

# 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,<sup>3</sup> millions of jobs were lost,<sup>4</sup> businesses were shuttered, and many schools were closed.<sup>5</sup>

### ***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.<sup>6,7</sup>

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.<sup>8</sup> 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*).

<sup>3</sup> 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](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>.

<sup>4</sup> 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>.

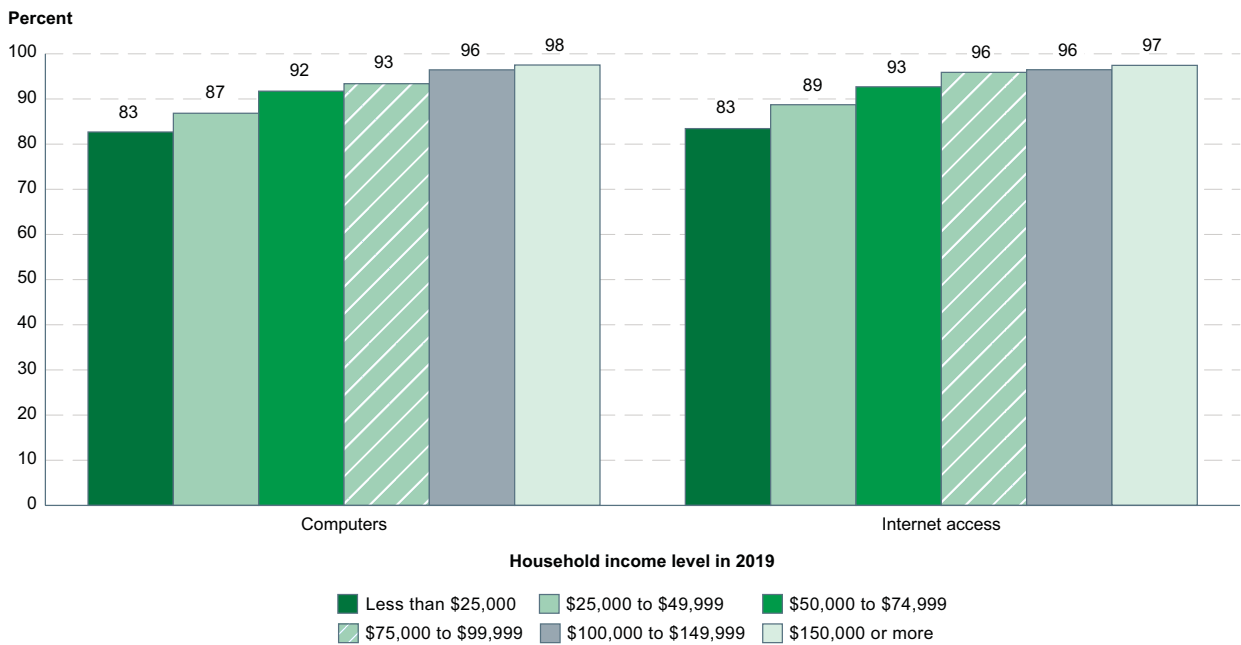
<sup>5</sup> Education Week. (2020, March 6). *Map: Coronavirus and School Closures in 2019-2020*. Retrieved February 9, 2021, from <https://www.edweek.org/leadership/map-coronavirus-and-school-closures-in-2019-2020/2020/03>.

<sup>6</sup> 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>.

<sup>7</sup> 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](https://www.nationsreportcard.gov/mathematics/supportive_files/2019_infographic_G12_math_reading.pdf).

<sup>8</sup> 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

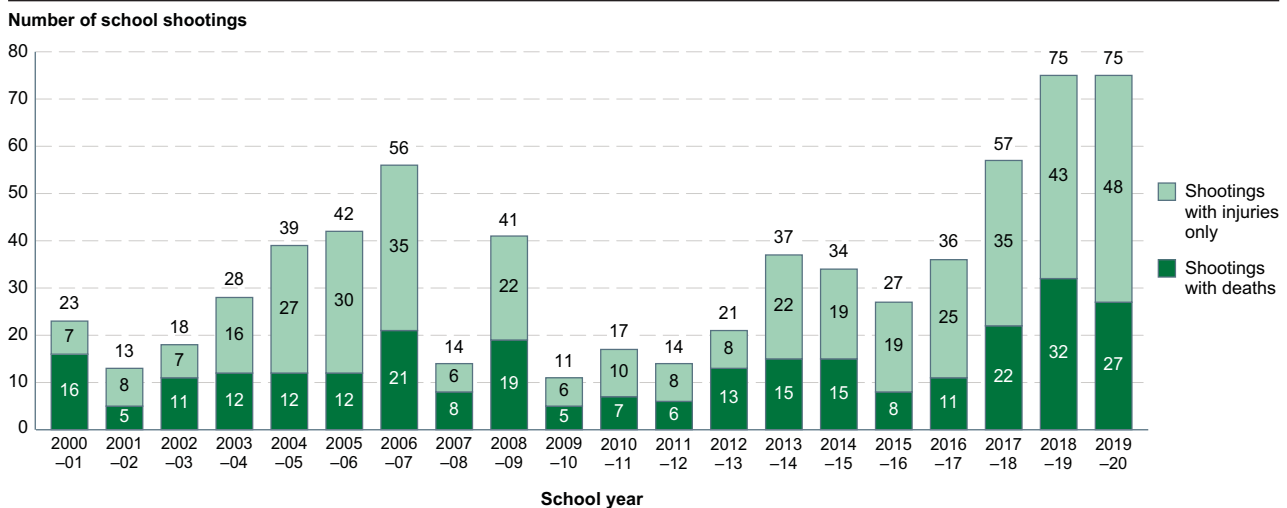
Violent deaths and shootings at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Based on the most recent data released by the School-Associated Violent Death Surveillance System (SAVD-SS), there were a total of 56 school-associated violent deaths<sup>2</sup> in the United States in the 2017-18 school year,<sup>3</sup> which included 46 homicides, 9 suicides, and 1 legal intervention death.<sup>4</sup> 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).<sup>5</sup> 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.<sup>6</sup> (*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.

