School Enrollment: 2000

Census 2000 Brief

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According to Census 2000, more than one-fourth of the U.S. population aged 3 and older attended school in the spring of 2000. The 76.6 million students included 5.0 million enrolled in nursery school, 4.2 million in kindergarten, 33.7 million in elementary school, 16.4 million in high school, 14.4 million in college (undergraduate), and 3.1 million in graduate school.[1] This report, part of a series that presents population and housing data collected by Census 2000, provides a profile of the student population in the United States.[2]

Decennial censuses have included a question on school enrollment since 1840. Early versions of the enrollment question asked only if each person in the household had attended school (excluding Sunday school) within the last year. By 1890, the question requested the number of months

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[1] The estimates in this report are based on responses from a sample of the population. As with all surveys, estimates may vary from the actual values because of sampling variation or other factors. All statements made in this report have undergone statistical testing and are significant at the 90-percent confidence level unless otherwise noted.

[2] The text of this report discusses data for the United States, including the 50 states and the District of Columbia. Data for the Commonwealth of Puerto Rico are shown in Table 1 and Figure 6.

each person aged 5 to 17 attended school in the previous year, with instructions to enter zero if the person did not attend school at all. By 1910, the enrollment question dropped the request for the number of months in school, inquiring only if the person had been enrolled at some time since September of the previous year. In the 1930 census, the term "college" was added to the enrollment question. In 1940, a question on highest level or grade attended was added to determine both the grade enrolled and the highest grade completed. In addition, the school enrollment item limited the

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Figure 1.
Reproduction of the Question on School Enrollment From Census 2000

8 a. At any time since February 1, 2000, has this person attended regular school or college?
Include only nursery school or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

☐ No, has not attended since February 1 → *Skip to 9*
☐ Yes, public school, public college
☐ Yes, private school, private college

b. What grade or level was this person attending?
Mark ☒ ONE box.

☐ Nursery school, preschool
☐ Kindergarten
☐ Grade 1 to grade 4
☐ Grade 5 to grade 8
☐ Grade 9 to grade 12
☐ College undergraduate years (freshman to senior)
☐ Graduate or professional school *(for example: medical, dental, or law school)*

Source: U.S. Census Bureau, Census 2000 questionnaire.

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Table 1.
Population Aged 3 and Over by Enrollment Status and Level for the United States, Regions, States, and for Puerto Rico: 1990 and 2000

(Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions see www.census.gov/prod/cen2000/doc/sf3.pdf)

