4
Vietnamese	241	191	79.0	48	19.9	26	28.1	22	14.7
Other Asian	397	274	69.2	71	18.0	36	23.2	35	14.7
Pacific Islander	74	25	33.2	6	7.6	‡	9.2	3	6.7
American Indian/Alaska Native	399	65	16.3	12	2.9	5	3.6	6	2.5
Two or more races	1,624	118	7.3	18	1.1	8	1.2	10	1.0
Citizenship									
U.S.-born citizen	50,490	8,794	17.4	1,879	3.7	1,097	5.7	782	2.5
Naturalized U.S. citizen	530	312	58.8	64	12.1	18	13.9	46	11.5
Non-U.S. citizen	1,992	1,781	89.4	730	36.7	246	46.1	485	33.2
Poverty status ⁵									
Poor	8,907	2,762	31.0	886	9.9	488	13.3	398	7.6
Near-poor	10,881	3,196	29.4	834	7.7	443	10.4	391	5.9
Nonpoor	32,437	4,811	14.8	916	2.8	410	3.5	506	2.4

‡ Reporting standards not met (too few cases).

¹ Percentage of the total subgroup population for that particular subgroup. For example, 3.6 percent of all American Indians/Alaska Natives ages 5-9 spoke a language other than English at home and spoke English with difficulty.

² An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

³ Any native language that linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

⁴ Race categories exclude persons of Hispanic ethnicity. Totals may include some racial/ethnic categories not shown separately.

⁵ Children in families whose incomes are below the poverty threshold are classified as *poor*; those in families with incomes at 100-199 percent of the poverty threshold are classified as *near-poor*, and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor*. Detail may not sum to totals because of missing values for poverty.

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. A Spanish-language version of the American Community Survey (ACS) was available to respondents. Detail may not sum to totals because of rounding. For more information on race/ethnicity and poverty status, see *supplemental note 1*. For more information on the ACS, see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Language Minority School-Age Children

Table A-5-3. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2008

[Numbers in thousands]

Region and state	Spoke a language other than English at home								
	Total population	Spoke English with difficulty							Other
		Number	Percent of total population	Percent distribution by language spoken					
				Total Number	Percent of total population	Spanish	Asian/Pacific Islander ¹	Other Indo-European ²	
United States	53,012	10,887	20.5	2,673	5.0	74.7	11.6	10.4	3.3
Northeast	9,044	1,860	20.6	396	4.4	52.1	16.9	26.7	4.3
Connecticut	604	110	18.2	17	2.8	67.3	15.3	14.6	2.8!
Maine	202	9	4.5	‡	0.9!	‡	‡	‡	‡
Massachusetts	1,046	211	20.2	44	4.2	50.4	22.8	23.6	3.2!
New Hampshire	215	16	7.3	‡	1.1	‡	‡	‡	‡
New Jersey	1,488	387	26.0	71	4.8	58.3	15.8	19.8	6.2
New York	3,198	881	27.5	203	6.4	49.2	17.5	28.8	4.5
Pennsylvania	2,030	209	10.3	49	2.4	48.7	12.1	37.1	2.1!
Rhode Island	164	33	20.2	7	4.1	77.0	9.4!	11.5!	‡
Vermont	96	5	4.9	‡	0.7!	‡	‡	‡	‡
Midwest	11,605	1,336	11.5	344	3.0	63.3	12.8	17.3	6.7
Illinois	2,286	512	22.4	123	5.4	79.1	5.6	13.8	1.4!
Indiana	1,138	95	8.4	28	2.4	61.5	8.9	29.6	‡
Iowa	505	45	8.8	10	1.9	69.3	12.6!	17.7!	‡
Kansas	491	58	11.9	12	2.5	82.1	9.5!	5.6!	2.8!
Michigan	1,763	160	9.1	37	2.1	51.5	16.2	11.4	21.0
Minnesota	895	116	12.9	39	4.3	44.1	32.6	9.7	13.5
Missouri	1,014	64	6.3	17	1.7	45.1	19.9	28.5	6.6!
Nebraska	327	45	13.9	13	4.0	80.3	7.8!	5.6!	6.3!
North Dakota	100	7	7.0	‡	2.8!	‡	‡	‡	‡
Ohio	1,991	119	6.0	36	1.8	41.1	10.3	35.4	13.3!
South Dakota	145	10	7.0	‡	0.6!	‡	‡	‡	‡
Wisconsin	950	106	11.1	26	2.7	63.5	19.2	13.5	3.8!
South	19,628	3,483	17.8	911	4.6	83.7	6.8	7.2	2.3
Alabama	822	37	4.6	13	1.6	82.5	8.4!	5.4!	3.7!
Arkansas	504	39	7.8	11	2.2	87.3	8.4!	3.3!	‡
Delaware	149	18	11.8	4	2.9	76.1	6.2!	17.7!	‡
District of Columbia	76	7	9.7	‡	1.6!	‡	‡	‡	‡
Florida	2,871	736	25.6	149	5.2	75.3	5.0	17.3	2.4!
Georgia	1,813	241	13.3	51	2.8	80.0	9.5	7.6	3.0!
Kentucky	717	35	4.9	13	1.8	63.7	9.6	21.2	5.5!
Louisiana	792	42	5.3	11	1.4	60.5	14.5!	19.7	5.4!
Maryland	965	135	14.0	30	3.1	45.6	19.7	28.7	6.0!
Mississippi	554	18	3.3	5	0.8	60.7	11.4!	8.7!	19.3!
North Carolina	1,595	192	12.0	62	3.9	87.7	4.8	5.9	1.6!
Oklahoma	638	61	9.5	15	2.4	79.8	13.8!	4.1!	2.2!
South Carolina	769	53	6.9	14	1.8	86.8	4.0!	9.2	‡
Tennessee	1,055	75	7.1	19	1.8	70.5	8.2!	8.0	13.3!
Texas	4,722	1,609	34.1	471	10.0	92.4	5.0	1.5	1.1
Virginia	1,308	176	13.5	40	3.0	62.4	19.2	14.5	4.0!
West Virginia	280	7	2.6	‡	0.8	‡	‡	‡	‡

See notes at end of table.

Table A-5-3. Number and percentage of children ages 5-17 who spoke a language other than English at home and who spoke English with difficulty, by language spoken, region, and state: 2008—Continued

[Numbers in thousands]

Region and state	Spoke a language other than English at home								
	Total population	Number	Percent of total population	Spoke English with difficulty					
				Total		Percent distribution by language spoken			
				Number	Percent of total population	Spanish	Asian/Pacific Islander ¹	Other Indo-European ²	Other
United States	53,012	10,887	20.5	2,673	5.0	74.7	11.6	10.4	3.3
West	12,734	4,208	33.0	1,022	8.0	79.2	13.5	4.8	2.6
Alaska	129	16	12.6	4	2.8	‡	41.0!	‡	49.7
Arizona	1,203	370	30.8	103	8.5	90.3	2.4!	1.6	5.7
California	6,666	2,929	43.9	684	10.3	80.1	14.7	4.2	1.1
Colorado	855	165	19.3	46	5.4	85.8	7.0	6.5	0.7!
Hawaii	200	35	17.6	11	5.4	12.9!	84.3	2.8!	‡
Idaho	288	35	12.1	9	3.0	61.7	14.0!	21.9!	2.4!
Montana	163	8	4.9	‡	1.3!	‡	‡	‡	‡
Nevada	473	153	32.3	37	7.9	86.3	7.5	2.3!	3.8!
New Mexico	351	99	28.2	18	5.1	82.0	5.3!	1.9!	10.8!
Oregon	627	112	17.9	29	4.7	78.9	11.3	7.5	2.3!
Utah	577	71	12.3	17	2.9	69.8	3.4!	6.1!	20.7!
Washington	1,114	210	18.8	62	5.6	63.9	19.5	12.0	4.7!
Wyoming	89	5	5.2	‡	0.9!	‡	‡	‡	‡

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Any native language that linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

² An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

NOTE: Respondents were asked whether each child in the household spoke a language other than English at home. If they answered "yes," they were asked how well each child could speak English using the following categories: "very well," "well," "not well," and "not at all." All children who were reported to speak English less than "very well" were considered to have difficulty speaking English. A Spanish-language version of the American Community Survey (ACS) was available to respondents. Detail may not sum to totals because of rounding. For more information on geographic region, see *supplemental note 1*. For more information on the ACS, see *supplemental note 3*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Supplemental Tables to Indicator 6

Children and Youth with Disabilities

Table A-6-1. Number and percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), Part B, and number served as a percentage of total public school enrollment, by type of disability: Selected school years, 1976-77 through 2007-08

Type of disability	1976-77	1980-81	1990-91	1995-96	2000-01	2003-04	2004-05	2005-06	2006-07	2007-08
	Number served (in thousands)									
All disabilities	3,694	4,144	4,710	5,572	6,296	6,634	6,719	6,713	6,686	6,606
Specific learning disabilities	796	1,462	2,129	2,578	2,868	2,831	2,798	2,735	2,665	2,573
Speech or language impairments	1,302	1,168	985	1,022	1,409	1,441	1,463	1,468	1,475	1,456
Mental retardation	961	830	534	571	624	593	578	556	534	500
Emotional disturbance	283	347	389	437	481	489	489	477	464	442
Hearing impairments	88	79	58	67	78	79	79	79	80	79
Orthopedic impairments	87	58	49	63	83	77	73	71	69	67
Other health impairments	141	98	55	133	303	464	521	570	611	641
Visual impairments	38	31	23	25	29	28	29	29	29	29
Multiple disabilities	—	68	96	93	133	140	140	141	142	138
Deaf-blindness	—	3	1	1	1	2	2	2	2	2
Autism	—	—	—	28	94	163	191	223	258	296
Traumatic brain injury	—	—	—	9	16	23	24	24	25	25
Developmental delay	—	—	—	—	178	305	332	339	333	358
Preschool disabled ¹	†	†	390	544	†	†	†	†	†	†
	Percentage distribution of children served									
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Specific learning disabilities	21.5	35.3	45.2	46.3	45.5	42.7	41.6	40.7	39.9	39.0
Speech or language impairments	35.2	28.2	20.9	18.3	22.4	21.7	21.8	21.9	22.1	22.0
Mental retardation	26.0	20.0	11.3	10.2	9.9	8.9	8.6	8.3	8.0	7.6
Emotional disturbance	7.7	8.4	8.3	7.8	7.6	7.4	7.3	7.1	6.9	6.7
Hearing impairments	2.4	1.9	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Orthopedic impairments	2.4	1.4	1.0	1.1	1.3	1.2	1.1	1.1	1.0	1.0
Other health impairments	3.8	2.4	1.2	2.4	4.8	7.0	7.7	8.5	9.1	9.7
Visual impairments	1.0	0.7	0.5	0.4	0.5	0.4	0.4	0.4	0.4	0.4
Multiple disabilities	—	1.6	2.0	1.7	2.1	2.1	2.1	2.1	2.1	2.1
Deaf-blindness	—	0.1	#	#	#	#	#	#	#	#
Autism	—	—	—	0.5	1.5	2.5	2.8	3.3	3.9	4.5
Traumatic brain injury	—	—	—	0.2	0.2	0.4	0.4	0.4	0.4	0.4
Developmental delay	—	—	—	—	2.8	4.6	4.9	5.1	5.0	5.4
Preschool disabled ¹	†	†	8.3	9.8	†	†	†	†	†	†

See notes at end of table.

Table A-6-1. Number and percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), Part B, and number served as a percentage of total public school enrollment, by type of disability: Selected school years, 1976-77 through 2007-08—Continued

Type of disability	1976-77	1980-81	1990-91	1995-96	2000-01	2003-04	2004-05	2005-06	2006-07	2007-08
	Number served as a percentage of total public school enrollment²									
All disabilities	8.3	10.1	11.4	12.4	13.3	13.7	13.8	13.7	13.6	13.4
Specific learning disabilities	1.8	3.6	5.2	5.8	6.1	5.8	5.7	5.6	5.4	5.2
Speech or language impairments	2.9	2.9	2.4	2.3	3.0	3.0	3.0	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.2	1.2	1.1	1.1	1.0
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	0.9	0.9
Hearing impairments	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.1
Other health impairments	0.3	0.2	0.1	0.3	0.6	1.0	1.1	1.2	1.2	1.3
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#
Autism	—	—	—	0.1	0.2	0.3	0.4	0.5	0.5	0.6
Traumatic brain injury	—	—	—	#	#	#	#	#	0.1	0.1
Developmental delay	—	—	—	—	0.4	0.6	0.7	0.7	0.7	0.7
Preschool disabled ¹	†	†	0.9	1.2	†	†	†	†	†	†

— Not available.

† Not applicable.

Rounds to zero.

¹ Beginning in 1976, data were collected for preschool age children ages 3-5 by disability type; those data are combined above with data for children and youth ages 6-21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3-5. For this reason, data from the 1990s on preschoolers with disabilities are reported in a separate row. Beginning in 2000-01, states were again required to report data on preschool children by disability.

² Based on the total prekindergarten through 12th grade enrollment in public schools.

NOTE: Prior to October 1994, children and youth with disabilities were served under Title 1 of the Elementary and Secondary Education Act as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported in this table for years prior to 1994-95 include children and youth ages 0-21 served under Title 1. Includes children and youth in the 50 states and the District of Columbia only. Data for 2007-08 do not include Vermont. In 2006-07, the total number of 3- to 21-year-olds served under IDEA in Vermont was 14,010. Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for disabled children ages 3-5. Detail may not sum to totals because of rounding. For more information on student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1979 through 2007; and Individuals with Disabilities Education Act (IDEA) database, retrieved April 14, 2009, from <http://www.ideadata.org/PartBdata.asp>. National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1977 and 1980-81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," selected years 1990-91 through 2007-08.

Supplemental Tables to Indicator 6

Children and Youth with Disabilities

Table A-6-2. Percentage distribution of students ages 6-21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by educational environment and type of disability: Selected school years, 1989-90 through 2007-08

Type of disability	All environments	Regular school, time in general classes			Separate school for students with disabilities		Separate residential facility		Parentally placed in regular private schools	Home-bound/hospital placement	Correctional facility
		80 percent or more	79-40 percent	Less than 40 percent	Public	Private	Public	Private			
All students with disabilities											
1989-90	100.0	31.7	37.5	24.9	3.2	1.3	0.7	0.3	—	0.6	—
1990-91	100.0	33.1	36.4	25.0	2.9	1.3	0.6	0.3	—	0.5	—
1994-95	100.0	44.8	28.5	22.4	2.0	1.0	0.5	0.3	—	0.6	—
1995-96	100.0	45.7	28.5	21.5	2.1	1.0	0.4	0.3	—	0.5	—
1996-97	100.0	46.1	28.3	21.4	2.0	1.0	0.4	0.3	—	0.5	—
1997-98	100.0	46.8	28.8	20.4	1.8	1.0	0.4	0.3	—	0.5	—
1998-99	100.0	46.0	29.9	20.0	1.8	1.1	0.4	0.3	—	0.5	—
1999-2000	100.0	45.9	29.8	20.3	1.9	1.0	0.4	0.3	—	0.5	—
2000-01	100.0	46.5	29.8	19.5	1.9	1.1	0.4	0.3	—	0.5	—
2001-02	100.0	48.2	28.5	19.2	1.7	1.2	0.4	0.4	—	0.4	—
2002-03	100.0	48.2	28.7	19.0	1.7	1.2	0.3	0.4	—	0.5	—
2003-04	100.0	49.9	27.7	18.5	1.7	1.1	0.3	0.4	—	0.5	—
2004-05	100.0	51.9	26.5	17.6	1.8	1.2	0.3	0.3	—	0.4	—
2005-06	100.0	54.2	25.1	16.7	1.8	1.2	0.3	0.3	—	0.5	—
2006-07	100.0	53.7	23.7	17.6	2.9 ¹	(¹)	0.4 ¹	(¹)	1.0 ²	0.4	0.4
2007-08											
All students with disabilities	100.0	56.8	22.4	15.4	3.0¹	(¹)	0.4¹	(¹)	1.1²	0.4	0.4
Specific learning disabilities	100.0	59.0	29.7	9.2	0.6 ¹	(¹)	0.1 ¹	(¹)	0.9 ²	0.2	0.4
Speech or language impairments	100.0	86.7	5.7	4.5	0.3 ¹	(¹)	# ¹	(¹)	2.8 ²	0.1	#
Mental retardation	100.0	15.8	27.6	49.0	6.0 ¹	(¹)	0.4 ¹	(¹)	0.3 ²	0.5	0.3
Emotional disturbance	100.0	37.3	19.7	24.1	13.1 ¹	(¹)	2.1 ¹	(¹)	0.4 ²	1.2	2.0
Hearing impairments	100.0	51.9	17.6	16.8	8.0 ¹	(¹)	4.3 ¹	(¹)	1.1 ²	0.2	0.1
Orthopedic impairments	100.0	50.0	17.4	24.5	5.5 ¹	(¹)	0.2 ¹	(¹)	0.9 ²	1.5	0.1
Other health impairments	100.0	59.0	25.4	11.7	1.6 ¹	(¹)	0.2 ¹	(¹)	1.0 ²	1.0	0.3
Visual impairments	100.0	60.1	14.3	12.9	6.3 ¹	(¹)	4.5 ¹	(¹)	1.3 ²	0.6	0.1
Multiple disabilities	100.0	12.9	16.1	45.2	20.6 ¹	(¹)	1.9 ¹	(¹)	0.5 ²	2.5	0.3
Deaf-blindness	100.0	20.8	13.8	32.4	21.2 ¹	(¹)	9.3 ¹	(¹)	0.3 ²	2.0	0.2
Autism	100.0	34.6	18.2	36.9	8.7 ¹	(¹)	0.7 ¹	(¹)	0.6 ²	0.3	#
Traumatic brain injury	100.0	43.9	24.8	22.5	5.7 ¹	(¹)	0.7 ¹	(¹)	0.7 ²	1.6	0.2
Developmental delay	100.0	61.6	20.8	16.2	0.7 ¹	(¹)	0.1 ¹	(¹)	0.5 ²	0.2	#

— Not available.

Rounds to zero.

¹ Data for 2006 and 2007 combine public and private schools as well as public and private residential facilities.

² Students who are enrolled by their parents or guardians in regular private schools and have their basic education paid through private resources, but receive special education services at public expense. These students are not included under "Regular school, time in general classes."

NOTE: Includes children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. Data for 2007-08 do not include Vermont. In 2006-07, the total number of 3- to 21-year-olds served in Vermont was 14,010. Detail may not sum to totals because of rounding. For more information about student disabilities, see *supplemental note 7*.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved April 21, 2009, from https://www.ideadata.org/arc_toc9.asp#partblRE.

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Supplemental Tables to Indicator 7

Undergraduate Enrollment

Table A-7-1. Number and percentage of total and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970-2019

[Numbers in thousands]

Fall of year	Total	Sex				Attendance status			
		Male		Female		Full-time		Part-time	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	7,369	4,250	57.7	3,119	42.3	5,280	71.7	2,089	28.3
1975	9,679	5,257	54.3	4,422	45.7	6,168	63.7	3,511	36.3
1980	10,475	5,000	47.7	5,475	52.3	6,362	60.7	4,113	39.3
1985	10,597	4,962	46.8	5,635	53.2	6,320	59.6	4,277	40.4
1990	11,959	5,380	45.0	6,579	55.0	6,976	58.3	4,983	41.7
1991	12,439	5,571	44.8	6,868	55.2	7,221	58.1	5,218	41.9
1992	12,538	5,583	44.5	6,955	55.5	7,244	57.8	5,293	42.2
1993	12,324	5,484	44.5	6,840	55.5	7,179	58.3	5,144	41.7
1994	12,263	5,422	44.2	6,840	55.8	7,169	58.5	5,094	41.5
1995	12,232	5,401	44.2	6,831	55.8	7,145	58.4	5,086	41.6
1996	12,327	5,421	44.0	6,906	56.0	7,299	59.2	5,028	40.8
1997	12,451	5,469	43.9	6,982	56.1	7,419	59.6	5,032	40.4
1998	12,437	5,446	43.8	6,991	56.2	7,539	60.6	4,898	39.4
1999	12,681	5,559	43.8	7,122	56.2	7,735	61.0	4,946	39.0
2000	13,155	5,778	43.9	7,377	56.1	7,923	60.2	5,232	39.8
2001	13,716	6,004	43.8	7,711	56.2	8,328	60.7	5,388	39.3
2002	14,257	6,192	43.4	8,065	56.6	8,734	61.3	5,523	38.7
2003	14,480	6,227	43.0	8,253	57.0	9,045	62.5	5,435	37.5
2004	14,781	6,340	42.9	8,441	57.1	9,284	62.8	5,496	37.2
2005	14,964	6,409	42.8	8,555	57.2	9,446	63.1	5,518	36.9
2006	15,184	6,514	42.9	8,671	57.1	9,571	63.0	5,613	37.0
2007	15,604	6,728	43.1	8,876	56.9	9,841	63.1	5,763	36.9
2008	16,366	7,067	43.2	9,299	56.8	10,255	62.7	6,111	37.3
Projected									
2009	16,706	7,270	43.5	9,436	56.5	10,506	62.9	6,199	37.1
2010	16,814	7,324	43.6	9,489	56.4	10,594	63.0	6,219	37.0
2011	16,871	7,325	43.4	9,546	56.6	10,642	63.1	6,230	36.9
2012	17,003	7,340	43.2	9,663	56.8	10,718	63.0	6,284	37.0
2013	17,261	7,402	42.9	9,860	57.1	10,862	62.9	6,399	37.1
2014	17,636	7,504	42.6	10,132	57.4	11,078	62.8	6,558	37.2
2015	17,923	7,573	42.3	10,350	57.7	11,240	62.7	6,683	37.3
2016	18,198	7,637	42.0	10,561	58.0	11,398	62.6	6,800	37.4
2017	18,468	7,702	41.7	10,766	58.3	11,558	62.6	6,910	37.4
2018	18,760	7,774	41.4	10,986	58.6	11,740	62.6	7,020	37.4
2019	18,995	7,841	41.3	11,155	58.7	11,904	62.7	7,091	37.3

See notes at end of table.

Table A-7-1. Number and percentage of total and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970–2019—Continued

[Numbers in thousands]

Fall of year	Total	Control of institution							
		Public		Private					
		Number	Percent	Total		Not-for-profit		For-profit	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	7,369	5,620	76.3	1,748	23.7	1,730	23.5	18	0.2
1975	9,679	7,826	80.9	1,853	19.1	1,815	18.7	39	0.4
1980	10,475	8,442	80.6	2,033	19.4	1,927	18.4	106	1.0
1985	10,597	8,477	80.0	2,120	20.0	1,929	18.2	191	1.8
1990	11,959	9,710	81.2	2,250	18.8	2,043	17.1	206	1.7
1991	12,439	10,148	81.6	2,291	18.4	2,072	16.7	219	1.8
1992	12,538	10,216	81.5	2,321	18.5	2,102	16.8	220	1.8
1993	12,324	10,012	81.2	2,312	18.8	2,099	17.0	213	1.7
1994	12,263	9,945	81.1	2,317	18.9	2,100	17.1	217	1.8
1995	12,232	9,904	81.0	2,328	19.0	2,105	17.2	223	1.8
1996	12,327	9,935	80.6	2,392	19.4	2,112	17.1	279	2.3
1997	12,451	10,007	80.4	2,443	19.6	2,140	17.2	303	2.4
1998	12,437	9,950	80.0	2,487	20.0	2,153	17.3	334	2.7
1999	12,681	10,110	79.7	2,571	20.3	2,183	17.2	388	3.1
2000	13,155	10,539	80.1	2,616	19.9	2,213	16.8	403	3.1
2001	13,716	10,986	80.1	2,730	19.9	2,258	16.5	472	3.4
2002	14,257	11,433	80.2	2,824	19.8	2,306	16.2	518	3.6
2003	14,480	11,523	79.6	2,957	20.4	2,347	16.2	611	4.2
2004	14,781	11,651	78.8	3,130	21.2	2,389	16.2	741	5.0
2005	14,964	11,698	78.2	3,266	21.8	2,418	16.2	848	5.7
2006	15,184	11,847	78.0	3,337	22.0	2,448	16.1	889	5.9
2007	15,604	12,138	77.8	3,466	22.2	2,470	15.8	996	6.4
2008	16,366	12,591	76.9	3,775	23.1	2,537	15.5	1,238	7.6
Projected									
2009	16,706	12,988	77.7	3,718	22.3	—	—	—	—
2010	16,814	13,066	77.7	3,748	22.3	—	—	—	—
2011	16,871	13,105	77.7	3,766	22.3	—	—	—	—
2012	17,003	13,206	77.7	3,796	22.3	—	—	—	—
2013	17,261	13,409	77.7	3,852	22.3	—	—	—	—
2014	17,636	13,704	77.7	3,932	22.3	—	—	—	—
2015	17,923	13,930	77.7	3,993	22.3	—	—	—	—
2016	18,198	14,146	77.7	4,052	22.3	—	—	—	—
2017	18,468	14,359	77.7	4,109	22.3	—	—	—	—
2018	18,760	14,588	77.8	4,173	22.2	—	—	—	—
2019	18,995	14,769	77.7	4,227	22.3	—	—	—	—

— Not available.

NOTE: The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*. SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:90-99), Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

Supplemental Tables to Indicator 7

Undergraduate Enrollment

Table A-7-2. Actual and projected total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970–2019
[In thousands]

Fall of year	Total	Sex		Attendance status		Control of institution			
		Male	Female	Full-time	Part-time	Public	Private		
							Total	Not-for-profit	For-profit
4-year institutions									
1970	5,049	2,875	2,174	4,051	998	3,425	1,624	1,617	8
1975	5,709	3,092	2,618	4,407	1,302	3,990	1,720	1,702	18
1980	5,949	2,953	2,996	4,608	1,341	4,113	1,836	1,813	23
1985	6,066	2,960	3,106	4,629	1,437	4,207	1,858	1,820	38
1990	6,719	3,147	3,572	5,092	1,627	4,713	2,006	1,954	52
1995	6,739	3,073	3,667	5,168	1,571	4,626	2,113	2,030	84
2000	7,207	3,220	3,987	5,706	1,501	4,842	2,365	2,154	211
2005	8,476	3,729	4,747	6,800	1,676	5,514	2,962	2,375	588
2006	8,666	3,809	4,857	6,928	1,738	5,622	3,043	2,409	634
2007	8,986	3,957	5,029	7,148	1,837	5,813	3,172	2,437	736
2008	9,394	4,131	5,264	7,423	1,972	5,951	3,443	2,501	942
Projected									
2009	9,533	4,242	5,291	7,586	1,947	6,145	3,389	—	—
2010	9,613	4,281	5,332	7,659	1,955	6,196	3,417	—	—
2015	10,231	4,439	5,792	8,121	2,110	6,591	3,640	—	—
2016	10,378	4,479	5,899	8,230	2,148	6,685	3,692	—	—
2017	10,520	4,516	6,004	8,337	2,183	6,776	3,744	—	—
2018	10,677	4,559	6,118	8,459	2,217	6,877	3,800	—	—
2019	10,810	4,599	6,211	8,571	2,239	6,961	3,848	—	—
2-year institutions									
1970	2,319	1,375	945	1,229	1,090	2,195	124	113	11
1975	3,970	2,165	1,805	1,761	2,209	3,836	134	113	21
1980	4,526	2,047	2,479	1,754	2,772	4,329	198	114	83
1985	4,531	2,002	2,529	1,691	2,840	4,270	261	109	153
1990	5,240	2,233	3,007	1,884	3,356	4,996	244	89	154
1995	5,493	2,329	3,164	1,977	3,515	5,278	215	75	140
2000	5,948	2,559	3,390	2,217	3,731	5,697	251	59	192
2005	6,488	2,680	3,808	2,647	3,841	6,184	304	44	260
2006	6,519	2,705	3,814	2,643	3,875	6,225	293	39	254
2007	6,618	2,771	3,847	2,693	3,925	6,324	294	33	260
2008	6,971	2,936	4,035	2,832	4,139	6,640	331	35	296
Projected									
2009	7,172	3,028	4,144	2,920	4,252	6,843	329	—	—
2010	7,201	3,044	4,157	2,936	4,265	6,870	331	—	—
2015	7,692	3,133	4,558	3,119	4,573	7,338	353	—	—
2016	7,820	3,158	4,662	3,168	4,652	7,461	359	—	—
2017	7,948	3,186	4,762	3,221	4,727	7,582	366	—	—
2018	8,084	3,216	4,868	3,281	4,803	7,711	373	—	—
2019	8,186	3,242	4,943	3,333	4,853	7,807	378	—	—

NOTE: The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. Beginning in 1980, 2-year institutions include schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information about the Classification of Postsecondary Education Institutions, see *supplemental note 8*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:90-99), Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

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Supplemental Tables to Indicator 8

Postbaccalaureate Enrollment

Table A-8-1. Number and percentage distribution of actual and projected postbaccalaureate enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1976-2019

[Numbers in thousands]

Fall of year	Total	Sex				Attendance status			
		Male		Female		Full-time		Part-time	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976	1,578	905	57.3	673	42.7	684	43.3	894	56.7
1977	1,569	892	56.8	677	43.2	699	44.5	870	55.5
1978	1,576	880	55.8	696	44.2	705	44.7	871	55.3
1979	1,572	863	54.9	709	45.1	715	45.5	857	54.5
1980	1,622	874	53.9	748	46.1	736	45.4	886	54.6
1981	1,617	867	53.6	750	46.4	732	45.3	885	54.7
1982	1,601	861	53.8	740	46.2	737	46.0	864	54.0
1983	1,619	865	53.5	753	46.5	747	46.2	872	53.8
1984	1,624	857	52.8	767	47.2	751	46.2	873	53.8
1985	1,650	856	51.9	794	48.1	756	45.8	895	54.2
1986	1,706	867	50.8	839	49.2	767	45.0	938	55.0
1987	1,720	864	50.2	857	49.8	769	44.7	952	55.3
1988	1,739	864	49.7	875	50.3	794	45.7	944	54.3
1989	1,796	879	48.9	917	51.1	820	45.7	976	54.3
1990	1,860	904	48.6	955	51.4	845	45.4	1,015	54.6
1991	1,920	931	48.5	989	51.5	894	46.6	1,026	53.4
1992	1,950	941	48.3	1,009	51.7	918	47.1	1,032	52.9
1993	1,981	944	47.6	1,037	52.4	948	47.9	1,033	52.1
1994	2,016	950	47.1	1,066	52.9	969	48.1	1,047	51.9
1995	2,030	941	46.4	1,088	53.6	984	48.4	1,046	51.5
1996	2,041	932	45.7	1,108	54.3	1,004	49.2	1,036	50.8
1997	2,052	927	45.2	1,124	54.8	1,019	49.7	1,032	50.3
1998	2,070	923	44.6	1,147	55.4	1,025	49.5	1,045	50.5
1999	2,110	931	44.1	1,179	55.9	1,051	49.8	1,058	50.2
2000	2,157	944	43.7	1,213	56.2	1,087	50.4	1,070	49.6
2001	2,212	956	43.2	1,256	56.8	1,120	50.6	1,092	49.4
2002	2,355	1,010	42.9	1,345	57.1	1,212	51.5	1,142	48.5
2003	2,431	1,033	42.5	1,398	57.5	1,281	52.7	1,150	47.3
2004	2,491	1,047	42.0	1,444	58.0	1,326	53.2	1,165	46.8
2005	2,524	1,047	41.5	1,476	58.5	1,351	53.5	1,173	46.5
2006	2,575	1,061	41.2	1,513	58.8	1,386	53.8	1,188	46.2
2007	2,644	1,088	41.2	1,556	58.8	1,429	54.0	1,215	46.0
2008	2,737	1,122	41.0	1,615	59.0	1,493	54.5	1,244	45.5
Projected¹									
2009	2,819	1,181	41.9	1,638	58.1	1,535	54.4	1,284	45.5
2010	2,827	1,186	42.0	1,641	58.0	1,544	54.6	1,283	45.4
2011	2,841	1,187	41.8	1,653	58.2	1,557	54.8	1,284	45.2
2012	2,889	1,199	41.5	1,690	58.5	1,589	55.0	1,300	45.0
2013	2,969	1,222	41.2	1,747	58.8	1,637	55.1	1,332	44.9
2014	3,073	1,252	40.8	1,820	59.2	1,697	55.2	1,375	44.8
2015	3,159	1,277	40.4	1,881	59.6	1,747	55.3	1,412	44.7
2016	3,239	1,299	40.1	1,939	59.9	1,792	55.3	1,447	44.7
2017	3,311	1,319	39.8	1,992	60.2	1,831	55.3	1,479	44.7
2018	3,379	1,336	39.5	2,043	60.5	1,867	55.3	1,511	44.7
2019	3,413	1,343	39.4	2,069	60.6	1,883	55.2	1,530	44.8

See notes at end of table.

Table A-8-1. Number and percentage distribution of actual and projected postbaccalaureate enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1976–2019—Continued

[Numbers in thousands]

Fall of year	Total	Control of institution							
		Public		Private					
		Number	Percent	Total		Not-for-profit		For-profit	
				Number	Percent	Number	Percent	Number	Percent
1976	1,578	1,033	65.5	544	34.5	541	34.3	3	0.2
1977	1,569	1,004	64.0	565	36.0	561	35.8	4	0.2
1978	1,576	999	63.4	577	36.6	574	36.4	4	0.2
1979	1,572	990	63.0	582	37.0	578	36.8	4	0.2
1980	1,622	1,015	62.6	606	37.4	601	37.1	5	0.3
1981	1,617	999	61.8	618	38.2	614	37.9	5	0.3
1982	1,601	983	61.4	618	38.6	613	38.3	4	0.3
1983	1,619	986	60.9	633	39.1	628	38.8	5	0.3
1984	1,624	984	60.6	640	39.4	634	39.0	6	0.4
1985	1,650	1,002	60.7	648	39.3	643	38.9	5	0.3
1986	1,706	1,053	61.8	652	38.2	644	37.8	8	0.5
1987	1,720	1,055	61.3	666	38.7	662	38.5	3	0.2
1988	1,739	1,058	60.9	681	39.1	—	—	—	—
1989	1,796	1,090	60.7	706	39.3	—	—	—	—
1990	1,860	1,135	61.0	724	39.0	717	38.5	8	0.4
1991	1,920	1,162	60.5	758	39.5	747	38.9	11	0.6
1992	1,950	1,168	59.9	781	40.1	771	39.5	11	0.5
1993	1,981	1,177	59.4	804	40.6	790	39.9	14	0.7
1994	2,016	1,189	59.0	828	41.0	810	40.2	18	0.9
1995	2,030	1,189	58.6	841	41.4	824	40.6	17	0.8
1996	2,041	1,185	58.1	855	41.9	830	40.7	25	1.2
1997	2,052	1,189	57.9	863	42.1	838	40.8	25	1.2
1998	2,070	1,188	57.4	882	42.6	852	41.2	30	1.5
1999	2,110	1,199	56.8	911	43.2	869	41.2	42	2.0
2000	2,157	1,213	56.3	943	43.7	896	41.6	47	2.2
2001	2,212	1,247	56.4	965	43.6	910	41.1	55	2.5
2002	2,355	1,319	56.0	1,035	44.0	959	40.7	76	3.2
2003	2,431	1,336	54.9	1,096	45.1	994	40.9	101	4.2
2004	2,491	1,330	53.4	1,162	46.6	1,022	41.0	140	5.6
2005	2,524	1,324	52.5	1,199	47.5	1,036	41.1	163	6.5
2006	2,575	1,333	51.8	1,242	48.2	1,065	41.4	177	6.9
2007	2,644	1,353	51.2	1,291	48.8	1,101	41.6	190	7.2
2008	2,737	1,381	50.5	1,356	49.5	1,125	41.1	231	8.4
Projected¹									
2009	2,819	1,423	50.5	1,396	49.5	—	—	—	—
2010	2,827	1,427	50.5	1,401	49.5	—	—	—	—
2011	2,841	1,433	50.4	1,408	49.6	—	—	—	—
2012	2,889	1,457	50.4	1,432	49.6	—	—	—	—
2013	2,969	1,497	50.4	1,472	49.6	—	—	—	—
2014	3,073	1,549	50.4	1,524	49.6	—	—	—	—
2015	3,159	1,592	50.4	1,567	49.6	—	—	—	—
2016	3,239	1,632	50.4	1,606	49.6	—	—	—	—
2017	3,311	1,669	50.4	1,642	49.6	—	—	—	—
2018	3,379	1,703	50.4	1,676	49.6	—	—	—	—
2019	3,413	1,720	50.4	1,692	49.6	—	—	—	—

— Not available.

¹ Projections are based on reported data through 2008 and middle alternative assumptions concerning the economy. The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. NOTE: Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. See the glossary for definitions of full-time and part-time enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1967 through 1985; 1986 through 2008 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86-99), and Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.

Supplemental Tables to Indicator 8

Postbaccalaureate Enrollment

Table A-8-2. Total postbaccalaureate enrollment and percentage distribution of students in degree-granting institutions, by race/ethnicity and sex: Selected years, Fall 1976-2008

Race/ethnicity and sex	Enrollment (in thousands)					Percentage distribution of students				
	1976 ¹	1980 ¹	1990	2000	2008	1976	1980	1990	2000	2008
Total	1,567	1,618	1,860	2,157	2,737	100.0	100.0	100.0	100.0	100.0
Race/ethnicity										
White	1,336	1,352	1,450	1,479	1,750	85.3	83.6	78.0	68.6	63.9
Black	90	88	100	181	315	5.7	5.4	5.4	8.4	11.5
Hispanic	31	39	58	111	169	2.0	2.4	3.1	5.1	6.2
Asian/Pacific Islander	29	38	72	133	185	1.8	2.3	3.9	6.2	6.8
American Indian/Alaska Native	6	6	7	13	18	0.4	0.4	0.4	0.6	0.6
Nonresident alien	75	95	173	241	300	4.8	5.9	9.3	11.2	11.0
Sex and race/ethnicity										
Male	898	871	904	944	1,122	100.0	100.0	100.0	100.0	100.0
White	762	718	677	625	704	84.8	82.5	74.8	66.2	62.8
Black	39	36	37	58	90	4.4	4.1	4.1	6.2	8.1
Hispanic	18	20	27	45	63	2.0	2.3	3.0	4.7	5.6
Asian/Pacific Islander	17	23	40	64	83	1.9	2.6	4.5	6.8	7.4
American Indian/Alaska Native	4	3	3	5	7	0.4	0.3	0.4	0.5	0.6
Nonresident alien	58	71	120	147	176	6.4	8.1	13.3	15.6	15.6
Female	669	747	955	1,213	1,615	100.0	100.0	100.0	100.0	100.0
White	574	634	773	854	1,045	85.8	84.9	80.9	70.4	64.7
Black	50	52	63	123	225	7.5	7.0	6.6	10.1	13.9
Hispanic	13	18	31	66	107	1.9	2.4	3.2	5.5	6.6
Asian/Pacific Islander	11	15	32	69	102	1.7	2.0	3.3	5.7	6.3
American Indian/Alaska Native	3	3	4	8	11	0.4	0.4	0.4	0.6	0.7
Nonresident alien	18	24	53	94	125	2.7	3.2	5.5	7.7	7.7

¹ Because of underreporting and nonreporting of racial/ethnic data, some estimates are slightly lower than corresponding data in table A-8-1.

NOTE: Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately because information about their race/ethnicity is not available. See the glossary for the definition of nonresident alien. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and 1990, 2000 and 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2001 and 2009.

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Supplemental Tables to Indicator 9

Reading Performance

Table A-9-1. Average reading scale scores and percentage of students at each achievement level, by grade: Selected years, 1992-2009

Grade, scale score, and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2002	2003	2005	2007	2009
Grade 4									
Average scale score	217	214	217	215	219	218	219	221	221
Percentage at each achievement level									
Below <i>Basic</i>	38	40	38	40	36	37	36	33	33
At or above <i>Basic</i>	62	60	62	60	64	63	64	67	67
At or above <i>Proficient</i>	29	30	31	29	31	31	31	33	33
At <i>Advanced</i>	6	7	7	7	7	8	8	8	8
Grade 8									
Average scale score	260	260	264	263	264	263	262	263	264
Percentage at each achievement level									
Below <i>Basic</i>	31	30	26	27	25	26	27	26	25
At or above <i>Basic</i>	69	70	74	73	75	74	73	74	75
At or above <i>Proficient</i>	29	30	33	32	33	32	31	31	32
At <i>Advanced</i>	3	3	3	3	3	3	3	3	3

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; students were tested with and without accommodations in 1998.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges 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 percentage of students at or above *Proficient* includes students at the *Proficient* and the *Advanced* achievement levels. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, *Proficient*, and *Advanced* achievement levels. Detail may not sum to totals because of rounding. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Table A-9-2. Average reading scale scores, by grade and selected student and school characteristics: Selected years, 1992-2009

Student or school characteristic	Grade 4			Grade 8		
	1992 ¹	2007	2009	1992 ¹	2007	2009
Total	217	221	221	260	263	264
Sex						
Male	213	218	218	254	258	259
Female	221	224	224	267	268	269
Race/ethnicity ²						
White	224	231	230	267	272	273
Black	192	203	205	237	245	246
Hispanic	197	205	205	241	247	249
Asian/Pacific Islander	216	232	235	268	271	274
American Indian/Alaska Native	‡	203	204	‡	247	251
Percentage of students in school eligible for free or reduced-price lunch						
0-25 percent	—	235	237	—	275	277
26-50 percent	—	223	223	—	263	265
51-75 percent	—	212	215	—	253	256
76-100 percent	—	200	202	—	241	243

— Not available.

‡ Reporting standards not met (too few cases).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2009 Reading Assessments, NAEP Data Explorer.

Supplemental Tables to Indicator 9

Reading Performance

Table A-9-3. Average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 2007 and 2009

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
United States	220	220	66	66	32	32	261	262*	73	74*	29	30*
Alabama	216	216	62	62	29	28	252	255*	62	66	21	24
Alaska	214	211*	62	59	29	27	259	259	71	72	27	27
Arizona	210	210	56	56	24	25	255	258	65	68	24	27
Arkansas	217	216	64	63	29	29	258	258	70	69	25	27
California	209	210	53	54	23	24	251	253	62	64	21	22
Colorado	224	226	70	72	36	40	266	266	79	78	35	32
Connecticut	227	229	73	76	41	42	267	272*	77	81*	37	43*
Delaware	225	226	73	73	34	35	265	265	77	78	31	31
District of Columbia	197	202*	39	44*	14	17*	241	242	48	51	12	14
Florida	224	226	70	73	34	36	260	264*	71	76*	28	32
Georgia	219	218	66	63	28	29	259	260	70	72	26	27
Hawaii	213	211	59	57	26	26	251	255*	62	67*	20	22
Idaho	223	221	70	69	35	32	265	265	78	77	32	33
Illinois	219	219	65	65	32	32	263	265	75	77	30	33
Indiana	222	223	68	70	33	34	264	266	76	79	31	32
Iowa	225	221*	74	69*	36	34	267	265	80	77	36	32
Kansas	225	224	72	72	36	35	267	267	81	80	35	33
Kentucky	222	226*	68	72	33	36	262	267*	73	79*	28	33*
Louisiana	207	207	52	51	20	18	253	253	64	64	19	20
Maine	226	224	73	70	36	35	270	268	83	80*	37	35
Maryland	225	226	69	70	36	37	265	267	76	77	33	36
Massachusetts	236	234	81	80	49	47	273	274	84	83	43	43
Michigan	220	218	66	64	32	30	260	262	72	72	28	31
Minnesota	225	223	73	70	37	37	268	270	80	82	37	38
Mississippi	208	211	51	55	19	22	250	251	60	62	17	19
Missouri	221	224	67	70	32	36*	263	267*	75	79*	31	34
Montana	227	225	75	73	39	35	271	270	85	84	39	38
Nebraska	223	223	71	70	35	35	267	267	79	80	35	35
Nevada	211	211	57	57	24	24	252	254	63	65	22	22
New Hampshire	229	229	76	77	41	41	270	271	82	81	37	39

See notes at end of table.

Table A-9-3. Average reading scale scores and achievement-level results for public school 4th- and 8th-graders, by state: 2007 and 2009—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
United States	220	220	66	66	32	32	261	262*	73	74*	29	30*
New Jersey	231	229	77	76	43	40	270	273	81	83	39	42
New Mexico	212	208*	58	52*	24	20*	251	254*	62	66	17	22*
New York	224	224	69	71	36	36	264	264	75	75	32	33
North Carolina	218	219	64	65	29	32	259	260	71	70	28	29
North Dakota	226	226	75	76	35	35	268	269	84	86	32	34
Ohio	226	225	73	71	36	36	268	269	79	80	36	37
Oklahoma	217	217	65	65	27	28	260	259	72	73	26	26
Oregon	215	218	62	65	28	31	266	265	77	76	34	33
Pennsylvania	226	224	73	70	40	37	268	271*	79	81	36	40
Rhode Island	219	223*	65	69*	31	36*	258	260	69	72	27	28
South Carolina	214	216	59	62	26	28	257	257	69	68	25	24
South Dakota	223	222	71	70	34	33	270	270	83	84	37	37
Tennessee	216	217	61	63	27	28	259	261	71	73	26	28
Texas	220	219	66	65	30	28	261	260	73	73	28	27
Utah	221	219	69	67	34	31	262	266*	75	78*	30	33
Vermont	228	229	74	75	41	41	273	272	84	84	42	41
Virginia	227	227	74	74	38	38	267	266	79	78	34	32
Washington	224	221	70	68	36	33	265	267	77	78	34	36
West Virginia	215	215	63	62	28	26	255	255	68	67	23	22
Wisconsin	223	220	70	67	36	33	264	266	76	78	33	34
Wyoming	225	223*	73	72	36	33*	266	268	80	82	33	34

*Change in score or percentage is statistically significant from 2007 ($p < .05$).

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. NAEP reading scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Reading Assessments, NAEP Data Explorer.

Supplemental Tables to Indicator 10

Reading Achievement Gaps

Table A-10-1. Average reading scale scores of 4th-grade students, by selected student characteristics: Selected years, 1992–2009

Student or school characteristic	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005	2007	2009
Total	217	214	217	215	213	219	218	219	221	221
Sex										
Male	213	209	214	212	208	215	215	216	218	218
Female	221	220	220	217	219	222	222	222	224	224
Race/ethnicity ²										
White	224	224	226	225	224	229	229	229	231	230
Black	192	185	193	193	190	199	198	200	203	205
Hispanic	197	188	195	193	190	201	200	203	205	205
Asian/Pacific Islander	216	220	221	215	225	224	226	229	232	235
American Indian/Alaska Native	‡	211	‡	‡	214	207	202	204	203	204
Percentage of students in school eligible for free or reduced-price lunch										
0–25 percent	—	—	233	231	231	233	233	234	235	237
26–50 percent	—	—	219	218	218	221	221	221	223	223
51–75 percent	—	—	207	205	205	210	211	211	212	215
76–100 percent	—	—	190	187	184	196	194	197	200	202

— Not available.

‡ Reporting standards not met (too few cases).

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; students were tested with and without accommodations in 1998.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Table A-10-2. Average reading scale scores of 8th-grade students, by selected student characteristics: Selected years, 1992–2009

Student or school characteristic	1992 ¹	1994 ¹	1998 ¹	1998	2002	2003	2005	2007	2009
Total	260	260	264	263	264	263	262	263	264
Sex									
Male	254	252	257	256	260	258	257	258	259
Female	267	267	270	270	269	269	267	268	269
Race/ethnicity ²									
White	267	267	271	270	272	272	271	272	273
Black	237	236	243	244	245	244	243	245	246
Hispanic	241	243	245	243	247	245	246	247	249
Asian/Pacific Islander	268	265	267	264	267	270	271	271	274
American Indian/Alaska Native	‡	248	‡	‡	250	246	249	247	251
Percentage of students in school eligible for free or reduced-price lunch									
0–25 percent	—	—	275	273	276	275	274	275	277
26–50 percent	—	—	261	262	264	263	262	263	265
51–75 percent	—	—	251	252	254	253	252	253	256
76–100 percent	—	—	243	240	240	239	240	241	243

— Not available.

‡ Reporting standards not met (too few cases).

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; students were tested with and without accommodations in 1998.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Table A-10-3. Percentage of students at each achievement level, by grade and selected student characteristics: 1992 and 2009

Student or school characteristic	Grade 4						Grade 8					
	At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009	1992 ¹	2009
Total	62	67	29	33	6	8	69	75	29	32	3	3
Sex												
Male	58	64	25	30	5	6	64	71	23	28	2	2
Female	67	70	32	36	8	9	76	79	35	37	4	4
Race/ethnicity ²												
White	71	78	35	42	8	10	77	84	35	41	4	4
Black	32	48	8	16	1	2	45	57	9	14	#	#
Hispanic	39	49	12	17	2	3	49	61	13	17	1	1
Asian/Pacific Islander	60	80	25	49	5	16	76	83	37	45	7	6
American Indian/Alaska Native	‡	50	‡	20	‡	4	‡	62	‡	21	‡	2
Percentage of students in school eligible for free or reduced-price lunch												
0-25 percent	—	83	—	50	—	15	—	87	—	47	—	5
26-50 percent	—	71	—	34	—	7	—	77	—	32	—	2
51-75 percent	—	61	—	25	—	4	—	68	—	22	—	1
76-100 percent	—	45	—	14	—	2	—	53	—	12	—	#

— Not available.

Rounds to zero.

‡ Reporting standards not met (too few cases).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1992.² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.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. The percentage of students at or above *Proficient* includes students at the *Proficient* and the *Advanced* achievement levels. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, *Proficient*, and *Advanced* achievement levels. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2009 Reading Assessments, NAEP Data Explorer.

Supplemental Tables to Indicator 11

Mathematics Performance

Table A-11-1. Average mathematics scale scores and percentage of students at each achievement level, by grade: Selected years, 1990–2009

Grade, scale score, and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007	2009
Grade 4									
Average scale score	213	220	224	224	226	235	238	240	240
Percentage at each achievement level									
Below <i>Basic</i>	50	41	36	37	35	23	20	18	18
At or above <i>Basic</i>	50	59	64	63	65	77	80	82	82
At or above <i>Proficient</i>	13	18	21	21	24	32	36	39	39
At <i>Advanced</i>	1	2	2	2	3	4	5	6	6
Grade 8									
Average scale score	263	268	272	270	273	278	279	281	283
Percentage at each achievement level									
Below <i>Basic</i>	48	42	38	39	37	32	31	29	27
At or above <i>Basic</i>	52	58	62	61	63	68	69	71	73
At or above <i>Proficient</i>	15	21	24	23	26	29	30	32	34
At <i>Advanced</i>	2	3	4	4	5	5	6	7	8

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; students were tested with and without accommodations in 1996.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500 for grades 4 and 8. 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 percentage of students at or above *Proficient* includes students at the *Proficient* and the *Advanced* achievement levels. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, *Proficient*, and *Advanced* achievement levels. Detail may not sum to totals because of rounding. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Table A-11-2. Average mathematics scale scores of 4th- and 8th-grade students, by select student characteristics: 1990, 2007, and 2009

Student characteristic	Grade 4			Grade 8		
	1990 ¹	2007	2009	1990 ¹	2007	2009
Total	213	240	240	263	281	283
Sex						
Male	214	241	241	263	282	284
Female	213	239	239	262	280	282
Race/ethnicity ²						
White	220	248	248	270	291	293
Black	188	222	222	237	260	261
Hispanic	200	227	227	246	265	266
Asian/Pacific Islander	225	253	255	275	297	301
American Indian/Alaska Native	‡	228	225	‡	264	266
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	—	252	254	—	296	298
26–50 percent	—	242	242	—	282	284
51–75 percent	—	234	234	—	271	274
76–100 percent	—	222	223	—	259	260

— Not available.

‡ Reporting standards not met (too few cases).

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; students were tested with and without accommodations in 1996.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 2007, and 2009 Mathematics Assessments, NAEP Data Explorer.

Supplemental Tables to Indicator 11

Mathematics Performance

Table A-11-3. Average mathematics scale scores and achievement-level results for public school 4th- and 8th-grade students, by state: 2007 and 2009

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	
United States	239	239	81	81	39	38	280	282*	70	71*	31	33*
Alabama	229	228	70	70	26	24	266	269	55	58	18	20
Alaska	237	237	79	78	38	38	283	283	73	75	32	33
Arizona	232	230	74	71	31	28	276	277	66	67	26	29
Arkansas	238	238	81	80	37	36	274	276	65	67	24	27
California	230	232	70	72	30	30	270	270	59	59	24	23
Colorado	240	243*	82	84	41	45	286	287	75	76	37	40
Connecticut	243	245	84	86	45	46	282	289*	73	78*	35	40*
Delaware	242	239*	87	84*	40	36*	283	284	74	75	31	32
District of Columbia	214	219*	49	56*	14	17*	248	254*	34	40*	8	11*
Florida	242	242	86	86	40	40	277	279	68	70	27	29
Georgia	235	236	79	78	32	34	275	278*	64	67	25	27
Hawaii	234	236	77	77	33	37	269	274*	59	65*	21	25*
Idaho	241	241	85	85	40	41	284	287*	75	78*	34	38*
Illinois	237	238	79	80	36	38	280	282	70	73	31	33
Indiana	245	243*	89	87	46	42*	285	287	76	78	35	36
Iowa	243	243	87	87	43	41	285	284	77	76	35	34
Kansas	248	245	89	89	51	46	290	289	81	79	40	39
Kentucky	235	239*	79	81	31	37*	279	279	69	70	27	27
Louisiana	230	229	73	72	24	23	272	272	64	62	19	20
Maine	242	244	85	87	42	45	286	286	78	78	34	35
Maryland	240	244*	80	85*	40	44	286	288	74	75	37	40
Massachusetts	252	252	93	92	58	57	298	299	85	85	51	52
Michigan	238	236	80	78	37	35	277	278	66	68	29	31
Minnesota	247	249	87	89	51	54	292	294	81	83	43	47
Mississippi	228	227	70	69	21	22	265	265	54	54	14	15
Missouri	239	241	82	83	38	41	281	286*	72	77*	30	35*
Montana	244	244	88	88	44	45	287	292*	79	82*	38	44*
Nebraska	238	239	80	82	38	38	284	284	74	75	35	35
Nevada	232	235*	74	79*	30	32	271	274*	60	63	23	25
New Hampshire	249	251*	91	92	52	56	288	292*	78	82*	38	43*

See notes at end of table.

Table A-11-3. Average mathematics scale scores and achievement-level results for public school 4th- and 8th-grade students, by state: 2007 and 2009—Continued

State	Grade 4						Grade 8					
	Average score		Percentage of students				Average score		Percentage of students			
			At or above <i>Basic</i>		At or above <i>Proficient</i>				At or above <i>Basic</i>		At or above <i>Proficient</i>	
2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009	
United States	239	239	81	81	39	38	280	282*	70	71*	31	33*
New Jersey	249	247	90	88	52	49	289	293*	77	80	40	44
New Mexico	228	230	70	72	24	26	268	270	57	59	17	20
New York	243	241	85	83	43	40	280	283	70	73	30	34
North Carolina	242	244	85	87	41	43	284	284	73	74	34	36
North Dakota	245	245	91	91	46	45	292	293	86	86	41	43
Ohio	245	244	87	85	46	45	285	286	76	76	35	36
Oklahoma	237	237	82	82	33	33	275	276	66	68	21	24
Oregon	236	238	79	80	35	37	284	285	73	75	35	37
Pennsylvania	244	244	85	84	47	46	286	288	77	78	38	40
Rhode Island	236	239*	80	81	34	39*	275	278*	65	68	28	28
South Carolina	237	236	80	78	36	34	282	280	71	69	32	30
South Dakota	241	242	86	86	41	42	288	291*	81	83	39	42
Tennessee	233	232	76	74	29	28	274	275	64	65	23	25
Texas	242	240	87	85	40	38	286	287	78	78	35	36
Utah	239	240	83	81	39	41	281	284*	72	75	32	35
Vermont	246	248*	89	89	49	51	291	293*	81	81	41	43
Virginia	244	243	87	85	42	43	288	286	77	76	37	36
Washington	243	242	84	84	44	43	285	289*	75	78	36	39*
West Virginia	236	233*	81	77*	33	28*	270	270	61	61	19	19
Wisconsin	244	244	85	85	47	45	286	288	76	79	37	39
Wyoming	244	242*	88	87	44	40*	287	286	80	78	36	35

*Change in score or percentage of students is statistically significant from 2007 ($p < .05$).

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. NAEP mathematics scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics Assessments, NAEP Data Explorer.

Supplemental Tables to Indicator 12

Mathematics Achievement Gaps

Table A-12-1. Average mathematics scale scores of 4th-grade students, by selected student characteristics: Selected years, 1990–2009

Student characteristic	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007	2009
Total	213	220	224	224	226	235	238	240	240
Sex									
Male	214	221	226	224	227	236	239	241	241
Female	213	219	222	223	224	233	237	239	239
Race/ethnicity ²									
White	220	227	231	232	234	243	246	248	248
Black	188	193	199	198	203	216	220	222	222
Hispanic	200	202	205	207	208	222	226	227	227
Asian/Pacific Islander	225	231	226	229	‡	246	251	253	255
American Indian/Alaska Native	‡	‡	‡	217	208	223	226	228	225
Percentage of students in school eligible for free or reduced-price lunch									
0–25 percent	—	—	—	—	239	247	250	252	254
26–50 percent	—	—	—	—	227	237	240	242	242
51–75 percent	—	—	—	—	216	229	232	234	234
76–100 percent	—	—	—	—	205	216	220	222	223

— Not available.

‡ Reporting standards not met (too few cases).

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; students were tested with and without accommodations in 1996.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Table A-12-2. Average mathematics scale scores of 8th-grade students, by selected student characteristics: Selected years, 1990–2009

Student characteristic	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005	2007	2009
Total	263	268	272	270	273	278	279	281	283
Sex									
Male	263	268	272	271	274	278	280	282	284
Female	262	269	272	269	272	277	278	280	282
Race/ethnicity ²									
White	270	277	281	281	284	288	289	291	293
Black	237	237	242	240	244	252	255	260	261
Hispanic	246	249	251	251	253	259	262	265	266
Asian/Pacific Islander	275	290	‡	‡	288	291	295	297	301
American Indian/Alaska Native	‡	‡	‡	‡	259	263	264	264	266
Percentage of students in school eligible for free or reduced-price lunch									
0–25 percent	—	—	—	—	287	291	293	296	298
26–50 percent	—	—	—	—	270	278	280	282	284
51–75 percent	—	—	—	—	260	266	268	271	274
76–100 percent	—	—	—	—	246	251	254	259	260

— Not available.

‡ Reporting standards not met (too few cases).

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; students were tested with and without accommodations in 1996.

² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2009 Mathematics Assessments, NAEP Data Explorer.

Table A-12-3. Percentage of students at each achievement level, by grade and selected student characteristics: 1990 and 2009

Student characteristic	Grade 4						Grade 8					
	At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009	1990 ¹	2009
Total	50	82	13	39	1	6	52	73	15	34	2	8
Sex												
Male	51	82	13	41	2	7	52	73	17	36	2	9
Female	49	82	12	37	1	5	52	72	14	32	2	7
Race/ethnicity ²												
White	59	91	16	51	2	8	60	83	18	44	2	11
Black	17	64	1	16	#	1	22	50	5	12	#	1
Hispanic	33	71	5	22	#	1	34	57	7	17	1	2
Asian/Pacific Islander	62	92	22	60	3	17	64	85	29	54	6	20
American Indian/Alaska Native	‡	66	‡	21	‡	2	‡	56	‡	18	‡	3
Percentage of students in school eligible for free or reduced-price lunch												
0–25 percent	—	93	—	60	—	12	—	87	—	50	—	15
26–50 percent	—	86	—	42	—	5	—	76	—	34	—	7
51–75 percent	—	79	—	30	—	3	—	64	—	24	—	4
76–100 percent	—	64	—	17	—	1	—	49	—	13	—	1

— Not available.

Rounds to zero.

‡ Reporting standards not met (too few cases).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990.² Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.NOTE: 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. The percentage of students at or above Proficient includes students at the *Proficient* and the *Advanced* achievement levels. Similarly, the percentage of students at or above Basic includes students at the *Basic*, *Proficient*, and *Advanced* achievement levels. For more information on NAEP, see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990 and 2009 Mathematics Assessments, NAEP Data Explorer.

Reading and Mathematics Score Trends

Table A-13-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2008

Age, sex, and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004	2004 ¹	2008 ¹
9-year-old total	208	210	215	211	212	209	211	211	212	212	219	216	220
Sex													
Male	201	204	210	207	207	204	206	207	207	209	216	212	216
Female	214	216	220	214	216	215	215	215	218	215	221	219	224
Race/ethnicity													
White	214	217	221	218	218	217	218	218	220	221	226	224	228
Black	170	181	189	186	189	182	185	185	191	186	200	197	204
Hispanic	—	183	190	187	194	189	192	186	195	193	205	199	207
13-year-old total	255	256	258	257	257	257	260	258	258	259	259	257	260
Sex													
Male	250	250	254	253	252	251	254	251	251	254	254	252	256
Female	261	262	263	262	263	263	265	266	264	265	264	262	264
Race/ethnicity													
White	261	262	264	263	261	262	266	265	266	267	266	265	268
Black	222	226	233	236	243	241	238	234	234	238	244	239	247
Hispanic	—	232	237	240	240	238	239	235	238	244	242	241	242
17-year-old total	285	286	285	289	290	290	290	288	288	288	285	283	286
Sex													
Male	279	280	282	284	286	284	284	282	281	281	278	276	280
Female	291	291	289	294	294	296	296	295	295	295	292	289	291
Race/ethnicity													
White	291	293	293	295	295	297	297	296	295	295	293	289	295
Black	239	241	243	264	274	267	261	266	266	264	264	262	266
Hispanic	—	252	261	268	271	275	271	263	265	271	264	267	269

— Not available.

¹ Scores for the revised assessment format. This format reflects the inclusion of and accommodations for students with disabilities and English language learners.NOTE: Includes public and private schools. Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not separately shown. NAEP scores range from 0 to 500. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.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.

Table A-13-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2008

Age, sex, and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004	2004 ¹	2008 ¹
9-year-old total	219	219	219	222	230	230	231	231	232	241	239	243
Sex												
Male	218	217	217	222	229	231	232	233	233	243	240	242
Female	220	220	221	222	230	228	230	229	231	240	239	243
Race/ethnicity												
White	225	224	224	227	235	235	237	237	239	247	245	250
Black	190	192	195	202	208	208	212	212	211	224	221	224
Hispanic	202	203	204	205	214	212	210	215	213	230	229	234
13-year-old total	266	264	269	269	270	273	274	274	276	281	279	281
Sex												
Male	265	264	269	270	271	274	276	276	277	283	279	284
Female	267	265	268	268	270	272	273	272	274	279	278	279
Race/ethnicity												
White	274	272	274	274	276	279	281	281	283	288	287	290
Black	228	230	240	249	249	250	252	252	251	262	257	262
Hispanic	239	238	252	254	255	259	256	256	259	265	264	268
17-year-old total	304	300	298	302	305	307	306	307	308	307	305	306
Sex												
Male	309	304	301	305	306	309	309	310	310	308	307	309
Female	301	297	296	299	303	305	304	305	307	305	304	303
Race/ethnicity												
White	310	306	304	308	309	312	312	313	315	313	311	314
Black	270	268	272	279	289	286	286	286	283	285	284	287
Hispanic	277	276	277	283	284	292	291	292	293	289	292	293

¹ Scores for the revised assessment format. This format reflects the inclusion of and accommodations for students with disabilities and English language learners.

