


Appendix 1

Supplemental Tables





Appendix 1 contains all the supplemental tables for the indicators in this volume. The tables are numbered sequentially according to indicator with a numbered suffix added to reflect the order of the supplemental table in each indicator. For example, indicator 13 has four supplemental tables, so the tables are numbered Table 13-1, 13-2, 13-3 and 13-4.

Contents

Table 1-1.	Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004	109
Table 2-1.	Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005	110
Table 3-1.	Public elementary and secondary school enrollment in prekindergarten through grade 12, by grade level and region, with projections: Various years, fall 1965–2015	111
Table 4-1.	Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1989–90 through 2003–04	112
Table 4-2.	Private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2003–04	113
Table 4-3.	Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04	114
Table 5-1.	Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Fall 1972–2004	116
Table 5-2.	Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972–2004	117
Table 6-1.	Percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2005	119
Table 6-2.	Percentage distribution of 4th-graders, by the percentage of minority students in the school and the student’s race/ethnicity: 2005	120
Table 7-1.	Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2004	121
Table 7-2.	Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2004	122
Table 8-1.	Number and percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2004–05	123
Table 8-2.	Percentage of youth age 21 or younger served under the Individuals with Disabilities Education Act (IDEA), by age and disability: Selected school years, 1976–77 through 2001–02	124
Table 9-1.	Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, attendance status, and type of institution, with projections: Fall 1970–2015	125
Table 10-1.	Total graduate and first-professional enrollment in degree-granting institutions, by sex and attendance status, with projections: 1976–2015	126
Table 10-2.	Total graduate and first-professional enrollment and percentage distribution of students in degree-granting institutions, by level of student and race/ethnicity: Selected years, 1976–2004	127
Table 11-1.	Percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005	128
Table 11-2.	Percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005	129
Table 12-1.	Average reading score, by grade and percentile: Various years, 1992–2005	130
Table 12-2.	Percentage of students at each reading achievement level, by grade: Various years, 1992–2005	131

Contents

Continued

Table 12-3.	Average reading score for 4th- and 8th-graders, by selected student and school characteristics: 1992 and 2005	132
Table 12-4.	Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005	133
Table 13-1.	Average mathematics score, by grade and percentile: Various years, 1990–2005	135
Table 13-2.	Percentage of students at each mathematics achievement level, by grade: Various years, 1990–2005	136
Table 13-3.	Average mathematics score for 4th- and 8th-graders, by selected student and school characteristics: 1990 and 2005	137
Table 13-4.	Average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005	138
Table 14-1.	White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2005	140
Table 15-1.	Average mathematics score and percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2005	141
Table 15-2.	Percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected teacher and school characteristics: 2005	142
Table 16-1.	Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2004	143
Table 16-2.	Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2004	144
Table 17-1.	Average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003	145
Table 17-2.	Average male-female score point differences of combined mathematics literacy, subscale, and problem-solving scores of 15-year-old students, by country: 2003	146
Table 17-3.	Average combined mathematics literacy scores of 15-year-old students, by percentile and country: 2003	147
Table 18-1.	Average science score by percentile and percentage of students at each achievement level, by grade: 1996, 2000, and 2005	148
Table 18-2.	Average science score for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005	149
Table 18-3.	Average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005	150
Table 19-1.	Average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003	152
Table 19-2.	Percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003	153
Table 20-1.	Percentage of adults age 16 or older who participated in literary practices, by frequency of participation and materials in the home and selected characteristics: 2003	154
Table 21-1.	Percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2005	155

Contents

Continued

Table 22-1.	Median annual earnings of all full-time, full-year wage and salary workers ages 25–34, by sex, race/ethnicity, and educational attainment: Selected years, 1980–2004	156
Table 22-2.	Ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest level of educational attainment was less than high school, some college, or a bachelor’s degree or higher, compared with those with a high school diploma or equivalent, by sex and race/ethnicity: Selected years, 1980–2004	157
Table 22-3.	Ratio of median annual earnings of male to female, White to Black, and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004 ...	158
Table 23-1.	Percentage of 12th-graders who expected to attain various levels of education, by family socioeconomic status (SES), sex, and race/ethnicity: 1981–82, 1991–92, and 2003–04	159
Table 23-2.	Percentage of 12th-graders who expected to attain various levels of education, by education-related characteristics: 2003–04	160
Table 24-1.	Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: Various years, 1994–2005	161
Table 24-2.	Percentage distribution of 4th- and 8th-grade students who reported missing 3 or more days of school in the previous month, by grade and selected characteristics: Various years, 1994–2005	162
Table 25-1.	Percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status and selected characteristics: 1995, 1999, and 2004	163
Table 26-1.	Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004	164
Table 26-2.	Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2004	165
Table 27-1.	Percentage of high school sophomores in spring 1980, 1990, and 2002 who had left school without completing a 4-year program as of spring 2 years later	166
Table 27-2.	Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics	167
Table 27-3.	Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by reason for leaving school	169
Table 28-1.	Averaged freshman graduation rate for public high school students and number of graduates, by state: 2000–01, 2001–02, and 2002–03	170
Table 29-1.	Percentage of high school completers who were enrolled in college the October immediately after completing high school, by family income and race/ethnicity: 1972–2004	172
Table 29-2.	Percentage of high school completers who were enrolled in college the October immediately after completing high school, by sex and type of institution: 1972–2004	173
Table 29-3.	Percentage of high school completers who were enrolled in college the October immediately after completing high school, by parents’ education: 1992–2004	174
Table 30-1.	Number of bachelor’s degrees earned by women, by field of study: Various years, 1979–80 through 2003–04	175
Table 30-2.	Number and percentage of master’s and doctoral degrees earned by women and change in the percentage earned by women from 1979–80 to 2003–04, by field of study: Various years, 1979–80 through 2003–04.....	176

Contents

Continued

Table 31-1.	Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2005	177
Table 31-2.	Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2005.....	178
Table 31-3.	Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2005	179
Table 32-1.	Percentage of 1992–93 bachelor's degree recipients' advanced degree attainment and enrollment status in 2003, by type of institution and student characteristics	180
Table 33-1.	Percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by selected child and family characteristics: 1993 and 2005	181
Table 34-1.	Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005	182
Table 34-2.	Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001	184
Table 35-1.	Student/teacher ratios in public schools, by type, level, and enrollment of school: Fall 1990–2003	186
Table 36-1.	Number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003.....	187
Table 36-2.	Percentage of students in grades 1–12 whose parents reported having the opportunity to send them to a chosen public school and the distribution of these students, by type of school attended and student and household characteristics: 2003	189
Table 36-3.	Percentage of students in grades 1–12 whose parents reported moving to current neighborhood for the school, by type of school and student and household characteristics: 2003	190
Table 37-1.	Percentage distribution of the K–12 teaching status of 1992–93 and 1999–2000 bachelor's degree recipients, by selected undergraduate characteristics: 1994 and 2001	191
Table 37-2.	Among 1999–2000 bachelor's degree recipients who had taught in a K–12 school, percentage distribution by sector and level of first teaching job and selected undergraduate characteristics: 2001.....	192
Table 38-1.	Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected characteristics: 1993, 1999, and 2003	193
Table 39-1.	Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2003.....	194
Table 39-2.	Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2003.....	195
Table 40-1.	The variation and percentage distribution of the variation in instructional expenditures in unified public elementary and secondary school districts, by source of the variation: 1989–90 to 2002–03.....	196
Table 41-1.	Total expenditures per student in fall enrollment in public school districts, by district poverty level: Various years, 1995–96 to 2002–03	197
Table 41-2.	Current expenditures per student in fall enrollment in public school districts, by district poverty level: Various years, 1995–96 to 2002–03	197

Contents

Continued

Table 42-1.	Total expenditures per student in fall enrollment in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2002–03	198
Table 42-2.	Percentage distribution of total expenditures in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2002–03	199
Table 43-1.	Annual expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2002	200
Table 44-1.	Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2002–03	201
Table 44-2.	Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2002–03	202
Table 45-1.	Number of bachelor's degrees, by field of study: 1989–90 through 2003–04	203
Table 45-2.	Number of bachelor's degrees, percentage of total, and percentage change, by field of study: 1989–90, 1996–97, and 2003–04	204
Table 45-3.	Number of associate's degrees, percentage of total, and percentage change, by field of study: 1989–90, 1996–97, and 2003–04	205
Table 46-1.	Percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by tenure status: Fall 2003	206
Table 47-1.	Percentage of full- and part-time instructional faculty and staff who taught distance education courses and average number of courses taught, by employment and distance education status, rank, and type of institution: Fall 2003	206
Table 48-1.	Total compensation, average salary by academic rank and type of institution, average fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1979–80 to 2004–05	207
Table 48-2.	Total compensation, average salary, average fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1979–80 to 2004–05	209
Table 49-1.	Average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04	210
Table 50-1.	Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04	211

Enrollment Trends by Age

Table 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2004

October	Total ages 3–34	Ages 3–4 ¹	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24				
						Total	In elementary/ secondary	In post- secondary	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	94.1	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	94.5	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	93.3	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	92.9	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	92.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	93.6	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	93.7	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	93.7	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	93.7	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	93.6	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	93.4	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	94.1	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	94.4	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	95.0	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	94.7	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	94.9	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	94.9	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	95.0	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	95.1	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	95.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	95.8	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	96.0	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	96.7	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	96.5	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	96.6	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	96.3	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	95.4	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	96.6	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	96.1	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	95.8	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	95.7	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	95.8	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	56.2	56.3	95.5	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6
2003	56.2	55.1	94.5	98.3	96.2	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	96.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6

¹ Beginning in 1994, new procedures were used to collect preprimary enrollment data. As such, numbers before 1994 may not be comparable to 1994 or later numbers.

NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of public or private nursery school, kindergarten, elementary school, high school, college, university, or professional school. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in all "special" postsecondary schools, such as trade schools, business colleges, or correspondence schools, are not included. Data are based upon sample surveys of the civilian noninstitutional population. In 1994, the survey methodology for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for more information.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 7. Data from U.S. Department of Commerce, U.S. Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2004.

Enrollment in Early Childhood Education Programs

Table 2-1. Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005

Child or family characteristic	1991	1993	1995	1996	1999	2001	2005
Total	53	53	55	55	60	56	57
Age							
3	42	40	41	42	46	43	43
4	60	62	65	63	70	66	69
5	64	66	75	73	77	73	69
Sex							
Male	52	53	55	55	61	54	60
Female	53	53	55	55	59	59	55
Race/ethnicity¹							
White	54	54	57	57	60	59	59
Black	58	57	60	65	73	64	66
Hispanic	39	43	37	39	44	40	43
Poverty status²							
Poor	44	43	45	44	51	47	47
Nonpoor	56	56	59	59	62	59	60
Poverty status and race/ethnicity							
Poor							
White	41	40	43	39	43	46	45
Black	55	53	55	61	72	60	65
Hispanic	34	37	30	33	41	36	36
Nonpoor							
White	56	56	60	60	63	61	61
Black	62	63	66	69	74	66	68
Hispanic	42	48	44	45	47	42	48
Family type							
Two-parent household	54	52	55	54	59	57	57
One-parent or guardian-only household	50	54	56	58	62	56	58
Mother's education							
Less than high school	32	33	35	37	40	38	35
High school diploma or equivalent	46	43	48	49	52	47	49
Some college, including vocational/technical	60	60	57	58	63	62	56
Bachelor's degree or higher	72	73	75	73	74	70	73
Mother's employment							
35 hours or more per week	59	61	60	63	65	63	64
Less than 35 hours per week	58	57	62	64	64	61	61
Looking for work	43	48	52	47	55	47	42
Not in labor force	45	44	47	43	52	47	50

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the total, but not shown separately, are children from other racial/ethnic groups.

² "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined to include those families whose incomes are at or above the poverty threshold. See *supplemental note 1* for more information on poverty.

NOTE: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs.

Children without mothers in the home are not included in estimates for mother's education or mother's employment status.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Past and Projected Elementary and Secondary Public School Enrollments

Table 3-1. Public elementary and secondary school enrollment in prekindergarten through grade 12, by grade level and region, with projections: Various years, fall 1965–2015

Fall of year	[Totals in thousands]											
	Total enrollment			Total enrollment grades preK–12 by region								
	Grades preK–12	Grades preK–8	Grades 9–12	Northeast		Midwest		South		West		
			Total	Percent	Total	Percent	Total	Percent	Total	Percent		
1965	42,068	30,466	11,602	8,833	21.0	11,834	28.1	13,834	32.9	7,568	18.0	
1970	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2	
1975	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3	
1980	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2	
1985	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6	
1986	39,753	27,420	12,333	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8	
1987	40,008	27,933	12,076	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2	
1988	40,189	28,501	11,687	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5	
1989	40,543	29,152	11,390	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9	
1990	41,217	29,878	11,338	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3	
1991	42,047	30,506	11,541	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5	
1992	42,823	31,088	11,735	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7	
1993	43,465	31,504	11,962	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8	
1994	44,111	31,898	12,213	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9	
1995	44,840	32,341	12,500	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0	
1996	45,611	32,764	12,847	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2	
1997	46,127	33,073	13,054	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4	
1998	46,539	33,346	13,193	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5	
1999	46,857	33,488	13,369	8,196	17.5	10,726	22.9	16,842	35.9	11,093	23.7	
2000	47,204	33,688	13,515	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8	
2001	47,672	33,938	13,734	8,250	17.3	10,745	22.5	17,237	36.2	11,440	24.0	
2002	48,183	34,116	14,067	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1	
2003	48,541	34,202	14,338	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2	
Projected												
2004	48,560	33,925	14,634	8,252	17.0	10,752	22.1	17,735	36.5	11,820	24.3	
2005	48,710	33,823	14,887	8,222	16.9	10,774	22.1	17,860	36.7	11,854	24.3	
2006	48,948	33,906	15,042	8,187	16.7	10,774	22.0	18,055	36.9	11,931	24.4	
2007	49,091	33,990	15,101	8,136	16.6	10,748	21.9	18,213	37.1	11,994	24.4	
2008	49,167	34,154	15,013	8,071	16.4	10,702	21.8	18,369	37.4	12,025	24.5	
2009	49,267	34,350	14,917	8,006	16.3	10,659	21.6	18,536	37.6	12,067	24.5	
2010	49,415	34,618	14,797	7,949	16.1	10,631	21.5	18,708	37.9	12,127	24.5	
2011	49,637	34,907	14,730	7,904	15.9	10,619	21.4	18,911	38.1	12,203	24.6	
2012	49,938	35,297	14,641	7,875	15.8	10,626	21.3	19,145	38.3	12,292	24.6	
2013	50,294	35,724	14,569	7,861	15.6	10,654	21.2	19,380	38.5	12,398	24.7	
2014	50,735	36,142	14,593	7,863	15.5	10,696	21.1	19,649	38.7	12,527	24.7	
2015	51,220	36,439	14,780	7,879	15.4	10,744	21.0	19,920	38.9	12,676	24.7	

NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2001 and 2002 were revised and may differ from previous published figures. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2005-030), tables 37 and 40; Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved January 10, 2006, from <http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=historicalTables>. Data from U.S. Department of Education, NCES, The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2003–04 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.

