Table 252. Bachelor’s, master’s, and doctor’s degrees conferred by degree-granting institutions, by sex of student and field of study: 2004–05

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<tr>
<th>Field of study</th>
<th>Bachelor’s degrees requiring 4 or 5 years</th>
<th>Master’s degrees</th>
<th>Doctor’s degrees (Ph.D., Ed.D., etc.)</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Males</td>
<td>Females</td>
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<tr>
<td>All fields, total</td>
<td>1,439,264</td>
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<td>826,264</td>
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<tr>
<td>Agriculture and natural resources</td>
<td>23,002</td>
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<td>11,045</td>
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<td>Agriculture, general</td>
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<tr>
<td>Agriculture business</td>
<td>1,382</td>
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<tr>
<td>Agriculture and forestry</td>
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<td>622</td>
<td>637</td>
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<tr>
<td>Agricultural economics</td>
<td>622</td>
<td>326</td>
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<tr>
<td>Animals sciences, general</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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<tr>
<td>Animal sciences, nutrition</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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<tr>
<td>Animal sciences, other</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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<tr>
<td>Animal nutrition</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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<tr>
<td>Dairy science</td>
<td>1,339</td>
<td>607</td>
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<td>Livestock management</td>
<td>1,339</td>
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<td>1,339</td>
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<td>1,339</td>
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<td>Plant sciences, general</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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<tr>
<td>Animal sciences, nutrition</td>
<td>1,339</td>
<td>607</td>
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<tr>
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<tr>
<td>Animal nutrition</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
</tr>
<tr>
<td>Plant sciences, general</td>
<td>1,339</td>
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<td>732</td>
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<tr>
<td>Agriculture and horticultural plant breeding</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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<tr>
<td>Plant protection and integrated pest management</td>
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<tr>
<td>Range science and management</td>
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<tr>
<td>Plant sciences, other</td>
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<tr>
<td>Soil science and agronomy, general</td>
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<tr>
<td>Soil sciences, other</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
</tr>
<tr>
<td>Agriculture and agriculture operations, and related sciences, other</td>
<td>1,339</td>
<td>607</td>
<td>732</td>
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U.S. Department of Education  
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Secretary

Institute of Education Sciences  
Grover J. Whitehurst  
Director

National Center for Education Statistics  
Mark Schneider  
Commissioner

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FOREWORD

The 2006 edition of the Digest of Education Statistics is the 42nd in a series of publications initiated in 1962. The Digest has been issued annually except for combined editions for the years 1977–78, 1983–84, and 1985–86. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international comparisons. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Although the Digest contains important information on federal education funding, more detailed information on federal activities is available from federal education program offices.

The Digest contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Programs for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Libraries and Educational Technology. Preceding these chapters is an Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The Digest concludes with three appendixes. The first appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the Digest tables; the second, Definitions, is included to help readers understand terms used in the Digest; and the third, Index of Table Numbers, allows readers to quickly locate tables on specific topics.

In addition to updating many of the statistics that have appeared in previous years, this edition contains new material, including

- average base salary for full-time public elementary and secondary school teachers with a bachelor’s degree as their highest degree, by years of full-time teaching experience and state (table 73);
- average base salary for full-time public elementary and secondary school teachers with a master’s degree as their highest degree, by years of full-time teaching experience and state (table 74);
- averaged freshman graduation rates for public secondary schools, by state (table 101);
- average reading scale scores of 4th- and 8th-graders, by selected student and parent characteristics and school type (table 116);
- average mathematics scale scores of 4th-, 8th-, and 12th-graders, by selected student and parent characteristics and school type (table 127);
- average science scale scores and achievement-level results of 4th-, 8th-, and 12th-graders, by selected student characteristics and percentile (table 128);
- number and percentage of students expelled and suspended from public elementary and secondary schools, by sex, race/ethnicity, and state (tables 148 and 149);
- bachelor’s, master’s, and doctor’s degrees conferred by degree-granting institutions, by field of study (table 257); and
- current postsecondary education and employment status, wages earned, and living arrangements of special education students out of secondary school up to 4 years, by type of disability (table 383).

Updates to tables from the next Digest of Education Statistics will appear on the NCES website prior to printing the full edition. The Digest can be accessed from http://nces.ed.gov/programs/digest.

