

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2010–11

First Look



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Introduction

This report provides nationally representative data on the prevalence and characteristics of dual credit and exam-based courses in public high schools. For this survey, dual credit is defined as a course or program where high school students can earn both high school and postsecondary credits for the same courses; exam-based courses are Advanced Placement (AP) and International Baccalaureate (IB) courses.¹ The National Center for Education Statistics (NCES) previously collected data on dual credit and exam-based courses for the 2002–03 school year from high schools (Waits, Setzer, and Lewis 2005; Kleiner and Lewis 2005). To gather current data on dual credit and dual enrollment, NCES fielded an updated survey of public high schools on dual credit and a complementary survey of postsecondary institutions on dual enrollment.² The study presented in this report collected information from public high schools with grade 11 or 12 about dual credit and exam-based courses for high school students in the 2010–11 school year.

Specifically, the survey covered the following:

- Whether any students at the high school took AP or IB courses during the 12-month 2010–11 school year,³ and if so, the total number of enrollments in these courses;
- Whether any students at the high school took AP courses for which they could earn dual credit without taking the AP exam, and if so, the total number of enrollments in these courses;
- Whether students at the high school took any courses for which they could earn dual credit with any postsecondary institution during the 12-month 2010–11 school year;
- Whether the high school reported any established requirements that students must meet in order to enroll in dual credit courses, and if so, the specific types of requirements;
- Whether students at the high school earned certificates,⁴ associate’s degrees, or bachelor’s degrees from a postsecondary institution during the 12-month 2010–11 school year by taking dual credit courses;
- Whether students at the high school took any courses for dual credit with an academic focus or with a career and technical/vocational focus⁵ during the 12-month 2010–11 school year;
- The total number of high school enrollments during the 12-month 2010–11 school year in dual credit courses taught primarily through distance education, taught at locations for secondary school students,⁶ and taught on the campus of a postsecondary institution, by course focus (academic or career and technical/vocational);
- Whether dual credit courses taught at locations for secondary school students were taught by high school or postsecondary instructors, by course focus;
- The most common student composition (i.e., high school students only or high school and postsecondary students) for dual credit courses taught on the campus of a postsecondary institution, by course focus;

¹ The following definitions of AP and IB courses were included in the survey: Advanced Placement (AP) courses are defined as courses that follow the content and curricular goals developed and published by the College Board. International Baccalaureate (IB) courses compose a liberal arts curriculum that leads to a diploma and meets the requirements established by the International Baccalaureate program.

² For results from the postsecondary dual enrollment survey, see *Dual Enrollment of High School Students at Postsecondary Institutions: 2010–11* (NCES 2013-002).

³ Respondents were provided the following explanation about the reporting time period in the instructions section of the survey: The time frame for this survey is the 12-month 2010–11 school year. This includes courses during the summer of 2010 **or** the summer of 2011, depending upon how records are kept at your school.

⁴ Certificate refers to a postsecondary certificate or diploma that normally requires 1 to 2 years of study to complete, such as pharmacy technician or automotive technology.

⁵ The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing).

⁶ In the instructions section of the survey, respondents were given the following instructions for locations for secondary school students: include high school campus(es) and locations such as career centers run by the public school system.

- Whether students were awarded postsecondary credit immediately upon completion of courses, and whether students were offered “credit in escrow,”⁷ by course focus;
- The types of expenses generally paid out of pocket by students and their parents for dual credit courses during the 12-month 2010–11 school year, by course focus;
- Whether the high school or district paid any of various types of expenses for dual credit courses taken by any of the school’s students during the 12-month 2010–11 school year, by course focus; and
- The sources responsible for the high school students’ transportation costs for participation in dual credit courses during the 12-month 2010–11 school year.

NCES, in the Institute of Education Sciences, conducted this survey in fall 2011 using the Fast Response Survey System (FRSS). FRSS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of districts, schools, or teachers with minimal burden on respondents and within a relatively short period of time. The survey was mailed to approximately 1,500 public high schools with grade 11 or 12 in the 50 states and the District of Columbia. The unweighted survey response rate was 91 percent and the weighted response rate using the initial base weights was also 91 percent. The survey weights were adjusted for questionnaire nonresponse and the data were then weighted to yield national estimates that represent all eligible public high schools in the United States.

Because the purpose of this report is to introduce new NCES data from the survey through the presentation of tables containing descriptive information, only selected national findings are presented. These findings have been chosen to demonstrate the range of information available from the FRSS study rather than to discuss all of the data collected; they are not meant to emphasize any particular issue. Readers are cautioned not to make causal inferences about the data presented here. The findings are based on self-reported data from public high schools.

Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Tables of standard error estimates are provided in appendix A. See the technical notes (appendix B) for detailed information about the survey methodology. The questionnaire is located in appendix C.

⁷ The following explanation of credit in escrow was included in the survey: students must enroll in a specific postsecondary institution after high school graduation in order to receive the credit.

Selected Findings

This section presents selected findings on dual credit and exam-based courses (AP or IB) based on self-reported data from public high schools for the 12-month 2010–11 school year. Findings are calculated based on different populations (e.g., all public high schools or only those with dual credit courses) and presented in groups that reflect these populations.

Findings based on all public high schools:

- During the 2010–11 school year, 82 percent of high schools reported that students were enrolled in dual credit courses and 69 percent reported enrollments in AP or IB courses (table 1).
- Fifty-nine percent of high schools reported enrollments in both dual credit and AP or IB courses (table 2).
- High schools reported approximately 2 million enrollments in dual credit courses and about 3.5 million enrollments in AP or IB courses (table 3).⁸
- About three-quarters (76 percent) of all high schools reported that students took dual credit courses with an academic focus, and about half (49 percent) of all high schools reported that students took dual credit courses with a career and technical/vocational focus (table 4).
- About half (51 percent) of all high schools reported that students took dual credit courses with an academic focus and about a third (34 percent) reported that students took dual credit courses with a career and technical/vocational focus, at locations for secondary school students (table 5).
- High schools reported about 1.4 million enrollments for dual credit courses with an academic focus, and about 601,500 enrollments for dual credit courses with a career and technical/vocational focus (table 6).

Findings based on public high schools with students enrolled in dual credit courses:

- Among high schools with students enrolled in dual credit courses, 63 percent reported having established requirements that students must meet to take dual credit courses (table 7).
- Among high schools with students enrolled in any dual credit courses, 57 percent reported that transportation was needed for at least some of the dual credit courses (table 8). These schools reported that the following sources were responsible for the transportation costs: parents/students (86 percent), the school/district (31 percent), and the state (5 percent).⁹
- Among high schools with students enrolled in dual credit courses, 14 percent reported that some students earned postsecondary certificates and 7 percent reported that some students earned associate's degrees during the 2010–11 school year by taking dual credit courses (table 9).
- Among the high schools with students enrolled in dual credit courses, 62 percent reported that students took dual credit courses with an academic focus taught at locations for secondary school students and 42 percent reported that students took dual credit courses with a career and technical/vocational focus taught at these locations (table 10).

Findings based on public high schools with students enrolled in dual credit courses with (1) an academic focus; or (2) a career and technical/vocational focus:

- Among high schools with students enrolled dual credit courses with an academic focus, 93 percent reported that students were awarded postsecondary credit immediately upon completion of courses (table 11). Among high schools with students enrolled in dual credit courses with a career and technical/vocational focus, 85 percent reported that students were awarded postsecondary credit immediately upon completion of courses.

⁸ High schools were instructed to count a student for each relevant course in which he or she was enrolled. Therefore, course enrollments may include duplicated counts of students.

⁹ Schools could report that more than one source was responsible for transportation costs.

- When high schools with students enrolled in dual credit courses with an academic focus were asked whether most students (and their parents) generally paid out of pocket for these courses, 45 percent reported that students paid full or partial tuition, 46 percent reported that students paid fees, and 47 percent reported that students paid for books (table 12). When high schools with students taking dual credit courses with a career and technical/vocational focus were asked the same question, 28 percent reported that students paid full or partial tuition, 34 percent reported that students paid fees, and 31 percent reported that students paid for books.
- High schools with students enrolled in dual credit courses with an academic focus reported that the school or district paid the following expenses for at least some students taking these courses: full or partial tuition (43 percent), fees (33 percent), and books (44 percent) (table 13). Similarly, high schools with students taking dual credit courses with a career and technical/vocational focus reported that the school or district paid the following expenses for at least some students for these courses: full or partial tuition (43 percent), fees (34 percent), and books (44 percent).

Findings based on public high schools with students enrolled in dual credit courses with an academic or career and technical/vocational focus taught (1) at locations for secondary school students; or (2) on the campus of a postsecondary institution:

- Of the high schools with students enrolled in dual credit courses with an academic focus taught at locations for secondary school students, 61 percent reported these courses were taught solely by high school instructors (table 14). For schools with students in dual credit courses with a career and technical/vocational focus taught at locations for secondary school students, 67 percent reported these courses were taught by high school instructors only.
- Among the high schools with students enrolled in dual credit courses with an academic focus taught on a postsecondary campus, 69 percent reported that both high school and postsecondary students were enrolled in these courses (table 15). For the high schools with students enrolled in dual credit courses with a career and technical/vocational focus taught on a postsecondary campus, 62 percent reported that both high school and postsecondary students were enrolled in the courses.

