

APPENDIX A

Guide to Sources

The information presented in the *Digest of Education Statistics* was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all colleges) or of a sample, compilations of administrative records, and statistical projections. Brief descriptions of the information sources, data collections, and data collection methods that were used to produce this report are presented below, grouped by sponsoring organization. Additional details about many of these and other data sets can be found on the Department of Education's Data Inventory website (<http://datainventory.ed.gov/>).

National Center for Education Statistics (NCES)

Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B&B) is based on the National Postsecondary Student Aid Study (NPSAS) and provides information concerning education and work experience after completing a bachelor's degree. A special emphasis of B&B is on those entering teaching. B&B provides cross-sectional information 1 year after bachelor's degree completion (comparable to the information that was provided in the Recent College Graduates study), while at the same time providing longitudinal data concerning entry into and progress through graduate-level education and the workforce, income, and debt repayment. This information has not been available through follow-ups involving high school cohorts or even college-entry cohorts, because these cohorts have limited numbers who actually complete a bachelor's degree and continue their graduate education. Also, these cohorts are not representative of all bachelor's degree recipients.

B&B followed NPSAS baccalaureate degree completers for a 10-year period after completion, beginning with NPSAS:93. About 11,000 students who completed their degrees in the 1992–93 academic year were included in the first B&B cohort (B&B:93). The first follow-up of this cohort (B&B:93/94) occurred 1 year later. In addition to collecting student data, B&B:93/94 collected postsecondary transcripts covering the undergraduate period, which pro-

vided complete information on progress and persistence at the undergraduate level. The second follow-up of this cohort (B&B:93/97) took place in spring 1997 and gathered information on employment history, family formation, and enrollment in graduate programs. The third follow-up (B&B:93/03) occurred in 2003 and provided information concerning graduate study and long-term employment experiences after degree completion.

The second B&B cohort (B&B:2000), which was associated with NPSAS:2000, included 11,700 students who completed their degrees in the 1999–2000 academic year. The first and only follow-up survey of this cohort was conducted in 2001 (B&B:2000/01) and focused on time to degree completion, participation in postbaccalaureate education and employment, and the activities of newly qualified teachers.

The third B&B cohort (B&B:08), which is associated with NPSAS:08, included 18,000 students who completed their degrees in the 2007–08 academic year. The first follow-up took place in 2009 (B&B:08/09), and the second follow-up took place in 2012 (B&B:08/12). The report *Baccalaureate and Beyond: A First Look at the Employment Experiences and Lives of College Graduates, 4 Years On (B&B:08/12)* (NCES 2014-141) presents findings based on data from the second follow-up. It examines bachelor's degree recipients' labor market experiences and enrollment in additional postsecondary degree programs through the 4th year after graduation. In addition, *2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12) Data File Documentation* (NCES 2015-141) describes the universe, methods, and data collection procedures used in the second follow-up. A third and final follow-up (B&B:08/18) to the third B&B cohort is planned for 2018.

Further information on B&B may be obtained from

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Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment for 6 years after initial time of entry into postsecondary education. BPS includes traditional and non-traditional (e.g., older) students and is representative of all beginning students in postsecondary education in a given year. Initially, these individuals are surveyed in the National Postsecondary Student Aid Study (NPSAS) during the year in which they first begin their postsecondary education. These same students are surveyed again 2 and 5 years later through the BPS. By starting with a cohort that has already entered postsecondary education and following it for 6 years, the BPS can determine the extent to which students who start postsecondary education at various ages differ in their progress, persistence, and attainment, as well as their entry into the workforce. The first BPS was conducted in 1989–90, with follow-ups in 1992 (BPS:90/92) and 1994 (BPS:90/94). The second BPS was conducted in 1995–96, with follow-ups in 1998 (BPS:96/98) and 2001 (BPS:96/01). The third BPS was conducted in 2003–04, with follow-ups in 2006 (BPS:04/06) and 2009 (BPS:04/09). A fourth BPS was conducted in 2012, with a follow-up in 2014 and one planned for 2017.

Further information on BPS may be obtained from

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Common Core of Data

The Common Core of Data (CCD) is NCES’s primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, Department of Defense (DoD) dependents schools, the Bureau of Indian Education (BIE), Puerto Rico, American

Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts; data on students and staff; and fiscal data. The general school and district descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The *EDFacts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education’s Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the *EDFacts* collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective local education agencies (LEAs) through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year, SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

The CCD survey consists of five components: The Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), and the School District Finance Survey (F-33).

Public Elementary/Secondary School Universe Survey

The Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. For school year (SY) 2013–14, the survey included records for each public elementary and secondary school in the 50 states, the District of Columbia, the DoD dependents schools (overseas and domestic), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, the Northern Mariana Islands, Guam, and the U.S. Virgin Islands.

The Public Elementary/Secondary School Universe Survey includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, locale code, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, congressional district code, school level, students eligible for

free lunch, students eligible for reduced-price lunch, total students eligible for free and reduced-price lunch, and student totals and detail (by grade, by race/ethnicity, and by sex). The survey also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, a shared-time school, or a BIE school, as well as which grades are offered at the school.

Local Education Agency (School District) Universe Survey

The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. The Local Education Agency Universe Survey includes records for the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education (BIE), American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, and the DoD dependents schools (overseas and domestic).

The Local Education Agency Universe Survey includes the following variables: NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, American National Standards Institute (ANSI) state and county code, county name, core based statistical area (CBSA) code, metropolitan/micro-politan code, metropolitan status code, district locale code, congressional district code, operational status code, BIE agency status, low/high grade span offered, agency charter status, number of schools, number of full-time-equivalent teachers, number of ungraded students, number of PK–12 students, number of special education/Individualized Education Program students, number of English language learner students, instructional staff fields, support staff fields, and LEA charter status.

State Nonfiscal Survey of Public Elementary/Secondary Education

The State Nonfiscal Survey of Public Elementary/Secondary Education for the 2013–14 school year provides state-level, aggregate information about students and staff in public elementary and secondary education. It includes data from the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, the Northern Mariana Islands, Guam, and American Samoa. The DoD dependents schools (overseas and domestic) and the BIE are also included in the survey universe. This survey covers public school student membership by grade, race/ethnicity, and state or jurisdiction and covers number of staff in public schools by category and state or jurisdiction. Beginning with the 2006–07 school year, the number of diploma recipients and other high school completers are no longer included in the State Nonfiscal Survey of Public Elementary/Secondary Education File. These data are now published in the public-use CCD State Dropout and Completion Data File.

National Public Education Financial Survey

The purpose of the National Public Education Financial Survey (NPEFS) is to provide district, state, and federal policymakers, researchers, and other interested users with descriptive information about revenues and expenditures for public elementary and secondary education. The data collected are useful to (1) chief officers of state education agencies; (2) policymakers in the executive and legislative branches of federal and state governments; (3) education policy and public policy researchers; and (4) the public, journalists, and others.

Data for NPEFS are collected from state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The data file is organized by state or jurisdiction and contains revenue data by funding source; expenditure data by function (the activity being supported by the expenditure) and object (the category of expenditure); average daily attendance data; and total student membership data from the CCD State Nonfiscal Survey of Public Elementary/Secondary Education.

School District Finance Survey

The purpose of the School District Finance Survey (F-33) is to provide finance data for all local education agencies (LEAs) that provide free public elementary and secondary education in the United States. National and state totals are not included (national- and state-level figures are presented, however, in the National Public Education Financial Survey).

NCES partners with the U.S. Census Bureau in the collection of school district finance data. The Census Bureau distributes Census Form F-33, Annual Survey of School System Finances, to all SEAs, and representatives from the SEAs collect and edit data from their LEAs and submit data to the Census Bureau. The Census Bureau then produces two data files: one for distribution and reporting by NCES and the other for distribution and reporting by the Census Bureau. The files include variables for revenues by source, expenditures by function and object, indebtedness, assets, and student membership counts, as well as identification variables.

Teacher Compensation Survey

The Teacher Compensation Survey (TCS) was a research and development effort designed to assess the feasibility of collecting and publishing teacher-level data from the administrative records residing in state education agencies. Twenty-three states participated in the TCS for school year 2008–09. Participating states provided data on salaries, years of teaching experience, highest degree earned, race/ethnicity, and gender for each public school teacher.

The following text table lists the CCD file versions used in the current edition of the *Digest of Education Statistics*:

Table G. Common Core of Data (CCD) file versions used in the current edition of the *Digest of Education Statistics: 1986–87 through 2013–14*

Year	State Nonfiscal Survey of Public Elementary and Secondary Education	NCES CCD State Dropout and Completion Data	National Public Education Financial Survey	Local Education Agency Universe Survey	School District Finance Survey	Public Elementary/Secondary School Universe File
1986–87 (FY 1987).....	v.1c	†	v.1b–Revised	v.1	†	v.1
1987–88 (FY 1988).....	v.1c	†	v.1b–Revised	v.1	†	v.1
1988–89 (FY 1989).....	v.1c	†	v.1b–Revised	v.1	†	v.1
1989–90 (FY 1990).....	v.1c	†	v.1b–Revised	v.1	v.1a–Final ¹	v.1
1990–91 (FY 1991).....	v.1c	†	v.1b–Revised	v.1	†	v.1
1991–92 (FY 1992).....	v.1c	†	v.1b–Revised	v.1	v.1a–Final ¹	Revised
1992–93 (FY 1993).....	v.1c	†	v.1b–Revised	v.1	†	v.1
1993–94 (FY 1994).....	v.1b	†	v.1b–Revised	v.1	†	Revised
1994–95 (FY 1995).....	v.1b	†	v.1b–Revised	Revised	v.1d–Revised ¹	Revised
1995–96 (FY 1996).....	v.1b	†	v.1b–Revised	v.1	v.1b–Revised ¹	v.1
1996–97 (FY 1997).....	v.1c	†	v.1b–Revised	v.1	v.1a–Final ¹	v.1
1997–98 (FY 1998).....	v.1c	†	v.1b–Revised	v.1	v.1e–Revised ¹	v.1
1998–99 (FY 1999).....	v.1b	†	v.1b–Revised	v.1c	v.1c–Revised ¹	v.1c
1999–2000 (FY 2000).....	v.1b	†	v.1b–Revised	v.1b	v.1d–Revised ¹	v.1b
2000–01 (FY 2001).....	v.1c	†	v.1b–Revised	v.1a	v.1d–Revised ¹	v.1a
2001–02 (FY 2002).....	v.1c	†	v.1c–Revised	v.1a	v.1c–Revised ¹	v.1a
2002–03 (FY 2003).....	v.1b	†	v.1b–Revised	v.1a	v.1b–Revised ¹	v.1a
2003–04 (FY 2004).....	v.1b	†	v.1b–Revised	v.1b	v.1b–Revised ¹	v.1a
2004–05 (FY 2005).....	v.1f	†	v.1b–Revised	v.1c	v.1c–Revised ¹	v.1b
2005–06 (FY 2006).....	v.1b	v.1b	v.1b–Revised	v.1a	v.1a–Final ¹	v.1a
2006–07 (FY 2007).....	v.1c	v.1a	v.1b–Revised	v.1c	v.1a–Final ¹	v.1c
2007–08 (FY 2008).....	v.1b	v.1a	v.1a–Final	v.1b	v.1a–Final ¹	v.1b
2008–09 (FY 2009).....	v.1c	v.1a	v.1b–Revised	v.1a	v.1a–Final ¹	v.1b
2009–10 (FY 2010).....	v.1b	v.1a	v.1a–Provisional	v.2a	v.1a–Provisional ¹	v.2a
2010–11 (FY 2011).....	v.1a	v.1a–Provisional ¹	v.1a–Preliminary	v.2a	v.1a–Provisional ¹	v.2a
2011–12 (FY 2012).....	v.1a	v.1a–Preliminary	v.1a–Provisional	v.1a	v.1a–Provisional	v.1a
2012–13 (FY 2013).....	v.1a	—	v.1a–Provisional	v.1a	v.1a–Provisional	v.1a
2013–14 (FY 2014).....	v.1a	—	—	v.1a	—	v.1a

—Not available.

†Not applicable. Survey not conducted.

¹Data not used in current edition of *Digest of Education Statistics*.

NOTE: Preliminary data have been edited but are subject to further NCES quality control procedures. Provisional data have undergone all NCES data quality control procedures. NCES releases a

final data file after a publication using provisional data has been released. If NCES receives revised data from states or discovers errors in the final data file, a revised data file is released.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), retrieved May 10, 2016, from <http://nces.ed.gov/ccd/ccddata.asp>. (This table was prepared May 2016.)

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Early Childhood Longitudinal Study, Birth Cohort

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to provide policymakers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and their transition to child care and school. From the time the ECLS-B children were infants until they entered kindergarten, their cognitive and physical development was measured using standardized assessments, and information about their care and learning experiences at home, in early care and education settings, and at school was collected through interviews with adults in the children's lives.

Data were collected from a sample of about 14,000 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study came from diverse socioeconomic and racial/ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, and American Indian/Alaska Native children. There were also oversamples of twins and of children born with moderately low and very low birthweight. Children, their parents (including nonresident and resident fathers), their child care and early education providers, and their kindergarten teachers provided information on children's cognitive,

social, emotional, and physical development. Information was also collected about the children's experiences across multiple settings (e.g., home, child care, and school).

Information about the ECLS-B children was collected when they were approximately 9 months old (2001–02), 2 years old (2003–04), and 4 years old/preschool age (2005–06). Additionally, in the fall of 2006, data were collected from all participating sample children, approximately 75 percent of whom were in kindergarten or higher. In the fall of 2007, data were collected from the approximately 25 percent of participating sample children who had not yet entered kindergarten or higher in the previous collection, as well as children who were repeating kindergarten in the 2007–08 school year.

In every round of data collection, children participated in assessment activities and parent respondents (usually the mothers of the children) were asked about themselves, their families, and their children. Resident fathers were asked about themselves and their role in the ECLS-B children's lives in the 9-month, 2-year, and preschool collections. Similar information was collected from nonresident biological fathers in the 9-month and 2-year collections. In addition, beginning when the children were 2 years old, their child care and early education providers were asked to provide information about their own experience and training and their setting's learning environment. At 2 years and at preschool, observations were conducted in the regular nonparental care and education arrangements of a subsample of children in order to obtain information about the quality of the arrangements. When the ECLS-B children were in kindergarten, their teachers were asked to provide information about the children's early learning experiences and their school and classroom environments. Also, the before- and after-school care and education providers of children in kindergarten were asked to provide information about their own experience, their training, and their setting's learning environment. School-level data, taken from other NCES datasets (the Common Core of Data and the Private School Universe Survey) and residential ZIP codes collected at each wave are also available.

Further information on the ECLS-B may be obtained from

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Early Childhood Longitudinal Study, Kindergarten Class of 1998–99

The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) was designed to provide detailed information on children's school experiences throughout elementary school and into middle school. The

study began in the fall of 1998. A nationally representative sample of about 21,300 children enrolled in 940 kindergarten programs during the 1998–99 school year was selected to participate in the ECLS-K. The children attended both public and private kindergartens and full- and part-day programs. The sample included children from different racial/ethnic and socioeconomic backgrounds and oversamples of Asian and Pacific Islander children and private school kindergartners.

In the kindergarten year (1998–99), base-year data were collected in the fall and spring. In the first-grade year (1999–2000), data were collected again in the fall and spring. In the 3rd-grade (2002), 5th-grade (2004), and 8th-grade (2007) years, data were collected in the spring. The fall 1999 collection drew from a 30 percent subsample of schools; all other collections drew from the full sample of schools.

From kindergarten to 5th grade, the ECLS-K included a direct child cognitive assessment that was administered one on one with each child in the study. The assessment used a computer-assisted personal interview (CAPI) approach and a two-stage adaptive testing methodology. In the 8th grade, a two-stage adaptive paper-and-pencil assessment was administered in small groups. In kindergarten and first grade, the assessment included three cognitive domains: reading, mathematics, and general knowledge. General knowledge was replaced by science in the 3rd, 5th, and 8th grades. Children's height and weight were measured at each data collection point, and a direct measure of children's psychomotor development was administered in the fall of the kindergarten year only. In addition to these measures, the ECLS-K collected information about children's social skills and academic achievement through teacher reports in every grade and through student reports in the 3rd, 5th, and 8th grades.

A computer-assisted telephone interview with the children's parents/guardians was conducted at each data collection point. Parents/guardians were asked to provide key information about the children in the ECLS-K sample on subjects such as family structure (e.g., household members and composition), family demographics (e.g., family members' age, relation to the child being studied, and race/ethnicity), parent involvement, home educational activities (e.g., reading to the child), child health, parental education and employment status, and the social skills and behaviors of their children.

Data on the schools that children attended and their classrooms were collected through self-administered questionnaires completed by school administrators and classroom teachers. Administrators provided information about their schools' populations, programs, and policies. At the classroom level, data were collected from teachers on the composition of the classroom, teaching practices, curriculum, and teacher qualifications and experience. In addition, special education teachers and related services staff provided reports on the services received by children with an Individualized Education Program (IEP).

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Early Childhood Longitudinal Study, Kindergarten Class of 2010–11

The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) provides detailed information on the school achievement and experiences of students throughout their elementary school years. The students who participated in the ECLS-K:2011 were followed longitudinally from the kindergarten year (the 2010–11 school year) through the spring of 2016, when most of them were expected to be in 5th grade. This sample of students is designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United States in the 2010–11 school year, including those in public and private schools, those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters. Students who attended early learning centers or institutions that offered education only through kindergarten are included in the study sample and represented in the cohort.

The ECLS-K:2011 places emphasis on measuring students' experiences within multiple contexts and development in multiple domains. The design of the study includes the collection of information from the students, their parents/guardians, their teachers, and their schools. Information was collected from their before- and after-school care providers in the kindergarten year.

A nationally representative sample of approximately 18,170 children from about 1,310 schools participated in the base-year administration of the ECLS-K:2011 in the 2010–11 school year. The sample included children from different racial/ethnic and socioeconomic backgrounds. Asian/Pacific Islander students were oversampled to ensure that the sample included enough students of this race/ethnicity to make accurate estimates for the group as a whole. Eight data collections have been conducted to date: fall and spring of the children's kindergarten year (the base year), fall 2011 and spring 2012 (the 1st-grade year), fall 2012 and spring 2013 (the 2nd-grade year), spring 2014 (the 3rd-grade year), and spring 2015 (the 4th-grade year). The final data collection was conducted in the spring of 2016. Although the study refers to later rounds of data collection by the grade the majority of children are expected to be in (that is, the modal grade for children who were in kindergarten in the 2010–11 school year), children are included in subsequent data collections regardless of their grade level.

A total of approximately 780 of the 1,310 originally sampled schools participated during the base year of the study. This translates to a weighted unit response rate (weighted by the base weight) of 63 percent for the base year. In the base year, the weighted child assessment unit response rate was 87 percent for the fall data collection and 85 percent for the spring collection, and the weighted parent unit response rate was 74 percent for the fall collection and 67 percent for the spring collection.

Fall and spring data collections were conducted in the 2011–12 school year, when the majority of the children were in the 1st grade. The fall collection was conducted within a 33 percent subsample of the full base-year sample, and the spring collection was conducted within the full base-year sample. The weighted child assessment unit response rate was 89 percent for the fall data collection and 88 percent for the spring collection, and the weighted parent unit response rate was 87 percent for the fall data collection and 76 percent for the spring data collection.

In the 2012–13 data collection (when the majority of the children were in the 2nd grade) the weighted child assessment unit response rate was 84.0 percent in the fall and 83.4 percent in the spring.

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EDFacts

EDFacts is a centralized data collection through which state education agencies submit PK–12 education data to the U.S. Department of Education (ED). All data in *EDFacts* are organized into “data groups” and reported to ED using defined file specifications. Depending on the data group, state education agencies may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. *EDFacts* does not collect student-level records. The entities that are required to report *EDFacts* data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about *EDFacts* file specifications and data groups can be found at <http://www.ed.gov/EDFacts>.

EDFacts is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of *EDFacts* data across states and across time. To build *EDFacts* files, state education agencies rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state.

In some cases, *EDFacts* data may not align with data reported on state education agency websites. States may update their websites on schedules different from those they use to report data to ED. Furthermore, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

EDFacts firearm incidents data are collected in data group 601 within file 094. *EDFacts* collects this data group on behalf of the Office of Safe and Healthy Students in the Office of Elementary and Secondary Education. The definition for this data group is “The number of incidents involving students who brought or possessed firearms at school.” The reporting period is the entire school year. Data group 601 collects separate counts for incidents involving handguns, rifles/shotguns, other firearms, and multiple weapon types. The counts reported here exclude the “other firearms” category. For more information about this data group, please see file specification 094 for the relevant school year, available at <http://www2.ed.gov/about/inits/ed/cdfacts/file-specifications.html>.

For more information about *EDFacts*, contact

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Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

In the base year of the study, of 1,200 eligible contacted schools, 750 participated, for an overall weighted school participation rate of approximately 68 percent (62 percent unweighted). Of 17,600 selected eligible students, 15,400 participated, for an overall weighted student response rate of approximately 87 percent. (School and student weighted response rates reflect use of the base weight [design weight] and do not include nonresponse adjustments.) Information for the study is obtained not just from students and their school records, but also from the students’ parents, their teachers, their librarians, and the administrators of their schools.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics. Sample freshening was conducted to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were all administered a questionnaire. The first follow-up weighted student response rate was 89 percent.

The second follow-up, conducted in 2006, continued to follow the sample of students into postsecondary education, the workforce, or both. The weighted student response rate for this follow-up was 82 percent. The third follow-up, which had a weighted student response rate of 78 percent, was conducted in 2012; the data were released in January 2014.

The postsecondary transcript data collection was conducted in 2013–14. Postsecondary transcripts were requested for each of the ELS:2002 sample members who reported attending an IPEDS postsecondary institution. Transcripts were obtained for 11,623 of 12,549 eligible sample members for a weighted response rate of 77 percent. For more information on the postsecondary transcript data collection, see *Education Longitudinal Study of 2002 (ELS:2002): A First Look at the Postsecondary Transcripts of 2002 High School Sophomores* (NCES 2015-034).

Further information on ELS:2002 may be obtained from

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Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES’s large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally

limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

Further information on the FRSS may be obtained from

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Condition of America's Public School Facilities

Condition of America's Public School Facilities: 1999 (NCES 2000-032) is a report that presents national data about the condition of public schools in 1999. It provides results from the survey "Condition of Public School Facilities, 1999" (FRSS 73), which was conducted by NCES using its Fast Response Survey System (FRSS). The survey collected information about the condition of school facilities and the costs of bringing them into good condition; school plans for repairs, renovations, and replacements; the age of public schools; and overcrowding and practices used to address overcrowding. The results presented in this report are based on questionnaire data for 900 public elementary and secondary schools in the United States. The responses were weighted to produce national estimates that represent all regular public schools in the United States.

In 2013, NCES conducted "Condition of Public School Facilities: 2012–13" (FRSS 105), an FRSS survey covering most of the same topics. The First Look report *Condition of America's Public School Facilities: 2012–13* (NCES 2014-022) is based on results from this FRSS survey.

Further information on these FRSS reports and surveys may be obtained from

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Public School Principals Report on Their School Facilities: Fall 2005

This report (NCES 2007-007) presents information on the extent of the match between the enrollment and the capacity of school buildings, environmental factors that can affect the use of classrooms and school buildings, the extent and ways in which schools use portable buildings and the reasons for using them, the availability of dedicated rooms for particular subject

areas (such as science labs or music rooms), and the cleanliness and maintenance of student restrooms.

Results from the FRSS survey "Public School Principals' Perceptions of Their School Facilities: Fall 2005" (FRSS 88) form the basis of the report. The survey was mailed to school principals, who were asked to complete it themselves. The sample included 1,205 public schools in the 50 states and the District of Columbia. The sample was selected from the 2002–03 Common Core of Data (CCD) Public Elementary/Secondary School Universe File, the most current available at the time of selection. Of the 1,205 schools surveyed, 47 were determined to be ineligible. Of the remaining 1,158 schools, responses were received from 1,045. Data have been weighted to yield national estimates of public elementary/secondary schools. The unweighted response rate was 90 percent, and the weighted response rate was 91 percent.

Further information on this report may be obtained from

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Internet Access in U.S. Public Schools and Classrooms: 1994–2005

This report (NCES 2007-020) is based on data collected in the FRSS survey "Internet Access in U.S. Public Schools, Fall 2005" (FRSS 90). The survey was designed to assess the federal government's commitment to assist every school and classroom in connecting to the Internet by the year 2000.

In 1994, NCES began surveying approximately 1,000 public schools each year regarding their access to the Internet, access in classrooms, and, since 1996, their type of internet connections. Later administrations of this survey were expanded to cover emerging issues. The 2003 survey (FRSS 86) was designed to update the questions in the 2002 survey (FRSS 83) and covered the following topics: school connectivity, student access to computers and the Internet, school websites, technologies and procedures to prevent student access to inappropriate websites, and teacher professional development on how to incorporate the Internet into the curriculum.

In 2005, respondents were asked about the number of instructional computers with access to the Internet, the types of internet connections, the technologies and procedures used to prevent student access to inappropriate material on the Internet, and the availability of handheld and laptop computers for students and teachers. Respondents also provided information on teacher professional development in integrating the use of the Internet into the curriculum and using the Internet to provide opportunities and information for teaching and learning.

Use of Educational Technology in Public Schools

In 2008, the NCES survey on educational technology use in public schools was redesigned and expanded to a set of three surveys (i.e., a school-, district-, and teacher-level survey). The three surveys provide complementary information and together cover a broader range of topics than would be possible with one survey alone. The set of surveys collected data on availability and use of a range of educational technology resources, such as district and school networks, computers, devices that enhance the capabilities of computers for instruction, and computer software. They also collected information on leadership and staff support for educational technology within districts and schools.

Educational Technology in U.S. Public Schools: Fall 2008 (NCES 2010-034) is based on the school-level survey, “Education Technology in U.S. Public Schools: Fall 2008” (FRSS 92); *Educational Technology in Public School Districts: Fall 2008* (NCES 2010-003) is based on the district-level school technology survey, “Educational Technology in Public School Districts, Fall 2008” (FRSS 93); and *Teachers’ Use of Educational Technology in U.S. Public Schools: 2009* (NCES 2010-040) is based on the teacher-level school technology survey, “Teachers’ Use of Educational Technology in U.S. Public Schools, 2009” (FRSS 95).

Further information on internet access and technology use in public schools and classrooms may be obtained from

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Distance Education for Public Elementary and Secondary School Students

The report *Technology-Based Distance Education Courses for Public Elementary and Secondary School Students: 2002–03 and 2004–05* (NCES 2008-008) presented data collected in the FRSS survey “Distance Education Courses for Public Elementary and Secondary School Students, 2004–05” (FRSS 89, 2005). The report included national estimates of the prevalence and characteristics of technology-based distance education courses in public schools nationwide in school year 2004–05. The report also compared those data with the baseline data that were collected in the FRSS survey “Distance Education Courses for Public Elementary and Secondary School Students: 2002–03” (FRSS 84, 2003) and provided longitudinal analysis of change in the districts that responded to both the 2002–03 and 2004–05 surveys.

Distance education courses were defined as credit-granting courses offered to elementary and secondary school students enrolled in the district in which the teacher and student were in different locations. These courses could be delivered via audio, video (live or prerecorded), or Internet or other computer technologies.

Distance Education Courses for Public Elementary and Secondary School Students: 2009–10 (NCES 2012–008) presents national estimates about student enrollment in distance education courses in public school districts. The estimates are based on a district survey, “Distance Education Courses for Public Elementary and Secondary School Students: 2009–10 (FRSS 98, 2010), about distance education courses offered by the district or by any of the schools in the district during the 12-month 2009–10 school year. Distance education courses were defined as courses offered to elementary and secondary school students regularly enrolled in the district that were (1) credit granting; (2) technology delivered; and (3) had the instructor in a different location than the students and/or had course content developed in, or delivered from, a different location than that of the students.

Further information on FRSS reports on distance education may be obtained from

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School Safety and Discipline

The FRSS survey “School Safety and Discipline: 2013–14” (FRSS 106, 2014) collected nationally representative data on public school safety and discipline for the 2013–14 school year. The topics covered included specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses.

The survey was mailed to approximately 1,600 regular public schools in the 50 states and the District of Columbia. Recipients were informed that the survey was designed to be completed by the person most knowledgeable about safety and discipline at the school. The unweighted survey response rate was 86 percent, and the weighted response rate using the initial base weights was 85 percent. The survey weights were adjusted for questionnaire nonresponse, and the data were then weighted to yield national estimates that represent all eligible regular public schools in the United States. The report *Public School Safety and Discipline: 2013–14* (NCES 2015-051) presents selected findings from the survey.

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Federal Support for Education

NCES prepares an annual compilation of federal funds for education for the *Digest of Education Statistics*. Data for U.S. Department of Education programs come from the *Budget of the United States Government*. Budget offices of other federal agencies provide information for all other federal program support except for research funds, which are obligations reported by the National Science Foundation in *Federal Funds for Research and Development*. Some data are estimated, based on reports from the federal agencies contacted and the *Budget of the United States Government*.

Except for money spent on research, outlays are used to report program funds to the extent possible. Some *Digest of Education Statistics* tables report program funds as obligations, as noted in the title of the table. Some federal program funds not commonly recognized as education assistance are also included in the totals reported. For example, portions of federal funds paid to some states and counties as shared revenues resulting from the sale of timber and minerals from public lands have been estimated as funds used for education purposes. Parts of the funds received by states (in 1980) and localities (in all years) under the General Revenue Sharing Program are also included, as are portions of federal funds received by the District of Columbia. The share of these funds allocated to education is assumed to be equal to the share of general funds expended for elementary and secondary education by states and localities in the same year, as reported by the U.S. Census Bureau in its annual publication, *Government Finances*.

The share of federal funds assigned to education for the District of Columbia is assumed to be equal to the share of the city's general fund expenditures for each level of education.

For the job training programs conducted by the Department of Labor, only estimated sums spent on classroom training have been reported as educational program support.

During the 1970s, the Office of Management and Budget (OMB) prepared an annual analysis of federal education program support. These were published in the *Budget of the United States Government, Special Analyses*. The information presented in this report is not, however, a continuation of the OMB series. A number of differences in the two series should be noted. OMB required all federal agencies to report outlays for education-related programs using a standardized form, thereby assuring agency compliance in reporting. The scope of education programs reported in the *Digest of Education Statistics* differs from the scope of programs reported in the OMB reports. Off-budget items such as the annual volume of guaranteed student loans were not included in OMB's reports. Finally, while some mention is made of an annual estimate of federal tax expenditures, OMB did not include them in its annual analysis of federal education support. Estimated federal tax expenditures for education are the difference between current federal tax receipts and what these receipts would be without existing education deductions to income allowed by federal tax provisions.

Recipients' data are estimated based on *Estimating Federal Funds for Education: A New Approach Applied to Fiscal Year 1980* (Miller, V., and Noell, J., 1982, *Journal of Education Finance*); *Federal Support for Education*, various years; and the *Catalog of Federal Domestic Assistance* (cfda.gov). The recipients' data are estimated and tend to undercount higher education institutions, students, and local education agencies. This is because some of the federal programs have more than one recipient receiving funds. In these cases, the recipients were put into a "mixed recipients" category, because there was no way to disaggregate the amount each recipient received.

Further information on federal support for education may be obtained from

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High School and Beyond Longitudinal Study

The High School and Beyond Longitudinal Study (HS&B) is a nationally representative sample survey of individuals who were high school sophomores and seniors in 1980. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the American educational system and take on their adult roles. The study contributes to the understanding of the development of young adults and the factors that determine individual education and career outcomes. The availability of this longitudinal data encourages research in such areas as the strength of secondary school curricula, the quality and effectiveness of secondary and postsecondary schooling, the demand for postsecondary education, problems of financing postsecondary education, and the adequacy of postsecondary alternatives open to high school students.

The HS&B survey gathered data on the education, work, and family experiences of young adults for the pivotal years during and immediately following high school. The student questionnaire covered school experiences, activities, attitudes, plans, selected background characteristics, and language proficiency. Parents were asked about their educational aspirations for their children and plans for how their postsecondary education would be financed. Teachers were surveyed regarding their assessments of their students' futures. The survey also collected detailed information, from complete high school transcripts, on courses taken and grades achieved.

The base-year survey (conducted in 1980) was a probability sample of 1,015 high schools with a target number of 36 sophomores and 36 seniors in each school. A total of 58,270 students participated in the base-year survey. Substitutions were made for nonparticipating schools—but not for

students—in those strata where it was possible. Overall, 1,120 schools were selected in the original sample and 810 of these schools participated in the survey. An additional 200 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed.

HS&B first follow-up activities took place in the spring of 1982. The sample for the first follow-up survey included approximately 30,000 individuals who were sophomores in 1980. The completion rate for sample members eligible for on-campus survey administration was about 96 percent. About 89 percent of the students who left school between the base-year and first follow-up surveys (e.g., dropouts, transfer students, and early graduates) completed the first follow-up sophomore questionnaire.

As part of the first follow-up survey of HS&B, transcripts were requested in fall 1982 for an 18,150-member subsample of the sophomore cohort. Of the 15,940 transcripts actually obtained, 12,120 transcripts represented students who had graduated in 1982 and thus were eligible for use in the overall curriculum analysis presented in this publication. All courses in each transcript were assigned a 6-digit code based on the Classification of Secondary School Courses (a coding system developed to standardize course descriptions; see <http://nces.ed.gov/surveys/hst/courses.asp>). Credits earned in each course are expressed in Carnegie units. (The Carnegie unit is a standard of measurement that represents one credit for the completion of a 1-year course. To receive credit for a course, the student must have received a passing grade—"pass," "D," or higher.) Students who transferred from public to private schools or from private to public schools between their sophomore and senior years were eliminated from public/private analyses.

In designing the senior cohort first follow-up survey, one of the goals was to reduce the size of the retained sample while still keeping sufficient numbers of various racial/ethnic groups to allow important policy analyses. A total of about 11,230 (93.6 percent) of the 12,000 individuals subsampled completed the questionnaire. Information was obtained about the respondents' school and employment experiences, family status, and attitudes and plans.

The samples for the second follow-up, which took place in spring 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rate for the senior cohort was 91 percent, and the completion rate for the sophomore cohort was 92 percent.

HS&B third follow-up data collection activities were performed in spring 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second follow-up survey. The completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively.

HS&B fourth follow-up data collection activities were performed in 1992 but only covered the 1980 sophomore class. These activities included examining aspects of these students' early adult years, such as enrollment in postsecondary education, experience in the labor market, marriage and child rearing, and voting behavior.

An NCES series of technical reports and data file user's manuals, available electronically, provides additional information on the survey methodology.

Further information on HS&B may be obtained from

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High School Longitudinal Study of 2009

The High School Longitudinal Study of 2009 (HSLs:09) is a nationally representative, longitudinal study of approximately 21,000 9th-grade students in 944 schools who will be followed through their secondary and postsecondary years. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The HSLs:09 questionnaire is focused on, but not limited to, information on science, technology, engineering, and mathematics (STEM) education and careers. It is designed to provide data on mathematics and science education, the changing high school environment, and postsecondary education. This study features a new student assessment in algebra skills, reasoning, and problem solving and includes surveys of students, their parents, math and science teachers, and school administrators, as well as a new survey of school counselors.

The HSLs:09 base year took place in the 2009–10 school year, with a randomly selected sample of fall-term 9th-graders in more than 900 public and private high schools that had both a 9th and an 11th grade. Students took a mathematics assessment and survey online. Students' parents, principals, and mathematics and science teachers and the school's lead counselor completed surveys on the phone or online.

The HSLs:09 student questionnaire includes interest and motivation items for measuring key factors predicting choice of postsecondary paths, including majors and eventual careers. This study explores the roles of different factors in the development of a student's commitment to attend college and then take the steps necessary to succeed in college (the right courses, courses in specific sequences, etc.). Questionnaires in this study have asked more questions of students and parents regarding reasons for selecting specific colleges (e.g., academic programs, financial aid and access prices, and campus environment).

The first follow-up of HSLS:09 occurred in the spring of 2012, when most sample members were in the 11th grade. Data files and documentation for the first follow-up were released in fall 2013 and are available on the NCES website.

A between-round postsecondary status update survey took place in the spring of students' expected graduation year (2013). It asked respondents about college applications, acceptances, and rejections, as well as their actual college choices. In the fall of 2013 and the spring of 2014, high school transcripts were collected and coded.

A full second follow-up took place in 2016, when most sample members are 3 years beyond high school graduation. Additional follow-ups are planned, to at least age 30.

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High School Transcript Studies

High school transcript studies have been conducted since 1982 in conjunction with major NCES data collections. The studies collect information that is contained in a student's high school record—courses taken while attending secondary school, information on credits earned, when specific courses were taken, and final grades.

A high school transcript study was conducted in 2004 as part of the Education Longitudinal Study of 2002 (ELS:2002/2004). A total of 1,550 schools participated in the request for transcripts, for an unweighted participation rate of approximately 79 percent. Transcript information was received on 14,920 members of the student sample (not just graduates), for an unweighted response rate of 91 percent.

Similar studies were conducted of the coursetaking patterns of 1982, 1987, 1990, 1992, 1994, 1998, 2000, 2005, and 2009 high school graduates. The 1982 data are based on approximately 12,000 transcripts collected by the High School and Beyond Longitudinal Study (HS&B). The 1987 data are based on approximately 25,000 transcripts from 430 schools obtained as part of the 1987 NAEP High School Transcript Study, a scope comparable to that of the NAEP transcript studies conducted in 1990, 1994, 1998, and 2000. The 1992 data are based on approximately 15,000 transcripts collected by the National Education Longitudinal Study of 1988 (NELS:88/92). The 2005 data, from the 2005 NAEP High School Transcript Study, come from a sample of over 26,000 transcripts from 640 public schools and 80 private schools. The 2009 data are from the 2009 NAEP High School Transcript Study, which collected transcripts from a nationally representative sample of 37,700 high school graduates from about 610 public schools and 130 private schools.

Because the 1982 HS&B transcript study used a different method for identifying students with disabilities than was used in NAEP transcript studies after 1982, and in order to make the statistical summaries as comparable as possible, all the counts and percentages in this report are restricted to students whose records indicate that they had not participated in a special education program. This restriction lowers the number of 1990 graduates represented in the tables to 20,870.

Further information on NAEP high school transcript studies may be obtained from

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Further information on all other high school transcript studies may be obtained from

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Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) surveys approximately 7,500 postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. IPEDS, an annual universe collection that began in 1986, replaced the Higher Education General Information Survey (HEGIS). In order to present data in a timely manner, *Digest of Education Statistics* tables use "provisional" IPEDS data for the most recent years. These data have been fully reviewed, edited, and imputed, but do not incorporate data revisions submitted by institutions after the close of data collection. Tables are revised with these institutional revisions on a periodic basis.

IPEDS consists of interrelated survey components that provide information on postsecondary institutions, student enrollment, programs offered, degrees and certificates conferred, and both the human and financial resources involved in the provision of institutionally based postsecondary education. Prior to 2000, the IPEDS survey had the following subject-matter components: Graduation Rates; Fall Enrollment; Institutional Characteristics; Completions; Salaries, Tenure, and Fringe Benefits of Full-Time Faculty; Fall Staff; Finance;

and Academic Libraries (in 2000, the Academic Libraries component became a survey separate from IPEDS). Since 2000, IPEDS survey components occurring in a particular collection year have been organized into three seasonal collection periods: fall, winter, and spring. The Institutional Characteristics and Completions components first took place during the fall 2000 collection; the Employees by Assigned Position (EAP), Salaries, and Fall Staff components first took place during the winter 2001–02 collection; and the Enrollment, Student Financial Aid, Finance, and Graduation Rates components first took place during the spring 2001 collection. In the winter 2005–06 data collection, the EAP, Fall Staff, and Salaries components were merged into the Human Resources component. During the 2007–08 collection year, the Enrollment component was broken into two separate components: 12-Month Enrollment (taking place in the fall collection) and Fall Enrollment (taking place in the spring collection). In the 2011–12 IPEDS data collection year, the Student Financial Aid component was moved to the winter data collection to aid in the timing of the net price of attendance calculations displayed on the College Navigator (<http://nces.ed.gov/college navigator>). In the 2012–13 IPEDS data collection year, the Human Resources component was moved from the winter data collection to the spring data collection, and in the 2013–14 data collection year, the Graduation Rates and Graduation Rates 200% components were moved from the spring data collection to the winter data collection.

Beginning in 2008–09, the first-professional degree category was combined with the doctor's degree category. However, some degrees formerly identified as first-professional that take more than two full-time-equivalent academic years to complete, such as those in Theology (M.Div, M.H.L./Rav), are included in the Master's degree category. Doctor's degrees were broken out into three distinct categories: research/scholarship, professional practice, and other doctor's degrees.

IPEDS race/ethnicity data collection also changed in 2008–09. The “Asian” race category is now separate from a “Native Hawaiian or Other Pacific Islander” category, and a new category of “Two or more races” is added.

The degree-granting institutions portion of IPEDS is a census of colleges that award associate's or higher degrees and are eligible to participate in Title IV financial aid programs. Prior to 1993, data from technical and vocational institutions were collected through a sample survey. Beginning in 1993, all data are gathered in a census of all postsecondary institutions. Beginning in 1997, the survey was restricted to institutions participating in Title IV programs. The tabulations developed for editions of the *Digest of Education Statistics* from 1993 forward are based on lists of all institutions and are not subject to sampling errors.

The classification of institutions offering college and university education changed as of 1996. Prior to 1996, institutions that had courses leading to an associate's or higher degree or that had courses accepted for credit toward those degrees were considered higher education institutions. Higher education institutions were accredited by an agency or association that was recognized by the U.S. Department

of Education or were recognized directly by the Secretary of Education. The newer standard includes institutions that award associate's or higher degrees and that are eligible to participate in Title IV federal financial aid programs. Tables that contain any data according to this standard are titled “degree-granting” institutions. Time-series tables may contain data from both series, and they are noted accordingly. The impact of this change on data collected in 1996 was not large. For example, tables on faculty salaries and benefits were only affected to a very small extent. Also, degrees awarded at the bachelor's level or higher were not heavily affected. The largest impact was on private 2-year college enrollment. In contrast, most of the data on public 4-year colleges were affected to a minimal extent. The impact on enrollment in public 2-year colleges was noticeable in certain states, such as Arizona, Arkansas, Georgia, Louisiana, and Washington, but was relatively small at the national level. Overall, total enrollment for all institutions was about one-half of 1 percent higher in 1996 for degree-granting institutions than for higher education institutions.

Prior to the establishment of IPEDS in 1986, HEGIS acquired and maintained statistical data on the characteristics and operations of higher education institutions. Implemented in 1966, HEGIS was an annual universe survey of institutions accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. These institutions were listed in NCES's *Education Directory, Colleges and Universities*.

HEGIS surveys collected information on institutional characteristics, faculty salaries, finances, enrollment, and degrees. Since these surveys, like IPEDS, were distributed to all higher education institutions, the data presented are not subject to sampling error. However, they are subject to nonsampling error, the sources of which varied with the survey instrument.

The NCES Taskforce for IPEDS Redesign recognized that there were issues related to the consistency of data definitions as well as the accuracy, reliability, and validity of other quality measures within and across surveys. The IPEDS redesign in 2000 provided institution-specific web-based data forms. While the new system shortened data processing time and provided better data consistency, it did not address the accuracy of the data provided by institutions.

Beginning in 2003–04 with the Prior Year Data Revision System, prior-year data have been available to institutions entering current data. This allows institutions to make changes to their prior-year entries either by adjusting the data or by providing missing data. These revisions allow the evaluation of the data's accuracy by looking at the changes made.

NCES conducted a study (NCES 2005-175) of the 2002–03 data that were revised in 2003–04 to determine the accuracy of the imputations, track the institutions that submitted revised data, and analyze the revised data they submitted. When institutions made changes to their data, it was assumed that the revised data were the “true” data. The data were analyzed for the number and type of institutions making changes, the type of changes, the magnitude of the changes, and the impact on published data.

Because NCES imputes for missing data, imputation procedures were also addressed by the Redesign Taskforce. For the 2003–04 assessment, differences between revised values and values that were imputed in the original files were compared (i.e., revised value minus imputed value). These differences were then used to provide an assessment of the effectiveness of imputation procedures. The size of the differences also provides an indication of the accuracy of imputation procedures. To assess the overall impact of changes on aggregate IPEDS estimates, published tables for each component were reconstructed using the revised 2002–03 data. These reconstructed tables were then compared to the published tables to determine the magnitude of aggregate bias and the direction of this bias.

Since fall 2000 and spring 2001, IPEDS data collections have been web-based. Data have been provided by “key-holders,” institutional representatives appointed by campus chief executives, who are responsible for ensuring that survey data submitted by the institution are correct and complete. Because Title IV institutions are the primary focus of IPEDS and because these institutions are required to respond to IPEDS, response rates for Title IV institutions have been high (data on specific components are cited below). More details on the accuracy and reliability of IPEDS data can be found in the *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175).

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Fall (12-Month Enrollment)

The 12-month period during which data are collected is July 1 through June 30. Data are collected by race/ethnicity, gender, and level of study (undergraduate or postbaccalaureate) and include unduplicated headcounts and instructional activity (contact or credit hours). These data are also used to calculate a full-time-equivalent (FTE) enrollment based on instructional activity. FTE enrollment is useful for gauging the size of the educational enterprise at the institution. Prior to the 2007–08 IPEDS data collection, the data collected in the 12-Month Enrollment component were part of the Fall Enrollment component, which is conducted during the spring data collection period. However, to improve the timeliness of the data, a separate 12-Month Enrollment survey component was developed in 2007. These data are now collected in the fall for the previous academic year. Of the 7,304 Title IV institutions that were expected to respond to the 12-Month Enrollment component of the fall 2014 data

collection, 7,302 responded, for an approximate response rate of 100.0 percent.

Further information on the IPEDS 12-Month Enrollment component may be obtained from

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Fall (Completions)

This survey was part of the HEGIS series throughout its existence. However, the degree classification taxonomy was revised in 1970–71, 1982–83, 1991–92, 2002–03, and 2009–10. Collection of degree data has been maintained through IPEDS.

Degrees-conferred trend tables arranged by the 2009–10 classification are included in the *Digest of Education Statistics* to provide consistent data from 1970–71 through the most recent year. Data in this edition on associate’s and other formal awards below the baccalaureate degree, by field of study, cannot be made comparable with figures from years prior to 1982–83. The nonresponse rate does not appear to be a significant source of nonsampling error for this survey. The response rate over the years has been high; for the fall 2014 Completions component, it rounded to 100.0 percent. Because of the high response rate, there was no need to conduct a nonresponse bias analysis. Imputation methods for the fall 2014 Completions component are discussed in the *2014–15 Integrated Postsecondary Education Data System (IPEDS) Methodology Report* (NCES 2015-098).

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) indicated that most Title IV institutions supplying revised data on completions in 2003–04 were able to supply missing data for the prior year. The small differences between imputed data for the prior year and the revised actual data supplied by the institution indicated that the imputed values produced by NCES were acceptable.

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Fall (Institutional Characteristics)

This survey collects the basic information necessary to classify institutions, including control, level, and types of programs offered, as well as information on tuition, fees, and room and board charges. Beginning in 2000, the survey collected institutional pricing data from institutions with first-time, full-time, degree/certificate-seeking undergraduate students. Unduplicated full-year enrollment counts and instructional activity are now collected in the 12-Month Enrollment survey. Beginning in 2008–09, the student financial aid data collected include greater detail. The overall unweighted response rate was 100.0 percent for Title IV degree-granting institutions for 2009 data.

In the fall 2014 data collection, the response rate for the Institutional Characteristics component among all Title IV entities was 100.0 percent: Of the 7,389 Title IV entities expected to respond to this component, all responded.

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) looked at tuition and price in Title IV institutions. Only 8 percent of institutions in 2002–03 and 2003–04 reported the same data to IPEDS and Thomson Peterson—a company providing information about institutions based on the institutions’ voluntary data submissions—consistently across all selected data items. Differences in wordings or survey items may account for some of these inconsistencies.

Further information on the IPEDS Institutional Characteristics component may be obtained from

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Winter (Student Financial Aid)

This component was part of the spring data collection from IPEDS data collection years 2000–01 to 2010–11, but it moved to the winter data collection starting with the 2011–12 IPEDS data collection year. This move will aid in the timing of the net price of attendance calculations displayed on College Navigator (<http://nces.ed.gov/collegenavigator>).

Financial aid data are collected for undergraduate students. Data are collected regarding federal grants, state and local government grants, institutional grants, and loans. The collected data include the number of students receiving each type of financial assistance and the average amount of aid received by type of aid. Beginning in 2008–09, student financial aid data collected includes greater detail on types of aid offered.

In the winter 2014–15 data collection, the Student Financial Aid component collected data about financial aid awarded to undergraduate students, with particular emphasis

on full-time, first-time degree/certificate-seeking undergraduate students awarded financial aid for the 2014–15 academic year. In addition, the component collected data on undergraduate and graduate students receiving military service members and veterans benefits. Finally, student counts and awarded aid amounts were collected to calculate the net price of attendance for two subsets of full-time, first-time degree/certificate-seeking undergraduate students: those awarded any grant aid, and those awarded Title IV aid. Of the 7,218 Title IV institutions that were expected to respond to the Student Financial Aid component, 7,212 Title IV institutions responded, resulting in a response rate that rounded to 100 percent.

Further information on the IPEDS Student Financial Aid component may be obtained from

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Winter (Graduation Rates and Graduation Rates 200 Percent)

In IPEDS data collection years 2012–13 and earlier, the Graduation Rates and 200 Percent Graduation Rates components were collected during the spring collection. In the IPEDS 2013–14 data collection year, however, the Graduation Rates and 200 Percent Graduation Rates collections were moved to the winter data collection.

