

The Condition of Education 2010



in Brief

NCES 2010-029
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

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The Condition of Education 2010 in Brief

MAY 2010

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NCES 2010-029

U.S. DEPARTMENT OF EDUCATION

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What's Inside

This publication contains a sample of the indicators in *The Condition of Education 2010*. To order the entire printed edition of *The Condition* free of charge, call ED Pubs (1-877-4ED-PUBS).

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

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. As mandated by Congress, the U.S. Department of Education's National Center for Education Statistics (NCES) in the Institute of Education Sciences annually publishes a statistical report on the status and progress of education in the United States. *The Condition of Education* includes data and analysis on a wide variety of issues. These data are taken from government and private sources. The 2010 edition of *The Condition* contains indicators that are divided into five sections:

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

The publication also contains additional tables and notes related to each indicator.

The Condition of Education 2010 in Brief and the complete edition are available on the NCES website (<http://nces.ed.gov>).

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Enrollment Trends by Age

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

Between 1970 and 2008, the enrollment rate for children ages 3–4 (typically nursery school ages) increased from 20 to 53 percent. More recently, between 2000 and 2008, the enrollment rate for children ages 3–4 remained between 52 and 56 percent. The enrollment rate for children ages 5–6 (typically kindergarten or first grade ages) increased from 90 percent in 1970 to 96 percent in 1976 and has since remained stable. For youth ages 7–13 and 14–15, enrollment rates have remained at nearly 100 percent over the past 38 years, reflecting states' minimum compulsory age requirements for school attendance. The enrollment rate for 16- to 17-year-olds increased from 90 percent in 1970 to 95 percent in 2008, but between 2000 and 2008 it remained between 93 and 95 percent.

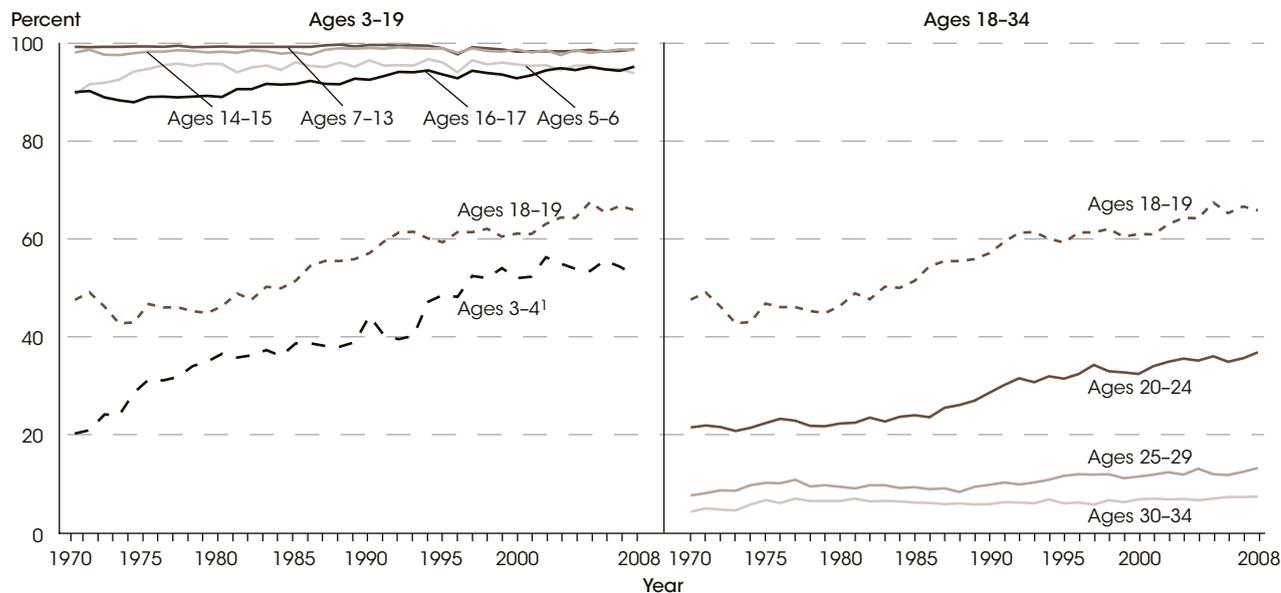
For those ages 18–19, the overall enrollment rate increased from 48 to 66 percent between 1970 and 2008; elementary/secondary enrollment increased from 10 to 17 percent, while

college enrollment rose from 37 to 49 percent. Between 2000 and 2008, college enrollment rates remained between 44 and 49 percent. During the same period, the college or graduate school enrollment rates for adults ages 20–21 and 22–24 increased from 44 to 50 percent and from 25 to 28 percent, respectively. The enrollment rate for adults ages 25–29 increased from 11 percent in 2000 to 13 percent in 2008, and for adults ages 30–34 there were no measurable changes in the enrollment rate during this period.

Technical Notes

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

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



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

NOTE: Includes enrollment in any type of graded public, parochial, or other private schools. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes enrollments in less-than-2-year colleges and enrollments in "special" schools such as trade schools, business colleges, or correspondence schools. SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2008.

