

WEB TABLES

U.S. DEPARTMENT OF EDUCATION
NOVEMBER 2012 NCES 2013-154

Early K–12 Teaching Experiences of 2007–08 Bachelor’s Degree Recipients

These Web Tables provide information regarding college graduates who received their bachelor’s degree in 2007–08 and taught for the first time by 2009. The tables present data on graduates’ demographic characteristics, teaching preparation, education experiences, and teaching-related characteristics.

These tables are grouped into four sections. The tables in section 1 describe 2007–08 bachelor’s degree recipients’ K–12 teaching status, the steps they had taken to enter teaching, and the level of teacher certification among those who taught for the first time after receiving their bachelor’s degrees by teaching-related, demographic, and academic characteristics.

The tables in section 2 examine selected demographic characteristics of 2007–08 bachelor’s degree recipients who were first-time teachers. The tables provide percentage distributions of the graduates by their age, sex, race/ethnicity, level of parent education, family composition, and earned income, and they disaggregate these estimates by type of teaching position, sector and level of the school where they taught, and the main field taught.

The tables in section 3 present estimates concerning the undergraduate education of the first-time teaching graduates, including their SAT scores, first institution and bachelor’s-degree granting institution types, undergraduate major, and time from

postsecondary entry to bachelor’s degree attainment by the teaching-related characteristics described in section 2. The tables in this section also present estimates of graduates’ awareness of financial aid programs designed to encourage undergraduates to enter teaching.

The tables in section 4 examine first-time graduates’ teaching preparation, the support they received from their schools, and their job-related satisfaction, again disaggregating by the teacher-related characteristics described in section 2.

This report was prepared for the National Center for Education Statistics under Contract No. ED-CO-0033 with MPR Associates, Inc. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government. These Web Tables were authored by Paul Skomsvold, Sabine Durand, and Robin R. Henke of MPR Associates, Inc. The NCES Project Officer was Ted Socha. For questions about content or to view this report online, go to <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013154>.

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RELATED NCES REPORTS

Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001 (NCES 2005-161).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005161>

Progress Through the Teacher Pipeline: 1992–93 College Graduates and Elementary/Secondary School Teaching as of 1997 (NCES 2000-152).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000152>

Out of the Lecture Hall and Into the Classroom: 1992–93 College Graduates and Elementary/Secondary School Teaching (NCES 96-899).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96899>

DATA

The bachelor's degree recipients surveyed in the 2009 first follow-up of the 2007–08 Baccalaureate and Beyond Longitudinal Study (B&B:08/09) were first identified in the 2007–08 National Postsecondary Student Aid Study (NPSAS:08). NPSAS:08 is a nationally representative sample of about 128,000 undergraduate, graduate, and first-professional students in about 1,960 postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico that are eligible to

participate in federal Title IV student aid programs.¹ About 23,000 respondents were identified in NPSAS:08 as potential 2007–08 bachelor's degree recipients, and of these respondents, about 17,000 were determined to be eligible for the B&B study. The final B&B:08/09 sample includes approximately 15,000 respondents and represents the approximately 1.6 million undergraduates who completed requirements for a bachelor's degree in 2007–08.

Bachelor's degree recipients in B&B:08/09 were interviewed twice: first in 2008, near the end of their last year as undergraduates, and again in 2009, approximately 1 year after they had graduated. The 2009 interview focused on their undergraduate education, 2009 employment, and postsecondary enrollment and teaching experiences after completing their bachelor's degree.

For more information about the methodology used in NPSAS:08 and B&B:08/09, see the following reports:

2008 National Postsecondary Student Aid Study (NPSAS:08) Full-scale Methodology Report (NCES 2011-188).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011188>

2008–09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09): First Look (NCES 2011-236).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011236>

In addition, data on the schools in which graduates taught were obtained from NCES's Common Core of Data (CCD) and Private School Survey (PSS), universe surveys of public and private, respectively, elementary and secondary schools in the United States. CCD and PSS data were used to describe B&B respondents' schools, including their sector, level, locale, enrollment size, and minority enrollment.

States provide data on all public schools and districts in the annual CCD data collection. Private schools are surveyed through the PSS every 2 years. The schools in which graduates reported teaching in 2009 were matched to the CCD data collected in 2008–09, 2007–08, and 2006–07, choosing the most recent available data for each school. Graduates' schools were also matched to the 2005–06 and 2007–08 PSS data, again choosing the most recent available data for each school.

ABOUT POWERSTATS

PowerStats produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. It also contains a detailed description of how each variable was created and includes question wording for items coming directly from an interview.

With PowerStats, users can replicate or expand upon the tables presented in this report. The output from PowerStats includes the table estimates (e.g., percentages or means), standard errors,² and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), PowerStats prints the double dagger symbol (‡) instead of the estimate.

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should access the PowerStats website <http://nces.ed.gov/datalab/index.aspx>. For more information, contact powerstats@ed.gov.

VARIABLES USED

All estimates presented in these Web Tables were produced using PowerStats, a web-based software application that allows users to generate tables for many of the postsecondary surveys conducted by the National Center for Education Statistics (NCES). The variables used in these Web Tables are listed below. Visit the NCES DataLab website <http://nces.ed.gov/datalab> to view detailed information on how these variables were constructed and their sources. Under *Detailed Information About PowerStats Variables, Baccalaureate and Beyond Longitudinal Study, B&B:2008/2009*, click by subject or by variable name. The program files that generated the statistics presented in these Web Tables can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013154>.

Label	Name
Age at bachelor's degree receipt	AGEATBA
Applied for a teaching position	B1TCHAPP
Areas of preparation: Classroom management	B1DSCP01
Areas of preparation: Teach subject matter	B1TCH01
Areas of preparation: Variety of instructional methods	B1INVR01
Aware of TEACH Grant program	B1TCHGRT
Aware of teacher loan forgiveness programs	B1LNFRGV
Bachelor's degree institution sector	SECTOR9
Bachelor's degree major	MAJORS4Y
Certified to teach	B1CURCRT
Earned income in current job	B1ERNINC
Employment status in 2009	B1LFP09
Enrollment size of most recent school	B1ENR09
Enrollment status in 2009	B1ENRST
Ever received PELL Grant	PELLYRS
Expected Family Contribution (EFC)	EFC
Fields taught: Arts and music	B1ART09
Fields taught: English as a second language	B1ESL09
Fields taught: English or language arts	B1ENG09
Fields taught: Foreign languages	B1FL09
Fields taught: Health/physical education	B1HPE09
Fields taught: Math or computer science	B1MAT09
Fields taught: Natural sciences	B1SCI09
Fields taught: Other	B1OTH09
Fields taught: Social sciences	B1SOC09
Highest education attained by either parent	PAREduc
If applied, whether offered a teaching position	B1OFFER
Level of certification among those certified	B1CRITYP
Level of most recent school	B1LEV09

For more information, contact

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For readers with disabilities, a Section 508-compliant version of these Web Tables is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013154>.

ENDNOTES

¹ Title IV institutions are those eligible to participate in the federal financial aid programs included in Title IV of the Higher Education Act. These programs include Pell Grants, federal student loans, work-study, and other federal aid.

² The B&B samples are not simple random samples; therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. PowerStats takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by PowerStats approximates the estimator by replication of the sampled population, using a bootstrap technique.

VARIABLES USED—continued

Label	Name
Locale type of most recent school	B1LOC09
Marital status and dependents in 2009	B1MARCH
Number of months between initial postsecondary enrollment and bachelor's degree attainment	PSE_BA
Number of teaching jobs as of 2009	B1TJBNUM
Occupation in 2009	B1OCC33
Participated in teaching induction program	B1IND01
Participated in teaching internship program	B1INT01
Percent free or reduced-price lunch enrollment, most recent school	B1FRPL09
Percent minority enrollment, most recent school	B1MIN09
Race/ethnicity	RACE
Received financial aid in 2007–08	TOTAID4
SAT score level	TESATDER
Sector of first institution attended	I1SECT
Sector of most recent school	B1PUPR09
Sex	GENDER
Support from schools: Classroom management	B1DISC01
Support from schools: Curriculum selection	B1MTHD01
Support from schools: Parent and community involvement	B1CMNT01
Teacher satisfaction: Administration support	B1ADMSUP
Teacher satisfaction: Class size	B1CLSIZE
Teacher satisfaction: Effectiveness as a teacher	B1TCHEFF
Teacher satisfaction: Parent support	B1PNTSUP
Teacher satisfaction: Relationships with colleagues and supervisors	B1SOCSUP
Teacher satisfaction: Student discipline	B1STDISP
Teaching status	B1TSTAT
Undergraduate grade point average	GPA

National Center for Education Statistics

Table 1.1.
TEACHING STATUS: Percentage distribution of 2007–08 bachelor's degree recipients' K–12 teaching status, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Taught			Not taught			
	Total	Only before completing bachelor's	Since completing bachelor's	Total	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Total	10.5	2.5	8.0	89.5	4.8	9.4	75.2
Sex							
Male	6.1	1.4	4.7	93.9	3.2	9.1	81.6
Female	13.8	3.4	10.4	86.2	6.0	9.6	70.6
Race/ethnicity ¹							
White	11.4	2.5	8.8	88.6	5.2	8.3	75.1
Black	8.7	2.3	6.4	91.3	3.0	15.6	72.7
Hispanic	9.2	3.4	5.7	90.8	5.8	12.7	72.4
Asian	4.2	1.3 !	3.0	95.8	1.5 !	8.2	86.0
Other or Two or more races	11.4	2.3 !	9.1	88.6	4.5	10.6	73.5
Age at bachelor's degree receipt							
23 or younger	10.6	1.9	8.6	89.4	5.1	8.1	76.2
24–29	10.1	3.4	6.8	89.9	4.6	12.0	73.3
30 or older	10.7	3.9	6.7	89.3	3.9	12.0	73.4
Highest education attained by either parent ²							
High school or less	11.1	3.8	7.2	88.9	6.4	12.5	70.0
Some postsecondary education	11.0	2.4	8.5	89.0	5.0	9.6	74.4
Bachelor's degree	9.2	2.0	7.3	90.8	4.4	8.1	78.3
Graduate or first-professional degree	11.0	2.2	8.8	89.0	4.0	8.1	76.8
Bachelor's degree major							
STEM major ³	5.9	1.6	4.3	94.1	2.5	6.8	84.8
Computer and information sciences	5.0 !	‡	2.8 !	95.0	‡	9.0	84.8
Engineering and engineering technology	1.9 !	‡	1.4 !	98.1	1.1 !	5.9	91.1
Biological and physical sciences, science technology, mathematics, and agriculture	9.5	2.2	7.3	90.5	4.2	6.7	79.5
General studies and other ⁴	12.2	3.1 !	9.0	87.8	9.0	7.9	70.9
Social sciences	6.8	2.0	4.8	93.2	4.3	11.0	77.9
Humanities	12.6	2.3	10.3	87.4	9.5	12.3	65.7
Health care fields	2.3	0.9 !	1.4 !	97.7	2.5 !	7.4	87.8
Business	2.1	0.8 !	1.2	97.9	1.8	10.3	85.9
Education	64.3	14.1	50.2	35.7	16.2	3.6	15.9
Other applied ⁵	4.8	1.3	3.6	95.2	3.1	11.7	80.4

See notes at end of table.

National Center for Education Statistics

Table 1.1.
TEACHING STATUS: Percentage distribution of 2007–08 bachelor's degree recipients' K–12 teaching status, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Taught			Not taught			
	Total	Only before completing bachelor's	Since completing bachelor's	Total	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Bachelor's degree institution sector							
Public 4-year	11.1	2.8	8.2	88.9	5.3	9.3	74.4
Private nonprofit 4-year	10.6	2.1	8.5	89.4	4.3	9.0	76.0
For-profit 4-year	2.5	1.2 !	1.3 !	97.5	2.2 !	14.6	80.6
Undergraduate grade point average							
Less than 2.50	6.3	2.0	4.3	93.7	2.2	14.5	77.0
2.50–2.99	6.6	1.6	5.0	93.4	3.8	11.4	78.2
3.00–3.49	10.6	2.9	7.8	89.4	5.3	9.7	74.3
3.50 or higher	13.5	2.8	10.6	86.5	5.4	7.0	74.1
SAT score level ⁶							
Low	10.8	2.9	7.9	89.2	5.7	11.8	71.7
Low middle	10.6	2.3	8.3	89.4	5.4	9.2	74.8
High middle	11.2	2.0	9.2	88.8	5.4	6.9	76.6
High	10.1	1.8	8.3	89.9	3.6	7.0	79.2
Sector of first institution attended							
Public 2-year	10.6	2.9	7.7	89.4	6.0	9.9	73.5
Public 4-year	10.6	2.6	8.1	89.4	4.7	9.0	75.7
Private nonprofit 4-year	10.4	2.2	8.2	89.6	4.2	9.2	76.2
Other ⁷	4.2	0.8 !	3.4 !	95.8	3.2 !	18.3	74.3
Marital status and dependents in 2009 ⁸							
Unmarried with no dependents	9.5	2.0	7.5	90.5	4.8	9.0	76.7
Unmarried with dependents	11.3	4.0	7.3	88.7	4.0	14.9	69.8
Married with no dependents	13.4	3.5	9.9	86.6	5.2	8.0	73.3
Married with dependents	11.5	3.3	8.1	88.5	4.5	11.7	72.4
Employment status in 2009 ⁹							
One job	10.6	2.6	8.0	89.4	3.8	9.1	76.5
Full time	11.0	2.6	8.3	89.0	2.6	9.3	77.1
Part time	9.0	2.3	6.7	91.0	8.8	8.2	73.9
Multiple jobs	16.6	3.1	13.4	83.4	9.5	7.8	66.1
Unemployed	5.9	2.1	3.8	94.1	6.2	16.6	71.3
Out of the labor force	4.3	1.6 !	2.6	95.7	4.1	6.2	85.4
Enrolled in a degree program	2.7 !	1.1 !	1.6 !	97.3	4.6	5.6	87.2
Not enrolled in a degree program	6.9	2.5 !	4.5 !	93.1	3.4 !	7.2 !	82.5

See notes at end of table.

National Center for Education Statistics

Table 1.1.

TEACHING STATUS: Percentage distribution of 2007–08 bachelor's degree recipients' K–12 teaching status, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Taught			Not taught			
	Total	Only before completing bachelor's	Since completing bachelor's	Total	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Enrollment status in 2009							
Enrolled in undergraduate program	6.1 !	‡	4.6 !	93.9	7.0	5.8 !	81.2
Enrolled in graduate program	11.7	2.6	9.1	88.3	8.9	6.4	73.0
Not enrolled	10.3	2.5	7.8	89.7	3.7	10.3	75.7

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

² Excludes the 1.2 percent of graduates who did not know either parent's highest level of education.

³ Includes science, technology, engineering, and mathematics.

⁴ Includes liberal arts and sciences; general studies and humanities; multi/interdisciplinary studies, other; basic skills; citizenship activities; health-related knowledge and skills; interpersonal and social skills; leisure and recreational activities; personal awareness and self-improvement; and high school/secondary diplomas and certificates.

⁵ Includes architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁶ Applies to graduates age 30 or younger as of December 31, 2007. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

⁷ Includes for-profit institutions at any level, public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁸ Unmarried includes separated students.

⁹ Graduates who worked 35 or more hours per week are defined as working full time; those who were not working but looking for work are defined as unemployed; and those who were not working and not looking for work are defined as out of the labor force.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table S1.1.

Standard errors for table 1.1: TEACHING STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ K–12 teaching status, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Taught			Not taught			
	Total	Only before completing bachelor’s	Since completing bachelor’s	Total	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Total	0.32	0.17	0.30	0.32	0.29	0.35	0.49
Sex							
Male	0.39	0.19	0.34	0.39	0.36	0.55	0.77
Female	0.49	0.26	0.46	0.49	0.40	0.45	0.66
Race/ethnicity							
White	0.39	0.20	0.35	0.39	0.34	0.38	0.55
Black	1.09	0.61	1.02	1.09	0.65	1.64	1.93
Hispanic	0.97	0.68	0.79	0.97	0.93	1.27	1.70
Asian	0.96	0.53	0.79	0.96	0.66	1.50	1.77
Other or Two or more races	1.83	0.96	1.77	1.83	1.34	1.96	2.63
Age at bachelor’s degree receipt							
23 or younger	0.39	0.17	0.37	0.39	0.33	0.39	0.56
24–29	0.75	0.47	0.68	0.75	0.63	0.98	1.38
30 or older	0.87	0.53	0.77	0.87	0.55	1.08	1.31
Highest education attained by either parent							
High school or less	0.86	0.51	0.72	0.86	0.73	0.94	1.20
Some postsecondary education	0.67	0.32	0.65	0.67	0.51	0.77	1.14
Bachelor’s degree	0.63	0.29	0.54	0.63	0.51	0.67	0.96
Graduate or first-professional degree	0.72	0.29	0.69	0.72	0.45	0.63	0.96
Bachelor’s degree major							
STEM major	0.75	0.36	0.66	0.75	0.47	0.79	1.07
Computer and information sciences	1.79	†	1.26	1.79	†	2.46	3.03
Engineering and engineering technology	0.81	†	0.68	0.81	0.53	1.28	1.54
Biological and physical sciences, science technology, mathematics, and agriculture	1.29	0.52	1.24	1.29	0.84	0.97	1.66
General studies and other	2.00	1.05	1.78	2.00	1.83	2.19	3.29
Social sciences	0.66	0.41	0.60	0.66	0.61	0.87	1.17
Humanities	1.17	0.48	1.08	1.17	1.06	1.14	1.58
Health care fields	0.56	0.31	0.45	0.56	0.80	1.28	1.71
Business	0.42	0.28	0.27	0.42	0.42	0.87	1.00
Education	1.78	1.12	1.82	1.78	1.46	0.84	1.38
Other applied	0.57	0.29	0.52	0.57	0.54	0.90	1.15

See notes at end of table.

National Center for Education Statistics

Table S1.1.

Standard errors for table 1.1: TEACHING STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ K–12 teaching status, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Taught			Not taught			
	Total	Only before completing bachelor’s	Since completing bachelor’s	Total	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Bachelor’s degree institution sector							
Public 4-year	0.44	0.22	0.42	0.44	0.37	0.44	0.64
Private nonprofit 4-year	0.59	0.27	0.57	0.59	0.45	0.62	0.93
For-profit 4-year	0.72	0.48	0.51	0.72	0.92	2.20	2.10
Undergraduate grade point average							
Less than 2.50	1.10	0.58	0.95	1.10	0.64	1.97	2.17
2.50–2.99	0.59	0.28	0.54	0.59	0.50	0.88	1.06
3.00–3.49	0.53	0.29	0.49	0.53	0.47	0.63	0.83
3.50 or higher	0.69	0.28	0.62	0.69	0.45	0.56	0.90
SAT score level							
Low	0.73	0.40	0.64	0.73	0.63	0.80	1.21
Low middle	0.73	0.32	0.69	0.73	0.61	0.87	1.19
High middle	0.72	0.33	0.69	0.72	0.60	0.71	1.04
High	0.71	0.32	0.69	0.71	0.46	0.65	0.95
Sector of first institution attended							
Public 2-year	0.57	0.34	0.50	0.57	0.60	0.62	0.95
Public 4-year	0.55	0.26	0.49	0.55	0.40	0.53	0.79
Private nonprofit 4-year	0.70	0.30	0.64	0.70	0.53	0.75	1.17
Other	1.21	0.36	1.21	1.21	1.25	2.83	2.97
Marital status and dependents in 2009							
Unmarried with no dependents	0.39	0.18	0.39	0.39	0.35	0.41	0.61
Unmarried with dependents	1.65	0.96	1.39	1.65	1.02	1.84	2.40
Married with no dependents	0.87	0.46	0.79	0.87	0.60	0.78	1.23
Married with dependents	1.01	0.51	0.89	1.01	0.70	1.25	1.59
Employment status in 2009							
One job	0.36	0.20	0.35	0.36	0.29	0.41	0.56
Full time	0.43	0.21	0.40	0.43	0.26	0.46	0.65
Part time	0.81	0.46	0.78	0.81	0.86	0.96	1.42
Multiple jobs	1.11	0.50	1.02	1.11	0.96	0.90	1.53
Unemployed	0.92	0.54	0.71	0.92	1.00	1.58	1.89
Out of the labor force	0.98	0.55	0.75	0.98	0.94	1.23	1.66
Enrolled in a degree program	0.90	0.49	0.75	0.90	1.30	1.43	2.05
Not enrolled in a degree program	2.00	1.19	1.51	2.00	1.25	2.17	3.00

See notes at end of table.

National Center for Education Statistics

Table S1.1.

Standard errors for table 1.1: TEACHING STATUS: Percentage distribution of 2007–08 bachelor’s degree recipients’ K–12 teaching status, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Taught			Not taught			
	Total	Only before completing bachelor’s	Since completing bachelor’s	Total	Certified or otherwise prepared to teach	Only considered teaching	Did not consider teaching
Enrollment status in 2009							
Enrolled in undergraduate program	1.82	†	1.63	1.82	1.84	2.49	3.55
Enrolled in graduate program	0.76	0.33	0.73	0.76	0.85	0.68	1.22
Not enrolled	0.34	0.20	0.32	0.34	0.31	0.41	0.57

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table 1.2.

STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had never taught, percentage who applied for a teaching position and were offered a teaching position since completing bachelor’s degree, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Applied for a teaching position	If applied, whether offered a teaching position
Total	2.3	0.3
Sex		
Male	1.7	0.2!
Female	2.7	0.4
Race/ethnicity ¹		
White	1.9	0.3
Black	3.6	0.5!
Hispanic	4.4	‡
Asian	‡	#
Other or Two or more races	3.7!	‡
Age at bachelor’s degree receipt		
23 or younger	2.4	0.4
24–29	1.7	‡
30 or older	2.5	‡
Highest education attained by either parent ²		
High school or less	3.2	‡
Some postsecondary education	2.2	0.4!
Bachelor’s degree	1.8	‡
Graduate or first-professional degree	2.1	0.4!
Bachelor’s degree major		
STEM major ³	1.4	‡
Computer and information sciences	‡	‡
Engineering and engineering technology	‡	#
Biological and physical sciences, science technology, mathematics, and agriculture	2.1!	‡
General studies and other ⁴	3.5!	‡
Social sciences	1.9	‡
Humanities	5.2	0.8!
Health care fields	‡	‡
Business	0.8	‡
Education	15.5	2.9!
Other applied ⁵	1.6	‡

See notes at end of table.

National Center for Education Statistics

Table 1.2.

STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had never taught, percentage who applied for a teaching position and were offered a teaching position since completing bachelor’s degree, by selected demographic and undergraduate academic characteristics: 2009
—Continued

Demographic and academic characteristics	Applied for a teaching position	If applied, whether offered a teaching position
Bachelor’s degree institution sector		
Public 4-year	2.4	0.3
Private nonprofit 4-year	2.1	0.4 !
For-profit 4-year	1.9 !	‡
Undergraduate grade point average		
Less than 2.50	2.7	‡
2.50–2.99	2.3	0.4 !
3.00–3.49	2.6	0.3 !
3.50 or higher	1.8	0.3 !
SAT score level ⁶		
Low	3.0	0.4 !
Low middle	1.9	‡
High middle	1.7	0.5 !
High	2.2	0.3 !
Sector of first institution attended		
Public 2-year	2.6	0.4 !
Public 4-year	2.2	0.3
Private nonprofit 4-year	2.4	0.3 !
Other ⁷	1.2 !	‡
Marital status and dependents in 2009 ⁸		
Unmarried with no dependents	2.2	0.4
Unmarried with dependents	4.6	‡
Married with no dependents	1.9	‡
Married with dependents	2.4	‡
Employment status in 2009 ⁹		
One job	1.8	0.3 !
Full time	1.7	0.2 !
Part time	2.4	0.5 !
Multiple jobs	2.7	‡
Unemployed	5.9	0.5 !
Out of the labor force	0.9 !	‡
Enrolled in a degree program	‡	‡
Not enrolled in a degree program	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 1.2.

STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had never taught, percentage who applied for a teaching position and were offered a teaching position since completing bachelor’s degree, by selected demographic and undergraduate academic characteristics: 2009
—Continued

Demographic and academic characteristics	Applied for a teaching position	If applied, whether offered a teaching position
Enrollment status in 2009		
Enrolled in undergraduate program	‡	#
Enrolled in graduate program	2.5	0.4 !
Not enrolled	2.2	0.3

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

² Excludes the 1.2 percent of graduates who did not know either parent’s highest level of education.

³ Includes science, technology, engineering, and mathematics.

⁴ Includes liberal arts and sciences; general studies and humanities; multi/interdisciplinary studies, other; basic skills; citizenship activities; health-related knowledge and skills; interpersonal and social skills; leisure and recreational activities; personal awareness and self-improvement; and high school/secondary diplomas and certificates.

⁵ Includes architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁶ Applies to graduates age 30 or younger as of December 31, 2007. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

⁷ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁸ Unmarried includes separated students.

⁹ Graduates who worked 35 or more hours per week are defined as working full time; those who were not working but looking for work are defined as unemployed; and those who were not working and not looking for work are defined as out of the labor force.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table S1.2.

Standard errors for table 1.2: STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had never taught, percentage who applied for a teaching position and were offered a teaching position since completing bachelor’s degree, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Applied for a teaching position	If applied, whether offered a teaching position
Total	0.19	0.07
Sex		
Male	0.29	0.09
Female	0.26	0.10
Race/ethnicity		
White	0.19	0.07
Black	0.75	0.25
Hispanic	0.89	†
Asian	†	†
Other or Two or more races	1.13	†
Age at bachelor’s degree receipt		
23 or younger	0.23	0.10
24–29	0.41	†
30 or older	0.46	†
Highest education attained by either parent		
High school or less	0.44	†
Some postsecondary education	0.36	0.14
Bachelor’s degree	0.30	†
Graduate or first-professional degree	0.36	0.15
Bachelor’s degree major		
STEM major	0.34	†
Computer and information sciences	†	†
Engineering and engineering technology	†	†
Biological and physical sciences, science technology, mathematics, and agriculture	0.65	†
General studies and other	1.07	†
Social sciences	0.48	†
Humanities	0.84	0.27
Health care fields	†	†
Business	0.25	†
Education	2.25	1.10
Other applied	0.34	†

See notes at end of table.

National Center for Education Statistics

Table S1.2.

Standard errors for table 1.2: STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had never taught, percentage who applied for a teaching position and were offered a teaching position since completing bachelor’s degree, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Applied for a teaching position	If applied, whether offered a teaching position
Bachelor’s degree institution sector		
Public 4-year	0.26	0.08
Private nonprofit 4-year	0.28	0.11
For-profit 4-year	0.65	†
Undergraduate grade point average		
Less than 2.50	0.74	†
2.50–2.99	0.38	0.14
3.00–3.49	0.32	0.10
3.50 or higher	0.29	0.12
SAT score level		
Low	0.45	0.16
Low middle	0.33	†
High middle	0.33	0.22
High	0.47	0.11
Sector of first institution attended		
Public 2-year	0.32	0.14
Public 4-year	0.29	0.08
Private nonprofit 4-year	0.44	0.12
Other ⁶	0.60	†
Marital status and dependents in 2009		
Unmarried with no dependents	0.23	0.09
Unmarried with dependents	1.04	†
Married with no dependents	0.43	†
Married with dependents	0.49	†
Employment status in 2009		
One job	0.21	0.08
Full time	0.22	0.06
Part time	0.51	0.26
Multiple jobs	0.52	†
Unemployed	0.91	0.25
Out of the labor force	0.35	†
Enrolled in a degree program	†	†
Not enrolled in a degree program	†	†

See notes at end of table.

National Center for Education Statistics

Table S1.2.

Standard errors for table 1.2: STEPS TOWARD TEACHING: Among 2007–08 bachelor’s degree recipients who had never taught, percentage who applied for a teaching position and were offered a teaching position since completing bachelor’s degree, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Applied for a teaching position	If applied, whether offered a teaching position
Enrollment status in 2009		
Enrolled in undergraduate program	†	†
Enrolled in graduate program	0.40	0.15
Not enrolled	0.22	0.07

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table 1.3.

TEACHER CERTIFICATION: Among 2007–08 bachelor's degree recipients, percentage who were certified, and of those certified, percentage distribution of level of certification by selected teaching-related characteristics: 2009

Teaching-related characteristics	Certified to teach	Level of certification among those certified ¹				
		Regular/standard state or advanced professional certification	Probationary period required	Courses, student teaching, or test required	Certification program required	Other type of certification
Total	8.7	74.3	10.1	6.5	4.7	4.4
Teaching status						
Not taught	2.4	71.7	10.4	7.2	3.2 !	7.5 !
Taught	62.4	75.1	10.0	6.3	5.2	3.4
Only before completing bachelor's	51.7	77.8	7.7	6.7 !	3.8 !	‡
Since completing bachelor's	65.8	74.4	10.6	6.2	5.5	3.3
Taught since completing 2007–08 bachelor's degree						
Most recent type of teaching position						
Regular, full- or part-time	76.1	74.1	11.4	6.5	6.3	1.7 !
Support teacher	26.4 !	‡	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡	‡
Long-term substitute	55.2	88.4	‡	‡	#	‡
Other teaching position ²	33.8	69.5	‡	6.8 !	‡	13.6 !
Sector of most recent school ³						
Public	71.8	75.1	10.2	6.4	5.6	2.8
Private	43.2	63.6	15.2 !	‡	‡	‡
Parochial	53.8	61.1	21.8 !	‡	‡	‡
Nonparochial	30.5	‡	‡	‡	‡	‡
Level of most recent school ⁴						
Elementary	71.6	75.8	9.8	5.0	6.9	2.4 !
Secondary	64.4	70.8	10.6	9.0 !	3.9 !	5.8 !
Combined	44.5	75.7	‡	‡	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 1.3.

TEACHER CERTIFICATION: Among 2007–08 bachelor’s degree recipients, percentage who were certified, and of those certified, percentage distribution of level of certification by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Certified to teach	Level of certification among those certified ¹				
		Regular/standard state or advanced professional certification	Probationary period required	Courses, student teaching, or test required	Certification program required	Other type of certification
Locale type of most recent school ⁵						
City	62.0	65.0	13.6	8.6 !	8.6 !	4.1 !
Suburb	68.9	85.1	6.8 !	3.6 !	3.1 !	‡
Town	74.2	71.0	10.5 !	9.0 !	‡	‡
Rural	75.6	77.8	9.5	5.7 !	5.0 !	‡
Title I status of most recent school ⁶						
Title I eligible	72.7	75.1	8.1	7.4	6.9	2.5 !
Not Title I eligible	74.6	75.6	14.3	4.9 !	‡	‡
Enrollment size of most recent school ⁷						
Lowest 25 percent	66.6	71.7	14.7	4.9 !	6.7 !	‡
Lower middle 25 percent	69.3	79.4	5.2	2.9 !	8.0 !	4.6 !
Upper middle 25 percent	69.8	78.1	9.0 !	7.5	2.8 !	‡
Highest 25 percent	68.5	71.6	11.3 !	10.1	5.0 !	‡
Percent free or reduced-price lunch enrollment, most recent school ⁸						
Less than 25 percent	75.9	77.9	14.2 !	3.8 !	‡	‡
25–49 percent	69.9	75.0	11.8	4.6 !	5.8 !	‡
50–74 percent	80.4	79.4	5.8	8.1	5.8 !	‡
75 percent or more	67.9	66.6	10.5 !	9.0 !	10.1 !	3.8 !

See notes at end of table.

National Center for Education Statistics

Table 1.3.

TEACHER CERTIFICATION: Among 2007–08 bachelor’s degree recipients, percentage who were certified, and of those certified, percentage distribution of level of certification by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Certified to teach	Level of certification among those certified ¹				
		Regular/standard state or advanced professional certification	Probationary period required	Courses, student teaching, or test required	Certification program required	Other type of certification
Percent minority enrollment, most recent school						
Less than 25 percent ⁸	69.9	79.6	10.3	3.9 !	4.0 !	‡
25–49 percent	69.4	76.8	12.5 !	5.3 !	‡	‡
50–74 percent	70.6	72.9	12.8 !	7.9 !	‡	‡
75 percent or more	63.5	68.9	6.6 !	10.0 !	10.0	4.6 !

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Teacher certification is regulated by states, and, therefore, the levels of types of certification vary by state. The levels of teacher certification included in this table were the response categories provided to B&B:08/09 respondents in the interview.

² Includes itinerant teachers, teacher’s aides, student teachers, and other unspecified teaching positions.

³ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁶ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S1.3.

Standard errors for table 1.3: TEACHER CERTIFICATION: Among 2007–08 bachelor’s degree recipients, percentage who were certified, and of those certified, percentage distribution of level of certification by selected teaching-related characteristics: 2009

Teaching-related characteristics	Certified to teach	Level of certification among those certified				
		Regular/standard state or advanced professional certification	Probationary period required	Courses, student teaching, or test required	Certification program required	Other type of certification
Total	0.29	1.48	1.15	0.94	0.73	0.83
Teaching status						
Not taught	0.20	3.62	2.40	2.03	1.05	2.29
Taught	1.59	1.74	1.36	1.04	0.91	0.74
Only before completing bachelor’s	3.56	3.45	2.14	2.44	1.85	†
Since completing bachelor’s	1.77	2.11	1.59	1.19	1.00	0.80
Taught since completing 2007–08 bachelor’s degree						
Most recent type of teaching position						
Regular, full- or part-time	1.99	2.45	1.91	1.39	1.17	0.75
Support teacher	11.06	†	†	†	†	†
Short-term substitute	†	†	†	†	†	†
Long-term substitute	8.40	5.23	†	†	†	†
Other teaching position	4.16	6.85	†	3.24	†	5.28
Sector of most recent school						
Public	2.03	2.31	1.71	1.36	1.08	0.76
Private	5.92	7.99	7.35	†	†	†
Parochial	7.12	10.58	10.20	†	†	†
Nonparochial	8.03	†	†	†	†	†
Level of most recent school						
Elementary	2.54	2.34	1.92	1.09	1.47	0.83
Secondary	3.34	4.71	2.88	3.01	1.47	2.32
Combined	5.88	7.29	†	†	†	†

See notes at end of table.

National Center for Education Statistics

Table S1.3.

Standard errors for table 1.3: TEACHER CERTIFICATION: Among 2007–08 bachelor’s degree recipients, percentage who were certified, and of those certified, percentage distribution of level of certification by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Certified to teach	Level of certification among those certified				
		Regular/standard state or advanced professional certification	Probationary period required	Courses, student teaching, or test required	Certification program required	Other type of certification
Locale type of most recent school						
City	3.63	4.53	3.42	2.64	2.62	1.58
Suburb	3.31	3.09	2.45	1.16	1.53	†
Town	6.41	6.26	4.07	4.29	†	†
Rural	3.80	3.54	2.47	1.95	1.92	†
Title I status of most recent school						
Title I eligible	2.66	2.99	1.80	1.83	1.36	0.85
Not Title I eligible	3.63	4.00	3.49	1.64	†	†
Enrollment size of most recent school						
Lowest 25 percent	4.42	4.29	3.74	2.15	2.55	†
Lower middle 25 percent	3.98	3.51	1.54	1.15	2.48	1.84
Upper middle 25 percent	4.19	4.28	3.01	2.14	1.30	†
Highest 25 percent	3.65	4.64	3.44	2.89	2.30	†
Percent free or reduced-price lunch enrollment, most recent school						
Less than 25 percent	4.79	4.82	4.27	1.68	†	†
25–49 percent	4.00	4.41	3.29	2.17	2.45	†
50–74 percent	3.85	3.79	1.59	2.35	2.12	†
75 percent or more	5.03	5.74	3.80	4.13	3.19	1.89

See notes at end of table.

National Center for Education Statistics

Table S1.3.

Standard errors for table 1.3: TEACHER CERTIFICATION: Among 2007–08 bachelor’s degree recipients, percentage who were certified, and of those certified, percentage distribution of level of certification by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Certified to teach	Level of certification among those certified				
		Regular/standard state or advanced professional certification	Probationary period required	Courses, student teaching, or test required	Certification program required	Other type of certification
Percent minority enrollment, most recent school						
Less than 25 percent	3.47	3.10	2.52	1.28	1.52	†
25–49 percent	4.79	4.88	4.05	2.19	†	†
50–74 percent	5.50	5.88	4.66	2.96	†	†
75 percent or more	4.09	4.42	2.24	3.23	2.84	1.74

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 2.1.
TEACHERS' SEX AND AGE: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' sex and age at bachelor's degree receipt, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Sex		Age at bachelor's degree receipt		
	Male	Female	23 or younger	24–29	30 or older
Total	42.4	57.6	65.5	19.8	14.7
Teaching status					
Not taught	44.5	55.5	65.5	19.9	14.6
Taught	24.4	75.6	66.0	19.1	14.9
Only before completing bachelor's	22.8	77.2	50.5	26.6	22.9
Since completing bachelor's	24.9	75.1	70.9	16.8	12.4
			Taught since completing 2007–08 bachelor's degree		
Most recent type of teaching position					
Regular, full- or part-time	24.9	75.1	70.2	17.6	12.2
Support teacher	28.0 !	72.0	73.7	‡	‡
Short-term substitute	‡	‡	‡	‡	‡
Long-term substitute	34.1	65.9	75.1	18.1 !	6.9 !
Other teaching position ¹	22.2	77.8	71.0	15.3	13.7
Sector of most recent school ²					
Public	26.4	73.6	69.1	16.8	14.1
Private	23.3	76.7	75.0	18.6	6.4 !
Parochial	16.7 !	83.3	69.0	22.9 !	8.1 !
Nonparochial	31.3	68.7	82.3	13.4 !	‡
Fields taught ³					
Arts and music	22.2	77.8	78.5	14.3	7.2 !
English or language arts	26.7	73.3	71.4	10.7 !	17.9
English as a second language	26.8	73.2	91.1	6.6 !	‡
Foreign languages	25.7 !	74.3	75.4	‡	15.7 !
General elementary	13.5	86.5	68.0	20.9	11.0
Health/physical education	46.4	53.6	74.0	18.8	‡
Math or computer science	34.7	65.4	70.1	17.2	12.7
Natural sciences	35.3	64.7	78.1	8.2 !	13.7
Social sciences	34.2	65.8	71.1	17.2 !	11.8 !
Vocational/career/technical	35.0 !	65.0	72.5	‡	23.9 !
Other	27.3	72.7	71.9	13.6 !	14.5 !
Level of most recent school ⁴					
Elementary	20.2	79.8	68.0	18.0	14.0
Secondary	33.5	66.5	74.0	14.7	11.3
Combined	27.1	72.9	74.7	16.0	9.2 !
Locale type of most recent school ⁵					
City	26.0	74.0	66.0	20.5	13.5
Suburb	22.8	77.2	71.9	14.2	13.9
Town	26.6	73.4	68.8	22.5	8.7 !
Rural	22.6	77.4	70.6	14.7	14.7

See notes at end of table.

National Center for Education Statistics

Table 2.1.

TEACHERS' SEX AND AGE: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' sex and age at bachelor's degree receipt, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Sex		Age at bachelor's degree receipt		
	Male	Female	23 or younger	24–29	30 or older
Title I status of most recent school ⁶					
Title I eligible	22.7	77.3	65.3	17.0	17.7
Not Title I eligible	32.5	67.5	74.2	17.4	8.4
Enrollment size of most recent school ⁷					
Lowest 25 percent	21.6	78.4	71.4	19.0	9.6
Lower middle 25 percent	27.9	72.1	68.7	16.3	14.9
Upper middle 25 percent	23.8	76.2	70.1	13.7	16.2
Highest 25 percent	23.9	76.1	66.3	20.8	12.9
Percent free or reduced-price lunch enrollment, most recent school ⁸					
Less than 25 percent	25.5	74.5	71.0	16.2	12.8
25–49 percent	31.2	68.8	70.3	15.8	13.9
50–74 percent	26.4	73.6	59.4	22.6	18.0
75 percent or more	18.7	81.3	70.8	15.5	13.6
Percent minority enrollment, most recent school ⁸					
Less than 25 percent	22.6	77.4	73.3	14.6	12.1
25–49 percent	24.9	75.1	67.4	19.0	13.6
50–74 percent	17.4	82.6	63.3	23.8	12.9
75 percent or more	29.7	70.3	65.9	18.2	16.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

² Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

³ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁶ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S2.1.

Standard errors for table 2.1: TEACHERS' SEX AND AGE: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' sex and age at bachelor's degree receipt, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Sex		Age at bachelor's degree receipt		
	Male	Female	23 or younger	24–29	30 or older
Total	0.07	0.07	0.61	0.44	0.49
Teaching status					
Not taught	44.52	55.48	0.61	0.47	0.49
Taught	24.41	75.59	1.56	1.39	1.27
Only before completing bachelor's	22.81	77.19	3.40	3.07	2.82
Since completing bachelor's	24.92	75.08	1.76	1.59	1.39
Taught since completing 2007–08 bachelor's degree					
Most recent type of teaching position					
Regular, full- or part-time	1.99	1.99	2.10	1.97	1.68
Support teacher	12.43	12.43	11.45	†	†
Short-term substitute	†	†	†	†	†
Long-term substitute	7.90	7.90	6.90	7.16	2.59
Other teaching position	3.63	3.63	3.83	3.17	3.25
Sector of most recent school					
Public	1.98	1.98	2.20	1.86	1.71
Private	4.88	4.88	4.96	4.48	2.27
Parochial	5.20	5.20	7.33	7.04	3.60
Nonparochial	7.55	7.55	5.50	4.70	†
Fields taught					
Arts and music	4.45	4.45	4.61	3.90	2.61
English or language arts	5.29	5.29	5.34	3.28	4.45
English as a second language	6.57	6.57	3.23	2.77	†
Foreign languages	9.99	9.99	9.16	†	6.86
General elementary	2.45	2.45	2.99	3.00	2.09
Health/physical education	8.24	8.24	5.95	5.52	†
Math or computer science	4.84	4.84	4.52	3.94	3.17
Natural sciences	5.81	5.81	4.55	2.66	3.49
Social sciences	6.33	6.33	6.39	5.56	3.66
Vocational/career/technical	12.33	12.33	11.14	†	10.54
Other	5.89	5.89	6.27	4.82	4.99
Level of most recent school					
Elementary	2.17	2.17	2.52	2.08	2.06
Secondary	3.31	3.31	3.60	2.83	2.30
Combined	4.53	4.53	5.33	3.87	3.70
Locale type of most recent school					
City	3.22	3.22	3.55	3.17	2.30
Suburb	3.03	3.03	3.70	2.96	3.05
Town	5.25	5.25	5.36	4.97	2.94
Rural	3.26	3.26	4.17	3.05	3.12

See notes at end of table.