<sup>2</sup> 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.

<sup>3</sup> Defined as the period from July 1, 2017, through June 30, 2018.

<sup>4</sup> 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.

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

<sup>6</sup> 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 theft<sup>7</sup> 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 school<sup>8</sup> 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,<sup>9</sup> 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 theft<sup>10</sup> 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*)

<sup>7</sup> "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.

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

<sup>9</sup> 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.

<sup>10</sup> 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

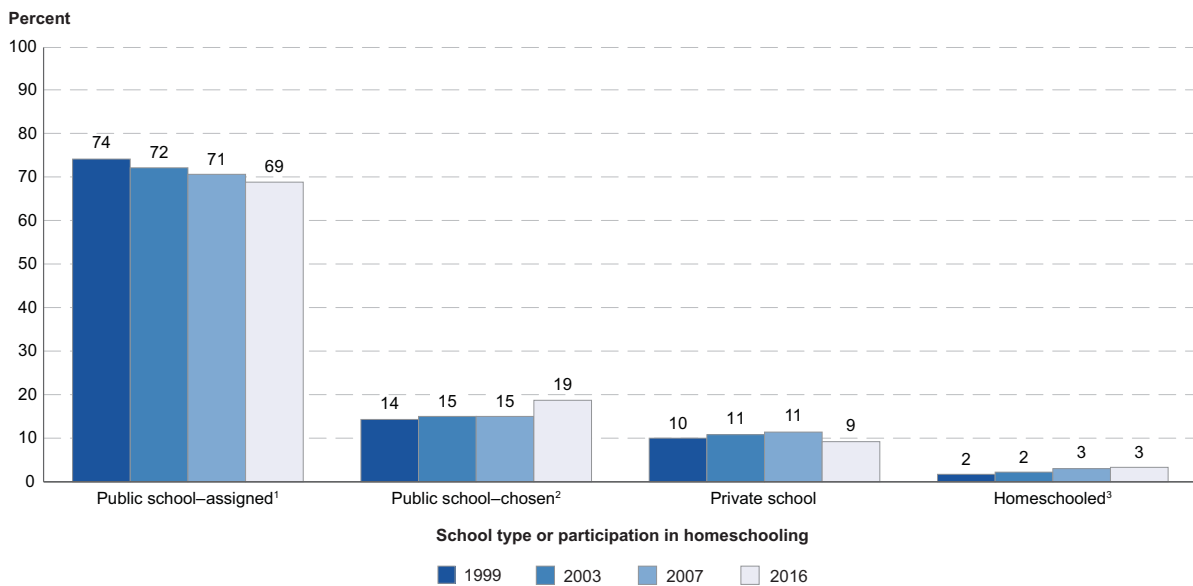
The percentage of students enrolled in assigned public schools in 2016 (69 percent) was lower than the percentage in 1999 (74 percent), while the percentage of students who were enrolled in chosen public schools (19 percent) and the percentage of homeschooled students (3 percent) were both higher in 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



<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

General

- 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

## Associations & Organizations / General

- 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*  
Ayize 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.aeteachers.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-

## Associations & Organizations / General

- 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 nonprofit 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 (GEOO)**  
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

**General**

**4716 ABC Feelings Adage Publications**

Po Box 7280  
Ketchum, ID 83340  
208-788-5399  
Fax: 208-788-4195  
info@abcfeelings.com  
www.abcfeelings.com  
Interactive line of children's products that relate feelings to each letter of the alphabet. Encourages dialogue, understanding, communication, enhances self-esteem. Books, audiotape, poster, placemats, charts, activity cards, t-shirts and multicultural activity guides, floor puzzles, feelings dictionary, carpets.  
Ages 3-10  
Dr. Alexandra Delis-Abrams, President