Reading Performance

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

In 2009, the average National Assessment for Educational Progress (NAEP) reading scale score for 4th-graders was unchanged from the score in 2007 but higher than the scores on all of the earlier assessments given between 1992 and 2005. The percentages of 4th-graders performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels showed no measurable change from 2007 to 2009. At grade 8, the 2009 average NAEP reading scale score was 1 point higher than the 2007 score and 4 points higher than the 1992 score, but the 2009 score was not always measurably different from the scores on the assessments given between 1994 and 2005. The percentage of 8th-graders performing at or above *Basic* and the percentage performing at or above *Proficient* each increased 1 percentage point from 2007 to 2009, while the percentage performing at *Advanced* did not measurably change from 2007 to 2009.

From 2007 to 2009, there were no measurable changes in average reading scores for 4th-grade students from any of the five racial/ethnic groups (White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native). Scores for White, Black, and Hispanic students did remain higher than scores from assessment years prior to 2007. The reading

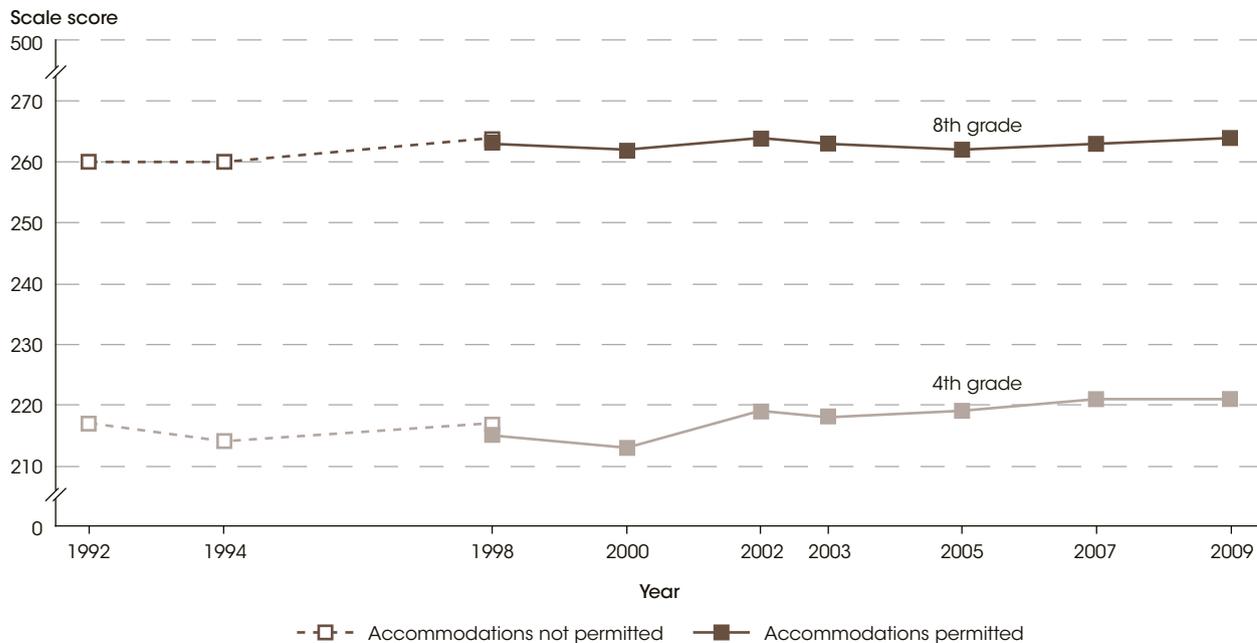
achievement gap between White and Black 4th-graders was 26 points in 2009, which was not measurably different from the gap in 2007 but smaller than the gaps in all the previous assessment years. The gap between White and Hispanic 4th-graders was 25 points, which was not measurably different from the gap in 2007 or 1992.

At grade 8, average reading scores in 2009 were higher than scores in 2007 for White, Black, and Hispanic students. The White-Black achievement gap was 26 points and the White-Hispanic achievement gap was 24 points; neither gap was measurably different from the corresponding gaps in 2007 or 1992.

Technical Notes

NAEP reading scores range from 0 to 500. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. Race categories exclude persons of Hispanic ethnicity.

Figure 2. Average reading scale scores of 4th- and 8th-grade students: Selected years, 1992–2009



NOTE: National Assessment of Educational Progress (NAEP) reading scores range from 0 to 500. Student assessments are not designed to permit comparisons across subjects or grades. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English proficient students were not permitted in 1992 and 1994; students were tested with and without accommodations in 1998.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2009 Reading Assessments, NAEP Data Explorer.

Mathematics Performance

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

From 1990 to 2009, the average score on the National Assessment of Educational Progress (NAEP) Mathematics Assessment increased 27 points for 4th-graders and 20 points for 8th-graders. At grade 4, the average mathematics scale score on the 2009 assessment was unchanged from the score in 2007 but higher than the scores on all of the previous assessments since 1990. The percentages of 4th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels showed no measurable change from 2007 to 2009. The average mathematics score for 8th-graders was higher in 2009 than in any previous assessment year. The percentages of 8th-grade students performing at or above the *Basic*, at or above the *Proficient*, and at the *Advanced* achievement levels all showed increases of 1 to 2 percentage points from 2007 to 2009.