National Center for Education Statistics

Table S2.1.

Standard errors for table 2.1: TEACHERS' SEX AND AGE: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' sex and age at bachelor's degree receipt, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Sex		Age at bachelor's degree receipt		
	Male	Female	23 or younger	24–29	30 or older
Title I status of most recent school					
Title I eligible	2.37	2.37	2.76	2.31	2.17
Not Title I eligible	3.77	3.77	3.36	3.17	2.00
Enrollment size of most recent school					
Lowest 25 percent	3.28	3.28	3.66	3.21	2.01
Lower middle 25 percent	4.27	4.27	3.73	3.36	2.89
Upper middle 25 percent	3.66	3.66	4.20	3.28	3.62
Highest 25 percent	3.56	3.56	4.18	3.76	2.78
Percent free or reduced-price lunch enrollment, most recent school					
Less than 25 percent	4.20	4.20	4.39	3.76	3.39
25–49 percent	4.10	4.10	4.17	3.50	3.24
50–74 percent	4.71	4.71	4.70	4.23	3.15
75 percent or more	4.04	4.04	4.66	3.96	3.48
Percent minority enrollment, most recent school					
Less than 25 percent	3.11	3.11	3.13	2.24	2.36
25–49 percent	4.32	4.32	4.94	3.99	3.89
50–74 percent	3.79	3.79	5.75	5.11	3.97
75 percent or more	3.93	3.93	3.58	3.26	2.76

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 2.2.

TEACHERS' RACE/ETHNICITY: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' race/ethnicity, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Race/ethnicity ¹				Other or Two or more races
	White	Black	Hispanic	Asian	
Total	72.7	8.8	9.4	5.9	3.2
Teaching status					
Not taught	72.0	9.0	9.5	6.3	3.2
Taught	78.7	7.3	8.2	2.4	3.5
Only before completing bachelor's	73.2	8.1	12.8	3.0 !	2.9 !
Since completing bachelor's	80.4	7.0	6.7	2.2	3.7
Taught since completing 2007–08 bachelor's degree					
Most recent type of teaching position					
Regular, full- or part-time	82.5	5.8	6.3	2.0 !	3.4
Support teacher	61.2	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡
Long-term substitute	86.8	‡	‡	‡	‡
Other teaching position ²	72.8	13.1	7.2 !	‡	3.0 !
Sector of most recent school ³					
Public	79.4	7.9	6.8	2.3 !	3.6
Private	85.2	4.3 !	5.7 !	‡	‡
Parochial	87.4	‡	‡	‡	‡
Nonparochial	82.6	‡	‡	‡	‡
Fields taught ⁴					
Arts and music	80.2	6.6 !	6.8 !	‡	‡
English or language arts	77.8	6.3 !	7.9 !	‡	4.9 !
English as a second language	76.6	‡	‡	‡	‡
Foreign languages	78.3	‡	16.5 !	‡	‡
General elementary	77.1	8.8	7.8	‡	5.1 !
Health/physical education	84.0	‡	‡	‡	‡
Math or computer science	71.9	13.9	9.9 !	2.0 !	‡
Natural sciences	77.6	6.5 !	13.3	‡	‡
Social sciences	81.8	5.4 !	8.6 !	‡	‡
Vocational/career/technical	71.4	‡	‡	‡	‡
Other	77.0	‡	‡	‡	‡
Level of most recent school ⁵					
Elementary	81.0	5.9	7.5	1.6 !	4.0
Secondary	76.3	8.9	7.7	3.9 !	3.1 !
Combined	87.0	8.8 !	‡	‡	‡
Locale type of most recent school ⁶					
City	73.7	11.1	8.0	‡	5.0
Suburb	81.8	4.1 !	9.8	1.7 !	2.6 !
Town	91.6	‡	‡	#	‡
Rural	84.0	7.9 !	4.0 !	‡	3.2 !

See notes at end of table.

National Center for Education Statistics

Table 2.2.

TEACHERS' RACE/ETHNICITY: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' race/ethnicity, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Race/ethnicity ¹				Other or Two or more races
	White	Black	Hispanic	Asian	
Title I status of most recent school ⁷					
Title I eligible	74.1	9.9	9.3	2.1 !	4.6
Not Title I eligible	91.0	3.5	3.0 !	‡	‡
Enrollment size of most recent school ⁸					
Lowest 25 percent	78.1	7.8 !	6.3	‡	7.3
Lower middle 25 percent	85.3	4.3 !	6.7	‡	3.6 !
Upper middle 25 percent	77.1	11.9	8.0	2.0 !	‡
Highest 25 percent	81.8	5.1 !	7.3 !	3.5 !	2.3 !
Percent free or reduced-price lunch enrollment, most recent school ⁹					
Less than 25 percent	91.3	‡	‡	‡	‡
25–49 percent	83.9	6.3 !	5.9 !	‡	‡
50–74 percent	82.3	7.2	6.1 !	‡	3.4 !
75 percent or more	58.5	17.5	13.2	‡	7.8 !
Percent minority enrollment, most recent school ⁹					
Less than 25 percent	94.3	3.4 !	1.8 !	‡	‡
25–49 percent	82.3	‡	9.2 !	‡	4.5 !
50–74 percent	80.7	5.2 !	‡	‡	‡
75 percent or more	60.1	17.3	14.1	‡	6.2

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

² Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

³ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁴ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁷ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁸ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁹ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S2.2.

Standard errors for table 2.2: TEACHERS' RACE/ETHNICITY: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' race/ethnicity, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Race/ethnicity				Other or Two or more races
	White	Black	Hispanic	Asian	
Total	0.67	0.39	0.41	0.33	0.23
Teaching status					
Not taught	0.73	0.43	0.43	0.36	0.23
Taught	1.26	0.90	0.87	0.54	0.61
Only before completing bachelor's	3.39	2.10	2.47	1.17	1.20
Since completing bachelor's	1.35	1.07	0.86	0.58	0.73
Taught since completing 2007–08 bachelor's degree					
Most recent type of teaching position					
Regular, full- or part-time	1.59	1.15	0.93	0.65	0.80
Support teacher	12.50	†	†	†	†
Short-term substitute	†	†	†	†	†
Long-term substitute	4.64	†	†	†	†
Other teaching position	3.88	3.20	2.49	†	1.33
Sector of most recent school					
Public	1.64	1.35	0.96	0.70	0.85
Private	3.45	1.86	2.28	†	†
Parochial	4.64	†	†	†	†
Nonparochial	5.58	†	†	†	†
Fields taught					
Arts and music	4.61	2.08	3.29	†	†
English or language arts	4.34	2.54	2.56	†	2.14
English as a second language	6.88	†	†	†	†
Foreign languages	8.97	†	7.23	†	†
General elementary	2.67	2.27	1.52	†	1.56
Health/physical education	5.49	†	†	†	†
Math or computer science	4.46	3.54	3.05	0.97	†
Natural sciences	4.11	2.79	3.35	†	†
Social sciences	4.73	2.51	3.67	†	†
Vocational/career/technical	12.90	†	†	†	†
Other	6.33	†	†	†	†
Level of most recent school					
Elementary	1.86	1.34	1.06	0.61	1.08
Secondary	3.18	2.11	2.02	1.59	1.20
Combined	4.37	3.68	†	†	†
Locale type of most recent school					
City	2.89	2.12	1.61	†	1.42
Suburb	2.69	1.52	2.14	0.79	1.08
Town	3.20	†	†	†	†
Rural	3.57	3.18	1.62	†	1.47

See notes at end of table.

National Center for Education Statistics

Table S2.2.

Standard errors for table 2.2: TEACHERS' RACE/ETHNICITY: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' race/ethnicity, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Race/ethnicity				
	White	Black	Hispanic	Asian	Other or Two or more races
Title I status of most recent school					
Title I eligible	2.38	2.04	1.42	0.88	1.23
Not Title I eligible	1.79	1.05	1.17	†	†
Enrollment size of most recent school					
Lowest 25 percent	3.43	2.58	1.84	†	2.13
Lower middle 25 percent	2.73	1.48	1.82	†	1.30
Upper middle 25 percent	3.49	2.88	2.05	0.95	†
Highest 25 percent	3.17	1.81	2.23	1.60	1.06
Percent free or reduced-price lunch enrollment, most recent school					
Less than 25 percent	2.58	†	†	†	†
25–49 percent	3.40	2.47	2.00	†	†
50–74 percent	3.39	2.15	1.98	†	1.63
75 percent or more	4.92	4.44	3.28	†	2.72
Percent minority enrollment, most recent school					
Less than 25 percent	1.78	1.65	0.64	†	†
25–49 percent	3.32	†	2.86	†	1.82
50–74 percent	4.67	2.34	†	†	†
75 percent or more	3.46	3.05	1.89	†	1.80

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 2.3.

TEACHERS' PARENT EDUCATION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' highest level of parent education, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	High school or less	Some postsecondary education	Bachelor's degree	Graduate or first-professional degree
Total	20.4	23.9	26.3	29.3
Teaching status				
Not taught	20.3	23.8	26.7	29.2
Taught	21.4	24.9	23.0	30.7
Only before completing bachelor's	31.0	22.9	20.4	25.7
Since completing bachelor's	18.4	25.5	23.8	32.2
	Taught since completing 2007–08 bachelor's degree			
Most recent type of teaching position				
Regular, full- or part-time	17.9	26.5	23.3	32.2
Support teacher	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡
Long-term substitute	17.1 !	21.3	37.3	24.3
Other teaching position ¹	19.3	24.6	20.8	35.3
Sector of most recent school ²				
Public	19.5	25.9	24.6	30.1
Private	14.5	27.2	17.3	41.0
Parochial	12.7	25.7	20.5 !	41.2
Nonparochial	16.8 !	29.0	13.4 !	40.9
Fields taught ³				
Arts and music	16.6 !	21.5	29.3	32.6
English or language arts	12.2	23.2	28.6	36.0
English as a second language	12.2 !	16.1 !	17.6	54.1
Foreign languages	‡	26.9 !	26.8 !	40.7
General elementary	21.6	28.1	26.0	24.4
Health/physical education	27.7	24.7	26.7	20.9
Math or computer science	13.0	29.7	24.5	32.9
Natural sciences	16.7	26.9	21.0	35.5
Social sciences	21.6	20.8	24.2	33.4
Vocational/career/technical	‡	35.4 !	‡	45.3 !
Other	25.0	29.9	19.5 !	25.6
Level of most recent school ⁴				
Elementary	20.9	25.6	22.4	31.1
Secondary	14.8	27.5	25.8	31.9
Combined	14.5	22.7	24.4	38.4
Locale type of most recent school ⁵				
City	17.3	24.9	23.7	34.0
Suburb	19.3	21.0	26.6	33.1
Town	25.6	31.2	12.7	30.5
Rural	16.3	34.2	26.0	23.5

See notes at end of table.

National Center for Education Statistics

Table 2.3.

TEACHERS' PARENT EDUCATION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' highest level of parent education, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	High school or less	Some postsecondary education	Bachelor's degree	Graduate or first-professional degree
Title I status of most recent school ⁶				
Title I eligible	23.2	28.1	22.9	25.8
Not Title I eligible	12.7	23.4	28.1	35.7
Enrollment size of most recent school ⁷				
Lowest 25 percent	19.0	29.8	22.3	28.9
Lower middle 25 percent	21.6	27.1	20.8	30.6
Upper middle 25 percent	17.1	22.7	24.5	35.7
Highest 25 percent	16.9	26.1	28.0	29.0
Percent free or reduced-price lunch enrollment, most recent school ⁸				
Less than 25 percent	18.4	24.8	23.9	32.9
25–49 percent	16.6	27.9	25.1	30.4
50–74 percent	25.0	20.1	28.0	26.9
75 percent or more	19.0	30.3	21.5	29.3
Percent minority enrollment, most recent school ⁸				
Less than 25 percent	20.3	26.7	21.6	31.4
25–49 percent	19.1	23.0	27.1	30.9
50–74 percent	17.2	26.8	26.4	29.6
75 percent or more	17.8	27.8	24.0	30.4

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

² Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

³ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁶ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Excludes the 0.9 percent of graduates who did not know either parent's highest level of education. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S2.3.

Standard errors for table 2.3: TEACHERS' PARENT EDUCATION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' highest level of parent education, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	High school or less	Some postsecondary education	Bachelor's degree	Graduate or first-professional degree
Total	0.50	0.54	0.55	0.59
Teaching status				
Not taught	0.54	0.59	0.60	0.62
Taught	1.58	1.43	1.46	1.75
Only before completing bachelor's	3.38	2.79	2.64	3.18
Since completing bachelor's	1.72	1.72	1.78	2.02
Taught since completing 2007–08 bachelor's degree				
Most recent type of teaching position				
Regular, full- or part-time	1.92	2.06	1.92	2.43
Support teacher	†	†	†	†
Short-term substitute	†	†	†	†
Long-term substitute	5.27	5.79	7.96	6.33
Other teaching position	4.32	4.28	4.03	4.53
Sector of most recent school				
Public	1.89	1.96	1.96	2.24
Private	3.62	4.93	4.30	5.87
Parochial	3.70	7.34	7.17	8.26
Nonparochial	6.12	7.37	5.21	8.58
Fields taught				
Arts and music	5.39	4.37	5.20	5.50
English or language arts	3.39	4.62	4.90	5.29
English as a second language	5.18	5.71	5.17	7.76
Foreign languages	†	10.90	10.05	11.42
General elementary	2.56	3.25	2.96	3.30
Health/physical education	7.40	5.53	6.45	5.78
Math or computer science	2.99	4.81	4.65	4.75
Natural sciences	3.85	5.57	4.55	6.07
Social sciences	5.10	4.97	6.01	5.29
Vocational/career/technical	†	12.65	†	14.30
Other	6.26	6.77	6.54	6.57
Level of most recent school				
Elementary	2.44	2.32	2.12	2.68
Secondary	2.55	3.24	3.62	3.60
Combined	4.01	4.63	4.91	5.70
Locale type of most recent school				
City	2.75	3.75	3.47	3.86
Suburb	3.12	3.05	3.67	4.37
Town	5.00	5.06	3.35	6.21
Rural	2.76	3.88	3.88	3.46

See notes at end of table.

National Center for Education Statistics

Table S2.3.

Standard errors for table 2.3: TEACHERS' PARENT EDUCATION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' highest level of parent education, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	High school or less	Some postsecondary education	Bachelor's degree	Graduate or first-professional degree
Title I status of most recent school				
Title I eligible	2.59	2.58	2.50	2.43
Not Title I eligible	2.26	3.38	3.50	4.02
Enrollment size of most recent school				
Lowest 25 percent	3.33	3.78	3.20	4.42
Lower middle 25 percent	3.21	3.84	3.32	3.86
Upper middle 25 percent	3.02	3.55	3.67	4.37
Highest 25 percent	3.38	3.38	3.66	3.91
Percent free or reduced-price lunch enrollment, most recent school				
Less than 25 percent	3.42	4.07	4.26	4.45
25–49 percent	3.14	3.66	3.44	4.00
50–74 percent	4.11	3.01	4.70	5.41
75 percent or more	3.82	5.10	3.37	4.21
Percent minority enrollment, most recent school				
Less than 25 percent	3.09	2.89	2.81	3.64
25–49 percent	4.29	3.70	4.38	4.15
50–74 percent	3.83	4.83	4.68	4.43
75 percent or more	2.73	3.74	3.90	4.00

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

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Table 2.4.

TEACHERS' FAMILY COMPOSITION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' marital status and whether they had dependents in 2008–09, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Unmarried ¹ with no dependents	Unmarried ¹ with dependents	Married with no dependents	Married with dependents
Total	65.3	5.0	18.0	11.7
Teaching status				
Not taught	66.0	5.0	17.4	11.6
Taught	59.0	5.4	22.9	12.8
Only before completing bachelor's	52.1	7.9	24.7	15.4
Since completing bachelor's	61.2	4.6	22.3	11.9
Taught since completing 2007–08 bachelor's degree				
Most recent type of teaching position				
Regular, full- or part-time	61.3	4.4	22.7	11.6
Support teacher	61.2	‡	18.1 !	‡
Short-term substitute	‡	‡	‡	‡
Long-term substitute	66.2	‡	21.8 !	11.0 !
Other teaching position ²	60.6	6.2 !	19.8	13.4
Sector of most recent school ³				
Public	58.7	5.0	23.0	13.3
Private	75.5	‡	17.1	5.6 !
Parochial	71.9	‡	17.6	7.9 !
Nonparochial	79.9	‡	16.4 !	‡
Fields taught ⁴				
Arts and music	65.6	‡	24.3	8.8 !
English or language arts	64.6	7.0 !	15.9	12.4 !
English as a second language	73.9	‡	17.0 !	6.6 !
Foreign languages	83.6	‡	‡	‡
General elementary	55.9	4.4	25.6	14.2
Health/physical education	76.1	#	11.7 !	12.2 !
Math or computer science	58.1	5.9 !	24.3	11.7
Natural sciences	64.0	‡	17.4	16.4
Social sciences	62.5	‡	25.4	9.8 !
Vocational/career/technical	49.2	‡	28.6 !	‡
Other	64.8	‡	19.2	12.2 !
Level of most recent school ⁵				
Elementary	58.2	4.5	22.5	14.8
Secondary	66.5	3.7 !	20.6	9.2
Combined	65.9	7.2 !	21.5	5.4 !
Locale type of most recent school ⁶				
City	62.0	7.3	17.4	13.3
Suburb	60.6	3.9 !	24.3	11.2
Town	61.3	‡	23.8	13.8 !
Rural	56.7	‡	26.4	13.0

See notes at end of table.

National Center for Education Statistics

Table 2.4.

TEACHERS' FAMILY COMPOSITION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' marital status and whether they had dependents in 2008–09, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Unmarried ¹ with no dependents	Unmarried ¹ with dependents	Married with no dependents	Married with dependents
Title I status of most recent school ⁷				
Title I eligible	55.6	6.6	22.4	15.3
Not Title I eligible	61.5	1.8 !	26.2	10.5
Enrollment size of most recent school ⁸				
Lowest 25 percent	64.6	5.2 !	18.1	12.0
Lower middle 25 percent	60.3	3.6 !	23.7	12.3
Upper middle 25 percent	56.7	8.0 !	22.5	12.8
Highest 25 percent	59.5	2.3 !	24.8	13.4
Percent free or reduced-price lunch enrollment, most recent school ⁹				
Less than 25 percent	62.0	5.5 !	23.6	8.9 !
25–49 percent	56.1	‡	29.9	10.9
50–74 percent	52.1	4.6 !	21.0	22.4
75 percent or more	59.8	7.6 !	18.3	14.3
Percent minority enrollment, most recent school ⁹				
Less than 25 percent	63.3	3.6 !	21.9	11.2
25–49 percent	56.7	‡	24.8	14.9
50–74 percent	50.6	‡	30.3	16.1
75 percent or more	63.7	8.0	16.7	11.5

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Unmarried includes separated students.

² Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

³ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁴ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁷ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁸ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁹ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S2.4.

Standard errors for table 2.4: TEACHERS' FAMILY COMPOSITION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' marital status and whether they had dependents in 2008–09, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Unmarried with no dependents	Unmarried with dependents	Married with no dependents	Married with dependents
Total	0.64	0.23	0.53	0.43
Teaching status				
Not taught	0.69	0.26	0.55	0.46
Taught	1.59	0.75	1.44	1.12
Only before completing bachelor's	3.28	1.73	3.18	2.21
Since completing bachelor's	1.98	0.84	1.66	1.29
Taught since completing 2007–08 bachelor's degree				
Most recent type of teaching position				
Regular, full- or part-time	2.31	0.96	1.97	1.49
Support teacher	15.38	†	8.92	†
Short-term substitute	†	†	†	†
Long-term substitute	6.87	†	7.31	3.61
Other teaching position	4.28	2.52	3.71	3.07
Sector of most recent school				
Public	2.25	0.96	1.84	1.58
Private	4.18	†	3.68	1.96
Parochial	6.59	†	5.26	3.41
Nonparochial	5.96	†	5.68	†
Fields taught				
Arts and music	6.02	†	5.61	3.01
English or language arts	5.17	2.90	4.00	3.82
English as a second language	6.77	†	6.59	2.95
Foreign languages	6.76	†	†	†
General elementary	3.45	1.22	2.80	2.10
Health/physical education	5.89	†	4.24	5.02
Math or computer science	4.73	2.31	4.46	2.81
Natural sciences	4.60	†	3.67	4.30
Social sciences	5.95	†	5.46	3.57
Vocational/career/technical	13.69	†	14.19	†
Other	6.50	†	4.97	4.38
Level of most recent school				
Elementary	2.71	1.04	2.13	1.97
Secondary	3.72	1.39	3.15	2.10
Combined	5.98	3.59	4.76	2.02
Locale type of most recent school				
City	3.86	1.75	2.77	2.28
Suburb	3.59	1.45	3.48	2.79
Town	6.45	†	4.78	4.32
Rural	4.13	†	3.74	2.70

See notes at end of table.

National Center for Education Statistics

Table S2.4.

