The Condition of Education 2012

NCES 2012-045
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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MAY 2012

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ies NATIONAL CENTER FOR EDUCATION STATISTICS
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Letter from the Commissioner of the National Center for Education Statistics

May 2012

To help policymakers and the public monitor the progress of education in the United States, Congress has mandated that the National Center for Education Statistics (NCES) produce an annual report, *The Condition of Education*. This year's report presents 49 indicators of important developments and trends in U.S. education. These indicators focus on participation in education, elementary and secondary education and outcomes, and postsecondary education and outcomes. The report also uses a group of the indicators to take a closer look at high school in the United States over the last twenty years. Since 1990, there have been many demographic and policy changes that have affected our high schools. We explore what these changes look like and what they have meant, in terms of achievement and other outcomes.

Enrollment in U.S. schools is expected to grow in the coming years. From 2011 through 2021, public elementary and secondary enrollment is projected to increase to 53.1 million students. Undergraduate enrollment is expected to increase from 18.1 million students in 2010 to 20.6 million in 2021. Enrollment in postbaccalaureate programs is projected to increase through 2021 to 3.5 million students. These increases in enrollment have been accompanied by an increase in diversity of the student population.

Overall, progress on national assessments in reading and mathematics has been made among 4th- and 8th-graders since the early 1990's. On both mathematics and reading assessments, significant gaps among racial/ethnic groups remain, though the mathematics and reading gaps between White and Black 4th-graders have narrowed since the assessments were first given. The averaged freshman graduation rate (AFGR) in 2009 was 75.5 percent, a measure that has increased since 2001, when it was 71.7 percent. Other measures of improvement are the status dropout rate, which has declined among all racial/ethnic groups, and rates of postsecondary degree attainment, which have increased for Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NCES produces an array of reports each year that present findings about the U.S. education system. The *Condition of Education 2012* is the culmination of a year-long project. It includes data that were available by March 2012. In the coming months, other reports and surveys informing the nation about education will be released. Along with the indicators in this volume, NCES intends these surveys and reports to help inform policymakers and the American public about trends and conditions in U.S. education.

Jack Buckley
Commissioner
National Center for Education Statistics

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Reader's Guide

The Condition of Education is available in three forms: this print volume for 2012 and on the National Center for Education Statistics (NCES) website (http://nces.ed.gov/programs/coe), an electronic version, and a downloadable e-book. *The Condition of Education* website includes the entire content of the 2012 print volume, plus special analyses from the 2000 through 2011 editions, as well as selected indicators from earlier editions of *The Condition of Education.* (See pages 1 through 6 for a list of all the indicators that appear on *The Condition of Education* website.)

The print volume of *The Condition of Education 2012* is divided into three sections of indicators. Each indicator consists of one page of key findings and technical notes, two figures on the adjacent page, and one or more tables, found in *Appendix A.* The tables feature the estimates used in the indicator discussion as well as additional estimates related to the indicator. Where applicable, tables of standard errors for estimate tables are available on the NCES website (http://nces.ed.gov/programs/coe). Additional information on data sources can be found in *Appendix B*. Information on analyses conducted, definitions of variables, and measures can be found in the notes in *Appendix C.* Finally, a glossary of key terms, a bibliography, and an index are featured in *Appendixes D* through *F.*

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

Data Sources and Estimates

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

Most indicators in *The Condition of Education* summarize data from surveys conducted by NCES or by the Census Bureau with support from NCES. Brief explanations of the major NCES surveys used in this edition of *The Condition of Education* can be found in Appendix B – *Guide to Sources* of this volume. More detailed explanations can be obtained on the NCES website (http://nces.ed.gov) under "Surveys and Programs." *Appendix B* also includes information on non-NCES sources used to compile indicators, such as the American Community Survey (ACS) and the Current Population Survey (CPS). These are Census Bureau surveys used extensively in *The Condition of Education*. For further details on the ACS, see http://www.census.gov/acs/www/. For further details on the CPS, see http://www.census.gov/cps/.

Data for indicators reported in this volume are obtained primarily from two types of surveys: universe surveys and sample surveys. In universe surveys, information is collected from every member of the population. For example, in a survey regarding certain expenditures of public elementary and secondary schools, data would be obtained from each school district in the United States. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation.

Since a universe survey is often expensive and time consuming, many surveys collect data from a sample of the population of interest (sample survey). For example, the National Assessment of Educational Progress (NAEP) assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced, because the data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons.

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

Standard Errors

Using estimates calculated from data based on a sample of the population requires consideration of several factors before the estimates become meaningful. When using data from a sample, some *margin of error* will always be present in estimations of characteristics of the total

population or subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the "standard error" of an estimate.

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

In order to caution the reader when interpreting findings in *The Condition of Education,* estimates from sample surveys are flagged with a "!" when the standard error is 30 percent of the estimate or greater, and suppressed with a "‡" when the standard error is 50 percent of the estimate or greater.

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another, or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having *no measurable difference*, meaning that the difference between them is not statistically significant.

Whether differences in means or percentages are statistically significant can be determined using the standard errors of the estimates. In this publication and others produced by NCES, when differences are statistically significant, the probability that the difference occurred by chance is less than 5 percent, according to NCES standards.

Data presented in *The Condition of Education* do not investigate more complex hypotheses, account for interrelationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at http://nces.ed.gov.

For all indicators in *The Condition of Education* that report estimates based on samples, differences between estimates (including increases and decreases) are stated only when they are statistically significant. To determine whether differences reported are statistically significant, two-tailed *t* tests at the .05 level are typically used. The *t* test formula for determining statistical significance is adjusted when the samples being compared are dependent. The *t* test formula is not adjusted for multiple comparisons. When the difference between estimates is not statistically significant, tests of equivalence can be used. An equivalence test determines the probability (generally at the .15 level) that the estimates are statistically equivalent, that is, within the margin of error that the two estimates are not substantively different. When the difference is found to be equivalent, language such as "x" and "y" "were similar" or "about the same" has been used. When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of *t* tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables. For more information on data analysis, please see the *NCES Statistical Standards*, Standard 5-1, available at http://nces.ed.gov/statprog/2002/std5_1.asp.

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

Rounding and Other Considerations

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

Indicators in this volume that use the Consumer Price Index (CPI) use a base academic year of 2010–11 and a base calendar year of 2011 for constant dollar calculations. For more information on the CPI, see Appendix C – *Finances*.

Race and ethnicity

The categories denoting race and ethnicity in *The Condition of Education* are in accordance with the 1997 Office of Management and Budget (OMB) standard classification scheme. These classifications are based primarily on the respondent's self-identification, as is the case with data collected by the U.S. Census Bureau, or, in rare instances, on observer identification. Under the OMB standards, race and ethnicity are considered separate concepts. "Hispanic or Latino" is an ethnicity category, not a race category. Race categories presented in *The Condition of Education 2012* exclude persons of Hispanic ethnicity; thus, the race/ethnicity categories are mutually exclusive.

Ethnicity is categorized as follows:

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

Racial groupings are as follows:

- *American Indian or Alaska Native*: A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent; for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- *Two or more races*: A person who selected two or more of the following racial categories when offered the option of selecting one or more racial designations: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native.

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

Symbols

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

— Not available.

† Not applicable.

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.

‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.

* $p < .05$ Significance level.

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Introduction

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

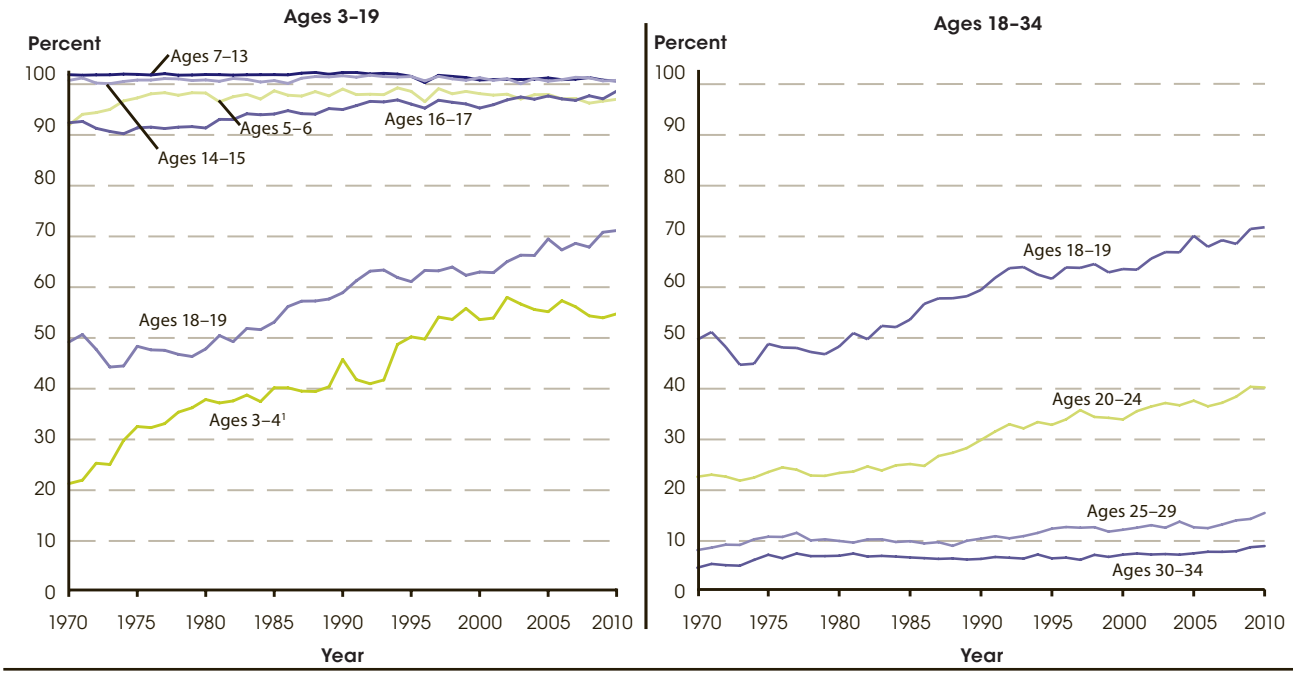
This introduction features an Overview and a Closer Look. The Overview summarizes each section of the volume by highlighting each indicator, which is referenced by its number (e.g., *indicator 19*). Each figure in the Overview can also be found in an indicator in the volume. For indicators with figures highlighted in the Overview, the Overview figure number will be followed by the indicator figure number in its reference (i.e., figure 3 is figure 47-2). The Closer Look examines a subset of indicators on high school education over the last twenty years using data from the full indicators. The relevant figures are included and referenced tables can be found in Appendix A.

Overview

Section 1 – Participation in Education in the United States

- Between 2000 and 2010, enrollment rates increased for young adults ages 18–19 and adults ages 20–24, 25–29, and 30–34; students in these age groups are typically enrolled in college or graduate school (*indicator 1*).
- The percentage of 3- to 5-year-olds enrolled in full-day preprimary programs increased from 32 percent in 1980 to 58 percent in 2010 *(indicator 2).*
- From school years 2010–11 through 2021–22, public elementary and secondary school enrollment is projected to increase by 7 percent from 49.5 to 53.1 million students, but with changes across states ranging from an increase of 22 percent to a decrease of 15 percent (*indicator 3*).
- From 1999–2000 to 2009–10, the number of students enrolled in public charter schools more than quadrupled from 0.3 million to 1.6 million students. In 2009–10, some 5 percent of all public schools were charter schools *(indicator 4*).
- Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02 then decreased to 5.5 million

Figure 1. (Figure 1-1) Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2010



[1] Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. As a result, pre-1994 data may not be comparable to data from 1994 or later.
NOTE: Includes enrollment in any type of graded public or parochial or other private schools and includes nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree (e.g., trade schools, business colleges, and correspondence courses). The enrollment rate for ages 18-19 includes enrollment at both the secondary level and the college level. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources.*
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2010.

in 2009–10. Some 10 percent of all elementary and secondary school students were in private schools in 2009–10 (*indicator 5*).

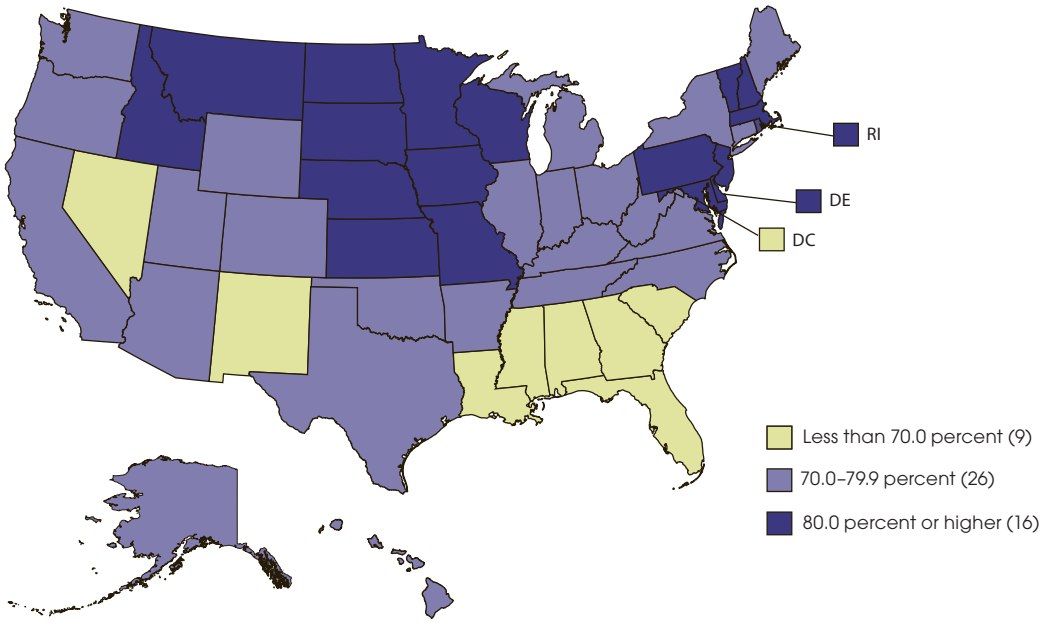
- Between 1990 and 2010, the percentage of public school students who were White decreased from 67 to 54 percent, and the percentage of those who were Hispanic increased from 12 percent (5.1 million students) to 23 percent (12.1 million students) (*indicator 6*).
- In 2011, higher percentages of Black (37 percent), Hispanic (34 percent), American Indian/Alaska Native (33 percent), Native Hawaiian/Pacific Islander (32 percent) children, and children of two or more races (20 percent) were living in families below the poverty threshold than were White (12 percent) and Asian (14 percent) children (*indicator 7*).
- The percentage of public school students in the United States who were English language learners (ELLs) was higher in 2009–10 at 10 percent (or an estimated 4.7 million students) than in 2000–01 at 8 percent (or an estimated 3.7 million students) (*indicator 8*).
- The number of children and youth ages 3–21 receiving special education services was 6.5 million in 2009–10, or about 13 percent of all public school students. Some 38 percent of the students receiving special education services had specific learning disabilities (*indicator 9*).
- Between 2000 and 2010, undergraduate enrollment in degree-granting postsecondary institutions increased by 37 percent, from 13.2 to 18.1 million students. Projections indicate that undergraduate enrollment will continue to increase, reaching 20.6 million students in 2021 (*indicator 10*).
- Postbaccalaureate enrollment has increased every year since 1983, reaching 2.9 million students in 2010. In each year since 1988, women have comprised more than half of postbaccalaureate enrollment. In 2010, postbaccalaureate enrollment was 59 percent female (*indicator 11*).

Section 2 – Elementary and Secondary Education and Outcomes

- In 2009–10, some 5 percent of traditional public schools were combined schools (schools with both elementary and secondary grades), whereas 19 percent of charter schools and 28 percent of private schools were combined schools (*indicator 12*).
- Among public school students in 2009–10, higher percentages of Hispanic (37 percent), Black (37 percent), and American Indian/Alaska Native students (29 percent) attended high-poverty schools than did Asian/Pacific Islander (12 percent) and White students (6 percent) (*indicator 13*).
- Sixteen percent of public schools recorded at least one incident of serious violent crime in 2009–10; this was lower than the 20 percent of schools recording at least one incident in 1999–2000 (*indicator 14*).
- In 2009–10, some 53 percent of public school districts had high school students enrolled in distance education courses. In these districts, there were over 1.3 million high school student enrollments in distance education in 2009–10, compared to 0.3 million 5 years earlier (*indicator 15*).
- Of approximately 15,500 regular high schools with at least 10 seniors in 2009–10, there were 890 schools (6 percent) in which the number of seniors divided by the number of freshmen 4 years earlier was between 10 and 50 percent (*indicator 16*).
- A larger percentage of full-time teachers held a postbaccalaureate degree in 2007–08 than in 2003–04. Forty-nine percent of elementary school teachers and 54 percent of secondary school teachers held a postbaccalaureate degree in 2007–08, compared with 45 and 50 percent, respectively, in 2003–04 (*indicator 17*).
- 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 *(indicator 18).*
- From school year 1988–89 through 2008–09, total elementary and secondary public school revenues increased from $350 billion to $611 billion, a 74 percent increase after adjusting for inflation (*indicator 19*).
- Total expenditures per student in public elementary and secondary schools rose 46 percent in constant dollars from 1988–89 through 2008–09, with interest on school debt increasing faster than current expenditures or capital outlay (*indicator 20*).
- After increasing every year from 1997–98 to 2007–08, total variation in instruction expenditures per student was lower among public school districts in 2008–09 than in 2007–08 (*indicator 21*).
- In 2008, the United States spent $10,995 per student on elementary and secondary education, which was 35 percent higher than the Organization for Economic Co-operation and Development (OECD) average of $8,169. At the postsecondary level, U.S. expenditures per student were $29,910, more than twice as high as the OECD average of $13,461 (*indicator 22*).
- The average grade 4 reading score in 2011 was not measurably different from that in 2009. The average grade 8 score, however, was 1 point higher in 2011 than in 2009 (*indicator 23*).
- At grades 4 and 8, the average mathematics scores in 2011 were higher than the average scores for those grades in all previous assessment years (*indicator 24*).

- At grade 12, the National Assessment of Educational Progress (NAEP) U.S. history score was 2 points higher in 2010 than in 1994, while the geography score was 2 points lower. There was no measurable difference in the civics score from 1998 to 2010 (*indicator 25*).
- In 2009, the percentage of high-performing 15-year-olds in the United States was higher in reading literacy, lower in mathematics literacy, and not measurably different in science literacy than the respective percentages in the OECD countries on average (*indicator 26*).
- In 2010, some 40 percent of high school seniors participated in athletics, including 44 percent of males and 36 percent of females (*indicator 27*).
- In 2009, the average NAEP reading score of 12th-grade students with perfect attendance (292) was not measurably different from the score of those who reported missing 1–2 days in the previous month (290), but was higher than the scores of those who reported missing 3–4 days (284) and missing 5 or more days (273) (*indicator 28*).
- In 2011, about 14 percent of youth ages 16–24 were neither enrolled in school nor working (*indicator 29*).
- Between 1980 and 2010, the percentage of high school students age 16 years or above who were employed decreased from 36 percent to 16 percent. For male high school students, the decrease was from 37 percent in 1980 to 14 percent in 2010 (*indicator 30*).
- The percentages of high school graduates who took mathematics courses in geometry, algebra II/trigonometry, analysis/precalculus, statistics/probability, and calculus while in high school were higher in 2009 than in 1990 (*indicator 31*).
- In school year 2008–09, more than three-quarters of public high school students graduated on time with a regular diploma (*indicator 32*).
- Between 1990 and 2010, status dropout rates declined for Whites, Blacks, and Hispanics. Over this period, the status dropout rate was generally lowest for Asians/Pacific Islanders, followed by Whites, Blacks, and Hispanics (*indicator 33*).
- Over the 35-year period between 1975 and 2010, the rate of immediate college enrollment after high school ranged from a low of 49 percent in 1979 and 1980, to a high of 70 percent in 2009. This rate increased most recently from 2001 to 2009. (*indicator 34*).

Figure 2. (Figure 32-1) Averaged freshman graduation rate for public high school students, by state or jurisdiction: School year 2008–09



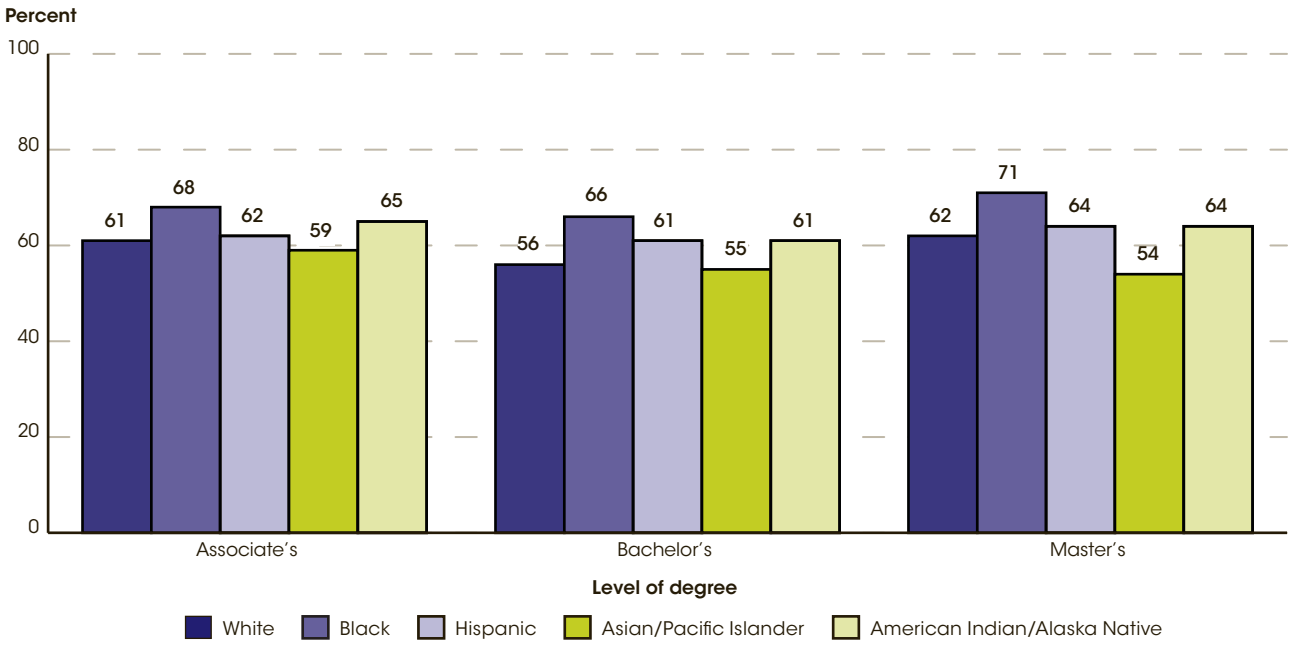
NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Data for California and Nevada were imputed. For more information on measures of student progress and persistence, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2008–09, version 1a.

- In 1990, 2000, and 2010, higher percentages of female than male 12th-grade students had definite plans to graduate from a 4-year college. This gap in expectations by sex was larger in 2010 than in 1990 (13 vs. 5 percentage points) (*indicator 35*).

Section 3 – Postsecondary Education and Outcomes

- Of the 18 million undergraduate students at degree-granting institutions in the United States in fall 2010, some 76 percent attended public institutions, 15 percent attended private nonprofit institutions, and 10 percent attended private for-profit institutions (*indicator 36*).
- In 2010, about 40 percent of full-time and 73 percent of part-time college students ages 16 to 24 were employed *(indicator 37).*
- In 2009–10, more than half of the 1.7 million bachelor's degrees awarded were in five fields: business, management, marketing, and personal and culinary services (22 percent); social sciences and history (10 percent); health professions and related programs (8 percent); education (6 percent); and psychology (6 percent) (*indicator 38*).
- Overall, 693,000 master's degrees and 159,000 doctor's degrees were awarded in 2009–10; these numbers represent increases of 50 and 34 percent, respectively, over the numbers awarded in 1999–2000. In 2009–10, females earned 60 percent of master's degrees and 52 percent of doctor's degrees awarded (*indicator 39*).
- The average total cost of attendance in 2010–11 for first-time, full-time students living on campus and paying in-state tuition was $20,100 at public 4-year institutions and $39,800 at private nonprofit 4-year institutions (*indicator 40*).
- From 2006–07 to 2009–10, the percentage of first-time, full-time undergraduates receiving any financial aid increased from 75 to 85 percent at 4-year institutions (*indicator 41*).
- In academic year 2009–10, total revenues per full-time-equivalent (FTE) student were 1 percent less than in 2004–05 in public postsecondary degree-granting institutions (in constant 2010–11 dollars). Total revenues per student went from $28,966 in 2004–05 to $28,781 in 2009–10 (*indicator 42*).
- In academic year 2009–10, instruction was the largest per-FTE-student expense at public ($7,239) and private nonprofit institutions ($15,321). At private for-profit institutions, instruction was the second largest expense category, at $3,017 per student (*indicator 43*).

Figure 3. (Figure 47-2) Percentage of degrees conferred to U.S.-resident females by degree-granting institutions, by level of degree and race/ethnicity: Academic year 2009–10



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are excluded because information about their race/ethnicity is not available. For more information on race/ethnicity and the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures.* For more information on IPEDS, see Appendix B – *Guide to Sources.*
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

- Combining salary with benefits, faculty received an average total compensation package in academic year 2010–11 that was about 8 percent higher than the package they received in 1999–2000, after adjusting for inflation. In 2010–11, the average total compensation package for faculty was about $97,200, including $75,500 in salaries and $21,700 in benefits (*indicator 44*).
- Approximately 56 percent of male and 61 percent of female first-time, full-time students who sought a bachelor's degree at a 4-year institution in fall 2004 completed their degree at that institution within 6 years (*indicator 45*).
- From academic years 1999–2000 to 2009–10, the number of postsecondary degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public institutions and private nonprofit institutions; this was true for all levels of degrees (*indicator 46*).
- Between academic years 1999–2000 and 2009–10, the number of degrees earned increased by 50 percent each for associate's and master's degrees, 33 percent for bachelor's degrees, and 34 percent for doctor's degrees. For all levels of degrees in 2009–10, females earned the majority of degrees awarded (*indicator 47*).
- In 2011, some 32 percent of 25- to 29-year-olds had completed a bachelor's degree or higher. From 1980 to 2011, the gap in the attainment of a bachelor's degree or higher between Whites and Hispanics widened from 17 to 26 percentage points, and the gap between Whites and Blacks widened from 13 to 19 percentage points (*indicator 48*).
- In 2010, young adults ages 25–34 with a bachelor's degree earned 114 percent more than young adults without a high school diploma or its equivalent, 50 percent more than young adult high school completers, and 22 percent more than young adults with an associate's degree (*indicator 49*).

A Closer Look at High School Students in the United States Over the Last 20 Years

In the United States, the compulsory age for school attendance is determined by each state and the maximum age ranges between 16 and 18 years old (see *indicator 1*). Enrollment rates for 16- and 17-year-olds have exceeded 90 percent for the past twenty years. Over this same time period the percentage of 25- to 29-year-olds with at least a high school diploma or similar credential has exceeded 85 percent (see *indicator 48*).

In the last two decades certain aspects of the high school experience, and of the students themselves, have changed. Several indicators in this volume describe high school students in terms of enrollment, coursetaking, after-school activities (including work), achievement and other outcomes, and their expectations for the future. In this section, we take a closer look at high school in the United States by examining how these indicators have changed, or not, over the last 20 years. Note: For those indicators where 20 years of data are not available, the earliest data are used as the starting point.

High Schools and High School Enrollment

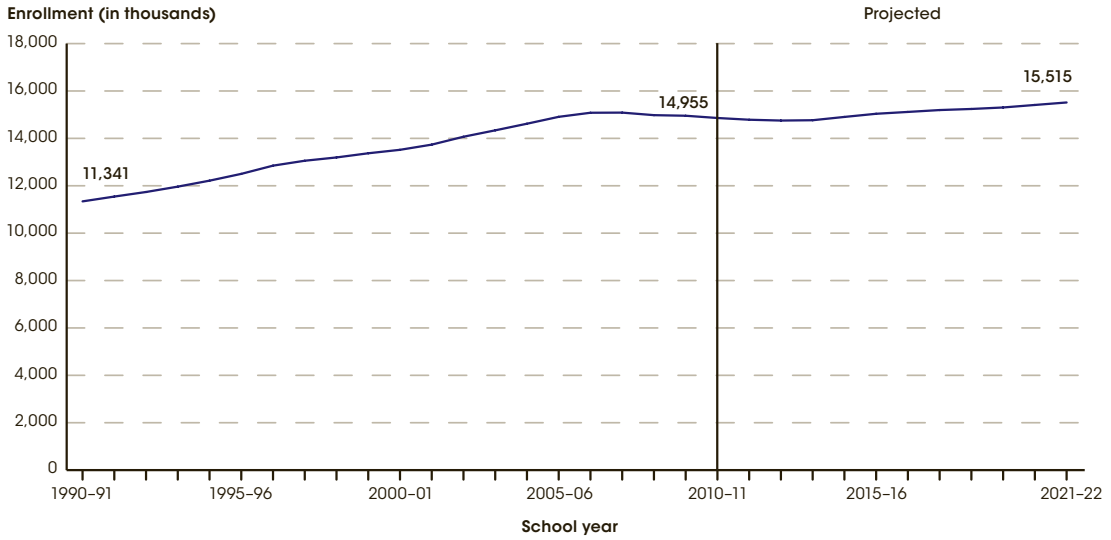
In 2010–11, there were approximately 14.9 million public school students in grades 9–12 (see *indicator 3*). Public school enrollment in grades 9–12 increased from 11.3 million in 1990–91 to just over 15 million through 2007–08, but declined through 2010–11. Public school enrollment in grades 9–12 is projected to continue declining through 2012–13. From 2013–14 through 2021–22, enrollment in grades 9–12 is projected to increase from 14.8 million to 15.5 million.

There has been variation in the increase in public high school enrollment by region. Between 1989–90 and 2010–11, the number of public school students in grades 9–12 increased by 14 percent in the Midwest, from 2.9 million to 3.3 million, by 19 percent in the Northeast, from 2.1 million students to 2.5 million, by 35 percent in the South, from 4.0 million to 5.4 million, and by 52 percent in the West, from 2.4 million to 3.7 million.

Of the 12.5 million public high school students in 1995–96, some 67 percent were White, 16 percent were Black, 12 percent were Hispanic, 4 percent were Asian, and 1 percent were American Indian/Alaska Native (see *Projections of Education Statistics to 2020*, NCES 2011-026, 5). In 2010–11, public school enrollment in grades 9–12 was 56 percent White, 17 percent Black, 20 percent Hispanic, 5 percent Asian, and 1 percent American Indian/Alaska Native. By 2019–20, it is projected that public high school enrollment will be 53 percent White, 16 percent Black, 23 percent Hispanic, 7 percent Asian, and 1 percent American Indian/Alaska Native.

There were 1.3 million private school students in grades 9–12 in the United States in 2009–10 (see *indicator 5*). These students accounted for 8 percent of total high school enrollment in that year. Of these students, 618,000 attended Catholic schools, 411,000 attended other religious schools, and 280,000 attended nonsectarian schools. In 1995–96, there were also 618,000 high school students attending Catholic schools. However, Catholic high school enrollment increased over the next six years to 641,000 in 2001–02, before declining back to the 1995–96 level. In the Northeast in 2009–10, some 13 percent of students in grades 9-12 attended private schools, compared to 8 percent of students in the Midwest, 7 percent of students in the South, and 6 percent of students in the West.

Figure CL-1. Actual and projected public school enrollment in grades 9 through 12: School years 1990–91 through 2021–22



NOTE: The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 through 2010–11, and National Elementary and Secondary Enrollment Model, 1990–2010.

In 2009–10, there were 27,500 secondary schools (schools that enrolled students in at least one of the grades between 9 and 12) in the United States (see *indicator 12*). Of these schools, some 23,300 were traditional public schools, some 1,300 were public charter schools, and 2,800 were private schools. High school students can also attend combined schools, with both elementary and secondary grade spans. In 2009–10, some 25 percent of public schools were secondary schools and 6 percent of public schools were combined schools. In that same year, some 8 percent of private schools were secondary schools and 28 percent were combined schools. In 2009–10, some 75 percent of private secondary schools were Catholic schools (see *indicator 5*).

Activities Inside School

In this section, we look at how activities inside high schools have changed in the last twenty years, including coursetaking, distance education, absenteeism, and school crime and safety.

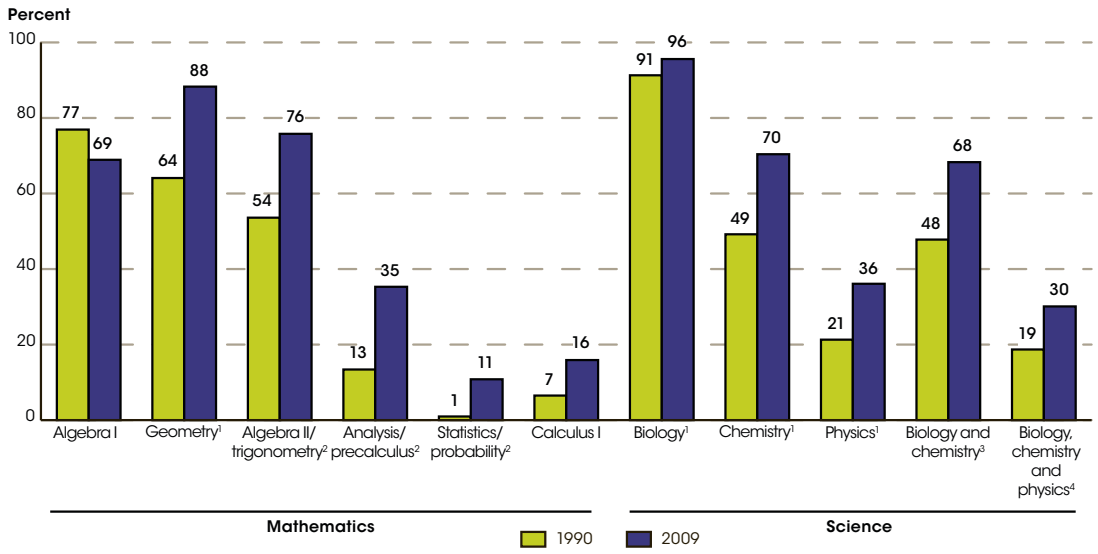
In 1983, the National Commission on Excellence in Education, appointed by the U.S. Department of Education, released a report titled *A Nation at Risk: The Imperative for Educational Reform*. The report contained five recommendations to improve our education system, and the first recommendation was that "state and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science."

More recently, concerns have been raised that our postsecondary system is not producing enough graduates in fields focused on science, technology, engineering, and mathematics (STEM). For that to happen, high school students must take related course work to prepare them for rigorous college programs in STEM fields.

The percentage of high school graduates who took mathematics and science courses (or combinations of these courses) while in high school—namely, algebra I, geometry, algebra II/trigonometry, analysis/precalculus, statistics/probability, calculus, biology, chemistry, physics, both biology and chemistry, and all three science courses (biology, chemistry, and physics)—increased from 1990 to 2009 in all subjects except algebra I, for which the percentage decreased (see *indicator 31*). The decrease in the percentage of students taking Algebra I in high school is likely due to an increase in the percentage taking it prior to high school. For example, 7 percent of 1990 graduates had taken calculus in high school, compared with 16 percent of 2009 graduates, and 1 percent of 1990 graduates had taken statistics/probability, compared with 11 percent of graduates in 2009. In science, 49 percent of 1990 graduates had taken chemistry and 21 percent had taken physics. These percentages were 70 percent for chemistry and 36 percent for physics for 2009 graduates. Similarly, 19 percent of 1990 graduates had taken biology, chemistry, and physics in high school, compared with 30 percent of 2009 graduates.

A more recent change in coursetaking has been an increase in enrollments in distance education courses. Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/

Figure CL-2. Percentage of high school graduates who completed selected mathematics and science courses in high school: 1990 and 2009



[1] Percentages are for students who earned at least one Carnegie credit.
[2] Percentages are for students who earned at least one-half of a Carnegie credit.
[3] Percentages are for students who earned at least one Carnegie credit each in biology and chemistry.
[4] Percentages are for students who earned at least one Carnegie credit each in biology, chemistry, and physics.
NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. For more information on race/ethnicity, free or reduced-price lunch, or locale, see Appendix C – *Commonly Used Measures*. For more information on the National Assessment of Educational Progress (NAEP) or the High School Transcript Study (HSTS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1990 and 2009.

or have the course content developed in, or delivered from, a different location than that of the students. There were over 1.3 million high school student enrollments in distance education courses in 2009–10, an increase of over 1 million enrollments from 2002–03, when there were 222,000 enrollments (see *indicator 15*).

In 2009–10, some 53 percent of school districts in the United States had high school students enrolled in distance education courses. Twenty-two percent of districts that offered distance education courses in 2009–10 reported that students enrolled in regular high school programs could take a full course load in an academic term using only distance education courses, while 12 percent reported that students could fulfill all high school graduation requirements using only distance education. In 2009–10, the most widely used technology for the instructional delivery of distance education courses was via the internet using asynchronous (not simultaneous) instruction, with 63 percent of districts that offered distance education courses reporting this as the prime delivery mode.

In 2009, when asked about their school attendance in the previous month, 38 percent of 12th-grade students reported perfect attendance, 39 percent reported missing 1–2 days, 15 percent reported missing 3–4 days, and 8 percent reported missing 5 or more days (see *indicator 28*). A higher percentage reported perfect attendance in 2009 than in 1992 (38 vs. 35 percent, respectively), and there were lower percentages in 2009 than in 1992 that reported missing 3–4 days (15 vs. 17 percent) and missing 5 or more days (8 vs. 9 percent).

In general, lower student performance is associated with higher student absenteeism. For 12th-grade students, there was no measureable difference in reading scores on the National Assessment of Educational Progress (NAEP) in either 1992 or 2009 between students who had perfect attendance (296 and 292, respectively) and those who reported missing 1–2 days in the previous month (295 and 290). However, in both years, these scores were higher than for those who reported missing 3–4 days (287 and 284, respectively) and 5 or more days (279 and 273).

Another factor in the school environment is safety, including the rate of nonfatal incidents of crime against students ages 12–18 at school. Nonfatal crime includes theft and all violent crime; violent crime includes serious violent crime (rape, sexual assault, robbery, and aggravated assault) and simple assault. The rate of nonfatal crime against students ages 12–18 declined between 1992 and 2010 (see *Indicators of School Crime and Safety 2011*, NCES 2012-002, 2.1). This pattern held for the following three subcategories: theft, violent crime, and serious violent crime. Specifically, from 1992 to 2010, the rate of nonfatal crime against students at school declined from 154 to 32 crimes per 1,000 students; the theft victimization rate, from 101 to 18 thefts per 1,000 students; the violent crime rate, from 53 to 14 crimes per 1,000 students; and the serious violent crime rate, from 8 to 4 crimes per 1,000 students.

Activities Outside School

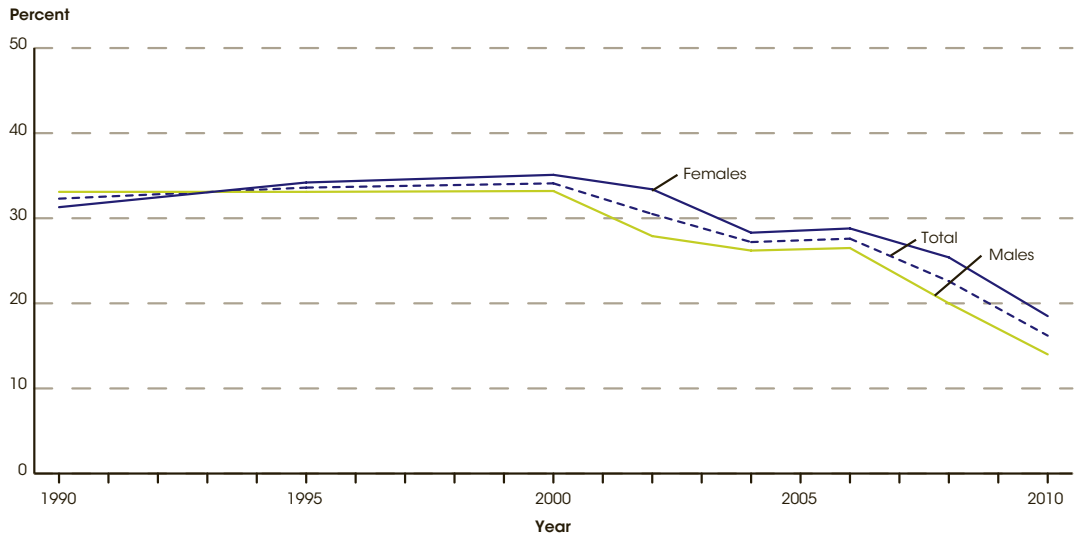
In this section we look at two activities that high school students may or may not have participated in outside of school—extracurricular activities and work.

In 2010, some 40 percent of high school seniors participated on athletic teams as an extracurricular activity, which was higher than the percentage who participated in other school clubs/activities (32 percent), music/performing arts (23 percent), academic clubs (14 percent), newspaper/yearbook (10 percent), and student council/government (9 percent) (see *indicator 27*). Since 1990, there has been little change in the participation of high school seniors in extracurricular activities, other than an increase in the percentage that participate in athletics (from 36 to 40 percent).

In 2010, a higher percentage of female than male high school seniors participated on a newspaper/yearbook (13 vs. 6 percent), in music/performing arts (28 vs. 18 percent), in academic clubs (18 vs. 11 percent), in student council/government (12 vs. 6 percent), and in other school clubs/activities (41 vs. 24 percent), while a higher percentage of male than female high school seniors participated on athletic teams (44 vs. 36 percent). For each of these activities, other than athletics and student council/government, the participation rates for males and females were not measurably different in each group from 1990 to 2010. For the activity of athletics, the percentage of female high school seniors that participated was higher in 2010 (36 percent) than in 1990 (28 percent). For student council/government, the percentage of male high school seniors that participated was lower in 2010 (6 percent) than in 1990 (9 percent).

Between 1990 and 2010, the percentage of high school students ages 16 or older who were employed decreased from 32 percent to 16 percent (see *indicator 30*). For male high school students, the decrease was from 33 percent in 1990 to 14 percent in 2010. For females, the decrease was from 31 percent to 18 percent. In 1990, some 12 percent of high school students were employed less than 15 hours per week, and 20 percent were employed for 15 or more hours per week; these percentages declined to 7 percent and 8 percent, respectively, by 2010. The percentage of males who were employed for less than 15 hours per week declined from 11 percent in 1990 to 6 percent in 2010. For females, the percentages who were employed less than 15 hours per week declined from 12 percent to 8 percent over the same time period. For male students employed 15 or more hours per week, the decline was from 21 percent in 1990 to 7 percent in 2010; for females, some 18 percent were employed 15 or more hours per week in 1990 and 9 percent were in 2010.

Figure CL-3. Percentage of high school students ages 16 years and older who were employed, by sex: Selected years, 1990–2010



NOTE: "Percent employed" includes those who were employed but not at work during the survey week. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, Selected years, October 1990–2010.

Achievement

In this section, we examine how the achievement of high school students has changed over the last two decades. We look at the long-term trend NAEP to see trends in reading and mathematics for 17-year-olds since 1973, the main NAEP to see how scores have changed for 12th-graders in history, geography and civics since the mid-1990s, and the Program for International Student Assessment (PISA) to see how the performance of U.S. 15-year-olds has changed relative to the rest of the world in reading since 2000 and in mathematics since 2003.

The long-term trend NAEP provides information on the reading and mathematics achievement of 9-, 13-, and 17-year-olds in the United States. Data have been collected every 2 to 5 years since 1971 for reading and since 1973 for mathematics. Since 1990, reading and mathematics assessments have been administered in the same years. All scores are on a scale of 0 to 500 (see *The Condition of Education 2010*, indicator 13).

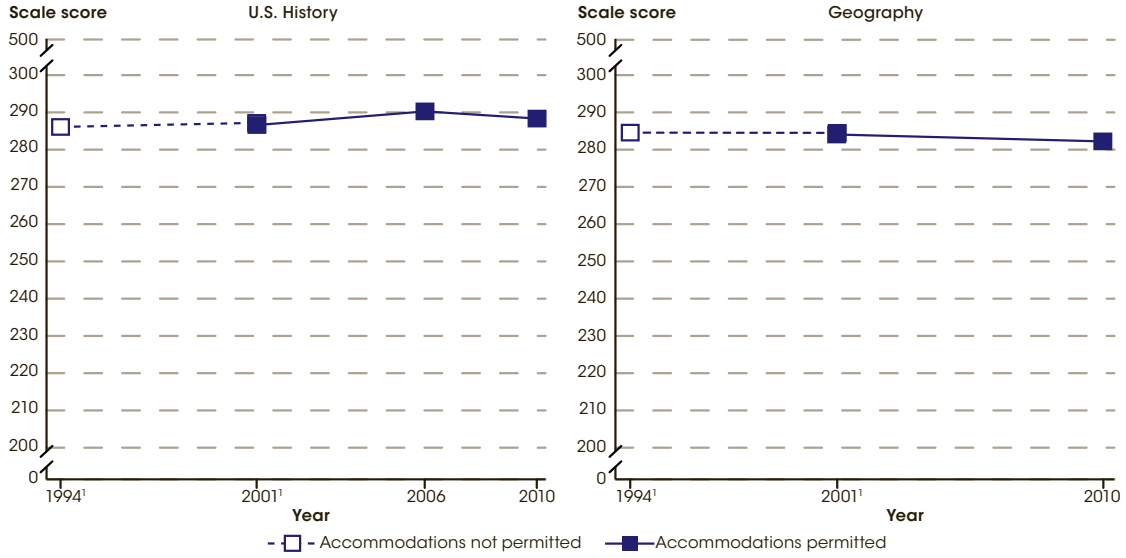
The performance of 17-year-olds on the 2008 reading and mathematics assessments was not measurably different from their performance in the early 1970s. The average reading score for 17-year-olds was lower in 2008 (286) than in 1990 (290), but was not significantly different from the score in 1971 (285). In mathematics, the average score for 17-year-olds in 2008 (306) was not significantly different from the scores in either 1990 (305) or 1973 (304).

Main NAEP tests measure student performance in mathematics and reading every two years. Other subjects, such as science and writing, are also assessed. Although long-term trend and main NAEP both assess mathematics and reading, there are several differences, in particular in the content assessed, how often the assessment is administered, and how the results are reported. Students are selected by grade (4, 8, and 12) for the main NAEP, rather than by age. Students represent the nation and, in some assessments, their states or selected large urban districts. To provide state- and district-level results, far more students must participate than for national results only; these larger sample sizes permit even more detailed results.

In 2010, the main NAEP assessed students' knowledge of U.S. history, geography, and civics in grades 4, 8, and 12 (see *indicator 25*). For U.S. history, the average score for 12th-grade students was higher in 2010 (288) than in 1994 (286). At grade 12, the U.S. history scores were higher in 2010 than in 1994 for White (296 vs. 292 points), Hispanic (275 vs. 267 points), and Asian/Pacific Islander students (293 vs. 283 points). Male 12th-graders scored 4 points higher than female 12th-graders (290 vs. 286 points) in the 2010 U.S. history assessment. The grade 12 U.S. history score for male students was 2 points higher in 2010 (290) than in 1994 (288), while the score for female students was not measurably different.

For geography, the score for 12th-grade students was lower in 2010 (282) than in 1994 (285). At grade 12, none of the racial/ethnic groups had geography scores that were measurably different between 1994 and 2010. Male 12th-graders scored 5 points higher than female 12th-graders (285 vs. 280 points) in the 2010 geography assessment. The geography score for male 12th-graders was lower in 2010 (285) than in 1994 (288), while the score for female 12th-graders was not measurably different.

Figure CL-4. Average scale scores of 12th-grade students, by subject: Selected years, 1994–2010



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994. Students were tested with and without accommodations in 2001.
NOTE: NAEP U.S. history and geography scores range from 0 to 500. For more information on the National Assessment of Educational Progress (NAEP), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1994–2010 U.S. History Assessments, and selected years, 1994–2010 Geography Assessments, NAEP Data Explorer.

For civics, the average score for 12th-grade students was not measurably different in 2010 (148) than in 1998 (150). At grade 12, the average civics score for Hispanic students was higher in 2010 (137) than in 1998 (132), but the scores for other racial/ethnic groups were not measurably different. The average civics score for female 12th-grade students was lower in 2010 (148) than in 1998 (152), while the score for male 12th-grade students was not measurably different between the 2 years.

The 2009 Program for International Student Assessment (PISA) reports the performance of 15-year-old students in reading and mathematics literacy in 65 countries and other education systems, including the 34 Organization for Economic Co-operation and Development (OECD) countries, 26 non-OECD countries, and 5 other education systems. The OECD countries are a group of the world's most advanced economies. *Other education systems* refer to non-national entities such as Shanghai-China. PISA scores are reported on a scale from 0 to 1,000.

The U.S. students' average score on the PISA combined reading literacy scale (500) was not measurably different from the average score of OECD countries (493) (see *The Condition of Education 2011*, *indicator 15*). Compared with the other 64 countries and other education systems, the U.S. average was lower than the average in 9 countries and other education systems (6 OECD countries, 1 non-OECD country, and 2 education systems) and higher than the average in 39 countries and other education systems (13 OECD countries, 24 non-OECD countries, and 2 other education systems).

The U.S. average in reading literacy in 2000 (504), the earliest PISA cycle in which reading literacy was assessed in depth, was not measurably different from the average in 2009 (500). There were no measurable differences between the U.S. average and the OECD average in 2000 (504 and 496, respectively) or in 2009 (500 and 495, respectively).

The average U.S. mathematics literacy score (487) in 2009 was lower than the average score of the 34 OECD countries (496) (see *The Condition of Education 2011*, *indicator 16*). In comparison with students in all 64 other countries and education systems, students in the United States on average scored lower than students in 23 countries and other education systems (17 OECD countries, 2 non-OECD countries, and 4 other education systems) and higher than students in 29 countries and other education systems (5 OECD countries, 23 non-OECD countries, and 1 other education system). No measurable difference was found between the average U.S. mathematics literacy scores in 2009 (487) and 2003 (483), the earliest time point to which PISA 2009 mathematics literacy scores can be compared. In both years, the U.S. average score was lower than the OECD average score.

High School Completion

There are several ways to determine if high schools are successful at having students complete their high school education. In this section we look at retention rates for high schools, meaning the enrollment of 12th-grade students as a percentage of the 9th-grade class four years earlier. We also look at status dropout rates and the

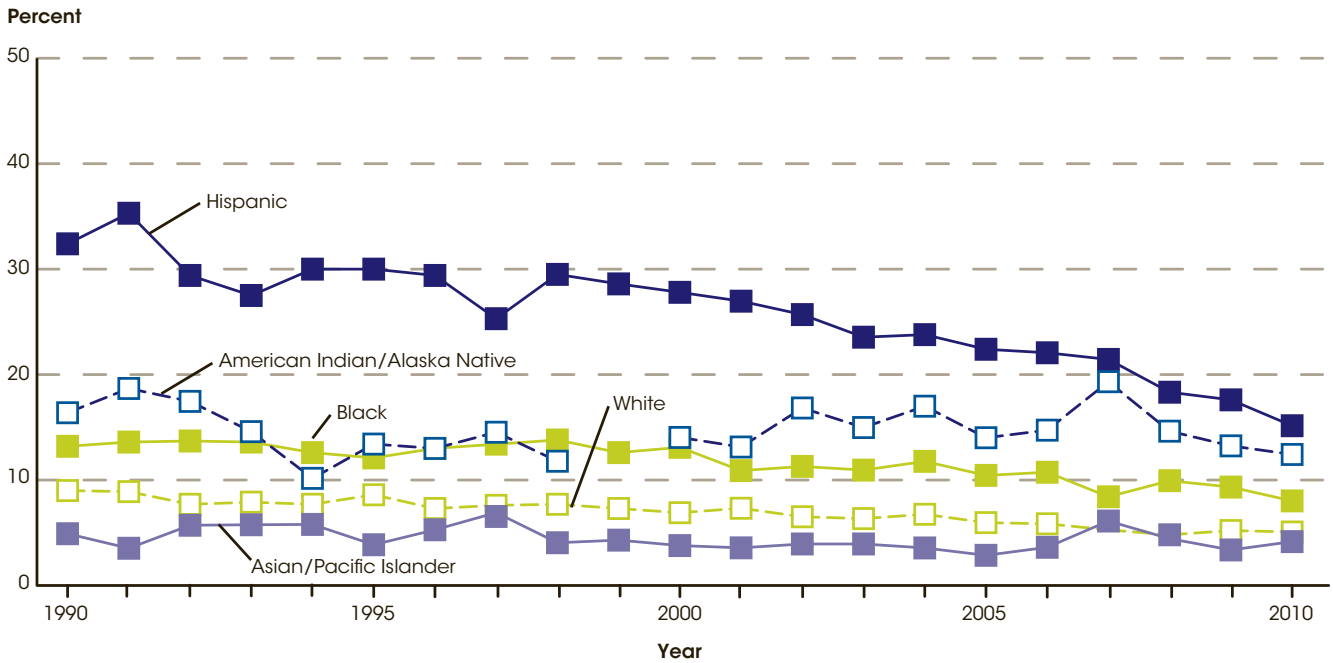
averaged freshman graduation rate (AFGR), and how both of these have changed over time.

Public high schools with senior classes that are substantially smaller than the entering class 4 years earlier are referred to as low-retention high schools. Low-retention high schools are defined here as those with a senior class size that is 70 percent or less of the size of the freshman class that had entered 4 years earlier (see *indicator 16*). To be included, a high school must have had at least 10 seniors in the given year and at least 10 freshman 4 years earlier. In 2009–10, there were approximately 15,500 regular public high schools in the United States with at least 10 seniors that had at least 10 freshmen 4 years earlier.

In 1990–91, some 24 percent of regular public high schools (or 3,100 schools) were low-retention schools (5 percent retained between 10 and 50 percent of their students and 19 percent retained between 51 and 70 percent). The percentage of low-retention high schools declined to 22 percent in 1992–93 (2,800 high schools), then increased to 32 percent (4,600 high schools) in 2000–01 before declining to approximately 26 percent in 2005–06. The percentage then remained relatively sat 26 percent through 2009–10, when 4,100 high schools met the definition. Approximately 518,000 high school seniors attended low-retention high schools in 1990–91, compared to 845,000 in 2000–01 and 755,000 in 2009–10.

The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). Based on the Current Population Survey (CPS), the status dropout rate declined from 12 percent in 1990 to 7 percent in 2010 (see *indicator 33*). Between 1990 and 2010, status dropout rates also declined for Whites (from 9 percent to 5 percent), Blacks (from 13 percent to 8 percent), and Hispanics (from 32 percent to 15 percent). Over this period, the status dropout rate was generally lowest for Asians/Pacific Islanders, followed by Whites, Blacks, and Hispanics. The gap between Whites and Hispanics narrowed from 23 percentage points in 1990 to 10 percentage points in 2010; the gaps between Whites and Blacks in these two years were not measurably different (4 vs. 3 percentage points).

Figure CL-5. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1990–2010



NOTE: Data for American Indians/Alaska Natives in 1999 have been suppressed due to unsestimates. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990–2010.

The *averaged freshman graduation rate* measures the percentage of public high school students who graduate on time with a regular diploma (see *indicator 32*). To do so, it uses an estimate of the number of regular diplomas issued in a given year divided by an estimate of the averaged enrollment base for the freshman class 4 years earlier. For each year, the averaged freshman enrollment base is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

The overall averaged freshman graduation rate was higher for the graduating class of 2008–09 (75.5 percent) than it was for the graduating class of 1990–91 (73.7 percent). However, from school year 1990–91 to 1995–96, the overall averaged freshman graduation rate decreased from 73.7 percent to 71.0 percent. In terms of changes by state, there was an increase in the graduation rate in 30 states and the District of Columbia from school year 1990–91 to 2008–09. In 1 state (Vermont), the rate increased by more than 10 percentage points; in 6 others (Louisiana, Missouri, New Hampshire, New York, Tennessee, and Wisconsin) and the District of Columbia, rates increased by more than 5 percentage points. The graduation rate decreased from 1990–91 to 2008–09 in 20 states (Alaska, Arizona, Arkansas, Connecticut, Georgia, Hawaii, Indiana, Kansas, Maine, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Mexico, North Dakota, South Carolina, South Dakota, Washington, and Wyoming), with decreases of greater than 5 percentage points occurring in New Mexico (5.3 percent), Wyoming (6.0 percent), and Nevada (20.7 percent).

Postsecondary Plans

Finally, we look at the postsecondary plans for high school students, including the rate at which high school graduates enroll in a 2-year or 4-year college within a year of completing high school, as well as the changing expectations for the attainment of a college degree.

The *immediate college enrollment rate* is defined as the percentage of high school completers of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. Between 1990 and 2010, the immediate college enrollment rate ranged from 60 to 70 percent (see *indicator 34*). This rate increased from 1990 to 1997 (60 to 67 percent), declined from 1997 to 2001 (to 62 percent), then increased from 2001 to 2009 (to 70 percent). The rate remained steady from 2009 to 2010.

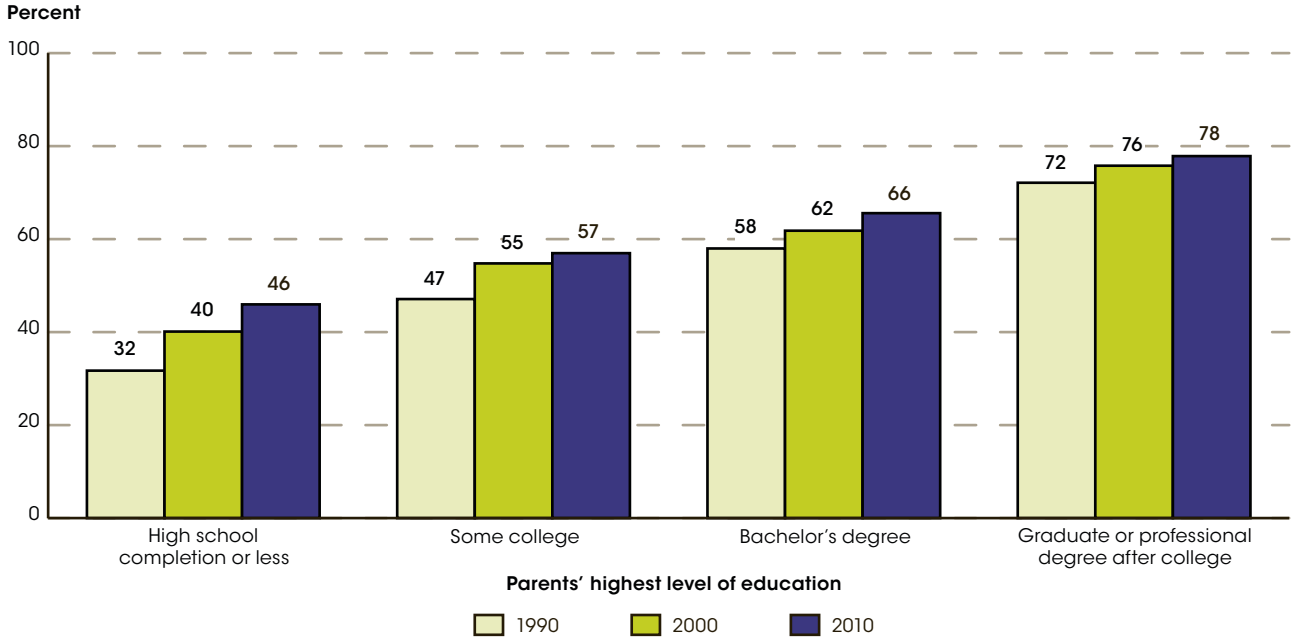
In each year between 1990 and 2010, the immediate college enrollment rates of high school completers from low- and middle-income families were lower than those of high school completers from high-income families. Most recently, in 2010, the immediate college enrollment rate of high school completers from low-income families was 52 percent, 30 percentage points lower than the rate of high school completers from high-income families (82 percent). The immediate college enrollment rate of high school completers from middle-income families (67 percent) also trailed the rate of their peers from high-income families by 15 percentage points. In 1990, these gaps were 32 percentage points between high school completers from high-income and those from low-income families, and 22 percentage points between high school completers from high-income and those from middle-income families.

Between 1990 and 2010, immediate college enrollment rates increased for both males and females: the rate for males increased from 58 to 63 percent and that for females, from 62 to 74 percent. Overall, there was no measurable difference in the immediate college enrollment rates between males and females in 1990. By 2010, the immediate college enrollment rate was higher for females than for males. Thus, the enrollment pattern has shifted over time to higher enrollment rates for females than males.

The percentage of 12th-grade students who had definite plans to graduate from a 4-year college was higher in 2010 (60 percent) than in 1990 (48 percent) (see *indicator 35*). In 2010, the percentage of 12th-grade males with plans to graduate from a 4-year college was higher than the percentage in 1990 (53 vs. 46 percent); for female 12th-graders, the percentage with plans to graduate from college was also higher in 2010 than in 1990 (66 vs. 51 percent). In both years, higher percentages of female than male 12th-graders planned to graduate from college. This gap in expectations regarding college completion by sex was larger in 2010 than in 1990 (13 vs. 5 percentage points).

The percentages of 12th-grade students who planned to graduate from a 4-year college were higher in 2010 than in 1990 at each level of parents' educational attainment (46 vs. 32 percent for those whose parents attained high school completion or less, 57 vs. 47 percent for those whose parents attained some college, 66 vs. 58 percent for those whose parents attained a bachelor's degree, and 78 vs. 72 percent for those whose parents attained a graduate or professional degree). In each year shown, higher percentages of 12th-graders whose parents had more education planned to graduate from college when compared with their peers whose parents had less education. For example, in 2010, some 78 percent of 12th-graders whose parents had a graduate or professional degree planned to graduate from college, compared with 46 percent of 12th-graders whose parents had completed a high school education or less. Also in that year, a higher percentage of 12th-graders whose parents had a bachelor's degree (66 percent) planned to graduate from college than their peers whose parents had completed high school

Figure CL-6. Percentage of 12th-grade students with definite plans to graduate from a 4-year college, by parents' highest level of education: 1990, 2000, and 2010



NOTE: Percentages reflect students who indicated that they "definitely will" graduate from a 4-year college. Parents' highest level of education reflects a combination of responses for father's and mother's level of education. For more information on parents' education, please see Appendix C – *Commonly Used Measures.* For more information on the Monitoring the Future study, please see Appendix B – *Guide to Sources.*
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 1990, 2000, and 2010, http://www.monitoringthefuture.org/.

or less. However, the gaps in expectations regarding college completion among these groups of 12th-graders were smaller in 2010 than in 1990. In 2010, there was a 32 percentage point difference between those whose parents had completed high school or less versus those whose parents had a graduate or professional degree. In 1990, this difference was 40 percentage points. Similarly, in 1990 there was a 26 percentage point difference in expectations regarding college degree completion between those 12th-graders whose parents had a bachelor's degree and those whose parents had completed high school or less.

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

The indicators in this section include information on enrollment rates reported by age group, as well as enrollment by level of the education system. These levels are preprimary education, elementary and secondary education, undergraduate education, graduate and professional education, and adult education. Some of the indicators in this section provide information about the characteristics of the students who are enrolled in formal education and, in some cases, how enrollment rates of different types of students vary across schools.

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

SECTION 1

Participation in Education

Indicator 1

Enrollment Trends by Age

Between 2000 and 2010, enrollment rates increased for young adults ages 18–19 and adults ages 20–24, 25–29, and 30–34; students in these age groups are typically enrolled in college or graduate school.

School enrollment rates for most age groups from 3 to 34 were higher in 2010 than in the 1970s; however, the enrollment rate for 7- to 13-year-olds was lower in 2010 (98 percent) than in 1970 (99 percent). The rates of youth ages 14–15 fluctuated between 97 and 99 percent throughout this period (see table A-1-1). Enrollment patterns may reflect changes in attendance requirements or prevalence of home schooling, the perceived value or cost of education, and the time taken to complete degrees.

Between 1970 and 2010, the enrollment rate for children ages 3–4 (the ages at which children are typically enrolled in nursery or preschool) increased from 20 to 53 percent. The enrollment rate for children ages 5–6, who are typically enrolled in kindergarten or first grade, rose from 90 percent in 1970 to 97 percent in 1994, then decreased to 94 percent in 2010.

The enrollment rates for 7- to 13-year-olds and 14- to 15-year-olds were generally higher than the rate for 16- to 17-year-olds, but the rate for 16- to 17-year-olds did increase from 90 percent in 1970 to 96 percent in 2010 (see table A-1-1). As of August 2011, the maximum compulsory age of attendance was 18 years in 20 states and the District of Columbia (D.C.), 17 years in 11 states, and 16 years in 19 states (see table A-1-2).

Young adults ages 18–19 are typically transitioning into college education or the workforce. Between 1970 and 2010, the overall enrollment rate (including enrollment at both the secondary level and the college level) for young adults ages 18–19 increased from 48 to 69 percent (see table A-1-1). During this period, the enrollment rate for 18- and 19-year-olds at the secondary level increased from 10 to 18 percent, while the rate at the college level rose from 37 to 51 percent. Between 2000 and 2010, the college enrollment rate increased from 45 to 51 percent.

Adults ages 20–34 who are in school are usually enrolled in college or graduate school. Between 1970 and 2010, the enrollment rate for adults ages 20–24 increased from 22 to 39 percent, and the rate for adults ages 25–29 increased from 8 to 15 percent. The enrollment rate for adults ages 30–34 increased from 4 percent in 1970 to 8 percent in 2010. Between 2000 and 2010, the enrollment rate for adults ages 20–24 increased from 32 to 39 percent; for adults ages 25–29, it increased from 11 to 15 percent; and for adults ages 30–34, it increased from 7 to 8 percent.

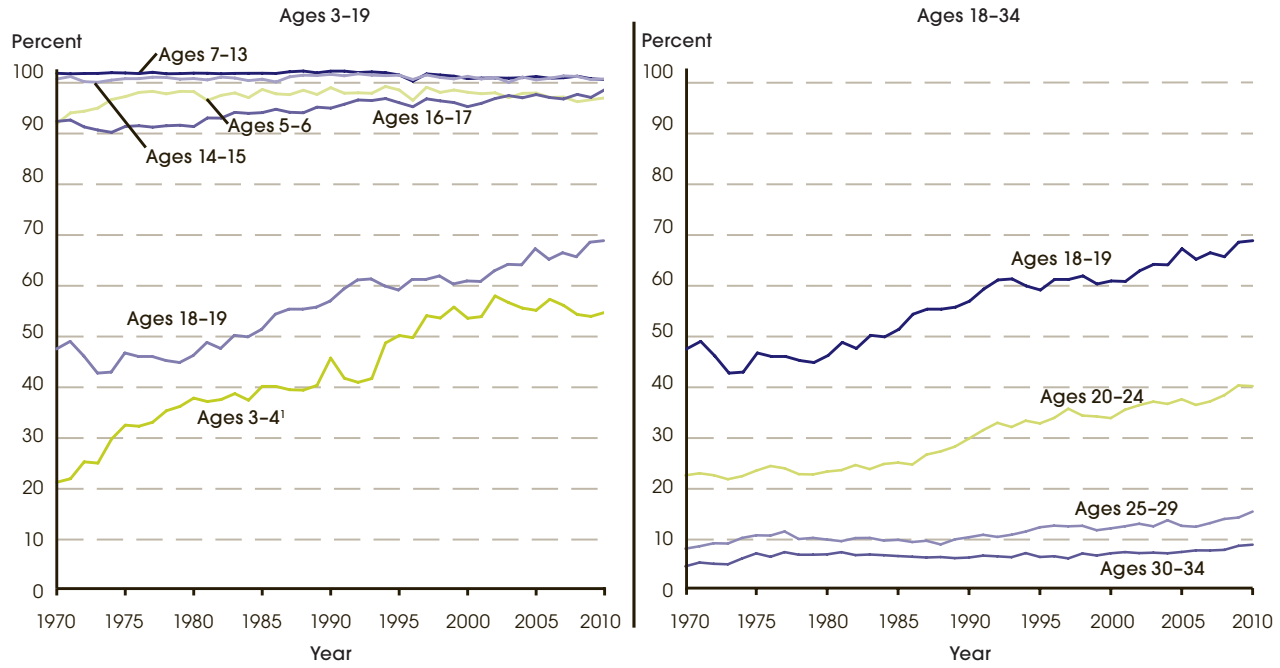
Enrollment rates for all age groups varied by state in 2010 (see table A-1-2). Rates for ages 3–4 ranged from 31 percent in North Dakota to 73 percent in D.C. For ages 5–17, rates ranged from 93 percent (North Dakota) to 98 percent (California, Connecticut, Nebraska, and D.C.). Among 18- and 19-year-olds, total rates ranged from 59 percent in Nevada to 86 percent in Rhode Island. Secondary enrollment rates of 18- and 19-year-olds ranged from 12 percent in D.C. to 39 percent in Alaska, and college enrollment rates ranged from 29 percent in Alaska to 72 percent in Rhode Island. Rates for 20- to 24-year-olds ranged from 30 percent (Nevada) to 51 percent (Massachusetts), and rates for 25- to 34-year-olds ranged from 10 percent (Maine) to 19 percent (D.C.).

Tables A-1-1 and A-1-2
Glossary: *College, Secondary school*

Technical Notes

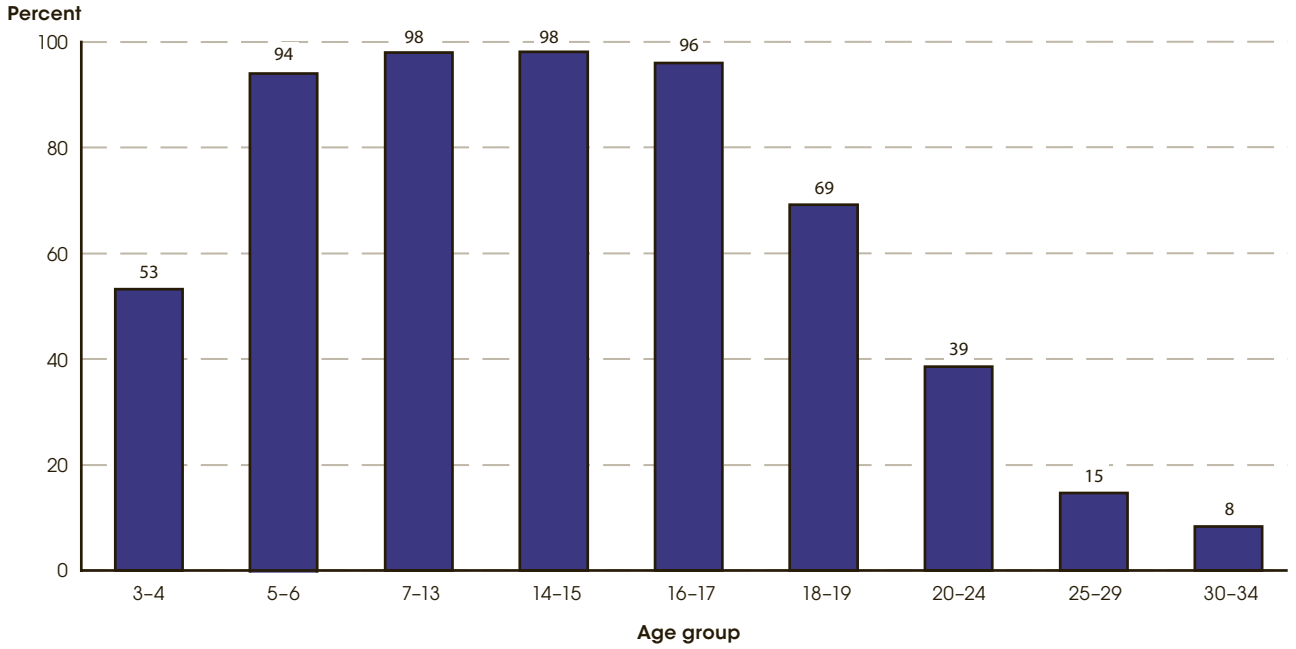
Current Population Survey (CPS) estimates include enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. The American Community Survey (ACS) has a similar coverage, except that it includes homeschooling as private school enrollment. Both the ACS and the CPS exclude enrollments in schools that do not advance students toward a regular school degree, such as trade schools, business colleges, and correspondence courses. Due to the methodological differences between the CPS and ACS, enrollment estimates from the two surveys are not directly comparable. Beginning in 1994, new procedures were used in the CPS to collect enrollment data on children ages 3–4. As a result, pre-1994 data on children ages 3–4 may not be comparable to data from 1994 or later. For more information on the CPS and the ACS, see Appendix B – *Guide to Sources*.

Figure 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2010



[1] Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. As a result, pre-1994 data may not be comparable to data from 1994 or later.
NOTE: Includes enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree (e.g., trade schools, business colleges, and correspondence courses). The enrollment rate for ages 18–19 includes enrollment at both the secondary level and the college level. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2010.

Figure 1-2. Percentage of the population ages 3–34 enrolled in school, by age group: October 2010



NOTE: Include enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree (e.g., trade schools, business colleges, and correspondence courses). The enrollment rate for ages 18–19 includes enrollment at both the secondary level and the college level. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010.

Indicator 2

Early Education and Child Care Arrangements of Young Children

The percentage of 3- to 5-year-olds enrolled in full-day preprimary programs increased from 32 percent in 1980 to 58 percent in 2010.

The percentage of 3- to 5-year-olds enrolled in full-day preprimary programs increased from 32 percent in 1980 to 58 percent in 2010 (see table A-2-1). Preprimary programs are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. In addition to the overall increase, the full-day attendance percentage increased for each age group. More specifically, from 1980 to 2010, the percentage of 3-year-olds enrolled in full-day preprimary programs increased from 37 to 50 percent, the percentage of 4-year-olds from 33 to 47 percent, and the percentage of 5-year-olds from 29 to 72 percent.

The total numbers of 3- to 5-year-olds enrolled in either public or private nursery schools or kindergartens all increased over time except for enrollment in private kindergarten. More specifically, from 1980 to 2010, the total number of 3- to 5-year-olds enrolled in public nursery schools increased from 0.6 to 2.7 million. The total number of 3- to 5-year-olds enrolled in private nursery schools was also higher in 2010 than in 1980 (2.0 vs. 1.4 million). The total number of 3- to 5-year-olds enrolled in public kindergarten was greater in 2010 than in 1980 (3.1 vs. 2.4 million). However, the total number of 3- to 5-year-olds enrolled in private kindergarten was lower in 2010 than in 1980 (0.4 vs. 0.5 million).

Looking more closely at 2010, the percentage of Asian children enrolled in preprimary programs was 71 percent, and was higher than the percentage of Hispanic children enrolled in preprimary programs (56 percent), though not measurably different from the percentages enrolled among other racial/ethnic groups (see table A-2-2). The percentages of children enrolled in full-day and part-day programs in 2010 also differed by race/ethnicity. Black children had the highest percentage of enrollment in full-day preprimary programs (52 percent) and one of the lowest percentages of children enrolled in part-day preprimary programs (13 percent). Higher percentages of Asian (34 percent) and White (31 percent) children were enrolled in part-day preprimary programs than Hispanic children (24 percent).

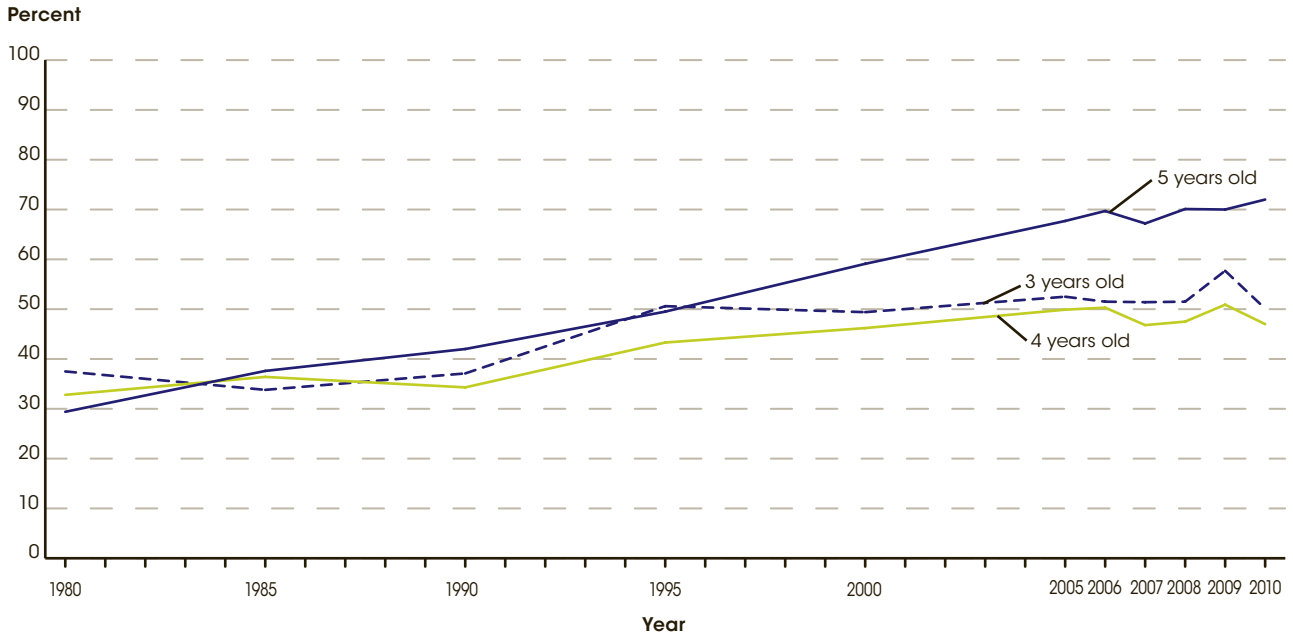
Enrollment patterns also varied by parents' highest level of education, defined as the highest level of achievement attained by the most educated parent. Higher percentages of 3- to 5-year-olds whose parents have either a graduate or professional degree (78 percent) or a bachelor's degree (72 percent) were enrolled in preprimary programs than children of parents with any other level of educational attainment, which ranged from 48 to 62 percent. Children whose parents have less than a high school credential had the lowest percentage of enrollment in preprimary programs. Enrollment in full-day and part-day preprimary programs also differed by the highest educational attainment of parents or guardians. Forty-three percent of 3- to 5-year-olds whose parents have a graduate or professional degree were enrolled in full-day preprimary programs, a higher percentage than those of children whose parents or guardians have any other level of educational attainment (30 to 38 percent). Children whose parents have a graduate or professional degree and children whose parents have a bachelor's degree also were enrolled in part-day preprimary programs in the highest percentages (35 and 34 percent, respectively). For instance, 18 percent of 3- to 5-year-olds whose parents have less than a high school credential were enrolled in part-day preprimary programs.

Tables A-2-1 and A-2-2
Glossary: *Private institution, Public institution, Nursery school*

Technical Notes

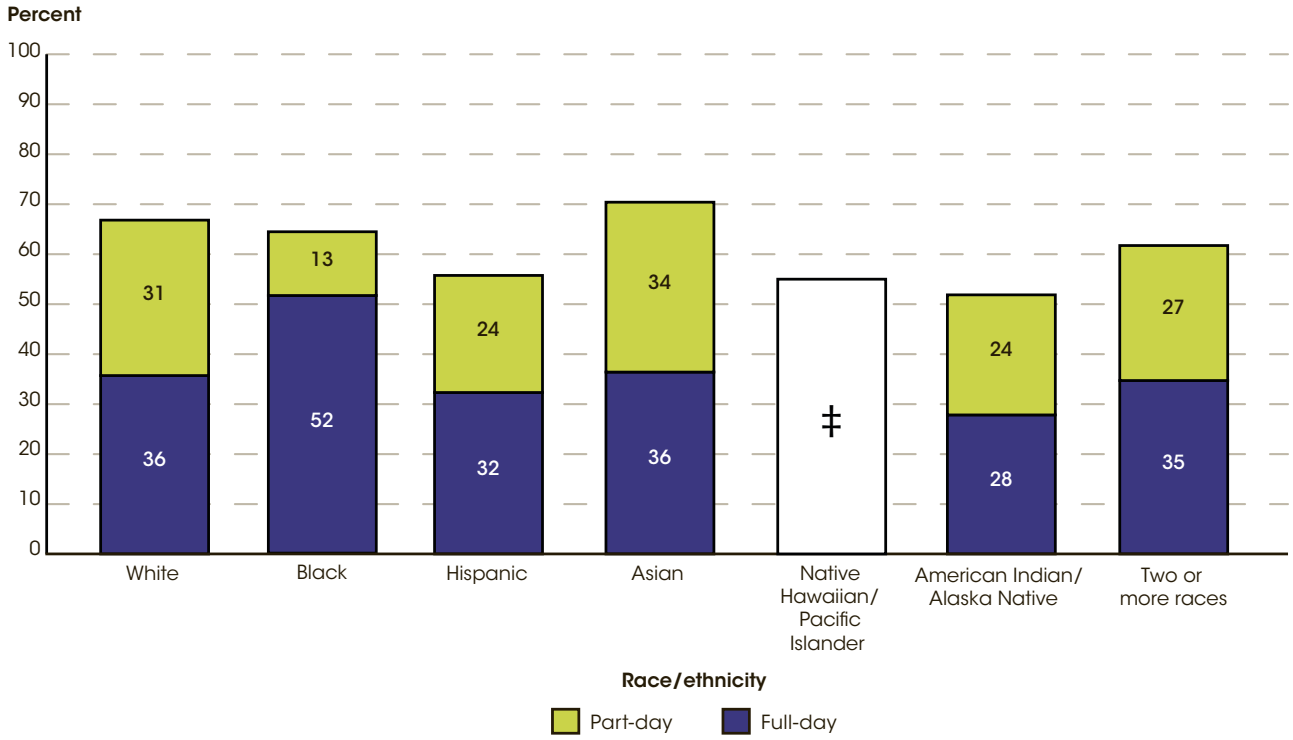
Current Population Survey (CPS) data from 1994 to 2010 were collected using new procedures and may not be comparable with data prior to 1994. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Data are based on sample surveys of the civilian noninstitutional population. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the CPS, see Appendix B – *Guide to Sources*.

Figure 2-1. Percentage of 3-, 4-, and 5-year-old children enrolled in full-day preprimary programs: Selected years, 1980 through 2010



NOTE: Data from 1995 to 2010 were collected using new procedures and may not be comparable with data prior to 1995. *Preprimary programs* are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Data are based on sample surveys of the civilian noninstitutional population. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 through 2010.

Figure 2-2. Percentage of 3-, 4-, and 5-year old children enrolled in preprimary programs, by race/ethnicity and attendance status: October 2010



‡ Reporting standards not met (too few cases).
NOTE: *Preprimary programs* are groups or classes that are organized to provide educational experiences for children and include kindergarten, preschool, and nursery school programs. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutional population. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2010.

Indicator 3

Public School Enrollment

From school years 2010–11 through 2021–22, public elementary and secondary school enrollment is projected to increase by 7 percent from 49.5 to 53.1 million students, but with changes across states ranging from an increase of 22 percent to a decrease of 15 percent.

In school year 2010–11, some 49.5 million students were enrolled in public elementary and secondary schools. Of these students, 34.6 million were enrolled in prekindergarten (preK) through grade 8, and 14.9 million were enrolled in grades 9 through 12 (see table A-3-1).

Public school enrollment declined during the 1970s and early 1980s and rose in the latter part of the 1980s. Enrollment continued to increase throughout the 1990s and early 2000s (see table A-3-1). By school year 1997–98, public school enrollment had reached 46.1 million students and had surpassed its early 1970s peak. Between 2000–01 and 2006–07, public school enrollment increased by 2.1 million students, reaching 49.3 million students in school year 2006–07, where it remained until 2008–09. Total public school enrollment reached 49.5 million in 2010–11. From 2010–11 to 2021–22, total public school enrollment is projected to increase by 7 percent to 53.1 million (2021–22 is the last year for which projected data are available).

Enrollment trends in grades preK–8 and 9–12 have differed over time as successive cohorts of students moved through the public school system. For example, enrollment in grades preK–8 decreased throughout the 1970s and early 1980s, while enrollment in grades 9–12 generally decreased in the late 1970s and throughout the 1980s (see table A-3-1). Enrollment in grades preK–8 increased from 1985–86 through 2003–04 and fluctuated between 34.2 million and 34.6 million between 2003–04 and 2010–11. Public school enrollment in grades preK–8 is projected to increase from 34.6 million in 2010–11 to an estimated 37.6 million in 2021–22, an increase of 9 percent. Public school enrollment in grades 9–12 increased from 1991–92 through 2007–08, but declined through 2010–11 and is projected to continue declining through 2012–13. From 2013–14 through 2021–22, enrollment in grades 9–12 is projected to increase and to surpass its 2007–08 level by 2021–22. Overall, public school enrollment in grades 9–12 is projected to increase 4 percent between 2010–11 and 2021–22.

Total public enrollment increased in each region between school years 1989–90 and 2010–11, with enrollment increasing more rapidly in the West and South (35 and 29 percent, respectively) and less rapidly in the Northeast and Midwest (12 and 8 percent, respectively) (see table A-3-2). Total public enrollment is projected to increase from 2010–11 to 2021–22 most rapidly in the West and South (13 and 9 percent, respectively) (see table A-3-3). Total public enrollment is projected to increase 2 percent in both the Midwest and Northeast.

Public school enrollment in grades preK–12 increased in 41 states from 1989–90 to 2010–11, with the greatest increases occurring in Nevada and Arizona (134 and 76 percent, respectively) (see table A-3-2). During that period, total enrollment declined in 9 states and the District of Columbia. From 2010–11 to 2021–22, Alaska, Nevada, and Arizona are projected to see the greatest percentage increases in total enrollment (22, 21, and 20, respectively) (see table A-3-3). The District of Columbia is projected to see the largest percentage decrease in total enrollment over the same time period (15 percent).

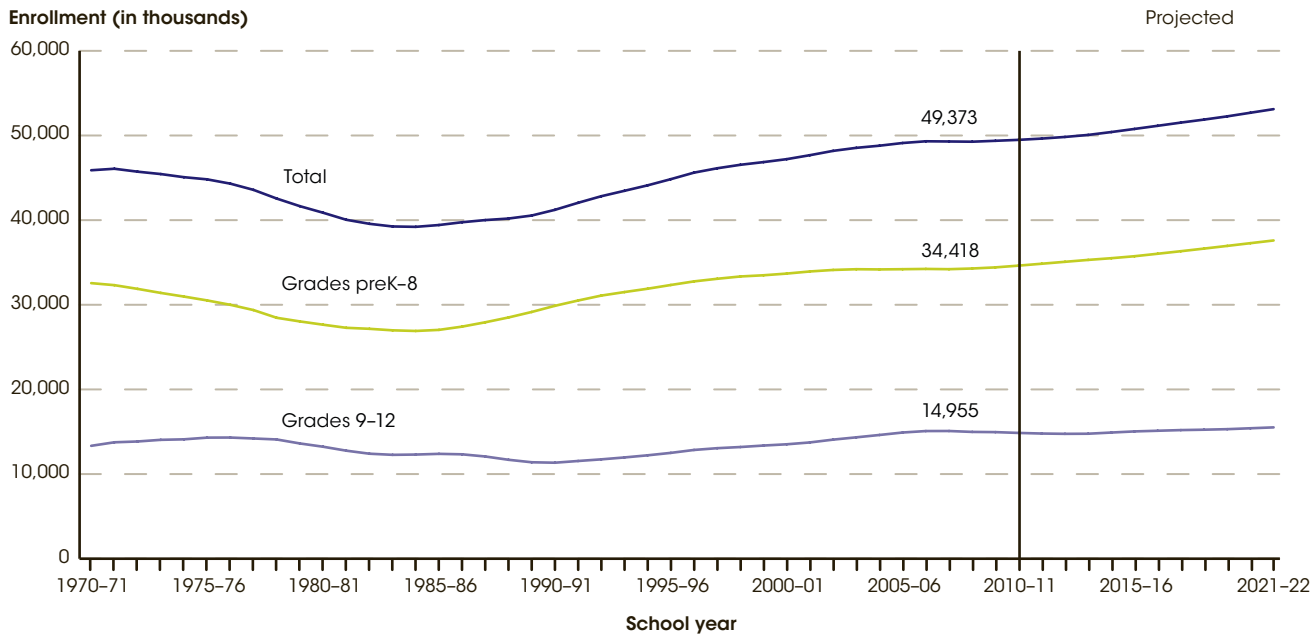
From 2010–11 to 2021–22, the changes in public elementary and secondary enrollments are projected to differ among the states. Reflecting the larger national enrollment increase expected at the preK–8 than at the grade 9–12 level, 43 states are expected to have enrollment increase at the preK–8 level between 2009–10 to 2021–22, while 36 states are expected to have increases at the grade 9–12 level during that period. In grades preK–8, enrollment is projected to increase more than 20 percent in Alaska, Nevada, Arizona, and Washington but decrease 13 and 11 percent, respectively, in the District of Columbia and West Virginia. Enrollment in grades 9–12 in Texas is expected to increase more than 20 percent, while enrollment in these grades in the District of Columbia is projected to decrease 20 percent or more.

Tables A-3-1, A-3-2, and A-3-3
Glossary: *Elementary/secondary school, Prekindergarten, Public school*

Technical Notes

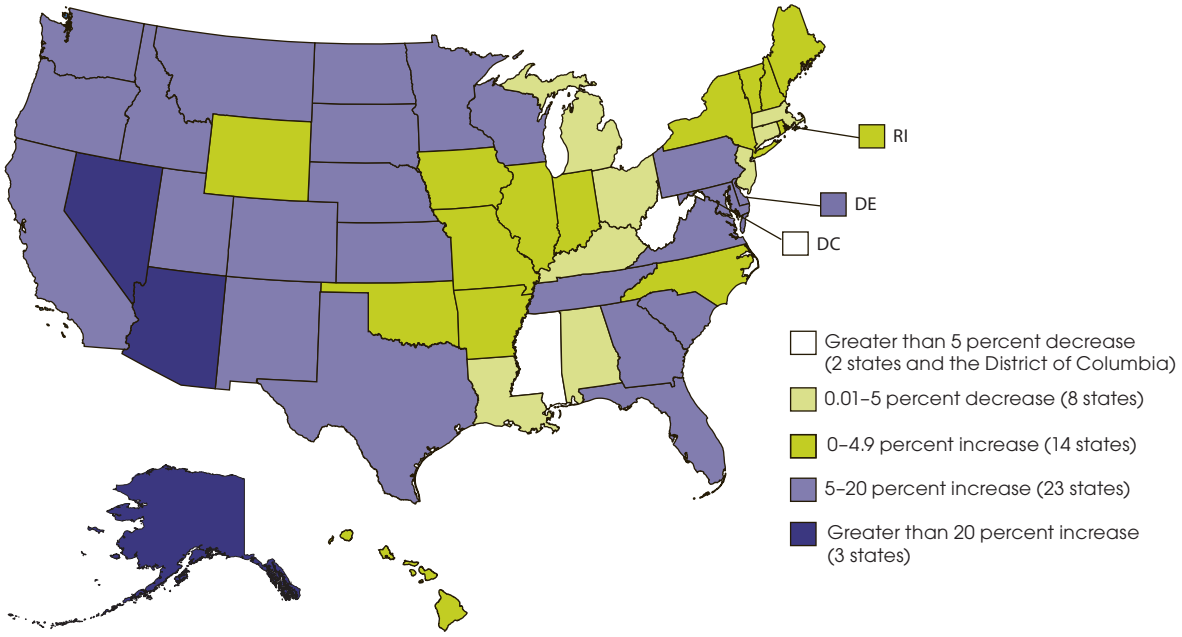
The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Some data have been revised from previously published figures. Detail may not sum to totals due to rounding. For a list of the states in each region, see Appendix C – *Commonly Used Measures.*

Figure 3-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: School years 1970–71 through 2021–22



NOTE: The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012–044. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1970–71 through 1984–85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985–86 through 2010–11, and National Elementary and Secondary Enrollment Model, 1972–2010.

Figure 3-2. Projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by state or jurisdiction: Between school years 2010–11 and 2021–22



NOTE: The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2010–11; and Public State Elementary and Secondary Enrollment Model, 1980–2010.

Indicator 4
Charter School Enrollment

From 1999–2000 to 2009–10, the number of students enrolled in public charter schools more than quadrupled from 0.3 million to 1.6 million students. In 2009–10, some 5 percent of all public schools were charter schools.

A *public 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 or jurisdiction. 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 if the standards are not met (U.S. Department of Education 2000). In 2009–10, charter schools operated 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.

From 1999–2000 to 2009–10, the number of students enrolled in public charter schools more than quadrupled from 0.3 million to 1.6 million students (see table A-4-1). During this period, the percentage of all public schools that were public charter schools increased from 2 to 5 percent, comprising 5,000 schools in 2009–10 (see table A-4-2). In addition to the increase in the number of charter schools, the enrollment size of charter schools has grown over time. The percentage of charter schools with enrollments under 300 students decreased from 77 percent in 1999–2000 to 61 percent in 2009–10 (see table A-4-1). The percentage of charter schools with enrollments of 300–499 students increased from 12 to 21 percent during this period; the percentage with 500–999 students, from 9 to 14 percent; and the percentage with 1,000 students or more, from 2 to 4 percent.

The percentages of students in public charter schools who were White, Black, and American Indian/Alaska Native decreased between 1999–2000 and 2009–10 (42 vs. 37, 34 vs. 30, and 2 vs. 1 percent respectively). The percentages who were Hispanic and Asian/Pacific Islander increased between 1999–2000 and 2009–10 (20 vs. 26, and 3 vs. 4 percent respectively). The percentage of charter schools that were high-poverty schools—where more than 75 percent of students were eligible for free or reduced-price lunch (FRPL)—was 33 percent in 2009–10 and the percentage of charter schools that were low-poverty schools—where 25 percent or fewer of students were eligible for FRPL—was 19 percent.

In 2009–10, over half (54 percent) of charter schools were elementary schools. Secondary and combined schools accounted for 27 and 19 percent of charter schools, respectively. In that year, about 55 percent of charter schools were located in cities, 21 percent were in suburban areas, 8 percent were in towns, and 16 percent were in rural areas.

The proportion of public school students enrolled in charter schools varied by region and state or jurisdiction. In 2009–10, in the District of Columbia and Arizona more than 10 percent of public school students were enrolled in charter schools (see table A-4-2). In 13 additional states, between 4 and 8 percent of public school students were enrolled in charter schools. Six of the states with 4 percent or more public school students enrolled in charter schools were in the West; three, plus the District of Columbia, were in the South; four were in the Midwest; and one was in the Northeast. California enrolled the most students in charter schools (317,000) and the District of Columbia enrolled the highest percentage of public school students in charter schools—37 percent, representing some 26,000 students.

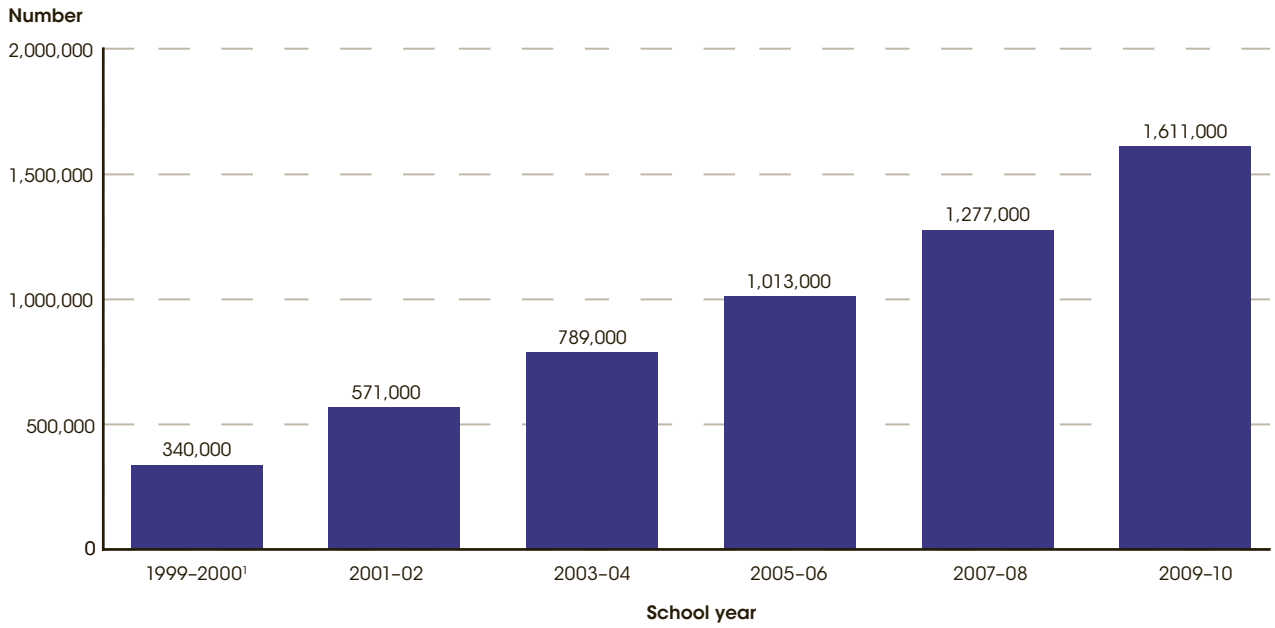
Tables A-4-1 and A-4-2

Glossary: *Combined school, Elementary school, Free or reduced-price lunch, National School Lunch Program, Public charter school, Secondary school, Student membership, Traditional public school*

Technical Notes

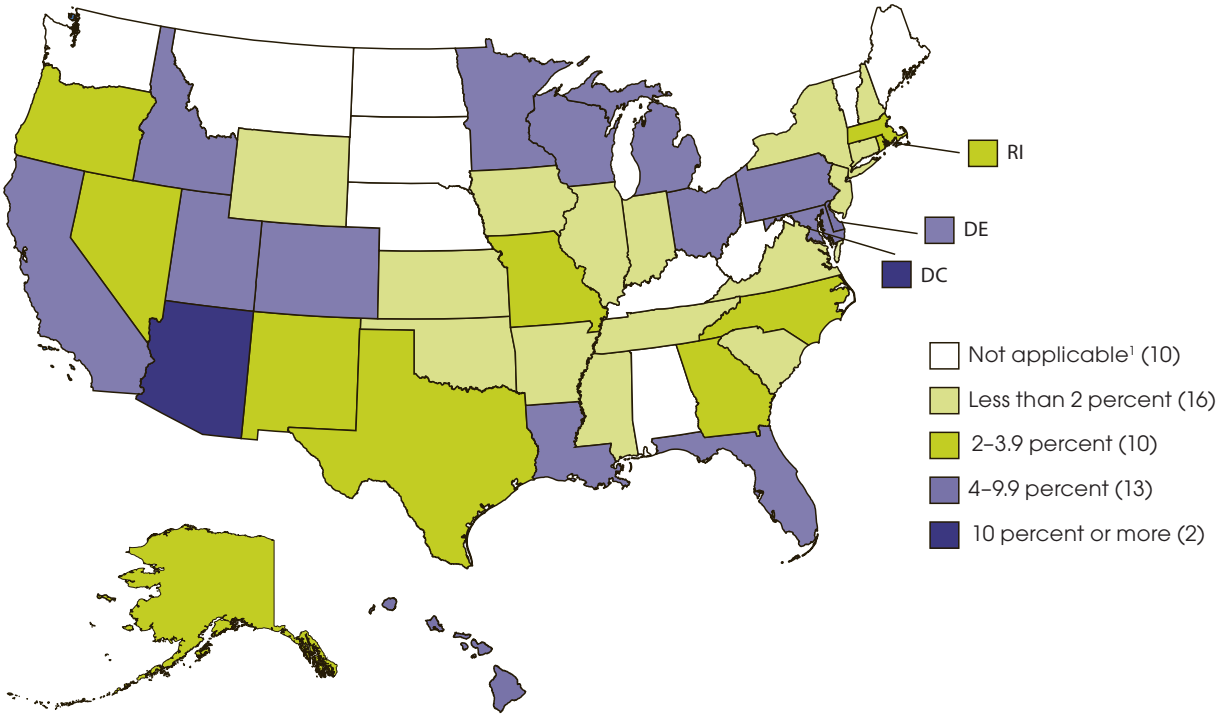
Data are based on schools reporting student membership. For more information on the CCD, see Appendix B – *Guide to Sources*. For more information on poverty status, locale, and geographic region, see Appendix C – *Commonly Used Measures*.

Figure 4-1. Number of students enrolled in public charter schools: Selected school years, 1999–2000 through 2009–10



[1] Data for New Jersey were not available and therefore not included in the estimates.
NOTE: Data are for schools reporting student membership. The Common Core of Data (CCD) allows students to be reported for only a single school, even if they attend a "shared time" school, such as a vocational school. For more information on the CCD, see Appendix B – *Guide to Sources*.
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), 2007–08 (version 1b), and 2009–10 (version 1a).

Figure 4-2. Percentage of all public students who are in charter schools, by state: School year 2009–10



[1] Not applicable. State has not passed a charter school law.
NOTE: Data are for schools reporting student membership. The Common Core of Data (CCD) allows students to be reported for only a single school, even if they attend a "shared time" school, such as a vocational school. For more information on geographic region, see Appendix C – *Commonly Used Measures*. For more information on the CCD, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10 (version 1a).

Indicator 5
Private School Enrollment

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02 then decreased to 5.5 million in 2009–10. Some 10 percent of all elementary and secondary school students were in private schools in 2009–10.

Private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995–96 to 6.3 million in 2001–02 then decreased to 5.5 million in 2009–10. Some 10 percent of all elementary and secondary school students were in private schools in 2009–10, which was lower than the percentage in 1995–96 (12 percent) (see tables A-5-1 and A-5-2).

Between 1995–96 and 2005–06, Catholic schools maintained the largest share of total private school enrollment. However, the percentage of all private school students enrolled in Catholic schools decreased from 45 percent in 1995–96 to 39 percent in 2009–10 (see table A-5-1). The number of students enrolled in Catholic schools in 2009–10 was higher than the number of students enrolled in other religious schools. The decrease in Catholic school enrollment stemmed from the decline of students enrolled in parochial schools (those run by a parish, not by a diocese or independently). The numbers of students enrolled in Conservative Christian and Affiliated schools also were lower in 2009 than in 1995. In contrast, the number of students enrolled in Unaffiliated schools increased 35 percent from 1995–96 to 2009–10.

In 2009–10, most private secondary school students were enrolled in Catholic schools (75 percent; see table A-5-3). In that same year, 2 percent of private secondary school students were enrolled in Conservative Christian schools, 6 percent each were enrolled in Affiliated and Unaffiliated religious schools, and 12 percent were enrolled in Nonsectarian schools. Similarly, more private elementary school students were enrolled in Catholic schools than in any other school type (50 percent; see table A-5-3). In contrast to the large percentage of private school students enrolled in Catholic secondary and elementary schools, Catholic students made up the minority of private school students enrolled in combined schools, at only 7 percent.

In 2009–10, the percentage of all students who were enrolled in private schools was higher in the Northeast (14 percent) than in the Midwest (11 percent), the South (9 percent), and the West (8 percent) (see table A-5-2). The percentage of students enrolled in private schools was lower in 2009–10 than in 1995–96 in all four regions. More than half of private school students in the Midwest attended Catholic schools (56 percent), as compared to the Northeast (46 percent), the West (33 percent), and the South (27 percent).

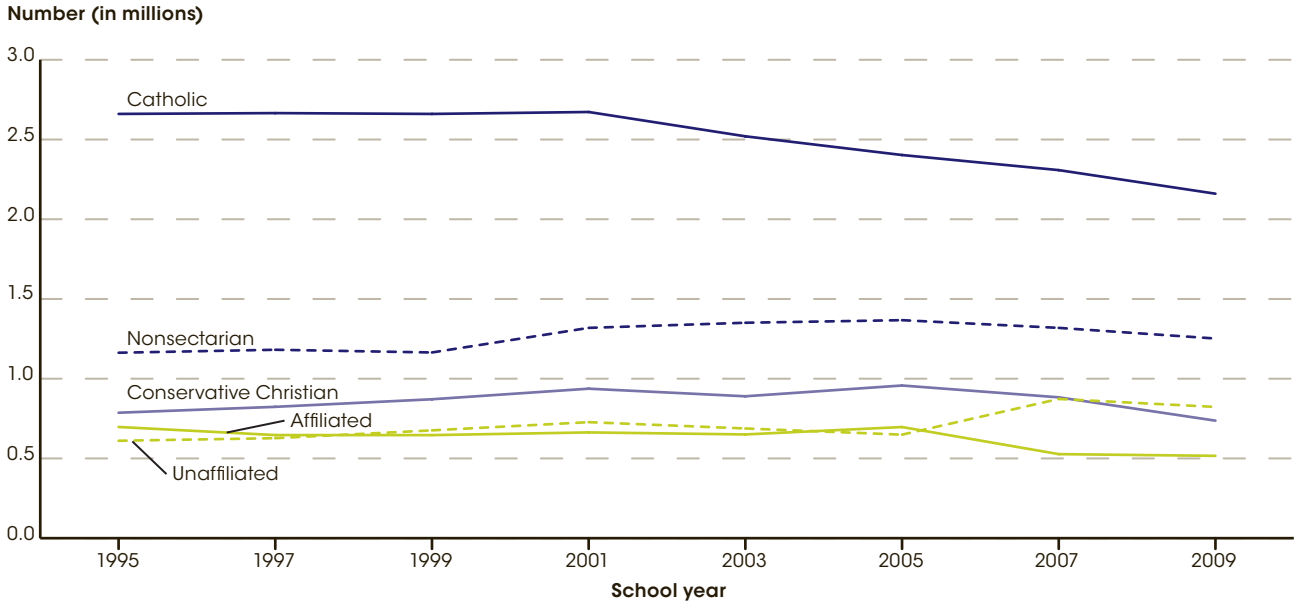
There were differences in attendance by school type within racial/ethnic groups. Hispanic, Asian, and American Indian/Alaska Native students and students of two or more races all had higher percentages of students attending Catholic schools than other religious or Nonsectarian schools (see table A-5-3). In contrast, there was a higher percentage of Black students attending other religious schools than attending Catholic schools. White, Black, and Pacific Islander students had higher percentages of students attending Catholic schools than nonsectarian schools. However, the percentages of White and Pacific Islander students attending Catholic schools were not measurably different than the percentages attending other religious schools.

Tables A-5-1, A-5-2, and A-5-3
Glossary: *Prekindergarten, Private schools*

Technical Notes

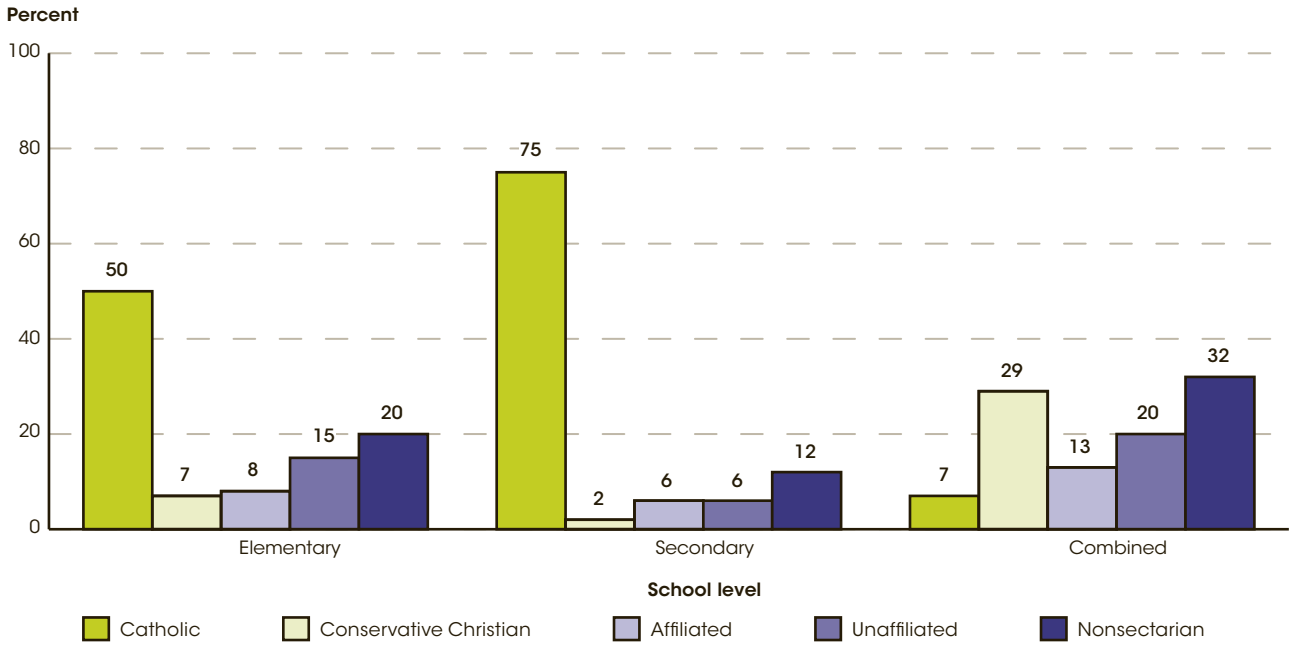
Excludes prekindergarten students not enrolled in schools that offered kindergarten or higher grades. *Other religious schools* are those with a religious orientation or purpose but are not Catholic. *Conservative Christian schools* are those with membership in at least 1 of 4 associations, and *Affiliated schools* are those with membership in 1 of 11 associations. *Unaffiliated schools* are those that have a more general religious orientation or purpose but are not classified as Conservative Christian or affiliated with a specific religion. *Nonsectarian schools* do not have a religious orientation or purpose. For more information on private schools and the Private School Universe Survey (PSS), see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on geographic region and race/ethnicity, see Appendix C – *Commonly Used Measures.*

Figure 5-1. Number of private school students in prekindergarten through grade 12, by school type: Various school years, 1995–96 through 2009–10



NOTE: Excludes prekindergarten students not enrolled in schools that offered kindergarten or higher grades. *Catholic schools* include parochial, diocesan, and private Catholic schools. *Affiliated religious schools* have a specific religious orientation or purpose but are not Catholic. *Unaffiliated schools* have a more general religious orientation or purpose but are not classified as Conservative Christian or affiliated with a specific religion. *Nonsectarian schools* do not have a religious orientation or purpose. For more information on the Private School Universe Survey (PSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995–96 through 2009–10.

Figure 5-2. Percentage distribution of private school enrollment, by school type and level: 2009–10



NOTE: Excludes prekindergarten students not enrolled in schools that offered kindergarten or higher grades. *Catholic schools* include parochial, diocesan, and private Catholic schools. *Affiliated religious schools* have a specific religious orientation or purpose but are not Catholic. *Unaffiliated schools* have a more general religious orientation or purpose but are not classified as Conservative Christian or affiliated with a specific religion. *Nonsectarian schools* do not have a religious orientation or purpose. Ungraded students are prorated into preK–8 and 9–12 enrollment totals. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Indicator 6

Racial/Ethnic Enrollment in Public Schools

Between 1990 and 2010, the percentage of public school students who were White decreased from 67 to 54 percent, and the percentage of those who were Hispanic increased from 12 percent (5.1 million students) to 23 percent (12.1 million students).

From 1990 through 2010, the number of White students in U.S. public schools decreased from 29.0 million to 27.7 million, and their share of enrollment decreased from 67 to 54 percent (see table A-6-1). In contrast, Hispanic enrollment during this period increased from 5.1 to 12.1 million students, and the percentage of public school students who were Hispanic increased from 12 to 23 percent. While the total number of Black students fluctuated, their share of enrollment decreased from 17 to 15 percent during this time. In 2002, the percentage of public school students who were Hispanic surpassed the percentage who were Black and has remained higher than the Black share of enrollment in each year through 2010.

Between 1990 and 2010, overall enrollment fluctuated in the Northeast and Midwest (see table A-6-2). Enrollment increased from 15.1 to 19.6 million in the South and from 9.4 to 12.8 million in the West.

The change in racial/ethnic distribution of public school enrollment differed by region from 1990 to 2010 (see table A-6-3). The number and percentage enrollment of White students decreased in all regions, with the exception of the South, where enrollment of Whites fluctuated and percentage enrollment decreased during this period. The number of Black students fluctuated in all four regions and the percentage of Black students fluctuated in the Northeast and Midwest, while decreasing in the West and South. The number of Hispanic students increased in all four regions as did their share of enrollment. The number and percentage enrollment of Asian students increased in all regions in which data were reported except in the West, where enrollment, in terms of number and percentage, fluctuated during this time period. Native Hawaiian/Pacific Islander and American Indian/Alaska Native students each represented l percent or less of student enrollment in all regions of the United States in 2010. Students of two or more races made up 4 percent of enrollment in the West, 3 percent in the Midwest, and 2 percent each in the Northeast and South.

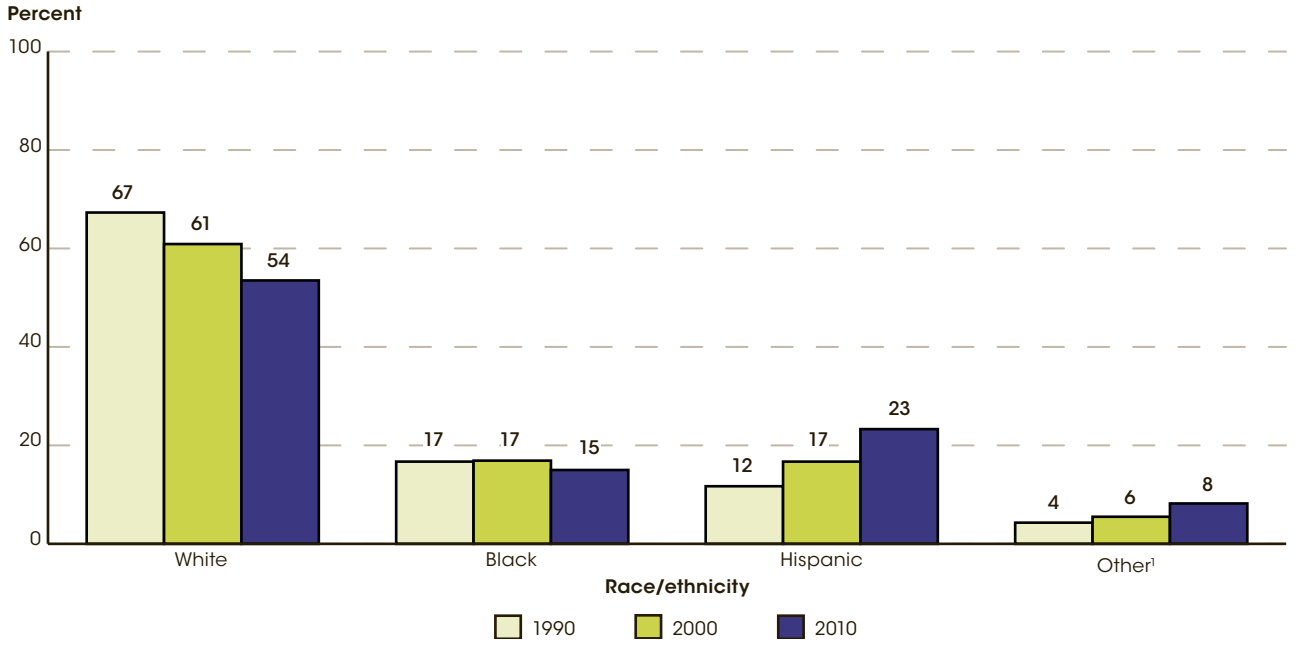
In 2010, White students made up 50 percent or less of school enrollment in 12 states and the District of Columbia (see table A-6-4). Black students had the largest share of public school enrollment in Mississippi and the District of Columbia. Hispanic students had the largest share of public school enrollment in Arizona, California, New Mexico, and Texas. Of all the jurisdictions, the District of Columbia enrolled the highest percentage of Black students (77 percent), New Mexico enrolled the highest percentage of Hispanic students (59 percent), and Hawaii enrolled the highest percentages of Asian students (26 percent) and students of two or more races (30 percent).

Tables A-6-1, A-6-2, A-6-3, and A-6-4
Glossary: *Public school*

Technical Notes

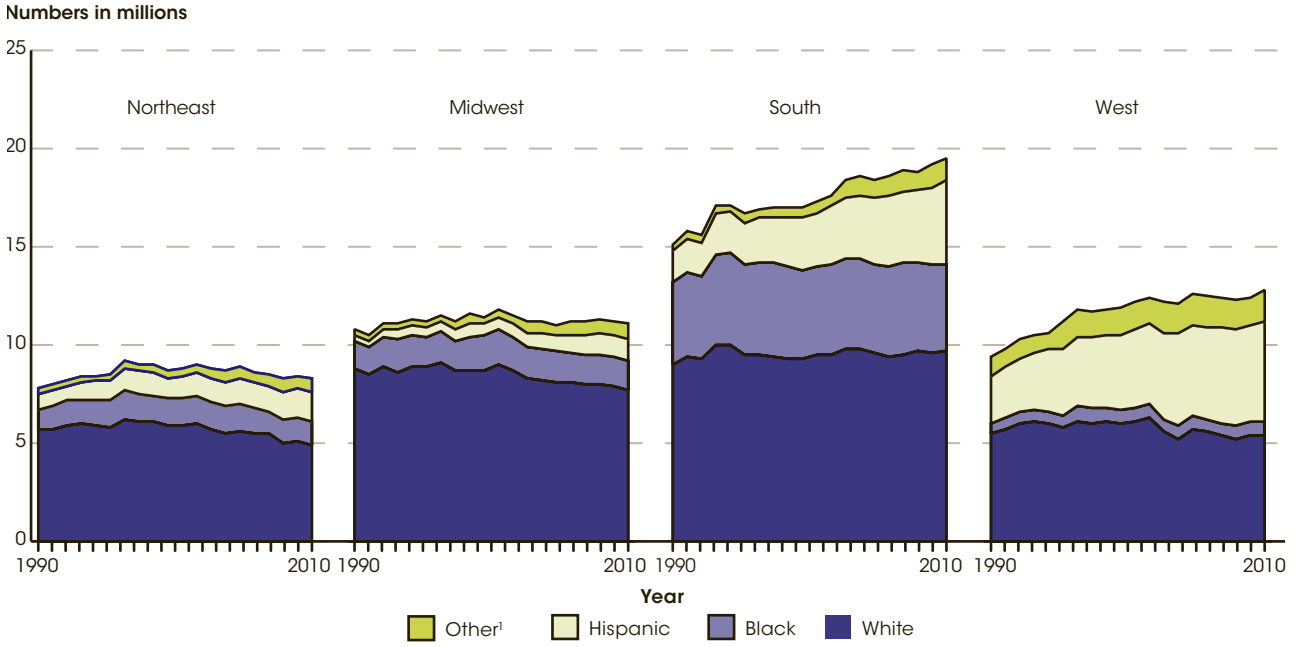
Estimates include all public school students enrolled in prekindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. The 2010 American Community Survey (ACS) includes noninstitutionalized and institutionalized group quarters. Due to this and other methodological differences between the Current Population Survey (CPS) and ACS, enrollment estimates from the two surveys are not directly comparable. For more information on the ACS and the CPS, see Appendix B – *Guide to Sources*. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 6-1. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Selected years, October 1990–October 2010



[1] *Other* includes all students who identified themselves as being Asian, Native Hawaiian, Alaska Native, Pacific Islander, American Indian, or two or more races.
NOTE: Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not shown separately. Detail may not sum to totals because of rounding. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990, 2000, and 2010.

Figure 6-2. Number of public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: October 1990–October 2010



[1] *Other* includes all students who identified themselves as being Asian, Native Hawaiian, Alaska Native, Pacific Islander, American Indian, or two or more races.
NOTE: Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and region, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990–2010.

Indicator 7
Family Characteristics of 5- to 17-Year-Olds

In 2011, higher percentages of Black (37 percent), Hispanic (34 percent), American Indian/Alaska Native (33 percent), Native Hawaiian/Pacific Islander (32 percent) children, and children of two or more races (20 percent) were living in families below the poverty threshold than were White (12 percent) and Asian (14 percent) children.

The percentage of school-age children (ages 5–17) whose parents' highest educational attainment was a bachelor's degree or higher increased from 26 percent in 1990 to 37 percent in 2011 (see table A-7-1); this same measure increased for White children (from 31 to 48 percent), Black children (from 11 to 22 percent), and Hispanic children (from 8 to 16 percent). In 2011, higher percentages of Asian and White children (60 and 48 percent, respectively) had parents who had completed at least a bachelor's degree, compared with children of two or more races (33 percent), Native Hawaiian/Pacific Islander (27 percent), Black (22 percent), American Indian/Alaska Native (19 percent), and Hispanic (16 percent) children.

The percentage of school-age children living in two-parent households decreased from 72 percent in 1990 to 67 percent in 2011. Some 24 percent of children lived only with their mother and 4 percent only with their father in 2011. Approximately one-third of Black children (35 percent) lived in two-parent households, compared with 85 percent of Asian children, 75 percent of White children, 74 percent of Native Hawaiian/Pacific Islander children, 65 percent of Hispanic children, 59 percent of children of two or more races, and 52 percent of American Indian/Alaska Native children. Some 52 percent of Black children lived in mother-only households; this percentage was higher than the percentages for children from any other racial/ethnic group (ranging from 10 percent of Asian children to 31 percent of children of two or more races).

The percentage of school-age children living in poor households—that is, with families living below the poverty threshold—varied in the years between 1990 and 2011; but between 2007 and 2011, this percentage increased from 17 percent to 21 percent. This general pattern was also observed for White, Black, and Hispanic children. For example, the percentage of Black children living in poor households varied from 41 percent in 1990, to 32 percent in 2000 and 34 percent in 2006. Since 2007, this percentage has steadily increased from 31 percent to 37 percent in 2011. Higher percentages of Black (37 percent), Hispanic (34 percent), American Indian/Alaska Native (33 percent), Native Hawaiian/Pacific Islander (32 percent) children, and children of two or more races (20 percent) were living in families below the poverty threshold in 2011 than were White (12 percent) and Asian (14 percent) children.

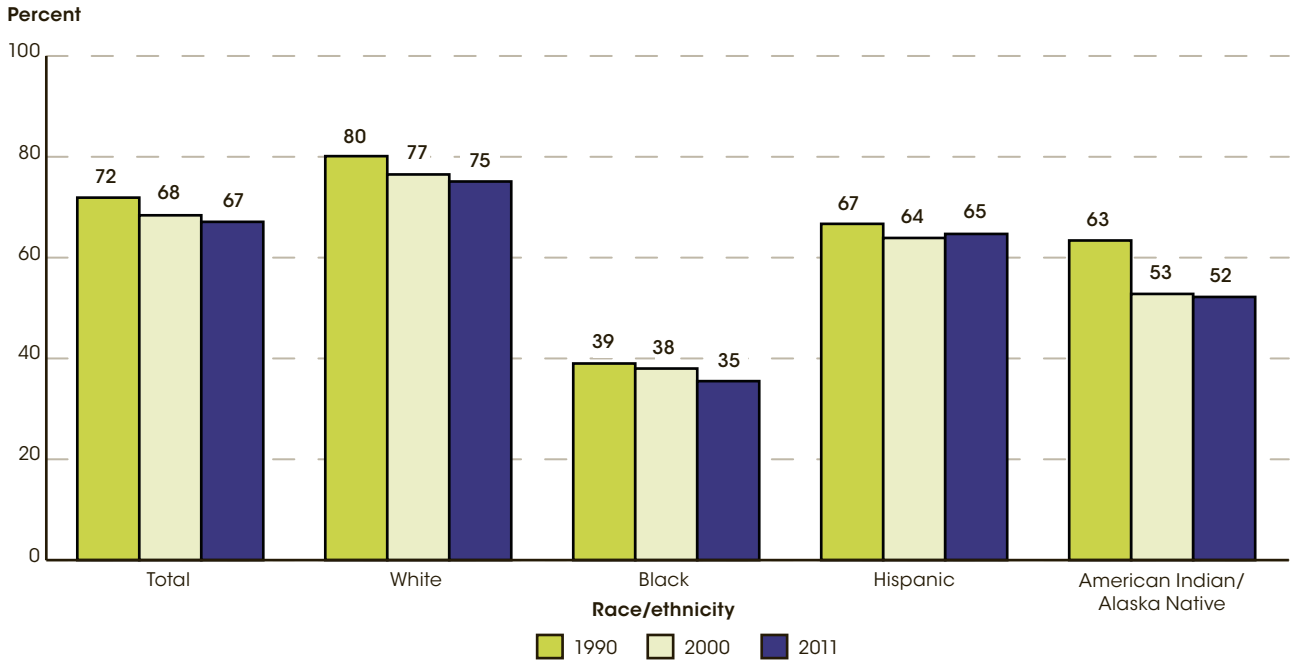
In 2011, some 95 percent of all school-age children were born in the United States, not measurably different from the percentage in 2000 (the first year for which nativity data are shown in this indicator). A higher percentage of Hispanics were born in the United States in 2011 (90 percent) than in 2000 (83 percent).

Tables A-7-1
Glossary: *Bachelor's degree*

Technical Notes

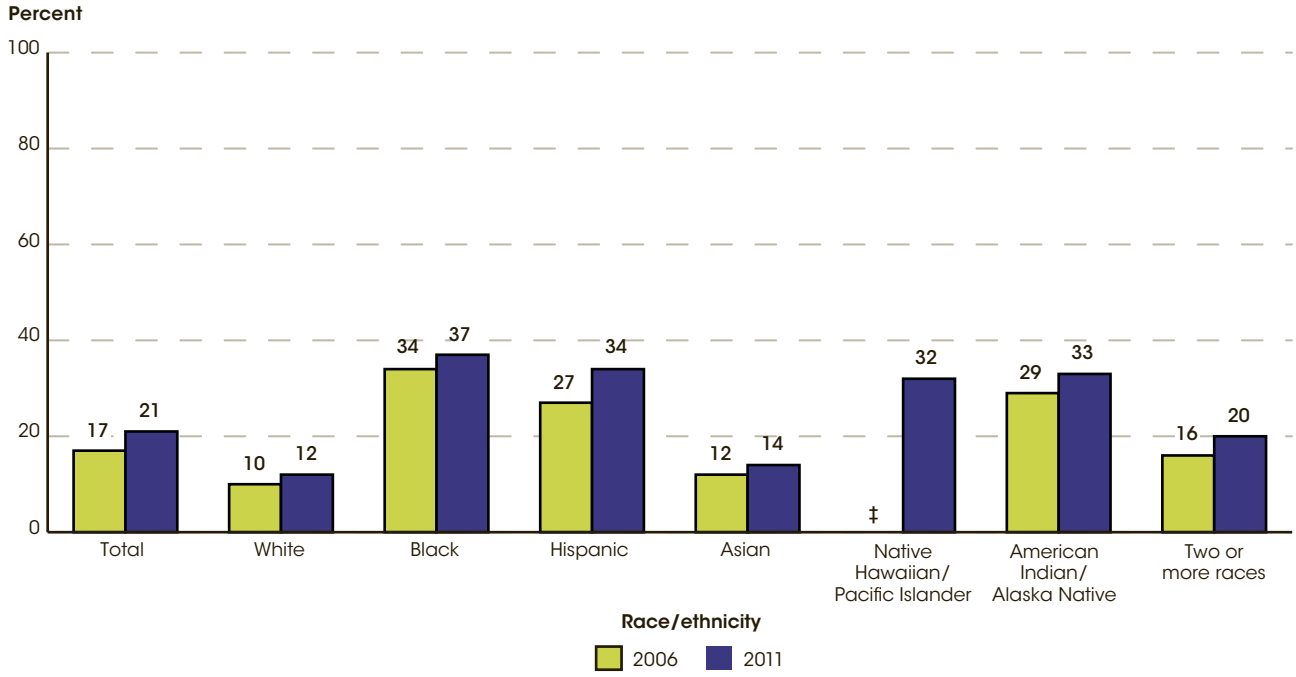
Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, and *some college* meant completing 1 or more years of college. Beginning in 1992, high school completers referred to those who received a high school diploma or equivalency certificate, and some college meant completing any college at all. In 1990 and 2000, included in the U.S. population totals but not shown separately are estimates for children from other racial/ethnic categories. *Poor* is defined to include families below the poverty threshold. For more information on educational attainment, poverty, and race/ethnicity, see Appendix C – *Commonly Used Measures*. Some estimates have been revised from previous published figures. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

Figure 7-1. Percentage of 5- to 17-year-olds living in two-parent households, by race/ethnicity: 1990, 2000, and 2011



NOTE: Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Totals for 1990 and 2000 include other racial/ethnic groups not shown separately in the table. Data for Asian children, Pacific Islander children, and children of two or more races in 1990 and 2000 were not available; therefore, data for these groups are not shown in the figure. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1990, 2000, and 2011.