Tables

Table 1. Percentage of public high schools with students enrolled in dual credit courses, Advanced Placement (AP) or International Baccalaureate courses (IB), and AP courses eligible for dual credit without the AP exam, by school characteristics: School year 2010–11

School characteristic	Dual credit courses ¹	Advanced Placement or International Baccalaureate courses ¹	Advanced Placement courses eligible for dual credit without the AP exam ²
All public high schools	82	69	8
Enrollment size			
Less than 500	78	43	4
500 to 1,199	87	87	10
1,200 or more	86	98	14
Community type			
City	72	79	10
Suburban	78	89	11
Town	90	75	11
Rural	86	55	5
Region			
Northeast	77	89	12
Southeast	86	75	6
Central	85	52	6
West	80	70	9
Percent combined enrollment of Black and other races/ethnicities³			
Less than 6 percent	91	58	6
6 to 20 percent	84	72	8
21 to 49 percent	81	74	9
50 percent or more	75	72	9

¹ Includes AP courses eligible for dual credit without taking the AP exam.

² The percentage of high schools with AP courses eligible for dual credit without taking the AP exam is a subset of the percentage of high schools with dual credit courses and a subset of the percentage of high schools with AP or IB courses.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 2. Percentage distribution of public high schools reporting whether students were enrolled in dual credit and/or Advanced Placement (AP) or International Baccalaureate (IB) courses, by school characteristics: School year 2010–11

School characteristic	Dual credit courses only	Advanced Placement or International Baccalaureate courses only	Both dual credit courses and Advanced Placement or International Baccalaureate courses	No dual credit, and no Advanced Placement or International Baccalaureate courses
All public high schools	24	11	59	7
Enrollment size				
Less than 500	43	9	34	14
500 to 1,199	11	11	76	2!
1,200 or more	2!	14	84	‡
Community type				
City	8	15	64	13
Suburban	6	17	72	5!
Town	21	6!	69	4!
Rural	39	8	47	6
Region				
Northeast	7	19	70	3!
Southeast	19	9	67	5
Central	38	6	47	10
West	22	12	58	8
Percent combined enrollment of Black and other races/ethnicities¹				
Less than 6 percent	39	5	52	4!
6 to 20 percent	22	9	63	7
21 to 49 percent	20	12	62	7
50 percent or more	17	15	57	10

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 3. Total enrollments of public high school students in dual credit courses, Advanced Placement (AP) or International Baccalaureate (IB) courses, and AP courses eligible for dual credit without the AP exam, by school characteristics: School year 2010–11

School characteristic	Enrollments in dual credit courses ¹	Enrollments in Advanced Placement or International Baccalaureate courses ¹	Enrollments in Advanced Placement courses eligible for dual credit without the AP exam ²
All public high schools	2,036,700	3,457,100	153,300
Enrollment size			
Less than 500	365,100	130,900	9,400!
500 to 1,199	599,100	796,400	44,900
1,200 or more	1,072,500	2,529,900	99,000
Community type			
City	482,000	1,055,400	54,700
Suburban	565,800	1,601,700	59,200
Town	357,000	266,600	13,400
Rural	631,900	533,500	26,000
Region			
Northeast	300,500	658,900	33,200
Southeast	396,200	822,000	19,600
Central	551,800	602,900	33,100
West	788,200	1,373,400	67,500
Percent combined enrollment of Black and other races/ethnicities³			
Less than 6 percent	339,400	199,000	9,600!
6 to 20 percent	617,500	831,800	48,900
21 to 49 percent	513,200	1,111,200	34,900
50 percent or more	566,600	1,315,200	59,800

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Includes enrollments in AP courses eligible for dual credit without taking the AP exam.

² The enrollment for AP courses eligible for dual credit without taking the AP exam is a subset of the enrollment for dual credit courses and a subset of the enrollment for AP or IB courses.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Enrollments may include duplicated counts of students (each student was counted for each relevant course in which he/she was enrolled). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 4. Percentage of public high schools with students enrolled in dual credit courses, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	High schools with any students taking dual credit courses ¹	High schools with students enrolled in dual credit courses with an academic focus		High schools with students enrolled in dual credit courses with a career and technical/vocational focus	
		Percent based on all high schools ¹	Percent based on high schools with students enrolled in dual credit courses ²	Percent based on all high schools ¹	Percent based on high schools with students enrolled in dual credit courses ²
All public high schools	82	76	93	49	59
Enrollment size					
Less than 500	78	73	94	42	54
500 to 1,199	87	81	94	52	60
1,200 or more	86	78	91	58	67
Community type					
City	72	67	92	46	64
Suburban	78	69	89	44	57
Town	90	86	96	63	70
Rural	86	80	94	47	55
Region					
Northeast	77	74	96	36	46
Southeast	86	80	92	49	56
Central	85	79	93	54	64
West	80	73	92	50	63
Percent combined enrollment of Black and other races/ethnicities³					
Less than 6 percent	91	86	95	51	56
6 to 20 percent	84	81	96	54	64
21 to 49 percent	81	75	92	47	58
50 percent or more	75	67	89	44	59

¹ Percentages are based on all public high schools.

² Percentages are based on the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 5. Percentage of all public high schools with students enrolled in dual credit courses taught through distance education or at various locations, by course focus and school characteristics: School year 2010–11

School characteristic	Academic focus			Career and technical/vocational focus		
	Taught primarily through distance education	Taught at locations for secondary school students ¹	Taught on the campus of a postsecondary institution	Taught primarily through distance education	Taught at locations for secondary school students ¹	Taught on the campus of a postsecondary institution
All public high schools	28	51	43	7	34	21
Enrollment size						
Less than 500	36	46	34	9	26	17
500 to 1,199	23	56	51	6	38	22
1,200 or more	16	55	51	5	44	26
Community type						
City	15	43	46	3!	32	24
Suburban	13	45	48	5	33	18
Town	28	65	52	9	48	25
Rural	38	53	37	9	32	19
Region						
Northeast	10	53	39	‡	28	8
Southeast	31	50	49	9	33	26
Central	28	55	42	8	39	22
West	33	47	41	9	34	23
Percent combined enrollment of Black and other races/ethnicities²						
Less than 6 percent	31	65	37	9	39	16
6 to 20 percent	28	56	50	9	38	24
21 to 49 percent	28	51	41	5	33	22
50 percent or more	24	37	43	5	28	21

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ In the instructions section of the survey, respondents were given the following instructions for locations for secondary school students: include high school campus(es) and locations such as career centers run by the public school system.

² Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Percentages are based on all public high schools. The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 6. Number of high school student enrollments in dual credit courses with an academic focus or a career and technical/vocational focus, by distance education or course location and school characteristics: School year 2010–11

School characteristic	Academic focus				Career and technical/vocational focus			
	Total	Taught primarily through distance education	Taught at locations for secondary school students ¹	Taught on the campus of a postsecondary institution	Total	Taught primarily through distance education	Taught at locations for secondary school students ¹	Taught on the campus of a postsecondary institution
All public high schools	1,435,200	98,700	1,046,500	290,000	601,500	15,600	515,900	70,000
Enrollment size								
Less than 500	283,600	49,000	147,100	87,500!	81,600	5,500	61,200	14,800
500 to 1,199	435,700	27,200	321,100	87,400	163,500	6,700!	130,600	26,100
1,200 or more	716,000	22,600	578,300	115,100	356,500	3,400	324,100	29,100
Community type								
City	326,100	9,300	244,700	72,200	155,800	1,600!	135,300	18,900
Suburban	414,700	12,800!	330,000	71,900	151,100	2,400!	134,700	14,000
Town	241,100	16,800!	181,800	42,600	116,000	2,100!	99,000	14,900
Rural	453,300	59,900	290,000	103,400!	178,700	9,500!	146,900	22,300
Region								
Northeast	250,600	3,600!	218,000	29,000	50,000	‡	48,400	1,400
Southeast	296,700	28,900	155,300	112,500!	99,400	7,200!	70,400	21,800
Central	381,100	23,700	307,600	49,800	170,700	3,600!	150,300	16,800
West	506,800	42,500	365,600	98,700	281,400	4,600	246,800	30,000
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	249,200	23,300	200,100	25,800	90,200	6,600!	72,800	10,900
6 to 20 percent	445,000	22,200	340,100	82,700	172,600	3,800!	150,800	18,000
21 to 49 percent	358,700	22,200	235,700	100,900!	154,400	2,100!	134,600	17,700
50 percent or more	382,300	31,000	270,600	80,700	184,300	3,100!	157,800	23,400

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ In the instructions section of the survey, respondents were given the following instructions for locations for secondary school students: include high school campus(es) and locations such as career centers run by the public school system.

² Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). Enrollments may include duplicated counts of students (each student was counted for each relevant course in which he/she was enrolled). Detail may not sum to totals because of rounding. High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 7. Percentage of public high schools with students enrolled in dual credit courses reporting that their school has established requirements that students must meet to enroll in dual credit courses, and for those schools, the percentage indicating various types of requirements, by school characteristics: School year 2010–11

School characteristic	School has established requirements for enrolling in dual credit courses ¹	Requirements for enrolling in dual credit courses ²								
		Teacher recommendation	School administrator or guidance counselor approval	Grade level	Minimum GPA	Minimum high school class rank	Satisfactory high school attendance record	Minimum score on a standardized test	Passing college placement test	Other requirement ³
All public high schools	63	46	77	81	49	5	36	36	43	12
Enrollment size										
Less than 500	63	49	81	85	48	6	39	43	50	12
500 to 1,199	66	46	78	80	52	7	36	33	34	10
1,200 or more	60	41	71	77	46	2!	29	28	43	16
Community type										
City	66	47	77	80	47	5!	42	30	46	11
Suburban	62	45	74	76	50	‡	38	29	36	13
Town	70	47	74	87	47	10!	35	31	41	17
Rural	61	46	80	82	50	5	33	44	45	11
Region										
Northeast	72	62	72	77	46	5!	39	6!	24	17
Southeast	63	45	86	85	67	4!	41	53	44	6!
Central	59	39	72	84	50	10	33	50	43	9
West	64	43	79	79	35	‡	32	28	54	18
Percent combined enrollment of Black and other races/ethnicities⁴										
Less than 6 percent	58	48	75	83	52	7!	29	45	40	12
6 to 20 percent	69	46	78	84	47	5!	37	36	38	9
21 to 49 percent	59	41	72	77	51	4!	36	37	45	13
50 percent or more	66	48	83	81	47	5!	40	30	49	15

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ Percentages are based on the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010–11 school year.

² Percentages are based on the public high schools with students enrolled in dual credit courses that have established requirements students must meet to enroll in these courses. Of the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010–11 school year, 63 percent have established requirements to enroll in these courses.

³ Examples of other requirements reported include a prerequisite course and a writing sample.

⁴ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Requirements exclude any state or specific postsecondary entrance requirements. Response options in the questionnaire were “yes,” “no,” and “don’t know.”

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 8. Percentage of public high schools with students enrolled in dual credit courses indicating that transportation was needed for dual credit courses, and of these schools, percentage indicating which sources were responsible for students' transportation costs to dual credit courses, by school characteristics: School year 2010–11

School characteristic	Transportation needed for any dual credit course ¹	Source responsible for cost ²			
		The school/district	The state	Postsecondary institution	Parents/students
All public high schools	57	31	5	2!	86
Enrollment size					
Less than 500	52	33	6!	‡	84
500 to 1,199	60	30	6	‡	86
1,200 or more	63	28	3!	2!	90
Community type					
City	68	31	6!	‡	88
Suburban	64	27	2!	‡	88
Town	54	30	4!	‡	88
Rural	52	32	6!	‡	84
Region					
Northeast	51	33	‡	#	81
Southeast	61	32	6!	‡	83
Central	58	30	‡	#	90
West	57	29	7!	4!	87
Percent combined enrollment of Black and other races/ethnicities³					
Less than 6 percent	49	35	‡	#	82
6 to 20 percent	61	24	3!	#	95
21 to 49 percent	57	28	8!	‡	87
50 percent or more	61	36	6!	5!	80

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ Percentages are based on the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010–11 school year.

² Percentages are based on the public high schools with students needing transportation to dual credit courses. Of the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010-11 school year, 57 percent needed transportation. Percentages do not sum to 100 because schools could indicate that more than one source was responsible for transportation costs and could indicate “other” as a source.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 9. Percentage of public high schools with students enrolled in dual credit courses reporting that some students earned various types of credentials from a postsecondary institution by taking dual credit courses, by school characteristics: School year 2010–11

School characteristic	Certificate ¹	Associate's degree	Bachelor's degree
All public high schools	14	7	1!
Enrollment size			
Less than 500	9	5	‡
500 to 1,199	17	8	‡
1,200 or more	19	11	1!
Community type			
City	18	8	‡
Suburban	17	9	2!
Town	14	7	#
Rural	12	7	‡
Region			
Northeast	6	3!	3!
Southeast	21	11	‡
Central	11	4	#
West	17	10	‡
Percent combined enrollment of Black and other races/ethnicities²			
Less than 6 percent	10	3!	‡
6 to 20 percent	16	12	1!
21 to 49 percent	16	11	‡
50 percent or more	16	5	‡

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ Certificate refers to a postsecondary certificate or diploma that normally requires 1 to 2 years of study to complete, such as pharmacy technician or automotive technology.

² Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: Percentages are based on the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010–11 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 10. Percentage of public high schools with students enrolled in dual credit courses, and among those schools, percentage with students enrolled in various types of dual credit courses, by school characteristics: School year 2010–11

School characteristic	High schools with any students enrolled in dual credit courses ¹	Academic focus ²			Career and technical/vocational focus ²		
		Taught primarily through distance education	Taught at locations for secondary school students ³	Taught on the campus of a postsecondary institution	Taught primarily through distance education	Taught at locations for secondary school students ³	Taught on the campus of a postsecondary institution
All public high schools	82	33	62	52	9	42	25
Enrollment size							
Less than 500	78	47	59	43	11	34	22
500 to 1,199	87	27	65	59	7	44	26
1,200 or more	86	19	64	59	6	51	30
Community type							
City	72	21	59	63	4 [!]	44	33
Suburban	78	17	58	62	6	42	24
Town	90	31	72	58	10	53	28
Rural	86	45	62	43	11	37	23
Region							
Northeast	77	13	69	50	‡	36	11
Southeast	86	36	58	57	10	38	30
Central	85	34	65	50	9	46	26
West	80	42	59	52	11	43	29
Percent combined enrollment of Black and other races/ethnicities⁴							
Less than 6 percent	91	34	72	41	10	43	18
6 to 20 percent	84	33	66	59	11	45	28
21 to 49 percent	81	35	62	50	6	41	27
50 percent or more	75	32	50	58	7	38	29

[!] Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

[‡] Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ Percentages are based on all public high schools.

² Percentages are based on the 82 percent of public high schools with students enrolled in dual credit courses during the 12-month 2010–11 school year.

³ In the instructions section of the survey, respondents were given the following instructions for locations for secondary school students: include high school campus(es) and locations such as career centers run by the public school system.

⁴ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 11. Percentage of public high schools with students enrolled in dual credit courses indicating how students are awarded postsecondary credit, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus ¹		Career and technical/ vocational focus ²	
	Immediately upon completion of courses	Credit in escrow	Immediately upon completion of courses	Credit in escrow
All public high schools	93	8	85	20
Enrollment size				
Less than 500	97	4!	91	14
500 to 1,199	93	8	83	22
1,200 or more	87	15	79	25
Community type				
City	85	14	81	19
Suburban	89	13	79	26
Town	96	3!	90	16
Rural	97	6	87	19
Region				
Northeast	84	16	81	27
Southeast	92	9	86	20
Central	97	6	86	21
West	95	5	85	16
Percent combined enrollment of Black and other races/ethnicities³				
Less than 6 percent	97	5!	90	18
6 to 20 percent	93	11	85	22
21 to 49 percent	93	7	84	17
50 percent or more	90	10	82	22

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percentages are based on the 76 percent of public high schools with students enrolled in dual credit courses with an academic focus during the 12-month 2010–11 school year.

² Percentages are based on the 49 percent of public high schools with students enrolled in dual credit courses with a career and technical/vocational focus during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus. Percentages do not sum to 100 because schools could choose more than one category of postsecondary credit award or could choose a response of “other.”

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 12. Percentage of public high schools with students enrolled in dual credit courses indicating whether most students (and their parents) generally paid out of pocket for various dual credit course expenses, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus ¹			Career and technical/ vocational focus ²		
	Tuition (full or partial)	Fees	Books	Tuition (full or partial)	Fees	Books
All public high schools	45	46	47	28	34	31
Enrollment size						
Less than 500	44	45	45	25	33	31
500 to 1,199	48	47	51	32	33	31
1,200 or more	42	47	45	28	38	31
Community type						
City	25	28	37	22	29	26
Suburban	48	54	49	35	43	33
Town	43	48	50	27	34	33
Rural	50	48	48	28	33	31
Region						
Northeast	58	47	44	56	41	29
Southeast	37	41	41	20	34	28
Central	50	45	46	27	33	31
West	38	50	53	24	34	34
Percent combined enrollment of Black and other races/ethnicities³						
Less than 6 percent	55	42	40	36	35	26
6 to 20 percent	52	58	57	30	38	39
21 to 49 percent	49	56	52	32	42	37
50 percent or more	24	29	38	16	24	22

¹ Percentages are based on the 76 percent of public high schools with students enrolled in dual credit courses with an academic focus during the 12-month 2010–11 school year.

