



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).

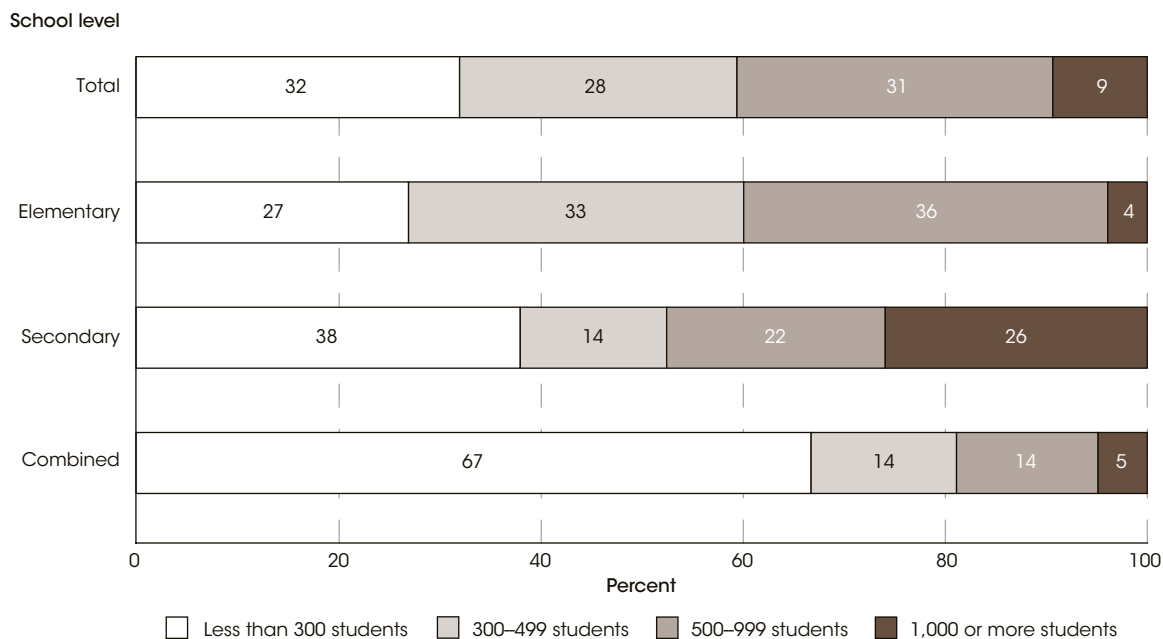
According to school administrators, in both 1999–2000 and 2007–08, some 12 percent of students in public elementary schools had an Individualized Education Program (IEP) (see table A-24-5). School administrators also reported that 11 percent of elementary school students were limited-English proficient (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).



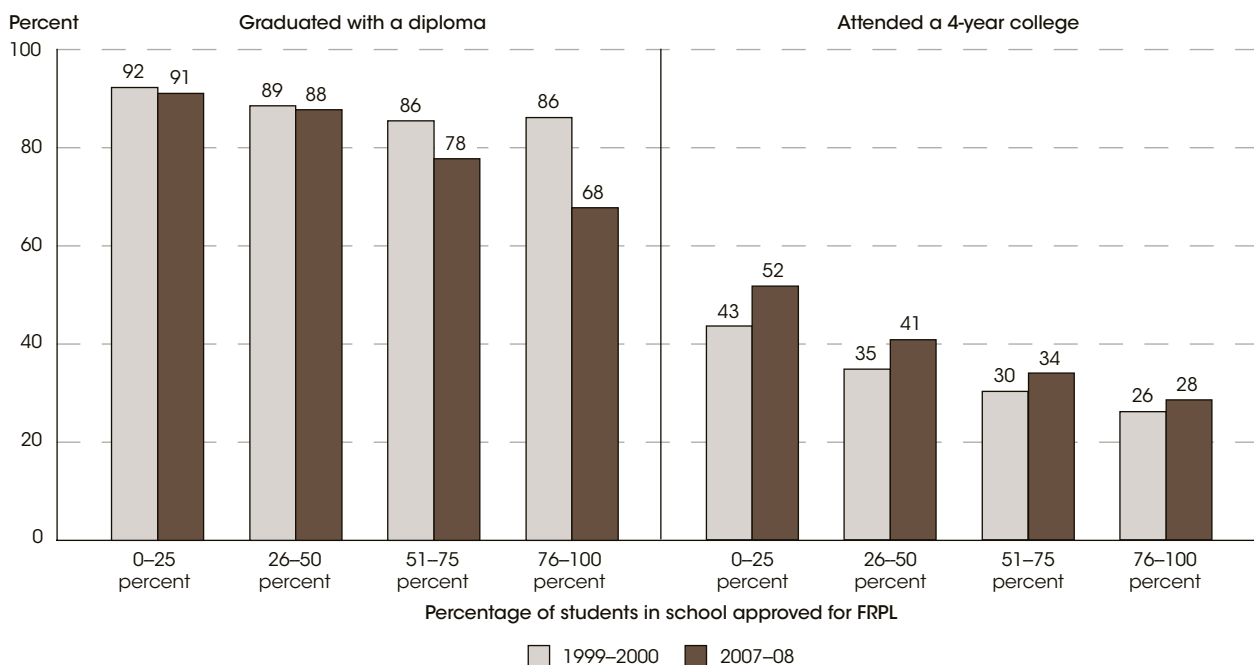
For more information: *Table A-24-1 through A-24-5*
Glossary: *Alternative school, Charter school, Combined school, Elementary school, Limited-English proficient, Magnet school or program, National School Lunch Program, Public school, Secondary school, Special education school, Student membership, Title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



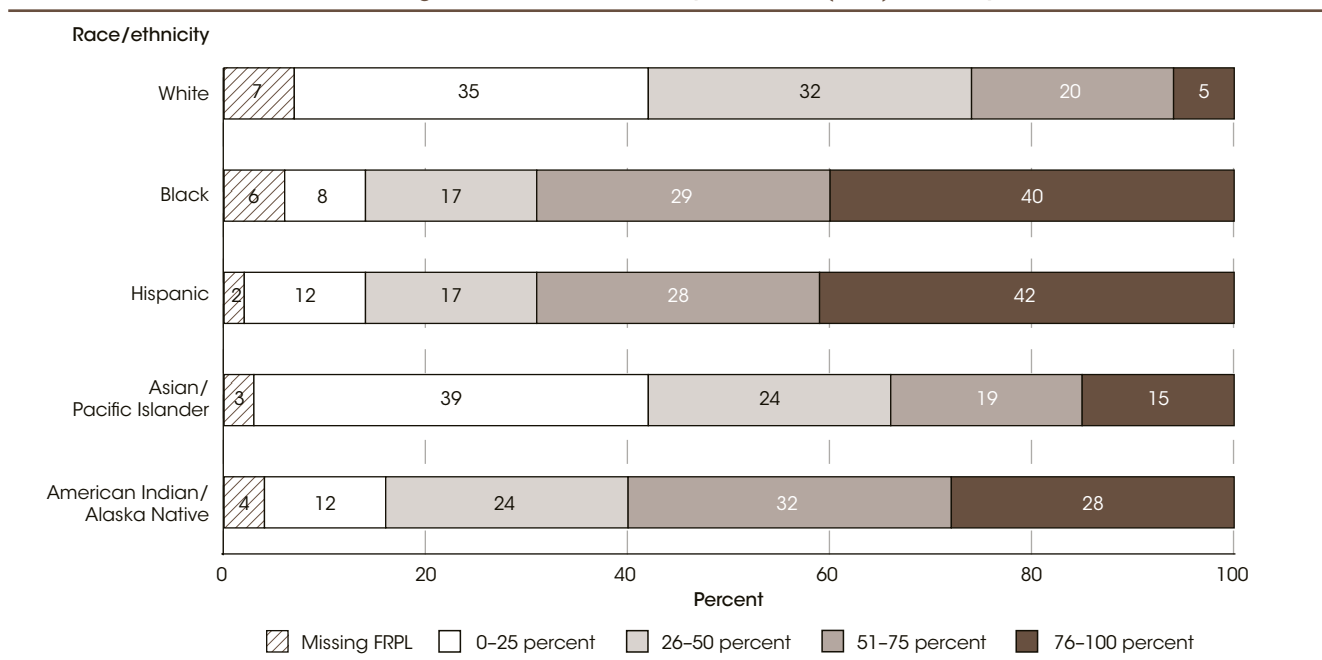
For more information: *Table A-25-1 through A-25-3*
Glossary: *Elementary school, National School Lunch Program, Public school, Secondary school*

