

the condition of education 2006 in Brief



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The Condition of Education 2006 in Brief

June 2006

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What's Inside

This publication contains a sample of the 50 indicators in ***The Condition of Education 2006***. To order the entire printed edition of ***The Condition*** free of charge, call ED PUBS (1-877-4ED-PUBS).

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

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. As mandated by Congress, the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences annually publishes a statistical report on the status and progress of education in the United States. ***The Condition of Education*** includes data and analysis on a wide variety of issues. The 2006 edition contains a special analysis and ***The Condition*** indicators are divided into five sections:

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

The indicators in ***The Condition of Education*** use data from government and private sources. The complete publication includes a special analysis on the performance of U.S. students and adults relative to their peers in other countries. The publication also contains additional tables and notes related to each indicator.

The Condition of Education 2006 in Brief and the complete edition are available on the NCES website (<http://nces.ed.gov>).

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Contents

Special Analysis

Participation in Education

Learner Outcomes

Student Effort and Educational Progress

Contexts of Elementary and Secondary Education

Contexts of Postsecondary Education

Indicator 1	U.S. Performance on International Education Assessments (<i>Table 10</i>).....	2
Indicator 2	Past and Projected Elementary and Secondary Public School Enrollments (<i>Indicator 3</i>)	3
Indicator 3	Trends in Private School Enrollments (<i>Indicator 4</i>)	4
Indicator 4	Racial/Ethnic Distribution of Public School Students (<i>Indicator 5</i>)	5
Indicator 5	Past and Projected Undergraduate Enrollments (<i>Indicator 9</i>)	6
Indicator 6	Reading Performance of Students in Grades 4 and 8 (<i>Indicator 12</i>)	7
Indicator 7	Mathematics Performance of Students in Grades 4 and 8 (<i>Indicator 13</i>)	8
Indicator 8	Science Performance of Students in Grades 4, 8, and 12 (<i>Indicator 18</i>)	9
Indicator 9	Trends in Adult Literacy (<i>Indicator 19</i>)	10
Indicator 10	Status Dropout Rates by Race/Ethnicity (<i>Indicator 26</i>)	11
Indicator 11	Public High School Graduation Rates by State (<i>Indicator 28</i>)	12
Indicator 12	Immediate Transition to College (<i>Indicator 29</i>)	13
Indicator 13	Educational Attainment (<i>Indicator 31</i>)	14
Indicator 14	Student/Teacher Ratios in Public Elementary and Secondary Schools (<i>Indicator 35</i>)	15
Indicator 15	Parental Choice of Schools (<i>Indicator 36</i>)	16
Indicator 16	School Violence and Safety (<i>Indicator 39</i>)	17
Indicator 17	Expenditures in Public Elementary and Secondary Schools by Expenditure Category (<i>Indicator 42</i>)	18
Indicator 18	Degrees and Fields of Study (<i>Indicator 45</i>)	19
Indicator 19	Federal Grants and Loans to Undergraduate Students (<i>Indicator 50</i>)	20

U.S. Performance on International Education Assessments

Based on the results of recent international assessments, measures of students’ and adults’ skills and abilities in reading, mathematics, and science present a mixed picture.

U.S. 4th-graders perform relatively well in reading literacy compared with their international peers, including those in highly industrialized countries. At 4th grade, U.S. students perform relatively well in mathematics and science, but may not be keeping pace with their international peers. They are showing improvement at 8th grade. However, when U.S. 15-year-olds are asked to apply what they have learned in mathematics and science, they show less ability than most of their peers in other highly industrialized countries. U.S. adults scored below four out of five other countries in literacy and numeracy.

U.S. performance on international assessments of mathematics, science, and reading relative to other countries				
Subject and grade or age	Number of countries ¹	Number of countries with average score relative to the United States		
		Significantly higher	Not significantly different	Significantly lower
Reading				
4th-graders (2001)	34	3	8	23
15-year-olds (2000)	30	3	20	7
Mathematics				
4th-graders (2003)	24	11	0	13
8th-graders (2003)	44	9	10	25
15-year-olds (2003)	38	23	4	11
Science				
4th-graders (2003)	24	3	5	16
8th-graders (2003)	44	7	5	32
15-year-olds (2003)	38	18	9	11
Adult literacy				
Ages 16–65 (2003)	5	4	0	1
Adult numeracy				
Ages 16–65 (2003)	5	4	0	1

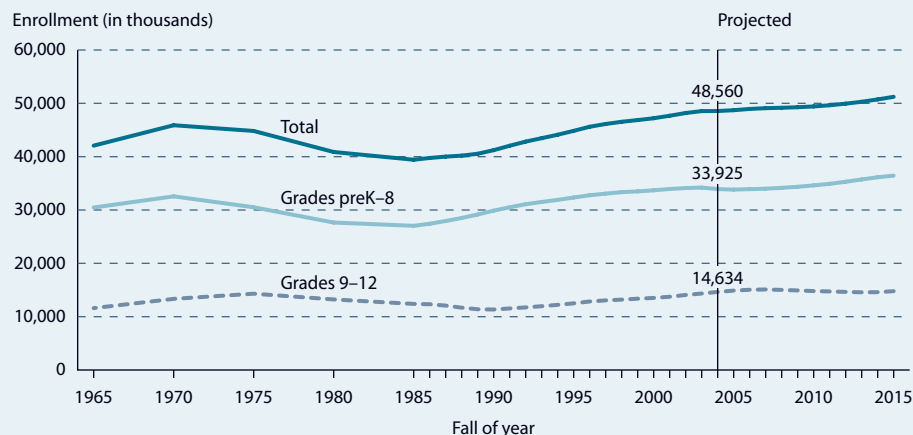
¹ Includes those countries with approved data appearing in reports. Total excludes the United States.
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001; Trends in International Mathematics and Science Study (TIMSS), 2003; Statistics Canada and Organization for Economic Cooperation and Development (OECD), Adult Literacy and Lifeskills (ALL) Survey, 2003; OECD, Program for International Student Assessment (PISA), 2003, previously unpublished tabulation (October 2005).