Trends in Private School Enrollments

Table 4-1. Total enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school type and grade level: Various school years, 1989–90 through 2003–04

Grade level and school year ending	Total enrollment (in thousands)	Roman Catholic				Other religious ¹				Non-sectarian ²
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Un-affiliated	
Grades K–12										
1990	4,838	54.5	32.2	15.2	7.1	32.3	10.9	12.8	8.5	13.2
1992	4,890	53.0	30.0	15.9	7.1	32.2	12.0	12.5	7.8	14.8
1994	4,836	51.4	29.2	15.5	6.8	33.7	12.6	12.3	8.8	14.9
1996	5,032	50.1	27.2	16.2	6.7	34.7	14.0	11.7	8.9	15.3
1998	5,076	49.5	26.5	16.3	6.7	34.8	14.5	10.9	9.4	15.7
2000	5,163	48.6	25.3	16.2	7.1	35.7	15.0	10.7	10.0	15.7
2002	5,342	47.1	22.9	17.3	6.9	36.0	15.4	10.5	10.1	16.9
2004	5,123	46.2	21.4	17.7	7.0	35.8	15.1	10.8	9.9	18.0
Grades K–8³										
1990	3,588	55.1	40.1	12.5	2.5	34.1	11.8	13.7	8.6	10.8
1992	3,657	53.4	37.4	13.8	2.2	34.2	12.7	13.2	8.3	12.3
1994	3,641	51.8	36.4	13.2	2.1	35.7	13.3	13.0	9.4	12.5
1996	3,760	50.3	34.0	14.2	2.1	36.9	15.0	12.4	9.5	12.8
1998	3,781	49.9	33.2	14.6	2.1	36.9	15.5	11.4	10.0	13.3
2000	3,849	48.8	31.8	14.6	2.4	37.8	15.9	11.3	10.7	13.4
2002	3,951	47.2	28.8	16.0	2.5	38.2	16.4	11.0	10.9	14.5
2004	3,731	46.3	27.4	16.5	2.4	38.3	16.2	11.3	10.9	15.4
Grades 9–12³										
1990	1,126	57.2	10.2	25.0	22.0	27.0	8.7	10.9	7.4	15.8
1992	1,126	55.5	8.6	23.6	23.3	27.2	10.0	11.0	6.2	17.2
1994	1,102	54.0	7.4	24.2	22.4	28.3	10.6	10.8	7.0	17.7
1996	1,160	53.3	7.8	23.7	21.8	29.4	11.7	10.5	7.2	17.3
1998	1,181	52.4	7.3	23.3	21.8	29.8	12.2	9.9	7.6	17.8
2000	1,225	51.1	6.5	22.3	22.3	30.6	12.9	9.5	8.1	18.3
2002	1,293	49.5	6.4	22.5	20.6	31.0	13.3	9.8	7.8	19.5
2004	1,307	48.5	5.7	22.4	20.4	30.0	12.8	10.0	7.2	21.6

¹ Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

² Nonsectarian schools do not have a religious orientation or purpose.

³ Grades K–8 and 9–12 do not include ungraded students and therefore these two categories do not sum to grades K–12.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), table 10 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

Trends in Private School Enrollments

Table 4-2. Private elementary and secondary school enrollment and as a percentage of total enrollment in public and private schools, by region and grade level: Various school years, 1989–90 through 2003–04

[Totals in thousands]										
Grade level and school year ending	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
Grades K–12										
1990	4,838	10.7	1,346	15.8	1,368	12.3	1,280	8.1	844	8.7
1992	4,890	10.5	1,324	15.3	1,353	12.0	1,304	8.1	909	8.8
1994	4,836	10.1	1,276	14.4	1,309	11.4	1,386	8.3	865	8.1
1996	5,032	10.2	1,289	14.1	1,349	11.5	1,445	8.4	949	8.5
1998	5,076	10.0	1,287	13.8	1,346	11.3	1,510	8.5	933	8.0
2000	5,163	10.1	1,295	13.8	1,345	11.3	1,576	8.7	947	7.9
2002	5,342	10.2	1,337	14.1	1,355	11.4	1,641	8.9	1,008	8.2
2004	5,123	9.7	1,273	13.5	1,271	10.7	1,612	8.6	967	7.7
Grades K–8¹										
1990	3,588	11.0	947	15.9	1,052	13.2	949	8.3	639	9.0
1992	3,657	10.8	935	15.2	1,059	12.9	974	8.2	689	9.1
1994	3,641	10.5	907	14.3	1,021	12.4	1,048	8.6	664	8.5
1996	3,760	10.6	911	14.0	1,042	12.5	1,086	8.7	721	8.9
1998	3,781	10.5	911	13.8	1,036	12.3	1,126	8.8	708	8.5
2000	3,849	10.5	917	13.8	1,035	12.3	1,177	9.1	720	8.5
2002	3,951	10.7	935	14.0	1,039	12.4	1,223	9.2	754	8.6
2004	3,731	10.1	857	13.2	962	11.6	1,191	8.9	720	8.2
Grades 9–12¹										
1990	1,126	9.0	362	14.6	288	9.2	291	6.8	185	7.1
1992	1,126	8.9	346	14.1	276	8.9	302	7.0	203	7.3
1994	1,102	8.4	328	13.1	273	8.5	315	7.1	186	6.4
1996	1,160	8.5	334	13.0	286	8.5	330	7.1	209	6.8
1998	1,181	8.3	330	12.5	292	8.5	353	7.2	206	6.3
2000	1,225	8.4	338	12.6	297	8.6	375	7.5	214	6.3
2002	1,293	8.6	364	13.0	302	8.6	389	7.5	239	6.8
2004	1,307	8.4	381	13.0	293	8.1	395	7.3	237	6.4

¹ Grades K–8 and 9–12 do not include ungraded students and therefore these two categories do not sum to grades K–12.

NOTE: Detail may not sum to totals because of rounding. Calculations were revised and estimates may differ from previously published data. *Supplemental note 1* identifies the states in each region.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319), tables 7 and 10 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04 and The NCES Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1989–90 to 2003–04.

Trends in Private School Enrollments

Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04

School characteristic	Number (in thousands)	Total students	White	Minority enrollment ¹				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian
Total	5,123	100.0	76.2	23.8	9.5	8.8	4.9	0.6
NCES private school typology								
Roman Catholic	2,365	46.2	74.7	25.3	8.1	11.9	4.7	0.5
Parochial	1,097	21.4	74.4	25.6	8.3	12.5	4.4	0.4
Diocesan	909	17.7	75.9	24.1	7.7	11.1	4.7	0.6
Private	359	7.0	72.7	27.3	8.9	12.1	5.5	0.9
Other religious ²	1,836	35.8	79.0	21.0	10.3	5.9	4.2	0.6
Conservative Christian	774	15.1	76.5	23.5	11.4	7.3	4.0	0.8
Affiliated	553	10.8	81.2	18.8	8.0	5.5	4.9	0.5
Unaffiliated	508	9.9	80.4	19.6	11.0	4.3	3.7	0.6
Nonsectarian ³	922	18.0	74.1	25.9	11.3	6.7	7.0	0.8
Regular	603	11.8	78.0	22.0	8.9	5.7	6.7	0.7
Special emphasis	214	4.2	69.8	30.2	11.9	6.9	10.3	1.1
Special education	105	2.0	60.8	39.2	24.1	11.9	2.0	1.2
School level								
Elementary	2,694	52.6	74.3	25.7	10.0	10.1	4.9	0.7
Secondary	845	16.5	76.5	23.5	8.5	9.8	4.7	0.5
Combined	1,583	30.9	79.1	20.9	9.2	6.1	5.1	0.6
Program emphasis								
Regular	4,639	90.6	76.9	23.1	9.0	8.9	4.7	0.6
Montessori	83	1.6	69.5	30.5	9.7	7.2	12.0	1.6
Special program emphasis	170	3.3	74.8	25.2	8.7	6.2	9.8	0.5
Special education	115	2.2	61.8	38.2	23.4	11.6	1.9	1.2
Alternative	110	2.1	68.4	31.6	15.8	9.1	5.7	1.0
Early childhood	5	0.1	64.8	35.2	18.5	10.9	5.3	0.6
Enrollment								
Less than 50	224	4.4	73.3	26.7	14.8	7.6	3.1	1.2
50–149	760	14.8	72.1	27.9	14.5	8.2	4.0	1.2
150–299	1,352	26.4	70.8	29.2	12.3	11.2	5.1	0.6
300–499	1,154	22.5	79.2	20.8	7.1	8.5	4.7	0.5
500–749	777	15.2	80.4	19.6	5.8	7.9	5.4	0.5
750 or more	856	16.7	81.0	19.0	5.7	7.1	5.8	0.4
Region								
Northeast	1,273	24.9	76.2	23.8	11.5	7.8	4.2	0.3
Midwest	1,271	24.8	84.5	15.5	8.1	4.5	2.3	0.6
South	1,612	31.5	77.4	22.6	10.8	8.5	2.9	0.4
West	967	18.9	63.1	36.9	6.3	16.3	12.8	1.5

See notes at end of table.

Trends in Private School Enrollments

Table 4-3. Number and percentage distribution of students in private schools, by race/ethnicity and selected school characteristics: 2003–04
—Continued

School characteristic	Number (in thousands)	Total students	White	Minority enrollment ¹				
				Total minority	Black	Hispanic	Asian/Pacific Islander	American Indian
Community type								
Central city	2,182	42.6	68.7	31.1	13.1	11.3	6.3	0.5
Urban fringe/large town	2,291	44.7	79.6	20.4	7.6	8.0	4.3	0.5
Rural/small town	649	12.7	88.9	11.1	3.8	3.2	2.6	1.5

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

² Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Conservative Christian schools are those with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those with membership in one of 12 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools or indicating membership in "other religious school associations." Unaffiliated schools are those that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

³ Nonsectarian schools do not have a religious orientation or purpose.

NOTE: Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region.

SOURCE: Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006–319), tables 7 and 13. Data from U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

Racial/Ethnic Distribution of Public School Students

Table 5-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Fall 1972–2004

Fall of year	White	Minority enrollment				
		Total	Black	Hispanic	Asian/Pacific Islander	Other
1972	77.8	22.2	14.8	6.0	—	1.4
1973	78.1	21.9	14.7	5.7	—	1.4
1974	76.8	23.2	15.4	6.3	—	1.5
1975	76.2	23.8	15.4	6.7	—	1.7
1976	76.2	23.8	15.5	6.5	—	1.7
1977	76.1	23.9	15.8	6.2	—	1.9
1978	75.5	24.5	16.0	6.5	—	2.1
1979	—	—	—	—	—	—
1980	—	—	—	—	—	—
1981	72.4	27.6	16.0	8.7	—	2.9
1982	71.9	28.1	16.0	8.9	—	3.2
1983	71.3	28.7	16.1	9.2	—	3.4
1984	71.7	28.3	16.1	8.5	—	3.6
1985	69.6	30.4	16.8	10.1	—	3.5
1986	69.1	30.9	16.6	10.8	—	3.6
1987	68.5	31.5	16.6	10.8	—	4.0
1988	68.3	31.7	16.5	11.0	—	4.2
1989	68.0	32.0	16.6	11.4	3.0	1.1
1990	67.6	32.4	16.5	11.7	3.0	1.2
1991	67.1	32.9	16.8	11.8	3.2	1.0
1992	66.8	33.2	16.9	12.0	3.3	1.0
1993	67.0	33.0	16.6	12.1	3.3	1.0
1994	65.8	34.2	16.7	13.7	2.5	1.3
1995	65.5	34.5	16.9	14.1	2.3	1.2
1996	63.7	36.3	16.6	14.5	4.1	1.2
1997	63.0	37.0	16.9	14.9	3.9	1.2
1998	62.4	37.6	17.2	15.4	4.0	1.1
1999	61.9	38.1	16.5	16.2	4.5	1.0
2000	61.3	38.7	16.6	16.6	4.2	1.3
2001	61.3	38.7	16.5	16.6	4.3	1.3
2002	60.7	39.3	16.5	17.6	4.0	1.2
2003	58.3	41.7	16.1	18.6	4.0	3.0
2004	57.4	42.6	16.0	19.3	4.1	3.2

— Not available.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 1989, the Current Population Survey (CPS) added the category Asian/Pacific Islander to its coding. For prior years, estimates for Asians/Pacific Islanders are included in the "Other" category. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. Due to this, one should use caution when making comparisons between 1995 and 1996 data. Starting in 2003, the categories for race were changed on the CPS, allowing respondents to select more than one race. In 2003 and 2004, some 2.4 percent of public school students were more than one race. Respondents who selected more than one race were placed in the "Other" category for the purposes of this analysis. See *supplemental note 2* for more information on the CPS.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation (September 2005).

Racial/Ethnic Distribution of Public School Students

Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972–2004

Fall of year	Northeast						Midwest					
	Minority enrollment						Minority enrollment					
	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other
1972	81.4	18.6	12.4	5.5	—	0.7	87.5	12.5	10.6	1.5	—	0.3
1973	81.3	18.7	12.5	5.5	—	0.7	87.7	12.3	10.6	1.2	—	0.5
1974	81.1	18.9	12.7	5.5	—	0.7	86.6	13.4	11.2	1.6	—	0.7
1975	80.0	20.0	13.3	6.1	—	0.7	86.2	13.8	11.7	1.6	—	0.5
1976	79.3	20.7	12.7	6.3	—	1.7	86.9	13.1	11.2	1.5	—	0.4
1977	80.4	19.6	12.6	5.8	—	1.3	85.7	14.3	11.8	1.7	—	0.8
1978	79.9	20.1	13.6	5.7	—	0.8	85.9	14.1	11.2	1.7	—	1.2
1979	—	—	—	—	—	—	—	—	—	—	—	—
1980	—	—	—	—	—	—	—	—	—	—	—	—
1981	76.5	23.5	13.3	8.2	—	2.0	84.4	15.6	12.1	1.9	—	1.6
1982	76.1	23.9	13.4	8.3	—	2.3	84.6	15.4	11.8	1.8	—	1.7
1983	76.3	23.7	13.8	7.9	—	2.0	83.6	16.4	12.5	2.1	—	1.8
1984	76.8	23.2	13.2	7.1	—	2.9	82.2	17.8	13.7	2.3	—	1.8
1985	74.1	25.9	13.4	10.4	—	2.1	79.7	20.3	14.7	3.2	—	2.3
1986	73.8	26.2	13.3	10.7	—	2.2	81.8	18.2	13.0	3.4	—	1.8
1987	74.2	25.8	13.1	9.5	—	3.3	80.7	19.3	13.8	3.1	—	2.4
1988	74.6	25.4	13.9	8.6	—	2.9	79.7	20.3	14.8	3.3	—	2.2
1989	73.9	26.1	14.0	9.1	2.6	0.4	80.6	19.4	13.8	3.4	1.3	1.0
1990	73.4	26.6	13.2	10.1	2.5	0.8	81.7	18.3	13.1	2.7	1.2	1.3
1991	72.9	27.1	14.0	9.9	2.8	0.4	81.6	18.4	13.0	2.9	1.4	1.1
1992	71.9	28.1	14.7	9.8	3.2	0.4	81.5	18.5	13.2	2.7	1.5	1.1
1993	72.2	27.8	15.2	8.8	3.4	0.4	80.8	19.2	13.4	3.6	1.3	1.0
1994	72.3	27.7	13.8	10.8	2.4	0.7	78.1	21.9	14.9	4.7	1.1	1.2
1995	70.7	29.3	14.7	11.6	2.1	0.8	79.3	20.7	13.9	4.5	1.0	1.3
1996	68.2	31.8	15.9	12.1	3.5	0.2	79.9	20.1	12.8	4.4	1.8	1.1
1997	67.7	32.3	16.1	12.3	3.5	0.4	79.3	20.7	13.3	4.5	1.7	1.1
1998	67.9	32.1	14.9	13.4	3.3	0.4	78.4	21.6	13.4	4.9	2.4	0.8
1999	68.2	31.8	14.1	13.0	4.4	0.3	76.0	24.0	14.1	5.9	3.1	0.9
2000	68.1	31.9	15.5	11.4	4.5	0.4	76.3	23.7	15.3	5.5	2.0	0.8
2001	67.6	32.4	15.2	12.2	4.4	0.6	77.2	22.8	14.8	4.8	2.0	1.2
2002	67.9	32.1	15.1	13.1	3.7	0.3	75.5	24.5	14.5	6.4	2.6	1.0
2003	64.8	35.2	16.0	13.7	3.7	1.7	74.4	25.6	14.2	6.4	2.4	2.6
2004	63.7	36.3	15.5	13.9	5.2	1.7	74.4	25.6	13.5	6.6	2.3	3.1

See notes at end of table.