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

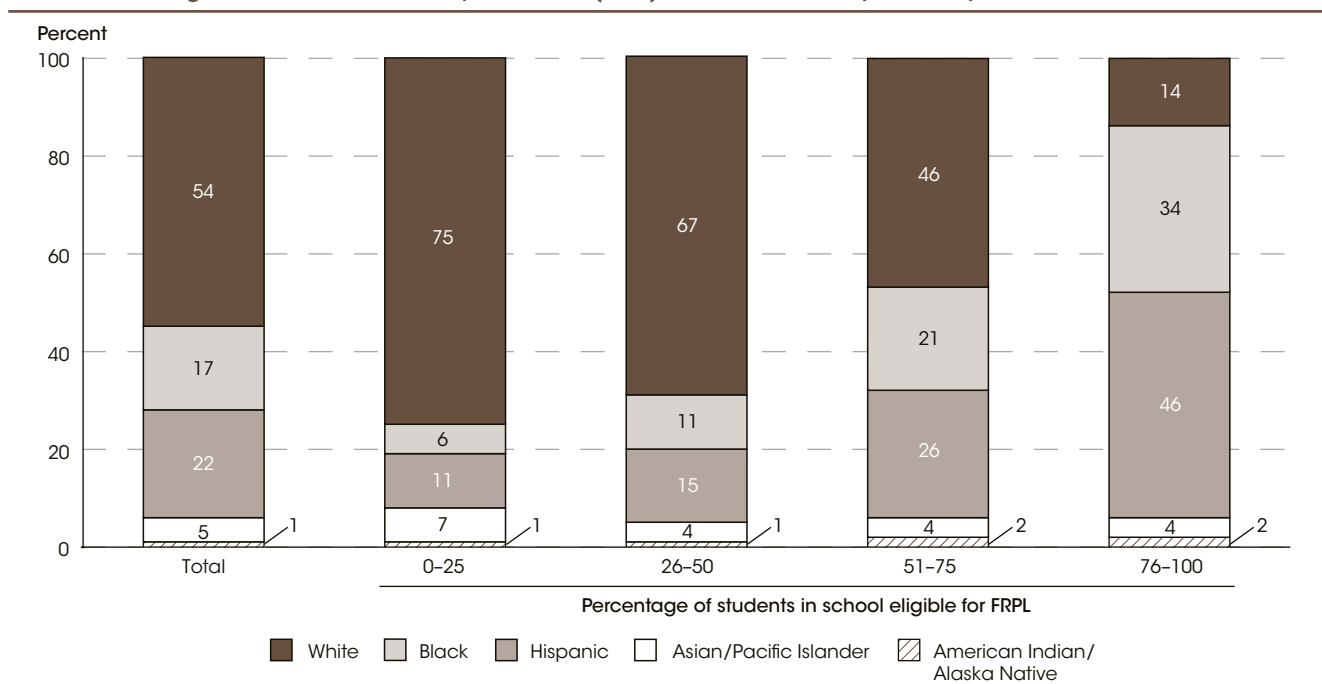
schools do not participate in the FRPL program. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see *supplemental note 1*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

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.



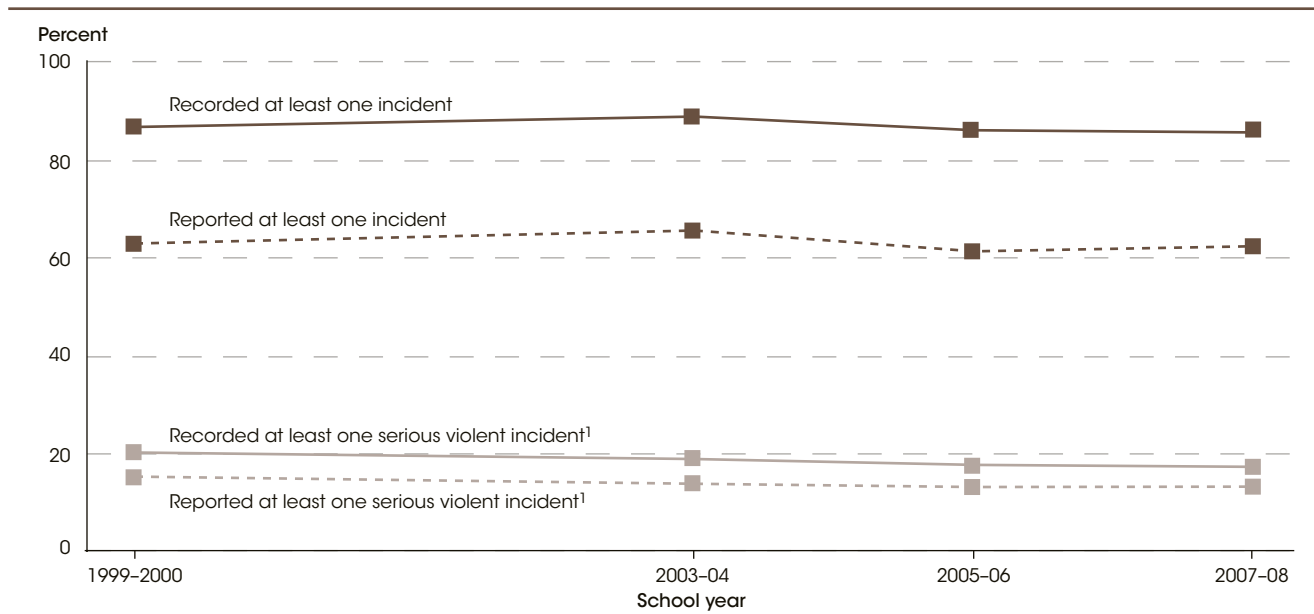
For more information: *Tables A-26-1 and A-26-2*
Glossary: *Combined school, Elementary school, High school, Middle school, National School Lunch Program, Primary school*

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

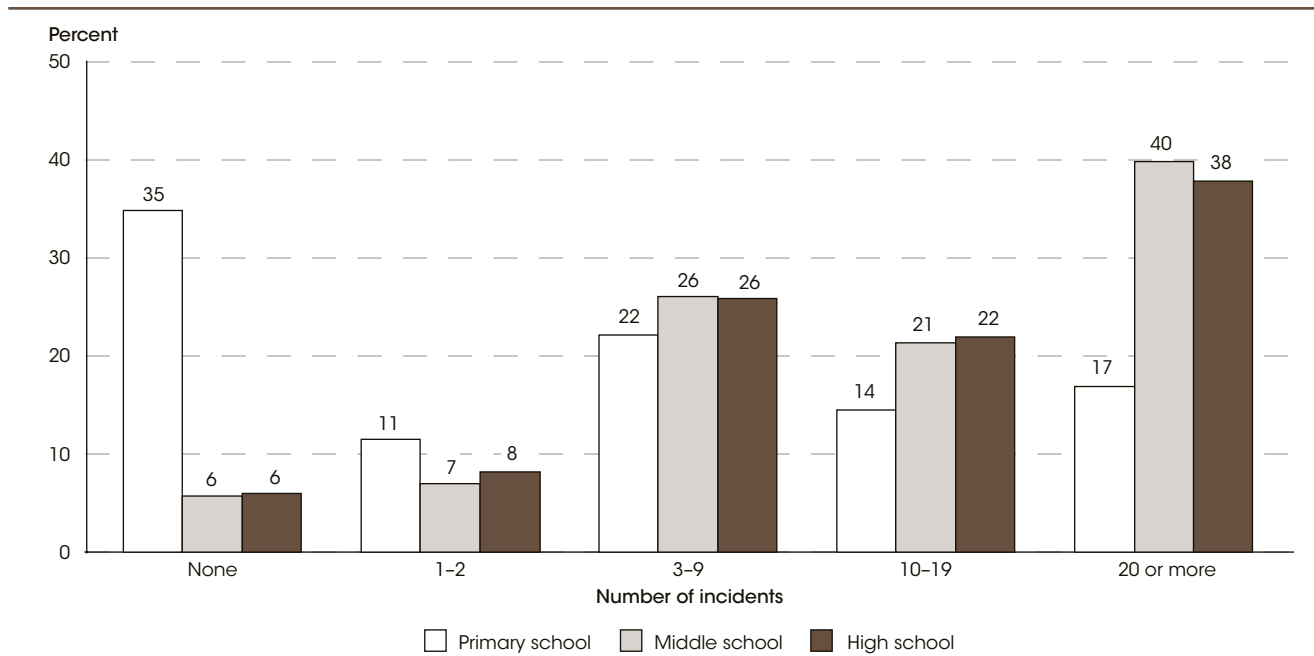
school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Race categories exclude persons of Hispanic 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.



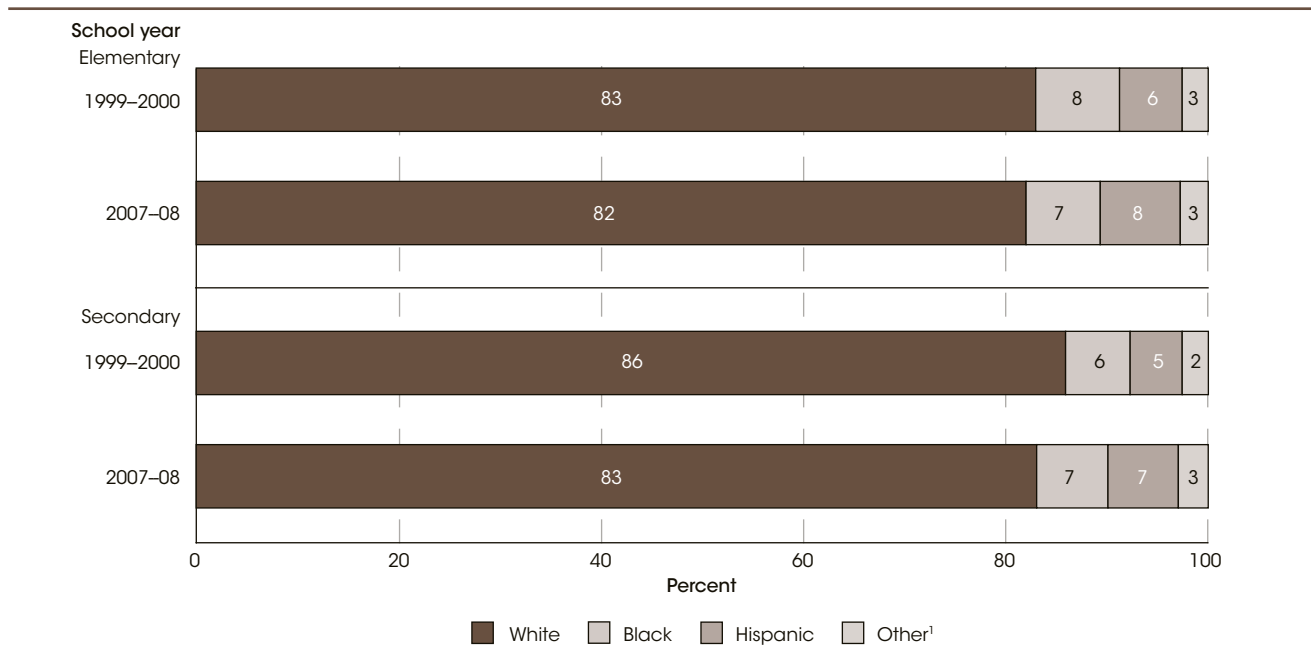
For more information: *Table A-27-1 through A-27-3*
Glossary: *First-professional degree*