NOTE: Includes public and private schools. Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not separately shown. NAEP scores range from 0 to 500. For more information on race/ethnicity, see *supplemental note 1*. For more information on NAEP, see *supplemental note 4*.

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.

Supplemental Tables to Indicator 14

Achievement in the Arts

Table A-14-1. Average responding scores in music and visual arts for 8th-grade students, by selected student characteristics and the characteristics of the schools they attend: 2008

Student and school characteristics	Music	Visual arts
Average score	150	150
Sex		
Male	145	145
Female	155	155
Race/ethnicity ¹		
White	161	160
Black	130	129
Hispanic	129	134
Asian/Pacific Islander	159	156
Alaska Native/American Indian	‡	‡
Parents' education		
Did not finish high school	127	137
Graduated from high school	140	138
Some education after high school	152	154
Graduated from college	161	161
School type		
Public	149	149
Private	163	159
Locale		
City	142	144
Suburban	155	155
Town	156	149
Rural	150	151
Percentage of students in school eligible for free or reduced-price lunch		
0–25 percent	168	168
26–50 percent	149	148
51–75 percent	139	141
76–100 percent	123	125

‡ Reporting standards not met.

¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were assessed on their ability to observe, describe, analyze, and evaluate existing works of music and art. The National Assessment of Educational Progress (NAEP) Music and Visual Arts scales range from 0 to 300, with the average set at 150. For more information on NAEP, see *supplemental note 4*. For more information on parents' education, race/ethnicity, locale, and free or reduced-price lunch eligibility, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

Table A-14-2. Percentage of 8th-grade students, by percentage of students in school eligible for free or reduced-price lunch and selected arts-related school characteristics: 2008

Arts-related school characteristics	Music					Visual arts				
	Percentage of students in school eligible for free or reduced-price lunch					Percentage of students in school eligible for free or reduced-price lunch				
	Total	0-25	26-50	51-75	76-100	Total	0-25	26-50	51-75	76-100
Total	100	100	100	100	100	100	100	100	100	100
District or state curriculum ¹	71	78	74	62	73	69	79	66	66	72
Availability/frequency of instruction in subject										
Subject not taught	8	8!	3	9!	21	14	5!	16!	14!	21!
2 or fewer times per week	35	41	34	26	26	39	52	31	33	30
3 or more times per week	57	50	63	65	52	47	43	54	53	49
Percentage of students in school instructed in subject										
0-20 percent	32	23	32	30	51	31	20	36	37	45
21-60 percent	32	28	39	38	20!	26	20	34	28	22!
61-100 percent	36	48	30	32	28!	43	61	30	36	33
Subject taught by full-time specialist	77	85	86	73	59	77	91	80	76	62
Attend event in subject with class										
None	66	64	60	68	77	84	87	86	85	77
1-2 times	23	25	27	21	17	14	12	12	13	20
3 or more times	11	11	13	12	7	2	1	2	2	3
Sponsor field trips in subject	64	77	67	48	69	38	48	38	26	43
Sponsor extracurricular activities in subject	89	90	93	89	80	64	81	60	51	53

! Interpret data with caution (estimates are unstable).

¹ The school is required to follow a curriculum in the subject.

NOTE: Detail may not sum to totals because of rounding. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*. For more information on free or reduced-price lunch eligibility, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

International Mathematics Content

Table A-15-1. Average mathematics and content domain scale scores of 4th-grade students, by country: 2007

Country (ordered by total score)	Total mathematics	Content domain		
		Number	Geometric shapes and measures	Data display
TIMSS scale average	500 ◊	500 ◊	500 ◊	500 ◊
Hong Kong SAR ¹	607 ▲	606 ▲	599 ▲	585 ▲
Singapore	599 ▲	611 ▲	570 ▲	583 ▲
Chinese Taipei	576 ▲	581 ▲	556 ▲	567 ▲
Japan	568 ▲	561 ▲	566 ▲	578 ▲
Kazakhstan ²	549 ▲	556 ▲	542 ▲	522 ◊
Russian Federation	544 ▲	546 ▲	538 ▲	530 ◊
England	541 ▲	531	548 ▲	547
Latvia ²	537 ▲	536 ▲	532 ▲	536 ◊
Netherlands ³	535	535 ▲	522	543
Lithuania ²	530	533 ▲	518	530 ◊
United States^{4,5}	529	524	522	543
Germany	525	521	528	534 ◊
Denmark ⁴	523	509 ◊	544 ▲	529 ◊
Australia	516 ◊	496 ◊	536 ▲	534 ◊
Hungary	510 ◊	510 ◊	510 ◊	504 ◊
Italy	507 ◊	505 ◊	509 ◊	506 ◊
Austria	505 ◊	502 ◊	509 ◊	508 ◊
Sweden	503 ◊	490 ◊	508 ◊	529 ◊
Slovenia	502 ◊	485 ◊	522	518 ◊
Armenia	500 ◊	522	483 ◊	458 ◊
Slovak Republic	496 ◊	495 ◊	499 ◊	492 ◊
Scotland ⁴	494 ◊	481 ◊	503 ◊	516 ◊
New Zealand	492 ◊	478 ◊	502 ◊	513 ◊
Czech Republic	486 ◊	482 ◊	494 ◊	493 ◊
Norway	473 ◊	461 ◊	490 ◊	487 ◊
Ukraine	469 ◊	480 ◊	457 ◊	462 ◊
Georgia ²	438 ◊	464 ◊	415 ◊	414 ◊
Iran, Islamic Republic of	402 ◊	398 ◊	429 ◊	400 ◊
Algeria	378 ◊	391 ◊	383 ◊	361 ◊
Colombia	355 ◊	360 ◊	361 ◊	363 ◊
Morocco	341 ◊	353 ◊	365 ◊	316 ◊
El Salvador	330 ◊	317 ◊	333 ◊	367 ◊
Tunisia	327 ◊	352 ◊	334 ◊	307 ◊
Kuwait ⁶	316 ◊	321 ◊	316 ◊	318 ◊
Qatar	296 ◊	292 ◊	296 ◊	326 ◊
Yemen	224 ◊	—	—	—

▲ $p < .05$. Score is significantly higher than U.S. score.

◊ $p < .05$. Score is significantly lower than U.S. score.

— Not available. Average achievement could not be accurately estimated.

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

² National Target Population did not include all of the International Target Population.

³ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁴ Met guidelines for sample participation rates only after substitute schools were included.

⁵ National Defined Population covered less than 90 to 95 percent of National Target Population.

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 4 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total mathematics scale, which captures students' overall mathematics knowledge and skills, and three content domains. The TIMSS scale is from 0 to 1,000, with the average set at 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments since then have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 mathematics in 2007 is equivalent to a score of 500 in grade 4 mathematics in 2003 and 1995. Countries are ordered by total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. The tests for significance take into account the standard error for the reported difference. Thus, a small difference in one country may be significant, while a large difference in another country may not be significant. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 3 and 6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-15-2. Average mathematics and content domain scale scores of 8th-grade students, by country: 2007

Country (ordered by total score)	Total mathematics	Content domain			Data and chance
		Number	Algebra	Geometry	
TIMSS scale average	500 ▼	500 ▼	500	500 ▲	500 ▼
Chinese Taipei	598 ▲	577 ▲	617 ▲	592 ▲	566 ▲
Korea, Republic of	597 ▲	583 ▲	596 ▲	587 ▲	580 ▲
Singapore	593 ▲	597 ▲	579 ▲	578 ▲	574 ▲
Hong Kong SAR ^{1,2}	572 ▲	567 ▲	565 ▲	570 ▲	549 ▲
Japan	570 ▲	551 ▲	559 ▲	573 ▲	573 ▲
Hungary	517	517	503	508 ▲	524
England ²	513	510	492	510 ▲	547 ▲
Russian Federation	512	507	518 ▲	510 ▲	487 ▼
United States^{2,3}	508	510	501	480	531
Lithuania ⁴	506	506	483 ▼	507 ▲	523 ▼
Czech Republic	504	511	484 ▼	498 ▲	512 ▼
Slovenia	501 ▼	502 ▼	488 ▼	499 ▲	511 ▼
Armenia	499 ▼	492 ▼	532 ▲	493 ▲	427 ▼
Australia	496 ▼	503	471 ▼	487	525
Sweden	491 ▼	507	456 ▼	472 ▼	526
Malta	488 ▼	496 ▼	473 ▼	495 ▲	487 ▼
Scotland ²	487 ▼	489 ▼	467 ▼	485	517 ▼
Serbia ^{3,4}	486 ▼	478 ▼	500	486	458 ▼
Italy	480 ▼	478 ▼	460 ▼	490 ▲	491 ▼
Malaysia	474 ▼	491 ▼	454 ▼	477	469 ▼
Norway	469 ▼	488 ▼	425 ▼	459 ▼	505 ▼
Cyprus	465 ▼	464 ▼	468 ▼	458 ▼	464 ▼
Bulgaria	464 ▼	458 ▼	476 ▼	468 ▼	440 ▼
Israel ⁵	463 ▼	469 ▼	470 ▼	436 ▼	465 ▼
Ukraine	462 ▼	460 ▼	464 ▼	467 ▼	458 ▼
Romania	461 ▼	457 ▼	478 ▼	466 ▼	429 ▼
Bosnia and Herzegovina	456 ▼	451 ▼	475 ▼	451 ▼	437 ▼
Lebanon	449 ▼	454 ▼	465 ▼	462 ▼	407 ▼
Thailand	441 ▼	444 ▼	433 ▼	442 ▼	453 ▼
Turkey	432 ▼	429 ▼	440 ▼	411 ▼	445 ▼
Jordan	427 ▼	416 ▼	448 ▼	436 ▼	425 ▼
Tunisia	420 ▼	425 ▼	423 ▼	437 ▼	411 ▼
Georgia ⁴	410 ▼	421 ▼	421 ▼	409 ▼	373 ▼
Iran, Islamic Republic of	403 ▼	395 ▼	408 ▼	423 ▼	415 ▼
Bahrain	398 ▼	388 ▼	403 ▼	412 ▼	418 ▼
Indonesia	397 ▼	399 ▼	405 ▼	395 ▼	402 ▼
Syrian Arab Republic	395 ▼	393 ▼	406 ▼	417 ▼	387 ▼
Egypt	391 ▼	393 ▼	409 ▼	406 ▼	384 ▼
Algeria	387 ▼	403 ▼	349 ▼	432 ▼	371 ▼
Colombia	380 ▼	369 ▼	390 ▼	371 ▼	405 ▼

See notes at end of table.

International Mathematics Content

Table A-15-2. Average mathematics and content domain scale scores of 8th-grade students, by country: 2007—Continued

Country (ordered by total score)	Total mathematics	Content domain			
		Number	Algebra	Geometry	Data and chance
TIMSS scale average	500 ♣	500 ♣	500	500 ♣	500 ♣
Oman	372 ♣	363 ♣	391 ♣	387 ♣	389 ♣
Palestinian National Authority	367 ♣	366 ♣	382 ♣	388 ♣	371 ♣
Botswana	364 ♣	366 ♣	394 ♣	325 ♣	384 ♣
Kuwait ⁶	354 ♣	347 ♣	354 ♣	385 ♣	366 ♣
El Salvador	340 ♣	355 ♣	331 ♣	318 ♣	362 ♣
Saudi Arabia	329 ♣	309 ♣	344 ♣	359 ♣	348 ♣
Ghana	309 ♣	310 ♣	358 ♣	275 ♣	321 ♣
Qatar	307 ♣	334 ♣	312 ♣	301 ♣	305 ♣

♣ $p < .05$. Score is significantly higher than U.S. score.

♠ $p < .05$. Score is significantly lower than U.S. score.

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

² Met guidelines for sample participation rates only after substitute schools were included.

³ National Defined Population covered 90 to 95 percent of National Target Population.

⁴ National Target Population did not include all of the International Target Population.

⁵ National Defined Population covered less than 90 percent of National Target Population (but at least 77 percent).

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 8 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total mathematics scale, which captures students' overall mathematics knowledge and skills, and four content domains. The TIMSS scale is from 0 to 1,000, with the average set at 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments since then have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 mathematics in 2007 is equivalent to a score of 500 in grade 8 mathematics in 2003, 1999, and 1995. Countries are ordered by total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. Morocco participated at grade 8, but due to sampling difficulties its data are not shown. The tests for significance take into account the standard error for the reported difference. Thus, a small difference in one country may be significant, while a large difference in another country may not be significant. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 3 and 7, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-15-3. Average mathematics and content domain scale scores of 4th-grade students, by sex and country: 2007

Country (ordered by total score)	Content domain							
	Total mathematics		Number		Geometric shapes and measures		Data display	
	Male	Female	Male	Female	Male	Female	Male	Female
International average	473	473	482 ▲	477	479	483 ▲	478	483 ▲
Hong Kong SAR ¹	609	605	610 ▲	602	598	599	581	590 ▲
Singapore	596	603 ▲	610	611	567	574 ▲	578	589 ▲
Chinese Taipei	577	575	584 ▲	578	553	558	562	571 ▲
Japan	568	568	564 ▲	558	561	571 ▲	574	583 ▲
Kazakhstan ²	545	553 ▲	553	559	537	548 ▲	517	526
Russian Federation	540	548 ▲	545	548	535	542	524	537 ▲
England	542	541	533	529	543	553 ▲	545	548
Latvia ²	536	539	537	534	531	534	529	543 ▲
Netherlands ³	540 ▲	530	542 ▲	527	525	520	541	544
Lithuania ²	530	530	536	530	514	522 ▲	527	534
United States^{4,5}	532 ▲	526	528 ▲	520	523	522	544	543
Germany	531 ▲	519	529 ▲	513	530	527	538 ▲	529
Denmark ⁴	526	520	514 ▲	503	540	546	531	527
Australia	519	513	503 ▲	491	536	535	531	536 ▲
Hungary	511	508	514	505	510	509	500	508
Italy	514 ▲	499	514 ▲	497	513 ▲	505	513 ▲	500
Austria	512 ▲	498	511 ▲	493	511	507	513 ▲	503
Sweden	506 ▲	499	496 ▲	484	507	509	528	530
Slovenia	504 ▲	499	492 ▲	477	521	524	516	519
Armenia	495	504 ▲	520	524	478	489 ▲	449	468 ▲
Slovak Republic	499 ▲	493	501 ▲	489	501	498	493	491
Scotland ⁴	499 ▲	490	489 ▲	473	502	504	518	513
New Zealand	493	492	482 ▲	474	500	504	509	517 ▲
Czech Republic	489 ▲	483	486 ▲	477	495	493	495	491
Norway	477 ▲	470	467 ▲	454	488	491	489	485
Ukraine	469	469	482	478	457	457	455	470 ▲
Georgia ²	437	440	465	464	413	418	409	420 ▲
Iran, Islamic Republic of	396	409	393	404	421	437 ▲	391	409 ▲
Algeria	375	380	390	391	378	388 ▲	359	364
Colombia	364 ▲	347	371 ▲	348	369 ▲	354	368	359
Morocco	343	339	357	349	365	365	317	314
El Salvador	334	325	325 ▲	308	336	330	369	365
Tunisia	319	337 ▲	346	360 ▲	327	343 ▲	295	322 ▲
Kuwait ⁶	297	333 ▲	307	333 ▲	297	335 ▲	299	335 ▲
Qatar	285	307 ▲	283	300 ▲	283	309 ▲	314	337 ▲
Yemen	214	236 ▲	—	—	—	—	—	—

▲ $p < .05$. Score is significantly higher than other sex's score.

— Not available. Average achievement could not be accurately estimated.

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

² National Target Population did not include all of the International Target Population.

³ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁴ Met guidelines for sample participation rates only after substitute schools were included.

⁵ National Defined Population covered less than 90 to 95 percent of National Target Population.

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 4 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total mathematics scale, which captures students' overall mathematics knowledge and skills, and three content domains. The TIMSS scale is from 0 to 1,000, with the average set at 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments since then have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 mathematics in 2007 is equivalent to a score of 500 in grade 4 mathematics in 2003 and 1995. Countries are ordered by total mathematics average score. Ordering of countries does not imply that scores are measurably different from one another. The tests for significance take into account the standard error for the reported difference. Thus, a small difference in one country may be significant, while a large difference in another country may not be significant. For more information on TIMSS, see *supplemental note 5*. SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 3 and 6, and figure 7, and Martin, M.O., Mullis, I.V.S., and Foy, P. (2008). *TIMSS 2007: International Mathematics Report*, exhibit 3.3, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

International Mathematics Content

Table A-15-4. Average mathematics and content domain scale scores of 8th-grade students, by sex and country: 2007

Country (ordered by total score)	Total mathematics		Content domain							
			Number		Algebra		Geometry		Data and chance	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	448	453 ▲	453 ▲	448	444	457 ▲	448	454 ▲	449	453 ▲
Chinese Taipei	598	599	579	574	613	622	591	593	564	567
Korea, Republic of	599	595	591 ▲	575	596	596	588	585	579	580
Singapore	586	600 ▲	593	601	569	589 ▲	571	586 ▲	568	581 ▲
Hong Kong SAR ^{1,2}	567	578	564	570	558	573 ▲	567	573	544	554
Japan	572	568	558 ▲	545	559	560	572	573	573	573
Hungary	517	517	523 ▲	511	498	509 ▲	507	508	525	523
England ²	516	511	518 ▲	502	491	493	512	508	549	545
Russian Federation	509	514	509	504	509	527 ▲	509	510	489	486
United States^{2,3}	510	507	515 ▲	506	498	503	483 ▲	477	535 ▲	527
Lithuania ⁴	502	509 ▲	507	505	474	491 ▲	503	510	521	525
Czech Republic	503	505	515 ▲	507	476	492 ▲	498	497	511	512
Slovenia	503	500	508 ▲	496	483	493 ▲	501	498	515 ▲	507
Armenia	497	501	492	492	525	538 ▲	495	490	427	427
Australia	504 ▲	488	514 ▲	492	475	466	493	481	534 ▲	516
Sweden	490	493	508	506	452	462 ▲	469	475	525	526
Malta	488	488	497	495	471	476	497	493	486	487
Scotland ²	489	486	495 ▲	483	464	470	486	485	518	515
Serbia ^{3,4}	483	489	481	474	491	510 ▲	480	491 ▲	461	455
Italy	483	477	485 ▲	469	459	462	491	488	493	488
Malaysia	468	479 ▲	485	495	446	461 ▲	473	480	468	469
Norway	467	471	488	487	423	428	453	464 ▲	500	510 ▲
Cyprus	455	476 ▲	461	468 ▲	455	481 ▲	445	470 ▲	454	474 ▲
Bulgaria	456	471 ▲	457	459	464	488 ▲	460	476 ▲	436	445
Israel ⁵	462	465	474 ▲	464	463	476 ▲	433	439	466	465
Ukraine	459	465	461	459	455	472 ▲	466	468	456	459
Romania	452	470 ▲	454	461	464	493 ▲	459	475 ▲	426	431
Bosnia and Herzegovina	455	456	454 ▲	447	467	483 ▲	450	452	440	435
Lebanon	456 ▲	443	465 ▲	446	469	461	465	459	414 ▲	402
Thailand	430	453 ▲	435	452 ▲	420	446 ▲	433	451 ▲	442	464 ▲
Turkey	432	432	435 ▲	423	434	447 ▲	407	415 ▲	442	448
Jordan	417	438 ▲	414	419	436	461 ▲	425	447 ▲	417	434 ▲
Tunisia	431 ▲	410	440 ▲	411	427 ▲	420	446 ▲	429	423 ▲	400
Georgia ⁴	408	412	424	417	413	429 ▲	408	409	367	378 ▲
Iran, Islamic Republic of	400	407	397	392	401	417 ▲	418	429	413	417
Bahrain	382	414 ▲	384	392 ▲	380	427 ▲	396	429 ▲	408	429 ▲
Indonesia	395	399	401	398	400	410 ▲	393	396	400	405
Syrian Arab Republic	403 ▲	387	407 ▲	380	408	403	422	413	392	383
Egypt	384	397 ▲	392	393	401	418 ▲	402	411	377	391 ▲
Algeria	389 ▲	384	408 ▲	398	349	350	435 ▲	429	373 ▲	369
Colombia	396 ▲	364	391 ▲	348	400 ▲	381	385 ▲	358	420 ▲	391

See notes at end of table.

Table A-15-4. Average mathematics and content domain scale scores of 8th-grade students, by sex and country: 2007—Continued

Country (ordered by total score)	Content domain									
	Total mathematics		Number		Algebra		Geometry		Data and chance	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	448	453 ▲	453 ▲	448	444	457 ▲	448	454 ▲	449	453 ▲
Oman	344	399 ▲	344	380 ▲	360	421 ▲	362	412 ▲	367	411 ▲
Palestinian National Authority	349	385 ▲	355	376 ▲	362	403 ▲	373	403 ▲	352	388 ▲
Botswana	355	371 ▲	361	372 ▲	383	404 ▲	324	325	376	390 ▲
Kuwait ⁶	342	364 ▲	347	346	339	367 ▲	371	396 ▲	352	378 ▲
El Salvador	351 ▲	331	366 ▲	345	337 ▲	326	326 ▲	310	377 ▲	348
Saudi Arabia	319	341 ▲	305	314	338	350 ▲	344	375 ▲	336	362 ▲
Ghana	319 ▲	297	319 ▲	298	369 ▲	345	283 ▲	265	328 ▲	311
Qatar	288	325 ▲	327	342 ▲	293	331 ▲	280	323 ▲	281	329 ▲

▲ $p < .05$. Score is significantly higher than other sex's score.

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

² Met guidelines for sample participation rates only after substitute schools were included.

³ National Defined Population covered 90 to 95 percent of National Target Population.

⁴ National Target Population did not include all of the International Target Population.

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⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

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SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 3 and 7, and figure 7, and Martin, M.O., Mullis, I.V.S., and Foy, P. (2008). *TIMSS 2007: International Mathematics Report*, exhibit 3.3, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Supplemental Tables to Indicator 16

International Science Content

Table A-16-1. Average science and content domain scale scores of 4th-grade students, by country: 2007

Country (ordered by total score)	Total science	Content domain		
		Life science	Physical science	Earth science
TIMSS scale average	500 ◉	500 ◉	500 ◉	500 ◉
Singapore	587 ▲	582 ▲	585 ▲	554 ▲
Chinese Taipei	557 ▲	541	559 ▲	553 ▲
Hong Kong SAR ¹	554 ▲	532	558 ▲	560 ▲
Japan	548 ▲	530 ◉	564 ▲	529
Russian Federation	546	539	547 ▲	536
Latvia ²	542	535	544 ▲	536
England	542	532 ◉	543 ▲	538
United States^{3,4}	539	540	534	533
Hungary	536	548 ▲	529	517 ◉
Italy	535	549 ▲	521 ◉	526
Kazakhstan ²	533	528 ◉	528	534
Germany	528 ◉	529 ◉	524 ◉	524 ◉
Australia	527 ◉	528 ◉	522 ◉	534
Slovak Republic	526 ◉	532	513 ◉	530
Austria	526 ◉	526 ◉	514 ◉	532
Sweden	525 ◉	531 ◉	508 ◉	535
Netherlands ⁵	523 ◉	536	503 ◉	524 ◉
Slovenia	518 ◉	511 ◉	530	517 ◉
Denmark ³	517 ◉	527 ◉	502 ◉	522 ◉
Czech Republic	515 ◉	520 ◉	511 ◉	518 ◉
Lithuania ²	514 ◉	516 ◉	514 ◉	511 ◉
New Zealand	504 ◉	506 ◉	498 ◉	515 ◉
Scotland ³	500 ◉	504 ◉	499 ◉	508 ◉
Armenia	484 ◉	489 ◉	492 ◉	479 ◉
Norway	477 ◉	487 ◉	469 ◉	497 ◉
Ukraine	474 ◉	482 ◉	475 ◉	474 ◉
Iran, Islamic Republic of	436 ◉	442 ◉	454 ◉	433 ◉
Georgia ²	418 ◉	427 ◉	414 ◉	432 ◉
Colombia	400 ◉	408 ◉	411 ◉	401 ◉
El Salvador	390 ◉	410 ◉	392 ◉	393 ◉
Algeria	354 ◉	351 ◉	377 ◉	365 ◉
Kuwait ⁶	348 ◉	353 ◉	345 ◉	363 ◉
Tunisia	318 ◉	323 ◉	340 ◉	325 ◉
Morocco	297 ◉	292 ◉	324 ◉	293 ◉
Qatar	294 ◉	291 ◉	303 ◉	305 ◉
Yemen	197 ◉	—	—	—

▲ $p < .05$. Score is significantly higher than U.S. score.

◉ $p < .05$. Score is significantly lower than U.S. score.

— Not available. Average achievement could not be accurately estimated.

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⁵ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 4 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total science scale, which captures students' overall science knowledge and skills, and three content domains. The TIMSS scale is from 0 to 1,000, with the average set at 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments since then have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 science in 2007 is equivalent to a score of 500 in grade 4 science in 2003 and 1995. Countries are ordered by total science average score. Ordering of countries does not imply that scores are measurably different from one another. The tests for significance take into account the standard error for the reported difference. Thus, a small difference in one country may be significant, while a large difference in another country may not be significant. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 11 and 14, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-16-2. Average science and content domain scale scores of 8th-grade students, by country: 2007

Country (ordered by total score)	Total science	Content domain			
		Biology	Chemistry	Physics	Earth science
TIMSS scale average	500 📈	500 📈	500 📈	500	500 📈
Singapore	567 📈	564 📈	560 📈	575 📈	541 📈
Chinese Taipei	561 📈	549 📈	573 📈	554 📈	545 📈
Japan	554 📈	553 📈	551 📈	558 📈	533
Korea, Republic of	553 📈	548 📈	536 📈	571 📈	538 📈
England ¹	542 📈	541 📈	534 📈	545 📈	529
Hungary	539 📈	534	536 📈	541 📈	531
Czech Republic	539 📈	531	535 📈	537 📈	534 📈
Slovenia	538 📈	530	539 📈	524 📈	542 📈
Hong Kong SAR ^{1,2}	530	527	517	528 📈	532
Russian Federation	530 📈	525	535 📈	519 📈	525
United States^{1,3}	520	530	510	503	525
Lithuania ⁴	519	527	507	505	515 📉
Australia	515	518 📉	505	508	519
Sweden	511 📉	515 📉	499 📉	506	510 📉
Scotland ¹	496 📉	495 📉	497 📉	494	498 📉
Italy	495 📉	502 📉	481 📉	489 📉	503 📉
Armenia	488 📉	490 📉	478 📉	503	475 📉
Norway	487 📉	487 📉	483 📉	475 📉	502 📉
Ukraine	485 📉	477 📉	490 📉	492 📉	482 📉
Jordan	482 📉	478 📉	491 📉	479 📉	484 📉
Malaysia	471 📉	469 📉	479 📉	484 📉	463 📉
Thailand	471 📉	478 📉	462 📉	458 📉	488 📉
Serbia ^{3,4}	470 📉	474 📉	467 📉	467 📉	466 📉
Bulgaria ⁵	470 📉	467 📉	472 📉	466 📉	480 📉
Israel ⁵	468 📉	472 📉	467 📉	472 📉	462 📉
Bahrain	467 📉	473 📉	468 📉	466 📉	465 📉
Bosnia and Herzegovina	466 📉	464 📉	468 📉	463 📉	469 📉
Romania	462 📉	459 📉	463 📉	458 📉	471 📉
Iran, Islamic Republic of	459 📉	449 📉	463 📉	470 📉	476 📉
Malta	457 📉	453 📉	461 📉	470 📉	456 📉
Turkey	454 📉	462 📉	435 📉	445 📉	466 📉
Syrian Arab Republic	452 📉	459 📉	450 📉	447 📉	448 📉
Cyprus	452 📉	447 📉	452 📉	458 📉	457 📉
Tunisia	445 📉	452 📉	458 📉	432 📉	447 📉
Indonesia	427 📉	428 📉	421 📉	432 📉	442 📉
Oman	423 📉	414 📉	416 📉	443 📉	439 📉
Georgia ⁴	421 📉	423 📉	418 📉	416 📉	425 📉
Kuwait ⁶	418 📉	419 📉	418 📉	438 📉	410 📉
Colombia	417 📉	434 📉	420 📉	407 📉	407 📉
Lebanon	414 📉	405 📉	447 📉	431 📉	389 📉

See notes at end of table.

Supplemental Tables to Indicator 16

International Science Content

Table A-16-2. Average science and content domain scale scores of 8th-grade students, by country: 2007—Continued

Country (ordered by total score)	Total science	Content domain			
		Biology	Chemistry	Physics	Earth science
TIMSS scale average	500	500	500	500	500
Egypt	408	406	413	413	426
Algeria	408	411	414	397	413
Palestinian National Authority	404	402	413	414	408
Saudi Arabia	403	407	390	408	423
El Salvador	387	398	377	380	400
Botswana	355	359	371	351	361
Qatar	319	318	322	347	312
Ghana	303	304	342	276	294

$p < .05$. Score is significantly higher than U.S. score.

$p < .05$. Score is significantly lower than U.S. score.

¹ Met guidelines for sample participation rates only after substitute schools were included.

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

³ National Defined Population covered 90 to 95 percent of National Target Population.

⁴ National Target Population did not include all of the International Target Population.

⁵ National Defined Population covered less than 90 percent of National Target Population (but at least 77 percent).

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 8 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total science scale, which captures students' overall science knowledge and skills, and four content domains. The TIMSS scale is from 0 to 1,000, with the average set at 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 8 science in 2007 is equivalent to a score of 500 in grade 8 science in 2003, 1999, and 1995. Countries are ordered by total science average score. Ordering of countries does not imply that scores are measurably different from one another. Morocco participated at grade 8, but due to sampling difficulties its data are not shown. The tests for significance take into account the standard error for the reported difference. Thus, a small difference in one country may be significant, while a large difference in another country may not be significant. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), tables 11 and 15, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Table A-16-3. Average science and content domain scale scores of 4th-grade students, by sex and country: 2007

Country (ordered by total score)	Total science		Content domain					
			Life science		Physical science		Earth science	
	Male	Female	Male	Female	Male	Female	Male	Female
International average	474	477 ▲	483	487 ▲	482	486 ▲	485	483
Singapore	587	587	581	583	583	587	557 ▲	550
Chinese Taipei	558	556	541	541	559	560	558 ▲	548
Hong Kong SAR ¹	556	553	534	531	559	557	562 ▲	557
Japan	547	548	528	532	564	565	529	528
Russian Federation	544	548	536	541	545	549	537	536
Latvia ²	539	545	529	542 ▲	542	546	537	534
England	540	543	529	536 ▲	541	544	543 ▲	533
United States^{3,4}	541	536	541	538	536	532	536 ▲	531
Hungary	538	535	546	549	531	527	521	513
Italy	541 ▲	529	554 ▲	544	525 ▲	516	533 ▲	518
Kazakhstan ²	532	533	528	527	526	529	534	534
Germany	535 ▲	520	531 ▲	527	530 ▲	517	535 ▲	512
Australia	530	525	529	528	525	520	538	531
Slovak Republic	530 ▲	521	533	530	516	509	536 ▲	525
Austria	532 ▲	519	529 ▲	522	519 ▲	508	540 ▲	524
Sweden	524	526	527	535 ▲	509	508	537	533
Netherlands ⁵	528 ▲	518	539 ▲	532	506 ▲	499	533 ▲	513
Slovenia	518	518	508	513 ▲	530	530	520	514
Denmark ³	520	514	527	527	505	500	529 ▲	515
Czech Republic	518 ▲	511	519	520	513	508	524 ▲	511
Lithuania ²	512	516	514	519	513	515	509	512
New Zealand	502	506	501	512 ▲	497	500	518 ▲	512
Scotland ³	501	500	502	505	501	498	510	505
Armenia	476	493 ▲	482	497 ▲	486	499 ▲	468	490 ▲
Norway	478	475	486	487	469	468	501 ▲	492
Ukraine	473	475	481	483	474	476	474	474
Iran, Islamic Republic of	429	443	436	449	446	462	428	439
Georgia ²	413	423 ▲	424	430	406	422 ▲	426	438 ▲
Colombia	408 ▲	393	417 ▲	400	416	407	410 ▲	392
El Salvador	396 ▲	383	415	404	396	387	402 ▲	384
Algeria	349	359 ▲	348	354	370	385 ▲	360	370
Kuwait ⁶	315	379 ▲	319	384 ▲	311	378 ▲	332	391 ▲
Tunisia	304	335 ▲	310	338 ▲	321	361 ▲	313	339 ▲
Morocco	292	302	284	300 ▲	318	330	289	296
Qatar	281	307 ▲	279	302 ▲	287	319 ▲	293	316 ▲
Yemen	188	209	—	—	—	—	—	—

▲ $p < .05$. Score is significantly higher than other sex's score.

— Not available. Average achievement could not be accurately estimated.

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

² National Target Population did not include all of the International Target Population.

³ Met guidelines for sample participation rates only after substitute schools were included.

⁴ National Defined Population covered 90 to 95 percent of National Target Population.

⁵ Nearly satisfied guidelines for sample participation rates only after substitute schools were included.

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

NOTE: Results from the grade 4 Trends in International Mathematics and Science Study (TIMSS) assessment are reported on a total science scale, which captures students' overall science knowledge and skills, and three content domains. The TIMSS scale is from 0 to 1,000, with the average set at 500 and a standard deviation of 100, based on the average of all the countries that participated in 1995. Successive TIMSS assessments since then have scaled achievement data so that scores are equivalent from assessment to assessment. That is, a score of 500 in grade 4 science in 2007 is equivalent to a score of 500 in grade 4 science in 2003 and 1995. Countries are ordered by total science average score. Ordering of countries does not imply that scores are measurably different from one another. The tests for significance take into account the standard error for the reported difference. Thus, a small difference in one country may be significant, while a large difference in another country may not be significant. For more information on TIMSS, see *supplemental note 5*.

SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), figures 20 and 21, and Martin, M.O., Mullis, I.V.S., and Foy, P. (2008). *TIMSS 2007 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibits 1.5 and 3.3, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Supplemental Tables to Indicator 16

International Science Content

Table A-16-4. Average science and content domain scale scores of 8th-grade students, by sex and country: 2007

Country (ordered by total score)	Content domain									
	Total science		Biology		Chemistry		Physics		Earth science	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	463	469 ▲	460	471 ▲	460	471 ▲	468 ▲	464	466	466
Singapore	563	571	558	570 ▲	554	567 ▲	577	574	538	543
Chinese Taipei	563	559	548	549	572	575	561 ▲	548	549	541
Japan	556	552	551	554	549	554	565 ▲	552	538 ▲	527
Korea, Republic of	557 ▲	549	549	546	536	536	578 ▲	564	546 ▲	530
England ¹	546	537	543	539	534	534	553 ▲	538	536 ▲	523
Hungary	545 ▲	533	535	533	538	534	553 ▲	529	540 ▲	523
Czech Republic	543 ▲	534	532	530	536	534	546 ▲	528	542 ▲	525
Slovenia	539	536	526	534 ▲	539	539	529 ▲	520	547 ▲	537
Hong Kong SAR ^{1,2}	528	533	523	531	513	522	532	525	532	532
Russian Federation	533	527	524	526	536	533	530 ▲	509	530 ▲	520
United States^{1,3}	526 ▲	514	533 ▲	527	512	508	514 ▲	491	534 ▲	516
Lithuania ⁴	519	518	522	532 ▲	501	512 ▲	514 ▲	497	522 ▲	508
Australia	524 ▲	505	522	515	512 ▲	497	522 ▲	492	532 ▲	505
Sweden	510	512	509	521 ▲	497	502	511 ▲	501	510	510
Scotland ¹	498	493	496	495	496	498	501 ▲	487	505 ▲	491
Italy	499 ▲	491	504	501	484 ▲	477	497 ▲	481	509 ▲	496
Armenia	484	492	487	494	473	484	502	504	472	477
Norway	486	487	482	492 ▲	482	484	482 ▲	468	505 ▲	499
Ukraine	486	484	472	481 ▲	487	493	500 ▲	485	489 ▲	476
Jordan	466	499 ▲	464	493 ▲	470	514 ▲	467	492 ▲	473	496 ▲
Malaysia	466	475	462	476 ▲	472	485 ▲	483	484	462	463
Thailand	462	480 ▲	468	489 ▲	451	473 ▲	455	460	484	493 ▲
Serbia ^{3,4}	469	472	469	479 ▲	463	471 ▲	470	465	469	463
Bulgaria ⁵	464	477 ▲	459	475 ▲	464	482 ▲	465	467	476	483
Israel ⁵	463	472	465	479 ▲	459	475 ▲	471	472	464	461
Bahrain	437	499 ▲	441	507 ▲	436	502 ▲	444	488 ▲	443	488 ▲
Bosnia and Herzegovina	467	464	463	466	466	470	468 ▲	458	472	466
Romania	458	466 ▲	451	468 ▲	457	470 ▲	461	455	472	469
Iran, Islamic Republic of	453	466	443	456	453	474 ▲	469	472	473	479
Malta	458	456	448	457 ▲	460	462	479 ▲	461	462 ▲	450
Turkey	452	457	458	467 ▲	428	443 ▲	445	446	470	463
Syrian Arab Republic	457 ▲	448	463	456	452	447	453 ▲	441	452	445
Cyprus	444	460 ▲	438	455 ▲	442	463 ▲	453	462	452	463 ▲
Tunisia	455 ▲	436	458 ▲	446	467 ▲	450	447 ▲	418	456 ▲	440
Indonesia	428	426	424	432	418	423	440 ▲	425	444	439
Oman	391	452 ▲	383	442 ▲	380	450 ▲	416	469 ▲	415	461 ▲
Georgia ⁴	410	432 ▲	412	434 ▲	407	428 ▲	407	425 ▲	413	437 ▲
Kuwait ⁶	391	441 ▲	393	442 ▲	386	445 ▲	418	455 ▲	390	427 ▲
Colombia	435 ▲	400	449 ▲	420	432 ▲	408	427 ▲	388	427 ▲	388
Lebanon	417	410	407	404	444	449	439 ▲	424	395	384

See notes at end of table.

Table A-16-4. Average science and content domain scale scores of 8th-grade students, by sex and country: 2007—Continued

Country (ordered by total score)	Content domain									
	Total science		Biology		Chemistry		Physics		Earth science	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
International average	463	469 ▲	460	471 ▲	460	471 ▲	468 ▲	464	466	466
Egypt	400	417 ▲	397	417 ▲	401	426 ▲	412	415	421	432
Algeria	408	408	409	414	413	415	402 ▲	392	413	413
Palestinian National Authority	386	422 ▲	384	419 ▲	391	435 ▲	400	428 ▲	395	422 ▲
Saudi Arabia	383	426 ▲	384	433 ▲	371	411 ▲	393	424 ▲	406	442 ▲
El Salvador	399 ▲	377	405 ▲	392	384 ▲	370	399 ▲	363	418 ▲	384
Botswana	343	365 ▲	342	374 ▲	363	379 ▲	350	352	349	371 ▲
Qatar	284	354 ▲	284	352 ▲	289	355 ▲	314	379 ▲	282	342 ▲
Ghana	316 ▲	288	315 ▲	291	355 ▲	327	290 ▲	259	307 ▲	279

▲ $p < .05$. Score is significantly higher than other sex's score.

¹ Met guidelines for sample participation rates only after substitute schools were included.

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

³ National Defined Population covered 90 to 95 percent of National Target Population.

⁴ National Target Population did not include all of the International Target Population.

⁵ National Defined Population covered less than 90 percent of National Target Population (but at least 77 percent).

⁶ Kuwait tested the same cohort of students as other countries, but later in 2007, at the beginning of the next school year.

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SOURCE: Gonzales, P., Williams, T., Jocelyn, L., Roey, S., Kastberg, D., and Brenwald, S. (2009). *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2009-001 Revised), figures 20 and 21, and Martin, M.O., Mullis, I.V.S., and Foy, P. (2008). *TIMSS 2007 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, exhibits 1.5 and 3.3, data from International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2007.

Supplemental Table to Indicator 17

Annual Earnings of Young Adults

Table A-17-1. Median annual earnings and percentage of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2008

Educational attainment, sex, and race/ethnicity ¹	Median earnings [In constant 2008 dollars]							Percentage of full-time, full-year wage and salary workers in 2008 ²
	1980	1985	1990	1995	2000	2005	2008	
Total³	\$39,200	\$39,900	\$37,100	\$35,300	\$37,500	\$37,300	\$37,000	64.9
Less than high school	31,400	28,000	25,700	22,900	25,000	24,300	23,500	48.4
High school diploma or equivalent	36,600	34,000	31,700	29,400	31,300	30,800	30,000	61.7
Some college ⁴	39,200	40,000	37,100	32,900	35,000	34,700	32,000	62.9
Associate's degree	—	—	—	35,300	37,500	37,500	36,000	66.3
Bachelor's degree or higher	47,000	50,000	48,300	46,600	50,000	48,500	50,000	71.6
Bachelor's degree	—	—	—	43,800	48,800	45,000	46,000	71.6
Master's degree or higher	—	—	—	56,500	56,300	55,100	55,000	71.5
Sex and educational attainment								
Male	46,700	44,000	41,200	38,900	42,500	38,600	40,000	68.9
Less than high school	34,700	30,000	28,300	26,800	25,500	27,200	25,000	54.8
High school diploma or equivalent	44,200	40,000	36,300	33,900	36,300	33,100	32,000	64.8
Some college ⁴	47,000	46,000	41,200	36,700	41,100	38,600	37,000	68.2
Associate's degree	—	—	—	36,700	46,300	43,000	41,000	73.2
Bachelor's degree or higher	52,300	54,800	52,300	52,700	57,500	55,100	55,000	76.6
Bachelor's degree	—	—	—	49,500	56,300	49,600	53,000	76.3
Master's degree or higher	—	—	—	62,600	66,300	60,600	65,000	77.2
Female	31,400	32,000	32,600	31,100	33,800	33,100	34,000	60.3
Less than high school	21,800	22,000	20,600	18,700	20,800	19,800	17,000	35.9
High school diploma or equivalent	28,700	28,000	26,400	24,900	26,300	26,500	25,000	56.6
Some college ⁴	31,400	32,000	33,000	28,300	30,000	30,900	29,000	56.6
Associate's degree	—	—	—	33,900	32,500	33,100	32,500	60.1
Bachelor's degree or higher	38,800	41,800	42,800	42,400	44,400	44,100	45,000	67.2
Bachelor's degree	—	—	—	39,600	43,800	41,900	42,000	67.3
Master's degree or higher	—	—	—	49,500	50,000	51,800	51,000	67.1
Race/ethnicity¹ and educational attainment								
White	40,800	40,000	39,500	36,700	40,500	38,600	40,000	65.8
Less than high school	32,900	30,000	28,000	25,400	25,000	25,400	26,400	43.6
High school diploma or equivalent	37,500	36,000	33,000	31,100	34,400	33,100	31,200	61.9
Some college ⁴	41,400	40,000	39,200	33,900	37,500	35,300	33,100	63.2
Associate's degree	‡	‡	‡	36,700	40,000	38,600	40,000	66.3
Bachelor's degree or higher	47,000	50,000	49,400	48,000	50,000	49,600	50,000	71.5
Bachelor's degree	‡	‡	‡	45,200	50,000	45,200	47,000	71.5
Master's degree or higher	‡	‡	‡	56,500	56,300	55,100	55,000	71.5
Black	31,400	30,000	29,700	29,700	31,700	31,900	30,000	60.6
Less than high school	23,300	20,000	20,900	19,800	23,800	22,900	20,000	37.4
High school diploma or equivalent	31,400	28,000	26,200	25,400	26,300	25,400	26,000	57.8
Some college ⁴	34,000	30,000	32,100	31,100	32,500	32,100	30,000	60.0
Associate's degree	‡	‡	‡	31,100	31,300	30,900	31,000	58.6
Bachelor's degree or higher	39,200	40,000	41,200	38,900	43,800	43,000	45,000	73.5
Bachelor's degree	‡	‡	‡	36,700	41,300	39,700	40,000	72.2
Master's degree or higher	‡	‡	‡	48,000	53,800	48,500	53,000	77.2

See notes at end of table.

Table A-17-1. Median annual earnings and percentage of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2008—Continued

Educational attainment, sex, and race/ethnicity ¹	Median earnings [In constant 2008 dollars]							Percentage of full-time, full-year wage and salary workers in 2008 ²
	1980	1985	1990	1995	2000	2005	2008	
Race/ethnicity¹ and educational attainment								
Hispanic	\$35,300	\$32,500	\$29,700	\$28,300	\$31,300	\$29,800	\$30,000	64.6
Less than high school	31,200	26,000	23,200	22,000	22,800	22,900	22,000	55.2
High school diploma or equivalent	31,400	30,000	28,000	26,800	28,800	26,500	27,000	64.3
Some college ⁴	39,200	38,000	33,000	28,300	33,800	35,300	30,100	66.8
Associate's degree	‡	‡	‡	33,900	37,500	37,500	32,000	71.0
Bachelor's degree or higher	42,700	48,000	44,500	42,400	47,500	45,200	45,000	71.0
Bachelor's degree	‡	‡	‡	40,700	45,000	44,100	42,000	71.5
Master's degree or higher	‡	‡	‡	‡	‡	55,800	52,000	68.7
Asian	—	—	\$38,700⁵	\$36,700⁵	\$45,000⁵	\$44,100	\$50,000	69.1
Less than high school	—	—	‡ ⁵	‡ ⁵	‡ ⁵	‡	‡	‡
High school diploma or equivalent	—	—	27,200 ⁵	28,300 ⁵	31,300 ⁵	29,800	28,000	63.0
Some college ⁴	—	—	33,000 ⁵	26,300 ⁵	35,000 ⁵	33,100	33,000	63.8
Associate's degree	—	—	‡ ⁵	28,300 ⁵	37,500 ⁵	38,600	31,700	78.4
Bachelor's degree or higher	—	—	49,400 ⁵	46,600 ⁵	62,500 ⁵	55,100	60,000	71.9
Bachelor's degree	—	—	‡ ⁵	43,100 ⁵	61,300 ⁵	55,100	55,000	72.7
Master's degree or higher	—	—	‡ ⁵	53,700 ⁵	66,300 ⁵	60,600	70,000	70.9
Pacific Islander	—	—	(⁵)	(⁵)	(⁵)	‡	‡	58.7
American Indian/Alaska Native	—	—	\$33,000	\$28,300	\$30,000	\$33,100	\$29,000	52.8
Two or more races	—	—	—	—	—	\$38,600	\$34,000	59.5

— Not available.

‡ Reporting standards not met (too few cases).

¹ Race categories exclude persons of Hispanic ethnicity. Estimates for educational categories for Pacific Islander, American Indian/Alaska Native, and Two or more races subgroups did not meet reporting standards. For more information on race/ethnicity, see *supplemental note 1*.

² Full-time, full-year wage workers as a percentage of the population ages 25–34 who reported working or looking for work in 2008.

³ Totals for 1980 and 1985 include other racial/ethnic groups not shown.

⁴ Due to changes in categories across time, the category "some college" prior to 1992 is not comparable with "some college" from 1992 onward. Prior to 1992, "some college" may have included students who earned an associate's degree.

⁵ From 1989 through 2002, data for Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. For more information on the CPI, see *supplemental note 10*. 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. For more information on the CPS, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2009.

Public High School Graduation Rates by State

Table A-18-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01 through 2006–07

State	Averaged freshman graduation rate						
	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07
United States	71.7	72.6	73.9	74.3¹	74.7	73.4¹	73.9
Reporting states and D.C.	†	†	†	75.0	†	73.2	†
Alabama	63.7	62.1	64.7	65.0	65.9	66.2	67.1
Alaska	68.0	65.9	68.0	67.2	64.1	66.5	69.1
Arizona	74.2	74.7	75.9	66.8	84.7	70.5	69.6
Arkansas	73.9	74.8	76.6	76.8	75.7	80.4	74.4
California	71.6	72.7	74.1	73.9	74.6	69.2	70.7
Colorado	73.2	74.7	76.4	78.7	76.7	75.5	76.6
Connecticut	77.5	79.7	80.9	80.7	80.9	80.9	81.8
Delaware	71.0	69.5	73.0	72.9	73.1	76.3	71.9
District of Columbia	60.2	68.4	59.6	68.2	68.8	65.4	54.9
Florida	61.2	63.4	66.7	66.4	64.6	63.6	65.0
Georgia	58.7	61.1	60.8	61.2	61.7	62.4	64.1
Hawaii	68.3	72.1	71.3	72.6	75.1	75.5	75.4
Idaho	79.6	79.3	81.4	81.5	81.0	80.5	80.4
Illinois	75.6	77.1	75.9	80.3	79.4	79.7	79.5
Indiana	72.1	73.1	75.5	73.5	73.2	73.3	73.9
Iowa	82.8	84.1	85.3	85.8	86.6	86.9	86.5
Kansas	76.5	77.1	76.9	77.9	79.2	77.6	78.9
Kentucky	69.8	69.8	71.7	73.0	75.9	77.2	76.4
Louisiana	63.7	64.4	64.1	69.4	63.9	59.5	61.3
Maine	76.4	75.6	76.3	77.6	78.6	76.3	78.5
Maryland	78.7	79.7	79.2	79.5	79.3	79.9	80.0
Massachusetts	78.9	77.6	75.7	79.3	78.7	79.5	80.8
Michigan	75.4	72.9	74.0	72.5	73.0	72.2	77.0
Minnesota	83.6	83.9	84.8	84.7	85.9	86.2	86.5
Mississippi	59.7	61.2	62.7	62.7	63.3	63.5	63.6
Missouri	75.5	76.8	78.3	80.4	80.6	81.0	81.9
Montana	80.0	79.8	81.0	80.4	81.5	81.9	81.5
Nebraska	83.8	83.9	85.2	87.6	87.8	87.0	86.3
Nevada	70.0	71.9	72.3	57.4	55.8	55.8	52.0
New Hampshire	77.8	77.8	78.2	78.7	80.1	81.1	81.7

See notes at end of table.

Table A-18-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2006-07—Continued

State	Graduates						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
United States Reporting states and D.C.	2,569,200	2,621,534	2,719,947	2,753,438¹	2,799,250	2,815,544¹	2,892,351
	†	†	†	2,548,128	†	2,649,594	†
Alabama	37,082	35,887	36,741	36,464	37,453	37,918	38,912
Alaska	6,812	6,945	7,297	7,236	6,909	7,361	7,666
Arizona	46,733	47,175	49,986	45,508	59,498	54,091	55,954
Arkansas	27,100	26,984	27,555	27,181	26,621	28,790	27,166
California	315,189	325,895	341,097	343,480	355,217	343,515	356,641
Colorado	39,241	40,760	42,379	44,777	44,532	44,424	45,628
Connecticut	30,388	32,327	33,667	34,573	35,515	36,222	37,541
Delaware	6,614	6,482	6,817	6,951	6,934	7,275	7,205
District of Columbia	2,808	3,090	2,725	3,031	2,781	3,150 ²	2,944
Florida	111,112	119,537	127,484	131,418	133,318	134,686	142,284
Georgia	62,499	65,983	66,890	68,550	70,834	73,498	77,829
Hawaii	10,102	10,452	10,013	10,324	10,813	10,922	11,063
Idaho	15,941	15,874	15,858	15,547	15,768	16,096	16,242
Illinois	110,624	116,657	117,507	124,763	123,615	126,817	130,220
Indiana	56,172	56,722	57,897	56,008	55,444	57,920	59,887
Iowa	33,774	33,789	34,860	34,339	33,547	33,693	34,127
Kansas	29,360	29,541	29,963	30,155	30,355	29,818	30,139
Kentucky	36,957	36,337	37,654	37,787	38,399	38,449	39,099
Louisiana	38,314	37,905	37,610	37,019	36,009	33,275	34,274
Maine	12,654	12,593	12,947	13,278	13,077	12,950	13,151
Maryland	49,222	50,881	51,864	52,870	54,170	55,536	57,564
Massachusetts	54,393	55,272	55,987	58,326	59,665	61,272	63,903
Michigan	96,515	95,001	100,301	98,823	101,582	102,582	111,838
Minnesota	56,581	57,440	59,432	59,096	58,391	58,898	59,497
Mississippi	23,748	23,740	23,810	23,735	23,523	23,848	24,186
Missouri	54,138	54,487	56,925	57,983	57,841	58,417	60,275
Montana	10,628	10,554	10,657	10,500	10,335	10,283	10,122
Nebraska	19,658	19,910	20,161	20,309	19,940	19,764	19,873
Nevada	15,127	16,270	16,378	15,201	15,740	16,455	16,455
New Hampshire	12,294	12,452	13,210	13,309	13,775	13,988	14,452

See notes at end of table.

Public High School Graduation Rates by State

Table A-18-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2006-07—Continued

State	Averaged freshman graduation rate						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
United States	71.7	72.6	73.9	74.3¹	74.7	73.4¹	73.9
Reporting states and D.C.	†	†	†	75.0	†	73.2	†
New Jersey	85.4	85.8	87.0	86.3	85.1	84.8	84.4
New Mexico	65.9	67.4	63.1	67.0	65.4	67.3	59.1
New York	61.5	60.5	60.9	60.9 ³	65.3	67.4	68.8
North Carolina	66.5	68.2	70.1	71.4	72.6	71.8	68.6
North Dakota	85.4	85.0	86.4	86.1	86.3	82.1	83.1
Ohio	76.5	77.5	79.0	81.3	80.2	79.2	78.7
Oklahoma	75.8	76.0	76.0	77.0	76.9	77.8	77.8
Oregon	68.3	71.0	73.7	74.2	74.2	73.0	73.8
Pennsylvania	79.0	80.2	81.7	82.2	82.5	83.5	83.0
Rhode Island	73.5	75.7	77.7	75.9	78.4	77.8	78.4
South Carolina	56.5	57.9	59.7	60.6	60.1	61.0	58.9
South Dakota	77.4	79.0	83.0	83.7	82.3	84.5	82.5
Tennessee	59.0	59.6	63.4	66.1	68.5	70.6	72.6
Texas	70.8	73.5	75.5	76.7	74.0	72.5	71.9
Utah	81.6	80.5	80.2	83.0	84.4	78.6	76.6
Vermont	80.2	82.0	83.6	85.4	86.5	82.3	88.6
Virginia	77.5	76.7	80.6	79.3	79.6	74.5	75.5
Washington	69.2	72.2	74.2	74.6	75.0	72.9	74.8
West Virginia	75.9	74.2	75.7	76.9	77.3	76.9	78.2
Wisconsin	83.3	84.8	85.8	85.8 ³	86.7	87.5	88.5
Wyoming	73.4	74.4	73.9	76.0	76.7	76.1	75.8

See notes at end of table.

Table A-18-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000-01 through 2006-07—Continued

State	Graduates						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
United States	2,569,200	2,621,534	2,719,947	2,753,438¹	2,799,250	2,815,544¹	2,892,351
Reporting states and D.C.	†	†	†	2,548,128	†	2,649,594	†
New Jersey	76,130	77,664	81,391	83,826	86,502	90,049	93,013
New Mexico	18,199	18,094	16,923	17,892	17,353	17,822	16,131
New York	141,884	140,139	143,818	142,526 ³	153,203	161,817	168,333
North Carolina	63,288	65,955	69,696	72,126	75,010	76,710	76,031
North Dakota	8,445	8,114	8,169	7,888	7,555	7,192	7,159
Ohio	111,281	110,608	115,762	119,029	116,702	117,356	117,658
Oklahoma	37,458	36,852	36,694	36,799	36,227	36,497	37,100
Oregon	29,939	31,153	32,587	32,958	32,602	32,394	33,446
Pennsylvania	114,436	114,943	119,933	123,474	124,758	127,830 ²	128,603
Rhode Island	8,603	9,006	9,318	9,258	9,881	10,108	10,384
South Carolina	30,026	31,302	32,482	33,235	33,439	34,970 ²	35,108
South Dakota	8,881	8,796	8,999	9,001	8,585	8,589	8,346
Tennessee	40,642	40,894	44,113	46,096	47,967	50,880	54,502
Texas	215,316	225,167	238,111	244,165	239,717	240,485	241,193
Utah	31,036	30,183	29,527	30,252	30,253	29,050	28,276
Vermont	6,856	7,083	6,970	7,100	7,152	6,779	7,317
Virginia	66,067	66,519	72,943	72,042	73,667	69,597	73,997
Washington	55,081	58,311	60,435	61,274	61,094	60,213	62,801
West Virginia	18,440	17,128	17,287	17,339	17,137	16,763	17,407
Wisconsin	59,341	60,575	63,272	62,784 ³	63,229	63,003	63,968
Wyoming	6,071	6,106	5,845	5,833	5,616	5,527	5,441

† Not applicable.

¹ The 2003-04 national estimates include imputed data for New York and Wisconsin. The 2005-06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina.² Projected high school graduates from NCES 2008-078, *Projections of Education Statistics to 2017*.³ To impute the number of graduates in these states in 2003-04, the 2002-03 averaged freshman graduation rates for Wisconsin and New York were applied to the average of the grade-specific enrollment data in the state for grade 8 in 1999-2000, grade 9 in 2000-01, and grade 10 in 2001-02.NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The estimated averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Totals for reporting states include any of the 50 states and the District of Columbia that reported data for a given year. For more information on the Common Core of Data (CCD), see *supplemental note 3*; for more information on measures of student progress and persistence, see *supplemental note 6*.

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 2006-07, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002-03, Version 1b; 2003-04, Version 1b; 2004-05, Version 1b; and 2005-06, Version 1b.

Supplemental Tables to Indicator 19

Status Dropout Rates

Table A-19-1. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race ethnicity: October Current Population Survey (CPS) 1980–2008

Year	Total ¹	Race/ethnicity				
		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1980	14.1	11.4	19.1	35.2	—	—
1981	13.9	11.4	18.4	33.2	—	—
1982	13.9	11.4	18.4	31.7	—	—
1983	13.7	11.2	18.0	31.6	—	—
1984	13.1	11.0	15.5	29.8	—	—
1985	12.6	10.4	15.2	27.6	—	—
1986	12.2	9.7	14.2	30.1	—	—
1987	12.7	10.4	14.1	28.6	—	—
1988	12.9	9.6	14.5	35.8	—	—
1989	12.6	9.4	13.9	33.0	7.5	21.6
1990	12.1	9.0	13.2	32.4	4.9!	16.4!
1991	12.5	8.9	13.6	35.3	3.5!	18.7!
1992	11.0	7.7	13.7	29.4	5.7	17.5!
1993	11.0	7.9	13.6	27.5	5.8	14.6!
1994	11.5	7.7	12.6	30.0	5.8	10.2!
1995	12.0	8.6	12.1!	30.0	3.9	13.4!
1996	11.1	7.3	13.0!	29.4	5.3	13.0
1997	11.0	7.6	13.4	25.3	6.9	14.5
1998	11.8	7.7	13.8	29.5	4.1	11.8
1999	11.2	7.3	12.6	28.6	4.3	‡
2000	10.9	6.9	13.1	27.8	3.8	14.0
2001	10.7	7.3	10.9	27.0	3.6	13.1
2002	10.5	6.5	11.3	25.7	3.9	16.8
2003	9.9	6.3	10.9!	23.5	3.9	15.0
2004	10.3	6.8	11.8	23.8	3.6	17.0
2005	9.4	6.0	10.4!	22.4	2.9	14.0
2006	9.3	5.8	10.7	22.1	3.6	14.7
2007	8.7	5.3	8.4	21.4	6.1	19.3
2008	8.0	4.8	9.9	18.3	4.4	14.6

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

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

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 an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. This table uses a different data source than tables A-19-2 and A-19-3; therefore, estimates for 2008 are not directly comparable to the estimates in tables A-19-2 and A-19-3. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the CPS, see *supplemental notes 1* and *2*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1980–2008.

Table A-19-2. Number of status dropouts and status dropout rates of 16- through 24-year-olds in the household population, by nativity and selected characteristics: American Community Survey (ACS) 2008

Characteristic	Number of status dropouts (in thousands)	Status dropout rate (percent)	Percent of all status dropouts	Native-born dropout rate (percent)	Foreign-born dropout rate (percent)
Total¹	3,250	9.1	100.0	7.6	21.1
Sex					
Male	1,876	10.4	57.7	8.5	24.1
Female	1,373	7.9	42.3	6.7	17.7
Race/ethnicity ²					
White	1,322	6.2	40.7	6.2	4.8
Black	528	10.4	16.3	10.6	7.7
Hispanic	1,234	19.0	38.0	10.8	34.6
Asian	45	3.2	1.4	2.6	3.8
Native Hawaiian/Pacific Islander	7	9.5	0.2	9.0	10.3
American Indian/Alaska Native	49	16.3	1.5	16.4	‡
Two or more races	54	7.3	1.7	7.5	3.7
Race/ethnicity ² by sex					
Male					
White	747	6.8	39.8	6.9	5.0
Black	301	12.1	16.0	12.4	7.6
Hispanic	740	21.9	39.4	12.2	38.7
Asian	25	3.5	1.3	2.9	4.0
Native Hawaiian/Pacific Islander	3	8.2	0.2	7.3!	9.8!
American Indian/Alaska Native	25	16.9	1.3	17.0	‡
Two or more races	28	7.8	1.5	8.0	4.2
Female					
White	574	5.5	41.8	5.5	4.7
Black	228	8.8	16.6	8.9	7.9
Hispanic	495	15.8	36.0	9.4	29.6
Asian	20	2.9	1.5	2.3	3.6
Native Hawaiian/Pacific Islander	4	10.8	0.3	10.8	10.8!
American Indian/Alaska Native	24	15.7	1.7	15.8	‡
Two or more races	25	6.7	1.8	7.0	3.3!
Age					
16	117	2.8	3.6	2.5	5.3
17	199	4.7	6.1	4.3	8.6
18	356	9.0	11.0	8.2	17.0
19	388	11.1	11.9	10.0	20.0
20-24	2,190	11.2	67.4	8.9	25.3
Region					
Northeast	422	6.8	13.0	5.6	14.9
Midwest	591	7.6	18.2	6.9	16.7
South	1,336	10.4	41.1	8.9	23.2
West	900	10.3	27.7	7.6	24.4

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

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

² Race categories exclude persons of Hispanic ethnicity.

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 an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. This table uses a different data source than table A-19-1; therefore, estimates are not directly comparable to the 2008 estimates in table A-19-1. Detail may not sum to totals because of rounding. For more information on race/ethnicity and region, see *supplemental note 1*. For more information on the ACS, see *supplemental note 3*. For more information on measures of student persistence and progress, see *supplemental note 6*.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

Status Dropout Rates

Table A-19-3. Status dropout rates of 16- through 24-year-olds in the household and group quarters population, by housing type and race/ethnicity: American Community Survey (ACS) 2008

Race/ethnicity ¹	Total status dropout rate	Institutionalized group quarters ²		Noninstitutionalized group quarters and households ³	
		Number of status dropouts	Status dropout rate	Number of status dropouts	Status dropout rate
Total⁴	9.0	198,400	40.6	3,298,700	8.6
White	5.9	50,200	30.6	1,338,800	5.8
Black	11.2	87,400	45.2	541,200	10.0
Hispanic	19.0	51,800	48.3	1,250,600	18.6
Asian	3.0	1,530	39.2	45,400	2.9
Native Hawaiian/ Pacific Islander	9.2	‡	‡	7,100	9.1
American Indian/ Alaska Native	16.2	2,600	42.5	50,100	15.7
Two or more races	7.2	4,700	38.0	54,400	6.8

‡ Reporting standards not met (too few cases).