Figure 7-2. Percentage of 5- to 17-year-olds who were living in poor households, by race/ethnicity: 2006 and 2011



‡ Reporting standards not met (too few cases).
NOTE: Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Race categories exclude persons of Hispanic ethnicity. *Poor* is defined to include families below the poverty threshold. For more information on race/ethnicity and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 2006 and 2011.

Indicator 8

English Language Learners in Public Schools

The percentage of public school students in the United States who were English language learners (ELLs) was higher in 2009–10 at 10 percent (or an estimated 4.7 million students) than in 2000–01 at 8 percent (or an estimated 3.7 million students.)

The percentage of public school students in the United States who were English language learners (ELLs) was higher in 2009–10 (10 percent, or an estimated 4.7 million students) than in 2000–01 (8 percent, or an estimated 3.7 million students). The total number of public school students in the United States was 46.6 million in 2000–01 and 48.0 million students in 2009–10 (see table A-8-1).

In 2009–10, the percentage of ELL students in public schools was less than 4 percent in 15 states; this percentage was between 4 and 7 percent in 18 states. Twelve states and the District of Columbia had percentages of ELL public school enrollment between 7 and 14 percent. In addition to the District of Columbia, these states were Virginia, North Carolina, New York, Kansas, Arizona, Utah, Illinois, Florida, Hawaii, Oregon, Alaska, and Colorado. In four states, 14 percent or more of the public school students were English language learners—Texas, New Mexico, Nevada, and California—with ELL students constituting 29 percent of public school enrollment in California.

The percentage of ELL students in public schools was higher in 2009–10 than in 2000–01 in all but 13 states, with the largest positive percentage-point changes occurring in Nevada (9 percentage points), Delaware, and Kansas (5 percentage points each). The percentage of ELL students in public schools was higher in 2009–10 than in 2008–09 in just over half of the states (28 states), with the largest positive change in percentage points occurring in California (5 percentage points).

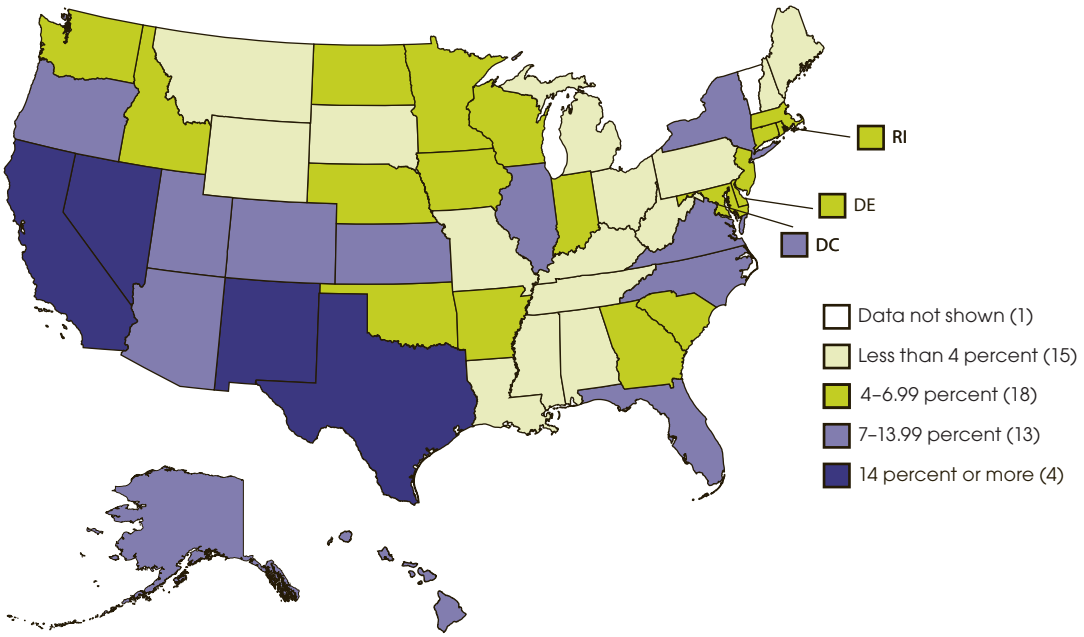
In cities in 2009–10, ELL students made up an average of 14 percent of total public school enrollment, ranging from 11 percent in small cities to 18 percent in large cities (see table A-8-2). In suburban areas, ELL students constituted an average of 8 percent of public student enrollment, ranging from 7 percent in midsize suburban areas to 10 percent in large suburban areas. In towns, ELL students made up an average of 7 percent of public student enrollment, ranging from 6 percent in both distant and remote areas to 9 percent in fringe areas. Towns and rural areas are subdivided into fringe, distant, and remote according to their proximity to urban centers, with fringe being the closest to an urban center and remote being the farthest from one. In rural areas, ELL students made up an average of 4 percent of public student enrollment, ranging from 2 percent in distant areas to 4 percent each in fringe and remote areas.

Tables A-8-1 and A-8-2
Glossary: *English language learner*

Technical Notes

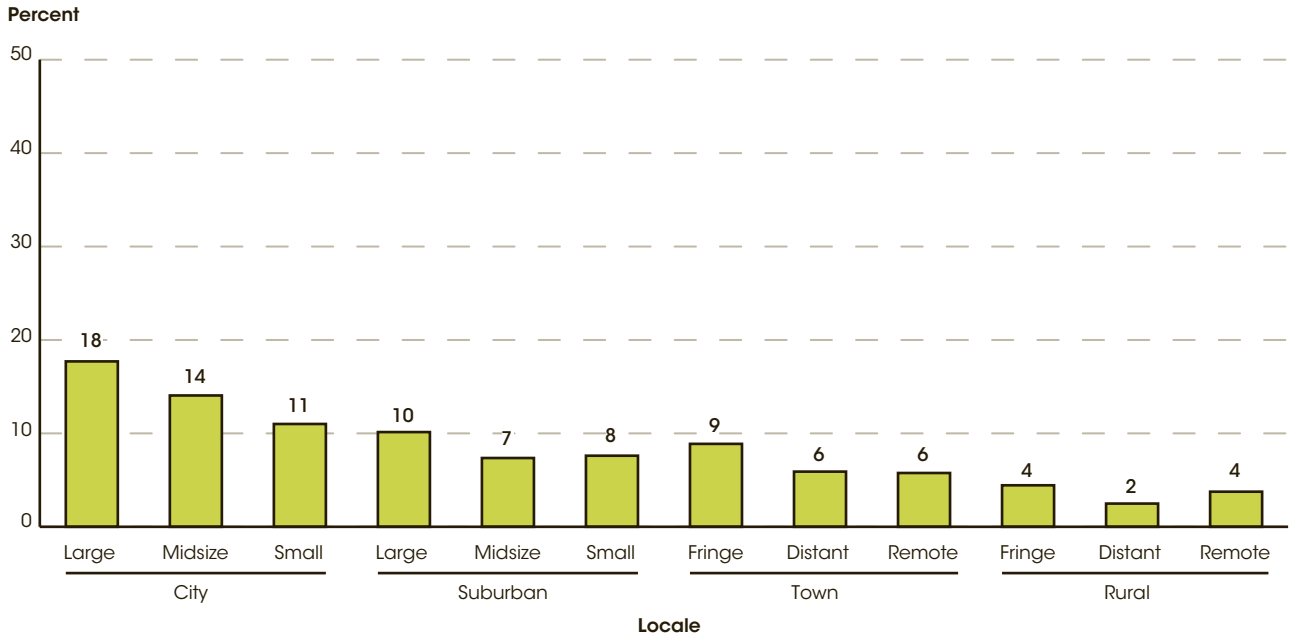
"English language learner" (ELL) was formerly known as "limited English proficient" and refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Total ELL enrollment data for 2000–01 are based on imputations (or estimations) for states that did not report ELL data; 6.6 percent of the ELL enrollment data were imputed in this year. For more information on locale, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data, see Appendix B – *Guide to Sources*.

Figure 8-1. Percentage of public school students who are English language learners (ELLs), by state: School year 2009–10



NOTE: For more information on the Common Core of Data, please see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01 (version 1a), 2005–06 (version 1a), 2008–09 (version 1a), and 2009–10 (version 1a).

Figure 8-2. Percentage of public school students who are English language learners (ELLs), by locale: School year 2009–10



NOTE: For more information on locale, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10 (version 1a).

Indicator 9
Children and Youth With Disabilities

The number of children and youth ages 3–21 receiving special education services was 6.5 million in 2009–10, or about 13 percent of all public school students. Some 38 percent of the students receiving special education services had specific learning disabilities.

Enacted in 1975, the Individuals with Disabilities Education Act (IDEA), formerly known as The Education for All Handicapped Children Act (EAHCA), mandates the provision of a free and appropriate public school education for children and youth ages 3–21 who have disabilities. Data collection activities to monitor compliance with IDEA began in 1976. From school years 1980–81 through 2004–05, the number of children and youth ages 3–21 who received special education services increased, as did their percentage of total public school students (see table A-9-1). The number and percentage of children and youth served under IDEA have declined each year from 2005–06 through 2009–10. In 1980–81, some 4.1 million children and youth ages 3–21 received special education services. The number of children and youth served under IDEA increased to 6.7 million in 2004–05, or about 14 percent of total public school enrollment. By 2009–10, the number of children and youth receiving services declined to 6.5 million, corresponding to about 13 percent of total public school enrollment.

Generally, a greater percentage of children and youth ages 3–21 received special education services under IDEA for specific learning disabilities than for any other type of disability in school years between 1980–81 and 2009–10 (some data not shown). A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. In 2009–10, some 38 percent of all children and youth receiving special education services had specific learning disabilities, 22 percent had speech or language impairments, and 11 percent had other health impairments. Students with disabilities such as intellectual disabilities, emotional disturbances, developmental delay, and autism each accounted for between 6 and 7 percent of children and youth served under IDEA. Children and youth with multiple disabilities; hearing impairments, orthopedic impairments, and visual impairments; traumatic brain injury; and deaf-blindness each accounted for 2 percent or less of children served under IDEA.

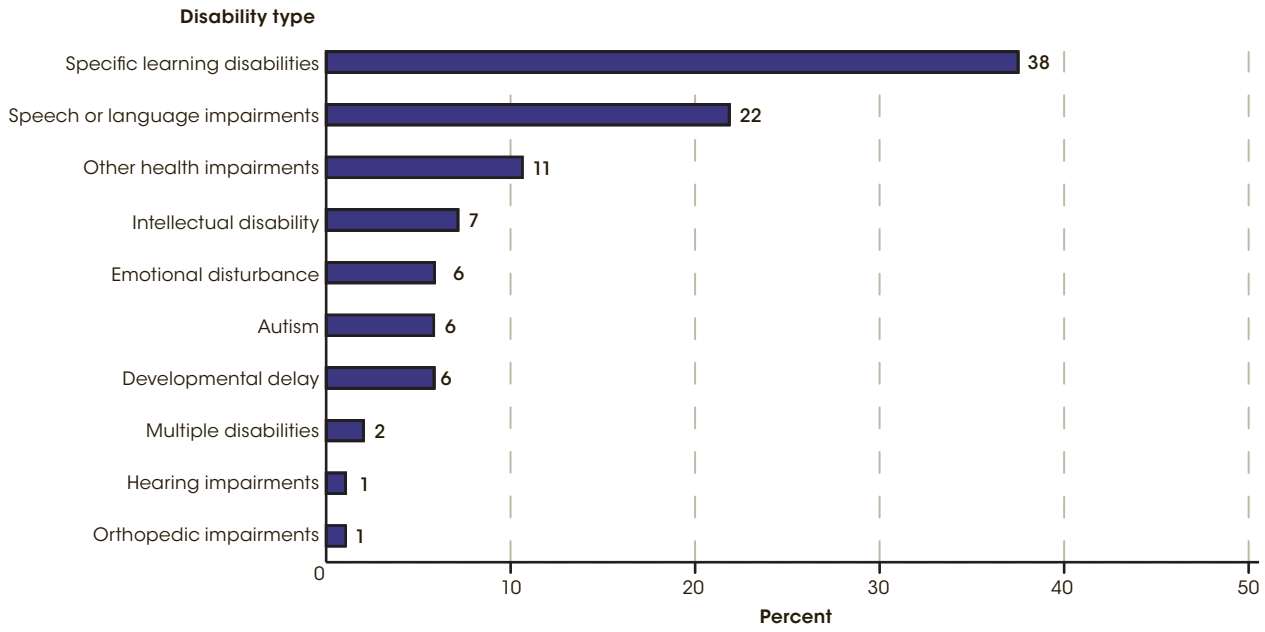
About 95 percent of school-age children and youth ages 6–21 who were served under IDEA in school year 2009–10 were enrolled in regular schools (see table A-9-2). Some 3 percent of children and youth ages 6–21 who were served under IDEA were enrolled in separate schools (public or private) for students with disabilities; 1 percent were placed by their parents in regular private schools; and less than 1 percent each were in separate residential facilities (public and private), homebound or in hospitals, or in correctional facilities. Among all children and youth ages 6–21 who were enrolled in regular schools, the percentage of children and youth who spent most of their school day (more than 80 percent) in general classes was highest in 2009–10 (among school years since 1990–91, when the data were first compiled). For example, in 2009–10, some 59 percent of children and youth spent most of their school day in general class, compared to 33 percent in 1990–91 and 47 percent in 2000–01. In 2009–10, the percentage of students who spent most of their school day in general classes was highest for students with speech or language impairments (86 percent). Sixty-three percent each of students with specific learning disabilities and of students with visual impairments spent most of their school day in general classes. In contrast, 17 percent of students with intellectual disabilities and 13 percent of students with multiple disabilities spent most of their school day in general classes.

Tables A-9-1 and A-9-2
Glossary: *Disabilities, Individuals with Disabilities Education Act (IDEA)*

Technical Notes

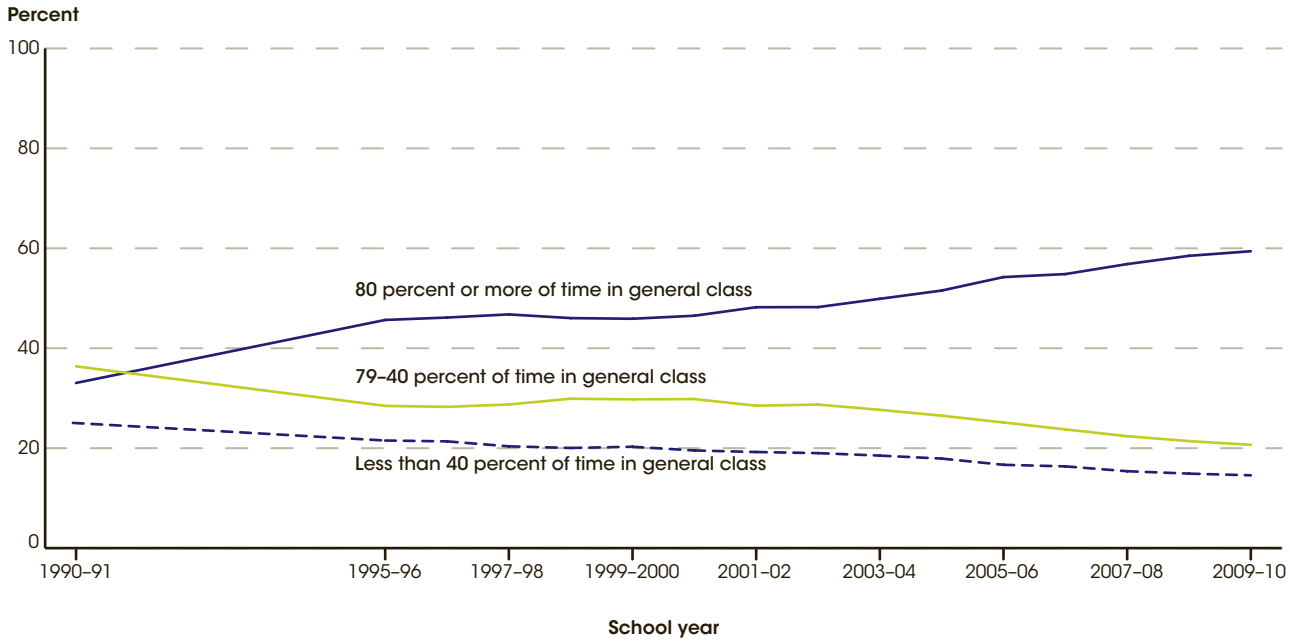
Special education services through the Individuals with Disabilities Education Act (IDEA) are available only for eligible children and youth. Eligible children and youth are those identified by a team of professionals as having a disability that adversely affects academic performance and as being in need of special education and related services. Intellectual disability includes the condition formerly known as mental retardation. Data include children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. For more information on the student disabilities presented, see Appendix C – *Commonly Used Measures.* For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.

Figure 9-1. Percentage distribution of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2009–10



NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 1 percent of children served under IDEA. Due to categories not shown, detail does not sum to total. Includes children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. For more information on student disabilities, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 15, 2011, from https://www.ideadata.org/DACAnalyticTool/Intro_2.asp.

Figure 9-2. Percentage of students ages 6–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, placed in a regular school environment, by amount of time spent in general classes: Selected school years, 1990–91 through 2009–10



NOTE: Includes children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. Data for 2007–08 and 2008–09 do not include Vermont. Detail may not sum to totals because of rounding. For more information on student disabilities, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1990 through 2009; and Individuals with Disabilities Education Act (IDEA) database, retrieved September 14, 2011, from http://www.ideadata.org/PartBdata.asp.

Indicator 10
Undergraduate Enrollment

Between 2000 and 2010, undergraduate enrollment in degree-granting postsecondary institutions increased by 37 percent, from 13.2 to 18.1 million students. Projections indicate that undergraduate enrollment will continue to increase, reaching 20.6 million students in 2021.

Total undergraduate enrollment in degree-granting postsecondary institutions increased from 7.4 million students in fall 1970 to 13.2 million in fall 2000 and 18.1 million in fall 2010 (see table A-10-1). According to projections, undergraduate enrollment is expected to reach 20.6 million in fall 2021 (the last year for which projected data are available).

Undergraduate enrollment grew at a faster rate during the 1970s (42 percent) than it did in more recent decades; it continued to increase throughout the 1980s and 1990s, but at slower rates (14 and 10 percent, respectively). From 2000 to 2010, undergraduate enrollment rose by 37 percent. During this period, male enrollment grew 36 percent, from 5.8 million to 7.8 million students, while female enrollment grew 39 percent, from 7.4 to 10.2 million students. In 2010, females accounted for 57 percent of undergraduate enrollment and males, 43 percent. Enrollments for both males and females are expected to increase through 2021, reaching 8.6 and 12.0 million students, respectively.

Undergraduate enrollment in public institutions increased from 10.5 million students in 2000 to 13.7 million in 2010, a 30 percent increase. Private institutions experienced a higher rate of growth over this period, increasing 67 percent, from 2.6 to 4.4 million students. Most of the growth in private institution enrollment between 2000 and 2010 occurred among for-profit institutions—their enrollment increased more than 300 percent, from 0.4 to 1.7 million students. Enrollment at private nonprofit institutions increased by 20 percent, from 2.2 to 2.7 million students.

Between 2000 and 2010, undergraduate enrollment at 4-year institutions increased from 7.2 to 10.4 million students and is expected to reach 11.8 million in 2021 (see table A-10-2). Enrollment increased 34 percent (from 4.8 to 6.5 million) at public 4-year institutions, 22 percent at private nonprofit 4-year institutions (from 2.2 to 2.6 million), and 513 percent at private for-profit 4-year institutions (from 0.2 to 1.3 million). During the same period, enrollment at 2-year institutions increased from 5.9 to 7.7 million students and is expected to reach 8.8 million students by 2021. Between 2000 and 2010, enrollment decreased 44 percent at private nonprofit 2-year institutions (from 59,000 to 33,000) and increased 124 percent at private for-profit 2-year institutions (from 192,000 to 430,000) and 26 percent at public 2-year institutions (from 5.7 to 7.2 million).

Undergraduate enrollment of U.S. residents generally increased between 1980 and 2010 for each racial/ethnic group (see table A-10-3). In 1980, some 8.5 million (83 percent) of the undergraduate enrollment of U.S. residents were White, compared with 9.0 million (70 percent) in 2000. By 2010, the number of White students had grown to 10.9 million, but the percentage had decreased to 62 percent. The number of Black undergraduate students who were U.S. residents increased 163 percent between 1980 and 2010, from 1.0 million (10 percent) to 2.7 million students (15 percent). Hispanic and Asian/Pacific Islander enrollments increased 487 and 337 percent, respectively, from 1980 to 2010. In 1980, Hispanics and Asians/Pacific Islanders represented 4 and 2 percent of enrollment, respectively, compared to 14 and 6 percent in 2010. American Indian/Alaska Native enrollment increased from 78,000 to 179,000 students from 1980 to 2010 (1 percent of total enrollment in each year). There were about 294,000 undergraduate students who were of two or more races in 2010. In previous years, these students were included in the other racial/ethnic groups.

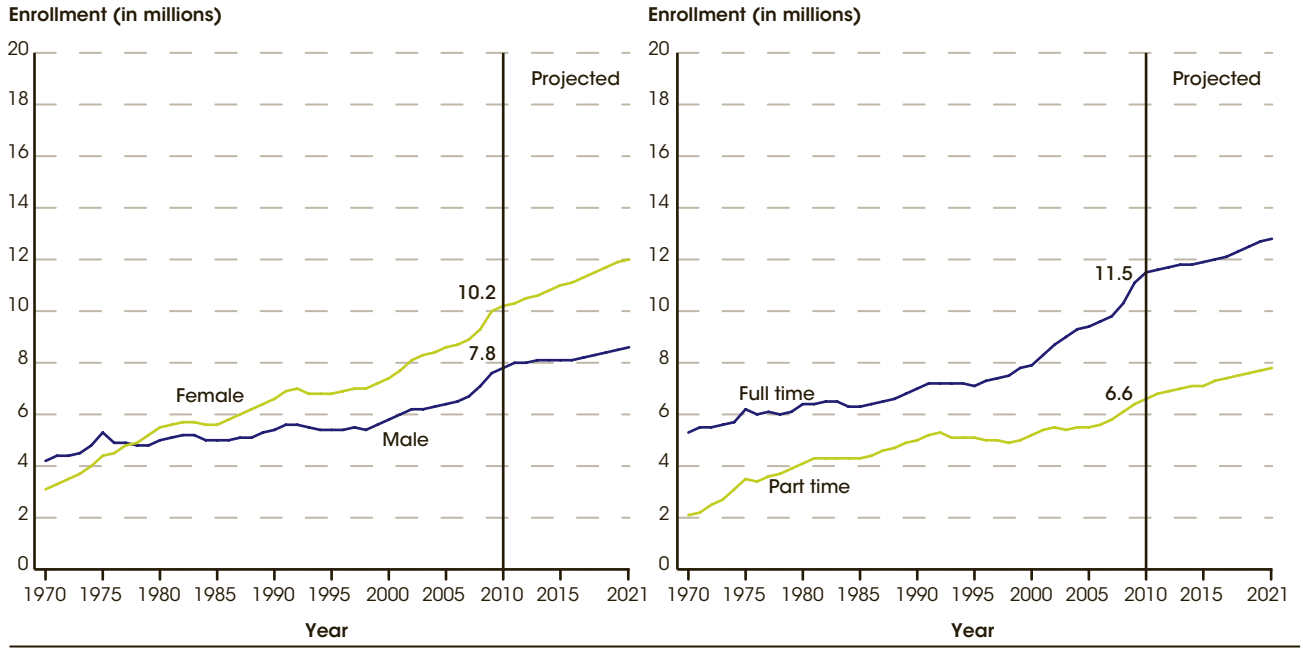
Tables A-10-1, A-10-2, and A-10-3

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

Technical Notes

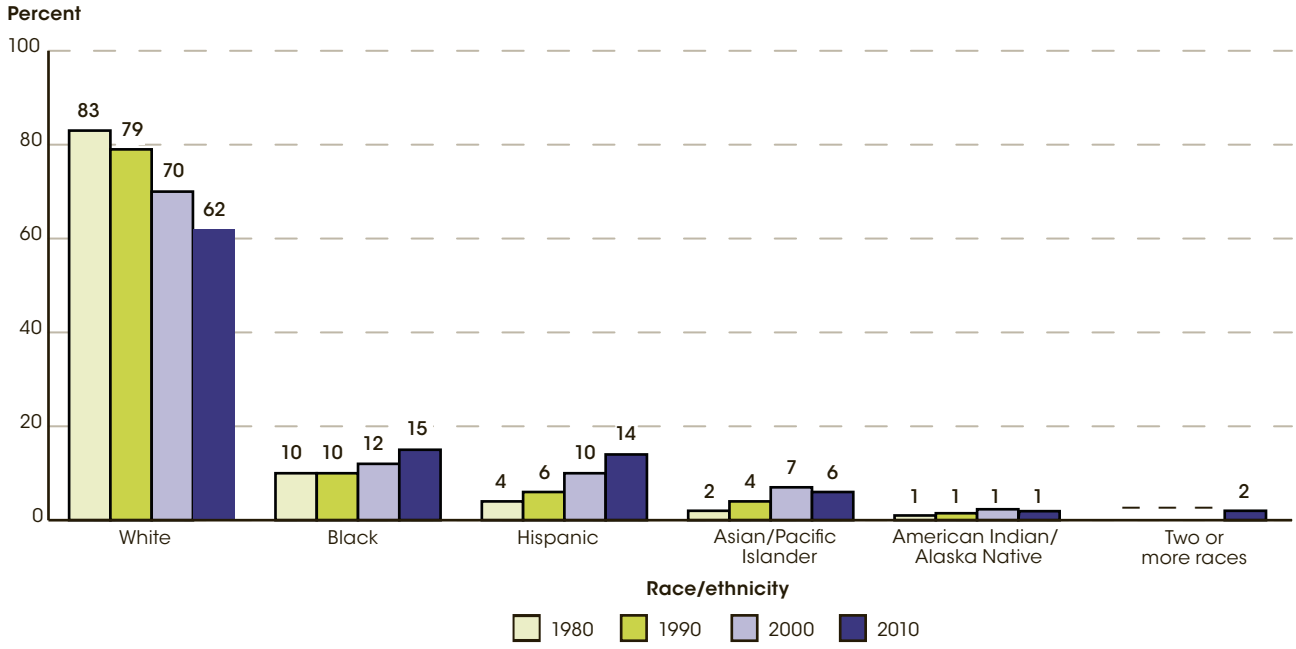
Projections are based on data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates on table A-10-3 are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. All actual data presented in this indicator are IPEDS fall enrollment data and thus reflect the enrollment in the fall of the academic year.

Figure 10-1. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex and attendance status: Fall 1970–2021



NOTE: Projections are based on data through 2010. For more information on projections, see NCES 2012-044. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. See Appendix D – *Glossary* for definitions of full-time and part-time enrollment.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980–2010.

Figure 10-2. Percentage distribution for undergraduate enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Fall 1980, 1990, 2000, and 2010



— Not available.
NOTE: Data for 1980 and 1990 are for institutions of higher education, and data for 2000 and 2010 are for degree-granting institutions. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates are slightly lower than corresponding data in other published tables. For more information on race/ethnicity or the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2011, Enrollment component.

Indicator 11

Postbaccalaureate Enrollment

Postbaccalaureate enrollment has increased every year since 1983, reaching 2.9 million students in 2010. In each year since 1988, women have comprised more than half of postbaccalaureate enrollment. In 2010, postbaccalaureate enrollment was 59 percent female.

In fall 1976, some 1.6 million students were enrolled in postbaccalaureate programs, which include master's and doctoral programs, as well as programs formerly classified as first-professional such as law, medicine, and dentistry (see table A-11-1). Postbaccalaureate enrollment fluctuated during the period from the mid-1970s to the early 1980s, but between 1983 and 2010 it increased from 1.6 to 2.9 million students. Fall enrollment in postbaccalaureate programs is projected to increase through 2021 to 3.5 million students.

More females than males have been enrolled in postbaccalaureate programs every year since 1988. In 1976, some 673,000 females were enrolled in a postbaccalaureate program, compared with 905,000 males. In 1988, female enrollment exceeded male enrollment, and by 2010 postbaccalaureate enrollment consisted of 1.7 million females (59 percent) and 1.2 million males (41 percent). Projections indicate that females will continue to enroll in postbaccalaureate programs at a higher rate than males, and in 2021 postbaccalaureate enrollment is expected to consist of 2.1 million females (61 percent) and 1.4 million males (39 percent).

As postbaccalaureate enrollment has grown, the distribution of students by attendance status and control of institutions has changed. In 1976, more students attended part time than full time, but in each year since 2000 full-time enrollment has been higher than part-time enrollment. Additionally, the percentage of postbaccalaureate students who attended private institutions increased between 1976 and 2010. In 1976, about 35 percent of postbaccalaureate students were enrolled in private institutions, compared with 51 percent in 2010. The growth in total private enrollment is attributable to the growth in enrollment at both private for-profit and private nonprofit institutions. The number of students attending private for-profit institutions increased from 3,000 students in 1976 (less than 1 percent of total enrollment) to 297,000 students in 2010 (10 percent), while the number of students attending private nonprofit institutions increased from 541,000 students in 1976 (34 percent) to 1.2 million students in 2010 (41 percent).

Postbaccalaureate enrollment of U.S. residents was higher in 2010 than in 1980 for each racial/ethnic group (see table A-11-2). While White postbaccalaureate enrollment was higher in 2010 that in 1980 (1.8 million vs. 1.4 million), it accounted for a smaller percentage of the postbaccalaureate enrollment of U.S. residents in 2010 than in 1980 (69 vs. 89 percent). Black postbaccalaureate enrollment was 311 percent higher in 2010 than in 1980 (362,000 vs. 88,000). It accounted for a higher percentage of enrollment in 2010 than in 1980 (14 vs. 6 percent). Both Hispanic and Asian/Pacific Islander enrollments were over 400 percent higher in 2010 than in 1980 (408 and 411 percent, respectively). Each accounted for a higher percentage of enrollment in 2010 than in 1980 (8 vs. 3 percent for Hispanics and 7 vs. 2 percent for Asians/Pacific Islanders, respectively). While American Indian/Alaska Native enrollment was higher in 2010 than in 1980 (17,000 vs. 6,000), it accounted for less than 1 percent of enrollment in 2010. There were about 32,000 students who were of two or more races in 2010. In previous years, they were included in the other racial/ethnic groups.

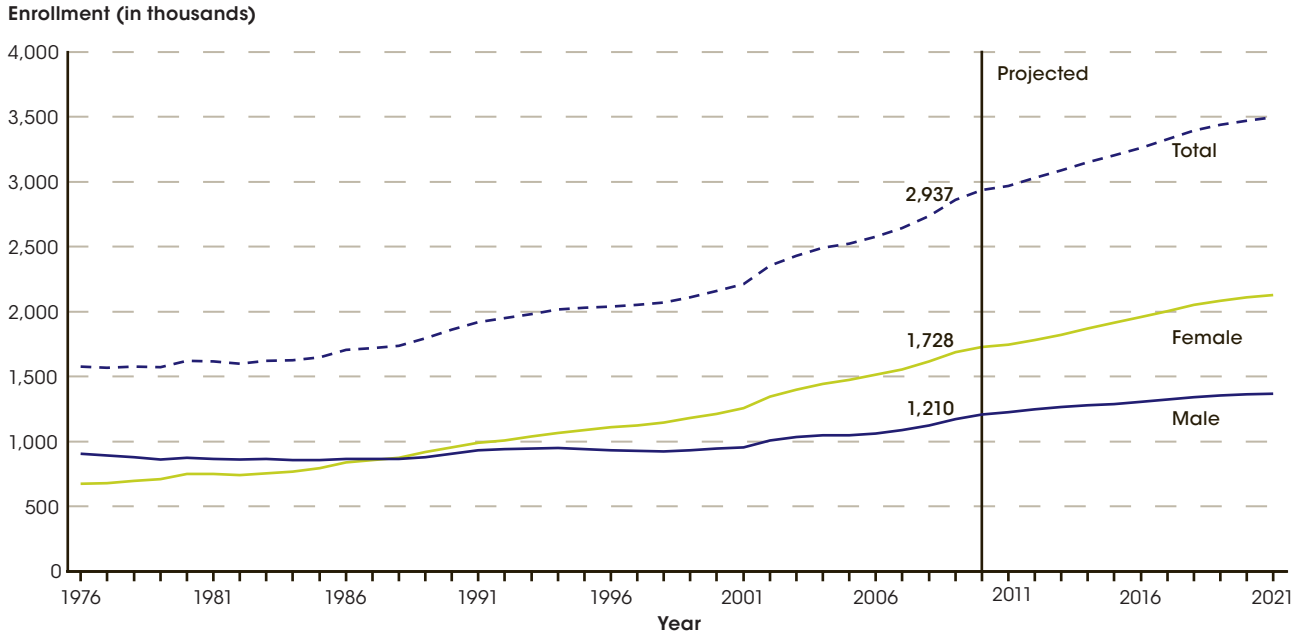
In 1980, for Whites, Hispanics, and Asians/Pacific Islanders, males outnumbered females in postbaccalaureate programs; however, in 2010, females outnumbered males in all racial/ethnic groups. The largest relative gap between female and male postbaccalaureate enrollment within a single racial/ethnic group in 2010 occurred among Blacks. In fall 2010, some 71 percent of Black students were female.

Tables A-11-1 and A-11-2
Glossary: *Nonresident alien, Postbaccalaureate enrollment, Private institution, Public institution*

Technical Notes

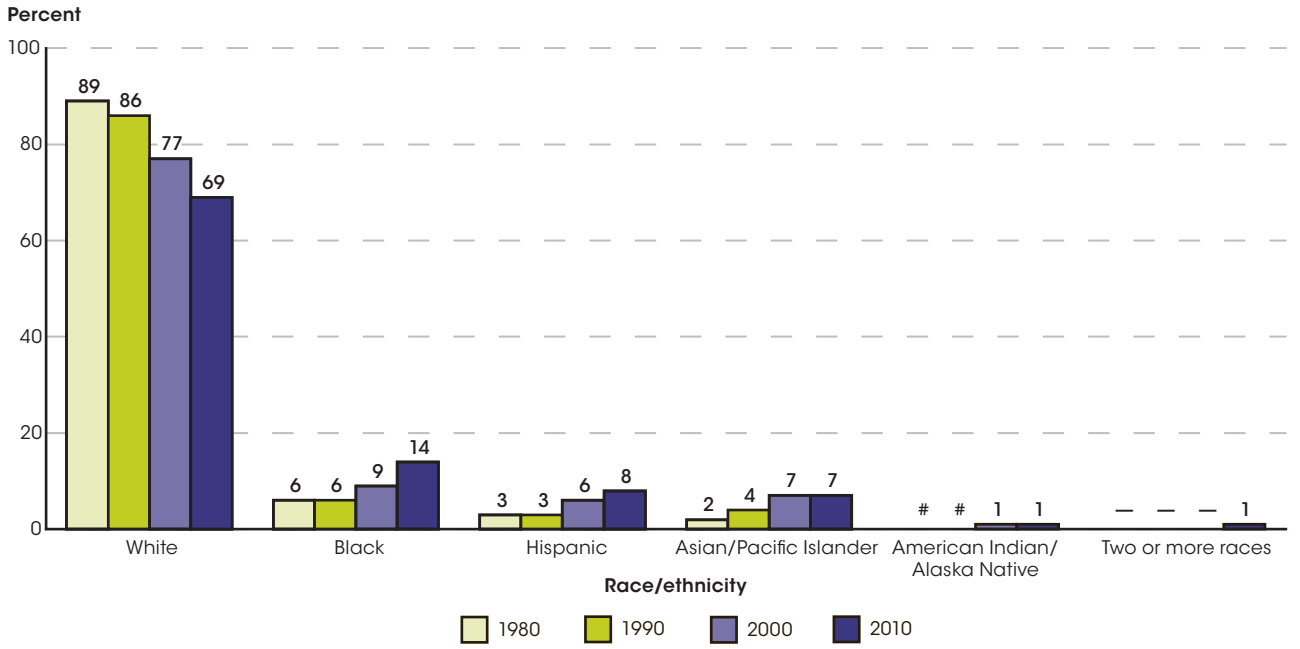
The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. All actual data presented in this indicator are IPEDS fall enrollment data and thus measure the enrollment in the fall of the academic year. Enrollment data by race/ethnicity for 1976 are available on table A-11-2.

Figure 11-1. Actual and projected postbaccalaureate enrollment in degree-granting postsecondary institutions, by sex: Fall 1976–2021



NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in master's or doctoral programs, including those formerly classified as first-professional programs. Projections are based on reported data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980–2010.

Figure 11-2. Percentage distribution for postbaccalaureate enrollment of U.S. residents in degree-granting postsecondary institutions, by race/ethnicity: Selected years, fall 1980–2010



Rounds to zero.
— Not available.
NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in master's or doctoral programs, including those formerly classified as first-professional programs. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. Enrollment data by race/ethnicity for 1976 is available on table A-GRE-2.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 and Spring 2011, Enrollment component.

The indicators in this section of *The Condition of Education* measure aspects of elementary and secondary education in the United States. The indicators examine school characteristics and climate; principals, teachers and staff; elementary and secondary financial resources; student assessments; and other measures of the progress students make as they move through the education system, such as graduation rates.

In this section, particular attention is given to how various subgroups in the population proceed through school and attain different levels of education, as well as the factors that are associated with their progress along the way. The indicators on student achievement illustrate how students are performing on assessments in reading, mathematics, science, and other academic subject areas. Others examine aspects of the context of learning in elementary and secondary schools.

Indicators on elementary and secondary education and outcomes from previous editions of *The Condition of Education* not included in this volume are available at http://nces.ed.gov/programs/coe.

SECTION 2

Elementary and Secondary Education

Indicator 12

Characteristics of Elementary and Secondary Schools

In 2009–10, some 5 percent of traditional public schools were combined schools (schools with both elementary and secondary grades), whereas 19 percent of charter schools and 28 percent of private schools were combined schools.

In 2009–10, there were 132,200 schools in the United States, including 93,900 traditional public schools, some 5,000 charter schools, and 33,400 private schools (see table A-12-1). Of the total schools in the United States in that year, approximately two-thirds (67 percent) were elementary schools, 21 percent were secondary schools, 11 percent were combined schools (namely, schools with both elementary and secondary grades) and 1 percent were ungraded. However, there was variation in the distribution of schools at each level by school control, that is, whether they were traditional public, charter or private. For example, 25 percent of traditional public schools and 27 percent of charter schools were secondary schools, compared to 8 percent of private schools. In addition, 5 percent of traditional public schools were combined schools, compared to 19 percent of charter schools and 28 percent of private schools.

The distribution of schools by school size differed by school control in 2009–10. Some 30 percent of traditional public schools were small (enrollment of fewer than 300 students), as compared to 61 percent of charter schools and 85 percent of private schools. In that same year, 9 percent of traditional public schools were large (1,000 or more students), as compared to 4 percent of charter schools and 1 percent of private schools.

The percentage of schools where White students accounted for more than 50 percent of enrollment was lower in 2009–10 than in 1999–2000 (66 vs. 73 percent). In contrast, the percentage of schools where Hispanic students accounted for more than 50 percent of enrollment was higher in 2009–10 than in 1999–2000 (12 vs. 7 percent). In both years, the percentage of schools where Black students accounted for more than 50 percent of enrollment was approximately the same (10 percent). In 2009–10, White students accounted for more than 50 percent of enrollment in 75 percent of private schools, compared to 63 percent of traditional public schools and 41 percent of charter schools. In contrast, Black students accounted for more than 50 percent of enrollment at 26 percent of charter schools, compared to 11 percent of traditional public schools and 8 percent of private schools. Hispanic students accounted for more than 50 percent of enrollment at 20 percent of charter schools in 2009–10, compared to 14 percent of traditional public schools and 5 percent of private schools.

The percentage of public schools (data for private schools are not available) that were high-poverty schools (i.e., schools where more than 75 percent of the students were eligible for the free or reduced-price lunch program) was higher in 2009–10 (20 percent) than in 1999–2000 (12 percent). Conversely, the percentage of public schools that were low-poverty schools (i.e., schools where 25 percent or less of the students were eligible for the free or reduced-price lunch program) was lower in 2009–10 (20 percent) than in 1999–2000 (31 percent). The distributions of public schools by poverty level differed by whether public schools were traditional or charter. In 2009–10, about 33 percent of charter schools were high-poverty schools, compared to 19 percent of traditional public schools.

In 2009–10, the largest percentage of traditional public schools were in rural areas (33 percent), followed by schools in suburban areas (28 percent), cities (25 percent), and towns (14 percent). In contrast, the largest percentage of charter schools was in cities (55 percent); suburban areas had 21 percent of charter schools, rural areas had 16 percent and towns had 8 percent. The largest percentages of private schools were in suburban areas (35 percent) and cities (32 percent), followed by rural areas (23 percent), and towns (10 percent).

Table A-12-1

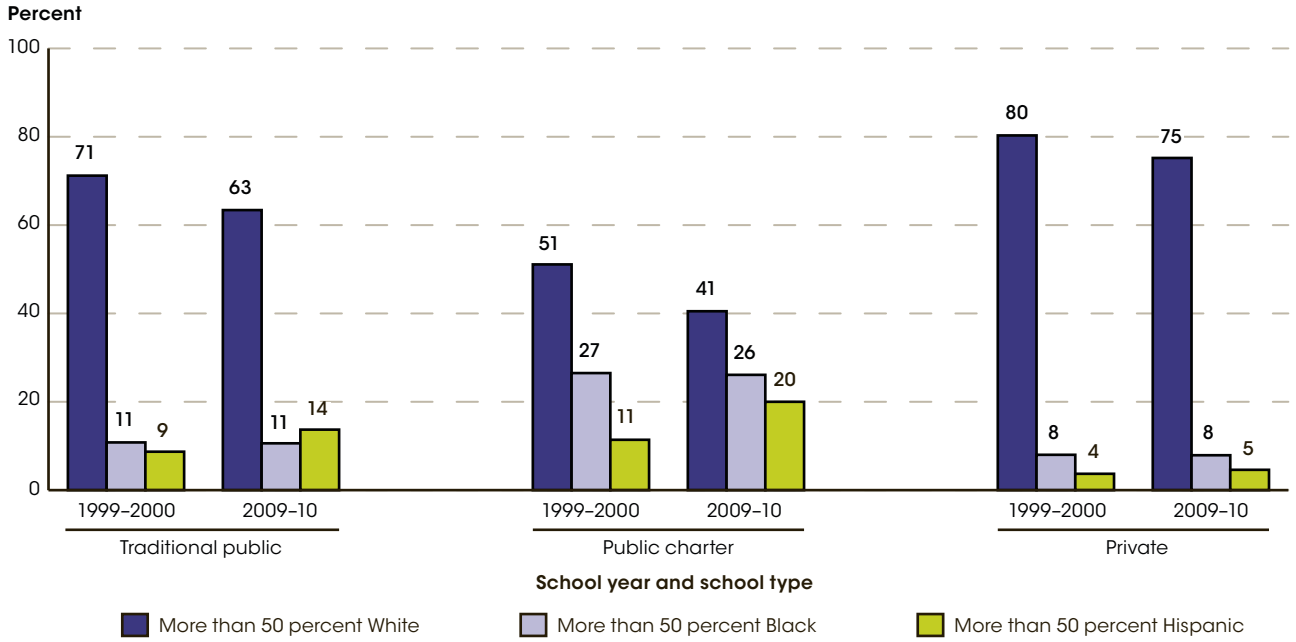
Glossary: *Charter school, Combined school, Elementary school, Private school, Secondary school, Traditional public school*

Technical Notes

The percentage distributions for school size and race/ethnicity exclude schools that did not report enrollment. For more information on locale, poverty, and race/ethnicity, see Appendix C – *Commonly Used Measures*.

For more information on the Common Core of Data (CCD) or the Private School Survey (PSS), see Appendix B – *Guide to Sources*.

Figure 12-1. Percentage distribution of schools, by control and racial/ethnic concentration of schools: School years 1999–2000 and 2009–10



NOTE: Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD) or the Private School Survey (PSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b); and 2009–10 (version 1b), and Private School Survey (PSS), 1999–2000 and 2009–10.

Figure 12-2. Percentage distribution of schools, by locale and control: School year 2009–10

NOTE: For more information on locale, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD) or the Private School Survey (PSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10 (version 1b); and Private School Survey (PSS), 2009–10.

Indicator 13

Concentration of Public School Students Eligible for Free or Reduced-Price Lunch

Among public school students in 2009–10, higher percentages of Hispanic (37 percent), Black (37 percent), and American Indian/Alaska Native students (29 percent) attended high-poverty schools than did Asian/Pacific Islander (12 percent) and White students (6 percent).

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, public schools are divided into categories by FRPL eligibility: low-poverty schools are defined as public schools where 25 percent or fewer students are eligible, and high-poverty schools are defined as public schools where 76 percent or more students are eligible. In 2009–10, approximately 25 percent of students attended low-poverty public schools, and 19 percent attended high-poverty public schools (table A-13-1).

In 2009–10, both the percentage of students attending high-poverty schools and the percentage attending low-poverty schools varied by school level and school locale (tables A-13-1 and A-13-2). A higher percentage of elementary-school students than secondary-school students attended high-poverty schools (23 vs. 9 percent), while a lower percentage of elementary-school students than secondary-school students attended low-poverty schools (22 vs. 30 percent) (table A-13-1). Some 33 percent of students in city schools were enrolled in high-poverty schools, compared with 9 percent in rural schools, 14 percent in suburban schools, and 15 percent attending schools in towns (table A-13-2). On the other hand, the percentage of students in suburban schools (38 percent) who attended low-poverty schools was more than twice as large as the percentages of students in city schools and in town schools that were low-poverty schools (14 and 12 percent, respectively). The percentage of students in suburban schools who attended low-poverty schools was also higher than the corresponding percentage of students in rural schools (25 percent).

In terms of the 2009–10 racial/ethnic distribution of students across schools of different poverty levels, higher percentages of Hispanic (37 percent), Black (37 percent), and American Indian/Alaska Native students (29 percent) attended high-poverty public schools than did Asian/Pacific Islander (12 percent) and White students (6 percent) (table A-13-1). In contrast, higher percentages of Asian/Pacific Islander (37 percent) and White students (34 percent) attended low-poverty schools than did American Indian/Alaska Native (12 percent), Hispanic (12 percent), and Black students (8 percent).

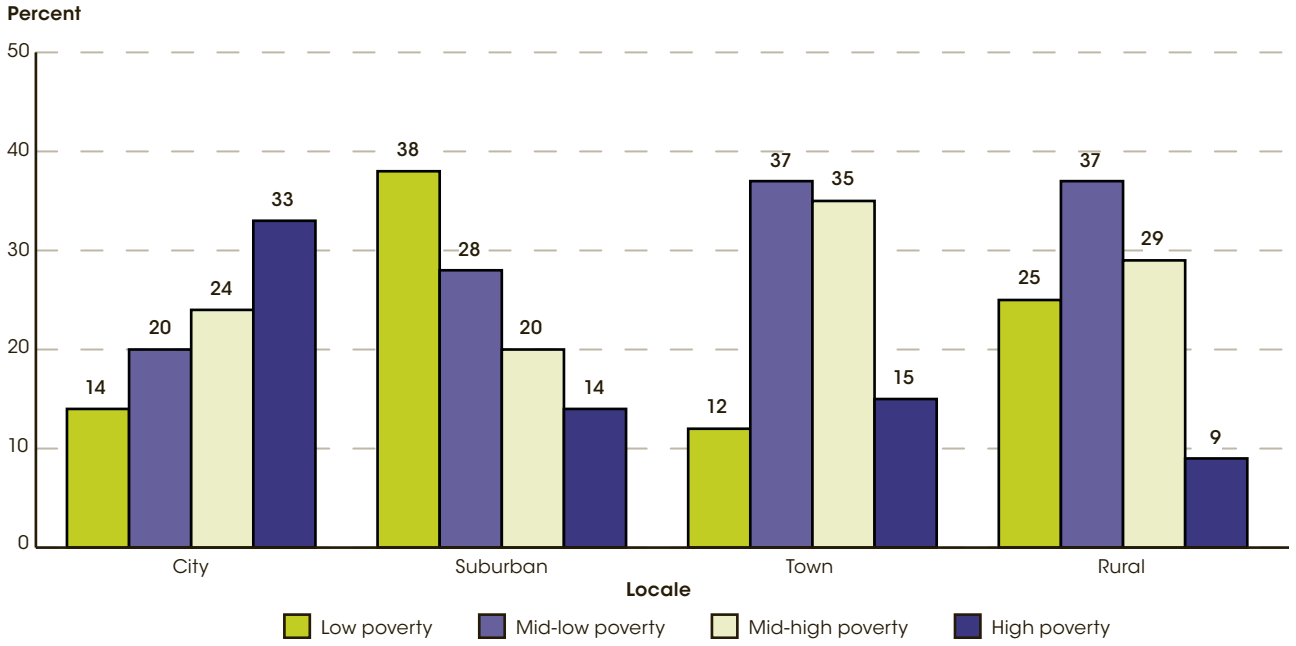
The overall national pattern of higher percentages of Black, Hispanic, and American Indian/Alaska Native students attending high-poverty schools was also found by school level (elementary and secondary) and by school locale (city, suburban, town, and rural). For example, at the elementary school level in 2009–10, some 46 percent of Black, 45 percent of Hispanic, and 35 percent of American Indian/Alaska Native students attended high-poverty schools, compared with 14 percent of Asian/Pacific Islander and 7 percent of White students (table A-13-1). At the secondary school level, higher percentages of Hispanic (21 percent), Black (21 percent), and American Indian/Alaska Native students (17 percent) attended high-poverty public schools than did Asian/Pacific Islander (7 percent) and White students (2 percent). Among students attending city schools, higher percentages of Black (48 percent), Hispanic (46 percent), and American Indian/Alaska Native students (30 percent) were in high-poverty schools than were Asian/Pacific Islander (18 percent) and White (12 percent) students (table A-13-2).

Tables A-13-1 and A-13-2
Glossary: *National School Lunch Program, Public school*

Technical Notes

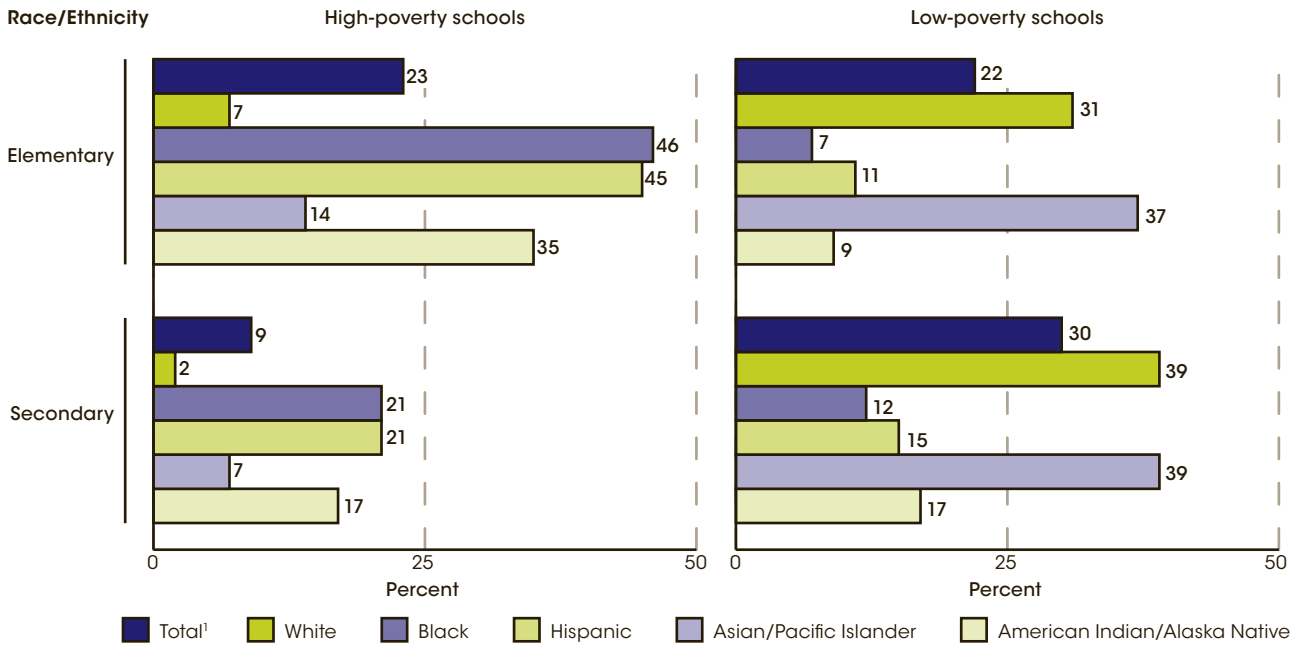
Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources.* Percent detail may not sum to percent totals because of rounding.

Figure 13-1. Percentage distribution of public school students, by school locale and poverty level: School year 2009–10



NOTE: *Low-poverty schools* are defined as public schools where 25 percent or fewer students are eligible for the free or reduced-price lunch (FRPL) program, and *mid-low poverty schools* are those schools where 26 percent to 50 percent of students are eligible for FRPL. *Mid-high poverty schools* are defined as public schools where 51 percent to 75 percent of students are eligible, and *high-poverty schools* are those schools where 76 percent or more students are eligible for FRPL. Schools that are missing information on FRPL or did not participate in FRPL are not shown in this figure. For more information on locale and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. 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," 2009–10.

Figure 13-2. Percentage of public school students in high-poverty schools and low-poverty schools, by race/ethnicity and school level: School year 2009–10



[1] Includes students whose racial/ethnic group was not reported.
NOTE: *High-poverty schools* are defined as public schools where 76 percent or more students are eligible for the free or reduced-price lunch (FRPL) program; and *low-poverty schools* are those schools where 25 percent or fewer students are eligible for FRPL. Race categories exclude persons of Hispanic ethnicity. Persons of unknown race/ethnicity are not shown. For more information on race/ethnicity and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10.

Indicator 14
School Crime and Safety

Sixteen percent of public schools recorded at least one incident of serious violent crime in 2009–10; this was lower than the 20 percent of schools recording at least one incident in 1999–2000.

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. Violent incidents include physical attacks or fights without a weapon, or threats of physical attacks without a weapon, plus serious violent incidents. Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attacks or fights with a weapon or threats of physical attacks with a weapon, and robbery with or without a weapon. During the 2009–10 school year, 85 percent of public schools indicated that one or more of these crime incidents had taken place, a percentage not measurably different from that in either 1999–2000 (86 percent) or 2007–08 (85 percent) (see table A-14-1). About 60 percent of public schools reported at least one incident of crime to the police in 2009–10, a percentage not measurably different from that in 1999–2000 or 2007–08 (62 percent each).

There was no consistent pattern of change between 1999–2000 and 2009–10 in the percentage of schools recording at least one violent incident or the percentage reporting at least one violent incident to the police; nor were measurable differences detected in the percentages between 2007–08 and 2009–10. However, the percentage of schools recording one or more serious violent incidents declined between 1999–2000 and 2009–10 from 20 to 16 percent. The percentage of schools that reported at least one serious violent incident to the police declined between 1999–2000 and 2009–10 from 15 to 10 percent; the percentage also declined between school years 2007–08 (13 percent) and 2009–10.

Although 26 percent of schools recorded no violent incidents in 2009–10, many schools recorded multiple incidents. Some 8 percent of schools recorded 1 or 2 incidents, 29 percent recorded 3–9 incidents, 18 percent recorded 10–19 incidents, and 19 percent recorded 20 or more such incidents. Although most schools (84 percent) recorded no serious violent incidents, some schools recorded one or more such incidents. Eleven percent of schools recorded 1 or 2 violent incidents, 4 percent recorded 3–9 violent incidents, and 2 percent recorded 10 or more such incidents.

The percentage of public schools that recorded incidents of violent crime or incidents of serious violent crime in 2009–10 varied by school characteristics. For example, a lower percentage of rural schools (14 percent) than suburban (19 percent), town (21 percent), and city schools (25 percent) recorded 20 or more violent incidents (see table A-14-2). The percentage of low-poverty schools recording at least one serious violent incident (10 percent) was lower than the percentages of mid-low-poverty schools (16 percent), mid-high-poverty schools (16 percent), and high-poverty schools (23 percent) doing so. Low-poverty schools are those where 25 percent or less of the students were eligible for free or reduced-price lunch (FRPL). Mid-low-poverty, mid-high-poverty, and high-poverty schools are those where 26 to 50 percent, 51 to 75 percent, and 76 percent or more of the students, respectively, were eligible for FRPL.

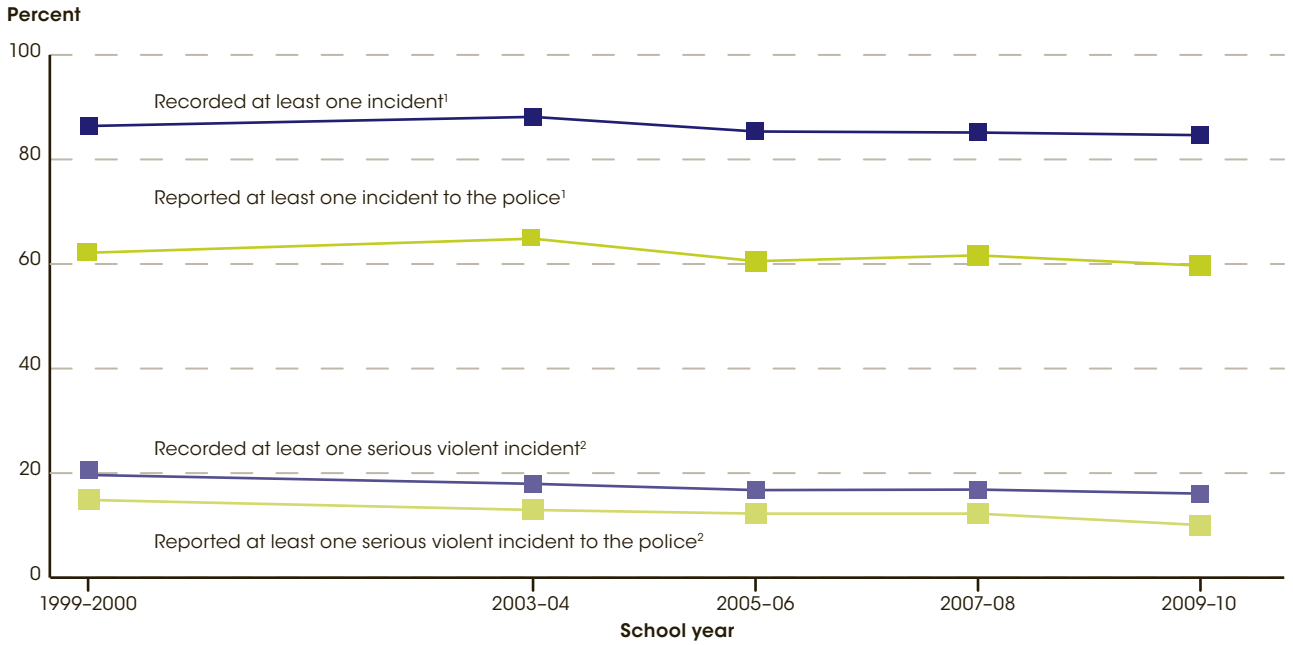
Tables A-14-1 and A-14-2

Glossary: *Free or reduced-price lunch, High school, Middle school, Primary school*

Technical Notes

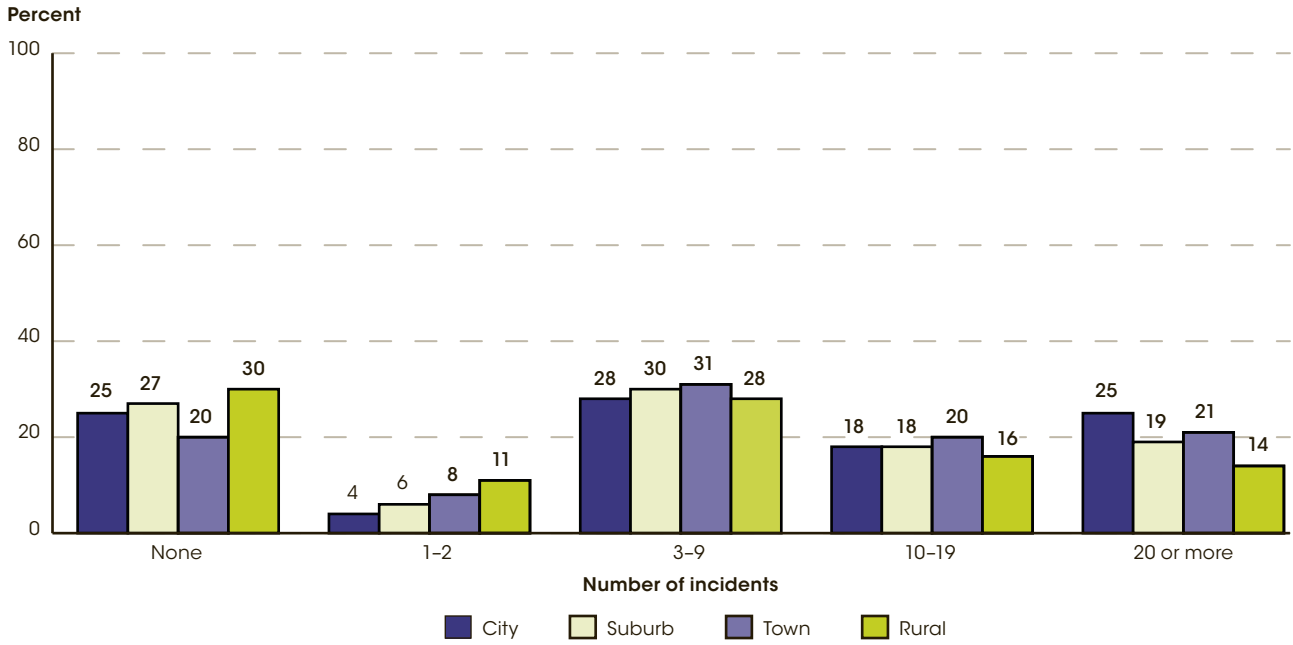
Theft/larceny (taking things worth over $10 without personal confrontation) includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts. Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; inappropriate distribution, possession, or use of prescription drugs; distribution, possession, or use of illegal drugs or alcohol; vandalism; and student sexual harassment of other students. "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 Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see Appendix C – *Commonly Used Measures.*

Figure 14-1. Percentage of public schools recording and reporting to the police at least one incident or one serious violent incident of crime that occurred at school: Selected school years, 1999–2000 through 2009–10



[1] Incidents of crime include serious violent incidents, violent incidents (which include serious violent incidents), theft/larceny, and "other" incidents.
[2] Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
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 Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Figure 14-2. Percentage of public schools recording violent incidents of crime that occurred at school, by number of incidents and school locale: School year 2009–10



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 locale, see Appendix C – *Commonly Used Measures*. For more information on the School Survey on Crime and Safety (SSOCS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Indicator 15

Distance Education in Public High Schools

In 2009–10, some 53 percent of public school districts had high school students enrolled in distance education courses. In these districts, there were over 1.3 million high school student enrollments in distance education in 2009–10, compared with 0.3 million five years earlier.

In 2009–10, some 53 percent of public school districts had high school students enrolled in distance education courses (see table A-15-1). Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. By comparison, in 2002–03, approximately 30 percent of public school districts had high school students enrolled in distance education courses. In 2009–10, there was some variation by locale in the percentage of public school districts with students enrolled in distance education courses. Sixty-six percent of public school districts in towns had high school students in distance education courses, which was higher than the percentage for rural (56 percent), suburban (45 percent), or city districts (37 percent).

There were over 1.3 million high school student enrollments in distance education courses in 2009–10, an increase of over 1 million enrollments from 2004–05, when there were just over 300,000 enrollments. By comparison, between 2002–03 and 2004–05, there was an increase of less than 100,000 in the number of high school student enrollments in distance education courses (from 222,000 to 310,000).

Fifty percent of districts that offered distance education courses in 2009–10 reported that a postsecondary institution in the United States delivered the courses in which students were enrolled (see table A-15-2). Other frequently reported entities delivering distance education were independent vendors (47 percent) and a state virtual school in the student's state (33 percent). While half of all public school districts that offered distance education courses in 2009–10 reported that postsecondary institutions delivered the courses, 61 percent of rural school districts did, compared with 44 percent of town, 37 percent of suburban, and 30 percent of city school districts.

In 2004–05, internet courses using asynchronous (not simultaneous) instruction and two-way interactive video were the most widely used technologies for delivering distance education courses, with 40 and 41 percent, respectively, of districts that offered distance education reporting these as the primary delivery mode. In 2009–10, however, 63 percent of districts that offered distance education reported that internet courses using asynchronous instruction were the primary delivery mode, and 17 percent of districts reported that two-way interactive video was the primary delivery mode.

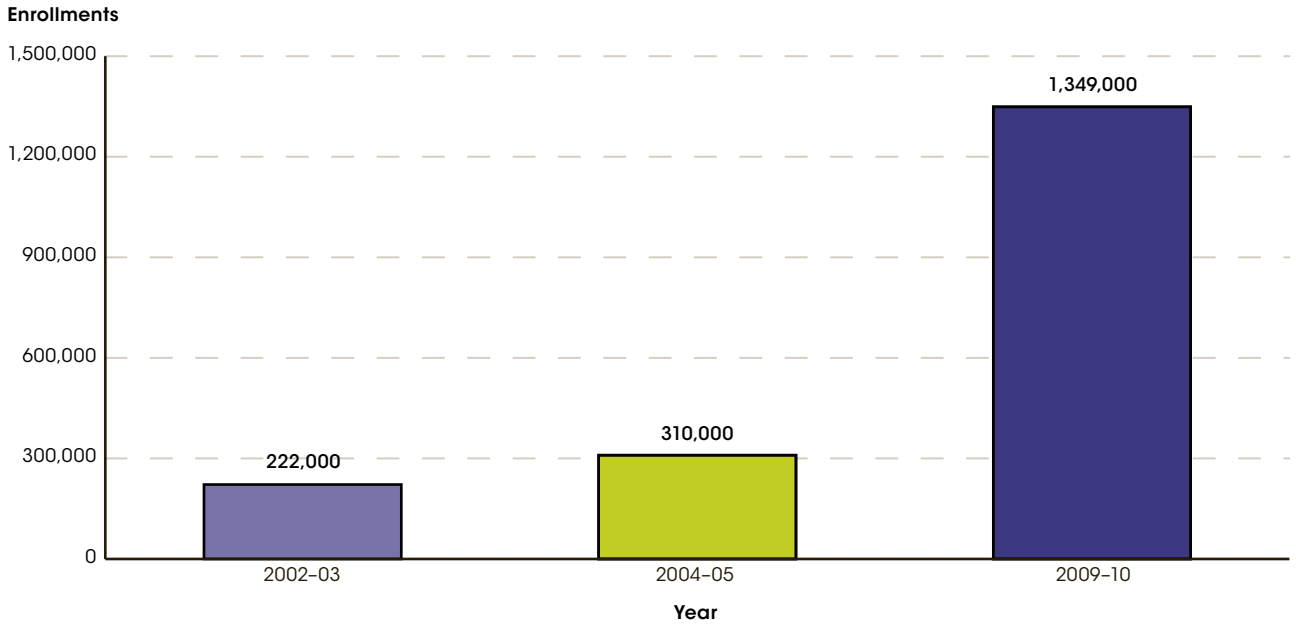
Twenty-two percent of districts that offered distance education courses in 2009–10 reported that students enrolled in regular high school programs could take a full course load in an academic term using only distance education courses, and 12 percent reported that students could fulfill all high school graduation requirements using only distance education. Eight percent of rural school districts offering distance education courses reported that students could fulfill all high school graduation requirements using only distance education, compared to 15 percent of suburban, 18 percent of town, and 20 percent of city school districts.

Tables A-15-1 and A-15-2
Glossary: *High school, Public school*

Technical Notes

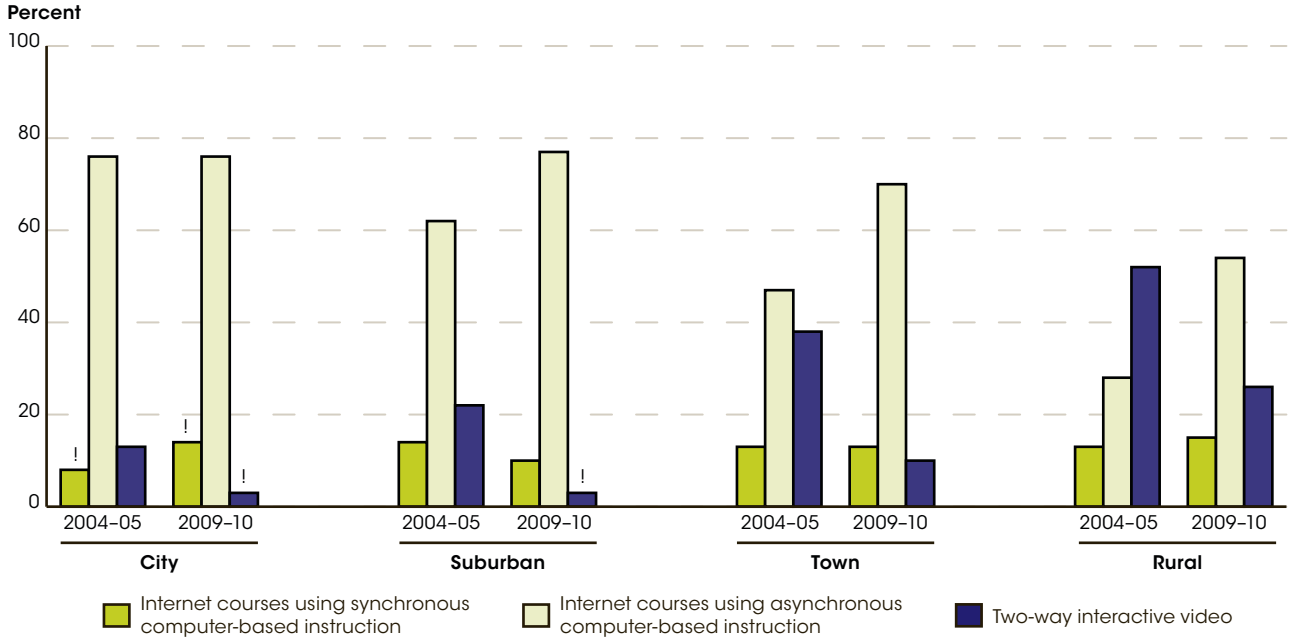
Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. For delivery entities, response options in the questionnaire were "yes," "no," and "don't know." Percentages are based on districts with students enrolled in distance education courses. For instructional delivery, "synchronous" refers to simultaneous, or "real time," instruction. Poverty estimates for school districts were based on Title I data provided to the U.S. Department of Education by the U.S. Census Bureau. For more information on locale and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Fast Response Survey System (FRSS), see Appendix B – *Guide to Sources*.

Figure 15-1. Number of public high school student enrollments in distance education courses: School years 2002–03, 2004–05, and 2009–10



NOTE: Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. For more information on the Fast Response Survey System (FRSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Fast Response Survey System (FRSS), "Distance Education Courses for Public School Elementary and Secondary Students: 2002–03," FRSS 84, 2003; "Distance Education Courses for Public Elementary and Secondary School Students: 2004–05," FRSS 89, 2005; and "Distance Education Courses for Public Elementary and Secondary School Students: 2009–10," FRSS 98, 2010.

Figure 15-2. Percentage of public school districts that offered distance education, by locale and selected primary modes of instructional delivery: School years 2004–05 and 2009–10



! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. Percentages are based on districts with students enrolled in distance education courses. For instructional delivery, synchronous refers to simultaneous, or "real time," instruction. For more information on the Fast Response Survey System (FRSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Fast Response Survey System (FRSS), "Distance Education Courses for Public School Elementary and Secondary Students: 2004–05," FRSS 89, 2005; and "Distance Education Courses for Public Elementary and Secondary School Students: 2009–10," FRSS 98, 2010.

Indicator 16

Public High School Retention Rates

Of approximately 15,500 regular high schools with at least 10 seniors in 2009–10, there were 890 schools (6 percent) in which the number of seniors divided by the number of freshmen 4 years earlier was between 10 and 50 percent.

In academic year 2009–10, there were approximately 15,500 regular high schools in the United States with at least 10 seniors that had at least 10 freshmen 4 years earlier, representing over 97 percent of regular schools with seniors in that year (see table A-16-1). In over 4,800 of these schools (or 31 percent of the total) the number of seniors in 2009–10 was between 91 and 150 percent of the number of freshmen 4 years earlier. By contrast, in 890 schools (or 6 percent of the total) the number of seniors in 2009–10 was between 10 and 50 percent of the number of freshmen 4 years earlier. This ratio of the number of seniors in a given year to the number of freshmen 4 years earlier is the retention rate. High schools with senior classes that are substantially smaller than the entering class 4 years earlier are considered to be "low-retention schools." For this indicator, low-retention high schools are defined as those with a senior class size that is between 10 and 70 percent of the size of the freshman class that had entered 4 years earlier.

In academic year 1990–91, some 24 percent of regular high schools were low-retention schools (5 percent retained between 10 and 50 percent of their students and 19 percent retained between 51 and 70 percent). The percentage of low-retention high schools declined to 22 percent in 1992–93, then increased to 32 percent (4,581 high schools) in 2000–01 before declining to approximately 26 percent in 2005–06, and then remained relatively stable at 26 percent through 2009–10. Approximately 518,000 high school seniors attended low-retention high schools in 1990–91, compared to 845,000 in 2000–01 and 755,000 in 2009–10.

In academic year 2009–10, some 6 percent of low-poverty high schools, meaning those in which 25 percent or less of the students qualified for free or reduced-price lunch, were low retention, compared to 60 percent of high-poverty schools, meaning those in which 76 percent or more of the students qualified for free or reduced-price lunch (see table A-16-2). In contrast, 57 percent of low-poverty schools had retention rates of 91 to 150 percent, compared to 13 percent of high-poverty schools.

Fifty percent of regular high schools in cities were low-retention schools in academic year 2009–10, including 18 percent that retained 10 to 50 percent of their freshman class from 4 years earlier. In that same year, 19 percent of rural high schools, 22 percent of suburban high schools, and 24 percent of town high schools met the definition of low retention.

For regular high schools with more than 50 percent White enrollment, some 16 percent were low-retention schools, compared to 48 percent of regular high schools with more than 50 percent Hispanic enrollment and 67 percent of high schools with more than 50 percent Black enrollment. In contrast, some 39 percent of regular high schools with more than 50 percent White enrollment retained 91 to 150 percent of their students from 2006–07 to 2009–10, which was higher than high schools with more than 50 percent Hispanic enrollment (13 percent) and high schools with more than 50 percent Black enrollment (8 percent).

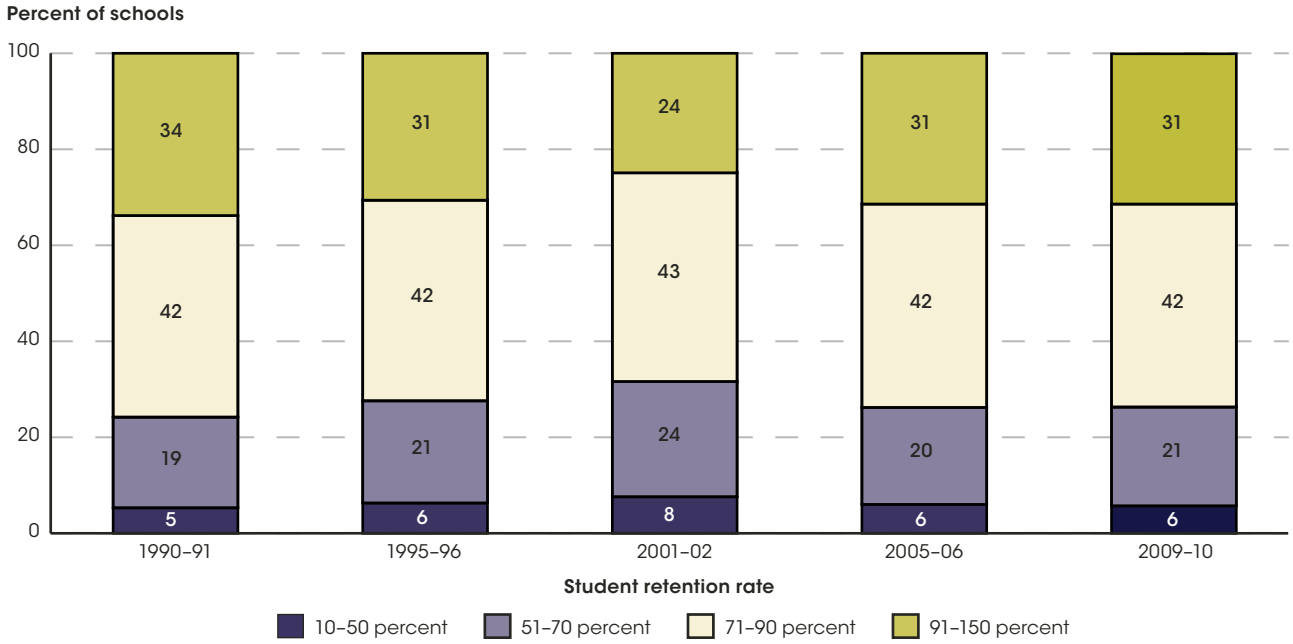
Tables A-16-1 and A-16-2

Glossary: *Free or reduced-price lunch, High school, Public school, Regular school*

Technical Notes

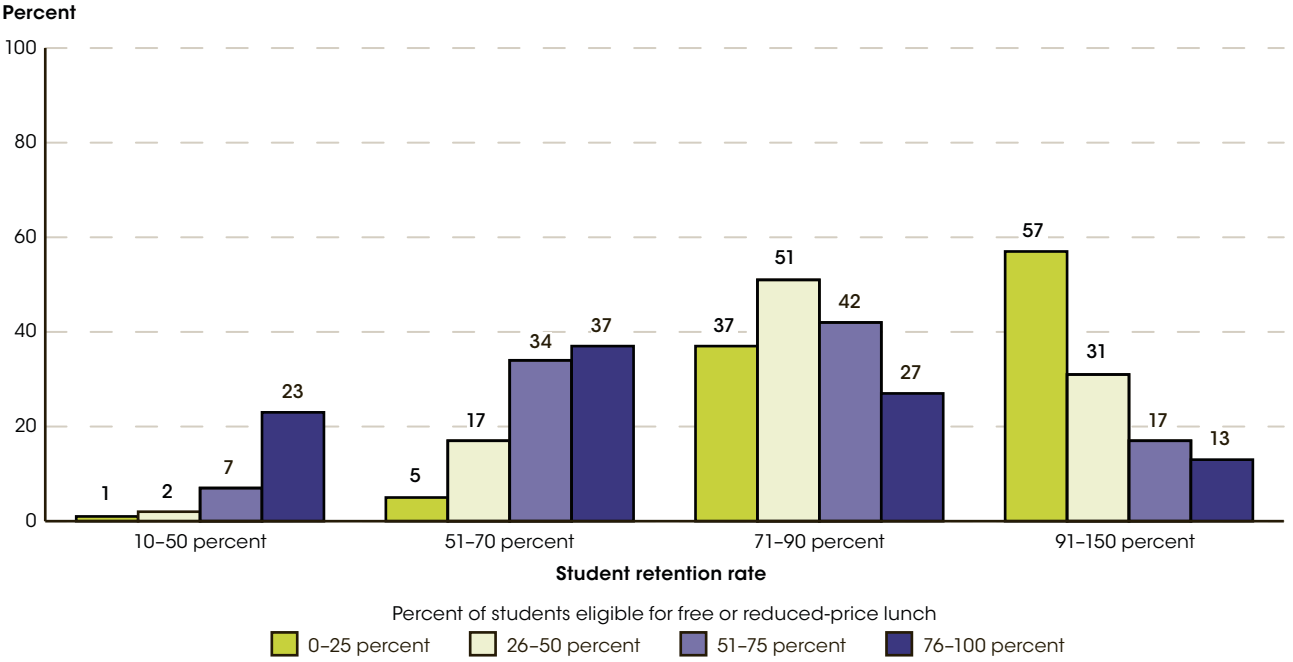
Retention rate is defined as the number of 12th-grade students in a given academic year divided by the number of 9th-grade students 4 years prior (the base year). This indicator includes only regular public schools (not alternative, special education or vocational schools) that had 10 or more 9th-grade students in the base year and 10 or more 12th-grade students in the academic year 4 years later. Less than 3 percent of regular schools had less than ten 12th-graders in 2009–10 and less than ten 9th-graders four years earlier. Race categories exclude persons of Hispanic ethnicity. For more information on free or reduced-price lunch, race/ethnicity, or locale, see Appendix C – *Commonly Used Measures.* For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources.*

Figure 16-1. Percentage distribution of public high schools, by student retention rate: Selected academic years, 1990–91 through 2009–10



NOTE: Retention rate is defined as the number of 12th-grade students in a given academic year divided by the number of 9th-grade students 4 years prior (the base year). Includes only regular public schools that had 10 or more 9th-grade students in the base year and 10 or more 12th-grade students in the academic year shown. Retention rates were limited to between 10 and 150 percent to eliminate outliers. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
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 2009–10.

Figure 16-2. Percentage distribution of public high schools, by student retention rate and percentage of students eligible for free or reduced-price lunch: Academic year 2009–10



NOTE: Retention rate is defined as the number of 12th-grade students in a given academic year divided by the number of 9th-grade students 4 years prior. Includes only regular public schools that had 10 or more 9th-grade students in 2006–07 and 10 or more 12th-grade students in 2009–10. Retention rates were limited to between 10 and 150 percent to eliminate outliers. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. For more information on free or reduced-price lunch, see Appendix C – *Commonly Used Measures*. 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," 2009–10.

Indicator 17

Characteristics of Full-Time Teachers

A larger percentage of full-time teachers held a postbaccalaureate degree in 2007–08 than in 2003–04. Forty-nine percent of elementary school teachers and 54 percent of secondary school teachers held a postbaccalaureate degree in 2007–08, compared with 45 and 50 percent, respectively, in 2003–04.

In the 2007–08 school year, there were 3.5 million full-time teachers, up from 3.3 million in 2003–04. From 2003–04 to 2007–08, there were no measurable changes in the number of full-time elementary school teachers; however, the number of secondary school teachers grew from 1.0 million in 2003–04 to 1.1 million in 2007–08 (see table A-17-1). The number of public secondary school teachers increased from 0.9 million in 2003–04 to 1.0 million in 2007–08. The number of private school teachers was not measurably different between 2003–04 and 2007–08 at either level.

Approximately 75 percent of full-time teachers were women in 2007–08. At the elementary level, 84 percent of public school and 87 percent of private school teachers were female. At the secondary level, 59 percent of public school teachers were female, up from 57 percent in 2003–04. Females represented 53 percent of private secondary school teachers in 2007–08. Eighty-three percent of full-time teachers were White, 7 percent were Black, 7 percent were Hispanic, and 1 percent were Asian in 2007–08. The racial/ethnic distribution of full-time teachers was similar at both the elementary and secondary level.

A larger percentage of full-time teachers held a postbaccalaureate degree (master's degree, education specialist or professional diploma, first-professional degree, or doctoral degree) in 2007–08 than in 2003–04. Forty-nine percent of elementary school teachers and 54 percent of secondary school teachers held a postbaccalaureate degree in 2007–08, compared with 45 and 50 percent, respectively, in 2003–04. In 2007–08, a higher percentage of public elementary school teachers held such degrees than did private elementary school teachers (50 vs. 30 percent). No measurable difference was found between public and private school teachers at the secondary level.

In 2007–08 teachers averaged 14 years of experience, about the same as in 2003–04 (see table A-17-2). Nationally, about 17 percent of teachers had 3 or fewer years of experience, 28 percent had 4–9 years of experience, 27 percent had 10–19 years of experience, and 27 percent had 20 or more years of experience. For the most part, this distribution did not change between 2003–04 and 2007–08; however, the percentage of teachers with 20 or more years of experience was lower in 2007–08 than it was in 2003–04 (30 percent). In public schools, the percentage of teachers with 20 or more years of experience was also lower in 2007–08 than in 2003–04 at both the elementary (27 vs. 30 percent) and secondary (28 vs. 32 percent) levels. This change was not observed for private schools. Examined by school type, a lower percentage of public school teachers had 3 or fewer years of experience, compared to their private school counterparts, in 2007–08 (17 vs. 20 percent). This difference between public and private school teachers was echoed at the elementary level in 2007–08 (17 vs. 20 percent), but was not observed at the secondary level.

In 2007–08, some 28 percent of full-time teachers taught in city schools, 35 percent taught in suburban schools, 13 percent taught in town schools, and 24 percent taught in rural schools (see table A-17-1). The distribution of elementary and secondary school teachers by locale varied between public and private school teachers. For example, 27 percent of public elementary school teachers taught in city schools, compared with 42 percent of private elementary school teachers, and 26 percent of public secondary school teachers taught in city schools, compared with 49 percent of private secondary school teachers.

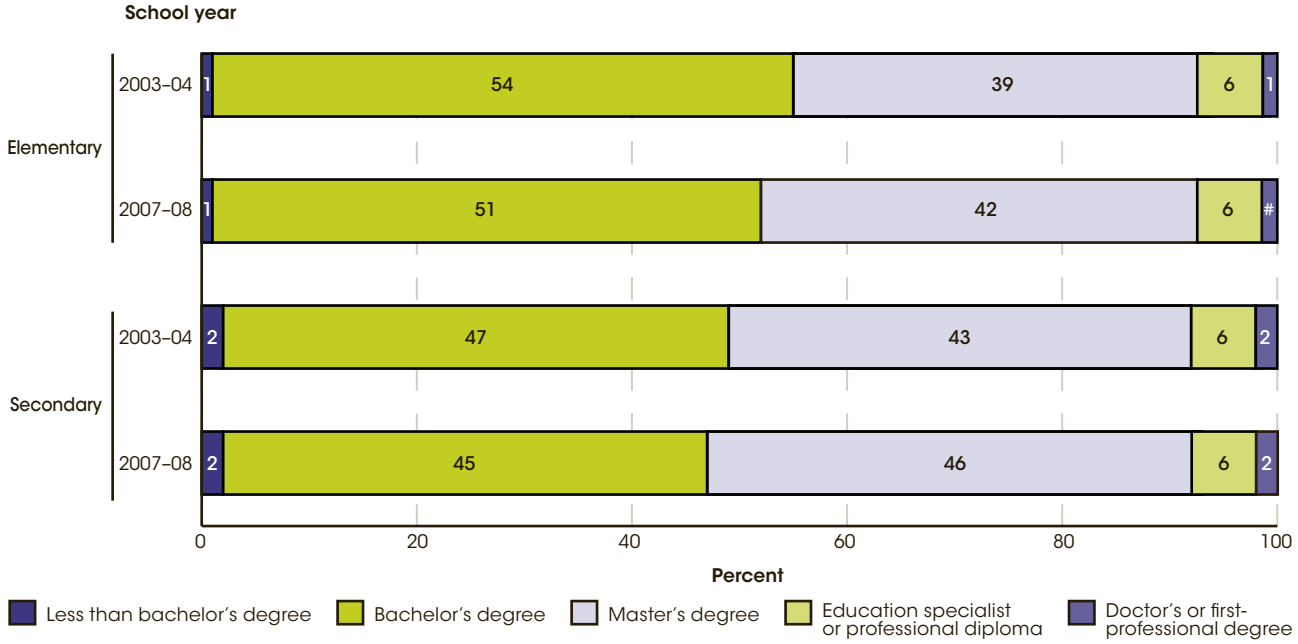
Tables A-17-1 and A-17-2

Glossary: *Doctor's degree, Education specialist/professional diploma, Elementary school, First-professional degree, Master's degree, Private school, Public school, Secondary school*

Technical Notes

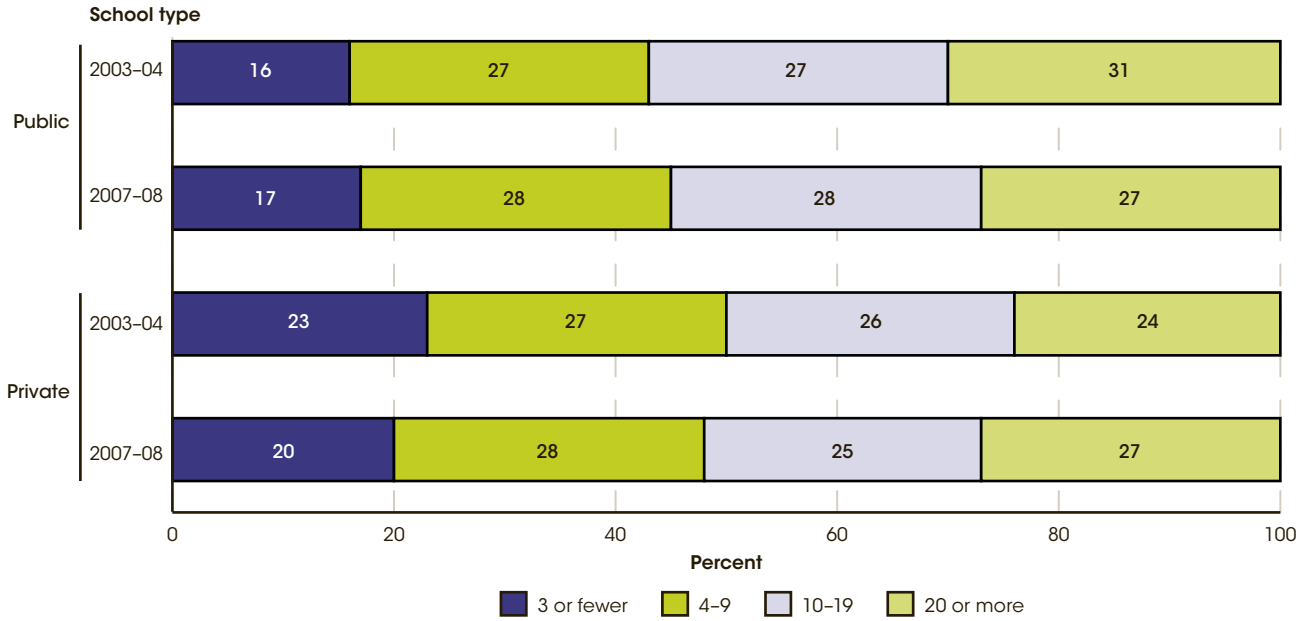
Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity see Appendix C – *Commonly Used Measures*. *Regular certification* includes regular or standard state certificates and advanced professional certificates for both public and private school teachers. Full certificates granted by an accrediting or certifying body other than the state are not included. Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*.

Figure 17-1. Percentage distribution of full-time school teachers, by school level and highest degree earned: School years 2003–04 and 2007–08



Rounds to zero.
NOTE: *Less than bachelor's degree* includes teachers with an associate's degree, those with a vocational certificate, and those without a postsecondary degree. *Education specialist or professional diploma* includes teachers with a certificate of advanced graduate studies. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*. 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," 2003–04 and 2007–08.

Figure 17-2. Percentage distribution of full-time secondary level teachers, by school type and years of experience: School years 2003–04 and 2007–08



NOTE: For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*. 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," 2003–04 and 2007–08.

Indicator 18
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-18-1). In 2007–08 there were 78,500 elementary school principals, with 79 percent at public and 21 percent at private schools. At the secondary level there were 24,500 principals, with 88 percent at public and 12 percent at private schools.

The percentage of public school principals who were female increased at both the elementary and secondary levels from 1999–2000 to 2007–08, although the gender distribution varied. The percentage of female principals 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 in this percentage at either private school level.

At public elementary and secondary schools, the percentage of principals under age 40 increased from 1999–2000 to 2007–08, as did the percentage of principals age 55 and over. The percentages of principals ages 45 to 49 and 50 to 54 decreased. For example, 10 percent of public elementary school principals were under age 40 in 1999–2000, compared with 19 percent in 2007–08. The percentage of public elementary school principals who were age 55 and over increased from 22 to 33 percent during this time. From 1999–2000 to 2007–08, the percentage of private school principals ages 55 and over also increased at the elementary and secondary levels, while the percentage of principals ages 45 to 49 and 50 to 54 decreased at both levels. However, unlike their public school peers, the percentages of elementary and secondary principals at private schools who were under age 40 in 1999–2000 were not measurably different from the percentages in 2007–08.

The percentage of public secondary school principals with 20 or more years of experience as a principal decreased from 10 to 5 percent from 1999–2000 to 2007–08. About 36 percent of public secondary school principals had 3 or fewer years' experience as a principal in 2007–08, compared with 30 percent in 1999–2000. A similar pattern occurred at the public elementary school level. Higher percentages of private school principals had 20 or more years of experience as principals in 2007–08 than did public school principals. For example, 19 percent of private elementary school principals had 20 or more years of experience as a principal, compared with 8 percent of their public school peers. However, in 2007–08, a greater percentage of elementary private school principals had 3 or fewer years of teaching experience (26 percent) than did public school principals (3 percent).

Educational attainment differed between public and private school principals. In 2007–08, about 32 percent of private elementary school principals and 18 percent of private secondary school principals had a bachelor's degree or less, while 1 percent each of public elementary and public secondary school teachers had a bachelor's degree or less. A higher percentage of public elementary school principals held a doctor's or first-professional degree (8 percent) than did private elementary school principals (5 percent); there was no measurable difference between the percentages of public versus private secondary school principals who held a doctor's or first-professional degree.

Principals' median annual salary, calculated in constant 2010–11 dollars, was generally higher in 2007–08 than in 1999–2000. The median salary of public secondary school principals increased from $88,600 to $91,900 during this time. Secondary school principals received higher salaries than elementary school principals, and public school principals received higher salaries than private school principals. For example, principals at public elementary schools had a median salary of $87,700 in 2007–08, compared with $91,900 for principals at public secondary schools. Private elementary school principals earned a median $52,200 salary, compared to $68,900 in private secondary schools.

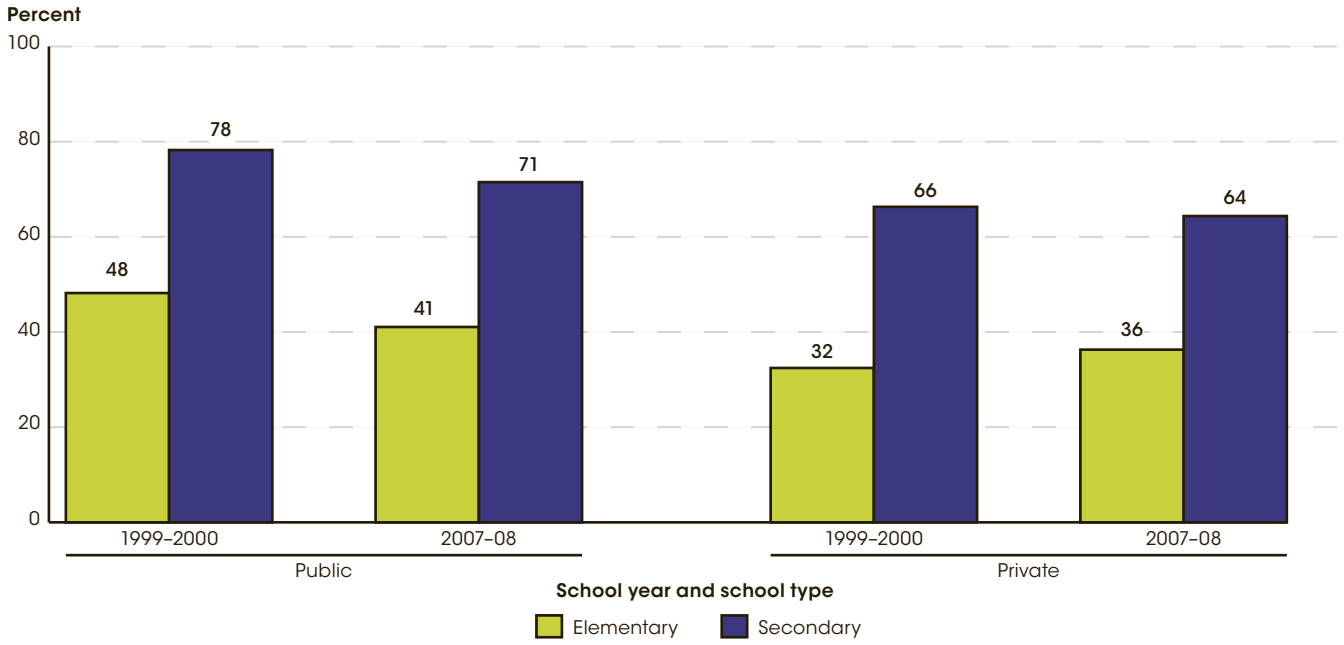
Table A-18-1

Glossary: *Elementary school, Private school, Public school, Secondary school*

Technical Notes

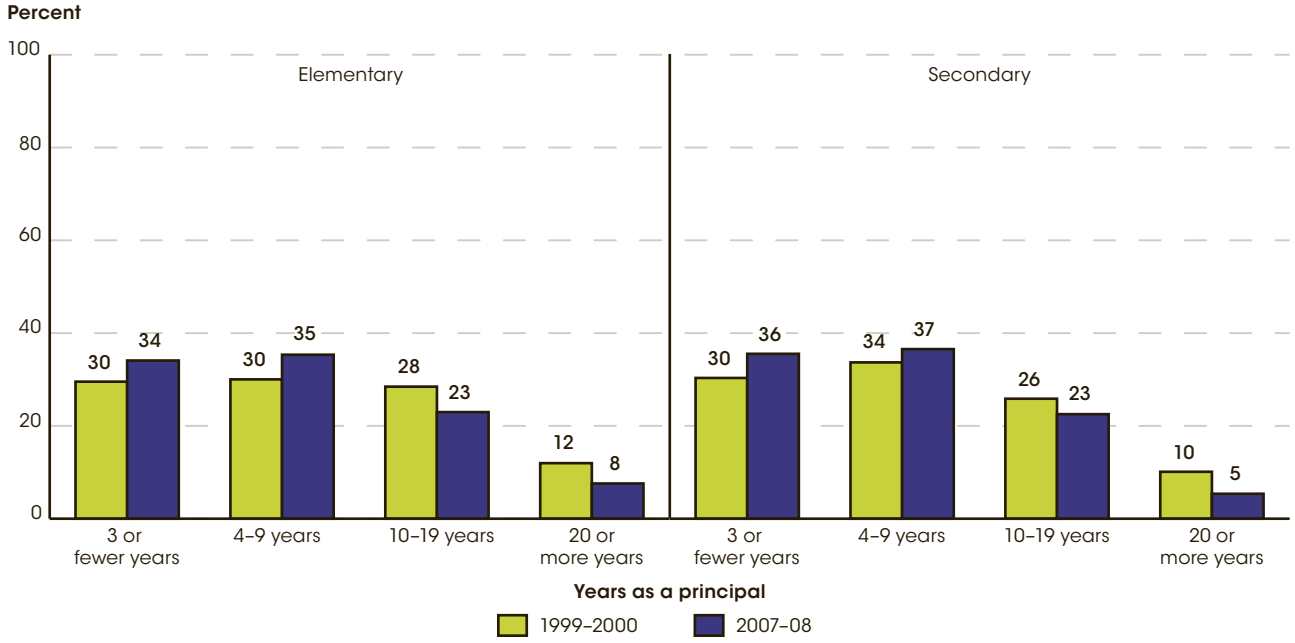
Median annual salary estimates were adjusted using the Consumer Price Index (CPI). For more information on the CPI, see Appendix C – *Finance*. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*.

Figure 18-1. Percentage of male principals, by school type and level: School years 1999–2000 and 2007–08



NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*.
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 18-2. Percentage distribution of public school principals, by school level and years of experience as a principal: School years 1999–2000 and 2007–08



NOTE: Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*.
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.

Indicator 19

Public School Revenue Sources

From school years 1988–89 through 2008–09, total elementary and secondary public school revenues increased from $350 billion to $611 billion, a 74 percent increase after adjusting for inflation.

From school years 1988–89 through 2008–09, total elementary and secondary public school revenues increased from $350 billion to $611 billion (in constant 2010–11 dollars), a 74 percent increase (see table A-19-1). During this period, the total amounts from each revenue source (federal, state, and local) increased, but the percentage of increase differed by revenue source. Federal revenues, the smallest of the three revenue sources, increased by 169 percent, compared with increases of 70 percent for state revenues and 66 percent for local revenues.

The percentage of total revenues for public elementary and secondary education that came from local sources declined from 46 percent in school year 1988–89 to 44 percent in 2008–09. While the percentage coming from state sources was nearly the same in school years 1988–89 and 2008–09 (48 and 47 percent, respectively), the percentage fluctuated between these two years from a low of 45 percent in 1993–94 to a high of 50 percent in 2000–01. The percentage of total revenues from federal sources increased from 6 percent in school year 1989–90 to 10 percent in school year 2008–09.

Looking at revenues from school years 2007–08 to 2008–09, state revenues declined by $9.7 billion. This decline, which occurred in 25 states (data not shown), is the largest decline in state revenues from the previous year since World War II. Local revenue from sources other than property taxes also declined. Total revenues for public education increased slightly, however, due to an $8.6 billion increase in federal revenues and a $6.8 billion increase in local property taxes.

In school year 2008–09, there were significant variations across the states in the percentages of public school revenues coming from each revenue source. In 21 states, more than half of education revenues came from state governments, while in 14 states and the District of Columbia more than half came from local revenues. In the remaining 15 states, no single revenue source made up more than half of education revenues (see table A-19-2).

In school year 2008–09, the percentages of revenues coming from state sources were highest in Vermont and Hawaii (86 and 82 percent, respectively). The percentages of revenues coming from state sources were lowest in Nevada and Illinois (31 and 28 percent, respectively). The District of Columbia does not receive any state revenue. The percentages of revenues coming from federal sources were highest in South Dakota and Louisiana (16 percent each) and lowest in New Jersey and Connecticut (4 percent each). Among the states, the percentages of revenues coming from local sources were highest in Illinois (61 percent) and lowest in Hawaii (3 percent) and Vermont (8 percent). The percentages of revenues from property taxes also differed by state, ranging from a high of 55 percent in Connecticut and New Hampshire to lows of zero or nearly zero percent in Hawaii and Vermont.

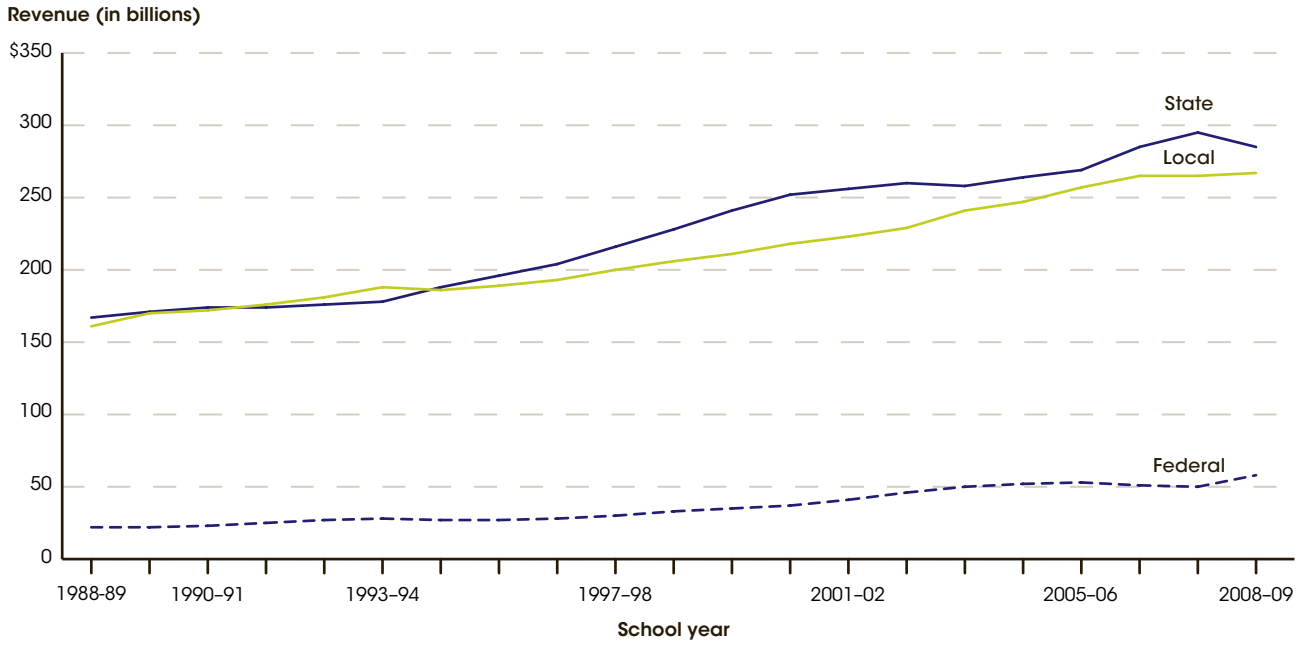
Tables A-19-1 and A-19-2

Glossary: *Consumer Price Index (CPI), Elementary school, Property tax, Public school, Revenues, Secondary school*

Technical Notes

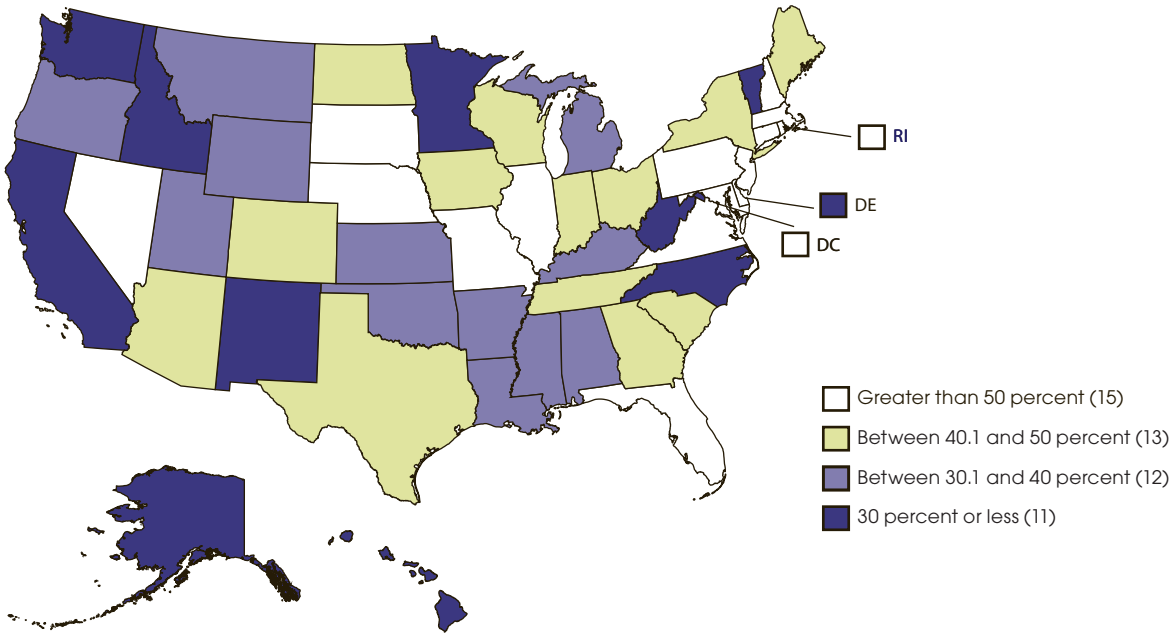
Revenues have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2010–11 dollars. For more information about the CPI, see Appendix C – *Finance*. Both the District of Columbia and Hawaii have only one school district each; therefore, neither is comparable to the other states. Other local government revenue includes revenues from sources such as local nonproperty taxes and investments, as well as revenues from student activities, textbook fees, transportation and tuition fees, and food services. For more information about revenues for public elementary and secondary schools, see Appendix C – *Finance*. For more information about the Common Core of Data, see Appendix B – *Guide to Sources*.

Figure 19-1. Revenues for public elementary and secondary schools, by revenue source: School years 1989–90 through 2008–09



NOTE: Revenues are in constant 2010–11 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI and revenues for public elementary and secondary schools, see Appendix C – *Finance*. For more information about the Common Core of Data, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1990–91 through 2008–09.

Figure 19-2. Local revenues for public elementary and secondary schools as a percentage of total school revenues, by state: School year 2008–09



NOTE: Both the District of Columbia and Hawaii have only one school district each; therefore, neither is comparable to the other states. For more information about revenues for public elementary and secondary schools, see Appendix C – *Finance*. For more information about the Common Core of Data, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2008–09.

Indicator 20
Public School Expenditures

Total expenditures per student in public elementary and secondary schools rose 46 percent in constant dollars from 1988–89 through 2008–09, 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 from $8,634 in 1988–89 to $12,643 in 2008–09, a 46 percent increase as measured in constant 2010–11 dollars (see table A-20-1). Most of this increase occurred after 1998–99. The various components of total expenditures experienced different percent increases during this time period. Spending on interest on school debt per student had the highest percent increase (149 percent, from $141 to $351), followed by capital outlay, e.g., buildings, at 117 percent (from $637 to $1,383) and employee benefits at 75 percent (from $1,267 to $2,222).

In 2008–09, salary and employee benefits for school staff amounted to $8,797 per student, or about 81 percent of current expenditures. From 1988–89 through 2008–09, combined salary and employee benefit expenditures per student increased by 38 percent, with the salary component increasing by 29 percent and the employee benefits component increasing by 75 percent. During this period, the amount of current expenditures spent on purchased services, e.g., contractor services, increased 62 percent. As a result of these different percent increases, salaries as a share of current expenditures decreased from 65 to 60 percent between 1988–89 and 2008–09, while the percentage of current expenditures spent on employee benefits rose from 16 to 20 percent, and the percentage spent on purchased services increased from 8 to 10 percent. The percentage spent on tuition and other items remained around 2 percent throughout the period. Whereas expenditures per student for salaries have increased by 29 percent between 1988–89 and 2008–09, salaries for teachers and other staff have remained nearly flat. The increase in salary expenditures results from increases in staff greater than the increase in students.

Among the major functions of current expenditures, spending on student and staff support had the highest percent increase (74 percent) between 1988–89 and 2008–09, followed by instruction (39 percent) and transportation (37 percent) (see table A-20-2). Spending increased by a smaller percentage on three other major functions of current expenditures: administration (34 percent), food services (25 percent), and operation and maintenance (23 percent). Expenditures for enterprise operations increased 38 percent, but only made up 0.2 percent of current expenditures. None of the seven major functions of current expenditures declined over this period.

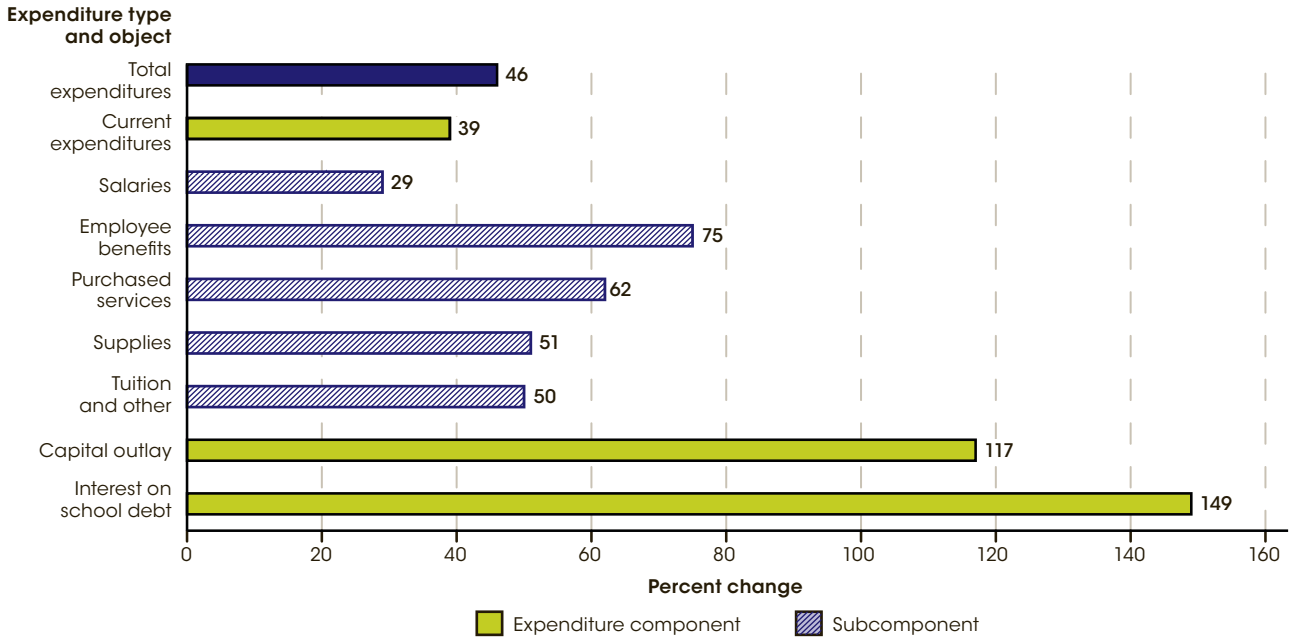
In the 2008–09 school year, 61 percent of the $10,909 spent on current expenditures in public elementary and secondary schools went toward instruction expenditures such as salaries and benefits of teachers (see table A-20-2). About 11 percent went towards administration, 10 percent toward student and staff support; 10 percent for operation and maintenance; 4 percent each for transportation and food services; and less than 1 percent for enterprise operations.

Tables A-20-1 and A-20-2
Glossary: *Consumer Price Index (CPI), Expenditures, Public School, Salary*

Technical Notes

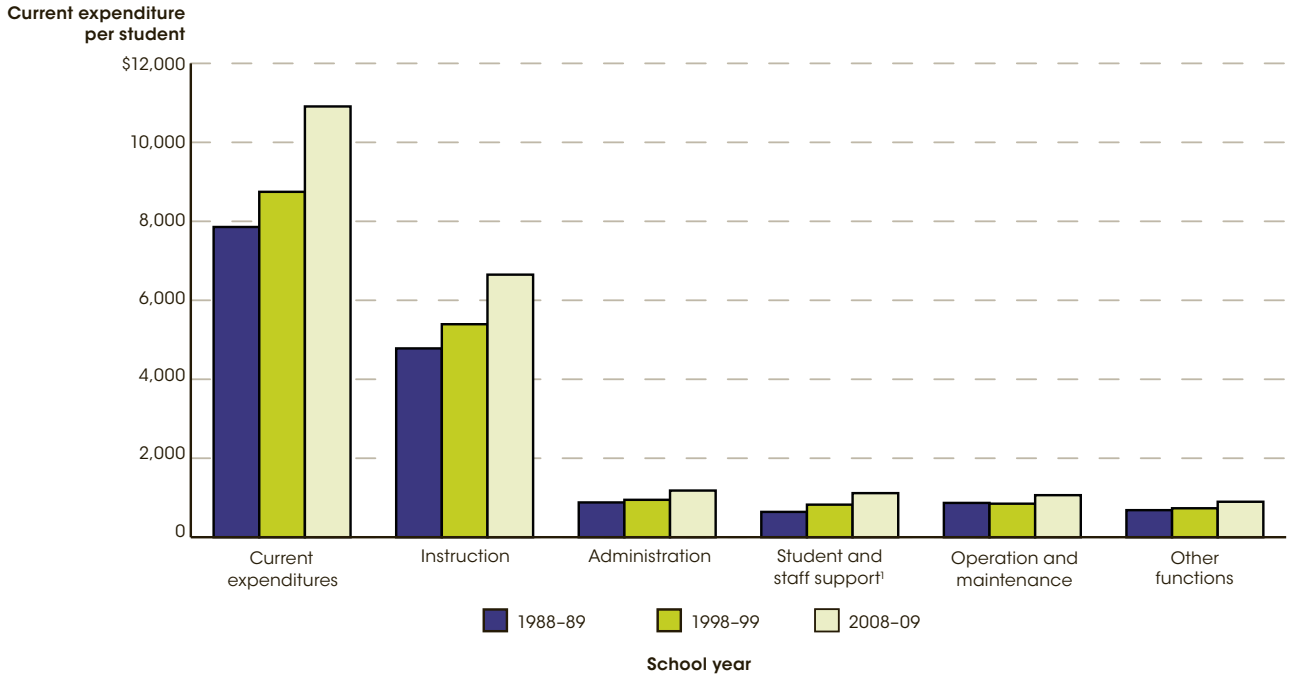
Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2010–11 dollars. Current expenditures, which is one component of total expenditures, can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). 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, along with amounts for direct program support made available by state education agencies for local school districts. For more information about the CPI and classifications of expenditures, see Appendix C – *Finance*. For more information about the Common Core of Data, see Appendix B – *Guide to Sources*.

Figure 20-1. Percentage change in total expenditures per student in fall enrollment in public elementary and secondary schools, by expenditure type and objects of current expenditures, in constant 2010–11 dollars: School years 1988–89 to 2008–09



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 2010–11 constant dollars. For more information about the CPI and classifications of expenditures, see Appendix C – *Finance*. For more information about the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1988–89 and 2008–09.

Figure 20-2. Current expenditures per student in fall enrollment in public elementary and secondary schools in constant 2010–11 dollars, by expenditure object: School years 1988–89, 1998–99, and 2008–09



[1] Includes expenditures for student support services and instructional support services.
NOTE: Expenditures are in constant 2010–11 dollars, adjusted using the Consumer Price Index (CPI). Current expenditures consist of all of the categories shown. Other functions include student transportation, food services, and enterprise operations. For more information about the CPI and classifications of expenditures, see Appendix C – *Finance*. For more information about the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1988–89, 1998–99, and 2008–09.

Indicator 21
Variations in Instruction Expenditures

After increasing every year from 1997–98 to 2007–08, total variation in instruction expenditures per student was lower among public school districts in 2008–09 than in 2007–08.

A number of methods can be used to measure the variation between districts and states in the amount that school districts spend per student on instruction. 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 states and districts within states. Changes in cost differences across and within states may also affect the changes in the variation over time.

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 instruction expenditures per student is primarily due to changes between states or changes within states. The *Theil coefficient* can range from zero, indicating no variation, to a maximum possible value of 1.0. The value of the *Theil coefficient* remains unchanged if expenditures in all districts are increased by the same percentage; it would therefore not be necessary to adjust instruction expenditures for inflation at the national level.

Across U.S. districts, the total variation in instruction expenditures per student decreased between school years 1989–90 and 1997–98, then increased between 1997–98 and 2007–08 (see table A-21-1). The total variation in instruction expenditures per student was greater in 2007–08 than it was in the early 1990s. Total variation was lower in 2008–09 than in 2007–08, but was still higher than in any year from 1989–90 through 2005–06. Both the between-state and within-state variations in instruction expenditures per student decreased between 1989–90 and 1997–98, and increased between 1997–98 and 2007–08. Like the total variation, both between-state and within-state variations were lower in 2008–09 than in 2007–08.

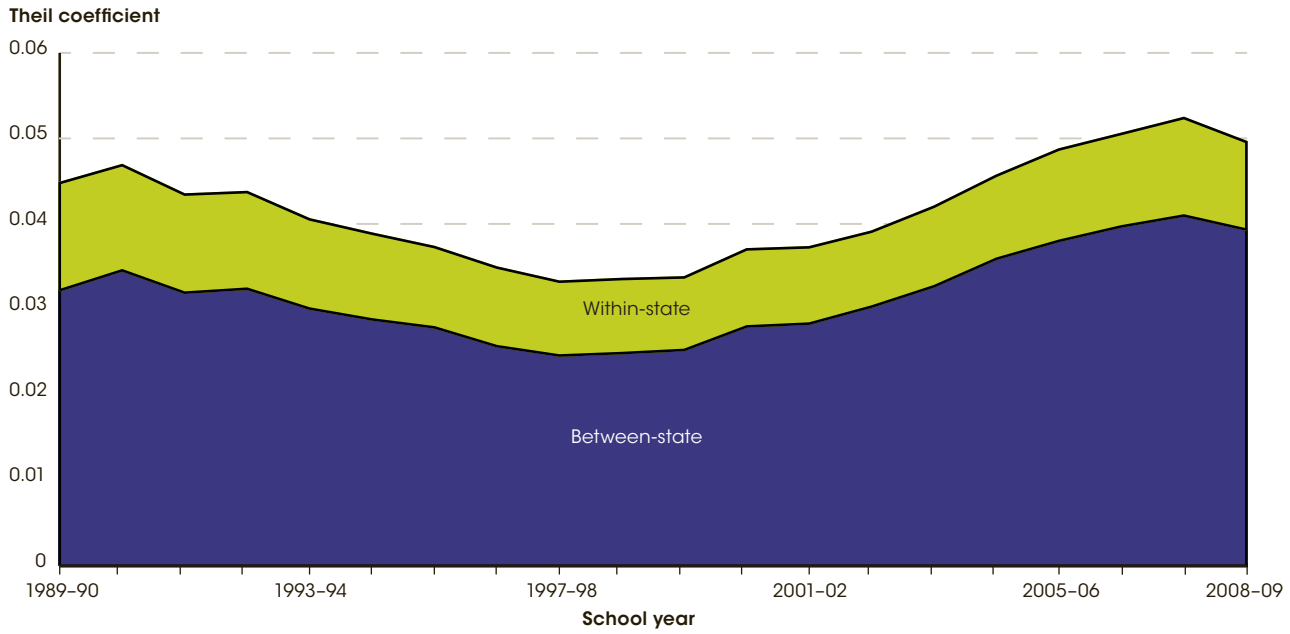
Between 1989–90 and 2008–09, differences between states accounted for a greater proportion of the variation in instruction expenditures per student among public school districts than did differences within states. The percentage of the total variation due to between-state differences increased from 72 percent in 1989–90 to 79 percent in 2008–09, while the percentage of the total variation due to within-state differences decreased from 28 to 21 percent.

Table A-21-1
Glossary: *Expenditures, Public school*

Technical Notes

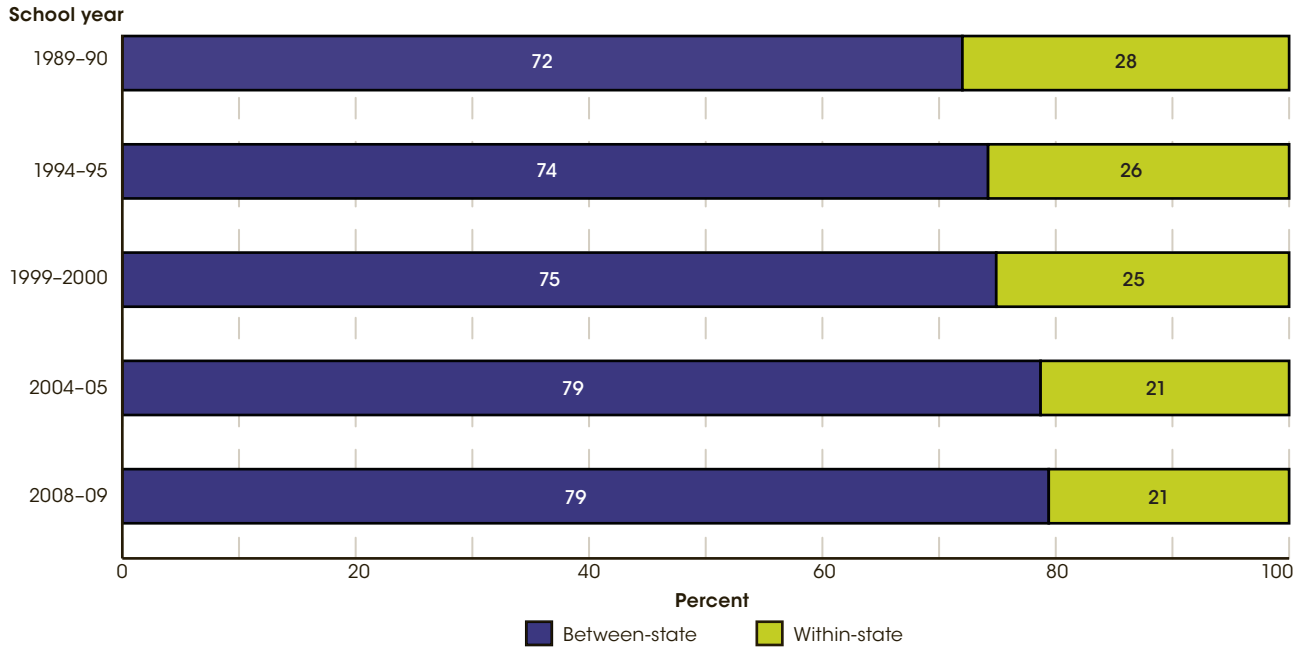
For more information on the variation in expenditures per student, the *Theil coefficient*, and the classifications of expenditures for elementary and secondary education, see Appendix C – *Finance*. This indicator only includes unified public elementary and secondary districts. Unified districts serve both elementary and secondary grades. The *Theil coefficient* was calculated for unified districts only in order to limit any variations in expenditures per pupil due to the grade levels of the school districts or due to districts serving only students in special programs. In 2008–09, approximately 92 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 Appendix B – *Guide to Sources*.

Figure 21-1. Variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989–90 through 2008–09



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 possible value of 1.0. For more information on the variation in expenditures per student and the *Theil coefficient*, see Appendix C – *Finance*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
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 2008–09.

Figure 21-2. Percentage distribution of source of variation in instruction expenditures per student in unified public elementary and secondary school districts: Selected school years, 1989–90 through 2008–09



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 possible value of 1.0. For more information on the variation in expenditures per student and the *Theil coefficient*, see Appendix C – *Finance*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
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 2000" and "School District Finance Survey (Form F-33)," 2004–05 and 2008–09.

Indicator 22
Education Expenditures by Country

In 2008, the United States spent $10,995 per student on elementary and secondary education, which was 35 percent higher than the OECD average of $8,169. At the postsecondary level, U.S. expenditures per student were $29,910, more than twice as high as the OECD average of $13,461.

This indicator uses material from the Organization for Economic Co-operation and Development (OECD) report *Education at a Glance* to compare countries' expenditures on education using *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 2008, expenditures per student for the United States were $10,995 at the combined elementary and secondary level, which was 35 percent higher than the average of $8,169 for the OECD member countries reporting data (see table A-22-1). The expenditure per student measure is based on full-time-equivalent (FTE) student enrollment rather than headcounts. At the postsecondary level, U.S. expenditures per student were $29,910, which was more than twice as high as the OECD average of $13,461. Expenditures per student varied widely across the OECD countries: at the combined elementary and secondary level, expenditures ranged from $2,284 in Mexico and $2,635 in Chile to $16,909 in Luxembourg; at the postsecondary level, they ranged from $5,780 in Estonia to $20,903 in Canada, $21,648 in Switzerland, and $29,910 in the United States.

Among the OECD countries reporting data in 2008, the top five countries spending the highest percentage of their GDP on total education expenditures were Iceland (7.9 percent), Korea (7.6 percent), Israel (7.3 percent), Norway (7.3 percent), and the United States (7.2 percent) (see table A-22-1). Looking at education expenditures by level, the percentage of its GDP (4.1 percent) that the United States spent on elementary and secondary education was higher than the average of GDP spent by other reporting OECD countries (3.8 percent). Compared with the percentage of its GDP that the United States spent on elementary and secondary education, 10 countries spent a higher percentage, 20 countries spent a lower percentage, and 1 country spent the same percentage. Among OECD countries, Iceland spent the highest percentage (5.1 percent) of its GDP on elementary and secondary education. At the postsecondary level, the United States spent 2.7 percent of its GDP on education, which was higher than the average percentage spent by OECD countries (1.5 percent) and higher than the percentage spent by any other OECD country reporting data.

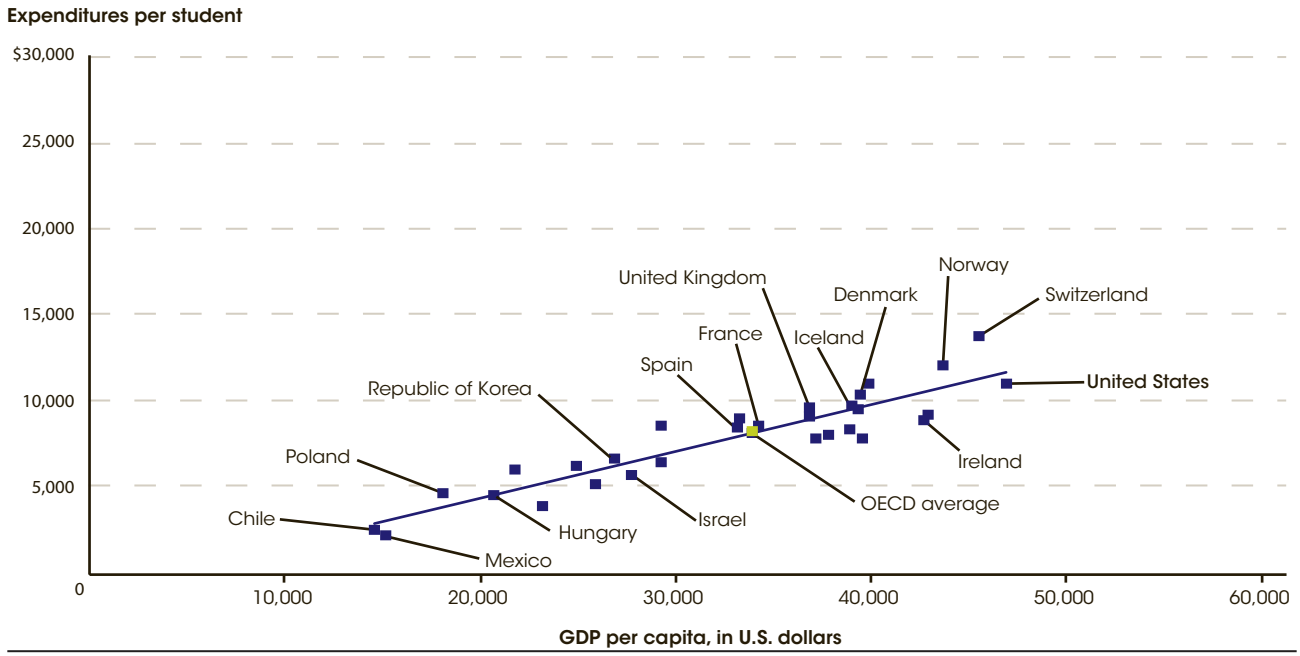
A country's wealth (defined as GDP per capita) is positively associated with expenditures per student on education at the combined elementary/secondary level and at the postsecondary level. For example, the education expenditures per student (both elementary/secondary and postsecondary) for each of the 7 OECD countries with the highest GDP per capita in 2008 were higher than the OECD average expenditures per student. The expenditures per student for the 10 OECD countries with the lowest GDP per capita were below the OECD average at both the elementary/secondary level and at the postsecondary level.