² Percentages are based on the 49 percent of public high schools with students enrolled in dual credit courses with a career and technical/vocational focus during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 13. Percentage of public high schools with students enrolled in dual credit courses indicating whether the school or district paid for various dual credit course expenses for any students, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus ¹			Career and technical/ vocational focus ²		
	Tuition (full or partial)	Fees	Books	Tuition (full or partial)	Fees	Books
All public high schools	43	33	44	43	34	44
Enrollment size						
Less than 500	42	36	45	43	33	42
500 to 1,199	47	32	40	46	38	45
1,200 or more	38	31	47	40	32	48
Community type						
City	47	42	51	41	41	53
Suburban	42	30	43	39	28	45
Town	41	32	39	45	35	40
Rural	42	33	44	45	34	42
Region						
Northeast	30	21	40	20	16	42
Southeast	41	33	46	45	34	45
Central	47	36	45	53	40	46
West	46	37	44	40	35	44
Percent combined enrollment of Black and other races/ethnicities³						
Less than 6 percent	41	31	46	45	31	42
6 to 20 percent	40	29	41	45	37	44
21 to 49 percent	40	29	40	42	30	42
50 percent or more	48	43	49	41	37	49

¹ Percentages are based on the 76 percent of public high schools with students enrolled in dual credit courses with an academic focus during the 12-month 2010–11 school year.

² Percentages are based on the 49 percent of public high schools with students enrolled in dual credit courses with a career and technical/vocational focus during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 14. Percentage distribution of public high schools with students enrolled in dual credit courses taught at locations for secondary school students indicating who the instructors were for the dual credit courses, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus ¹			Career and technical/vocational focus ²		
	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors
All public high schools	61	11	28	67	14	19
Enrollment size						
Less than 500	62	15	23	71	17	12
500 to 1,199	54	8	38	62	14	24
1,200 or more	68	9	23	67	10	22
Community type						
City	56	15	28	58	14!	28
Suburban	74	8	18	77	6!	17
Town	63	9!	28	66	19	15
Rural	57	12	31	66	15	19
Region						
Northeast	78	5!	17	86	‡	11!
Southeast	52	13	35	48	29	23
Central	68	7!	25	70	10	20
West	51	18	31	69	12	19
Percent combined enrollment of Black and other races/ethnicities³						
Less than 6 percent	74	6!	20	75	8!	17
6 to 20 percent	62	12	26	66	14	20
21 to 49 percent	60	14	26	72	13	15
50 percent or more	45	15	40	54	21	25

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater or the sample size is less than 3.

¹ Percentages are based on the 51 percent of public high schools with students enrolled in dual credit courses with an academic focus taught at locations for secondary school students during the 12-month 2010–11 school year.

² Percentages are based on the 34 percent of public high schools with students enrolled in dual credit courses with a career and technical/vocational focus taught at locations for secondary school students during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus. In the instructions section of the survey, respondents were given the following instructions for locations for secondary school students: include high school campus(es) and locations such as career centers run by the public school system. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 15. Percentage distribution of public high schools with students enrolled in dual credit courses taught on the campus of a postsecondary institution indicating the most common student composition, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus ¹		Career and technical/ vocational focus ²	
	High school students only	High school and postsecondary students	High school students only	High school and postsecondary students
All public high schools	31	69	38	62
Enrollment size				
Less than 500	31	69	44	56
500 to 1,199	31	69	29	71
1,200 or more	31	69	39	61
Community type				
City	37	63	36	64
Suburban	28	72	38	62
Town	29	71	26	74
Rural	31	69	43	57
Region				
Northeast	33	67	19!	81
Southeast	36	64	37	63
Central	23	77	39	61
West	33	67	41	59
Percent combined enrollment of Black and other races/ethnicities³				
Less than 6 percent	28	72	53	47
6 to 20 percent	29	71	32	68
21 to 49 percent	30	70	35	65
50 percent or more	35	65	37	63

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percentages are based on the 43 percent of public high schools with students enrolled in dual credit courses with an academic focus taught on the campus of a postsecondary institution during the 12-month 2010–11 school year.

² Percentages are based on the 21 percent of public high schools with students enrolled in dual credit courses with a career and technical/vocational focus taught on the campus of a postsecondary institution during the 12-month 2010–11 school year.

³ Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

NOTE: The following examples of courses with an academic focus were included in the survey: English, math, science, history, and foreign languages. The following examples of courses with a career and technical/vocational focus were included in the survey: business, computer technology, automotive technology, and health care (e.g., nursing). High schools could have both dual credit courses with an academic focus and dual credit courses with a career and technical/vocational focus.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

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Appendix A
Standard Error Tables

Table 1a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses, Advanced Placement (AP) or International Baccalaureate (IB) courses, and AP courses eligible for dual credit without the AP exam, by school characteristics: School year 2010–11

School characteristic	Dual credit courses	Advanced Placement or International Baccalaureate courses	Advanced Placement courses eligible for dual credit without the AP exam
All public high schools	1.4	1.2	0.8
Enrollment size			
Less than 500	2.5	2.3	1.1
500 to 1,199	1.6	1.8	1.4
1,200 or more	1.5	0.6	1.5
Community type			
City	3.4	3.1	1.9
Suburban	2.5	2.4	1.6
Town	2.7	3.6	2.4
Rural	1.9	2.1	1.0
Region			
Northeast	3.2	2.3	2.4
Southeast	2.3	2.5	1.6
Central	2.3	2.7	1.1
West	2.6	2.4	1.5
Percent combined enrollment of Black and other races/ethnicities			
Less than 6 percent	2.2	3.2	1.6
6 to 20 percent	2.6	2.9	1.3
21 to 49 percent	2.7	3.0	1.6
50 percent or more	2.9	2.3	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 2a. Standard errors for the percentage distribution of public high schools reporting whether students were enrolled in dual credit and/or Advanced Placement (AP) or International Baccalaureate (IB) courses, by school characteristics: School year 2010–11

School characteristic	Dual credit courses only	Advanced Placement or International Baccalaureate courses only	Both dual credit courses and Advanced Placement or International Baccalaureate courses	No dual credit, and no Advanced Placement or International Baccalaureate courses
All public high schools	1.3	0.9	1.3	1.0
Enrollment size				
Less than 500	2.5	1.5	2.3	2.1
500 to 1,199	1.6	1.5	2.0	0.7
1,200 or more	0.6	1.4	1.5	†
Community type				
City	2.3	2.0	3.6	2.8
Suburban	1.6	2.1	2.5	1.8
Town	3.5	1.8	4.1	2.0
Rural	2.2	1.4	2.2	1.3
Region				
Northeast	2.0	2.7	3.5	1.5
Southeast	2.5	1.7	2.7	1.5
Central	2.8	1.3	2.5	2.0
West	2.5	2.0	2.6	2.0
Percent combined enrollment of Black and other races/ethnicities				
Less than 6 percent	3.3	1.6	3.3	1.4
6 to 20 percent	2.8	1.8	3.2	1.8
21 to 49 percent	3.1	2.0	3.0	1.9
50 percent or more	2.4	1.9	2.5	2.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 3a. Standard errors for the total enrollments of public high school students in dual credit courses, Advanced Placement (AP) or International Baccalaureate (IB) courses, and AP courses eligible for dual credit without the AP exam, by school characteristics: School year 2010–11

School characteristic	Enrollments in dual credit courses	Enrollments in Advanced Placement or International Baccalaureate courses	Enrollments in Advanced Placement courses eligible for dual credit without the AP exam
All public high schools	101,140	108,100	23,290
Enrollment size			
Less than 500	47,650	12,970	3,190
500 to 1,199	51,160	60,670	11,610
1,200 or more	64,310	88,700	19,490
Community type			
City	51,310	73,520	13,700
Suburban	55,050	119,030	12,930
Town	44,940	29,480	3,750
Rural	57,540	42,900	6,890
Region			
Northeast	32,550	59,870	9,940
Southeast	47,810	78,810	5,680
Central	45,890	55,360	9,080
West	71,450	81,720	14,850
Percent combined enrollment of Black and other races/ethnicities			
Less than 6 percent	36,160	25,350	3,110
6 to 20 percent	55,600	55,510	12,000
21 to 49 percent	54,300	65,530	7,350
50 percent or more	50,540	72,350	14,190