From 2007 to 2009, there were no measurable changes in average mathematics scores for 4th-grade students of any of the five racial/ethnic groups (White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native). Scores for White, Black, Hispanic, and Asian/Pacific Islander students in 2009 did remain higher than those from the assessment years prior to 2007. The mathematics achievement

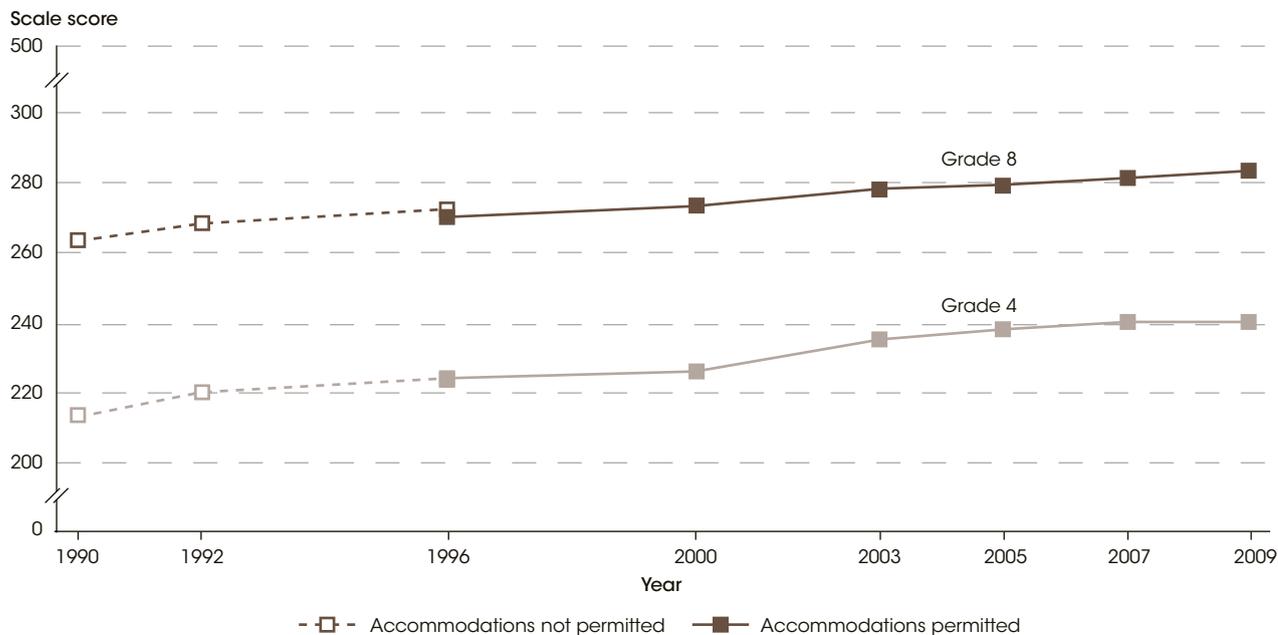
gap between White and Black 4th-graders was 26 points, which was not measurably different from the gap in 2007 (26 points) but was smaller than the gap in 1990 (32 points). The gap between White and Hispanic 4th-graders in 2009 was not measurably different from the gap in 2007 or 1990.

At grade 8, average mathematics scores in 2009 for White, Black, and Hispanic students were higher than scores on any of the previous assessments. The White-Black achievement gap was 32 points in 2009 and the White-Hispanic achievement gap was 26 points; neither gap was measurably different from the corresponding gaps in 2007 or 1990.

Technical Notes

NAEP mathematics scores range from 0 to 500. The achievement levels define what students should know and be able to do: *Basic* indicates partial mastery of fundamental skills, *Proficient* indicates demonstrated competency over challenging subject matter, and *Advanced* indicates superior performance. Race categories exclude persons of Hispanic ethnicity.

Figure 3. Average mathematics scale scores of 4th- and 8th-grade students: Selected years, 1990-2009



NOTE: National Assessment of Educational Progress (NAEP) mathematics scores range from 0 to 500. Student assessments are not designed to permit comparisons across grades. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English proficient students were not permitted in 1990 and 1992; students were tested with and without accommodations in 1996.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990-2009 Mathematics Assessments, NAEP Data Explorer.

Annual Earnings of Young Adults

In 2008, young adults ages 25–34 with a bachelor’s degree earned 28 percent more than young adults with an associate’s degree, 53 percent more than young adult high school completers, and 96 percent more than young adults who did not earn a high school diploma.

For young adults ages 25–34 working full time throughout a full year, higher educational attainment was associated with higher median earnings. This pattern was consistent for each year shown between 1995 and 2008. For example, young adults with a bachelor’s degree consistently had higher median earnings than those with less education. This pattern held for male, female, White, Black, Hispanic, and Asian subgroups.

In 2008, the median of the earnings of young adults with a bachelor’s degree was \$46,000; the median was \$36,000 for those with an associate’s degree, \$30,000 for high school completers, and \$23,500 for those who did not earn a high school diploma or its equivalent. Young adults with a bachelor’s degree earned 28 percent more than young adults with an associate’s degree, 53 percent more than high school completers, and 96 percent more than young adults who did not earn a high school diploma.