Standard errors for table 2.4: TEACHERS' FAMILY COMPOSITION: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' marital status and whether they had dependents in 2008–09, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Unmarried with no dependents	Unmarried with dependents	Married with no dependents	Married with dependents
Title I status of most recent school				
Title I eligible	2.96	1.38	2.44	2.02
Not Title I eligible	3.35	0.81	3.13	2.29
Enrollment size of most recent school				
Lowest 25 percent	4.22	1.74	3.04	3.08
Lower middle 25 percent	3.66	1.73	3.42	2.26
Upper middle 25 percent	4.38	2.50	3.34	2.67
Highest 25 percent	4.31	1.04	3.72	2.50
Percent free or reduced-price lunch enrollment, most recent school				
Less than 25 percent	4.50	1.81	3.96	2.87
25–49 percent	4.09	†	4.21	2.59
50–74 percent	4.78	1.73	3.23	3.86
75 percent or more	5.11	2.41	4.14	3.50
Percent minority enrollment, most recent school				
Less than 25 percent	3.46	1.43	2.98	2.13
25–49 percent	5.01	†	4.56	3.90
50–74 percent	5.24	†	4.53	4.25
75 percent or more	4.02	1.90	3.15	2.36

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 2.5.

EARNED INCOME: Among 2007–08 bachelor’s degree recipients who were employed full time, percentage distribution of earned income in 2009, by selected teaching-related and employment characteristics: 2009

Teaching-related and employment characteristics	Median	Average	Earned income in current job ¹			
			Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Taught since completing bachelor’s	\$35,000	\$36,200	14.7	42.8	37.2	5.3
Most recent type of teaching position						
Regular, full- or part-time	35,700	37,300	9.9	44.2	40.1	5.8
Support teacher	‡	‡	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡	‡
Long-term substitute	‡	‡	‡	‡	‡	‡
Other teaching position ²	27,000	27,800	50.1	33.7	12.8 !	‡
Sector of most recent school ³						
Public	35,900	37,400	9.3	43.6	41.8	5.3
Private	29,000	31,000	39.0	43.1	10.2 !	‡
Parochial	28,700	28,400	34.7	57.4	‡	‡
Nonparochial	28,000	34,500	44.9	23.5 !	17.6 !	‡
Fields taught ⁴						
Arts and music	35,000	36,100	19.3 !	30.9 !	42.4	‡
English or language arts	35,000	35,500	11.6 !	40.4	42.4	‡
English as a second language	30,000	33,100	32.2 !	39.6 !	23.4 !	‡
Foreign languages	‡	‡	‡	‡	‡	‡
General elementary	34,900	35,400	14.4	48.9	32.5	4.2 !
Health/physical education	33,000	34,100	‡	46.3	36.1	‡
Math or computer science	35,900	36,400	11.9 !	41.3	39.5	7.3 !
Natural sciences	34,300	35,000	19.4 !	38.9	33.3	‡
Social sciences	36,000	36,500	9.7 !	39.7	50.6	#
Vocational/career/technical	‡	‡	‡	‡	‡	‡
Other	32,000	44,200 !	29.7 !	42.2	21.6 !	‡
Level of most recent school ⁵						
Elementary	35,000	37,000	11.1	45.6	38.9	4.4 !
Secondary	35,900	36,300	10.4	42.3	41.4	5.9
Combined	31,700	32,600	41.5	29.2	20.0 !	‡
Locale type of most recent school ⁶						
City	36,000	35,600	16.2	35.5	43.6	4.8 !
Suburb	36,000	37,100	10.9	40.5	43.3	5.3 !
Town	33,100	34,700	9.4 !	56.6	29.5	‡
Rural	33,200	38,500	14.8	49.7	27.8	7.8 !

See notes at end of table.

National Center for Education Statistics

Table 2.5.

EARNED INCOME: Among 2007–08 bachelor’s degree recipients who were employed full time, percentage distribution of earned income in 2009, by selected teaching-related and employment characteristics: 2009—Continued

Teaching-related and employment characteristics	Median	Average	Earned income in current job ¹			
			Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Title I status of most recent school ⁷						
Title I eligible	\$35,600	\$38,100	9.2	43.0	41.4	6.4 !
Not Title I eligible	35,700	36,500	9.5	43.8	43.0	3.7 !
Enrollment size of most recent school ⁸						
Lowest 25 percent	32,300	32,600	21.8	54.2	20.6	3.4 !
Lower middle 25 percent	35,400	39,100	10.2 !	43.1	40.6	6.0 !
Upper middle 25 percent	36,600	38,500	8.8	41.0	40.3	9.9 !
Highest 25 percent	37,000	36,500	12.2	30.9	53.8	3.1 !
Percent free or reduced-price lunch enrollment, most recent school ⁹						
Less than 25 percent	39,000	37,200	15.8	22.4	58.5	3.4 !
25–49 percent	35,000	36,500	9.4 !	47.1	37.9	‡
50–74 percent	35,000	35,400	6.4 !	51.5	39.0	‡
75 percent or more	35,500	40,900	5.6 !	48.1	38.2	8.1 !
Percent minority enrollment, most recent school ⁹						
Less than 25 percent	33,500	37,400	19.9	47.4	23.3	9.4 !
25–49 percent	35,000	35,000	11.0 !	43.4	45.0	‡
50–74 percent	36,500	36,900	8.9 !	38.4	47.4	‡
75 percent or more	37,000	36,800	11.9	35.6	46.9	5.6 !
Non-teachers	36,500	40,650	24.5	24.8	25.1	25.7
Occupation in 2009 ¹⁰						
Business/management occupations	42,900	48,300	11.3	19.8	28.9	40.1
Life science occupations	29,900	31,600	32.4	42.3	21.5	3.9 !
Math, computer, and physical science occupations	49,900	51,300	10.0	9.7	29.5	50.8
Engineers	54,700	55,100	3.9 !	7.4	17.4	71.3
Nurses	47,800	51,100	‡	13.1	40.6	45.5
Other health care occupations ¹¹	31,700	37,300	37.6	22.4	19.7	20.3
Social services professionals	30,000	30,200	37.5	42.0	16.2	4.2 !
Sales occupations	34,900	37,500	30.8	25.0	27.6	16.6
Business support/administrative assistance	30,000	31,700	40.8	34.2	17.4	7.6
Other white collar occupations ¹²	30,000	32,900	41.1	25.4	21.9	11.6
Other occupations ¹³	31,200	37,800	39.9	20.1	17.1	22.9

See notes at end of table.

National Center for Education Statistics

Table 2.5.

EARNED INCOME: Among 2007–08 bachelor’s degree recipients who were employed full time, percentage distribution of earned income in 2009, by selected teaching-related and employment characteristics: 2009—Continued

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Dollar amounts represent quarters of the earned income distribution for full-time employed graduates, i.e., those who earned less than \$27,457 were the 25 percent of graduates with the lowest earned income, those who earned \$27,457–\$36,000 were the 25 percent of graduates with lower middle income, those who earned \$36,001–\$49,200 were the 25 percent of graduates with upper middle income, and those who earned \$49,201 or more were the 25 percent of graduates with the highest income.

² Includes itinerant teachers, teacher’s aides, student teachers, and other unspecified teaching positions.

³ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁴ Excludes the 5.5 percent of graduates who worked as teacher’s aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁷ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁸ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁹ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

¹⁰ For those who worked multiple jobs, includes the job worked the most.

¹¹ Includes health care practitioners and technical occupations (except registered nurses, emergency medical technicians/paramedics, and licensed practical/vocational nurses) and health care support occupations.

¹² Includes social scientists and related workers (except clinical, counseling, and school psychologists); lawyers, judges, and related workers; education, training, and library occupations (except primary, secondary, and special education school teachers); arts, design, entertainment, sports, and media occupations (except commercial and industrial designers, fashion designers, and floral designers); social science research assistants; and law clerks.

¹³ Includes farming, fishing, and forestry occupations, including farm/ranch/other agricultural managers, farmers and ranchers; construction and extraction occupations; cartographers and photogrammetrists, surveyors, drafters, and engineering and mapping technicians; installation, maintenance, and repair occupations; production occupations (except bakers, butchers, and meat cutters); food preparation and serving related occupations, bakers, butchers, and meat cutters; military specific occupations; personal care and service occupations (except supervisors, animal care and service workers, and entertainment attendants and related workers); protective service occupations, including emergency medical technicians/paramedics; athletes and sports competitors, coaches and scouts, umpire/referee/other sports officials; and transportation and material moving occupations (except air transportation workers).

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

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Table S2.5.

Standard errors for table 2.5: EARNED INCOME: Among 2007–08 bachelor’s degree recipients who were employed full time, percentage distribution of earned income in 2009, by selected teaching-related and employment characteristics: 2009

Teaching-related and employment characteristics	Median	Average	Earned income in current job			
			Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Taught since completing bachelor’s	\$470	\$840	1.84	2.83	2.76	1.20
Most recent type of teaching position						
Regular, full- or part-time	510	940	1.63	3.01	2.96	1.35
Support teacher	†	†	†	†	†	†
Short-term substitute	†	†	†	†	†	†
Long-term substitute	†	†	†	†	†	†
Other teaching position	1,820	1,310	8.24	7.81	4.60	†
Sector of most recent school						
Public	600	930	1.61	3.05	3.13	1.26
Private	1,550	2,510	7.62	7.14	3.79	†
Parochial	1,780	1,890	10.35	10.57	†	†
Nonparochial	3,360	4,830	11.85	10.09	8.01	†
Fields taught						
Arts and music	1,790	2,570	6.31	10.61	10.15	†
English or language arts	1,440	1,240	4.13	6.80	7.76	†
English as a second language	3,380	3,860	13.05	13.02	9.26	†
Foreign languages	†	†	†	†	†	†
General elementary	540	740	2.87	4.36	3.71	1.50
Health/physical education	2,550	2,070	†	10.84	10.07	†
Math or computer science	1,500	1,170	3.84	7.29	7.50	2.95
Natural sciences	1,750	1,380	6.49	8.82	7.34	†
Social sciences	1,400	1,160	4.28	8.24	8.38	†
Vocational/career/technical	†	†	†	†	†	†
Other	1,830	13,350	9.52	10.54	6.80	†
Level of most recent school						
Elementary	540	1,330	1.83	3.49	3.34	1.56
Secondary	880	750	2.64	4.82	5.28	1.73
Combined	3,100	2,630	8.32	8.01	6.93	†
Locale type of most recent school						
City	810	780	3.49	4.73	4.83	1.59
Suburb	1,220	860	2.76	5.92	5.61	2.54
Town	1,160	1,270	3.70	7.84	7.25	†
Rural	810	3,520	3.32	5.48	4.65	3.33

See notes at end of table.

National Center for Education Statistics

Table S2.5.

Standard errors for table 2.5: EARNED INCOME: Among 2007–08 bachelor’s degree recipients who were employed full time, percentage distribution of earned income in 2009, by selected teaching-related and employment characteristics: 2009—Continued

Teaching-related and employment characteristics	Median	Average	Earned income in current job			
			Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Title I status of most recent school						
Title I eligible	\$860	\$1,530	2.03	3.78	3.71	1.98
Not Title I eligible	830	740	2.71	5.37	5.63	1.40
Enrollment size of most recent school						
Lowest 25 percent	800	870	4.01	5.85	4.76	1.51
Lower middle 25 percent	1,020	3,270	3.45	5.61	5.58	2.44
Upper middle 25 percent	1,160	1,250	2.62	5.43	5.64	4.08
Highest 25 percent	850	750	3.41	4.73	5.23	1.35
Percent free or reduced-price lunch enrollment, most recent school						
Less than 25 percent	850	1,100	4.46	4.99	5.94	1.68
25–49 percent	900	890	3.14	5.74	5.89	†
50–74 percent	930	730	2.64	6.07	5.96	†
75 percent or more	1,170	3,980	1.81	6.28	6.40	3.26
Percent minority enrollment, most recent school						
Less than 25 percent	920	2,530	3.52	4.81	3.54	3.01
25–49 percent	1,200	840	3.58	6.20	6.55	†
50–74 percent	1,310	920	3.92	5.39	6.52	†
75 percent or more	1,140	740	2.91	4.93	5.15	1.93
Non-teachers	475	379	0.73	0.82	0.72	0.69
Occupation in 2009						
Business/management occupations	1,240	1,060	1.17	1.55	1.62	1.76
Life science occupations	1,920	1,170	6.27	6.51	5.43	1.92
Math, computer and physical science occupations	2,040	1,450	2.02	1.89	3.31	3.62
Engineers	980	1,300	1.53	2.06	2.64	3.66
Nurses	1,130	1,660	†	2.08	3.03	3.52
Other health care occupations	1,730	2,400	4.34	3.90	3.70	3.60
Social services professionals	470	760	3.26	3.61	2.32	1.65
Sales occupations	1,250	1,680	2.69	2.95	3.02	2.50
Business support/administrative assistance	450	620	2.40	2.14	1.66	1.26
Other white collar occupations	960	1,040	3.08	2.74	2.59	1.89
Other occupations	900	1,270	2.55	2.06	1.92	2.25

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 3.1.

TEACHERS' SAT SCORES: Among 2007–08 bachelor's degree recipients, percentage for whom SAT scores were available and, among those with scores, median score and percentage distribution of score level, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Test scores available ¹	Median SAT score	SAT score level ²			
			Low	Low middle	High middle	High
Total	81.6	1070	25.1	25.0	24.3	25.5
Teaching status						
Not taught	81.5	1070	25.1	25.0	24.2	25.7
Taught	82.7	1070	25.5	24.8	25.5	24.3
Only before completing bachelor's	72.9	1040	32.3	25.6	21.4	20.7
Since completing bachelor's	85.9	1080	23.6	24.6	26.6	25.2
Taught since completing 2007–08 bachelor's degree						
Most recent type of teaching position						
Regular, full- or part-time	85.9	1070	23.8	24.9	26.7	24.6
Support teacher	78.2	‡	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡	‡
Long-term substitute	89.7	1050	30.7	29.0	25.9!	14.5!
Other teaching position ³	85.4	1090	23.1	23.0	24.8	29.1
Sector of most recent school ⁴						
Public	83.7	1080	25.5	22.8	27.7	24.0
Private	93.1	1090	17.6	27.7	23.9	30.8
Parochial	91.0	1120	13.9!	28.8	28.5	28.8
Nonparochial	95.7	1070	21.9	26.5	18.7!	33.0
Fields taught ⁵						
Arts and music	92.7	1110	18.8	21.9	29.5	29.9
English or language arts	81.2	1080	18.4	29.9	20.1	31.5
English as a second language	96.9	1210	‡	13.8!	28.9	51.6
Foreign languages	82.3	1180	‡	21.9!	‡	32.4!
General elementary	84.9	1030	35.6	27.6	23.1	13.7
Health/physical education	91.6	1050	21.5	40.2	27.1	11.1!
Math or computer science	86.0	1100	18.8	23.5	27.8	29.9
Natural sciences	85.2	1140	19.5	22.0	24.5	34.0
Social sciences	87.5	1070	26.4	24.7	27.6	21.2
Vocational/career/technical	79.8	‡	‡	‡	‡	‡
Other	84.8	1060	32.4	20.0!	28.1	19.5!
Level of most recent school ⁶						
Elementary	82.7	1060	26.3	26.7	23.9	23.1
Secondary	89.0	1090	21.6	21.7	30.9	25.7
Combined	90.8	1150	19.4	18.7	28.7	33.3
Locale type of most recent school ⁷						
City	85.3	1080	28.8	20.2	20.5	30.4
Suburb	84.6	1080	22.2	25.5	31.6	20.7
Town	88.9	1070	29.8	20.1	28.3	21.8
Rural	82.6	1050	23.3	32.6	25.7	18.5

See notes at end of table.

National Center for Education Statistics

Table 3.1.

TEACHERS' SAT SCORES: Among 2007–08 bachelor's degree recipients, percentage for whom SAT scores were available and, among those with scores, median score and percentage distribution of score level, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Test scores available ¹	Median SAT score	SAT score level ²			
			Low	Low middle	High middle	High
Title I status of most recent school ³						
Title I eligible	79.7	1060	32.3	21.2	21.1	25.4
Not Title I eligible	90.2	1090	16.9	27.2	36.9	19.0
Enrollment size of most recent school ⁹						
Lowest 25 percent	89.4	1080	23.9	23.1	28.5	24.5
Lower middle 25 percent	83.0	1040	26.6	30.5	21.1	21.8
Upper middle 25 percent	81.8	1060	30.8	20.8	27.9	20.5
Highest 25 percent	85.2	1100	21.7	24.0	26.1	28.2
Percent free or reduced-price lunch enrollment, most recent school ¹⁰						
Less than 25 percent	86.5	1090	23.3	20.4	37.2	19.1
25–49 percent	84.0	1060	22.8	28.6	30.0	18.6
50–74 percent	79.4	1060	30.9	20.8	23.6	24.7
75 percent or more	82.8	1050	31.9	24.3	13.9	29.9
Percent minority enrollment, most recent school ¹⁰						
Less than 25 percent	85.9	1080	21.3	23.7	31.6	23.3
25–49 percent	84.3	1050	21.4	32.5	32.6	13.4
50–74 percent	83.5	1040	35.9	23.6	19.4	21.1
75 percent or more	83.4	1070	30.2	20.6	16.5	32.8

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Test scores were not collected for graduates who were more than 30 years old on December 31, 2007, and, therefore, are not available for those graduates. ACT composite scores were converted to estimated SAT scores.

² Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high.

³ Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁵ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁹ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

¹⁰ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S3.1.

Standard errors for table 3.1: TEACHERS' SAT SCORES: Among 2007–08 bachelor's degree recipients, percentage for whom SAT scores were available and, among those with scores, median score and percentage distribution of score level, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Test scores available	Median SAT score	SAT score level			
			Low	Low middle	High middle	High
Total	0.54	4	0.65	0.66	0.59	0.69
Teaching status						
Not taught	0.54	4	0.68	0.71	0.64	0.72
Taught	1.37	7	1.64	1.63	1.43	1.48
Only before completing bachelor's	2.98	18	3.48	3.12	3.21	3.30
Since completing bachelor's	1.48	9	1.82	1.83	1.74	1.75
Taught since completing 2007–08 bachelor's degree						
Most recent type of teaching position						
Regular, full- or part-time	1.78	12	2.26	2.23	2.11	2.05
Support teacher	11.15	†	†	†	†	†
Short-term substitute	†	†	†	†	†	†
Long-term substitute	4.50	31	7.08	7.64	8.65	4.93
Other teaching position	3.21	22	3.33	4.15	4.11	4.42
Sector of most recent school						
Public	1.84	10	2.12	1.98	2.04	1.99
Private	2.30	28	3.70	6.01	5.38	5.02
Parochial	3.64	36	4.68	7.90	7.34	7.33
Nonparochial	2.82	34	6.04	7.63	6.53	7.29
Fields taught						
Arts and music	2.61	31	4.64	5.41	5.42	6.23
English or language arts	4.55	20	3.83	4.89	4.13	4.88
English as a second language	1.88	31	†	5.00	7.49	8.07
Foreign languages	8.59	112	†	10.71	†	11.30
General elementary	2.31	20	3.44	3.20	2.87	2.48
Health/physical education	4.11	24	6.34	6.86	6.67	3.83
Math or computer science	3.21	24	3.84	4.26	4.96	4.83
Natural sciences	3.79	39	5.25	4.63	5.44	5.05
Social sciences	3.75	21	5.98	5.86	5.93	5.38
Vocational/career/technical	9.97	†	†	†	†	†
Other	4.99	41	7.45	6.13	7.62	7.68
Level of most recent school						
Elementary	2.13	10	2.45	2.42	2.31	2.44
Secondary	2.33	15	3.14	3.32	3.90	3.55
Combined	3.70	28	4.51	4.90	5.45	5.77
Locale type of most recent school						
City	2.68	28	3.45	3.34	3.12	4.37
Suburb	2.85	13	3.28	3.47	3.81	3.35
Town	3.56	23	5.50	5.94	6.75	5.53
Rural	3.34	13	3.91	4.53	3.69	3.28

See notes at end of table.

National Center for Education Statistics

Table S3.1.