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 4a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	High schools with any students taking dual credit courses	High schools with students enrolled in dual credit courses with an academic focus		High schools with students enrolled in dual credit courses with a career and technical/vocational focus	
		Percent based on all high schools	Percent based on high schools with students enrolled in dual credit courses	Percent based on all high schools	Percent based on high schools with students enrolled in dual credit courses
All public high schools	1.4	1.6	0.9	1.4	1.5
Enrollment size					
Less than 500	2.5	2.8	1.5	2.5	3.0
500 to 1,199	1.6	1.9	1.2	2.2	2.4
1,200 or more	1.5	1.8	1.5	2.2	2.3
Community type					
City	3.4	3.8	2.3	3.4	3.9
Suburban	2.5	2.5	2.4	2.5	2.7
Town	2.7	2.7	1.4	3.7	3.6
Rural	1.9	2.0	1.2	2.2	2.4
Region					
Northeast	3.2	3.2	1.5	3.7	4.1
Southeast	2.3	2.5	1.9	2.8	2.8
Central	2.3	2.7	1.6	2.9	3.1
West	2.6	2.7	1.6	2.8	3.1
Percent combined enrollment of Black and other races/ethnicities					
Less than 6 percent	2.2	2.6	1.6	3.4	3.3
6 to 20 percent	2.6	2.6	1.3	3.1	3.0
21 to 49 percent	2.7	2.8	1.6	2.6	2.8
50 percent or more	2.9	2.8	1.9	2.7	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 5a. Standard errors for the percentage of all public high schools with students enrolled in dual credit courses taught through distance education or at various locations, by course focus and school characteristics: School year 2010–11

School characteristic	Academic focus			Career and technical/vocational focus		
	Taught primarily through distance education	Taught at locations for secondary school students	Taught on the campus of a postsecondary institution	Taught primarily through distance education	Taught at locations for secondary school students	Taught on the campus of a postsecondary institution
All public high schools	1.3	1.7	1.6	0.8	1.3	1.2
Enrollment size						
Less than 500	2.5	2.7	2.6	1.6	2.2	2.2
500 to 1,199	2.1	2.7	2.7	1.2	2.3	2.1
1,200 or more	1.7	2.3	2.3	0.9	2.0	1.9
Community type						
City	2.4	3.3	3.4	1.0	2.9	2.7
Suburban	1.9	2.7	2.7	1.4	2.4	2.3
Town	3.0	4.1	4.1	2.0	3.9	2.9
Rural	2.3	2.4	2.3	1.5	2.1	1.9
Region						
Northeast	1.9	3.4	3.4	†	3.3	1.8
Southeast	2.9	3.0	3.3	1.8	2.7	2.6
Central	2.8	3.3	3.2	1.6	2.7	2.2
West	2.8	2.7	3.1	1.6	2.2	2.3
Percent combined enrollment of Black and other races/ethnicities						
Less than 6 percent	3.4	3.7	3.1	2.1	3.1	2.6
6 to 20 percent	2.9	2.7	3.2	1.9	2.6	2.7
21 to 49 percent	3.0	3.1	2.8	1.2	2.1	2.3
50 percent or more	2.8	2.8	2.6	1.5	2.4	2.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 6a. Standard errors for the number of high school student enrollments in dual credit courses with an academic focus or a career and technical/vocational focus, by distance education or course location and school characteristics: School year 2010–11

School characteristic	Academic focus				Career and technical/vocational focus			
	Total	Taught primarily through distance education	Taught at locations for secondary school students	Taught on the campus of a postsecondary institution	Total	Taught primarily through distance education	Taught at locations for secondary school students	Taught on the campus of a postsecondary institution
All public high schools	80,780	12,780	61,340	43,410	47,490	3,340	45,590	6,730
Enrollment size								
Less than 500	44,000	9,430	15,990	38,570	10,530	1,610	9,070	2,930
500 to 1,199	39,340	5,940	34,500	14,930	22,400	2,810	20,600	4,890
1,200 or more	45,970	4,800	44,970	11,420	39,880	900	39,450	4,150
Community type								
City	37,050	2,720	30,290	16,340	27,820	770	26,740	4,270
Suburban	43,870	3,910	39,620	12,700	20,510	780	19,710	2,890
Town	34,730	5,660	29,780	6,020	19,230	760	17,980	3,020
Rural	47,100	9,510	25,870	32,870	28,580	3,120	26,420	4,200
Region								
Northeast	26,720	1,090	25,640	8,470	9,420	†	9,380	410
Southeast	45,090	6,690	20,960	38,530	12,610	2,910	11,090	3,870
Central	34,590	5,500	31,960	5,740	25,020	1,190	24,390	2,920
West	48,190	6,420	41,270	16,500	38,740	1,070	37,860	5,260
Percent combined enrollment of Black and other races/ethnicities								
Less than 6 percent	28,510	5,020	25,390	3,580	13,600	2,960	11,200	2,830
6 to 20 percent	41,960	4,010	37,580	19,200	27,350	1,280	27,070	4,050
21 to 49 percent	47,240	3,720	23,170	36,660	22,230	640	21,890	3,330
50 percent or more	36,600	7,770	31,100	13,060	26,960	1,090	26,120	4,310

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 7a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses reporting that their school has established requirements that students must meet to enroll in dual credit courses, and for those schools, the percentage indicating various types of requirements, by school characteristics: School year 2010–11

School characteristic	School has established requirements for enrolling in dual credit courses	Requirements for enrolling in dual credit courses								
		Teacher recommendation	School administrator or guidance counselor approval	Grade level	Minimum GPA	Minimum high school class rank	Satisfactory high school attendance record	Minimum score on a standardized test	Passing college placement test	Other requirement
All public high schools	1.7	2.0	1.6	1.7	2.1	1.0	2.3	2.1	2.2	1.4
Enrollment size										
Less than 500	3.1	3.6	3.1	2.9	4.2	1.8	4.3	4.0	4.0	2.8
500 to 1,199	2.4	3.6	2.6	2.8	3.7	1.9	3.2	3.0	3.2	2.0
1,200 or more	2.4	3.0	2.7	2.6	3.0	0.9	2.6	3.0	3.0	2.1
Community type										
City	3.6	4.6	3.5	3.9	4.2	2.1	4.8	4.2	4.3	2.8
Suburban	3.3	4.3	2.9	3.9	3.8	†	4.0	3.3	3.7	2.6
Town	4.1	5.1	3.6	3.4	5.4	3.2	5.0	5.2	5.0	4.2
Rural	2.9	3.1	2.7	2.7	3.6	1.3	3.7	3.2	3.5	2.1
Region										
Northeast	3.4	4.4	3.6	3.9	4.5	2.2	4.3	2.4	3.9	3.4
Southeast	3.0	4.1	2.4	3.1	3.8	1.6	4.1	4.1	4.0	2.0
Central	3.1	3.4	3.7	3.4	4.5	2.7	4.2	4.3	4.3	2.5
West	3.4	3.5	3.0	3.1	3.8	†	4.4	3.5	4.1	3.1
Percent combined enrollment of Black and other races/ethnicities										
Less than 6 percent	3.8	4.4	3.7	3.3	4.4	2.7	4.5	5.0	4.4	3.0
6 to 20 percent	3.1	4.4	3.0	3.2	4.4	1.6	3.8	3.4	3.9	2.0
21 to 49 percent	3.2	4.4	3.7	3.9	4.2	2.0	4.2	4.3	4.4	2.7
50 percent or more	3.5	3.7	2.3	3.5	3.8	1.8	4.2	3.5	4.1	3.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 8a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses indicating that transportation was needed for dual credit courses, and of these schools, percentage indicating which sources were responsible for students' transportation costs to dual credit courses, by school characteristics: School year 2010–11

School characteristic	Transportation needed for any dual credit course	Source responsible for cost			
		The school/district	The state	Postsecondary institution	Parents/students
All public high schools	1.5	1.9	1.0	0.6	1.5
Enrollment size					
Less than 500	3.0	4.1	2.0	†	3.2
500 to 1,199	2.5	3.2	1.5	†	2.5
1,200 or more	2.4	2.5	1.0	0.8	1.8
Community type					
City	3.3	4.2	2.4	†	3.0
Suburban	3.0	3.4	1.0	†	2.5
Town	3.8	5.3	2.0	†	3.6
Rural	2.6	3.4	1.7	†	2.8
Region					
Northeast	3.6	5.3	†	†	4.2
Southeast	3.0	3.9	2.3	†	3.1
Central	3.3	3.8	†	†	2.4
West	3.2	3.9	2.2	1.8	2.9
Percent combined enrollment of Black and other races/ethnicities					
Less than 6 percent	3.6	4.8	†	†	3.6
6 to 20 percent	3.2	3.1	1.0	†	1.6
21 to 49 percent	3.2	3.9	2.8	†	3.1
50 percent or more	2.9	3.8	2.2	2.0	3.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 9a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses reporting that some students earned various types of credentials from a postsecondary institution by taking dual credit courses, by school characteristics: School year 2010–11

School characteristic	Certificate	Associate's degree	Bachelor's degree
All public high schools	1.1	0.9	0.2
Enrollment size			
Less than 500	1.9	1.4	†
500 to 1,199	1.8	1.4	†
1,200 or more	1.8	1.4	0.5
Community type			
City	3.1	2.3	†
Suburban	2.3	1.8	0.7
Town	2.8	1.8	†
Rural	1.6	1.2	†
Region			
Northeast	1.5	1.2	1.1
Southeast	2.3	2.3	†
Central	1.9	1.1	†
West	2.0	1.6	†
Percent combined enrollment of Black and other races/ethnicities			
Less than 6 percent	2.0	1.2	†
6 to 20 percent	2.0	2.1	0.5
21 to 49 percent	2.3	2.2	†
50 percent or more	2.6	1.3	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 10a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses, and among those schools, percentage with students enrolled in various types of dual credit courses, by school characteristics: School year 2010–11

