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FOREWORD

The 2007 edition of the Digest of Education Statistics is the 43rd 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:

- percentage distribution of kindergarten through 12th-grade students by school type (public assigned, public chosen, or private) or participation in homeschooling and selected child, parent, and household characteristics (table 38);
- child care arrangements of 22- to 25-month-old children, by type and quality of arrangement, and selected child, parent, and household characteristics (table 44);
- percentage of public schools with enrollment under, at, or over capacity, by selected school characteristics (table 99);
- percentage of 22- to 25-month-old children demonstrating specific cognitive and motor skills, by selected child, parent, and household characteristics (table 109);
- average civics scale score and percentage of students attaining civics achievement levels, by grade level and selected student characteristics (table 122);
- average economics scale score of 12th-graders, percentage attaining economics achievement levels, and percentage with different levels of economics coursework, by selected student and school characteristics (table 123);
- percentage distribution of public and private high school graduates, by level of mathematics and science courses completed and selected student characteristics (table 143);
- estimated rate of 2003–04 high school graduates attending degree-granting institutions in fall 2004, by state (table 194);
- employees in degree-granting institutions, by sex, employment status, control and type of institution, and primary occupation (table 233);
- average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and type of institution (table 329); and
- total expenditures of private for-profit degree-granting institutions, by purpose and type of institution (table 352).

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 2007. 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 and Bernard Greene 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 the National Center for Education Statistics (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, along with Mary Jo Metzler and Lauren Gilbertson. Kevin Bianco and Lauren Drake of MacroSys Research and Technology and Jana Kemp of Child Trends 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 provided proofreading and editorial support, while Rachel Dinkes and Paul Guerino contributed programming support. Sze-Wei Tang of Quality Information Partners and Nancy Collins, an independent contractor, also supplied programming support. At MacroSys Research and Technology, Qingshu Xie provided programming support and Mike Stock with the assistance of Katie Ferguson desktopped the volume under the supervision of Kalle Culotta.

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. Andrew White, Special Assistant to the Commissioner of 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 Stephen Broughman, Kathryn Chandler, Chris Chapman, Bernard Greene, Kerry Gruber, Elvie Hausken, Lee Hoffman, Barbara Holton, Lisa Hudson, Frank Johnson, Dan McGrath, Frank Morgan, Gail Mulligan, Jennifer Park, Valena Plisko, Sabrina Ratchford, Reneé Rowland, John Sietsema, Emmanuel Sikali, Bill Sonnenberg, Tom Weko, and John Wirt. The ESSI technical review team included staff of AIR (Kevin Bromer, Alison Slade, Aparna Sundaram, Jed Tank, and Zeyu Xu); Child Trends (Siri Warkentien); MacroSys Research and Technology (Stephen Hocker); the National Institute of Statistical Sciences (Xiaolei Wang); and Quality Information Partners (Alexandra Henning).
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>v</td>
</tr>
<tr>
<td>List of Figures</td>
<td>viii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>ix</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Guide to Tabular Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Chapter 1. All Levels of Education</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 2. Elementary and Secondary Education</td>
<td>51</td>
</tr>
<tr>
<td>Chapter 3. Postsecondary Education</td>
<td>261</td>
</tr>
<tr>
<td>Chapter 4. Federal Programs for Education and Related Activities</td>
<td>517</td>
</tr>
<tr>
<td>Chapter 5. Outcomes of Education</td>
<td>543</td>
</tr>
<tr>
<td>Chapter 6. International Comparisons of Education</td>
<td>567</td>
</tr>
<tr>
<td>Chapter 7. Libraries and Educational Technology</td>
<td>599</td>
</tr>
<tr>
<td>Appendixes</td>
<td></td>
</tr>
<tr>
<td>A. Guide to Sources</td>
<td>617</td>
</tr>
<tr>
<td>B. Definitions</td>
<td>655</td>
</tr>
<tr>
<td>C. Index of Table Numbers</td>
<td>669</td>
</tr>
</tbody>
</table>
# List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The structure of education in the United States</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Enrollment, total expenditures in constant dollars, and expenditures as a percentage of the gross domestic product (GDP), by level of education: Selected years, 1965–66 through 2006–07</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Percentage of persons 25 years old and over, by highest level of educational attainment: Selected years, 1940 through 2007</td>
<td>11</td>
</tr>
<tr>
<td>4.</td>
<td>Percentage of persons 25 through 29 years old, by highest level of educational attainment: Selected years, 1940 through 2007</td>
<td>11</td>
</tr>
<tr>
<td>5.</td>
<td>Highest level of education attained by persons 25 years old and over: March 2007</td>
<td>12</td>
</tr>
<tr>
<td>7.</td>
<td>Total and full-day preprimary enrollment of 3- to 5-year-olds: October 1970 through October 2006</td>
<td>56</td>
</tr>
<tr>
<td>8.</td>
<td>Percentage change in public elementary and secondary enrollment, by state: Fall 2000 to fall 2005</td>
<td>56</td>
</tr>
<tr>
<td>12.</td>
<td>Percentage change in total enrollment in degree-granting institutions, by state: Fall 2000 through fall 2005</td>
<td>265</td>
</tr>
<tr>
<td>13.</td>
<td>Enrollment in degree-granting institutions, by age: Fall 1970 through fall 2016</td>
<td>265</td>
</tr>
<tr>
<td>14.</td>
<td>Full-time-equivalent (FTE) students per staff member in public and private degree-granting institutions: 1976 and 2005</td>
<td>266</td>
</tr>
<tr>
<td>16.</td>
<td>Sources of total revenue of public degree-granting institutions: 2004–05</td>
<td>267</td>
</tr>
<tr>
<td>17.</td>
<td>Sources of total revenue of private not-for-profit degree-granting institutions: 2004–05</td>
<td>267</td>
</tr>
<tr>
<td>18.</td>
<td>Federal on-budget funds for education, by level or other educational purpose: Selected years, 1965 through 2007</td>
<td>525</td>
</tr>
<tr>
<td>19.</td>
<td>Percentage of federal on-budget funds for education, by agency: Fiscal year 2006</td>
<td>526</td>
</tr>
<tr>
<td>21.</td>
<td>Labor force participation rate of persons 20 to 64 years old, by age group and highest level of education: 2006</td>
<td>544</td>
</tr>
<tr>
<td>22.</td>
<td>Unemployment rates of persons 25 years old and over, by highest level of education: 2006</td>
<td>545</td>
</tr>
<tr>
<td>23.</td>
<td>Labor force status of 2005–06 high school dropouts and completers not enrolled in college: October 2006</td>
<td>545</td>
</tr>
<tr>
<td>24.</td>
<td>Median annual earnings of persons 25 years old and over, by highest level of education and sex: 2006</td>
<td>546</td>
</tr>
<tr>
<td>26.</td>
<td>Percentage change in enrollment, by selected areas of the world and level of education: 1990 to 2004</td>
<td>569</td>
</tr>
<tr>
<td>27.</td>
<td>Bachelor's degree recipients as a percentage of the population of the typical ages of graduation, by country: 2004</td>
<td>570</td>
</tr>
<tr>
<td>28.</td>
<td>Public direct expenditures for education as a percentage of the gross domestic product (GDP), by country: 2003</td>
<td>570</td>
</tr>
<tr>
<td>29.</td>
<td>Percentage of all public schools and instructional rooms with internet access: Various years, fall 1994 through fall 2005</td>
<td>600</td>
</tr>
</tbody>
</table>
List of Tables

Chapter 1. All Levels of Education

**Enrollment, Teachers, and Schools**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Projected number of participants in educational institutions, by level and control of institution: Fall 2007</td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>Enrollment in educational institutions, by level and control of institution: Selected years, fall 1980 through fall 2007</td>
<td>13</td>
</tr>
<tr>
<td>3.</td>
<td>Enrollment in educational institutions, by level and control of institution: Selected years, 1869–70 through fall 2016</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>Number of teachers in elementary and secondary schools, and instructional staff in postsecondary degree-granting institutions, by control of institution: Selected years, fall 1970 through fall 2016</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Number of educational institutions, by level and control of institution: Selected years, 1980–81 through 2005–06</td>
<td>17</td>
</tr>
</tbody>
</table>