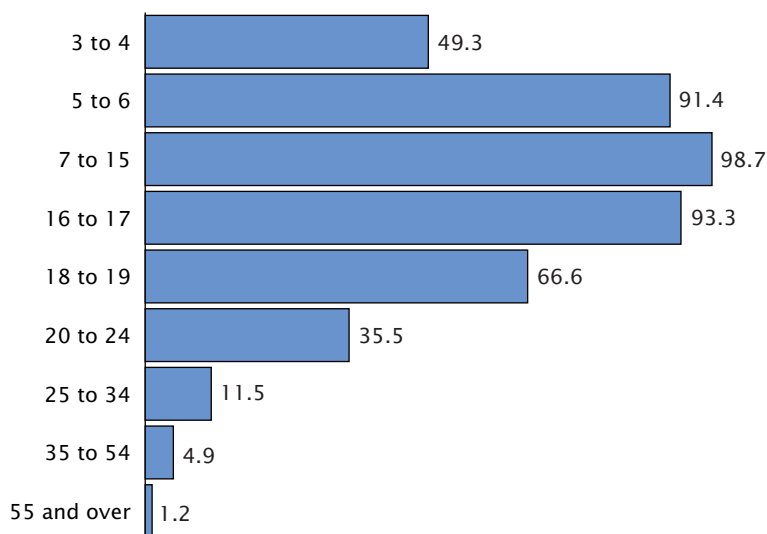| Area	1990		2000		Number enrolled in 2000							High school drop-out rate in 2000[1]
	Population, aged 3 and over	Per-cent en-rolled	Population, aged 3 and over	Per-cent en-rolled	Total	Nursery school	Kinder-garten	Elemen-tary school	High school	Under-graduate school	Graduate or profes-sional school	
United States . .	**237,785,294**	**27.3**	**270,076,176**	**28.4**	**76,632,927**	**4,957,582**	**4,157,491**	**33,653,641**	**16,380,951**	**14,375,764**	**3,107,498**	**9.8**
Region												
Northeast.	48,709,859	26.0	51,605,299	27.7	14,316,466	970,505	742,836	6,157,210	3,027,085	2,705,141	713,689	7.7
Midwest.	57,057,335	27.7	61,814,821	28.4	17,571,732	1,172,268	946,575	7,710,719	3,780,935	3,269,366	691,869	8.4
South	81,745,922	26.8	96,156,282	27.6	26,564,433	1,784,594	1,486,711	11,888,132	5,711,587	4,735,733	957,676	11.4
West	50,272,178	29.0	60,499,774	30.1	18,180,296	1,030,215	981,369	7,897,580	3,861,344	3,665,524	744,264	10.5
State												
Alabama	3,872,930	27.3	4,270,890	27.1	1,155,504	74,879	65,888	525,314	246,148	207,375	35,900	12.0
Alaska	517,213	30.2	598,971	31.0	185,760	10,804	10,078	91,027	41,548	26,501	5,802	8.8
Arizona	3,491,284	28.4	4,903,523	28.6	1,401,840	81,923	77,930	624,766	286,122	274,141	56,958	14.8
Arkansas	2,253,198	25.8	2,565,563	26.3	675,109	43,353	37,746	311,515	154,432	112,106	15,957	9.5
California.	28,317,687	29.3	32,422,596	31.2	10,129,990	547,066	554,361	4,349,867	2,122,098	2,116,277	440,321	10.1
Colorado	3,146,738	28.5	4,123,063	28.3	1,166,004	79,064	61,749	503,119	239,240	225,316	57,516	12.1
Connecticut	3,149,721	25.6	3,276,910	27.8	910,869	66,689	49,197	401,109	189,662	156,785	47,427	7.4
Delaware.	637,183	26.9	753,222	27.9	209,979	14,792	10,813	89,673	43,294	42,246	9,161	10.4
District of Columbia .	584,368	25.9	553,158	28.5	157,475	9,409	7,400	54,474	26,694	41,735	17,763	10.1
Florida.	12,434,507	23.5	15,426,358	25.5	3,933,279	271,313	212,744	1,716,991	845,406	741,013	145,812	11.9
Georgia	6,179,765	26.6	7,829,770	28.2	2,211,688	176,842	126,641	1,003,495	468,155	358,520	78,035	13.6
Hawaii	1,058,938	27.4	1,165,360	27.5	320,842	17,909	16,697	136,318	70,170	66,354	13,394	6.0
Idaho.	959,948	30.8	1,235,455	29.8	368,579	20,764	19,149	165,698	85,576	66,488	10,904	8.2
Illinois	10,922,341	27.8	11,901,237	29.0	3,450,604	253,102	189,795	1,490,164	707,505	646,798	163,240	9.9
Indiana	5,306,832	27.1	5,828,402	27.5	1,603,554	108,711	88,979	714,684	338,493	300,194	52,493	9.8
Iowa	2,662,084	27.7	2,814,447	28.1	792,057	52,114	40,105	336,676	175,856	159,548	27,758	5.8
Kansas	2,367,424	28.2	2,575,611	29.4	756,960	51,305	39,071	325,595	164,536	145,247	31,206	8.0
Kentucky	3,537,634	26.0	3,881,731	26.0	1,007,452	62,338	55,163	458,749	224,835	173,564	32,803	11.6
Louisiana.	4,023,028	29.5	4,279,105	29.7	1,271,299	89,597	69,264	571,548	282,890	217,028	40,972	11.7
Maine	1,177,786	25.9	1,233,203	26.0	321,041	17,558	15,482	146,178	74,607	56,953	10,263	6.2
Maryland	4,565,770	26.6	5,088,782	29.0	1,475,484	96,052	75,440	641,844	307,671	270,477	84,000	8.4
Massachusetts.	5,769,548	26.5	6,112,893	28.2	1,726,111	122,930	86,479	703,094	340,205	357,414	115,989	6.6
Michigan	8,876,322	29.1	9,542,068	29.1	2,780,378	173,083	149,186	1,225,217	597,056	525,194	110,642	8.7
Minnesota	4,177,452	28.1	4,725,959	28.8	1,362,507	90,516	71,974	595,721	308,038	243,465	52,793	5.9
Mississippi	2,458,941	29.6	2,723,175	29.0	789,903	54,058	47,384	363,300	172,164	134,526	18,471	12.2
Missouri.	4,898,736	26.4	5,374,963	27.5	1,479,573	102,502	77,764	663,155	316,637	259,294	60,221	10.2
Montana	764,862	28.2	870,041	27.8	241,754	13,694	12,033	108,571	56,201	44,302	6,953	8.0
Nebraska.	1,508,265	28.7	1,641,508	29.3	480,705	30,386	25,269	204,490	108,245	94,441	17,874	7.0
Nevada	1,147,101	24.4	1,912,011	25.8	492,885	27,345	30,087	232,258	104,564	82,200	16,431	16.0
New Hampshire	1,058,812	26.1	1,191,571	27.9	332,888	20,868	15,899	151,310	69,979	61,021	13,811	7.3
New Jersey	7,408,844	25.2	8,084,213	27.4	2,217,832	181,423	121,950	978,203	465,954	372,043	98,259	7.2
New Mexico.	1,441,844	30.2	1,742,055	30.6	533,786	28,597	27,031	238,669	119,224	99,558	20,707	12.1
New York.	17,236,230	27.0	18,251,875	28.6	5,217,030	331,376	272,504	2,208,497	1,103,278	1,025,280	276,095	8.8
North Carolina	6,352,751	25.6	7,724,645	26.5	2,043,225	135,315	114,713	913,173	417,749	393,144	69,131	12.6
North Dakota	610,866	29.1	618,991	29.0	179,667	8,725	8,650	73,725	41,564	42,108	4,895	4.8
Ohio	10,382,354	27.0	10,907,180	27.6	3,014,460	204,086	163,537	1,349,361	645,083	539,392	113,001	8.3
Oklahoma	3,013,780	27.8	3,308,545	28.1	930,865	60,100	50,220	412,966	204,317	173,229	30,033	10.0
Oregon	2,723,023	26.6	3,288,270	26.7	876,492	50,273	44,744	385,091	191,573	171,998	32,813	10.4
Pennsylvania	11,407,896	24.8	11,854,850	26.5	3,135,934	203,934	159,146	1,379,671	690,020	572,080	131,083	7.1
Rhode Island	962,701	26.5	1,010,853	28.7	290,605	16,207	14,443	118,468	57,478	70,397	13,612	8.2
South Carolina	3,333,315	27.4	3,853,604	27.3	1,053,152	68,727	62,867	474,360	230,359	184,470	32,369	11.2
South Dakota	664,054	27.9	724,374	28.7	208,229	12,693	11,173	92,769	48,700	36,766	6,128	7.9
Tennessee.	4,678,744	25.0	5,464,929	25.9	1,415,105	90,016	78,278	650,037	309,224	242,268	45,282	9.8
Texas	16,168,216	29.7	19,883,225	29.9	5,948,260	390,094	348,203	2,707,281	1,299,792	1,008,881	194,009	12.5
Utah	1,621,243	37.7	2,103,037	35.3	741,524	46,057	38,261	305,486	164,977	165,035	21,708	8.7
Vermont.	538,321	27.1	588,931	27.9	164,156	9,520	7,736	70,680	35,902	33,168	7,150	5.9
Virginia	5,920,304	26.1	6,801,149	27.5	1,868,101	125,701	101,127	806,445	384,028	356,787	94,013	7.7
Washington	4,649,248	26.9	5,659,789	28.0	1,584,701	98,839	82,637	697,192	347,619	302,070	56,344	8.7
West Virginia	1,731,488	25.2	1,748,431	23.9	418,553	22,008	22,820	186,967	94,429	78,364	13,965	9.0
Wisconsin	4,680,605	27.8	5,160,081	28.4	1,463,038	85,045	81,072	639,162	329,222	276,919	51,618	6.4
Wyoming	433,049	31.1	475,603	28.6	136,139	7,880	6,612	59,518	32,432	25,284	4,413	7.5
Puerto Rico	**3,340,960**	**30.7**	**3,634,867**	**31.1**	**1,130,314**	**57,113**	**59,663**	**516,458**	**260,346**	**210,346**	**26,388**	**14.1**

[1]Population aged 16 to 19 not enrolled in school and not a high school graduate.

