

Table S44-1 Standard errors for table 44-1

Selected student characteristics	3-year-olds				4-year-olds				5-year-olds			
	Total	Center-based programs	Kindergarten	Center-based and kindergarten	Total	Center-based programs	Kindergarten	Center-based and kindergarten	Total	Center-based programs	Kindergarten	Center-based and kindergarten
Total	1.5	1.6	—	—	1.5	1.4	0.2	0.2	0.7	1.1	1.3	0.8
Sex												
Male	2.3	2.3	—	—	1.7	1.7	0.3	0.3	1.0	1.7	1.9	1.3
Female	1.9	2.0	—	—	2.1	2.0	0.4	0.1	0.9	1.3	2.0	1.2
Race-ethnicity												
White	2.4	2.4	—	—	1.9	1.9	0.3	0.2	0.8	1.5	1.4	1.1
Black	4.1	4.2	—	—	4.5	4.4	0.9	—	1.9	2.6	3.4	2.2
Hispanic	2.5	2.4	—	—	3.0	3.2	0.7	1.1	1.6	2.2	2.4	1.4
Other	7.1	7.1	—	—	5.6	5.7	0.7	0.7	1.6	6.7	7.5	6.7
Household income												
\$10,000 or less	3.8	3.8	—	—	4.8	4.7	0.3	0.3	1.7	3.1	3.7	1.8
10,001–20,000	3.5	3.5	—	—	4.4	4.3	0.7	0.4	2.1	2.9	3.7	2.8
20,001–35,000	2.7	2.7	—	—	2.8	2.9	0.3	0.5	1.4	2.0	2.6	1.7
35,001–50,000	3.5	3.5	—	—	3.0	2.9	0.9	0.2	2.3	2.3	2.9	2.1
50,001 or more	3.1	3.1	—	—	2.2	2.2	0.5	0.3	0.7	2.2	2.3	1.7
Parents' highest education level												
Less than high school diploma	4.8	4.5	—	—	5.8	5.6	0.6	—	2.0	3.7	4.4	1.9
High school diploma or GED	2.6	2.6	—	—	2.9	2.7	0.3	0.4	1.4	1.9	2.3	1.6
Some college/vocational/technical	2.8	2.8	—	—	2.6	2.8	0.6	0.2	1.4	2.4	2.5	1.8
Bachelor's degree	3.6	3.5	—	—	3.0	3.2	0.9	—	1.1	2.9	3.7	2.8
Graduate/professional school	5.1	5.1	—	—	3.2	3.3	0.6	0.7	1.8	3.4	3.3	2.6
Family structure												
Two biological or adoptive parents	1.8	1.8	—	—	1.6	1.5	0.3	0.2	0.9	1.2	1.4	1.0
One biological or adoptive parent	3.1	3.1	—	—	3.2	3.2	0.4	0.3	1.2	1.9	2.5	2.0
One biological/adoptive and one stepparent	8.7	7.7	—	—	6.7	6.5	1.6	0.9	2.2	4.4	4.8	3.1
Other relatives	7.0	7.0	—	—	10.1	10.1	—	—	2.3	9.9	10.1	4.3
Mother's first language												
English	1.8	1.8	—	—	1.7	1.6	0.2	0.1	0.8	1.3	1.4	0.9
Spanish	2.5	2.3	—	—	3.9	4.2	1.1	1.7	1.9	2.8	3.3	1.8
Other	7.0	7.0	—	—	6.8	7.5	2.8	—	4.1	4.9	6.2	3.3
Poverty status												
Poor	2.9	2.9	—	—	3.4	3.4	0.3	0.2	1.5	2.4	3.1	1.6
Nonpoor	1.7	1.7	—	—	1.4	1.4	0.3	0.2	0.7	1.2	1.4	0.9
Mother's employment status												
35 hours or more per week	2.2	2.3	—	—	2.4	2.3	0.4	0.4	1.0	2.1	2.1	1.7
Less than 35 hours per week	3.3	3.3	—	—	2.7	3.0	0.6	0.2	1.4	2.8	2.8	1.9
Looking for work	7.4	7.3	—	—	6.2	6.3	0.7	—	3.9	5.4	7.1	2.7
Not in labor force	2.8	2.7	—	—	2.3	2.3	0.4	—	1.0	1.9	2.2	0.9

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Early Childhood Program Participation File).

Table S46 Standard errors for the text table in *Indicator 46*

Year	Black					Hispanic				
	Public schools					Public schools				
	Total	Central city	Other metro-politan	Non-metro-politan	Private schools	Total	Central city	Other metro-politan	Non-metro-politan	Private schools
1970	0.2	0.8	0.3	0.4	0.5	—	—	—	—	—
1972	0.2	0.7	0.3	0.4	0.5	0.2	0.6	0.3	0.3	0.6
1974	0.3	0.7	0.3	0.4	0.5	0.2	0.6	0.3	0.3	0.8
1976	0.3	0.8	0.4	0.4	0.6	0.2	0.6	0.4	0.3	0.7
1978	0.3	0.8	0.4	0.4	0.6	0.2	0.7	0.4	0.3	0.7
1979	0.3	0.8	0.4	0.4	0.7	0.2	0.7	0.4	0.3	0.7
1982	0.3	0.9	0.4	0.5	0.7	0.3	0.8	0.4	0.4	0.9
1985	0.3	0.9	0.4	0.5	0.6	0.3	1.0	0.5	0.4	0.9
1986	0.3	0.8	0.4	0.5	0.7	0.3	0.9	0.5	0.5	0.9
1988	0.3	0.9	0.4	0.5	0.9	0.3	1.0	0.6	0.6	1.1
1990	0.3	0.8	0.4	0.5	0.8	0.3	0.9	0.6	0.5	1.0
1991	0.3	0.8	0.4	0.5	0.8	0.3	0.9	0.5	0.5	1.0
1992	0.3	0.8	0.4	0.4	0.8	0.3	0.9	0.6	0.5	1.0
1993	0.3	0.8	0.4	0.4	0.9	0.3	0.9	0.5	0.5	1.0
1994	0.3	0.7	0.3	0.4	0.7	0.3	0.7	0.4	0.4	0.7
1995	0.3	0.7	0.3	0.4	0.7	0.3	0.7	0.4	0.4	0.6
1996	0.3	0.7	0.3	0.4	0.7	0.3	0.7	0.4	0.5	0.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, "Level of Enrollment Below College for Persons 3 to 24 Years Old, by Control of School, Metropolitan Status, Sex, Race, and Hispanic Origin," various years; and October Current Population Surveys.**Table S50** Standard errors for the text table in *Indicator 50*

Enrollment characteristics	MBA	MAT, MEd, MA/MS in education	MA/MS (except education)	PhD	EdD	MD	Law (LLB or JD)
Time from bachelor's degree to program enrollment							
Less than 1 year	3.0	2.6	2.9	5.0	3.0	4.9	3.6
1-2 years	5.6	2.5	2.8	4.7	2.7	4.4	3.0
3-6 years	5.0	3.0	3.6	3.8	7.0	2.4	3.0
7 years or more	4.0	3.4	3.1	4.8	7.9	4.2	1.6
Attendance pattern							
Full-time, full-year	2.5	1.6	2.0	4.5	5.3	2.2	2.2
Part-time, full-year	3.0	2.3	2.0	4.0	6.9	0.7	2.1
Part-year	2.2	2.2	2.4	1.8	7.6	2.0	1.2
Employment status							
Worked at all	3.1	2.5	2.7	4.4	2.6	4.3	3.3
Worked full time if worked	4.0	2.9	4.0	5.0	6.9	3.9	2.5
Primary role if working							
Student working to meet expenses	3.3	3.2	4.0	4.7	7.1	9.7	3.1
Employee enrolled in school	3.3	3.2	4.0	4.7	7.1	9.7	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 1995-96, Graduate Data Analysis System.

Table S51 Standard errors for the text table in *Indicator 51*

October	Total	Sex		Race-ethnicity			Family income		
		Male	Female	White	Black	Hispanic	Low	Middle	High
1972	0.3	0.5	0.5	0.3	1.3	2.8	1.6	0.5	0.4
1974	0.3	0.5	0.5	0.4	1.4	2.5	—	—	—
1976	0.3	0.5	0.4	0.4	1.2	2.1	1.6	0.5	0.3
1978	0.3	0.5	0.5	0.4	1.3	2.8	1.7	0.5	0.4
1980	0.3	0.5	0.5	0.4	1.2	2.6	1.5	0.5	0.4
1982	0.3	0.5	0.5	0.4	1.2	2.3	1.5	0.5	0.4
1984	0.3	0.5	0.5	0.4	1.1	2.5	1.5	0.5	0.4
1986	0.3	0.5	0.5	0.3	1.1	2.7	1.3	0.5	0.3
1988	0.4	0.5	0.5	0.4	1.2	3.1	1.6	0.5	0.4
1990	0.3	0.5	0.5	0.4	1.2	2.3	1.4	0.5	0.3
1991	0.3	0.5	0.5	0.4	1.2	2.2	1.4	0.4	0.3
1992	0.4	0.5	0.5	0.4	1.1	2.2	1.4	0.5	0.4
1993	0.4	0.5	0.5	0.4	1.2	2.0	1.6	0.5	0.4
1994	0.3	0.5	0.5	0.4	1.0	1.5	1.4	0.4	0.4
1995	0.4	0.5	0.5	0.4	1.0	1.6	1.4	0.5	0.4
1996	0.3	0.5	0.5	0.4	1.1	1.5	1.3	0.5	0.4
1997	0.3	0.5	0.4	0.4	0.9	1.5	1.4	0.4	0.4

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1997, 1999* (based on the October Current Population Surveys).

Table S51-1 Standard errors for table 51-1

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996	1997
Total	0.3	0.3	0.4	0.4	0.3	0.4	0.3	0.3
Less than high school completion	1.4	1.3	1.5	1.6	1.4	1.4	1.5	1.6
High school completion	0.5	0.6	0.6	0.6	0.7	0.8	0.6	0.6
Some college	0.6	0.6	0.5	0.6	0.5	0.5	0.6	0.5
Bachelor's degree or higher	0.3	0.4	0.3	0.4	0.3	0.3	0.3	0.3
Not available	3.8	3.8	3.3	3.2	3.1	3.2	3.5	2.9

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, various years.

Table S52(a) Standard errors for the first text table in Indicator 52

Recency of migration	Total	Hispanic			Non-Hispanic			Asian/ Pacific Islander
		Total	Mexican	Other Hispanic	Total	White	Black	
Total	0.3	1.1	1.4	2.3	0.3	0.3	0.8	1.1
Born outside 50 states/D.C.	1.1	2.0	2.6	3.3	1.0	1.3	2.5	1.6
First generation	0.8	1.6	2.1	2.8	0.8	1.1	2.8	1.2
Later generation	0.3	2.0	2.2	5.5	0.3	0.3	0.9	2.9

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1997.

Table S52(b) Standard errors for the second text table in Indicator 52

Year and recency of migration	Total	Hispanic			Non-Hispanic			Asian/ Pacific Islander
		Total	Mexican	Other Hispanic	Total	White	Black	
1979 Total	0.3	2.0	2.5	3.5	0.8	0.3	1.2	—
Born outside 50 states/D.C.	2.4	3.0	5.3	4.8	4.4	2.4	5.3	—
First generation	1.2	4.1	3.8	5.1	5.7	1.2	9.9	—
Later generation	0.3	3.0	4.3	6.0	0.8	0.0	1.3	—
1989 Total	0.3	2.7	2.8	3.9	0.7	0.3	0.9	1.5
Born outside 50 states/D.C.	2.7	4.1	3.8	4.6	3.2	1.8	3.5	1.9
First generation	1.4	5.4	5.4	14.5	4.1	0.9	5.6	3.3
Later generation	0.3	3.9	4.0	9.0	0.8	0.3	1.0	2.8
1997 Total	0.3	1.2	1.5	2.1	0.2	0.2	0.7	1.1
Born outside 50 states/D.C.	0.9	1.5	1.9	2.5	0.8	1.2	2.8	1.3
First generation	0.9	2.1	3.3	2.3	0.9	1.0	4.0	2.0
Later generation	0.2	2.2	2.6	4.6	0.2	0.3	0.7	2.3

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, November 1979 and 1989, and Current Population Survey, October 1997.