**Enrollment Rates**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Percentage of the population 3 to 34 years old enrolled in school, by sex, race/ethnicity, and age: Selected years, 1980 through 2006</td>
<td>18</td>
</tr>
<tr>
<td>7.</td>
<td>Percentage of the population 3 to 34 years old enrolled in school, by age group: Selected years, 1940 through 2006</td>
<td>20</td>
</tr>
</tbody>
</table>

**Educational Attainment**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Percentage of persons age 25 and over and 25 to 29, by race/ethnicity, years of school completed, and sex: Selected years, 1910 through 2007</td>
<td>22</td>
</tr>
<tr>
<td>9.</td>
<td>Number of persons age 18 and over, by highest level of education attained, age, sex, and race/ethnicity: 2007</td>
<td>24</td>
</tr>
<tr>
<td>10.</td>
<td>Persons age 18 and over who hold at least a bachelor's degree in specific fields of study, by sex, race/ethnicity, and age: 2001</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>Educational attainment of persons 25 years old and over, by race/ethnicity and state: April 1990 and April 2000</td>
<td>27</td>
</tr>
<tr>
<td>14.</td>
<td>Educational attainment of persons 25 years old and over for the 15 largest metropolitan areas, by sex: 2002</td>
<td>29</td>
</tr>
</tbody>
</table>

**Population**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Estimates of resident population, by age group: 1970 through 2006</td>
<td>30</td>
</tr>
<tr>
<td>16.</td>
<td>Estimates of resident population, by race/ethnicity and age group: Selected years, 1980 through 2006</td>
<td>31</td>
</tr>
<tr>
<td>17.</td>
<td>Estimated total and school-age resident populations, by state: Selected years, 1970 through 2006</td>
<td>32</td>
</tr>
</tbody>
</table>

**Characteristics of Families With Children**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Number and percentage of families, by family status and presence of own children under 18: Selected years, 1970 through 2006</td>
<td>33</td>
</tr>
<tr>
<td>19.</td>
<td>Characteristics of families with own children under 18, by race/ethnicity and family structure: 2006</td>
<td>34</td>
</tr>
<tr>
<td>21.</td>
<td>Poverty status of persons, families, and children under age 18, by race/ethnicity: Selected years, 1959 through 2006</td>
<td>37</td>
</tr>
</tbody>
</table>
**Opinions on Education**

22. Average grade that the public would give the public schools in their community and in the nation at large: 1974 through 2007 ................................................................. 40

23. Percentage of elementary and secondary school children whose parents were involved in school activities, by selected child, parent, and school characteristics: 1999 and 2003 .......................... 41

24. Percentage of kindergartners through fifth-graders whose parents were involved in education-related activities, by selected child, parent, and school characteristics: 1999 and 2003 .......... 42

**Finances**

25. Expenditures of educational institutions related to the gross domestic product, by level of institution: Selected years, 1929–30 through 2006–07 .............................................. 43

26. Expenditures of educational institutions, by level and control of institution: Selected years, 1899–1900 through 2006–07 ................................................................. 44

27. Amount and percentage distribution of direct general expenditures of state and local governments, by function: Selected years, 1970–71 through 2004–05 ........................................ 45

28. Direct general expenditures of state and local governments for all functions and for education, by level of education and state: 2004–05 ............................................................... 46

29. Direct general expenditures per capita of state and local governments for all functions and for education, by level of education and state: 2004–05 ......................................................... 47

30. Gross domestic product, state and local expenditures, personal income, disposable personal income, median family income, and population: Selected years, 1929 through 2006 .................. 48

31. Gross domestic product price index, Consumer Price Index, education price indexes, and federal budget composite deflator: Selected years, 1919 through 2006 ........................................... 49

**Chapter 2. Elementary and Secondary Education**

**Enrollment**

32. Historical summary of public elementary and secondary school statistics: Selected years, 1869–70 through 2004–05 ................................................................. 58

33. Enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, fall 1990 through fall 2007 ......................................................... 60

34. Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2005 ................................................................. 62

35. Enrollment in public elementary and secondary schools, by level, grade, and state or jurisdiction: Fall 2004 ............................................................................ 64

36. Enrollment in public elementary and secondary schools, by grade: Selected years, fall 1980 through fall 2005 ................................................................. 66

37. Number and percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by selected child, parent, and household characteristics: 1999 and 2003 ................................................ 67

38. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling and selected child, parent, and household characteristics: 1999 and 2003 .................................................. 68

39. Average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969–70 through 2004–05 ........................................ 69

40. Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 1995 and fall 2005 ............................................. 70

41. Enrollment of 3-, 4-, and 5-year-old children in preprimary programs, by level of program, control of program, and attendance status: Selected years, 1965 through 2006 ................................................................. 71
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.</td>
<td>Number of children under 6 years old and not yet enrolled in kindergarten, percentage in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2005</td>
<td>72</td>
</tr>
<tr>
<td>43.</td>
<td>Child care arrangements of 3- to 5-year-old children who are not yet in kindergarten, by age and race/ethnicity: Various years, 1991 through 2005</td>
<td>73</td>
</tr>
<tr>
<td>44.</td>
<td>Child care arrangements of children at about 2 years of age, by type and quality of arrangement, and selected child and family characteristics: 2003–04</td>
<td>74</td>
</tr>
<tr>
<td>45.</td>
<td>Children of prekindergarten through second-grade age, by enrollment status, selected maternal characteristics, and household income: 1995, 2001, and 2005</td>
<td>75</td>
</tr>
<tr>
<td>46.</td>
<td>Percentage of 3- to 5-year-olds not yet enrolled in kindergarten who have participated in home literacy activities with a family member, by type of activity and selected child and family characteristics: 1993, 2001, and 2005</td>
<td>76</td>
</tr>
<tr>
<td>47.</td>
<td>Children 3 to 21 years old served in federally supported programs for the disabled, by type of disability: Selected years, 1976–77 through 2005–06</td>
<td>77</td>
</tr>
<tr>
<td>48.</td>
<td>Percentage distribution of students with disabilities 6 to 21 years old receiving education services for the disabled, by educational environment and type of disability: Selected years, fall 1989 through fall 2005</td>
<td>78</td>
</tr>
<tr>
<td>49.</td>
<td>Number and percentage of children served under Individuals with Disabilities Education Act, Part B, by age group and state or jurisdiction: Selected years, 1990–91 through 2005–06</td>
<td>79</td>
</tr>
<tr>
<td>50.</td>
<td>Number of gifted and talented students in public elementary and secondary schools, by sex, race/ethnicity, and state: 2002 and 2004</td>
<td>80</td>
</tr>
<tr>
<td>51.</td>
<td>Percentage of gifted and talented students in public elementary and secondary schools, by sex, race/ethnicity, and state: 2002 and 2004</td>
<td>81</td>
</tr>
<tr>
<td>52.</td>
<td>Enrollment in grades 9 through 12 in public and private schools compared with population 14 to 17 years of age: Selected years, 1889–90 through fall 2007</td>
<td>82</td>
</tr>
<tr>
<td>53.</td>
<td>Enrollment in foreign language courses compared with enrollment in grades 9 through 12 in public secondary schools: Selected years, fall 1948 through fall 2000</td>
<td>83</td>
</tr>
<tr>
<td>54.</td>
<td>Number and percentage of schools with students enrolled in distance education courses and enrollment in distance education courses, by instructional level and district characteristics: 2002–03</td>
<td>84</td>
</tr>
</tbody>
</table>

**Private Elementary and Secondary Schools**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.</td>
<td>Private elementary and secondary enrollment, teachers, and schools, by orientation of school and selected school characteristics: Fall 2003</td>
<td>85</td>
</tr>
<tr>
<td>56.</td>
<td>Private elementary and secondary enrollment, number of schools, and average tuition, by school level, orientation, and tuition: 1999–2000 and 2003–04</td>
<td>86</td>
</tr>
<tr>
<td>57.</td>
<td>Private elementary and secondary school full-time-equivalent staff and student to full-time-equivalent staff ratios, by orientation of school, school level, and type of staff: 2003–04</td>
<td>87</td>
</tr>
<tr>
<td>58.</td>
<td>Enrollment and instructional staff in Catholic elementary and secondary schools, by level: Selected years, 1919–20 through 2006–07</td>
<td>89</td>
</tr>
<tr>
<td>59.</td>
<td>Private elementary and secondary schools, enrollment, teachers, and high school graduates, by state: Selected years, 1997 through 2003</td>
<td>90</td>
</tr>
</tbody>
</table>