Technical Notes

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

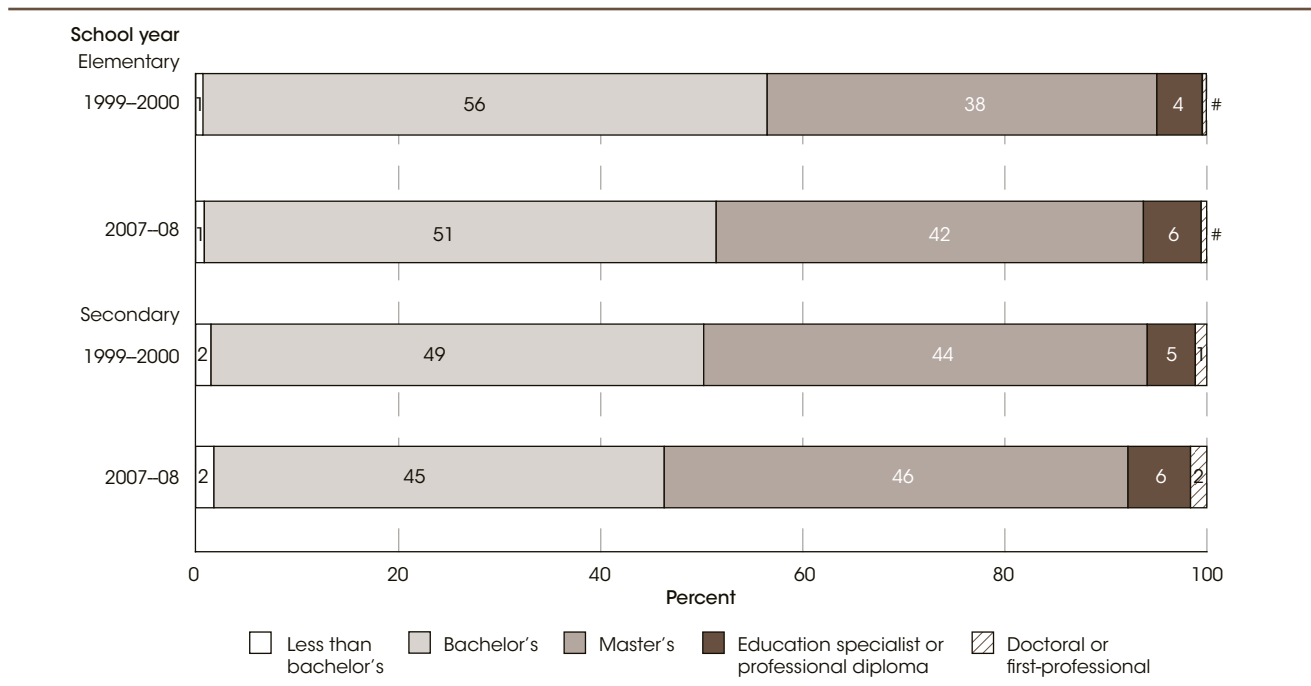
state certificates and advanced professional certificates. For more information on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

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).



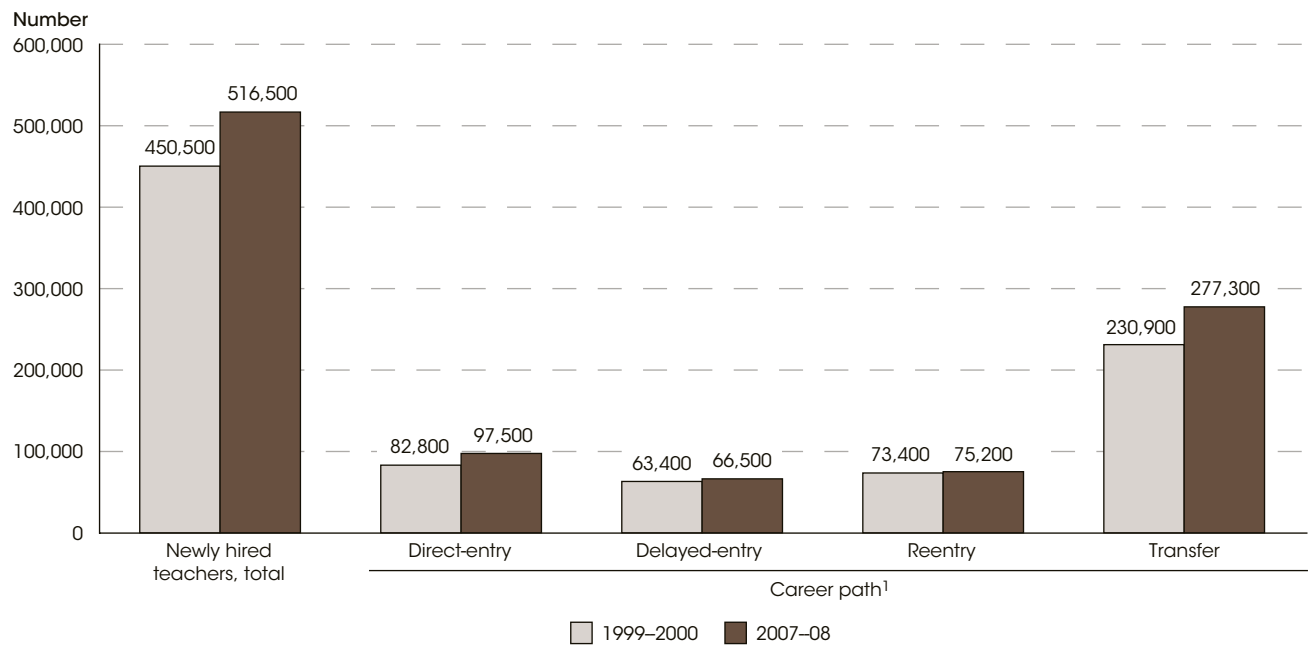
For more information: *Table A-28-1*
Glossary: *Private school, Public school*

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

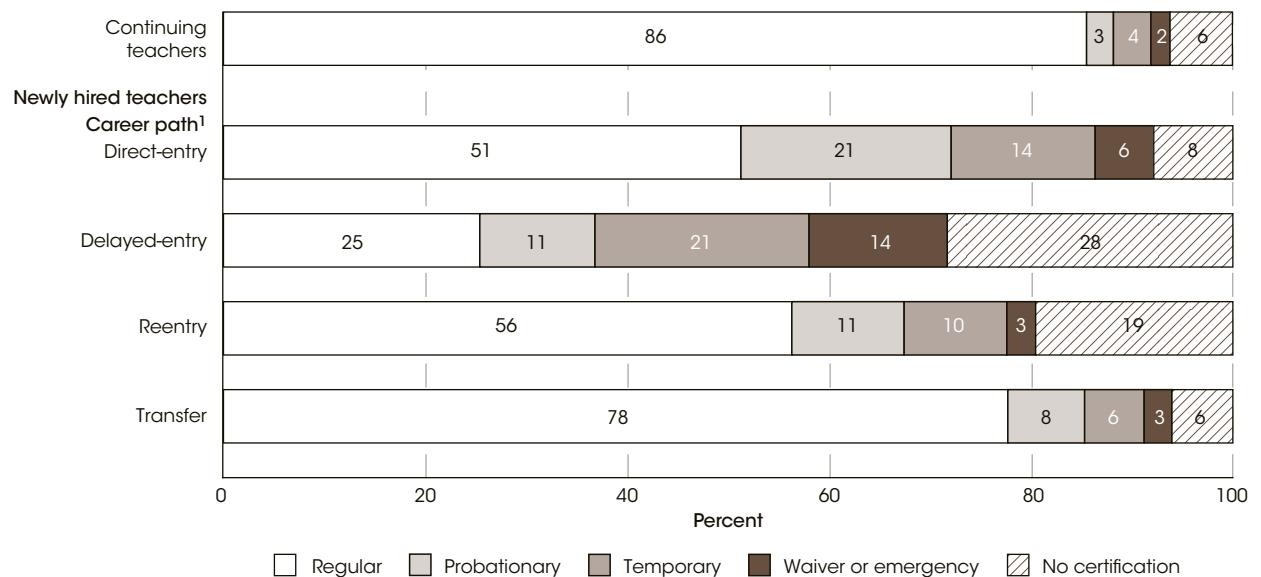
who require additional college coursework and/or student teaching. Waivers or emergency certificates are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. No certification indicates that the teacher did not hold any certification 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).