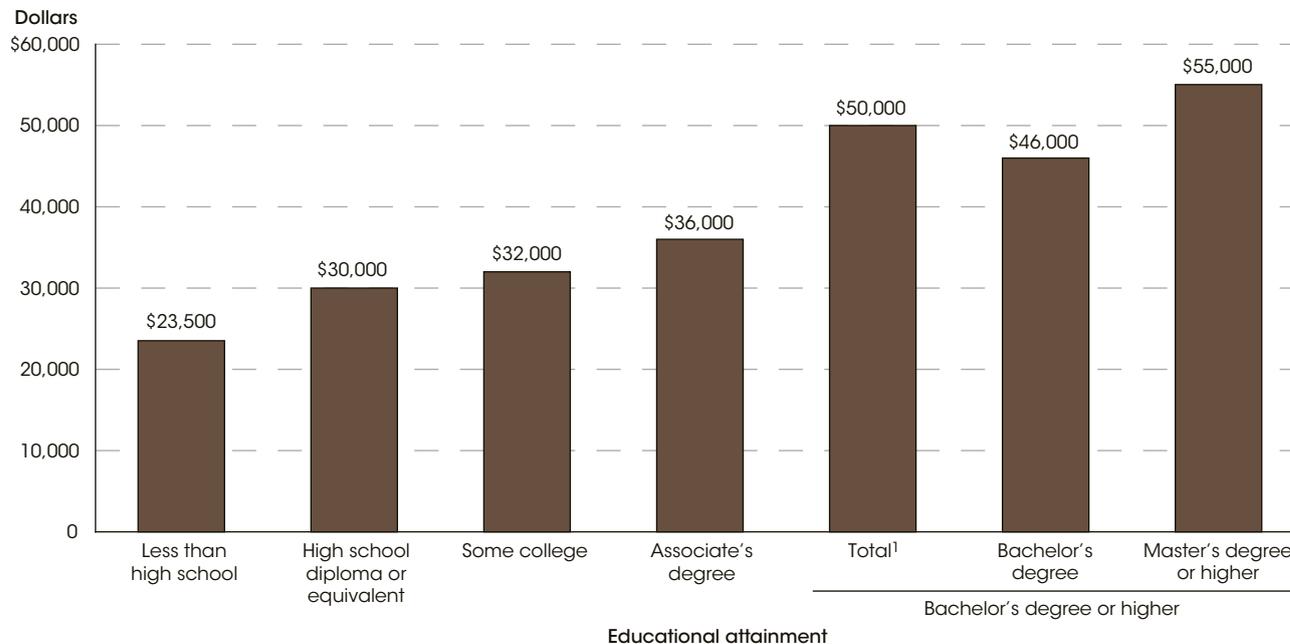
Earnings differences were observed by sex and by race/ethnicity. In 2008, at every educational level, the median of the earnings for young adult males was higher than the median for young adult females. For example, young adult

males with a bachelor’s degree earned \$53,000 in 2008, while their female counterparts earned \$42,000. In the same year, the median of White young adults’ earnings was higher than that of Black and Hispanic young adults’ earnings at each educational level, except the level of master’s degree or higher. Asian young adults with a bachelor’s degree or master’s degree or higher had higher earnings than their White and Black counterparts.

Technical Notes

High school completers are those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate). Earnings are presented in 2008 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. *Full-year worker* refers to those who were employed 50 or more weeks during the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. Race categories exclude persons of Hispanic ethnicity.

Figure 4. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: 2008



¹ Total represents the median earnings of those with a bachelor's degree or higher.

NOTE: *Full-year worker* refers to those who were employed 50 or more weeks during the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week.

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

Public High School Graduation Rates

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

Among public high school students in the class of 2006–07, the *averaged freshman graduation rate*—an estimate of the percentage of an incoming freshman class that graduates 4 years later—was 73.9 percent. Vermont had the highest graduation rate in 2006–07 (88.6 percent). Fifteen other states had rates of 80 percent or more (ordered high to low): Wisconsin, Iowa, Minnesota, Nebraska, New Jersey, North Dakota, Pennsylvania, South Dakota, Missouri, Connecticut, New Hampshire, Montana, Massachusetts, Idaho, and Maryland. Nevada had the lowest rate (52.0 percent). Eleven other states and the District of Columbia had graduation rates below 70 percent: Arizona, Alaska, New York, North Carolina, Alabama, Florida, Georgia, Mississippi, Louisiana, New Mexico, South Carolina, and the District of Columbia.