**Teachers and Other Staff**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.</td>
<td>Public elementary and secondary pupil/teacher ratios, by enrollment size, type, and level of school: Fall 1987 through fall 2005</td>
<td>91</td>
</tr>
<tr>
<td>61.</td>
<td>Public and private elementary and secondary teachers, enrollment, and pupil/teacher ratios: Selected years, fall 1955 through fall 2016</td>
<td>92</td>
</tr>
<tr>
<td>62.</td>
<td>Public elementary and secondary teachers, by level and state or jurisdiction: Fall 2000 through fall 2005</td>
<td>93</td>
</tr>
<tr>
<td>63.</td>
<td>Teachers, enrollment, and pupil/teacher ratios in public elementary and secondary schools, by state or jurisdiction: Fall 2000 through fall 2005</td>
<td>94</td>
</tr>
<tr>
<td>64.</td>
<td>Highest degree earned, years of full-time teaching experience, and average class size for teachers in public elementary and secondary schools, by state: 2003–04</td>
<td>95</td>
</tr>
</tbody>
</table>
65. Highest degree earned and years of full-time teaching experience for teachers in public and private elementary and secondary schools, by selected teacher characteristics: 1999–2000 and 2003–04 96
66. Selected characteristics of public school teachers: Selected years, spring 1961 through spring 2001 98
67. Percentage of public school teachers of grades 9 through 12, by field of main teaching assignment and selected demographic and educational characteristics: 2003–04. 99
68. Teachers’ perceptions about serious problems in their schools, by control and level of school: 1993–94, 1999–2000, and 2003–04 100
70. Mobility of public and private elementary and secondary teachers, by selected teacher and school characteristics: Selected years, 1987–88 through 2004–05 102
71. Average base salary for full-time teachers in public elementary and secondary schools, by highest degree earned and years of full-time teaching: Selected years, 1990–91 through 2003–04 103
72. Average salaries for full-time teachers in public and private elementary and secondary schools, by selected characteristics: 2003–04 105
73. 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: 1993–94, 1999–2000, and 2003–04 107
75. Estimated average annual salary of teachers in public elementary and secondary schools: Selected years, 1959–60 through 2005–06 109
76. Estimated average annual salary of teachers in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969–70 through 2005–06 110
77. Staff employed in public elementary and secondary school systems, by functional area: Selected years, 1949–50 through fall 2005 111
78. Staff employed in public elementary and secondary school systems, by type of assignment and state or jurisdiction: Fall 2004 112
79. Staff employed in public elementary and secondary school systems, by type of assignment and state or jurisdiction: Fall 2005 113
80. Staff and teachers in public elementary and secondary school systems, by state or jurisdiction: Fall 1999 through fall 2005 114
81. Staff, enrollment, and pupil/staff ratios in public elementary and secondary school systems, by state or jurisdiction: Fall 1998 through fall 2005 115

Schools and School Districts
83. Number of public school districts and public and private elementary and secondary schools: Selected years, 1869–70 through 2005–06 117
84. Number and enrollment of regular public school districts, by enrollment size of district: Selected years, 1979–80 through 2005–06 118
85. Number of public elementary and secondary education agencies, by type of agency and state or jurisdiction: 2004–05 and 2005–06 119
86. Public elementary and secondary students, schools, pupil/teacher ratios, and finances, by type of locale: 2004–05 and 2005–06 120
88. Revenues, expenditures, poverty rate, and Title I allocations of public school districts enrolling more than 15,000 students, by state: 2004–05 and fiscal year 2007 136
89. Enrollment, poverty, and federal funds for the 100 largest school districts, by enrollment size in 2005: Fall 2005, 2004–05, and fiscal year 2007 .......................................................... 150
91. Number and percentage distribution of public elementary and secondary schools and enrollment, by type and enrollment size of school: 2004–05 and 2005–06 ......................... 154
92. Average enrollment and percentage distribution of public elementary and secondary schools, by type and size: Selected years, 1982–83 through 2005–06 .......................................................... 155
93. Public elementary and secondary school students, by racial/ethnic enrollment concentration of school: Fall 1995, fall 2000, and fall 2005 .......................................................... 156
95. Public elementary schools, by grade span, average school size, and state or jurisdiction: 2005–06 .......................................................... 158
96. Public secondary schools, by grade span, average school size, and state or jurisdiction: 2005–06 .......................................................... 159
97. Number and enrollment of traditional public and public charter elementary and secondary schools and percentages of students, teachers, and schools, by selected characteristics: 2003–04 .......................................................... 160
98. Percentage of public schools with permanent and portable (temporary) buildings and with environmental factors that interfere with instruction in classrooms, by selected school characteristics, type of factor, and extent of interference: 2005 .......................................................... 162
99. Percentage of public schools with enrollment under, at, or over capacity, by selected school characteristics: 1999 and 2005 .......................................................... 162

High School Completers and Dropouts
100. High school graduates, by sex and control of school: Selected years, 1869–70 through 2007–08 .... 163
101. Public high school graduates, by state or jurisdiction: Selected years, 1980–81 through 2005–06 .......................................................... 164
102. Averaged freshman graduation rates for public secondary schools, by state: Selected years, 1990–91 through 2004–05 .......................................................... 165
103. Public high school graduates and dropouts, by race/ethnicity and state or jurisdiction: 2003–04 and 2004–05 .......................................................... 166
104. General Educational Development (GED) test takers and test passers, by age: 1971 through 2005 .......................................................... 167
105. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2006 .......................................................... 168
106. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by income level, and percentage distribution of status dropouts, by labor force status and educational attainment: 1970 through 2006 .......................................................... 169
107. Number of students with disabilities exiting special education, by basis of exit, age, and type of disability: United States and other jurisdictions, 2003–04 and 2004–05 .......................................................... 170

Educational Achievement
108. Percentage of children demonstrating specific cognitive and motor skills at about 9 months of age, by child’s age at assessment: 2001–02 .......................................................... 171
109. Percentage of children demonstrating specific cognitive and motor skills at about 2 years of age, by selected characteristics: 2003–04 .......................................................... 172
110. Mean reading scale scores and specific reading skills of fall 1998 first-time kindergartners, by time of assessment and selected characteristics: Selected years, fall 1998 through spring 2004 .......................................................... 173
111. Mean mathematics and science scale scores and specific mathematics skills of fall 1998 first-time kindergartners, by time of assessment and selected characteristics: Selected years, fall 1998 through spring 2004 .......................................................... 174
112. Average reading scale score, by age and selected student and school characteristics: Selected years, 1971 through 2004 .......................................................... 175
113. Student scale score in reading, by age and percentile: Selected years, 1971 through 2004 .......................................................... 177
114. Average reading scale score, by age and amount of time spent on reading and homework: Selected years, 1984 through 2004 ................................. 178
115. Percentage of students at or above selected reading score levels, by age, sex, and race/ethnicity: Selected years, 1971 through 2004 ............................................ 179
116. Average reading scale score and percentage of 4th-graders in public schools attaining reading achievement levels, by race/ethnicity and state or jurisdiction: Selected years, 1992 through 2007 181
117. Average reading scale score and percentage of 8th-graders in public schools attaining reading achievement levels, by locale and state or jurisdiction: Selected years, 1998 through 2007 . . . . . . . . 183
118. Average reading scale scores of 4th- and 8th-graders, by selected student and parent characteristics and school type: Various years, 2000 through 2005 ........................................ 185
119. Percentage of students attaining writing achievement levels, by grade level and selected student characteristics: 2002 ........................................................................ 186
120. Percentage of students attaining U.S. history achievement levels, by grade level and selected student characteristics: 2001 and 2006 ................................................................ 187
121. Average U.S. history scale score, by grade level and selected student characteristics, and percentage distribution of 12th-graders, by selected student characteristics: 1994, 2001, and 2006 188
122. Average civics scale score and percentage of students attaining civics achievement levels, by grade level and selected student characteristics: 1998 and 2006 .................................................................. 189
123. Average economics scale score of 12th-graders, percentage attaining economics achievement levels, and percentage with different levels of economics coursework, by selected student and school characteristics: 2006 ........................................................................ 190
124. Percentage of students attaining geography achievement levels, by grade level and selected student characteristics: 2001 ........................................................................ 191
125. Average mathematics scale score, by age and selected student and school characteristics: Selected years, 1973 through 2004 .................................................. 192
126. Percentage of students at or above selected mathematics proficiency levels, by age, sex, and race/ethnicity: Selected years, 1978 through 2004 ........................................... 193
128. Average mathematics scale score, percentage attaining mathematics achievement levels, and selected statistics on mathematics education of 4th-graders in public schools, by state or jurisdiction: Selected years, 1992 through 2007 .................................................. 196
129. Average mathematics scale score and percentage attaining mathematics achievement levels of 8th-graders in public schools, by level of parental education and state or jurisdiction: Selected years, 1990 through 2007 .................................................. 197
132. Average science scale scores and percentage of 4th-, 8th-, and 12th-graders attaining science achievement levels, by selected student characteristics and percentile: 1996, 2000, and 2005 .................................................................. 201
133. Average science scale score for 8th-graders in public schools, by selected student characteristics and state or jurisdiction: 1996, 2000, and 2005 ................................. 202
134. SAT score averages of college-bound seniors, by race/ethnicity: Selected years, 1986–87 through 2006–07 .................................................................................. 204
136. SAT score averages of college-bound seniors, by selected student characteristics: Selected years, 1995–96 through 2006–07 ................................................................. 206
137. SAT score averages of college-bound seniors and percentage of graduates taking SAT, by state or jurisdiction: Selected years, 1987–88 through 2006–07 ...................... 208
138. ACT score averages and standard deviations, by sex and race/ethnicity, and percentage of ACT test takers, by selected composite score ranges and planned fields of study: Selected years, 1995 through 2007