The 2014–15 Graduation Rates component collected counts of full-time, first-time degree/certificate-seeking undergraduate students beginning their postsecondary education in the specified cohort year and their completion status as of 150 percent of normal program completion time at the same institution where the students started. If 150 percent of normal program completions time extended beyond August 31, 2014, the counts as of that date were collected. Four-year institutions used 2008 as the cohort year, while less-than-4-year institutions used 2011 as the cohort year. Of the 6,433 institutions that were expected to respond to the Graduation Rates component, 6,430 institutions responded, resulting in a response rate that rounded to 100 percent.

The 2014–15 Graduation Rates 200 Percent component was designed to combine information reported in a prior collection via the Graduation Rates component with current information about the same cohort of students. From previously collected data, the following elements were obtained: the number of students entering the institution as full-time, first-time degree/certificate-seeking students in a cohort year; the number of students in this cohort completing within 100 and 150 percent of normal program completion time; and the number of cohort exclusions (such as students who left for military service). Then the count of additional

cohort exclusions and additional program completers between 151 and 200 percent of normal program completion time was collected. Four-year institutions reported on bachelor's or equivalent degree-seeking students and used cohort year 2006 as the reference period, while less-than-4-year institutions reported on all students in the cohort and used cohort year 2010 as the reference period. Of the 5,928 institutions that were expected to respond to the Graduation Rates 200 Percent component, 5,926 institutions responded, resulting in a response rate that rounded to 100 percent.

Further information on the IPEDS Graduation Rates and 200 Percent Graduation Rates components may be obtained from

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Winter (Admissions)

For the 2014–15 survey year, an Admissions component was added to the winter data collection. This new component was created out of the admissions data that had previously been a part of the fall Institutional Characteristics component. The moving of these data into a new component in the winter collection will enable all institutions to report data for the most recent fall period.

The Admissions component collects information about the selection process for entering first-time degree/certificate-seeking undergraduate students. Data obtained from institutions include admissions considerations (e.g., secondary school records, admission test scores), the number of first-time degree/certificate-seeking undergraduate students who applied, the number admitted, and the number enrolled. Admissions data were collected only from institutions that do not have an open admissions policy for entering first-time students. Data collected correspond to individuals applying to be admitted during the fall of the 2014–15 academic year (the fall 2014 reporting period). Of the 2,217 Title IV institutions that were expected to respond to the Admissions component, all responded.

Further information on the IPEDS Admissions component may be obtained from

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Spring (Fall Enrollment)

This survey has been part of the HEGIS and IPEDS series since 1966. Response rates for this survey have been relatively high, generally exceeding 85 percent. Beginning in 2000, with web-based data collection, higher response rates were attained. In the spring 2015 data collection, the Fall Enrollment component covered fall 2014. Of the 7,292 institutions that were expected to respond, 7,284 responded, for a response rate that rounded to 100 percent. Data collection procedures for the Fall Enrollment component of the spring 2015 data collection are presented in *Enrollment and Employees in Postsecondary Institutions, Fall 2014*; and *Financial Statistics and Academic Libraries, Fiscal Year 2014: First Look (Provisional Data)* (NCES 2016-005).

Beginning with the fall 1986 survey and the introduction of IPEDS (see above), the survey was redesigned. The survey allows (in alternating years) for the collection of age and residence data. Beginning in 2000, the survey collected instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time-equivalent (FTE) enrollment statistic for the entire academic year. As of 2007–08, the timeliness of the instructional activity data has been improved by collecting these data in the fall as part of the 12-Month Enrollment component instead of in the spring as part of the Fall Enrollment component.

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) showed that public institutions made the majority of changes to enrollment data during the 2004 revision period. The majority of changes were made to unduplicated headcount data, with the net differences between the original data and the revised data at about 1 percent. Part-time students in general and enrollment in private not-for-profit institutions were often underestimated. The fewest changes by institutions were to Classification of Instructional Programs (CIP) code data. (The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs.)

Further information on the IPEDS Fall Enrollment component may be obtained from

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Spring (Finance)

This survey was part of the HEGIS series and has been continued under IPEDS. Substantial changes were made in the financial survey instruments in fiscal year (FY) 1976, FY 1982, FY 1987, FY 1997, and FY 2002. While these changes were significant, considerable effort has been made to present only comparable information on trends in this report and

to note inconsistencies. The FY 1976 survey instrument contained numerous revisions to earlier survey forms, which made direct comparisons of line items very difficult. Beginning in FY 1982, Pell Grant data were collected in the categories of federal restricted grant and contract revenues and restricted scholarship and fellowship expenditures. The introduction of IPEDS in the FY 1987 survey included several important changes to the survey instrument and data processing procedures. Beginning in FY 1997, data for private institutions were collected using new financial concepts consistent with Financial Accounting Standards Board (FASB) reporting standards, which provide a more comprehensive view of college finance activities. The data for public institutions continued to be collected using the older survey form. The data for public and private institutions were no longer comparable and, as a result, no longer presented together in analysis tables. In FY 2001, public institutions had the option of either continuing to report using Government Accounting Standards Board (GASB) standards or using the new FASB reporting standards. Beginning in FY 2002, public institutions had three options: the original GASB standards, the FASB standards, or the new GASB Statement 35 standards (GASB35).

Possible sources of nonsampling error in the financial statistics include nonresponse, imputation, and misclassification. The unweighted response rate has been about 85 to 90 percent for most of the historic years presented in the *Digest of Education Statistics*; however, in more recent years, response rates have been much higher because Title IV institutions are required to respond. Beginning with 2002, the IPEDS data collection has been a full-scale web-based collection, which offers features that improve the quality and timeliness of the data. The ability of IPEDS to tailor online data entry forms for each institution based on characteristics such as institutional control, level of institution, and calendar system, and the institutions' ability to submit their data online, are two such features that have improved response.

In the FY 2014 Finance component, of the 7,292 institutions that were expected to respond, 7,284 provided data, resulting in a response rate that rounded to 100 percent. Data collection procedures for the FY 2014 component are discussed in *Enrollment and Employees in Postsecondary Institutions, Fall 2014*; and *Financial Statistics and Academic Libraries, Fiscal Year 2014: First Look (Provisional Data)* (NCES 2016-005).

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) found that only a small percentage (2.9 percent, or 168) of postsecondary institutions either revised 2002–03 data or submitted data for items they previously left unreported. Though relatively few institutions made changes, the changes made were relatively large—greater than 10 percent of the original data. With a few exceptions, these changes, large as they were, did not greatly affect the aggregate totals.

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Spring (Human Resources)

The Human Resources component was part of the IPEDS winter data collection from data collection years 2000–01 to 2011–12. For the 2012–13 data collection year, the Human Resources component was moved to the spring 2013 data collection, in order to give institutions more time to prepare their survey responses (the spring and winter collections begin on the same date, but the reporting deadline for the spring collection is several weeks later than the reporting deadline for the winter collection).

IPEDS Collection Years 2012–13 and Later

In 2012–13, new occupational categories replaced the primary function/occupational activity categories previously used in the IPEDS Human Resources component. This change was required in order to align the IPEDS Human Resources categories with the 2010 Standard Occupational Classification (SOC) system. In tandem with the change in 2012–13 from using primary function/occupational activity categories to using the new occupational categories, the sections making up the IPEDS Human Resources component (which previously had been Employees by Assigned Position, Fall Staff, and Salaries) were changed to Full-Time Instructional Staff, Full-time Noninstructional Staff, Salaries, Part-Time Staff, and New Hires.

The webpage “Archived Changes—Changes to IPEDS Data Collections, 2012–13” (<https://nces.ed.gov/ipeds/InsidePages/ArchivedChanges?year=2012-13>) provides information on the redesigned IPEDS Human Resources component. “Resources for Implementing Changes to the IPEDS Human Resources (HR) Survey Component Due to Updated 2010 Standard Occupational Classification (SOC) System” (https://nces.ed.gov/ipeds/Section/resources_soc) is a webpage containing additional information, including notes comparing the new classifications with the old (“Comparison of New IPEDS Occupational Categories with Previous Categories”), a crosswalk from the new IPEDS occupational categories to the 2010 SOC occupational categories (“New IPEDS Occupational Categories and 2010 SOC”), answers to frequently asked questions, and a link to current IPEDS Human Resources survey screens.

In the 2013–14 collection year, the response rate for the (spring 2014) Human Resources component was 99.9 percent. Data collection procedures for this component are presented in *Enrollment in Postsecondary Institutions, Fall 2013*; *Financial Statistics, Fiscal Year 2013*; and *Employees*

in *Postsecondary Institutions, Fall 2013: First Look (Provisional Data)* (NCES 2015-012). Of the 7,292 institutions that were expected to respond to the spring 2015 Human Resources component, 7,284 responded, for a response rate that rounded to 100 percent. Data collection procedures for this component are presented in *Enrollment and Employees in Postsecondary Institutions, Fall 2014; and Financial Statistics and Academic Libraries, Fiscal Year 2014: First Look (Provisional Data)* (NCES 2016-005).

IPEDS Collection Years Prior to 2012–13

In collection years before 2001–02, IPEDS conducted a Fall Staff survey and a Salaries survey; in the 2001–02 collection year, the Employees by Assigned Position survey was added to IPEDS. In the 2005–06 collection year, these three surveys became sections of the IPEDS “Human Resources” component.

Data gathered by the Employees by Assigned Position section categorized all employees by full- or part-time status, faculty status, and primary function/occupational activity. Institutions with M.D. or D.O. programs were required to report their medical school employees separately. A response to the EAP was required of all 6,858 Title IV institutions and administrative offices in the United States and other jurisdictions for winter 2008–09, and 6,845, or 99.8 percent unweighted, responded. Of the 6,970 Title IV institutions and administrative offices required to respond to the winter 2009–10 EAP, 6,964, or 99.9 percent, responded. And of the 7,256 Title IV institutions and administrative offices required to respond to the EAP for winter 2010–11, 7,252, or 99.9 percent, responded.

The main functions/occupational activities of the EAP section were primarily instruction, instruction combined with research and/or public service, primarily research, primarily public service, executive/administrative/managerial, other professionals (support/service), graduate assistants, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance.

All full-time instructional faculty classified in the EAP full-time non-medical school part as either (1) primarily instruction or (2) instruction combined with research and/or public service were included in the Salaries section, unless they were exempt.

The Fall Staff section categorized all staff on the institution’s payroll as of November 1 of the collection year by employment status (full time or part time), primary function/occupational activity, gender, and race/ethnicity. These data elements were collected from degree-granting and non-degree-granting institutions; however, additional data elements were collected from degree-granting institutions and related administrative offices with 15 or more full-time staff. These elements include faculty status, contract length/teaching period, academic rank, salary class intervals, and newly hired full-time permanent staff.

The Fall Staff section, which was required only in odd-numbered reporting years, was not required during the 2008–09 Human Resources data collection. However, of the

6,858 Title IV institutions and administrative offices in the United States and other jurisdictions, 3,295, or 48.0 percent unweighted, did provide data in the Fall Staff section that year. During the 2009–10 Human Resources data collection, when all 6,970 Title IV institutions and administrative offices were required to respond to the Fall Staff section, 6,964, or 99.9 percent, did so. A response to the Fall Staff section of the 2010–11 Human Resources collection was optional, and 3,364 Title IV institutions and administrative offices responded that year (a response rate of 46.3 percent).

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) found that for 2003–04 employee data items, changes were made by 1.2 percent (77) of the institutions that responded. For all institutions making changes, the changes resulted in different employee counts. For both institutional and aggregate differences, however, the changes had little impact on the original employee count submissions. A large number of institutions reported different staff data to IPEDS and Thomson Peterson; however, the magnitude of the differences was small—usually no more than 17 faculty members for any faculty variable.

The Salaries section collected data for full-time instructional faculty (except those in medical schools in the EAP section, described above) on the institution’s payroll as of November 1 of the collection year by contract length/teaching period, gender, and academic rank. The reporting of data by faculty status in the Salaries section was required from 4-year degree-granting institutions and above only. Salary outlays and fringe benefits were also collected for full-time instructional staff on 9/10- and 11/12-month contracts/teaching periods. This section was applicable to degree-granting institutions unless exempt.

Between 1966–67 and 1985–86, this survey differed from other HEGIS surveys in that imputations were not made for nonrespondents. Thus, there is some possibility that the salary averages presented in this report may differ from the results of a complete enumeration of all colleges and universities. Beginning with the surveys for 1987–88, the IPEDS data tabulation procedures included imputations for survey nonrespondents. The unweighted response rate for the 2008–09 Salaries survey section was 99.9 percent. The response rate for the 2009–10 Salaries section was 100.0 percent (4,453 of the 4,455 required institutions responded), and the response rate for 2010–11 was 99.9 percent (4,561 of the 4,565 required institutions responded). Imputation methods for the 2010–11 Salaries survey section are discussed in *Employees in Postsecondary Institutions, Fall 2010, and Salaries of Full-Time Instructional Staff, 2010–11* (NCES 2012-276).

Although data from this survey are not subject to sampling error, sources of nonsampling error may include computational errors and misclassification in reporting and processing. The electronic reporting system does allow corrections to prior-year reported or missing data, and this should help with these problems. Also, NCES reviews individual institutions’ data for internal and longitudinal consistency and contacts institutions to check inconsistent data.

The *Integrated Postsecondary Education Data System Data Quality Study* (NCES 2005-175) found that only 1.3 percent of the responding Title IV institutions in 2003–04 made changes to their salaries data. The differences between the imputed data and the revised data were small and found to have little impact on the published data.

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Library Statistics

In the past, NCES collected library data through the Public Libraries Survey (PLS), the State Library Agencies (StLA) Survey, the Academic Libraries Survey (ALS), and the Library Media Centers (LMC) Survey. On October 1, 2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred to the Institute of Museum and Library Services (IMLS) (see below).

NCES administered the Academic Libraries Survey (ALS) on a 3-year cycle between 1966 and 1988. From 1988 through 1999, ALS was a component of the Integrated Postsecondary Education Data System (IPEDS) and was on a 2-year cycle. Beginning in the year 2000, ALS began collecting data independent from the IPEDS data collection, but it remained on a 2-year cycle. ALS provided data on approximately 3,700 academic libraries. In aggregate, these data provided an overview of the status of academic libraries nationally and statewide. The survey collected data on the libraries in the entire universe of degree-granting institutions. Beginning with the collection of FY 2000 data, ALS changed to web-based data collection. ALS produced descriptive statistics on academic libraries in postsecondary institutions in the 50 states, the District of Columbia, and the outlying areas. *Academic Libraries: 2012* (NCES 2014-038) presented tabulations for the 2012 survey, the most recent administration of ALS for which data are available. Since 2014, ALS has been reintegrated back into the IPEDS collection as the Academic Libraries component and is collected annually.

School library data were collected on the School and Principal Surveys of the 1990–91 Schools and Staffing Survey (SASS). The School Library Media Centers (LMC) Survey became a component of SASS with the 1993–94 administration of the survey. Thus, readers should refer to the section on the Schools and Staffing Survey, below, regarding data on school libraries. Data for the 2011–12

LMC Survey are available on the NCES website at <http://nces.ed.gov/surveys/sass/index.asp>.

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National Adult Literacy Survey

The National Adult Literacy Survey (NALS), funded by the U.S. Department of Education and 12 states, was created in 1992 as a new measure of literacy. The aim of the survey was to profile the English literacy of adults in the United States based on their performance across a wide array of tasks that reflect the types of materials and demands they encounter in their daily lives.

To gather information on adults' literacy skills, trained staff interviewed a nationally representative sample of nearly 13,600 individuals ages 16 and older during the first 8 months of 1992. These participants had been randomly selected to represent the adult population in the country as a whole. Black and Hispanic households were oversampled to ensure reliable estimates of literacy proficiencies and to permit analyses of the performance of these subpopulations. In addition, some 1,100 inmates from 80 federal and state prisons were interviewed to gather information on the proficiencies of the prison population. In total, nearly 26,000 adults were surveyed.

Each survey participant was asked to spend approximately an hour responding to a series of diverse literacy tasks, as well as to questions about his or her demographic characteristics, educational background, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, adults received proficiency scores along three scales that reflect varying degrees of skill in prose, document, and quantitative literacy. The results of the 1992 survey were first published in *Adult Literacy in America: A First Look at the Findings of the National Adult Literacy Survey* (NCES 93-275), in September 1993. See the section on the National Assessment of Adult Literacy (below) for information on later adult literacy surveys.

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National Assessment of Adult Literacy

The 2003 National Assessment of Adult Literacy (NAAL) was conducted to measure both English literacy and health literacy. The assessment was administered to 19,000 adults (including 1,200 prison inmates) age 16 and over in all 50 states and the District of Columbia. Components of the assessment included a background questionnaire; a prison component that assesses the literacy skills of adults in federal and state prisons; the State Assessment of Adult Literacy (SAAL), a voluntary survey given in conjunction with NAAL; a health literacy component; the Fluency Addition to NAAL (FAN), an oral reading assessment; and the Adult Literacy Supplemental Assessment (ALSA). ALSA is an alternative to the main NAAL for those with very low scores on seven core screening questions. NAAL assesses literacy directly through the completion of tasks that covered quantitative literacy, document literacy, and prose literacy. Results were reported using the following achievement levels: *Below Basic*, *Basic*, *Intermediate*, and *Proficient*.

Results from NAAL and NALS can be compared. NALS offers a snapshot of the condition of literacy of the U.S. population as a whole and among key population subgroups in 1992. NAAL provides an updated picture of adult literacy skills in 2003, revealing changes in literacy over the intervening decade.

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessments are based on frameworks developed by the National Assessment Governing Board (NAGB). Assessment items include both multiple-choice and constructed-response (requiring written answers) items. Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students performing at or above three achievement levels (*Basic*, *Proficient*, and *Advanced*) are also reported for these groups.

Main NAEP Assessments

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate. In 2002, under the provisions of the No Child Left Behind Act of 2001, all states began to participate in main NAEP, and an aggregate of all state samples replaced the separate national sample. (School district-level assessments—under the Trial Urban District Assessment [TUDA] program—also began in 2002).

Results are available for the mathematics assessments administered in 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways of knowing and doing mathematics.

Since the 2005 changes to the mathematics framework were minimal for grades 4 and 8, comparisons over time can be made between assessments conducted before and after the framework's implementation for these grades. The changes that the 2005 framework made to the grade 12 assessment, however, were too drastic to allow grade 12 results from before and after implementation to be directly compared. These changes included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework; merging the measurement and geometry content areas; and changing the reporting scale from 0–500 to 0–300. For more information regarding the 2005 mathematics framework revisions, see <http://nces.ed.gov/nationsreportcard/mathematics/frameworkcomparison.asp>.

Results are available for the reading assessments administered in 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend or bridge study were conducted to determine if the new assessment was comparable to the prior assessment. Overall, the results of the special analyses suggested that the assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see <http://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp>.

In spring 2013, NAEP released results from the NAEP 2012 economics assessment in *The Nation's Report Card: Economics 2012* (NCES 2013-453). First administered in 2006, the NAEP economics assessment measures 12th-graders' understanding of a wide range of topics in three main content areas:

market economy, national economy, and international economy. The 2012 assessment is based on a nationally representative sample of nearly 11,000 12th-graders.

In *The Nation's Report Card: A First Look—2013 Mathematics and Reading* (NCES 2014-451), NAEP released the results of the 2013 mathematics and reading assessments. Results can also be accessed using the interactive graphics and downloadable data available at the online Nation's Report Card website (http://nationsreportcard.gov/reading_math_2013/#/).

The Nation's Report Card: A First Look—2013 Mathematics and Reading Trial Urban District Assessment (NCES 2014-466) provides the results of the 2013 mathematics and reading TUDA, which measured the reading and mathematics progress of 4th- and 8th-graders from 21 urban school districts. Results from the 2013 mathematics and reading TUDA can also be accessed using the interactive graphics and downloadable data available at the online TUDA website (http://nationsreportcard.gov/reading_math_tuda_2013/#/).

The online interactive report *The Nation's Report Card: 2014 U.S. History, Geography, and Civics at Grade 8* (NCES 2015-112) provides grade 8 results for the 2014 NAEP U.S. history, geography, and civics assessments. Trend results for previous assessment years in these three subjects, as well as information on school and student participation rates and sample tasks and student responses, are also presented. *The Nation's Report Card: 2015 Mathematics and Reading Assessments* (NCES 2015-136) is an online interactive report that presents national and state results for 4th- and 8th-graders on the NAEP 2015 mathematics and reading assessments. The report also presents TUDA results in mathematics and reading for 4th- and 8th-graders. The online interactive report *The Nation's Report Card: 2015 Mathematics and Reading at Grade 12* (NCES 2016-018) presents grade 12 results from the NAEP 2015 mathematics and reading assessments.

NAEP Long-Term Trend Assessments

In addition to conducting the main assessments, NAEP also conducts the long-term trend assessments. Long-term trend assessments provide an opportunity to observe educational progress in reading and mathematics of 9-, 13-, and 17-year-olds since the early 1970s. The long-term trend reading assessment measures students' reading comprehension skills using an array of passages that vary by text types and length. The assessment was designed to measure students' ability to locate specific information in the text provided; make inferences across a passage to provide an explanation; and identify the main idea in the text.

The NAEP long-term trend assessment in mathematics measures knowledge of mathematical facts; ability to carry out computations using paper and pencil; knowledge of basic formulas, such as those applied in geometric settings; and ability to apply mathematics to skills of daily life, such as those involving time and money.

The Nation's Report Card: Trends in Academic Progress 2012 (NCES 2013-456) provides the results of 12 long-term

trend reading assessments dating back to 1971 and 11 long-term trend mathematics assessments dating back to 1973.

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National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88—the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (HS&B) in 1980—surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then 2 years after their scheduled high school graduation, in 1994. A fourth follow-up was conducted in 2000.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It complements and strengthens state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). For the base year, NELS:88 included a multifaceted student questionnaire, four cognitive tests, a parent questionnaire, a teacher questionnaire, and a school questionnaire.

In 1990, when most of the students were in 10th grade, students, school dropouts, their teachers, and their school principals were surveyed. (Parents were not surveyed in the 1990 follow-up.) In 1992, when most of the students were in 12th grade, the second follow-up conducted surveys of students, dropouts, parents, teachers, and school principals. Also, information from the students' transcripts was collected. The 1994 survey data were collected when most sample members had completed high school. The primary goals of the 1994 survey were (1) to provide data for trend comparisons with NLS:72 and HS&B; (2) to address issues of employment and postsecondary access and choice; and (3) to ascertain how many dropouts had returned to school and by what route. The 2000 follow-up

examined the educational and labor market outcomes of the 1988 cohort at a time of transition. Most had been out of high school for 8 years; many had completed their post-secondary educations, were embarking on first or even second careers, and were starting families.

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National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys have been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, 2007, and 2012. NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys.

The topics addressed by NHES:1991 were early childhood education and adult education. About 60,000 households were screened for NHES:1991. In the Early Childhood Education Survey, about 14,000 parents/guardians of 3- to 8-year-olds completed interviews about their children's early educational experiences. Included in this component were participation in nonparental care/education; care arrangements and school; and family, household, and child characteristics. In the NHES:1991 Adult Education Survey, about 9,800 people 16 years of age and older, identified as having participated in an adult education activity in the previous 12 months, were questioned about their activities. Data were collected on programs and up to four courses, including the subject matter, duration, sponsorship, purpose, and cost. Information on the household and the adult's background and current employment was also collected.

In NHES:1993, nearly 64,000 households were screened. Approximately 11,000 parents of 3- to 7-year-olds completed interviews for the School Readiness Survey. Topics included the developmental characteristics of preschoolers; school adjustment and teacher feedback to parents for kindergartners and primary students; center-based program participation; early school experiences; home activities with family members; and health status. In the School Safety and Discipline Survey, about 12,700 parents of children in grades 3 to 12 and about 6,500 youth in grades 6 to 12 were interviewed about their school experiences. Topics included the school learning environment, discipline policy, safety at school, victimization, the availability and use of alcohol/drugs, and alcohol/drug edu-

cation. Peer norms for behavior in school and substance use were also included in this topical component. Extensive family and household background information was collected, as well as characteristics of the school attended by the child.

In NHES:1995, the Early Childhood Program Participation Survey and the Adult Education Survey were similar to those fielded in 1991. In the Early Childhood component, about 14,000 parents of children from birth to 3rd grade were interviewed out of 16,000 sampled, for a completion rate of 90.4 percent. In the Adult Education Survey, about 24,000 adults were sampled and 82.3 percent (20,000) completed the interview.

NHES:1996 covered parent and family involvement in education and civic involvement. Data on homeschooling and school choice also were collected. The 1996 survey screened about 56,000 households. For the Parent and Family Involvement in Education Survey, nearly 21,000 parents of children in grades 3 to 12 were interviewed. For the Civic Involvement Survey, about 8,000 youth in grades 6 to 12, about 9,000 parents, and about 2,000 adults were interviewed. The 1996 survey also addressed public library use. Adults in almost 55,000 households were interviewed to support state-level estimates of household public library use.

NHES:1999 collected end-of-decade estimates of key indicators from the surveys conducted throughout the 1990s. Approximately 60,000 households were screened for a total of about 31,000 interviews with parents of children from birth through grade 12 (including about 6,900 infants, toddlers, and preschoolers) and adults age 16 or older not enrolled in grade 12 or below. Key indicators included participation of children in nonparental care and early childhood programs, school experiences, parent/family involvement in education at home and at school, youth community service activities, plans for future education, and adult participation in educational activities and community service.

NHES:2001 included two surveys that were largely repeats of similar surveys included in earlier NHES collections. The Early Childhood Program Participation Survey was similar in content to the Early Childhood Program Participation Survey fielded as part of NHES:1995, and the Adult Education and Lifelong Learning Survey was similar in content to the Adult Education Survey of NHES:1995. The Before- and After-School Programs and Activities Survey, while containing items fielded in earlier NHES collections, had a number of new items that collected information about what school-age children were doing during the time they spent in child care or in other activities, what parents were looking for in care arrangements and activities, and parent evaluations of care arrangements and activities. Parents of approximately 6,700 children from birth through age 6 who were not yet in kindergarten completed Early Childhood Program Participation Survey interviews. Nearly 10,900 adults completed Adult Education and Lifelong Learning Survey interviews, and parents of nearly 9,600 children in kindergarten through grade 8 completed Before- and After-School Programs and Activities Survey interviews.

NHES:2003 included two surveys: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). Whereas previous adult education surveys were more general in scope, this survey had a narrower focus on occupation-related adult education programs. It collected in-depth information about training and education in which adults participated specifically for work-related reasons, either to prepare for work or a career or to maintain or improve work-related skills and knowledge they already had. The Parent and Family Involvement Survey expanded on the first survey fielded on this topic in 1996. In 2003, screeners were completed with 32,050 households. About 12,700 of the 16,000 sampled adults completed the Adult Education for Work-Related Reasons Survey, for a weighted response rate of 76 percent. For the Parent and Family Involvement in Education Survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12, yielding a weighted unit response rate of 83 percent.

NHES:2005 included surveys that covered adult education, early childhood program participation, and after-school programs and activities. Data were collected from about 8,900 adults for the Adult Education Survey, from parents of about 7,200 children for the Early Childhood Program Participation Survey, and from parents of nearly 11,700 children for the After-School Programs and Activities Survey. These surveys were substantially similar to the surveys conducted in 2001, with the exceptions that the Adult Education Survey addressed a new topic—informal learning activities for personal interest—and the Early Childhood Program Participation Survey and After-School Programs and Activities Survey did not collect information about before-school care for school-age children.

NHES:2007 fielded the Parent and Family Involvement in Education Survey and the School Readiness Survey. These surveys were similar in design and content to surveys included in the 2003 and 1993 collections, respectively. New features added to the Parent and Family Involvement Survey were questions about supplemental education services provided by schools and school districts (including use of and satisfaction with such services), as well as questions that would efficiently identify the school attended by the sampled students. New features added to the School Readiness Survey were questions that collected details about TV programs watched by the sampled children. For the Parent and Family Involvement Survey, interviews were completed with parents of 10,680 sampled children in kindergarten through grade 12, including 10,370 students enrolled in public or private schools and 310 homeschooled children. For the School Readiness Survey, interviews were completed with parents of 2,630 sampled children ages 3 to 6 and not yet in kindergarten. Parents who were interviewed about children in kindergarten through 2nd grade for the Parent and Family Involvement Survey were also asked some questions about these children's school readiness.

The 2007 and earlier administrations of NHES used a random-digit-dial sample of landline phones and computer-assisted telephone interviewing to conduct interviews. How-

ever, due to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline, the data collection method was changed to an address-based sample survey for NHES:2012. Because of this change in survey mode, readers should use caution when comparing NHES:2012 estimates to those of prior NHES administrations.

NHES:2012 included the Parent and Family Involvement in Education Survey and the Early Childhood Program Participation Survey. The Parent and Family Involvement in Education Survey gathered data on students who were enrolled in kindergarten through grade 12 or who were homeschooled at equivalent grade levels. Survey questions that pertained to students enrolled in kindergarten through grade 12 requested information on various aspects of parent involvement in education (such as help with homework, family activities, and parent involvement at school) and survey questions pertaining to homeschooled students requested information on the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

The 2012 Parent and Family Involvement in Education Survey questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent. The overall estimated unit response rate (the product of the screener unit response rate of 73.8 percent and the Parent and Family Involvement in Education Survey unit response rate) was 57.8 percent.

The 2012 Early Childhood Program Participation Survey collected data on the early care and education arrangements and early learning of children from birth through the age of 5 who were not yet enrolled in kindergarten. Questionnaires were completed for 7,893 children, for a weighted unit response rate of 78.7 percent. The overall estimated weighted unit response rate (the product of the screener weighted unit response rate of 73.8 percent and the Early Childhood Program Participation Survey unit weighted response rate) was 58.1 percent.

Data for the 2012 NHES Parent and Family Involvement in Education Survey are available in the First Look report, *Parent and Family Involvement in Education, From the National Household Education Surveys Program of 2012* (NCES 2013-028). Data for the 2012 NHES Early Childhood Program Participation Survey are available in the First Look report *Early Childhood Program Participation, From the National Household Education Surveys Program of 2012* (NCES 2013-029).

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National Longitudinal Study of the High School Class of 1972

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with the collection of base-year survey data from a sample of about 19,000 high school seniors in the spring of 1972. Five follow-up surveys of these students were conducted in 1973, 1974, 1976, 1979, and 1986. NLS:72 was designed to provide the education community with information on the transitions of young adults from high school through postsecondary education and the workplace.

In addition to the follow-ups, a number of supplemental data collection efforts were made. For example, a Postsecondary Education Transcript Study (PETS) was conducted in 1984; in 1986, the fifth follow-up included a supplement for those who became teachers.

The sample design for NLS:72 was a stratified, two-stage probability sample of 12th-grade students from all schools, public and private, in the 50 states and the District of Columbia during the 1971–72 school year. During the first stage of sampling, about 1,070 schools were selected for participation in the base-year survey. As many as 18 students were selected at random from each of the sample schools. The sizes of both the school and student samples were increased during the first follow-up survey. Beginning with the first follow-up and continuing through the fourth follow-up, about 1,300 schools participated in the survey and slightly fewer than 23,500 students were sampled. The unweighted response rates for each of the different rounds of data collection were 80 percent or higher.

Sample retention rates across the survey years were quite high. For example, of the individuals responding to the base-year questionnaire, the percentages who responded to the first, second, third, and fourth follow-up questionnaires were about 94, 93, 89, and 83 percent, respectively. The fifth follow-up took its sample from students who had participated in at least one of the prior surveys. In all, 91.7 percent of participants had responded to at least five of the six surveys, and 62.1 percent had responded to all six.

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National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. Data gathered from the study are used to help guide future federal student financial aid policy. The study covers nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, the District of

Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, and 4-year colleges and universities. Participants include students who do not receive aid and those who do receive financial aid. Since NPSAS identifies nationally representative samples of student subpopulations of interest to policymakers and obtains baseline data for longitudinal study of these subpopulations, data from the study provide the base-year sample for the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B&B) longitudinal study.

Originally, NPSAS was conducted every 3 years. Beginning with the 1999–2000 study (NPSAS:2000), NPSAS has been conducted every 4 years. NPSAS:08 included a new set of instrument items to obtain baseline measures of the awareness of two new federal grants introduced in 2006: the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) grant.

The first NPSAS (NPSAS:87) was conducted during the 1986–87 school year. Data were gathered from about 1,100 colleges, universities, and other postsecondary institutions; 60,000 students; and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families.

For NPSAS:93, information on 77,000 undergraduates and graduate students enrolled during the school year was collected at 1,000 postsecondary institutions. The sample included students who were enrolled at any time between July 1, 1992, and June 30, 1993. About 66,000 students and a subsample of their parents were interviewed by telephone. NPSAS:96 contained information on more than 48,000 undergraduate and graduate students from about 1,000 postsecondary institutions who were enrolled at any time during the 1995–96 school year. NPSAS:2000 included nearly 62,000 students (50,000 undergraduates and almost 12,000 graduate students) from 1,000 postsecondary institutions. NPSAS:04 collected data on about 80,000 undergraduates and 11,000 graduate students from 1,400 postsecondary institutions. For NPSAS:08, about 114,000 undergraduate students and 14,000 graduate students who were enrolled in postsecondary education during the 2007–08 school year were selected from more than 1,730 postsecondary institutions.

NPSAS:12 sampled about 95,000 undergraduates and 16,000 graduate students from approximately 1,500 postsecondary institutions. Public access to the data is available online through PowerStats (<http://nces.ed.gov/datalab/>).

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National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was designed to provide data about faculty to postsecondary researchers, planners, and policymakers. NSOPF is the most comprehensive study of faculty in postsecondary education institutions ever undertaken.

The first cycle of NSOPF (NSOPF:88) was conducted by NCES with support from the National Endowment for the Humanities (NEH) in 1987–88 with a sample of 480 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty. The second cycle of NSOPF (NSOPF:93) was conducted by NCES with support from NEH and the National Science Foundation in 1992–93. NSOPF:93 was limited to surveys of institutions and faculty, but with a substantially expanded sample of 970 colleges and universities and 31,350 faculty and instructional staff. The third cycle, NSOPF:99, included 960 degree-granting postsecondary institutions and approximately 18,000 faculty and instructional staff. The fourth cycle of NSOPF was conducted in 2003–04 and included 1,080 degree-granting postsecondary institutions and approximately 26,000 faculty and instructional staff.

There are no plans to repeat the study. Rather, NCES plans to provide technical assistance to state postsecondary data systems and to encourage the development of robust connections between faculty and student data systems so that key questions concerning faculty, instruction, and student outcomes—such as persistence and completion—can be addressed.

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Principal Follow-up Survey

The Principal Follow-up Survey (PFS) is a component of the 2011–12 Schools and Staffing Survey (SASS). The 2012–13 PFS was administered in order to provide attrition rates for principals in K–12 public and private schools. The goal was to assess how many of those who worked as a principal in the 2011–12 school year still worked as a principal in the same school in the 2012–13 school year, how many had moved to become a principal in another school, and how many no longer worked as a principal. The PFS sample included all schools whose principals had completed SASS principal questionnaires. Schools that had returned a completed 2011–12 SASS principal questionnaire were mailed the PFS form in March 2013.

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Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989, the PSS has been conducted every 2 years, and data for the 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04, 2005–06, 2007–08, 2009–10, 2011–12, and 2013–14 school years have been released. A *First Look* report on the 2011–12 PSS data, *Characteristics of Private Schools in the United States: Results From the 2011–12 Private School Universe Survey* (NCES 2013-316) was published in July 2013.

The PSS produces data similar to that of the Common Core of Data for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home).

The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Of the 40,302 schools included in the 2009–10 sample, 10,229 were found ineligible for the survey. Those not responding numbered 1,856, and those responding numbered 28,217. The unweighted response rate for the 2009–10 PSS survey was 93.8 percent.

Of the 39,325 schools included in the 2011–12 sample, 10,030 cases were considered as out-of-scope (not eligible for the PSS). A total of 26,983 private schools completed a PSS interview (15.8 percent completed online), while 2,312 schools refused to participate, resulting in an unweighted response rate of 92.1 percent.

Further information on the PSS may be obtained from

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Projections of Education Statistics

Since 1964, NCES has published projections of key statistics for elementary and secondary schools and higher education institutions. The latest report is titled *Projections of Education Statistics to 2024* (NCES 2016-013). The *Projections of Education Statistics* series uses projection models for elementary and secondary enrollment, high school graduates, elementary and secondary teachers, expenditures for public elementary and secondary education, enrollment in postsecondary degree-granting institutions, and postsecondary degrees conferred to develop national and state projections. These models are described more fully in the report's appendix on projection methodology.

Differences between the reported and projected values are, of course, almost inevitable. An evaluation of past projections revealed that, at the elementary and secondary level, projections of enrollments have been quite accurate: mean absolute percentage differences for enrollment ranged from 0.3 to 1.3 percent for projections from 1 to 5 years in the future, while those for teachers were less than 3 percent. At the higher education level, projections of enrollment have been fairly accurate: mean absolute percentage differences were 5 percent or less for projections from 1 to 5 years into the future.

Further information on *Projections of Education Statistics* may be obtained from

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Recent College Graduates Study

Between 1976 and 1991, NCES conducted periodic surveys of baccalaureate and master's degree recipients 1 year after graduation with the Recent College Graduates (RCG) Study. The RCG Study—which has been replaced by the Baccalaure-

ate and Beyond Longitudinal Study (B&B) (see listing above)—concentrated on those graduates entering the teaching profession. The study linked respondents' major field of study with outcomes such as whether the respondent entered the labor force or was seeking additional education. Labor force data collected included employment status (unemployed, employed part time, or employed full time), occupation, salary, career potential, relation to major field of study, and need for a college degree. To obtain accurate results on teachers, NCES oversampled graduates with a major in education. The last two studies oversampled education majors and increased the sampling of graduates with majors in other fields.

For each of the selected institutions, a list of graduates by major field of study was obtained, and a sample of graduates was drawn by major field of study. Graduates in certain major fields of study (e.g., education, mathematics, and physical sciences) were sampled at higher rates than were graduates in other fields. Roughly 1 year after graduation, the sample of graduates was located, contacted by mail or telephone, and asked to respond to the questionnaire.

The locating process was more detailed than that in most surveys. Nonresponse rates were directly related to the time, effort, and resources used in locating graduates, rather than to graduates' refusals to participate. Despite the difficulties in locating graduates, RCG response rates are comparable to studies that do not face problems locating their sample membership.

The 1976 study of 1974–75 college graduates was the first, and smallest, of the series. The sample consisted of about 210 institutions, of which 200 (96 percent) responded. Of the approximately 5,850 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 study was somewhat larger than the 1976 study, covering about 300 institutions and 15,850 graduates. Responses were obtained from 280 institutions, for an institutional response rate of 95 percent, and from 9,310 graduates (about 720 others were found not to meet eligibility requirements), for a response rate of 74 percent.

The 1985 study sampled about 400 colleges and 18,740 graduates, of whom 17,850 were found to be eligible. Responses were obtained from 13,200 graduates, for a response rate of 78 percent. The response rate for colleges was 98 percent. The 1987 study sampled 21,960 graduates. Responses were received from 16,880, for a response rate of nearly 80 percent.

The 1991 study sampled about 18,140 graduates of 400 bachelor's and master's degree-granting institutions, including 16,170 bachelor's degree recipients and 1,960 master's degree recipients receiving diplomas between July 1, 1989, and June 30, 1990. Random samples of graduates were selected from lists stratified by field of study. Graduates in education, mathematics, and the physical sciences were sampled at a higher rate, as were graduates of various racial/ethnic groups, to provide a sufficient number of these graduates for analysis purposes. The graduates included in the sample were selected in proportion to the institution's number of graduates. The unweighted institutional response rate was 95 percent, and the unweighted graduate response rate was 83 percent.

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School Survey on Crime and Safety

The most recent School Survey on Crime and Safety (SSOCS) was conducted by NCES in spring/summer of the 2009–10 school year. SSOCS focuses on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. It also covers characteristics of school policies, school violence prevention programs and policies, and school characteristics that have been associated with school crime. The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative, and vocational schools; schools in the other jurisdictions; and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sampling frame for the 2010 SSOCS was constructed from the 2007–08 Public Elementary/Secondary School Universe File of the Common Core of Data, an annual collection of data on all public K–12 schools and school districts. The sample was stratified by instructional level, type of locale (urbanicity), and enrollment size. The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. The sample was allocated to each subgroup in proportion to the sum of the square roots of the total student enrollment in each school in that stratum. The effective sample size within each stratum was then inflated to account for nonresponse. Once the final sample sizes were determined for each of the 64 strata, the subgroups were sorted by region and racial/ethnic composition of enrollment, and an initial sample of 3,476 schools was selected. Of those schools, 2,648 completed the survey. In February 2010, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person at the school most knowledgeable about discipline issues.

Further information about SSOCS may be obtained from

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Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is a set of related questionnaires that collect descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policy-makers and the general public. The SASS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data are collected through a mail questionnaire with telephone and in-person field follow-up. SASS has been conducted by the Census Bureau for NCES since the first administration of the survey, which was conducted during the 1987–88 school year. Subsequent SASS administrations were conducted in 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

SASS is designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS has had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, “teacher demand and shortage”) questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993–94 administration and has been included in every subsequent administration of SASS. School library data were also collected in the 1990–91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS include the Public and Private School Questionnaires; teacher questionnaires include the Public and Private School Teacher Questionnaires; principal questionnaires include the Public and Private School Principal (or School Administrator) Questionnaires; and school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires have remained relatively stable over the various administrations of SASS, the survey has changed to accommodate emerging issues in elementary and secondary education. Some questionnaire items have been added, some have been deleted, and some have been reworded.

During the 1990–91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007–08. The Indian School Questionnaire explores the same school-level

issues that the Public and Private School Questionnaires explore, allowing comparisons among the three types of schools. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011–12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993–94 and 1999–2000 SASS. During the 2003–04 administration of SASS, only library media centers in public schools were surveyed, and in 2007–08 only library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011–12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993–94.

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, there was no separate questionnaire for charter schools—charter schools were included in the public school sample instead. Another change in the 2003–04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993–94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003–04, about 10,200 public school principals were sampled, and in 2007–08, about 9,800 public school principals were sampled. In 2011–12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011–12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data, a database of all the nation's public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

The NCES data product *2011–12 Schools and Staffing Survey (SASS) Restricted-Use Data Files* (NCES 2014-356) is available. (Information on how to obtain a restricted-use data license is located at <http://nces.ed.gov/pubsearch/licenses.asp>.) This DVD contains eight files (Public School District, Public School Principal, Public School, Public School Teacher, Public School Library Media Center, Private School Principal, Private School, and Private School Teacher) in multiple formats. It also contains a six-volume User's Manual, which includes a codebook for each file.

Further information on SASS may be obtained from

Amy Ho
Sample Surveys Division
Cross-Sectional Surveys Branch
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
amy.ho@ed.gov
<http://nces.ed.gov/surveys/sass>

Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) is a follow-up survey of selected elementary and secondary school teachers who participate in the NCES Schools and Staffing Survey (SASS). Its purpose is to determine how many teachers remain at the same school, move to another school, or leave the profession in the year following a SASS administration. It is administered to elementary and secondary teachers in the 50 states and the District of Columbia. The TFS uses two questionnaires, one for teachers who left teaching since the previous SASS administration and another for those who are still teaching either in the same school as last year or in a different school. The objective of the TFS is to focus on the characteristics of each group in order to answer questions about teacher mobility and attrition.

The 2008–09 TFS is different from any previous TFS administration in that it also serves as the second wave of a longitudinal study of first-year teachers. Because of this, the 2008–09 TFS consists of four questionnaires. Two are for respondents who were first-year public school teachers in the 2007–08 SASS and two are for the remainder of the sample.

The 2012–13 TFS sample was made up of teachers who had taken the 2011–12 SASS survey. The 2012–13 TFS sample contained about 5,800 public school teachers and 1,200 private school teachers. The weighted overall response rate using the initial basic weight for private school teachers was notably low (39.7 percent), resulting in a decision to exclude private school teachers from the 2012–13 TFS data files. The weighted overall response rate for public school teachers was 49.9 percent (50.3 percent for current and 45.6 percent for former teachers). Further information about the 2012–13 TFS, including the analysis of unit nonresponse bias, is available in the First Look report *Teacher Attrition and Mobility: Results From the 2012–13 Teacher Follow-up Survey* (NCES 2014-077).

Further information on the TFS may be obtained from

Isaiah O'Rear
Sample Surveys Division
Cross-Sectional Surveys Branch
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
isaiah.orear@ed.gov
<http://nces.ed.gov/surveys/sass/>

Other Department of Education Agencies

National Center for Special Education Research

The National Center for Special Education Research (NCSER) was created as part of the reauthorization of the Individuals with Disabilities Education Act (IDEA). NCSER sponsors a program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities. NCSER funds programs of research that address its mission. In

order to determine which programs work, as well as how, why, and in what settings they work, NCSER sponsors research on the needs of infants, toddlers, and children with disabilities and evaluates the effectiveness of services provided through IDEA.

Further information on NCSER may be obtained from

Joan McLaughlin
Commissioner
National Center for Special Education Research
550 12th Street SW
Washington, DC 20202
joan.mclaughlin@ed.gov
<http://ies.ed.gov/ncser/help/webmail/>

The National Longitudinal Transition Study-2

Funded by NCSER, the National Longitudinal Transition Study-2 (NLTS-2) was a follow-up of the original National Longitudinal Transition Study conducted from 1985 through 1993. NLTS-2 began in 2001 with a sample of students who received special education services, were ages 13 through 16, and were in at least 7th grade on December 1, 2000. The study was designed to provide a national picture of these youths' experiences and achievements as they transition into adulthood. Data were collected from parents, youth, and schools by survey, telephone interviews, student assessments, and transcripts.

NLTS-2 was designed to align with the original NLTS by including many of the same questions and data items, thus allowing comparisons between the NLTS and NLTS-2 youths' experiences. NLTS-2 also included items that have been collected in other national databases to permit comparisons between NLTS-2 youth and the general youth population. Information was collected over five waves, beginning in 2001 and ending in 2009.

Further information on NLTS-2 may be obtained from

Jacquelyn Buckley
Office of the Commissioner
National Center for Special Education Research
555 New Jersey Avenue NW
Washington, DC 20208
jacquelyn.buckley@ed.gov
<http://www.nlts2.org/>

Office for Civil Rights

Civil Rights Data Collection

The U.S. Department of Education's Office for Civil Rights (OCR) has surveyed the nation's public elementary and secondary schools since 1968. The survey was first known as the OCR Elementary and Secondary School (E&S) Survey; in 2004, it was renamed the Civil Rights Data Collection (CRDC). The survey provides information about the enrollment of students in public schools in every state and

about some education services provided to those students. These data are reported by race/ethnicity, sex, and disability.

Data in the survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate national and state data.

The CRDC has generally been conducted biennially in each of the 50 states plus the District of Columbia. The 2009–10 CRDC was collected from a sample of approximately 7,000 school districts and over 72,000 schools in those districts. It was made up of two parts: part 1 contained beginning-of-year “snapshot” data and part 2 contained cumulative, or end-of-year, data.

The 2011–12 CRDC survey, which collected data from approximately 16,500 school districts and 97,000 schools, was the first CRDC survey since 2000 that included data from every public school district and school in the nation. The 2013–14 CRDC survey also collected information from a universe of every public school district and school in the nation.

Further information on the Civil Rights Data Collection may be obtained from

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
OCR@ed.gov
<http://www.ed.gov/about/offices/list/ocr/data.html>

Office of Federal Student Aid

Cohort Default Rate Database

A school’s cohort default rate is the percentage of the school’s borrowers who enter repayment on certain Federal Family Education Loan (FFEL) program or William D. Ford Federal Direct Loan (Direct Loan) program loans during a particular federal fiscal year and default within the cohort default period. The 2-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the following fiscal year. The 3-year cohort default period is the period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of second fiscal year following the fiscal year in which the borrower entered repayment.

The Office of Federal Student Aid’s cohort default rate database can be accessed at https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm.

Further information about cohort default rates produced by the Office of Federal Student Aid may be obtained from

<http://www2.ed.gov/offices/OSFAP/defaultmanagement/schooltyperates.pdf>

<http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>

Office of Special Education Programs

Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

IDEA, formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit to Congress annually a report describing the progress made in serving the nation’s children with disabilities. This annual report contains information on children served by public schools under the provisions of Part B of IDEA and on children served in state-operated programs for persons with disabilities under Chapter I of the Elementary and Secondary Education Act.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education Programs (OSEP) by the 50 states, the District of Columbia, the Bureau of Indian Education schools, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, Palau, and the Marshall Islands. The child count information is based on the number of children with disabilities receiving special education and related services on December 1 of each year. Count information is available from <http://www.ideadata.org>.

Since all participants in programs for persons with disabilities are reported to OSEP, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states only produce counts of students receiving special education services by disability category because Part B of IDEA requires it. In those states that typically produce counts of students receiving special education services by disability category without regard to IDEA requirements, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7100

<http://www.ed.gov/about/reports/annual/osep/index.html>

<http://idea.ed.gov/>

<http://www.idcadata.org>

Office of Career, Technical, and Adult Education, Division of Adult Education and Literacy

Enrollment Data for State-Administered Adult Education Programs

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem solving. Each year, DAEL reports enrollment numbers in state-administered adult education programs for these major areas of support for all 50 states, the District of Columbia, American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

Further information on DAEL may be obtained from

Office of Career, Technical, and Adult Education
Division of Adult Education and Literacy
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/>

Other Governmental Agencies and Programs

Bureau of Economic Analysis

National Income and Product Accounts

The National Income and Product Accounts (NIPAs), produced by the Bureau of Economic Analysis, are a set of economic accounts that provide information on the value and composition of output produced in the United States during a given period. NIPAs present measures of economic activity in the United States, including production, income distribution, and personal savings. NIPAs also include data on employee compensation and wages. These estimations were first calculated in the early 1930s to help the government design economic policies

to combat the Great Depression. Most of the NIPA series are published quarterly, with annual reviews of estimates from the three most recent years conducted in the summer.