Val Plisko
Associate Commissioner
Early Childhood, International, and Crosscutting Studies Division
ACKNOWLEDGMENTS

Many people have contributed in one way or another to the development of the Digest of Education Statistics 2006. Thomas D. Snyder was responsible for the overall development and preparation of this edition of the Digest, which was prepared under the general direction of Valena Plisko. William Sonnenberg provided statistical computing consultation.

Much of the work for this report was performed by staff of the Education Statistics Services Institute (ESSI), which is funded by NCES and composed of staff from the American Institutes for Research (AIR) and a number of partner organizations. Numerous ESSI staff contributed to this work, which was performed under the management of AIR project leader Sally Dillow. Mary Ann Fox of AIR served as overall manager for ESSI annual reports work, which includes the Digest project, and provided statistical consultation and programming support. Also at AIR, Richa Arora played a key role in coordinating the updating and formatting of the Digest tables, with other key players in these tasks including Sanyu Kibuka, Charmaine Llagas, and Mary Jo Metzler. Kevin Bianco and Lauren Drake of MacroSys Research and Technology also worked on updating and formatting the tables. Charlene Hoffman, a consultant, did most of the work on chapter 4 as well as the tables on degrees conferred. At AIR, Tom Nachazel, Robin Gurley, and Martin Hahn provided proofreading and editorial support, while Rachel Dinkes, Beth Jacinto, and Jill Walston contributed programming support. Sze-Wei Tang of Quality Information Partners also supplied programming support. At MacroSys Research and Technology, Qingshu Xie provided programming support and Michael Stock desktoped the volume under the supervision of Kalle Culotta. Outside of ESSI, others who provided data for this edition of the Digest included Mary Bowler of the Bureau of Labor Statistics, Alison Kennedy of UNESCO Institute for Statistics, and Lynn Newman of SRI International.

This year's edition of the Digest has received extensive reviews by many individuals within and outside the U.S. Department of Education. We wish to thank them for their time and expert advice. Marilyn Seastrom, Chief Statistician of the National Center for Education Statistics (NCES), supervised the review of the publication. Duc-Le To of the Institute of Education Sciences reviewed the publication. NCES staff who reviewed portions of the manuscript were Julia Bloom, Stephen Broughman, Kathryn Chandler, Chris Chapman, Steve Gorman, Bernard Greene, Kerry Gruber, Lee Hoffman, Barbara Holton, Frank Johnson, Frank Morgan, Larry Ogle, Jeffrey Owings, Peggy Quinn, Quansheng Shen, Cathy Statham, Bruce Taylor, and John Wirt. Stacey Bielick, Frank Avenilla, and Greg Kienzl of AIR also reviewed the manuscript, as did Sarah Grady of MacroSys Research and Technology. The ESSI technical review team included staff of AIR (Kevin Bromer, Dan McGrath, Stephen Mistler, Alison Slade, Robert Stillwell, Aparna Sundaram, Jed Tank, and Zeyu Xu); Child Trends (Akemi Kinukawa and Siri Warkentien); MacroSys Research and Technology (Matt Adams and Stephen Hocker); the National Institute of Statistical Sciences (Xiaolei Wang); and Quality Information Partners (Alexandra Henning).
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INTRODUCTION

In the fall of 2006, about 72.7 million persons were enrolled in American schools and colleges (table 1). About 4.5 million persons were employed as elementary and secondary school teachers and as college faculty, in full-time equivalents (FTE). Other professional, administrative, and support staff at educational institutions numbered 5.0 million. All data for 2006 in this Introduction are projected. Some data for other years are projected or estimated as noted.

Elementary/Secondary Education

Enrollment

Enrollment in public elementary and secondary schools rose 24 percent between 1985 and 2006 (table 2). The fastest public school growth occurred in the elementary grades (pre-kindergarten through grade 8), where enrollment rose 25 percent over this period, from 27.0 million to 33.9 million. Public secondary school enrollment declined 8 percent from 1985 to 1990, but then rose 33 percent from 1990 to 2006, for a net increase of 21 percent. Private school enrollment grew more slowly than public school enrollment from 1985 to 2006, rising 10 percent, from 5.6 million to 6.1 million. As a result, the proportion of students enrolled in private schools declined from 12.4 percent in 1985 to 11.1 percent in 2006. Since the enrollment rates of kindergarten, elementary, and secondary school-age children did not change substantially between 1985 and 2005 (table 7), increases in public and private elementary school enrollment have been driven primarily by increases in the number of children in this age group.