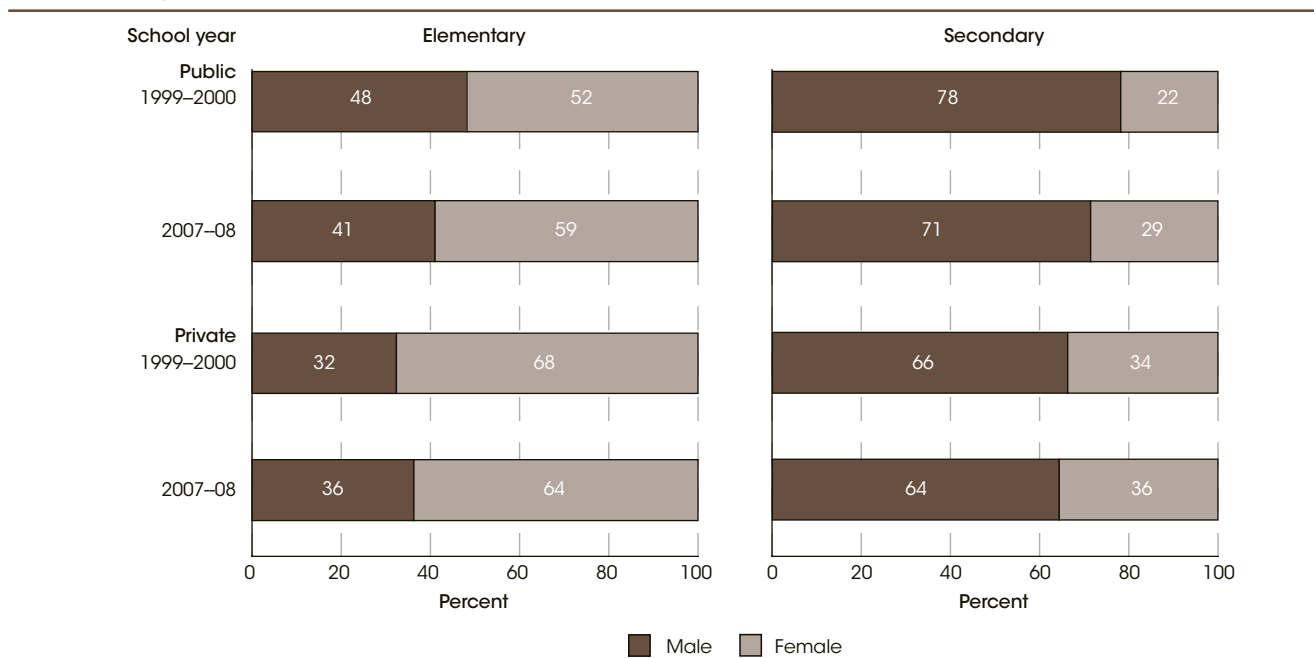
For more information: *Tables A-29-1 and A-29-2*

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

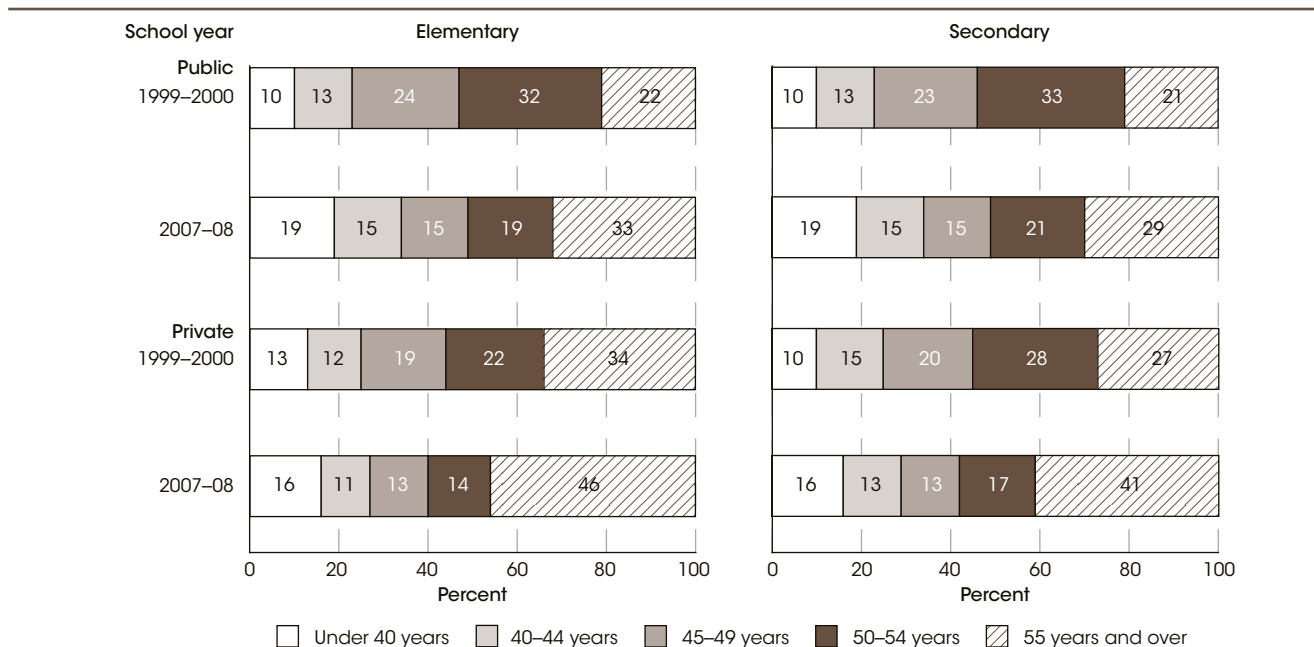
on the Schools and Staffing Survey (SASS), see *supplemental note 3*.

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).



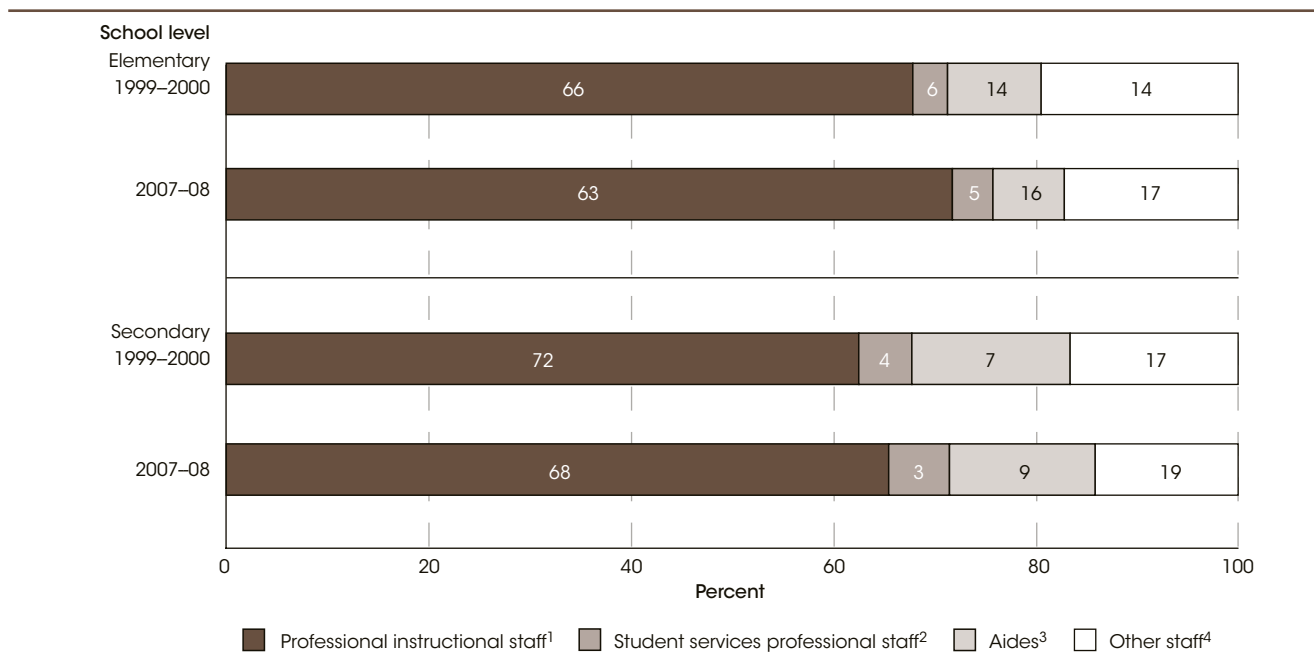
For more information: *Table A-30-1*
Glossary: *Elementary school, National School Lunch Program, Public School, Secondary school*

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

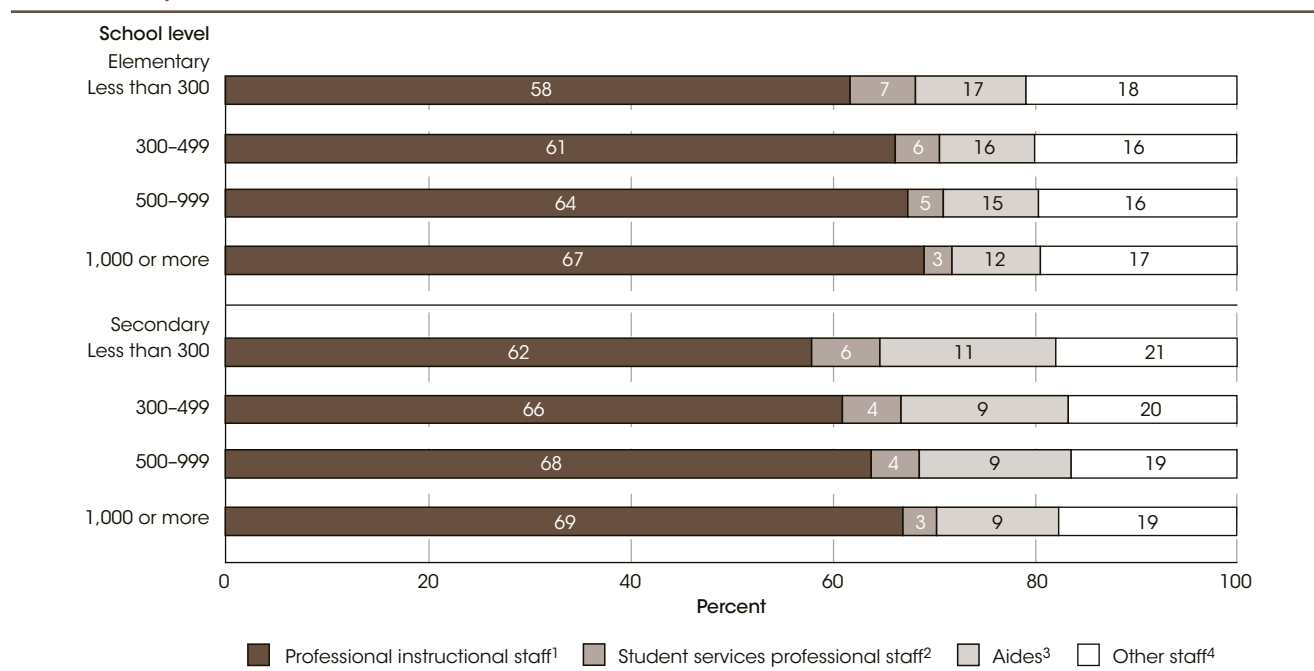
and noninstructional aides. Other, non-special needs aides include regular Title I aides, library media center instructional and noninstructional aides, and other classroom instructional and noninstructional aides. For more information on free or reduced-price lunch approval, see *supplemental note 1*.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



