

Digest of Education Statistics 2010

April 2011

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FOREWORD

The 2010 edition of the *Digest of Education Statistics* is the 46th 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 data on 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 Adult Education. 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

- children’s reading, mathematics, and fine motor scale scores at kindergarten entry, by age of child and selected characteristics (table 121);
- average number of Carnegie units earned by high school graduates in advanced mathematics and advanced science and engineering courses, and percentage distribution of graduates by number of units earned, by selected student and school characteristics (table 160);
- total fall enrollment in private for-profit degree-granting institutions, by attendance status, sex, and state or jurisdiction (table 222);
- retention of first-time degree-seeking undergraduates at degree-granting institutions, by attendance status, control, and type of institution (table 342);
- percentage of the population 25 to 64 years old who completed high school, by age group and country (table 420); and
- percentage of the population 25 to 64 years old who attained selected levels of postsecondary education, by age group and country (table 421).

The *Digest* can be accessed from <http://nces.ed.gov/programs/digest>.

Valena Plisko
Associate Commissioner
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INTRODUCTION

In fall 2010, about 75.9 million people were enrolled in American schools and colleges (table 1). About 4.6 million people were employed as elementary and secondary school teachers or as college faculty, in full-time equivalents (FTE). Other professional, administrative, and support staff at educational institutions totaled 5.4 million. All data for 2010 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

A pattern of annual increases in total public elementary and secondary school enrollment began in 1985 (table 3). Between 1985 and 2010, public school enrollment rose 25 percent, from 39.4 million to 49.4 million (table 2). Private school enrollment grew more slowly than public school enrollment during this period, rising 7 percent, from 5.6 million to 6.0 million. As a result, the percentage of elementary and secondary students enrolled in private schools declined from 12.4 percent in 1985 to 10.8 percent in 2010.

In public schools between 1985 and 2010, there was a 28 percent increase in elementary enrollment (prekindergarten through grade 8), compared with an 18 percent increase in secondary enrollment. Part of the relatively fast growth in public elementary school enrollment resulted from the expansion of prekindergarten enrollment (table 39). Between 1985 and 2008, enrollment in prekindergarten increased 679 percent, while enrollment in other elementary grades (including kindergarten through grade 8 plus ungraded elementary programs) increased 23 percent. The number of children enrolled in prekindergarten increased from 0.2 million in 1985 to 1.2 million in 2008, and the number enrolled in other elementary grades increased from 26.9 million to 33.1 million. Public secondary school enrollment declined 8 percent from 1985 to 1990, but then started increasing. For most of the period after 1992, secondary enrollment increased more rapidly than elementary enrollment, leading to relatively large secondary enrollment gains in recent years. For example, between 2000 and 2010, public secondary school enrollment rose 8 percent, compared with 3 percent for public elementary school enrollment (table 2).

Overall, public school enrollment rose 5 percent between 2000 and 2010.

Since the enrollment rates of 5- and 6-year-olds, 7- to 13-year-olds, and 14- to 17-year-olds changed by about 2 or fewer percentage points between 1985 and 2009, increases in public and private elementary and secondary school enrollment have been driven primarily by increases in the number of children in these age groups (tables 7 and 20). Increases in the enrollment rate of 3- and 4-year-old children (from 39 percent in 1985 to 52 percent in 2009) and the number of children in this age group (from 7.1 million to 8.4 million) also contributed to overall enrollment increases.

The National Center for Education Statistics (NCES) forecasts record levels of total elementary and secondary enrollment through at least 2019, reflecting expected increases in the size of the school-age population. For public schools, the projected fall 2010 enrollment is expected to be a new record, and new records are expected every year through 2019, 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 7 percent between 2010 and 2019. Public secondary school enrollment (grades 9 through 12) is expected to increase 4 percent between 2010 and 2019. Overall, total public school enrollment is expected to increase 6 percent between 2010 and 2019.