Source: U.S. Census Bureau, Census 2000.

Figure 2.

School Enrollment by Age: 2000

(Percent enrolled. Data based on sample. For more information on confidentiality protection, sampling error, nonsampling error, and definitions, see *www.census.gov/prod/cen2000/doc/sf3.pdf*)

Age	Percent
3 to 4	49.3
5 to 6	91.4
7 to 15	98.7
16 to 17	93.3
18 to 19	66.6
20 to 24	35.5
25 to 34	11.5
35 to 54	4.9
55 and over	1.2

Source: U.S. Census Bureau, Census 2000.

time frame to "enrollment since February 1" of the census year, a concept still in use today. The 1960 census introduced a follow-up question on type of school — public or private/parochial. In 1990, the question on "level of attendance" was changed to ask for the "highest degree or level completed." This modification improved the data collected on educational attainment, but limited the detail on level of enrollment.

Census 2000 collected information on the school enrollment of people aged 3 and over, using the two-part question shown in Figure 1. These questions provided information on the number of people enrolled in school, their level of schooling, and whether the school was public or private. Data on school enrollment are used by a number of federal agencies for funding allocations, program planning, and program implementation.

Who are America's students?

Among the 76.6 million students, 56 percent were enrolled in pre-school, kindergarten, or elementary school; 21 percent were in high school; and 23 percent attended colleges across the nation.[3]

Although the percentage of people aged 3 and over who were enrolled increased only modestly between 1990 and 2000, from 27 percent to 28 percent (Table 1), this statistic conceals the sizable numerical increase in the student population and the consequent stresses on school systems, such as over-crowding and teacher shortages. Over the decade, the number of students grew by 12 million or 18 percent.

[3] For the purposes of this report, elementary school includes grade 1 through grade 8, and high school includes grade 9 through grade 12.

Substantial growth in the number of school-aged children (those aged 5 to 17) accounts for most of this increased enrollment. In fact, during the decade, elementary and high schools added 8 million students to their classrooms, reaching a record peak of 50 million students by April 2000.[4]

School attendance is compulsory for children 7 to 15 years old. In 2000, 98.7 percent of children in this age group were enrolled in school (Figure 2).[5] The corresponding proportions were 49 percent for children 3 and 4 years old and 91 percent for children 5 and 6 years old. More than one-third (36 percent) of young adults (aged 20 to 24) and 12 percent of people 25 to 34 years old were enrolled in college.

Boys outnumber girls in elementary and high schools.

As shown in Figure 3, 51 percent of the students in elementary and high school were male compared with 49 percent female, reflecting a greater number of boys than girls born each year.[6] Yet, at the college level in 2000, female students outnumbered the male students, accounting for 55 percent of undergraduate and 54 percent of graduate college students. Historically, the reverse was true: until 1979, more men than women were attending college.

[4] Because of changes to the questions about the level of enrollment between the 1990 and 2000 censuses, data below the elementary level and above the high school level are not comparable over the decade.

[5] The minimum and maximum ages of compulsory school attendance vary by state law. Some children may not attend school due to severe disability, illness, or religious reasons. Home-schooled children are considered enrolled in school.

[6] As of April 2000, males outnumber females at each age under age 36. For further information about ratios of males to females by age, see Denise Smith and Renee Spaggins, *Gender: 2000, Census 2000 Brief*, C2KBR/01, U.S. Census Bureau, 2001.

At all educational levels, the student body reflects the diverse national population.

Census 2000 allowed respondents to choose more than one race.[7] With the exception of the Two or more races group, all race groups discussed in this report refer to people who indicated only one racial identity among the six major categories: White, Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Some other race.[8] The use of the single-race population in this report does not imply that it is the preferred method of presenting or analyzing data. The Census Bureau uses a variety of approaches.[9]

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[7] In this report, the "alone" category refers to people who indicated one racial identity among the six primary categories: White, Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Some other race. The "alone" category is used for all of the racial groups in this brief except for the Two or more races category. The use of the alone population in this section does not imply that it is the preferred method of presenting or analyzing data. In general, either the alone population or the alone or in combination population can be used, depending on the purpose of the analysis. The Census Bureau uses both approaches.

Hereafter, this report uses the term Black to refer to people who are Black or African American, the term Pacific Islander to refer to people who are Native Hawaiian and Other Pacific Islander, and the term Hispanic to refer to people who are Hispanic or Latino. The term non-Hispanic White is used to refer to people who are White alone, not Hispanic or Latino.

[8] For further information on each of the six major race groups and the Two or more races population, see reports from the Census 2000 Brief series (C2KBR/01), available on the Census 2000 Web site at www.census.gov/population/www/cen2000/briefs.html.

[9] This report draws heavily on Summary File 3, a Census 2000 data product that can be accessed through American FactFinder, available from the Census Bureau's Web site, www.census.gov. Information on school enrollment for people who reported more than one race, such as "White **and** American Indian and Alaska Native" or "Asian **and** Black or African American," is forthcoming in Summary File 4, which will also be available through American FactFinder in 2003. About 2.6 percent of people reported more than one race.

Figure 3.
## School Enrollment of the Population Aged 3 and Over by Sex and Level: 2000

(Percent of students. Data based on sample. For more information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)
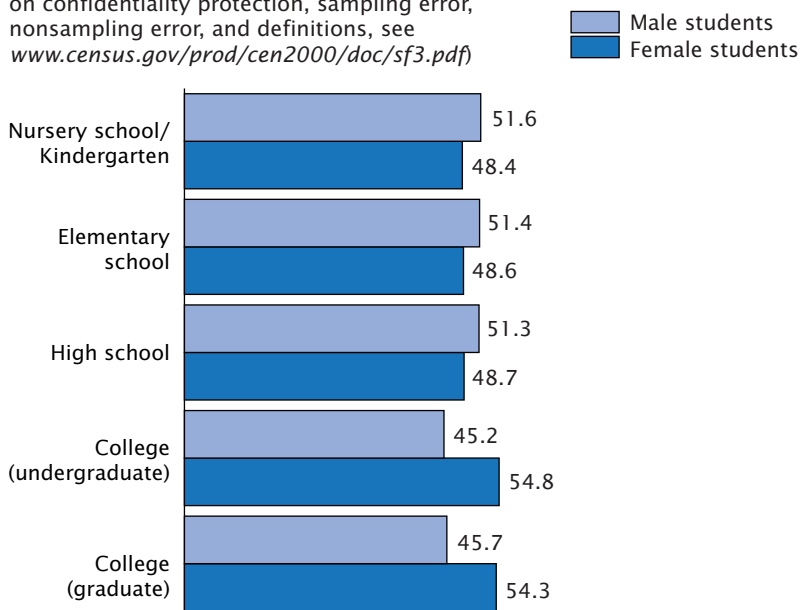
Source: U.S. Census Bureau, Census 2000.