Coursetaking

140. Average number of Carnegie units earned by public high school graduates in various subject fields, by selected student characteristics: Selected years, 1982 through 2005

141. Average number of Carnegie units earned by public high school graduates in career/technical education courses, by selected student characteristics: Selected years, 1982 through 2005

142. Percentage of public and private high school graduates taking selected mathematics and science courses in high school, by sex and race/ethnicity: Selected years, 1982 through 2005

Student Activities and Behavior

146. Percentage of high school seniors who say they engage in various activities, by selected student and school characteristics: 1992 and 2004

147. Percentage of high school sophomores who participate in various school-sponsored extracurricular activities, by selected student characteristics: 1990 and 2002

State Regulations

157. Age range for compulsory school attendance and special education services, and policies on year-round schools and kindergarten programs, by state: Selected years, 1997 through 2006
### Revenues and Expenditures

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>160.</td>
<td>States using minimum-competency testing, by grade levels assessed, expected uses of standards, and state or jurisdiction: 2001–02</td>
</tr>
<tr>
<td>161.</td>
<td>States requiring testing for initial certification of elementary and secondary teachers, by skills or knowledge assessment and state: 2006 and 2007</td>
</tr>
<tr>
<td>162.</td>
<td>Revenues for public elementary and secondary schools, by source of funds: Selected years, 1919–20 through 2004–05</td>
</tr>
<tr>
<td>163.</td>
<td>Revenues for public elementary and secondary schools, by source and state or jurisdiction: 2004–05</td>
</tr>
<tr>
<td>164.</td>
<td>Revenues for public elementary and secondary schools, by source and state or jurisdiction: 2003–04</td>
</tr>
<tr>
<td>165.</td>
<td>Summary of expenditures for public elementary and secondary education, by purpose: Selected years, 1919–20 through 2004–05</td>
</tr>
<tr>
<td>166.</td>
<td>Current expenditures for public elementary and secondary education, by state or jurisdiction: Selected years, 1969–70 through 2004–05</td>
</tr>
<tr>
<td>167.</td>
<td>Total expenditures for public elementary and secondary education, by function and state or jurisdiction: 2004–05</td>
</tr>
<tr>
<td>168.</td>
<td>Total expenditures for public elementary and secondary education, by function and state or jurisdiction: 2003–04</td>
</tr>
<tr>
<td>169.</td>
<td>Total expenditures for public elementary and secondary education, by function and subfunction: Selected years, 1990–91 through 2004–05</td>
</tr>
<tr>
<td>170.</td>
<td>Expenditures for instruction in public elementary and secondary schools, by subfunction and state or jurisdiction: 2003–04 and 2004–05</td>
</tr>
<tr>
<td>171.</td>
<td>Total and current expenditures per pupil in public elementary and secondary schools: Selected years, 1919–20 through 2004–05</td>
</tr>
<tr>
<td>172.</td>
<td>Total and current expenditures per pupil in fall enrollment in public elementary and secondary education, by function and state or jurisdiction: 2004–05</td>
</tr>
<tr>
<td>173.</td>
<td>Total and current expenditures per pupil in fall enrollment in public elementary and secondary education, by function and state or jurisdiction: 2003–04</td>
</tr>
<tr>
<td>174.</td>
<td>Current expenditure per pupil in fall enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969–70 through 2004–05</td>
</tr>
<tr>
<td>175.</td>
<td>Current expenditure per pupil in average daily attendance in public elementary and secondary schools, by state or jurisdiction: Selected years, 1959–60 through 2004–05</td>
</tr>
<tr>
<td>176.</td>
<td>Students transported at public expense and current expenditures for transportation: Selected years, 1929–30 through 2004–05</td>
</tr>
</tbody>
</table>

### Chapter 3. Postsecondary Education

#### Enrollment

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>177.</td>
<td>Enrollment, staff, and degrees conferred in postsecondary institutions participating in Title IV programs, by level and control of institution, sex of student, and type of degree: Fall 2005 and 2005–06</td>
</tr>
<tr>
<td>178.</td>
<td>Historical summary of faculty, students, degrees, and finances in degree-granting institutions: Selected years, 1869–70 through 2005–06</td>
</tr>
<tr>
<td>179.</td>
<td>Total fall enrollment in degree-granting institutions, by attendance status, sex of student, and control of institution: Selected years, 1947 through 2005</td>
</tr>
<tr>
<td>180.</td>
<td>Total fall enrollment in degree-granting institutions, by control and type of institution: 1963 through 2005</td>
</tr>
<tr>
<td>181.</td>
<td>Total fall enrollment in degree-granting institutions, by sex, age, and attendance status: Selected years, 1970 through 2016</td>
</tr>
</tbody>
</table>
208. Total fall enrollment in degree-granting institutions, by control, level of enrollment, type of institution, and state or jurisdiction: 2005 .............................................................. 301
209. Total fall enrollment in degree-granting institutions, by control, level of enrollment, type of institution, and state or jurisdiction: 2004 .............................................................. 302
210. Full-time-equivalent fall enrollment in degree-granting institutions, by control and type of institution: 1969 through 2005 .............................................................. 303
211. Full-time-equivalent fall enrollment in degree-granting institutions, by control and type of institution and state or jurisdiction: 2000, 2004, and 2005 ................................. 304
212. Full-time-equivalent fall enrollment in degree-granting institutions, by control and state or jurisdiction: Selected years,1980 through 2005 .............................................................. 305
213. Residence and migration of all freshmen students in degree-granting institutions, by state or jurisdiction: Fall 2004 .............................................................. 306
214. Residence and migration of all freshmen students in degree-granting institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2004 .............................................................. 307
215. Residence and migration of all freshmen students in 4-year degree-granting institutions who graduated from high school in the previous 12 months, by state or jurisdiction: Fall 2004 .............................................................. 308
216. Total fall enrollment in degree-granting institutions, by race/ethnicity, sex, attendance status, and level of student: Selected years,1976 through 2005 .............................................................. 309
217. Total fall enrollment in degree-granting institutions, by race/ethnicity of student and type and control of institution: Selected years,1976 through 2005 .............................................................. 312
218. Fall enrollment in degree-granting institutions, by race/ethnicity of student and by state or jurisdiction: 2005 .............................................................. 314
219. Fall enrollment in degree-granting institutions, by race/ethnicity of student and by state or jurisdiction: 2004 .............................................................. 316
220. Total number of degree-granting institutions and fall enrollment in these institutions, by type and control of institution and percentage of minority enrollment: 2005 .............................................................. 318
221. Number and percentage of students enrolled in postsecondary institutions, by level, disability status, and selected student characteristics: 2003–04 .............................................................. 319
222. Enrollment in postsecondary education, by student level, type of institution, age, and major field of study: 2003–04 .............................................................. 320
223. Graduate enrollment in science and engineering programs in degree-granting institutions, by field of study: Fall 1993 through fall 2005 .............................................................. 322
224. Number of degree-granting institutions and enrollment in these institutions, by size, type, and control of institution: Fall 2005 .............................................................. 324
225. Enrollment of the 120 largest degree-granting college and university campuses, by selected characteristics and institution: Fall 2005 .............................................................. 325
226. Selected statistics for degree-granting institutions enrolling more than 15,000 students in 2005: Selected years, 1990 through 2006 .............................................................. 326
227. Enrollment and degrees conferred in degree-granting women's colleges, by selected characteristics and institution: Fall 2005 and 2005–06 .............................................................. 336
228. Enrollment and degrees conferred in degree-granting institutions that serve large proportions of Hispanic students, by selected characteristics and institution: Fall 2005 and 2005–06 .............................................................. 337
231. Selected statistics on degree-granting historically Black colleges and universities, by control and type of institution: Selected years, 1980 through 2006 .............................................................. 350
232. Fall enrollment in degree-granting historically Black colleges and universities, by type and control of institution: 1976 through 2005 .............................................................. 351
**Staff**