¹ Race categories exclude persons of Hispanic ethnicity.

² Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

³ Noninstitutionalized group quarters, such as college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless, are included in the noninstitutionalized category. Among those counted in noninstitutionalized group quarters in the American Community Survey, only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey.

⁴ Total includes other race/ethnicity categories not separately shown.

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 an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. This table uses a different data source than table A-19-1; therefore, total status dropout rate estimates are not directly comparable to the 2008 estimates in table A-19-1. However, estimates for noninstitutionalized group quarters and households include similar populations as those included in the 2008 estimates in table A-19-1. For more information on race/ethnicity, see *supplemental note 1*. For more information on the ACS, see *supplemental note 3*. For more information on measures of student persistence and progress, see *supplemental note 6*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2008.

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Supplemental Tables to Indicator 20

Immediate Transition to College

Table A-20-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1972-2008

Year	Total	Low		Middle	High	Gap between High and	
		Annual	Moving average ¹			Low ²	Middle
1972	49.2	26.1	23.2	45.2	63.8	40.6	18.6
1973	46.6	20.3	23.2	40.9	64.4	41.2	23.5
1974	47.6	—	†	—	—	†	†
1975	50.7	31.2	34.7	46.2	64.5	29.8	18.3
1976	48.8	39.1	32.3	40.5	63.0	30.7	22.4
1977	50.6	27.7	32.4	44.2	66.3	33.9	22.0
1978	50.1	31.4	29.8	44.3	64.0	34.2	19.6
1979	49.3	30.5	31.6	43.2	63.2	31.6	19.9
1980	49.3	32.5	32.2	42.5	65.2	33.0	22.8
1981	53.9	33.6	32.9	49.2	67.6	34.7	18.4
1982	50.6	32.8	33.6	41.7	70.9	37.2	29.2
1983	52.7	34.6	34.0	45.2	70.3	36.4	25.1
1984	55.2	34.5	36.3	48.4	74.0	37.7	25.5
1985	57.7	40.2	35.9	50.6	74.6	38.6	24.0
1986	53.8	33.9	36.8	48.5	71.0	34.3	22.6
1987	56.8	36.9	37.6	50.0	73.8	36.2	23.9
1988	58.9	42.5	42.4	54.7	72.8	30.5	18.1
1989	59.6	48.1	45.6	55.4	70.7	25.0	15.2
1990	60.1	46.7	44.8	54.4	76.6	31.8	22.2
1991	62.5	39.5	42.2	58.4	78.2	36.0	19.8
1992	61.9	40.9	43.6	57.0	79.0	35.5	22.0
1993	62.6	50.4	44.7	56.9	79.3	34.6	22.4
1994	61.9	43.3	42.0	57.8	77.9	35.9	20.1
1995	61.9	34.2	42.1	56.0	83.5	41.3	27.4
1996	65.0	48.6	47.1	62.7	78.0	30.9	15.3
1997	67.0	57.0	50.6	60.7	82.2	31.6	21.5
1998	65.6	46.4	50.9	64.7	77.5	26.6	12.8
1999	62.9	49.4	48.5	59.4	76.1	27.6	16.7
2000	63.3	49.7	47.8	59.5	76.9	29.2	17.4
2001	61.7	43.8	50.0	56.3	79.9	30.0	23.6
2002	65.2	56.4	51.0	60.7	78.2	27.2	17.5
2003	63.9	52.8	52.6	57.6	80.1	27.6	22.6
2004	66.7	47.8	51.4	63.3	80.1	28.7	16.8
2005	68.6	53.5	50.8	65.1	81.2	30.4	16.1
2006	66.0	50.9	54.5	61.4	80.7	26.2	19.3
2007	67.2	58.4	55.3	63.3	78.2	22.9	14.8
2008	68.6	55.9	57.1	65.2	81.9	24.8	16.7

— Not available (due to improper head of household coding for 1974).

† Not applicable.

¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are also presented. Moving average rates were generally calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2008, data are not available for 1 of the 3 adjacent years, so the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.

² Refers to the moving average rates for the low-income category.

NOTE: Includes high school completers ages 16-24, who account for about 98 percent of all high school completers in a given 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. For more information on the Current Population Survey (CPS), educational attainment, and family income, see *supplemental note 2*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Table A-20-2. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by parents' education: 1992-2008

Year	High school or less	Some college, including vocational/technical	Bachelor's degree or higher	Not available ¹	Gap between Bachelor's degree or higher and	
					High school or less	Some college, including vocational/technical
1992	50.1	67.5	81.3	38.0	31.2	13.8
1993	51.3	62.7	87.9	42.0	36.6	25.2
1994	48.1	65.0	82.5	43.1	34.4	17.6
1995	41.9	70.2	87.7	30.8	45.8	17.5
1996	53.8	66.6	85.2	45.6	31.3	18.5
1997	59.3	62.6	86.1	51.3	26.8	23.5
1998	55.7	67.7	82.3	50.1	26.6	14.6
1999	49.8	60.3	82.2	53.1	32.4	21.9
2000	50.1	63.8	81.2	50.5	31.1	17.4
2001	48.9	62.0	81.3	41.9	32.4	19.2
2002	49.7	65.9	82.6	58.7	32.8	16.7
2003	51.6	62.9	82.1	48.8	30.5	19.2
2004	50.8	67.0	85.9	53.6	35.0	18.9
2005	57.6	65.6	88.8	54.8	31.2	23.2
2006	53.2	67.0	78.2	54.6	25.0	11.3
2007	50.9	65.2	85.8	55.3	34.9	20.6
2008	53.8	72.0	82.4	54.0	28.6	10.4

¹ Information on parents' education was not available for the following three groups of students: (1) those who did not live with their parents and were classified as a householder or the spouse of a householder; (2) those who did not live with their parents and who were not classified as a householder or the spouse of a householder yet educational attainment was not reported for the householder or spouse of the householder; and (3) those who lived with parents whose educational attainment was not reported (about 7-14 percent of high school completers ages 16-24 were in this category for the period covered).

NOTE: Detail may not sum to totals because of rounding. Includes high school completers ages 16-24, who account for about 98 percent of all high school completers in a given year. *High school completers* refers to those who have received a high school diploma or equivalency certificate. Parents' education refers to the highest education of the parent(s). If no parent resided with the student and the student was the householder or spouse of the householder, then the value of parental education is set to missing. For more information on the Current Population Survey (CPS), educational attainment, and parental education, see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992-2008.

Supplemental Tables to Indicator 20

Immediate Transition to College

Table A-20-3. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: 1972-2008

Year	White	Black		Hispanic		Gap between White and	
		Annual	Moving average ¹	Annual	Moving average ¹	Black ²	Hispanic ²
1972	49.7	44.6	38.4	45.0	49.9	11.3!	‡
1973	47.8	32.5	41.4	54.1	48.8	6.4!	‡
1974	47.2	47.2	40.5	46.9	53.2	6.7!	-6.0
1975	51.1	41.7	44.5	58.0	52.7	6.6!	‡
1976	48.8	44.4	45.3	52.7	53.6	3.5!	‡
1977	50.8	49.5	46.8	50.8	48.8	4.0!	‡
1978	50.5	46.4	47.5	42.0	46.1	‡	‡
1979	49.9	46.7	45.2	45.0	46.3	4.7!	‡
1980	49.8	42.7	44.0	52.3	49.6	5.9!	‡
1981	54.9	42.7	40.3	52.1	48.7	14.6	6.2!
1982	52.7	35.8	38.8	43.2	49.4	13.9	‡
1983	55.0	38.2	38.0	54.2	46.7	17.1	8.4!
1984	59.0	39.8	39.9	44.3	49.3	19.1	9.7!
1985	60.1	42.2	39.5	51.0	46.1	20.5	13.9!
1986	56.8	36.9	43.5	44.0	42.3	13.3	14.5!
1987	58.6	52.2	44.2	33.5	45.0	14.4	13.6!
1988	61.1	44.4	49.7	57.1	48.5	11.4!	12.6!
1989	60.7	53.4	48.0	55.1	52.7	12.7	8.0!
1990	63.0	46.8	48.9	42.7	52.5	14.1	10.6!
1991	65.4	46.4	47.2	57.2	52.6	18.2	12.8!
1992	64.3	48.2	50.0	55.0	58.2	14.3	6.1!
1993	62.9	55.6	51.3	62.2	55.7	11.6!	7.3!
1994	64.5	50.8	52.4	49.1	55.0	12.1	9.5!
1995	64.3	51.2	52.9	53.7	51.6	11.4	12.7
1996	67.4	56.0	55.4	50.8	57.6	12.1	9.8!
1997	68.2	58.5	58.8	65.6	55.3	9.4!	12.9
1998	68.5	61.9	59.8	47.4	51.9	8.8!	16.6
1999	66.3	58.9	58.6	42.3	47.4	7.7!	18.9
2000	65.7	54.9	56.3	52.9	48.6	9.4!	17.1
2001	64.2	54.6	56.3	51.7	52.7	7.8!	11.4
2002	68.9	59.4	57.2	53.3	54.7	11.7	14.1
2003	66.2	57.5	60.0	58.6	57.7	6.2!	8.5!
2004	68.8	62.5	58.8	61.8	57.7	10.0	11.1
2005	73.2	55.7	58.2	54.0	57.5	15.0	15.7
2006	68.5	55.5	55.6	57.9	58.5	12.9	10.0
2007	69.5	55.7	55.7	64.0	62.0	13.9	7.5!
2008	71.7	55.7	55.7	63.9	63.9	16.0	7.8!

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the Black and Hispanic categories, moving average rates are also presented. Moving average rates were generally calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972 and 2008, data are not available for 1 of the 3 adjacent years, so the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.

² Refers to the moving average rates for the Black and Hispanic categories.

NOTE: Includes high school completers ages 16-24, who account for about 98 percent of all high school completers in a given year. Race categories exclude persons of Hispanic ethnicity. For more information on the Current Population Survey (CPS), educational attainment, and race/ethnicity, see *supplemental note 2*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Table A-20-4. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by sex and type of institution: 1972-2008

Year	Total		Male			Female		
	2-year ¹	4-year ¹	Total	2-year ¹	4-year ¹	Total	2-year ¹	4-year ¹
1972	—	—	52.7	—	—	46.0	—	—
1973	14.9	31.7	50.0	14.6	35.4	43.4	15.2	28.2
1974	15.2	32.4	49.4	16.6	32.8	45.9	13.9	32.0
1975	18.2	32.6	52.6	19.0	33.6	49.0	17.4	31.6
1976	15.6	33.3	47.2	14.5	32.7	50.3	16.6	33.8
1977	17.5	33.1	52.1	17.2	35.0	49.3	17.8	31.5
1978	17.0	33.1	51.1	15.6	35.5	49.3	18.3	31.0
1979	17.5	31.8	50.4	16.9	33.5	48.4	18.1	30.3
1980	19.4	29.9	46.7	17.1	29.7	51.8	21.6	30.2
1981	20.5	33.5	54.8	20.9	33.9	53.1	20.1	33.0
1982	19.1	31.5	49.1	17.5	31.6	52.0	20.6	31.4
1983	19.2	33.5	51.9	20.2	31.7	53.4	18.4	35.1
1984	19.4	35.8	56.0	17.7	38.4	54.5	21.0	33.5
1985	19.6	38.1	58.6	19.9	38.8	56.8	19.3	37.5
1986	19.3	34.5	55.8	21.3	34.5	51.9	17.3	34.6
1987	18.9	37.9	58.3	17.3	41.0	55.3	20.3	35.0
1988	21.9	37.1	57.1	21.3	35.8	60.7	22.4	38.3
1989	20.7	38.9	57.6	18.3	39.3	61.6	23.1	38.5
1990	20.1	40.0	58.0	19.6	38.4	62.2	20.6	41.6
1991	24.9	37.7	57.9	22.9	35.0	67.1	26.8	40.3
1992	23.0	38.9	60.0	22.1	37.8	63.8	23.9	40.0
1993	22.8	39.8	59.9	22.9	37.0	65.2	22.8	42.4
1994	21.0	40.9	60.6	23.0	37.5	63.2	19.1	44.1
1995	21.5	40.4	62.6	25.3	37.4	61.3	18.1	43.2
1996	23.1	41.9	60.1	21.5	38.5	69.7	24.6	45.1
1997	22.8	44.3	63.6	21.4	42.2	70.3	24.1	46.2
1998	24.4	41.3	62.4	24.4	38.0	69.1	24.3	44.8
1999	21.0	41.9	61.4	21.0	40.5	64.4	21.1	43.3
2000	21.4	41.9	59.9	23.1	36.8	66.2	20.0	46.2
2001	19.7	42.0	59.7	18.6	41.1	63.6	20.7	42.9
2002	21.7	43.5	62.1	20.5	41.7	68.3	23.0	45.3
2003	21.5	42.5	61.2	21.9	39.3	66.5	21.0	45.5
2004	22.4	44.2	61.4	21.8	39.6	71.5	23.1	48.5
2005	24.0	44.6	66.5	24.7	41.8	70.4	23.4	47.0
2006	24.7	41.3	65.8	24.9	40.9	66.1	24.5	41.7
2007	24.1	43.1	66.1	22.7	43.4	68.3	25.5	42.8
2008	27.7	40.9	65.9	24.9	41.0	71.6	30.6	40.9

— Not available (data on type of institution were not collected until 1973).

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

NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in each year. For more information on the CPS and educational attainment, see *supplemental note 2*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2008.

Postsecondary Graduation Rates

Table A-21-1. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree, by control of institution, sex, and time to degree attainment: Cohort year 2001

Characteristic	Total	Public	Private not-for-profit	Private for-profit
All students				
4-year rate	36.2	29.4	50.9	18.6
5-year rate	52.6	49.1	61.6	22.4
6-year rate	57.3	55.0	64.4	24.5
Male				
4-year rate	31.0	24.0	45.8	21.8
5-year rate	48.6	44.9	58.2	25.1
6-year rate	54.2	51.7	61.4	27.6
Female				
4-year rate	40.6	33.9	55.0	15.2
5-year rate	55.8	52.6	64.3	19.6
6-year rate	60.0	57.8	66.7	21.1

NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act 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 2008 estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another four-year institution and graduated from the other institution do not count towards the initial institution's rate. The number of completers used in the calculation of the graduation rate for each time-to-degree designation is cumulative; for example, the 6-year graduation rate includes all students who graduated in 4 years and 5 years, as well as those who graduated in 6 years. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.

Table A-21-2. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree in 6 years, by race/ethnicity, control of institution, and sex: Cohort year 2001

Characteristic	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Race/ ethnicity unknown	Nonresident alien
Total	57.3	60.3	41.5	48.3	66.5	39.5	50.1	59.3
Public	55.0	57.5	40.1	45.7	64.5	37.2	53.9	55.0
Male	51.7	54.5	33.1	41.1	60.6	33.8	50.9	52.5
Female	57.8	60.2	44.8	49.1	67.9	39.8	56.7	58.2
Private not-for-profit	64.4	66.9	45.9	58.7	75.2	50.3	59.8	66.8
Male	61.4	64.3	38.9	55.0	72.6	47.0	57.1	63.3
Female	66.7	69.0	50.7	61.2	77.1	52.7	62.1	70.8
Private for-profit	24.5	30.3	23.8	28.8	34.3	16.6	13.9	22.5
Male	27.6	33.6	24.4	31.5	36.3	18.3	15.8	22.2
Female	21.1	25.8	23.2	26.1	31.4	14.9	12.4	22.7

NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act 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 2008 estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another four-year institution and graduated from the other institution do not count towards the initial institution's rate. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.

Educational Attainment

Table A-22-1. Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, March 1971-2009

Educational attainment and year	Total ¹			White			Black		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
High school diploma or equivalent²									
1971	77.7	79.0	76.5	81.7	83.0	80.5	58.7	56.7	60.5
1975	83.1	84.5	81.8	86.6	88.0	85.2	71.1	72.3	70.1
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3
2006	86.4	84.4	88.5	93.4	92.3	94.6	86.3	84.2	88.0
2007	87.0	84.9	89.1	93.5	92.7	94.2	87.7	87.4	87.9
2008	87.8	85.8	89.9	93.7	92.6	94.7	87.5	85.7	89.2
2009	88.6	87.5	89.8	94.6	94.4	94.8	88.9	88.8	89.0
Some college³									
1971	33.9	38.5	29.4	36.7	41.7	31.8	18.1	16.5	19.5
1975	41.6	47.4	36.0	44.3	50.4	38.3	27.5	29.7	25.8
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1
2006	57.8	53.3	62.4	66.3	62.1	70.4	49.9	44.8	54.3
2007	57.7	52.5	63.0	65.6	61.1	70.0	50.0	45.9	53.6
2008	59.2	53.9	64.8	67.1	62.4	71.9	51.0	44.5	56.7
2009	59.9	54.7	65.3	68.1	63.5	72.9	53.4	45.2	60.6
Bachelor's degree⁴									
1971	17.1	20.4	13.8	18.9	22.4	15.4	6.7	6.9	6.6
1975	21.9	25.2	18.7	23.8	27.3	20.2	10.5	11.1	10.0
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3
2006	28.4	25.3	31.6	34.3	31.4	37.2	18.7	15.2	21.7
2007	29.6	26.3	33.0	35.5	31.9	39.2	19.5	18.9	20.0
2008	30.8	26.8	34.9	37.1	32.6	41.7	20.4	19.0	21.6
2009	30.6	26.6	34.8	37.2	32.6	42.0	18.9	14.8	22.6
Master's degree⁵									
1995	4.5	4.9	4.1	5.3	5.6	5.0	1.8	2.2!	1.4!
2000	5.4	4.7	6.2	5.8	4.9	6.7	3.7	2.1!	4.9
2005	6.2	5.1	7.3	7.4	6.0	8.7	2.6	1.1!	4.0
2006	6.4	5.1	7.8	7.5	5.8	9.2	3.2	1.7	4.5
2007	6.3	5.0	7.6	7.6	5.7	9.4	3.5	3.3	3.7
2008	7.0	5.3	8.7	8.2	5.9	10.4	4.4	3.4	5.2
2009	7.4	6.1	8.8	8.9	7.4	10.4	4.2	3.2	5.1

See notes at end of table.

Table A-22-1. Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, March 1971–2009—Continued

Educational attainment and year	Hispanic			Asian/Pacific Islander		
	Total	Male	Female	Total	Male	Female
High school diploma or equivalent²						
1971	48.3	51.4	45.8	—	—	—
1975	53.1	52.2	53.9	—	—	—
1980	58.0	57.0	58.9	—	—	—
1985	60.9	58.6	63.1	—	—	—
1990	58.2	56.6	59.9	89.9	95.3	85.1
1995	57.1	55.7	58.7	90.8	90.5	91.2
2000	62.8	59.2	66.4	93.7	92.1	95.2
2005	63.3	63.2	63.3	95.6	96.8	94.5
2006	63.2	60.5	66.6	96.4	97.2	95.6
2007	65.0	60.5	70.7	96.8	95.9	97.7
2008	68.3	65.6	71.9	95.9	95.6	96.1
2009	68.9	66.2	72.5	95.4	96.4	94.5
Some college³						
1971	14.7	19.7	10.5!	—	—	—
1975	21.8	26.3	17.6	—	—	—
1980	23.2	25.9	20.5	—	—	—
1985	26.9	26.9	27.0	—	—	—
1990	23.4	22.9	23.9	62.8	69.3	57.0
1995	28.7	26.7	30.9	76.4	75.4	77.6
2000	32.8	29.0	36.6	78.2	79.3	77.3
2005	32.8	31.8	34.0	80.3	78.2	82.2
2006	31.7	28.3	35.9	80.9	80.0	81.8
2007	33.9	28.2	41.1	80.4	78.6	82.1
2008	35.9	30.8	42.5	80.2	78.9	81.5
2009	34.5	30.7	39.5	78.6	80.2	77.1
Bachelor's degree⁴						
1971	5.1!	8.0!	‡	—	—	—
1975	8.8	10.4	7.3	—	—	—
1980	7.7	8.4	6.9	—	—	—
1985	11.1	10.9	11.2	—	—	—
1990	8.1	7.3	9.1	42.2	47.6	37.4
1995	8.9	7.8	10.1	43.1	42.0	44.5
2000	9.7	8.3	11.0	54.3	55.5	53.1
2005	11.2	10.2	12.4	59.9	58.4	61.3
2006	9.5	6.9	12.8	59.6	58.7	60.4
2007	11.6	8.6	15.4	59.5	58.5	60.3
2008	12.4	10.0	15.5	57.9	54.1	61.6
2009	12.2	11.0	13.8	56.4	55.2	57.6
Master's degree⁵						
1995	1.6	2.0!	1.2!	10.9	12.6	8.9
2000	2.1	1.5	2.7	15.5	17.2	13.9
2005	2.1	1.7	2.5	16.9	19.7	14.4
2006	1.5	1.1	2.0	20.1	20.5	19.7
2007	1.5	0.6	2.6	17.5	18.4	16.5
2008	2.0	1.2	2.9	19.9	20.9	18.9
2009	1.9	1.2	2.7	21.1	20.4	21.7

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups.² Prior to 1992, *high school completers* referred to those who completed 12 years of schooling; beginning in 1992, the term referred to those who received a high school diploma or equivalency certificate.³ Prior to 1992, *some college* meant completing 1 or more years of college; beginning in 1992, the term meant completing any college at all.⁴ Data prior to 1992 were for completing 4 years of college; beginning in 1992, data were for earning a bachelor's degree.⁵ Estimates for attainment of a master's degree prior to 1992 are not available.NOTE: Detail may not sum to totals as estimates of educational attainment represent the percentage who achieved at least the cited credential. For more information on educational attainment of 25- to 29-year-olds, see *supplemental note 6*. For more information on the Current Population Survey (CPS), see *supplemental note 2*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1971–2009.

Degrees Earned

Table A-23-1. Number of degrees conferred by degree-granting institutions and percentage of degrees conferred to females, by type of degree: Academic years 1992-93 through 2007-08

Academic year	Associate's		Bachelor's		Master's	
	Number	Percent conferred to females	Number	Percent conferred to females	Number	Percent conferred to females
1992-93	514,756	58.8	1,165,178	54.3	369,585	54.2
1993-94	530,632	59.4	1,169,275	54.5	387,070	54.5
1994-95	539,691	59.5	1,160,134	54.6	397,629	55.1
1995-96	555,216	60.5	1,164,792	55.1	406,301	55.9
1996-97	571,226	60.8	1,172,879	55.6	419,401	56.9
1997-98	558,555	61.0	1,184,406	56.1	430,164	57.1
1998-99	559,954	61.0	1,200,303	56.8	439,986	57.7
1999-2000	564,933	60.2	1,237,875	57.2	457,056	58.0
2000-01	578,865	60.0	1,244,171	57.3	468,476	58.5
2001-02	595,133	60.0	1,291,900	57.4	482,118	58.7
2002-03	634,016	60.0	1,348,811	57.5	513,339	58.8
2003-04	665,301	60.9	1,399,542	57.5	558,940	58.9
2004-05	696,660	61.6	1,439,264	57.4	574,618	59.3
2005-06	713,066	62.1	1,485,242	57.5	594,065	60.0
2006-07	728,114	62.2	1,524,092	57.4	604,607	60.6
2007-08	750,164	62.3	1,563,069	57.3	625,023	60.6
	Increase in the number of degrees conferred					
1997-98 to 2007-08	191,609	†	378,663	†	194,859	†
	Percentage change in the number of degrees conferred					
1997-98 to 2007-08	34.3	†	32.0	†	45.3	†
Academic year	First-professional ¹		Doctoral ²			
	Number	Percent conferred to females	Number	Percent conferred to females		
1992-93	75,387	40.1	42,132	38.1		
1993-94	75,418	40.7	43,185	38.5		
1994-95	75,800	40.8	44,446	39.4		
1995-96	76,734	41.7	44,652	39.9		
1996-97	78,730	42.1	45,876	40.8		
1997-98	78,598	42.9	46,010	42.0		
1998-99	78,439	43.5	44,077	42.9		
1999-2000	80,057	44.7	44,808	44.1		
2000-01	79,707	46.2	44,904	44.9		
2001-02	80,698	47.3	44,160	46.3		
2002-03	80,897	48.2	46,042	47.1		
2003-04	83,041	49.2	48,378	47.7		
2004-05	87,289	49.8	52,631	48.8		
2005-06	87,655	49.8	56,067	48.9		
2006-07	90,064	50.0	60,616	50.1		
2007-08	91,309	49.7	63,712	51.0		
	Increase in the number of degrees conferred					
1997-98 to 2007-08	12,711	†	17,702	†		
	Percentage change in the number of degrees conferred					
1997-98 to 2007-08	16.2	†	38.5	†		

† Not applicable.

¹ Includes first-professional degrees such as M.D., D.D.S., and law degrees. See glossary for a definition of first-professional degree.² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. See glossary for a definition of doctoral degree.NOTE: For more information on the classification of postsecondary institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992-93 through 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:92-99) and Fall 2000 through Fall 2008.

Table A-23-2. Number and percentage change in degrees conferred by degree-granting institutions, percentage distribution of degrees conferred, and percentage of degrees conferred to females, by type of degree and race/ethnicity: Academic years 1997-98, 2002-03, and 2007-08

Type of degree and race/ ethnicity	Number				Percentage distribution			Percent conferred to females		
	1997-98	2002-03	2007-08	Percent change, 1997-98 to 2007-08	1997-98	2002-03	2007-08	1997-98	2002-03	2007-08
Associate's	558,555	634,016	750,164	34.3	100.0	100.0	100.0	61.0	60.0	62.3
White	413,561	438,261	501,079	21.2	74.0	69.1	66.8	61.0	59.1	61.3
Black	55,314	75,609	95,702	73.0	9.9	11.9	12.8	66.2	66.2	68.6
Hispanic	45,876	66,673	91,274	99.0	8.2	10.5	12.2	58.3	60.3	63.0
Asian/Pacific Islander	25,196	32,629	38,843	54.2	4.5	5.1	5.2	56.5	56.9	59.0
American Indian/ Alaska Native	6,246	7,461	8,849	41.7	1.1	1.2	1.2	63.9	64.9	66.1
Nonresident alien	12,362	13,383	14,417	16.6	2.2	2.1	1.9	56.3	58.4	60.8
Bachelor's	1,184,406	1,348,811	1,563,069	32.0	100.0	100.0	100.0	56.1	57.5	57.3
White	901,344	994,616	1,122,675	24.6	76.1	73.7	71.8	55.7	56.7	56.2
Black	98,251	124,253	152,457	55.2	8.3	9.2	9.8	64.9	66.6	65.7
Hispanic	66,005	89,029	123,048	86.4	5.6	6.6	7.9	58.1	60.6	61.1
Asian/Pacific Islander	71,678	87,964	109,058	52.1	6.1	6.5	7.0	53.3	54.3	54.6
American Indian/ Alaska Native	7,903	9,875	11,509	45.6	0.7	0.7	0.7	60.1	60.8	60.7
Nonresident alien	39,225	43,074	44,322	13.0	3.3	3.2	2.8	44.9	48.2	51.1
Master's	430,164	513,339	625,023	45.3	100.0	100.0	100.0	57.1	58.8	60.6
White	308,196	342,131	409,312	32.8	71.6	66.6	65.5	59.2	61.0	62.1
Black	30,155	44,438	65,062	115.8	7.0	8.7	10.4	68.0	71.0	71.8
Hispanic	16,248	25,047	36,801	126.5	3.8	4.9	5.9	59.9	63.0	64.5
Asian/Pacific Islander	21,133	27,264	37,408	77.0	4.9	5.3	6.0	51.4	54.1	53.9
American Indian/ Alaska Native	2,053	2,858	3,758	83.0	0.5	0.6	0.6	61.9	64.1	65.9
Nonresident alien	52,379	71,601	72,682	38.8	12.2	13.9	11.6	39.7	40.5	42.9
First-professional ¹	78,598	80,897	91,309	16.2	100.0	100.0	100.0	42.9	48.2	49.7
White	59,443	58,740	65,383	10.0	75.6	72.6	71.6	40.8	46.1	47.1
Black	5,499	5,719	6,400	16.4	7.0	7.1	7.0	58.0	62.0	62.7
Hispanic	3,552	4,093	4,840	36.3	4.5	5.1	5.3	44.5	49.9	52.5
Asian/Pacific Islander	7,757	9,798	11,846	52.7	9.9	12.1	13.0	48.2	52.8	56.7
American Indian/ Alaska Native	561	586	675	20.3	0.7	0.7	0.7	48.1	49.5	49.2
Nonresident alien	1,786	1,961	2,165	21.2	2.3	2.4	2.4	35.7	43.5	47.8
Doctoral ²	46,010	46,042	63,712	38.5	100.0	100.0	100.0	42.0	47.1	51.0
White	28,803	27,709	36,390	26.3	62.6	60.2	57.1	46.5	51.4	55.6
Black	2,067	2,522	3,906	89.0	4.5	5.5	6.1	60.1	63.7	66.4
Hispanic	1,275	1,562	2,279	78.7	2.8	3.4	3.6	48.9	52.6	57.1
Asian/Pacific Islander	2,339	2,424	3,618	54.7	5.1	5.3	5.7	40.5	48.7	55.0
American Indian/ Alaska Native	186	196	272	46.2	0.4	0.4	0.4	55.4	61.2	57.7
Nonresident alien	11,340	11,629	17,247	52.1	24.6	25.3	27.1	26.7	32.1	36.1

¹ Includes first-professional degrees such as M.D., D.D.S., and law degrees. See glossary for a definition of first-professional degree.

² Includes Ph.D., Ed.D, and comparable degrees at the doctoral level. See glossary for a definition of doctoral degree.

NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available. Detail may not sum to totals because of rounding. For more information on race/ethnicity, see *supplemental note 1*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. For more information on the classification of postsecondary institutions, see *supplemental note 8*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98, 2002-03, and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2003 and 2008.

Supplemental Tables to Indicator 24

Characteristics of Public Schools

Table A-24-1. Number and percentage of public schools, by school level and selected school characteristics: School years 1999-2000 and 2007-08

Characteristic	1999-2000				2007-08			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total number of schools	92,012	64,062	22,155	5,795	98,916¹	66,971	24,288	6,575
Total reporting membership, number²	89,599	63,851	21,431	4,317	94,775	66,420	22,855	5,500
Total reporting membership, percent²	100.0	71.3	23.9	4.8	100.0	70.1	24.1	5.8
School type	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular	93.8	98.7	87.2	55.0	92.2	98.4	83.8	52.7
Special education	1.8	0.8	1.2	19.5	1.9	0.8	1.5	17.2
Vocational	0.4	#	1.3	1.4	0.3	#	1.2	0.3
Alternative	4.0	0.5	10.3	24.0	5.6	0.8	13.5	29.8
Charter school ³	1.7	1.3	1.7	6.8	4.5	3.5	5.1	14.8
Title I school ⁴	52.4	62.3	26.4	33.1	65.2	72.9	45.7	52.8
Magnet school/program ⁵	2.4	2.6	1.9	1.1	4.1	4.3	4.2	2.2
Enrollment size	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 300	31.3	27.4	34.8	71.2	32.0	27.0	38.0	66.8
300-499	26.5	31.5	14.3	12.1	27.5	33.1	14.5	14.4
500-999	32.8	36.5	25.6	13.0	31.2	36.0	21.6	14.0
1,000 or more	9.5	4.7	25.3	3.7	9.3	3.9	25.9	4.8
Racial/ethnic concentration ⁶								
More than 50 percent White	70.9	70.0	75.4	61.6	63.1	62.2	66.9	56.8
More than 50 percent Black	11.1	11.6	8.7	15.6	11.4	11.2	10.6	16.9
More than 50 percent Hispanic	8.8	9.4	7.3	7.2	13.0	13.9	11.1	10.2
Percentage of students in school eligible for free or reduced-price lunch	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0-25 percent	31.5	27.8	42.6	30.6	25.0	23.7	29.6	22.4
26-50 percent	26.3	26.2	28.0	19.6	27.8	26.3	33.5	22.9
51-75 percent	17.3	19.3	11.3	17.5	22.9	24.1	19.3	23.4
76-100 percent	12.2	14.7	4.6	13.3	17.0	19.5	9.4	18.3
Missing/school did not participate	12.7	12.0	13.4	19.0	7.2	6.4	8.2	13.1
Region	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Northeast	16.4	17.5	13.8	13.2	15.9	16.7	14.4	12.0
Midwest	28.6	28.3	31.3	19.0	27.1	26.4	30.3	23.5
South	33.0	32.8	31.4	43.2	33.6	34.4	31.0	35.8
West	22.1	21.4	23.4	24.6	23.3	22.6	24.3	28.8
Locale	†	†	†	†	100.0	100.0	100.0	100.0
City	†	†	†	†	26.1	27.2	22.1	29.5
Suburban	†	†	†	†	28.0	30.1	23.7	20.4
Town	†	†	†	†	14.5	13.8	16.6	13.7
Rural	†	†	†	†	31.4	28.8	37.6	36.5

† Not applicable.

Rounds to zero.

¹ Total number of schools does not equal the sum of schools by level because the total includes schools that did not report grade spans.

² Schools reporting membership are those which report at least one student enrolled on October 1 of the school year. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership.

³ A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and that is designated by such authority to be a charter school. The 1999-2000 estimates exclude one state for lack of complete data.

⁴ A Title I School is designated under appropriate state and federal regulations as a high-poverty school that is eligible for participation in programs authorized by Title I of P.L. 107-110. The 1999-2000 estimates exclude six states for lack of complete data.

⁵ A magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds in an effort to reduce, prevent, or eliminate racial isolation and/or provide an academic or social focus on a particular theme. The 1999-2000 estimates exclude 13 states for lack of complete data, and the 2007-08 estimates exclude 17 states.

⁶ The 1999-2000 estimates exclude 2,220 schools for lack of complete data, and the 2007-08 estimates exclude 3 schools. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: Detail may not sum to totals because of rounding. For more information on CCD, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 (version 1b) and 2007-08 (version 1a).

This indicator continues on page 220.

Supplemental Tables to Indicator 24

Characteristics of Public Schools

Table A-24-2. Number and percentage of elementary and secondary public schools, by percentage of students in school eligible for free or reduced-price lunch and selected school characteristics: School years 1999-2000 and 2007-08

Characteristic	Elementary							
	1999-2000				2007-08			
	Percentage of students in school eligible for free or reduced-price lunch				Percentage of students in school eligible for free or reduced-price lunch			
	0-25	26-50	51-75	76-100	0-25	26-50	51-75	76-100
Total reporting membership, number¹	17,746	16,737	12,292	9,405	15,735	17,460	15,986	12,971
Total reporting membership, percent¹	27.8	26.2	19.3	14.7	23.7	26.3	24.1	19.5
School type	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular	98.5	99.6	99.2	99.3	97.7	99.2	98.9	98.1
Special education	1.0	0.2	0.4	0.2	1.1	0.4	0.4	0.7
Vocational	#	#	#	#	#	#	#	#
Alternative	0.5	0.3	0.4	0.5	1.2	0.4	0.6	1.2
Charter school ²	1.7	0.5	0.8	1.3	3.0	2.1	2.6	4.8
Title I school ³	40.4	66.1	84.4	91.4	38.2	70.2	90.5	96.7
Magnet school/program ⁴	0.9	1.8	2.8	4.6	2.5	3.6	4.3	7.4
Enrollment size	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 300	24.5	29.6	28.8	22.4	21.8	29.5	28.4	25.8
300-499	32.0	32.7	31.1	29.6	31.7	32.9	33.6	33.1
500-999	38.9	34.0	35.9	39.9	41.2	33.8	34.6	37.1
1,000 or more	4.7	3.7	4.2	8.2	5.2	3.8	3.3	4.0
Racial/ethnic concentration ⁵								
More than 50 percent White	95.1	85.6	54.1	13.2	89.5	81.5	53.6	10.3
More than 50 percent Black	1.1	3.3	16.6	41.0	0.7	2.4	10.9	34.6
More than 50 percent Hispanic	1.0	2.5	12.7	32.8	3.6	3.6	16.6	40.6

See notes at end of table.

Table A-24-2. Number and percentage of elementary and secondary public schools, by percentage of students in school eligible for free or reduced-price lunch and selected school characteristics: School years 1999–2000 and 2007–08—Continued

Characteristic	Secondary							
	1999–2000				2007–08			
	Percentage of students in school eligible for free or reduced-price lunch				Percentage of students in school eligible for free or reduced-price lunch			
	0–25	26–50	51–75	76–100	0–25	26–50	51–75	76–100
Total reporting membership, number¹	9,136	6,010	2,429	994	6,773	7,654	4,402	2,142
Total reporting membership, percent¹	42.6	28.0	11.3	4.6	29.6	33.5	19.3	9.4
School type	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular	89.1	92.0	84.4	76.4	83.5	90.0	81.0	72.5
Special education	0.6	0.3	0.9	1.7	1.1	0.6	1.8	4.0
Vocational	1.4	0.9	1.3	2.3	1.7	0.7	0.8	1.9
Alternative	8.9	6.9	13.4	19.6	13.7	8.6	16.4	21.6
Charter school ²	1.5	0.9	1.5	3.2	3.5	2.6	6.0	9.7
Title I school ³	18.1	29.5	47.3	66.1	26.5	43.6	65.7	78.3
Magnet school/program ⁴	0.9	1.7	4.1	2.7	2.8	4.2	6.0	4.6
Enrollment size	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 300	25.0	38.0	43.1	50.8	31.0	36.2	43.5	50.7
300–499	13.9	16.4	12.6	15.8	10.6	15.7	15.4	17.7
500–999	29.5	24.2	24.7	19.9	22.1	22.9	19.9	18.4
1,000 or more	31.7	21.4	19.6	13.5	36.3	25.2	21.3	13.2
Racial/ethnic concentration ⁵								
More than 50 percent White	90.5	75.9	40.2	18.0	87.1	78.9	40.9	14.5
More than 50 percent Black	2.4	7.6	23.0	37.8	1.8	4.5	19.1	35.0
More than 50 percent Hispanic	2.2	6.3	21.5	26.3	4.0	6.1	22.3	34.6

Rounds to zero.

¹ Schools reporting membership are those which report at least one student enrolled on October 1 of the school year. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Data in this table will not sum to totals in table A-24-1 because information on schools that did not participate in the free and reduced-price lunch program and schools that did not have information available on the percentage of students in school eligible for free or reduced-price lunch are not shown.

² A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and that is designated by such authority to be a charter school. The 1999–2000 estimates exclude one state for lack of complete data.

³ A Title I School is designated under appropriate state and federal regulations as a high-poverty school that is eligible for participation in programs authorized by Title I of P.L. 107-110. The 1999–2000 estimates exclude six states for lack of complete data.

⁴ A magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds in an effort to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme. The 1999–2000 estimates exclude 13 states for lack of complete data, and the 2007–08 estimates exclude 17 states.

⁵ The 1999–2000 estimates exclude 2,220 schools for lack of complete data, and the 2007–08 estimates exclude 3 schools. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: Detail may not sum to totals because of rounding. For more information on the CCD, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b) and 2007–08 (version 1a).

Supplemental Tables to Indicator 24

Characteristics of Public Schools

Table A-24-3. Percentage distribution of elementary and secondary public schools, by percentage of students in school eligible for free or reduced-price lunch, region, and locale: School years 1999-2000 and 2007-08

Region and locale	1999-2000					2007-08				
	Total ¹	Percentage of students in school eligible for free or reduced-price lunch				Total ¹	Percentage of students in school eligible for free or reduced-price lunch			
		0-25	26-50	51-75	76-100		0-25	26-50	51-75	76-100
Elementary										
Region										
Northeast	100.0	48.6	23.7	11.8	14.6	100.0	42.1	24.9	14.1	16.3
Midwest	100.0	33.1	28.2	12.1	7.0	100.0	24.0	30.7	17.1	11.5
South	100.0	15.6	28.0	29.6	20.6	100.0	14.7	24.0	34.1	24.4
West	100.0	22.4	22.9	18.9	16.1	100.0	23.3	25.6	24.2	23.9
Locale										
City	†	†	†	†	†	100.0	14.6	16.5	23.3	39.6
Suburban	†	†	†	†	†	100.0	38.9	23.4	18.2	12.8
Town	†	†	†	†	†	100.0	13.0	34.1	32.2	14.5
Rural	†	†	†	†	†	100.0	21.5	34.8	27.1	10.1
Secondary										
Region										
Northeast	100.0	64.2	22.1	7.9	4.9	100.0	45.9	25.6	13.2	11.1
Midwest	100.0	49.3	25.1	6.0	2.2	100.0	31.4	34.3	11.8	4.9
South	100.0	32.2	35.6	17.6	6.6	100.0	20.3	38.1	27.3	10.9
West	100.0	35.0	25.4	12.0	5.1	100.0	29.6	31.2	22.0	12.0
Locale										
City	†	†	†	†	†	100.0	19.1	23.2	27.2	19.5
Suburban	†	†	†	†	†	100.0	45.9	25.8	13.7	5.3
Town	†	†	†	†	†	100.0	24.1	41.3	19.2	8.1
Rural	†	†	†	†	†	100.0	28.1	40.9	18.1	6.6

† Not applicable.

¹ Total includes information on students in schools that did not participate in the free or reduced-price lunch program and schools that did not have information on the percentage of students in school eligible for free or reduced-price lunch.

NOTE: Estimates are for schools in the 50 states and the District of Columbia with student enrollment. Schools reporting membership are those which report at least one student enrolled on October 1 of the school year. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Detail may not sum to totals because of rounding. For more information on the CCD, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 (version 1b) and 2007-08 (version 1a).

Table A-24-4. Percentage distribution of elementary and secondary public schools, by percentage of students in school eligible for free or reduced-price lunch, region, and state: School year 2007-08

Region and state	Elementary						Secondary							
	Total	Percentage of students in school eligible for free or reduced-price lunch					Missing/ did not participate	Total	Percentage of students in school eligible for free or reduced-price lunch					Missing/ did not participate
		0-25	26-50	51-75	76-100	0-25			26-50	51-75	76-100			
United States	100.0	23.7	26.3	24.1	19.5	6.4	100.0	29.6	33.5	19.3	9.4	8.2		
Northeast	100.0	42.1	24.9	14.1	16.3	2.6	100.0	45.9	25.6	13.2	11.1	4.2		
Connecticut	100.0	53.1	20.5	11.2	15.3	0.0	100.0	56.5	19.1	8.4	16.0	0.0		
Maine	100.0	17.9	46.3	33.8	2.0	0.0	100.0	31.2	53.6	15.2	0.0	0.0		
Massachusetts	100.0	57.1	15.4	12.5	14.9	0.0	100.0	61.8	14.0	18.8	5.4	0.0		
New Hampshire	100.0	66.2	29.6	3.7	0.5	0.0	100.0	75.0	23.1	1.0	1.0	0.0		
New Jersey	100.0	52.6	16.2	14.3	12.4	4.5	100.0	59.6	16.3	13.3	3.6	7.2		
New York	100.0	33.6	24.5	14.7	27.2	0.0	100.0	35.6	26.2	16.8	21.3	0.0		
Pennsylvania	100.0	34.1	32.7	13.1	12.4	7.7	100.0	39.0	33.1	8.8	6.1	13.0		
Rhode Island	100.0	45.3	23.3	11.8	19.6	0.0	100.0	42.9	22.2	15.9	19.0	0.0		
Vermont	100.0	29.2	46.7	13.8	1.3	9.2	100.0	40.4	47.4	1.8	0.0	10.5		
Midwest	100.0	24.0	30.7	17.1	11.5	16.6	100.0	31.4	34.3	11.8	4.9	17.5		
Illinois	100.0	31.8	25.3	16.6	20.5	5.8	100.0	33.6	28.2	9.5	8.2	20.5		
Indiana	100.0	20.5	42.0	24.0	13.4	0.1	100.0	36.9	46.3	11.9	4.2	0.7		
Iowa	100.0	27.3	50.9	17.1	4.7	0.0	100.0	47.9	45.0	6.8	0.2	0.0		
Kansas	100.0	19.3	41.2	26.3	12.8	0.3	100.0	32.2	51.2	13.2	2.9	0.5		
Michigan	100.0	29.3	31.7	23.5	15.5	0.1	100.0	36.3	37.1	19.9	6.7	0.0		
Minnesota	100.0	32.8	40.5	15.0	9.2	2.4	100.0	35.9	35.0	13.8	9.4	5.9		
Missouri	100.0	19.9	35.2	31.5	13.4	0.0	100.0	22.9	50.2	21.4	5.5	0.0		
Nebraska	100.0	28.3	44.0	18.6	9.1	0.0	100.0	32.2	53.1	11.6	3.2	0.0		
North Dakota	100.0	26.9	54.5	12.3	6.2	0.0	100.0	30.6	52.2	11.7	5.6	0.0		
Ohio ¹	100.0	—	—	—	—	100.0	100.0	—	—	—	—	100.0		
South Dakota	100.0	22.6	32.5	15.3	17.0	12.5	100.0	37.4	42.5	11.4	5.1	3.5		
Wisconsin	100.0	38.9	38.5	13.4	9.1	0.0	100.0	53.2	32.0	10.6	4.2	0.0		
South	100.0	14.7	24.0	34.1	24.4	2.7	100.0	20.3	38.1	27.3	10.9	3.4		
Alabama	100.0	10.4	22.0	36.6	30.0	1.0	100.0	15.5	40.0	27.0	16.4	1.2		
Arkansas	100.0	3.2	22.5	46.1	28.2	0.0	100.0	5.4	43.1	40.3	11.2	0.0		
Delaware	100.0	15.5	46.5	29.6	5.6	2.8	100.0	32.6	55.8	9.3	0.0	2.3		
District of Columbia	100.0	6.7	7.3	34.8	36.6	14.6	100.0	0.0	22.2	30.6	19.4	27.8		
Florida	100.0	17.0	27.6	32.1	23.2	0.0	100.0	35.4	42.1	18.3	4.2	0.0		
Georgia	100.0	12.4	23.3	35.9	28.4	0.0	100.0	20.7	31.5	35.8	12.0	0.0		
Kentucky	100.0	6.1	28.8	46.1	18.3	0.7	100.0	8.6	37.4	34.7	17.2	2.1		
Louisiana	100.0	2.4	15.5	30.3	51.9	0.0	100.0	4.7	31.8	36.5	26.8	0.3		
Maryland	100.0	36.2	27.0	22.3	14.3	0.3	100.0	38.0	28.9	18.0	5.3	9.8		
Mississippi	100.0	2.5	9.7	35.0	52.9	0.0	100.0	3.9	19.1	33.0	43.5	0.4		
North Carolina	100.0	9.2	23.0	28.0	10.7	29.2	100.0	12.2	38.3	16.2	2.4	30.9		
Oklahoma	100.0	5.9	19.3	41.5	32.7	0.6	100.0	7.4	37.9	40.5	13.9	0.4		
South Carolina	100.0	8.3	28.1	34.2	29.0	0.3	100.0	12.1	37.1	33.9	16.5	0.4		
Tennessee	100.0	10.7	23.1	39.9	24.4	1.9	100.0	13.6	42.0	26.5	7.7	10.2		
Texas	100.0	20.0	22.0	32.1	26.0	0.0	100.0	27.1	38.5	25.8	8.6	0.0		
Virginia	100.0	30.8	35.2	26.9	6.2	0.9	100.0	44.5	44.3	9.5	0.9	0.9		
West Virginia	100.0	3.6	29.4	58.1	8.9	0.0	100.0	6.3	61.4	26.8	5.5	0.0		

See notes at end of table.

Supplemental Tables to Indicator 24

Characteristics of Public Schools

Table A-24-4. Percentage distribution of elementary and secondary public schools, by percentage of students in school eligible for free or reduced-price lunch, region, and state: School year 2007-08—Continued

Region and state	Elementary						Secondary							
	Total	Percentage of students in school eligible for free or reduced-price lunch					Missing/ did not participate	Total	Percentage of students in school eligible for free or reduced-price lunch					Missing/ did not participate
		0-25	26-50	51-75	76-100	0-25			26-50	51-75	76-100			
United States	100.0	23.7	26.3	24.1	19.5	6.4	100.0	29.6	33.5	19.3	9.4	8.2		
West	100.0	23.3	25.6	24.2	23.9	3.0	100.0	29.6	31.2	22.0	12.0	5.2		
Alaska	100.0	27.6	47.6	16.2	8.6	0.0	100.0	50.6	33.7	14.5	1.2	0.0		
Arizona	100.0	26.8	19.4	21.1	23.1	9.6	100.0	29.9	21.6	21.8	11.1	15.6		
California	100.0	21.1	18.9	24.5	33.6	1.9	100.0	23.8	26.1	28.0	17.0	5.2		
Colorado	100.0	33.0	28.4	21.7	14.8	2.1	100.0	38.4	35.5	19.1	4.9	2.2		
Hawaii	100.0	22.6	43.3	30.3	3.8	0.0	100.0	32.1	49.1	18.9	0.0	0.0		
Idaho	100.0	21.3	48.5	27.8	2.3	0.0	100.0	25.6	47.9	19.5	7.0	0.0		
Montana	100.0	18.0	35.4	21.5	8.6	16.5	100.0	27.4	47.9	14.8	8.5	1.4		
Nevada	100.0	25.3	31.7	23.1	16.2	3.8	100.0	40.2	34.1	10.6	2.3	12.9		
New Mexico	100.0	6.1	17.1	29.1	45.5	2.2	100.0	9.2	24.0	27.2	33.6	6.0		
Oregon	100.0	19.4	34.9	33.6	12.1	0.0	100.0	27.2	49.2	19.6	4.0	0.0		
Utah	100.0	28.2	34.2	18.5	8.8	10.2	100.0	35.4	31.6	9.8	8.1	15.2		
Washington	100.0	30.0	33.5	23.6	12.9	0.0	100.0	47.7	31.0	16.6	4.7	0.0		
Wyoming	100.0	32.0	49.4	16.6	2.1	0.0	100.0	49.5	35.0	9.7	5.8	0.0		

— Not available.

¹ Data on the number of students eligible for free or reduced-price lunch are missing for Ohio.

NOTE: Estimates are for schools in the 50 states and the District of Columbia with student enrollment. Schools reporting membership are those which report at least one student enrolled on October 1 of the school year. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Detail may not sum to totals because of rounding. For more information on the CCD, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08 (version 1a).

Table A-24-5. Percentage of elementary and secondary public school students, by percentage of students approved for free or reduced-price lunch and selected characteristics: School years 1999–2000 and 2007–08

Characteristic	1999–2000				
	Total ¹	Percentage of students in school approved for free or reduced-price lunch			
		0–25	26–50	51–75	76–100
		Elementary			
Percentage of students with an Individualized Education Plan (IEP)	11.8	10.7	12.7	12.9	11.5
Percentage of students who are limited-English proficient (LEP)	7.9	2.9	4.4	10.2	21.8
		Secondary			
Percentage of students with an Individualized Education Plan (IEP)	11.4	10.8	12.1	12.2	13.9
Percentage of students who are limited-English proficient (LEP)	4.5	2.2	5.3	9.4	15.6
Average percentage of 12th-grade students who graduated with a diploma during the previous year ²	89.0	92.4	88.7	85.6	86.3
Average percentage of graduates from the previous year who attended a 4-year college ²	37.3	43.5	34.8	30.2	26.1
Characteristic	2007–08				
	Total ¹	Percentage of students in school approved for free or reduced-price lunch			
		0–25	26–50	51–75	76–100
		Elementary			
Percentage of students with an Individualized Education Plan (IEP)	11.8	10.9	12.3	12.4	11.7
Percentage of students who are limited-English proficient (LEP)	11.3	4.1	6.7	13.0	25.4
		Secondary			
Percentage of students with an Individualized Education Plan (IEP)	12.4	11.4	12.7	12.8	14.9
Percentage of students who are limited-English proficient (LEP)	5.2	2.3	4.9	8.7	15.5
Average percentage of 12th-grade students who graduated with a diploma during the previous year ²	82.6	91.2	87.9	77.8	67.9
Average percentage of graduates from the previous year who attended a 4-year college ²	40.0	51.7	40.8	33.9	28.5

¹ Total includes information on students in schools that did not participate in the free or reduced-price lunch program and schools that did not have information on the percentage of students in school approved for free or reduced-price lunch.

² Excludes schools that did not have any 12th-grade students.

NOTE: For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Data File," 1999–2000 and "Public School Data File," 1999–2000 and 2007–08.

Poverty Concentration in Public Schools

Table A-25-1. Number and percentage of public elementary and secondary students across schools, by percentage of students in school eligible for free or reduced-price lunch and race/ethnicity: School year 2007-08

Race/ethnicity	Number of students ¹	Total	Percentage of students in school eligible for free or reduced-price lunch				Missing/school does not participate
			0-25	26-50	51-75	76-100	
Elementary							
Total²	31,176,444	100.0	25.4	25.6	23.5	19.9	5.5
White	16,713,023	100.0	35.5	32.2	20.3	5.1	6.9
Black	5,270,943	100.0	8.3	16.9	28.5	40.0	6.2
Hispanic	6,950,840	100.0	12.1	16.8	27.9	41.5	1.6
Asian/Pacific Islander	1,494,329	100.0	39.1	24.0	18.8	15.2	2.9
American Indian/Alaska Native	359,663	100.0	12.2	23.9	31.6	28.1	4.3
Secondary							
Total²	16,112,947	100.0	36.2	33.8	17.3	6.5	6.3
White	9,386,497	100.0	47.1	35.4	8.9	1.2	7.4
Black	2,632,525	100.0	15.0	31.6	31.1	15.0	7.3
Hispanic	2,989,287	100.0	19.0	31.9	31.4	15.4	2.3
Asian/Pacific Islander	801,687	100.0	44.9	30.7	15.9	5.3	3.1
American Indian/Alaska Native	193,173	100.0	23.5	33.0	24.7	14.5	4.3

¹ Includes students enrolled in schools that did not report free or reduced-price lunch eligibility.

² Includes students whose racial/ethnic group was not reported.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08.

This indicator continues on page 228.

Poverty Concentration in Public Schools

Table A-25-2. Number and percentage of public elementary and secondary students within schools, by percentage of students in school eligible for free or reduced-price lunch, locale, and race/ethnicity: School year 2007-08

Locale and race/ethnicity	Number of students ¹	Total	Elementary			
			Percentage of students in school eligible for free or reduced-price lunch			
			0-25	26-50	51-75	76-100
Total²	31,176,444	100.0	100.0	100.0	100.0	100.0
White	16,713,023	53.6	74.9	67.4	46.4	13.6
Black	5,270,943	16.9	5.5	11.1	20.5	33.9
Hispanic	6,950,840	22.3	10.7	14.6	26.5	46.4
Asian/Pacific Islander	1,494,329	4.8	7.4	4.5	3.8	3.7
American Indian/Alaska Native	359,663	1.2	0.6	1.1	1.6	1.6
City²	9,288,570	100.0	100.0	100.0	100.0	100.0
White	2,841,281	30.6	59.1	52.5	29.9	9.8
Black	2,511,845	27.0	7.0	16.3	28.2	36.7
Hispanic	3,120,899	33.6	19.4	20.9	33.1	47.6
Asian/Pacific Islander	621,460	6.7	12.7	7.7	6.3	4.5
American Indian/Alaska Native	75,584	0.8	0.7	1.1	1.0	0.7
Suburban²	11,039,583	100.0	100.0	100.0	100.0	100.0
White	6,132,932	55.6	76.4	58.3	33.4	11.9
Black	1,604,067	14.5	5.5	14.8	23.5	28.5
Hispanic	2,430,912	22.0	9.0	18.7	35.8	54.7
Asian/Pacific Islander	654,328	5.9	7.6	5.9	5.1	3.5
American Indian/Alaska Native	58,647	0.5	0.4	0.7	0.7	0.5
Town²	3,876,150	100.0	100.0	100.0	100.0	100.0
White	2,587,368	66.8	83.9	80.6	61.7	24.4
Black	452,749	11.7	3.1	4.9	13.7	32.6
Hispanic	640,815	16.5	8.9	9.5	19.4	37.9
Asian/Pacific Islander	73,206	1.9	2.2	2.6	1.5	1.2
American Indian/Alaska Native	83,687	2.2	1.3	1.6	2.6	3.4
Rural²	6,972,141	100.0	100.0	100.0	100.0	100.0
White	5,151,442	73.9	81.3	80.3	70.4	31.5
Black	702,282	10.1	4.9	7.0	12.5	31.5
Hispanic	758,214	10.9	8.2	8.7	12.6	27.0
Asian/Pacific Islander	145,335	2.1	4.1	1.8	1.0	1.0
American Indian/Alaska Native	141,745	2.0	0.6	1.2	2.4	8.5

See notes at end of table.

Table A-25-2. Number and percentage of public elementary and secondary students within schools, by percentage of students in school eligible for free or reduced-price lunch, locale, and race/ethnicity: School year 2007–08—Continued

Locale and race/ethnicity	Number of students ¹	Total	Secondary			
			Percentage of students in school eligible for free or reduced-price lunch			
			0–25	26–50	51–75	76–100
Total²	16,112,947	100.0	100.0	100.0	100.0	100.0
White	9,386,497	58.3	75.9	60.9	30.1	10.8
Black	2,632,525	16.3	6.8	15.3	29.4	37.9
Hispanic	2,989,287	18.6	9.8	17.5	33.7	44.2
Asian/Pacific Islander	801,687	5.0	6.2	4.5	4.6	4.1
American Indian/Alaska Native	193,173	1.2	0.8	1.2	1.7	2.7
City²	4,562,037	100.0	100.0	100.0	100.0	100.0
White	1,660,596	36.4	61.8	45.8	19.5	6.6
Black	1,178,155	25.8	8.8	21.6	34.0	40.4
Hispanic	1,313,658	28.8	16.5	23.2	39.3	46.9
Asian/Pacific Islander	337,225	7.4	10.9	7.8	6.0	5.1
American Indian/Alaska Native	39,299	0.9	1.2	0.9	0.7	0.7
Suburban²	5,740,572	100.0	100.0	100.0	100.0	100.0
White	3,428,572	59.7	76.0	49.0	20.0	11.4
Black	847,464	14.8	7.0	19.9	32.4	26.6
Hispanic	1,034,695	18.0	9.1	23.6	40.5	55.7
Asian/Pacific Islander	350,499	6.1	6.7	5.8	6.0	5.4
American Indian/Alaska Native	33,487	0.6	0.5	0.8	0.6	0.7
Town²	2,101,708	100.0	100.0	100.0	100.0	100.0
White	1,511,248	71.9	86.3	77.0	48.4	17.2
Black	219,160	10.4	2.7	7.4	21.3	44.3
Hispanic	276,655	13.2	6.9	11.3	24.9	33.2
Asian/Pacific Islander	39,170	1.9	2.2	2.1	1.4	1.0
American Indian/Alaska Native	44,613	2.1	1.5	1.7	3.6	4.2
Rural²	3,708,630	100.0	100.0	100.0	100.0	100.0
White	2,786,081	75.1	82.5	77.8	57.3	24.1
Black	387,746	10.5	6.2	9.3	19.8	34.3
Hispanic	364,279	9.8	7.2	9.3	16.8	28.0
Asian/Pacific Islander	74,793	2.0	3.0	1.6	1.4	0.6
American Indian/Alaska Native	75,774	2.0	0.7	1.5	4.4	12.9

¹ Includes students enrolled in schools that did not report free or reduced-price lunch eligibility.

² Includes students whose racial/ethnic group was not reported.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

Poverty Concentration in Public Schools

Table A-25-3. Number of public elementary and secondary school students and percentage of students in school eligible for free or reduced-price lunch, by school level, region, and state: School year 2007-08

Region and state	Elementary		Secondary	
	Total number of students ¹	Percentage of students in school eligible for free or reduced-price lunch	Total number of students ¹	Percentage of students in school eligible for free or reduced-price lunch
Total²	31,176,444	47.2	16,112,947	35.4
Northeast	5,045,424	38.1	2,764,372	29.6
Connecticut	358,013	32.1	197,213	24.4
Maine	122,277	38.7	65,668	30.8
Massachusetts	626,257	30.8	318,794	26.6
New Hampshire	129,928	19.7	70,844	15.3
New Jersey	900,751	31.7	466,095	23.1
New York	1,701,288	47.2	914,138	36.5
Pennsylvania	1,060,353	37.4	648,403	28.8
Rhode Island	93,342	40.7	50,061	32.1
Vermont	53,215	32.6	33,156	24.2
Midwest ²	6,674,726	40.9	3,761,486	30.9
Illinois	1,390,102	45.0	691,244	33.8
Indiana	658,921	43.0	365,073	32.1
Iowa	302,152	36.9	171,477	27.5
Kansas	294,409	44.3	165,490	32.1
Michigan	1,008,782	40.9	592,141	31.2
Minnesota	499,450	33.6	313,811	28.3
Missouri	574,039	43.1	327,082	32.8
Nebraska	177,088	40.3	111,874	32.9
North Dakota	56,426	33.9	38,626	27.4
Ohio	1,083,635	—	638,025	—
South Dakota	77,162	33.6	41,607	23.2
Wisconsin	552,560	35.4	305,036	25.5

See notes at end of table.

Table A-25-3. Number of public elementary and secondary school students and percentage of students in school eligible for free or reduced-price lunch, by school level, region, and state: School year 2007–08—Continued

Region and state	Elementary		Secondary	
	Total number of students ¹	Percentage of students in school eligible for free or reduced-price lunch	Total number of students ¹	Percentage of students in school eligible for free or reduced-price lunch
Total²	31,176,444	47.2	16,112,947	35.4
South	12,231,554	51.7	5,574,508	39.4
Alabama	440,141	54.7	224,217	44.3
Arkansas	295,967	60.6	177,408	48.8
Delaware	77,200	41.0	40,916	29.7
District of Columbia	46,563	64.4	19,287	57.2
Florida	1,777,237	50.9	781,058	33.6
Georgia	1,161,599	54.4	472,846	42.4
Kentucky	445,751	53.3	197,420	46.2
Louisiana	444,141	68.7	189,934	51.3
Maryland	559,411	36.8	280,387	26.6
Mississippi	304,229	70.0	149,393	62.4
North Carolina	1,009,110	49.0	414,309	36.5
Oklahoma	438,334	59.8	202,251	45.4
South Carolina	485,348	54.2	218,206	45.1
Tennessee	644,324	54.2	281,185	41.6
Texas	3,102,190	50.9	1,431,362	40.2
Virginia	812,311	35.6	410,854	23.7
West Virginia	187,698	52.8	83,475	40.6
West	7,224,740	50.9	4,012,581	37.3
Alaska	61,094	37.7	41,004	23.8
Arizona	700,910	46.8	344,762	28.8
California	3,742,792	57.2	2,121,408	43.3
Colorado	515,279	39.5	253,235	26.4
Hawaii	110,636	40.2	63,118	33.8
Idaho	163,808	40.5	94,705	33.2
Montana	82,468	41.1	60,355	29.6
Nevada	292,348	45.2	131,671	27.6
New Mexico	210,285	66.8	114,270	52.8
Oregon	356,498	46.6	185,874	34.4
Utah	331,700	37.0	212,372	26.0
Washington	606,329	42.0	357,864	30.0
Wyoming	50,593	35.2	31,943	21.5

— Not available.

¹ Includes students enrolled in schools that did not report free or reduced-price lunch eligibility.