Table A-22-1
Glossary: *Elementary/secondary school, Expenditures per student, Full-time-equivalent (FTE) enrollment, Gross Domestic Product (GDP), Postsecondary education, Purchasing Power Parity (PPP) indexes*

Technical Notes

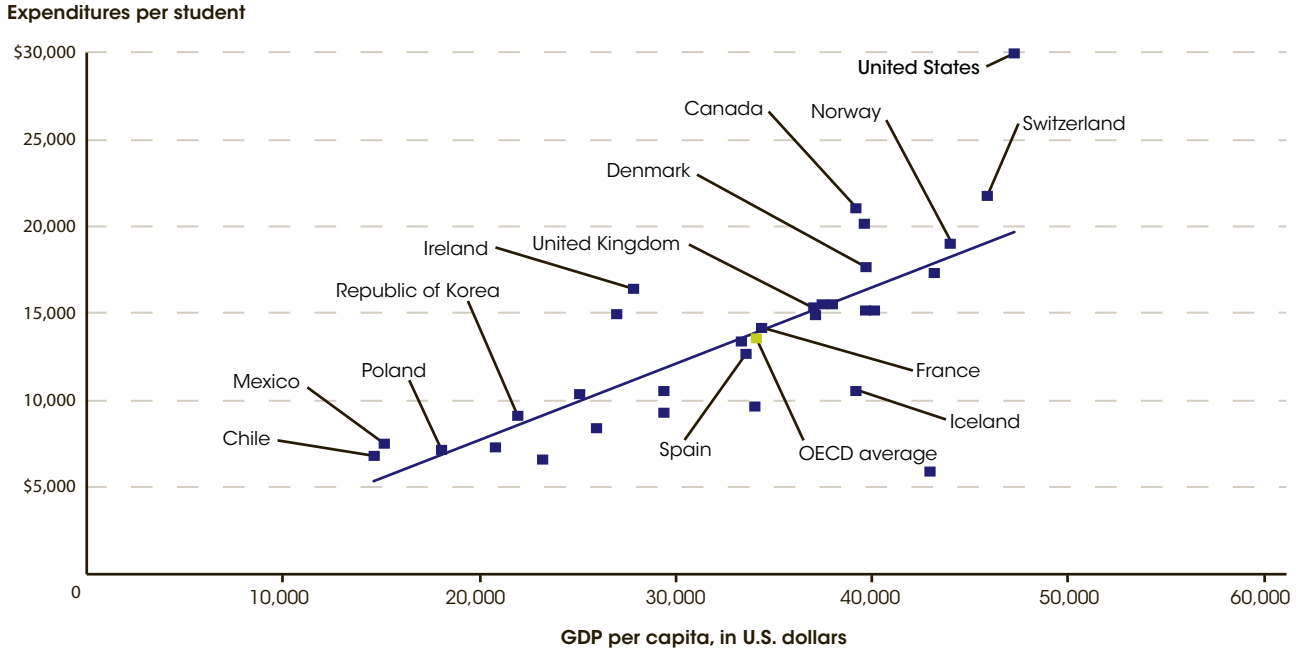
Education expenditures are from public revenue sources (governments) and private revenue sources. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investments. Data for private school expenditures at the elementary and secondary levels are estimated for some countries, including the United States. 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) indexes are used to convert other currencies to U.S. dollars (i.e., absolute terms). Within-country consumer price indexes are used to adjust the PPP indexes 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). For more information on classification of expenditures for international comparisons, see Appendix C – *Finance*. For more information on the Organization for Economic Co-operation and Development (OECD), see Appendix C – *International Education Definitions*.

Figure 22-1. Annual expenditures per student for elementary and secondary education in selected Organization for Economic Co-operation and Development (OECD) countries, by gross domestic product (GDP) per capita: 2008



— Linear relationship between spending and country wealth for 31 OECD countries reporting data (elementary/secondary): r^2 = .84; slope = .27; intercept = -992.
NOTE: Luxembourg data are excluded because of anomalies with respect to their Gross Domestic Product (GDP) per capita data. (Large revenues from international finance institutions distort the wealth of the population.) For more information on classification of expenditures for international comparisons, see Appendix C – *Finance*. For more information on the International Standard Classification of Education (ISCED), see Appendix C – *International Education Definitions*.
SOURCE: Organization for Economic Co-operation and Development (OECD), Center for Educational Research and Innovation. (2011). *Education at a Glance, 2011: OECD Indicators*, tables B1.2 and X2.1.

Figure 22-2. Annual expenditures per student for postsecondary education in selected Organization for Economic Co-operation and Development (OECD) countries, by gross domestic product (GDP) per capita: 2008



— Linear relationship between spending and country wealth for 31 OECD countries reporting data (postsecondary): r^2 = .53; slope = .44; intercept = -1,082.
NOTE: Luxembourg data are excluded because they do not report data for postsecondary institutions. For more information on classification of expenditures for international comparisons, see Appendix C – *Finance*. For more information on the International Standard Classification of Education (ISCED), see Appendix C – *International Education Definitions*.
SOURCE: Organization for Economic Co-operation and Development (OECD), Center for Educational Research and Innovation. (2011). *Education at a Glance, 2011: OECD Indicators*, tables B1.2 and X2.1.

Indicator 23
Reading Performance

The average grade 4 reading score in 2011 was not measurably different from that in 2009. The average grade 8 score, however, was 1 point higher in 2011 than in 2009.

The National Assessment of Educational Progress (NAEP) most recently assessed 4th- and 8th-grade students' reading skills in 2011, and 12th-grade students were most recently assessed in 2009. In 2011, the average reading score for 4th-grade students (221) was not measurably different from the 2009 score (221), but it was higher than the scores on assessments between 1992 (217) and 2005 (219) (see table A-23-1). For 8th-grade students, the average reading score in 2011 (265) was 1 point higher than in 2009 (264) and 5 points higher than in 1992 (260), but was not always measurably different from scores on assessments given in other years. In 2009, the average reading score for 12th-grade students (288) was 2 points higher than in 2005 (286) but 4 points lower than in 1992 (292).

In 2011, the percentages of 4th-grade students performing at or above the *Basic* (67 percent), at or above the *Proficient* (34 percent), and at the *Advanced* (8 percent) achievement levels in reading showed no measurable change from 2009, but were higher than in 1992. Among 8th-grade students, the percentage performing at or above *Basic* in 2011 (76 percent) was not measurably different from that in 2009 (75 percent) but was higher than the percentage in 1992 (69 percent). A higher percentage of 8th-grade students performed at or above *Proficient* in 2011 (34 percent) than in 2009 (32 percent) and 1992 (29 percent). The percentage at the *Advanced* level in 2011 (3.4 percent) was half a percentage point higher than the percentage performing at *Advanced* in 2009 (2.8 percent) but was not measurably different from the percentage in 1992 (2.9 percent). Among 12th-grade students, the percentage performing at or above *Basic* (74 percent) in 2009 was not significantly different from the percentage in 2005 (73 percent), but was lower than the percentage in 1992 (80 percent). The percentage at or above *Proficient* was higher in 2009 (38 percent) than in 2005 (35 percent) but not significantly different from the percentage in 1992 (40 percent). There was no measurable change in the percentage of 12th-graders performing at *Advanced* from 2005 to 2009 (5 percent each), although the 2009 percentage was 1 percentage point higher than that in 1992.

At grade 4, the average reading scores in 2011 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students were not measurably different from their scores in 2009 (see table A-23-2). The 2011 grade 4 reading scores for White, Black, Hispanic, and Asian/Pacific Islander students were, however, higher than their scores in 1992. At grade 8, average reading scores for White, Black, and Hispanic students were higher in 2011 than their scores in any of the previous assessment years. At grade 12, average scores showed no measurable differences from 1992 to 2009 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NAEP results also permit state-level comparisons of the reading abilities of 4th- and 8th-grade students in public schools. While there was no measurable change from 2009 to 2011 in the overall average score for 4th-grade public school students in the nation, average scores were higher in 2011 than in 2009 in Alabama, Hawaii, Maryland, and Massachusetts, and scores were lower in 2011 in Missouri and South Dakota (see table A-23-3). At grade 8, although the average score for public school students in the nation was 2 points higher in 2011 than in 2009, only ten states had higher scores in 2011 than in 2009. These states were Colorado, Connecticut, Hawaii, Idaho, Maryland, Michigan, Montana, Nevada, North Carolina, and Rhode Island. In the remaining states and the District of Columbia, scores showed no measurable change.

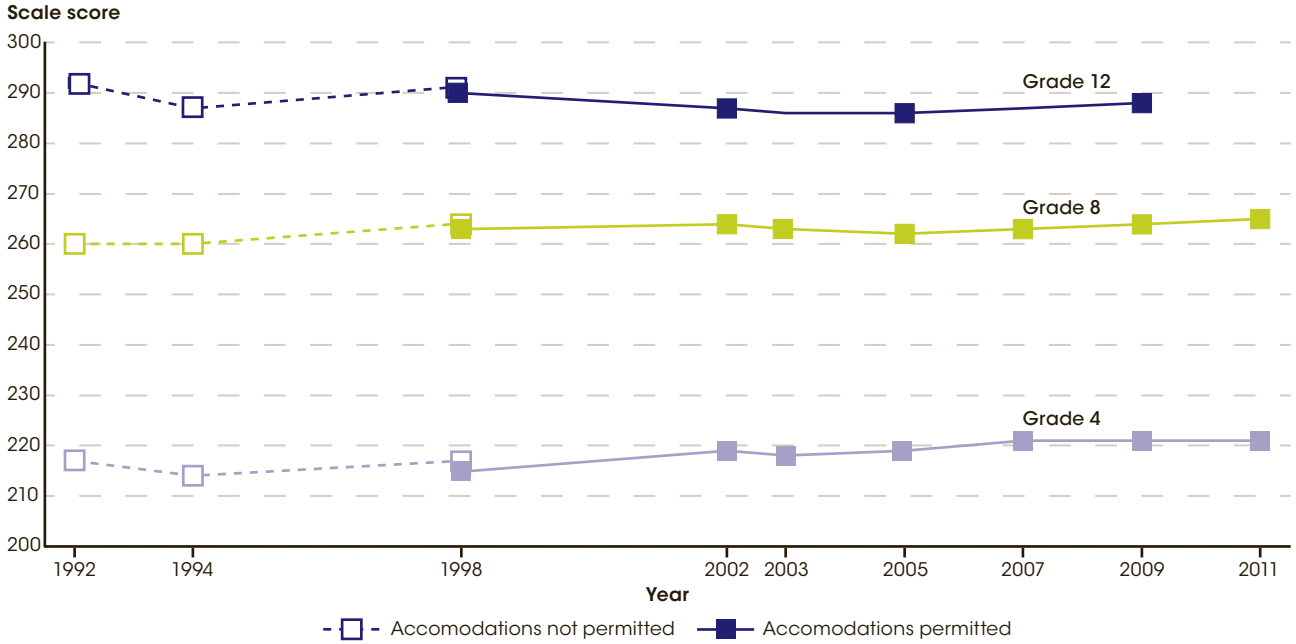
Tables A-23-1, A-23-2, and A-23-3
Glossary: *Achievement levels*

Technical Notes

National Assessment of Educational Progress (NAEP) reading scores range from 0 to 500. The 12th-grade NAEP reading assessment was not administered in 2003, 2007, or 2011. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance.

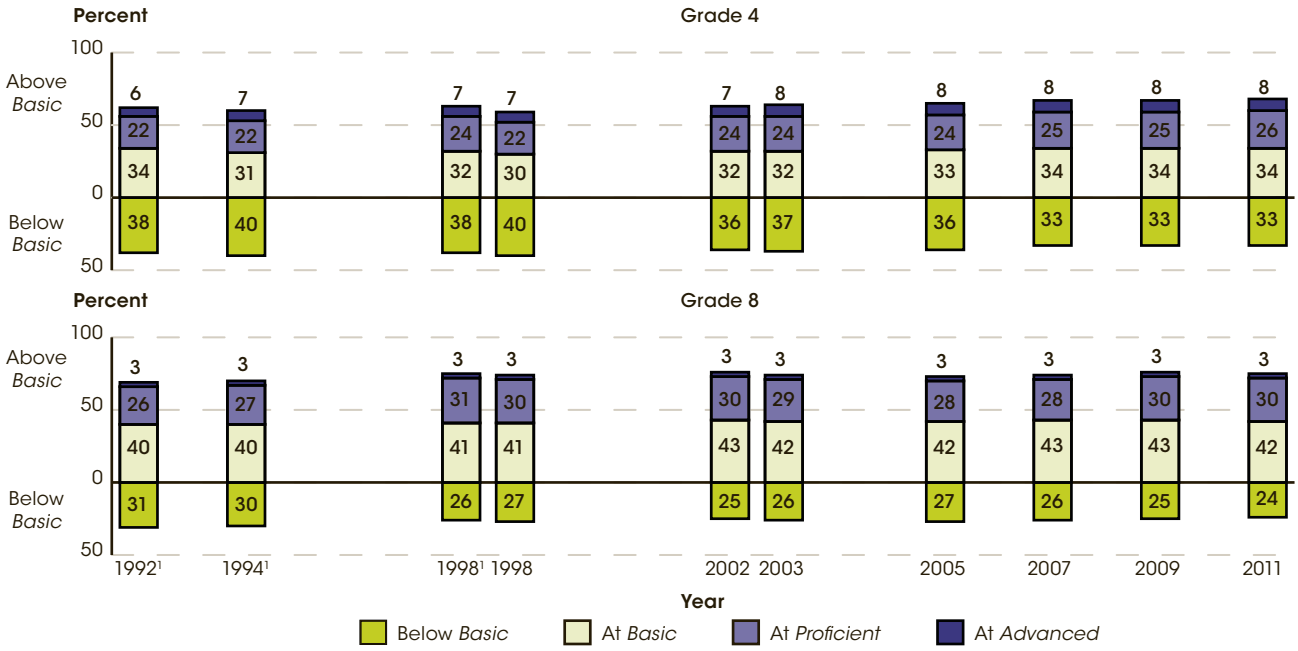
Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992. For more information on NAEP, see Appendix B – *Guide to Sources.* Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures.*

Figure 23-1. Average reading scale scores of 4th-, 8th-, and 12th-grade students: Selected years, 1992–2011



NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Student assessments are not designed to permit comparisons across subjects or grades. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998. The 12th-grade NAEP reading assessment was not administered in 2003, 2007, or 2011. For more information on NAEP, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2011 Reading Assessments, NAEP Data Explorer.

Figure 23-2. Percentage distribution of 4th- and 8th-grade students across National Assessment of Educational Progress reading achievement levels: Selected years, 1992–2011



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during these assessments. Students were tested with and without accommodations in 1998.
NOTE: Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. Detail may not sum to totals because of rounding. For more information on the National Assessment of Educational Progress (NAEP), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2011 Reading Assessments, NAEP Data Explorer.

Indicator 24
Mathematics Performance

At grades 4 and 8, the average mathematics scores in 2011 were higher than the average scores for those grades in all previous assessment years.

In 2011, the average National Assessment of Educational Progress (NAEP) mathematics scores for 4th-grade and 8th-grade students were higher than their average scores in all previous assessment years (see table A-24-1). From 1990 to 2011, the average 4th-grade NAEP mathematics score increased by 28 points, from 213 to 241. During that same time period, the average 8th-grade score increased by 21 points, from 263 to 284. Twelfth-graders were most recently assessed in 2009; in that year, the average 12th-grade mathematics score was 3 points higher than in 2005, the first year that the revised assessment was administered.

In 2011, some 82 percent of 4th-grade students performed at or above the *Basic* achievement level, 40 percent performed at or above the *Proficient* level, and 7 percent performed at the *Advanced* level. While the percentage of students at or above the *Basic* level in 2011 was not measurably different from that in 2009 or 2007 (both 82 percent), it was higher than the percentage in 1990 (50 percent). Higher percentages of 4th-grade students performed at or above *Proficient* and at *Advanced* in 2011 than in all previous assessment years. In 2011, some 73 percent of 8th-grade students performed at or above *Basic,* 35 percent performed at or above *Proficient,* and 8 percent performed at *Advanced.* The percentage of 8th-grade students performing at or above *Proficient* increased by 1 percentage point from 2009 to 2011. The percentages at or above *Basic* and at *Advanced* in 2011 showed no measurable change from 2009, but were higher than the percentages in all assessment years prior to 2009. The percentages of 12th-grade students performing at or above *Basic* (64 percent) and at or above *Proficient* (26 percent) were each 3 percentage points higher in 2009 than in 2005. The percentages performing at the *Advanced* level in 2005 and 2009 were not measurably different (2 and 3 percent, respectively).

At grade 4, the average mathematics scores in 2011 for White (249), Black (224), and Hispanic students (229) were higher than their scores in both 2009 and 1990 (see table A-24-2). The 2011 score for Asian/Pacific Islander 4th-graders (256) was not measurably different from the 2009 score (255), but was higher than the score in 1990. At grade 8, the average mathematics score for Hispanic students was 4 points higher in 2011 (270) than in 2009 (266), but the scores for White, Black, and Asian/Pacific Islander students did not measurably change. The 2011 scores for these four groups were, however, higher than their scores in 1990. The 2011 score for American Indian/Alaska Native 8th-grade students was not measurably different from their score in 2009. At grade 12, average mathematics scores were higher in 2009 than in 2005 for all racial/ethnic groups. For example, the average score for Asian/Pacific Islander 12th-grade students increased by 13 points, and the average score for American Indian/Alaska Native students increased by 10 points.

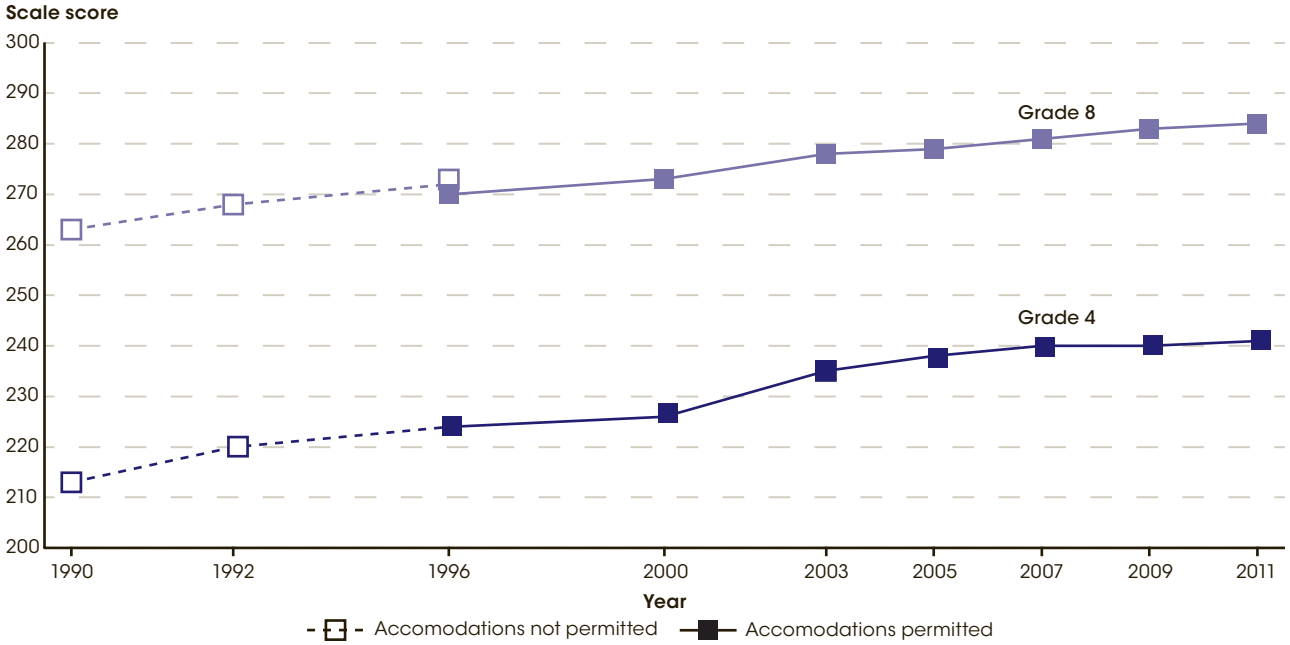
NAEP results also permit state-level comparisons of the mathematics achievement of 4th- and 8th-grade students in public schools. The average mathematics scores for 4th-grade public school students increased from 2009 to 2011 in eight states (Alabama, Arizona, Georgia, Hawaii, Maryland, New Mexico, Rhode Island, and Wyoming) and the District of Columbia and decreased in New York (see table A-24-3). At grade 8, scores were higher in 2011 than in 2009 in 12 states (Arkansas, Colorado, Hawaii, Maine, Mississippi, Nevada, New Mexico, Ohio, Oklahoma, Rhode Island, Texas, and West Virginia) and the District of Columbia. The average 8th-grade score in Missouri decreased.

Tables A-24-1, A-24-2, and A-24-3
Glossary: *Achievement levels*

Technical Notes

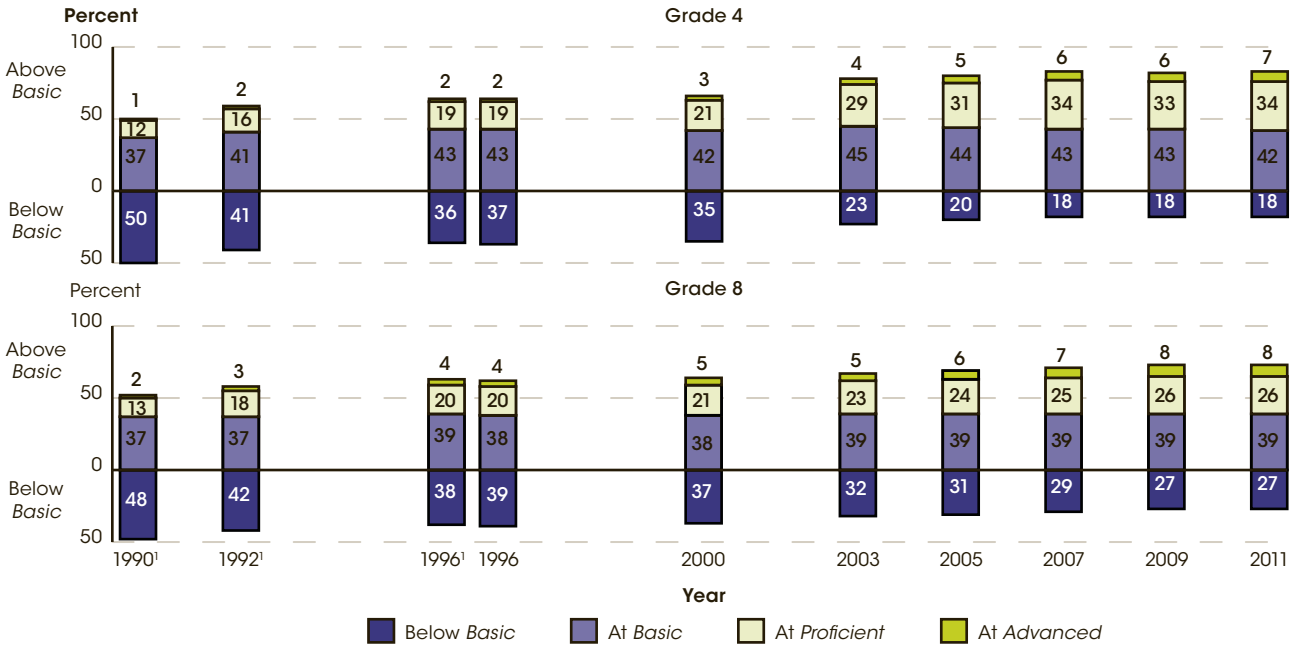
NAEP mathematics scores range from 0 to 500 for grades 4 and 8. The framework for the 12th-grade mathematics assessment was revised in 2005; as a result, the 2005 and 2009 results cannot be compared with those from previous years. At grade 12, mathematics scores on the revised assessment range from 0 to 300. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1990 and 1992. Students in grades 4 and 8 were tested with and without accommodations in 1996. For more information on NAEP, see Appendix B – *Guide to Sources.* Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures.*

Figure 24-1. Average mathematics scale scores of 4th- and 8th-grade students: Selected years, 1990–2011



NOTE: At grades 4 and 8, the National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996. For more information on NAEP, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2011 Mathematics Assessments, NAEP Data Explorer.

Figure 24-2. Percentage distribution of 4th- and 8th-grade students across National Assessment of Educational Progress mathematics achievement levels: Selected years, 1990–2011



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during these assessments. Students were tested with and without accommodations in 1996.
NOTE: Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills; *Proficient* indicates demonstrated competency over challenging subject matter; and *Advanced* indicates superior performance. Detail may not sum to totals because of rounding. For more information on the National Assessment of Educational Progress (NAEP), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2011 Mathematics Assessments, NAEP Data Explorer.

Indicator 25
U.S. History, Geography, and Civics Performance

At grade 12, the NAEP U.S. history score was 2 points higher in 2010 than in 1994, while the geography score was 2 points lower. There was no measurable difference in the civics score from 1998 to 2010.

In 2010, the National Assessment of Educational Progress (NAEP) assessed students' knowledge of U.S. history, geography, and civics in grades 4, 8, and 12. For U.S. history, the average scores were higher in 2010 than in 1994 at all grades (see table A-25-1). From 1994 to 2010, the U.S. history scores increased from 205 points to 214 points for 4th-grade students, from 259 points to 266 points for 8th-grade students, and from 286 points to 288 points for 12th-grade students. At grade 12, the U.S. history scores were higher in 2010 than in 1994 for White (296 vs. 292 points), Hispanic (275 vs. 267 points), and Asian/Pacific Islander students (293 vs. 283 points). In 2010, the scores for White and Asian/Pacific Islander 12th-grade students (296 and 293, respectively) were not measurably different from each other, but both were higher than the scores for Black (268), Hispanic (275), and American Indian/Alaska Native students (278). The grade 12 U.S. history score for male students was 2 points higher in 2010 (290) than in 1994 (288), while the 2010 score for female students was not measurably different from the 1994 score. Male 12th-graders scored 4 points higher than female 12th-graders on the 2010 U.S. history assessment.

For geography, the average score for 4th-grade students was higher in 2010 (213) than in 1994 (206) (see table A-25-2), while the 2010 average score for 8th-grade students was not measurably different from the 1994 score. For 12th-grade students, the score was lower in 2010 (282) than in 1994 (285). At grade 12, none of the racial/ethnic groups had geography scores that were measurably different between 1994 and 2010. In 2010, White students had the highest average geography score (290), followed by Asian/Pacific Islander (285), American Indian/Alaska Native (277), Hispanic (270), and Black (261) students. The geography score for male 12th-graders was lower in 2010 (285) than in 1994 (288), while the 2010 score for female 12th-graders was not measurably different from the 1994 score. Male 12th-graders scored 5 points higher than female 12th-graders on the 2010 geography assessment.

For civics, the average score for 4th-grade students was higher in 2010 (157) than in 1998 (150), the first year the assessment was administered (see table A-25-3), but the scores for 8th-grade and 12th-grade students were not measurably different between 2010 and 1998. At grade 12, the average civics score for Hispanic students was higher in 2010 (137) than in 1998 (132), but the scores for the other racial/ethnic groups were not measurably different between the two years. In 2010, the average scores of White (156) and Asian/Pacific Islander 12th-graders (153) students were not measurably different from each other, and both were higher than the average scores for Black (127) and Hispanic 12th-graders (137). The average civics score for female 12th-grade students was lower in 2010 (148) than in 1998 (152), while the 2010 and 1998 civics scores for male 12th-grade students were not measurably different.

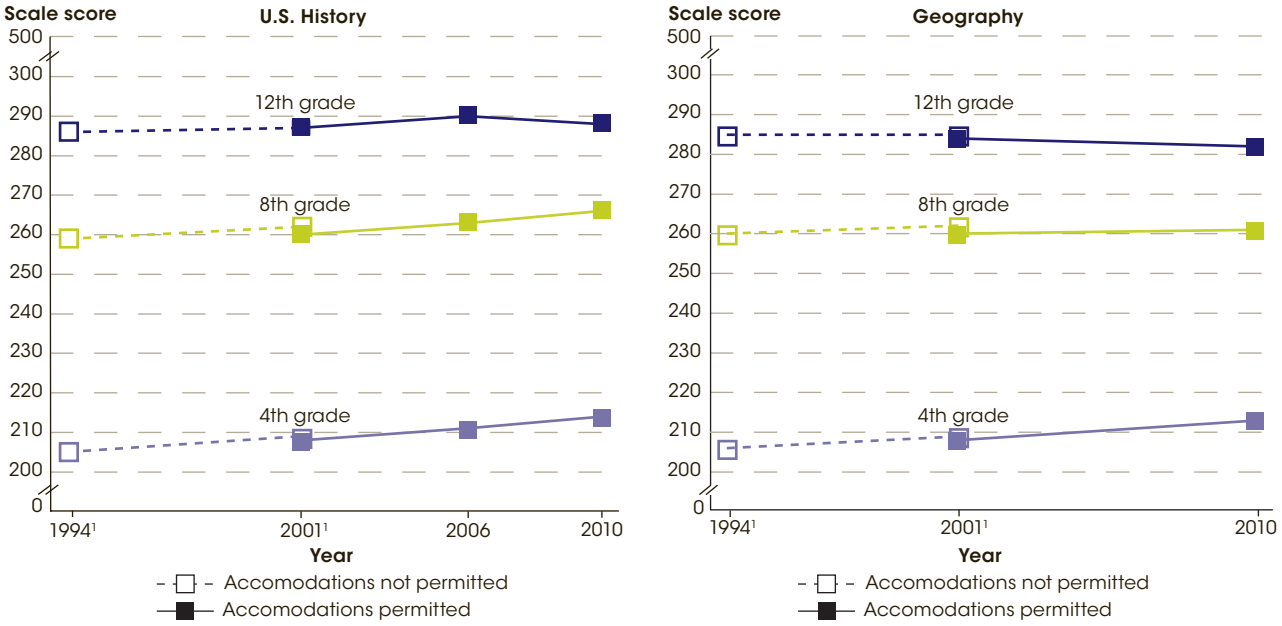
In 2010, in each of the three subjects, less than one-quarter of 12th-grade students performed at or above the *Proficient* achievement level (see table A-25-4). At grade 12, the percentages of students performing at or above *Basic* (45 percent) and at or above *Proficient* (12 percent) on the 2010 U.S. history assessment were not measurably different from the percentages performing at or above *Basic* and at or above *Proficient* on the 1994 assessment. On the geography assessment, the percentage of students performing at or above *Basic* in 2010 (70 percent) was not measurably different from the percentage performing at or above *Basic* in 1994. The percentage performing at or above *Proficient* in 2010 (20 percent) was lower than in 1994 (27 percent). On the 2010 civics assessment, the percentages of students performing at or above *Basic* (64 percent) and at or above *Proficient* (24 percent) were not measurably different from the percentages performing at or above *Basic* and at or above *Proficient* in 1998.

Tables A-25-1, A-25-2, A-25-3, and A-25-4
Glossary: *Achievement levels*

Technical Notes

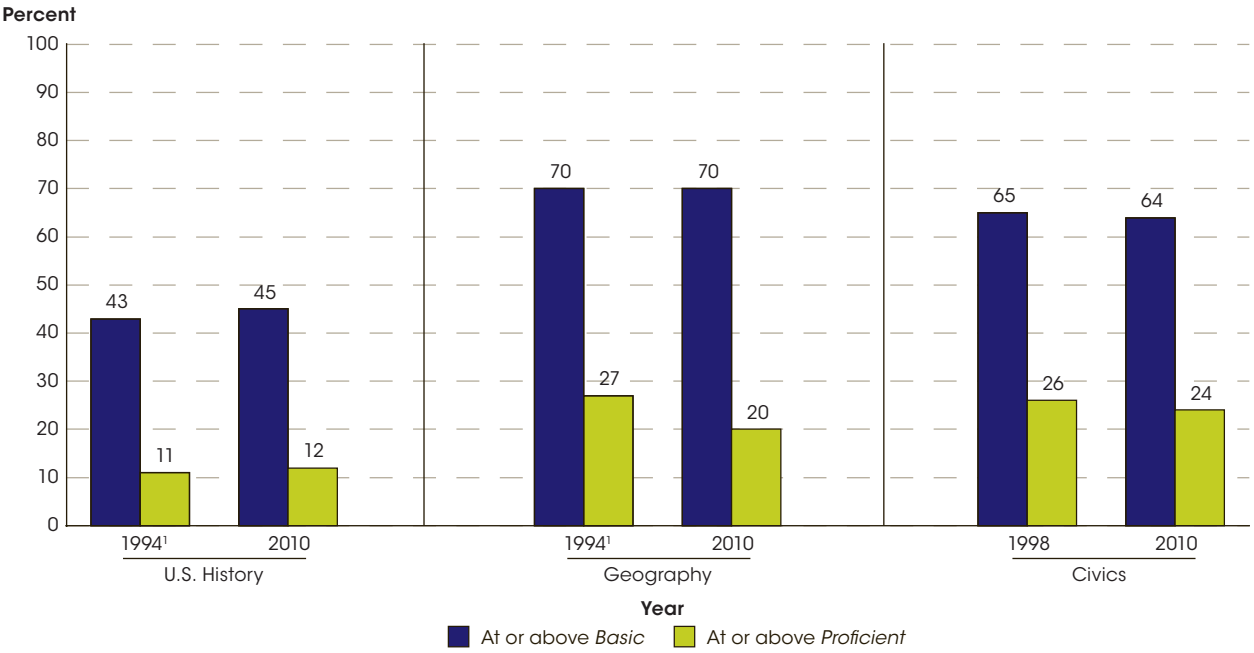
National Assessment of Educational Progress (NAEP) U.S. history and geography scores range from 0 to 500. Civics scores range from 0 to 300. The NAEP achievement levels define what students should know and be able to do. *Basic* indicates partial mastery of fundamental skills, and *Proficient* indicates demonstrated competency over challenging subject matter. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994. Students were tested with and without accommodations in the 2001 U.S. history and geography assessments. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on NAEP, see Appendix B – *Guide to Sources*.

Figure 25-1. Average scale scores of 4th-, 8th-, and 12th-grade students, by subject: Selected years, 1994–2010



¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994. Students were tested with and without accommodations in 2001.
NOTE: National Assessment of Educational Progress (NAEP) U.S. history and geography scores range from 0 to 500. For more information on the NAEP, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1994–2010 U.S. History Assessments, and selected years, 1994–2010 Geography Assessments, NAEP Data Explorer.

Figure 25-2. Percentage of 12th-grade students at selected National Assessment of Educational Progress achievement levels, by subject: 1994, 1998, and 2010



¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994.
NOTE: Achievement levels define what students should know and be able to do. *Basic* indicates partial mastery of fundamental skills, and *Proficient* indicates demonstrated competency over challenging subject matter. For more information on the National Assessment of Educational Progress (NAEP), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2010 U.S. History Assessments, 1994 and 2010 Geography Assessments, and 1998 and 2010 Civics Assessments, NAEP Data Explorer.

Indicator 26

International Reading, Mathematics, and Science Proficiency

In 2009, the percentage of high-performing 15-year-olds in the United States was higher in reading literacy, lower in mathematics literacy, and not measurably different in science literacy than the respective percentages in the OECD countries on average.

The Program for International Student Assessment (PISA) is an international assessment that reports on the performance of 15-year-olds in reading, mathematics, and science literacy using both average scale scores and the distribution of students reaching proficiency levels. Proficiency levels for each subject are associated with descriptions of tasks students are expected to complete at each level, with level 2 serving as the baseline level at which students begin to demonstrate the competencies enabling them to participate effectively in life situations, and levels 5 and above representing the high end of the skill distribution. This indicator presents PISA data on the low performers (students scoring below level 2) and on the high performers (students scoring at level 5 and above).

In 2009, the percentage of U.S. low performers on the reading literacy scale (18 percent) was not measurably different from the percentage of low performers in the Organization for Economic Co-operation and Development (OECD) countries on average (19 percent) (see table A-26-1). In 2009, a higher percentage of U.S. students (10 percent) were high performers in reading literacy than were students in the OECD countries on average (8 percent). From 2000 to 2009, there was no measurable change in the percentage of U.S. low performers in reading literacy; however, the percentage of low performers in the OECD countries on average was higher in 2000 (19 percent) than in 2009 (18 percent). While there was no measurable change in the percentage of U.S. high performers in reading literacy, the percentage of high performers in the OECD countries on average was higher in 2000 (9 percent) than in 2009 (8 percent).

In 2009, the percentage of U.S. low performers on the mathematics literacy scale (23 percent) was not measurably different from the percentage of low performers in the OECD countries on average (22 percent); however, a lower percentage of U.S. students were high performers on the mathematics literacy scale (10 percent) than were students in the OECD countries on average (13 percent) (see table A-26-2). While no measurable change was seen in the percentage of U.S. low performers from 2003 to 2009 (2003 being the first time point to which PISA 2009 mathematics literacy scores can be compared), the percentage of low performers in the OECD countries on average was lower in 2003 (21 percent) than in 2009 (22 percent). There was no measurable change in the percentage of U.S. high performers on the mathematics literacy scale from 2003 to 2009; however, the percentage of high performers in the OECD countries on average was higher in 2003 (15 percent) than in 2009 (13 percent).

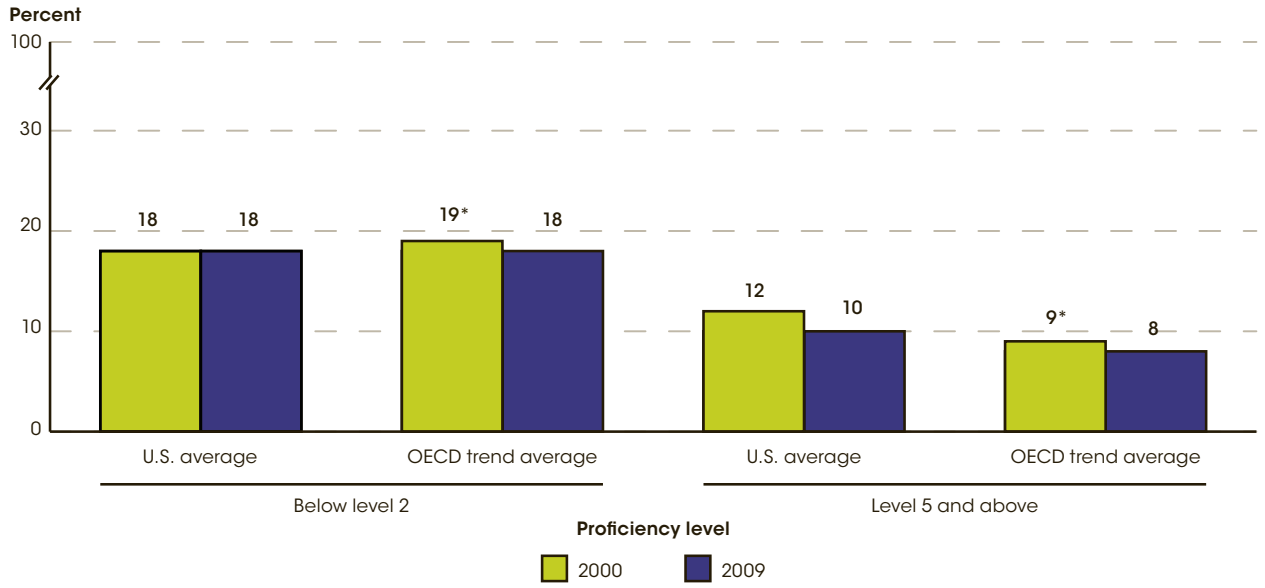
In 2009, the percentages of both the U.S. low as well as high performers on the science literacy scale were not measurably different from the corresponding percentages in the OECD countries on average (18 percent for low and 9 percent for high performers, respectively) (see table A-26-3). On the science literacy scale, the percentage of low performers was higher in 2006 compared to 2009 for both the United States (24 to 18 percent) and in the OECD countries on average (20 to 18 percent) (2006 being the first time point to which PISA 2009 science literacy scores can be compared). While there was no measurable change in the percentage of U.S. high performers in science literacy between these two time points, the percentage of high performers across OECD countries on average was higher in 2006 than in 2009 when comparing unrounded data.

Tables A-26-1, A-26-2, and A-26-3

Technical Notes

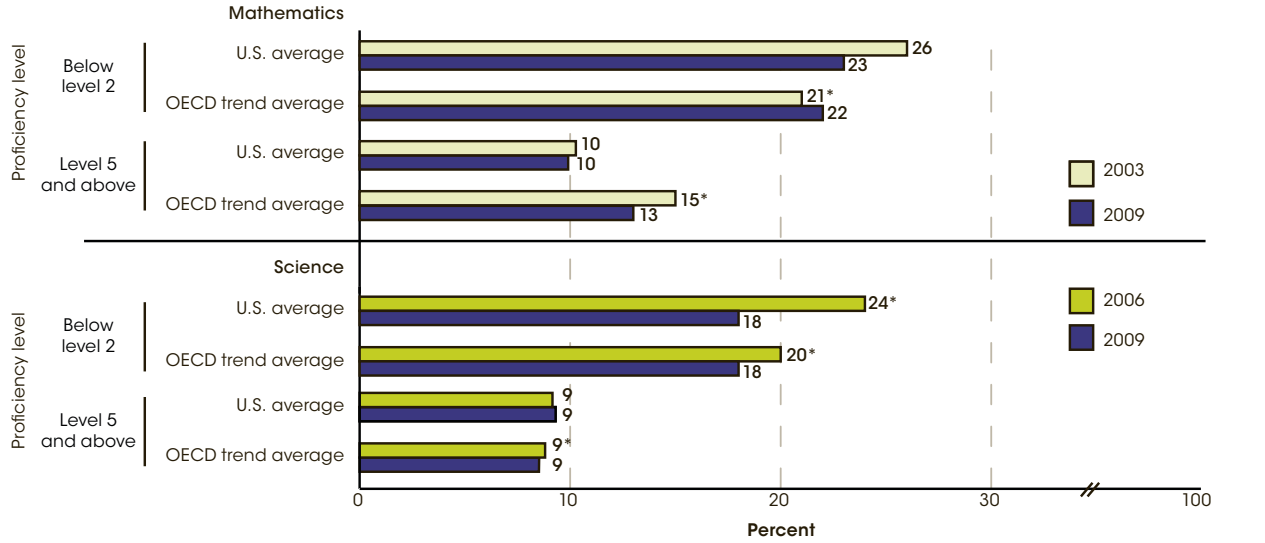
Participants in PISA 2009 include 65 countries and other education systems, including 34 OECD countries, which represent many of the world's advanced and emerging economies. The OECD average used for comparisons across countries in 2009 is the average of the national averages of the 34 OECD member countries, with each country weighted equally. The PISA 2000 and 2009 OECD averages used in the analysis of trends in reading literacy are based on the averages of 27 OECD countries reporting comparable data in both years. The PISA 2003 and 2009 OECD averages used in the analysis of trends in mathematics literacy are based on the averages of 29 OECD countries reporting comparable data in both years. The PISA 2006 and 2009 OECD averages used in the analysis of trends in science literacy are based on the averages of all 34 OECD countries. Scale scores range from 0 to 1,000. For more information on PISA proficiency levels, see Appendix B – *Guide to Sources.*

Figure 26-1. Percentage of 15-year-old students on the combined reading literacy scale in the United States and Organization for Economic Co-operation and Development countries, by selected Program for International Student Assessment proficiency levels: 2000 and 2009



* $p < .05$. Significantly different from average in 2009 at the .05 level of statistical significance.
NOTE: The Organization for Economic Co-operation and Development (OECD) trend average used for the analysis of reading literacy trends is based on the averages of 27 OECD countries with comparable data for 2000 and 2009, with each country weighted equally. In the Program for International Student Assessment (PISA), proficiency in reading was defined in terms of levels based on student performance scores on each literacy scale. Reading literacy was assessed along a continuum, with proficiency below level 2 indicative of the low-performing students and proficiency level 5 and above indicative of the high-performing students. In reading, proficiency below level 2 is defined by scoring below 407, and proficiency at level 5 and above is defined by scoring 626 and above. Scores are reported on a scale from 0 to 1,000. For more information on PISA, see Appendix B - *Guide to Sources.*
SOURCE: Fleischman, H.L., Hopstock, P.J., Pelczar, M.P., and Shelley, B.E. (2010). *Highlights From PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context* (NCES 2011-004), table R7A; OECD. (2010). *PISA 2009 Results: Learning Trends - Changes in Student Performance Since 2000 (Volume V)*, table V.2.2; and OECD, previously unpublished tabulations (October 2011).

Figure 26-2. Percentage of 15-year-old students on the mathematics and science literacy scales in the United States and Organization for Economic Co-operation and Development countries, by selected Program for International Student Assessment proficiency levels: 2003, 2006, and 2009



* $p < .05$. Significantly different from the average in 2009 at the .05 level of statistical significance.
NOTE: The Organization for Economic Co-operation and Development (OECD) trend average used for the analysis of mathematics literacy trends is based on the averages of the 29 OECD countries with comparable data for 2003 and 2009, with each country weighted equally. The OECD trend average used for the analysis of science literacy trends is based on the averages of the 34 OECD countries with comparable data for 2006 and 2009, with each country weighted equally. In the Program for International Student Assessment (PISA), proficiency in both mathematics and science was defined in terms of levels based on student performance scores. Mathematics literacy was assessed along a continuum, with proficiency below level 2 indicative of the low-performing students and proficiency level 5 and above indicative of the high-performing students. In mathematics, proficiency below level 2 is defined by scoring below 420, and proficiency level 5 and above is defined by scoring 607 and above. Science literacy was assessed along a continuum, with proficiency below level 2 indicative of the low-performing students and proficiency level 5 and above indicative of the high-performing students. In science, proficiency below level 2 is defined by scoring below 410, and proficiency level 5 and above is defined by scoring 633 and above. Scores are reported on a scale from 0 to 1,000. For more information on PISA, see Appendix B - *Guide to Sources.*
SOURCE: Fleischman, H.L., Hopstock, P.J., Pelczar, M.P., and Shelley, B.E. (2010). *Highlights From PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context* (NCES 2011-004), tables M4A and S4A; OECD. (2010). *PISA 2009 Results: Learning Trends - Changes in Student Performance Since 2000 (Volume V)*, tables V.3.2 and V.3.5; and OECD, previously unpublished tabulations (October 2011).

Indicator 27
Extracurricular Activities of High School Students

In 2010, some 40 percent of high school seniors participated in athletics, including 44 percent of males and 36 percent of females.

In 2010, some 40 percent of high school seniors participated in athletics as an extracurricular activity, which was higher than the percentage who participated in other school clubs/activities (32 percent), music/performing arts (23 percent), academic clubs (14 percent), newspaper/yearbook (10 percent), and student council/government (9 percent) (see table A-27-1). Since 1990, there has been no measurable change in the participation of high school seniors in the extracurricular activities of newspaper/yearbook, music/performing arts, academic clubs, and other school clubs/activities. However, the percentage of high school seniors who participated in athletics in 2010 (40 percent) was higher than the percentage who participated in 1990 (36 percent), and the percentage who participated in student council/government was lower in 2010 (9 percent) than in 1990 (11 percent).

As was the case with high school seniors in 2010, a higher percentage of sophomores participated in athletics than in other extracurricular activities. Forty-three percent of high school sophomores participated in athletics in 2010, some 28 percent participated in other clubs/activities, 23 percent participated in music/performing arts, and 4 percent participated on a newspaper/yearbook.

In 2010, a higher percentage of female than male high school seniors participated on a newspaper/yearbook (13 vs. 6 percent), in music/performing arts (28 vs. 18 percent), in academic clubs (18 vs. 11 percent), in student council/government (12 vs. 6 percent), and in other school clubs/activities (41 vs. 24 percent), while a higher percentage of male than female high school seniors participated in athletics (44 vs. 36 percent). For each of these activities, other than for athletics and student council/government, the participation rates were not measurably different in 2010 than they were in 1990. For athletics, the percentage of female high school seniors who participated was higher in 2010 (36 percent) than in 1990 (28 percent). For student council/government, the percentage of male high school seniors who participated was lower in 2010 (6 percent) than in 1990 (9 percent).

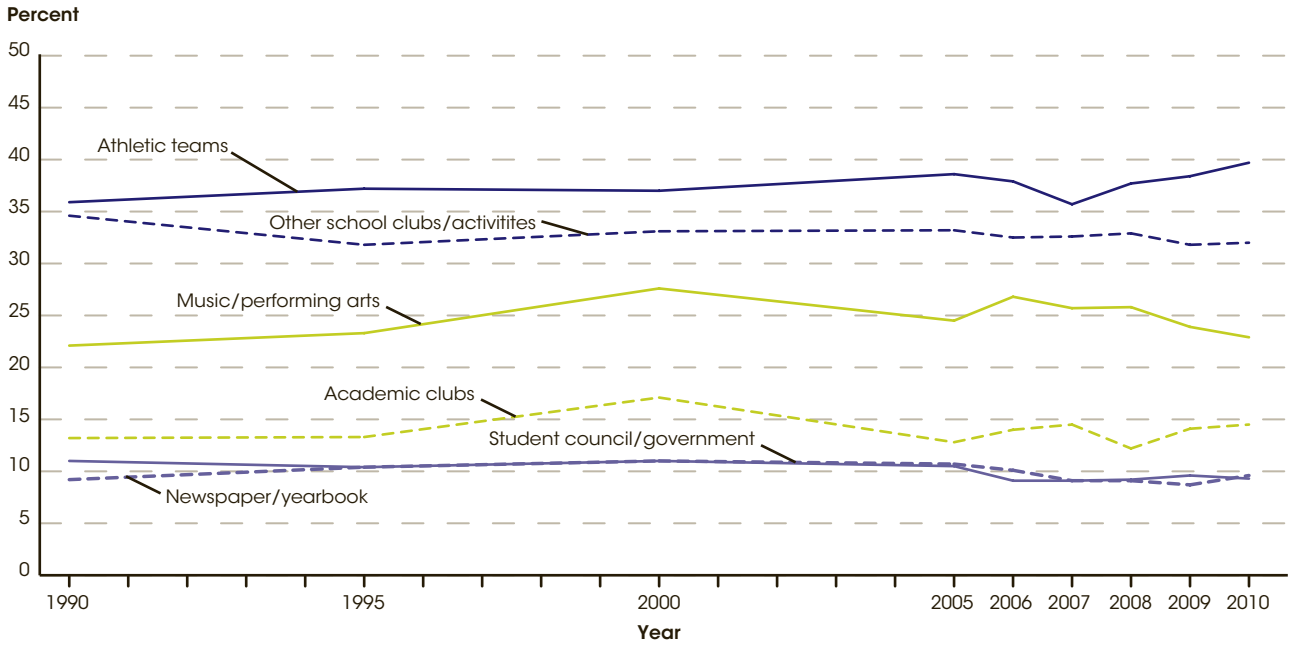
High school seniors who planned on attending college had higher participation rates in various extracurricular activities in 2010 than those who did not have college plans (see table A-27-2). For example, 43 percent of those who had college plans participated in athletics, compared to 25 percent of those who did not plan to attend college. Among those with plans to attend college, 37 percent participated in other clubs/activities, 25 percent participated in music/performing arts, 17 percent participated in academic clubs, and 11 percent (each) participated in student council/government and on a newspaper/yearbook. For those who did not plan on attending college, the participation rates were 15 percent for other school clubs/activities, 14 percent for music/performing arts, 5 percent for academic clubs, 2 percent for student council/government, and 5 percent for newspaper/yearbook.

Tables A-27-1 and A-27-2
Glossary: *High school*

Technical Notes

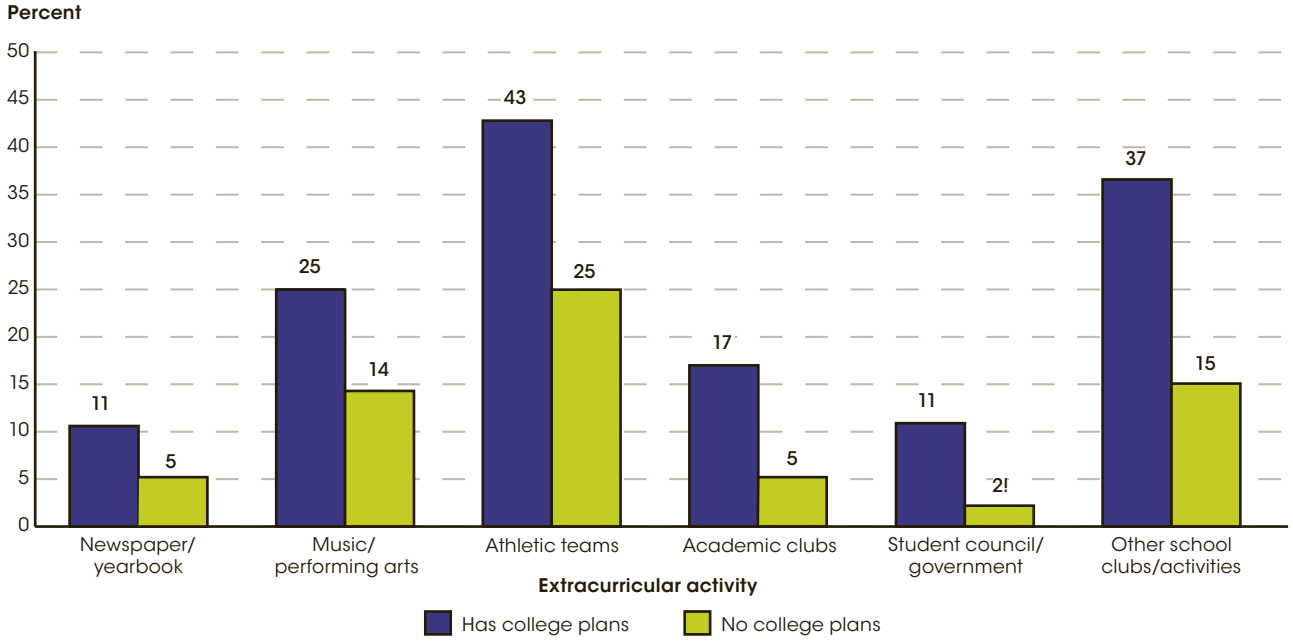
Percentages reflect the proportion of students who responded that they participated in these activities "to a considerable extent" or "to a great extent." The 10th-grade and 12th-grade data for "other school clubs/activities" are not comparable because the available response alternatives were not the same. The response rates for Monitoring the Future (MTF) do not meet National Center for Education Statistics (NCES) standards. For more information on MTF, see Appendix B – *Guide to Sources*.

Figure 27-1. Percentage of high school seniors who participated in various extracurricular activities, by type of activity: Selected years, 1990 through 2010



NOTE: Percentages reflect the proportion of seniors who responded that they participated in these activities "to a considerable extent" or "to a great extent." The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future*, see Appendix B – *Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, selected years, 1990–2010.

Figure 27-2. Percentage of high school seniors who participated in various extracurricular activities, by college plans: 2010



! Interpret data with caution (coefficient of variation is greater than 30 percent).
NOTE: Percentages reflect the proportion of seniors who responded that they participated in these activities "to a considerable extent" or "to a great extent." The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future*, see Appendix B – *Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, 2010.

Indicator 28
Student Absenteeism

In 2009, the average National Assessment of Educational Progress (NAEP) reading score of 12th-grade students with perfect attendance (292) was not measurably different from the score of those who reported missing 1–2 days in the previous month (290), but was higher than those who reported missing 3–4 days (284), and missing 5 or more days (273).

In 2011, when asked about their school attendance in the previous month, 51 percent of 4th-grade students and 45 percent of 8th-grade students reported having perfect attendance (i.e., no absences from school) (see table A-28-1). In that same year, 30 percent of 4th-grade students reported missing 1–2 days, 12 percent missed 3–4 days, and 7 percent missed 5 or more days of school in the previous month. Thirty-five percent of 8th-grade students missed 1–2 days, 13 percent missed 3–4 days, and 6 percent reported missing 5 or more days of school. In 2009 in 12th grade, the latest year for which data are available, 38 percent of students reported perfect attendance, 39 percent reported missing 1–2 days, 15 percent reported missing 3–4 days, and 8 percent reported missing 5 or more days.

Absenteeism patterns remained relatively stable for 4th-grade students between 1994 and 2011 (see table A-28-1). For 8th-grade students, there was no measurable change over this period in the percentages reporting perfect attendance in the previous month or missing 3–4 days. Higher percentages of 8th-grade students reported missing 1–2 days in 2011 than in 1992 (35 vs. 33 percent). Lower percentages of 8th-grade students reported missing 5 or more days (6 vs. 8 percent). For 12th-grade students, a higher percentage reported perfect attendance in 2009 than in 1992 (38 vs. 35 percent), while lower percentages reported missing 3–4 days (15 vs. 17 percent) and missing 5 or more days (8 vs. 9 percent).

In general, students with higher absenteeism have lower scores on the National Assessment of Educational Progress (NAEP) reading assessment. There was no measurable difference in the 4th-grade reading scores on the NAEP in 1994 between students with perfect attendance (217) and those who reported missing 1–2 days of school in the previous month (215), although both scores were higher than those for students missing 3–4 days (208) and 5 or more days (198) (see table A-28-2). In 2011, 4th-grade students with perfect attendance in the previous month had higher reading scale scores (225) than those who reported missing 1–2 days (221), those missing 3–4 days (216), and those missing 5 or more days (207). This scoring pattern was similar for 8th-grade students. In 1992, 8th-grade students who reported missing no days or 1–2 days of school in the previous month had higher reading scale scores (263 and 264, respectively) than those who reported missing 3–4 days (256) and 5 or more days (244). The average reading score of 8th-grade students with perfect attendance (269) was higher in 2011 than those who reported missing 1–2 days in the previous month (266), missing 3–4 days (258), and missing 5 or more days (248). For 12th-grade students, there was no measurable difference in reading scores in either 1992 or 2009 between students who had perfect attendance (296 and 292, respectively) and those who reported missing 1–2 days in the previous month (295 and 290). However, in both years, these scores were higher than for those who reported missing 3–4 days (287 and 284, respectively) and 5 or more days (279 and 273).

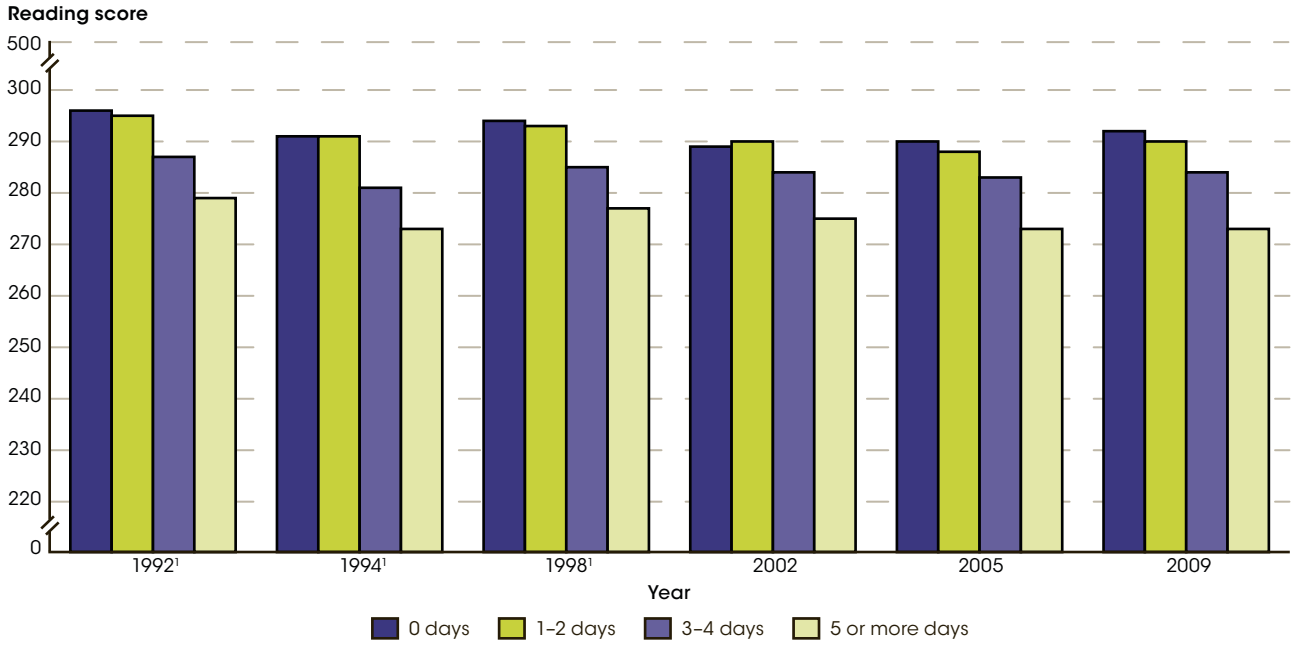
The percentages of students in 2011 who reported missing 3 or more days of school in the previous month varied by student and school characteristics. For example, at the 8th-grade level, 11 percent of Asian/Pacific Islander students reported missing 3 or more days of school in the previous month, compared to 18 percent of White students, 20 percent of students of two or more races, 21 percent of Hispanic students, 23 percent of Black students, and 31 percent of American Indian/Alaska Native students (see table A-28-2). For 12th-grade students, 26 percent of those who qualify for free or reduced-price lunch reported missing 3 or more days of school in the previous month, compared to 22 percent of students who did not qualify.

Tables A-28-1 and A-28-2
Glossary: *Free or reduced-price lunch, National School Lunch Program*

Technical Notes

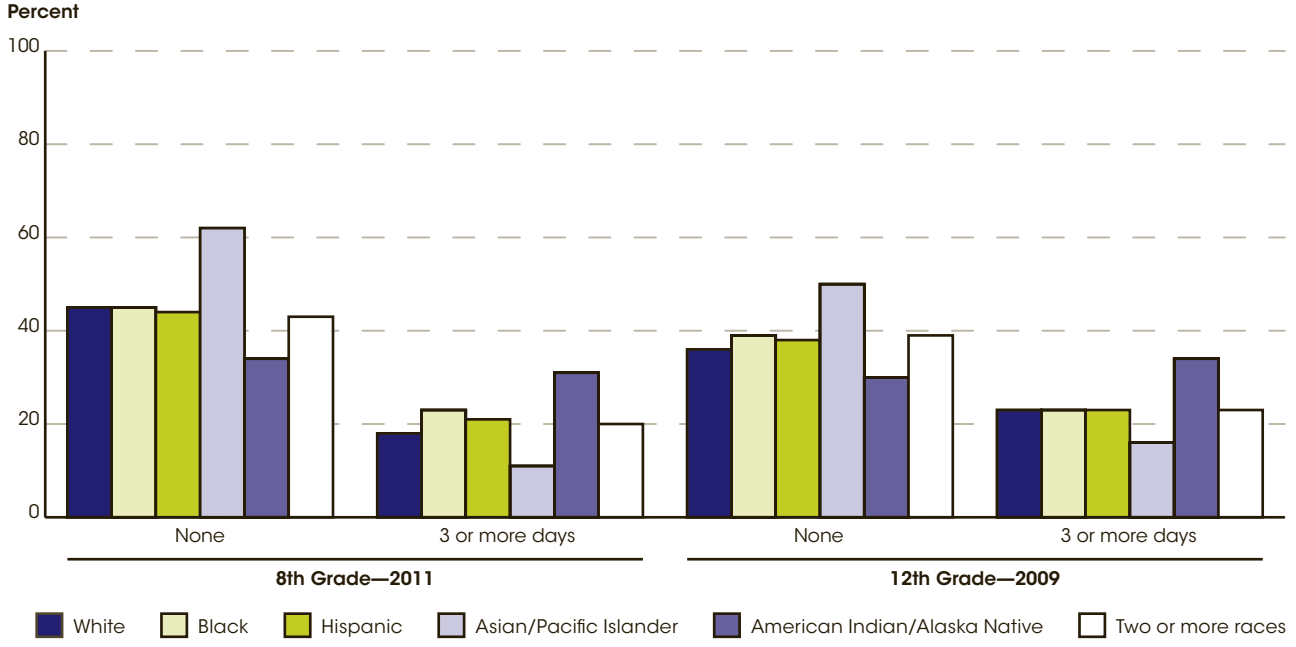
From 1994 to 2000, students responded to the question, "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, free or reduced-price lunch, or locale, see Appendix C – *Commonly Used Measures*. For more information on the National Assessment of Educational Progress (NAEP), see Appendix B – *Guide to Sources*.

Figure 28-1. Average National Assessment of Educational Progress reading scale scores of 12th-grade students, by the number of days of school they reported missing in the previous month: Various years, 1992–2009



[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998, and the number shown is with accommodations.
NOTE: From 1992 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" The National Assessment of Educational Progress (NAEP) reading scale ranges from 0–500. For more information on NAEP, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Figure 28-2. Percentage of 8th- and 12th-grade students, by number of days of school missed in the previous month and race/ethnicity: 2009 and 2011



NOTE: The National Assessment of Educational Progress (NAEP) reading assessment was not administered to 12th-graders in 2011. For more information on NAEP, see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments, NAEP Data Explorer.

Indicator 29

Youth Neither in School nor Working

In 2011, about 14 percent of youth ages 16–24 were neither enrolled in school nor working.

There are many reasons why youth between the ages of 16 and 24 may be neither enrolled in school nor working. For example, they may be seeking but unable to find work, or they may have left the workforce or school, either temporarily or permanently, to start a family. This indicator provides information on youth at an age when most are transitioning into postsecondary education or the workforce. This is a critical period for young people as they pursue their educational goals and career paths.

From 1990 through 2011, the percentage of youth ages 16–24 neither enrolled in school nor working remained between 11 and 16 percent annually (see table A-29-1). Within any single year, the percentage of such youth varied across certain subgroups of the population. In 2011, for example, the percentage of such youth varied by race/ethnicity, citizenship, family poverty, age, household type, and geographic region, though it was not measurably different by sex.

Higher percentages of Black and Hispanic youth than White youth were neither enrolled in school nor working in each year observed (1990, 1995, 2000, 2005, 2010, and 2011). In 2011, some 19 percent of Black youth and 18 percent of Hispanic youth were neither enrolled in school nor working, compared with 12 percent of Whites and 9 percent of Asians/Pacific Islanders. Also in that year, a greater percentage of non-U.S. citizen youth (20 percent) were neither enrolled in school nor working than U.S.-born youth (14 percent).

Family poverty was related to the prevalence of youth who were neither enrolled in school nor working. In each year observed, the percentage of youth neither enrolled in school nor working was higher for those from poor families than for those from nonpoor families. In 2011, the percentages for these groups were 27 percent and 11 percent, respectively.

In 2011, about 14 percent of youth ages 16–24 (approximately 5.6 million) were neither enrolled in school nor working. The percent neither enrolled in school nor working varied across age groups. For example, about 20 percent of youth ages 20–24 (approximately 4.2 million) were neither in school nor working, compared with 3 percent of youth ages 16–17 (approximately 0.3 million). This pattern of higher percentages of youth ages 20–24 than youth ages 16–17 neither enrolled in school nor working held across all years observed.

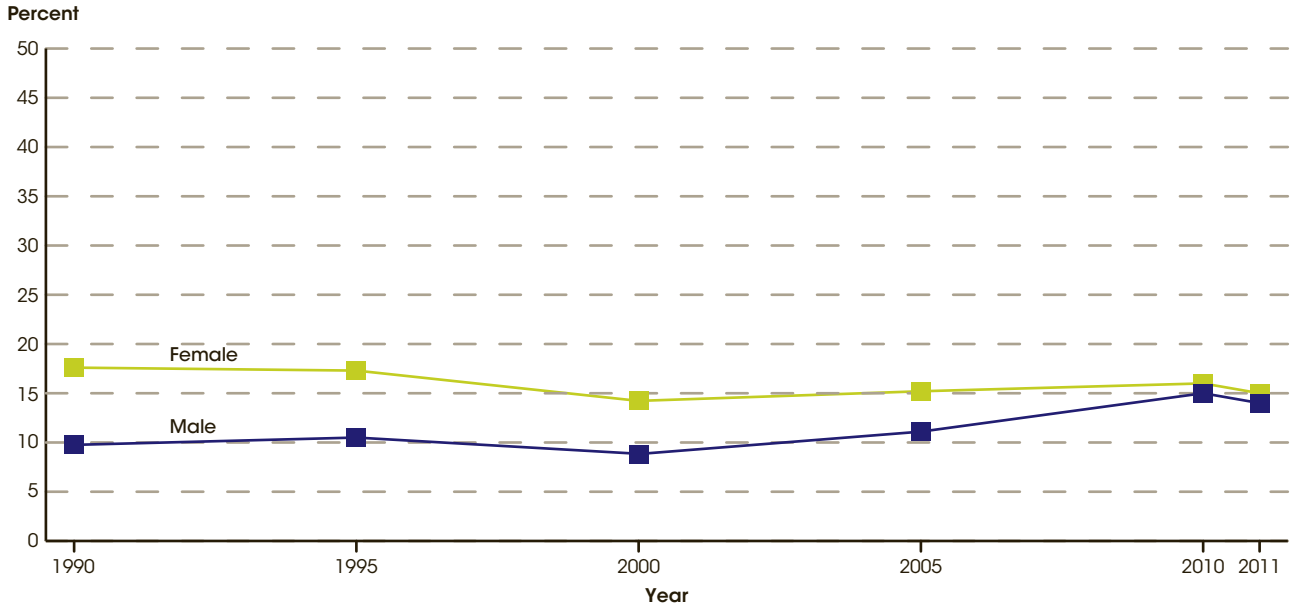
Although the percentages of Black and Hispanic youth who were neither enrolled nor working in 2011 were higher than the percentage of White youth, the majority of youth with these characteristics were White (see table A-29-2). That is, higher numbers of youth neither enrolled in school nor working were White (2.8 million) than Black (1.1 million), Hispanic (1.4 million), or Asian/Pacific Islander (151,000). In 2011, about 0.6 million non-U.S. citizens ages 16–24 were neither enrolled in school nor working, compared to 4.9 million of their U.S.-born counterparts. Also, in the South, more youth ages 16–24 were neither enrolled in school nor working than in all other regions of the United States in 2011 (2.2 million in the South vs. 1 million in the Northeast, 1 million in the Midwest, and 1.4 million in the West).

Tables A-29-1 and A-29-2

Technical Notes

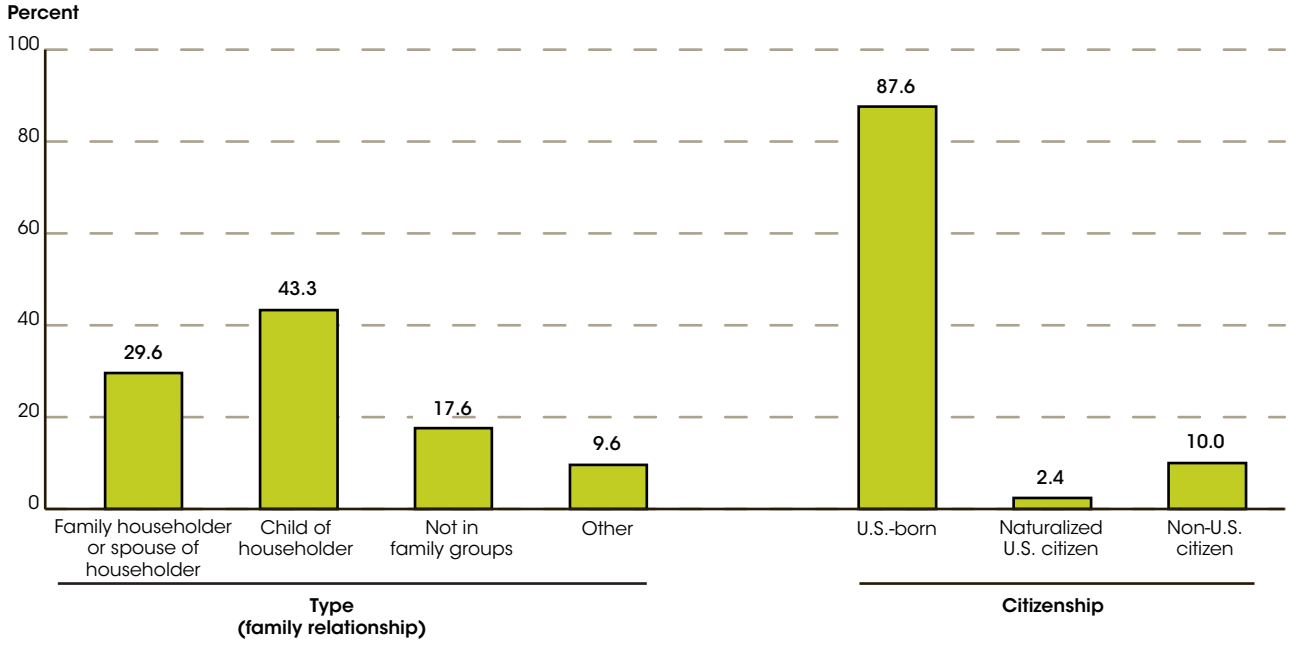
The data presented here represent the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are neither enrolled in school nor working. *Poor* is defined to include families below the poverty threshold; *nonpoor* is defined to include families at or above the poverty threshold. U.S.-born includes foreign-born U.S. citizens. Naturalized U.S. citizens are those who, having been born in another country or otherwise reared as a foreigner, have been granted U.S. citizenship and the rights and privileges of that status. Race categories exclude persons of Hispanic ethnicity. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on poverty or race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 29-1. Percentage of youth ages 16–24 who were neither enrolled in school nor working, by sex: Selected years, 1990–2011



NOTE: The data presented here represent the percentage of civilian, noninstitutionalized 16- to 24-year-olds who were neither enrolled in school nor working. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1990–2011.

Figure 29-2. Percentage of youth ages 16–24 who were neither enrolled in school nor working, by household type and citizenship: 2011



NOTE: The data presented here represent the number of civilian, noninstitutionalized 16- to 24-year-olds who were neither enrolled in school nor working. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2011.

Indicator 30
Employment of High School Students

Between 1980 and 2010, the percentage of high school students age 16 years and above who were employed decreased from 36 percent to 16 percent. For male high school students, the decrease was from 37 percent in 1980 to 14 percent in 2010.

In 2010, approximately 16 percent of high school students age 16 years and above were employed; 7 percent were employed for less than 15 hours per week and 8 percent were employed for 15 or more hours per week. The percentage of female high school students age 16 years and above who were employed (18 percent) was higher than the percentage of male high school students age 16 years and above who were employed (14 percent). The same pattern held for those who worked less than 15 hours per week as well as for those who worked 15 hours per week or more (see table A-30-1).

Between 1980 and 2010, the percentage of high school students age 16 years and above who were employed decreased from 36 percent to 16 percent. For male high school students age 16 years and above, the decrease was from 37 percent in 1980 to 14 percent in 2010. In 1980, some 14 percent of high school students age 16 years and above were employed less than 15 hours per week and 21 percent were employed for 15 or more hours per week; these percentages declined to 7 percent and 8 percent, respectively, by 2010. The percentage of males age 16 years and above who were employed for less than 15 hours per week declined from 14 percent in 1980 to 6 percent in 2010. For females, the percentages who were employed less than 15 hours per week declined from 14 percent to 8 percent over the same time period. For male students age 16 years and above employed 15 or more hours per week, the decline was from 22 percent in 1980 to 7 percent in 2010; for females, 19 percent were employed 15 or more hours per week in 1980 and 9 percent were in 2010.

In 2010, some 47 percent of high school students age 16 years and above who were employed worked less than 15 hours, and 53 percent worked 15 or more hours per week (see table A-30-2). Hours worked per week varied by student characteristic. Forty-eight percent of younger (16 to 17 years old) high school students who were employed worked 15 or more hours per week, compared to 66 percent of older (18 years old and older) high school students who were employed.

In 2010, about 44 percent of employed high school students age 16 years and above from high-income families (the top 20 percent of family incomes) worked 15 or more hours per week, compared with 56 percent of employed students from middle-income families (the middle 60 percent of family incomes), and 62 percent of employed students from low-income families (the bottom 20 percent of family incomes). For native-born employed high school students age 16 years and above (those who were born in the 50 states and the District of Columbia), 52 percent worked 15 or more hours per week, compared to 75 percent of foreign-born employed high school students.

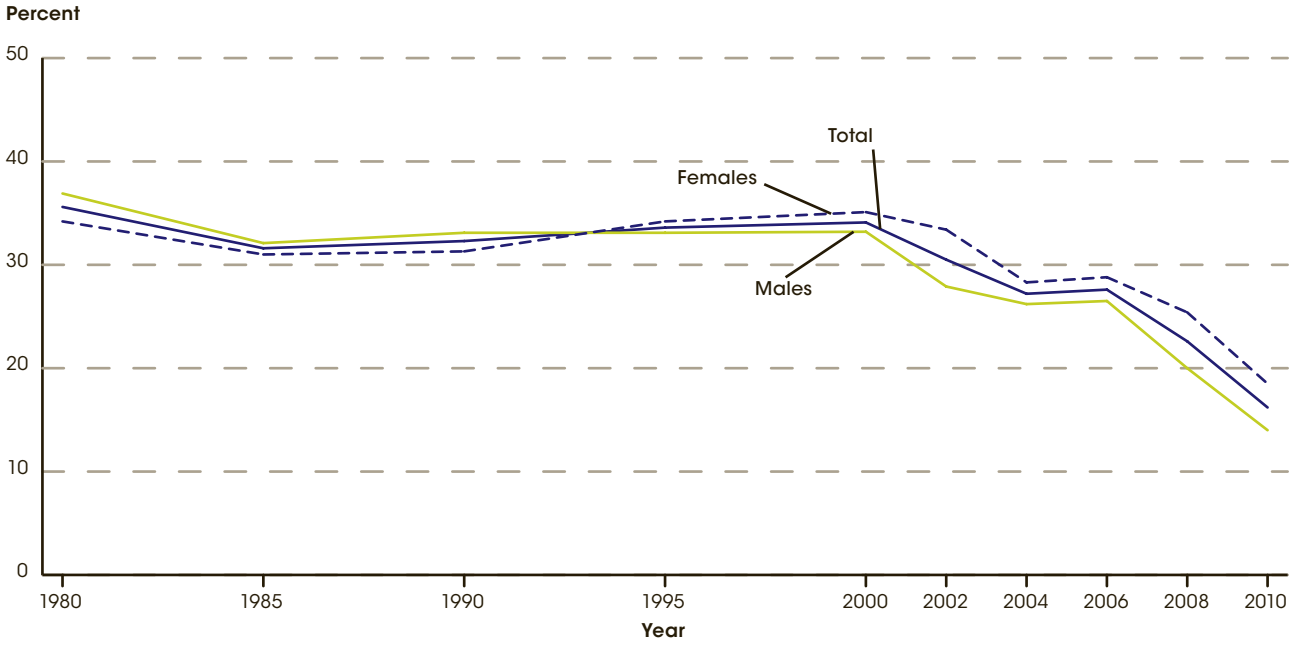
Tables A-30-1 and A-30-2

Glossary: *Family income, High school, Hours worked per week*

Technical Notes

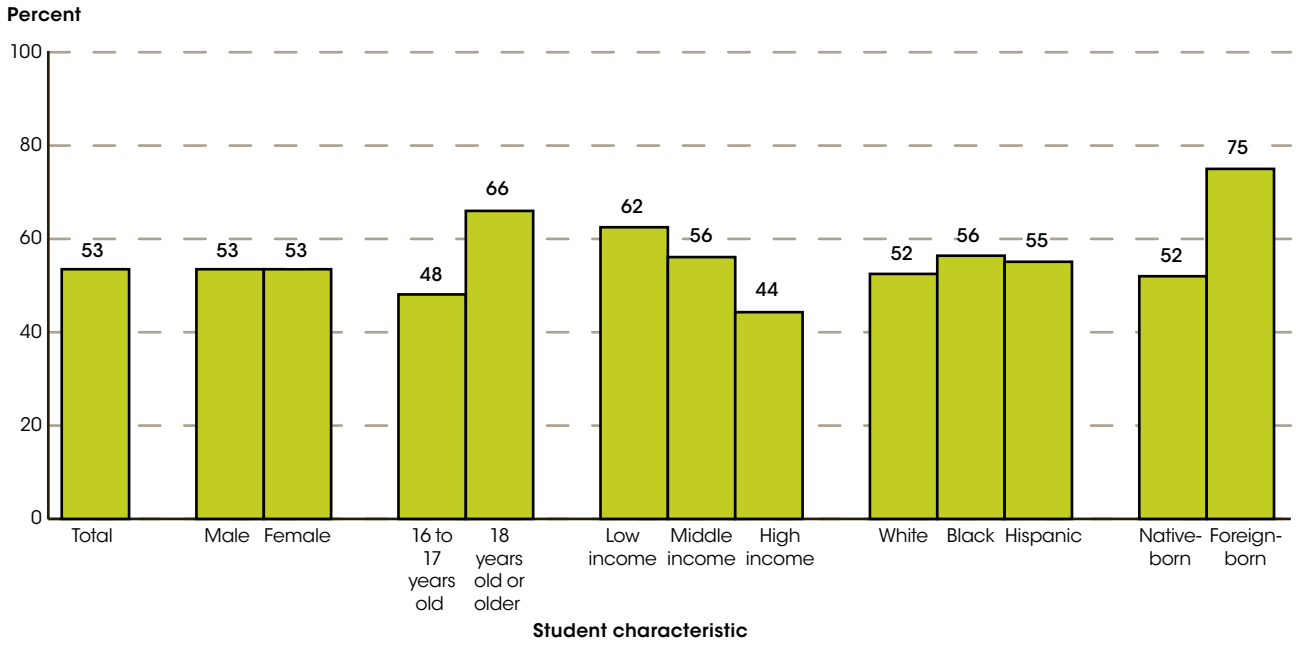
The percentage of employed high school students includes those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. *Native-born* refers to high school students born in the 50 states and the District of Columbia. For more information on family income, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

Figure 30-1. Percentage of high school students age 16 years and above who were employed, by sex: Selected years, 1980 to 2010



NOTE: The data presented here represent the percentage of civilian, noninstitutionalized 16- to 24-year-olds who were neither enrolled in school nor working. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1990–2011.

Figure 30-2. Percentage of employed high school students age 16 years and above who worked more than 15 hours per week, by selected student characteristics: 2010



NOTE: The data presented here represent the number of civilian, noninstitutionalized 16- to 24-year-olds who were neither enrolled in school nor working. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 2011.

Indicator 31
High School Coursetaking

The percentages of high school graduates who took mathematics courses in geometry, algebra II/trigonometry, analysis/precalculus, statistics/probability, and calculus while in high school were higher in 2009 than in 1990.

The percentages of high school graduates who took mathematics courses in geometry, algebra II/trigonometry, analysis/precalculus, statistics/probability, and calculus while in high school were higher in 2009 than in 1990 (see table A-31-1). Similarly, the percentages of high school graduates who took science courses in biology, chemistry, physics, both biology and chemistry, or in all three of these science courses while in high school were higher in 2009 than in 1990. For example, while in high school, 16 percent of 2009 graduates versus 7 percent of 1990 graduates took calculus, and 30 percent of 2009 graduates took biology, chemistry, and physics in high school versus 19 percent of 1990 graduates. In contrast, 69 percent of 2009 graduates took algebra I in high school versus 77 percent of 1990 graduates. Looking at more recent changes, the percentages of graduates who took mathematics and science courses were higher in 2009 than in 2005 for all courses except algebra I and the combination of biology, chemistry, and physics, for which no measurable differences were found.

Across subgroups, the percentages of high school graduates who had taken calculus and biology, chemistry, and physics were generally higher in 2009 than in 1990. For example, 9 percent of Hispanic 2009 high school graduates had taken calculus versus 4 percent of 1990 graduates. Also, 28 percent of female 2009 graduates had taken biology, chemistry, and physics versus 16 percent of 1990 graduates. Comparing 2009 with 2005, the percentages of graduates who had taken these courses were higher for some subgroups. For instance, 12 percent of 2009 graduates with disabilities had taken biology, chemistry, and physics versus 7 percent of 2005 graduates.

For both calculus and biology, chemistry, and physics, higher percentages of certain 2009 graduates took these courses while in high school than their peers in other subgroups. For example, higher percentages of Asian/Pacific Islander (42 percent) and White graduates (18 percent) had taken calculus than their Black (6 percent) and Hispanic peers (9 percent). Calculus coursetaking was also more prevalent for private than public school graduates and for graduates of suburban high schools than their peers from city, town, and rural schools. Among 2009 graduates who had taken biology, chemistry, and physics, a higher percentage of males than females had taken these courses (32 vs. 28 percent). Also, a higher percentage of high school graduates who attended schools with 25 percent or fewer students eligible for free or reduced-price lunch (low-poverty schools) had taken these courses than those who attended schools with more than 75 percent of students eligible for free or reduced-price lunch (high-poverty schools).

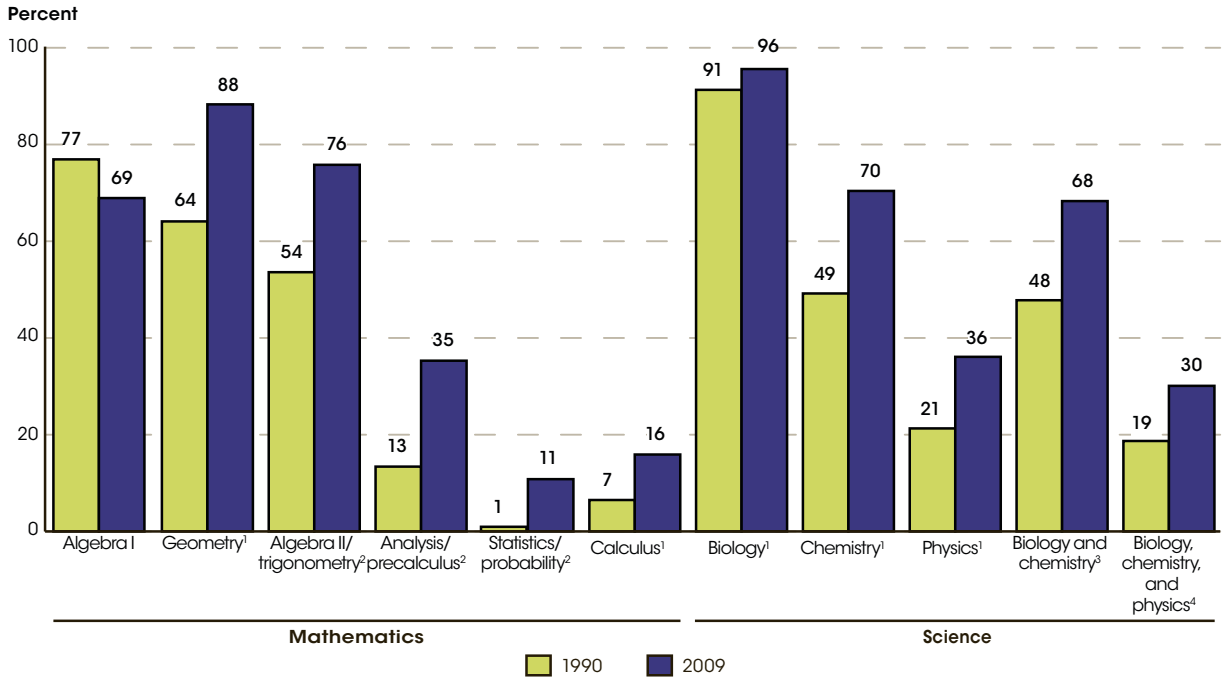
For 2009 high school graduates, higher average scale scores on the National Assessment of Educational Progress (NAEP) 12th-grade mathematics assessment were associated with higher levels of mathematics coursetaking in high school (see table A-31-2). For example, graduates who had taken only algebra I or below had an average scale score of 114 (on a scale of 0–300), whereas graduates who had taken calculus had an average scale score of 193. In addition, at each mathematics level in 2009, certain graduates had higher average scale scores than their peers in other subgroups. Looking at graduates who had taken calculus, the average scale score was higher for males than females (197 vs. 190). Average scale scores were also higher for calculus takers who were Asian/Pacific Islander (203) and White (194) than for their Hispanic (179) and Black (170) peers. Among calculus takers, the average scale score for those who had attended low-poverty schools was 199 versus a score of 163 for their peers at high-poverty schools.

Tables A-31-1 and A-31-2
Glossary: *Charter school, Free or reduced-price lunch, High school, Private school, Public school*

Technical Notes

Data reflect only the percentage of graduates who earned course credit while in high school (grades 9–12). For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. Coursetaking estimates should be considered within the context of course access, which can vary across schools. Estimates for public schools exclude charter schools. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, free or reduced-price lunch, or locale, see Appendix C – *Commonly Used Measures*. For more information on the National Assessment of Educational Progress (NAEP) or the High School Transcript Study (HSTS), see Appendix B – *Guide to Sources*.

Figure 31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school: 1990 and 2009



[1] Percentages are for students who earned at least one Carnegie credit.
[2] Percentages are for students who earned at least one-half of a Carnegie credit.
[3] Percentages are for students who earned at least one Carnegie credit each in biology and chemistry.
[4] Percentages are for students who earned at least one Carnegie credit each in biology, chemistry, and physics.
NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. For more information on the National Assessment of Educational Progress (NAEP) or the High School Transcript Study (HSTS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), 1990 and 2009.

Figure 31-2. Average National Assessment of Educational Progress (NAEP) 12th-grade mathematics scale scores of high school graduates, by highest mathematics course taken and race/ethnicity: 2009

‡ Reporting standards not met (too few cases).
[1] Includes basic math, general math, applied math, pre-algebra, and algebra I.
NOTE: The scale of the National Assessment for Educational Progress (NAEP) mathematics assessment for grade 12 ranges from 0 to 300. For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. Race categories exclude persons of Hispanic ethnicity. Reporting standards were not met for American Indian/Alaska Native estimates, therefore, data for this racial group are not shown in the figure. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the National Assessment of Educational Progress (NAEP) or the High School Transcript Study (HSTS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment; and High School Transcript Study (HSTS), 2009.

Indicator 32
Public High School Graduation Rates

In school year 2008–09, more than three-quarters of public high school students graduated on time with a regular diploma.

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate* (AFGR)—an estimate of the number of regular diplomas issued in a given year divided by an estimate of the averaged enrollment base for the freshman class 4 years earlier. For each year, the averaged freshman enrollment base is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among public high school students in the class of 2008–09, the averaged freshman graduation rate was 75.5 percent; that is, just over 3 million students graduated on time (see table A-32-1). Wisconsin had the highest graduation rate, at 90.7 percent. Fifteen other states had rates of 80 percent or more (ordered from high to low): Vermont, Minnesota, North Dakota, Iowa, New Jersey, New Hampshire, Massachusetts, Missouri, Nebraska, Montana, South Dakota, Idaho, Pennsylvania, Kansas, and Maryland. Nevada had the lowest rate, at 56.3 percent. Seven other states and the District of Columbia had graduation rates below 70 percent (ordered from high to low): Alabama, Florida, Georgia, Louisiana, South Carolina, New Mexico, the District of Columbia, and Mississippi.

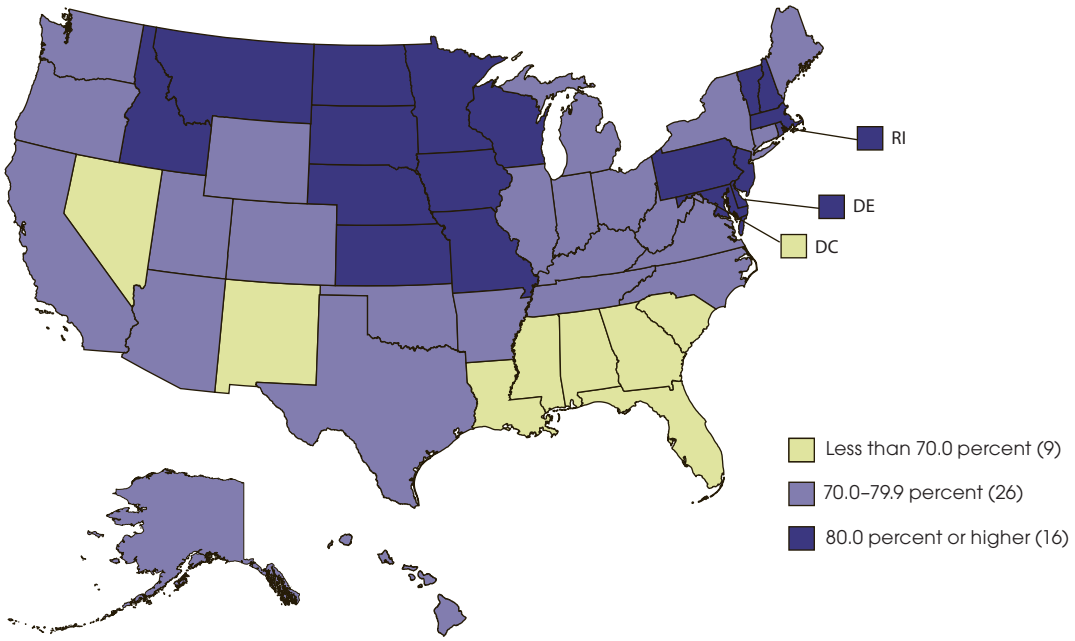
The overall AFGR was higher for the graduating class of 2008–09 (75.5 percent) than it was for the graduating class of 1990–91 (73.7 percent). However, from school year 1990–91 to 1995–96, the overall averaged freshman graduation rate decreased from 73.7 percent to 71.0 percent. In terms of changes by state, there was an increase in the graduation rate in 30 states and the District of Columbia from school year 1990–91 to 2008–09. In 1 state (Vermont) the rate increased by more than 10 percentage points; in 6 others (Louisiana, Missouri, New Hampshire, New York, Tennessee, and Wisconsin) and the District of Columbia, rates increased by more than 5 percentage points. The graduation rate decreased from 1990–91 to 2008–09 in 20 states (Alaska, Arizona, Arkansas, Connecticut, Georgia, Hawaii, Indiana, Kansas, Maine, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Mexico, North Dakota, South Carolina, South Dakota, Washington, and Wyoming), with decreases of greater than 5 percentage points occurring in New Mexico (5.3 percent), Wyoming (6.0 percent), and Nevada (20.7 percent).

Table A-32-1
Glossary: *High school, High school diploma, Public school*

Technical Notes

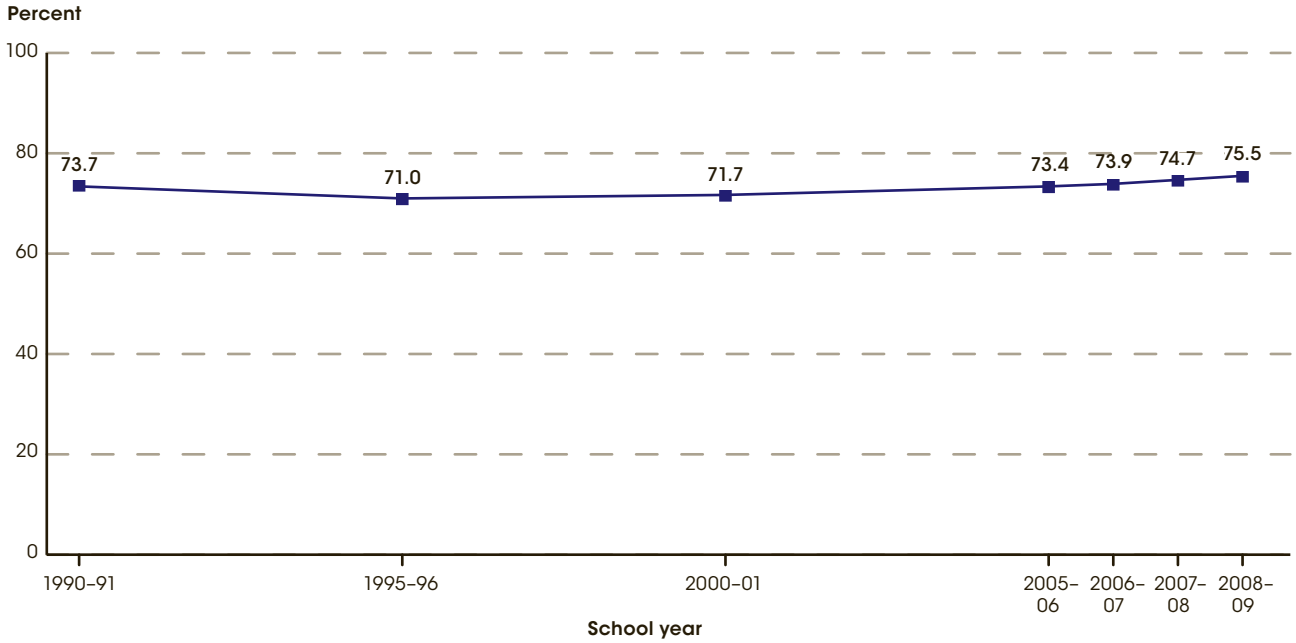
Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. The 2003–04 national estimates include imputed data for New York and Wisconsin. The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate for Maine includes graduates from semi-private schools. The 2008–09 national estimates include imputed data for California and Nevada. The 2008–09 imputations for individual states are constructed from the prior year's AFGR by race/ethnicity applied to the AFGR population base. By way of example, this computation results in an imputed overall AFGR for California that is minimally different from the prior year (0.2 percent), and the impact of the estimate on the U.S. value is also minimal. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. For more information on measures of student progress and persistence, see Appendix C – *Commonly Used Measures.*

Figure 32-1. Averaged freshman graduation rate for public high school students, by state or jurisdiction: School year 2008–09



NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. Data for California and Nevada were imputed. For more information on measures of student progress and persistence, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2008–09, version 1a.

Figure 32-2. Averaged freshman graduation rate for public high school students: Selected school years 1990–91 through 2008–09



NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate for Maine includes graduates from semiprivate schools. The 2008–09 national estimates include imputed data for California and Nevada. For more information on measures of student progress and persistence, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08; 2008–09, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91, Version 1b; 1995–96, Version 1b; 2000–01, Version 1b; 2005–06, Version 1b, and 2006–07, Version 1b.

Indicator 33
Status Dropout Rates

Between 1990 and 2010, status dropout rates declined for Whites, Blacks, and Hispanics. Over this period, the status dropout rate was generally lowest for Asians/Pacific Islanders, followed by Whites, Blacks, and Hispanics.

The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). In this indicator, status dropout rates are estimated using both the Current Population Survey (CPS) and the American Community Survey (ACS). Data for the CPS have been collected annually over the last few decades, allowing for detailed consideration of long-term trends for those in the civilian, noninstitutionalized population. National-level data from the ACS are available from 2000 onward, and include noninstitutionalized and institutionalized populations. The 2010 ACS has larger sample sizes than the CPS, which allows for more detailed comparisons of status dropout rates by sex, race/ethnicity, and nativity.

Based on the CPS, the status dropout rate declined from 12 percent in 1990 to 7 percent in 2010 (see table A-33-1). Between 1990 and 2010, status dropout rates also declined for Whites (from 9 percent to 5 percent), Blacks (from 13 percent to 8 percent), and Hispanics (from 32 percent to 15 percent). Over this period, the status dropout rate was generally lowest for Asians/Pacific Islanders, followed by Whites, Blacks, and Hispanics. In 2010, the status dropout rate for Asians/Pacific Islanders and Whites (4 percent and 5 percent, respectively) were not measurably different from each other, but both were lower than the status dropout rates for Blacks (8 percent), and Hispanics (15 percent). The gap between Whites and Hispanics narrowed from 23 percentage points in 1990 to 10 percentage points in 2010; the gaps between Whites and Blacks in these two years were not measurably different.

The ACS allows for comparisons of status dropout rates for 16- through 24-year-olds residing in households, as well as those in noninstitutionalized group quarters (such as college housing and military quarters), and institutionalized group quarters (such as adult and juvenile correctional facilities and nursing facilities). Among those living in households and noninstitutionalized group quarters, the status dropout rate was 8 percent in 2010 (see table A-33-2). A higher percentage of males than females were status dropouts (9 vs. 7 percent). This pattern was evident across all racial/ethnic groups, except for Native Hawaiians/Pacific Islanders. In 2010, the status dropout rate among the institutionalized population was 37 percent (see table A-33-3).

The status dropout rate includes all 16- through 24-year-old dropouts, regardless of when they last attended school, as well as individuals who may never have attended school in the United States and may never have earned a high school credential. In order to highlight the experiences of young people in our education system, it is possible to isolate data for immigrants, who may have had little or no experiences with the U.S. education system, from those born in the United States, who presumably did attend U.S. schools. In 2010, the status dropout rate for Hispanics born in the United States was higher than the rates for Asians and Whites born in the United States. No measurable differences were found, however, between the rates of U.S.-born Hispanics and Blacks. Overall, the status dropout rate for U.S.-born 16- through 24-year-olds was lower than the rate for their peers born outside of the United States (7 vs. 18 percent). Hispanics and Asians born in the United States had lower status dropout rates than did their counterparts born outside of the United States, whereas U.S.-born Whites and Blacks had higher status dropout rates than did their foreign-born counterparts. A higher dropout rate among Hispanics who were foreign born (31 percent) versus those who were native born (10 percent) partially accounts for the relatively high overall Hispanic dropout rate (16 percent).

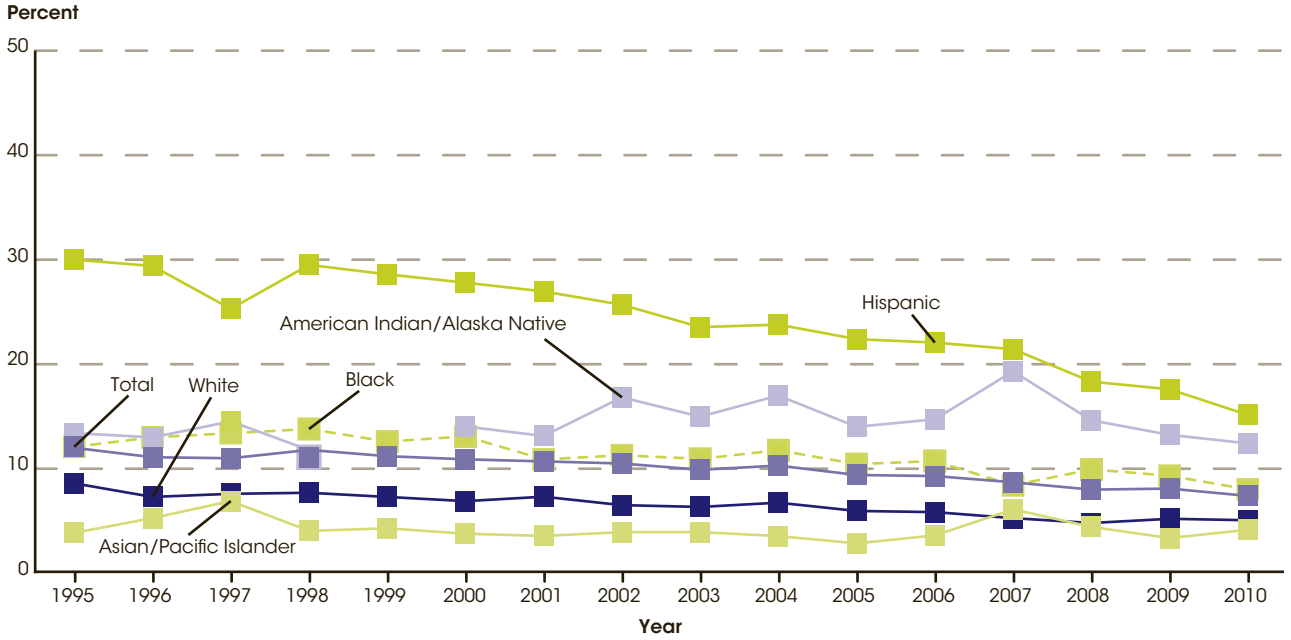
Tables A-33-1, A-33-2, and A-33-3

Glossary: *Dropout, GED certificate, High school diploma, High school equivalency certificate*

Technical Notes

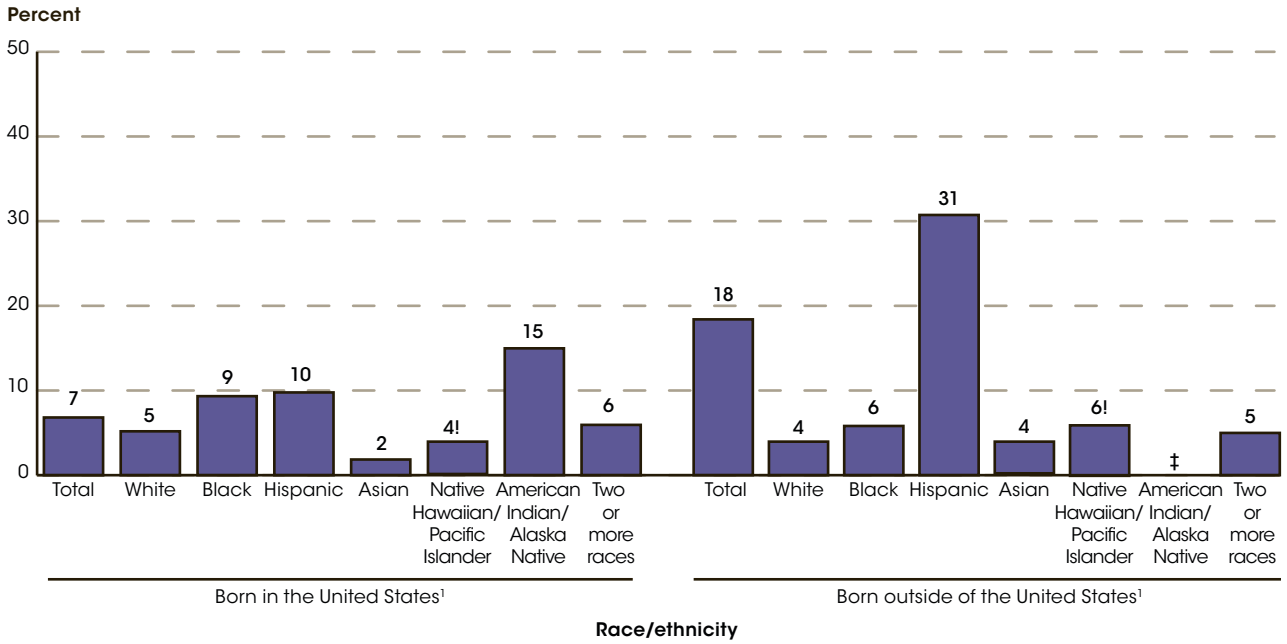
The United States refers to the 50 states and the District of Columbia. The Current Population Survey (CPS) estimates of the status dropout rate include civilian, noninstitutionalized 16- through 24-year-olds. Young adults in the military or those who are incarcerated, for instance, are not included in the CPS measure. However, the American Community Survey (ACS) estimates of the status dropout rate include those living in noninstitutionalized and institutionalized group quarters. Due to the methodological differences between the CPS and the ACS, status dropout estimates from the two surveys are not directly comparable. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the CPS and the ACS, see Appendix B – *Guide to Sources*.

Figure 33-1. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1995–2010



NOTE: Data for American Indians/Alaska Natives in 1999 have been suppressed due to unstable estimates. This figure uses a different data source than figure 33-2; therefore, estimates for 2010 are not directly comparable to the estimates in figure 33-2. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995–2010.

Figure 33-2. Status dropout rates of 16- through 24-year-olds in the noninstitutionalized group quarters and household population, by nativity and race/ethnicity: American Community Survey (ACS) 2010



‡ Reporting standards not met (too few cases).
[1] United States refers to the 50 states and the District of Columbia.
NOTE: This figure uses a different data source than figure 33-1; therefore, estimates are not directly comparable to the 2010 estimates in figure 33-1. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Among those counted in noninstitutionalized group quarters in the American Community Survey (ACS), only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the ACS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010.

Indicator 34
Immediate Transition to College

Over the 35-year period between 1975 and 2010, the rate of immediate college enrollment after high school ranged from a low of 49 percent in 1979 and 1980, to a high of 70 percent in 2009. This rate increased most recently from 2001 to 2009.

The *immediate college enrollment rate* is defined as the percentage of high school completers of a given year who enroll in 2- or 4-year colleges in the fall immediately after completing high school. During the period of 1975 through 2010, the immediate college enrollment rate ranged from a low of 49 percent to a high of 70 percent (see table A-34-1). Specifically, this rate increased from 1975 to 1997 (51 to 67 percent), declined from 1997 to 2001 (to 62 percent), then increased from 2001 to 2009 (to 70 percent). There was no measurable difference between the rate for 2009 and that for 2010 (68 percent).

In each year between 1975 and 2010, the immediate college enrollment rates of high school completers from low- and middle-income families were lower than those of high school completers from high-income families. Most recently, in 2010, the immediate college enrollment rate of high school completers from low-income families was 52 percent, 30 percentage points lower than the rate of high school completers from high-income families (82 percent). The immediate college enrollment rate of high school completers from middle-income families (67 percent) was 15 percentage points lower than the rate of their peers from high-income families.

Separate data on Asian high school completers have been collected since 2003. Between 2003 and 2010, immediate college enrollment rates increased for Asian high school completers from 80 to 88 percent (see table A-34-2). Despite some apparent increases, there were no measurable differences over this period in the rates for White, Black, or Hispanic high school completers. During the longer period of 1975 to 2010, immediate college enrollment rates increased for White (51 vs. 70 percent) and Black high school completers (43 vs. 66 percent). After accounting for possible sampling error, there was no measurable difference in Hispanic rates over this period of time (approximately 60 percent in both years). In each year between 2003 and 2010, the immediate college enrollment rate of Asian high school completers was higher than the rates of White, Black, and Hispanic high school completers. The immediate college enrollment rate of White high school completers was also higher than the rate for Hispanic students in every year during this period and for Black students in every year from 2003 to 2009. In 2010, there was no measurable difference between the rates for Whites and for Blacks.

Overall, the immediate college enrollment rates of high school completers at both 2- and 4-year colleges increased between 1975 and 2010 (see table A-34-3). In 1975, about 18 percent of high school completers enrolled at a 2-year college immediately after high school, while 27 percent did so in 2010. Similarly, in 1975, some 33 percent of high school completers enrolled at a 4-year college immediately after high school, compared with 41 percent in 2010. In each year during this period, immediate college enrollment rates at 2-year colleges were lower than those at 4-year colleges.

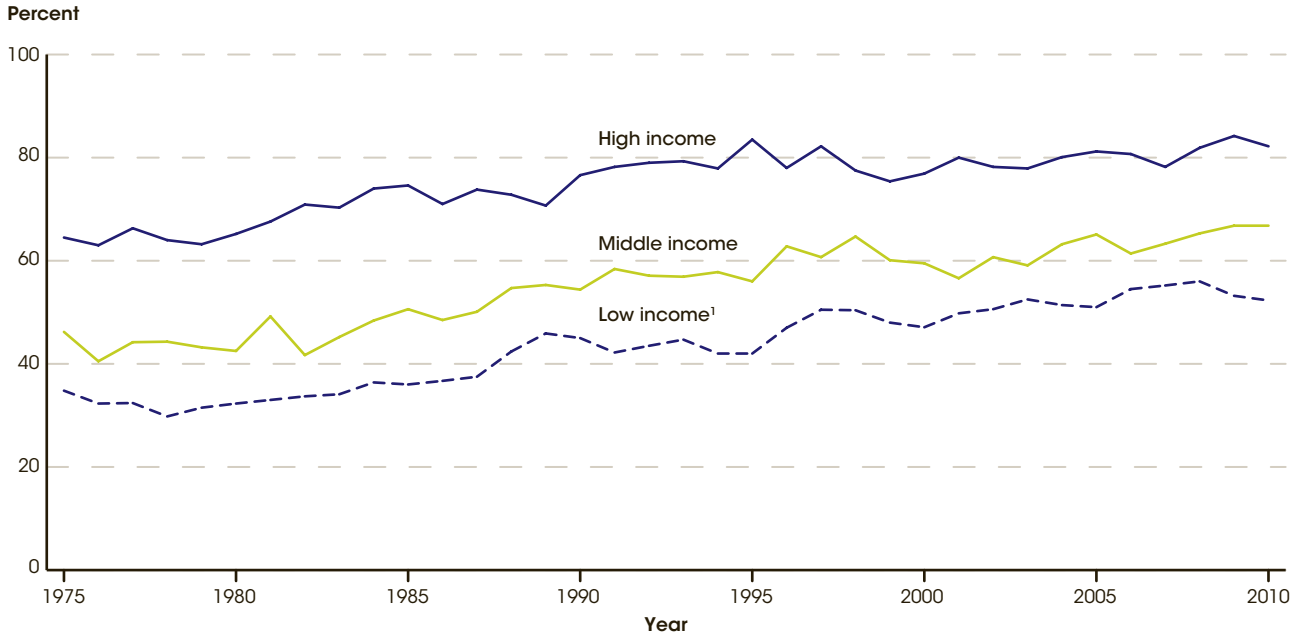
Between 1975 and 2010, immediate college enrollment rates increased for both males and females: the rate for males increased from 53 to 63 percent and that for females, from 49 to 74 percent. Thus, the enrollment pattern has shifted over time to higher enrollment rates for females than males. The percentage of male high school completers who enrolled in a 2-year college immediately after high school (29 percent) was not measurably different from the percentage for their female peers (25 percent). In contrast, the percentage of high school completers who enrolled in a 4-year college immediately after high school was lower for males than females (34 vs. 49 percent).

Tables A-34-1, A-34-2, and A-34-3
Glossary: *Family income, High school completer*

Technical Notes

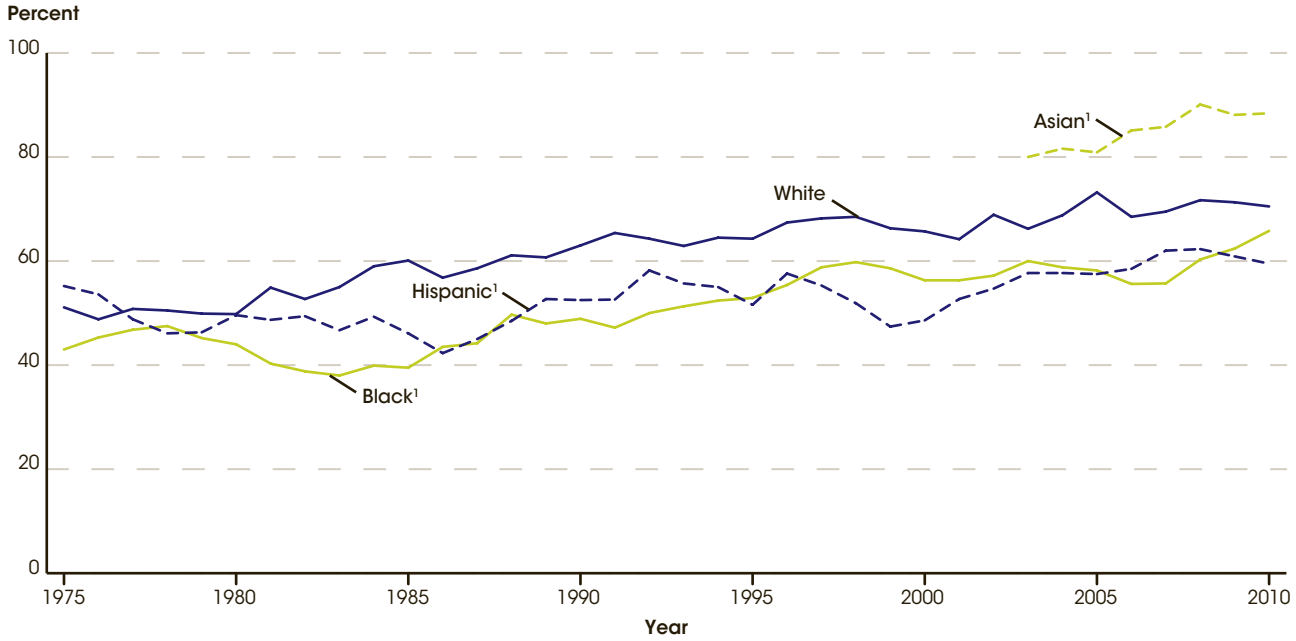
This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Enrollment rates were calculated using data from the Current Population Survey (CPS). Before 1992, *high school completer* referred to those who had completed 12 years of schooling. As of 1992, *high school completer* refers to those who have received a high school diploma or equivalency certificate. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. Race categories exclude persons of Hispanic ethnicity. Estimates for Black, Hispanic, Asian, and low-income categories are based on moving averages, which were calculated due to short-term data fluctuations in some years associated with small sample sizes for these groups. For more information on the CPS, see Appendix B – *Guide to Sources*. For more information on educational attainment, family income, and race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 34-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1975–2010



[1] Due to the small sample size for the low-income category, data are subject to relatively large sampling errors. Therefore, moving averages are used to produce more stable estimates. The 3-year moving average is an arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For 1975 and 2010, a 2-year moving average is used: data for 1975 reflect an average of 1975 and 1976, and data for 2010 reflect an average of 2009 and 2010.
NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on educational attainment and family income, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1975–2010.

Figure 34-2. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: 1975–2010



[1] Due to the small sample sizes for the Black, Hispanic, and Asian categories, data are subject to relatively large sampling errors. Therefore, moving averages are used to produce more stable estimates. The 3-year moving average is an arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For 1975 and 2010, a 2-year moving average is used: data for 1975 reflect an average of 1975 and 1976, and data for 2010 reflect an average of 2009 and 2010.
NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Race categories exclude persons of Hispanic ethnicity. From 2003 onward, data for Asians and Pacific Islanders were collected separately. Separate data for the Asian category are not available prior to 2003. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on educational attainment and race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1975–2010.

Indicator 35
Postsecondary Graduation Expectations

In 1990, 2000, and 2010, higher percentages of female than male 12th-grade students had definite plans to graduate from a 4-year college. This gap in expectations by sex was larger in 2010 than in 1990 (13 vs. 5 percentage points).

The percentage of 12th-grade students who had definite plans to graduate from a 4-year college was higher in both 2010 (60 percent) and 2000 (56 percent) than in 1990 (48 percent), but there was no measurable difference between the 2000 and 2010 percentages (see table A-35-1).

In 2010, the percentage of 12th-grade males with plans to graduate from a 4-year college was higher than the percentage in 1990 (53 vs. 46 percent), but was not measurably different from the percentage in 2000 (52 percent). For female 12th-graders, the percentage with plans to graduate from college was higher in 2010 than the respective percentages in both 1990 and 2000 (66 vs. 51 and 61 percent). In all three years, higher percentages of female than male 12th-graders planned to graduate from college. This gap in expectations regarding college completion by sex was larger in 2010 than in 1990 (13 vs. 5 percentage points).

The percentage of White 12th-graders who had definite plans to graduate from a 4-year college was higher in 2010 than in 1990 (61 vs. 50 percent), but not measurably different from the percentage in 2000 (57 percent). Similarly, for Black 12th-graders, the percentage who planned to graduate from college was higher in 2010 than in 1990 (59 vs. 38 percent), but not measurably different from the percentage in 2000 (57 percent). The percentage of Hispanic 12th-graders who planned to graduate from college was also higher in 2010 than in 1990 (50 vs. 38 percent), but not measurably different from the percentage in 2000 (43 percent). In 1990, a higher percentage of White than Black and Hispanic 12th-graders had definite plans to graduate from college. In both 2000 and 2010, there was no measurable difference in the percentage of White and Black 12th-graders who planned to complete college. However, the percentages of both White 12th-graders and Black 12th-graders with definite plans to graduate from college were higher in those years than the percentage of Hispanic 12th-graders with definite plans to graduate from college. Despite some apparent differences, the sizes of the gaps in expectations regarding college completion between Hispanics and Whites and between Hispanics and Blacks were not measurably different between 1990 and 2010.

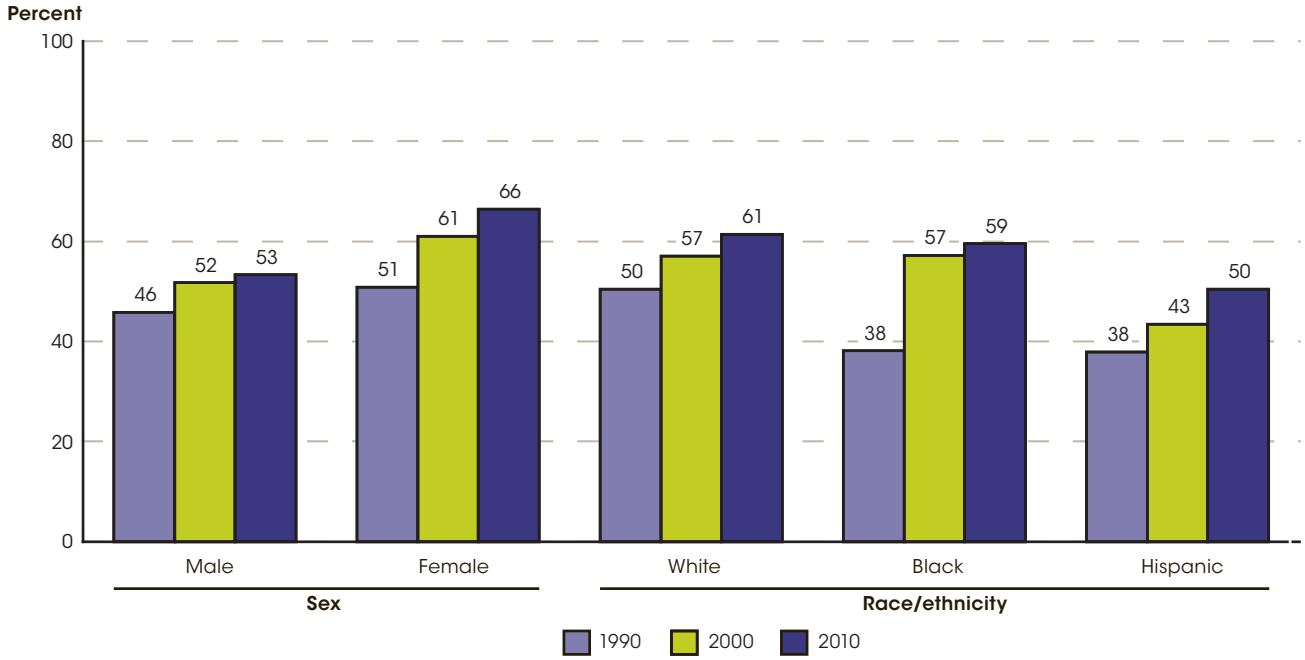
The percentages of 12th-grade students who planned to graduate from a 4-year college were higher in 2010 than in 1990 at each level of parents' educational attainment (46 vs. 32 percent for those whose parents attained high school completion or less, 57 vs. 47 percent for those whose parents attained some college, 66 vs. 58 percent for those whose parents attained a bachelor's, and 78 vs. 72 percent for those whose parents attained a graduate or professional degree). In each year shown, higher percentages of 12th-graders whose parents had more education planned to graduate from college when compared with their peers whose parents had less education. For example, in 2010, some 78 percent of 12th-graders whose parents had a graduate or professional degree planned to graduate from college, compared with 46 percent of 12th-graders whose parents had completed a high school education or less. Also in this year, a higher percentage of 12th-graders whose parents had a bachelor's degree (66 percent) planned to graduate from college than their peers whose parents had completed high school or less. However, the gaps in expectations among these groups of 12th-graders were smaller in 2010 than in 1990 (32 vs. 40 percentage points and 20 vs. 26 percentage points, respectively).

Table A-35-1

Technical Notes

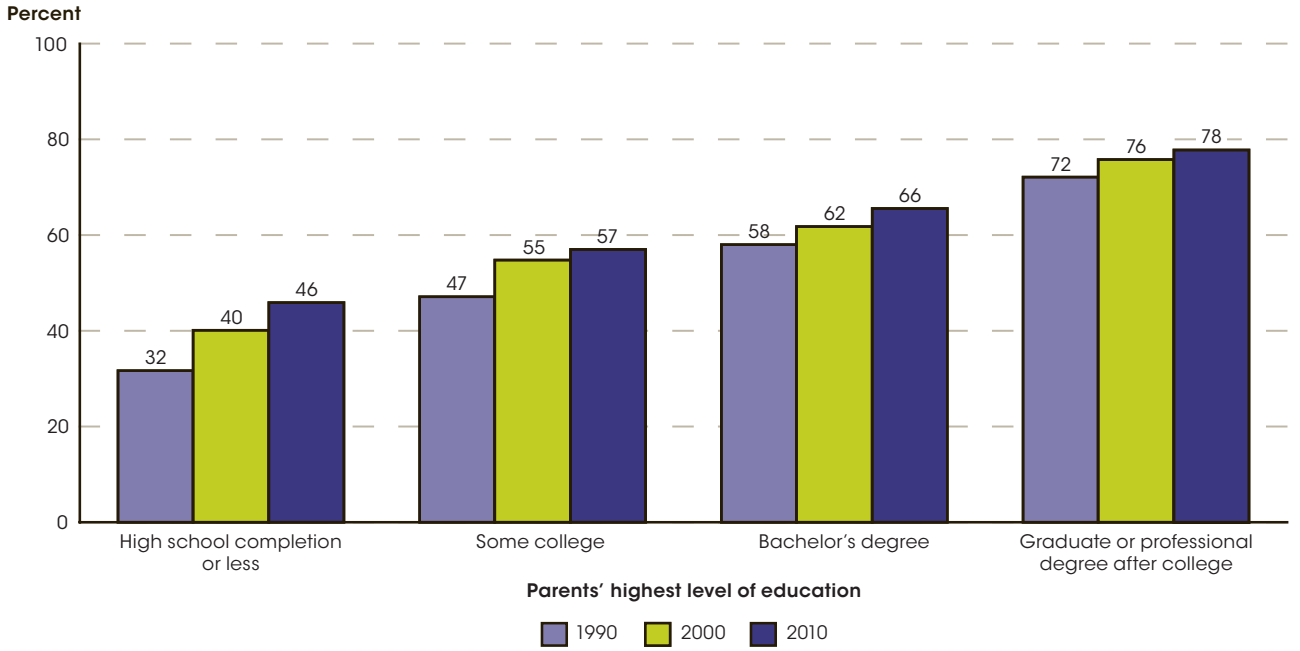
Percentages reflect 12th-grade students who indicated that they "definitely will" graduate from college, which refers here to a 4-year degree program. Parents' highest level of education reflects an average of mother's education and father's education based on the respondent's answers about the highest level of education achieved by each parent using the following scale: (1) completed grade school or less, (2) some high school, (3) completed high school, (4) some college, (5) completed college, (6) graduate or professional school after college. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, please see Appendix C – *Commonly Used Measures*. For more information on the Monitoring the Future study, please see Appendix B – *Guide to Sources*.

Figure 35-1. Percentage of 12th-grade students with definite plans to graduate from a 4-year college, by sex and race/ethnicity: 1990, 2000, and 2010



NOTE: Percentages reflect students who indicated that they "definitely will" graduate from a 4-year college. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, please see Appendix C – *Commonly Used Measures*. For more information on the Monitoring the Future study, please see Appendix B – *Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 1990, 2000, and 2010, http://www.monitoringthefuture.org/.

Figure 35-2. Percentage of 12th-grade students with definite plans to graduate from a 4-year college, by parents' highest level of education: 1990, 2000, and 2010



NOTE: Percentages reflect students who indicated that they "definitely will" graduate from a 4-year college. Parents' highest level of education reflects an average of mother's education and father's education based on the respondent's answers about the highest level of education achieved by each parent. For more information on parents' education, please see Appendix C – *Commonly Used Measures*. For more information on the Monitoring the Future study, please see Appendix B – *Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 1990, 2000, and 2010, http://www.monitoringthefuture.org/.

