

The Condition of Education 2010



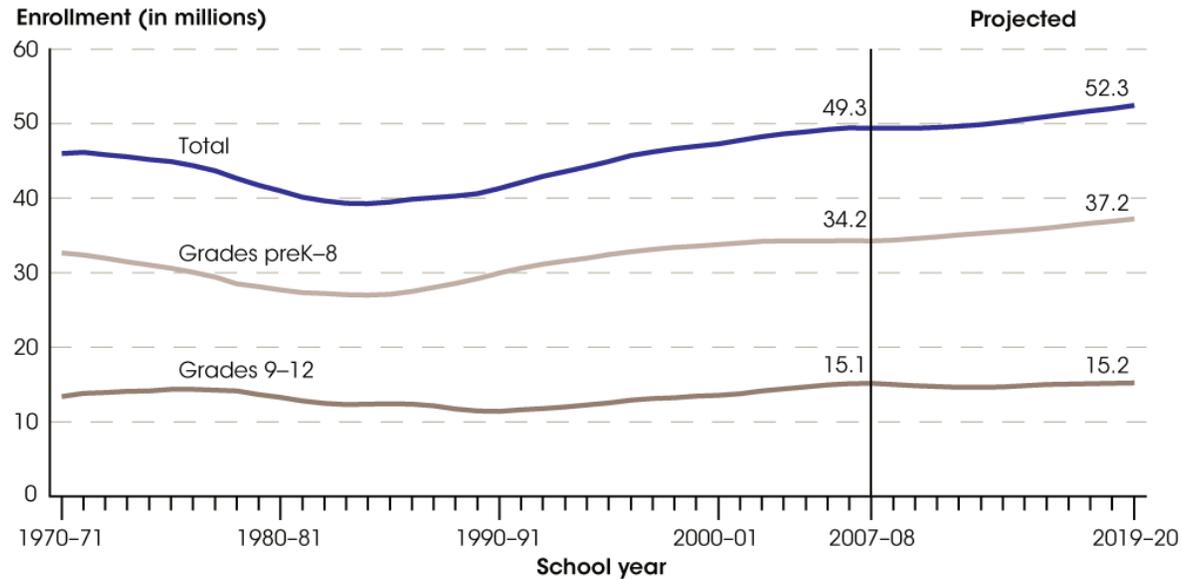
Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

- **Participation in Education**
- **Learner Outcomes**
- **Student Effort and Educational Progress**
- **Contexts of Elementary and Secondary Education**
- **Contexts of Postsecondary Education**
- ***Special Section: High-Poverty Schools***



Participation in Education

Public School Enrollment



▪ From 2007-08 through 2019-20, total public school enrollment is projected to increase by 6 percent to 52.3 million.



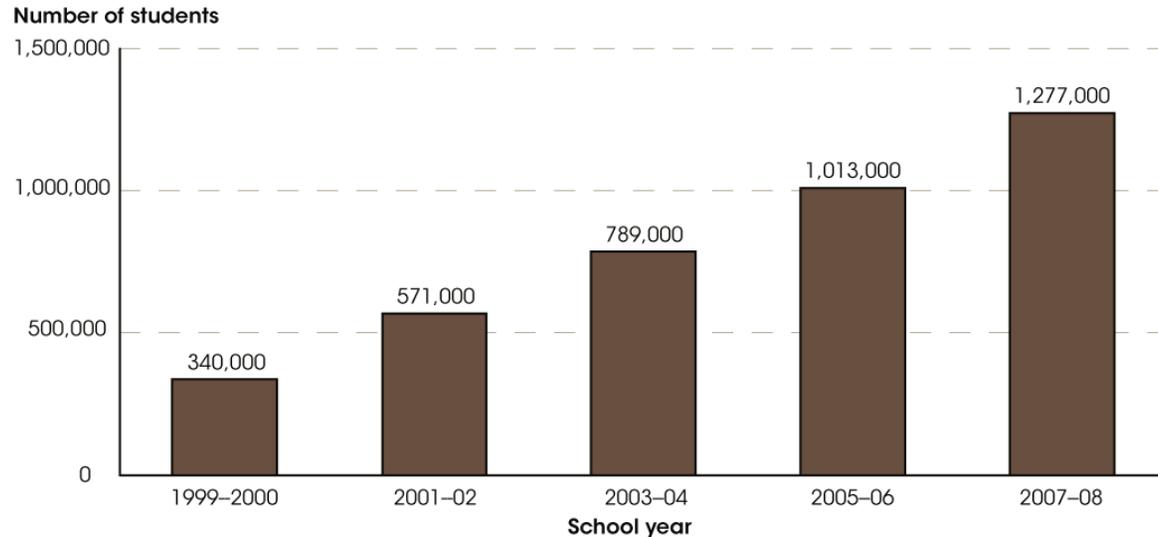
Indicator 2

Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: Schools years 1970-71 through 2019-20

NOTE: The most recent year of actual data is 2007-08, and 2019-20 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, 1955-56 through 1984-85; Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1985-86 through 2007-08, and National Elementary and Secondary Enrollment Model, 1972-2007.

Charter School Enrollment



- *Charter school enrollment tripled between 1999-2000 and 2007-08.*
- *In 2007-08, charter schools enrolled 3 percent of public school students and accounted for 5 percent of public schools.*



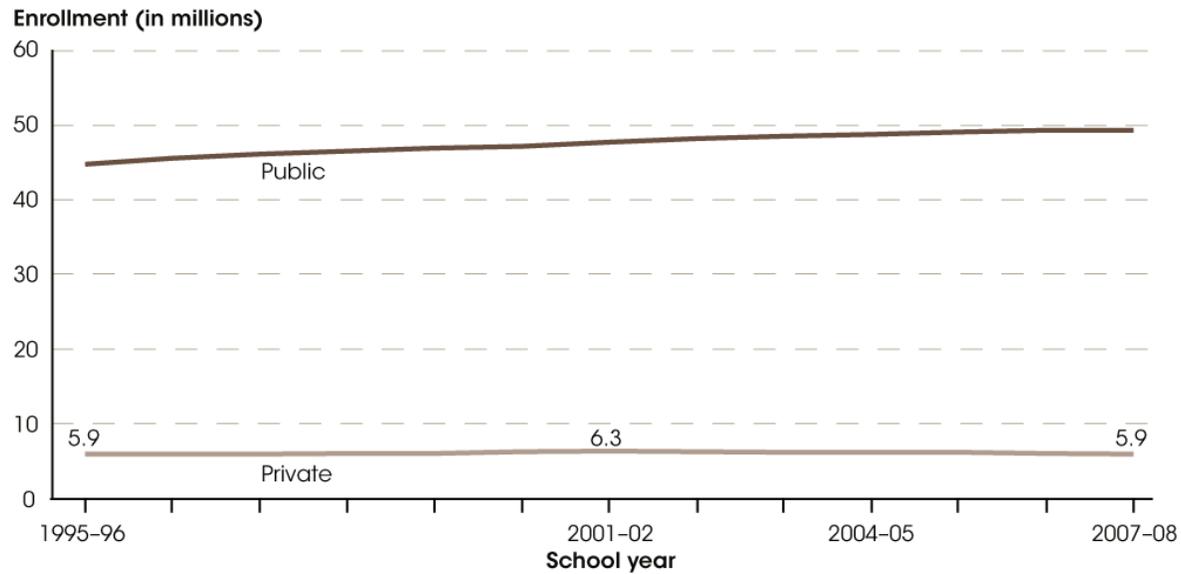
Indicator 32

Number of students enrolled in charter schools: Selected school years, 1999-2000 through 2007-08

NOTE: In 1999-2000, data for New Jersey were not available and therefore not included in the estimates. A charter school is a school that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Charter schools can be administered by regular school districts, state education agencies (SEAs), or chartering organizations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1999-2000 (version 1b), 2001-02 (version 1a), 2003-04 (version 1a), 2005-06 (version 1a), and 2007-08 (version 1a).