² Due to missing data on free or reduced-price lunch (FRPL) eligibility, the percentages of FRPL-eligible students for the Midwest region and for the United States do not include Ohio.

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. For more information on poverty and region, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

School Crime and Safety

Table A-26-1. Percentage of public schools recording and reporting to the police at least one incident of crime that occurred at school, by type of incident: School years 1999–2000, 2003–04, 2005–06, and 2007–08

Type of incident	Recorded incidents			
	1999–2000	2003–04	2005–06	2007–08
Total	86.4	88.5	85.7	85.5
Violent incidents	71.4	81.4	77.7	75.5
Physical attack or fight without a weapon	63.7	76.7	74.3	72.7
Threat of physical attack without a weapon	52.2	53.0	52.2	47.8
Serious violent incidents	19.7	18.3	17.1	17.2
Rape or attempted rape	0.7	0.8	0.3	0.8
Sexual battery other than rape	2.5	3.0	2.8	2.5
Physical attack or fight with a weapon	5.2	4.0	3.0	3.0
Threat of physical attack with a weapon	11.1	8.6	8.8	9.3
Robbery with a weapon	0.5!	0.6	0.4	0.4!
Robbery without a weapon	5.3	6.3	6.4	5.2
Theft/larceny ¹	45.6	46.0	46.0	47.3
Other incidents	72.7	64.0	68.2	67.4
Possession of a firearm/explosive device	5.5	6.1	7.2	4.7
Possession of a knife or sharp object ²	42.6	—	42.8	40.6
Distribution of illegal drugs	12.3	12.9	—	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	—
Distribution, possession, or use of illegal drugs	—	—	25.9	23.2
Distribution, possession, or use of alcohol	—	—	16.2	14.9
Student sexual harassment of other students	36.3	—	—	—
Vandalism	51.4	51.4	50.5	49.3

See notes at end of table.

Table A-26-1. Percentage of public schools recording and reporting to the police at least one incident of crime that occurred at school, by type of incident: School years 1999–2000, 2003–04, 2005–06, and 2007–08—Continued

Type of incident	Reported incidents to police			
	1999–2000	2003–04	2005–06	2007–08
Total	62.5	65.2	60.9	62.0
Violent incidents	36.0	43.6	37.7	37.8
Physical attack or fight without a weapon	25.8	35.6	29.2	28.2
Threat of physical attack without a weapon	18.9	21.0	19.7	19.5
Serious violent incidents	14.8	13.3	12.6	12.6
Rape or attempted rape	0.6	0.8	0.3	0.8
Sexual battery other than rape	2.3	2.6	2.6	2.1
Physical attack or fight with a weapon	3.9	2.8	2.2	2.1
Threat of physical attack with a weapon	8.5	6.0	5.9	5.7
Robbery with a weapon	0.3!	0.6	0.4	0.4!
Robbery without a weapon	3.4	4.2	4.9	4.1
Theft/larceny ¹	28.5	30.5	27.9	31.0
Other incidents	52.0	50.0	50.6	48.7
Possession of a firearm/explosive device	4.5	4.9	5.5	3.6
Possession of a knife or sharp object ²	23.0	—	25.0	23.3
Distribution of illegal drugs	11.4	12.4	—	—
Possession or use of alcohol or illegal drugs	22.2	26.0	—	—
Distribution, possession, or use of illegal drugs	—	—	22.8	20.7
Distribution, possession, or use of alcohol	—	—	11.6	10.6
Student sexual harassment of other students	14.7	—	—	—
Vandalism	32.7	34.3	31.9	30.8

— Not available.

! Interpret data with caution (estimates are unstable).

¹ Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm.”

² The questionnaire wording for possession of a knife or sharp object differed among survey administrations. In 1999–2000, 2005–06, and 2007–08, the question asked about possession of a knife or sharp object. In 2003–04, the question was changed to refer to possession of a knife or sharp object with intent to harm.

NOTE: “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. For more information on the School Survey on Crime and Safety (SSOCS), please see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, and 2007–08 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, and 2008.

Supplemental Tables to Indicator 26

School Crime and Safety

Table A-26-2. Percentage of public schools recording at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2007-08

School characteristic	Violent incidents ¹					
	At least one	Number of incidents				
		None	1-2	3-9	10-19	20 or more
Total	75.5	24.5	10.8	24.0	17.1	23.5
School level						
Primary	65.1	34.9	11.5	22.2	14.5	16.9
Middle	94.3	5.7	7.0	26.1	21.4	39.9
High school	94.0	6.0	8.2	25.9	22.0	37.9
Combined	75.5	24.5	19.4	29.4	17.6	9.2
Enrollment size						
Less than 300	60.6	39.4	16.4	22.9	12.9	8.5
300-499	69.1	30.9	12.0	26.5	16.6	14.0
500-999	83.4	16.6	8.7	26.7	18.5	29.5
1,000 or more	97.0	3.0!	3.2	11.3	22.4	60.1
Locale						
City	82.1	17.9	8.2	20.2	17.9	35.8
Suburban	73.7	26.3	9.5	24.8	15.0	24.4
Town	80.0	20.0	13.6	23.3	22.6	20.5
Rural	69.5	30.5	12.9	26.8	15.7	14.1
Racial/ethnic concentration ⁵						
More than 50 percent White	72.9	27.1	12.0	24.8	17.4	18.8
More than 50 percent Black	85.7	14.3	3.1!	24.4	20.4	37.9
More than 50 percent Hispanic	81.3	18.7	10.4	18.9	17.9	34.1
Percentage of students in school eligible for free or reduced-price lunch						
0-25 percent	67.7	32.3	11.2	26.7	14.4	15.3
26-50 percent	75.6	24.4	11.7	25.6	18.9	19.3
51-75 percent	77.4	22.6	9.2	23.4	18.8	26.0
76 to 100 percent	83.4	16.6	10.8	18.7	15.7	38.1

See notes at end of table.

Table A-26-2. Percentage of public schools recording at least one incident of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2007-08—Continued

School characteristic	Serious violent incidents ²					Theft ³ At least one	Other ⁴ At least one
	At least one	Number of incidents					
		None	1-2	3-9	10 or more		
Total	17.2	82.8	11.3	4.5	1.5	47.3	67.4
School level							
Primary	13.0	87.0	8.4	3.7	1.0!	30.6	55.1
Middle	22.0	78.0	13.5	5.8	2.8	69.5	84.0
High school	28.9	71.1	17.9	8.6	2.4	83.7	93.5
Combined	16.4	83.6	15.8!	‡	‡	54.7	72.9
Enrollment size							
Less than 300	12.3	87.7	9.6	2.0!	‡	33.3	47.6
300-499	11.4	88.6	7.5	3.4	‡	35.6	62.1
500-999	19.8	80.2	13.0	5.2	1.6	54.0	75.5
1,000 or more	34.0	66.0	18.9	10.3	4.8	84.9	95.5
Locale							
City	20.2	79.8	10.2	7.0	2.9	54.5	77.5
Suburban	17.4	82.6	11.9	4.5	1.1!	40.3	66.7
Town	17.6	82.4	11.7	4.5!	‡	49.1	66.4
Rural	14.4	85.6	11.4	2.4	0.6!	47.1	60.2
Racial/ethnic concentration ⁵							
More than 50 percent White	14.9	85.1	11.0	3.1	0.8	44.6	64.2
More than 50 percent Black	20.9	79.1	9.5	7.0!	4.4!	46.5	75.0
More than 50 percent Hispanic	23.4	76.6	12.5	8.7	2.3!	60.8	77.9
Percentage of students in school eligible for free or reduced-price lunch							
0-25 percent	15.1	84.9	11.9	2.8	0.4!	46.2	66.1
26-50 percent	15.4	84.6	11.2	3.1	1.1	45.4	64.2
51-75 percent	17.6	82.4	9.5	6.7	1.4!	46.2	69.7
76 to 100 percent	22.4	77.6	12.5	6.4	3.5	53.0	71.3

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

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

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

³ Theft/larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm."

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

⁵ These estimates exclude data from the 40 schools that did not report estimates of student race/ethnicity. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

NOTE: "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding. For more information on locale and poverty, see *supplemental note 1*. For more information on the School Survey on Crime and Safety (SSOCS), please see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 School Survey on Crime and Safety (SSOCS), 2008.

Characteristics of Full-Time Teachers

Table A-27-1. Number and percentage distribution of full-time teachers, by school level, sector, and selected teacher characteristics: School years 1999-2000 and 2007-08

Teacher characteristic	All teachers ¹		Elementary					
	1999-2000	2007-08	1999-2000			2007-08		
			All	Public	Private	All	Public	Private
Total, number¹	3,107,900	3,501,400	1,931,800	1,755,500	176,300	2,103,400	1,936,400	166,900
Total, percentage	†	†	100.0	90.9	9.1	100.0	92.1	7.9
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	25.3	24.9	14.9	15.2	12.5	15.4	15.6	12.8
Female	74.7	75.1	85.1	84.8	87.5	84.6	84.4	87.2
Age	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	17.7	18.2	18.2	17.9	20.8	18.7	18.7	18.6
30-39	21.9	26.1	21.9	21.9	21.8	26.3	26.8	20.9
40-49	31.1	23.6	31.4	31.7	27.9	23.8	23.9	22.2
50-59	26.0	25.7	25.2	25.3	24.0	25.6	25.4	28.2
60 and over	3.3	6.4	3.3	3.1	5.5	5.6	5.2	10.2
Race/ethnicity ²	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	84.6	82.9	83.4	82.9	87.8	82.3	82.0	85.7
Black	7.3	6.9	8.0	8.4	4.7	7.2	7.4	5.2
Hispanic	5.6	1.3	6.0	6.1	4.7	7.7	7.9	6.0
Asian	1.6	0.2	1.8	1.8	2.1	1.3	1.3	2.0
Native Hawaiian/ Pacific Islander	—	0.5	—	—	—	0.2!	0.2!	0.2!
American Indian/ Alaska Native	0.8	7.2	0.8	0.8	0.8	0.4	0.4	0.4!
Two or more races	—	0.9	—	—	—	0.8	0.9	0.5!
Highest degree earned ³	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	1.3	1.5	0.7	0.2	5.6	0.8	0.2	7.1
Bachelor's	53.5	49.1	55.9	54.7	68.1	50.7	49.6	63.3
Postbaccalaureate	45.2	49.5	43.4	45.1	26.3	48.5	50.1	29.7
Master's	40.0	42.8	38.5	40.0	23.3	42.3	43.6	27.3
Education specialist or professional diploma	4.5	5.7	4.5	4.7	2.5	5.7	6.0	1.9
Doctoral or first- professional	0.8	1.0	0.5	0.5	0.5	0.5	0.5	0.5!
Average base salary, in constant 2008-09 dollars ⁴	\$48,700	\$48,800	\$48,600	\$50,200	\$32,200	\$48,800	\$50,100	\$34,500
Base salary, in constant 2008-09 dollars, percentage ⁴	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than \$30,000	7.5	5.7	7.0	3.1	45.9	4.9	2.3	34.9
\$30,000-\$44,000	40.3	41.4	41.2	40.9	44.0	42.4	41.7	49.6
\$45,000-\$59,000	29.7	32.1	30.0	32.2	8.3	32.4	34.1	12.6
\$60,000-\$74,000	15.7	14.2	15.4	16.8	1.5	14.0	15.0	2.6
\$75,000 or more	6.7	6.5	6.4	7.0	0.3!	6.4	6.9	0.3!

See notes at end of table.

Table A-27-1. Number and percentage distribution of full-time teachers, by school level, sector, and selected teacher characteristics: School years 1999–2000 and 2007–08—Continued

Teacher characteristic	Secondary					
	1999–2000			2007–08		
	All	Public	Private	All	Public	Private
Total, number¹	983,100	919,800	63,300	1,093,400	1,032,800	60,600
Total, percentage	100.0	93.6	6.4	100.0	94.5	5.5
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	45.0	44.8	46.9	41.7	41.3	47.1
Female	55.0	55.2	53.1	58.3	58.7	52.9
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	16.5	16.2	20.2	17.6	17.5	18.6
30–39	21.6	21.7	20.0	25.6	26.0	17.9
40–49	30.7	30.9	28.1	23.2	23.3	20.6
50–59	28.1	28.3	26.1	26.2	26.1	27.3
60 and over	3.2	3.0	5.5	7.5	7.0	15.6
Race/ethnicity ²	100.0	100.0	100.0	100.0	100.0	100.0
White	86.2	85.9	91.0	83.5	83.1	89.6
Black	6.4	6.7	1.8	6.7	7.0	1.9!
Hispanic	5.2	5.1	5.7	6.9	7.0	5.7
Asian	1.3	1.3	1.2	1.3	1.3	1.7!
Native Hawaiian/ Pacific Islander	—	—	—	0.2!	0.2!	‡
American Indian/ Alaska Native	0.9	0.9	0.4!	0.5	0.5	0.5!
Two or more races	—	—	—	0.9	0.9	0.6!
Highest degree earned ³	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	1.5	1.5	2.0!	1.8	1.8	1.4!
Bachelor's	48.8	48.9	47.5	44.6	44.5	46.3
Postbaccalaureate	49.7	49.7	50.5	53.6	53.7	52.3
Master's	43.9	43.8	45.6	45.9	45.9	45.0
Education specialist or professional diploma	4.7	4.8	3.1	6.2	6.3	4.4
Doctoral or first- professional	1.2	1.1	1.8	1.6	1.5	2.9!
Average base salary, in constant 2008–09 dollars ⁴	\$50,700	\$51,400	\$40,200	\$51,100	\$51,600	\$43,300
Base salary, in constant 2008–09 dollars, percentage ⁴	100.0	100.0	100.0	100.0	100.0	100.0
Less than \$30,000	4.6	3.5	20.8	2.4	1.9	11.6
\$30,000–\$44,000	38.3	37.7	48.0	38.7	38.1	49.3
\$45,000–\$59,000	30.9	31.4	23.7	34.2	34.6	26.6
\$60,000–\$74,000	18.0	18.9	5.7	16.7	17.2	9.3
\$75,000 or more	8.1	8.6	1.8	8.0	8.3	3.1

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Included in the total but not shown separately are full-time teachers in combined schools. This analysis focuses on full-time teachers who taught in elementary and secondary schools. These teachers made up 84 percent of all teachers in public and private schools in 1999–2000 and 82 percent in 2007–08.² Race categories exclude persons of Hispanic ethnicity. In 1999–2000, "Asian" and "Native Hawaiian/Pacific Islander" were not reported separately; therefore, "Native Hawaiian/Pacific Islander" is included in "Asian." Respondents were not able to report two or more races in the 1999–2000 questionnaire. For more information on race/ethnicity, see *supplemental note 1*.³ "Less than bachelor's" includes teachers with an associate's degree and those without a degree; in 2007–08, it also includes those with vocational certificates. "Education specialist/professional diploma" includes teachers with a certificate of advanced graduate studies in 1999–2000 and 2007–08. See glossary for the definition and a list of first-professional degrees.⁴ Average base salary was calculated in 2008–09 school year constant dollars and adjusted using the Consumer Price Index (CPI). For more information on the CPI, see *supplemental note 10*.NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Supplemental Tables to Indicator 27

Characteristics of Full-Time Teachers

Table A-27-2. Number and percentage distribution of full-time teachers, by school level, sector, and selected teaching characteristics: School years 1999-2000 and 2007-08

Teacher characteristic	Elementary					
	1999-2000			2007-08		
	All	Public	Private	All	Public	Private
Total, number¹	1,931,800	1,755,500	176,300	2,103,400	1,936,400	166,900
Total, percentage	100.0	90.9	9.1	100.0	92.1	7.9
Years as a teacher	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	16.7	16.2	22.5	17.3	17.0	20.2
4-9	23.3	23.2	23.8	27.9	28.0	25.9
10-19	26.6	26.2	29.9	27.8	27.9	25.5
20 or more	33.4	34.4	23.8	27.1	27.0	28.5
Average years of teaching experience	14.4	14.6	12.6	13.5	13.5	13.7
Main teaching assignment						
Elementary						
General	57.5	56.7	65.8	53.8	53.1	61.9
English	3.0	2.9	3.7	4.0	4.0	4.0
English as a second language	1.3	1.4	‡	0.8	0.9	0.1!
Mathematics	0.9	0.7	2.2	1.2	1.1	2.3
Special education	8.7	9.4	1.9	8.7	9.3	1.4
Other	8.7	8.3	12.1	8.6	8.0	15.8
Secondary						
English	4.7	4.8	3.5	5.2	5.2	4.7
English as a second language	0.2	0.2	‡	0.3	0.4	#
Foreign language	0.6	0.6	0.3!	0.4	0.4	0.6
Mathematics	3.3	3.3	2.9	4.2	4.3	2.6
Science	2.7	2.7	2.4	2.8	2.8	3.0
Social sciences	2.7	2.7	3.2	3.4	3.5	2.2
Special education	0.8	0.8	0.4!	2.0	2.2	0.1!
Vocational/technical	0.8	0.9	‡	0.8	0.9	#
Other	4.2	4.5	1.4	3.8	4.0	1.3
Certification type ²	100.0	100.0	100.0	100.0	100.0	100.0
Regular	86.5	89.8	54.5	86.1	88.5	57.3
Probationary	3.1	2.2	11.8	3.8	3.9	2.6
Provisional	2.7	2.7	2.9	—	—	—
Temporary	0.9	0.8	1.9	4.7	4.8	3.4
Waiver or emergency	0.5	0.5	0.5	2.0	2.0	1.7
No certification	6.3	4.0	28.4	3.4	0.7	35.0

See notes at end of table.

Table A-27-2. Number and percentage distribution of full-time teachers, by school level, sector, and selected teaching characteristics: School years 1999–2000 and 2007–08—Continued

Teacher characteristic	Secondary					
	1999–2000			2007–08		
	All	Public	Private	All	Public	Private
Total, number¹	983,100	919,800	63,300	1,093,400	1,032,800	60,600
Total, percentage	100.0	93.6	6.4	100.0	94.5	5.5
Years as a teacher	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	15.8	15.5	20.2	16.8	16.8	16.4
4–9	22.9	22.9	23.7	28.0	28.0	26.9
10–19	24.5	24.5	25.1	27.3	27.4	25.3
20 or more	36.7	37.1	31.0	28.0	27.8	31.4
Average years of teaching experience	15.1	15.2	14.0	13.7	13.6	15.2
Main teaching assignment						
Elementary						
General	0.3	0.3	‡	0.2!	0.2!	‡
English	#	#	‡	0.1!	0.1!	#
English as a second language	‡	‡	‡	#	#	#
Mathematics	#	#	‡	0.1!	0.1!	#
Special education	1.4	1.5	0.1!	0.6	0.6	0.6
Other	0.2	0.2	‡	0.2	0.2	‡
Secondary						
English	15.8	15.6	18.0	16.8	16.8	15.3
English as a second language	0.8	0.8	0.5!	0.9	0.9	#
Foreign language	5.8	5.6	9.1	5.6	5.4	9.6
Mathematics	13.2	13.1	14.9	14.3	14.3	13.7
Science	12.0	12.0	12.3	12.1	11.9	14.8
Social sciences	11.6	11.4	13.5	12.2	12.2	13.4
Special education	8.3	8.7	3.4	9.3	9.7	2.3!
Vocational/technical	10.6	11.0	3.5	11.5	12.1	2.8
Other	20.0	19.7	24.5	16.1	15.5	26.1
Certification type ²	100.0	100.0	100.0	100.0	100.0	100.0
Regular	87.5	89.6	56.5	85.0	86.8	54.7
Probationary	2.9	2.6	7.8	4.3	4.5	1.7
Provisional	2.5	2.6	1.9	—	—	—
Temporary	1.0	1.0	1.8	4.1	4.3	1.4!
Waiver or emergency	0.6	0.6	0.3!	3.0	3.2	0.9!
No certification	5.5	3.7	31.8	3.5	1.3	41.4

— Not available.

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ There were 3.1 million full-time teachers in 1999–2000 and 3.5 million full-time teachers in 2007–08. This analysis focuses on full-time teachers who taught in elementary and secondary schools. These teachers made up 84 percent of all teachers in public and private schools in 1999–2000 and 82 percent in 2007–08.

² The regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers) and full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Provisional certificates are for those who are still participating in an “alternative certification program.” Temporary certificates are for those who require additional college coursework and/or student teaching. Waivers or emergency certificates are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. No certification indicates that the teacher did not hold any certification in the state where they had taught.

NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 4*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher and Private School Teacher Data Files,” 1999–2000 and 2007–08 and “Charter School Teacher Data File,” 1999–2000.

Characteristics of Full-Time Teachers

Table A-27-3. Number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999-2000 and 2007-08

Selected characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999-2000				2007-08			
	0-25 percent	26-50 percent	51-75 percent	76-100 percent	0-25 percent	26-50 percent	51-75 percent	76-100 percent
Total, number¹	566,000	427,300	305,900	240,200	543,800	507,800	452,300	410,400
Total, percentage¹	35.3	26.6	19.1	15.0	28.1	26.2	23.4	21.2
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	16.6	14.6	13.2	15.1	15.9	14.9	15.4	16.4
Female	83.4	85.4	86.8	84.9	84.1	85.1	84.6	83.6
Age	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	17.1	17.9	18.3	19.0	19.3	18.1	18.2	19.3
30-39	20.2	21.0	25.4	23.2	27.4	27.1	26.1	26.2
40-49	32.1	33.6	30.7	29.5	22.7	24.5	24.8	24.6
50-59	28.1	24.5	22.6	23.6	25.9	25.8	25.2	23.7
60 and over	2.4	2.8	2.9	4.8	4.7	4.5	5.6	6.3
Race/ethnicity ²	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	93.1	89.2	76.9	55.9	93.0	88.6	78.6	62.3
Black	2.7	6.0	12.0	22.8	2.4	5.5	8.3	15.8
Hispanic	2.2	3.5	7.4	16.7	2.5	4.0	9.7	17.8
Asian	1.4	0.7	2.8	2.9	0.7	0.9!	1.6!	2.1!
Native Hawaiian/ Pacific Islander	—	—	—	—	0.1!	0.1!	0.4!	0.3!
American Indian/ Alaska Native	0.5	0.5	0.9	1.7	0.2!	0.2!	0.5	1.0
Two or more races	—	—	—	—	1.0!	0.7	1.0	0.7!
Highest degree earned ³	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	0.1!	0.4!	0.1!	0.2!	0.1!	0.2!	0.2!	0.4!
Bachelor's	50.6	56.7	59.0	57.5	45.1	50.6	51.4	52.9
Master's	44.1	38.1	37.0	36.5	49.0	43.5	40.4	40.2
Education specialist or professional diploma	4.8	4.4	3.5	4.9	5.3	5.4	7.4	5.9
Doctoral or first-professional	0.5!	0.4!	0.3!	0.9!	0.4!	0.3!	0.7!	0.5!

See notes at end of table.

Table A-27-3. Number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999-2000 and 2007-08—Continued

Selected characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999-2000				2007-08			
	0-25 percent	26-50 percent	51-75 percent	76-100 percent	0-25 percent	26-50 percent	51-75 percent	76-100 percent
Total, number¹	462,600	188,400	72,500	52,200	414,500	348,800	160,300	87,100
Total, percentage¹	54.9	22.4	8.6	6.2	40.1	33.8	15.5	8.4
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	44.9	45.5	42.7	45.4	42.3	40.3	40.7	40.7
Female	55.1	54.5	57.3	54.6	57.7	59.7	59.3	59.3
Age	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	17.3	15.5	15.6	11.2	18.0	17.0	17.9	17.7
30-39	21.6	22.6	21.4	21.1	26.2	26.2	25.7	26.8
40-49	29.4	31.3	34.1	33.7	24.0	24.2	20.7	22.0
50-59	29.1	27.2	25.6	29.7	25.6	26.2	28.4	22.6
60 and over	2.6	3.5	3.3	4.3	6.2	6.5	7.3	10.9
Race/ethnicity ²	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	92.2	83.1	71.3	57.9	91.4	82.6	74.5	61.1
Black	2.9	9.1	17.9	19.4	3.0	6.7	12.8	16.1
Hispanic	3.1	5.2	8.0	18.7	3.3	8.1	8.6	18.1
Asian	1.0	1.7	1.5	2.3	0.9!	1.2	2.0!	2.7!
Native Hawaiian/ Pacific Islander	—	—	—	—	0.2!	0.2!	0.3!	0.3!
American Indian/ Alaska Native	0.8	0.9	1.3	1.6	0.4!	0.4	0.6	0.8!
Two or more races	—	—	—	—	0.8	0.9	1.2	0.9!
Highest degree earned ³	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	1.1	1.5	1.2	3.0	1.4	1.6	1.6	2.4!
Bachelor's	47.0	54.2	51.7	52.3	38.6	48.6	48.0	51.2
Master's	46.1	38.5	39.1	37.9	52.3	42.5	41.4	38.3
Education specialist or professional diploma	4.9	4.4	6.3	4.8	6.3	5.8	7.2	6.6
Doctoral or first-professional	1.0	1.4	1.6	2.0	1.3	1.5	1.9	1.6!

See notes at end of table.

Characteristics of Full-Time Teachers

Table A-27-3. Number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999–2000 and 2007–08—Continued

Selected characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number¹	566,000	427,300	305,900	240,200	543,800	507,800	452,300	410,400
Total, percentage¹	35.3	26.6	19.1	15.0	28.1	26.2	23.4	21.2
Average base salary, in constant 2008–09 dollars ⁴	\$52,900	\$47,800	\$47,000	\$49,300	\$53,300	\$48,000	\$48,200	\$50,000
Base salary, in constant 2008–09 dollars, percentage ⁴	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than \$30,000	2.2	4.6	3.9	2.9	1.6	3.3	2.4	1.8
\$30,000–\$44,000	34.4	43.8	48.6	45.0	34.2	45.4	46.9	42.0
\$45,000–\$59,000	33.9	33.4	30.8	28.3	35.3	34.0	32.9	34.2
\$60,000–\$74,000	19.7	13.6	13.3	18.1	18.7	12.9	12.9	15.1
\$75,000 or more	9.8	4.6	3.4	5.7	10.3	4.4	4.9	6.9
Years as a teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	13.9	15.8	17.4	20.5	15.5	14.1	18.0	21.2
4–9	22.3	21.7	24.3	26.5	27.8	28.4	28.8	27.2
10–19	27.0	26.2	26.7	24.1	29.4	29.1	26.4	26.5
20 or more	36.8	36.2	31.6	29.0	27.3	28.4	26.8	25.0
Average years of teaching experience	15.3	14.9	14.0	13.2	13.7	13.9	13.4	12.8
Certification type ⁵	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular	92.1	90.4	87.9	86.1	90.0	90.3	89.1	83.5
Probationary	2.0	2.3	2.5	1.8	4.0	3.2	3.4	5.1
Provisional	2.4	2.7	2.9	3.0	—	—	—	—
Temporary	0.6	0.8	0.6	1.7	4.2	4.2	5.0	6.4
Waiver or emergency	0.2!	0.1!	0.8	1.9	1.3	1.7	1.6	3.9
No certification	2.7	3.7	5.2	5.5	0.5	0.6!	0.8!	1.0!

See notes at end of table.

Table A-27-3. Number and percentage distribution of full-time public school teachers, by school level, percentage of students in school approved for free or reduced-price lunch, and selected characteristics: School years 1999–2000 and 2007–08—Continued

Selected characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number¹	462,600	188,400	72,500	52,200	414,500	348,800	160,300	87,100
Total, percentage¹	54.9	22.4	8.6	6.2	40.1	33.8	15.5	8.4
Average base salary, in constant 2008–09 dollars ⁴	\$52,600	\$48,500	\$47,700	\$50,700	\$55,000	\$49,100	\$49,000	\$50,200
Base salary, in constant 2008–09 dollars, percentage ⁴	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than \$30,000	3.3	4.7	4.6	3.3	1.9	2.0	2.1	1.3!
\$30,000–\$44,000	35.3	43.8	44.5	39.2	31.8	42.5	41.8	42.9
\$45,000–\$59,000	31.5	30.3	32.6	29.9	31.8	37.1	37.1	34.6
\$60,000–\$74,000	19.9	15.3	13.8	21.0	21.8	13.5	13.6	15.6
\$75,000 or more	10.0	5.9	4.4	6.7	12.7	4.9	5.4	5.6!
Years as a teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	15.3	15.4	16.4	16.5	15.3	17.1	17.5	21.9
4–9	22.0	23.9	26.0	21.7	27.5	27.7	29.3	29.4
10–19	23.6	25.2	24.4	27.0	28.6	27.8	24.9	24.5
20 or more	39.1	35.5	33.2	34.8	28.6	27.4	28.3	24.1
Average years of teaching experience	15.5	14.8	14.3	14.9	14.0	13.4	13.5	12.4
Certification type ⁵	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular	90.8	88.7	85.9	87.3	88.8	87.2	84.1	81.7
Probationary	2.7	2.5	2.4	1.3	4.0	4.9	4.3	5.2
Provisional	2.5	1.8	4.1	2.4	—	—	—	—
Temporary	0.9	1.3	1.1	1.2!	3.8	4.2	4.9	5.7
Waiver or emergency	0.3	0.7	1.3!	2.1	2.5	2.7	4.4	5.0
No certification	2.8	5.1	5.3	5.7	0.9	1.0	2.3	2.3

— Not available.

! Interpret data with caution (estimates are unstable).

¹ The total number of teachers in public and private elementary, secondary, and combined schools was 3.4 million in 1999–2000 and 3.9 million in 2007–08. This analysis focuses on full-time teachers who taught in elementary and secondary schools. These teachers made up 84 percent of all teachers in public and private schools in 1999–2000 and 82 percent in 2007–08. Data in this table will not sum to totals in tables A-27-1 and A-27-2 because information on schools that do not participate in the free or reduced-price lunch program and schools that did not have information available on the percentage of students approved for free or reduced-price lunch are not shown.

² Race categories exclude persons of Hispanic ethnicity. In 1999–2000, "Asian" and "Native Hawaiian/Pacific Islander" were not reported separately; therefore, "Native Hawaiian/Pacific Islander" is included in "Asian." Respondents were not able to report two or more races in the 1999–2000 questionnaire. For more information on race/ethnicity, see *supplemental note 1*.

³ "Less than bachelor's" includes teachers with an associate's degree and those without a degree; in 2007–08, it also includes those with vocational certificates. "Education specialist/professional diploma" includes teachers with a certificate of advanced graduate studies in 1999–2000 and 2007–08. See glossary for the definition and a list of first-professional degrees.

⁴ Average base salary was calculated in 2008–09 school year constant dollars and adjusted using the Consumer Price Index (CPI). For more information on the CPI, see *supplemental note 10*.

⁵ The regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers) and full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Provisional certificates are for those who are still participating in an "alternative certification program." Temporary certificates are for those who require additional college coursework and/or student teaching. Waivers or emergency certificates are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. No certification indicates that the teacher did not hold any certification in the state where they had taught.

NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 4*. For more information on poverty, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 1999–2000 and 2007–08 and "Charter School Teacher Data File," 1999–2000.

Newly Hired Teachers

Table A-28-1. Number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999-2000 and 2007-08

Characteristic	1999-2000					
	Continuing teachers	Newly hired teachers				
		Total	Career path			
			Direct-entry ¹	Delayed-entry ²	Reentry ³	Transfer ⁴
Total, number	2,806,600	450,500	82,800	63,400	73,400	230,900
Total, percentage distribution	86.2	13.8	2.5	2.0	2.3	7.1
Average age	43.3	34.8	26.8	32.5	39.4	36.9
Employment status						
Full-time	96.0	91.8	93.7	89.3	84.0	94.2
Part-time	4.0	8.2	6.3	10.7	16.0	5.8
Sex						
Male	24.9	24.9	27.7	24.7	22.0	24.8
Female	75.1	75.2	72.3	75.3	78.0	75.3
Race/ethnicity ⁵						
White	85.1	83.3	82.7	78.1	87.6	83.5
Black	7.1	7.9	6.2	12.7	5.5	7.9
Hispanic	5.4	6.4	8.4	6.9	4.5	6.2
Asian	1.6	1.8	2.4	1.9	1.8	1.6
Native Hawaiian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaska Native	0.8	0.7	0.4	0.5!	0.5!	0.8
Two or more races	—	—	—	—	—	—
Highest degree earned ⁶						
Less than bachelor's	1.4	2.3	1.6	6.3	3.0	1.2
Bachelor's	51.3	67.1	81.5	75.3	57.6	62.8
Master's	41.9	26.4	14.9	16.5	33.4	31.1
Education specialist or professional diploma	4.6	3.3	1.9!	0.8!	4.1	4.3
Doctoral or first-professional	0.8	0.9	0.2!	1.2	2.1	0.6!

See notes at end of table.

Table A-28-1. Number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999–2000 and 2007–08—Continued

Characteristic	2007–08					
	Continuing teachers	Newly hired teachers				
		Total	Career path			
			Direct-entry ¹	Delayed-entry ²	Reentry ³	Transfer ⁴
Total, number	3,168,500	516,500	97,500	66,500	75,200	277,300
Total, percentage distribution	86.0	14.0	2.7	1.8	2.0	7.5
Average age	43.5	35.7	27.4	32.8	40.2	38.1
Employment status						
Full-time	95.4	92.6	95.7	88.8	84.5	94.6
Part-time	4.6	7.4	4.3	11.3	15.5	5.4
Sex						
Male	24.7	24.3	21.8	27.7	21.8	25.0
Female	75.3	75.8	78.2	72.3	78.2	75.1
Race/ethnicity ⁵						
White	83.6	80.8	79.5	79.5	81.0	81.4
Black	6.5	8.3	5.6	8.2	7.7	9.4
Hispanic	7.0	7.4	9.9	9.6!	7.0	6.1
Asian	1.4	1.6!	2.1!	1.0!	1.7!	1.5!
Native Hawaiian/Pacific Islander	0.2	0.2!	0.1!	0.1!	0.1!	0.3!
American Indian/Alaska Native	0.5	0.5	0.7!	0.3!	0.7!	0.4
Two or more races	0.8	1.3	2.2!	1.3!	1.8!	0.9!
Highest degree earned ⁶						
Less than bachelor's	1.7	1.7	1.0!	5.6	2.3	0.9!
Bachelor's	46.8	62.1	82.7	71.1	56.5	54.2
Master's	44.5	31.2	14.7	21.6	35.0	38.3
Education specialist or professional diploma	6.0	4.1	0.8!	0.5!	4.2	6.0
Doctoral or first-professional	1.1	1.0	0.9!	1.3!	2.1!	0.7!

See notes at end of table.

Newly Hired Teachers

Table A-28-1. Number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999-2000 and 2007-08—Continued

Characteristic	1999-2000					
	Continuing teachers	Newly hired teachers				
		Total	Career path			
			Direct-entry ¹	Delayed-entry ²	Reentry ³	Transfer ⁴
Total, number	2,806,600	450,500	82,800	63,400	73,400	230,900
Total, percentage distribution	86.2	13.8	2.5	2.0	2.3	7.1
Certification type ⁷						
Regular	87.5	65.6	53.2	36.5	64.6	78.3
Probationary	2.5	7.7	16.1	8.8	5.7	5.1
Provisional	2.0	6.3	6.4	10.6	6.5	5.0
Temporary	0.7	2.3	2.8	4.9	1.7	1.6
Waiver or emergency	0.4	1.5	2.2	4.5	0.7!	0.6
No certification	7.0	16.7	19.3	34.7	20.8	9.4
School level						
Elementary	62.0	61.9	61.4	60.8	56.4	64.1
Secondary	31.7	29.3	30.9	28.4	27.2	29.7
Combined	6.3	8.8	7.7	10.8	16.4	6.1
Sector						
Public	87.6	82.5	84.1	76.7	68.5	88.0
Private	12.4	17.5	15.9	23.3	31.5	12.0
Percentage of students in school approved for free or reduced-price lunch						
0-25 percent	39.5	36.6	40.2	30.8	31.6	38.5
26-50 percent	22.2	21.3	18.4	17.0	19.7	24.0
51-75 percent	13.3	14.5	13.8	15.8	13.5	14.7
76-100 percent	10.5	10.2	11.6	15.3	7.3	9.3
School did not participate	14.5	17.4	16.1	21.2	27.8	13.6

See notes at end of table.

Table A-28-1. Number and percentage distribution of continuing and newly hired regular teachers, by career path and teacher and school characteristics: School years 1999–2000 and 2007–08—Continued

Characteristic	2007–08					
	Continuing teachers	Newly hired teachers				
		Total	Career path			
			Direct-entry ¹	Delayed-entry ²	Reentry ³	Transfer ⁴
Total, number	3,168,500	516,500	97,500	66,500	75,200	277,300
Total, percentage distribution	86.0	14.0	2.7	1.8	2.0	7.5
Certification type⁷						
Regular	85.7	63.0	51.4	25.5	56.4	77.9
Probationary	2.7	11.1	20.9	11.4	11.1	7.6
Provisional	—	—	—	—	—	—
Temporary	3.7	10.1	14.3	21.2	10.2	5.9
Waiver or emergency	1.9	4.8	5.8	13.7	2.9 [!]	2.8
No certification	6.1	11.1	7.7	28.2	19.4	5.9
School level						
Elementary	60.0	59.4	63.3	48.3	54.3	62.1
Secondary	31.1	29.7	28.6	31.2	28.7	30.1
Combined	8.9	10.9	8.1	20.5	17.0	7.9
Sector						
Public	87.9	85.0	89.7	74.6	68.9	90.2
Private	12.1	15.0	10.3	25.4	31.2	9.8
Percentage of students in school approved for free or reduced-price lunch						
0–25 percent	30.6	27.0	29.7	20.6	25.4	28.0
26–50 percent	26.6	24.5	24.5	21.5	18.4	27.0
51–75 percent	18.3	18.7	21.5	17.2	15.5	18.9
76–100 percent	14.6	17.1	15.8	20.4	15.4	17.3
School did not participate	9.9	12.7	8.6	20.4	25.4	8.8

— Not available.

! Interpret data with caution (estimates are unstable).

¹ First-year teachers who had finished teacher training the previous year and entered teaching without a delay.

² First-year teachers who had engaged in an activity other than teaching for some time between graduating and beginning teaching.

³ Teachers who had taught in the past but did not teach at the elementary or secondary level during the previous year.

⁴ Teachers who were teaching in another school system the previous year.

⁵ Race categories exclude persons of Hispanic ethnicity. In 1999–2000, "Asian" and "Native Hawaiian/Pacific Islander" were not reported separately; therefore, "Native Hawaiian/Pacific Islander" is included in "Asian." Respondents were not able to report two or more races in the 1999–2000 questionnaire. For more information on race/ethnicity, see *supplemental note 1*.

⁶ "Less than bachelor's" comprises teachers with an associate's degree and those without a degree. "Education specialist/professional diploma" comprises teachers with a certificate of advanced graduate studies. See glossary for the definition and a list of first-professional degrees.

⁷ The regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers), as well as full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Provisional certificates are for those who are still participating in an "alternative certification program." Temporary certificates are for those who require additional college coursework and/or student teaching. Waivers or emergency certificates are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. No certification indicates that the teacher did not hold any certification in the state where they had taught.

NOTE: Detail may not sum to totals because of rounding. A regular teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, or another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary). For more information on poverty, see *supplemental note 1*. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS). "Public Charter School Teacher Data File," 1999–2000 and "Public School Teacher Data File" and "Private School Teacher Data File," 1999–2000 and 2007–08.

Characteristics of School Principals

Table A-29-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999–2000 and 2007–08

Principal characteristic	All principals ¹		Elementary					
	1999–2000	2007–08	1999–2000			2007–08		
			All	Public	Private	All	Public	Private
Total, number	110,000	118,400	75,900	60,100	15,800	78,500	62,300	16,100
Total, percentage	100.0	100.0	100.0	79.2	20.8	100.0	79.5	20.5
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	53.7	49.0	44.9	48.2	32.4	40.1	41.1	36.3
Female	46.3	51.0	55.1	51.8	67.6	59.9	58.9	63.7
Age	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 40	11.1	18.6	10.5	9.9	12.9	18.5	19.2	15.9
40–44	12.7	14.0	12.5	12.6	12.5	13.9	14.8	10.5
45–49	22.6	14.4	22.6	23.7	18.6	14.4	14.8	13.2
50–54	30.0	18.5	30.0	32.0	22.4	17.7	18.6	14.3
55 and over	23.7	34.4	24.3	21.8	33.6	35.4	32.6	46.1
Race/ethnicity ²	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9
White	83.9	82.4	82.2	81.2	86.2	80.7	79.5	85.4
Black	9.8	9.7	11.1	11.8	8.1	10.1	10.9	6.9
Hispanic	4.7	5.9	5.1	5.6	3.2	7.0	7.6	5.1
Asian	0.9	0.8	1.0	0.7	1.9	0.9	0.7!	1.6
Native Hawaiian/ Pacific Islander	—	0.1!	—	—	—	0.1!	0.1!	‡
American Indian/ Alaska Native	0.7	0.6	0.6	0.7	0.6!	0.6!	0.7!	‡
Two or more races	—	0.6	—	—	—	0.5	0.5!	0.8!
Highest degree earned ³	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Bachelor's degree or less	8.7	8.8	7.6	1.8	29.3	7.6	1.2	32.2
Master's	53.4	58.5	54.1	53.9	54.7	59.4	61.3	52.0
Education specialist or professional diploma	28.1	24.5	29.5	34.6	9.9	25.3	29.1	10.5
Doctoral or first- professional	9.8	8.1	8.9	9.7	6.1	7.7	8.3	5.2

See notes at end of table.

Table A-29-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	Secondary					
	1999-2000			2007-08		
	All	Public	Private	All	Public	Private
Total, number	23,100	20,500	2,600	24,500	21,600	2,900
Total, percentage	100.0	88.6	11.4	100.0	88.0	12.0
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	76.9	78.2	66.3	70.6	71.5	64.4
Female	23.1	21.8	33.7	29.4	28.5	35.6
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 40	9.9	10.0	9.6	18.7	19.0	16.2
40-44	13.1	12.9	14.6	14.4	14.6	12.9
45-49	22.8	23.1	20.4	15.1	15.4	12.8
50-54	32.8	33.5	28.0	21.0	21.5	17.3
55 and over	21.4	20.6	27.3	30.8	29.5	40.8
Race/ethnicity ²	100.0	100.0	100.0	100.0	100.0	100.0
White	86.6	85.6	94.5	85.0	84.1	91.2
Black	7.6	8.4	1.3!	9.2	9.8	4.9!
Hispanic	4.0	4.1	3.1!	4.1	4.5	0.9!
Asian	0.7!	0.8!	‡	0.4!	0.4!	‡
Native Hawaiian/ Pacific Islander	—	—	—	0.1!	0.1!	‡
American Indian/ Alaska Native	1.1	1.1	‡	0.6!	0.4!	‡
Two or more races	—	—	—	0.6!	0.6!	‡
Highest degree earned ³	100.0	100.0	100.0	100.0	100.0	100.0
Bachelor's degree or less	2.9	1.4	14.5	3.3	1.3!	18.0
Master's	56.1	55.7	58.6	60.8	61.0	59.5
Education specialist or professional diploma	29.5	31.3	16.0	26.6	28.6	11.8
Doctoral or first- professional	11.5	11.6	10.9	9.3	9.1	10.7

See notes at end of table.

Supplemental Tables to Indicator 29

Characteristics of School Principals

Table A-29-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	All principals ¹		Elementary					
	1999-2000	2007-08	1999-2000			2007-08		
			All	Public	Private	All	Public	Private
Total, number	110,000	118,400	75,900	60,100	15,800	78,500	62,300	16,100
Total, percentage	100.0	100.0	100.0	79.2	20.8	100.0	79.5	20.5
Number of years as a principal	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	29.6	34.4	29.6	29.5	29.9	34.0	34.1	33.5
4-9	29.9	33.2	28.9	30.0	24.8	33.2	35.3	25.0
10-19	27.8	22.7	28.5	28.5	28.5	22.9	23.0	22.7
20 or more	12.7	9.7	13.0	12.0	16.8	9.9	7.6	18.7
Number of years of teaching experience prior to becoming a principal	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	9.9	10.1	7.8	4.9	18.8	7.9	3.2	25.9
4-9	29.7	31.5	29.1	29.5	27.4	31.0	33.0	23.1
10-19	43.1	41.1	44.8	47.1	36.0	43.5	46.2	33.0
20 or more	17.3	17.2	18.4	18.5	17.8	17.6	17.5	17.9
Average annual salary, in constant 2008-09 dollars ⁴	\$77,400	\$80,400	\$76,900	\$83,700	\$50,600	\$80,500	\$86,400	\$56,200
Annual salary, in constant 2008-09 dollars, percentage ⁴	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than \$30,000	3.6	3.4	3.1	0.2	14.3	2.4	0.2!	11.6
\$30,000-44,999	7.1	5.8	7.4	0.9	32.5	5.4	0.6!	25.2
\$45,000-59,999	11.5	10.8	11.4	6.8	29.1	10.3	5.3	30.9
\$60,000-74,999	21.9	20.6	22.5	24.8	13.5	21.1	22.3	16.4
\$75,000-99,999	38.7	38.3	40.2	48.9	6.3	40.9	48.7	8.8
\$100,000 or more	17.1	21.1	15.4	18.3	4.3	19.8	23.0	7.1

See notes at end of table.

Table A-29-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	Secondary					
	1999-2000			2007-08		
	All	Public	Private	All	Public	Private
Total, number	23,100	20,500	2,600	24,500	21,600	2,900
Total, percentage	100.0	88.6	11.4	100.0	88.0	12.0
Number of years as a principal	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	29.6	30.3	23.4	35.0	35.5	31.0
4-9	33.5	33.7	32.0	35.6	36.6	28.8
10-19	26.2	25.9	28.8	22.7	22.5	24.3
20 or more	10.8	10.1	15.8	6.6	5.4	15.9
Number of years of teaching experience prior to becoming a principal	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	7.4	6.4	15.5	8.4	6.8	20.4
4-9	31.1	31.6	27.3	34.5	34.9	31.5
10-19	44.0	44.8	37.7	39.7	41.5	26.7
20 or more	17.5	17.2	19.6	17.4	16.8	21.4
Average annual salary, in constant 2008-09 dollars ⁴	\$85,400	\$86,900	\$72,900	\$89,700	\$91,500	\$76,200
Annual salary, in constant 2008-09 dollars, percentage ⁴	100.0	100.0	100.0	100.0	100.0	100.0
Less than \$30,000	1.2	0.1	10.7	0.7!	‡	5.7!
\$30,000-44,999	1.5	0.6	9.1	1.9	0.9!	9.8
\$45,000-59,999	8.3	6.6	21.5	5.9	3.8	22.0
\$60,000-74,999	22.0	22.2	20.3	19.6	19.5	20.4
\$75,000-99,999	41.6	43.9	22.9	40.3	42.8	22.2
\$100,000 or more	25.4	26.6	15.6	31.5	33.1	19.8

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Included in the total but not shown separately are principals in combined schools. This analysis focuses on principals in elementary and secondary schools. These principals made up 90 percent of all principals in 1999-2000 and 87 percent in 2007-08.

² Race categories exclude persons of Hispanic ethnicity. In 1999-2000, "Asian" and "Native Hawaiian/Pacific Islander" were not reported separately; therefore, "Native Hawaiian/Pacific Islander" is included in "Asian." Respondents were not able to report two or more races in the 1999-2000 questionnaire. For more information on race/ethnicity, see *supplemental note 1*.

³ "Education specialist or professional diploma" includes certificate of advanced graduate studies. See glossary for the definition and a list of first-professional degrees.

⁴ Average annual salary estimates were calculated in 2008-09 school year constant dollars and adjusted using the Consumer Price Index (CPI). For more information on the CPI, see *supplemental note 10*.

NOTE: Principals from Bureau of Indian Education schools were excluded from the analysis. Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 1999-2000 and 2007-08, and "Charter School Principal Data File," 1999-2000.

Supplemental Tables to Indicator 29

Characteristics of School Principals

Table A-29-2. Number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999–2000 and 2007–08

Principal characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number¹	17,400	15,800	10,700	8,800	16,700	16,400	14,700	13,400
Total, percentage	28.9	26.4	17.8	14.7	26.8	26.3	23.5	21.5
Sex								
Male	50.3	56.1	43.6	39.0	47.6	42.5	38.8	34.6
Female	49.7	43.9	56.4	61.0	52.4	57.5	61.2	65.4
Age								
Under 40	7.7	11.8	10.5	10.3	19.6	19.4	19.0	20.3
40–44	12.6	13.4	12.1	12.2	16.2	16.1	12.9	14.0
45–49	25.4	22.7	20.7	24.4	14.6	15.1	12.8	16.9
50–54	33.3	31.4	33.0	30.1	19.0	18.3	18.8	18.0
55 and over	21.0	20.8	23.7	23.0	30.6	31.1	36.4	30.8
Race/ethnicity ²								
White	92.6	88.4	76.8	49.7	88.6	87.7	78.4	57.9
Black	4.1	7.3	14.1	32.9	5.8	7.2	11.1	22.4
Hispanic	2.5	3.2	6.8	15.6	4.3!	2.9!	7.7	17.3
Asian	0.3	0.9!	1.3!	0.8!	0.6!	1.2!	0.6!	0.6!
Native Hawaiian/ Pacific Islander	—	—	—	—	‡	0.1!	0.3!	‡
American Indian/ Alaska Native	0.5!	0.3!	0.9	1.1	0.3!	‡	1.4!	0.9!
Two or more races	—	—	—	—	0.4!	‡	0.4!	0.7!
Highest degree earned ³								
Bachelor's degree or less	1.6!	1.6	2.6	1.7!	1.3!	0.4!	1.2!	1.6!
Master's	49.9	56.3	58.4	51.7	61.7	60.9	61.5	62.2
Education specialist or professional diploma	37.1	33.4	30.7	36.6	28.6	30.1	30.3	27.6
Doctoral or first-professional	11.4	8.6	8.3	10.0	8.4	8.5	7.1	8.7

See notes at end of table.

Table A-29-2. Number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999-2000 and 2007-08—Continued

Principal characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999-2000				2007-08			
	0-25 percent	26-50 percent	51-75 percent	76-100 percent	0-25 percent	26-50 percent	51-75 percent	76-100 percent
Total, number¹	8,600	4,500	2,200	1,500	7,000	6,800	3,400	2,500
Total, percentage	42.1	22.2	10.9	7.4	32.6	31.3	15.6	11.8
Sex								
Male	81.5	81.1	75.3	67.2	78.0	74.0	64.8	62.5
Female	18.5	18.9	24.7	32.8	22.0	26.0	35.2	37.5
Age								
Under 40	8.9	10.8	11.3	8.8	16.8	21.6	22.3	19.2
40-44	12.7	13.9	12.1	12.6	16.5	16.5	7.5	16.2
45-49	24.9	22.0	21.0	23.4	14.7	16.8	15.9	17.2!
50-54	34.7	32.6	37.0	27.5	19.5	21.5	26.3	21.0
55 and over	18.8	20.7	18.6	27.8	32.5	23.5	27.9	26.3
Race/ethnicity ²								
White	93.9	86.2	72.2	59.0	93.0	88.1	74.7	57.4
Black	3.1	8.2	16.2	24.2	4.4!	8.4	16.0	22.3
Hispanic	1.9	4.1	7.0	12.4	1.3!	2.3!	6.8!	17.8!
Asian	0.5!	0.7!	3.4!	‡	0.2!	0.2!	0.6!	‡
Native Hawaiian/ Pacific Islander	—	—	—	—	0.1!	0.1!	‡	‡
American Indian/ Alaska Native	0.6	0.9	1.1!	4.3	0.2!	0.7!	0.4!	‡
Two or more races	—	—	—	—	‡	0.2!	1.2!	‡
Highest degree earned ³								
Bachelor's degree or less	0.6	2.1	0.4!	1.5!	0.8!	0.8!	1.0!	1.4!
Master's	54.9	56.0	56.8	61.9	58.8	61.2	58.8	70.6
Education specialist or professional diploma	33.5	32.3	30.9	24.7	29.6	31.0	31.2	19.2
Doctoral or first-professional	11.0	9.7	11.9	11.9	10.8	7.0	8.9	8.8

See notes at end of table.

Supplemental Tables to Indicator 29

Characteristics of School Principals

Table A-29-2. Number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

Principal characteristic	Elementary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number¹	17,400	15,800	10,700	8,800	16,700	16,400	14,700	13,400
Total, percentage	28.9	26.4	17.8	14.7	26.8	26.3	23.5	21.5
Number of years as a principal								
3 or fewer	24.8	29.4	30.6	35.8	30.4	34.5	36.6	35.9
4–9	31.2	30.1	32.6	26.7	36.2	33.8	35.5	36.7
10–19	29.7	27.7	28.0	29.3	23.8	24.0	20.5	22.6
20 or more	14.3	12.8	8.9	8.2	9.5	7.6	7.4	4.8
Number of years of teaching experience prior to becoming a principal								
3 or fewer	3.4	4.8	3.9	7.2	2.3 [!]	2.9 [!]	4.3	3.4 [!]
4–9	32.5	31.0	29.3	24.2	36.3	35.8	30.9	29.2
10–19	47.7	46.8	46.6	47.4	45.9	43.1	45.2	50.8
20 or more	16.5	17.5	20.1	21.3	15.6	18.2	19.6	16.6
Average annual salary, in constant 2008–09 dollars ⁴	\$88,700	\$79,700	\$79,500	\$82,400	\$92,500	\$83,800	\$81,800	\$87,000
Annual salary, in constant 2008–09 dollars, percentage ⁴								
Less than \$30,000	0.1 [!]	0.1 [!]	0.6 [!]	0.1	‡	‡	‡	‡
\$30,000–44,999	0.6 [!]	1.0 [!]	1.1 [!]	1.1 [!]	0.2 [!]	0.3 [!]	1.3 [!]	0.4 [!]
\$45,000–59,999	3.2	6.8	11.7	8.4	2.8 [!]	3.9	7.8	6.6
\$60,000–74,999	17.2	32.9	26.6	25.5	14.4	26.3	29.5	19.5
\$75,000–99,999	55.1	48.2	45.6	47.2	50.3	52.0	44.9	48.1
\$100,000 or more	23.8	10.9	14.3	17.7	32.0	17.2	16.4	25.1

See notes at end of table.

Table A-29-2. Number and percentage distribution of public school principals, by school level, percentage of students in school approved for free or reduced-price lunch, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

Principal characteristic	Secondary							
	Percentage of students in school approved for free or reduced-price lunch							
	1999–2000				2007–08			
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total, number¹	8,600	4,500	2,200	1,500	7,000	6,800	3,400	2,500
Total, percentage	42.1	22.2	10.9	7.4	32.6	31.3	15.6	11.8
Number of years as a principal								
3 or fewer	28.4	29.9	37.4	32.8	30.8	36.3	43.0	38.4
4–9	33.4	34.2	33.0	33.6	36.2	38.9	31.9	38.0
10–19	27.5	25.7	21.3	23.8	26.3	20.1	21.2	18.4
20 or more	10.7	10.1	8.2	9.8	6.8	4.7	3.9	5.3
Number of years of teaching experience prior to becoming a principal								
3 or fewer	5.9	5.6	6.4	6.5	3.5	7.3	7.4!	10.3!
4–9	32.3	29.9	33.4	26.8	37.5	35.6	31.2	30.2
10–19	46.0	45.5	37.5	48.3	42.3	41.9	38.1	49.6
20 or more	15.8	19.0	22.7	18.4	16.6	15.3	23.3	9.9!
Average annual salary, in constant 2008–09 dollars ⁴	\$92,100	\$80,800	\$80,800	\$80,800	\$100,700	\$87,100	\$88,100	\$88,200
Annual salary, in constant 2008–09 dollars, percentage ⁴								
Less than \$30,000	‡	0.1	‡	‡	‡	‡	‡	‡
\$30,000–44,999	0.1!	1.1	0.4!	1.7	‡	1.0!	‡	2.2!
\$45,000–59,999	3.0	10.2	10.5	12.8	2.0!	3.5	3.1	8.0!
\$60,000–74,999	16.2	27.2	30.3	30.1	10.5	21.4	27.0	25.1
\$75,000–99,999	48.3	43.7	42.0	34.2	39.2	49.6	43.1	33.5
\$100,000 or more	32.4	17.7	16.7	21.3	48.2	24.5	26.6	31.2

— Not available.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Data in this table will not sum to totals for public schools given in table A-29-1 because information on schools that do not participate in the free or reduced-price lunch program and schools that did not have information available on the percentage of students approved for free or reduced-price lunch are not shown.

² Race categories exclude persons of Hispanic ethnicity. In 1999–2000, "Asian" and "Native Hawaiian/Pacific Islander" were not reported separately; therefore, "Native Hawaiian/Pacific Islander" is included in "Asian." Respondents were not able to report two or more races in the 1999–2000 questionnaire. For more information on race/ethnicity, see *supplemental note 1*.

³ "Education specialist or professional diploma" includes certificate of advanced graduate studies. See glossary for the definition and a list of first-professional degrees.

⁴ Average annual salary estimates were calculated in 2008–09 school year constant dollars and adjusted using the Consumer Price Index (CPI). For more information on the CPI, see *supplemental note 10*.

NOTE: Principals from Bureau of Indian Education schools were excluded from the analysis. Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 1999–2000 and 2007–08, and "Charter School Principal Data File," 1999–2000.

Supplemental Table to Indicator 30

Public School Staff

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08

School level and characteristic	1999-2000						
	Total staff	Professional instructional staff					
		Total	Principals ¹	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total⁵							
Total, number	4,893,000	3,296,500	143,200	2,921,200	51,300	74,000	106,900
Total, percentage	100.0	67.4	2.9	59.7	1.0	1.5	2.2
Elementary							
Total, number	3,215,100	2,108,600	89,600	1,880,800	30,900	51,500	55,700
Total, percentage	100.0	65.6	2.8	58.5	1.0	1.6	1.7
School type							
Regular	3,041,400	65.7	2.8	58.7	0.9	1.6	1.7
Special emphasis ⁶	144,000	64.5	2.8	57.2	1.2	1.5	1.7
Special education	7,300	55.4	3.0	48.1	0.8	0.8	2.6
Vocational/technical	†	†	†	†	†	†	†
Alternative	22,300	57.7	4.2	49.5	1.0	1.5	1.6
Enrollment size							
Less than 300	418,300	60.4	3.6	51.5	0.9	2.3	2.1
300-499	901,400	64.2	2.6	57.1	0.9	1.9	1.6
500-999	1,580,900	66.9	2.7	60.2	1.0	1.4	1.7
1,000 or more	314,500	70.1	2.8	63.2	1.1	1.1	2.0
Percentage of students approved for free or reduced-price lunch							
0-25 percent	1,023,100	67.1	2.6	60.2	0.9	1.6	1.7
26-50 percent	856,000	65.3	2.8	58.3	0.7	1.7	1.8
51-75 percent	639,500	64.4	2.8	57.4	0.9	1.5	1.8
76-100 percent	556,300	64.3	2.9	56.8	1.5	1.5	1.7
School did not participate in free or reduced-price lunch	140,200	66.8	3.1	59.3	1.1	1.7	1.7

See notes at end of table.

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	1999-2000								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides ²	Other aides ³	Other staff ⁴
Total⁵									
Total, number	263,500	57,400	74,900	65,500	65,700	593,600	304,800	288,900	739,300
Total, percentage	5.4	1.2	1.5	1.3	1.3	12.1	6.2	5.9	15.1
Elementary									
Total, number	190,500	40,500	52,800	51,300	45,800	463,800	220,900	243,000	452,200
Total, percentage	5.9	1.3	1.6	1.6	1.4	14.4	6.9	7.6	14.1
School type									
Regular	5.9	1.3	1.6	1.6	1.4	14.4	6.8	7.6	14.1
Special emphasis ⁶	6.6	1.1	1.5	1.6	2.4	14.7	7.4	7.3	14.2
Special education	12.4	1.6	3.7	2.7	4.4	23.1	21.2	1.9	9.1
Vocational/technical	†	†	†	†	†	†	†	†	†
Alternative	9.6	1.5	2.7	1.8	3.6	16.9	10.1	6.8	15.7
Enrollment size									
Less than 300	8.3	1.9	2.4	2.3	1.7	15.6	6.8	8.8	15.7
300-499	6.5	1.4	1.7	1.7	1.6	14.8	6.8	8.0	14.6
500-999	5.3	1.1	1.5	1.5	1.3	14.4	7.0	7.4	13.4
1,000 or more	4.2	0.8	1.2	1.0	1.2	12.0	6.5	5.5	13.7
Percentage of students approved for free or reduced-price lunch									
0-25 percent	6.1	1.3	1.7	1.6	1.5	12.9	6.8	6.1	13.9
26-50 percent	6.0	1.3	1.6	1.6	1.5	14.5	6.7	7.8	14.2
51-75 percent	5.7	1.2	1.5	1.6	1.4	15.7	7.2	8.5	14.2
76-100 percent	5.7	1.3	1.6	1.5	1.3	16.0	7.0	8.9	14.0
School did not participate in free or reduced-price lunch	6.6	1.4	2.1	1.8	1.2	12.9	5.9	7.0	13.7

See notes at end of table.

Public School Staff

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	1999-2000						
	Total staff	Professional instructional staff					
		Total	Principals ¹	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total⁵							
Total, number	4,893,000	3,296,500	143,200	2,921,200	51,300	74,000	106,900
Total, percentage	100.0	67.4	2.9	59.7	1.0	1.5	2.2
Secondary							
Total, number	1,534,000	1,102,100	48,600	966,200	18,700	20,700	47,900
Total, percentage	100.0	71.8	3.2	63.0	1.2	1.3	3.1
School type							
Regular	1,369,400	72.4	3.1	63.6	1.2	1.4	3.1
Special emphasis ⁶	78,000	72.3	3.1	63.3	1.4	1.2	3.3
Special education	4,600	53.4	3.3	45.4	1.6	1.1	2.0
Vocational/technical	37,600	69.1	3.7	59.7	1.9	0.7	3.0
Alternative	44,400	59.3	5.9	47.0	1.4	0.9	4.1
Enrollment size							
Less than 300	152,600	63.6	4.3	52.9	1.0	2.2	3.2
300-499	149,200	70.4	3.5	61.1	1.0	2.0	2.8
500-999	416,700	71.9	3.1	63.2	1.2	1.4	3.0
1,000 or more	815,500	73.7	2.9	65.1	1.3	1.1	3.3
Percentage of students approved for free or reduced-price lunch							
0-25 percent	802,600	72.7	3.0	63.9	1.4	1.3	3.1
26-50 percent	350,100	71.8	3.3	63.0	0.9	1.5	3.1
51-75 percent	146,500	69.5	3.5	60.8	0.9	1.5	2.9
76-100 percent	105,000	69.6	3.6	60.3	1.2	1.3	3.2
School did not participate in free or reduced-price lunch	129,900	71.3	3.2	62.3	1.4	1.1	3.3

See notes at end of table.