The National Center for Education Statistics (NCES) forecasts record levels of total elementary and secondary enrollment through at least 2015, as the school-age population continues to rise. The projected fall 2006 public school enrollment is expected to be a new record, but new records are expected every year through 2015, the last year for which NCES enrollment projections have been developed (table 3). Public elementary school enrollment (prekindergarten through grade 8) is projected to show a slight decline of 1 percent between 2003 and 2005, and then increase, so that the fall 2015 projected enrollment is 7 percent higher than the 2006 projected enrollment. Public secondary school enrollment (grades 9 through 12) is expected to show a net decline of 2 percent between 2006 and 2015.

Teachers

A projected 3.6 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2006 (table 4). This number has risen 19 percent since 1996. The 2006 projected number of teachers includes 3.2 million public school teachers and 0.5 million private school teachers.

The number of public school teachers has risen faster than the number of public school students over the past 10 years, resulting in declines in the pupil/teacher ratio (table 61). In the fall of 2006, there were a projected 15.4 public school pupils per teacher, compared with 17.1 public school pupils per teacher 10 years earlier.

The salaries of public school teachers lost purchasing power in the 1970s due to inflation, but increased at a greater rate than inflation in the 1980s, and since 1990–91 the salaries have generally maintained pace with inflation (table 75). The average salary for teachers in 2004–05 was $47,750, about 2 percent higher than in 1994–95, after adjustment for inflation.

Student Performance

Most of the student performance data in the Digest are drawn from the National Assessment of Educational Progress (NAEP). NAEP conducts assessments using three basic designs: long-term trend NAEP, national NAEP, and state NAEP. These three basic designs are described in the paragraphs that follow.

NAEP long-term trend assessments provide information on changes in the basic achievement of America’s youth since the early 1970s. They are administered nationally and report student performance at ages 9, 13, and 17 in reading and mathematics. Measuring trends of student achievement or change over time requires the precise replication of past procedures. For example, students of specific ages are sampled in order to maintain consistency with the original sample design. Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices.

The main NAEP assessments provide current information on changes in the basic achievement of America’s youth since the early 1970s. They are administered nationally and report student performance at ages 9, 13, and 17 in reading and mathematics. Measuring trends of student achievement or change over time requires the precise replication of past procedures. For example, students of specific ages are sampled in order to maintain consistency with the original sample design. Similarly, the long-term trend instrument does not evolve based on changes in curricula or in educational practices.

The main NAEP assessments provide current information for the nation and specific geographic regions. They include students drawn from both public and private schools and report results for student achievement at grades 4, 8, and 12. The main NAEP assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. The NAEP frameworks are designed to reflect changes in educational objectives and curricula. Because the assessment items reflect
curricula associated with specific grade levels, the main NAEP uses samples of students at those grade levels. The differences in procedures between the main NAEP and the long-term trend NAEP mean that their results cannot be compared directly.

Since 1990, NAEP assessments have also been conducted at the state level. Participating states receive assessment results that report on the performance of students in that state. The state assessment is identical in content to the assessment conducted nationally. However, because the national NAEP samples prior to 2002 were not designed to support the reporting of accurate and representative state-level results, separate representative samples of students were selected for each participating jurisdiction/state. From 1990 through 2001, the national sample was a subset of the combined sample of students assessed in each participating state, plus an additional sample from the states that did not participate in the state assessment. Since 2002, a combined sample of public schools has been selected for both state and national NAEP.

Reading

Overall achievement scores on the NAEP long-term trend reading assessment for the country’s 9-, 13-, and 17-year-old students are mixed. The average reading scores at ages 9 and 13 were higher in 2004 than in 1971 (table 110). The average score for 17-year-olds in 2004 was similar to that in 1971.

For Black 9-, 13-, and 17-year-olds, average reading scores in 2004 were higher than in 1971. At age 9, Black students scored higher on average in 2004 than in any previous administration year. For Blacks ages 13 and 17, scores increased between 1971 and 2004 (table 110). For White students, the average scores for 9- and 13-year-olds were also higher in 2004 than in 1971. Separate data for Hispanics were not gathered in 1971, but as with the other racial/ethnic groups, the average reading score for Hispanic students at age 9 was higher in 2004 than in any other assessment year. The average score for Hispanic students at age 13 shows an increase between 1975 and 2004. The scores for 17-year-old Hispanic students also increased between 1975 and 2004, but no measurable changes were seen between 1999 and 2004.