Figure 4.
Race and Hispanic Origin of Students: 2000

(Percent of all students. Data based on sample. For more information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)
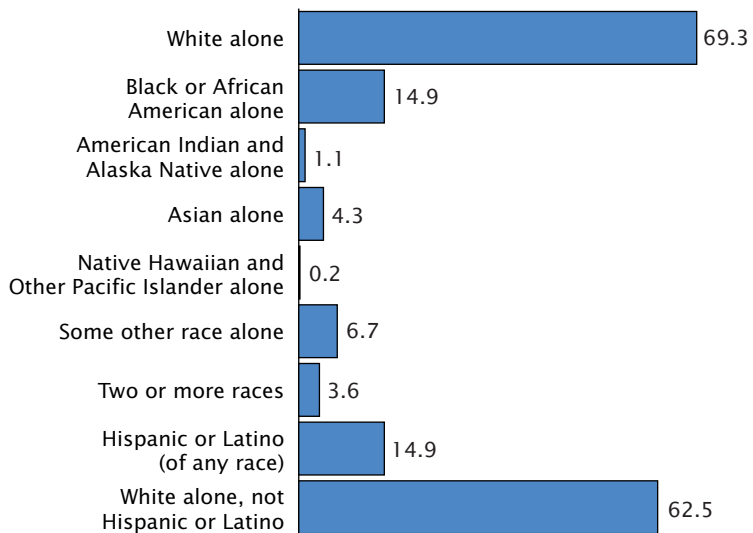
Source: U.S. Census Bureau, Census 2000.

As shown in Figure 4, most students were non-Hispanic White alone (63 percent). Black alone students and Hispanic students (who may be of any race) each composed 15 percent of the student body. Asian alone students made up 4 percent, as did students of Two or more races.[10] At the nursery school/kindergarten, elementary, and high school levels, the racial/ethnic make-up of the student body reflected the overall composition of the population under age 18, with less than 1 percent difference in the percent distribution of the two populations. At the college level, however, the composition shifted to a slightly higher proportion of non-Hispanic White and Asian students, and a slightly smaller proportion of Hispanic students.[11]

The percentage of high school dropouts decreased during the 1990s.

Unfortunately, not all students complete high school. Among people aged 16 to 19 in 2000, 9.8 percent were high school dropouts (i.e., not high school graduates and not currently enrolled in school). This percentage was lower than in 1990 (11.2 percent), reflecting an improvement for most races and Hispanic origin groups. Only the Native Hawaiian and Other Pacific Islander race group did not show a significant improvement. As shown in Figure 5, Asians (4.0 percent) and non-Hispanic Whites (6.9 percent)

had the lowest percentages of high school dropouts in 2000; Hispanics (21.1 percent) had the highest.[12]

While the dropout rate decreased between 1990 and 2000, the number of high school dropouts aged 16 to 19 also decreased slightly from 1.61 million to 1.57 million. For some groups, the number of high school dropouts increased dramatically due to their rapid population growth and only modest improvement in high school completion rates. While the total number of 16- to 19-year-old dropouts decreased by 2 percent, the number of dropouts in the Hispanic population increased by 52 percent.

GEOGRAPHIC DISTRIBUTION OF SCHOOL ENROLLMENT[13]

In all four regions, enrollment rates increased only slightly between 1990 and 2000.

The West, with its younger population, had the largest percentage of people aged 3 and over enrolled in 2000 (30 percent), slightly higher than the 28 percent in the three other regions of the country (Table 1).[14]

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[12] Most people (97 percent) in the Some other race group were also Hispanic.

[13] The Northeast region includes the states of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Midwest region includes the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The South region includes the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and the District of Columbia, a state equivalent. The West region includes the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

[14] In 2000, the median age in the West was 33.8, compared with 35.3 for the South, 35.6 for the Midwest, and 36.8 for the Northeast. For further discussion on the age of the population, see Julie Meyer, *Age: 2000*, Census 2000 Brief, C2KBR/01-12, U.S. Census Bureau, 2001.

As expected, the number of students in each region reflected the region's population size. More students lived in the most populous region, the South (27 million), followed by the West and the Midwest (18 million each), and the Northeast (14 million).

Over the decade, the number of students did not increase uniformly among the four regions, but grew by 25 percent in the West, 21 percent in the South, 13 percent in the Northeast, and 11 percent in the Midwest. Most of this increase can be attributed to population growth, but not all. For example, the growth rate of the number of students in the Northeast exceeded population growth for that area by 7 percentage points.

The proportion of the population enrolled varies by states.