Public and Private School Enrollment



▪ *Private school enrollment increased from 5.9 to 6.3 million students between 1995 and 2001, but by 2007, enrollment had declined to the 1995 level.*



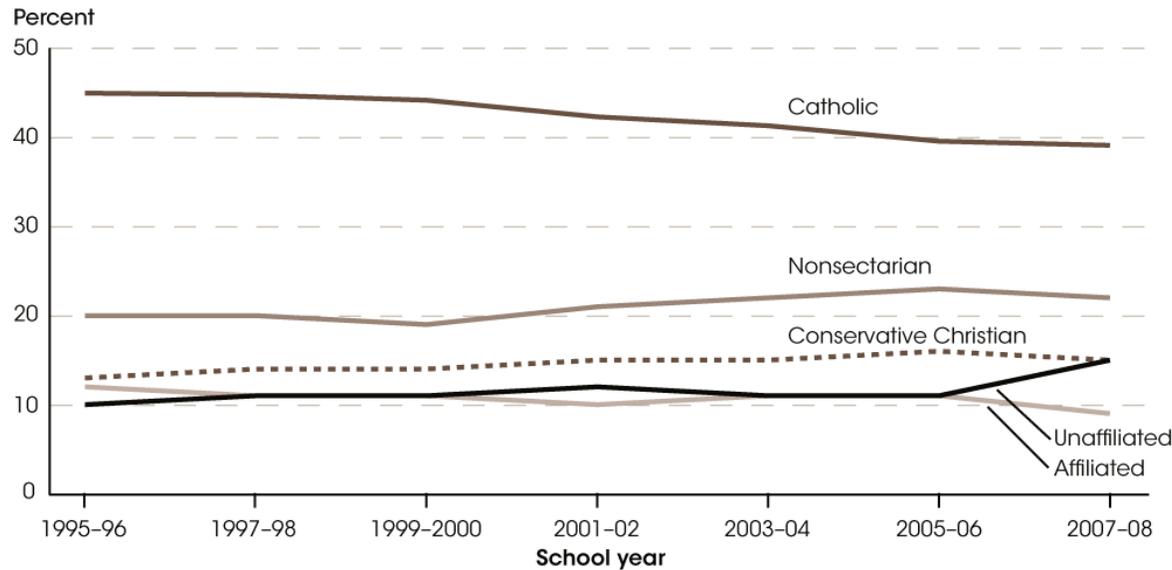
Indicators 2 and 3

Public and private school enrollment in grades prekindergarten (preK) through 12, by control: Various years, school years 1995–96 through 2007–08

NOTE: The biennial Private School Universe Survey (PSS) is collected in the fall of odd-numbered years, therefore, private school numbers for alternate years are estimated based on data from the PSS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1995–96 through 2007–08 and Private School Universe Survey (PSS), various years, 1995–96 through 2007–08.

Private School Enrollment Distribution



▪ Catholic schools maintained the largest share of private school enrollment in 2007-08, at 39 percent, although this percentage was down from 45 percent in 1995-96.



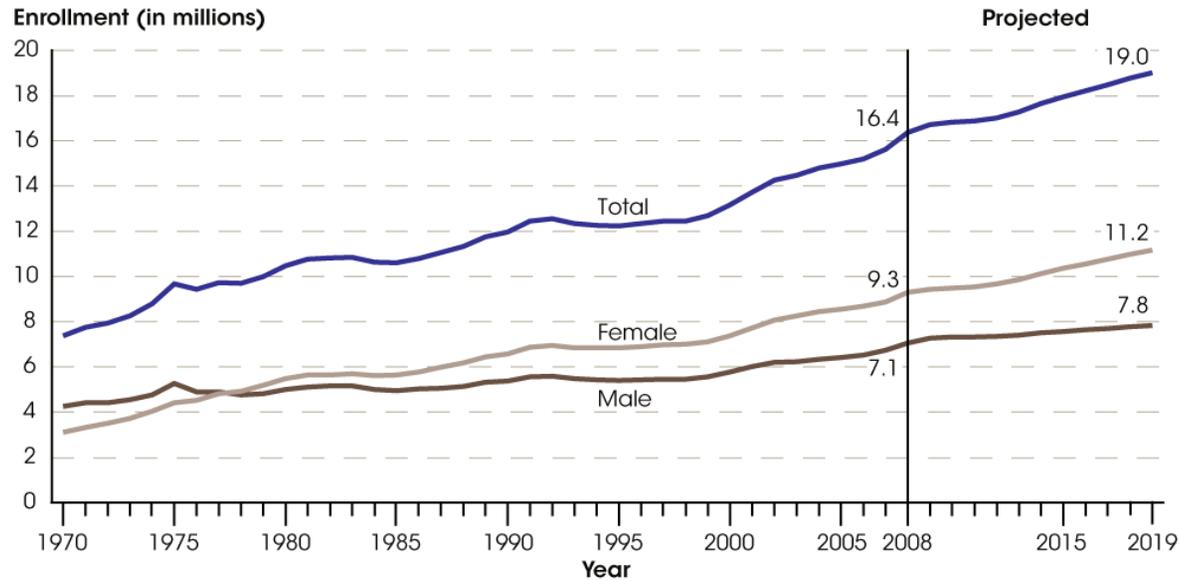
Indicator 3

Percentage distribution of private school students in prekindergarten through grade 12, by school type: Various years, school years 1995-96 through 2007-08

NOTE: Affiliated religious schools have a specific religious orientation or purpose, but are not Catholic. Unaffiliated schools are those that have a more general religious orientation or purpose, but are not classified as Conservative Christian or affiliated with a specific religion. Nonsectarian schools do not have a religious orientation or purpose. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1995-96 through 2007-08.

Undergraduate Enrollment in College



- From 1970 to 2008, undergraduate enrollment in college increased from 7.4 million students to 16.4 million.
- Enrollment is projected to reach 19.0 million students by 2019, and 59 percent of students will be female.



Indicator 7

Actual and projected total undergraduate enrollment in degree-granting postsecondary institutions, by sex: Fall 1970–2019

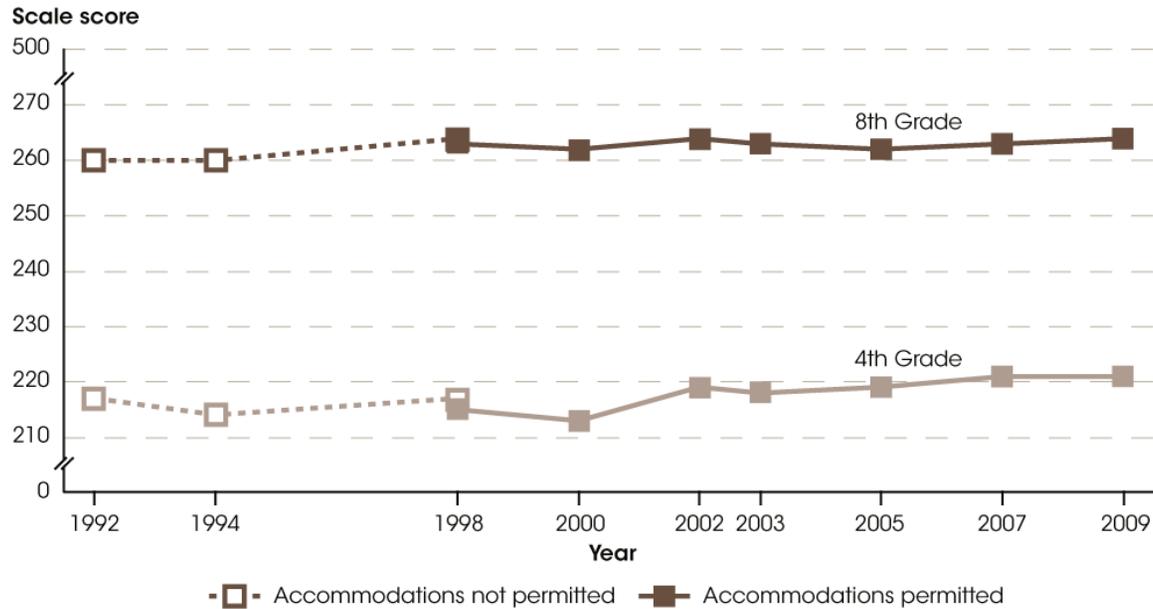
NOTE: The most recent year of actual data is 2008, and 2019 is the last year for which projected data are available. For more information on projections, see NCES 2010-069. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys, 1970 through 1985; and 1990 through 2008 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:90–99) and Spring 2001 through Spring 2009; and Enrollment in Degree-Granting Institutions Model, 1980–2008.



Learner Outcomes

NAEP Reading Scores



- *Between 1992 and 2009, the average NAEP reading scores increased 4 points for both 4th-graders and 8th-graders.*
- *The average NAEP reading score for 4th-graders was 221 in 2007 and 2009, while the average NAEP reading score for 8th-graders increased by 1 point from 263 to 264.*