Table S52-1 Standard errors for table 52-1

Recency of migration	Total	Hispanic			Non-Hispanic			Asian/ Pacific Islander	
		Total	Puerto Rican	Mexican	Other Hispanic	Total	White		Black
Born outside 50 states/D.C.	0.8	2.0	1.8	1.4	1.4	0.9	0.6	1.7	1.6
First generation	0.8	2.1	2.1	1.4	1.4	0.9	0.7	2.1	2.8
Later generation	0.4	2.2	0.4	0.5	0.4	0.3	0.2	0.6	3.0

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Survey, 1997.

Table S53 Standard errors for the text table in *Indicator 53*

October	Total	Type of institution		Family income			Race-ethnicity					
				Low	Middle	High	White	Black		Hispanic		
		2-year	4-year	Annual	3-year average	Annual	Annual	Annual	Annual	Annual	3-year average	Annual
1972	1.3	—	—	3.4	(*)	1.7	2.2	1.4	4.6	(*)	9.7	(*)
1975	1.3	1.0	1.2	3.6	(*)	1.7	2.1	1.4	4.7	2.7	8.4	4.9
1979	1.3	1.0	1.2	3.8	2.1	1.7	2.0	1.4	4.7	2.6	7.9	4.8
1983	1.4	1.1	1.3	4.0	2.2	1.9	2.2	1.6	4.3	2.5	9.0	4.7
1987	1.5	1.2	1.4	3.9	2.2	2.1	2.2	1.7	4.8	2.7	8.3	5.0
1990	1.6	1.3	1.6	4.8	2.6	2.1	2.5	1.8	5.1	3.0	10.8	5.7
1991	1.6	1.4	1.6	4.5	2.6	2.2	2.4	1.8	5.2	2.9	9.6	5.5
1992	1.6	1.4	1.6	4.4	2.6	2.2	2.3	1.8	4.9	3.0	8.5	5.0
1993	1.6	1.4	1.6	4.6	2.6	2.1	2.5	1.9	5.3	3.0	8.2	5.0
1994	1.4	1.2	1.4	4.0	2.3	1.9	2.2	1.6	4.4	2.5	6.3	3.2
1995	1.4	1.2	1.4	3.6	2.2	2.0	1.9	1.6	4.2	2.4	4.9	3.2
1996	1.4	1.3	1.5	3.8	2.2	1.9	2.3	1.7	4.0	2.4	5.8	3.0
1997	1.4	1.2	1.5	1.4	(*)	2.0	2.0	1.6	4.1	(*)	4.5	(*)

— Not available.

* Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S53-1 Standard errors for table 53-1

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996	1997
Total	1.6	1.6	1.6	1.6	1.4	1.4	1.4	1.4
Less than high school diploma	4.9	4.9	5.0	6.0	5.0	4.4	5.6	5.5
High school diploma or GED	2.8	3.0	3.0	2.9	3.0	2.9	2.8	3.0
Some college	3.4	3.3	3.0	3.3	2.8	2.5	2.7	2.7
Bachelor's degree or higher	2.4	2.2	2.4	2.1	2.1	1.8	2.0	1.9
Not available	5.7	5.7	5.4	5.0	4.2	4.2	4.4	4.0

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S53-2 Standard errors for table 53-2

October	Total	Type of institution		Family income			Race-ethnicity					
		2-year	4-year	Low	Middle	High	White	Black	Hispanic			
				3-year		Annual	Annual	Annual	Annual	3-year	3-year	
				Annual average	Annual	Annual	Annual	Annual average	Annual average	Annual average	Annual average	
1972	1.3	—	—	3.4	(*)	1.7	2.2	1.4	4.6	(*)	9.7	(*)
1973	1.3	0.9	1.2	3.2	(*)	1.7	2.1	1.4	4.3	2.6	9.0	5.3
1974	1.3	0.9	1.2	—	—	—	—	1.4	4.6	2.6	8.9	5.1
1975	1.3	1.0	1.2	3.6	(*)	1.7	2.1	1.4	4.7	2.7	8.4	4.9
1976	1.3	0.9	1.2	4.2	2.2	1.8	2.1	1.4	4.8	2.7	8.0	4.7
1977	1.3	1.0	1.2	3.5	2.2	1.8	2.0	1.4	4.7	2.7	8.0	4.7
1978	1.3	1.0	1.2	3.7	2.1	1.7	2.1	1.4	4.5	2.7	8.4	4.7
1979	1.3	1.0	1.2	3.8	2.1	1.7	2.0	1.4	4.7	2.6	7.9	4.8
1980	1.3	1.0	1.2	3.5	2.1	1.8	2.1	1.4	4.4	2.6	8.7	4.8
1981	1.3	1.1	1.2	3.9	2.1	1.7	2.1	1.4	4.4	2.5	8.2	4.7
1982	1.4	1.1	1.3	3.8	2.3	1.8	2.1	1.5	4.3	2.6	8.0	4.9
1983	1.4	1.1	1.3	4.0	2.2	1.9	2.2	1.6	4.3	2.5	9.0	4.7
1984	1.4	1.1	1.3	3.6	2.3	1.9	2.1	1.5	4.1	2.5	7.7	4.9
1985	1.4	1.2	1.4	4.1	2.2	2.0	2.2	1.6	4.8	2.6	9.8	5.2
1986	1.4	1.1	1.4	3.6	2.2	2.0	2.3	1.6	4.4	2.7	8.9	5.2
1987	1.5	1.2	1.4	3.9	2.2	2.1	2.2	1.7	4.8	2.7	8.3	5.0
1988	1.6	1.3	1.5	4.4	2.5	2.1	2.5	1.8	4.9	3.0	10.1	6.0
1989	1.6	1.4	1.6	4.6	2.7	2.3	2.6	1.9	5.3	3.0	10.5	6.3
1990	1.6	1.3	1.6	4.8	2.6	2.1	2.5	1.8	5.1	3.0	10.8	5.7
1991	1.6	1.4	1.6	4.5	2.6	2.2	2.4	1.8	5.2	2.9	9.6	5.5
1992	1.6	1.4	1.6	4.4	2.6	2.2	2.3	1.8	4.9	3.0	8.5	5.0
1993	1.6	1.4	1.6	4.6	2.6	2.1	2.5	1.9	5.3	3.0	8.2	5.0
1994	1.4	1.2	1.4	4.0	2.3	1.9	2.2	1.6	4.4	2.5	6.3	3.2
1995	1.4	1.2	1.4	3.6	2.2	2.0	1.9	1.6	4.2	2.4	4.9	3.2
1996	1.4	1.3	1.5	3.8	2.2	1.9	2.3	1.7	4.0	2.4	5.8	3.0
1997	1.4	1.2	1.5	3.7	(*)	2.0	2.0	1.6	4.1	(*)	4.5	(*)

— Not available.

* Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S54 Standard errors for the text table in *Indicator 54*

October	Ages 18-24				Ages 25-34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	0.5	0.5	1.7	3.3	0.3	0.3	1.1	2.0	—	—	—	—
1974	0.5	0.5	1.6	3.2	0.3	0.3	1.1	2.2	—	—	—	—
1976	0.5	0.5	1.7	3.2	0.3	0.3	1.1	2.0	0.1	0.1	0.6	1.2
1978	0.4	0.5	1.6	2.9	0.2	0.3	1.0	1.8	0.1	0.1	0.6	1.2
1980	0.4	0.5	1.5	2.8	0.2	0.3	0.9	1.6	0.1	0.1	0.5	0.9
1982	0.5	0.5	1.5	2.8	0.2	0.3	0.9	1.6	0.1	0.1	0.5	0.9
1984	0.5	0.5	1.5	2.8	0.1	0.0	0.8	1.6	0.1	0.1	0.4	0.6
1986	0.5	0.6	1.5	2.7	0.2	0.2	0.8	1.5	0.1	0.1	0.4	0.8
1988	0.6	0.6	1.7	3.3	0.2	0.3	0.8	1.5	0.1	0.1	0.4	0.9
1990	0.5	0.6	1.7	2.8	0.2	0.3	0.7	1.3	0.1	0.1	0.4	0.8
1991	0.6	0.6	1.7	2.9	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.7
1992	0.6	0.6	1.7	2.9	0.2	0.3	0.7	1.4	0.1	0.1	0.3	0.7
1993	0.6	0.6	1.7	2.8	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.7
1994	0.5	0.6	1.4	1.8	0.2	0.3	0.7	0.9	0.1	0.1	0.3	0.5
1995	0.5	0.6	1.4	1.7	0.2	0.3	0.7	0.8	0.1	0.1	0.3	0.5
1996	0.5	0.6	1.5	1.8	0.2	0.3	0.8	0.9	0.1	0.1	0.3	0.4
1997	0.5	0.6	1.5	1.8	0.2	0.3	0.7	0.8	0.1	0.1	0.3	0.4

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S54-1 Standard errors for table 54-1

October	Ages 18-24				Ages 25-34				Age 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
2-year institutions												
1973	0.2	0.3	0.8	2.2	0.1	0.1	0.6	1.5	—	—	—	—
1974	0.3	0.3	0.9	2.4	0.1	0.1	0.7	1.3	—	—	—	—
1975	0.3	0.3	1.1	2.3	0.2	0.2	0.8	1.5	—	—	—	—
1976	0.3	0.3	1.0	2.4	0.2	0.2	0.7	1.6	0.1	0.1	0.4	0.9
1977	0.3	0.3	1.0	2.3	0.2	0.2	0.8	1.3	—	—	—	—
1978	0.3	0.3	0.9	2.1	0.1	0.1	0.6	1.3	0.1	0.1	0.4	0.8
1979	0.3	0.3	1.0	2.2	0.1	0.1	0.6	1.2	0.1	0.1	0.3	0.7
1980	0.3	0.3	1.0	2.0	0.1	0.1	0.6	1.1	0.1	0.1	0.3	0.6
1981	0.3	0.3	0.9	2.1	0.1	0.1	0.5	1.1	0.1	0.1	0.3	0.8
1982	0.3	0.3	0.9	2.2	0.1	0.1	0.5	1.1	0.1	0.1	0.3	0.6
1983	0.3	0.3	0.9	2.1	0.1	0.1	0.5	1.2	0.1	0.1	0.2	0.5
1984	0.3	0.3	1.0	1.9	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.4
1985	0.3	0.3	0.9	1.9	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.5
1986	0.3	0.3	0.8	2.0	0.1	0.1	0.4	1.0	0.1	0.1	0.3	0.4
1987	0.3	0.3	1.0	1.9	0.1	0.1	0.4	0.9	0.1	0.1	0.2	0.4
1988	0.4	0.4	1.0	2.4	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.6
1989	0.3	0.4	1.1	2.3	0.1	0.1	0.4	1.0	0.1	0.1	0.2	0.7
1990	0.3	0.4	1.1	2.1	0.1	0.2	0.5	0.9	0.1	0.1	0.2	0.6
1991	0.4	0.4	1.2	2.2	0.1	0.2	0.5	1.0	0.1	0.1	0.2	0.5
1992	0.4	0.4	1.1	2.3	0.1	0.2	0.4	0.9	*0.0	0.1	0.2	0.5
1993	0.4	0.4	1.1	2.2	0.1	0.1	0.5	0.9	0.1	0.1	0.2	0.5
1994	0.3	0.4	0.9	1.3	0.1	0.1	0.5	0.6	*0.0	*0.0	0.2	0.3
1995	0.3	0.4	0.9	1.2	0.1	0.1	0.4	0.5	*0.0	*0.0	0.2	0.3
1996	0.3	0.4	0.9	1.3	0.1	0.2	0.5	0.5	*0.0	*0.0	0.2	0.3
1997	0.3	0.4	1.0	1.3	0.1	0.2	0.4	0.4	*0.0	*0.0	0.2	0.3
4-year institutions												
1973	0.4	0.4	1.2	2.5	0.1	0.1	0.6	1.2	—	—	—	—
1974	0.4	0.4	1.2	2.2	0.1	0.1	0.6	1.0	—	—	—	—
1975	0.4	0.4	1.3	2.5	0.1	0.1	0.6	1.0	—	—	—	—
1976	0.4	0.5	1.5	2.6	0.2	0.2	0.9	1.2	0.1	0.1	0.5	0.8
1977	0.4	0.5	1.4	2.5	0.2	0.2	0.9	1.6	—	—	—	—
1978	0.4	0.4	1.4	2.3	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.9
1979	0.4	0.4	1.4	2.3	0.2	0.2	0.7	1.5	0.1	0.1	0.4	0.6
1980	0.4	0.4	1.3	2.3	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.7
1981	0.4	0.4	1.3	2.1	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.6
1982	0.4	0.5	1.3	2.1	0.2	0.2	0.7	1.1	0.1	0.1	0.4	0.7
1983	0.4	0.5	1.3	2.4	0.2	0.2	0.6	1.1	0.1	0.1	0.4	0.7
1984	0.4	0.5	1.2	2.3	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.4
1985	0.4	0.5	1.2	2.2	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1986	0.4	0.5	1.4	2.2	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1987	0.5	0.5	1.4	2.1	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.5
1988	0.5	0.6	1.5	2.7	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1989	0.5	0.6	1.5	2.5	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1990	0.5	0.6	1.5	2.2	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.6
1991	0.5	0.6	1.4	2.4	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.5
1992	0.5	0.6	1.5	2.4	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1993	0.5	0.6	1.5	2.3	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1994	0.5	0.6	1.3	1.5	0.2	0.2	0.6	0.7	0.1	0.1	0.3	0.4
1995	0.5	0.6	1.3	1.5	0.2	0.2	0.5	0.7	0.1	0.1	0.3	0.4
1996	0.5	0.6	1.4	1.6	0.2	0.2	0.6	0.8	0.1	0.1	0.3	0.3
1997	0.5	0.6	1.4	1.5	0.2	0.2	0.6	0.7	0.1	0.1	0.3	0.3

