

Report on the Condition of Education 2021

NCES 2021-144
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Statistics at IES



Impact of the Coronavirus Pandemic on Education

The emergence of the coronavirus pandemic brought major disruptions to American society. Health systems were stressed,³ millions of jobs were lost,⁴ businesses were shuttered, and many schools were closed.⁵

Impact of the Coronavirus Pandemic on the Elementary and Secondary Education System

The traditional elementary and secondary education structure, which typically emphasizes an interactive classroom environment, quickly transitioned to online education programs in the spring of 2020 to mitigate the spread of the coronavirus pandemic. Although online programs have enabled education activities to continue while schools have been physically closed, concerns have been raised about whether inequities in access to these online programs could further exacerbate gaps in student performance that existed prior to the pandemic.^{6,7}

At the beginning of the 2020-21 school year (September 2 to September 14), among the adults who had children under age 18 enrolled in a public or private school, some 67 percent reported that school classes were moved to a distance learning format using online resources.⁸ In

order to participate in these remote learning settings, students must have access to computers and the internet. At the beginning of the 2020-21 school year, 91 percent reported that computers were always or usually available to children for educational purposes, and 93 percent reported that internet access was always or usually available to children for educational purposes.

The percentage of adults reporting that computers and internet access were always or usually available to children for educational purposes varied by household income. In general, the percentages were higher for those in the top three household income groups than for those in the bottom three income groups. For example, at the beginning of the 2020-21 school year, the percentages of adults reporting that internet access was always or usually available to children for educational purposes were highest for the top three household income groups (ranging from 96 to 97 percent), and lower for each of the three groups with household income below \$75,000 (ranging from 83 to 93 percent) (figure S1).

To mitigate inequities in access to these online programs, some schools and school districts provide computers and internet access to students. Among the adults who had children under age 18 in the home enrolled in a public or private school at the beginning of the 2020-21 school year, 59 percent reported that computers were provided by the children's school or school district, and 4 percent reported that internet access was paid for by the children's school or school district. This also differed by household income. For example, the percentages of adults reporting that internet access was paid for by the children's school or school district were highest for those in the two bottom household income groups (8 percent for those with a household income of less than \$25,000 and 6 percent for those with a household income from \$25,000 to \$49,999), while the percentage was lowest for the group with a household income of \$150,000 and more (1 percent) (*The Impact of the Coronavirus Pandemic on the Elementary and Secondary Education System*).

³ Melvin, S.C., Wiggins, C., Burse, N., Thompson, E., and Monger, M. (2020, July). *The Role of Public Health in COVID-19 Emergency Response Efforts From a Rural Health Perspective* (Preventing Chronic Disease, Vol. 17, E70), Centers for Disease Control and Prevention. Retrieved February 9, 2021, from https://www.cdc.gov/pccd/issues/2020/20_0256.htm#T2_down. Blumenthal, D., Fowler, E.J., Abrams, M., and Collins, S.R. (2020, July). COVID-19—Implications for the Health Care System, *New England Journal of Medicine*, 383, 1438-1488. Retrieved February 9, 2021, from <https://www.nejm.org/doi/full/10.1056/nejmsb2021088>.

⁴ Handwerker, E.W., Meyer, P.B., Piacentini, J., Schultz, M., and Sveikauskas, L. (2020, December). *Employment Recovery in the Wake of the COVID-19 Pandemic* (Monthly Labor Review), U.S. Bureau of Labor Statistics. Retrieved February 9, 2021, from <https://www.bls.gov/opub/mlr/2020/article/employment-recovery.htm>.

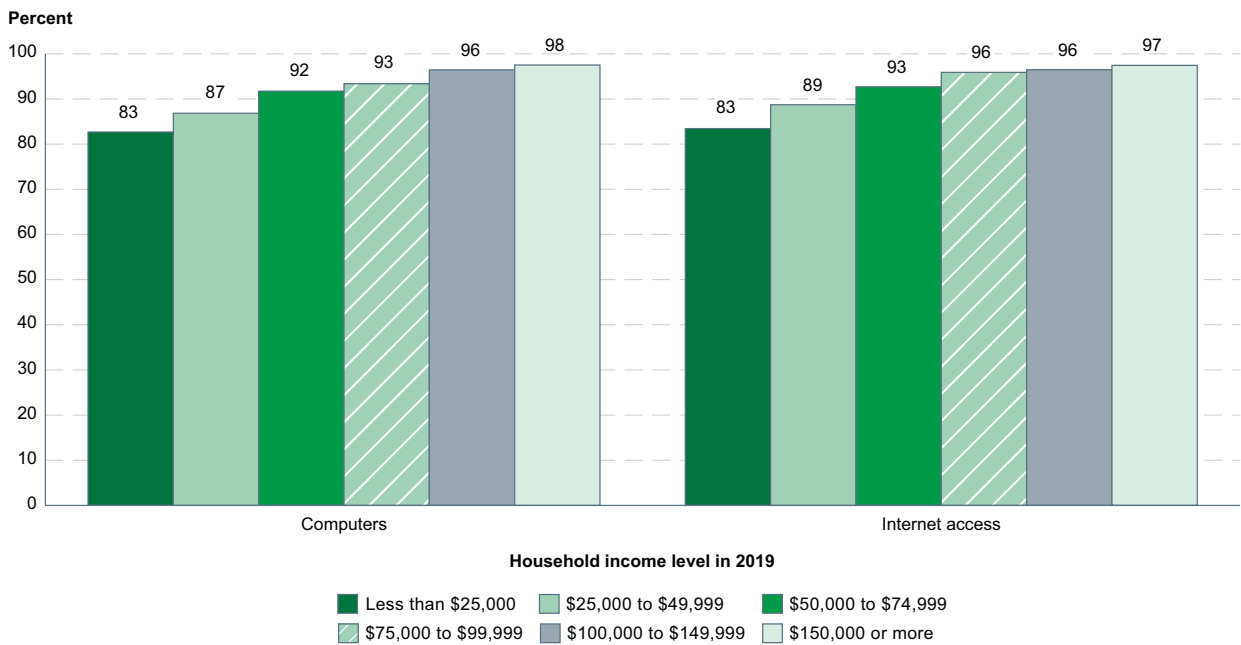
⁵ Education Week. (2020, March 6). *Map: Coronavirus and School Closures in 2019-2020*. Retrieved February 9, 2021, from <https://www.edweek.org/leadership/map-coronavirus-and-school-closures-in-2019-2020/2020/03>.

⁶ U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2020*, Reading Performance. Retrieved February 9, 2021, from <https://nces.ed.gov/programs/coe/indicator/cnb>; and Mathematics Performance. Retrieved February 9, 2021, from <https://nces.ed.gov/programs/coe/indicator/cnc>.

⁷ U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. *Results From the 2019 Mathematics and Reading Assessments at Grade 12*. Retrieved February 9, 2021, from https://www.nationsreportcard.gov/mathematics/supportive_files/2019_infographic_G12_math_reading.pdf.

⁸ Data from the 2020 Household Pulse Survey (HPS). The HPS is conducted by the Census Bureau with seven other federal statistical agency partners, including the National Center for Education Statistics (NCES). The HPS has provided weekly or biweekly national and state estimates since April 23, 2020, when data collection began. The survey gathers information from adults about their employment status, spending patterns, food security, housing, mental health, access to health care, transportation, and household educational activities. It also collects information from adults about how children in their households access technology at home for educational purposes. Beginning with the phase 2 data collection on August 19, the HPS includes new questions on household postsecondary attendance plans, whether those plans shifted as a result of coronavirus pandemic, and specific reasons why the postsecondary plans changed.

Figure S1. Among adults 18 years old and over who had children under age 18 in the home enrolled in school, percentage reporting that computers and internet access were always or usually available to children for educational purposes, by income level: September 2 to 14, 2020



NOTE: Although rounded numbers are displayed, the figures are based on unrounded data. Data in this figure are considered experimental and do not meet NCES standards for response rates. The survey question refers to enrollment at any time during the 2020–21 school year.
SOURCE: U.S. Department of Commerce, Bureau of the Census, Household Pulse Survey, collection period of September 2 to 14, 2020. See *Digest of Education Statistics 2020*, table 218.85.

Report on Indicators of School Crime and Safety: 2020

NCES 2021-092
U.S. DEPARTMENT OF EDUCATION

NCJ 300772
U.S. DEPARTMENT OF JUSTICE
OFFICE OF JUSTICE PROGRAMS

A Publication of the National Center for Education Statistics at IES



Violent Deaths and School Shootings

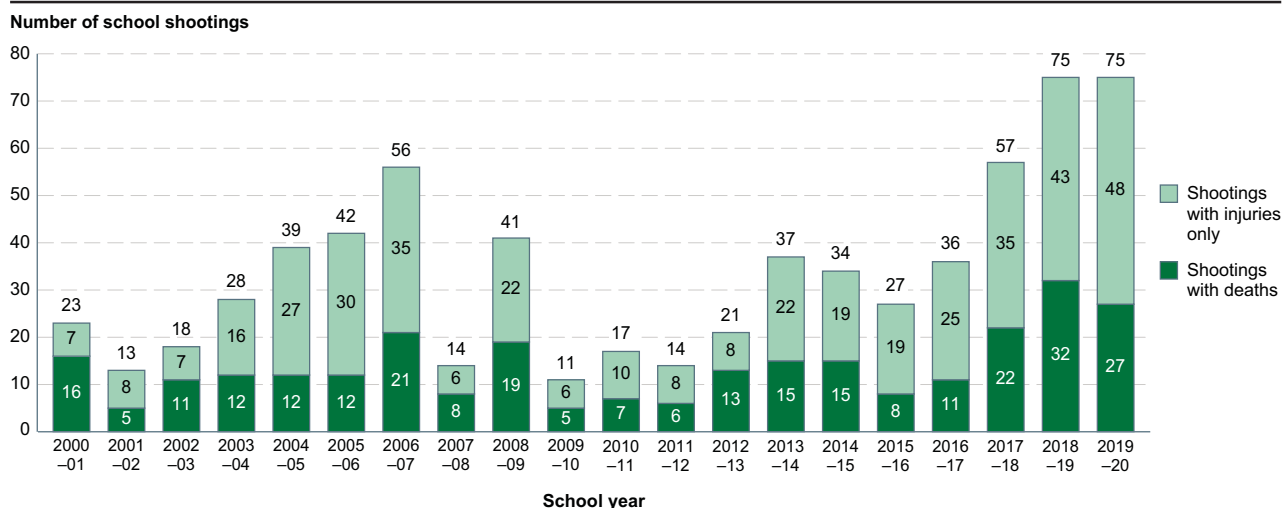
Violent deaths and shootings at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Based on the most recent data released by the School-Associated Violent Death Surveillance System (SAVD-SS), there were a total of 56 school-associated violent deaths² in the United States in the 2017-18 school year,³ which included 46 homicides, 9 suicides, and 1 legal intervention death.⁴ Of these 56 school-associated violent deaths, 35 were homicides and 8 were suicides of school-age youth (ages 5-18). (*Violent Deaths at School and Away From School and School Shootings*)

In the K-12 School Shooting Database (K-12 SSDB), school shootings are defined as incidents in which a gun is

brandished or fired on school property or a bullet hits school property for any reason, regardless of the number of victims, time of day, day of the week, or reason.