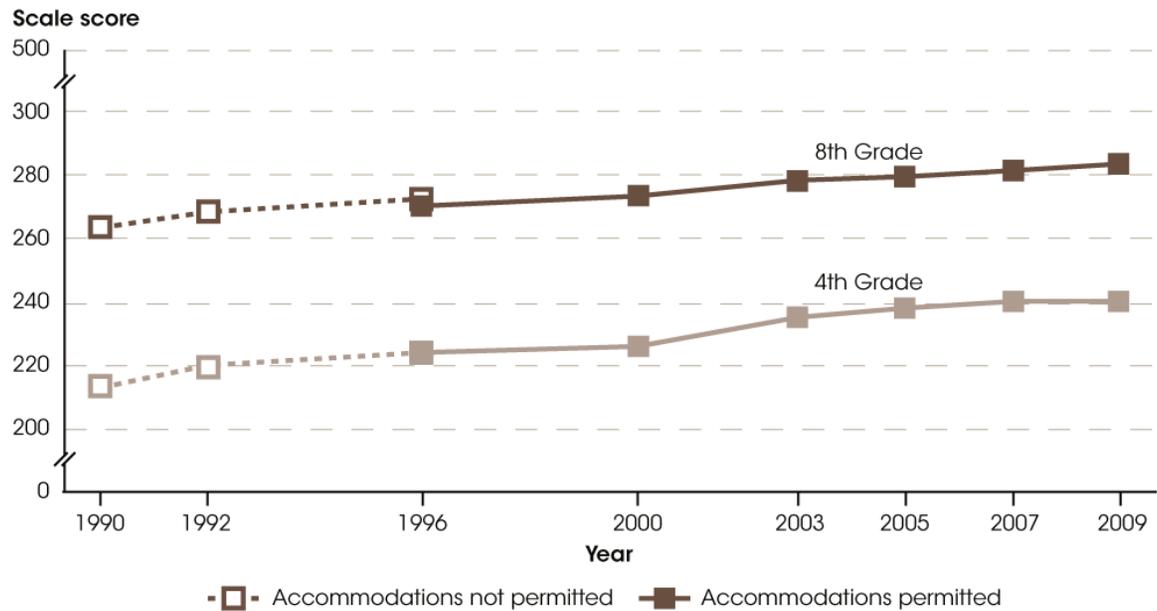
Indicator 9

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

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

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

NAEP Mathematics Scores



- *Since 1990, scores for 4th-graders have increased by 27 points and 8th-grade scores have increased by 20 points.*
- *Students' average mathematics scores at grade 4 have increased each assessment year since 1990 through 2007. The 2009 score for 8th-graders was the highest of all assessment years.*



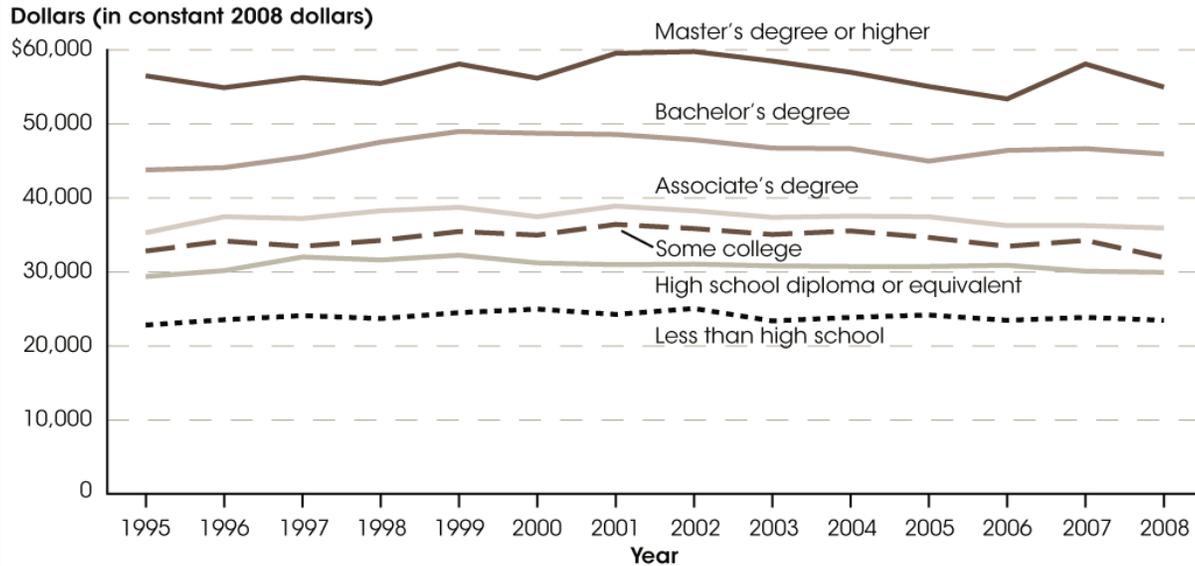
Indicator 11

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

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

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

Median Earnings for Adults, ages 25–34



▪ In 2008, young adults with a bachelor's degree earned 53 percent more than high school completers and 96 percent more than those without a high school diploma.



Indicator 17

Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: 1995–2008

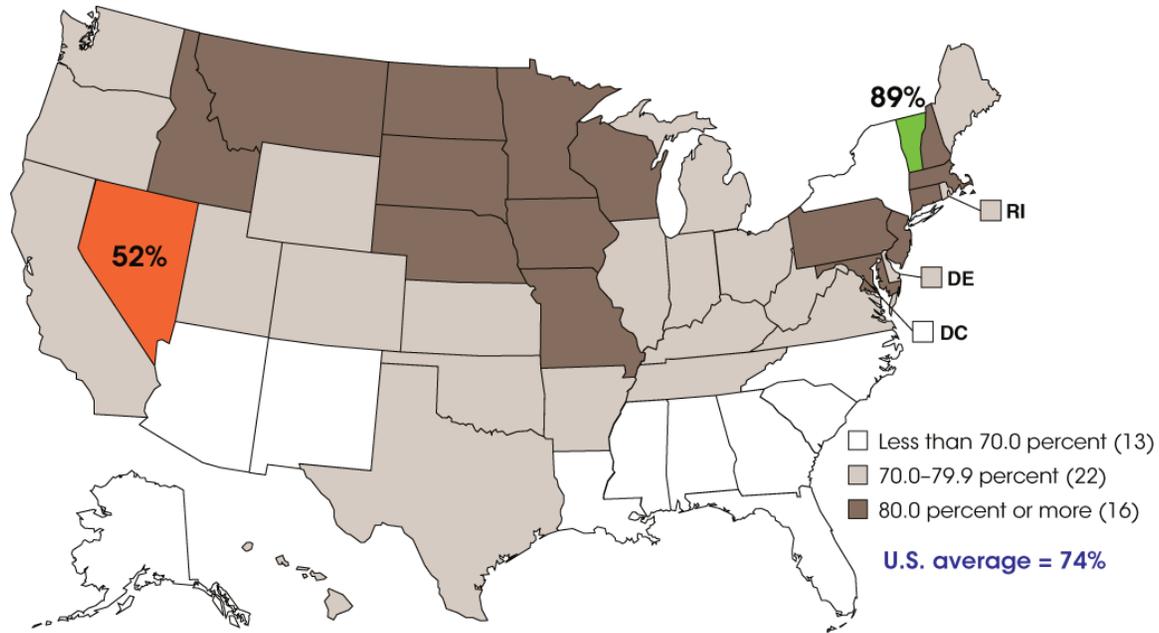
NOTE: Earnings are presented in 2008 constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow for direct comparison across years. *Full-year worker* refers to those who were employed 50 or more weeks during the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1996–2009.



*Student Effort and
Educational Progress*

Averaged Freshman Graduation Rate (AFGR)



- In 2007, the AFGR was 74 percent overall in U.S. public schools.
- Vermont had the highest rate at 89 percent, and Nevada had the lowest rate at 52 percent.



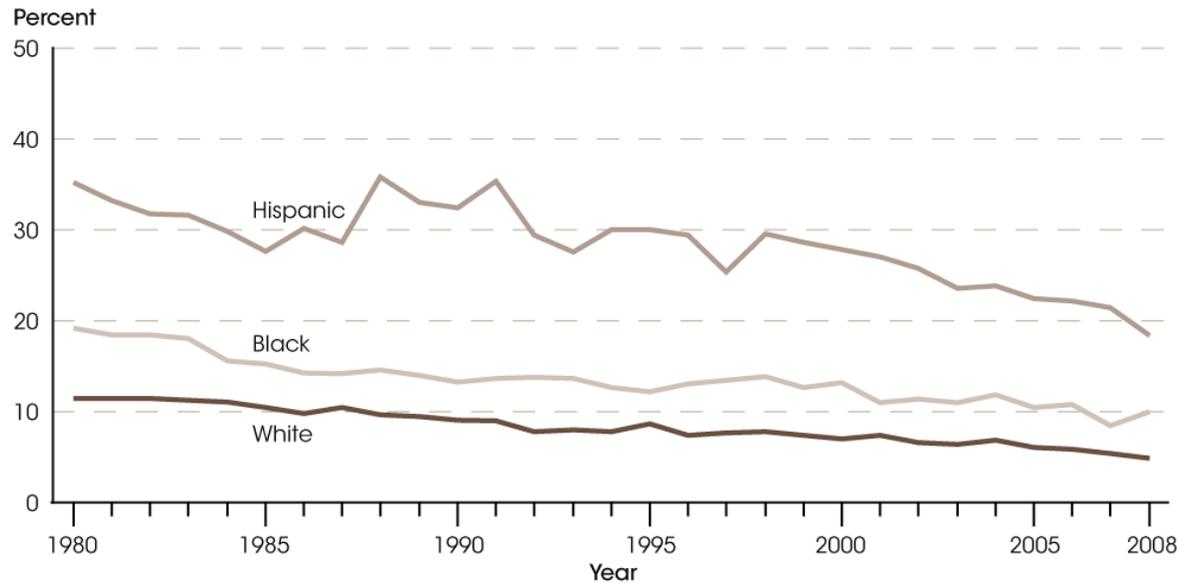
Indicator 18

Averaged freshman graduation rate for public high school students, by state: School year 2006–07