**4717 ABDO Publishing Company**

P.O. Box 398166  
Minneapolis, MN 55439-5300  
452-831-2120  
800-800-1312  
Fax: 800-862-3480  
info@abdopublishing.com  
www.abdopub.com  
K-8 nonfiction books, including Abdo and Daughters imprint, high/low books for reluctant readers and Checkerboard Library with K-3 science, geography, and biographics for beginning readers. Sand Castle for pre-K to second grade, graduated reading program.  
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  
800-328-2560  
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  
Suite 103  
San Antonio, TX 78207-4422  
210-270-4630  
Fax: 210-270-4612  
Offers books and publications on counseling and support for the family, student and educator.

**4728 Alarion Press**

PO Box 1882  
Boulder, CO 80306-1882  
303-443-9039  
800-523-9177  
Fax: 303-443-9098  
www.alarion.com  
Video programs, posters, activities, manuals and workbooks dealing with History

Through Art and Architecture for grades K-12.

**4729 Albert Whitman & Company**

250 South Northwest Highway  
Suite 320  
Park Ridge, IL 60068-2723  
847-232-2800  
800-255-7675  
Fax: 847-581-0039  
mail@awhitmanco.com  
www.albertwhitman.com  
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 1N01  
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  
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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 <sup>1</sup> (in thousands)			Percent of recent high school completers <sup>1</sup> enrolled in college <sup>2</sup>								
	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)
1974	3,101 (39.3)	1,491 (28.2)	1,611 (27.3)	47.6 (1.30)	15.2 (0.94)	32.4 (1.22)	49.4 (1.88)	16.6 (1.40)	32.8 (1.77)	45.9 (1.80)	13.9 (1.25)	32.0 (1.69)
1975	3,185 (39.3)	1,513 (27.8)	1,672 (27.7)	50.7 (1.29)	18.2 (0.99)	32.6 (1.21)	52.6 (1.86)	19.0 (1.47)	33.6 (1.76)	49.0 (1.78)	17.4 (1.35)	31.6 (1.65)
1976	2,986 (40.5)	1,451 (29.4)	1,535 (27.8)	48.8 (1.33)	15.6 (0.96)	33.3 (1.25)	47.2 (1.90)	14.5 (1.34)	32.7 (1.79)	50.3 (1.85)	16.6 (1.38)	33.8 (1.75)
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 (1.80)	61.1 (2.57)	23.9 (2.36)	37.2 (2.32)	71.7 (2.29)	21.4 (2.09)	50.3 (2.76)
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.

<sup>1</sup>Individuals ages 16 to 24 who graduated from high school or completed a GED or other high school equivalency credential.

<sup>2</sup>Enrollment 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

## A

- A&F Video's Art Catalog, 6196  
 A&L Fund Raising, 2981  
 A+ Enterprises, 2982  
 A-V Online, 5763  
 AAACE Careers Update, 4405  
 AACRAO Annual Meeting, 3390  
 AACCS Newsletter, 4099  
 AAHE Bulletin, 4100  
 AASA Job Bulletin, 6015  
 AASA Journal of Scholarship and Practice, 4307  
 AASA National Conference on Education, 3391  
**AASECT**, 4431  
**AASEP**, 4597  
 AATF National Bulletin, 4472  
 AAUW National Convention, 823  
 Abbotsholme School, 1679  
 ABC Feelings Adage Publications, 4716  
 ABC School Supply, 5216  
**ABC Toon Center**, 5884  
**ABC-CLIO**, 3506, 3876, 3969, 4043, 4063, 4081  
**Abcteach**, 5979  
 ABDO Publishing Company, 4717  
 Abdul Hamid Sharaf School, 1592  
 Abe Wouk Foundation, 2515  
 Abell Foundation, 2629  
 AbleNet, 5219  
 Ablex Publishing Corporation, 4721  
**About Education Distance Learning**, 6169  
**About Education Elementary Educators**, 6005  
 Abquaiq Academy, 1593  
 AC Montessori Kids, 1677  
**ACA Canoe-Kayak-SUP-Raft Rescue**, 334  
 Academe, 4105  
 Academia Cotopaxi American International School, 1437  
 Academic Language Therapy Association (ALTA), 264  
 Academic Programs Office, 3139  
 Academic Software Development Group, 6130  
 Academic Travel Abroad, 213  
 Academic Year & Summer Programs Abroad, 3772  
**Academy for Educational Development**, 3511  
 Academy for International School Heads, 214  
 Academy of Applied Science, 365  
**Academy of Criminal Justice Services**, 4101  
 Academy-English Prep School, 1680  
 Accelerated Christian Education Canada (ACE), 3  
 Accelerated Math, 5767, 6096  
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