Between 2000-01 and 2019-20, the number of school shootings with casualties per year at public and private elementary and secondary schools ranged from 11 to 75 (figure 1).⁵ In 2019-20, there were a total of 75 school shootings with casualties, including 27 school shootings with deaths and 48 school shootings with injuries only. In addition, there were 37 reported school shootings with no casualties in 2019-20. The majority of school shootings (including those with and without casualties) occurred at high schools.⁶ (*Violent Deaths at School and Away From School and School Shootings*)

Figure 1. Number of school shootings with casualties at public and private elementary and secondary schools: 2000-01 through 2019-20



NOTE: "School shootings" include all incidents in which a gun is brandished or fired or a bullet hits school property for any reason, regardless of the number of victims (including zero), time, day of the week, or reason (e.g., planned attack, accidental, domestic violence, gang-related). Data in this figure were generated using a database that aims to compile information on school shootings from publicly available sources into a single comprehensive resource. For information on database methodology, see *K-12 School Shooting Database: Research Methodology* (<https://www.chds.us/ssdb/resources/uploads/2020/09/CHDS-K12-SSDB-Research-Methods-Sept-2020.pdf>). Due to school closures caused by the coronavirus pandemic, caution should be used when comparing 2019-20 data with data from earlier years. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Defense, Naval Postgraduate School, Center for Homeland Defense and Security, K-12 School Shooting Database. Retrieved September 4, 2019, from <https://www.chds.us/ssdb/>. See *Digest of Education Statistics 2020*, table 228.12.

² The SAVD-SS defines a school-associated violent death as "a homicide, suicide, or legal intervention death (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." School-associated violent deaths also include those that occurred while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths may include not only students and staff members but also others at school, such as students' parents and community members.

³ Defined as the period from July 1, 2017, through June 30, 2018.

⁴ Data are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case.

⁵ Due to school closures caused by the coronavirus pandemic, caution should be used when comparing 2019-20 data with data from earlier years.

⁶ Includes other schools ending in grade 12.

Criminal Victimization Experienced by Students

Data from the National Crime Victimization Survey (NCVS) provide insights on nonfatal criminal victimization experienced by students ages 12-18, according to students' own reports. Nonfatal criminal victimization includes theft⁷ and violent victimization, the latter of which includes rape, sexual assault, robbery, aggravated assault, and simple assault. In 2019, students ages 12-18 experienced 764,600 victimizations at school⁸ and 509,300 victimizations away from school. This translates to a rate of 30 victimizations per 1,000 students at school, which was higher than the rate of 20 victimizations per 1,000 students away from school (figure 2). Both the at-school rate and the away-from-school rate represent a decrease of more than 80 percent from 1992. (*Incidence of Victimization at School and Away From School*)

According to data from the School Crime Supplement (SCS) to NCVS,⁹ the total percentage of students ages 12-18 who reported being victimized at school during the previous 6 months decreased from 4 percent in 2009 to

2 percent in 2019. Specifically, SCS data indicate that, in 2019, about 2 percent of students reported theft¹⁰ and 1 percent reported violent victimization. (*Prevalence of Criminal Victimization at School*)

In 2019, the percentage of students ages 12-18 who reported any victimization at school during the previous 6 months was higher for 6th-, 7th-, 9th-, and 10th-graders (3 percent each) than for 12th-graders (1 percent); the percentage was also higher for students of Two or more races (7 percent) than for Hispanic students (2 percent) and higher for students enrolled in schools in cities (3 percent) than for students enrolled in schools in suburban areas (2 percent; figure 3). A higher percentage of male students than of female students reported any victimization at school (3 vs. 2 percent), which was driven largely by a higher percentage of male students reporting violent victimization (2 percent vs. less than 1 percent). (*Prevalence of Criminal Victimization at School*)

⁷ "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

⁸ "At school" is defined to include in the school building, on school property, on a school bus, and going to and from school.

⁹ Respondent eligibility differs slightly in the NCVS and SCS. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. Thus, the calculation of estimates presented in this paragraph is based on a subset of the student sample used to calculate the estimates presented in the previous paragraph.

¹⁰ Although the total percentage of students ages 12-18 who reported being victimized (which includes theft and violent victimization) and the percentage who reported theft both rounded to 2 percent in 2019, about 2.5 percent reported being victimized and 1.5 percent reported theft.

School Choice in the United States: 2019



Indicator 1

School Enrollment Over Time

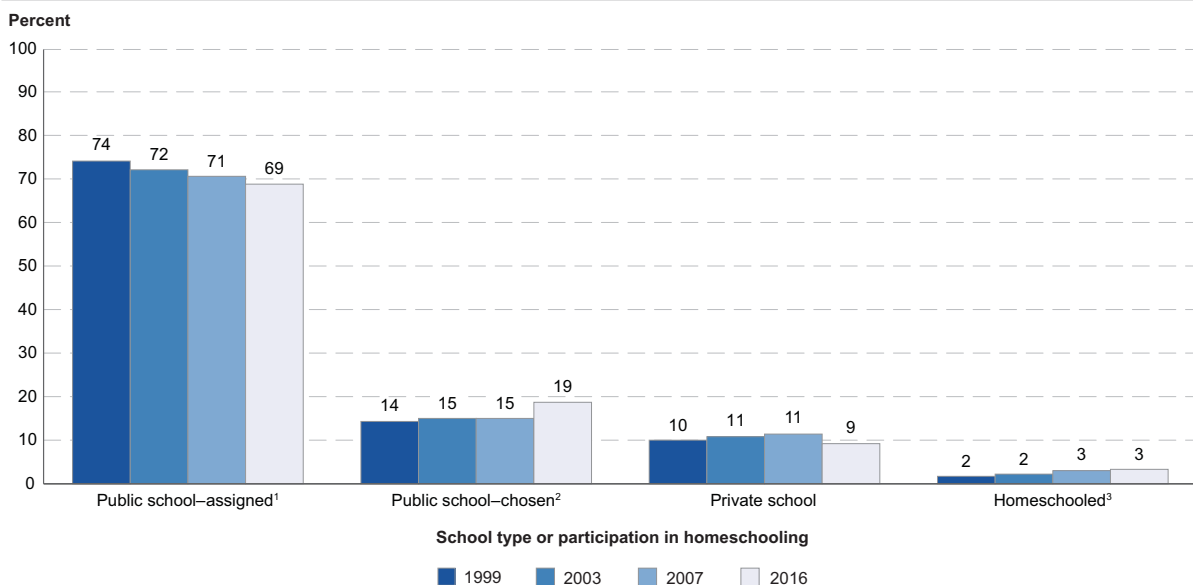
The percentage of students enrolled in assigned public schools in 2016 (69 percent) was lower than the percentage in 1999 (74 percent), while the percentage of students who were enrolled in chosen public schools (19 percent) and the percentage of homeschooled students (3 percent) were both higher in 2016 than the corresponding percentages in 1999 (14 and 2 percent, respectively). The percentage of students enrolled in private schools in 2016 (9 percent) was not measurably different from the percentage in 1999.

This indicator discusses enrollment changes among various types of elementary and secondary schools, as well as changes in the number of students who are homeschooled. Data for this indicator come from the

Common Core of Data (CCD), the Private School Universe Survey (PSS), and the Parent and Family Involvement in Education (PFI) Survey of the National Household Education Surveys Program (NHES).

Enrollment Patterns in Various School Choice Options From 1999 to 2016

Figure 1.1. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling: Selected years, 1999 through 2016



¹ A student is considered to be attending an assigned public school if the parent indicates that the school is the student's "regularly assigned" school.

² A student is considered to be attending a chosen public school if the parent indicates that the school is not the student's regularly assigned school (e.g., a traditional public school located outside the assignment boundary based on the student's residence) or if the student is attending a charter school or a magnet school.

³ Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness.

NOTE: While National Household Education Surveys Program (NHES) administrations in 1999, 2003, and 2007 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for 2016 and estimates for the earlier years in this figure could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Detail may not sum to totals because of rounding. Data are based on parent reports. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, and 2016).

Data from the NHES PFI survey reveal patterns in student enrollment in assigned and chosen public schools, private schools, as well as in homeschooling. Based on parent reports, these enrollment data include students ages 5 through 17. A student is considered to be attending an assigned public school if the parent indicates that the school is the student's "regularly assigned" school. A student is considered to be attending a chosen public school if the parent indicates that the school is not the student's regularly assigned school (e.g., a traditional public school located outside the assignment boundary based on the student's residence, a charter school, or a magnet school). Private schools are controlled by an individual or organization other than a government agency and are usually not supported primarily by public funds. Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not

exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness.