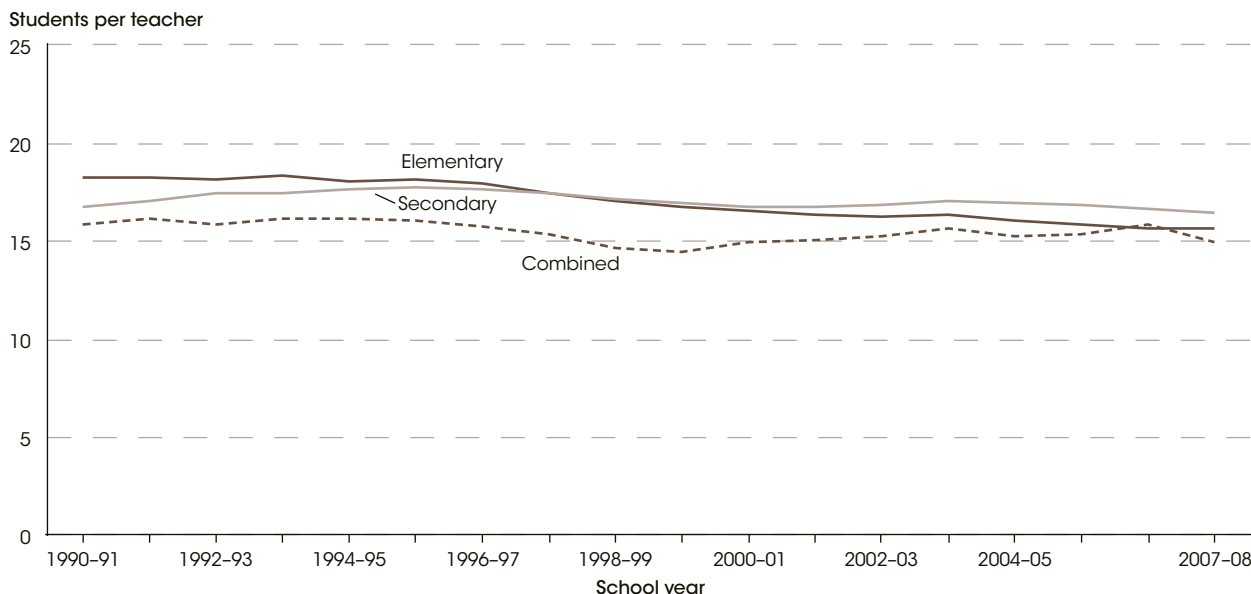
For more information: *Tables A-31-1 and A-31-2*
Glossary: *National School Lunch Program; Public school*

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

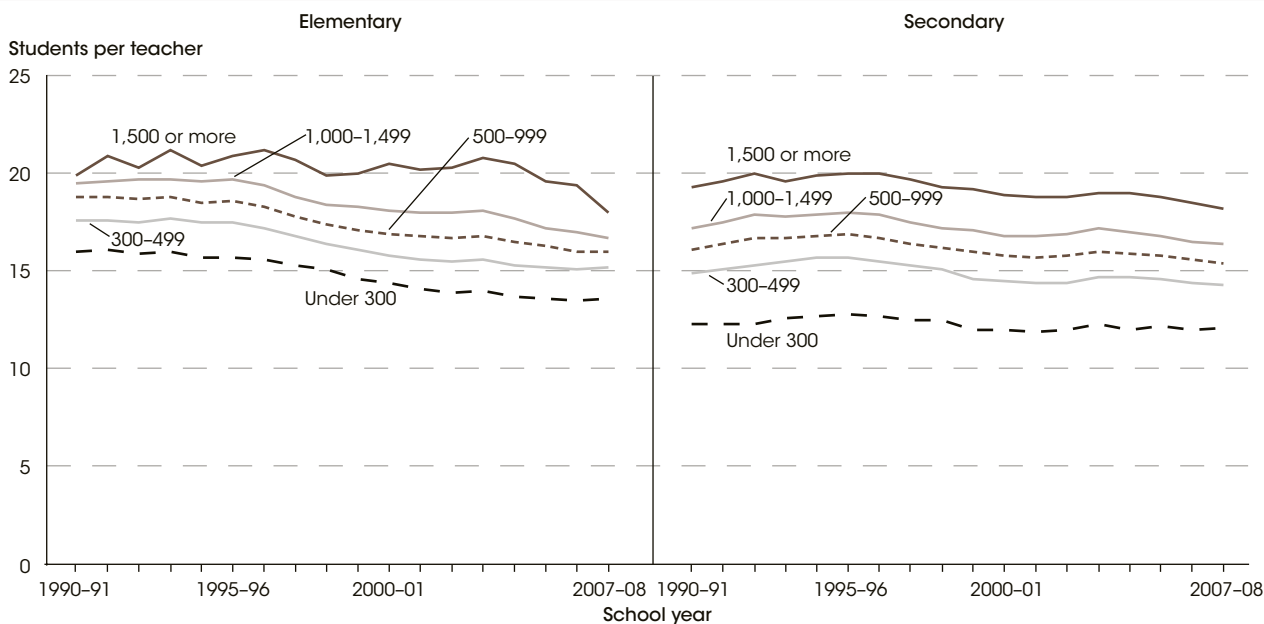
of time an individual is employed by the time normally required for a full-time position. This analysis excludes schools that did not report both enrollment and teacher data. Regular schools include all schools except special education schools, vocational schools, and alternative schools. Charter schools 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*

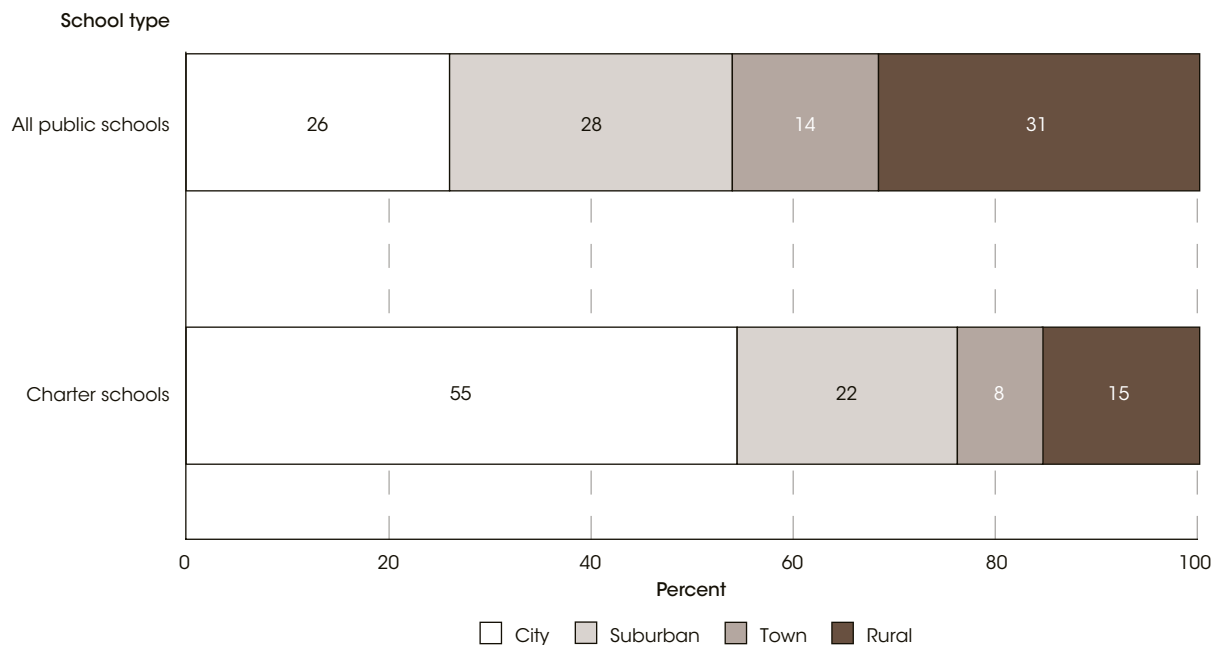
Glossary: *Charter school, Student membership*

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.