Revisions to the NIPAs have been made over the years to create a more comprehensive economic picture of the United States. For example, in 1976, consumption of fixed capital (CFC) estimates shifted to a current-cost basis. In 1991, NIPAs began to use gross domestic product (GDP) instead of gross national product (GNP) as the primary measure of U.S. production. (At that time, virtually all other countries were already using GDP as their primary measure of production.) In the 2003 comprehensive revision, a more complete and accurate measure of insurance services was adopted. The incorporation of a new classification system for personal consumption expenditures (PCE) was among the changes contained in the 2009 comprehensive revision. The comprehensive revision of 2013 included the treatment of research and development expenditures by business, government, and nonprofit institutions serving households as fixed investment. As was the case in previous years, the most recent revisions, made in 2015, were the result of the incorporation of newly available and revised source data and the adoption of improved estimating methods.

NIPAs are slowly being integrated with other federal account systems, such as the federal account system of the Bureau of Labor Statistics.

Further information on NIPAs may be obtained from

U.S. Department of Commerce
Bureau of Economic Analysis
www.bea.gov

Bureau of Labor Statistics

Consumer Price Indexes

The Consumer Price Index (CPI) represents changes in prices of all goods and services purchased for consumption by urban households. Indexes are available for two population groups: a CPI for All Urban Consumers (CPI-U) and a CPI for Urban Wage Earners and Clerical Workers (CPI-W). Unless otherwise specified, data in this report are adjusted for inflation using the CPI-U. These values are generally adjusted to a school-year basis by averaging the July through June figures. Price indexes are available for the United States, the four Census regions, size of city, cross-classifications of regions and size classes, and 26 local areas. The major uses of the CPI include as an economic indicator, as a deflator of other economic series, and as a means of adjusting income.

Also available is the Consumer Price Index research series using current methods (CPI-U-RS), which presents an estimate of the CPI-U from 1978 to the present that incorporates most of the improvements that the Bureau of Labor Statistics has made over that time span into the entire series. The historical price index series of the CPI-U does not reflect these changes, though these changes do make the present and future CPI more accurate. The limitations of the

CPI-U-RS include considerable uncertainty surrounding the magnitude of the adjustments and the several improvements in the CPI that have not been incorporated into the CPI-U-RS for various reasons. Nonetheless, the CPI-U-RS can serve as a valuable proxy for researchers needing a historical estimate of inflation using current methods. This series has not been used in NCES tables.

Further information on consumer price indexes may be obtained from

Bureau of Labor Statistics
U.S. Department of Labor
2 Massachusetts Avenue NE
Washington, DC 20212
<http://www.bls.gov/cpi>

Employment and Unemployment Surveys

Statistics on the employment and unemployment status of the population and related data are compiled by the Bureau of Labor Statistics (BLS) using data from the Current Population Survey (CPS) (see below) and other surveys. The CPS, a monthly household survey conducted by the U.S. Census Bureau for the Bureau of Labor Statistics, provides a comprehensive body of information on the employment and unemployment experience of the nation's population, classified by age, sex, race, and various other characteristics.

Further information on unemployment surveys may be obtained from

Bureau of Labor Statistics
U.S. Department of Labor
2 Massachusetts Avenue NE
Washington, DC 20212
cpsinfo@bls.gov
<http://www.bls.gov/bls/employment.htm>

Census Bureau

American Community Survey

The Census Bureau introduced the American Community Survey (ACS) in 1996. Fully implemented in 2005, it provides a large monthly sample of demographic, socioeconomic, and housing data comparable in content to the Long Forms of the Decennial Census up to and including the 2000 long form. Aggregated over time, these data serve as a replacement for the Long Form of the Decennial Census. The survey includes questions mandated by federal law, federal regulations, and court decisions.

Since 2011, the survey has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. A larger proportion of addresses in small governmental units (e.g., American Indian reservations, small counties, and towns) also receive the survey. The monthly sample size is designed to approximate the ratio used in the 2000 Census, which requires more intensive distribution in these areas. The ACS

covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. In 2006, the ACS began interviewing residents in group quarter facilities. Institutionalized group quarters include adult and juvenile correctional facilities, nursing facilities, and other health care facilities. Noninstitutionalized group quarters include college and university housing, military barracks, and other noninstitutional facilities such as workers and religious group quarters and temporary shelters for the homeless.

National-level data from the ACS are available from 2000 onward. The ACS produces 1-year estimates for jurisdictions with populations of 65,000 and over and 5-year estimates for jurisdictions with smaller populations. The 2014 1-year estimates used data collected between January 1, 2014, and December 31, 2014, and the 2010–2014 5-year estimates used data collected between January 1, 2010, and December 31, 2014. The ACS produced 3-year estimates (for jurisdictions with populations of 20,000 or over) for the periods 2005–2007, 2006–2008, 2007–2009, 2008–2010, 2009–2011, 2010–2012, and 2011–2013. Three-year estimates for these periods will continue to be available to data users, but no further 3-year estimates will be produced.

Further information about the ACS is available at <http://www.census.gov/acs/www/>.

Annual Survey of State and Local Government Finances

The Census Bureau conducts an Annual Survey of State and Local Government Finances as authorized by law under Title 13, United States Code, Section 182. Periodic surveys of government finances have been conducted since 1902 and annually since 1952. This survey covers the entire range of government finance activities: revenue, expenditure, debt, and assets. Revenues and expenditures comprise actual receipts and payments of a government and its agencies, including government-operated enterprises, utilities, and public trust funds. The expenditure-reporting categories comprise all amounts of money paid out by a government and its agencies, with the exception of amounts for debt retirement and for loan, investment, agency, and private trust transactions.

State government finances are based primarily on the Census Bureau Annual Survey of State and Local Government Finances. Census analysts compile figures from official records and reports of the state governments for most of the state financial data. States differ in the ways they administer activities; they may fund such activities directly, or they may disburse the money to a lower level government or government agency. Therefore, caution is advised when attempting to make a direct comparison between states on their state fiscal aid data.

The sample of local governments is drawn from the periodic (years ending in “2” and “7”) Census of Governments and consists of certain local governments sampled with certainty plus a sample below the certainty level. Finance data for all school

districts are collected on an annual basis and released through the NCES Common Core of Data system. A new sample is usually selected every 5 years (years ending in “4” and “9”).

The statistics in Government Finances that are based wholly or partly on data from the sample are subject to sampling error. State government finance data are not subject to sampling error. Estimates of major U.S. totals for local governments are subject to a computed sampling variability of less than one-half of 1 percent. The estimates are also subject to the inaccuracies in classification, response, and processing that would occur if a complete census had been conducted under the same conditions as the sample.

Further information on government finances may be obtained from

Governments Division
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233

Local government
ewd.local.finance@census.gov

State government
govs.statefinance@census.gov
<http://www.census.gov/govs>

Census of Population—Education in the United States

Some NCES tables are based on a part of the decennial census that consisted of questions asked of a 1 in 6 sample of people and housing units in the United States. This sample was asked more detailed questions about income, occupation, and housing costs, as well as questions about general demographic information. This decennial Long Form is no longer conducted and has been replaced by the American Community Survey (ACS).

School enrollment. People classified as enrolled in school reported attending a “regular” public or private school or college. They were asked whether the institution they attended was public or private and what level of school they were enrolled in.

Educational attainment. Data for educational attainment were tabulated for people ages 15 and older and classified according to the highest grade completed or the highest degree received. Instructions were also given to include the level of the previous grade attended or the highest degree received for people currently enrolled in school.

Poverty status. To determine poverty status, answers to income questions were used to make comparisons to the appropriate poverty threshold. All people except those who were institutionalized, people in military group quarters and college dormitories, and unrelated people under age 15 were considered. If the total income of each family or unrelated individual in the sample was below the corresponding cutoff, that family or individual was classified as “below the poverty level.”

Further information on the 1990 and 2000 Census of Population may be obtained from

Population Division
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<http://www.census.gov/main/www/cen1990.html>
<http://www.census.gov/main/www/cen2000.html>

Current Population Survey

The Current Population Survey (CPS) is a monthly survey of about 60,000 households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics. The CPS is the primary source of information of labor force statistics for the U.S. noninstitutionalized population (e.g., it excludes military personnel and their families living on bases and inmates of correctional institutions). In addition, supplemental questionnaires are used to provide further information about the U.S. population. Specifically, in October, detailed questions regarding school enrollment and school characteristics are asked. In March, detailed questions regarding income are asked.

The current sample design, introduced in July 2001, includes about 72,000 households. Each month about 58,900 of the 72,000 households are eligible for interview, and of those, 7 to 10 percent are not interviewed because of temporary absence or unavailability. Information is obtained each month from those in the household who are 15 years of age and older, and demographic data are collected for children 0–14 years of age. In addition, supplemental questions regarding school enrollment are asked about eligible household members ages 3 and older in the October survey. Prior to July 2001, data were collected in the CPS from about 50,000 dwelling units. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

A major redesign of the CPS was implemented in January 1994 to improve the quality of the data collected. Survey questions were revised, new questions were added, and computer-assisted interviewing methods were used for the survey data collection. Further information about the redesign is available in *Current Population Survey, October 1995: (School Enrollment Supplement) Technical Documentation* at <http://www.census.gov/prod/techdoc/cps/cpsoct95.pdf>.

Caution should be used when comparing data from 1994 through 2001 with data from 1993 and earlier. Data from 1994 through 2001 reflect 1990 census-based population controls, while data from 1993 and earlier reflect 1980 or earlier census-based population controls. Changes in population controls generally have relatively little impact on summary measures such as means, medians, and percentage distributions. They can have a significant impact on population counts. For example, use of the 1990 census-based population controls resulted in about a 1 percent increase in the civilian noninstitutional population and in the number of families and households.

Thus, estimates of levels for data collected in 1994 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Beginning in 2003, race/ethnicity questions expanded to include information on people of Two or more races. Native Hawaiian/Pacific Islander data are collected separately from Asian data. The questions have also been worded to make it clear that self-reported data on race/ethnicity should reflect the race/ethnicity with which the responder identifies, rather than what may be written in official documentation.

The estimation procedure employed for monthly CPS data involves inflating weighted sample results to independent estimates of characteristics of the civilian noninstitutional population in the United States by age, sex, and race. These independent estimates are based on statistics from decennial censuses; statistics on births, deaths, immigration, and emigration; and statistics on the population in the armed services. Generalized standard error tables are provided in the Current Population Reports; methods for deriving standard errors can be found within the CPS technical documentation at <http://www.census.gov/programs-surveys/cps/technical-documentation/complete.html>. The CPS data are subject to both nonsampling and sampling errors.

Prior to 2009, standard errors were estimated using the generalized variance function. The generalized variance function is a simple model that expresses the variance as a function of the expected value of a survey estimate. Beginning with March 2009 CPS data, standard errors were estimated using replicate weight methodology. Those interested in using CPS household-level supplement replicate weights to calculate variances may refer to *Estimating Current Population Survey (CPS) Household-Level Supplement Variances Using Replicate Weights* at <http://thedataweb.rm.census.gov/pub/cps/supps/HH-level Use of the Public Use Replicate Weight File.doc>.

Further information on the CPS may be obtained from

Education and Social Stratification Branch
Population Division
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<http://www.census.gov/cps>

Dropouts

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population ages 3 years and over as part of the monthly basic survey on labor force participation. In addition to gathering the information on school enrollment, with the limitations on accuracy as noted below under “School Enrollment,” the survey data permit calculations of dropout rates. Both status and event dropout rates are tabulated from the October CPS. Event rates describe the proportion of students who leave school each year without completing a high school program. Status rates provide cumulative data on dropouts among all young adults

within a specified age range. Status rates are higher than event rates because they include all dropouts ages 16 through 24, regardless of when they last attended school.

In addition to other survey limitations, dropout rates may be affected by survey coverage and exclusion of the institutionalized population. The incarcerated population has grown more rapidly and has a higher dropout rate than the general population. Dropout rates for the total population might be higher than those for the noninstitutionalized population if the prison and jail populations were included in the dropout rate calculations. On the other hand, if military personnel, who tend to be high school graduates, were included, it might offset some or all of the impact from the theoretical inclusion of the jail and prison populations.

Another area of concern with tabulations involving young people in household surveys is the relatively low coverage ratio compared to older age groups. CPS undercoverage results from missed housing units and missed people within sample households. Overall CPS undercoverage for October 2014 is estimated to be about 12 percent. CPS coverage varies with age, sex, and race. Generally, coverage is larger for females than for males and larger for non-Blacks than for Blacks. This differential coverage is a general problem for most household-based surveys. Further information on CPS methodology may be found in the technical documentation at <http://www.census.gov/cps>.

Further information on the calculation of dropouts and dropout rates may be obtained from *Trends in High School Dropout and Completion Rates in the United States: 1972–2012* (NCES 2015-015) at <http://nces.ed.gov/pubs2015/2015015.pdf> or by contacting

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Educational Attainment

Reports documenting educational attainment are produced by the Census Bureau using March Current Population Survey (CPS) supplement (Annual Social and Economic Supplement [ASEC]) results. The sample size for the 2014 ASEC supplement (including basic CPS) was about 98,000 addresses; the tables may be downloaded at <http://www.census.gov/hhes/socdemo/education/data/cps/2014/tables.html>. The sample size for the 2015 ASEC supplement (including basic CPS) was about 100,000 addresses. The results were released in *Educational Attainment in the United States: 2015*; the tables may be downloaded at <http://www.census.gov/hhes/socdemo/education/data/cps/2015/tables.html>. In addition to the general constraints of CPS, some data indicate that the respondents have a tendency to overestimate the educational level of members of their household. Some inaccuracy is due to a lack of the respondent’s knowledge of the exact educational attainment of

each household member and the hesitancy to acknowledge anything less than a high school education. Another cause of nonsampling variability is the change in the numbers in the armed services over the years.

Further information on educational attainment data from CPS may be obtained from

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<http://www.census.gov/hhes/socdemo/education>

School Enrollment

Each October, the Current Population Survey (CPS) includes supplemental questions on the enrollment status of the population ages 3 years and over. Prior to 2001, the October supplement consisted of approximately 47,000 interviewed households. Beginning with the October 2001 supplement, the sample was expanded by 9,000 to a total of approximately 56,000 interviewed households. The main sources of nonsampling variability in the responses to the supplement are those inherent in the survey instrument. The question of current enrollment may not be answered accurately for various reasons. Some respondents may not know current grade information for every student in the household, a problem especially prevalent for households with members in college or in nursery school. Confusion over college credits or hours taken by a student may make it difficult to determine the year in which the student is enrolled. Problems may occur with the definition of nursery school (a group or class organized to provide educational experiences for children) where respondents' interpretations of "educational experiences" vary.

For the October 2014 basic CPS, the household-level nonresponse rate was 10.56 percent. The person-level nonresponse rate for the school enrollment supplement was an additional 7.8 percent. Since the basic CPS nonresponse rate is a household-level rate and the school enrollment supplement nonresponse rate is a person-level rate, these rates cannot be combined to derive an overall nonresponse rate. Nonresponding households may have fewer persons than interviewed ones, so combining these rates may lead to an overestimate of the true overall nonresponse rate for persons for the school enrollment supplement.

Further information on CPS methodology may be obtained from <http://www.census.gov/cps>.

Further information on the CPS School Enrollment Supplement may be obtained from

Education and Social Stratification Branch
Census Bureau
U.S. Department of Commerce
4600 Silver Hill Road
Washington, DC 20233
<http://www.census.gov/hhes/school/index.html>

Decennial Census, Population Estimates, and Population Projections

The decennial census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country, and it is composed of seven questions about the household and its members (name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, the Census Bureau revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. The race questions on the 1990 and 2000 censuses differed in some significant ways. In 1990, the respondent was instructed to select the one race "that the respondent considers himself/herself to be," whereas in 2000, the respondent could select one or more races that the person considered himself or herself to be. American Indian, Eskimo, and Aleut were three separate race categories in 1990; in 2000, the American Indian and Alaska Native categories were combined, with an option to write in a tribal affiliation. This write-in option was provided only for the American Indian category in 1990. There was a combined Asian and Pacific Islander race category in 1990, but the groups were separated into two categories in 2000.

The census question on ethnicity asks whether the respondent is of Hispanic origin, regardless of the race option(s) selected; thus, persons of Hispanic origin may be of any race. In the 2000 census, respondents were first asked, "Is this person Spanish/Hispanic/Latino?" and then given the following options: No, not Spanish/Hispanic/Latino; Yes, Puerto Rican; Yes, Mexican, Mexican American, Chicano; Yes, Cuban; and Yes, other Spanish/Hispanic/Latino (with space to print the specific group). In the 2010 census, respondents were asked "Is this person of Hispanic, Latino, or Spanish origin?" The options given were No, not of Hispanic, Latino, or Spanish origin; Yes, Mexican, Mexican Am., Chicano; Yes, Puerto Rican; Yes, Cuban; and Yes, another Hispanic, Latino, or Spanish origin—along with instructions to print "Argentinian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on" in a specific box.

The 2000 and 2010 censuses each asked the respondent "What is this person's race?" and allowed the respondent to select one or more options. The options provided were largely the same in both the 2000 and 2010 censuses: White; Black, African American, or Negro; American Indian or Alaska Native (with space to print the name of enrolled or principal tribe); Asian Indian; Japanese; Native Hawaiian; Chinese; Korean; Guamanian or Chamorro; Filipino; Vietnamese; Samoan; Other Asian; Other Pacific Islander; and Some other race. The last three options included space to

print the specific race. Two significant differences between the 2000 and 2010 census questions on race were that no race examples were provided for the “Other Asian” and “Other Pacific Islander” responses in 2000, whereas the race examples of “Hmong, Laotian, Thai, Pakistani, Cambodian, and so on” and “Fijian, Tongan, and so on,” were provided for the “Other Asian” and “Other Pacific Islander” responses, respectively, in 2010.

The census population estimates program modified the enumerated population from the 2010 census to produce the population estimates base for 2010 and onward. As part of the modification, the Census Bureau recoded the “Some other race” responses from the 2010 census to one or more of the five OMB race categories used in the estimates program (for more information, see <http://www.census.gov/popest/methodology/2012-nat-st-co-meth.pdf>).

Further information on the decennial census may be obtained from <http://www.census.gov>.

Small Area Income and Poverty Estimates

Small Area Income and Poverty Estimates (SAIPE) are produced for school districts, counties, and states. The main objective of this program is to provide updated estimates of income and poverty statistics for the administration of federal programs and the allocation of federal funds to local jurisdictions. Estimates for 2014 were released in December 2015. These estimates combine data from administrative records, postcensal population estimates, and the decennial census with direct estimates from the American Community Survey to provide consistent and reliable single-year estimates. These model-based single-year estimates are more reflective of current conditions than multiyear survey estimates.

Further information on the SAIPE program may be obtained from

Small Area Estimates Branch
Census Bureau
U.S. Department of Commerce
sehds.saipe@census.gov
<http://www.census.gov/did/www/saipe/data/index.html>

Centers for Disease Control and Prevention

National Health Interview Survey

The National Health Interview Survey (NHIS) is the principal source of information on the health of the civilian non-institutionalized population of the United States and is one of the major data collection programs of the National Center for Health Statistics (NCHS), which is part of the Centers for Disease Control and Prevention (CDC). The main objective of the NHIS is to monitor the health of the U.S. population through the collection and analysis of data on a broad range of health topics. A major strength of this survey lies in its ability to display these health characteristics by many demographic and socioeconomic characteristics.

The NHIS covers the civilian noninstitutionalized population residing in the United States at the time of the interview. The NHIS is a cross-sectional household interview survey. Sampling and interviewing are continuous throughout each year. The sampling plan follows a multistage area probability design that permits the representative sampling of households and noninstitutional group quarters (e.g., college dormitories). The sampling plan is redesigned after every decennial census. The current sampling plan was implemented in 2006. It is similar in many ways to the previous sampling plan, which was in place from 1995 to 2005. The first stage of the current sampling plan consists of a sample of 428 primary sampling units (PSUs) drawn from approximately 1,900 geographically defined PSUs that cover the 50 states and the District of Columbia. A PSU consists of a county, a small group of contiguous counties, or a metropolitan statistical area.

The revised NHIS questionnaire, implemented since 1997, contains Core questions and Supplements. The Core questions remain largely unchanged from year to year and allow for trends analysis and for data from more than one year to be pooled to increase sample size for analytic purposes. The Core contains four major components: Household, Family, Sample Adult, and Sample Child.

The Household component collects limited demographic information on all of the individuals living in a particular house. The Family component verifies and collects additional demographic information on each member from each family in the house and collects data on topics including health status and limitations, injuries, healthcare access and utilization, health insurance, and income and assets. The Family Core component allows the NHIS to serve as a sampling frame for additional integrated surveys as needed.

Data are collected through a personal household interview conducted by interviewers employed and trained by the U.S. Bureau of the Census according to procedures specified by the NCHS.

Further information on the NHIS may be obtained from

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Centers for Disease Control and Prevention
3311 Toledo Road, Room 5407
Hyattsville, MD 20782-2003
(800) 232-4636
nhis@cdc.gov
<http://www.cdc.gov/nchs/nhis.htm>

Morbidity and Mortality Weekly Report: Summary of Notifiable Diseases

The Summary of Notifiable Diseases, a publication of the Morbidity and Mortality Weekly Report (MMWR), contains the official statistics, in tabular and graphic form, for the reported occurrence of nationally notifiable infectious diseases in the United States. These statistics are collected and compiled from reports sent by state health departments and

territories to the National Notifiable Diseases Surveillance System (NNDSS), which is operated by the Centers for Disease Control and Prevention (CDC) in collaboration with the Council of State and Territorial Epidemiologists.

For more information on the MMWR: Summary of Notifiable Diseases, see http://www.cdc.gov/mmwr/mmwr_nd/.

National Vital Statistics System

The National Vital Statistics System (NVSS) is the method by which data on vital events—births, deaths, marriages, divorces, and fetal deaths—are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). In 1984 and earlier years, the VSCP included varying numbers of states that provided data based on a 100 percent sample of their birth certificates. Data for states not in the VSCP were based on a 50 percent sample of birth certificates filed in those states. Population data used to compile birth rates are based on special estimation procedures and are not actual counts.

Race and Hispanic ethnicity are reported separately in the NVSS. Data are available for non-Hispanic Whites and non-Hispanic Blacks for 1990 and later; however, for 1980 and 1985, data for Whites and Blacks may include persons of Hispanic ethnicity. For all years, Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic ethnicity.

For more information on the NCHS and the NVSS, see <http://www.cdc.gov/nchs/nvss.htm>.

School-Associated Violent Deaths Study

The School-Associated Violent Deaths Study (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent death in the United States, and identify potential risk factors for these deaths. The study includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, or legal intervention in which the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include nonstudents, as well as students and staff members. SAVD includes descriptive information about the school, event, victim(s), and offender(s). The SAVD study has collected data since July 1, 1992.

SAVD uses a four-step process to identify and collect data on school-associated violent deaths. Cases are initially identified through a search of the LexisNexis newspaper and media

database. Then law enforcement officials are contacted to confirm the details of the case and to determine if the event meets the case definition. Once a case is confirmed, a law enforcement official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). A copy of the full law enforcement report is also sought for each case. The information obtained on schools includes school demographics, attendance/absentee rates, suspensions/expulsions and mobility, school history of weapon-carrying incidents, security measures, violence prevention activities, school response to the event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period. Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

Some 105 school-associated violent deaths were identified from July 1, 1992, to June 30, 1994 (Kachur et al., 1996, *School-Associated Violent Deaths in the United States, 1992 to 1994, Journal of the American Medical Association*, 275: 1729–1733). A more recent report from this data collection identified 253 school-associated violent deaths between July 1, 1994, and June 30, 1999 (Anderson et al., 2001, *School-Associated Violent Deaths in the United States, 1994–1999, Journal of the American Medical Association*, 286: 2695–2702). Other publications from this study have described how the number of events change during the school year (Centers for Disease Control and Prevention, 2001, *Temporal Variations in School-Associated Student Homicide and Suicide Events—United States, 1992–1999, Morbidity and Mortality Weekly Report*, 50: 657–660), the source of the firearms used in these events (Reza et al., 2003, *Source of Firearms Used by Students in School-Associated Violent Deaths—United States, 1992–1999, Morbidity and Mortality Weekly Report*, 52: 169–172), and suicides that were associated with schools (Kauffman et al., 2004, *School-Associated Suicides—United States, 1994–1999, Morbidity and Mortality Weekly Report*, 53: 476–478). The most recent publication describes trends in school-associated homicide from July 1, 1992, to June 30, 2006 (Centers for Disease Control and Prevention, 2008, *School-Associated Student Homicides—United States, 1992–2006, Morbidity and Mortality Weekly Report* 2008, 57: 33–36). The interviews conducted on cases between July 1, 1994, and June 30, 1999, achieved a response rate of 97 percent for police officials and 78 percent for school officials. For several reasons, all data for years from 1999 to the present are flagged as preliminary. For some recent data, the interviews with school and law enforcement officials to verify case details have not been completed. The details learned during the interviews can occasionally change the classification of a case. Also, new cases may be identified because of the

expansion of the scope of the media files used for case identification. Sometimes other cases not identified during earlier data years using the independent case finding efforts (which focus on nonmedia sources of information) will be discovered. Also, other cases may occasionally be identified while the law enforcement and school interviews are being conducted to verify known cases.

Further information on SAVD may be obtained from

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Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
4770 Buford Highway NE
Mailstop F63
Atlanta, GA 30341-3742
(770) 488-4648
JHall2@CDC.gov
<http://www.cdc.gov/violenceprevention/index.html>

Web-based Injury Statistics Query and Reporting System Fatal

WISQARS Fatal provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data include causes of death reported by attending physicians, medical examiners, and coroners and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about unintentional injury, homicide, and suicide as leading causes of death, how common these causes of death are, and whom they affect. These data are intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings.

Further information on WISQARS Fatal may be obtained from

National Center for Injury Prevention and Control
Mailstop K65
4770 Buford Highway NE
Atlanta, GA 30341-3724
(770) 488-1506
ohcinfo@cdc.gov
www.cdc.gov/info
http://www.cdc.gov/injury/wisqars/fatal_help/data_sources.html

Youth Risk Behavior Surveillance System

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS), as well as surveys conducted in states and large urban school districts.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. The target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as home-room or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. In 2013, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey, 10,900 students participated in the 1995 survey, 16,300 students participated in the 1997 survey, 15,300 students participated in the 1999 survey, 13,600 students participated in the 2001 survey, 15,200 students participated in the 2003 survey, 13,900 students participated in the 2005 survey, 14,000 students participated in the 2007 survey, 16,400 students participated in the 2009 survey, 15,400 participated in the 2011 survey, and 13,600 participated in the 2013 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, 71 percent for the 2011 survey, and 68 percent for the 2013 survey. NCES standards call for

response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (<http://nccd.cdc.gov/YouthOnline/>). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades 9–12 in their jurisdiction. All except a few state samples, and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In 2013, a total of 42 states and 21 districts had weighted data. Not all of the districts were contained in the 42 states. For example, California was not one of the 42 states that obtained weighted data, but it contained several districts that did. For more information on the location of the districts, please see <http://www.cdc.gov/healthyyouth/yrbs/participation.htm>. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 1,107 to 53,785. School response rates ranged from 70 to 100 percent, student response rates ranged from 60 to 94 percent, and overall response rates ranged from 60 to 87 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages for which the denominator includes fewer than 100 unweighted cases.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was

How do you describe yourself?

- a. White—not Hispanic
- b. Black—not Hispanic
- c. Hispanic or Latino
- d. Asian or Pacific Islander
- e. American Indian or Alaskan Native
- f. Other

The version used in 1999, 2001, 2003, and in the 2005, 2007, and 2009 state and local district surveys was

How do you describe yourself? (Select one or more responses.)

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino
- e. Native Hawaiian or Other Pacific Islander
- f. White

In the 2005 national survey and in all 2007, 2009, 2011, and 2013 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "Yes" and "No"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "Yes" to the first question, regardless of how they answered the second question. Students who answered "No" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "No" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "No" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (*Public Opinion Quarterly*, 67:227–226, 2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton, Brener, Kann, and Pittman (*Journal of Adolescent Health*, 41:488–494, 2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used.

Further information on the YRBSS may be obtained from

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Centers for Disease Control and Prevention
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1600 Clifton Road NE
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(404) 718-8132
lkkl1@cdc.gov
<http://www.cdc.gov/yrbss>

Department of Justice

Bureau of Justice Statistics

A division of the U.S. Department of Justice Office of Justice Programs, the Bureau of Justice Statistics (BJS) collects, analyzes, publishes, and disseminates statistical information on crime, criminal offenders, victims of crime, and the operations of the justice system at all levels of government and internationally. It also provides technical and financial support to state governments for development of criminal justice statistics and information systems on crime and justice.

For information on the BJS, see www.ojp.usdoj.gov/bjs/.

National Crime Victimization Survey

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year. The survey measures both crimes reported to the police and crimes not reported to the police.

NCVS estimates presented may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included using a new counting strategy. High-frequency repeat victimizations, or series victimizations, are six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization. Including series victimizations results in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimizations occurred over the past 6 months, capping the number of victimizations within each series at a maximum of 10. This strategy for counting series

victimizations balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see *Methods for Counting High-Frequency Repeat Victimizations in the National Crime Victimization Survey* at <http://bjs.ojp.usdoj.gov/content/pub/pdf/mchfrv.pdf>.

Readers should note that in 2003, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question on race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of the NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

There were changes in the sample design and survey methodology in the 2006 NCVS that may have affected survey estimates. Caution should be used when comparing the 2006 estimates to estimates of other years. Data from 2007 onward are comparable to earlier years. Analyses of the 2007 estimates indicate that the program changes made in 2006 had relatively small effects on NCVS estimates. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006*, at <http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06.pdf>, the technical notes at <http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06tn.pdf>, and *Criminal Victimization, 2007*, at <http://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf>.

The number of NCVS-eligible households in the sample in 2013 was about 107,400. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 80,000 persons age 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. In 2013, the household response rate was about 84 percent and the completion rate for persons within households was about 88 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older.

Further information on the NCVS may be obtained from

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Bureau of Justice Statistics
rachel.morgan@usdoj.gov
<http://www.bjs.gov/>

School Crime Supplement

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the

eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not home schooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified from previous collections. First, in 1995 and 1999, “at school” was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for “at school” was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of “at school” as it is constructed in the NCVS and was also used as the definition in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of “at school” would not have a substantial impact on the estimates.

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, 6,500 in 2011, and 5,700 in 2013. In the 2013 SCS, the household completion rate was 86 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, and 2011 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, and 91 percent, respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, and 63 percent, respectively. For the 2013 SCS, the student completion rate was 60 percent. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, and 51 percent in 2013.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, and 2013, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents.

In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has four key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, race/ethnicity, household income, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of \$35,000–\$49,999 and \$50,000 or more had higher response rates than those from households with incomes of less than \$7,500, \$7,500–\$14,999, \$15,000–\$24,999 and \$25,000–\$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than other races/ethnicities.

Respondents from households with an income of \$25,000 or more had higher response rates than those from households with incomes of less than \$25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students,

suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age variable in the SCS respondent sample. Students age 14 and those from the western region showed percentage bias exceeding 5 percent; however, both subgroups had the highest response rate out of their respective categories. All other subgroups evaluated showed less than 1 percent nonresponse bias and had between 0.3 and 2.6 percent difference between the response population and the eligible population.

Response rates for most SCS survey items in all survey years were high—typically over 97 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. Weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years.

Further information about the SCS may be obtained from

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Sample Surveys Division
Cross-Sectional Surveys Branch
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
(202) 245-7082
rachel.hansen@ed.gov
<http://nces.ed.gov/programs/crime>

Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) collects statistics on crimes from law enforcement agencies throughout the country through the Uniform Crime Reporting (UCR) Pro-

gram. The UCR Program was conceived in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation. In 1930, the FBI was tasked with collecting, publishing, and archiving those statistics. Today, several annual statistical publications, such as the comprehensive *Crime in the United States* (CIUS), are produced from data provided by over 18,000 law enforcement agencies across the United States. CIUS is an annual publication in which the FBI compiles the volume and rate of crime offenses for the nation, the states, and individual agencies. This report also includes arrest, clearance, and law enforcement employee data.

For more information on the UCR Program, see <http://www.fbi.gov/about-us/cjis/ucr/ucr>.

Supplementary Homicide Reports

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incident-level information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; the weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the FBI by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States from January 1980 to December 2012; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 625,919 murders (including nonnegligent manslaughters) were committed from 1980 to 2011. Agencies provided detailed information on 590,954 of these homicide victims. SHR estimates in this report have been revised from those in previously published reports.

About 90 percent of homicides are included in the SHR program. However, adjustments can be made to the weights to correct for missing victim reports. Estimates from the SHR program used in this report were generated by the Bureau of Justice Statistics (BJS). The SHR data were weighted to compensate for the average annual 10 percent of homicides that were not reported to the SHR. The development of the set of annual weights is a three-step process.

Further information on the SHR program may be obtained from

Communications Unit
Criminal Justice Information Services Division
Federal Bureau of Investigation
Module D3
1000 Custer Hollow Road
Clarksburg, WV 26306
(304) 625-4995
cjis_comm@leo.gov

Department of Defense

Defense Manpower Data Center

The Statistical Information Analysis Division of the Defense Manpower Data Center (DMDC) maintains the largest archive of personnel, manpower, and training data in the Department of Defense (DoD). The DMDC's statistical activities include the personnel survey program, an enlistment testing program to support screening of military applicants, and a client support program to provide statistical support to the Office of the Secretary of Defense. The DMDC collects DoD contract information in support of national economic tables and the Small Business Competitiveness Demonstration Program; it also produces statistics on DoD purchases from educational and nonprofit institutions and from state and local governments.

For more information on the DMDC, see http://www.dhra.mil/website/locations/map_page_dmdc.shtml.

Institute of Museum and Library Statistics

On October 1, 2007, the administration of the Public Libraries Survey (PLS) and the State Library Agencies (StLA) Survey was transferred from the National Center for Education Statistics to the Institute of Museum and Library Statistics (IMLS).

IMLS Library Statistics

Public library statistics are collected annually using the PLS and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Descriptive statistics are produced for over 9,000 public libraries. The PLS includes information about staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions, public service hours, interlibrary loans, circulation, and library visits. In the FSCS, respondents supply the information electronically, and data are edited and tabulated in machine-readable form.

The respondents are public libraries identified in the 50 states and the District of Columbia by state library agencies. At the state level, FSCS is administered by State Data Coordinators, who are appointed by the Chief Officer of each State Library Agency. The State Data Coordinator collects the requested data from local public libraries. All 50 states and the District of Columbia submit data for individual public libraries, which are aggregated to state and national levels.

From 1994 through 2006, NCES conducted the StLA Survey for the 50 states and the District of Columbia. A state library agency is the official agency of a state that is charged by state law with the extension and development of public library services throughout the state and that has adequate authority under state law to administer state plans in accordance with the provisions of the Library Services and Technology Act (LSTA) of 2003. The StLA Survey collected data on services, collections, staffing, revenue, and expenditures.

Further information on the Public Library Survey and State Library Agency Survey can be obtained from

Institute of Museum and Library Services
Office of Policy, Planning, Research, and Communication
Research and Statistics Division
955 L'Enfant Plaza North SW
Washington, DC 20024-2135
imlsinfo@imls.gov
<http://www.imls.gov/>

My Brother's Keeper Initiative

Established by President Obama in 2014, the My Brother's Keeper Initiative is an interagency effort to improve measurably the expected educational and life outcomes for and address the persistent opportunity gaps faced by boys and young men of color. The Initiative established a task force to develop a coordinated federal effort to identify the public and private efforts that are working and how to expand upon them.

The My Brother's Keeper Task Force and the Federal Interagency Forum on Child and Family Statistics have collected federal statistics on a number of national level indicators to provide an initial snapshot of young people's well-being across multiple domains, including health, nutrition, poverty, education, economic opportunity, criminal justice and more. A selection of these data may be accessed at <http://www2.ed.gov/rschstat/statistics/surveys/mbk/index.html>.

Further information about the My Brother's Keeper Initiative may be obtained from

<https://www.whitehouse.gov/my-brothers-keeper>.

National Institute on Drug Abuse

Monitoring the Future Survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term study titled "Monitoring the Future: A Continuing Study of American Youth," conducted by the University of Michigan Institute for Social Research. One component of the study deals with student drug abuse. Results of the national sample survey have been published annually since 1975. With the exception of 1975, when about 9,400 students participated in the survey, the annual samples comprise roughly 16,000 students in 150 public and private schools. Students complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel. Each year, 8th-, 10th-, and 12th-graders are surveyed (12th-graders since 1975, and 8th- and 10th-graders since 1991). The 8th- and 10th-grade surveys are anonymous, while the 12th-grade survey is confidential. The 10th-grade samples involve about 17,000 students in 140 schools each year, while the 8th-grade samples have approximately 18,000 students in about 150 schools. In all, approximately 50,000 students from about 420 public and

private secondary schools are surveyed annually. Approximately 88.4 percent of 8th-grade students, 87.2 percent of 10th-grade students, and 84.7 percent of 12th-grade students surveyed participated in the study in 2010. Beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

Understandably, there is some reluctance to admit illegal activities. Also, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in *Drug Use Among American High School Students, College Students, and Other Young Adults*, by L.D. Johnston, P.M. O'Malley, and J.G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

The 2014 Monitoring the Future survey encompassed about 41,600 8th-, 10th-, and 12th-grade students in 377 secondary schools nationwide. The first published results were presented in *Monitoring the Future, National Results on Drug Use, 1975–2014: Overview, Key Findings on Adolescent Drug Use*, at <http://www.monitoringthefuture.org/pubs/monographs/mtf-overview2014.pdf>.

Further information on the Monitoring the Future drug abuse survey may be obtained from

National Institute on Drug Abuse
Division of Epidemiology, Services and
Prevention Research (DESPR)
6001 Executive Boulevard
Bethesda, MD 20892
mtfinformation@umich.edu
<http://www.monitoringthefuture.org>

National Science Foundation

Survey of Federal Funds for Research and Development

The annual Survey of Federal Funds for Research and Development is the primary source of information about federal funding for research and development in the United States. It is used by policymakers in the executive and legislative branches of the federal government in determining policies, laws, and regulations affecting science; it is also used by those who follow science trends in every sector of the economy, including university administrators and professors, economic and political analysts, research and development managers inside and outside the government, the science press, and leading members of the science community in the United States and around the world.

The survey's target population consists of the federal agencies that conduct research and development programs, which are identified from information in the President's budget submitted to Congress. In the survey cycle for data collection on fiscal years 2014–16, a total of 28 federal agencies (15 federal departments and 13 independent agencies) reported data. Because multiple subdivisions of a federal department were in some cases requested to complete the survey, there were 72 individual respondents. Federal funds data, as collected, span 3 government fiscal years: the fiscal year just completed, the current fiscal year, and the next fiscal year. Actual data are collected for the year just completed; estimates are obtained for the current fiscal year and the next fiscal year.

The data are collected and managed online; this system was designed to help improve survey reporting by offering respondents direct online reporting and editing.

The federal funds survey has an unweighted response rate of 100 percent with no known item nonresponse. The information included in this survey has been stable since fiscal year 1973, when federal obligations for research to universities and colleges by agency and detailed science and engineering fields were added to the survey.

Further information on federal funds for research and development may be obtained from

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National Center for Science and Engineering Statistics
National Science Foundation
4201 Wilson Boulevard, Suite 965
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<http://www.nsf.gov/statistics>

Survey of Earned Doctorates

The Survey of Earned Doctorates (SED) has collected basic statistics from the universe of doctoral recipients in the United States each year since 1957. It is supported by six federal agencies: the National Science Foundation, National Institutes of Health, U.S. Department of Education, U.S. Department of Agriculture, National Endowment for the Humanities, and National Aeronautics and Space Administration. With the assistance of institutional coordinators at each doctorate-awarding institution, a survey form is distributed to each person completing the requirements for a research doctorate. Of the 54,070 persons receiving research doctorates granted in 2014, 91 percent responded to the survey. The survey questionnaire obtains information on sex, race/ethnicity, marital status, citizenship, disabilities, dependents, specialty field of doctorate, educational institutions attended, time spent in completion of doctorate, financial support, education debt, postgraduation plans, and educational attainment of parents.

Further information on the Survey of Earned Doctorates may be obtained from

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<http://www.nsf.gov/statistics/srvydoctorates>

Survey of Graduate Students and Postdoctorates in Science and Engineering

The Survey of Graduate Students and Postdoctorates in Science and Engineering, also known as the graduate student survey (GSS), is an annual survey of all U.S. academic institutions granting research-based master's degrees or doctorates in science, engineering, or selected health fields. Sponsored by the National Science Foundation and the National Institutes of Health, the survey provides data on the number and characteristics of graduate students, postdoctoral researchers, and doctorate-holding nonfaculty researchers in selected health fields. Results are used to assess shifts in graduate enrollment and postdoctorate appointments and trends in financial support.

Data collection for the 2014 GSS began in fall 2014. The survey universe consisted of 406 doctorate-granting and 300 master's-granting institutions, for a total of 706 institutions. There were 821 schools affiliated with these institutions: 521 at doctorate-granting institutions and 300 at master's-granting institutions.

New procedures to improve coverage of GSS-eligible units were introduced in the 2007 survey cycle and were continued in subsequent cycles. Increased emphasis was given to updating the unit list by providing an exhaustive list of GSS-eligible programs within existing GSS fields. In previous years, only a representative list was provided for each GSS field, which may have resulted in not reporting all eligible units. The set of GSS-eligible fields was also modified. Due to these changes, data for 2007 and later years are not directly comparable with data from previous years. Most recently, in 2014, the survey universe was modified to include 151 new institutions and exclude two for-profit institutions; these changes were the result of a comprehensive frame evaluation study conducted from 2010 to 2013 and the annual frame evaluation conducted in the 2013–14 cycle.

Further information on the Survey of Graduate Students and Postdoctorates in Science and Engineering may be obtained from

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<http://www.nsf.gov/statistics/srvygradpostdoc/>

Substance Abuse and Mental Health Services Administration

National Survey on Drug Use and Health

Conducted by the federal government since 1971 (annually since 1991), the National Survey on Drug Use and Health (NSDUH) is a survey of the civilian, noninstitutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug use and abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). The 2002 update of the survey's name coincided with improvements to the survey. In light of these improvements, NSDUH data from 2002 and later should not be compared with NHSDA data from 2001 and earlier as a method of assessing changes in substance use over time.

The 2005 NSDUH was the first in a coordinated 5-year sample design providing estimates for all 50 states and the District of Columbia for the years 2005 through 2009. Because the 2005 design enables estimates to be developed by state, states may be viewed as the first level of stratification, as well as a reporting variable.

In the 2014 NSDUH, screening was completed at 127,605 addresses, and 67,901 completed interviews were obtained. The survey was conducted from January through December 2014. Weighted response rates for household screening and for interviewing were 81.9 and 71.2 percent, respectively.

Further information on the NSDUH may be obtained from

SAMHSA, Center for Behavioral Health Statistics
and Quality
5600 Fishers Lane
Rockville, MD 20857
<http://www.samhsa.gov/data/>

Other Organization Sources

ACT

ACT assessment

The ACT assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The ACT assessment is taken by college-bound high school students and by all graduating

seniors in Colorado and Illinois. The test results are used to predict how well students might perform in college.

Prior to the 1984–85 school year, national norms were based on a 10 percent sample of the students taking the test. Since then, national norms have been based on the test scores of all students taking the test. Beginning with 1984–85, these norms have been based on the most recent ACT scores available from students scheduled to graduate in the spring of the year. Duplicate test records are no longer used to produce national figures.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36. In 2015, the national composite score (the simple average of the four ACT standard scores) was 21.0, with a standard deviation of 5.4. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

It should be noted that graduating students who take the ACT assessment are not necessarily representative of graduating students nationally. Students who live in the Midwest, Rocky Mountains, Plains, and South are overrepresented among ACT-tested students as compared to graduating students nationally. Students in these areas often aspire to public colleges and universities, which in these jurisdictions require the ACT assessment more often than the SAT test.

Further information on the ACT may be obtained from

ACT
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
<http://www.act.org>

The College Board

Advanced Placement Exam

The Advanced Placement (AP) program is a curriculum sponsored by the College Board that offers high school students the opportunity to take college-level courses in a high school setting. A student taking an AP course in high school can earn college credit for participation by attaining a certain minimum score on the AP exam in that subject area.

The AP program offers 38 courses in 7 subject areas. Although nearly 60 percent of U.S. high schools in the United States offer AP courses, the College Board does not require students to take an AP course before taking an AP exam. AP exams are offered once a year in May. Most of the exams take 2 to 3 hours to complete. The scores for all AP exams range from 1 to 5, with 5 being the highest score. Over 90 percent of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both, for qualifying AP exam scores.

SAT

The Admissions Testing Program of the College Board is made up of a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT) and the Scholastic Assessment Test, now known as the SAT. High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these three years. If they have taken the tests more than once, only the most recent scores are tabulated. The PSAT and SAT report subscores in the areas of mathematics and verbal ability.

Each year, over 2 million students take the SAT examination. SAT results are not representative of high school students or college-bound students nationally, however, since the sample is self-selected (i.e., taken by students who need the results to apply to a particular college or university). In addition, public colleges in many states—particularly those in the Midwest, parts of the South, and the West—require ACT scores rather than SAT scores; thus, the proportion of students taking the SAT in these states is very low and is inappropriate for comparison. The current version of the SAT, which includes an optional writing component among other content, format, and scoring changes, was first administered in March 2016.

Further information on AP and the SAT may be obtained from

The College Board National Office
250 Vesey Street
New York, NY 10281
<http://www.collegeboard.org/>

Commonfund Institute

Higher Education Price Index

Commonfund Institute took over management of the Higher Education Price Index (HEPI) in 2005 from Research Associates of Washington, which originated the index in 1961. HEPI is an inflation index designed specifically to track the main cost drivers in higher education. It measures the average relative level of prices in a fixed basket of goods and services purchased each year by colleges and universities through current fund educational and general expenditures, excluding research.

The main components of HEPI are professional salaries and fringe benefits of faculty, administrators, and other professional service personnel; nonprofessional wages, salaries, and fringe benefits for clerical, technical, service, and other nonprofessional personnel; contracted services such as data processing, communication, transportation, supplies and materials, and equipment; library acquisitions; and utilities. These represent the major items purchased for current operations by colleges and universities. Prices for these items are obtained from salary surveys conducted by the American Association of University Professors, the College

and University Professional Association for Human Resources, and the Bureau of Labor Statistics (BLS), as well as from price series of components of BLS's Consumer Price Index (CPI) and Producer Price Index (PPI). Since 2009, data have been consistently drawn from the July–June academic fiscal year. Prior to 2009, data were collected from years with varying endpoints.

HEPI measures price levels from a designated reference year in which budget weights are assigned. This base year is FY 1983 and is assigned a price value of 100.0 for index compilation. An index value of 115.0, for example, represents a 15 percent price increase over 1983 values.

Further information on HEPI may be obtained from

Commonfund Institute
15 Old Danbury Road
Wilton, CT 06897
<https://www.commonfund.org/commonfund-institute/higher-education-price-index-hepi/>

Council for Aid to Education

Survey of Voluntary Support of Education

The Council for Aid to Education, Inc. (CAE) is a non-profit corporation funded by contributions from businesses. CAE largely provides consulting and research services to corporations and information on voluntary support services to education institutions. Each year, CAE conducts a survey of colleges and universities and private elementary and secondary schools to obtain information on the amounts, sources, and purposes of private gifts, grants, and bequests received during the academic year.

The annual Voluntary Support of Education (VSE) survey consistently captures about 85 percent of the total voluntary support to colleges and universities in the United States. Institutional reports of voluntary support data from the VSE survey are more comprehensive and detailed than the related data in the Integrated Postsecondary Education Data System (IPEDS) Finance survey conducted by NCES.

The VSE survey is conducted online. All accredited higher education institutions are eligible to participate, and about a quarter of these institutions fill out a survey each year. CAE reviews the survey forms for internal consistency, queries institutions whose data appear out of line with national trends or their own historical data, and makes an effort to clean the data before preparing a computerized database of the results.

Individual institutions and several state systems of higher education use the VSE data to monitor and analyze their fundraising results. CAE uses the data to develop national estimates of giving to education and to report in detail on private support of education. The results from the VSE survey are available to subscribers online and are also published in the annual report *Voluntary Support of Education*, which may be purchased from CAE.

Further information on the VSE survey may be obtained from

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Council for Aid to Education
215 Lexington Avenue
16th Floor
New York, NY 10016-6023
vsc@cae.org
<http://cae.org>

Council of Chief State School Officers

State Education Indicators

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of the public officials who head departments of public education in the 50 states, the District of Columbia, the Department of Defense dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. The CCSSO State Education Indicators project provides leadership in developing a system of state-by-state indicators of the condition of K–12 education. Indicator activities include collecting and reporting statistical indicators by state, tracking state policy changes, assisting with accountability systems, and conducting analysis of trends in education. *Key State Education Policies on PK–12 Education* is one of the publications issued by the State Education Indicators project. It is intended to inform policymakers and educators about the current status of key education policies that define and shape elementary and secondary education in the nation's public schools. State education staff reported on current policies through a survey, and CCSSO staff collected additional assessment information through state websites.

Further information on CCSSO publications may be obtained from

State Education Indicators Program
Standards, Assessment, and Accountability
Council of Chief State School Officers
1 Massachusetts Avenue NW
Suite 700
Washington, DC 20001-1431
<http://www.ccsso.org>

Editorial Projects in Education

Education Week

Editorial Projects in Education is an independent, nonprofit publisher of *Education Week* and other print and online products on K–12 education.

Further information on Editorial Projects in Education publications may be obtained from

Editorial Projects in Education, Inc.
Suite 100
6935 Arlington Road
Bethesda, MD 20814-5233
<http://www.edweek.org/info/about>

Education Commission of the States

StateNotes

Education Commission of the States (ECS) regularly issues compilations, comparisons, and summaries of state policies—enacted or pending—on a number of education issues, including high school graduation requirements and school term information. ECS monitors state education activities for changes in education policies and updates ECS state information accordingly.