The 2005 main NAEP reading assessment of states found that reading proficiency varied among public school fourth-graders in the 53 participating jurisdictions (50 states, Department of Defense overseas and domestic schools, and the District of Columbia) (table 114). The U.S. average score was 217. The scores for the participating jurisdictions ranged from 191 in the District of Columbia and 204 in Mississippi to 231 in Massachusetts.

Mathematics

Results from NAEP long-term trend assessments of mathematics proficiency indicate that the scores of 9- and 13-year-old students were higher in 2004 than in 1973 (table 121). For White, Black, and Hispanic 9-, 13-, and 17-year-olds, average mathematics scale scores were higher in 2004 than in 1973.

The 2005 main NAEP assessment of states found that mathematics proficiency varied among public school eighth-graders in the 53 participating jurisdictions (50 states, Department of Defense overseas and domestic schools, and the District of Columbia) (table 125). Overall, 68 percent of these eighth-grade students performed at or above the Basic level in mathematics, and 29 percent performed at or above the Proficient level.

International Comparisons

In 2003, the performance of U.S. 15-year-olds, as measured by the Program for International Student Assessment (PISA), in mathematics literacy and problem solving was lower than the average performance for most Organization for Economic Cooperation and Development (OECD) countries (table 397). Along with the scale scores, PISA also used seven proficiency levels (below level 1 and levels 1 through 6, with level 6 being the highest level of proficiency) to describe student performance in mathematics literacy (table 398). In mathematics literacy, the United States had greater percentages of students below level 1 and at levels 1 and 2 than the OECD average percentages. The United States also had a lower percentage of students at levels 4, 5, and 6 than the OECD average percentages.

High School Graduates and Dropouts

The projected number of high school graduates in 2006–07 was 3,232,000 (table 99), including 2,912,000 public school graduates and 321,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2006–07 record number of high school graduates is higher than the former high points in 2005–06, when a projected 3,176,000 students earned diplomas, and in 1976–77, when 3,152,000 students earned diplomas. In 2003–04, an estimated 74.3 percent of public high school students graduated on time—that is, received a diploma 4 years after beginning their freshman year (table 101). The number of General Educational Development (GED) credentials issued rose from 332,000 in 1977 to 648,000 in 2001, before falling to 406,000 in 2004 (table 103). The status dropout rate—that is, the proportion of 16- to 24-year-olds who are not enrolled in school and have received neither a diploma nor an equivalency credential—declined over this period, from 14 percent in 1977 to 9 percent in 2005 (table 104).

Educational Technology

There has been widespread introduction of computers into the schools in recent years. In 2003, the average public school contained 136 instructional computers (table 422). One important technological advance that has come to classrooms following the introduction of computers has been connections to the Internet. The proportion of instructional rooms with access to the Internet increased from 51 percent in 1998 to 93 percent in 2003 (figure 29). Nearly all schools had access to the Internet in 2003 (table 422).
Postsecondary Education

College Enrollment

College enrollment hit a record level of 17.5 million in fall 2005. Another record of 17.6 million is anticipated for fall 2006 (table 3). Enrollment is expected to increase by an additional 13 percent between 2006 and 2015. Despite decreases in the traditional college-age population during the late 1980s and early 1990s, total enrollment increased during the late 1980s and early 1990s (tables 7, 15, 177, and 187). The traditional college-age population (18 to 24 years old) rose 15 percent between 1995 and 2005, which was reflected by an increase in college enrollment. Between 1995 and 2005, the number of full-time students increased by 33 percent compared to a 9 percent increase in part-time students (table 175). During the same time period, the number of men enrolled increased 18 percent, while the number of women enrolled increased 27 percent.

Faculty and Staff

In the fall of 2005, degree-granting institutions—defined as postsecondary institutions that grant an associate’s or higher degree and are eligible for Title IV federal financial aid programs—employed 1.3 million faculty members, including 0.7 million full-time and 0.6 million part-time faculty (table 228). About 19 percent of full-time faculty taught 15 or more hours per week, compared with 8 percent of part-time faculty (tables 233 and 234). About 9 percent of full-time faculty taught 150 or more students, compared with 2 percent of part-time faculty.