Some states had more students as a proportion of their populations aged 3 and over than others. Utah (35 percent), with its young population, led the Nation. California, Alaska, and New Mexico (each with 31 percent) followed. At the low end, West Virginia had just 24 percent enrolled.
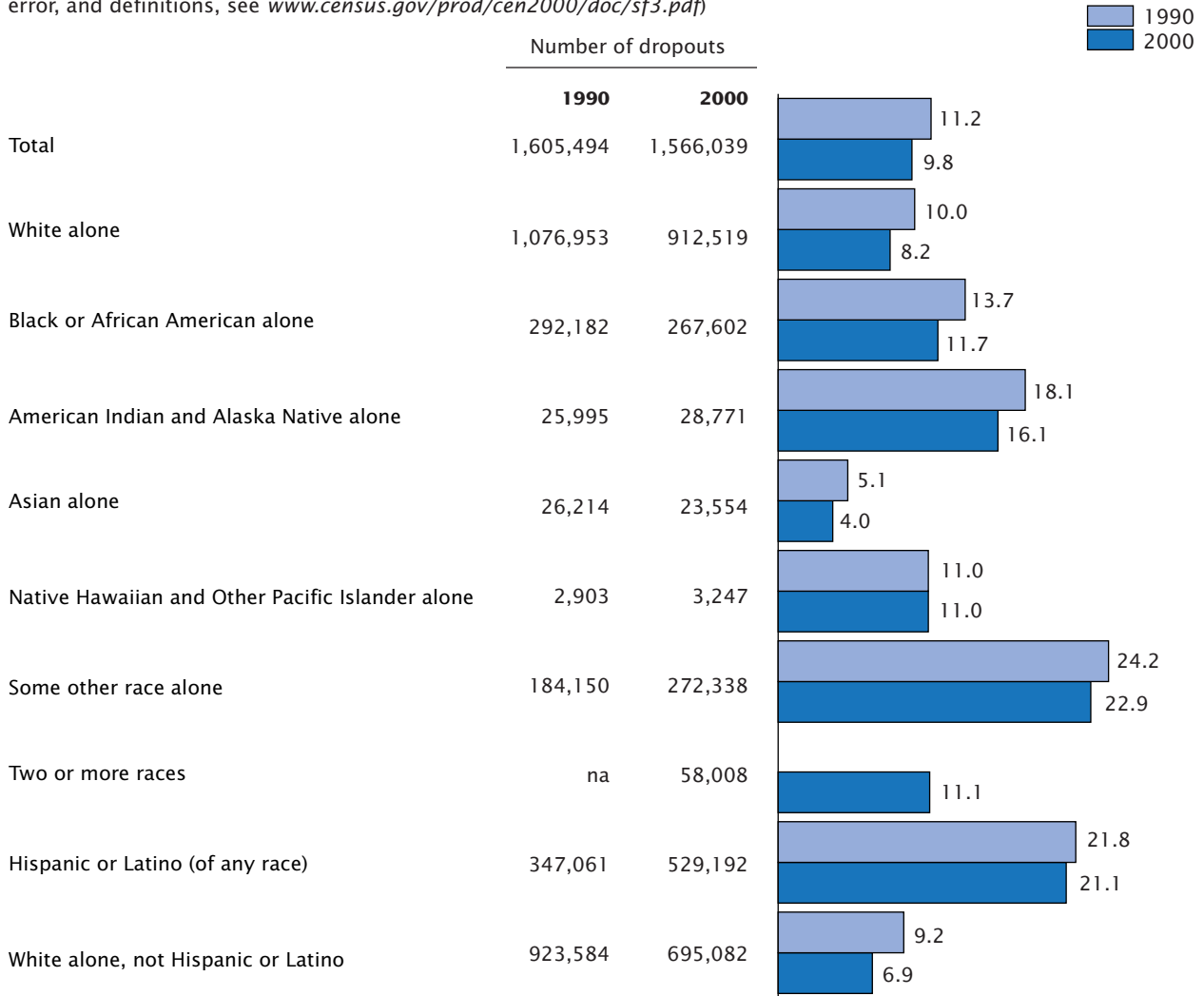
States with the most students tended to be states with the most population. California led with 10.1 million students, followed by Texas (5.9 million), New York (5.2 million), and Florida (3.9 million). Wyoming had the fewest, 136,000.

Between 1990 and 2000, the number of students increased in most states. However, in West Virginia the student population declined 4 percent and in Wyoming and North Dakota the changes in student population were not significantly different from zero. In contrast, students

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[10] Because Hispanics may be of any race, data in this report for Hispanics overlap with data for racial groups. Based on Census 2000 sample data, the proportion Hispanic was 8.0 percent for Whites, 1.9 percent for Blacks, 14.6 percent for American Indians and Alaska Natives, 1.0 percent for Asians, 9.5 percent for Pacific Islanders, 97.1 percent for those reporting Some other race, and 31.1 percent for those reporting Two or more races.

[11] See Census 2000 Summary File 3, Tables 147A through 147I for more information about enrollment by race and Hispanic origin.

Figure 5.
High School Dropouts by Race and Hispanic Origin: 1990 and 2000

(Percent of population aged 16 to 19 not enrolled and not a high school graduate.
Data based on sample. For more information on confidentiality protection, sampling error, nonsampling
error, and definitions, see *www.census.gov/prod/cen2000/doc/sf3.pdf*)

Legend: 1990, 2000

	Number of dropouts	
	1990	**2000**
Total	1,605,494	1,566,039
White alone	1,076,953	912,519
Black or African American alone	292,182	267,602
American Indian and Alaska Native alone	25,995	28,771
Asian alone	26,214	23,554
Native Hawaiian and Other Pacific Islander alone	2,903	3,247
Some other race alone	184,150	272,338
Two or more races	na	58,008
Hispanic or Latino (of any race)	347,061	529,192
White alone, not Hispanic or Latino	923,584	695,082

Bar chart values:
- Total: 1990 = 11.2, 2000 = 9.8
- White alone: 1990 = 10.0, 2000 = 8.2
- Black or African American alone: 1990 = 13.7, 2000 = 11.7
- American Indian and Alaska Native alone: 1990 = 18.1, 2000 = 16.1
- Asian alone: 1990 = 5.1, 2000 = 4.0
- Native Hawaiian and Other Pacific Islander alone: 1990 = 11.0, 2000 = 11.0
- Some other race alone: 1990 = 24.2, 2000 = 22.9
- Two or more races: 2000 = 11.1
- Hispanic or Latino (of any race): 1990 = 21.8, 2000 = 21.1
- White alone, not Hispanic or Latino: 1990 = 9.2, 2000 = 6.9

na = not available

Note: In 1990 respondents were not allowed to choose more than one race. As a result, data for 1990 and 2000 are not totally comparable.
However, the "alone or in combination" categories also show lower percentages of dropouts for each race in 2000 than in 1990, except
for the Native Hawaiian and Other Pacific Islander race group which are not statistically different.