Further information on ECS StateNotes may be obtained from

Education Commission of the States
700 Broadway, #810
Denver, CO 80203-3442
ecs@ecs.org
<http://www.ecs.org>

GED Testing Service

GED Testing Service is a joint venture, begun in 2011, between the American Council on Education (ACE) and Pearson. A GED credential documents high school-level academic skills. The test was first administered to World War II veterans in 1942 and was subsequently administered to civilians beginning in 1947. The first four generations of the GED test were the original GED test released in 1942, the 1978 series, the 1988 series, and the 2002 series. In 2014, a new test was implemented. Differences and similarities between the 2014 GED test and the 2002 series test are available at <http://www.gedtestingservice.com/uploads/files/2487f6e1ca5659684cbe1f8b16f564d0.pdf>.

The annual *GED Testing Program Statistical Report* looks at those who take the GED, test performance statistics, and historical information on the GED testing program.

Attempting to make comparisons in GED testing across jurisdictions is problematic, since each jurisdiction manages its own GED testing program. As such, each jurisdiction develops its own policies, which would be reflected in its testing program outcomes, such as pass rates.

Further information on the GED may be obtained from

GED Testing Service
1919 M Street NW
Suite 600
Washington, DC 20036
<http://www.gedtestingservice.com/ged-testing-service>

Graduate Record Examinations Board

GRE tests

Graduate Record Examinations (GRE) tests are taken by individuals applying to graduate or professional school. GRE offers two types of tests, the revised General Test and Subject Tests. The revised General Test, which is mainly taken via computer, measures verbal, quantitative, and analytical writing skills. The analytical writing section (which

replaced the analytical reasoning section on the general GRE in October 2002) consists of two analytical writing tasks. The Subject Tests measure achievement in biochemistry, cell and molecular biology, biology, chemistry, literature in English, mathematics, physics, and psychology. Each graduate institution or division of the institution determines which GRE tests are required for admission.

Individuals may take GRE tests more than once. Score reports only reflect scores earned within the past 5-year period.

Further information on the GRE may be obtained from

GRE-ETS
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541
<http://www.ets.org/gre>

Institute of International Education

Open Doors

Each year, the Institute of International Education (IIE) conducts a survey of the number of foreign students studying in American colleges and universities and U.S. students studying abroad. The results of these surveys are reported in the publication *Open Doors*. All of the regionally accredited institutions in NCES's Integrated Postsecondary Education Data System (IPEDS) are surveyed by IIE. The foreign student enrollment data presented in the *Digest of Education Statistics* are drawn from IIE surveys that ask U.S. institutions for information on enrollment of foreign students, as well as student characteristics such as country of origin. For the 2013–14 survey, 62.0 percent of the 2,814 institutions surveyed reported data. For 2014–15, 58.9 percent of the 2,808 institutions surveyed reported data.

Surveys on the flows of U.S. college students studying abroad have been conducted since 1985–86. Surveys are sent to U.S. institutions asking them to provide information on the number and characteristics of the students to whom they awarded credit for study abroad during the previous academic year. For the 2012–13 academic year, data were obtained from 1,119, or 64.1 percent, of the 1,746 institutions surveyed; for the 2013–14 academic year, data were obtained from 1,116, or 61.3 percent, of the 1,821 institutions surveyed.

Additional information may be obtained from the publication *Open Doors* or by contacting

Sharon Witherell
Institute of International Education–Public Affairs
809 United Nations Plaza
New York, NY 10017
switherell@iie.org
<http://www.iie.org/en/Research-and-Publications/Open-Doors>

International Association for the Evaluation of Educational Achievement

The International Association for the Evaluation of Educational Achievement (IEA) is composed of governmental research centers and national research institutions around the world whose aim is to investigate education problems common among countries. Since its inception in 1958, the IEA has conducted more than 30 research studies of cross-national achievement. The regular cycle of studies encompasses learning in basic school subjects. Examples are the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). IEA projects also include studies of particular interest to IEA members, such as the TIMSS 1999 Video Study of Mathematics and Science Teaching, the Civic Education Study, and studies on information technology in education.

The international bodies that coordinate international assessments vary in the labels they apply to participating education systems, most of which are countries. IEA differentiates between IEA members, which IEA refers to as “countries” in all cases, and “benchmarking participants.” IEA members include countries such as the United States and Ireland, as well as subnational entities such as England and Scotland (which are both part of the United Kingdom), the Flemish community of Belgium, and Hong Kong (a Special Administrative Region of China). IEA benchmarking participants are all subnational entities and include Canadian provinces, U.S. states, and Dubai in the United Arab Emirates (among others). Benchmarking participants, like the participating countries, are given the opportunity to assess the comparative international standing of their students’ achievement and to view their curriculum and instruction in an international context.

Some IEA studies, such as TIMSS and PIRLS, include an assessment portion as well as contextual questionnaires to collect information about students’ home and school experiences. The TIMSS and PIRLS scales, including the scale averages and standard deviations, are designed to remain constant from assessment to assessment so that education systems (including countries and subnational education systems) can compare their scores over time, as well as compare their scores directly with the scores of other education systems. Although each scale was created to have a mean of 500 and a standard deviation of 100, the subject matter and the level of difficulty of items necessarily differ by grade, subject, and domain/dimension. Therefore, direct comparisons between scores across grades, subjects, and different domain/dimension types should not be made.

Further information on the International Association for the Evaluation of Educational Achievement may be obtained from <http://www.iea.nl>.

Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) provides data on the mathematics and science achievement of U.S. 4th- and 8th-graders compared with that of their peers in other countries. TIMSS collects information through mathematics and science assessments and questionnaires. The questionnaires request information to help provide a context for student performance. They focus on such topics as students' attitudes and beliefs about learning mathematics and science, what students do as part of their mathematics and science lessons, students' completion of homework, and their lives both in and outside of school; teachers' perceptions of their preparedness for teaching mathematics and science, teaching assignments, class size and organization, instructional content and practices, collaboration with other teachers, and participation in professional development activities; and principals' viewpoints on policy and budget responsibilities, curriculum and instruction issues, and student behavior. The questionnaires also elicit information on the organization of schools and courses. The assessments and questionnaires are designed to specifications in a guiding framework. The TIMSS framework describes the mathematics and science content to be assessed and provides grade-specific objectives, an overview of the assessment design, and guidelines for item development.

TIMSS is on a 4-year cycle. Data collections occurred in 1995, 1999 (8th grade only), 2003, 2007, and 2011. TIMSS 2015 is the sixth administration of TIMSS since 1995. It consists of five assessments: 4th-grade mathematics; numeracy (a less difficult version of 4th-grade mathematics, newly developed for 2015); 8th-grade mathematics; 4th-grade science; and 8th-grade science. In addition to the 4th- and 8th-grade assessments, TIMSS 2015 includes the third administration of TIMSS Advanced since 1995. TIMSS Advanced assesses final-year (12th-grade) secondary students' achievement in advanced mathematics and physics. The study also collects policy-relevant information about students, curriculum emphasis, technology use, and teacher preparation and training.

Progress in International Reading Literacy Study

The Progress in International Reading Literacy Study (PIRLS) provides data on the reading literacy of U.S. 4th-graders compared with that of their peers in other countries. PIRLS is on a 5-year cycle: PIRLS data collections have been conducted in 2001, 2006, and 2011. In 2011, a total of 57 education systems, including 48 IEA members and 9 benchmarking participants, participated in the survey. The next PIRLS data collection is scheduled for 2016.

PIRLS collects information through a reading literacy assessment and questionnaires that help to provide a context for student performance. Questionnaires are administered to

collect information about students' home and school experiences in learning to read. A student questionnaire addresses students' attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy. In countries other than the United States, a parent questionnaire is also administered. The assessments and questionnaires are designed to specifications in a guiding framework. The PIRLS framework describes the reading content to be assessed and provides objectives specific to 4th grade, an overview of the assessment design, and guidelines for item development.

TIMSS and PIRLS Sampling and Response Rates

As is done in all participating countries and other education systems, representative samples of students in the United States are selected. The sample design that was employed by TIMSS and PIRLS in 2011 is generally referred to as a two-stage stratified cluster sample. In the first stage of sampling, individual schools were selected with a probability proportionate to size (PPS) approach, which means that the probability is proportional to the estimated number of students enrolled in the target grade. In the second stage of sampling, intact classrooms were selected within sampled schools.

TIMSS and PIRLS guidelines call for a minimum of 150 schools to be sampled, with a minimum of 4,000 students assessed. The basic sample design of one classroom per school was designed to yield a total sample of approximately 4,500 students per population.

About 23,000 students in almost 900 schools across the United States participated in the 2011 TIMSS, joining 600,000 other student participants around the world. Because PIRLS was also administered at grade 4 in spring 2011, TIMSS and PIRLS in the United States were administered in the same schools to the extent feasible. Students took either TIMSS or PIRLS on the day of the assessments. About 13,000 U.S. students participated in PIRLS in 2011, joining 300,000 other student participants around the world. Accommodations were not provided for students with disabilities or students who were unable to read or speak the language of the test. These students were excluded from the sample. The IEA requirement is that the overall exclusion rate, which includes exclusions of schools and students, should not exceed more than 5 percent of the national desired target population.

In order to minimize the potential for response biases, the IEA developed participation or response rate standards that apply to all participating education systems and govern whether or not an education system's data are included in the TIMSS or PIRLS international datasets and the way in which its statistics are presented in the international reports. These standards were set using composites of response rates at the school, classroom, and student and teacher levels. Response rates were calculated with and without the inclusion of substitute schools that were selected to replace schools refusing to participate. In TIMSS 2011 at grade 4 in the United States, the weighted school participation rate was

79 percent before the use of substitute schools and 84 percent after the use of replacement schools; the weighted student response rate was 95 percent. In TIMSS 2011 at grade 8 in the United States, the weighted school participation rate was 87 percent before the use of substitute schools and 87 percent after the use of replacement schools; the weighted student response rate was 94 percent. In the 2011 PIRLS administered in the United States, the weighted school participation rate was 80 percent before the use of substitute schools and 85 percent after the use of replacement schools; the weighted student response rate was 96 percent.

Further information on the TIMSS study may be obtained from

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(202) 245-6442
stephen.provasnik@ed.gov
<http://nces.ed.gov/timss>
http://www.ica.nl/timss_2011.html

Further information on the PIRLS study may be obtained from

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National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
(202) 245-8330
sheila.thompson@ed.gov
<http://nces.ed.gov/surveys/pirls/>
http://www.ica.nl/pirls_2011.html

National Association of State Directors of Teacher Education and Certification

NASDTEC Manual/KnowledgeBase

The National Association of State Directors of Teacher Education and Certification (NASDTEC) was organized in 1928 to represent professional standards boards and commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Currently, NASDTEC's membership includes all 50 states, the District of Columbia, the U.S. Department of Defense Education Activity, U.S. territories, and Canadian provinces and territories.

The NASDTEC Manual on the Preparation and Certification of Educational Personnel was printed between 1984 and 2004, when it was replaced by an online publication, KnowledgeBase. KnowledgeBase is an expanded version of the Manual and is the most comprehensive source of state-by-state information pertaining to the certification requirements and preparation of teachers and other school personnel in the United States and Canada.

Further information on KnowledgeBase may be obtained from

Phillip S. Rogers
Executive Director
NASDTEC
1629 K Street NW
Suite 300
Washington, DC 20006
philrogers@nasdtec.com
<http://www.nasdtec.net/>

National Catholic Educational Association

The United States Catholic Elementary and Secondary Schools

The National Catholic Educational Association (NCEA) has been providing leadership and service to Catholic education since 1904. NCEA began to publish *The United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment and Staffing* in 1970 because of the lack of educational data on the private sector. The report is based on data gathered by all of the archdiocesan and diocesan offices of education in the United States. These data enable NCEA to present information on school enrollment and staffing patterns for prekindergarten through grade 12. The first part of the report presents data concerning the context of American education, while the following segment focuses on statistical data of Catholic schools. Statistics include enrollment by grade level, race/ethnicity, and affiliation.

Further information on *The United States Catholic Elementary and Secondary Schools: Annual Statistical Report on Schools, Enrollment, and Staffing* may be obtained from

Sister Dale McDonald
National Catholic Educational Association
1005 North Glebe Road
Suite 525
Arlington, VA 22201
mcdonald@ncea.org
<http://www.ncea.org>

National Education Association

Estimates of School Statistics

The National Education Association (NEA) publishes *Estimates of School Statistics* annually as part of the report *Rankings of the States & Estimates of School Statistics*. *Estimates of School Statistics* presents projections of public school enrollment, employment and personnel compensation, and finances, as reported by individual state departments of education. The state-level data in these estimates allow broad assessments of trends in the above areas. These data should be looked at with the understanding that the state-level data do not necessarily reflect the varying conditions within a state on education issues.

Data in *Estimates of School Statistics* are provided by state and District of Columbia departments of education and by other, mostly governmental, sources. Surveys are sent to the departments of education requesting estimated data for the current year and revisions to 4 years of historical data, as necessary. Twice a year, NEA submits current-year estimates on more than 35 education statistics to state departments of education for verification or revision. The estimates are generated using regression analyses and are used only if the states do not provide current data.

Further information on *Estimates of School Statistics* may be obtained from

NEA Rankings & Estimates Team—NEA Research
1201 16th Street NW
Washington, DC 20036
<http://www.nea.org>

Organization for Economic Cooperation and Development

The Organization for Economic Cooperation and Development (OECD) publishes analyses of national policies and survey data in education, training, and economics in OECD and partner countries. Newer studies include student survey data on financial literacy and on digital literacy.

Education at a Glance

To highlight current education issues and create a set of comparative education indicators that represent key features of education systems, OECD initiated the Indicators of Education Systems (INES) project and charged the Centre for Educational Research and Innovation (CERI) with developing the cross-national indicators for it. The development of these indicators involved representatives of the OECD countries and the OECD Secretariat. Improvements in data quality and comparability among OECD countries have resulted from the country-to-country interaction sponsored through the INES project. The most recent publication in this series is *Education at a Glance 2015: OECD Indicators*.

Education at a Glance 2015 features data on the 34 OECD countries (Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, the Republic of Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States) and a number of partner countries, namely, Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Latvia, Lithuania, the Russian Federation, Saudi Arabia, and South Africa.

The *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions, and Classifications* provides countries with specific guidance on how to prepare information for OECD education surveys; facilitates countries' understanding of OECD indicators and their use in policy analysis; and provides a reference for col-

lecting and assimilating educational data. Chapter 7 of the *OECD Handbook for Internationally Comparative Education Statistics* contains a discussion of data quality issues. Users should examine footnotes carefully to recognize some of the data limitations.

Further information on international education statistics may be obtained from

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OECD Directorate for Education and Skills
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France
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<http://www.oecd.org>

Program for International Student Assessment

The Program for International Student Assessment (PISA) is a system of international assessments organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

PISA is a 2-hour paper-and-pencil exam. Assessment items include a combination of multiple-choice questions and open-ended questions that require students to develop their own response. PISA scores are reported on a scale that ranges from 0 to 1,000, with the OECD mean set at 500 and a standard deviation set at 100. In 2012, mathematics, science, and reading literacy were assessed primarily through a paper-and-pencil exam, and problem-solving was administered using a computer-based exam. Education systems could also participate in optional pencil-and-paper financial literacy assessments and computer-based mathematics and reading assessments. In each education system, the assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

To implement PISA, each of the participating education systems scientifically draws a nationally representative sample of 15-year-olds, regardless of grade level. In the United States, about 6,100 students from 161 public and private schools took the PISA 2012 assessment. In the U.S. state education systems, about 1,700 students at 50 schools in Connecticut, about 1,900 students at 54 schools in Florida, and about 1,700 students at 49 schools in Massachusetts took the 2012 assessment. PISA 2012 was only administered at public schools in the U.S. state education systems.

The intent of PISA reporting is to provide an overall description of performance in reading literacy, mathematics literacy, and science literacy every 3 years, and to provide a more detailed look at each domain in the years when it is the major focus. These cycles will allow education systems to compare changes in trends for each of the three subject areas over time. In the first cycle, PISA 2000, reading literacy was the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in real-life settings. In 2006, PISA focused on science literacy; in 2009, it focused on reading literacy again; and in 2012, it focused on mathematics literacy. PISA 2015 focuses on science, as it did in 2006.

In 2000, 43 education systems participated in PISA. In 2003, 41 education systems participated; in 2006, 57 education systems (30 OECD member countries and 27 nonmember countries or education systems) participated; and in 2009, 65 education systems (34 OECD member countries and 31 nonmember countries or education systems) participated. (An additional nine education systems administered PISA 2009 in 2010.) In PISA 2012, the most recent administration for which results are available, 65 education systems (34 OECD member countries and 31 nonmember countries or education systems), as well as the U.S. states of Connecticut, Florida, and Massachusetts, participated. PISA 2015 assessed students' mathematics, reading, and science literacy in more than 70 countries and educational jurisdictions. The survey also included a collaborative problem-solving assessment and an optional financial literacy assessment. U.S. 15-year-old students participated in this optional assessment.

Further information on PISA may be obtained from

Patrick Gonzales
Assessments Division
International Assessment Branch
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
patrick.gonzales@ed.gov
<http://nces.ed.gov/surveys/pisa>

Program for the International Assessment of Adult Competencies

The Program for the International Assessment of Adult Competencies (PIAAC) is a cyclical, large-scale study that aims to assess and compare the broad range of basic skills and competencies of adults around the world. Developed under the auspices of the Organization for Economic Cooperation and Development (OECD), it is the most comprehensive international survey of adult skills ever undertaken. Adults were surveyed in 24 participating countries in 2012 and in an additional 9 countries in 2014.

PIAAC focuses on what are deemed basic cognitive and workplace skills necessary to adults' successful participation in 21st-century society and in the global economy. Skills assessed include literacy, numeracy, problem solving in technology-rich environments, and basic reading skills. PIAAC measures the

relationships between these skills and other characteristics such as individuals' educational background, workplace experiences, and occupational attainment. PIAAC was administered on laptop computers or in paper-and-pencil mode. In the United States, the background questionnaire was administered in both English and Spanish, and the cognitive assessment was administered only in English.

The 2012 PIAAC assessment for the United States included a nationally representative probability sample of households. This household sample was selected on the basis of a four-stage, stratified area sample: (1) primary sampling units (PSUs) consisting of counties or groups of contiguous counties; (2) secondary sampling units (referred to as segments) consisting of area blocks; (3) housing units containing households; and (4) eligible persons within households. Person-level data were collected through a screener, a background questionnaire, and the assessment.

Based on the screener data, 6,100 U.S. respondents ages 16 to 65 were selected to complete the 2012 background questionnaire and the assessment; 4,898 actually completed the background questionnaire. Of the 1,202 respondents who did not complete the background questionnaire, 112 were unable to do so because of a literacy-related barrier: either the inability to communicate in English or Spanish or a mental disability. Twenty others were unable to complete the questionnaire due to technical problems. The final response rate for the background questionnaire—which included respondents who completed it and respondents who were unable to complete it because of a language problem or mental disability—was 82.2 percent weighted. The overall weighted response rate for the household sample—the product of the component response rates—was 70.3 percent.

Key to PIAAC's value is its collaborative and international nature. In the United States, NCES has consulted extensively with the Department of Labor in the development of the survey, and staff from both agencies are co-representatives of the United States in PIAAC's international governing body. Internationally, PIAAC has been developed through the collaboration of OECD staff and participating countries' representatives from their ministries or departments of education and labor. Through this cooperative effort, all participating countries follow the quality assurance guidelines set by the OECD consortium and closely follow all agreed-upon standards set for survey design, assessment implementation, and reporting of results.

Further information on PIAAC may be obtained from

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National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
holly.xie@ed.gov
<https://nces.ed.gov/surveys/piaac/>
<http://www.oecd.org/skills/piaac/>

School Bus Fleet

School Bus Fleet magazine is a trade publication serving more than 28,000 school transportation professionals in the United States and Canada that provides information on the management and maintenance of school bus fleets operated by public school districts, private schools, Head Start agencies, and child care centers. The readership includes public operators and contract service providers.

Further information on *School Bus Fleet* magazine may be obtained from

School Bus Fleet
3520 Challenger Street
Torrance, CA 90503
info@schoolbusfleet.com
<http://www.schoolbusfleet.com/>

School Transportation News

School Transportation News is a monthly news and feature magazine covering the field of pupil transportation. The publication focuses on school bus and school vehicle safety and reports on transportation-related legislation and environmental issues touching on school transportation. The *School Transportation News* website offers a detailed history of school transportation services in the United States.

Further information about *School Transportation News* may be obtained from

School Transportation News
P.O. Box 789
Redondo Beach, CA 90277
<http://stnonline.com/>

United Nations Educational, Scientific, and Cultural Organization

Statistical Yearbook and Global Education Digest

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) conducts annual surveys of education statistics of its member countries. Data from official surveys are supplemented by information obtained by UNESCO through other publications and sources. Each year, more than 200 countries reply to the UNESCO surveys. In some cases, estimates are made by UNESCO for particular items, such as world and continent totals. While great efforts are made to make them as comparable as possible, the data still reflect the vast differences among the countries of the world in the structure of education. While there is some agreement about the reporting of primary and secondary data, tertiary-level data (i.e., postsecondary education data) present numerous substantive problems. Some countries report only university enrollment, while other countries report all postsecondary enrollment, including enrollment in vocational and technical schools and correspondence programs. A very high proportion of some countries' tertiary-level students attend institutions in other countries. The member countries that provide data to UNESCO are responsible for their validity. Thus, data for particular countries are subject to nonsampling error and perhaps sampling error as well. Users should examine footnotes carefully to recognize some of the data limitations. UNESCO publishes the data in reports such as the *Statistical Yearbook* and the *Global Education Digest*.

Further information on the *Statistical Yearbook* and the *Global Education Digest* may be obtained from

UNESCO Institute for Statistics
C.P. 6128 Succursale Centre-ville
Montreal, Quebec, H3C 3J7
Canada
<http://www.uis.unesco.org>

APPENDIX B

Definitions

Academic support This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. It also includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Achievement gap Occurs when one group of students outperforms another group, and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error).

Achievement levels, NAEP Specific achievement levels for each subject area and grade to provide a context for interpreting student performance. At this time they are being used on a trial basis.

Basic—denotes partial mastery of the knowledge and skills that are fundamental for *proficient* work at a given grade.

Proficient—represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced—signifies superior performance.

Achievement test An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

ACT The ACT (formerly the American College Testing Program) assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

Administrative support staff Staff whose activities are concerned with support of teaching and administrative duties of the office of the principal or department chairpersons, including clerical staff and secretaries.

Advanced Placement (AP) A program of tertiary-level courses and examinations, taught by specially qualified teachers, that provides opportunities for secondary school students to earn undergraduate credits for first-year univer-

sity courses. The schools and teachers offering AP programs must meet College Board requirements and are monitored.

Agriculture Courses designed to improve competencies in agricultural occupations. Included is the study of agricultural production, supplies, mechanization and products, agricultural science, forestry, and related services.

Alternative school A public elementary/secondary school that serves students whose needs cannot be met in a regular, special education, or vocational school; may provide nontraditional education; and may serve as an adjunct to a regular school. Although alternative schools fall outside the categories of regular, special education, and vocational education, they may provide similar services or curriculum. Some examples of alternative schools are schools for potential dropouts; residential treatment centers for substance abuse (if they provide elementary or secondary education); schools for chronic truants; and schools for students with behavioral problems.

Appropriation (federal funds) Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriation (institutional revenues) An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Autism See Disabilities, children with.

Autocorrelation Correlation of the error terms from different observations of the same variable. Also called Serial correlation.

Auxiliary enterprises This category includes those essentially self-supporting operations which exist to furnish a service to students, faculty, or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Average daily attendance (ADA) The aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered days in session.

Average daily membership (ADM) The aggregate membership of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The ADM for groups of schools having varying lengths of terms is the average of the ADMs obtained for the individual schools. Membership includes all pupils who are enrolled, even if they do not actually attend.

Averaged freshman graduation rate (AFGR) A measure of the percentage of the incoming high school freshman class that graduates 4 years later. It is calculated by taking the number of graduates with a regular diploma and dividing that number by the estimated count of incoming freshman 4 years earlier, as reported through the NCES Common Core of Data (CCD). The estimated count of incoming freshman is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current seniors were freshman), and the number of 10th-graders 3 years earlier, divided by 3. The purpose of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year. Ungraded students are allocated to individual grades proportional to each state's enrollment in those grades. The AFGR treats students who transfer out of a school or district in the same way as it treats students from that school or district who drop out.

Bachelor's degree A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Books Nonperiodical printed publications bound in hard or soft covers, or in loose-leaf format, of at least 49 pages, exclusive of the cover pages; juvenile nonperiodical publications of any length found in hard or soft covers.

Breusch-Godfrey serial correlation LM test A statistic testing the independence of errors in least-squares regression against alternatives of first-order and higher degrees of serial correlation. The test belongs to a class of asymptotic tests known as the Lagrange multiplier (LM) tests.

Budget authority (BA) Authority provided by law to enter into obligations that will result in immediate or future outlays. It may be classified by the period of availability (1-year,

multiple-year, no-year), by the timing of congressional action (current or permanent), or by the manner of determining the amount available (definite or indefinite).

Business Program of instruction that prepares individuals for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures.

Capital outlay Funds for the acquisition of land and buildings; building construction, remodeling, and additions; the initial installation or extension of service systems and other built-in equipment; and site improvement. The category also encompasses architectural and engineering services, including the development of blueprints.

Career/technical education (CTE) In high school, encompasses occupational education, which teaches skills required in specific occupations or occupational clusters, as well as nonoccupational CTE, which includes family and consumer sciences education (i.e., courses that prepare students for roles outside the paid labor market) and general labor market preparation (i.e., courses that teach general employment skills such as word processing and introductory technology skills).

Carnegie unit The number of credits a secondary student received for a course taken every day, one period per day, for a full year; a factor used to standardize all credits indicated on secondary school transcripts across studies.

Catholic school A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by a parish, a group of parishes, a diocese, or a Catholic religious order.

Central cities The largest cities, with 50,000 or more inhabitants, in a Metropolitan Statistical Area (MSA). Additional cities within the metropolitan area can also be classified as "central cities" if they meet certain employment, population, and employment/residence ratio requirements.

Certificate A formal award certifying the satisfactory completion of a postsecondary education program. Certificates can be awarded at any level of postsecondary education and include awards below the associate's degree level.

Charter school A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

City school See Locale codes.

Class size The membership of a class at a given date.

Classification of Instructional Programs (CIP) The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES' collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. It was originally published in 1980 and was revised in 1985, 1990, 2000, and 2010.

Classification of Secondary School Courses (CSSC) A modification of the Classification of Instructional Programs used for classifying high school courses. The CSSC contains over 2,200 course codes that help compare the thousands of high school transcripts collected from different schools.

Classroom teacher A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations; usually expressed in full-time equivalents.

Coefficient of variation (CV) Represents the ratio of the standard error to the estimate. For example, a CV of 30 percent indicates that the standard error of the estimate is equal to 30 percent of the estimate's value. The CV is used to compare the amount of variation relative to the magnitude of the estimate. A CV of 30 percent or greater indicates that an estimate should be interpreted with caution. For a discussion of standard errors, see Appendix A: Guide to Sources.

Cohort A group of individuals who have a statistical factor in common, for example, year of birth.

Cohort-component method A method for estimating and projecting a population that is distinguished by its ability to preserve knowledge of an age distribution of a population (which may be of a single sex, race, and Hispanic origin) over time.

College A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, or doctor's degree. Junior colleges and community colleges are included under this terminology.

Combined school A school that encompasses instruction at both the elementary and the secondary levels; includes schools starting with grade 6 or below and ending with grade 9 or above.

Combined school (2007–08 Schools and Staffing Survey) A school with at least one grade lower than 7 and at least one grade higher than 8; schools with only ungraded classes are included with combined schools.

Combined Statistical Area (CSA) A combination of Core Based Statistical Areas (see below), each of which contains a core with a substantial population nucleus as well as adjacent communities having a high degree of economic and

social integration with that core. A CSA is a region with social and economic ties as measured by commuting, but at lower levels than are found within each component area. CSAs represent larger regions that reflect broader social and economic interactions, such as wholesaling, commodity distribution, and weekend recreation activities.

Computer science A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

Constant dollars Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer Price Index (CPI) This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers. Indexes vary for specific areas or regions, periods of time, major groups of consumer expenditures, and population groups. The CPI reflects spending patterns for two population groups: (1) all urban consumers and urban wage earners and (2) clerical workers. CPIs are calculated for both the calendar year and the school year using the U.S. All Items CPI for All Urban Consumers (CPI-U). The calendar year CPI is the same as the annual CPI-U. The school year CPI is calculated by adding the monthly CPI-U figures, beginning with July of the first year and ending with June of the following year, and then dividing that figure by 12.

Consumption That portion of income that is spent on the purchase of goods and services rather than being saved.

Control of institutions A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials and derives its primary support from public funds (public control) or is operated by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core Based Statistical Area (CBSA) A population nucleus and the nearby communities having a high degree of economic and social integration with that nucleus. Each CBSA includes at least one urban area of 10,000 or more people and one or more counties. In addition to a "central county" (or counties), additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties.

Credit The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie units," "semester credit hours," and "quarter credit hours."

Current dollars Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures (elementary/secondary) The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, benefits, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

Instruction expenditures Includes expenditures for activities related to the interaction between teacher and students. Includes salaries and benefits for teachers and instructional aides, textbooks, supplies, and purchased services such as instruction via television, webinars, and other online instruction. Also included are tuition expenditures to other local education agencies.

Administration expenditures Includes expenditures for school administration (i.e., the office of the principal, full-time department chairpersons, and graduation expenses), general administration (the superintendent and board of education and their immediate staff), and other support services expenditures.

Transportation Includes expenditures for vehicle operation, monitoring, and vehicle servicing and maintenance.

Food services Includes all expenditures associated with providing food to students and staff in a school or school district. The services include preparing and serving regular and incidental meals or snacks in connection with school activities, as well as the delivery of food to schools.

Enterprise operations Includes expenditures for activities that are financed, at least in part, by user charges, similar to a private business. These include operations funded by sales of products or services, together with amounts for direct program support made by state education agencies for local school districts.

Current expenditures per pupil in average daily attendance Current expenditures for the regular school term divided by the average daily attendance of full-time pupils (or full-time equivalency of pupils) during the term. See also Current expenditures and Average daily attendance.

Current-fund expenditures (postsecondary education) Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations; excludes loans, capital expenditures, and investments.

Current-fund revenues (postsecondary education) Money received during the current fiscal year from revenue which can be used to pay obligations currently due, and surpluses reappropriated for the current fiscal year.

Deaf-blindness See Disabilities, children with.

Default rate The percentage of loans that are in delinquency and have not been repaid according to the terms of the loan. According to the federal government, a federal student loan is in default if there has been no payment on the loan in 270 days. The Department of Education calculates a *3-year cohort* default rate, which is the percentage of students who entered repayment in a given fiscal year (from October 1 to September 30) and then defaulted within the following 2 fiscal years. For example, the 3-year cohort default rate for fiscal year (FY) 2009 is the percentage of borrowers who entered repayment during FY 2009 (any time from October 1, 2008, through September 30, 2009) and who defaulted by the end of FY 2011 (September 30, 2011).

Degree An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. Refers specifically to associate's or higher degrees conferred by degree-granting institutions. See also Associate's degree, Bachelor's degree, Master's degree, and Doctor's degree.

Degree/certificate-seeking student A student enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking. See also Degree and Certificate.

Degree-granting institutions Postsecondary institutions that are eligible for Title IV federal financial aid programs and grant an associate's or higher degree. For an institution to be eligible to participate in Title IV financial aid programs, it must offer a program of at least 300 clock hours in length, have accreditation recognized by the U.S. Department of Education, have been in business for at least 2 years, and have signed a participation agreement with the Department.

Degrees of freedom The number of free or linearly independent sample observations used in the calculation of a statistic. In a time series regression with t time periods and k independent variables including a constant term, there would be t minus k degrees of freedom.

Department of Defense (DoD) dependents schools Schools that are operated by the Department of Defense Education Activity (a civilian agency of the U.S. Department of Defense) and provide comprehensive prekindergarten through 12th-grade educational programs on military installations both within the United States and overseas.

Dependency status A designation of whether postsecondary students are financially dependent on their parents or financially independent of their parents. Undergraduates are assumed to be dependent unless they meet one of the following criteria: are age 24 or older, are married or have legal dependents other than a spouse, are veterans, are orphans or wards of the court, or provide documentation that they self-supporting.

Dependent variable A mathematical variable whose value is determined by that of one or more other variables in a function. In regression analysis, when a random variable, y , is expressed as a function of variables x_1, x_2, \dots, x_k , plus a stochastic term, then y is known as the “dependent variable.”

Developmental delay See Disabilities, children with.

Disabilities, children with Those children evaluated as having any of the following impairments and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. There are local variations in the determination of disability conditions, and not all states use all reporting categories.

Autism Having a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child is not considered autistic if the child’s educational performance is adversely affected primarily because of an emotional disturbance.

Deaf-blindness Having concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.

Developmental delay Having developmental delays, as defined at the state level, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Applies only to 3- through 9-year-old children.

Emotional disturbance Exhibiting one or more of the following characteristics over a long period of time, to a marked degree, and adversely affecting educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. This term does not include children who are socially maladjusted, unless they also display one or more of the listed characteristics.

Hearing impairment Having a hearing impairment, whether permanent or fluctuating, that adversely affects the student’s educational performance. Also reported in this category is deafness, a hearing impairment so severe that the student is impaired in processing linguistic information through hearing (with or without amplification).

Intellectual disability Having significantly subaverage general intellectual functioning, existing concurrently with defects in adaptive behavior and manifested during the developmental period, which adversely affects the child’s educational performance.

Multiple disabilities Having concomitant impairments (such as intellectually disabled-blind, intellectually disabled-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blind students.

Orthopedic impairment Having a severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairment resulting from congenital anomaly, disease, or other causes.

Other health impairment Having limited strength, vitality, or alertness due to chronic or acute health problems—such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes—that adversely affect the student’s educational performance.

Specific learning disability Having a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, motor, or intellectual disabilities, or of environmental, cultural, or economic disadvantage.

Speech or language impairment Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects the student’s educational performance.

Traumatic brain injury Having an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects the student’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities;

psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual impairment Having a visual impairment that, even with correction, adversely affects the student's educational performance. The term includes partially seeing and blind children.

Discipline divisions Degree programs that include breakouts to the 6-digit level of the Classification of Instructional Programs (CIP). See also Fields of study.

Disposable personal income Current income received by people less their contributions for social insurance, personal tax, and nontax payments. It is the income available to people for spending and saving. Nontax payments include passport fees, fines and penalties, donations, and tuitions and fees paid to schools and hospitals operated mainly by the government. See also Personal income.

Distance education Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, and satellite or wireless communication devices; audio conferencing; and DVDs and CD-ROMs, if used in a course in conjunction with the technologies listed above.

Doctor's degree The highest award a student can earn for graduate study. Includes such degrees as the Doctor of Education (Ed.D.); Doctor of Juridical Science (S.J.D.); Doctor of Public Health (Dr.P.H.); and Doctor of Philosophy (Ph.D.) in any field, such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. The doctor's degree classification encompasses three main subcategories—research/scholarship degrees, professional practice degrees, and other degrees—which are described below.

Doctor's degree—research/scholarship A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Examples of this type of degree may include the following and others, as designated by the awarding institution: the Ed.D. (in education), D.M.A. (in musical arts), D.B.A. (in business administration), D.Sc. (in science), D.A. (in arts), or D.M. (in medicine).

Doctor's degree—professional practice A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals at least 6 full-time-equivalent academic years. Some doctor's degrees of this type were formerly classified as first-professional degrees. Examples of this type of degree may include the following and others, as designated by the awarding institution: the D.C. or D.C.M. (in chiropractic); D.D.S. or D.M.D. (in dentistry); L.L.B. or J.D. (in law); M.D. (in medicine); O.D. (in optometry); D.O. (in osteopathic medicine); Pharm.D. (in pharmacy); D.P.M., Pod.D., or D.P. (in podiatry); or D.V.M. (in veterinary medicine).

Doctor's degree—other A doctor's degree that does not meet the definition of either a doctor's degree—research/scholarship or a doctor's degree—professional practice.

Double exponential smoothing A method that takes a single smoothed average component of demand and smoothes it a second time to allow for estimation of a trend effect.

Dropout The term is used to describe both the event of leaving school before completing high school and the status of an individual who is not in school and who is not a high school completer. High school completers include both graduates of school programs as well as those completing high school through equivalency programs such as the GED program. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. Measures to describe these behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

Durbin-Watson statistic A statistic testing the independence of errors in least squares regression against the alternative of first-order serial correlation. The statistic is a simple linear transformation of the first-order serial correlation of residuals and, although its distribution is unknown, it is tested by bounding statistics that follow R. L. Anderson's distribution.

Early childhood school Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or pre-first) grade.

Econometrics The quantitative examination of economic trends and relationships using statistical techniques, and the development, examination, and refinement of those techniques.

Education specialist/professional diploma A certificate of advanced graduate studies that advance educators in their instructional and leadership skills beyond a master's degree level of competence.

Educational and general expenditures The sum of current funds expenditures on instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and awards from restricted and unrestricted funds.

Educational attainment The highest grade of regular school attended and completed.

Educational attainment (Current Population Survey) This measure uses March CPS data to estimate the percentage of civilian, noninstitutionalized people who have achieved certain levels of educational attainment. Estimates of educational attainment do not differentiate between those who graduated from public schools, those who graduated from private schools, and those who earned a GED; these estimates also include individuals who earned their credential or completed their highest level of education outside of the United States.

1972–1991 During this period, an individual’s educational attainment was considered to be his or her last fully completed year of school. Individuals who completed 12 years of schooling were deemed to be high school graduates, as were those who began but did not complete the first year of college. Respondents who completed 16 or more years of schooling were counted as college graduates.

1992–present Beginning in 1992, CPS asked respondents to report their highest level of school completed or their highest degree received. This change means that some data collected before 1992 are not strictly comparable with data collected from 1992 onward and that care must be taken when making comparisons across years. The revised survey question emphasizes credentials received rather than the last grade level attended or completed. The new categories include the following:

- High school graduate, high school diploma, or the equivalent (e.g., GED)
- Some college but no degree
- Associate’s degree in college, occupational/vocational program
- Associate’s degree in college, academic program (e.g., A.A., A.S., A.A.S.)
- Bachelor’s degree (e.g., B.A., A.B., B.S.)
- Master’s degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.)
- Professional school degree (e.g., M.D., D.D.S., D.V.M., LL.B., J.D.)
- Doctor’s degree (e.g., Ph.D., Ed.D.)

Elementary education/programs Learning experiences concerned with the knowledge, skills, appreciations, attitudes, and behavioral characteristics that are considered to be needed by all pupils in terms of their awareness of life within our culture and the world of work, and that normally

may be achieved during the elementary school years (usually kindergarten through grade 8 or kindergarten through grade 6), as defined by applicable state laws and regulations.

Elementary school A school classified as elementary by state and local practice and composed of any span of grades not above grade 8.

Elementary/secondary school Includes only schools that are part of state and local school systems, and also most non-profit private elementary/secondary schools, both religiously affiliated and nonsectarian. Includes regular, alternative, vocational, and special education schools. U.S. totals exclude federal schools for American Indians, and federal schools on military posts and other federal installations.

Emotional disturbance See Disabilities, children with.

Employees in degree-granting institutions Persons employed by degree-granting institutions, who are classified into the following occupational categories in this publication:

Executive/administrative/managerial staff Employees whose assignments require management of the institution or of a customarily recognized department or subdivision thereof. These employees perform work that is directly related to management policies or general business operations and that requires them to exercise discretion and independent judgment.

Faculty (instruction/research/public service) Employees whose principal activities are for the purpose of providing instruction or teaching, research, or public service. These employees may hold such titles as professor, associate professor, assistant professor, instructor, or lecturer. Graduate assistants are not included in this category.

Graduate assistants Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research.

Nonprofessional staff Employees whose primary activities can be classified as one of the following: technical and paraprofessional work (which generally requires less formal training and experience than required for professional status); clerical and secretarial work; skilled crafts work; or service/maintenance work.

Other professional staff Employees who perform academic support, student service, and institutional support and who need either a degree at the bachelor’s or higher level or experience of such kind and amount as to provide a comparable background.

Professional staff Employees who are classified as executive/administrative/managerial staff, faculty, graduate assistants, or other professional staff.

Employment Includes civilian, noninstitutional people who (1) worked during any part of the survey week as paid employees; worked in their own business, profession, or farm; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or (2) were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons whether or not they were seeking another job.

Employment (Current Population Survey) According to the October Current Population Survey (CPS), employed persons are persons age 16 or older who, during the reference week, (1) did any work at all (at least 1 hour) as paid employees or (2) were not working but had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, child care problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs.

Employment status A classification of individuals as employed (either full or part time), unemployed (looking for work or on layoff), or not in the labor force (due to being retired, having unpaid employment, or some other reason).

Endowment A trust fund set aside to provide a perpetual source of revenue from the proceeds of the endowment investments. Endowment funds are often created by donations from benefactors of an institution, who may designate the use of the endowment revenue. Normally, institutions or their representatives manage the investments, but they are not permitted to spend the endowment fund itself, only the proceeds from the investments. Typical uses of endowments would be an endowed chair for a particular department or for a scholarship fund. Endowment totals tabulated in this book also include funds functioning as endowments, such as funds left over from the previous year and placed with the endowment investments by the institution. These funds may be withdrawn by the institution and spent as current funds at any time. Endowments are evaluated by two different measures, book value and market value. Book value is the purchase price of the endowment investment. Market value is the current worth of the endowment investment. Thus, the book value of a stock held in an endowment fund would be the purchase price of the stock. The market value of the stock would be its selling price as of a given day.

Engineering Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically. Includes programs that prepare individuals to support and assist engineers and similar professionals.

English A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

English language learner (ELL) An individual who, due to any of the reasons listed below, has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the larger U.S. society. Such an individual (1) was not born in the United States or has a native language other than English; (2) comes from environments where a language other than English is dominant; or (3) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency.

Enrollment The total number of students registered in a given school unit at a given time, generally in the fall of a year. At the postsecondary level, separate counts are also available for full-time and part-time students, as well as full-time-equivalent enrollment. See also Full-time enrollment, Full-time-equivalent (FTE) enrollment, and Part-time enrollment.

Estimate A numerical value obtained from a statistical sample and assigned to a population parameter. The particular value yielded by an estimator in a given set of circumstances or the rule by which such particular values are calculated.

Estimating equation An equation involving observed quantities and an unknown that serves to estimate the latter.

Estimation Estimation is concerned with inference about the numerical value of unknown population values from incomplete data, such as a sample. If a single figure is calculated for each unknown parameter, the process is called point estimation. If an interval is calculated within which the parameter is likely, in some sense, to lie, the process is called interval estimation.

Executive/administrative/managerial staff See Employees in degree-granting institutions.

Expenditures, Total For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For degree-granting institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions, such as the provision of perquisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Expenditures per pupil Charges incurred for a particular period of time divided by a student unit of measure, such as average daily attendance or fall enrollment.

Exponential smoothing A method used in time series analysis to smooth or to predict a series. There are various forms, but all are based on the supposition that more remote history has less importance than more recent history.

Expulsion Removing a student from his or her regular school for an extended length of time or permanently for disciplinary purposes.

Extracurricular activities Activities that are not part of the required curriculum and that take place outside of the regular course of study. They include both school-sponsored (e.g., varsity athletics, drama, and debate clubs) and community-sponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

Faculty (instruction/research/public service) See Employees in degree-granting institutions.

Family A group of two or more people (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such people (including related subfamily members) are considered as members of one family.

Family income Includes all monetary income from all sources (including jobs, businesses, interest, rent, and Social Security payments) over a 12-month period. The income of nonrelatives living in the household is excluded, but the income of all family members age 15 or older (age 14 or older in years prior to 1989), including those temporarily living outside of the household, is included. In the October Current Population Survey, family income is determined from a single question asked of the household respondent.

Federal funds Amounts collected and used by the federal government for the general purposes of the government. The major federal fund is the general fund, which is derived from general taxes and borrowing. Other types of federal fund accounts include special funds (earmarked for a specific purpose other than a business-like activity), public enterprise funds (earmarked for a business-like activity conducted primarily with the public), and intragovernmental funds (earmarked for a business-like activity conducted primarily within the government).

Federal sources (postsecondary degree-granting institutions) Includes federal appropriations, grants, and contracts, and federally funded research and development centers (FFRDCs). Federally subsidized student loans are not included.

Fields of study The primary field of concentration in postsecondary certificates and degrees. In the Integrated Postsecondary Education Data System (IPEDS), refers to degree programs that are broken out only to the 2-digit level of the Classification of Instructional Programs (CIP). See also Discipline divisions.

Financial aid Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives or friends) provided to students to help them

meet expenses. Except where designated, includes Title IV subsidized and unsubsidized loans made directly to students.

First-order serial correlation When errors in one time period are correlated directly with errors in the ensuing time period.

First-professional degree NCES no longer uses this classification. Most degrees formerly classified as first-professional (such as M.D., D.D.S., Pharm.D., D.V.M., and J.D.) are now classified as doctor's degrees—professional practice. However, master's of divinity degrees are now classified as master's degrees.

First-time student (undergraduate) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Fiscal year A period of 12 months for which accounting records are compiled. Institutions and states may designate their own accounting period, though most states use a July 1 through June 30 accounting year. The yearly accounting period for the federal government begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; e.g., fiscal year 2006 begins on October 1, 2005, and ends on September 30, 2006. (From fiscal year 1844 to fiscal year 1976, the federal fiscal year began on July 1 and ended on the following June 30.)

Forecast An estimate of the future based on rational study and analysis of available pertinent data, as opposed to subjective prediction.

Forecasting Assessing the magnitude that a quantity will assume at some future point in time, as distinct from "estimation," which attempts to assess the magnitude of an already existent quantity.

Foreign languages A group of instructional programs that describes the structure and use of language that is common or indigenous to people of a given community or nation, geographical area, or cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

For-profit institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Free or reduced-price lunch See National School Lunch Program.

Full-time enrollment The number of students enrolled in postsecondary education courses with total credit load equal to at least 75 percent of the normal full-time course load. At the undergraduate level, full-time enrollment typically includes students who have a credit load of 12 or more semester or quarter credits. At the postbaccalaureate level, full-time enrollment includes students who typically have a credit load of 9 or more semester or quarter credits, as well as other students who are considered full time by their institutions.

Full-time-equivalent (FTE) enrollment For postsecondary institutions, enrollment of full-time students, plus the full-time equivalent of part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student.

Full-time-equivalent (FTE) staff Full-time staff, plus the full-time equivalent of the part-time staff.

Full-time-equivalent teacher See Instructional staff.

Full-time instructional faculty Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale than civilian employees; those academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time worker In educational institutions, an employee whose position requires being on the job on school days throughout the school year for at least the number of hours the schools are in session. For higher education, a member of an educational institution's staff who is employed full time, as defined by the institution.

Function A mathematical correspondence that assigns exactly one element of one set to each element of the same or another set. A variable that depends on and varies with another.

Functional form A mathematical statement of the relationship among the variables in a model.

General administration support services Includes salary, benefits, supplies, and contractual fees for boards of education staff and executive administration. Excludes state administration.

GED certificate This award is received following successful completion of the GED test. The GED program—sponsored

by the GED Testing Service (a joint venture of the American Council on Education and Pearson)—enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates. See also High school equivalency certificate.

GED program Academic instruction to prepare people to take the high school equivalency examination. Formerly known as the General Educational Development program. See also GED recipient.

GED recipient A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

General program A program of studies designed to prepare students for the common activities of a citizen, family member, and worker. A general program of studies may include instruction in both academic and vocational areas.

Geographic region One of the four regions of the United States used by the U.S. Census Bureau, as follows:

Northeast

Connecticut (CT)
Maine (ME)
Massachusetts (MA)
New Hampshire (NH)
New Jersey (NJ)
New York (NY)
Pennsylvania (PA)
Rhode Island (RI)
Vermont (VT)

Midwest

Illinois (IL)
Indiana (IN)
Iowa (IA)
Kansas (KS)
Michigan (MI)
Minnesota (MN)
Missouri (MO)
Nebraska (NE)
North Dakota (ND)
Ohio (OH)
South Dakota (SD)
Wisconsin (WI)

South

Alabama (AL)
Arkansas (AR)
Delaware (DE)
District of Columbia (DC)
Florida (FL)
Georgia (GA)
Kentucky (KY)
Louisiana (LA)
Maryland (MD)
Mississippi (MS)
North Carolina (NC)
Oklahoma (OK)
South Carolina (SC)
Tennessee (TN)
Texas (TX)
Virginia (VA)
West Virginia (WV)

West

Alaska (AK)
Arizona (AZ)
California (CA)
Colorado (CO)
Hawaii (HI)
Idaho (ID)
Montana (MT)
Nevada (NV)
New Mexico (NM)
Oregon (OR)
Utah (UT)
Washington (WA)
Wyoming (WY)

Government appropriation An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract Revenues received by a post-secondary institution from a government agency for a specific research project or other program. Examples are research projects, training programs, and student financial assistance.

Graduate An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Graduate assistants See Employees in degree-granting institutions.

Graduate enrollment The number of students who are working toward a master's or doctor's degree and students who are in postbaccalaureate classes but not in degree programs.

Graduate Record Examination (GRE) Multiple-choice examinations administered by the Educational Testing Service and taken by college students who intend to attend certain graduate schools. There are two types of testing available: (1) the general exam which measures critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills, and (2) the subject test which is offered in eight specific subjects and gauges undergraduate achievement in a specific field. The subject tests are intended for those who have majored in or have extensive background in that specific area.

Graduation Formal recognition given to an individual for the successful completion of a prescribed program of studies.

Gross domestic product (GDP) The total national output of goods and services valued at market prices. GDP can be viewed in terms of expenditure categories that include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing.

Group quarters Living arrangements where people live or stay in a group situation that is owned or managed by an entity or organization providing housing and/or services for the residents. Group quarters include such places as college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, and workers' dormitories.