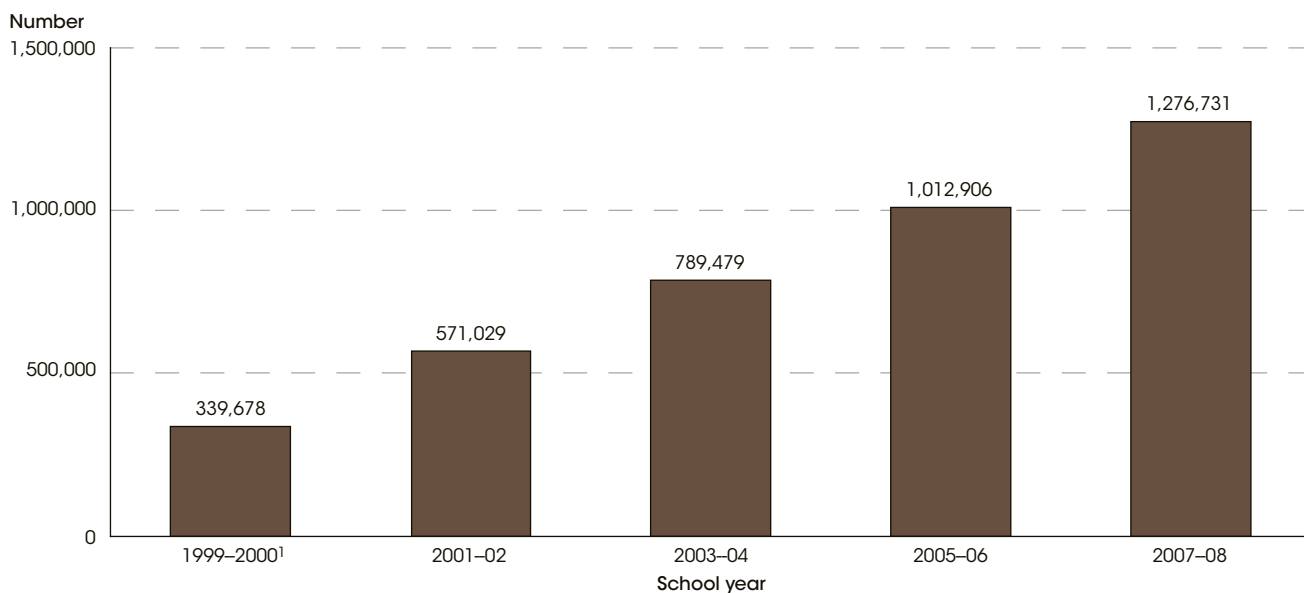
Figure 32-1. Percentage distribution of public schools and charter schools, by locale: School year 2007–08



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*

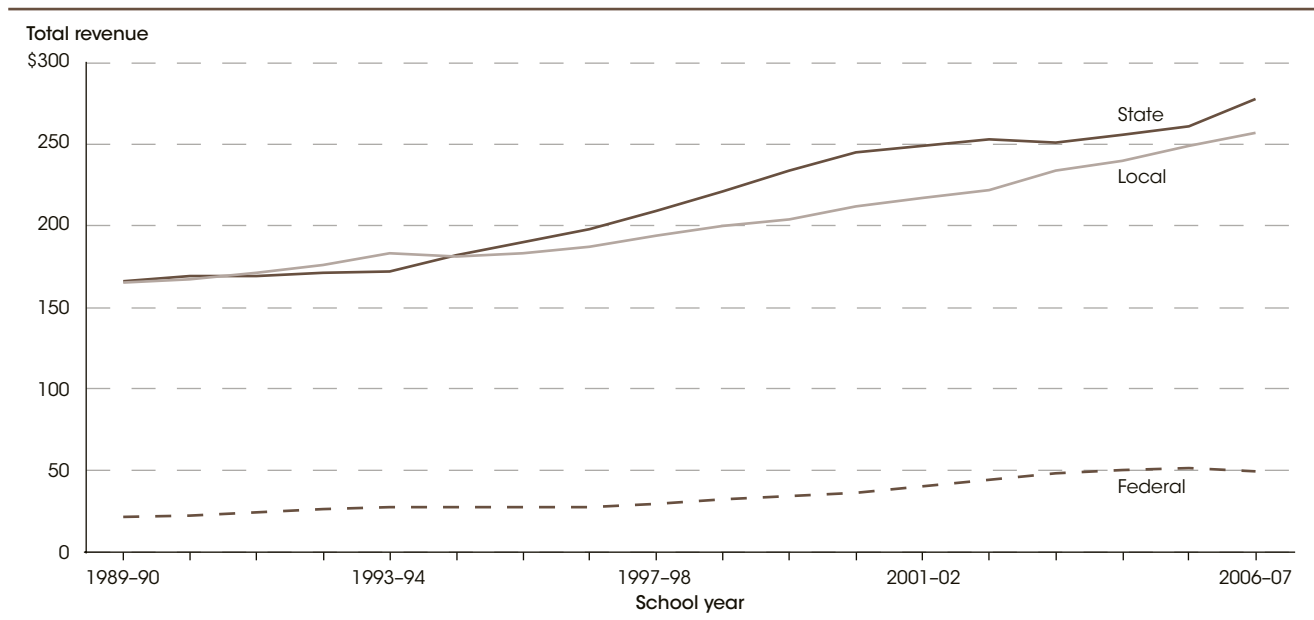
Technical Notes

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*.

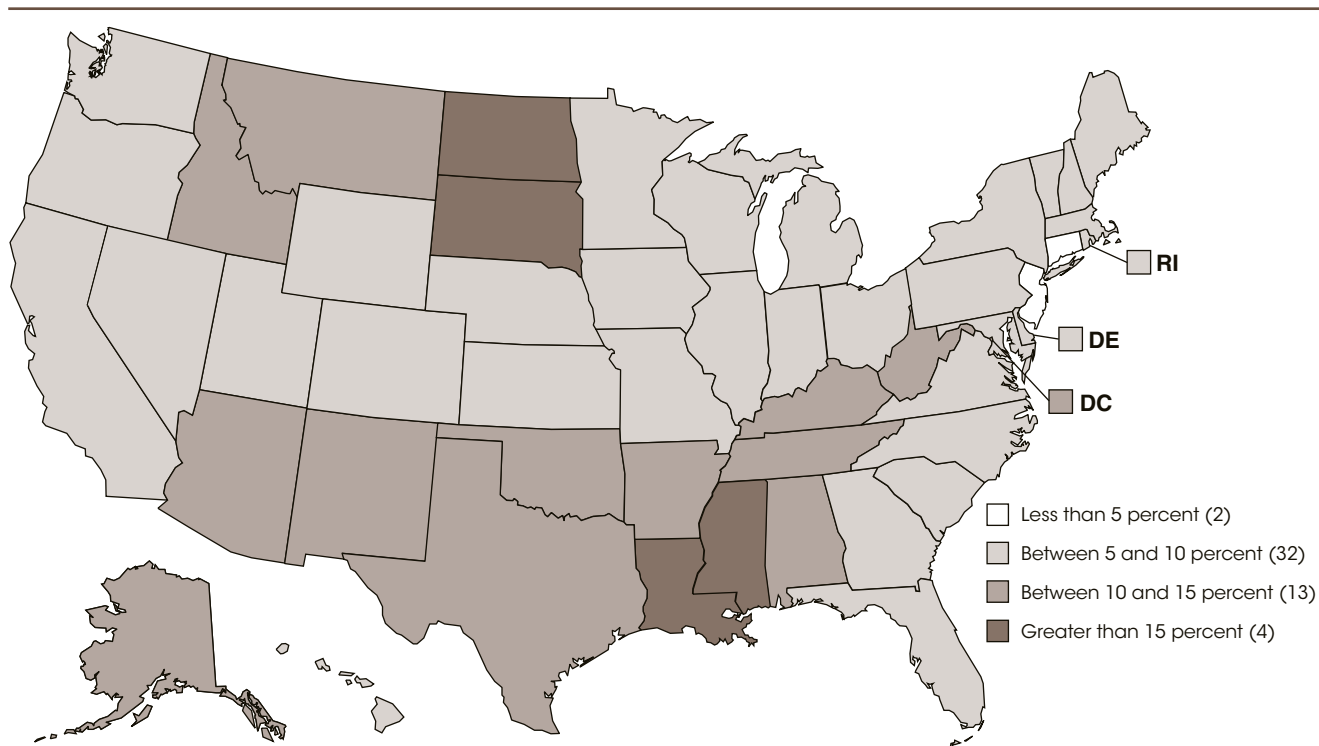
Figure 33-1. Total revenue for public elementary and secondary schools, by revenue source: School years 1989-90 through 2006-07

[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*

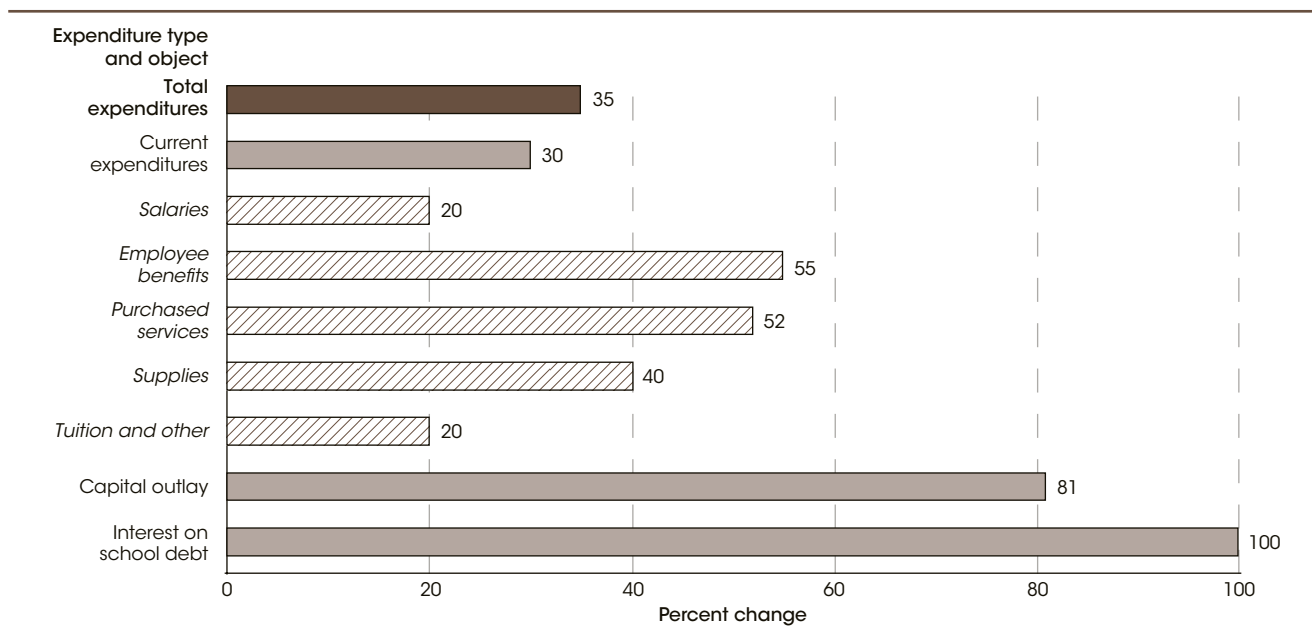
Glossary: *Expenditures, Public school, Salary*