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

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

Status Dropout Rates



- *The percentages of 16- through 24-year-olds without a high school credential and who are not enrolled in school have declined for Whites, Blacks and Hispanics since 1980.*
- *The gaps between Hispanics and Whites and between Hispanics and Blacks have narrowed.*



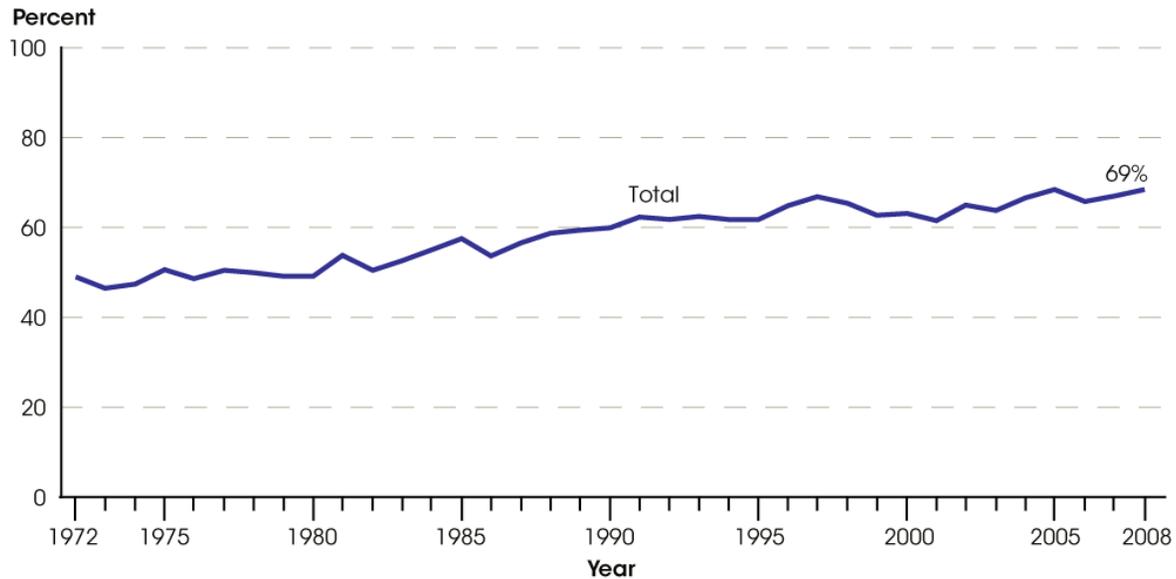
Indicator 19

Status dropout rates of 16- through 24-year-olds in the civilian, noninstitutionalized population, by selected race/ethnicity: October Current Population Survey (CPS) 1980–2008

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or an equivalency credential such as a General Educational Development [GED] certificate). The status dropout rate includes all dropouts regardless of when they last attended school. The Black and White race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1980–2008.

Immediate College Enrollment Rate



▪ *In 2008, some 69 percent of high school completers enrolled in college in the fall.*

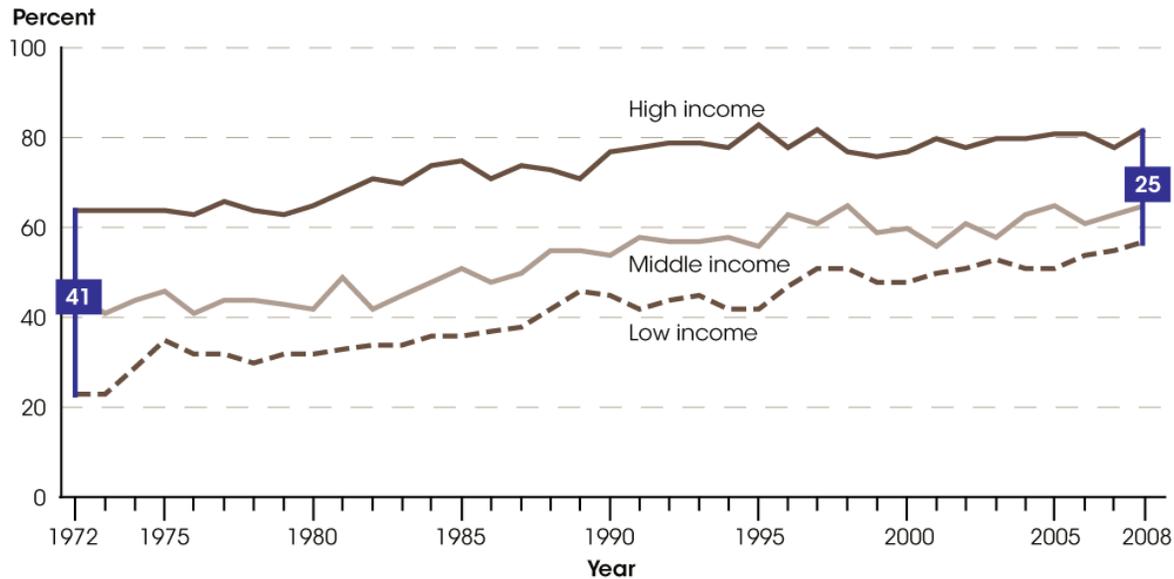
Indicator 20

Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion: 1972–2008

NOTE: Figures include high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year.

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

Immediate College Enrollment Rate



▪ In 2008, there was a gap of 25 percentage points between the immediate college enrollment rates of students from high- and low-income families.



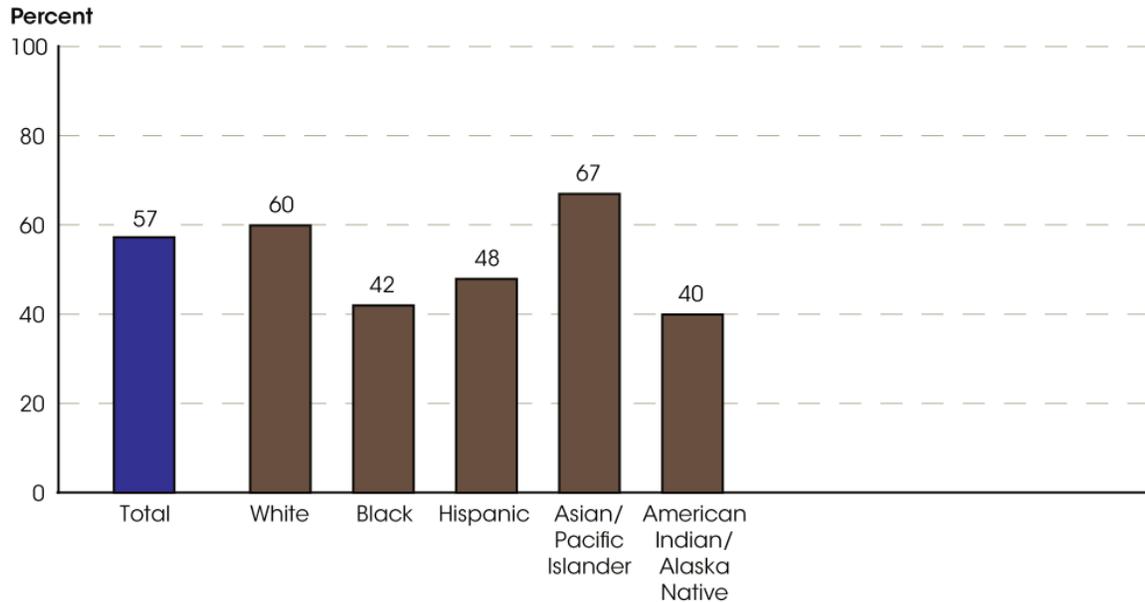
Indicator 20

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

NOTE: Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income category, moving average rates are presented. Moving average rates were generally calculated as the average of the annual rates for 3 adjacent years: the year in question, the year immediately before it, and the year immediately after it. For 1972, 1973, 1975, and 2008, data are not available for 1 of the 3 adjacent years, so the moving average rate was calculated as the average of the annual rates in the 2 available adjacent years. Figures include high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. Family income data were not available for 1974.

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

Postsecondary Graduation Rates within 6 Years



- Overall, about 57 percent of first-time, full-year students in 2001 completed a bachelor's degree within 6 years.
- Less than half of Black, Hispanic and American Indian/Alaska Native students who started full-time college in 2001 finished a bachelor's degree within 6 years.