Noninstitutionalized group quarters Include college and university housing, military quarters, facilities for workers and religious groups, and temporary shelters for the homeless.

Institutionalized group quarters Include adult and juvenile correctional facilities, nursing facilities, and other health care facilities.

Handicapped See Disabilities, children with.

Head Start A local public or private nonprofit or for-profit entity authorized by the Department of Health and Human Services' Administration for Children and Families to operate a Head Start program to serve children age 3 to compulsory school age, pursuant to section 641(b) and (d) of the Head Start Act.

Hearing impairment See Disabilities, children with.

High school A secondary school offering the final years of high school work necessary for graduation. A high school is usually either a 3-year school that includes grades 10, 11, and 12 or a 4-year school that includes grades 9, 10, 11, and 12.

High school (2007–08 Schools and Staffing Survey) A school with no grade lower than 7 and at least one grade higher than 8.

High school completer An individual who has been awarded a high school diploma or an equivalent credential, including a GED certificate.

High school diploma A formal document regulated by the state certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type, such as an academic diploma, a general diploma, or a vocational diploma.

High school equivalency certificate A formal document certifying that an individual has met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination and meeting other performance requirements (if any) set by a state education agency or other appropriate body. One particular version of this certificate is the GED test. The GED test is a comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate by achieving satisfactory scores. GEDs are awarded by the states or other agencies, and the test is developed and distributed by the GED Testing Service (a joint venture of the American Council on Education and Pearson).

High school program A program of studies designed to prepare students for employment and postsecondary education. Three types of programs are often distinguished—academic, vocational, and general. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A general program is designed to provide students with the understanding and competence to function effectively in a free society and usually represents a mixture of academic and vocational components.

Higher education Study beyond secondary school at an institution that offers programs terminating in an associate's, bachelor's, or higher degree.

Higher education institutions (basic classification and Carnegie classification) See Postsecondary institutions (basic classification by level) and Postsecondary institutions (Carnegie classification of degree-granting institutions).

Higher Education Price Index A price index that measures average changes in the prices of goods and services purchased by colleges and universities through current-fund education and general expenditures (excluding expenditures for sponsored research and auxiliary enterprises).

Historically black colleges and universities Accredited higher education institutions established prior to 1964 with the principal mission of educating black Americans. Federal regulations (20 USC 1061 (2)) allow for certain exceptions of the founding date.

Hours worked per week According to the October Current Population Survey, the number of hours a respondent worked in all jobs in the week prior to the survey interview.

Household All the people who occupy a housing unit. A house, an apartment, a mobile home, a group of rooms, or a single room is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other people in the structure, and there is direct access from the outside or through a common hall.

Housing unit A house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters.

Income tax Taxes levied on net income, that is, on gross income less certain deductions permitted by law. These taxes can be levied on individuals or on corporations or unincorporated businesses where the income is taxed distinctly from individual income.

Independent operations A group of self-supporting activities under control of a college or university. For purposes of financial surveys conducted by the National Center for Education Statistics, this category is composed principally of federally funded research and development centers (FFRDC).

Independent variable In regression analysis, a random variable, y , is expressed as a function of variables x_1, x_2, \dots, x_k , plus a stochastic term; the x 's are known as "independent variables."

Individuals with Disabilities Education Act (IDEA) IDEA is a federal law enacted in 1990 and reauthorized in 1997 and 2004. IDEA requires services to children with disabilities throughout the nation. IDEA governs how states and

public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–age 2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA, Part B.

Inflation A rise in the general level of prices of goods and services in an economy over a period of time, which generally corresponds to a decline in the real value of money or a loss of purchasing power. See also Constant dollars and Purchasing Power Parity indexes.

Institutional support The category of higher education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant operations. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction (colleges and universities) That functional category including expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions and expenditures for departmental research and public service that are not separately budgeted; includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Instruction (elementary and secondary) Instruction encompasses all activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. Instruction may be provided through some other approved medium, such as the Internet, television, radio, telephone, and correspondence.

Instructional staff Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation; includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff; and excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

Instructional support services Includes salary, benefits, supplies, and contractual fees for staff providing instructional improvement, educational media (library and audiovisual), and other instructional support services.

Intellectual disability See Disabilities, children with.

Interest on debt Includes expenditures for long-term debt service interest payments (i.e., those longer than 1 year).

International baccalaureate (IB) A recognized international program of primary, middle, and secondary studies leading to the International Baccalaureate (IB) Diploma. This diploma (or certificate) is recognized in Europe and elsewhere as qualifying holders for direct access to university studies. Schools offering the IB program are approved by the International Baccalaureate Organization (IBO) and their regional office and may use IBO instructional materials, local school materials, or a combination.

International finance data Include data on public and private expenditures for educational institutions. Educational institutions directly provide instructional programs (i.e., teaching) to individuals in an organized group setting or through distance education. Business enterprises or other institutions that provide short-term courses of training or instruction to individuals on a “one-to-one” basis are not included. Where noted, international finance data may also include publicly subsidized spending on education-related purchases, such as school books, living costs, and transportation.

Public expenditures Corresponds to the nonrepayable current and capital expenditures of all levels of the government directly related to education. Expenditures that are not directly related to education (e.g., cultures, sports, youth activities) are, in principle, not included. Expenditures on education by other ministries or equivalent institutions (e.g., Health and Agriculture) are included. Public subsidies for students’ living expenses are excluded to ensure international comparability of the data.

Private expenditures Refers to expenditures funded by private sources (i.e., households and other private entities). “Households” means students and their families. “Other private entities” includes private business firms and nonprofit organizations, including religious organizations, charitable organizations, and business and labor associations. Private expenditures are composed of school fees, the cost of materials (such as textbooks and teaching equipment), transportation costs (if organized by the school), the cost of meals (if provided by the school), boarding fees, and expenditures by employers on initial vocational training.

Current expenditures Includes final consumption expenditures (e.g., compensation of employees, consumption of intermediate goods and services, consumption of fixed capital, and military expenditures); property income paid; subsidies; and other current transfers paid.

Capital expenditures Includes spending to acquire and improve fixed capital assets, land, intangible assets, government stocks, and nonmilitary, nonfinancial assets, as well as spending to finance net capital transfers.

International Standard Classification of Education (ISCED) Used to compare educational systems in different countries. ISCED is the standard used by many countries to report education statistics to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD). ISCED was revised in 2011.

ISCED 2011 ISCED 2011 divides educational systems into the following nine categories, based on eight levels of education.

ISCED Level 0 Education preceding the first level (early childhood education) includes early childhood programs that target children below the age of entry into primary education.

ISCED Level 01 Early childhood educational development programs are generally designed for children younger than 3 years.

ISCED Level 02 Pre-primary education preceding the first level usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

ISCED Level 1 Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the

final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools. Includes programs designed to review the content of third level programs, such as preparatory courses for tertiary education entrance examinations, and programs leading to a qualification equivalent to upper secondary general education.

ISCED Level 4 Education at the fourth level (postsecondary non-tertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

ISCED Level 5 Education at the fifth level (short-cycle tertiary education) is noticeably more complex than in upper secondary programs giving access to this level. Programs at the fifth level typically provide practically based, occupationally specific content and prepare students to enter the labor market. However, the fifth level may also provide a pathway to other tertiary education programs (the sixth or seventh level). Short cycle-tertiary programs last for at least 2 years, and usually for no more than 3. In the United States, this level includes associate's degrees.

ISCED Level 6 Education at the sixth level (bachelor's or equivalent level) is longer and usually more theoretically oriented than programs at the fifth level, but may include practical components. Entry into these programs normally requires the completion of a third or fourth level program. They typically have a duration of 3 to 4 years of full-time study. Programs at the sixth level do not necessarily require the preparation of a substantive thesis or dissertation.

ISCED Level 7 Education at the seventh level (master's or equivalent level) has significantly more complex and specialized content than programs at the sixth level. The content at the seventh level is often designed to provide participants with advanced academic and/or professional knowledge, skills, and com-

petencies, leading to a second degree or equivalent qualification. Programs at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. In the United States, this level includes professional degrees such as J.D., M.D., and D.D.S., as well as master degrees.

ISCED Level 8 Education at the eighth level (doctoral or equivalent level) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at the tertiary level), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

ISCED 1997 ISCED 1997 divides educational systems into the following seven categories, based on six levels of education.

ISCED Level 0 Education preceding the first level (early childhood education) usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1 to 3 years, when it is provided. In the United States, this level includes nursery school and kindergarten.

ISCED Level 1 Education at the first level (primary or elementary education) usually begins at age 5, 6, or 7 and continues for about 4 to 6 years. For the United States, the first level starts with 1st grade and ends with 6th grade.

ISCED Level 2 Education at the second level (lower secondary education) typically begins at about age 11 or 12 and continues for about 2 to 6 years. For the United States, the second level starts with 7th grade and typically ends with 9th grade. Education at the lower secondary level continues the basic programs of the first level, although teaching is typically more subject focused, often using more specialized teachers who conduct classes in their field of specialization. The main criterion for distinguishing lower secondary education from primary education is whether programs begin to be organized in a more subject-oriented pattern, using more specialized teachers conducting classes in their field of specialization. If there is no clear breakpoint for this organizational change, lower secondary education is considered to begin at the end of 6 years of primary education. In countries with no clear division between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education are counted as lower secondary education.

ISCED Level 3 Education at the third level (upper secondary education) typically begins at age 15 or 16 and lasts for approximately 3 years. In the United States, the third level starts with 10th grade and ends with 12th grade. Upper secondary education is the final stage of secondary education in most OECD countries. Instruction is often organized along subject-matter lines, in contrast to the lower secondary level, and teachers typically must have a higher level, or more subject-specific, qualification. There are substantial differences in the typical duration of programs both across and between countries, ranging from 2 to 5 years of schooling. The main criteria for classifications are (1) national boundaries between lower and upper secondary education and (2) admission into educational programs, which usually requires the completion of lower secondary education or a combination of basic education and life experience that demonstrates the ability to handle the subject matter in upper secondary schools.

ISCED Level 4 Education at the fourth level (postsecondary non-tertiary education) straddles the boundary between secondary and postsecondary education. This program of study, which is primarily vocational in nature, is generally taken after the completion of secondary school and typically lasts from 6 months to 2 years. Although the content of these programs may not be significantly more advanced than upper secondary programs, these programs serve to broaden the knowledge of participants who have already gained an upper secondary qualification.

ISCED Level 5 Education at the fifth level (first stage of tertiary education) includes programs with more advanced content than those offered at the two previous levels. Entry into programs at the fifth level normally requires successful completion of either of the two previous levels.

ISCED Level 5A Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education; admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment. In the United States, tertiary-type A programs include first university programs that last approximately 4 years and lead to the award of a bachelor's degree and second university programs that lead to a master's degree or a first-professional degree such as an M.D., a J.D., or a D.V.M.

ISCED Level 5B Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level. In the United States, such programs are often provided at community colleges and lead to an associate's degree.

ISCED Level 6 Education at the sixth level (advanced research qualification) is provided in graduate and professional schools that generally require a university degree or diploma as a minimum condition for admission. Programs at this level lead to the award of an advanced, postgraduate degree, such as a Ph.D. The theoretical duration of these programs is 3 years of full-time enrollment in most countries (for a cumulative total of at least 7 years at levels five and six), although the length of the actual enrollment is often longer. Programs at this level are devoted to advanced study and original research.

Interpolation See Linear interpolation.

Junior high school A separately organized and administered secondary school intermediate between the elementary and senior high schools. A junior high school is usually either a 3-year school that includes grades 7, 8, and 9 or a 2-year school that includes grades 7 and 8.

Labor force People employed (either full time or part time) as civilians, unemployed but looking for work, or in the armed services during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed. See also Unemployed.

Lag An event occurring at time $t + k$ ($k > 0$) is said to lag behind an event occurring at time t , the extent of the lag being k . An event occurring k time periods before another may be regarded as having a negative lag.

Land-grant colleges The First Morrill Act of 1862 facilitated the establishment of colleges through grants of land or funds in lieu of land. The Second Morrill Act in 1890 provided for money grants and for the establishment of land-grant colleges and universities for Blacks in those states with dual systems of higher education.

Lead time When forecasting a statistic, the number of time periods since the last time period of actual data for that statistic used in producing the forecast.

Level of school A classification of elementary/secondary schools by instructional level. Includes elementary schools, secondary schools, and combined elementary and secondary schools. See also Elementary school, Secondary school, and Combined school.

Limited-English proficient Refers to an individual who was not born in the United States and whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. It may also refer to an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments as specified under the No Child Left Behind Act, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. See also English language learner.

Linear interpolation A method that allows the prediction of an unknown value if any two particular values on the same scale are known and the rate of change is assumed constant.

Local education agency (LEA) See School district.

Locale codes A classification system to describe a type of location. The "Metro-Centric" locale codes, developed in the 1980s, classified all schools and school districts based on their county's proximity to a Metropolitan Statistical Area (MSA) and their specific location's population size and density. In 2006, the "Urban-Centric" locale codes were introduced. These locale codes are based on an address's proximity to an urbanized area. For more information see http://nces.ed.gov/ccd/rural_locales.asp.

Pre-2006 Metro-Centric Locale Codes

Large City: A central city of a consolidated metropolitan statistical area (CMSA) or MSA, with the city having a population greater than or equal to 250,000.

Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.

Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

Large Town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

Small Town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural, Outside MSA: Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

Rural, Inside MSA: Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

2006 Urban-Centric Locale Codes

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Magnet school or program A special school or program designed to reduce, prevent, or eliminate racial isolation and/or to provide an academic or social focus on a particular theme.

Mandatory transfer A transfer of current funds that must be made in order to fulfill a binding legal obligation of a post-secondary institution. Included under mandatory transfers are debt service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest and (2) required provisions for renewal and replacement of buildings to the extent these are not financed from other funds.

Margin of error The range of potential true or actual values for a sample survey estimate. The margin of error depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of the margin of error is represented by the standard error of the estimate.

Master's degree A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. Some master's degrees—such as divinity degrees (M.Div. or M.H.L./Rav), which were formerly classified as “first-professional”—may require more than 2 years of full-time study beyond the bachelor's degree.

Mathematics A group of instructional programs that describes the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations.

Mean absolute percentage error (MAPE) The average value of the absolute value of errors expressed in percentage terms.

Mean test score The score obtained by dividing the sum of the scores of all individuals in a group by the number of individuals in that group for which scores are available.

Median earnings The amount that divides the income distribution into two equal groups, half having income above that amount and half having income below that amount. Earnings include all wage and salary income. Unlike mean earnings, median earnings either do not change or change very little in response to extreme observations.

Middle school A school with no grade lower than 5 and no grade higher than 8.

Migration Geographic mobility involving a change of usual residence between clearly defined geographic units, that is, between counties, states, or regions.

Minimum-competency testing Measuring the acquisition of competence or skills to or beyond a certain specified standard.

Model A system of postulates, data, and inferences presented as a mathematical description of a phenomenon, such as an actual system or process. The actual phenomenon is represented by the model in order to explain, predict, and control it.

Montessori school A school that provides instruction using Montessori teaching methods.

Multiple disabilities See Disabilities, children with.

National Assessment of Educational Progress (NAEP) See Appendix A: Guide to Sources.

National School Lunch Program Established by President Truman in 1946, the program is a federally assisted meal program operated in public and private nonprofit schools and residential child care centers. To be eligible for free lunch, a student must be from a household with an income at or below 130 percent of the federal poverty guideline; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the federal poverty guideline.

Newly qualified teachers People who: (1) first became eligible for a teaching license during the period of the study referenced or who were teaching at the time of survey, but were not certified or eligible for a teaching license; and (2) had never held full-time, regular teaching positions (as opposed to substitute) prior to completing the requirements for the degree that brought them into the survey.

Non-degree-granting institutions Postsecondary institutions that participate in Title IV federal financial aid programs but do not offer accredited 4-year or 2-year degree programs. Includes some institutions transitioning to higher level program offerings, though still classified at a lower level.

Nonprofessional staff See Employees in degree-granting institutions.

Nonprofit institution A private institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. Nonprofit institutions may be either independent nonprofit (i.e., having no religious affiliation) or religiously affiliated.

Nonresident alien A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Nonsectarian school Nonsectarian schools do not have a religious orientation or purpose and are categorized as regular, special program emphasis, or special education schools. See also Regular school, Special program emphasis school, and Special education school.

Nonsupervisory instructional staff People such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification, but not responsible for day-to-day teaching of the same group of pupils.

Nursery school An instructional program for groups of children during the year or years preceding kindergarten, which provides educational experiences under the direction of teachers. See also Prekindergarten and Preschool.

Obligations Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Occupied housing unit Separate living quarters with occupants currently inhabiting the unit. See also Housing unit.

Off-budget federal entities Organizational entities, federally owned in whole or in part, whose transactions belong in the budget under current budget accounting concepts, but that have been excluded from the budget totals under provisions of law. An example of an off-budget federal entity is the Federal Financing Bank, which provides student loans under the Direct Loan Program.

On-budget funding Federal funding for education programs that is tied to appropriations. On-budget funding does not include the Direct Loan Program, under which student loans are provided by the Federal Financing Bank, an off-budget federal entity. See also Off-budget federal entities.

Operation and maintenance services Includes salary, benefits, supplies, and contractual fees for supervision of operations and maintenance, operating buildings (heating, lighting, ventilating, repair, and replacement), care and upkeep of grounds and equipment, vehicle operations and maintenance (other than student transportation), security, and other operations and maintenance services.

Ordinary least squares (OLS) The estimator that minimizes the sum of squared residuals.

Organization for Economic Cooperation and Development (OECD) An intergovernmental organization of industrialized countries that serves as a forum for member countries to cooperate in research and policy development on social and economic topics of common interest. In addition to member countries, partner countries contribute to the OECD's work in a sustained and comprehensive manner.

Orthopedic impairment See Disabilities, children with.

Other health impairment See Disabilities, children with.

Other professional staff See Employees in degree-granting institutions.

Other religious school Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership as Conservative Christian, other affiliated, or unaffiliated.

Other support services Includes salary, benefits, supplies, and contractual fees for business support services, central support services, and other support services not otherwise classified.

Other support services staff All staff not reported in other categories. This group includes media personnel, social workers, bus drivers, security, cafeteria workers, and other staff.

Outlays The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

Parameter A quantity that describes a statistical population.

Part-time enrollment The number of students enrolled in postsecondary education courses with a total credit load less than 75 percent of the normal full-time credit load. At the undergraduate level, part-time enrollment typically includes students who have a credit load of less than 12 semester or quarter credits. At the postbaccalaureate level, part-time enrollment typically includes students who have a credit load of less than 9 semester or quarter credits.

Pass-through transaction A payment that a postsecondary institution applies directly to a student's account. The payment "passes through" the institution for the student's benefit. Most private institutions treat Pell grants as pass-through transactions. At these institutions, any Pell grant funds that are applied to a student's tuition are reported as tuition revenues. In contrast, the vast majority of public institutions report Pell grants both as federal revenues and as allowances that reduce tuition revenues.

Personal income Current income received by people from all sources, minus their personal contributions for social insurance. Classified as "people" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among people.

Physical plant assets Includes the values of land, buildings, and equipment owned, rented, or utilized by colleges. Does not include those plant values that are a part of endowment or other capital fund investments in real estate; excludes construction in progress.

Postbaccalaureate enrollment The number of students working toward advanced degrees and of students enrolled in graduate-level classes but not enrolled in degree programs. See also Graduate enrollment.

Postsecondary education The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Postsecondary institutions (basic classification by level)

4-year institution An institution offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree.

2-year institution An institution offering at least a 2-year program of college-level studies that terminates in an associate degree or is principally creditable toward a baccalaureate degree. Data prior to 1996 include some institutions that have a less-than-2-year program, but were designated as higher education institutions in the Higher Education General Information Survey.

Less-than-2-year institution An institution that offers programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

Postsecondary institutions (2005 Carnegie classification of degree-granting institutions)

Doctorate-granting Characterized by a significant level and breadth of activity in commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings. These institutions are assigned to one of the three subcategories listed below based on level of research activity (for more information on the research activity index used to assign institutions to the subcategories, see <http://carnegieclassifications.iu.edu/>):

Research university, very high Characterized by a very high level of research activity.

Research university, high Characterized by a high level of research activity.

Doctoral/research university Awarding at least 20 doctor's degrees per year, but not having a high level of research activity.

Master's Characterized by diverse postbaccalaureate programs but not engaged in significant doctoral-level education.

Baccalaureate Characterized by primary emphasis on general undergraduate, baccalaureate-level education. Not significantly engaged in postbaccalaureate education.

Special focus Baccalaureate or postbaccalaureate institution emphasizing one area (plus closely related specialties), such as business or engineering. The programmatic emphasis is measured by the percentage of degrees granted in the program area.

Associate's Institutions conferring at least 90 percent of their degrees and awards for work below the bachelor's level. In NCES tables, excludes all institutions offering any 4-year programs leading to a bachelor's degree.

Tribal Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

Poverty (official measure) The U.S. Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are adjusted annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). See also Supplemental Poverty Measure (SPM).

Prekindergarten Preprimary education for children typically ages 3–4 who have not yet entered kindergarten. It may offer a program of general education or special education and may be part of a collaborative effort with Head Start.

Preschool An instructional program enrolling children generally younger than 5 years of age and organized to provide children with educational experiences under professionally qualified teachers during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten). See also Nursery school and Prekindergarten.

Primary school A school with at least one grade lower than 5 and no grade higher than 8.

Private institution An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually supported primarily by other than public funds; and the operation of whose program rests with other than publicly elected or appointed officials.

Private nonprofit institution An institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit institutions and those affiliated with a religious organization.

Private for-profit institution An institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk (e.g., proprietary schools).

Private school Private elementary/secondary schools surveyed by the Private School Universe Survey (PSS) are assigned to one of three major categories (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents.

Catholic Schools categorized according to governance, provided by Catholic school respondents, into parochial, diocesan, and private schools.

Other religious Schools that have a religious orientation or purpose but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into Conservative Christian, other affiliated, and unaffiliated schools. Conservative Christian schools are those "Other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, and Oral Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as Conservative Christian with membership in at least 1 of 11 associations—Association of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, and Southern Baptist Association of Christian Schools—or indicating membership in "other religious school associations." Unaffiliated schools are those "Other religious" schools that have a religious orientation or purpose but are not classified as Conservative Christian or affiliated.

Nonsectarian Schools that do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents, into regular, special emphasis, and special education schools. Regular schools are those that have a regular elementary/secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocational/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

Professional staff See Employees in degree-granting institutions.

Program for International Student Assessment (PISA) See Appendix A: Guide to Sources.

Projection In relation to a time series, an estimate of future values based on a current trend.

Property tax The sum of money collected from a tax levied against the value of property.

Proprietary (for profit) institution A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public school or institution A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds.

Pupil/teacher ratio The enrollment of pupils at a given period of time, divided by the full-time-equivalent number of classroom teachers serving these pupils during the same period.

Purchasing Power Parity (PPP) indexes PPP exchange rates, or indexes, are the currency exchange rates that equalize the purchasing power of different currencies, meaning that when a given sum of money is converted into different currencies at the PPP exchange rates, it will buy the same basket of goods and services in all countries. PPP indexes are the rates of currency conversion that eliminate the difference in price levels among countries. Thus, when expenditures on gross domestic product (GDP) for different countries are converted into a common currency by means of PPP indexes, they are expressed at the same set of international prices, so that comparisons among countries reflect only differences in the volume of goods and services purchased.

R^2 The coefficient of determination; the square of the correlation coefficient between the dependent variable and its ordinary least squares (OLS) estimate.

Racial/ethnic group Classification indicating general racial or ethnic heritage. Race/ethnicity data are based on the *Hispanic* ethnic category and the race categories listed below (five single-race categories, plus the *Two or more races* category). Race categories exclude persons of Hispanic ethnicity unless otherwise noted.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American A person having origins in any of the black racial groups of Africa. Used interchangeably with the shortened term *Black*.

Hispanic or Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Used interchangeably with the shortened term *Hispanic*.

Asian A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Prior to 2010–11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories.

Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Prior to 2010–11, the Common Core of Data (CCD) combined Asian and Pacific Islander categories. Used interchangeably with the shortened term *Pacific Islander*.

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Two or more races A person identifying himself or herself as of two or more of the following race groups: White, Black, Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native. Some, but not all, reporting districts use this category. “Two or more races” was introduced in the 2000 Census and became a regular category for data collection in the Current Population Survey in 2003. The category is sometimes excluded from a historical series of data with constant categories. It is sometimes included within the category “Other.”

Region See Geographic region.

Regression analysis A statistical technique for investigating and modeling the relationship between variables.

Regular school A public elementary/secondary or charter school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education.

Related children Related children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption.

Remedial education Instruction for a student lacking those reading, writing, or math skills necessary to perform college-level work at the level required by the attended institution.

Resident population Includes civilian population and armed forces personnel residing within the United States; excludes armed forces personnel residing overseas.

Retention in grade Retaining a student in the same grade from one school year to the next.

Revenue All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions, such as receipt of services, commodities, or other receipts in kind are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

Revenue receipts Additions to assets that do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Assets must be available for expenditures.

Rho A measure of the correlation coefficient between errors in time period t and time period t minus 1.

Rural school See Locale codes.

Salary The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Sales and services Revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research, or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products.

Sales tax Tax imposed upon the sale and consumption of goods and services. It can be imposed either as a general tax on the retail price of all goods and services sold or as a tax on the sale of selected goods and services.

SAT An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects. It was formerly called the Scholastic Assessment Test.

Scholarships and fellowships This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working.

School A division of the school system consisting of students in one or more grades or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. Excludes schools that have closed or are planned for the future.

School administration support services Includes salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

School climate The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School district An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are “local basic administrative unit” and “local education agency.”

Science The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary enrollment The total number of students registered in a school beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12 at a given time.

Secondary instructional level The general level of instruction provided for pupils in secondary schools (generally covering grades 7 through 12 or 9 through 12) and any instruction of a comparable nature and difficulty provided for adults and youth beyond the age of compulsory school attendance.

Secondary school A school comprising any span of grades beginning with the next grade following an elementary or middle school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Senior high school A secondary school offering the final years of high school work necessary for graduation.

Serial correlation Correlation of the error terms from different observations of the same variable. Also called Autocorrelation.

Serial volumes Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals, memoirs, proceedings, and transactions of societies.

Social studies A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES) The SES index is a composite of often equally weighted, standardized components, such as father's education, mother's education, family income, father's occupation, and household items. The terms high, middle, and low SES refer to ranges of the weighted SES composite index distribution.

Special education Direct instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with the following conditions: (1) physically disabled; (2) emotionally disabled; (3) culturally different, including compensatory education; (4) intellectually disabled; and (5) students with learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs. See also Disabilities, children with.

Special education school A public elementary/secondary school that focuses primarily on special education for children with disabilities and that adapts curriculum, materials, or instruction for students served. See also Disabilities, children with.

Special program emphasis school A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.

Specific learning disability See Disabilities, children with.

Speech or language impairment See Disabilities, children with.

Standard error of estimate An expression for the standard deviation of the observed values about a regression line. An estimate of the variation likely to be encountered in making predictions from the regression equation.

Standardized test A test composed of a systematic sampling of behavior, administered and scored according to specific instructions, capable of being interpreted in terms of adequate norms, and for which there are data on reliability and validity.

Standardized test performance The weighted distributions of composite scores from standardized tests used to group students according to performance.

Status dropout rate The percentage of individuals within a given age range who are not enrolled in school and lack a high school credential, regardless of when they dropped out.

Status dropout rate (Current Population Survey) The percentage of civilian, noninstitutionalized young people ages 16–24 who are not in school and have not earned a high school credential (either a diploma or equivalency credential such as a GED certificate). The numerator of the status dropout rate for a given year is the number of individuals ages 16–24 who, as of October of that year, have not completed a high school credential and are not currently enrolled in school. The denominator is the total number of individuals ages 16–24 in the United States in October of that year. Status dropout rates count the following individuals as dropouts: those who never attended school and immigrants who did not complete the equivalent of a high school education in their home country.

Status dropout rate (American Community Survey) Similar to the status dropout rate (Current Population Survey), except that institutionalized persons, incarcerated persons, and active duty military personnel living in barracks in the United States may be included in this calculation.

STEM fields Science, Technology, Engineering, and Mathematics (STEM) fields of study that are considered to be of particular relevance to advanced societies. For the purposes of *The Condition of Education 2015*, STEM fields include agriculture and natural resources, architecture, biology and biomedical sciences, computer and information sciences, engineering and engineering technologies, health studies, mathematics and statistics, and physical and social sciences. STEM occupations include computer scientists and mathematicians; engineers and architects; life, physical, and social scientists; medical professionals; and managers of STEM activities.

Student An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution. No distinction is made between the terms “student” and “pupil,” though “student” may refer to one receiving instruction at any level while “pupil” refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

Student membership Student membership is an annual headcount of students enrolled in school on October 1 or the school day closest to that date. The Common Core of Data (CCD) allows a student to be reported for only a single school or agency. For example, a vocational school (identified as a “shared time” school) may provide classes for students from a number of districts and show no membership.

Student support services Includes salary, benefits, supplies, and contractual fees for staff providing attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other support to students.

Study abroad population U.S. citizens and permanent residents, enrolled for a degree at an accredited higher education institution in the United States, who received academic credit for study abroad from their home institutions upon their return. Students studying abroad without receiving academic credit are not included, nor are U.S. students enrolled for a degree overseas.

Supervisory staff Principals, assistant principals, and supervisors of instruction; does not include superintendents or assistant superintendents.

Supplemental Poverty Measure (SPM) An alternative measure of poverty that supplements the U.S. Census Bureau’s official poverty measure by adding to family income the value of benefits—including nutritional assistance, housing subsidies, and home energy assistance—from many government programs designed to assist those with low incomes, subtracting taxes and necessary expenses such as child care costs (for working families) and out-of-pocket medical expenses, and adjusting poverty thresholds for geographic differences in housing costs. See also Poverty (official measure).

Suspension Temporarily removing a student from his or her regular classroom (an in-school suspension) or from his or her regular school (an out-of-school suspension) generally for disciplinary purposes.

Tax base The collective value of objects, assets, and income components against which a tax is levied.

Tax expenditures Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a

special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

Teacher see Instructional staff.

Technical education A program of vocational instruction that ordinarily includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, and materials commonly used and the services performed in the technology. Technical education prepares individuals for positions—such as draftsman or lab technician—in the occupational area between the skilled craftsman and the professional person.

Three-year moving average An arithmetic average of the year indicated, the year immediately preceding, and the year immediately following. Use of a 3-year moving average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates.

Time series A set of ordered observations on a quantitative characteristic of an individual or collective phenomenon taken at different points in time. Usually the observations are successive and equally spaced in time.

Time series analysis The branch of quantitative forecasting in which data for one variable are examined for patterns of trend, seasonality, and cycle.

Title I school A school designated under appropriate state and federal regulations as a high-poverty school that is eligible for participation in programs authorized by Title I of the Reauthorization of the Elementary and Secondary Education Act, P.L. 107-110.

Title IV Refers to a section of the Higher Education Act of 1965 that covers the administration of the federal student financial aid program.

Title IV eligible institution A postsecondary institution that meets the criteria for participating in federal student financial aid programs. An eligible institution must be any of the following: (1) an institution of higher education (with public or private, nonprofit control), (2) a proprietary institution (with private for-profit control), and (3) a postsecondary vocational institution (with public or private, nonprofit control). In addition, it must have acceptable legal authorization, acceptable accreditation and admission standards, eligible academic program(s), administrative capability, and financial responsibility.

Total expenditure per pupil in average daily attendance Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools and designated subsidies for community colleges and private schools) are included.

Town school See Locale codes.

Traditional public school Publicly funded schools other than public charter schools. See also Public school or institution and Charter school.

Transcript An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.

Traumatic brain injury See Disabilities, children with.

Trust funds Amounts collected and used by the federal government for carrying out specific purposes and programs according to terms of a trust agreement or statute, such as the Social Security and unemployment trust funds. Trust fund receipts that are not anticipated to be used in the immediate future are generally invested in interest-bearing government securities and earn interest for the trust fund.

Tuition and fees A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods. Tuition may be charged per term, per course, or per credit.

Type of school A classification of public elementary and secondary schools that includes the following categories: regular schools, special education schools, vocational schools, and alternative schools. See also Regular school, Special education school, Vocational school, and Alternative school.

Unadjusted dollars See Current dollars.

Unclassified students Students who are not candidates for a degree or other formal award, although they are taking higher education courses for credit in regular classes with other students.

Undergraduate students Students registered at an institution of postsecondary education who are working in a baccalaureate degree program or other formal program below the baccalaureate, such as an associate's degree, vocational, or technical program.

Unemployed Civilians who had no employment but were available for work and: (1) had engaged in any specific job-seeking activity within the past 4 weeks; (2) were waiting to be called back to a job from which they had been laid off; or (3) were waiting to report to a new wage or salary job within 30 days.

Ungraded student (elementary/secondary) A student who has been assigned to a school or program that does not have standard grade designations.

Urban fringe school See Locale codes.

U.S. Service Academies These higher education institutions are controlled by the U.S. Department of Defense and the U.S. Department of Transportation. The 5 institutions counted in the NCES surveys of degree-granting institutions include: the U.S. Air Force Academy, U.S. Coast Guard Academy, U.S. Merchant Marine Academy, U.S. Military Academy, and the U.S. Naval Academy.

Variable A quantity that may assume any one of a set of values.

Visual and performing arts A group of instructional programs that generally describes the historic development, aesthetic qualities, and creative processes of the visual and performing arts.

Visual impairment See Disabilities, children with.

Vocational education Organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career, requiring other than a baccalaureate or advanced degree.

Vocational school A public school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

Years out In forecasting by year, the number of years since the last year of actual data for that statistic used in producing the forecast.

APPENDIX C

Index of Table Numbers

- Absenteeism patterns by fourth-, eighth- and twelfth-graders, 227.50
- Academic clubs
 - high school seniors' participation in, 227.30
 - ninth-graders' participation in, 227.10
- Academic rank of faculty in postsecondary institutions, 315.20, 315.60
 - by field of study, 315.70, 315.80
 - salaries by, 316.10, 316.20, 316.50, 316.60
 - tenure by, 316.80
 - by type and control of institution, 315.50
- Academic support, expenditures at postsecondary institutions, 334.30, 334.40
- ACGR (Adjusted cohort graduation rate) for high school students by state, 219.46
- Achievement of elementary and secondary students. *See also under individual subjects*
 - mathematics, 222.12, 222.20, 222.70
 - mathematics scale scores average, 222.10
 - reading, 221.12, 602.50
 - reading scale scores average, 221.10
 - science, 223.10
- ACT scores, 226.50, 305.40
- Adjusted cohort graduation rate (ACGR) for high school students by state, 219.46
- Administration/Administrative staff
 - postsecondary institutions, expenditures for, 334.10
 - public elementary and secondary schools, 213.10, 213.20, 213.30
 - expenditures for, 236.10, 236.20, 236.25, 236.30, 236.40
- Admission requirements for postsecondary institutions, 305.30
- Admissions to undergraduate institutions, 305.40. *See also* Enrollment, postsecondary institutions
- Adult education, 507.20, 507.30, 507.40
- Advanced Placement courses in public secondary schools, 225.60
- Affiliation of postsecondary institutions, 303.90
- Age
 - adult education participation by, 507.30, 507.40
 - attendance status at postsecondary institutions by, 303.40
 - bachelor's degrees by, 104.50
 - child care arrangements by, 202.30, 202.35, 202.40, 202.50, 202.60
 - child care arrangements of first-time kindergartners by, 202.65
 - children's living arrangements by, 102.20
 - cognitive and motor skills of 8- to 22-month-old children by, 220.10
 - distance education taken by graduate students, 311.32
 - distance education taken by undergraduate students, 311.22
 - dropouts from high school by, 219.80, 219.81
 - educational attainment of adults by, 104.10, 104.20, 104.30, 104.40
 - employment of high school students by, 503.10
 - employment to population ratio by, 501.50, 501.60, 501.70
 - enrollment of population by, 103.10, 103.20
 - of faculty in postsecondary institutions, 315.50, 315.60
 - field of study in postsecondary institutions by, 311.60
 - GED (General Educational Development) credentials issued by, 219.60
 - Individuals with Disabilities Education Act, children served under by, 204.40
 - international comparisons
 - of bachelor's degree recipients, 603.50
 - of educational attainment by, 603.10–603.40
 - of preprimary and elementary level enrollment, 601.35
 - of school-age population, 601.30
 - of secondary and postsecondary enrollment, 601.40
 - internet usage, 702.10
 - juvenile offenders in residential placement facilities, 233.90
 - kindergarten entry status of children, 220.50
 - labor force participation by, 501.10, 501.40
 - language, mathematics and motor skills by, 220.30
 - literacy skills of adults by, 507.10
 - mathematics achievement by, 222.85, 222.90, 222.95
 - night, weekend or online classes taken by graduate students, 311.30
 - night, weekend or online classes taken by undergraduate students, 311.20
 - nonfatal victimization of students in schools, 228.25
 - percentage distribution of teachers in public and private elementary and secondary schools, 209.10
 - population by, 101.10, 101.20
 - distribution, 101.30
 - school-age, by country, 601.30
 - school-age, by state, 101.40
 - postsecondary enrollment by, 303.50, 303.55
 - preprimary enrollment and, 202.10, 202.20
 - range for compulsory school attendance, 234.10
 - reading achievement by, 221.30, 221.85, 221.90
 - remedial coursework enrolled in by undergraduate students, 311.40
 - school-age population, by state, 101.40
 - skills of adults by, 604.10
 - student financial aid by, 331.10, 331.40, 331.45
 - students exiting special education by, 219.90
 - teachers' educational attainment and experience by, 209.20
 - unemployment rate by, 501.20, 501.80, 501.85, 501.90
 - young adults neither in school nor employed by, 501.30
- Agriculture
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30

- employment status and salary of recipients, 505.10
- men earning, 322.40
- by race/ethnicity, 104.50, 104.60
- STEM versus non-STEM professions, 505.30
- unemployment rates of recipients, 505.20
- women earning, 322.50, 603.60
- certificates conferred by postsecondary institutions in, 320.10
- degrees conferred in, 318.30, 318.50, 325.10
- doctor's degrees in, 324.10, 324.25, 324.30, 324.35
- enrollment, postsecondary education, 311.60
- institutions conferring degrees in, 318.60
- master's degrees in, 323.10, 323.30, 323.40, 323.50
- Alcohol consumption
 - discipline incidents resulting in removal of a student from school, 233.45
 - by high school seniors, 232.90
 - by secondary students on school property, 232.10, 232.20, 232.30
 - by teenagers, 232.95
- Algebra coursework in high school, 222.40, 222.95
- Alternative schools, pupil-to-teacher ratios in, 208.10
- Alumni support for postsecondary institutions, 333.80
- American Indians/Alaska Natives
 - ACT scores, 226.50
 - with associate's degrees, 321.20, 321.30, 321.40, 321.50
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bachelor's degree recipients' median annual earnings, 505.15
 - with bachelor's degrees, 104.50, 104.60, 322.20, 322.30
 - men, 322.40
 - women, 322.50
 - Carnegie units earned by high school graduates in vocational education by, 225.20
 - civics achievement by grade, 224.20
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - with degrees in selected professional fields, 324.55, 324.60, 324.70
 - disciplinary actions taken in public schools, 233.27, 233.28
 - distribution in public schools
 - percentage of students eligible for free or reduced-price lunches, 216.60
 - by racial/ethnic concentration of school, 216.50, 216.55
 - by region of the country, 203.50
 - by state, 203.70
 - distribution of resident population by age, 101.30
 - with doctor's degrees, 324.20, 324.25, 324.30, 324.35
 - drug, cigarette, and alcohol usage by teenagers, 232.95
 - economics achievement of high school seniors, 224.30
 - educational attainment, 104.40, 104.85
 - employment of bachelor's degree recipients, 505.30
 - English language learners (ELL) in public school programs, 204.25
 - enrollment and percentage distribution by year and level of education, 203.60
 - estimates of resident population by age, 101.20
 - gifted and talented students by state, 204.80, 204.90
 - high school dropouts, 219.50
 - high school graduates, 219.30, 219.40
 - high school graduates by, 219.32
 - history, U.S., achievement by grade, 224.50
 - income and educational attainment of, 502.30
 - Individuals with Disabilities Education Act, children served under, 204.40, 204.50
 - with master's degrees, 323.20, 323.30, 323.40, 323.50
 - mathematics achievement
 - of fourth- and eighth-graders, 222.80
 - of fourth-graders by state, 222.55
 - by grade, 222.20
 - of high school seniors by mathematics coursework, 222.40
 - by race/ethnicity and state, 222.70
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - parental level of education of 6- to 18-year olds, 104.70
 - postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - employment in, 314.40
 - enrollment in, 302.60, 302.62, 306.10, 306.40, 306.50
 - enrollment in by state, 306.60, 306.70
 - enrollment in by type and control of institution, 306.20
 - enrollment of U.S. residents in, 306.30
 - faculty in, 315.20, 315.60, 315.80
 - graduation rates, 326.10, 326.20
 - in public charter and traditional public schools, 216.30
 - reading achievement
 - of fourth- and eighth-graders in urban districts, 221.80
 - of fourth-graders in public schools by state, 221.50
 - by grade, 221.75
 - scale scores average by gender, race/ethnicity, and grade-level, 221.10
 - reading and mathematics scores at kindergarten entry, 220.40
 - remedial coursework enrolled in by undergraduate students, 311.40
 - SAT scores for college-bound seniors, 226.10
 - science achievement
 - of eighth-graders by attitudes toward science, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitudes toward science, 223.30
 - suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40
 - tribally controlled institutions, 312.50
 - U.S. students studying abroad, 310.10
 - writing achievement by grade, 224.60
 - American sign language, enrollment in courses, postsecondary education, 311.70, 311.80
 - Applications and admissions to undergraduate institutions, 305.40
 - Appropriations for public postsecondary institutions, 333.30
 - Arabic
 - degrees conferred in, 325.59
 - enrollment in courses, postsecondary education, 311.70, 311.80
 - Architecture
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10

- degrees conferred in, 318.30, 318.50, 325.15
- doctor's degrees in, 324.10, 324.25, 324.30, 324.35
- enrollment, postsecondary education, 311.60
- institutions conferring degrees in, 318.60
- master's degrees in, 323.10, 323.30, 323.40, 323.50
- Area studies
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Arts
 - achievement of eighth-graders, 224.10
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50
 - Carnegie units earned by high school graduates, 225.10
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.95
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - frequency of instruction for eighth-graders, 224.10
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Arts and crafts as family activities, 207.10, 207.30
- Asians/Pacific Islanders
 - ACT scores, 226.50
 - arts achievement and frequency of instruction, 224.10
 - with associate's degrees, 321.20, 321.30, 321.40, 321.50
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bachelor's degree recipients' median annual earnings, 505.15
 - with bachelor's degrees, 104.50, 104.60, 322.20, 322.30
 - men, 322.40
 - women, 322.50
 - Carnegie units earned by high school graduates in vocational education by, 225.20
 - child care arrangements by, 202.35, 202.40
 - children's living arrangements, 102.20
 - civics achievement by grade, 224.20
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - with degrees in selected professional fields, 324.55, 324.60, 324.70
 - disciplinary actions taken in public schools, 233.27, 233.28
 - distribution in public schools
 - percentage of students eligible for free or reduced-price lunches, 216.60
 - by racial/ethnic concentration of school, 216.50, 216.55
 - by region of the country, 203.50
 - by state, 203.70
 - distribution of resident population by age, 101.30
 - with doctor's degrees, 324.20, 324.25, 324.30, 324.35
 - drug, cigarette, and alcohol usage by teenagers, 232.95
 - economics achievement of high school seniors, 224.30
 - educational attainment, 104.40, 104.85
 - employment of bachelor's degree recipients, 505.30
 - English language learners (ELL) in public school programs, 204.25
 - enrollment and percentage distribution by year and level of education, 203.60
 - estimates of resident population by age, 101.20
 - geography achievement by grade, 224.40
 - gifted and talented students by state, 204.80, 204.90
 - high school dropouts, 219.50
 - high school graduates, 219.30, 219.40
 - high school graduates by, 219.32
 - high school status completion rate by, 219.65, 219.67
 - history, U.S., achievement by grade, 224.50
 - income and educational attainment of, 502.30
 - Individuals with Disabilities Education Act, children served under, 204.40, 204.50
 - labor force status, 501.40
 - with master's degrees, 323.20, 323.30, 323.40, 323.50
 - mathematics achievement
 - of fourth- and eighth-graders in urban districts, 222.80
 - of fourth-graders by state, 222.55
 - by grade, 222.20
 - of high school seniors by mathematics coursework, 222.40
 - by race/ethnicity and state, 222.70
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - mathematics and science skills of 1998 kindergartners through grade 8, 220.80
 - parental level of education of 6- to 18-year olds, 104.70
 - postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - employment in, 314.40
 - enrollment in, 302.60, 306.10, 306.40, 306.50
 - enrollment in by state, 306.60, 306.70
 - enrollment in by sub-ethnic group, 302.62
 - enrollment in by type and control of institution, 306.20
 - enrollment of U.S. residents in, 306.30
 - faculty in, 315.20, 315.60, 315.80
 - graduation rates by, 326.10, 326.20
 - poverty rates, 102.50
 - in public charter and traditional public schools, 216.30
 - reading achievement
 - of fourth- and eighth-graders in urban districts, 221.80
 - of fourth-graders in public schools by state, 221.50
 - by grade, 221.75
 - scale scores average by gender, race/ethnicity, and grade-level, 221.10
 - reading and mathematics scores at kindergarten entry, 220.40
 - reading skills of 1998 kindergartners through grade 8, 220.70
 - remedial coursework enrolled in by undergraduate students, 311.40
 - SAT scores for college-bound seniors, 226.10
 - science achievement
 - of eighth-graders by attitudes toward science, 223.25
 - of eighth-graders in public schools, 223.20
 - by grade, 223.10
 - of high school seniors by attitudes toward science, 223.30

- science and mathematics skills of 1998 kindergartners through grade 8, 220.80
- suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40
- unemployment rate, 501.20
- U.S. students studying abroad, 310.10
- writing achievement by grade, 224.60
- young adults neither in school nor employed, 501.30
- Aspirations for educational attainment of 2002 high school sophomores in 2012, 104.92
- Assessing Achievement, 401.70
- Assessments by states
 - criterion-referenced tests (CRTs), 234.40
 - teacher certification testing, 234.50
- Associate's degrees
 - by control of institution, 318.40, 318.50, 319.10
 - by field of study, 321.10, 321.30, 321.40, 321.50
 - by gender, 318.10
 - international comparisons of
 - as percentage of population, 603.30
 - number of institutions conferring, 318.60
 - by race/ethnicity and gender, 321.20
 - by state, 319.20
- Athletics
 - high school seniors participating in, 227.30
 - ninth-graders participating in, 227.10
- Attendance, elementary/secondary education
 - age range for compulsory, 234.10
 - average daily, 203.80, 203.90, 236.90
 - patterns by fourth-, eighth- and twelfth-graders, 227.50
 - preprimary full-day or part-day status, 202.10, 202.20
- Attendance status, postsecondary institutions, 303.10, 303.30, 303.40
 - by control and type of institution, 303.50, 303.55
 - distance education courses offered, 311.33
 - distance education taken by graduate students, 311.32
 - distance education taken by undergraduate students, 311.22
 - employment of college students by, 503.20, 503.30
 - by first-time freshmen, 305.10, 305.20
 - in for-profit private postsecondary institutions by state, 304.50
 - institutions with more than 15,000 students, 312.20
 - by level, 303.60, 303.65
 - by level, gender and age, 303.45
 - night, weekend or online classes taken by graduate students, 311.30
 - night, weekend or online classes taken by undergraduate students, 311.20
 - overview of enrollment, 105.20
 - in private postsecondary institutions by state, 304.40, 304.45
 - in public postsecondary institutions by state, 304.35
 - by race/ethnicity and gender, 306.10
 - remedial coursework enrolled in by undergraduate students, 311.40
 - retention of first-time degree-seeking students by control and type of institution, 326.30
 - by state, 304.30
 - student financial aid and
 - postbaccalaureate level, 332.30, 332.40
 - postbaccalaureate student loans, 332.10, 332.20
 - undergraduate level, 331.10, 331.20, 331.35, 331.37, 331.40, 331.45, 331.50, 331.60, 331.70, 331.80, 331.90
 - undergraduate level, 303.70
- Attitudes of students
 - mathematics, 222.30, 222.35
 - science, 223.25, 223.30
 - values of high school seniors, 506.10
- Attrition rate for principals in elementary/secondary schools, 212.20, 212.30
- Attrition rate for teachers in elementary/secondary schools, 210.30, 210.31
- Auxiliary enterprises, postsecondary institutions
 - expenditures for, 334.10, 334.30, 334.40, 334.50, 334.60
 - revenues
 - current-fund, 333.20
 - to private institutions, 333.40, 333.50, 333.55, 333.60
 - to public institutions, 333.10
 - by state, 333.25
- Average daily attendance, public elementary and secondary schools, 203.80
 - current expenditures per pupil, 236.15, 236.70
 - as percentage of total enrollment, 203.90
 - transportation expenditures, 236.90
- Averaged freshman graduation rates (AFGR) for public secondary schools, 219.35
 - by race/ethnicity and state, 219.40
- Average total cost for attendance for undergraduates in postsecondary institutions, 330.40
- Avoidance of places at school by students, 230.80
- Bachelor's degrees
 - by control of institution, 318.40, 318.50, 319.10
 - by field of study, 318.20, 318.30, 322.10, 325.10–325.95 (*See also* Field of study)
 - by gender, 318.10
 - international comparisons of, 603.50
 - mathematics, science and engineering, 603.70
 - as percentage of population, 603.20, 603.30
 - women earning, 603.60
 - number of institutions conferring, 318.60
 - number of persons with, 104.50, 104.60
 - by race/ethnicity and gender, 104.10, 322.20, 322.30, 322.40, 322.50
 - recipients' employment by field of study, 505.10, 505.30, 505.40
 - recipients' median annual earnings, 505.15
 - recipients' unemployment rates by field of study, 505.20
 - salaries of recipients, 505.50
 - salaries of teachers with, 211.30
 - by state, 319.20, 319.30
- Basic education for adults, 507.20, 507.40
- Behavioral sciences. *See* Social sciences
- Benefit expenditures for faculty in postsecondary institutions, 316.70
- Biology
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.20, 325.22
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35