Teachers

A projected 3.6 million full-time-equivalent (FTE) elementary and secondary school teachers were engaged in classroom instruction in fall 2010 (table 4). This number has risen 8 percent since 2000. The 2010 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 increased by a larger percentage than the number of public school students over the past 10 years, resulting in declines in the pupil/teacher ratio (table 68). In the fall of 2010, there were a projected 15.6 public school pupils per teacher, compared with 16.0 public school pupils per teacher 10 years earlier.

The average salary for public school teachers in 2009–10 was \$55,350, about 3 percent higher than in 1990–91, after adjustment for inflation (table 82). The salaries of public school teachers have generally maintained pace with inflation since 1990–91.

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 since the early 1970s in reading and mathematics only. Results from long-term trend NAEP are included in the discussion in chapter 2 of the *Digest*, while the information in this Introduction includes only results from the national main and state NAEP.

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 nonpublic 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. The state NAEP is identical in content to the national main NAEP, but the state NAEP reports information only for public school students. Chapter 2 presents more information on the NAEP designs and methodology, and additional details appear in Appendix A: Guide to Sources.

Reading

The main NAEP assessment data are reported on a scale of 0 to 500. From 2007 to 2009, there were no measurable changes in average reading scores for 4th-grade males and females or for 4th-grade students from any of the five racial/ethnic groups (table 125). From 1992 to 2009, male 4th-graders' average reading scores increased from 213 to 218 and female 4th-graders' scores increased from 221 to 224 (table 126). At grade 4, the average reading scores in 2009 for White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students were not measurably different from their scores in 2007 (table 125). The 2009 reading scores for White, Black, and Hispanic students did, however, remain higher than scores from assessment years prior to 2007. The 2009 average NAEP reading scale score for 8th-graders was 1 point higher than the 2007 score and 4 points higher than the 1992 score, but the 2009 score was not always measurably different from the scores on the assessments given between 1994 and 2005. For 12th-graders, the 2009 average reading score was 4 points lower than the score in 1992 but 2 points higher than the score in 2005 (12th-graders were not assessed in 2007).

The 2009 main NAEP reading assessment of states found that the average reading proficiency of public school 4th- and 8th-graders varied across participating jurisdictions (the 50 states, the Department of Defense overseas and domestic schools, and the District of Columbia). For 4th-graders in public schools, the U.S. average score was 220, with average scores in participating jurisdictions ranging from 202 in the District of Columbia to 234 in Massachusetts (table 129).

For 8th-graders in public schools, the U.S. average score was 262, with average scores in participating jurisdictions ranging from 242 in the District of Columbia to 274 in Massachusetts (table 130).

Mathematics

From 2007 to 2009, gains in average NAEP mathematics scores seen in earlier years continued at grade 8 but not at grade 4. At grade 8, the average NAEP mathematics score (reported on a scale of 0 to 500) increased 2 points from 2007 to 2009 and was higher in 2009 than in any previous assessment year (table 146). At grade 4, the average score in 2009 was unchanged from the score in 2007 but still higher than the scores in the six assessment years from 1990 to 2005. From 2007 to 2009, no significant score changes occurred at grade 4 for males or females or for any of the racial/ethnic groups. At grade 8, average scores increased from 2007 to 2009 for both male and female students as well as for White, Black, Hispanic, and Asian/Pacific Islander students. For American Indian/Alaska Native 8th-graders, no measurable differences were detected in average scores over the assessment years. Because of major changes to the grade 12 mathematics assessment, results from 2005 and 2009 cannot be compared with results from earlier assessment years. For 12th-graders, the average mathematics score (reported on a scale of 0 to 300) was 3 points higher in 2009 than in 2005. Average scores increased from 2005 to 2009 for both male and female 12th-graders as well as for 12th-graders from all the racial/ethnic groups.

The 2009 main NAEP assessment of states found that the average mathematics proficiency of public school 4th- and 8th-graders varied across participating jurisdictions (the 50 states, the Department of Defense overseas and domestic schools, and the District of Columbia). For 4th-graders in public schools, the U.S. average score was 239, with average scores in participating jurisdictions ranging from 219 in the District of Columbia to 251 in New Hampshire and 252 in Massachusetts (table 143). For 8th-graders in public schools, the U.S. average score was 282, with average scores in participating jurisdictions ranging from 254 in the District of Columbia to 299 in Massachusetts (table 144).