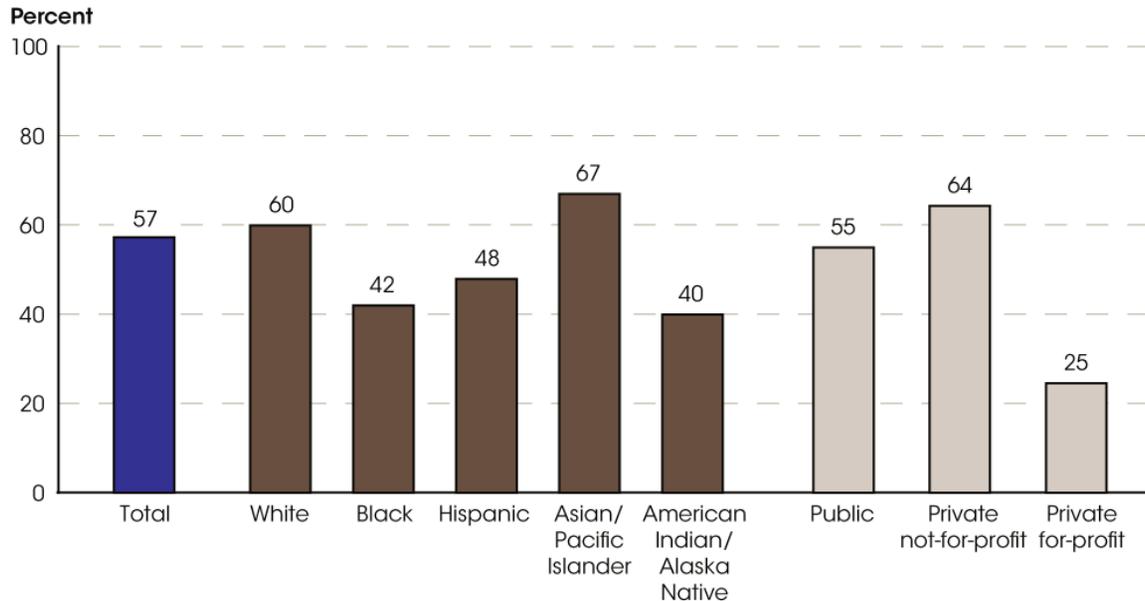
Indicator 21

Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree at that institution within 6 years, by race/ethnicity: Cohort year 2001

NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor's degree or its equivalent. Students who transferred to another 4-year institution and graduated from the other institution do not count towards the initial institution's rate. Race categories exclude persons of Hispanic ethnicity. Persons with unknown race/ethnicity and nonresident alien are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.

Postsecondary Graduation Rates within 6 Years



▪ *The 6-year rate for private not-for-profit institutions was 64 percent, compared with 55 percent for public institutions and 25 percent for private for-profit institutions.*



Indicator 21

Percentage of students seeking a bachelor’s degree at 4-year institutions who completed a bachelor’s degree at that institution within 6 years, by race/ethnicity and control of institution: Cohort year 2001

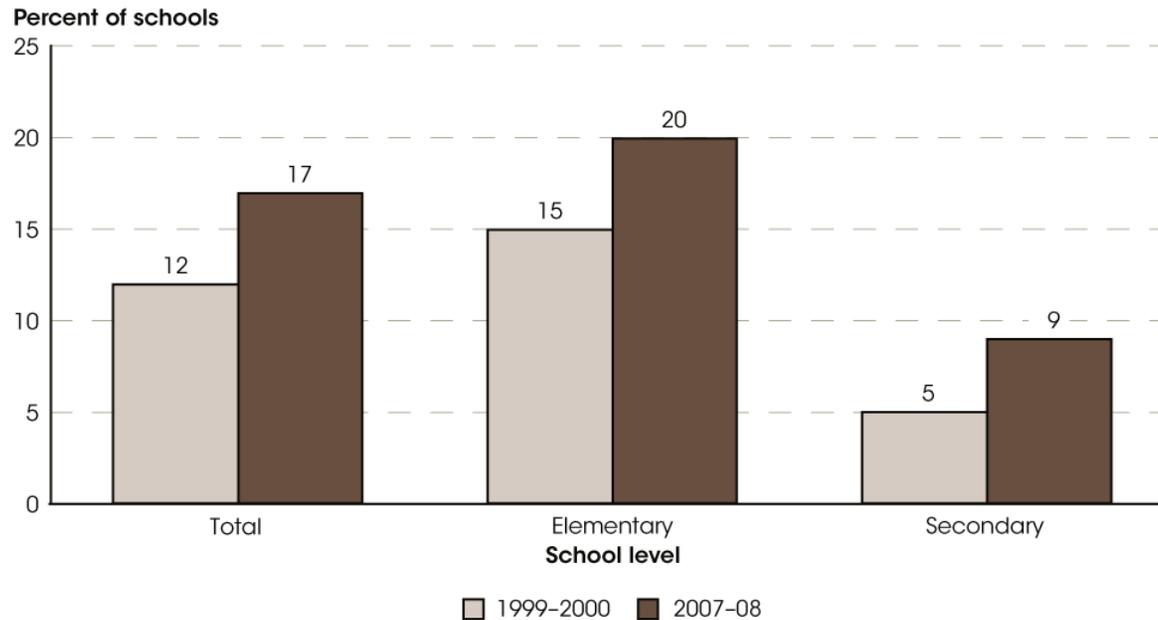
NOTE: The rate was calculated in the manner required for disclosure and reporting purposes under the Student Right-To-Know Act as the total number of completers within the specified time to degree attainment divided by the revised cohort minus any allowable exclusions. The revised cohort is the spring 2008 estimate of the number of students entering the institution in 2001 as first-time, full-time undergraduates seeking a bachelor’s degree or its equivalent. Students who transferred to another 4-year institution and graduated from the other institution do not count towards the initial institution’s rate. Race categories exclude persons of Hispanic ethnicity. Persons with unknown race/ethnicity and nonresident alien are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008, Graduation Rates component.



*Focus on
High-Poverty Schools*

High-Poverty Schools



▪ *In 2007–08, over 16,000 public schools in the United States, or 17 percent, were high-poverty, whereas in 2000, some 12 percent of our public schools fit this description.*



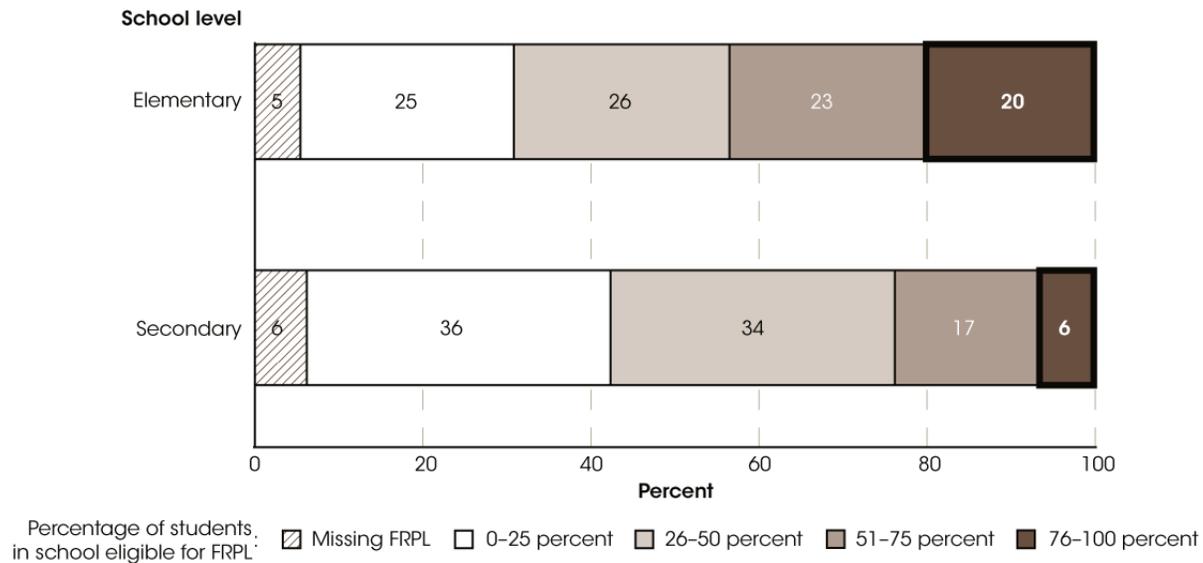
Indicator 24

Percentage of public schools with more than 75 percent of school enrollment eligible for free or reduced-price lunch (FRPL), by school level: School years 1999–2000 and 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 1999–2000 (version 1b) and 2007–08 (version 1a).