Public elementary and secondary enrollment is projected to increase to 51 million in 2015.

Rising immigration since 1970 and the baby boom echo—a 25 percent increase in the number of annual births that began in the mid-1970s and peaked in 1990—boosted public school enrollment in grades prekindergarten (preK) through 12 from the latter part of the 1980s through the early 2000s. Public school enrollment is projected to reach an estimated 48.7 million in 2005 and to increase each year to an all-time high of 51.2 million in 2015. Enrollment in grades preK–8 is projected to decrease to 33.8 million in 2005 and then to increase to 36.4 million in 2015, while enrollment in grades 9–12 is projected to increase to 15.1 million in 2007 and then to decrease to 14.8 million in 2015.

Past and Projected Elementary and Secondary Public School Enrollments

SCHOOL ENROLLMENT: Public elementary and secondary school enrollment in prekindergarten through grade 12, by grade level, with projections: Various years, fall 1965–2015



NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2001 and 2002 were revised and may differ from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2005-030), tables 37 and 40; Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), table 1; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10 and 11; and table ESE65, retrieved January 10, 2006, from <http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=historicalTables>. Data from U.S. Department of Education, NCES, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2003–04 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

Trends in Private School Enrollments

The number of private school students in kindergarten through grade 12 increased from 1989–90 through 2001–02 and then declined in 2003–04, while the percentage fluctuated at around 10 percent.

Between 1989–90 and 2001–02, private school enrollment in kindergarten through grade 12 increased from 4.8 to 5.3 million students but declined to 5.1 million students in 2003–04. The distribution of students across types of private schools changed between 1989–90 and 2003–04. Though Roman Catholic schools continue to have the largest share of total private school enrollment, the percentage decreased from 55 to 46 percent due to the decline in the percentage of students enrolled in parochial schools.¹ However, there were increases in the percentage of students enrolled in Conservative Christian schools, from 11 to 15 percent, and in the percentage enrolled in nonsectarian private schools, from 13 to 18 percent.

¹ Parochial schools are Catholic schools run by a parish, not by a diocese or independently.

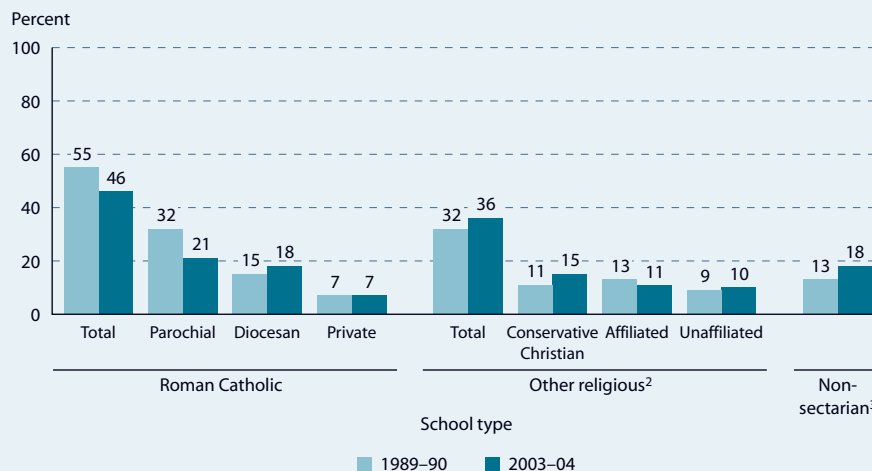
² Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in other religious school associations. Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

³ Nonsectarian schools do not have a religious orientation or purpose.

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

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006–319), table 7 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

PRIVATE SCHOOL ENROLLMENT: Percentage distribution of private school students in kindergarten through grade 12, by school type: 1989–90 and 2003–04

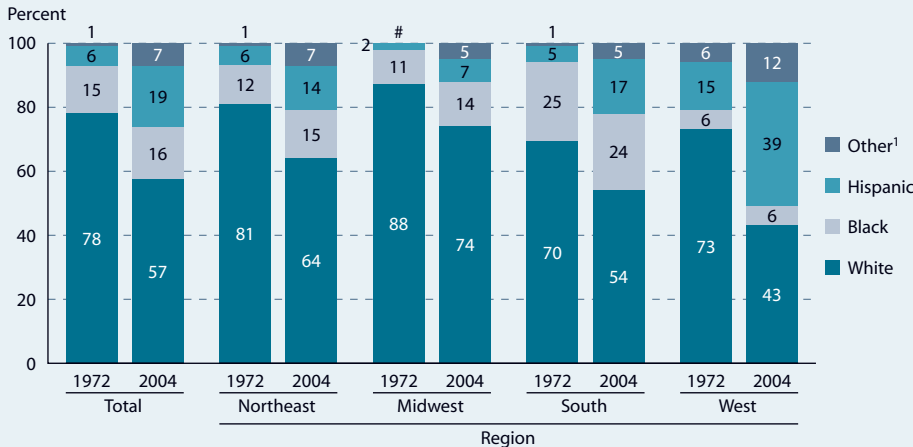


The percentage of racial/ethnic minority students enrolled in the nation's public schools increased between 1972 and 2004, primarily due to growth in Hispanic enrollments.

In 2004, 43 percent of public school students were considered to be part of a racial or ethnic minority group, up from 22 percent in 1972. In comparison, the percentage of public school students who were White decreased from 78 to 57 percent. The minority increase was largely due to the growth in the proportion of students who were Hispanic, from 6 percent in 1972 to 19 percent in 2004. The proportion of students who were Black or members of other minority groups increased less over this period than the proportion who were Hispanic, and Hispanic enrollment surpassed that of Blacks for the first time in 2002. In the West, beginning in 2003, minority public school enrollment exceeded White enrollment.