- enrollment, postsecondary education, 311.60
- institutions conferring degrees in, 318.60
- master's degrees in, 323.10, 323.30, 323.40, 323.50
- postsecondary education
 - postbaccalaureate-level enrollment in, 311.90
- Biomedical sciences, degrees conferred in, 325.20
- Birthplace, comparison of U.S.-born and foreign-born, 101.30
- Blacks
 - ACT scores, 226.50
 - arts achievement and frequency of instruction, 224.10
 - with associate's degrees, 321.20, 321.30, 321.40, 321.50
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bachelor's degree recipients' median annual earnings, 505.15
 - with bachelor's degrees, 104.50, 104.60, 322.20, 322.30
 - men, 322.40
 - women, 322.50
 - Carnegie units earned by high school graduates in vocational education by, 225.20
 - child care arrangements by, 202.35, 202.40
 - children living in poverty, 102.60
 - children's living arrangements, 102.20
 - civics achievement by grade, 224.20
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - college enrollment and labor force status of high school graduates, 504.10
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - with degrees in selected professional fields, 324.55, 324.60, 324.70
 - disciplinary actions taken in public schools, 233.27, 233.28
 - distribution in public schools
 - percentage of students eligible for free or reduced-price lunches, 216.60
 - by racial/ethnic concentration of school, 216.50, 216.55
 - by region of the country, 203.50
 - by state, 203.70
 - distribution of resident population by age, 101.30
 - with doctor's degrees, 324.20, 324.25, 324.30, 324.35
 - dropouts from high school, 219.70, 219.71
 - drug, cigarette, and alcohol usage by teenagers, 232.95
 - economics achievement of high school seniors, 224.30
 - educational attainment, 104.10, 104.20, 104.30, 104.40, 104.85
 - employment of bachelor's degree recipients, 505.30
 - employment of high school students, 503.10
 - English language learners (ELL) in public school programs, 204.25
 - enrollment and percentage distribution by year and level of education, 203.60
 - estimates of resident population by age, 101.20
 - geography achievement by grade, 224.40
 - gifted and talented students by state, 204.80, 204.90
 - high school dropouts, 219.50
 - high school graduates, 219.30, 219.40
 - high school graduates by, 219.32
 - high school status completion rate by, 219.65, 219.67
 - history, U.S., achievement by grade, 224.50
 - income and educational attainment of, 502.30
 - Individuals with Disabilities Education Act, children served under, 204.40, 204.50
 - internet usage, 702.10
 - labor force status, 501.40
 - labor force status of high school dropouts, 504.20
 - leisure activities of high school seniors, 227.20
 - with master's degrees, 323.20, 323.30, 323.40, 323.50
 - mathematics achievement
 - by age, 222.85, 222.90
 - of fourth- and eighth-graders in urban districts, 222.80
 - of fourth-graders by state, 222.55
 - by grade, 222.20
 - of high school seniors by mathematics coursework, 222.40
 - by race/ethnicity and state, 222.70
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - of seventeen-year-olds by mathematics coursework, 222.95
 - mathematics and science skills of 1998 kindergartners through grade 8, 220.80
 - parental level of education of 6- to 18-year olds, 104.70
 - percentage of population enrolled in school, 103.10
 - postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - employment in, 314.40
 - enrollment by recent high school completers in, 302.20
 - enrollment in, 302.60, 302.62, 306.10, 306.40, 306.50
 - enrollment in by state, 306.60, 306.70
 - enrollment in by type and control of institution, 306.20
 - enrollment of U.S. residents in, 306.30
 - faculty in, 315.20, 315.60, 315.80
 - graduation rates by, 326.10, 326.20
 - historically black colleges and universities, 313.10, 313.20, 313.30
 - poverty rates, 102.50
 - in public charter and traditional public schools, 216.30
 - reading achievement
 - by age, 221.85, 221.90
 - of fourth- and eighth-graders in urban districts, 221.80
 - of fourth-graders in public schools by state, 221.50
 - by grade, 221.75
 - scale scores average by gender, race/ethnicity, and grade-level, 221.10
 - reading and mathematics scores at kindergarten entry, 220.40
 - reading skills of 1998 kindergartners through grade 8, 220.70
 - remedial coursework enrolled in by undergraduate students, 311.40
 - retention in grade for elementary/secondary students, 225.90
 - SAT scores for college-bound seniors, 226.10
 - science achievement
 - of eighth-graders by attitudes toward science, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitudes toward science, 223.30
 - science and mathematics skills of 1998 kindergartners through grade 8, 220.80
 - suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40
 - unemployment rate, 501.20
 - U.S. students studying abroad, 310.10
 - writing achievement by grade, 224.60
 - young adults neither in school nor employed, 501.30
 - Branch campuses, postsecondary institutions, 317.10
 - Bullying. *See also* Cyber-bullying
 - students reporting, 230.40, 230.45, 230.50

- students reporting to adult at school, 230.60, 230.62
- Business and management
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.20, 318.30, 318.50, 325.25
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
- Calculus coursework in secondary schools, 222.40, 222.95
- Career-related adult education participation, 507.30, 507.40. *See also* Occupation
- Career/technical education, 225.20. *See also* Vocational schools/education
- Carnegie units earned in high school, 225.10, 225.60
- in vocational education, 225.20
- Catholic schools. *See also* Private elementary and secondary schools
- attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - enrollment and other characteristics, 205.20, 205.30, 205.40, 205.70
 - extracurricular activities of high school seniors, 227.30
 - leisure activities of high school seniors, 227.20
 - student-to-staff ratios, 205.60
 - tuition for, 205.50
- Center-based programs, 202.30, 202.35, 202.40, 202.50, 202.60, 202.65. *See also* Preprimary education
- Certificates
- granted by Title IV postsecondary institutions, 320.20
 - postsecondary institutions granting by field of study, 320.10
- Certification of teachers, states requiring test for, 234.50
- Charter schools, 216.20, 216.30, 216.70
- closing of schools, 216.95
 - coursework by high school graduates in mathematics and science, 225.40
 - enrollment by state, 216.90
 - percentage of children in, 206.30
- Chemical engineering, degrees in, 325.47. *See also* Engineering
- Chemistry, degrees conferred in, 325.72
- Child care, 202.30, 202.35, 202.40, 202.50, 202.65
- cognitive and motor skills of nine-month-olds by primary type of, 220.10
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry by primary type, 220.45
 - kindergarten entry status of children, 220.50
 - language and mathematics skills of four-year-olds by primary type of, 220.30
 - mental and physical skills of two-year-olds by primary type of, 220.20
 - quality rating of arrangements for, 202.60
 - reading and mathematics scores at kindergarten entry by primary type, 220.40
- Chinese
- degrees conferred in, 325.59
 - enrollment in courses, postsecondary education, 311.70, 311.80
- Cigarettes, teenagers and young adults smoking, 232.95
- Cities. *See also* Metropolitan status
- educational attainment of persons 25 years old and over by, 104.95
 - mathematics achievement of fourth- and eighth-graders by, 222.80
 - reading achievement of fourth- and eighth-graders by, 221.80
- Citizenship status
- employment of bachelor's degree recipients, 505.30
 - employment of foreign-born high school students by, 503.10
 - foreign-born students dropping out of high school, 219.80, 219.81
 - labor force status by, 501.40
 - unemployment rates of bachelor's degree recipients, 505.20
- Civics, achievement by grade, 224.20
- Civil engineering, degrees in, 325.47. *See also* Engineering
- Class cutting by students, 230.90
- Class of workers
- bachelor's degree recipients' median annual earnings, 505.15
- Classroom teachers. *See* Teachers, elementary and secondary
- Class size
- international comparison of teachers' working time and, 601.60
 - by level of instruction, 209.30
- Closing of postsecondary institutions, 317.50
- Closing of public elementary and secondary schools, 216.95
- Cognitive skills/flexibility
- of nine-month-old children, 220.10
 - scores at kindergarten entry, 220.40, 220.45
 - scores by kindergarten entry status, 220.60
 - of two-year-old children, 220.20
- Collections in college and university libraries, 701.40, 701.50
- Collections in public libraries, 701.60
- College information sources for 2002 high school sophomores by educational attainment in 2012, 104.93
- Color knowledge of four-year-olds, 220.30
- Communications
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.30
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Completion status in postsecondary education, 326.10, 326.20, 326.40
- Computer and information sciences
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30

- unemployment rates of recipients, 505.20
- women earning, 322.50, 603.60
- certificates conferred by postsecondary institutions in, 320.10
- degrees conferred in, 318.20, 318.30, 318.50, 325.35
- doctor's degrees in, 324.10, 324.25, 324.30, 324.35
- enrollment, postsecondary education, 311.60
- institutions conferring degrees in, 318.60
- master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
- Computers, number used for instruction in public elementary and secondary schools, 218.10
- Computer sciences
 - postsecondary education
 - postbaccalaureate-level enrollment in, 311.90
- Construction trades
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - women earning, 322.50, 603.60
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Consumer Price Index, 106.70
- Controlled access to elementary and secondary schools, 233.50, 233.60, 233.80
- Control of institutions. *See* Private elementary and secondary schools; Private postsecondary institutions; Public elementary and secondary schools; Public postsecondary institutions
- Corporate support to postsecondary institutions, 333.80
- Cost for attendance in postsecondary institutions for undergraduates, 330.40
- Coursework/Credits
 - Carnegie units, average earned by public high school graduates, 225.10
 - dual credit, Advanced Placement and International Baccalaureate courses in public secondary schools, 225.60
 - by high school graduates in mathematics and science, 225.30, 225.40
 - by high school seniors in economics, 224.30
 - mathematics scores of high school seniors and, 222.40
 - mathematics scores of seventeen-year-olds and, 222.95
 - minimum earned by high school graduates, 225.50
 - of 2009 ninth-grade cohort by enrollment in postsecondary institutions, 302.43
 - required by state for high school graduation, 234.30
 - subjects taught in public high schools, 209.50
- Crime in postsecondary institutions, 329.10, 329.20, 329.30
- Crime in public schools
 - disciplinary actions taken by schools, 233.10
 - recorded by schools, 229.20
 - reported to police, 229.10, 229.40
 - violent crime reported to police, 229.50, 229.60
 - violent incidents recorded by schools, 229.30
- Criminal justice. *See also* Security
 - bachelor's degrees in, employment status and salary of recipients, 505.10
 - enrollment in postsecondary education, 311.60
- Crisis procedures in public schools, 233.65
- Criterion-referenced tests (CRTs) by state, 234.40
- Current expenditures. *See also* Expenditures
 - per pupil in public schools, 236.15, 236.55, 236.60, 236.65, 236.70, 236.75, 236.80
 - in public elementary and secondary schools, 236.10, 236.25, 236.30, 236.40
- Current-fund expenditures. *See* Expenditures
- Current-fund revenues. *See* Revenues
- Cyber-bullying. *See also* Bullying
 - public schools reporting, 230.65
 - students reporting, 230.40, 230.55
 - students reporting to adult at school, 230.60, 230.62
- Deaths on campus at postsecondary institutions, 329.20
- Degree completion. *See also* Educational attainment
 - distance education course offerings, 311.33
 - by 2002 high school sophomores in 2012, 104.91, 104.92, 104.93
 - rates by race/ethnicity, gender, and institutions type, 326.10, 326.20 (*See also under individual degrees*)
 - status by type of institution and student characteristics, 326.40
- Degree-granting institutions. *See* Postsecondary education
- Degrees conferred. *See also individual degrees*
 - associate's degrees, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees, 322.10
 - by control of institution, 318.40, 318.50, 318.60
 - at degree-granting and non-degree-granting postsecondary institutions, 301.10
 - distance education courses offered by postsecondary institutions, 311.33
 - doctor's degrees, 324.10
 - doctor's degrees in selected professional fields, 324.40, 324.50
 - by field of study and level, 325.10–325.95
 - at historically black colleges and universities, 313.10, 313.30
 - at institutions with more than 15,000 students, 312.10
 - by level and gender, 318.10
 - master's degrees, 319.40, 323.10
 - by number of institutions and enrollment size, 317.40
 - by state, 319.10, 319.20, 319.30
 - tribally controlled institutions, 312.50
 - at women's colleges, 312.30
- Degrees earned. *See* Degree completion; Degrees conferred; Educational attainment
- Dentistry, doctor's degrees (D.D.S. or D.M.D.) in, 324.40, 324.50, 324.60, 324.70
- Department of Education, U.S., appropriations for programs by state, 401.60
- Dependency status of students
 - distance education taken by graduate students, 311.32
 - distance education taken by undergraduate students, 311.22
 - loans received by undergraduate students by their 4th year, 331.95
 - night, weekend or online classes taken by graduate students, 311.30
 - night, weekend or online classes taken by undergraduate students, 311.20
 - remedial coursework enrolled in by undergraduate students, 311.40
 - student financial aid, 331.10, 331.40, 331.45
 - percentage of full-time, full-year students receiving, 331.35
 - percentage of part-time, part-year students receiving, 331.37

- Disabilities, students with, 204.60
 - choice of elementary/secondary schools by parents, 206.40
 - coursework by high school graduates in mathematics and science, 225.40
 - disciplinary actions taken in public schools, 233.27, 233.28
 - exiting special education, 219.90
 - hate-related harassment aimed at, 230.35, 329.30
 - high school status completion rate by, 219.67
 - mathematics achievement by grade, 222.12
 - postsecondary education and employment status of, 504.30
 - postsecondary institution enrollment, 311.10
 - reading achievement by grade, 221.12
 - served under Individuals with Disabilities Education Act, 204.30, 204.40, 204.50, 204.60, 204.70
 - type of schooling by, 206.20, 206.30
- Discipline division. *See* Field of study
- Discipline issues in schools
 - actions taken by public schools, 233.10
 - incidents resulting in removal of a student from school, 233.45
 - on-campus crime in postsecondary institutions, 329.10, 329.20
 - public schools reporting, 230.10, 230.95
 - students receiving selected disciplinary actions, 233.27, 233.28
- Disposable personal income, 106.60. *See also* Income
- Distance education, in public schools and districts, 218.20
- Distance education in postsecondary institutions, 311.15
 - institutions offering courses by, 311.33
 - postbaccalaureate students taking courses, 311.30, 311.32
 - undergraduate students taking courses, 311.20, 311.22
- Doctoral research universities by state, 317.20
- Doctor's degrees
 - by control of institution, 318.40, 318.50, 319.10
 - by field of study, 318.20, 318.30, 324.10, 325.10–325.95
 - by gender, 318.10
 - by institution, 324.90
 - number of institutions conferring, 318.60
 - by race/ethnicity and gender, 324.20, 324.25, 324.30, 324.35
 - by state, 319.20
 - statistical profile of persons receiving, 324.80
 - student financial aid for, 332.10, 332.20, 332.30, 332.40
- Dress code required for schools, 233.50, 233.60, 233.80
- Dropouts from high school
 - event dropout rate by gender and race/ethnicity, 219.55
 - event dropout rate by percentage of population of young adults, 219.57
 - by gender and race/ethnicity, 219.70, 219.71
 - labor force status, 504.20
 - by noninstitutionalized and institutionalized status, 219.80, 219.81
 - in school districts of more than 15,000 students, 215.10
 - by state and race/ethnicity, 219.50
 - status dropouts, percentage distribution among 16- to 24-year olds, 219.73
 - years of school completed, 219.75
- Drug testing in schools, 233.50
- Drug usage
 - by high school seniors, 232.90
 - by teenagers, 232.95
- Dual credits in public secondary schools, 225.60
- Earnings. *See* Income
- Earth sciences, degrees conferred in, 325.72. *See also* Science
- Economics
 - achievement and coursework of high school seniors, 224.30
 - degrees conferred in, 325.92
 - enrollment, postsecondary education, 311.60
- Education (as field of study)
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50, 603.60
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.20, 318.30, 318.50, 325.40
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
- Education, federal support for, 401.10, 401.20, 401.70
 - by agency, 401.30
 - Department of Education appropriations, 401.60
- Education agencies (public), 214.30
- Educational attainment
 - adult education participation by, 507.30, 507.40
 - bachelor's degrees, number of persons with, 104.50, 104.60
(*See also* Bachelor's degrees)
 - children's achievement by their parents' (*See* Parental level of education)
 - employment to population ratio by, 501.50, 501.60, 501.70
 - of 2002 high school sophomores in 2012, 104.90, 104.91, 104.92, 104.93
 - income by, 502.20, 502.30, 502.40
 - influence of parents' on children's reading scores, 221.85 (*See also* Parental level of education)
 - international comparisons of, 603.10–603.40
 - international comparisons of employment rate by, 603.90
 - internet usage by, 702.10
 - labor force participation by, 501.10, 501.40
 - by level of attainment, 104.10, 104.20, 104.30, 104.40
 - literacy skills of adults by, 507.10
 - by metropolitan area, 104.95
 - occupations by, 502.10
 - parental participation in activities with children by, 207.20, 207.30
 - parental participation in school activities by, 207.40
 - of principals, 212.08, 212.10
 - by race/ethnicity, 104.10, 104.40
 - skills of adults by, 604.10, 604.20
 - by state, 104.80, 104.88
 - by state and race/ethnicity, 104.85
 - of teachers in public and private elementary and secondary schools, 209.10, 209.20, 209.30
 - teachers' salaries by, 211.20
 - unemployment rate by, 501.20, 501.80, 501.85, 501.90
 - young adults neither in school nor employed by, 501.30
- Educational institutions, number of, 105.50
- Eighth grade
 - arts achievement and frequency of instruction, 224.10
 - attendance patterns, 227.50
 - international comparisons of mathematics and science scores, 602.30
 - mathematics achievement, 222.12, 222.20, 222.70
 - by attitude towards mathematics, 222.30

- international comparisons of, 602.30
- in public schools by states, 222.60
- scale scores average by gender, and race/ethnicity, 222.10
- by urban district, 222.80
- reading achievement, 221.12, 221.75
 - of English language learners in public schools by state, 221.70
 - in public schools by state, 221.60, 221.65
 - scale scores average by gender, and race/ethnicity, 221.10
 - by urban district, 221.80
- science achievement, 223.10
 - by attitude, 223.25
 - international comparisons of, 602.30
 - in public schools by state, 223.20
- writing achievement, 224.60
- Electrical engineering, degrees conferred in, 325.47. *See also* Engineering
- Electronic bullying. *See* Cyber-bullying
- Elementary and secondary education, 201.10–236.90. *See also* Private elementary and secondary schools; Public elementary and secondary schools
 - enrollment overview, 105.20, 203.10–203.90, 203.60
 - expenditures, 106.40
 - of educational institutions, 106.20
 - gross domestic product compared to, 106.10
 - per capita, 106.50
 - federal support for, 401.10, 401.30
 - international comparisons
 - enrollment in, 601.10, 601.35, 601.40
 - on expenditures for, 605.10
 - of teachers' working time and class size, 601.60
 - number of institutions, 105.50
 - participants in, 105.10
 - per capita expenditures on, 106.50
 - pupil-to-teacher ratios in public and private schools, 208.20
- Elementary schools, 214.10. *See also* Private elementary and secondary schools; Public elementary and secondary schools
 - crime recorded by schools by school characteristics, 229.20
 - crime reported to police by school characteristics, 229.40
 - discipline issues reported by public schools, 230.10
 - enforcement of school rules by other teachers and principal, 230.92
 - misbehavior by students interfering with class instruction, 230.90
 - public schools by state and grade span, 216.75
 - teachers reporting threats or physical attacks from students, 228.70
 - violent crime recorded by schools by school characteristics, 229.30
 - violent crime reported to police by school characteristics, 229.50, 229.60
- ELL. *See* English language learners (ELL)
- Emergency procedures in public schools, 233.65
- Emotional attachment of two-year-olds to parents, 220.20
- Employees in postsecondary institutions, 314.20, 314.30, 314.40. *See also* Staff
- Employment
 - of bachelor's degree recipients, 505.10, 505.15, 505.30, 505.40, 505.50
 - of college students by attendance status, 503.20, 503.30
 - of high school completers, 504.10
 - of high school dropouts, 504.20
 - of high school students, 503.10
- international comparisons of population by level of educational attainment, 603.90
- ratio to population, 501.10
- skills of adults and, 604.30
- special education students' status, 504.30
- of teachers in nonschool jobs, 211.10
- unemployment rates of bachelor's degree recipients, 505.20
- Endowment funds, 333.90
- Engineering
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30, 603.70
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50, 603.60
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.45, 325.47
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - international comparisons of bachelor's degree recipients, 603.70
 - international comparisons of graduate degrees in, 603.80
 - master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
 - postbaccalaureate-level enrollment in, 311.90
- English and literature
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50
- Carnegie units earned by high school graduates, 225.10
- certificates conferred by postsecondary institutions in, 320.10
- course credits required by state for high school graduation, 234.30
- criterion-referenced tests (CRTs) by state, 234.40
- degrees conferred in, 318.30, 318.50, 325.50
- doctor's degrees in, 324.10, 324.25, 324.30, 324.35
- enrollment, postsecondary education, 311.60
- institutions conferring degrees in, 318.60
- master's degrees in, 323.10, 323.30, 323.40, 323.50
- English as a second language programs, 507.20
- English language learners (ELL)
 - coursework by high school graduates in mathematics and science, 225.40
 - mathematics achievement by grade, 222.12
 - public school students in programs for by grade and language, 204.27
 - public school students in programs for by race/ethnicity, 204.25
 - public school students in programs for by state, 204.20
 - reading achievement by grade, 221.12
 - reading achievement by state, 221.70
- Enrollment
 - at all levels of education, 105.20
 - international comparisons at all levels, 601.10, 601.35, 601.40
 - percentage of population enrolled in school, 103.10, 103.20
 - postsecondary institutions
 - applications and admissions compared to, 305.40

- attendance status, 303.10, 303.30, 303.40, 304.30
- bachelor's degree recipients 1 year after graduation, 505.40
- by control and affiliation, 303.90
- by control and type, 303.25, 303.50, 303.55, 304.60
- at degree-granting and non-degree-granting postsecondary institutions, 301.10
- disabled students in, 311.10
- educational attainment of 2002 high school sophomores in 2012, 104.92
- field of study, 311.60
- first-time freshmen, 305.10
- for-profit private institutions by state, 304.50
- full-time-equivalent enrollment in, 307.10, 307.20, 312.20
- historically black colleges and universities, 313.10, 313.20, 313.30
- institutions with more than 15,000 students, 312.20
- largest colleges and universities, 312.10
- by level, 303.45, 303.60, 303.65, 304.70, 304.80
- of 2009 ninth-grade cohort in postsecondary institutions, 302.43
- number of institutions and enrollment size, 317.40
- postbaccalaureate level, 303.80
- private institutions by state, 304.20, 304.45
- public institutions by state, 304.15
- by race/ethnicity, 306.20, 306.60, 306.70
- by race/ethnicity and gender, 302.60, 302.62, 306.10
- by recent high school completers, 236.20, 302.10, 302.20, 302.30, 302.40, 302.50
- by state, 304.10, 304.15, 304.20, 308.10
- by state and control of institution, 308.20
- Title IV institutions, 303.20
- tribally controlled institutions, 312.50
- undergraduate, 303.70, 504.10
- of U.S. residents by race/ethnicity, 306.30
- women's colleges, 312.30
- preprimary education, 202.10, 202.20, 202.70
- private elementary and secondary schools, 205.20, 205.30, 205.40
 - in Catholic elementary and secondary schools, 205.70
 - by region, 205.10
 - by state, 205.80
- public elementary and secondary schools
 - by capacity level, 217.20
 - charter schools, 216.30, 216.90
 - crime reported to police, 229.40
 - discipline issues reported by schools, 230.10
 - by grade, 203.10
 - in grades 9 to 12 compared to 14- to 17-year-old population, 201.20
 - historical statistics of, 201.10
 - by metropolitan status, 214.40
 - percentage distribution of minorities in, 216.50
 - percentage of students eligible for free or reduced-price lunches, 216.60
 - pupil-to-staff ratios in, 213.50
 - pupil-to-teacher ratios in, 208.10, 208.40
 - racial/ethnic distribution in, 203.50, 203.70, 216.55
 - by region of the country, 203.50
 - school size, 216.40, 216.45
 - by school type, level and charter/magnet status, 216.20
 - by state, 203.40, 203.45, 203.70
 - by state and region, 203.20
 - violent crime recorded by schools, 229.30
 - violent crime reported to police, 229.50, 229.60
 - school districts, 214.20
 - in largest 100, 215.30
 - 15,000 plus students, 215.10
- Environment in schools. *See also* School conditions
 - class size, 209.30
 - factors that interfere with instruction, 217.10
 - overcrowding in public schools, 217.20
- Event dropout rate from high school, 219.55, 219.57
- Exit exams for high school diploma, 234.30
- Expectations for educational attainment of 2002 high school sophomores in 2012, 104.92
- Expenditures
 - current for public elementary and secondary schools by state, 236.15, 236.25, 236.65, 236.70, 236.80
 - of educational institutions, 106.10, 106.20
 - gross domestic product and income compared to, 106.60
 - international comparisons on education, 605.10, 605.20
 - postsecondary institutions
 - libraries, 701.40, 701.50
 - private institutions, 334.30, 334.40, 334.50, 334.60, 334.70
 - public institutions, 334.10, 334.20
 - public elementary and secondary schools
 - by function and subfunction, 236.20
 - historical statistics of, 201.10
 - for instruction, 236.50
 - by metropolitan status, 214.40, 235.40
 - per pupil, 236.55, 236.60, 236.75
 - by purpose, 236.10, 236.30, 236.40
 - in school districts of more than 15,000 students, 215.20
 - for school libraries and media centers, 701.10, 701.20, 701.30
 - by state and local governments, 106.30, 106.40, 106.50
- Expulsions from school, 233.20, 233.25, 233.27, 233.28, 233.30, 233.40
- Extracurricular activities (school sponsored), 227.10, 227.30
- Faculty, postsecondary, 315.10–316.80
 - benefit expenditures for full-time, 316.70
 - employment status of, 314.20, 314.30, 315.10
 - by field of study, 315.70, 315.80
 - full-time-equivalent, 314.10
 - historical statistics of degree-granting institutions, 301.20
 - by institution type and control
 - characteristics of faculty, 315.50
 - number of all staff by occupation, 314.20, 314.30
 - number of faculty, 315.10
 - instruction activities of
 - full-time, 315.30
 - part-time, 315.40
 - number of, overview by control of institution, 105.10, 105.40, 314.10
 - race/ethnicity and gender
 - of all staff by occupation, 314.40
 - by faculty characteristics, 315.60
 - by faculty field, 315.80
 - rank of full-time faculty by, 315.20
 - ratio of full-time-equivalent students to full-time-equivalent staff
 - at private institutions by state, 314.60
 - at public institutions by state, 314.50
 - salaries of full-time
 - by rank, 316.10, 316.20
 - by state, 316.30, 316.40, 316.50, 316.60
 - tenure for full-time, 316.80

Families

- activities with children, 207.10, 207.20, 207.30
- care of children in, 202.30, 202.35, 202.40, 202.50, 202.60, 202.65
- children living in poverty, 102.60 (*See also* Poverty rates/status)
- children's living arrangements, 102.20
- homeschooled children, 206.10
- median income of, 106.60 (*See also under* Income, family)
- poverty rates by race/ethnicity, 102.50
- preprimary enrollment and, 202.20
- by status and presence of children, 102.10

Family and consumer sciences

- associate's degrees in, 321.10
- bachelor's degrees in, 322.10, 505.10

Fatalities from violence

- in elementary and secondary schools, 228.10
- on-campus at postsecondary institutions, 329.10

Fear of attack or harm at school, 230.70, 230.80

Federal government

- budget composite deflator, 106.70
- education agencies (public) operated by, 214.30
- expenditures for education, 401.10, 401.20
 - by agency, 401.30
 - Department of Education appropriations, 401.60
 - research, 402.10
 - Title I allocations, 401.70
- funds to largest school districts, 215.30
- grants to undergraduates, 331.20, 331.35, 331.37
- revenues for postsecondary institutions, 333.70
 - institutions receiving largest amounts, 333.70
 - private, 333.40, 333.50, 333.55, 333.60
 - public, 333.10, 333.20
 - public by state, 333.25
- revenues for public elementary and secondary schools, 235.10, 235.20, 235.30
- revenues for public elementary and secondary schools by metropolitan status, 235.40
- student financial aid, 331.10, 331.40, 331.45, 331.50, 331.60, 331.70, 331.80, 331.90, 331.95, 332.10, 332.20

Fellowship grants, 332.30, 332.40

Females. *See* Gender; WomenField of study. *See also under individual subject areas*

- associate's degree recipients by, 321.30, 321.40, 321.50
- bachelor's degree recipients by, 322.10, 505.10, 505.30, 505.40
 - salaries, 505.50
 - women, 603.60
- bachelor's degree recipients' median annual earnings, 505.15
- certificates conferred by postsecondary institutions, 320.10
- degrees conferred by, 325.10–325.95
- degrees in selected professional fields by, 324.40, 324.50, 324.55, 324.60, 324.70
- distance education by graduate students by, 311.32
- distance education by undergraduates by, 311.22
- doctor's degrees by, 324.10
- faculty teaching in, 315.70, 315.80
- intended major for college-bound seniors, 226.30
- by level and type of institution, 311.60
- master's degrees by, 323.10
- remedial coursework enrolled in by undergraduate students, 311.40
- unemployment rates of bachelor's degree recipients by, 505.20

Fights between students at school, 231.10, 231.20, 231.30

Finances for postsecondary institutions, historical statistics, 301.20. *See also* Expenditures; Revenues

Financial aid to postsecondary students

- as part of expenditures for private postsecondary institutions, 334.30
- postbaccalaureate level, 332.30, 332.40
- postbaccalaureate student loans, 332.10, 332.20
- private institutions' expenditures on grant aid, 334.40, 334.50, 334.60
- public institutions' expenditures on scholarships and fellowships, 334.10
- scholarships and grants to undergraduates, 331.30
- student loan repayment and default rate, 332.50
- undergraduate level, 331.10, 331.20, 331.50, 331.60, 331.70, 331.80, 331.90
 - by dependency status, family income, and race/ethnicity, 331.40, 331.45
 - percentage of full-time, full-year students receiving, 331.35
 - percentage of part-time, part-year students receiving, 331.37

Fine motor skills, 220.10, 220.20, 220.30

Firearms accessible to students, 231.65, 231.70. *See also* Weapons in schoolsFirst-professional degrees. *See* Professional fields, selectedFirst-time undergraduates, retention of, 326.30. *See also* Undergraduate-level studies

Foreign-born population in the United States, 101.30

- employment of bachelor's degree recipients, 505.30
- postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - students, 310.20 (*See also* Citizenship status)
 - dropouts from high school, 219.80, 219.81
 - employment of high school students by, 503.10
 - unemployment rates of bachelor's degree recipients, 505.20

Foreign languages

- associate's degrees in, 321.10, 321.30, 321.40, 321.50
- bachelor's degrees in, 322.10, 322.30
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50

Carnegie units earned by high school graduates, 225.10

certificates conferred by postsecondary institutions in, 320.10

degrees conferred in, 318.30, 318.50, 325.55, 325.57, 325.59

doctor's degrees in, 324.10, 324.25, 324.30, 324.35

enrollment

- in postsecondary education, 311.60, 311.70, 311.80
- in secondary school, 225.70

institutions conferring degrees in, 318.60

master's degrees in, 323.10, 323.30, 323.40, 323.50

For-profit private postsecondary institutions, 304.50. *See also*

Private postsecondary institutions

applications, admissions and enrollment comparisons, 305.40

crimes on-campus, 329.10, 329.20, 329.30

degrees conferred at, 318.50

distance education courses offered by, 311.33

expenditures of, 334.50, 334.60, 334.70

faculty in, 315.10

benefit expenditures for, 316.70

graduation rates for first-time students, 326.10, 326.20

loans received by undergraduate students by their 4th year, 331.95

revenues for, 333.55, 333.60

student financial aid

scholarships and grants to undergraduates, 331.30

student loan repayment and default rate, 332.50

Foundation support to postsecondary institutions, 333.80

Fourth grade

attendance patterns, 227.50

international comparisons

of mathematics and science, 602.20

of reading scores, 602.10

mathematics achievement, 222.12, 222.20

international comparisons of, 602.20

in public schools by state, 222.50, 222.55

scale scores average by gender, and race/ethnicity, 222.10

by urban district, 222.80

reading achievement, 221.12, 221.75

of English language learners in public schools by state,
221.70

international comparisons of, 602.10

in public schools by state and race/ethnicity, 221.50

in public schools by state and selected years, 221.40

scale scores average by gender, and race/ethnicity, 221.10
by urban district, 221.80

science achievement, 223.10, 602.20

writing achievement, 224.60

Four-year postsecondary institutions

admission requirements for, 305.30

applications, admissions and enrollment comparisons, 305.40

attendance status at, 303.30

average total cost for attendance for undergraduates, 330.40

with branch campuses, 317.10

closing of institutions, 317.50

completion status of students, 326.40

crimes on-campus, 329.10, 329.20

distance education courses, 311.15, 311.22, 311.32

distance education courses offered by, 311.33

employment of college students, 503.20, 503.30

enrollment, staff and degrees/certificates conferred, 301.10

enrollment in, 105.20, 303.25, 303.60, 303.65

by attendance status, 303.55

by control of institution, 303.50

by race/ethnicity, 302.60, 302.62, 306.20, 306.40, 306.50

by recent high school completers, 302.10, 302.20, 302.40

by state, 304.60, 304.80

expenditures of private institutions, 334.30, 334.40, 334.50,
334.60, 334.70

expenditures of public institutions, 334.10, 334.20

faculty in, 315.10

salaries, 316.20, 316.30, 316.40, 316.50, 316.60

tenure, 316.80

field of study at, 311.60

first-time freshmen at, 305.10

foreign language enrollment in, 311.70, 311.80

full-time-equivalent enrollment in, 307.10, 307.20

graduation rates for first-time students, 326.10

hate crimes on campus, 329.30

historically black colleges and universities, 313.20

loans received by undergraduate students by their 4th year,
331.95

number of institutions by state, 317.20

ratio of full-time-equivalent students to full-time-equivalent
staff, 314.50

remedial coursework enrolled in by undergraduate students,
311.40

remedial coursework offered by, 311.50

residence and migration of freshmen in postsecondary
institutions, 309.30

retention of first-time degree-seeking students by attendance
status, 326.30

revenues of private institutions, 333.40, 333.50, 333.55, 333.60

revenues of public institutions, 333.10

revenues of public institutions by state, 333.25

staff in, 314.20, 314.30, 314.40

by state, 317.20

student financial aid, 331.20

postbaccalaureate students, 332.30, 332.40

student loan repayment and default rate, 332.50

undergraduates, 331.30, 331.50, 331.60, 331.70, 331.80, 331.90
tuition, fees, and board rates for undergraduates, 330.10, 330.20,
330.30

Free or reduced-price school lunch program

arts achievement and frequency of instruction, 224.10

attendance patterns by fourth-, eighth- and twelfth-graders, 227.50

bullying, reported by public schools, 230.65

civics achievement by grade, 224.20

controlled access, dress code, metal detectors and security
personnel present, 233.60

crime

recorded by schools, 229.20

reported to police by schools, 229.40

violent crime reported to police by schools, 229.50, 229.60

violent incidents recorded by schools, 229.30

discipline issues reported by public schools, 230.10

economics achievement of high school seniors, 224.30

eligible public school students by state, 204.10

eligible students in public charter and traditional public schools,
216.30

environmental factors that interfere with instruction, 217.10

geography achievement by grade, 224.40

high school graduates enrolled in postsecondary institutions by,
302.40

history, U.S., achievement by grade, 224.50

mathematics achievement

of eighth-graders by attitude, 222.30

of fourth-graders by state, 222.55

by grade, 222.12, 222.20

by high school seniors, 222.40

of high school seniors by attitude, 222.35

mathematics coursework by high school graduates, 225.40

mobility of teachers in private schools, 210.31

mobility of teachers in public schools, 210.30

percentage distribution of students participating in, 216.60

public school capacity level and, 217.20

public schools with internet access, 218.10

pupil-to-teacher ratios, 208.10

reading achievement by grade, 221.12, 221.20

repairs or renovations of physical facilities for public
elementary/secondary schools by percentage of students in,
217.15

science achievement

of eighth-graders by attitude, 223.25

of eighth-graders in public schools by state, 223.20

by grade, 223.10

of high school seniors by attitude, 223.30

science coursework by high school graduates, 225.40

security staff present at public schools, 233.70

writing achievement, 224.60

- French
 degrees conferred in, 325.57
 enrollment in courses, postsecondary education, 311.70, 311.80
 enrollment in high school, 225.70
- Freshmen (postsecondary institutions)
 enrollment by attendance status, 305.10
 enrollment by state, 305.20
 residence and migration of, 309.10, 309.20, 309.30
- Full-day kindergarten, state policies on, 234.10
- Full-time attendance at postsecondary institutions, 303.10, 303.30, 303.70, 303.80
 by age and gender, 303.40
 by control and affiliation of institution, 303.90
 by control and type of institution, 303.50, 303.55
 distance education courses offered by, 311.33
 first-time freshmen, 305.10, 305.20
 in for-profit private institutions by state, 304.50
 institutions with more than 15,000 students, 312.20
 by level, 303.45, 303.60, 303.65
 postbaccalaureate-level student financial aid, 332.10, 332.30
 in private institutions by state, 304.40, 304.45
 in public institutions by state, 304.35
 by race/ethnicity and gender, 306.10
 remedial coursework enrolled in by undergraduate students, 311.40
 by state, 304.30
 student financial aid, 331.35, 331.40, 331.50, 331.60, 331.70, 331.90
- Full-time employment in postsecondary institutions, 314.10, 314.20, 314.30, 314.40, 315.10
- Full-time equivalent enrollment in postsecondary institutions, 307.10, 334.10. *See also* Enrollment, postsecondary institutions
 expenditures per, 334.10
 on-campus crime in postsecondary institutions, 329.20
 by state, 307.20, 307.30
- Full-time-equivalent staff/faculty in postsecondary institutions.
See also Faculty, postsecondary; Staff
 in private postsecondary institutions, 314.60
 in public degree-granting institutions, 314.50
 ratios to full-time equivalent students, 314.10
- Full-time faculty, 315.10, 315.20, 315.30. *See also* Faculty, postsecondary
- Full-year enrollment in postsecondary institutions, 308.10, 308.20.
See also Enrollment, postsecondary institutions
- Funding for public elementary and secondary schools. *See* Revenues
- Gang activities, students reporting presence of, 230.20
- GED (General Educational Development) test, 219.60
- Gender
 ACT scores, 226.50
 adult education participation, 507.30, 507.40
 alcohol consumption by secondary students, 232.10, 232.20
 associate's degrees by, 321.20, 321.40, 321.50
 attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 attendance status at postsecondary institutions, 303.10, 303.30, 303.40
 bachelor's degree recipients' median annual earnings, 505.15
 bachelor's degrees by, 104.50, 104.60, 322.20
 men earning, 322.40
 women earning, 322.50
 bullying
 reported by students, 230.40, 230.45, 230.50
 reported by students to adult at school, 230.60
 Carnegie units earned by high school graduates, 225.10, 225.20
 child care arrangements and, 202.50, 202.60
 child care arrangements of first-time kindergartners, 202.65
 civics achievement by grade levels, 224.20
 cognitive and motor skills of nine-month-old children by, 220.10
 cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 college enrollment and labor force status of high school graduates by, 504.10
 coursework in high school
 by high school graduates in mathematics and science, 225.30, 225.40
 mathematics scores of high school seniors, 222.40
 mathematics scores of seventeen-year-olds, 222.95
 minimum credits earned by high school graduates, 225.50
 cyber-bullying reported by students, 230.40, 230.55, 230.65
 degrees conferred by, 325.10, 325.15, 325.20, 325.25, 325.30, 325.35, 325.40, 325.45, 325.50, 325.55, 325.60, 325.65, 325.70, 325.80, 325.85, 325.90, 325.95
 degrees conferred by field of study, 318.30
 degrees in selected professional fields by, 324.40, 324.50, 324.60, 324.70
 disciplinary actions taken in public schools, 233.27, 233.28
 doctor's degrees by, 324.20, 324.30, 324.35
 dropouts from high school, 219.70, 219.71, 219.80, 219.81
 drug, cigarette, and alcohol usage by teenagers, 232.95
 economics achievement of high school seniors, 224.30
 educational attainment, 104.10, 104.20, 104.30, 104.40
 of 1990 high school sophomores in 2000 by, 104.90
 of 2002 high school sophomores in 2012 by, 104.91
 by metropolitan area, 104.95
 by state, 104.88
 employment
 of bachelor's degree recipients, 505.30
 of college students by, 503.30
 of high school students, 503.10
 to population ratio by, 501.60, 501.70
 unemployment rates of bachelor's degree recipients, 505.20
 event dropout rate from high school by race/ethnicity and, 219.55
 extracurricular activities of high school seniors, 227.30
 extracurricular activities of ninth-graders, 227.10
 fights between students at school, 231.10, 231.20
 gangs reported by students, 230.20
 geography achievement by grade, 224.40
 gifted and talented students by state, 204.80, 204.90
 grades earned by elementary and secondary students, 225.80
 graduate students taking distance education courses, 311.32
 graduate students taking night, weekend or online classes, 311.30
 guns accessible to students, 231.70
 hate crimes at postsecondary institutions, 329.30
 hate-related harassment, 230.35
 hate-related harassment or graffiti, 230.30
 high school graduates by control of school, 219.10
 high school status completion rate by, 219.65, 219.67
 historical statistics of degree-granting institutions, 301.20
 history, U.S., achievement by grade, 224.50
 homework, 227.40

- illegal drugs, availability to secondary students, 232.70
- income by educational attainment, 502.20, 502.30, 502.40
- international comparisons
 - of bachelor's degree recipients, 603.50
 - of employment rate by educational attainment, 603.90
 - of mathematics, reading and science skills, 602.40
 - of reading scores for fourth-graders, 602.10
- internet usage, 702.10
- juvenile offenders in residential placement facilities, 233.90, 233.92
- kindergarten entry status of children, 220.50
- labor force participation by, 501.10, 501.40
- labor force participation of high school dropouts by, 504.20
- language and mathematics skills of four-year-olds by, 220.30
- leisure activities of high school seniors, 227.20
- life values of high school students, 506.10
- literacy skills of adults, 507.10
- marijuana usage by secondary students, 232.40, 232.50
- master's degrees by, 323.20, 323.40, 323.50
- mathematics achievement
 - by age, 222.85, 222.90
 - of eighth-graders by attitude, 222.30
 - by grade, 222.20
 - of high school seniors by attitude, 222.35
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
- mathematics and science skills of 1998 kindergartners through grade 8, 220.80
- mental and physical skills of two-year-olds by, 220.20
- minimum credits earned by high school graduates, 225.50
- nonfatal victimization of students in schools, 228.25
- occupations by, 502.10
- population enrolled in school by, 103.10
- postsecondary institutions
 - attendance status and state, 304.30
 - attendance status at private institutions by state, 304.40
 - attendance status at public institutions by state, 304.35
 - certificates granted by Title IV postsecondary institutions, 320.20
 - at degree-granting and non-degree-granting, 301.10
 - degrees conferred by, 318.10
 - distance education courses, 311.33
 - employment in, 314.20, 314.30, 314.40
 - enrollment by recent high school completers in, 302.10
 - enrollment in, 105.20, 302.60, 302.62, 303.45, 303.60, 303.65, 306.10
 - enrollment in for-profit private institutions, 304.50
 - enrollment in private institutions, 304.45
 - enrollment of 2009 ninth-grade cohort in, 302.43
 - faculty in, 315.10, 315.20, 315.50, 315.60, 315.70, 315.80
 - faculty salaries by, 316.10, 316.20
 - faculty with tenure, 316.80
 - first-time freshmen at, 305.10, 305.20
 - graduation rates by, 326.10, 326.20
 - hate crimes on campus, 329.30
 - historically black colleges and universities, 313.30
 - institutions with more than 15,000 students, 312.10
 - postbaccalaureate level enrollment at, 303.80
 - undergraduate enrollment at, 303.70
 - undergraduate students enrolled in remedial coursework by, 311.40
 - women's colleges, 312.30
- preprimary enrollment and, 202.20
- reading achievement
 - by age, 221.85, 221.90
 - by grade, 221.20
 - scale scores average by race/ethnicity and grade-level, 221.10
- reading and mathematics scores at kindergarten entry, 220.40
- reading skills of 1998 kindergartners through grade 8, 220.70
- remedial coursework enrolled in by undergraduate students, 311.40
- retention in grade for elementary/secondary students, 225.90
- SAT scores for college-bound seniors, 226.20
- science achievement
 - of eighth-graders by attitude, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitude, 223.30
- science and mathematics skills of 1998 kindergartners through grade 8, 220.80
- skills of adults, 604.10
- students fearing attack or harm at school, 230.70, 230.80
- suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40
- teachers' educational attainment in schools by, 209.20
- of teachers in public and private elementary and secondary schools, 209.10
- of teachers reporting threats or physical attacks from students, 228.70
- undergraduate students
 - distance education courses, 311.22
 - financial aid by, 331.10, 331.35, 331.37, 331.40, 331.45
 - night, weekend or online classes, 311.20
 - receiving loans by their 4th year, 331.95
- unemployment rates by, 501.20, 501.85, 501.90
- U.S. students studying abroad, 310.10
- victimization reported by students in schools, 228.30
- weapons carried by students to school, 231.40, 231.50
- weapons-related victimization reported by students, 228.40
- writing achievement by grade, 224.60
- young adults neither in school nor employed, 501.30
- General Educational Development (GED), 219.60
- Geography
 - achievement by grade, 224.40
 - enrollment postsecondary education, 311.60
- Geology, degrees conferred in, 325.72
- Geometry coursework in secondary schools, 222.40, 222.95
- German
 - degrees conferred in, 325.57
 - enrollment in courses, postsecondary education, 311.70, 311.80
 - enrollment in high school, 225.70
- Gifted and talented students, 204.80, 204.90
- Goals for education
 - of college-bound seniors, 226.30
 - of 2002 high school sophomores, 104.92
- Government. *See also* Federal government; Local governments; States
 - expenditures on education by function, 106.30
 - support for education by agency, 401.20, 401.30
- Grade levels. *See also* Eighth grade; Fourth grade; High school seniors
 - alcohol consumption by secondary students, 232.10, 232.20
 - bullying
 - reported by students, 230.40, 230.45, 230.50

- reported by students to adult at school, 230.60
 - choice of elementary/secondary schools by parents, 206.40
 - civics achievement by, 224.20
 - crime recorded by schools, 229.20
 - crime reported to police, 229.40
 - cyber-bullying reported by students, 230.40, 230.55, 230.65
 - discipline issues reported by public schools, 230.10
 - English language learners (ELL) in public school programs for
 - by grade and language, 204.27
 - enrollment in public elementary and secondary schools by,
 - 203.10, 203.40, 203.45
 - environmental factors that interfere with instruction, 217.10
 - fights between students at school, 231.10, 231.20
 - gangs reported by students, 230.20
 - geography achievement by, 224.40
 - guns accessible to students, 231.70
 - hate-related harassment, 230.35
 - hate-related harassment or graffiti, 230.30
 - high school dropouts by, 219.50
 - history, U.S., achievement by, 224.50
 - illegal drugs, availability to students, 232.70
 - marijuana usage by secondary students, 232.40, 232.50
 - mathematics achievement by, 222.12, 222.20
 - mathematics achievement by high school seniors, 222.40
 - private school enrollment by, 205.10, 205.20
 - public elementary and secondary schools by, 216.10
 - public elementary schools by, 216.75
 - public secondary schools by, 216.80
 - reading achievement by, 221.12, 221.20, 221.75
 - retention in grade for elementary/secondary students, 225.90
 - schooling type, percentage of children by, 206.20, 206.30
 - security staff present at public schools, 233.70
 - students fearing attack or harm at school, 230.70
 - students fearing attack or harm in specific places at school,
 - 230.80
 - victimization reported by students in schools, 228.30
 - violent crime recorded by schools, 229.30
 - violent crime reported to police, 229.50, 229.60
 - weapons carried by students to school, 231.40, 231.50
 - weapons-related victimization reported by students, 228.40
 - writing achievement by, 224.60
- Grade point average
- disciplinary actions taken in public schools by ninth grade students, 233.27, 233.28
 - suspensions and expulsions from public schools by ninth grade students, 233.25
- Grades, average
- distribution of elementary and secondary school children by,
 - 225.80
 - SAT scores by high school grade point average, 226.30
- Graduate-level studies. *See* Postbaccalaureate education
- Graduate Record Examination (GRE), 327.10
- Graduation requirements for high school, 234.30
- Graffiti, hate-related, 230.30
- Grants to students
- graduate students receiving, 332.30, 332.40
 - undergraduates receiving, 331.10, 331.20, 331.30, 331.40,
 - 331.45, 331.60, 331.70, 331.80, 331.90
 - percentage of full-time, full-year students receiving, 331.35
 - percentage of part-time, part-year students receiving, 331.37
- Greek, ancient, enrollment in postsecondary education courses,
 - 311.70, 311.80
- Gross domestic product
- expenditures of educational institutions compared to, 106.10
 - government expenditures and income compared to, 106.60
 - international comparisons of educational expenditures, 605.10,
 - 605.20
 - price index, 106.70
- Guns accessible to students, 231.70. *See also* Weapons in schools
- Harassment
- hate-related words, 230.30, 230.35
 - threats made to teachers, 228.70, 228.80
- Hate crimes, hate-related harassment or graffiti, 230.30, 230.35,
 - 329.30
- Head Start, 202.50, 202.60
- Health sciences/professions
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - employment status of recipients, 505.40
 - men earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50, 603.60
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.60
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
 - postsecondary education
 - postbaccalaureate-level enrollment in, 311.90
- Hebrew, enrollment in courses, postsecondary education, 311.70,
 - 311.80
- Higher education. *See* Postsecondary education
- High school completion status
- suspensions and expulsions from public schools by ninth grade students, 233.25
- High school graduates
- adjusted cohort graduation rate (ACGR) by state, 219.46
 - Carnegie units earned by, 225.10
 - college enrollment and labor force status, 504.10
 - course credits required by state, 234.30
 - educational attainment of 2002 high school sophomores in
 - 2012, 104.90, 104.91, 104.92, 104.93
 - enrollment in postsecondary institutions, 302.10, 302.20,
 - 302.30, 302.40, 302.50
 - GED credentialed, 219.60
 - by gender and control of school, 219.10
 - international comparisons of as percentage of population,
 - 603.10
 - from private secondary schools, 205.80
 - by race/ethnicity, 219.30
 - by race/ethnicity and gender, 104.10, 219.32
 - by state, 219.20, 219.35
 - by state and race/ethnicity, 219.32, 219.40, 219.50
 - status completion rate, 219.65, 219.67
 - students with disabilities, 219.90
- High schools, 216.40, 601.60. *See also* Elementary and secondary education; Public elementary and secondary schools
- High school seniors
- attendance patterns, 227.50