Based on 2016 data from the NHES, 69 percent of students ages 5 to 17 attending kindergarten through grade 12 were enrolled in assigned public schools, while 19 percent were enrolled in chosen public schools and 9 percent were enrolled in private schools. In addition, 3 percent of 5- to 17-year-olds were reported by their parents as being homeschooled. The percentage of students enrolled in assigned public schools in 2016 was lower than the percentage in 1999 (74 percent). In contrast, the percentage of students enrolled in chosen public schools and the percentage of homeschooled students were both higher in 2016 than the corresponding percentages were in 1999 (14 and 2 percent, respectively). The percentage of students enrolled in private schools in 2016 (9 percent) was not measurably different from the percentage in 1999.

- 1 A Better Chance**
253 W 35th Street
15th Floor
New York, NY 10001
646-346-1310
800-562-7865
Fax: 646-346-1311
admissions@abetterchance.org
www.abetterchance.org
A Better Chance is an organization whose mission is to increase the number of well-educated young people of color through the creation of educational opportunities for students in grades 6-12.
Founded: 1963
Francisco Tezen, President & CEO
Benjamin Bingman-Tennant, National Director, Programs
- 2 ASPIRA Association**
1220 L Street NW
Suite 701
Washington, DC 20005
info@aspira.org
www.aspira.org
The ASPIRA Association promotes the empowerment of the Puerto Rican and Latino community by developing and nurturing the leadership, intellectual, and cultural potential of its youth so that they may contribute to their communities. Some of ASPIRA's services include career and college counseling, financial aid, educational advocacy, leadership training and more.
Founded: 1961
Ronald Blackburn, President & CEO
John Villamil-Casanova, EVP & CIO
- 3 Accelerated Christian Education Canada (ACE)**
105 Anson Street
Southport, MB R0H-1N0
204-428-5332
800-976-7226
Fax: 204-428-5386
info@acecanada.net
www.acecanada.net
Offers individualized learning options for children, such as homeschooling, inspired by the basic values of Christianity.
Founded: 1974
Alfred MacLaren, Manager
- 4 Accessibility and Disability Resource Center**
University Community Center
730 College Avenue
Norman, OK 73019
405-325-3852
Fax: 405-325-4491
adrc@ou.edu
www.ou.edu/adrc
The ADRC at The University of Oklahoma offers services and supports to students with disabilities. Services include accommodations, digital accessibility, campus accessibility maps and employee resources.
Chelle' Guttery, Ph.D, Director
Cathy Ellison, Administrative Coordinator
- 5 American Academy of Pediatrics (AAP)**
345 Park Boulevard
Itasca, IL 60143
800-433-9016
Fax: 847-434-8000
mcc@aap.org
www.aap.org
- Organization of pediatricians committed to serving children and adolescents to ensure their optimal physical, mental and social health. The organization offers its members professional resources, publications, conferences, advocacy and other resources to help them advance their practice.
Mark Del Monte, JD, CEO & Executive VP
Christine Bork, MBA, Chief Development Officer
- 6 American Academy of Special Education Professionals (AASEP)**
3642 E Sunnydale Drive
Chandler Heights, AZ 85142
800-754-4421
Fax: 800-424-0371
membership@aasep.org
www.aasep.org
The Academy promotes collaboration among professionals in the field of special education, and encourages professional development among members through networking, research, publications, and membership benefits.
Roger Pierangelo, Ph.D, Executive Director
George Giuliani, Ph.D, Executive Director
- 7 American Council for Rural Special Education (ACRES)**
West Virginia University
509 Allen Hall
PO Box 6122
Morgantown, WV 26506-6122
304-293-3450
acres-sped@mail.wvu.edu
www.acres-sped.org
The organization is comprised of special educators, general educators, related service providers, administrators, teacher trainers, researchers and parents committed to the enhancement of services for students and individuals living in rural communities in America.
Founded: 1981
Mark Butler, Chair
Anthony Menendez, Secretary
- 8 American Council of Trustees and Alumni (ACTA)**
1730 M Street NW
Suite 600
Washington, DC 20036-4525
202-467-6787
888-258-6648
Fax: 202-467-6784
info@goacta.org
www.goacta.org
An independent, non-profit organization working with alumni, trustees, and education leaders to support liberal arts education, uphold high academic standards and safeguard the free exchange of ideas on campus.
Founded: 1995
Michael B. Poliakoff, Ph.D, President
Lauri Kempson, Senior Vice President
- 9 American Council on Education**
1 Dupont Circle NW
Washington, DC 20036
202-939-9300
comments@ace.nche.edu
www.acenet.edu
Represents accredited degree-granting colleges and universities directly and through national and regional higher education associations. The council's mission is to advance education and serve as an advocate for adult education.
Ted Mitchell, President
Kara Freeman, Chief Operating Officer
- 10 American Driver and Traffic Safety Education Association (ADTSEA)**
Highway Safety Services
1434 Trim Tree Road
Indiana, PA 15701
724-801-8246
Fax: 724-349-5042
office@adtsea.org
www.adtsea.org
The purpose of the American Driver and Traffic Safety Education Association is to promote quality traffic safety education by publishing policies and guidelines. The association also offers conferences, workshops, seminars, consulting services and educational materials.
Brett Robinson, Executive Director
Leslie Robinson, Office Manager
- 11 American Federation of Teachers (AFT)**
555 New Jersey Avenue NW
Washington, DC 20001
202-879-4400
online@aft.org
www.aft.org
The American Federation of Teachers is a union of professionals devoted to ensuring access to economic opportunity and quality public education, healthcare and public services for the students and families within their communities. The federation offers resources on topics such as immigration, retirement, public services and more. AFT is an affiliated international union of the AFL-CIO.
Founded: 1916
Randi Weingarten, President
Evelyn DeJesus, Executive Vice President
- 12 American Montessori Society (AMS)**
116 East 16th Street
New York, NY 10003-2163
212-358-1250
Fax: 212-358-1256
ams@amshq.org
www.amshq.org
The Society advocates for quality Montessori education by offering services such as an information center for its members, the media, and the public; teacher resources; research and professional development events.
Founded: 1960
Munir Shivji, Executive Director
Gina Taliaferro Lofquist, Senior Director, Education
- 13 American School Health Association**
501 N Morton Street
Suite 110
Bloomington, IN 47404
202-854-1721
info@ashaweb.org
www.ashaweb.org
A non-profit organization founded to protect and improve the health and well-being of children and youth by supporting comprehensive school health programs.
Jeanie Alter, Executive Director
Kaitlyn Celis, Manager, Membership Services
- 14 American Society for Engineering Education (ASEE)**
1818 N Street NW
Suite 600
Washington, DC 20036-2479
202-331-3500
Fax: 202-265-8504
board@asee.org
www.asee.org

A nonprofit organization of individuals and institutions committed to promoting the fields of engineering and engineering technology. The society develops policies and programs for engineering faculty members and offers publications, events, fellowships, job postings and more.

Founded: 1893

Norman Fortenberry, Executive Director
Patti Greenawalt, Managing Dir.,
Members

15 Association Montessori International / USA (AMI USA)

1421 Prince Street
Suite 350
Alexandria, VA 22314
703-746-9919
montessori@amiusa.org
www.amiusa.org

Applies the principles of Dr. Montessori to the education of children. The association oversees conferences and events, consultation programs, membership opportunities, training centers and other initiatives connected to the education field.

Founded: 1929

Ayze Sabater, Executive Director
Lynne Breitenstein-Aliberti, Director,
Member Operations

16 Association for Business Communication (ABC)

PO Box 304
Natural Bridge Station, VA 24579-0304
540-231-8460
abcoffice@businesscommunication.org
www.businesscommunication.org
International, interdisciplinary organization engaged in fostering excellence in business communication scholarship, research, education and practice. The association offers resources, publications, conferences and membership benefits.

Founded: 1936

Jim Dubinsky, Ph.D, Executive Director
Marilyn Buerkens, Office Manager

17 Association for Experiential Education

2315 18th Street S
Saint Petersburg, FL 33712
303-440-8844
www.aee.org

Aims to advance experiential education by creating an accessible community for experiential education professionals.

Sherry Bagley, Executive Director
Steve Pace, Director, Accreditations

18 Association for Interdisciplinary Studies (AIS)

Oakland University
371 Wilson Boulevard
521 Wilson Hall
Rochester, MI 48309-4452
ais@interdisciplinarystudies.org
www.interdisciplinarystudies.org

The Association for Interdisciplinary Studies is an interdisciplinary professional organization dedicated to promoting the interchange of ideas among scholars and administrators in the arts and science fields on intellectual and organizational issues.

Founded: 1979

Jennifer J. Dellner, President
Khadijah O. Miller, Ph.D, Vice President,
Relations

19 Association for Play Therapy (APT)

401 Clovis Avenue
Suite 107
Clovis, CA 93612
559-298-3400
Fax: 559-298-3410
info@a4pt.org
www.a4pt.org

The Association for Play Therapy promotes the value of play, play therapy and credentialed play therapists to advance the psychosocial development and mental health of all people. The association also sponsors and supports programs, services and related activities that promote public understanding of play therapy.

Founded: 1982

Kathryn Leiby, President & CEO
Diane Leon, Vice President & COO

20 Association for Supervision & Curriculum Development (ASCD)

1703 N Beauregard Street
Alexandria, VA 22311-1714
press@ascd.org
www.ascd.org

A membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

Founded: 1943

Ranjit Sidhu, CEO & Executive Director
Dana Shanks-Williams, Chief Financial Officer

21 Association of American Educators (AAE)

25909 Pala Place
Suite 330
Mission Viejo, CA 92691
949-595-7979
800-704-7799
Fax: 949-595-7970
www.aeeteachers.org

Provides professional benefits and services to educators, including liability insurance, scholarships and grants, and professional resources.