Racial/Ethnic Distribution of Public School Students

Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Fall 1972–2004—Continued

Fall of year	South						West					
	Minority enrollment						Minority enrollment					
	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other	White	Total	Black	Hispanic	Asian/ Pacific Islander	Other
1972	69.7	30.3	24.8	5.0	—	0.5	72.8	27.2	6.4	15.3	—	5.5
1973	69.6	30.4	24.8	5.0	—	0.6	74.1	25.9	6.2	14.4	—	5.2
1974	67.8	32.2	25.6	6.1	—	0.5	72.7	27.3	6.8	14.9	—	5.6
1975	67.4	32.6	25.2	6.6	—	0.7	72.0	28.0	7.0	14.8	—	6.3
1976	67.1	32.9	25.7	6.3	—	0.9	72.9	27.1	7.1	14.8	—	5.2
1977	67.5	32.5	26.3	5.5	—	0.6	72.2	27.8	6.7	14.8	—	6.3
1978	66.4	33.6	26.3	6.2	—	1.1	71.4	28.6	6.8	15.2	—	6.6
1979	—	—	—	—	—	—	—	—	—	—	—	—
1980	—	—	—	—	—	—	—	—	—	—	—	—
1981	64.1	35.9	25.9	8.5	—	1.4	66.5	33.5	6.8	18.5	—	8.1
1982	64.1	35.9	26.9	7.9	—	1.1	65.2	34.8	5.4	19.9	—	9.5
1983	63.9	36.1	26.0	8.6	—	1.5	63.9	36.1	5.5	20.4	—	10.3
1984	66.0	34.0	24.7	7.5	—	1.8	63.8	36.2	6.8	19.6	—	9.8
1985	63.4	36.6	25.9	8.8	—	2.0	64.1	35.9	6.4	20.6	—	8.9
1986	62.2	37.8	26.6	9.0	—	2.2	62.5	37.5	6.1	22.0	—	9.4
1987	61.9	38.1	26.3	9.6	—	2.2	60.3	39.7	7.1	22.9	—	9.7
1988	62.2	37.8	25.0	10.5	—	2.3	60.3	39.7	6.5	22.7	—	10.5
1989	61.7	38.3	26.0	9.9	1.2	1.2	59.4	40.6	6.0	24.9	8.1	1.6
1990	59.9	40.1	27.4	10.6	1.1	1.0	59.0	41.0	5.5	25.1	8.5	1.9
1991	59.5	40.5	27.7	10.3	1.7	0.7	59.0	41.0	5.8	25.5	7.8	1.9
1992	59.5	40.5	27.3	10.5	1.9	0.8	58.5	41.5	5.8	26.3	7.5	1.8
1993	60.1	39.9	26.4	10.7	2.0	0.8	58.7	41.3	6.1	25.9	7.4	1.9
1994	59.2	40.8	26.2	12.4	1.3	0.9	58.4	41.6	5.7	27.5	5.9	2.6
1995	59.0	41.0	27.0	12.1	1.0	0.9	57.0	43.0	5.5	29.5	6.0	2.0
1996	57.7	42.3	26.9	12.6	1.8	1.0	52.8	47.2	5.2	29.4	10.3	2.3
1997	57.0	43.0	27.0	13.4	1.6	0.9	52.1	47.9	6.5	29.4	9.8	2.3
1998	56.0	44.0	28.1	13.1	2.0	0.9	51.9	48.1	6.8	30.1	9.0	2.1
1999	55.3	44.7	26.9	14.8	2.2	0.8	52.7	47.3	5.7	30.6	9.1	1.9
2000	55.1	44.9	25.6	16.0	2.1	1.1	51.1	48.9	5.9	31.6	8.8	2.6
2001	55.6	44.4	25.6	15.6	2.5	0.8	49.9	50.1	6.1	32.5	8.8	2.7
2002	54.2	45.8	26.2	16.6	1.9	1.0	51.0	49.0	5.8	32.6	8.2	2.4
2003	53.6	46.4	24.8	16.9	2.1	2.5	45.9	54.1	5.2	35.5	8.5	4.8
2004	53.7	46.3	24.5	16.6	2.5	2.8	42.9	57.1	6.0	38.7	7.6	4.9

— Not available.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Includes all public school students enrolled in kindergarten through 12th grade. Starting in 1989, the Current Population Survey (CPS) added the category Asian/Pacific Islander to its coding. For prior years, estimates for Asians/Pacific Islanders are included in the "Other" category. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. Due to this, one should use caution when making comparisons between 1995 and 1996 data. Starting in 2003, the categories for race were changed on the CPS, allowing respondents to select more than one race. In 2003 and 2004, some 2.4 percent of public school students were more than one race. Respondents who selected more than one race were placed in the "Other" category for the purposes of this analysis. See *supplemental note 2* for more information on the CPS.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation (September 2005).

Concentration of Enrollment by Race/Ethnicity and Poverty

Table 6-1. Percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2005

Race/ethnicity and school location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	41	15	16	26	21	22
Race/ethnicity ¹						
White	24	21	23	32	19	5
Black	70	4	6	18	24	48
Hispanic	73	4	6	16	24	49
Asian/Pacific Islander	33	27	19	21	16	16
American Indian	65	4	8	21	31	36
School location						
Central city	54	9	10	19	21	41
White	25	17	20	30	22	12
Black	75	1	3	14	20	62
Hispanic	79	2	4	10	20	64
Asian/Pacific Islander	42	21	12	18	22	27
American Indian	57	9	13	24	26	29
Urban fringe/large town	32	24	22	25	16	14
White	17	32	27	26	12	3
Black	60	8	11	26	24	31
Hispanic	66	7	9	21	25	38
Asian/Pacific Islander	25	33	26	22	10	9
American Indian	52	8	15	27	26	24
Rural/small town	41	8	15	36	29	12
White	32	9	18	40	27	5
Black	78	2	5	15	39	39
Hispanic	72	3	6	24	38	29
Asian/Pacific Islander	25	21	18	32	21	7
American Indian	73	1	3	17	36	44

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. The National School Lunch Program is a federally assisted meal program. To be eligible, a student must be from a household with an income at or below 185 percent of the poverty level for reduced-price lunch or at or below 130 percent of the poverty level for free lunch.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

Concentration of Enrollment by Race/Ethnicity and Poverty

Table 6-2. Percentage distribution of 4th-graders, by the percentage of minority students in the school and the student's race/ethnicity: 2005

Race/ethnicity ¹	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	100	29	18	18	12	7	15
White	59	46	25	19	8	2	1
Black	16	6	7	17	20	13	38
Hispanic	18	3	7	15	19	17	39
Asian/Pacific Islander	5	9	17	23	20	17	14
American Indian	1	8	14	27	16	8	27

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer, and previously unpublished tabulation (December 2005).

Language Minority School-Age Children

Table 7-1. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Various years, 1979–2004

Year	Total population ages 5–17 (in millions)	Spoke a language other than English at home				
				Spoke English with difficulty ¹		
		Number (in millions)	Percent of total population	Number (in millions)	Percent of total population	Percent of those who spoke a language other than English at home
1979	44.7	3.8	8.5	1.3	2.8	34.2
1989	42.3	5.2	12.3	1.8	4.3	34.6
1992	47.7	6.3	13.2	2.2	4.6	34.9
1995	47.5	6.7	14.1	2.4	5.2	35.8
1999	52.7	8.8	16.7	2.6	5.0	29.5
2000	52.5	9.5	18.1	2.9	5.5	30.5
2001	53.0	9.8	18.5	2.8	5.4	28.6
2002	53.0	9.8	18.5	2.8	5.3	28.6
2003	53.0	9.9	18.7	2.9	5.5	29.4
2004	52.9	9.9	18.8	2.8	5.3	27.9
Percentage change compared with 1979						
2004	18.3	161.8	121.4	113.6	87.5!	-18.4

! Interpret data with caution (estimates are unstable).

¹ Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

NOTE: Spanish-language versions of both the Current Population Survey (CPS) and the American Community Survey (ACS) were available to respondents. In 1994, the survey methodology for the CPS was changed and weights were adjusted. Due to differences between the CPS and the ACS, use caution when comparing data before and after 2000. See *supplemental notes 2 and 3* for more information.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement and American Community Survey (ACS), 2000–04, previously unpublished tabulations (November 2005).

Language Minority School-Age Children

Table 7-2. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2004

Characteristic	[Numbers in thousands]								
				Spoke a language other than English at home					
				Spoke English with difficulty ¹					
	Number	Number	Percent of population ²	Total		Ages 5–9		Ages 10–17	
			Number	Percent of population ²	Number	Percent of population ²	Number	Percent of population ²	
Total	52,876	9,949	18.8	2,776	5.3	1,343	6.8	1,434	4.3
Language spoken at home									
Spanish	7,091	7,091	100.0	2,080	29.3	1,020	37.3	1,060	24.3
Other Indo-European	1,434	1,434	100.0	345	24.0	156	29.5	188	20.8
Asian/Pacific Islander ³	1,139	1,139	100.0	311	27.3	145	34.7	166	23.0
Other	286	286	100.0	41	14.2	21	17.8	19	11.6
Race/ethnicity ⁴									
White	31,659	1,679	5.3	430	1.4	155	1.4	275	1.4
Black	7,817	367	4.7	92	1.2	34	1.2	58	1.2
Hispanic	9,538	6,432	67.4	1,885	19.8	976	24.9	910	16.2
Mexican	6,432	4,433	68.9	1,423	22.1	767	28.4	656	17.6
Puerto Rican	952	494	51.9	109	11.5	49	13.1	60	10.4
Cuban	219	152	69.2	26	11.7	9	10.7	17	12.4
Dominican	244	219	89.8	69	28.4	27	29.4	42	27.8
Central American	555	472	84.9	121	21.9	60	27.5	62	18.2
South American	382	301	78.6	55	14.4	25	16.6	31	13.1
Other Hispanic	753	362	48.0	82	10.9	39	13.1	43	9.4
Asian/Pacific Islander	2,015	1,266	62.8	336	16.7	161	20.6	175	14.2
American Indian	412	58	14.1	8	1.8	4	2.7	4	1.4
Citizenship									
U.S.-born	50,253	7,754	15.4	1,834	3.7	1,017	5.4	817	2.6
Naturalized U.S. citizen	489	304	62.1	74	15.2	22	19.1	53	14.0
Non-U.S. citizen	2,133	1,891	88.6	868	40.7	304	48.4	564	37.5
Poverty status ⁵									
Poor	9,109	2,549	28.0	903	9.9	444	12.3	459	8.4
Near-poor	11,065	3,030	27.4	900	8.1	463	10.7	437	6.5
Nonpoor	31,913	4,254	13.3	927	2.9	409	3.6	518	2.5
Region									
Northeast	9,422	1,787	19.0	454	4.8	209	6.1	246	4.1
Midwest	11,844	1,239	10.5	374	3.2	162	3.7	212	2.8
South	18,922	2,928	15.5	822	4.3	396	5.6	426	3.6
West	12,688	3,995	31.5	1,127	8.9	577	12.1	550	6.9

¹ Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who reported speaking English less than “very well” were considered to have difficulty speaking English.

² Percentage of the total population for that particular subgroup. For example, 14.1 percent of all American Indians spoke a language other than English at home, and 1.8 percent of all American Indians spoke a language other than English at home and spoke English with difficulty.

³ Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

⁴ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

⁵ “Poor” is defined to include those families below the poverty threshold; “near-poor” is defined as 100–199 percent of the poverty threshold; and “nonpoor” is defined as 200 percent or more than the poverty threshold.

NOTE: Detail may not sum to totals because of rounding. A Spanish-language version of the American Community Survey (ACS) was available to respondents. For the states in each region, see *supplemental note 1*.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2004, previously unpublished tabulations (November 2005).

Children With Disabilities in Public Schools

Table 8-1. Number and percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2004–05

Year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA ¹	Percentage of total population served under IDEA ²
1976–77	3,692	8.3	5.1
1977–78	3,755	8.6	5.2
1978–79	3,894	9.2	5.5
1979–80	4,010	9.7	5.6
1980–81	4,146	10.1	5.8
1981–82	4,203	10.5	5.9
1982–83	4,260	10.8	6.2
1983–84	4,304	10.9	6.3
1984–85	4,320	11.1	6.3
1985–86	4,322	11.0	6.4
1986–87	4,379	11.0	6.5
1987–88	4,414	11.0	6.6
1988–89	4,493	11.2	6.7
1989–90	4,599	11.3	6.8
1990–91	4,717	11.5	6.9
1991–92	4,881	11.7	7.1
1992–93	5,042	12.0	7.3
1993–94	5,223	12.1	7.5
1994–95	5,386	12.2	7.6
1995–96	5,581	12.5	7.7
1996–97	5,738	12.7	7.8
1997–98	5,912	12.9	7.9
1998–99	6,054	13.1	8.0
1999–2000	6,203	13.3	8.1
2000–01	6,304	13.4	8.2
2001–02	6,410	13.4	8.3
2002–03	6,532	13.5	8.4
2003–04	6,642	13.7	8.6
2004–05	6,727	—	8.7

— Not yet available.

¹ Number of children served as a percentage of all children ages 3–21 enrolled in early childhood center programs and elementary and secondary schools.

² Number of children served under IDEA as a percentage of the total population ages 3–21.

NOTE: Special education services through IDEA are available for eligible youth diagnosed by a medical professional as having a disability that adversely affects academic performance. The total includes youth receiving special education services through IDEA in early education centers and public schools in the 50 states, the District of Columbia, and in Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2004, retrieved December 20, 2005 from <https://www.ideadata.org/docs/PartBTrendData/B1.html>.

Children With Disabilities in Public Schools

Table 8-2. Percentage of youth age 21 or younger served under the Individuals with Disabilities Education Act (IDEA), by age and disability: Selected school years, 1976–77 through 2001–02

Age and disability	1976 -77	1980 -81	1986 -87	1990 -91	1991 -92	1992 -93	1993 -94	1994 -95	1995 -96	1996 -97	1997 -98	1998 -99	1999 -2000	2000 -01	2001 -02
Percentage of total population (under age 3)															
Infants and toddlers (under age 3)	—	—	—	0.1	0.2	0.2	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5
Percentage of early education center and public school enrollment (ages 3–21)															
Preschool-age (ages 3–5)	0.4	0.6	0.7	1.0	1.0	1.1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.3	1.3
School-age (ages 6–21)	7.9	9.5	10.3	10.5	10.7	10.9	10.9	11.0	11.3	11.5	11.6	11.8	12.0	12.1	12.2
Specific learning disabilities	1.8	3.5	4.8	5.2	5.3	5.6	5.6	5.7	5.8	5.9	5.9	6.0	6.1	6.0	6.0
Speech or language impairments	2.6	2.5	2.4	2.4	2.4	2.4	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3
Mental retardation	2.1	2.0	1.6	1.3	1.3	1.2	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Hearing impairments	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Other health impairments	0.3	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	—	#	#	#	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Traumatic brain injury	—	—	—	—	#	#	#	#	#	#	#	#	#	#	#
Developmental delay	—	—	—	—	—	—	—	—	—	—	#	#	#	0.1	0.1

— Not available.

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Special education services through IDEA are available for eligible youth diagnosed by a medical professional as having a disability that adversely affects academic performance. Enrollment among youth ages 3–21 includes those in early education centers and public schools in the 50 states, the District of Columbia, and in Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2004, previously unpublished tabulation (December 2005).