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	1999-2000								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides ²	Other aides ³	Other staff ⁴
Total⁵									
Total, number	263,500	57,400	74,900	65,500	65,700	593,600	304,800	288,900	739,300
Total, percentage	5.4	1.2	1.5	1.3	1.3	12.1	6.2	5.9	15.1
Secondary									
Total, number	61,200	14,500	18,900	11,200	16,600	108,500	69,700	38,800	262,100
Total, percentage	4.0	0.9	1.2	0.7	1.1	7.1	4.5	2.5	17.1
School type									
Regular	3.7	0.9	1.2	0.7	0.9	7.0	4.6	2.4	16.9
Special emphasis ⁶	3.9	0.8	1.1	0.6	1.3	6.1	3.7	2.5	17.7
Special education	16.1	3.4	5.4	3.3	4.0	18.5	15.5	3.0	12.0
Vocational/technical	4.7	1.1	0.8	0.6 ¹	2.2 ¹	6.8	3.8	3.0	19.4
Alternative	10.8	2.0	3.7	0.8	4.2	10.5	3.6	6.9	19.4
Enrollment size									
Less than 300	7.7	1.7	2.3	1.6	2.1	9.5	4.8	4.6	19.3
300-499	5.0	1.4	1.5	1.1	1.1	7.4	4.3	3.0	17.2
500-999	4.2	1.0	1.3	0.8	1.1	7.0	4.6	2.4	16.9
1,000 or more	3.0	0.7	1.0	0.5	0.9	6.6	4.5	2.1	16.8
Percentage of students approved for free or reduced-price lunch									
0-25 percent	3.7	0.9	1.2	0.7	1.0	6.7	4.4	2.3	16.9
26-50 percent	3.9	1.0	1.2	0.8	0.9	7.3	4.8	2.4	17.1
51-75 percent	4.5	1.0	1.2	0.9	1.3	8.3	5.1	3.2	17.8
76-100 percent	5.2	1.2	1.7	0.9	1.4	8.3	4.4	3.9	17.0
School did not participate in free or reduced-price lunch	4.5	1.1	1.3	0.6	1.6	6.7	4.2	2.5	17.4

See notes at end of table.

Public School Staff

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	Total staff	2007-08					
		Professional instructional staff					
		Total	Principals ¹	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total⁵							
Total, number	5,795,800	3,706,900	162,600	3,291,400	64,100	73,800	114,900
Total, percentage	100.0	64.0	2.8	56.8	1.1	1.3	2.0
Elementary							
Total, number	3,706,000	2,320,400	99,000	2,069,200	43,900	51,300	56,900
Total, percentage	100.0	62.6	2.7	55.8	1.2	1.4	1.5
School type							
Regular	3,547,800	62.7	2.7	56.0	1.2	1.4	1.5
Special emphasis ⁶	113,600	65.1	3.0	57.0	2.0	1.3	1.9
Special education	19,000	39.6!	2.6	34.7!	1.4!	0.7!	0.2!
Vocational/technical	†	†	†	†	†	†	†
Alternative	24,600	55.4	2.6	48.3	1.3!	1.3	1.8!
Enrollment size							
Less than 300	501,500	58.1	3.1	50.5	0.9	1.9	1.7
300-499	1,155,500	61.2	2.5	54.6	1.2	1.5	1.4
500-999	1,723,300	64.0	2.6	57.3	1.3	1.2	1.5
1,000 or more	325,600	67.1	2.7	60.6	1.1	0.9	1.9
Percentage of students approved for free or reduced-price lunch							
0-25 percent	1,035,400	63.2	2.5	56.8	1.0	1.4	1.5
26-50 percent	956,200	63.2	2.7	56.5	0.9	1.4	1.6
51-75 percent	866,900	62.2	2.7	55.4	1.2	1.4	1.5
76-100 percent	799,500	61.6	2.9	54.2	1.7	1.3	1.5
School did not participate in free or reduced-price lunch	47,900	62.9	3.1	56.7	0.8!	1.3	0.9

See notes at end of table.

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999-2000 and 2007-08—Continued

School level and characteristic	2007-08								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides ²	Other aides ³	Other staff ⁴
Total⁵									
Total, number	275,100	64,700	73,800	68,100	68,500	795,900	391,100	404,700	1,017,900
Total, percentage	4.7	1.1	1.3	1.2	1.2	13.7	6.7	7.0	17.6
Elementary									
Total, number	194,700	44,900	49,300	54,000	46,600	576,100	263,300	312,800	614,800
Total, percentage	5.3	1.2	1.3	1.5	1.3	15.5	7.1	8.4	16.6
School type									
Regular	5.1	1.2	1.3	1.4	1.1	15.6	7.1	8.5	16.6
Special emphasis ⁶	6.5	1.2	1.3	1.3	2.8!	11.6	4.5	7.2	16.7
Special education	11.0!	2.0	2.2	4.1!	2.7!	37.2!	32.2!	5.0!	12.2
Vocational/technical	†	†	†	†	†	†	†	†	†
Alternative	17.2!	1.2	1.5!	1.7	12.8!	13.6	6.0	7.5!	13.8
Enrollment size									
Less than 300	6.8	1.7	1.7	1.9	1.5	17.4	7.6	9.9	17.7
300-499	5.8	1.3	1.5	1.6	1.4	16.5	7.3	9.2	16.5
500-999	4.8	1.1	1.2	1.3	1.2	15.0	6.9	8.1	16.2
1,000 or more	3.3	0.7	0.9	0.9	0.8	12.1	6.9	5.2	17.4
Percentage of students approved for free or reduced-price lunch									
0-25 percent	5.7	1.3	1.4	1.6	1.4	15.8	7.9	7.9	15.4
26-50 percent	5.2	1.3	1.3	1.5	1.2	14.8	6.7	8.1	16.8
51-75 percent	4.9	1.1	1.3	1.5	1.0	15.8	6.9	8.9	17.1
76-100 percent	5.2	1.2	1.4	1.3	1.3	15.8	6.8	9.0	17.4
School did not participate in free or reduced-price lunch	5.9	1.3	2.0	1.7	0.9!	16.2	5.3	10.9	15.0

See notes at end of table.

Public School Staff

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999–2000 and 2007–08—Continued

School level and characteristic	Total staff	2007–08					
		Professional instructional staff					
		Total	Principals ¹	Teachers	Instructional coordinators and supervisors	Librarians/library media specialists	School counselors
Total⁵							
Total, number	5,795,800	3,706,900	162,600	3,291,400	64,100	73,800	114,900
Total, percentage	100.0	64.0	2.8	56.8	1.1	1.3	2.0
Secondary							
Total, number	1,773,000	1,205,000	53,600	1,062,700	17,800	19,100	51,800
Total, percentage	100.0	68.0	3.0	59.9	1.0	1.1	2.9
School type							
Regular	1,590,000	68.3	2.9	60.5	1.0	1.1	2.9
Special emphasis ⁶	47,800	67.9	4.1	58.3	1.1	1.1	3.4
Special education	12,700!	48.5	3.5	40.0	1.0!	0.3!	3.6!
Vocational/technical	55,500	67.0	3.2	59.0	1.5	0.5	2.7
Alternative	67,100	63.6	5.9	51.7	1.0!	1.0	4.0
Enrollment size							
Less than 300	154,900	61.9	4.7	51.8	0.8	1.6	3.0
300–499	157,600	66.4	3.4	57.8	0.8	1.7	2.7
500–999	430,800	67.6	3.1	59.5	1.0	1.2	2.8
1,000 or more	1,029,700	69.2	2.7	61.6	1.1	0.8	3.0
Percentage of students approved for free or reduced-price lunch							
0–25 percent	709,500	68.3	2.7	60.5	1.2	1.0	3.0
26–50 percent	574,600	68.5	3.0	60.7	0.7	1.2	2.9
51–75 percent	268,300	67.7	3.2	59.5	1.0	1.1	2.8
76–100 percent	166,600	66.1	3.5	57.6	1.1	1.0	2.8
School did not participate in free or reduced-price lunch	54,000	64.5	4.8	54.6	1.1	0.6	3.4!

See notes at end of table.

Table A-30-1. Number and percentage distribution of staff employed in public elementary and secondary schools, by school level, staff type, and selected school characteristics: School years 1999–2000 and 2007–08—Continued

School level and characteristic	2007–08								
	Total	Student services professional staff				Aides			
		Nurses	Social workers and psychologists	Speech therapists	Other professional staff	Total	Special needs aides ²	Other aides ³	Other staff ⁴
Total⁵									
Total, number	275,100	64,700	73,800	68,100	68,500	795,900	391,100	404,700	1,017,900
Total, percentage	4.7	1.1	1.3	1.2	1.2	13.7	6.7	7.0	17.6
Secondary									
Total, number	60,500	15,700	19,600	9,700	15,400	163,000	96,200	66,800	344,600
Total, percentage	3.4	0.9	1.1	0.5	0.9	9.2	5.4	3.8	19.4
School type									
Regular	3.1	0.8	1.0	0.6	0.7	9.1	5.6	3.5	19.4
Special emphasis ⁶	4.4	1.1	1.0	0.6	1.7	6.9	3.3	3.6	20.9
Special education	10.3	1.4	5.3	1.7	1.9	27.9	13.4	14.5	13.3
Vocational/technical	3.4	0.8	0.6	0.2	1.9	7.7	2.0	5.7	21.9
Alternative	7.6	1.9	2.6	0.5	2.6	9.6	3.4	6.1	19.2
Enrollment size									
Less than 300	6.5	1.7	2.1	0.9	1.8	11.0	5.1	5.9	20.6
300–499	4.4	1.3	1.4	0.8	0.8	9.4	5.2	4.2	19.8
500–999	3.5	1.0	1.2	0.6	0.7	9.5	5.6	3.9	19.4
1,000 or more	2.8	0.7	0.9	0.4	0.8	8.8	5.4	3.3	19.2
Percentage of students approved for free or reduced-price lunch									
0–25 percent	3.2	0.8	1.1	0.5	0.7	9.1	5.5	3.6	19.4
26–50 percent	3.2	0.9	1.0	0.6	0.8	8.7	5.3	3.4	19.6
51–75 percent	3.4	0.9	1.0	0.5	1.0	9.4	5.7	3.7	19.4
76–100 percent	4.3	1.1	1.3	0.6	1.3	10.2	5.2	5.0	19.3
School did not participate in free or reduced-price lunch	5.7	1.0	1.8	0.6	2.3	11.1	4.5	6.5	18.8

† Not applicable.

! Interpret data with caution (estimates are unstable).

¹ Consists of principals, vice principals, and assistant principals.² Consists of English as a second language (ESL)/bilingual aides and special education instructional aides. In 1999–2000, it also includes special education noninstructional aides.³ Consists of all other aides: regular Title I aides, library media center instructional and noninstructional aides, and other classroom instructional and noninstructional aides.⁴ Consists of secretaries and other support staff; food service personnel; custodial, maintenance, and security personnel; and other employees not reported separately above.⁵ Included in the total but not shown separately are staff in combined schools.⁶ Includes schools with a special program emphasis, such as science/math schools, performing arts schools, talented/gifted schools, foreign language immersion schools, etc.NOTE: Estimates are for the number of full-time-equivalent staff and include both full- and part-time staff. Full-time-equivalent calculations were completed for part-time staff within each staff category. Detail may not sum to totals because of rounding. For more information on free or reduced-price lunch, see *supplemental note 1*. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 1999–2000 and 2007–08 and "Public Charter School Data File," 1999–2000.

Student/Teacher Ratios in Public Schools

Table A-31-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Selected school years, 1990-1991 through 2007-08

Type, level, and enrollment of school	1990-91	1992-93	1994-95	1996-97	1998-99	2000-01	2002-03	2004-05	2006-07	2007-08
All schools	17.4	17.7	17.7	17.6	16.9	16.4	16.2	16.2	15.8	15.7
Regular schools	17.6	17.8	17.8	17.7	17.0	16.5	16.3	16.3	15.9	15.8
Elementary schools	18.2	18.1	18.0	17.9	17.0	16.5	16.2	16.0	15.6	15.6
Under 300	16.0	15.9	15.7	15.6	15.1	14.4	13.9	13.7	13.5	13.6
300-499	17.6	17.5	17.5	17.2	16.4	15.8	15.5	15.3	15.1	15.2
500-999	18.8	18.7	18.5	18.3	17.4	16.9	16.7	16.5	16.0	16.0
1,000-1,499	19.5	19.7	19.6	19.4	18.4	18.1	18.0	17.7	17.0	16.7
1,500 or more	19.9	20.3	20.4	21.2	19.9	20.5	20.3	20.5	19.4	18.0
Secondary schools	16.7	17.4	17.6	17.6	17.1	16.7	16.8	16.9	16.6	16.4
Under 300	12.3	12.3	12.7	12.7	12.5	12.0	12.0	12.0	12.0	12.1
300-499	14.9	15.3	15.7	15.5	15.1	14.5	14.4	14.7	14.4	14.3
500-999	16.1	16.7	16.8	16.7	16.2	15.8	15.8	15.9	15.6	15.4
1,000-1,499	17.2	17.9	17.9	17.9	17.2	16.8	16.9	17.0	16.5	16.4
1,500 or more	19.3	20.0	19.9	20.0	19.3	18.9	18.8	19.0	18.5	18.2
Combined schools	15.8	15.8	16.1	15.7	14.6	14.9	15.2	15.2	15.8	14.9
Under 300	11.0	10.9	11.3	10.0	10.4	10.4	10.8	10.3	11.7	11.2
300-499	14.8	14.5	14.4	14.6	14.1	13.9	14.1	14.2	14.4	14.1
500-999	16.7	15.8	16.5	16.6	15.6	15.9	16.2	15.9	16.0	15.4
1,000-1,499	17.8	18.5	18.1	17.9	17.2	17.6	18.1	17.6	17.5	16.1
1,500 or more	19.0	19.8	20.0	19.6	18.9	20.0	20.7	19.4	20.9	19.8
Alternative	14.2	16.5	18.0	16.6	16.4	15.2	14.9	14.4	14.7	13.5
Special education	6.5	7.0	6.9	7.4	7.3	7.0	7.0	7.4	6.6	7.1
Vocational	13.0	13.0	12.9	12.9	13.1	12.7	9.9	11.5	13.3	11.3

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

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 2007-08.

Table A-31-2. Student/teacher ratios in public schools, by level, poverty level, and locale of school: School year 2007–08

Poverty level and locale of school	All schools	Regular schools		
		Elementary	Secondary	Combined
Total	15.7	15.6	16.4	14.9
Percent of students approved for free or reduced-price lunch				
25 percent or less	16.3	16.1	16.7	15.8
26–50 percent	15.7	15.5	16.3	14.6
51–75 percent	15.2	15.2	16.1	14.0
More than 75 percent	15.0	15.1	15.7	14.0
Locale				
City	15.9	15.7	16.8	13.3
Large	16.0	15.9	16.8	13.9
Midsize	15.9	15.5	17.2	12.1
Small	15.7	15.4	16.5	12.6
Suburban	16.1	15.9	16.9	13.4
Large	16.2	15.9	16.9	13.2
Midsize	15.9	15.7	16.7	13.7
Small	16.2	16.0	16.8	14.7
Town	15.4	15.3	15.6	14.7
Fringe	15.9	15.7	16.1	16.7
Distant	15.2	15.1	15.5	13.4
Remote	15.0	14.9	15.1	14.5
Rural	15.0	15.1	15.1	13.6
Fringe	15.9	15.8	16.2	15.3
Distant	14.4	14.6	14.3	13.5
Remote	12.5	12.9	12.0	12.1

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total fall enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Combined schools include both elementary and secondary grades. This analysis excludes schools that did not report both enrollment and teacher data. For more information on free and reduced-price lunch and locale codes, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007–08.

Characteristics of Public Charter Schools

Table A-32-1. Number and percentage distribution of charter schools and students, by selected characteristics: Selected school years 1999–2000 through 2007–08

Characteristic	1999–2000 ¹	2001–02	2003–04	2005–06	2007–08
Student characteristics					
Total, number	339,678	571,029	789,479	1,012,906	1,276,731
Sex					
Male	51.1	50.8	50.4	49.9	49.5
Female	48.9	49.2	49.6	50.1	50.5
Race/ethnicity					
White	42.5	42.6	41.8	40.5	38.8
Black	33.5	32.5	31.9	32.1	31.8
Hispanic	19.6	20.1	21.5	22.4	24.5
Asian/Pacific Islander	2.8	3.1	3.2	3.6	3.8
American Indian/Alaska Native	1.5	1.7	1.5	1.4	1.2
School characteristics					
Total, number	1,524	2,348	3,181	3,780	4,388
Total, number reporting membership	1,456	2,261	2,921	3,690	4,289
School level					
Elementary	55.7	51.7	52.1	52.9	53.9
Secondary	24.9	24.6	26.4	28.1	27.1
Combined	19.4	23.8	21.5	18.9	19.0
Enrollment size					
Under 300	77.0	73.5	70.9	69.5	65.5
300–499	12.0	13.7	15.6	16.6	19.4
500–999	8.7	10.0	10.3	10.9	12.0
1,000 or more	2.4	2.8	3.2	3.0	3.1
Racial/ethnic concentration					
More than 50 percent White	50.9	50.7	48.2	46.0	42.7
More than 50 percent Black	26.6	23.7	24.4	26.0	26.1
More than 50 percent Hispanic	11.4	12.4	13.4	14.8	17.7
Percentage of students in school eligible for free or reduced-price lunch					
0–25 percent	37.4	30.0	29.2	33.5	20.7
26–50 percent	11.6	12.2	16.3	15.6	15.9
51–75 percent	10.6	12.5	16.3	17.3	19.3
76–100 percent	13.0	14.1	20.3	23.2	22.9
Missing/school did not participate	27.3	31.3	17.9	10.4	21.3
Locale					
Metro-centric codes					
Central city	53.5	52.4	†	†	†
Urban fringe/large town	25.3	25.7	†	†	†
Rural/small town	21.2	21.9	†	†	†
Urban-centric codes					
City	†	†	52.5	53.1	54.6
Suburban	†	†	22.2	22.5	21.8
Town	†	†	9.6	8.9	8.5
Rural	†	†	15.8	15.5	15.2

† Not applicable.

¹ Data for New Jersey were not available and therefore not included in the estimates.

NOTE: A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are for schools reporting student membership. Student membership is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, poverty status, and locale, see *supplemental note 1*. For more information on the CCD see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b), 2001–02 (version 1a), 2003–04 (version 1a), 2005–06 (version 1a), and 2007–08 (version 1a).

Table A-32-2. Number and percentage of public charter schools and students, by school level, percentage of students in school eligible for free or reduced-price lunch, and selected characteristics: School years 1999-2000 and 2007-08

Characteristic	Elementary							
	1999-2000 ¹				2007-08			
	Percentage of students in school eligible for free or reduced-price lunch				Percentage of students in school eligible for free or reduced-price lunch			
	0-25	26-50	51-75	76-100	0-25	26-50	51-75	76-100
Student characteristics								
Total, enrollment²	66,387	28,112	30,470	37,012	133,526	109,707	132,777	180,884
Total, percentage²	33.6	14.2	15.4	18.7	19.9	16.3	19.8	26.9
Sex								
Male	50.3	50.2	51.3	51.8	50.1	50.1	49.7	50.0
Female	49.7	49.8	48.7	48.2	49.9	49.9	50.3	50.0
Race/ethnicity								
White	59.2	53.8	21.2	8.4	67.4	50.6	18.3	6.3
Black	27.0	27.6	50.5	52.8	9.6	21.0	46.7	52.9
Hispanic	9.7	14.8	24.4	34.3	15.5	22.5	31.0	36.7
Asian/Pacific Islander	3.5	2.8	3.3	3.6	6.6	4.7	3.1	3.3
American Indian/Alaska Native	0.6	1.0	0.5	0.9	1.0	1.2	0.9	0.7
School characteristics								
Total, number reporting membership²	290	90	96	123	474	361	412	624
Total, percentage reporting membership	35.8	11.1	11.8	15.2	20.5	15.6	17.8	27.0
Enrollment size								
Under 300	73.1	57.8	62.5	67.5	65.6	60.7	60.2	61.4
300-499	17.9	17.8	14.6	13.0	20.7	20.5	19.7	23.7
500-999	7.9	22.2	20.8	14.6	11.6	17.2	17.7	14.1
1,000 or more	1.0	2.2	2.1	4.9	2.1	1.7	2.4	0.8
Racial/ethnic concentration								
More than 50 percent White	69.6	55.6	18.8	4.1	80.4	58.2	18.4	3.5
More than 50 percent Black	20.8	21.1	52.1	60.2	3.6	11.9	43.9	52.4
More than 50 percent Hispanic	3.8	3.3	16.7	26.0	5.9	9.1	19.4	35.7
Locale								
Metro-centric codes								
Central city	40.7	47.8	62.5	74.8	†	†	†	†
Urban fringe/large town	36.2	30.0	27.1	18.7	†	†	†	†
Rural/small town	23.1	22.2	10.4	6.5	†	†	†	†
Urban-centric codes								
City	†	†	†	†	34.2	38.5	59.0	79.8
Suburban	†	†	†	†	30.6	29.9	22.3	14.3
Town	†	†	†	†	11.2	9.7	4.6	3.0
Rural	†	†	†	†	24.1	21.9	14.1	2.9

See notes at end of table.

Characteristics of Public Charter Schools

Table A-32-2. Number and percentage of public charter schools and students, by school level, percentage of students in school eligible for free or reduced-price lunch, and selected characteristics: School years 1999-2000 and 2007-08—Continued

Characteristic	Secondary							
	1999-2000 ¹				2007-08			
	Percentage of students in school eligible for free or reduced-price lunch				Percentage of students in school eligible for free or reduced-price lunch			
	0-25	26-50	51-75	76-100	0-25	26-50	51-75	76-100
Student characteristics								
Total, enrollment²	23,743	8,974	7,203	4,722	50,839	54,507	57,546	41,555
Total, percentage²	39.7	15.0	12.0	7.9	19.4	20.8	21.9	15.8
Sex								
Male	53.1	53.0	49.5	56.6	48.7	49.7	49.3	49.7
Female	46.9	47.0	50.5	43.4	51.3	50.3	50.7	50.3
Race/ethnicity								
White	54.3	43.2	13.3	13.4	65.1	42.7	18.9	7.0
Black	25.1	29.0	55.9	27.8	10.8	25.0	37.7	36.9
Hispanic	16.2	22.7	29.2	55.1	16.9	26.1	38.7	50.7
Asian/Pacific Islander	3.6	3.4	0.9	1.7	5.5	5.1	2.3	2.7
American Indian/Alaska Native	0.7	1.8	0.6	1.9	1.6	1.2	2.3	2.7
School characteristics								
Total, number reporting membership²	132	54	36	32	237	202	266	207
Total, percentage reporting membership	36.4	14.9	9.9	8.8	20.4	17.4	22.9	17.8
Enrollment size								
Under 300	88.6	87.0	91.7	96.9	79.3	77.2	77.1	77.8
300-499	5.3	7.4	2.8	0.0	12.7	13.4	15.8	15.9
500-999	3.8	1.9	2.8	0.0	5.1	4.0	5.3	6.3
1,000 or more	2.3	3.7	2.8	3.1	3.0	5.4	1.9	0.0
Racial/ethnic concentration								
More than 50 percent White	66.4	44.4	27.8	18.8	75.9	56.9	22.9	5.8
More than 50 percent Black	16.8	22.2	30.6	31.3	3.8	9.4	28.2	30.0
More than 50 percent Hispanic	6.1	11.1	25.0	25.0	6.8	16.3	30.5	50.2
Locale								
Metro-centric codes								
Central city	45.5	55.6	77.8	62.5	†	†	†	†
Urban fringe/large town	31.1	14.8	5.6	21.9	†	†	†	†
Rural/small town	23.5	29.6	16.7	15.6	†	†	†	†
Urban-centric codes								
City	†	†	†	†	35.9	41.1	61.7	72.5
Suburban	†	†	†	†	29.5	23.8	19.5	13.0
Town	†	†	†	†	13.5	18.3	7.9	6.8
Rural	†	†	†	†	21.1	16.8	10.9	7.7

See notes at end of table.

Table A-32-2. Number and percentage of public charter schools and students, by school level, percentage of students in school eligible for free or reduced-price lunch, and selected characteristics: School years 1999–2000 and 2007–08—Continued

Characteristic	Combined							
	1999–2000 ¹				2007–08			
	Percentage of students in school eligible for free or reduced-price lunch				Percentage of students in school eligible for free or reduced-price lunch			
	0–25	26–50	51–75	76–100	0–25	26–50	51–75	76–100
Student characteristics								
Total, enrollment²	49,561	5,920	6,375	6,845	68,768	45,991	51,467	48,328
Total, percentage²	60.2	7.2	7.7	8.3	20.0	13.4	15.0	14.1
Sex								
Male	49.8	51.3	49.6	54.9	48.8	49.8	48.9	50.0
Female	50.2	48.7	50.4	45.1	51.2	50.2	51.1	50.0
Race/ethnicity								
White	57.0	41.6	37.5	13.3	74.4	58.9	29.1	14.6
Black	18.4	32.4	38.1	43.9	6.8	18.7	40.8	36.8
Hispanic	20.1	21.5	21.1	34.0	11.1	15.9	26.1	46.1
Asian/Pacific Islander	3.3	3.0	2.4	1.8	6.3	4.7	2.8	1.9
American Indian/Alaska Native	1.4	1.6	0.8	7.0	1.4	1.8	1.3	0.7
School characteristics								
Total, number reporting membership²	123	25	23	34	175	119	148	152
Total, percentage reporting membership	43.6	8.9	8.2	12.1	21.5	14.6	18.2	18.7
Enrollment size								
Under 300	60.2	76.0	65.2	85.3	56.0	59.7	52.7	56.6
300–499	16.3	12.0	21.7	5.9	21.1	19.3	26.4	25.0
500–999	15.4	12.0	8.7	5.9	13.1	12.6	18.2	15.8
1,000 or more	8.1	0.0	4.3	2.9	9.7	8.4	2.7	2.6
Racial/ethnic concentration								
More than 50 percent White	66.4	60.0	34.8	14.7	81.1	70.6	36.5	14.5
More than 50 percent Black	11.5	24.0	26.1	23.5	0.0	6.7	27.0	33.6
More than 50 percent Hispanic	13.1	12.0	17.4	29.4	4.0	7.6	15.5	41.4
Locale								
Metro-centric codes								
Central city	33.3	52.0	78.3	73.5	†	†	†	†
Urban fringe/large town	39.8	20.0	4.3	5.9	†	†	†	†
Rural/small town	26.8	28.0	17.4	20.6	†	†	†	†
Urban-centric codes								
City	†	†	†	†	27.4	33.6	58.1	67.1
Suburban	†	†	†	†	31.4	12.6	12.2	14.5
Town	†	†	†	†	10.9	21.0	12.8	7.2
Rural	†	†	†	†	30.3	32.8	16.9	11.2

† Not applicable.

¹ Data for New Jersey were not available and therefore not included in the estimates.² Detail will not sum to totals in table A-32-1 because information on schools that did not participate in the free or reduced-price lunch program and schools that did not have information available on the percentage of students eligible for free or reduced-price lunch program are not shown.

NOTE: A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are for schools reporting student membership. Student membership is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Detail may not sum to total due to rounding. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, poverty status, and locale, see *supplemental note 1*. For more information on the CCD, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b) and 2007–08 (version 1a).

Characteristics of Public Charter Schools

Table A-32-3. Number and percentage of public charter schools and students, by state: School years 1999-2000 and 2007-08

Region and state	1999-2000 ¹				
	Schools			Students	
	Number of schools	Percent of public schools	Percentage distribution of public charter schools	Number of students	Percent of students
Total	1,456	1.6	100.0	339,678	0.7
Northeast	105	0.7	7.2	26,525	0.3
Connecticut	16	1.5	1.1	2,148	0.4
Maine	0	0.0	0.0	0	0.0
Massachusetts	40	2.1	2.7	12,518	1.3
New Hampshire	0	0.0	0.0	0	0.0
New Jersey	0	0.0	0.0	0	0.0
New York	0	0.0	0.0	0	0.0
Pennsylvania	47	1.5	3.2	11,413	0.6
Rhode Island	2	0.6	0.1	446	0.3
Vermont	0	0.0	0.0	0	0.0
Midwest	354	1.4	24.3	77,697	0.7
Illinois	17	0.4	1.2	6,152	0.3
Indiana	0	0.0	0.0	0	0.0
Iowa	0	0.0	0.0	0	0.0
Kansas	0	0.0	0.0	0	0.0
Michigan	172	4.8	11.8	46,078	2.8
Minnesota	57	2.8	3.9	7,794	0.9
Missouri	15	0.7	1.0	4,303	0.5
Nebraska	0	0.0	0.0	0	0.0
North Dakota	0	0.0	0.0	0	0.0
Ohio	48	1.3	3.3	9,809	0.5
South Dakota	0	0.0	0.0	0	0.0
Wisconsin	45	2.1	3.1	3,561	0.4
South	431	1.5	29.6	76,304	0.5
Alabama	0	0.0	0.0	0	0.0
Arkansas	0	0.0	0.0	0	0.0
Delaware	1	0.5	0.1	115	0.1
District of Columbia	27	14.3	1.9	6,432	8.3
Florida	112	3.6	7.7	17,251	0.7
Georgia	18	1.0	1.2	11,005	0.8
Kentucky	0	0.0	0.0	0	0.0
Louisiana	15	1.0	1.0	2,449	0.3
Maryland	0	0.0	0.0	0	0.0
Mississippi	1	0.1	0.1	347	0.1
North Carolina	77	3.6	5.3	12,691	1.0
Oklahoma	0	0.0	0.0	0	0.0
South Carolina	4	0.4	0.3	327	0.0
Tennessee	0	0.0	0.0	0	0.0
Texas	176	2.4	12.1	25,687	0.6
Virginia	0	0.0	0.0	0	0.0
West Virginia	0	0.0	0.0	0	0.0

See notes at end of table.

Table A-32-3. Number and percentage of public charter schools and students, by state: School years 1999-2000 and 2007-08—Continued

Region and state	2007-08				
	Schools			Students	
	Number of schools	Percent of public schools	Percentage distribution of public charter schools	Number of students	Percent of students
Total	4,289	4.5	100.0	1,276,731	2.6
Northeast	375	2.5	8.7	147,988	1.8
Connecticut	15	1.3	0.3	3,743	0.7
Maine	0	0.0	0.0	0	0.0
Massachusetts	61	3.3	1.4	25,036	2.6
New Hampshire	10	2.1	0.2	478	0.2
New Jersey	57	2.2	1.3	17,498	1.3
New York	96	2.1	2.2	30,963	1.1
Pennsylvania	125	3.9	2.9	67,275	3.8
Rhode Island	11	3.5	0.3	2,995	2.0
Vermont	0	0.0	0.0	0	0.0
Midwest	1,125	4.4	26.2	299,398	2.8
Illinois	35	0.8	0.8	24,753	1.2
Indiana	40	2.1	0.9	11,120	1.1
Iowa	4	0.3	0.1	691	0.1
Kansas	28	2.0	0.7	3,047	0.7
Michigan	269	7.0	6.3	100,046	6.0
Minnesota	168	7.4	3.9	28,034	3.3
Missouri	39	1.7	0.9	14,877	1.6
Nebraska	0	0.0	0.0	0	0.0
North Dakota	0	0.0	0.0	0	0.0
Ohio	321	8.4	7.5	81,539	4.5
South Dakota	0	0.0	0.0	0	0.0
Wisconsin	221	9.8	5.2	35,291	4.0
South	1,206	3.8	28.1	361,806	2.0
Alabama	0	0.0	0.0	0	0.0
Arkansas	24	2.2	0.6	5,361	1.1
Delaware	17	8.2	0.4	8,512	6.9
District of Columbia	68	29.8	1.6	20,231	25.9
Florida	359	9.8	8.4	105,223	3.9
Georgia	66	3.0	1.5	33,702	2.0
Kentucky	0	0.0	0.0	0	0.0
Louisiana	51	3.5	1.2	21,055	3.1
Maryland	30	2.1	0.7	7,149	0.8
Mississippi	1	0.1	0.0	375	0.1
North Carolina	98	4.0	2.3	32,607	2.2
Oklahoma	15	0.8	0.3	5,362	0.8
South Carolina	29	2.6	0.7	5,487	0.8
Tennessee	12	0.7	0.3	2,742	0.3
Texas	433	5.3	10.1	113,760	2.4
Virginia	3	0.2	0.1	240	0.0
West Virginia	0	0.0	0.0	0	0.0

See notes at end of table.

Characteristics of Public Charter Schools

Table A-32-3. Number and percentage of public charter schools and students, by state: School years 1999-2000 and 2007-08—Continued

Region and state	1999-2000 ¹				
	Schools			Students	
	Number of schools	Percent of public schools	Percentage distribution of public charter schools	Number of students	Percent of students
Total	1,456	1.6	100.0	339,678	0.7
West	566	2.9	38.9	159,152	1.4
Alaska	18	3.6	1.2	2,300	1.7
Arizona	220	14.2	15.1	31,176	3.7
California	236	2.8	16.2	104,730	1.8
Colorado	69	4.4	4.7	17,822	2.5
Hawaii	2	0.8	0.1	790	0.4
Idaho	8	1.2	0.5	915	0.4
Montana	0	0.0	0.0	0	0.0
Nevada	5	1.0	0.3	898	0.3
New Mexico	1	0.1	0.1	22	0.0
Oregon	1	0.1	0.1	109	0.0
Utah	6	0.8	0.4	390	0.1
Washington	0	0.0	0.0	0	0.0
Wyoming	0	0.0	0.0	0	0.0

See notes at end of table.

Table A-32-3. Number and percentage of public charter schools and students, by state: School years 1999–2000 and 2007–08—Continued

Region and state	2007–08				
	Schools			Students	
	Number of schools	Percent of public schools	Percentage distribution of public charter schools	Number of students	Percent of students
Total	4,289	4.5	100.0	1,276,731	2.6
West	1,583	7.2	36.9	467,539	4.0
Alaska	23	4.6	0.5	4,772	3.6
Arizona	454	23.5	10.6	99,478	9.1
California	683	6.9	15.9	241,017	4.0
Colorado	141	8.1	3.3	56,772	7.1
Hawaii	28	9.8	0.7	6,663	3.7
Idaho	31	4.5	0.7	10,768	4.0
Montana	0	0.0	0.0	0	0.0
Nevada	20	3.3	0.5	6,065	1.4
New Mexico	64	7.7	1.5	10,324	3.2
Oregon	78	6.1	1.8	11,740	2.1
Utah	58	6.0	1.4	19,685	3.4
Washington	0	0.0	0.0	0	0.0
Wyoming	3	0.8	0.1	255	0.3

¹ Data for New Jersey were not available and therefore not included in the estimates.

NOTE: A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. Data are for schools reporting student membership. Student membership is defined as an annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership. Detail may not sum to total due to rounding. For more information on geographic region, see *supplemental note 1*. For more information on the CCD, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b) and 2007–08 (version 1a).

Supplemental Tables to Indicator 33

Public School Revenue Sources

Table A-33-1. Total revenue and percentage distribution for public elementary and secondary schools, by revenue source: School years 1989-90 through 2006-07

Year	Revenues, in billions of constant 2008-09 dollars						Percentage distribution					
	Total	Federal	State	Local			Total	Federal	State	Local		
				Total	From property taxes	From other sources				Total	From property taxes	From other sources
1989-90	\$352.6	\$21.5	\$166.1	\$165.0	\$126.6	\$38.4	100.0	6.1	47.1	46.8	35.9	10.9
1990-91	358.0	22.1	168.8	167.1	128.8	38.3	100.0	6.2	47.2	46.7	36.0	10.7
1991-92	364.3	24.1	169.0	171.3	133.4	37.9	100.0	6.6	46.4	47.0	36.6	10.4
1992-93	373.0	26.0	170.8	176.2	131.2	44.9	100.0	7.0	45.8	47.2	35.2	12.0
1993-94	381.9	26.9	172.5	182.5	143.5	39.0	100.0	7.1	45.2	47.8	37.6	10.2
1994-95	389.8	26.5	182.3	181.0	139.8	41.2	100.0	6.8	46.8	46.4	35.9	10.6
1995-96	399.7	26.5	189.9	183.3	141.4	41.9	100.0	6.6	47.5	45.9	35.4	10.5
1996-97	412.1	27.1	197.8	187.2	143.9	43.2	100.0	6.6	48.0	45.4	34.9	10.5
1997-98	432.6	29.5	209.2	193.9	147.6	46.3	100.0	6.8	48.4	44.8	34.1	10.7
1998-99	453.2	32.0	220.9	200.3	155.9	44.5	100.0	7.1	48.7	44.2	34.4	9.8
1999-2000	472.9	34.4	234.1	204.4	158.2	46.3	100.0	7.3	49.5	43.2	33.4	9.8
2000-01	492.1	35.7	244.7	211.7	162.5	49.2	100.0	7.3	49.7	43.0	33.0	10.0
2001-02	505.4	39.9	248.8	216.6	170.0	46.6	100.0	7.9	49.2	42.9	33.6	9.2
2002-03	518.8	44.2	252.6	222.0	175.1	46.9	100.0	8.5	48.7	42.8	33.7	9.0
2003-04	532.9	48.4	250.8	233.8	185.3	48.6	100.0	9.1	47.1	43.9	34.8	9.1
2004-05	546.2	50.2	255.9	240.1	188.0	52.0	100.0	9.2	46.9	44.0	34.4	9.5
2005-06	561.6	51.3	261.2	249.1	192.3	56.8	100.0	9.1	46.5	44.4	34.2	10.1
2006-07	584.0	49.5	277.8	256.6	197.1	59.6	100.0	8.5	47.6	43.9	33.7	10.2

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2008-09 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI and revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2006-07.

This indicator continues on page 276.

Supplemental Tables to Indicator 33

Public School Revenue Sources

Table A-33-2. Total revenue and percentage distribution for public elementary and secondary schools, by revenue source and state: School year 2006-07

State	Revenues, in billions of constant 2008-09 dollars						Percentage distribution					
	Total	Federal	State	Local			Total	Federal	State	Local		
				Total	From property taxes	From other sources				Total	From property taxes	From other sources
United States	\$584.0	\$49.5	\$277.8	\$256.6	\$197.1	\$59.6	100.0	8.5	47.6	43.9	33.7	10.2
Alabama	7.5	0.8	4.3	2.4	0.9	1.5	100.0	10.1	57.3	32.5	12.6	19.9
Alaska	2.0	0.3	1.2	0.5	0.2	0.3	100.0	15.0	60.4	24.6	9.9	14.7
Arizona	10.1	1.1	5.2	3.8	3.0	0.8	100.0	11.2	51.4	37.4	29.2	8.2
Arkansas	4.7	0.5	2.7	1.5	1.2	0.3	100.0	11.2	57.3	31.5	25.2	6.3
California	73.1	7.1	45.0	21.1	15.3	5.8	100.0	9.6	61.5	28.9	20.9	8.0
Colorado	8.1	0.6	3.5	4.1	3.1	1.0	100.0	7.0	43.1	49.9	38.2	11.8
Connecticut	9.5	0.4	3.7	5.4	5.2	0.2	100.0	4.6	38.8	56.6	54.7	1.9
Delaware	1.7	0.1	1.1	0.5	0.4	0.1	100.0	7.5	63.1	29.4	23.8	5.6
District of Columbia	1.3	0.2	†	1.2	0.3	0.9	100.0	12.1	†	87.9	23.8	64.1
Florida	28.8	2.7	11.7	14.4	11.4	3.0	100.0	9.3	40.7	50.1	39.7	10.4
Georgia	18.6	1.6	8.4	8.7	5.8	2.9	100.0	8.5	44.8	46.6	31.0	15.6
Hawaii	3.1	0.3	2.8	0.1	0.0	0.1	100.0	8.6	89.7	1.7	0.0	1.7
Idaho	2.1	0.2	1.4	0.5	0.4	0.1	100.0	10.3	67.2	22.5	16.8	5.6
Illinois	25.3	2.0	7.7	15.6	12.9	2.7	100.0	7.8	30.5	61.8	51.0	10.7
Indiana	10.6	0.8	5.6	4.1	2.8	1.3	100.0	8.0	53.2	38.8	26.3	12.5
Iowa	5.3	0.4	2.4	2.4	1.6	0.8	100.0	8.0	45.5	46.5	31.0	15.5
Kansas	5.5	0.5	3.1	1.9	1.4	0.5	100.0	8.5	56.7	34.9	26.0	8.9
Kentucky	6.5	0.7	3.7	2.1	1.4	0.7	100.0	11.2	56.7	32.1	21.2	10.9
Louisiana	7.5	1.3	3.2	3.0	1.0	2.0	100.0	17.3	42.6	40.1	13.9	26.2
Maine	2.7	0.2	1.2	1.2	1.1	0.1	100.0	9.1	45.2	45.6	43.0	2.7
Maryland	12.2	0.7	4.9	6.6	3.1	3.5	100.0	5.8	40.3	53.8	25.0	28.8
Massachusetts	14.9	0.8	7.0	7.1	6.5	0.6	100.0	5.4	46.8	47.8	43.8	4.0
Michigan	20.6	1.7	12.1	6.9	5.7	1.2	100.0	8.0	58.6	33.3	27.6	5.8
Minnesota	10.2	0.6	6.8	2.8	1.6	1.2	100.0	6.1	66.8	27.2	15.7	11.5
Mississippi	4.4	0.7	2.3	1.3	1.0	0.3	100.0	17.1	53.3	29.6	22.5	7.1
Missouri	9.8	0.8	3.3	5.7	4.2	1.5	100.0	8.4	33.3	58.3	43.2	15.1
Montana	1.6	0.2	0.7	0.6	0.4	0.2	100.0	13.1	48.1	38.8	23.1	15.6
Nebraska	3.3	0.3	1.0	1.9	1.7	0.3	100.0	9.4	31.7	58.9	50.5	8.4
Nevada	4.2	0.3	1.1	2.8	1.2	1.6	100.0	7.0	26.9	66.1	29.2	36.9
New Hampshire	2.6	0.1	1.0	1.5	1.4	0.1	100.0	5.5	37.5	57.0	53.2	3.9

See notes at end of table.

Table A-33-2. Total revenue and percentage distribution for public elementary and secondary schools, by revenue source and state: School year 2006–07—Continued

State	Revenues, in billions of constant 2008–09 dollars						Percentage distribution					
	Total	Federal	State	Local			Total	Federal	State	Local		
				Total	From property taxes	From other sources				Total	From property taxes	From other sources
United States	\$584.0	\$49.5	\$277.8	\$256.6	\$197.1	\$59.6	100.0	8.5	47.6	43.9	33.7	10.2
New Jersey	25.4	1.1	10.7	13.6	12.6	1.0	100.0	4.4	42.1	53.5	49.6	3.9
New Mexico	3.5	0.5	2.5	0.5	0.4	0.2	100.0	14.0	71.6	14.4	10.1	4.3
New York	52.3	3.5	22.7	26.1	23.6	2.5	100.0	6.7	43.5	49.8	45.0	4.8
North Carolina	12.6	1.3	8.0	3.3	2.6	0.7	100.0	10.0	63.5	26.5	20.6	5.9
North Dakota	1.0	0.2	0.4	0.5	0.4	0.1	100.0	15.1	35.5	49.4	39.0	10.3
Ohio	23.4	1.7	10.4	11.3	9.1	2.2	100.0	7.1	44.5	48.4	38.9	9.5
Oklahoma	5.5	0.7	3.0	1.9	1.3	0.6	100.0	12.4	53.9	33.7	22.7	11.0
Oregon	6.0	0.6	3.1	2.3	1.7	0.6	100.0	9.7	51.4	39.0	28.5	10.4
Pennsylvania	25.2	1.9	9.1	14.2	10.5	3.7	100.0	7.3	36.2	56.5	41.7	14.7
Rhode Island	2.3	0.2	0.9	1.2	1.1	#	100.0	8.1	40.3	51.6	49.9	1.7
South Carolina	7.5	0.7	3.3	3.5	2.6	0.8	100.0	9.8	44.1	46.0	34.9	11.1
South Dakota	1.2	0.2	0.4	0.6	0.5	0.1	100.0	15.6	32.9	51.6	42.5	9.1
Tennessee	8.1	0.9	3.5	3.7	1.7	2.0	100.0	10.7	43.4	45.9	21.4	24.5
Texas	45.5	4.7	17.2	23.6	20.4	3.3	100.0	10.3	37.8	51.9	44.7	7.2
Utah	4.0	0.4	2.2	1.4	1.0	0.4	100.0	8.9	55.7	35.4	26.0	9.4
Vermont	1.5	0.1	1.3	0.1	#	0.1	100.0	6.7	85.9	7.3	0.1	7.2
Virginia	14.7	0.9	6.1	7.6	3.6	4.1	100.0	6.4	41.6	52.0	24.3	27.7
Washington	11.0	0.9	6.7	3.4	2.5	0.8	100.0	8.3	61.1	30.6	23.2	7.4
West Virginia	3.2	0.4	1.9	0.9	0.8	0.1	100.0	11.7	59.5	28.8	24.8	4.0
Wisconsin	10.6	0.6	5.5	4.5	4.0	0.5	100.0	5.7	51.6	42.6	37.8	4.8
Wyoming	1.6	0.1	0.8	0.7	0.4	0.2	100.0	7.5	48.9	43.6	28.9	14.6

† Not applicable.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Revenues are in constant 2008–09 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI and revenues for public elementary and secondary schools, see *supplemental note 10*. For more information about the Common Core of Data, see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2006–07.

Supplemental Tables to Indicator 34

Public School Expenditures

Table A-34-1. Total expenditures per student in fall enrollment in public elementary and secondary schools by type and object, percentage distribution of current expenditures by object, and percent change of total expenditures by type and object: School years 1989-90 through 2006-07

Type and object	Expenditures			Percentage distribution of current expenditures			Percent change		
	1989-90	1997-98	2006-07	1989-90	1997-98	2006-07	1989-90 to 1997-98	1997-98 to 2006-07	1989-90 to 2006-07
	[In current dollars]								
Total expenditures¹	\$5,174	\$7,142	\$11,259	†	†	†	38	58	118
Current expenditures ²	4,643	6,189	9,683	100	100	100	33	56	109
Salaries	3,045	4,023	5,851	66	65	60	32	45	92
Employee benefits	775	1,042	1,935	17	17	20	34	86	150
Purchased services	383	533	939	8	9	10	39	76	145
Supplies	347	491	778	7	8	8	42	58	125
Tuition and other	93	100	178	2	2	2	8	79	93
Capital outlay	439	784	1,277	†	†	†	79	63	191
Interest on school debt	93	169	299	†	†	†	81	77	221
	[In constant 2008-09 dollars ³]								
Total expenditures¹	\$8,748	\$9,478	\$11,839	†	†	†	8	25	35
Current expenditures ²	7,849	8,214	10,182	100	100	100	5	24	30
Salaries	5,148	5,339	6,153	66	65	60	4	15	20
Employee benefits	1,310	1,383	2,035	17	17	20	6	47	55
Purchased services	648	708	988	8	9	10	9	40	52
Supplies	586	652	819	7	8	8	11	26	40
Tuition and other	157	132	188	2	2	2	-15	42	20
Capital outlay	741	1,041	1,343	†	†	†	40	29	81
Interest on school debt	157	224	314	†	†	†	42	40	100

† Not applicable.

¹ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools.

² Includes estimated data for food services and enterprise operations for 1989-90 by object because those data were not collected for that year.

³ Expenditures are in constant 2008-09 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see *supplemental note 10*.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. The category total expenditures is broken down by type (current expenditures, capital outlay, and interest on debt). One component of total expenditures, current expenditures, can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). For more information about classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989-90 through 2006-07.

Table A-34-2. Current expenditures per student in fall enrollment in public elementary and secondary schools, percentage distribution of current expenditures, and percent change of current expenditures, by function and object: School years 1989–90 through 2006–07

Type and object	Expenditures [In constant 2008–09 dollars]			Percentage distribution of current expenditures			Percent change		
	1989–90	1997–98	2006–07	1989–90	1997–98	2006–07	1989–90 to 1997–98	1997–98 to 2006–07	1989–90 to 2006–07
Current expenditures	\$7,849	\$8,214	\$10,182	100	100	100	5	24	30
Instruction	4,735	5,079	6,207	60	62	61	7	22	31
Salaries	3,517	3,692	4,204	45	45	41	5	14	20
Employee benefits	863	939	1,370	11	11	13	9	46	59
Purchased services	107	140	235	1	2	2	31	68	120
Supplies	178	235	285	2	3	3	32	21	60
Tuition and other	69	73	114	1	1	1	5	56	64
Administration	682	634	773	9	8	8	-7	22	13
Salaries	450	433	496	6	5	5	-4	15	10
Employee benefits	119	113	163	2	1	2	-5	45	37
Purchased services	68	61	82	1	1	1	-10	34	21
Supplies	15	14	15	#	#	#	-7	10	2
Tuition and other	29	13	16	#	#	#	-54	22	-44
Student and support staff ¹	878	1,007	1,364	11	12	13	15	35	55
Salaries	573	637	806	7	8	8	11	27	41
Employee benefits	153	166	261	2	2	3	8	58	71
Purchased services	74	118	189	1	1	2	61	60	157
Supplies	51	57	70	1	1	1	11	23	37
Tuition and other	28	30	37	#	#	#	6	23	30
Operation and maintenance	845	804	1,000	11	10	10	-5	24	18
Transportation	335	330	427	4	4	4	-1	29	27
Food services	338	337	388	4	4	4	0	15	15
Enterprise operations ²	36	22	23	#	#	#	-38	4	-36

Rounds to zero.

¹ Includes expenditures for student support, other instructional staff, and other support services.² Includes 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.NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures are in constant 2008–09 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see *supplemental note 10*. The category total expenditures is broken down by type (current expenditures, capital outlay, and interest on debt). One component of total expenditures, current expenditures, can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). Breakouts of operation and maintenance, transportation, food services and enterprise operations by object are also available but are not shown. For more information about classifications of expenditures, see *supplemental note 10*. For more information about the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2006–07.

Supplemental Table to Indicator 35

Variations in Instruction Expenditures

Table A-35-1. Variation and percentage distribution of variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989–90 through 2006–07

School year	Theil coefficient ¹			Percentage distribution		
	Total	Between-state component	Within-state component	Total	Between-state component	Within-state component
1989–90	0.0448	0.0322	0.0125	100.0	72.0	28.0
1990–91	0.0469	0.0346	0.0123	100.0	73.8	26.2
1991–92	0.0434	0.0320	0.0115	100.0	73.6	26.4
1992–93	0.0437	0.0324	0.0113	100.0	74.2	25.8
1993–94	0.0405	0.0301	0.0104	100.0	74.3	25.7
1994–95	0.0389	0.0288	0.0100	100.0	74.2	25.8
1995–96	0.0373	0.0279	0.0094	100.0	74.8	25.2
1996–97	0.0349	0.0257	0.0092	100.0	73.7	26.3
1997–98	0.0332	0.0246	0.0086	100.0	74.0	26.0
1998–99	0.0335	0.0249	0.0087	100.0	74.2	25.8
1999–2000	0.0337	0.0253	0.0085	100.0	74.9	25.1
2000–01	0.0370	0.0280	0.0090	100.0	75.7	24.3
2001–02	0.0373	0.0283	0.0089	100.0	76.1	23.9
2002–03	0.0391	0.0303	0.0088	100.0	77.6	22.4
2003–04	0.0420	0.0327	0.0093	100.0	77.9	22.1
2004–05	0.0456	0.0359	0.0097	100.0	78.7	21.3
2005–06	0.0487	0.0380	0.0107	100.0	78.1	21.9
2006–07	0.0505	0.0397	0.0108	100.0	78.6	21.4

¹ The *Theil coefficient* measures variation for groups within a set (i.e., states within the country) and indicates relative variation and any differences that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero, and increasing values indicate increases in the variation, with a maximum value of 1.0. For more information on the variation in expenditures per student and the *Theil coefficient*, see *supplemental note 10*.

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published data. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2006–07, approximately 91 percent of all public elementary and secondary school students were enrolled in unified school districts. For more information on the classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 through 2002" and "School District Finance Survey (Form F-33)," 2002–03 through 2006–07.

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Public School Expenditures by District Poverty

Table A-36-1. Current expenditures per student in fall enrollment in public school districts, by district poverty category: Selected school years, 1995-96 through 2006-07

District poverty category ¹	Current expenditures per student										Percent change from 1995-96 to 2006-07
	1995-96	1997-98	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
	[In current dollars]										
Total	\$5,560	\$6,023	\$6,727	\$7,200	\$7,540	\$7,870	\$8,134	\$8,540	\$8,979	\$9,501	70.9
Low	6,210	6,551	7,207	7,713	8,126	8,477	8,833	9,243	9,820	10,318	66.2
Middle low	5,414	5,853	6,604	7,032	7,345	7,640	7,862	8,202	8,543	9,070	67.5
Middle	5,186	5,621	6,194	6,601	6,951	7,215	7,455	7,725	8,111	8,731	68.3
Middle high	5,136	5,608	6,441	6,876	7,212	7,418	7,707	8,052	8,591	8,945	74.2
High	5,858	6,482	7,181	7,782	8,075	8,606	8,853	9,484	9,830	10,440	78.2
	[In constant 2008-09 dollars ²]										
Total	\$7,725	\$7,994	\$8,529	\$8,828	\$9,083	\$9,277	\$9,383	\$9,564	\$9,686	\$9,991	29.3
Low	8,628	8,695	9,138	9,457	9,789	9,993	10,189	10,351	10,593	10,850	25.8
Middle low	7,523	7,769	8,373	8,621	8,849	9,005	9,069	9,184	9,216	9,538	26.8
Middle	7,206	7,460	7,854	8,092	8,374	8,505	8,600	8,651	8,750	9,181	27.4
Middle high	7,135	7,442	8,167	8,430	8,688	8,744	8,890	9,017	9,267	9,406	31.8
High	8,139	8,603	9,106	9,540	9,728	10,144	10,212	10,621	10,604	10,978	34.9

¹ 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. For more information on poverty, see *supplemental note 1*.

² Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2008-09 dollars. For more information on using the CPI to adjust for inflation, see *supplemental note 10*.

NOTE: For more information on classifications of expenditures for elementary and secondary education, see *supplemental note 10*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. 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," 1995-96, 1997-98, and 1999-2000 through 2006-07; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995-96, 1997-98, and 1999-2000 through 2006-07.

Table A-36-2. Number and percentage distribution of fall enrollment in public school districts, by locale and district poverty category: School year 2006-07

District poverty category ¹	Total	City	Suburban	Town	Rural			
					Total	Fringe	Distant	Remote
Enrollment (in thousands)								
Total	48,106	14,624	18,425	5,959	9,098	4,373	3,305	1,420
Low	9,638	785	6,653	587	1,612	1,161	398	52
Middle low	9,672	1,835	4,699	1,194	1,944	975	737	233
Middle	9,556	2,430	3,942	1,198	1,986	974	725	288
Middle high	9,641	3,428	2,458	1,641	2,115	790	924	401
High	9,599	6,146	672	1,340	1,440	474	520	446
Percentage distribution								
Total	100.0	30.4	38.3	12.4	18.9	9.1	6.9	3.0
Low	100.0	8.1	69.0	6.1	16.7	12.1	4.1	0.5
Middle low	100.0	19.0	48.6	12.3	20.1	10.1	7.6	2.4
Middle	100.0	25.4	41.2	12.5	20.8	10.2	7.6	3.0
Middle high	100.0	35.6	25.5	17.0	21.9	8.2	9.6	4.2
High	100.0	64.0	7.0	14.0	15.0	4.9	5.4	4.6

¹ 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. For more information on poverty, see *supplemental note 1*.

NOTE: Detail may not sum to totals because of rounding. For more information on locale code, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*. 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," 2006-07; and U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency Universe Survey," 2006-07.

Supplemental Tables to Indicator 37

Pay Incentives for Teachers

Table A-37-1. Percentage of public elementary and secondary school teachers who worked in districts that provided financial incentives for teachers, by purpose of incentive and selected school and district characteristics: School year 2007-08

Characteristic	Total teachers in districts with at least one pay incentive policy	Purpose of incentive			
		Reward for obtaining NBPTS certification ¹	Reward for excellence in teaching	Recruit or retain teachers for positions in less desirable locations	Recruit or retain teachers for positions in fields with shortages
Total	60.8	45.7	14.8	15.3	30.5
District size					
Less than 1,000	29.8	16.4	5.1	3.1	12.1
1,000 to 1,999	32.6	22.3	4.2	3.9	12.9
2,000 to 4,999	44.2	33.2	3.5	3.1	17.7
5,000 to 9,999	58.0	42.1	8.2	6.4	25.0
10,000 to 14,999	67.5	53.7	10.1	14.7	31.3
15,000 or more	83.8	65.1	29.9	31.7	48.4
School locale					
City	79.9	56.3	28.3	26.2	45.3
Suburban	55.8	46.1	12.6	13.6	25.3
Town	52.5	35.6	5.7	8.6	26.8
Rural	53.0	40.1	9.3	10.3	24.6
Percentage of students in school approved for free or reduced-price lunch					
0-25 percent	54.3	43.9	10.7	8.6	24.2
26-50 percent	58.6	46.3	13.1	14.8	29.0
51-75 percent	65.2	50.8	16.7	19.5	32.0
76-100 percent	73.8	43.5	23.9	24.9	45.3
School did not participate	40.1	27.2	12.1	5.1	12.2

! Interpret data with caution (estimates are unstable).

¹ National Board for Professional Teaching Standards (NBPTS) is a voluntary assessment program designed to develop, recognize, and retain accomplished teachers and improve overall teacher effectiveness.

NOTE: Financial incentives include cash bonuses, salary increases, or different steps on the salary schedule. This indicator presents data on teachers in traditional public schools. Charter schools and private schools are not included in this table. Teachers whose districts did not provide information on pay incentives (7.3 percent) are not included in this analysis. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*. For more information on locale and poverty, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and District Data Files," 2007-08.

This indicator continues on page 286.

Supplemental Tables to Indicator 37

Pay Incentives for Teachers

Table A-37-2. Percentage of public elementary and secondary school teachers who worked in districts that provided financial incentives for teachers, by purpose of incentive and state: School year 2007-08

State	Total teachers in districts with at least one pay incentive policy	Purpose of incentive			
		Reward for obtaining NBPTS certification ¹	Reward for excellence in teaching	Recruit or retain teachers for positions in less desirable locations	Recruit or retain teachers for positions in fields with shortages
United States	60.8	45.7	14.8	15.3	30.5
Alabama	81.8	73.7	6.0!	10.8	26.0
Alaska	61.4	52.0	3.1!	15.1	41.1
Arizona	78.8	‡	‡	‡	‡
Arkansas	69.7	63.9	‡	6.7	15.2
California	58.4	43.9	3.4!	18.0	36.0
Colorado	65.8	44.6	19.7	16.0	39.6
Connecticut	41.1	‡	‡	‡	‡
Delaware	96.5	95.1	13.1	#	8.9!
District of Columbia	100.0 ²	100.0 ²	#	100.0 ²	100.0 ²
Florida	94.3	86.8	64.5	55.4	55.8
Georgia	80.5	79.0	5.1!	11.6!	23.8
Hawaii	100.0 ²	100.0 ²	#	100.0 ²	100.0 ²
Idaho	73.1	60.6	‡	8.7	29.7
Illinois	43.5	41.6	1.2!	1.2!	9.1!
Indiana	26.4	20.4	2.0!	2.4!	6.7!
Iowa	59.7	25.3	‡	15.6	41.3
Kansas	75.7	60.9	5.5!	15.3	45.5
Kentucky	85.1	81.7	3.4!	3.6!	25.8
Louisiana	92.7	81.4	6.8!	46.9	32.9
Maine	33.1	29.4	‡	‡	6.0!
Maryland	100.0 ²	100.0 ²	28.4	39.1	55.0
Massachusetts	33.8	22.0	6.9!	2.6!	18.5
Michigan	22.4	13.1	5.6!	1.7!	8.0!
Minnesota	48.2	40.6	15.0	1.8!	6.4!
Mississippi	88.4	85.6	3.5!	8.7!	13.3
Missouri	40.8	34.3	10.8	5.6!	10.5
Montana	32.7	24.1	2.7!	3.5!	11.5
Nebraska	42.5	32.4	6.8!	3.6!	14.1
Nevada	99.8	97.7	2.4!	69.6	91.3
New Hampshire	20.8	‡	‡	‡	18.2

See notes at end of table.

Table A-37-2. Percentage of public elementary and secondary school teachers who worked in districts that provided financial incentives for teachers, by purpose of incentive and state: School year 2007–08—Continued

State	Total teachers in districts with at least one pay incentive policy	Purpose of incentive			
		Reward for obtaining NBPTS certification ¹	Reward for excellence in teaching	Recruit or retain teachers for positions in less desirable locations	Recruit or retain teachers for positions in fields with shortages
United States	60.8	45.7	14.8	15.3	30.5
New Jersey	21.6	‡	‡	‡	‡
New Mexico	87.6	83.4	‡	9.7	47.7
New York	58.5	25.8	28.3	4.3!	11.7!
North Carolina	87.4	82.8	52.9	53.7	55.5
North Dakota	34.4	23.8	‡	‡	12.5
Ohio	39.5	25.0	7.2	4.7	20.8
Oklahoma	46.1	41.8	16.4	9.8	17.5
Oregon	36.4	29.2	‡	‡	10.9!
Pennsylvania	27.6	22.2	‡	0.9!	5.8!
Rhode Island	77.5	77.5	#	#	3.2!
South Carolina	81.1	74.3	7.4	33.5	49.2
South Dakota	55.3	44.8	8.6!	7.4!	21.9
Tennessee	37.5	28.6	11.9	12.9	8.9
Texas	71.7	18.7	28.3	21.5	66.4
Utah	96.4	87.6	11.5	7.6!	49.3
Vermont	38.1	26.7	3.5!	#	10.2!
Virginia	87.6	77.4	7.9	20.2	47.2
Washington	74.4	73.3	‡	‡	7.9!
West Virginia	80.3	78.9	0.9!	7.3	9.3
Wisconsin	36.4	26.1	2.2!	#	14.1
Wyoming	90.2	84.4	5.5!	10.7	47.2

Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met.

¹ National Board for Professional Teaching Standards (NBPTS) is a voluntary assessment program designed to develop, recognize, and retain accomplished teachers and improve overall teacher effectiveness.² Rounds to 100 percent.NOTE: Financial incentives include cash bonuses, salary increases, or different steps on the salary schedule. This indicator presents data on teachers in traditional public schools. Charter schools and private schools are not included in this table. Teachers whose districts did not provide information on pay incentives (7.3 percent) are not included in this analysis. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and District Data Files," 2007–08.