233. Employees in degree-granting institutions, by sex, employment status, control and type of institution, and primary occupation: Selected years, fall 1987 through fall 2005 .......................... 352

234. Total and full-time-equivalent staff in degree-granting institutions, by employment status, control of institution, and occupation: Fall 1976, fall 1995, and fall 2005 .................................................. 353

235. Employees in degree-granting institutions, by employment status, sex, control and type of institution, and primary occupation: Fall 2005 ................................................................. 354

236. Employees in degree-granting institutions, by race/ethnicity and residency status, sex, employment status, control and type of institution, and primary occupation: Fall 2005 .......................... 356

237. Number of full-time-equivalent (FTE) staff and faculty, and FTE staff and faculty/FTE student ratios in degree-granting institutions, by control and type of institution and state or jurisdiction: Fall 2005 .......................... 357

238. Number of instructional faculty in degree-granting institutions, by employment status and control and type of institution: Selected years, fall 1970 through fall 2005 ................................................................. 359

239. Full-time instructional faculty in degree-granting institutions, by race/ethnicity and residency status, sex, and academic rank: Fall 2003 and fall 2005 .................................................. 360

240. Percentage distribution of full-time instructional faculty and staff in degree-granting institutions, by type and control of institution, selected instruction activities, and number of classes taught for credit: Fall 2003 ................................................................. 361

241. Percentage distribution of part-time instructional faculty and staff in degree-granting institutions, by type and control of institution, selected instruction activities, and number of classes taught for credit: Fall 2003 .................................................. 363

242. Full-time and part-time instructional faculty and staff in degree-granting institutions, by type and control of institution and selected characteristics: Fall 1992, fall 1998, and fall 2003 ................................................................. 365

243. Full-time and part-time instructional faculty and staff in degree-granting institutions, by race/ethnicity, sex, and selected characteristics: Fall 2003 .................................................. 367

244. Full-time and part-time instructional faculty and staff in degree-granting institutions, by field and faculty characteristics: Fall 1992, fall 1998, and fall 2003 ................................................................. 369

245. Full-time and part-time instructional faculty and staff in degree-granting institutions, by race/ethnicity, sex, and program area: Fall 1998 and fall 2003 .................................................. 371

246. Average base salary of full-time instructional faculty and staff in degree-granting institutions, by type and control of institution and field of instruction: Selected years, 1987–88 through 2003–04 ................................................................. 373

247. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by academic rank, control and type of institution, and sex: Selected years, 1970–71 through 2006–07 ................................................................. 374

248. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex, academic rank, and control and type of institution: Selected years, 1999–2000 through 2006–07 ................................................................. 377

249. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by control and type of institution and state or jurisdiction: 2006–07 ................................................................. 378

250. Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by control and type of institution and state or jurisdiction: 2005–06 ................................................................. 379

251. Average salary of full-time instructional faculty on 9-month contracts in 4-year degree-granting institutions, by type and control of institution, rank of faculty, and state or jurisdiction: 2006–07 ................................................................. 380

252. Average salary of full-time instructional faculty on 9-month contracts in 4-year degree-granting institutions, by type and control of institution, rank of faculty, and state or jurisdiction: 2005–06 ................................................................. 381

253. Average benefit expenditure for full-time instructional faculty on 9-month contracts in degree-granting institutions, by type of benefit and control of institution: Selected years, 1977–78 through 2006–07 ................................................................. 382

254. Percentage of full-time instructional staff with tenure for degree-granting institutions with a tenure system, by academic rank, sex, and control and type of institution: Selected years, 1993–94 through 2005–06 ................................................................. 384
Institutions

255. Degree-granting institutions, by control and type of institution: Selected years, 1949–50 through 2006–07 .......................................................... 385
256. Degree-granting institutions and branches, by type and control of institution and state or jurisdiction: 2006–07 .................................................. 386
257. Degree-granting institutions that have closed their doors, by control and type of institution: 1969–70 through 2006–07 .................................................. 388

Degrees

258. Degrees conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1869–70 through 2016–17 .................................. 389
259. Associate’s degrees conferred by degree-granting institutions, by field of study: 1994–95 through 2005–06 ................................................................. 390
260. Associate’s degrees and other subbaccalaureate awards conferred by degree-granting institutions, by length of curriculum, sex of student, and field of study: 2005–06 ................................................................. 391
262. Master’s degrees conferred by degree-granting institutions, by discipline division: Selected years, 1970–71 through 2005–06 .................................. 393
263. Doctor’s degrees conferred by degree-granting institutions, by discipline division: Selected years, 1970–71 through 2005–06 .................................. 394
264. Bachelor’s, master’s, and doctor’s degrees conferred by degree-granting institutions, by field of study and year: Selected years, 1970–71 through 2005–06 ................................................. 395
265. Bachelor’s, master’s, and doctor’s degrees conferred by degree-granting institutions, by sex of student and field of study: 2005–06 .......................................................... 396
266. Degrees conferred by degree-granting institutions, by control of institution and level of degree: 1969–70 through 2005–06 ............................................. 411
267. Degrees conferred by degree-granting institutions, by control of institution, level of degree, and discipline division: 2005–06 ............................................. 412
268. Number of degree-granting institutions conferring degrees, by control, level of degree, and discipline division: 2005–06 .................................................. 413
269. First-professional degrees conferred by degree-granting institutions in dentistry, medicine, and law, by number of institutions conferring degrees and sex of student: Selected years, 1949–50 through 2005–06 .......................................................... 414
270. First-professional degrees conferred by degree-granting institutions, by sex of student, control of institution, and field of study: Selected years, 1985–86 through 2005–06 .................................................. 415
271. Associate’s degrees conferred by degree-granting institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2005–06 ................................................. 416
272. Associate’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2005–06 .......................................................... 417
273. Associate’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2004–05 .......................................................... 418
274. Bachelor’s degrees conferred by degree-granting institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2005–06 ................................................. 419
275. Bachelor’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2005–06 .......................................................... 420
276. Bachelor’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2004–05 .......................................................... 421
277. Master’s degrees conferred by degree-granting institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2005–06 ................................................. 422
278. Master’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2005–06 .......................................................... 423
279. Master’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2004–05


281. Doctor’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2005–06

282. Doctor’s degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2004–05

283. First-professional degrees conferred by degree-granting institutions, by race/ethnicity and sex of student: Selected years, 1976–77 through 2005–06

284. First-professional degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2005–06

285. First-professional degrees conferred by degree-granting institutions, by sex, race/ethnicity, and major field of study: 2004–05

286. Degrees in agriculture and natural resources conferred by degree-granting institutions, by level of degree and sex of student: 1970–71 through 2005–06

287. Degrees in architecture and related services conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06


290. Degrees in business conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1955–56 through 2005–06

291. Degrees in communication, journalism, and related programs and in communications technologies conferred by degree-granting institutions, by level of degree and sex of student: 1970–71 through 2005–06