— Not available.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S55 Standard errors for the text table in *Indicator 55*

Type of first institution	Attained certificate	Persisted to 1990-91	Left in 1989-90 without certificate		
			Total	Stopped out	Stayed out through 1994
Total	0.3	1.2	1.2	1.0	1.0
Institution in 1989-90					
Public 2-year	0.6	2.1	2.1	1.8	1.7
All 4-year	0.1	0.8	0.8	0.6	0.6
Public	0.1	1.1	1.1	0.8	0.8
Private, not-for-profit	0.1	1.0	1.0	0.7	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Table S55-1 Standard errors for table 55-1

Persistence or departure status and type of first institution	Attained by 1994 (highest degree)				No degree, enrolled in 1994	No degree, not enrolled in 1994
	Total	Certificate	Associate degree	Bachelor's degree		
All beginning students						
Total	1.1	0.8	0.8	1.0	0.7	1.1
Persistence or departure in 1989-90						
Persisted to 1990-91	1.2	1.1	1.1	1.3	0.9	1.1
Stopped out, returned to same institution	4.2	3.2	3.0	1.3	3.5	4.7
Stopped out, transferred to another institution	3.9	3.8	2.0	0.8	3.1	3.5
All 4-year						
Total	1.3	0.4	0.4	1.4	0.8	1.0
Persistence or departure in 1989-90						
Persisted to 1990-91	1.2	0.3	0.4	1.3	0.9	0.9
Stopped out, returned to same institution	4.4	0.7	1.3	4.2	4.4	4.7
Stopped out, transferred to another institution	4.0	3.2	2.9	2.0	3.3	4.3
Public 4-year						
Total	1.6	0.5	0.5	1.6	1.0	1.4
Persistence or departure in 1989-90						
Persisted to 1990-91	1.6	0.5	0.6	1.7	1.2	1.2
Stopped out, returned to same institution	4.9	0.0	1.8	4.7	5.8	6.0
Stopped out, transferred to another institution	5.2	4.1	3.7	2.4	4.2	5.5
Private, not-for-profit 4-year						
Total	1.6	0.4	0.4	1.9	0.8	1.4
Persistence or departure in 1989-90						
Persisted to 1990-91	1.4	0.4	0.4	1.7	0.8	1.1
Stopped out, returned to same institution	7.3	2.5	0.8	7.7	4.6	6.1
Stopped out, transferred to another institution	5.1	2.5	4.0	3.3	4.5	5.3
Public 2-year						
Total	2.0	1.4	1.6	1.0	1.5	2.0
Persistence or departure in 1989-90						
Persisted to 1990-91	2.6	2.1	2.4	1.7	2.0	2.5
Stopped out, returned to same institution	5.8	3.6	4.7	1.3	4.3	5.7
Stopped out, transferred to another institution	6.3	6.3	2.8	0.0	5.5	5.6

NOTE: Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Table S56 Standard errors for the text table in *Indicator 56*

First-generation status ¹	Persisted			No degree or certificate, not enrolled	Highest degree attained				
	Attained degree or certificate	No degree or certificate, enrolled	Total		No degree or certificate	Certificate	Associate degree	Bachelor's degree	
All institutions									
Total	1.1	0.7	1.1	1.1	1.1	0.8	0.8	1.0	
First generation	1.6	1.1	1.7	1.7	1.6	1.3	1.1	1.1	
Parents have some college	2.0	1.5	2.0	2.0	1.9	1.4	1.5	1.8	
Parents have bachelor's or advanced degree	1.6	1.3	1.5	1.5	1.7	0.8	1.2	1.7	
Public 4-year									
Total	1.7	1.1	1.4	1.4	1.6	0.5	0.6	1.6	
First generation	2.5	1.7	2.3	2.3	2.4	1.3	1.1	2.5	
Parents have some college	2.8	1.9	2.4	2.4	2.8	0.6	1.1	2.7	
Parents have bachelor's or advanced degree	1.9	1.7	1.5	1.5	1.9	0.5	0.7	1.9	
Private, not-for-profit 4-year									
Total	1.7	0.8	1.4	1.4	1.6	0.4	0.4	1.9	
First generation	2.6	1.3	2.3	2.3	2.5	0.7	0.8	3.1	
Parents have some college	2.6	1.4	2.3	2.3	2.5	1.2	1.1	2.6	
Parents have bachelor's or advanced degree	1.9	1.1	1.4	1.4	1.9	0.4	0.6	2.1	
Public 2-year									
Total	1.9	1.5	2.0	2.0	2.0	1.4	1.6	1.0	
First generation	2.8	1.9	3.0	3.0	2.7	2.2	2.0	1.1	
Parents have some college	4.1	3.3	4.4	4.4	4.1	2.6	3.3	2.1	
Parents have bachelor's or advanced degree	3.6	3.3	3.6	3.6	3.9	2.3	3.1	2.1	

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Table S56-1 Standard errors for table 56-1

Student characteristics	Total	First-generation status		
		First generation	Parents have some college	Parents have bachelor's or advanced degree
Sex				
Male	1.0	1.7	1.9	1.5
Female	1.0	1.7	1.9	1.5
Age in 1989-90				
18 years or younger	1.3	1.8	2.2	1.6
19-24 years	1.0	1.5	2.1	1.6
25-29 years	0.5	1.1	0.8	0.4
30 years or older	0.8	1.2	1.0	0.4
Race-ethnicity				
White	1.2	1.8	1.8	1.4
Black	0.7	1.0	1.4	0.9
Hispanic	0.7	1.3	1.1	0.7
Asian/Pacific Islander	0.5	0.7	0.7	0.8
American Indian/Alaskan Native	0.2	0.4	0.1	0.3
Marital status in 1989-90				
Not married	0.9	1.5	1.4	0.7
Married	0.9	1.5	1.3	0.7
Separated	0.3	0.5	0.5	0.1
Dependency status in 1989-90				
Dependent	1.2	1.8	1.8	1.0
Single independent	0.7	1.2	1.3	0.7
Independent with dependents	0.9	1.6	1.3	0.8
Socioeconomic status in 1989-90				
Lowest quartile	0.8	1.4	1.2	0.5
Middle quartiles	1.0	1.6	2.0	1.5
Highest quartile	1.1	1.3	1.9	1.5
Educational aspirations in 1989-90				
Trade school	0.6	1.2	1.1	0.4
2-year degree	0.8	1.5	1.4	1.0
Bachelor's degree	1.1	1.6	2.1	1.6
Advanced degree	1.0	1.5	2.1	1.6
SAT total score				
Less than 600	0.9	1.7	1.3	1.2
600-799	1.6	3.3	2.6	1.8
800-999	1.9	3.0	2.9	2.5
1,000-1,199	1.5	2.5	2.7	2.1
1,200-1,399	1.4	0.9	1.3	2.2
1,400 or more	0.4	0.2	0.4	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Table S56-2 Standard errors for table 56-2

First-generation status	Public	Private, not-for-profit	Public	Other
	4-year	4-year	2-year	
Total	1.7	0.9	1.8	1.0
First generation	1.6	0.7	2.2	1.5
Parents have some college	2.5	1.2	3.0	1.3
Parents have bachelor's or advanced degree	2.3	1.6	2.4	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94), Data Analysis System.

Table S59 Standard errors for the text table in Indicator 59

March	High school completers with:											
	Diploma or equivalency certificate				Some college				Bachelor's degree or higher			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1971	0.5	0.5	2.2	2.9	0.7	0.7	2.6	3.8	0.6	0.6	1.8	2.5
1973	0.5	0.5	2.0	2.6	0.6	0.7	2.5	3.3	0.5	0.6	1.8	2.2
1975	0.4	0.4	1.8	2.5	0.6	0.7	2.3	3.3	0.5	0.6	1.7	2.5
1977	0.4	0.4	1.7	2.5	0.6	0.6	2.2	3.3	0.5	0.6	1.7	2.1
1979	0.4	0.4	1.6	2.3	0.6	0.6	2.1	3.1	0.5	0.6	1.6	2.1
1981	0.4	0.3	1.5	2.1	0.6	0.6	2.0	2.7	0.5	0.5	1.4	1.8
1983	0.4	0.4	1.4	2.2	0.6	0.6	2.0	2.9	0.5	0.6	1.5	2.2
1985	0.4	0.4	1.4	2.1	0.6	0.6	1.9	2.8	0.5	0.6	1.4	2.1
1987	0.4	0.4	1.3	2.0	0.6	0.6	1.9	2.6	0.5	0.6	1.3	1.8
1989	0.4	0.4	1.4	2.2	0.6	0.7	2.0	2.9	0.5	0.6	1.5	2.2
1991	0.4	0.4	1.4	2.0	0.6	0.7	2.0	2.6	0.5	0.6	1.3	2.0
1992	0.4	0.4	1.4	2.0	0.6	0.7	2.0	2.6	0.5	0.6	1.4	1.9
1993	0.4	0.4	1.4	1.9	0.6	0.7	2.0	2.5	0.5	0.6	1.5	1.7
1994	0.4	0.4	1.1	1.2	0.6	0.6	1.7	1.6	0.5	0.6	1.2	1.1
1995	0.4	0.3	1.0	1.3	0.6	0.6	1.6	1.7	0.5	0.6	1.3	1.2
1996	0.4	0.4	1.1	1.3	0.6	0.7	1.7	1.7	0.5	0.7	1.3	1.2
1997	0.4	0.3	1.1	1.2	0.6	0.7	1.7	1.6	0.6	0.7	1.3	1.2
1998	0.4	0.3	1.0	1.2	0.6	0.7	1.7	1.6	0.6	0.7	1.3	1.2

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S59-1 Standard errors for table 59-1