Founded: 1994

Gary Beckner, Chair & President
Emeritus
Colin Sharkey, Executive Director

22 Association of State Supervisors of Mathematics (ASSM)

517 Paint Brush Drive
Johnson City, TX 78636
www.assm.wildapricot.org

The Association of State Supervisors of Mathematics is an organization whose members provide supervising and consulting services in the area of mathematics. Its membership is made up of current or previous state or provincial supervisors of mathematics.

Founded: 1961

Joleigh Honey, President
Denise Schulz, Secretary

23 Association of Teacher Educators (ATE)

11350 Random Hills Road
Suite 800, PMB 6
Fairfax, VA 22030
703-659-1708
Fax: 703-595-4792
info@ate1.org
www.ate1.org

The mission of the Association of Teacher Educators is to improve the effectiveness of teacher education through leadership in

the development of training programs. The association analyzes issues and practices relating to professional development and provides opportunities for the personal and professional growth of Association members.

Founded: 1920

Alisa Chapman, Executive Director
John McIntyre, Director, Meetings

24 Attention Deficit Disorder Association (ADDA)

PO Box 103
Denver, PA 17517
800-939-1019
Fax: 800-939-1019
info@add.org
www.add.org

The Attention Deficit Disorder Association (ADDA) is an adult ADHD organization providing information, resources and networking opportunities to help adults with Attention Deficit/Hyperactivity Disorder (AD/HD) lead better lives. The organization is entirely virtual, with no physical offices or staff.

Duane Gordon, President
Michael Phillips, Treasurer

25 Awards and Personalization Association

8735 W Higgins Road
Suite 300
Chicago, IL 60631
847-375-4800
Fax: 847-375-6480

info@awardspersonalization.org
www.awardspersonalization.org

The purpose of the Awards and Personalization Association is to advance the capabilities and growth of businesses whose primary focus is the manufacture, distribution or sales of awards and recognition goods and services.

Louise Ristau, CAE, Executive Director
Liz Giannini, Senior Operations Manager

26 CHADD: Children & Adults with Attention Deficit/Hyperactivity Disorder

4221 Forbes Boulevard
Suite 270
Lanham, MD 20706
301-306-7070
Fax: 301-306-7090

customer_service@chadd.org
www.chadd.org

National nonprofit organization offering advocacy, education and support for patients and parents of children with attention deficit disorders. The organization maintains support groups, provides a forum for continuing education about ADHD, and offers a national resource center.

Founded: 1987

Patricia M. Hudak, President
Bob O'Malley, Treasurer

27 Canadian Association for Astrological Education

226 Cromwell Avenue
Oshawa, ON L1J-4T8
905-725-9179
thecaac@gmail.com
www.thecaac.com

Offers a curriculum for the study of astrology and its applications covering the areas of relationships, vocation, horary astrology, consulting, mathematical techniques and chart rectification.

Founded: 1993

Joan Ann Evelyn, President
Nicole Kujtan, Treasurer

28 Canadian Association for Prior Learning Assessment (CAPLA)

PO Box 56001
RPO Minto Place
Ottawa, ON K1R-7Z1
613-860-1747
Fax: 705-878-5018
www.capla.ca

National advocate for recognizing prior learning in Canada. Members include adult learners, researchers, employers, academic and training institutions and more.

Founded: 1994

Andy Brown, Chair
Mary Harrison, Vice Chair

29 Canadian Association for Studies in Indigenous Education (CASIE)

www.casieaceea.org

Promotes the study of Indigenous education by offering platforms for dialogue, connecting professionals and students with a shared interest in the subject and encouraging scholarly work. Constituent association of the Canadian Society for the Study of Education.

Aubrey Hanson, Ph.D, Co-President
Dustin Louie, Ph.D, Co-President

30 Canadian Association for Teacher Education

info@cate-acfe.ca
www.cate-acfe.ca

Promotes the study of teacher education through publications, scholarly research, conferences and dialogues.

Cathryn Smith, President
Leyton Schnellert, Vice President

31 Canadian Association for the Study of Adult Education (CASAE)

260 Dalhousie Street
Suite 204
Ottawa, ON K1N-7E4
613-241-0018

Fax: 613-241-0019
casae.aceea@csse.ca
www.casae-aceea.ca

Organization supporting adult education scholarship through publications on practice as well as through conferences and other resources.

Founded: 1981

Hongxia Shan, President
Tim Howard, Permanent Secretariat

32 Canadian Association of University Teachers (CAUT)

2705 Queensview Drive
Ottawa, ON K2B-8K2
613-276-9030

Fax: 613-614-5334
acppu@caut.ca
www.caut.ca

National advocate for academic professionals, providing lobbying services for its members as well as research and publications touching upon academic freedom and other relevant issues.

Founded: 1951

Brenda Austin-Smith, President
David Robinson, Executive Director

33 Center for Civic Education

5115 Douglas Fir Road
Suite J
Calabasas, CA 91302
818-591-9321
cce@civiced.org
www.civiced.org

Nonprofit, nonpartisan educational corporation dedicated to fostering the development

of informed, responsible participation in civic life by citizens. The center aims to help students understand how constitutional democracy works, as well as democratic procedures for making decisions.

Christopher R. Riano, President
Mia Nagawiecki, Vice President

34 Center for Parent Information and Resources (CPIR)

c/o SPAN
35 Halsey Street
4th Floor
Newark, NJ 07102
973-642-8100

mrodriguez@spanadvocacy.org
www.parentcenterhub.org

The center provides information to Parent Centers serving children with disabilities and their families. Some of the services offered by the center include research material, workspaces for exchange of resources between centers and an e-newsletter.

Carolyn Hayer, Director
Myriam Alizo, Assistant Project Director

35 Center on Education Policy (CEP)

2100 Pennsylvania Avenue NW
Suite 310
Washington, DC 20052
202-994-9050

Fax: 202-994-8859
www.cep-dc.org

Provides research and information about public education so that Americans can see the role public education plays in a democracy, and understand the conflicting perceptions about the system. The long term goal of the center is to improve upon existing systems.

Founded: 1995

36 Childhood Education International

1100 15th Street NW
4th Floor
Washington, DC 20005

202-372-9986
800-423-3563

www.ceinternational1892.org

The association promotes and supports the education, development, and well-being of children, from birth through adolescence. It also seeks to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society.

Founded: 1892

Diane Whitehead, Chief Executive Officer
Michelle Allen, Director, Operations

37 Co-Operative Education and Work-Integrated Learning Canada (CEWIL)

150 Eglinton Avenue E
Suite 402
Toronto, ON M4P-1E8
416-483-3311

cewil@cewilcanada.ca
www.cewilcanada.ca

Voice for post-secondary Co-operative Education in Canada. The association promotes national standards, offers a forum for practitioners to network and provides informational resources and professional development opportunities for those working in the co-op education field.

Cara Krezek, President
Scott Daniels, Secretary

38 Constitutional Rights Foundation (CRF)

601 S Kingsley Drive
Los Angeles, CA 90005
213-487-5590

crf@crf-usa.org
www.crf-usa.org

The mission of the foundation is to help youth gain a deeper understanding of citizenship through values expressed in the Constitution and its Bill of Rights, and educate them to become active and responsible participants in society. The two main areas of focus are Law and Government and Civic Participation.

Amanda Susskind, President
Keri Doggett, Vice President, Programming

39 Cooperative Education and Internship Association (CEIA)

PO Box 42506
Cincinnati, OH 45242
513-793-2342

Fax: 513-793-0463
info@ceiainc.org
www.ceiainc.org

The association is nonprofit and member-driven, consisting of educators, employers, researchers, students, and partner agencies.

Founded: 1963

Peggy Harrier, Executive Director

40 Council for Advancement and Support of Education (CASE)

1201 Eye Street NW
Washington, DC 20005
202-328-2273

Fax: 202-387-4973
membersupportcenter@case.org
www.case.org

An international membership association that provides educational institutions with knowledge, standards, advocacy and training designed to strengthen alumni relations, communications, fundraising, marketing and allied professionals. CASE helps members raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession and foster public support of education.

Founded: 1974

Sue Cunningham, President & CEO
Rob Moore, VP, Communications

41 Council for Christian Colleges and Universities (CCCCU)

321 Eighth Street NE
Washington, DC 20002
202-546-8713

council@cccu.org
www.cccu.org

Association dedicated to advancing the cause of Christ-centered higher education by ensuring scholarships, programs and services embody the Christian values and spirit.

Founded: 1976

Shirley V. Hoogstra, JD, President
Mandi Bolton, Chief Financial Officer

42 Council for Exceptional Children (CEC)

3100 Clarendon Boulevard
Suite 600
Arlington, VA 22201-5332
888-232-7733

service@exceptionalchildren.org
www.exceptionalchildren.org

The Council for Exceptional Children works to improve the educational success of indi-

viduals with disabilities and/or unique gifts and talents.

Founded: 1922

Chad Rummel, Executive Director
Craig Evans, Chief Financial Officer

43 Council for the Accreditation of Educator Preparation (CAEP)

1140 19th Street NW
Suite 400
Washington, DC 20036
202-223-0077
caep@caepnet.org
www.caepnet.org

Professional accrediting organization for schools, colleges and departments of education as well as alternative educators. The focus is P-12 student education.

Founded: 1954

Christopher A. Koch, President
Malina Monaco, Vice President

44 Council of Graduate Schools (CGS)

1 Dupont Circle NW
Suite 230
Washington, DC 20036
202-223-3791
Fax: 202-331-7157
general_inquiries@cgs.nche.edu
www.cgsnet.org

The Council of Graduate Schools represents the graduate dean community. The council seeks to advance graduate education and research through advocacy in policy, innovative research and the development of best practices.