The indicators in this section of *The Condition of Education* examine features of postsecondary education, many of which parallel those presented in the previous section on elementary and secondary education. The indicators examine the characteristics of postsecondary students; postsecondary programs and courses of study; finance and resources; postsecondary completions; and economic outcomes, both for postsecondary graduates and the general population.

Postsecondary education is characterized by diversity both in the types of institutions and in the characteristics of students. Postsecondary institutions vary by the types of degrees awarded, control (public or private), and whether they are operated on a not-for-profit or for-profit basis. Beyond these basic differences, postsecondary institutions have distinctly different missions and provide students with a wide range of learning environments.

Indicators on postsecondary education and outcomes from previous editions of *The Condition of Education* not included in this volume are available at http://nces.ed.gov/programs/coe.

SECTION 3

Postsecondary Education

Indicator 36

Characteristics of Undergraduate Institutions

Of the 18 million undergraduate students at degree-granting institutions in the United States in fall 2010, some 76 percent attended public institutions, 15 percent attended private nonprofit institutions, and 10 percent attended private for-profit institutions.

Of the 18 million undergraduate students at degree-granting institutions in the United States in fall 2010, some 76 percent attended public, 15 percent attended private nonprofit, and 10 percent attended private for-profit institutions (see table A-36-1). Enrollment patterns by institutional control varied by race/ethnicity. For example, 18 percent of Black undergraduates attended private for-profit institutions in fall 2010, compared with 5 percent of Asian students. Fifty-one percent of Hispanic and 45 percent of both American Indian/Alaska Native and Native Hawaiian/Pacific Islander undergraduates attended public 2-year institutions, compared with 38 percent of White, 40 percent of Black, and 41 percent of Asian students.

Some 11 million undergraduate students attended institutions full time in fall 2010, while 7 million attended part time. Among full-time students, the largest percentage (44 percent) attended public 4-year institutions, followed by 26 percent at public 2-year institutions and 19 percent at private nonprofit 4-year institutions. In contrast, about two-thirds of part-time students (64 percent) attended public 2-year institutions, 22 percent attended public 4-year institutions, and 7 percent attended private nonprofit 4-year institutions.

Some 79 percent of first-time, full-time students and 45 percent of first-time, part-time students who entered 4-year institutions in 2009 returned the following year to continue their studies; this percentage is known as the retention rate (see table A-36-2). At 2-year institutions, the retention rates for those who first entered school in 2009 were 61 percent for full-time and 42 percent for part-time students. Retention rates of first-time students varied by institutional control. For example, among first-time, full-time undergraduates at 4-year institutions, retention rates were higher at private nonprofit and public institutions (80 and 79 percent, respectively) than at private for-profit institutions (52 percent). However, among first-time, full-time undergraduates at 2-year institutions, retention rates at private for-profit institutions (67 percent) were higher than those at public and private nonprofit institutions (60 and 59 percent, respectively).

At 4-year institutions, retention rates of first-time students also varied by the percentage of applicants accepted for admission. At 4-year institutions with open admissions policies, 61 percent of first-time, full-time students and 41 percent of first-time, part-time students who enrolled in fall 2009 returned the following year. In contrast, at 4-year institutions that accepted less than a fourth of their applicants, 96 percent of first-time, full-time students and 82 percent of first-time, part-time students who enrolled in fall 2009 returned the following year.

At public 4-year institutions with open admissions policies, 29 percent of students who began as full-time, first-time undergraduates in 2004 completed a bachelor's degree within 6 years (by fall 2010). In contrast, at public 4-year institutions that accepted less than a fourth of their applicants, 82 percent of such students completed a bachelor's degree within 6 years. At private nonprofit and private for-profit institutions with open admissions policies, the 6-year graduation rates of bachelor's degree recipients in the 2004 cohort were 36 and 23 percent, respectively.

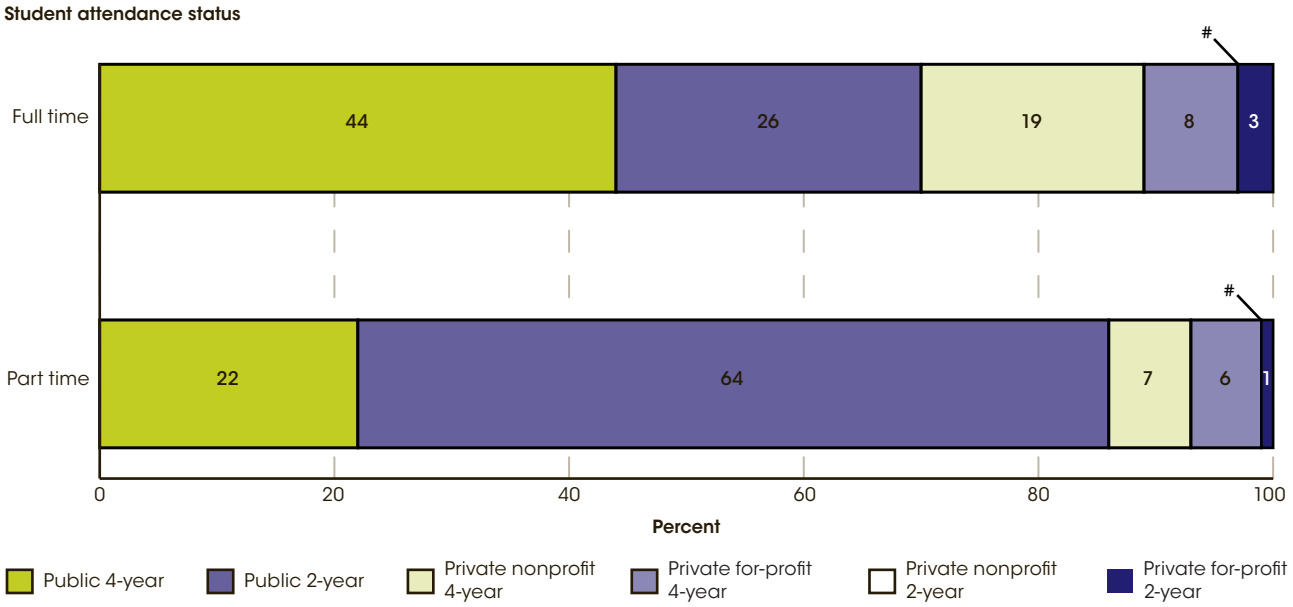
Tables A-36-1 and A-36-2

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

Technical Notes

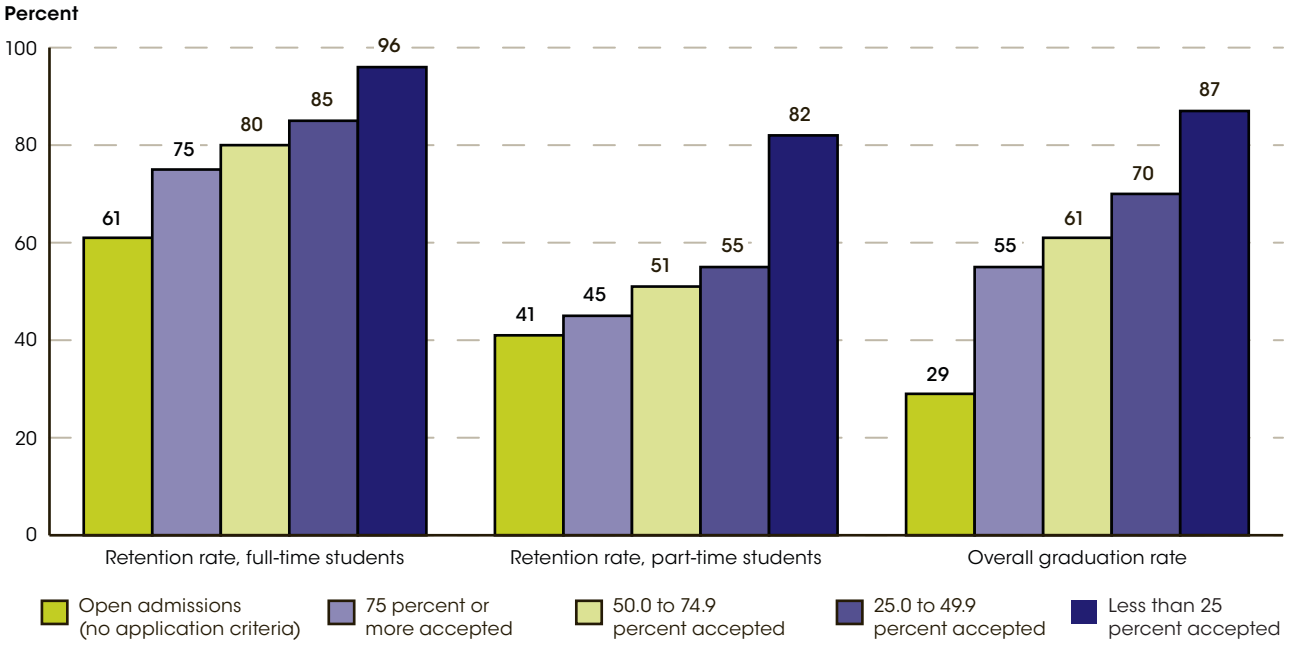
Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For 4-year institutions, the retention rate is the percentage of first-time, bachelor's degree-seeking students enrolled in the fall who return to the institution to continue their studies in the following fall. For 2-year institutions, the retention rate is the percentage of first-time degree/certificate-seeking students enrolled in the fall who either return to the institution or successfully complete their program by the following fall. The overall graduation rate is the percentage of full-time, first-time students who enrolled in the fall and graduated out of the institution within 150 percent of normal program completion time. For a bachelor's degree, this represents 6 years. Students who transferred to another institution and graduated are not counted as completers at either of the institutions attended. Race categories exclude persons of Hispanic ethnicity. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources.* Institutions in this indicator are classified based on the highest degree offered. For more information on the classification of postsecondary institutions or race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 36-1. Percentage distribution of fall undergraduate enrollment in degree-granting institutions, by student attendance status and control and level of institution: Fall 2010



The percentage share for private nonprofit 2-year institutions rounds to zero.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Institutions in this indicator are classified based on the highest degree offered. For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Enrollment component.

Figure 36-2. Annual retention rates and graduation rates within 150 percent of normal time at all 4-year degree-granting institutions, by student attendance status and acceptance rate: Fall 2010



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Institutions in this indicator are classified based on the highest degree offered. The retention rate is the percentage of first-time, bachelor's degree-seeking students who return to the institution to continue their studies the following year (in this case, fall 2010). The overall graduation rate is the percentage of full-time, first-time students who graduated within 150 percent of normal program completion time (in this case, fall 2010 for the cohort that enrolled in 4-year institutions in fall 2004). For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Enrollment component and Graduation Rates component.

Indicator 37
College Student Employment

In 2010, about 40 percent of full-time and 73 percent of part-time college students ages 16 to 24 were employed.

In 2010, about 40 percent of full-time and 73 percent of part-time college students ages 16 to 24 were employed. The percentage of full-time college students ages 16 to 24 who were employed differed by sex and race/ethnicity. A higher percentage of female full-time students were employed than were male full-time students (42 vs. 37 percent) (see table A-37-2). A higher percentage of White students were employed (44 percent) than were Hispanic, Black, or Asian students (35 percent, 33 percent, and 30 percent, respectively).

The percentage of students who were employed in 2010 also differed by student enrollment level. The percentage of part-time graduate students who were employed was higher than the percentage of part-time undergraduate students who were employed (90 percent vs. 72 percent). At both the part-time and full-time levels, higher percentages of graduate than undergraduate students worked 35 or more hours per week.

The percentage of full-time college students ages 16 to 24 who were employed increased from 34 to 52 percent between 1970 and 2000 and then decreased to 40 percent in 2010 (see table A-37-1). Among full-time students in this age group, 10 percent worked 20–34 hours per week in 1970, 22 percent in 2000, and 17 percent in 2010. The percentage of these students who worked 35 or more hours per week increased from 4 percent in 1970 to 9 percent in 2000, then fluctuated between 9 and 6 percent between 2000 and 2010.

Between 1970 and 2000, the percentage of part-time college students who were employed fluctuated between 81 percent and 86 percent, then dropped to 73 percent in 2010. The percentage of part-time college students working 35 or more hours per week decreased from 60 to 47 percent from 1970 to 2000, decreasing again to 33 percent in 2010.

At public 4-year institutions, the percentage of full-time students who were employed fluctuated between 43 percent in 1990 and 51 percent in 2000, then declined to 41 percent in 2010. At private 4-year institutions, the percentage of full-time students who were employed increased from 38 percent in 1990 to 46 percent in 2000, then decreased to 36 percent in 2010. At public 2-year institutions, the percentages of both full-time and part-time students who were employed did not measurably change between 1990 and 2000, but decreased between 2000 and 2010. Similarly, the percentage of part-time students in public 4-year institutions who were employed did not measurably change from 1990 to 2000, but decreased from 87 percent in 2000 to 70 percent in 2010. The percentage of part-time students in private 4-year institutions who were employed did not show an overall trend between 1990 and 2010.

In general, the percentage of full-time students who were employed was higher at public 2-year institutions than at public and private 4-year institutions for most years of data shown between 1990 and 2009. The percentage of full-time students who were employed was higher at public institutions than at private institutions for all years of data shown until 2010, when there were no measurable differences between full-time students at public 2-year, public 4-year, and private 4-year institutions (41 percent, 41 percent, and 36 percent, respectively). The percentage of part-time students who were employed generally did not differ by level and control of institution between 1990 and 2010. In 2010, the percentage of part-time students at private 4-year institutions who were employed was not measurably different from that at public 4-year or public 2-year institutions.

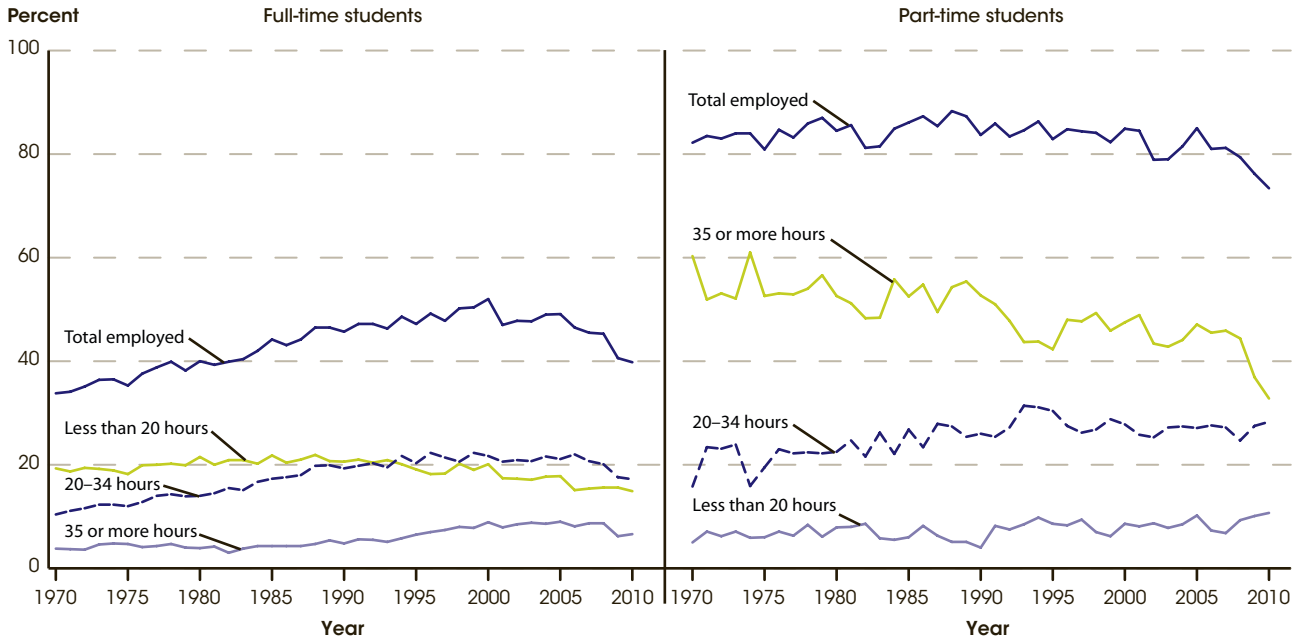
Tables A-37-1 and A-37-2

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

Technical Notes

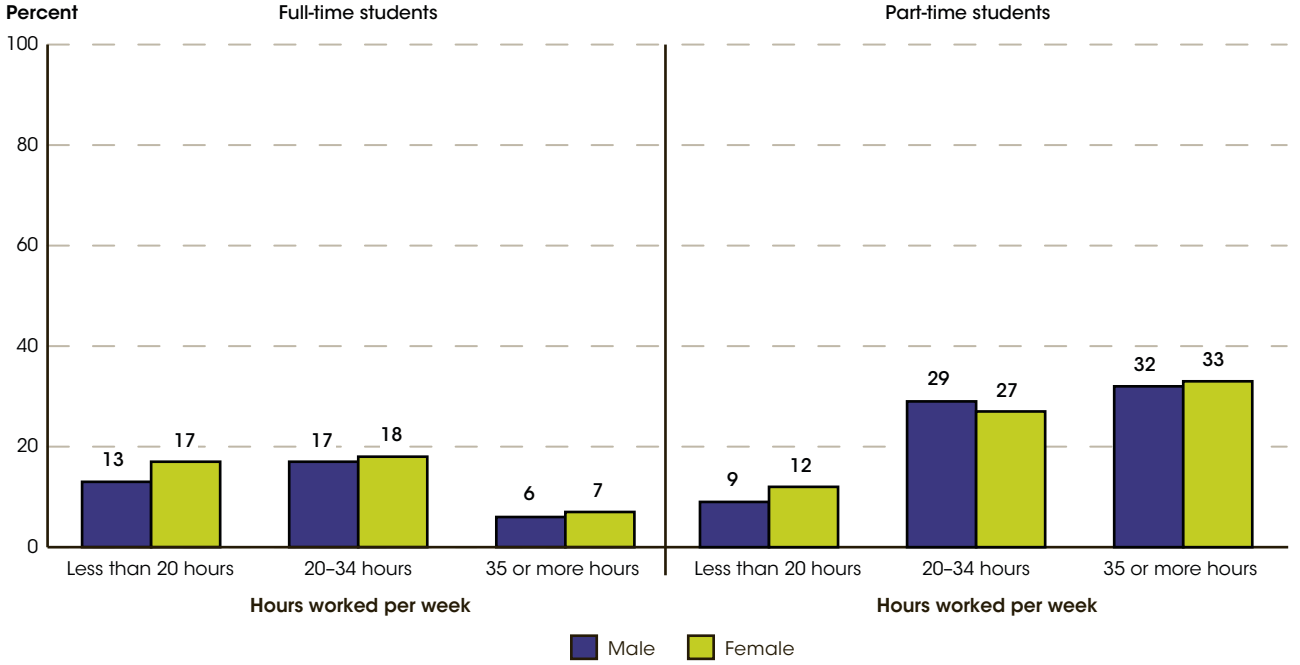
College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. *Percent employed* estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week; these estimates exclude those who were employed but not at work during the survey week. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures.* For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

Figure 37-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2010



NOTE: College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. *Total employed* estimates include those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2010.

Figure 37-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and sex: October 2010



NOTE: College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010.

Indicator 38
Undergraduate Fields of Study

In 2009–10, more than half of the 1.7 million bachelor's degrees awarded were in five fields: business, management, marketing, and personal and culinary services (22 percent); social sciences and history (10 percent); health professions and related programs (8 percent); education (6 percent); and psychology (6 percent).

Of the 1.7 million bachelor's degrees awarded in 2009–10, over half were concentrated in five fields: business, management, marketing, and personal and culinary services (22 percent); social sciences and history (10 percent); health professions and related programs (8 percent); education (6 percent); and psychology (6 percent) (see table A-38-1). The fields of visual and performing arts (6 percent), engineering and engineering technologies (5 percent), biological and biomedical sciences (5 percent), and communication and communications technologies (5 percent) represented an additional 21 percent of all bachelor's degrees awarded in 2009–10.

Undergraduate enrollment increased from 12.7 million students in fall 1999 to 17.6 million in fall 2009 (see *indicator 10*). Overall, 33 percent more bachelor's degrees were awarded in 2009–10 than in 1999–2000 (an increase of 412,000 degrees). Bachelor's degrees awarded in the field of parks, recreation, leisure, and fitness studies exhibited the largest percent increase of all fields (from 17,600 to 33,300 degrees, a 90 percent increase). The next largest percent increase was in the field of homeland security, law enforcement, firefighting, and related protective services (from 24,900 to 43,700 degrees, a 76 percent change). Education was the only field in which fewer bachelor's degrees were awarded in 2009–10 than in 1999-2000 (from 108,000 to 101,000, a decrease of 6 percent).

Over half of all bachelor's degrees conferred in 2009–10 were awarded to females (57 percent), similar to the percentage awarded to females in 1999–2000. Females earned between 49 and 85 percent of the degrees awarded in the five most prevalent bachelor's degree fields. In 2009–10, females earned the smallest percentages of bachelor's degrees relative to males in the fields of engineering and engineering technologies (17 percent) and computer and information sciences and support services (18 percent).

From 1999–2000 to 2009–10, the percentages of bachelor's degrees conferred to females changed in several fields of study. For example, of all the bachelor's degrees conferred in the field of homeland security, law enforcement, firefighting, and related protective services, the percentage conferred to females increased from 43 percent in 1999–2000 to 49 percent in 2009–10. In contrast, of all the bachelor's degrees conferred in the field of computer and information sciences and support services, the percentage conferred to females decreased from 28 percent in 1999–2000 to 18 percent in 2009–10.

Of the 849,000 associate's degrees earned in 2009–10, about 54 percent were awarded in two broad areas of study: liberal arts and sciences, general studies, and humanities (34 percent) and health professions and related programs (21 percent). Overall, the number of associate's degrees awarded from 1999–2000 to 2009–10 increased by 50 percent, or by 285,000 degrees. The field of psychology experienced the largest percent increase in the number of associate's degrees awarded over this time period (352 percent, from 1,500 to 6,600 degrees). Of the 20 fields of study in which the most associate's degrees were awarded in 2009–10, two fields experienced a decline from the number of degrees awarded in 1999–2000: some 770 fewer associate's degrees were awarded in agriculture and natural resources (a decrease of 12 percent), and 4,200 fewer degrees were awarded in engineering and engineering technologies (a decrease of 7 percent).

In 2009–10, females earned 62 percent of all associate's degrees awarded. The fields in which females earned the highest percentage of associate's degrees included family and consumer sciences/human sciences (95 percent were awarded to females) and legal professions and studies (88 percent). Females earned fewer associate's degrees than males in fields such as precision production (6 percent) and engineering and engineering technologies (10 percent).

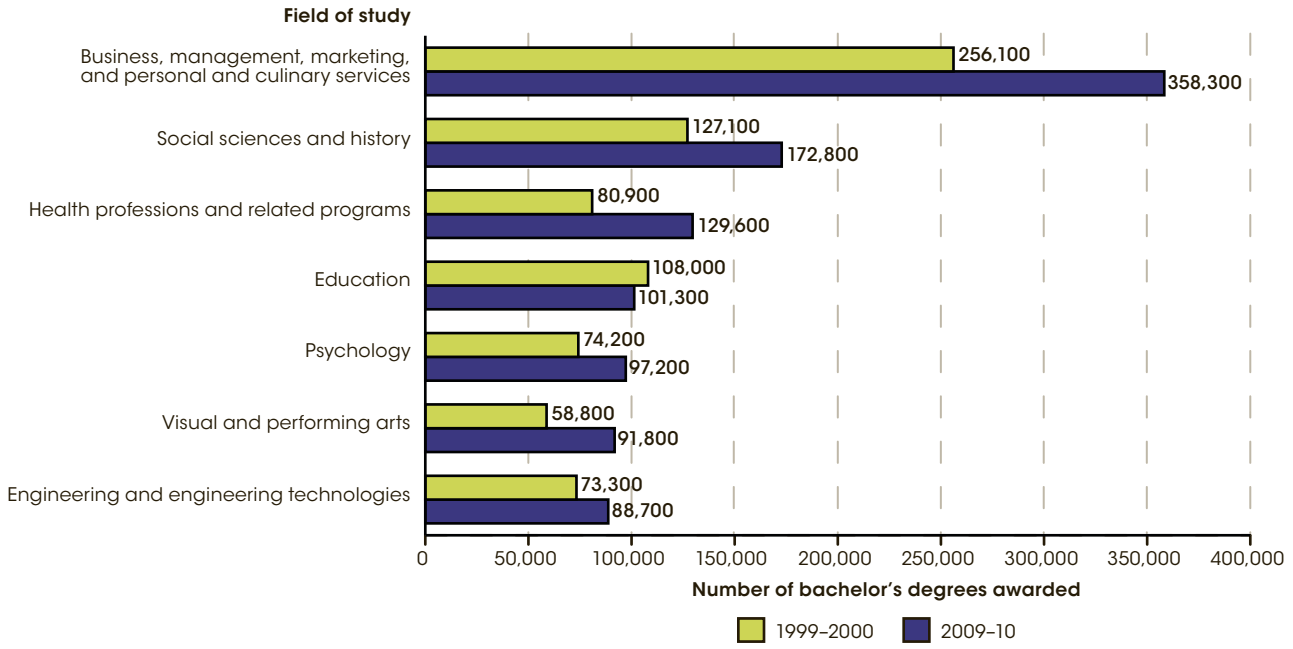
Table A-38-1

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

Technical Notes

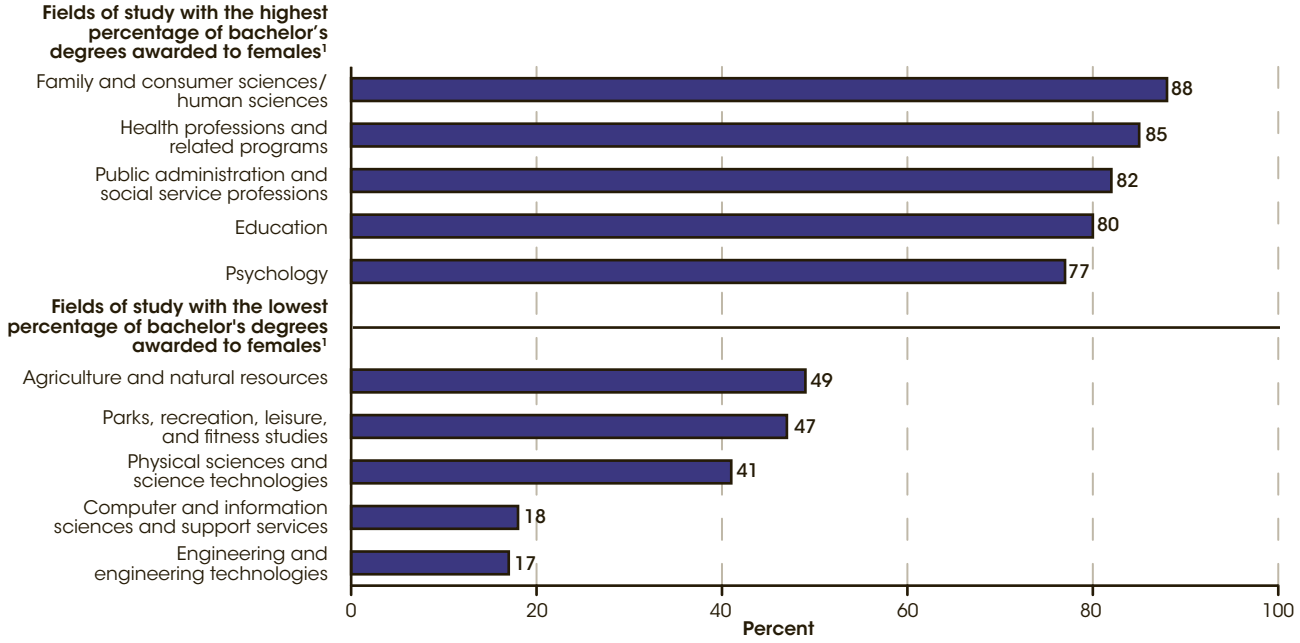
This indicator includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. Estimates for 1999–2000 have been reclassified when necessary to conform to the new taxonomy. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures.* For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources.*

Figure 38-1. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1999–2000 and 2009–10



NOTE: Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. Estimates for 1999–2000 have been reclassified when necessary to conform to the new taxonomy. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Figure 38-2. Percentage of bachelor's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2009–10



[1] Of the 20 fields of study in which the most bachelor's degrees were awarded in 2009–10.
NOTE: Includes only institutions that participated in Title IV federal financial aid programs. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

Indicator 39
Graduate Fields of Study

Overall, 693,000 master's degrees and 159,000 doctor's degrees were awarded in 2009–10; these numbers represent increases of 50 and 34 percent, respectively, over the numbers awarded in 1999–2000. In 2009–10, females earned 60 percent of master's degrees and 52 percent of doctor's degrees awarded.

Of the 693,000 master's degrees awarded in 2009–10, over 50 percent were concentrated in two fields: education and business (26 percent each) (see table A-39-1). These are the same two fields in which the majority of master's degrees were awarded in 1999-2000. In 2009–10, an additional 10 percent of all master's degrees were awarded in the field of health professions and related programs.

Overall, 50 percent more master's degrees were awarded in 2009–10 than in 1999–2000 (an increase of 230,000 degrees). During this period, the two fields awarding the most master's degrees, education and business, had increases of 48 and 59 percent, respectively, in the number of degrees awarded. In each of the 20 fields of study in which the most master's degrees were awarded in 2009–10, the number of master's degrees awarded was higher in 2009–10 than in 1999–2000. The field of homeland security, law enforcement, and firefighting had the largest percent increase (157 percent) in the number of master's degrees awarded (from 2,600 to 6,700 degrees). The field of theology and religious vocations saw the smallest percent increase (10 percent) in the number of master's degrees awarded over this period (from 11,700 to 12,800 degrees).

Females earned 60 percent of all master's degrees awarded in 2009–10. From 1999–2000 to 2009–10, there were two fields where the portion of master's degrees awarded to females increased from less than half to more than half: homeland security, law enforcement, and firefighting (from 41 percent to 53 percent) and legal professions and studies (from 42 percent to 51 percent). In the two fields awarding the most master's degrees in 2009–10, education and business, females earned 77 and 46 percent, respectively. In addition, females earned 81 percent of all master's degrees awarded in the field of health professions and related programs that year. In fields such as engineering and engineering technologies and computer and information sciences, females earned fewer master's degrees than males in 2009–10: some 22 percent of the master's degrees awarded in engineering and engineering technologies and 27 percent of the master's degrees awarded in computer and information sciences were awarded to females.

Almost two-thirds of the 159,000 doctor's degrees awarded in 2009–10 were either health professions and related programs degrees (36 percent) or legal professions and studies degrees (28 percent). Overall, there were 34 percent more doctor's degrees awarded in 2009–10 than in 1999–2000 (an increase of 39,800 degrees). In all but two of the 20 most popular fields of study (i.e., English language and literature/letters, and agriculture and natural resources), the numbers of doctor's degrees awarded were higher in 2009–10 than in 1999–2000. The field of computer and information sciences had the largest percentage increase (105 percent) in the number of doctor's degrees awarded (from 780 to 1,600 degrees). The field of English language and literature/letters had the largest percentage decrease (9 percent) in the number of doctor's degrees awarded (from 1,500 to 1,300 degrees).

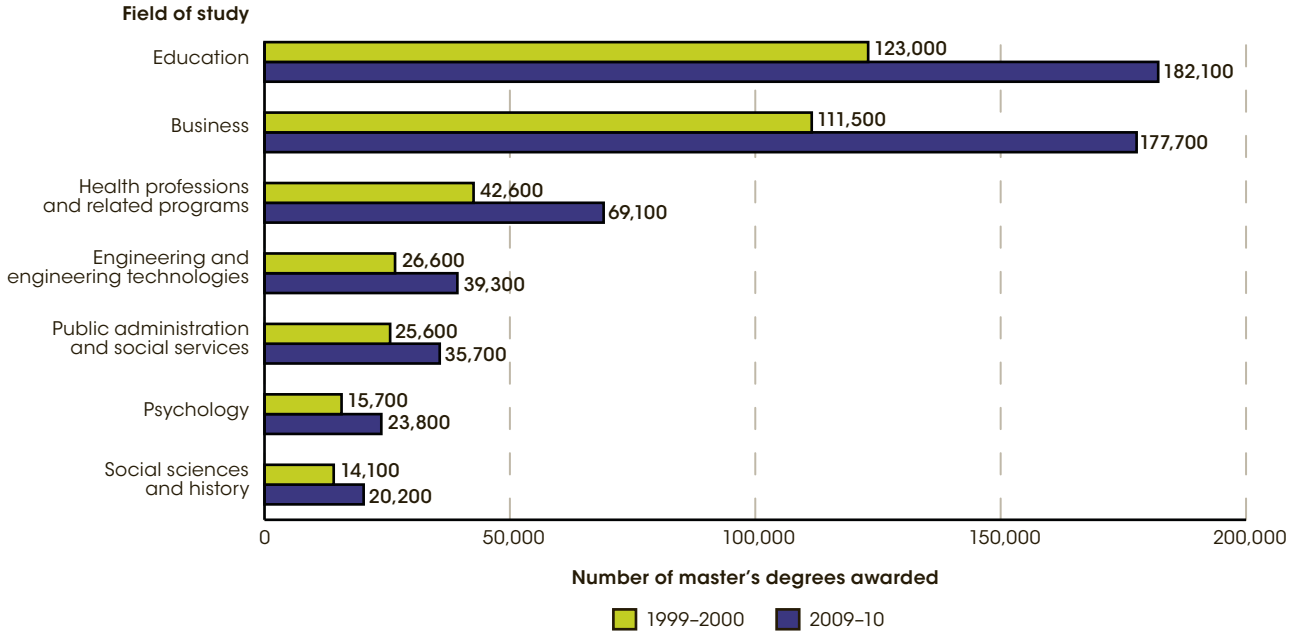
Females earned about 82,000 doctor's degrees (or 52 percent of all doctor's degrees awarded) in 2009–10, a 52 percent increase over the number awarded to females in 1999–2000. From 1999–2000 to 2009–10, there were two fields in which the portion of doctor's degrees awarded to females increased from less than half to more than half: health professions and related programs (from 47 percent to 59 percent) and biological and biomedical sciences (from 44 percent to 53 percent). Of the 20 fields of study in which the most doctor's degrees were awarded in 2009–10, females earned the smallest percentages of doctor's degrees relative to males in the fields of computer and information sciences (22 percent) and engineering and engineering technologies (23 percent). In contrast, females earned the greatest percentages of doctor's degrees relative to males in psychology (73 percent) and education (67 percent).

Table A-39-1
Glossary: *Classification of Instructional Programs (CIP), Doctor's degree, Master's degree*

Technical Notes

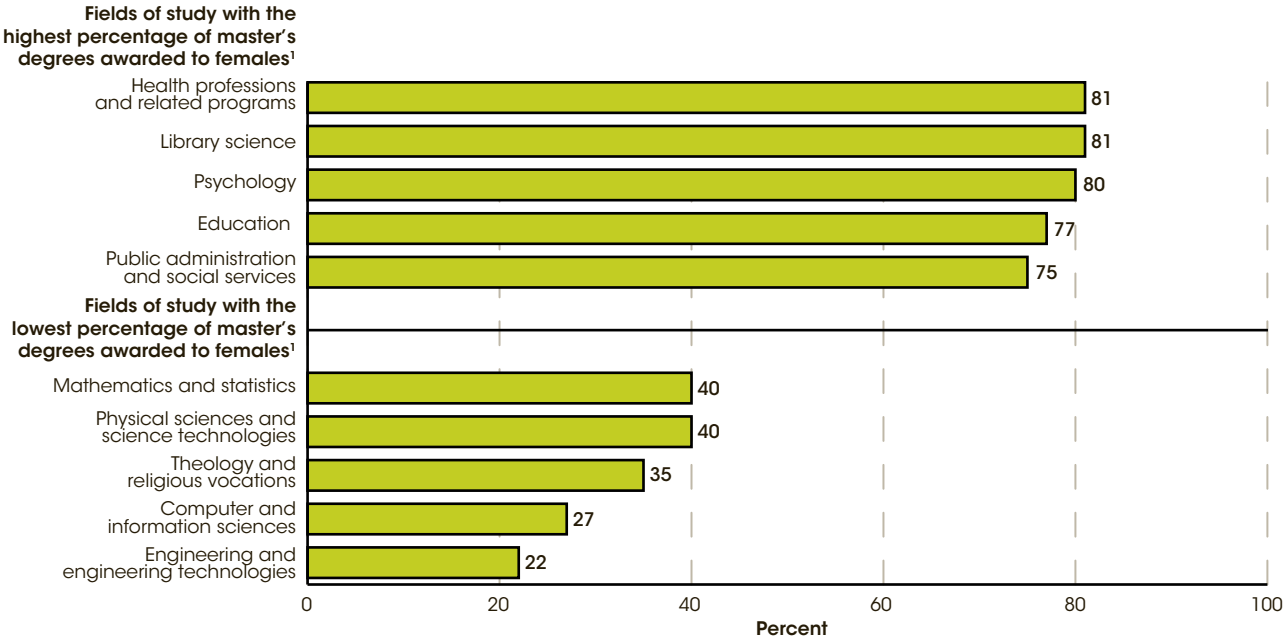
This indicator includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. The estimates for 1999–2000 have been reclassified when necessary to make them conform to the new taxonomy. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*.

Figure 39-1. Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 1999–2000 and 2009–10



NOTE: These seven fields were selected, because they were the top fields in which master's degrees were awarded in 2009–10. Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. The estimates for 1999–2000 have been reclassified when necessary to make them conform to the new taxonomy. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C – *Commonly Used Measures.* For more information on IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Figure 39-2. Percentage of master's degrees awarded to females by degree-granting institutions in selected fields of study: Academic year 2009–10



[1] Of the 20 fields of study in which the most master's degrees were awarded in 2009–10.
NOTE: Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C – *Commonly Used Measures.* For more information on IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

Indicator 40

Price of Attending an Undergraduate Institution

The average total cost of attendance in 2010–11 for first-time, full-time students living on campus and paying in-state tuition was $20,100 at public 4-year institutions and $39,800 at private nonprofit 4-year institutions.

The total cost of attending a postsecondary institution is the sum of published tuition and required fees, books and supplies, and the average for room, board and other expenses. In 2010–11, the total cost of attendance differed by institution level and control and by student living arrangements. The average total cost of attendance for first-time, full-time students living on campus and paying in-state tuition was $20,100 at public 4-year institutions and $39,800 at private nonprofit 4-year institutions (see table A-40-1). The lowest total costs were for students living with family and paying in-state tuition at public 2-year institutions ($7,900) and at public 4-year institutions ($12,600).

Out of these total costs, the cost of books and supplies and of room and board differed by institution level and control and student living arrangements. The cost of books and supplies ranged from $800 at private for-profit 4-year institutions to $1,500 at private for-profit 2-year institutions. The cost of room and board ranged from $5,400 for first-time, full-time students living on campus and paying in-state tuition at 2-year public institutions to $9,500 for first-time, full-time students living on campus at private nonprofit 4-year institutions.

Many students and their families do not pay the full price of attendance because they receive financial aid to help cover their expenses. The primary types of financial aid are grants, which do not have to be repaid, and loans, which must be repaid. Grants, including scholarships, may be awarded on the basis of financial need, merit, or both, and may include tuition aid from employers. In 2009–10, first-time, full-time students who received aid received an average of $8,400 at 4-year institutions and $4,400 at 2-year institutions (see table A-40-2).

The average amount of aid received differed by income level; in general, the lower the income, the greater the total amount of aid received. In 2009–10, across all 4-year institutions, for first-time, full-time students receiving aid, the average amount of aid received ranged from a low of $900 for those with incomes above $110,000 at private for-profit institutions to $18,400 at private nonprofit institutions for those with incomes ranging from $30,001 to $48,000. The overall average amount of aid received across all 4-year institutions was $8,400 in 2009–10.

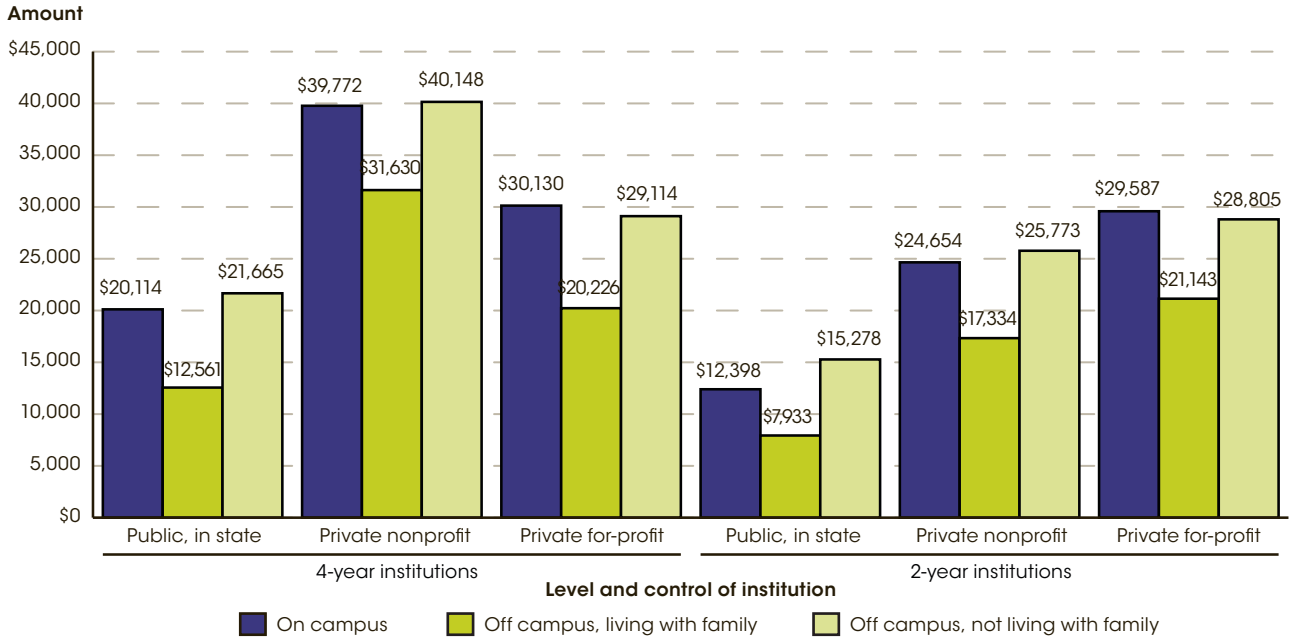
The net price is an estimate of the cash outlay, including loans that students and their families need to pay in a given year to cover educational expenses. It is calculated here as the total cost of attendance minus grants (which decrease the price). Tax credits and deductions are excluded from the calculation of net price. In 4-year institutions, average net price in 2009–10 for first-time, full-time students receiving aid ranged from $7,900 for those with incomes in the $0 to $30,000 range at public institutions to $33,200 at private for-profit institutions for those with incomes above $110,001. For first-time, full-time students receiving aid at 2-year institutions, the lowest average net price was $5,500 for those with incomes in the $0 to $30,000 range at public institutions and the highest average net price was $32,500 at private for-profit institutions for those with incomes of $110,001 or more.

Tables A-40-1 and A-40-2
Glossary: *Financial aid, Private institution, Public institution, Tuition*

Technical Notes

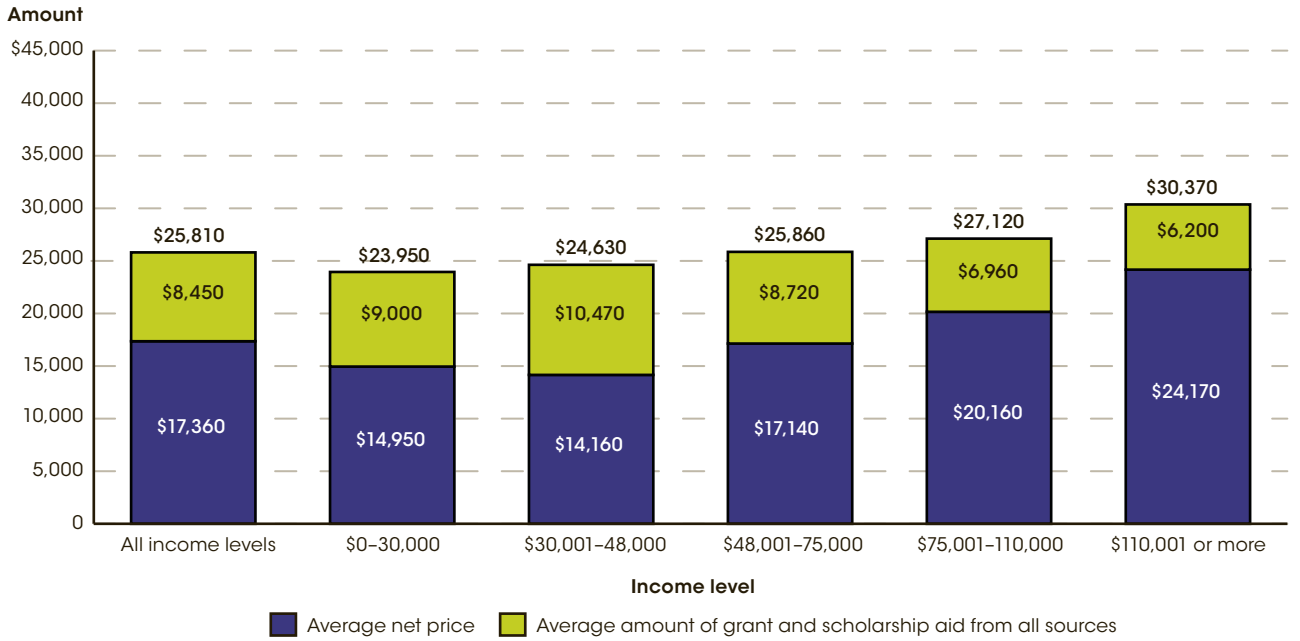
Data on total cost of attendance pertain to first-time, full-time undergraduate students who paid the in-state or in-district tuition rate. These data are weighted by the number of first-time, full-time students at the institution receiving Title IV aid and living on campus, living off campus, or living with their family off campus. Title IV aid includes grant aid, work study aid, and loan aid. Grant aid refers to federal, state, and local government, as well as institutional, grants and scholarships. Year-to-year changes in cost may be affected by changes in enrollment. Data on average amount of grant aid and scholarship aid and net price are only for students receiving Title IV financial aid and include both dependent and independent students. For those Title IV recipients, net price is reported by income category and includes students who received federal aid, even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of students for which the data are reported, the definition of net price remains the same—total cost of attendance minus grant aid. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

Figure 40-1. Total cost of attending an undergraduate institution for first-time, full-time students, by level and control of institution and living arrangement: Academic year 2010–11



NOTE: Excludes students who have already attended another postsecondary institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component; and Fall 2010, Institutional Characteristics component.

Figure 40-2. Average total price, grants and scholarship aid, and net price for first-time, full-time students receiving aid at 4-year institutions, by income level: Academic year 2009–10



NOTE: First-time, full-time students are those who are entering postsecondary education for the first time. This data refers to first-time, full-time students who paid the in-state or in-district tuition rate and were awarded Title IV aid by income. Students not receiving aid (18.7 percent) were excluded from this analysis. Title IV aid to students includes grant aid, work study aid, and loan aid. These grants include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, and Federal Work-Study. For those Title IV recipients, net price is reported by income category and includes students who received federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same—total cost of attendance minus grant aid. Data are weighted by the number of students at the institution receiving Title IV aid. Detail may not sum to total due to rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component.

Indicator 41

Undergraduate Grants and Loans

From 2006–07 to 2009–10, the percentage of first-time, full-time undergraduates receiving any financial aid increased from 75 to 85 percent at 4-year institutions.

Grants and loans are the major forms of federal financial aid for degree-seeking undergraduate students. Federal grants, which do not need to be repaid, are available to degree-seeking undergraduates who qualify by economic need, whereas loans are available to all students. In addition to federal financial aid, there are also grants from state and local governments, institutions, and private sources.

From 2006–07 to 2009–10, the percentage of first-time, full-time undergraduate students receiving any financial aid increased from 75 to 85 percent at 4-year institutions (see table A-41-2). During this time, the largest increase in first-time, full-time students receiving aid was at 4-year private for-profit institutions, from 55 to 92 percent. The percentage of first-time, full-time undergraduate students receiving aid at public 4-year institutions increased from 75 to 82 percent, while 4-year private nonprofit institutions had a smaller increase, from 85 to 89 percent. For 2-year institutions, the percentage of first-time, full-time undergraduate students receiving aid was higher in 2009–10 than in 2006–07 in all institutions except private for-profit institutions, in which the percentage receiving aid in 2009–10 (88 percent) was less than in 2006–07 (89 percent).

In 2009–10, about 67 percent of first-time, full-time undergraduate students at public 4-year institutions received grant or scholarship aid, as compared to 84 percent in private nonprofit institutions and 81 percent in private for-profit institutions (see table A-41-1). Out of all 4-year institutions, the percentage of first-time, full-time undergraduate students receiving student loan aid was highest at private for-profit institutions (86 percent). In comparison, 63 percent of 4-year nonprofit students and 50 percent of 4-year public students received student loan aid.

For first-time, full-time undergraduate students at 2-year institutions in 2009–10, 67 percent received grant or scholarship aid and 39 percentage received student loan aid. As in 4-year institutions, the percent of first-time, full-time undergraduate students receiving student loan aid at 2-year institutions was highest at private for-profit institutions (78 percent). By comparison, 59 percent of students at 2-year private nonprofit institutions and 24 percent of students at 2-year public institutions received student loan aid. The percentage of first-time, full-time undergraduate students at 2-year institutions receiving grant or scholarship aid was highest at private nonprofit institutions (85 percent).

In 2009–10, in 4-year institutions, the average amount of student loan aid received was highest in private for-profit institutions ($9,641). First-time, full-time undergraduate students at 4-year private nonprofit institutions received an average amount of $7,466, and students at 4-year public institutions received an average amount of $6,063 in student loan aid. Similarly, among 2-year institutions, the average amount of student loan aid received was highest in private for-profit institutions ($8,035).

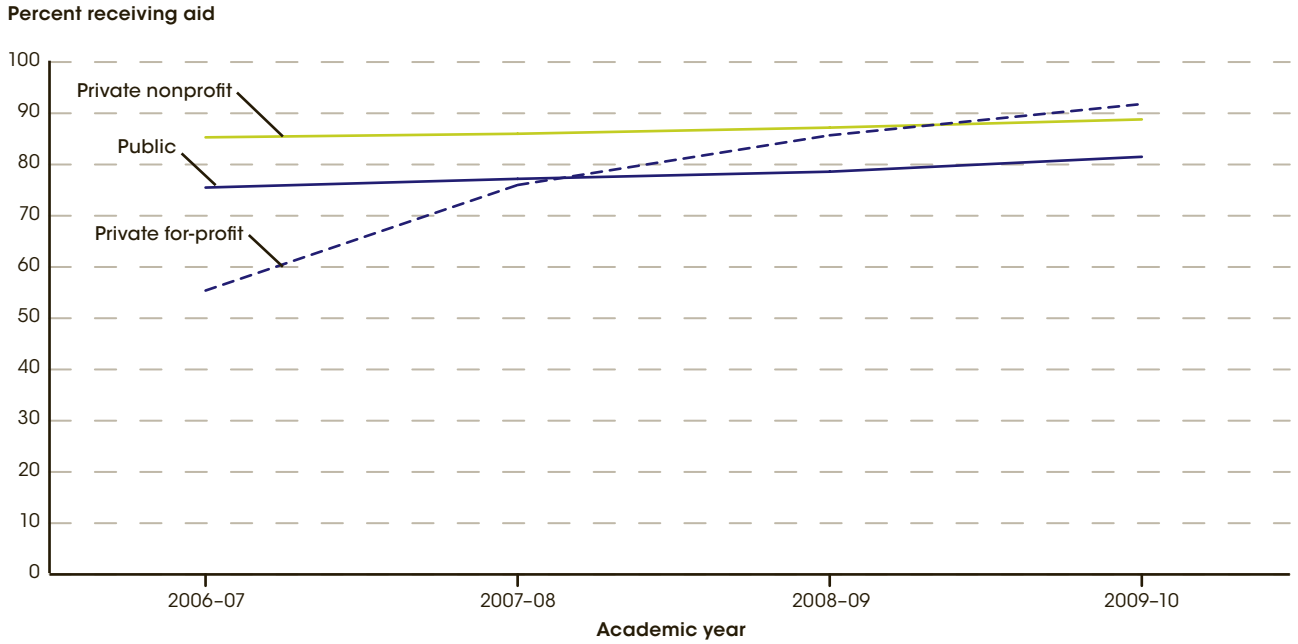
Tables A-41-1 and A-41-2

Glossary: *Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

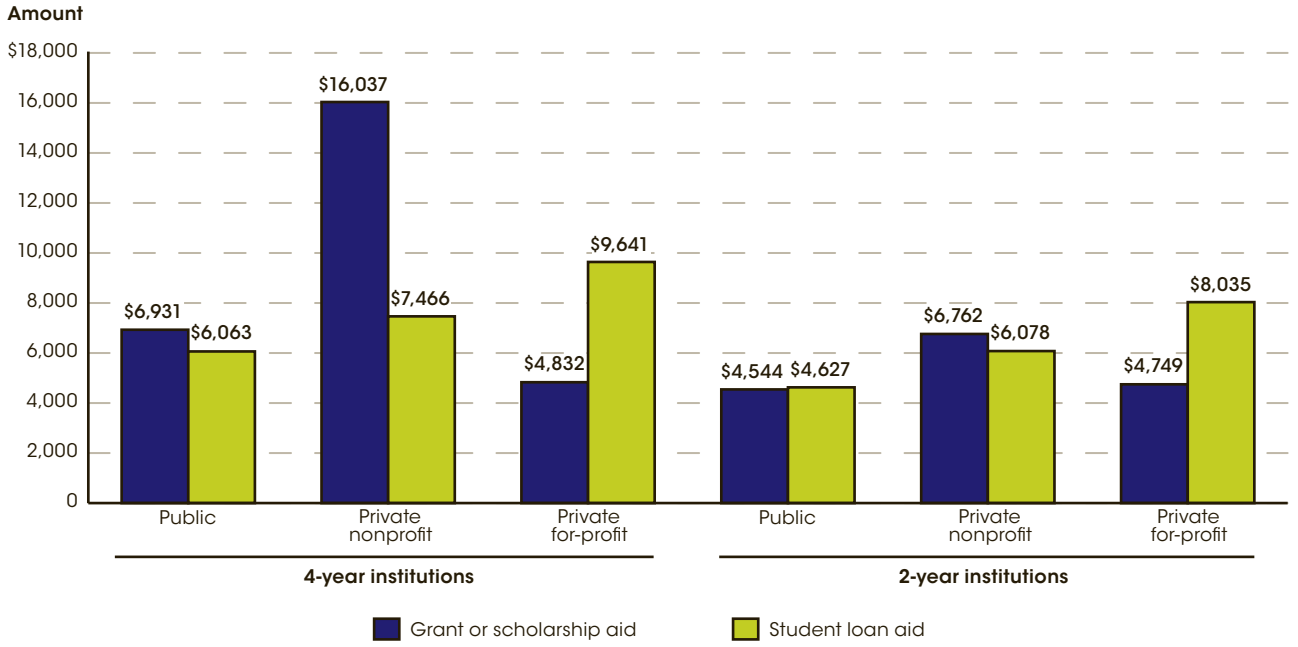
Any student financial aid includes students receiving Federal Work-Study aid and aid from other sources in addition to those listed in table A-41-1. Discontinuity in the time series could be due to a change in the structure of the reporting forms. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

Figure 41-1. Percentage of first-time, full-time undergraduate students receiving any financial aid at 4-year institutions, by institution control: Academic years 2006–07 through 2009–10



NOTE: Any student financial aid includes students who were awarded any Federal Work-Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2011, Student Financial Aid component.

Figure 41-2. Average amount of aid received by full-time, first-time, degree-seeking undergraduate students in financial aid programs, by institution level, control, and type of aid: Academic year 2009–10



NOTE: Any student financial aid includes students who were awarded any Federal Work-Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component.

Indicator 42
Postsecondary Revenues

In academic year 2009–10, total revenues per full-time-equivalent (FTE) student were 1 percent less than in 2004–05 in public postsecondary degree-granting institutions (in constant 2010–11 dollars). Total revenues per student went from $28,966 in 2004–05 to $28,781 in 2009–10.

In academic year 2009–10, total revenue was $309 billion (in constant 2010–11 dollars) at public postsecondary degree-granting institutions, $172 billion at private nonprofit institutions, and $25 billion at private for-profit institutions (see table A-42-1). The category of student tuition and fees typically accounts for a large percentage of total revenue and was the largest revenue source at both private nonprofit and for-profit institutions in 2009–10 (33 and 91 percent, respectively). At public institutions, the percentage of revenue from tuition and fees (18 percent) was the second largest to that from state appropriations (21 percent). Revenue from tuition and fees made up over half of all revenue for all private for-profit institutions and 2-year nonprofit institutions (see table A-42-2).

In 2009–10, total revenues per full-time-equivalent (FTE) student in public institutions were 1 percent less than in 2004–05 in public postsecondary institutions (see table A-42-1). Total revenues per student went from $28,966 in 2004–05 to $28,781 in 2009–10 (see table A-42-1). Total revenues were 14 percent higher in 2004–05 than in 2009–10 for public institutions, but FTE enrollment was 15 percent higher (9,348,081 in 2004–05 and 10,750,132 in 2009–10). Tuition and fees per student were 12 percent higher in 2009–10 than in 2004–05, and nonoperating revenue from government grants per student were 373 percent higher in 2009–10 than in 2004–05 (See table A-42-1). These increases were not enough to offset the drop in revenue per student from most other revenue sources.

In 2-year public postsecondary institutions, total revenue per student in 2009–10 was higher in constant 2010–11 dollars than in 2004–05 (from $12,765 to $13,107), but total revenue per student was less in 2009–10 than in 2004–05 in all other 2-year institutions and in all 4-year institutions (see table A-42-2). Revenue per student from tuition and fees was nearly 15 percent higher for 4-year public institutions in 2009–10 than in 2004–05 and 9 percent higher in 4-year private nonprofit institutions in 2009–10 than in 2004–05. Tuition and fees per student increased by a small percentage in private 2-year institutions and 4-year for-profit institutions.

In 4-year private nonprofit institutions, decreases per student in 2009–10 compared to 2004–05 in investment returns and private gifts grants and contracts were larger than other revenue sources and resulted in a net loss in total revenue per student (from $56,746 in 2004–05 compared to $54,703 in 2009–10). In 4-year private for-profit institutions, decreases per student in 2009–10 compared to 2004–05 in other revenue (from $135 to -$375) and auxiliary enterprises (from $420 to $307) were the major factors leading to a drop in total revenue per student (from $16,019 to $15,679). In public 2-year institutions, declines in per-student operating revenue from government grants and contracts and nonoperating government appropriations were offset by increases in nonoperating revenue government grants.

Investment returns or investment income accounted for less than 5 percent of overall revenues for all postsecondary sectors except for nonprofit 4-year private schools. Investment returns or investment income fell for all postsecondary sectors between 2004–05 and 2009–10, except for-profit 4-year schools (where investment returns made up 0.2 percent or less of total revenues). The biggest decline in investment returns was seen for nonprofit 4-year schools, where investment returns fell by $6 billion between these two time points.

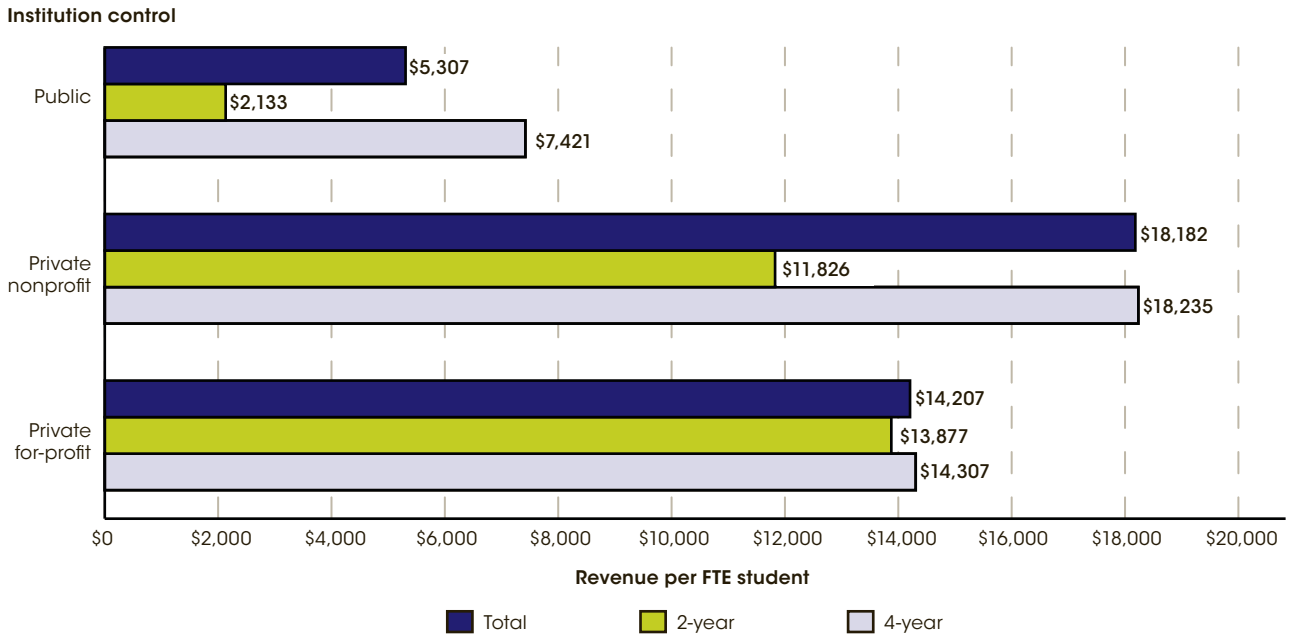
Tables A-42-1 and A-42-2
Glossary: *Consumer Price Index (CPI), Full-time-equivalent (FTE) enrollment, Private institution, Public institution, Revenues, Tuition*

Technical Notes

Auxiliary enterprises are essentially self-supporting operations, such as residence halls, that exist to provide a service to students, faculty, or staff and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Operating revenue is revenue from providing specific goods and services. Nonoperating revenue is revenue that is not in exchange for providing specific goods and services. Government grants can be operating revenue or nonoperating revenue. Full-time-equivalent students include the count of full-time students plus the full-time equivalent of part-time students.

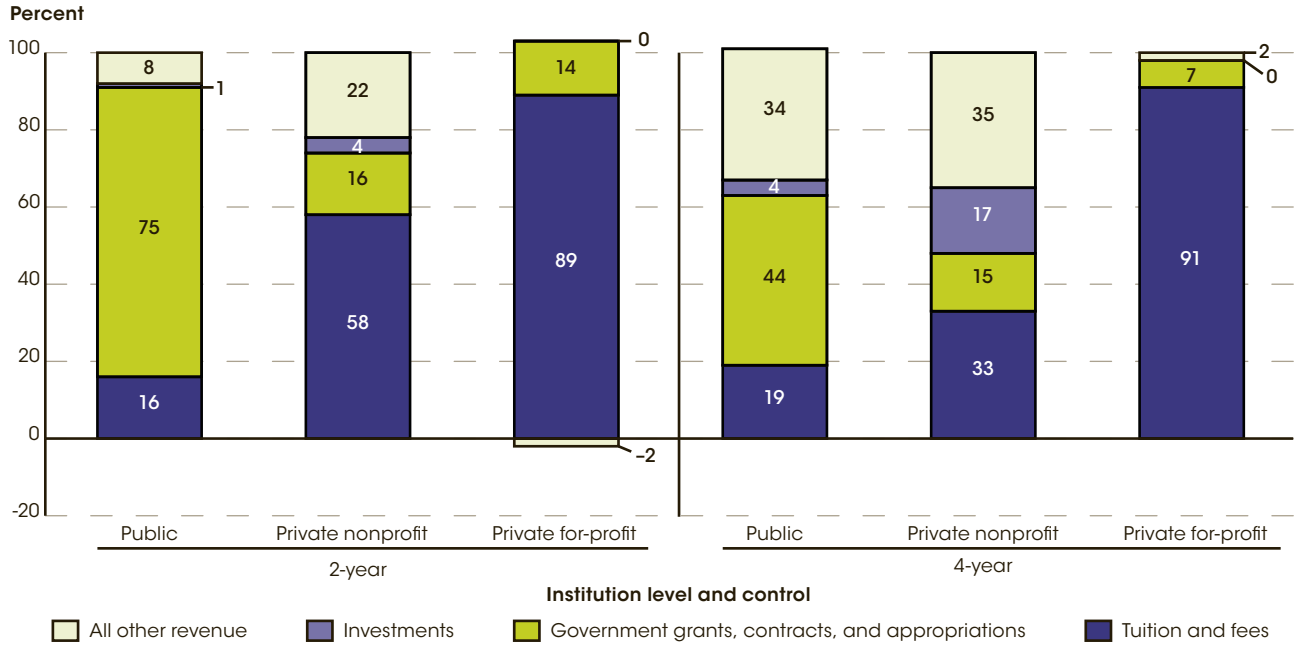
Public institutions use Governmental Accounting Standards Board (GASB) accounting standards, and private institutions use Financial Accounting Standards Board (FASB) accounting standards. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.

Figure 42-1. Revenue per full-time-equivalent (FTE) student from tuition and fees for postsecondary degree-granting institutions, by institution control and level: Academic year 2009–10
[In constant 2010–11 dollars]



NOTE: Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2010, Enrollment component; and Spring 2011, Finance component.

Figure 42-2. Percentage distribution of total revenues at postsecondary degree-granting institutions, by institution level, institution control, and source of funds: Academic year 2009–10



NOTE: All other revenue includes gifts, grants, contracts, auxillary enterprises, and other revenue. In public institutions, all other revenue also includes revenue from sales and service of educational activities. Government grants, contracts and appropriations includes revenue from federal, state, and local governments. Data are adjuated by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2010, Enrollment component; and Spring 2011, Finance component.

Indicator 43
Postsecondary Expenses

In academic year 2009–10, instruction was the largest per full-time-equivalent (FTE) student expense at public ($7,239) and private nonprofit institutions ($15,321). At private for-profit institutions, instruction was the second largest expense category, at $3,017 per student.

This indicator examines general patterns in expenses of postsecondary degree-granting institutions. Only some financial data may be comparable across institutions by control categories (i.e., between public, private nonprofit, and private for-profit institutions) because of differences in accounting procedures. In addition, comparisons by institutional level (i.e., between 2-year and 4-year institutions) may also be limited because of different institutional control.

In academic year 2009–10, total expenses were $287 billion at public institutions, $148 billion at private nonprofit institutions, and $20 billion at private for-profit institutions (see table A-43-1). At public and private nonprofit institutions, instruction was the largest expense category (at 27 and 33 percent, respectively). At private for-profit institutions, instruction constituted 24 percent of total expenses but student services and academic and institutional support (a category which covers a wide range of costs) was the largest category at 66 percent. Other relatively large categories at public institutions (those accounting for 8–10 percent of expenses) were research, institutional support, and hospitals. At private nonprofit institutions, some of the other larger categories (those accounting for 8–14 percent of expenses) were research, academic support, student services, institutional support, auxiliary enterprises, and hospitals. Expenses for student services and academic and institutional support made up 19 percent of total expenses in public institutions and 30 percent in nonprofit institutions, less than half of the share spent by private for-profit institutions (66 percent).

Total expenses per full-time equivalent (FTE) student were much higher for private nonprofit institutions ($46,287 in 2009–10) than for public institutions ($26,697 in 2009–10) and private for-profit institutions ($12,683 in 2009–10). Private nonprofit institutions spent more than twice as much per student on instruction ($15,321) as public institutions ($7,239). A similar pattern was found for most other expense classifications such as academic support ($4,175 for nonprofit institutions vs. $1,791 for public institutions) and institutional support ($6,270 for nonprofit institutions vs. $2,152 for public institutions).Expenses per student for public service were an exception to this pattern, with public institutions spending more than nonprofit institutions ($1,092 vs. $674). Expenses per student for instruction were more than twice as high in public institutions as in private for-profit institutions ($7,239 vs. $3,017), but expenses per student for student services, academic, and institutional support were higher in for-profit institutions ($8,310) than in public institutions ($5,190).

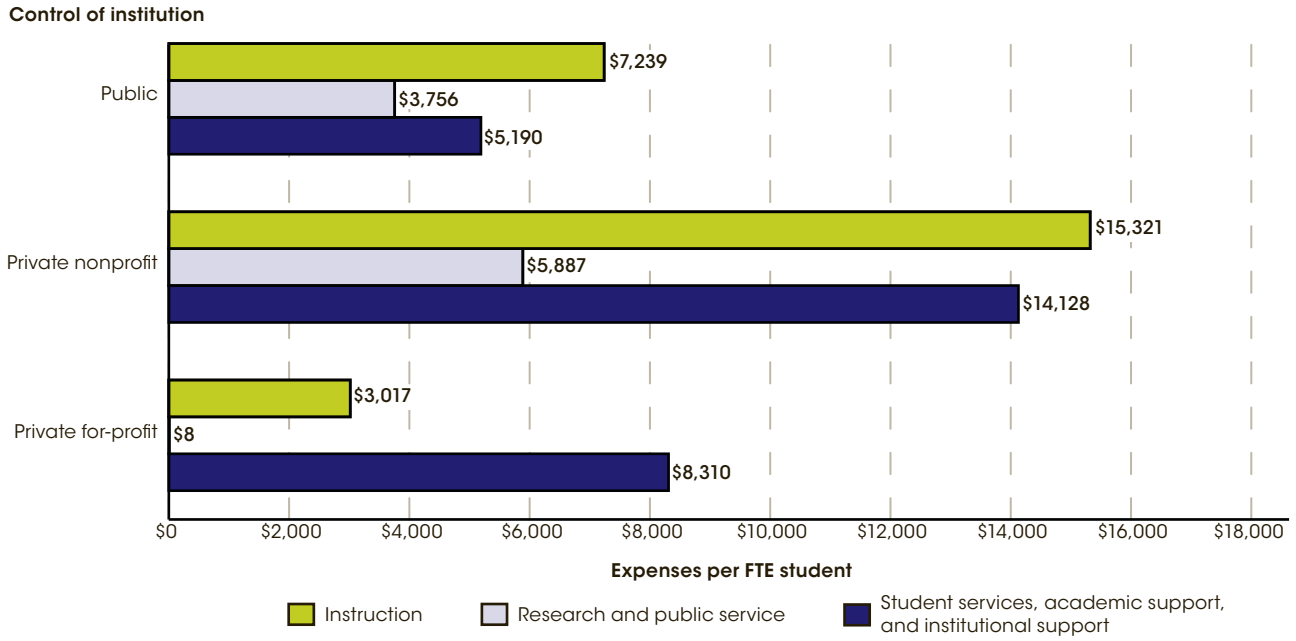
Differences were found between expenses at 2- and 4-year institutions in academic year 2009–10. For example, 2-year institutions (for all levels of control) spent a greater share of their budgets on instruction than did their 4-year counterparts (35 vs. 25 percent for public institutions, 34 vs. 33 percent for private nonprofit institutions, and 32 vs. 21 percent for private for-profit institutions) (see table A-43-2). Expenses per FTE student for instruction in 2009–10 were less (in constant 2010–11 dollars) at 2-year institutions than they were in 2004–05, but were slightly higher at 4-year public and 4-year nonprofit institutions (less than 1 percent higher at public institutions and nearly 5 percent higher at nonprofit institutions). Instruction expenses per student in private for-profit 4-year institutions were less in 2009–10 ($2,692) than in 2004–05 ($2,978).

Tables A-43-1 and A-43-2
Glossary: *Consumer Price Index (CPI), Full-time-equivalent (FTE) enrollment, Private institution, Public institution, Revenues, Tuition*

Technical Notes

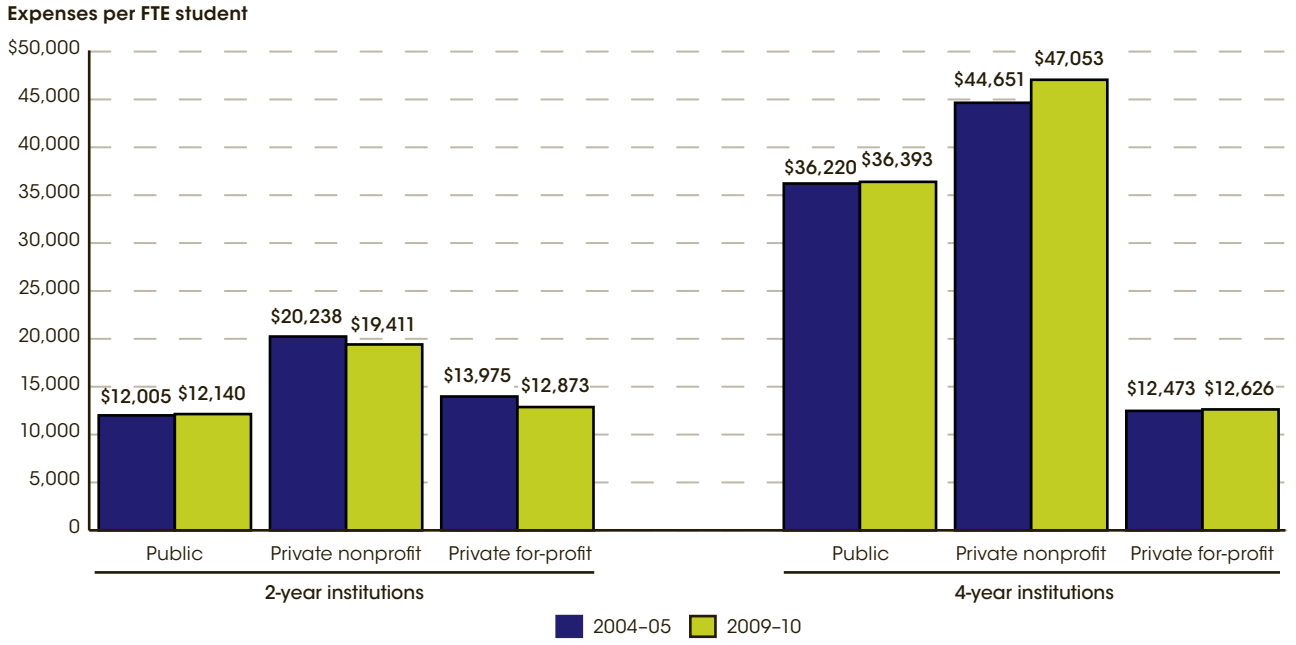
"Auxiliary" enterprises are essentially self-supporting operations, such as residence halls, that exist to provide a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. "Academic support" includes services that directly support an institution's primary missions of instruction, research, or public service. "Institutional support" includes general administrative services, executive direction and planning, legal and fiscal operations, and community relations. "Student services" include expenses associated with admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. FTE students is the full-time student enrollment, plus the full-time equivalent of the part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance.* For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.

Figure 43-1. Expenses per full-time-equivalent student at degree-granting postsecondary institutions, by control of institution and purpose: Academic year 2009–10
[In constant 2010–11 dollars]



NOTE: Full-time-equivalent (FTE) student includes full-time students plus the full-time equivalent of part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010, Enrollment component; and Spring 2011, Finance component.

Figure 43-2. Total expenses per full-time-equivalent student at 2-year and 4-year degree-granting postsecondary institutions, by control of institution: Academic years 2004–05 and 2009–10
[In constant 2010–11 dollars]



NOTE: Full-time-equivalent (FTE) students includes full-time students plus the full-time equivalent of part-time students. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2005 and Spring 2010, Enrollment component; and Spring 2011, Finance component, Spring 2005.

Indicator 44

Faculty Salaries, Benefits, and Total Compensation

Combining salary with benefits, faculty received an average total compensation package in academic year 2010–11 that was about 8 percent higher than the package they received in 1999–2000, after adjusting for inflation. In 2010–11, the average total compensation package for faculty was about $97,200, including $75,500 in salaries and $21,700 in benefits.

In academic year 2010–11, the average salary for full-time instructional faculty on 9- and 10-month contracts at postsecondary degree-granting institutions was $75,500, ranging from $56,500 for other faculty to $105,000 for professors (see table A-44-1). By control and level of institution, salaries ranged from $40,100 at private for-profit 2-year colleges to $95,000 at private nonprofit doctoral universities. Combining salary with benefits, faculty received an average total compensation package in 2010–11 that was about 8 percent higher than the package they received in 1999–2000, after adjusting for inflation. In 2010–11, the average compensation package for faculty was about $97,200, including $75,500 in salaries and $21,700 in benefits.

The average salary for all full-time instructional faculty on 9- and 10-month contracts was 8 percent higher in 2010–11 than it was in 1989–90, after adjusting for inflation (see table A-44-2). By faculty type, salary increases were 14 percent higher for professors, 11 percent higher for assistant professors, 9 percent higher for associate professors, and 7 percent higher for other faculty. Average salaries were also higher in 2010–11 than they were in 1989–90 by institutional control, with two exceptions: public master's colleges/universities (3 percent lower) and public other 4-year colleges (2 percent lower). Salary increases ranged from 4 percent higher at public 2-year colleges to 30 percent higher at private for-profit master's colleges/universities between 1989–90 and 2010–11.

Inflation-adjusted faculty salaries were 5 percent higher in 1999–2000 than in 1989–90, and faculty salaries increased by 3 percent between 1999–2000 and 2010–11. Salary increases from 1999–2000 to 2010–11 tended to occur in private institutions (with the exception of private 2-year institutions). Except for public doctoral universities, salaries for faculty in public universities/colleges were generally lower from 1999–2000 to 2010–11 by 1 percent to 3 percent. In private institutions, except for private 2-year colleges, salaries were generally higher by 1 percent to 8 percent. Increases in salaries at private for-profit institutions varied more between 1999–2000 and 2010–11. In private for-profit private doctoral universities, salaries were lower by 37 percent, while the faculty salaries in private for-profit other 4-year colleges were higher by 39 percent. At private 2-year colleges, salaries were lower by 6 percent at nonprofit colleges but higher by 26 percent at for-profit colleges.

Fringe benefits (adjusted for inflation) for all faculty increased by a greater percentage, on average, than average faculty salaries (52 vs. 8 percent) between 1989–90 and 2010–11. As a result, fringe benefits accounted for a larger share of total faculty compensation for faculty in 2010–11 than they did in 1989–90. Fringe benefits also increased, on average, by a larger percentage than faculty salaries (26 vs. 3 percent) between 1999–2000 and 2010–11. These increases in fringe benefits were higher at public institutions than at private institutions. For example, average benefits at public master's colleges/universities were higher by 30 percent between 1999–2000 and 2010–11, compared with 16 percent at private master's colleges/universities. At private institutions, variations in fringe benefits differed between nonprofit versus for-profit institutions. For example, benefits were lower by 8 percent at nonprofit 2-year colleges between 1999–2000 and 2010–11, but were higher by 89 percent at private for-profit 2-year colleges over the same time period.

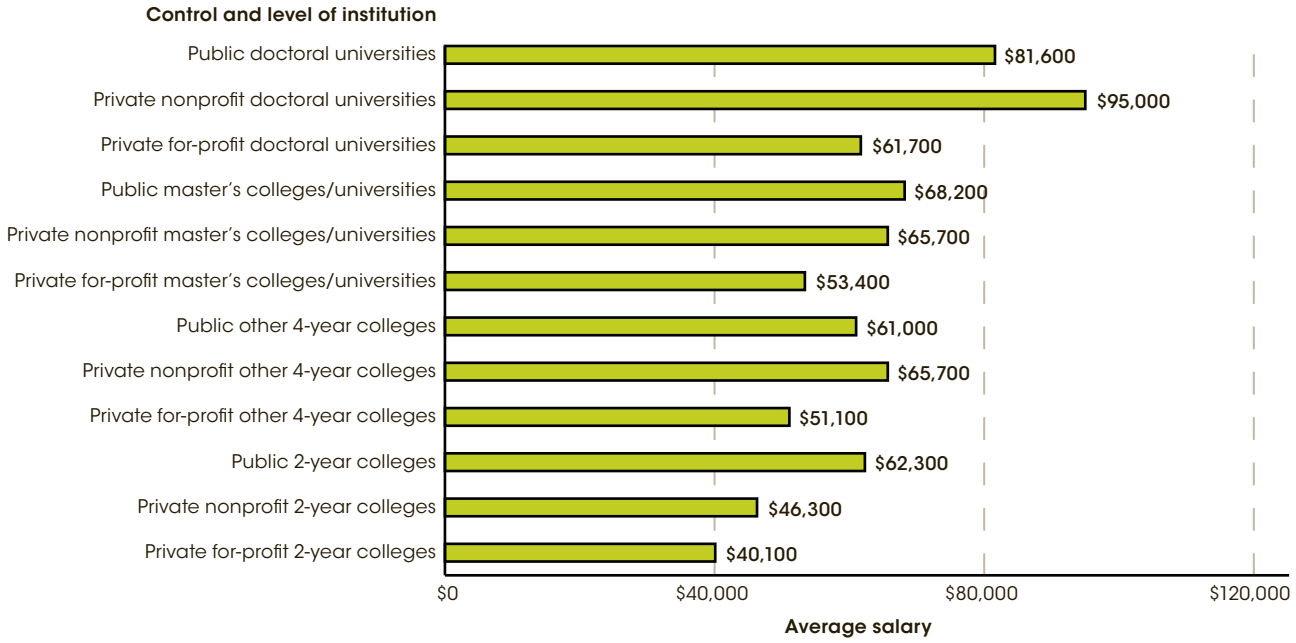
Tables A-44-1 and A-44-2

Glossary: *Consumer Price Index (CPI), Faculty, Four-year postsecondary institution, Private institution, Public institution, Salary, Two-year postsecondary institution*

Technical Notes

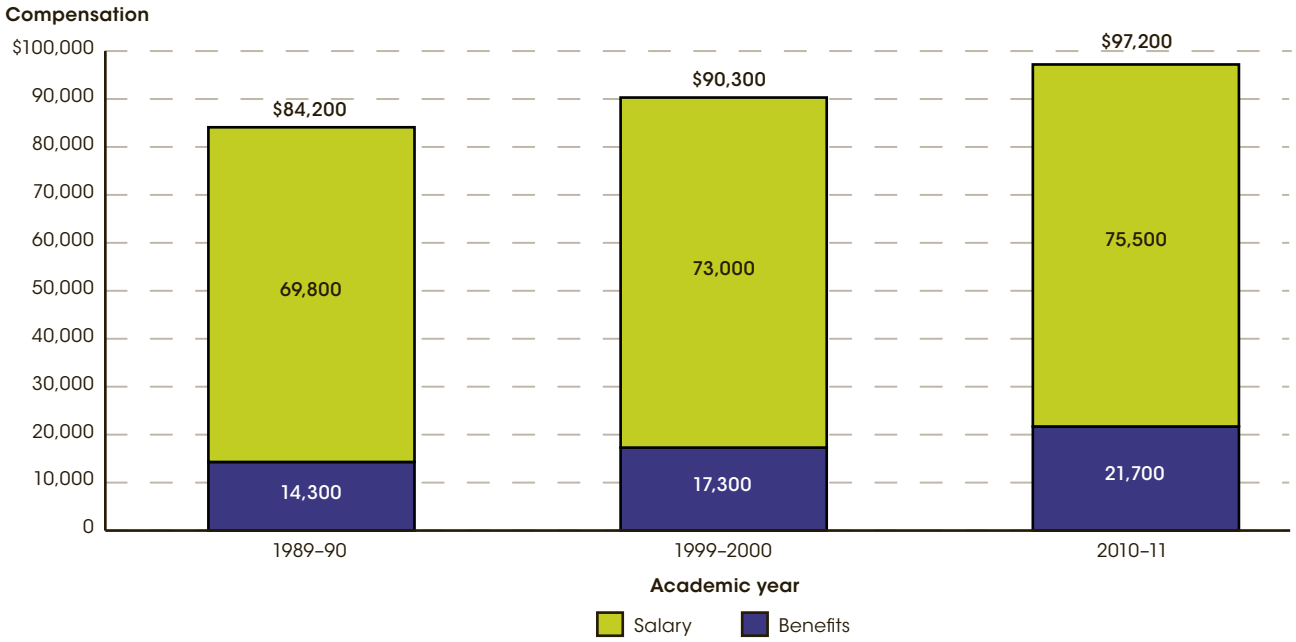
Average total compensation is the sum of salary and fringe benefits (which may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits). Faculty categories (professor, associate professor, assistant professor, and other faculty) are defined by the institution. *Other faculty* include faculty with no rank titles such as professor or instructor. Private institutions include private nonprofit and for-profit institutions. Institutions are classified by the number of highest degrees awarded (doctor's, master's, bachelor's, or associate's). For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. Data do not include institutions at which all faculty were part time, contributed their services, were in the military, or taught preclinical or clinical medicine. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length, as in some other National Center for Education Statistics reports. Data exclude faculty on 11- and 12-month contracts. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

Figure 44-1. Average salary for full-time instructional faculty on 9- and 10-month contracts at degree-granting postsecondary institutions, by control and level of institution: Academic year 2010–11



NOTE: Institutions are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component and Winter 2010–11, Human Resources component, Salaries section.

Figure 44-2. Inflation-adjusted average total compensation, salary, and fringe benefits for full-time faculty on 9- and 10-month contracts at degree-granting institutions, with percentage change, by academic rank and control and level of institutions: Academic years 1989–90, 1999–2000, and 2010–11
[In constant 2010–11 dollars]



NOTE: Average total compensation is the sum of salary (which excludes outside income) and fringe benefits (which may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits). Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99); "Completions Survey" (IPEDS-C:89–99), Fall 2010, Completions component and Winter 2010–11, Human Resources component, Salaries section.

Indicator 45
Postsecondary Graduation Rates

Approximately 56 percent of male and 61 percent of female first-time, full-time students who sought a bachelor's degree at a 4-year institution in fall 2004 completed their degree at that institution within 6 years.

Approximately 58 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2004 completed a bachelor's degree at that institution within 6 years or 150 percent of normal completion time to degree (see table A-45-1). In comparison, 55 percent of first-time, full-time students who began seeking a bachelor's degree in fall 1996 earned a bachelor's degree within 6 years at that institution.

Completion rates for bachelor's degree seeking students who enrolled at a 4-year institution in fall 2004 varied by institutional control. Students at private nonprofit institutions had the highest graduation rates, followed by students at public institutions and private for-profit institutions. For example, the 6-year graduation rate at private nonprofit institutions was 65 percent, compared with 56 percent at public institutions and 28 percent at private for-profit institutions.

At both public and private nonprofit 4-year institutions, the 6-year graduation rates of first-time, full-time female students who sought a bachelor's degree in fall 2004 were higher than those of males. At public institutions, about 58 percent of females seeking a bachelor's degree graduated within 6 years, compared with 53 percent of males; at private nonprofit institutions, 67 percent of females graduated within 6 years, compared with 63 percent of males. However, at private for-profit institutions, the 6-year graduation rate was higher for males (30 percent) than for females (27 percent).

Completion rates for first-time, full-time students who sought a bachelor's degree in fall 2004 also varied by race/ethnicity. Asian/Pacific Islander students had the highest 6-year graduation rate (69 percent), followed by White students (62 percent), Hispanic students (50 percent), and Black and American Indian/Alaska Native students (39 percent each) (see table A-45-2).

At both public and private nonprofit institutions, the 6-year graduation rates for first-time, full-time students who sought a bachelor's degree in fall 2004 varied by the acceptance rate of the institution. Graduation rates were highest at institutions with the lowest admissions acceptance rates. For example, at public 4-year institutions with open admissions policies, 29 percent of students completed a bachelor's degree within 6 years (see table A-45-2). At public 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 82 percent.

At 2-year institutions, approximately 30 percent of first-time, full-time students who enrolled in fall 2007 completed a certificate or associate's degree within 150 percent of the normal time required to complete such a degree (see table A-45-3). For the cohort that enrolled in fall 2000, the completion rate was about 31 percent.

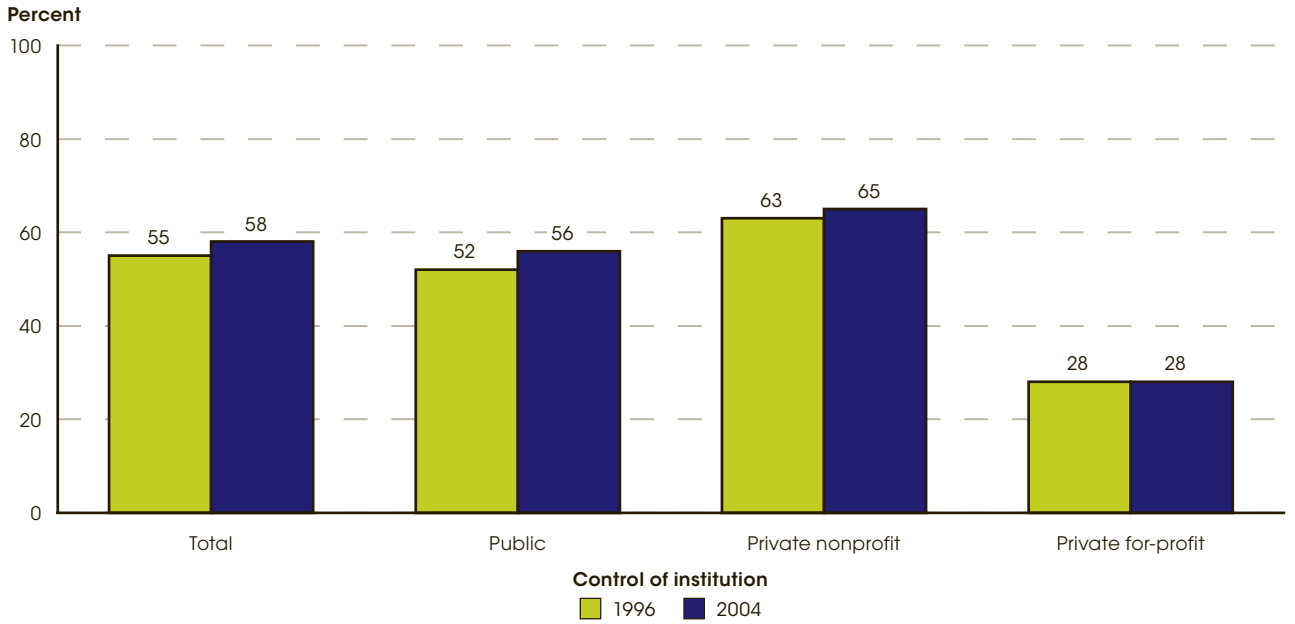
The certificate or associate's degree completion rate of students who enrolled in 2-year institutions in fall 2007 varied by institutional control. For example, 60 percent of students graduated within 150 percent of the normal time at private for-profit institutions, 51 percent did so at private nonprofit institutions, and 20 percent did so at public institutions.

Tables A-45-1, A-45-2, and A-45-3
Glossary: *Associate's degree, Bachelor's degree, Four-year postsecondary institution, Private institution, Public institution, Two-year postsecondary institution*

Technical Notes

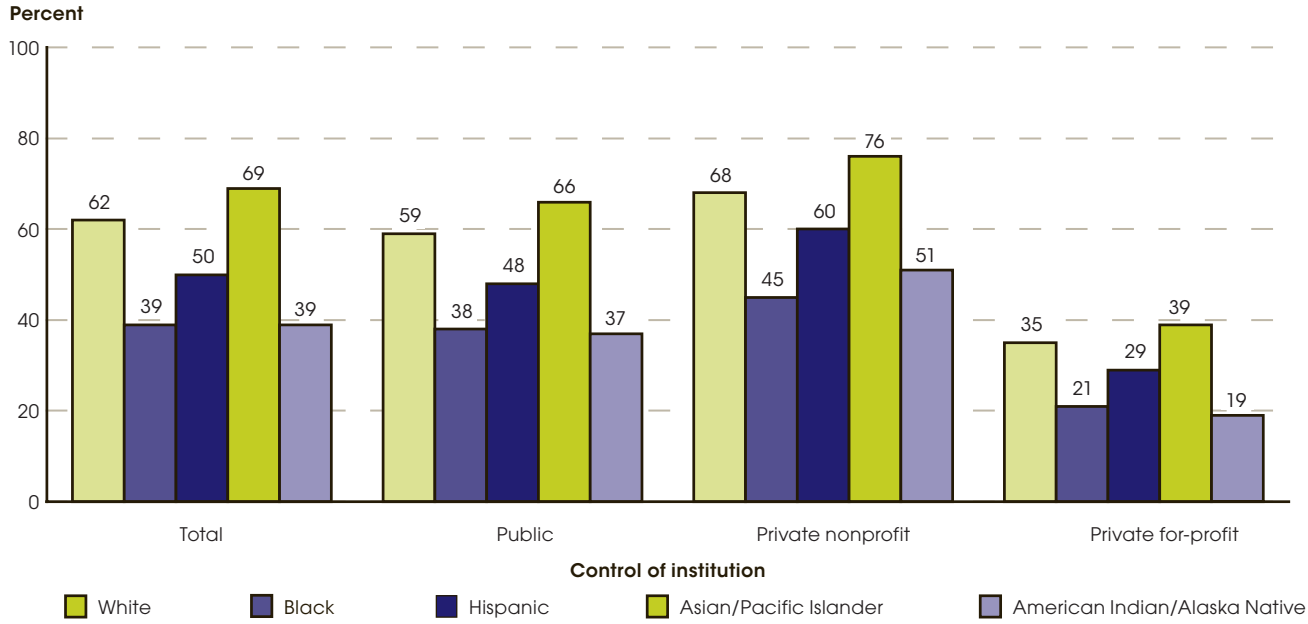
The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, 6 years for bachelor's degrees) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts use spring 2011 estimates of the number of first-time, full-time undergraduates who entered (1) a 4-year institution in fall 2004 seeking a bachelor's degree or (2) a 2-year institution in fall 2007 seeking a certificate or associate's degree, and spring 2003 estimates of the number of students who entered (3) a 4-year institution in fall 1996 seeking a bachelor's degree or (4) a 2-year institution in fall 2000 seeking a certificate or associate's degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

Figure 45-1. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and cohort year: Starting cohort years 1996 and 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003 and Spring 2011, Graduation Rates and Institutional Characteristics components.

Figure 45-2. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and race/ethnicity: Starting cohort year 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Graduation Rates and Institutional Characteristics components.

Indicator 46

Degrees Conferred by Public and Private Institutions

From academic years 1999–2000 to 2009–10, the number of postsecondary degrees conferred by private for-profit institutions increased by a larger percentage than the number conferred by public institutions and private nonprofit institutions; this was true for all levels of degrees.

Between academic years 1999–2000 and 2009–10, the number of postsecondary degrees conferred by public, private for-profit, and private nonprofit institutions increased for each level of degree. The number of associate's degrees awarded increased by 50 percent, bachelor's degrees increased by 33 percent, master's degrees increased by 50 percent, and doctor's degrees increased by 34 percent. For all postsecondary degree levels, the percentage increases from 1999–2000 to 2009–10 were smaller for public and private nonprofit institutions than for private for-profit institutions.

The number of associate's degrees awarded from academic years 1999–2000 to 2009–10 increased by 43 percent for public institutions (from 448,400 to 640,100 degrees), by 1 percent for private nonprofit institutions (from 46,300 to 46,700 degrees), and by 132 percent for private for-profit institutions (from 70,200 to 162,700 degrees). Due to these changes, the share of all associate's degrees conferred by private for-profit institutions increased from 12 percent in 1999–2000 to 19 percent in 2009–10, while the share conferred by public and private nonprofit institutions decreased during this period (from 79 to 75 percent and from 8 to 5 percent, respectively) (see table A-46-1).

From academic years 1999–2000 to 2009–10, the number of bachelor's degrees awarded by public institutions increased by 29 percent (from 810,900 to 1,049,100 degrees), the number awarded by private nonprofit institutions increased by 24 percent (from 407,000 to 503,200 degrees), and the number awarded by private for-profit institutions increased by 387 percent (from 20,100 to 97,800 degrees). Despite the gain made by private for-profit institutions, they awarded 6 percent of all bachelor's degrees conferred in 2009–10, while public institutions awarded 64 percent and private nonprofit institutions awarded 30 percent.

The number of master's degrees awarded by private nonprofit institutions increased 43 percent (from 209,700 to 299,900 degrees) from academic years 1999–2000 to 2009–10, yet the percentage of all master's degrees conferred by these institutions declined from 45 to 43 percent. The number of master's degrees conferred by public institutions increased at a lower rate (33 percent, from 243,200 to 322,200 degrees) over the same time period, resulting in a decrease in their share of all master's degrees (from 52 to 46 percent). In contrast, the number of master's degrees conferred by private for-profit institutions increased by 588 percent (from 10,300 to 70,900 degrees) from 1999–2000 to 2009–10, resulting in an increase in their share of total master's degrees conferred. Private for-profit institutions conferred 2 percent of all master's degrees in 1999–2000 and 10 percent in 2009–10.

From academic years 1999–2000 to 2009–10, the number of doctor's degrees conferred increased by 30 percent at public institutions (from 60,700 to 78,800 degrees), by 32 percent at private nonprofit institutions (from 57,000 to 75,200 degrees), and by over 300 percent at private for-profit institutions (from 1,100 to 4,600 degrees). In 2009–10, public institutions awarded 50 percent of all doctor's degrees, private nonprofit institutions awarded 47 percent, and private for-profit institutions awarded 3 percent.

Table A-46-1

Glossary: *Associate's degree, Bachelor's degree, Doctor's degree, Master's degree, Private institution, Public institution*

Technical Notes

This indicator includes only postsecondary degree-granting institutions that participated in Title IV federal financial aid programs. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

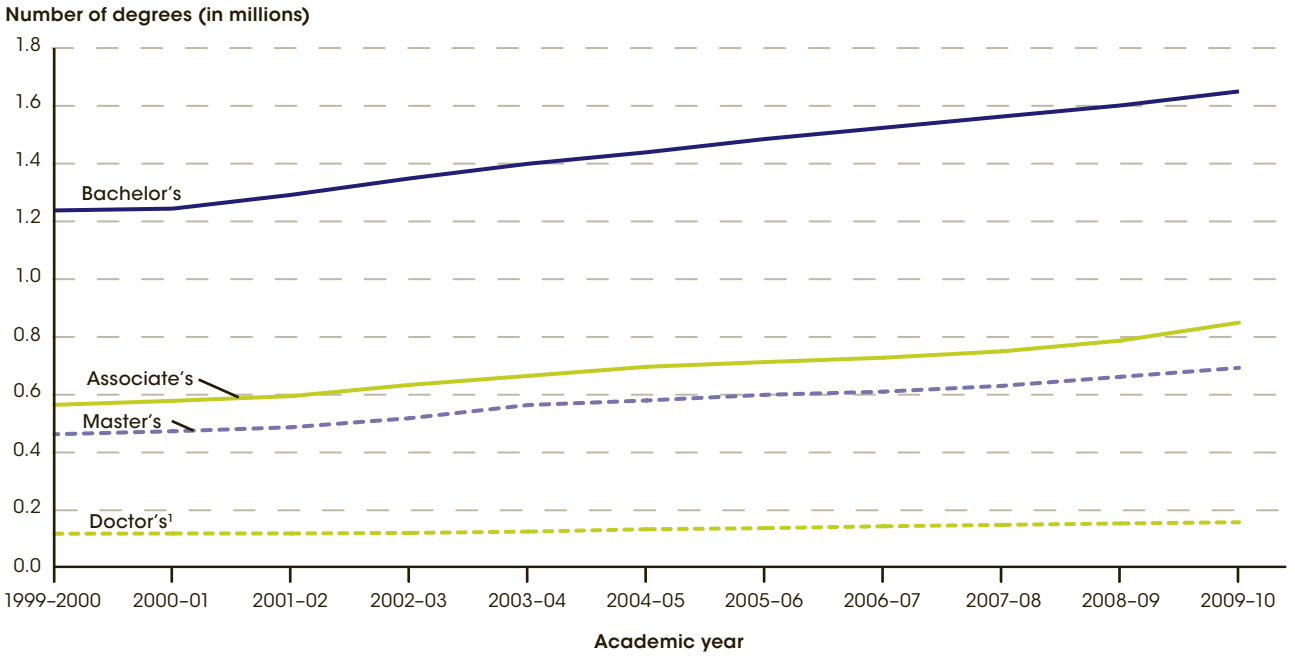
For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*.

Table 46-1. Number of degrees conferred by postsecondary degree-granting institutions and percent change, by control of institution and level of degree: Academic years 1999–2000 and 2009–10

Level of degree and academic year	Total	Public	Private		
			Total	Nonprofit	For-profit
Associate's					
1999–2000	564,933	448,446	116,487	46,337	70,150
2009–10	849,452	640,113	209,339	46,673	162,666
Percent change	50.4	42.7	79.7	0.7	131.9
Bachelor's					
1999–2000	1,237,875	810,855	427,020	406,958	20,062
2009–10	1,650,014	1,049,057	600,957	503,164	97,793
Percent change	33.3	29.4	40.7	23.6	387.5
Master's					
1999–2000	463,185	243,157	220,028	209,720	10,308
2009–10	693,025	322,243	370,782	299,911	70,871
Percent change	49.6	32.5	68.5	43.0	587.5
Doctor's[1]					
1999–2000	118,736	60,655	58,081	56,972	1,109
2009–10	158,558	78,779	79,779	75,166	4,613
Percent change	33.5	29.9	37.4	31.9	316.0

[1] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Includes only postsecondary institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*. See the glossary for the definition of doctor's degree.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Figure 46-1. Number of degrees conferred by postsecondary degree-granting institutions, by level of degree: Academic years 1999–2000 through 2009–10



[1] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Includes only postsecondary institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*. See the glossary for the definition of doctor's degree.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2010, Completions component.

Indicator 47
Degrees Earned

Between academic years 1999–2000 and 2009–10, the number of degrees earned increased by 50 percent each for associate's and master's degrees, 33 percent for bachelor's degrees, and 34 percent for doctor's degrees. For all levels of degrees in 2009–10, females earned the majority of degrees awarded.

Postsecondary enrollment in degree-granting institutions increased by 38 percent, from 14.8 million students in fall 1999 to 20.4 million students in fall 2009 (see *indicators 10* and *11*). This growth was accompanied by a 41 percent increase, from 2.4 million to 3.4 million, in the number of degrees earned in the same time period. The number of degrees earned increased by 50 percent each for associate's and master's degrees, 33 percent for bachelor's degrees, and 34 percent for doctor's degrees (see table A-47-1).

From 1999–2000 to 2009–10, the number of degrees earned among U.S. residents increased for students of all racial/ethnic groups for each level of degree, but at varying rates (see table A-47-2). For associate's, bachelor's, and master's degrees, the change in percentage distribution of degree recipients was characterized by an increase in the numbers of degrees conferred to Black and Hispanic students. For doctor's degrees, the change in percentage distribution of degree recipients was characterized by an increase in the numbers of degrees conferred to Hispanic and Asian/Pacific Islander students. (For more information on changing enrollment patterns in postsecondary education by race/ethnicity, see tables A-10-3 and A-11-2.)

Among U.S. residents, the number of associate's degrees earned by Hispanic students more than doubled from academic years 1999–2000 to 2009–10 (increasing by 118 percent), and the number earned by Black students increased by 89 percent (see table A-47-2). As a result, Blacks earned 14 percent and Hispanics earned 13 percent of all associate's degrees awarded in 2009–10, up from 11 percent and 9 percent, respectively, in 1999–2000. During the same time period, the number of bachelor's degrees awarded to Black students increased by 53 percent, and the number awarded to Hispanic students increased by 87 percent. In 2009–10, Black students earned 10 percent and Hispanics earned 9 percent of all bachelor's degrees conferred, versus the 9 and 6 percent, respectively, earned in 1999–2000. Similarly, the numbers of master's degrees earned by Black and Hispanic students more than doubled from 1999–2000 to 2009–10 (increasing by 109 percent and 125 percent, respectively). As a result, among U.S. residents in 2009–10, Black students earned 12 percent and Hispanics earned 7 percent of all master's degrees conferred, up from 9 percent and 5 percent, respectively, in 1999–2000. In addition, the number of doctor's degrees awarded increased by 60 percent for Hispanic students and by 47 percent for Black students.

From 1999–2000 to 2009–10, the percentage of degrees earned by females remained between approximately 60 and 62 percent for associate's degrees and between 57 and 58 percent for bachelor's degrees (see table A-47-1). In contrast, the percentages of both master's and doctor's degrees earned by females increased from 1999–2000 to 2009–10 (from 58 to 60 percent and from 45 to 52 percent, respectively). Within each racial/ethnic group, women earned the majority of degrees at all levels in 2009–10. For example, among U.S. residents, Black females earned 68 percent of associate's degrees, 66 percent of bachelor's degrees, 71 percent of master's degrees, and 65 percent of all doctor's degrees awarded to Black students (see table A-47-2). Hispanic females earned 62 percent of associate's degrees, 61 percent of bachelor's degrees, 64 percent of master's degrees, and 55 percent of all doctor's degrees awarded to Hispanic students.

Tables A-47-1 and A-47-2

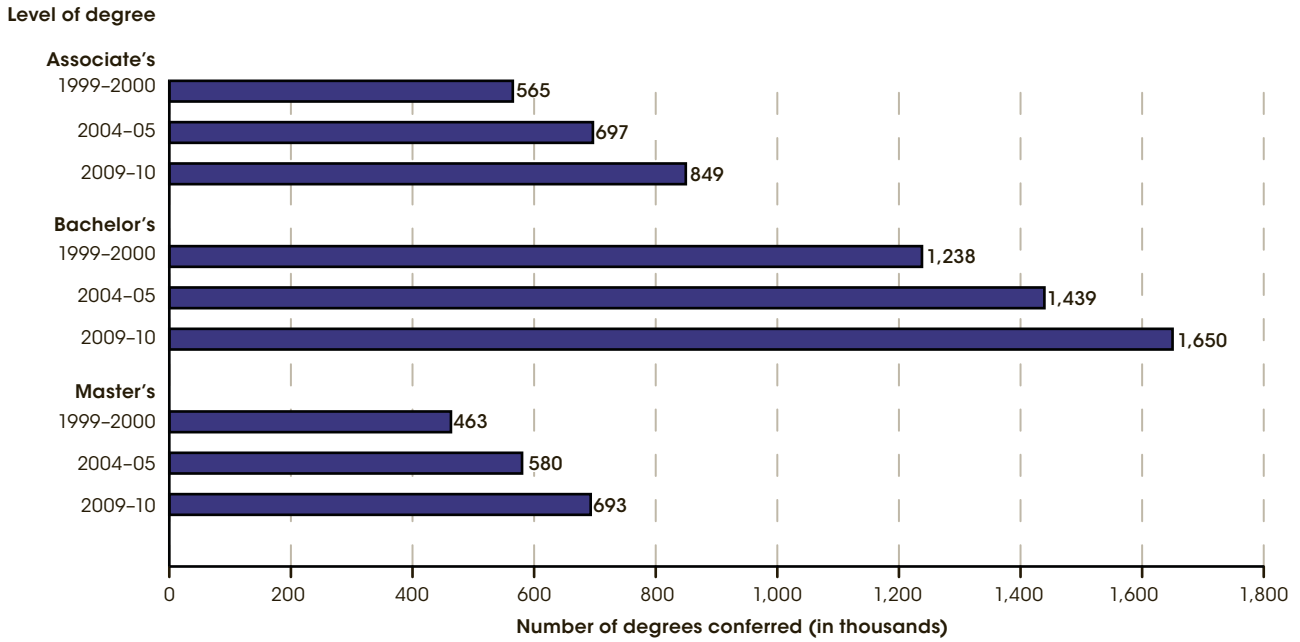
Glossary: *Associate's degree, Bachelor's degree, Doctor's degree, Master's degree, Private institution, Public institution*

Technical Notes

Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctoral level, as well as most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

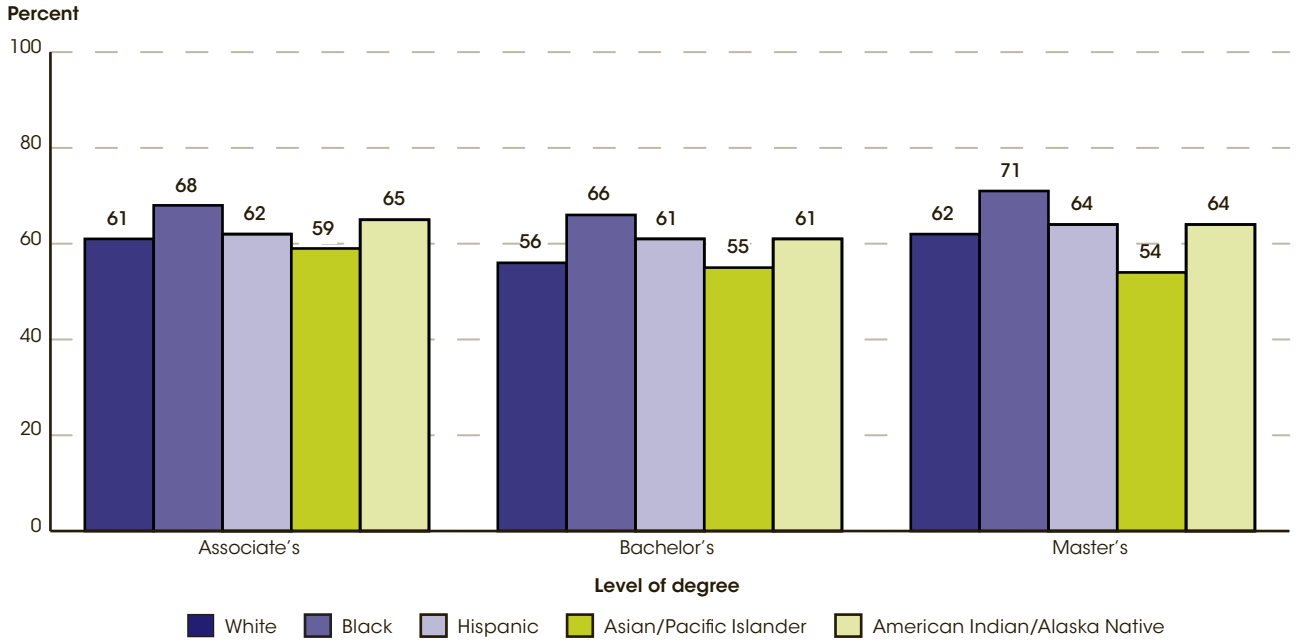
Nonresident aliens are included in figure 47-1 and table A-47-1, but are excluded from figure 47-2 and table A-47-2 because information about their race/ethnicity is not available. For more information on race/ethnicity and the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*. See the glossary for the detailed definition of doctor's degree.

Figure 47-1. Number of degrees conferred by degree-granting institutions, by level of degree: Academic years 1999–2000, 2004–05, and 2009–10



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures.* For more information on IPEDS, see Appendix B – *Guide to Sources.*
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000, Fall 2005, and Fall 2010, Completions component.

Figure 47-2. Percentage of degrees conferred to U.S.-resident females by degree-granting institutions, by level of degree and race/ethnicity: Academic year 2009–10



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are excluded because information about their race/ethnicity is not available. For more information on race/ethnicity and the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures.* For more information on IPEDS, see Appendix B – *Guide to Sources.*
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Completions component.

Indicator 48
Educational Attainment

In 2011, some 32 percent of 25- to 29-year-olds had completed a bachelor's degree or higher. From 1980 to 2011, the gap in the attainment of a bachelor's degree or higher between Whites and Hispanics widened from 17 to 26 percentage points, and the gap between Whites and Blacks widened from 13 to 19 percentage points.

For the purpose of this indicator, educational attainment represents the percentage of 25- to 29-year-olds who achieved at least the cited credential (i.e., a high school diploma or equivalency, some college, a bachelor's degree, or a master's degree). Between 1980 and 2011, educational attainment among 25- to 29-year-olds increased: the percentage who had received at least a high school diploma or equivalency increased from 85 to 89 percent, and the percentage who had completed a bachelor's degree or higher increased from 22 to 32 percent. In 2011, some 7 percent of 25- to 29-year-olds had completed a master's degree or higher, a 2-percentage-point increase from 1995 (see table A-48-1).

Between 1980 and 2011, the attainment rate of at least a high school diploma or equivalency increased for Whites (from 89 to 94 percent), Blacks (from 77 to 88 percent), and Hispanics (from 58 to 71 percent). Between 1990 (when educational attainment data were first available for Asians/Pacific Islanders) and 2011, the completion rate for at least high school or equivalency for Asians/Pacific Islanders increased from 90 to 95 percent. In both 1980 and 2011, the percentage of Whites who had completed at least high school or equivalency was higher than that of Blacks and Hispanics; however, the gaps between Whites and Blacks and Whites and Hispanics narrowed over the years. Between 1980 and 2011, the gap between Blacks and Whites decreased from 12 to 6 percentage points, and the gap between Hispanics and Whites decreased from 31 to 23 percentage points.

From 1980 to 2011, the percentage of 25- to 29-year-olds who had attained a bachelor's degree or higher increased from 25 to 39 percent for Whites, from 12 to 20 percent for Blacks, and from 8 to 13 percent for Hispanics. For Asians/Pacific Islanders, the attainment rate of at least a bachelor's degree in 2011 (56 percent) was higher than the rate in 1990 (42 percent). Between 1980 and 2011, the gap in the attainment of a bachelor's degree or higher between Blacks and Whites increased from 13 to 19 percentage points, and the gap between Whites and Hispanics increased from 17 to 26 percentage points.

In 2011, some 7 percent of 25- to 29-year-olds had completed at least a master's degree. From 1995 to 2011, the attainment rate of a master's degree or higher increased for Whites (from 5 to 8 percent), Blacks (from 2 to 4 percent), and Asians/Pacific Islanders (from 11 to 17 percent). In 2011, the percentage of Asians/Pacific Islanders who had attained at least a master's degree in 2011 (17 percent) was higher than that of their peers of any other race/ethnicity: 8 percent of Whites, 4 percent of Blacks, and 3 percent of Hispanics. Between 1995 and 2011, the gap in the attainment of a master's degree or higher between Blacks and Whites was not measurably different, while the gap between Whites and Hispanics increased from 4 to 5 percentage points.

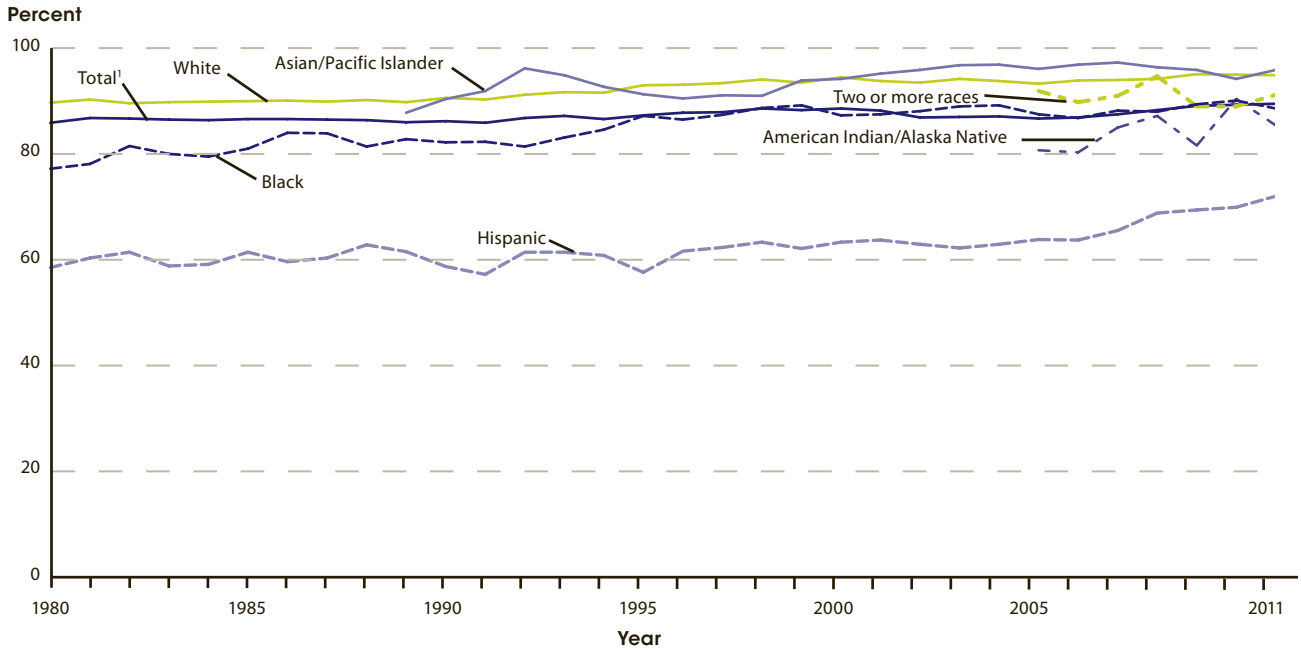
Differences in educational attainment by gender have shifted over the past few decades, with female attainment now greater than male attainment at each education level. For example, in 1980, the percentages of males (85 percent) and females (86 percent) who had completed at least high school or equivalency were not measurably different, but in 2011, the percentage of females (91 percent) was higher than the percentage of males (87 percent) by 3 percentage points. The percentage of females (21 percent) who had attained at least a bachelor's degree was 3 points lower than the percentage of males (24 percent) in 1980, but in 2011 the percentage of females (36 percent) was 8 points higher than the percentage of males (28 percent).

Table A-48-1
Glossary: *Educational attainment*

Technical Notes

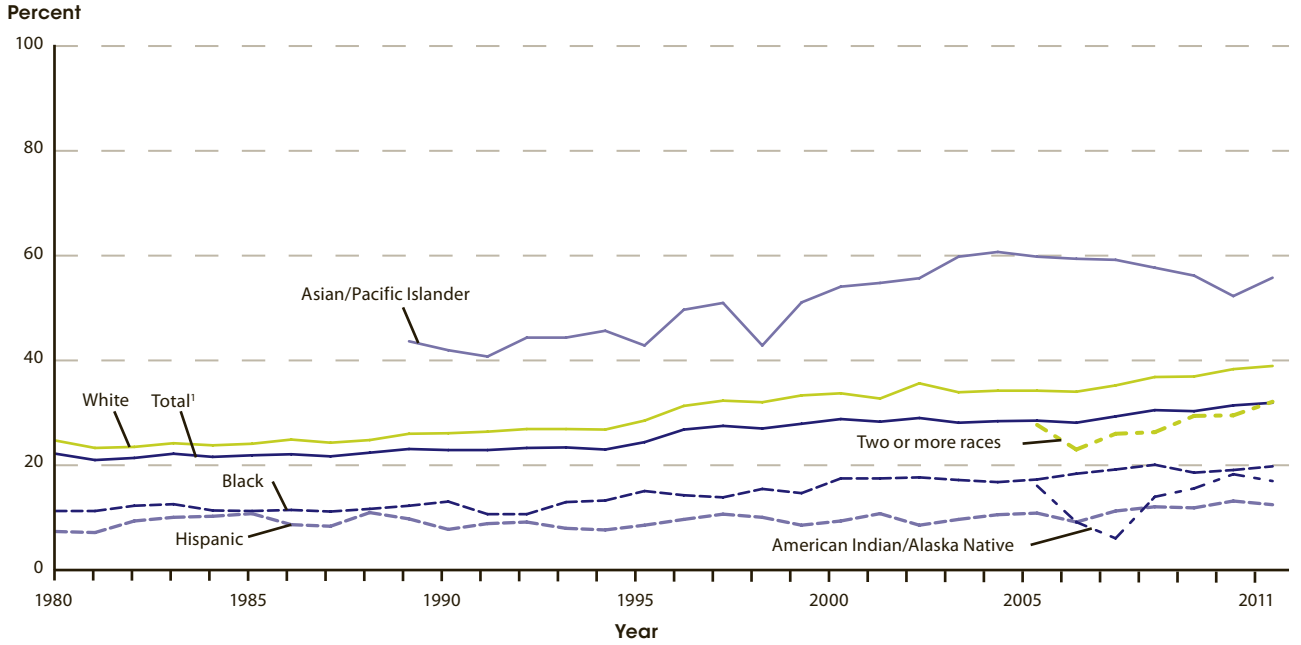
This indicator uses March Current Population Survey (CPS) data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who are out of high school. In 1992, the CPS question on educational attainment was revised. Prior to 1992, a *high school diploma* meant completing 12 years of schooling; *some college* meant completing 1 or more years of college ("some college" may have included students who earned an associate's degree); a *bachelor's degree* meant completing 4 years of college; and data on attainment of a master's degree were not available. From 1992 onward, a *high school diploma* means a high school diploma or equivalency certificate; *some college* means completing any college at all; and a *bachelor's degree* means earning a bachelor's degree. Included in the totals, but not shown separately, are estimates for persons from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C – *Commonly Used Measures*. For more information on the CPS, see Appendix B – *Guide to Sources*. Some estimates are revised from previous publications.

Figure 48-1. Percentage of 25- to 29-year-olds who completed at least a high school diploma or equivalency, by race/ethnicity: 1980–2011



[1] Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups.
NOTE: In 1992, the question on educational attainment was revised. Prior to 1992, a *high school diploma* meant completing 12 years of schooling; from 1992 onward, a high school diploma means a high school diploma or equivalency certificate. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1980–2011.

Figure 48-2. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity: 1980–2011



[1] Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups.
NOTE: In 1992, the question on educational attainment was revised. Prior to 1992, a *bachelor's degree* meant completing 4 years of college; from 1992 onward, a bachelor's degree means earning a bachelor's degree. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1980–2011.

Indicator 49
Annual Earnings of Young Adults

In 2010, young adults ages 25–34 with a bachelor's degree earned 114 percent more than young adults without a high school diploma or its equivalent, 50 percent more than young adult high school completers, and 22 percent more than young adults with an associate's degree.

In 2010, some 62 percent of young adults ages 25–34 who were in the labor force were employed full time throughout a full year (table A-49-1). The percentage of young adults working full time throughout a full year was generally higher for those with higher levels of educational attainment. For example, 71 percent of young adults with a bachelor's degree or higher were full-time, full-year workers in 2010, compared with 57 percent of young adults with a high school diploma or its equivalent.

For young adults ages 25–34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings. This pattern of higher median earnings corresponding with higher levels of educational attainment was consistent for each year examined between 1995 and 2010 (see table A-49-1). For example, young adults with a bachelor's degree consistently had higher median earnings than those with less education. This pattern also held across sex and race/ethnicity subgroups.

In 2010, the median of earnings for young adults with a bachelor's degree was $45,000, while the median was $21,000 for those without a high school diploma or its equivalent, $29,900 for those with a high school diploma or its equivalent, and $37,000 for those with an associate's degree. In other words, young adults with a bachelor's degree earned more than twice as much as those without a high school diploma or its equivalent in 2010 (i.e., 114 percent more), 50 percent more than young adult high school completers, and 22 percent more than young adults with an associate's degree. In 2010, the median of earnings for young adults with a master's degree or higher was $54,700, some 21 percent more than the median for young adults with a bachelor's degree.

The difference (in constant 2010 dollars) in median earnings between those with a bachelor's degree or higher and those without a high school diploma or its equivalent increased between 1995 and 2010. For example, in 1995, the median of earnings for young adults with a bachelor's degree or higher was $24,500 greater than the median for those without a high school diploma or its equivalent; in 2010, this earnings differential was $27,700. There was no measurable difference, however, between the 1995 median earnings differential and the 2010 median earnings differential of those with a bachelor's degree or higher over those with a high school diploma or its equivalent. Nor was there a measurable difference between the 1995 median earnings differential and the 2010 median earnings differential of those with a master's degree or higher over those with a bachelor's degree.

Earnings differences were also observed by sex and race/ethnicity. In 2010, the median of earnings for young adult males was higher than the median for young adult females at every education level. For example, in 2010, young adult males with a bachelor's degree earned $49,800, while their female counterparts earned $40,000. In the same year, the median of earnings by education level for White young adults generally exceeded the corresponding medians for Black and Hispanic young adults. Asian young adults with a bachelor's degree or with a master's degree or higher had higher median earnings than did their White, Black, and Hispanic counterparts in 2010. For example, the median of earnings in 2010 for young adults with at least a master's degree was $68,300 for Asians, $54,300 for Whites, $49,100 for Blacks, and $48,800 for Hispanics.

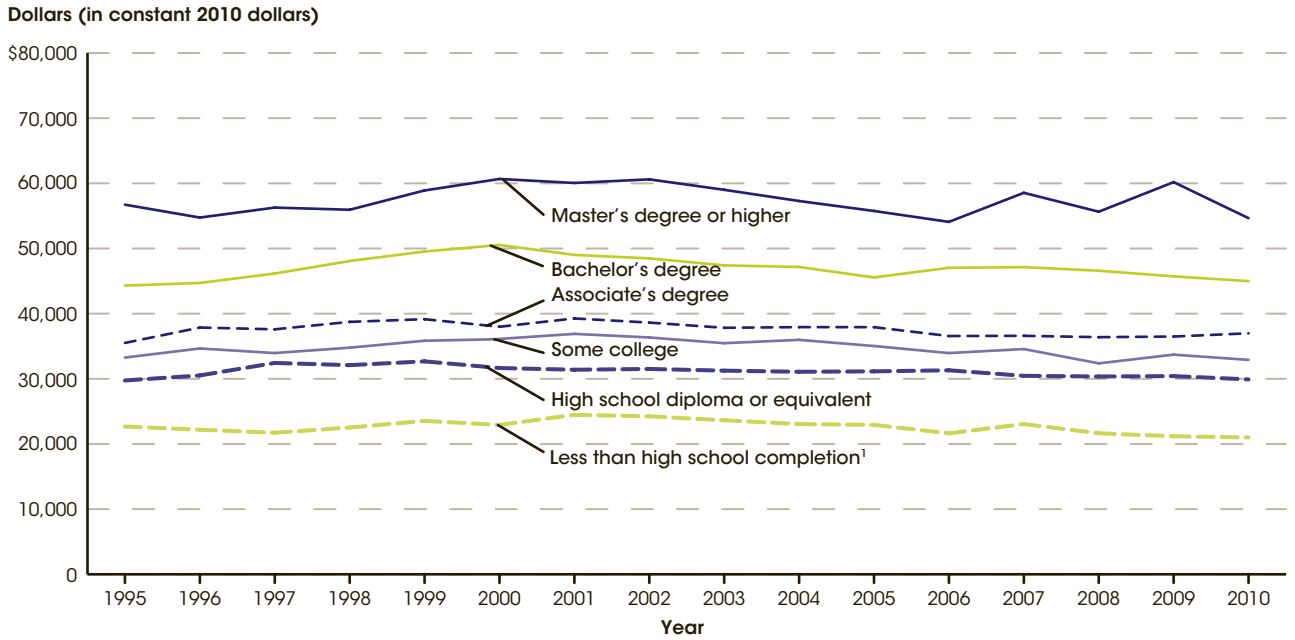
Table A-49-1

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

Technical Notes

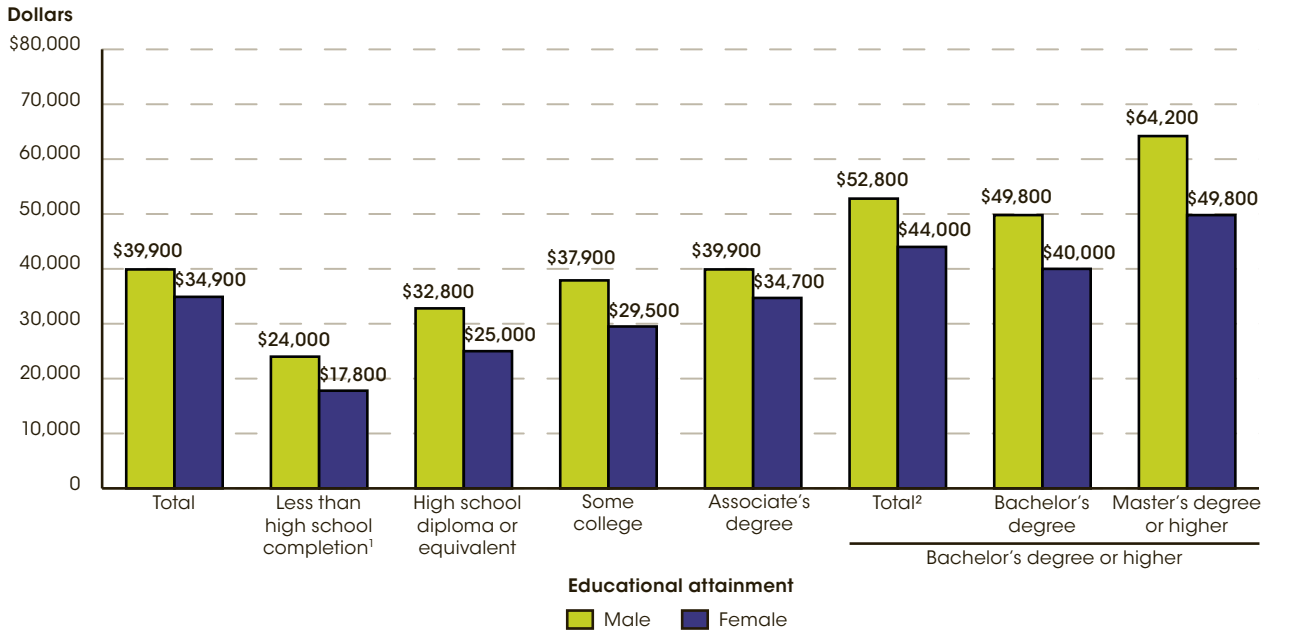
High school completers are those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate). Median earnings are presented in 2010 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and to allow for direct comparison across years. For more information on the CPI, see Appendix C – *Finance*. *Full-year workers* refers to those who were employed 50 or more weeks during the previous year; *full-time workers* refers to those who were usually employed 35 or more hours per week. Beginning in 2005, standard errors were computed using replicate weights, which produced more precise values than the methodology used in prior years. For more information on the Current Population Survey, see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.