Racial/Ethnic Distribution of Public School Students

MINORITY ENROLLMENT: Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972 and 2004



Rounds to zero.

¹ Includes Asians/Pacific Islanders.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 2003, the categories for race were changed on the Current Population Survey (CPS), allowing respondents to select more than one race. Respondents who selected more than one race were placed in the "Other" category for the purposes of this analysis. In 2004, some 2.4 percent of public school students were more than one race.

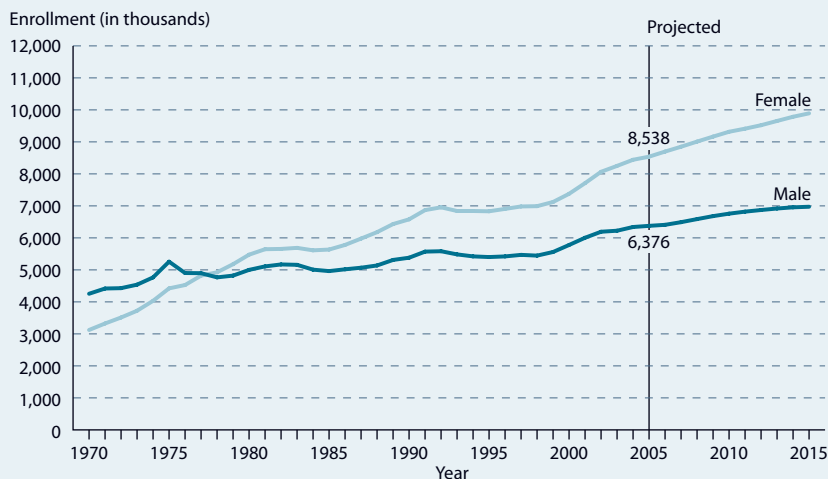
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972 and 2004, previously unpublished tabulation (September 2005).

Past and Projected Undergraduate Enrollments

Women's undergraduate enrollment has increased at a faster rate than men's since 1970, and this trend is expected to continue through 2015.

Total undergraduate enrollment in degree-granting postsecondary institutions has generally increased over the past three and a half decades and is projected to continue increasing through 2015, albeit at a slower rate. These increases have been accompanied by changes in the proportion of students who are women. Since 1978, the number of undergraduate women in degree-granting 2- and 4-year institutions has exceeded the number of undergraduate men. Since 1970, women's undergraduate enrollment has increased more than twice as fast as men's. From 2006 to 2015, both men's and women's undergraduate enrollments are projected to increase, but at a slower rate than in the past 10 years. Women's undergraduate enrollment is projected to continue growing faster than men's enrollment.

UNDERGRADUATE ENROLLMENT: Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, with projections: Fall 1970–2015



NOTE: Projections are based on data through 2004 and middle alternative assumptions concerning the economy. Data for 1999 were imputed using alternative procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 176 and 189 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), table 19. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970–1985, and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:86–99) and Spring 2001 through Spring 2005.

National average reading scores of 4th- and 8th-graders have varied little over time, though both were 2 points higher in 2005 than in 1992.

The National Assessment of Educational Progress (NAEP) has assessed the reading abilities of 4th-, 8th-, and 12th-graders in both public and private schools since 1992.¹ Between 1992 and 2005, national average reading scores of 4th- and 8th-graders varied little, though both were 2 points higher in 2005 than in 1992. Reported on a scale of 0–500, the average score of 4th-graders increased from 217 in 1992 to 219 in 2005, while the average score of 8th-graders increased from 260 to 262. The percentage of 4th-graders at or above *Proficient* (indicating solid academic achievement) increased between 1992 and 2002 (from 29 to 31 percent) and has remained steady since then. Thirty-one percent of 8th-graders performed at or above this level in 2005.

Reading Performance of Students in Grades 4 and 8

READING PERFORMANCE: Average reading scores for 4th-, 8th-, and 12th-graders: Various years, 1992–2005



¹ The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis.

² Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Mathematics Performance of Students in Grades 4 and 8

The mathematics performance of 4th- and 8th-graders improved steadily from 1990 to 2005. For both grades, the average score in 2005 was higher than in all previous assessments.

The National Assessment of Educational Progress (NAEP) has assessed the mathematics abilities of students in grades 4, 8, and 12 in public and private schools since 1990.¹ In 2005, the national average mathematics scores of 4th- and 8th-graders were higher than in all previous assessments. Reported on a 0–500 scale, between 1990 and 2005, the average score of 4th-graders increased 25 points, from 213 to 238, and the average score of 8th-graders increased 16 points, from 263 to 279. The percentage of students performing at or above *Proficient* (indicating solid academic performance) increased from 13 to 36 percent during this period in grade 4 and from 15 to 30 percent in grade 8.

¹The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available.

² Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments.

SOURCE: Perie, M., Grigg, W.S., and Dion, G.S. (2005). *The Nation's Report Card: Mathematics 2005* (NCES 2006-453), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

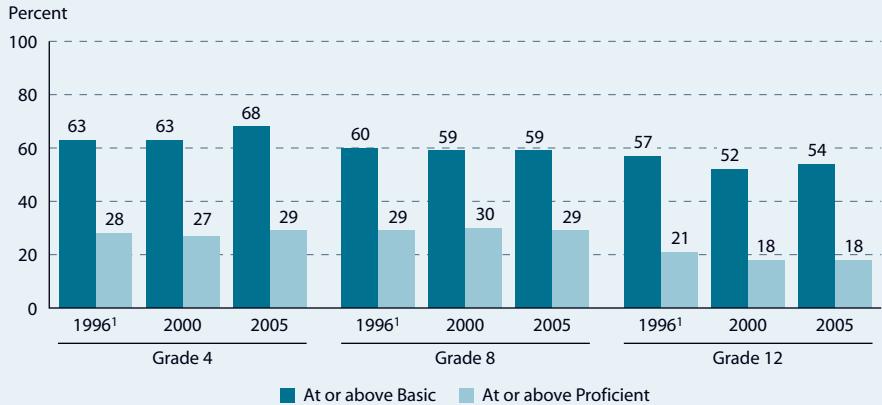
MATHEMATICS PERFORMANCE: Average mathematics scores for 4th-, 8th-, and 12th-graders: Various years, 1990–2005



In 2005, the average science score of students was higher than in previous assessment years at grade 4, was not measurably different at grade 8, and was lower at grade 12 than in 1996.