Past and Projected Undergraduate Enrollments

Table 9-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions, by sex, attendance status, and type of institution, with projections: Fall 1970–2015

Year	[In thousands]						
	Total	Sex		Attendance status		Type of institution	
		Male	Female	Full-time	Part-time	4-year	2-year
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217
1980	10,475	5,000	5,475	6,362	4,113	5,948	4,526
1981	10,755	5,109	5,646	6,449	4,306	6,039	4,716
1982	10,825	5,170	5,655	6,484	4,341	6,053	4,772
1983	10,846	5,158	5,688	6,514	4,332	6,123	4,723
1984	10,618	5,007	5,611	6,348	4,270	6,087	4,531
1985	10,597	4,962	5,635	6,320	4,277	6,066	4,531
1986	10,798	5,018	5,780	6,352	4,446	6,118	4,680
1987	11,046	5,068	5,978	6,463	4,584	6,270	4,776
1988	11,317	5,138	6,179	6,642	4,674	6,441	4,875
1989	11,743	5,311	6,432	6,841	4,902	6,592	5,151
1990	11,959	5,380	6,579	6,976	4,983	6,719	5,240
1991	12,439	5,571	6,868	7,221	5,218	6,787	5,652
1992	12,538	5,583	6,955	7,244	5,293	6,815	5,722
1993	12,324	5,484	6,840	7,179	5,144	6,758	5,566
1994	12,263	5,422	6,840	7,169	5,094	6,733	5,530
1995	12,232	5,401	6,831	7,145	5,086	6,739	5,493
1996	12,327	5,421	6,906	7,299	5,028	6,764	5,563
1997	12,451	5,469	6,982	7,419	5,032	6,845	5,606
1998	12,437	5,446	6,991	7,539	4,898	6,948	5,489
1999	12,681	5,559	7,122	7,735	4,946	7,089	5,593
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948
2001	13,716	6,004	7,711	8,328	5,388	7,465	6,251
2002	14,257	6,192	8,065	8,734	5,523	7,728	6,529
2003	14,474	6,224	8,250	9,035	5,439	7,981	6,493
2004	14,781	6,340	8,441	9,284	5,496	8,235	6,546
Projected¹							
2005	14,914	6,376	8,538	9,401	5,513	8,308	6,606
2006	15,105	6,408	8,697	9,569	5,536	8,435	6,671
2007	15,340	6,491	8,849	9,765	5,575	8,583	6,756
2008	15,595	6,587	9,009	9,980	5,616	8,747	6,848
2009	15,845	6,680	9,165	10,183	5,662	8,909	6,936
2010	16,073	6,757	9,316	10,370	5,702	9,063	7,010
2011	16,233	6,820	9,413	10,474	5,759	9,157	7,076
2012	16,392	6,871	9,521	10,572	5,820	9,243	7,149
2013	16,571	6,918	9,654	10,682	5,890	9,336	7,236
2014	16,740	6,955	9,785	10,781	5,959	9,417	7,323
2015	16,865	6,973	9,892	10,851	6,014	9,473	7,392

¹ Projections are based on data through 2004 and middle alternative assumptions concerning the economy. See NCES 2006-084 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. See NCES 2001-083, appendix E for more information. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about the classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 175, 176, and 189 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970–1985, and 1986–2005 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF-86–99) and Spring 2001 through Spring 2005.

Trends in Graduate/First-Professional Enrollments

Table 10-1. Total graduate and first-professional enrollment in degree-granting institutions, by sex and attendance status, with projections: 1976–2015

Fall of year	[In thousands]										
	Total enrollment	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1976	1,577	1,333	714	619	463	870	244	190	54	220	24
1977	1,570	1,319	700	617	473	845	251	191	60	226	25
1978	1,569	1,312	682	630	468	844	257	192	65	233	24
1979	1,572	1,309	669	640	476	833	263	193	70	239	24
1980	1,620	1,343	675	670	485	860	278	199	78	251	26
1981	1,617	1,343	674	669	484	859	275	193	82	248	26
1982	1,601	1,322	670	653	485	838	278	191	87	252	26
1983	1,619	1,340	677	663	497	843	279	188	90	250	29
1984	1,624	1,345	672	673	501	844	279	185	94	250	29
1985	1,650	1,376	677	700	509	867	274	180	94	247	28
1986	1,706	1,435	693	742	522	913	270	174	97	246	25
1987	1,720	1,452	693	759	527	925	268	170	98	242	27
1988	1,739	1,472	697	774	553	919	267	167	100	241	26
1989	1,796	1,522	710	811	572	949	274	169	106	248	27
1990	1,860	1,586	737	849	599	987	273	167	107	246	28
1991	1,920	1,639	761	878	642	997	281	170	111	252	29
1992	1,950	1,669	772	896	666	1,003	281	169	112	252	29
1993	1,981	1,688	771	917	688	1,000	292	173	120	260	33
1994	2,016	1,721	776	946	706	1,016	295	174	121	263	31
1995	2,030	1,732	768	965	717	1,015	298	174	124	266	31
1996	2,041	1,742	759	983	737	1,005	298	173	126	267	31
1997	2,052	1,753	758	996	752	1,001	298	170	129	267	31
1998	2,070	1,768	754	1,013	754	1,014	302	169	134	271	31
1999	2,110	1,807	766	1,041	781	1,026	303	165	138	271	33
2000	2,157	1,850	780	1,071	813	1,037	307	164	143	274	33
2001	2,212	1,904	796	1,108	843	1,061	309	161	148	277	32
2002	2,355	2,036	847	1,189	926	1,109	319	163	156	286	33
2003	2,427	2,098	865	1,233	981	1,117	329	166	163	296	33
2004	2,491	2,157	879	1,278	1,024	1,133	335	168	166	302	33
Projected¹											
2005	2,514	2,165	873	1,292	1,026	1,139	349	174	175	315	34
2006	2,542	2,188	874	1,313	1,045	1,143	355	175	179	321	34
2007	2,576	2,215	883	1,332	1,067	1,148	361	178	183	327	34
2008	2,607	2,239	891	1,348	1,087	1,153	367	180	187	333	34
2009	2,635	2,262	898	1,364	1,105	1,157	373	182	191	339	34
2010	2,673	2,293	907	1,385	1,129	1,164	380	184	196	346	34
2011	2,722	2,333	920	1,413	1,158	1,176	389	188	201	354	35
2012	2,790	2,389	937	1,452	1,197	1,193	401	192	209	366	35
2013	2,868	2,453	955	1,498	1,239	1,214	414	196	218	378	36
2014	2,942	2,515	972	1,543	1,279	1,236	426	199	227	390	36
2015	3,008	2,571	986	1,585	1,315	1,256	437	202	235	400	37

¹ Projections based on reported data through 2004 and middle alternative assumptions concerning the economy. See NCES 2006-084 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. See NCES 2006-030, Guide to Sources, for more information. See the glossary for a definition of first-professional degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 187 and 188 and Hussar, W. (forthcoming). *Projections of Education Statistics to 2015* (NCES 2006-084), tables 20 and 21. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 through 1985, and 1986 through 2005 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1987 through 1999 and Spring 2001 through Spring 2005.

Trends in Graduate/First-Professional Enrollments

Table 10-2. Total graduate and first-professional enrollment and percentage distribution of students in degree-granting institutions, by level of student and race/ethnicity: Selected years, 1976–2004

Level of student and race/ethnicity ¹	1976	1980	1990	1995	2000	2004
Enrollment (in thousands)						
Graduate						
Total	1,323	1,341	1,586	1,732	1,850	2,157
White	1,116	1,105	1,228	1,282	1,259	1,413
Total minority	134	144	190	271	359	475
Black	78	75	84	119	158	220
Hispanic	26	32	47	68	95	126
Asian/Pacific Islander	25	32	53	76	96	116
American Indian	5	5	6	8	10	13
Nonresident alien	72	92	167	179	232	268
First-professional						
Total	244	277	273	298	307	335
White	220	248	221	223	220	238
Total minority	21	26	47	67	78	88
Black	11	13	16	21	24	26
Hispanic	5	7	11	14	15	17
Asian/Pacific Islander	4	6	19	30	37	43
American Indian	1	1	1	2	2	2
Nonresident alien	3	3	5	7	8	8
Percentage distribution						
Graduate						
Total	100.0	100.0	100.0	100.0	100.0	100.0
White	84.4	82.4	77.4	74.0	68.0	65.5
Total minority	10.2	10.7	12.0	15.6	19.4	22.0
Black	5.9	5.6	5.3	6.8	8.5	10.2
Hispanic	2.0	2.4	3.0	3.9	5.2	5.8
Asian/Pacific Islander	1.9	2.4	3.4	4.4	5.2	5.4
American Indian	0.4	0.4	0.4	0.5	0.6	0.6
Nonresident alien	5.5	6.9	10.5	10.4	12.6	12.4
First-professional						
Total	100.0	100.0	100.0	100.0	100.0	100.0
White	90.1	89.5	81.0	75.0	71.8	71.2
Total minority	8.6	9.5	17.0	22.5	25.5	26.3
Black	4.6	4.6	5.8	7.2	7.7	7.7
Hispanic	1.9	2.4	3.9	4.6	5.0	5.1
Asian/Pacific Islander	1.7	2.2	6.8	9.9	12.0	12.8
American Indian	0.5	0.3	0.4	0.7	0.8	0.7
Nonresident alien	1.3	1.0	2.0	2.5	2.7	2.5

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. See the glossary for definitions of minority and first-professional degree. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 206 and NCES. (2003). *Digest of Education Statistics, 2002* (NCES 2003-060), table 207. Data from U.S. Department of Education, NCES, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1990 and 1995 and Spring 2001 and 2005.

Participation in Adult Education

Table 11-1. Percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005

Type of activity	1995	1999	2001	2005
Age 16 or older				
Overall participation	40.2	44.5	46.4	44.4
Work-related courses	20.9	22.1	29.7	26.9
Personal interest courses	19.9	22.2	21.3	21.4
College or university degree programs ¹	6.1	9.3	5.5	5.0
Other activities ²	2.9	4.1	3.6	3.2
Ages 16–24				
Overall participation	47.0	50.1	52.8	52.9
Work-related courses	14.6	16.3	22.3	21.2
Personal interest courses	21.5	22.7	27.6	26.6
College or university degree programs ¹	12.6	13.6	12.8	11.4
Other activities ²	8.7	11.6	11.5	9.7
Age 25 or older				
Overall participation	39.3	43.8	45.6	43.2
Work-related courses	21.8	22.9	30.7	27.7
Personal interest courses	19.6	22.1	20.5	20.7
College or university degree programs ¹	5.2	8.7	4.5	4.2
Other activities ²	2.1	3.1	2.6	2.4

¹ Full-time participation for all or part of the year in a college or university degree program or a vocational or technical diploma program was not counted as an adult education activity.

² Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 or older who are not enrolled in elementary or secondary school. There were differences in questionnaire structure, wording, and response options in the 1995, 1999, 2001, and 2005 National Household Education Surveys Program (NHES) questionnaires that could affect the measurement of course participation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 1995, 1999, and 2005 National Household Education Surveys Program (NHES) and Adult Education and Lifelong Learning Survey of the 2001 NHES, previously unpublished tabulation (January 2006).

Participation in Adult Education

Table 11-2. Percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005

Characteristic	Overall participation	Type of adult education activity			
		Part-time college or university degree programs ¹	Work-related courses	Personal interest courses	Other activities ²
Total	44.4	5.0	26.9	21.4	3.2
Sex					
Male	41.1	5.0	24.5	18.4	3.9
Female	47.5	5.1	29.2	24.3	2.6
Race/ethnicity³					
White	45.6	4.9	29.1	22.2	2.1
Black	46.4	5.4	27.0	23.7	3.4
Hispanic	37.6	4.9	16.8	15.3	9.8
Asian/Pacific Islander	44.0	‡	24.3	23.5	‡
Education					
Less than high school	22.1	‡	4.2	11.1	9.2
High school diploma or equivalent	32.6	2.6	16.5	16.1	2.9
Some college, including vocational/technical	51.4	7.7	31.4	24.9	2.5
Bachelor's degree or higher	62.5	7.3	46.2	29.5	‡
Age					
16–24	52.9	11.4	21.2	26.6	9.7
25–34	52.2	8.7	31.7	22.1	6.7
35–44	48.7	5.3	33.7	22.1	2.1
45–54	47.9	3.8	36.5	19.7	1.4
55–64	40.3	1.5	27.0	20.7	‡
65 or older	22.9	‡	5.2	18.8	‡
Household income					
\$15,000 or less	29.0	2.8	10.9	17.9	4.8
\$15,001–30,000	30.7	4.9	14.6	15.1	3.9
\$30,001–50,000	42.1	3.3	22.6	21.8	4.3
\$50,001–75,000	47.7	5.8	33.0	20.5	‡
More than \$75,000	57.6	6.7	39.0	27.0	2.7
Employment/occupation					
Employed in past 12 months	51.7	6.4	35.9	22.0	3.5
Professional or managerial	70.2	8.8	56.3	29.2	‡
Services, sales, or support	48.3	6.3	30.6	22.0	3.6
Trades	34.0	3.3	18.7	12.9	6.3
Not employed in past 12 months	25.5	1.6	4.0	20.0	2.6

‡ Reporting standards not met (too few cases).

¹ Full-time participation for all or part of the year in a college or university degree program or a vocational or technical diploma program was not counted as an adult education activity.

² Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

³ Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified.

NOTE: The survey population includes civilian, noninstitutionalized individuals age 16 or older who are not enrolled in elementary or secondary school. The sample also includes individuals who speak Spanish but not English.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (February 2006).

Reading Performance of Students in Grades 4 and 8

Table 12-1. Average reading score, by grade and percentile: Various years, 1992–2005

Grade and percentile	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005
Grade 4	217	214	217	215	213	219	218	219
Standard deviation ²	36	41	38	39	42	36	37	36
Grade 8	260	260	264	263	—	264	263	262
Standard deviation ²	36	37	35	35	—	34	35	35
Grade 12	292	287	291	290	—	287	—	—
Standard deviation ²	33	37	38	38	—	37	—	—
Percentile ³								
Grade 4								
10th	170	159	167	163	159	170	169	171
25th	194	189	193	191	189	196	195	196
50th	219	219	220	217	218	221	221	221
75th	242	243	244	242	243	244	244	244
90th	261	263	263	262	262	263	264	263
Grade 8								
10th	213	211	217	216	—	220	217	216
25th	237	236	242	241	—	244	242	240
50th	262	262	267	266	—	267	266	265
75th	285	286	288	288	—	288	288	286
90th	305	305	305	306	—	305	306	305
Grade 12								
10th	249	239	242	240	—	237	—	—
25th	271	264	268	267	—	263	—	—
50th	294	290	293	293	—	289	—	—
75th	315	313	317	317	—	312	—	—
90th	333	332	337	336	—	332	—	—

— Not available.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

² The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

³ A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), figures 1 and 10 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Reading Performance of Students in Grades 4 and 8

Table 12-2. Percentage of students at each reading achievement level, by grade: Various years, 1992–2005

Grade and achievement level	1992 ¹	1994 ¹	1998 ¹	1998	2000	2002	2003	2005
Grade 4								
Below Basic	37.9	39.5	37.6	40.4	40.5	36.1	36.6	35.8
At or above Basic	62.1	60.5	62.4	59.6	59.5	63.9	63.4	64.2
At or above Proficient	28.6	29.6	30.8	29.3	29.4	31.5	31.5	31.5
At Advanced	6.4	7.4	7.3	7.1	6.9	7.1	7.7	7.5
Grade 8								
Below Basic	30.5	30.4	25.9	26.6	—	24.5	26.2	27.4
At or above Basic	69.5	69.6	74.1	73.4	—	75.5	73.8	72.6
At or above Proficient	29.2	29.5	33.2	32.3	—	32.6	32.2	30.8
At Advanced	2.9	2.8	2.7	2.6	—	2.8	3.2	3.0
Grade 12								
Below Basic	20.3	25.5	23.0	23.7	—	26.3	—	—
At or above Basic	79.7	74.5	77.0	76.3	—	73.7	—	—
At or above Proficient	40.2	36.3	40.2	40.1	—	36.0	—	—
At Advanced	3.9	4.2	5.7	5.6	—	4.5	—	—

— Not available.

¹Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations, achievement levels, and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table 12-3. Average reading score for 4th- and 8th-graders, by selected student and school characteristics: 1992 and 2005

Student or school characteristic	Grade 4		Grade 8	
	1992 ¹	2005	1992 ¹	2005
Total	217	219	260	262
Sex				
Male	213	216	254	257
Female	221	222	267	267
Race/ethnicity ²				
White	224	229	267	271
Black	192	200	237	243
Hispanic	197	203	241	246
Asian/Pacific Islander	216	229	268	271
American Indian	‡	204	‡	249
Parents' education				
Less than high school	—	—	243	244
High school diploma or equivalent	—	—	251	252
Some college	—	—	265	265
Bachelor's degree or higher	—	—	271	272
How often student discusses studies at home				
Every day	—	218	—	267
1–3 times a week	—	226	—	268
1–2 times a month	—	216	—	258
Never/hardly ever	—	212	—	252
Number of books in the home				
0–10	—	195	—	238
11–25	—	205	—	248
26–100	—	224	—	264
More than 100	—	229	—	278
Location				
Central city	—	213	—	257
Urban fringe/large town	—	223	—	266
Rural/small town	—	219	—	263
Students in school eligible for free or reduced-price lunch				
10 percent or less	—	238	—	279
11–25 percent	—	230	—	270
26–50 percent	—	221	—	262
51–75 percent	—	211	—	252
More than 75 percent	—	197	—	240

— Not available.