Suzanne T. Ortega, President
Keith Peregonov, Vice President, Operations

45 Council of Independent Colleges (CIC)

1 Dupont Circle NW
Suite 320
Washington, DC 20036-1142
202-466-7230
Fax: 202-466-7238
cic@cic.nche.edu
www.cic.edu

The Council of Independent Colleges is an association of nonprofit independent colleges and universities. The mission of the council is to advance excellence in schools, support leadership in school communities, and educate the public on the benefits of private higher education. The council also offers its members conferences, seminars, and other programs that help institutions to improve and to increase their visibility.

Founded: 1956

Marjorie Hass, President
Harold V. Hartley III, Senior Vice President

46 Council of Urban Boards of Education (CUBE)

National School Boards Association
1680 Duke Street
2nd Floor
Alexandria, VA 22314-3493
703-838-6722
Fax: 703-683-7590
info@nsba.org
www.nsba.org

Seeks to create opportunities for urban school board professionals, so that they may strive for equity in public education.

Viola M. Garcia, President
Chip Slaven, Interim Executive Director

47 EMPath: Economic Mobility Pathways

308 Congress Street
5th Floor
Boston, MA 02210
617-259-2900
info@empathways.org
www.empathways.org

EMPath supports governments and non-profit organizations in serving low-income families by offering programs, research and advocacy. Their aim is to empower families so that people can increase their income, secure permanent housing, attain education, and break out of the cycle of poverty.

Elisabeth D. Babcock, MCRP, Ph.D, President & CEO
Mary D. Coleman, Senior Vice President & COO

48 Easterseals

141 W Jackson Boulevard
Suite 1400A
Chicago, IL 60604
312-726-6200
800-221-6827
Fax: 312-726-1494
info@easterseals.com
www.easterseals.com

Easter Seals provides services, education, outreach, and advocacy to people living with autism and other disabilities so they can learn and live as a part of their communities.

Founded: 1919

Angela F. Williams, President & CEO
Glenda Oakley, Chief Financial Officer

49 EdCan Network

60 St. Clair Avenue E
Suite 703
Toronto, ON M4T-1N5
416-591-6300
866-803-9549
Fax: 416-591-5345
info@edcan.ca
www.edcan.ca

The EdCan Network is the leading independent national bilingual voice in Canadian K-12 education. EdCan Network connects policy, research and practice through bilingual research, events and publications to offer a deeper perspective to help educators make sense of some of the most complex issues facing Canadian public education today.

Max Cooke, Chief Executive Officer
Mia San Jose, Operations Manager

50 Education Commission of the States

700 Broadway
Suite 810
Denver, CO 80203
303-299-3600
ecs@ecs.org
www.ecs.org

The Commission's mission is to help states develop effective policy and practice for public education by providing data, research, analysis and leadership; and by facilitating collaboration, the exchange of ideas among the states and long-range strategic thinking.

Jeremy Anderson, President

51 Education Development Center (EDC)

43 Foundry Avenue
Waltham, MA 02453-8313

617-969-7100
Fax: 617-969-5979
contact@edc.org
www.edc.org

The Education Development Center designs and evaluates programs addressing some of the world's challenges in education, health and economic opportunity. The center's mission is to improve education, health promotion and care, workforce preparation, communications technologies and civic engagement in communities.

Founded: 1958

David Offensend, President & CEO
Siobhan Murphy, Chief Operating Officer

52 Education Writers Association (EWA)

1825 K Street NW
Suite 200
Washington, DC 20006
202-452-9830
www.ewa.org

The Education Writers Association works to strengthen the community of education writers by offering programs, training, information, support, and recognition.

Caroline W. Hendrie, Executive Director
Kim Clark, Deputy Director

53 Education, Training and Research Associates (ETR)

5619 Scotts Valley Drive
Suite 140
Scotts Valley, CA 95066
800-620-8884
Fax: 831-438-4284
www.etr.org

Education, Training and Research Associates is a nonprofit dedicated to providing solutions in the areas of health and education. Their mission is to improve health and increase opportunities for youth and communities through research, publications, information resources and programs.

Vignetta Charles, Chief Executive Officer
Eric Blanke, Chief Operating Officer

54 Excelencia in Education

1156 15th Street NW
Suite 1001
Washington, DC 20005
202-785-7350
contact@edexcelencia.org
www.edexcelencia.org

Nonprofit organization working to support the academic success of Latino students in higher education. Goals are met through the promotion of education policies and provision of data on the educational status of Latinos.

Founded: 2004

Sarita E. Brown, President
Deborah A. Santiago, Chief Executive Officer

55 FHI 360

359 Blackwell Street
Suite 200
Durham, NC 27701
919-544-7040
Fax: 919-544-7261
eec@fhi360.org
www.fhi360.org

A nonprofit organization that develops programs and materials promoting bias-free learning in school and after school. Some services offered include quality assurance, research, data analysis, monitoring and evaluation, training and technical assistance, and more.

Patrick C. Fine, MEd, Chief Executive Officer
Deborah Kennedy-Iraheta, MA, Chief Operating Officer

56 Facing History and Ourselves

16 Hurd Road
Brookline, MA 02445

- 617-232-1595
800-856-9039
Fax: 617-232-0281
info@facinghistory.org
www.facinghistory.org
Facing History is an international nonprofit that helps teachers and students link the past to moral choices they face today. Some of the subjects examined include racism, prejudice and antisemitism.
Founded: 1976
Roger Brooks, President & CEO
Abby Weiss, Chief Program Officer
- 57 Foundation for Student Communication**
Princeton University
48 University Place
Suite 305
Princeton, NJ 08544
info@businesstoday.org
www.businesstoday.org
The Foundation for Student Communication works to create a platform for business leaders both current and future to make connections. Interactions are encouraged through magazines, conferences, Seminar Series events, and Online Journal blog posts. Run by Princeton University students.
Founded: 1968
Sowon Lee, President
Richard Qiu, Director, Finance
- 58 Friends Council on Education**
1507 Cherry Street
Philadelphia, PA 19102
215-241-7245
Fax: 267-519-5317
info@friendscouncil.org
www.friendscouncil.org
A national organization of Quaker schools which assists teachers, students and families by providing publications and programs supporting Quaker values in the classroom and in the life of the school community. Programs include peer networks, workshops, seminars, pilgrimages and more.
Founded: 1931
Drew Smith, Executive Director
Betsy Torg, Director, Development
- 59 Girls Inc.**
120 Wall Street
18th Floor
New York, NY 10005
212-509-2000
Fax: 212-509-8708
communications@girlsinc.org
www.girlsinc.org
A national nonprofit youth organization dedicated to inspiring all girls to develop into healthy, educated, and independent adults. Programs offered touch upon the areas of media and economic literacy, leadership, relationships and more.
Founded: 1864
Stephanie J. Hull, President & CEO
Pat Driscoll, Chief Operating Officer
- 60 Global Council for Science and the Environment (GCSE)**
1776 Eye Street NW
Suite 750
Washington, DC 20006
gcse@gcseglobal.org
www.gcseglobal.org
Nonprofit organization seeking to improve the scientific basis of environmental decision-making through fostering collaboration between leaders in the areas of interdisciplinary research, education, policy, and business.
Founded: 1990
Michelle Wyman, Executive Director
Erica Goldman, Ph.D, Deputy Director
- 61 Global Exploration for Educators Organization (GEE0)**
700 East Main Street
Suite 100
Norristown, PA 19401
877-600-0105
travel@gceo.org
www.gceo.org
A nonprofit organization dedicated to encouraging and assisting teachers to travel abroad to broaden their knowledge and enrich the education of their own students upon returning to the classroom. The organization provides travel incentives, professional development credits, educational resources and more.
Founded: 2007
Jesse Weisz, Founder & Executive Director
Cindy Beecher, Program Manager
- 62 Higher Learning Commission**
230 S LaSalle Street
Suite 7-500
Chicago, IL 60604-1411
312-621-7440
800-621-7440
Fax: 312-263-7462
info@hlcommission.org
www.hlcommission.org
Higher Learning Commission (HLC) is an independent corporation responsible for accrediting degree-granting post-secondary educational institutions in the United States.
Founded: 1895
Barbara Gellman-Danley, President
Eric Martin, Executive Vice President
- 63 Independent Schools Association of the Southwest (ISAS)**
2626 Cole Avenue
Suite 300
Dallas, TX 75204
432-684-9550
Fax: 432-684-9401
webmaster@isasw.org
www.isasw.org
A voluntary membership association of private schools. The central purpose of the association is to encourage, support and develop the highest standard for independent schools of the region and to recognize by formal accreditation those schools in which these standards are maintained.
Founded: 1955
Scott Griggs, Executive Director
Heather Junker, Director, Programs
- 64 Institute for Educational Leadership (IEL)**
4301 Connecticut Avenue NW
Suite 100
Washington, DC 20008
202-822-8405
Fax: 202-872-4050
iel@iel.org
www.iel.org
The vision of the Institute for Educational Leadership is to encourage leadership in all levels of society, inspiring those such as policymakers, administrators, and practitioners to develop youth for higher education, careers and citizenship.
Founded: 1964
Jose Munoz, Interim Director
Maame Appiah, Vice President, Finance
- 65 Institute for Sport and Social Justice (ISSJ)**
PO Box 621419
Orlando, FL 32762-1419
407-823-4770
www.sportandsocialjustice.org
Formerly known as the National Consortium for Academics and Sports, the Institute seeks to use the power and appeal of sports as a tool with which to positively affect social change. Their services cover the areas of sports, diversity, education, social justice and ethical leadership.
Founded: 1985
Delise O'Meally, Chief Executive Officer
Jeffrey O'Brien, Vice President
- 66 InterAction - American Council for Voluntary International Action**
1400 16th Street NW
Suite 210
Washington, DC 20036
202-667-8227
ia@interaction.org
www.interaction.org
InterAction is an alliance of U.S. based international nongovernmental organizations using its collective voice to shape important policy decisions on disaster relief and long term development issues including foreign assistance, the environment, women, health, education and agriculture.
Founded: 1984
Sam Worthington, Chief Executive Officer
Noam Unger, Vice President, Development
- 67 Jewish Educators Assembly (JEA)**
Broadway & Locust Avenue
PO Box 413
Cedarhurst, NY 11516
516-569-2537
jewisheducators@aol.com
www.jewisheducators.org
Promotes excellence among educators committed to Conservative Jewish education by advancing professionalism, encouraging leadership, providing advocacy and certification, encouraging lifelong learning and building community.
Edward Edelstein, Executive Director
- 68 John Dewey Society (JDS)**
PO Box 4056
Fresno, CA 93744
jdssecretary@gmail.com
www.johndeweyociety.org
The society fosters John Dewey's commitment to the use of critical and reflective intelligence to find solutions to problems in education and culture. The society also offers conferences, journals, books and resources.
Founded: 1935
Sarah Stitzlein, President
Becky L. Noel Smith, Secretary-Treasurer
- 69 Learning Disabilities Association of America (LDA)**
4068 Mount Royal Boulevard
Suite 224B
Allison Park, PA 15101
412-341-1515
info@ldaamerica.org
www.ldaamerica.org
The Learning Disabilities Association of America is a national network of service providers supporting individuals with learning disabilities, their families and the professionals who work with them. The association of-