Science

NAEP has assessed the science abilities of students in grades 4, 8, and 12 in both public and private schools since 1996, using a separate scale of 0 to 300 for each grade. The national average 4th-grade science score increased from 147 in 1996 to 151 in 2005; there was no measurable change in the 8th-grade score; and the 12th-grade score decreased from 150 in 1996 to 147 in 2005 (table 148). Certain subgroups outperformed others in science in 2005. For example, males outperformed females at all three grades. Male 4th-graders had a higher average score in 2005 than in 1996, and both male and female 12th-graders had lower scores in 2005 than in 1996. White students scored higher, on average, than Black and Hispanic students at all three grades in 2005. At grade 4, average scores were higher for White, Black,

Hispanic, and Asian/Pacific Islander students in 2005 than in 1996. At grade 8, the average score for Black students was higher in 2005 than in 1996, but the scores did not measurably change for other racial/ethnic groups. At grade 12, there were no measurable changes between the 2005 and 1996 average scores for any racial/ethnic group.

International Comparisons

The 2007 Trends in International Mathematics and Science Study (TIMSS) assessed students' mathematics and science performance at grade 4 in 36 countries and at grade 8 in 48 countries. The assessment is curriculum based and measures what students have actually learned against the subject matter that is expected to be taught in the participating countries by the end of grades 4 and 8. At both grades, TIMSS scores are reported on a scale of 0 to 1,000, with the scale average fixed at 500. In 2007, the average mathematics scores of U.S. 4th-graders (529) and 8th-graders (508) were higher than the scale average (tables 412 and 413). U.S. 4th-graders scored higher in mathematics, on average, than their counterparts in 23 countries and lower than those in 8 countries (table 412). Average mathematics scores in the other 4 countries were not measurably different from the U.S. average. At grade 8, the average U.S. mathematics score was higher than the average scores of students in 37 countries in 2007 and below the average scores of students in 5 countries (table 413). Average 8th-grade mathematics scores in the other 5 countries were not measurably different from the U.S. average. The average science scores of both U.S. 4th-graders (539) and U.S. eighth-graders (520) were higher than the fixed TIMSS scale average of 500 in 2007 (tables 417 and 418). The average U.S. 4th-grade science score was higher than the average scores of students in 25 countries, lower than those of students in 4 countries, and not measurably different from those in the remaining 6 countries (table 417). At grade 8, the average U.S. science score was higher than the average scores of students in 35 of the 47 other countries, lower than those in 9 countries, and not measurably different from those in the other 3 countries (table 418).

The 2009 Program for International Student Assessment (PISA) assessed 15-year-olds' reading, mathematics, and science literacy in 34 countries that are members of the Organization for Economic Cooperation and Development (OECD) and in 31 non-OECD jurisdictions. PISA scores are reported on a scale of 0 to 1,000. In reading literacy, the average score of 15-year-olds in the United States was 500, which was not measurably different from the OECD average of 493 (table 408). The average reading literacy score in the United States was lower than the average score in 6 of the 33 other OECD countries that participated in the 2009 assessment, higher than the average score in 13 of the other OECD countries, and not measurably different from the average score in 14 of the OECD countries. Three of the 31 participating non-OECD jurisdictions had higher average reading literacy scores than the United States. In mathematics literacy, U.S. 15-year-olds' average score of 487 on the 2009 PISA was lower than the OECD average score of 496.

The average mathematics literacy score in the United States was lower than the average score in 17 OECD countries, higher than the average score in 5 OECD countries, and not measurably different from the average score in 11 OECD countries. Six of the non-OECD jurisdictions had higher average mathematics literacy scores than the United States. In science literacy, the average score of 15-year-olds in the United States was not measurably different from the OECD average score. The U.S. average science literacy score was lower than the average score in 12 OECD countries, higher than the average score in 9 OECD countries, and not measurably different from the average score in 12 OECD countries. Six of the non-OECD jurisdictions had higher science literacy scores than the United States.