Postsecondary Degrees

The projections of the number of postsecondary degrees conferred during the 2005–06 school year by degree level show 682,000 associate’s degrees; 1,456,000 bachelor’s degrees; 584,000 master’s degrees; 85,100 first-professional degrees; and 49,500 doctor’s degrees (table 251).

Educational Attainment

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 1996 and 2006, the proportion of the adult population 25 years of age and over who had completed high school rose from 82 percent to 85 percent, and the proportion of adults with a bachelor’s degree increased from 24 percent to 28 percent (table 8). High school completers include those persons who graduated from high school with a diploma, as well as those who completed high school through equivalency programs. The proportion of young adults (25- to 29-year-olds) who had completed high school in 2006 (86 percent) was about the same as it was in 1996 (87 percent). Also, the proportion of young adults who had completed a bachelor’s degree in 2006 (28 percent) was not substantively different from the proportion in 1996 (27 percent).

Education Expenditures

Expenditures for public and private education, from kindergarten through graduate school (excluding postsecondary schools not awarding associate’s or higher degrees), are estimated at $922 billion for 2005–06 (table 25). Expenditures of elementary and secondary schools are expected to total $558 billion, while those of degree-granting postsecondary institutions are expected to total $364 billion. Total expenditures for education are expected to amount to 7.4 percent of the gross domestic product in 2005–06, about 0.5 percentage points higher than in 1995–96.

Interpreting Statistics

Readers should be aware of the limitations of statistics. These limitations vary with the exact nature of a particular survey. For example, estimates based on a sample of institutions will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey procedures. Standard errors are available for sample survey data appearing in this report. In most cases, standard errors for all items appear in the printed table. In some cases, only standard errors for key items appear in the printed table. Standard errors that do not appear in the tables are available from NCES upon request. Although some of the surveys conducted by NCES are census or universe surveys (which attempt to collect information from all potential respondents), all surveys are subject to design, reporting, and processing errors and errors due to nonresponse. Differences in sampling, data collection procedures, coverage of target population, timing, phrasing of questions, scope of nonresponse, interviewer training, data processing, coding, and so forth mean that the results from the different sources may not be strictly comparable. More information on survey methodologies can be found in the Guide to Sources (appendix A).

Unless otherwise noted, all data in this report are for the 50 states and the District of Columbia. Unless otherwise noted, all financial data are in current dollars, not adjusted for changes in the purchasing power of the dollar. Price indexes for inflation adjustments can be found in table 31.

Common data elements are collected in different ways in different surveys. Since the Digest relies on a number of data sources, there are discrepancies in definitions and data across tables in the volume. For example, several different surveys collect data on public school enrollment, and while similar, the estimates are not identical. The definitions of racial/ethnic groups also differ across surveys, particularly with respect to whether Hispanic origin is considered an ethnic group regardless of race, or counted separately as a racial/ethnic group. Individual tables note the definitions used in the given studies.

All statements cited in the text about differences between two or more groups or changes over time were tested for statistical significance and are statistically significant at the .05 level. Various test procedures were used, depending on the nature of the statement tested. The most commonly used test procedures were t tests, equivalence tests, and linear trend tests. Equivalence tests were used to determine whether two
statistics are substantively equivalent or substantively different. This was accomplished by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates is substantively significant (i.e., greater or less than a preset substantively important difference). In most cases involving percentages, a difference of 3.0 was used to determine substantive equivalence or difference. In some comparisons involving only very small percentages, a lower difference was used. In cases involving only relatively large values, a larger difference was used, such as $1,000 in the case of annual salaries. Linear trend tests were conducted by evaluating the significance of the slope of a simple regression of the data over time, and a t test comparing the end points.
GUIDE TO TABULAR PRESENTATION

This section is intended to assist the reader in following the basic structure of the Digest tables and to provide a legend for some of the common symbols and indexes used throughout the book. Unless otherwise noted, all data are for the 50 states and the District of Columbia.

Table Components

**Title**  Describes the table content concisely.

**Unit indicator**  Informs the reader of the measurement unit in the table—"In thousands," "In millions of dollars," etc.