4716 ABC Feelings Adage Publications

Po Box 7280
Ketchum, ID 83340
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info@abcfeelings.com
www.abcfeelings.com
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Ages 3-10
Dr. Alexandra Delis-Abrams, President

4717 ABDO Publishing Company

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Jill Abdo Hansen, President
James Abdo, Publisher

4718 ADL-A World of Difference Institute

212-885-7700
education@adl.org
www.adl.org
Provider of anti-bias education materials and training for schools, universities, law enforcement agencies and community organizations.
Marvin D Nathan, National Chair
Jonathan Greenblatt, CEO & National Director

4719 AGS

4201 Woodland Road
Circle Pines, MN 55014-1796
763-786-4343
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Fax: 800-471-8457
Major test publisher and distributor of tests for literature, reading, English, mathematics, sciences, aptitude, and various other areas of education. Includes information on timing, scoring, teacher's guides and student's worksheets.

4720 AIMS Education Foundation

1595 S Chestnut Avenue
Fresno, CA 93702-4706
559-255-4094
888-733-2467
Fax: 559-255-6396
aimsedu@fresno.edu
www.aimsedu.org
A nonprofit educational foundation that focuses on preparing materials for science and mathematics areas of education.

4721 Ablex Publishing Corporation

PO Box 811
Stamford, CT 06904-0811
201-767-8450
Fax: 201-767-8450

Publishes academic books and journals dealing with many different subject areas. Some of these include: education, linguistics, psychology, library science, computer and cognitive science, writing research and sociology.

Kristin K Butter, President

4722 Acorn Naturalists

155 El Camino Real
Tustin, CA 92780
714-838-4888
800-422-8886
Fax: 714-838-5309
www.acornnaturalists.com
Publishes and distributes science and environmental education materials for teachers, naturalists and outdoor educators. A complete catalog is available.
World Wildlife Fund, Author
Jennifer Rigby, Director
Mika Stonehawk, Operations Manager

4723 Active Child

PO Box 2346
Salem, OR 97308-2346
503-371-0865
Publishes creative curriculum for young children.

4724 Active Learning

10744 Hole Avenue
Riverside, CA 92505-2867
909-689-7022
Fax: 909-689-7142
Interactive learning center publishing materials for childhood education.

4725 Active Parenting Publishers

1220 Kennestone Circle
Suite 130
Marietta, GA 30066-6022
770-429-0565
800-825-0060
Fax: 770-429-0334
cservice@activeparenting.com
www.activeparenting.com
Produces and sells books and innovative video-based programs for use in parent education, self-esteem education and loss education groups/classes.

4726 Addison-Wesley Publishing Company

2725 Sand Hill Road
Menlo Park, CA 94025-7019
650-854-0300
Publisher and distributor of a wide range of fiction, nonfiction and textbooks for grades K-12 in the areas of mathematics, reading, language arts, science, social studies and counseling.

4727 Advance Family Support & Education Program

301 S Frio Street
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210-270-4630
Fax: 210-270-4612
Offers books and publications on counseling and support for the family, student and educator.

4728 Alarion Press

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Boulder, CO 80306-1882
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800-523-9177
Fax: 303-443-9098
www.alarion.com
Video programs, posters, activities, manuals and workbooks dealing with History

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4729 Albert Whitman & Company

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mail@awhitmanco.com
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Children's books.

4730 Allyn & Bacon

160 Gould Street
Needham Heights, MA 02194
781-455-1250
Fax: 781-455-1220
Publisher of college textbooks and professional reference books.

4731 Alpha Publishing Company

1910 Hidden Point Road
Annapolis, MD 21401-6002
410-757-5404
Educational materials for K-12 curricula.

4732 American Association for State & Local History

1717 Church Street
Nashville, TN 37203-2921
615-320-3203
Fax: 615-327-9013
www.aaslh.org
How-to books for anyone teaching history or social studies.

4733 American Association of School Administrators (AASA)

1615 Duke Street
Alexandria, VA 22314
703-528-0700
Fax: 703-841-1543
info@aasa.org
www.aasa.org
Publishes a variety of educational materials and resources on education administration. Topics covered include scholarship and practice, children's program publications, policy, news and media, district-level change and more.
Daniel A. Domenech, Executive Director
Chuck Woodruff, Chief Operating Officer

4734 American Guidance Service

4201 Woodland Road
Circle Pines, MN 55014-1796
612-786-4343
800-328-2560
Fax: 763-783-4658
Largest distributor of educational materials focusing on guidance counselors and educators in the field of counseling. Materials include books, pamphlets, workshops and information on substance abuse, childhood education, alcoholism, inner-city subjects and more.
Matt Keller, Marketing Director

4735 American Institute of Physics

2 Huntington Quadrangle
Suite 1NO1
Melville, NY 11747
516-576-2200
Fax: 516-349-9704
www.aip.org
Physics books.
Marc Brodsky, Executive Director

4736 American Nuclear Society

Outreach Department
555 N Kensington Avenue
La Grange Park, IL 60526-5592
708-352-6611
800-323-3044

Fax: 708-352-0499

outreach@ans.org

Nuclear science and technology, supplemental educational materials for grades K-12. Re-Actions newsletters.

4737 American Physiological Society

9650 Rockville Pike
Bethesda, MD 20814-3991
301-530-7132
Fax: 301-634-7098

www.the-aps.org

Videotapes, tracking materials and free teacher resource packets.

4738 American Technical Publishers

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Suite 200
Orland Parkway, IL 60467-5756
708-957-1100
800-323-3471

Fax: 708-957-1101

service@americantech.net

www.go2atp.com

Offers instructional materials for a variety of vocational and technical training areas.

4739 American Water Works Association

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Denver, CO 80235-3098
303-794-7711
800-926-7337

Fax: 303-347-0804

www.awwa.org

Activity books, teacher guides and more on science education.

Gary McCoy, Director-at-large

4740 Ampersand Press

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Fax: 360-379-0324

info@ampersandpress.com

www.ampersandpress.com

Nature and science educational games.

Lou Haller, Owner

4741 Amsco School Publications

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Fax: 212-675-7010

www.amsco.com

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4743 Annenberg/CPB Project

1301 Pennsylvania Avenue NW
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www.learner.org

Offers teaching resources in chemistry, geology, physics and environmental science.

Pete Neal, General Manager

Larisa M Kirgan, Operations Officer

4744 Art Image Publications

PO Box 160
Derby Line, VT 05830-0568
800-361-2598
Fax: 800-559-2598

www.artimagepublications.com

Offers various products including art appreciation kits, art image mini-kits and visual arts programs for grades K-12.

Rachel Ross, President

Rachel Ross, Art Educational Consultant

4745 Art Visuals

PO Box 925
Orem, UT 84059-0925
801-226-6115
Fax: 801-226-6115

Social studies and art history products including an Art History Timeline, 20 feet long that represents over 50 different styles, ranging from prehistoric to contemporary art; Modern Art Styles, set of 30 posters depicting 20th century styles; Multicultural Posters, Africa, India, China, Japan and the World of Islam, with 18 posters in each culture. Sets on women artists and African American Artists. Each set is printed on hard cardstock, laminated and ultraviolet protected.

Diane Asay, Owner

4746 Asian American Curriculum Project

529 East Third Avenue
San Mateo, CA 94401
650-375-8286
Fax: 650-375-8797

www.asianamericanbooks.wordpress.com

Develops, promotes and disseminates Asian-American books to schools and libraries.

Florence M. Hongo, President & General Manager

Leonard D. Chan, Vice President

4747 Association for Science Teacher Education (ASTE)

3451 S 5th Avenue
Whitehall, PA 18052
484-547-6046
executivedirector@theaste.org
www.theaste.org

The Association for Science Teacher Education works to promote leadership and support for those involved in the development of teachers of science. It offers an annual meeting, as well as three professional journals: Journal of Science Teacher Education (JSTE), Innovations in Science Teacher Education, and Contemporary Issues in Technology and Teacher Education (Science section).

Debi Hanuscin, President

Kate Popejoy, Executive Director

4748 Association for Supervision & Curriculum Development (ASCD)

1703 N Beauregard Street
Alexandria, VA 22311-1714
press@ascd.org
www.ascd.org

Publishers of educational leadership books, audios and videos focusing on teaching and learning in all subjects and grade levels.

Ranjit Sidhu, CEO & Executive Director

Dana Shanks-Williams, Chief Financial Officer

4749 Association of American Publishers

71 5th Avenue
Floor 12
New York, NY 10003
212-255-0200
Fax: 212-255-7007

www.publishers.org

Association for the book publishing industry.