Source: U.S. Census Bureau, Census 2000.

in Nevada, the state with the largest percentage population gain, increased 76 percent. Other states adding at least 30 percent to their student enrollment included: Arizona, 41 percent; Georgia, 35 percent; and Florida, 34 percent.
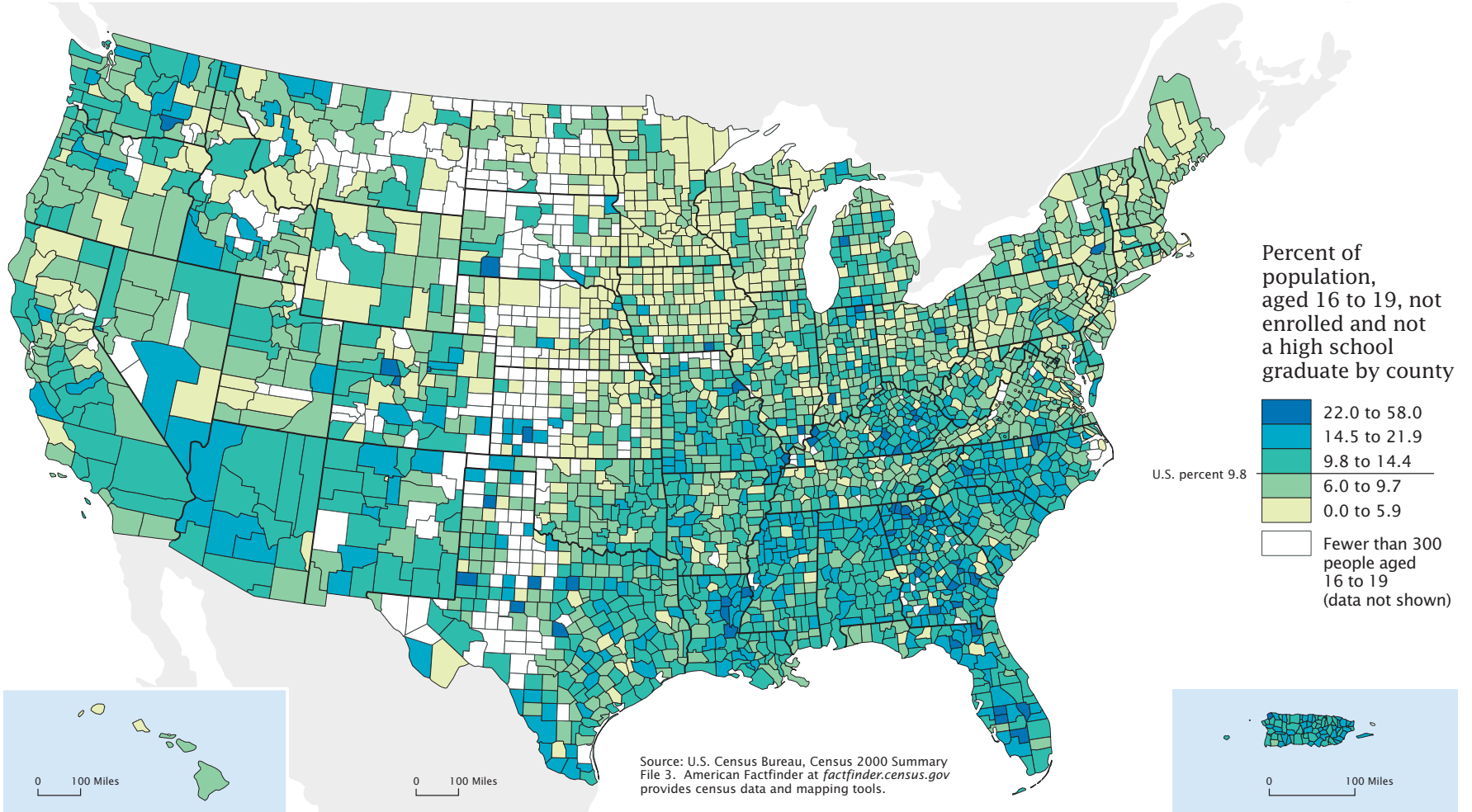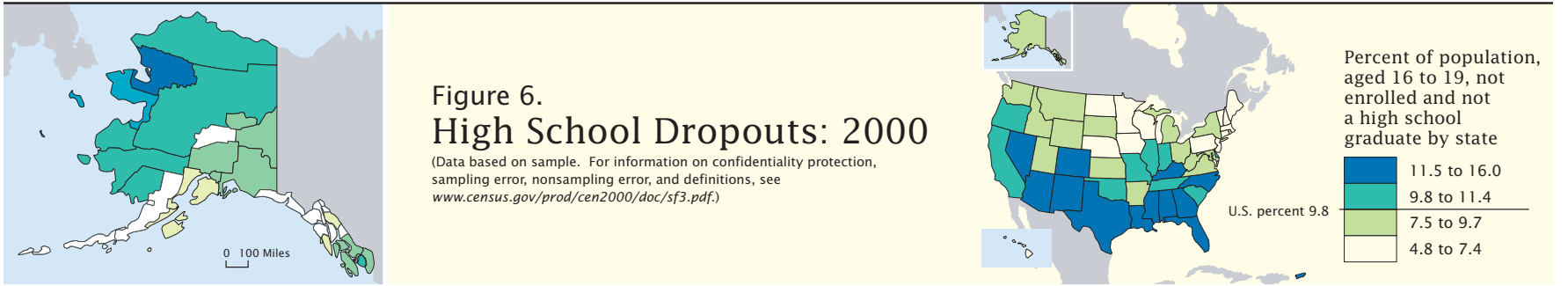
Some states gained students at a higher rate than population aged 3 and over. In Florida, Maryland, the District of Columbia, New Jersey, Rhode Island, Nevada, and Connecticut the increase of students was about 10 percentage points greater than the increase in population. Other states, such as Wyoming, Utah, West Virginia, Idaho, and Mississippi, experienced greater increases in population than in the number of students.

High school dropout rates differ among states.

As shown in Figure 6, dropout rates were highest in the South and the West. In 2000, Nevada (16 percent) and Arizona (15 percent) had the highest dropout

Figure 6.
High School Dropouts: 2000

(Data based on sample. For information on confidentiality protection,
sampling error, nonsampling error, and definitions, see
www.census.gov/prod/cen2000/doc/sf3.pdf.)