Standard errors for table 3.1: TEACHERS' SAT SCORES: Among 2007–08 bachelor's degree recipients, percentage for whom SAT scores were available and, among those with scores, median score and percentage distribution of score level, by teaching status and teaching-related characteristics: 2009
—Continued

Teaching status and teaching-related characteristics	Test scores available	Median SAT score	SAT score level			
			Low	Low middle	High middle	High
Title I status of most recent school						
Title I eligible	2.34	15	3.00	2.60	2.30	3.07
Not Title I eligible	2.09	11	2.63	4.15	4.72	3.34
Enrollment size of most recent school						
Lowest 25 percent	2.48	19	3.94	3.82	3.94	4.76
Lower middle 25 percent	2.92	16	3.96	4.30	3.66	3.58
Upper middle 25 percent	3.63	17	4.07	3.61	4.02	3.88
Highest 25 percent	2.98	22	3.66	4.14	4.16	4.66
Percent free or reduced-price lunch enrollment, most recent school						
Less than 25 percent	3.54	15	4.33	4.16	5.09	3.56
25–49 percent	3.49	17	3.60	4.64	4.33	3.43
50–74 percent	3.63	33	4.80	4.06	4.57	5.50
75 percent or more	3.75	31	4.90	5.15	3.20	5.30
Percent minority enrollment, most recent school						
Less than 25 percent	2.50	13	2.57	3.30	3.67	3.13
25–49 percent	4.10	22	4.45	4.58	4.61	3.23
50–74 percent	4.66	37	5.83	5.81	4.97	3.98
75 percent or more	2.88	19	4.03	3.96	3.00	4.44

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 3.2.
TEACHERS' FIRST INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' first institution sector attended, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Public and private nonprofit				
	2-year or less		4-year		For-profit ²
	Public 2-year	Other 2-year or less ¹	Public	Private nonprofit	
Total	28.3	0.7	44.7	23.6	2.7
Teaching status					
Not taught	28.2	0.8	44.5	23.6	2.9
Taught	29.0	‡	45.9	23.6	1.3
Only before completing bachelor's	32.6	‡	45.9	20.4	1.0 !
Since completing bachelor's	27.9	‡	45.9	24.7	1.4 !
			Taught since completing 2007–08 bachelor's degree		
Most recent type of teaching position					
Regular, full- or part-time	27.5	‡	45.1	25.8	1.4 !
Support teacher	‡	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡
Long-term substitute	26.3	#	60.6	13.1 !	#
Other teaching position ³	30.2	‡	41.4	26.1	‡
Sector of most recent school ⁴					
Public	28.8	‡	47.0	22.6	1.5 !
Private	22.3	#	41.2	36.5	#
Parochial	21.1	#	34.6	44.3	#
Nonparochial	23.7 !	#	48.6	27.7	#
Fields taught ⁵					
Arts and music	30.9	#	40.1	25.9	‡
English or language arts	29.0	‡	46.3	23.9	‡
English as a second language	16.0 !	#	38.3	42.6	‡
Foreign languages	‡	‡	‡	‡	‡
General elementary	31.6	#	47.7	19.2	‡
Health/physical education	30.2	#	37.5	32.3	#
Math or computer science	30.8	‡	41.9	26.8	#
Natural sciences	29.3	‡	36.7	34.0	#
Social sciences	35.1	‡	48.8	14.3	‡
Vocational/career/technical	36.0 !	#	52.9	‡	#
Other	38.8	‡	43.7	14.9 !	‡
Level of most recent school ⁶					
Elementary	26.7	‡	51.4	20.8	‡
Secondary	30.2	‡	42.6	26.0	‡
Combined	27.7	#	30.3	38.9	‡
Locale type of most recent school ⁷					
City	29.7	‡	39.3	28.1	‡
Suburb	29.8	‡	49.4	20.2	‡
Town	26.6	#	57.7	15.5	‡
Rural	26.1	#	47.3	25.6	‡

See notes at end of table.

National Center for Education Statistics

Table 3.2.

TEACHERS' FIRST INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' first institution sector attended, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Public and private nonprofit				For-profit ²
	2-year or less		4-year		
	Public 2-year	Other 2-year or less ¹	Public	Private nonprofit	
Title I status of most recent school ⁸					
Title I eligible	30.9	‡	46.0	22.1	0.8 !
Not Title I eligible	25.5	‡	50.2	21.6	‡
Enrollment size of most recent school ⁹					
Lowest 25 percent	29.9	‡	41.1	26.6	‡
Lower middle 25 percent	23.8	‡	53.3	21.7	‡
Upper middle 25 percent	27.8	‡	51.6	20.1	‡
Highest 25 percent	32.5	‡	40.1	25.8	‡
Percent free or reduced-price lunch enrollment, most recent school ¹⁰					
Less than 25 percent	29.1	#	41.0	25.9	‡
25–49 percent	28.5	#	48.3	23.1	‡
50–74 percent	34.2	‡	53.4	12.1	‡
75 percent or more	25.9	‡	46.2	25.2	‡
Percent minority enrollment, most recent school ¹⁰					
Less than 25 percent	27.6	#	43.7	28.0	‡
25–49 percent	30.3	‡	45.5	22.3	‡
50–74 percent	37.2	‡	43.4	17.2	‡
75 percent or more	24.8	‡	51.5	22.1	‡

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

² Includes for-profit institutions at any level.

³ Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁵ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁹ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

¹⁰ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S3.2.

Standard errors for table 3.2: TEACHERS' FIRST INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' first institution sector attended, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Public and private nonprofit				
	2-year or less		4-year		For-profit
	Public 2-year	Other 2-year or less	Public	Private nonprofit	
Total	0.59	0.11	0.62	0.45	0.18
Teaching status					
Not taught	0.63	0.13	0.67	0.48	0.20
Taught	1.55	†	1.72	1.49	0.39
Only before completing bachelor's	3.11	†	3.34	2.49	0.45
Since completing bachelor's	1.73	†	2.06	1.77	0.51
			Taught since completing 2007–08 bachelor's degree		
Most recent type of teaching position					
Regular, full- or part-time	1.88	†	2.44	2.18	0.63
Support teacher	†	†	†	†	†
Short-term substitute	†	†	†	†	†
Long-term substitute	6.34	†	6.98	4.26	†
Other teaching position	4.10	†	4.63	4.25	†
Sector of most recent school					
Public	1.92	†	2.34	1.94	0.61
Private	4.73	†	6.54	5.57	†
Parochial	5.46	†	8.60	8.11	†
Nonparochial	7.51	†	9.49	7.98	†
Fields taught					
Arts and music	6.28	†	6.26	5.10	†
English or language arts	4.78	†	5.60	4.70	†
English as a second language	6.29	†	7.40	8.72	†
Foreign languages	†	†	†	†	†
General elementary	2.73	†	2.91	2.41	†
Health/physical education	6.45	†	7.67	7.10	†
Math or computer science	4.41	†	4.82	4.15	†
Natural sciences	4.79	†	4.81	5.92	†
Social sciences	5.34	†	6.17	3.74	†
Vocational/career/technical	12.94	†	13.78	†	†
Other	7.24	†	7.49	5.32	†
Level of most recent school					
Elementary	2.08	†	2.45	2.14	†
Secondary	3.17	†	4.14	3.52	†
Combined	5.32	†	5.32	5.73	†

See notes at end of table.

National Center for Education Statistics

Table S3.2.

Standard errors for table 3.2: TEACHERS' FIRST INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' first institution sector attended, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Public and private nonprofit					For-profit
	2-year or less		4-year			
	Public 2-year	Other 2-year or less	Public	Private nonprofit		
Locale type of most recent school						
City	3.53	†	3.63	3.54		†
Suburb	3.30	†	3.99	3.08		†
Town	5.00	†	6.06	3.71		†
Rural	3.32	†	4.19	3.72		†
Title I status of most recent school						
Title I eligible	2.69	†	2.88	2.30		0.40
Not Title I eligible	2.97	†	4.20	3.13		†
Enrollment size of most recent school						
Lowest 25 percent	3.58	†	4.27	3.75		†
Lower middle 25 percent	3.21	†	4.02	3.35		†
Upper middle 25 percent	3.55	†	4.02	3.69		†
Highest 25 percent	3.90	†	4.51	4.07		†
Percent free or reduced-price lunch enrollment, most recent school						
Less than 25 percent	4.29	†	5.03	4.44		†
25–49 percent	3.65	†	4.48	3.64		†
50–74 percent	4.03	†	5.16	3.28		†
75 percent or more	4.03	†	5.09	4.39		†
Percent minority enrollment, most recent school						
Less than 25 percent	3.06	†	3.50	3.44		†
25–49 percent	4.28	†	5.12	4.22		†
50–74 percent	5.35	†	5.82	3.83		†
75 percent or more	3.59	†	4.01	3.79		†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 3.3.

TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other ¹	Social sciences	Humanities	Health care fields	Business	Education	Other applied ²
Total	16.4	2.9	6.2	7.3	2.9	15.0	11.8	7.5	23.1	8.3	14.9
Teaching status											
Not taught	17.3	3.0	6.8	7.4	2.9	15.6	11.5	8.2	25.3	3.3	15.8
Taught	9.2	1.4 !	1.1 !	6.7	3.4	9.6	14.1	1.6	4.5	50.8	6.8
Only before completing bachelor's	10.3	‡	‡	6.4	3.6 !	11.6	10.7	2.6 !	7.4 !	46.4	7.4
Since completing bachelor's	8.8	1.0 !	1.1 !	6.7	3.3	9.0	15.2	1.3 !	3.6	52.2	6.6
Taught since completing 2007–08 bachelor's degree											
Most recent type of teaching position											
Regular, full- or part-time	8.1	‡	‡	6.6	3.6	6.6	12.9	‡	2.8 !	59.2	5.9
Support teacher	‡	‡	‡	‡	#	‡	36.2 !	#	‡	20.6 !	19.5 !
Short-term substitute	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Long-term substitute	5.6 !	‡	‡	‡	‡	19.2 !	13.6 !	‡	‡	43.1	‡
Other teaching position ³	12.9	‡	‡	10.0 !	3.6 !	15.8	21.5	3.9 !	5.8 !	29.7	6.7
Sector of most recent school ⁴											
Public	8.3	0.9 !	‡	6.4	3.4	8.4	13.4	0.9 !	3.7	56.4	5.4
Private	14.5	‡	‡	11.8	‡	10.2	18.6	‡	‡	34.4	13.4
Parochial	12.8 !	‡	‡	12.7 !	‡	‡	19.0 !	‡	‡	38.7	17.5 !
Nonparochial	16.5 !	‡	‡	10.8 !	‡	12.4 !	18.1 !	‡	‡	29.3	8.5 !

See notes at end of table.

National Center for Education Statistics

Table 3.3.

TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other ¹	Social sciences	Humanities	Health care fields	Business	Education	Other applied ²
Fields taught ⁵											
Arts and music	‡	‡	#	‡	‡	6.1!	38.3	‡	‡	43.9	4.4!
English or language arts	‡	‡	‡	‡	3.9!	10.3!	22.1	‡	‡	47.7	6.1!
English as a second language	‡	‡	#	‡	‡	24.7	23.6!	‡	‡	18.7!	9.6!
Foreign languages	‡	#	#	‡	#	‡	52.8	#	‡	20.6!	‡
General elementary	‡	‡	‡	‡	4.8!	8.7	6.2!	‡	1.9!	70.3	5.9
Health/physical education	4.1!	‡	‡	‡	#	‡	‡	‡	‡	49.5	20.5
Math or computer science	30.1	‡	‡	24.5	2.3!	5.2!	9.3!	#	7.8!	39.5	5.8!
Natural sciences	31.0	‡	‡	21.0	6.4!	‡	8.9!	‡	‡	37.9	7.7!
Social sciences	‡	‡	#	‡	‡	13.9!	15.8	#	‡	54.0	8.3!
Vocational/career/technical	18.9!	‡	‡	‡	‡	‡	‡	#	‡	21.3!	‡
Other	15.3!	‡	‡	9.6!	‡	9.5!	12.1!	‡	‡	42.1	5.7!
Level of most recent school ⁶											
Elementary	2.8!	‡	‡	1.4!	3.6	8.9	14.3	1.3!	3.0!	59.3	6.8
Secondary	16.6	‡	‡	14.7	2.3!	8.3	16.6	‡	5.3!	44.9	5.3!
Combined	18.8	‡	‡	13.4!	‡	10.8!	17.3	‡	‡	33.8	8.5!
Locale type of most recent school ⁷											
City	7.5	‡	‡	4.7!	5.5!	15.4	12.6	1.7!	3.4!	45.0	8.9
Suburb	9.1	‡	‡	6.9!	4.0!	4.7!	20.5	‡	‡	54.1	5.8
Town	11.3!	#	‡	9.4!	‡	‡	14.1!	‡	‡	65.1	2.7!
Rural	9.3	‡	‡	9.0	‡	2.4!	8.0!	‡	5.6!	64.6	6.7!

See notes at end of table.

National Center for Education Statistics

Table 3.3.

TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other ¹	Social sciences	Humanities	Health care fields	Business	Education	Other applied ²
Title I status of most recent school ⁸											
Title I eligible	6.9	‡	‡	5.1	3.3	8.7	11.0	‡	4.6	58.5	6.0
Not Title I eligible	10.0	‡	‡	8.8	4.0!	6.8	15.7	‡	‡	56.8	4.9!
Enrollment size of most recent school ⁹											
Lowest 25 percent	9.2	‡	‡	6.6!	4.9!	5.9	16.0	‡	‡	54.1	5.5!
Lower middle 25 percent	5.9!	#	‡	5.9!	3.5!	6.8!	9.0	‡	‡	62.3	7.8
Upper middle 25 percent	6.4!	‡	‡	‡	4.2!	10.5	17.5	‡	4.2!	49.6	6.9
Highest 25 percent	13.8	‡	‡	11.1	‡	8.2!	14.2	‡	‡	51.8	6.8!
Percent free or reduced-price lunch enrollment, most recent school ¹⁰											
Less than 25 percent	6.8!	‡	‡	5.9!	5.5!	9.3!	10.8	‡	‡	59.9	7.1!
25–49 percent	11.1	‡	‡	9.2!	‡	5.5!	12.4	‡	5.8!	58.5	4.9!
50–74 percent	6.8!	‡	‡	5.6!	4.6!	3.3!	14.8!	#	‡	62.2	5.5!
75 percent or more	5.7!	‡	‡	3.5!	4.0!	15.1	14.4	‡	4.0!	48.5	5.5!

See notes at end of table.

National Center for Education Statistics

Table 3.3.

TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other ¹	Social sciences	Humanities	Health care fields	Business	Education	Other applied ²
Percent minority enrollment, most recent school ¹⁰											
Less than 25 percent	9.6	‡	‡	8.6	‡	5.1	16.8	‡	3.5 !	57.1	4.8
25–49 percent	8.6 !	‡	‡	7.1 !	‡	3.8 !	13.2	‡	‡	61.5	5.9 !
50–74 percent	5.2 !	‡	‡	4.7 !	3.9 !	12.2 !	11.7 !	‡	‡	54.9	9.5 !
75 percent or more	9.9	‡	‡	5.4 !	5.7	12.6	12.8	‡	4.2 !	45.1	9.1

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes liberal arts and sciences; general studies and humanities; multi/interdisciplinary studies; other; basic skills; citizenship activities; health-related knowledge and skills; interpersonal and social skills; leisure and recreational activities; personal awareness and self-improvement; and high school/secondary diplomas and certificates.

² Includes architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

³ Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁵ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁹ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

¹⁰ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: STEM is science, technology, engineering, and math. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S3.3.

Standard errors for table 3.3: TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other	Social sciences	Humanities	Health care fields	Business	Education	Other applied
Total	0.32	0.16	0.21	0.28	0.22	0.27	0.38	0.18	0.27	0.23	0.34
Teaching status											
Not taught	0.36	0.17	0.24	0.31	0.23	0.29	0.39	0.20	0.30	0.20	0.37
Taught	1.10	0.49	0.47	0.85	0.60	0.93	1.27	0.41	0.89	1.58	0.78
Only before completing bachelor's	2.19	†	†	1.45	1.17	2.20	2.03	0.95	2.39	3.21	1.71
Since completing bachelor's	1.27	0.45	0.52	1.06	0.70	1.07	1.51	0.42	0.77	1.99	0.93
Taught since completing 2007–08 bachelor's degree											
Most recent type of teaching position											
Regular, full- or part-time	1.43	†	†	1.25	0.90	1.04	1.85	†	0.92	2.41	1.10
Support teacher	†	†	†	†	†	†	13.89	†	†	9.62	9.72
Short-term substitute	†	†	†	†	†	†	†	†	†	†	†
Long-term substitute	2.46	†	†	†	†	6.81	5.34	†	†	8.45	†
Other teaching position	3.62	†	†	3.03	1.45	3.38	3.49	1.55	2.46	3.91	1.88
Sector of most recent school											
Public	1.39	0.43	†	1.22	0.80	1.30	1.68	0.40	0.93	2.28	0.96
Private	3.81	†	†	3.43	†	2.93	4.79	†	†	4.97	3.31
Parochial	5.44	†	†	5.44	†	†	6.66	†	†	7.17	6.21
Nonparochial	6.28	†	†	4.86	†	4.48	7.86	†	†	8.25	3.96

See notes at end of table.

National Center for Education Statistics

Table S3.3.

Standard errors for table 3.3: TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other	Social sciences	Humanities	Health care fields	Business	Education	Other applied
Fields taught											
Arts and music	†	†	†	†	†	2.84	5.87	†	†	5.61	1.89
English or language arts	†	†	†	†	1.82	3.87	4.69	†	†	5.06	2.49
English as a second language	†	†	†	†	†	6.21	7.18	†	†	5.80	3.97
Foreign languages	†	†	†	†	†	†	11.12	†	†	8.45	†
General elementary	†	†	†	†	1.51	1.77	2.12	†	0.94	3.21	1.51
Health/physical education	1.98	†	†	†	†	†	†	†	†	8.05	5.12
Math or computer science	5.17	†	†	4.94	1.04	1.78	2.84	†	2.71	4.54	2.64
Natural sciences	5.68	†	†	4.52	2.94	†	3.45	†	†	5.08	3.02
Social sciences	†	†	†	†	†	4.40	4.46	†	†	6.05	3.74
Vocational/career/technical	9.10	†	†	†	†	†	†	†	†	8.78	†
Other	5.90	†	†	4.41	†	4.42	5.86	†	†	8.20	2.48
Level of most recent school											
Elementary	0.92	†	†	0.49	0.89	1.37	2.14	0.55	1.04	2.58	1.30
Secondary	2.99	†	†	2.90	1.01	2.25	2.86	†	1.72	3.59	1.72
Combined	4.91	†	†	4.31	†	3.50	4.27	†	†	5.02	3.01
Locale type of most recent school											
City	1.96	†	†	1.48	1.76	2.63	2.73	0.75	1.45	3.75	2.28
Suburb	2.66	†	†	2.32	1.32	1.53	3.56	†	†	3.68	1.71
Town	4.60	†	†	4.58	†	†	4.61	†	†	6.89	1.24
Rural	2.67	†	†	2.66	†	0.94	2.41	†	2.07	3.66	2.07

See notes at end of table.

National Center for Education Statistics

Table S3.3.

Standard errors for table 3.3: TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other	Social sciences	Humanities	Health care fields	Business	Education	Other applied
Title I status of most recent school											
Title I eligible	1.53	†	†	1.34	0.92	1.55	1.93	†	1.36	2.91	1.17
Not Title I eligible	2.53	†	†	2.48	1.51	1.96	3.42	†	†	4.11	1.90
Enrollment size of most recent school											
Lowest 25 percent	2.73	†	†	2.12	2.00	1.53	3.79	†	†	4.26	2.06
Lower middle 25 percent	2.45	†	†	2.45	1.56	2.05	2.27	†	†	4.70	1.95
Upper middle 25 percent	2.27	†	†	†	1.39	2.87	3.46	†	1.84	4.09	1.88
Highest 25 percent	3.18	†	†	2.71	†	2.52	2.96	†	†	4.50	2.33
Percent free or reduced-price lunch enrollment, most recent school											
Less than 25 percent	2.45	†	†	2.38	2.17	2.90	2.66	†	†	4.63	2.78
25–49 percent	3.15	†	†	3.03	†	2.11	2.96	†	2.33	3.97	1.55
50–74 percent	2.07	†	†	1.90	1.88	1.57	4.69	†	†	5.22	1.81
75 percent or more	2.51	†	†	1.50	1.88	3.35	3.58	†	1.97	4.90	1.92

See notes at end of table.

National Center for Education Statistics

Table S3.3.

Standard errors for table 3.3: TEACHERS' UNDERGRADUATE MAJOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' undergraduate major, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	STEM										
	Total	Computer and information sciences	Engineering and engineering technology	Biological and physical science, technology, mathematics, and agriculture	General studies and other	Social sciences	Humanities	Health care fields	Business	Education	Other applied
Percent minority enrollment, most recent school											
Less than 25 percent	2.36	†	†	2.26	†	1.52	3.07	†	1.57	3.73	1.25
25–49 percent	3.04	†	†	2.93	†	1.78	3.40	†	†	4.84	2.08
50–74 percent	2.09	†	†	2.05	1.94	4.34	3.73	†	†	5.62	3.81
75 percent or more	2.41	†	†	1.71	1.62	2.43	3.09	†	1.64	3.80	2.14

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 3.4.
TEACHERS' BACHELOR'S DEGREE INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' degree institution sector, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Bachelor's degree institution sector ¹						For-profit 4-year
	Public 4-year			Private nonprofit 4-year			
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	
Level of most recent school ⁵							
Elementary	68.6	21.7	46.8	30.6	16.0	14.6	0.8 !
Secondary	63.1	19.3	43.8	36.4	22.1	14.3	‡
Combined	53.1	9.0	44.1	45.7	20.4	25.2	‡
Locale type of most recent school ⁶							
City	60.8	17.3	43.5	37.4	17.6	19.8	1.8 !
Suburb	70.8	16.8	54.0	29.2	14.0	15.1	#
Town	64.8	26.8	38.0	35.2	25.3	9.8 !	#
Rural	70.6	25.6	45.0	29.4	17.5	11.9	#
Title I status of most recent school ⁷							
Title I eligible	71.5	23.0	48.6	27.8	13.6	14.2	‡
Not Title I eligible	65.8	16.8	49.0	33.7	20.8	13.0	‡
Enrollment size of most recent school ⁸							
Lowest 25 percent	59.9	20.2	39.7	40.0	21.5	18.6	‡
Lower middle 25 percent	72.5	22.7	49.9	25.9	12.9	13.0	1.6 !
Upper middle 25 percent	70.1	22.1	48.0	29.5	16.7	12.8	‡
Highest 25 percent	64.1	15.2	48.9	35.4	18.0	17.3	‡
Percent free or reduced-price lunch enrollment, most recent school ⁹							
Less than 25 percent	66.5	16.3	50.2	33.4	22.2	11.2	‡
25–49 percent	67.8	20.7	47.1	32.2	17.4	14.8	‡
50–74 percent	77.2	23.7	53.5	20.9	9.2	11.7 !	‡
75 percent or more	68.1	23.7	44.4	31.2	14.8	16.4	‡

See notes at end of table.