Students in High-Poverty Schools



▪ ***In 2007–08, high-poverty public schools educated 20 percent of our elementary school students and 6 percent of our high school students.***



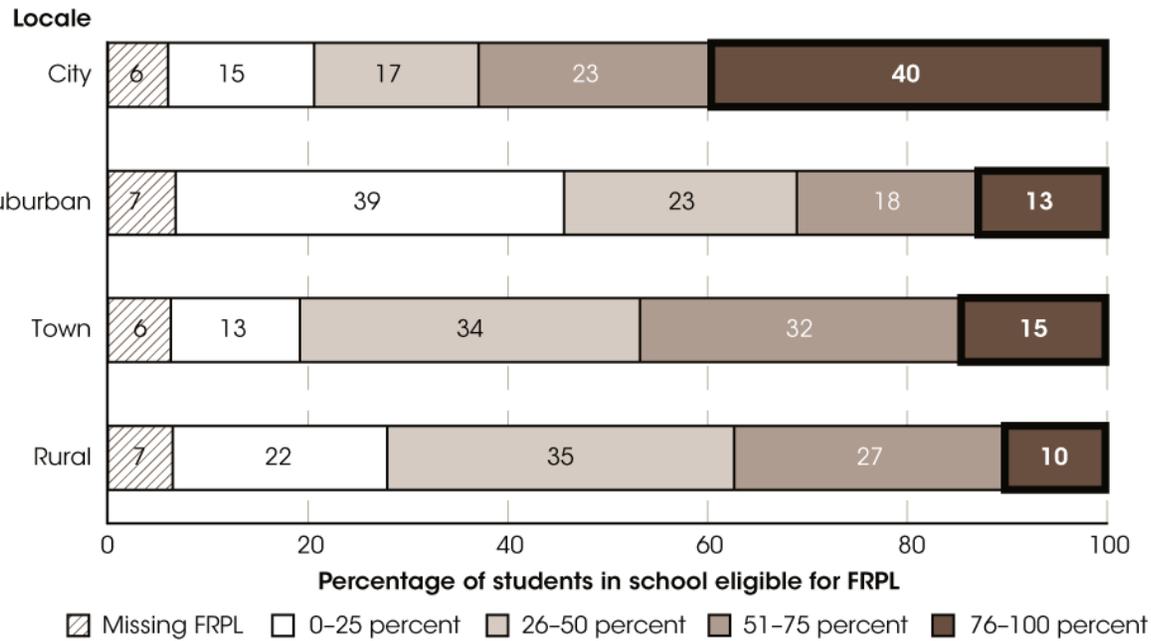
Indicator 25

Percentage distribution of students across schools, by school level and percentage of students in school eligible for free or reduced-price lunch: School year 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08.

Locale by Poverty Status: Public Elementary Schools



▪ *In 2007–08, about 40 percent of city elementary schools were high-poverty, compared with 10–15 percent in the other locales.*



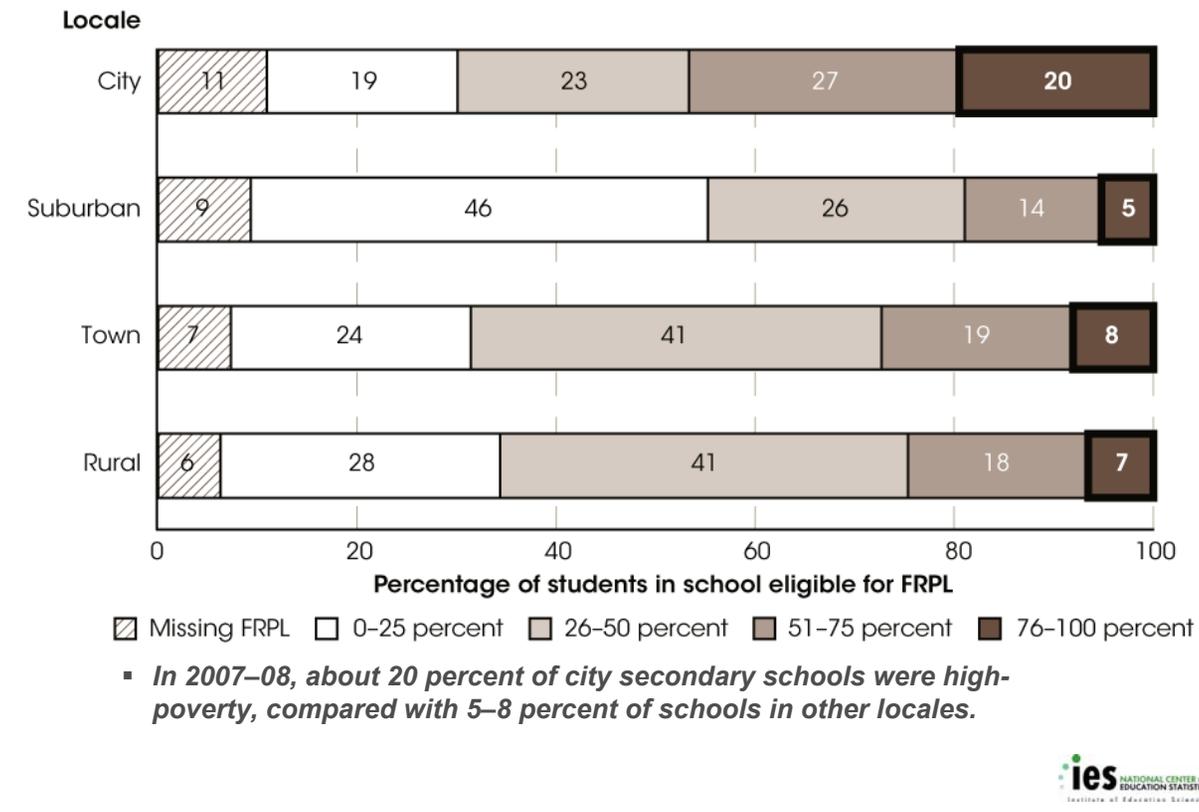
Indicator 24

Percentage distribution of public elementary schools, by locale and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08 (version 1a).

Locale by Poverty Status: Public Secondary Schools



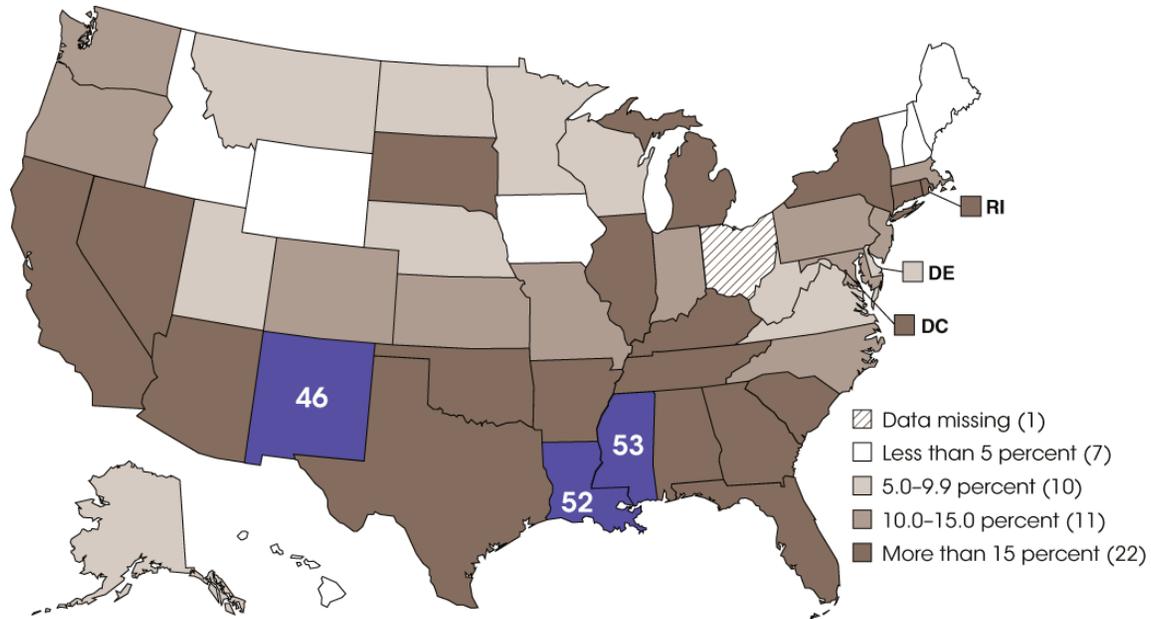
Indicator 24

Percentage distribution of public secondary schools, by locale and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08 (version 1a).

Percentage of Public Elementary Schools that are High-Poverty by State



▪ The states with the highest percentages of high-poverty elementary public schools in 2007-08 were Mississippi, at 53 percent, Louisiana, at 52 percent, and New Mexico, at 46 percent.

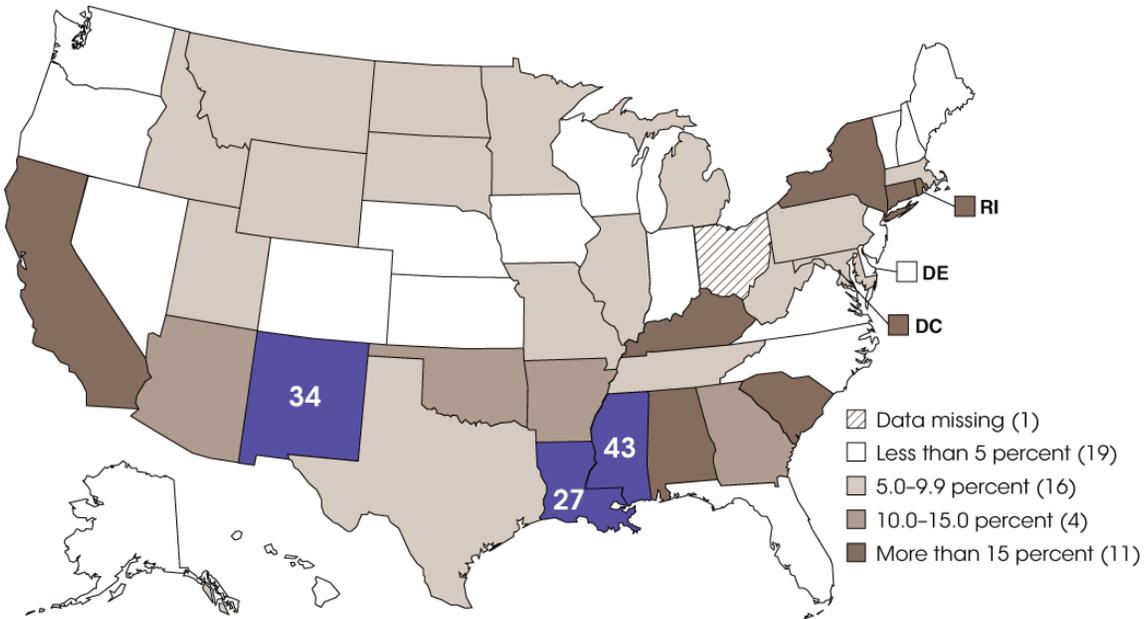
Indicator 24

Percentage of public elementary schools with more than 75 percent of school enrollment eligible for free or reduced-price lunch (FRPL), by state: School year 2007-08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08 (version 1a).