‡ Reporting standards not met (too few cases).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but these data were not available at the time of this analysis. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 2005 Reading Assessments, previously unpublished tabulation (November 2005).

Reading Performance of Students in Grades 4 and 8

Table 12-4. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 ¹ average score	Average score in 2005	Change from 1998 ¹ average score
United States	217	2*	260	#
Alabama	208	#	252	-3
Alaska	211	—	259	—
Arizona	207	-2	255	-5*
Arkansas	217	6*	258	2
California	207	4*	250	-2
Colorado	224	7*	265	1
Connecticut	226	4*	264	-6*
Delaware	226	13*	266	12*
District of Columbia	191	3*	238	2
Florida	219	11*	256	1
Georgia	214	2	257	#
Hawaii	210	6*	249	#
Idaho	222	3*	264	—
Illinois	216	—	264	—
Indiana	218	-3	261	—
Iowa	221	-5*	267	—
Kansas	220	—	267	-1
Kentucky	220	7*	264	2
Louisiana	209	5*	253	1
Maine	225	-2	270	-1
Maryland	220	9*	261	#
Massachusetts	231	5*	274	5*
Michigan	218	2	261	—
Minnesota	225	4*	268	3
Mississippi	204	5*	251	-1
Missouri	221	1	265	2
Montana	225	—	269	-2
Nebraska	221	#	267	—
Nevada	207	—	253	-5*
New Hampshire	227	#	270	—
New Jersey	223	#	269	—
New Mexico	207	-4*	251	-7*
New York	223	8*	265	#
North Carolina	217	6*	258	-4*
North Dakota	225	-1	270	—
Ohio	223	5*	267	—
Oklahoma	214	-6*	260	-6*
Oregon	217	—	263	-3
Pennsylvania	223	2	267	—
Rhode Island	216	#	261	-3*
South Carolina	213	3	257	2

See notes at end of table.

Reading Performance of Students in Grades 4 and 8

Table 12-4. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 ¹ average score	Average score in 2005	Change from 1998 ¹ average score
South Dakota	222	—	269	—
Tennessee	214	2	259	1
Texas	219	6*	258	-3
Utah	221	1	262	-2
Vermont	227	—	269	—
Virginia	226	5*	268	1
Washington	223	—	265	1
West Virginia	215	-1	255	-7*
Wisconsin	221	-2	266	1
Wyoming	223	#	268	5*

— Not available (state did not participate in earlier assessment).

Rounds to zero.

* Change in score is statistically significant ($p < .05$).

¹ 1992 was the first year for state-level data in grade 4, and 1998 was the first year for state-level data in grade 8. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1992 reading assessment.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES 2006-451), tables 3 and 4 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2005 Reading Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table 13-1. Average mathematics score, by grade and percentile: Various years, 1990–2005

Grade and percentile	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005
Grade 4	213	220	224	224	226	235	238
Standard deviation ²	32	32	31	31	31	28	28
Grade 8	263	268	272	270	273	278	279
Standard deviation ²	36	36	36	37	38	36	36
Grade 12	294	299	304	302	301	—	—
Standard deviation ²	36	34	32	34	35	—	—
Percentile ³							
Grade 4							
10th	171	177	182	182	184	197	200
25th	193	199	204	203	205	216	220
50th	214	221	226	225	227	236	239
75th	235	242	246	245	248	255	258
90th	253	259	262	262	265	270	273
Grade 8							
10th	215	221	224	221	223	230	231
25th	239	243	248	245	249	254	255
50th	264	269	273	273	275	279	280
75th	288	294	298	297	300	303	304
90th	307	315	317	316	320	323	324
Grade 12							
10th	247	254	261	257	255	—	—
25th	270	276	282	279	277	—	—
50th	296	301	305	302	302	—	—
75th	319	324	327	326	326	—	—
90th	339	343	345	344	346	—	—

— Not available.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

² The standard deviation measures the spread of a set of data around the mean of the data. In a normal distribution, approximately 68 percent of scores fall within plus or minus one standard deviation of the mean, and 95 percent fall within plus or minus two standard deviations of the mean.

³ A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Dion, G.S. (2005). *The Nation's Report Card: Mathematics 2005* (NCES 2006-453), figures 1 and 10 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

Mathematics Performance of Students in Grades 4 and 8

Table 13-2. Percentage of students at each mathematics achievement level, by grade: Various years, 1990–2005

Grade and achievement level	1990 ¹	1992 ¹	1996 ¹	1996	2000	2003	2005
Grade 4							
Below Basic	50.1	41.1	35.8	36.7	34.5	22.8	19.7
At or above Basic	49.9	58.9	64.2	63.3	65.5	77.2	80.3
At or above Proficient	12.7	17.9	21.3	20.8	23.8	32.5	36.3
At Advanced	1.2	1.7	2.3	2.2	2.5	3.9	5.0
Grade 8							
Below Basic	48.2	42.5	37.6	39.0	36.6	31.9	30.9
At or above Basic	51.8	57.5	62.4	61.0	63.4	68.1	69.1
At or above Proficient	15.3	20.9	23.8	23.3	25.7	28.8	29.8
At Advanced	2.0	3.1	3.8	3.7	4.7	5.4	6.0
Grade 12							
Below Basic	41.9	36.3	30.8	34.2	35.0	—	—
At or above Basic	58.1	63.7	69.2	65.8	65.0	—	—
At or above Proficient	11.9	14.7	16.3	16.0	16.8	—	—
At Advanced	1.4	1.6	1.9	2.0	2.3	—	—

— Not available.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations, achievement levels, and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table 13-3. Average mathematics score for 4th- and 8th-graders, by selected student and school characteristics: 1990 and 2005

Student or school characteristic	Grade 4		Grade 8	
	1990 ¹	2005	1990 ¹	2005
Total	213	238	263	279
Sex				
Male	214	239	263	280
Female	213	237	262	278
Race/ethnicity ²				
White	220	246	270	289
Black	188	220	237	255
Hispanic	200	226	246	262
Asian/Pacific Islander	‡	251	‡	295
American Indian	‡	226	‡	264
Parents' education				
Less than high school	—	—	242	259
High school diploma or equivalent	—	—	255	267
Some college	—	—	267	280
Bachelor's degree or higher	—	—	274	290
Location				
Central city	—	233	—	273
Urban fringe/large town	—	241	—	283
Rural/small town	—	238	—	279
Students in school eligible for free or reduced-price lunch				
10 percent or less	—	254	—	298
11–25 percent	—	247	—	289
26–50 percent	—	240	—	280
51–75 percent	—	232	—	268
More than 75 percent	—	220	—	254

— Not available.

‡ Reporting standards not met (too few cases).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) assessment included a 12th-grade component, but at the time of this analysis, these data were not available. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990 and 2005 Mathematics Assessments, previously unpublished tabulation (November 2005).

Mathematics Performance of Students in Grades 4 and 8

Table 13-4. Average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 ¹ average score	Average score in 2005	Change from 1990 ¹ average score
United States	237	19*	278	16*
Alabama	225	17*	262	9*
Alaska	236	—	279	—
Arizona	230	15*	274	15*
Arkansas	236	25*	272	15*
California	230	22*	269	12*
Colorado	239	18*	281	13*
Connecticut	242	15*	281	11*
Delaware	240	22*	281	20*
District of Columbia	211	19*	245	14*
Florida	239	25*	274	19*
Georgia	234	18*	272	13*
Hawaii	230	16*	266	15*
Idaho	242	20*	281	10*
Illinois	233	—	278	17*
Indiana	240	19*	282	14*
Iowa	240	10*	284	6*
Kansas	246	—	284	—
Kentucky	231	16*	274	17*
Louisiana	230	26*	268	21*
Maine	241	9*	281	—
Maryland	238	21*	278	17*
Massachusetts	247	21*	292	—
Michigan	238	18*	277	13*
Minnesota	246	17*	290	15*
Mississippi	227	25*	262	—
Missouri	235	13*	276	—
Montana	241	—	286	6*
Nebraska	238	12*	284	8*
Nevada	230	—	270	—
New Hampshire	246	16*	285	12*
New Jersey	244	17*	284	14*
New Mexico	224	11*	263	7*
New York	238	20*	280	19*
North Carolina	241	28*	282	31*
North Dakota	243	14*	287	6*
Ohio	242	23*	283	19*
Oklahoma	234	14*	271	8*
Oregon	238	—	282	11*
Pennsylvania	241	16*	281	14*
Rhode Island	233	18*	272	12*
South Carolina	238	26*	281	—

See notes at end of table.

Mathematics Performance of Students in Grades 4 and 8

Table 13-4. Average mathematics score for public school 4th- and 8th-graders and change in score since 1992 and 1990, by state: 2005—Continued

State	Grade 4		Grade 8	
	Average score in 2005	Change from 1992 ¹ average score	Average score in 2005	Change from 1990 ¹ average score
South Dakota	242	—	287	—
Tennessee	232	21*	271	—
Texas	242	24*	281	23*
Utah	239	15*	279	—
Vermont	244	—	287	—
Virginia	240	20*	284	20*
Washington	242	—	285	—
West Virginia	231	16*	269	13*
Wisconsin	241	12*	285	10*
Wyoming	243	18*	282	10*

— Not available (state did not participate in earlier assessment).

* Change in score is statistically significant ($p < .05$).

¹ 1992 was the first year for state-level data in grade 4, and 1990 was the first year for state-level data in grade 8. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1990 and 1992 mathematics assessments.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. Beginning in 2003, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Perie, M., Grigg, W.S., and Dion, G.S. (2005). *The Nation's Report Card: Mathematics 2005* (NCES 2006-453), tables 3 and 4 and previously unpublished tabulation (November 2005). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1990, 1992, and 2005 Mathematics Assessments.

Trends in the Achievement Gaps in Reading and Mathematics

Table 14-1. White-Black and White-Hispanic gaps in average reading and mathematics scores, by grade: Various years, 1990–2005

Subject, race/ethnicity, ¹ and grade	1990	1992	1994	1996	1998	2000	2002	2003	2005
Reading									
White-Black gap									
Grade 4	—	32	38	—	32	34	30	31	29
Grade 8	—	30	30	—	26	—	27	28	28
White-Hispanic gap									
Grade 4	—	27	35	—	32	35	28	28	26
Grade 8	—	26	24	—	27	—	26	27	25
Mathematics									
White-Black gap									
Grade 4	32	35	—	34	—	31	—	27	26
Grade 8	33	40	—	41	—	40	—	35	34
White-Hispanic gap									
Grade 4	20	25	—	25	—	27	—	22	20
Grade 8	24	28	—	30	—	31	—	29	27

— Not available (tests not conducted in all grades for all years).

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The score gap is determined by subtracting the average Black or Hispanic score, respectively, from the average White score. Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted in 1990–94. Beginning in 2002, the National Assessment of Educational Progress (NAEP) national sample for grades 4 and 8 was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Reading and Mathematics Assessments, previously unpublished tabulation (December 2005).

Poverty and Student Mathematics Achievement

Table 15-1. Average mathematics score and percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected student characteristics: 2005

Student characteristic	Students in school eligible to receive free or reduced-price lunch											
	Total		10 percent or less		11–25 percent		26–50 percent		51–75 percent		More than 75 percent	
	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Total	237	100	255	100	247	100	240	100	232	100	221	100
Race/ethnicity¹												
White	246	57	256	82	249	79	244	70	239	52	232	14
Black	220	17	236	4	231	6	226	12	221	20	214	36
Hispanic	225	20	244	5	236	8	231	12	226	21	221	44
Asian/Pacific Islander	251	4	265	8	256	5	248	4	241	3	237	3
American Indian	227	1	244	#	238	1	232	1	227	2	218	2
Language other than English spoken in the home												
Never	239	52	254	56	247	60	241	58	234	53	219	37
Sometimes	240	30	257	35	249	30	242	29	234	28	222	29
Always	229	18	254	10	241	10	233	13	227	19	221	34
Student eligibility for free or reduced-price lunch												
Eligible	225	46	239	7	235	19	232	36	227	59	219	87
Not eligible	248	52	256	91	250	80	245	62	241	39	231	12

Rounds to zero.

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding and because data were not available for a small number of cases (1 percent of cases for race/ethnicity and 2 percent for eligibility for free or reduced-price lunch).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, previously unpublished tabulation (October 2005).

Poverty and Student Mathematics Achievement

Table 15-2. Percentage of public school 4th-graders, by percentage of students in the school eligible for free or reduced-priced lunch and selected teacher and school characteristics: 2005

Teacher or school characteristic	Total	Students in school eligible to receive free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
Total	100	100	100	100	100	100
Teacher characteristic						
Number of years spent teaching						
4 or less	21	17	17	18	22	28
5–9	26	26	24	23	24	31
10–19	27	29	28	28	27	24
20 or more	27	28	31	31	27	18
School characteristic						
Mathematics specialist available						
Full time	13	10	8	8	11	26
Part time	18	23	16	16	18	19
Not at all	69	68	75	76	71	56
Time per week spent in mathematics instruction						
Less than 3 hours	1	#	#	1	1	1
3–4.9 hours	16	20	20	18	15	11
5–6.9 hours	67	72	70	67	66	62
7 hours or more	16	9	10	14	18	26
Percent of students receiving Title I services						
10 or less	52	90	74	53	38	24
11–25	15	9	23	26	14	3
26–50	9	1	3	15	13	6
51–75	3	#	#	1	9	5
More than 75	20	#	#	5	25	62
Percent of students receiving English as a Second Language instruction						
10 or less	78	97	92	82	70	57
11–25	11	3!	7	15	16	11
26–50	6	#	1	3	9	12
51–75	3	#	#	#	3	9
More than 75	3	#	#	#	2	10
Enrollment						
Less than 300	11	6	10	14	13	10
300–499	32	30	34	38	31	28
500–699	31	39	33	27	31	31
700 or more	25	26	23	21	26	31
Location						
Central city	31	15	18	22	30	59
Urban fringe/large town	44	71	59	42	33	27
Rural/small town	25	14	23	36	36	14

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, previously unpublished tabulation (October 2005).

Reading and Mathematics Score Trends by Age

Table 16-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2004

Age, sex, and race/ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004
9-year-olds											
Total	208	210	215	211	212	209	211	211	212	212	219
Sex											
Male	201	204	210	207	207	204	206	207	207	209	216
Female	214	216	220	214	216	215	215	215	218	215	221
Race/ethnicity ¹											
White	214	217	221	218	218	217	218	218	220	221	226
Black	170	181	189	186	189	182	185	185	191	186	200
Hispanic	—	183	190	187	194	189	192	186	195	193	205
13-year-olds											
Total	255	256	258	257	257	257	260	258	258	259	259
Sex											
Male	250	250	254	253	252	251	254	251	251	254	254
Female	261	262	263	262	263	263	265	266	264	265	264
Race/ethnicity ¹											
White	261	262	264	263	261	262	266	265	266	267	266
Black	222	226	233	236	243	241	238	234	234	238	244
Hispanic	—	232	237	240	240	238	239	235	238	244	242
17-year-olds											
Total	285	286	285	289	290	290	290	288	288	288	285
Sex											
Male	279	280	282	284	286	284	284	282	281	281	278
Female	291	291	289	294	294	296	296	295	295	295	292
Race/ethnicity ¹											
White	291	293	293	295	295	297	297	296	295	295	293
Black	239	241	243	264	274	267	261	266	266	264	264
Hispanic	—	252	261	268	271	275	271	263	265	271	264

— Not available.

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. Students at reading score level 150 are able to follow brief written directions and carry out simple, discrete reading tasks. Students at reading score level 200 are able to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. Students at reading score level 250 are able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. Students at reading score level 300 are able to find, understand, summarize, and explain relatively complicated literary and informational material. Students at reading score level 350 can extend and restructure the ideas presented and can synthesize and learn from specialized and complex texts.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-1, 3-1, 3-2, and 3-3. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1971–2004 Long-Term Trend Reading Assessment.