Supplemental Table to Indicator 38

Education Expenditures by Country

Table A-38-1. Annual expenditures per student in public and private institutions, and expenditures as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2006

Country	Expenditures per student ¹		Expenditures as a percentage of GDP			GDP per capita
	Elementary and secondary ²	Post-secondary ³	Total ⁴	Elementary and Secondary ²	Post-secondary ³	
OECD average	\$7,283	\$12,336	5.7	3.7	1.4	\$31,703
Australia	7,459	15,016	5.7	4.0	1.6	35,666
Austria	9,910	15,148	5.5	3.7	1.3	35,259
Belgium	7,980	13,244	6.1	4.1	1.3	33,608
Canada ⁵	7,774	22,810	6.5	3.7	2.7	34,888
Czech Republic	4,532	7,989	4.8	3.0	1.2	21,966
Denmark	9,270	15,391	7.3	4.4	1.7	34,871
Finland	6,891	12,845	5.8	3.8	1.7	32,586
France	7,712	11,568	5.9	3.9	1.3	31,055
Germany	6,985	13,016	4.8	3.1	1.1	32,835
Greece	—	—	—	—	—	26,701
Hungary ⁶	4,188	6,367	5.6	3.4	1.1	18,030
Iceland	8,877	8,579	8.0	5.3	1.1	35,096
Ireland	7,318	11,832	4.7	3.5	1.2	41,803
Italy ⁷	8,204	8,725	4.9	3.5	0.9	29,356
Japan	7,661	13,418	5.0	2.8	1.5	32,040
Korea, Republic of	6,089	8,564	7.3	4.3	2.5	23,083
Luxembourg ⁸	15,440	—	—	—	—	75,754
Mexico	2,072	6,462	5.7	3.8	1.1	13,332
Netherlands	8,109	15,196	5.6	3.7	1.5	37,130
New Zealand	5,589	9,288	6.3	4.3	1.5	26,808
Norway ⁹	10,448	16,235	5.4	3.7	1.2	52,118
Poland ⁶	3,568	5,224	5.7	3.7	1.3	14,842
Portugal ⁶	5,967	9,724	5.6	3.6	1.4	21,656
Slovak Republic ¹⁰	3,032	6,056	4.3	2.7	1.0	18,020
Spain	7,016	11,087	4.7	2.9	1.1	29,520
Sweden	8,123	16,991	6.3	4.1	1.6	34,456
Switzerland ¹¹	11,129	22,230	5.9	4.2	1.4	38,568
Turkey ^{6,9}	1,286	4,648	2.7	1.9	0.8	12,074
United Kingdom	8,306	15,447	5.9	4.3	1.3	34,137
United States	10,267	25,109	7.4	4.0	2.9	43,839

— Not available.

¹ Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures and on current expenditures and capital outlays from both public and private sources, where data are available.

² Includes expenditures for elementary/secondary and postsecondary nontertiary (International Standard Classification of Education [ISCED] level 4) education. Postsecondary nontertiary expenditures are included under postsecondary for Canada and are not available for France, Greece, Italy, Luxembourg, Portugal, and the United States.

³ Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also includes all postsecondary nontertiary expenditures for Canada and some postsecondary nontertiary expenditures for Denmark and Japan.

⁴ Includes expenditures for preprimary, elementary/secondary, postsecondary nontertiary, postsecondary, and education not classified by level.

⁵ Data are for 2005. Postsecondary includes public academic institutions only.

⁶ Expenditures per student include public institutions only.

⁷ Elementary and secondary expenditures include public institutions only.

⁸ Luxembourg data are excluded from percentages because of anomalies with respect to their GDP per capita data. (Large revenues from international finance institutions distort the wealth of the population.) Expenditures include public institutions only.

⁹ Expenditures as a percentage of GDP include public institutions only.

¹⁰ Expenditures on tertiary vocational programs (ISCED 5B) included under elementary and secondary.

¹¹ Expenditures per student and postsecondary expenditures as a percentage of GDP includes public institutions only.

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

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2009). *Education at a Glance, 2009: OECD Indicators*, tables B1.1a, B1.2, B2.1, and X2.1.

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Racial/Ethnic Concentration in Higher Education

Table A-39-1. Percentage distribution of fall enrollment in degree-granting institutions, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students at institution, control and type of institution, and race/ethnicity: Fall 2008

Control and type of institution and race/ethnicity	Total enrollment	Percentage distribution	Combined Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native enrollment				
			Total	Less than 25 percent	25-49 percent	50-74 percent	75 percent or more
All institutions	19,102,814	100.0	100.0	45.3	33.2	14.5	7.0
White	12,088,781	63.3	100.0	58.6	31.8	8.3	1.3
Black	2,584,478	13.5	100.0	22.0	38.5	19.7	19.8
Hispanic	2,272,888	11.9	100.0	15.2	31.5	31.7	21.6
Asian/Pacific Islander	1,302,797	6.8	100.0	21.4	36.0	32.5	10.2
American Indian/Alaska Native	193,289	1.0	100.0	38.4	37.3	13.8	10.5
Nonresident alien	660,581	3.5	100.0	44.4	36.6	14.1	5.0
Public institutions	13,972,153	100.0	100.0	46.0	30.1	16.1	7.8
White	8,817,677	63.1	100.0	60.0	29.3	9.2	1.5
Black	1,759,200	12.6	100.0	24.0	35.9	19.7	20.4
Hispanic	1,832,397	13.1	100.0	13.9	28.5	33.8	23.7
Asian/Pacific Islander	982,876	7.0	100.0	20.3	30.5	37.0	12.2
American Indian/Alaska Native	153,030	1.1	100.0	40.3	35.5	14.3	9.9
Nonresident alien	426,973	3.1	100.0	46.2	27.8	19.2	6.8
Public 2-year	6,640,344	100.0	100.0	34.5	33.7	22.2	9.6
White	3,938,454	59.3	100.0	49.1	35.0	13.6	2.3
Black	931,858	14.0	100.0	16.8	38.6	28.4	16.2
Hispanic	1,122,478	16.9	100.0	9.4	27.6	39.2	23.8
Asian/Pacific Islander	464,536	7.0	100.0	11.0	27.9	38.6	22.5
American Indian/Alaska Native	80,430	1.2	100.0	30.9	36.4	19.3	13.4
Nonresident alien	102,588	1.5	100.0	18.8	30.3	37.6	13.3
Public 4-year	7,331,809	100.0	100.0	56.5	26.9	10.5	6.1
White	4,879,223	66.5	100.0	68.8	24.6	5.7	0.8
Black	827,342	11.3	100.0	32.1	32.9	9.9	25.1
Hispanic	709,919	9.7	100.0	21.2	30.1	25.2	23.5
Asian/Pacific Islander	518,340	7.1	100.0	28.7	32.8	35.6	3.0
American Indian/Alaska Native	72,600	1.0	100.0	50.8	34.5	8.6	6.0
Nonresident alien	324,385	4.4	100.0	54.9	27.0	13.4	4.7

See notes at end of table.

Table A-39-1. Percentage distribution of fall enrollment in degree-granting institutions, by percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students at institution, control and type of institution, and race/ethnicity: Fall 2008—Continued

Control and type of institution and race/ethnicity	Total enrollment	Percentage distribution	Combined Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native enrollment				
			Total	Less than 25 percent	25-49 percent	50-74 percent	75 percent or more
Private not-for-profit institutions	3,661,519	100.0	100.0	56.4	36.2	4.2	3.2
White	2,513,749	68.7	100.0	66.3	31.2	2.2	0.3
Black	431,988	11.8	100.0	31.0	39.1	9.3	20.6
Hispanic	248,545	6.8	100.0	33.3	48.4	13.5	4.8
Asian/Pacific Islander	236,537	6.5	100.0	31.8	59.7	7.0	1.5
American Indian/Alaska Native	24,124	0.7	100.0	46.7	31.0	5.4	16.8
Nonresident alien	206,576	5.6	100.0	45.6	50.4	2.8	1.1
Private not-for-profit 2-year	35,351	100.0	100.0	41.4	33.1	8.5	16.9
White	21,336	60.4	100.0	57.8	33.8	4.9	3.5
Black	6,934	19.6	100.0	12.8	38.6	19.6	29.0
Hispanic	3,046	8.6	100.0	17.7	37.6	11.1	33.6
Asian/Pacific Islander	1,662	4.7	100.0	17.3	24.9	12.8	45.1
American Indian/Alaska Native	1,561	4.4	100.0	5.1	3.3	0.6	91.0
Nonresident alien	812	2.3	100.0	65.9	25.9	5.7	2.6
Private not-for-profit 4-year	3,626,168	100.0	100.0	56.5	36.3	4.1	3.1
White	2,492,413	68.7	100.0	66.4	31.2	2.2	0.2
Black	425,054	11.7	100.0	31.3	39.1	9.1	20.5
Hispanic	245,499	6.8	100.0	33.5	48.5	13.5	4.4
Asian/Pacific Islander	234,875	6.5	100.0	31.9	59.9	7.0	1.2
American Indian/Alaska Native	22,563	0.6	100.0	49.6	33.0	5.8	11.7
Nonresident alien	205,764	5.7	100.0	45.5	50.5	2.8	1.1
Private for-profit institutions	1,469,142	100.0	100.0	10.4	54.7	25.5	9.4
White	757,355	51.6	100.0	16.8	63.2	17.6	2.4
Black	393,290	26.8	100.0	3.1	49.4	31.5	16.0
Hispanic	191,946	13.1	100.0	3.7	38.3	34.9	23.2
Asian/Pacific Islander	83,384	5.7	100.0	4.2	33.7	50.7	11.4
American Indian/Alaska Native	16,135	1.1	100.0	7.9	63.9	21.4	6.9
Nonresident alien	27,032	1.8	100.0	5.4	69.5	19.2	5.9

NOTE: Includes undergraduate and postbaccalaureate students. Nonresident aliens are persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Nonresident aliens are shown separately because information about their race/ethnicity is not available. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

Racial/Ethnic Concentration in Higher Education

Table A-39-2. Percentage distribution of fall enrollment of each racial/ethnic group in degree-granting institutions, by control of institution and concentration of racial/ethnic group: Fall 2008

Concentration of racial/ethnic group, by percentage of total enrollment	Fall enrollment				Percentage distribution			
	Total	Public	Not-for-profit	For-profit	Total	Public	Not-for-profit	For-profit
White enrollment, by percentage White								
Total	12,088,781	8,817,677	2,513,749	757,355	100.0	100.0	100.0	100.0
Less than 10.0 percent	31,484	27,437	1,968	2,079	0.3	0.3	0.1	0.3
10.0 to 24.9 percent	167,453	138,575	7,017	21,861	1.4	1.6	0.3	2.9
25.0 to 49.9 percent	1,263,062	980,186	141,147	141,729	10.4	11.1	5.6	18.7
50.0 to 74.9 percent	4,583,588	3,056,760	1,058,949	467,879	37.9	34.7	42.1	61.8
75.0 percent or more	6,043,194	4,614,719	1,304,668	123,807	50.0	52.3	51.9	16.3
Black enrollment, by percentage Black								
Total	2,584,478	1,759,200	431,988	393,290	100.0	100.0	100.0	100.0
Less than 10.0 percent	554,500	407,418	132,595	14,487	21.5	23.2	30.7	3.7
10.0 to 24.9 percent	863,295	596,466	134,726	132,103	33.4	33.9	31.2	33.6
25.0 to 49.9 percent	634,474	424,139	71,921	138,414	24.5	24.1	16.6	35.2
50.0 to 74.9 percent	217,171	121,582	15,424	80,165	8.4	6.9	3.6	20.4
75.0 percent or more	315,038	209,595	77,322	28,121	12.2	11.9	17.9	7.2
Hispanic enrollment, by percentage Hispanic								
Total	2,272,888	1,832,397	248,545	191,946	100.0	100.0	100.0	100.0
Less than 10.0 percent	493,467	303,134	130,739	59,594	21.7	16.5	52.6	31.0
10.0 to 24.9 percent	616,822	487,161	85,480	44,181	27.1	26.6	34.4	23.0
25.0 to 49.9 percent	746,873	669,443	20,593	56,837	32.9	36.5	8.3	29.6
50.0 to 74.9 percent	268,393	239,271	8,403	20,719	11.8	13.1	3.4	10.8
75.0 percent or more	147,333	133,388	3,330	10,615	6.5	7.3	1.3	5.5
Asian/Pacific Islander enrollment, by percentage Asian/Pacific Islander								
Total	1,302,797	982,876	236,537	83,384	100.0	100.0	100.0	100.0
Less than 10.0 percent	497,658	365,998	95,034	36,626	38.2	37.2	40.2	43.9
10.0 to 24.9 percent	489,535	350,494	122,213	16,828	37.6	35.7	51.7	20.2
25.0 to 49.9 percent	230,919	211,056	17,001	2,862	17.7	21.5	7.2	3.4
50.0 to 74.9 percent	73,765	46,239	1,991	25,535	5.7	4.7	0.8	30.6
75.0 percent or more	10,920	9,089	298	1,533	0.8	0.9	0.1	1.8
American Indian/Alaska Native enrollment, by percentage American Indian/Alaska Native								
Total	193,289	153,030	24,124	16,135	100.0	100.0	100.0	100.0
Less than 10.0 percent	154,409	120,012	19,567	14,830	79.9	78.4	81.1	91.9
10.0 to 24.9 percent	11,478	9,941	343	1,194	5.9	6.5	1.4	7.4
25.0 to 49.9 percent	11,872	11,567	305	0	6.1	7.6	1.3	0.0
50.0 to 74.9 percent	607	442	54	111	0.3	0.3	0.2	0.7
75.0 percent or more	14,923	11,068	3,855	0	7.7	7.2	16.0	0.0

NOTE: Includes undergraduate and postbaccalaureate students. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2009.

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Supplemental Tables to Indicator 40

U.S. Students Studying Abroad

Table A-40-1. Number and percentage distribution of U.S. study abroad students, by host region: Selected academic years, 1987-88 through 2007-08

Host region	1987-88	1993-94	1997-98	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Number of students									
Total	62,341	76,302	113,959	174,629	191,321	205,983	223,534	241,791	262,416
Africa	748	1,477	3,071	4,827	5,699	7,100	8,459	10,066	11,844
Asia	3,803	4,986	6,836	9,751	13,213	16,571	20,811	24,969	29,125
Europe ¹	47,005	51,395	72,592	109,907	116,446	124,292	130,274	138,871	147,676
Latin America	5,735	10,207	17,810	26,643	29,053	29,655	33,902	36,339	40,181
Middle East ¹	2,930	2,174	2,245	648	1,050	1,977	2,585	2,759	3,362
North America	873	509	983	1,269	1,136	1,121	1,151	1,389	1,237
Oceania	748	2,618	4,961	12,749	14,113	13,787	14,033	13,820	14,028
Multiple destinations	499	2,931	5,458	8,835	10,611	11,480	12,319	13,573	14,963
Percentage distribution									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Africa	1.2	1.9	2.7	2.8	3.0	3.5	3.8	4.2	4.5
Asia	6.1	6.5	6.0	5.6	6.9	8.0	9.3	10.3	11.1
Europe ¹	75.4	67.4	63.7	62.9	60.9	60.3	58.3	57.4	56.3
Latin America	9.2	13.4	15.6	15.3	15.2	14.4	15.2	15.0	15.3
Middle East ¹	4.7	2.8	2.0	0.4	0.5	1.0	1.2	1.1	1.3
North America	1.4	0.7	0.9	0.7	0.6	0.5	0.5	0.6	0.5
Oceania	1.2	3.4	4.4	7.3	7.4	6.7	6.3	5.7	5.3
Multiple destinations	0.8	3.8	4.8	5.1	5.5	5.6	5.5	5.6	5.7

¹ Cyprus and Turkey were classified as part of the Middle East prior to 2004-05, but as part of Europe for 2004-05 and later years.
 NOTE: Detail may not sum to totals because of rounding. The numbers of students for 1987-88 were estimated because raw data were unavailable for that year. For more information on the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.
 SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 1988-89 through 2009.

Table A-40-2. Number, percentage distribution, and percent change of students, by top 25 destinations of U.S. study abroad students: Academic years 1997-98 and 2007-08

Destination	1997-98			2007-08			Percent change, 1997-98 to 2007-08
	Rank	Number of students	Percent of total	Rank	Number of students	Percent of total	
World total¹		113,959	100.0		262,416	100.0	130.3
United Kingdom	1	25,900	22.7	1	33,333	12.7	28.7
Italy	3	10,142	8.9	2	30,670	11.7	202.4
Spain	2	10,393	9.1	3	25,212	9.6	142.6
France	4	9,776	8.6	4	17,336	6.6	77.3
China	11	2,116	1.9	5	13,165	5.0	522.2
Australia	6	4,355	3.8	6	11,042	4.2	153.5
Mexico	5	7,574	6.6	7	9,928	3.8	31.1
Germany	7	4,146	3.6	8	8,253	3.1	99.1
Ireland	9	2,522	2.2	9	6,881	2.6	172.8
Costa Rica	8	2,973	2.6	10	6,096	2.3	105.0
Japan	10	2,285	2.0	11	5,710	2.2	149.9
Argentina	27	536	0.5	12	4,109	1.6	666.6
Greece	16	1,124	1.0	13	3,847	1.5	242.3
South Africa	23	617	0.5	14	3,700	1.4	499.7
Czech Republic	20	840	0.7	15	3,417	1.3	306.8
Austria	13	1,609	1.4	16	3,356	1.3	108.6
India	22	684	0.6	17	3,146	1.2	359.9
Ecuador	14	1,229	1.1	18	2,814	1.1	129.0
Chile	18	1,005	0.9	19	2,739	1.0	172.5
Brazil	26	555	0.5	20	2,723	1.0	390.6
New Zealand	28	509	0.4	21	2,629	1.0	416.5
Israel	12	1,988	1.7	22	2,322	0.9	16.8
Netherlands	17	1,090	1.0	23	2,038	0.8	87.0
Switzerland	21	697	0.6	24	1,942	0.7	178.6
Russia	15	1,145	1.0	25	1,857	0.7	62.2

¹ Includes countries not separately shown.
 NOTE: Countries are in order of 2007-08 ranking. For more information on the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.
 SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, 1998-99 and 2009.

Table A-40-3. Percentage distribution of U.S. study abroad students, by field of study: Selected years, 1987-88 through 2007-08

Field of study	1987-88	1993-94	1997-98	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Social sciences and humanities ¹	45.9	37.1	34.8	34.5	35.9	35.9	35.9	34.6	34.8
Social sciences	—	—	—	21.3	22.6	22.6	21.7	21.4	21.5
Humanities	—	—	—	13.3	13.3	13.3	14.2	13.2	13.3
Business and management	11.1	13.6	15.6	17.7	17.5	17.5	17.7	19.1	20.2
Fine or applied arts	6.4	7.7	7.7	9.0	7.6	7.6	7.5	7.7	8.4
Physical or life sciences	2.5	5.3	7.0	7.1	7.1	7.1	6.9	7.3	7.2
Foreign languages	14.8	11.3	8.0	7.9	7.5	7.5	7.8	7.2	6.2
Health sciences	1.4	1.7	3.2	3.1	3.4	3.4	3.8	4.1	4.5
Education	4.0	4.0	4.5	4.1	4.1	4.1	4.1	4.2	4.1
Engineering	1.4	2.3	2.7	2.9	2.9	2.9	2.9	3.1	3.1
Math or computer sciences	1.2	1.1	1.6	2.4	1.7	1.7	1.5	1.5	1.6
Agriculture	0.7	0.9	1.5	1.5	1.2	1.2	1.3	1.5	1.2
Other fields of study	6.8	7.7	4.8	6.4	7.8	7.8	7.2	6.6	5.4
Undeclared	3.8	3.6	4.2	3.5	3.4	3.4	3.4	3.1	3.3
Dual major	—	3.6	4.3	—	—	—	—	—	—

— Not available.

¹ Social sciences and humanities were combined until 1998-99.

NOTE: Detail may not sum to totals because of rounding. For more information on fields of study and the *Open Doors* U.S. Study Abroad Survey, see *supplemental note 3*.

SOURCE: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education, selected years, 1988-89 through 2009.

Supplemental Table to Indicator 41

Undergraduate Fields of Study

Table A-41-1. Number of associate's and bachelor's degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1997-98 and 2007-08

Field of study	1997-98				2007-08				1997-98 to 2007-08		
	Number	Percent of total	Number of female	Percent females	Number	Percent of total	Number of female	Percent females	Change in number of degrees	Percent change	Percent change for females
Associate's degrees											
Total¹	558,555	100.0	340,942	61.0	750,164	100.0	467,643	62.3	191,609	34.3	37.2
Liberal arts and sciences, general studies, and humanities	186,248	33.3	115,636	62.1	254,012	33.9	158,574	62.4	67,764	36.4	37.1
Health professions and related clinical sciences	94,940	17.0	80,578	84.9	155,816	20.8	132,882	85.3	60,876	64.1	64.9
Business	95,320	17.1	66,914	70.2	121,158	16.2	77,913	64.3	25,838	27.1	16.4
Engineering and engineering technologies	55,650	10.0	7,044	12.7	51,226	6.8	5,339	10.4	-4,424	-7.9	-24.2
Security and protective services	19,002	3.4	6,182	32.5	29,590	3.9	13,539	45.8	10,588	55.7	119.0
Computer and information sciences	18,185	3.3	8,462	46.5	28,296	3.8	7,105	25.1	10,111	55.6	-16.0
Visual and performing arts	14,980	2.7	8,207	54.8	18,890	2.5	11,963	63.3	3,910	26.1	45.8
Multi/interdisciplinary studies	9,402	1.7	4,861	51.7	16,255	2.2	9,706	59.7	6,853	72.9	99.7
Education	9,461	1.7	7,164	75.7	13,108	1.7	11,194	85.4	3,647	38.5	56.3
Legal professions and studies	9,890	1.8	8,893	89.9	9,465	1.3	8,455	89.3	-425	-4.3	-4.9
Family and consumer services	7,811	1.4	7,151	91.6	8,613	1.1	8,269	96.0	802	10.3	15.6
Social sciences and history	4,196	0.8	2,632	62.7	7,812	1.0	5,053	64.7	3,616	86.2	92.0
Communications and communications technologies	5,010	0.9	2,401	47.9	6,857	0.9	2,618	38.2	1,847	36.9	9.0
Agriculture and natural resources	6,673	1.2	2,214	33.2	5,738	0.8	2,140	37.3	-935	-14.0	-3.3
Public administration and social service professions	4,156	0.7	3,464	83.3	4,192	0.6	3,623	86.4	36	0.9	4.6
Physical science and science technologies	2,286	0.4	1,187	51.9	3,388	0.5	1,434	42.3	1,102	48.2	20.8
Psychology	1,765	0.3	1,161	65.8	2,412	0.3	1,858	77.0	647	36.7	60.0
Biological and biomedical sciences	2,113	0.4	1,331	63.0	2,200	0.3	1,533	69.7	87	4.1	15.2
Precision production	1,929	0.3	222	11.5	1,968	0.3	130	6.6	39	2.0	-41.4
Transportation and materials moving	977	0.2	155	15.9	1,550	0.2	242	15.6	573	58.6	56.1

See notes at end of table.

Table A-41-1. Number of associate's and bachelor's degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1997-98 and 2007-08—Continued

Field of study	1997-98				2007-08				1997-98 to 2007-08		
	Number	Percent of total	Number of female	Percent females	Number	Percent of total	Number of female	Percent females	Change in number of degrees	Percent change	Percent change for females
Bachelor's degrees											
Total¹	1,184,394	100.0	664,450	56.1	1,563,069	100.0	895,141	57.3	378,675	32.0	34.7
Business	232,079	19.6	112,700	48.6	335,254	21.4	164,276	49.0	103,175	44.5	45.8
Social sciences and history	125,040	10.6	61,503	49.2	167,363	10.7	82,495	49.3	42,323	33.8	34.1
Health professions and related clinical sciences	86,843	7.3	71,143	81.9	111,478	7.1	95,192	85.4	24,635	28.4	33.8
Education	105,833	8.9	79,548	75.2	102,582	6.6	80,754	78.7	-3251	-3.1	1.5
Psychology	74,107	6.3	55,131	74.4	92,587	5.9	71,385	77.1	18,480	24.9	29.5
Visual and performing arts	52,077	4.4	30,594	58.7	87,703	5.6	53,841	61.4	35,626	68.4	76.0
Engineering and engineering technologies	74,649	6.3	12,694	17.0	83,853	5.4	14,129	16.8	9,204	12.3	11.3
Communication and communications technologies	50,263	4.2	30,160	60.0	81,048	5.2	50,664	62.5	30,785	61.2	68.0
Biological and biomedical sciences	65,583	5.5	36,072	55.0	77,854	5.0	46,217	59.4	12,271	18.7	28.1
English language and literature/letters	49,016	4.1	32,736	66.8	55,038	3.5	37,357	67.9	6,022	12.3	14.1
Liberal arts and sciences, general studies, and humanities	33,202	2.8	21,336	64.3	46,940	3.0	31,064	66.2	13,738	41.4	45.6
Security and protective services	25,076	2.1	10,142	40.4	40,235	2.6	20,086	49.9	15,159	60.5	98.0
Computer and information sciences and support services	27,829	2.3	7,457	26.8	38,476	2.5	6,782	17.6	10,647	38.3	-9.1
Multi/interdisciplinary studies	26,960	2.3	17,844	66.2	36,149	2.3	24,870	68.8	9,189	34.1	39.4
Parks, recreation, leisure and fitness studies	15,422	1.3	7,652	49.6	29,931	1.9	14,316	47.8	14,509	94.1	87.1
Agriculture and natural resources	23,276	2.0	9,470	40.7	24,113	1.5	11,479	47.6	837	3.6	21.2
Public administration and social service professions	20,408	1.7	16,527	81.0	23,493	1.5	19,291	82.1	3,085	15.1	16.7
Physical sciences and science technologies	19,362	1.6	7,438	38.4	21,934	1.4	8,975	40.9	2,572	13.3	20.7
Family and consumer sciences/human sciences	15,654	1.3	13,855	88.5	21,870	1.4	19,211	87.8	6,216	39.7	38.7
Foreign languages, literatures, and linguistics	15,279	1.3	10,694	70.0	20,977	1.3	14,723	70.2	5,698	37.3	37.7

¹ Includes other fields not shown separately.

NOTE: For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1997-98 have been reclassified when necessary to conform to the new taxonomy. For more information on the *Classification of Postsecondary Education Institutions*, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:98) and Fall 2008.

Graduate and First-Professional Fields of Study

Table A-42-1. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1997-98 and 2007-08

Field of study	1997-98				2007-08				1997-98 to 2007-08		
	Number	Percent of total	Number of females	Percent female	Number	Percent of total	Number of females	Percent female	Change in number of degrees	Percent change	Percent change for females
Master's degrees											
Total¹	430,164	100.0	245,789	57.1	625,023	100.0	378,532	60.6	194,859	45.3	54.0
Education	113,374	26.4	86,560	76.3	175,880	28.1	135,825	77.2	62,506	55.1	56.9
Business	101,652	23.6	39,295	38.7	155,637	24.9	69,379	44.6	53,985	53.1	76.6
Health professions and related clinical sciences	39,567	9.2	30,923	78.2	58,120	9.3	47,110	81.1	18,553	46.9	52.3
Engineering and engineering technologies	27,327	6.4	5,460	20.0	34,592	5.5	8,018	23.2	7,265	26.6	46.8
Public administration and social service professions	25,144	5.8	18,119	72.1	33,029	5.3	24,889	75.4	7,885	31.4	37.4
Psychology	15,142	3.5	11,164	73.7	21,431	3.4	17,075	79.7	6,289	41.5	52.9
Social sciences and history	14,938	3.5	6,978	46.7	18,495	3.0	9,146	49.5	3,557	23.8	31.1
Computer and information sciences and support services	11,765	2.7	3,422	29.1	17,087	2.7	4,574	26.8	5,322	45.2	33.7
Visual and performing arts	11,145	2.6	6,549	58.8	14,164	2.3	8,166	57.7	3,019	27.1	24.7
Biological and biomedical sciences	6,788	1.6	3,487	51.4	9,565	1.5	5,524	57.8	2,777	40.9	58.4
English language and literature/letters	7,587	1.8	5,019	66.2	9,161	1.5	6,134	67.0	1,574	20.7	22.2
Communication and communications technologies	6,097	1.4	3,728	61.1	7,546	1.2	4,966	65.8	1,449	23.8	33.2
Library science	4,871	1.1	3,856	79.2	7,162	1.1	5,733	80.0	2,291	47.0	48.7
Theology and religious vocations	4,649	1.1	1,948	41.9	6,996	1.1	2,553	36.5	2,347	50.5	31.1
Architecture and related services	4,347	1.0	1,810	41.6	6,065	1.0	2,813	46.4	1,718	39.5	55.4
Physical sciences and science technologies	5,328	1.2	1,911	35.9	5,899	0.9	2,250	38.1	571	10.7	17.7
Security and protective services	2,000	0.5	828	41.4	5,760	0.9	3,107	53.9	3,760	188.0	275.2
Multi/interdisciplinary studies	3,067	0.7	1,912	62.3	5,289	0.8	3,482	65.8	2,222	72.4	82.1
Mathematics and statistics	3,409	0.8	1,424	41.8	4,980	0.8	2,120	42.6	1,571	46.1	48.9
Legal professions and studies	3,228	0.8	1,158	35.9	4,754	0.8	2,360	49.6	1,526	47.3	103.8
Doctoral degrees²											
Total¹	46,010	100.0	19,346	42.0	63,712	100.0	32,497	51.0	17,702	38.5	68.0
Health professions and related clinical sciences	1,975	4.3	1,297	65.7	9,886	15.5	7,212	73.0	7,911	400.6	456.1
Education	6,261	13.6	3,927	62.7	8,491	13.3	5,718	67.3	2,230	35.6	45.6
Engineering and engineering technologies	6,038	13.1	744	12.3	8,167	12.8	1,754	21.5	2,129	35.3	135.8
Biological and biomedical sciences	5,236	11.4	2,266	43.3	6,918	10.9	3,515	50.8	1,682	32.1	55.1
Psychology	4,541	9.9	3,071	67.6	5,296	8.3	3,856	72.8	755	16.6	25.6
Physical sciences and science technologies	4,520	9.8	1,133	25.1	4,804	7.5	1,441	30.0	284	6.3	27.2
Social sciences and history	4,127	9.0	1,682	40.8	4,059	6.4	1,865	45.9	-68	-1.6	10.9

See notes at end of table

Table A-42-1. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1997-98 and 2007-08—Continued

Field of study	1997-98				2007-08				1997-98 to 2007-08		
	Number	Percent of total	Number of females	Percent female	Number	Percent of total	Number of females	Percent female	Change in number of degrees	Percent change	Percent change for females
Doctoral degrees²											
Total¹	46,010	100.0	19,346	42.0	63,712	100.0	32,497	51.0	17,702	38.5	68.0
Business	1,290	2.8	405	31.4	2,084	3.3	834	40.0	794	61.6	105.9
Computer and information sciences and support services	858	1.9	140	16.3	1,698	2.7	375	22.1	840	97.9	167.9
Visual and performing arts	1,163	2.5	597	51.3	1,453	2.3	778	53.5	290	24.9	30.3
Theology and religious vocations	1,451	3.2	235	16.2	1,446	2.3	339	23.4	-5	-0.3	44.3
Mathematics and statistics	1,215	2.6	312	25.7	1,360	2.1	422	31.0	145	11.9	35.3
English language and literature/letters	1,489	3.2	878	59.0	1,262	2.0	809	64.1	-227	-15.2	-7.9
Agriculture and natural resources	1,290	2.8	366	28.4	1,257	2.0	515	41.0	-33	-2.6	40.7
Multi/interdisciplinary studies	843	1.8	377	44.7	1,142	1.8	636	55.7	299	35.5	68.7
Foreign languages, literatures, and linguistics	1,118	2.4	645	57.7	1,078	1.7	647	60.0	-40	-3.6	0.3
Public administration and social service professions	499	1.1	276	55.3	760	1.2	491	64.6	261	52.3	77.9
Philosophy and religious studies	590	1.3	178	30.2	635	1.0	193	30.4	45	7.6	8.4
Communication and communications technologies	359	0.8	188	52.4	496	0.8	287	57.9	137	38.2	52.7
Family and consumer sciences/human sciences	386	0.8	289	74.9	323	0.5	239	74.0	-63	-16.3	-17.3
First-professional degrees³											
Total¹	78,598	100.0	33,687	42.9	91,309	100.0	45,393	49.7	12,711	16.2	34.7
Law	39,331	50.0	17,455	44.4	43,769	47.9	20,572	47.0	4,438	11.3	17.9
Medicine	15,424	19.6	6,418	41.6	15,646	17.1	7,711	49.3	222	1.4	20.1
Pharmacy	3,660	4.7	2,463	67.3	10,932	12.0	7,216	66.0	7,272	198.7	193.0
Theology	5,873	7.5	1,530	26.1	5,751	6.3	1,974	34.3	-122	-2.1	29.0
Dentistry	4,032	5.1	1,542	38.2	4,795	5.3	2,134	44.5	763	18.9	38.4
Osteopathic	2,110	2.7	773	36.6	3,232	3.5	1,651	51.1	1,122	53.2	113.6
Chiropractic	3,735	4.8	1,023	27.4	2,639	2.9	956	36.2	-1,096	-29.3	-6.5
Veterinary medicine	2,193	2.8	1,439	65.6	2,504	2.7	1,924	76.8	311	14.2	33.7
Optometry	1,274	1.6	680	53.4	1,304	1.4	859	65.9	30	2.4	26.3
Podiatry	594	0.8	176	29.6	555	0.6	250	45.0	-39	-6.6	42.0

¹ Includes other fields not shown separately.

² Includes Ph.D., Ed.D., and comparable degrees at the doctoral level.

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

NOTE: Detail may not sum to total because of rounding. For more information on fields of study for postsecondary degrees, see *supplemental note 9*. The new *Classification of Instructional Programs* was initiated in 2002-03. Estimates for 1997-98 have been reclassified when necessary to conform to the new taxonomy. For more information on the Classification of Postsecondary Education Institutions, see *supplemental note 8*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 and 2007-08 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:98) and Fall 2008.

Degrees Conferred by Public and Private Institutions

Table A-43-1. Number and percentage distribution of degrees conferred by degree-granting institutions, by control of institution and type of degree: Academic years 1997-98 through 2007-08

Type of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred				
	Public		Private			Public		Private		
	Total	Public	Total	Not-for-profit	For-profit	Total	Public	Total	Not-for-profit	For-profit
Associate's										
1997-98	558,555	455,084	103,471	47,625	55,846	100.0	81.5	18.5	8.5	10.0
1998-99	559,954	448,334	111,620	47,611	64,009	100.0	80.1	19.9	8.5	11.4
1999-2000	564,933	448,446	116,487	46,337	70,150	100.0	79.4	20.6	8.2	12.4
2000-01	578,865	456,487	122,378	45,711	76,667	100.0	78.9	21.1	7.9	13.2
2001-02	595,133	471,660	123,473	45,761	77,712	100.0	79.3	20.7	7.7	13.1
2002-03	634,016	498,279	135,737	46,183	89,554	100.0	78.6	21.4	7.3	14.1
2003-04	665,301	524,875	140,426	45,759	94,667	100.0	78.9	21.1	6.9	14.2
2004-05	696,660	547,519	149,141	45,344	103,797	100.0	78.6	21.4	6.5	14.9
2005-06	713,066	557,134	155,932	46,442	109,490	100.0	78.1	21.9	6.5	15.4
2006-07	728,114	566,535	161,579	43,829	117,750	100.0	77.8	22.2	6.0	16.2
2007-08	750,164	578,520	171,644	44,788	126,856	100.0	77.1	22.9	6.0	16.9
Bachelor's										
1997-98	1,184,406	784,296	400,110	386,455	13,655	100.0	66.2	33.8	32.6	1.2
1998-99	1,200,303	790,287	410,016	393,680	16,336	100.0	65.8	34.2	32.8	1.4
1999-2000	1,237,875	810,855	427,020	406,958	20,062	100.0	65.5	34.5	32.9	1.6
2000-01	1,244,171	812,438	431,733	408,701	23,032	100.0	65.3	34.7	32.8	1.9
2001-02	1,291,900	841,180	450,720	424,322	26,398	100.0	65.1	34.9	32.8	2.0
2002-03	1,348,811	875,596	473,215	442,060	31,155	100.0	64.9	35.1	32.8	2.3
2003-04	1,399,542	905,718	493,824	451,518	42,306	100.0	64.7	35.3	32.3	3.0
2004-05	1,439,264	932,443	506,821	457,963	48,858	100.0	64.8	35.2	31.8	3.4
2005-06	1,485,242	955,369	529,873	467,836	62,037	100.0	64.3	35.7	31.5	4.2
2006-07	1,524,092	975,513	548,579	477,805	70,774	100.0	64.0	36.0	31.4	4.6
2007-08	1,563,069	996,435	566,634	490,685	75,949	100.0	63.7	36.3	31.4	4.9
Master's										
1997-98	430,164	235,922	194,242	188,175	6,067	100.0	54.8	45.2	43.7	1.4
1998-99	439,986	238,501	201,485	192,152	9,333	100.0	54.2	45.8	43.7	2.1
1999-2000	457,056	243,157	213,899	203,591	10,308	100.0	53.2	46.8	44.5	2.3
2000-01	468,476	246,054	222,422	210,789	11,633	100.0	52.5	47.5	45.0	2.5
2001-02	482,118	249,820	232,298	218,034	14,264	100.0	51.8	48.2	45.2	3.0
2002-03	513,339	265,643	247,696	232,709	14,987	100.0	51.7	48.3	45.3	2.9
2003-04	558,940	285,138	273,802	245,562	28,240	100.0	51.0	49.0	43.9	5.1
2004-05	574,618	291,505	283,113	248,031	35,082	100.0	50.7	49.3	43.2	6.1
2005-06	594,065	293,517	300,548	255,424	45,124	100.0	49.4	50.6	43.0	7.6
2006-07	604,607	291,971	312,636	261,700	50,936	100.0	48.3	51.7	43.3	8.4
2007-08	625,023	299,923	325,100	270,246	54,854	100.0	48.0	52.0	43.2	8.8
First-professional										
1997-98	78,598	31,233	47,365	47,018	347	100.0	39.7	60.3	59.8	0.4
1998-99	78,439	31,693	46,746	46,315	431	100.0	40.4	59.6	59.0	0.5
1999-2000	80,057	32,247	47,810	47,301	509	100.0	40.3	59.7	59.1	0.6
2000-01	79,707	32,633	47,074	46,828	246	100.0	40.9	59.1	58.8	0.3
2001-02	80,698	33,439	47,259	47,020	239	100.0	41.4	58.6	58.3	0.3
2002-03	80,897	33,549	47,348	47,116	232	100.0	41.5	58.5	58.2	0.3
2003-04	83,041	34,499	48,542	48,278	264	100.0	41.5	58.5	58.1	0.3
2004-05	87,289	35,768	51,521	51,259	262	100.0	41.0	59.0	58.7	0.3
2005-06	87,655	36,269	51,386	50,902	484	100.0	41.4	58.6	58.1	0.6
2006-07	90,064	36,855	53,209	52,746	463	100.0	40.9	59.1	58.6	0.5
2007-08	91,309	37,278	54,031	53,225	806	100.0	40.8	59.2	58.3	0.9

See notes at end of table.

Table A-43-1. Number and percentage distribution of degrees conferred by degree-granting institutions, by control of institution and type of degree: Academic years 1997-98 through 2007-08—Continued

Type of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred								
	Public		Private			Public		Private						
	Total		Total	Not-for-profit	For-profit	Total		Total	Not-for-profit	For-profit				
Doctoral														
1997-98	46,010	29,715	16,295	15,944	351	100.0	64.6	35.4	34.7	0.8				
1998-99	44,077	28,134	15,943	15,501	442	100.0	63.8	36.2	35.2	1.0				
1999-2000	44,808	28,408	16,400	15,800	600	100.0	63.4	36.6	35.3	1.3				
2000-01	44,904	28,187	16,717	15,920	797	100.0	62.8	37.2	35.5	1.8				
2001-02	44,160	27,622	16,538	15,882	656	100.0	62.5	37.5	36.0	1.5				
2002-03	46,042	28,062	17,980	17,138	842	100.0	60.9	39.1	37.2	1.8				
2003-04	48,378	29,706	18,672	17,501	1,171	100.0	61.4	38.6	36.2	2.4				
2004-05	52,631	31,743	20,888	19,552	1,336	100.0	60.3	39.7	37.1	2.5				
2005-06	56,067	33,767	22,300	20,830	1,470	100.0	60.2	39.8	37.2	2.6				
2006-07	60,616	36,230	24,386	22,483	1,903	100.0	59.8	40.2	37.1	3.1				
2007-08	63,712	38,315	25,397	23,037	2,360	100.0	60.1	39.9	36.2	3.7				

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 through 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98-99), and Fall 2000 through Fall 2008.

Table A-43-2. Number of degree-granting institutions, by control and type of institution: Academic years 1997-98 through 2007-08

Academic year	All institutions			Public			Private								
							Not-for-profit			For-profit					
	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1997-98	4,064	1,755	2,309	1,707	1,092	615	2,357	663	1,694	1,707	179	1,528	650	484	166
1998-99	4,048	1,713	2,335	1,681	1,069	612	2,367	644	1,723	1,695	164	1,531	672	480	192
1999-2000	4,084	1,721	2,363	1,682	1,068	614	2,402	653	1,749	1,681	150	1,531	721	503	218
2000-01	4,182	1,732	2,450	1,698	1,076	622	2,484	656	1,828	1,695	144	1,551	789	512	277
2001-02	4,197	1,710	2,487	1,713	1,085	628	2,484	625	1,859	1,676	135	1,541	808	490	318
2002-03	4,168	1,702	2,466	1,712	1,081	631	2,456	621	1,835	1,665	127	1,538	791	494	297
2003-04	4,236	1,706	2,530	1,720	1,086	634	2,516	620	1,896	1,664	118	1,546	852	502	350
2004-05	4,216	1,683	2,533	1,700	1,061	639	2,516	622	1,894	1,637	112	1,525	879	510	369
2005-06	4,276	1,694	2,582	1,693	1,053	640	2,583	641	1,942	1,647	113	1,534	936	528	408
2006-07	4,314	1,685	2,629	1,688	1,045	643	2,626	640	1,986	1,640	107	1,533	986	533	453
2007-08	4,352	1,677	2,675	1,685	1,032	653	2,667	645	2,022	1,624	92	1,532	1,043	553	490

NOTE: Includes institutions that participate in Title IV federal financial aid programs. Changes in counts of institutions over time are partly affected by increases or decreases in the number of institutions submitting separate data for branch campuses. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98 through 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics Survey" (IPEDS-IC:97-99), and Fall 2000 through Fall 2007.

Faculty Salary, Benefits, and Total Compensation

Table A-44-1. Percentage distribution of faculty, and average total compensation and fringe benefits for faculty at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 through 2008–09

[In constant 2008–09 dollars]

Academic rank and type of institution	1979–80		1989–90		1999–2000		2008–09		Percent change 1979–80 to 2008–09	Percent change 1999–2000 to 2008–09
	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average		
Total compensation¹	100.0	\$70,700	100.0	\$81,700	100.0	\$87,600	100.0	\$93,900	32.8	7.1
Salary										
All faculty	100.0	59,300	100.0	67,800	100.0	70,900	100.0	73,600	24.1	3.8
Professor	25.5	78,800	30.7	89,500	30.7	94,400	26.7	102,300	30.0	8.5
Associate professor	25.5	59,400	24.6	66,700	24.2	69,100	22.6	73,400	23.6	6.2
Assistant professor	26.2	48,300	24.1	55,300	23.0	57,000	24.5	61,600	27.3	7.9
Instructor	7.7	38,900	5.6	42,400	5.8	44,300	13.9	56,900	46.3	28.6
Lecturer	1.4	45,200	1.9	49,300	2.7	48,400	5.1	51,200	13.3	5.7
No rank	13.7	56,700	13.1	55,500	13.6	60,100	7.2	56,400	-0.7	-6.2
All institutions ²	100.0	59,300	100.0	67,800	100.0	70,900	100.0	73,600	24.1	3.8
Public doctoral universities	25.8	64,700	28.3	75,300	27.2	79,600	29.9	81,500	26.0	2.4
Private doctoral universities	8.2	69,100	10.7	84,500	10.2	94,200	12.1	97,700	41.4	3.7
Public master's colleges/ universities	24.5	59,900	20.3	67,900	19.6	66,700	16.7	66,700	11.3	#
Private master's colleges/ universities	8.0	54,500	9.8	60,600	11.1	64,600	10.7	67,200	23.2	3.9
Public other 4-year colleges	2.5	53,500	2.4	60,100	2.6	60,900	3.4	62,500	16.7	2.5
Private other 4-year colleges	9.1	47,600	8.5	55,300	7.6	60,400	6.5	65,500	37.7	8.5
Public 2-year colleges	21.1	56,600	19.4	58,200	21.4	61,200	20.5	61,400	8.6	0.4
Private 2-year colleges	0.7	36,900	0.6	41,400	0.4	45,600	0.2	43,500	18.0	-4.4
Fringe benefits										
All institutions ²	100.0	11,400	100.0	13,900	100.0	16,800	100.0	20,300	78.5	21.2
Public doctoral universities	25.8	12,100	28.3	16,400	27.2	18,300	29.9	21,500	78.3	17.4
Private doctoral universities	8.2	13,100	10.7	16,800	10.2	23,200	12.1	26,000	98.2	12.3
Public master's colleges/ universities	24.5	12,300	20.3	15,000	19.6	15,700	16.7	19,500	58.8	23.8
Private master's colleges/ universities	8.0	10,200	9.8	12,500	11.1	15,900	10.7	18,600	82.9	17.2
Public other 4-year colleges	2.5	9,900	2.4	11,900	2.6	14,000	3.4	18,600	86.7	32.4
Private other 4-year colleges	9.1	9,000	8.5	10,700	7.6	15,300	6.5	18,800	107.9	23.1
Public 2-year colleges	21.1	10,700	19.4	10,300	21.4	14,100	20.5	17,700	65.4	25.4
Private 2-year colleges	0.7	6,400	0.6	6,600	0.4	11,400	0.2	10,800	70.3	-5.2

See notes at end of table.

Table A-44-1. Percentage distribution of faculty, and average total compensation and fringe benefits for faculty at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 through 2008–09—Continued

[In current year dollars]

Academic rank and type of institution	1979–80		1989–90		1999–2000		2008–09		Percent change 1979–80 to 2008–09	Percent change 1999–2000 to 2008–09
	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average		
Total compensation¹	100.0	\$25,600	100.0	\$48,300	100.0	\$69,100	100.0	\$93,900	267.3	35.9
Salary										
All faculty	100.0	21,400	100.0	40,100	100.0	55,900	100.0	73,600	243.0	31.6
Professor	25.5	28,500	30.7	52,900	30.7	74,400	26.7	102,300	259.3	37.5
Associate professor	25.5	21,500	24.6	39,500	24.2	54,500	22.6	73,400	241.7	34.7
Assistant professor	26.2	17,500	24.1	32,700	23.0	45,000	24.5	61,600	252.1	36.8
Instructor	7.7	14,100	5.6	25,100	5.8	34,900	13.9	56,900	304.6	63.0
Lecturer	1.4	16,300	1.9	29,100	2.7	38,200	5.1	51,200	213.4	34.0
No rank	13.7	20,500	13.1	32,800	13.6	47,400	7.2	56,400	174.7	19.0
All institutions ²	100.0	21,400	100.0	40,100	100.0	55,900	100.0	73,600	243.0	31.6
Public doctoral universities	25.8	23,400	28.3	44,600	27.2	62,700	29.9	81,500	248.4	29.9
Private doctoral universities	8.2	25,000	10.7	50,000	10.2	74,300	12.1	97,700	290.9	31.4
Public master's colleges/ universities	24.5	21,700	20.3	40,200	19.6	52,600	16.7	66,700	207.9	26.8
Private master's colleges/ universities	8.0	19,700	9.8	35,900	11.1	51,000	10.7	67,200	240.7	31.8
Public other 4-year colleges	2.5	19,400	2.4	35,600	2.6	48,100	3.4	62,500	222.6	30.0
Private other 4-year colleges	9.1	17,200	8.5	32,700	7.6	47,600	6.5	65,500	280.7	37.6
Public 2-year colleges	21.1	20,500	19.4	34,400	21.4	48,200	20.5	61,400	200.2	27.3
Private 2-year colleges	0.7	13,300	0.6	24,500	0.4	35,900	0.2	43,500	226.4	21.2
Fringe benefits										
All institutions ²	100.0	4,100	100.0	8,200	100.0	13,200	100.0	20,300	393.5	53.7
Public doctoral universities	25.8	4,400	28.3	9,700	27.2	14,500	29.9	21,500	392.9	48.9
Private doctoral universities	8.2	4,800	10.7	10,000	10.2	18,300	12.1	26,000	448.2	42.4
Public master's colleges/ universities	24.5	4,400	20.3	8,900	19.6	12,400	16.7	19,500	339.1	56.9
Private master's colleges/ universities	8.0	3,700	9.8	7,400	11.1	12,500	10.7	18,600	405.7	48.6
Public other 4-year colleges	2.5	3,600	2.4	7,000	2.6	11,000	3.4	18,600	416.2	67.9
Private other 4-year colleges	9.1	3,300	8.5	6,300	7.6	12,000	6.5	18,800	475.0	56.0
Public 2-year colleges	21.1	3,900	19.4	6,100	21.4	11,100	20.5	17,700	357.3	59.0
Private 2-year colleges	0.7	2,300	0.6	3,900	0.4	9,000	0.2	10,800	370.8	20.2

Rounds to zero.

¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits.

² In this indicator, institutions are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see *supplemental note 8*.

NOTE: Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Detail may not sum to totals because of rounding. Salaries, benefits, and compensation are adjusted by the Consumer Price Index (CPI) to constant 2008–09 dollars. For more information on the CPI, see *supplemental note 10*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 1989–90, 1999–2000, and 2008–09 Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2008, and Winter 2008–09.

Supplemental Tables to Indicator 45

College Student Employment

Table A-45-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and type of institution: Selected years, October 1970 through October 2008

Year	Full-time students				Part-time students			
	Percent employed ²	Hours worked per week ¹			Percent employed ²	Hours worked per week ¹		
		Less than 20 hours	20-34 hours	35 or more hours		Less than 20 hours	20-34 hours	35 or more hours
Total								
1970	33.8	19.3	10.4	3.8	82.2	5.0	15.8	60.3
1975	35.3	18.2	12.0	4.7	80.9	6.0	19.5	52.6
1980	40.0	21.5	14.0	3.9	84.5	7.9	22.5	52.6
1985	44.2	21.8	17.3	4.3	86.1	6.0	26.8	52.5
1990	45.7	20.6	19.3	4.8	83.7	4.0	26.0	52.7
1995	47.2	19.1	20.3	6.5	82.9	8.6	30.4	42.3
2000	52.0	20.1	21.7	8.9	84.9	8.6	27.8	47.5
2001	47.0	17.4	20.6	7.9	84.5	8.1	25.8	48.9
2002	47.8	17.3	20.9	8.5	78.9	8.7	25.3	43.4
2003	47.7	17.1	20.7	8.8	79.0	7.8	27.2	42.8
2004	49.0	17.7	21.6	8.6	81.5	8.5	27.4	44.1
2005	49.1	17.8	21.1	9.0	85.0	10.2	27.1	47.1
2006	46.5	15.1	22.0	8.1	81.0	7.3	27.6	45.5
2007	45.5	15.4	20.7	8.7	81.2	6.8	27.2	45.9
2008	45.3	15.6	20.1	8.7	79.4	9.3	24.7	44.4
Enrolled in public 4-year institutions								
1990	43.0	19.8	18.6	3.7	87.4	4.2!	27.9	54.7
1995	48.8	19.4	22.6	5.6	86.7	9.6	30.8	45.0
2000	50.5	19.1	21.5	9.0	87.3	8.5	26.4	50.9
2001	45.9	16.6	20.9	7.5	86.7	7.5	27.9	49.5
2002	47.7	17.2	21.0	8.0	78.5	7.5	22.8	47.4
2003	47.5	17.3	20.7	8.2	81.7	9.3	27.3	43.7
2004	49.7	17.4	22.0	8.8	83.0	9.0	27.4	44.3
2005	49.6	17.8	22.7	8.0	86.3	9.0	26.8	49.7
2006	46.6	13.9	22.9	8.6	80.5	7.1	26.4	46.0
2007	44.7	14.9	20.1	8.9	78.3	6.4	23.1	48.5
2008	44.1	15.1	19.2	8.8	83.9	9.3	24.7	49.5
Enrolled in private 4-year institutions								
1990	38.1	24.0	9.9	3.5	89.9	3.6!	31.9	53.1
1995	38.6	21.6	10.7	4.6	80.1	14.9	26.8	36.5
2000	45.8	23.6	14.9	5.4	78.0	6.3!	18.5	52.6
2001	38.7	19.7	11.6	6.3	83.6	7.9!	23.3	51.6
2002	39.8	17.4	15.1	6.0	77.6	16.6	17.4	42.1
2003	41.1	19.0	12.8	8.4	69.2	9.3	17.5	40.7
2004	40.6	19.6	15.0	5.3	73.0	2.3!	21.2	49.2
2005	42.3	20.1	13.8	7.0	88.5	10.6!	34.5	43.2
2006	36.9	18.1	12.4	5.1	83.0	6.1!	21.0	55.9
2007	38.7	18.0	13.0	6.7	83.9	3.3!	14.3!	61.2
2008	38.0	18.5	12.4	5.6	84.4	4.8!	21.4	55.3
Enrolled in public 2-year institutions								
1990	61.2	19.1	31.2	9.2	81.5	4.1	24.9	51.1
1995	52.9	15.6	25.3	10.9	81.1	6.1	32.5	40.5
2000	63.9	20.6	29.9	11.9	85.5	9.9	30.0	44.9
2001	58.1	18.0	28.0	10.6	83.2	8.9	25.2	47.4
2002	55.1	17.4	26.3	11.0	79.2	8.6	29.8	39.6
2003	54.7	15.4	28.1	10.3	80.6	6.6	29.6	43.4
2004	55.1	17.0	27.1	10.3	81.9	9.0	28.7	43.1
2005	54.2	15.6	24.2	13.4	82.0	10.8	25.8	44.8
2006	55.3	15.8	28.8	9.2	80.7	8.2	30.0	42.2
2007	54.0	15.2	28.7	9.6	83.4	7.1	33.7	40.9
2008	52.9	14.6	26.9	10.7	74.8	9.7	25.9	37.8

! Interpret data with caution (estimates are unstable).

¹ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed.

Hours worked per week refers to the number of hours the respondent worked at all jobs during the survey week.

² Includes those who were employed but not at work during the survey week.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1970-2008.

Table A-45-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2008

Characteristic	Full-time students				Part-time students			
	Percent employed ²	Hours worked per week ¹			Percent employed ²	Hours worked per week ¹		
		Less than 20 hours	20-34 hours	35 or more hours		Less than 20 hours	20-34 hours	35 or more hours
Total	45.3	15.6	20.1	8.7	79.4	9.3	24.7	44.4
Sex								
Male	41.6	12.7	19.0	9.1	77.9	7.9	25.7	44.3
Female	48.7	18.2	21.0	8.4	80.6	10.3	23.9	44.4
Race/ethnicity ³								
White	49.2	17.7	22.0	8.3	84.0	8.2	28.6	46.1
Black	34.4	7.6	16.6	9.8	69.0	10.8!	18.5	39.8
Hispanic	42.2	13.9	16.3	11.7	73.5	10.6	18.9	43.0
Asian	28.6	9.3	14.8	4.5	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	41.6	15.5	13.3	12.8	‡	‡	‡	‡
Type of institution								
2-year	52.5	14.5	26.8	10.6	75.4	10.1	25.3	38.8
Public	52.9	14.6	26.9	10.7	74.8	9.7	25.9	37.8
Private	45.4	12.5!	24.9	7.7!	86.3	16.0!	13.7!	56.6
4-year	42.7	15.9	17.6	8.0	84.0	8.4	24.0	50.6
Public	44.1	15.1	19.2	8.8	83.9	9.3	24.7	49.5
Private	38.0	18.5	12.4	5.6	84.4	4.8!	21.4	55.3
Student enrollment level								
Undergraduate	45.1	15.6	20.3	8.2	78.0	10.5	26.2	40.4
Sex								
Male	41.0	12.7	19.1	8.4	76.5	8.5	27.6	40.4
Female	48.9	18.3	21.4	8.0	79.3	12.1	25.2	40.4
Race/ethnicity ³								
White	49.1	17.8	22.2	7.7	82.3	9.6	31.1	40.8
Black	34.5	7.7	16.9	9.5	67.5	11.3!	19.4	36.8
Hispanic	42.0	13.9	16.7	11.4	73.2	11.0	19.6	41.6
Asian	28.9	9.3	16.0	3.6!	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	40.1	15.5	12.8	11.8!	‡	‡	‡	‡
Type of institution								
2-year	52.6	14.6	26.6	10.8	75.0	10.3	25.4	37.9
Public	52.8	14.7	26.6	10.9	74.6	9.9	25.9	37.4
Private	47.3	‡	‡	‡	‡	‡	‡	‡
4-year	42.2	16.1	17.8	7.2	82.3	10.7	27.4	43.9
Public	43.6	15.2	19.4	7.9	83.2	11.6	27.1	44.2
Private	37.6	18.8	12.4	4.9	77.9	6.8!	28.9	42.2
Graduate	47.6	14.3	16.7	15.5	89.9	‡	13.0	74.2

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.² Includes those who were employed but not at work during the survey week.³ Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as part time if they were taking fewer hours. For more information on the Current Population Survey (CPS), see *supplemental note 2*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2008.

Federal Grants and Loans to Undergraduates

Table A-46-1. Percentage of full-time, full-year undergraduates who received loans and grants and average annual amounts received by recipients, by source of aid, dependency status, income, and institution type: Academic years 1999-2000, 2003-04, and 2007-08

[In constant 2008-09 dollars]

Characteristic	Total				Federal			
	Loans		Grants		Loans		Grants	
	Percent	Average dollars	Percent	Average dollars	Percent	Average dollars	Percent	Average dollars
1999-2000								
Total	45.1	\$6,900	58.8	\$6,300	43.9	\$6,100	30.5	\$3,200
Dependency status and income								
Dependent undergraduates	43.8	6,200	56.2	6,900	42.6	5,300	23.1	3,100
Low-income	47.8	6,100	83.2	7,000	46.9	5,500	72.4	3,500
Middle-income	47.9	6,200	53.7	6,900	46.6	5,300	13.1	2,000
High-income	33.4	6,600	38.7	6,700	31.9	5,400	0.7	2,000
Independent undergraduates	48.5	8,600	65.9	4,900	47.6	8,100	51.1	3,400
Type of institution								
Public 2-year	17.1	4,900	49.7	3,400	16.3	4,300	32.4	3,100
Public 4-year	48.4	6,400	54.5	4,800	47.4	6,000	28.9	3,100
Private not-for-profit 4-year	59.9	8,000	75.0	10,700	58.2	6,500	27.5	3,500
2003-04								
Total	48.0	6,700	63.5	6,600	46.5	5,500	33.9	3,800
Dependency status and income								
Dependent undergraduates	46.8	6,200	61.0	7,100	45.1	4,900	25.9	3,600
Low-income	49.3	5,900	85.9	8,100	47.9	5,100	73.1	4,300
Middle-income	49.9	6,300	58.5	6,600	48.2	4,800	17.1	2,300
High-income	38.5	6,500	43.8	6,800	36.6	4,600	1.0	1,900
Independent undergraduates	51.6	7,700	70.6	5,300	50.4	7,200	56.4	4,000
Type of institution								
Public 2-year	17.5	4,300	52.1	3,900	16.2	3,900	35.0	3,700
Public 4-year	51.9	6,200	59.9	5,400	50.2	5,500	30.6	3,700
Private not-for-profit 4-year	64.9	7,800	81.7	11,000	63.1	5,700	31.7	3,900
2007-08								
Total	53.1	8,200	65.3	7,300	49.3	5,500	33.4	3,700
Dependency status and income								
Dependent undergraduates	49.5	7,800	63.1	8,100	45.6	4,900	25.4	3,800
Low-income	54.0	6,800	88.5	9,000	51.2	5,200	79.9	4,300
Middle-income	53.6	7,900	61.4	7,600	49.4	4,800	15.0	2,500
High-income	39.2	8,500	46.2	7,700	34.9	4,700	0.8	3,200
Independent undergraduates	64.2	9,100	72.4	5,400	60.8	7,000	58.6	3,700
Type of institution								
Public 2-year	22.5	4,900	55.7	3,800	19.6	4,200	36.7	3,600
Public 4-year	52.7	7,200	60.4	6,200	48.7	5,300	28.8	3,800
Private not-for-profit 4-year	65.0	9,900	81.2	12,400	60.6	5,700	28.0	4,100

NOTE: Total loans include federal, state, institutional, and private loans. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Parent Loans for Undergraduate Students (PLUS), veterans' benefits, and tax credits are not included in this table. Loans as a percentage of aid is determined by dividing the amount of loans received (including zero loan amounts) by the amount of total aid (or federal aid) received for each case. Average aid amounts are calculated for recipients only. Income for dependent students is based on parents' annual income in the prior year. The cutoff points for low, middle, and high income were obtained by identifying the incomes at the 25th and 75th percentiles. Data were adjusted to 2008-09 dollars using the Consumer Price Index for All Urban Consumers (CPI-U). For more information on the CPI-U, see *supplemental note 10*. Totals include some institution types not separately shown, such as private for-profit institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

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Price of Attending a Postsecondary Institution

Table A-47-1. Average total price of attendance, loans, grants, and net price for full-time, full-year dependent undergraduates, by type of institution: Academic years 1999-2000, 2003-04, and 2007-08

[In constant 2008-09 dollars]

Type of institution	1999-2000	2003-04	2007-08
Public 2-year			
Total	\$10,800	\$11,300	\$12,000
Grants	1,300	1,700	1,800
Net price	9,500	9,600	10,200
Loans	600	600	900
Public 4-year			
Total	15,700	17,400	19,100
Grants	2,500	3,100	3,700
Net price	13,300	14,300	15,500
Loans	3,100	3,700	4,500
Private not-for-profit 4-year			
Total	30,900	33,900	37,000
Grants	8,700	9,400	10,700
Net price	22,300	24,500	26,300
Loans	6,100	6,900	8,400
Private for-profit less-than-4-year			
Total	20,200	21,100	22,400
Grants	2,300	3,000	2,500
Net price	17,900	18,200	19,900
Loans	6,800	7,600	8,900

NOTE: *Full time* refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). *Net price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance, including loans, minus grants. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net price. Averages were computed for all students, including those who did not receive financial aid. Data were adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2008-09 dollars. For more information on the CPI-U, see *supplemental note 10*. Estimates exclude students who were not U.S. citizens or permanent residents and who were therefore ineligible for federal student aid, students who attended more than one institution in a year due to the difficulty of matching information on price and aid, and students who attended private for-profit 4-year institutions. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

Table A-47-2. Average net price for full-time, full-year dependent students after grants and loans, by type of institution and family income: Academic years 1999-2000, 2003-2004, and 2007-2008

[In constant 2008-09 dollars]

Type of institution and family income	1999-2000	2003-04	2007-08
Public 2-year			
Total	\$9,500	\$9,600	\$10,200
Low income	7,600	7,500	7,800
Lower middle income	10,000	9,900	10,600
Upper middle income	10,400	10,800	11,800
High income	10,600	11,000	12,000
Public 4-year			
Total	13,300	14,300	15,500
Low income	9,800	10,200	10,300
Lower middle income	12,800	13,900	14,400
Upper middle income	14,500	15,500	16,900
High income	15,400	17,000	18,600
Private not-for-profit 4-year			
Total	22,300	24,500	26,300
Low income	15,000	18,000	18,100
Lower middle income	20,200	21,500	22,900
Upper middle income	22,300	24,600	26,400
High income	28,200	30,800	32,200
Private for-profit less-than-4-year			
Total	17,900	18,200	19,900
Low income	14,900	15,600	17,700
Lower middle income	19,700	19,300	21,100
Upper middle income	21,200	20,500	23,700
High income	23,300	22,300	24,000

NOTE: *Full time* refers to students who attended full time (as defined by the institution) for the full year (at least 9 months). *Net price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance, including loans, minus grants. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net price. Averages were computed for all students, including those who did not receive financial aid. Data were adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2008-09 dollars. For more information on the CPI-U, see *supplemental note 10*. Estimates exclude students who were not U.S. citizens or permanent residents and who were therefore ineligible for federal student aid, students who attended more than one institution in a year due to the difficulty of matching information on price and aid, and students who attended private for-profit 4-year institutions. Detail may not sum to totals because of rounding. The cutoff points for low, lower middle, upper middle, and high income were obtained by identifying the incomes at the 25th, 50th, and 75th percentiles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999-2000, 2003-04, and 2007-08 National Postsecondary Student Aid Studies (NPSAS:2000, NPSAS:04, and NPSAS:08).