The National Assessment of Educational Progress (NAEP) has assessed the science abilities of 4th-, 8th-, and 12th-graders in both public and private schools since 1996, using a separate 0–300 scale for each grade. Between 1996 and 2005, the national average 4th-grade science score increased from 147 to 151; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 to 147. The percentages of 4th- and 8th-graders performing at or above *Proficient* (indicating solid academic achievement) were not measurably different from 1996 to 2005, while the percentage of 12th-graders at or above this level decreased. In 2005, 29 percent of 4th- and 8th-graders and 18 percent of 12th-graders were at or above *Proficient*.

SCIENCE PERFORMANCE: Percentage of students performing at or above Basic and at or above Proficient in science, by grade: 1996, 2000, and 2005



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

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), figure 1. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

Trends in Adult Literacy

While the quantitative literacy of adults improved from 1992 to 2003, the prose and document literacy of adults was not measurably different between these two years.

The National Assessment of Adult Literacy (NAAL) assessed adults age 16 or older in three types of literacy¹ (prose, document, and quantitative) in 1992 and 2003. The average prose and document literacy scores of U.S. adults were not measurably different in 2003 from 1992, but the average quantitative literacy score increased 8 points between these years. Adults' educational attainment was positively related to all three types of literacy: those with a bachelor's degree or higher outperformed their peers in 1992 and 2003. Between these years, average prose literacy decreased at each level of educational attainment, and document literacy decreased among those with at least some college education or a bachelor's degree or higher.

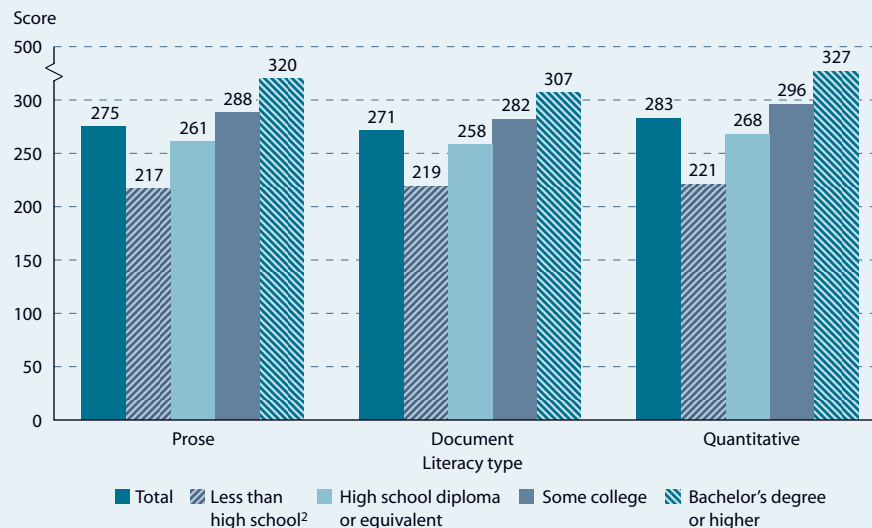
¹ Literacy is defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential."

² Included in this category are those still enrolled in high school.

NOTE: Prose literacy is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); document literacy is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and quantitative literacy is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Results are reported in terms of average scores on a 0–500 scale.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figure 1. Data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL).

ADULT LITERACY PERFORMANCE: Average prose, document, and quantitative literacy scores of adults age 16 or older, by educational attainment: 2003

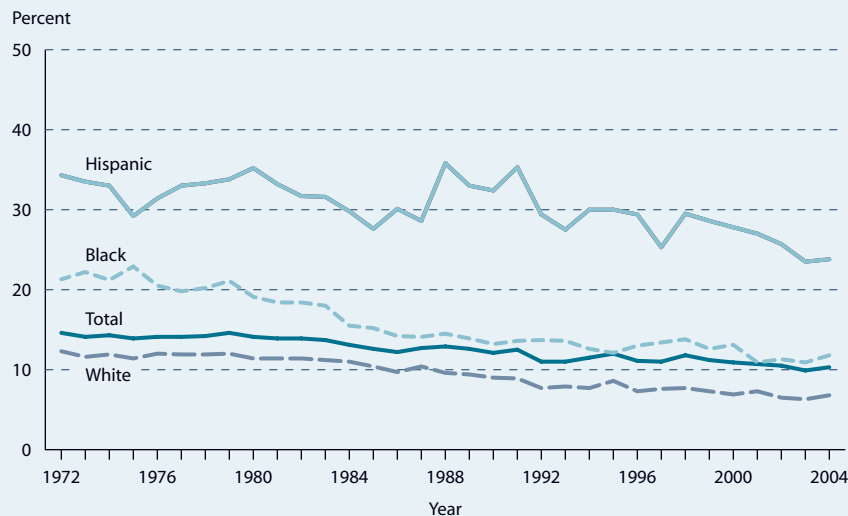


Status dropout rates for Whites, Blacks, and Hispanics ages 16–24 have declined since 1972; nonetheless, in 2004, rates remained lowest for Whites and highest for Hispanics.