National Center for Education Statistics

Table 3.4.

TEACHERS' BACHELOR'S DEGREE INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' degree institution sector, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Bachelor's degree institution sector ¹						For-profit 4-year
	Public 4-year			Private nonprofit 4-year			
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	
Percent minority enrollment, most recent school ⁹							
Less than 25 percent	63.4	20.9	42.6	36.6	21.0	15.6	#
25–49 percent	70.9	18.0	52.9	29.1	19.2	10.0	#
50–74 percent	64.5	23.5	41.0	35.5	21.7	13.8	#
75 percent or more	68.2	19.9	48.3	29.5	10.7	18.9	2.3!

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Estimates for private nonprofit 4-year institutions include 0.02 percent of graduates who attained their bachelor's degree from a private nonprofit less-than-4-year institution; estimates for for-profit 4-year institutions include 0.09 percent of graduates who attained their degree from a for-profit less-than-4-year institution.

² Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

³ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

⁴ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁶ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁷ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁸ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁹ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S3.4.

Standard errors for table 3.4: TEACHERS' BACHELOR'S DEGREE INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' degree institution sector, by teaching status and teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Bachelor's degree institution sector						
	Public 4-year			Private nonprofit 4-year			For-profit 4-year
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	
Total	#	0.57	0.57	#	0.49	0.49	#
Teaching status							
Not taught	0.19	0.61	0.62	0.19	0.49	0.53	0.04
Taught	1.62	1.56	1.75	1.60	1.36	1.29	0.32
Only before completing bachelor's	2.91	3.14	3.23	2.82	2.39	2.01	0.88
Since completing bachelor's	2.02	1.73	2.09	2.01	1.62	1.69	0.30
Taught since completing 2007–08 bachelor's degree							
Most recent type of teaching position							
Regular, full- or part-time	2.46	1.96	2.64	2.44	1.94	2.05	0.32
Support teacher	14.90	†	11.10	14.90	15.30	†	†
Short-term substitute	†	†	†	†	†	†	†
Long-term substitute	5.07	7.36	7.48	5.07	3.54	3.71	†
Other teaching position	4.66	3.00	4.74	4.58	3.47	3.68	†
Sector of most recent school							
Public	2.29	2.03	2.42	2.26	1.79	1.78	0.35
Private	5.76	4.24	5.72	5.80	4.83	4.19	†
Parochial	7.81	4.68	7.82	7.78	5.96	6.32	†
Nonparochial	9.30	7.08	8.21	9.30	8.19	6.67	†
Fields taught							
Arts and music	6.32	3.99	6.26	6.28	6.12	2.78	†
English or language arts	5.10	4.75	5.19	5.10	3.57	4.58	†
English as a second language	7.91	1.92	7.79	7.91	6.99	7.33	†
Foreign languages	11.41	†	11.19	11.97	11.05	†	†
General elementary	3.30	2.76	3.54	3.26	2.63	2.03	†
Health/physical education	6.91	7.15	7.13	6.91	5.26	6.01	†
Math or computer science	4.33	3.35	4.70	4.33	3.37	3.34	†
Natural sciences	6.19	4.66	6.33	6.19	4.14	5.53	†
Social sciences	4.97	5.27	6.21	4.96	4.26	3.10	†
Vocational/career/technical	8.53	11.10	12.66	†	†	†	†
Other	7.48	6.28	7.30	7.48	6.37	5.16	†

See notes at end of table.

National Center for Education Statistics

Table S3.4.

Standard errors for table 3.4: TEACHERS' BACHELOR'S DEGREE INSTITUTION SECTOR: Among 2007–08 bachelor's degree recipients, percentage distribution of recipients' degree institution sector, by teaching status and teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Bachelor's degree institution sector						For-profit 4-year
	Public 4-year			Private nonprofit 4-year			
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	
Level of most recent school							
Elementary	2.52	2.39	2.78	2.49	1.98	2.12	0.38
Secondary	3.53	2.97	3.65	3.56	2.92	3.09	†
Combined	6.54	2.47	6.39	6.58	5.18	5.57	†
Locale type of most recent school							
City	4.00	2.93	3.68	4.03	2.95	3.81	0.86
Suburb	3.17	2.98	3.71	3.17	2.43	2.65	†
Town	6.20	5.51	6.33	6.20	5.99	3.39	†
Rural	3.75	3.42	4.27	3.75	3.02	2.91	†
Title I status of most recent school							
Title I eligible	2.74	2.78	3.19	2.74	1.89	2.18	†
Not Title I eligible	3.77	2.70	3.83	3.76	3.40	2.65	†
Enrollment size of most recent school							
Lowest 25 percent	4.57	2.97	4.70	4.57	3.91	3.49	†
Lower middle 25 percent	3.58	3.72	4.32	3.44	2.44	2.79	0.81
Upper middle 25 percent	4.28	3.70	3.97	4.26	3.51	3.09	†
Highest 25 percent	4.40	3.35	3.97	4.41	3.23	4.06	†
Percent free or reduced-price lunch enrollment, most recent school							
Less than 25 percent	4.76	4.10	4.65	4.75	4.39	2.78	†
25–49 percent	4.04	3.16	4.63	4.05	3.10	3.03	†
50–74 percent	4.32	4.12	5.56	4.31	2.24	3.81	†
75 percent or more	4.87	4.68	4.98	4.90	3.30	3.99	†
Percent minority enrollment, most recent school							
Less than 25 percent	3.32	2.95	3.72	3.32	2.66	2.94	†
25–49 percent	4.11	3.89	4.52	4.11	3.74	2.46	†
50–74 percent	4.90	4.68	5.66	4.90	4.39	3.34	†
75 percent or more	4.22	3.33	4.07	4.25	2.19	3.78	1.04

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 3.5.

TEACHERS' TIME TO DEGREE: Among 2007–08 bachelor's degree recipients, median and average number of months to bachelor's degree attainment, and percentage distribution of number of months between initial postsecondary enrollment and bachelor's degree attainment, by teaching status and selected teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Median	Average	Number of months between initial postsecondary enrollment and bachelor's degree attainment				
			48 or less	49–60	61–72	73–120	More than 120
Total	52.0	78.7	42.6	22.7	9.3	12.5	12.8
Teaching status							
Not taught	52.0	78.7	42.8	22.6	9.0	12.7	12.9
Taught	52.0	78.5	41.2	23.4	11.9	11.0	12.6
Only before completing bachelor's	63.0	96.6	19.9	28.0	16.4	15.3	20.4
Since completing bachelor's	51.0	72.8	47.9	21.9	10.5	9.6	10.1
			Taught since completing 2007–08 bachelor's degree				
Most recent type of teaching position							
Regular, full- or part-time	51.0	72.5	48.1	21.3	12.5	8.2	9.8
Support teacher	47.0	83.2	49.1	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡	‡	‡
Long-term substitute	52.0	66.2	42.5	31.7	‡	19.5 !	5.4 !
Other teaching position ¹	48.0	73.9	50.0	20.6	6.0 !	11.0	12.5
Sector of most recent school ²							
Public	51.0	75.2	46.9	21.1	10.7	10.1	11.3
Private	52.0	66.4	47.6	25.0	11.6 !	9.3	6.6 !
Parochial	47.0	67.4	48.7	21.4 !	13.7 !	9.4 !	6.8 !
Nonparochial	52.0	65.1	46.3	29.3	‡	9.2 !	‡
Fields taught ³							
Arts and music	51.0	66.3	44.0	27.8	12.7 !	9.5 !	6.1 !
English or language arts	45.0	74.2	52.8	16.4	7.5 !	6.7 !	16.5
English as a second language	45.0	50.5	68.5	23.3 !	‡	4.5 !	‡
Foreign languages	45.0	75.4	56.2	‡	‡	‡	‡
General elementary	52.0	76.8	44.2	21.8	13.1	11.6	9.3
Health/physical education	56.0	72.5	36.7	29.2	14.6 !	13.5 !	‡
Math or computer science	51.0	71.9	48.5	22.7	5.9 !	13.0	10.0
Natural sciences	45.0	72.5	52.9	24.4	5.6 !	7.6 !	9.5 !
Social sciences	52.0	74.9	44.4	28.4	7.7 !	12.7 !	6.8 !
Vocational/career/technical	51.0	70.1	46.1	26.4 !	‡	‡	‡
Other	52.0	77.2	43.5	28.4	5.1 !	12.0 !	11.0 !

See notes at end of table.

National Center for Education Statistics

Table 3.5.

TEACHERS' TIME TO DEGREE: Among 2007–08 bachelor's degree recipients, median and average number of months to bachelor's degree attainment, and percentage distribution of number of months between initial postsecondary enrollment and bachelor's degree attainment, by teaching status and selected teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Median	Average	Number of months between initial postsecondary enrollment and bachelor's degree attainment				
			48 or less	49–60	61–72	73–120	More than 120
Level of most recent school ⁴							
Elementary	51.0	76.6	46.5	21.0	11.2	9.0	12.3
Secondary	47.0	67.9	50.7	21.1	10.3	11.4	6.6
Combined	51.0	68.6	48.8	25.0	8.3 !	8.8	9.0 !
Locale type of most recent school ⁵							
City	47.0	74.7	50.8	16.3	12.1	11.2	9.5
Suburb	51.0	77.7	44.7	24.6	9.4	8.4	12.9
Town	54.0	66.1	34.3	33.9	15.7 !	10.2	6.0 !
Rural	51.0	74.1	49.2	18.6	9.4	10.0	12.7
Title I status of most recent school ⁶							
Title I eligible	52.0	81.0	45.0	20.1	10.7	9.9	14.3
Not Title I eligible	50.0	67.3	48.0	23.2	11.2	10.5	7.0
Enrollment size of most recent school ⁷							
Lowest 25 percent	47.0	68.1	50.6	21.2	14.6	6.6	7.1
Lower middle 25 percent	51.0	76.5	48.7	20.8	7.8 !	9.1	13.6
Upper middle 25 percent	52.0	83.0	44.4	21.5	8.8 !	11.1	14.2
Highest 25 percent	52.0	70.7	42.9	22.0	13.1	13.2	8.9
Percent free or reduced-price lunch enrollment, most recent school ⁸							
Less than 25 percent	47.0	76.4	48.9	22.0	8.4	10.0 !	10.8
25–49 percent	51.0	77.9	44.8	21.9	8.8 !	11.3	13.2
50–74 percent	52.0	76.2	38.7	22.2	15.3	14.3	9.4
75 percent or more	51.0	70.8	49.2	19.7	13.6	5.6 !	11.9

See notes at end of table.

National Center for Education Statistics

Table 3.5.

TEACHERS' TIME TO DEGREE: Among 2007–08 bachelor's degree recipients, median and average number of months to bachelor's degree attainment, and percentage distribution of number of months between initial postsecondary enrollment and bachelor's degree attainment, by teaching status and selected teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Median	Average	Number of months between initial postsecondary enrollment and bachelor's degree attainment				
			48 or less	49–60	61–72	73–120	More than 120
Percent minority enrollment, most recent school ⁸							
Less than 25 percent	48.0	71.0	49.7	20.7	8.8	10.3	10.5
25–49 percent	52.0	75.5	44.6	23.4	13.3	9.5	9.2 !
50–74 percent	48.0	76.8	50.0	18.2	9.8 !	11.1 !	10.9 !
75 percent or more	56.0	78.5	40.6	23.0	12.8	10.3	13.3

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes itinerant teachers, teacher's aides, student teachers, and other unspecified teaching positions.

² Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

³ Excludes the 5.5 percent of graduates who worked as teacher's aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, student teachers, or short-term substitutes.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁶ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher's aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S3.5.

Standard errors for table 3.5: TEACHERS' TIME TO DEGREE: Among 2007–08 bachelor's degree recipients, median and average number of months to bachelor's degree attainment, and percentage distribution of number of months between initial postsecondary enrollment and bachelor's degree attainment, by teaching status and selected teaching-related characteristics: 2009

Teaching status and teaching-related characteristics	Median	Average	Number of months between initial postsecondary enrollment and bachelor's degree attainment				
			48 or less	49–60	61–72	73–120	More than 120
Total	0.46	0.96	0.64	0.56	0.36	0.38	0.47
Teaching status							
Not taught	0.55	1.00	0.69	0.58	0.40	0.41	0.48
Taught	1.16	2.60	1.66	1.42	1.21	1.16	1.17
Only before completing bachelor's	2.88	4.87	2.57	2.60	2.37	2.54	2.35
Since completing bachelor's	1.78	3.00	1.93	1.70	1.36	1.30	1.36
Taught since completing 2007–08 bachelor's degree							
Most recent type of teaching position							
Regular, full- or part-time	2.28	3.50	2.21	1.92	1.69	1.36	1.60
Support teacher	6.57	18.69	13.81	†	†	†	†
Short-term substitute	†	†	†	†	†	†	†
Long-term substitute	3.36	5.37	8.27	7.36	†	7.10	2.40
Other teaching position	2.86	6.22	4.05	3.44	2.11	3.01	3.21
Sector of most recent school							
Public	1.34	3.67	2.22	1.96	1.52	1.46	1.65
Private	4.95	5.10	5.93	5.09	4.52	2.74	2.31
Parochial	5.37	6.39	7.79	6.52	6.15	4.22	3.35
Nonparochial	4.99	8.63	8.75	7.72	†	4.20	†
Fields taught							
Arts and music	3.15	4.55	6.50	5.42	4.29	3.25	2.42
English or language arts	4.67	6.40	5.74	3.98	2.95	2.10	4.47
English as a second language	0.33	1.92	7.29	7.05	†	2.02	†
Foreign languages	3.91	11.58	11.76	†	†	†	†
General elementary	1.96	5.87	3.21	2.72	2.72	2.34	2.06
Health/physical education	3.58	12.21	6.19	5.96	5.45	4.71	†
Math or computer science	3.69	4.66	4.83	4.01	2.56	3.49	2.75
Natural sciences	3.97	7.16	5.95	5.52	2.13	2.56	2.96
Social sciences	3.75	9.27	6.74	6.29	2.88	4.76	2.77
Vocational/career/technical	5.98	10.55	13.24	11.69	†	†	†
Other	3.82	10.39	7.86	6.85	2.35	4.73	4.55

See notes at end of table.

National Center for Education Statistics

Table S3.5.

Standard errors for table 3.5: TEACHERS' TIME TO DEGREE: Among 2007–08 bachelor's degree recipients, median and average number of months to bachelor's degree attainment, and percentage distribution of number of months between initial postsecondary enrollment and bachelor's degree attainment, by teaching status and selected teaching-related characteristics: 2009—Continued

Teaching status and teaching-related characteristics	Median	Average	Number of months between initial postsecondary enrollment and bachelor's degree attainment				
			48 or less	49–60	61–72	73–120	More than 120
Level of most recent school							
Elementary	1.82	4.61	2.54	2.18	1.90	1.59	2.08
Secondary	3.04	4.29	3.69	3.40	2.45	2.48	1.83
Combined	4.38	5.94	5.84	5.16	3.23	2.61	3.84
Locale type of most recent school							
City	3.47	5.14	3.67	2.77	2.42	2.34	2.09
Suburb	2.16	6.88	4.04	3.76	2.31	2.16	3.03
Town	2.05	3.39	5.49	5.68	5.64	2.87	2.17
Rural	3.67	4.60	4.04	2.97	2.74	2.40	2.91
Title I status of most recent school							
Title I eligible	1.66	5.01	2.77	2.39	1.93	1.85	2.11
Not Title I eligible	2.68	3.63	3.79	3.36	2.93	2.33	1.88
Enrollment size of most recent school							
Lowest 25 percent	2.69	4.56	4.06	3.21	3.13	1.88	1.78
Lower middle 25 percent	3.69	5.15	3.94	3.37	2.62	2.68	2.76
Upper middle 25 percent	2.64	8.31	3.88	3.56	3.08	2.73	3.68
Highest 25 percent	2.48	4.06	4.25	3.62	3.40	2.86	2.35
Percent free or reduced-price lunch enrollment, most recent school							
Less than 25 percent	3.31	8.42	4.68	3.82	2.51	3.09	3.18
25–49 percent	2.49	7.46	4.37	3.70	2.99	2.44	3.22
50–74 percent	2.17	4.52	4.63	4.19	3.65	3.51	2.09
75 percent or more	3.85	4.84	4.96	4.46	4.02	1.97	3.15
Percent minority enrollment, most recent school							
Less than 25 percent	2.72	3.94	3.77	3.20	2.09	2.01	2.30
25–49 percent	2.70	9.45	4.45	3.88	3.44	2.70	3.65
50–74 percent	2.77	10.64	5.69	3.95	3.54	3.64	3.90
75 percent or more	1.72	4.71	4.06	3.35	2.89	2.55	2.51

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2006–07, Version 1c, "Public Elementary/Secondary School Universe Survey," 2007–08, Version 1b, "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 3.6.

FINANCIAL AID: Among 2007–08 bachelor’s degree recipients who were considering teaching, had prepared to teach, or who had taught, percentage who were aware of the TEACH Grant Program and teacher loan forgiveness programs, and among those who were aware, percentage whose consideration of teaching was influenced by teacher loan forgiveness programs, by financial aid status, teaching status, and teaching-related characteristics: 2009

Financial aid status, teaching status, and teaching-related characteristics	Aware of TEACH Grant Program ¹	Teacher loan forgiveness programs	
		Aware of programs	Of those aware, consideration of teaching influenced by a program
Total	13.8	31.7	13.1
Received financial aid in 2007–08 ²			
Yes	14.4	32.2	11.8
No	11.4	30.1	18.3
Ever received a Pell Grant			
Yes	14.1	32.2	14.8
No	13.6	31.4	11.9
Expected Family Contribution (EFC) ³			
Zero	11.7	30.9	15.3
Lowest 25 percent	15.1	32.6	12.7
Lower middle 25 percent	13.4	32.3	10.6
Upper middle 25 percent	16.1	32.1	16.0
Highest 25 percent	12.5	30.7	10.9
Teaching status			
Taught	16.7	41.1	7.7
Only before completing bachelor’s	21.4	39.5	13.2
After completing bachelor’s	15.4	41.4	6.2
Not taught	12.4	27.1	18.6
Certified or otherwise prepared to teach	18.9	35.5	19.0
Considered only	7.0	17.9	‡
Not considered	15.5	34.8	18.3
Bachelor’s degree major			
STEM major ⁴	14.7	34.3	8.4 !
Computer and information sciences	‡	26.8 !	‡
Engineering and engineering technology	14.0 !	25.5	‡
Biological and physical sciences, science technology, mathematics, and agriculture	17.1	39.5	11.0 !
General studies and other ⁵	15.2	35.7	13.6 !
Social sciences	13.3	34.1	18.9
Humanities	13.1	30.0	18.0
Health care fields	14.5	32.5	‡
Business	8.8	18.6	‡
Education	17.1	39.8	8.1
Other applied ⁶	12.4	25.1	18.9

See notes at end of table.

National Center for Education Statistics

Table 3.6.

FINANCIAL AID: Among 2007–08 bachelor’s degree recipients who were considering teaching, had prepared to teach, or who had taught, percentage who were aware of the TEACH Grant Program and teacher loan forgiveness programs, and among those who were aware, percentage whose consideration of teaching was influenced by teacher loan forgiveness programs, by financial aid status, teaching status, and teaching-related characteristics: 2009—Continued

Financial aid status, teaching status, and teaching-related characteristics	Aware of TEACH Grant Program ¹	Teacher loan forgiveness programs	
		Aware of programs	Of those aware, consideration of teaching influenced by a program
Bachelor’s degree institution sector ⁷			
Public 4-year	14.6	32.8	14.3
Private nonprofit 4-year	12.6	31.5	10.2
For-profit 4-year	8.2 !	14.2 !	‡
Enrollment status in 2009			
Enrolled in undergraduate program	15.3 !	27.0	‡
Enrolled in graduate program	22.6	36.9	14.8
Not enrolled	11.3	30.4	12.6

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Program was introduced in 2008–09.

² Excludes Parent PLUS loans.

³ Lowest 25 percent includes those with EFC of 3,833 or less; lower middle 25 percent includes those with EFCs of 3,834–10,721; upper middle 25 percent includes those with EFCs of 10,722–20,519; highest 25 percent includes those with EFCs of 20,520 or more.

⁴ Includes science, technology, engineering, and mathematics.

⁵ Includes liberal arts and sciences; general studies and humanities; multi/interdisciplinary studies, other; basic skills; citizenship activities; health-related knowledge and skills; interpersonal and social skills; leisure and recreational activities; personal awareness and self-improvement; and high school/secondary diplomas and certificates.

⁶ Includes architecture; communications; public administration and human services; design and applied arts; law and legal studies; library sciences; and theology and religious vocations.

⁷ Estimates for private nonprofit 4-year institutions include 0.02 percent of graduates who attained their bachelor’s degree from a private nonprofit less-than-4-year institution; estimates for for-profit 4-year institutions include 0.09 percent of graduates who attained their degree from a for-profit less-than-4-year institution.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table S3.6.