Percentage of Public Secondary Schools that are High-Poverty by State



▪ In 2007-08, some 43 percent of the secondary schools in Mississippi were high-poverty. In New Mexico, 34 percent were, and in Louisiana, it was 27 percent.



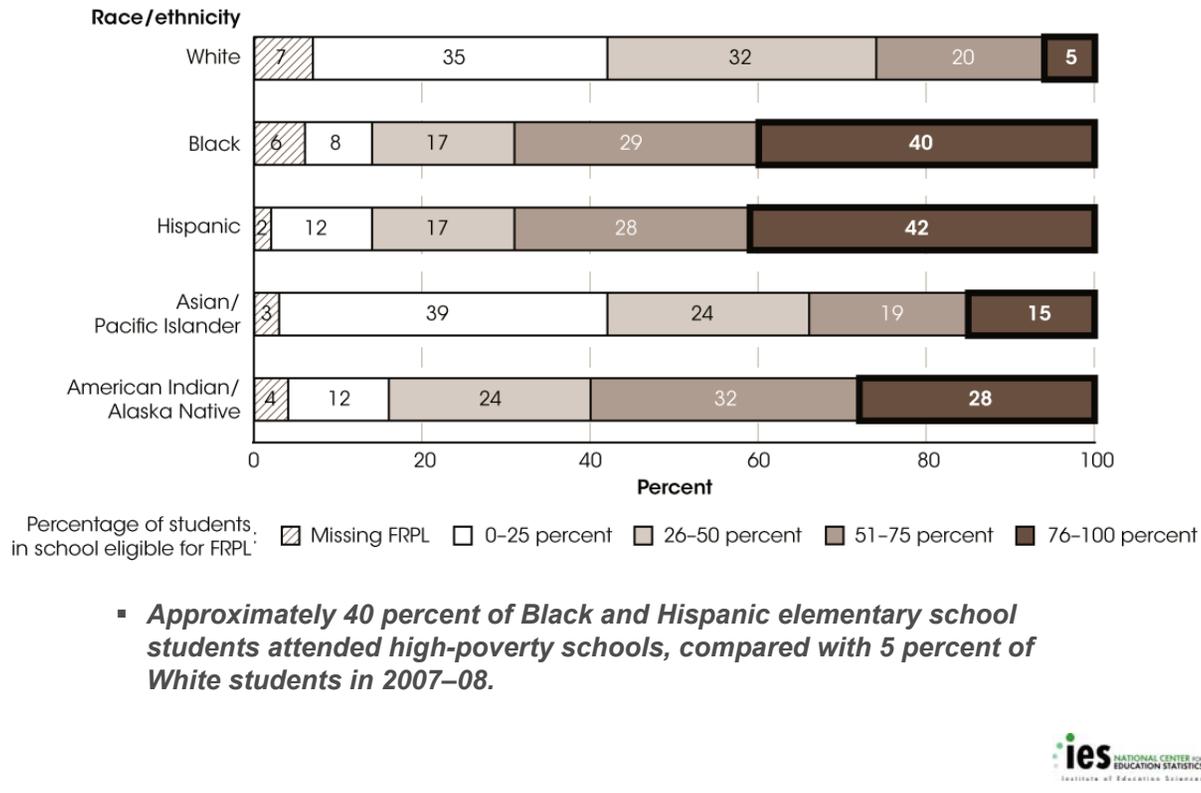
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Percentage of public secondary schools with more than 75 percent of school enrollment eligible for free or reduced-price lunch (FRPL), by state: School year 2007-08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2007-08 (version 1a).

School Poverty Distribution within Racial/ethnic Groups: Public Elementary Schools



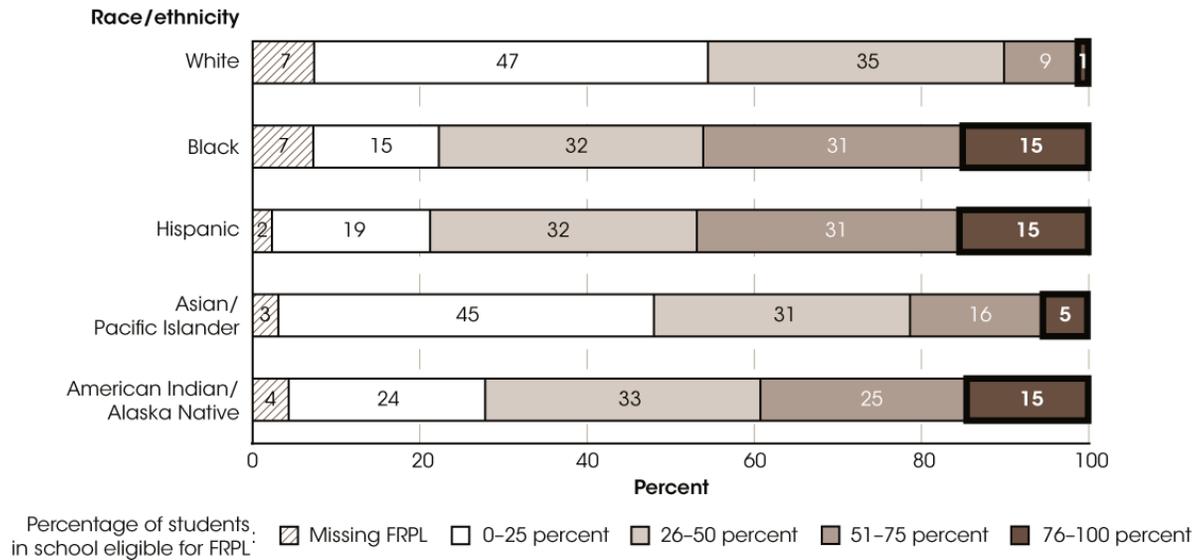
Indicator 25

Percentage distribution of public elementary school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08 (version 1a).

School Poverty Distribution within Racial/Ethnic Groups: Public Secondary Schools



▪ *In 2007–08, some 15 percent of Black, Hispanic, and American Indian/Alaska Native secondary school students attended high-poverty schools, compared with 1 percent of White students.*



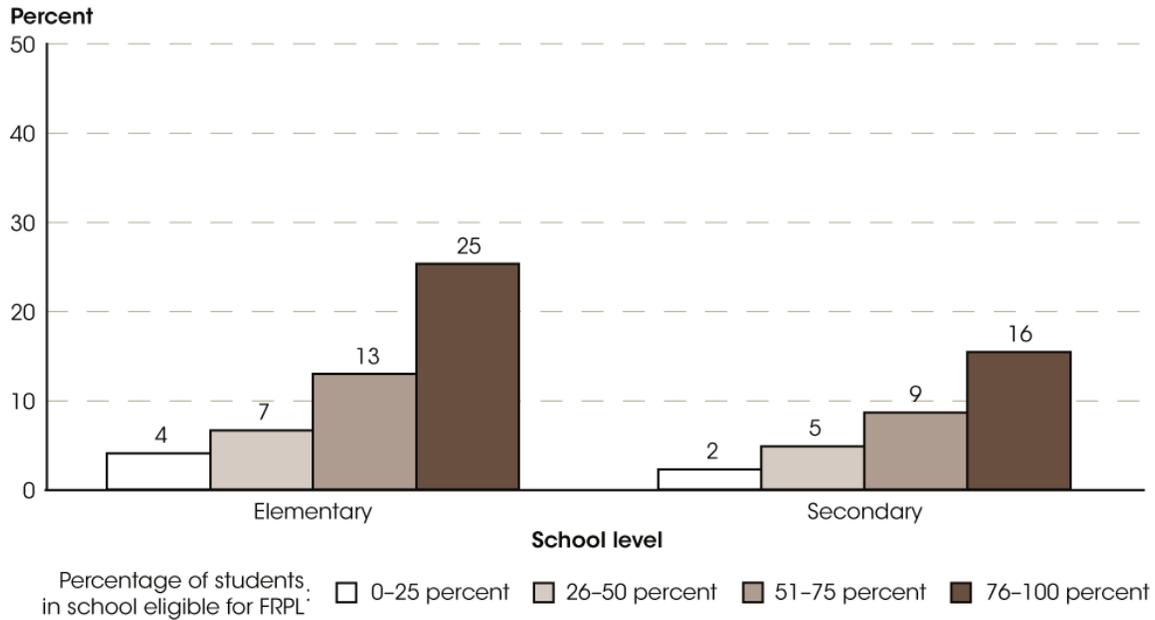
Indicator 25

Percentage distribution of public secondary school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2007–08 (version 1a).