The status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a General Educational Development [GED] certificate). According to this measure, 10 percent of 16- to 24-year-olds were out of school without a high school credential in 2004. The status dropout rate declined for this age group between 1972 and 2004, including the more recent period since 1990. Status dropout rates and changes in these rates over time differ by race/ethnicity. Since 1972, status dropout rates for White, Black, and Hispanic young adults have declined, with rates remaining lowest for Whites and highest for Hispanics.

Status Dropout Rates by Race/Ethnicity

STATUS DROPOUTS: Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004



NOTE: The status dropout rate reported in this indicator is one of a number of rates used to report high school dropout and completion behavior in the United States. Due to small sample sizes, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the total but are not shown separately. Starting in 2003, totals for 2003 and 2004 include respondents indicating more than one race, but these respondents are not shown separately. The variable nature of the Hispanic status dropout rates reflects, in part, the historically small sample size of Hispanics. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Some estimates are revised from previous publications.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 8. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

Public High School Graduation Rates by State

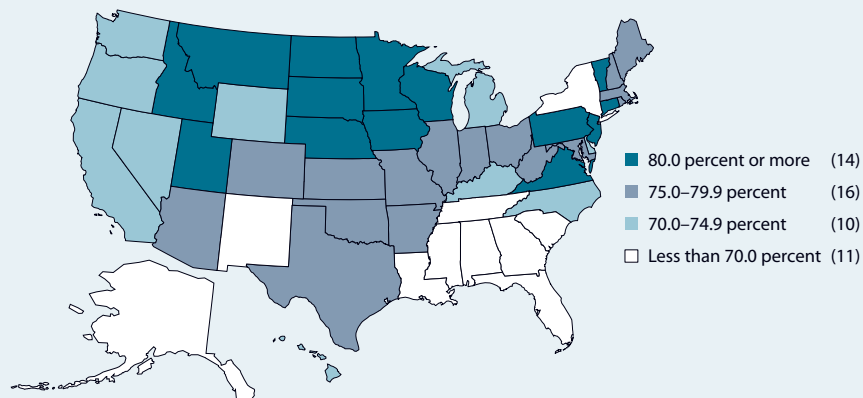
The 2002–03 public high school graduation rate for the averaged freshman class 4 years earlier was 73.9 percent.

The averaged freshman graduation rate—a measure of the percentage of the incoming freshman class that graduates 4 years later—can be used as a measure of the percentage of public high school students who graduate on time. Among all public high school students in the class of 2002–03, the averaged freshman graduation rate was 73.9 percent, from a low of 59.6 percent in the District of Columbia to a high of 87.0 in New Jersey. The overall averaged freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 73.9 percent for the class of 2002–03. Between the two years, there was an increase in the graduation rate in 43 states.

NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The estimated count of freshmen is calculated by summing 10th-grade enrollment 2 years before the graduation year, 9th-grade enrollment 3 years before the graduation year, and 8th-grade enrollment 4 years before the graduation year and dividing this amount by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade.

SOURCE: Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2001–02 and 2002–03* (NCES 2006-601), tables 2 and 3 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Data File: School Years 1996–97 through 2003–04."

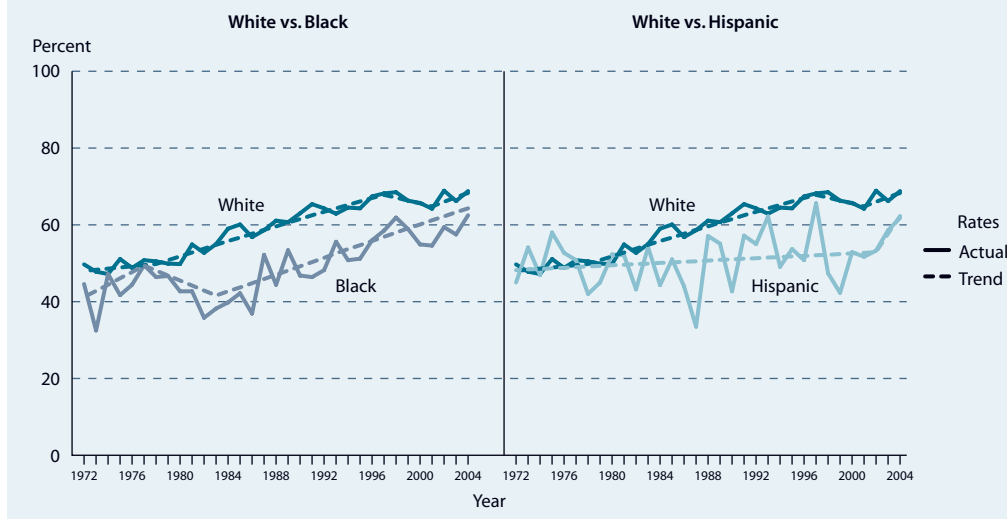
HIGH SCHOOL COMPLETION: Averaged freshman graduation rate for public high school students, by state: 2002–03



The immediate college enrollment rate has increased since 1972. Between 1998 and 2001, the Black-White gap narrowed, while the Hispanic-White gap widened between 1979 and 1997.

Between 1972 and 2004, the rate at which high school completers¹ enrolled in college in the fall immediately after high school increased from 49 to 67 percent. About half of White high school completers immediately enrolled in college between 1972 and 1978, and 69 percent had done so by 2004. The rate for Blacks was stable between 1972 and 1977, but then decreased until 1983, widening the Black-White gap. Thereafter, the rate for Blacks increased through 2004, narrowing the gap between the two groups. For Hispanics, the annual rate has fluctuated over time, resulting in a nearly flat trend between 1972 and 2002, before increasing to 62 percent by 2004. The Hispanic-White gap widened between 1979 and 1997.