Percent of population,
aged 16 to 19, not
enrolled and not
a high school
graduate by state

	11.5 to 16.0
	9.8 to 11.4
	7.5 to 9.7
	4.8 to 7.4

U.S. percent 9.8

Percent of
population,
aged 16 to 19, not
enrolled and not
a high school
graduate by county

	22.0 to 58.0
	14.5 to 21.9
	9.8 to 14.4
	6.0 to 9.7
	0.0 to 5.9
	Fewer than 300 people aged 16 to 19 (data not shown)

U.S. percent 9.8

0 100 Miles

0 100 Miles

0 100 Miles

0 100 Miles

Source: U.S. Census Bureau, Census 2000 Summary
File 3. American Factfinder at *factfinder.census.gov*
provides census data and mapping tools.

rates, followed closely by Georgia (14 percent).[15] States with high school dropouts at or below 6 percent included North Dakota, Iowa, Vermont, Minnesota, and Hawaii.

As shown in Figure 6, counties with higher dropout rates were concentrated primarily in the South and southwestern areas, with pockets scattered through other parts of the country. All but nine states contained at least one county that exceeded the national average high-school-dropout rate.[16]

All places of 100,000 or more population in the United States contain college students.[17] Table 2 lists the ten places of 100,000 or more population in 2000 with the highest percentages of people aged 3 and over who were college students. All of these places are home to large universities. Topping the list, with 38 percent college students, is Provo, Utah (Brigham Young University); followed by Ann Arbor, Michigan (University of Michigan); Tallahassee, Florida (Florida State University); Athens-Clarke County, Georgia (University of Georgia), Cambridge, Massachusetts (Harvard, MIT, Radcliffe,); and Berkeley, California (UC at Berkeley).

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[15] Dropout rates for Nevada and Arizona were not statistically different.

[16] The following states did not have a county that exceeded the national high-school-dropout rate: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Minnesota, Hawaii, and Wyoming.

[17] Census 2000 counted 245 places in the United States with 100,000 or more population. They include 238 incorporated places (including 4 city-county consolidations) and 7 census designated places that are not legally incorporated. For a list of these places by state, see *www.census.gov /population/www/cen2000/phc-t6.html*.

Table 2.
Ten Places of 100,000 or More Population With the Highest Percentage of College Students: 2000

(Data based on sample. For information on confidentiality protection, nonsampling error, sampling error, and definitions, see *www.census.gov/prod/cen2000/doc/sf3.pdf*)

Place	Number	Percent of population aged 3 and over	90-percent confidence interval on percent
Provo, UT	37,799	38.3	37.0 - 39.6
Ann Arbor, MI	36,892	33.4	32.1 - 34.7
Tallahassee, FL	45,144	31.0	29.8 - 32.2
Athens-Clarke County, GA[1]	29,695	30.3	28.8 - 31.8
Cambridge, MA	26,613	27.0	25.6 - 28.4
Berkeley, CA	27,016	26.9	25.4 - 28.4
Fort Collins, CO	24,882	21.8	20.5 - 23.2
Madison, WI	43,299	21.5	20.5 - 22.5
Tempe, AZ	30,240	18.5	18.5 - 21.1
Irvine, CA	25,750	18.6	17.3 - 19.9

[1]Athens city is consolidated with Clarke County.

Note: Because of sampling error, the estimates in this table may not be significantly different from one another or from rates for other geographic areas not listed in this table.

Source: U.S. Census Bureau, Census 2000.

ADDITIONAL FINDINGS

How many students attend private schools?

In April 2000, 5.2 million first-through-twelfth graders attended private schools, or 10.4 percent of students in those grades. Although the proportion of students in private school increased only modestly from the 1990 level (9.8 percent), the number of students in these schools soared, from 4.2 million to 5.2 million, a 24 percent increase. Most of the numerical increase reflects the growth in the overall number of students, since the proportional share of the student population rose only slightly.

Differences in private school attendance rates among groups reflect several factors, including economic ability to afford the cost of private school tuition, religious affiliation, and quality of the local public schools. As shown in Figure 7, the difference in the proportions of boys and girls enrolled in private school was minimal, whereas differences were more noticeable by race and Hispanic origin. Non-Hispanic White children (13 percent), Asian children (10 percent), and children of Two or more races (9 percent) were most likely to attend private schools in 2000.

At least 15 percent of students in Louisiana, Delaware, Hawaii, the District of Columbia, and Pennsylvania attended private school, compared with less than 6 percent in Utah, Wyoming, Nevada, and West Virginia.
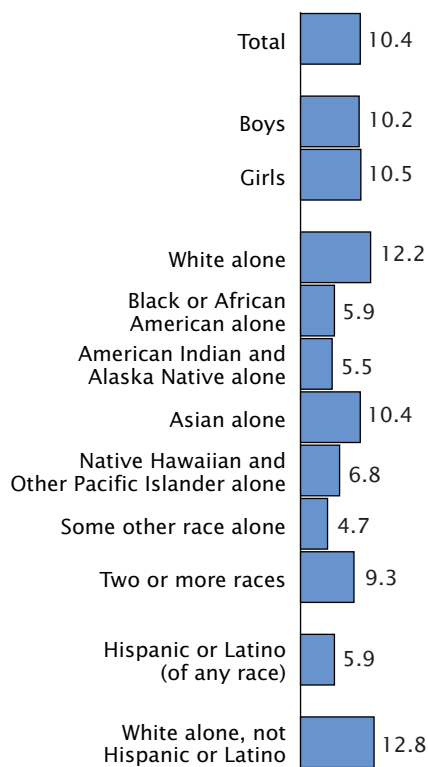
Who goes to college?

The financial burden and time required prevent some people from pursuing a college degree. Unlike elementary and high school, college is not mandatory and, for the most part, does not have age limitations. College students' ages range widely, and in 2000 only about one-half were 18 to 24, the traditional college ages (Table 3).

Figure 7.
Elementary and High School Private School Enrollment: 2000

(Percent of students. Data based on sample. For more information on confidentiality protection, sampling error, nonsampling error, and definitions, see *www.census.gov/prod/cen2000/doc/sf3.pdf*)

Total	10.4
Boys	10.2
Girls	10.5
White alone	12.2
Black or African American alone	5.9
American Indian and Alaska Native alone	5.5
Asian alone	10.4
Native Hawaiian and Other Pacific Islander alone	6.8
Some other race alone	4.7
Two or more races	9.3
Hispanic or Latino (of any race)	5.9
White alone, not Hispanic or Latino	12.8

Source: U.S. Census Bureau, Census 2000.