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.7	0.5	0.7	0.7	2.2	3.2	2.9	2.9	4.3	3.9
1972	0.5	0.7	0.7	0.5	0.7	0.7	2.1	3.2	2.8	2.9	4.3	4.0
1973	0.5	0.7	0.7	0.5	0.7	0.7	2.0	3.0	2.7	2.6	3.8	3.5
1974	0.4	0.6	0.6	0.4	0.6	0.6	1.9	2.8	2.6	2.5	3.6	3.4
1975	0.4	0.6	0.6	0.4	0.6	0.6	1.8	2.7	2.5	2.5	3.5	3.4
1976	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.7	2.3	2.5	3.6	3.4
1977	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.4	2.3	2.5	3.6	3.4
1978	0.4	0.5	0.6	0.4	0.5	0.6	1.6	2.4	2.2	2.3	3.3	3.2
1979	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.5	2.2	2.3	3.4	3.2
1980	0.4	0.5	0.5	0.4	0.5	0.5	1.5	2.3	2.0	2.2	3.1	3.0
1981	0.4	0.5	0.5	0.3	0.5	0.5	1.5	2.1	2.0	2.1	3.0	2.9
1982	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.1	3.1	2.9
1983	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.2	3.1	3.0
1984	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.2	1.8	2.1	3.0	2.9
1985	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.0	1.9	2.1	3.1	2.9
1986	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.7	1.8	2.0	2.9	2.9
1987	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.8	1.8	2.0	2.8	2.8
1988	0.4	0.6	0.5	0.4	0.6	0.5	1.5	2.2	2.0	2.3	3.2	3.2
1989	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.2	1.9	2.2	3.1	3.2
1990	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.1	1.9	2.0	2.7	2.8
1991	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	1.9	2.0	2.8	2.9
1992	0.4	0.5	0.5	0.4	0.6	0.5	1.4	2.0	2.0	2.0	2.7	2.9
1993	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	1.9	2.6	2.8
1994	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.7	1.5	1.2	1.7	1.8
1995	0.4	0.5	0.5	0.3	0.5	0.5	1.0	1.5	1.5	1.3	1.7	1.8
1996	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.6	1.6	1.3	1.7	1.9
1997	0.4	0.5	0.5	0.3	0.5	0.5	1.1	1.7	1.4	1.2	1.7	1.8
1998	0.4	0.5	0.5	0.3	0.5	0.4	1.0	1.5	1.4	1.2	1.7	1.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S59-2 Standard errors for table 59-2

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.7	1.0	0.9	0.7	1.0	1.0	2.6	3.9	3.6	3.8	5.8	4.9
1972	0.7	0.9	0.9	0.7	1.0	1.0	2.6	3.9	3.4	4.0	6.0	5.2
1973	0.6	0.9	0.9	0.7	1.0	1.0	2.5	3.7	3.3	3.3	5.0	4.2
1974	0.6	0.9	0.9	0.7	1.0	1.0	2.4	3.5	3.2	3.3	4.8	4.5
1975	0.6	0.9	0.9	0.7	0.9	0.9	2.3	3.5	3.1	3.3	4.9	4.4
1976	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.4	2.9	3.2	4.8	4.2
1977	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	3.0	3.3	4.6	4.6
1978	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	2.9	3.1	4.4	4.3
1979	0.6	0.8	0.8	0.6	0.9	0.9	2.1	3.2	2.9	3.1	4.6	4.1
1980	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.8	4.1	3.8
1981	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.7	3.9	3.6
1982	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.7	4.0	3.8
1983	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.9	4.1	4.0
1984	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.9	2.6	2.8	4.1	3.8
1985	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.8	2.6	2.8	4.1	3.8
1986	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.8	3.7
1987	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.7	3.7
1988	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.8	2.9	4.2	4.2
1989	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.7	2.9	4.0	4.2
1990	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.6	3.6	3.6
1991	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.8	2.7	2.6	3.6	3.8
1992	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.6	3.5	3.8
1993	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.5	3.5	3.6
1994	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.5	2.3	1.6	2.2	2.4
1995	0.6	0.8	0.8	0.6	0.9	0.9	1.6	2.4	2.3	1.7	2.3	2.4
1996	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.4	1.7	2.3	2.5
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.3	1.6	2.3	2.3
1998	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.5	2.3	1.6	2.2	2.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S59-3 Standard errors for table 59-3

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.6	0.8	0.7	0.6	0.9	0.8	1.8	2.8	2.4	2.5	4.3	2.7
1972	0.6	0.8	0.8	0.6	0.9	0.8	1.8	2.6	2.5	2.3	3.6	2.8
1973	0.5	0.8	0.7	0.6	0.9	0.8	1.8	2.5	2.4	2.2	3.4	2.9
1974	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.4	2.1	2.0	2.7	3.0
1975	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.6	2.3	2.5	3.9	3.2
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.6	2.4	2.2	3.7	2.5
1977	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.4	2.3	2.1	3.0	3.0
1978	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.2	2.2	2.3	3.3	3.4
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.5	2.1	2.1	3.2	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.0	2.6
1981	0.5	0.7	0.7	0.5	0.8	0.7	1.4	2.1	1.9	1.8	2.8	2.3
1982	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.1	2.7
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.2	2.0	2.2	3.1	3.1
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.4	2.2	1.8	2.2	3.1	3.0
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.4	1.9	1.9	2.1	3.2	2.9
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.8	1.9	1.9	2.7	2.7
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.9	1.8	1.8	2.7	2.5
1988	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.2	2.0	2.3	3.3	3.1
1989	0.5	0.8	0.7	0.6	0.9	0.9	1.5	2.2	2.0	2.2	2.9	3.2
1990	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.3	1.9	1.8	2.4	2.7
1991	0.5	0.8	0.7	0.6	0.9	0.9	1.3	2.0	1.8	2.0	2.6	3.0
1992	0.5	0.8	0.8	0.6	0.9	0.9	1.4	2.0	1.9	1.9	2.5	2.8
1993	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.1	2.1	1.7	2.3	2.6
1994	0.5	0.7	0.7	0.6	0.9	0.8	1.2	1.8	1.7	1.1	1.4	1.7
1995	0.5	0.7	0.7	0.6	0.9	0.9	1.3	1.9	1.7	1.2	1.6	1.8
1996	0.5	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.9	1.2	1.7	1.8
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.8	1.2	1.7	1.9
1998	0.6	0.8	0.8	0.7	0.9	1.0	1.3	1.9	1.8	1.2	1.6	1.7

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Sources of Data

1. Federal Agency Sources

National Center for Education Statistics U.S. Department of Education

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 the bachelor's degree. B&B provides cross-sectional information 1 year after bachelor's degree completion (comparable to the Recent College Graduates Study), while at the same time providing longitudinal data concerning entry into and progress through graduate level education and the work force. It also provides information on entry into, persistence and progress through, and completion of graduate level education—information not available through followups involving high school cohorts or even college entry cohorts, both of which are restricted in the number who actually complete a bachelor's degree and continue their education.

About 11,000 students who completed their degree in the 1992–93 academic year were included in the first B&B (B&B:93/94). In addition to the student data, B&B collected postsecondary transcripts covering the undergraduate period, providing complete information on progress and persistence at both the undergraduate and graduate levels. New B&B cohorts will alternate with the Beginning Postsecondary Students Longitudinal Study (BPS) in using NPSAS as their base.

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Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) provides information on persistence, progress, and attainment of students from their initial time of entry into postsecondary education through their leaving school and entering the work force. BPS includes traditional and

nontraditional (e.g., older) students and is representative of all beginning students in postsecondary education. BPS followed first-time, beginning students for 5 years (through spring 1994), collecting student data and financial aid reports. By starting with a cohort that has already entered postsecondary education (from the NPSAS:90), and following it for 5 years (with the first followup in spring 1992 and the second followup in spring 1994), BPS is able to determine to what extent, if any, students who start postsecondary education later differ in their progress, persistence, and attainment. A new cohort of beginning postsecondary students from 1995–96 will be followed in 1998.

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Common Core of Data

The Common Core of Data (CCD) survey provides the National Center for Education Statistics (NCES) with a way to acquire and maintain statistical data on the 50 states, the District of Columbia, and five outlying areas from the universe of state-level education agencies. Information about staff and students is collected annually at the school, local education agency or school district (LEA), and state levels. Information about revenues and expenditures also is collected at the state level, and NCES joins the Bureau of the Census in collecting school district finance data. Data are collected for a particular school year (October 1 through September 30) via survey instruments sent to the states by October 15 of the subsequent school year. States have 1 year in which to modify the data originally submitted.

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Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly and with minimum response burden. FRSS was designed to meet the data needs of Department of Education analysts, planners, and decision-makers when information could not be collected quickly through traditional NCES surveys.

The data collected through FRSS are representative at the national level, drawing from a universe that is appropriate for each study. FRSS collects data from state education agencies and national samples of other educational sectors, including:

- Local education agencies;
- Public and private elementary and secondary schools;
- Public and private postsecondary institutions;
- Public school teachers;
- Public and school libraries; and
- Adult literacy programs.

For further information on the Fast Response Survey System, contact:

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High School and Beyond

High School and Beyond (HS&B) is a national longitudinal study of 1980 high school sophomores and seniors. The base-year survey 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 noncooperating schools—but not for students—in those strata where it was possible. Overall, 1,122 schools were selected in the original sample and 811 of these schools participated in the survey. An additional 204 schools were drawn in a replacement sample. Student refusals and student absences resulted in an 82 percent completion rate for the survey.

HS&B first followup activities were conducted in the spring of 1982. The sample design of the first followup survey called for the selection of approximately 30,000 individuals who were sophomores

in 1980. The completion rate for sophomores 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 followup surveys (dropouts, transfer students, and early graduates) completed the first followup sophomore questionnaire.

The sample for the second followup, which took place in the spring of 1984, consisted of about 12,000 members of the senior cohort and about 15,000 members of the sophomore cohort. The completion rates were 91 and 92 percent, respectively.

HS&B third followup data collection activities were conducted in the spring of 1986. Both the sophomore and senior cohort samples for this round of data collection were the same as those used for the second followup survey. The completion rates for the sophomore and senior cohort samples were 91 percent and 88 percent, respectively. HS&B fourth followup data collection activities have been conducted, the data is not yet available.

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High School Transcript Studies

As part of the first followup of High School and Beyond (HS&B), transcripts were requested in fall 1982 for an 18,152-member subsample of the sophomore cohort. Of the 15,941 transcripts actually obtained, 1,969 were excluded because the students had dropped out of school before graduation; 799 were excluded because they were incomplete; and 1,057 were excluded because the students graduated before 1982 or the transcript indicated neither a dropout status nor graduation. Thus, 12,116 transcripts were used for an overall curriculum analysis.

Transcripts of 1987 high school graduates were compared to transcripts of 1982 graduates to describe changes in course-taking patterns across this 5-year period. The sample of schools for the 1987 High School Transcript Study consisted of a nationally representative sample of 497 secondary schools selected for the 1986 National Assessment of Educational Progress (NAEP) for students in grade 11 who were 17 years old, of which 433 schools par-

ticipated. The 1987 study was restricted to students who were in grade 11 during school year 1985–86 equaling 27,732 graduates. The 1990 High School Transcript Study was conducted using methodology and techniques nearly identical to those used in the 1987 study.

The analyses in the *Condition* focus on high school graduates, so only those students who had graduated from high school were included from the 1990 study, the 1987 High School Transcript Study, and from HS&B. Because the methods used to identify and define disabled students were different for the later studies, and in order to make the samples as comparable as possible, it was necessary to restrict the samples to those students whose records indicated they had not participated in a special education program. In the spring of 1991, transcripts were collected from 21,607 students who graduated from high school in 1990. These students attended 330 schools that had previously been sampled for the NAEP.

Between May and November of 1994, high school transcripts were collected from 25,573 students who graduated from high school in 1994. To be consistent with the 1982 study, students with an Individualized Education Program (IEP) were omitted. Also, students with incomplete transcripts were dropped, bringing the number of transcripts analyzed to 24,374. These students attended 340 schools that had previously been sampled by NAEP.

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Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) surveys all postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. This survey system, which began in 1986, replaces and expands upon the Higher Education General Information Survey (HEGIS).

IPEDS consists of several integrated components that obtain information on where postsecondary

education is available (institutions), who participates in it and completes it (students), which programs are offered and are completed, and which human and financial resources are involved in the provision of institutionally based postsecondary education. Specifically, these components include: fall enrollment in occupationally specific programs; salaries of full-time instructional faculty; completions (degrees awarded); finance; staff; institutional characteristics, including institutional activity; fall enrollment, including age and residence; and academic libraries.

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Fall Enrollment. This survey has been part of the IPEDS or HEGIS series since 1966. The enrollment survey response rate is relatively high; for example, the 1992 response rate was 86.9 percent.

Beginning in fall 1986, the survey system was redesigned with the introduction of IPEDS (see above). The new survey system comprises all postsecondary institutions, but also maintains comparability with earlier surveys by allowing HEGIS institutions to be tabulated separately. The new system also provides for preliminary and revised data releases. This allows NCES the flexibility to release early data sets while still maintaining a more accurate final database.

Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty. This survey has been conducted for most years between 1966–67 and 1987–88, and annually since 1989–90. Although the survey form was changed a number of times during those years, only comparable data are presented in this report. The data were collected from individual colleges and universities.

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 response rate for the 1993–94 survey was 90.1 percent.

Completions. This survey was always part of the HEGIS series. However, the degree classification taxonomy was revised in 1970 and again in 1980, with additional revisions in 1985 and 1990. Collection of degree data has been maintained through the IPEDS system.

Though information from survey years 1970–71 through 1981–82 is directly comparable, care must be taken if information before or after that period is included in any comparison. For example, degrees-conferred trend tables arranged by the 1982–83 classification were added to the *Digest of Education Statistics, 1992* to provide consistent data from 1970–71 to 1988–89. However, data on associate's degrees and other formal awards below the baccalaureate, by field of study after 1982–83, are not comparable with figures for earlier years. The nonresponse rate did not appear to be a significant source of nonsampling error for this survey. The return rate over the years was high, with a response rate for the 1992–93 survey of 88.2 percent. Because of the high return rate, nonsampling error caused by imputation was also minimal.

Financial Statistics. This survey was part of the HEGIS series and has been continued under the IPEDS system. Changes were made in the financial survey instruments in fiscal years (FY) 1976, 1982, and 1987. The FY 76 survey instrument contained numerous revisions to earlier survey forms and made direct comparisons of line items very difficult. Beginning in FY 82, Pell grant data were collected on federal restricted grants and contracts revenues and restricted scholarships and fellowships expenditures. The introduction of IPEDS in the FY 87 survey included several important changes to the survey instrument and data processing procedures. While these changes were significant, considerable effort has been made to present only comparable information on trends in this report and to note inconsistencies. Finance tables for this publication have been adjusted by subtracting the largely duplicative Pell grant amounts from the later data to maintain comparability with pre-FY 82 data.

To reduce reporting error, NCES uses national standards for reporting financial statistics. These standards are contained in *College and University Business Administration: Administrative Services* (1974 edition), published by the National Association of College and University Business Officers; *Audits of Colleges and Universities* (as amended August 31, 1974), by the American Institute of Certified Public

Accountants; and *HEGIS Financial Reporting Guide* (1980), by NCES. Wherever possible, definitions and formats in the survey form are consistent with those in these three accounting texts.

Fall Staff. The fall staff data presented in this publication were collected in cooperation with the U.S. Equal Employment Opportunity Commission (EEOC). In 1989, survey instruments were mailed to 6,669 in-scope postsecondary education institutions, including 2,576 4-year schools, 2,739 2-year schools, and 273 public less-than-2-year schools. The universe of 5,002 less-than-2-year private institutions were represented by a sample of 1,071 institutions.

The 3,589 institutions of higher education (in the 50 states and the District of Columbia) in operation in 1989 form a subset of the universe of postsecondary institutions in this report. These institutions are accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education; these institutions were previously surveyed under HEGIS, which IPEDS supersedes. The 1991 "Fall Staff" survey had an overall response rate of 84.9 percent.

Institutional Characteristics. This survey provided the basis for the universe of institutions presented in the *Directory of Postsecondary Institutions*. The IPEDS contains approximately 10,000 schools whose primary purpose is to provide postsecondary education. The Institutional Characteristics survey requests information about institutions that allows the universe to be classified by control, program level, and other characteristics. Each fall, institutions are asked to update their information.

National Adult Literacy Survey

The National Adult Literacy Survey (NALS) was created as a new measure of literacy and funded by the U.S. Department of Education and by 12 states. It is the third, and largest, assessment of adult literacy funded by the federal government. The aim of the survey is 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 the information on adults' literacy skills, trained staff interviewed nearly 13,600 individuals age 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. 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, over 26,000 adults were surveyed.

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated study funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The overall goal of the project is to determine the nation's progress in education. To accomplish this goal, a cross-sectional study was designed and initially implemented in 1969. Periodically, NAEP has gathered information about levels of educational achievement across the country. NAEP has surveyed the educational accomplishments of 9-, 13-, and 17-year-old students (and in recent years, students in grades 4, 8, and 12), and occasionally young adults, in 10 learning areas. Different learning areas were assessed annually and, as of 1980–81, biennially. Most areas have been periodically reassessed in order to measure possible changes in education achievement.

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National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) is the third major longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS-72) and HS&B, 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.

NELS:88 is 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). The base-year NELS:88 was a multifaceted study questionnaire with four cognitive tests, and questionnaires for students, teachers, parents, and the school.

Within the school sample, 26,000 8th-grade students were selected at random. The first and second followups revisited the same sample of students in 1990, 1992 and 1994, when the 1988 8th-graders were in the 10th and 12th grades and then 2 years after their scheduled high school graduation. A fourth followup is planned for the year 2000.

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National Household Education Survey

The National Household Education Survey (NHES) is the first attempt by NCES to go beyond its traditional, school-based data collection to a household survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys and from administrative records data through surveys of school districts and state education agencies. NHES has the potential to address many education issues that have not been addressed previously by NCES data collections.

During the spring of 1991, NCES fielded a full-scale NHES on early education. Approximately 60,000 households were screened to identify a sample of children aged 3–8. The parents of these children were interviewed in order to collect information about their children's educational activities and the role of the family in children's learning. The NHES:93 is a subsequent survey conducted in the

spring of 1993. It addressed readiness for school and safety and discipline in school. The NHES:93 early childhood component focused on readiness for school in a broad sense and examined several relevant issues. The School Safety and Discipline component of the NHES:93 addressed a new topic for the NHES. It focused on four areas: school environment, school safety, school discipline policy, alcohol/other drug use, and education. In the NHES:95 survey, the Early Childhood Program Participation component provided information on infants', toddlers', and preschoolers' participation in a variety of early care and education settings, including both home-based and center-based arrangements. The survey component also included data on kindergarten and primary school history and experiences.

In the NHES:96, the topical components included Parent/Family Involvement in Education and Civic Involvement. The NHES:96 also expanded screening features to include a series of questions on public library use.

In NHES, an adult education component was fielded in 1991 and 1995. Adult household members were sampled and questioned about their participation in adult education. These adult education components were, for the most part, adapted from the previous Current Population Survey (CPS) adult education supplements. However, unlike the CPS, NHES collects information on both adult education participants and nonparticipants. The NHES:91 survey identified and screened more than 60,000 households. During the survey, a knowledgeable adult was asked a series of questions to screen all household members for adult education participation in a sample of about 20,000 of these 60,000 households, resulting in interviews with approximately 12,000 adults. In the NHES:95 survey, about 19,750 adults completed the interview.

For additional information about the child care and early education program participation component of NHES, contact:

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For additional information on the adult education component of NHES, contact:

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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) was the first major longitudinal study sponsored by NCES. NLS was designed to produce representative data at the national level on the cohort of students who were in the 12th grade in 1972. The 1972 base study was followed by follow-up studies in 1973, 1974, 1976, 1979, and 1986. The follow-up studies asked respondents about their education and work plans, community characteristics, family structure, attitudes and opinions, school characteristics, grade point average, credits earned, and financial assistance for postsecondary education. After NLS, NCES sponsored two other major longitudinal studies: High School and Beyond, and the National Education Longitudinal Study of 1988.

For additional information on the National Longitudinal Study of 1972, contact:

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National Postsecondary Student Aid Study

NCES conducted the National Postsecondary Student Aid Study (NPSAS) for the first time during the 1986–87 school year. This survey established the first comprehensive student financial aid database. Data were gathered from 1,074 postsecondary institutions and approximately 60,000 students and 14,000 parents. These data provided information on the cost of postsecondary education, the distribution of financial aid, the characteristics of both aided and nonaided students and their families, and the nature of aid packages.

In response to the continuing need for these data, NCES conducted the second, third, and fourth

cycles of NPSAS in the 1989–90, 1992–93, and 1995–96 school years.

The 1990 in-school sample involved approximately 70,000 students selected from registrar lists of enrollees at 1,200 postsecondary institutions. The 1993 sample was taken from 77,000 students at 1,000 postsecondary institutions, and the 1996 sample involved 50,000 students enrolled at 850 postsecondary institutions. The sample included both aided and nonaided students. Student information such as field of study, education level, and attendance status (part time or full time) was obtained from registrar records. Types and amounts of financial aid and family financial characteristics were abstracted from school financial aid records. Also, approximately 16,000 parents of students were sampled in 1990; 12,500 parents were sampled in 1993; and 8,800 parents were selected for participation in 1996. Data on family composition and parent financial characteristics also were compiled. Students enrolled in postsecondary education for the first time in 1989–90 served as the base for BPS. Students who received a bachelor's degree in 1992–93 served as the base for B&B, and students who began their postsecondary education in 1995–96 served as the base for BPS:96.

For additional information about NPSAS, contact:

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National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF-88) was a comprehensive survey of higher education instructional faculty in the fall of 1987. It was the first such survey conducted since 1963, and it gathered information regarding the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time instructional faculty and staff in 2- and 4-year institutions under both public and private control. In addition, information was gathered from institutional and department-level respondents on such issues as faculty composition, new hires, departures and recruitment, retention, and tenure policies.

There were three major components of the study: a survey of institutional-level respondents at a stratified random sample of 480 U.S. colleges and

universities; a survey of a stratified random sample of 3,029 eligible department chairpersons (or their equivalent) within the participating 4-year institutions; and a survey of a stratified random sample of 11,013 eligible faculty members within the participating institutions. Response rates for the three surveys were 88 percent, 80 percent, and 76 percent, respectively.

The universe of institutions from which the sample was selected was all accredited nonproprietary U.S. postsecondary institutions that grant a 2-year (associate's) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education. This includes religious, medical, and other specialized postsecondary institutions as well as 2- and 4-year nonspecialized institutions. According to the 1987 IPEDS, this universe comprised 3,159 institutions. The universe does not include proprietary 2- and 4-year institutions or less-than-2-year postsecondary institutions.

The second cycle of NSOPF, conducted in 1992–93, was limited to surveys of faculty and institutions, but with a substantially expanded sample of 974 public and private nonproprietary higher education institutions and 31,354 faculty. Unlike NSOPF-88, which was limited to faculty whose regular assignment included instruction, the faculty universe for NSOPF-93 was expanded to include anyone who was designated as faculty, whether or not their responsibilities included instruction. Under this definition, researchers and administrators and other institutional staff who hold faculty positions but who do not teach were included in the sample. The definition of the institution universe for NSOPF-93 was identical to the one used in NSOPF-88.

For additional information about NSOPF, contact:

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Postsecondary Education Quick Information System

NCES established the Postsecondary Education Quick Information System (PEQIS) to collect timely data on focused issues needed for program planning and policy development with a minimum

burden on respondents. In addition to obtaining information on emerging issues quickly, PEQIS surveys are also used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys.

The PEQIS panel is a nationally representative sample of approximately 1,500 2-year and 4-year postsecondary institutions in the United States. The panel consists of all types of postsecondary institutions at the 2-year and 4-year level, including universities, baccalaureate colleges, community colleges, trade and technical schools, and other postsecondary schools. PEQIS also includes a supplementary panel of less-than-2-year institutions. Depending on the topic of the survey, questionnaires either are sent to all institutions in the PEQIS panel, or to a subsample of the institutions, for example, institutions designated as higher education institutions.

For more information on PEQIS, contact:

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Projections of Education Statistics

Since 1964, NCES has published *Projections of Education Statistics*, a report that shows projections of key statistics for elementary and secondary schools and institutions of higher education. Data are included for enrollments, classroom teachers, high school graduates, earned degrees conferred, and expenditures. *Projections* includes several alternative projection series and a methodology section describing the techniques and assumptions used to prepare them. Data in this edition of *The Condition of Education* reflect the middle alternative projection series only.

For additional information about projection methodology and accuracy, contact:

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Recent College Graduates Study

NCES has conducted periodic surveys of individuals, about 1 year after graduation, to collect information on college outcomes. The Recent College Graduates (RCG) surveys have concentrated on those graduates entering the teaching profession. To obtain accurate results on this smaller subgroup, graduates who are newly qualified to teach have been oversampled in each of the surveys.

The 1976 survey of 1974–75 college graduates was the first and smallest in the series. The sample consisted of 209 schools, of which 200 (96 percent) responded. Of the 5,506 graduates in the sample, 4,350 responded, for a response rate of 79 percent.