COLLEGE ENROLLMENT RATES: Actual and trend rates of high school completers who were enrolled in college the October immediately after completing high school, by race/ethnicity: 1972–2004



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

NOTE: Includes those ages 16–24 completing high school in a given year. Actual rates are annual estimates; trend rates show the linear trend of these annual values over the time period shown. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. The erratic nature of the Hispanic rate reflects, in part, the small sample size of Hispanics.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Educational Attainment

The percentages of 25- to 29-year-olds who have completed a bachelor's degree or higher have increased since 1971, but racial/ethnic differences in levels of educational attainment remain.

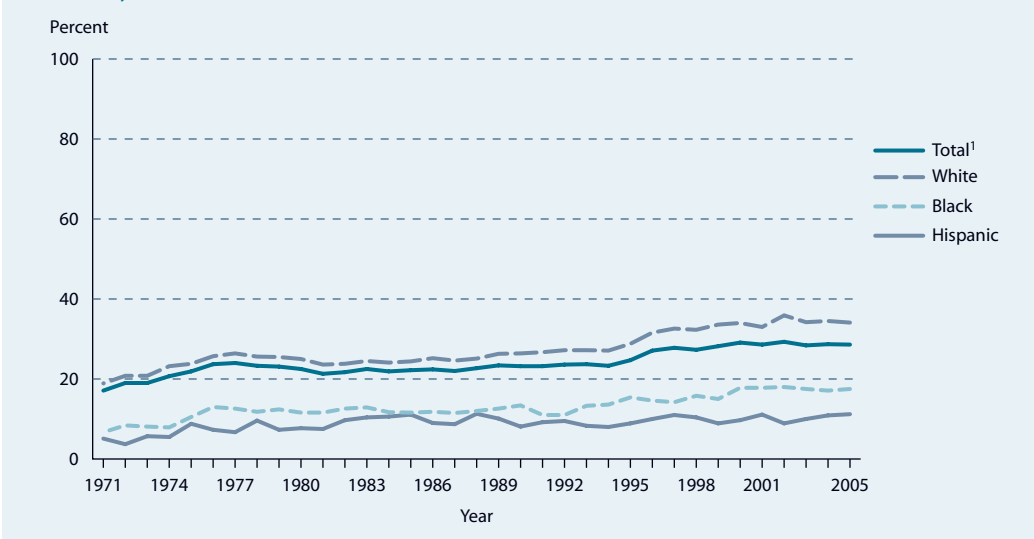
In most of the years between 1971 and 2005, the rate at which 25- to 29-year-olds completed a bachelor's degree or higher was roughly half the rate at which they completed at least some college education. The percentage in this age group who had completed a bachelor's degree or higher increased from 17 to 29 percent between 1971 and 2005, while the percentage who had completed at least some college education increased from 34 to 57 percent. Although the percentage who completed a bachelor's degree or higher increased for White, Black, and Hispanic 25- to 29-year-olds, the gaps between Whites and Blacks and between Whites and Hispanics have widened over time.

¹Included in the totals but not shown separately are those from other racial/ethnic categories.

NOTE: Prior to 1992, "high school completers" meant those who completed 12 years of schooling and "some college" meant completing 1 or more years of college; beginning in 1992, the terms meant those who received a high school diploma or equivalency certificate and those who completed any college at all, respectively. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

BACHELOR'S DEGREE OR HIGHER: Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity: March 1971–2005

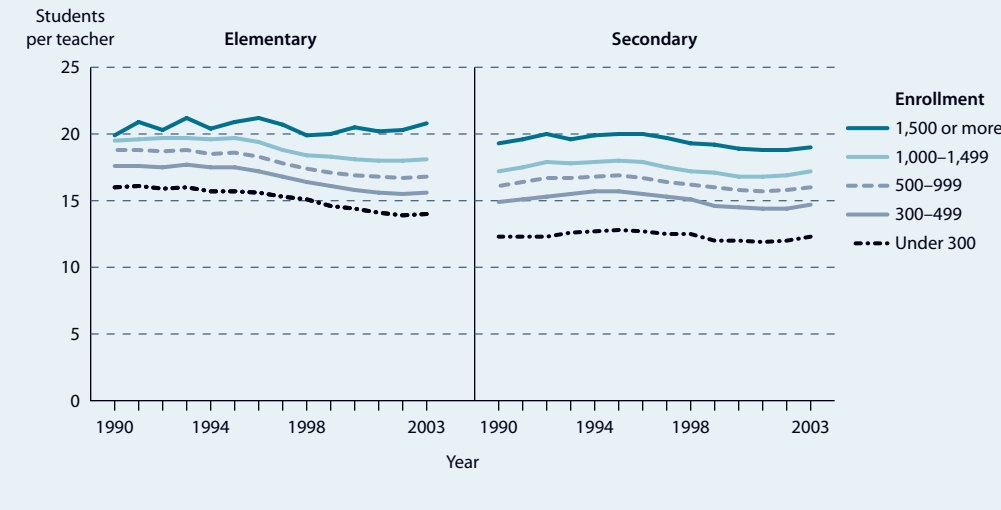


Contexts of Elementary and Secondary Education

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

The ratio of students to teachers, frequently used as a proxy measure for class size,¹ declined from 17.6 students per teacher in 1990 to 16.5 in 2003 for regular² public elementary, secondary, and combined schools. Likewise, the student/teacher ratio for regular public elementary schools declined during this period. In contrast, student/teacher ratios for all regular public secondary schools increased between 1990 and 1995 and then declined in 2003. In every year from 1990 to 2003, the student/teacher ratios tended to be higher in public schools with larger enrollments than in public schools with smaller enrollments. For example, in 2003, regular elementary schools with over 1,500 students enrolled 6.9 more students per teacher, on average, than regular elementary schools with enrollments under 300.