Standard errors for table 3.6: FINANCIAL AID: Among 2007–08 bachelor’s degree recipients who were considering teaching, had prepared to teach, or who had taught, percentage who were aware of the TEACH Grant Program and teacher loan forgiveness programs, and among those who were aware, percentage whose consideration of teaching was influenced by teacher loan forgiveness programs, by financial aid status, teaching status, and teaching-related characteristics: 2009

Financial aid status, teaching status, and teaching-related characteristics	Aware of TEACH Grant Program	Teacher loan forgiveness programs	
		Aware of programs	Of those aware, consideration of teaching influenced by a program
Total	0.75	0.99	1.44
Received financial aid in 2007–08			
Yes	0.87	1.03	1.37
No	1.79	2.43	4.34
Ever received a Pell Grant			
Yes	1.23	1.38	2.15
No	0.93	1.30	1.82
Expected Family Contribution (EFC)			
Zero	1.52	2.21	3.09
Lowest 25 percent	1.80	2.13	2.86
Lower middle 25 percent	1.60	2.31	2.88
Upper middle 25 percent	1.86	2.49	3.61
Highest 25 percent	1.55	2.17	3.20
Teaching status			
Taught	1.18	1.62	1.48
Only before completing bachelor’s	3.31	3.97	3.60
After completing bachelor’s	1.24	1.84	1.62
Not taught	0.90	1.24	2.33
Certified or otherwise prepared to teach	2.15	2.50	3.77
Considered only	0.92	1.40	†
Not considered	1.96	2.44	2.95
Bachelor’s degree major			
STEM major	2.78	3.43	3.25
Computer and information sciences	†	9.17	†
Engineering and engineering technology	6.09	7.36	†
Biological and physical sciences, science technology, mathematics, and agriculture	3.56	4.51	4.18
General studies and other	3.79	4.99	6.71
Social sciences	1.78	2.89	4.40
Humanities	1.70	2.26	3.84
Health care fields	4.33	6.50	†
Business	1.89	2.57	†
Education	1.31	1.81	1.96
Other applied	1.89	2.55	4.87

See notes at end of table.

National Center for Education Statistics

Table S3.6.

Standard errors for table 3.6: FINANCIAL AID: Among 2007–08 bachelor’s degree recipients who were considering teaching, had prepared to teach, or who had taught, percentage who were aware of the TEACH Grant Program and teacher loan forgiveness programs, and among those who were aware, percentage whose consideration of teaching was influenced by teacher loan forgiveness programs, by financial aid status, teaching status, and teaching-related characteristics: 2009—Continued

Financial aid status, teaching status, and teaching-related characteristics	Aware of TEACH Grant Program	Teacher loan forgiveness programs	
		Aware of programs	Of those aware, consideration of teaching influenced by a program
Bachelor’s degree institution sector			
Public 4-year	0.93	1.25	1.88
Private nonprofit 4-year	1.24	1.69	1.98
For-profit 4-year	3.66	4.88	†
Enrollment status in 2009			
Enrolled in undergraduate program	5.31	6.35	†
Enrolled in graduate program	1.92	2.31	2.73
Not enrolled	0.74	1.09	1.69

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table 4.1.

TEACHING POSITIONS: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of number of teaching jobs as of 2009 and most recent type of teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Number of teaching jobs as of 2009		Regular, full- or part-time	Support teacher	Teacher’s aide	Short-term substitute	Long-term substitute	Student teacher	Other teaching position ¹
	One	Two or more							
Total	76.6	23.4	71.6	3.2	0.6 !	1.5	6.1	#	16.9
Sex									
Male	80.2	19.8	71.7	3.6 !	‡	‡	8.4	#	14.6
Female	75.5	24.5	71.6	3.1 !	0.5 !	1.8	5.4	#	17.7
Race/ethnicity ²									
White	77.2	22.8	73.5	2.4 !	0.6 !	1.5	6.6	#	15.3
Black	68.8	31.2 !	59.5	‡	#	#	‡	#	32.8
Hispanic	78.1	21.9	67.3	‡	#	‡	‡	#	18.8 !
Asian	94.3	‡	66.0	‡	‡	#	‡	#	28.3 !
Other or Two or more races	66.5	33.5 !	64.8	13.7 !	‡	‡	‡	#	12.6 !
Bachelor’s degree institution type ³									
Public 4-year	75.8	24.2	71.7	2.4 !	0.8 !	1.4 !	7.5	#	16.2
Private nonprofit 4-year	78.2	21.8	71.5	4.8 !	‡	1.7 !	3.8	#	17.8
For-profit 4-year	‡	‡	‡	‡	‡	‡	‡	‡	‡
Undergraduate grade point average									
Less than 2.50	‡	‡	‡	‡	‡	‡	‡	‡	‡
2.50–2.99	72.1	27.9	59.0	‡	‡	‡	6.9 !	#	25.5
3.00–3.49	77.9	22.1	72.5	2.4 !	‡	2.1 !	7.1	#	15.4
3.50 or higher	76.8	23.2	76.1	3.5 !	‡	1.2 !	4.9	#	14.0
SAT score level ⁴									
Low	73.3	26.7	72.1	1.2 !	‡	‡	8.3	#	16.5
Low middle	78.2	21.8	72.7	‡	‡	3.3 !	7.6 !	#	15.3
High middle	74.5	25.5	71.8	3.9 !	‡	1.7 !	6.3 !	#	16.0
High	83.5	16.5	69.8	6.2 !	‡	‡	3.7 !	#	19.2

See notes at end of table.

National Center for Education Statistics

Table 4.1.

TEACHING POSITIONS: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of number of teaching jobs as of 2009 and most recent type of teaching position, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Number of teaching jobs as of 2009		Regular, full- or part-time	Support teacher	Teacher’s aide	Short-term substitute	Long-term substitute	Student teacher	Other teaching position ¹
	One	Two or more							
Enrollment status in 2009									
Enrolled in undergraduate program	‡	‡	‡	‡	‡	‡	‡	‡	‡
Enrolled in graduate program	80.8	19.2	76.1	‡	‡	‡	4.8 !	#	15.4
Not enrolled	75.2	24.8	70.6	3.4	0.5 !	1.9	6.4	#	17.2

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes itinerant teachers and other unspecified teaching positions.

² Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Estimates for private nonprofit 4-year institutions include 0.02 percent of graduates who attained their bachelor’s degree from a private nonprofit less-than-4-year institution; estimates for for-profit 4-year institutions include 0.09 percent of graduates who attained their degree from a for-profit less-than-4-year institution.

⁴ Applies to graduates age 30 or younger as of December 31, 2007. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table S4.1.

Standard errors for table 4.1: TEACHING POSITIONS: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of number of teaching jobs as of 2009 and most recent type of teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Number of teaching jobs as of 2009		Regular, full- or part-time	Support teacher	Teacher’s aide	Short-term substitute	Long-term substitute	Student teacher	Other teaching position
	One	Two or more							
Total	1.85	1.85	1.72	0.79	0.26	0.39	0.91	#	1.53
Sex									
Male	3.70	3.70	3.76	1.47	†	†	2.40	#	2.60
Female	2.04	2.04	2.03	0.99	0.22	0.50	0.91	#	1.81
Race/ethnicity									
White	1.98	1.98	1.78	0.77	0.30	0.41	1.04	#	1.57
Black	9.40	9.40	7.42	†	0.00	0.00	†	#	7.33
Hispanic	6.09	6.09	8.13	†	0.00	†	†	#	6.28
Asian	4.73	†	14.18	†	†	0.00	†	#	13.70
Other or Two or more races	10.09	10.09	9.20	6.56	†	†	†	#	5.65
Bachelor’s degree institution type									
Public 4-year	2.33	2.33	2.22	0.88	0.36	0.49	1.32	#	1.84
Private nonprofit 4-year	2.87	2.87	3.15	1.75	†	0.69	0.85	#	2.75
For-profit 4-year	†	†	†	†	†	†	†	†	†
Undergraduate grade point average									
Less than 2.50	†	†	†	†	†	†	†	†	†
2.50–2.99	5.61	5.61	5.91	†	†	†	2.54	#	5.44
3.00–3.49	3.09	3.09	3.02	1.00	†	0.79	1.61	#	2.49
3.50 or higher	2.33	2.33	2.20	1.20	†	0.54	1.04	#	1.92
SAT score level									
Low	3.65	3.65	3.26	0.51	†	0.67	2.11	#	2.70
Low middle	3.79	3.79	3.48	0.01	†	1.48	2.32	#	3.14
High middle	3.70	3.70	3.88	1.87	†	0.84	2.32	#	3.01
High	3.34	3.34	3.74	2.38	†	0.09	1.27	#	2.91

See notes at end of table.

National Center for Education Statistics

Table S4.1.

Standard errors for table 4.1: TEACHING POSITIONS: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of number of teaching jobs as of 2009 and most recent type of teaching position, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Number of teaching jobs as of 2009		Regular, full- or part-time	Support teacher	Teacher’s aide	Short-term substitute	Long-term substitute	Student teacher	Other teaching position
	One	Two or more							
Enrollment status in 2009									
Enrolled in undergraduate program	†	†	†	†	†	†	†	†	†
Enrolled in graduate program	3.76	3.76	3.39	†	†	†	1.57	#	3.03
Not enrolled	2.01	2.01	1.98	0.91	0.26	0.51	1.10	#	1.74

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09).

National Center for Education Statistics

Table 4.2.

TEACHING SECTOR AND LEVEL: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of sector and level of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Sector of most recent school ¹			Level of most recent school ²		
	Public	Private		Elementary	Secondary	Combined
		Parochial	Non-parochial			
Total	84.8	8.3	6.9	56.9	28.6	14.4
Sex						
Male	86.3	5.3 !	8.3	46.0	38.4	15.6
Female	84.2	9.4	6.4	60.6	25.4	14.0
Race/ethnicity ³						
White	83.8	9.1	7.1	57.3	27.1	15.6
Black	91.2	‡	‡	46.6	35.7	17.7 !
Hispanic	86.9	8.9 !	‡	63.3	32.8	‡
Asian	‡	‡	‡	44.2 !	55.7	‡
Other or Two or more races	84.5	‡	‡	65.0	25.2 !	‡
Bachelor’s degree institution sector ⁴						
Public 4-year	88.7	5.9	5.4	60.3	27.9	11.8
Private nonprofit 4-year	77.3	12.7	10.0	50.6	30.3	19.1
For-profit 4-year	‡	‡	‡	‡	‡	‡
Undergraduate grade point average						
Less than 2.50	‡	‡	‡	‡	‡	‡
2.50–2.99	83.2	‡	9.4 !	51.9	35.4	12.6 !
3.00–3.49	85.4	7.3	7.2	60.5	22.9	16.6
3.50 or higher	85.2	8.5	6.3	56.9	30.5	12.7
SAT score level ⁵						
Low	87.9	5.1 !	7.0	60.6	27.0	12.4
Low middle	80.4	10.9	8.7 !	61.2	26.9	11.9
High middle	85.3	9.4	5.4 !	49.2	34.4	16.4
High	79.6	10.2	10.2	49.9	30.1	20.0

See notes at end of table.

National Center for Education Statistics

Table 4.2.

TEACHING SECTOR AND LEVEL: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of sector and level of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Sector of most recent school ¹			Level of most recent school ²		
	Public	Private		Elementary	Secondary	Combined
		Parochial	Non-parochial			
Enrollment status in 2009						
Enrolled in undergraduate program	‡	‡	‡	‡	‡	‡
Enrolled in graduate program	89.0	6.0 !	4.9 !	62.1	24.7	13.2
Not enrolled	83.3	9.1	7.6	55.6	29.4	14.9

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

² Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes.

³ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

⁴ Estimates for private nonprofit 4-year institutions include 0.02 percent of graduates who attained their bachelor’s degree from a private nonprofit less-than-4-year institution; estimates for for-profit 4-year institutions include 0.09 percent of graduates who attained their degree from a for-profit less-than-4-year institution.

⁵ Applies to graduates age 30 or younger as of December 31, 2007. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S4.2.

Standard errors for table 4.2: TEACHING SECTOR AND LEVEL: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of sector and level of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Sector of most recent school			Level of most recent school		
	Public	Private		Elementary	Secondary	Combined
		Parochial	Non-parochial			
Total	1.59	1.17	1.15	1.96	1.85	1.48
Sex						
Male	3.01	1.71	2.35	4.25	4.12	2.74
Female	1.94	1.48	1.26	2.28	1.95	1.67
Race/ethnicity						
White	1.84	1.43	1.27	2.24	1.98	1.68
Black	4.19	†	†	8.47	8.11	7.55
Hispanic	4.76	4.21	†	7.37	6.72	†
Asian	†	†	†	15.62	15.63	†
Other or Two or more races	8.48	†	†	10.34	9.61	†
Bachelor’s degree institution sector						
Public 4-year	1.85	1.37	1.24	2.51	2.29	1.87
Private nonprofit 4-year	2.92	2.17	2.44	3.40	3.07	2.90
For-profit 4-year	†	†	†	†	†	†
Undergraduate grade point average						
Less than 2.50	†	†	†	†	†	†
2.50–2.99	4.86	†	3.81	6.23	5.87	4.09
3.00–3.49	2.40	1.80	1.67	3.23	2.88	2.62
3.50 or higher	2.13	1.63	1.57	2.58	2.67	1.86
SAT score level						
Low	2.50	1.54	2.01	3.46	3.71	2.64
Low middle	4.13	3.25	2.63	4.34	4.04	3.05
High middle	3.40	2.46	2.00	4.49	4.36	3.39
High	4.00	2.90	2.97	4.54	4.28	3.87
Enrollment status in 2009						
Enrolled in undergraduate program	†	†	†	†	†	†
Enrolled in graduate program	2.97	2.23	1.75	4.70	3.82	3.21
Not enrolled	1.79	1.29	1.36	2.27	2.17	1.65

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 4.3.

SCHOOL LOCALE TYPE: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of school locale type of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	City	Suburb	Town	Rural
Total	35.3	31.5	11.2	22.0
Sex				
Male	37.8	29.6	12.2	20.4
Female	34.6	32.2	10.8	22.5
Race/ethnicity ¹				
White	32.4	32.0	12.7	22.9
Black	53.6	17.8 !	‡	23.6 !
Hispanic	39.8	43.4	‡	12.4 !
Asian	‡	‡	‡	‡
Other or Two or more races	49.7	23.0 !	‡	20.0 !
Bachelor’s degree institution sector ²				
Public 4-year	32.3	33.5	10.9	23.3
Private nonprofit 4-year	40.3	28.1	12.0	19.7
For-profit 4-year	‡	‡	‡	‡
Undergraduate grade point average				
Less than 2.50	‡	‡	‡	‡
2.50–2.99	31.9	25.6	10.7 !	31.8
3.00–3.49	34.7	35.3	12.2	17.8
3.50 or higher	35.3	30.6	10.5	23.6
SAT score level ³				
Low	39.9	27.2	13.6	19.4
Low middle	29.3	32.7	9.6	28.4
High middle	28.0	38.2	12.7	21.1
High	45.4	27.3	10.7	16.6
Enrollment status in 2009				
Enrolled in undergraduate program	‡	‡	‡	‡
Enrolled in graduate program	36.3	31.5	7.5	24.7
Not enrolled	35.1	31.3	12.3	21.2

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

² Estimates for private nonprofit 4-year institutions include 0.02 percent of graduates who attained their bachelor’s degree from a private nonprofit less-than-4-year institution; estimates for for-profit 4-year institutions include 0.09 percent of graduates who attained their degree from a for-profit less-than-4-year institution.

³ Applies to graduates age 30 or younger as of December 31, 2007. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

NOTE: Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S4.3.

Standard errors for table 4.3: SCHOOL LOCALE TYPE: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of school locale type of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	City	Suburb	Town	Rural
Total	2.18	1.99	1.46	1.67
Sex				
Male	4.40	3.77	2.62	3.10
Female	2.44	2.26	1.66	1.95
Race/ethnicity				
White	2.37	2.17	1.67	1.88
Black	9.35	6.33	†	8.85
Hispanic	7.17	7.72	†	4.96
Asian	†	†	†	†
Other or Two or more races	10.77	8.63	†	8.40
Bachelor’s degree institution sector				
Public 4-year	2.60	2.64	1.61	2.24
Private nonprofit 4-year	4.01	2.90	2.68	2.70
For-profit 4-year	†	†	†	†
Undergraduate grade point average				
Less than 2.50	†	†	†	†
2.50–2.99	5.59	5.52	3.39	6.66
3.00–3.49	3.37	3.66	2.17	2.67
3.50 or higher	3.03	2.72	2.08	2.28
SAT score level				
Low	4.08	3.60	2.47	3.15
Low middle	4.32	4.38	2.75	4.23
High middle	4.24	4.44	3.62	3.28
High	5.83	4.63	3.14	3.36
Enrollment status in 2009				
Enrolled in undergraduate program	†	†	†	†
Enrolled in graduate program	4.60	3.89	2.21	3.95
Not enrolled	2.39	2.29	1.79	1.84

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 4.4.

SCHOOL ENROLLMENT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of school enrollment of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Enrollment size of most recent school ¹			
	Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Total	25.2	24.4	25.5	24.9
Sex				
Male	22.2	28.1	25.1	24.6
Female	26.2	23.2	25.6	25.0
Race/ethnicity ²				
White	24.5	25.8	24.4	25.3
Black	27.3 !	14.2 !	41.3	17.2 !
Hispanic	22.0 !	23.3	28.9	25.7
Asian	‡	‡	‡	‡
Other or Two or more races	51.8	24.8 !	‡	16.2 !
Bachelor’s degree institution sector ³				
Public 4-year	22.7	26.6	26.8	24.0
Private nonprofit 4-year	30.9	19.3	23.0	26.9
For-profit 4-year	‡	‡	‡	‡
Undergraduate grade point average				
Less than 2.50	‡	‡	‡	‡
2.50–2.99	23.9	13.1 !	30.2	32.8
3.00–3.49	26.1	30.1	24.0	19.8
3.50 or higher	25.0	23.2	25.5	26.3
SAT score level ⁴				
Low	24.9	24.7	29.4	21.1
Low middle	25.2	29.6	20.8	24.5
High middle	28.6	19.5	26.6	25.3
High	27.8	21.8	21.0	29.4

See notes at end of table.

National Center for Education Statistics

Table 4.4.

SCHOOL ENROLLMENT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of school enrollment of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009—Continued

Demographic and academic characteristics	Enrollment size of most recent school ¹			
	Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Enrollment status in 2009				
Enrolled in undergraduate program	‡	‡	‡	‡
Enrolled in graduate program	23.5	19.0	32.1	25.5
Not enrolled	26.1	25.9	23.6	24.3

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

² Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and graduates having origins in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Estimates for private nonprofit 4-year institutions include 0.02 percent of graduates who attained their bachelor’s degree from a private nonprofit less-than-4-year institution; estimates for for-profit 4-year institutions include 0.09 percent of graduates who attained their degree from a for-profit less-than-4-year institution.

⁴ Applies to graduates age 30 or younger as of December 31, 2007. Scores 950 and below are classified as low; those ranging from 951 to 1070 are classified as low middle; those ranging from 1071 to 1200 are classified as high middle; and those 1201 and above are classified as high. ACT composite scores were converted to estimated SAT scores.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S4.4.

Standard errors for table 4.4: SCHOOL ENROLLMENT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage distribution of school enrollment of most recent teaching position, by selected demographic and undergraduate academic characteristics: 2009

Demographic and academic characteristics	Enrollment size of most recent school			
	Lowest 25 percent	Lower middle 25 percent	Upper middle 25 percent	Highest 25 percent
Total	1.93	1.98	1.87	1.76
Sex				
Male	3.74	4.49	3.64	3.50
Female	2.20	2.15	2.37	2.03
Race/ethnicity				
White	2.14	2.32	2.16	1.97
Black	8.30	5.20	8.82	6.60
Hispanic	6.86	6.00	6.24	6.49
Asian	†	†	†	†
Other or Two or more races	10.55	8.88	†	6.88
Bachelor’s degree institution sector				
Public 4-year	2.43	2.50	2.30	2.01
Private nonprofit 4-year	3.56	2.92	3.43	3.77
For-profit 4-year	†	†	†	†
Undergraduate grade point average				
Less than 2.50	†	†	†	†
2.50–2.99	5.48	3.99	5.69	6.63
3.00–3.49	3.44	3.32	2.97	2.76
3.50 or higher	2.44	2.54	2.71	2.59
SAT score level				
Low	4.31	4.00	3.67	3.38
Low middle	4.40	4.52	3.63	4.24
High middle	4.26	3.80	4.00	3.84
High	4.79	3.62	4.22	5.02
Enrollment status in 2009				
Enrolled in undergraduate program	†	†	†	†
Enrolled in graduate program	3.44	3.16	4.13	3.98
Not enrolled	2.30	2.34	2.17	2.05

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 4.5.