School characteristic	High schools with any students enrolled in dual credit courses	Academic focus			Career and technical/vocational focus		
		Taught primarily through distance education	Taught at locations for secondary school students	Taught on the campus of a postsecondary institution	Taught primarily through distance education	Taught at locations for secondary school students	Taught on the campus of a postsecondary institution
All public high schools	1.4	1.5	1.8	1.7	1.0	1.5	1.4
Enrollment size							
Less than 500	2.5	2.7	2.8	3.1	2.0	2.7	2.7
500 to 1,199	1.6	2.3	2.7	2.9	1.4	2.5	2.4
1,200 or more	1.5	2.0	2.6	2.4	1.0	2.3	2.2
Community type							
City	3.4	3.1	3.5	3.5	1.4	3.7	3.5
Suburban	2.5	2.4	3.4	3.2	1.7	2.9	2.8
Town	2.7	3.3	3.9	4.3	2.2	4.0	3.1
Rural	1.9	2.5	2.7	2.5	1.7	2.4	2.1
Region							
Northeast	3.2	2.5	3.7	3.8	†	3.8	2.2
Southeast	2.3	3.2	3.4	3.5	2.1	3.0	2.8
Central	2.3	3.1	3.4	3.5	1.9	3.0	2.5
West	2.6	3.1	3.2	3.4	2.0	2.7	2.8
Percent combined enrollment of Black and other races/ethnicities							
Less than 6 percent	2.2	3.6	3.4	3.3	2.3	3.1	2.8
6 to 20 percent	2.6	3.3	2.8	3.4	2.2	2.8	3.1
21 to 49 percent	2.7	3.3	3.5	3.1	1.4	2.6	2.7
50 percent or more	2.9	3.3	3.4	2.9	2.0	3.0	2.8

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 11a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses indicating how students are awarded postsecondary credit, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus		Career and technical/ vocational focus	
	Immediately upon completion of courses	Credit in escrow	Immediately upon completion of courses	Credit in escrow
All public high schools	0.7	0.9	1.3	1.7
Enrollment size				
Less than 500	1.1	1.3	2.3	2.9
500 to 1,199	1.3	1.5	2.2	2.8
1,200 or more	1.6	1.7	2.6	2.6
Community type				
City	2.8	2.6	3.7	3.5
Suburban	1.9	2.1	3.7	4.1
Town	1.3	1.1	2.3	2.7
Rural	1.0	1.2	2.0	2.6
Region				
Northeast	2.6	2.7	3.9	4.7
Southeast	1.9	2.1	2.9	3.7
Central	1.1	1.5	2.3	2.8
West	1.1	1.2	2.3	2.4
Percent combined enrollment of Black and other races/ethnicities				
Less than 6 percent	1.2	1.5	2.2	3.3
6 to 20 percent	1.5	1.9	2.8	3.5
21 to 49 percent	1.5	1.6	2.5	2.6
50 percent or more	1.8	1.8	3.0	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Table 12a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses indicating whether most students (and their parents) generally paid out of pocket for various dual credit course expenses, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus			Career and technical/ vocational focus		
	Tuition (full or partial)	Fees	Books	Tuition (full or partial)	Fees	Books
All public high schools	1.7	1.5	1.6	1.9	1.9	2.0
Enrollment size						
Less than 500	3.4	3.1	3.2	3.6	3.8	3.8
500 to 1,199	2.7	2.7	2.4	3.1	3.1	3.1
1,200 or more	2.3	2.3	2.4	2.3	2.6	2.7
Community type						
City	3.2	3.6	3.5	3.8	4.0	4.1
Suburban	3.3	2.9	3.8	3.3	3.8	4.2
Town	4.7	4.1	4.0	3.4	4.9	4.2
Rural	3.0	2.8	2.9	3.1	3.2	3.3
Region						
Northeast	3.9	4.1	3.8	5.6	5.9	4.5
Southeast	3.8	3.4	3.0	3.0	4.0	4.1
Central	3.3	3.0	3.3	3.6	4.0	3.9
West	3.3	3.4	3.3	3.1	3.2	3.4
Percent combined enrollment of Black and other races/ethnicities						
Less than 6 percent	3.9	3.6	3.5	4.8	4.6	4.3
6 to 20 percent	3.5	3.3	3.5	3.9	3.9	4.1
21 to 49 percent	3.5	2.8	3.8	3.8	3.8	3.7
50 percent or more	2.7	3.1	2.9	2.6	3.3	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 13a. Standard errors for the percentage of public high schools with students enrolled in dual credit courses indicating whether the school or district paid for various dual credit course expenses for any students, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus			Career and technical/ vocational focus		
	Tuition (full or partial)	Fees	Books	Tuition (full or partial)	Fees	Books
All public high schools	1.8	1.6	1.6	2.0	2.0	2.0
Enrollment size						
Less than 500	3.2	2.8	3.1	4.1	3.8	3.9
500 to 1,199	2.8	2.6	2.6	3.4	3.3	3.3
1,200 or more	2.2	2.2	2.4	2.6	2.4	2.5
Community type						
City	4.4	4.2	3.5	5.0	5.0	4.8
Suburban	3.0	3.3	3.4	4.1	3.3	4.2
Town	4.9	4.2	4.2	5.7	5.3	4.5
Rural	2.9	2.6	2.8	3.2	3.1	3.3
Region						
Northeast	3.5	3.1	3.5	4.2	3.7	5.4
Southeast	3.6	3.0	3.3	3.9	3.5	4.0
Central	3.3	2.8	3.1	3.8	3.4	3.6
West	3.7	3.4	2.9	3.6	3.7	3.4
Percent combined enrollment of Black and other races/ethnicities						
Less than 6 percent	3.4	3.2	3.7	4.6	3.8	4.7
6 to 20 percent	3.5	3.1	3.2	4.1	3.7	4.2
21 to 49 percent	3.4	2.9	3.8	4.2	3.7	3.7
50 percent or more	3.5	3.4	3.0	3.7	3.7	4.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 14a. Standard errors for the percentage distribution of public high schools with students enrolled in dual credit courses taught at locations for secondary school students indicating who the instructors were for the dual credit courses, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus			Career and technical/vocational focus		
	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors	High school instructors only	Postsecondary instructors only	Both high school and postsecondary instructors
All public high schools	2.1	1.5	1.9	2.2	1.7	1.9
Enrollment size						
Less than 500	3.8	3.1	3.6	4.7	3.9	3.1
500 to 1,199	2.9	1.7	3.1	3.9	3.0	3.3
1,200 or more	2.4	1.5	2.4	3.4	2.1	3.0
Community type						
City	4.7	3.9	4.1	5.7	4.9	4.5
Suburban	3.6	2.1	3.1	4.1	2.0	3.9
Town	5.2	2.9	4.6	5.5	4.4	3.9
Rural	3.0	2.2	3.2	3.8	2.9	2.8
Region						
Northeast	3.7	2.0	3.2	4.4	†	3.9
Southeast	4.4	3.1	4.1	5.3	4.9	3.6
Central	4.1	2.2	3.8	4.3	2.8	3.6
West	3.6	3.3	3.3	4.3	2.8	3.3
Percent combined enrollment of Black and other races/ethnicities						
Less than 6 percent	3.7	2.2	3.4	4.8	2.8	3.7
6 to 20 percent	3.8	2.7	3.5	4.4	3.5	3.6
21 to 49 percent	3.9	2.7	3.5	4.4	3.4	3.5
50 percent or more	4.0	3.5	4.2	5.4	4.6	3.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Table 15a. Standard errors for the percentage distribution of public high schools with students enrolled in dual credit courses taught on the campus of a postsecondary institution indicating the most common student composition, by dual credit course focus and school characteristics: School year 2010–11

School characteristic	Academic focus		Career and technical/ vocational focus	
	High school students only	High school and postsecondary students	High school students only	High school and postsecondary students
All public high schools	2.1	2.1	3.2	3.2
Enrollment size				
Less than 500	4.2	4.2	6.5	6.5
500 to 1,199	3.5	3.5	4.9	4.9
1,200 or more	2.8	2.8	4.0	4.0
Community type				
City	4.6	4.6	6.3	6.3
Suburban	4.2	4.2	8.1	8.1
Town	4.0	4.0	6.3	6.3
Rural	3.3	3.3	5.2	5.2
Region				
Northeast	4.7	4.7	8.8	8.8
Southeast	4.1	4.1	6.2	6.2
Central	3.1	3.1	6.1	6.1
West	4.0	4.0	5.3	5.3
Percent combined enrollment of Black and other races/ethnicities				
Less than 6 percent	4.7	4.7	8.9	8.9
6 to 20 percent	3.7	3.7	5.2	5.2
21 to 49 percent	4.0	4.0	6.0	6.0
50 percent or more	3.9	3.9	5.8	5.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 104, 2011.