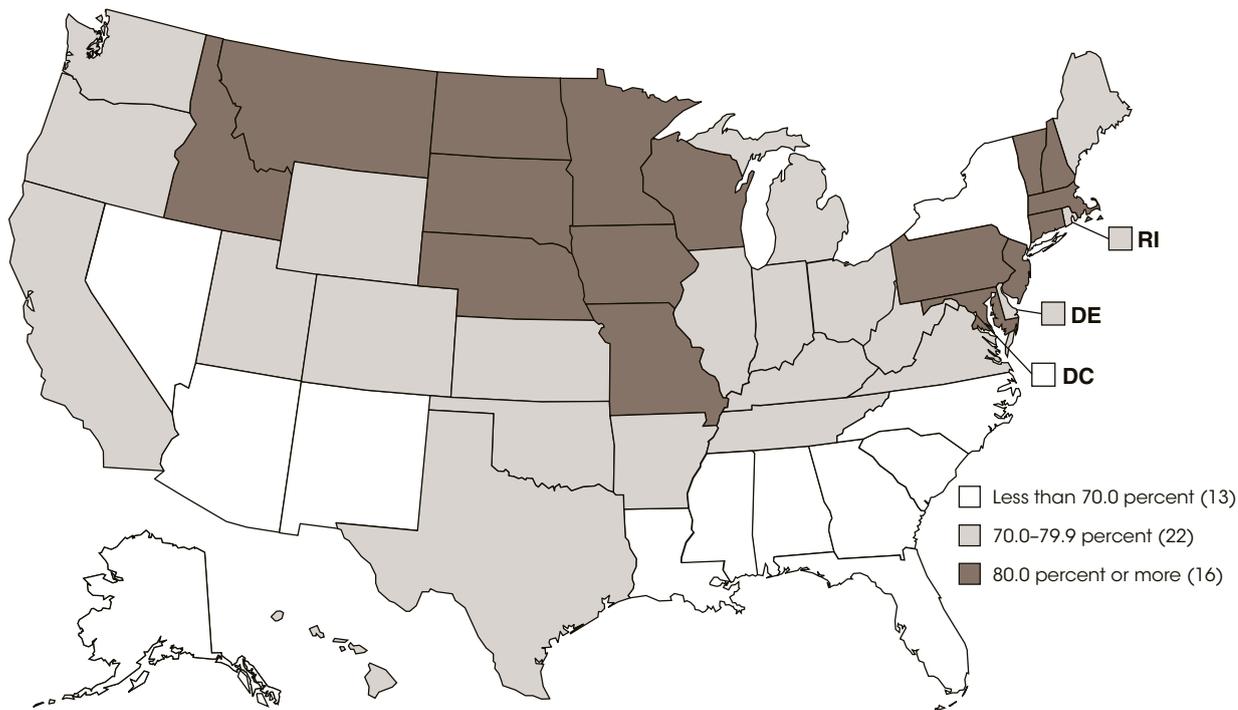
The overall freshman graduation rate among public school students increased from 71.7 percent for the class of 2000–01 to 73.9 percent for the class of 2006–07. However, between 2004–05 and 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent.

Overall, between 2000–01 and 2006–07, the rate increased in 41 states; 11 of these states had an increase of more than 5 percentage points. The graduation rate decreased in nine states and the District of Columbia; three states (Nevada, New Mexico, and Utah) and the District of Columbia experienced a decline of more than 5 percentage points.

Technical Notes

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

Figure 5. Averaged freshman graduation rate for public high school students, by state: School year 2006-07



NOTE: The rate is the number of graduates divided by the estimated freshman count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, 9th-graders 4 years earlier, and 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2006-07, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002-03, Version 1b; 2003-04, Version 1b; 2004-05, Version 1b; and 2005-06, Version 1b.

Status Dropout Rates

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

The *status dropout rate* represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school diploma or equivalent credential, such as a General Educational Development (GED) certificate. In this indicator, rates are estimated using the Current Population Survey (CPS) and the American Community Survey (ACS). Compared with the CPS, the 2008 ACS allows for more detailed comparisons of status dropout rates by race/ethnicity, nativity, and sex. The CPS, however, provides several decades of historical trends on status dropouts that are not available from the ACS.

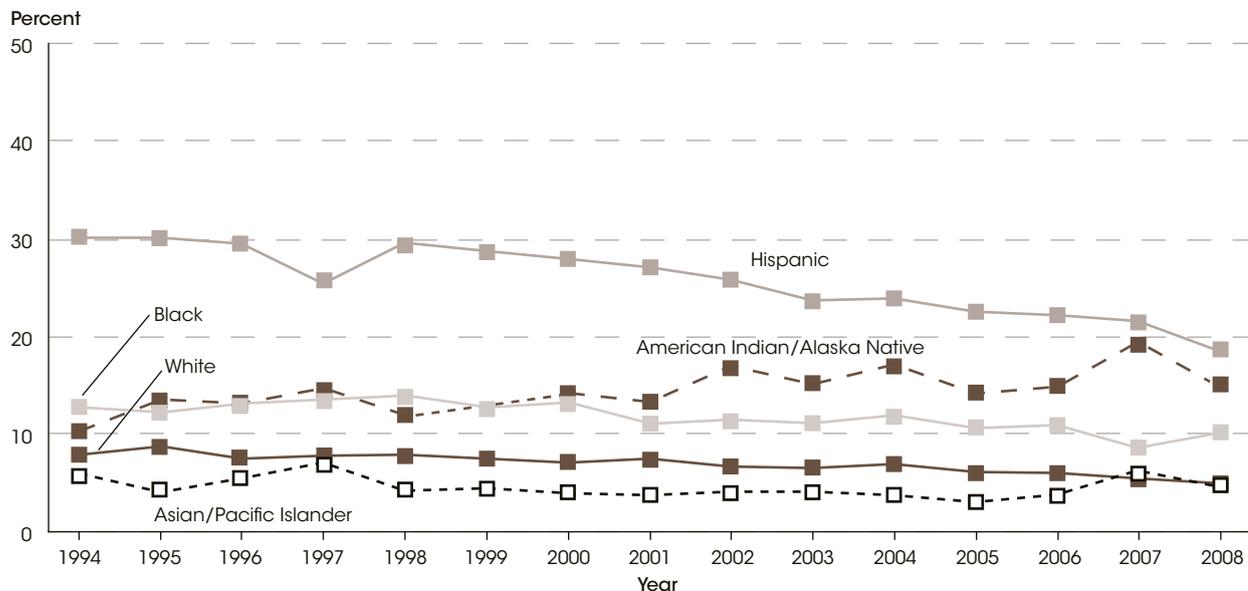
Based on the CPS, the status dropout rate declined from 14 percent in 1980 to 8 percent in 2008. In general, the status dropout rates for Whites, Blacks, and Hispanics each declined between 1980 and 2008. However, in each year during that period, the status dropout rate was lower for Whites and Blacks than for Hispanics. The rate for Asians/Pacific Islanders was also lower than the rates for Hispanics and Blacks between 1989 and 2008.