Figure 49-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: 1995–2010



[1] Young adults in this category did not earn a high school diploma or receive alternative credentials such as a General Educational Development (GED) certificate.
NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and to allow for direct comparison across years. For more information on the CPI, see Appendix C – *Finance*. *Full-year workers* refers to those who were employed 50 or more weeks during the previous year; *full-time workers* refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey, see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 1996–2011.

Figure 49-2. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment and sex: 2010



[1] Young adults in this category did not earn a high school diploma or receive alternative credentials, such as a General Educational Development (GED) certificate.
[2] Total represents median annual earnings of young adults with a bachelor's degree or higher.
NOTE: *Full-year workers* refers to those who were employed 50 or more weeks during the previous year; *full-time workers* refers to those who were usually employed 35 or more hours per week. For more information on the Current Population Survey, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2011.

APPENDIX A
Tables

Indicator 1

Enrollment Trends by Age

Table A-1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2010

							Ages 18–19			Ages 20–24				
Year	Total, ages 3–34	Ages 3–4[1]	Ages 5–6	Ages 7–13	Ages 14–15	Ages 16–17	Total	In sec-ondary	In col-lege	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	98.1	90.0	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	98.6	90.2	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	97.6	88.9	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	97.5	88.3	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	97.9	87.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	98.2	89.0	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	98.2	89.1	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	98.5	88.9	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	98.4	89.1	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	98.1	89.2	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	98.2	89.0	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	98.0	90.6	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	98.5	90.6	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	98.3	91.7	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	97.8	91.5	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	98.1	91.7	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	97.6	92.3	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	98.6	91.7	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	98.9	91.6	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	98.8	92.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	99.0	92.5	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	98.8	93.3	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	99.1	94.1	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	98.9	94.0	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	98.8	94.4	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	98.9	93.6	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	98.0	92.8	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	98.9	94.3	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	98.4	93.9	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	98.2	93.6	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	98.7	92.8	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	98.1	93.4	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	57.1	56.4	95.5	98.3	98.5	94.4	63.2	17.6	45.7	35.0	48.5	26.0	12.3	6.7
2003	56.2	55.1	94.5	98.3	97.5	94.9	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	98.5	94.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6
2005	56.5	53.6	95.4	98.6	98.0	95.1	67.6	18.3	49.3	36.1	48.7	27.3	11.9	6.9
2006	56.0	55.7	94.6	98.3	98.3	94.6	65.5	19.3	46.2	35.0	47.5	26.7	11.7	7.2
2007	56.1	54.5	94.7	98.4	98.7	94.3	66.8	17.9	48.9	35.7	48.4	27.3	12.4	7.2
2008	56.2	52.8	93.8	98.7	98.6	95.2	66.0	17.4	48.6	36.9	50.1	28.2	13.2	7.3
2009	56.5	52.4	94.1	98.2	98.0	94.6	68.9	19.1	49.8	38.7	51.7	30.4	13.5	8.1
2010	56.6	53.2	94.5	98.0	98.1	96.1	69.2	18.1	51.2	38.6	52.4	28.9	14.6	8.3

[1] Beginning in 1994, new procedures were used to collect enrollment data on children ages 3–4. As a result, pre-1994 data may not be comparable to data from 1994 or later.

NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of graded public or parochial or other private schools and include nursery schools or preschools, kindergartens, elementary schools, secondary schools, colleges, universities, and professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree (e.g., trade schools, business colleges, and correspondence courses). This table uses a different data source than table A-OPE-2; therefore, the enrollment estimates for 2010 are not directly comparable to the total enrollment estimates in table A-OPE-2. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2010.

This indicator continues on page 122.

Enrollment Trends by Age

Table A-1-2. Age range for compulsory school attendance, policies on kindergarten education, and percentage of the population ages 3–34 enrolled in school, by age group and state or jurisdiction: 2010

State or jurisdiction	Compulsory age of attendance	Kindergarten education[1]: Attendance required	Kindergarten education[1]: School districts required to offer: Program	Kindergarten education[1]: School districts required to offer: Full-day program	Percentage of the population ages 3–34 enrolled in school: Ages 3–4	Ages 5–17	Ages 18–19: Total	Ages 18–19: In secondary	Ages 18–19: In college	Ages 20–24	Ages 25–34
United States	†	†	†	†	**47.7**	**96.9**	**74.1**	**26.4**	**47.6**	**42.4**	**13.9**
Alabama	7 to 17		X	X	45.6	96.6	71.8	27.2	44.7	40.0	13.1
Alaska	7 to 16				40.6	96.0	68.3	39.5	28.9	30.9	13.9
Arizona	6 to 16 [2]		X		34.2	95.6	67.8	25.7	42.1	35.8	14.8
Arkansas	5 to 17 [2,3]	X	X	X	53.8	96.3	67.0	26.4	40.6	37.8	12.6
California	6 to 18		X		49.9	97.5	75.0	22.9	52.1	44.5	14.5
Colorado	6 to 17		X		48.9	96.4	75.7	27.1	48.7	42.5	13.3
Connecticut	5 to 18 [3]	X	X		63.1	97.8	80.5	25.8	54.7	46.5	13.7
Delaware	5 to 16	X	X	X	54.2	96.5	80.3	26.1	54.2	44.1	12.4
District of Columbia	5 to 18	X	X		73.3	97.9	81.3	12.0	69.4	43.1	18.9
Florida	6 to 16 [4]		X		50.8	96.8	72.4	29.6	42.8	43.6	14.6
Georgia	6 to 16		X	X	49.4	97.0	70.7	28.9	41.8	38.9	14.4
Hawaii	6 to 18		X		55.8	96.4	67.9	21.4	46.5	36.7	14.6
Idaho	7 to 16				43.2	96.1	65.9	27.2	38.8	37.2	14.9
Illinois	7 to 17		X		54.7	97.3	78.9	28.0	51.0	44.7	13.0
Indiana	7 to 18 [2]		X		40.0	96.0	76.8	32.7	44.1	42.8	13.8
Iowa	6 to 16		X		46.6	97.1	76.7	25.8	50.8	46.0	14.1
Kansas	7 to 18 [2]		X		50.4	96.7	75.7	26.8	48.9	42.8	13.3
Kentucky	6 to 16		X		42.7	97.3	63.3	27.6	35.8	35.4	13.9
Louisiana	7 to 18 [2]	X	X	X	52.0	96.6	65.3	27.2	38.2	36.5	10.7
Maine	7 to 17 [2]		X		45.9	97.4	74.2	26.0	48.1	42.0	9.9
Maryland	5 to 16 [3]	X	X	X	51.3	97.3	74.7	19.6	55.2	43.0	16.8
Massachusetts	6 to 16 [2]		X		58.3	97.3	84.2	23.8	60.3	51.2	15.8
Michigan	6 to 18				45.8	96.9	75.8	26.2	49.5	47.7	16.9
Minnesota	7 to 16 [2]		X		46.0	96.5	82.6	30.9	51.8	46.4	13.8
Mississippi	6 to 17		X	X	51.9	95.5	69.5	27.3	42.2	39.9	13.0
Missouri	7 to 17		X		43.3	96.2	71.8	29.3	42.5	41.3	14.4
Montana	7 to 16 [2]		X		42.0	95.6	78.9	29.6	49.4	38.8	14.0
Nebraska	6 to 18		X		47.9	97.7	83.8	28.9	54.9	47.3	13.9
Nevada	7 to 18 [2]	X	X		32.4	95.8	59.5	28.3	31.1	29.9	12.7
New Hampshire	6 to 18				51.1	97.0	81.4	24.2	57.3	43.9	10.6

See notes at end of table.

Table A-1-2. Age range for compulsory school attendance, policies on kindergarten education, and percentage of the population ages 3–34 enrolled in school, by age group and state or jurisdiction: 2010—Continued

State or jurisdiction	Compulsory age of attendance	Kindergarten education[1]: Attendance required	Kindergarten education[1]: School districts required to offer: Program	Kindergarten education[1]: School districts required to offer: Full-day program	Percentage of the population ages 3–34 enrolled in school: Ages 3–4	Ages 5–17	Ages 18–19: Total	Ages 18–19: In secondary	Ages 18–19: In college	Ages 20–24	Ages 25–34
United States	†	†	†	†	**47.7**	**96.9**	**74.1**	**26.4**	**47.6**	**42.4**	**13.9**
New Jersey	6 to 16				62.7	96.9	78.3	27.9	50.4	45.7	12.9
New Mexico	5 to 18 [2]	X	X		34.4	95.2	66.9	27.7	39.2	39.3	15.7
New York	6 to 16 [5]				57.8	97.2	78.0	21.5	56.5	46.1	13.0
North Carolina	7 to 16		X	X	41.8	96.4	73.9	25.7	48.2	40.2	13.7
North Dakota	7 to 16				30.6	92.7	81.7	25.3	56.3	46.8	12.0
Ohio	6 to 18	X	X	X [6]	44.3	96.4	74.4	29.4	45.0	44.3	15.4
Oklahoma	5 to 18	X	X	([7])	45.8	97.0	69.9	30.1	39.8	37.7	13.4
Oregon	7 to 18		X		41.2	96.2	70.1	25.7	44.4	41.2	14.0
Pennsylvania	8 to 17 [2]				48.9	96.7	79.9	26.9	53.0	46.4	13.2
Rhode Island	6 to 16	X	X		44.5	95.9	86.0	13.9	72.2	50.2	14.8
South Carolina	5 to 17 [3]	X	X	X [8]	51.8	97.1	72.9	30.0	42.9	39.9	12.1
South Dakota	6 to 18 [2,9]	X	X		38.6	96.2	75.2	28.7	46.5	43.2	13.9
Tennessee	6 to 17 [3]	X	X		41.1	96.7	69.2	26.7	42.5	37.5	12.6
Texas	6 to 18		X		42.9	97.2	69.3	28.7	40.6	37.6	12.9
Utah	6 to 18		X		40.9	96.5	66.2	21.6	44.6	44.9	16.4
Vermont	6 to 16 [2]		X		49.4	97.0	79.2	20.6	58.5	48.3	11.3
Virginia	5 to 18 [2,3]	X	X		48.3	96.7	73.2	24.1	49.0	40.6	14.8
Washington	8 to 18		X		39.1	96.0	73.3	30.8	42.6	37.2	12.2
West Virginia	6 to 17	X	X	X	33.4	97.3	72.4	26.9	45.6	41.1	11.8
Wisconsin	6 to 18		X		42.3	96.8	75.5	25.4	50.1	44.2	13.7
Wyoming	7 to 16 [2]		X		33.9	94.9	74.6	27.0	47.7	36.7	10.9

† Not applicable.
X State has policy.
[1] Requirements are for 2011. Program refers to any kindergarten program, either full-day program or part-day program.
[2] Child may be exempted from compulsory attendance if he/she meets state requirements for early withdrawal without meeting conditions for a diploma or equivalency.
[3] Parent/guardian may delay child's entry until a later age, per state law/regulation.
[4] Attendance is compulsory until age 18 for Manatee County students unless they earn a high school diploma prior to reaching their 18th birthday.
[5] New York City and Buffalo require school attendance until age 17, unless employed; Syracuse requires kindergarten attendance at age 5.
[6] State requires districts with full-day programs to allow half-day attendance.
[7] Beginning in 2011–12, it will be mandatory for all districts in Oklahoma to offer full-day kindergarten.
[8] Parents may request either a full-day or a half-day program. For students enrolled in half-day programs, child care must be provided for the remainder of the school day.
[9] Compulsory attendance beginning at age 5, effective July 1, 2010.
NOTE: Include enrollment in public, private, and home schools and includes nursery schools, kindergartens, elementary and secondary schools, colleges, and graduate or professional schools. Excludes enrollments in schools that do not advance students toward a regular school degree, such as trade schools, business colleges, and correspondence courses. This table uses a different data source than table A-OPE-1; therefore, the total enrollment estimates are not directly comparable to the 2010 estimates in table A-OPE-1. For more information on the American Community Survey (ACS), see Appendix B – *Guide to Sources*.
SOURCE: Education Commission of the States (ECS), ECS StateNotes, State Characteristics: Kindergarten, retrieved August 24, 2011, from http://www.ecs.org/clearinghouse/90/71/9071.pdf; ECS StateNotes, District Offering of Full-Day Kindergarten, retrieved August 24, 2011, from http://ecs.force.com/ecsforum/mbtab2?rep=KD33&SID=a0i70000000XkGj&Q=Q2207&Q1=Q2208; and supplemental information retrieved from various state websites. U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010, unpublished tabulations.

Early Education and Child Care Arrangements of Young Children

Table A-2-1. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by level of program, control of program, and attendance status: Selected years, 1980 through 2010

[Numbers in thousands]

Age and year	Total population, 3 to 5 years old	Enrollment by level and control						Enrollment by attendance		
				Nursery school		Kindergarten				
		Total	Percent enrolled	Public	Private	Public	Private	Full-day	Part-day	Percent full-day
Total,3 to 5 years old										
1980	9,284	4,878	52.5	628	1,353	2,438	459	1,551	3,327	31.8
1985	10,733	5,865	54.6	846	1,631	2,847	541	2,144	3,722	36.6
1990	11,207	6,659	59.4	1,199	2,180	2,772	509	2,577	4,082	38.7
1995	12,518	7,739	61.8	1,950	2,381	2,800	608	3,689	4,051	47.7
2000	11,858	7,592	64.0	2,146	2,180	2,701	565	4,008	3,584	52.8
2005	12,134	7,801	64.3	2,409	2,120	2,804	468	4,548	3,253	58.3
2006	12,186	8,010	65.7	2,481	2,156	2,960	413	4,723	3,286	59.0
2007	12,326	8,056	65.4	2,532	2,037	3,088	400	4,578	3,478	56.8
2008	12,583	7,928	63.0	2,609	1,961	2,982	376	4,615	3,313	58.2
2009	12,718	8,076	63.5	2,703	1,945	3,144	284	4,916	3,160	60.9
2010	12,949	8,246	63.7	2,749	2,048	3,080	369	4,813	3,432	58.4
3 years old										
1980	3,143	857	27.3	221	604	16 !	17 !	321	536	37.5
1985	3,594	1,035	28.8	278	679	52	26	350	685	33.8
1990	3,692	1,205	32.6	347	840	11 !	‡	447	758	37.1
1995	4,148	1,489	35.9	511	947	15 !	17 !	754	736	50.6
2000	3,929	1,541	39.2	644	854	27 !	16 !	761	779	49.4
2005	4,151	1,715	41.3	777	869	54	15 !	901	814	52.5
2006	4,043	1,716	42.4	733	912	54	17 !	884	833	51.5
2007	4,142	1,717	41.5	766	832	106	13 !	883	834	51.4
2008	4,204	1,655	39.4	755	802	90	‡	852	803	51.5
2009	4,361	1,776	40.7	837	861	61	17	1,024	752	57.7
2010	4,492	1,718	38.2	824	818	54	22	861	857	50.1
4 years old										
1980	3,072	1,423	46.3	363	701	239	120	467	956	32.8
1985	3,598	1,766	49.1	496	859	276	135	643	1,123	36.4
1990	3,723	2,087	56.1	695	1,144	157	91	716	1,371	34.3
1995	4,145	2,553	61.6	1,054	1,208	207	84	1,104	1,449	43.3
2000	3,940	2,556	64.9	1,144	1,121	227	65	1,182	1,374	46.2
2005	4,028	2,668	66.2	1,295	1,083	215	75	1,332	1,336	49.9
2006	4,095	2,817	68.8	1,401	1,067	306	43	1,418	1,399	50.3
2007	4,092	2,774	67.8	1,417	993	295	69	1,297	1,476	46.8
2008	4,241	2,804	66.1	1,525	995	234	49	1,332	1,472	47.5
2009	4,176	2,698	64.6	1,512	905	256	25 !	1,372	1,326	50.9
2010	4,358	2,988	68.6	1,587	1,016	331	55	1,405	1,584	47.0
5 years old										
1980	3,069	2,598	84.7	44	48	2,183	322	763	1,835	29.4
1985	3,542	3,065	86.5	73	94	2,519	379	1,151	1,914	37.6
1990	3,792	3,367	88.8	157	196	2,604	411	1,414	1,953	42.0
1995	4,224	3,697	87.5	385	226	2,578	507	1,830	1,867	49.5
2000	3,989	3,495	87.6	359	206	2,447	484	2,065	1,431	59.1
2005	3,955	3,418	86.4	337	168	2,535	378	2,316	1,102	67.7
2006	4,049	3,476	85.9	346	178	2,599	353	2,422	1,054	69.7
2007	4,091	3,565	87.1	349	212	2,687	317	2,397	1,168	67.2
2008	4,137	3,470	83.9	329	163	2,659	320	2,432	1,038	70.1
2009	4,180	3,601	86.1	354	179	2,827	242	2,519	1,082	70.0
2010	4,099	3,540	86.3	338	214	2,695	292	2,548	992	72.0

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Data from 1995 to 2010 were collected using new procedures and may not be comparable with data prior to 1995. *Preprimary programs* are groups or classes that are organized to provide educational experiences for children, and include kindergarten, preschool, and nursery school programs. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Data are based on sample surveys of the civilian noninstitutional population. Detail may not sum to totals due to rounding. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1980 through 2010.

Table A-2-2. Percentage of 3-, 4-, and 5-year old children enrolled in preprimary programs, by attendance status, level of program, and selected child and family characteristics: October 2010

Selected child and family characteristics	Total	Full-day			Part-day		
		Total	Nursery school	Kindergarten	Total	Nursery school	Kindergarten
Total	**63.7**	**37.2**	**17.7**	**19.4**	**26.5**	**19.3**	**7.2**
Sex							
Male	63.2	36.5	18.0	18.5	26.7	19.7	7.0
Female	64.2	37.9	17.5	20.4	26.3	18.9	7.4
Age of child							
3 years old	38.2	19.2	18.3	0.8 !	19.1	18.2	0.9
4 years old	68.6	32.2	27.4	4.8	36.3	32.3	4.0
5 years old	86.3	62.2	6.8	55.4	24.2	6.7	17.5
Race/ethnicity of child							
White	67.0	35.8	17.1	18.7	31.2	24.0	7.2
Black	64.5	51.7	26.1	25.6	12.8	8.3	4.5
Hispanic	56.0	32.4	13.8	18.6	23.5	15.3	8.2
Asian	70.6	36.5	19.0	17.5	34.1	22.3	11.8
Native Hawaiian/Pacific Islander	54.6	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	52.1	27.9 !	12.6	15.4 !	24.1 !	22.5 !	‡
Two or more races	61.9	34.8	21.5	13.3	27.1	21.5	5.6 !
Number of parents/guardians in the household							
One parent or guardian	60.0	40.7	20.2	20.5	19.4	13.5	5.8
Two parents or guardians	65.1	35.8	16.8	19.0	29.4	21.6	7.7
Mother's current employment status							
Employed	68.5	43.0	22.2	20.9	25.5	18.7	6.7
Unemployed	61.0	37.6	16.2	21.4	22.8	16.8	6.1
Not in the labor force	57.4	28.3	11.3	17.0	29.1	20.9	8.3
Father's current employment status							
Employed	65.1	35.5	16.7	18.8	29.6	21.7	7.9
Unemployed	59.3	36.6	16.7	20.0	22.7	15.6	7.1
Not in the labor force	65.5	38.1	17.3	20.7	27.5	22.3	5.1
Highest educational attainment of parents/guardians							
Less than high school	48.5	30.0	13.4	16.6	18.5	12.1	6.4
High school/GED	58.1	37.6	16.5	21.1	20.5	13.0	7.4
Vocational/technical or some college	62.3	37.1	17.6	19.5	25.2	18.0	7.2
Associate's degree	59.4	35.2	19.7	15.4	24.2	19.2	5.0
Bachelor's degree	71.8	37.7	18.3	19.4	34.1	26.2	7.9
Graduate or professional degree	77.6	42.6	21.9	20.7	35.0	27.7	7.3

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
NOTE: *Preprimary programs* are groups or classes that are organized to provide educational experiences for children, and include kindergarten, preschool, and nursery school programs. Enrollment data for 5-year-olds include only those students in preprimary programs and do not include those enrolled in primary programs. Race categories exclude persons of Hispanic ethnicity. Data are based on sample surveys of the civilian noninstitutional population. Detail may not sum to totals because of rounding. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2010.

Public School Enrollment

Table A-3-1. Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level and region: Selected school years, 1970–71 through 2021–22

[Totals in thousands]

	Total enrollment			Total and percent enrollment for grades preK–12, by region							
				Northeast		Midwest		South		West	
School year	Grades preK–12	Grades preK–8	Grades 9–12	Total	Percent	Total	Percent	Total	Percent	Total	Percent
1970–71	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2
1975–76	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3
1980–81	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1985–86	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1990–91	41,217	29,876	11,341	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991–92	42,047	30,503	11,544	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5
1992–93	42,823	31,086	11,737	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993–94	43,465	31,502	11,963	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994–95	44,111	31,896	12,215	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995–96	44,840	32,338	12,502	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996–97	45,611	32,762	12,849	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2
1997–98	46,127	33,071	13,056	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4
1998–99	46,539	33,344	13,195	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5
1999–2000	46,857	33,486	13,371	8,196	17.5	10,726	22.9	16,842	35.9	11,093	23.7
2000–01	47,204	33,686	13,517	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8
2001–02	47,672	33,936	13,736	8,250	17.3	10,745	22.5	17,237	36.2	11,440	24.0
2002–03	48,183	34,114	14,069	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1
2003–04	48,540	34,201	14,339	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2
2004–05	48,795	34,178	14,618	8,271	17.0	10,775	22.1	17,892	36.7	11,857	24.3
2005–06	49,113	34,204	14,909	8,240	16.8	10,819	22.0	18,103	36.9	11,951	24.3
2006–07	49,316	34,235	15,081	8,258	16.7	10,819	21.9	18,294	37.1	11,945	24.2
2007–08	49,293	34,205	15,087	8,122	16.5	10,770	21.8	18,425	37.4	11,976	24.3
2008–09	49,266	34,286	14,980	8,053	16.3	10,743	21.8	18,491	37.5	11,979	24.3
2009–10	49,373	34,418	14,955	8,093	16.4	10,672	21.6	18,652	37.8	11,956	24.2
2010–11	49,484	34,625	14,860	8,071	16.3	10,610	21.4	18,805	38.0	11,998	24.2
Projected											
2011–12	49,636	34,849	14,787	8,110	16.3	10,581	21.3	18,896	38.1	12,049	24.3
2012–13	49,828	35,076	14,752	8,104	16.3	10,575	21.2	19,028	38.2	12,121	24.3
2013–14	50,067	35,301	14,766	8,106	16.2	10,580	21.1	19,165	38.3	12,216	24.4
2014–15	50,407	35,502	14,905	8,114	16.1	10,613	21.1	19,333	38.4	12,347	24.5
2015–16	50,773	35,735	15,038	8,127	16.0	10,652	21.0	19,505	38.4	12,489	24.6
2016–17	51,146	36,029	15,116	8,140	15.9	10,688	20.9	19,669	38.5	12,648	24.7
2017–18	51,524	36,329	15,195	8,158	15.8	10,728	20.8	19,828	38.5	12,809	24.9
2018–19	51,880	36,639	15,241	8,175	15.8	10,759	20.7	19,972	38.5	12,974	25.0
2019–20	52,260	36,956	15,304	8,197	15.7	10,789	20.6	20,124	38.5	13,150	25.2
2020–21	52,688	37,278	15,410	8,224	15.6	10,830	20.6	20,297	38.5	13,337	25.3
2021–22	53,113	37,598	15,515	8,248	15.5	10,868	20.5	20,481	38.6	13,516	25.4

NOTE: The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Some data have been revised from previously published figures. For a list of states in each region, see Appendix C - *Commonly Used Measures*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1970–71 through 1984–85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985–86 through 2010–11, and National Elementary and Secondary Enrollment Model, 1972–2010.

This indicator continues on page 128.

Table A-3-2. Number and percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state or jurisdiction: School years 1989–90 and 2010–11

[Numbers in thousands]

Region and state or jurisdiction	Grades preK–12			Grades preK–8			Grades 9–12		
	1989–90	2010–11	Percent change	1989–90	2010–11	Percent change	1989–90	2010–11	Percent change
United States	**40,543**	**49,484**	**22.1**	**29,150**	**34,625**	**18.8**	**11,393**	**14,860**	**30.4**
Northeast	7,200	8,071	12.1	5,076	5,540	9.1	2,124	2,531	19.2
Connecticut	462	561	21.4	338	387	14.5	123	173	40.5
Maine	214	189	-11.6	152	129	-15.3	62	60	-2.2
Massachusetts	826	956	15.7	590	666	12.9	235	289	22.9
New Hampshire	172	195	13.4	124	132	5.8	47	63	33.5
New Jersey	1,076	1,403	30.3	766	981	28.2	310	421	35.8
New York	2,566	2,735	6.6	1,790	1,869	4.4	776	866	11.5
Pennsylvania	1,655	1,793	8.3	1,148	1,210	5.4	507	584	15.0
Rhode Island	136	144	5.9	98	98	-0.7	37	46	23.4
Vermont	95	97	2.2	69	68	-1.6	26	29	12.4
Midwest	9,849	10,610	7.7	6,996	7,349	5.0	2,852	3,260	14.3
Illinois	1,797	2,092	16.4	1,280	1,455	13.7	517	637	23.1
Indiana	954	1,047	9.8	671	729	8.7	283	318	12.2
Iowa	478	496	3.6	338	348	2.9	140	148	5.4
Kansas	431	484	12.3	314	343	9.4	117	141	20.0
Michigan	1,577	1,587	0.7	1,128	1,076	-4.6	449	511	14.0
Minnesota	740	838	13.3	529	570	7.8	211	268	27.0
Missouri	808	919	13.7	576	643	11.6	232	276	19.0
Nebraska	271	299	10.2	194	210	8.3	77	88	15.0
North Dakota	118	96	-18.2	85	66	-22.2	33	30	-7.9
Ohio	1,764	1,754	-0.6	1,239	1,223	-1.3	525	531	1.1
South Dakota	127	126	-0.9	94	88	-6.0	34	38	13.2
Wisconsin	783	872	11.4	549	598	9.0	234	274	17.1

See notes at end of table.

Table A-3-2. Number and percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state or jurisdiction: School years 1989–90 and 2010–11—Continued

[Numbers in thousands]

Region and state or jurisdiction	Grades preK–12			Grades preK–8			Grades 9–12		
	1989–90	2010–11	Percent change	1989–90	2010–11	Percent change	1989–90	2010–11	Percent change
United States	**40,543**	**49,484**	**22.1**	**29,150**	**34,625**	**18.8**	**11,393**	**14,860**	**30.4**
South	14,605	18,805	28.8	10,617	13,435	26.5	3,988	5,370	34.7
Alabama	724	756	4.4	526	534	1.5	198	222	12.1
Arkansas	435	482	10.8	311	346	11.2	124	136	10.0
Delaware	98	129	32.3	71	90	27.7	27	39	44.3
District of Columbia	81	71	-12.3	61	54	-11.7	21	18	-14.0
Florida	1,790	2,643	47.7	1,303	1,858	42.6	486	785	61.3
Georgia	1,127	1,677	48.9	828	1,202	45.2	298	475	59.2
Kentucky	631	673	6.7	452	480	6.3	179	193	7.8
Louisiana	783	697	-11.0	582	512	-11.9	201	184	-8.5
Maryland	699	852	22.0	507	588	16.0	192	264	37.6
Mississippi	502	491	-2.3	369	351	-5.0	133	140	5.4
North Carolina	1,081	1,491	37.9	770	1,058	37.5	311	432	39.0
Oklahoma	579	660	14.1	421	483	14.9	158	176	11.9
South Carolina	616	726	17.8	444	516	16.2	172	210	21.9
Tennessee	820	987	20.5	590	702	18.9	230	286	24.5
Texas	3,329	4,936	48.3	2,443	3,587	46.8	885	1,349	52.4
Virginia	985	1,251	27.0	712	871	22.3	273	380	39.2
West Virginia	328	283	-13.6	227	201	-11.4	100	81	-18.8
West	8,889	11,998	35.0	6,460	8,300	28.5	2,428	3,698	52.3
Alaska	109	132	20.9	82	92	12.6	28	40	45.4
Arizona	608	1,072	76.4	451	752	66.6	156	320	104.6
California	4,772	6,290	31.8	3,469	4,294	23.8	1,303	1,996	53.2
Colorado	563	843	49.9	408	601	47.5	155	242	56.0
Hawaii	169	180	6.0	123	128	3.3	46	52	13.2
Idaho	215	276	28.3	157	194	24.0	58	82	40.1
Montana	151	142	-6.3	110	98	-10.3	41	43	4.2
Nevada	187	437	134.0	137	307	123.6	49	130	163.0
New Mexico	296	338	14.2	203	239	17.8	93	99	6.3
Oregon	472	571	20.8	340	393	15.4	132	178	34.8
Utah	439	586	33.5	324	425	31.2	115	161	40.1
Washington	810	1,044	28.8	586	714	21.9	224	330	46.9
Wyoming	97	89	-8.4	70	63	-10.5	27	26	-3.0

NOTE: 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), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1989–90 and 2010–11.

Table A-3-3. Actual and projected number and projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state or jurisdiction: School years 2010–11 and 2021–22

[Numbers in thousands]

Region and state or jurisdiction	Grades preK–12			Grades preK–8			Grades 9–12		
	Actual enrollment 2010–11	Projected enrollment 2021–22	Projected percent change	Actual enrollment 2010–11	Projected enrollment 2021–22	Projected percent change	Actual enrollment 2010–11	Projected enrollment 2021–22	Projected percent change
United States	**49,484**	**53,113**	**7.3**	**34,625**	**37,598**	**8.6**	**14,860**	**15,515**	**4.4**
Northeast	8,071	8,248	2.2	5,540	5,703	2.9	2,531	2,545	0.6
Connecticut	561	551	-1.7	387	396	2.1	173	155	-10.2
Maine	189	190	0.5	129	134	4.3	60	56	-7.5
Massachusetts	956	944	-1.2	666	666	-0.1	289	278	-3.8
New Hampshire	195	199	2.0	132	141	7.5	63	57	-9.4
New Jersey	1,403	1,394	-0.6	981	991	1.0	421	403	-4.2
New York	2,735	2,815	2.9	1,869	1,887	1.0	866	928	7.2
Pennsylvania	1,793	1,903	6.1	1,210	1,306	7.9	584	598	2.4
Rhode Island	144	151	4.9	98	107	9.4	46	44	-4.7
Vermont	97	101	4.0	68	75	10.6	29	25	-11.7
Midwest	10,610	10,868	2.4	7,349	7,629	3.8	3,260	3,240	-0.6
Illinois	2,092	2,109	0.8	1,455	1,485	2.1	637	624	-2.0
Indiana	1,047	1,077	2.9	729	756	3.6	318	322	1.2
Iowa	496	500	0.9	348	350	0.6	148	150	1.6
Kansas	484	512	5.8	343	359	4.8	141	152	8.3
Michigan	1,587	1,551	-2.2	1,076	1,092	1.6	511	459	-10.3
Minnesota	838	965	15.1	570	672	17.9	268	293	9.3
Missouri	919	946	3.0	643	667	3.8	276	279	1.0
Nebraska	299	323	8.1	210	223	5.9	88	100	13.2
North Dakota	96	104	8.4	66	71	6.9	30	34	11.9
Ohio	1,754	1,718	-2.1	1,223	1,210	-1.0	531	507	-4.5
South Dakota	126	134	6.2	88	93	6.1	38	41	6.5
Wisconsin	872	929	6.5	598	650	8.6	274	279	1.7

See notes at end of table.

Table A-3-3. Actual and projected number and projected percent change in public school enrollment in grades prekindergarten (preK) through 12, by grade level, region, and state or jurisdiction: School years 2010–11 and 2021–22—Continued

[Numbers in thousands]

Region and state or jurisdiction	Grades preK–12			Grades preK–8			Grades 9–12		
	Actual enrollment 2010–11	Projected enrollment 2021–22	Projected percent change	Actual enrollment 2010–11	Projected enrollment 2021–22	Projected percent change	Actual enrollment 2010–11	Projected enrollment 2021–22	Projected percent change
United States	**49,484**	**53,113**	**7.3**	**34,625**	**37,598**	**8.6**	**14,860**	**15,515**	**4.4**
South	18,805	20,481	8.9	13,435	14,689	9.3	5,370	5,792	7.8
Alabama	756	751	-0.6	534	528	-1.1	222	223	0.6
Arkansas	482	494	2.5	346	351	1.5	136	143	5.0
Delaware	129	143	10.3	90	100	11.1	39	42	8.4
District of Columbia	71	60	-15.2	54	46	-13.2	18	14	-21.2
Florida	2,643	2,936	11.1	1,858	2,122	14.2	785	814	3.7
Georgia	1,677	1,828	9.0	1,202	1,320	9.8	475	508	7.1
Kentucky	673	660	-1.9	480	469	-2.3	193	191	-0.8
Louisiana	697	685	-1.6	512	496	-3.2	184	189	2.6
Maryland	852	972	14.0	588	693	17.8	264	279	5.6
Mississippi	491	465	-5.2	351	331	-5.8	140	134	-3.8
North Carolina	1,491	1,555	4.3	1,058	1,120	5.8	432	435	0.6
Oklahoma	660	692	4.9	483	498	3.1	176	194	10.0
South Carolina	726	768	5.8	516	543	5.2	210	225	7.1
Tennessee	987	1,046	5.9	702	751	7.0	286	295	3.1
Texas	4,936	5,782	17.2	3,587	4,162	16.0	1,349	1,621	20.1
Virginia	1,251	1,384	10.6	871	980	12.4	380	405	6.5
West Virginia	283	259	-8.3	201	180	-10.7	81	79	-2.5
West	11,998	13,516	12.7	8,300	9,577	15.4	3,698	3,939	6.5
Alaska	132	161	21.9	92	117	26.8	40	44	10.5
Arizona	1,072	1,288	20.1	752	940	25.0	320	348	8.7
California	6,290	7,013	11.5	4,294	4,909	14.3	1,996	2,104	5.4
Colorado	843	954	13.1	601	677	12.6	242	277	14.4
Hawaii	180	184	2.6	128	132	3.5	52	52	0.4
Idaho	276	305	10.4	194	217	11.8	82	88	7.1
Montana	142	150	5.8	98	105	7.0	43	45	3.0
Nevada	437	528	20.7	307	387	26.0	130	141	8.2
New Mexico	338	368	8.9	239	258	8.0	99	110	11.2
Oregon	571	641	12.4	393	456	16.1	178	185	4.1
Utah	586	616	5.3	425	459	7.9	161	158	-1.8
Washington	1,044	1,215	16.4	714	857	20.0	330	358	8.6
Wyoming	89	93	4.4	63	63	0.4	26	30	14.1

NOTE: The most recent year of actual data is 2010–11, and 2021–22 is the last year for which projected data are available. Detail may not sum to totals because of rounding. For more information on projections, see NCES 2012-044.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2010–11; and Public State Elementary and Secondary Enrollment Model, 1980–2010.

Charter School Enrollment

Table A-4-1. Number and percentage distribution of public charter schools and students, by selected student and school characteristics: Selected school years, 1999–2000 through 2009–10

Student and school characteristics	1999–2000[1]	2001–02	2003–04	2005–06	2007–08	2009–10
Student characteristics						
Total, number	**339,678**	**571,029**	**789,479**	**1,012,906**	**1,276,731**	**1,611,332**
Sex						
Male	51.1	50.8	50.4	49.9	49.5	49.5
Female	48.9	49.2	49.6	50.1	50.5	50.5
Race/ethnicity						
White	42.5	42.6	41.8	40.5	38.8	37.3
Black	33.5	32.5	31.9	32.1	31.8	30.3
Hispanic	19.6	20.1	21.5	22.4	24.5	26.1
Asian/Pacific Islander	2.8	3.1	3.2	3.6	3.8	3.8
American Indian/Alaska Native	1.5	1.7	1.5	1.4	1.2	1.1
Other[2]	†	†	†	†	†	1.4
School characteristics						
Total, number	**1,524**	**2,348**	**2,977**	**3,780**	**4,388**	**4,952**
Total, number reporting membership	**1,456**	**2,261**	**2,921**	**3,690**	**4,289**	**4,891**
School level[3]						
Elementary	55.7	51.7	52.1	52.9	54.1	54.3
Secondary	24.9	24.6	26.4	28.1	27.5	26.7
Combined	18.9	23.0	21.4	18.8	18.4	18.8
Enrollment size						
Under 300	77.0	73.5	70.9	69.5	65.5	61.3
300–499	12.0	13.7	15.6	16.6	19.4	21.0
500–999	8.7	10.0	10.3	10.9	12.0	14.0
1,000 or more	2.4	2.8	3.2	3.0	3.1	3.7
Racial/ethnic concentration						
More than 50 percent White	50.9	50.7	48.2	46.0	42.7	39.8
More than 50 percent Black	26.6	23.7	24.4	26.0	26.1	25.5
More than 50 percent Hispanic	11.4	12.4	13.4	14.8	17.7	19.7
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	37.4	30.0	29.2	33.5	20.6	19.4
26–50 percent	11.6	12.2	16.3	15.6	15.9	17.5
51–75 percent	10.6	12.5	16.3	17.3	19.3	21.2
76–100 percent	13.0	14.1	20.3	23.2	22.9	33.3
Missing/school did not participate	27.3	31.3	17.9	10.4	21.3	8.6
Locale						
City	†	†	52.5	53.4	54.6	54.8
Suburban	†	†	22.2	21.9	21.8	21.1
Town	†	†	9.6	8.8	8.5	8.0
Rural	†	†	15.8	15.8	15.2	16.1

† Not applicable.
[1] Data for New Jersey were not available and therefore not included in the estimates.
[2] Includes data for states reporting students of two or more races.
[3] The sum of the percentages does not does always sum to 100 percent because the total may include ungraded schools and schools that did not report grade spans.
NOTE: Data are for schools reporting student membership. The Common Core of Data (CCD) allows students to be reported for only a single school, even if they attend a "shared time" school, such as a vocational school. Detail may not sum to totals due to rounding. The percentage distribution for each student/school characteristic was based on the students/schools for whom that characteristic was reported, which may be less than the total number of students/schools. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, percentage of students in school eligible for free or reduced-price lunch, and locale, see Appendix C – *Commonly Used Measures*. For more information on the CCD, see Appendix B – *Guide to Sources*.
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), 2007–08 (version 1b), and 2009–10 (version 1a).

This indicator continues on page 134.

Charter School Enrollment

Table A-4-2. Number, percentage, and percentage distribution of public charter schools and students, by region and state or jurisdiction: School years 1999–2000 and 2009–10

Region and state or jurisdiction	1999–2000					2009–10				
	Schools			Students		Schools			Students	
	Number	As a percentage of all public schools	Percentage distribution	Number	As a percentage of all public schools	Number	As a percentage of all public schools	Percentage distribution	Number	As a percentage of all public schools
United States	**1,456**	**1.6**	**100.0**	**339,678**	**0.7**	**4,891**	**5.1**	**100.0**	**1,611,332**	**3.3**
Northeast	105	0.7	7.2	26,525	0.3	446	3.0	9.1	182,768	2.3
Connecticut	16	1.5	1.1	2,148	0.4	18	1.6	0.4	5,215	0.9
Maine	†	†	†	†	†	†	†	†	†	†
Massachusetts	40	2.1	2.7	12,518	1.3	62	3.4	1.3	27,393	2.9
New Hampshire	0	0.0	0.0	0	0.0	14	2.9	0.3	816	0.4
New Jersey	†	†	†	†	†	70	2.7	1.4	22,981	1.7
New York	0	0.0	0.0	0	0.0	136	2.9	2.8	43,963	1.6
Pennsylvania	47	1.5	3.2	11,413	0.6	134	4.2	2.7	79,167	4.5
Rhode Island	2	0.6	0.1	446	0.3	12	3.9	0.2	3,233	2.3
Vermont	†	†	†	†	†	†	†	†	†	†
Midwest	354	1.4	24.3	77,697	0.7	1,169	4.6	23.9	351,552	3.3
Illinois	17	0.4	1.2	6,152	0.3	39	0.9	0.8	35,836	1.7
Indiana	†	†	†	†	†	53	2.8	1.1	18,488	1.8
Iowa	†	†	†	†	†	3	0.2	0.1	593	0.1
Kansas	0	0.0	0.0	0	0.0	35	2.5	0.7	4,684	1.0
Michigan	172	4.8	11.8	46,078	2.8	288	7.8	5.9	110,845	6.9
Minnesota	57	2.8	3.9	7,794	0.9	179	8.0	3.7	35,375	4.2
Missouri	15	0.7	1.0	4,303	0.5	48	2.1	1.0	18,415	2.0
Nebraska	†	†	†	†	†	†	†	†	†	†
North Dakota	†	†	†	†	†	†	†	†	†	†
Ohio	48	1.3	3.3	9,809	0.5	321	8.6	6.6	90,989	5.2
South Dakota	†	†	†	†	†	†	†	†	†	†
Wisconsin	45	2.1	3.1	3,561	0.4	203	9.1	4.2	36,153	4.1
South	431	1.5	29.6	76,304	0.5	1,451	4.5	29.7	474,154	2.5
Alabama	†	†	†	†	†	†	†	†	†	†
Arkansas	0	0.0	0.0	0	0.0	38	3.5	0.8	8,662	1.8
Delaware	1	0.5	0.1	115	0.1	18	8.8	0.4	9,173	7.3
District of Columbia	27	14.3	1.9	6,432	8.3	93	43.1	1.9	25,813	37.3
Florida	112	3.6	7.7	17,251	0.7	410	10.8	8.4	137,887	5.2
Georgia	18	1.0	1.2	11,005	0.8	62	2.7	1.3	37,545	2.3
Kentucky	†	†	†	†	†	†	†	†	†	†
Louisiana	15	1.0	1.0	2,449	0.3	77	5.3	1.6	31,467	4.6
Maryland	†	†	†	†	†	42	3.0	0.9	11,995	1.4
Mississippi	1	0.1	0.1	347	0.1	1	0.1	#	375	0.1
North Carolina	77	3.6	5.3	12,691	1.0	96	3.8	2.0	38,973	2.6
Oklahoma	0	0.0	0.0	0	0.0	18	1.0	0.4	6,315	1.0
South Carolina	4	0.4	0.3	327	#	38	3.3	0.8	13,035	1.8
Tennessee	†	†	†	†	†	19	1.1	0.4	4,343	0.4
Texas	176	2.4	12.1	25,687	0.6	536	6.3	11.0	148,392	3.1
Virginia	0	0.0	0.0	0	0.0	3	0.2	0.1	179	#
West Virginia	†	†	†	†	†	†	†	†	†	†

See notes at end of table.

Table A-4-2. Number, percentage, and percentage distribution of public charter schools and students, by region and state or jurisdiction: School years 1999–2000 and 2009–10—Continued

Region and state or jurisdiction	1999–2000					2009–10				
	Schools			Students		Schools			Students	
	Number	As a percentage of all public schools	Percentage distribution	Number	As a percentage of all public schools	Number	As a percentage of all public schools	Percentage distribution	Number	As a percentage of all public schools
United States	**1,456**	**1.6**	**100.0**	**339,678**	**0.7**	**4,891**	**5.1**	**100.0**	**1,611,332**	**3.3**
West	566	2.9	38.9	159,152	1.4	1,825	8.2	37.3	603,163	5.1
Alaska	18	3.6	1.2	2,300	1.7	25	5.0	0.5	5,196	3.9
Arizona	220	14.2	15.1	31,176	3.7	499	23.9	10.2	113,974	10.6
California	236	2.8	16.2	104,730	1.8	796	8.1	16.3	317,363	5.1
Colorado	69	4.4	4.7	17,822	2.5	158	8.8	3.2	66,826	8.0
Hawaii	2	0.8	0.1	790	0.4	31	10.8	0.6	7,869	4.4
Idaho	8	1.2	0.5	915	0.4	36	5.0	0.7	14,529	5.3
Montana	†	†	†	†	†	†	†	†	†	†
Nevada	5	1.0	0.3	898	0.3	32	5.1	0.7	11,614	2.7
New Mexico	1	0.1	0.1	22	#	72	8.5	1.5	13,090	3.9
Oregon	1	0.1	0.1	109	#	101	7.8	2.1	18,334	3.3
Utah	6	0.8	0.4	390	0.1	72	7.3	1.5	33,968	5.8
Washington	†	†	†	†	†	†	†	†	†	†
Wyoming	0	0.0	0.0	0	0.0	3	0.8	0.1	269	0.3

† Not applicable. State did not have a charter law, or, for New Jersey in 1999–2000, data were not available.
# Rounds to zero.
NOTE: Data are for schools reporting student membership. The Common Core of Data (CCD) allows students to be reported for only a single school, even if they attend a "shared time" school, such as a vocational school. Detail may not sum to totals due to rounding. For more information on geographic region, see Appendix C – *Commonly Used Measures*. For more information on the CCD, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b) and 2009–10 (version 1a).

Private School Enrollment

Table A-5-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1995–96 through 2009–10

Grade level and school year	Total	Catholic				Other religious				Nonsectarian
		Total	Parochial	Diocesan	Private (independent)	Total	Conservative Christian	Affiliated	Unaffiliated	
	Enrollment, in thousands									
Grades preK–12										
1995–96	5,918	2,660	1,459	851	351	2,095	787	697	611	1,163
1997–98	5,944	2,666	1,439	874	353	2,097	824	647	627	1,182
1999–2000	6,018	2,660	1,398	881	382	2,193	871	646	676	1,164
2001–02	6,320	2,673	1,310	979	384	2,328	937	663	728	1,319
2003–04	6,099	2,520	1,183	963	374	2,228	890	651	688	1,351
2005–06	6,073	2,403	1,063	957	383	2,303	957	697	649	1,367
2007–08	5,910	2,308	946	970	392	2,283	883	527	873	1,319
2009–10	5,488	2,160	856	909	395	2,076	737	516	823	1,252
Grades preK–8										
1995–96	4,756	2,042	1,368	575	98	1,753	651	575	527	961
1997–98	4,759	2,047	1,353	598	96	1,744	679	529	537	968
1999–2000	4,789	2,034	1,317	608	109	1,818	713	529	576	937
2001–02	5,023	2,032	1,227	688	118	1,927	765	536	626	1,064
2003–04	4,788	1,887	1,108	671	107	1,836	722	519	594	1,066
2005–06	4,724	1,780	993	673	113	1,865	765	561	539	1,079
2007–08	4,546	1,685	879	688	118	1,834	699	418	717	1,027
2009–10	4,179	1,542	782	643	117	1,666	579	401	685	972
Grades 9–12										
1995–96	1,163	618	91	275	252	342	136	122	84	202
1997–98	1,185	619	86	275	257	353	145	117	90	214
1999–2000	1,229	627	80	273	273	375	158	117	100	228
2001–02	1,296	641	83	292	266	401	172	127	102	255
2003–04	1,311	634	75	292	266	392	167	131	94	285
2005–06	1,349	623	70	284	270	438	192	136	110	288
2007–08	1,364	623	67	282	274	450	184	109	156	292
2009–10	1,309	618	74	266	278	411	158	115	138	280

See notes at end of table.

Table A-5-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1995–96 through 2009–10—Continued

Grade level and school year	Total	Catholic				Other religious				Nonsectarian
		Total	Parochial	Diocesan	Private (independent)	Total	Conservative Christian	Affiliated	Unaffiliated	
	Percentage distribution									
Grades preK–12										
1995–96	100.0	45.0	24.7	14.4	5.9	35.4	13.3	11.8	10.3	19.7
1997–98	100.0	44.8	24.2	14.7	5.9	35.3	13.9	10.9	10.5	19.9
1999–2000	100.0	44.2	23.2	14.6	6.4	36.4	14.5	10.7	11.2	19.3
2001–02	100.0	42.3	20.7	15.5	6.1	36.8	14.8	10.5	11.5	20.9
2003–04	100.0	41.3	19.4	15.8	6.1	36.5	14.6	10.7	11.3	22.1
2005–06	100.0	39.6	17.5	15.8	6.3	37.9	15.8	11.5	10.7	22.5
2007–08	100.0	39.1	16.0	16.4	6.6	38.6	14.9	8.9	14.8	22.3
2009–10	100.0	39.4	15.6	16.6	7.2	37.8	13.4	9.4	15.0	22.8
Grades preK–8										
1995–96	100.0	42.9	28.8	12.1	2.1	36.9	13.7	12.1	11.1	20.2
1997–98	100.0	43.0	28.4	12.6	2.0	36.7	14.3	11.1	11.3	20.3
1999–2000	100.0	42.5	27.5	12.7	2.3	38.0	14.9	11.1	12.0	19.6
2001–02	100.0	40.5	24.4	13.7	2.3	38.4	15.2	10.7	12.5	21.2
2003–04	100.0	39.4	23.1	14.0	2.2	38.3	15.1	10.8	12.4	22.3
2005–06	100.0	37.7	21.0	14.2	2.4	39.5	16.2	11.9	11.4	22.8
2007–08	100.0	37.1	19.3	15.1	2.6	40.3	15.4	9.2	15.8	22.6
2009–10	100.0	36.9	18.7	15.4	2.8	39.9	13.9	9.6	16.4	23.2
Grades 9–12										
1995–96	100.0	53.2	7.8	23.7	21.7	29.4	11.7	10.5	7.2	17.4
1997–98	100.0	52.2	7.3	23.2	21.7	29.8	12.2	9.9	7.6	18.0
1999–2000	100.0	51.0	6.5	22.2	22.2	30.5	12.9	9.5	8.1	18.5
2001–02	100.0	49.4	6.4	22.5	20.5	31.0	13.3	9.8	7.8	19.6
2003–04	100.0	48.3	5.7	22.3	20.3	29.9	12.8	10.0	7.2	21.8
2005–06	100.0	46.2	5.2	21.0	20.0	32.5	14.3	10.1	8.1	21.4
2007–08	100.0	45.7	4.9	20.6	20.1	33.0	13.5	8.0	11.4	21.4
2009–10	100.0	47.2	5.7	20.3	21.2	31.4	12.1	8.8	10.5	21.4

NOTE: Prekindergarten students who are enrolled in private schools that do not offer kindergarten or higher grades are not included in this analysis. *Catholic schools* include parochial, diocesan, and private Catholic schools. *Affiliated religious schools* have a specific religious orientation or purpose but are not Catholic. *Unaffiliated schools* have a more general religious orientation or purpose but are not classified as *Conservative Christian* or affiliated with a specific religion. *Nonsectarian schools* do not have a religious orientation or purpose. Ungraded students are prorated into preK–8 and 9–12 enrollment totals. Detail may not sum to totals because of rounding. For more information on the Private School Universe Survey (PSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995–96 through 2009–10.

Private School Enrollment

Table A-5-2. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1995–96 through 2009–10

[Numbers in thousands]

Grade level and school year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades preK–12										
1995–96	5,918	11.7	1,509	16.0	1,525	12.7	1,744	9.8	1,141	10.0
1997–98	5,944	11.4	1,496	15.6	1,528	12.5	1,804	9.8	1,116	9.4
1999–2000	6,018	11.4	1,507	15.5	1,520	12.4	1,863	10.0	1,127	9.2
2001–02	6,320	11.7	1,581	16.1	1,556	12.6	1,975	10.3	1,208	9.6
2003–04	6,099	11.2	1,513	15.4	1,460	11.9	1,944	9.9	1,182	9.1
2005–06	6,073	11.0	1,430	14.8	1,434	11.7	1,976	9.8	1,234	9.4
2007–08	5,910	10.7	1,426	14.9	1,352	11.2	1,965	9.6	1,167	8.9
2009–10	5,488	10.0	1,310	14.0	1,296	10.8	1,842	9.1	1,041	8.0
Grades preK–8										
1995–96	4,756	12.8	1,174	17.2	1,238	14.3	1,413	10.7	931	11.1
1997–98	4,759	12.6	1,165	16.8	1,235	14.1	1,449	10.8	909	10.5
1999–2000	4,789	12.5	1,168	16.7	1,222	13.9	1,487	10.9	913	10.4
2001–02	5,023	12.9	1,216	17.3	1,253	14.3	1,584	11.3	969	10.6
2003–04	4,788	12.3	1,131	16.4	1,167	13.5	1,547	10.9	944	10.2
2005–06	4,724	12.1	1,063	15.9	1,142	13.3	1,551	10.7	969	10.5
2007–08	4,546	11.7	1,047	16.0	1,065	12.6	1,525	10.4	909	9.9
2009–10	4,179	10.8	938	14.6	1,016	12.1	1,424	9.8	802	8.8
Grades 9–12										
1995–96	1,163	8.5	335	13.0	287	8.6	331	7.1	209	6.8
1997–98	1,185	8.3	331	12.5	293	8.5	354	7.2	207	6.4
1999–2000	1,229	8.4	340	12.6	299	8.6	376	7.5	215	6.3
2001–02	1,296	8.6	365	13.1	302	8.6	390	7.5	239	6.8
2003–04	1,311	8.4	382	13.1	294	8.2	397	7.4	238	6.4
2005–06	1,349	8.3	367	12.3	292	7.9	425	7.5	265	6.7
2007–08	1,364	8.3	379	12.7	287	7.8	440	7.6	257	6.5
2009–10	1,309	8.0	372	12.6	280	7.7	418	7.3	239	6.1

NOTE: Prekindergarten students who are enrolled in private schools that do not offer kindergarten or higher grades are not included in this analysis. Ungraded students are prorated into preK–8 and 9–12 enrollment totals. Detail may not sum to totals because of rounding. For more information on geographic region, see Appendix C – *Commonly Used Measures*. For more information on the Private School Universe Survey, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995–96 through 2009–10; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1995–96 through 2009–10.

Table A-5-3. Percentage distribution of students enrolled in private elementary and secondary schools, by school type and selected characteristics: 2009–10

Selected characteristic	Percentage distribution, by school type									
		Catholic				Other religious				
	Total	Total	Parochial	Diocesan	Private (independent)	Total	Conservative Christian	Affiliated	Unaffiliated	Nonsectarian
Total	**100.0**	**39.4**	**15.6**	**16.6**	**7.2**	**37.8**	**13.4**	**9.4**	**15.0**	**22.8**
School level										
Elementary	100.0	49.5	25.9	20.9	2.7	30.1	7.1	8.4	14.6	20.4
Secondary	100.0	74.7	8.5	33.2	33.0	13.6	2.3	5.5	5.8	11.7
Combined	100.0	6.7	1.6	2.0	3.1	61.5	28.9	12.8	19.7	31.8
Race/ethnicity										
White	100.0	41.7	16.2	17.9	7.6	39.2	13.7	10.1	15.5	19.0
Black	100.0	35.1	13.1	13.8	8.2	41.8	18.0	8.9	14.8	23.1
Hispanic	100.0	60.3	25.1	23.5	11.7	24.3	10.4	6.2	7.7	15.4
Asian/ Pacific Islander	100.0	38.1	15.1	15.5	7.5	30.3	11.5	9.7	9.1	31.6
Pacific Islander	100.0	40.3	17.7	16.7	5.9	44.6	12.5	5.4	26.7	15.1
American Indian/ Alaska Native	100.0	41.0	10.3	18.2	12.5	34.1	17.1	5.6	11.4	24.9
Two or more races	100.0	44.8	16.5	19.7	8.7	27.0	9.8	8.0	9.2	28.2
Enrollment										
Less than 50	100.0	2.3	0.7	0.7	0.9	57.7	12.1	6.9	38.8	40.0
50–149	100.0	15.6	6.9	6.6	2.1	47.2	16.3	9.2	21.7	37.2
150–299	100.0	44.8	21.8	19.6	3.5	36.5	12.8	9.2	14.4	18.7
300–499	100.0	50.0	23.3	20.1	6.7	32.6	12.7	9.4	10.6	17.3
500–749	100.0	53.7	19.7	23.3	10.7	30.4	13.4	9.3	7.8	15.9
750 or more	100.0	42.0	6.6	17.3	18.2	36.5	12.7	11.0	12.8	21.5
Region										
Northeast	100.0	45.6	19.4	16.8	9.4	28.0	4.9	9.5	13.6	26.4
Midwest	100.0	56.1	23.3	24.3	8.5	32.3	9.2	8.0	15.1	11.6
South	100.0	26.8	9.9	12.0	5.0	48.7	19.4	11.3	18.0	24.5
West	100.0	32.9	11.4	14.7	6.8	37.8	18.9	7.7	11.3	29.2
Locale										
City	100.0	44.2	16.0	18.2	10.0	33.8	10.8	10.2	12.8	21.9
Suburban	100.0	40.6	17.0	17.0	6.6	35.4	13.2	9.2	13.0	23.9
Town	100.0	47.1	22.5	22.4	2.2	39.6	15.1	7.7	16.7	13.3
Rural	100.0	15.8	6.2	6.8	2.9	56.7	21.6	8.2	26.9	27.5

NOTE: Prekindergarten students who are enrolled in private schools that do not offer kindergarten or higher grades are not included in this analysis. Catholic schools include parochial, diocesan, and private Catholic schools. Affiliated religious schools have a specific religious orientation or purpose but are not Catholic. Unaffiliated schools have a more general religious orientation or purpose but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. An elementary school has one or more grades of kindergarten (K) through grade 6 and does not have any grade higher than grade 8. A secondary school has one or more of grades 7–12 and does not have any grade lower than grade 7. A combined school offers both elementary and secondary education and typically has one or more of grades K through grade 6 and one or more of grades 9–12. Detail may not sum to totals because of rounding. For more information on geographic region and school locale, see Appendix C – *Commonly Used Measures*. For more information on the Private School Universe Survey, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Racial/Ethnic Enrollment in Public Schools

Table A-6-1. Number and percentage distribution of public school students enrolled in prekindergarten through 12th grade by race/ethnicity: October 1990–October 2010

[Numbers in thousands]

October of year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
				Enrollment				
1990	43,086	28,991	7,202	5,054	1,304 [1]	([1])	407	—
1991	43,463	29,103	7,373	5,159	1,374 [1]	([1])	367	—
1992	44,041	29,304	7,524	5,310	1,455 [1]	([1])	351	—
1993	45,079	30,094	7,576	5,457	1,480 [1]	([1])	360	—
1994	46,887	30,656	8,039	6,423	1,141 [1]	([1])	390	—
1995	47,320	30,788	8,132	6,751	1,065 [1]	([1])	309	—
1996	47,487	29,960	8,002	7,025	1,936 [1]	([1])	563	—
1997	49,467	30,896	8,560	7,487	1,920 [1]	([1])	604	—
1998	48,817	30,164	8,505	7,647	1,946 [1]	([1])	555	—
1999	49,338	30,259	8,304	8,080	2,193 [1]	([1])	501	—
2000	49,198	29,963	8,337	8,214	2,044 [1]	([1])	641	—
2001	50,005	30,427	8,391	8,400	2,125 [1]	([1])	662	—
2002	50,443	30,426	8,434	8,981	1,980 [1]	([1])	622	—
2003	50,653	29,395	8,232	9,513	1,829	163	314	1,208
2004	50,568	28,738	8,289	9,870	1,967	102	403	1,200
2005	50,835	29,047	8,056	10,141	1,883	89	351	1,269
2006	50,663	28,486	7,977	10,470	1,900	117	336	1,376
2007	51,082	28,357	7,903	10,865	2,080	134	398	1,345
2008	50,768	27,923	8,002	11,093	1,903	86	440	1,322
2009	51,144	28,030	7,839	11,418	1,903	154	444	1,356
2010	51,719	27,675	7,757	12,066	2,145	186	378	1,512
				Percentage distribution				
1990	100.0	67.3	16.7	11.7	3.0 [1]	([1])	0.9	—
1991	100.0	67.0	17.0	11.9	3.2 [1]	([1])	0.8	—
1992	100.0	66.5	17.1	12.1	3.3 [1]	([1])	0.8	—
1993	100.0	66.8	16.8	12.1	3.3 [1]	([1])	0.8	—
1994	100.0	65.4	17.1	13.7	2.4 [1]	([1])	0.8	—
1995	100.0	65.1	17.2	14.3	2.3 [1]	([1])	0.7	—
1996	100.0	63.1	16.9	14.8	4.1 [1]	([1])	1.2	—
1997	100.0	62.5	17.3	15.1	3.9 [1]	([1])	1.2	—
1998	100.0	61.8	17.4	15.7	4.0 [1]	([1])	1.1	—
1999	100.0	61.3	16.8	16.4	4.4 [1]	([1])	1.0	—
2000	100.0	60.9	16.9	16.7	4.2 [1]	([1])	1.3	—
2001	100.0	60.8	16.8	16.8	4.2 [1]	([1])	1.3	—
2002	100.0	60.3	16.7	17.8	3.9 [1]	([1])	1.2	—
2003	100.0	58.0	16.3	18.8	3.6	0.3	0.6	2.4
2004	100.0	56.8	16.4	19.5	3.9	0.2	0.8	2.4
2005	100.0	57.1	15.8	19.9	3.7	0.2	0.7	2.5
2006	100.0	56.2	15.7	20.7	3.8	0.2	0.7	2.7
2007	100.0	55.5	15.5	21.3	4.1	0.3	0.8	2.6
2008	100.0	55.0	15.8	21.9	3.7	0.2	0.9	2.6
2009	100.0	54.8	15.3	22.3	3.7	0.3	0.9	2.7
2010	100.0	53.5	15.0	23.3	4.1	0.4	0.7	2.9

— Not available.

[1] From 1990 through 2002, data on Asian and Pacific Islander students were not reported separately; therefore, Native Hawaiian/Pacific Islander students are included with Asian students during this period.

NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not shown separately. Detail may not sum to totals because of rounding. Prior to 2003, respondents were not allowed to choose more than one race. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990–2010.

This indicator continues on page 142.

Table A-6-2. Number of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity and region: Selected years, October 1990–October 2010

[Numbers in thousands]

Region and October of year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Northeast								
1990	7,717	5,652	1,032	777	197 [1]	([1])	23 !	—
1995	8,350	5,877	1,254	972	177 [1]	([1])	14 !	—
2000	8,753	5,930	1,361	1,024	399 [1]	([1])	40	—
2001	8,741	5,850	1,375	1,078	377 [1]	([1])	61	—
2002	8,978	6,022	1,372	1,217	341 [1]	([1])	26	—
2003	8,895	5,746	1,429	1,237	321	‡	17 !	142
2004	8,742	5,534	1,385	1,223	442	7 !	18 !	133
2005	8,876	5,600	1,361	1,319	449	7 !	11 !	128
2006	8,648	5,464	1,305	1,348	379	‡	24 !	128
2007	8,535	5,463	1,135	1,305	484	‡	24 !	121
2008	8,334	5,003	1,236	1,416	494	—	9 !	176
2009	8,471	5,132	1,222	1,523	416	‡	6 !	171
2010	8,316	4,880	1,218	1,538	464	‡	‡	203
Midwest								
1990	10,843	8,848	1,430	295	131 [1]	([1])	114	—
1995	11,286	8,900	1,614	518	107 [1]	([1])	67	—
2000	11,412	8,671	1,774	628	236 [1]	([1])	103	—
2001	11,685	8,967	1,755	574	246 [1]	([1])	142	—
2002	11,516	8,660	1,699	737	311 [1]	([1])	109	—
2003	11,143	8,271	1,584	738	231	22 !	51	246
2004	11,152	8,244	1,551	766	250	3 !	61	277
2005	11,057	8,142	1,558	818	200	2 !	65	272
2006	11,091	8,055	1,479	894	305	7 !	62	288
2007	11,146	7,984	1,480	974	291	14 !	72	331
2008	11,266	7,991	1,518	1,098	287	—	54	319
2009	11,147	7,940	1,466	1,058	288	‡	86	307
2010	11,009	7,655	1,458	1,119	284	‡	104	376

See notes at end of table.

Table A-6-2. Number of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity and region: Selected years, October 1990–October 2010—Continued

[Numbers in thousands]

Region and October of year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
South								
1990	15,144	8,983	4,226	1,604	175 [1]	([1])	105	—
1995	17,144	10,044	4,669	2,107	165 [1]	([1])	101	—
2000	17,091	9,314	4,493	2,735	368 [1]	([1])	181	—
2001	17,336	9,507	4,521	2,745	429 [1]	([1])	134	—
2002	17,557	9,458	4,643	2,956	325 [1]	([1])	176	—
2003	18,309	9,757	4,578	3,119	374	‡	95	378
2004	18,498	9,767	4,616	3,152	432	15 !	119	397
2005	18,432	9,644	4,480	3,414	340	8 !	111	434
2006	18,467	9,398	4,558	3,555	344	‡	127	482
2007	18,898	9,530	4,656	3,637	442	17 !	163	453
2008	18,860	9,715	4,540	3,657	396	12 !	162	378
2009	19,177	9,591	4,488	3,919	551	55	169	405
2010	19,603	9,699	4,432	4,345	501	‡	147	458
West								
1990	9,383	5,508	514	2,378	801 [1]	([1])	165	—
1995	10,539	5,967	595	3,154	616 [1]	([1])	126	—
2000	11,942	6,048	708	3,827	1,041 [1]	([1])	318	—
2001	12,243	6,102	739	4,003	1,073 [1]	([1])	326	—
2002	12,391	6,286	721	4,070	1,004 [1]	([1])	310	—
2003	12,306	5,621	641	4,420	903	128	150	443
2004	12,176	5,193	736	4,729	842	78	205	393
2005	12,470	5,661	657	4,590	893	71	163	434
2006	12,457	5,569	634	4,673	873	107	123	478
2007	12,503	5,380	632	4,949	863	100	140	440
2008	12,308	5,214	707	4,922	727	74	214	449
2009	12,350	5,367	664	4,919	649	95	183	474
2010	12,791	5,440	650	5,065	896	148	117	476

— Not available.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] From 1990 through 2002, Asian and Native Hawaiian/Pacific Islander students were not reported separately; therefore, Native Hawaiian/Pacific Islander students are included with Asian students during this period.
NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not shown separately. Detail may not sum to totals because of rounding. Prior to 2003, respondents were not allowed to choose more than one race. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1990–2010.

Racial/Ethnic Enrollment in Public Schools

Table A-6-3. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity and region: Selected years, October 1990–October 2010

Region and October of year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
Northeast								
1990	100.0	73.2	13.4	10.1 !	‡ [1]	([1])	‡	—
1995	100.0	70.4	15.0	11.6	‡ [1]	([1])	‡	—
2000	100.0	67.7	15.6	11.7	4.6 ![1]	([1])	0.5 !	—
2001	100.0	66.9	15.7	12.3	4.3 ![1]	([1])	0.7 !	—
2002	100.0	67.1	15.3	13.6	3.8 ![1]	([1])	0.3 !	—
2003	100.0	64.6	16.1	13.9	3.6 !	‡	0.2 !	1.6
2004	100.0	63.3	15.8	14.0	5.1 !	‡	0.2 !	1.5
2005	100.0	63.1	15.3	14.9	5.1 !	‡	0.1 !	1.4
2006	100.0	63.2	15.1	15.6	4.4 !	‡	0.3 !	1.5
2007	100.0	64.0	13.3	15.3	5.7 !	‡	0.3 !	1.4
2008	100.0	60.0	14.8	17.0	5.9 !	—	0.1 !	2.1
2009	100.0	60.6	14.4	18.0	4.9 !	‡	0.1 !	2.0
2010	100.0	58.7	14.6	18.5	5.6	‡	‡	2.4
Midwest								
1990	100.0	81.6	13.2	2.7	1.2 [1]	([1])	1	—
1995	100.0	78.9	14.3	4.6	0.9 [1]	([1])	0.6	—
2000	100.0	76.0	15.5	5.5	2.1 [1]	([1])	0.9	—
2001	100.0	76.7	15.0	4.9	2.1 [1]	([1])	1.2	—
2002	100.0	75.2	14.8	6.4	2.7 [1]	([1])	0.9	—
2003	100.0	74.2	14.2	6.6	2.1	0.2 !	0.5	2.2
2004	100.0	73.9	13.9	6.9	2.2	‡	0.5	2.5
2005	100.0	73.6	14.1	7.4	1.8	‡	0.6	2.5
2006	100.0	72.6	13.3	8.1	2.7	0.1 !	0.6	2.6
2007	100.0	71.6	13.3	8.7	2.6	0.1 !	0.6	3.0
2008	100.0	70.9	13.5	9.7	2.5	—	0.5	2.8
2009	100.0	71.2	13.1	9.5	2.6	‡	0.8	2.8
2010	100.0	69.5	13.2	10.2	2.6	‡	0.9	3.4

See notes at end of table.

Table A-6-3. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity and region: Selected years, October 1990–October 2010—Continued

Region and October of year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
South								
1990	100.0	59.3	27.9	10.6	1.2 [1]	([1])	0.7	—
1995	100.0	58.6	27.2	12.3	1.0 [1]	([1])	0.6	—
2000	100.0	54.5	26.3	16.0	2.2 [1]	([1])	1.1	—
2001	100.0	54.8	26.1	15.8	2.5 [1]	([1])	0.8	—
2002	100.0	53.9	26.4	16.8	1.8 [1]	([1])	1.0	—
2003	100.0	53.3	25.0	17.0	2.0	‡	0.5	2.1
2004	100.0	52.8	25.0	17.0	2.3	0.1 !	0.6	2.1
2005	100.0	52.3	24.3	18.5	1.8	‡	0.6	2.4
2006	100.0	50.9	24.7	19.3	1.9	‡	0.7	2.6
2007	100.0	50.4	24.6	19.2	2.3	0.1 !	0.9	2.4
2008	100.0	51.5	24.1	19.4	2.1	0.1 !	0.9	2.0
2009	100.0	50.0	23.4	20.4	2.9	0.3	0.9	2.1
2010	100.0	49.5	22.6	22.2	2.6	‡	0.7	2.3
West								
1990	100.0	58.7	5.5	25.3	8.5 [1]	([1])	1.8	—
1995	100.0	56.6	5.6	29.9	5.8 [1]	([1])	1.2	—
2000	100.0	50.6	5.9	32.0	8.7 [1]	([1])	2.7	—
2001	100.0	49.8	6.0	32.7	8.8 [1]	([1])	2.7	—
2002	100.0	50.7	5.8	32.8	8.1 [1]	([1])	2.5	—
2003	100.0	45.7	5.2	35.9	7.3	1.0	1.2	3.6
2004	100.0	42.6	6.0	38.8	6.9	0.6	1.7	3.2
2005	100.0	45.4	5.3	36.8	7.2	0.6	1.3	3.5
2006	100.0	44.7	5.1	37.5	7.0	0.9	1.0	3.8
2007	100.0	43.0	5.1	39.6	6.9	0.8	1.1	3.5
2008	100.0	42.4	5.7	40.0	5.9	0.6	1.7	3.6
2009	100.0	43.5	5.4	39.8	5.3	0.8	1.5	3.8
2010	100.0	42.5	5.1	39.6	7.0	1.2	0.9	3.7

— Not available.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] From 1990 through 2002, Asian and Native Hawaiian/Pacific Islander students were not reported separately; therefore, Native Hawaiian/Pacific Islander students are included with Asian students during this period.
NOTE: Race categories exclude persons of Hispanic ethnicity. Totals include other race/ethnicity categories not shown separately. Detail may not sum to totals because of rounding. Prior to 2003, respondents were not allowed to choose more than one race. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1990–2010.

Racial/Ethnic Enrollment in Public Schools

Table A-6-4. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity and state or jurisdiction: 2010

State or jurisdiction	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
United States	**100.0**	**51.7**	**15.3**	**24.0**	**4.2**	**0.2**	**0.8**	**3.5**
Alabama	100.0	56.8	34.3	5.2	0.9	—	0.6	2.0
Alaska	100.0	49.9	3.4	8.3	5.2	1.0 !	20.1	11.9
Arizona	100.0	41.2	4.6	43.5	2.1	0.2 !	5.3	2.8
Arkansas	100.0	63.5	21.5	10.2	1.2	0.3	0.6	2.6
California	100.0	25.3	5.9	53.7	10.4	0.4	0.3	3.8
Colorado	100.0	56.5	4.2	32.0	2.4	‡	0.4	4.3
Connecticut	100.0	60.0	12.0	20.8	3.4	‡	‡	3.3
Delaware	100.0	47.4	30.7	15.1	2.6	—	—	4.2
District of Columbia	100.0	5.9	76.9	14.1	1.2 !	—	—	1.8 !
Florida	100.0	43.7	22.8	27.7	2.3	0.1 !	0.2	2.8
Georgia	100.0	44.2	37.6	12.1	3.2	#	0.1	2.6
Hawaii	100.0	11.5	1.9	15.5	26.0	14.9	—	30.2
Idaho	100.0	77.3	0.5 !	16.7	1.5	‡	1.1	2.8
Illinois	100.0	51.5	17.9	23.7	3.9	#	0.1	2.8
Indiana	100.0	73.5	11.8	9.3	1.6	‡	0.1 !	3.5
Iowa	100.0	81.1	4.8	8.4	1.9	—	0.2 !	3.5
Kansas	100.0	68.1	6.5	17.5	2.4	#	1.0	4.4
Kentucky	100.0	80.9	10.0	4.9	1.0	#	0.2 !	2.9
Louisiana	100.0	47.4	44.2	4.2	1.1	‡	0.8	2.0
Maine	100.0	89.8	2.7	1.6	1.9	—	0.8 !	3.2
Maryland	100.0	43.8	34.9	11.2	5.3	‡	0.1 !	4.4
Massachusetts	100.0	66.6	8.9	15.3	5.5	#	0.1 !	3.0
Michigan	100.0	67.6	17.6	7.0	2.7	#	0.6	4.2
Minnesota	100.0	72.9	7.3	8.0	5.3	—	1.2	5.2
Mississippi	100.0	43.9	50.6	2.7	0.7	—	0.4 !	1.5

See notes at end of table.

Table A-6-4. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity and state or jurisdiction: 2010—Continued

State or jurisdiction	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
United States	**100.0**	**51.7**	**15.3**	**24.0**	**4.2**	**0.2**	**0.8**	**3.5**
Missouri	100.0	73.9	16.0	5.3	1.3	0.1	0.2 !	3.1
Montana	100.0	80.1	0.8 !	5.0	0.5 !	—	10.2	3.6
Nebraska	100.0	71.9	6.2	15.6	1.4	0.1 !	1.0	3.7
Nevada	100.0	38.8	9.6	39.3	5.7	0.7	1.0	4.8
New Hampshire	100.0	89.0	1.1	4.3	2.5	‡	‡	2.4
New Jersey	100.0	49.7	15.6	23.4	7.9	#	0.2 !	2.7
New Mexico	100.0	25.6	1.1	59.0	0.8	—	11.0	2.3
New York	100.0	47.8	17.6	24.1	7.0	#	0.2	2.8
North Carolina	100.0	53.6	25.7	13.0	2.4	0.1	1.1	3.7
North Dakota	100.0	83.4	1.4 !	3.0	1.5 !	—	6.6	4.1
Ohio	100.0	74.3	15.2	4.5	1.6	#	0.1	4.1
Oklahoma	100.0	55.6	8.5	13.4	1.4	0.2 !	9.1	11.7
Oregon	100.0	65.8	2.5	20.7	3.7	0.4	1.6	5.0
Pennsylvania	100.0	69.9	14.2	9.4	2.8	#	0.1 !	3.3
Rhode Island	100.0	63.2	7.1	21.1	3.0	—	‡	4.8
South Carolina	100.0	52.1	36.3	7.1	0.9	‡	0.1 !	3.3
South Dakota	100.0	73.7	1.6	4.6	0.9 !	—	14.5	4.4
Tennessee	100.0	66.1	22.8	6.7	1.6	#	0.1 !	2.6
Texas	100.0	31.8	12.7	49.9	3.2	0.1	0.2	1.9
Utah	100.0	74.8	1.3	17.2	1.4	1.0	1.1	2.9
Vermont	100.0	91.3	3.3 !	1.9	1.4 !	—	‡	2.1
Virginia	100.0	55.3	23.6	10.7	5.0	0.1 !	0.1	4.7
Washington	100.0	60.5	3.9	19.2	6.7	0.9	1.6	7.2
West Virginia	100.0	90.6	2.8	2.0	0.6 !	—	‡	3.9
Wisconsin	100.0	73.9	9.0	9.8	3.1	#	0.9	3.1
Wyoming	100.0	79.6	‡	13.4	1.3 !	—	3.7	1.6 !

— Not available.
Rounds to zero.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: The 2010 American Community Survey (ACS) includes noninstitutionalized and institutionalized group quarters. Due to this and other methodological differences between the Current Population Survey (CPS) and ACS, enrollment estimates from the two surveys are not directly comparable. For more information on the ACS, see Appendix B – *Guide to Sources*. Totals include other race/ethnicity categories not shown separately. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. For more information on race/ethnicity and region, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010.

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

Table A-7-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1990–2011

Family characteristic	1990	2000	2006	2007	2008	2009	2010	2011
Total U.S. population								
Parents' highest level of education								
Less than high school completion[1]	14.4	12.0	11.2	10.8	10.6	10.5	10.8	10.7
High school diploma or equivalent	33.3	27.6	24.7	24.6	24.0	23.7	23.2	23.4
Some college	26.0	29.9	29.1	29.2	29.5	29.8	29.9	29.0
Bachelor's degree or higher	26.3	30.5	35.0	35.3	35.9	36.1	36.1	36.9
Family type[2]								
Two-parent household	71.9	68.4	66.5	68.7	68.0	68.2	67.4	67.1
Mother-only household	21.5	22.5	23.3	23.2	23.4	23.1	23.7	24.3
Father-only household	3.2	4.2	4.7	3.7	3.9	3.8	3.9	4.0
Poverty status								
Poor	18.6	16.8	17.2	16.6	17.2	18.2	19.7	20.9
Near-poor	20.8	21.4	20.9	21.1	20.8	21.3	21.2	21.3
Nonpoor	60.7	61.7	61.9	62.4	62.0	60.5	59.1	57.7
Citizenship								
U.S.-born	—	95.2	95.0	94.9	95.0	95.5	95.4	95.6
Naturalized U.S. citizen	—	0.6	0.8	0.8	0.9	0.9	0.9	0.9
Non-U.S. citizen	—	4.2	4.2	4.3	4.1	3.6	3.7	3.4
Immigration status								
Born outside the 50 states and the District of Columbia	—	5.9	5.9	6.0	5.9	5.3	5.4	5.1
First generation	—	14.8	17.9	18.1	18.1	18.4	19.0	20.0
Second generation or more	—	79.3	76.2	75.8	76.0	76.3	75.5	74.8
Total White population								
Parents' highest level of education								
Less than high school completion[1]	7.3	4.7	4.0	3.7	3.3	3.4	3.7	3.4
High school diploma or equivalent	33.7	26.0	21.7	21.9	20.9	20.1	19.5	19.4
Some college	27.7	31.4	30.6	30.5	30.7	30.7	31.0	29.7
Bachelor's degree or higher	31.4	37.9	43.7	43.9	45.1	45.8	45.8	47.6
Family type[2]								
Two-parent household	79.6	76.5	74.6	76.4	75.7	76.1	75.6	75.1
Mother-only household	15.2	16.0	16.4	16.3	16.7	16.2	16.4	16.9
Father-only household	3.1	4.4	5.1	4.2	4.6	4.3	4.3	4.6
Poverty status								
Poor	10.9	9.5	9.9	9.5	9.7	10.4	11.4	12.0
Near-poor	18.2	16.7	15.7	15.6	15.7	16.3	16.6	16.4
Nonpoor	70.9	73.8	74.4	74.8	74.6	73.3	72.0	71.6
Citizenship								
U.S.-born	—	98.8	98.5	98.5	98.6	98.8	98.8	98.7
Naturalized U.S. citizen	—	0.2 !	0.4	0.4	0.4	0.5	0.5	0.4
Non-U.S. citizen	—	1.0	1.1	1.1	1.0	0.7	0.8	0.9
Immigration status								
Born outside the 50 states and the District of Columbia	—	2.0	2.0	2.1	2.0	1.7	1.7	1.8
First generation	—	5.7	5.9	6.2	6.1	5.8	5.3	6.3
Second generation or more	—	92.3	92.1	91.7	91.9	92.5	92.9	91.9

See notes at end of table.

Table A-7-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1990–2011—Continued

Family characteristic	1990	2000	2006	2007	2008	2009	2010	2011
Total Black population								
Parents' highest level of education								
Less than high school completion[1]	23.2	14.7	13.8	12.1	11.5	11.4	11.5	10.8
High school diploma or equivalent	39.4	35.0	33.4	32.5	33.2	32.5	29.9	30.2
Some college	26.3	34.6	31.5	34.8	34.9	35.8	37.5	36.9
Bachelor's degree or higher	11.0	15.7	21.2	20.7	20.4	20.3	21.1	22.1
Family type[2]								
Two-parent household	39.0	38.0	34.8	39.0	37.5	36.8	37.3	35.5
Mother-only household	48.3	47.2	50.2	48.4	48.7	49.4	49.5	51.8
Father-only household	3.5	4.0	4.3	4.0	3.7	3.8	3.9	3.9
Poverty status								
Poor	40.9	32.1	34.0	31.3	32.6	32.9	33.6	36.9
Near-poor	25.1	27.8	26.3	27.0	26.1	27.3	27.3	26.6
Nonpoor	34.0	40.2	39.7	41.7	41.3	39.7	39.1	36.6
Citizenship								
U.S.-born	—	97.8	97.1	96.6	97.2	97.6	96.5	96.6
Naturalized U.S. citizen	—	0.4 !	0.4 !	0.7	0.4	0.5	0.8	1.0
Non-U.S. citizen	—	1.8	2.5	2.7	2.4	1.9	2.7	2.4
Immigration status								
Born outside the 50 states and the District of Columbia	—	2.9	3.3	3.9	3.4	2.6	3.7	3.7
First generation	—	6.4	9.0	8.8	9.0	9.2	11.1	10.3
Second generation or more	—	90.7	87.7	87.3	87.6	88.2	85.2	86.0
Total Hispanic population								
Parents' highest level of education								
Less than high school completion[1]	46.8	40.6	33.1	32.7	32.3	30.9	30.7	30.3
High school diploma or equivalent	27.3	28.3	29.2	28.9	29.4	29.8	29.8	30.6
Some college	17.5	21.2	23.3	23.2	23.3	24.3	23.5	23.4
Bachelor's degree or higher	8.4	9.8	14.4	15.2	15.0	15.0	16.0	15.7
Family type[2]								
Two-parent household	66.7	63.9	65.3	67.1	67.2	67.3	64.5	64.7
Mother-only household	26.1	25.6	24.7	25.8	25.2	25.2	27.4	27.5
Father-only household	2.5	3.9	3.7	2.3	2.4	2.5	2.9	2.9
Poverty status								
Poor	34.7	30.8	27.5	25.8	27.7	29.5	32.5	34.2
Near-poor	30.9	33.8	32.7	34.1	31.9	31.3	29.8	30.3
Nonpoor	34.4	35.4	39.9	40.1	40.4	39.1	37.8	35.5
Citizenship								
U.S.-born	—	83.0	85.6	86.6	87.2	88.6	89.5	90.3
Naturalized U.S. citizen	—	1.1	1.1	1.2	1.4	1.0	1.0	1.0
Non-U.S. citizen	—	15.9	13.3	12.3	11.5	10.4	9.5	8.6
Immigration status								
Born outside the 50 states and the District of Columbia	—	19.7	16.4	15.7	15.0	13.3	12.1	11.1
First generation	—	50.4	52.7	52.2	51.1	52.1	52.7	52.1
Second generation or more	—	29.9	30.8	32.1	33.9	34.6	35.2	36.8

See notes at end of table.

Table A-7-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1990–2011—Continued

Family characteristic	1990	2000	2006	2007	2008	2009	2010	2011
Total Asian population[3]								
Parents' highest level of education								
Less than high school completion[1]	—	—	9.8	10.1	9.7	9.4	6.9	7.3
High school diploma or equivalent	—	—	18.6	15.7	15.4	14.6	17.2	16.3
Some college	—	—	16.8	13.3	13.3	15.0	15.7	16.4
Bachelor's degree or higher	—	—	54.8	60.9	61.5	61.1	60.2	60.1
Family type[2]								
Two-parent household	—	—	82.3	84.7	83.0	82.0	82.0	85.3
Mother-only household	—	—	9.8	10.0	11.0	11.4	12.3	10.2
Father-only household	—	—	3.7	1.9	2.7	3.0	2.8	1.4
Poverty status								
Poor	—	—	12.4	14.1	14.2	15.7	14.3	13.7
Near-poor	—	—	17.2	14.1	17.1	16.1	18.0	18.3
Nonpoor	—	—	70.4	71.8	68.7	68.2	67.7	68.0
Citizenship								
U.S.-born	—	—	74.7	73.6	70.9	73.5	72.3	77.1
Naturalized U.S. citizen	—	—	7.5	5.5	7.9	6.9	7.8	7.5
Non-U.S. citizen	—	—	17.9	20.9	21.2	19.6	19.9	15.4
Immigration status								
Born outside the 50 states and the District of Columbia	—	—	26.9	28.0	30.1	28.0	29.7	25.1
First generation	—	—	67.3	64.3	61.9	63.2	61.5	66.6
Second generation or more	—	—	5.8	7.8	8.0	8.8	8.8	8.3
Total Native Hawaiian/ Pacific Islander population[3]								
Parents' highest level of education								
Less than high school completion[1]	—	—	‡	6.2 !	‡	‡	‡	10.8 !
High school diploma or equivalent	—	—	‡	25.5	21.7	26.7	25.6	39.2
Some college	—	—	‡	45.2	37.9	32.4	39.7	22.8
Bachelor's degree or higher	—	—	‡	23.1	33.8	36.5	31.5	27.1
Family type[2]								
Two-parent household	—	—	‡	67.7	63.8	72.0	73.0	73.7
Mother-only household	—	—	‡	18.7 !	18.4 !	21.1	15.0	15.0
Father-only household	—	—	‡	2.0 !	‡	‡	‡	‡
Poverty status								
Poor	—	—	‡	16.7 !	14.3 !	21.8	25.3	31.9
Near-poor	—	—	‡	25.1	32.3	29.2	22.1 !	24.5
Nonpoor	—	—	‡	58.2	53.5	49.0	52.6	43.6
Citizenship								
U.S.-born	—	—	‡	83.9	85.4	94.4	91.8	92.2
Naturalized U.S. citizen	—	—	‡	‡	‡	‡	‡	‡
Non-U.S. citizen	—	—	‡	12.2	13.4 !	‡	6.6 !	5.5 !
Immigration status								
Born outside the 50 states and the District of Columbia	—	—	‡	25.4	21.3	15.0 !	9.0 !	12.9
First generation	—	—	‡	43.6	42.7	50.3	52.2	54.1
Second generation or more	—	—	‡	31.1	36.0	34.7	38.8	33.0

See notes at end of table.

Table A-7-1. Percentage distribution of 5- to 17-year-olds, by race/ethnicity and selected family characteristics: Selected years, 1990–2011—Continued

Family characteristic	1990	2000	2006	2007	2008	2009	2010	2011
Total American Indian/ Alaska Native population								
Parents' highest level of education								
Less than high school completion[1]	24.3	18.0	11.6	8.8	11.4	7.8 !	9.8 !	10.7
High school diploma or equivalent	29.9	39.1	34.2	35.5	27.0	25.9	29.6	31.6
Some college	33.6	33.4	40.5	36.4	41.7	40.3	40.9	38.5
Bachelor's degree or higher	12.2 !	9.5 !	13.8	19.3	20.0	26.0	19.7	19.3
Family type[2]								
Two-parent household	63.4	52.8	39.8	44.9	47.0	47.9	50.1	52.2
Mother-only household	25.0	31.6	37.3	37.0	35.3	33.6	29.6	28.9
Father-only household	‡	5.7 !	11.7	6.4	5.2 !	4.0	4.6	5.2 !
Poverty status								
Poor	30.8	42.6	29.3	39.1	25.2	28.5	31.2	33.5
Near-poor	29.9	29.3	32.6	23.9	29.5	25.0	29.5	30.9
Nonpoor	39.3	28.0	38.1	37.1	45.2	46.5	39.3	35.6
Citizenship								
U.S.-born	—	100.0	96.9	99.7	99.9	100.0	99.3	98.9
Naturalized U.S. citizen	—	—	‡	‡	#	#	‡	‡
Non-U.S. citizen	—	—	‡	#	‡	#	‡	‡
Immigration status								
Born outside the 50 states and the District of Columbia	—	‡	‡	‡	‡	#	‡	‡
First generation	—	5.9 !	‡	‡	4.8 !	‡	2.9 !	2.9 !
Second generation or more	—	93.1	93.7	97.7	95.1	98.1	96.2	96.0
Total two or more races population								
Parents' highest level of education								
Less than high school completion[1]	—	—	5.4	4.5	3.7	3.9	4.8	5.3
High school diploma or equivalent	—	—	21.5	22.1	17.9	21.2	22.7	22.9
Some college	—	—	38.8	36.0	41.1	41.2	38.6	39.0
Bachelor's degree or higher	—	—	34.2	37.4	37.3	33.7	33.8	32.8
Family type[2]								
Two-parent household	—	—	57.9	60.5	59.9	60.7	62.0	58.9
Mother-only household	—	—	31.0	29.3	29.7	28.2	28.0	31.0
Father-only household	—	—	5.6	3.7	4.3	4.2	3.6	3.1
Poverty status								
Poor	—	—	16.0	16.7	17.6	17.2	22.5	20.3
Near-poor	—	—	21.6	21.3	21.4	23.8	20.8	24.1
Nonpoor	—	—	62.3	62.0	61.0	59.0	56.7	55.6
Citizenship								
U.S.-born	—	—	99.2	99.5	99.5	99.4	99.5	99.7
Naturalized U.S. citizen	—	—	0.5 !	‡	‡	‡	‡	‡
Non-U.S. citizen	—	—	‡	‡	‡	‡	‡	‡
Immigration status								
Born outside the 50 states and the District of Columbia	—	—	2.5	3.0	2.2	2.7	2.8	1.8
First generation	—	—	17.9	17.9	20.1	15.3	16.8	16.8
Second generation or more	—	—	79.6	79.1	77.7	81.9	80.4	81.4

— Not available.
Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Parents in this category did not earn a high school diploma or receive alternative credentials, such as a General Educational Development (GED) certificate.
[2] Detail does not sum to totals because a small percentage of 5- to 17- year olds had no parents present in the home or were householders or spouses of householders.
[3] For 1990 and 2000, data for Asians and Pacific Islanders were not reported separately.
NOTE: Estimates are for all 5- to 17-year-olds regardless of their school enrollment status. Totals for 1990 and 2000 include other racial/ethnic groups not shown separately in the table. Prior to 1992, *high school completers* referred to those who completed 12 years of schooling, and *some college* meant completing 1 or more years of college. Beginning in 1992, high school completers referred to those who received a high school diploma or equivalency certificate, and some college meant completing any college at all. Race categories exclude persons of Hispanic ethnicity. *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. *First generation* describes an individual born in the 50 states or the District of Columbia with at least one parent born outside the 50 states or the District of Columbia. *Second generation or more* describes an individual born in the 50 states or the District of Columbia whose parents were both born inside the 50 states or the District of Columbia. For more information on poverty, educational attainment, and race/ethnicity, see Appendix C – *Commonly Used Measures*. Some estimates are revised from previous publications. Detail may not sum to totals because of rounding. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, selected years, 1990–2011.

English Language Learners in Public Schools

Table A-8-1. Number of public school students and number and percentage of public school students who were English language learners (ELLs), by state: Selected school years, 2000–01 through 2009–10

State	Total public school enrollment			
	2000–01	2005–06	2008–09	2009–10
Total[1]	**46,588,307**	**48,013,931**	**48,033,126**	**48,023,353**
Total, reported	**46,588,307**	**48,013,931**	**48,033,126**	**48,023,353**
Alabama	728,532	743,626	745,668	748,889
Alaska	131,985	133,288	130,236	131,265
Arizona	871,882	943,841	979,320	958,968
Arkansas	449,693	472,609	474,423	474,897
California	5,976,924	6,240,080	6,163,045	6,100,700
Colorado	723,696	779,219	812,068	825,242
Connecticut	537,521	549,744	539,250	538,756
Delaware	112,055	114,371	116,804	117,628
District of Columbia	68,925	59,616	44,331	43,866
Florida	2,431,884	2,663,973	2,623,067	2,627,390
Georgia	1,444,937	1,597,682	1,649,598	1,660,643
Hawaii	184,360	182,818	179,478	180,196
Idaho	245,009	261,907	267,951	266,707
Illinois	2,025,426	2,097,924	2,117,674	2,101,198
Indiana	987,854	1,026,106	1,028,259	1,026,053
Iowa	495,080	483,482	487,559	491,255
Kansas	468,347	467,292	470,540	474,026
Kentucky	643,730	679,621	669,858	679,901
Louisiana	740,512	648,313	650,099	651,930
Maine	211,190	195,174	190,972	188,694
Maryland	852,920	860,021	843,781	848,252
Massachusetts	825,104	808,121	794,982	792,874
Michigan	1,704,883	1,635,076	1,537,515	1,510,716
Minnesota	848,091	809,156	800,053	798,508
Mississippi	496,513	493,952	491,194	491,651

See notes at end of table.

Table A-8-1. Number of public school students and number and percentage of public school students who were English language learners (ELLs), by state: Selected school years, 2000–01 through 2009–10—Continued

State	ELL enrollment				Percent ELL enrollment			
	2000–01	2005–06	2008–09	2009–10	2000–01	2005–06	2008–09	2009–10
Total[1]	**3,707,689**	**4,416,404**	**4,439,641**	**4,660,275**	**8.0**	**9.2**	**9.2**	**9.7**
Total, reported	**3,462,796**	**4,176,174**	**4,293,065**	**4,658,504**	**7.4**	**8.7**	**8.9**	**9.7**
Alabama	7,226	16,550	19,523	19,497	1.0	2.2	2.6	2.6
Alaska	19,314	20,743	11,937	14,581	14.6	15.6	9.2	11.1
Arizona	131,865	166,195	118,868	78,793	15.1	17.6	12.1	8.2
Arkansas	11,847	20,700	27,629	29,735	2.6	4.4	5.8	6.3
California	1,473,703	1,557,935	1,498,660	1,763,486	24.7	25.0	24.3	28.9
Colorado	60,839	99,790	88,254	94,391	8.4	12.8	10.9	11.4
Connecticut	19,924	28,662	28,886	29,266	3.7	5.2	5.4	5.4
Delaware	2,081	5,900	7,111	7,615	1.9	5.2	6.1	6.5
District of Columbia	8,594	4,274	4,370	4,203	12.5	7.2	9.9	9.6
Florida	187,526	221,624	226,037	230,440	7.7	8.3	8.6	8.8
Georgia	54,444	86,615	82,000	86,668	3.8	5.4	5.0	5.2
Hawaii	12,718	18,106	18,564	18,097	6.9	9.9	10.3	10.0
Idaho	18,084	18,184	17,657	15,931	7.4	6.9	6.6	6.0
Illinois	126,404	172,375 [2]	204,737	179,850	6.2	8.2	9.7	8.6
Indiana	30,929	56,400	45,527	48,364	3.1	5.5	4.4	4.7
Iowa	11,253	15,156	20,334	20,867	2.3	3.1	4.2	4.2
Kansas	14,878	24,671	34,095	38,011	3.2	5.3	7.2	8.0
Kentucky	4,030	10,138	14,589	14,244	0.6	1.5	2.2	2.1
Louisiana	10,269	11,942	12,223	12,499	1.4	1.8	1.9	1.9
Maine	2,062 [2]	3,332	4,128 [2]	4,467	1.0	1.7	2.2	2.4
Maryland	24,213	31,416	39,919 [2]	43,179	2.8	3.7	4.7	5.1
Massachusetts	45,418	50,007	47,198	49,612	5.5	6.2	5.9	6.3
Michigan	36,667 [2]	60,212	55,593	53,565	2.2	3.7	3.6	3.5
Minnesota	44,357	53,661	55,738	54,349	5.2	6.6	7.0	6.8
Mississippi	2,176	2,859	6,543	6,061	0.4	0.6	1.3	1.2

See notes at end of table.

Table A-8-1. Number of public school students and number and percentage of public school students who were English language learners (ELLs), by state: Selected school years, 2000–01 through 2009–10—Continued

State	Total public school enrollment			
	2000–01	2005–06	2008–09	2009–10
Total[1]	**46,588,307**	**48,013,931**	**48,033,126**	**48,023,353**
Total, reported	**46,588,307**	**48,013,931**	**48,033,126**	**48,023,353**
Missouri	911,673	915,870	898,568	897,385
Montana	154,700	145,259	141,786	141,693
Nebraska	284,924	285,547	292,161	294,948
Nevada	340,706	412,747	430,985	423,859
New Hampshire	208,461	205,636	197,934	197,131
New Jersey	1,297,372	1,380,119	1,359,082	1,368,811
New Mexico	320,303	326,761	328,737	331,436
New York	2,858,991	2,790,140	2,705,289	2,721,522
North Carolina	1,277,500	1,388,216	1,452,064	1,444,409
North Dakota	108,788	98,172	94,653	94,997
Ohio	1,820,221	1,769,274	1,729,072	1,672,054
Oklahoma	623,110	634,468	644,549	653,592
Oregon	544,756	535,176	560,334	558,960
Pennsylvania	1,771,473	1,752,402	1,687,148	1,682,891
Rhode Island	156,275	138,934	131,056	130,623
South Carolina	679,724	699,027	714,290	715,590
South Dakota	127,986	121,718	126,624	123,558
Tennessee	893,061	953,796	970,908	972,549
Texas	4,021,641	4,450,139	4,646,668	4,728,202
Utah	477,380	496,507	532,433	548,397
Vermont	100,904	94,160	87,440	89,999
Virginia	1,143,807	1,201,142	1,221,799	1,231,205
Washington	1,004,843	1,031,668	1,035,907	1,034,698
West Virginia	285,785	279,788	281,908	281,828
Wisconsin	877,159	874,098	867,035	864,898
Wyoming	89,711	86,155	86,971	87,913

See notes at end of table.

Table A-8-1. Number of public school students and number and percentage of public school students who were English language learners (ELLs), by state: Selected school years, 2000–01 through 2009–10—Continued

State	ELL enrollment				Percent ELL enrollment			
	2000–01	2005–06	2008–09	2009–10	2000–01	2005–06	2008–09	2009–10
Total[1]	**3,707,689**	**4,416,404**	**4,439,641**	**4,660,275**	**8.0**	**9.2**	**9.2**	**9.7**
Total, reported	**3,462,796**	**4,176,174**	**4,293,065**	**4,658,504**	**7.4**	**8.7**	**8.9**	**9.7**
Missouri	10,237	18,745	15,468	19,393	1.1	2.0	1.7	2.2
Montana	8,406 [2]	6,711	4,549	3,806	5.4	4.6	3.2	2.7
Nebraska	11,276	17,449	18,388	19,323	4.0	6.1	6.3	6.6
Nevada	23,488 [2]	63,856	75,952	67,868	6.9	15.5	17.6	16.0
New Hampshire	2,728	2,877 [2]	3,496	3,821	1.3	1.4	1.8	1.9
New Jersey	56,844 [2]	50,426	53,960	55,450	4.4	3.7	4.0	4.1
New Mexico	68,679	62,682	55,978 [2]	51,257	21.4	19.2	17.0	15.5
New York	230,625	193,701	183,736	200,433	8.1	6.9	6.8	7.4
North Carolina	44,087	73,206	113,155	105,651	3.5	5.3	7.8	7.3
North Dakota	—	2,213 [2]	3,540	3,879	—	2.3	3.7	4.1
Ohio	328	29,222	35,362	36,527	#	1.7	2.0	2.2
Oklahoma	38,042	47,380	38,314 [2]	39,259	6.1	7.5	5.9	6.0
Oregon	43,416	64,603	62,857	61,625	8.0	12.1	11.2	11.0
Pennsylvania	24,857 [2]	39,598 [2]	44,853	44,359	1.4	2.3	2.7	2.6
Rhode Island	10,198	7,090	6,466 [2]	6,340	6.5	5.1	4.9	4.9
South Carolina	5,121	14,372	31,422	34,661	0.8	2.1	4.4	4.8
South Dakota	4,269	5,110	3,580	4,005	3.3	4.2	2.8	3.2
Tennessee	—	—	27,433	27,550	—	—	2.8	2.8
Texas	568,972	702,436	704,142	708,615	14.1	15.8	15.2	15.0
Utah	38,998	49,915	43,957	46,591	8.2	10.1	8.3	8.5
Vermont	942	1,771	—	—	0.9	1.9	—	—
Virginia	36,802	72,184	86,745	86,475	3.2	6.0	7.1	7.0
Washington	70,431	75,103	82,711	65,101	7.0	7.3	8.0	6.3
West Virginia	920	1,942	1,617	1,605	0.3	0.7	0.6	0.6
Wisconsin	22,542	30,130	47,798	45,041	2.6	3.4	5.5	5.2
Wyoming	2,522	3,068	2,271	2,098	2.8	3.6	2.6	2.4

— Not available.
Rounds to zero.
[1] Includes imputed (or estimated) ELL enrollment data in cases where some states did not report these data. In 2009–10, the data for Vermont were imputed.
[2] Percentages are imputed (or estimated).
NOTE: For more information on the Common Core of Data, see Appendix B – *Guide to Sources*. 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," 2000–01 (version 1a), 2005–06 (version 1a), 2008–09 (version 1a), and 2009–10 (version 1a).

Table A-8-2. Number of public school students and number and percentage of public school students who were English language learners (ELLs), by locale: School year 2009–10

Locale	Total public school enrollment	ELL enrollment	Percent ELL enrollment
Total	**48,023,353**	**4,658,504**	**9.7**
City	14,728,569	2,230,902	14.3
Large	7,520,317	1,331,503	17.7
Midsize	3,476,763	488,732	14.1
Small	3,731,489	410,667	11.0
Suburban	17,948,070	1,710,003	8.3
Large	15,503,775	1,527,763	9.9
Midsize	1,525,844	112,352	7.4
Small	918,451	69,888	7.6
Town	5,794,191	365,182	6.8
Fringe	868,821	77,121	8.9
Distant	2,992,047	176,716	5.9
Remote	1,933,323	111,345	5.8
Rural	9,551,976	352,356	3.6
Fringe	5,141,851	228,438	4.4
Distant	3,286,339	81,690	2.5
Remote	1,123,786	42,228	3.8

NOTE: Total ELL enrollment does not include data imputed for Vermont in 2009–10. For more information on locale, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data, see Appendix B – *Guide to Sources*. 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," 2009–10 (version 1a).

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Table A-9-1. Number and percentage distribution of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, and number served as a percentage of total public school enrollment, by disability type: Selected school years, 1980–81 through 2009–10

Disability type	1980–81	1990–91	2000–01	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
	Number served (in thousands)								
All disabilities	**4,144**	**4,710**	**6,296**	**6,719**	**6,713**	**6,686**	**6,606**	**6,483**	**6,481**
Specific learning disabilities	1,462	2,129	2,868	2,798	2,735	2,665	2,573	2,476	2,431
Speech or language impairments	1,168	985	1,409	1,463	1,468	1,475	1,456	1,426	1,416
Intellectual disability	830	534	624	578	556	534	500	478	463
Emotional disturbance	347	389	481	489	477	464	442	420	407
Hearing impairments	79	58	78	79	79	80	79	78	79
Orthopedic impairments	58	49	83	73	71	69	67	70	65
Other health impairments	98	55	303	521	570	611	641	659	689
Visual impairments	31	23	29	29	29	29	29	29	29
Multiple disabilities	68	96	133	140	141	142	138	130	131
Deaf-blindness	3	1	1	2	2	2	2	2	2
Autism	—	—	94	191	223	258	296	336	378
Traumatic brain injury	—	—	16	24	24	25	25	26	25
Developmental delay	—	—	178	332	339	333	358	354	368
Preschool disabled[1]	†	390	†	†	†	†	†	†	†
	Percentage distribution of children served								
All disabilities	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Specific learning disabilities	35.3	45.2	45.5	41.6	40.7	39.9	39.0	38.2	37.5
Speech or language impairments	28.2	20.9	22.4	21.8	21.9	22.1	22.0	22.0	21.8
Intellectual disability	20.0	11.3	9.9	8.6	8.3	8.0	7.6	7.4	7.1
Emotional disturbance	8.4	8.3	7.6	7.3	7.1	6.9	6.7	6.5	6.3
Hearing impairments	1.9	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Orthopedic impairments	1.4	1.0	1.3	1.1	1.1	1.0	1.0	1.1	1.0
Other health impairments	2.4	1.2	4.8	7.7	8.5	9.1	9.7	10.2	10.6
Visual impairments	0.7	0.5	0.5	0.4	0.4	0.4	0.4	0.4	0.4
Multiple disabilities	1.6	2.0	2.1	2.1	2.1	2.1	2.1	2.0	2.0
Deaf-blindness	0.1	#	#	#	#	#	#	#	#
Autism	—	—	1.5	2.8	3.3	3.9	4.5	5.2	5.8
Traumatic brain injury	—	—	0.2	0.4	0.4	0.4	0.4	0.4	0.4
Developmental delay	—	—	2.8	4.9	5.1	5.0	5.4	5.5	5.7
Preschool disabled[1]	†	8.3	†	†	†	†	†	†	†

See notes at end of table.

Table A-9-1. Number and percentage distribution of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, and number served as a percentage of total public school enrollment, by disability type: Selected school years, 1980–81 through 2009–10—Continued

Disability type	1980–81	1990–91	2000–01	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
	Number served as a percentage of total public school enrollment[2]								
All disabilities	**10.1**	**11.4**	**13.3**	**13.8**	**13.7**	**13.6**	**13.4**	**13.2**	**13.1**
Specific learning disabilities	3.6	5.2	6.1	5.7	5.6	5.4	5.2	5.0	4.9
Speech or language impairments	2.9	2.4	3.0	3.0	3.0	3.0	3.0	2.9	2.9
Intellectual disability	2.0	1.3	1.3	1.2	1.1	1.1	1.0	1.0	0.9
Emotional disturbance	0.8	0.9	1.0	1.0	1.0	0.9	0.9	0.9	0.8
Hearing impairments	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.2	0.1	0.6	1.1	1.2	1.2	1.3	1.3	1.4
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	#	#	#	#	#	#	#	#	#
Autism	—	—	0.2	0.4	0.5	0.5	0.6	0.7	0.8
Traumatic brain injury	—	—	#	#	#	0.1	0.1	0.1	0.1
Developmental delay	—	—	0.4	0.7	0.7	0.7	0.7	0.7	0.7
Preschool disabled[1]	†	0.9	†	†	†	†	†	†	†

— Not available.
† Not applicable.
# Rounds to zero.
[1] In 1980–81, data were collected for preschool-age children ages 3–5 by disability type; those data are combined above with data for children and youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as the Individuals with Disabilities Education Act [IDEA]) mandated that data not be collected by disability for students ages 3–5. For this reason, data from 1990–91 on preschoolers with disabilities are reported in a separate row. Beginning in 2000–01, states were again required to report data on preschool children by disability.
[2] Based on the total prekindergarten through 12th-grade enrollment in public schools.
NOTE: Prior to October 1994, children and youth with disabilities were served under Title I of the Elementary and Secondary Education Act as well as under IDEA, Part B. Data reported in this table for years prior to 1995–96 include children and youth ages 0–21 served under Title I. Includes children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. Data for 2007–08 and 2008–09 do not include Vermont. In 2006–07, the total number of 3- to 21-year-olds served under IDEA in Vermont was 14,010. Detail may not sum to totals because of rounding. For more information on student disabilities, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1980 through 2009; and Individuals with Disabilities Education Act (IDEA) database, retrieved September 14, 2011, from http://www.ideadata.org/PartBdata.asp. National Center for Education Statistics, *Statistics of Public Elementary and Secondary School Systems*,1980–81; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," selected years, 1990–91 through 2009–10.

Table A-9-2. Percentage distribution of students ages 6–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by educational environment and disability type: Selected school years, 1990–91 through 2009–10

		Educational environment									
		Regular school, time in general classes			Separate school for students with disabilities		Separate residential facility				
Year and disability type	All environments	80 percent or more	40–79 percent	Less than 40 percent	Public	Private	Public	Private	Parentally placed in regular private schools	Home-bound/ hospital placement	Correctional facility
All students with disabilities											
1990–91	100.0	33.1	36.4	25.0	2.9	1.3	0.6	0.3	—	0.5	—
1995–96	100.0	45.7	28.5	21.5	2.1	1.0	0.4	0.3	—	0.5	—
1996–97	100.0	46.1	28.3	21.4	2.0	1.0	0.4	0.3	—	0.5	—
1997–98	100.0	46.8	28.8	20.4	1.8	1.0	0.4	0.3	—	0.5	—
1998–99	100.0	46.0	29.9	20.0	1.8	1.1	0.4	0.3	—	0.5	—
1999–2000	100.0	45.9	29.8	20.3	1.9	1.0	0.4	0.3	—	0.5	—
2000–01	100.0	46.5	29.8	19.5	1.9	1.1	0.4	0.3	—	0.5	—
2001–02	100.0	48.2	28.5	19.2	1.7	1.2	0.4	0.4	—	0.4	—
2002–03	100.0	48.2	28.7	19.0	1.7	1.2	0.3	0.4	—	0.5	—
2003–04	100.0	49.9	27.7	18.5	1.7	1.1	0.3	0.4	—	0.5	—
2004–05	100.0	51.5	26.5	17.9	1.8	1.2	0.3	0.3	—	0.4	—
2005–06	100.0	54.2	25.1	16.7	1.8	1.2	0.3	0.3	—	0.4	—
2006–07	100.0	54.8	23.8	16.4	2.9 [1]	([1])	0.4 [1]	([1])	1.0 [2]	0.4	0.4
2007–08	100.0	56.8	22.4	15.4	3.0 [1]	([1])	0.4 [1]	([1])	1.1 [2]	0.4	0.4
2008–09	100.0	58.5	21.4	14.9	2.9 [1]	([1])	0.4 [1]	([1])	1.1 [2]	0.4	0.4
	2009–10										
All students with disabilities	**100.0**	**59.4**	**20.7**	**14.6**	**3.0** [1]	([1])	**0.4** [1]	([1])	**1.2** [2]	**0.4**	**0.4**
Specific learning disabilities	100.0	63.3	26.6	8.0	0.6 [1]	([1])	0.1 [1]	([1])	0.9 [2]	0.2	0.4
Speech or language impairments	100.0	86.3	5.6	4.6	0.3 [1]	([1])	# [1]	([1])	3.1 [2]	0.1	#
Intellectual disability	100.0	17.4	26.7	48.2	6.3 [1]	([1])	0.4 [1]	([1])	0.3 [2]	0.5	0.3
Emotional disturbance	100.0	40.6	18.8	22.2	13.2 [1]	([1])	2.0 [1]	([1])	0.2 [2]	1.1	2.0
Hearing impairments	100.0	54.6	17.0	14.7	8.2 [1]	([1])	4.0 [1]	([1])	1.3 [2]	0.2	0.1
Orthopedic impairments	100.0	52.2	16.3	23.6	5.1 [1]	([1])	0.2 [1]	([1])	0.9 [2]	1.7	0.1
Other health impairments	100.0	61.4	23.8	10.8	1.6 [1]	([1])	0.2 [1]	([1])	1.1 [2]	0.9	0.3
Visual impairments	100.0	62.6	13.5	12.0	6.2 [1]	([1])	3.6 [1]	([1])	1.4 [2]	0.7	#
Multiple disabilities	100.0	13.2	16.2	45.5	19.6 [1]	([1])	1.9 [1]	([1])	0.4 [2]	2.9	0.2
Deaf-blindness	100.0	21.6	13.3	33.3	19.1 [1]	([1])	9.9 [1]	([1])	0.6 [2]	2.3	0.2
Autism	100.0	37.4	18.3	34.8	8.0 [1]	([1])	0.6 [1]	([1])	0.7 [2]	0.3	#
Traumatic brain injury	100.0	46.4	23.8	21.5	5.2 [1]	([1])	0.6 [1]	([1])	0.7 [2]	1.7	0.2
Developmental delay	100.0	61.6	20.5	16.2	0.9 [1]	([1])	0.1 [1]	([1])	0.6 [2]	0.2	#

— Not available.
Rounds to zero.
[1] Data for 2006–07 and later years combine students in public and private schools as well as public and private residential facilities.
[2] Students who are enrolled by their parents or guardians in regular private schools and have their basic education paid through private resources, but receive special education services at public expense. These students are not included under "Regular school, time in general classes."
NOTE: Includes children and youth in the 50 states, the District of Columbia, and the Bureau of Indian Education schools. Data for 2007–08 and 2008–09 do not include Vermont. Some data have been revised from previously published figures. Detail may not sum to totals because of rounding. For more information on the student disabilities presented, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 15, 2011, from https://www.ideadata.org/DACAnalyticTool/Intro_2.asp.

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Indicator 10
Undergraduate Enrollment

Table A-10-1. Number and percentage of actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970–2021

[Numbers in thousands]

		Sex				Attendance status			
		Male		Female		Full time		Part time	
Fall of year	Total	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	7,369	4,250	57.7	3,119	42.3	5,280	71.7	2,089	28.3
1975	9,679	5,257	54.3	4,422	45.7	6,168	63.7	3,511	36.3
1980	10,475	5,000	47.7	5,475	52.3	6,362	60.7	4,113	39.3
1985	10,597	4,962	46.8	5,635	53.2	6,320	59.6	4,277	40.4
1990	11,959	5,380	45.0	6,579	55.0	6,976	58.3	4,983	41.7
1991	12,439	5,571	44.8	6,868	55.2	7,221	58.1	5,218	41.9
1992	12,538	5,583	44.5	6,955	55.5	7,244	57.8	5,293	42.2
1993	12,324	5,484	44.5	6,840	55.5	7,179	58.3	5,144	41.7
1994	12,263	5,422	44.2	6,840	55.8	7,169	58.5	5,094	41.5
1995	12,232	5,401	44.2	6,831	55.8	7,145	58.4	5,086	41.6
1996	12,327	5,421	44.0	6,906	56.0	7,299	59.2	5,028	40.8
1997	12,451	5,469	43.9	6,982	56.1	7,419	59.6	5,032	40.4
1998	12,437	5,446	43.8	6,991	56.2	7,539	60.6	4,898	39.4
1999	12,739	5,584	43.8	7,155	56.2	7,754	60.9	4,986	39.1
2000	13,155	5,778	43.9	7,377	56.1	7,923	60.2	5,232	39.8
2001	13,716	6,004	43.8	7,711	56.2	8,328	60.7	5,388	39.3
2002	14,257	6,192	43.4	8,065	56.6	8,734	61.3	5,523	38.7
2003	14,480	6,227	43.0	8,253	57.0	9,045	62.5	5,435	37.5
2004	14,781	6,340	42.9	8,441	57.1	9,284	62.8	5,496	37.2
2005	14,964	6,409	42.8	8,555	57.2	9,446	63.1	5,518	36.9
2006	15,184	6,514	42.9	8,671	57.1	9,571	63.0	5,613	37.0
2007	15,604	6,728	43.1	8,876	56.9	9,841	63.1	5,763	36.9
2008	16,366	7,067	43.2	9,299	56.8	10,255	62.7	6,111	37.3
2009	17,565	7,595	43.2	9,970	56.8	11,143	63.4	6,422	36.6
2010	18,079	7,835	43.3	10,244	56.7	11,452	63.3	6,627	36.7
Projected									
2011	18,326	7,979	43.5	10,347	56.5	11,563	63.1	6,763	36.9
2012	18,528	8,038	43.4	10,489	56.6	11,671	63.0	6,856	37.0
2013	18,704	8,076	43.2	10,628	56.8	11,753	62.8	6,950	37.2
2014	18,894	8,093	42.8	10,802	57.2	11,839	62.7	7,055	37.3
2015	19,050	8,100	42.5	10,950	57.5	11,902	62.5	7,148	37.5
2016	19,248	8,138	42.3	11,110	57.7	11,996	62.3	7,252	37.7
2017	19,515	8,210	42.1	11,305	57.9	12,141	62.2	7,374	37.8
2018	19,824	8,300	41.9	11,524	58.1	12,320	62.1	7,504	37.9
2019	20,129	8,398	41.7	11,731	58.3	12,514	62.2	7,615	37.8
2020	20,395	8,488	41.6	11,907	58.4	12,687	62.2	7,708	37.8
2021	20,597	8,564	41.6	12,033	58.4	12,819	62.2	7,778	37.8

See notes at end of table.

Table A-10-1. Number and percentage of actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970–2021—Continued

[Numbers in thousands]

		Control of institution							
		Public		Private					
				Total		Nonprofit		For-profit	
Fall of year	Total	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	7,369	5,620	76.3	1,748	23.7	1,730	23.5	18	0.2
1975	9,679	7,826	80.9	1,853	19.1	1,815	18.7	39	0.4
1980	10,475	8,442	80.6	2,033	19.4	1,927	18.4	106	1.0
1985	10,597	8,477	80.0	2,120	20.0	1,929	18.2	191	1.8
1990	11,959	9,710	81.2	2,250	18.8	2,043	17.1	206	1.7
1991	12,439	10,148	81.6	2,291	18.4	2,072	16.7	219	1.8
1992	12,538	10,216	81.5	2,321	18.5	2,102	16.8	220	1.8
1993	12,324	10,012	81.2	2,312	18.8	2,099	17.0	213	1.7
1994	12,263	9,945	81.1	2,317	18.9	2,100	17.1	217	1.8
1995	12,232	9,904	81.0	2,328	19.0	2,105	17.2	223	1.8
1996	12,327	9,935	80.6	2,392	19.4	2,112	17.1	279	2.3
1997	12,451	10,007	80.4	2,443	19.6	2,140	17.2	303	2.4
1998	12,437	9,950	80.0	2,487	20.0	2,153	17.3	334	2.7
1999	12,739	10,174	79.9	2,565	20.1	2,185	17.2	380	3.0
2000	13,155	10,539	80.1	2,616	19.9	2,213	16.8	403	3.1
2001	13,716	10,986	80.1	2,730	19.9	2,258	16.5	472	3.4
2002	14,257	11,433	80.2	2,824	19.8	2,306	16.2	518	3.6
2003	14,480	11,523	79.6	2,957	20.4	2,347	16.2	611	4.2
2004	14,781	11,651	78.8	3,130	21.2	2,389	16.2	741	5.0
2005	14,964	11,698	78.2	3,266	21.8	2,418	16.2	848	5.7
2006	15,184	11,847	78.0	3,337	22.0	2,448	16.1	889	5.9
2007	15,604	12,138	77.8	3,466	22.2	2,470	15.8	996	6.4
2008	16,366	12,591	76.9	3,775	23.1	2,537	15.5	1,238	7.6
2009	17,565	13,387	76.2	4,179	23.8	2,593	14.8	1,585	9.0
2010	18,079	13,704	75.8	4,374	24.2	2,653	14.7	1,721	9.5
Projected									
2011	18,326	13,893	75.8	4,434	24.2	—	—	—	—
2012	18,528	14,045	75.8	4,482	24.2	—	—	—	—
2013	18,704	14,181	75.8	4,523	24.2	—	—	—	—
2014	18,894	14,329	75.8	4,566	24.2	—	—	—	—
2015	19,050	14,451	75.9	4,599	24.1	—	—	—	—
2016	19,248	14,605	75.9	4,643	24.1	—	—	—	—
2017	19,515	14,811	75.9	4,704	24.1	—	—	—	—
2018	19,824	15,048	75.9	4,776	24.1	—	—	—	—
2019	20,129	15,279	75.9	4,850	24.1	—	—	—	—
2020	20,395	15,480	75.9	4,914	24.1	—	—	—	—
2021	20,597	15,632	75.9	4,965	24.1	—	—	—	—

— Not available.

NOTE: Projections are based on data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. See Appendix D – *Glossary* for definitions of full-time and part-time enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980–2010.

Undergraduate Enrollment

Table A-10-2. Actual and projected undergraduate enrollment in degree-granting 4- and 2-year postsecondary institutions, by sex, attendance status, and control of institution: Selected years, fall 1970–2021

[In thousands]

Fall of year and level of institution	Total	Sex		Attendance status		Control of institution			
							Private		
		Male	Female	Full time	Part time	Public	Total	Nonprofit	For-profit
4-year institutions									
1970	5,050	2,875	2,174	4,051	999	3,425	1,624	1,617	8
1975	5,714	3,093	2,620	4,407	1,306	3,994	1,720	1,702	18
1980	5,950	2,954	2,996	4,608	1,342	4,114	1,836	1,813	23
1985	6,066	2,960	3,106	4,629	1,437	4,207	1,858	1,820	38
1990	6,719	3,147	3,572	5,092	1,627	4,713	2,006	1,954	52
1995	6,740	3,073	3,667	5,168	1,571	4,626	2,113	2,030	84
2000	7,207	3,220	3,988	5,706	1,501	4,842	2,365	2,154	211
2005	8,476	3,729	4,748	6,800	1,676	5,514	2,962	2,375	588
2006	8,666	3,809	4,857	6,928	1,738	5,623	3,043	2,409	634
2007	8,986	3,957	5,029	7,148	1,838	5,814	3,172	2,437	736
2008	9,395	4,131	5,264	7,423	1,972	5,951	3,443	2,501	942
2009	10,044	4,399	5,645	7,895	2,149	6,285	3,759	2,559	1,200
2010	10,398	4,570	5,828	8,086	2,311	6,486	3,912	2,621	1,291
Projected									
2011	10,554	4,665	5,889	8,191	2,363	6,585	3,969	—	—
2015	10,934	4,735	6,199	8,418	2,516	6,818	4,116	—	—
2016	11,035	4,758	6,277	8,479	2,556	6,880	4,155	—	—
2017	11,174	4,798	6,376	8,572	2,602	6,966	4,208	—	—
2018	11,339	4,850	6,490	8,690	2,649	7,068	4,271	—	—
2019	11,509	4,907	6,601	8,821	2,688	7,173	4,336	—	—
2020	11,659	4,962	6,697	8,941	2,718	7,266	4,393	—	—
2021	11,780	5,010	6,770	9,039	2,741	7,341	4,439	—	—
2-year institutions									
1970	2,319	1,374	945	1,229	1,090	2,195	124	113	11
1975	3,966	2,164	1,802	1,761	2,205	3,832	134	113	21
1980	4,525	2,047	2,478	1,754	2,771	4,328	198	114	83
1985	4,531	2,002	2,529	1,691	2,840	4,270	261	109	153
1990	5,240	2,233	3,007	1,884	3,356	4,996	244	89	154
1995	5,492	2,329	3,164	1,977	3,515	5,277	215	75	140
2000	5,948	2,559	3,390	2,217	3,731	5,697	251	59	192
2005	6,488	2,680	3,808	2,647	3,841	6,184	304	44	260
2006	6,518	2,705	3,814	2,643	3,875	6,225	293	39	254
2007	6,618	2,770	3,847	2,692	3,925	6,324	294	33	260
2008	6,971	2,936	4,035	2,832	4,139	6,640	331	35	296
2009	7,521	3,197	4,325	3,249	4,273	7,101	420	35	385
2010	7,681	3,265	4,416	3,365	4,316	7,218	463	33	430
Projected									
2011	7,773	3,314	4,458	3,372	4,401	7,308	465	—	—
2015	8,116	3,365	4,751	3,484	4,632	7,633	483	—	—
2016	8,213	3,381	4,833	3,518	4,696	7,725	488	—	—
2017	8,341	3,412	4,930	3,569	4,772	7,845	496	—	—
2018	8,485	3,451	5,035	3,630	4,855	7,980	505	—	—
2019	8,620	3,491	5,129	3,693	4,928	8,106	514	—	—
2020	8,736	3,526	5,209	3,746	4,989	8,214	521	—	—
2021	8,817	3,554	5,263	3,780	5,037	8,291	526	—	—

— Not available.

NOTE: Projections are based on data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044. Beginning in 1980, 2-year institutions include schools accredited by the Accrediting Commission of Career Schools and Colleges of Technology. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. See Appendix D – *Glossary* for definitions of full-time and part-time enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99), and Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980–2010.

Table A-10-3. Undergraduate enrollment of U.S. residents and percentage distribution of students in degree-granting postsecondary institutions, by race/ethnicity and sex: Selected years, fall 1976–2010

	Enrollment (in thousands)					Percentage distribution of students				
Race/ethnicity and sex	1976	1980	1990	2000	2010	1976	1980	1990	2000	2010
Total	**9,276**	**10,259**	**11,740**	**12,867**	**17,678**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
White	7,740	8,481	9,273	8,983	10,898	83.4	82.7	79.0	69.8	61.6
Black	943	1,019	1,147	1,549	2,677	10.2	9.9	9.8	12.0	15.1
Hispanic	353	433	725	1,351	2,544	3.8	4.2	6.2	10.5	14.4
Asian/Pacific Islander	169	249	500	846	1,088	1.8	2.4	4.3	6.6	6.2
Asian	—	—	—	—	1,030	—	—	—	—	5.8
Pacific Islander	—	—	—	—	58	—	—	—	—	0.3
American Indian/Alaska Native	70	78	95	139	179	0.8	0.8	0.8	1.1	1.0
Two or more races	—	—	—	—	294	—	—	—	—	1.7
Male	4,800	4,858	5,254	5,628	7,633	100.0	100.0	100.0	100.0	100.0
White	4,052	4,055	4,184	4,010	4,862	84.4	83.5	79.6	71.3	63.7
Black	431	428	448	577	983	9.0	8.8	8.5	10.3	12.9
Hispanic	192	211	327	583	1,080	4.0	4.3	6.2	10.4	14.1
Asian/Pacific Islander	91	129	254	402	514	1.9	2.6	4.8	7.1	6.7
Asian	—	—	—	—	488	—	—	—	—	6.4
Pacific Islander	—	—	—	—	26	—	—	—	—	0.3
American Indian/Alaska Native	35	35	40	56	72	0.7	0.7	0.8	1.0	0.9
Two or more races	—	—	—	—	122	—	—	—	—	1.6
Female	4,475	5,402	6,487	7,239	10,045	100.0	100.0	100.0	100.0	100.0
White	3,688	4,426	5,088	4,973	6,036	82.4	81.9	78.4	68.7	60.1
Black	513	591	699	972	1,694	11.5	10.9	10.8	13.4	16.9
Hispanic	161	222	398	768	1,464	3.6	4.1	6.1	10.6	14.6
Asian/Pacific Islander	78	120	246	444	574	1.7	2.2	3.8	6.1	5.7
Asian	—	—	—	—	543	—	—	—	—	5.4
Pacific Islander	—	—	—	—	32	—	—	—	—	0.3
American Indian/Alaska Native	35	43	56	82	107	0.8	0.8	0.9	1.1	1.1
Two or more races	—	—	—	—	171	—	—	—	—	1.7

—Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates are slightly lower than corresponding data in other published tables. For more information on race/ethnicity or the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 and Spring 2011, Enrollment component.