Appendix B
Technical Notes

Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure 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 1,200 to 1,800 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by analysis variables. However, as the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by analysis variables.

Sample Design

The sample for the FRSS survey of Dual Credit and Exam-Based Courses consisted of approximately 1,500 regular public high schools in the 50 states and the District of Columbia. The nationally representative sample was selected from the 2009–10 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame included 18,921 regular high schools. For purposes of this study, “regular” high schools included schools with a grade 11 or 12, including charter schools. Excluded from the sampling frame were schools with a highest grade lower than 11, along with special education, vocational, and alternative/other schools, and schools outside the 50 states and the District of Columbia.

The public school sampling frame was stratified by enrollment size (less than 300, 300 to 499, 500 to 999, 1,000 to 1,499, and 1,500 or more) and percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students (missing, less than 6 percent, 6 to 20 percent, 21 to 49 percent, and 50 percent or more) to create 25 primary strata. Within each of the strata, schools were sorted by community type (city, suburban, town, rural) and region (Northeast, Southeast, Central, West) prior to selection to induce additional implicit stratification. These variables are defined in more detail in the “Definitions of Analysis Variables” section of this report. Within each primary stratum, schools were selected systematically at rates that depended on the enrollment size class of the school.

Data Collection and Response Rates

Questionnaires and cover letters were mailed to the principal of each sampled school in September 2011. The letter stated the purpose of the study and requested that the questionnaire be completed by the person most knowledgeable about dual credit and exam-based courses in the school, often the school’s lead guidance counselor or director of school guidance counselors. Respondents were offered the option of completing the survey via the Web. Telephone follow-up for survey nonresponse and data clarification was initiated in October 2011 and completed in February 2012.

Of the approximately 1,500 public high schools in the sample, approximately 50 were found to be ineligible because the school was closed, did not have grade 11 or 12, or did not meet some other criteria for inclusion in the sample (e.g., was an alternative school). For the eligible schools, an unweighted response rate of 91 percent was obtained for this survey (about 1,320 responding schools divided by the approximately 1,450 eligible

schools in the sample). The corresponding weighted response rate using the initial base weights was 91 percent (table B-1). Of the schools that completed the survey, 66 percent completed it via the Web, 33 percent completed it by paper (sent by mail, fax, or e-mail), and 2 percent completed it by telephone. The final weighted count of responding schools in the survey after nonresponse adjustment represents the estimated universe of eligible public high schools in the 50 states and the District of Columbia—approximately 17,800 schools (table B-1).¹

Table B-1. Number and percentage of responding public high schools in the study sample, and estimated number and percentage of public high schools the sample represents, by school characteristics: School year 2010–11

School characteristic	Respondent sample (unweighted)		National estimate (weighted) ¹	
	Number	Percent	Number	Percent
All public high schools	1,320	100	17,800	100
Enrollment size				
Less than 500	360	28	8,300	47
500 to 1,199	420	32	5,000	28
1,200 or more	540	41	4,500	25
Community type				
City	270	21	3,300	18
Suburban	360	27	3,600	20
Town	190	15	2,600	15
Rural	500	38	8,400	47
Region				
Northeast	240	18	2,900	16
Southeast	330	25	4,100	23
Central	340	26	5,300	29
West	410	31	5,600	31
Percent combined enrollment of Black and other races/ethnicities²				
Less than 6 percent	240	18	4,000	22
6 to 20 percent	340	26	4,500	25
21 to 49 percent	330	25	3,900	22
50 percent or more	410	31	5,400	31

¹Weighted count of responding high schools using the final nonresponse-adjusted weights. The weighted count is an estimate of the number of eligible schools in the study universe (see text for definition of the types of schools included in the study).

²Other races/ethnicities include Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and students of two or more races.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “Dual Credit and Exam-Based Courses,” FRSS 104, 2011.

Imputation for Item Nonresponse

Cases with missing data were recontacted by telephone to collect the missing information. However for cases in which this data retrieval was unsuccessful, missing data were imputed. Although item nonresponse was very low (less than 1 percent for any item), missing data were imputed for the 23 items with a response rate of less than 100 percent. The missing items included both numerical data such as enrollments in dual credit courses taught via distance education with an academic course focus, as well as categorical data, such as whether

¹ For more details about the development of survey weights, see the section of this report on sampling errors.

students earned a postsecondary certificate by taking dual credit courses. The missing categorical data were imputed using a “hot-deck” approach to obtain a “donor” school from which the imputed values were derived. Under the hot-deck approach, a donor school that matched selected characteristics of the school with missing data (the recipient school) was identified (Kalton 1983). The matching characteristics included enrollment size, community type, region, percent eligible for free or reduced-price lunch, and percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students. In addition, other relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to derive the imputed values for the school with missing data. For categorical items, the imputed value was simply the corresponding value from the donor school. For enrollment items, the imputed value was calculated by taking the donor’s response for that item and dividing that number by the total number of students enrolled in the donor school. This ratio was then multiplied by the total number of students enrolled in the recipient school to provide an imputed value.

Data Reliability

Although the school survey on dual credit and exam-based courses was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (table B-1). The weights were designed to reflect the probabilities of selection of the sampled schools and were adjusted for differential unit (questionnaire) nonresponse. The nonresponse weighting adjustments were made within classes defined by sampling stratum, community type, and region. Within the final weighting classes, the base weights (i.e., the reciprocal of schools’ probabilities of selection) of the responding high schools were inflated by the inverse of the weighted response rate for the class. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. Jackknife replication was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates.

Because the data from the FRSS school survey on dual credit and exam-based courses were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an under- or overestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication (Levy and Lemeshow 1991). As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 100 stratified subsamples of the full sample were created and then dropped one at a time to define 100 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percent of public high schools with students enrolled in dual credit courses is 82 percent, and the standard error is 1.4 percent (tables 1 and 1a). The 95 percent confidence interval for the statistic extends from $[82 - (1.4 \times 1.96)]$ to $[82 + (1.4 \times 1.96)]$, or from

79.3 to 84.7 percent. The 1.96 is the appropriate percentile from a standard normal distribution corresponding to a two-sided statistical test at the $p < .05$ significance level (where .05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Comparisons can be tested for statistical significance at the $p < .05$ level using Student's t -statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Student's t values are computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with guidance counselors or other school-level personnel considered to be the most knowledgeable about dual credit and exam-based courses in the school. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES and the data requester at the Office of Elementary and Secondary Education (OESE), U.S. Department of Education. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data entered for all surveys received by mail, fax, or telephone were verified to ensure accuracy.

Definitions of Analysis Variables

Many of the school characteristics, described below, may be related to each other. For example, school enrollment size and community type are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist. However, this First Look report focuses on national estimates and bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

Enrollment size—This variable indicates the total number of students enrolled in the school based on data from the 2009–10 CCD Public School Universe file. The variable was collapsed into the following three categories:

- Less than 500 students**
- 500 to 1,199 students**
- 1,200 or more students**

Community type—This variable indicates the type of community in which the school is located, as defined in the 2009–10 CCD Public School Universe file. These codes are based on the location of school buildings. The urban-centric locale codes are assigned through a methodology developed by the U.S. Census Bureau's

Population Division in 2005. This classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories. This variable was based on the 12-category urban-centric locale variable from CCD and collapsed into the four categories below.

City—Territory inside an urbanized area and inside a principal city

Suburban—Territory outside a principal city and inside an urbanized area

Town—Territory inside an urban cluster

Rural—Territory outside an urbanized area and outside an urban cluster

Region—This variable classifies schools into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce. Data were obtained from the 2009–10 CCD Public School Universe file. The geographic regions are as follows:

Northeast—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Southeast—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Central—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Percent combined enrollment of Black and other races/ethnicities—This variable indicates the percentage of students enrolled in the school whose race or ethnicity is classified as one of the categories below based on data in the 2009–10 CCD Public School Universe file.

- American Indian/Alaska Native
- Asian
- Black
- Hawaiian Native/Pacific Islander
- Hispanic
- Two or more races

The variable was collapsed into the following four categories:

Less than 6 percent

6 to 20 percent

21 to 49 percent

50 percent or more

Contact Information

For more information about the survey, contact John Ralph, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006; e-mail: John.Ralph@ed.gov; telephone: (202) 502-7441.

Appendix C
Questionnaire

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006-5651

DUAL CREDIT AND EXAM-BASED COURSES

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. No.: 1850-0733
EXPIRATION DATE: 06/2012

This survey is authorized by law (Education Sciences Reform Act of 2002, 20 U.S.C. 9543). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Education Sciences Reform Act of 2002, 20 U.S.C. 9573).