In 2000, 34 percent of the young-adult population (aged 18 to 24) attended college, including 37 percent of young-adult women and 31 percent of young-adult men. Even though the number of men was slightly higher than that of women in this age group, the college student body was dominated by women (54 percent compared with 46 percent).

College attendance among young adults differs greatly by race and ethnicity. In 2000, the college enrollment rate was highest for Asians (56 percent). The rate was also above the national average for non-Hispanic Whites (38 percent), and below the national average for Native Hawaiian and Other Pacific Islanders (30 percent), Blacks (27 percent), American Indians and Alaska Natives (21 percent), and Hispanics (14 percent).

Table 3.
College Students by Age, Sex, Race, and Ethnicity: 2000

(Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see *www.census.gov/prod/cen2000/doc/sf3.pdf*)

Race and ethnicity	Population		College students			
			Number		Percent of population	
	18 to 24	25 and over	18 to 24	25 and over	18 to 24	25 and over
Total.	**27,143,454**	**181,984,640**	**9,203,090**	**8,205,574**	**33.9**	**4.5**
Men	13,873,829	87,120,538	4,241,329	3,645,354	30.6	4.2
Women	13,269,625	94,864,102	4,961,751	4,560,220	37.4	4.8
White alone	18,761,162	143,101,175	6,756,030	5,699,882	36.0	4.0
Black or African American alone	3,804,437	19,968,057	1,024,774	1,187,829	26.9	5.9
American Indian and Alaska Native alone	287,785	1,347,859	59,498	78,356	20.7	5.8
Asian alone	1,133,431	6,644,568	633,193	613,036	55.9	9.2
Native Hawaiian and Pacific Islander alone	54,508	217,148	16,415	13,255	30.1	6.1
Some other race alone	2,303,589	7,535,033	429,163	367,337	18.6	4.9
Two or more races	798,542	3,170,800	284,017	245,879	35.6	7.8
Hispanic or Latino (of any race)	6,764,761	31,978,368	944,701	912,316	14.0	2.9
White alone, not Hispanic or Latino	16,708,378	133,817,309	6,323,871	5,239,382	37.8	3.9

Source: U.S. Census Bureau, Census 2000.

ABOUT CENSUS 2000

Why Census 2000 asked about school enrollment.

Information on school enrollment is required by law in order to profile the economic and social conditions of school-age children, to allocate funds to states and counties under Title I of the U.S. Code, and to improve the education of economically disadvantaged children.

All levels of government need information on school enrollment to implement and evaluate programs or enforce laws, such as The Migratory Children Program, Provisions for Higher Education to Serve Adult Learners, the National Science Foundation Act, Provisions for Strengthening Historically Black Colleges, and Education of Individuals With Disabilities.

ACCURACY OF THE ESTIMATES

The data contained in this report are based on the sample of households who responded to the Census 2000 long form. Nationally, approximately 1 out of every 6 housing units was included in this sample. As a result, the sample estimates may differ somewhat from the 100-percent figures that would have been obtained if all housing units, people within those housing units, and people living in group quarters had been enumerated using the same questionnaires, instructions, enumerators, and so forth. The sample estimates also differ from the values that would have been obtained from different samples of housing units, people within those housing units, and people living in group quarters. The deviation of a sample estimate from the average of all possible samples is called the sampling error.

In addition to the variability that arises from the sampling procedures, both sample data and 100-percent data are subject to non-sampling error. Nonsampling error may be introduced during any of the various complex operations used to collect and process data. Such errors may include: not enumerating every household or every person in the population, failing to obtain all required information from the respondents, obtaining incorrect or inconsistent information, and recording information incorrectly. In addition, errors can occur during the field review of the enumerators' work, during clerical handling of the census questionnaires, or during the electronic processing of the questionnaires.

Nonsampling error may affect the data in two ways: (1) errors that are introduced randomly will increase the variability of the data and, therefore, should be reflected in the standard errors; and (2) errors that tend to be consistent in one direction will bias both sample and 100-percent data in that direction. For example, if respondents consistently tend to underreport their incomes, then the resulting estimates of households or families by income category will tend to be understated for the higher income categories and overstated for the lower income categories. Such biases are not reflected in the standard errors.

While it is impossible to completely eliminate error from an operation as large and complex as the decennial census, the Census Bureau attempts to control the sources of such error during the data collection and processing operations. The primary sources of error and the programs instituted to control error in Census 2000 are described in detail in *Summary File 3 Technical Documentation* under

Chapter 8, "Accuracy of the Data," located at *www.census.gov/prod /cen2000/doc/sf3.pdf.*

All statements in this Census 2000 Brief have undergone statistical testing and all comparisons are significant at the 90-percent confidence level, unless otherwise noted. The estimates in tables, maps, and other figures may vary from actual values due to sampling and nonsampling errors. As a result, estimates in one category may not be significantly different from estimates assigned to a different category. Further information on the accuracy of the data is located at *www.census.gov/prod /cen2000/doc/sf3.pdf.* For further information on the computation and use of standard errors, contact the Decennial Statistical Studies Division at 301-763-4242.

FOR MORE INFORMATION

The Census 2000 Summary File 3 data are available from the American Factfinder on the Internet (*factfinder.census.gov*). They were released on a state-by-state basis during 2002. For information on confidentiality protection, nonsampling error, sampling error, and definitions, also see *www.census.gov/prod/cen2000 /doc/sf3.pdf* or contact the Customer Services Center at 301-763-INFO (4636).

Information on population and housing topics is presented in the Census 2000 Brief series, located on the Census Bureau's Web site at *www.census.gov/population/www /cen2000/briefs.html.* This series, which will be completed in 2003, presents information on race, Hispanic origin, age, sex, household type, housing tenure, and social, economic, and housing characteristics, such as ancestry, income, and housing costs.

For additional information on school enrollment, including reports and survey data, visit the Census Bureau's Internet site at *www.census.gov/population/www /socdemo/school.html.* To find information about the availability of data products, including reports, CD-ROMs, and DVDs, call the Customer Services Center at 301-763-INFO (4636), or e-mail *webmaster@census.gov.*