STUDENT/TEACHER RATIO: Student/teacher ratios in regular public elementary and secondary schools, by level and enrollment of school: Fall 1990–2003



Student/Teacher Ratios in Public Elementary and Secondary Schools

¹ Student/teacher ratios do not provide a direct measure of class size because they are based on the amount of time in full-time equivalents that all teachers in a school spend instructing students. These teachers include classroom teachers; prekindergarten teachers in some elementary schools; art, music, and physical education teachers; and teachers who do not teach regular classes every period of the day.

² Regular schools include all schools except special education schools, vocational schools, and alternative schools.

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total enrollment. This analysis excludes schools that did not report both enrollment and teacher data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2003–04, previously unpublished tabulations (July and August 2005).

Parental Choice of Schools

The percentage of children whose parents enrolled them in chosen public schools increased between 1993 and 2003.

The percentage of students in grades 1–12 attending a “chosen” public school¹ increased from 11 to 15 percent between 1993 and 2003, while the percentage attending assigned public schools decreased from 80 to 74 percent. During this period, the percentages of students attending private schools also increased (0.9 percentage points for private church-related schools and 0.8 percentage points for private not church-related schools). When asked whether they could send their child to a chosen public school, the parents of 51 percent of students reported having such a choice in 2003.² The parents of 24 percent of students reported that they moved to their current neighborhood so that their children could attend their current school.

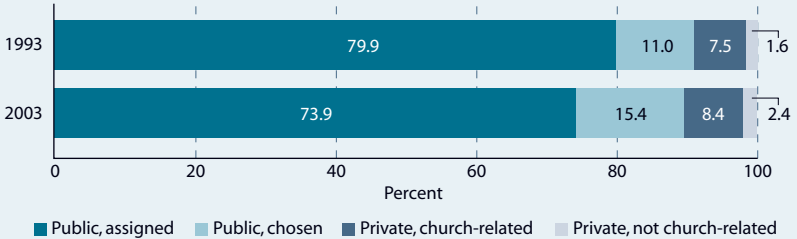
¹ A public school other than their assigned public school.

² In some school districts, the child is assigned to a specific school; in others, the parents can choose the school their child will attend. Parents may also be able to choose a school from outside the home district. Estimates in this indicator are based on parents’ responses and parents may or may not know whether such choice is available.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys (NHES) Program, School Safety and Discipline Survey of the 1993 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

DIFFERENCES IN PARENTAL CHOICE: Percentage distribution of students in grades 1–12, by type of school: 1993 and 2003



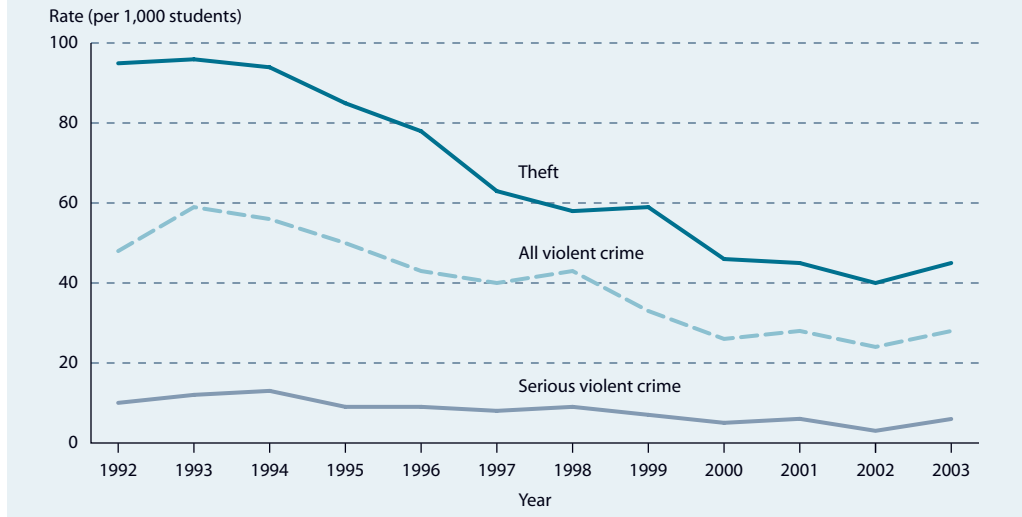
Type of school	1993	2003	Percentage point difference	Percent change
Public, assigned	79.9	73.9	-6.0	-7.5
Public, chosen	11.0	15.4	4.4	40.0
Private, church-related	7.5	8.4	0.9	12.0
Private, not church-related	1.6	2.4	0.8	50.0

There was a general decline in the rate at which students ages 12–18 were victims of theft and violent crime at school from 1992 through 2003.

From 1992 through 2003, the rate of nonfatal crime against students at school¹ declined by 53 percent for theft (from 95 to 45 crimes per 1,000 students) and by 42 percent for all violent crime (from 48 to 28 crimes per 1,000 students). During this period, the rates for these crimes also decreased when students were away from school. In each year observed, the rates for serious violent crime were lower when students were at school than away from school. In 2003, a greater percentage of high school-age students (ages 15–18) than middle school-age students (ages 12–14) were victims of crime away from school, but no measurable difference was found between these two groups in their rates of crime at school.

School Violence and Safety

TRENDS IN VICTIMIZATION: Rate of nonfatal crime against students ages 12–18 at school or on the way to or from school per 1,000 students, by type of crime: 1992–2003



¹ "At school" includes inside the school building, on school property, or on the way to and from school.