Data from the 2008 ACS show that the status dropout rate for native-born 16- through 24-year-olds was lower than the rate for their foreign-born peers (8 vs. 21 percent). Native-born Hispanics and Asians had lower status dropout rates than their foreign-born counterparts, whereas native-born Whites, Blacks, and persons of two or more races had higher status dropout rates than their foreign-born counterparts. The rate for foreign-born Hispanic 16- through 24-year-olds was 35 percent, compared with 11 percent for their native-born Hispanic peers.

Technical Notes

The 2008 ACS includes noninstitutionalized and institutionalized civilians and military personnel. The CPS includes only the civilian noninstitutionalized population. Thus, status dropout estimates from the ACS and CPS are not directly comparable. Race categories exclude persons of Hispanic ethnicity.

Figure 6. Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by race/ethnicity: October Current Population Survey (CPS) 1994-2008



NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. Data for American Indians/Alaska Natives in 1999 have been suppressed due to unstable estimates.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1994-2008.

Immediate Transition to College

The rate of college enrollment immediately after high school completion increased from 49 percent in 1972 to 67 percent in 1997 and ranged between 62 and 69 percent through 2008. Gaps in immediate enrollment rates by family income, parents' education, and race/ethnicity have persisted over time.

The rate at which high school completers enrolled in college in the fall immediately after high school was approximately 50 percent between 1972 and 1980. The rate increased to 67 percent in 1997, declined to 62 percent in 2001, and then increased again to the current rate of 69 percent in 2008.

In almost every year between 1972 and 2008, the immediate college enrollment rates of high school completers from low-income families trailed the rates of those from high-income families by at least 20 percentage points. In 2008, the enrollment rate gap between students from low- and high-income families was 25 percentage points, and the gap between students from middle- and high-income families was 17 percentage points.

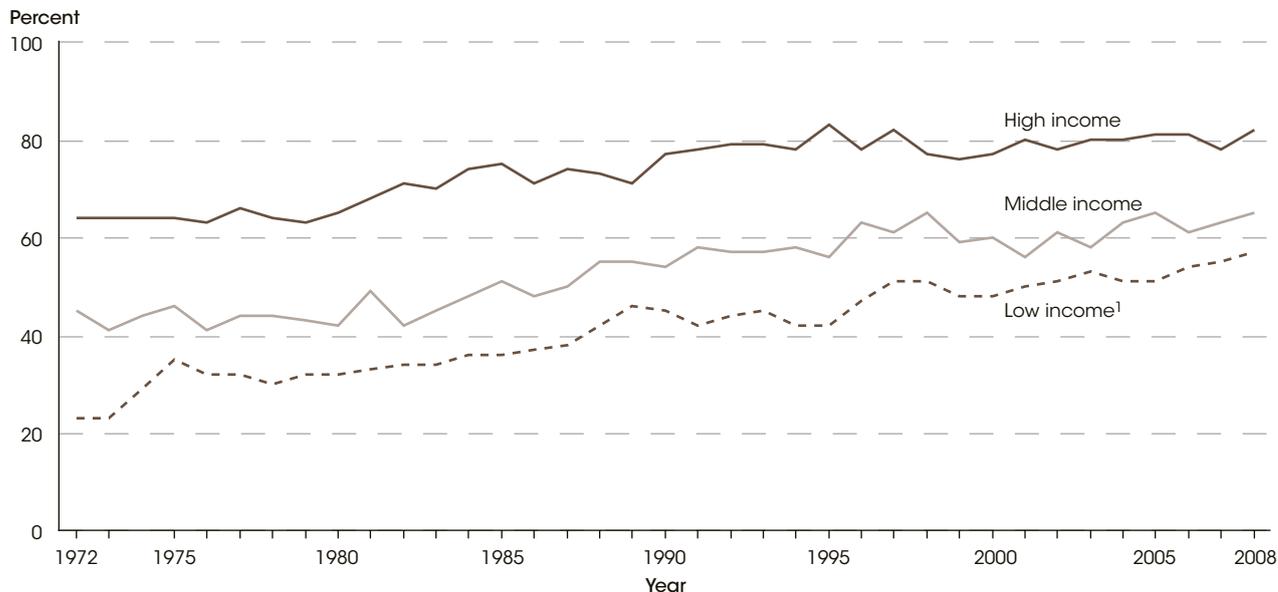
Differences in enrollment rates by race/ethnicity have also persisted over time. The immediate college enrollment rates of White, Black, and Hispanic completers each increased

between 1972 and 2008, but the enrollment rates of Black and Hispanic high school completers have nonetheless been lower than the rates of their White peers almost every year since 1985. In 2008, the immediate college enrollment rate was 72 percent for White high school completers, compared with 56 percent for Black high school completers and 64 percent for Hispanic high school completers.