- drug usage by, 232.90
- economics achievement, 224.30
- leisure activities of, 227.20
- life values of, 506.10
- mathematics achievement, 222.12, 222.20
 - by attitude towards mathematics, 222.35
 - by mathematics courses taken, 222.40
- mathematics scale scores average by gender, and race/ethnicity, 222.10
- reading achievement, 221.12, 221.75
- reading scale scores average by gender, and race/ethnicity, 221.10
- science achievement, 223.10
- science achievement by attitude, 223.30
- writing achievement, 224.60
- High school students, employment of, 503.10
- Hispanics
 - ACT scores, 226.50
 - arts achievement and frequency of instruction, 224.10
 - with associate's degrees, 321.20, 321.30, 321.40, 321.50
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bachelor's degree recipients' median annual earnings, 505.15
 - with bachelor's degrees, 104.50, 104.60, 322.20, 322.30
 - men, 322.40
 - women, 322.50
 - Carnegie units earned by high school graduates in vocational education by, 225.20
 - child care arrangements by, 202.35, 202.40
 - children living in poverty, 102.60
 - children's living arrangements, 102.20
 - civics achievement by grade, 224.20
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - college enrollment and labor force status of high school graduates, 504.10
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - with degrees in selected professional fields, 324.55, 324.60, 324.70
 - disciplinary actions taken in public schools, 233.27, 233.28
 - distribution in public schools
 - percentage of students eligible for free or reduced-price lunches, 216.60
 - by racial/ethnic concentration of school, 216.50, 216.55
 - by region of the country, 203.50
 - by state, 203.70
 - distribution of resident population by age, 101.30
 - with doctor's degrees, 324.20, 324.25, 324.30, 324.35
 - dropouts from high school, 219.70, 219.71
 - drug, cigarette, and alcohol usage by teenagers, 232.95
 - economics achievement of high school seniors, 224.30
 - educational attainment, 104.10, 104.20, 104.30, 104.40, 104.85
 - employment of bachelor's degree recipients, 505.30
 - employment of high school students, 503.10
 - English language learners (ELL) in public school programs, 204.25
 - enrollment and percentage distribution by year and level of education, 203.60
 - estimates of resident population by age, 101.20
 - geography achievement by grade, 224.40
 - gifted and talented students by state, 204.80, 204.90
 - high school dropouts, 219.50
 - high school graduates, 219.30, 219.40
 - high school graduates by, 219.32
 - high school status completion rate by, 219.65, 219.67
 - history, U.S., achievement by grade, 224.50
 - income and educational attainment of, 502.30
 - Individuals with Disabilities Education Act, children served under, 204.40, 204.50
 - internet usage, 702.10
 - labor force status, 501.40
 - labor force status of high school dropouts, 504.20
 - leisure activities of high school seniors, 227.20
 - with master's degrees, 323.20, 323.30, 323.40, 323.50
 - mathematics achievement
 - by age, 222.85, 222.90
 - of fourth- and eighth-graders in urban districts, 222.80
 - by grade, 222.20
 - of high school seniors by mathematics coursework, 222.40
 - by race/ethnicity and state, 222.70
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - of seventeen-year-olds by mathematics coursework, 222.95
 - mathematics and science skills of 1998 kindergartners through grade 8, 220.80
 - parental level of education of 6- to 18-year olds, 104.70
 - percentage of population enrolled in school, 103.10
 - postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - employment in, 314.40
 - enrollment by recent high school completers in, 302.20
 - enrollment in, 302.60, 306.10, 306.40, 306.50
 - enrollment in by state, 306.60, 306.70
 - enrollment in by sub-ethnic group, 302.62
 - enrollment in by type and control of institution, 306.20
 - enrollment of U.S. residents in, 306.30
 - faculty in, 315.20, 315.60, 315.80
 - graduation rates by, 326.10, 326.20
 - poverty rates, 102.50
 - in public charter and traditional public schools, 216.30
 - reading achievement
 - by age, 221.85, 221.90
 - of fourth- and eighth-graders by urban district, 221.80
 - of fourth-graders in public schools by state, 221.50
 - by grade, 221.75
 - scale scores average by gender, race/ethnicity, and grade-level, 221.10
 - reading and mathematics scores at kindergarten entry, 220.40
 - reading skills of 1998 kindergartners through grade 8, 220.70
 - remedial coursework enrolled in by undergraduate students, 311.40
 - retention in grade for elementary/secondary students, 225.90
 - SAT scores for college-bound seniors, 226.10
 - science achievement
 - of eighth-graders by attitudes toward science, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitudes toward science, 223.30
 - science and mathematics skills of 1998 kindergartners through grade 8, 220.80
 - suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40

- unemployment rate, 501.20
- U.S. students studying abroad, 310.10
- writing achievement by grade, 224.60
- young adults neither in school nor employed, 501.30
- Historically black colleges and universities, 313.10, 313.20, 313.30
- Historical summary statistics
 - Catholic schools, 205.70
 - degree-granting institutions, 301.20
 - degrees conferred by gender, 318.10
 - enrollment at all levels, 105.30
 - expenditures of educational institutions, 106.10, 106.20
 - level of education attained, 104.10, 104.20
 - number of school districts and public and private schools, 214.10
 - public elementary and secondary school characteristics, 201.10
 - public elementary and secondary school enrollment, 201.20
- History
 - achievement in U.S. history by grade, 224.50
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50
 - Carnegie units earned by high school graduates, 225.10
 - certificates conferred by postsecondary institutions in, 320.10
 - criterion-referenced tests (CRTs) by state, 234.40
 - degrees conferred in, 318.30, 318.50, 325.90, 325.92
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Hobby clubs
 - high school seniors' participation in, 227.30
 - ninth-graders' participation in, 227.10
- Home activities
 - internet access/usage, 702.10
 - with kindergartners through fifth-graders, 207.30
 - preschool literacy activities, 207.10
- Homeland security, certificates conferred by postsecondary institutions in, 320.10. *See also* Security
- Homeschooled students, 206.10, 206.20
- Homework
 - parental involvement with, 227.40
 - reading scores by amount of time on, 221.30
- Homicides in schools, 228.10
- Hospitals
 - expenditures at postsecondary institutions for, 334.10, 334.30, 334.40
 - revenues for postsecondary institutions, 333.10
 - revenues for private postsecondary institutions, 333.40, 333.50, 333.60
 - revenues for public postsecondary institutions, 333.25
- Household income. *See also under* Income, family
 - adult education participation by, 507.30, 507.40
 - child care arrangements by, 202.30
 - enrollment in preprimary education by, 202.70
 - homeschooled children by, 206.10
 - nonfatal victimization of students in schools, 228.25
 - by state, 102.30
- Household structure/type, 102.10. *See also* Single-parent households; Two-parent households
 - child care arrangements of first-time kindergartners, 202.65
 - choice of elementary/secondary schools by parents, 206.40
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 - entry status of children in kindergarten, 220.50
 - parental level of education of 6- to 18-year olds, 104.70
 - reading and mathematics scores of children at kindergarten entry by, 220.40
- Humanities. *See also* Liberal arts and humanities
 - bachelor's degrees earned by women in, 603.60
 - bachelor's degrees in, 319.30
 - doctor's degrees in, 324.80
 - master's degrees in, 319.40
- Illegal drugs
 - availability to students, 232.70, 232.80
 - on-campus in postsecondary institutions, 329.10, 329.20
 - usage by students, 232.40, 232.50, 232.60
- Illicit drug usage
 - discipline incidents resulting in removal of a student from school, 233.45
 - by high school seniors, 232.90
 - by teenagers, 232.95
- Immigrants/Immigration
 - dropouts from high school, 219.80, 219.81 (*See also* Citizenship status)
 - foreign-born population in the United States, 101.30
 - high school status completion rate by time of, 219.67
- Improving Teacher Quality State Grants, 401.70
- Income. *See also* Poverty rates/status; Socioeconomic status
 - of bachelor's degree recipients, 505.10, 505.15
 - of bachelor's degree recipients 1 year after graduation, 505.40, 505.50
 - compared to gross domestic product and government expenditures, 106.60
 - by educational attainment, 502.20, 502.30, 502.40
 - enrollment in postsecondary institutions by recent high school completers, 302.30
 - of faculty in postsecondary institutions, 315.50, 315.60 (*See also under* Salaries)
 - family
 - dropouts from high school and, 219.75
 - employment of high school students by, 503.10
 - grades earned by elementary and secondary students, 225.80
 - Internet usage, 702.10
 - SAT mean scores of college-bound seniors, 226.30
 - student financial aid, 331.10, 331.35, 331.37, 331.40, 331.45
 - household by state, 102.30 (*See also* Household income)
 - parental participation in activities with children, 207.30
 - parental participation in educational activities with children, 207.20
 - parental participation in school activities by level of, 207.40
 - skills of adults and employment rates, 604.30
 - teacher salaries, 211.10 (*See also* Salaries)
 - of undergraduates receiving scholarships and grants, 331.30
- Individuals with Disabilities Education Act (IDEA), 204.30, 204.40, 204.50, 204.60, 204.70, 219.90
- Information sources for postsecondary education attendance for 2002 high school sophomores, 104.93

- Institutionalized population, dropouts from high school, 219.80, 219.81
- Instructional levels. *See* Grade levels
- Instructional time
- in arts for eighth-graders, 224.10
 - international comparisons of teachers, 601.60
 - in mathematics
 - international comparisons, 602.20, 602.30
 - in science, international comparisons, 602.20, 602.30
- Instruction/Instructional staff. *See also* Faculty, postsecondary;
- Teachers, elementary and secondary
 - postsecondary institutions
 - at degree-granting and non-degree-granting, 301.10
 - expenditures for at private institutions, 334.30, 334.40, 334.50, 334.60
 - expenditures for at public institutions, 334.10, 334.20
 - in public elementary and secondary schools, 213.10, 213.20, 213.30
 - environmental factors interfering with, 217.10
 - expenditures for, 236.10, 236.20, 236.30, 236.40, 236.50
- Interest on school debt, 236.60. *See also* Expenditures
- International Baccalaureate programs in public secondary schools, 225.60
- International comparisons, 601.10–605.20
- bachelor's degrees, 603.50
 - earned by women, 603.60
 - in mathematics, science and engineering, 603.70
 - educational attainment of adults, 603.10–603.40
 - elementary school enrollment, 601.35
 - employment rate by educational attainment and gender, 603.90
 - expenditures on education
 - per student, 605.10
 - public direct, 605.20
 - foreign students enrolled in United States, 310.20
 - graduate degrees in mathematics, science and engineering, 603.80
 - literacy and numeracy skills in adults by educational attainment, 604.20
 - literacy and numeracy skills in adults by employment rates, 604.30
 - literacy and numeracy skills in adults by gender, age and educational attainment, 604.10
 - mathematics
 - hours of instruction, 602.20, 602.30
 - scores, 602.20, 602.30, 602.60
 - mathematics, reading, and science skills, 602.40
 - population and enrollment, 601.10, 601.20
 - preprimary school enrollment, 601.35
 - pupils per teacher in elementary and secondary schools, 601.50
 - reading literacy proficiency scores of fifteen-year-olds, 602.50
 - reading literacy scores for fourth-graders, 602.10
 - school-age population, 601.30
 - science
 - hours of instruction, 602.20, 602.30
 - scores, 602.20, 602.30, 602.40, 602.70
 - secondary and postsecondary enrollment, 601.40
 - teachers' working time and average class size, 601.60
- International relations, enrollment in postsecondary education, 311.60
- Internet access/usage
- cyber-bullying
 - public schools reporting, 230.65
 - students reporting, 230.40, 230.55
 - students reporting to adult at school, 230.60, 230.62
 - at home, 702.10
 - public elementary and secondary schools with, 218.10
- Interpersonal skills for children at kindergarten entry, 220.45
- Italian
- degrees conferred in, 325.57
 - enrollment in courses, postsecondary education, 311.70, 311.80
 - enrollment in high school in, 225.70
- Japanese
- enrollment in courses, postsecondary education, 311.70, 311.80
 - enrollment in high school in, 225.70
- Journalism, degrees conferred in, 325.30
- Junior high schools, 216.10, 601.60. *See also* Public elementary and secondary schools
- Juvenile offenders in residential placement facilities, 233.90, 233.92
- Kindergarten
- attendance and program requirements by state, 234.10
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - entry status of children, 220.50
 - mathematics and science skills for 1998 cohort through grade 8, 220.80
 - public, 203.40, 203.45
 - public and private by age and attendance status, 202.10, 202.20
 - reading, mathematics and cognitive flexibility scores by entry status, 220.60
 - reading and mathematics scores at kindergarten entry, 220.40
 - reading skills for 1998 cohort through grade 8, 220.70
- Korean
- degrees conferred in, 325.59
 - enrollment in courses, postsecondary education, 311.70, 311.80
- Labor force. *See also* Employment
- dropouts from high school, 219.75, 504.20
 - employment to population ratio, 501.50, 501.60, 501.70
 - high school graduates in, 504.10
 - participation rates, 501.10, 501.20
 - status by educational achievement, 501.40
 - unemployment rates, 501.80, 501.85, 501.90
 - young adults neither in school nor employed, 501.30
- Language
- English language learners (ELL) in public school programs for by grade and language, 204.27
 - initially spoken, literacy skills of adults by, 507.10 (*See also* English language learners (ELL))
 - skills of four-year-olds, 220.30
 - spoken at home
 - child care arrangements of first-time kindergartners, 202.65
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 - reading and mathematics scores of children at kindergarten entry by, 220.40
 - skills of 1998 kindergartners through grade 8 by, 220.70, 220.80
- Languages other than English, enrollment in postsecondary education courses, 311.70, 311.80. *See also* Foreign languages
- Latin
- enrollment in courses, postsecondary education, 311.70, 311.80
 - enrollment in high school, 225.70

- Latinos. *See* Hispanics
- Law enforcement
- associate's degrees in, 321.10
 - bachelor's degrees in, 322.10
 - certificates conferred by postsecondary institutions in, 320.10
- Learning approaches
- for children at kindergarten entry, 220.45
 - scores by kindergarten entry status, 220.60
- Legal professions
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - men earning, 322.40
 - STEM versus non-STEM professions, 505.30
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - LL.B. or J.D. degrees, 324.40, 324.50, 324.55
 - LL.B. or J.D. degrees, men earning, 324.60
 - LL.B. or J.D. degrees, women earning, 324.70
 - enrollment postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Leisure activities
- adult education participation, 507.40
 - of high school seniors, 227.20
 - reading scores in school and, 221.30
- Length of school day, 203.90
- Liberal arts and humanities
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.20, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
- Libraries
- family literacy activities, 207.10, 207.20
 - in postsecondary institutions, 701.40, 701.50
 - public, 701.60
 - public school, 701.10, 701.20, 701.30
- Library science
- associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - men earning, 322.40
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Life sciences. *See also* Biology; Science
- bachelor's degrees earned by women in, 603.60
 - persons receiving doctor's degrees in, 324.80
- Life values of high school seniors, 506.10
- Literacy skills
- of adults, 507.10, 604.10, 604.20, 604.30
 - of four-year-olds, 220.30
- Living arrangements for undergraduates in postsecondary institutions
- average total cost for attendance, 330.40
 - room and board, 330.10, 330.20, 330.30
- Loans to students
- loan repayment and default rate, 332.50
 - postbaccalaureate students receiving, 332.10, 332.20, 332.30, 332.40
 - received by undergraduate students by their 4th year, 331.95
 - undergraduates receiving, 331.10, 331.20, 331.40, 331.45, 331.60, 331.70, 331.80, 331.90
 - percentage of full-time, full-year students receiving, 331.35
 - percentage of part-time, part-year students receiving, 331.37
- Local governments
- expenditures by, 106.30, 106.40
 - expenditures on education, 106.50
 - grants to undergraduates, 331.20
 - postsecondary institutions
 - appropriations for, 333.30
 - revenues for, 333.10, 333.20, 333.25
 - revenues for private, 333.40, 333.50, 333.55, 333.60
 - revenues for public, 333.25
 - revenues for public elementary and secondary schools, 235.10, 235.20, 235.30
 - revenues for public elementary and secondary schools by metropolitan status, 235.40
 - revenues for public postsecondary institutions, 333.25
- Magnet schools, 216.20
- Males. *See* Gender; Men
- Marijuana usage by secondary students, 232.40, 232.50, 232.60
- Marital status of householders with families, 102.10
- Master's degrees
- by control of institution, 318.40, 318.50, 319.10
 - by field of study, 318.20, 318.30, 323.10, 325.10–325.95
 - by gender, 318.10
 - international comparisons of
 - mathematics, science and engineering, 603.80
 - as percentage of population, 603.30
 - number of institutions conferring, 318.60
 - by race/ethnicity and gender, 323.20, 323.30, 323.40, 323.50
 - salaries of teachers by, 211.40
 - by state, 319.20, 319.40
 - student financial aid for, 332.10, 332.20, 332.30, 332.40
- Mathematics
- associate's degrees in, 321.30, 321.40, 321.50
 - bachelor's degrees in, 321.10, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - international comparisons of recipients, 603.70
 - males earning, 322.40
 - by race/ethnicity, 104.50, 104.60
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50, 603.60
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.65
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
 - educational attainment of 2002 high school sophomores in 2012 by achievement in, 104.91

- elementary and secondary education
 - achievement
 - by age, 222.85, 222.90
 - of eighth-graders by attitude, 222.30
 - of eighth-graders in public schools by state, 222.60
 - of fourth- and eighth-graders in urban districts, 222.80
 - of fourth-graders in public schools by state, 222.50, 222.55
 - by grade, 222.12, 222.20
 - of high school seniors by attitude, 222.35
 - international comparisons of, 602.40, 602.60
 - by race/ethnicity and state, 222.70
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - Carnegie units earned by high school graduates, 225.10
 - course credits required by state for high school graduation, 234.30
 - coursework
 - by high school graduates in, 225.30, 225.40
 - mathematics scores of high school seniors, 222.40
 - mathematics scores of seventeen-year-olds, 222.95
 - criterion-referenced tests (CRTs) by state, 234.40
 - scores by student and school characteristics, 222.85
 - skills of 1998 kindergartners through grade 8, 220.80
- international comparisons
 - of achievement, 602.40, 602.60
 - of achievement and instructional time, 602.20, 602.30
 - of bachelor's degree recipients in, 603.70
 - of graduate degrees in, 603.80
- kindergarten scores at entry, 220.40
- kindergarten scores by entry status, 220.60
- master's degrees in, 323.10, 323.30, 323.40, 323.50
- postsecondary education (*See also under individual degrees*)
 - enrollment in, 311.60
 - institutions conferring degrees in, 318.60
 - postbaccalaureate-level enrollment in, 311.90
 - skills of four-year-olds, 220.30
- Mechanical engineering, degrees conferred in, 325.47. *See also* Engineering
- Media centers in schools, 701.10, 701.20, 701.30
- Medicine, doctor's degrees (M.D.) in, 324.40, 324.50, 324.55, 324.60, 324.70. *See also* Health sciences/professions
- Memory skills
 - scores at kindergarten entry, 220.40
 - scores by kindergarten entry status, 220.60
- Men. *See also* Gender
 - bachelor's degrees earned by field of study, 322.40
 - degrees earned in professional fields by field of study, 324.60
 - doctor's degrees earned by field of study, 324.30
 - employment to population ratio of, 501.60
 - postbaccalaureate degrees earned by field of study, 323.40
 - unemployment rates of, 501.85
- Mental skills of two-year-olds, 220.20
- Metal detectors in schools, 233.50, 233.60
- Metropolitan status
 - adult education participation, 507.30, 507.40
 - alcohol consumption by secondary students, 232.10
 - arts scores and frequency of instruction, 224.10
 - bullying
 - reported by students, 230.40, 230.45, 230.50
 - reported by students to adult at school, 230.60
 - charter schools and traditional public elementary and secondary schools, 216.30
 - child care arrangements by, 202.30
 - choice of elementary/secondary schools by parents, 206.40
 - controlled access, dress code, metal detectors and security personnel present, 233.60
 - crime
 - schools recording occurrences of, 229.20
 - schools recording occurrences of violent incidents, 229.30
 - schools reporting to police, 229.40
 - violent crimes that schools reported to police, 229.50, 229.60
 - cyber-bullying reported by students, 230.40, 230.55, 230.65
 - discipline issues reported by public schools, 230.10
 - dual credit, Advanced Placement and International Baccalaureate enrollment in public schools, 225.60
 - economics achievement of high school seniors, 224.30
 - educational attainment, 104.95
 - employment of high school students, 503.10
 - enforcement of school rules by other teachers and principal, 230.92
 - fights between students at school, 231.10, 231.20
 - free or reduced-price lunch eligibility of students, 216.60
 - gangs reported by students, 230.20
 - guns accessible to students, 231.70
 - hate-related harassment, 230.35
 - hate-related harassment or graffiti, 230.30
 - high school graduates enrolled in postsecondary institutions by, 302.40
 - homeschooled children, 206.10
 - homework, parental involvement with, 227.40
 - illegal drugs, availability to students, 232.70
 - largest school districts, 215.30
 - marijuana usage by secondary students, 232.40
 - mathematics achievement
 - of fourth- and eighth-graders by, 222.80
 - of high school seniors by mathematics coursework, 222.40
 - misbehavior by students interfering with class instruction, 230.90
 - mobility of teachers in private schools, 210.31
 - mobility of teachers in public schools, 210.30
 - nonfatal victimization of students in schools, 228.25
 - private elementary and secondary schools, 205.30, 205.40
 - public elementary and secondary school enrollment by poverty status, 203.75
 - public elementary and secondary schools, 214.40
 - expenditures and revenues, 235.40
 - with internet access, 218.10
 - reading achievement of fourth- and eighth-graders by, 221.80
 - repairs, renovations or replacements of physical facilities for public elementary/secondary schools, 217.15
 - school districts with distance education enrollment, 218.20
 - schooling type, percentage of children by, 206.20, 206.30
 - security staff present at public schools, 233.70
 - students fearing attack or harm at school, 230.70
 - students fearing attack or harm in specific places at school, 230.80
 - victimization reported by students in schools, 228.30
 - weapons carried by students to school, 231.40
- Microbiology, degrees conferred in, 325.22
- Middle schools, 216.10. *See also* Public elementary and secondary schools
 - crime recorded by schools by school characteristics, 229.20
 - crime reported to police by school characteristics, 229.40
 - discipline issues reported by public schools, 230.10

- violent crime recorded by schools by school characteristics, 229.30
- violent crime reported to police by school characteristics, 229.50, 229.60
- Military technologies
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status of recipients, 505.40
 - men earning, 322.40
 - STEM versus non-STEM professions, 505.30
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50
 - doctor's degrees in, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Minimum length of school year by state, 234.20
- Minorities. *See also* Race/ethnicity
 - enrollment in postsecondary institutions, 306.40, 306.50, 306.60, 306.70
 - enrollment in public elementary and secondary schools, 216.50
- Mobility
 - of public school principals, 212.20
 - residence and migration of freshmen in postsecondary institutions, 309.10, 309.20, 309.30
 - of teachers in private schools, 210.31
 - of teachers in public and private schools, 210.30
 - of teachers in public schools, 210.30
- Mothers, characteristics of. *See also* Parents
 - child care arrangements by, 202.30, 202.35
 - education level and employment status (*See also* Parental level of education)
 - home literacy activities by, 207.10
 - prekindergarten through second-grade enrollment by, 202.70
 - employment status
 - child care arrangements by, 202.50, 202.60
 - child care arrangements of first-time kindergartners by, 202.65
 - language and mathematics of four-year-olds by, 220.30
 - mental and physical skills of two-year-olds by, 220.20
 - preprimary education and, 202.70
- Motor skills, 220.10, 220.20, 220.30
- Music
 - achievement and frequency of instruction for eighth-graders, 224.10
 - participation in school-sponsored activities
 - by eighth-graders, 224.10
 - by high school seniors, 227.30
 - by ninth-graders, 227.10
- Native-born U.S. citizens
 - dropouts from high school, 219.80, 219.81
 - employment of bachelor's degree recipients, 505.30
 - employment of high school students by, 503.10
 - labor force status by, 501.40
 - postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - unemployment rates of bachelor's degree recipients, 505.20
- Natural sciences. *See also* Science
 - bachelor's degrees in, employment status and salary of recipients, 505.10
 - enrollment, postsecondary education, 311.60
 - international comparisons of postsecondary degrees in science, 603.80
- Need-based student financial aid. *See* Financial aid to postsecondary students
- Night classes for postsecondary education, 311.20, 311.30
- Ninth grade
 - enrollment of 2009 cohort in postsecondary institutions, 302.43
 - extracurricular activities of students in, 227.10
 - suspensions and expulsions from school, 233.25
- No Child Left Behind Act (2001). *See* Title I allocations
- Non-degree-granting institutions
 - enrollment in, 301.10
 - enrollment in Title IV institutions, 303.20
 - full-time-equivalent staff/faculty in, 314.10
 - by state, 317.30
- Nonfederal loans to undergraduate students, 331.95
- Nonsectarian private elementary and secondary schools, 205.20, 205.30, 205.40, 205.50, 206.50
- Not-for-profit private postsecondary institutions, 304.45. *See also* Private postsecondary institutions
 - applications, admissions and enrollment comparisons, 305.40
 - crimes on-campus, 329.10, 329.20, 329.30
 - degrees conferred at, 318.50
 - distance education courses offered by, 311.33
 - enrollment in, 303.50, 303.55
 - expenditures of, 334.30, 334.40, 334.70
 - faculty in, 315.10
 - benefit expenditures for, 316.70
 - graduation rates for first-time students, 326.10, 326.20
 - loans received by undergraduate students by their 4th year, 331.95
 - ratio of full-time-equivalent students to full-time-equivalent staff, 314.60
 - revenues for, 333.40, 333.50
 - revenues to, 333.40, 333.50
 - by state, 317.20
 - student financial aid
 - scholarships and grants to undergraduates, 331.30
 - student loan repayment and default rate, 332.50
- Numeracy skills of adults, 604.10, 604.20, 604.30
- Occupation. *See also* Field of study
 - adult education participation by, 507.30, 507.40
 - bachelor's degree recipients by, 505.10, 505.30, 505.40
 - bachelor's degree recipients' median annual earnings, 505.15
 - by educational attainment, 502.10
 - unemployment rates of bachelor's degree recipients by, 505.20
- One-parent households. *See* Single-parent households
- One-teacher schools, 216.10, 216.70
- Online classes for postsecondary education, 311.15, 311.20, 311.30, 311.33. *See also* Distance education in postsecondary institutions
- Operating expenditures, public postsecondary institutions, 334.10, 334.20
- Opinions on education
 - teachers on problems in schools, 210.10
 - teachers on school conditions, 210.20

- Organization of Economic Cooperation and Development (OECD) and partner countries
 achievement of fifteen-year-olds
 in mathematics, 602.60
 in mathematics, reading and science, 602.40
 in reading literacy, 602.50
 in science, 602.70
 employment rate by educational attainment and gender, 603.90
 international comparisons of educational attainment, 603.10–603.40
 Overcrowding in public schools, 217.20
- Parental level of education
 child care arrangements by, 202.50, 202.60
 child care arrangements of first-time kindergartners by, 202.65
 choice of elementary/secondary schools by parents, 206.40
 cognitive and motor skills of nine-month-old children by, 220.10
 cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 educational achievement of children by
 civics, 224.20
 economics, 224.30
 history, U.S., 224.50
 mathematics, 220.80, 222.30, 222.35, 222.60, 222.70, 222.85
 reading, 221.85
 science, 220.80
 writing, 224.60
 grades earned, elementary and secondary students by, 225.80
 homeschooled children by, 206.10
 kindergarten entry status of children, 220.50
 language, mathematics and motor skills of four-year-olds by, 220.30
 literacy activities with children by, 207.10
 mathematics and science skills of 1998 kindergartners through grade 8 by, 220.80
 mental and physical skills of two-year-olds by, 220.20
 participation in activities with children by, 207.20, 207.30
 participation in school activities by, 207.40
 percentage distribution of 6- to 18-year olds by, 104.70
 preprimary enrollment of children, 202.20
 reading achievement of eighth-graders by, 221.65
 reading and mathematics scores of children at kindergarten entry by, 220.40
 reading skills of 1998 kindergartners through grade 8 by, 220.70
 SAT mean scores of college-bound seniors by, 226.30
 science and mathematics skills of 1998 kindergartners through grade 8, 220.80
 suspensions and expulsions from public schools, 233.25
 type of schooling for children by, 206.20, 206.30
- Parent Loans for Undergraduates (PLUS), 331.95
- Parents. *See also* Single-parent households; Two-parent households
 activities with children, 207.10, 207.20, 207.30
 as college information sources for 2002 high school sophomores, 104.93
 educational attainment of (*See* Parental level of education)
 emotional attachment of two-year olds to, 220.20
 employment status
 cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 kindergarten entry status of children, 220.50
 preprimary enrollment of children, 202.20
 reading and mathematics scores of children at kindergarten entry by, 220.40
 homework, involvement with children's, 227.40
 prekindergarten through second-grade enrollment by characteristics of mothers, 202.70
 satisfaction with children's schools, 206.50
 school activities, participation in, 207.40
- Part-time attendance at postsecondary institutions, 303.10, 303.30, 303.70, 303.80
 by age and gender, 303.40
 by control and type of institution, 303.50, 303.55
 distance education courses offered by, 311.33
 employment of college students, 503.20, 503.30
 first-time freshmen, 305.10, 305.20
 in for-profit private institutions by state, 304.50
 graduate enrollment, 332.20
 institutions with more than 15,000 students, 312.20
 by level, 303.45, 303.60, 303.65
 postbaccalaureate-level student financial aid, 332.40
 in private institutions by state, 304.40, 304.45
 in public institutions by state, 304.35
 by race/ethnicity and gender, 306.10
 remedial coursework enrolled in by undergraduate students, 311.40
 by state, 304.30
 student financial aid, 331.37, 331.45, 331.50, 331.80, 331.90, 332.20, 332.40
- Part-time employment in postsecondary institutions, 314.20, 314.30, 314.40, 315.10
- Part-time faculty, 315.40. *See also* Faculty, postsecondary
- Performing arts
 associate's degrees in, 321.10, 321.30, 321.40, 321.50
 bachelor's degrees in, 322.10, 322.30
 men earning, 322.40
 women earning, 322.50
 certificates conferred by postsecondary institutions in, 320.10
 degrees conferred in, 318.30, 318.50, 325.95
 doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 enrollment, postsecondary education, 311.60
 institutions conferring degrees in, 318.60
 master's degrees in, 323.10, 323.30, 323.40, 323.50
- Perkins loans, 331.95, 332.30, 332.40
- Pharmacy, doctor's degrees (Pharm.D.) in, 324.50, 324.55, 324.60, 324.70
- Philosophy, religion and theology
 associate's degrees in, 321.10, 321.30, 321.40, 321.50
 bachelor's degrees in, 322.10, 322.30
 employment status and salary of recipients, 505.10
 men earning, 322.40
 by race/ethnicity, 104.50
 women earning, 322.50
 certificates conferred by postsecondary institutions in, 320.10
 degrees conferred in, 318.30, 318.50
 doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 enrollment, postsecondary education, 311.60
 institutions conferring degrees in, 318.60
 master's degrees in, 323.10, 323.30, 323.40, 323.50
 master's degrees in theology, 324.55, 324.60, 324.70
- Physical sciences. *See also* Science
 associate's degrees in, 321.10, 321.30, 321.40, 321.50
 bachelor's degrees in, 322.10, 322.30
 employment status and salary of recipients, 505.10

- men earning, 322.40
- STEM versus non-STEM professions, 505.30
- unemployment rates of recipients, 505.20
- women earning, 322.50, 603.60
- certificates conferred by postsecondary institutions in, 320.10
- degrees conferred in, 318.20, 318.30, 318.50, 325.70, 325.72
- doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
- institutions conferring degrees in, 318.60
- master's degrees in, 323.10, 323.30, 323.40, 323.50
- postsecondary education
 - enrollment in, 311.60
 - postbaccalaureate-level enrollment in, 311.90
- Physical skills of young children, 220.10, 220.20
- Physics, degrees conferred in, 325.72
- Place of birth
 - comparison of U.S.-born and foreign-born, 101.30
 - foreign-born population in the United States, 101.30
 - dropouts from high school, 219.80, 219.81
 - employment of bachelor's degree recipients, 505.30
 - employment of high school students by, 503.10
 - students, 310.20
 - unemployment rates of bachelor's degree recipients, 505.20
 - native-born U. S. citizens
 - dropouts from high school, 219.80, 219.81
 - employment of bachelor's degree recipients, 505.30
 - employment of high school students by, 503.10
 - labor force status by, 501.40
 - unemployment rates of bachelor's degree recipients, 505.20
- Podiatry, degrees conferred in, 324.50, 324.60, 324.70
- Police (sworn law enforcement officers) patrolling public schools, 233.70
- Political science and government
 - degrees conferred in, 325.92
 - enrollment, postsecondary education, 311.60
- Population
 - age
 - by age group, 101.10
 - race/ethnicity, place of birth and, 101.30
 - race/ethnicity and, 101.20
 - school-age populations by country, 601.10
 - school-age populations by state, 101.40
 - gross domestic product and income, 106.60
 - historical statistics of, 201.10
 - international comparisons, 601.10, 601.20
 - of educational attainment, 603.10–603.40
 - of employment by educational attainment, 603.90
 - of school-age populations, 601.30
 - of secondary and postsecondary enrollment, 601.40
 - percentage enrolled in school, 103.10, 103.20
 - ratio to employment status, 501.10
 - school-age population by state, 101.40
- Portable buildings in public schools, 217.10
- Portuguese, enrollment in courses, postsecondary education, 311.70, 311.80
- Postbaccalaureate education
 - disabled students enrolled in, 311.10
 - distance education, percentage of students taking, 311.32
 - distance education courses, 311.15, 311.33
 - employment of college students, 503.30
 - enrollment in, 105.20, 303.45, 303.50, 303.60, 303.65
 - by attendance status, 303.80
 - by race/ethnicity and gender, 306.10
 - by state, 304.70, 304.80
 - faculty teaching at, 315.30
 - field of study, 311.60
 - foreign language enrollment, 311.70, 311.80
 - at institutions with more than 15,000 students, 312.20
 - international comparisons of degrees in science, 603.80
 - night, weekend or online classes, percentage of students taking, 311.30
 - part-time faculty teaching at, 315.10, 315.40
 - in science and engineering postsecondary programs, 311.90
 - tuition and fees for, 330.50
- Postsecondary education, 301.10–334.70
 - admission requirements for institutions, 305.30
 - applications, admissions, and enrollment for undergraduates, 305.40
 - average total cost for attendance for undergraduates, 330.40
 - certificates conferred by field of study, 320.10
 - closing of institutions, 317.50
 - crimes on-campus, 329.10, 329.20
 - distance education courses, 311.15
 - doctor's degrees by institution, 324.90
 - endowment funds for institutions, 333.90
 - enrollment (*See also* Enrollment, postsecondary institutions)
 - at all levels, 105.20
 - by level of institution and race/ethnicity, 306.50
 - of U.S. residents by race/ethnicity, 306.30
 - expenditures on, 106.10, 106.20, 106.40 (*See also under* Expenditures)
 - federal support for, 401.10, 401.30
 - high school graduates enrolling in, 504.10
 - institutions and branches by control and state, 317.20
 - institutions with more than 15,000 students, 312.20
 - international comparisons
 - of educational attainment in, 603.20–603.80
 - of enrollment in, 601.40
 - on expenditures for, 605.10
 - largest colleges and universities, 312.10
 - libraries in institutions, 701.40, 701.50
 - non-degree-granting institutions, 317.30
 - number of institutions, 105.50, 317.10
 - number of institutions by state, 317.20
 - participants in, 105.10
 - per capita expenditures on, 106.50
 - race/ethnicity, enrollment by, 306.40
 - special education students enrolled in, 504.30
 - U.S. students studying abroad, 310.10
- Poverty rates/status
 - child care arrangements by, 202.30, 202.35, 202.50, 202.60
 - child care arrangements of first-time kindergartners by, 202.65
 - of children by family structure and race/ethnicity, 102.60
 - choice of elementary/secondary schools by parents, 206.40
 - cognitive and motor skills of nine-month-old children by, 220.10
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 - enrollment in preprimary education by, 202.70
 - homework by, 227.40
 - labor force status by, 501.40
 - language, mathematics and motor skills of four-year-olds by, 220.30
 - in largest 100 school districts, 215.30
 - mathematics achievement by grade, 222.12

- mental and physical skills of two-year-olds by, 220.20
- public elementary and secondary school enrollment by, 203.75
- by race/ethnicity, 102.50
- reading achievement by grade, 221.12
- reading and mathematics scores of children at kindergarten entry by, 220.40
- in school districts of more than 15,000 students, 215.20
- school districts with distance education enrollment by, 218.20
- by state, 102.40
- type of schooling by, 206.20, 206.30
- young adults neither in school nor employed by, 501.30
- Preprimary education
 - child care arrangements, 202.30, 202.35, 202.40, 202.50, 202.65
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - enrollment in, 202.10, 202.20, 202.70
 - international comparisons of enrollment in, 601.35
 - literacy activities at home, 207.10
 - in public elementary schools, 203.40, 203.45
 - quality of child care arrangements, 202.60
 - reading, mathematics and cognitive flexibility scores by kindergarten entry status, 220.60
 - reading and mathematics scores at kindergarten entry, 220.40
- Preschool programs, 202.10, 202.20. *See also* Preprimary education
- Price indexes, 106.70
- Primary schools. *See* Elementary schools; Private elementary and secondary schools; Public elementary and secondary schools
- Principals
 - attrition rate in elementary/secondary schools, 212.30
 - mobility of public elementary/secondary school, 212.20
 - in private elementary and secondary schools, 205.60, 212.08, 212.10
 - in public elementary and secondary schools, 212.08, 212.10
- Private elementary and secondary schools
 - arts achievement and frequency of instruction, 224.10
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bullying
 - reported by students, 230.40, 230.45, 230.50
 - reported by students to adult at school, 230.60
 - Catholic schools, 205.70 (*See also* Catholic schools)
 - child care arrangements of first-time kindergartners, 202.65
 - choice of elementary/secondary schools by parents, 206.40
 - controlled access, dress code, metal detectors and security personnel present, 233.50
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - cyber-bullying reported by students, 230.40, 230.55
 - enforcement of school rules by other teachers and principal, 230.92
 - enrollment in, 105.20, 105.30, 205.10, 205.20, 205.30, 205.40, 205.50
 - expenditures of, 106.20
 - extracurricular activities of high school seniors, 227.30
 - gangs reported by students, 230.20
 - grades earned by students in, 225.80
 - in grades 9 to 12 compared to 14- to 17-year-old population, 201.20
 - graduates enrolled in postsecondary institutions, 302.40, 302.50
 - guns accessible to students, 231.70
 - hate-related harassment, 230.35
 - hate-related harassment or graffiti, 230.30
 - high school graduates, 205.80, 219.10
 - historical and projected enrollment statistics, 105.30
 - homework, 227.40
 - leisure activities of high school seniors, 227.20
 - mathematics achievement of eighth-graders by attitude, 222.30
 - mathematics and science skills of 1998 kindergartners through grade 8, 220.80
 - minimum credits earned by high school graduates, 225.50
 - misbehavior by students interfering with class instruction, 230.90
 - mobility of teachers, 210.31
 - number of, 105.50, 214.10
 - opinions of teachers on problems in schools, 210.10
 - opinions of teachers on school conditions, 210.20
 - parental participation
 - in activities with children, 207.30
 - in educational activities with children, 207.20
 - in school activities, 207.40
 - parental satisfaction with, 206.50
 - participants in, 105.10
 - percentage distribution of teachers in, 209.10
 - percentage of children in, 206.20, 206.30
 - preprimary enrollment in, 202.10, 202.20
 - principals in, 205.60, 212.08, 212.10, 212.30
 - reading skills of 1998 kindergartners through grade 8, 220.70
 - science and mathematics skills of 1998 kindergartners through grade 8, 220.80
 - staff and student-to-staff ratios, 205.60
 - students fearing attack or harm at school, 230.70, 230.80
 - teachers in, 105.40, 209.20
 - salaries, 211.10
 - by school affiliation, 205.40
 - teachers reporting threats or physical attacks from students, 228.70
 - tuition for, 205.50
 - victimization reported by students in schools, 228.30
- Private funding for public elementary and secondary schools, 235.20, 235.30
- Private gifts and grants
 - postsecondary institutions, 333.10
 - revenues to private postsecondary institutions, 333.40, 333.50, 333.55, 333.60
 - revenues to public postsecondary institutions, 333.25
 - by source, 333.80
- Private postsecondary institutions
 - admission requirements for, 305.30
 - applications, admissions and enrollment comparisons, 305.40
 - attendance status at, 303.10, 303.20, 303.30, 304.40
 - average total cost for attendance for undergraduates, 330.40
 - with branch campuses, 317.10
 - closing of institutions, 317.50
 - by control and affiliation, 303.90
 - crimes on-campus, 329.10, 329.20
 - degree-granting and non-degree-granting postsecondary institutions, 301.10
 - degrees conferred at, 318.40, 318.50, 318.60, 319.10
 - distance education courses, 311.15
 - graduate students taking, 311.32
 - offered by, 311.33
 - undergraduate students taking, 311.22
 - employment of college students, 503.20, 503.30

- enrollment, 105.20, 303.25, 303.50, 303.55, 303.60, 303.65
 - postbaccalaureate level, 303.80
 - by race/ethnicity, 306.20, 306.40
 - by state, 304.20, 304.60, 304.80, 308.10
 - by state and control of institution, 308.20
 - undergraduate, 303.70
- expenditures of, 106.20, 334.30, 334.40, 334.50, 334.60
- faculty in, 105.40, 315.30, 315.50, 315.60
 - benefit expenditures for, 316.70
 - by gender, 315.10
 - part-time, 315.40
 - salaries, 316.10, 316.20, 316.30, 316.40, 316.50, 316.60
 - tenure, 316.80
- first-time freshmen at, 305.10, 305.20
- for-profit institutions, enrollment in, 304.50
- full-time-equivalent enrollment in, 307.10, 307.20, 307.30
- full-time-equivalent staff at, 314.60
- graduation rates for first-time students, 326.10, 326.20
- hate crimes on campus, 329.30
- historically black colleges and universities, 313.20
- non-degree-granting institutions, 317.30
- not-for-profit institutions, 304.45
- number and enrollment size, 317.40
- number of, 105.50, 317.20
- postbaccalaureate level
 - enrollment at, 303.80
 - students taking night, weekend or online classes, 311.30
- ratio of full-time-equivalent students to full-time-equivalent staff by state, 314.60
- remedial coursework offered by, 311.50
- retention of first-time degree-seeking students by attendance status, 326.30
- revenues for by source, 333.60
 - for-profit institutions, 333.55
 - nonprofit institutions, 333.40, 333.50
- revenues from federal government, 333.70
- staff in, 314.10, 314.20, 314.30, 314.40, 314.60
- by state, 317.20
- student financial aid
 - postbaccalaureate students receiving, 332.10, 332.20, 332.30, 332.40
 - scholarships and grants to undergraduates, 331.30
 - student loan repayment and default rate, 332.50
 - undergraduate students receiving, 331.20, 331.50, 331.60, 331.70, 331.80, 331.90
- tuition, fees, and board rates for undergraduates, 330.10, 330.20, 330.30
- tuition and fees for postbaccalaureate-level studies, 330.50
- undergraduate students
 - distance education courses taken by, 311.22
 - enrollment at, 303.70
 - first-year students enrolled in remedial coursework by, 311.40
 - receiving loans by their 4th year, 331.95
 - taking night, weekend or online classes, 311.20
- Problems in schools, opinions of teachers on, 210.10
- Professional fields, selected degrees in
 - by field of study, 324.40, 324.50
 - number of institutions conferring, 324.40
 - by race/ethnicity and gender, 324.55, 324.60, 324.70
- student financial aid for, 332.10, 332.20, 332.30, 332.40
- tuition and fees for programs in, 330.50
- Proficiency levels. *See* Achievement of elementary and secondary students; individual subjects
- Program for International Student Assessment (PISA), scores of fifteen-year-olds in reading literacy, 602.50
- Projections of statistics
 - enrollment at all levels, 105.10, 105.20, 105.30
 - enrollment by race/ethnicity, 203.50, 203.60
 - enrollment of grade 9 through grade 12, 203.30
 - enrollment of prekindergarten through grade 8, 203.25
- Psychology
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.80
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
- Public administration
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.85
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Public elementary and secondary schools
 - alcohol consumption by secondary students, 232.30
 - arts achievement and frequency of instruction, 224.10
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - average daily attendance at, 203.80, 203.90
 - bullying
 - reported by students, 230.40, 230.45, 230.50
 - reported by students to adult at school, 230.60
 - charter schools and traditional, 216.30
 - charter schools as percent of total by state, 216.90
 - child care arrangements of first-time kindergartners, 202.65
 - choice of elementary/secondary schools by parents, 206.40
 - controlled access, dress code, metal detectors and security personnel present, 233.50, 233.60
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - crime
 - recorded by schools, 229.10
 - recorded by schools by school characteristics, 229.20
 - reported to police by school characteristics, 229.40
 - violent incidents recorded by schools by school characteristics, 229.30
 - crisis procedures, written and drilled, 233.65
 - cyber-bullying reported by students, 230.40, 230.55, 230.65
 - disciplinary actions taken by schools, 233.10
 - discipline issues reported by schools, 230.10
 - distance education participation, 218.20

- dual credit, Advanced Placement and International Baccalaureate enrollment, 225.60
- education agencies, 214.30
- elementary schools by state and grade span, 216.75
- enforcement of school rules by other teachers and principal, 230.92
- English language learners (ELL) in programs for by grade and language, 204.27
- enrollment
 - at all levels, 105.20, 105.30
 - by capacity level, 217.20
 - by grade in, 203.10
 - in grades 9 to 12 compared to 14- to 17-year-old population, 201.20
 - by poverty rate, 203.75
 - by race/ethnicity, 203.60
 - racial/ethnic distribution by region of the country, 203.50
 - racial/ethnic distribution by state, 203.70
 - by size, 216.40
 - by state, 203.20, 203.25, 203.30, 203.40, 203.45
- environmental conditions, 217.10 (*See also* School conditions)
- expenditures, 106.20
 - by function, 236.20, 236.30, 236.40
 - for instruction, 236.50
 - per pupil, 236.15, 236.55, 236.60, 236.65, 236.70, 236.75, 236.80
 - by purpose, 236.10
 - by state, 236.25
 - for transportation to school, 236.90
- extracurricular activities of high school seniors, 227.30
- foreign language enrollment, 225.70
- free or reduced-price lunch program, students eligible for, 204.10, 216.60 (*See also* Free or reduced-price school lunch program)
- gangs reported by students, 230.20
- grades earned by students in, 225.80
- by grade spans included, 216.10
- graduates enrolled in postsecondary institutions, 302.40, 302.50
- guns accessible to students, 231.70
- hate-related harassment, 230.35
- hate-related harassment or graffiti, 230.30
- high school dropouts, 219.50
- high school graduates, 219.10, 219.20, 219.30, 219.35, 219.40
- historical statistics for, 105.30, 201.10
- homework, 227.40
- illegal drugs, availability to students, 232.80
- international comparisons of teachers' working time and class size, 601.60
- internet access, 218.10
- leisure activities of high school seniors, 227.20
- marijuana usage by secondary students, 232.60
- mathematics achievement
 - of eighth-graders by attitude, 222.30
 - of eighth-graders by state, 222.60
 - of fourth- and eighth-graders by urban district, 222.80
 - of fourth-graders by state, 222.50, 222.55
 - by race/ethnicity and state, 222.70
- mathematics and science skills of 1998 kindergartners through grade 8, 220.80
- by metropolitan status, 214.40
- middle schools, 216.10
- minimum credits earned by high school graduates, 225.50
- misbehavior by students interfering with class instruction, 230.90
- misbehavior of students and enforcement of rules in public schools, 230.95
- mobility of teachers, 210.30
- number of, 105.50
- number of school districts, 214.10
- opinions of teachers on problems in schools, 210.10
- opinions of teachers on school conditions, 210.20
- parental participation
 - in activities with children, 207.30
 - in educational activities with children, 207.20
 - in school activities, 207.40
- parental satisfaction with, 206.50
- participants in, 105.10
- percentage distribution of teachers in, 209.10
- percentage of children in, 206.20, 206.30
- preprimary enrollment, 202.10, 202.20
- principals in, 212.08, 212.10, 212.20, 212.30
- projected enrollment statistics, 105.30
- pupil-to-staff ratios in, 213.50
- pupil-to-teacher ratios, 208.10, 208.40
- racial/ethnic concentration of enrollment in, 216.50, 216.55
- reading achievement (*See also under* Reading)
 - of eighth-graders by state, 221.60, 221.65
 - of fourth- and eighth-grade English language learners by state, 221.70
 - of fourth- and eighth-graders by urban district, 221.80
 - of fourth-graders by state and race/ethnicity, 221.50
 - of fourth-graders by state and selected years, 221.40
- reading skills of 1998 kindergartners through grade 8, 220.70
- repairs, renovations or replacements of physical facilities, 217.15
- revenues and expenditures by metropolitan status, 235.40
- revenues by source of funds, 235.10, 235.20, 235.30
- school libraries and media centers, 701.10, 701.20, 701.30
- school size of public schools, 216.45
- science achievement
 - of eighth-graders by attitude, 223.25
 - of eighth-graders by state, 223.20
 - of high school seniors by attitude, 223.30
- science and mathematics skills of 1998 kindergartners through grade 8, 220.80
- secondary schools by state and grade levels, 216.80
- staff in, 213.10, 213.20, 213.30
- by state and type of school, 216.70
- students fearing attack or harm at school, 230.70
- students fearing attack or harm in specific places at school, 230.80
- subjects taught in high school, 209.50
- suspensions and expulsions from, 233.20, 233.25, 233.27, 233.28, 233.30, 233.40
- teachers in, 105.40, 208.30 (*See also* Teachers, elementary and secondary)
 - characteristics of, 209.20, 209.30
 - licensing/certification requirements met by, 209.25
 - opinions of teachers on problems in schools, 210.10
 - as percentage of staff in, 213.40
 - reporting threats or physical attacks from students, 228.70, 228.80
 - salaries, 211.10, 211.30, 211.40, 211.50, 211.60
 - transportation to school, 236.90
 - victimization reported by students in schools, 228.30
 - violent crime reported to police by school characteristics, 229.50, 229.60