NOTE: Nonfatal crime includes theft and all violent crime; all violent crime includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

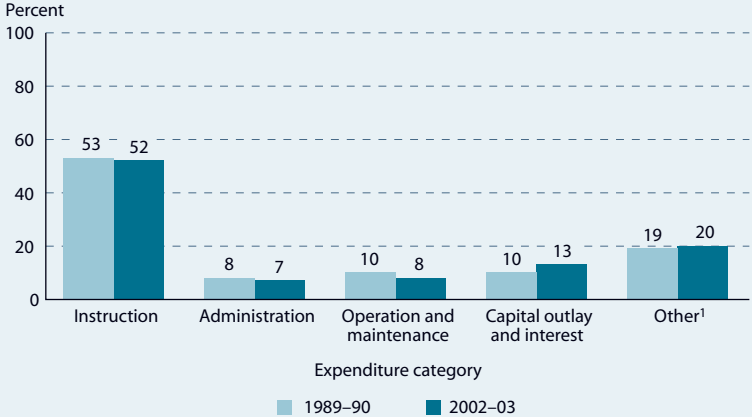
SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). Indicators of School Crime and Safety: 2005 (NCES 2006-001/NCJ 210697), table 2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Expenditures per student rose 25 percent in constant dollars from 1989–90 to 2002–03, with capital expenditures increasing the fastest.

Between 1989–90 and 2002–03, total expenditures per student in fall enrollment in public elementary and secondary schools rose 25 percent in constant dollars, from \$7,692 to \$9,644. This rate of increase was not evenly distributed among the five major categories of expenditures. Spending on capital outlay and interest increased the most between these years (64 percent), while instructional expenditures increased 23 percent and spending on administration and on operation and maintenance each increased 7 percent. In 2002–03, more than half of the \$9,644 spent on students in public schools went toward instructional expenditures such as teacher salaries and benefits, followed by other items,¹ capital expenditures, operation and maintenance, and administration.

EXPENDITURES BY CATEGORY: Percentage distribution of total expenditures in public elementary and secondary schools, by expenditure category: 1989–90 and 2002–03



¹ Other expenditures include funds for student support, instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars.

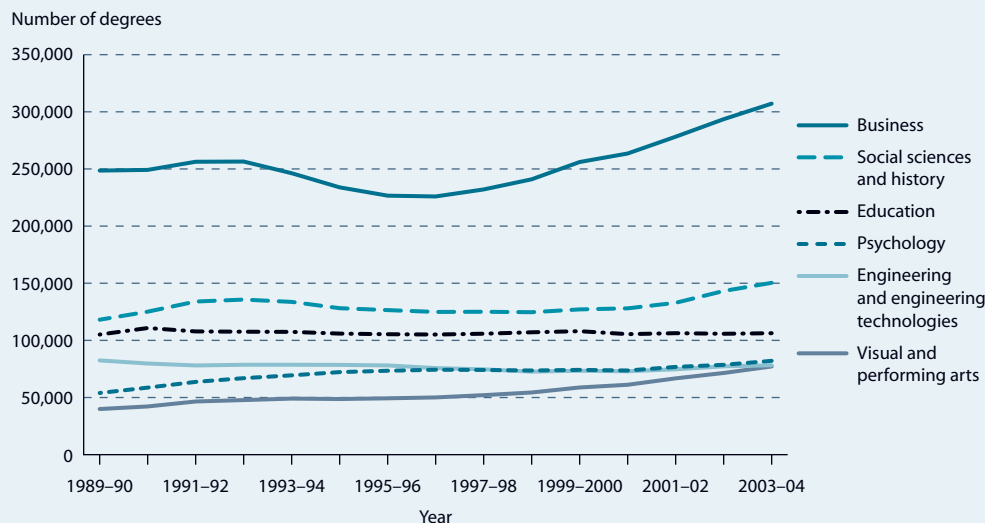
SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

The number of bachelor's degrees awarded increased by 33 percent between 1989–90 and 2003–04.

The number of bachelor's degrees awarded from academic years 1989–90 through 2003–04 increased from 1.05 million to 1.40 million (33 percent). Growth in the number of bachelor's degrees awarded was greater during the second half of this period than during the first half. Each year, more bachelor's degrees were awarded in business than in any other field. Although there was a 24 percent increase in the number of bachelor's degrees awarded in business, the rate of increase was slower than the rate for bachelor's degrees overall. Three of the next five largest fields in 2003–04 also experienced increases in the number of bachelor's degrees awarded, with visual and performing arts experiencing the greatest increase (93 percent).

Degrees and Fields of Study

BACHELOR'S DEGREES: Number of bachelor's degrees, by field of study: 1989–90 through 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2000 through Fall 2004.

Federal Grants and Loans to Undergraduate Students

From 1992–93 to 1999–2000, the percentage of full-time, full-year undergraduates with federal loans increased, while the percentage with federal grants did not. By 2003–04, both had increased.

The percentage of full-time, full-year undergraduates who had federal loans increased from 31 to 44 percent from 1992–93 to 1999–2000, while the percentage receiving federal grants, available to those who qualify by income, remained at about 30 percent. By 2003–04, both the percentages with loans (48 percent) and with grants (34 percent) had increased. In 2003–04, some 63 percent of federal aid was received as loans, up from 1992–93 but not measurably different from 1999–2000. The percentage of low-income dependent undergraduates who took out federal loans was between 47 and 48 percent from 1992–93 to 2003–04, while the percentage receiving federal grants increased from 68 to 72 percent during this period.

NOTE: Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS); federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Total federal aid includes federal work-study aid as well as grants and loans. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in any of the totals. Loans as a percentage of federal aid is determined by dividing the amount of federal loans received (including zero loan amounts) by the amount of total federal aid received for each case. Income for dependent students is based on parents' annual income in the prior year. Low-income students were defined as those with family incomes below the 25th percentile. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

FEDERAL AID: Percentage of full-time, full-year undergraduates who received federal loans and grants, and the average percentage of federal aid received as loans, for all undergraduates and low-income dependent undergraduates: 1992–93, 1999–2000, and 2003–04