Price of Graduate and First-Professional Attendance

Table A-48-1. Average annual tuition and fees, total price, amount of aid, and net price for full-time graduate and first-professional students and percentage of all students attending full time, by degree program and institution type: Academic years 2003-04 and 2007-08

[In constant 2008-09 dollars]

Characteristic	Average for full-time students							Percent attending full time
	Tuition and fees	Total price ¹	Total aid	Grants	Loans	Assistant-ships and other aid	Net price (total price minus grants)	
	2003-04							
Master's degree students								
Total	\$13,400	\$31,700	\$16,100	\$3,300	\$10,300	\$2,500	\$28,400	21.3
Degree program								
Business administration (M.B.A.)	17,500	37,900	16,600	3,000	12,400	1,200	34,900	19.9
Education (any master's)	9,500	26,200	12,500	1,900	9,500	1,000	24,300	11.5
Any other master's degree	13,200	31,400	16,900	3,700	10,000	3,200	27,700	27.8
Institution type								
Public	8,600	25,500	13,700	3,200	6,700	3,800	22,200	20.4
Private not-for-profit	19,900	39,100	19,800	3,800	14,600	1,400	35,300	20.8
Doctoral degree students								
Total	16,600	38,200	26,200	10,000	7,100	9,200	28,200	47.7
Degree program								
Ph.D. (except in education)	17,200	38,800	27,800	12,500	3,100	12,200	26,300	53.1
Education (any doctorate) ²	12,400	32,100	16,100	5,800	5,100	5,200	26,300	20.2
Any other doctoral degree ³	16,100	38,100	24,900	4,700	17,300	2,800	33,400	52.4
Institution type								
Public	11,700	32,600	24,400	9,600	5,300	9,600	23,000	45.3
Private not-for-profit	23,700	46,200	29,200	10,700	9,600	8,900	35,500	51.8
First-professional degree students								
Total	18,700	40,800	28,100	3,500	23,500	1,100	37,300	76.5
Degree program								
Medicine (M.D.)	19,000	44,800	32,000	4,000	26,200	1,800	40,800	90.9
Other health science degree	18,000	40,000	27,900	2,200	24,600	1,000	37,800	89.4
Law (L.L.B. or J.D.)	19,600	39,900	27,000	3,800	22,400	700	36,100	76.5
Theology (M.Div., M.H.L., B.D.)	10,900	27,400	13,300	5,800	6,800	700	21,500	22.4
Institution type								
Public	11,000	33,400	24,400	2,700	20,600	1,100	30,600	87.8
Private not-for-profit	25,400	47,200	31,200	4,200	25,900	1,100	43,000	68.9

See notes at end of table.

Table A-48-1. Average annual tuition and fees, total price, amount of aid, and net price for full-time graduate and first-professional students and percentage of all students attending full time, by degree program and institution type: Academic years 2003–04 and 2007–08—Continued

[In constant 2008–09 dollars]

Characteristic	Average for full-time students							Percent attending full time
	Tuition and fees	Total price ¹	Total aid	Grants	Loans	Assistantships and other aid	Net price (total price minus grants)	
	2007–08							
Master's degree students								
Total	\$15,900	\$37,300	\$20,900	\$4,900	\$13,600	\$2,400	\$32,500	26.0
Degree program								
Business administration (M.B.A.)	16,400	40,000	19,800	4,500	14,400	800	35,400	30.6
Education (any master's)	11,800	31,700	17,200	3,100	12,500	1,600	28,600	16.5
Any other master's degree	17,100	38,200	22,500	5,600	13,600	3,300	32,700	30.2
Institution type								
Public	11,400	31,300	20,000	5,600	10,000	4,500	25,700	21.8
Private not-for-profit	22,200	42,700	22,500	4,900	16,200	1,400	37,800	25.6
Doctoral degree students								
Total	18,200	42,800	29,000	9,900	9,000	10,100	32,900	52.9
Degree program								
Ph.D. (except in education)	18,600	43,100	29,300	13,000	3,300	12,900	30,100	57.7
Education (any doctorate) ²	13,200	37,200	23,600	4,800	12,200	6,600	32,400	22.8
Any other doctoral degree ³	18,200	43,300	29,600	4,000	21,100	4,400	39,300	59.2
Institution type								
Public	12,900	36,400	26,900	9,800	5,000	12,000	26,600	47.8
Private not-for-profit	26,100	50,800	31,400	11,600	10,600	9,200	39,200	61.8
First-professional degree students								
Total	26,100	50,200	34,500	3,900	29,500	1,000	46,200	78.4
Degree program								
Medicine (M.D.)	22,700	49,700	34,400	2,900	30,300	1,200	46,800	87.2
Other health science degree	21,500	46,000	33,700	3,200	29,400	1,100	42,800	81.7
Law (L.L.B. or J.D.)	30,300	53,000	35,800	4,500	30,400	900	48,500	76.6
Theology (M.Div., M.H.L., B.D.)	17,500	36,600	19,000	7,500	11,100	400	29,000	44.3
Institution type								
Public	14,500	40,300	29,900	3,200	25,300	1,400	37,000	82.2
Private not-for-profit	35,200	58,000	38,100	4,500	32,900	700	53,500	75.6

¹ Total price (also known as the student budget) includes tuition and fees, books and materials, and living expenses.² Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.³ Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price data consistent. Full-time students includes unaided students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003–04 and 2007–08.

Price of Graduate and First-Professional Attendance

Table A-48-2. Percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students, by type of aid, degree program, and institution type: Academic years 2003-04 and 2007-08

Characteristic	Percent				Average (for full-time students with each type of aid, in constant 2008-09 dollars)			
	Any aid	Grants	Loans	Assistantships and other aid	Total aid	Grants	Loans	Assistantships and other aid
2003-04								
Master's degree students								
Total	80.5	40.3	56.9	25.9	\$20,000	\$8,200	\$18,100	\$9,600
Degree program								
Business administration (M.B.A.)	76.4	39.9	57.6	16.2	21,700	7,400	21,500	‡
Education (any master's)	70.7	25.7	59.1	12.6	17,700	7,500	16,100	‡
Any other master's degree	84.1	44.1	56.2	31.8	20,100	8,400	17,800	10,000
Institution type								
Public	78.2	43.0	45.8	37.2	17,600	7,500	14,700	10,100
Private not-for-profit	82.8	39.0	67.2	16.9	23,900	9,700	21,800	8,400
Doctoral degree students								
Total	92.4	65.9	34.2	55.5	28,400	15,100	20,700	16,500
Degree program								
Ph.D. (except in education)	95.4	74.4	21.1	68.3	29,200	16,800	14,900	17,800
Education (any doctorate) ¹	79.7	51.0	34.8	41.8	20,200	11,400	14,500	12,500
Any other doctoral degree ²	88.3	48.8	66.4	27.7	28,100	9,700	26,100	10,200
Institution type								
Public	93.6	70.6	30.6	60.6	26,100	13,600	17,300	15,800
Private not-for-profit	90.6	60.3	38.3	49.7	32,300	17,800	25,100	17,800
First-professional degree students								
Total	90.3	40.6	81.3	15.4	31,100	8,600	28,900	7,100
Degree program								
Medicine (M.D.)	89.0	41.2	78.0	16.9	36,000	9,700	33,600	10,900
Other health science degree	92.3	40.8	84.0	17.2	30,200	5,500	29,300	6,000
Law (L.L.B. or J.D.)	91.1	39.1	84.3	13.7	29,600	9,800	26,600	5,100
Theology (M.Div., M.H.L., B.D.)	74.2	53.5	45.6	12.7	‡	‡	‡	‡
Institution type								
Public	90.6	42.5	80.9	14.4	27,000	6,500	25,500	7,500
Private not-for-profit	90.1	38.9	81.6	16.3	34,600	10,700	31,800	6,700

See notes at end of table.

Table A-48-2. Percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students, by type of aid, degree program, and institution type: Academic years 2003-04 and 2007-08—Continued

Characteristic	Percent				Average (for full-time students with each type of aid, in constant 2008-09 dollars)			
	Any aid	Grants	Loans	Assistant-ships and other aid	Total aid	Grants	Loans	Assistant-ships and other aid
2007-08								
Master's degree students								
Total	84.8	42.5	60.0	22.2	\$24,600	\$11,400	\$22,600	\$10,900
Degree program								
Business administration (M.B.A.)	83.5	42.0	58.9	10.5	23,700	10,800	24,400	8,000
Education (any master's)	83.1	35.2	66.2	15.7	20,700	8,800	18,900	10,300
Any other master's degree	85.9	45.2	58.3	28.8	26,200	12,300	23,400	11,400
Institution type								
Public	86.5	49.5	52.2	38.0	23,200	11,300	19,100	11,800
Private not-for-profit	81.9	42.1	60.8	16.3	27,500	11,700	26,600	8,800
Doctoral degree students								
Total	93.0	59.7	35.3	57.1	31,200	16,600	25,500	17,700
Degree program								
Ph.D. (except in education)	94.5	70.1	19.5	67.5	31,000	18,500	17,200	19,200
Education (any doctorate) ¹	89.3	45.4	52.7	50.5	26,400	10,600	23,100	13,100
Any other doctoral degree ²	90.4	39.3	67.4	34.7	32,700	10,300	31,300	12,700
Institution type								
Public	92.0	64.5	28.0	67.4	29,200	15,200	17,900	17,900
Private not-for-profit	94.5	61.8	35.2	51.7	33,200	18,800	30,000	17,800
First-professional degree students								
Total	88.1	40.3	81.2	14.8	39,100	9,700	36,400	6,900
Degree program								
Medicine (M.D.)	83.7	33.2	77.2	14.8	41,100	8,700	39,300	8,000
Other health science degree	91.7	42.8	86.9	12.4	36,800	7,500	33,800	9,100
Law (L.L.B. or J.D.)	89.0	41.3	81.8	16.1	40,200	10,900	37,100	5,700
Theology (M.Div., M.H.L., B.D.)	87.3	68.3	67.6	10.0	21,700	11,000	‡	‡
Institution type								
Public	88.1	42.1	81.1	14.4	33,900	7,600	31,200	9,400
Private not-for-profit	88.1	39.0	81.3	15.0	43,200	11,500	40,500	4,900

‡ Reporting standards not met.

¹ Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.² Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price data consistent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

Price of Graduate and First-Professional Attendance—

Table A-48-3. Average annual tuition and fees, aid, and net tuition after grants for part-time graduate students, by degree program and institution type: Academic years 2003-04 and 2007-08

[In constant 2008-09 dollars]

Characteristic	Average tuition and fees	Percent with grants	Percent with employer aid ¹	Average grants	Average employer aid ¹	Net tuition after grants ² (all part-time students)	Percent attending part time
2003-04							
Master's degree students							
Total	\$6,100	41.2	25.8	\$1,900	\$1,000	\$4,600	43.4
Degree program							
Business administration (M.B.A.)	7,400	59.1	48.6	3,300	2,700	4,800	35.7
Education (any master's)	5,300	34.9	22.1	1,300	500	4,400	49.1
Any other master's degree	6,300	40.1	21.2	2,000	800	4,800	42.9
Institution type							
Public	4,300	38.9	23.5	1,600	700	3,100	48.4
Private not-for-profit	8,900	44.4	28.2	2,500	1,300	6,900	40.6
Doctoral degree students							
Total	6,600	48.2	20.6	3,700	600	4,400	33.2
Degree program							
Ph.D. (except in education)	6,300	52.0	14.9	4,900	500	3,600	29.3
Education (any doctorate) ³	5,500	41.4	26.3	1,900	800	4,100	57.0
Any other doctoral degree ⁴	8,800	47.2	27.7	3,200	900	6,700	27.5
Institution type							
Public	5,400	48.4	17.5	3,700	500	3,400	36.0
Private not-for-profit	8,100	44.8	22.6	3,900	1,000	5,400	28.0
2007-08							
Master's degree students							
Total	7,600	42.1	30.4	2,500	1,600	5,700	32.4
Degree program							
Business administration (M.B.A.)	9,800	53.3	47.6	4,600	3,700	6,300	27.6
Education (any master's)	6,200	32.9	23.3	1,300	700	5,200	35.4
Any other master's degree	7,800	44.9	29.8	2,700	1,500	5,700	32.3
Institution type							
Public	5,300	41.2	29.2	2,100	1,200	3,900	35.1
Private not-for-profit	10,300	44.9	32.8	3,200	2,200	7,600	32.0
Doctoral degree students							
Total	8,400	51.1	19.1	4,200	1,000	5,600	22.5
Degree program							
Ph.D. (except in education)	8,300	56.5	16.2	5,200	900	5,000	19.7
Education (any doctorate) ³	7,700	45.6	25.7	2,900	1,200	5,800	43.7
Any other doctoral degree ⁴	9,500	44.5	16.7	3,300	900	7,200	16.7
Institution type							
Public	7,000	55.9	18.2	4,700	1,000	4,100	26.3
Private not-for-profit	10,600	42.1	21.7	3,300	1,100	8,000	17.1

¹ Employer aid is considered a type of grant aid and therefore is included in the estimates for grants.² If grants were greater than tuition, net tuition was set to zero. Consequently, average net tuition may be larger than average tuition and fees minus average grants.³ Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.⁴ Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Data presented are limited to students who attended for the full year at only one institution in order to keep aid and price consistent. Too few first-professional students enrolled part time to present their data. Part-time students includes unaided students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 2003-04 and 2007-08.

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Postsecondary Revenues and Expenses

Table A-49-1. Total and per student revenue of public, private not-for-profit, and private for-profit degree-granting postsecondary institutions, by source of funds: Selected academic years, 1999–2000 through 2007–08

Control of institution and source of funds	Total 2007–08 revenue (in millions)	Percentage distribution of total revenue				Revenue per FTE student ¹ (in constant 2008–09 dollars)			
		1999–2000	2003–04	2006–07	2007–08	1999–2000	2003–04	2006–07	2007–08
Public institutions									
Total	\$273,109	—	100.0	100.0	100.0	—	\$27,702	\$29,715	\$28,432
Operating revenues	151,079	—	58.0	55.4	55.3	—	16,063	16,461	15,728
Tuition and fees ²	48,070	—	15.8	16.7	17.6	—	4,388	4,954	5,004
Grants and contracts	42,054	—	19.2	17.3	15.4	—	5,312	5,153	4,378
Federal (excludes FDSL ³)	25,523	—	13.0	11.5	9.3	—	3,605	3,406	2,657
State	7,832	—	3.0	2.8	2.9	—	822	842	815
Local	8,699	—	3.2	3.0	3.2	—	885	905	906
Auxiliary enterprises	20,488	—	7.7	7.6	7.5	—	2,121	2,257	2,133
Hospitals	25,183	—	8.8	8.4	9.2	—	2,445	2,498	2,622
Other operating revenues	15,284	—	6.5	5.4	5.6	—	1,797	1,599	1,591
Nonoperating revenues	105,254	—	36.6	38.5	38.5	—	10,137	11,434	10,958
Federal appropriations	1,850	—	0.7	0.7	0.7	—	200	211	193
State appropriations	68,375	—	24.3	23.5	25.0	—	6,727	6,993	7,118
Local appropriations	9,319	—	3.5	3.3	3.4	—	962	976	970
Government grants	12,109	—	1.6	1.6	4.4	—	450	474	1,261
Gifts	6,070	—	1.9	2.1	2.2	—	523	618	632
Investment income	5,279	—	3.2	5.8	1.9	—	894	1,725	550
Other nonoperating revenues	2,251	—	1.4	1.5	0.8	—	381	437	234
Other revenues	16,776	—	5.4	6.1	6.1	—	1,502	1,819	1,746
Private not-for-profit institutions									
Total	139,251	100.0	100.0	100.0	100.0	60,242	55,273	64,760	46,511
Tuition and fees	50,736	24.6	28.7	26.0	36.4	14,809	15,856	16,860	16,946
Federal government ⁴	20,205	10.1	13.7	11.1	14.5	6,089	7,550	7,170	6,749
State governments	1,857	0.9	1.1	0.9	1.3	558	599	578	620
Local governments	528	0.5	0.4	0.3	0.4	290	200	191	177
Private gifts, grants, and contracts ⁵	20,992	13.7	11.8	11.1	15.1	8,235	6,526	7,170	7,012
Investment return	6,447	31.3	23.0	30.7	4.6	18,860	12,723	19,852	2,153
Educational activities	4,850	2.4	2.5	2.3	3.5	1,431	1,355	1,458	1,620
Auxiliary enterprises	12,929	6.9	7.7	6.7	9.3	4,154	4,252	4,365	4,318
Hospitals	13,300	6.0	7.2	6.9	9.6	3,600	3,977	4,487	4,442
Other	7,407	3.7	4.0	4.1	5.3	2,217	2,236	2,630	2,474
Private for-profit institutions									
Total	16,084	100.0	100.0	100.0	100.0	14,248	16,027	15,579	15,825
Tuition and fees	14,030	86.1	89.5	88.2	87.2	12,267	14,350	13,742	13,804
Federal government	960	4.6	4.4	5.2	6.0	656	709	809	944
State and local governments	68	1.7	0.7	0.5	0.4	237	105	78	67
Private gifts, grants, and contracts	5	#	0.1	#	#	7	13	4	5
Investment return	65	0.4	0.2	0.3	0.4	61	30	54	64
Educational activities	290	1.6	1.5	1.8	1.8	233	248	274	285
Auxiliary enterprises	352	3.6	2.7	2.2	2.2	516	426	348	346
Other	315	1.9	0.9	1.7	2.0	271	146	270	310

— Not available.

Rounds to zero.

¹ Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students.

² Net of allowances and discounts.

³ Federal Direct Student Loans.

⁴ Includes independent operations.

⁵ Includes contracts and contributions from affiliated entities.

NOTE: For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 through 2007–08 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:99) and Spring 2001 through Spring 2009.

Table A-49-2. Total and per student expenses of public, private not-for-profit, and private for-profit degree-granting postsecondary institutions, by purpose: Selected academic years, 1999–2000 through 2007–08

Control of institution and purpose	Total 2007–08 revenue (in millions)	Percentage distribution of total revenue				Expenses per FTE student ¹ (in constant 2008–09 dollars)			
		1999–2000	2003–04	2006–07	2007–08	1999–2000	2003–04	2006–07	2007–08
Public institutions									
Total	\$261,046	—	100.0	100.0	100.0	—	\$25,598	\$26,426	\$27,176
Instruction	73,996	—	27.7	28.1	28.3	—	7,086	7,434	7,703
Research	26,064	—	10.4	10.0	10.0	—	2,672	2,644	2,713
Public service	11,065	—	4.4	4.2	4.2	—	1,121	1,123	1,152
Academic support	18,680	—	6.6	6.8	7.2	—	1,699	1,804	1,945
Student services	12,622	—	4.6	4.8	4.8	—	1,177	1,259	1,314
Institutional support	23,172	—	8.2	8.4	8.9	—	2,103	2,209	2,412
Operation and maintenance of plant	13,671	—	6.1	6.6	5.2	—	1,574	1,749	1,423
Depreciation	8,926	—	4.4	4.5	3.4	—	1,123	1,192	929
Scholarships/fellowships ²	9,664	—	4.0	3.8	3.7	—	1,020	991	1,006
Auxiliary enterprises	20,504	—	7.7	7.7	7.9	—	1,961	2,047	2,135
Hospitals	24,355	—	9.0	9.3	9.3	—	2,306	2,447	2,536
Other operating expenditures and deductions	5,125	—	3.6	2.3	2.0	—	913	595	534
Nonoperating expenses	13,202	—	3.3	3.5	5.1	—	842	933	1,374
Private not-for-profit institutions									
Total	133,504	100.0	100.0	100.0	100.0	40,259	42,955	44,228	44,592
Instruction	44,226	32.3	32.5	33.1	33.1	12,991	13,963	14,638	14,772
Research	14,474	10.4	11.5	11.0	10.8	4,186	4,958	4,866	4,835
Public service	2,183	1.8	1.9	1.6	1.6	723	812	723	729
Academic support	11,884	8.1	8.4	8.7	8.9	3,252	3,607	3,864	3,970
Student services	10,363	7.1	7.2	7.7	7.8	2,841	3,106	3,406	3,462
Institutional support	18,365	13.1	13.4	13.5	13.8	5,287	5,745	5,976	6,134
Auxiliary enterprises	13,320	10.3	10.1	10.0	10.0	4,145	4,327	4,421	4,449
Hospitals	10,755	9.1	8.0	8.3	8.1	3,673	3,448	3,693	3,592
Independent operations	4,888	3.4	4.0	3.8	3.7	1,375	1,739	1,662	1,633
Other	3,046	4.4	2.9	2.2	2.3	1,787	1,250	979	1,017
Private for-profit institutions									
Total	13,940	100.0	100.0	100.0	100.0	12,680	13,128	13,544	13,716
Instruction	3,238	30.5	25.6	23.7	23.2	3,863	3,358	3,215	3,186
Research and public service	10	0.6	0.1	0.1	0.1	82	15	7	9
Student services, academic and institutional support	9,323	53.1	62.4	63.9	66.9	6,731	8,188	8,649	9,173
Auxiliary enterprises	422	3.8	3.4	2.7	3.0	476	445	371	415
Other	948	12.1	8.5	9.6	6.8	1,529	1,122	1,303	933

— Not available.

¹ Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of the part-time students.² Excludes discounts and allowances. In 2007–08, about 59 percent of the total scholarships were reported under discounts and allowances.NOTE: For more information on the Integrated Postsecondary Education Data System (IPEDS), see *supplemental note 3*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 through 2007–08 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:99) and Spring 2001 through Spring 2009.

Appendix B

Supplemental Notes

Appendix B

Supplemental Notes

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Note 1: Commonly Used Variables

Certain common variables, such as parents' education, race/ethnicity, community type, and poverty, are used in the various surveys cited in *The Condition of Education 2010*. The definitions for these variables can vary across surveys and sometimes between different time periods of a single survey. This supplemental note describes how several common variables used in various indicators in this volume are defined in each of the surveys. In addition, this note describes how certain terms are used in these indicators.

Parents' Education

Parents' level of education is generally measured by either the highest level of education attained by the mother or the highest level of education attained by either parent. *Indicator 14* reports parents' highest level of education based on a question in the National Assessment of Educational Progress (NAEP) that asks students in grades 8 and 12 to indicate the highest level of education completed by each parent. Students could choose from "did not finish high school," "graduated from high school," "some education after high school," "graduated from college," and "I don't know." For more information on NAEP, see *supplemental note 4*.

In *indicator 20*, which is based on data from the Current Population Survey (CPS), parents' level of education is the highest level of education attained by either the highest educational attainment of the two parents who reside with the student or, if only one parent is in the residence, the highest educational attainment of that parent. When neither parent resides with the student, it is defined as the highest educational attainment of the householder. For more information on the CPS, see *supplemental note 2*.

Race/Ethnicity

The categories denoting race and ethnicity in *The Condition of Education* are in accordance with the 1997 Office of Management and Budget (OMB) standard classification scheme. These classifications are designed to provide comparable data to monitor equal access in areas such as housing, education, and employment for population groups that historically have experienced discrimination and differential treatment because of their race or ethnicity. By using the OMB standards to tabulate data in these areas by race and ethnicity, it is possible to compare disparities across data systems. While the federal categories provide a standardized format for purposes of collecting and presenting data on race and ethnicity, the standard was not designed to capture the full complexity of race and ethnicity in the United States.

The 1997 standards emphasize self-reporting or self-identification as the preferred method for collecting data on race and ethnicity. The standards do not establish

criteria or qualifications (such as blood quantum levels) that are to be used in determining a particular individual's racial or ethnic classification. They do not specify how an individual should classify himself or herself. In situations where self-reporting is not practicable or feasible, observer identification may be used. For *indicator 3*, which uses data from the Private School Survey, racial/ethnic classifications are based on school reports of race/ethnicity for aggregate K–12 enrollment. The 1997 standards reflect a change in data collection policy, making it possible for federal agencies to collect information that reflects the increasing diversity of the United States population.

Under the OMB standards, "Hispanic or Latino" is an ethnicity category, not a racial category. Agencies that collect data on race and ethnicity separately must collect data on ethnicity first. Ethnicity is categorized as follows:

- *Hispanic or Latino*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race categories presented in *The Condition of Education 2010* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive.

Racial groupings are as follows:

- *American Indian or Alaska Native*: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent; this includes, for example, people from Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black or African American*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- *Two or more races*: A person who reported any combination of two or more races and not Hispanic/Latino ethnicity.

In *The Condition of Education*, the following terms are typically used to represent the above categories: White, Black, Hispanic, Asian, Pacific Islander, American

Note 1: Commonly Used Variables

Indian/Alaska Native, and Two or more races. Not all categories are shown in all indicators. In some cases, categories are omitted because there are insufficient data in some of the smaller categories or because the data collection design did not distinguish between groups (between Asians and Pacific Islanders, for example). For example, in the Common Core of Data (CCD), the categories Asian and Pacific Islander are combined and “Two or more races” is not an option for respondents. In other cases, omissions occur because only comparable data categories are shown. For example, the category “Two or more races,” which was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey (CPS) in 2003, is sometimes excluded from indicators that present a historical series of data with constant categories, and it is sometimes included within the category “Other.” For further details on these classifications, see the source documentation of the particular survey and <http://www.census.gov/popest/race.html>.

In *The Condition of Education 2010*, the above definitions of race/ethnicity apply to *indicators 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 17, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, and 39*. These definitions may or may not apply to *indicators 8, 21, 23, and 32*, which use data from the Integrated Postsecondary Education Data System (IPEDS). The above definitions are currently being phased into the IPEDS data collection for academic year 2008–09. For more information on IPEDS, see *supplemental note 3*.

Community Type

Federal departments and agencies use various classification systems to define community types. Indicators in *The Condition of Education* rely on one or a combination of the following three classification systems: the Office of Management and Budget’s system of *metropolitan areas*, which is used by the Census Bureau; the Census Bureau’s system of *urbanized/urban/rural areas*; and the National Center for Education Statistics (NCES) system of *locale codes*, although most indicators in *The Condition of Education 2010* use the revised urban-centric locale code system that NCES released in 2006.

Metropolitan Areas

The Census Bureau’s Current Population Survey (CPS) classifies community type based on the concept of a metropolitan area, which has changed in its application over time. Between 1990 and 2000, the Census and the CPS used the term “metropolitan area” (MA) to collectively refer to Metropolitan Statistical Areas (MSAs), Primary Metropolitan Statistical Areas (PMSAs), and Consolidated Metropolitan Statistical Areas (CMSAs) (defined below). In 2000, the Census adopted the term “Core Based Statistical Area” (CBSA), which collectively refers to metropolitan statistical areas

and (the newly introduced concept of) micropolitan statistical areas.

Metropolitan Areas—1990 Standards

The Office of Management and Budget defines and designates metropolitan areas, following standards established by the interagency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MAs nationwide. Under its 1990 standards, the OMB defined an MA as “a large population nucleus, together with adjacent communities that have a high degree of economic and social integration with that core.” The Census Bureau used this definition for an MA from 1990 to 2000. (See <http://www.census.gov/prod/cen1990/cph-s/cph-s-1-1.pdf> for more details.)

In order to be designated as an MA under the 1990 standards, an area had to meet one or both of the following criteria: (1) include a city with a population of at least 50,000 or (2) include a Census Bureau-defined urbanized area of at least 50,000 and have a total MA population of at least 100,000 (75,000 in New England). Under the 1990 standards, the “central county” (or counties) contained either the central city (defined below) or at least 50 percent of the population of the central city, or had at least 50 percent of its population in an urbanized area. Additional “outlying counties” were included in the MA if they met specified requirements of commuting to the central counties and selected requirements of metropolitan character (such as population density and percent urban). In New England, MAs were defined in terms of cities and towns, following rules analogous to those used with counties elsewhere.

The individual counties (or other geographic entities) comprising each MA were either designated as a Metropolitan Statistical Area (MSA) or, if the MA was large enough (1 million in population or more), as a Consolidated Metropolitan Statistical Area (CMSA) composed of two or more Primary Metropolitan Statistical Areas (PMSAs). For example, the PMSA “Milwaukee-Waukesha, WI” was combined with the PMSA “Racine, WI” to form the CMSA of “Milwaukee-Racine, WI.” CMSAs could span states, as was the case with the CMSA “Philadelphia-Wilmington-Atlantic City, PA-NJ-DE-MD.” (In June 1999, there were 258 MSAs and 18 CMSAs in the United States, which included a total of 73 PMSAs.)

All territory, population, and housing units inside of MAs were characterized as *metropolitan*. Any territory, population, or housing units located outside of an MA were defined as *nonmetropolitan*. The largest city in each MA was designated a *central city*, and additional cities could qualify as such if specified requirements were met concerning population size and commuting patterns. (In

June 1999, there were 542 central cities in the United States plus 12 in Puerto Rico.)

Together these classifications were used to define a location's MA Status as one of the following:

- Central city,
- Balance of an MA (meaning any territory that is metropolitan but not in a central city), or
- Nonmetropolitan.

Metropolitan and Micropolitan Statistical Areas—2000 Standards

In 2000, the OMB defined a metropolitan or micropolitan statistical areas as “a core area containing a substantial population nucleus, together with adjacent communities having a high degree of economic and social integration with that core.” Together, metropolitan and micropolitan statistical areas are considered to constitute the “Core Based Statistical Area” (CBSA). Currently defined metropolitan and micropolitan statistical areas are based on the application of OMB’s 2000 standards to 2000 decennial census data. (Current metropolitan and micropolitan statistical area definitions were announced by OMB effective June 6, 2003.)

In order to be designated as a CBSA under the 2000 standards, an area must contain at least one “urban” area (that is, an urbanized area or urban cluster—see definitions of urbanized area and urban cluster below) with a population of 10,000 or more. Each metropolitan statistical area—now referred to as a “metro area” to distinguish it from the metropolitan statistical areas referred to as “MSAs” under the 1990 standards—must have at least one urbanized area of 50,000 or more inhabitants. Each micropolitan statistical area must have at least one urban cluster with a population of at least 10,000 but less than 50,000. Under the standards, the county (or counties) in which at least 50 percent of the population resides in urban areas with populations of 10,000 or more, or that contains at least 5,000 people residing in a single urban area with a population of 10,000 or more, is identified as a “central county” (or counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic “building blocks” for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico. (As of June 6, 2000, there were 362 metropolitan statistical areas and 560 micropolitan statistical areas in the United States. In addition, there were eight metro areas and five micropolitan statistical areas in Puerto Rico. See <http://www.census.gov/population/www/estimates/aboutmetro.html> for more details.)

Exhibit B-1. Metropolitan areas—1990 and 2000 standards

Category	Under 1990 standards (definitions in use from 1990–91 and 2002–03)	Under 2000 standards (definitions in use since 2002–03)
Large city	A central city of an MA, with the city having a population of 250,000 or more.	Principal city of a metro area, with the city having a population of 250,000 or more.
Midsized city	A central city of an MA, with the city having a population less than 250,000.	A central city of a metro area, with the city having a population less than 250,000.
Urban fringe of a large city	Any incorporated place, Census-designated place, or nonplace territory within an MA with a large city and defined as urbanized or urban by the Census Bureau.	Any incorporated place, Census-designated place, or nonplace territory within a metro area with a large city and defined as urbanized or urban cluster by the Census Bureau.
Urban fringe of a midsized city	Any incorporated place, Census-designated place, or nonplace territory within an MA with a midsized city and defined as urbanized or urban by the Census Bureau.	Any incorporated place, Census-designated place, or nonplace territory within a metro area with a midsized city and defined as urbanized or urban cluster by the Census Bureau.
Large town	An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside an MA.	Any incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside of a metro area.
Small town	An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside an MA.	Any incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside of a metro area.
Rural (Rural, outside MA or metro area)	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and not within an MA with a large or midsized city.	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and not within a metro area with a large or midsized city.
Rural Urban Fringe (Rural, inside MA or metro area) (This category was not used before 1998.)	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and within an MA with a large or midsized city.	Any incorporated place, Census-designated place, or nonplace territory defined as rural by the Census Bureau and within a metro area with a large or midsized city.

SOURCE: U.S. Department of Commerce, Census Bureau: Differences Between the 1990 Census and Census 2000 Urbanized Area Criteria (2003, March 6), retrieved April 10, 2009, from http://www.census.gov/geo/www/ua/uac2k_90.html; Urban Area Criteria for Census 2000—Proposed Criteria (2003, March 6), 66 Fed. Reg. 60, retrieved April 10, 2009, from http://www.census.gov/geo/www/ua/ua_2k.pdf; and Urban and Rural Definitions (1995, October), retrieved April 10, 2009, from <http://www.census.gov/population/censusdata/urdef.txt>.

Note 1: Commonly Used Variables

Together, these classifications are used to define a location's CBSA status (or, if no micropolitan statistical areas are included, metro area status) as one of the following:

- Principal city of a CBSA (or metro area),
- Located in a CBSA (or metro area), but not in the principal city, or
- Not located in a CBSA (or metro area).

As with the previous MA status classifications under the 1990 standards, the CBSA status classifications under the 2000 standards do not equate to an urban-rural classification; all counties included in metropolitan and micropolitan statistical areas (and many other counties) contain both urban and rural areas.

Urbanized, Urban, and Rural Areas

The Census Bureau divides the entire geographic area of the United States, Puerto Rico, and the Island Areas according to a concept of urban and rural areas. As with metropolitan statistical areas, the Census Bureau revised the urban/rural concept and criteria for the 2000 Census. The criteria that had been in place between 1990 and 2000, however, were used to create the NCES codes (described below). Thus, this supplemental note explains the 1990–2000 criteria in detail so that readers can fully understand the definitions.

From the adoption of the urban/rural concept for the 1950 Census until the 2000 Census, an *urbanized area* consisted of one or more “central places” and the adjacent densely settled surrounding “urban fringe” that together had a minimum population of 50,000. A “place” was either an incorporated governmental unit, such as a city, village, borough, or town, or a Census Designated Place (CDP), which was an unincorporated population cluster for which the Census Bureau delineates boundaries in cooperation with state and local agencies. All of the territory within the urbanized area that was outside the central place or places comprised the “urban fringe.” Territory included in the urban fringe generally had a population density of at least 1,000 people per square mile, but could include lower density territory that contained nonresidential urban land uses (e.g., areas zoned for commercial or industrial use or reserved for recreational purposes) or served to link outlying densely settled territory with the main body of the urbanized area. The Census Bureau defined as urban any incorporated places (cities, towns, villages, etc.) or CDPs outside urbanized areas that contained a population of 2,500 or more.

The Census Bureau also expanded the definition of places to include *extended cities*. Extended cities were

incorporated places whose boundaries encompassed substantial amounts of low-density territory (less than 100 people per square mile) relative to the overall land area of the place. The Census Bureau then identified both urban and rural territory in such places, thus providing exceptions to the general rule that places were classified as entirely urban or entirely rural. There were 182 extended cities in 1990. The decision to ignore place boundaries when defining urban areas for the 2000 Census (see below) made the extended city concept obsolete; under the 2000 criteria, any place potentially can be divided into urban and rural components. No survey employed in this volume of *The Condition of Education* includes extended cities in its community type definition.

The Census Bureau then classified all territory, population, and housing units not classified as urbanized or urban as rural. For further details, see <http://www.census.gov/population/censusdata/urdef.txt>.

Beginning with the 2000 Census, the Census Bureau has employed new definitions of urban areas based on the concepts of urbanized areas and urban clusters, the former being similar to the urbanized area under the 1990 definitions and the latter replacing the concept of urban fringe and urban areas. Urbanized areas and urban clusters consist of densely settled census block groups and census blocks that meet specified minimum population density requirements. Urbanized areas continue to have minimum populations of 50,000; urban clusters have populations of at least 2,500 and less than 50,000. Place boundaries are no longer taken into consideration when defining these two types of urban areas. (Under the previous classification system, place boundaries were used to determine the urban/rural classifications of territory: all incorporated places that had at least 2,500 people were classified as urban if they were outside an urbanized area.) Thus, the Census Bureau's current urban area classification provides a seamless, nationally consistent method of defining urban areas that is not affected by varying state laws governing incorporation and annexation. For further details on the revised definitions, see http://www.census.gov/geo/www/ua/ua_2k.pdf. (For differences between the 1990 Census and 2000 Census Urbanized Area Criteria, see http://www.census.gov/geo/www/ua/uac2k_90.html.)

Locale Code

In the NCES Common Core of Data (CCD), the community type of schools is classified according to an urban-centric “Locale Code” system. Locale codes are assigned to each school according to the school's physical location (longitude and latitude). There are four major categories within the urban-centric locale code classification system: (1) city, (2) suburban, (3) town, and (4) rural. Each major category is divided into three subcategories. Cities and suburban areas are subdivided

into the categories of small, midsize, and large; towns and rural areas are subdivided by their proximity to an urbanized area into the categories of fringe, distant, and remote (see exhibit B-2). These 12 categories are based on three key concepts that the Census Bureau uses to define an area's urbanicity: *principal city*, *urbanized area*, and *urban cluster*. A principal city is a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core. Urbanized areas and urban clusters are densely settled "cores" of Census-defined blocks with adjacent densely settled surrounding areas. Core areas with populations of 50,000 or more are designated as urbanized areas; those with populations between 25,000 and 50,000 are designated as urban clusters. For more information on urbanized areas and urban clusters, see http://www.census.gov/geo/www/ua/ua_2k.html. Rural areas are designated by Census as those areas that do not lie inside an urbanized area or urban cluster.

NCES has classified all schools into one of these 12 categories based on schools' actual addresses and their corresponding coordinates of latitude and longitude. Not only does this mean that the location of any school can be identified precisely, but also that distance measures can

be used to identify town and rural subtypes. Unlike the previous classification system that differentiated towns on the basis of population size, the new system differentiates towns and rural areas on the basis of their proximity to larger urban centers.

School districts' locale codes are assigned through the use of these urban-centric locale codes, according to classification rules such as the following: if 50 percent or more of students in the district attend schools that are located in a single locale code, that code is assigned to the district. If no single locale code accounts for 50 percent of the students, then the major category (city, suburban, town, or rural) with the greatest percentage of students determines the locale. Districts with no schools or students are given a locale code of "N." For more information on the urban-centric locale code system, see http://nces.ed.gov/ccd/rural_locales.asp.

Besides being used for the CCD, the expanded 12-level locale codes are used to categorize community type in other NCES surveys. Typically, however, the locale codes are reported as the four major categories of city, suburban, town, and rural.

In *The Condition of Education 2010*, urban-centric locale codes are used in *indicators 3, 14, 24, 25, 26, 31, 32, 36, and 37*.

Exhibit B-2. NCES urban-centric locale categories

Locale	Definition
City	
Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburban	
Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	
Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	
Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
Remote	Census-defined rural territory that more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Identification of Locale Codes, retrieved April 10, 2009 from http://nces.ed.gov/ccd/rural_locales.asp.

Note 1: Commonly Used Variables

Poverty

Data on household income and the number of people living in the household are combined with estimates of the poverty threshold, published by the Census Bureau, to determine the poverty status of children (or adults). The thresholds used to determine poverty status for an individual differ for each survey year. The weighted average poverty thresholds for various household sizes for 1990, 1995, and 2000 through 2007 are shown in exhibit B-3. (For thresholds for other years, see <http://www.census.gov/hhes/www/poverty/threshld.html>.)

In *indicator 5*, children in families whose incomes are below the poverty threshold are classified as *poor*; those in families with incomes at 100–199 percent of the poverty threshold are classified as *near-poor*, and those in families with incomes at 200 percent or more of the poverty threshold are classified as *nonpoor*.

In *indicator 5*, poverty status is based on Census Bureau guidelines for the year that corresponds with the year of the estimate. Poverty status for the 9-month estimates reflects poverty status at the time of the 9-month data collection, poverty status for the 2-year estimates reflects poverty status at the time of the 2-year collection, and poverty status for the preschool estimates reflects poverty status at the time of the preschool year collection. Census Bureau guidelines identify a dollar amount that would allow a household to meet its needs, given its size and composition. For example, in 2002, a family of four was considered to live below the poverty threshold if its income was less than or equal to \$18,392. Children in families whose incomes were below the poverty threshold were classified as being *in poverty*; those in families with incomes at 100 percent or more of the poverty threshold were classified as being *at or above poverty*.

Eligibility or approval for the National School Lunch Program also serves as a measure of poverty status. The National School Lunch Program is a federally-assisted meal program operated in public and private nonprofit

schools and residential child care centers. Unlike the poverty thresholds discussed above, which rely on dollar amounts determined by the Census Bureau, eligibility for the National School Lunch Program relies on the federal income poverty guidelines of the Department of Health and Human Services. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income at or below 185 percent of the federal poverty guideline. Title I basic program funding relies on free lunch eligibility numbers as one (of four) possible poverty measures for levels of Title I federal funding.

In *The Condition of Education 2010*, eligibility for the National School Lunch Program applies to *indicators 9, 10, 11, 12, 14, 24, 25, 26, 28, 30, 31, 32, 36, and 37*; approval for the National School Lunch Program applies to *indicator 24*. *Indicator 30* also discusses approval for the National School Lunch Program.

Small Area Income and Poverty Estimates (SAIPE) Program

The goal of the Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program is to make intercensal estimates of median income and numbers in poverty for states, counties, and school districts. *Indicator 36* employs SAIPE's school district estimates of the population of children ages 5–17 and the number of related children ages 5–17 in families in poverty. This indicator employs the SAIPE data, rather than the free lunch-eligibility data, to measure poverty by school district because SAIPE data are available for all regular operating school districts, while free lunch-eligibility data are missing for a sizable number of school districts. Further, the SAIPE poverty data are constructed using consistent methodology, while the designation of free lunch eligibility may differ from school to school. More information on SAIPE is available at <http://www.census.gov/hhes/www/saipe/>.

Exhibit B-3. Weighted average poverty thresholds, by household size: Selected years, 1990–2008

[In current dollars]

Year	Household size							
	2	3	4	5	6	7	8	9 or more
1990	\$8,509	\$10,419	\$13,359	\$15,792	\$17,839	\$20,241	\$22,582	\$26,848
1995	9,933	12,158	15,569	18,408	20,804	23,552	26,237	31,280
2000	11,239	13,738	17,603	20,819	23,528	26,754	29,701	35,060
2001	11,569	14,128	18,104	21,405	24,195	27,517	30,627	36,286
2002	11,756	14,348	18,392	21,744	24,576	28,001	30,907	37,062
2003	12,015	14,680	18,810	22,245	25,122	28,544	31,589	37,656
2004	12,334	15,067	19,307	22,831	25,788	29,236	32,641	39,048
2005	12,755	15,577	19,971	23,613	26,683	30,249	33,610	40,288
2006	13,167	16,079	20,614	24,382	27,560	31,205	34,774	41,499
2007	13,542	16,537	21,201	21,201	28,345	32,094	35,764	42,681
2008	14,051	17,163	22,025	26,049	29,456	33,529	37,220	44,346

SOURCE: U.S. Census Bureau, Current Population Survey (CPS). Retrieved April 9, 2009 from <http://www.census.gov/hhes/www/poverty/threshld.html>.

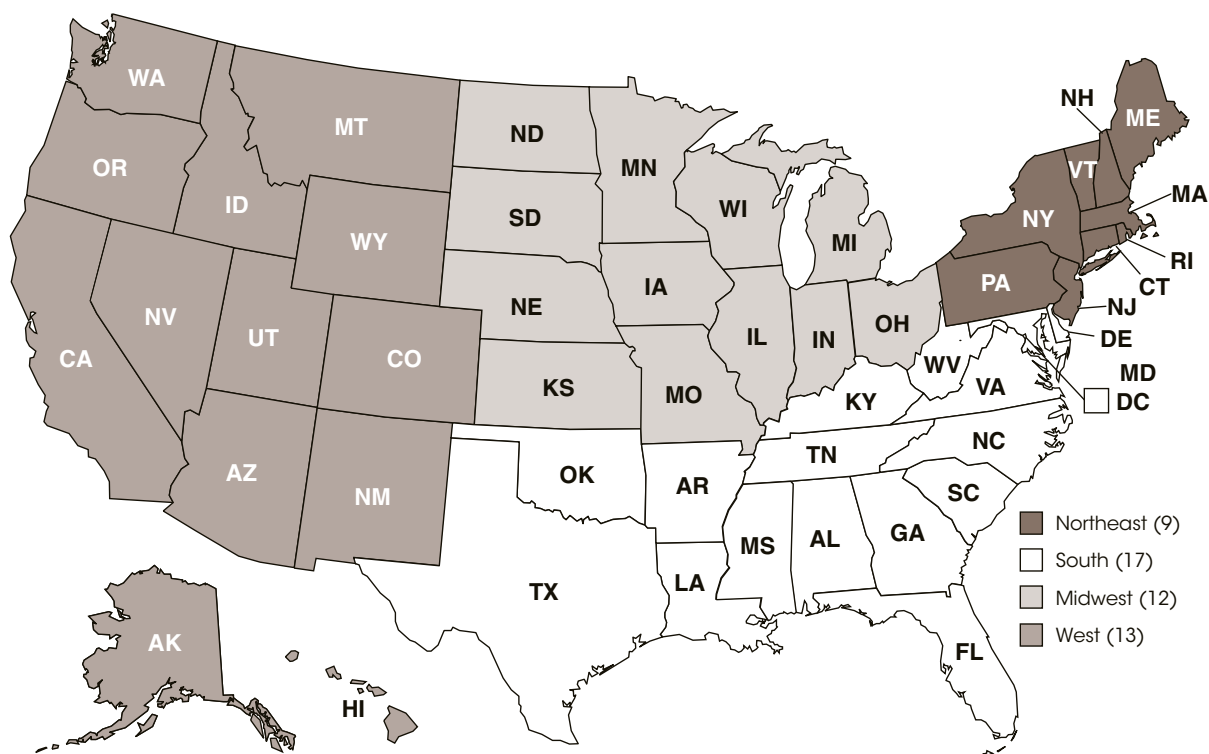
Geographic Region

The regional classification systems in exhibit B-4 represent the four geographical regions of the United

States as defined by the Census Bureau of the U.S. Department of Commerce. In *The Condition of Education 2010*, indicators 2, 3, 4, 5, 19, 24, 25, and 32 use this system.

Exhibit B-4. U.S. Census Bureau, Regional Classification

Northeast	South	Midwest	West
Connecticut (CT)	Alabama (AL)	Illinois (IL)	Alaska (AK)
Maine (ME)	Arkansas (AR)	Indiana (IN)	Arizona (AZ)
Massachusetts (MA)	Delaware (DE)	Iowa (IA)	California (CA)
New Hampshire (NH)	District of Columbia (DC)	Kansas (KS)	Colorado (CO)
New Jersey (NJ)	Florida (FL)	Michigan (MI)	Hawaii (HI)
New York (NY)	Georgia (GA)	Minnesota (MN)	Idaho (ID)
Pennsylvania (PA)	Kentucky (KY)	Missouri (MO)	Montana (MT)
Rhode Island (RI)	Louisiana (LA)	Nebraska (NE)	Nevada (NV)
Vermont (VT)	Maryland (MD)	North Dakota (ND)	New Mexico (NM)
	Mississippi (MS)	Ohio (OH)	Oregon (OR)
	North Carolina (NC)	South Dakota (SD)	Utah (UT)
	Oklahoma (OK)	Wisconsin (WI)	Washington (WA)
	South Carolina (SC)		Wyoming (WY)
	Tennessee (TN)		
	Texas (TX)		
	Virginia (VA)		
	West Virginia (WV)		



SOURCE: U.S. Census Bureau, Census Regions and Divisions of the United States, retrieved April 10, 2009 from http://www.census.gov/geo/www/us_regdiv.pdf.

Note 2: The Current Population Survey (CPS)

The Current Population Survey (CPS) is a monthly survey of about 60,000 households from the 50 states and the District of Columbia. It is conducted by the Census Bureau, which is part of the U.S. Department of Commerce, for the Bureau of Labor Statistics. The survey has been conducted for more than 50 years.

The CPS sample is scientifically selected to represent the civilian, noninstitutional U.S. population. This includes the household population, people living in noninstitutional group quarters, and members of the military living off post or with their families on post. Thus, inmates in correctional institutions and patients in long-term medical or custodial facilities are not included in the sample, nor are military personnel living in barracks. Interviewers ask a knowledgeable adult household member (known as the “household respondent”) to answer all of the month’s questionnaires for all members of the household. Respondents are interviewed to obtain information about the employment status of each member of the household age 15 or older. However, published data focus on those ages 16 and over. The sample provides estimates for the nation as a whole as well as for individual states and other geographic areas.

Estimates obtained from the CPS include employment, unemployment, earnings, hours of work, and other measures. They are available by a variety of demographic characteristics, including age, sex, race, marital status, and education attainment. They are also available by occupation, industry, and class of worker (e.g. government, private, self-employed). Supplemental questions to produce estimates on topics such as school enrollment, income, previous work experience, health, employee benefits, and work schedules are also often added to the regular CPS questionnaire.

Each year, the Annual Social and Economic (ASEC) Supplement and October supplemental questionnaires contain questions of relevance to education policy. The ASEC, formerly known as the March CPS Supplement, is a primary source of detailed information on income and work experience in the United States. The labor force and work experience data from this survey are used to profile the U.S. labor market and make employment projections. The October Supplement contains detailed questions regarding school enrollment and school characteristics, and responses are collected for all household members ages 3 and over.

CPS interviewers initially used printed questionnaires. However, since 1994, the Census Bureau has used Computer-Assisted Personal and Telephone Interviewing (CAPI and CATI) to collect data. These technologies allow interviewers to administer a complex questionnaire, and they increase consistency by reducing interviewer error. In 1994, the survey methodology for CPS was changed and weights were adjusted.

The following section contains definitions of selected variables that are used in The Condition of Education 2010. Further information on the CPS can be found at <http://www.census.gov/cps>.

Definition of Selected Variables

Employment Status

Indicator 17 examines employment status using data from the March CPS and its supplement, which contains questions on the employment of adults in the previous week. Respondents could report that they were employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

Indicator 45 looks at employment status using data from the October CPS and its supplement, which also contains questions on employment of adults in the previous week. In this indicator, employed persons are persons age 16 or older who, during the reference week, (1) did any work at all (at least 1 hour) as paid employees, or (2) were not working but had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

Hours Worked per Week

Indicator 45 presents data from the October CPS and its supplement on the number of hours worked per week. This estimate is the number of hours a respondent worked in all jobs in the week prior to the survey interview. The population for this variable includes any employed person who also worked in the week prior to the survey interview. The sum of the categories may not equal the total percentage employed because those who were employed but did not work in the previous week were excluded.

Family Income

Indicator 20 uses data on family income, collected as part of the October CPS, to measure a student’s economic standing. The October CPS determines family income from a single question asked of the household respondent. Family income includes all monetary income from all sources (including jobs, businesses, interest, rent, and social security payments) over a 12-month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included.

In *indicator 20*, family income of a recent high school graduate is defined as the income of the household where the graduate has membership. A household is defined as the group of individuals whose usual place of residence at the time of the interview is the sample unit. The following considerations guide the determination of household members:

- *Persons staying in the sample housing unit at the time of the interview:* Persons for whom the household is their usual place of residence are included in the household membership. Persons who are living in the household temporarily (such as students) and who have living quarters held elsewhere are not considered part of the household unless they are living with their spouse or children.
- *Persons who usually live in the sample housing unit and are absent at the time of the interview:* Individuals who are temporarily absent and who have no other usual place of residence are classified as household members even if they are not present in the household during the survey week. If such persons are away temporarily attending school, they are considered part of the household unless they are living with their spouse or children.

Families in the bottom 20 percent of all family incomes are classified as *low income*; families in the top 20 percent of all family incomes are classified as *high income*; and families in the 60 percent between these two categories are classified as *middle income*. Exhibit B-5 shows the current dollar amount of the breakpoints between low and middle income and between middle and high income that are used in *indicator 20*. For example, the income for *low-income* families in 2008 ranged from \$0 to \$19,000; for *middle-income* families, from \$19,100 to \$88,100; and for *high-income* families, from \$88,200 and higher.

Median Earnings

Indicator 17 uses data on earnings that are collected as part of the March CPS. The March CPS collects information on earnings from individuals who were full-year workers (individuals who were employed 50 or more weeks in the previous year) and full-time workers (those who were usually employed 35 or more hours per week). Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

Race/Ethnicity

Over time, the CPS has had different response options for race/ethnicity. From 1972 through 1988, the response options were limited to White, Black, Hispanic, and Other. From 1989 through 1995, the response options were White, Black, American Indian/Aleut Eskimo,

Exhibit B-5. Dollar value (in current dollars rounded to the nearest hundreds) at the breakpoint between low- and middle-income and between middle- and high-income categories of family income: October 1972-2008

Year	Breakpoints between low- and middle-income	Breakpoints between middle- and high-income
1972	\$3,600	\$13,600
1973	3,900	14,800
1974	—	—
1975	4,400	17,000
1976	4,600	18,300
1977	4,900	20,000
1978	5,300	21,600
1979	5,800	23,700
1980	6,100	25,300
1981	6,500	27,100
1982	7,200	31,200
1983	7,300	32,300
1984	7,500	34,200
1985	7,900	36,400
1986	8,400	38,100
1987	8,800	39,600
1988	9,300	42,100
1989	9,500	43,900
1990	9,600	46,200
1991	10,500	48,300
1992	10,700	49,600
1993	10,800	50,600
1994	11,900	55,500
1995	11,700	56,100
1996	12,300	58,100
1997	12,800	60,800
1998	13,900	64,900
1999	14,700	68,200
2000	15,300	71,900
2001	16,300	75,000
2002	16,700	75,400
2003	16,600	75,500
2004	16,000	77,100
2005	16,800	80,700
2006	18,000	84,500
2007	18,400	85,500
2008	19,000	88,100

— Not available (due to improper head of household coding for 1974).
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Asian/Pacific Islander, Hispanic, and Other. In 1996, Census revised procedures for editing and allocating the race variable to offset an underestimation of data on Asians/Pacific Islanders. One should use caution when making comparisons between data from 1995 and earlier and data from 1996 and later. From 1996 through 2002, the response options were White, Black, American Indian/Aleut Eskimo, Asian/Pacific Islander, and Hispanic. Since 2003, the response options have been White, Black, American Indian/Alaska Native, Asian, Hawaiian/Pacific Islander, and Hispanic, and respondents have been allowed to select two or more race categories. In *The Condition of Education 2010*, persons of Hispanic ethnicity are classified as Hispanic regardless of their race response(s). Race categories presented exclude persons of Hispanic ethnicity. Thus, the race/ethnicity categories are mutually exclusive.

Note 2: The Current Population Survey (CPS)

Indicators 4, 17, 19, 20, 22, and 45 present data by race/ethnicity using CPS data. For more information on race/ethnicity, see *supplemental note 1*.

Enrolled in School

Indicators 1, 4, 20, and 45 use data from the October CPS and information from its supplemental questionnaire on enrollment in school.

Status Dropout Rate

Indicator 19 reports *status dropout rates* using data from the October CPS. The status dropout rate is one of a number of rates that are used to report high school dropout and completion behavior in the United States. Status dropout rates measure the percentage of individuals within a given age range who are not enrolled in high school and lack a high school credential, irrespective of when they dropped out. Because they measure the extent of the dropout problem for the sampled population, status dropout rates can be used to estimate the need for further education and training for dropouts in that population. Status dropout rates are distinct from event dropout rates, which measure the proportion of students who drop out of high school in a given year; event dropout rates have been reported in a previous volume of *The Condition of Education* (NCES 2004-077, *indicator 16*) and are featured in the annual report *High School Dropout and Completion Rates in the United States* (see, for example, NCES 2009-064). For more information on measures of student persistence and progress featured in *The Condition of Education 2010*, see *supplemental note 6*.

The status dropout rate is the percentage of civilian, noninstitutionalized young people ages 16 through 24 who are not in high school and have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16 through 24 who, as of October of that year, had not completed high school and were not currently enrolled in school. The denominator is the total number of individuals ages 16 through 24 who were in the United States in October of that year. Status dropout rates count as dropouts individuals who never attended school and immigrants who did not complete the equivalent of a high school education in their home country. The inclusion of these individuals is appropriate because the status dropout rate is designed to report the percentage of youth and young adults in the United States who lack what is now considered a basic level of education. However, the status dropout rate should not be used as a measure of the performance of U.S. schools because it counts as dropouts individuals who may have never attended a U.S. school.

The CPS October Supplement items used to identify status dropouts include (1) “Is...attending or enrolled in regular school?” and (2) “What is the highest level of school...completed or the highest degree...received?” See the *Educational Attainment* section below for details on how the second question changed between 1972 and 1992. Beginning in 1986, the Census Bureau instituted new editing procedures for cases with missing data on school enrollment, i.e., missing data relating to the first October Supplement item cited above. These changes were made in an effort to improve data quality. The effect of the editing changes was evaluated by applying both the old and new editing procedures to the 1986 data. The changes resulted in an increase in the number of students enrolled in school and a slightly lowered status dropout rate (12.2 percent based on the old procedures and 12.1 percent based on the new ones). The difference in the two rates is not statistically significant. While the change in the procedures occurred in 1986, the new procedures are reflected in *indicator 19* beginning with 1987 data.

Educational Attainment

Data from CPS questions on educational attainment are used in *indicators 17, 19, 20, and 22*. From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) “What is the highest grade or year of regular school...has ever attended?” and (2) “Did...complete that grade (year)?” An individual’s educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

Beginning in 1992, the CPS combined the two questions into the following question: “What is the highest level of school... completed or the highest degree...received?” This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward, and that care must be taken when making comparisons across years. The new question revision changed the response categories from “highest grade completed” to “highest level of schooling or degree completed.” In the revised response categories, several of the lower grade levels are combined into a single summary category such as “1st, 2nd, 3rd, or 4th grades.” Several new categories are used, including “12th grade, no diploma”; “High school graduate, high school diploma, or the equivalent”; and “Some college but no degree.” College degrees are now listed by type, allowing for a more precise description of educational attainment. The new question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctorate degree (e.g., Ph.D., Ed.D.)

High School Completion

The pre-1988 questions about educational attainment did not specifically consider high school equivalency certificates (i.e., GEDs). Consequently, an individual who attended 10th grade, dropped out without completing that grade, and subsequently received a high school equivalency credential would not have been counted as completing high school. The new question allows for these individuals to be counted as high school completers. Since 1988, an additional question has also asked respondents if they have a high school diploma or the equivalent, such as a GED. People who respond "yes" are classified as high school completers. Before 1988, the number of individuals who earned a high school equivalency certificate was small compared to the number of high school graduates, so the subsequent increase caused by including equivalency certificate recipients in the total number of people counted as "high school completers" was small in the years immediately after the change was made.

Before 1992, the CPS considered individuals who completed 12th grade to be high school graduates. The revised question added the response category "12th grade, no diploma." Individuals who select this response are not counted as graduates. Historically, the number of individuals in this category has been small.

Some College

Based on the question used in 1992 and in subsequent surveys, the response for an individual who attended college for less than a full academic year would be "some college but no degree." Before 1992, the appropriate response would have been "attended first year of college and did not complete it," thereby excluding those individuals with 1–3 years of college from the calculation of the percentage of the population. With the new question, such respondents are placed in the "some college but no degree" category. Thus, the percentage

of individuals with some college might be larger than the percentage with 1–3 years of college because "some college" includes those who have not completed an entire year of college but "1–3 years of college" does not. Therefore, it is not appropriate to make comparisons between the percentage of those with "some college but no degree" (using the post-1991 question) and the percentage of those who completed "1–3 years of college" (using the two pre-1992 questions).

In *The Condition of Education*, the "some college" category for years preceding 1992 includes only the response "1–3 years of college." After 1991, the "some college" category included those who responded "some college but no degree"; "associate's degree in college, occupational/vocational program"; and "associate's degree in college, academic program." The effect of this change to the "some college" category is indicated by the fact that in 1992, some 48.9 percent of 25- to 29-year-olds reported completing some college or more, compared with 45.3 percent in 1991 (see *indicator 23*, table 23-1 in NCES 2008-031). The 3.6 percentage point difference is statistically significant. Some of the increase between 1991 and 1992 may be the result of individuals who completed less than 1 year of postsecondary education responding differently to the "some college" category; that is, they included themselves in the category in 1992 but did not include themselves in the category in 1991.

Another potential difference in the "some college" category is how individuals who have completed a certificate or type of award other than a degree respond to the new questions about their educational attainment that were introduced in 1992. Some may answer "some college, no degree"; others may indicate only high school completion; and still others may equate their certificate with one of the types of associate's degrees. No information is available on the tendencies of individuals with a postsecondary credential other than a bachelor's or higher degree to respond to the new attainment question introduced in 1992.

College Completion

Some students require more than 4 years to earn an undergraduate degree, so some researchers are concerned that the college completion rate, based on the pre-1992 category "4th year or higher of college completed," overstates the number of respondents with a bachelor's degree (or higher). In fact, however, the completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for 1990 and 1991, before the change in the question's wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2010*.

Note 2: The Current Population Survey (CPS) ---

Parents' Education

Parents' education is defined as either the highest educational attainment of the two parents who reside with the student or, if only one parent is in the residence, the highest educational attainment of that parent. When

neither parent resides with the student, it is defined as the highest educational attainment of the householder. *Indicator 20* presents data by parents' education. For more information on parents' education, see *supplemental note 1*.

Note 3: Other Surveys

American Community Survey (ACS)

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Form of the Decennial Census. Aggregated over time, these data will serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2005, the survey has been mailed to approximately 250,000 addresses in the United States and Puerto Rico each month, or about 2.5 percent of the population annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. In 2006, the ACS began interviewing residents in group quarter facilities. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities, such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. Under the current timetable, annual results were or will be available for areas with populations of 65,000 or more beginning in the summer of 2006; for areas with populations of 20,000 or more in the summer of 2008; and for all areas—down to the census tract level—by the summer of 2010. This schedule is based on the time it will take to collect data from a sample size large enough to produce accurate results for different size geographic units.

Indicators 5 and 19 use data from the ACS. *Indicator 19* examines the *status dropout* rate by looking at an ACS question in which respondents were asked whether they had attended school or college at any time in the last 3 months and what the highest degree or level of school they had completed was. The status dropout rate is the percentage of 16- through 24-year-olds surveyed by the ACS who are not enrolled in high school and have not earned a high school credential (either a diploma or

equivalency credential, such as a General Educational Development [GED] certificate). For more information on the status dropout rate, see *supplemental note 6*. For further details on the ACS, see <http://www.census.gov/acs/www/>.

Common Core of Data (CCD)

The Common Core of Data (CCD), a program of the National Center for Education Statistics (NCES), is the Department of Education's primary statistical database on public elementary and secondary education in the United States. It is a comprehensive, annual, national database of information concerning all public elementary and secondary schools (approximately 99,000) and school districts (approximately 18,000). The database contains data that are designed to be comparable across all states. The CCD consists of five surveys that state education departments complete annually from their administrative records. The database includes a general description of schools and school districts; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

Indicators 2, 6, 18, 24, 25, 31, 32, 33, 34, 35, and 36 use data from the CCD. Further information about the database is available at <http://www.nces.ed.gov/ccd/>.