- Public libraries, 701.60
- Public opinion on education
 - teachers on problems in schools, 210.10
 - teachers on school conditions, 210.20
- Public postsecondary institutions
 - admission requirements for, 305.30
 - affiliation of, 303.90
 - applications, admissions, and enrollment comparisons, 305.40
 - appropriations for by state, 333.30
 - attendance status at, 303.10, 303.20, 303.30, 304.35
 - average total cost for attendance for in-state undergraduates, 330.40
 - with branch campuses, 317.10
 - closing of institutions, 317.50
 - crimes on-campus, 329.10, 329.20
 - degree-granting and non-degree-granting postsecondary institutions, 301.10
 - degrees conferred at, 318.40, 318.50, 319.10
 - distance education courses, 311.15
 - graduate students taking, 311.32
 - offered by, 311.33
 - undergraduate students taking, 311.22
 - employment of college students, 503.20, 503.30
 - enrollment, 105.20, 303.25, 303.50, 303.55, 303.60, 303.65
 - by level of institution and by race/ethnicity, 306.50
 - postbaccalaureate level, 303.80
 - by race/ethnicity, 306.20, 306.40
 - by state, 304.15, 304.60, 304.80, 308.10
 - by state and control of institution, 308.20
 - undergraduate, 303.70
 - expenditures of, 106.20, 334.10, 334.20
 - faculty in, 105.40, 315.30, 315.50, 315.60
 - benefit expenditures for, 316.70
 - by gender, 315.10
 - part-time, 315.40
 - salaries, 316.10, 316.20, 316.30, 316.40, 316.50, 316.60
 - tenure, 316.80
 - first-time freshmen at, 305.10, 305.20
 - full-time-equivalent enrollment in, 307.10, 307.20, 307.30
 - graduation rates for first-time students, 326.10, 326.20
 - hate crimes on campus, 329.30
 - historically black colleges and universities, 313.20
 - institutions conferring degrees in, 318.60
 - non-degree-granting institutions, 317.30
 - number of, 105.50, 317.20, 317.40
 - postbaccalaureate students taking night, weekend or online classes, 311.30
 - ratio of full-time-equivalent students to full-time-equivalent staff, 314.50
 - remedial coursework offered by, 311.50
 - retention of first-time degree-seeking students by attendance status, 326.30
 - revenues, 333.10
 - from federal government, 333.70
 - by state, 333.25
 - staff in, 314.10, 314.20, 314.30, 314.40
 - by state, 317.20
 - student financial aid
 - postbaccalaureate students receiving, 332.10, 332.20, 332.30, 332.40
 - scholarships and grants to undergraduates, 331.30
 - student loan repayment and default rate, 332.50
 - undergraduate students receiving, 331.20, 331.50, 331.60, 331.70, 331.80, 331.90
 - tuition, fees and board rates for undergraduates, 330.10, 330.20, 330.30
 - tuition and fees for postbaccalaureate-level studies, 330.50
 - undergraduate students
 - distance education courses taken by, 311.22
 - first-year students enrolled in remedial coursework by, 311.40
 - receiving loans by their 4th year, 331.95
 - taking night, weekend or online classes, 311.20
 - tuition, fees and board rates for, 330.10, 330.20, 330.30
- Pupils
 - average number in public elementary schools, 216.75
 - expenditures per in public schools, 236.15, 236.55, 236.60, 236.65, 236.70, 236.75, 236.80
 - retained in grade by gender, race/ethnicity and grade level, 225.90
 - to-staff ratios in public elementary and secondary schools, 213.50
 - to-teacher ratios, 208.10, 208.20
 - bullying and cyber-bullying reported by public schools, 230.65
 - discipline issues reported by public schools, 230.10
 - gangs reported by students, 230.20
 - international comparisons, 601.50
 - by metropolitan status in public schools, 214.40
 - schools reporting crime to police by, 229.40
 - schools reporting violent crime to police by, 229.50, 229.60
 - by state in public schools, 208.40
- Race/ethnicity
 - ACT scores by, 226.50
 - adult education participation by, 507.30, 507.40
 - alcohol consumption by secondary students, 232.10, 232.20
 - arts achievement and frequency of instruction by, 224.10
 - associate's degrees by, 321.20, 321.30, 321.40, 321.50
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bachelor's degree recipients' median annual earnings, 505.15
 - bachelor's degrees by, 104.50, 104.60, 322.20, 322.30
 - men earning, 322.40
 - women, 322.50
 - bullying
 - reported by students, 230.40, 230.45, 230.50
 - reported by students to adult at school, 230.60
 - Carnegie units earned by high school graduates, 225.10
 - Carnegie units earned by high school graduates in vocational education by, 225.20
 - center-based programs and, 202.30
 - child care arrangements by, 202.30, 202.35, 202.40, 202.50, 202.60
 - child care arrangements of first-time kindergartners by, 202.65
 - children's living arrangements by, 102.20
 - choice of elementary/secondary schools by parents, 206.40
 - civics achievement by grade, 224.20
 - cognitive and motor skills of nine-month-old children by, 220.10
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - college enrollment and labor force status of high school graduates by, 504.10

- coursework by high school graduates in mathematics and science by, 225.30, 225.40
- crime
 - schools recording violent incidents, 229.30
 - schools reporting to police, 229.40
 - schools reporting violent crime to police, 229.50, 229.60
- cyber-bullying reported by students, 230.40, 230.55, 230.65
- degrees in selected professional fields by, 324.55
- with degrees in selected professional fields by, 324.60, 324.70
- disciplinary actions taken in public schools, 233.27, 233.28
- discipline issues reported by public schools, 230.10
- distance education taken by graduate students, 311.32
- distance education taken by undergraduate students, 311.22
- distribution of resident population by age and place of birth, 101.30
- doctor's degrees by, 324.20, 324.25, 324.30, 324.35
- dropouts from high school, 219.70, 219.71, 219.80, 219.81
- drug, cigarette, and alcohol usage by teenagers, 232.95
- economics achievement of high school seniors, 224.30
- educational attainment by, 104.10, 104.20, 104.30, 104.40, 104.85
- educational attainment of 2002 high school sophomores in 2012 by, 104.90, 104.91
- employment of bachelor's degree recipients, 505.30
- employment of college students by, 503.30
- employment of high school students by, 503.10
- English language learners (ELL) in public school programs, 204.25
- enrollment and percentage distribution by year and level of education, 203.60
- estimates of resident population by age and, 101.20
- Event dropout rate from high school by gender and, 219.55
- extracurricular activities of high school seniors by, 227.30
- extracurricular activities of ninth-graders by, 227.10
- family characteristics by, 102.60
- fight between students at school, 231.10, 231.20
- gangs reported by students, 230.20
- geography achievement by grade levels, 224.40
- gifted and talented students by state, 204.80, 204.90
- grades earned by elementary and secondary students, 225.80
- guns accessible to students, 231.70
- hate-related harassment aimed at, 230.35
- hate-related harassment or graffiti, 230.30
- high school dropouts by, 219.50
- high school graduates by, 219.30, 219.32, 219.40
- high school graduates enrolled in postsecondary institutions by, 302.40
- high school status completion rate by, 219.65, 219.67
- history, U.S., achievement by grade, 224.50
- homeschooled children by, 206.10, 206.20
- homework by, 227.40
- illegal drugs, availability to students, 232.70
- by income and educational attainment, 502.30
- Individuals with Disabilities Education Act, children served under by, 204.40, 204.50
- internet usage by, 702.10
- juvenile offenders in residential placement facilities, 233.90, 233.92
- kindergarten entry status of children, 220.50
- labor force participation by, 501.10, 501.40
- labor force participation of high school dropouts by, 504.20
- language, mathematics and motor skills of four-year-olds by, 220.30
- leisure activities of high school seniors by, 227.20
- literacy skills of adults by, 507.10
- loans received by undergraduate students by their 4th year, 331.95
- marijuana usage by secondary students, 232.40, 232.50
- master's degrees by, 323.20, 323.30, 323.40, 323.50
- mathematics achievement
 - by age, 222.85, 222.90
 - of eighth-graders by attitude, 222.30
 - of fourth- and eighth-graders in urban districts, 222.80
 - of fourth-graders by state, 222.55
 - by grade, 222.20
 - of high school seniors by attitude, 222.35
 - of high school seniors by mathematics coursework, 222.40
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - of seventeen-year-olds by mathematics coursework, 222.95
 - by state, 222.70
- mathematics and science skills of 1998 kindergartners through grade 8, 220.80
- mental and physical skills of two-year-olds by, 220.20
- minimum credits earned by high school graduates, 225.50
- mobility of teachers in private schools, 210.31
- mobility of teachers in public schools, 210.30
- night, weekend or online classes taken by graduate students, 311.30
- night, weekend or online classes taken by undergraduate students, 311.20
- nonfatal victimization of students in schools, 228.25
- parental level of education of 6- to 18-year olds, 104.70
- parental participation in educational activities with children by, 207.20, 207.30
- parental participation in school activities by, 207.40
- percentage of population enrolled in school by, 103.10
- postsecondary institutions
 - certificates granted by, 320.20
 - employment in, 314.40
 - enrollment by recent high school completers in, 302.20
 - enrollment in, 302.60, 306.10, 306.20, 306.40, 306.50, 306.60, 306.70
 - enrollment in by sub-ethnic group, 302.62
 - enrollment of 2009 ninth-grade cohort in, 302.43
 - enrollment of U.S. residents in, 306.30
 - faculty in, 315.20, 315.50, 315.60, 315.70, 315.80
 - graduation rates by, 326.10, 326.20
 - hate crimes on campus, 329.30
- poverty rates by, 102.50
- preprimary enrollment and, 202.20
- preschool literacy activities at home by, 207.10
- private school enrollment by, 205.30, 205.40
- in public charter and traditional public schools, 216.30
- public school enrollment distribution
 - by free or reduced-price lunch eligibility of students, 216.60
 - by poverty status, 203.75
 - by racial/ethnic concentration of school, 216.50, 216.55
 - by region of the country, 203.50
 - by state, 203.70
- reading achievement
 - by age, 221.85, 221.90
 - of fourth- and eighth-graders in urban districts, 221.80

- of fourth-graders by state, 221.50
- by grade, 221.20, 221.75
- scale scores average by gender, race/ethnicity, and grade-level, 221.10
- reading and mathematics scores at kindergarten entry, 220.40
- reading skills of 1998 kindergartners through grade 8, 220.70
- remedial coursework enrolled in by undergraduate students, 311.40
- retention in grade for elementary/secondary students, 225.90
- SAT scores for college-bound seniors by, 226.10
- school districts of more than 15,000 students, 215.10
- science achievement
 - of eighth-graders by attitude toward science, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitude toward science, 223.30
- science and mathematics skills of 1998 kindergartners through grade 8, 220.80
- security staff present at public schools, 233.70
- students fearing attack or harm at school, 230.70
- students fearing attack or harm in specific places at school, 230.80
- suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40
- teachers' educational attainment and experience by, 209.20
- of teachers in public and private elementary and secondary schools, 209.10
- of teachers reporting threats or physical attacks from students, 228.70
- type of schooling by, 206.20, 206.30
- undergraduate student financial aid by, 331.10, 331.35, 331.37, 331.40, 331.45
- unemployment rate by, 501.20
- unemployment rates of bachelor's degree recipients, 505.20
- U.S. students studying abroad by, 310.10
- victimization reported by students in schools, 228.30
- weapons carried by students to school, 231.40, 231.50
- weapons-related victimization reported by students, 228.40
- writing achievement by grade, 224.60
- young adults neither in school nor employed by, 501.30
- Reading
 - achievement
 - by age, 221.30, 221.85, 221.90
 - by amount of reading, homework, and TV, 221.30
 - of eighth-graders, 221.60, 221.65
 - of English language learners in public schools by state, 221.70
 - of fourth- and eighth-graders in urban districts, 221.80
 - of fourth-graders by state and race/ethnicity, 221.50
 - of fourth-graders by state and selected years, 221.40
 - by grade, 221.12, 221.20, 221.75
 - international comparisons of, 602.40
 - educational attainment of 2002 high school sophomores in 2012 by achievement in, 104.91
 - international comparisons of literacy proficiency levels by country, 602.50
 - international comparisons of scores for fourth-graders, 602.10
 - kindergarten scores by entry status, 220.60
 - preschool literacy activities at home, 207.10
 - scale scores average by gender, race/ethnicity, and grade-level, 221.10
 - scores at kindergarten entry, 220.40
 - skills of 1998 kindergartners through grade 8, 220.70
 - Reading First State Grants, 401.70
 - Reduced-price lunch program, 204.10. *See also* Free or reduced-price school lunch program
 - Region of the country
 - arts achievement and frequency of instruction, 224.10
 - charter schools and traditional public elementary and secondary schools, 216.30
 - choice of elementary/secondary schools by parents, 206.40
 - distance education enrollment in public schools and districts by, 218.20
 - doctor's degrees by, 324.80
 - dropouts from high school by, 219.80, 219.81
 - dual credit, Advanced Placement and International Baccalaureate enrollment in public schools, 225.60
 - economics achievement of high school seniors by, 224.30
 - enrollment in public elementary and secondary schools, 203.20, 203.25, 203.30
 - enrollment in public elementary and secondary schools by poverty status, 203.75
 - enrollment in public schools by race/ethnicity, 203.50
 - extracurricular activities of high school seniors by, 227.30
 - geography achievement by grade, 224.40
 - high school graduates by, 219.20
 - high school status completion rate by, 219.67
 - homeschooled children by, 206.10
 - mathematics achievement by age, 222.85
 - poverty rates by, 102.40
 - private elementary and secondary schools, 205.30
 - private school enrollment by, 205.10
 - reading achievement by age, 221.85
 - schooling type, percentage of children by, 206.20, 206.30
 - Religion, hate-related harassment/hate crimes aimed at, 230.35, 329.30
 - Religious affiliation
 - parental satisfaction with elementary/secondary schools, 206.50
 - postsecondary institutions, 303.90
 - private elementary and secondary schools, 205.20, 205.30, 205.40, 205.60
 - Remedial coursework
 - percentage of first-year undergraduate students enrolled in, 311.40
 - postsecondary institutions offering, 311.50
 - Repairs, renovations or replacements of physical facilities for public elementary/secondary schools, 217.15
 - Research
 - expenditures at postsecondary institutions for, 334.10, 334.30, 334.40, 334.50, 334.60
 - federal support for, 401.10, 401.30, 402.10
 - universities by state, 317.20
 - Residence halls and on-campus crime in postsecondary institutions, 329.20
 - Residency of freshmen attending in-state postsecondary institutions, 309.10, 309.20, 309.30
 - Residential placement facilities for juvenile offenders, 233.90, 233.92
 - Retention in grade for elementary/secondary students, 225.90
 - Retention of first-time degree-seeking undergraduates by attendance status, control, and type of institution, 326.30
 - Revenues
 - postsecondary institutions
 - from federal government, 333.70
 - private institutions, 333.40, 333.50, 333.55, 333.60

- public institutions, 333.10, 333.20, 333.25
- by source, 333.10, 333.25
- voluntary support, 333.80
- public elementary and secondary schools
 - historical statistics, 201.10
 - by metropolitan status, 214.40, 235.40
 - source of funds for, 235.10, 235.20, 235.30
 - source of funds for by metropolitan status, 235.40
 - in school districts of more than 15,000 students, 215.20
- Room and board for undergraduates at postsecondary institutions, 330.10
- average total cost for attendance, 330.40
- for full-time students by state, 330.20
- for full-time students by type of institution, 330.30
- Rural areas, public elementary and secondary schools, 214.40, 235.40. *See also* Metropolitan status
- Russian
 - degrees conferred in, 325.59
 - enrollment in courses, postsecondary education, 311.70, 311.80
 - enrollment in high school in, 225.70
- Salaries
 - of bachelor's degree recipients, 505.10, 505.15, 505.50
 - of faculty in postsecondary institutions, 315.50, 315.60
 - by academic rank, 316.10, 316.20
 - by state, 316.30, 316.40, 316.50, 316.60
 - of principals in public and private schools, 212.10
 - public postsecondary institutions, expenditures for, 334.10, 334.20
 - public schools, expenditures for, 236.20, 236.50
 - of teachers, 211.10, 211.20, 211.30, 211.40, 211.50, 211.60
- SAT scores, 226.30
 - of applicants to postsecondary institutions, 305.40
 - of college-bound seniors, 226.20
 - and percentage taking SAT by state, 226.40
 - by race/ethnicity, 226.10
- Scholarships and grants to undergraduates, 331.30
- Scholarships for college. *See* Financial aid to postsecondary students
- Scholastic Aptitude Test. *See* SAT scores
- School activities, parental participation in, 207.40
- School-age population
 - international comparisons of, 601.30
 - by state, 101.40
- School choice by parents, 206.40
- School conditions
 - class sizes, 209.30
 - controlled access, dress code, metal detectors and security personnel present, 233.50, 233.60, 233.80
 - crime in schools (*See* Crime in public schools)
 - crisis procedures, written and drilled, 233.65
 - disciplinary actions taken by schools, 233.10
 - enrollment under or over capacity, 217.20
 - environmental factors that interfere with instruction, 217.10
 - length of school day, 203.90
 - misbehavior of students interfering with class instruction, 230.90
 - parental satisfaction with, 206.50
 - repairs, renovations or replacements of physical facilities for public elementary/secondary schools, 217.15
 - security staff present at public schools, 233.70
 - teachers' opinions on, 210.10, 210.20
- School day, length of, 203.90
- School districts, 214.30
 - enrollment and poverty in 100 largest, 215.30
 - by enrollment size, 214.20
 - with more than 15,000 students, 215.10, 215.20
 - number of, 214.10
 - public elementary and secondary school enrollment by poverty status, 203.75
- School levels
 - charter schools and traditional public elementary and secondary schools, 216.30
 - closing of schools, 216.95
 - free or reduced-price lunches, students eligible for, 216.60
- School libraries, 701.10, 701.20, 701.30
- School lunch program, 217.10. *See also* Free or reduced-price school lunch program
- School Resource Officers (SROs), 233.70
- School size, elementary and secondary schools
 - enforcement of school rules by other teachers and principal, 230.92
 - misbehavior by students interfering with class instruction, 230.90
- School year, length of, 203.90, 234.20
- Science
 - elementary and secondary education
 - achievement
 - of eighth-graders by attitude toward science, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitude toward science, 223.30
 - Carnegie units earned by public high school graduates, 225.10
 - course credits required by state for high school graduation, 234.30
 - coursework by high school graduates in, 225.30, 225.40
 - skill levels of 1998 kindergartners through grade 8, 220.80
 - federal support to institutions for, 402.10
 - institutions conferring degrees in, 318.60
 - international comparisons, 602.40, 602.70
 - of achievement and instructional time, 602.20, 602.30
 - of bachelor's degrees in, 603.70
 - of fifteen-year-olds' scores, 602.40, 602.70
 - of graduate degrees in, 603.80
 - kindergarten scores by entry status, 220.60
 - master's degrees in, 319.40, 323.10
 - physical sciences degrees, 325.70, 325.72
 - postsecondary education
 - associate's degrees in, 321.30, 321.40, 321.50
 - bachelor's degrees earned by women in, 603.60
 - bachelor's degrees in, 104.50, 104.60, 319.30, 321.10, 322.10, 322.40, 322.50, 603.70
 - biology degrees, 325.20, 325.22
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.20, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.80
 - enrollment in, 311.60
 - postbaccalaureate-level enrollment in, 311.90
- Secondary education for adults, 507.20, 507.40
- Secondary schools. *See also* Private elementary and secondary schools; Public elementary and secondary schools
 - crime recorded by schools by school characteristics, 229.20
 - crime reported to police by school characteristics, 229.40

- discipline issues reported by public schools, 230.10
- enforcement of school rules by other teachers and principal, 230.92
- misbehavior by students interfering with class instruction, 230.90
- public schools by state and grade span, 216.80
- teachers reporting threats or physical attacks from students, 228.70
- violent crime recorded by schools by school characteristics, 229.30
- violent crime reported to police by school characteristics, 229.50, 229.60
- Security (field of study)
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - men earning, 322.40
 - women earning, 322.50
 - degrees conferred in, 318.30, 318.50
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Security for schools
 - controlled access, dress code, metal detectors and security personnel present, 233.50, 233.60, 233.80
 - designated staff for at public schools, 233.70
 - schools with measures for, 233.60
- Selection criteria for admissions to postsecondary institutions, 305.30
- Self-control for children at kindergarten entry, 220.45
- Sex. *See* Gender
- Sexual orientation, hate-related harassment/hate crimes, 230.35, 329.30
- Shutdowns of postsecondary institutions, 317.50
- Shutdowns of public elementary and secondary schools, 216.95
- Single-parent households, 102.10, 102.20, 102.50, 102.60
 - child care arrangements of first-time kindergartners by, 202.65
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 - entry status of children in kindergarten, 220.50
 - parental level of education of 6- to 18-year olds, 104.70
 - preprimary enrollment and, 202.20
 - reading and mathematics scores of children at kindergarten entry by, 220.40
- Skills. *See also* Achievement of elementary and secondary students; individual subjects and skills
 - of adults in prose, document, and quantitative literacy, 507.10
 - in four-year-olds, 220.30
 - of 1998 kindergartners through grade 8, 220.70, 220.80
 - in mathematics by age, 222.90
 - of nine-month-old children, 220.10
 - of two-year-olds, 220.20
- Social sciences
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 319.30, 322.10, 322.30
 - employment status and salary of recipients, 505.10
 - men earning, 322.40
 - by race/ethnicity, 104.50
 - STEM versus non-STEM professions, 505.30
 - unemployment rates of recipients, 505.20
 - women earning, 322.50, 603.60
- certificates conferred by postsecondary institutions in, 320.10
- degrees conferred in, 318.20, 318.30, 318.50, 325.90
- doctor's degrees in, 324.10, 324.25, 324.30, 324.35, 324.80
- enrollment, postsecondary education, 311.60
- institutions conferring degrees in, 318.60
- master's degrees in, 319.40, 323.10, 323.30, 323.40, 323.50
- postsecondary education
 - postbaccalaureate-level enrollment in, 311.90
- Social studies
 - course credits required by state for high school graduation, 234.30
 - criterion-referenced tests (CRTs) by state, 234.40
- Social work/services
 - bachelor's degrees in, employment status and salary of recipients, 505.10
 - degrees in, 325.85
- Socioeconomic status. *See also* Income
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - child care arrangements by, 202.50, 202.60
 - child care arrangements of first-time kindergartners by, 202.65
 - cognitive and motor skills of nine-month-old children by, 220.10
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 - educational attainment of 2002 high school sophomores, 104.90, 104.91, 104.92, 104.93
 - employment of high school students, 503.10
 - extracurricular activities of high school seniors, 227.30
 - language, mathematics, and motor skills of four-year-olds by, 220.30
 - leisure activities of high school seniors, 227.20
 - mathematics and science skills of 1998 kindergartners through grade 8, 220.80
 - mental and physical skills of two-year-olds by, 220.20
 - reading and mathematics scores of children at kindergarten entry by, 220.40
 - reading skills of 1998 kindergartners through grade 8, 220.70
 - science and mathematics skills of 1998 kindergartners through grade 8, 220.80
 - suspensions and expulsions from public schools, 233.25
- Sociology
 - degrees conferred in, 325.92
 - enrollment, postsecondary education, 311.60
- Spanish
 - degrees conferred in, 325.57
 - enrollment in courses, postsecondary education, 311.70, 311.80
 - enrollment in high school, 225.70
- Special education. *See also* Disabilities, students with
 - age range for compulsory attendance, 234.10
 - closing of schools, 216.95
 - percentage distribution of students in, 204.60
 - postsecondary education and employment status of students in, 504.30
 - pupil-to-teacher ratios for, 208.10
 - schools by state, 216.70
 - students exiting, 219.90
- Sports
 - high school seniors participating in, 227.30
 - ninth-graders participating in, 227.10

- Staff. *See also* Faculty, postsecondary; Teachers, elementary and secondary
- at degree-granting and non-degree-granting postsecondary institutions, 301.10
 - in postsecondary institutions, 314.10–315.80
 - by employment status, 314.20, 314.30
 - in libraries, 701.40, 701.50
 - by race/ethnicity and gender, 314.40
 - in private elementary and secondary schools, 205.60
 - in private postsecondary institutions, ratio of full-time-equivalent students to full-time-equivalent staff, 314.60
 - in public elementary and secondary schools, 213.10, 213.20, 213.30, 213.40, 213.50
 - in public postsecondary institutions, ratio of full-time-equivalent students to full-time-equivalent staff, 314.50
 - pupil-to-staff ratios in public schools, 213.50
- Stafford loans, 331.95, 332.30, 332.40
- States
- adjusted cohort graduation rate (ACGR) for high school graduates, 219.46
 - adult education participation, 507.20
 - age range for compulsory school attendance, 234.10
 - alcohol consumption by secondary students, 232.30
 - average daily attendance at public schools, 203.80, 203.90
 - bachelor's degrees conferred in, 319.30
 - bullying reported by students to adult at school, 230.62
 - certification test for teachers, 234.50
 - charter schools and traditional public elementary and secondary schools, 216.90
 - course credits required for high school graduation, 234.30
 - criterion-referenced tests (CRTs), 234.40
 - degrees conferred in, 319.10, 319.20
 - Department of Education appropriations, 401.60
 - discipline incidents resulting in removal of a student from school, 233.45
 - education agencies, 214.30
 - educational attainment by, 104.80, 104.85, 104.88
 - English language learners in public school programs, 204.20
 - enrollment in public elementary and secondary schools, 203.20, 203.25, 203.30, 203.40, 203.45
 - enrollment in public schools by race/ethnicity, 203.70
 - expenditures for education
 - on education, 106.50
 - by governments, 106.30, 106.40
 - in public elementary and secondary schools, 236.25, 236.30, 236.40, 236.50, 236.60, 236.65, 236.70, 236.75, 236.80
 - fight between students at school, 231.30
 - free or reduced-price lunch program, students eligible for, 204.10
 - gifted and talented students by, 204.80, 204.90
 - graduates from private schools by, 205.80
 - high school dropouts by, 219.50
 - high school graduates by, 219.20, 219.35, 219.40
 - high school graduates enrolled in postsecondary institutions by, 302.50
 - household income and poverty rates by, 102.30
 - illegal drugs, availability to students, 232.80
 - Individuals with Disabilities Education Act, children served under by, 204.70
 - marijuana usage by secondary students, 232.60
 - master's degrees conferred in, 319.40
 - mathematics achievement
 - of eighth-graders in public schools, 222.60
 - of fourth-graders in public schools, 222.50, 222.55
 - by race/ethnicity, 222.70
 - misbehavior of students and enforcement of school rules in public schools, 230.95
 - policies on textbook selection and length of school year, 234.20
 - postsecondary institutions
 - appropriations for, 333.30
 - attendance status and gender, 304.30, 304.35
 - by control and level, 317.20
 - enrollment in, 304.10, 304.60, 304.70, 304.80, 306.60, 306.70, 308.10, 308.20
 - enrollment in for-profit private institutions, 304.50
 - enrollment in private institutions, 304.45
 - expenditures of private institutions, 334.70
 - expenditures of public institutions, 334.20
 - faculty in private institutions by, 314.60
 - faculty salaries by, 316.30, 316.40, 316.50, 316.60
 - first-time freshmen at, 305.20
 - full-time-equivalent enrollment in, 307.20, 307.30
 - institutions with more than 15,000 students, 312.10
 - non-degree-granting institutions, 317.30
 - number in, 317.20
 - private institutions by, 304.20, 304.40
 - public institutions by, 304.15
 - ratio of full-time-equivalent students to full-time-equivalent staff by, 314.50
 - residence and migration of freshmen, 309.10, 309.20, 309.30
 - revenues for, 333.10, 333.20
 - revenues to private institutions, 333.40, 333.50, 333.55, 333.60
 - tuition, fees and board rates for undergraduates, 330.20
 - poverty rates by, 102.40
 - public elementary and secondary schools by type of school, 216.70
 - public elementary schools by grade span, 216.75
 - public libraries in, 701.60
 - public secondary schools by grade span, 216.80
 - pupil-to-staff ratios in public schools by, 213.50
 - reading achievement
 - of eighth-graders in public schools by, 221.60, 221.65
 - of English language learners in public schools by, 221.70
 - of fourth-graders in public schools by race/ethnicity, 221.50
 - of fourth-graders in public schools by selected years, 221.40
 - revenues
 - for public elementary and secondary schools, 235.10, 235.20, 235.30
 - for public elementary and secondary schools by metropolitan status, 235.40
 - for public postsecondary institutions, 333.25
 - SAT scores by, 226.40
 - school-age population, 101.40
 - school districts with more than 15,000 students, 215.10, 215.20
 - school libraries and media centers by, 701.30
 - science achievement of eighth-graders in public schools, 223.20
 - staff in public elementary and secondary schools, 213.20, 213.30
 - student financial aid from, 331.50, 332.10, 332.20
 - suspensions and expulsions from public schools, 233.30, 233.40
 - teachers
 - certification test for, 234.50
 - licensing/certification requirements met by elementary/secondary, 209.25
 - as percentage of staff in public schools by, 213.40
 - in public elementary and secondary schools, 208.30, 209.30

- pupil-to-teacher ratios in public schools by, 208.40
- reporting threats or physical attacks from students in public schools, 228.80
- salaries of in public schools, 211.30, 211.40, 211.60
- Title I agency programs, 401.70
- weapons carried by students on and off school property, 231.60
- weapons carried by students to school, 231.65
- weapons-related victimization reported by students, 228.50
- Statistics and mathematics. *See also* Mathematics
 - bachelor's degrees in by race/ethnicity, 104.50, 104.60
 - degrees conferred in, 325.65
 - enrollment, postsecondary education, 311.60
- Status dropouts from high school, 219.70, 219.71, 219.80, 219.81.
 - See also* Dropouts from high school
 - percentage distribution among 16- to 24-year olds, 219.73
- Status high school completion rate for young adults, 219.65, 219.67. *See also* High school graduates
- STEM (Science, Technology, Engineering, Mathematics) fields.
 - See also under individual fields*
 - bachelor's degrees by, 104.60
 - employment of bachelor's degree recipients, 505.30
 - unemployment rates of bachelor's degree recipients, 505.20
- Storytelling by parents, 207.10, 207.30
- Student financial aid
 - loans received by undergraduate students by their 4th year, 331.95
 - postbaccalaureate level, 332.30, 332.40
 - postbaccalaureate student loans, 332.10, 332.20
 - scholarships and grants to undergraduates, 331.30
 - student loan repayment and default rate, 332.50
 - undergraduate level, 331.10, 331.50, 331.60, 331.70, 331.80, 331.90
 - by dependency status, family income, and race/ethnicity, 331.40, 331.45
 - percentage of full-time, full-year students receiving, 331.35
 - percentage of part-time, part-year students receiving, 331.37
- Student housing status at postsecondary institutions, 311.40
- Students. *See* Postbaccalaureate education; Pupils; Undergraduate-level studies
- Student-to-faculty ratios, 314.50, 314.60
- Study abroad programs, U.S. students in, 310.10
- Subjects taught in public high schools, 209.50. *See also* Coursework/Credits
- Substance abuse
 - by high school seniors, 232.90
 - by teenagers, 232.95
- Suburban areas, public elementary and secondary schools, 214.40, 235.40. *See also* Metropolitan status
- Suicides in schools, 228.10
- Suspensions from school, 233.20, 233.25, 233.27, 233.28, 233.30, 233.40
- Talented students, 204.80, 204.90
- Tardiness of students, 230.90
- Teachers, elementary and secondary
 - average class size for in public schools, 209.30, 601.60
 - in Catholic schools, 205.70
 - as college information sources for 2002 high school sophomores, 104.93
 - degrees and teaching experience at the elementary/secondary level, 209.20
 - distribution in public and private elementary and secondary schools, 209.10
 - enforcement of school rules by other teachers and principal, 230.92
 - historical statistics of public schools, 201.10
 - international comparisons, 601.10, 601.50, 601.60
 - licensing/certification requirements met by, 209.25
 - misbehavior by students interfering with class instruction, 230.90
 - misbehavior of students and enforcement of school rules in public schools, 230.95
 - mobility of, 210.30, 210.31
 - number of, 105.10, 105.40
 - opinions on school conditions, 210.10, 210.20
 - parental satisfaction with, 206.50
 - in private elementary and secondary schools, 205.40, 205.60, 205.80
 - in public elementary and secondary schools, 208.30, 208.40, 213.40
 - reporting threats or physical attacks from students, 228.70
 - reporting threats or physical attacks from students in public schools, 228.80
 - salaries
 - in public and private schools, 211.10
 - in public schools, 211.20, 211.30, 211.40, 211.50, 211.60
 - by teaching experience, 211.20, 211.30, 211.40
 - states requiring test for certification, 234.50
 - subjects taught in public high schools, 209.50
 - teaching experience in public schools, 209.25, 209.30
 - teaching experience of, 209.20
- Technical education, 225.20. *See also* Vocational schools/education
- Technology-based distance education, 218.20
- Teenagers. *See also* Eighth grade; High school seniors
 - drug usage by, 232.95
 - international comparisons of fifteen-year-olds' skills
 - mathematics, 602.60
 - mathematics, reading and science skills, 602.40
 - reading, 602.50
 - science, 602.70
 - school attendance patterns in tenth grade, 227.50
- Television watching by age, 221.30
- Temporary buildings in public schools, 217.10
- Tenure for faculty, 316.80
- Testing, state
 - criterion-referenced tests (CRTs), 234.40
 - teacher certification testing, 234.50
- Textbook selection, by state, 234.20
- Theft in schools, 228.20, 228.25
 - public schools recording, 229.20
 - public schools recording and reporting to police, 229.10
 - public schools reporting to police, 229.40
 - reported by students, 228.30
- Theology
 - bachelor's degrees in, employment status and salary of recipients, 505.10
 - master's degrees in, 324.55, 324.60, 324.70 (*See also* Philosophy, religion and theology)
- Time, use of
 - in arts instruction for eighth-graders, 224.10
 - duration of stay for U.S. college students studying abroad, 310.10

- on homework by age, 221.30
- international comparisons
 - mathematics and science instruction, 602.20, 602.30
 - on teachers' working time and average class size, 601.60
- length of school day and school year, 203.90
- minimum instructional time per year by state, 234.20
- Title I allocations
 - to largest school districts, 215.30
 - in school districts of more than 15,000 students, 215.20
 - by state, 401.70
- Title IV aid, scholarships and grants to undergraduates, 331.30
- Title IV postsecondary institutions
 - certificates granted by, 320.20
 - enrollment in, 303.20
 - number of, 105.50
 - staff in, 314.10
- Transportation
 - associate's degrees in, 321.10
 - bachelor's degrees in, 322.10
- Transportation to school, 236.90
- Tribally controlled institutions, 312.50
- Tuition
 - average total cost for attendance for undergraduates, 330.40
 - graduate and first-professional, 330.50
 - at private elementary and secondary schools, 205.50
 - as revenue to postsecondary institutions
 - private institutions, 333.40, 333.50, 333.55, 333.60
 - public institutions, 333.10, 333.20, 333.25
 - for undergraduates, 330.10, 330.20, 330.30
- Tuition waivers, 332.30, 332.40
- Turnaround Grants, 401.70
- Twelve-month enrollment in postsecondary institutions, 308.20
- Two-parent households, 102.10, 102.20, 102.60
 - child care arrangements of first-time kindergartners, 202.65
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control of children at kindergarten entry by, 220.45
 - entry status of children in kindergarten, 220.50
 - parental level of education of 6- to 18-year olds, 104.70
 - preprimary enrollment and, 202.20
 - reading and mathematics scores of children at kindergarten entry by, 220.40
- Two-year postsecondary institutions
 - admission requirements for, 305.30
 - applications, admissions, and enrollment comparisons, 305.40
 - attendance status at, 303.30
 - average total cost for attendance for undergraduates, 330.40
 - with branch campuses, 317.10
 - closing of institutions, 317.50
 - completion status for students, 326.40
 - crimes on-campus, 329.10, 329.20
 - current-fund revenues for postsecondary institutions, 333.10
 - current-fund revenues for postsecondary institutions by state, 333.25
 - distance education courses, 311.15, 311.22, 311.32
 - distance education courses offered by, 311.33
 - employment of college students, 503.20, 503.30
 - enrollment, 105.20, 303.25, 303.50, 303.55, 303.60, 303.65
 - by race/ethnicity, 302.60, 302.62, 306.20, 306.40, 306.50
 - by recent high school completers in, 302.10, 302.20, 302.40
 - by state, 304.60, 304.80, 308.10
 - undergraduate-level, 303.70
 - enrollment, staff and degrees/certificates conferred, 301.10
 - expenditures of private institutions, 334.30, 334.40, 334.50, 334.60, 334.70
 - expenditures of public institutions, 334.10, 334.20
 - faculty in
 - by gender, 315.10
 - salaries, 316.20, 316.30, 316.40
 - tenure, 316.80
 - field of study at, 311.60
 - first-time freshmen at, 305.10
 - foreign language enrollment in, 311.70, 311.80
 - full-time-equivalent enrollment in, 307.10, 307.20
 - graduation rates for first-time students, 326.20
 - hate crimes on campus, 329.30
 - historically black colleges and universities, 313.20
 - loans received by undergraduate students by their 4th year, 331.95
 - number of institutions, 317.20
 - postbaccalaureate level enrollment at, 303.80
 - ratio of full-time-equivalent students to full-time-equivalent staff, 314.50
 - remedial coursework offered by, 311.50
 - retention of first-time degree-seeking students by attendance status, 326.30
 - revenues
 - of private postsecondary institutions, 333.40, 333.50, 333.55, 333.60
 - of public postsecondary institutions, 333.10
 - of public postsecondary institutions by state, 333.25
 - scholarships and grants to undergraduates, 331.30
 - staff in, 314.20, 314.30, 314.40
 - by state, 317.20
 - student financial aid, 331.20, 331.50, 331.60, 331.70, 331.80, 331.90
 - student loan repayment and default rate, 332.50
 - tuition, fees and board rates for undergraduates, 330.10, 330.20, 330.30
- Under-age drinking, 232.10, 232.20, 232.30
- Under capacity enrollment in public schools, 217.20
- Undergraduate-level studies
 - admission requirements for institutions, 305.30
 - applications, admissions and enrollment comparisons, 305.40
 - average total cost for attendance, 330.40
 - disabled students enrolled at, 311.10
 - distance education, percentage of students taking, 311.22
 - distance education courses, 311.15
 - distance education courses for, 311.33
 - employment of college students, 503.30
 - enrollment, 303.45, 303.50, 303.60, 303.65
 - by attendance status, 303.70
 - by race/ethnicity and gender, 306.10
 - by state, 304.70, 304.80
 - faculty teaching at, 315.30
 - field of study, 311.60
 - foreign language enrollment, 311.70, 311.80
 - at institutions with more than 15,000 students, 312.20
 - night, weekend or online classes, percentage of students taking, 311.20
 - part-time faculty teaching at, 315.40
 - retention of first-time degree-seeking students by attendance status, control, and type of institution, 326.30

- scholarships and grants to undergraduates, 331.30
- student financial aid, 331.10, 331.20, 331.50, 331.60, 331.70, 331.80, 331.90, 331.95
 - by dependency status, family income, and race/ethnicity, 331.40, 331.45
 - percentage of full-time, full-year students receiving, 331.35
 - percentage of part-time, part-year students receiving, 331.37
- student loan repayment and default rate, 332.50
- tuition, fees and board rates for, 330.10, 330.20, 330.30
- Unemployment rate, 501.10, 501.20, 501.30, 501.40
 - by age and educational attainment, 501.80, 501.85, 501.90
 - of bachelor's degree recipients, 505.10, 505.15
 - for dropouts from high school, 219.75, 504.20
 - for high school graduates, 504.10
- Universities, 303.25. *See also* Private postsecondary institutions; Public postsecondary institutions
- Urbanicity. *See* Metropolitan status
- U.S. Department of Education, appropriations for programs by state, 401.60
- U.S. history, achievement levels by grade, 224.50. *See also* History

- Values of high school seniors, 506.10
- Veteran status, percentage of first-year undergraduate students enrolled in remedial coursework by, 311.40
- Veterinary medicine, first professional degrees in, 324.50, 324.60, 324.70
- Victimization of students in schools, 228.20, 228.25
 - reported by students, 228.30
 - weapons-related and reported by students, 228.40, 228.50
- Videos, 221.30
- Violence in schools
 - crime incidents recorded by schools, 229.20, 229.30
 - crime incidents reported by schools, 229.10, 229.40, 229.50, 229.60
 - discipline incidents resulting in removal of a student from school, 233.45
 - nonfatal victimization of students, 228.20, 228.25
 - on-campus in postsecondary institutions, 329.10, 329.20
 - physical fights occurring, 231.10, 231.20, 231.30
 - reporting of victimization by students, 228.30
 - reporting of victimization involving weapons by students, 228.40, 228.50
 - teachers reporting threats or physical attacks from students, 228.70
 - teachers reporting threats or physical attacks from students in public schools, 228.80
 - violent deaths, 228.10
- Visual arts
 - achievement of eighth-graders, 224.10
 - associate's degrees in, 321.10, 321.30, 321.40, 321.50
 - bachelor's degrees in, 322.10, 322.30
 - men earning, 322.40
 - women earning, 322.50
 - certificates conferred by postsecondary institutions in, 320.10
 - degrees conferred in, 318.30, 318.50, 325.95
 - doctor's degrees in, 324.10, 324.25, 324.30, 324.35
 - enrollment, postsecondary education, 311.60
 - frequency of instruction for eighth-graders, 224.10
 - institutions conferring degrees in, 318.60
 - master's degrees in, 323.10, 323.30, 323.40, 323.50
- Vocational clubs
 - high school seniors' participation in, 227.30
 - ninth-graders' participation in, 227.10
- Vocational schools/education
 - Carnegie units earned by high school graduates, 225.10, 225.20
 - closing of schools, 216.95
 - international comparisons of as percentage of population, 603.20, 603.40
 - in public secondary schools, 216.80
 - pupil-to-teacher ratios, 208.10
- Voluntary support for postsecondary institutions, 333.80

- Weapons in schools
 - discipline incidents resulting in removal of a student from school, 233.45
 - firearms carried to school by students, 231.65
 - guns accessible to students, 231.70
 - on-campus in postsecondary institutions, 329.10, 329.20
 - students carrying on and off school property, 231.60
 - students carrying to school, 231.40, 231.50
 - victimization reported by students involving, 228.40, 228.50
 - violent deaths caused by, 228.10
- Weekend classes for postsecondary education, 311.20, 311.30
- Whites
 - ACT scores, 226.50
 - arts achievement and frequency of instruction, 224.10
 - with associate's degrees, 321.20, 321.30, 321.40, 321.50
 - attendance patterns by fourth-, eighth- and twelfth-graders, 227.50
 - bachelor's degree recipients' median annual earnings, 505.15
 - with bachelor's degrees, 104.50, 104.60, 322.20, 322.30
 - men, 322.40
 - women, 322.50
 - Carnegie units earned by high school graduates in vocational education by, 225.20
 - child care arrangements by, 202.35, 202.40
 - children living in poverty, 102.60
 - children's living arrangements, 102.20
 - civics achievement by grade, 224.20
 - cognitive flexibility, learning approaches, interpersonal skills, and self-control at kindergarten entry, 220.45
 - college enrollment and labor force status of high school graduates, 504.10
 - coursework by high school graduates in mathematics and science, 225.30, 225.40
 - with degrees in selected professional fields, 324.55, 324.60, 324.70
 - disciplinary actions taken in public schools, 233.27, 233.28
 - distribution in public schools
 - percentage of students eligible for free or reduced-price lunches, 216.60
 - by racial/ethnic concentration of school, 216.50, 216.55
 - by region of the country, 203.50
 - by state, 203.70
 - distribution of resident population by age, 101.30
 - with doctor's degrees, 324.20, 324.25, 324.30, 324.35
 - dropouts from high school, 219.70, 219.71
 - drug, cigarette, and alcohol usage by teenagers, 232.95
 - economics achievement of high school seniors, 224.30
 - educational attainment, 104.10, 104.20, 104.30, 104.40, 104.85
 - employment of bachelor's degree recipients, 505.30
 - employment of high school students, 503.10
 - English language learners (ELL) in public school programs, 204.25

- enrollment and percentage distribution by year and level of education, 203.60
- estimates of resident population by age, 101.20
- geography achievement by grade, 224.40
- gifted and talented students by state, 204.80, 204.90
- high school dropouts, 219.50
- high school graduates, 219.30, 219.40
- high school graduates by, 219.32
- high school status completion rate by, 219.65, 219.67
- history, U.S., achievement by grade, 224.50
- income and educational attainment of, 502.30
- Individuals with Disabilities Education Act, children served under, 204.40, 204.50
- internet usage, 702.10
- labor force status, 501.40
- labor force status of high school dropouts, 504.20
- leisure activities of high school seniors, 227.20
- with master's degrees, 323.20, 323.30, 323.40, 323.50
- mathematics achievement
 - by age, 222.85, 222.90
 - of fourth- and eighth-graders in urban districts, 222.80
 - of fourth-graders by state, 222.55
 - by grade, 222.20
 - of high school seniors by mathematics coursework, 222.40
 - by race/ethnicity and state, 222.70
 - scale scores average by gender, race/ethnicity, and grade-level, 222.10
 - of seventeen-year-olds by mathematics coursework, 222.95
- mathematics and science skills of 1998 kindergartners through grade 8, 220.80
- parental level of education of 6- to 18-year olds, 104.70
- percentage of population enrolled in school, 103.10
- postsecondary institutions
 - certificates granted by Title IV postsecondary institutions, 320.20
 - employment in, 314.40
 - enrollment by recent high school completers in, 302.20
 - enrollment in, 302.60, 302.62, 306.10, 306.40, 306.50
 - enrollment in by state, 306.60, 306.70
 - enrollment in by type and control of institution, 306.20
 - enrollment of U.S. residents in, 306.30
 - faculty in, 315.20, 315.60, 315.80
 - graduation rates, 326.10, 326.20
- poverty rates, 102.50
- in public charter and traditional public schools, 216.30
- reading achievement
 - by age, 221.85, 221.90
 - of fourth- and eighth-graders in urban districts, 221.80
 - of fourth-graders in public schools by state, 221.50
 - by grade, 221.75
- scale scores average by gender, race/ethnicity, and grade-level, 221.10
- reading and mathematics scores at kindergarten entry, 220.40
- reading skills of 1998 kindergartners through grade 8, 220.70
- remedial coursework enrolled in by undergraduate students, 311.40
- retention in grade for elementary/secondary students, 225.90
- SAT scores for college-bound seniors, 226.10
- science achievement
 - of eighth-graders by attitudes toward science, 223.25
 - of eighth-graders in public schools by state, 223.20
 - by grade, 223.10
 - of high school seniors by attitudes toward science, 223.30
- science and mathematics skills of 1998 kindergartners through grade 8, 220.80
- suspensions and expulsions from public schools, 233.20, 233.25, 233.30, 233.40
- unemployment rate, 501.20
- U.S. students studying abroad, 310.10
- writing achievement by grade, 224.60
- young adults neither in school nor employed, 501.30
- Women. *See also* Gender
 - bachelor's degrees earned by field of study, 322.50, 603.60
 - degrees earned in professional fields by field of study, 324.70
 - doctor's degrees earned by field of study, 324.35
 - employment to population ratio of, 501.70
 - postbaccalaureate degrees earned by field of study, 323.50
 - unemployment rates of, 501.90
- Women's colleges, 312.30
- Work experience
 - of principals, 212.08, 212.10, 212.20, 212.30
 - of teachers (*See under* Teachers, elementary and secondary)
- Working while attending college
 - by attendance status, 503.20, 503.30
 - distance education taken by graduate students, 311.32
 - distance education taken by undergraduate students, 311.22
 - night, weekend or online classes taken by graduate students, 311.20
 - night, weekend or online classes taken by undergraduate students, 311.20
- Work load of faculty in postsecondary institutions, 315.30, 315.40
- Writing achievement by grade, 224.60
- Year-round schools, 234.10
- Years of school completed, 104.10, 104.30. *See also* Educational attainment
- Zero tolerance policies in public schools, 233.27, 233.28
- Zoology, degrees in, 325.22