Technical Notes

Before 1992, *high school completers* referred to those who had completed 12 years of schooling. Beginning in 1992, the term has referred to those who have received a high school diploma or equivalency certificate. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. Race categories exclude persons of Hispanic ethnicity.

Figure 7. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1972-2008



¹ Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are presented. Moving average rates were generally calculated as the average of the annual rates for the following 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2008, data are not available for 1 of the 3 adjacent years, so the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years.

NOTE: Includes high school completers ages 16-24, who account for about 98 percent of all high school completers in a given year. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. Family income data were not available for 1974.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972-2008.

Postsecondary Graduation Rates

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

Approximately 57 percent of first-time students seeking a bachelor's degree or its equivalent and attending a 4-year institution full time in 2001–02 completed a bachelor's degree or its equivalent at that institution in 6 years or less. Six-year graduation rates were highest at private not-for-profit institutions (64 percent), followed by public institutions (55 percent) and private for-profit institutions (25 percent).

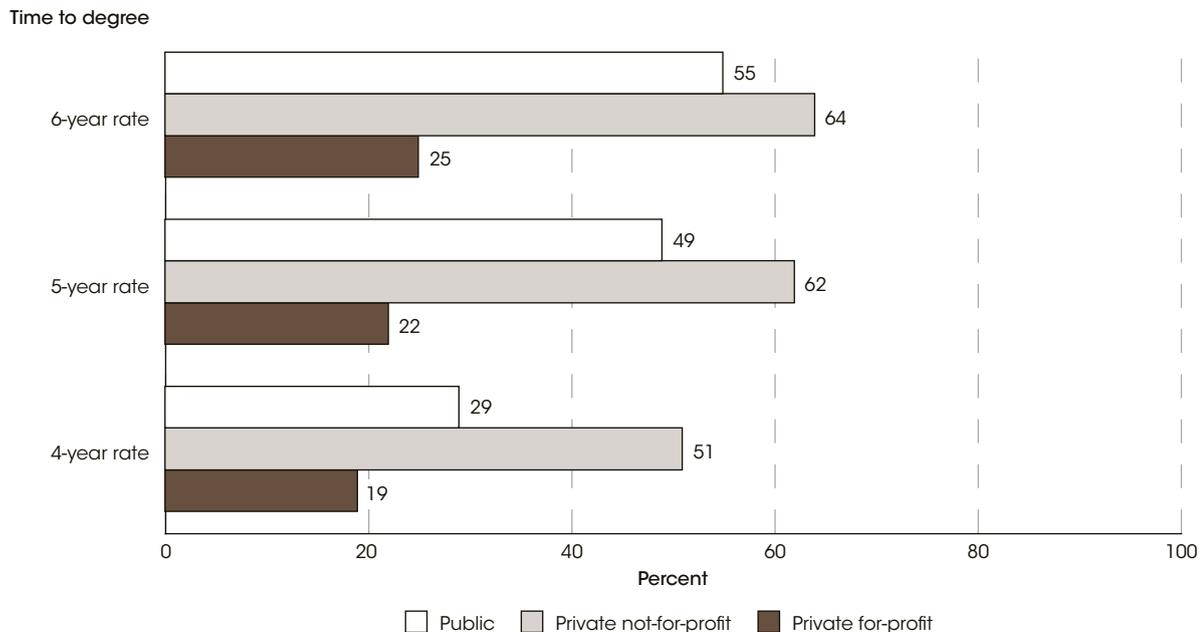
Asian/Pacific Islander students had the highest 6-year graduation rate (67 percent), followed by Whites (60 percent), Hispanics (48 percent), Blacks (42 percent), and American Indians/Alaska Natives (40 percent). This pattern held for Asians/Pacific Islanders, Whites, and Hispanics at each institution type. Of the five racial/ethnic groups, Blacks and American Indians/Alaska Natives consistently had the lowest graduation rates. The 6-year graduation rate for females was

higher than for males at both public and private not-for-profit 4-year institutions. About 58 percent of females seeking a bachelor's degree or its equivalent at a public institution graduated in 6 years, compared with 52 percent of their male counterparts.

Technical Notes

The graduation rate was calculated as the total number of completers within the specified time to degree attainment divided by the spring 2008 estimate of students who entered the institution in 2001–02 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree minus any allowable exclusions. Race categories exclude persons of Hispanic ethnicity.

Figure 8. Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree, by time to degree attainment and control of institution: Cohort year 2001



NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2008 estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor's degree or its equivalent. Students who transferred to another 4-year institution and graduated from the other institution do not count towards the initial institution's rate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.