Reading and Mathematics Score Trends by Age

Table 16-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2004

Age, sex, and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004
9-year-olds										
Total	219	219	219	222	230	230	231	231	232	241
Sex										
Male	218	217	217	222	229	231	232	233	233	243
Female	220	220	221	222	230	228	230	229	231	240
Race/ethnicity ¹										
White	225	224	224	227	235	235	237	237	239	247
Black	190	192	195	202	208	208	212	212	211	224
Hispanic	202	203	204	205	214	212	210	215	213	230
13-year-olds										
Total	266	264	269	269	270	273	274	274	276	281
Sex										
Male	265	264	269	270	271	274	276	276	277	283
Female	267	265	268	268	270	272	273	272	274	279
Race/ethnicity ¹										
White	274	272	274	274	276	279	281	281	283	288
Black	228	230	240	249	249	250	252	252	251	262
Hispanic	239	238	252	254	255	259	256	256	259	265
17-year-olds										
Total	304	300	298	302	305	307	306	307	308	307
Sex										
Male	309	304	301	305	306	309	309	310	310	308
Female	301	297	296	299	303	305	304	305	307	305
Race/ethnicity ¹										
White	310	306	304	308	309	312	312	313	315	313
Black	270	268	272	279	289	286	286	286	283	285
Hispanic	277	276	277	283	284	292	291	292	293	289

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NOTE: Includes public and private schools. Excludes persons not enrolled in school and those who were unable to be tested due to limited proficiency in English or a disability. Totals include other race/ethnicity categories not separately shown. The NAEP scores range from 0 to 500 and have been evaluated at certain performance levels. A score of 150 implies the knowledge of some basic addition and subtraction facts, and most students at this level can add 2-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. A score of 200 implies considerable understanding of 2-digit numbers and knowledge of some basic multiplication and division facts. A score of 250 implies an initial understanding of the four basic operations. Students at this level can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations. A score of 300 implies an ability to compute decimals, simple fractions, and percents. Students at this level can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are developing the skills to operate with signed numbers, exponents, and square roots. A score of 350 implies an ability to apply a range of reasoning skills to solve multistep problems. Students at this level can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots.

SOURCE: Perie, M., Moran, R., and Lutkus, A.D. (2005). *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics* (NCES 2005-464), figures 2-4, 3-5, 3-6, and 3-7. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1973–2004 Long-Term Trend Mathematics Assessment.

International Comparisons of Mathematics Literacy

Table 17-1. Average combined mathematics literacy, subscales, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales			Problem-solving	
		Space and shape	Change and relationships	Quantity		Uncertainty
OECD average	500*	496*	499*	501*	502*	500*
OECD countries						
Australia	524*	521*	525*	517*	531*	530*
Austria	506*	515*	500*	513*	494	506*
Belgium	529*	530*	535*	530*	526*	525*
Canada	532*	518*	537*	528*	542*	529*
Czech Republic	516*	527*	515*	528*	500*	516*
Denmark	514*	512*	509*	516*	516*	517*
Finland	544*	539*	543*	549*	545*	548*
France	511*	508*	520*	507*	506*	519*
Germany	503*	500*	507*	514*	493	513*
Greece	445*	437*	436*	446*	458*	449*
Hungary	490	479	495*	496*	489	501*
Iceland	515*	504*	509*	513*	528*	505*
Ireland	503*	476	506*	502*	517*	498*
Italy	466*	470	452*	475	463*	470
Japan	534*	553*	536*	527*	528*	547*
Korea, Republic of	542*	552*	548*	537*	538*	550*
Luxembourg	493*	488*	487	501*	492	494*
Mexico	385*	382*	364*	394*	390*	384*
Netherlands	538*	526*	551*	528*	549*	520*
New Zealand	523*	525*	526*	511*	532*	533*
Norway	495*	483*	488	494*	513*	490*
Poland	490	490*	484	492*	494	487*
Portugal	466*	450*	468*	465*	471*	470
Slovak Republic	498*	505*	494	513*	476*	492*
Spain	485	476	481	492*	489	482
Sweden	509*	498*	505*	514*	511*	509*
Switzerland	527*	540*	523*	533*	517*	521*
Turkey	423*	417*	423*	413*	443*	408*
United States	483	472	485	476	491	477
Non-OECD countries						
Hong Kong-China	550*	558*	540*	545*	558*	548*
Indonesia	360*	361*	334*	357*	385*	361*
Latvia	483	486	487	482	474*	483
Liechtenstein	536*	538*	540*	534*	523	529*
Macao-China	527*	528*	519*	533*	532*	532*
Russian Federation	468*	474	477	472	436*	479
Serbia and Montenegro	437*	432*	419*	456*	428*	420*
Thailand	417*	424*	405*	415*	423*	425*
Tunisia	359*	359*	337*	364*	363*	345*
Uruguay	422*	412*	417*	430*	419*	411*
United Kingdom ¹	508	496	513	499	520	510

* Significantly different from the United States ($p < .05$).

¹ Due to low response rates, data for the United Kingdom are not discussed in this indicator.

NOTE: The OECD average is the average of the national averages of the Organization for Economic Cooperation and Development (OECD) member countries with data available. Because the Program for International Student Assessment (PISA) is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points. See *supplemental note 5* for more information on PISA.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables 2, 3, B-3, and B-12. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table 17-2. Average male-female score point differences of combined mathematics literacy, subscale, and problem-solving scores of 15-year-old students, by country: 2003

Country	Combined mathematics literacy	Mathematics subscales			Problem solving	
		Space and shape	Change and relationships	Quantity		
OECD average	11.1	16.7	11.0	6.2	12.6	-1.7
OECD countries						
Australia	5.3	11.9	4.4	1.2	7.3	-6.4
Austria	7.6	18.7	4.6	3.1	7.8	-2.9
Belgium	7.5	17.9	7.6	0.9	7.3	-3.5
Canada	11.2	19.5	13.5	4.7	13.0	0.5
Czech Republic	15.0	30.2	12.8	5.8	16.7	6.5
Denmark	16.6	16.3	20.8	9.3	21.6	4.9
Finland	7.4	2.4	11.4	3.2	12.1	-10.0
France	8.5	17.8	4.4	2.3	10.7	-0.8
Germany	9.0	11.5	11.8	0.6	18.1	-5.7
Greece	19.4	19.3	17.8	22.6	20.2	1.9
Hungary	7.8	15.0	9.7	1.9	7.9	-3.7
Iceland	-15.4	-15.1	-9.6	-28.5	-7.5	-30.5
Ireland	14.8	25.5	12.6	8.9	15.5	0.5
Italy	17.8	18.1	20.8	12.7	24.1	-4.1
Japan	8.4	8.9	6.3	3.1	14.0	-2.4
Korea, Republic of	23.4	27.0	25.3	21.9	21.7	8.1
Luxembourg	17.2	28.3	13.8	8.5	21.7	2.4
Mexico	10.9	15.6	7.9	12.0	4.5	5.1
Netherlands	5.1	8.2	5.9	-4.0	9.5	4.5
New Zealand	14.5	17.9	17.4	11.6	11.5	-3.3
Norway	6.2	7.3	4.3	0.0	10.3	-8.5
Poland	5.6	13.1	7.7	1.6	2.6	-1.1
Portugal	12.2	15.1	13.1	13.8	9.6	0.0
Slovak Republic	18.7	35.0	16.4	12.6	17.0	6.9
Spain	8.9	18.5	8.4	4.8	8.0	-6.0
Sweden	6.5	10.4	1.4	3.2	8.8	-9.9
Switzerland	16.6	25.3	14.9	7.0	20.5	-2.5
Turkey	15.1	11.7	6.0	17.5	19.0	2.0
United States	6.3	15.2	5.6	4.2	3.2	-0.9
Non-OECD countries						
Hong Kong-China	4.1	4.1	1.0	-2.6	11.8	-5.1
Indonesia	3.3	15.7	4.3	2.1	-4.8	-7.3
Latvia	2.8	14.0	-1.0	2.9	-0.2	-2.6
Liechtenstein	28.8	38.5	25.6	21.4	30.8	11.5
Macao-China	21.3	23.3	20.1	16.7	17.8	11.2
Russian Federation	10.1	20.6	3.4	6.4	8.4	2.3
Serbia and Montenegro	1.2	3.3	1.4	-3.1	5.4	-7.4
Thailand	-4.0	4.5	-9.6	-4.5	-5.0	-12.4
Tunisia	12.2	16.3	11.3	15.6	6.7	2.7
Uruguay	12.1	21.1	5.2	12.0	8.3	2.7
United Kingdom ¹	6.7	10.3	8.3	2.1	5.6	-8.4

¹ Due to low response rates, data for the United Kingdom are not discussed in this indicator.

NOTE: The male-female score point difference is calculated by subtracting the average scores of females from the average scores of males. The OECD average is the average of the national averages of the Organization for Economic Cooperation and Development (OECD) member countries with data available. Because the Program for International Student Assessment (PISA) is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. See *supplemental note 5* for more information on PISA.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), tables B-18, B-20, and B-21. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

International Comparisons of Mathematics Literacy

Table 17-3. Average combined mathematics literacy scores of 15-year-old students, by percentile and country: 2003

Country	5th	10th	25th	75th	90th	95th	90th–10th difference
OECD average	332	369	432	570	628	660	259
OECD countries							
Australia	364	399	460	592	645	676	246
Austria	353	384	439	571	626	658	242
Belgium	334	381	456	611	664	693	284
Canada	386	419	474	593	644	673	225
Czech Republic	358	392	449	584	641	672	249
Denmark	361	396	453	578	632	662	236
Finland	406	438	488	603	652	680	214
France	352	389	449	575	628	656	239
Germany	324	363	432	578	632	662	269
Greece	288	324	382	508	566	598	242
Hungary	335	370	426	556	611	644	241
Iceland	362	396	454	578	629	658	233
Ireland	360	393	445	562	614	641	221
Italy	307	342	400	530	589	623	247
Japan	361	402	467	605	660	690	258
Korea, Republic of	388	423	479	606	659	690	236
Luxembourg	338	373	430	557	611	641	239
Mexico	247	276	327	444	497	527	221
Netherlands	385	415	471	608	657	684	241
New Zealand	359	394	455	593	650	682	256
Norway	343	376	433	560	614	645	238
Poland	343	376	428	553	607	640	231
Portugal	321	352	406	526	580	610	228
Slovak Republic	342	379	436	565	619	648	241
Spain	335	369	426	546	597	626	229
Sweden	353	387	446	576	631	662	243
Switzerland	359	396	461	595	652	684	256
Turkey	270	300	351	485	560	614	260
United States	323	357	418	550	607	638	251
Non-OECD countries							
Hong Kong-China	374	417	485	622	672	700	255
Indonesia	233	261	306	412	466	499	205
Latvia	339	371	424	544	596	626	226
Liechtenstein	362	408	470	609	655	686	247
Macao-China	382	414	467	587	639	668	225
Russian Federation	319	351	406	530	588	622	237
Serbia and Montenegro	299	329	379	493	546	579	218
Thailand	290	316	361	469	526	560	210
Tunisia	229	256	303	412	466	501	210
Uruguay	255	291	353	491	550	583	259
United Kingdom ¹	356	388	444	573	629	659	241

¹ Due to low response rates, data for the United Kingdom are not discussed in this indicator.

NOTE: Detail may not sum to totals because of rounding. The 90th–10th difference is calculated by subtracting the average scores at the 10th percentile from the average scores at the 90th percentile. The OECD average is the average of the national averages of the Organization for Economic Cooperation and Development (OECD) member countries with data available. Because the Program for International Student Assessment (PISA) is principally an OECD study, the results for non-OECD countries are displayed separately from those of the OECD countries and are not included in the OECD average. Participants were scored on a 1,000-point scale. The international standard deviation is 100 points. See *supplemental note 5* for more information on PISA.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2004). *International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (NCES 2005-003), table B-4. Data from Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2003.

Science Performance of Students in Grades 4, 8, and 12

Table 18-1. Average science score by percentile and percentage of students at each achievement level, by grade: 1996, 2000, and 2005

Percentile and achievement level	Grade 4			Grade 8			Grade 12		
	1996 ¹	2000	2005	1996 ¹	2000	2005	1996 ¹	2000	2005
Average score									
Total	147	147	151	149	149	149	150	146	147
Percentile²									
10th	99	99	109	103	101	101	105	101	101
25th	125	125	130	127	126	126	128	124	125
50th	150	150	153	152	152	151	152	148	149
75th	172	172	173	174	175	174	174	170	171
90th	190	190	189	192	194	192	192	189	189
Percentage at achievement level									
Achievement level									
Below Basic	37	37	32	40	41	41	43	48	46
At or above Basic	63	63	68	60	59	59	57	52	54
At or above Proficient	28	27	29	29	30	29	21	18	18
At Advanced	3	3	3	3	4	3	3	2	2

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

² A percentile indicates the percentage of students whose scores fell at or below a particular score. Thus the 10th and 25th percentiles represent lower scoring students; the 50th percentile represents middle-scoring students; and the 75th and 90th percentiles represent higher scoring students.

NOTE: See supplemental note 4 for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), figures 1 and 17 and previously unpublished tabulation (January 2006). Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

Science Performance of Students in Grades 4, 8, and 12

Table 18-2. Average science score for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005

Characteristic	Grade 4			Grade 8			Grade 12		
	1996 ¹	2000	2005	1996 ¹	2000	2005	1996 ¹	2000	2005
Total	147	147	151	149	149	149	150	146	147
Sex									
Male	148	149	153	150	153	150	154	148	149
Female	146	145	149	148	146	147	147	145	145
Race/ethnicity ²									
White	158	159	162	159	161	160	159	153	156
Black	120	122	129	121	121	124	123	122	120
Hispanic	124	122	133	128	127	129	131	128	128
Asian/Pacific Islander	144	—	158	151	153	156	147	149	153
American Indian	129	135	138	148	147	128	144	151	139
Parents' education									
Less than high school	—	—	—	—	—	128	—	—	125
High school diploma or equivalent	—	—	—	—	—	138	—	—	136
Some college	—	—	—	—	—	151	—	—	148
Bachelor's degree or higher	—	—	—	—	—	159	—	—	157
Eligible for free or reduced-price lunch									
Eligible	129	127	135	129	127	130	—	—	—
Not eligible	159	158	162	156	159	159	—	—	—
Information not available	151	160	160	157	155	160	—	—	—

— Not available.

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

² Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), figures 4, 6, 8, and 10–16. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

Science Performance of Students in Grades 4, 8, and 12

Table 18-3. Average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005

State	Grade 4		1996 ¹	Grade 8	
	2000	2005		2000	2005
United States	145*	149	148	148	147
Alabama	143	142	139	143*	138
Arizona	140	139	145*	145*	140
Arkansas	145	147	144	142	144
California	129*	137	138	129*	136
Colorado	—	155	155	—	155
Connecticut	156	155	155	153	152
Delaware	—	152	142*	—	152
Florida	—	150	142	—	141
Georgia	142*	148	142	142	144
Hawaii	136*	142	135	130*	136
Idaho	152	155	—	158	158
Illinois	150	148	—	148	148
Indiana	154	152	153	154*	150
Kentucky	152*	158	147*	150*	153
Louisiana	139	143	132*	134*	138
Maine	161	160	163*	158	158
Maryland	145*	149	145	146	145
Massachusetts	161	160	157*	158*	161
Michigan	152	152	153	155	155
Minnesota	157	156	159	159	158
Mississippi	133	133	133	134	132
Missouri	157	158	151	154	154
Montana	160	160	162	164	162
Nevada	142	140	‡	141*	138
New Hampshire	—	161	‡	—	162
New Jersey	—	154	‡	—	153
New Mexico	140	141	141*	139	138
North Carolina	147	149	147	145	144
North Dakota	160	160	162	159*	163
Ohio	155	157	—	159	155
Oklahoma	151	150	—	149	147
Oregon	148	151	155	154	153
Rhode Island	148	146	149*	148	146
South Carolina	140*	148	139*	140*	145
South Dakota	—	158	—	—	161
Tennessee	145*	150	143	145	145
Texas	145*	150	145	143	143
Utah	154	155	156*	154	154
Vermont	160	160	157*	159*	162
Virginia	155*	161	149*	151*	155

See notes at end of table.

Science Performance of Students in Grades 4, 8, and 12

Table 18-3. Average science score for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005—Continued

State	Grade 4		1996 ¹	Grade 8	
	2000	2005		2000	2005
Washington	—	153	150*	—	154
West Virginia	149	151	147	146	147
Wisconsin	‡	158	160	‡	158
Wyoming	156	157	158	156*	159

— Not available.