293. Degrees in education conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06

294. Degrees in engineering and engineering technologies conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06

295. Degrees in chemical, civil, electrical, and mechanical engineering conferred by degree-granting institutions, by level of degree: 1970–71 through 2005–06

296. Degrees in English language and literature/letters conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06

297. Degrees in modern foreign languages and literatures conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06

298. Degrees in French, German, and Spanish conferred by degree-granting institutions, by level of degree: Selected years, 1949–50 through 2005–06


300. Degrees in mathematics and statistics conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06

301. Degrees in the physical sciences and science technologies conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1959–60 through 2005–06

302. Degrees in chemistry, geology and earth science, and physics conferred by degree-granting institutions, by level of degree: 1970–71 through 2005–06

303. Degrees in psychology conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1949–50 through 2005–06
304. Degrees in public administration and social services conferred by degree-granting institutions, by level of degree and sex of student: 1970–71 through 2005–06 ........................................ 448
305. Degrees in the social sciences and history conferred by degree-granting institutions, by level of degree and sex of student: 1970–71 through 2005–06 ........................................ 449
306. Degrees in economics, history, political science and government, and sociology conferred by degree-granting institutions, by level of degree: Selected years, 1949–50 through 2005–06 ........ 450
308. Statistical profile of persons receiving doctor's degrees, by field of study and selected characteristics: 2004–05 ................................................................. 452
309. Degrees conferred by degree-granting institutions, by control, level of degree, and state or jurisdiction: 2005–06 ................................................................. 453
310. Bachelor's and master's degrees conferred by degree-granting institutions, by field of study and state or jurisdiction: 2005–06 ................................................................. 454
311. Degrees conferred by degree-granting institutions, by level of degree and state or jurisdiction: 2004–05 and 2005–06 ................................................................. 456
312. Doctor's degrees conferred by the 60 institutions conferring the most doctor's degrees: 1996–97 through 2005–06 ................................................................. 457

Outcomes

313. Percentage distribution of 1990 high school sophomores, by highest level of education completed through 2000 and selected student characteristics: 2000 ........................................ 458
314. Mean number of semester credits completed by bachelor's degree recipients, by course area and major: 1976, 1984, and 1992–93 ........................................ 459
315. Number and percentage of degree-granting institutions with first-year undergraduates using various selection criteria for admission, by type and control of institution: Selected years, 2000–01 through 2006–07 ................................................................. 460
316. Number of applications, admissions, and enrollees; their distribution across institutions accepting various percentages of applications; and SAT and ACT scores of applicants, by type and control of institution: 2006–07 ................................................................. 461
317. Percentage of degree-granting institutions offering remedial services, by type and control of institution: 1989–90 through 2006–07 ................................................................. 462
318. Percentage distribution of enrollment and completion status of first-time postsecondary students starting during the 1995–96 academic year, by type of institution and other student characteristics: 2001 ................................................................. 463
319. Scores on Graduate Record Examination (GRE) general and subject tests: 1965 through 2006 . 465

Student Charges and Student Financial Assistance

320. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting institutions, by type and control of institution: 1964–65 through 2006–07 .... 467
321. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting institutions, by type and control of institution and state or jurisdiction: 2005–06 and 2006–07 ................................................................. 470
322. Undergraduate tuition and fees and room and board rates for full-time students in degree-granting institutions, by percentile of students and control and type of institution: 2000–01 through 2006–07 ................................................................. 471
323. Average graduate and first-professional tuition and required fees in degree-granting institutions, by first-professional discipline and control of institution: 1987–88 through 2006–07 ................................................................. 472
324. Percentage of undergraduates receiving aid, by type and source of aid and selected student characteristics: 2003–04 ................................................................. 473
325. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and selected student characteristics: 2003–04 ................................................................. 474
326. Average amount of financial aid awarded to part-time or part-year undergraduates, by type and source of aid and selected student characteristics: 2003–04 .................................................. 475

327. Amount borrowed, aid status, and sources of aid for full-time and part-time undergraduates, by control and type of institution: 2003–04 .................................................. 476

328. Percentage of full-time, full-year undergraduates receiving aid, by type and source of aid and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 477

329. Average amount of financial aid awarded to full-time, full-year undergraduates, by type and source of aid and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 478

330. Percentage of part-time or part-year undergraduates receiving aid, by type and source of aid and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 480

331. Percentage of full-time and part-time undergraduates receiving federal aid, by aid program and control and type of institution: 2003–04 .................................................. 481

332. Amount borrowed, aid status, and sources of aid for full-time, full-year postbaccalaureate students, by level of study and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 482

333. Amount borrowed, aid status, and sources of aid for part-time or part-year postbaccalaureate students, by level of study and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 483

334. Percentage of full-time, full-year postbaccalaureate students receiving aid, by type of aid, level of study, and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 484

335. Percentage of part-time or part-year postbaccalaureate students receiving aid, by type of aid, level of study, and control and type of institution: Selected years, 1992–93 through 2003–04 .................................................. 485

Revenue


337. Current-fund revenue of public degree-granting institutions, by source of funds: Selected years, 1980–81 through 2000–01 .................................................. 487


339. Revenues of public degree-granting institutions, by source of revenue and state or jurisdiction: 2004–05 .................................................. 489

340. Appropriations from state and local governments for public degree-granting institutions, by state or jurisdiction: Selected years, 1990–91 through 2004–05 .................................................. 490

341. Total revenue of private not-for-profit degree-granting institutions, by source of funds and type of institution: 1996–97 through 2004–05 .................................................. 491

342. Total revenue of private not-for-profit degree-granting institutions, by source of funds and type of institution: 2004–05 .................................................. 493

343. Total revenue of private for-profit degree-granting institutions, by source of funds and type of institution: 1998–99 through 2004–05 .................................................. 494

344. Total revenue of private for-profit degree-granting institutions, by source of funds and type of institution: 2003–04 and 2004–05 .................................................. 495

345. Current-fund revenue received from the federal government by the 120 degree-granting institutions receiving the largest amounts, by control and rank order: 2004–05 .................................................. 496

Expenditures


347. Current-fund expenditures and educational and general expenditures of institutions of higher education, by purpose and per student: Selected years, 1929–30 through 1995–96 .................................................. 498

348. Expenses of public degree-granting institutions, by type of expense and type of institution: 2003–04 and 2004–05 .................................................. 499

349. Voluntary support for degree-granting institutions, by source and purpose of support: Selected years, 1959–60 through 2005–06 .................................................. 500
351. Total expenditures of private not-for-profit degree-granting institutions, by purpose and type of institution: 2004–05 .......................................................... 503
352. Total expenditures of private for-profit degree-granting institutions, by purpose and type of institution: 1998–99 through 2004–05 ................................................... 504
353. Total expenditures of private for-profit degree-granting institutions, by purpose and type of institution: 2003–04 and 2004–05 .......................................................... 506
354. Total expenditures of private not-for-profit and for-profit degree-granting institutions, by level and state or jurisdiction: 1997–98 through 2004–05 ........................................ 507
355. Endowment funds of the 120 colleges and universities with the largest endowments, by rank order: 2005 and 2006 .......................................................... 508

Adult Education
356. Participants in adult basic and secondary education programs, by type of program and state or jurisdiction: Selected fiscal years, 1990 through 2005 .......................................................... 509
357. Participation of employed persons, 17 years old and over, in career-related adult education during the previous 12 months, by selected characteristics of participants: Various years, 1995 through 2005. 510
358. Participation of persons, 17 years old and over, in adult education during the previous 12 months, by selected characteristics of participants: Selected years, 1991 through 2005 ..................... 513

Vocational Education
359. Number of non-degree-granting Title IV institutions offering postsecondary education, by control and state or jurisdiction: Selected years, 2000–01 through 2006–07 .......................................................... 515