This survey is designed to be completed by the person(s) most knowledgeable about your school's dual credit, Advanced Placement (AP), and/or International Baccalaureate (IB) courses. This is often the director of school guidance counselors.

IF ABOVE SCHOOL INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone number: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

Grades taught at this school: Low grade _____ High grade _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Nina Thomas (8599.08.11.02)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3195
Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

Nina Thomas at Westat
800-937-8281, Ext. 8852 or 301-610-8852
E-mail: dualcredit@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

Definitions and Instructions Page

Please use the definitions and instructions below when completing the survey.

Advanced Placement (AP) courses are defined as courses that follow the content and curricular goals developed and published by the College Board. A qualifying score on an AP exam may give the student college credit or advanced standing in a college in the subject area in which the course/exam was taken. *Include all students who took AP courses, regardless of whether they planned to take the AP exam.*

International Baccalaureate (IB) courses compose a liberal arts curriculum that leads to a diploma and meets the requirements established by the International Baccalaureate program. Students must meet all requirements and pass examinations in each subject area in order to receive the IB diploma. In some schools, students who are not seeking the IB diploma are allowed to take individual IB courses. *Include all students who took IB courses, regardless of whether they were seeking the IB diploma.*

Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits *for the same courses*. The postsecondary or dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school/district and a postsecondary institution. For purposes of this survey:

1. Credits may be earned (a) immediately upon course completion **or** (b) "in escrow," meaning that students must enroll in a specific postsecondary institution after high school graduation in order to receive the credit.
2. Include students from your school taking any of the following types of dual credit courses:
 - Dual credit courses **taught primarily through distance education**, defined as courses taught through audio, video, or Internet or other computer technologies where the students and teachers are separated by location. Include courses that have a teacher or assistant in the room who monitors but gives little or no instruction to the students.
 - Dual credit courses **taught at locations for secondary school students**, including high school campus(es) and locations such as career centers run by the public school system.
 - Dual credit courses **taught on the campus of a postsecondary institution**, including public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools.
3. Dual credit courses might include:
 - Courses with an **academic** focus, such as English, math, science, history, and foreign languages.
 - Courses with a **career and technical/vocational** focus, such as business, computer technology, automotive technology, and health care (e.g., nursing).
4. When answering Part II of the survey (Courses for Dual Credit), **include** AP courses for which students can earn dual credit without taking the AP exam. **Exclude** all other AP and IB courses from Part II.

Enrollments may include duplicated counts of students; that is, a student should be counted for each relevant course in which he/she was enrolled.

The time frame for this survey is the 12-month 2010–11 school year. This includes courses during the summer of 2010 **or** the summer of 2011, depending upon how records are kept at your school.

Before you answer the questions, please read the definitions and instructions page.

I. Advanced Placement and International Baccalaureate Courses

1. During the 12-month 2010–11 school year, did any of your students take **Advanced Placement (AP)** or **International Baccalaureate (IB) courses**? (See definitions and instructions page.)

Yes 1 No 2 (Skip to question 5.)

2. During the 12-month 2010–11 school year, what was the total number of enrollments in AP and IB courses for your students? (Enrollments may include duplicated counts of students; that is, a student should be counted for each relevant course in which he/she was enrolled.)

_____ Enrollments

3. During the 12-month 2010–11 school year, did any of your students take any AP courses for which they could earn **dual credit without taking the AP exam**?

Yes 1 No 2 (Skip to question 5.)

4. Of the enrollments reported in question 2, what was the total number of enrollments in AP courses for which students could earn **dual credit without taking the AP exam**? (Enrollments may include duplicated counts of students.)

_____ Enrollments

II. Courses for Dual Credit

5. During the 12-month 2010–11 school year, did your students take any courses for which they could earn **dual credit** with any postsecondary institution? (See definitions and instructions page.)

Yes..... 1 (Continue with question 6.) No 2 (Stop. Complete respondent section on front and return survey.)

6. Not including any state or specific postsecondary entrance requirements, has your school established any requirements that students must meet in order to enroll in courses for dual credit?

Yes..... 1 (Continue with question 7.) No 2 (Skip to question 8.)

7. Has your school established any of the following requirements that students must meet in order to enroll in courses for dual credit? (Indicate yes, no, or don't know for each item. Indicate yes if an item is required for at least one dual credit course.)

	Yes	No	Don't know
a. Teacher recommendation	1	2	3
b. School administrator or guidance counselor approval.....	1	2	3
c. Grade level (for example, only juniors and seniors are allowed to take courses for dual credit) .	1	2	3
d. Minimum GPA.....	1	2	3
e. Minimum high school class rank.....	1	2	3
f. Satisfactory high school attendance record.....	1	2	3
g. Minimum score on a standardized test, such as the SAT or ACT.....	1	2	3
h. Passing a college placement test given by a postsecondary institution.....	1	2	3
i. Other (specify)_____	1	2	3

8. During the 12-month 2010–11 school year, did any of your students earn the following from a postsecondary institution by taking dual credit courses? (Indicate yes or no for each item.)

	Yes	No
a. Certificate (a postsecondary certificate or diploma that normally requires 1–2 years of study to complete, such as pharmacy technician or automotive technology).....	1	2
b. Associate's degree.....	1	2
c. Bachelor's degree.....	1	2

II. Courses for Dual Credit (continued)

Please answer the following questions about courses for **dual credit** with an **academic focus** and those with a **career and technical/vocational focus**. See information about course focus in item 3 on definitions and instructions page.

Courses for dual credit taught during the 12-month 2010–11 school year	Course focus			
	Academic		Career and technical/vocational	
9. During the 12-month 2010–11 school year, did your students take any courses for dual credit with an academic focus or with a career and technical/vocational focus , as defined in item 3 on the definitions and instructions page? (Circle yes or no. If “No” is circled for a course focus, leave questions 10–15 blank for that column.).....	Yes	No	Yes	No
10. During the 12-month 2010–11 school year, what was the total number of high school enrollments for each of the following types of dual credit courses? <i>(See information about types of dual credit courses in item 2 on the definitions and instructions page. Enrollments may include duplicated counts of students; that is, a student should be counted for each relevant course in which he/she was enrolled. Include only students from your school. Enter “0” for none.)</i>	Number of dual credit enrollments		Number of dual credit enrollments	
a. Enrollments in courses taught primarily through distance education	a. _____		a. _____	
b. Enrollments in courses taught at locations for secondary school students (e.g., high school campus or career center), excluding distance education	b. _____		b. _____	
c. Enrollments in courses taught on the campus of a postsecondary institution , excluding distance education	c. _____		c. _____	
11. Which of the following best describes the instructors of the courses for dual credit that were taught at locations for secondary school students (e.g., high school campus or career center), excluding distance education? (Circle one.) NA = Not applicable: no courses with this focus taught at secondary school locations..... 1 = High school instructors only (instructors primarily employed by the school district).. 2 = Postsecondary instructors only (instructors primarily employed by a postsecondary institution)..... 3 = Both high school and postsecondary instructors	NA	1	2	3
12. What was the most common student composition for the courses for dual credit taught on the campus of a postsecondary institution , excluding distance education? (Circle one.) NA = Not applicable: no courses with this focus taught on postsecondary campus..... 1 = Only high school students	NA	1	2	
2 = High school and postsecondary students	2			
13. Were students awarded postsecondary credit immediately upon completion of courses? Were students offered “credit in escrow,” meaning that they must enroll in a specific postsecondary institution after high school graduation in order to receive the credit? (Circle yes or no for each item.)	Yes	No	Yes	No
a. Immediately upon completion of courses.....	Yes	No	Yes	No
b. Credit in escrow.....	Yes	No	Yes	No
c. Other (specify) _____	Yes	No	Yes	No

Courses for dual credit taught during the 12-month 2010–11 school year	Course focus			
	Academic		Career and technical/vocational	
14. During the 12-month 2010–11 school year, did most of your students (and their parents) generally pay out of pocket for each of the following dual credit course expenses? <i>(Circle yes or no for each item.)</i>				
a. Tuition (full or partial)	Yes	No	Yes	No
b. Fees	Yes	No	Yes	No
c. Books	Yes	No	Yes	No
15. During the 12-month 2010–11 school year, did your school or district pay any of the following expenses for dual credit courses taken by any of your students? <i>(Circle yes or no for each item.)</i>				
a. Tuition (full or partial)	Yes	No	Yes	No
b. Fees	Yes	No	Yes	No
c. Books	Yes	No	Yes	No
16. During the 12-month 2010–11 school year, which source(s) were responsible for your students' transportation costs for participation in the dual credit course(s)? <i>(Indicate yes or no for each item.)</i>				
If no transportation was needed for any dual credit course (e.g., students took all courses at the high school campus or online) check here <input type="checkbox"/> and leave the rest of this question blank				
	Yes	No		
a. Your school/district.....	1	2		
b. The state	1	2		
c. Postsecondary institution	1	2		
d. Parents/students	1	2		
e. Some other source(s) <i>(specify)</i>	1	2		

Thank you. Please keep a copy for your records.