‡ Reporting standards not met.

* Significantly different from 2005 ($p < .05$).

¹ Testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were not permitted on the 1996 science assessment.

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. See *supplemental note 4* for more information on testing accommodations and NAEP.

SOURCE: Grigg, W., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Science 2005* (NCES 2006-466), tables 2 and 3. Data from U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

Trends in Adult Literacy

Table 19-1. Average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003

Characteristic	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Total	276	275	271	271	275	283
Sex						
Male	276	272	274	269	283	286
Female	277	277	268	272	269	279
Race/ethnicity ¹						
White	287	288	281	282	288	297
Black	237	243	230	238	222	238
Hispanic	234	216	238	224	233	233
Asian/Pacific Islander	255	271	259	272	268	285
Age						
16–18	270	267	270	268	264	267
19–24	280	276	282	277	277	279
25–39	288	283	286	282	286	292
40–49	293	282	284	277	292	289
50–64	269	278	258	270	272	289
65 or older	235	248	221	235	235	257
Language spoken before starting school ²						
English only	282	283	275	276	280	289
English and Spanish	255	262	253	259	247	261
English and other language	273	278	260	268	271	289
Spanish	205	188	216	199	212	211
Other language	239	249	241	257	246	270
Education						
Less than high school ³	226	217	223	219	219	221
High school diploma or equivalent	267	261	261	258	267	268
Some college	295	288	291	282	296	296
Bachelor's degree or higher	332	320	322	307	330	327
Employment status						
Employed full time	290	285	286	281	292	296
Employed part time	285	281	279	277	281	287
Unemployed	263	269	261	265	261	270
Not in labor force	252	255	244	250	247	261

¹ Black includes African American, Hispanic includes Latino, and Asian/Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

² The "English and Spanish" category includes adults who spoke only English and Spanish as well as adults who spoke English, Spanish, and another language(s). The "Spanish" category includes adults who spoke only Spanish as well as adults who spoke Spanish and another non-English language(s). The "other language" category includes only adults who spoke neither English nor Spanish.

³ Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

NOTE: Prose literacy is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); document literacy is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and quantitative literacy is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 1, 4, 11, 14, and 18 and previously unpublished tabulation (December 2005). Data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL) and 1992 National Adult Literacy Survey (NALS).

Trends in Adult Literacy

Table 19-2. Percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003

Characteristic	Prose				Document				Quantitative			
	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient
Total	14	29	44	13	12	22	53	13	22	33	33	13
Sex												
Male	15	29	43	13	14	23	51	13	21	31	33	16
Female	12	29	46	14	11	22	54	13	22	35	32	11
Race/ethnicity¹												
White	7	25	51	17	8	19	58	15	13	32	39	17
Black	24	43	31	2	24	35	40	2	47	36	15	2
Hispanic	44	30	23	4	36	26	33	5	50	29	17	4
Asian/Pacific Islander	14	32	42	12	11	22	54	13	19	34	35	12
Age												
16–18	11	37	48	5	11	24	56	9	28	38	28	6
19–24	11	29	48	12	9	20	58	13	21	36	33	10
25–39	12	25	45	18	8	19	56	17	17	31	35	17
40–49	11	27	47	15	10	20	54	15	19	32	34	16
50–64	13	27	44	15	12	23	54	12	19	30	34	17
65 or older	23	38	34	4	27	33	38	3	34	37	24	5
Language spoken before starting school²												
English only	9	27	49	15	9	21	56	13	18	33	35	15
English and Spanish	14	38	42	6	12	29	54	5!	31	39	26	4!
English and other language	7	33	51	9	10	25	57	8	15	38	34	14
Spanish	61	25	13	1	49	25	23	3	62	25	11	2
Other language	26	33	34	7	20	24	46	10	28	33	29	10
Education												
Less than high school ³	44	34	21	2	38	28	30	4	58	28	13	2
High school diploma or equivalent	12	40	44	4	13	30	53	5	25	42	29	4
Some college	6	25	56	13	5	19	64	12	10	34	43	13
Bachelor's degree or higher	2	12	51	35	2	10	61	28	3	20	43	33

! Interpret data with caution (estimates are unstable).

¹ Black includes African American, Hispanic includes Latino, and Asian/Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

² The "English and Spanish" category includes adults who spoke only English and Spanish as well as adults who spoke English, Spanish, and another language(s). The "Spanish" category includes adults who spoke only Spanish as well as adults who spoke Spanish and another non-English language(s). The "other language" category includes only adults who spoke neither English nor Spanish.

³ Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.

NOTE: Prose literacy is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); document literacy is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and quantitative literacy is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Detail may not sum to totals because of rounding.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 2, 5–10, 12, 13, 15, and 16 and previously unpublished tabulation (December 2005). Data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL).

Adult Reading Habits

Table 20-1. Percentage of adults age 16 or older who participated in literary practices, by frequency of participation and materials in the home and selected characteristics: 2003

Characteristic	Read newspapers or magazines			Read books			Read letters and notes			25 or more books in the home
	Every day	A few times a week or weekly	Less than once a week/ never	Every day	A few times a week or weekly	Less than once a week/ never	Every day	A few times a week or weekly	Less than once a week/ never	
Total	48.4	36.4	15.2	31.6	30.4	37.9	50.6	29.3	20.1	88.2
Sex										
Male	49.4	35.0	15.6	24.5	30.7	44.8	47.3	30.5	22.2	87.2
Female	47.4	37.7	14.9	38.3	30.2	31.5	53.7	28.2	18.1	89.0
Age										
16–18	23.3	55.8	20.9	35.8	33.6	30.6	32.1	42.7	25.2	88.8
19–24	28.6	52.3	19.2	24.3	35.6	40.1	36.2	39.8	23.9	79.6
25–39	37.5	45.1	17.4	27.9	33.0	39.1	52.6	29.3	18.1	87.7
40–49	49.9	35.8	14.4	33.0	29.6	37.4	58.3	24.1	17.6	91.6
50–64	61.7	25.7	12.6	36.2	27.4	36.4	58.8	23.4	17.7	90.8
65 or older	72.3	16.7	11.0	33.8	25.9	40.2	43.1	31.4	25.5	86.5
Education										
Less than high school ¹	28.6	39.4	32.0	21.4	27.0	51.6	30.0	33.1	36.9	72.3
High school diploma or equivalent	48.6	37.1	14.3	23.8	29.8	46.4	44.6	33.4	22.0	86.5
Some college	50.7	37.7	11.6	35.3	30.8	33.9	57.3	28.1	14.6	93.0
Bachelor's degree or higher	61.9	31.1	7.0	46.4	33.7	19.9	68.0	21.9	10.1	97.5
Race/ethnicity ²										
White	53.7	34.6	11.6	33.8	30.0	36.2	53.7	28.7	17.6	92.7
Black	42.3	42.1	15.7	32.5	35.9	31.6	49.1	32.4	18.5	81.8
Hispanic	27.4	36.8	35.9	18.8	26.8	54.4	34.8	28.9	36.3	66.9
Asian/Pacific Islander	38.0	47.9	14.1	29.7	34.9	35.4	51.6	29.0	19.4	90.5
American Indian	45.3	36.7	18.0	18.1	34.7	47.2	44.7	34.2	21.1	86.3
More than one race	43.8	42.8	13.4	39.2	25.2	35.7	48.5	35.0	16.4	92.2
Language spoken before starting school										
English only	51.3	36.4	12.3	33.4	30.7	36.0	52.8	29.5	17.7	91.1
English and Spanish	44.9	40.8	14.2	34.2	36.6	29.2	56.9	28.8	14.3	82.8
English and other language	56.8	34.6	8.5	33.3	39.1	27.6	59.7	24.2	16.1	92.0
Spanish	19.8	33.6	46.5	14.3	23.1	62.6	26.4	28.6	45.0	59.3
Other language	43.6	40.0	16.5	29.2	29.8	41.1	45.3	30.9	23.9	87.3
Household income										
Less than \$15,000	35.2	39.7	25.1	25.9	28.6	45.5	36.3	32.8	30.9	71.7
\$15,000–29,999	44.3	36.9	18.8	27.9	28.4	43.8	43.0	32.6	24.3	83.1
\$30,000–49,999	48.7	37.7	13.7	29.8	30.3	40.0	46.7	32.3	21.0	88.8
\$50,000–74,999	50.7	38.4	10.8	32.5	30.6	36.9	57.1	27.6	15.3	93.5
\$75,000 or more	60.1	31.3	8.6	39.6	32.9	27.6	67.1	22.5	10.5	97.9
Poverty ³										
Poor	31.0	41.7	27.3	23.9	28.5	47.6	35.2	33.1	31.7	72.8
Near-poor	44.8	37.3	17.9	28.5	28.4	43.2	42.8	32.2	25.1	84.0
Nonpoor	55.0	34.9	10.2	34.9	31.4	33.6	58.4	27.1	14.5	93.7

¹ Included in this category are those still enrolled in high school. In 2003, this accounted for 3 percent of the total population age 16 or older.
² Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.
³ "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.
 NOTE: Respondents age 16 or older living in households or prisons were asked about how often they read newspapers or magazines, books, or letters and notes in English; they could respond "every day," "a few times a week," "once a week," "less than once a week," or "never." Detail may not sum to totals due to rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL), previously unpublished tabulation (December 2005).

Youth Neither in School nor Working

Table 21-1. Percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2005

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005
Total	9.9	9.8	9.2	10.0	9.7	9.2	7.4	7.5	8.5	8.3	6.9	7.9
Sex												
Male	8.7	8.1!	7.7!	8.4!	8.2!	7.8!	7.3!	6.1!	8.3	8.5	6.7	7.7
Female	11.1	11.4	10.7	11.6	11.3	10.6	7.6!	8.9	8.8	8.1	7.2	8.1
Age												
16–17	5.1	4.5	4.6!	4.8	5.0	4.5!	3.4!	3.6!	3.6	3.5	3.6	3.5
18–19	14.9	15.2	13.3	15.2	14.6	14.2	11.6	11.3	13.7	13.9	11.0	13.2
Education												
Less than high school, not enrolled in high school	55.0	57.4	53.7	61.5	60.0	52.9	48.0	42.0	49.0	51.4	48.7	54.1
High school diploma or equivalent	12.6	12.1	10.4	13.2	12.4	12.5	9.7	11.0	12.9	14.1	10.8	12.9
Race/ethnicity¹												
White	8.0	7.4	7.4	7.4	7.4	7.1	5.5!	5.1!	6.5	6.2	5.6	5.9
Black	14.5	15.1	12.0	17.0	13.7	13.8	9.5	12.1	14.1	13.8	9.1	11.6
Hispanic	17.1	19.9	18.2	15.3	17.9	14.8	14.6	13.0	12.7	12.1	11.6	13.1
Asian/Pacific Islander	—	6.0	3.1!	6.8	4.1!	3.2!	5.6!	4.3!	3.1	5.2	4.1	4.3
Other	10.1	21.8	12.3	14.1	8.5	21.8	12.4	18.6	19.3	11.3	8.3	9.3
Citizenship												
U.S.-born	—	—	—	—	9.0	8.9	6.8	7.1	8.2	7.9	6.6	7.6
Naturalized U.S. citizen	—	—	—	—	17.2	1.5!	11.1	4.8!	4.3	11.1	4.6	5.0
Non-U.S. citizen	—	—	—	—	18.3	14.3	15.9	12.7	13.1	13.2	12.1	13.3
Poverty²												
Poor	22.6	25.1	21.5	25.5	22.9	20.9	15.9	15.9	20.4	18.9	15.6	17.7
Near-poor	13.0	13.2	13.3	12.1	13.0	10.9	11.7	11.6	11.4	11.6	9.3	10.8
Nonpoor	5.3	5.1	5.1	4.8	4.3!	5.2	4.0!	4.2!	5.3	5.1	4.4	4.8

— Not available.

! Interpret data with caution (estimates are unstable).

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and Other includes American Indian (including Alaska Native), and persons of more than one race. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for more information and for an explanation of the neither enrolled nor working variable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, selected years, 1986–2005, previously unpublished tabulation (October 2005).

Annual Earnings of Young Adults

Table 22-1. Median annual earnings of all full-time, full-year wage and salary workers ages 25–34, by sex, race/ethnicity, and educational attainment: Selected years, 1980–2004

Sex, race/ethnicity, ¹ and educational attainment	[In constant 2004 dollars]								
	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total	\$35,600	\$35,100	\$32,500	\$31,600	\$34,200	\$34,000	\$33,800	\$33,200	\$33,600
Educational attainment									
Less than high school	27,000	24,900	23,200	21,000	22,100	22,400	22,500	22,000	21,800
High school diploma or equivalent	32,400	30,200	28,500	26,400	28,600	28,000	28,000	27,500	27,100
Some college	35,900	35,300	32,600	30,200	32,700	32,900	32,500	32,000	32,000
Bachelor's degree or higher	40,800	43,900	43,000	41,100	45,000	44,700	44,600	44,300	43,500
Sex									
Male									
Total	40,600	39,100	36,700	34,200	37,800	37,600	37,300	36,600	36,300
Educational attainment									
Less than high school	30,700	27,500	25,200	24,100	23,200	23,800	24,000	23,100	23,600
High school diploma or equivalent	38,800	35,200	32,000	29,700	32,300	31,400	31,100	31,000	30,400
Some college	40,800	39,800	37,600	33,000	38,000	37,400	37,300	36,100	36,400
Bachelor's degree or higher	46,300	48,200	46,000	46,400	50,900	51,200	51,400	49,600	50,700
Female									
Total	27,600	29,100	28,900	27,500	30,100	31,200	31,600	31,500	31,000
Educational attainment									
Less than high school	19,900	19,600	18,200	17,100	18,500	17,900	18,000	19,900	18,700
High school diploma or equivalent	25,500	25,000	23,700	21,800	23,500	24,200	24,600	24,400	24,000
Some college	27,800	28,900	29,000	26,700	27,800	28,100	28,200	28,000	28,800
Bachelor's degree or higher	34,100	36,900	38,800	37,300	39,900	40,200	42,000	41,300	40,300
Race/ethnicity									
White									
Total	36,700	36,600	34,600	33,000	35,600	36,800	37,100	36,400	36,700
Educational attainment									
Less than high school	29,100	27,400	24,700	22,700	23,200	23,800	24,700	23,800	25,700
High school diploma or equivalent	33,700	31,700	29,900	27,700	30,200	29,700	29,800	29,900	30,600
Some college	36,700	36,700	34,300	31,400	33,900	33,900	33,600	32,700	34,100
Bachelor's degree or higher	41,400	44,600	43,600	43,000	45,100	45,000	45,100	44,600	44,600
Black									
Total	28,200	27,100	26,300	26,400	28,500	28,900	29,200	29,400	27,600
Educational attainment									
Less than high school	20,600	18,600	18,500	18,000	20,900	21,900	20,900	18,400	19,900
High school diploma or equivalent	27,100	25,300	23,600	22,400	23,500	24,700	25,900	26,200	24,100
Some college	29,700	27,300	28,700	27,800	28,900	28,900	29,400	28,000	29,600
Bachelor's degree or higher	35,900	36,500	38,000	34,600	38,800	39,500	40,100	42,000	39,200
Hispanic									
Total	30,800	29,400	27,000	25,500	28,000	27,300	27,800	27,200	26,600
Educational attainment									
Less than high school	27,300	23,200	21,400	19,800	20,500	21,700	21,500	21,700	20,800
High school diploma or equivalent	28,000	27,200	24,900	23,600	25,600	25,200	26,300	24,700	24,000
Some college	34,900	33,400	30,500	26,000	30,600	30,700	30,400	31,400	31,200
Bachelor's degree or higher	38,100	42,300	39,600	38,300	41,600	39,600	42,600	38,700	40,100

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: Earnings presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Annual Earnings of Young Adults

Table 22-2. Ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest level of educational attainment was less than high school, some college, or a bachelor's degree or higher, compared with those with a high school diploma or equivalent, by sex and race/ethnicity: Selected years, 1980–2004