Chapter 4. Federal Programs for Education and Related Activities
360. Federal support and estimated federal tax expenditures for education, by category: Selected fiscal years, 1965 through 2007 .......................................................... 527
362. Federal on-budget funds for education, by level/educational purpose, agency, and program: Selected fiscal years, 1970 through 2007 .......................................................... 530
363. Estimated federal support for education, by type of ultimate recipient and agency: Fiscal year 2006 .................. 537
365. U.S. Department of Education appropriations for major programs, by state or jurisdiction: Fiscal year 2006 .......................................................... 539
366. Appropriations for Title I and selected other programs under the No Child Left Behind Act of 2001, by program and state or jurisdiction: Fiscal years 2006 and 2007 .......................................................... 540
367. Federal obligations for research, development, and R&D plant, by performers, fields of science, and category of obligation: Fiscal years 1998 through 2006 .......................................................... 541

Chapter 5. Outcomes of Education

Educational Characteristics of the Workforce
368. Labor force participation rates and employment to population ratios of persons 16 to 64 years old, by highest level of education, age, sex, and race/ethnicity: 2006 .......................................................... 547
369. Unemployment rate of persons 16 years old and over, by age, sex, race/ethnicity, and educational attainment: 2004, 2005, and 2006 .......................................................... 548
370. Occupation of employed persons 25 years old and over, by educational attainment and sex: 2006 .................. 549
371. Median annual income of year-round, full-time workers 25 years old and over, by highest level of educational attainment and sex: 1990 through 2006 ................................................................. 550
372. Distribution of earnings and median earnings of persons 25 years old and over, by highest level of educational attainment and sex: 2006 ................................................................. 553
373. Literacy skills of adults, by type of literacy, proficiency levels, and selected characteristics: 1992 and 2003 ................................................................. 555
374. Percentage of 12th-graders working different numbers of hours per week, by selected student characteristics and school locale type: 1992 and 2004 ................................................................. 556

Recent High School and College Graduates

376. Labor force status of high school dropouts, by sex and race/ethnicity: Selected years, 1980 through 2006 ................................................................. 559
377. 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: 2005 ................................................................. 560
378. Full-time employment status of bachelor’s degree recipients 1 year after graduation, by field of study: Selected years, 1976 through 2001 ................................................................. 560
379. Percentage distribution of 1999–2000 bachelor’s degree recipients 1 year after graduation, by field of study, time to completion, enrollment status, employment status, occupational area, job characteristics, and annual salaries: 2001 ................................................................. 561
380. Enrollment in postbaccalaureate certificate or advanced degree programs and highest degree attained by 1992–93 bachelor’s degree recipients, by education characteristics: 2003 ................................................................. 562
381. Average annual salary of bachelor’s degree recipients employed full time 1 year after graduation, by field of study: Selected years, 1976 through 2001 ................................................................. 563
382. Percentage of 18- to 25-year-olds reporting drug use during the past 30 days and the past year, by drug used: Selected years, 1982 through 2005 ................................................................. 564
383. Percentage of 1972 high school seniors, 1992 high school seniors, and 2004 high school seniors who felt that certain life values were “very important,” by sex: Selected years, 1972 through 2004 ................................................................. 565

Chapter 6. International Comparisons of Education

384. Selected population and finance statistics, school enrollment, and teachers, by major areas of the world: Selected years, 1980 through 2004 ................................................................. 571
385. Selected population and enrollment statistics for countries with populations over 10 million, by continent: Selected years, 1990 through 2005 ................................................................. 572
386. School-age populations as a percentage of total population, by age group and country: Selected years, 1985 through 2004 ................................................................. 574
387. Percentage of population enrolled in secondary and postsecondary institutions, by age group and country: Selected years, 1985 through 2005 ................................................................. 575
388. Pupils per teacher in public and private elementary and secondary schools, by level of education and country: Selected years, 1985 through 2005 ................................................................. 576
389. Average mathematics literacy, reading literacy, science literacy, and problem-solving scores of 15-year-olds, by sex and country: 2003 ................................................................. 577
390. Mean scores and percentage distribution of 15-year-olds scoring at each mathematics literacy proficiency level, by country: 2003 ................................................................. 578
391. Average fourth-grade mathematics scores, by content areas, index of time students spend doing mathematics homework in a normal school week, and country: 2003 ................................................................. 579
392. Average eighth-grade mathematics scores, by content areas, index of time students spend doing mathematics homework in a normal school week, and country: 2003 ................................................................. 580
Chapter 7. Libraries and Educational Technology

Libraries

408. Selected statistics on public school libraries/media centers, by level and enrollment size of school: 2003–04
409. Selected statistics on public school libraries/media centers, by state: 2003–04
410. Collections, staff, and operating expenditures of degree-granting institution libraries: Selected years, 1976–77 through 2003–04
411. Collections, staff, and operating expenditures of the 60 largest college and university libraries: 2003–04
412. Public libraries, books and serial volumes, library visits, circulation, and reference transactions, by state: Fiscal year 2004

Computers and Technology

413. Public schools and instructional rooms with internet access, by selected school characteristics: Selected years, 1994 through 2005
414. Use of the Internet by persons 3 years old and over, by type of use and selected characteristics of students and other users: 2003
415. Number and percentage of home computer users, by type of application and selected characteristics: 1997 and 2003

DIGEST OF EDUCATION STATISTICS 2007
416. Number and percentage of student home computer users, by type of application and selected characteristics: 2003 ................................................................. 612
417. Student use of computers, by level of enrollment, age, and student and school characteristics: 1993, 1997, and 2003 ................................................................. 613
418. Percentage of workers, 18 years old and over, using computers on the job, by type of computer application and selected characteristics: 1993, 1997, and 2003 ................................................................. 615

Appendix A. Guide to Sources

A-2. Design effects (DEFF) and root design effects (DEFT) for selected High School and Beyond surveys and subsamples: 1984 and 1986 ............................................. 653
A-4. Sampling errors (95 percent confidence level) for percentages estimated from the Gallup Poll: 1992, 1993, and 1996 through 2007 ...................................................... 654
A-5. Sampling errors (95 percent confidence level) for the difference in two percentages estimated from the Gallup Poll: 1992, 1993, and 1996 through 2007 ...................................................... 654
A-6. Maximum differences required for significance (90 percent confidence level) between sample subgroups from the “Status of the American Public School Teacher” survey: 2000–01 ........ 654
INTRODUCTION

In the fall of 2007, about 73.7 million people were enrolled in American schools and colleges (table 1). About 4.6 million people 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 totaled 5.2 million. All data for 2007 in this Introduction are projected. Some data for other years are projected or estimated as noted. In discussions of historical trends, different time periods and specific years are cited, depending on the timing of important changes as well as the availability of relevant data.

Elementary/Secondary Education

Enrollment

Enrollment in public elementary and secondary schools rose 26 percent between 1985 and 2007 (table 2). The fastest public school growth occurred in the elementary grades (pre-kindergarten through grade 8), where enrollment rose 28 percent over this period, from 27.0 million to 34.6 million. Part of the relatively fast growth in public elementary school enrollment resulted from the expansion of prekindergarten programs (table 36). Between 1985 and 2005, enrollment in prekindergarten increased by 585 percent, while enrollment in other elementary grades increased by 25 percent. Public secondary school enrollment declined 8 percent from 1985 to 1990, but then began increasing from 1990 to 2007, for a net increase of 21 percent (table 2). In more recent years, secondary school enrollment has been increasing more rapidly than elementary school enrollment. Between 2000 and 2007, public elementary school enrollment rose 3 percent compared to an increase of 11 percent for public secondary school enrollment. Private school enrollment grew more slowly than public school enrollment from 1985 to 2007, rising 11 percent, from 5.6 million to 6.2 million. As a result, the percentage of students enrolled in private schools declined from 12.4 percent in 1985 to 11.0 percent in 2007.

Since the enrollment rates of kindergarten, elementary, and secondary school-age children did not change substantially between 1985 and 2006 (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 enrollment rate of prekindergarten age children (ages 3 and 4) rose between 1985 and 2006, which was reflected by a substantial increase in prekindergarten enrollment.

The National Center for Education Statistics (NCES) forecasts record levels of total elementary and secondary enrollment through at least 2016, reflecting expected increases in the school-age population. The projected fall 2007 public school enrollment is expected to be a new record, but new records are expected every year through 2016, the last year for which NCES enrollment projections have been developed (table 3). Public elementary school enrollment (prekindergarten through grade 8) is projected to increase by 10 percent between 2007 and 2016. Public secondary school enrollment (grades 9 through 12) is expected to be 2 percent higher in 2016 than in 2007.