The 1981 survey was larger, with 301 institutions and 15,852 graduates. Responses were obtained from 286 institutions, for an institutional response rate of 95 percent, and from 9,312 graduates (716 others were determined to be out of scope), for a response rate of 62 percent. The 1985 survey requested data from 18,738 graduates from 404 colleges. Responses were obtained from 13,200 students, for a response rate of 74 percent (885 were out of scope). The response rate for the colleges was 98 percent.

The 1987 survey form was sent to 21,957 graduates. Responses were received from 16,878, for a response rate of 79.7 percent. The *1987 Transcript Study* collected transcripts for each student who was part of the 1987 sample. The 1991 survey sampled 18,135 graduates and 400 institutions. The response rates were 95 percent for the institutions and 83 percent for the graduates.

For additional information about RCG, contact:

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Schools and Staffing Survey

The Schools and Staffing Survey (SASS) provides national- and state-level data on schools, principals, teachers and districts for public schools. In addition SASS provides national-level data on schools,

principals, and teachers. The survey monitors teacher supply and demand conditions, school policies and programs, characteristics and qualifications of teachers and principals, and the general status of teaching and schooling. A proportion of the survey is devoted to school libraries and media centers as well as school librarians.

SASS is a multilevel linked set of surveys that allows comparison between public and private schools and linkages of teachers and principals to their schools and school districts. There are four components: the Teacher Demand and Shortage Survey, the Principal Survey, the School Survey, and the Teacher Survey. In the year following each SASS, a follow-up survey of teachers is conducted to measure teacher attrition and mobility.

SASS was first conducted in the 1987–88 school year, and again in 1990–91 and 1993–94. It will be conducted again in 1999–2000. The 1993–94 SASS sample consisted of approximately 9,900 public schools, 3,300 private schools, and 5,500 public school districts associated with the public schools in the sample. From these schools, about 57,700 public school teachers and 11,500 private school teachers were sampled.

The public school sample for the 1993–94 SASS was based upon the 1991–92 school year Common Core of Data (CCD), the compilation of all the Nation's public school districts and public schools. The private school sample for the 1993–94 SASS was selected from the 1991–92 Private School Universe Survey (PSS), supplemented with list updates from states and some associations available in time for sample selections.

Public-use and restricted-use microdata files are available on CD-ROM or 9-track tape. Summary data from the 1993–94 SASS can be found in *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993–94* (NCES 95-191). More detailed results from the 1993–94 SASS are published in *Schools and Staffing in the United States: A Statistical Profile, 1993–94* (NCES 96-124). Data by state (public sector only) are available in *SASS by State—1993–94 Schools and Staffing Survey Selected State Results* (NCES 96-312). Further information about the sample may be obtained from *1993–94 Schools and Staffing Survey: Sample Design and Estimation* (NCES 96-089). Data from previous SASS collections are published in the 1987–88 and 1990–91 *Profile* (NCES 92-120 and 93-146, respectively), as well as the 1987–88 and 1990–91 versions of the sample design report (NCES 91-127 and 93-449, respectively).

For additional information about SASS, contact:

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**Office of Special Education and Rehabilitative Services
U.S. Department of Education**

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

The Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to annually transmit to Congress a report that describes our school systems' progress in serving the Nation's disabled children. The annual report contains information on such children served by the public schools under the provisions of Part B of the IDEA and on children served in state-operated programs (SOP) for the disabled under Chapter I of the Education Consolidation and Improvement Act (ECIA). Statistics on children who receive special education and related services in various settings and on school personnel who provide such services are reported in an annual submission of data to the Office of Special Education and Rehabilitative Services (OSERS) by the 50 states, the District of Columbia, and the outlying areas. The child-count information is based on the number of disabled children who receive special education and related services on December 1 of each year for IDEA and October 1 for Chapter I of ECIA/SOP.

For more information about the *Annual Report to Congress*, contact:

Lou Danielson
Office of Special Education and
Rehabilitative Services
Office of Special Education Programs
Room 3523, Switzer Building
330 C Street, SW
Washington, DC 20202

**Bureau of the Census
U.S. Department of Commerce**

Current Population Survey

Current estimates of school enrollment and social and economic characteristics of students are based on data collected in the Bureau of the Census' monthly household survey of about 60,000 households, known as the Current Population Survey (CPS). The CPS covers 729 sample areas consisting of 1,973 counties, independent cities, and minor civil divisions throughout the 50 states and the District of Columbia. Up to 1993, the sample was selected from 1980 census files and is periodically updated to reflect new housing construction. In 1994, the questionnaire for the CPS was redesigned, and the computer-assisted personal interviewing (CAPI) method was implemented. In addition, the 1990 census-based population controls with adjustments for the estimated population undercount were also introduced.

The primary function of the monthly CPS is to collect data on labor force participation of the civilian noninstitutional population. (It excludes military personnel and inmates of institutions.) In October of each year, questions on school enrollment by grade and other school characteristics are asked about each member of the household.

For additional information refer to the *Current Population Reports*, Series P-20, or contact:

Education and Social Stratification Branch
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

School Enrollment. Each October, the CPS includes supplemental questions on the enrollment status of the population aged 3 and older. Annual reports documenting school enrollment of this population have been produced by the Bureau of the Census since 1946.

For additional information about the CPS school enrollment data, contact:

Education and Social Stratification Branch
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

Educational Attainment. Data on years of school completed are derived from two questions on the CPS instrument. Biennial reports documenting educational attainment are produced by the Bureau of the Census using March CPS data.

Beginning with the data for March 1994, tabulations are controlled to the 1990 census. Estimates for earlier years were controlled to earlier censuses.

For additional information about educational attainment data, contact:

Education and Social Stratification Branch
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

Voting and Registration. In November of election years, the CPS includes supplemental questions on voting and registration within the civilian noninstitutional population. CPS voting estimates exceed counts of the actual number of votes cast. On balance, the CPS overstates voting in Presidential elections by 10–20 percent of the total number of persons reported as having voted.

Data on voter participation by social and economic characteristics of the population of voting age have been published since 1964 in *Current Population Reports*, Series P-20.

For additional information about voting and registration, contact:

Jerry T. Jennings
Population Division
Bureau of the Census
U.S. Department of Commerce
Washington, DC 20233

2. Other Organization Sources

American College Testing Program

The American College Testing (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 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. Moreover, 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 in which they take the test. Duplicate test records are no longer used to produce national figures.

The 1990 ACT assessment is significantly different from previous years. Consequently, it is not possible to make direct comparisons between scores earned in 1990 and scores earned in previous years. To permit continuity in the tracking of score trends, ACT has established links between scores earned on ACT tests administered before October 1989 and scores on the new ACT.

For additional information about the ACT Assessment, contact:

The American College Testing Program
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243

American Federation of Teachers

The American Federation of Teachers (AFT) reports national and state average salaries and earnings of teachers, other school employees, government workers, and professional employees over the past 25 years. The AFT's survey of state departments of education obtains information on minimum salaries, experienced teachers reentering the classroom, and teacher age and experience. Most data from the survey are reported as received, although some data are confirmed by telephone. These data are available in the AFT's annual report *Survey and Analysis of Salary Trends*. While serving as the primary vehicle for reporting the results of the AFT's annual survey of state departments of education, several other data sources are also used in this report.

For additional information about this survey, contact:

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001

College Entrance Examination Board

The Admissions Testing Program of the College Board comprises a number of college admissions tests, including the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), and Advanced Placement (AP) examinations. High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these 3 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.

The SAT results are not representative of high school students or college-bound students nationally since the sample is self-selected. Generally, tests are taken by students who need the results to attend a particular college or university. The state totals are greatly affected by the requirements of its state colleges. Public colleges in a number of states 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 any comparison. In recent years, about 1 million high school students have taken the examination annually.

For additional information about the SAT, contact:

College Entrance Examination Board
Educational Testing Service
Princeton, NJ 08541

Institute for Social Research

University of Michigan, Survey Research Center
Monitoring the Future

Monitoring the Future is designed to explore changes in the values, behaviors, attitudes, and lifestyles of the Nation's youth. Measurements are taken on such topics as: attitudes, exposure, availability, and use of drugs; deviant behavior and victimization; education; and social problems. This survey has been conducted for the past 23 years under a series of investigator-initiated research grants awarded by the National Institute of Drug Abuse, which is part of the National Institutes of Health in the U.S. Department of Health and Human Services. Samples are selected to be nationally representative of all 8th-, 10th-, and 12th-graders enrolled in public and private schools in the coterminous United States.

For more information, please contact:

Institute for Social Research
University of Michigan
426 Thompson
Ann Arbor, MI 48104-2321
Telephone: (313) 764-8363
e-mail: ISR@mail.isr.umich.edu

National Education Association

Estimates of School Statistics

The National Education Association (NEA) reports revenues and expenditure data in its annual publi-

cation, *Estimates of School Statistics*. Each year the NEA prepares regression-based estimates of financial and other education statistics and submits them to the states for verification. Generally, about 30 states adjust these estimates based on their own data. These preliminary data are published by NEA along with revised data from previous years. States are asked to revise previously submitted data as final figures become available. The most recent publication contains all changes reported to the NEA. Some tables in *The Condition of Education* use revised estimates of financial data prepared by the NEA because it is the most current source. Since expenditure data reported to NCES must be certified for use in the U.S. Department of Education formula grant programs (such as Chapter I of the ECIA), NCES data are not available as soon as NEA estimates.

For additional information about this data, contact:

National Education Association—Research
1201 16th Street, NW
Washington, DC 20036

The International Association for the Evaluation of Educational Achievement

IEA Reading Literacy Study

In the period 1989–92, the International Association for the Evaluation of Educational Achievement (IEA) conducted a Reading Literacy Study in 32 systems of education. The study focused on two levels in each of these systems: 1) the grade level where most 9-year-olds were to be found; and 2) the grade level where most 14-year-olds were to be found.

To obtain comparable samples of students, multi-stage sampling was used in each country and schools or classes were typically drawn with a probability proportional to the size of the school or class.

Additional information is available in the IEA report, *How in the World Do Students Read?* by Warwick B. Elley.

The Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and most rigorous international comparison of education ever undertaken. During the 1995 school year, the study tested the mathematics and science knowledge of half a million students from 41 nations at five different grade levels. At the same time,

the students, their teachers, and the principals of their schools were asked to respond to questionnaires about their backgrounds and their attitudes, experiences, and practices in the teaching and learning of mathematics and science.

TIMSS is a collaborative research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The TIMSS International Study Center is housed in the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEPP) at Boston College. The TIMSS International Study Director, Albert E. Beaton, directs the international activities of the study, together with his staff at the International Study Center.

To contact the TIMSS International Study Center:

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TIMSS International Study Director
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Boston College
Chesnut Hill, MA 02167
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e-mail: timss@hermes.bc.edu

Organisation for Economic Co-operation and Development

The Organisation for Economic Co-operation and Development (OECD) publishes analyses of national policies in education, training, and economics in 23 countries. The countries surveyed include: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States, and Yugoslavia.

Since only developed nations, mostly European, are included in OECD studies, the range of analysis is limited. However, OECD data allow for some detailed international comparisons of financial resources or other education variables to be made for this selected group of countries.

For additional information on OECD data, contact:

OECD/CERI/INES
2, rue Andre-Pascal
75775 PARIS CEDEX 16, France
Internet address:
<http://www.oecd.org/els/>

Glossary

Academic support: (See Expenditures.)

Adult education: College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses and tutoring, as well as courses and other educational activities provided by employers, community groups, and other providers.

Advanced degree: Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and professional degrees.

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

Appropriations (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 subbaccalaureate program of studies, usually requiring at least 2 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Autism: A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's 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.

Auxiliary enterprises: (See Revenues.)

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

considered days that school is in session. The average daily membership for groups of schools having varying lengths of terms is the average of the average daily memberships obtained for the individual schools.

Baccalaureate degree: (See Bachelor's degree.)

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

Bilingual education: Programs in which students with limited English proficiency are taught using their native language.

Carnegie unit: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

Catholic school: (See Orientation.)

Center-based programs: Including Head Start, nursery school, prekindergartens, day-care centers and preschools.

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

Certificate: An award granted for the successful completion of a subbaccalaureate program of studies, which usually requires less than 2 years of full-time postsecondary study.