Degrees Earned

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

The increase in total postsecondary enrollment (26 percent) between 1997–98 and 2007–08 was accompanied by an increase in the number of degrees earned: the total number of degrees earned rose from 2.3 to 3.1 million during this period, a 35 percent increase. The number of degrees earned increased for all racial/ethnic groups for each type of degree, but at varying rates. For example, the number of bachelor’s degrees awarded to White students increased by 25 percent between 1997–98 and 2007–08, while the number awarded to Hispanic students increased by 86 percent and the number awarded to Black students increased by 55 percent. The number of master’s degrees earned by White students grew by less than one-third; in contrast, for Black and Hispanic students, the number more than doubled (from 30,200 to 65,100 degrees for Blacks and from 16,200 to 36,800 degrees for Hispanics).

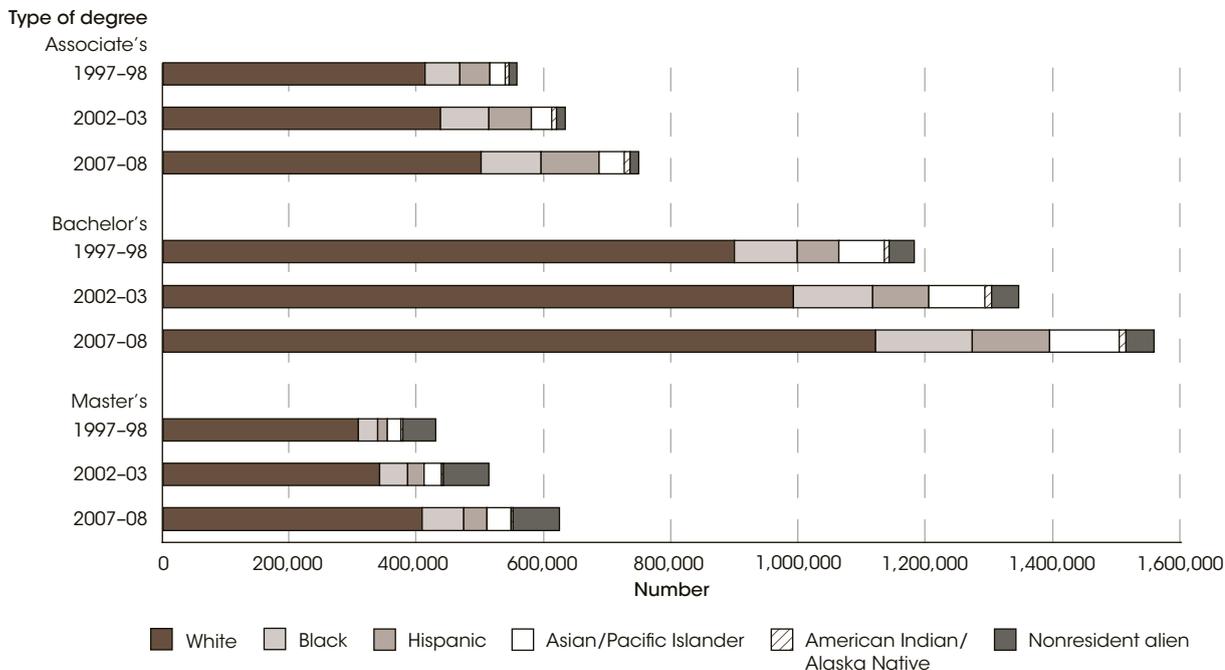
Between 1997–98 and 2007–08, the percentage of degrees earned by females fluctuated between 60 and 62 percent for associate’s degrees and between 56 and 58 percent for

bachelor’s degrees, while the percentage of master’s degrees earned by females increased from 57 to 61 percent. In 2007–08, females of each racial/ethnic group generally earned more degrees than their male counterparts for each type of degree. For example, Black females earned 69 percent of associate’s, 66 percent of bachelor’s, 72 percent of master’s, 63 percent of first-professional, and 66 percent of doctoral degrees awarded to Black students. In addition, Hispanic and American Indian/Alaska Native females earned more than 60 percent of all associate’s, bachelor’s, and master’s degrees awarded to students in those racial/ethnic groups.

Technical Notes

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

Figure 9. Number of degrees conferred, by type of degree and race/ethnicity: Academic years 1997-98, 2002-03, and 2007-08



NOTE: Reported racial/ethnic distributions of students by type of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Nonresident aliens are shown separately since information about their race/ethnicity is not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1997-98, 2002-03, and 2007-08 Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:98) and Fall 2003 and 2008.

List of Indicators on *The Condition of Education* Website (2003–2010)

The List of Indicators includes all of the indicators that appear on *The Condition of Education* website (<http://nces.ed.gov/programs/coe>), drawn from the 2003–2010 print volumes. Since indicators are cumulative over the years, the same indicator appearing in multiple years is listed here only for the most recent year. The list is organized first by section then by subject area. Thus, the indicator numbers and the years in which the indicators were published are not sequential.

Special Analyses

Indicator–Year

Reading—Young Children’s Achievement and Classroom Experiences	2003
Paying for College: Changes Between 1990 and 2000 for Full-Time Dependent Undergraduates	2004
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