Indicator 11
Postbaccalaureate Enrollment

Table A-11-1. Number and percentage distribution of actual and projected postbaccalaureate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Fall 1976–2021

[Numbers in thousands]

		Sex				Attendance status			
		Male		Female		Full-time		Part-time	
Fall of year	Total	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976	1,578	905	57.3	673	42.7	684	43.3	894	56.7
1977	1,569	892	56.8	677	43.2	699	44.5	870	55.5
1978	1,576	880	55.8	696	44.2	705	44.7	871	55.3
1979	1,572	863	54.9	709	45.1	715	45.5	857	54.5
1980	1,622	874	53.9	748	46.1	736	45.4	886	54.6
1981	1,617	867	53.6	750	46.4	732	45.3	885	54.7
1982	1,601	861	53.8	740	46.2	737	46.0	864	54.0
1983	1,619	865	53.5	753	46.5	747	46.2	872	53.8
1984	1,624	857	52.8	767	47.2	751	46.2	873	53.8
1985	1,650	856	51.9	794	48.1	756	45.8	895	54.2
1986	1,706	867	50.8	839	49.2	767	45.0	938	55.0
1987	1,720	864	50.2	857	49.8	769	44.7	952	55.3
1988	1,739	864	49.7	875	50.3	794	45.7	944	54.3
1989	1,796	879	48.9	917	51.1	820	45.7	976	54.3
1990	1,860	904	48.6	955	51.4	845	45.4	1,015	54.6
1991	1,920	931	48.5	989	51.5	894	46.6	1,026	53.4
1992	1,950	941	48.3	1,009	51.7	918	47.1	1,032	52.9
1993	1,981	944	47.6	1,037	52.4	948	47.9	1,033	52.1
1994	2,016	950	47.1	1,066	52.9	969	48.1	1,047	51.9
1995	2,030	941	46.4	1,089	53.6	984	48.4	1,047	51.6
1996	2,041	932	45.7	1,108	54.3	1,004	49.2	1,036	50.8
1997	2,052	927	45.2	1,124	54.8	1,019	49.7	1,032	50.3
1998	2,070	923	44.6	1,147	55.4	1,025	49.5	1,045	50.5
1999	2,110	931	44.1	1,179	55.9	1,050	49.7	1,061	50.3
2000	2,157	944	43.7	1,213	56.3	1,087	50.4	1,070	49.6
2001	2,212	956	43.2	1,256	56.8	1,120	50.6	1,093	49.4
2002	2,355	1,010	42.9	1,345	57.1	1,212	51.5	1,143	48.5
2003	2,431	1,033	42.5	1,398	57.5	1,281	52.7	1,150	47.3
2004	2,491	1,047	42.0	1,444	58.0	1,326	53.2	1,166	46.8
2005	2,524	1,047	41.5	1,476	58.5	1,351	53.5	1,173	46.5
2006	2,575	1,061	41.2	1,514	58.8	1,386	53.8	1,188	46.2
2007	2,644	1,088	41.2	1,556	58.8	1,429	54.0	1,215	46.0
2008	2,737	1,122	41.0	1,615	59.0	1,493	54.5	1,244	45.5
2009	2,862	1,174	41.0	1,688	59.0	1,579	55.2	1,283	44.8
2010	2,937	1,210	41.2	1,728	58.8	1,631	55.5	1,307	44.5
Projected [1]									
2011	2,968	1,224	41.2	1,744	58.8	1,621	54.6	1,347	45.4
2012	3,029	1,248	41.2	1,781	58.8	1,658	54.7	1,371	45.3
2013	3,088	1,265	41.0	1,823	59.0	1,692	54.8	1,397	45.2
2014	3,148	1,277	40.6	1,871	59.4	1,723	54.7	1,425	45.3
2015	3,202	1,288	40.2	1,914	59.8	1,750	54.7	1,453	45.4
2016	3,261	1,304	40.0	1,957	60.0	1,778	54.5	1,482	45.4
2017	3,327	1,323	39.8	2,004	60.2	1,811	54.4	1,516	45.6
2018	3,394	1,343	39.6	2,052	60.5	1,843	54.3	1,551	45.7
2019	3,440	1,355	39.4	2,085	60.6	1,862	54.1	1,578	45.9
2020	3,472	1,363	39.3	2,110	60.8	1,873	53.9	1,599	46.1
2021	3,495	1,369	39.2	2,126	60.8	1,881	53.8	1,614	46.2

See notes at end of table.

Table A-11-1. Number and percentage distribution of actual and projected postbaccalaureate enrollment in degree-granting postsecondary institutions, by sex, attendance status, and control of institution: Fall 1976–2021—Continued

[Numbers in thousands]

		Control of institution							
		Public		Private					
				Total		Nonprofit		For-profit	
Fall of year	Total	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1976	1,578	1,033	65.5	544	34.5	541	34.3	3	0.2
1977	1,569	1,004	64.0	565	36.0	561	35.8	4	0.2
1978	1,576	999	63.4	577	36.6	574	36.4	4	0.2
1979	1,572	990	63.0	582	37.0	578	36.8	4	0.2
1980	1,622	1,015	62.6	606	37.4	601	37.1	5	0.3
1981	1,617	999	61.8	618	38.2	614	37.9	5	0.3
1982	1,601	983	61.4	618	38.6	613	38.3	4	0.3
1983	1,619	986	60.9	633	39.1	628	38.8	5	0.3
1984	1,624	984	60.6	640	39.4	634	39.0	6	0.4
1985	1,650	1,002	60.7	648	39.3	643	38.9	5	0.3
1986	1,706	1,053	61.8	652	38.2	644	37.8	8	0.5
1987	1,720	1,055	61.3	666	38.7	662	38.5	3	0.2
1988	1,739	1,058	60.9	681	39.1	—	—	—	—
1989	1,796	1,090	60.7	706	39.3	—	—	—	—
1990	1,860	1,135	61.0	724	39.0	717	38.5	8	0.4
1991	1,920	1,162	60.5	758	39.5	747	38.9	11	0.6
1992	1,950	1,168	59.9	781	40.1	771	39.5	11	0.5
1993	1,981	1,177	59.4	804	40.6	790	39.9	14	0.7
1994	2,016	1,189	59.0	828	41.0	810	40.2	18	0.9
1995	2,030	1,189	58.6	841	41.4	824	40.6	17	0.8
1996	2,041	1,185	58.1	855	41.9	830	40.7	25	1.2
1997	2,052	1,189	57.9	863	42.1	838	40.8	25	1.2
1998	2,070	1,188	57.4	882	42.6	852	41.2	30	1.5
1999	2,110	1,202	56.9	909	43.1	870	41.2	39	1.8
2000	2,157	1,213	56.3	943	43.7	896	41.6	47	2.2
2001	2,212	1,247	56.4	965	43.6	910	41.1	55	2.5
2002	2,355	1,319	56.0	1,035	44.0	959	40.7	76	3.2
2003	2,431	1,336	54.9	1,096	45.1	994	40.9	101	4.2
2004	2,491	1,330	53.4	1,162	46.6	1,022	41.0	140	5.6
2005	2,524	1,324	52.5	1,199	47.5	1,036	41.1	163	6.5
2006	2,575	1,333	51.8	1,242	48.2	1,065	41.4	177	6.9
2007	2,644	1,353	51.2	1,291	48.8	1,101	41.6	190	7.2
2008	2,737	1,381	50.5	1,356	49.5	1,125	41.1	231	8.4
2009	2,862	1,424	49.8	1,438	50.2	1,172	40.9	267	9.3
2010	2,937	1,439	49.0	1,499	51.0	1,202	40.9	297	10.1
Projected[1]									
2011	2,968	1,455	49.0	1,513	51.0	—	—	—	—
2012	3,029	1,484	49.0	1,545	51.0	—	—	—	—
2013	3,088	1,513	49.0	1,575	51.0	—	—	—	—
2014	3,148	1,543	49.0	1,606	51.0	—	—	—	—
2015	3,202	1,569	49.0	1,633	51.0	—	—	—	—
2016	3,261	1,598	49.0	1,663	51.0	—	—	—	—
2017	3,327	1,630	49.0	1,697	51.0	—	—	—	—
2018	3,394	1,664	49.0	1,731	51.0	—	—	—	—
2019	3,440	1,686	49.0	1,754	51.0	—	—	—	—
2020	3,472	1,702	49.0	1,770	51.0	—	—	—	—
2021	3,495	1,714	49.0	1,782	51.0	—	—	—	—

—Not available.

[1] Projections are based on reported data through 2010. The most recent year of actual data is 2010, and 2021 is the last year for which projected data are available. For more information on projections, see NCES 2012-044.

NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in master's or doctoral programs, including those formerly classified as first-professional programs. Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. See Appendix D – *Glossary* for definitions of full-time and part-time enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2011, Enrollment component; and Enrollment in Degree-Granting Institutions Model, 1980–2010.

Postbaccalaureate Enrollment

Table A-11-2. Postbaccalaureate enrollment of U.S. residents and percentage distribution of students in degree-granting postsecondary institutions, by race/ethnicity and sex: Selected years, fall 1976–fall 2010

	Enrollment (in thousands)					Percentage distribution of students				
Race/ethnicity and sex	1976	1980	1990	2000	2010	1976	1980	1990	2000	2010
Total	**1,492**	**1,523**	**1,687**	**1,916**	**2,628**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
White	1,336	1,352	1,450	1,479	1,825	89.5	88.8	86.0	77.2	69.4
Black	90	88	100	181	362	6.0	5.8	5.9	9.4	13.8
Hispanic	31	39	58	111	198	2.1	2.6	3.4	5.8	7.5
Asian/Pacific Islander	29	38	72	133	194	1.9	2.5	4.3	6.9	7.4
Asian	—	—	—	—	188	—	—	—	—	7.2
Pacific Islander	—	—	—	—	6	—	—	—	—	0.2
American Indian/Alaska Native	6	6	7	13	17	0.4	0.4	0.4	0.7	0.6
Two or more races	—	—	—	—	32	—	—	—	—	1.2
Male	840	800	784	797	1,032	100.0	100.0	100.0	100.0	100.0
White	762	718	677	625	745	90.7	89.8	86.4	78.4	72.2
Black	39	36	37	58	106	4.6	4.5	4.7	7.3	10.3
Hispanic	18	20	27	45	75	2.1	2.5	3.4	5.6	7.3
Asian/Pacific Islander	17	23	40	64	87	2.0	2.9	5.1	8.0	8.4
Asian	—	—	—	—	85	—	—	—	—	8.2
Pacific Islander	—	—	—	—	3	—	—	—	—	0.3
American Indian/Alaska Native	4	3	3	5	6	0.5	0.4	0.4	0.6	0.6
Two or more races	—	—	—	—	12	—	—	—	—	1.2
Female	651	723	902	1,119	1,597	100.0	100.0	100.0	100.0	100.0
White	574	634	773	854	1,080	88.2	87.7	85.7	76.3	67.6
Black	50	52	63	123	256	7.7	7.2	7.0	11.0	16.0
Hispanic	13	18	31	66	123	2.0	2.5	3.4	5.9	7.7
Asian/Pacific Islander	11	15	32	69	107	1.7	2.1	3.5	6.2	6.7
Asian	—	—	—	—	103	—	—	—	—	6.4
Pacific Islander	—	—	—	—	4	—	—	—	—	0.3
American Indian/Alaska Native	3	3	4	8	11	0.5	0.4	0.4	0.7	0.7
Two or more races	—	—	—	—	20	—	—	—	—	1.3

—Not available.

NOTE: Postbaccalaureate enrollment is the number of students with a bachelor's degree who are enrolled in master's or doctoral programs, including those formerly classified as first-professional programs. Because of underreporting and nonreporting of racial/ethnic data and nonresident aliens, some estimates are slightly lower than corresponding data in other published tables. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 and Spring 2011, Enrollment component.

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Characteristics of Elementary and Secondary Schools

Table A-12-1. Number and percentage distribution of schools, by control and selected school characteristics: School years 1999–2000 and 2009–10

School characteristic	1999–2000 Total[1]	1999–2000 Public Total	1999–2000 Public Traditional	1999–2000 Public Charter	1999–2000 Private	2009–10 Total[1]	2009–10 Public Total	2009–10 Public Traditional	2009–10 Public Charter	2009–10 Private
	Number									
Total, all schools	**125,012**	**92,012**	**90,488**	**1,524**	**33,000**	**132,217**	**98,817**	**93,865**	**4,952**	**33,400**
School level										
Elementary	86,431	64,131	63,299	832	22,300	88,540	67,140	64,461	2,679	21,400
Secondary	24,865	22,365	21,971	394	2,500	27,451	24,651	23,322	1,329	2,800
Combined	12,242	4,042	3,758	284	8,200	14,930	5,730	4,801	929	9,200
Other (ungraded)[2]	1,474	1,474	1,460	14	†	1,296	1,296	1,281	15	†
School type										
Regular	114,802	84,902	83,558	1,344	29,900	119,318	89,018	84,589	4,429	30,300
Special education	3,347	1,947	1,940	7	1,400	3,889	2,089	2,006	83	1,800
Vocational	1,048	1,048	1,040	8	#	1,417	1,417	1,397	20	#
Alternative	5,815	4,115	3,950	165	1,700	7,593	6,293	5,873	420	1,300
	Percentage distribution									
School level	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Elementary	69.1	69.7	70.0	54.6	67.6	67.0	67.9	68.7	54.1	64.1
Secondary	19.9	24.3	24.3	25.9	7.6	20.8	24.9	24.8	26.8	8.4
Combined	9.8	4.4	4.2	18.6	24.8	11.3	5.8	5.1	18.8	27.5
Other (ungraded)[2]	1.2	1.6	1.6	0.9	†	1.0	1.3	1.4	0.3	†
School type	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular	91.8	92.3	92.3	88.2	90.6	90.2	90.1	90.1	89.4	90.7
Special education	2.7	2.1	2.1	0.5	4.2	2.9	2.1	2.1	1.7	5.4
Vocational	0.8	1.1	1.1	0.5	#	1.1	1.4	1.5	0.4	#
Alternative	4.7	4.5	4.4	10.8	5.2	5.7	6.4	6.3	8.5	3.9
Enrollment size	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Fewer than 300	44.8	31.3	30.5	77.0	81.4	45.1	31.3	29.7	61.3	84.6
300–499	22.4	26.5	26.7	12.0	11.3	22.8	27.7	28.0	21.0	9.0
500–999	25.6	32.8	33.2	8.7	6.3	25.1	32.1	33.1	14.0	5.3
1,000 or more	7.2	9.5	9.7	2.4	1.0	6.9	9.0	9.3	3.7	1.0

See notes at end of table.

Table A-12-1. Number and percentage distribution of schools, by control and selected school characteristics: School years 1999–2000 and 2009–10—Continued

School characteristic	1999–2000 Total[1]	1999–2000 Public Total	1999–2000 Public Traditional	1999–2000 Public Charter	1999–2000 Private	2009–10 Total[1]	2009–10 Public Total	2009–10 Public Traditional	2009–10 Public Charter	2009–10 Private
	Number									
Total, all schools	**125,012**	**92,012**	**90,488**	**1,524**	**33,000**	**132,217**	**98,817**	**93,865**	**4,952**	**33,400**
	Percentage distribution									
Racial/ethnic concentration of schools										
More than 50 percent White	73.5	70.9	71.2	51.1	80.3	65.6	62.3	63.4	40.5	75.2
More than 50 percent Black	10.3	11.1	10.8	26.5	8.0	10.5	11.4	10.6	26.1	7.9
More than 50 percent Hispanic	7.4	8.8	8.7	11.4	3.7	11.6	14.0	13.7	20.0	4.6
Percentage of students in school eligible for free or reduced-price lunch	—	100.0	100.0	100.0	—	—	100.0	100.0	100.0	—
0–25 percent	—	30.6	30.6	35.8	—	—	20.4	20.4	19.2	—
26–50 percent	—	25.6	25.9	11.1	—	—	27.0	27.6	17.2	—
51–75 percent	—	16.8	16.9	10.2	—	—	25.5	25.7	20.9	—
76–100 percent	—	11.9	11.9	12.4	—	—	19.9	19.2	32.9	—
Missing/school did not participate	—	15.0	14.7	30.6	—	—	7.2	7.1	9.8	—
Region	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Northeast	18.4	16.1	16.3	7.2	24.7	17.4	15.5	15.9	9.1	22.9
Midwest	27.7	28.9	29.0	24.9	24.1	26.3	26.7	26.8	24.0	25.2
South	32.2	33.1	33.2	28.9	29.7	33.7	34.5	34.8	29.5	31.4
West	21.7	21.8	21.6	38.9	21.4	22.6	23.3	22.5	37.4	20.4
School locale	—	—	—	—	—	100.0	100.0	100.0	100.0	100.0
City	—	—	—	—	—	27.7	26.1	24.6	54.8	32.4
Suburban	—	—	—	—	—	29.3	27.4	27.7	21.1	34.8
Town	—	—	—	—	—	13.1	14.2	14.5	8.0	10.0
Rural	—	—	—	—	—	29.9	32.4	33.2	16.1	22.8

— Not available.
† Not applicable.
# Rounds to zero.
[1] Total number of schools does not always equal the sum of schools by level because the total may include ungraded schools and schools that did not report grade spans.
[2] Total is only for public schools, as data for private schools were not applicable.
NOTE: Schools that did not report enrollment were excluded from the percentage distribution. Combined schools are those that have both elementary and secondary grades. Public school data are universe estimates and are rounded to whole numbers. Private school data are sample estimates and are rounded to the nearest 100. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, the free or reduced-price lunch program, region, and locale, see Appendix C – *Commonly Used Measures*. Detail may not sum to totals because of rounding. For more information on the Common Core of Data (CCD) or the Private School Survey (PSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999–2000 (version 1b) and 2009–10 (version 1b); and Private School Survey (PSS), 1999–2000 and 2009–10.

Indicator 13

Concentration of Public School Students Eligible for Free or Reduced-Price Lunch

Table A-13-1. Number of public school students and percentage distribution of students, by school concentration of students eligible for free or reduced-price lunch, race/ethnicity, and school level: School year 2009–10

Race/ethnicity and school level	Number of public school students[1]	Percentage distribution of school concentration of students eligible for free or reduced-price lunch					
		Total	0–25	26–50	51–75	76–100	Missing/ school does not participate
Total[2]	**49,136,240**	**100.0**	**24.6**	**28.8**	**25.1**	**18.6**	**3.0**
White	26,311,473	100.0	33.9	36.2	22.7	5.6	1.6
Black	8,166,410	100.0	8.5	19.8	29.7	37.3	4.7
Hispanic	10,775,975	100.0	11.8	18.0	28.5	37.4	4.3
Asian/Pacific Islander	2,461,820	100.0	37.3	25.8	18.5	11.6	6.9
American Indian/Alaska Native	584,756	100.0	12.1	25.6	31.7	28.9	1.6
Race/ethnicity unknown	835,806	100.0	26.5	30.4	26.3	15.4	1.4
Elementary	31,537,864	100.0	22.4	25.5	26.3	23.2	2.6
White	16,446,316	100.0	31.4	33.4	26.4	7.4	1.3
Black	5,261,630	100.0	6.9	16.0	27.7	45.6	3.9
Hispanic	7,274,077	100.0	10.6	14.7	26.2	44.7	3.8
Asian/Pacific Islander	1,579,964	100.0	36.9	23.9	18.3	14.2	6.8
American Indian/Alaska Native	363,990	100.0	9.5	21.8	32.8	34.7	1.2
Race/ethnicity unknown	611,887	100.0	24.6	28.7	27.6	18.2	0.9
Secondary	15,993,562	100.0	29.6	35.6	22.4	9.3	3.0
White	8,984,410	100.0	39.5	41.7	15.1	2.0	1.6
Black	2,587,940	100.0	11.9	28.3	34.2	20.6	5.1
Hispanic	3,204,604	100.0	14.5	25.9	34.0	21.2	4.5
Asian/Pacific Islander	830,098	100.0	38.5	29.8	18.7	6.7	6.3
American Indian/Alaska Native	188,626	100.0	17.4	34.5	29.7	16.7	1.7
Race/ethnicity unknown	197,884	100.0	32.3	36.0	22.9	7.0	1.7

[1] Includes students enrolled in schools that did not report free or reduced-price lunch eligibility.
[2] Includes students who attended combined elementary and secondary schools not shown separately.
NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. Percent detail may not sum to percent 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," 2009–10.

Table A-13-2. Number of public school students and percentage distribution of students, by school concentration of students eligible for free or reduced-price lunch, school locale, and race/ethnicity: School year 2009–10

School locale and race/ethnicity	Number of public school students[1]	Percentage distribution of school concentration of students eligible for free or reduced-price lunch					
		Total	0–25	26–50	51–75	76–100	Missing/ school does not participate
Total[2]	**49,136,240**	**100.0**	**24.6**	**28.8**	**25.1**	**18.6**	**3.0**
City	14,431,591	100.0	14.3	20.0	24.4	33.4	8.0
Suburban	16,870,809	100.0	38.0	27.7	19.6	13.7	1.0
Town	5,900,330	100.0	11.9	37.4	35.2	14.7	0.8
Rural	11,933,156	100.0	24.5	36.6	28.7	9.5	0.7
City							
White	4,497,625	100.0	26.3	33.5	23.8	11.7	4.6
Black	3,777,621	100.0	4.0	13.3	25.3	48.0	9.4
Hispanic	4,776,905	100.0	8.4	11.9	24.8	45.9	9.0
Asian/Pacific Islander	1,015,150	100.0	26.6	20.9	19.7	17.6	15.1
American Indian/Alaska Native	117,102	100.0	13.4	25.0	27.5	29.8	4.3
Race/ethnicity unknown	247,188	100.0	16.4	25.8	29.5	27.1	1.2
Suburban							
White	9,239,268	100.0	52.3	30.3	12.9	3.3	1.3
Black	2,478,971	100.0	14.9	26.8	31.5	26.0	0.7
Hispanic	3,657,699	100.0	15.6	21.4	28.9	33.4	0.7
Asian/Pacific Islander	1,050,244	100.0	47.1	27.0	16.8	8.0	1.1
American Indian/Alaska Native	92,634	100.0	26.6	34.2	25.4	12.8	1.0
Race/ethnicity unknown	351,993	100.0	35.6	30.9	20.6	11.3	1.6
Town							
White	3,974,415	100.0	14.7	44.7	33.6	6.0	1.0
Black	651,595	100.0	3.2	16.8	39.2	40.4	0.4
Hispanic	951,609	100.0	6.7	21.5	38.1	33.3	0.5
Asian/Pacific Islander	112,906	100.0	13.6	45.5	31.5	8.6	0.8
American Indian/Alaska Native	126,060	100.0	9.2	29.7	38.1	22.2	0.8
Race/ethnicity unknown	83,745	100.0	10.1	32.0	43.6	12.5	1.9
Rural							
White	8,600,009	100.0	27.1	40.1	27.4	4.6	0.8
Black	1,258,166	100.0	12.1	27.0	34.5	25.8	0.6
Hispanic	1,389,640	100.0	17.3	27.6	33.3	21.3	0.6
Asian/Pacific Islander	283,510	100.0	48.2	31.2	15.2	4.4	0.9
American Indian/Alaska Native	248,958	100.0	7.7	20.6	32.8	37.9	0.9
Race/ethnicity unknown	152,873	100.0	31.0	35.6	24.9	7.4	1.1

[1] Includes students enrolled in schools that did not report free or reduced-price lunch eligibility.
[2] Includes students enrolled in schools that did not report school locale information.
NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. Percent detail may not sum to percent 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," 2009–10.

Table A-14-1. Percentage of public schools recording and reporting to the police at least one incident of crime that occurred at school, by type of incident: Selected school years, 1999–2000 through 2009–10

	Recorded incidents					Reported incidents to police				
Type of incident	1999–2000	2003–04	2005–06	2007–08	2009–10	1999–2000	2003–04	2005–06	2007–08	2009–10
Total	**86.4**	**88.5**	**85.7**	**85.5**	**85.0**	**62.5**	**65.2**	**60.9**	**62.0**	**60.0**
Violent incidents	71.4	81.4	77.7	75.5	73.8	36.0	43.6	37.7	37.8	39.9
Physical attack or fight without a weapon	63.7	76.7	74.3	72.7	70.5	25.8	35.6	29.2	28.2	34.3
Threat of physical attack without a weapon	52.2	53.0	52.2	47.8	46.4	18.9	21.0	19.7	19.5	15.2
Serious violent incidents	19.7	18.3	17.1	17.2	16.4	14.8	13.3	12.6	12.6	10.4
Rape or attempted rape	0.7	0.8	0.3	0.8	0.5	0.6	0.8	0.3	0.8	0.5
Sexual battery other than rape	2.5	3.0	2.8	2.5	2.3	2.3	2.6	2.6	2.1	1.4
Physical attack or fight with a weapon	5.2	4.0	3.0	3.0	3.9	3.9	2.8	2.2	2.1	2.2
Threat of physical attack with a weapon	11.1	8.6	8.8	9.3	7.7	8.5	6.0	5.9	5.7	4.5
Robbery with a weapon	0.5 !	0.6	0.4	0.4 !	0.2	0.3 !	0.6	0.4	0.4 !	0.2
Robbery without a weapon	5.3	6.3	6.4	5.2	4.4	3.4	4.2	4.9	4.1	3.5
Theft/larceny[1]	45.6	46.0	46.0	47.3	44.1	28.5	30.5	27.9	31.0	25.4
Other incidents	72.7	64.0	68.2	67.4	68.1	52.0	50.0	50.6	48.7	46.3
Possession of a firearm/explosive device	5.5	6.1	7.2	4.7	4.7	4.5	4.9	5.5	3.6	3.1
Possession of a knife or sharp object	42.6	—	42.8	40.6	39.7	23.0	—	25.0	23.3	20.0
Distribution of illegal drugs	12.3	12.9	—	—	—	11.4	12.4	—	—	—
Possession or use of alcohol or illegal drugs	26.6	29.3	—	—	—	22.2	26.0	—	—	—
Distribution, possession, or use of illegal drugs	—	—	25.9	23.2	24.6	—	—	22.8	20.7	21.4
Inappropriate distribution, possession, or use of prescription drugs	—	—	—	—	12.1	—	—	—	—	9.6
Distribution, possession, or use of alcohol	—	—	16.2	14.9	14.1	—	—	11.6	10.6	10.0
Student sexual harassment of other students	36.3	—	—	—	—	14.7	—	—	—	—
Vandalism	51.4	51.4	50.5	49.3	45.8	32.7	34.3	31.9	30.8	26.8

— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
[1] Theft/larceny (taking things worth over $10 without personal confrontation) includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.
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 Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010.

Table A-14-2. Percentage of public schools recording incidents of crime that occurred at school, by type of incident, number of incidents, and selected school characteristics: School year 2009–10

	Violent incidents[1]						Serious violent incidents[2]					Theft[3]	Other[4]
		Number of incidents						Number of incidents					
School characteristic	At least one	None	1–2	3–9	10–19	20 or more	At least one	None	1–2	3–9	10 or more	At least one	At least one
Total	**73.8**	**26.2**	**7.6**	**29.0**	**17.8**	**19.4**	**16.4**	**83.6**	**10.9**	**4.0**	**1.5**	**44.1**	**68.1**
School level													
Primary	64.4	35.6	7.6	31.5	13.8	11.4	13.0	87.0	8.6	3.5	0.9 !	25.7	57.3
Middle	90.5	9.5	6.0	25.8	24.4	34.3	18.9	81.1	13.1	3.9	1.9	65.2	81.9
High school	90.9	9.1	8.4	22.7	25.1	34.8	27.6	72.4	16.3	8.4	2.9	82.6	92.2
Combined	73.7	26.3	10.3 !	29.0	18.6	15.8	15.5	84.5	12.5	‡	‡	60.5	72.5
Enrollment size													
Less than 300	62.8	37.2	12.7	32.3	10.6	7.3	10.4	89.6	6.9	2.7 !	‡	30.7	55.3
300–499	71.3	28.7	8.2	29.2	17.9	16.0	15.7	84.3	11.6	3.3	‡	36.4	63.3
500–999	76.4	23.6	5.2	30.7	20.8	19.8	15.9	84.1	10.7	3.8	1.4 !	46.7	72.5
1,000 or more	95.4	4.6	3.6	15.6	22.6	53.7	32.8	67.2	17.9	9.7	5.2	84.9	94.3
Locale													
City	74.9	25.1	4.5	27.7	17.7	25.0	21.7	78.3	14.4	5.7	1.7	47.6	73.5
Suburb	73.5	26.5	6.3	29.7	18.3	19.3	15.5	84.5	9.9	3.6	2.0 !	43.1	66.1
Town	80.3	19.7	8.1	31.2	20.1	20.8	15.6	84.4	10.6	4.1	0.9 !	46.2	74.1
Rural	70.2	29.8	11.4	28.3	16.3	14.2	13.2	86.8	8.9	3.1	1.3 !	41.1	62.6
Racial/ethnic concentration													
More than 50 percent White	71.3	28.7	9.4	29.3	16.3	16.4	13.9	86.1	9.1	3.3	1.4	42.0	64.2
More than 50 percent Black	82.1	17.9	‡	24.9	26.2	29.3	21.0	79.0	13.4	6.1	‡	46.6	70.9
More than 50 percent Hispanic	76.7	23.3	5.9	29.8	18.0	22.9	20.9	79.1	14.1	5.1	1.7	48.3	76.8
Percentage of students in school eligible for free or reduced-price lunch													
0–25 percent	62.6	37.4	7.4	27.9	15.1	12.1	10.5	89.5	7.3	1.7	1.5 !	40.3	56.2
26–50 percent	76.0	24.0	9.0	30.5	17.6	18.9	16.2	83.8	11.3	3.9	1.0	48.8	68.2
51–75 percent	73.8	26.2	7.9	27.4	17.5	21.0	15.8	84.2	10.4	4.4	1.0 !	41.2	73.5
76–100 percent	81.4	18.6	5.9	30.0	20.8	24.7	22.9	77.1	14.2	6.0	2.7 !	45.5	72.1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Violent incidents include serious violent incidents (rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon), physical attack or fight without a weapon, and threat of physical attack without a weapon.
[2] Serious violent incidents include rape or attempted rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3] Theft/larceny (taking things worth over $10 without personal confrontation) includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.
[4] Other incidents include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.
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. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, locale, and poverty, see Appendix C – *Commonly Used Measures*. For more information on the School Survey on Crime and Safety (SSOCS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Indicator 15

Distance Education in Public High Schools

Table A-15-1. Percentage of public school districts with any high school students enrolled in distance education courses and number of student enrollments in distance education, by selected district characteristics: School years 2002–03, 2004–05, and 2009–10

District characteristic	Percent of public school districts with high school students enrolled in distance education			Number of public high school student enrollments in distance education		
	2002–03	2004–05	2009–10	2002–03	2004–05	2009–10
All public school districts	**30**	**30**	**53**	**222,090**	**309,630**	**1,348,920**
District enrollment size						
Less than 2,500	29	28	49	74,160	103,190	408,030 !
2,500 to 9,999	31	33	64	44,780	48,420	312,130
10,000 or more	47	48	73	103,150	157,440	628,760
Locale						
City	21	22	37	63,040 !	70,540	405,740
Suburban	22	27	45	62,170	136,260	434,260
Town	37	33	66	24,790	27,030	246,850 !
Rural	34	32	56	71,970	75,220	262,070
Region						
Northeast	18	17	38	17,420	16,860	71,330
Southeast	41	42	76	50,410	89,800	443,770
Central	38	35	60	60,560	70,450	416,550
West	25	27	48	93,700	132,520	417,270
Poverty concentration						
Less than 10 percent	27	29	52	57,310	80,150	231,890
10 to 19 percent	35	35	54	77,810	124,540	682,380
20 percent or more	36	32	54	83,100	78,590	434,640

! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. Poverty estimates for school districts were based on Title I data provided to the U.S. Department of Education by the U.S. Census Bureau. For more information on locale and region, see Appendix C – *Commonly Used Measures*. For more information on the Fast Response Survey System (FRSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Fast Response Survey System (FRSS), "Distance Education Courses for Public School Elementary and Secondary Students: 2002–03," FRSS 84, 2003; "Distance Education Courses for Public Elementary and Secondary School Students: 2004–05," FRSS 89, 2005; and "Distance Education Courses for Public Elementary and Secondary School Students: 2009–10," FRSS 98, 2010.

Table A-15-2. Percentage of public school districts that offered distance education, by locale and selected characteristics: School years 2004–05 and 2009–10

Selected characteristic	Total		Locale							
			City		Suburban		Town		Rural	
	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10
	Percent of the public school districts that offered distance education									
Delivery entities										
Postsecondary institution in the United States	47	50	35	30	46	37	48	44	49	61
Independent vendor in the United States	14	47	19	57	25	65	19	53	9	37
Online charter school administered by their district	4	4	‡	10 !	5 !	4 !	6 !	5 !	2 !	3 !
Other schools administered by their district	8	6	17 !	6	8	4	13 !	7	5	5
Their district	21	18	31	35	17	20	24	19	21	15
Another local school district, or schools in another district, in their state	33	21	15 !	8	20	10	26	17	41	29
Education service agencies within their state	15	16	8 !	5	12	17	16	14	16	17
State virtual school in their state	24	33	24	35	24	30	25	35	24	34
State virtual school in another state	6	6	‡	4	7	8	11 !	8	4	5
Districts or schools in other states	4	3	‡	1 !	2 !	3 !	6 !	4 !	4	2 !
Non-U.S.-based public or private entity	1 !	1	‡	2 !	‡	1 !	#	1 !	‡	1 !
Primary mode of instructional delivery										
Internet courses using synchronous computer-based instruction	13	14	8 !	14 !	14	10	13	13	13	15
Internet courses using asynchronous computer-based instruction	40	63	76	76	62	77	47	70	28	54
Two-way interactive video	41	17	13	3 !	22	3 !	38	10	52	26
Allowable access locations for internet-delivered courses										
School	61	83	73	83	70	85	64	84	55	83
Home	41	70	68	81	62	79	49	71	29	65
Other location	5	13	13 !	21	9	19	10	17	2	9
High school distance education options										
Students can take a full course load using only distance education	—	22	—	31	—	24	—	29	—	17
Students can fulfill all high school graduation requirements using only distance education courses courses	—	12	—	20	—	15	—	18	—	8

— Not available. In 2004–05, the survey did not include these questions.
Rounds to zero.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Distance education courses are defined as courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students. Percentages are based on districts with students enrolled in distance education courses. For delivery entities, response options in the questionnaire were "yes," "no," and "don't know." Only the "yes" options are shown in the table. For instructional delivery, *synchronous* refers to simultaneous, or "real time," instruction. For more information on the Fast Response Survey System (FRSS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Fast Response Survey System (FRSS), "Distance Education Courses for Public School Elementary and Secondary Students: 2004–05," FRSS 89, 2005; and "Distance Education Courses for Public Elementary and Secondary School Students: 2009–10," FRSS 98, 2010.

Public High School Retention Rates

Table A-16-1. Number and percentage distribution of public high schools and 12th-grade students, by student retention rate: Academic years 1990–91 through 2009–10

Academic year	Number						Percentage distribution					
			Low retention						Low retention			
	Total	Total low retention	10–50 percent retention	51–70 percent retention	71–90 percent retention	91–150 percent retention	Total	Total low retention	10–50 percent retention	51–70 percent retention	71–90 percent retention	91–150 percent retention
	Regular public schools											
1990–91	12,879	3,112	680	2,432	5,408	4,359	100.0	24.2	5.3	18.9	42.0	33.8
1991–92	12,764	2,917	562	2,355	5,291	4,556	100.0	22.9	4.4	18.5	41.5	35.7
1992–93	12,907	2,824	557	2,267	5,271	4,812	100.0	21.9	4.3	17.6	40.8	37.3
1993–94	12,877	3,004	617	2,387	5,206	4,667	100.0	23.3	4.8	18.5	40.4	36.2
1994–95	13,214	3,346	707	2,639	5,388	4,480	100.0	25.3	5.4	20.0	40.8	33.9
1995–96	13,401	3,704	848	2,856	5,596	4,101	100.0	27.6	6.3	21.3	41.8	30.6
1996–97	13,304	3,835	860	2,975	5,534	3,935	100.0	28.8	6.5	22.4	41.6	29.6
1997–98	13,767	4,013	917	3,096	5,844	3,910	100.0	29.1	6.7	22.5	42.4	28.4
1998–99	13,865	4,280	1,012	3,268	5,875	3,710	100.0	30.9	7.3	23.6	42.4	26.8
1999–2000	13,739	4,368	1,087	3,281	5,973	3,398	100.0	31.8	7.9	23.9	43.5	24.7
2000–01	14,123	4,581	1,157	3,424	6,103	3,439	100.0	32.4	8.2	24.2	43.2	24.4
2001–02	14,207	4,485	1,073	3,412	6,179	3,543	100.0	31.6	7.6	24.0	43.5	24.9
2002–03	14,408	4,256	1,041	3,215	6,228	3,924	100.0	29.5	7.2	22.3	43.2	27.2
2003–04	14,479	3,916	956	2,960	6,339	4,224	100.0	27.0	6.6	20.4	43.8	29.2
2004–05	14,541	3,995	982	3,013	6,134	4,412	100.0	27.5	6.8	20.7	42.2	30.3
2005–06	14,532	3,808	878	2,930	6,156	4,568	100.0	26.2	6.0	20.2	42.4	31.4
2006–07	14,766	3,783	893	2,890	6,178	4,805	100.0	25.6	6.0	19.6	41.8	32.5
2007–08	14,943	3,813	859	2,954	6,298	4,832	100.0	25.5	5.7	19.8	42.1	32.3
2008–09	15,217	3,912	888	3,024	6,435	4,870	100.0	25.7	5.8	19.9	42.3	32.0
2009–10	15,534	4,096	890	3,206	6,576	4,862	100.0	26.4	5.7	20.6	42.3	31.3
	12th-grade students											
1990–91	1,798,719	518,067	114,421	403,646	750,368	530,284	100.0	28.8	6.4	22.4	41.7	29.5
1991–92	1,822,315	490,219	100,218	390,001	762,372	569,724	100.0	26.9	5.5	21.4	41.8	31.3
1992–93	1,884,258	494,400	103,501	390,899	774,120	615,738	100.0	26.2	5.5	20.7	41.1	32.7
1993–94	1,882,804	538,419	115,328	423,091	761,452	582,933	100.0	28.6	6.1	22.5	40.4	31.0
1994–95	1,992,341	620,815	136,566	484,249	810,129	561,397	100.0	31.2	6.9	24.3	40.7	28.2
1995–96	2,024,841	666,828	161,833	504,995	834,130	523,883	100.0	32.9	8.0	24.9	41.2	25.9
1996–97	2,055,853	704,112	167,037	537,075	850,228	501,513	100.0	34.2	8.1	26.1	41.4	24.4
1997–98	2,222,509	758,106	171,159	586,947	928,202	536,201	100.0	34.1	7.7	26.4	41.8	24.1
1998–99	2,267,627	794,923	196,119	598,804	946,823	525,881	100.0	35.1	8.6	26.4	41.8	23.2
1999–2000	2,270,127	813,769	205,102	608,667	961,282	495,076	100.0	35.8	9.0	26.8	42.3	21.8
2000–01	2,369,836	844,788	216,551	628,237	1,004,888	520,160	100.0	35.6	9.1	26.5	42.4	21.9
2001–02	2,425,255	829,249	198,284	630,965	1,028,742	567,264	100.0	34.2	8.2	26.0	42.4	23.4
2002–03	2,526,180	805,402	193,918	611,484	1,073,273	647,505	100.0	31.9	7.7	24.2	42.5	25.6
2003–04	2,574,332	774,576	187,378	587,198	1,091,764	707,992	100.0	30.1	7.3	22.8	42.4	27.5
2004–05	2,618,898	789,553	194,903	594,650	1,091,069	738,276	100.0	30.1	7.4	22.7	41.7	28.2
2005–06	2,659,715	757,779	165,364	592,415	1,115,184	786,752	100.0	28.5	6.2	22.3	41.9	29.6
2006–07	2,736,581	747,196	165,488	581,708	1,161,182	828,203	100.0	27.3	6.0	21.3	42.4	30.3
2007–08	2,818,130	775,145	151,885	623,260	1,194,433	848,552	100.0	27.5	5.4	22.1	42.4	30.1
2008–09	2,865,977	754,570	151,323	603,247	1,229,045	882,362	100.0	26.3	5.3	21.0	42.9	30.8
2009–10	2,910,437	755,303	134,622	620,681	1,248,987	906,147	100.0	26.0	4.6	21.3	42.9	31.1

NOTE: Retention rate is defined as the number of 12th-grade students in a given academic year divided by the number of 9th-grade students 4 years prior (the base year). Includes only regular public schools that had 10 or more 9th-grade students in the base year and 10 or more 12th-grade students in the academic year shown. Retention rates were limited to between 10 and 150 percent to eliminate outliers. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. 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," 1990–91 through 2009–10.

Table A-16-2. Number and percentage distribution of public high schools, by student retention rate and selected school characteristics: Academic year 2009–10

School characteristic	Number						Percentage distribution					
			Low retention						Low retention			
	Total	Total low retention	10–50 percent retention	51–70 percent retention	71–90 percent retention	91–150 percent retention	Total	Total low retention	10–50 percent retention	51–70 percent retention	71–90 percent retention	91–150 percent retention
Enrollment size												
Under 300	4,008	799	220	579	1,586	1,623	100.0	19.9	5.5	14.4	39.6	40.5
300–499	2,772	729	155	574	1,236	807	100.0	26.3	5.6	20.7	44.6	29.1
500–999	3,646	1,044	217	827	1,618	984	100.0	28.6	6.0	22.7	44.4	27.0
1,000 or more	5,191	1,555	311	1,244	2,154	1,482	100.0	30.0	6.0	24.0	41.5	28.5
Percentage of students in school eligible for free or reduced-price lunch												
0–25 percent	3,525	199	23	176	1,313	2,013	100.0	5.6	0.7	5.0	37.2	57.1
26–50 percent	6,168	1,145	104	1,041	3,128	1,895	100.0	18.6	1.7	16.9	50.7	30.7
51–75 percent	3,723	1,523	274	1,249	1,576	624	100.0	40.9	7.4	33.5	42.3	16.8
76–100 percent	1,542	928	362	566	419	195	100.0	60.2	23.5	36.7	27.2	12.6
Missing/school did not participate	488	256	105	151	117	115	100.0	52.5	21.5	30.9	24.0	23.6
Racial/ethnic concentration												
More than 50 percent White	11,038	1,752	165	1,587	5,008	4,278	100.0	15.9	1.5	14.4	45.4	38.8
More than 50 percent Black	1,587	1,061	410	651	405	121	100.0	66.9	25.8	41.0	25.5	7.6
More than 50 percent Hispanic	1,368	662	183	479	528	178	100.0	48.4	13.4	35.0	38.6	13.0
Locale												
City	3,013	1,500	545	955	969	544	100.0	49.8	18.1	31.7	32.2	18.1
Suburban	3,161	707	137	570	1,238	1,216	100.0	22.4	4.3	18.0	39.2	38.5
Town	2,242	527	43	484	1,109	606	100.0	23.5	1.9	21.6	49.5	27.0
Rural	7,201	1,393	178	1,215	3,278	2,530	100.0	19.3	2.5	16.9	45.5	35.1
Region												
Northeast	2,652	527	175	352	983	1,142	100.0	19.9	6.6	13.3	37.1	43.1
Midwest	4,846	941	259	682	1,798	2,107	100.0	19.4	5.3	14.1	37.1	43.5
South	5,284	1,963	300	1,663	2,536	785	100.0	37.1	5.7	31.5	48.0	14.9
West	2,835	696	169	527	1,277	862	100.0	24.6	6.0	18.6	45.0	30.4

NOTE: Retention rate is defined as the number of 12th-grade students in a given academic year divided by the number of 9th-grade students 4 years prior. Includes only regular public schools that had 10 or more 9th-grade students in 2005–06 and 10 or more 12th-grade students in 2009–10. Retention rates were limited to between 10 and 150 percent to eliminate outliers. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on free or reduced-price lunch, race/ethnicity, locale, and region, see Appendix C – *Commonly Used Measures*. 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," 2009–10.

Characteristics of Full-Time Teachers

Table A-17-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected teacher characteristics: School years 2003–04 and 2007–08

	All teachers					
	2003–04			2007–08		
Teacher characteristic	All	Public	Private	All	Public	Private
Total, number	**3,314,700**	**2,948,200**	**366,500**	**3,501,400**	**3,114,700**	**386,800**
Total, percentage	**100.0**	**88.9**	**11.1**	**100.0**	**89.0**	**11.0**
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	25.2	25.5	23.1	24.9	24.8	25.5
Female	74.8	74.5	76.9	75.1	75.2	74.5
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	17.1	16.7	20.4	18.2	18.2	17.9
30–39	24.3	24.6	21.9	26.1	26.4	23.1
40–49	25.5	25.7	24.1	23.6	23.7	23.1
50–59	28.9	29.2	26.2	25.7	25.7	25.5
60 and over	4.2	3.9	7.4	6.4	5.9	10.5
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0
White	83.3	82.7	87.9	82.9	82.5	86.1
Black	7.8	8.2	4.3	6.9	7.3	4.3
Hispanic	6.2	6.4	4.5	7.2	7.3	6.0
Asian	1.4	1.3	1.9	1.3	1.2	2.2
Native Hawaiian/Pacific Islander	0.2	0.2	0.2 !	0.2	0.2	0.3 !
American Indian/Alaska Native	0.5	0.5	‡	0.5	0.5	0.4
Two or more races	0.7	0.7	0.7 !	0.9	0.9	0.7
Locale	—	—	—	100.0	100.0	100.0
City	—	—	—	28.1	26.3	42.3
Suburban	—	—	—	35.0	34.8	36.3
Town	—	—	—	13.2	13.9	7.7
Rural	—	—	—	23.8	25.1	13.7
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	1.7 !	1.0	‡	1.5	0.8	7.0
Bachelor's	52.1	51.3	58.5	49.1	48.2	56.1
Postbaccalaureate	46.1	47.6	34.1	49.5	51.0	36.8
Master's	39.3	40.6	28.9	42.8	44.1	32.1
Education specialist or professional diploma	5.6	5.9	3.3	5.7	6.1	2.6
Doctor's or first-professional	1.2	1.1	1.9	1.0	0.8	2.1
Average base salary, in constant 2010–11 dollars	$51,000	$52,700	$37,500	$50,300	$51,800	$37,800
Base salary, in constant 2010–11 dollars, percentage	100.0	100.0	100.0	100.0	100.0	100.0
Less than $30,000	5.1	1.9	30.6	4.9	1.9	28.8
$30,000–$44,999	34.7	33.7	42.8	39.2	38.3	45.8
$45,000–$59,999	35.5	37.4	20.0	32.6	34.3	18.4
$60,000–$74,999	16.0	17.4	5.2	15.3	16.6	5.2
$75,000 or more	8.7	9.6	1.5	8.1	8.8	1.7

See notes at end of table.

Table A-17-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected teacher characteristics: School years 2003–04 and 2007–08—Continued

	Elementary					
	2003–04			2007–08		
Teacher characteristic	All	Public	Private	All	Public	Private
Total, number	**2,062,600**	**1,884,600**	**178,000**	**2,103,400**	**1,936,400**	**166,900**
Total, percentage	**100.0**	**91.4**	**8.6**	**100.0**	**92.1**	**7.9**
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	15.9	16.3	12.1	15.4	15.6	12.8
Female	84.1	83.7	87.9	84.6	84.4	87.2
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	17.6	17.4	19.3	18.7	18.7	18.6
30–39	24.1	24.5	19.9	26.3	26.8	20.9
40–49	25.7	25.8	25.1	23.8	23.9	22.2
50–59	28.7	28.8	27.6	25.6	25.4	28.2
60 and over	3.8	3.4	8.1 !	5.6	5.2	10.2
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0
White	82.0	81.6	86.3	82.3	82.0	85.7
Black	8.5	8.8	5.5	7.2	7.4	5.2
Hispanic	6.8	7.0	4.8	7.7	7.9	6.0
Asian	1.4	1.3	1.9	1.3	1.3	2.0
Native Hawaiian/Pacific Islander	0.2	0.2	0.2 !	0.2 !	0.2 !	0.2 !
American Indian/Alaska Native	0.4	0.4	0.5 !	0.4	0.4	0.4 !
Two or more races	0.8	0.7	‡	0.8	0.9	0.5 !
Locale	—	—	—	100.0	100.0	100.0
City	—	—	—	28.4	27.2	42.0
Suburban	—	—	—	35.9	35.5	40.4
Town	—	—	—	13.3	13.6	9.0
Rural	—	—	—	22.4	23.6	8.6
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	1.0	0.3	7.6	0.8	0.2	7.1
Bachelor's	53.8	52.7	65.1	50.7	49.6	63.3
Postbaccalaureate	45.2	46.9	27.3	48.5	50.1	29.7
Master's	38.5	40.0	23.3	42.3	43.6	27.3
Education specialist or professional diploma	5.9	6.1	3.3	5.7	6.0	1.9
Doctor's or first-professional	0.8	0.8	0.8	0.5	0.5	0.5 !
Average base salary, in constant 2010–11 dollars	$51,200	$52,700	$35,400	$50,300	$51,600	$35,600
Base salary, in constant 2010–11 dollars, percentage	100.0	100.0	100.0	100.0	100.0	100.0
Less than $30,000	4.2	1.5	33.0	4.0	1.6	31.8
$30,000–$44,999	34.6	33.3	48.7	40.1	39.1	51.5
$45,000–$59,999	36.3	38.3	15.4	32.8	34.5	13.4
$60,000–$74,999	16.3	17.7	2.2	15.1	16.2	2.6
$75,000 or more	8.5	9.2	0.7 !	7.9	8.5	0.7 !

See notes at end of table.

Characteristics of Full-Time Teachers

Table A-17-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected teacher characteristics: School years 2003–04 and 2007–08—Continued

	Secondary					
	2003–04			2007–08		
Teacher characteristic	All	Public	Private	All	Public	Private
Total, number	**970,600**	**910,300**	**60,400**	**1,093,400**	**1,032,800**	**60,600**
Total, percentage	**100.0**	**93.8**	**6.2**	**100.0**	**94.5**	**5.5**
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	43.5	43.2	48.2	41.7	41.3	47.1
Female	56.5	56.8	51.8	58.3	58.7	52.9
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 30	15.6	15.3	20.5	17.6	17.5	18.6
30–39	24.7	24.8	23.2	25.6	26.0	17.9
40–49	24.9	25.0	22.5	23.2	23.3	20.6
50–59	29.9	30.1	25.8	26.2	26.1	27.3
60 and over	4.9	4.7	7.9	7.5	7.0	15.6
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0
White	84.5	84.2	90.0	83.5	83.1	89.6
Black	7.2	7.5	2.7 !	6.7	7.0	1.9 !
Hispanic	5.5	5.5	4.6	6.9	7.0	5.7
Asian	1.4	1.3	1.7 !	1.3	1.3	1.7 !
Native Hawaiian/Pacific Islander	0.2	0.2	‡	0.2 !	0.2 !	‡
American Indian/Alaska Native	0.5	0.6	‡	0.5	0.5	‡
Two or more races	0.7	0.7	‡	0.9	0.9	‡
Locale	—	—	—	100.0	100.0	100.0
City	—	—	—	27.2	25.9	49.3
Suburban	—	—	—	35.9	36.2	31.5
Town	—	—	—	14.4	14.9	5.4
Rural	—	—	—	22.4	22.9	13.8
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	2.5	2.4	3.0	1.8	1.8	‡
Bachelor's	47.3	47.4	46.0	44.6	44.5	46.3
Postbaccalaureate	50.2	50.2	51.1	53.6	53.7	52.3
Master's	42.7	42.6	43.8	45.9	45.9	45.0
Education specialist or professional diploma	5.6	5.8	3.6	6.2	6.3	4.4
Doctor's or first-professional	1.9	1.8	3.6	1.6	1.5	2.9 !
Average base salary, in constant 2010–11 dollars	$53,200	$53,800	$43,900	$52,700	$53,100	$44,600
Base salary, in constant 2010–11 dollars, percentage	100.0	100.0	100.0	100.0	100.0	100.0
Less than $30,000	2.2	1.6	11.8	1.9	1.4	9.9
$30,000–$44,999	33.0	32.3	44.3	35.9	35.2	48.3
$45,000–$59,999	36.6	36.9	31.3	34.7	35.0	28.3
$60,000–$74,999	17.6	18.1	10.1	17.8	18.3	9.5
$75,000 or more	10.6	11.1	2.5	9.7	10.0	4.1

— Not available.
† Not applicable.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
NOTE: Included in the total but not shown separately are full-time teachers in combined schools. There were 3.3 million full-time teachers in 2003–04 and 3.5 million full-time teachers in 2007–08. This analysis focuses on full-time teachers who taught in elementary and secondary schools. These teachers made up 89 percent of all teachers in public and private schools in 2003–04 and 82 percent in 2007–08. *Less than bachelor's* includes teachers with an associate's degree, those with a vocational certificate, and those without a postsecondary degree. *Education specialist/professional diploma* includes teachers with a certificate of advanced graduate studies. For the definition of first-professional degrees and a list of these degrees, see Appendix D – *Glossary*. Average base salary was calculated in 2010–11 school year constant dollars and adjusted using the Consumer Price Index (CPI). For more information on the CPI, see Appendix C – *Finance*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*. 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," 2003–04 and 2007–08.

This indicator continues on page 184.

Characteristics of Full-Time Teachers

Table A-17-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 2003–04 and 2007–08

	All teachers					
	2003–04			2007–08		
Teaching characteristic	All	Public	Private	All	Public	Private
Total, number	**3,314,700**	**2,948,200**	**366,500**	**3,501,400**	**3,114,700**	**386,800**
Total, percentage	**100.0**	**88.9**	**11.1**	**100.0**	**89.0**	**11.0**
Years of teaching experience, percentage						
3 or fewer	16.7	15.9	22.6	17.4	17.1	20.4
4–9	27.0	27.0	27.1	27.8	27.8	27.5
10–19	26.4	26.5	25.9	27.5	27.8	24.9
20 or more	29.9	30.6	24.4	27.3	27.3	27.2
Average years of teaching experience, number	13.9	14.1	12.7	13.5	13.5	13.4
Main teaching assignment						
Elementary-level teachers						
General	37.3	36.6	43.0	34.6	34.1	38.7
English	1.9	1.9	1.7	2.6	2.6	2.6
English as a second language	0.6	0.6	‡	0.5	0.5	‡
Mathematics	0.7	0.6	1.3	0.8	0.7	1.4
Special education	6.3	6.7	2.5	5.8	6.3	1.9
Other	5.6	5.2	8.7	5.6	5.2	9.3
Secondary-level teachers						
English	8.6	8.7	8.5	9.2	9.4	8.1
English as a second language	0.5	0.5	‡	0.5	0.5	‡
Foreign language	2.4	2.2	3.9	2.4	2.1	4.5
Mathematics	6.9	6.9	7.1	7.8	7.8	7.3
Science	6.2	6.2	5.9	6.1	6.0	6.5
Social sciences	5.8	5.8	5.9	6.5	6.5	6.7
Special education	4.9	5.4	1.4	4.6	5.0	1.4
Vocational/technical	4.8	5.3	0.9	4.4	4.9	0.8
Other	7.5	7.3	9.0	8.5	8.2	10.5
Certification type						
Regular	83.5	88.0	47.5	84.7	89.1	49.6
Probationary	3.4	3.7	1.3	3.6	3.8	2.1
Provisional	4.2	4.3	2.9	—	—	—
Temporary	2.2	2.2	1.7	4.0	4.1	3.4
Waiver or emergency	0.6	0.6	0.5	2.0	2.1	1.2
No certification	6.2	1.2	46.1	5.7	1.0	43.8

See notes at end of table.

Table A-17-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 2003–04 and 2007–08—Continued

	Elementary					
	2003–04			2007–08		
Teaching characteristic	All	Public	Private	All	Public	Private
Total, number	**2,062,600**	**1,884,600**	**178,000**	**2,103,400**	**1,936,400**	**166,900**
Total, percentage	**100.0**	**91.4**	**8.6**	**100.0**	**92.1**	**7.9**
Years of teaching experience, percentage						
3 or fewer	16.3	15.8	21.4	17.3	17.0	20.2
4–9	27.1	27.2	26.2	27.9	28.0	25.9
10–19	27.0	27.1	26.7	27.8	27.9	25.5
20 or more	29.6	29.9	25.7	27.1	27.0	28.5
Average years of teaching experience, number	13.9	14.0	13.1	13.5	13.5	13.7
Main teaching assignment						
Elementary-level teachers						
General	56.3	55.4	65.8	53.8	53.1	61.9
English	2.8	2.8	2.6	4.0	4.0	4.0
English as a second language	0.9	1.0	‡	0.8	0.9	‡
Mathematics	1.0	0.9	2.2	1.2	1.1	2.3
Special education	8.9	9.6	‡	8.7	9.3	1.4
Other	8.2	7.7	13.5	8.6	8.0	15.8
Secondary-level teachers						
English	5.1	5.2	4.6	5.2	5.2	4.7
English as a second language	0.4	0.4	‡	0.3	0.4	‡
Foreign language	0.6	0.7	0.3 !	0.4	0.4	0.6
Mathematics	3.5	3.5	2.9	4.2	4.3	2.6
Science	3.3	3.4	2.0	2.8	2.8	3.0
Social sciences	2.6	2.6	3.0	3.4	3.5	2.2
Special education	2.3	2.5	‡	2.0	2.2	‡
Vocational/technical	1.3	1.4	‡	0.8	0.9	‡
Other	2.8	3.0	1.1	3.8	4.0	1.3
Certification type						
Regular	86.0	88.9	54.6	87.4	89.9	57.8
Probationary	3.4	3.5	1.5	3.5	3.6	2.6
Provisional	3.9	3.9	3.8	—	—	—
Temporary	2.0	2.0	1.9 !	4.0	4.1	3.0
Waiver or emergency	0.6	0.6	0.4 !	1.7	1.7	1.7
No certification	4.2	1.0	37.9	3.4	0.7	34.9

See notes at end of table.

Characteristics of Full-Time Teachers

Table A-17-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 2003–04 and 2007–08—Continued

	Secondary					
	2003–04			2007–08		
Teaching characteristic	All	Public	Private	All	Public	Private
Total, number	**970,600**	**910,300**	**60,400**	**1,093,400**	**1,032,800**	**60,600**
Total, percentage	**100.0**	**93.8**	**6.2**	**100.0**	**94.5**	**5.5**
Years of teaching experience, percentage						
3 or fewer	16.4	16.0	23.0	16.8	16.8	16.4
4–9	26.7	26.7	28.0	28.0	28.0	26.9
10–19	25.1	25.3	21.2	27.3	27.4	25.3
20 or more	31.8	32.0	27.8	28.0	27.8	31.4
Average years of teaching experience, number	14.3	14.4	13.1	13.7	13.6	15.2
Main teaching assignment						
Elementary-level teachers						
General	0.2	0.2	‡	0.2 !	0.2 !	‡
English	#	0.1 !	‡	0.1 !	0.1 !	‡
English as a second language	‡	‡	‡	‡	‡	‡
Mathematics	‡	‡	‡	0.1 !	0.1 !	‡
Special education	0.5	0.6	‡	0.6	0.6	‡
Other	0.4	0.4	‡	0.2	0.2	‡
Secondary-level teachers						
English	15.7	15.5	17.5	16.8	16.8	15.3
English as a second language	0.8	0.8	‡	0.9	0.9	‡
Foreign language	5.8	5.5	11.6	5.6	5.4	9.6
Mathematics	13.5	13.5	14.3	14.3	14.3	13.7
Science	11.9	11.8	13.5	12.1	11.9	14.8
Social sciences	12.2	12.2	12.3	12.2	12.2	13.4
Special education	10.1	10.7	1.9 !	9.3	9.7	2.3 !
Vocational/technical	12.5	13.1	3.3	11.5	12.1	2.8
Other	16.2	15.7	24.8	16.1	15.5	26.1
Certification type						
Regular	83.8	86.5	43.0	86.1	88.0	54.8
Probationary	3.8	4.0	1.1 !	4.0	4.1	1.6
Provisional	4.7	4.9	1.9	—	—	—
Temporary	2.5	2.5	2.1 !	3.7	3.9	1.4 !
Waiver or emergency	0.7	0.7	‡	2.7	2.8	0.9 !
No certification	4.5	1.4	51.5	3.5	1.3	41.4

— Not available.
Rounds to zero.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
NOTE: Included in the total but not shown separately are full-time teachers in combined schools. The Schools and Staffing Survey questionnaire was redesigned in 2007–08; the teacher certification question no longer included provisional certification as an option. *Probationary* refers to a teaching certificate granted to those who have satisfied all requirements for certification except the completion of a probationary period. *No certification* refers to those who do not hold a teaching certificate in the state in which they currently teach. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*. 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," 2003–04 and 2007–08.

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Characteristics of School Principals

Table A-18-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999–2000 and 2007–08

	All principals					
	1999–2000			2007–08		
Principal characteristic	Total	Public	Private	Total	Public	Private
Total, number	**110,000**	**83,800**	**26,200**	**118,400**	**90,500**	**28,000**
Total, percentage	**100.0**	**76.2**	**23.8**	**100.0**	**76.4**	**23.6**
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	53.7	56.2	45.4	49.0	49.7	46.7
Female	46.3	43.8	54.6	51.0	50.3	53.3
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 40	11.1	10.1	14.3	18.6	19.1	17.0
40–44	12.7	12.5	13.2	14.0	14.7	11.6
45–49	22.6	23.4	19.9	14.4	15.1	12.2
50–54	30.0	32.4	22.3	18.5	19.4	15.7
55 and over	23.7	21.6	30.4	34.4	31.6	43.5
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0
White	83.9	82.3	88.9	82.4	80.9	87.3
Black	9.8	11.0	6.0	9.7	10.6	6.5
Hispanic	4.7	5.2	3.2	5.9	6.5	4.0
Asian	0.9	0.8	1.3	0.8	0.6	1.2
Native Hawaiian/ Pacific Islander	—	—	—	0.1 !	0.1 !	‡
American Indian/Alaska Native	0.7	0.8	0.6	0.6	0.7	‡
Two or more races	—	—	—	0.6	0.5 !	0.7 !
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0
Bachelor's or less	8.7	1.8	30.7	8.8	1.5	32.6
Master's	53.4	54.2	51.0	58.5	61.1	50.2
Education specialist or professional diploma	28.1	33.8	9.9	24.5	29.0	10.0
Doctor's or first-professional	9.8	10.2	8.5	8.1	8.4	7.2
Number of years as a principal	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	29.6	29.9	28.7	34.4	34.8	32.9
4–9	29.9	30.9	26.]6	33.2	35.5	25.9
10–19	27.8	27.7	28.0	22.7	22.6	23.0
20 or more	12.7	11.4	16.6	9.7	7.0	18.3
Number of years of teaching experience prior to becoming a principal	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	9.9	5.4	24.0	10.1	4.6	28.1
4–9	29.7	30.1	28.5	31.5	33.4	25.1
10–19	43.1	46.4	32.5	41.1	44.4	30.4
20 or more	17.3	18.1	15.0	17.2	17.5	16.4
Median annual salary, in constant 2010–11 dollars	$79,700	$84,900	$50,400	$83,500	$88,200	$52,200

See notes at end of table.

Table A-18-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

	Elementary					
	1999–2000			2007–08		
Principal characteristic	Total	Public	Private	Total	Public	Private
Total, number	**75,900**	**60,100**	**15,800**	**78,500**	**62,300**	**16,100**
Total, percentage	**100.0**	**79.2**	**20.8**	**100.0**	**79.5**	**20.5**
Sex	100.0	100.0	100	100.0	100.0	100.0
Male	44.9	48.2	32.4	40.1	41.1	36.3
Female	55.1	51.8	67.6	59.9	58.9	63.7
Age	100.0	100.0	100	100.0	100.0	100.0
Under 40	10.5	9.9	12.9	18.5	19.2	15.9
40–44	12.5	12.6	12.5	13.9	14.8	10.5
45–49	22.6	23.7	18.6	14.4	14.8	13.2
50–54	30.0	32.0	22.4	17.7	18.6	14.3
55 and over	24.3	21.8	33.6	35.4	32.6	46.1
Race/ethnicity	100.0	100.0	100	100.0	100.0	100.0
White	82.2	81.2	86.2	80.7	79.5	85.4
Black	11.1	11.8	8.1	10.1	10.9	6.9
Hispanic	5.1	5.6	3.2	7.0	7.6	5.1
Asian	1.0	0.7	1.9	0.9	0.7 !	1.6
Native Hawaiian/ Pacific Islander	—	—	—	0.1 !	‡	‡
American Indian/Alaska Native	0.6	0.7	0.6 !	0.6 !	0.7 !	‡
Two or more races	—	—	—	0.5	0.5 !	0.8 !
Highest degree earned	100.0	100.0	100	100.0	100.0	100.0
Bachelor's or less	7.6	1.8	29.3	7.6	1.2	32.2
Master's	54.1	53.9	54.7	59.4	61.3	52.0
Education specialist or professional diploma	29.5	34.6	9.9	25.3	29.1	10.5
Doctor's or first-professional	8.9	9.7	6.1	7.7	8.3	5.2
Number of years as a principal	100.0	100.0	100	100.0	100.0	100.0
3 or fewer	29.6	29.5	29.9	34.0	34.1	33.5
4–9	28.9	30.0	24.8	33.2	35.3	25.0
10–19	28.5	28.5	28.5	22.9	23.0	22.7
20 or more	13.0	12.0	16.8	9.9	7.6	18.7
Number of years of teaching experience prior to becoming a principal	100.0	100.0	100	100.0	100.0	100.0
3 or fewer	7.8	4.9	18.8	7.9	3.2	25.9
4–9	29.1	29.5	27.4	31.0	33.0	23.1
10–19	44.8	47.1	36	43.5	46.2	33.0
20 or more	18.4	18.5	17.8	17.6	17.5	17.9
Median annual salary, in constant 2010–11 dollars	$79,600	$84,800	$47,000	$83,500	$87,700	$52,200

See notes at end of table.

Table A-18-1. Number and percentage distribution of school principals, by school level, school type, and selected principal characteristics: School years 1999–2000 and 2007–08—Continued

	Secondary					
	1999–2000			2007–08		
Principal characteristic	Total	Public	Private	Total	Public	Private
Total, number	**23,100**	**20,500**	**2,600**	**24,500**	**21,600**	**2,900**
Total, percentage	**100.0**	**88.6**	**11.4**	**100.0**	**88.0**	**12.0**
Sex	100.0	100.0	100.0	100.0	100.0	100.0
Male	76.9	78.2	66.3	70.6	71.5	64.4
Female	23.1	21.8	33.7	29.4	28.5	35.6
Age	100.0	100.0	100.0	100.0	100.0	100.0
Under 40	9.9	10.0	9.6	18.7	19.0	16.2
40–44	13.1	12.9	14.6	14.4	14.6	12.9
45–49	22.8	23.1	20.4	15.1	15.4	12.8
50–54	32.8	33.5	28.0	21.0	21.5	17.3
55 and over	21.4	20.6	27.3	30.8	29.5	40.8
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0
White	86.6	85.6	94.5	85.0	84.1	91.2
Black	7.6	8.4	‡	9.2	9.8	4.9 !
Hispanic	4.0	4.1	3.1 !	4.1	4.5	‡
Asian	0.7 !	0.8 !	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	—	—	—	0.1 !	0.1 !	‡
American Indian/Alaska Native	1.1	1.1	‡	0.6 !	0.4 !	‡
Two or more races	—	—	—	‡	‡	‡
Highest degree earned	100.0	100.0	100.0	100.0	100.0	100.0
Bachelor's or less	2.9	1.4	14.5	3.3	1.3 !	18.0
Master's	56.1	55.7	58.6	60.8	61.0	59.5
Education specialist or professional diploma	29.5	31.3	16.0	26.6	28.6	11.8
Doctor's or first-professional	11.5	11.6	10.9	9.3	9.1	10.7
Number of years as a principal	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	29.6	30.3	23.4	35.0	35.5	31.0
4–9	33.5	33.7	32.0	35.6	36.6	28.8
10–19	26.2	25.9	28.8	22.7	22.5	24.3
20 or more	10.8	10.1	15.8	6.6	5.4	15.9
Number of years of teaching experience prior to becoming a principal	100.0	100.0	100.0	100.0	100.0	100.0
3 or fewer	7.4	6.4	15.5	8.4	6.8	20.4
4–9	31.1	31.6	27.3	34.5	34.9	31.5
10–19	44.0	44.8	37.7	39.7	41.5	26.7
20 or more	17.5	17.2	19.6	17.4	16.8	21.4
Median annual salary, in constant 2010–11 dollars	$86,500	$88,600	$67,800	$89,800	$91,900	$68,900

— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.
NOTE: Included in the total but not shown separately are principals in combined schools. This analysis focuses on principals in elementary and secondary schools. These principals made up 90 percent of all principals in 1999–2000 and 87 percent in 2007–08. Race categories exclude persons of Hispanic ethnicity. In 1999–2000, "Asian" and "Native Hawaiian/Pacific Islander" were not reported separately; therefore, "Native Hawaiian/Pacific Islander" is included in "Asian." Respondents were not able to report two or more races in the 1999–2000 questionnaire. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. *Education specialist or professional diploma* is a certificate of advanced graduate studies that advances educators in their instructional leadership skills beyond the master's level of competence. For a list of first-professional degrees, see Appendix D – *Glossary*. Annual salary was calculated in 2010–11 school year constant dollars and adjusted using the Consumer Price Index (CPI). For more information on the CPI, see Appendix C – *Finance*. Detail may not sum to totals because of rounding. For more information on the Schools and Staffing Survey (SASS), see Appendix B – *Guide to Sources*.
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.

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Indicator 19
Public School Revenue Sources

Table A-19-1. Total revenues, gross domestic product, and percentage distribution for public elementary and secondary schools, by revenue source: School years 1988–89 through 2008–09

	Revenues, in millions of constant 2010–11 dollars						Gross domestic product in millions of constant 2010 dollars	Percentage distribution					
				Local							Local		
Year	Total	Federal	State	Total	From property taxes	From other sources		Total	Federal	State	Total	From property taxes	From other sources
1988–99	$350,238	$21,709	$167,386	$161,142	$125,353	$35,789	$8,441,162	100.0	6.2	47.8	46.0	35.8	10.2
1989–90	363,081	22,112	171,033	169,936	130,345	39,591	8,743,950	100.0	6.1	47.1	46.8	35.9	10.9
1990–91	368,735	22,744	173,891	172,100	132,697	39,403	8,903,768	100.0	6.2	47.2	46.7	36.0	10.7
1991–92	375,330	24,789	174,054	176,487	137,400	39,088	8,886,284	100.0	6.6	46.4	47.0	36.6	10.4
1992–93	384,068	26,772	175,889	181,407	135,160	46,247	9,189,993	100.0	7.0	45.8	47.2	35.2	12.0
1993–94	393,361	27,732	177,621	188,008	147,818	40,190	9,447,706	100.0	7.1	45.2	47.8	37.6	10.2
1994–95	401,530	27,316	187,762	186,451	144,028	42,424	9,834,258	100.0	6.8	46.8	46.4	35.9	10.6
1995–96	411,703	27,338	195,576	188,789	145,656	43,134	10,083,992	100.0	6.6	47.5	45.9	35.4	10.5
1996–97	424,346	27,933	203,692	192,721	148,205	44,515	10,456,559	100.0	6.6	48.0	45.4	34.9	10.5
1997–98	445,540	30,350	215,501	199,689	151,989	47,700	10,923,776	100.0	6.8	48.4	44.8	34.1	10.7
1998–99	466,876	32,957	227,537	206,382	160,586	45,796	11,405,170	100.0	7.1	48.7	44.2	34.4	9.8
1999–2000	487,065	35,390	241,105	210,570	162,905	47,665	11,953,773	100.0	7.3	49.5	43.2	33.4	9.8
2000–01	506,913	36,754	252,073	218,086	167,443	50,642	12,449,327	100.0	7.3	49.7	43.0	33.0	10.0
2001–02	520,602	41,132	256,318	223,151	175,100	48,051	12,580,023	100.0	7.9	49.2	42.9	33.6	9.2
2002–03	534,296	45,544	260,133	228,618	180,293	48,325	12,813,329	100.0	8.5	48.7	42.8	33.7	9.0
2003–04	548,887	49,805	258,252	240,830	190,795	50,034	13,136,536	100.0	9.1	47.1	43.9	34.8	9.1
2004–05	562,380	51,665	263,522	247,192	193,600	53,592	13,600,499	100.0	9.2	46.9	44.0	34.4	9.5
2005–06	578,411	52,832	269,030	256,549	198,068	58,480	14,028,624	100.0	9.1	46.5	44.4	34.2	10.1
2006–07	601,835	51,064	285,488	265,282	203,915	61,367	14,403,818	100.0	8.5	47.4	44.1	33.9	10.2
2007–08	610,410	49,806	295,058	265,461	205,205	60,346	14,680,519	100.0	8.2	48.3	43.5	33.6	9.9
2008–09	610,853	58,433	285,392	267,029	211,996	55,032	14,685,220	100.0	9.6	46.7	43.7	34.7	9.0

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2010–11 dollars, adjusted to a July to June fiscal year using the Consumer Price Index (CPI). Gross domestic product (GDP) are for the calendar year of the beginning of the fiscal year, and are adjusted to a January to December year using the GDP price index. For more information about the CPI and revenues for public elementary and secondary schools, see Appendix C – *Finance*. For more information about the Common Core of Data, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1988–89 through 2008–09; and U.S. Department of Commerce, Bureau of Economic Analysis, National Income and Product Accounts Tables.

This indicator continues on page 194.

Public School Revenue Sources

Table A-19-2. Total revenues and percentage distribution for public elementary and secondary schools, by revenue source and state: School year 2008–09

	Revenues, in millions of constant 2010–11 dollars						Percentage distribution					
				Local						Local		
State	Total	Federal	State	Total	From property taxes	From other sources	Total	Federal	State	Total	From property taxes	From other sources
United States	**$610,853.0**	**$58,432.6**	**$285,391.9**	**$267,028.5**	**$211,996.5**	**$55,032.0**	**100.0**	**9.6**	**46.7**	**43.7**	**34.7**	**9.0**
Alabama	7,456.3	800.9	4,291.0	2,364.3	1,074.9	1,289.4	100.0	10.7	57.5	31.7	14.4	17.3
Alaska	2,330.9	324.4	1,503.4	503.0	234.1	268.9	100.0	13.9	64.5	21.6	10.0	11.5
Arizona	10,065.1	1,171.4	4,732.5	4,161.2	3,264.1	897.1	100.0	11.6	47.0	41.3	32.4	8.9
Arkansas	4,968.7	573.2	2,764.8	1,630.6	1,357.1	273.6	100.0	11.5	55.6	32.8	27.3	5.5
California	72,807.6	9,460.8	41,824.1	21,522.7	16,774.1	4,748.6	100.0	13.0	57.4	29.6	23.0	6.5
Colorado	8,604.5	595.6	3,780.3	4,228.5	3,401.1	827.4	100.0	6.9	43.9	49.1	39.5	9.6
Connecticut	10,167.9	454.1	3,957.4	5,756.4	5,574.3	182.2	100.0	4.5	38.9	56.6	54.8	1.8
Delaware	1,807.8	146.7	1,127.8	533.3	448.2	85.1	100.0	8.1	62.4	29.5	24.8	4.7
District of Columbia	1,700.5	181.0	0.0	1,519.5	316.3	1,203.2	100.0	10.6	0.0	89.4	18.6	70.8
Florida	27,111.8	2,775.4	9,319.0	15,017.3	12,842.0	2,175.4	100.0	10.2	34.4	55.4	47.4	8.0
Georgia	18,558.0	1,738.9	8,014.1	8,804.9	6,282.6	2,522.3	100.0	9.4	43.2	47.4	33.9	13.6
Hawaii	2,770.5	404.6	2,271.2	94.6	0.0	94.6	100.0	14.6	82.0	3.4	0.0	3.4
Idaho	2,311.1	236.0	1,555.1	520.0	423.5	96.5	100.0	10.2	67.3	22.5	18.3	4.2
Illinois	27,308.1	3,241.1	7,544.5	16,522.5	14,213.5	2,309.0	100.0	11.9	27.6	60.5	52.0	8.5
Indiana	12,946.9	1,475.8	5,113.9	6,357.2	4,938.8	1,418.4	100.0	11.4	39.5	49.1	38.1	11.0
Iowa	5,685.4	457.1	2,621.7	2,606.6	1,737.4	869.2	100.0	8.0	46.1	45.8	30.6	15.3
Kansas	5,930.7	467.2	3,423.0	2,040.4	1,551.8	488.6	100.0	7.9	57.7	34.4	26.2	8.2
Kentucky	6,840.4	753.3	3,916.2	2,170.9	1,497.9	673.0	100.0	11.0	57.3	31.7	21.9	9.8
Louisiana	8,343.0	1,302.0	3,852.5	3,188.5	1,237.6	1,950.9	100.0	15.6	46.2	38.2	14.8	23.4
Maine	2,652.8	253.1	1,160.8	1,238.8	1,166.7	72.1	100.0	9.5	43.8	46.7	44.0	2.7
Maryland	13,490.4	715.7	5,869.7	6,905.0	3,271.5	3,633.6	100.0	5.3	43.5	51.2	24.3	26.9
Massachusetts	15,555.6	1,314.5	6,217.3	8,023.7	7,421.5	602.3	100.0	8.5	40.0	51.6	47.7	3.9
Michigan	20,173.2	2,321.3	11,232.1	6,619.8	5,647.0	972.8	100.0	11.5	55.7	32.8	28.0	4.8
Minnesota	10,858.6	651.0	7,122.3	3,085.3	1,855.2	1,230.1	100.0	6.0	65.6	28.4	17.1	11.3
Mississippi	4,491.5	696.3	2,404.4	1,390.9	1,084.8	306.1	100.0	15.5	53.5	31.0	24.2	6.8
Missouri	10,344.0	858.9	3,528.5	5,956.6	4,595.3	1,361.3	100.0	8.3	34.1	57.6	44.4	13.2
Montana	1,643.1	205.0	797.3	640.8	398.8	241.9	100.0	12.5	48.5	39.0	24.3	14.7
Nebraska	3,559.5	289.1	1,249.7	2,020.7	1,752.6	268.1	100.0	8.1	35.1	56.8	49.2	7.5
Nevada	4,584.3	447.5	1,403.0	2,733.8	1,492.8	1,241.0	100.0	9.8	30.6	59.6	32.6	27.1
New Hampshire	2,798.6	151.7	1,033.3	1,613.5	1,528.4	85.1	100.0	5.4	36.9	57.7	54.6	3.0

See notes at end of table.

Table A-19-2. Total revenues and percentage distribution for public elementary and secondary schools, by revenue source and state: School year 2008–09—Continued

	Revenues, in millions of constant 2010–11 dollars						Percentage distribution					
				Local						Local		
State	Total	Federal	State	Total	From property taxes	From other sources	Total	Federal	State	Total	From property taxes	From other sources
United States	**$610,853.0**	**$58,432.6**	**$285,391.9**	**$267,028.5**	**$211,996.5**	**$55,032.0**	**100.0**	**9.6**	**46.7**	**43.7**	**34.7**	**9.0**
New Jersey	26,041.8	1,072.0	10,841.3	14,128.5	13,254.4	874.2	100.0	4.1	41.6	54.3	50.9	3.4
New Mexico	3,934.7	586.1	2,756.2	592.4	455.7	136.7	100.0	14.9	70.0	15.1	11.6	3.5
New York	57,224.9	3,317.0	26,107.0	27,801.0	25,015.3	2,785.6	100.0	5.8	45.6	48.6	43.7	4.9
North Carolina	13,722.6	1,448.2	8,653.3	3,621.1	2,834.0	787.1	100.0	10.6	63.1	26.4	20.7	5.7
North Dakota	1,135.6	166.3	420.2	549.0	439.4	109.6	100.0	14.6	37.0	48.3	38.7	9.6
Ohio	23,644.9	1,736.2	11,245.5	10,663.2	8,663.4	1,999.8	100.0	7.3	47.6	45.1	36.6	8.5
Oklahoma	5,901.5	793.9	3,133.8	1,973.9	1,397.6	576.2	100.0	13.5	53.1	33.4	23.7	9.8
Oregon	6,329.6	690.7	3,210.8	2,428.1	1,892.8	535.3	100.0	10.9	50.7	38.4	29.9	8.5
Pennsylvania	26,401.0	1,924.1	10,217.9	14,259.0	10,750.6	3,508.4	100.0	7.3	38.7	54.0	40.7	13.3
Rhode Island	2,299.1	222.0	842.1	1,235.0	1,198.5	36.5	100.0	9.7	36.6	53.7	52.1	1.6
South Carolina	7,934.1	785.2	3,790.3	3,358.6	2,559.5	799.1	100.0	9.9	47.8	42.3	32.3	10.1
South Dakota	1,279.1	209.5	422.5	647.2	531.0	116.2	100.0	16.4	33.0	50.6	41.5	9.1
Tennessee	8,532.4	963.2	3,923.8	3,645.5	1,728.2	1,917.3	100.0	11.3	46.0	42.7	20.3	22.5
Texas	48,371.0	5,165.3	20,572.3	22,633.4	20,105.4	2,528.0	100.0	10.7	42.5	46.8	41.6	5.2
Utah	4,679.0	582.0	2,459.3	1,637.7	1,191.4	446.3	100.0	12.4	52.6	35.0	25.5	9.5
Vermont	1,618.1	105.9	1,386.7	125.6	2.1	123.5	100.0	6.5	85.7	7.8	0.1	7.6
Virginia	15,413.4	942.0	6,492.8	7,978.7	4,025.4	3,953.3	100.0	6.1	42.1	51.8	26.1	25.6
Washington	12,260.6	1,427.0	7,360.8	3,472.8	2,814.7	658.1	100.0	11.6	60.0	28.3	23.0	5.4
West Virginia	3,379.8	377.0	1,997.2	1,005.6	890.7	114.9	100.0	11.2	59.1	29.8	26.4	3.4
Wisconsin	11,157.1	1,341.5	4,953.5	4,862.1	4,438.2	423.9	100.0	12.0	44.4	43.6	39.8	3.8
Wyoming	1,726.2	114.0	973.5	638.7	424.3	214.4	100.0	6.6	56.4	37.0	24.6	12.4

NOTE: Detail may not sum to totals because of rounding. Both the District of Columbia and Hawaii have only one school district each; therefore, neither is comparable to the other states. Revenues are in constant 2010–11 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI and revenues for public elementary and secondary schools, see Appendix C – *Finance*. For more information about the Common Core of Data, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2008–09.

Public School Expenditures

Table A-20-1. Total expenditures per student in fall enrollment in public elementary and secondary schools, percentage distribution of current expenditures, and percent change of total expenditures by type and object: School years 1988–89, 1998–99, and 2008–09

Type and object	Expenditures			Percentage distribution of current expenditures			Percent change of expenditures		
	1988-89[1]	1998-99	2008-09	1988-89[1]	1998-99	2008-09	1988–89[1] to 1998–99	1998–99 to 2008–09	1988–89[1] to 2008–09
	[In current dollars]								
Total expenditures[2]	**$4,734**	**$7,531**	**$12,274**	**†**	**†**	**†**	**59.1**	**63.0**	**159.3**
Current expenditures	4,307	6,508	10,591	100.0	100.0	100.0	51.1	62.7	145.9
Salaries	2,798	4,225	6,384	65.0	64.9	60.3	51.0	51.1	128.2
Employee benefits	694	1,078	2,157	16.1	16.6	20.4	55.3	100.1	210.6
Purchased services	361	583	1,035	8.4	9.0	9.8	61.3	77.5	186.4
Supplies	309	507	826	7.2	7.8	7.8	64.2	63.0	167.6
Tuition and other	71	115	189	1.7	1.8	1.8	60.7	64.9	165.0
Capital outlay	349	847	1,343	†	†	†	142.3	58.5	284.2
Interest on school debt	77	176	341	†	†	†	128.4	93.4	341.7
	[In constant 2010–11 dollars]								
Total expenditures[2]	**$8,634**	**$10,122**	**$12,643**	**†**	**†**	**†**	**17.2**	**24.9**	**46.4**
Current expenditures	7,856	8,747	10,909	100.0	100.0	100.0	11.3	24.7	38.9
Salaries	5,103	5,679	6,575	65.0	64.9	60.3	11.3	15.8	28.8
Employee benefits	1,267	1,449	2,222	16.1	16.6	20.4	14.4	53.3	75.4
Purchased services	659	783	1,066	8.4	9.0	9.8	18.9	36.0	61.7
Supplies	563	682	851	7.2	7.8	7.8	21.0	24.9	51.1
Tuition and other	130	154	195	1.7	1.8	1.8	18.4	26.4	49.7
Capital outlay	637	1,138	1,383	†	†	†	78.5	21.5	116.9
Interest on school debt	141	237	351	†	†	†	68.3	48.2	149.4

† Not applicable.
[1] Includes estimated data for 1988–89 for food services and enterprise operations by object because those data were not collected for that year.
[2] Excludes "Other current expenditures" such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools.
NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in 2010–11 constant dollars. The category of total expenditures is broken down by type (current expenditures, capital outlay, and interest on debt). Current expenditures, which is one component of total expenditures, can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). Detail expenditures of operations and maintenance, student transportation, food services, and enterprise operations are not shown. For more information about the CPI and classifications of expenditures, see Appendix C – *Finance*. For more information about the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1988–89, 1998–99, and 2008–09.

Table A-20-2. Current expenditures per student in fall enrollment in public elementary and secondary schools, percentage distribution of current expenditures, and percent change of current expenditures, by function and object: School years 1988–89, 1998–99, and 2008–09

Function and object	Expenditures [in constant 2010–11 dollars]			Percentage distribution of current expenditures			Percent change of current expenditures		
	1988-89	1998-99	2008-09	1988-89	1998-99	2008-09	1988–89 to 1998–99	1998–99 to 2008–09	1988–89 to 2008–09
Current expenditures	**$7,856**	**$8,747**	**$10,909**	**100.0**	**100.0**	**100.0**	**11.3**	**24.7**	**38.9**
Instruction	4,781	5,394	6,649	60.9	61.7	61.0	12.8	23.3	39.1
Salaries	3,507	3,916	4,487	44.6	44.8	41.1	11.7	14.6	27.9
Employee benefits	842	983	1,493	10.7	11.2	13.7	16.7	51.9	77.3
Purchased services	117	159	267	1.5	1.8	2.5	36.0	68.3	128.9
Supplies	177	248	280	2.2	2.8	2.6	40.4	12.9	58.5
Tuition and other	53	88	122	0.7	1.0	1.1	67.4	38.3	131.6
Administration	881	947	1,181	11.2	10.8	10.8	7.5	24.8	34.2
Salaries	545	592	695	6.9	6.8	6.4	8.7	17.4	27.6
Employee benefits	149	157	243	1.9	1.8	2.2	5.1	55.4	63.3
Purchased services	102	129	169	1.3	1.5	1.6	26.7	31.3	66.3
Supplies	25	30	32	0.3	0.3	0.3	17.3	8.2	27.0
Other	44	39	42	0.6	0.4	0.4	-10.8	6.0	-5.5
Student and staff support[1]	641	824	1,116	8.2	9.4	10.2	28.6	35.4	74.1
Salaries	447	555	711	5.7	6.3	6.5	24.3	28.0	59.1
Employee benefits	107	137	227	1.4	1.6	2.1	28.3	65.6	112.4
Purchased services	37	75	120	0.5	0.9	1.1	103.4	60.7	226.8
Supplies	35	48	49	0.4	0.5	0.5	35.4	4.1	40.9
Other	4	10	9	0.1	0.1	0.1	127.1	-12.1	99.6
Operation and maintenance	868	849	1,064	11.1	9.7	9.8	-2.2	25.4	22.6
Student transportation	333	353	456	4.2	4.0	4.2	6.1	29.1	37.0
Food services	334	355	416	4.2	4.1	3.8	6.3	17.4	24.8
Enterprise operations[2]	19	25	26	0.2	0.3	0.2	34.9	2.4	38.1

[1] Includes expenditures for student support services and instructional support services.
[2] Includes expenditures for operations funded by sales of products or services, along with amounts for direct program support made available by state education agencies for local school districts.
NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures are in constant 2010–11 dollars, adjusted using the Consumer Price Index (CPI). For more information about the CPI, see Appendix C – *Finance*. Current expenditures can be broken down by both the service or commodity bought (object) as well as the activity that is supported by the service or commodity bought (function). Breakouts of operation and maintenance, student transportation, food services and enterprise operations by object are also available, but are not shown. For more information about classifications of expenditures, see Appendix C – *Finances*. For more information about the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1988–89, 1998–99, and 2008–09.

Variations in Instruction Expenditures

Table A-21-1. Variation and percentage distribution of variation in instruction expenditures per student in unified public elementary and secondary school districts, by source of variation: School years 1989–90 through 2008–09

	Theil coefficient			Percentage distribution		
School year	Total	Between-state component	Within-state component	Total	Between-state component	Within-state component
1989–90	0.045	0.032	0.013	100.0	72.0	28.0
1990–91	0.047	0.035	0.012	100.0	73.8	26.2
1991–92	0.043	0.032	0.011	100.0	73.6	26.4
1992–93	0.044	0.032	0.011	100.0	74.2	25.8
1993–94	0.041	0.030	0.010	100.0	74.3	25.7
1994–95	0.039	0.029	0.010	100.0	74.2	25.8
1995–96	0.037	0.028	0.009	100.0	74.8	25.2
1996–97	0.035	0.026	0.009	100.0	73.7	26.3
1997–98	0.033	0.025	0.009	100.0	74.0	26.0
1998–99	0.034	0.025	0.009	100.0	74.2	25.8
1999–2000	0.034	0.025	0.008	100.0	74.9	25.1
2000–01	0.037	0.028	0.009	100.0	75.7	24.3
2001–02	0.037	0.028	0.009	100.0	76.1	23.9
2002–03	0.039	0.030	0.009	100.0	77.6	22.4
2003–04	0.042	0.033	0.009	100.0	77.9	22.1
2004–05	0.046	0.036	0.010	100.0	78.7	21.3
2005–06	0.049	0.038	0.011	100.0	78.1	21.9
2006–07	0.051	0.040	0.011	100.0	78.6	21.4
2007–08	0.052	0.041	0.011	100.0	78.2	21.8
2008–09	0.050	0.039	0.010	100.0	79.4	20.6

NOTE: Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. 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 possible value of 1.0. For more information on the variation in expenditures per student and the Theil coefficient and the classifications of expenditures for elementary and secondary education, see Appendix C – *Finance*. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2008–09, approximately 92 percent of all public elementary and secondary school students were enrolled in unified school districts. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.

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 2008–09.

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Indicator 22
Education Expenditures by Country

Table A-22-1. Annual educational expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP), and GDP per capita, by country and level of education: 2008

Country	Expenditures per student		Expenditures as a percentage of GDP			GDP per capita
	Elementary and secondary	Postsecondary	Total[1]	Elementary and secondary	Postsecondary	
OECD average	**$8,169**	**$13,461**	**5.9**	**3.8**	**1.5**	**$33,910**
Australia	7,814	15,043	5.2	3.6	1.5	39,532
Austria	10,994	15,043	5.4	3.6	1.3	39,849
Belgium	9,706	15,020	6.6	4.4	1.4	36,879
Canada[2]	8,388	20,903	6.0	3.6	2.5	38,883
Chile[3]	2,635	6,829	7.1	4.2	2.2	14,578
Czech Republic	5,236	8,318	4.5	2.8	1.2	25,845
Denmark	10,429	17,634	7.1	4.3	1.7	39,494
Estonia	6,054	5,780	5.8	3.9	1.3	21,802
Finland	8,068	15,402	5.9	3.8	1.7	37,795
France	8,559	14,079	6.0	3.9	1.4	34,233
Germany	7,859	15,390	4.8	3.0	1.2	37,171
Greece	—	—	—	—	—	29,920
Hungary[4,5]	4,626	7,327	4.8	3.0	0.9	20,700
Iceland	9,745	10,429	7.9	5.1	1.3	39,029
Ireland	8,915	16,284	5.6	4.1	1.4	42,644
Israel	5,780	12,568	7.3	4.2	1.6	27,690
Italy[6]	9,071	9,553	4.8	3.3	1.0	33,271
Japan	8,301	14,890	4.9	2.8	1.5	33,902
Korea, Republic of	6,723	9,081	7.6	4.2	2.6	26,877
Luxembourg[7]	16,909	—	—	2.9	—	89,732
Mexico	2,284	7,504	5.8	3.7	1.2	15,190
Netherlands	9,251	17,245	5.6	3.7	1.5	42,887
New Zealand	6,496	10,526	6.6	4.5	1.6	29,231
Norway[5]	12,070	18,942	7.3	5.0	1.7	43,659
Poland[4]	4,682	7,063	5.7	3.6	1.5	18,062
Portugal[4]	6,276	10,373	5.2	3.4	1.3	24,962
Slovak Republic[8]	4,006	6,560	4.0	2.6	0.9	23,205
Slovenia	8,555	9,263	5.4	3.7	1.1	29,241
Spain	8,522	13,366	5.1	3.1	1.2	33,173
Sweden	9,524	20,014	6.3	4.0	1.6	39,321
Switzerland[9]	13,775	21,648	5.7	4.3	1.3	45,517
Turkey	—	—	—	—	—	14,963
United Kingdom	9,169	15,310	5.7	4.2	1.2	36,817
United States	10,995	29,910	7.2	4.1	2.7	46,901

— Not available.
[1] Includes expenditures for preprimary, elementary/secondary, postsecondary nontertiary, and postsecondary education, and education not classified by level.
[2] Data are for 2007. Postsecondary data include public academic institutions only.
[3] Data are for 2009.
[4] Expenditures per student include public institutions only.
[5] Expenditures as a percentage of GDP include public institutions only.
[6] Elementary and secondary expenditures per student include public institutions only.
[7] Luxembourg data are excluded from percentages because of anomalies with respect to their GDP per capita data. (Large revenues from international finance institutions distort the wealth of the population.) Expenditures include public institutions only.
[8] Expenditures on tertiary vocational programs (International Standard Classification of Education [ISCED] level 5B) are included under elementary and secondary.
[9] Expenditures per student and postsecondary expenditures as a percentage of GDP include public institutions only.
NOTE: Education expenditures are from public revenue sources (governments) and private revenue sources. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investments. Per-student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures and on current expenditures and capital outlays from both public and private sources, where data are available. Elementary/secondary expenditures generally include postsecondary nontertiary (ISCED level 4) education. Postsecondary nontertiary expenditures are included under postsecondary for Canada and are not available for France, Greece, Italy, Luxembourg, Portugal, and the United States. Postsecondary includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Purchasing power parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Organization for Economic Co-operation and Development (OECD) average reflects the unweighted average of countries reporting data. For more information on classification of expenditures for international comparisons, see Appendix C – *Finance*. For more information on the International Standard Classification of Education (ISCED), see Appendix C – *International Education Definitions*.
SOURCE: Organization for Economic Co-operation and Development (OECD), Center for Educational Research and Innovation. (2011). *Education at a Glance, 2011: OECD Indicators*, tables B1.1a, B1.2, B2.1, and X2.1.

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Indicator 23
Reading Performance

Table A-23-1. Average reading scale scores, selected percentile scores, and percentage of students at each achievement level, by grade: Selected years, 1992–2011

Grade, scale score, percentile, and percentage at achievement level	1992[1]	1994[1]	1998[1]	1998	2002	2003	2005	2007	2009	2011
Grade 4										
Average scale score	217	214	217	215	219	218	219	221	221	221
Percentile										
10th	170	159	167	163	170	169	171	174	175	174
25th	194	189	193	191	196	195	196	199	199	200
50th	219	219	220	217	221	221	221	224	223	224
75th	242	243	244	242	244	244	244	246	245	246
90th	261	263	263	262	263	264	263	264	264	264
Percentage at each achievement level										
Below *Basic*	38	40	38	40	36	37	36	33	33	33
At or above *Basic*	62	60	62	60	64	63	64	67	67	67
At or above *Proficient*	29	30	31	29	31	31	31	33	33	34
At *Advanced*	6	7	7	7	7	8	8	8	8	8
Grade 8										
Average scale score	260	260	264	263	264	263	262	263	264	265
Percentile										
10th	213	211	217	216	220	217	216	217	219	221
25th	237	236	242	241	244	242	240	242	243	244
50th	262	262	267	266	267	266	265	265	267	267
75th	285	286	288	288	288	288	286	287	288	289
90th	305	305	305	306	305	306	305	305	305	307
Percentage at each achievement level										
Below *Basic*	31	30	26	27	25	26	27	26	25	24
At or above *Basic*	69	70	74	73	75	74	73	74	75	76
At or above *Proficient*	29	30	33	32	33	32	31	31	32	34
At *Advanced*	3	3	3	3	3	3	3	3	3	3
Grade 12										
Average scale score	292	287	291	290	287	—	286	—	288	—
Percentile										
10th	249	239	242	240	237	—	235	—	238	—
25th	271	264	268	267	263	—	262	—	264	—
50th	294	290	293	293	289	—	288	—	291	—
75th	315	313	317	317	312	—	313	—	315	—
90th	333	332	337	336	332	—	333	—	335	—
Percentage at each achievement level										
Below *Basic*	20	25	23	24	26	—	27	—	26	—
At or above *Basic*	80	75	77	76	74	—	73	—	74	—
At or above *Proficient*	40	36	40	40	36	—	35	—	38	—
At *Advanced*	4	4	6	6	5	—	5	—	5	—

— Not available.

[1] Testing accomodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during these assessments. Students were tested with and without accommodations in 1998.

NOTE: Average reading scale scores include public and private school students. The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. The 12th-grade NAEP reading assessment was not administered in 2003, 2007, or 2011. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2011 Reading Assessments, NAEP Data Explorer.

Table A-23-2. Average reading scale scores, by grade and selected student and school characteristics: Selected years, 1992–2011

Student or school characteristic	Grade 4			Grade 8			Grade 12	
	1992[1]	2009	2011	1992[1]	2009	2011	1992[1]	2009
Total	**217**	**221**	**221**	**260**	**264**	**265**	**292**	**288**
Sex								
Male	213	218	218	254	259	261	287	282
Female	221	224	225	267	269	270	297	294
Race/ethnicity								
White	224	230	231	267	273	274	297	296
Black	192	205	205	237	246	249	273	269
Hispanic	197	205	206	241	249	252	279	274
Asian/Pacific Islander	216	235	235	268	274	275	290	298
Asian[2]	—	—	236	—	—	277	—	—
Native Hawaiian/Pacific Islander[2]	—	—	216	—	—	254	—	—
American Indian/Alaska Native	‡	204	202	‡	251	252	‡	283
English language learner (ELL)								
Yes	‡	188	188	‡	219	224	‡	240
No	‡	224	225	‡	266	267	‡	290
Student with disability (SD)								
Yes	‡	190	186	‡	230	231	‡	253
No	‡	224	225	‡	267	269	‡	291
Student eligible for free or reduced-price lunch								
Yes	—	206	207	—	249	252	—	273
No	—	232	235	—	273	275	—	294
School type								
Public	215	220	220	258	262	264	290	287
Traditional public[3]	—	220	220	—	262	264	—	287
Public charter[3]	—	212	218	—	257	261	—	276
Private	232	235	234	278	282	282	308	‡
School locale								
City	—	216	216	—	259	260	—	286
Suburban	—	225	226	—	268	269	—	292
Town	—	218	218	—	261	264	—	287
Rural	—	222	223	—	265	267	—	286
Percentage of students in school eligible for free or reduced-price lunch								
0–25 percent	—	237	238	—	277	279	—	299
26–50 percent	—	223	226	—	265	268	—	286
51–75 percent	—	215	217	—	256	258	—	276
76–100 percent	—	202	203	—	243	247	—	266

— Not available.
‡ Reporting standards not met.
[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during this assessment.
[2] Separate estimates for Asians and Native Hawaiians/Pacific Islanders were not available prior to 2011.
[3] Separate estimates for traditional public and public charter schools were not available in 1992.
NOTE: Average reading scale scores include public and private school students. The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. The 12th-grade NAEP Reading Assessment was not administered in 2011. Race categories exclude persons of Hispanic ethnicity. For more information on NAEP, see Appendix B – *Guide to Sources*. For more information on race/ethnicity, free or reduced-priced lunch, or school locale, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2011 Reading Assessments, NAEP Data Explorer.

Table A-23-3. Average reading scale scores and achievement-level results for public school students, by grade and state or jurisdiction: 2009 and 2011

State or jurisdiction	Grade 4						Grade 8						Grade 12		
	Average score		Percentage of students: At or above *Basic*		Percentage of students: At or above *Proficient*		Average score		Percentage of students: At or above *Basic*		Percentage of students: At or above *Proficient*		Average score	Percentage of students: At or above *Basic*	Percentage of students: At or above *Proficient*
	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2009	2009
United States	**220**	**220**	**66**	**66**	**32**	**32**	**262**	**264**	**74**	**75**	**30**	**32**	**287**	**73**	**37**
Alabama	216	220	62	67	28	31	255	258	66	69	24	26	—	—	—
Alaska	211	208	59	56	27	26	259	261	72	73	27	31	—	—	—
Arizona	210	212	56	58	25	26	258	260	68	71	27	28	—	—	—
Arkansas	216	217	63	63	29	30	258	259	69	71	27	28	280	68	29
California	210	211	54	56	24	25	253	255	64	65	22	24	—	—	—
Colorado	226	223	72	71	40	39	266	271	78	81	32	40	—	—	—
Connecticut	229	227	76	73	42	42	272	275	81	83	43	45	292	78	43
Delaware	226	225	73	72	35	36	265	266	78	77	31	33	—	—	—
District of Columbia	202	201	44	44	17	19	242	242	51	51	14	16	—	—	—
Florida	226	225	73	71	36	35	264.	262	76	73	32	30	283	70	32
Georgia	218	221	63	66	29	32	260	262	72	74	27	28	—	—	—
Hawaii	211	214	57	59	26	27	255	257	67	68	22	26	—	—	—
Idaho	221	221	69	69	32	33	265	268	77	81	33	34	290	78	39
Illinois	219	219	65	65	32	33	265	266	77	77	33	34	292	78	40
Indiana	223	221	70	68	34	33	268	265	79	78	32	32	—	—	—
Iowa	221	221	69	69	34	33	265	265	77	77	32	33	291	79	39
Kansas	224	224	72	71	35	36	267	267	80	79	33	35	—	—	—
Kentucky	226	225	72	72	36	35	267	269	79	79	33	36	—	—	—
Louisiana	207	210	51	55	18	23	253	255	64	66	20	22	—	—	—
Maine	224	222	70	70	35	32	268	270	80	80	35	39	—	—	—
Maryland	226	231	70	75	37	43	267	271	77	80	36	40	—	—	—
Massachusetts	234	237	80	83	47	50	274	275	83	84	43	46	295	80	46
Michigan	218	219	64	66	30	31	262	265	72	77	31	32	—	—	—
Minnesota	223	222	70	70	37	35	270	270	82	81	38	39	—	—	—
Mississippi	211	209	55	55	22	22	251	254	62	65	19	21	—	—	—

See notes at end of table.

Table A-23-3. Average reading scale scores and achievement-level results for public school students, by grade and state or jurisdiction: 2009 and 2011—Continued

State or jurisdiction	Grade 4						Grade 8						Grade 12		
			Percentage of students						Percentage of students					Percentage of students	
	Average score		At or above *Basic*		At or above *Proficient*		Average score		At or above *Basic*		At or above *Proficient*		Average score	At or above *Basic*	At or above *Proficient*
	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2009	2009
United States	**220**	**220**	**66**	**66**	**32**	**32**	**262**	**264**	**74**	**75**	**30**	**32**	**287**	**73**	**37**
Missouri	224	220	70	67	36	34	267	267	79	79	34	35	—	—	—
Montana	225	225	73	73	35	36	270	273	84	86	38	42	—	—	—
Nebraska	222	223	70	70	35	36	267	268	80	81	35	35	—	—	—
Nevada	211	213	57	58	24	25	254	258	65	69	22	26	—	—	—
New Hampshire	229	230	77	78	41	43	271	272	81	84	39	40	293	79	44
New Jersey	229	231	76	78	40	44	273	275	83	84	42	45	288	74	39
New Mexico	208	208	52	53	20	21	254	256	66	68	22	22	—	—	—
New York	224	222	71	68	36	35	264	266	75	76	33	35	—	—	—
North Carolina	219	221	65	68	32	34	260	263	70	74	29	31	—	—	—
North Dakota	226	226	76	74	35	36	269	269	86	83	34	34	—	—	—
Ohio	225	224	71	71	36	34	269	268	80	79	37	37	—	—	—
Oklahoma	217	215	65	64	28	27	259	260	73	73	26	27	—	—	—
Oregon	218	216	65	63	31	30	265	264	76	76	33	33	—	—	—
Pennsylvania	224	227	70	74	37	41	271	268	81	77	40	38	—	—	—
Rhode Island	223	222	69	70	36	35	260	265	72	76	28	33	—	—	—
South Carolina	216	215	62	61	28	28	257	260	68	72	24	27	—	—	—
South Dakota	222	220	70	69	33	31	270	269	84	83	37	35	292	82	40
Tennessee	217	215	63	60	28	26	261	259	73	70	28	27	—	—	—
Texas	219	218	65	64	28	28	260.	261	73	74	27	27	—	—	—
Utah	219	220	67	68	31	33	266	267	78	79	33	35	—	—	—
Vermont	229	227	75	73	41	41	272.	274	84	82	41	44	—	—	—
Virginia	227	226	74	72	38	39	266	267	78	78	32	36	—	—	—
Washington	221	221	68	67	33	34	267	268	78	77	36	37	—	—	—
West Virginia	215	214	62	61	26	27	255	256	67	68	22	24	279	68	29
Wisconsin	220	221	67	68	33	34	266	267	78	79	34	35	—	—	—
Wyoming	223	224	72	71	33	34	268	270	82	82	34	38	—	—	—

— Not available.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while the national results reported elsewhere in this indicator include both public and private school students. Eleven states participated in the pilot state NAEP reading assessment at grade 12 in 2009. The 12th-grade NAEP Reading Assessment was not administered in 2011. The NAEP reading scale ranges from 0 to 500. Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, and *Proficient* indicates demonstrated competency over challenging subject matter. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments, NAEP Data Explorer.

Mathematics Performance

Table A-24-1. Average mathematics scale scores, selected percentile scores, and percentage of students at each achievement level, by grade: Selected years, 1990–2011

Grade, scale score, percentile, and percentage at achievement level	1990[1]	1992[1]	1996[1]	1996	2000	2003	2005	2007	2009	2011
Grade 4										
Average scale score	213	220	224	224	226	235	238	240	240	241
Percentile										
10th	171	177	182	182	184	197	200	202	202	203
25th	193	199	204	203	205	216	220	222	221	222
50th	214	221	226	225	227	236	239	242	241	242
75th	235	242	246	245	248	255	258	260	260	261
90th	253	259	262	262	265	270	273	275	275	276
Percentage at each achievement level										
Below *Basic*	50	41	36	37	35	23	20	18	18	18
At or above *Basic*	50	59	64	63	65	77	80	82	82	82
At or above *Proficient*	13	18	21	21	24	32	36	39	39	40
At *Advanced*	1	2	2	2	3	4	5	6	6	7
Grade 8										
Average scale score	263	268	272	270	273	278	279	281	283	284
Percentile										
10th	215	221	224	221	223	230	231	235	236	237
25th	239	243	248	245	249	254	255	258	259	260
50th	264	269	273	273	275	279	280	283	284	285
75th	288	294	298	297	300	303	304	306	308	309
90th	307	315	317	316	320	323	324	327	329	329
Percentage at each achievement level										
Below *Basic*	48	42	38	39	37	32	31	29	27	27
At or above *Basic*	52	58	62	61	63	68	69	71	73	73
At or above *Proficient*	15	21	24	23	26	29	30	32	34	35
At *Advanced*	2	3	4	4	5	5	6	7	8	8
Grade 12										
Average scale score	—	—	—	—	—	—	150	—	153	—
Percentile										
10th	—	—	—	—	—	—	105	—	110	—
25th	—	—	—	—	—	—	127	—	130	—
50th	—	—	—	—	—	—	151	—	154	—
75th	—	—	—	—	—	—	174	—	177	—
90th	—	—	—	—	—	—	194	—	197	—
Percentage at each achievement level										
Below *Basic*	—	—	—	—	—	—	39	—	36	—
At or above *Basic*	—	—	—	—	—	—	61	—	64	—
At or above *Proficient*	—	—	—	—	—	—	23	—	26	—
At *Advanced*	—	—	—	—	—	—	2	—	3	—

— Not available.

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during these assessments. Students in grades 4 and 8 were tested with and without accommodations in 1996.

NOTE: Average mathematics scale scores include public and private school students. At grades 4 and 8, the National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. The framework for the 12th-grade mathematics assessment was revised in 2005; as a result, the 2005 and 2009 results cannot be compared with those from previous years. At grade 12, mathematics scores on the revised assessment range from 0 to 300. The 12th-grade mathematics assessment was not administered in 2007 or 2011. Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2011 Mathematics Assessments, NAEP Data Explorer.

Table A-24-2. Average mathematics scale scores, by grade and selected student and school characteristics: Selected years, 1990–2011

Student or school characteristic	Grade 4			Grade 8			Grade 12	
	1990[1]	2009	2011	1990[1]	2009	2011	2005	2009
Total	**213**	**240**	**241**	**263**	**283**	**284**	**150**	**153**
Sex								
Male	214	241	241	263	284	284	151	155
Female	213	239	240	262	282	283	149	152
Race/ethnicity								
White	220	248	249	270	293	293	157	161
Black	188	222	224	237	261	262	127	131
Hispanic	200	227	229	246	266	270	133	138
Asian/Pacific Islander	225	255	256	275	301	303	163	175
Asian[2]	—	—	257	—	—	305	—	—
Native Hawaiian/Pacific Islander[2]	—	—	236	—	—	269	—	—
American Indian/Alaska Native	‡	225	225	‡	266	265	134	144
English language learner (ELL)								
Yes	‡	218	219	‡	243	244	120	117
No	‡	242	243	‡	285	286	151	154
Student with disability (SD)								
Yes	‡	221	218	‡	249	250	114	120
No	‡	242	244	‡	287	288	153	156
Student eligible for free or reduced-price lunch								
Yes	—	227	229	—	266	269	132	137
No	—	250	252	—	294	296	155	160
School type								
Public	212	239	240	262	282	283	149	152
Traditional public[3]	—	239	240	—	282	283	—	153
Public charter[3]	—	231	237	—	275	281	—	138
Private	224	246	247	271	296	296	‡	‡
School locale								
City	—	235	236	—	279	279	—	152
Suburban	—	243	244	—	287	287	—	157
Town	—	238	237	—	279	282	—	151
Rural	—	241	243	—	284	286	—	151
Percentage of students in school eligible for free or reduced-price lunch								
0–25 percent	—	254	255	—	298	300	158	166
26–50 percent	—	242	245	—	284	287	147	150
51–75 percent	—	234	237	—	274	276	136	140
76–100 percent	—	223	226	—	260	264	122	130

— Not available.
‡ Reporting standards not met (too few cases).
[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted during this assessment.
[2] Separate estimates for Asians and Native Hawaiians/Pacific Islanders were not available prior to 2011.
[3] Separate estimates for traditional public and public charter schools were not available in 1992.
NOTE: Average mathematics scale scores include public and private school students. At grades 4 and 8, the National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. The framework for the 12th-grade mathematics assessment was revised in 2005; as a result, the 2005 and 2009 results cannot be compared with those from previous years. The 12th-grade mathematics assessment was not administered in 2011. At grade 12, mathematics scores on the revised assessment range from 0 to 300. For more information on NAEP, see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity or free or reduced-priced lunch, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2011 Mathematics Assessments, NAEP Data Explorer.

Table A-24-3. Average mathematics scale scores and percentage of students at selected achievement levels for public school students, by grade and state or jurisdiction: 2009 and 2011

	Grade 4						Grade 8						Grade 12		
			Percentage of students						Percentage of students					Percentage of students	
	Average score		At or above *Basic*		At or above *Proficient*		Average score		At or above *Basic*		At or above *Proficient*		Average score	At or above *Basic*	At or above *Proficient*
State or jurisdiction	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2009	2009
United States	**239**	**240**	**81**	**82**	**38**	**40**	**282**	**283**	**71**	**72**	**33**	**34**	**152**	**63**	**25**
Alabama	228	231	70	75	24	27	269	269	58	60	20	20	—	—	—
Alaska	237	236	78	78	38	37	283	283	75	74	33	35	—	—	—
Arizona	230	235	71	77	28	34	277	279	67	68	29	31	—	—	—
Arkansas	238	238	80	81	36	37	276	279	67	70	27	29	146	59	16
California	232	234	72	74	30	34	270	273	59	61	23	25	—	—	—
Colorado	243	244	84	84	45	47	287	292	76	80	40	43	—	—	—
Connecticut	245	242	86	82	46	45	289	287	78	75	40	38	156	69	29
Delaware	239	240	84	84	36	39	284	283	75	74	32	32	—	—	—
District of Columbia	219	222	56	60	17	22	254	260	40	48	11	17	—	—	—
Florida	242	240	86	84	40	37	279	278	70	68	29	28	148	59	19
Georgia	236	238	78	80	34	37	278	278	67	68	27	28	—	—	—
Hawaii	236	239	77	80	37	40	274	278	65	68	25	30	—	—	—
Idaho	241	240	85	83	41	39	287	287	78	77	38	37	153	66	23
Illinois	238	239	80	80	38	38	282	283	73	73	33	33	154	67	26
Indiana	243	244	87	87	42	44	287	285	78	77	36	34	—	—	—
Iowa	243	243	87	86	41	43	284	285	76	77	34	34	156	71	25
Kansas	245	246	89	90	46	48	289	290	79	80	39	41	—	—	—
Kentucky	239	241	81	85	37	39	279	282	70	72	27	31	—	—	—
Louisiana	229	231	72	73	23	26	272	273	62	63	20	22	—	—	—
Maine	244	244	87	87	45	45	286	289	78	78	35	39	—	—	—
Maryland	244	247	85	86	44	48	288	288	75	74	40	40	—	—	—
Massachusetts	252	253	92	93	57	58	299	299	85	86	52	51	163	75	36
Michigan	236	236	78	78	35	35	278	280	68	71	31	31	—	—	—
Minnesota	249	249	89	88	54	53	294	295	83	83	47	48	—	—	—
Mississippi	227	230	69	72	22	25	265	269	54	58	15	19	—	—	—
Missouri	241	240	83	83	41	41	286	282	77	73	35	32	—	—	—
Montana	244	244	88	87	45	45	292	293	82	83	44	46	—	—	—
Nebraska	239	240	82	83	38	39	284	283	75	74	35	33	—	—	—
Nevada	235	237	79	79	32	36	274	278	63	67	25	29	—	—	—
New Hampshire	251	252	92	92	56	57	292	292	82	82	43	44	160	74	32

See notes at end of table.

Table A-24-3. Average mathematics scale scores and percentage of students at selected achievement levels for public school students, by grade and state or jurisdiction: 2009 and 2011—Continued

	Grade 4						Grade 8						Grade 12		
			Percentage of students						Percentage of students					Percentage of students	
	Average score		At or above *Basic*		At or above *Proficient*		Average score		At or above *Basic*		At or above *Proficient*		Average score	At or above *Basic*	At or above *Proficient*
State or jurisdiction	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2009	2009
United States	**239**	**240**	**81**	**82**	**38**	**40**	**282**	**283**	**71**	**72**	**33**	**34**	**152**	**63**	**25**
New Jersey	247	248	88	89	49	51	293	294	80	82	44	47	156	67	31
New Mexico	230	233	72	75	26	30	270	274	59	64	20	24	—	—	—
New York	241	238	83	80	40	36	283	280	73	70	34	30	—	—	—
North Carolina	244	245	87	88	43	44	284	286	74	75	36	37	—	—	—
North Dakota	245	245	91	90	45	46	293	292	86	85	43	43	—	—	—
Ohio	244	244	85	86	45	45	286	289	76	79	36	39	—	—	—
Oklahoma	237	237	82	83	33	33	276	279	68	72	24	27	—	—	—
Oregon	238	237	80	77	37	37	285	283	75	72	37	33	—	—	—
Pennsylvania	244	246	84	87	46	48	288	286	78	74	40	39	—	—	—
Rhode Island	239	242	81	84	39	43	278	283	68	73	28	34	—	—	—
South Carolina	236	237	78	79	34	36	280	281	69	70	30	32	—	—	—
South Dakota	242	241	86	86	42	40	291	291	83	82	42	42	160	77	29
Tennessee	232	233	74	75	28	30	275	274	65	64	25	24	—	—	—
Texas	240	241	85	85	38	39	287	290	78	81	36	40	—	—	—
Utah	240	243	81	85	41	43	284	283	75	73	35	35	—	—	—
Vermont	248	247	89	89	51	49	293	294	81	82	43	46	—	—	—
Virginia	243	245	85	87	43	46	286	289	76	78	36	40	—	—	—
Washington	242	243	84	83	43	45	289	288	78	77	39	40	—	—	—
West Virginia	233	235	77	78	28	31	270	273	61	65	19	21	141	52	13
Wisconsin	244	245	85	86	45	47	288	289	79	79	39	41	—	—	—
Wyoming	242	244	87	88	40	44	286	288	78	80	35	37	—	—	—

— Not available.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while the national results reported elsewhere in this indicator include both public and private school students. Achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, and *Proficient* indicates demonstrated competency over challenging subject matter. At grades 4 and 8, the NAEP mathematics scale ranges from 0 to 500. The framework for the 12th-grade mathematics assessment was revised in 2005; scores on the revised assessment range from 0 to 300. Twelfth-grade students were assessed in mathematics using the revised assessment in 2005 and 2009 but state-level data are not available for 2005. In 2009, 11 states participated in the 12th-grade pilot state NAEP mathematics assessment. The 12th-grade mathematics assessment was not administered in 2011. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Mathematics Assessments, NAEP Data Explorer.

U.S. History, Geography, and Civics Performance

Table A-25-1. Average U.S. history scale scores, by grade and selected characteristics: Selected years, 1994–2010

Characteristic	Grade 4					Grade 8					Grade 12				
	1994[1]	2001[1]	2001	2006	2010	1994[1]	2001[1]	2001	2006	2010	1994[1]	2001[1]	2001	2006	2010
Total	**205**	**209**	**208**	**211**	**214**	**259**	**262**	**260**	**263**	**266**	**286**	**287**	**287**	**290**	**288**
Sex															
Male	203	209	207	211	215	259	264	261	264	268	288	288	288	292	290
Female	206	209	209	211	213	259	261	260	261	263	285	286	286	288	286
Race/ethnicity															
White	214	219	217	223	224	266	270	268	273	274	292	292	292	297	296
Black	176	186	186	191	198	238	243	240	244	250	265	269	267	270	268
Hispanic	175	183	184	194	198	243	242	240	248	252	267	273	271	275	275
Asian/Pacific Islander	204	212	216	214	221	261	265	264	270	275	283	295	294	296	293
American Indian/ Alaska Native	‡	‡	‡	190	193	245	257	255	244	259	272	285	283	278	278
English language learner															
Yes	‡	‡	167	181	184	‡	‡	220	228	233	‡	‡	241	254	244
No	‡	‡	210	215	217	‡	‡	262	265	268	‡	‡	288	292	290
Student with disability															
Yes	‡	‡	185	193	189	‡	‡	229	238	242	‡	‡	253	267	263
No	‡	‡	211	214	217	‡	‡	264	266	269	‡	‡	289	292	291
Student eligibility for free or reduced-price lunch															
Eligible	—	189	188	195	199	—	245	242	247	253	—	271	269	273	273
Not eligible	—	220	219	224	227	—	269	267	273	275	—	289	289	295	294
Percent of students in school eligible for free or reduced-price lunch															
0–25	—	225	223	227	229	—	273	272	277	279	—	293	293	297	298
26–50	—	212	210	217	219	—	262	260	265	269	—	283	281	285	288
51–75	—	200	199	204	210	—	252	247	254	260	—	272	270	276	279
76–100	—	181	181	187	191	—	237	233	238	247	—	264	262	273	266
School type															
Public	203	207	206	210	212	257	260	258	261	265	284	286	286	289	287
Traditional public	—	—	—	‡	212	—	—	—	‡	265	—	—	—	—	288
Public charter	—	—	—	‡	212	—	—	—	‡	268	—	—	—	—	260
Private	222	226	227	227	‡	278	279	278	‡	280	299	298	299	‡	‡

— Not available.

‡ Reporting standards not met (too few cases).

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994. Students were tested with and without accommodations in 2001. For the two 2001 columns, the footnoted column represents the sample without accommodations.

NOTE: The National Assessment of Educational Progress (NAEP) U.S. history scale ranges from 0 to 500. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity or free or reduced-priced lunch eligibility, see Appendix C – *Commonly Used Measures*. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1994–2010 U.S. History Assessments, NAEP Data Explorer.

Table A-25-2. Average geography scale scores, by grade and selected characteristics: Selected years, 1994–2010

Characteristic	Grade 4				Grade 8				Grade 12			
	1994[1]	2001[1]	2001	2010	1994[1]	2001[1]	2001	2010	1994[1]	2001[1]	2001	2010
Total	**206**	**209**	**208**	**213**	**260**	**262**	**260**	**261**	**285**	**285**	**284**	**282**
Sex												
Male	208	212	183	215	262	264	262	263	288	287	287	285
Female	203	207	211	211	258	260	258	259	281	282	281	280
Race/ethnicity												
White	218	220	219	224	269	271	269	272	290	291	291	290
Black	166	181	180	192	229	234	233	241	258	260	258	261
Hispanic	177	183	185	197	238	239	237	244	269	269	268	270
Asian/Pacific Islander	211	211	214	224	262	265	264	268	283	285	284	285
American Indian/ Alaska Native	‡	‡	‡	201	251	265	261	250	‡	‡	‡	277
English language learner												
Yes	‡	‡	166	183	‡	‡	216	223	‡	‡	246	247
No	‡	‡	210	216	‡	‡	262	263	‡	‡	285	283
Student with disability												
Yes	‡	‡	—	191	‡	‡	227	237	‡	‡	255	261
No	‡	‡	—	216	‡	‡	264	264	‡	‡	286	284
Student eligibility for free or reduced-price lunch												
Eligible	—	186	185	197	—	242	239	246	—	269	268	269
Not eligible	—	221	221	227	—	270	269	272	—	287	287	288
Percent of students in school eligible for free or reduced-price lunch												
0–25	—	226	225	228	—	274	274	276	—	290	290	291
26–50	—	214	213	219	—	263	260	263	—	282	281	282
51–75	—	198	196	208	—	248	245	257	—	268	266	273
76–100	—	176	178	189	—	232	226	239	—	260	258	260
School type												
Public	204	207	206	211	258	261	259	260	283	284	283	281
Traditional public	—	—	—	211	—	—	—	260	—	—	—	282
Public charter	—	—	—	217	—	—	—	258	—	—	—	263
Private	221	226	226	‡	276	274	274	276	294	291	292	‡

— Not available.

‡ Reporting standards not met (too few cases).

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994. Students were tested with and without accommodations in 2001. For the two 2001 columns, the footnoted column represents the sample without accommodations.

NOTE: The National Assessment of Educational Progress (NAEP) geography scale ranges from 0 to 500. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity or free or reduced-priced lunch eligibility, see Appendix C – *Commonly Used Measures*. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1994–2010 Geography Assessments, NAEP Data Explorer.

U.S. History, Geography, and Civics Performance

Table A-25-3. Average civics scale scores, by grade and selected characteristics: Selected years, 1998–2010

Characteristic	Grade 4			Grade 8			Grade 12		
	1998	2006	2010	1998	2006	2010	1998	2006	2010
Total	**150**	**154**	**157**	**150**	**150**	**151**	**150**	**151**	**148**
Sex									
Male	149	153	153	148	149	150	148	150	148
Female	151	155	160	152	151	152	152	152	148
Race/ethnicity									
White	158	164	167	158	161	160	157	158	156
Black	130	140	143	131	133	135	130	131	127
Hispanic	123	138	140	127	131	137	132	134	137
Asian/Pacific Islander	147	154	164	151	154	158	149	155	153
American Indian/Alaska Native	‡	124	143	‡	127	136	‡	131	134
English language learner									
Yes	102	120	124	96	107	106	105	110	99
No	151	158	161	151	153	154	151	152	150
Student with disability									
Yes	120	133	134	113	120	120	110	114	113
No	152	157	160	153	154	155	152	154	152
Student eligibility for free or reduced-price lunch									
Eligible	132	139	143	131	132	136	130	133	132
Not eligible	160	166	169	157	160	163	153	156	155
Percent of students in school eligible for free or reduced-price lunch									
0–25	163	169	171	161	163	166	156	158	157
26–50	153	157	162	149	150	153	142	146	148
51–75	140	148	153	134	141	146	131	137	137
76–100	122	133	135	127	127	129	127	129	126
School type									
Public	148	153	156	148	148	150	148	150	147
Traditional public	—	‡	156	—	‡	150	—	—	148
Public charter	—	‡	157	—	‡	155	—	—	121
Private	164	‡	‡	169	‡	169	163	‡	‡

— Not available.

‡ Reporting standards not met (too few cases).

NOTE: The National Assessment of Educational Progress (NAEP) civics scale ranges from 0 to 300. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity or free or reduced-priced lunch eligibility, see Appendix C – *Commonly Used Measures*. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2010 Civics Assessments, NAEP Data Explorer.

Table A-25-4. Average scale scores and achievement-level results for 12th-grade students, by subject and selected characteristics: 1994, 1998, and 2010

	U.S. History						Geography						Civics					
			Percentage of students						Percentage of students						Percentage of students			
	Average score		At or above *Basic*		At or above *Proficient*		Average score		At or above *Basic*		At or above *Proficient*		Average score		At or above *Basic*		At or above *Proficient*	
Characteristic	1994[1]	2010	1994[1]	2010	1994[1]	2010	1994[1]	2010	1994[1]	2010	1994[1]	2010	1998	2010	1998	2010	1998	2010
Total	**286**	**288**	**43**	**45**	**11**	**12**	**285**	**282**	**70**	**70**	**27**	**20**	**150**	**148**	**65**	**64**	**26**	**24**
Sex																		
Male	288	290	45	49	12	14	288	285	73	73	32	23	148	148	62	63	27	25
Female	285	286	40	41	9	10	281	280	67	66	22	17	152	148	68	64	26	22
Race/ethnicity																		
White	292	296	50	55	13	15	290	290	78	81	32	27	157	156	73	73	32	30
Black	265	268	17	20	2	3	258	261	33	36	5	3	130	127	41	38	9	8
Hispanic	267	275	22	28	4	5	269	270	48	52	10	8	132	137	45	50	10	13
Asian/Pacific Islander	283	293	40	50	12	17	283	285	67	73	26	23	149	153	63	70	27	29
American Indian/ Alaska Native	272	278	21	29	3	3	‡	277	‡	62	‡	13	‡	134	‡	47	‡	16
English language learner																		
Yes	‡	244	‡	3	‡	#	‡	247	‡	18	‡	#	105	99	16	11	3	#
No	‡	290	‡	47	‡	13	‡	283	‡	71	‡	21	151	150	66	66	27	25
Student with disability																		
Yes	‡	263	‡	19	‡	4	‡	261	‡	39	‡	6	110	113	22	24	5	6
No	‡	291	‡	47	‡	13	‡	284	‡	73	‡	21	152	152	67	68	27	26
Student eligibility for free or reduced-price lunch																		
Eligible	—	273	—	25	—	4	—	269	—	50	—	7	130	132	42	44	10	11
Not eligible	—	294	—	53	—	15	—	288	—	78	—	26	153	155	69	72	29	29
Percent of students in-school eligible for free or reduced-price lunch																		
0–25	—	298	—	57	—	17	—	291	—	82	—	29	156	157	—	74	—	32
26–50	—	288	—	43	—	10	—	282	—	70	—	18	142	148	—	64	—	22
51–75	—	279	—	32	—	7	—	273	—	58	—	9	131	137	—	50	—	14
76–100	—	266	—	17	—	2	—	260	—	36	—	3	127	126	—	37	—	8
School type																		
Public	284	287	41	43	10	11	283	281	68	68	26	19	148	147	63	63	25	23
Traditional public	—	288	—	44	—	11	—	282	—	69	—	19	—	148	—	63	—	23
Public charter	—	260	—	16	—	3	—	263	—	41	—	4	—	121	—	35	—	9
Private	299	‡	59	‡	18	‡	294	‡	83	‡	36	‡	163	‡	80	‡	38	‡

— Not available.
Rounds to zero.
‡ Reporting standards not met (too few cases).
[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1994.
NOTE: The National Assessment of Educational Progress (NAEP) U.S. history and geography scores range from 0 to 500; civics scores range from 0 to 300. The achievement levels define what students should know and be able to do. *Basic* indicates partial mastery of fundamental skills, and *Proficient* indicates demonstrated competency over challenging subject matter. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity or free or reduced-priced lunch eligibility, see Appendix C – *Commonly Used Measures*. For more information on NAEP, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2010 U.S. History Assessments, 1994 and 2010 Geography Assessments, 1998 and 2010 Civics Assessments, NAEP Data Explorer.