Public School Poverty and Limited-English Proficient (LEP) Enrollment



▪ **Greater percentages of students in high-poverty public schools were limited-English proficient (LEP) than in low-poverty schools in 2007-08.**



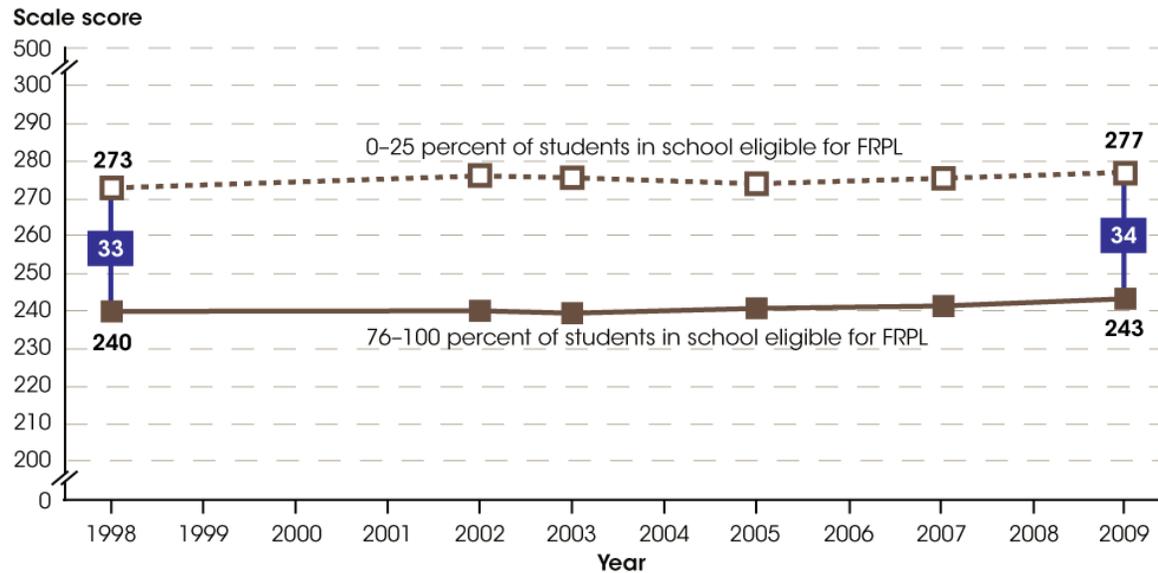
Indicator 24

Percentage of public school students who were limited-English proficient (LEP), by school level and percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007-08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2007-08.

8th-grade NAEP Reading Scores by School Poverty Status



▪ *The reading achievement gap between low- and high-poverty 8th-grade students was 34 points in 2009.*



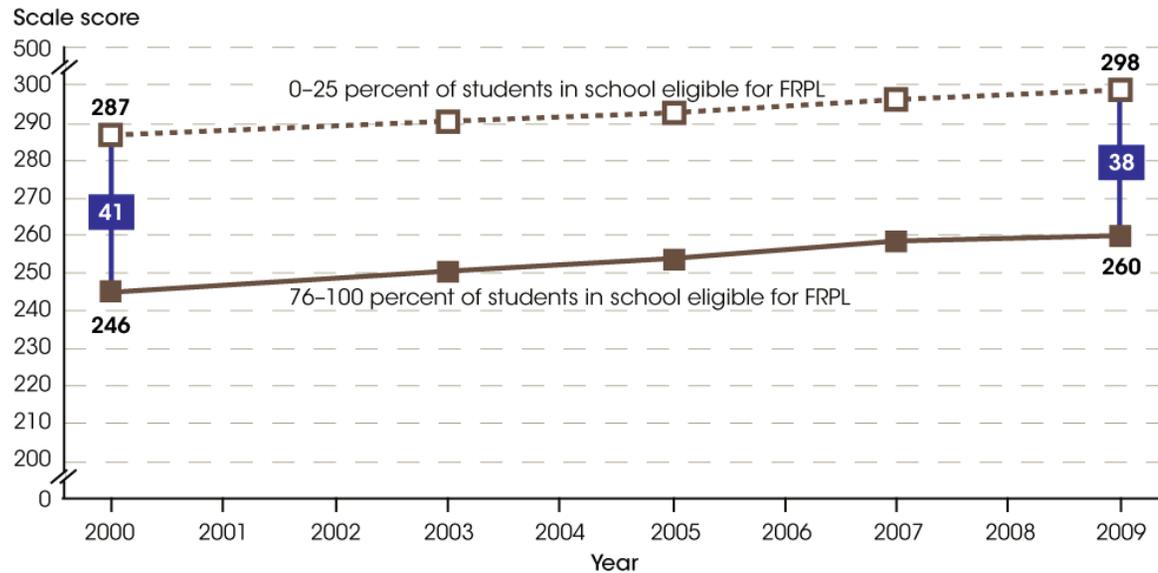
Indicator 9

Average 8th-grade reading scale scores, by percentage of students in school eligible for free or reduced-price lunch (FRPL): Selected years, 1998 through 2009

NOTE: The National Assessment of Educational Progress (NAEP) reading scale ranges from 0 to 500. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2009 Reading Assessments, NAEP Data Explorer.

8th-grade NAEP Mathematics Scores by School Poverty Status



▪ *The mathematics achievement gap between low- and high-poverty 8th-grade students was 38 points in 2009.*



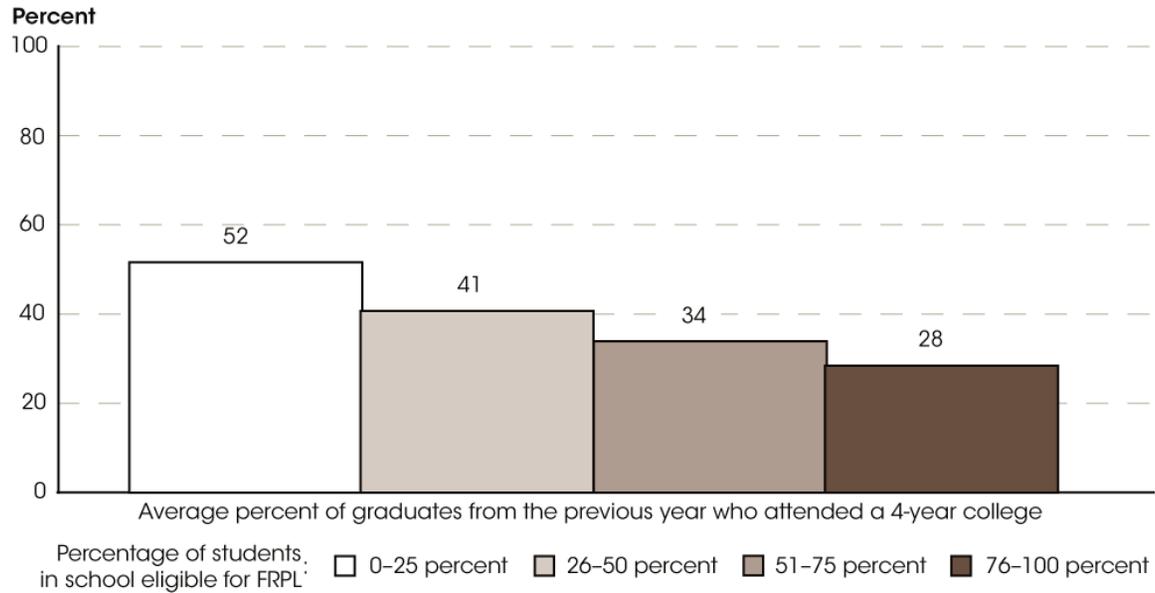
Indicator 11

Average 8th-grade mathematics scale scores, by percentage of students in school eligible for free or reduced-price lunch (FRPL): Selected years, 2000 through 2009

NOTE: The National Assessment of Educational Progress (NAEP) mathematics scale ranges from 0 to 500. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 2000–2009 Mathematics Assessments, NAEP Data Explorer.

Immediate 4-year College Enrollment Rates by Public School Poverty Status



▪ *The immediate 4-year college enrollment rate at high-poverty secondary schools was about half that at low-poverty secondary schools in 2007–08.*



Indicator 24

Administrator reports of the average percentage of high school graduates attending 4-year institutions, by percentage of students in school eligible for free or reduced-price lunch (FRPL): School year 2007–08

NOTE: The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 130 percent of the poverty threshold for free lunch, or between 130 percent and 185 percent of the poverty threshold for reduced-price lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Data File,” 2007–08.

The Condition of Education 2010

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