**Spanner**  Describes a group of two or more columns.

**Column head**  Describes a specific column.

**Stub**  Describes a row or a group of rows. Each stub row is followed by a number of dots (leaders).

**Field**  The area of the table which contains the data elements.

Example of Table Structure

<table>
<thead>
<tr>
<th>Table Number and Title</th>
<th>Table 0. Projected number of participants in educational institutions, by level and control of institution: Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Indicator</td>
<td>[In millions]</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Column Heads</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Column Numbers</strong></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>All levels (elementary, secondary and postsecondary degree-granting)</td>
</tr>
<tr>
<td>Total</td>
<td>82.2</td>
</tr>
<tr>
<td>Public</td>
<td>6.7</td>
</tr>
<tr>
<td>Private</td>
<td>5.5</td>
</tr>
<tr>
<td>Total</td>
<td>82.2</td>
</tr>
<tr>
<td>Enrollment</td>
<td>72.7</td>
</tr>
<tr>
<td>Teachers and faculty</td>
<td>4.5</td>
</tr>
<tr>
<td>Other professional, administrative, and support staff</td>
<td>5.0</td>
</tr>
</tbody>
</table>

*Footnote/Note*  Reference (numbered) notes refer to specific parts of the table.

**Source**  U.S. Department of Education, National Center for Education Statistics, Projections of Education Statistics to 2015; and unpublished projections and estimates. (This table was prepared September 2006.)
**Special notes**  Symbols used to indicate why data do not appear in designated cell.

— Not available.
† Not applicable.
# Rounds to zero.
! Interpret data with caution.
‡ Reporting standards not met.

**Footnote**  Describes a unique circumstance relating to a specific item within the table.

**Note**  Furnishes general information that relates to the entire table.

**Source**  The document or reference from which the data are drawn. This note may also include the organizational unit responsible for preparing the data.

## Descriptive Terms

**Measures of central tendency**  A number that is used to represent the “typical value” of a group of numbers. It is regarded as a measure of “location” or “central tendency” of a group of numbers.

*Arithmetic mean (average)*  is the most commonly used average. It is derived by summing the individual item values of a particular group and dividing that sum by the number of items. This value is often referred to simply as the “mean” or “average.”

*Median*  is the measure of central tendency that occupies the middle position in a rank order of values. It generally has the same number of items above it as below it. If there is an even number of items in the group, the median is the average of the middle two items.

*Average per capita,*  or per person, figure represents an average computed for every person in a specified group, or population. It is derived by dividing the total for an item (such as income or expenditures) by the number of persons in the specified population.

*Index number*  A value that provides a means of measuring, summarizing, and communicating the nature of changes that occur from time to time or from place to place. An index is used to express changes in prices over periods of time, but may also be used to express differences between related subjects at a single point in time.

The *Digest* most often uses the Consumer Price Index to compare purchasing power over time.

To compute a price index, a base year or period is selected. The base-year price is then designated as the base or reference price to which the prices for other years or periods are related.

A method of expressing the price relationship is:

\[
\text{Index number} = \left( \frac{\text{Price of a set of one or more items for related year}}{\text{Price of the same set of items for base year}} \right) \times 100
\]

When 100 is subtracted from the index number, the result equals the percent change in price from the base year.

**Current and constant dollars**  are used in a number of tables to express finance data. Unless otherwise noted, all figures are in current dollars, not adjusted for inflation. Constant dollars provide a measure of the impact of inflation on the current dollars.

*Current dollar* figures reflect actual prices or costs prevailing during the specified year(s).

*Constant dollar* figures attempt to remove the effects of price changes (inflation) from statistical series reported in dollar terms.

The constant dollar value for an item is derived by dividing the base-year price index (for example, the Consumer Price Index for 1999) by the price index for the year of data to be adjusted and multiplying by the price of item to be adjusted. The result is an adjusted dollar value as it would presumably exist if prices were the same as the base year—in other words, as if the dollar had constant purchasing power. Any changes in the constant dollar amounts would reflect only changes in the real values.

In the 2006 edition of the *Digest*, the following 19 tables include finance data that are adjusted to school year 2005–06 dollars: tables 26, 32, 71, 75, 76, 82, 167, 170, 171, 172, 239, 240, 246, 340, 342, 345, 346, 352, and 418. Data adjusted to calendar year 2005 dollars appear in tables 20, 377, 387, and 412. Table 362 includes adjustments to fiscal year (FY) 2006 dollars.

**NOTE:** Tables may not include data for all years implied in table titles. When this is the case, the title will include the term “Selected years.”