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

Combined elementary and secondary school: A school that encompasses instruction at both the elementary and secondary levels. Examples of combined elementary and secondary school grade spans would be grades 1–12 or grades 5–12.

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the educational system in a coordinated and coherent fashion to support students' learning to the standards.

Computer and information sciences: 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.

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

Core subjects: *A Nation at Risk* recommended that all students seeking a high school diploma be required to enroll in a core curriculum called "New Basics." The core subjects included in this plan are 4 units of English; 3 units each of science, social studies, and mathematics; and 0.5 units of computer science.

Cost of college attendance: Cost of living for students attending postsecondary institutions, including tuition and fees, books, room and board, child care, transportation, and other miscellaneous expenses.

Creating: According to the NAEP arts assessment, "Creating" refers to generating original art. This may include, but should not be limited to, the expression of a student's unique and personal ideas, feelings, and responses in the form of a visual image, a character, a written or improvised dramatic work, or the composition or improvisation of a piece of music or a dance.

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

Current expenditures (elementary/secondary): Expenditures for the day-to-day operations of the schools. Expenditures for items lasting more than one year (such as school buses and computers) are not included in current expenditures.

Current expenditures per pupil in enrollment: (See Expenditures.)

Current-fund expenditures: (See Expenditures.)

Current-fund revenues: (See Revenues.)

Deaf-blindness: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Dependent student: A student who under federal criteria is considered to be financially dependent on his or her parents or guardians. Most full-time students are considered dependent until they are 24 years old.

Distance education: Education or training courses delivered to remote (off-campus) locations via audio, video, or computer technologies.

Doctor's degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

Drill and Practice: Software that enables the user to work intensively on specific academic skills.

Dropout: The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring schools from a public 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 left school. At the time the person returns to school, he or she is called a *stopout*. Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

Educational and general expenditures: (See Expenditures.)

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

Elementary school: A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

Elementary/secondary school: As reported in this publication, includes only regular schools (i.e., schools that are part of state and local school systems, and also most not-for-profit private elementary/secondary schools, both religiously affiliated and nonsectarian). Schools not reported include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for American Indians, and federal schools on military posts and other federal installations.

Employed: Includes civilian, noninstitutionalized persons who 1) worked during any part of the survey week as paid employees; worked in their own businesses, professions, or farms; or worked 15 hours or more as unpaid workers in a family-owned enterprise; or 2) who 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.

Engineering and engineering technologies: Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to economically use the materials and forces of nature for the benefit of humanity. 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 as a Second Language (ESL): Programs that provide intensive instruction in English for students with limited English proficiency.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Expected family contribution (EFC): The amount that a family is expected to pay toward meeting the costs of postsecondary attendance (both students and parents of dependent students are expected to make contributions). This amount is determined through an analysis of need (i.e., the Congressional Methodology) and is based on taxable and nontaxable income and assets as well as family size, the number of family members attending postsecondary institutions, extraordinary medical expenses, and so forth. For dependent students, the EFC consists of both a parental contribution and a separately calculated student contribution. The minimum student contribution in 1988–89 was \$700 for freshmen and \$900 for other undergraduates.

Expenditures: Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For institutions of higher education, 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 transaction. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

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. Includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Capital outlay: The expenditures for property, and for buildings and alterations completed by school district staff or contractors.

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, fixed charges, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

Current expenditures per pupil in enrollment: Current expenditures for the regular school term divided by the total number of students registered in a given school unit at a given time, generally in the fall of a year.

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

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

Instruction: This category includes expenditures of the colleges, schools, departments, and other instructional divisions of higher education institutions, and expenditures for departmental research and public service, which 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).

Others: Other than support services and capital outlay, the sum of all other current fund expenditures for community services, nonpublic school programs, adult education, community colleges, interest on school debt, and other expenditures.

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 course work, 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. In the tabulations in this volume, Pell grants are not included in this expenditure category.

Support Services: The sum of current fund expenditures on student services (e.g., guidance, health), instructional services (e.g., curriculum development, staff training), general and school administration, operation and maintenance, transportation, food services, and enterprise operations.

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

Family income: The combined income of all family members 14 years old and older living in the household for the period of 1 year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

Federal aid: Student financial aid provided through the federal government. This aid can either be provided by or administered by a federal agency. Federal agencies providing aid include the Department of Education, Department of Health and Human Services, Department of Defense, Veterans Administration, and the National Science Foundation. Federal aid can be in the form of grants, loans, and work-study aid.

Federal funds: Amounts collected and used by the federal government for the general purposes of the government. There are four types of federal fund accounts: the general fund, special funds, public enterprise funds, and intragovernmental funds. The major federal fund is the general fund, which is derived from general taxes and borrowing. Federal funds also include certain earmarked collections, such as those generated by and used to finance a continuing cycle of business-type operations.

First-professional degree: A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree is usually based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself.

By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

First-time teachers: Individuals who are teaching full time in the Nation's school system for the first time. These teachers include recent college graduates, former substitute teachers, or individuals who had other jobs besides teaching either inside or outside the field of education.

Fiscal year: The yearly accounting period for the federal government, which begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; for example, fiscal year 1992 begins on October 1, 1991, and ends on September 30, 1992. (From fiscal year 1844 to fiscal year 1976 the fiscal year began on July 1 and ended on the following June 30.)

Foreign languages: A group of instructional programs that describes the structure and use of language that is common or indigenous to individuals of the same community or nation, the same geographical area, or the same 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.

Free lunch eligibles: The National School Lunch Program's assistance program for low-income children. Families with school-age children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

Full-time enrollment: The number of students enrolled in higher education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an

institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

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. The full-time category excludes 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 who are paid on a different pay scale from civilian employees; academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time worker: One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

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. (See General Educational Development Test.)

General Educational Development (GED) Test: A test administered by the American Council on Education as the basis for awarding a high school equivalency certification.

Geographic region: 1) The four regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association (NEA) are as follows (note that the NEA designated the Central region as the Middle region in its classification):

<i>Northeast</i>	<i>Southeast</i>
Connecticut	Alabama
Delaware	Arkansas
District of Columbia	Florida
Maine	Georgia

Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

Central (Middle)

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

Kentucky
Louisiana
Mississippi
North Carolina
South Carolina
Tennessee
Virginia
West Virginia

West

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oklahoma
Oregon
Texas
Utah
Washington
Wyoming

North Carolina
South Carolina
Georgia
Florida
(East South Central)
Kentucky
Tennessee
Alabama
Mississippi

(West South Central)

Arkansas
Louisiana
Oklahoma
Texas

Arizona
Utah
Nevada

(Pacific)
Washington
Oregon
California
Alaska
Hawaii

2) The regions used by the Bureau of the Census in Current Population Survey (CPS) tabulations are as follows:

Northeast

(New England)
Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut

(Middle Atlantic)

New York
New Jersey
Pennsylvania

South

(South Atlantic)
Delaware
Maryland
District of Columbia
Virginia
West Virginia

Midwest

(East North Central)
Ohio
Indiana
Illinois
Michigan
Wisconsin

(West North Central)

Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

West

(Mountain)
Montana
Idaho
Wyoming
Colorado
New Mexico

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 from a government agency for a specific research project or other program.

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

Graduate Record Examination (GRE): Multiple-choice examinations administered by the Educational Testing Service (ETS) and taken by applicants who plan to attend certain graduate schools. Two generalized tests are offered, plus specialized tests in a variety of subject areas. Ordinarily, a student will take only the specialized test that applies to the intended field of study.

Grants: Also known as scholarships, these are funds for postsecondary education that do not have to be repaid.

Gross Domestic Product (GDP): Gross national product less net property income from abroad. Both gross national product and gross domestic product aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services. However, gross national product also includes net property from abroad. (See also Gross National Product.)

Gross National Product (GNP): A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories, which

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. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

Group of Seven (G-7): This group is composed of seven industrialized nations with large economies: Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States.

Guidance counselor: (See Staff, elementary/secondary education.)

Hearing impairments: An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, in the most severe case because the child is impaired in processing linguistic information through hearing.

High school: A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

High school program: A program of studies designed to prepare students for their postsecondary education and occupation. Four types of programs are usually distinguished as academic, vocational, general, and personal use. 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. A personal use program provides a student with general skills in areas such as health, religion, and military science.

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 (general definition): Institutions providing education above the instructional level of the secondary

schools, usually beginning with grade 13. Typically, these institutions include colleges, universities, graduate schools, professional schools, and other 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).

Humanities: Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

Independent operations: A group of self-supporting activities under the 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).

Inflation: An upward movement in general price levels that results in a decline of purchasing power.

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: (See Expenditures.)

Instructional expenditures (elementary/secondary): Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

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. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

International Standard Classification of Education (ISCED) levels: The International Standard Classification of Education (ISCED) was designed as an instrument for presenting statistics on education internationally. Many countries report education statistics to UNESCO and the Organisation for Economic Co-operation and Development (OECD) using the ISCED. In this classification system, education is divided into several levels. The levels that follow are presented in *The Condition of Education*.

Education preceding the first level (early childhood education) where it is provided, usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1–3 years. For the United States, this would be mostly nursery schools and kindergarten classes.

Education at the first level (primary education) usually begins at age 5, 6, or 7 and lasts for about 5 or 6 years. For the United States, the first level starts with grade 1 and ends with grade 6.

Education at the second level (lower secondary education) begins at about age 11 or 12 and lasts for about 3 years. For the United States, the second level starts with grade 7 and ends with grade 9.

Education at the third level (upper secondary education) begins at about age 14 or 15 and lasts for approximately 3 years. For the United States, the third level starts with grade 10 and ends with grade 12.

Education at the fifth level (nonuniversity higher education) is provided at community colleges, vocational-technical colleges, and other degree-granting institutions in which programs typically take 2 years or more, but less than 4 years to complete.

Education at the sixth level (university higher education) is provided in undergraduate programs at 4-year colleges and universities in the United States and, generally, at universities in other countries. Completing education at the third level (upper secondary education) is usually required as a minimum condition for admission. Admission is competitive in most cases.

Education at the seventh level (graduate and professional higher education) is provided in graduate and professional schools that generally require a university diploma as a minimum condition for admission.

Education at the ninth level (undistributed) is a classification reserved for enrollments, expenditures, or programs that cannot be unambiguously assigned to one of the aforementioned levels. Some countries, for example, assign nongraded special education or recreational nondegree adult education programs to this level. Other countries assign nothing to this level, preferring instead to allocate enrollments, expenditures, and programs to levels as best they can.

Kindergarten: Includes transitional kindergarten, kindergarten, and pre-first-grade students.

Labor force: Individuals employed as civilians, unemployed, or in the armed services during the survey week. The “civilian labor force” is composed of all civilians classified as employed or unemployed. (See Employed and Unemployed.)

Life sciences: Life sciences are instructional programs that describe the systematic study of living organisms. Life sciences include biology, biochemistry, biophysics, and zoology.

Limited-English-proficient: A concept developed to assist in identifying those language-minority students (children from language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools. The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297), describes a limited-English-proficient (LEP) student as one who

- 1) meets one or more of the following conditions:
 - a) a student who was born outside the United States or whose native language is not English;
 - b) a student who comes from an environment where a language other than English is dominant; or
 - c) a student who is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and

- 2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

Many ways of making this determination about an individual students' English proficiency are being used by school systems across the United States. These include various combinations of home language surveys, informal teacher determination, formal interviews, and a number of types of assessment tests for classification, placement, and monitoring of progress.

Loan: Borrowed money that must be repaid.

Local education agency (LEA): (See School district.)

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. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (LL.M.) and Master of Science in various medical specializations.

Mathematics: A group of instructional programs that describes the science of logical symbolic language and its applications.

Mental retardation: Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Metropolitan population: The population residing in metropolitan statistical areas (MSAs). (See Metropolitan Statistical Area.)

Metropolitan Statistical Area (MSA): A large population nucleus and the nearby communities that have a high degree of economic and social

integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. In New England, towns and cities, rather than counties, are the basic units. MSAs are designated by the Office of Management and Budget. An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. An MSA also includes such additional outlying counties that meet specified criteria relating to metropolitan character and level of commuting of workers into the central city or counties. Specified criteria governing the definition of MSAs recognized before 1980 are published in *Standard Metropolitan Statistical Areas: 1975*, issued by the Office of Management and Budget. New MSAs were designated when 1980 and 1990 counts showed that they met one or both of the following criteria:

- 1) Included a city with a population of at least 50,000 within their corporate limits; or
- 2) Included a Census Bureau-defined urbanized area (which must have a population of at least 50,000) and a total MSA population of at least 100,000 (or, in New England, 75,000).