International Reading, Mathematics, and Science Proficiency

Table A-26-1. Percentage of 15-year-old students scoring at selected Program for International Student Assessment proficiency levels on the combined reading literacy scale, by country: 2000 and 2009

Country	Percent in 2000		Percent in 2009		Percentage point change (PISA 2009 - PISA 2000)	
	Below level 2	Level 5 and above	Below level 2	Level 5 and above	Below level 2	Level 5 and above
OECD average[1]	**19.3**	**8.9**	**18.8**	**7.6**	**†**	**†**
OECD trend average[2]	**19.3**	**8.9**	**18.5**	**8.1**	**-0.8 ***	**-0.9 ***
OECD countries						
Australia	12.5	17.6	14.2	12.8	1.8	-4.9 *
Austria	19.3	7.5	27.6	4.9	8.3 *	-2.6 *
Belgium	19.0	12.0	17.7	11.2	-1.2	-0.8
Canada	9.6	16.8	10.3	12.8	0.7	-4.0 *
Chile	48.2	0.5	30.6	1.3	-17.6 *	0.8 *
Czech Republic	17.5	7.0	23.1	5.1	5.6 *	-1.9 *
Denmark	17.9	8.1	15.2	4.7	-2.7 *	-3.4 *
Estonia[2]	—	—	13.3	6.1	†	†
Finland	7.0	18.5	8.1	14.5	1.2	-4.0 *
France	15.2	8.5	19.8	9.6	4.6 *	1.1
Germany	22.6	8.8	18.5	7.6	-4.2 *	-1.2
Greece	24.4	5.0	21.3	5.6	-3.1	0.6
Hungary	22.7	5.1	17.6	6.1	-5.1 *	1.0
Iceland	14.5	9.1	16.8	8.5	2.3 *	-0.5
Ireland	11.0	14.2	17.2	7.0	6.2 *	-7.3 *
Israel	33.2	4.2	26.5	7.4	-6.7	3.3 *
Italy	18.9	5.3	21.0	5.8	2.1	0.5
Japan	10.1	9.9	13.6	13.4	3.5	3.6 *
Korea, Republic of	5.8	5.7	5.8	12.9	#	7.2 *
Luxembourg[2]	—	—	26.0	5.7	†	†
Mexico	44.1	0.9	40.1	0.4	-4.0 *	-0.5
Netherlands[2]	‡	‡	14.3	9.8	†	†
New Zealand	13.7	18.7	14.3	15.7	0.6	-3.0 *
Norway	17.5	11.2	15.0	8.4	-2.5	-2.8 *
Poland	23.2	5.9	15.0	7.2	-8.2 *	1.3
Portugal	26.3	4.2	17.6	4.8	-8.6 *	0.6
Slovak Republic[2]	—	—	22.2	4.5	†	†
Slovenia[2]	—	—	21.2	4.6	†	†
Spain	16.3	4.2	19.6	3.3	3.3 *	-0.9
Sweden	12.6	11.2	17.4	9.0	4.9 *	-2.2 *
Switzerland	20.4	9.2	16.8	8.1	-3.6 *	-1.1
Turkey[2]	—	—	24.5	1.9	†	†
United Kingdom[2]	‡	‡	18.4	8.0	†	†
United States	**17.9**	**12.2**	**17.6**	**9.9**	**-0.3**	**-2.4**

See notes at end of table.

Table A-26-1. Percentage of 15-year-old students scoring at selected Program for International Student Assessment proficiency levels on the combined reading literacy scale, by country: 2000 and 2009—Continued

Country	Percent in 2000		Percent in 2009		Percentage point change (PISA 2009 - PISA 2000)	
	Below level 2	Level 5 and above	Below level 2	Level 5 and above	Below level 2	Level 5 and above
Non-OECD countries						
Albania	70.4	‡	56.7	‡	-13.7 *	†
Argentina	43.9	1.7	51.6	1.0	7.7	-0.7
Azerbaijan	—	—	72.8	#	†	†
Brazil	55.8	‡	49.6	1.3	-6.2 *	†
Bulgaria	40.3	2.2	41.0	2.8	0.7	0.6
Chinese Taipei	—	—	15.6	5.2	†	†
Colombia	—	—	47.1	0.6	†	†
Croatia	—	—	22.4	3.2	†	†
Dubai-UAE	—	—	31.0	5.3	†	†
Hong Kong-China	9.1	9.5	8.3	12.4	-0.8	2.9 *
Indonesia	68.7	#	53.4	#	-15.2 *	#
Jordan	—	—	48.0	0.2	†	†
Kazakhstan	—	—	58.7	0.4	†	†
Kyrgyz Republic	—	—	83.2	‡	†	†
Latvia	30.1	4.2	17.6	2.9	-12.5 *	-1.2
Liechtenstein	22.1	5.1	15.7	4.6	-6.4 *	-0.4
Lithuania	—	—	24.4	2.9	†	†
Macao-China	—	—	14.9	2.9	†	†
Montenegro, Republic of	—	—	49.5	0.6	†	†
Panama	—	—	65.3	0.5	†	†
Peru	79.5	‡	64.8	0.5	-14.8 *	†
Qatar	—	—	63.5	1.7	†	†
Romania	41.3	2.2	40.4	0.7	-0.9	-1.5 *
Russian Federation	27.4	3.2	27.4	3.2	-0.1	#
Serbia, Republic of	—	—	32.8	0.8	†	†
Shanghai-China	—	—	4.1	19.5	†	†
Singapore	—	—	12.5	15.7	†	†
Thailand	37.1	‡	42.9	‡	5.8 *	†
Trinidad and Tobago	—	—	44.8	2.3	†	†
Tunisia	—	—	50.2	‡	†	†
Uruguay	—	—	41.9	1.8	†	†

— Not available.
† Not applicable.
# Rounds to zero.
‡ Reporting standards not met (too few cases).
* $p < .05$. Significant percentage point change from 2000 to 2009 at the .05 level of statistical significance.
[1] The Organization for Economic Co-operation and Development (OECD) average is based on 34 OECD countries in 2009 and 27 OECD countries in 2000.
[2] The OECD trend average used for the analysis of reading literacy trends is based on the averages of 27 OECD countries with comparable data for 2000 and 2009, with each country weighted equally. The seven current OECD members not included in the OECD average used to report on trends in reading literacy were the Slovak Republic, Turkey, Estonia, and Slovenia, which did not participate in the 2000 Program for International Student Assessment (PISA); Luxembourg, which experienced substantial changes in its assessment conditions between 2000 and 2003; and the Netherlands and the United Kingdom, which did not meet the PISA response rate standards in 2000.
NOTE: Proficiency in reading was defined in terms of levels based on student performance scores on each reading literacy scale. Reading literacy was assessed along a continuum, with proficiency below level 2 indicative of the low-performing students and proficiency level 5 and above indicative of the high-performing students. In reading, proficiency below level 2 is defined by scoring below 407, and proficiency at level 5 and above is defined by scoring 626 and above. Scores are reported on a scale from 0 to 1,000. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. Italics indicate education systems in non-national entities. UAE is the United Arab Emirates. For more information on PISA, see Appendix B - *Guide to Sources*.
SOURCE: Fleischman, H.L., Hopstock, P.J., Pelczar, M.P., and Shelley, B.E. (2010). *Highlights From PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context* (NCES 2011-004), table R7A; OECD. (2010). *PISA 2009 Results: Learning Trends - Changes in Student Performance Since 2000 (Volume V)*, table V.2.2; and OECD, previously unpublished tabulations (October 2011).

International Reading, Mathematics, and Science Proficiency

Table A-26-2. Percentage of 15-year-old students scoring at selected PISA proficiency levels on the mathematics literacy scale, by country: 2003 and 2009

Country	Percent in 2003		Percent in 2009		Percentage point change (PISA 2009 - PISA 2003)	
	Below level 2	Level 5 and above	Below level 2	Level 5 and above	Below level 2	Level 5 and above
OECD average[1]	**20.8**	**14.6**	**22.0**	**12.7**	**†**	**†**
OECD trend average[2]	**20.8**	**14.6**	**22.1**	**12.8**	**1.3 ***	**-1.8 ***
OECD countries						
Australia	14.3	19.8	15.9	16.4	1.5	-3.3 *
Austria	18.8	14.3	23.2	12.9	4.5 *	-1.3
Belgium	16.5	26.4	19.1	20.4	2.6 *	-6.1 *
Canada	10.1	20.3	11.5	18.3	1.4	-2.0 *
Chile[2]	—	—	51.0	1.3	†	†
Czech Republic	16.6	18.3	22.3	11.6	5.8 *	-6.6 *
Denmark	15.4	15.9	17.1	11.6	1.6	-4.4 *
Estonia[2]	—	—	12.6	12.1	†	†
Finland	6.8	23.4	7.8	21.7	1.1	-1.7
France	16.6	15.1	22.5	13.7	5.9 *	-1.4
Germany	21.6	16.2	18.6	17.8	-3.0	1.6
Greece	38.9	4.0	30.3	5.7	-8.6 *	1.7 *
Hungary	23.0	10.7	22.3	10.1	-0.7	-0.6
Iceland	15.0	15.5	17.0	13.6	2.0 *	-1.9 *
Ireland	16.8	11.4	20.8	6.7	4.0 *	-4.7 *
Israel[2]	—	—	39.5	5.9	†	†
Italy	31.9	7.0	24.9	9.0	-7.0 *	1.9 *
Japan	13.3	24.3	12.5	20.9	-0.8	-3.4
Korea, Republic of	9.5	24.8	8.1	25.6	-1.4	0.8
Luxembourg	21.7	10.8	23.9	11.4	2.2 *	0.5
Mexico	65.9	0.4	50.8	0.7	-15.1 *	0.3 *
Netherlands	10.9	25.5	13.4	19.9	2.5	-5.6 *
New Zealand	15.1	20.7	15.4	18.9	0.3	-1.8
Norway	20.8	11.4	18.2	10.2	-2.7	-1.2
Poland	22.0	10.1	20.5	10.4	-1.6	0.3
Portugal	30.1	5.4	23.7	9.6	-6.4 *	4.3 *
Slovak Republic	19.9	12.7	21.0	12.7	1.1	#
Slovenia[2]	—	—	20.3	14.2	†	†
Spain	23.0	7.9	23.7	8.0	0.8	0.1
Sweden	17.3	15.8	21.1	11.4	3.8 *	-4.4 *
Switzerland	14.5	21.2	13.5	24.1	-1.1	2.9
Turkey	52.2	5.5	42.1	5.6	-10.1 *	0.2
United Kingdom[2]	‡	‡	20.2	9.8	†	†
United States	**25.7**	**10.1**	**23.4**	**9.9**	**-2.3**	**-0.2**

See notes at end of table.

Table A-26-2. Percentage of 15-year-old students scoring at selected PISA proficiency levels on the mathematics literacy scale, by country: 2003 and 2009—Continued

Country	Percent in 2003		Percent in 2009		Percentage point change (PISA 2009 - PISA 2003)	
	Below level 2	Level 5 and above	Below level 2	Level 5 and above	Below level 2	Level 5 and above
Non-OECD countries						
Albania	—	—	67.7	0.4	†	†
Argentina	—	—	63.6	0.9	†	†
Azerbaijan	—	—	45.3	1.1	†	†
Brazil	75.2	1.2	69.1	0.8	-6.0 *	-0.4
Bulgaria	—	—	47.1	3.8	†	†
Chinese Taipei	—	—	12.8	28.6	†	†
Colombia	—	—	70.4	‡	†	†
Croatia	—	—	33.2	4.9	†	†
Dubai-UAE	—	—	38.8	6.5	†	†
Hong Kong-China	10.4	30.7	8.8	30.7	-1.6	#
Indonesia	78.1	‡	76.7	‡	-1.5	†
Jordan	—	—	65.3	‡	†	†
Kazakhstan	—	—	59.1	1.2	†	†
Kyrgyz Republic	—	—	86.6	#	†	†
Latvia	23.7	8.0	22.6	5.7	-1.2	-2.3 *
Liechtenstein	12.3	25.6	9.5	18.1	-2.8	-7.6
Lithuania	—	—	26.3	7.0	†	†
Macao-China	11.2	18.7	11.0	17.1	-0.2	-1.5
Montenegro, Republic of[3]	—	—	58.4	1.0	†	†
Panama	—	—	78.8	‡	†	†
Peru	—	—	73.5	0.6	†	†
Qatar	—	—	73.8	1.8	†	†
Romania	—	—	47.0	1.3	†	†
Russian Federation	30.2	7.0	28.6	5.2	-1.6	-1.8
Serbia, Republic of[3]	42.1	2.3	40.6	3.5	-1.5	1.2
Shanghai-China	—	—	4.9	50.4	†	†
Singapore	—	—	9.8	35.6	†	†
Thailand	54.0	1.6	52.5	1.3	-1.4	-0.4
Trinidad and Tobago	—	—	53.2	2.5	†	†
Tunisia	78.0	‡	73.6	‡	-4.4 *	†
Uruguay	48.1	2.8	47.6	2.4	-0.5	-0.4

— Not available.
† Not applicable.
# Rounds to zero.
‡ Reporting standards not met (too few cases).
* $p < .05$. Significant percentage point change from 2003 to 2009 at the .05 level of statistical significance.
[1] The Organization for Economic Co-operation and Development (OECD) average is based on 34 OECD countries in 2009 and 29 OECD countries in 2003.
[2] The OECD trend average used for the analysis of mathematics literacy trends is based on the averages of the 29 OECD countries with comparable data for 2003 and 2009, with each country weighted equally. The five current OECD members not included in the OECD averages used to report on trends in mathematics literacy were Chile, Estonia, Israel, and Slovenia, which did not participate in 2003; and the United Kingdom, which did not meet the Program for International Student Assessment (PISA) response rate standards for the 2003 assessment.
[3] The Republics of Montenegro and Serbia were a united country under the PISA 2003 assessment.
NOTE: Proficiency in mathematics was defined in terms of levels based on student performance scores on each mathematics literacy scale. Mathematics literacy was assessed along a continuum, with proficiency below level 2 indicative of the low-performing students and proficiency level 5 and above indicative of the high-performing students. In mathematics, proficiency below level 2 is defined by scoring below 420, and proficiency level 5 and above is defined by scoring 607 and above. Scores are reported on a scale from 0 to 1,000. Because PISA is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. Italics indicate education systems in non-national entities. UAE is the United Arab Emirates. For more information on PISA, see Appendix B - *Guide to Sources*.
SOURCE: Fleischman, H.L., Hopstock, P.J., Peczar, M.P., and Shelley, B.E. (2010). *Highlights From PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context* (NCES 2011-004), table M4A; OECD. (2010). *PISA 2009 Results: Learning Trends - Changes in Student Performance Since 2000 (Volume V)*, table V.3.2; and OECD, previously unpublished tabulations (October 2011).

Table A-26-3. Percentage of 15-year-old students scoring at selected PISA proficiency levels on the science literacy scale, by country: 2006 and 2009

Country	Percent in 2006		Percent in 2009		Percentage point change (PISA 2009 - PISA 2006)	
	Below level 2	Level 5 and above	Below level 2	Level 5 and above	Below level 2	Level 5 and above
OECD average[1]	**19.8**	**8.9**	**18.0**	**8.5**	**-1.9 ***	**-0.4 ***
OECD countries						
Australia	12.9	14.6	12.6	14.5	-0.3	-0.1
Austria	16.3	10.0	20.9	8.0	4.6 *	-1.9 *
Belgium	17.0	10.1	18.0	10.1	1.0	#
Canada	10.0	14.4	9.6	12.1	-0.5	-2.3 *
Chile	39.7	1.9	32.3	1.1	-7.4 *	-0.8 *
Czech Republic	15.5	11.6	17.3	8.4	1.8	-3.2 *
Denmark	18.4	6.8	16.6	6.7	-1.9	-0.1
Estonia	7.7	11.5	8.3	10.4	0.7	-1.1
Finland	4.1	20.9	6.0	18.7	1.9 *	-2.2
France	21.2	8.0	19.3	8.1	-1.9	0.1
Germany	15.4	11.8	14.8	12.8	-0.6	1.0
Greece	24.0	3.4	25.3	3.1	1.2	-0.4
Hungary	15.0	6.9	14.1	5.4	-0.9	-1.5
Iceland	20.6	6.3	17.9	7.0	-2.6 *	0.6
Ireland	15.5	9.4	15.2	8.7	-0.3	-0.7
Israel	36.1	5.2	33.1	3.9	-3.0	-1.3
Italy	25.3	4.6	20.6	5.8	-4.6 *	1.2 *
Japan	12.0	15.1	10.7	16.9	-1.4	1.9
Korea, Republic of	11.2	10.3	6.3	11.6	-4.9 *	1.3
Luxembourg	22.1	5.9	23.7	6.7	1.6	0.8
Mexico	50.9	0.3	47.4	0.2	-3.6 *	-0.1
Netherlands	13.0	13.1	13.2	12.7	0.2	-0.4
New Zealand	13.7	17.6	13.4	17.6	-0.3	#
Norway	21.1	6.1	15.8	6.4	-5.3 *	0.3
Poland	17.0	6.8	13.1	7.5	-3.8 *	0.8
Portugal	24.5	3.1	16.5	4.2	-8.0 *	1.0
Slovak Republic	20.2	5.8	19.3	6.2	-0.9	0.5
Slovenia	13.9	12.9	14.8	9.9	0.9	-3.0 *
Spain	19.6	4.9	18.2	4.0	-1.4	-0.9
Sweden	16.4	7.9	19.1	8.1	2.8 *	0.2
Switzerland	16.1	10.5	14.0	10.7	-2.0	0.3
Turkey	46.6	0.9	30.0	1.1	-16.6 *	0.2
United Kingdom	16.7	13.7	15.0	11.4	-1.7	-2.4 *
United States	**24.4**	**9.1**	**18.1**	**9.2**	**-6.3 ***	**0.1**

See notes at end of table.

Table A-26-3. Percentage of 15-year-old students scoring at selected PISA proficiency levels on the science literacy scale, by country: 2006 and 2009—Continued

Country	Percent in 2006		Percent in 2009		Percentage point change (PISA 2009 - PISA 2006)	
	Below level 2	Level 5 and above	Below level 2	Level 5 and above	Below level 2	Level 5 and above
Non-OECD countries						
Albania	—	—	57.3	‡	†	†
Argentina	56.3	‡	52.4	0.7	-3.8	†
Azerbaijan	72.5	#	70.0	#	-2.5	#
Brazil	61.0	‡	54.2	0.6	-6.8 *	†
Bulgaria	42.6	3.1	38.8	2.6	-3.8	-0.4
Chinese Taipei	11.6	14.6	11.1	8.8	-0.6	-5.8 *
Colombia	60.2	‡	54.1	0.1	-6.1 *	†
Croatia	17.0	5.1	18.5	3.7	1.5	-1.4
Dubai-UAE	—	—	30.5	5.6	†	†
Hong Kong-China	8.7	15.9	6.6	16.2	-2.1	0.3
Indonesia	61.6	#	65.6	#	4.0	#
Jordan	44.3	‡	45.6	0.5	1.3	†
Kazakhstan	—	—	55.4	0.3	†	†
Kyrgyz Republic	86.3	#	82.0	#	-4.4 *	#
Latvia	17.4	4.1	14.7	3.1	-2.7	-1.0
Liechtenstein	12.9	12.2	11.3	9.7	-1.6	-2.5
Lithuania	20.3	5.0	17.0	4.6	-3.3 *	-0.4
Macao-China	10.3	5.3	9.6	4.8	-0.7	-0.5
Montenegro, Republic of	50.2	‡	53.6	‡	3.3 *	†
Panama	—	—	65.1	‡	†	†
Peru	—	—	68.3	‡	†	†
Qatar	79.1	‡	65.2	1.4	-13.9 *	†
Romania	46.9	‡	41.4	0.4	-5.5	†
Russian Federation	22.2	4.2	22.0	4.4	-0.2	0.2
Serbia, Republic of	38.5	0.8	34.4	1.0	-4.1 *	0.2
Shanghai-China	—	—	3.2	24.3	†	†
Singapore	—	—	11.5	19.9	†	†
Thailand	46.1	‡	42.8	0.6	-3.3	†
Trinidad and Tobago	—	—	49.9	1.9	†	†
Tunisia	62.8	‡	53.7	‡	-9.0 *	†
Uruguay	42.1	1.4	42.6	1.5	0.4	0.1

— Not available.
† Not applicable.
# Rounds to zero.
‡ Reporting standards not met (too few cases).
* $p < .05$. Significant percentage point change from 2006 to 2009 at the .05 level of statistical significance.
[1] The Organization for Economic Co-operation and Development (OECD) average used for the analysis of science literacy trends is based on the averages of the 34 OECD countries with comparable data for 2006 and 2009 and with each country weighted equally.
NOTE: Proficiency in science was defined in terms of levels based on student performance scores on each science literacy scale. Science literacy was assessed along a continuum, with proficiency below level 2 indicative of the low-performing students and proficiency level 5 and above indicative of the high-performing students. In science, proficiency below level 2 is defined by scoring below 410 in science and proficiency level 5 and above is defined by scoring 633 and above. Scores are reported on a scale from 0 to 1,000. Because the Program for International Student Assessment (PISA) is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. Italics indicate education systems in non-national entities. UAE refers to United Arab Emirates. For more information on PISA, see Appendix B - *Guide to Sources*.
SOURCE: Fleischman, H.L., Hopstock, P.J., Pelczar, M.P., and Shelley, B.E. (2010). *Highlights From PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context* (NCES 2011-004), table S4A; OECD. (2010). *PISA 2009 Results: Learning Trends - Changes in Student Performance Since 2000 (Volume V)*, table V.3.5; and OECD, previously unpublished tabulations (October 2011).

Extracurricular Activities of High School Students

Table A-27-1. Percentage of high school students who participated in various extracurricular activities, by type of activity, grade level, and sex: Selected years, 1990 through 2010

Sex and year	Newspaper/ yearbook		Music/ performing arts		Athletic teams		Academic clubs		Student council/ government		Other school clubs/activities	
	10th grade	12th grade	10th grade	12th grade	10th grade	12th grade	10th grade	12th grade	10th grade	12th grade	10th grade	12th grade
Total												
1990	—	9.2	—	22.1	—	35.9	—	13.2	—	11.0	—	34.6
1995	5.7	10.4	25.8	23.3	45.0	37.2	—	13.3	—	10.4	32.5	31.8
2000	5.3	11.0	25.8	27.6	44.6	37.0	—	17.1	—	11.0	33.0	33.1
2005	4.2	10.7	25.2	24.5	45.4	38.6	—	12.8	—	10.5	28.1	33.2
2006	4.1	10.1	23.8	26.8	46.0	37.9	—	14.0	—	9.1	27.5	32.5
2007	4.1	9.1	22.7	25.7	44.9	35.7	—	14.5	—	9.1	27.2	32.6
2008	3.6	9.1	23.2	25.8	44.6	37.7	—	12.2	—	9.2	29.2	32.9
2009	4.0	8.7	21.2	23.9	43.7	38.4	—	14.1	—	9.6	28.5	31.8
2010	4.2	9.6	23.1	22.9	43.4	39.7	—	14.5	—	9.3	27.8	32.0
Male												
1990	—	6.4	—	16.5	—	43.3	—	11.7	—	8.9	—	28.2
1995	4.0	7.5	19.0	16.9	50.0	44.1	—	9.4	—	6.9	24.4	23.7
2000	3.6	6.6	18.4	22.1	48.5	45.7	—	14.1	—	7.5	24.5	24.5
2005	2.6	6.2	18.0	18.2	50.9	42.9	—	10.2	—	6.7	19.4	24.8
2006	2.7	4.8	16.7	20.5	49.5	41.5	—	10.4	—	5.5	21.7	24.1
2007	2.7	4.4	16.2	21.2	49.4	40.0	—	10.1	—	6.4	20.2	25.4
2008	2.6	5.6	17.5	21.5	48.7	43.3	—	8.2	—	7.4	22.1	26.6
2009	2.8	5.8	15.2	17.8	48.5	46.0	—	11.6	—	5.9	21.2	23.6
2010	2.9	6.3	16.5	17.9	48.1	44.0	—	10.8	—	6.0	20.0	23.9
Female												
1990	—	12.7	—	28.7	—	27.9	—	15.2	—	13.6	—	42.1
1995	7.3	13.2	32.5	29.3	40.3	31.5	—	16.4	—	13.4	40.2	39.6
2000	6.8	15.0	32.3	32.5	41.3	29.9	—	20.1	—	14.3	40.8	41.7
2005	5.6	14.9	32.1	30.4	40.1	34.0	—	15.7	—	14.3	36.5	42.0
2006	5.5	15.0	30.8	33.2	42.6	34.0	—	17.6	—	12.8	33.4	41.0
2007	5.2	12.9	29.0	29.2	40.6	31.5	—	18.2	—	11.6	34.0	39.5
2008	4.5	11.8	28.3	29.9	41.0	32.4	—	15.7	—	10.5	35.8	37.4
2009	5.0	11.3	26.6	30.0	39.5	31.3	—	16.5	—	13.1	35.2	40.0
2010	5.5	12.6	29.7	27.7	39.0	36.0	—	18.3	—	12.2	35.3	40.8

— Not available.

NOTE: Percentages reflect the proportion of seniors who responded that they participated in these activities "to a considerable extent" or "to a great extent." The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. The 10th- and 12th-grade data for "other school clubs/activities" are not comparable because the available response alternatives were not the same. For more information on *Monitoring the Future*, see Appendix B – *Guide to Sources*.

SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, selected years, 1990–2010.

Table A-27-2. Percentage of high school seniors who participated in various extracurricular activities, by type of activity, sex, college plans, and region: 2010

Sex, college plans, and region	Newspaper/ yearbook	Music/ performing arts	Athletic teams	Academic clubs	Student council/ government	Other school clubs/ activities
Total	**9.6**	**22.9**	**39.7**	**14.5**	**9.3**	**32.0**
Sex						
Male	6.3	17.9	44.0	10.8	6.0	23.9
Female	12.6	27.7	36.0	18.3	12.2	40.8
College plans						
Yes	10.6	25.2	42.8	17.0	10.9	36.6
No	4.7	14.3	24.7	4.9	2.2 !	14.8
Region						
Northeast	8.3	23.0	43.6	13.5	10.4	30.5
North central	9.3	26.1	43.3	15.7	9.2	30.3
South	8.5	22.3	35.6	15.3	9.1	34.1
West	12.7	20.6	39.7	12.7	8.9	31.4

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
NOTE: Percentages reflect the proportion of seniors who responded that they participated in these activities "to a considerable extent" or "to a great extent." The response rates for this survey do not meet National Center for Education Statistics (NCES) standards. For more information on *Monitoring the Future*, see Appendix B – *Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, 2010.

Student Absenteeism

Table A-28-1. Percentage distribution and average NAEP reading scale scores of 4th-, 8th-, and 12th-grade students, by the number of days of school they reported missing in the previous month: Various years, 1992–2011

	Grade 4				Grade 8				Grade 12			
Year	0 days	1–2 days	3–4 days	5 or more days	0 days	1–2 days	3–4 days	5 or more days	0 days	1–2 days	3–4 days	5 or more days
	Percent distribution											
1992[1]	—	—	—	—	44	33	13	8	35	39	17	9
1994[1]	52	30	11	7	44	33	13	9	34	37	17	10
1998[1]	53	31	11	5	44	34	14	8	34	39	17	10
1998	53	30	11	6	44	34	14	8	35	39	17	9
2002	52	30	11	6	45	35	13	7	36	40	17	8
2003	49	30	13	8	44	35	14	8	—	—	—	—
2005	52	29	12	7	45	35	13	7	36	39	16	9
2007	51	30	12	7	45	35	13	7	—	—	—	—
2009	52	29	11	7	46	35	13	7	38	39	15	8
2011	51	30	12	7	45	35	13	6	—	—	—	—
	Average scale score											
1992[1]	—	—	—	—	263	264	256	244	296	295	287	279
1994[1]	217	215	208	198	264	264	252	244	291	291	281	273
1998[1]	220	218	211	209	268	265	258	250	295	294	286	276
1998	218	214	206	204	268	264	257	249	294	293	285	277
2002	222	219	214	205	268	267	259	250	289	290	284	275
2003	221	218	215	209	267	265	258	248	—	—	—	—
2005	222	219	215	207	266	264	256	247	290	288	283	273
2007	224	221	216	208	267	264	255	245	—	—	—	—
2009	224	221	216	207	268	265	257	248	292	290	284	273
2011	225	221	216	207	269	266	258	248	—	—	—	—

— Not available.

[1] Testing accommodations (e.g., extended time, small group testing) for children with disabilities and English language learners were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998. The footnoted row represents the sample without accommodations.

NOTE: From 1992 to 2000, students responded to the question "How many days of school did you miss last month?" After 2001, students were asked "How many days were you absent from school in the last month?" Detail may not sum to totals because of rounding. The 4th-grade National Assessment of Educational Progress (NAEP) reading assessment did not include the absenteeism question in 1992. The 12th-grade NAEP reading assessment was not administered in 2003, 2007, or 2011. The NAEP reading scale ranges from 0–500. For more information on NAEP, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments, NAEP Data Explorer.

Table A-28-2. Percentage of 8th- and 12th-grade students performing at or above *Basic* proficiency on NAEP reading assessments, by number of days of school missed in the previous month and selected characteristics: 2009 and 2011

	Grade 8–2011						Grade 12–2009					
	Percent at or above *Basic*			Percentage distribution			Percent at or above *Basic*			Percentage distribution		
	0 days	1–2 days	3 or more days	0 days	1–2 days	3 or more days	0 days	1–2 days	3 or more days	0 days	1–2 days	3 or more days
Total	**80**	**78**	**66**	**45**	**35**	**19**	**77**	**76**	**67**	**38**	**39**	**23**
Student characteristic												
Sex												
Male	76	74	60	47	34	18	72	70	60	41	37	21
Female	84	81	71	44	36	20	83	81	74	35	41	24
Race/ethnicity												
White	88	86	77	45	37	18	85	83	73	36	40	23
Black	65	60	49	45	32	23	60	58	51	39	38	23
Hispanic	68	66	54	44	35	21	64	63	56	38	39	23
Asian/Pacific Islander	85	83	69	62	27	11	83	81	78	50	33	16
American Indian/ Alaska Native	69	66	55	34	35	31	77	81	70	30	36	34
Two or more races	84	79	68	43	36	20	83	83	84	39	37	23
English language learner												
Yes	32	30	21	46	31	23	25	21	16	43	37	19
No	82	80	68	45	36	19	79	77	68	38	39	23
Classified as having a disability												
Yes	43	39	30	39	35	26	43	42	29	36	36	29
No	83	81	71	46	35	18	80	79	71	38	40	22
Student eligibility for free or reduced-price lunch												
Eligible	67	65	54	42	35	23	63	62	56	36	39	26
Not eligible	88	86	78	48	36	16	82	81	72	38	40	22
School characteristic												
School location												
City	75	72	58	45	34	21	73	75	66	37	40	23
Suburban	83	80	69	47	35	18	80	79	69	38	40	22
Town	79	76	68	44	36	20	77	76	67	37	39	24
Rural	81	80	70	45	36	19	78	74	65	39	38	23
Percent of students in school eligible for free or reduced-price lunch												
0–25	90	89	81	49	35	16	85	85	77	38	41	22
26–50	83	80	73	45	36	19	77	75	66	38	39	23
51–75	74	72	60	44	35	21	68	65	56	38	39	23
76–100	61	61	47	43	34	23	57	53	48	35	39	26

NOTE. The National Assessment of Educational Progress (NAEP) reading assessment was not administered to 12th graders in 2011. For more information on NAEP, see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. For more information on free or reduced-price lunch, locale, or race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Reading Assessments, NAEP Data Explorer.

Indicator 29
Youth Neither in School nor Working

Table A-29-1. Percentage of youth ages 16–24 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1990–2011

Characteristic	1990	1995	2000	2005	2010	2011
Total	**13.7**	**13.9**	**11.5**	**13.1**	**15.5**	**14.5**
Sex						
Male	9.8	10.5	8.8	11.1	15.0	14.0
Female	17.6	17.3	14.3	15.2	16.0	15.0
Age						
16–17	4.6	4.0	3.8	3.6	3.3	2.9
18–19	13.1	13.7	11.2	13.1	14.9	13.0
20–24	17.4	18.0	15.0	17.2	20.8	19.7
Household type (family relationship)[1]						
Family householder or spouse of householder	—	—	24.4	27.3	30.2	29.2
Child of householder	—	—	7.0	8.8	11.2	10.2
Not in family groups	—	—	10.8	11.4	14.5	14.9
Other	—	—	18.3	18.7	23.0	19.7
Race/ethnicity[2]						
White	11.1	10.5	8.3	10.2	12.6	12.3
Black	22.2	22.6	19.2	20.0	22.4	19.4
Hispanic	21.3	22.8	18.8	18.4	20.0	18.4
Asian/Pacific Islander	—	—	—	9.6	12.3	9.0
Citizenship[3]						
U.S.-born	—	—	—	—	15.1	14.0
Naturalized U.S. citizen	—	—	—	—	13.5	14.3
Non-U.S. citizen	—	—	—	—	21.9	20.0
Family poverty[4]						
Poor	32.9	32.0	24.5	27.7	29.0	27.4
Nonpoor	10.3	9.9	8.9	10.1	12.2	11.0
Geographic region						
Northeast	12.3	13.1	10.2	12.6	13.0	13.6
Midwest	12.9	11.7	10.0	12.0	14.2	12.4
South	14.5	15.2	12.8	14.8	17.0	15.8
West	14.9	15.0	12.0	12.0	16.5	15.0

— Not available.
[1] "Householder" refers to the person (or one of the people) in whose name the housing unit is owned or rented (maintained) or, if there is no such person, any adult member, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either spouse. "Child of householder" includes unmarried college students living in dormitories. "Not in family groups" includes nonfamily householders, unrelated persons in households, and those living in group quarters. "Other" includes other relatives living with the householder (not a spouse or child), as well as those in related or unrelated subfamilies.
[2] Race categories exclude persons of Hispanic ethnicity. Other races/ethnicities are included in the total but are not shown separately. Prior to 2003, estimates for "Asian/Pacific Islander" only were not available.
[3] *U.S.-born* includes foreign-born U.S. citizens. Naturalized U.S. citizens are those who, having been born in another country or otherwise reared as a foreigner, have been granted U.S. citizenship and the rights and privileges of that status.
[4] *Poor* is defined to include families below the poverty threshold; *nonpoor* is defined to include families at or above the poverty threshold.
NOTE: The data presented here represent the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are neither enrolled in school nor working. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on poverty or race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement and Annual Social and Economic Supplement, selected years, 1990-2011.

Table A-29-2. Number and percentage distribution of youth ages 16–24 who were neither enrolled in school nor working, by selected characteristics: 2011

Characteristic	Total youth ages 16–24	Neither enrolled in school nor working	
		Number	Percentage distribution
Total	**38,374,000**	**5,558,000**	**100.0**
Sex			
Male	19,585,000	2,734,000	49.2
Female	18,790,000	2,823,000	50.8
Age			
16–17	8,723,000	254,000	4.6
18–19	8,125,000	1,059,000	19.1
20–24	21,525,000	4,245,000	76.4
Household type (family relationship)[1]			
Family householder or spouse of householder	5,622,000	1,644,000	29.6
Child of householder	23,502,000	2,405,000	43.3
Not in family groups	6,547,000	977,000	17.6
Other	2,704,000	531,000	9.6
Race/ethnicity[2]			
White	22,638,000	2,784,000	50.1
Black	5,438,000	1,053,000	18.9
Hispanic	7,573,000	1,390,000	25.0
Asian/Pacific Islander	1,680,000	151,000	2.7
Citizenship[3]			
U.S.-born	34,661,000	4,868,000	87.6
Naturalized U.S. citizen	933,000	133,000	2.4
Non-U.S. citizen	2,780,000	556,000	10.0
Family poverty[4]			
Poor	8,111,000	2,223,000	40.0
Nonpoor	30,263,000	3,334,000	60.0
Geographic region			
Northeast	7,099,000	965,000	17.4
Midwest	8,279,000	1,026,000	18.5
South	13,789,000	2,181,000	39.2
West	9,207,000	1,386,000	24.9

[1] "Householder" refers to the person (or one of the people) in whose name the housing unit is owned or rented (maintained) or, if there is no such person, any adult member, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either spouse. "Child of householder" includes unmarried college students living in dormitories. "Not in family groups" includes nonfamily householders, unrelated persons in households, and those living in group quarters. "Other" includes other relatives living with the householder (not a spouse or child), as well as those in related or unrelated subfamilies.
[2] Race categories exclude persons of Hispanic ethnicity. Other races/ethnicities are included in the total but are not shown separately.
[3] *U.S.-born* includes foreign-born U.S. citizens. Naturalized U.S. citizens are those who, having been born in another country or otherwise reared as a foreigner, have been granted U.S. citizenship and the rights and privileges of that status.
[4] *Poor* is defined to include families below the poverty threshold; *nonpoor* is defined to include families at or above the poverty threshold.
NOTE: The data presented here represent the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are neither enrolled in school nor working. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on poverty or race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement and Annual Social and Economic Supplement, 2011.

Indicator 30

Employment of High School Students

Table A-30-1. Percentage of high school students ages 16 years and older who were employed, by hours worked per week and sex: Selected years, 1980 to 2010

	Percent employed			Percent employed less than 15 hours per week			Percent employed 15 or more hours per week		
Year	Total	Males	Females	Total	Males	Females	Total	Males	Females
1980	35.6	36.9	34.2	14.2	14.0	14.5	20.5	22.1	18.9
1985	31.6	32.1	31.0	12.6	12.2	13.0	18.5	19.5	17.3
1990	32.3	33.1	31.3	11.9	11.4	12.3	19.7	21.0	18.3
1995	33.6	33.1	34.2	11.9	11.1	12.9	20.5	20.8	20.2
2000	34.1	33.2	35.1	11.9	11.2	12.6	21.1	21.1	21.0
2002	30.5	27.9	33.4	11.1	9.7	12.7	18.5	17.4	19.7
2004	27.2	26.2	28.3	10.4	9.9	11.0	16.0	15.5	16.6
2006	27.6	26.5	28.8	9.9	8.8	11.0	17.0	16.8	17.1
2008	22.6	20.0	25.4	9.2	8.1	10.3	12.8	11.4	14.1
2010	16.2	14.0	18.5	7.3	6.3	8.4	8.3	7.2	9.4

NOTE: *Percent employed* includes those who were employed but not at work during the survey week. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. The estimates of the percentage of high school students ages 16 years old and older who worked less than 15 hours per week or 15 or more hours per week exclude those who were employed but not at work during the survey week. Therefore, detail may not sum to total percentage employed. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1980–2010.

Table A-30-2. Percentage distribution of high school students ages 16 years and older who were employed, by hours worked per week and selected student characteristics: 2010

Characteristic	Hours worked per week	
	Less than 15 hours	15 or more hours
Total	**47.0**	**53.0**
Sex		
Male	46.5	53.5
Female	47.3	52.7
Age		
16 to 17 years old	51.9	48.1
18 years old and older	33.7	66.3
Family income		
Low income	37.5	62.5
Middle income	43.9	56.1
High income	55.7	44.3
Race/ethnicity		
White	47.5	52.5
Black	43.6	56.4
Hispanic	44.9	55.1
Asian	‡	‡
Pacific Islander	‡	‡
American Indian/Alaska Native	‡	‡
Two or more races	‡	‡
Nativity		
Native-born	48.4	51.6
Foreign-born	24.5 !	75.5

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
NOTE: *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week. These estimates exclude those who were employed but not at work during the survey week. *Low income* refers to the bottom 20 percent of family incomes, *high income* refers to the top 20 percent of family incomes, and *middle income* refers to the 60 percent in between. *Native-born* refers to high school students born in the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. Detail may not sum to 100 percent because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009

Year and student or school characteristic	Mathematics					
	Algebra I[1]	Geometry[1]	Algebra II/ trigono-metry[2]	Analysis/ pre-calculus[2]	Statistics/ probability[2]	Calculus[1]
1990						
Total[5]	**76.9**	**64.1**	**53.6**	**13.4**	**1.0**	**6.5**
Sex						
Male	75.1	63.0	51.8	14.1	1.2	7.6
Female	78.6	65.0	55.2	12.8	0.8	5.6
Race/ethnicity						
White	76.8	66.4	56.9	14.9	1.0	6.9
Black	77.9	56.3	43.9	6.2	1.1 !	2.8
Hispanic	81.0	54.1	39.9	7.1	‡	3.8
Asian/Pacific Islander	71.3	71.5	69.3	25.2	‡	18.4
American Indian/Alaska Native	76.5	55.7	53.9	‡	‡	‡
School type						
Traditional public	76.0	61.9	51.4	12.2	0.8	6.2
Public charter	—	—	—	—	—	—
Private	86.1	85.5	75.5	25.3	2.6 !	9.7
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	77.0	67.4	57.8	15.3	1.1	7.5
26–50 percent	71.3	45.4	44.6	5.5	‡	3.8
51–75 percent	81.8	56.0	40.1	5.6	#	
76–100 percent	96.0	89.4	78.7	‡	#	#
Locale						
City	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Town	—	—	—	—	—	—
Rural	—	—	—	—	—	—
Student disability and English language learner (ELL) status[6]						
Students with disabilities (SD)						
Yes	37.3	11.8	8.3	‡	‡	‡
No	77.7	65.1	54.5	13.6	1.0	6.7
ELL						
Yes	66.6	42.2	37.1	‡	‡	‡
No	77.0	64.2	53.7	13.4	1.0	6.6

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Science				
	Biology[1]	Chemistry[1]	Physics[1]	Biology and chemistry[3]	Biology, chemistry, and physics[4]
1990					
Total[5]	**91.3**	**49.2**	**21.3**	**47.8**	**18.7**
Sex					
Male	90.0	48.1	25.1	46.6	21.8
Female	92.5	50.2	17.7	48.9	16.0
Race/ethnicity					
White	91.5	51.8	22.8	50.5	20.5
Black	91.3	40.3	14.5	39.5	12.0
Hispanic	90.2	38.3	12.7	36.4	10.0
Asian/Pacific Islander	90.2	63.5	38.0	60.0	33.4
American Indian/Alaska Native	90.5	35.5	‡	34.2	‡
School type					
Traditional public	90.7	47.4	20.2	46.0	17.8
Public charter	—	—	—	—	—
Private	97.2	66.7	31.4	65.2	28.2
Percentage of students in school eligible for free or reduced-price lunch					
0–25 percent	92.4	54.0	22.8	52.8	21.0
26–50 percent	88.8	36.5	15.3	35.5	12.8
51–75 percent	93.6	33.5	12.7	33.0	11.7
76–100 percent	99.0	‡	‡	‡	‡
Locale					
City	—	—	—	—	—
Suburban	—	—	—	—	—
Town	—	—	—	—	—
Rural	—	—	—	—	—
Student disability and English language learner (ELL) status[6]					
Students with disabilities (SD)					
Yes	65.0	7.7	‡	‡	‡
No	91.8	50.0	21.6	48.6	19.1
ELL					
Yes	70.5	‡	‡	‡	‡
No	91.4	49.3	21.3	48.0	18.8

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Mathematics					
	Algebra I[1]	Geometry[1]	Algebra II/ trigono-metry[2]	Analysis/ pre-calculus[2]	Statistics/ probability[2]	Calculus[1]
2000						
Total[5]	**66.5**	**78.3**	**68.3**	**26.6**	**5.7**	**11.6**
Sex						
Male	65.0	74.8	65.2	25.3	5.8	12.1
Female	68.0	81.4	71.1	27.8	5.6	11.1
Race/ethnicity						
White	65.1	79.2	69.6	28.1	6.1	12.5
Black	70.1	77.8	64.7	16.1	3.7 !	4.6
Hispanic	73.2	72.6	60.0	19.3	2.3	5.6
Asian/Pacific Islander	58.1	81.3	81.3	48.7	11.4	30.4
American Indian/Alaska Native	68.7	65.0	60.3	‡	‡	‡
School type						
Traditional public	65.3	77.0	67.1	24.1	5.5	10.9
Public charter	—	—	—	—	—	—
Private	79.1	92.3	81.9	53.8	7.8 !	18.2
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	66.8	80.3	68.1	29.6	6.5	13.4
26–50 percent	64.8	72.5	67.2	19.1	3.5	8.8
51–75 percent	72.7	77.5	66.7	18.0	3.4 !	4.8
76–100 percent	81.7	83.1	68.1	23.9	‡	5.4
Locale						
City	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Town	—	—	—	—	—	—
Rural	—	—	—	—	—	—
Student disability and English language learner (ELL) status[6]						
Students with disabilities (SD)						
Yes	45.2	36.1	22.9	6.7 !	‡	‡
No	67.3	79.9	70.1	27.4	5.9	11.9
ELL						
Yes	62.3	57.8	45.8	15.0	‡	‡
No	66.5	78.5	68.6	26.7	5.7	11.6

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Science				
	Biology[1]	Chemistry[1]	Physics[1]	Biology and chemistry[3]	Biology, chemistry, and physics[4]
2000					
Total[5]	**91.1**	**61.8**	**31.3**	**59.2**	**25.0**
Sex					
Male	88.9	57.7	34.1	54.3	26.3
Female	93.2	65.5	28.9	63.6	23.9
Race/ethnicity					
White	91.7	62.9	32.3	60.1	25.6
Black	92.4	59.5	25.1	57.8	20.0
Hispanic	87.8	52.0	23.1	50.3	17.7
Asian/Pacific Islander	87.8	75.1	53.8	70.6	47.0
American Indian/Alaska Native	88.4	43.6	‡	39.4	‡
School type					
Traditional public	90.5	59.5	30.0	56.8	23.5
Public charter	—	—	—	—	—
Private	98.2	86.6	45.1	85.4	41.5
Percentage of students in school eligible for free or reduced-price lunch					
0–25 percent	91.4	65.2	34.5	61.9	28.6
26–50 percent	93.4	56.0	26.3	55.0	19.1
51–75 percent	90.8	58.9	22.5	57.4	17.5
76–100 percent	91.4	60.8	35.0	59.5	26.1
Locale					
City	—	—	—	—	—
Suburban	—	—	—	—	—
Town	—	—	—	—	—
Rural	—	—	—	—	—
Student disability and English language learner (ELL) status[6]					
Students with disabilities (SD)					
Yes	72.0	21.2	13.6	19.9	7.9 !
No	91.9	63.4	32.0	60.7	25.7
ELL					
Yes	73.4	34.9	20.8	31.3	11.2
No	91.3	62.1	31.4	59.5	25.2

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Mathematics					
	Algebra I[1]	Geometry[1]	Algebra II/ trigono metry[2]	Analysis/ pre-calculus[2]	Statistics/ probability[2]	Calculus[1]
2005						
Total[5]	**68.4**	**83.8**	**71.3**	**29.4**	**7.7**	**13.6**
Sex						
Male	66.8	81.9	68.0	28.0	7.7	14.0
Female	69.8	85.6	74.4	30.8	7.8	13.2
Race/ethnicity						
White	66.8	83.9	72.4	32.0	8.5	15.3
Black	75.4	85.0	69.3	17.9	5.8	5.5
Hispanic	70.2	81.0	63.1	20.4	3.4	6.4
Asian/Pacific Islander	65.4	87.1	79.5	48.8	12.9	30.0
American Indian/Alaska Native	70.1	73.8	67.2	15.8	‡	‡
School type						
Traditional public	67.6	83.0	69.3	27.6	7.7	12.5
Public charter	84.5	78.1	69.3	‡	‡	‡
Private	74.4	91.2	89.6	45.3	8.3	23.9
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	65.4	82.2	70.9	34.0	10.2	15.7
26–50 percent	69.5	84.2	69.8	23.4	6.7	10.8
51–75 percent	74.3	82.2	66.3	19.2	3.3	6.9
76–100 percent	75.1	88.2	69.4	18.2	2.8 !	4.9
Locale						
City	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Town	—	—	—	—	—	—
Rural	—	—	—	—	—	—
Student disability and English language learner (ELL) status[6]						
Students with disabilities (SD)						
Yes	49.5	47.8	27.9	6.0	2.2	2.0
No	69.9	87.0	75.2	31.6	8.3	14.7
ELL						
Yes	63.7	70.1	48.0	13.8	3.9	6.1
No	68.4	84.3	72.0	30.0	7.9	13.8

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Science				
	Biology[1]	Chemistry[1]	Physics[1]	Biology and chemistry[3]	Biology, chemistry, and physics[4]
2005					
Total[5]	**92.5**	**66.4**	**32.9**	**64.3**	**27.4**
Sex					
Male	91.0	62.7	34.9	60.3	28.2
Female	93.9	70.0	31.0	68.0	26.5
Race/ethnicity					
White	92.8	67.4	34.8	65.3	29.0
Black	93.7	63.6	25.8	62.0	21.3
Hispanic	89.2	59.3	23.4	57.2	18.8
Asian/Pacific Islander	92.4	79.7	50.3	75.5	42.9
American Indian/Alaska Native	91.5	48.9	18.1	47.6	‡
School type					
Traditional public	92.1	64.2	30.6	62.0	24.8
Public charter	91.6	72.2	36.7 !	67.0	33.9 !
Private	96.1	86.8	53.8	85.1	49.9
Percentage of students in school eligible for free or reduced-price lunch					
0–25 percent	92.8	68.4	35.3	65.9	28.7
26–50 percent	93.0	61.0	26.9	59.1	21.8
51–75 percent	86.7	57.0	20.9	54.1	16.1
76–100 percent	90.2	67.6	21.2	64.1	17.8
Locale					
City	—	—	—	—	—
Suburban	—	—	—	—	—
Town	—	—	—	—	—
Rural	—	—	—	—	—
Student disability and English language learner (ELL) status[6]					
Students with disabilities (SD)					
Yes	71.6	26.6	13.2	24.8	6.6
No	94.4	69.9	34.5	67.8	29.0
ELL					
Yes	81.4	46.1	20.2	43.0	13.8
No	92.9	67.0	33.2	64.9	27.6

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Mathematics					
	Algebra I[1]	Geometry[1]	Algebra II/ trigo-nometry[2]	Analysis/pre-calculus[2]	Statistics/ probability[2]	Calculus[1]
2009						
Total[5]	**68.9**	**88.3**	**75.8**	**35.3**	**10.8**	**15.9**
Sex						
Male	68.5	86.6	73.8	33.8	10.7	16.1
Female	69.3	89.9	77.8	36.6	10.9	15.7
Race/ethnicity						
White	67.0	88.8	77.4	37.9	11.6	17.5
Black	77.2	88.4	70.6	22.7	7.9	6.1
Hispanic	75.4	87.0	71.4	26.5	7.5	8.6
Asian/Pacific Islander	53.3	86.1	83.0	60.5	17.6	42.2
American Indian/Alaska Native	74.8	81.6	66.6	18.5	‡	‡
School type						
Traditional public	68.2	88.1	74.9	34.0	10.7	15.4
Public charter	79.0	86.9	77.8	34.1		‡
Private	74.7	90.0	84.6	47.5	12.5	23.3
Percentage of students in school eligible for free or reduced-price lunch						
0–25 percent	61.3	89.7	80.1	43.1	14.8	22.6
26–50 percent	70.9	88.4	74.7	29.7	8.6	11.8
51–75 percent	75.8	87.4	69.3	25.4	7.5	9.8
76–100 percent	80.1	88.8	70.7	25.5	5.1	7.5
Locale						
City	72.5	89.1	74.9	36.7	10.6	15.5
Suburban	62.8	89.4	78.7	39.0	13.1	19.5
Town	76.9	86.4	71.4	30.1	8.4	10.7
Rural	70.2	86.3	74.5	30.0	8.6	13.5
Student disability and English language learner (ELL) status[6]						
Students with disabilities (SD)						
Yes	56.0	61.1	39.5	9.7	3.9	3.0
No	70.1	90.7	79.1	37.6	11.4	17.1
ELL						
Yes	73.3	76.2	58.1	19.4	4.4	4.7
No	68.8	88.5	76.2	35.6	10.9	16.2

See notes at end of table.

Table A-31-1. Percentage of high school graduates who completed selected mathematics and science courses in high school, by year and selected student and school characteristics: Selected years, 1990–2009—Continued

Year and student or school characteristic	Science				
	Biology[1]	Chemistry[1]	Physics[1]	Biology and chemistry[3]	Biology, chemistry, and physics[4]
2009					
Total[5]	**95.6**	**70.4**	**36.1**	**68.3**	**30.1**
Sex					
Male	94.9	67.4	39.2	65.0	31.9
Female	96.2	73.4	33.0	71.4	28.3
Race/ethnicity					
White	95.6	71.5	37.6	68.9	31.4
Black	96.3	65.3	26.9	64.3	21.9
Hispanic	94.8	65.7	28.6	64.2	22.7
Asian/Pacific Islander	95.8	84.8	61.1	82.7	54.4
American Indian/Alaska Native	94.5	44.5	19.8	43.9	13.6
School type					
Traditional public	95.3	68.9	34.6	66.9	28.8
Public charter	94.0	56.8	40.0	55.7	23.2 !
Private	98.6	87.4	49.5	83.3	43.9
Percentage of students in school eligible for free or reduced-price lunch					
0–25 percent	96.4	76.3	46.5	74.9	40.4
26–50 percent	94.5	64.0	27.6	61.6	22.2
51–75 percent	95.6	65.6	29.4	64.2	22.7
76–100 percent	95.6	69.4	26.6	68.2	22.8
Locale					
City	96.4	74.0	38.8	70.8	31.6
Suburban	97.1	76.7	43.8	75.4	38.6
Town	92.2	62.3	24.0	60.4	18.9
Rural	93.7	59.6	26.0	57.2	19.7
Student disability and English language learner (ELL) status[6]					
Students with disabilities (SD)					
Yes	82.4	35.4	19.3	33.8	12.0
No	96.8	73.6	37.6	71.4	31.7
ELL					
Yes	86.9	47.4	23.2	43.8	15.4
No	95.7	70.9	36.3	68.7	30.3

— Not available.
Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Percentages are for students who earned at least one Carnegie credit.
[2] Percentages are for students who earned at least one-half of a Carnegie credit. Courses listed are composites made up of individual courses that are relatively similar in content. For example, algebra II/trigonometry comprises courses including trigonometry and pre-IB algebra II/trigonometry.
[3] Percentages are for students who earned at least one Carnegie credit each in biology and chemistry.
[4] Percentages are for students who earned at least one Carnegie credit each in biology, chemistry, and physics.
[5] Includes other racial/ethnic groups not shown separately in the table and cases that were missing information on race/ethnicity and/or sex of student.
[6] In 2009, the exclusion rate for Students with Disabilities was 3 percent for grade 12, and the exclusion rate for English Language Learner (ELL) students was 1 percent for grade 12. The 2009 SD estimates included students with a "504" plan.
NOTE: For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, free or reduced-price lunch, or locale, see Appendix C – *Commonly Used Measures*. For more information on the National Assessment of Educational Progress (NAEP) or the High School Transcript Study (HSTS), please see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Transcript Study (HSTS), Selected years, 1990–2009.

Table A-31-2. Average National Assessment of Educational Progress (NAEP) 12th-grade mathematics scale scores of high school graduates, by highest mathematics course taken and selected student and school characteristics: 2009

Student and school chacteristics	Algebra I or below[1]	Geometry	Algebra II/ trigonometry[2]	Analysis/ precalculus[2]	Statistics/ probability[2]	Advanced mathematics, other[3]	Calculus
Total[4]	**114**	**127**	**143**	**166**	**164**	**154**	**193**
Sex							
Male	117	128	145	169	165	156	197
Female	111	126	142	163	162	153	190
Race/ethnicity							
White	117	133	150	172	169	160	194
Black	104	114	129	147	139	138	170
Hispanic	109	122	136	155	154	142	179
Asian/Pacific Islander	‡	129	149	170	176	164	203
American Indian/Alaska Native	‡	‡	143	‡	‡	‡	‡
School type							
Traditional public	114	127	143	166	164	155	193
Public charter	‡	‡	137	141	132	‡	‡
Private	‡	123	146	169	168	146	193
Percentage of students in school eligible for free or reduced-price lunch							
0–25 percent	116	134	151	173	173	162	199
26–50 percent	115	127	144	165	162	154	189
51–75 percent	111	123	136	156	149	146	179
76–100 percent	107	115	126	144	137	131	163
Locale							
City	110	125	140	163	163	151	195
Suburban	112	127	144	169	167	157	195
Town	114	129	144	166	164	152	191
Rural	117	129	145	165	157	155	187
Student disability and English language learner (ELL) status[5]							
Students with disabilities (SD)							
Yes	103	114	126	166	136	134	197
No	122	129	144	166	164	156	193
ELL							
Yes	104	113	121	144	‡	129	‡
No	114	128	144	166	164	155	193

‡ Reporting standards not met (too few cases).
[1] Includes basic math, general math, applied math, pre-algebra, and algebra I.
[2] Courses listed are composites made up of individual courses that are relatively similar in content. For example, algebra II/trigonometry comprises courses including trigonometry and pre-IB algebra II/trigonometry.
[3] Includes courses such as actuarial sciences, pure mathematics, discrete math, and advanced functions and modeling.
[4] Includes other racial/ethnic groups not shown separately in the table and cases that were missing information on race/ethnicity and/or sex of student.
[5] In 2009, the exclusion rate for SD students was 4 percent for grade 4, 3 percent for grade 8, and 3 percent for grade 12, and the exclusion rate for ELL students was 2 percent for grade 4, 1 percent for grade 8 and 1 percent for grade 12. The 2009 SD estimates included students with a "504" plan.
NOTE: The scale of the National Assessment for Educational Progress (NAEP) mathematics assessment for grade 12 ranges from 0 to 300. For a transcript to be included in the analyses, it had to meet three requirements: (1) the graduate received either a standard or honors diploma, (2) the graduate's transcript contained 16 or more Carnegie credits, and (3) the graduate's transcript contained more than 0 Carnegie credits in English courses. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the National Assessment of Educational Progress (NAEP) or the High School Transcript Study (HSTS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment; and High School Transcript Study (HSTS), 2009.

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Public High School Graduation Rates

Table A-32-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: Selected school years, 1990–91 through 2008–09

State or jurisdiction	Averaged freshman graduation rate						
	1990–91	1995–96	2000–01	2005–06	2006–07	2007–08	2008–09
United States	**73.7**	**71.0**	**71.7**	**73.4** [1]	**73.9**	**74.7** [1]	**75.5** [1]
Alabama	69.8	62.7	63.7	66.2	67.1	69.0	69.9
Alaska	74.6	68.3	68.0	66.5	69.0	69.1	72.6
Arizona	76.7	60.8	74.2	70.5	69.6	70.7	72.5
Arkansas	76.6	74.2	73.9	80.4	74.4	76.4	74.0
California	69.6	67.6	71.6	69.2	70.7	71.2	71.0
Colorado	76.3	74.8	73.2	75.5	76.6	75.4	77.6
Connecticut	80.2	76.1	77.5	80.9	81.8	82.2	75.4
Delaware	72.5	70.4	71.0	76.3	71.9	72.1	73.7
District of Columbia	54.5	49.7	60.2	65.4	54.8	56.0	62.4
Florida	65.6	62.3	61.2	63.6	65.0	66.9	68.9
Georgia	70.3	61.9	58.7	62.4	64.1	65.4	67.8
Hawaii	75.9	74.5	68.3	75.5	75.4	76.0	75.3
Idaho	79.6	80.5	79.6	80.5	80.4	80.1	80.6
Illinois	76.6	75.2	75.6	79.7	79.5	80.4	77.7
Indiana	76.9	73.6	72.1	73.3	73.9	74.1	75.2
Iowa	84.4	84.3	82.8	86.9	86.5	86.4	85.7
Kansas	80.8	77.1	76.5	77.5	78.8	79.0	80.2
Kentucky	72.9	71.3	69.8	77.2	76.4	74.4	77.6
Louisiana	57.5	61.7	63.7	59.5	61.3	63.5	67.3
Maine	80.7	73.7	76.4	76.3	78.5	79.1	79.9
Maryland	77.5	78.3	78.7	79.9	80.0	80.4	80.1
Massachusetts	79.1	78.0	78.9	79.5	80.8	81.5	83.3
Michigan	72.1	71.4	75.4	72.2	77.0	76.3	75.3
Minnesota	90.8	86.1	83.6	86.2	86.5	86.4	87.4
Mississippi	63.3	59.7	59.7	63.5	63.5	63.9	62.0
Missouri	76.0	75.0	75.5	81.0	81.9	82.4	83.1
Montana	84.4	83.9	80.0	81.9	81.5	82.0	82.0
Nebraska	86.7	85.6	83.8	87.0	86.3	83.8	82.9
Nevada	77.0	65.8	70.0	55.8	54.2	56.3	56.3
New Hampshire	78.6	77.5	77.8	81.1	81.7	83.3	84.3
New Jersey	81.4	82.8	85.4	84.8	84.4	84.6	85.3
New Mexico	70.1	63.7	65.9	67.3	59.1	66.8	64.8
New York	66.1	63.6	61.5	67.4	68.9	70.9	73.5
North Carolina	71.3	66.5	66.5	71.8	68.6	72.8	75.1
North Dakota	87.6	89.5	85.4	82.2	83.1	83.8	87.4
Ohio	77.5	74.5	76.5	79.2	78.7	79.0	79.6
Oklahoma	76.5	75.6	75.8	77.8	77.8	78.0	77.3
Oregon	72.7	68.3	68.3	73.0	73.8	76.7	76.5
Pennsylvania	79.7	80.0	79.0	83.5	83.0	82.7	80.5
Rhode Island	75.0	72.7	73.5	77.8	78.4	76.4	75.3
South Carolina	66.6	60.9	56.5	61.0	58.9	62.2	66.0
South Dakota	83.8	84.5	77.4	84.5	82.5	84.4	81.7
Tennessee	69.8	66.6	59.0	70.7	72.6	74.9	77.4
Texas	72.2	66.1	70.8	72.5	71.9	73.1	75.4
Utah	77.5	76.9	81.6	78.6	76.6	74.3	79.4
Vermont	79.5	85.3	80.2	82.3	88.5	89.3	89.6
Virginia	76.2	76.2	77.5	74.5	75.5	77.0	78.4
Washington	75.7	75.5	69.2	72.9	74.8	71.9	73.7
West Virginia	76.6	77.0	75.9	76.9	78.2	77.3	77.0
Wisconsin	85.2	83.6	83.3	87.5	88.5	89.6	90.7
Wyoming	81.1	77.7	73.4	76.1	75.8	76.0	75.2

See notes at end of table.

Table A-32-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: Selected school years, 1990–91 through 2008–09—Continued

State or jurisdiction	Number of graduates						
	1990–91	1995–96	2000–01	2005–06	2006–07	2007–08	2008–09
United States	**2,234,893**	**2,273,109**	**2,569,200**	**2,815,544** [1]	**2,893,045**	**3,001,337** [1]	**3,039,015** [1]
Alabama	39,042	35,043	37,082	37,918	38,912	41,346	42,082
Alaska	5,458	5,945	6,812	7,361	7,666	7,855	8,008
Arizona	31,282	30,008	46,733	54,091	55,954	61,667	62,374
Arkansas	25,668	25,094	27,100	28,790	27,166	28,725	28,057
California	234,164	259,071	315,189	343,515	356,641	374,561	372,310
Colorado	31,293	32,608	39,241	44,424	45,628	46,082	47,459
Connecticut	27,290	26,319	30,388	36,222	37,541	38,419	34,968
Delaware	5,223	5,609	6,614	7,275	7,205	7,388	7,839
District of Columbia	3,369	2,696	2,808	3,150	2,944	3,352	3,517
Florida	87,419	89,242	111,112	134,686	142,284	149,046	153,461
Georgia	60,088	56,271	62,499	73,498	77,829	83,505	88,003
Hawaii	8,974	9,387	10,102	10,922	11,063	11,613	11,508
Idaho	11,961	14,667	15,941	16,096	16,242	16,567	16,807
Illinois	103,329	104,626	110,624	126,817	130,220	135,143	131,670
Indiana	57,892	56,330	56,172	57,920	59,887	61,901	63,663
Iowa	28,593	31,689	33,774	33,693	34,127	34,573	33,926
Kansas	24,414	25,786	29,360	29,818	30,139	30,737	30,368
Kentucky	35,835	36,641	36,957	38,449	39,099	39,339	41,851
Louisiana	33,489	36,467	38,314	33,275	34,274	34,401	35,622
Maine	13,151	11,795	12,654	12,950	13,151	14,350	14,093
Maryland	39,014	41,785	49,222	55,536	57,564	59,171	58,304
Massachusetts	50,216	47,993	54,393	61,272	63,903	65,197	65,258
Michigan	88,234	85,530	96,515	102,582	111,838	115,183	112,742
Minnesota	46,474	50,481	56,581	58,898	59,497	60,409	59,729
Mississippi	23,665	23,032	23,748	23,848	24,186	24,795	24,505
Missouri	46,928	49,011	54,138	58,417	60,275	61,717	62,969
Montana	9,013	10,139	10,628	10,283	10,122	10,396	10,077
Nebraska	16,500	18,014	19,658	19,764	19,873	20,035	19,501
Nevada	9,370	10,374	15,127	16,455	17,149	18,815	19,904
New Hampshire	10,059	10,094	12,294	13,988	14,452	14,982	14,757
New Jersey	67,003	67,704	76,130	90,049	93,013	94,994	95,085
New Mexico	15,157	15,402	18,199	17,822	16,131	18,264	17,931
New York	133,562	134,401	141,884	161,817	168,333	176,310	180,917
North Carolina	62,792	57,014	63,288	76,710	76,031	83,307	86,712
North Dakota	7,573	8,027	8,445	7,192	7,159	6,999	7,232
Ohio	107,484	102,098	111,281	117,356	117,658	120,758	122,203
Oklahoma	33,007	33,060	37,458	36,497	37,100	37,630	37,219
Oregon	24,597	26,570	29,939	32,394	33,446	34,949	35,138
Pennsylvania	104,770	105,981	114,436	127,830	128,603	130,298	130,658
Rhode Island	7,744	7,689	8,603	10,108	10,384	10,347	10,028
South Carolina	32,999	30,182	30,026	34,970	35,108	35,303	39,114
South Dakota	7,127	8,532	8,881	8,589	8,346	8,582	8,123
Tennessee	44,847	43,792	40,642	50,880	54,502	57,486	60,368
Texas	174,306	171,844	215,316	240,485	241,193	252,121	264,275
Utah	22,219	26,293	31,036	29,050	28,276	28,167	30,463
Vermont	5,212	5,867	6,856	6,779	7,317	7,392	7,209
Virginia	58,441	58,166	66,067	69,597	73,997	77,369	79,651
Washington	42,514	49,862	55,081	60,213	62,801	61,625	62,764
West Virginia	21,064	20,335	18,440	16,763	17,407	17,489	17,690
Wisconsin	49,340	52,651	59,341	63,003	63,968	65,183	65,410
Wyoming	5,728	5,892	6,071	5,527	5,441	5,494	5,493

[1] The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate for Maine includes graduates from semiprivate schools. The 2008–09 national estimates include imputed data for California and Nevada.

NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. For more information on measures of student progress and persistence, see Appendix C – *Commonly Used Measures*. For more information on the Common Core of Data (CCD), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08; 2008-09, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91, Version 1b; 1995–96, Version 1b; 2000–01, Version 1b; 2005–06, Version 1b, and 2006–07, Version 1b.

Indicator 33
Status Dropout Rates

Table A-33-1. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1990–2010

		Race/ethnicity				
Year	Total[1]	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
1990	12.1	9.0	13.2	32.4	4.9 !	16.4 !
1991	12.5	8.9	13.6	35.3	3.5 !	18.7 !
1992	11.0	7.7	13.7	29.4	5.7	17.5 !
1993	11.0	7.9	13.6	27.5	5.8	14.6 !
1994	11.5	7.7	12.6	30.0	5.8	10.2 !
1995	12.0	8.6	12.1	30.0	3.9	13.4 !
1996	11.1	7.3	13.0	29.4	5.3	13.0
1997	11.0	7.6	13.4	25.3	6.9	14.5
1998	11.8	7.7	13.8	29.5	4.1	11.8
1999	11.2	7.3	12.6	28.6	4.3	‡
2000	10.9	6.9	13.1	27.8	3.8	14.0
2001	10.7	7.3	10.9	27.0	3.6	13.1
2002	10.5	6.5	11.3	25.7	3.9	16.8
2003	9.9	6.3	10.9	23.5	3.9	15.0
2004	10.3	6.8	11.8	23.8	3.6	17.0
2005	9.4	6.0	10.4	22.4	2.9	14.0
2006	9.3	5.8	10.7	22.1	3.6	14.7
2007	8.7	5.3	8.4	21.4	6.1	19.3
2008	8.0	4.8	9.9	18.3	4.4	14.6
2009	8.1	5.2	9.3	17.6	3.4	13.2
2010	7.4	5.1	8.0	15.1	4.2	12.4

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
[1] Total includes other race/ethnicity categories not separately shown.
NOTE: This table uses a different data source than tables A-SDE-2 and A-SDE-3; therefore, estimates for 2010 are not directly comparable to the estimates in tables A-SDE-2 and A-SDE-3. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990–2010.

Table A-33-2. Number of status dropouts and status dropout rates of 16- through 24-year-olds in the non-institutionalized group quarters and household population, by nativity and selected characteristics: American Community Survey (ACS) 2010

Characteristics	Number of status dropouts	Status dropout rate	Percent of all status dropouts	Dropout rate for those born in the United States[1]	Dropout rate for those born outside of the United States[1]
Total[2]	**3,098,150**	**7.9**	**100.0**	**6.5**	**18.4**
Sex					
Male	1,840,700	9.3	59.4	7.4	22.3
Female	1,257,450	6.5	40.6	5.6	13.8
Race/ethnicity					
White	1,141,870	5.1	36.9	5.2	4.0
Black	504,660	9.1	16.3	9.3	5.8
Hispanic	1,286,750	16.3	41.5	9.8	30.7
Asian	50,940	2.8	1.6	1.9	3.7
Native Hawaiian/Pacific Islander	3,520	4.5	0.1	3.8 !	6.0 !
American Indian/Alaska Native	46,300	14.9	1.5	15.0	‡
Two or more races	56,480	5.8	1.8	5.9	5.0
Race/ethnicity by sex					
Male					
White	655,160	5.8	35.6	5.8	4.8
Black	283,800	10.5	15.4	10.8	6.2
Hispanic	806,820	19.5	43.8	11.3	35.8
Asian	30,040	3.2	1.6	2.2	4.3
Native Hawaiian/Pacific Islander	1,670	4.3	0.1	2.7 !	7.6 !
American Indian/Alaska Native	25,910	16.6	1.4	16.8	‡
Two or more races	32,790	6.9	1.8	7.0	5.5
Female					
White	486,710	4.4	38.7	4.5	3.1
Black	220,860	7.7	17.6	7.9	5.5
Hispanic	479,930	12.7	38.2	8.3	24.0
Asian	20,890	2.3	1.7	1.5	3.1
Native Hawaiian/Pacific Islander	1,850 !	4.8 !	0.1 !	5.0 !	‡
American Indian/Alaska Native	20,390	13.1	1.6	13.2	‡
Two or more races	23,690	4.9	1.9	4.9	4.5 !
Age					
16	104,090	2.4	3.4	2.3	4.3
17	162,760	3.8	5.3	3.5	7.3
18	302,500	6.5	9.8	5.8	12.6
19	371,570	8.5	12.0	7.5	16.9
20–24	2,157,240	10.1	69.6	8.1	22.4
Region					
Northeast	407,520	5.9	13.2	4.7	13.4
Midwest	569,100	6.8	18.4	6.2	15.0
South	1,319,310	9.2	42.6	7.6	21.2
West	802,220	8.6	25.9	6.5	19.8

! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met (too few cases).
[1] United States refers to the 50 states and the District of Columbia.
[2] Total includes other race/ethnicity categories not separately shown.
NOTE: Detail may not sum to totals because of rounding. This table uses a different data source than table A-SDE-1; therefore, estimates are not directly comparable to the 2010 estimates in table A-SDE-1. Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Among those counted in noninstitutionalized group quarters in the American Community Survey (ACS), only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, region, and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the ACS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010.

Status Dropout Rates

Table A-33-3. Number of status dropouts and status dropout rates of 16- through 24-year-olds in the institutionalized group quarters and noninstitutionalized group quarters and household population, by selected characteristics: American Community Survey (ACS) 2010

		Institutionalized group quarters[1]		Noninstitutionalized group quarters and households[2]	
Characteristics	Total status dropout rate	Number of status dropouts	Status dropout rate	Number of status dropouts	Status dropout rate
Total[3]	**8.3**	**196,340**	**37.4**	**3,098,150**	**7.9**
Sex					
Male	10.0	179,420	38.6	1,840,700	9.3
Female	6.6	16,920	27.9	1,257,450	6.5
Race/ethnicity					
White	5.3	49,490	28.8	1,141,870	5.1
Black	10.3	86,370	42.0	504,660	9.1
Hispanic	16.7	51,990	44.1	1,286,750	16.3
Asian	2.8	1,550	28.1	50,940	2.8
Native Hawaiian/Pacific Islander	4.8	‡	‡	3,520	4.5
American Indian/Alaska Native	15.4	2,900	38.9	46,300	14.9
Two or more races	6.1	3,550	23.3	56,480	5.8
Race/ethnicity by sex					
Male					
White	6.1	41,110	29.1	655,160	5.8
Black	12.7	82,320	43.8	283,800	10.5
Hispanic	20.2	48,320	44.6	806,820	19.5
Asian	3.4	1,520	30.8	30,040	3.2
Native Hawaiian/Pacific Islander	4.9	‡	‡	1,670	4.3
American Indian/Alaska Native	17.6	2,620	40.8	25,910	16.6
Two or more races	7.3	3,040	21.8	32,790	6.9
Female					
White	4.5	8,380	27.3	486,710	4.4
Black	7.8	4,040	23.0	220,860	7.7
Hispanic	12.8	3,670	39.1	479,930	12.7
Asian	2.3	‡	‡	20,890	2.3
Native Hawaiian/Pacific Islander	4.8 !	#	#	1,850 !	4.8 !
American Indian/Alaska Native	13.2	‡	‡	20,390	13.1
Two or more races	4.9	‡	‡	23,690	4.9
Age					
16	2.5	5,550	15.5	104,090	2.4
17	4.0	7,650	17.9	162,760	3.8
18	6.7	13,730	36.7	302,500	6.5
19	8.9	23,710	43.7	371,570	8.5
20–24	10.6	145,710	41.0	2,157,240	10.1
Region					
Northeast	6.3	30,040	36.7	407,520	5.9
Midwest	7.2	35,840	33.5	569,100	6.8
South	9.6	88,670	39.8	1,319,310	9.2
West	8.9	41,790	36.7	802,220	8.6

Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.
[2] Noninstitutionalized group quarters include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless. Among those counted in noninstitutionalized group quarters in the American Community Survey (ACS), only the residents of military barracks are not included in the civilian noninstitutionalized population in the Current Population Survey.
[3] Total includes other race/ethnicity categories not separately shown.
NOTE: This table uses a different data source than table A-SDE-1; therefore, total status dropout rate estimates are not directly comparable to the 2010 estimates in table A-SDE-1. Detail may not sum to totals because of rounding. For more information on race/ethnicity, region, and the status dropout rate, see Appendix C – *Commonly Used Measures*. For more information on the ACS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010.

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Immediate Transition to College

Table A-34-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1975–2010

		Low income				Gap between High income and	
Year	Total	Annual	Moving average[1]	Middle income	High income	Low income[2]	Middle income
1975	50.7	31.2	34.8	46.2	64.5	29.7	18.3
1976	48.8	39.3	32.3	40.5	63.0	30.6	22.5
1977	50.6	27.7	32.4	44.2	66.3	33.8	22.0
1978	50.1	31.4	29.8	44.3	64.0	34.2	19.6
1979	49.3	30.5	31.5	43.2	63.2	31.6	19.9
1980	49.3	32.4	32.3	42.5	65.2	32.9	22.8
1981	53.9	33.9	33.0	49.2	67.6	34.6	18.4
1982	50.6	32.8	33.7	41.7	70.9	37.1	29.2
1983	52.7	34.6	34.1	45.2	70.3	36.3	25.1
1984	55.2	34.7	36.4	48.4	74.0	37.6	25.6
1985	57.7	40.2	36.0	50.6	74.6	38.5	24.0
1986	53.8	33.9	36.7	48.5	71.0	34.3	22.6
1987	56.8	36.8	37.5	50.1	73.8	36.3	23.8
1988	58.9	42.5	42.4	54.7	72.8	30.4	18.1
1989	59.6	48.5	45.9	55.3	70.7	24.8	15.3
1990	60.1	46.9	45.0	54.4	76.6	31.6	22.2
1991	62.5	39.5	42.2	58.4	78.2	36.0	19.8
1992	61.9	40.8	43.5	57.1	79.0	35.5	22.0
1993	62.6	50.4	44.7	56.9	79.3	34.6	22.4
1994	61.9	43.3	42.0	57.8	77.9	35.9	20.1
1995	61.9	34.2	42.0	56.0	83.5	41.4	27.4
1996	65.0	48.3	47.0	62.8	78.0	31.0	15.2
1997	67.0	57.0	50.5	60.7	82.2	31.7	21.5
1998	65.6	46.4	50.4	64.7	77.5	27.0	12.8
1999	62.9	48.0	48.0	60.1	75.4	27.4	15.3
2000	63.3	49.7	47.1	59.5	76.9	29.8	17.4
2001	61.8	43.5	48.5	56.6	80.0	31.5	23.5
2002	65.2	52.3	49.2	61.9	78.8	29.5	16.9
2003	63.9	52.0	51.1	59.1	77.9	26.9	18.9
2004	66.7	48.5	51.4	63.2	80.1	28.8	17.0
2005	68.6	53.5	51.0	65.1	81.2	30.2	16.1
2006	66.0	50.9	54.5	61.4	80.7	26.2	19.3
2007	67.2	58.4	55.2	63.3	78.2	23.0	14.8
2008	68.6	55.5	56.0	65.3	81.9	25.9	16.6
2009	70.1	54.1	53.2	66.8	84.2	31.0	17.4
2010	68.1	50.6	52.3	66.8	82.2	29.9	15.5

[1] Due to the small sample size for the low-income category, data are subject to relatively large sampling errors. Therefore, moving averages are used to produce more stable estimates. The 3-year moving average is an arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For 1975 and 2010, a 2-year moving average is used: data for 1975 reflect an average of 1975 and 1976, and data for 2010 reflect an average of 2009 and 2010.
[2] Refers to the moving average rates for the low-income category.
NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Before 1992, *high school completer* referred to those who had completed 12 years of schooling. As of 1992, high school completer refers to those who have received a high school diploma or equivalency certificate. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on educational attainment and family income, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1975–2010.

Table A-34-2. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by race/ethnicity: 1975–2010

		Black		Hispanic		Asian		Gap between White and		
Year	White	Annual	Moving average[1]	Annual	Moving average[1]	Annual	Moving average[1]	Black[2]	Hispanic[2]	Asian[2]
1975	51.1	41.7	43.0	58.0	55.2	—	—	8.1 !	‡	—
1976	48.8	44.4	45.3	52.7	53.6	—	—	‡	‡	—
1977	50.8	49.5	46.8	50.8	48.8	—	—	‡	‡	—
1978	50.5	46.4	47.5	42.0	46.1	—	—	‡	‡	—
1979	49.9	46.7	45.2	45.0	46.3	—	—	‡	‡	—
1980	49.8	42.7	44.0	52.3	49.6	—	—	‡	‡	—
1981	54.9	42.7	40.3	52.1	48.7	—	—	14.6	‡	—
1982	52.7	35.8	38.8	43.2	49.4	—	—	13.9	‡	—
1983	55.0	38.2	38.0	54.2	46.7	—	—	17.1	‡	—
1984	59.0	39.8	39.9	44.3	49.3	—	—	19.1	‡	—
1985	60.1	42.2	39.5	51.0	46.1	—	—	20.5	13.9 !	—
1986	56.8	36.9	43.5	44.0	42.3	—	—	13.3	14.5 !	—
1987	58.6	52.2	44.2	33.5	45.0	—	—	14.4	13.6 !	—
1988	61.1	44.4	49.7	57.1	48.5	—	—	11.4 !	12.6 !	—
1989	60.7	53.4	48.0	55.1	52.7	—	—	12.7	‡	—
1990	63.0	46.8	48.9	42.7	52.5	—	—	14.1	‡	—
1991	65.4	46.4	47.2	57.2	52.6	—	—	18.2	12.8 !	—
1992	64.3	48.2	50.0	55.0	58.2	—	—	14.3	‡	—
1993	62.9	55.6	51.3	62.2	55.7	—	—	11.6 !	‡	—
1994	64.5	50.8	52.4	49.1	55.0	—	—	12.1	9.5 !	—
1995	64.3	51.2	52.9	53.7	51.6	—	—	11.4	12.7	—
1996	67.4	56.0	55.4	50.8	57.6	—	—	12.1	9.8 !	—
1997	68.2	58.5	58.8	65.6	55.3	—	—	9.4 !	12.9	—
1998	68.5	61.9	59.8	47.4	51.9	—	—	8.8 !	16.6	—
1999	66.3	58.9	58.6	42.3	47.4	—	—	7.7 !	18.9	—
2000	65.7	54.9	56.4	52.9	48.6	—	—	9.3 !	17.1	—
2001	64.3	55.0	56.4	51.7	52.8	—	—	7.9 !	11.4	—
2002	69.1	59.4	57.3	53.6	54.8	—	—	11.8	14.3	—
2003	66.2	57.5	59.9	58.6	57.7	84.1	80.0	6.2 !	8.4 !	-13.8 !
2004	68.8	62.5	58.8	61.8	57.7	75.6	81.6	10.0	11.1	-12.8
2005	73.2	55.7	58.2	54.0	57.5	86.7	80.9	15.0	15.7	-7.7 !
2006	68.5	55.5	55.6	57.9	58.5	82.3	85.1	12.9	10.0	-16.6
2007	69.5	55.7	55.7	64.0	62.0	88.8	85.8	13.9	7.5 !	-16.3
2008	71.7	55.7	60.3	63.9	62.3	88.4	90.1	11.4	9.4	-18.4
2009	71.3	69.5	62.4	59.3	60.9	92.1	88.1	8.9	10.4	-16.8
2010	70.5	62.0	65.8	59.7	59.5	84.7	88.4	‡	11.0 !	-17.9

— Not available.
! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Due to the small sample sizes for the Black, Hispanic, and Asian categories, data are subject to relatively large sampling errors. Therefore, moving averages are used to produce more stable estimates. The 3-year moving average is an arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. For 1975 and 2010, a 2-year moving average is used: data for 1975 reflect an average of 1975 and 1976, and data for 2010 reflect an average of 2009 and 2010.
[2] Refers to the moving average rates for the Black, Hispanic, and Asian categories.
NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Before 1992, *high school completer* referred to those who had completed 12 years of schooling. As of 1992, *high school completer* refers to those who have received a high school diploma or equivalency certificate. Race categories exclude persons of Hispanic ethnicity. From 2003 onward, data for Asians and Pacific Islanders were collected separately. Separate data for the Asian category are not available prior to 2003. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on educational attainment and race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1975–2010.

Immediate Transition to College

Table A-34-3. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by sex and level of institution: 1975–2010

	Total		Male			Female		
Year	2-year[1]	4-year[1]	Total	2-year[1]	4-year[1]	Total	2-year[1]	4-year[1]
1975	18.2	32.6	52.6	19.0	33.6	49.0	17.4	31.6
1976	15.6	33.3	47.2	14.5	32.7	50.3	16.6	33.8
1977	17.5	33.1	52.1	17.2	35.0	49.3	17.8	31.5
1978	17.0	33.1	51.1	15.6	35.5	49.3	18.3	31.0
1979	17.5	31.8	50.4	16.9	33.5	48.4	18.1	30.3
1980	19.4	29.9	46.7	17.1	29.7	51.8	21.6	30.2
1981	20.5	33.5	54.8	20.9	33.9	53.1	20.1	33.0
1982	19.1	31.5	49.1	17.5	31.6	52.0	20.6	31.4
1983	19.2	33.5	51.9	20.2	31.7	53.4	18.4	35.1
1984	19.4	35.8	56.0	17.7	38.4	54.5	21.0	33.5
1985	19.6	38.1	58.6	19.9	38.8	56.8	19.3	37.5
1986	19.3	34.5	55.8	21.3	34.5	51.9	17.3	34.6
1987	18.9	37.9	58.3	17.3	41.0	55.3	20.3	35.0
1988	21.9	37.1	57.1	21.3	35.8	60.7	22.4	38.3
1989	20.7	38.9	57.6	18.3	39.3	61.6	23.1	38.5
1990	20.1	40.0	58.0	19.6	38.4	62.2	20.6	41.6
1991	24.9	37.7	57.9	22.9	35.0	67.1	26.8	40.3
1992	23.0	38.9	60.0	22.1	37.8	63.8	23.9	40.0
1993	22.8	39.8	59.9	22.9	37.0	65.2	22.8	42.4
1994	21.0	40.9	60.6	23.0	37.5	63.2	19.1	44.1
1995	21.5	40.4	62.6	25.3	37.4	61.3	18.1	43.2
1996	23.1	41.9	60.1	21.5	38.5	69.7	24.6	45.1
1997	22.8	44.3	63.6	21.4	42.2	70.3	24.1	46.2
1998	24.4	41.3	62.4	24.4	38.0	69.1	24.3	44.8
1999	21.0	41.9	61.4	21.0	40.5	64.4	21.1	43.3
2000	21.4	41.9	59.9	23.1	36.8	66.2	20.0	46.2
2001	19.6	42.1	60.1	18.6	41.4	63.5	20.6	42.8
2002	21.6	43.6	62.1	20.4	41.7	68.4	22.8	45.6
2003	21.5	42.5	61.2	21.9	39.3	66.5	21.0	45.5
2004	22.4	44.2	61.4	21.8	39.6	71.5	23.1	48.5
2005	24.0	44.6	66.5	24.7	41.8	70.4	23.4	47.0
2006	24.7	41.3	65.8	24.9	40.9	66.1	24.5	41.7
2007	24.1	43.1	66.1	22.7	43.4	68.3	25.5	42.8
2008	27.7	40.9	65.9	24.9	41.0	71.6	30.6	40.9
2009	27.7	42.4	66.0	25.1	40.9	73.8	30.1	43.8
2010	26.7	41.4	62.8	28.5	34.3	74.0	24.6	49.5

[1] From 1975 through 1986, due to a skip pattern in the Current Population Survey (CPS), about 3–9 percent of high school completers ages 16–24 who immediately enrolled in college were not asked the question about the level of institution attended. Such respondents were assumed to have had the same probability of enrolling in a 2- or 4-year institution as those who were asked the question.

NOTE: Includes high school completers ages 16–24, who account for about 98 percent of all high school completers in each year. Before 1992, *high school completer* referred to those who had completed 12 years of schooling. As of 1992, *high school completer* refers to those who have received a high school diploma or equivalency certificate. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*. For more information on educational attainment, see Appendix C – *Commonly Used Measures*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1975–2010.

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Postsecondary Graduation Expectations

Table A-35-1. Percentage of 12th-grade students with definite plans to engage in various postsecondary activities, by sex, race/ethnicity, and parents' highest level of education: 1990, 2000, and 2010

Characteristic	Student has definite plans to				
	Attend a technical or vocational school	Serve in the armed forces	Graduate from a 2-year college program	Graduate from a 4-year college program	Attend graduate or professional school after college
1990					
Total	**8.7**	**6.6**	**16.3**	**48.1**	**15.2**
Sex					
Male	9.0	10.1	13.9	45.8	14.2
Female	8.3	2.7	18.6	50.8	16.4
Race/ethnicity[1]					
White	8.1	5.1	16.1	50.5	14.3
Black	11.9	16.9	15.9	38.1	16.1
Hispanic	11.1	7.9	16.8	37.9	15.1
Parents' highest level of education					
High school completion or less	11.6	7.8	17.0	31.7	9.0
Some college	8.3	7.3	18.8	47.1	14.2
Bachelor's degree	7.4	5.4	16.4	58.0	14.3
Graduate or professional degree	4.7	4.5	11.6	72.1	31.2
2000					
Total	**8.0**	**4.8**	**16.8**	**56.3**	**20.0**
Sex					
Male	9.2	7.6	15.0	51.7	16.5
Female	6.7	2.3	18.3	61.0	23.2
Race/ethnicity[1]					
White	7.7	4.0	16.4	57.1	16.9
Black	10.2	9.4	17.1	57.2	25.4
Hispanic	8.0	6.6	17.0	43.5	22.1
Parents' highest level of education					
High school completion or less	10.5	6.3	18.9	40.1	14.2
Some college	8.1	5.1	19.3	54.8	18.6
Bachelor's degree	6.7	4.3	16.6	61.8	18.1
Graduate or professional degree	5.4	3.2	11.4	75.8	32.9
2010					
Total	**7.1**	**5.3**	**22.6**	**59.7**	**23.6**
Sex					
Male	7.2	8.7	20.2	53.3	17.8
Female	6.8	2.2	24.6	66.5	29.0
Race/ethnicity[1]					
White	7.2	4.6	21.6	61.4	19.7
Black	7.5	6.4	19.8	59.5	30.8
Hispanic	7.1	5.8	27.1	50.4	26.7
Parents' highest level of education					
High school completion or less	9.3	6.1	25.4	46.0	19.0
Some college	7.3	6.1	24.9	57.0	22.9
Bachelor's degree	5.9	4.9	22.0	65.6	20.8
Graduate or professional degree	4.9	3.7	16.2	77.8	36.5

[1] Includes other racial/ethnic groups not shown separately in the table and cases that were missing information on race/ethnicity of student.
NOTE: Percentages reflect students who indicated that they "definitely will" pursue the activities indicated. Respondents were able to select multiple categories for postsecondary activity plans; thus, they are not mutually exclusive. Parents' highest level of education reflects an average of mother's education and father's education based on the respondent's answers about the highest level of education achieved by each parent. Race categories exclude persons of Hispanic ethnicity. For more information on parents' education and race/ethnicity, please see Appendix C – *Commonly Used Measures*. For more information on the Monitoring the Future study, please see Appendix B – *Guide to Sources*.
SOURCE: University of Michigan, Institute for Social Research, *Monitoring the Future*, 1990, 2000, and 2010, http://www.monitoringthefuture.org/.

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Characteristics of Undergraduate Institutions

Table A-36-1. Number and percentage distribution of fall undergraduate enrollment in degree-granting institutions, by control and level of institution and selected student characteristics: Fall 2010

	Fall enrollment						
		Public		Private nonprofit		Private for-profit	
Student characteristic	Total, all institutions	4-year	2-year	4-year	2-year	4-year	2-year
Total	**18,078,672**	**6,486,252**	**7,218,038**	**2,620,744**	**32,660**	**1,290,801**	**430,177**
Sex							
Male	7,835,163	2,965,138	3,110,993	1,117,961	12,504	486,938	141,629
Female	10,243,509	3,521,114	4,107,045	1,502,783	20,156	803,863	288,548
Race/ethnicity of U.S. resident							
White	10,897,654	4,152,584	4,116,728	1,760,349	17,664	660,325	190,004
Black	2,676,501	779,602	1,075,976	338,537	7,465	360,616	114,305
Hispanic	2,543,581	771,537	1,288,164	211,277	2,943	174,386	95,274
Asian	1,030,299	418,778	420,794	140,818	1,377	34,997	13,535
Native Hawaiian/Pacific Islander	57,574	15,899	25,884	6,410	154	7,168	2,059
American Indian/Alaska Native	179,278	60,118	81,504	17,880	1,884	13,875	4,017
Two or more races	293,501	107,446	112,484	43,050	208	22,486	7,827
Nonresident alien	400,284	180,288	96,504	102,423	965	16,948	3,156
Attendance status							
Full time	11,451,568	5,043,049	2,952,480	2,174,284	23,101	869,042	389,612
Part time	6,627,104	1,443,203	4,265,558	446,460	9,559	421,759	40,565

See notes at end of table.

Table A-36-1. Number and percentage distribution of fall undergraduate enrollment in degree-granting institutions, by control and level of institution and selected student characteristics: Fall 2010—Continued

	Percentage distribution						
		Public		Private nonprofit		Private for-profit	
Student characteristic	Total, all institutions	4-year	2-year	4-year	2-year	4-year	2-year
Total	**100.0**	**35.9**	**39.9**	**14.5**	**0.2**	**7.1**	**2.4**
Sex							
Male	100.0	37.8	39.7	14.3	0.2	6.2	1.8
Female	100.0	34.4	40.1	14.7	0.2	7.8	2.8
Race/ethnicity of U.S. resident							
White	100.0	38.1	37.8	16.2	0.2	6.1	1.7
Black	100.0	29.1	40.2	12.6	0.3	13.5	4.3
Hispanic	100.0	30.3	50.6	8.3	0.1	6.9	3.7
Asian	100.0	40.6	40.8	13.7	0.1	3.4	1.3
Native Hawaiian/Pacific Islander	100.0	27.6	45.0	11.1	0.3	12.5	3.6
American Indian/Alaska Native	100.0	33.5	45.5	10.0	1.1	7.7	2.2
Two or more races	100.0	36.6	38.3	14.7	0.1	7.7	2.7
Nonresident alien	100.0	45.0	24.1	25.6	0.2	4.2	0.8
Attendance status							
Full time	100.0	44.0	25.8	19.0	0.2	7.6	3.4
Part time	100.0	21.8	64.4	6.7	0.1	6.4	0.6

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Institutions in this indicator are classified based on the highest degree offered. Race categories exclude persons of Hispanic ethnicity. For more information on the classification of postsecondary institutions or race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Enrollment component.

Characteristics of Undergraduate Institutions

Table A-36-2. Number and percentage distribution of degree-granting institutions, retention rates, and overall graduation rates, by student attendance status, acceptance rate, and level and control of institution: 2010

Acceptance rate and control of institution	Degree-granting institutions, 2010-11		Retention rate[1]		Overall graduation rate by fall 2010 (2004 cohort for 4-year institutions and 2007 cohort for 2-year institutions)[2]
	Number	Percentage distribution	Full time	Part time	
			4-year institutions		
All institutions	**2,421**	**100.0**	**78.7**	**44.6**	**58.3**
Open admissions (no application criteria)	560	23.1	61.4	40.7	29.2
75 percent or more accepted	587	24.2	75.5	45.1	54.5
50.0 to 74.9 percent accepted	793	32.8	79.5	51.2	60.7
25.0 to 49.9 percent accepted	421	17.4	85.1	55.3	70.3
Less than 25 percent accepted	60	2.5	96.1	82.5	87.2
Public institutions	637	100.0	79.5	50.0	56.0
Open admissions (no application criteria)	113	17.7	62.7	40.7	28.8
75 percent or more accepted	190	29.8	75.9	50.2	53.0
50.0 to 74.9 percent accepted	243	38.1	81.2	53.3	59.9
25.0 to 49.9 percent accepted	81	12.7	85.4	64.7	62.2
Less than 25 percent accepted	10	1.6	95.3	79.5	82.2
Private nonprofit institutions	1,216	100.0	80.0	46.8	65.4
Open admissions (no application criteria)	161	13.2	63.5	44.3	36.4
75 percent or more accepted	322	26.5	76.7	48.2	58.9
50.0 to 74.9 percent accepted	499	41.0	78.1	47.0	63.8
25.0 to 49.9 percent accepted	187	15.4	86.4	51.4	79.3
Less than 25 percent accepted	47	3.9	96.4	83.9	90.5
Private for-profit institutions	568	100.0	52.3	37.5	28.4
Open admissions (no application criteria)	286	50.4	54.9	39.4	23.0
75 percent or more accepted	75	13.2	41.1	32.5	38.0
50.0 to 74.9 percent accepted	51	9.0	51.7	49.0	32.9
25.0 to 49.9 percent accepted	153	26.9	56.1	31.1	34.3
Less than 25 percent accepted	3	0.5	—	—	—
			2-year institutions		
All institutions	**1,628**	**100.0**	**60.8**	**41.6**	**29.9**
Public institutions	977	60.0	59.9	41.4	20.4
Private nonprofit institutions	80	4.9	59.0	52.6	51.0
Private for-profit institutions	571	35.1	67.4	53.0	60.3

— Not available.
[1] For 4-year institutions, the *retention rate* is the percentage of first-time, bachelor's degree-seeking students who return to the institution to continue their studies in the following fall (in this case, fall 2010). For 2-year institutions, the retention rate is the percentage of first-time, degree/certificate-seeking students enrolled in the fall who either return to the institution or successfully complete their program by the following fall.
[2] The *overall graduation rate* is the percentage of full-time, first-time students who graduated or transferred out of the institution within 150 percent of normal program completion time. For a bachelor's degree, this represents 6 years; for an associate's degree, this represents 3 years. Students who transferred to another institution and graduated are not counted as completers at their initial institution.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Institutions in this indicator are classified based on the highest degree offered. For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*. Detail may not sum to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Enrollment component, Graduation Rates component, and Institutional Characteristics component.

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College Student Employment

Table A-37-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and level and control of institution: Selected years, October 1970 through October 2010

Level and control of institution and year	Full-time students				Part-time students			
		Hours worked per week[1]				Hours worked per week[1]		
	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours
Total								
1970	33.8	19.3	10.4	3.8	82.2	5.0	15.8	60.3
1975	35.3	18.2	12.0	4.7	80.9	6.0	19.5	52.6
1980	40.0	21.5	14.0	3.9	84.5	7.9	22.5	52.6
1985	44.2	21.8	17.3	4.3	86.1	6.0	26.8	52.5
1990	45.7	20.6	19.3	4.8	83.7	4.0	26.0	52.7
1995	47.2	19.1	20.3	6.5	82.9	8.6	30.4	42.3
2000	52.0	20.1	21.7	8.9	84.9	8.6	27.8	47.5
2001	47.0	17.4	20.6	7.9	84.5	8.1	25.8	48.9
2002	47.8	17.3	20.9	8.5	78.9	8.7	25.3	43.4
2003	47.7	17.1	20.7	8.8	79.0	7.8	27.2	42.8
2004	49.0	17.7	21.6	8.6	81.5	8.5	27.4	44.1
2005	49.1	17.8	21.1	9.0	85.0	10.2	27.1	47.1
2006	46.5	15.1	22.0	8.1	81.0	7.3	27.6	45.5
2007	45.5	15.4	20.7	8.7	81.2	6.8	27.2	45.9
2008	45.3	15.6	20.1	8.7	79.4	9.3	24.7	44.4
2009	40.6	15.6	17.6	6.2	76.2	10.1	27.5	36.9
2010	39.8	14.9	17.2	6.6	73.4	10.7	28.3	32.8
Enrolled in public 4-year institutions								
1990	43.0	19.8	18.6	3.7	87.4	4.2 !	27.9	54.7
1995	48.8	19.4	22.6	5.6	86.7	9.6	30.8	45.0
2000	50.5	19.1	21.5	9.0	87.3	8.5	26.4	50.9
2001	45.9	16.6	20.9	7.5	86.7	7.5	27.9	49.5
2002	47.7	17.2	21.0	8.0	78.5	7.5	22.8	47.4
2003	47.5	17.3	20.7	8.2	81.7	9.3	27.3	43.7
2004	49.7	17.4	22.0	8.8	83.0	9.0	27.4	44.3
2005	49.6	17.8	22.7	8.0	86.3	9.0	26.8	49.7
2006	46.6	13.9	22.9	8.6	80.5	7.1	26.4	46.0
2007	44.7	14.9	20.1	8.9	78.3	6.4	23.1	48.5
2008	44.1	15.1	19.2	8.8	83.9	9.3	24.7	49.5
2009	40.6	14.7	18.7	5.8	78.7	11.1	25.7	39.8
2010	40.8	15.2	18.0	6.6	70.4	10.5	26.9	32.1

See notes at end of table.

Table A-37-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, level and control of institution, and year: Selected years, October 1970 through October 2010—Continued

Level and control of institution and year	Full-time students				Part-time students			
		Hours worked per week[1]				Hours worked per week[1]		
	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours
Enrolled in private 4-year institutions								
1990	38.1	24.0	9.9	3.5	89.9	‡	31.9	53.1
1995	38.6	21.6	10.7	4.6	80.1	14.9	26.8	36.5
2000	45.8	23.6	14.9	5.4	78.0	‡	18.5	52.6
2001	38.7	19.7	11.6	6.3	83.6	7.9 !	23.3	51.6
2002	39.8	17.4	15.1	6.0	77.6	16.6	17.4	42.1
2003	41.1	19.0	12.8	8.4	69.2	9.3 !	17.5	40.7
2004	40.6	19.6	15.0	5.3	73.0	‡	21.2	49.2
2005	42.3	20.1	13.8	7.0	88.5	10.6 !	34.5	43.2
2006	36.9	18.1	12.4	5.1	83.0	6.1 !	21.0	55.9
2007	38.7	18.0	13.0	6.7	83.9	‡	14.3 !	61.2
2008	38.0	18.5	12.4	5.6	84.4	‡	21.4	55.3
2009	35.2	18.6	10.7	5.1	93.9	7.5 !	22.1	62.4
2010	35.6	15.7	12.2	6.0	78.6	‡	23.4 !	45.6
Enrolled in public 2-year institutions								
1990	61.2	19.1	31.2	9.2	81.5	4.1	24.9	51.1
1995	52.9	15.6	25.3	10.9	81.1	6.1	32.5	40.5
2000	63.9	20.6	29.9	11.9	85.5	9.9	30.0	44.9
2001	58.1	18.0	28.0	10.6	83.2	8.9	25.2	47.4
2002	55.1	17.4	26.3	11.0	79.2	8.6	29.8	39.6
2003	54.7	15.4	28.1	10.3	80.6	6.6	29.6	43.4
2004	55.1	17.0	27.1	10.3	81.9	9.0	28.7	43.1
2005	54.2	15.6	24.2	13.4	82.0	10.8	25.8	44.8
2006	55.3	15.8	28.8	9.2	80.7	8.2	30.0	42.2
2007	54.0	15.2	28.7	9.6	83.4	7.1	33.7	40.9
2008	52.9	14.6	26.9	10.7	74.8	9.7	25.9	37.8
2009	45.4	16.0	20.5	7.8	71.8	10.3	30.6	29.4
2010	40.6	14.0	19.1	6.8	74.7	11.6	30.1	31.0

! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.
[1] Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.
[2] Includes those who were employed but not at work during the survey week.
NOTE: Trend information for both 2- and 4-year public institutions and private 4-year institutions prior to 1990 was not available due to missing values. College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. For more information on classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1970–2010.

College Student Employment

Table A-37-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2010

	Full-time students				Part-time students			
		Hours worked per week[1]				Hours worked per week[1]		
Characteristic	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours	Percent employed[2]	Less than 20 hours	20–34 hours	35 or more hours
Total	**39.8**	**14.9**	**17.2**	**6.6**	**73.4**	**10.7**	**28.3**	**32.8**
Sex								
Male	36.7	12.8	16.9	6.2	72.9	8.7	29.3	32.5
Female	42.4	16.7	17.5	7.0	73.8	12.4	27.4	33.1
Race/ethnicity								
White	43.6	17.6	18.1	6.8	76.4	11.5	28.4	34.2
Black	33.3	9.3	15.9	6.6	65.9	7.3 !	29.4	29.2
Hispanic	34.9	10.1	17.2	7.2	71.9	10.3	29.7	30.6
Asian	30.5	11.9	13.5	4.5	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	36.4	16.9	14.8 !	‡	‡	‡	‡	‡
Level and control of institution								
2-year	40.3	13.8	18.8	7.0	75.0	11.4	29.8	31.9
Public	40.6	14.0	19.1	6.8	74.7	11.6	30.1	31.0
Private	35.5	11.0 !	14.7	9.8 !	‡	‡	‡	‡
4-year	39.6	15.3	16.6	6.5	71.5	9.8	26.4	33.9
Public	40.8	15.2	18.0	6.6	70.4	10.5	26.9	32.1
Private	35.6	15.7	12.2	6.0	78.6	‡	23.4 !	45.6
Student enrollment level								
Undergraduate	39.9	15.3	17.5	6.1	72.0	11.1	29.4	29.6
Sex								
Male	37.5	13.2	17.3	6.0	72.4	8.7	30.5	30.7
Female	42.1	17.2	17.6	6.2	71.6	13.5	28.4	28.6
Race/ethnicity								
White	43.8	17.9	18.5	6.2	74.8	12.1	29.8	30.3
Black	32.5	9.9	14.9	5.9	64.2	7.7 !	30.8	25.7
Hispanic	35.5	10.1	17.8	7.3	71.4	10.5	29.5	30.1
Asian	30.5	13.2	13.6	3.0 !	‡	‡	‡	‡
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	36.7	16.8	15.2 !	‡	‡	‡	‡	‡
Level and control of institution								
2-year	40.4	14.0	19.0	6.7	74.3	11.7	30.5	30.2
Public	40.7	14.2	19.2	6.6	74.0	12.0	30.8	29.2
Private	36.0	11.5 !	16.5	‡	‡	‡	‡	‡
4-year	39.7	15.8	16.8	5.9	68.8	10.4	28.0	28.7
Public	40.9	15.4	18.2	6.3	67.7	10.7	28.4	27.5
Private	35.5	17.3	11.8	4.3	77.3	‡	24.6 !	38.8
Graduate	37.7	10.3	14.2	12.6	89.8	‡	15.5 !	69.2

! Interpret with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) for this estimate is 50 percent or greater.
[1] Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.
[2] Includes those who were employed but not at work during the survey week.
NOTE: College includes both 2- and 4-year institutions. College students were classified as *full-time* if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and as *part-time* if they were taking fewer hours. For more information on classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2010.

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Undergraduate Fields of Study

Table A-38-1. Number of associate's and bachelor's degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1999–2000 and 2009–10

Level of degree and field of study	1999–2000				2009–10				1999–2000 to 2009–10		
	Number	Percent of total	Number to females	Percent to females	Number	Percent of total	Number to females	Percent to females	Change in number of degrees	Percent change	Percent change for females
Associate's degrees											
Total[1]	**564,933**	**100.0**	**340,212**	**60.2**	**849,452**	**100.0**	**526,536**	**62.0**	**284,519**	**50.4**	**54.8**
Liberal arts and sciences, general studies, and humanities	187,454	33.2	117,708	62.8	284,775	33.5	174,074	61.1	97,321	51.9	47.9
Health professions and related programs	86,676	15.3	74,804	86.3	177,686	20.9	151,782	85.4	91,010	105.0	102.9
Business, management, marketing, and personal and culinary services	95,309	16.9	65,429	68.6	133,371	15.7	85,203	63.9	38,062	39.9	30.2
Engineering and engineering technologies	59,458	10.5	7,584	12.8	55,280	6.5	5,713	10.3	-4,178	-7.0	-24.7
Homeland security, law enforcement, fire-fighting, and related protective services	16,298	2.9	5,791	35.5	37,260	4.4	17,384	46.7	20,962	128.6	200.2
Computer and information sciences and support services	28,185	5.0	12,036	42.7	32,466	3.8	7,784	24.0	4,281	15.2	-35.3
Visual and performing arts	17,100	3.0	9,101	53.2	19,567	2.3	11,881	60.7	2,467	14.4	30.5
Multi/interdisciplinary studies	11,784	2.1	6,263	53.1	17,671	2.1	10,711	60.6	5,887	50.0	71.0
Education	8,510	1.5	6,615	77.7	17,048	2.0	14,696	86.2	8,538	100.3	122.2
Social sciences and history	5,136	0.9	3,345	65.1	10,649	1.3	6,840	64.2	5,513	107.3	104.5
Legal professions and studies	8,842	1.6	7,901	89.4	10,003	1.2	8,800	88.0	1,161	13.1	11.4
Family and consumer sciences/human sciences	8,031	1.4	7,359	91.6	9,573	1.1	9,078	94.8	1,542	19.2	23.4
Communication and communications technologies	5,379	1.0	2,485	46.2	7,258	0.9	2,893	39.9	1,879	34.9	16.4
Psychology	1,455	0.3	1,129	77.6	6,582	0.8	5,311	80.7	5,127	352.4	370.4
Agriculture and natural resources	6,666	1.2	2,313	34.7	5,894	0.7	2,111	35.8	-772	-11.6	-8.7
Public administration and social service professions	3,656	0.6	3,101	84.8	4,526	0.5	3,864	85.4	870	23.8	24.6
Physical sciences and science technologies	2,471	0.4	1,162	47.0	4,140	0.5	1,591	38.4	1,669	67.5	36.9
Precision production	2,308	0.4	266	11.5	2,787	0.3	178	6.4	479	20.8	-33.1
Biological and biomedical sciences	1,448	0.3	960	66.3	2,664	0.3	1,813	68.1	1,216	84.0	88.9
Parks, recreation, leisure, and fitness studies	819	0.1	323	39.4	2,016	0.2	793	39.3	1,197	146.2	145.5

See notes at end of table.

Table A-38-1. Number of associate's and bachelor's degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1999–2000 and 2009–10—Continued

Level of degree and field of study	1999–2000				2009–10				1999–2000 to 2009–10		
	Number	Percent of total	Number to females	Percent to females	Number	Percent of total	Number to females	Percent to females	Change in number of degrees	Percent change	Percent change for females
Bachelor's degrees											
Total[1]	**1,237,875**	**100.0**	**707,508**	**57.2**	**1,650,014**	**100.0**	**943,381**	**57.2**	**412,139**	**33.3**	**33.3**
Business, management, marketing, and personal and culinary services	256,070	20.7	127,549	49.8	358,293	21.7	174,992	48.8	102,223	39.9	37.2
Social sciences and history	127,101	10.3	65,039	51.2	172,780	10.5	85,374	49.4	45,679	35.9	31.3
Health professions and related programs	80,863	6.5	67,521	83.5	129,634	7.9	110,328	85.1	48,771	60.3	63.4
Education	108,034	8.7	81,931	75.8	101,265	6.1	80,539	79.5	-6,769	-6.3	-1.7
Psychology	74,194	6.0	56,743	76.5	97,216	5.9	74,941	77.1	23,022	31.0	32.1
Visual and performing arts	58,791	4.7	34,788	59.2	91,802	5.6	56,034	61.0	33,011	56.1	61.1
Engineering and engineering technologies	73,323	5.9	13,655	18.6	88,729	5.4	14,896	16.8	15,406	21.0	9.1
Biological and biomedical sciences	63,630	5.1	37,051	58.2	86,400	5.2	50,535	58.5	22,770	35.8	36.4
Communication and communications technologies	57,058	4.6	34,906	61.2	86,048	5.2	54,008	62.8	28,990	50.8	54.7
English language and literature/letters	50,106	4.0	33,982	67.8	53,231	3.2	36,181	68.0	3,125	6.2	6.5
Liberal arts and sciences, general studies, and humanities	36,104	2.9	23,854	66.1	46,953	2.8	30,334	64.6	10,849	30.0	27.2
Homeland security, law enforcement, fire-fighting, and related protective services	24,877	2.0	10,808	43.4	43,667	2.6	21,402	49.0	18,790	75.5	98.0
Computer and information sciences and support services	37,788	3.1	10,603	28.1	39,589	2.4	7,179	18.1	1,801	4.8	-32.3
Multi/interdisciplinary studies	27,936	2.3	18,717	67.0	37,648	2.3	25,519	67.8	9,712	34.8	36.3
Parks, recreation, leisure, and fitness studies	17,571	1.4	9,021	51.3	33,318	2.0	15,697	47.1	15,747	89.6	74.0
Agriculture and natural resources	24,238	2.0	10,395	42.9	26,336	1.6	12,817	48.7	2,098	8.7	23.3
Public administration and social service professions	20,185	1.6	16,369	81.1	25,414	1.5	20,836	82.0	5,229	25.9	27.3
Physical sciences and science technologies	18,427	1.5	7,408	40.2	23,379	1.4	9,517	40.7	4,952	26.9	28.5
Family and consumer sciences/human sciences	16,321	1.3	14,288	87.5	21,818	1.3	19,132	87.7	5,497	33.7	33.9
Foreign languages, literatures, and linguistics	15,886	1.3	11,270	70.9	21,516	1.3	14,906	69.3	5,630	35.4	32.3

[1] Includes other fields not shown separately.
NOTE: Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. Estimates for 1999–2000 have been reclassified when necessary to conform to the new taxonomy. For more information on the classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Graduate Fields of Study

Table A-39-1. Number of master's and doctor's degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1999–2000 and 2009–10

	1999–2000				2009–10				1999–2000 to 2009–10		
Field of study	Number	Percent of total	Number to females	Percent to females	Number	Percent of total	Number to females	Percent to females	Change in number of degrees	Percent change	Percent change for females
Master's degrees											
Total[1]	**463,185**	**100.0**	**267,056**	**57.7**	**693,025**	**100.0**	**417,828**	**60.3**	**229,840**	**49.6**	**56.5**
Education	123,045	26.6	93,964	76.4	182,139	26.3	140,843	77.3	59,094	48.0	49.9
Business	111,532	24.1	44,454	39.9	177,684	25.6	80,975	45.6	66,152	59.3	82.2
Health professions and related programs	42,593	9.2	33,093	77.7	69,084	10.0	56,213	81.4	26,491	62.2	69.9
Engineering and engineering technologies	26,648	5.8	5,596	21.0	39,346	5.7	8,825	22.4	12,698	47.7	57.7
Public administration and social services	25,594	5.5	18,786	73.4	35,729	5.2	26,864	75.2	10,135	39.6	43.0
Psychology	15,740	3.4	11,919	75.7	23,752	3.4	18,955	79.8	8,012	50.9	59.0
Social sciences and history	14,066	3.0	7,042	50.1	20,222	2.9	10,259	50.7	6,156	43.8	45.7
Computer and information sciences	14,990	3.2	5,012	33.4	17,953	2.6	4,936	27.5	2,963	19.8	-1.5
Visual and performing arts	10,918	2.4	6,246	57.2	15,552	2.2	9,027	58.0	4,634	42.4	44.5
Theology and religious vocations	11,663	2.5	3,995	34.3	12,824	1.9	4,522	35.3	1,161	10.0	13.2
Biological and biomedical sciences	6,850	1.5	3,679	53.7	10,725	1.5	6,114	57.0	3,875	56.6	66.2
English language and literature/letters	7,022	1.5	4,707	67.0	9,201	1.3	6,195	67.3	2,179	31.0	31.6
Communication and communications technologies	5,525	1.2	3,495	63.3	8,099	1.2	5,440	67.2	2,574	46.6	55.7
Library science	4,577	1.0	3,630	79.3	7,448	1.1	6,054	81.3	2,871	62.7	66.8
Architecture and related services	4,268	0.9	1,760	41.2	7,280	1.1	3,268	44.9	3,012	70.6	85.7
Homeland security, law enforcement, and firefighting	2,609	0.6	1,075	41.2	6,714	1.0	3,574	53.2	4,105	157.3	232.5
Physical sciences and science technologies	4,888	1.1	1,721	35.2	6,063	0.9	2,411	39.8	1,175	24.0	40.1
Multi/interdisciplinary studies	3,418	0.7	2,206	64.5	5,973	0.9	3,855	64.5	2,555	74.8	74.8
Legal professions and studies	3,750	0.8	1,558	41.5	5,734	0.8	2,931	51.1	1,984	52.9	88.1
Mathematics and statistics	3,208	0.7	1,459	45.5	5,634	0.8	2,258	40.1	2,426	75.6	54.8

See notes at end of table.

Table A-39-1. Number of master's and doctor's degrees awarded by degree-granting institutions, percentage of total, number and percentage awarded to females, and percent change, by selected fields of study: Academic years 1999–2000 and 2009–10—Continued

	1999–2000				2009–10				1999–2000 to 2009–10		
Field of study	Number	Percent of total	Number to females	Percent to females	Number	Percent of total	Number to females	Percent to females	Change in number of degrees	Percent change	Percent change for females
Doctor's degrees[2]											
Total[1]	**118,736**	**100.0**	**53,806**	**45.3**	**158,558**	**100.0**	**81,953**	**51.7**	**39,822**	**33.5**	**52.3**
Health professions and related programs	37,829	31.9	17,845	47.2	57,746	36.4	33,800	58.5	19,917	52.7	89.4
Legal professions and studies	38,226	32.2	17,539	45.9	44,626	28.1	21,074	47.2	6,400	16.7	20.2
Education	6,409	5.4	4,114	64.2	9,233	5.8	6,210	67.3	2,824	44.1	50.9
Engineering and engineering technologies	5,367	4.5	828	15.4	7,771	4.9	1,787	23.0	2,404	44.8	115.8
Biological and biomedical sciences	5,463	4.6	2,395	43.8	7,666	4.8	4,066	53.0	2,203	40.3	69.8
Psychology	4,731	4.0	3,202	67.7	5,540	3.5	4,062	73.3	809	17.1	26.9
Physical sciences and science technologies	4,017	3.4	1,015	25.3	5,063	3.2	1,659	32.8	1,046	26.0	63.4
Social sciences and history	4,095	3.4	1,688	41.2	4,238	2.7	1,946	45.9	143	3.5	15.3
Business	1,194	1.0	382	32.0	2,245	1.4	910	40.5	1,051	88.0	138.2
Theology and religious vocations	1,630	1.4	334	20.5	2,070	1.3	545	26.3	440	27.0	63.2
Computer and information sciences	779	0.7	131	16.8	1,599	1.0	349	21.8	820	105.3	166.4
Visual and performing arts	1,127	0.9	590	52.4	1,599	1.0	899	56.2	472	41.9	52.4
Mathematics and statistics	1,075	0.9	272	25.3	1,592	1.0	476	29.9	517	48.1	75.0
English language and literature/letters	1,470	1.2	859	58.4	1,332	0.8	810	60.8	-138	-9.4	-5.7
Agriculture and natural resources	1,168	1.0	365	31.3	1,147	0.7	522	45.5	-21	-1.8	43.0
Foreign languages, literatures, and linguistics	1,086	0.9	640	58.9	1,091	0.7	645	59.1	5	0.5	0.8
Public administration and social services	537	0.5	310	57.7	838	0.5	515	61.5	301	56.1	66.1
Philosophy and religious studies	598	0.5	213	35.6	667	0.4	217	32.5	69	11.5	1.9
Multi/interdisciplinary studies	509	0.4	278	54.6	631	0.4	366	58.0	122	24.0	31.7
Communication and communications technologies	357	0.3	189	52.9	573	0.4	348	60.7	216	60.5	84.1

[1] Includes other fields not shown separately. These 20 fields were selected out of 54 fields total because they were the top fields in which master's or doctor's degrees were awarded in 2009–10. In 2009–10, these selected fields awarded 96 percent of master's degrees, and 99 percent of doctor's degrees.
[2] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009–10. The estimates for 1999–2000 have been reclassified when necessary to make them conform to the new taxonomy. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS , see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 and Fall 2010, Completions component.

Price of Attending an Undergraduate Institution

Table A-40-1. Average total costs of attending an undergraduate institution for first-time, full-time students, by control and level of institution, living arrangement, and component of student costs: Academic years 2009–10 and 2010–11

Living arrangement and component of student costs	2009–10				2010–11			
	All institutions	Public, in state	Private		All institutions	Public, in state	Private	
			Nonprofit	For-profit			Nonprofit	For-profit
	4-year institutions							
Average total costs								
On campus	$26,380	$19,312	$38,240	$28,555	$27,435	$20,114	$39,772	$30,130
Off campus, living with family	19,491	12,103	30,456	18,969	19,940	12,561	31,630	20,226
Off campus, not living with family	28,312	20,952	38,753	27,412	29,390	21,665	40,148	29,114
Tuition and fees	13,994	6,893	25,702	13,242	14,551	7,249	26,769	14,236
Books and supplies	1,055	1,166	1,179	523	1,134	1,194	1,217	799
Room, board, and other expenses								
On campus								
Room and board	8,561	8,134	9,071	10,420	8,921	8,502	9,464	9,370
Other	2,770	3,118	2,288	4,370	2,829	3,169	2,323	5,726
Off campus, living with family								
Other	4,442	4,044	3,575	5,204	4,256	4,118	3,645	5,191
Off campus, not living with family								
Room and board	8,584	8,924	8,140	8,472	8,679	9,085	8,391	8,543
Other	4,680	3,968	3,732	5,175	5,026	4,137	3,772	5,536
	2-year institutions							
Average total costs								
On campus	$14,398	$11,815	$23,553	$29,352	$15,267	$12,398	$24,654	$29,587
Off campus, living with family	9,822	7,579	17,311	20,477	10,451	7,933	17,334	21,143
Off campus, not living with family	17,294	14,873	25,754	28,201	17,934	15,278	25,773	28,805
Tuition and fees	4,816	2,640	12,698	14,918	5,230	2,794	12,839	15,373
Books and supplies	1,255	1,235	1,229	1,392	1,324	1,292	1,276	1,514
Room, board, and other expenses								
On campus								
Room and board	5,518	5,186	7,061	8,979	5,719	5,384	7,460	8,628
Other	2,809	2,754	2,565	4,063	2,994	2,928	3,079	4,071
Off campus, living with family								
Other	3,751	3,704	3,384	4,167	3,897	3,847	3,219	4,256
Off campus, not living with family								
Room and board	7,494	7,344	8,105	7,933	7,539	7,428	8,267	7,836
Other	3,729	3,654	3,721	3,958	3,841	3,763	3,391	4,082

NOTE: Excludes students who have already attended another postsecondary institution or who began their studies on a part-time basis. The tuition and fees included in total costs are the lower of either in-district or in-state tuition and fees. Data illustrating the average total cost of attendance are weighted by the number of students at the institution receiving Title IV aid. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 and Spring 2011, Student Financial Aid components; and Fall 2010, Institutional Characteristics component.

Table A-40-2. Average amount of grant and scholarship aid and average net price for first-time, full-time students receiving aid and percentage distribution of students, by institution control and level and income level: Academic year 2009–10

Average amount of grant and scholarship aid from all sources and net price	Average per student				Percentage distribution			
	All institutions	Public	Private Nonprofit	Private For-profit	All institutions	Public	Private Nonprofit	Private For-profit
	4-year institutions							
Grant and scholarship aid								
All income levels	$8,450	$5,960	$15,300	$4,150	100.0	100.0	100.0	100.0
$0–30,000	9,000	9,060	17,160	4,620	39.8	34.6	25.6	74.8
$30,001–48,000	10,470	8,270	18,380	3,950	14.9	16.4	14.1	12.4
$48,001–75,000	8,720	4,880	16,430	2,090	15.4	17.2	17.9	6.9
$75,001–110,000	6,960	2,300	14,360	1,090	14.2	15.9	18.2	3.5
$110,001 or more	6,200	1,680	11,410	940	15.8	15.9	24.2	2.3
Net price								
All income levels	17,360	12,030	22,160	23,430	100.0	100.0	100.0	100.0
$0–30,000	14,950	7,850	16,370	22,490	39.8	34.6	25.6	74.8
$30,001–48,000	14,160	9,430	17,600	23,930	14.9	16.4	14.1	12.4
$48,001–75,000	17,140	13,410	20,690	26,380	15.4	17.2	17.9	6.9
$75,001–110,000	20,160	16,470	24,300	29,400	14.2	15.9	18.2	3.5
$110,001 or more	24,170	17,840	30,430	33,210	15.8	15.9	24.2	2.3
	2-year institutions							
Grant and scholarship aid								
All income levels	$4,370	$4,510	$6,120	$4,100	100.0	100.0	100.0	100.0
$0–30,000	5,060	5,390	6,410	4,550	68.2	64.6	63.9	74.1
$30,001–48,000	4,290	4,480	5,820	3,850	15.5	16.3	18.0	14.1
$48,001–75,000	2,240	2,250	5,280	2,080	9.4	10.7	10.1	7.1
$75,001–110,000	810	700	5,130	910	4.7	5.6	5.3	3.1
$110,001 or more	570	470	6,520	540	2.3	2.7	2.7	1.6
Net price								
All income levels	13,510	6,470	16,450	24,890	100.0	100.0	100.0	100.0
$0–30,000	13,220	5,480	15,420	24,130	68.2	64.6	63.9	74.1
$30,001–48,000	13,100	6,500	17,980	25,400	15.5	16.3	18.0	14.1
$48,001–75,000	14,380	8,970	17,270	27,690	9.4	10.7	10.1	7.1
$75,001–110,000	15,790	10,840	19,660	30,170	4.7	5.6	5.3	3.1
$110,001 or more	16,920	11,110	21,220	32,530	2.3	2.7	2.7	1.6

NOTE: Data on average amount of grant and scholarship aid and net price are only for students receiving Title IV financial aid and include both dependent and independent students. These data are weighted by the number of first-time, full-time students at the institution receiving Title IV aid. Title IV aid includes grant aid, work study aid, and loan aid. Grant aid refers to federal, state, and local government, as well as institutional, grants and scholarships. Year-to-year changes in cost may be affected by changes in enrollment. For those Title IV recipients, net price is reported by income category and includes students who received federal aid, even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of students for which the data are reported, the definition of net price remains the same—total cost of attendance minus grant aid. Detail may not sum to total due to rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component.

Undergraduate Grants and Loans

Table A-41-1. Participation of full-time, first-time, degree-seeking undergraduate students in financial aid programs, by institution control, level, and type of aid: Academic year 2009–10

Level of institution and type of aid	All institutions			Public		
	Number receiving aid	Percent receiving aid	Average amount of aid received	Number receiving aid	Percent receiving aid	Average amount of aid received
	4-year institutions					
Any student financial aid	1,492,400	85.0	—	832,600	81.5	—
Grant or scholarship aid	1,292,100	73.6	$9,526	681,400	66.7	$6,931
Federal grants	693,300	39.5	4,885	351,200	34.4	4,965
Pell grants	672,600	38.3	4,267	341,600	33.5	4,338
Other federal grants	395,700	22.5	1,306	239,600	23.5	1,093
State/local government grant or scholarships	533,800	30.4	3,374	381,500	37.4	3,300
Institutional grants or scholarships	841,500	47.9	8,462	396,400	38.8	4,339
Student loan aid	1,030,000	58.7	7,213	511,000	50.0	6,063
Federal student loans	1,015,000	57.8	6,391	502,000	49.2	5,434
Other student loans	105,800	6.0	8,919	46,300	4.5	8,011
	2-year institutions					
Any student financial aid	831,300	75.5	—	550,500	70.3	—
Grant or scholarship aid	737,300	66.9	4,635	493,800	63.0	4,544
Federal grants	624,300	56.7	4,470	389,800	49.7	4,453
Pell grants	612,700	55.6	4,315	381,800	48.7	4,336
Other federal grants	181,600	16.5	808	98,700	12.6	811
State/local government grant or scholarships	282,100	25.6	1,618	260,500	33.2	1,460
Institutional grants or scholarships	108,100	9.8	1,579	77,800	9.9	1,646
Student loan aid	430,600	39.1	6,536	186,000	23.7	4,627
Federal student loans	424,000	38.5	6,253	184,500	23.6	4,571
Other student loans	37,600	3.4	4,336	3,800	0.5	4,476

See notes at end of table.

Table A-41-1. Participation of full-time, first-time, degree-seeking undergraduate students in financial aid programs, by institution control, level, and type of aid: Academic year 2009–10—Continued

Level and control of institution and type of aid	Private					
	Nonprofit			For-profit		
	Number receiving aid	Percent receiving aid	Average amount of aid received	Number receiving aid	Percent receiving aid	Average amount of aid received
	4-year institutions					
Any student financial aid	436,300	88.8	—	223,500	91.8	—
Grant or scholarship aid	413,700	84.2	$16,037	197,000	80.9	$4,832
Federal grants	158,800	32.3	5,099	183,200	75.3	4,547
Pell grants	151,200	30.8	4,043	179,700	73.8	4,322
Other federal grants	118,100	24.0	1,680	38,000	15.6	1,484
State/local government grant or scholarships	136,300	27.7	3,658	16,000	6.6	2,715
Institutional grants or scholarships	387,800	79.0	13,733	57,300	23.5	1,311
Student loan aid	309,400	63.0	7,466	209,700	86.1	9,641
Federal student loans	304,400	62.0	6,129	208,600	85.7	9,074
Other student loans	42,200	8.6	10,534	17,300	7.1	7,408
	2-year institutions					
Any student financial aid	9,000	89.4	—	271,800	88.3	—
Grant or scholarship aid	8,600	84.8	6,762	234,900	76.3	4,749
Federal grants	6,700	66.9	4,294	227,800	74.0	4,503
Pell grants	6,600	65.8	4,044	224,300	72.8	4,286
Other federal grants	2,100	20.7	1,024	80,800	26.2	800
State/local government grant or scholarships	2,900	29.1	3,000	18,700	6.1	3,597
Institutional grants or scholarships	4,200	41.5	4,798	26,100	8.5	865
Student loan aid	5,900	58.6	6,078	238,700	77.5	8,035
Federal student loans	5,800	57.8	5,871	233,600	75.9	7,591
Other student loans	200	2.3	7,353	33,600	10.9	4,300

— Not available.
NOTE: Any student financial aid includes students who were awarded any Federal Work-Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution. The number receiving any financial aid may not equal the sum of the number receiving other types of aid as students may receive more than one type of financial aid.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011, Student Financial Aid component.