High School Graduates and Dropouts

About 3,252,000 high school students are expected to graduate during the 2010–11 school year (table 110), including about 2,937,000 public school graduates and 315,000 private school graduates. High school graduates include only recipients of diplomas, not recipients of equivalency credentials. The number of high school graduates projected for 2010–11 is lower than the record-high projection for 2008–09, but exceeds the high point during the baby boom era in 1975–76, when 3,142,000 students earned diplomas. In 2007–08, an estimated 74.7 percent of public high school students graduated on time—that is, received a diploma 4 years after beginning their freshman year (table 112).

The number of General Educational Development (GED) credentials issued by the states to GED test passers rose from 330,000 in 1977 to 487,000 in 2000 (table 114). A record number of 648,000 GED credentials were issued in 2001. In 2002, there were revisions to the GED test and to the data reporting procedures. In 2001, test takers were required to successfully complete all five components of the GED or else begin the five-part series again with the new test that was introduced in 2002. Prior to 2002, reporting was based on summary data from the states on the number of GED credentials issued. As of 2002, reporting has been based on individual GED candidate- and test-level records collected by the GED Testing Service. In 2009, about 448,000 passed the GED tests, up from 330,000 in 2002, the first year of the new test series.¹

The percentage of dropouts among 16- to 24-year-olds has shown some decreases over the past 20 years. This percentage, known as the status dropout rate, includes all people in the 16- to 24-year-old age group who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts in this measure.) Between 1989 and 2009, the status dropout rate declined from 12.6 percent to

¹ Information on changes in GED test series and reporting is based on the 2003 edition of *Who Passed the GED Tests?*, by the GED Testing Service of the American Council on Education, as well as communication with staff of the GED Testing Service.

8.1 percent (table 115). Although the status dropout rate declined for both Blacks and Hispanics during this period, their rates in 2009 (9.3 and 17.6 percent, respectively) remained higher than the rate for Whites (5.2 percent). This measure is based on the civilian noninstitutionalized population, which excludes people in prisons, people in the military, and other people not living in households.

Educational Technology

The number of computers used for instruction in public elementary and secondary schools has increased. In 2008, the average public school contained 189 instructional computers, compared to 110 in 2000 (table 108). Most of these computers (98 percent) had internet access in 2008, up from 77 percent in 2000. There were 3 students per computer with internet access in 2008, compared to 7 students per computer with internet access in 2000.

Postsecondary Education

College Enrollment

College enrollment was a projected 20.6 million in fall 2010, higher than in any previous year (table 3). College enrollment is expected to continue setting new records from fall 2011 through fall 2019. Between fall 2010 and fall 2019, enrollment is expected to increase by 14 percent. Despite decreases in the size of the traditional college-age population (18 to 24 years old) during the late 1980s and early 1990s, total enrollment increased during this period (tables 20 and 197). The traditional college-age population rose 14 percent between 1999 and 2009, and total college enrollment increased 38 percent during the same period. Between 1999 and 2009, the number of full-time students increased by 45 percent, compared to a 28 percent increase in part-time students (table 197). During the same time period, the number of males enrolled increased 35 percent, while the number of females enrolled increased 40 percent.

Faculty

In fall 2009, 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 1.4 million faculty members, including 0.7 million full-time and 0.7 million part-time faculty (table 255). In addition, degree-granting institutions employed 0.3 million graduate assistants.

Postsecondary Degrees

During the 2010–11 academic year, postsecondary degrees are projected to number 818,000 associate’s degrees; 1,696,000 bachelor’s degrees; 687,000 master’s degrees; 100,700 first-professional degrees; and 71,700 doctor’s degrees (table 279). Between 1998–99 and 2008–09 (the last year of actual data), the number of degrees conferred rose at all levels. The number of associate’s degrees was 41 percent

higher in 2008–09 than in 1998–99, the number of bachelor’s degrees was 33 percent higher, the number of master’s degrees was 49 percent higher, the number of first-professional degrees was 17 percent higher, and the number of doctor’s degrees was 54 percent higher.