4750 Atheneum Books for Children

MacMillan Publishing Company
1633 Broadway
New York, NY 10019
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Table 302.10. Recent high school completers and their enrollment in college, by sex and level of institution: 1960 through 2018
[Standard errors appear in parentheses]

Year	Number of high school completers ¹ (in thousands)			Percent of recent high school completers ¹ enrolled in college ²								
	Total	Males	Females	Total			Males			Females		
				Total	2-year college	4-year college or university	Total	2-year college	4-year college or university	Total	2-year college	4-year college or university
1	2	3	4	5	6	7	8	9	10	11	12	13
1960	1,679 (44.5)	756 (32.3)	923 (30.1)	45.1 (2.16)	— (†)	— (†)	54.0 (3.23)	— (†)	— (†)	37.9 (2.85)	— (†)	— (†)
1961	1,763 (46.7)	790 (33.7)	973 (31.8)	48.0 (2.12)	— (†)	— (†)	56.3 (3.14)	— (†)	— (†)	41.3 (2.81)	— (†)	— (†)
1962	1,838 (44.3)	872 (32.0)	966 (30.4)	49.0 (2.08)	— (†)	— (†)	55.0 (3.00)	— (†)	— (†)	43.5 (2.84)	— (†)	— (†)
1963	1,741 (44.9)	794 (32.6)	947 (30.5)	45.0 (2.12)	— (†)	— (†)	52.3 (3.16)	— (†)	— (†)	39.0 (2.82)	— (†)	— (†)
1964	2,145 (43.6)	997 (32.3)	1,148 (28.9)	48.3 (1.92)	— (†)	— (†)	57.2 (2.79)	— (†)	— (†)	40.7 (2.58)	— (†)	— (†)
1965	2,659 (48.5)	1,254 (35.7)	1,405 (32.5)	50.9 (1.73)	— (†)	— (†)	57.3 (2.49)	— (†)	— (†)	45.3 (2.37)	— (†)	— (†)
1966	2,612 (45.7)	1,207 (34.4)	1,405 (29.5)	50.1 (1.74)	— (†)	— (†)	58.7 (2.53)	— (†)	— (†)	42.7 (2.35)	— (†)	— (†)
1967	2,525 (38.5)	1,142 (28.9)	1,383 (24.7)	51.9 (1.44)	— (†)	— (†)	57.6 (2.12)	— (†)	— (†)	47.2 (1.95)	— (†)	— (†)
1968	2,606 (38.0)	1,184 (28.7)	1,422 (24.2)	55.4 (1.41)	— (†)	— (†)	63.2 (2.04)	— (†)	— (†)	48.9 (1.93)	— (†)	— (†)
1969	2,842 (36.6)	1,352 (27.3)	1,490 (24.2)	53.3 (1.36)	— (†)	— (†)	60.1 (1.93)	— (†)	— (†)	47.2 (1.88)	— (†)	— (†)
1970	2,758 (38.1)	1,343 (26.6)	1,415 (27.3)	51.7 (1.38)	— (†)	— (†)	55.2 (1.97)	— (†)	— (†)	48.5 (1.93)	— (†)	— (†)
1971	2,875 (38.7)	1,371 (27.1)	1,504 (27.6)	53.5 (1.35)	— (†)	— (†)	57.6 (1.94)	— (†)	— (†)	49.8 (1.87)	— (†)	— (†)
1972	2,964 (38.5)	1,423 (27.5)	1,542 (26.9)	49.2 (1.33)	— (†)	— (†)	52.7 (1.92)	— (†)	— (†)	46.0 (1.84)	— (†)	— (†)
1973	3,058 (37.7)	1,460 (28.0)	1,599 (25.0)	46.6 (1.31)	14.9 (0.94)	31.6 (1.22)	50.0 (1.90)	14.6 (1.34)	35.4 (1.82)	43.4 (1.80)	15.2 (1.30)	28.2 (1.63)
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1977	3,141 (41.0)	1,483 (29.8)	1,659 (27.9)	50.6 (1.30)	17.5 (0.98)	33.1 (1.22)	52.1 (1.88)	17.2 (1.42)	35.0 (1.80)	49.3 (1.78)	17.8 (1.36)	31.5 (1.66)
1978	3,163 (40.0)	1,485 (29.4)	1,677 (26.8)	50.1 (1.29)	17.0 (0.97)	33.1 (1.22)	51.1 (1.88)	15.6 (1.37)	35.5 (1.80)	49.3 (1.77)	18.3 (1.37)	31.0 (1.64)
1979	3,160 (40.3)	1,475 (29.4)	1,685 (27.4)	49.3 (1.29)	17.5 (0.98)	31.8 (1.20)	50.4 (1.89)	16.9 (1.42)	33.5 (1.79)	48.4 (1.77)	18.1 (1.36)	30.3 (1.63)
1980	3,088 (39.6)	1,498 (28.5)	1,589 (27.5)	49.3 (1.31)	19.4 (1.03)	29.9 (1.20)	46.7 (1.87)	17.1 (1.41)	29.7 (1.71)	51.8 (1.82)	21.6 (1.50)	30.2 (1.67)
1981	3,056 (42.4)	1,491 (30.6)	1,565 (29.3)	53.9 (1.31)	20.5 (1.06)	33.5 (1.24)	54.8 (1.87)	20.9 (1.53)	33.9 (1.78)	53.1 (1.83)	20.1 (1.47)	33.0 (1.73)
1982	3,100 (41.0)	1,509 (29.4)	1,592 (28.6)	50.6 (1.38)	19.1 (1.09)	31.5 (1.28)	49.1 (1.98)	17.5 (1.50)	31.6 (1.84)	52.0 (1.93)	20.6 (1.56)	31.4 (1.79)
1983	2,963 (42.2)	1,389 (30.8)	1,573 (28.6)	52.7 (1.41)	19.2 (1.11)	33.5 (1.33)	51.9 (2.06)	20.2 (1.66)	31.7 (1.92)	53.4 (1.93)	18.4 (1.50)	35.1 (1.85)
1984	3,012 (37.0)	1,429 (29.1)	1,584 (22.2)	55.2 (1.39)	19.4 (1.11)	35.8 (1.34)	56.0 (2.02)	17.7 (1.55)	38.4 (1.98)	54.5 (1.92)	21.0 (1.57)	33.5 (1.82)
1985	2,668 (40.7)	1,287 (29.1)	1,381 (28.3)	57.7 (1.47)	19.6 (1.18)	38.1 (1.45)	58.6 (2.11)	19.9 (1.71)	38.8 (2.09)	56.8 (2.05)	19.3 (1.63)	37.5 (2.00)
1986	2,786 (39.2)	1,332 (28.9)	1,454 (26.4)	53.8 (1.45)	19.2 (1.15)	34.5 (1.39)	55.8 (2.09)	21.3 (1.73)	34.5 (2.00)	51.9 (2.02)	17.3 (1.53)	34.6 (1.92)
1987	2,647 (41.5)	1,278 (30.2)	1,369 (28.4)	56.8 (1.48)	18.9 (1.17)	37.9 (1.45)	58.3 (2.12)	17.3 (1.63)	41.0 (2.12)	55.3 (2.07)	20.3 (1.67)	35.0 (1.98)
1988	2,673 (47.7)	1,334 (34.6)	1,339 (32.8)	58.9 (1.60)	21.9 (1.34)	37.1 (1.57)	57.1 (2.27)	21.3 (1.88)	35.8 (2.20)	60.7 (2.24)	22.4 (1.91)	38.3 (2.23)
1989	2,450 (44.8)	1,204 (31.7)	1,246 (31.7)	59.6 (1.58)	20.7 (1.30)	38.9 (1.57)	57.6 (2.27)	18.3 (1.77)	39.3 (2.24)	61.6 (2.19)	23.1 (1.90)	38.5 (2.20)
1990	2,362 (43.0)	1,173 (30.6)	1,189 (30.2)	60.1 (1.60)	20.1 (1.31)	40.0 (1.61)	58.0 (2.29)	19.6 (1.85)	38.4 (2.26)	62.2 (2.24)	20.6 (1.87)	41.6 (2.28)
1991	2,276 (41.1)	1,140 (29.0)	1,136 (29.0)	62.5 (1.62)	24.9 (1.44)	37.7 (1.62)	57.9 (2.33)	22.9 (1.98)	35.0 (2.25)	67.1 (2.22)	26.8 (2.09)	40.3 (2.32)
1992	2,397 (40.5)	1,216 (29.1)	1,180 (28.1)	61.9 (1.58)	23.0 (1.37)	38.9 (1.59)	60.0 (2.24)	22.1 (1.89)	37.8 (2.21)	63.8 (2.23)	23.9 (1.98)	40.0 (2.27)
1993	2,342 (41.4)	1,120 (30.6)	1,223 (27.7)	62.6 (1.59)	22.8 (1.38)	39.8 (1.61)	59.9 (2.33)	22.9 (2.00)	37.0 (2.30)	65.2 (2.17)	22.8 (1.91)	42.4 (2.25)
1994	2,517 (41.1)	1,244 (30.1)	1,273 (27.9)	61.9 (1.54)	21.0 (1.29)	40.9 (1.56)	60.6 (2.21)	23.0 (1.90)	37.5 (2.19)	63.2 (2.15)	19.1 (1.75)	44.1 (2.22)
1995	2,599 (41.0)	1,238 (30.0)	1,361 (27.7)	61.9 (1.41)	21.5 (1.19)	40.4 (1.43)	62.6 (2.04)	25.3 (1.83)	37.4 (2.04)	61.3 (1.96)	18.1 (1.55)	43.2 (1.99)
1996	2,660 (40.5)	1,297 (29.5)	1,363 (27.7)	65.0 (1.42)	23.1 (1.26)	41.9 (1.47)	60.1 (2.09)	21.5 (1.76)	38.5 (2.08)	69.7 (1.91)	24.6 (1.79)	45.1 (2.07)
1997	2,769 (41.8)	1,354 (31.0)	1,415 (27.9)	67.0 (1.37)	22.8 (1.23)	44.3 (1.45)	63.6 (2.01)	21.4 (1.71)	42.2 (2.06)	70.3 (1.87)	24.1 (1.75)	46.2 (2.04)
1998	2,810 (43.9)	1,452 (31.0)	1,358 (31.0)	65.6 (1.38)	24.4 (1.25)	41.3 (1.43)	62.4 (1.96)	24.4 (1.73)	38.0 (1.96)	69.1 (1.93)	24.3 (1.79)	44.8 (2.08)
1999	2,897 (41.5)	1,474 (29.9)	1,423 (28.8)	62.9 (1.38)	21.0 (1.16)	41.9 (1.41)	61.4 (1.95)	21.0 (1.63)	40.5 (1.97)	64.4 (1.95)	21.1 (1.66)	43.3 (2.02)
2000	2,756 (45.3)	1,251 (33.6)	1,505 (29.7)	63.3 (1.41)	21.4 (1.20)	41.9 (1.45)	59.9 (2.13)	23.1 (1.83)	36.8 (2.10)	66.2 (1.88)	20.0 (1.59)	46.2 (1.98)
2001	2,549 (44.1)	1,277 (32.0)	1,273 (30.3)	61.8 (1.41)	19.6 (1.15)	42.1 (1.43)	60.1 (2.00)	18.6 (1.59)	41.4 (2.01)	63.5 (1.97)	20.6 (1.66)	42.8 (2.02)
2002	2,796 (42.7)	1,412 (31.3)	1,384 (29.0)	65.2 (1.31)	21.6 (1.14)	43.6 (1.37)	62.1 (1.88)	20.4 (1.57)	41.7 (1.92)	68.4 (1.82)	22.8 (1.65)	45.6 (1.95)
2003	2,677 (42.2)	1,306 (29.9)	1,372 (29.7)	63.9 (1.35)	21.5 (1.16)	42.5 (1.39)	61.2 (1.97)	21.9 (1.67)	39.3 (1.97)	66.5 (1.86)	21.0 (1.61)	45.5 (1.96)
2004	2,752 (40.0)	1,327 (29.1)	1,425 (27.3)	66.7 (1.31)	22.4 (1.16)	44.2 (1.38)	61.4 (1.95)	21.8 (1.65)	39.6 (1.96)	71.5 (1.74)	23.1 (1.63)	48.5 (1.93)
2005	2,675 (40.8)	1,262 (31.5)	1,414 (24.9)	68.6 (1.31)	24.0 (1.21)	44.6 (1.40)	66.5 (1.94)	24.7 (1.77)	41.8 (2.03)	70.4 (1.77)	23.4 (1.64)	47.0 (1.94)
2006	2,692 (44.6)	1,328 (32.7)	1,363 (30.1)	66.0 (1.33)	24.7 (1.21)	41.3 (1.39)	65.8 (1.90)	24.9 (1.73)	40.9 (1.97)	66.1 (1.87)	24.5 (1.70)	41.7 (1.95)
2007	2,955 (42.6)	1,511 (30.0)	1,444 (30.3)	67.2 (1.26)	24.1 (1.15)	43.1 (1.33)	66.1 (1.78)	22.7 (1.57)	43.4 (1.86)	68.3 (1.79)	25.5 (1.67)	42.8 (1.90)
2008	3,151 (42.8)	1,640 (29.6)	1,511 (30.9)	68.6 (1.21)	27.7 (1.16)	40.9 (1.28)	65.9 (1.71)	24.9 (1.56)	41.0 (1.77)	71.6 (1.69)	30.6 (1.73)	40.9 (1.85)
2009	2,937 (45.0)	1,407 (32.8)	1,531 (30.6)	70.1 (1.23)	27.1 (1.21)	42.4 (1.33)	66.0 (1.84)	25.1 (1.69)	40.9 (1.91)	73.8 (1.64)	30.1 (1.71)	43.8 (1.85)
2010	3,160 (91.8)	1,679 (64.6)	1,482 (58.4)	68.1 (1.49)	26.7 (1.52)	41.4 (1.61)	62.8 (1.88)	28.5 (2.03)	34.3 (1.97)	74.0 (2.31)	24.6 (2.32)	49.5 (2.59)
2011	3,079 (88.3)	1,611 (60.6)	1,468 (58.4)	68.2 (1.45)	25.9 (1.49)	42.3 (1.44)	64.7 (2.16)	24.7 (1.79)	40.0 (2.10)	72.2 (1.98)	27.3 (2.17)	44.9 (2.37)
2012	3,203 (96.2)	1,622 (70.1)	1,581 (54.0)	66.2 (1.59)	28.8 (1.57)	37.5 (1.50)	61.3 (2.17)	26.9 (2.20)	34.4 (2.15)	71.3 (2.11)	30.7 (2.09)	40.6 (2.21)
2013	2,977 (84.4)	1,524 (62.9)	1,453 (57.0)	65.9 (1.58)	23.8 (1.44)	42.1 (1.76)	63.5 (2.20)	24.5 (2.14)	39.0 (2.48)	68.4 (2.17)	23.0 (2.15)	45.3 (2.21)
2014	2,868 (78.5)	1,423 (58.1)	1,445 (57.5)	68.4 (1.67)	24.6 (1.56)	43.7 (1.81)	64.0 (2.32)	21.2 (2.07)	42.8 (2.69)	72.6 (2.50)	28.0 (2.35)	44.6 (2.57)
2015	2,965 (87.5)	1,448 (64.6)	1,516 (56.6)	69.2 (1.54)	25.2 (1.48)	44.0 (1.61)	65.8 (2.27)	24.3 (2.00)	41.5 (2.27)	72.5 (2.18)	26.2 (2.08)	46.4 (2.42)
2016	3,137 (102.3)	1,517 (70.6)	1,620 (66.7)	69.8 (1.64)	23.7 (1.56)	46.0 (1.85)	67.5 (2.12)	25.3 (2.26)	42.2 (2.47)	71.9 (2.40)	22.3 (1.99)	49.6 (2.46)
2017	2,870 (95.9)	1,345 (60.2)	1,525 (71.3)	66.7 (1.68)	22.6 (1.50)	44.2 (1.83)	61.1 (2.57)	23.9 (2.36)	37.2 (2.32)	71.7 (2.29)	21.4 (2.09)	50.3 (2.75)
2018	3,212 (94.6)	1,614 (61.2)	1,598 (69.9)	69.1 (1.62)	25.5 (1.54)	43.6 (1.76)	66.9 (2.22)	24.9 (1.92)	42.0 (2.23)	71.4 (2.32)	26.1 (2.19)	45.2 (2.75)