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,

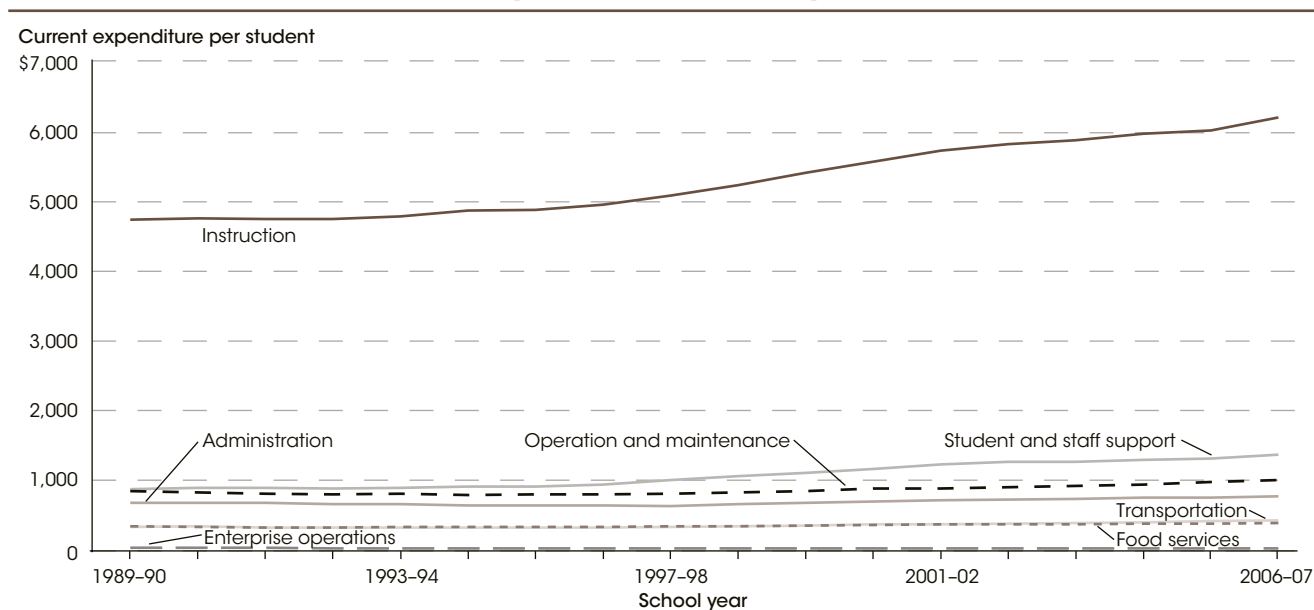
adult education, and other programs not allocable to expenditures per student at public schools. Enterprise operations include expenditures for operations funded by sales of products or services together with amounts for direct program support made available by state education agencies for local school 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.



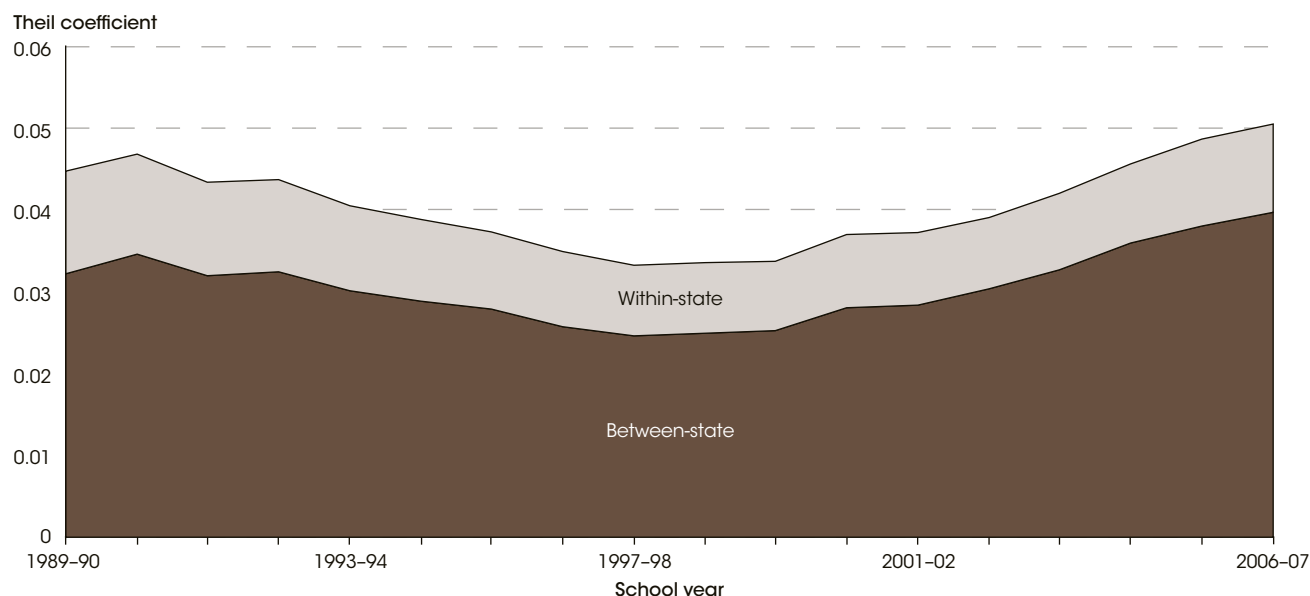
For more information: *Table A-35-1; Indicators 33, 34, and 36*
Glossary: *Public school*

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*.

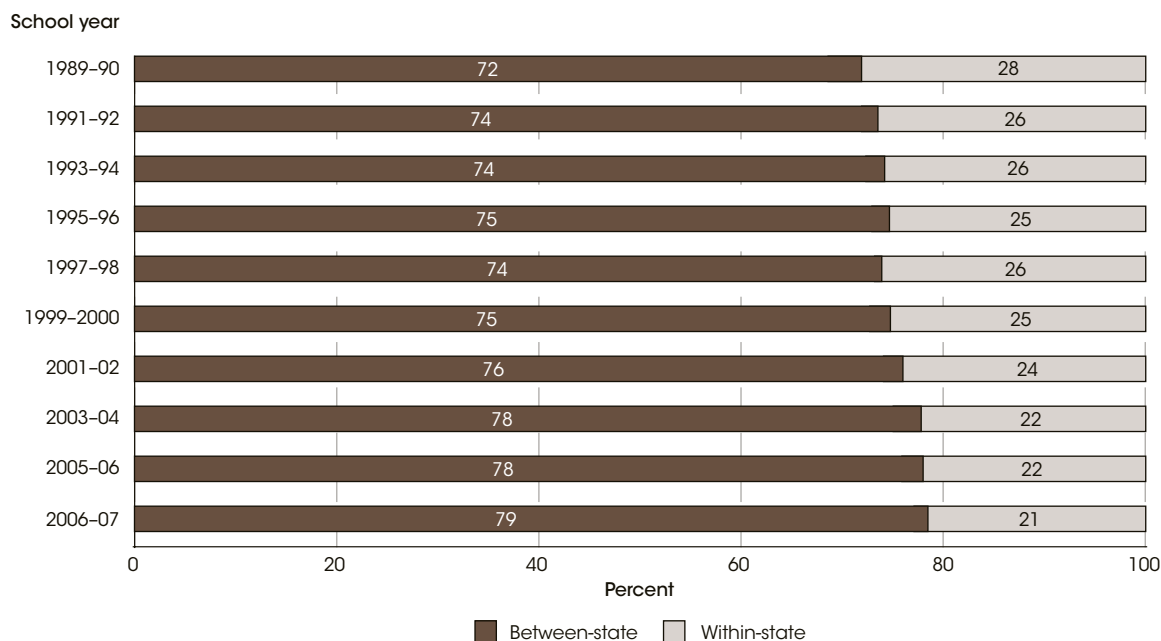
Figure 35-1. Variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989-90 through 2006-07