Between 1998–99 and 2008–09, the number of bachelor’s degrees awarded to males increased 32 percent, while the number awarded to females increased 34 percent. Females earned 57 percent of all bachelor’s degrees in 2008–09, similar to the percentage for 1998–99. Between 1998–99 and 2008–09, the number of White students earning bachelor’s degrees increased 26 percent, compared with the larger increases of 53 percent for Black students, 85 percent for Hispanic students, 52 percent for Asian/Pacific Islander students, and 45 percent for American Indian/Alaska Native students (table 296). In 2008–09, White students earned 71 percent of all bachelor’s degrees awarded (vs. 76 percent in 1998–99), Black students earned 10 percent (vs. 9 percent in 1998–99), Hispanic students earned 8 percent (vs. 6 percent in 1998–99), and Asian/Pacific Islander students earned 7 percent (vs. 6 percent in 1998–99). American Indian/Alaska Native students earned about 1 percent of the degrees in both years.

Undergraduate Prices

For the 2009–10 academic year, annual prices for undergraduate tuition, room, and board were estimated to be \$12,804 at public institutions and \$32,184 at private institutions (table 345). Between 1999–2000 and 2009–10, prices for undergraduate tuition, room, and board at public institutions rose 37 percent, and prices at private institutions rose 25 percent, after adjustment for inflation.

Educational Attainment

The U.S. Census Bureau collects annual statistics on the educational attainment of the population. Between 2000 and 2010, the percentage of the adult population 25 years of age and over who had completed high school rose from 84 percent to 87 percent, and the percentage of adults with a bachelor’s degree increased from 26 percent to 30 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 2010 was about the same as it was in 2000 (89 and 88 percent, respectively). The percentage of young adults who had completed a bachelor’s degree increased from 29 percent in 2000 to 32 percent in 2010.

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 \$1.1 trillion for 2009–10 (table 28). Expenditures of elementary and secondary schools are expected to

total \$650 billion, while those of degree-granting postsecondary institutions are expected to total \$461 billion. Total expenditures for education are expected to amount to 7.9 percent of the gross domestic product in 2009–10, about 0.9 percentage points higher than in 1999–2000.

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 instrument. 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 Appendix A: Guide to Sources.

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 34.

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 racial groups include Hispanics or Hispanics are reported separately as an ethnic group regardless of race. 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, using a two-tailed test. 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 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. For comparisons of data over time based on universe surveys, a linear trend test was conducted by evaluating the significance of the slope of a simple regression of the data over time and comparing the value of 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.

The tables in this edition of the *Digest* include the most recent data available at the time the report was prepared. If no new data were available for a particular table, the table may be repeated without change from the previous edition.

Table Components

Title Describes the table content concisely. (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.”)

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 Number and Title { Table 0. Projected number of participants in educational institutions, by level and control of institution: Fall 2006

Unit Indicator → [In millions]

Participants	All levels (elementary, secondary, and postsecondary degree-granting)	Elementary and secondary schools ← Spanner		
		Total	Public	Private
1	2	3	4	5
Total	82.2	62.0	55.0	6.8
Enrollment	72.7	55.1	48.9	6.1
Teachers and faculty	4.5	3.6	3.2	0.5
Other professional, administrative, and support staff	5.0	3.2	2.9	0.3 ¹

Field {

Footnote → ¹Reference (numbered) notes refer to specific parts of the table.

Note → NOTE: Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes federal schools. Excludes private preprimary 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.)

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. Following are two typical examples:

Estimated Based on available information from a subset of the population of interest.

Projected Calculated from a forecasting model based on historical information.

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 measure of central tendency. 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 2010 edition of the *Digest*, the following 23 tables include finance data that are adjusted to school year 2008–09 dollars: tables 29, 35, 78, 82, 83, 89, 180, 183, 184, 190, 193, 194, 267, 273, 345, 348, 362, 366, 368, 373, 375, 377, and 430. Data adjusted to calendar year 2009 dollars appear in tables 25, 391, 399, and 425. Table 380 includes adjustments to fiscal year (FY) 2010 dollars.