Table A-41-2. Participation of full-time, first-time, degree-seeking undergraduate students in financial aid programs, by institution control, level, and type of aid: Academic years 2006–07 through 2009–10

Level of institution, year, and type of aid	All institutions			Public		
	Number receiving aid	Percent receiving aid	Average amount of aid received	Number receiving aid	Percent receiving aid	Average amount of aid received
	4-year institutions					
2006–07						
Any student financial aid	1,243,600	75.5	—	716,300	75.5	—
Grant or scholarship aid	—	—	—	—	—	—
Student loan aid	813,600	49.4	$5,193	415,400	43.8	$4,433
2007–08						
Any student financial aid	1,330,000	79.6	—	753,600	77.2	—
Grant or scholarship aid	1,129,600	67.6	8,070	609,600	62.4	5,721
Student loan aid	878,400	52.6	6,198	442,000	45.2	5,190
2008–09						
Any student financial aid	1,438,400	82.0	—	792,000	78.6	—
Grant or scholarship aid	1,231,700	70.3	8,614	646,800	64.2	6,120
Student loan aid	977,900	55.8	7,268	472,200	46.9	5,972
2009–10						
Any student financial aid	1,492,400	85.0	—	832,600	81.5	—
Grant or scholarship aid	1,292,100	73.6	9,526	681,400	66.7	6,931
Student loan aid	1,030,000	58.7	7,213	511,000	50.0	6,063
	2-year institutions					
2006–07						
Any student financial aid	522,700	67.1	—	380,500	61.4	—
Grant or scholarship aid	—	—	—	—	—	—
Student loan aid	241,500	31.0	$4,410	121,300	19.6	$2,877
2007–08						
Any student financial aid	584,500	67.8	—	419,600	62.5	—
Grant or scholarship aid	506,900	58.8	3,351	373,200	55.6	3,245
Student loan aid	275,800	32.0	5,407	130,300	19.4	3,488
2008–09						
Any student financial aid	650,900	70.5	—	454,600	65.6	—
Grant or scholarship aid	566,200	61.4	3,858	406,300	58.6	3,720
Student loan aid	322,000	34.9	6,082	145,900	21.1	4,152
2009–10						
Any student financial aid	831,300	75.5	—	550,500	70.3	—
Grant or scholarship aid	737,300	66.9	4,635	493,800	63.0	4,544
Student loan aid	430,600	39.1	6,536	186,000	23.7	4,627

See notes at end of table.

Table A-41-2. Participation of full-time, first-time, degree-seeking undergraduate students in financial aid programs, by institution control, level, and type of aid: Academic years 2006–07 through 2009–10—Continued

Level of institution, year, and type of aid	Private					
	Nonprofit			For-profit		
	Number receiving aid	Percent receiving aid	Average amount of aid received	Number receiving aid	Percent receiving aid	Average amount of aid received
	4-year institutions					
2006–07						
Any student financial aid	400,000	85.3	—	127,200	55.4	—
Grant or scholarship aid	—	—	—	—	—	—
Student loan aid	278,700	59.4	$5,558	119,500	52.0	$6,989
2007–08						
Any student financial aid	416,400	86.0	—	160,000	76.0	—
Grant or scholarship aid	394,800	81.6	13,175	125,100	59.5	3,403
Student loan aid	291,900	60.3	6,435	144,500	68.7	8,799
2008–09						
Any student financial aid	424,900	87.2	—	221,500	85.7	—
Grant or scholarship aid	401,400	82.4	14,746	183,500	71.0	3,989
Student loan aid	295,300	60.6	7,638	210,300	81.4	9,660
2009–10						
Any student financial aid	436,300	88.8	—	223,500	91.8	—
Grant or scholarship aid	413,700	84.2	16,037	197,000	80.9	4,832
Student loan aid	309,400	63.0	7,466	209,700	86.1	9,641
	2-year institutions					
2006–07						
Any student financial aid	7,200	82.5	—	135,000	89.3	—
Grant or scholarship aid	—	—	—	—	—	—
Student loan aid	4,700	53.5	$4,715	115,500	76.4	$6,007
2007–08						
Any student financial aid	8,500	84.8	—	156,400	87.0	—
Grant or scholarship aid	7,800	77.5	5,574	125,800	70.0	3,528
Student loan aid	5,400	54.1	5,323	140,100	77.9	7,195
2008–09						
Any student financial aid	8,300	86.8	—	187,900	85.4	—
Grant or scholarship aid	7,700	80.1	6,010	152,300	69.2	4,116
Student loan aid	5,600	58.1	6,089	170,500	77.5	7,734
2009–10						
Any student financial aid	9,000	89.4	—	271,800	88.3	—
Grant or scholarship aid	8,600	84.8	6,762	234,900	76.3	4,749
Student loan aid	5,900	58.6	6,078	238,700	77.5	8,035

— Not available.

NOTE: Any student financial aid includes students who were awarded any Federal Work-Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution. Grant or scholarship aid for first-time, full-time students includes grants from the federal government, state/local government, and the institution. Student loan aid for first-time, full-time students includes loans from the federal government and other sources, including private sources, and does not include PLUS loans or loans made to anyone other than the student.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 through Spring 2011, Student Financial Aid component.

Indicator 42
Postsecondary Revenues

Table A-42-1. Total and per full-time-equivalent (FTE) student revenue of postsecondary degree-granting institutions, by control of institution and source of funds: Academic years 2004–05 and 2009–10

[Numbers in 2010–11 constant dollars]

Control of institution and source of funds	Total 2004–05 revenue (in millions)	Total 2009–10 revenue (in millions)	Percentage distribution of total revenue		Revenue per FTE student[1]	
			2004–05	2009–10	2004–05	2009–10
Public institutions						
Total	**$270,772**	**$309,396**	**100.0**	**100.0**	**$28,966**	**$28,781**
Operating revenues	157,692	171,789	58.2	55.5	16,869	15,980
Tuition and fees[2]	44,420	57,049	16.4	18.4	4,752	5,307
Grants and contracts	51,166	45,820	18.9	14.8	5,473	4,262
Federal[3]	34,672	28,966	12.8	9.4	3,709	2,694
State	7,861	7,042	2.9	2.3	841	655
Local	8,633	9,813	3.2	3.2	923	913
Auxiliary enterprises	20,377	22,617	7.5	7.3	2,180	2,104
Hospitals	25,103	29,822	9.3	9.6	2,685	2,774
Other operating revenues[4]	16,627	16,481	6.1	5.3	1,779	1,533
Nonoperating revenues	98,602	122,186	36.4	39.5	10,548	11,366
Federal appropriations	2,057	2,195	0.8	0.7	220	204
State appropriations	63,790	63,705	23.6	20.6	6,824	5,926
Local appropriations	8,863	10,154	3.3	3.3	948	945
Government grants	4,519	24,576	1.7	7.9	483	2,286
Gifts[5]	5,311	5,994	2.0	1.9	568	558
Investment income	10,980	10,248	4.1	3.3	1,175	953
Other nonoperating revenues	3,083	5,314	1.1	1.7	330	494
Other revenues[6]	14,479	15,421	5.3	5.0	1,549	1,434
Government capital appropriations	5,412	6,162	2.0	2.0	579	573
Private nonprofit institutions						
Total	**161,594**	**172,063**	**100.0**	**100.0**	**56,315**	**54,425**
Tuition and fees[2]	47,728	57,483	29.5	33.4	16,633	18,182
Federal government[3,7]	22,713	23,372	14.1	13.6	7,915	7,393
State governments	1,695	1,756	1.0	1.0	591	555
Local governments	563	481	0.3	0.3	196	152
Private gifts, grants, and contracts[5]	19,300	18,378	11.9	10.7	6,726	5,813
Investment return	35,088	28,994	21.7	16.9	12,228	9,171
Educational activities[8]	4,146	4,918	2.6	2.9	1,445	1,556
Auxiliary enterprises[9]	12,480	14,362	7.7	8.3	4,349	4,543
Hospitals	11,966	16,872	7.4	9.8	4,170	5,337
Other	5,917	5,447	3.7	3.2	2,062	1,723
Private for-profit institutions						
Total	**12,659**	**25,179**	**100.0**	**100.0**	**16,063**	**15,675**
Tuition and fees[2]	11,030	22,822	87.1	90.6	13,996	14,207
Federal government[3]	777	1,990	6.1	7.9	986	1,239
State and local governments	73	116	0.6	0.5	93	72
Private gifts, grants, and contracts	8	39	0.1	0.2	10	24
Investment return	28	41	0.2	0.2	36	25
Educational activities[8]	267	444	2.1	1.8	339	277
Auxiliary enterprises[9]	291	495	2.3	2.0	369	308
Other	184	-769	1.5	-3.1	233	-479

[1] Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of part-time students.
[2] Net of allowances and discounts.
[3] Excludes Federal Direct Student Loans (FDSL). FDSL is included in tuition and fees.
[4] Includes sales and service of educational activities.
[5] Includes contracts and contributions from affiliated entities.
[6] Other revenue includes capital appropriations, grants, and gifts; additions to permanent endowments; and other revenue.
[7] Includes independent operations.
[8] Revenue from educational activities for which tuition is not charged.
[9] Revenue from auxiliary enterprise operations for which fees or charges were collected.
NOTE: Operating revenue is revenue received for providing a service or a product. Nonoperating revenues are for all activities. All sectors have operating and nonoperating revenue. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2005 and Spring 2010, Enrollment component; and Spring 2006 through Spring 2011, Finance component.

This indicator continues on page 270.

Postsecondary Revenues

Table A-42-2. Total and per full-time-equivalent (FTE) student revenue of postsecondary degree-granting institutions, by institution level, institution control, and source of funds: Academic years 2004–05 and 2009–10

[Numbers in 2010–11 constant dollars]

Control of institution and source of funds	Total revenue (in millions)				Percentage distribution of total revenue			
	2-year institutions		4-year institutions		2-year institutions		4-year institutions	
	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10
Public institutions								
Total	**$47,325**	**$56,329**	**$223,448**	**$253,067**	**100.0**	**100.0**	**100.0**	**100.0**
Operating revenues	18,904	16,594	138,788	155,195	39.9	29.5	62.1	61.3
Tuition and fees[2]	7,906	9,167	36,514	47,882	16.7	16.3	16.3	18.9
Grants and contracts	8,137	4,372	43,029	41,448	17.2	7.8	19.3	16.4
Federal[3]	5,466	2,168	29,206	26,797	11.5	3.8	13.1	10.6
State	1,983	1,635	5,878	5,407	4.2	2.9	2.6	2.1
Local	688	569	7,945	9,243	1.5	1.0	3.6	3.7
Auxiliary enterprises	2,062	2,116	18,315	20,501	4.4	3.8	8.2	8.1
Hospitals	#	#	25,103	29,822	#	#	11.2	11.8
Other operating revenues[4]	800	939	15,827	15,542	1.7	1.7	7.1	6.1
Nonoperating revenues	26,111	36,904	72,491	85,282	55.2	65.5	32.4	33.7
Federal appropriations	171	149	1,886	2,047	0.4	0.3	0.8	0.8
State appropriations	14,020	14,009	49,769	49,696	29.6	24.9	22.3	19.6
Local appropriations	8,519	9,713	344	440	18.0	17.2	0.2	0.2
Government grants	2,195	11,784	2,324	12,793	4.6	20.9	1.0	5.1
Gifts[5]	319	235	4,991	5,759	0.7	0.4	2.2	2.3
Investment income	481	388	10,499	9,860	1.0	0.7	4.7	3.9
Other nonoperating revenues	405	626	2,677	4,688	0.9	1.1	1.2	1.9
Other revenues[6]	2,310	2,831	12,169	12,590	4.9	5.0	5.4	5.0
Government capital appropriations	1,603	2,078	3,809	4,084	3.4	3.7	1.7	1.6
Private nonprofit institutions								
Total	**717**	**530**	**160,877**	**171,533**	**100.0**	**100.0**	**100.0**	**100.0**
Tuition and fees[2]	402	305	47,326	57,178	56.1	57.6	29.4	33.3
Federal government[3,7]	89	72	22,624	23,300	12.4	13.5	14.1	13.6
State governments	27	13	1,668	1,743	3.7	2.5	1.0	1.0
Local governments	4	1	558	480	0.6	0.2	0.3	0.3
Private gifts, grants, and contracts[5]	78	52	19,222	18,326	10.9	9.8	11.9	10.7
Investment return	26	21	35,061	28,973	3.7	4.0	21.8	16.9
Educational activities[8]	16	8	4,130	4,911	2.2	1.4	2.6	2.9
Auxiliary enterprises[9]	46	36	12,434	14,326	6.4	6.9	7.7	8.4
Hospitals	#	#	11,966	16,872	#	#	7.4	9.8
Other	28	22	5,888	5,425	4.0	4.1	3.7	3.2
Private for-profit institutions								
Total	**3,790**	**5,816**	**8,869**	**19,363**	**100.0**	**100.0**	**100.0**	**100.0**
Tuition and fees[2]	3,116	5,154	7,914	17,668	82.2	88.6	89.2	91.2
Federal government[3]	378	740	399	1,251	10.0	12.7	4.5	6.5
State and local governments	49	46	24	71	1.3	0.8	0.3	0.4
Private gifts, grants, and contracts	4	3	5	36	0.1	0.0	0.1	0.2
Investment return	8	4	20	37	0.2	0.1	0.2	0.2
Educational activities[8]	67	60	200	384	1.8	1.0	2.3	2.0
Auxiliary enterprises[9]	58	115	232	380	1.5	2.0	2.6	2.0
Other	109	-306	75	-463	2.9	-5.3	0.8	-2.4

See notes at end of table.

Table A-42-2. Total and per full-time-equivalent (FTE) student revenue of postsecondary degree-granting institutions, by institution level, institution control, and source of funds: Academic years 2004–05 and 2009–10—Continued

[Numbers in 2010–11 constant dollars]

Control of institution and source of funds	Revenue per FTE student[1]			
	2-year institutions		4-year institutions	
	2004–05	2009–10	2004–05	2009–10
Public institutions				
Total	**$12,765**	**$13,107**	**$39,614**	**$39,221**
Operating revenues	5,099	3,861	24,605	24,052
Tuition and fees[2]	2,132	2,133	6,473	7,421
Grants and contracts	2,195	1,017	7,628	6,424
Federal[3]	1,474	504	5,178	4,153
State	535	380	1,042	838
Local	186	132	1,408	1,433
Auxiliary enterprises	556	492	3,247	3,177
Hospitals	#	#	4,450	4,622
Other operating revenues[4]	216	218	2,806	2,409
Nonoperating revenues	7,043	8,587	12,852	13,217
Federal appropriations	46	35	334	317
State appropriations	3,782	3,260	8,823	7,702
Local appropriations	2,298	2,260	61	68
Government grants	592	2,742	412	1,983
Gifts[5]	86	55	885	893
Investment income	130	90	1,861	1,528
Other nonoperating revenues	109	146	475	727
Other revenues[6]	623	659	2,157	1,951
Government capital appropriations	432	484	675	633
Private nonprofit institutions				
Total	**20,826**	**20,543**	**56,746**	**54,703**
Tuition and fees[2]	11,680	11,826	16,693	18,235
Federal government[3,7]	2,585	2,779	7,980	7,431
State governments	779	519	588	556
Local governments	122	35	197	153
Private gifts, grants, and contracts[5]	2,274	2,012	6,780	5,844
Investment return	769	823	12,367	9,240
Educational activities[8]	458	293	1,457	1,566
Auxiliary enterprises[9]	1,333	1,411	4,386	4,569
Hospitals	#	#	4,221	5,381
Other	826	845	2,077	1,730
Private for-profit institutions				
Total	**16,167**	**15,659**	**16,019**	**15,679**
Tuition and fees[2]	13,294	13,877	14,294	14,307
Federal government[3]	1,614	1,991	720	1,013
State and local governments	207	123	44	57
Private gifts, grants, and contracts	15	7	8	29
Investment return	35	11	36	30
Educational activities[8]	286	162	362	311
Auxiliary enterprises[9]	249	310	420	307
Other	466	-824	135	-375

Rounds to zero.
[1] Full-time-equivalent (FTE) enrollment includes full-time students plus the full-time equivalent of part-time students.
[2] Net of allowances and discounts.
[3] Excludes Federal Direct Student Loans (FDSL). FDSL is reported in tuition and fees.
[4] Includes sales and service of educational activities.
[5] Includes contracts and contributions from affiliated entities.
[6] Other revenue includes capital appropriations, grants, and gifts; additions to permanent endowments; and other revenue.
[7] Includes independent operations.
[8] Revenue from educational activities for which tuition is not charged.
[9] Revenue from auxiliary enterprise operations for which fees or charges were collected.
NOTE: Operating revenue is revenue received for providing a service or a product. Nonoperating revenues are for all activities. All sectors have operating and nonoperating revenue. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. Detail may not sum to totals because of rounding. For more information on the Integrated Postsecondary Education Data System (IPEDS) and IPEDS classification of institutions, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2005 and Spring 2010, Enrollment component; and Spring 2006 and Spring 2011, Finance component.

Indicator 43
Postsecondary Expenses

Table A-43-1. Total and per full-time-equivalent student expenses, by control of institution and purpose for degree-granting postsecondary institutions: Academic years 2004–05 and 2009–10

[Numbers in 2010–11 constant dollars]

	Total expenses				Expenses per FTE student[1]	
	Dollars (in millions)		Percentage distribution			
Control of institution and purpose	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10
Public institutions[2]						
Total	**$248,811**	**$286,996**	**100.0**	**100.0**	**$26,616**	**$26,697**
Instruction	68,784	77,818	27.6	27.1	7,358	7,239
Research	26,001	28,640	10.5	10.0	2,781	2,664
Public service	10,932	11,736	4.4	4.1	1,169	1,092
Academic support	16,440	19,256	6.6	6.7	1,759	1,791
Student services	11,579	13,401	4.7	4.7	1,239	1,247
Institutional support	20,126	23,139	8.1	8.1	2,153	2,152
Operation and maintenance of plant	15,656	18,413	6.3	6.4	1,675	1,713
Depreciation	11,060	14,593	4.4	5.1	1,183	1,357
Scholarships/fellowships[3]	9,688	15,744	3.9	5.5	1,036	1,465
Auxiliary enterprises	19,214	20,866	7.7	7.3	2,055	1,941
Hospitals	23,181	27,208	9.3	9.5	2,480	2,531
Other	16,150	16,181	6.5	5.6	1,728	1,505
Private nonprofit institutions[4]						
Total	**127,284**	**148,045**	**100.0**	**100.0**	**44,358**	**46,827**
Instruction	41,806	48,436	32.8	32.7	14,569	15,321
Research	14,773	16,479	11.6	11.1	5,148	5,212
Public service	2,307	2,132	1.8	1.4	804	674
Academic support	10,771	13,198	8.5	8.9	3,754	4,175
Student services	9,445	11,645	7.4	7.9	3,292	3,683
Institutional support	16,938	19,822	13.3	13.4	5,903	6,270
Auxiliary enterprises	12,619	14,165	9.9	9.6	4,398	4,480
Net grant aid to students	1,233	849	1.0	0.6	430	268
Hospitals	10,585	13,438	8.3	9.1	3,689	4,250
Independent operations	4,870	5,258	3.8	3.6	1,697	1,663
Other	1,937	2,625	1.5	1.8	675	830
Private for-profit institutions[4]						
Total	**10,182**	**20,373**	**100.0**	**100.0**	**12,920**	**12,683**
Instruction	2,668	4,846	26.2	23.8	3,385	3,017
Research and public service	9	14	0.1	0.1	11	8
Student services, academic and institutional support	6,564	13,349	64.5	65.5	8,329	8,310
Auxiliary enterprises	311	475	3.1	2.3	395	296
Net grant aid to students	63	123	0.6	0.6	80	76
Other	567	1,567	5.6	7.7	719	976

[1] Full-time-equivalent (FTE) students includes full-time students plus the full-time equivalent of part-time students.
[2] For 2009–10 data, all expenses reported by institutions for operations and maintenance, depreciation, and interest have been aggregated into the general categories of operations and maintenance, depreciation, and interest, even in cases where a particular expense was originally disaggregated into a purpose category. Interest expenses are included in other expenses.
[3] Excludes discounts and allowances. In 2009-10, approximately 57 percent of the total scholarships were reported under discounts and allowances. Scholarships and fellowships are reported in other expenses for private institutions.
[4] Operations and maintenance, depreciation, and interest expenses are distributed among appropriate categories.
NOTE: Data are collected on different surveys within the Integrated Postsecondary Education Data System for each sector. Private institutions report fewer data items than public institutions, and private for-profit institutions report fewer data items than private nonprofit institutions. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. Detail may not sum to totals because of rounding. For more information on IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2005 and Spring 2010, Enrollment component; and Spring 2006 and Spring 2011, Finance component.

This indicator continues on page 274.

Postsecondary Expenses

Table A-43-2. Total and per full-time-equivalent student expenses, by level and control of institution and purpose for degree-granting postsecondary institutions: Academic years 2004–05 and 2009–10

[Numbers in 2010–11 constant dollars]

	Total expenses (in millions)				Percentage distribution of total expenses			
	2-year institutions		4-year institutions		2-year institutions		4-year institutions	
Control of institution and purpose	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10	2004–05	2009–10
Public institutions[2]								
Total	**$44,509**	**$52,175**	**$204,302**	**$234,820**	**100.0**	**98.1**	**100.0**	**100.0**
Instruction	17,245	18,385	51,539	59,433	38.7	35.2	25.2	25.3
Research	25	21	25,976	28,618	0.1	#	12.7	12.2
Public service	764	769	10,168	10,968	1.7	1.5	5.0	4.7
Academic support	3,276	3,594	13,164	15,662	7.4	6.9	6.4	6.7
Student services	4,112	4,470	7,466	8,930	9.2	8.6	3.7	3.8
Institutional support	6,115	6,464	14,011	16,676	13.7	12.4	6.9	7.1
Operation and maintenance of plant	3,794	4,464	11,861	13,949	8.5	8.6	5.8	5.9
Depreciation	1,679	2,035	9,382	12,558	3.8	3.9	4.6	5.3
Scholarships/fellowships[3]	3,400	6,470	6,288	9,274	7.6	12.4	3.1	3.9
Auxiliary enterprises	2,388	2,383	16,826	18,483	5.4	4.6	8.2	7.9
Hospitals	0	0	23,181	27,208	0.0	0.0	11.3	11.6
Other	1,710	3,122	14,440	13,059	3.8	4.1	7.1	5.6
Private nonprofit institutions								
Total	**697**	**500**	**126,588**	**147,544**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	239	169	41,567	48,267	34.3	33.7	32.8	32.7
Research	1	1	14,773	16,478	0.1	0.1	11.7	11.2
Public service	8	5	2,299	2,126	1.1	1.0	1.8	1.4
Academic support	40	44	10,732	13,155	5.7	8.7	8.5	8.9
Student services	104	71	9,341	11,574	15.0	14.1	7.4	7.8
Institutional support	201	138	16,737	19,684	28.8	27.6	13.2	13.3
Auxiliary enterprises	52	35	12,567	14,130	7.4	7.0	9.9	9.6
Net grant aid to students	21	7	1,212	841	3.0	1.5	1.0	0.6
Hospitals	0	0	10,585	13,438	0.0	0.0	8.4	9.1
Independent operations	0	0	4,870	5,258	0.0	0.0	3.8	3.6
Other	32	31	1,905	2,593	4.5	6.2	1.5	1.8
Private for-profit institutions								
Total	**3,276**	**4,781**	**6,906**	**15,592**	**100.0**	**100.0**	**100.0**	**100.0**
Instruction	1,019	1,521	1,649	3,325	31.1	31.8	23.9	21.3
Research and public service	5	3	4	11	0.1	0.1	0.1	0.1
Student services, academic and institutional support	1,825	2,549	4,739	10,799	55.7	53.3	68.6	69.3
Auxiliary enterprises	104	131	208	344	3.2	2.7	3.0	2.2
Net grant aid to students	19	49	45	74	0.6	1.0	0.6	0.5
Other	305	528	262	1,039	9.3	11.0	3.8	6.7

See notes at end of table.

Table A-43-2. Total and per full-time-equivalent student expenses, by level and control of institution and purpose for degree-granting postsecondary institutions: Academic years 2004–05 and 2009–10—Continued

[Numbers in 2010–11 constant dollars]

	Expenses per FTE student[1]			
	2-year institutions		4-year institutions	
Control of institution and purpose	2004–05	2009–10	2004–05	2009–10
Public institutions[2]				
Total	**$12,005**	**$12,140**	**$36,220**	**$36,393**
Instruction	4,652	4,278	9,137	9,211
Research	7	5	4,605	4,435
Public service	206	179	1,803	1,700
Academic support	884	836	2,334	2,427
Student services	1,109	1,040	1,324	1,384
Institutional support	1,649	1,504	2,484	2,584
Operation and maintenance of plant	1,023	1,039	2,103	2,162
Depreciation	453	473	1,663	1,946
Scholarships/fellowships[3]	917	1,505	1,115	1,437
Auxiliary enterprises	644	554	2,983	2,865
Hospitals	0	0	4,110	4,217
Other	461	726	2,560	2,024
Private nonprofit institutions				
Total	**20,238**	**19,411**	**44,651**	**47,053**
Instruction	6,944	6,549	14,662	15,393
Research	18	23	5,211	5,255
Public service	223	199	811	678
Academic support	1,154	1,698	3,785	4,195
Student services	3,031	2,735	3,295	3,691
Institutional support	5,831	5,355	5,904	6,277
Auxiliary enterprises	1,503	1,361	4,433	4,506
Net grant aid to students	615	284	428	268
Hospitals	0	0	3,734	4,285
Independent operations	0	0	1,718	1,677
Other	918	1,207	672	827
Private for-profit institutions				
Total	**13,975**	**12,873**	**12,473**	**12,626**
Instruction	4,347	4,095	2,978	2,692
Research and public service	20	7	7	9
Student services, academic and institutional support	7,785	6,864	8,560	8,745
Auxiliary enterprises	442	353	375	279
Net grant aid to students	80	132	80	60
Other	1,301	1,422	472	841

Rounds to zero.
[1] Full-time-equivalent (FTE) students includes full-time students plus the full-time equivalent of part-time students.
[2] For 2009–10 data, all expenses reported by institutions for operations and maintenance, depreciation, and interest have been aggregated into the general categories of operations and maintenance, depreciation, and interest, even in cases where a particular expense was originally disaggregated into a purpose category. Interest expenses are included in other expenses.
[3] Excludes discounts and allowances. In 2009–10, approximately 57 percent of the total scholarships were reported under discounts and allowances.
NOTE: Data are collected on different surveys within the Integrated Postsecondary Education Data System (IPEDS) for each sector. Private institutions report fewer data items than public institutions, and private for-profit institutions report fewer data items than private nonprofit institutions. Data are adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. For more information on the CPI, see Appendix C – *Finance*. Detail may not sum to totals because of rounding. For more information on IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Spring 2005 and Spring 2010, Enrollment component; and Spring 2006 and Spring 2011, Finance component.

Faculty Salaries, Benefits, and Total Compensation

Table A-44-1. Percentage distribution of full-time faculty and average total compensation, salary, and fringe benefits in current-year dollars for faculty on 9- and 10-month contracts at degree-granting institutions, by academic rank and control and level of institution: Academic years 1989–90, 1999–2000, and 2010–11

[In current-year dollars]

Academic rank and control and level of institution	1989–90		1999–2000		2010–11	
	Percent distribution of faculty	Average	Percent distribution of faculty	Average	Percent distribution of faculty	Average
Total compensation	**100.0**	**$48,300**	**100.0**	**$69,100**	**100.0**	**$97,200**
Salary						
All faculty	100.0	40,100	100.0	55,900	100.0	75,500
Professor	30.7	52,900	30.7	74,400	27.0	105,000
Associate professor	24.6	39,500	24.2	54,500	23.2	75,100
Assistant professor	24.1	32,700	23.0	45,000	23.5	63,100
Other faculty	20.7	30,400	22.1	43,000	26.2	56,500
All institutions	100.0	40,100	100.0	55,900	100.0	75,500
Public doctoral universities	27.9	44,500	28.3	62,300	34.0	81,600
Private doctoral universities	12.2	49,000	12.2	71,900	16.9	94,900
Nonprofit	12.2	49,000	12.2	71,900	16.8	95,000
For-profit	—	—	#	74,800	0.1	61,700
Public master's colleges/universities	20.4	40,400	18.5	52,800	12.6	68,200
Private master's colleges/universities	7.2	35,200	9.3	49,800	8.2	65,500
Nonprofit	7.2	35,300	9.3	49,900	8.1	65,700
For-profit	#	23,700	0.1	31,900	0.1	53,400
Public other 4-year colleges	2.8	35,600	2.6	47,900	3.4	61,000
Private other 4-year colleges	9.5	32,600	7.3	46,600	4.8	65,500
Nonprofit	9.4	32,600	7.2	46,800	4.8	65,700
For-profit	0.1	23,700	0.1	28,100	0.1	51,100
Public 2-year colleges	19.4	34,400	21.4	48,200	19.9	62,300
Private 2-year colleges	0.6	24,500	0.4	35,900	0.2	45,100
Nonprofit	0.6	24,500	0.4	37,600	0.1	46,300
For-profit	—	—	#	24,500	#	40,100
Fringe benefits						
All institutions	100.0	8,200	100.0	13,200	100.0	21,700
Public doctoral universities	27.9	9,600	28.3	14,300	34.0	22,800
Private doctoral universities	12.2	9,700	12.2	17,700	16.9	26,100
Nonprofit	12.2	9,700	12.2	17,700	16.8	26,100
For-profit	—	—	#	10,700	0.1	16,300
Public master's colleges/universities	20.4	9,000	18.5	12,500	12.6	21,100
Private master's colleges/universities	7.2	7,500	9.3	12,400	8.2	18,800
Nonprofit	7.2	7,500	9.3	12,400	8.1	18,900
For-profit	#	3,300	0.1	6,000	0.1	11,000
Public other 4-year colleges	2.8	7,400	2.6	11,100	3.4	19,200
Private other 4-year colleges	9.5	6,300	7.3	11,600	4.8	19,300
Nonprofit	9.4	6,400	7.2	11,700	4.8	19,500
For-profit	0.1	900	0.1	3,800	0.1	8,200
Public 2-year colleges	19.4	6,100	21.4	11,100	19.9	19,000
Private 2-year colleges	0.6	3,900	0.4	9,000	0.2	11,300
Nonprofit	0.6	3,900	0.4	9,800	0.1	11,800
For-profit	—	—	0.1	3,700	#	9,100

— Not available.
Rounds to zero.
NOTE: Average total compensation is the sum of salary and fringe benefits (which may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits). Institutions are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Faculty categories are defined by the institution. *Other faculty* includes instructors, lecturers, and faculty with no academic rank. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Beginning in 2007, Integrated Postsecondary Education Data System (IPEDS) includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. For more information on the IPEDS, see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99); "Completions Survey" (IPEDS-C:89–99), Fall 2010, Completions component and Winter 2010–11, Human Resources component, Salaries section.

Table A-44-2. Inflation-adjusted average total compensation, salary, and fringe benefits for full-time faculty on 9- and 10-month contracts at degree-granting institutions, with percentage change, by academic rank and control and level of institutions: Academic years 1989–90, 1999–2000, and 2010–11

[In constant 2010–11 dollars]

Academic rank and control and level of institution	Average 1989–90	Average 1999–2000	Average 2010–11	Percent change in average, 1989–90 to 2010–11	Percent change in average, 1999–2000 to 2010–11
Total compensation	**$84,200**	**$90,300**	**$97,200**	**15.5**	**7.7**
Salary					
All faculty	69,800	73,000	75,500	8.1	3.4
Professor	92,200	97,200	105,000	13.9	8.0
Associate professor	68,700	71,200	75,100	9.3	5.5
Assistant professor	57,000	58,700	63,100	10.8	7.5
Other faculty	52,900	56,100	56,500	6.7	0.6
All institutions	69,800	73,000	75,500	8.1	3.4
Public doctoral universities	77,600	81,300	81,600	5.3	0.4
Private doctoral universities	85,300	93,900	94,900	11.2	1.1
Nonprofit	85,300	93,900	95,000	11.4	1.2
For-profit	—	97,600	61,700	—	-36.8
Public master's colleges/universities	70,300	68,900	68,200	-3.1	-1.1
Private master's colleges/universities	61,300	65,000	65,500	6.9	0.8
Nonprofit	61,400	65,100	65,700	7.1	0.9
For-profit	41,200	41,600	53,400	29.6	28.4
Public other 4-year colleges	62,000	62,500	61,000	-1.5	-2.4
Private other 4-year colleges	56,700	60,900	65,500	15.6	7.5
Nonprofit	56,800	61,100	65,700	15.7	7.5
For-profit	41,200	36,700	51,100	24.0	39.1
Public 2-year colleges	60,000	63,000	62,300	3.9	-1.1
Private 2-year colleges	42,600	46,900	45,100	6.0	-3.8
Nonprofit	42,600	49,100	46,300	8.8	-5.6
For-profit	—	32,000	40,100	—	25.5
Fringe benefits					
All institutions	14,300	17,300	21,700	51.5	25.9
Public doctoral universities	16,700	18,700	22,800	36.4	21.6
Private doctoral universities	16,900	23,100	26,100	54.4	12.7
Nonprofit	16,900	23,100	26,100	54.7	12.9
For-profit	—	14,000	16,300	—	16.0
Public master's colleges/universities	15,600	16,300	21,100	35.1	29.7
Private master's colleges/universities	13,100	16,200	18,800	44.1	16.2
Nonprofit	13,100	16,200	18,900	44.8	16.6
For-profit	5,700	7,900	11,000	93.0	39.8
Public other 4-year colleges	12,900	14,500	19,200	48.5	32.7
Private other 4-year colleges	11,000	15,200	19,300	75.4	27.6
Nonprofit	11,100	15,200	19,500	76.0	28.0
For-profit	1,500	5,000	8,200	453.8	65.4
Public 2-year colleges	10,600	14,500	19,000	79.9	31.1
Private 2-year colleges	6,800	11,800	11,300	65.3	-4.4
Nonprofit	6,800	12,800	11,800	72.8	-7.9
For-profit	—	4,800	9,100	—	88.8

— Not available.

NOTE: Average total compensation is the sum of salary and fringe benefits (which may include benefits such as retirement plans, medical/dental plans, group life insurance, or other benefits). Institutions are classified based on the number of highest degrees awarded. For more information on the classification of postsecondary institutions, see Appendix C – *Commonly Used Measures*. Salaries reflect an average of all faculty on 9- and 10-month contracts rather than a weighted average based on contract length that appears in some other reports of the National Center for Education Statistics. Faculty categories are defined by the institution. *Other faculty* includes instructors, lecturers, and faculty with no academic rank. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2010–11 dollars. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Beginning in 2007, Integrated Postsecondary Education Data System (IPEDS) includes institutions with fewer than 15 full-time employees; these institutions did not report staff data prior to 2007. For more information on the CPI, see Appendix C – *Finance*. For more information on IPEDS, see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99); "Completions Survey" (IPEDS-C:89–99), Fall 2010, Completions component and Winter 2010–11, Human Resources component, Salaries section.

Indicator 45
Postsecondary Graduation Rates

Table A-45-1. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree, by control of institution, sex, and time to degree attainment: Starting cohort years 1996 and 2004

	1996 starting cohort				2004 starting cohort			
Sex and time to degree attainment	Total	Public	Private nonprofit	Private for-profit	Total	Public	Private nonprofit	Private for-profit
All students								
4 years	33.7	26.0	48.6	21.8	37.9	31.3	52.4	20.4
5 years	50.2	45.9	59.2	25.4	53.9	50.6	62.9	25.8
6 years	55.4	51.7	63.1	28.0	58.3	56.0	65.4	28.4
Male								
4 years	28.5	20.8	43.6	22.3	32.9	26.1	47.7	23.3
5 years	46.2	41.6	55.8	25.6	50.5	46.8	60.0	27.6
6 years	52.0	48.1	60.4	28.0	55.5	53.0	63.0	30.2
Female								
4 years	38.0	30.3	52.6	21.1	42.1	35.7	56.2	17.7
5 years	53.6	49.5	61.8	25.1	56.8	53.7	65.2	24.1
6 years	58.2	54.7	65.4	27.9	60.6	58.5	67.3	26.8

NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003 and Spring 2011, Graduation Rates and Institutional Characteristics components.

Table A-45-2. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by selected characteristics: Starting cohort years 1996 and 2004

Control of institution, sex, and admissions acceptance rate	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
	1996 starting cohort					
Total	**55.4**	**58.1**	**38.9**	**45.7**	**63.4**	**38.0**
Public	51.7	54.3	36.8	42.1	59.5	35.3
Male	48.1	50.8	30.3	37.5	55.2	33.1
Female	54.7	57.4	41.0	45.7	63.5	37.0
Private nonprofit	63.1	65.7	44.6	55.7	73.5	48.1
Male	60.4	63.0	38.9	52.1	71.5	46.7
Female	65.4	67.9	48.4	58.3	75.0	49.2
Private for-profit	28.0	33.2	19.2	24.6	28.9	23.1
Male	28.0	32.3	19.4	26.7	31.7	30.8
Female	27.9	34.5	19.0	21.9	24.9	17.3
	2004 starting cohort					
Total	**58.3**	**61.5**	**39.5**	**50.1**	**68.7**	**39.4**
Public	56.0	58.9	38.3	47.8	66.2	37.0
Open admissions	28.8	32.9	17.0	28.4	34.4	10.6
90 percent or more accepted	44.2	47.0	29.3	30.9	41.6	27.9
75.0 to 89.9 percent accepted	54.9	57.3	39.8	45.8	59.6	38.0
50.0 to 74.9 percent accepted	59.9	63.1	41.5	53.6	67.5	43.8
25.0 to 49.9 percent accepted	62.2	68.6	42.1	51.8	68.0	48.7
Less than 25.0 percent accepted	82.2	83.0	49.2	80.0	90.2	78.1
Private nonprofit	65.4	67.9	44.9	60.5	76.2	50.7
Open admissions	36.4	43.8	22.2	31.2	43.4	25.9
90 percent or more accepted	50.0	52.9	32.6	40.7	51.1	40.0
75.0 to 89.9 percent accepted	60.3	63.3	40.5	51.1	59.1	41.7
50.0 to 74.9 percent accepted	63.8	66.6	44.9	58.4	69.2	50.0
25.0 to 49.9 percent accepted	79.3	82.3	58.2	73.7	88.3	69.8
Less than 25.0 percent accepted	90.5	92.7	69.2	90.7	95.5	85.1
Private for-profit	28.4	35.3	21.3	28.9	38.9	19.2
Male	30.2	37.0	21.2	29.1	43.5	18.5
Female	26.8	33.4	21.3	28.7	33.3	19.6

NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Admissions acceptance rate data is not included for for-profit institutions due to the high acceptance rates at most of these institutions. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003 and Spring 2011, Graduation Rates and Institutional Characteristics components.

Postsecondary Graduation Rates

Table A-45-3. Percentage of students seeking a certificate or associate's degree at 2-year institutions who completed a certificate or associate's degree within 150 percent of the normal time required to do so, by race/ethnicity, control of institution, and sex: Starting cohort years 2000 and 2007

Control of institution and sex	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
			2000 starting cohort			
Total	**30.5**	**31.5**	**26.1**	**30.1**	**33.3**	**29.3**
Public	23.6	25.7	17.8	16.8	25.5	19.6
Male	22.2	24.2	16.5	15.4	22.6	19.3
Female	24.8	27.1	18.8	17.9	28.4	19.9
Private nonprofit	50.1	49.6	37.5	56.3	61.4	62.1
Male	49.5	49.3	31.7	54.3	62.5	64.5
Female	50.7	50.0	43.1	58.3	60.1	60.2
Private for-profit	59.1	63.1	47.6	60.3	64.4	60.3
Male	59.3	63.7	45.6	58.2	63.1	55.9
Female	58.9	62.6	48.6	61.8	65.3	63.8
			2007 starting cohort			
Total	**29.9**	**29.5**	**25.3**	**33.4**	**33.6**	**25.6**
Public	20.4	23.0	11.9	16.0	25.6	17.4
Male	19.9	22.3	12.0	15.2	24.0	18.6
Female	20.8	23.7	11.8	16.8	27.5	16.5
Private nonprofit	51.0	56.1	43.6	46.1	51.0	15.3
Male	50.0	56.4	45.5	41.1	49.3	10.3
Female	51.8	55.8	41.6	49.5	52.2	18.9
Private for-profit	60.3	65.0	49.2	64.9	68.5	59.2
Male	58.3	65.3	44.6	59.3	66.3	56.9
Female	61.3	64.8	50.8	67.3	69.8	60.2

NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 2-year institution in fall 2007 and the spring 2003 estimates for the number of students who entered a 2-year institution in fall 2000 as first-time, full-time undergraduates seeking a certificate or associate's degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. Included in the totals, but not shown separately, are estimates for persons with unknown race/ethnicity and nonresident aliens. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and classification of postsecondary education institutions, see Appendix C – *Commonly Used Measures*. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2004 and Spring 2011, Graduation Rates and Institutional Characteristics components.

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Degrees Conferred by Public and Private Institutions

Table A-46-1. Number and percentage distribution of degrees conferred by postsecondary degree-granting institutions, by control of institution and level of degree: Academic years 1999–2000 through 2009–10

Level of degree and academic year	Number of degrees conferred					Percentage distribution of degrees conferred				
			Private					Private		
	Total	Public	Total	Nonprofit	For-profit	Total	Public	Total	Nonprofit	For-profit
Associate's										
1999–2000	564,933	448,446	116,487	46,337	70,150	100.0	79.4	20.6	8.2	12.4
2000–01	578,865	456,487	122,378	45,711	76,667	100.0	78.9	21.1	7.9	13.2
2001–02	595,133	471,660	123,473	45,761	77,712	100.0	79.3	20.7	7.7	13.1
2002–03	634,016	498,279	135,737	46,183	89,554	100.0	78.6	21.4	7.3	14.1
2003–04	665,301	524,875	140,426	45,759	94,667	100.0	78.9	21.1	6.9	14.2
2004–05	696,660	547,519	149,141	45,344	103,797	100.0	78.6	21.4	6.5	14.9
2005–06	713,066	557,134	155,932	46,442	109,490	100.0	78.1	21.9	6.5	15.4
2006–07	728,114	566,535	161,579	43,829	117,750	100.0	77.8	22.2	6.0	16.2
2007–08	750,164	578,520	171,644	44,788	126,856	100.0	77.1	22.9	6.0	16.9
2008–09	787,325	596,098	191,227	46,929	144,298	100.0	75.7	24.3	6.0	18.3
2009–10	849,452	640,113	209,339	46,673	162,666	100.0	75.4	24.6	5.5	19.1
Bachelor's										
1999–2000	1,237,875	810,855	427,020	406,958	20,062	100.0	65.5	34.5	32.9	1.6
2000–01	1,244,171	812,438	431,733	408,701	23,032	100.0	65.3	34.7	32.8	1.9
2001–02	1,291,900	841,180	450,720	424,322	26,398	100.0	65.1	34.9	32.8	2.0
2002–03	1,348,811	875,596	473,215	442,060	31,155	100.0	64.9	35.1	32.8	2.3
2003–04	1,399,542	905,718	493,824	451,518	42,306	100.0	64.7	35.3	32.3	3.0
2004–05	1,439,264	932,443	506,821	457,963	48,858	100.0	64.8	35.2	31.8	3.4
2005–06	1,485,242	955,369	529,873	467,836	62,037	100.0	64.3	35.7	31.5	4.2
2006–07	1,524,092	975,513	548,579	477,805	70,774	100.0	64.0	36.0	31.4	4.6
2007–08	1,563,069	996,435	566,634	490,685	75,949	100.0	63.7	36.3	31.4	4.9
2008–09	1,601,368	1,020,435	580,933	496,260	84,673	100.0	63.7	36.3	31.0	5.3
2009–10	1,650,014	1,049,057	600,957	503,164	97,793	100.0	63.6	36.4	30.5	5.9
Master's										
1999–2000	463,185	243,157	220,028	209,720	10,308	100.0	52.5	47.5	45.3	2.2
2000–01	473,502	246,054	227,448	215,815	11,633	100.0	52.0	48.0	45.6	2.5
2001–02	487,313	249,820	237,493	223,229	14,264	100.0	51.3	48.7	45.8	2.9
2002–03	518,699	265,643	253,056	238,069	14,987	100.0	51.2	48.8	45.9	2.9
2003–04	564,272	285,138	279,134	250,894	28,240	100.0	50.5	49.5	44.5	5.0
2004–05	580,151	291,505	288,646	253,564	35,082	100.0	50.2	49.8	43.7	6.0
2005–06	599,731	293,517	306,214	261,090	45,124	100.0	48.9	51.1	43.5	7.5
2006–07	610,597	291,971	318,626	267,690	50,936	100.0	47.8	52.2	43.8	8.3
2007–08	630,666	299,983	330,683	275,829	54,854	100.0	47.6	52.4	43.7	8.7
2008–09	662,079	308,206	353,873	290,393	63,480	100.0	46.6	53.4	43.9	9.6
2009–10	693,025	322,243	370,782	299,911	70,871	100.0	46.5	53.5	43.3	10.2
Doctor's[1]										
1999–2000	118,736	60,655	58,081	56,972	1,109	100.0	51.1	48.9	48.0	0.9
2000–01	119,585	60,820	58,765	57,722	1,043	100.0	50.9	49.1	48.3	0.9
2001–02	119,663	61,061	58,602	57,707	895	100.0	51.0	49.0	48.2	0.7
2002–03	121,579	61,611	59,968	58,894	1,074	100.0	50.7	49.3	48.4	0.9
2003–04	126,087	64,205	61,882	60,447	1,435	100.0	50.9	49.1	47.9	1.1
2004–05	134,387	67,511	66,876	65,278	1,598	100.0	50.2	49.8	48.6	1.2
2005–06	138,056	70,036	68,020	66,066	1,954	100.0	50.7	49.3	47.9	1.4
2006–07	144,690	73,085	71,605	69,239	2,366	100.0	50.5	49.5	47.9	1.6
2007–08	149,378	75,533	73,845	70,679	3,166	100.0	50.6	49.4	47.3	2.1
2008–09	154,425	77,268	77,157	73,446	3,711	100.0	50.0	50.0	47.6	2.4
2009–10	158,558	78,779	79,779	75,166	4,613	100.0	49.7	50.3	47.4	2.9

[1] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

NOTE: Includes only postsecondary institutions that participated in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B – *Guide to Sources*. For more information on the IPEDS classification of institutions and degree levels, see Appendix C – *Commonly Used Measures*. See the glossary for the definition of doctor's degree. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 through Fall 2010, Completions component.

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Table A-47-1. Number of degrees conferred by degree-granting institutions and percentage of degrees conferred to females, by level of degree: Academic years 1999–2000 through 2009–10

Academic year	Associate's		Bachelor's		Master's		Doctor's[1]	
	Number	Percent conferred to females	Number	Percent conferred to females	Number	Percent conferred to females	Number	Percent conferred to females
1999–2000	564,933	60.2	1,237,875	57.2	463,185	57.7	118,736	45.3
2000–01	578,865	60.0	1,244,171	57.3	473,502	58.2	119,585	46.3
2001–02	595,133	60.0	1,291,900	57.4	487,313	58.4	119,663	47.6
2002–03	634,016	60.0	1,348,811	57.5	518,699	58.5	121,579	48.4
2003–04	665,301	60.9	1,399,542	57.5	564,272	58.7	126,087	49.3
2004–05	696,660	61.6	1,439,264	57.4	580,151	59.1	134,387	50.0
2005–06	713,066	62.1	1,485,242	57.5	599,731	59.7	138,056	50.1
2006–07	728,114	62.2	1,524,092	57.4	610,597	60.3	144,690	50.7
2007–08	750,164	62.3	1,563,069	57.3	630,774	60.3	149,270	50.9
2008–09	787,325	62.1	1,601,368	57.2	662,146	60.2	154,358	51.0
2009–10	849,452	62.0	1,650,014	57.2	693,025	60.3	158,558	51.7
	Increase in the number of degrees conferred							
1999–2000 to 2009–10	284,519	†	412,139	†	229,840	†	39,822	†
	Percentage change in the number of degrees conferred							
1999–2000 to 2009–10	50.4	†	33.3	†	49.6	†	33.5	†

† Not applicable.
[1] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.
NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. For more information on the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*. See the glossary for the definition of doctor's degree.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:96-99); and Fall 2000 through Fall 2010, Completions component.

Table A-47-2. Number and percentage change in degrees conferred to U.S. residents by degree-granting institutions, percentage distribution of degrees conferred, and percentage of degrees conferred to females, by level of degree and race/ethnicity: Academic years 1999–2000, 2004–05, and 2009–10

Level of degree and race/ethnicity	Number			Percent change, 1999–2000 to 2009–10	Percentage distribution			Percent conferred to females		
	1999–2000	2004–05	2009–10		1999–2000	2004–05	2009–10	1999–2000	2004–05	2009–10
Associate's	554,845	682,576	833,337	50.2	100.0	100.0	100.0	60.3	61.6	62.0
White	408,772	475,513	552,863	35.2	73.7	69.7	66.3	59.8	60.3	60.9
Black	60,221	86,402	113,905	89.1	10.9	12.7	13.7	65.2	68.6	68.3
Hispanic	51,573	78,557	112,211	117.6	9.3	11.5	13.5	59.4	62.2	62.4
Asian/Pacific Islander	27,782	33,669	44,021	58.5	5.0	4.9	5.3	56.8	59.0	58.5
American Indian/ Alaska Native	6,497	8,435	10,337	59.1	1.2	1.2	1.2	65.8	67.1	64.9
Bachelor's	1,198,809	1,393,903	1,602,480	33.7	100.0	100.0	100.0	57.5	57.7	57.4
White	929,106	1,049,141	1,167,499	25.7	77.5	75.3	72.9	56.6	56.5	56.0
Black	108,013	136,122	164,844	52.6	9.0	9.8	10.3	65.7	66.3	65.9
Hispanic	75,059	101,124	140,316	86.9	6.3	7.3	8.8	59.6	60.9	60.7
Asian/Pacific Islander	77,912	97,209	117,422	50.7	6.5	7.0	7.3	54.0	55.0	54.5
American Indian/ Alaska Native	8,719	10,307	12,399	42.2	0.7	0.7	0.8	60.3	59.8	60.7
Master's	406,761	506,567	611,693	50.4	100.0	100.0	100.0	60.0	61.7	62.6
White	324,981	383,246	445,038	36.9	79.9	75.7	72.8	59.6	60.8	61.8
Black	36,595	55,330	76,458	108.9	9.0	10.9	12.5	68.2	70.8	71.1
Hispanic	19,384	31,639	43,535	124.6	4.8	6.2	7.1	60.1	63.6	64.3
Asian/Pacific Islander	23,538	33,042	42,702	81.4	5.8	6.5	7.0	52.0	53.9	54.3
American Indian/ Alaska Native	2,263	3,310	3,960	75.0	0.6	0.7	0.6	62.7	64.7	64.3
Doctor's[1]	106,494	118,369	140,505	31.9	100.0	100.0	100.0	47.0	52.0	53.3
White	82,984	89,763	104,426	25.8	77.9	75.8	74.3	45.4	50.1	51.4
Black	7,080	8,527	10,417	47.1	6.6	7.2	7.4	61.0	65.9	65.2
Hispanic	5,039	6,115	8,085	60.4	4.7	5.2	5.8	48.4	53.2	55.0
Asian/Pacific Islander	10,684	13,176	16,625	55.6	10.0	11.1	11.8	48.8	55.1	56.5
American Indian/ Alaska Native	707	788	952	34.7	0.7	0.7	0.7	52.9	53.0	54.8

[1] Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Includes most degrees formerly classified as first-professional, such as M.D., D.D.S., and law degrees.

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are excluded because information about their race/ethnicity is not available. Detail may not sum to totals because of rounding. For more information on race/ethnicity and the Integrated Postsecondary Education Data System (IPEDS) classification of degree levels, see Appendix C – *Commonly Used Measures*. For more information on IPEDS, see Appendix B – *Guide to Sources*. See the glossary for the definition of doctor's degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:99); and Fall 2000, Fall 2005, and Fall 2010, Completions component.

Educational Attainment

Table A-48-1. Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, 1980–2011

Educational attainment	Total[1]			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
At least high school diploma or equivalency												
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3	58.0	57.0	58.9
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	60.9	58.6	63.1
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0	58.2	56.6	59.9
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3	57.1	55.7	58.7
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2	62.8	59.2	66.4
2005	86.2	85.0	87.4	92.8	91.8	93.8	87.0	86.6	87.3	63.3	63.2	63.4
2006	86.4	84.4	88.5	93.4	92.3	94.6	86.3	84.2	88.0	63.2	60.5	66.6
2007	87.0	84.9	89.1	93.5	92.7	94.2	87.7	87.4	87.9	65.0	60.5	70.7
2008	87.8	85.8	89.9	93.7	92.6	94.7	87.5	85.7	89.2	68.3	65.6	71.9
2009	88.6	87.5	89.8	94.6	94.4	94.8	88.9	88.8	89.0	68.9	66.2	72.5
2010	88.8	87.4	90.2	94.5	94.6	94.4	89.6	87.9	91.1	69.4	65.7	74.1
2011	89.0	87.5	90.7	94.4	93.4	95.5	88.1	88.0	88.2	71.5	69.2	74.3
At least some college												
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3	23.2	25.9	20.5
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5	26.9	26.9	27.0
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9	23.4	22.9	23.9
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8	28.7	26.7	30.9
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6	32.8	29.0	36.6
2005	56.9	52.3	61.5	64.5	59.9	69.1	49.0	41.8	55.1	32.7	31.8	33.9
2006	57.8	53.3	62.4	66.3	62.1	70.4	49.9	44.8	54.3	31.7	28.3	35.9
2007	57.7	52.5	63.0	65.6	61.1	70.0	50.0	45.9	53.6	33.9	28.2	41.1
2008	59.2	53.9	64.8	67.1	62.4	71.9	51.0	44.5	56.7	35.9	30.8	42.5
2009	59.9	54.7	65.3	68.1	63.5	72.9	53.4	45.2	60.6	34.5	30.7	39.5
2010	61.2	55.9	66.8	69.3	64.9	73.9	54.7	48.8	60.0	36.8	30.2	45.1
2011	62.1	56.8	67.7	69.8	64.7	75.1	54.9	49.9	59.4	38.8	34.5	44.2
Bachelor's degree or higher												
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4	7.7	8.4	6.9
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6	11.1	10.9	11.2
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9	8.1	7.3	9.1
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7	8.9	7.8	10.1
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4	9.7	8.3	11.0
2005	28.8	25.5	32.2	34.5	30.7	38.2	17.6	14.2	20.5	11.2	10.2	12.4
2006	28.4	25.3	31.6	34.3	31.4	37.2	18.7	15.2	21.7	9.5	6.9	12.8
2007	29.6	26.3	33.0	35.5	31.9	39.2	19.5	18.9	20.0	11.6	8.6	15.4
2008	30.8	26.8	34.9	37.1	32.6	41.7	20.4	19.0	21.6	12.4	10.0	15.5
2009	30.6	26.6	34.8	37.2	32.6	42.0	18.9	14.8	22.6	12.2	11.0	13.8
2010	31.7	27.8	35.7	38.6	34.8	42.4	19.4	15.0	23.3	13.5	10.8	16.8
2011	32.2	28.4	36.1	39.2	35.5	43.0	20.1	17.0	22.9	12.8	9.6	16.8
Master's degree or higher												
1995	4.5	4.9	4.1	5.3	5.6	5.0	1.8	2.2 !	1.4 !	1.6	2.0 !	1.2 !
2000	5.4	4.7	6.2	5.8	4.9	6.7	3.7	2.1 !	4.9	2.1	1.5	2.7
2005	6.3	5.2	7.3	7.5	6.2	8.8	2.6	1.1 !	4.0	2.1	1.7	2.6
2006	6.4	5.1	7.8	7.5	5.8	9.2	3.2	1.7 !	4.5	1.5	1.1	2.0
2007	6.3	5.0	7.6	7.6	5.7	9.4	3.5	3.3	3.7	1.5	0.6 !	2.6
2008	7.0	5.3	8.7	8.2	5.9	10.4	4.4	3.4	5.2	2.0	1.2	2.9
2009	7.4	6.1	8.8	8.9	7.4	10.4	4.2	3.2	5.1	1.9	1.2	2.7
2010	6.8	5.2	8.5	7.7	6.3	9.2	4.7	2.9	6.2	2.5	1.5	3.8
2011	6.9	5.1	8.8	8.1	5.9	10.4	4.0	1.9	5.8	2.7	1.8	3.8

See notes at end of table.

Table A-48-1. Percentage of 25- to 29-year-olds who attained selected levels of education, by race/ethnicity and sex: Selected years, 1980–2011—Continued

Educational attainment	Asian/Pacific Islander			American Indian/ Alaska Native			Two or more races		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
At least high school diploma or equivalency									
1980	—	—	—	—	—	—	—	—	—
1985	—	—	—	—	—	—	—	—	—
1990	89.9	95.3	85.1	—	—	—	—	—	—
1995	90.8	90.5	91.2	—	—	—	—	—	—
2000	93.7	92.1	95.2	—	—	—	—	—	—
2005	95.6	96.8	94.6	80.2	73.0	87.1	91.4	89.1	94.2
2006	96.4	97.2	95.6	79.8	75.0	83.3	89.3	89.2	89.4
2007	96.8	95.9	97.7	84.5	76.6	90.2	90.5	92.9	87.9
2008	95.9	95.6	96.1	86.7	90.5	84.2	94.2	92.7	95.9
2009	95.4	96.4	94.5	81.1	77.5	83.4	88.5	92.0	84.8
2010	93.7	93.8	93.6	89.9	93.2	86.8	88.5	87.9	89.1
2011	95.4	94.2	96.6	84.9	84.5	85.3	90.7	86.2	94.0
At least some college									
1980	—	—	—	—	—	—	—	—	—
1985	—	—	—	—	—	—	—	—	—
1990	62.8	69.3	57.0	—	—	—	—	—	—
1995	76.4	75.4	77.6	—	—	—	—	—	—
2000	78.2	79.3	77.3	—	—	—	—	—	—
2005	80.3	78.2	82.3	44.2	36.3	51.8	63.5	52.6	76.4
2006	80.9	80.0	81.8	47.5	39.1	53.7	60.2	54.7	65.7
2007	80.4	78.6	82.1	48.9	42.5	53.5	54.3	45.2	64.4
2008	80.2	78.9	81.5	52.3	46.4	56.0	63.2	63.9	62.5
2009	78.6	80.2	77.1	49.4	36.8	57.6	64.3	62.0	66.7
2010	76.3	75.9	76.7	57.5	53.8	60.9	61.8	55.2	67.7
2011	79.8	74.9	84.6	49.6	45.8	54.5	64.2	56.9	69.5
Bachelor's degree or higher									
1980	—	—	—	—	—	—	—	—	—
1985	—	—	—	—	—	—	—	—	—
1990	42.2	47.6	37.4	—	—	—	—	—	—
1995	43.1	42.0	44.5	—	—	—	—	—	—
2000	54.3	55.5	53.1	—	—	—	—	—	—
2005	60.0	58.5	61.4	16.4	14.5 !	18.2 !	28.0	24.5	32.1
2006	59.6	58.7	60.4	9.5 !	‡	‡	23.3	20.8	25.7
2007	59.4	58.5	60.3	6.4 !	‡	‡	26.3	23.3	29.6
2008	57.9	54.1	61.6	14.3	17.7 !	12.2 !	26.6	25.7	27.7
2009	56.4	55.2	57.6	15.9	15.2 !	16.3	29.7	24.6	35.0
2010	52.5	49.0	55.8	18.6	18.9 !	18.4 !	29.8	24.9	34.0
2011	56.0	50.8	61.0	17.3	15.4 !	19.7 !	32.4	34.1	31.2
Master's degree or higher									
1995	10.9	12.6	8.9	—	—	—	—	—	—
2000	15.5	17.2	13.9	—	—	—	—	—	—
2005	16.9	19.7	14.4	‡	#	‡	7.0 !	‡	10.0 !
2006	20.1	20.5	19.7	‡	#	‡	7.1	5.9 !	8.3 !
2007	17.5	18.4	16.5	#	#	#	6.2 !	9.8 !	‡
2008	19.9	20.9	18.9	‡	#	‡	6.9 !	7.8 !	‡
2009	21.1	20.4	21.7	‡	#	‡	6.5 !	5.0 !	7.9 !
2010	17.9	15.0	20.6	‡	‡	‡	5.3 !	#	10.0 !
2011	16.7	18.0	15.4	‡	‡	‡	6.1	‡	9.9

— Not available.
Rounds to zero.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is 30 percent or greater.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Included in the totals but not shown separately are estimates for persons from other racial/ethnic groups.
NOTE: Detail may not sum to totals as estimates of educational attainment represent the percentage who achieved at least the cited credential. In 1992, the question on educational attainment was revised. Prior to 1992, a *high school diploma* meant completing 12 years of schooling; *some college* meant completing 1 or more years of college; a *bachelor's degree* meant completing 4 years of college; and data on attainment of a master's degree were not available. From 1992 onward, a high school diploma means a high school diploma or equivalency certificate; some college means completing any college at all; and a bachelor's degree means earning a bachelor's degree. Race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity and educational attainment, see Appendix C – *Commonly Used Measures*. For more information on the Current Population Survey (CPS), see Appendix B – *Guide to Sources*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1980–2011.

Indicator 49

Annual Earnings of Young Adults

Table A-49-1. Median annual earnings and percentage of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1995–2010

Educational attainment, sex, and race/ethnicity	Median earnings [In constant 2010 dollars]								Percentage of labor force participants who worked full-time for a full year in 2010[1]
	1995	2000	2005	2006	2007	2008	2009	2010	
Total	**$35,800**	**$38,000**	**$36,800**	**$37,000**	**$36,800**	**$36,500**	**$38,600**	**$37,400**	**61.9**
Less than high school completion[2]	22,700	22,900	22,900	21,600	23,100	21,600	21,200	21,000	44.9
High school diploma or equivalent	29,700	31,700	31,100	31,300	30,500	30,400	30,400	29,900	57.0
Some college	33,300	36,500	35,000	34,000	34,600	32,400	33,700	32,900	58.1
Associate's degree	35,500	38,000	37,900	36,600	36,600	36,400	36,500	37,000	63.6
Bachelor's degree or higher	47,200	50,600	49,000	48,500	50,300	50,600	50,700	48,700	71.4
Bachelor's degree	44,300	50,500	45,600	47,000	47,100	46,600	45,700	45,000	71.2
Master's degree or higher	56,700	60,700	55,800	54,100	58,500	55,600	60,200	54,700	71.7
Male	38,500	40,500	39,100	37,900	39,900	40,500	40,700	39,900	64.5
Less than high school completion[2]	25,400	25,200	24,500	23,700	24,200	24,300	23,000	24,000	47.4
High school diploma or equivalent	34,300	36,500	33,400	32,400	32,400	32,400	33,400	32,800	60.6
Some college	37,100	40,300	39,000	37,600	38,600	36,700	39,300	37,900	62.0
Associate's degree	36,900	44,300	43,400	40,700	41,800	40,800	42,400	39,900	68.6
Bachelor's degree or higher	53,200	58,100	55,800	53,700	54,200	55,600	55,300	52,800	75.0
Bachelor's degree	50,000	56,700	50,200	53,300	52,500	53,600	51,300	49,800	75.4
Master's degree or higher	63,300	69,500	61,400	62,600	64,900	65,100	70,400	64,200	74.0
Female	31,200	35,100	33,500	33,500	34,600	34,400	35,500	34,900	58.7
Less than high school completion[2]	18,500	19,000	18,800	19,300	18,700	16,700	19,300	17,800	39.4
High school diploma or equivalent	25,200	27,700	26,700	25,500	25,300	25,200	25,400	25,000	51.1
Some college	28,600	31,600	31,200	30,200	31,500	29,300	29,700	29,500	53.6
Associate's degree	34,300	33,700	32,700	32,400	32,600	32,900	31,400	34,700	59.1
Bachelor's degree or higher	42,600	45,600	44,400	44,300	45,100	45,500	45,700	44,000	68.0
Bachelor's degree	39,900	44,200	41,900	43,100	41,900	42,200	40,800	40,000	67.2
Master's degree or higher	49,400	52,600	52,400	51,800	52,800	51,400	54,900	49,800	70.0
White	37,200	41,400	39,100	40,000	42,000	40,500	40,700	40,000	63.3
Less than high school completion[2]	25,100	26,300	25,600	27,000	25,200	25,900	25,100	25,000	39.5
High school diploma or equivalent	31,400	35,000	33,400	32,400	31,500	31,600	32,500	32,000	57.1
Some college	34,300	37,900	35,600	35,900	36,700	33,400	35,600	34,800	57.0
Associate's degree	37,100	40,100	38,700	37,400	38,700	39,500	40,500	39,700	63.9
Bachelor's degree or higher	48,600	50,600	49,800	48,500	50,400	50,600	50,700	49,500	71.7
Bachelor's degree	45,800	50,600	45,800	47,900	47,200	47,500	45,700	45,900	71.5
Master's degree or higher	56,900	60,600	55,800	53,900	57,500	55,500	58,500	54,300	72.3

See notes at end of table.

Table A-49-1. Median annual earnings and percentage of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1995–2010—Continued

Educational attainment, sex, and race/ethnicity	Median earnings [In constant 2010 dollars]								Percentage of labor force participants who worked full-time for a full year in 2010[1]
	1995	2000	2005	2006	2007	2008	2009	2010	
Black	$30,000	$31,700	$31,900	$32,400	$31,500	$30,400	$30,500	$31,600	57.7
Less than high school completion[2]	19,800	21,000	22,800	19,300	19,800	18,300	22,600	20,300	30.5
High school diploma or equivalent	25,700	27,700	25,600	27,000	27,200	26,300	25,400	25,000	53.6
Some college	31,400	32,800	32,400	30,000	31,400	30,000	29,500	29,300	56.2
Associate's degree	31,400	31,500	31,100	31,200	31,000	31,100	28,200	31,400	61.5
Bachelor's degree or higher	39,200	43,800	43,300	42,800	41,800	44,900	45,300	41,000	72.4
Bachelor's degree	37,200	41,500	39,400	39,800	41,000	40,500	40,700	39,500	71.1
Master's degree or higher	47,400	51,100	48,100	51,200	47,300	53,100	54,000	49,100	76.5
Hispanic	26,800	28,400	27,900	28,000	28,400	29,300	29,300	30,000	59.4
Less than high school completion[2]	21,300	21,500	22,200	21,600	21,600	20,200	20,200	19,900	50.4
High school diploma or equivalent	26,900	29,100	26,700	27,800	27,100	27,100	26,200	27,800	59.0
Some college	27,900	33,500	35,000	31,800	32,500	30,400	32,800	31,700	64.5
Associate's degree	34,000	37,500	37,900	34,100	31,500	32,300	31,200	33,900	65.1
Bachelor's degree or higher	42,600	46,000	45,500	45,300	45,500	45,200	46,300	44,100	68.1
Bachelor's degree	40,200	44,300	44,100	43,100	42,100	42,100	45,100	41,700	68.1
Master's degree or higher	‡	48,300	56,200	51,100	60,900	52,600	53,800	48,800	68.2
Asian[3]	36,200	45,400	44,500	48,400	47,000	50,200	50,000	45,700	65.1
Less than high school completion[2]	‡	‡	‡	‡	‡	‡	‡	‡	‡
High school diploma or equivalent	28,400	31,600	30,000	29,600	29,300	28,300	26,300	29,200	55.9
Some college	26,500	36,400	33,100	34,200	36,600	33,400	38,600	34,700	58.2
Associate's degree	28,600	37,400	38,000	38,500	36,900	32,000	36,900	‡	56.5
Bachelor's degree or higher	47,100	62,400	55,800	58,500	57,800	60,300	60,200	59,900	71.1
Bachelor's degree	43,100	56,800	55,800	53,500	51,800	55,300	50,600	54,000	72.2
Master's degree or higher	54,300	72,400	60,800	64,700	68,100	70,100	71,100	68,300	69.4
Native Hawaiian/Pacific Islander[3]	—	—	‡	31,500	36,200	‡	‡	‡	62.2
American Indian/Alaska Native	33,200	31,600	32,900	28,100	32,300	29,200	30,500	31,500	52.9
Two or more races	—	—	38,000	37,100	34,100	34,000	34,200	34,800	60.2

— Not available.
‡ Reporting standards not met. Either there are too few cases or the coefficient of variation (CV) is 50 percent or greater.
[1] Full-time, full-year wage workers as a percentage of the population ages 25–34 who reported working or looking for work in 2010.
[2] Young adults in this category did not earn a high school diploma or receive alternative credentials such as a General Educational Development (GED) certificate.
[3] For 1995 and 2000, data for Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period.
NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and to allow for direct comparison across years. For more information on the CPI, see Appendix C – *Finance*. Full-year workers refers to those who were employed 50 or more weeks during the previous year; full-time workers refers to those who were usually employed 35 or more hours per week. Beginning in 2005, estimates were calculated using a revised method. Therefore, estimates in this table differ slightly from previously published figures. For more information on the Current Population Survey, see Appendix B – *Guide to Sources*. Race categories exclude persons of Hispanic ethnicity. Estimates for educational attainment categories for Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Two or more races subgroups did not meet reporting standards. For more information on race/ethnicity, see Appendix C – *Commonly Used Measures*.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1996–2011.

APPENDIX B
Guide to Sources

National Center for Education Statistics (NCES) Sources

Common Core of Data

The Common Core of Data (CCD) is the Department of Education's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general. Some of the CCD's component surveys date back to the 1930s. The integrated CCD was first implemented in the 1986–87 school year.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, Department of Defense dependents schools (DoDDS), and the outlying areas. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts; data on students and staff; and fiscal data. The general descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The ED*Facts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from State Education Agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the ED*Facts* collection system. Prior to submitting CCD files to ED*Facts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year, SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

The CCD survey consists of six components: the Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Aggregate Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), the School District Fiscal Data Survey, and the Teacher Compensation Survey.

Public Elementary/Secondary School Universe Survey

The Public Elementary/Secondary School Universe Survey collects information on all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. Data include the school's operating status, locale, and type, as well as the student enrollment for every grade; number of students in each racial/ethnic group and eligible for free-lunch programs; and number of reported full-time-equivalent (FTE) teachers.

Local Education Agency (School District) Universe

The Local Education Agency Universe Survey collects information on all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. Data include county location, metropolitan status, and type; the total number of students enrolled for every grade; number of ungraded students; number of English language learner (ELL) students served in appropriate programs; and number of instructional, support, and administrative staff. Data also include the number of high school graduates, other completers, and dropouts. Since 2007–08, the high school dropout and completion data have been separated from the LEA universe survey data and released as standalone data.

State Nonfiscal Survey of Public Elementary/Secondary Education

The State Nonfiscal Survey of Public Elementary/Secondary Education collects information on all students and staff aggregated to the state level, including the number of students by grade level; counts of FTE staff by major employment category; and high school completers by race/ethnicity.

National Public Education Financial Survey

The National Public Education Financial Survey (NPEFS) collects detailed finance data at the state level, including average daily attendance, school district revenues by source (local, state, federal), and expenditures by function (instruction, support services, and noninstruction) and object (salaries, supplies, etc.). It also reports capital outlay and debt service expenditures.

School District Finance Survey

The School District Finance Survey collects detailed data by school district, including revenues by source,

expenditures by function and subfunction, and enrollment.

Teacher Compensation Survey

The Teacher Compensation Survey collects total compensation, teacher status, and demographic data about individual teachers from multiple states.

Further information about the CCD and its survey components is available at http://www.nces.ed.gov/ccd/.

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information cannot be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

Further information about the FRSS is available at http://nces.ed.gov/surveys/frss.

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is the core program that NCES uses for collecting data on postsecondary education. IPEDS is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. Before IPEDS, some of the same information was collected through the Higher Education General Information Survey (HEGIS).

IPEDS consists of eight interrelated components that are collected in the fall, winter, and spring each year. Data on institutional characteristics and completions are collected in the fall. Data on employees by assigned position (EAP), salaries, and fall staff are collected in the winter. Data on enrollment, student financial aid, finances, and graduation rates are collected in the spring. During the winter 2005–06 survey, the EAP, fall staff, and salaries components were merged into the human resources component. In 2007–08, the enrollment component was broken into two separate components: 12-month enrollment (collected in the fall) and fall enrollment (collected in the spring).

Researchers can use IPEDS to analyze information on (1) enrollments of undergraduates, first-time freshmen, and graduate and first-professional students by race/ethnicity and sex; (2) institutional revenue and expenditure patterns by source of income and type of expense; (3) completions (awards) by level of program, level of award, race/ethnicity, and sex; (4) characteristics of postsecondary institutions, including tuition, room and board charges, and calendar systems; (5) status of career and technical education programs; and (6) other issues of interest.

Beginning in 1993, the IPEDS survey completion became mandatory for all postsecondary institutions with a Program Participation Agreement (PPA) with the Office of Postsecondary Education (OPE), U.S. Department of Education—that is, institutions that participate in or are eligible to participate in any federal student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094[a] [17]). Such programs include Pell Gants and Stafford Loans given to students at 4-year and higher (4 year), 2-but-less-than 4-year (2 year), and less than 2-year postsecondary institutions, including degree and non-degree granting institutions. For institutions not eligible to participate in Title IV programs, participation in the IPEDS is voluntary. Prior to 1993, only national-level estimates from a sample of institutions are available for private less-than-2-year institutions.

Further information about the IPEDS classification of educational institutions is available in Appendix C – *Commonly Used Measures*. Further information about IPEDS is available at http://nces.ed.gov/ipeds/.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. At the national level, NAEP is divided into two assessments: long-term trend NAEP and main NAEP.

Long-term trend

NAEP long-term trend assessments are designed to inform the nation of changes in the basic achievement

of America's youth. Nationally representative samples of students have been assessed in science, mathematics, and reading at ages 9, 13, and 17 since the early 1970s. Students were assessed in writing at grades 4, 8, and 11 between 1984 and 1996. To measure trends accurately, assessment items (mostly multiple choice) and procedures have remained unchanged since the first assessment in each subject. Recent trend assessments were conducted in 1994, 1996, 1999, 2004, and 2008. Results are reported as average scale scores for the nation, for regions, and for various subgroups of the population, such as racial and ethnic groups.

Main

In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. Student assessments are not designed to permit comparison across grades. The main state NAEP assessed students at both grades 4 and 8 in at least one subject in 1990, 1992, 1994, 1996, 1998, 2000, 2002, and 2003. Since 2003, the main state NAEP has assessed students in at least two subjects, reading and mathematics, every 2 years at grades 4 and 8.

The assessments are based on frameworks developed by the National Assessment Governing Board (NAGB). Items include both multiple-choice and constructed-response (requiring written answers) items. Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students meeting certain achievement levels are also reported for these groups. The achievement levels, developed by NAGB, are at or above *Basic*, at or above *Proficient*, and at or above *Advanced*.

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate.

In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP and an aggregate of all state samples replaced the separate national sample.

Mathematics assessments were administered in 2000, 2003, 2005, 2007, 2009, and 2011. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways of knowing and doing mathematics.

For grades 4 and 8, comparisons over time can be made among the assessments prior to and after the implementation of the 2005 framework. The changes to the grade 12 assessment were too drastic to allow the results to be directly compared with previous years. The changes to the grade 12 assessment included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework, as well as the merging of the measurement and geometry content areas. The reporting scale for grade 12 mathematics was changed from 0–500 to 0–300.

For more information regarding the 2005 framework revisions, see http://nces.ed.gov/nationsreportcard/mathematics/ whatmeasure.asp.

Reading assessments were administered in 2000, 2002, 2003, 2005, 2007, 2009, and 2011. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend or bridge study were conducted to determine if the "new" assessment was comparable to the "old" assessment. Overall, the results of the special analyses suggested that the old and new assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see http://nces.ed.gov/nationsreportcard/reading/whatmeasure.aspnationsreportcard/reading/whatmeasure.asp.

Science assessments were administered in 1995–96, 2000, 2005, and 2009. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP science assessment. The 2009 science framework organizes science content into three broad content areas, physical science, life science, and Earth and space sciences, thus keeping the content current with key developments in science curriculum standards, assessments, and research.

The 2009 framework change rendered the results from the 2009 assessment not comparable to the results from previous assessment years. For more information regarding the 2009 science framework and the specific content areas, see http://www.nagb.org/publications/frameworks/science-09.pdf.

Other assessments administered by NAEP include the geography assessments in 1993-94, 2000-01, and 2009-10; the U.S. history assessments in 2001, 2006, and 2010; and the civics assessments in 1998, 2006, and 2010.

For additional information on NAEP, including technical aspects of scoring and assessment validity and more

specific information on achievement levels, see http://nces.ed.gov/nationsreportcard/.

Analysis of Special Needs Students

Until 1996, the main NAEP assessments excluded certain subgroups of students identified as "special needs students," that is, students with disabilities and students with limited-English-proficiency. For the 1996 and 2000 mathematics assessments and the 1998 and 2000 reading assessments, the main NAEP included a separate assessment with provisions for accommodating these students (e.g., extended time, small group testing, mathematics questions read aloud, etc.). Thus, for these years, there are results for both the unaccommodated assessment and the accommodated assessment. For the 2002, 2003, and 2005 reading assessments and the 2003 and 2005 mathematics assessments, the main NAEP did not include a separate unaccommodated assessment—only a single accommodated assessment was administered. The switch to a single accommodated assessment instrument was made after it was determined that accommodations in NAEP did not have any significant effect on student scores.

Since 1992, the percentage of students with disabilities excluded from the NAEP reading assessment has ranged from 3 to 5 percent. English language learners were excluded at a rate of between 1 and 2 percent.

Since 2005, the percentage of students with disabilities excluded from the NAEP mathematics assessment has ranged from 2 to 4 percent. English language learners were excluded at a rate of 1 percent or less.

Exclusion rates were also recorded for the science, geography, history, and civics assessments. For students with disabilities, the exclusion rates from these assessments generally ranged from 1 to 3 percent. The science assessment and accommodated history assessment had exclusion rates as high as 4 percent for students with disabilities. The unaccommodated geography and history assessments had exclusion rates as high as 7 percent. For English language learners, exclusion rates ranged from less than 1 to 2 percent.

Further information about exclusion rates for specific assessments and years is available at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989 under the U.S. Census Bureau, the PSS has been conducted every 2 years, and data for the 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04, 2005–2006, 2007–08, and 2009-10 school years have been released.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home). The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

The PSS groups elementary and secondary schools according to one of seven program emphases: regular, Montessori, special program emphasis, special education, vocational, alternative, and early childhood.

Private schools are assigned to one of three major categories (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

Further information on the PSS is available at http://nces.ed.gov/surveys/pss.

Program for International Student Assessment

Within the United States, NCES is responsible for administering assessments for the Program for International Student Assessment (PISA). PISA is a system of international assessments that focus on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of mandatory schooling. PISA is organized by the Organization for Economic Co-operation and Development (OECD), an intergovernmental organization of industrialized countries, and was administered for the first time in 2000, when 43 countries participated. In 2003, forty-one countries participated in the assessment; in 2006, fifty-seven jurisdictions (30 OECD members and 27 nonmembers) participated; and in 2009, sixty-five jurisdictions (34 OECD members and 31 nonmembers) participated.

PISA is a 2-hour paper-and-pencil exam. Assessment items include a combination of multiple-choice and open-ended

questions that require students to come up with their own response. PISA scores are reported on a scale with a mean score of 500 and a standard deviation of 100.

PISA is implemented on a 3-year cycle that began in 2000. Each PISA assessment cycle focuses on one subject in particular, although all three subjects are assessed every 3 years. These cycles allow countries to compare changes in trends for each of the three subject areas over time.

In the first cycle, PISA 2000, reading literacy was the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in real-life settings. In 2006, PISA focused on science literacy. In 2009, PISA focused on reading literacy again.

To implement PISA, each of the participating countries scientifically draws a nationally representative sample of 15-year-olds, regardless of grade level. In the United States, nearly 5,600 students from public and nonpublic schools took the PISA 2006 assessment.

In each country, the assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

For more detailed information on sampling, administration, response rates, and other technical issues related to PISA data, see http://nces.ed.gov/pubs2011/2011004.pdf.

The OECD developed the *PISA 2009 Assessment Framework: Key Competencies in Reading, Mathematics, and Science* to design the PISA 2009 assessment in a collaborative effort of the PISA Governing Board and an international consortium. The PISA 2009 framework acts as a blueprint for the assessment, outlining what should be assessed.

Reading literacy in PISA 2009 is defined as "understanding, using, reflecting on, and engaging with written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society."

Mathematics literacy in PISA 2009 is defined as "an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen."

Science literacy in PISA 2009 is defined as "scientific knowledge and use of that knowledge to identify questions, to acquire new knowledge, to explain scientific phenomena, and to draw evidence based conclusions about science-related issues, understanding of the characteristic features of science as a form of human knowledge and inquiry, awareness of how science and technology shape our material, intellectual, and cultural environments, and willingness to engage in science-related issues, and with the ideas of science, as a reflective citizen." Details on the PISA 2009 framework and the reading, science, and mathematics literacy competencies can be found at http://www.oecd.org/dataoecd/11/40/44455820.pdf.

The PISA 2000 and 2009 OECD averages used in the analysis of trends in reading literacy scores over time are based on the averages of the 27 OECD countries with comparable data for 2000 and 2009. As a result, the reading literacy OECD average score for PISA 2000 differs from previously published reports and the reading literacy OECD average score for PISA 2009 differs from the OECD average score used for analyses other than trend comparisons. The seven current OECD members not included in the OECD average for trend analysis include the Slovak Republic and Turkey, which joined PISA in 2003; Estonia and Slovenia, which joined PISA in 2006; Luxembourg, which experienced substantial changes in its assessment conditions between 2000 and 2003; and the Netherlands and the United Kingdom, which did not meet the PISA response rate standards in 2000. Though reading literacy scores can be compared for all PISA administrative cycles (2000, 2003, 2006, and 2009), the U.S. averages in 2000 and 2009 are compared with OECD average scores in 2000 and 2009 because reading literacy was the major domain assessed in those years.

The PISA mathematics framework was revised in 2003. Because of changes in the framework, it is not possible to compare mathematics learning outcomes from PISA 2000 with those from PISA 2003, 2006, and 2009. The PISA science framework was revised in 2006. Because of changes in the framework, it is not possible to compare science learning outcomes from PISA 2000 and 2003 with those from PISA 2006 and 2009. Details on the changes to PISA since 2000 can be found at http://www.oecd.org/document/61/0,3746,en_32252351_32235731_46567613_1_1_1_1,00.html.

The PISA 2003 and 2009 OECD averages used in the analysis of trends in mathematics literacy scores over time are based on the 29 OECD countries with comparable data for 2003 and 2009. The five current members not included in the OECD average for trend analysis include Chile, Estonia, Israel, Slovenia, which did not participate in 2003, and the United Kingdom, which did not meet PISA response rate standards for the 2003 assessment.

For science literacy trends, all 34 OECD countries are used.

The OECD excluded the data for Austria from the trend analysis in *PISA 2009 Results: Learning Trends - Changes in Student Performance Since 2000 (Volume V)* because of a concern over a data collection issue in 2009; however, after consultation with Austrian officials, NCES kept the Austrian data in the U.S. trend reporting.

For more information on the OECD, see Appendix C – *International Education Definitions*.

Further information about PISA is available at http://nces.ed.gov/Surveys/PISA and http://www.pisa.oecd.org.

Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is a set of linked questionnaires used to collect data on the nation's public and private elementary and secondary teaching force, characteristics of schools and school principals, demand for teachers, and school/school district policies. SASS data are collected through a mail questionnaire with telephone follow-up. SASS was first conducted for NCES by the Census Bureau during the 1987–88 school year. SASS subsequently was conducted in 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 SASS also obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE). The universe of charter schools in operation in 1998–99 was given the Charter School Questionnaire to complete as part of the 1999–2000 SASS. In subsequent SASS administrations, charter schools were not administered a separate questionnaire, but were included in the public school sample.

Teacher certification is one way in which SASS stratifies the teacher subgroups. The *regular certification* category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers) and full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). *Probationary certificates* are for those who have satisfied all requirements except the completion of a probationary period. *Provisional certificates* are for those who are still participating in an alternative certification program. *Temporary certificates* are for those who require additional college coursework and/or student teaching. *Waivers* or *emergency certificates* are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching. *No certification* indicates that the teacher did not hold any certification in the state where the teacher had taught.

Further information on SASS is available at http://nces.ed.gov/surveys/sass.

School Survey on Crime and Safety

The School Survey on Crime and Safety (SSOCS) is administered to public primary, middle, high, and combined school principals in the spring of even-numbered school years. SSOCS is administered at the end of the school year to allow principals to report the most complete information possible. SSOCS was first administered in the spring of the 1999–2000 school year (SSOCS:2000). It has since been administered in the spring of the 2003–04, 2005–06, 2007–08, and 2009–10 school years (SSOCS:2004, SSOCS:2006, SSOCS:2008, and SSOCS:2010). SSOCS focuses on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative, and vocational schools; schools in the other jurisdictions; and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

Further information about SSOCS is available at http://nces.ed.gov/surveys/ssocs.

Non-NCES Sources

American Community Survey (ACS)

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Form of the Decennial Census. Aggregated over time, these data will serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2005, the survey has been mailed to approximately 250,000 addresses in the United States and Puerto Rico each month, or about 2.5 percent of the population annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. In 2006, the ACS began interviewing residents in group quarter facilities. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. Annual results were available for areas with populations of 65,000 or more beginning in the summer of 2006; for areas with populations of 20,000 or more in the summer of 2008; and for all areas—down to the census tract level. This schedule is based on the time it

will take to collect data from a sample size large enough to produce accurate results for different size geographic units.

Further information about the ACS is available at http://www.census.gov/acs/www/.

Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 60,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of information of labor force statistics for the U.S. noninstitutionalized population (e.g., excludes military personnel and their families living on bases and inmates of institutions). In addition, supplemental questionnaires are used to provide further information about the U.S. population. Specifically, in October, detailed questions regarding school enrollment and school characteristics are asked. In March, detailed questions regarding income are asked.

The current sample design, introduced in July 2001, includes about 72,000 households. Each month about 58,900 of the 72,000 households are eligible for interview, and of those, 7 to 10 percent are not interviewed because of temporary absence or unavailability. Information is obtained each month from those in the household who are 15 years of age and older and demographic data are collected for children 0–14 years of age. Prior to July 2001, data were collected in the CPS from about 50,000 dwelling units. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services.

Supplemental Questionnaires

Each year, the Annual Social and Economic (ASEC) Supplement and October supplemental questionnaires contain questions of relevance to education policy. The ASEC Supplement, formerly known as the March CPS Supplement, is a primary source of detailed information on income and work experience in the United States. The October Supplement routinely gathers data on school enrollment, school characteristics, and educational attainment for elementary, secondary, and postsecondary education. Related data are also collected about preschooling and the general adult population. In addition, NCES funds additional items on education-related topics such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition. Responses are collected for all household members age 3 and over.

CPS interviewers initially used printed questionnaires. However, since 1994, the Census Bureau has used Computer-Assisted Personal and Telephone Interviewing (CAPI and CATI) to collect data. These technologies allow interviewers to administer a complex questionnaire with increasing consistency and reductions in interviewer error. In 1994, the survey methodology for CPS was changed, and weights were adjusted. Further information about the CPS data collections is available at http://www.census.gov/apsd/techdoc/cps/cps-main.html.

Monitoring the Future Survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term study entitled *Monitoring the Future: A Continuing Study of American Youth,* conducted by the University of Michigan Institute for Social Research. One component of the study deals with student drug abuse. Results of the national sample survey have been published annually since 1975.

Approximately 50,000 public and private school students are surveyed each year. Students complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel. Each year, 8th-, 10th-, and 12th-graders are surveyed (12th-graders since 1975, and 8th- and 10th-graders since 1991). The 8th- and 10th-grade surveys are anonymous, while the 12th-grade survey is confidential. The 10th-grade samples involve about 17,000 students in 140 schools each year, while the 8th-grade samples have approximately 18,000 students in about 150 schools. The 12th-grade sample includes about 16,000 students in approximately 133 schools. Beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

From 1990 to 2010, the student response rate for 10th-graders ranged from 85 to 89 percent, and the student response rate for 12th-graders ranged from 79 to 86 percent.

Further information on Monitoring the Future is available at http://www.monitoringthefuture.org.

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APPENDIX C
Notes

Note 1

Commonly Used Measures

Certain common measures such as race/ethnicity, poverty, and region are used in the various surveys cited in *The Condition of Education 2012*. The definitions for these variables can vary across surveys and sometimes between different time periods of a single survey. This note describes how several common measures used in various indicators in this volume are defined in each of the surveys.

Race/Ethnicity

The categories denoting race and ethnicity in *The Condition of Education* are in accordance with the 1997 Office of Management and Budget (OMB) standard classification scheme. The 1997 standards emphasize self-reporting or self-identification as the preferred method for collecting data on race and ethnicity. However, while the federal categories provide a standardized format for purposes of collecting and presenting data on race and ethnicity, the standard was not designed to capture the full complexity of race and ethnicity in the United States.

Under the OMB standards, "Hispanic or Latino" is an ethnicity category, not a race category. Agencies that collect data on race and ethnicity separately must collect data on Hispanic ethnicity regardless of race. Thus if respondents are classified as Hispanic, they are not categorized into racial groups.

Ethnicity is categorized as follows:

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

Race categories presented in *The Condition of Education 2012* exclude persons of Hispanic ethnicity.

Racial groupings are as follows:

- *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.
- *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent; this includes, for example, people from Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam.
- *Black or African American:* A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White:* A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- *Two or more races:* A person who reported any combination of two or more races and not Hispanic/Latino ethnicity.

In *The Condition of Education,* the following terms are typically used to represent the above categories: White, Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races. Not all categories are shown in all indicators. In some cases, categories are omitted because there are insufficient data in some of the smaller categories or because the data collection design did not distinguish between groups. For example, in the Common Core of Data (CCD) prior to 2010–11, the categories Asian and Pacific Islander are combined and "Two or more races" is used by some, not all, reporting districts. In other cases, omissions occur because only comparable data categories are shown. For example, the category "Two or more races," which was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey (CPS) in 2003, is sometimes excluded from indicators that present a historical series of data with constant categories, and it is sometimes included within the category "Other." For further details on these classifications, see the source documentation of the particular survey and http://www.census.gov/popest/race.html.

Locale

Federal departments and agencies use various classification systems to define community types. Indicators in *The Condition of Education* use the National Center for Education Statistics (NCES) system of *locale codes*.

NCES revised its definitions of school locale types in 2006 after working with the Census Bureau to create a new locale classification system. The revision capitalizes on improved geocoding technology and the 2000 OMB definitions of metro areas that rely less on population size and county boundaries than on proximity of an address to an urbanized area.

Referred to as the "urban-centric" classification system to distinguish it from the previous "metro-centric" classification system, the new classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories (see exhibit B-1).

Exhibit B-1. National Center for Education Statistics urban-centric locale categories

Locale	Definition
City	
Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburban	
Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	
Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	
Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

SOURCE: U.S. Department of Education, National Center for Education Statistics. Common Core of Data (CCD). Identification of Locale Codes, retrieved April 10, 2009, from http://nces.ed.gov/ccd/rural_locales.asp.

The resulting 12 categories are based on a few key concepts that the Census Bureau uses to define an area's urbanicity: principal city, urbanized area, and urban cluster. A principal city is a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core. Urbanized areas and urban clusters are densely settled "cores" of Census-defined blocks with adjacent densely settled surrounding areas. Core areas with populations of 50,000 or more are designated as urbanized areas; core areas with populations between 25,000 and 50,000 are designated as urban clusters. Rural areas are designated by the Census Bureau as those areas that do not lie inside an urbanized area or urban cluster.

For more information about urban areas, see http://www.census.gov/geo/www/ua/ua_2k.html. For more information about core based statistical areas, see http://www.census.gov/population/www/metroareas/metroarea.html.

Assignments of locale codes to local education agencies (LEAs) are based on enrolled-weighted locale assignments of the schools operated by the LEA. If a majority of students in the LEA attend schools located in a single locale, the LEA is assigned to that locale. Most LEAs in the CCD are assigned based on a majority locale. If a majority of students in an LEA do not attend schools within a single locale, the LEA is reevaluated to see if a majority of its students are located in one of the four primary categories (city, suburban, town, and rural). If so, then the LEA is assigned to the largest subcategory within that primary category. If the LEA does not have a majority of its students in a specific locale or within a primary category, then the LEA is assigned the locale that accounts for a plurality of its students. In cases where an LEA does not enroll students or does not report student enrollment to the CCD, the LEA is assigned a locale based on its reported address location.

Although geographic locale assignments are included in the CCD and other NCES surveys, data products and publications often consolidate the full set of locales and present data only for the four primary categories.

Poverty

Data on household income and the number of people living in the household are combined with estimates of the poverty threshold, published by the Census Bureau, to determine the poverty status of children (or adults). The thresholds used to determine poverty status for an individual differ for each survey year. The weighted average poverty thresholds for various household sizes for 1990, 1995, and 2000 through 2010 are shown in exhibit B-2. (For thresholds for other years, see http://www.census.gov/hhes/www/poverty/data/threshld/index.html.)

Eligibility or approval for the National School Lunch Program also serves as a proxy measure of poverty status. The National School Lunch Program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. Unlike the poverty thresholds discussed above, which rely on dollar amounts determined by the Census Bureau, eligibility for the National School Lunch Program relies on the federal income poverty guidelines of the Department of Health and Human Services.

In *The Condition of Education*, a high-poverty school is defined as a school in which 76 percent or more of the students are eligible for free or reduced-price lunch. A low-poverty school is a school in which 25 percent or fewer of students were eligible for free or reduced-price lunch. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the federal poverty guideline.

Exhibit B-2. Weighted average poverty thresholds, by household size: Selected years, 1990–2010

[In current dollars]

	Household size							
Year	2	3	4	5	6	7	8	9 or more
1990	$8,509	$10,419	$13,359	$15,792	$17,839	$20,241	$22,582	$26,848
1995	9,933	12,158	15,569	18,408	20,804	23,552	26,237	31,280
2000	11,239	13,738	17,603	20,819	23,528	26,754	29,701	35,060
2001	11,569	14,128	18,104	21,405	24,195	27,517	30,627	36,286
2002	11,756	14,348	18,392	21,744	24,576	28,001	30,907	37,062
2003	12,015	14,680	18,810	22,245	25,122	28,544	31,589	37,656
2004	12.334	15,067	19,307	22,831	25,788	29,236	32,641	39,048
2005	12,755	15,577	19,971	23,613	26,683	30,249	33,610	40,288
2006	13,167	16,079	20,614	24,382	27,560	31,205	34,774	41,499
2007	13,542	16,537	21,201	21,201	28,345	32,094	35,764	42,681
2008	14,051	17,163	22,025	26,049	29,456	33,529	37,220	44,346
2009	13,991	17,098	21,954	25,991	29,405	33,372	37,252	44,366
2010	14,218	17,374	22,314	26,439	29,897	34,009	37,934	45,220

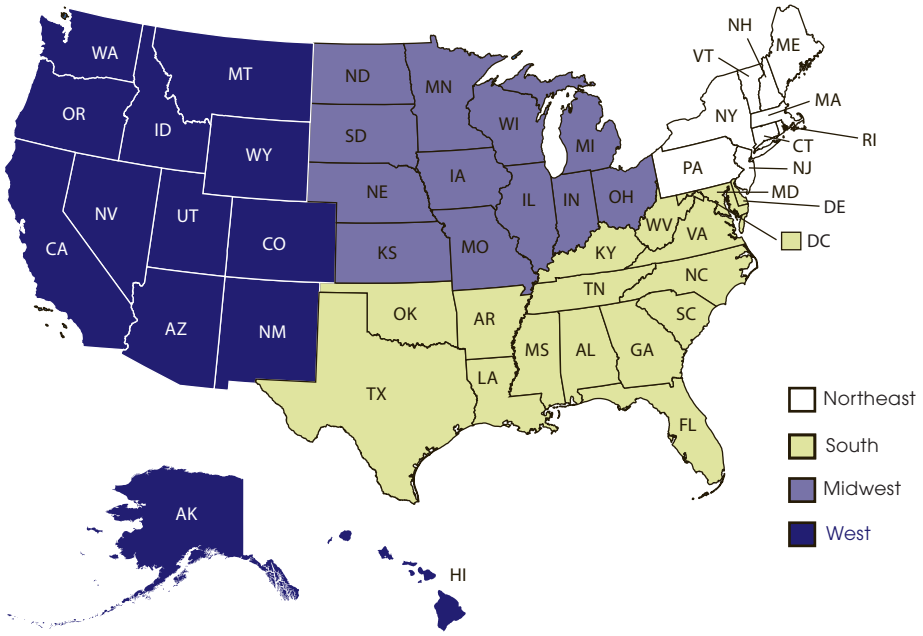
SOURCE: U.S. Census Bureau, Current Population Survey (CPS). Retrieved March 9, 2011, from http://www.census.gov/hhes/www/poverty/.

Geographic Region

The regional classification systems in exhibit B-3 represent the four geographical regions of the United States as defined by the Census Bureau of the U.S. Department of Commerce.

Exhibit B-3. U.S. Census Bureau, Regional Classification

Northeast		South		Midwest		West	
Connecticut (CT)	New York (NY)	Alabama (AL)	Mississippi (MS)	Illinois (IL)	Missouri (MO)	Alaska (AK)	Nevada (NV)
Maine (ME)	Pennsylvania (PA)	Arkansas (AR)	North Carolina (NC)	Indiana (IN)	Nebraska (NE)	Arizona (AZ)	New Mexico (NM)
Massachusetts (MA)	Rhode Island (RI)	Delaware (DE)	Oklahoma (OK)	Iowa (IA)	North Dakota (ND)	California (CA)	Oregon (OR)
New Hampshire (NH)	Vermont (VT)	District of Columbia (DC)	South Carolina (SC)	Kansas (KS)	Ohio (OH)	Colorado (CO)	Utah (UT)
New Jersey (NJ)		Florida (FL)	Tennessee (TN)	Michigan (MI)	South Dakota (SD)	Hawaii (HI)	Washington (WA)
		Georgia (GA)	Texas (TX)	Minnesota (MN)	Wisconsin (WI)	Idaho (ID)	Wyoming (WY)
		Kentucky (KY)	Virginia (VA)			Montana (MT)	
		Louisiana (LA)	West Virginia (WV)				
		Maryland (MD)					



SOURCE: U.S. Census Bureau. Census Regions and Divisions of the United States, retrieved November 7, 2011, from http://www.census.gov/geo/www/us_regdiv.pdf.

Averaged Freshman Graduation Rate

The *averaged freshman graduation* rate (AFGR) is a measure of the percentage of the incoming freshman class that graduates 4 years later. The AFGR is the number of graduates with a regular diploma divided by the estimated count of incoming freshmen 4 years earlier, as reported through the NCES Common Core of Data (CCD), the survey system based on state education departments' annual administrative records. (For more information on the CCD, see Appendix B – *Guide to Sources*.) The estimated count of incoming freshmen is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students are allocated to individual grades proportional to each state's enrollment in those grades. The AFGR treats students who transfer out of a school or district in the same way as it treats students from that school or district who drop out.

Status Dropout Rate

Status dropout rates measure the percentage of individuals within a given age range who are not enrolled in school and lack a high school credential, irrespective of when they dropped out. As such, these rates can be used to gauge the need for further education and training within that population. Status dropout rates are distinct from event dropout rates, which measure the proportion of students who drop out of high school in a given year; event dropout rates have been reported in a previous volume of *The Condition of Education* (NCES 2004-077, *indicator 16)* and are featured in the annual report *Trends in High School Dropout and Completion Rates in the United States* (see, for example, NCES 2011-012).

Data from both the American Community Survey (ACS) and the October Current Population Survey (CPS) are used in *The Condition of Education* to estimate the percentage of the population ages 16 through 24 who are not in school and have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate), irrespective of when they dropped out.

Within the CPS, the status dropout rate is the percentage of civilian, noninstitutionalized young people ages 16 through 24 who are not in school and have not earned a high school credential (either a diploma or equivalency credential such as a General Educational Development [GED] certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16 through 24 who, as of October of that year, have not completed a high school credential and are not currently enrolled in school. The denominator is the total number of individuals ages 16 through 24 in the United States in October of that year. Status dropout rates count as dropouts individuals who never attended school and immigrants who did not complete the equivalent of a high school education in their home country. The inclusion of these individuals is appropriate because the status dropout rate is designed to report the percentage of youth and young adults in the United States who lack what is now considered a basic level of education. However, the status dropout rate should not be used as a measure of the performance of U.S. schools because it counts as dropouts individuals who may have never attended a U.S. school.

The ACS first collected in 2009 allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, and sex, and, unlike the CPS, includes institutionalized persons, incarcerated persons, and active duty military personnel living in barracks in the United States. The CPS provides several decades of historical trends on status dropouts that are not available from the ACS. The disadvantage of using CPS data to compute status dropout rates for the civilian, noninstitutionalized population is that military personnel and incarcerated or institutionalized persons are excluded. A disadvantage of both the CPS and ACS is that the datasets include as dropouts individuals who never attended U.S. schools, including immigrants who did not complete the equivalent of a high school education in their home country. Estimates of status dropout rates from the ACS and CPS are not directly comparable due to methodological differences, such as differing sampling frames, modes of administration, and question wording. For more information on the CPS and the ACS, see Appendix B – *Guide to Sources.*

Educational Attainment

This measure uses March CPS data to estimate the percentage of civilian, noninstitutionalized people ages 25 through 29 who have achieved certain levels of educational attainment. Estimates of educational attainment represent the percentage of adults who completed at least the cited credential. Attainment estimates do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED. These estimates also include individuals who earned their credential or completed their highest level of education outside of the United States.

From 1972 to 1991, two CPS questions provided data on the number of years of school completed: (1) "What is the highest grade or year of regular school...has ever attended?" and (2) "Did...complete that grade (year)?" An individual's educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

Beginning in 1992, the CPS combined the two questions into the following question: "What is the highest level of

school... completed or the highest degree...received?" This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward, and that care must be taken when making comparisons across years. The revised question changed the response categories from "highest grade completed" to "highest level of schooling or degree completed." The revised question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate's degree in college, occupational/vocational program
- Associate's degree in college, academic program (e.g., A.A., A.S., A.A.S.)
- Bachelor's degree (e.g., B.A., A.B., B.S.)
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctorate degree (e.g., Ph.D., Ed.D.)

High School Completion

Since 1988, an additional question has also asked respondents if they have a high school diploma or the equivalent, such as a GED. People who respond "yes" are classified as high school completers. Before 1988, the number of individuals who earned a high school equivalency certificate was small compared to the number of high school graduates, so the subsequent increase caused by including equivalency certificate recipients in the total number of people counted as "high school completers" was small in the years immediately after the change was made.

Before 1992, the CPS considered individuals who completed 12th grade to be high school graduates. A revision in 1992 added the response category "12th grade, no diploma." Individuals who select this response are not counted as graduates. Historically, the number of individuals in this category has been small.

Some College

Based on the question used in 1992 and in subsequent surveys, the response for an individual who attended college for less than a full academic year would be "some college but no degree." Before 1992, the appropriate response would have been "attended first year of college and did not complete it," thereby excluding those individuals with 1–3 years of college from the calculation of the percentage of the population. With the revised question, such respondents are placed in the "some college but no degree" category. The percentage of individuals with some college might be larger than the percentage with 1–3 years of college, because "some college" includes those who have not completed one entire year. Therefore, it is not appropriate to make comparisons between the percentage of those with "some college but no degree" (using the post-1991 question) and the percentage of those who completed "1–3 years of college" (using the two pre-1992 questions).

College Completion

Some students attend college for 4 or more years without earning a bachelor's degree, so some researchers are concerned that the college completion rate, based on the pre-1992 category "4th year or higher of college completed," overstates the number of respondents with a bachelor's degree (or higher). In fact, however, the completion rates among those ages 25–29 in 1992 and 1993 were similar to the completion rates for 1990 and 1991, before the change in the question's wording. Thus, there appears to be good reason to conclude that the change has not affected the completion rates reported in *The Condition of Education 2012.*

An advantage of using CPS data to compute educational attainment estimates is that estimates can be computed on an annual basis for various demographic subgroups of adults. A disadvantage of using CPS data to compute the educational attainment rate is that these data exclude all military personnel living in barracks and incarcerated or institutionalized persons.

For more information on the CPS, see Appendix B – *Guide to Sources.*

Classification of Postsecondary Education Institutions and Degrees

The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) employs various categories to classify postsecondary institutions.

The term *postsecondary institutions* is the category used to refer to institutions with formal instructional programs and a curriculum designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes programs whose purpose is academic or vocational, as well as continuing professional education programs, and excludes avocational and adult basic education programs. For many analyses, however, comparing all institutions in this broad universe of postsecondary institutions would not be appropriate. Thus, postsecondary institutions are placed in one of three levels, based on the highest award offered at the institution:

- *4-year-and-above institutions:* Institutions or branches that offer programs of at least 4 years' duration or offer programs at or above the baccalaureate level. These institutions award a 4-year degree or higher in one or more programs or award a postbaccalaureate or post-master's. Includes schools that offer postbaccalaureate certificates only or those that offer graduate programs only. Also includes freestanding medical, law, or other first-professional schools.
- *2-year but less-than-4-year institutions:* A postsecondary institution that offers programs of at least 2 but less

than 4 years' duration. Includes occupational and vocational schools with programs of at least 1,800 contact hours and academic institutions with programs of less than 4 years' duration. Does not include 4-year institutions that offer accelerated versions of their bachelor's degree programs, in which a bachelor's degree may be obtained in less than 4 years.

- *Less-than-2-year institutions:* Institutions or branches that offer programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

IPEDS also classifies institutions at each of the three levels of institutions by financial control:

- *Public institutions:* Institutions whose programs and activities are operated by publicly elected or appointed school officials and which are supported primarily by public funds.
- *Private not-for-profit institutions:* Institutions in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.
- *Private for-profit institutions:* Institutions in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

An institution in any of these nine possible sectors formed by the various combinations of institution level and financial control, above, can also be classified as degree- or non-degree-granting, based on whether the institution offers students a formal award such as a degree or certificate:

- *Degree-granting institutions* offer associate's, bachelor's, master's, doctoral, and/or first-professional degrees that a state agency recognizes or authorizes.
- *Non-degree-granting institutions* offer other kinds of credentials and exist at all types of financial control (i.e., public, private not-for-profit, and private for-profit institutions).

The number of 4-year-and-above non-degree-granting institutions is small compared with the total number of non-degree-granting institutions.

Institutions in any of the nine sectors can also be Title IV-participating or not. For an institution to participate in federal Title IV Higher Education Act, Part C, financial aid programs, it must offer a program of study at least 300 clock hours in length; have accreditation recognized by the U.S. Department of Education; have been in business for at least 2 years; and have a Title IV participation agreement with the U.S. Department of Education. All indicators in this volume using IPEDS data present only Title IV-participating institutions. For more information on the Higher Education Act of 2008, see http://www2.ed.gov/policy/highered/leg/hea08/index.html.

In some indicators based on IPEDS data, 4-year-and-above degree-granting institutions are further classified according to the highest degree awarded:

- *Doctoral institutions* award at least 20 doctoral degrees per year.
- *Master's institutions* award at least 20 master's degrees per year.

The remaining institutions are considered to be other 4-year degree-granting institutions. The number of degrees awarded by an institution in a given year is obtained for each institution from data published in the IPEDS "Completions Survey" (IPEDS-C).

The structure of the IPEDS collection of data on degrees conferred changed beginning with the 2007–08 academic year. Prior to 2007–08, colleges reported the number of first-professional degrees separate from the number of doctoral degrees. In addition, doctoral degrees were reported as a single category. In the 2008–09 academic year, institutions were required (optional in the 2007–08 academic year) to discontinue reporting first-professional degrees as a separate category and to integrate them into the master's and doctoral degrees categories; additionally, required in the 2008–09 academic year, the doctoral degrees could be reported in three different classifications: *professional practice*, *research/scholarship*, and *other*. In order to present consistent national data over time, the data for the institutions reporting in the new structure were cross-walked to the old structure. The master's and doctoral degrees awarded in fields of study classified in the Classification of Instruction Programs (CIP) as "formerly considered first-professional" were reclassified as first-professional degree awards. Therefore, data presented in *The Condition of Education* on completed degrees from 2007–08 onward may not match reported totals within other publications. The specific fields and CIP programs cross-walked in this manner were the following:

- 51.0401 Dentistry (D.D.S. or D.M.D.)
- 51.1201 Medicine (M.D.)
- 51.1701 Optometry (O.D.)
- 51.1901 Osteopathic medicine (D.O.)
- 51.2001 Pharmacy (Pharm.D.)
- 51.2101 Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)
- 51.2401 Veterinary medicine (D.V.M.)
- 51.0101 Chiropractic (D.C. or D.C.M.)
- 22.0101 Law (LL.B. or J.D.)
- 39.0602 Theology (M. Div., M.H.L., B.D., or Ord. and M.H.L./Rav.).

Further information about IPEDS is available in Appendix B – *Guide to Sources*.

Further information about the various IPEDS classifications is available at http://nces.ed.gov/ipeds/.

Note 2
Finance

Using the Consumer Price Index (CPI) to Adjust for Inflation

The Consumer Price Index (CPI) represents changes in the prices of all goods and services purchased for consumption by households. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. The all-urban consumer group represents about 87 percent of the total U.S. population.

CPIs are calculated for both the calendar year and the school year using the U.S. All Items CPI for All Urban Consumers (CPI-U). The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12. Data for the CPI-U are available on the Bureau of Labor Statistics (BLS) website (http://www.bls.gov/cpi/). Also, figures for both the calendar year CPI and the school year CPI can be obtained from the *Digest of Education Statistics 2011* (NCES 2012-001), an annual publication of the National Center for Education Statistics (NCES).

Although the CPI has many uses, its principal function in *The Condition of Education* is to convert monetary figures (salaries, expenditures, income, etc.) into inflation-adjusted dollars to allow for comparisons over time.

The reader should be aware that there are alternative price indexes to the CPI that could be used to make these adjustments. These alternative adjustments might produce findings that differ from the ones presented here. For more detailed information on how the CPI is calculated or on the other types of price indexes, go to the BLS website (http://www.bls.gov/cpi/).

Classifications of Expenditures for Public Elementary and Secondary Schools

Total expenditures for elementary and secondary education includes all expenditures allocable to per student costs. The three major categories of total expenditures are *current expenditures* (all current expenditures for regular school programs), *capital outlay*, and *interest on debt*. Total expenditures includes expenditures on education by other agencies or equivalent institutions (e.g., the Department of Health and Human Services and the Department of Agriculture), but excludes "Other current expenditures" such as community services, private school programs, adult education, and other programs not allocable to expenditures per student at public schools.

Current expenditures includes expenditures for the day-to-day operation of schools and school districts. Seven subfunctions make up these current expenditures: instruction, administration, student and staff support, operation and maintenance, transportation, food services, and enterprise operations. Thus, current expenditures includes items such as salaries for school personnel, benefits, supplies, purchased services, student transportation, schoolbooks and materials, and energy costs.

- *Instruction expenditures* includes expenditures for activities related to the interaction between teachers and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television. Also included are tuition expenditures to other local education agencies.
- *Administration expenditures* includes expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff), and other support services expenditures.
- *Student and staff support expenditures* includes expenditures for student support (attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other student support services), instructional staff services (instructional staff training, educational media [libraries and audiovisual], and other instructional staff support services), and other support services (business support services, central support services, and other support services not reported elsewhere).
- *Operation and maintenance expenditures* includes expenditures for supervision of operations and maintenance; operating buildings (heating, lighting, ventilating, repair, and replacement); care and upkeep of grounds and equipment; vehicle operations and maintenance (other than student transportation); security; and other operations and maintenance services.
- *Transportation* includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.
- *Food services* includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities, as well as the delivery of food to schools.

- *Enterprise operations* includes expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services, together with amounts for direct program support made by state education agencies for local school districts.

Current expenditures and each of its seven subfunctions can be further broken down by the object of the expenditure: salaries, employee benefits, purchased services, supplies, tuition, and other.

Capital outlay includes direct expenditures for construction of buildings, roads, and other improvements and for purchases of equipment, land, and existing structures. Includes amounts for additions, replacements, and major alterations to fixed works and structures; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Interest on debt includes expenditures for long-term debt service interest payments (i.e., those longer than 1 year).

Classifications of Revenue for Public Elementary and Secondary Schools

Public school revenue is classified by source (federal, state, or local). Revenue from federal sources includes direct grants-in-aid to schools or agencies, funds distributed through a state or intermediate agency, and revenue in lieu of taxes to compensate a school district for nontaxable federal institutions within a district's boundary. Revenue from state sources includes both direct funds from state governments and revenue in lieu of taxation. Revenue from local sources includes revenue from such sources as local property and nonproperty taxes, investments, and revenue from student activities, textbook sales, transportation and tuition fees, and food services. Intermediate revenue comes from sources that are not local or state education agencies, but that are at an intermediate level between local and state education agencies and possess independent fundraising capability—for example, county or municipal agencies. Intermediate revenue is included in local revenue totals.

The Variation in Expenditures per Student and the *Theil Coefficient*

The *Theil coefficient* is used as a measure of the variation in expenditures per pupil in regular public elementary and secondary schools in the United States. A comparison of the values of *Theil coefficients* for groups within a set (i.e., districts within a state) will indicate relative dispersion and any variations that may exist among them.

The *Theil coefficient* has a convenient property when the individual units of observation (e.g., school districts) can be aggregated into subgroups (e.g., states): this property allows the total variation to be decomposed into a measure of the variation *within* the subgroups and a measure of the variation *between* the subgroups. Hence, in the examination of the variation in instructional expenditures in the United States, the national variation can be decomposed into measures of *between-state* and *within-state* variation. The between-state 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. The *Theil coefficient* can range from zero, indicating no variation, to a maximum possible value of 1.0.

The between-state *Theil coefficient,* T_B, equals

$$T_B = \sum_{k=1}^{K} (P_k \overline{X}_k / \overline{X}) \ln(\overline{X}_k / \overline{X})$$

where P_k is the enrollment in state k, $\overline{X}_k$ is the student-weighted mean expenditure per student in state k, and $\overline{X}$ is the student-weighted mean expenditure per student for the country.

The within-state *Theil coefficient,* T_w, equals

$$T_W = \sum_{k=1}^{K} (P_k \bar{X}_k | \bar{X}) \mathrm{T_k}$$

where T_k is the Theil coefficient for state k. T_k equals

$$T_k = \frac{\sum_{j=1}^{J_k} P_{jk} X_{jk} \ln(X_{jk} | \bar{X}_k)}{\sum_{j=1}^{J_k} P_{jk} X_{jk}}$$

where P_{jk} is the enrollment of district j in state k and X_{jk} is the mean expenditure per student of district j in state k.

The national *Theil coefficient*, T, is

$$T = T_W + T_B$$

Classifications of Expenditures for International Comparisons

International finance data include data on public and private expenditures for instructional and noninstructional educational institutions. Instructional educational institutions are educational institutions that directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions that provide short-term courses of training or instruction to individuals on a "one-to-one" basis are not included. Noninstructional educational institutions are educational institutions that provide administrative, advisory, or professional services to other educational institutions, although they do not enroll

students themselves. Examples include national, state, and provincial bodies in the private sector; organizations that provide education-related services, such as vocational and psychological counseling; and educational research institutions.

Public expenditures corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., culture, sports, youth activities) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students' living expenses are excluded to ensure international comparability of the data.

Private expenditures refers to expenditures funded by private sources (i.e., households and other private entities). "Households" means students and their families. "Other private entities" includes private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees, the cost of materials (such as textbooks and teaching equipment), transportation costs (if organized by the school), the cost of meals (if provided by the school), boarding fees, and expenditures by employers on initial vocational training.

Current expenditures includes final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid.

Capital expenditures includes spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

Note 3

International Education Definitions

Organization for Economic Co-operation and Development (OECD)

The Organization for Economic Co-operation and Development (OECD) is an intergovernmental organization of 34 industrialized countries that serves as a forum for member countries to cooperate in research and policy development on social and economic topics of common interest. These countries include: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, and United States. Currently, 25 nonmembers participate as regular observers or full participants in OECD committees.

The Program for International Student Assessment (PISA) is a system of international assessments organized by the OECD that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. The measures emphasize functional skills that students have acquired as they near the end of mandatory schooling. PISA was administered for the first time in 2000, when 43 countries participated. Forty-one countries participated in the 2003 administration of PISA; 57 jurisdictions (30 OECD members and 27 nonmembers) participated in 2006; and 65 jurisdictions (34 OECD members and 31 nonmembers) participated in 2009.

For more information on the history, membership, and research conducted by the OECD, see http://www.oecd.org/home/0,3675,en_2649_201185_1_1_1_1_1,00.html. For more information on PISA, see Appendix B – *Guide to Sources*.

International Standard Classification of Education (ISCED)

The 1997 International Standard Classification of Education (ISCED) is used to compare educational systems in different countries. ISCED is the standard used by many countries to report education statistics to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the OECD. ISCED divides educational systems into the following seven categories, based on six levels of education.

- *ISCED Level 0:* Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.
- *ISCED Level 1:* Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.
- *ISCED Level 2:* Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.
- *ISCED Level 3:* Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.
- *ISCED Level 4:* Education at the fourth level (postsecondary nontertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the

completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

- *ISCED Level 5:* Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.
  - *ISCED Level 5A:* Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last approximately 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree.
  - *ISCED Level 5B:* Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.
- *ISCED Level 6:* Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

APPENDIX D
Glossary

A

Achievement levels: National Assessment of Educational Progress (NAEP) achievement levels are set through a National Assessment Governing Board process and define what students should know and be able to do at different levels of performance. The NAEP achievement levels are *Basic, Proficient,* and *Advanced.* The definitions of these levels, which apply across all grades and subject areas, are as follows:

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for *proficient* work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance at each grade assessed.

Alternative school: A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems.

Associate's degree: An award that normally requires at least 2 but less than 4 years of full-time-equivalent college work.

B

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study.

C

Catholic school: Catholic schools are categorized according to governance as parochial, diocesan, or private schools.

Charter school: A publicly funded school that, in accordance with an enabling statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school, or it may previously have been a traditional public or private school. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is typically reviewed every 3 to 5 years and can be revoked if guidelines on curriculum and management are not followed or standards are not met. Charter schools provide free public elementary and/or secondary education and can be administered by regular school districts, state education agencies (SEAs), or chartering organizations. See also Public school.

Classification of Instructional Programs (CIP): A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.

College: A postsecondary education institution.

Combined school: A school offering both elementary and secondary education. A combined school typically has one or more of grades kindergarten (K) through 6 and one or more of grades 9–12. For example, schools with grades K–12, 6–9, or 1–12 are classified as combined schools. Alternatively, according to 2007–08 Schools and Staffing Survey, defined as a school with at least one grade lower than 7 and at least one grade higher than 8; schools with only ungraded classes are included with combined schools.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow for direct comparison across years.

Consumer Price Index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

Current expenditures: For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary institutions, these include current outlays plus capital outlays. For the government, these include charges net of recoveries and other correcting transactions, other than retirement of debt, investment in securities, extension of credit, or agency transactions. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Examples of current expenditures include salaries for school personnel, fixed charges, student transportation, book and materials, and energy costs. Expenditures for state administration are excluded.

D

Disabilities: Any of the disabilities classified in the U.S. Department of Education's Office of Special Education Programs (OSEP), which collects information on students with disabilities as part of the implementation of the Individuals with Disabilities Education Act (IDEA). Categories of disabilities include autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disabilities, speech or language impairments, traumatic brain injury, visual impairments, and preschool disability. (For more detailed definitions of these categories, see the part B and C data dictionaries at http://www.ideadata.org/618DataCollection.asp.)

Doctor's degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctor's degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. Degrees formerly referred to as first-professional degrees, such as M.D., J.D., and D.D.S., are now included under this heading. See also First-professional degree.

Dropout: The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the General Educational Development (GED) progam. Transferring from a public school to a private school is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. See also Status dropout rate, Appendix C – *Commonly Used Measures*.

E

Early childhood school: Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

Education specialist/professional diploma: A certificate of advanced graduate studies that advance educators in their instructional and leadership skills beyond the master's level of competence.

Elementary school: A school with one or more of grades K–6 that does not have any grade higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

Elementary/secondary school: Elementary/secondary schools include regular schools (i.e., schools that are part of state and local school systems and private elementary/secondary schools, both religiously affiliated and nonsectarian); alternative schools; vocational education schools; and special education schools.

Employment status: Employment status includes employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

According to the October Current Population Survey (CPS), employed persons are persons age 16 or older who, during the reference week, (1) did any work at all (at least 1 hour) as paid employees or (2) were not working but had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

English language learner: A person for whom English is a second language and who has not yet attained proficiency in the English language. See also Limited-English proficient.

Expenditures: Charges incurred, whether paid or unpaid. Expenditure types include the following:

Current expenditures: Short-term spending that is fully expensed in the fiscal period in which it is incurred. Current expenditures are in contrast to capital expenditures, which refer to spending on long-term assets that are capitalized and amortized over their useful life. See also Current expenditures.

Instructional expenditures (elementary/secondary): Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

Expenditures per student: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership. See also Appendix C – *Finances.*

F

Faculty: Persons identified by the institution as such and whose assignments include conducting instruction, research, or public service as a principal activity

(or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors. or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instruction combined with research and/or public service. Graduate, instruction, and research assistants are not included in this category.

Family income: Family income includes all monetary income from all sources (including jobs, businesses, interest, rent, and social security payments) over a 12-month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included. In the October CPS, family income is determined from a single question asked of the household respondent.

Financial aid: Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives/friends) provided to students to help them meet expenses. This includes Title IV subsidized and unsubsidized loans made directly to students.

First-professional degree: As of fall 2010, the term first-professional degree is no longer used as reporting category in postsecondary education data collection. Degrees formerly reported under this category are now reported as a doctor's degree or master's degree. For example, Medical Doctorate (M.D.), Juris Prudence Doctorate (J.D.), Pharmacy Doctorate (Pharm.D), Doctorate of Veterinary Medicine (D.V.M) are now reported as doctor's degree, while Master's of Divinity (M.Div), Master's of Rabbinical Studies (M.H.L), and Master's of Law (L.L.M.) are reported as master's degree. See also Doctor's degree and Master's degree.

Four-year postsecondary institution: A postsecondary education institution that can award a bachelor's degree or higher. See also Postsecondary education and Appendix C – *Commonly Used Measures.*

Free or reduced-price lunch: See National School Lunch Program.

Full-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the level and control of institution and level of student.

G

GED certificate: This award is received following successful completion of the General Educational Development (GED) test. The GED program, sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Gross domestic product (GDP): Gross national product (GNP) less net property income from abroad. Both GNP and GDP aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services by individuals, businesses, and government; gross private domestic investment in infrastructure; and total exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

H

Head Start: A local public or private nonprofit or for-profit entity designated by the Department of Health and Human Services' Administration for Children and Families to operate a Head Start program to serve children age 3 to compulsory school age, pursuant to section 641(b) and (d) of the Head Start Act.

High school: A secondary school offering the final years of high school study necessary for graduation, in which the lowest grade is not lower than grade 9. Usually includes grades 10, 11, and 12 or grades 9, 10, 11, and 12. Alternatively, according to the 2007–08 Schools and Staffing Survey, defined as a school with no grade lower than 7 and at least one grade higher than 8.

High school completer: An individual who has been awarded a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

High school diploma: A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate: A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the General Educational Development (GED) test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service of the American Council on Education.

Hours worked per week: According to the October Current Population Survey, the number of hours a respondent worked in all jobs in the week prior to the survey interview.

I

Individuals with Disabilities Education Act (IDEA): IDEA is a federal law requiring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.8 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA, Part B.

Inflation: A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a loss of purchasing power. See also Constant dollars and Purchasing Power Parity indexes.

L

Limited-English proficient: Refers to an individual who was not born in the United States or whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

M

Magnet school or program: A special school or program designed to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme.

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, which includes the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and for demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, or an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

Median earnings: The amount which divides the income distribution into two equal groups, half having income above that amount and half having income below that amount. Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations. The March Current Population Survey collects information on earnings from individuals who were full-year workers (individuals who were employed 50 or more weeks in the previous year) and full-time workers (those who were usually employed 35 or more hours per week).

Middle school: A school with no grade lower than 5 and no grade higher than 8.

Montessori school: Montessori schools provide instruction using Montessori teaching methods.

N

National School Lunch Program: Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch,

a student must be from a household with an income between 130 percent and 185 percent of the federal poverty guideline. See also Appendix C – *Commonly Used Measures.*

Nonresident alien: A person who is not a citizen of the United States, who is in this country on a temporary basis, and who does not have the right to remain indefinitely.

Nonsectarian school: Nonsectarian schools do not have a religious orientation or purpose and are categorized as regular, special program emphasis, or special education schools. See also Regular school, Special program emphasis school, and Special education school.

Nursery school: An instructional program for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of teachers. See also Prekindergarten and Preschool.

O

Other religious school: Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership as Conservative Christian, other affiliated, or unaffiliated.

P

Part-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load of less than 75 percent of the normal full-time credit load.

Postbaccalaureate enrollment: The number of students with a bachelor's degree who are enrolled in graduate-level courses. See also Doctor's degree and Master's degree.

Postsecondary education: The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs. See also Appendix C – *Commonly Used Measures*.

Prekindergarten: Preprimary education for children typically ages 3–4 who have not yet entered kindergarten. It may offer a program of general education or special education and may be part of a collaborative effort with Head Start.

Preschool: An instructional program enrolling children generally younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also Nursery school and Prekindergarten.

Primary school: A school with at least one grade lower than 5 and no grade higher than 8.

Private institution: An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials. See also Appendix C – *Commonly Used Measures*. Types of private institutions include:

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit institutions and those affiliated with a religious organization.

Private schools: Private elementary/secondary schools surveyed by the Private School Universe Survey (PSS) are assigned to one of three major categories (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

Catholic: Catholic schools are categorized according to governance, provided by Catholic school respondents, into parochial, diocesan, and private schools.

Other religious: Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into Conservative Christian, other affiliated, and unaffiliated schools. Conservative Christian schools are those "Other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as Conservative Christian with membership in at least 1 of 11 associations—Association of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, and Southern Baptist Association of Christian Schools—or indicating membership in "other religious school

associations." Unaffiliated schools are those "Other religious" schools that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

Nonsectarian: Nonsectarian schools do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents, into regular, special emphasis, and special education schools. Regular schools are those that have a regular elementary/secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocational/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

Property tax: The sum of money collected from a tax levied against the value of property.

Public institution: A postsecondary education institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds. See also Appendix C – *Commonly Used Measures*.

Public school: A school that provides educational services for at least one of grades K–12 (or comparable ungraded levels), has one or more teachers to give instruction, has an assigned administrator, receives public funds as primary support, and is operated by an education or chartering agency. Public schools include regular, special education, vocational/technical, alternative, and charter schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Education-funded schools operated by local public school districts. See also Special education school, Vocational school, Alternative school, Charter school, and Traditional public school.

Purchasing Power Parity (PPP) indexes: PPP exchange rates, or indexes, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indexes are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indexes, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

R

Regular school: A public elementary/secondary school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

Revenues: Funds that are appropriated to schools and education institutions. See also Appendix C – *Finance*.

S

Salary: The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Secondary school: A school with one or more of grades 7–12 that does not have any grade lower than grade 7. For example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

Special education school: An elementary/secondary school that (1) focuses primarily on special education, including instruction for any of the following groups of students: hard of hearing, deaf, speech impaired, health impaired, orthopedically impaired, intellectually disabled, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind, and the learning disabled; and (2) adapts curriculum, materials, or instruction for students served.

Special program emphasis school: A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.

STEM fields: Science, Technology, Engineering, and Mathematics (STEM) fields of study that are considered to be of particular relevance to advanced societies. For the purposes of *The Condition of Education 2012,* STEM fields include agriculture and natural resources, biological and biomedical sciences, computer and information sciences and support services, engineering and engineering technologies, mathematics and statistics, physical sciences, and science technologies.

Student membership: Student membership is an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a "shared time" school) may provide classes for students from a number of districts and show no membership.

T

Title I school: A school designated under appropriate state and federal regulations as a high-poverty school

that is eligible for participation in programs authorized by Title I of the Reauthorization of the Elementary and Secondary Education Act, P.L. 107-110.

Title IV institution: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant [SSIG] and the National Early Intervention Scholarship and Partnership [NEISP] programs).

Traditional public school: Traditional public schools are publicly funded schools other than public charter schools. See also Public school and Charter school.

Tuition: The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

Two-year postsecondary institution: A postsecondary education institution that does not confer bachelor's or higher degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree at a 4-year institution. See also Postsecondary education and Appendix C – *Commonly Used Measures.*

U

Undergraduate student: A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate level.

V

Vocational school: A secondary school that focuses primarily on vocational, technical, or career education and provides education and training in one or more occupations. It may be part of a regular district (along with academic schools) or in a vocational district (serving more than one academic school district).

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APPENDIX E
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APPENDIX F
Index

Appendix F is the cumulative index for the 2008–2012 print editions of *The Condition of Education*.

The **year** of publication appears in bold type. Arabic numerals (e.g., 2, 3, 4) following the year refer to Indicator numbers. References beginning with "TF" (e.g., TF2, TF3, TF4) refer to page numbers in the Topics in Focus.

Please note that some indicators may no longer appear in the Indicator List on *The Condition of Education* website and can only be found in the print editions (PDFs).

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