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*

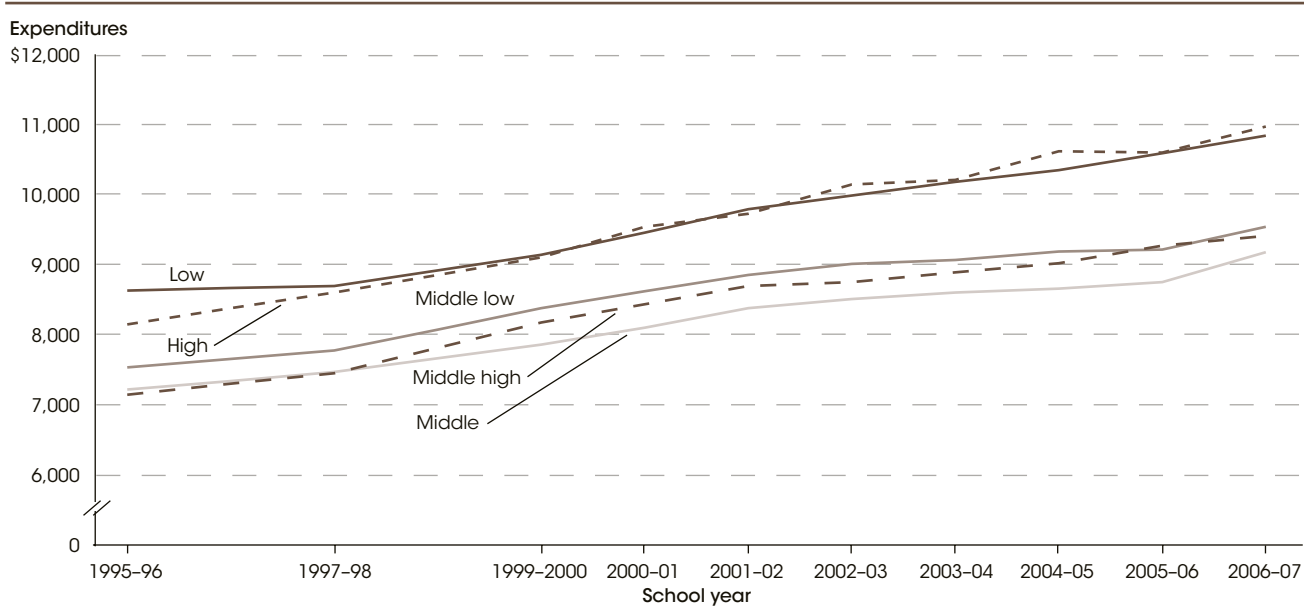
Technical Notes

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*

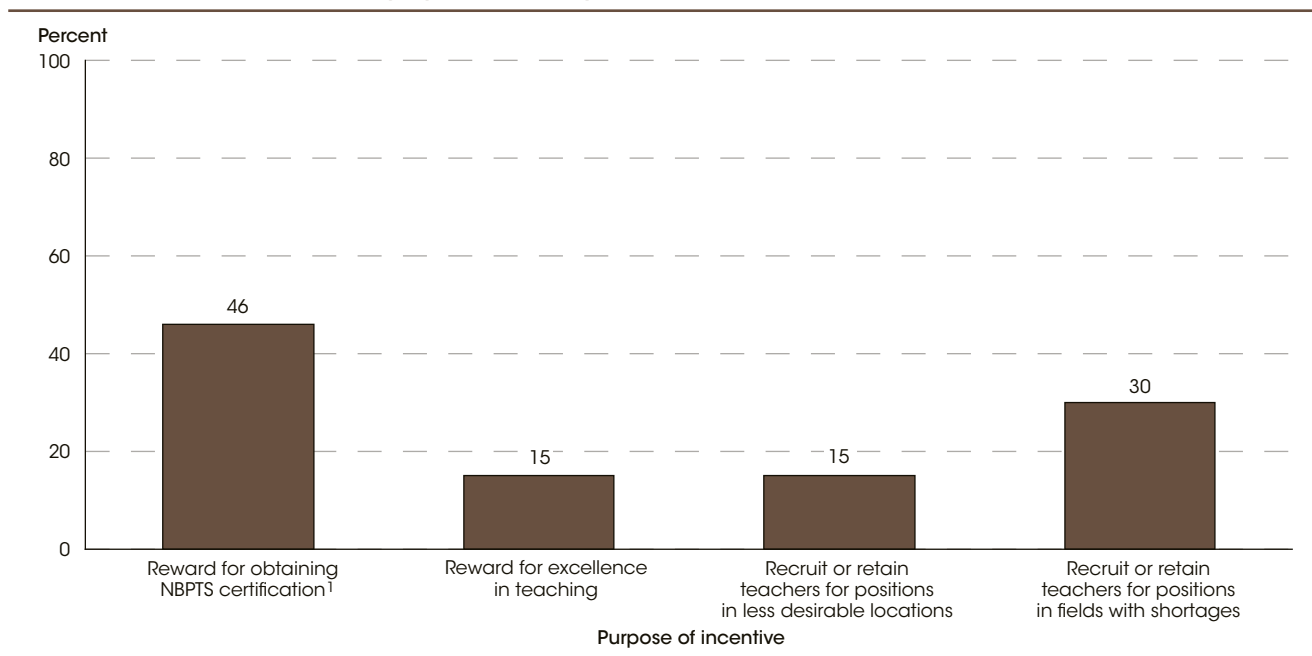
Technical Notes

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

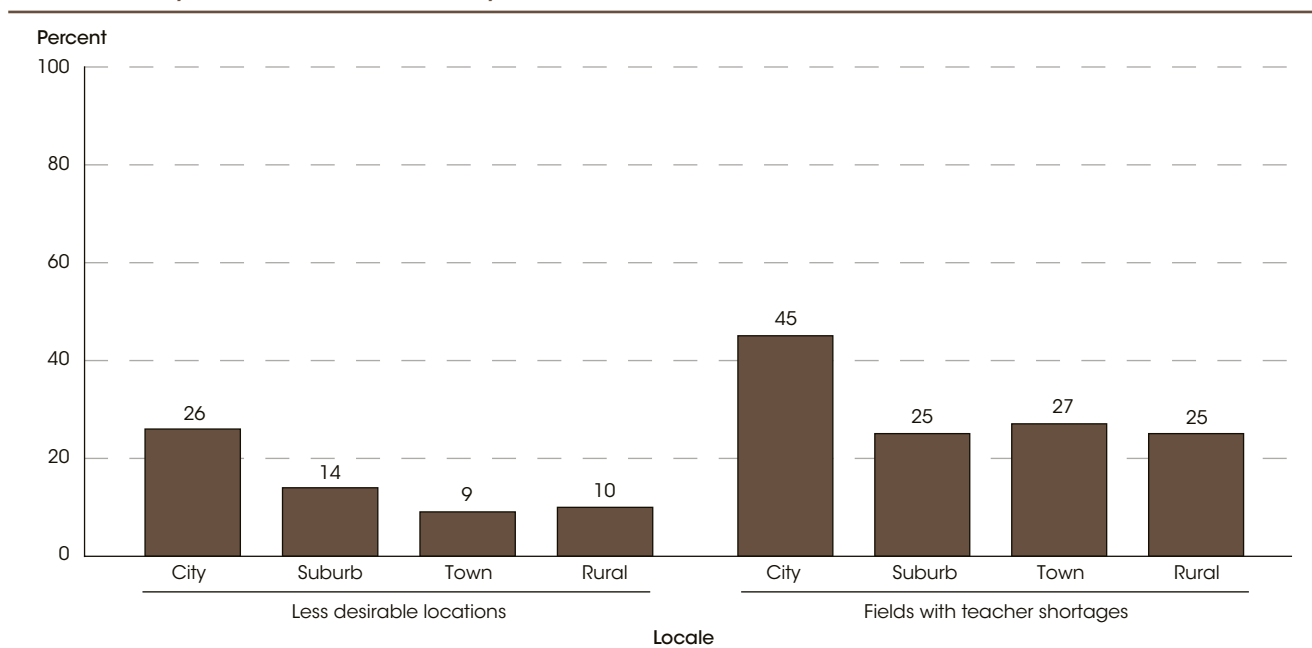


¹ National Board for Professional Teaching Standards (NBPTS) is a voluntary assessment program designed to develop, recognize, and retain accomplished teachers and improve overall teacher effectiveness.

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

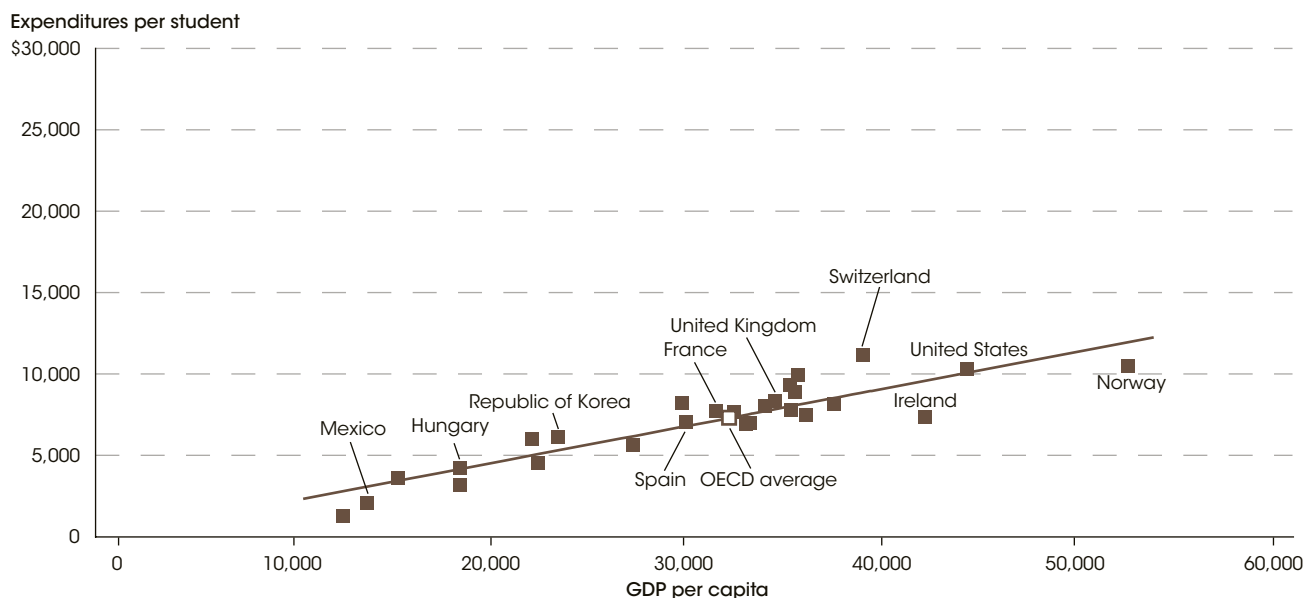


Figure 38-2. Annual expenditures per student for postsecondary education in selected OECD countries, by GDP per capita: 2006