Integrated Postsecondary Education Data System (IPEDS)

The Integrated Postsecondary Education Data System (IPEDS) is the core program that NCES uses for collecting data on postsecondary education. IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. Before IPEDS, some of the same information was collected through the Higher Education General Information Survey (HEGIS). *Indicators 7, 8, 23, and 44* use data from HEGIS.

IPEDS consists of institution-level data that can be used to describe trends in postsecondary education at the institution, state, and/or national levels. For example, researchers can use IPEDS to analyze information on (1) enrollments of undergraduates, first-time freshmen, and graduate and first-professional students by race/ethnicity and sex; (2) institutional revenue and expenditure patterns by source of income and type of expense; (3) completions (awards) by type of program, level of award, race/ethnicity, and sex; (4) characteristics of postsecondary institutions, including tuition, room and board charges, and calendar systems; (5) status of career and technical education programs; and (6) other issues of interest.

Note 3: Other Surveys

Participation in IPEDS was a requirement for the 6,787 institutions that participated in Title IV federal student financial aid programs, such as Pell Grants or Stafford Loans, during the 2008–09 academic year. Title IV institutions include traditional colleges and universities, 2-year institutions, and for-profit degree- and non-degree-granting institutions (such as schools of cosmetology), among others. These categories are further disaggregated by financial control (public, private not-for-profit, and private for-profit), resulting in nine institutional categories or sectors. In addition, 84 administrative offices (central and system offices) listed in the IPEDS universe were expected to provide minimal data through a shortened version of the Institutional Characteristics component. Four of the U.S. service academies are included in the IPEDS universe as if they were Title IV institutions. Institutions that do not participate in Title IV programs may participate in the IPEDS data collection on a voluntary basis.

The structure of the IPEDS collection of data on degrees conferred changed beginning with the 2007–08 data collection. Prior to 2007–08, colleges reported the numbers of first-professional degrees separate from the number of doctor's degrees. In addition, doctor's degrees were reported as a single category. Beginning with the 2007–08 data collection, institutions were given the option (which will become mandatory in the future) to discontinue reporting first-professional degrees as a separate category and to integrate them into the master's and doctor's degrees categories; additionally, starting with the 2007–08 collection, the doctor's degrees could be reported in three different classifications: "professional practice," "research/scholarship," and "other." In order to present consistent national data over time, the data for the institutions reporting in the new structure were cross-walked to the old structure. The master's and doctor's degree awarded in fields of study classified in the Classification of Instruction Programs (CIP) as "formerly considered first-professional" were reclassified as first-professional degree awards. Therefore, the 2007–08 data on completed degrees presented in *The Condition of Education* may not match reported totals within other publications. The specific fields and CIP programs cross-walked in this manner were the following:

51.0401 Dentistry (D.D.S. or D.M.D.)
51.1201 Medicine (M.D.)
51.1701 Optometry (O.D.)
51.1901 Osteopathic medicine (D.O.)
51.2001 Pharmacy (Pharm.D.)
51.2101 Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)
51.2401 Veterinary medicine (D.V.M.)
51.0101 Chiropractic (D.C. or D.C.M.)

22.0101 Law (LL.B. or J.D.)
39.0602 Theology (M. Div., M.H.L., B.D., or Ord. and M.H.L./Rav.).

Indicators 7, 8, 21, 23, 39, 41, 42, 43, 44, and 49 use data from IPEDS. The institutional categories used in these indicators are described in *supplemental note 9*. Further information about IPEDS is available at <http://nces.ed.gov/ipeds/>.

National Postsecondary Student Aid Study (NPSAS)

The National Postsecondary Student Aid Study (NPSAS) is based on a nationally representative sample of all students in postsecondary education institutions, which comprises undergraduate, graduate, and first-professional students. Each NPSAS survey provides information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

For NPSAS:2000, information on approximately 50,000 undergraduate, 9,000 graduate, and 3,000 first-professional students was obtained from more than 900 postsecondary institutions. They represented the nearly 17 million undergraduates, 2.4 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 1999 and June 30, 2000.

For NPSAS:04, information on approximately 80,000 undergraduates and 11,000 graduate or first-professional students was obtained from about 1,400 postsecondary institutions. These students represented nearly the 19 million undergraduate students, 3 million graduate students, and 300,000 first-professional students who were enrolled at some time between July 1, 2003, and June 30, 2004.

For NPSAS:08, information on approximately 114,000 undergraduate students and 14,000 graduate or first-professional students was obtained from about 1,600 postsecondary institutions. These students represented the nearly 21 million undergraduate students and 3 million graduate students who were enrolled at some time between July 1, 2007, and June 30, 2008.

NPSAS represents all undergraduate students enrolled in postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico who were eligible to participate in the federal financial aid programs in Title IV of the Higher Education Act. The survey focuses on how they and their families pay for postsecondary education and includes information on general demographics and other characteristics of these students, types of aid and amounts received, and the cost of

attending college. Students attending all types and levels of institutions are represented, including private (both not-for-profit and for-profit) and public 4-year colleges and universities, community colleges, and less-than-2-year institutions.

To be eligible for inclusion in the institutional sample, an institution must satisfy the following conditions: (1) offer an education program designed for persons who have completed secondary education; (2) offer an academic, occupational, or vocational program of study lasting 3 months or longer; (3) offer access to the general public; (4) offer more than just correspondence courses; and (5) be located in the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico.

Part-time and full-time students who are enrolled in academic or vocational courses or programs at these institutions and who are not concurrently enrolled in a high school completion program are eligible for inclusion in NPSAS. The first NPSAS, conducted in 1986–87, sampled students enrolled in fall 1986. Since the 1989–90 NPSAS, students who enrolled at any time during the year have been eligible for inclusion in the survey. This design change provides the opportunity to collect the data necessary for estimating full-year financial aid awards. Unless otherwise specified, all estimates in *The Condition of Education* using data from NPSAS include students in the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

Indicators 46, 47, and 48 use data from NPSAS. Further information about the survey is available at <http://nces.ed.gov/surveys/npsas/>.

Open Doors International Student Census

The Institute of International Education (IIE) has been conducting a survey on study abroad flows since 1985–86. For the purposes of the U.S. study abroad survey, the U.S. study abroad population is defined as U.S. citizens and permanent residents who are enrolled in a degree program at an accredited higher education institution in the United States and who received academic credit for study abroad from their home institution upon their return. Students studying abroad without receiving academic credit are not included, nor are U.S. students enrolled for a degree overseas. Hence, the figures presented here give a conservative picture of U.S. study abroad activity.

Surveys are sent to about 1,500 accredited colleges and universities throughout the United States, asking them to provide information on the number and characteristics of students to whom they awarded credit for study abroad during the previous academic year, including summer study abroad terms.

The Study Abroad Survey was made available to respondents as a downloadable document accompanied by detailed instructions and institutional codes on the *Open Doors* website (<http://opendoors.iienetwork.org/>). The survey was administered in Spring and Summer 2009. Study abroad data was obtained from 985, or 74 percent, of the 1,341 institutions surveyed. Closed institutions and long-term nonrespondents were excluded in 2009. The response rate was the result of four mailings and four rounds of phone and e-mail follow-ups conducted by IIE, with assistance from the Education Abroad Data Collection Sub-Committee of NAFSA: Association of International Educators (formerly the National Association of Foreign Student Advisers), the American Association of Community Colleges (AACCC) and the National Association for Equal Opportunity in Higher Education (NAFEO). Most institutions were able to provide detailed information on the academic and personal characteristics of their students; 98 percent of responding institutions provided data on host country destination.

Study abroad participation rates

The study abroad participation rate of students seeking a bachelor's degree is a proxy estimate of the proportion of students that receive credit for a study abroad experience at least once during their 4-year undergraduate careers. To calculate this rate, the total number of students in a bachelor's degree program who studied abroad in a given year (as reported in the *Open Doors* Study Abroad Survey) is divided by the average of first-time freshmen fall enrollment from the fall of the reporting year and the 3 years prior (from the U.S. Department of Education's Integrated Postsecondary Education Data System [IPEDS] and the Higher Education General Information Survey [HEGIS]). Participation rates should be considered estimates because various factors—such as students studying abroad more than once, students dropping out before graduation, and differing cohort sizes from year to year—can affect the numbers used in the calculation of the rate.

Note 3: Other Surveys

Fields of Study

The fields of study used in this book are from *A Classification of Instructional Programs (CIP), 2000*, published by the National Center for Education Statistics of the U.S. Department of Education. For detailed information about CIP codes, see <http://www.nces.ed.gov/pubs2002/cip2000/>. See also *supplemental note 9*.

Imputation and Estimation

For *Open Doors*, U.S. study abroad totals and the various percentages cited are calculated directly from campus-based survey responses. Other student counts are determined by IIE using imputation, since not all campuses are able to provide detailed breakdowns for variables such as place of origin and field of study. Estimates of the number of students for each of the variables collected by the various surveys are imputed from the total number of students reported. For each imputation, base or raw counts are multiplied by a correction factor that reflects the ratio of the difference between the sum of the categories being imputed and the total number of students reported by the institutions. For this reason, student totals may vary within a given year. *Open Doors* does not adjust further for this discrepancy, and it uses the overall academic level breakdowns, not the academic level by place of origin, as the basis for calculating changes from year to year and for analyses. In addition, due to rounding, percentages may not always add up to 100 percent (regardless of whether or not numbers are imputed).

The data collection methodology was designed to produce stable, national estimates of international education activity. Analysis for units that reflect relatively small numbers of students (such as students in certain destinations or fields of study), and especially those that are cut by other variables, may reflect greater error variation than variables with a larger response base. In addition, to account for potential instability in annual institution-level counts, estimates based on counts from the previous reporting year are sometimes used to account for non-reporting institutions who have a history of reporting to the *Open Doors* surveys and whose previous year's figures were not themselves estimated. While estimation refinements were made for the 2009 edition and will continue to be made for future editions, the general practice of estimating based on previous years' numbers is entirely consistent with past years' *Open Doors* analysis protocols.

Indicator 40 features data from the *Open Doors* U.S. Study Abroad Survey.

Private School Universe Survey (PSS)

The Private School Universe Survey (PSS) was established in 1988 to ensure that private school data dating back to 1890 would be collected on a regular basis. With the help of the Census Bureau, the PSS is conducted biennially to provide the total number of private schools, students, and teachers and to build a universe of private schools in the 50 states and the District of Columbia that can serve as a sampling frame of private schools for NCES sample surveys.

The PSS groups elementary and secondary schools according to one of seven program emphases:

- *Regular*: The PSS questionnaire does not provide a definition of this term. Regular schools do not specialize in special, vocational/technical, early childhood or alternative education and do not have a Montessori or special program emphasis, although they may offer these programs in addition to the regular curriculum.
- *Montessori*: The PSS questionnaire does not provide a definition of this term. Montessori schools provide instruction using Montessori teaching methods.
- *Special program emphasis*: A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.
- *Special education*: Special education schools primarily serve students with disabilities.
- *Vocational*: Vocational schools primarily serve students who are being trained for occupations. For *indicator 5*, vocational schools are included with special program emphasis schools.
- *Alternative*: Alternative schools provide nontraditional education. They fall outside the categories of regular, Montessori, special education, early childhood, and vocational education.
- *Early childhood*: Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

In the most recent PSS data collection, conducted in 2007–08, the survey was sent to 39,147 private schools, with a weighted response rate of 91.1 percent.

Indicator 3 uses data from the PSS. Further information on the survey is available at <http://nces.ed.gov/surveys/pss/>.

School Survey On Crime And Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) focuses on incidents of specific crimes and offenses and a variety of specific discipline issues in public schools. SSOCS was administered in the spring of the 1999–2000, 2003–04, 2005–06, and 2007–08 school years. The survey also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public primary, middle, high, and combined schools in the 50 states and the District of Columbia.

In the 2007–08 school year, a total of 3,484 schools were selected for the study. In March 2008, questionnaires were mailed to school principals, who were asked to complete the survey or have it completed by the person most knowledgeable about discipline issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to provide information on the total number of recorded incidents and the number of incidents reported to the police or other law enforcement. SSOCS asks respondents about the frequency of a range of criminal incidents recorded as occurring on their school campuses. Respondents were instructed to provide information on the number of recorded incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken or whether students or nonstudents were involved. In addition to the total number of recorded incidents, respondents were asked to report how many of the recorded incidents were reported to the police or other law enforcement. In the questions pertaining to *indicator 26*, respondents were instructed to record incidents occurring before, during, or after normal school hours or when school activities or events were in session. Due to changes to questionnaire items between survey iterations, data may be unavailable for some survey years. A total of 2,560 schools completed the survey. For more information about SSOCS, visit <http://nces.ed.gov/surveys/ssocs/>.

Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is a large sample survey of America’s elementary and secondary schools. First conducted in 1987–88, SASS periodically surveys and collects data on the following:

- public schools, collecting data on school districts, schools, principals, teachers, and library media centers;
- private schools, collecting data on schools, principals, and teachers (and library media centers for survey years prior to 2003–04);
- Bureau of Indian Education (BIE) funded schools, collecting data on schools, principals, teachers, and library media centers; and
- public charter schools, collecting data on schools, principals, teachers, and library media centers.

To ensure that the samples contain sufficient numbers for estimates, SASS uses a stratified probability sample design. Public and private schools are oversampled into groups based on certain characteristics. After the schools are stratified and sampled, the teachers within the schools are stratified and sampled based on their characteristics. In 1999–2000, public charter schools became a new school sector for SASS, and questionnaires were sent to charter schools, principals and teachers. Since the 2003–04 SASS, a sample of public charter schools has been included in the sample as part of the public school questionnaire.

The 2007–08 SASS district questionnaire contained an item asking districts whether they offer financial incentives such as cash bonuses, salary increases, or different steps on the salary scale for four different purposes: obtaining National Board for Professional Teaching Standards certification (NBPTS), rewarding excellence in teaching, recruiting or retaining teachers to teach in less desirable locations, and recruiting or retaining teachers to teach in fields with shortages. For *indicator 37*, the 2007–08 SASS district data file was linked to the 2007–08 SASS teacher data file in order to calculate the estimates of percentages of teachers who work in districts offering incentives for the various purposes. In some cases, charter schools are associated with regular public districts, while others operate independently. The analysis on pay incentives (*indicator 37*) uses district-level policy information and therefore does not include teachers from charter schools.

Indicators *24*, *27*, *28*, *29*, *30*, and *37* use data from the SASS. Further information about the survey is available at <http://nces.ed.gov/surveys/SASS/>.

Note 4: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), governed by the National Assessment Governing Board (NAGB), is administered regularly in a number of academic subjects. Since its creation in 1969, NAEP has had two major goals: (1) to assess student performance reflecting current educational and assessment practices, and (2) to measure change in student performance reliably over time. To address these goals, NAEP conducts a main assessment and a long-term trend assessment. The two assessments are administered to separate samples of students at separate times, use separate instruments, and measure different educational content. Thus, results from the two assessments should not be directly compared.

Main NAEP

Indicators 9, 10, 11, and 12 are based on the main NAEP. Begun in 1990, the main NAEP periodically assesses students' performance in several subjects in grades 4, 8, and 12, following the assessment framework developed by NAGB and using the latest advances in assessment methodology. NAGB develops the frameworks using standards developed within the field; this is a consensus process involving educators, subject-matter experts, and other interested citizens. Each round of the main NAEP includes a student assessment and background questionnaires (for the student, teacher, and school) to provide information on instructional experiences and the school environment at each grade.

Through 1988, NAEP reported only on the academic achievement of the nation as a whole and subgroups within the population. Because the national samples were not designed to support the reporting of accurate and representative state-level results, Congress passed legislation in 1988 authorizing a voluntary Trial State Assessment (TSA). Separate representative samples of students were selected from each state or jurisdiction that agreed to participate in state NAEP. TSAs were conducted in 1990, 1992, and 1994 and were evaluated thoroughly. Beginning with the 1996 assessment, the authorizing statute no longer considered the state component to be a "trial" assessment.

A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act, also referred to as the "No Child Left Behind" legislation. This legislation requires states who receive Title I funding to participate in state NAEP every 2 years, in reading and mathematics at grades 4 and 8. State participation in other state NAEP subjects, including science and writing, remains voluntary.

The assessments given in the states are exactly the same as those given nationally. The assessments follow the

subject area frameworks developed by NAGB and use the latest advances in assessment methodology. State NAEP assesses students at grades 4 and 8 but not at grade 12. The assessments allow states to monitor their own progress over time in the selected subject areas. They can then compare the knowledge and skills of their students with students in other states and with students across the nation.

The ability of the assessments to measure change in student performance over time is sometimes limited by changes in the NAEP framework. While shorter-term trends can be measured in most of the NAEP subjects, data from different assessments are not always comparable. In cases where the framework of a given assessment changes, linking studies are generally conducted to ensure comparability over time. In 2005, NAGB revised the grade 12 mathematics framework to reflect changes in high school mathematics standards and coursework. As a result, even though many questions are repeated from previous assessments, the 2005 mathematics results cannot be directly compared with those from previous years.

NAGB called for the development of a new mathematics framework for the 2005 assessment. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students in each grade level. The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways of knowing and doing mathematics. For grades 4 and 8, comparisons over time can be made among the assessments prior to and after the implementation of the 2005 framework. In grade 12, with the implementation of the 2005 framework, the assessment included more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework. Additionally, the measurement and geometry content areas were merged. Grade 12 results could not be placed on the old NAEP scale and could not be directly compared with previous years. The reporting scale for grade 12 mathematics was changed from 0–500 to 0–300. For more information regarding the 2005 framework revisions, see <http://nces.ed.gov/nationsreportcard/mathematics/whatmeasure.asp>.

In 2009 a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments. The previous framework was first implemented in 1992 and was used for each subsequent assessment from 1994 through 2007. Past NAEP practice has been to start a new trend line when a new framework is introduced.

However, special analyses were conducted in 2009 to determine if the results from the 2009 reading assessment could be compared to results from earlier years despite being based on a new framework. Both a content alignment study and a reading trend or bridge study were conducted to determine if the “new” assessment was comparable to the “old” assessment. Overall, the results of the special analyses suggested that the old and new assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. It was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see <http://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp>.

The main NAEP results are reported in *The Condition of Education* in terms of average scale scores and achievement levels. The achievement levels define what students who are performing at the *Basic*, *Proficient*, and *Advanced* levels of achievement should know and be able to do. NAGB establishes new achievement levels whenever a new main NAEP framework is adopted. As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. NAEP achievement levels have been widely used by national and state officials. The policy definitions of the achievement levels that apply across all grades and subject areas are as follows:

- *Basic*: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed.
- *Proficient*: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced*: This level signifies superior performance at each grade assessed.

In *indicators 9* and *11*, the percentage of students at or above *Proficient* or at or above *Basic* are reported. The percentage of students at or above *Proficient* includes students at the *Proficient* and *Advanced* achievement levels. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, *Proficient*, and *Advanced* achievement levels.

NAEP estimates that are potentially unstable (large standard error compared with the estimate) are not

flagged as potentially unreliable. This practice for NAEP estimates is consistent with the current output from the NAEP online data analysis tool. The reader should always consult the appropriate standard errors when interpreting these findings. For additional information on NAEP, including technical aspects of scoring and assessment validity and more specific information on achievement levels, see <http://nces.ed.gov/nationsreportcard/>.

Until 1996, the main NAEP assessments excluded certain subgroups of students identified as “special needs students,” that is, students with disabilities and students with limited English proficiency. For the 1996 and 2000 mathematics assessments and the 1998 and 2000 reading assessments, the main NAEP included a separate assessment with provisions for accommodating these students (e.g. extended time, small group testing, mathematics questions read aloud, etc.). Thus, for these years, there are results for both the unaccommodated assessment and the accommodated assessment. For the 2002, 2003, and 2005 reading assessments and the 2003 and 2005 mathematics assessments, the main NAEP did not include a separate unaccommodated assessment—only a single accommodated assessment was administered. The switch to a single accommodated assessment instrument was made after it was determined that accommodations in NAEP did not have any significant effect on student scores. *Indicators 9, 10, 11, and 12* present NAEP results with and without accommodations.

Long-Term Trend NAEP

The long-term trend NAEP has measured student performance since the early 1970s. Originally, the long-term trend NAEP was designed, like the main NAEP, to measure student performance in mathematics, reading, science, and writing, but recent efforts have focused primarily on reading and mathematics. *Indicator 13* reports findings from the long-term trend reading and mathematics assessments. Since the early 1970s, the long-term trend NAEP has used the same instruments to provide a means of comparing performance over time, but the instruments do not necessarily reflect current teaching standards or curricula. Results have been reported for students at ages 9, 13, and 17 in mathematics, reading, and science, and for students at grades 4, 8, and 12 in writing. Future assessments are scheduled to be conducted in reading and mathematics. Results from the long-term trend NAEP are presented as mean scale scores because, unlike the main NAEP, the long-term trend NAEP does not define achievement levels.

2004 Bridge Study

Several changes were made to the long-term trend assessment in 2004 to align it with best current assessment practices and with policies applicable to the NAEP

Note 4: National Assessment of Educational Progress

main assessments. According to the new policy of NAGB, reading and mathematics are to be assessed by both the long-term trend instruments and the main NAEP instruments, but science and writing will be assessed only by the main NAEP. As a result, changes were needed to remove the sets or blocks of questions for science and writing, which had been intermixed with the reading and mathematics blocks in the long-term trend assessment instruments.

The changes provided an opportunity to bring other aspects of the assessment up to date. Considerable progress in testing theory has been made since the late 1960s, when these assessments were first designed, and the 2004 administration provided an opportunity to apply these improvements to the long-term trend assessments. In addition, since 1996, main NAEP assessments have been providing accommodations that allow more students with disabilities and students who were not fluent in English to participate. Traditionally, the long-term trend assessments had not provided such accommodations. However, in 2004, it was possible to provide accommodations and assess a greater proportion of students.

As a result of these changes, two assessments were given in 2004—a modified assessment that contained many changes from previous assessments, and a bridge assessment that was used to link the modified assessment to the 1999 assessment so the trend line could be continued. The modified assessment included the following changes:

- replacing outdated material;
- eliminating blocks of items for subjects no longer reported;
- replacing and reorganizing background questions;
- allowing accommodations for students who needed them; and
- changing some administrative procedures, i.e., eliminating audio-paced tapes and using assessment booklets that pertain only to a single subject.

In 2004, students were randomly assigned to take either the bridge assessment or the modified assessment. The bridge assessment replicated the instrument given in 1999 and used the same administration procedures. The modified assessment included the new items and modifications listed above. The modified assessment will provide the basis of comparison for all future assessments, and the bridge will link its results back to the results of the past 30 years. Comparing the results of the modified and bridge assessments demonstrates that the link between the 2004 bridge and modified assessments successfully continues the trend line.

Indicator 13 features data from the long-term trend reading and mathematics assessments. For more information on the long-term trend NAEP, see <http://nces.ed.gov/nationsreportcard/ltr/>.

2008 Arts Assessment

The 2008 NAEP in the arts was given to a nationally representative sample of 7,900 8th-grade public and private school students. Approximately one-half of these students were assessed in music, and the other half were assessed in visual arts. The music portion of the assessment measured students' ability to respond to music in various ways. Students were asked to analyze and describe aspects of music they heard, critique instrumental and vocal performances, and demonstrate their knowledge of standard musical notation and music's role in society. The visual arts portion of the assessment included questions that measured students' ability to respond to art, as well as questions that measured their ability to create art. Questions in the responding portion of the assessment asked students to analyze and describe works of art and design. *Indicator 14* focuses on the music assessment and the responding portion of the visual arts assessment.

Because music and visual arts are two distinct disciplines, results are reported separately for each area and cannot be compared. The average responding scores for music and visual arts are reported on two separate NAEP scales, each ranging from 0 to 300. The arts assessment results cannot be reported in terms of the NAEP achievement levels (*Basic*, *Proficient*, and *Advanced*), given the complex and diverse nature of the assessment tasks both within and across the arts disciplines.

NCES statistical standards require that a nonresponse bias analysis be conducted for any school or student group with a participation rate that falls below 85 percent. The participation rates for the 2008 NAEP arts assessment indicated a need for a school nonresponse bias analysis for the private school sample. The results showed that school substitution and nonresponse adjustments were not effective in reducing nonresponse bias for the percentage of Hispanic students enrolled and the percentage of certain types of private schools (Catholic and other private schools). The disproportionate nonresponse resulted in an overestimation of the percentage of Hispanic students, an overestimation of the percentage of Catholic school students, and an underestimation of the percentage of other private school students.

Assessment Design

Because of the breadth of content covered in the NAEP arts assessment, each student was assessed in only one arts discipline, either music or visual arts.

The responding process in music and visual arts was assessed with multiple-choice questions and constructed-response questions that required students to produce answers of a few words or sentences.

The Arts Framework

The NAEP arts framework serves as the blueprint for the assessment, describing the specific knowledge and skills that should be assessed in the arts disciplines. Developed under the guidance of the National Assessment Governing Board, the framework reflects the input of arts educators, artists, assessment specialists, policymakers, representatives from the business community, and members of the public. The *National Standards for Arts Education* also served as an important reference in the development of the NAEP arts framework.

The framework specifies that students' arts knowledge and skills be measured in four *arts disciplines*: dance, music, theatre, and visual arts. Additionally, three *arts processes*—responding, creating, and performing—are central to students' experiences in these disciplines. While the responding process refers to observing, describing, analyzing, and evaluating works of art, the creating process refers to expressing ideas and feelings in the form of an original work of art. Due to budget constraints, only the responding process in music and both the responding and creating processes in visual arts were assessed in 2008.

To learn more about the arts framework, visit <http://www.nagb.org/publications/frameworks/arts-framework08.pdf>.

Indicator 14 features data from the 2008 arts assessment.

Note 5: International Assessments

Trends in International Mathematics and Science Study (TIMSS)

Indicators 15 and 16 are based on data collected as part of the Trends in International Mathematics and Science Study (TIMSS). TIMSS provides reliable and timely data on the mathematics and science achievement of U.S. 4th- and 8th-grade students compared with that of students in other countries. TIMSS has been implemented four times: in 1995, 1999, 2003, and 2007. The focus of TIMSS is on the mathematics and science knowledge and skills of 4th- and 8th-grade students around the world. In 1995, some 41 countries participated; in 1999, some 38 countries participated; in 2003, some 46 countries participated; and in 2007, some 58 countries participated. TIMSS is closely linked to the curricula of the participating countries, providing an indication of the degree to which students have learned concepts in mathematics and science likely to be encountered in their schools. In addition to mathematics and science assessment items, TIMSS asked students, their teachers, and their school principals to complete questionnaires about their curriculum, schools, classrooms, and instruction. *Indicators 15 and 16* feature TIMSS assessment data.

In 2007, participating countries administered TIMSS to two national probability samples of students and schools, based on a standardized definition. Countries were required to draw samples of students who were nearing the end of their fourth or eighth year of formal schooling, beginning with Level 1 of the International Standard Classification of Education (ISCED). The ISCED was developed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to facilitate the comparability of educational levels across countries and to assist countries in providing comparable, cross-national data. ISCED Level 1 is termed primary schooling, and in the United States it is equivalent to the first through sixth grades. In most countries, including the United States, students who were assessed by TIMSS were in the fourth and eighth grades. Details on the grades assessed in each country can be found at <http://nces.ed.gov/timss>, and additional information on ISCED levels can be found at http://www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf.

In 2007, the assessment components of TIMSS tested students in two populations:

- *Fourth-grade student population.* The international desired target population is all students enrolled in the grade that represents 4 years of schooling, counting from the first year of ISCED Level 1, providing that the mean age at the time of testing is at least 9.5 years. For most countries, the target

grade should be the fourth grade or its national equivalent. All students enrolled in the target grade, regardless of their age, belong to the international desired target population.

- *Eighth-grade student population.* The international desired target population is all students enrolled in the grade that represents 8 years of schooling, counting from the first year of ISCED Level 1, providing that the mean age at the time of testing is at least 13.5 years. For most countries, the target grade should be the eighth grade or its national equivalent. All students enrolled in the target grade, regardless of their age, belong to the international desired target population.

Content domains define the specific mathematics and science subject matter covered by the TIMSS 2007 assessments. The TIMSS content frameworks for 2007 incorporate specific assessment objectives developed for grades 4 and 8. The content domains with specific topic areas for both subjects and grades are as follows:

- *Fourth-grade math:* The *number* content domain consists of understanding of place value, ways of representing numbers, and the relationships between numbers. The *geometric shapes and measures* domain consists of properties of geometrical figures such as length of sides, size of angles, area, and volume. The *data display* content domain consists of reading and interpreting displays of data, as well as organizing and representing data in graphs and charts.
- *Eighth-grade math:* The *number* content domain consists of understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. The *algebra* content domain consists of recognizing and extending patterns, using algebraic symbols to represent mathematical situations, and developing fluency in producing equivalent expressions and solving linear equations. The *geometry* content domain consists of analyzing the properties and characteristics of a variety of two and three-dimensional geometric figures, including lengths of sides and sizes of angles, and providing explanations based on geometric relationships. The *data and chance* content domain consists of knowing how to organize data that have been collected by oneself or others and knowing how to display data in graphs and charts that will be useful in answering the questions that prompted the data collection.
- *Fourth-grade science:* The *life science* content domain consists of understanding the characteristics and life processes of living things, the relationships between them, and their interaction with the environment. The *physical science* domain consists of concepts

related to matter and energy and covers topics in the areas of both chemistry and physics. *Earth science* is concerned with the study of Earth and its place in the solar system.

- *Eighth-grade science:* The *biology* content domain consists of students' understandings of the structure, life processes, diversity, and interdependence of living organisms. The *chemistry* domain consists of understanding classification and composition of matter, properties of matter, and chemical change. The *physics* content domain consists of understanding concepts such as physical states and changes in matter, energy transformations, heat and temperature, light, sound, electricity and magnetism, and forces and motion. Earth science is concerned with the study of Earth and its place in the solar system and the universe.

For more specific information on content domains, please see the TIMSS 2007 Assessment Frameworks, which can be found at <http://timss.bc.edu/TIMSS2007/frameworks.html>.

In the United States, TIMSS was administered between April and June 2007. The U.S. sample included both public and private schools, randomly selected and weighted to be representative of students across the nation. In total, 257 schools and 10,350 students participated at the 4th-grade level, and 239 schools and 9,723 students participated at the 8th-grade level. The overall weighted school response rate in the United States was 70 percent at grade 4 before the use of substitute schools and 89 percent with the inclusion of substitute

schools. At grade 8, the overall weighted school response rate was 68 percent before the use of substitute schools and 83 percent with the inclusion of substitute schools. The final weighted student response rate was 95 percent at grade 4 and 93 percent at grade 8. Student response rates are based on a combined total of students from both sampled and substitute schools.

Achievement results from TIMSS are reported on a scale from 0 to 1,000, with a TIMSS scale average of 500 and standard deviation of 100. Even though the countries participating in TIMSS have changed across the four assessments between 1995 and 2007, comparisons between the 2007 results and prior results are still possible because the achievement scores in each of the TIMSS assessments are placed on a scale that is not dependent on the list of participating countries in any given year.

In addition to numerical scale results, TIMSS also includes international benchmarks. The benchmarks provide a way to interpret the scale scores and to understand how students' proficiency in mathematics and science varies along the TIMSS scale. The benchmarks describe four levels of student achievement in each subject, based on the kinds of skills and knowledge students at each score cutpoint would need in order to successfully answer the mathematics and science items. In general, the score cutpoints for the TIMSS benchmarks were set based on the distribution of students along the TIMSS scale. For more detailed information on sampling, administration, response rates, and other technical issues related to TIMSS data, see <http://nces.ed.gov/timss>.

Note 6: Measures of Student Persistence and Progress

Various measures have been developed to provide information about student persistence and progress in formal elementary and secondary education in the United States. Three measures are presented in this report: the public school *averaged freshman graduation rate* (indicator 18), the *status dropout rate* (indicator 19), and the educational attainment of 25- through 29-year olds (indicator 22). Each of these indicators employs a different analytic method and dataset to document a unique aspect of the complex processes of high school graduation and dropping out of high school. No single data source provides comprehensive information on the graduation and dropout processes on an annual basis, but the three indicators presented here complement one another and draw upon the particular strengths of their respective data. Each indicator has limitations, however, which underscores the importance of having multiple indicators that address the question of student persistence. A brief description of the relevant methodology and data used by each indicator follows.

Public School Averaged Freshman Graduation Rate

Indicator 18 examines the percentage of public high school students who graduate on time by using the *averaged freshman graduation rate* (AFGR). The AFGR is a measure of the percentage of the incoming freshman class that graduates 4 years later. The AFGR is the number of graduates with a regular diploma divided by the estimated count of incoming freshmen 4 years earlier, as reported through the NCES Common Core of Data (CCD), the survey system based on state education departments' annual administrative records. (For more information on the CCD, see *supplemental note 3*.) The estimated count of incoming freshmen 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 are allocated to individual grades proportional to each state's enrollment in those grades. An advantage of using CCD data to calculate the AFGR is that the data are available on an annual basis by state; however, the demographic details available from the survey are limited.

Status Dropout Rate

Indicator 19 reports *status dropout rates* by race/ethnicity and nativity status. Status dropout rates measure the extent of the dropout problem for a population. As such, these rates can be used to gauge the need for further education and training within that population. *Indicator*

19 uses data from the American Community Survey (ACS) and the October Current Population Survey (CPS) to estimate the percentage of the population ages 16 through 24 who are not in high school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate), irrespective of when they dropped out. The 2008 ACS allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, sex, and, unlike the CPS, includes institutionalized persons, incarcerated persons, and active duty military personnel living in barracks in the United States. The CPS provides several decades of historical trends on status dropouts that are not available from the ACS. The disadvantage of using CPS data to compute status dropout rates for the civilian, noninstitutionalized population is that military personnel and incarcerated or institutionalized persons are excluded. A disadvantage of both the CPS and ACS is that the datasets include as dropouts individuals who never attended U.S. schools, including immigrants who did not complete the equivalent of a high school education in their home country. Estimates of status dropout rates from the ACS and CPS are not directly comparable due to methodological differences, such as differing sampling frames, modes of administration, and question wording. For more information on the CPS, see *supplemental note 2*, and for more information on the ACS, see *supplemental note 3*.

Educational Attainment of 25- to 29-Year-Olds

Indicator 22 examines the educational attainment of adults who are just past the age by which most people are traditionally expected to have completed their postsecondary education. This indicator uses March CPS data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who have achieved the following levels of educational attainment: high school diploma or equivalent (including a credential such as a GED), some college, bachelor's degree, or master's degree. Estimates of educational attainment represent the percentage of adults who completed at least the cited credential. Attainment estimates do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED. These estimates also include individuals who never attended high school in the United States but attained a high school diploma or its equivalent in another country. An advantage of using CPS data to compute educational attainment estimates is that estimates can be computed on an annual basis for various demographic subgroups of adults. A disadvantage of using CPS data to compute the educational attainment rate is that these data exclude all military personnel living in barracks and incarcerated or institutionalized persons. For more information on the CPS, see *supplemental note 2*.

Conclusion

Even though *indicators 18, 19, and 22* document different aspects of student persistence, a number of important differences between these indicators should be noted and recognized as likely factors responsible for the divergence between their respective estimates. General differences can be found in the population of interest, information source, and data collection time frame. For example, the three indicators mentioned above focus on different populations: *indicator 18* focuses on the number of graduates in 2006–07 who were part of the 2003–04 freshman class; *indicator 19* focuses on 16- through 24-year-olds between 1980 and 2008; and *indicator 22* focuses on 25- through 29-year-olds in selected years between 1971 and 2009. As noted above, the data sources used to construct the indicators are also different. *Indicator 18* uses data from the CCD, a universe survey system based on state education departments' annual administrative records; *indicators 19 and 22* use data from the CPS, a sample survey of the civilian, noninstitutional population; and *indicator 19* also uses data from the ACS, a sample survey of the population that includes institutionalized persons.

Given such differences, one would not expect to see identical or even similar estimates. In fact, reasonable differences should be apparent. For example, if one estimate measures only regular diplomas completed on time, it should be smaller than an estimate constructed to measure both regular diplomas and GEDs obtained outside of the 4-year “on-time” period.

This supplemental note is intended to provide only a brief overview of some of the commonly available data that address issues of high school completion and educational attainment. For other related measures of student persistence and progress, see the publications by Seastrom et al. (NCES 2006-604; NCES 2006-605) and Cataldi, Laird, KewalRamani (NCES 2009-064).

Note 7: Student Disabilities

Indicator 6 uses data from the U.S. Department of Education's Office of Special Education Programs (OSEP), which collects information on students with disabilities as part of the implementation of the Individuals with Disabilities Education Act (IDEA). OSEP classifies disabilities in 13 categories. (For more detailed definitions of these categories, see the part B and C data dictionaries at <http://www.ideadata.org>.)

Prior to October 1994, children and youth with disabilities were served under Title 1 of the Elementary and Secondary Education Act, as well as under the Individuals with Disabilities Education Act (IDEA), Part B. Data reported for years prior to 1994–95 include children ages 0–21 served under Title 1. Increases since 1987–88 are due in part to new legislation enacted in fall 1986, which added a mandate for public school special education services for 3- to 5-year-old disabled children.

Disability Categories

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf-blindness

Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational problems such that the student cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Developmental Delay

This term may apply to children ages 3 through 9 who are experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who therefore need special education and related services. It is optional for states to adopt and use this term to describe any child within its jurisdiction. A local education agency (LEA) may use the term if its state has adopted it, but it must conform its use of the term to the state's use of the term.

Emotional Disturbance

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked

degree, such that it adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. However, the term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.

Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the traditional definition of deafness.

Although children and youth with deafness are not included in the definition of hearing impairment, they are counted in the hearing impairment category.

Mental Retardation

Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple Disabilities

Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that the student cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- adversely affects a child's educational performance.

Specific Learning Disability

A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This disorder includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.

Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force—resulting in total or partial functional disability, psychosocial impairment, or both—that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairments

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Preschool disability

Beginning in 1976, data were collected for preschool age children by disability type; those data are combined with data for children and youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3–5. For this reason, data from the 1990s on preschoolers with disabilities are reported separately. Beginning in 2000–01, states were again required to report preschool children by disability.

Note 8: Classification of Postsecondary Education Institutions

The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) employs various categories to classify postsecondary institutions. This supplemental note outlines the different categories used in varying combinations in *indicators 7, 8, 41, 42, 43, and 44*.

Basic IPEDS Classifications

The term *postsecondary institutions* is the category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes programs whose purpose is academic or vocational, as well as continuing professional education programs and excludes vocational and adult basic education programs. For many analyses, however, comparing all institutions in this broad universe of postsecondary institutions would not be appropriate. Thus, postsecondary institutions are placed in one of three levels, based on the highest award offered at the institution:

- *4-year-and-above institutions*: Institutions or branches that offer programs of at least 4 years' duration or offer programs at or above the baccalaureate level. These institutions award a 4-year degree or higher in one or more programs or award a post-baccalaureate, post-master's, or post-first-professional certificate. Includes schools that offer post-baccalaureate certificates only or those that offer graduate programs only. Also includes freestanding medical, law, or other first-professional schools.
- *2-year but less-than-4-year institutions*: A postsecondary institution that offers programs of at least 2 but less than 4 years' duration. Includes occupational and vocational schools with programs of at least 1,800 hours and academic institutions with programs of less than 4 years' duration. Does not include bachelor's degree-granting institutions where the baccalaureate-level program can be completed in 3 years.
- *Less-than-2-year institutions*: Institutions or branches that offer programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

Postsecondary institutions are further divided according to these criteria: type of financial control, degree-granting versus non-degree-granting, and Title IV-participating versus non-Title IV-participating.

IPEDS also classifies institutions at each of the three levels of institutions by type of financial control:

- *Public institutions*: Institutions whose programs and activities are operated by publicly elected or appointed school officials and which are supported primarily by public funds.
- *Private not-for-profit institutions*: Institutions in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.
- *Private for-profit institutions*: Institutions in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Thus, IPEDS divides the universe of postsecondary institutions into nine different "sectors," each comprising a combination of the institution level and the control of the institution. In some sectors (for example, private for-profit 4-year institutions), the number of institutions is small relative to other sectors.

Institutions in any of these nine sectors can be degree- or non-degree-granting, a classification based on whether or not they offer students a formal award such as a degree or certificate:

- *Degree-granting institutions* offer associate's, bachelor's, master's, doctoral, and/or first-professional degrees that a state agency recognizes or authorizes.
- *Non-degree-granting institutions* offer other kinds of credentials and exist at all three levels.

The number of 4-year-and-above non-degree-granting institutions is small compared with the total number of non-degree granting institutions.

Institutions in any of these nine sectors can also be Title IV-participating or not. For an institution to participate in federal Title IV Higher Education Act, Part C, financial aid programs, it must offer a program of study at least 300 clock hours in length; have accreditation recognized by the U.S. Department of Education; have been in business for at least 2 years; and have a Title IV participation agreement with the U.S. Department of Education. All indicators in this volume using IPEDS data present only Title IV-participating institutions. For more information on the Higher Education Act of 2008, see <http://www.ed.gov/policy/highered/leg/hea08/index.html>.

In some indicators based on IPEDS data, 4-year-and-above degree-granting institutions are further classified according to the highest degree awarded:

- *Doctoral institutions* award at least 20 doctoral degrees per year.
- *Master's institutions* award at least 20 master's degrees per year.

The remaining institutions are considered to be *other 4-year institutions*. The number of degrees awarded by an institution in a given year is obtained for each institution from data published in the IPEDS "Completions Survey" (IPEDS-C).

Indicators 7, 41, 43, and 44 include 2-year (short for 2-year but less-than-4-year) institutions in their analyses.

Indicators 7, 8, 41, 42, 43, and 44 include 4-year-and-above degree-granting institutions in their analyses.

Note 9: Fields of Study for Postsecondary Degrees

The general categories for fields of study used in indicators 41 and 42 were derived from the 2000 edition of the *Classification of Instructional Programs* (CIP-2000). Some category modifications have been made in some instances. These aggregations are as follows:

Agriculture and natural resources: agriculture, agriculture operations and related sciences; and natural resources and conservation.

Business: business, management, marketing, and related support services; and personal and culinary services.

Communication and communications technologies: communication, journalism, and related programs; and communications technologies/technicians and support services.

Engineering and engineering technologies: engineering; engineering technologies/construction trades and mechanics and repairers.

Physical sciences and science technologies: physical sciences and science technologies/technicians.

Social science and history: social sciences and history.

Data may differ from previously published figures as data from earlier years have been reclassified when necessary to make them conform to the new taxonomy. Further information about the CIP-2000 is available at <http://nces.ed.gov/pubs2002/cip2000/>.

Note 10: Finance

Using the Consumer Price Index (CPI) to Adjust for Inflation

The Consumer Price Indexes (CPIs) represent changes in the prices of all goods and services purchased for consumption by households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. The all urban consumer group represents about 87 percent of the total U.S. population. *Indicators 17, 27, 29, 33, 34, 35, 36, 44, 46, 47, 48, and 49* in *The Condition of Education 2010* use the U.S. All Items CPI for All Urban Consumers (CPI-U).

CPIs are calculated for both the calendar year and the school year using the CPI-U. The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. The school year CPI is rounded to three decimal places. Data for the CPI-U are available on the Bureau of Labor Statistics (BLS) website (<http://www.bls.gov/cpi/>). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics 2009* (NCES 2010-013), an annual publication of the National Center for Education Statistics (NCES).

Although the CPI has many uses, its principal function in *The Condition of Education* is to convert monetary figures (salaries, expenditures, income, etc.) into inflation-free dollars to allow for comparisons over time. For example, due to inflation, the buying power of a salary of a person holding a bachelor's degree or higher in 1995 is not comparable with that of a teacher's salary in 2009. In order to make such comparisons, the 1995 salary must be converted into 2009 constant dollars by multiplying the 1995 salary by a ratio of the 2009 CPI over the 1995 CPI. As a formula, this is expressed as

$$1998 \text{ salary} \times \frac{(2009 \text{ CPI})}{(1995 \text{ CPI})} = 1995 \text{ salary in } 2009 \text{ constant dollars}$$

The reader should be aware that there are alternative price indexes to the CPI that could be used to make these adjustments. These alternative adjustments might produce findings that differ from the ones presented here. For more detailed information on how the CPI is calculated or on the other types of CPI indexes, go to the BLS website (<http://www.bls.gov/cpi/>).

Classifications of Expenditures

Indicators 34, 35, and 36 examine expenditures for public elementary and secondary education. *Indicator 36* uses total expenditures as a whole, together with the three major functions (categories) of total expenditures: current expenditures, capital outlay, and interest on school debt. Current expenditures, in turn, is broken into seven subfunctions (subcategories): expenditures for instruction, administration, student and staff support, operation and maintenance, transportation, food services, and enterprise operations. *Indicator 35* uses expenditures for instruction (usually referred to as instruction expenditures) in its analysis. *Indicator 36* uses current expenditures in its analysis.

Total expenditures for elementary and secondary education include all expenditures allocable to per student costs: these are all current expenditures for regular school programs, capital outlay, and interest on school debt. Expenditures on education by other agencies or equivalent institutions (e.g., the Department of Health and Human Services and the Department of Agriculture) are included. 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.

Current expenditures include expenditures for the day-to-day operation of schools and school districts. Includes instruction, administration, student and staff support, operation and maintenance, transportation, food services, and enterprise operations. Thus, current expenditures include items such as salaries for school personnel, benefits, supplies, purchased services, student transportation, schoolbooks and materials, and energy costs. Current expenditures and each of its seven subfunctions can be further broken down by the object of the expenditure: salaries, employee benefits, purchased services, supplies, and tuition and other.

- *Instruction expenditures* include expenditures for activities related to the interaction between teachers and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television. Also included are tuition expenditures to other local education agencies.
- *Administration expenditures* include expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff), and other support services expenditures.

Note 10: Finance

- *Student and staff support expenditures* include expenditures for student support (attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other student support services), instructional staff services (instructional staff training, educational media [libraries and audiovisual], and other instructional staff support services), and other support services (business support services, central support services, and other support services not reported elsewhere).
- *Operation and maintenance expenditures* include expenditures for supervision of operations and maintenance; operating buildings (heating, lighting, ventilating, repair, and replacement); care and upkeep of grounds and equipment; vehicle operations and maintenance (other than student transportation); security; and other operations and maintenance services.
- *Transportation* includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.
- *Food services* includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities, as well as the delivery of food to schools.
- *Enterprise operations* include expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services, together with amounts for direct program support made by state education agencies for local school districts.

Capital outlay includes direct expenditures for construction of buildings, roads, and other improvements and for purchases of equipment, land, and existing structures. Includes amounts for additions, replacements, and major alterations to fixed works and structures; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Interest on debt includes expenditures for long-term debt service interest payments (i.e., those longer than one year).

Classifications of Revenue

In *indicator 33*, revenue is classified by source (federal, state, or local). Revenue from federal sources includes direct grants-in-aid to schools or agencies, funds distributed through a state or intermediate agency, and revenue in lieu of taxes to compensate a school district for non-taxable federal institutions within a district's

boundary. Revenue from state sources includes both direct funds from state governments and revenue in lieu of taxation. Revenue from local sources includes revenue from such sources as local property and nonproperty taxes, investments, and revenue from student activities, textbook sales, transportation and tuition fees, and food services. Intermediate revenue comes from sources that are not local or state education agencies, but that operate at an intermediate level between local and state education agencies and possess independent fundraising capability—for example, county or municipal agencies. Intermediate revenue is included in local revenue totals. In *indicator 33*, local revenue is classified as either local property tax revenue or other local revenue.

The Variation in Expenditures per Student and the *Theil Coefficient*

Indicator 35 uses the *Theil coefficient* to measure the variation in expenditures per pupil in regular public school elementary and secondary schools in the United States.

The *Theil coefficient* was developed by Henri Theil to measure the amount of information conveyed by a single message saying that an event has occurred. It was derived from the study of what Theil called the “information concept.” If we know an event is likely (i.e., the probability of the event is close to 1.0), then the amount of information conveyed is low (i.e., it is no surprise that the event occurred). But if the probability is low (i.e., near zero), a message saying it occurred provides a significant amount of information. Intuitively, and later rigorously proven by Theil and others, the function of the amount of information conveyed is logarithmic (i.e., $h(z) = \ln(1/z)$, where h = information function and z = probability of event).

Having developed the information function as a measure of the amount of information conveyed, Theil then suggested that this information function could also be used as a measure of dispersion. For example, if instructional expenditures per pupil in the nation are relatively close together (i.e., low disparity), then relatively little information would be provided by random draws of the districts (i.e., the $1/z$;—the probabilities—are high, but the value of the information function—the sum of the logarithms—is low). In contrast, if instructional expenditures per pupil are very dissimilar, then probabilities for drawing a given level of expenditures are lower, and the information gained from a random draw will be high. Thus, the information function can be a measure of dispersion, and a comparison of the values of *Theil coefficients* for groups within a set (i.e., districts within the nation) will indicate relative dispersion and any variations that may exist among them. The *Theil coefficient* was subsequently used to measure the trends

in variation of a number of items, including expenditures per student (see NCES 2000-020 and Murray, Evans, and Schwab 1998).

The *Theil coefficient* has a convenient property when the individual units of observation (e.g., school districts) can be aggregated into subgroups (e.g., states): the *Theil coefficient* for the aggregation of all the individual units of observation can be decomposed into a measure of the variation within the subgroups and a measure of the variation between the subgroups. Hence, in the examination of the variation in instructional expenditures in the United States, the national variation can be decomposed into measures of between-state and within-state variation.

The between-state *Theil coefficient*, T_B , equals

$$T_B = \sum_{k=1}^K (P_k \bar{X}_k / \bar{X}) \ln(\bar{X}_k / \bar{X})$$

where P_k is the enrollment in state k , \bar{X}_k is the student-weighted mean expenditure per student in state k , and

\bar{X} is the student-weighted mean expenditure per student for the country.

The within-state *Theil coefficient*, T_w , equals

$$T_w = \sum_{k=1}^K (P_k \bar{X}_k / \bar{X}) T_k$$

where T_k is the *Theil coefficient* for state k .

T_k equals

$$T_k = \frac{\sum_{j=1}^{J_k} P_{jk} X_{jk} \ln(X_{jk} / \bar{X}_k)}{\sum_{j=1}^{J_k} P_{jk} X_{jk}}$$

where P_{jk} is the enrollment of district j in state k and X_{jk} is the mean expenditure per student of district j in state k .

The national *Theil coefficient*, T , is

$$T = T_w + T_B$$

Classifications of Expenditures for International Comparisons

Indicator 38 presents international data on public and private expenditures for instructional and noninstructional educational institutions. Instructional

educational institutions are educational institutions that directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions that provide short-term courses of training or instruction to individuals on a “one-to-one” basis are not included. Noninstructional educational institutions are educational institutions that provide administrative, advisory, or professional services to other educational institutions, although they do not enroll students themselves. Examples include national, state, and provincial bodies in the private sector; organizations that provide education-related services such as vocational and psychological counseling; and educational research institutions.

Public expenditures refer to the spending of public authorities at all levels. *Total public expenditures* used for the calculation in *indicator 38* corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., culture, sports, youth activities, etc.) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students’ living expenses are excluded to ensure international comparability of the data.

Private expenditures refer to expenditures funded by private sources (i.e., households and other private entities). “Households” mean students and their families. “Other private entities” include private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees, the cost of materials such as textbooks and teaching equipment, transportation costs (if organized by the school), the cost of meals (if provided by the school), boarding fees, and expenditures by employers on initial vocational training. Private educational institutions are considered to be service providers and do not include sources of private funding.

Current expenditures include final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid.

Capital expenditures include spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and non-military, nonfinancial assets, as well as spending to finance net capital transfers.

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A

Achievement levels: Achievement levels, which are set through a National Assessment Governing Board process, define what students should know and be able to do at different levels of performance. In the National Assessment of Educational Progress (NAEP), the achievement levels are *Basic*, *Proficient*, and *Advanced*. The definitions of these levels, which apply across all grades and subject areas, are as follows:

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance.

The percentage of students at or above *Proficient* includes students at the *Proficient* achievement level and at the *Advanced* achievement level. Similarly, the percentage of students at or above *Basic* includes students at the *Basic*, those at the *Proficient*, and those at the *Advanced* achievement levels. See also *supplemental note 4*.

Alternative school: A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems. About 7 percent of schools in the Common Core of Data (CCD) files are alternative schools.

Associate's degree: An award that normally requires at least 2 but less than 4 years of full-time-equivalent college work.

B

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study.

C

Charter school: A school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and that is designated by such authority to be a charter school.

Classification of Instructional Programs (CIP):

A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases. See also *supplemental note 10*.

College: A postsecondary educational institution.

Combined school: A school including any other combinations of grades not typical to a primary, middle, or high school. A combined school typically has one or more of grades kindergarten (K) through grade 6 and one or more of grades 9–12. For example, schools with grades K–12, 6–9, or 1–12 are classified as combined schools.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow for direct comparison across years.

Consumer Price Index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

D

Disabilities, children with: Children who, by reason of having any of the disabilities outlined in *supplemental note 7*, need special education and related services. Types of disabilities include the following:

Specific learning disabilities: Specific learning disabilities are disorders of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. These disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech or language impairments: Communication disorders such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Other disabilities: Other disabilities including mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay.

Doctoral degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctoral degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctoral degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. See also First-professional degree.

Doctoral institutions: Four-year post-secondary institutions that award at least a doctoral or first-professional degree in one or more programs.

Dropout: The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. At the time the person returns to school, he or she is called a "stopout." Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. See also Status dropout rate.

E

Education specialist/professional diploma: A certificate of advanced graduate studies that advance educators in their instructional and leadership skills beyond the master's level of competence.

Educational attainment: The highest level of schooling attended and completed. See also High school completion, Bachelor's degree, Master's degree, Doctoral degree, and First-professional degree.

Elementary school: An elementary/secondary school with one or more grades of K–6 that does not have any grade higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary. See also Primary school.

Elementary/secondary school: Elementary/secondary schools include regular schools (i.e., schools that are part of state and local school systems and private elementary/secondary schools, both religiously affiliated and nonsectarian); alternative schools; vocational education schools; and special education schools. Schools not included here include subcollegiate departments of postsecondary institutions, residential schools for exceptional children, federal schools for American Indians or Alaska Natives, and federal schools on military posts and other federal installations.

Expenditures: Charges incurred, whether paid or unpaid, that are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary institutions, these include current outlays plus capital outlays. For the government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments. See also *supplemental note 10*. Expenditures types include the following:

Current expenditures: Expenditures for operating local public schools and school districts, excluding capital outlay and interest on debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, books and materials, and energy costs. Expenditures for state administration are excluded.

Instructional expenditures (elementary/secondary): Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

Expenditures per student: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership. See also *supplemental note 10*.

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F

Faculty: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

Financial aid: Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid (tuition reimbursement), and other monies (other than from relatives/friends) provided to students to help them meet expenses. This includes Title IV subsidized and unsubsidized loans made directly to students.

First-professional degree: An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. First-professional degrees may be awarded in the following 10 fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

Four-year postsecondary institution: A postsecondary education institution that can award a bachelor’s degree or higher. See also Postsecondary education institution and *supplemental note 8*.

Full-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

G

GED certificate: This term normally refers to the tests of General Educational Development (GED), which provide an opportunity to earn a high school credential. The GED program, sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Gross domestic product (GDP): Gross national product less net property income from abroad. Both gross national product (GNP) and gross domestic product (GDP) aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by individuals, businesses, and government; gross private domestic investment in infrastructure; and total exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

Gross national product (GNP): A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories, which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

H

High school: A secondary school offering the final years of high school study necessary for graduation, in which the lowest grade is not lower than grade 9. Usually includes grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

High school completer: An individual has completed high school if he or she has been awarded a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

High school diploma: A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate: A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the General Educational Development (GED) test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service of the American Council on Education.

Historically Black Colleges and Universities (HBCU): The Higher Education Act of 1965, as amended, defines an HBCU as “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.” Federal regulations (20 USC 1061 (2)) allow for certain exceptions to the founding date.

I

Individuals with Disabilities Education Act (IDEA): IDEA is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how

states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA, Part B.

Inflation: A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a loss of purchasing power. See also Constant dollars and Purchasing power parity.

International Target Population: On the 2007 Trends in International Mathematics and Science Study (TIMSS), the International Target Population is all students enrolled in the grade that represents 4 years of schooling (for grade 4) or 8 years of schooling (for grade 8), counting from the first year of the International Standard Classification of Education (ISCED) Level 1 and providing that the mean age at the time of testing is at least 9.5 years (grade 4) or 13.5 years (grade 8). For most countries, the target grade was grade 4 or grade 8 or its national equivalent. All students enrolled in the target grade, regardless of their age, belong to the International Target Population. See also National Target Population and *supplemental note 5*.

L

Language minority students: Children in households who speak a language other than English at home. See also Limited-English proficient.

Limited-English proficient: Refers to an individual who is enrolled or preparing to enroll in an elementary school or secondary school, who was not born in the United States or whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state’s proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

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M

Magnet school or program: A special school or program designed to attract students of different racial/ethnic backgrounds in an effort to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme.

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, which includes the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and for demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, or an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

Middle school: A separately organized and administered school between the elementary and senior high schools, in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. When called a “junior high school,” a middle school usually includes grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). In some districts, however, a middle school spans grades 5 to 8 or grades 6 to 8.

N

National School Lunch Program: Established by President Truman in 1946, the program is a federally-assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for reduced-price lunch, a student must be from a household with an income at 185 percent of the poverty level. To be eligible for free lunch, the household income must be at 130 percent of the poverty level. See also *supplemental note 1*.

National Target Population: In cases where it was not possible to assess the entire International Target Population on the 2007 Trends in International Mathematics and Science Study (TIMSS), countries were permitted to define a National Target Population that excluded part of the International Target Population. Exclusions are clearly annotated in NCES 2009-001. See also International Target Population and *supplemental note 5*.

Nonresident alien: A person who is not a citizen of the United States, who is in this country on a temporary basis, and who does not have the right to remain indefinitely.

Nursery school: A separately organized and administered elementary school for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of professionally qualified teachers. See also *Preschool*.

O

Organization for Economic Cooperation and Development (OECD): The OECD is an organization of 30 nations whose purpose is to promote trade and economic growth in both member and nonmember nations. OECD's activities cover almost all aspects of economic and social policy. The current member countries are Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

P

Part-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load of less than 75 percent of the normal full-time credit load.

Postbaccalaureate enrollment: The number of students with a bachelor's degree who are enrolled in graduate-level or first-professional courses. First-professional programs include the following 10 fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school. This includes programs with an academic, vocational, and continuing professional education purpose and excludes vocational and adult basic education programs. See also *supplemental note 8*.

Prekindergarten: Public preprimary education for children ages 3–4 (ages 3–5 in some states) who have not yet entered kindergarten. It may offer a program of

general education or special education and, in some states, may be part of a collaborative effort with Head Start. Private preprimary educational programs are typically referred to as “center-based programs.”

Preschool: A beginning group or class enrolling children younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers in cooperation with parents during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also Nursery school.

Primary school: A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. See also Elementary school.

Private institution: An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials. See also *supplemental note 8*. Types of private institutions include:

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Private not-for-profit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Private school: A school serving students in one or more of grades K–12 that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students are not included. See also *supplemental note 3*. Types of private schools include the following:

Nonsectarian: A private school with no religious orientation or purpose.

Other religious: A religious private school other than those operated by the Roman Catholic Church.

Parochial school: A private school serving students in one or more of grades K–12 that is the domain of a local church parish.

Roman Catholic: A religious private school operated by the Roman Catholic Church.

Property tax: The sum of money collected from a tax levied against the value of property.

Public charter school: A public charter school is a publicly funded school that, in accordance with an enabling statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school, or it may previously have been a public or private school. In return for funding and autonomy, the charter school must meet accountability standards. A school’s charter is typically reviewed every 3 to 5 years and can be revoked if guidelines on curriculum and management are not followed or standards are not met. Charter schools provide free public elementary and/or secondary education and can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. See also Public school.

Public institution: A postsecondary educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds. See also *supplemental note 8*.

Public school: An institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, has an assigned administrator, is located in one or more buildings, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and public charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts. See also Special education school, Vocational/technical school, Alternative school, and Public charter school.

Purchasing Power Parity (PPP) indices: Purchasing power parity (PPP) exchange rates, or indices, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indices are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indices, they are expressed at the same set of international prices, so that comparisons among countries reflect

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only differences in the volume of goods and services purchased.

R

Revenues: Funds that are appropriated to schools and education institutions. Types of revenues include the following:

Revenues from federal sources: Revenues from federal sources include direct grants-in-aid from the federal government; federal grants-in-aid through the state or an intermediate agency; and other revenue, in lieu of taxes that would have accrued had the tax base been subject to taxation.

Revenues from local sources: Revenues from local sources include revenues from a local education agency (LEA), including taxes levied or assessed by an LEA; revenues from a local government to the LEA; tuition received; transportation fees; earnings on investments from LEA holdings; net revenues from food services (gross receipts less gross expenditures); net revenues from student activities (gross receipts less gross expenditures); and other revenues (textbook sales, donations, property rentals).

Revenues from state sources: Revenues from state sources include revenues from an agency of state government including those that can be used without restriction, those for categorical purposes, and revenues in lieu of taxation.

S

Salary: The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Secondary school: An elementary/secondary school with one or more of grades 7–12 that does not have any grade lower than grade 7. For example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

Special education school: A public elementary/secondary school that (1) focuses primarily on special education, including instruction for any of the following: hard of hearing, deaf, speech impaired, health impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually

handicapped, deaf and blind, and the learning disabled; and (2) adapts curriculum, materials, or instruction for students served.

Status dropout rate: The status dropout rate is a cumulative rate that estimates the proportion of young adults who are dropouts, regardless of when they dropped out. The numerator of the status dropout rate for any given year is the number of young adults ages 16–24 who, as of October of that year, had not completed high school and were not currently enrolled. The denominator is the total number of 16- to 24-year-olds in October of that same year.

Student membership: Student membership is an annual headcount of students enrolled in school on October 1 or the school day closest to that date. In any given year, some small schools will not have any students. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a “shared time” school) may provide classes for students from a number of districts and show no membership.

T

Title I school: A school designated under appropriate state and federal regulations as a high-poverty school that is eligible for participation in programs authorized by Title I of P.L. 107-110.

Title IV institution: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant [SSIG] and the National Early Intervention Scholarship and Partnership [NEISP] programs).

Tuition: The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

Two-year postsecondary institution: A postsecondary education institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at a 4-year institution. See also Postsecondary education institution and *supplemental note 8*.

U

Undergraduate student: Student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

University: A postsecondary institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and that is empowered to confer degrees in various fields of study.

V

Vocational school: A public elementary/secondary school that focuses primarily on vocational, technical, or career education, and provides education and training in one or more semiskilled or technical occupations. They may be part of a regular district (along with academic schools) or in a vocational district (serving more than one academic school district).

Appendix D

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Appendix E

Index

Appendix E is the cumulative index for the 2005–2010 print editions of *The Condition fo Education*.

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