Minority: Any racial-ethnic group that is nonwhite and not Hispanic is considered minority. (See Racial-ethnic group.)

Modal grade: The modal grade is the year of school in which the largest proportion of students of a given age are enrolled. Enrolled persons are classified according to their relative progress in school; that is, whether the grade or year in which they were enrolled was below, at, or above the modal (or typical) grade for persons of their age at the time of the survey.

Multiple disabilities: concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

A Nation at Risk: A report published by the U.S. Department of Education in 1983 highlighting deficiencies in knowledge of the Nation's students and population as a whole in areas such as literacy, mathematics, geography, and basic science.

National Council of Teachers of Mathematics' (NCTM) Curriculum and Evaluation Standards for School Mathematics: In 1989, in response to the call for reform in the teaching and learning of mathematics, the NCTM's Commission on Standards for School Mathematics was established to develop the Curriculum and Evaluation Standards for School Mathematics. The purpose of these standards was to create a coherent vision of what it means to be mathematically literate and to create a set of standards to guide the revision of the school mathematics curriculum and its associated evaluation toward this vision.

Natural sciences: A group of fields of study that includes the life sciences, physical sciences, and mathematics.

Nonmetropolitan residence group: The population residing outside metropolitan statistical areas. (See Metropolitan statistical area.)

Nonsupervisory instructional staff: Persons such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification but not responsible for the day-to-day teaching of the same group of pupils.

Nontenure-track faculty: Faculty members who were either not on the tenure track or whose faculty status lacked a tenure system at the sampled institution.

Nursery school: (See Preprimary.)

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.

Orientation (private school): The group or groups, if any, with which a private elementary/secondary school is affiliated, or from which it derives subsidy or support. Such organizations include the following:

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.

Other religious school: A private school that is affiliated with an organized religion or denomination other than Roman Catholicism

or that has a religious orientation other than Catholicism in its operation and curriculum.

Nonsectarian school: A private school whose curriculum and operation are independent of religious orientation and influence in all but incidental ways.

Orthopedic impairments: A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairments: 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 affects a child's educational performance.

Other technical/professional fields: A group of occupationally oriented fields, other than business, computer science, education, and engineering, which includes agriculture and agricultural sciences, architecture, communications, communications technologies, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

Outlays: The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

Parent: In the Current Population Survey, a parent is defined as a biological, adoptive, step, or foster parent, or a legal guardian. In other words, "parents" have some biological or legal association to the child. A parent is not necessarily the head of the household. A parent's highest education level was determined by merging information from the parent's record with information from his or her children's record. When no parent resided in the household, information from the legal guardian's record was merged with information from the children's record.

Part-time enrollment: The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Part-time worker: One who is employed for 1–34 hours a week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

Part-year worker: One who was employed at least 1 week but fewer than 50 weeks during the previous calendar year, including paid leave for illness, vacation, or other reasons.

Percentile (score): A value on a scale of zero to 100 that indicates the percent of a distribution that is equal to or below it. For example, a score in the 95th percentile is a score equal to or better than 95 percent of all other scores.

Performing: According to the NAEP arts assessment, “Performing” means performing an existing work, a process that calls upon the interpretive or re-creative skills of the student. Typically, “performing” and existing work does not apply to the visual arts, where reproducing an artist’s existing work is not central. However, it does suggest the engagement and motivation involved in creating a work of art.

Personal income: Current income received by persons from all sources minus their personal contributions for social insurance. Classified as “persons” 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 persons.

Physical sciences: Physical sciences are instructional programs that describe inanimate objects, processes, or matter, energy, and associated phenomena. Physical sciences include astronomy, astrophysics, atmospheric sciences, chemistry, geology, physics, planetary science, and science technologies.

Portfolio: A collection of student-generated artifacts. Portfolios are used to provide evidence over a period of time about the range and extent of a student’s performance and growth.

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 vocational and adult basic education programs.

Poverty level: Poverty status is based on reports of family income on the March Current Population Survey. Families or individuals with gross incomes below the poverty threshold are classified as below the poverty level. Poverty thresholds in 1992 ranged from \$7,143 for a person living alone to \$28,745 for a family of four or more.

Prekindergarten: (See Preprimary.)

Preprimary: Elementary education programs for children who are too young for first grade. Includes center-based programs and kindergarten.

Private school or institution: A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually not supported primarily by public funds, and is not operated by publicly elected or appointed officials.

Proprietary institution: An educational institution that is under private control but whose profits derive from revenues subject to taxation.

Purchasing Power Parity (PPP) Indices: Purchasing Power Parity (PPP) exchange rates, or indices, 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 indices are the rates of currency conversion which eliminate the difference in price levels among countries. Thus, when expenditures on GDP for different countries are converted into a common currency by means of PPP indices, 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.

Racial-ethnic group: Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the Bureau of the Census, or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented:

American Indian/Alaskan Native: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black: A person having origins in any of the black racial groups in Africa. In this report, normally excludes persons of Hispanic origin. Those measures that do not exclude persons of Hispanic origin are noted accordingly.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. In this report, normally excludes persons of Hispanic origin. Those measures that do not exclude persons of Hispanic origin are noted accordingly.

Reasoning task: According to the Third International Mathematics and Science Study (1996), a "reasoning task" is any activity in which a student is required to: explain reasoning behind an idea; represent and analyze relationships using tables, charts or graphs; work on problems for which there is no immediately obvious method of solution; or write equations to represent relationships.

Reentrants: Teachers who left the school system for a period of time, and have now returned to classroom teaching.

Remedial course (postsecondary): Courses provided in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the institution; thus, what constitutes remedial courses varies from institution to institution.

Remedial education: Instruction for a student lacking the reading, writing, or mathematics skills necessary to perform college-level work at the level required by the attended institution.

Responding: According to the NAEP arts assessment, "Responding" varies from that of an audience member to the interactive response between a student and a particular medium. The response is usually a combination of affective, cognitive, and physical behavior. Responding involves a level of perceptual or observational skill; a description, analysis, or interpretation on the part of the respondent; and sometimes a judgment or evaluation based on some criteria which may be self-constructed or commonly held by a group or culture. Responding calls on higher order thinking and is central to the creative process. Although a response is usually thought of as verbal (oral or written), responses can and should also be conveyed nonverbally or in the art forms themselves. Major works of art in all traditions engage artists in a dialogue that crosses generations.

Revenues: 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.

Auxiliary enterprises: This category includes those essentially self-supporting operations that exist to furnish a service to students, faculty, or staff, and that 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.

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

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.

Salary workers: Any person who worked one or more days during the previous year and was paid on the basis of a yearly salary is considered a salary worker.

Scholarships and fellowships: (See Expenditures.)

Scholastic Assessment Test (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.

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.”

School year: The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

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 school: A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Serious emotional disturbance: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance —

- 1) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- 3) inappropriate types of behavior or feelings under normal circumstances;
- 4) a general pervasive mood of unhappiness or depression; or
- 5) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Simulations and Applications: Software that enables the user to experience a realistic reproduction of an actual situation or enables the user to manipulate information to create documents and reports.

Social and behavioral sciences: A group of scientific fields of study that includes anthropology, archeology, criminology, demography, economics, geography, history, international relations, psychology, sociology, and urban studies.

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 quartile variable used for both High School and Beyond and the National Education Longitudinal Study of 1988 was built using parental education level, parental occupation, family income, and household items. Students were placed in quartiles based on their standardized composite score. By definition, one quarter of each cohort will reside in the bottom SES quartile, even if education levels, income, and the number of persons in more prestigious occupations increase. The terms high, middle, and low SES refer to the upper, middle two, and lower quartiles of the weighted SES composite index distribution.

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

Speech or language impairments: A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.

Staff assignments, elementary and secondary school:

District administrative support staff: Personnel who are assigned to the staffs of the district administrators. They may be clerks, computer programmers, and others concerned with the functioning of the entire district.

District administrators: The chief executive officers of education agencies (such as superintendents and deputies) and all others with district-wide responsibility. Such positions may be business managers, administrative assistants, coordinators, and the like.

Guidance counselors: Professional staff whose activities involve counseling students and parents, consulting with other staff members on learning problems, evaluating the abilities of students, assisting students in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students.

Instructional (teacher) aides: Those staff members assigned to assist a teacher with routine activities associated with teaching (i.e., those activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking). Volunteer aides are not included in this category.

Librarians: Staff members assigned to perform professional library service activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books and materials that are maintained separately or as part of an instructional materials center.

Other support services staff: All staff not reported in other categories. This group includes media personnel, social workers, data processors, health maintenance workers, bus drivers, security, cafeteria workers, and other staff.

School administrators: Those staff members whose activities are concerned with directing and managing the operation of a particular school. They may be principals or assistant principals, including those who coordinate

school instructional activities with those of the local education agency (LEA) and other appropriate units.

Stopout: (See Dropout.)

Student membership: The number of students enrolled (at a particular school, district, or county, etc.) on or about October 1.

Subbaccalaureate degree: Award granted for the successful completion of studies at either 2-year or less-than-2-year institutions. Subbaccalaureate degrees typically include associate's degrees and certificates.

Support services expenditures (elementary/secondary): Current expenditures for activities which support instruction. These services include school building operation and maintenance, school administration, student support services, student transportation, instructional staff support, school district administration, business services, research, testing, and data processing.

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.

Technical/professional fields: A group of occupationally oriented fields of study, other than engineering and computer science, that includes agriculture and agricultural sciences, architecture, business and management, communications, education, health sciences, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

Tenure-track faculty: Faculty members who were either tenured or on the tenure track at their institution.

Title I : Title I, part of the Elementary and Secondary Education Act of 1965 (ESEA), is designed to help disadvantaged children meet challenging content and student performance standards. Part A of Title I provides financial assistance through state educational agencies to local educational agencies to meet the educational needs of children who are failing or most at risk of failing to meet a state's challenging content and

student performance standards in school attendance areas and schools with high concentrations of children from low-income families and in local institutions for neglected or delinquent children.

Levels of Title I funding:

- 1) No Title I: Schools that do not receive Title I funds.
- 2) Title I nonschoolwide program: School received Title I funds, but do not operate a schoolwide program.
- 3) Title I schoolwide program: School receives Title I funds and operates a schoolwide program.

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, community colleges, and private schools) are included.

Traumatic brain injury: 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 a child'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 imply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Tuition and fees: A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

Type of higher education institutions:

4-year institution: An institution legally authorized to offer and offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree. In some tables a further division between universities and other 4-year institutions is made. A "university" is a

postsecondary institution that typically comprises one or more graduate professional schools. (See also University.)

2-year institution: An institution legally authorized to offer and offering at least a 2-year program of college-level studies that terminates in an associate's degree or is principally creditable toward a baccalaureate degree.

Undergraduate students: Students registered at an institution of higher education in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate degree.

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.

University: An institution of higher education that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and is empowered to confer degrees in various fields of study.

Urbanicity:

- 1) In the Schools and Staffing Survey, school location is categorized based on the classification in both the Common Core of Data (CCD) and the Quality Education data (QED), as drawn from U.S. Census data and definitions. The results are summarized in three variables:

Central city: central city of an MSA (Metropolitan Statistical Area).

Urban fringe/large town: area surrounding a central city but within a county constituting an MSA.

Rural/small town: outside an MSA.

- 2) In the High School and Beyond Survey, urbanicity is classified based on the Curriculum Information Center code as follows:

Urban: within a central city of an MSA.

Suburban: within an MSA but outside the central city area.

Rural: outside a designated MSA.

Visual impairments: An impairment in vision that, even with correction, adversely affects a child's

educational performance. The term includes both partial sight and blindness.

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.

Work-study: A generic term for programs designed to provide part-time employment as a source of funds to pay for postsecondary education as well as a federal program that is administered through postsecondary institutions.

Year-round worker: One who was employed at least 50 weeks during the previous calendar year, including paid leave for illness, vacation, or other reasons.

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