TEACHER PREPARATION AND SUPPORT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who participated in teaching internship or induction programs and percentage who felt prepared to teach and received support from schools in selected areas, by selected teaching-related characteristics: 2009

Teaching-related characteristics	Participated in teaching internship program	Participated in teaching induction program	Areas of preparation			Support from schools		
			Classroom management	Variety of instructional methods	Teach subject matter	Classroom management	Curriculum selection	Parent and community involvement
Total	21.5	59.0	75.3	85.1	89.8	75.3	75.8	66.1
Most recent type of teaching position								
Regular, full- or part-time	26.5	75.3	77.2	89.7	92.2	78.1	79.2	70.6
Support teacher	‡	‡	‡	‡	‡	‡	‡	‡
Short-term substitute	‡	‡	‡	‡	‡	‡	‡	‡
Long-term substitute	8.7 !	21.2 !	72.8	87.9	89.3	71.1	72.9	56.4
Other teaching position ¹	7.4 !	17.9	69.2	72.2	82.8	69.0	68.1	55.5
Sector of most recent school ²								
Public	24.7	65.5	74.2	86.5	91.5	77.2	76.7	66.7
Private	7.9 !	43.9	80.2	80.7	85.3	70.7	72.1	68.4
Parochial	‡	47.1	86.5	87.5	84.0	81.9	73.4	74.1
Nonparochial	‡	40.1	72.6	72.6	86.9	57.2	70.7	61.5
Fields taught ³								
Arts and music	12.5 !	56.1	75.3	85.4	91.8	71.3	71.7	58.1
English or language arts	29.7	68.3	64.4	82.1	83.9	77.0	77.0	63.1
English as a second language	5.0 !	25.8	59.2	72.7	77.3	61.9	62.2	37.9
Foreign languages	‡	49.2	77.5	82.4	91.0	86.9	84.5	52.4
General elementary	22.3	61.6	78.0	88.4	90.8	74.0	78.4	71.5
Health/physical education	19.7	56.1	88.8	94.3	94.8	93.2	91.9	80.0
Math or computer science	18.8	59.4	75.2	83.9	91.2	74.6	79.0	60.7
Natural sciences	19.2	55.0	77.1	88.6	87.6	80.6	76.2	70.3
Social sciences	19.0	59.2	69.4	84.5	85.1	73.3	70.4	54.9
Vocational/career/technical	‡	58.1	73.5	88.0	88.0	70.3	57.9	41.5 !
Other	9.4 !	30.6	83.7	79.8	89.9	72.6	72.9	62.7

See notes at end of table.

National Center for Education Statistics

Table 4.5.

TEACHER PREPARATION AND SUPPORT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who participated in teaching internship or induction programs and percentage who felt prepared to teach and received support from schools in selected areas, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Participated in teaching internship program	Participated in teaching induction program	Areas of preparation			Support from schools		
			Classroom management	Variety of instructional methods	Teach subject matter	Classroom management	Curriculum selection	Parent and community involvement
Level of most recent school ⁴								
Elementary	24.9	65.6	77.0	85.9	90.8	77.4	80.8	70.8
Secondary	20.3	60.4	71.2	83.1	88.8	80.3	71.7	60.7
Combined	9.8	36.2	73.8	85.1	88.5	58.7	64.4	57.5
Locale type of most recent school ⁵								
City	28.1	57.9	74.6	82.6	88.2	79.6	81.1	68.4
Suburb	18.0	63.6	78.2	86.9	91.4	70.4	72.9	61.4
Town	24.8	68.1	73.1	90.7	95.0	85.3	74.6	72.6
Rural	20.3	64.5	79.5	88.1	92.8	75.0	76.4	74.6
Title I status of most recent school ⁶								
Title I eligible	28.3	67.8	74.2	84.8	91.6	79.8	80.5	70.5
Not Title I eligible	20.7	67.1	76.4	90.6	92.3	73.2	72.1	63.0
Enrollment size of most recent school ⁷								
Lowest 25 percent	21.6	60.2	75.9	84.8	91.1	72.3	70.9	72.5
Lower middle 25 percent	21.3	61.7	78.5	87.8	92.1	80.2	81.7	64.9
Upper middle 25 percent	27.1	65.0	74.4	84.3	90.5	77.2	77.3	67.9
Highest 25 percent	21.3	62.0	77.6	87.4	90.2	76.1	77.3	66.4
Percent free or reduced-price lunch enrollment, most recent school ⁸								
Less than 25 percent	17.7	64.6	80.5	86.1	92.8	75.4	73.4	64.2
25–49 percent	25.3	69.0	73.2	91.9	91.5	77.0	78.9	68.6
50–74 percent	30.3	73.5	84.0	90.3	96.7	84.1	80.6	71.3
75 percent or more	31.2	60.7	62.3	77.8	86.7	76.1	76.3	67.1

See notes at end of table.

National Center for Education Statistics

Table 4.5.

TEACHER PREPARATION AND SUPPORT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who participated in teaching internship or induction programs and percentage who felt prepared to teach and received support from schools in selected areas, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Participated in teaching internship program	Participated in teaching induction program	Areas of preparation			Support from schools		
			Classroom management	Variety of instructional methods	Teach subject matter	Classroom management	Curriculum selection	Parent and community involvement
Percent minority enrollment, most recent school ⁸								
Less than 25 percent	16.3	59.6	78.9	87.6	92.3	78.7	75.9	69.6
25–49 percent	23.7	70.6	84.1	90.2	95.1	76.4	79.5	70.9
50–74 percent	21.6	61.2	75.3	87.5	94.2	77.8	80.8	75.0
75 percent or more	31.5	58.0	68.5	79.8	84.5	72.7	72.7	58.7

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Includes itinerant teachers and other unspecified teaching positions.

² Excludes the 0.1 percent of graduates who worked as itinerant teachers and the 0.4 percent who taught in charter or hospital schools.

³ Excludes the 1.1 percent of graduates who worked in other unspecified teaching positions.

⁴ Excludes the 0.1 percent of graduates who worked as itinerant teachers.

⁵ Excludes the 0.1 percent of graduates who worked as itinerant teachers and the 0.5 percent who taught in foreign schools.

⁶ Excludes the 2.1 percent of graduates who worked as itinerant teachers or teachers in foreign or private schools.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁸ Excludes the 0.1 percent of graduates who worked as itinerant teachers and the 0.1 percent who taught in schools without enrollment.

NOTE: Excludes the 4.1 percent who worked as teacher’s aides, short-term substitutes, or student teachers. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S4.5.

Standard errors for table 4.5: TEACHER PREPARATION AND SUPPORT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who participated in teaching internship or induction programs and percentage who felt prepared to teach and received support from schools in selected areas, by selected teaching-related characteristics: 2009

Teaching-related characteristics	Participated in teaching internship program	Participated in teaching induction program	Areas of preparation			Support from schools		
			Classroom management	Variety of instructional methods	Teach subject matter	Classroom management	Curriculum selection	Parent and community involvement
Total	1.65	1.90	1.75	1.42	1.40	1.72	1.72	1.77
Most recent type of teaching position								
Regular, full- or part-time	2.19	2.27	2.16	1.42	1.45	2.09	2.04	2.24
Support teacher	†	†	†	†	†	†	†	†
Short-term substitute	†	†	†	†	†	†	†	†
Long-term substitute	4.09	7.44	7.93	3.73	4.18	8.70	8.38	8.77
Other teaching position	2.35	3.42	4.07	3.87	3.40	4.21	4.05	4.21
Sector of most recent school								
Public	1.95	1.85	1.96	1.54	1.38	1.85	2.02	2.10
Private	3.07	6.58	4.90	4.46	4.31	5.23	5.25	5.55
Parochial	†	9.42	5.15	4.75	5.71	6.05	7.11	6.55
Nonparochial	†	7.36	8.20	8.05	6.39	8.40	8.14	8.55
Fields taught								
Arts and music	4.21	6.19	5.50	4.95	3.26	5.98	5.89	5.59
English or language arts	5.38	4.70	6.00	4.18	4.35	4.65	5.02	5.58
English as a second language	2.47	6.36	7.92	6.22	6.38	7.76	7.80	7.24
Foreign languages	†	12.84	10.55	11.02	5.57	9.03	7.94	13.35
General elementary	2.63	3.40	2.66	2.10	2.14	3.38	3.05	2.98
Health/physical education	5.59	7.30	3.96	2.40	3.06	3.31	3.26	5.36
Math or computer science	4.15	5.16	4.02	3.90	2.85	4.71	4.24	4.60
Natural sciences	4.00	5.41	5.66	3.53	3.69	5.16	4.97	5.70
Social sciences	5.09	6.10	6.23	5.05	4.76	6.38	6.38	6.67
Vocational/career/technical	†	13.36	12.10	6.81	6.96	14.08	14.77	12.59
Other	4.55	7.13	4.95	6.11	4.02	7.14	7.09	7.25

See notes at end of table.

National Center for Education Statistics

Table S4.5.

Standard errors for table 4.5: TEACHER PREPARATION AND SUPPORT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who participated in teaching internship or induction programs and percentage who felt prepared to teach and received support from schools in selected areas, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Participated in teaching internship program	Participated in teaching induction program	Areas of preparation			Support from schools		
			Classroom management	Variety of instructional methods	Teach subject matter	Classroom management	Curriculum selection	Parent and community involvement
Level of most recent school								
Elementary	2.32	2.57	2.25	1.86	1.77	2.23	2.00	2.55
Secondary	3.58	3.55	3.83	2.65	2.55	3.12	4.01	4.07
Combined	3.50	6.13	5.15	3.99	3.58	5.80	5.05	5.61
Locale type of most recent school								
City	3.37	3.65	3.17	2.59	2.25	2.86	2.74	3.32
Suburb	2.96	3.82	3.50	2.61	2.40	4.04	3.65	3.89
Town	5.43	6.89	6.40	4.21	2.43	4.85	5.43	5.87
Rural	3.43	4.03	3.73	2.89	1.97	4.43	3.67	3.44
Title I status of most recent school								
Title I eligible	2.59	2.38	2.47	2.16	1.79	2.22	2.31	2.48
Not Title I eligible	3.59	3.79	3.73	2.24	2.06	3.97	4.02	3.75
Enrollment size of most recent school								
Lowest 25 percent	3.85	4.48	3.77	3.32	2.38	4.58	4.66	4.33
Lower middle 25 percent	3.33	4.00	3.62	2.61	2.30	3.39	3.72	4.22
Upper middle 25 percent	3.70	4.46	3.87	3.15	2.45	3.51	3.85	3.91
Highest 25 percent	3.54	4.58	3.51	2.86	2.47	3.76	3.50	3.59
Percent free or reduced-price lunch enrollment, most recent school								
Less than 25 percent	3.56	4.92	4.15	3.32	2.49	4.51	4.83	5.01
25–49 percent	3.80	4.33	3.93	2.33	2.34	4.06	3.95	4.22
50–74 percent	4.19	4.06	3.51	3.01	1.36	3.76	4.10	4.86
75 percent or more	4.90	5.16	5.07	4.16	3.45	4.76	4.28	4.75

See notes at end of table.

National Center for Education Statistics

Table S4.5.

Standard errors for table 4.5: TEACHER PREPARATION AND SUPPORT: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who participated in teaching internship or induction programs and percentage who felt prepared to teach and received support from schools in selected areas, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Participated in teaching internship program	Participated in teaching induction program	Areas of preparation			Support from schools		
			Classroom management	Variety of instructional methods	Teach subject matter	Classroom management	Curriculum selection	Parent and community involvement
Percent minority enrollment, most recent school								
Less than 25 percent	2.42	3.59	2.89	2.40	1.77	2.97	3.28	3.41
25–49 percent	4.09	4.17	3.40	2.71	1.87	4.61	4.36	4.88
50–74 percent	5.15	6.37	4.96	3.13	2.19	5.57	4.71	5.30
75 percent or more	4.35	4.46	4.11	3.42	3.01	3.74	3.60	3.98

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table 4.6.

TEACHER SATISFACTION: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who were satisfied with various aspects of teaching, by selected teaching-related characteristics: 2009

Teaching-related characteristics	Student discipline	Class size	Parent support	Administration support	Effectiveness as a teacher	Relationship with colleagues and supervisors
Total	74.7	80.3	67.5	78.7	89.2	89.3
Most recent type of teaching position						
Regular, full- or part-time	75.2	81.6	68.9	81.2	88.7	92.9
Support teacher	76.9	81.0	43.3	53.8	84.9	67.3
Short-term substitute	‡	‡	‡	‡	‡	‡
Long-term substitute	79.2	68.9	63.6	82.8	96.5	91.8
Other teaching position ¹	69.4	80.9	66.6	71.5	88.8	77.6
Sector of most recent school ²						
Public	73.7	79.4	65.0	78.8	88.5	91.6
Private	80.9	87.6	78.0	78.8	93.0	84.6
Parochial	81.0	85.1	84.3	80.4	90.4	86.0
Nonparochial	80.8	90.5	70.4	77.0	96.1	83.0
Fields taught ³						
Arts and music	77.2	87.0	67.9	79.2	92.3	87.9
English or language arts	72.3	79.9	64.9	77.0	84.1	86.6
English as a second language	63.2	81.7	50.4	61.1	86.6	67.9
Foreign languages	69.6	70.6	77.5	85.6	83.3	93.4
General elementary	81.7	78.9	68.7	83.0	90.3	93.5
Health/physical education	85.1	90.1	83.7	81.8	96.8	93.2
Math or computer science	65.9	83.4	61.8	81.3	83.6	92.5
Natural sciences	78.6	90.3	73.7	86.9	90.1	89.3
Social sciences	70.0	72.2	59.5	77.5	89.2	89.4
Vocational/career/technical	68.9	88.4	46.2	73.5	91.7	99.7
Other	83.8	84.6	76.4	78.2	89.9	87.8

See notes at end of table.

National Center for Education Statistics

Table 4.6.

TEACHER SATISFACTION: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who were satisfied with various aspects of teaching, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Student discipline	Class size	Parent support	Administration support	Effectiveness as a teacher	Relationship with colleagues and supervisors
Level of most recent school ⁴						
Elementary	78.4	79.8	69.4	80.5	89.6	89.8
Secondary	65.8	80.1	61.3	74.7	86.3	92.7
Combined	76.0	86.0	69.2	77.8	91.9	80.4
Locale type of most recent school ⁵						
City	72.1	77.7	61.3	78.0	86.5	86.9
Suburb	75.0	83.2	71.6	76.7	89.4	92.6
Town	77.6	84.0	67.9	83.5	88.4	90.0
Rural	79.5	79.5	74.2	82.7	92.6	93.7
Title I status of most recent school ⁶						
Title I eligible	72.6	79.3	63.9	79.6	88.2	91.3
Not Title I eligible	76.6	78.3	68.8	78.0	88.9	92.6
Enrollment size of most recent school ⁷						
Lowest 25 percent	76.1	83.6	73.4	82.3	82.0	90.5
Lower middle 25 percent	77.8	80.4	73.0	82.9	92.6	93.4
Upper middle 25 percent	77.1	79.8	61.9	74.7	91.5	91.1
Highest 25 percent	69.9	78.3	64.2	77.2	90.0	87.2
Percent free or reduced-price lunch enrollment, most recent school ⁸						
Less than 25 percent	85.7	79.6	73.7	80.3	90.3	90.0
25–49 percent	74.7	84.3	70.8	80.5	91.2	94.0
50–74 percent	72.8	77.8	57.6	76.8	92.0	93.2
75 percent or more	65.9	76.1	61.3	79.4	79.9	90.6

See notes at end of table.

National Center for Education Statistics

Table 4.6.

TEACHER SATISFACTION: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who were satisfied with various aspects of teaching, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Student discipline	Class size	Parent support	Administration support	Effectiveness as a teacher	Relationship with colleagues and supervisors
Percent minority enrollment, most recent school						
Less than 25 percent ⁸	83.1	86.4	82.1	84.8	90.0	92.1
25–49 percent	81.3	81.9	69.6	79.0	92.4	91.6
50–74 percent	70.9	84.2	61.9	72.8	94.3	84.9
75 percent or more	64.6	72.6	54.0	74.1	82.0	90.1

‡ Reporting standards not met.

¹ Includes itinerant teachers and other unspecified teaching positions.

² Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes, and the 0.4 percent who taught in charter or hospital schools.

³ Excludes the 5.5 percent of graduates who worked as teacher’s aides, student teachers, short-term substitutes, or other unspecified teaching positions.

⁴ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, student teachers, or short-term substitutes.

⁵ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools.

⁶ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, or teachers in foreign or private schools.

⁷ Excludes the 4.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, and the 0.5 percent who taught in foreign schools. Quartiles were determined from the enrollment of the most recent schools in which graduates had taught as of 2009 as reported in the most recent two administrations of the Common Core of Data or Private School Survey. Lowest 25 percent includes schools with enrollment of 375 or less; lower middle 25 percent includes schools with enrollment of 376–574; upper middle 25 percent includes schools with enrollment of 575–865; highest 25 percent includes schools with enrollment of 866 or more.

⁸ Excludes the 6.2 percent of graduates who worked as itinerant teachers, teacher’s aides, short-term substitutes, student teachers, or teachers in foreign or private schools, and the 0.1 percent who taught in schools without enrollment.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.

National Center for Education Statistics

Table S4.6.

Standard errors for table 4.6: TEACHER SATISFACTION: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who were satisfied with various aspects of teaching, by selected teaching-related characteristics: 2009

Teaching-related characteristics	Student discipline	Class size	Parent support	Administration support	Effectiveness as a teacher	Relationship with colleagues and supervisors
Total	1.76	1.50	1.86	1.75	1.32	1.32
Most recent type of teaching position						
Regular, full- or part-time	2.10	1.70	2.25	1.85	1.68	1.23
Support teacher	9.53	11.54	11.77	13.17	8.65	13.83
Short-term substitute	†	†	†	†	†	†
Long-term substitute	5.73	7.12	7.37	6.81	3.20	5.72
Other teaching position	4.07	3.70	4.28	4.39	2.84	4.16
Sector of most recent school						
Public	2.07	1.70	2.15	1.97	1.64	1.21
Private	3.67	3.03	4.43	4.62	2.59	4.52
Parochial	5.78	5.15	5.24	5.72	4.30	5.74
Nonparochial	5.67	4.34	7.05	7.48	2.39	6.98
Fields taught						
Arts and music	4.63	3.52	5.82	5.26	2.93	4.42
English or language arts	4.77	4.69	5.56	5.42	4.01	3.38
English as a second language	7.76	5.91	6.86	7.29	4.57	7.87
Foreign languages	10.80	10.38	8.98	7.42	7.53	5.12
General elementary	2.63	2.44	3.07	2.70	2.42	1.60
Health/physical education	5.06	4.12	5.82	6.31	2.49	4.52
Math or computer science	4.50	3.34	4.41	4.21	3.69	2.57
Natural sciences	4.32	3.25	5.08	3.23	3.16	3.46
Social sciences	5.30	5.95	6.19	5.85	4.72	3.88
Vocational/career/technical	12.04	7.02	12.17	12.69	7.85	0.32
Other	4.92	4.99	6.00	5.81	4.09	4.35

See notes at end of table.

National Center for Education Statistics

Table S4.6.

Standard errors for table 4.6: TEACHER SATISFACTION: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who were satisfied with various aspects of teaching, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Student discipline	Class size	Parent support	Administration support	Effectiveness as a teacher	Relationship with colleagues and supervisors
Level of most recent school						
Elementary	2.17	1.95	2.43	1.93	1.62	1.67
Secondary	3.57	3.00	4.06	3.64	2.97	2.01
Combined	4.25	3.77	4.96	4.69	3.10	5.22
Locale type of most recent school						
City	3.36	3.11	3.78	3.03	2.61	2.48
Suburb	3.10	2.68	3.26	3.29	2.54	1.61
Town	5.19	3.38	5.48	5.16	4.91	4.67
Rural	3.10	3.00	3.52	2.83	2.18	1.94
Title I status of most recent school						
Title I eligible	2.61	2.33	2.70	2.12	2.03	1.47
Not Title I eligible	3.04	3.17	3.43	3.77	2.77	2.03
Enrollment size of most recent school						
Lowest 25 percent	3.36	2.99	3.82	3.31	3.90	2.52
Lower middle 25 percent	3.44	3.21	3.48	2.73	2.35	2.03
Upper middle 25 percent	3.15	3.82	4.39	3.85	2.17	2.61
Highest 25 percent	3.88	3.53	4.05	3.74	2.67	2.65
Percent free or reduced-price lunch enrollment, most recent school						
Less than 25 percent	3.09	4.08	4.59	4.37	2.95	2.95
25–49 percent	3.53	2.77	3.77	3.51	2.68	2.00
50–74 percent	4.62	4.38	5.08	4.70	3.35	2.35
75 percent or more	4.54	3.88	4.72	3.72	4.18	2.88

See notes at end of table.

National Center for Education Statistics

Table S4.6.

Standard errors for table 4.6: TEACHER SATISFACTION: Among 2007–08 bachelor’s degree recipients who taught since completing bachelor’s degree, percentage who were satisfied with various aspects of teaching, by selected teaching-related characteristics: 2009—Continued

Teaching-related characteristics	Student discipline	Class size	Parent support	Administration support	Effectiveness as a teacher	Relationship with colleagues and supervisors
Percent minority enrollment, most recent school						
Less than 25 percent	2.42	2.06	2.60	2.43	2.41	2.14
25–49 percent	3.69	3.65	4.14	4.21	2.37	2.70
50–74 percent	4.97	3.62	5.42	4.79	2.11	4.05
75 percent or more	3.81	3.26	3.70	3.48	2.89	2.53

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09); Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2006–07, Version 1c, “Public Elementary/Secondary School Universe Survey,” 2007–08, Version 1b, “Public Elementary/Secondary School Universe Survey,” 2008–09, Version 1b; Private School Universe Survey (PSS), 2005–06 and 2007–08.