Teachers

A projected 3.7 million full-time-equivalent (FTE) elementary and secondary school teachers were engaged in classroom instruction in the fall of 2007 (table 4). This number has risen 17 percent since 1997. The 2007 projected number of FTE 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 2007, there were a projected 15.4 public school pupils per teacher, compared with 16.8 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 2005–06 was $49,109, about 1 percent higher than in 1995–96, 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). The NAEP assessments have been conducted using three basic designs: the national main NAEP, state NAEP, and long-term trend NAEP. The national main NAEP and state NAEP provide current information about student performance in a variety of subjects, while long-term trend NAEP provides information on performance over time in reading and mathematics only.

The main NAEP reports current information for the nation and specific geographic regions of the country. The assessment program includes students drawn from both public and
private schools and reports 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. Because the assessment items reflect curricula associated with specific grade levels, the main NAEP uses samples of students at those grade levels.

Since 1990, main 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. In its content, the state assessment is identical 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 along with 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, and the national NAEP sample has been augmented by a sample of private schools.

NAEP long-term trend assessments are designed to give information on the 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 long-term trends of student achievement 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 differences in procedures between the main NAEP and the long-term trend NAEP mean that their results cannot be compared directly.

**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 112). 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 in 2004 than in any previous administration year. For Blacks ages 13 and 17, scores increased between 1971 and 2004 (table 112). 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 first reading assessment with Hispanics separately identified was conducted in 1975). 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 2007 main NAEP reading assessment of states found that reading proficiency varied among public school fourth-graders in participating jurisdictions (the 50 states, the Department of Defense overseas and domestic schools, and the District of Columbia) (table 116). The U.S. average score was 220. The scores for the participating jurisdictions ranged from 191 in the District of Columbia to 236 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 125). For White, Black, and Hispanic 9-, 13-, and 17-year-olds, average mathematics scale scores were higher in 2004 than in 1973.

The 2007 main NAEP assessment of states found that mathematics proficiency varied among public school eighth-graders in participating jurisdictions (the 50 states, the Department of Defense overseas and domestic schools, and the District of Columbia) (table 129). Overall, 70 percent of these eighth-grade students performed at or above the Basic level in mathematics, and 31 percent performed at or above the Proficient level.

**International Comparisons**

In 2003, the performance of U.S. 15-year-olds in mathematics literacy and problem solving, as measured by the Program for International Student Assessment (PISA), was lower than the average performance for most Organization for Economic Cooperation and Development (OECD) countries (table 389). 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 390). 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 lower percentages of students at levels 4, 5, and 6 than the OECD average percentages.

**High School Graduates and Dropouts**

About 3,303,000 high school students are expected to graduate during the 2007–08 school year (table 100), including 2,988,000 public school graduates and 315,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The 2007–08 record number of high school graduates exceeds the former records of 2005–06 and 2006-07, as well as the high point during the baby boom era in 1976–77, when 3,152,000 students earned diplomas.

The number of General Educational Development (GED) credentials issued rose from 330,000 in 1977 to 487,000 in 2000 (table 104). A record number of 648,000 GED credentials were issued in 2001. In that year, candidates who had already taken any of the five tests in the GED test battery had to complete the entire battery before the end of the year or else
take all five tests over again. The reason is that a new GED test series was introduced in 2002. In the same year, data collection procedures changed, with data from the states on the number of credentials issued being replaced by test data from individual test-takers. In 2005, 424,000 passed the GED tests, up from 330,000 in 2002, the first year of the new test series.1

In 2004–05, 74.7 percent of public high school students graduated on time—that is, received a diploma 4 years after beginning their freshman year (table 102). This 2004–05 percentage is higher than the percentage for 1994–95 (71.8 percent), but similar to the percentage for 1976–77 (74.4 percent). The status dropout rate—that is, the percentage of 16- to 24-year-olds who are not enrolled in school and have received neither a diploma nor an equivalency credential—declined from 14 percent in 1977 to 9 percent in 2006 (table 105).

Educational Technology

The number of computers in public schools has increased. In 2005, the average public school contained 154 instructional computers, compared to 90 in 1998 (table 413). One important technological advance that has come to classrooms following the introduction of computers has been connections to the Internet. The percentage of instructional rooms with access to the Internet increased from 51 percent in 1998 to 94 percent in 2005 (figure 29). Nearly all schools had access to the Internet in 2005 (table 413).

Postsecondary Education

College Enrollment

College enrollment hit a projected record level of 18.0 million in fall 2007. College enrollment is expected to continue setting new records throughout the fall 2008 through fall 2016 period (table 3). Between fall 2007 and fall 2016, enrollment is expected to increase by 14 percent. Despite decreases in the traditional college age population during the late 1980s and early 1990s, total enrollment increased during this period (tables 7, 15, 181, and 192). The traditional college-age population (18 to 24 years old) rose 15 percent between 1995 and 2005, which was reflected by an increase of 23 percent 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 179). During the same time period, the number of males enrolled increased 18 percent, while the number of females 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 235). About 19 percent of full-time faculty taught 15 or more hours per week, compared with 8 percent of part-time faculty (tables 240 and 241). About 9 percent of full-time faculty taught 150 or more students, compared with 2 percent of part-time faculty.

Postsecondary Degrees

During the 2007–08 academic year, postsecondary degrees are projected to number 699,000 associate’s degrees; 1,544,000 bachelor’s degrees; 631,000 master’s degrees; 89,300 first-professional degrees; and 55,300 doctor’s degrees (table 258).

Educational Attainment

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 1997 and 2007, the percentage of the adult population 25 years of age and over who had completed high school rose from 82 percent to 86 percent, and the percentage of adults with a bachelor’s degree increased from 24 percent to 29 percent (table 8). High school completers include those people who graduated from high school with a diploma, as well as those who completed high school through equivalency programs. The percentage of young adults (25- to 29-year-olds) who had completed high school in 2007 (87 percent) was about the same as it was in 1997 (87 percent). Also, the percentage of young adults who had completed a bachelor’s degree in 2007 (30 percent) was not substantively different from the percentage in 1997 (28 percent).

Education Expenditures

Expenditures for public and private education, from pre-kindergarten through graduate school (excluding postsecondary schools not awarding associate’s or higher degrees), are estimated at $972 billion for 2006–07 (table 25). Expenditures of elementary and secondary schools are expected to total $599 billion, while those of degree-granting postsecondary institutions are expected to total $373 billion. Total expenditures for education are expected to amount to 7.4 percent of the gross domestic product in 2006–07, about 0.5 percentage points higher than in 1996–97.

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).

Estimates presented in the text and figures are rounded from original estimates, not from a series of roundings. Percentages in the text are rounded to whole numbers, while ratios and percentage distributions are normally presented to one decimal place, where applicable.

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, meaning not adjusted for changes in the purchasing power of the dollar due to inflation. 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. Changes in survey instruments sometimes mean that data for specific categories are not available in a consistent manner over the entire reporting period. Because of these survey limitations, data for these specific categories may be noted as included with other categories where applicable.

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. Noted below the title unless several units are used, in which case the unit indicators are generally given in the spanner or individual column heads.

**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 2005</th>
<th>[In millions]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Column Heads</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>82.2</td>
<td>62.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>82.2</td>
<td>62.0</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>72.7</td>
<td>55.1</td>
</tr>
<tr>
<td><strong>Teachers and faculty</strong></td>
<td>4.5</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Other professional, administrative, and support staff</strong></td>
<td>5.0</td>
<td>3.2</td>
</tr>
</tbody>
</table>

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

**Note**  Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes federal schools. Excludes private preparatory enrollment in schools that do not offer kindergarten or above. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Data for teachers and other staff in public and private elementary and secondary schools and colleges and universities are reported in terms of full-time equivalents. Detail may not sum to totals because of rounding.

**Source**  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.)

DIGEST OF EDUCATION STATISTICS 2007 5
**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:

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

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 2007 edition of the *Digest*, the following 20 tables include finance data that are adjusted to school year 2006–07 dollars: tables 26, 32, 71, 75, 76, 82, 171, 174, 175, 176, 246, 247, 253, 338, 341, 343, 346, 347, 350, and 410. Data adjusted to calendar year 2006 dollars appear in tables 20, 371, 381, and 404. Table 360 includes adjustments to fiscal year (FY) 2007 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.”