— Not available.
† Not applicable.

¹Individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential.
²Enrollment in college as of October of each year for individuals ages 16 to 24 who had completed high school earlier in the calendar year.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. High school completion data in this table differ from figures appearing in other tables

because of varying survey procedures and coverage. Prior to 2010, standard errors were computed using generalized variance function methodology rather than the more precise replicate weight methodology used in later years. Detail may not sum to totals because of rounding.

SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2018. (This table was prepared August 2019.)

Glossary of Education Terms

Accountability

measurable proof, usually in the form of student results on various tests, that teachers, schools, divisions and states are teaching students efficiently and well, usually in the form of student success rates on various tests; Virginia's accountability programs is known as the Standards of Learning which includes curriculum standards approved by the Board of Education and required state tests based on the standards.

Accreditation

a process used by the Virginia Department of Education to evaluate the educational performance of public schools in accordance regulations.

Achievement gap

the difference between the performance of subgroups of students, especially those defined by gender, race/ethnicity, disability and socioeconomic status.

ACT

one of the two commonly used tests designed to assess high school students' general educational development and their ability to complete college-level work in four skill areas: English, mathematics, reading, and science reasoning.

Adequate yearly progress (AYP)

a measurement indicating whether a school, division or the state met federally approved academic goals required by the federal Elementary and Secondary Education Act/No Child Left Behind Act (ESEA/NCLB).

Adult/Continuing education

a program of instruction provided by an adult/continuing education instructional organization for adults and youth beyond the age of compulsory school attendance including basic education and English literacy, English for speakers of other languages, civics education, GED testing services, adult secondary education and Individualized Student Alternative Education Plan (ISAEP) programs.

Advanced Placement (AP)

college-level courses available to high school students which may allow a student to earn college credit provided through the College Board.

Alignment

effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed on official tests.

Alternative assessment

a method to measure student educational attainment other than the typical multiple-choice test which may include portfolios, constructed response items and other performance-measurement tools.

Alternative education

a school or center organized for alternative programs of instruction.

Assessment

method of measuring the learning and performance of students; examples include achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, etc.

At-risk students

students who have a higher than average probability of dropping out or failing school.

Average daily membership (ADM)

the K-12 enrollment figure used to distribute state per pupil funding that includes students with disabilities ages 5-21, and students for whom English is a second language who entered school for the first time after reaching their 12th birthday, and who have not reached their 22nd birthday; preschool and post-graduate students are not included in ADM.

Benchmark

a standard for judging performance.

Block scheduling

a way of organizing the school day into blocks of time longer than the typical 50 minute class period; with the 4X4 block students take four 90-minute classes each day allowing for completion of an entire course in one semester instead of a full year; with an A/B or rotating block students take six to eight classes for an entire year but classes in each subject meet on alternate days for 90 minutes.

Charter school

a school controlled by a local school board that provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

Class period

a segment of time in the school day that is approximately 1/6 of the instructional day.

Cohort

a particular group of people with something in common.

College Board

the organization that administers SAT, AP and other standardized tests to high school students planning on continuing their educations at a post-secondary level.

Combined school

a public school that contains any combination of or all K-12 grade levels that are not considered an elementary, middle or secondary school .

Composite index of local ability to pay

a formula to determine the state and local government shares of K-12 education program costs, which is expressed as a ratio, indicating the local percentage share of the cost of education programs; for example, a locality with a composite

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