Sex, race/ethnicity, ¹ and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Total population									
Total	1.10	1.16	1.14	1.20	1.19	1.21	1.20	1.21	1.24
Sex									
Male	1.05	1.11	1.15	1.15	1.17	1.20	1.20	1.18	1.20
Female	1.08	1.16	1.22	1.27	1.28	1.29	1.28	1.29	1.29
Race/ethnicity									
White	1.09	1.15	1.16	1.19	1.18	1.24	1.24	1.22	1.20
Black	1.04	1.07	1.12	1.18	1.21	1.17	1.13	1.12	1.15
Hispanic	1.10	1.08	1.08	1.08	1.09	1.08	1.06	1.10	1.11
Less than high school									
Total	0.83	0.82	0.81	0.80	0.77	0.80	0.80	0.80	0.80
Sex									
Male	0.79	0.78	0.79	0.81	0.72	0.76	0.77	0.75	0.78
Female	0.78	0.78	0.77	0.78	0.79	0.74	0.73	0.81	0.78
Race/ethnicity									
White	0.86	0.87	0.83	0.82	0.77	0.80	0.83	0.80	0.84
Black	0.76	0.74	0.78	0.80	0.89	0.89	0.81	0.70	0.82
Hispanic	0.97	0.85	0.86	0.84	0.80	0.86	0.82	0.88	0.87
Some college									
Total	1.11	1.17	1.14	1.14	1.14	1.18	1.16	1.16	1.18
Sex									
Male	1.05	1.13	1.18	1.11	1.18	1.19	1.20	1.16	1.20
Female	1.09	1.16	1.23	1.23	1.19	1.16	1.14	1.15	1.20
Race/ethnicity									
White	1.09	1.16	1.15	1.14	1.12	1.14	1.13	1.10	1.11
Black	1.10	1.08	1.21	1.24	1.23	1.17	1.14	1.07	1.23
Hispanic	1.25	1.23	1.22	1.10	1.20	1.22	1.15	1.28	1.30
Bachelor's degree or higher									
Total	1.26	1.45	1.51	1.55	1.57	1.60	1.59	1.61	1.60
Sex									
Male	1.19	1.37	1.44	1.56	1.58	1.63	1.65	1.60	1.67
Female	1.34	1.47	1.64	1.71	1.70	1.66	1.71	1.69	1.68
Race/ethnicity									
White	1.23	1.41	1.46	1.55	1.49	1.52	1.51	1.49	1.46
Black	1.32	1.45	1.61	1.55	1.65	1.60	1.55	1.61	1.63
Hispanic	1.36	1.55	1.59	1.62	1.63	1.57	1.62	1.57	1.67

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.46 for Whites in 2004 whose highest level of education is a bachelor's degree or higher indicates that they earned 46 percent more than Whites who had a high school diploma or equivalent. The ratio of 0.78 for females in 2004 whose highest education level was less than high school indicates that they earned 22 percent less than females who had a high school diploma or equivalent. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Annual Earnings of Young Adults

Table 22-3. Ratio of median annual earnings of male to female, White to Black, and White to Hispanic full-time, full-year wage and salary workers ages 25–34, by educational attainment: Selected years, 1980–2004

Earnings ratio and educational attainment	1980	1985	1990	1995	2000	2001	2002	2003	2004
Ratio of male to female									
Total population	1.47	1.35	1.27	1.24	1.26	1.20	1.18	1.16	1.17
Educational attainment									
Less than high school	1.54	1.40	1.39	1.41	1.25	1.33	1.34	1.16	1.26
High school diploma or equivalent	1.52	1.41	1.35	1.37	1.38	1.30	1.26	1.27	1.27
Some college	1.47	1.38	1.30	1.23	1.37	1.33	1.33	1.29	1.27
Bachelor's degree or higher	1.36	1.31	1.19	1.24	1.28	1.27	1.22	1.20	1.26
Ratio of White to Black¹									
Total population	1.30	1.35	1.31	1.25	1.25	1.27	1.27	1.24	1.33
Educational attainment									
Less than high school	1.41	1.48	1.34	1.27	1.11	1.09	1.18	1.29	1.29
High school diploma or equivalent	1.24	1.26	1.26	1.24	1.29	1.20	1.15	1.14	1.27
Some college	1.24	1.35	1.19	1.13	1.17	1.18	1.14	1.17	1.15
Bachelor's degree or higher	1.16	1.22	1.15	1.24	1.16	1.14	1.13	1.06	1.14
Ratio of White to Hispanic¹									
Total population	1.19	1.24	1.28	1.30	1.27	1.35	1.33	1.34	1.38
Educational attainment									
Less than high school	1.07	1.18	1.15	1.15	1.13	1.10	1.15	1.10	1.24
High school diploma or equivalent	1.20	1.16	1.20	1.17	1.18	1.18	1.13	1.21	1.28
Some college	1.05	1.10	1.12	1.21	1.11	1.10	1.11	1.04	1.09
Bachelor's degree or higher	1.09	1.05	1.10	1.12	1.08	1.14	1.06	1.15	1.11

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.33 for the total population of Whites to Blacks in 2004 indicates that White young adults earned 33 percent more than Black young adults, on average. "Full-year worker" indicates worked 50 or more weeks the previous year, and "full-time worker" indicates usually worked 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2005, previously unpublished tabulation (September 2005).

Postsecondary Expectations of 12th-Graders

Table 23-1. Percentage of 12th-graders who expected to attain various levels of education, by family socioeconomic status (SES), sex, and race/ethnicity: 1981–82, 1991–92, and 2003–04

Family SES, sex, and race/ethnicity	High school or less			Some college			Bachelor's degree			Graduate or professional school			Do not know		
	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04	1981–82	1991–92	2003–04
Total	20.5	5.0	5.0	35.8	23.9	18.1	19.2	34.2	33.5	15.8	31.4	35.0	8.7	5.4	8.4
Family SES¹															
Lowest quarter	34.1	10.6	9.6	37.9	37.7	27.4	10.0	24.9	28.8	6.3	18.6	22.0	11.6	8.3	12.1
Middle two quarters	19.1	5.1	5.0	40.7	27.1	19.8	19.5	36.6	35.6	13.3	25.8	30.8	7.5	5.4	8.8
Highest quarter	6.2	1.3	1.3	24.8	9.0	7.4	30.7	36.0	33.4	33.3	50.0	53.2	5.0	3.7	4.6
Sex															
Male	24.4	6.3	6.9	33.6	24.3	20.6	18.3	33.9	34.4	15.5	29.1	28.8	8.1	6.4	9.4
Female	16.7	3.7	3.1	37.9	23.4	15.6	20.1	34.5	32.7	16.1	33.8	41.2	9.3	4.5	7.4
Race/ethnicity²															
White	20.3	5.1	4.7	35.0	23.9	17.3	20.7	35.5	35.1	16.1	30.7	35.9	7.9	4.9	7.0
Black	17.1	4.3	5.0	40.8	21.8	18.8	15.1	31.6	32.1	15.2	35.3	35.3	11.7	6.9	8.8
Hispanic	29.0	5.8	6.4	35.7	28.8	23.1	12.4	29.1	28.2	11.0	28.4	28.8	11.9	7.9	13.5
Asian/Pacific Islander	6.7	2.7	2.5	29.3	18.2	10.4	22.5	34.0	32.7	35.2	40.3	47.6	6.3	4.7	6.9
Males, by race/ethnicity²															
White	23.4	6.4	6.7	32.5	24.1	19.8	20.1	35.0	36.1	16.4	28.8	29.1	7.6	5.7	8.4
Black	23.3	4.1	6.7	41.3	26.6	22.3	12.7	33.7	34.6	12.1	27.0	28.4	10.7	8.6!	7.9
Hispanic	34.9	7.8	7.9	32.7	25.7	26.3	10.8	27.3	28.4	11.0	28.4	22.4	10.6	10.9	15.0
Asian/Pacific Islander	7.4!	3.9!	3.8	31.2	19.8	12.7	22.8	32.7	34.0	31.0	39.0	41.8	7.6!	4.7	7.8
Females, by race/ethnicity²															
White	17.2	3.7	2.7	37.4	23.6	14.8	21.3	36.0	34.1	15.8	32.6	42.8	8.3	4.1	5.6
Black	11.6	4.6	3.5	40.4	17.4	15.4	17.3	29.6	29.8	18.1	43.0	41.8	12.5	5.4	9.6
Hispanic	22.6	3.9	5.1	38.9	31.8	20.1	14.2	30.8	28.0	11.0	28.4	34.9	13.2	5.1	12.0
Asian/Pacific Islander	5.8!	1.5!	1.0!	27.1	16.5	7.9	22.1	35.5	31.2	40.1	41.8	54.0	4.9!	4.8	5.8

! Interpret data with caution (estimates are unstable).

¹ The SES variable is a composite based on parents' educational attainment, occupations, and family income. See *supplemental note 7* for more detail about SES variable construction in the three datasets.

² Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are students who identified themselves as American Indian/Alaska Native or, in 2004, as more than one race.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "First Follow-up, Student Survey, 1982, Data Analysis System"; National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, Student Survey, 1992"; and Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004"; previously unpublished tabulations (October 2005).

Postsecondary Expectations of 12th-Graders

Table 23-2. Percentage of 12th-graders who expected to attain various levels of education, by education-related characteristics: 2003–04

Characteristic	High school or less	Some college	Bachelor's degree	Graduate or professional school	Do not know
Total	5.0	18.1	33.5	35.0	8.4
Mathematics skills test score					
Lowest quarter	11.9	31.4	26.4	16.2	14.1
Middle two quarters	3.6	18.7	36.5	33.1	8.1
Highest quarter	0.7	3.6	34.5	57.8	3.4
Highest mathematics course in high school					
Geometry or lower	12.4	33.1	24.0	15.0	15.5
Algebra II	4.2	21.9	38.4	26.4	8.9
Trigonometry, precalculus, or calculus	1.2	7.2	35.7	51.9	4.0
English language skills					
Fluent or very good	4.8	17.6	33.8	35.9	7.9
Less than very good	6.0	23.5	30.1	28.5	11.9
Ever held back					
Retained in any grade through grade 11	13.0	26.7	22.4	21.2	16.6
Never retained	4.2	17.3	34.6	36.3	7.6
College entrance requirements					
Sought information	1.9	16.8	37.1	39.1	5.0
Did not seek information	12.1	32.1	20.9	9.2	25.7
Took college entrance test					
Already took SAT/ACT	1.4	9.0	38.8	46.2	4.6
Plan to take it	4.4	31.3	32.0	18.7	13.6
Do not plan or not thought about it	18.1	38.7	16.5	9.9	16.8
Postsecondary schools applied to					
None	6.0	34.5	30.7	15.7	13.2
One school	1.2	20.4	37.9	34.0	6.5
Two to four schools	0.8	10.0	40.0	45.2	4.0
Five or more schools	0.3!	3.1	29.7	64.3	2.6

! Interpret data with caution (estimates are unstable).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:02/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (October 2005).

Student Absenteeism

Table 24-1. Percentage distribution of 4th- and 8th-grade students by the number of days of school they reported missing in the previous month: Various years, 1994–2005

Year	Grade 4					Grade 8				
	0 days	1–2 days	Total	3 or more days		0 days	1–2 days	Total	3 or more days	
				3–4 days	5 or more days				3–4 days	5 or more days
1994	52	30	18	11	7	44	33	22	13	9
1998	53	30	17	11	6	44	34	22	14	8
2002	52	30	18	11	6	45	35	20	13	7
2003	49	30	22	13	8	44	35	22	14	8
2005	52	29	19	12	7	45	35	20	13	7

NOTE: From 1994 to 2000, students responded to the question “How many days of school did you miss last month?” After 2001, students were asked “How many days were you absent from school in the last month?” Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Student Absenteeism

Table 24-2. Percentage distribution of 4th- and 8th-grade students who reported missing 3 or more days of school in the previous month, by grade and selected characteristics: Various years, 1994–2005

Characteristic	Grade 4					Grade 8				
	1994	1998	2002	2003	2005	1994	1998	2002	2003	2005
Total	18	17	18	22	19	22	22	20	22	20
Sex										
Male	18	16	17	21	18	22	21	19	21	20
Female	18	18	18	22	20	22	22	20	22	21
Race/ethnicity ¹										
White	17	16	17	22	18	20	21	19	21	19
Black	21	18	20	24	21	27	22	22	24	24
Hispanic	23	20	19	22	21	27	24	22	23	23
Asian/Pacific Islander	12	‡	13	13	13	21	15	12	11	12
American Indian	‡	‡	24	28	25	‡	‡	32	32	29
English language learner ²										
Yes	—	23	20	20	21	—	26	23	23	23
No	—	17	18	22	19	—	22	20	22	20
Classified as having a disability										
Yes	—	26	23	27	24	—	31	28	30	29
No	—	16	17	21	19	—	21	19	21	20
Language other than English spoken in home										
Yes	19	18	19	22	20	24	22	21	22	21
No	18	16	17	22	18	21	22	19	21	20
Student eligibility for free or reduced-price lunch ³										
Eligible	—	21	21	25	23	—	26	24	26	25
Not eligible	—	14	16	20	17	—	20	18	19	18
School location										
Central city	20	17	18	22	20	24	22	21	23	22
Urban fringe/large town	17	16	17	20	18	21	21	20	20	20
Rural/small town	17	18	18	23	20	20	23	19	22	19
Percent of students in school eligible for free or reduced-price lunch										
10 or less	—	14	15	18	16	—	18	16	18	17
11–25	—	16	16	20	18	—	20	19	20	18
26–50	—	16	18	23	19	—	22	20	23	21
51–75	—	19	19	24	21	—	27	22	24	23
More than 75	—	19	21	23	22	—	25	25	26	25

— Not available.

‡ Reporting standards not met (too few cases).

¹ Black includes African American, Hispanic includes Latino, Asian/Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

² In testing years previous to 2005, English language learners (ELL) were identified as limited English proficient (LEP).

³ This information was not available for a small percentage of students (2 percent of the total population in 2005).

NOTE: From 1994 to 2000, students responded to the question “How many days of school did you miss last month?” After 2001, students were asked “How many days were you absent from school in the last month?” Accommodations were not permitted for the 1994 assessment, but they were permitted for all other assessment years reported here.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1994–2005 Reading Assessments, previously unpublished tabulation (December 2005).

Grade Retention

Table 25-1. Percentage of youth ages 16–19 who had ever been retained in a grade in their school career, by current enrollment status and selected characteristics: 1995, 1999, and 2004

Characteristic	1995				1999				2004			
	Total	Enrolled in high school	Completed high school	Dropped out of school	Total	Enrolled in high school	Completed high school	Dropped out of school	Total	Enrolled in high school	Completed high school	Dropped out of school
Total	16.1	19.7	6.1	34.5	11.6	14.3	21.7	21.7	9.6	11.7	3.8	21.4
Grade level retained												
K–5	11.3	14.2	4.6	22.5	7.7	10.1	3.4	12.2	5.2	6.7	2.3!	9.5
6–12	7.1	18.0	5.9	22.5	5.3	6.2	1.9!	14.1	5.1	6.0	1.6!	16.5
Race/ethnicity ¹												
White	14.9	18.0	6.2	38.4	10.5	12.6	5.0	25.1	8.1	9.8	2.9	26.3
Black	22.0	25.0	9.2	41.6	16.3	19.4	6.8!	30.0	16.1	18.7	7.6	30.9
Hispanic	18.0	24.3	4.9!	21.3	13.2	18.7	4.0!	12.2	9.2!	11.5	4.3!	10.5!
Sex												
Male	20.5	24.2	9.0	39.7	14.4	17.9	5.5	26.4	13.0	15.5	5.4	25.0
Female	11.7	14.4	3.6	29.8	8.7	10.4	4.7	16.5	6.0	7.4	2.4!	16.3
Family income												
Lowest quarter	25.5	28.9	10.4	40.0	18.9	23.2	7.1	27.5	16.9	23.4	3.7!	28.3
Middle two quarters	15.0	20.0	4.3	29.9	12.3	15.6	5.7	18.0	10.6	12.6	4.7	23.1
Highest quarter	9.1	11.4	5.9!	20.0	7.1!	8.2	4.2!	23.9	3.9!	4.9!	1.9!	11.3!
Family type												
Two-parent household	14.4	17.5	5.6	34.6	10.0	12.0	4.8	21.2	7.8	9.4	3.1	20.1
None or one-parent household	19.7	25.2	7.2	34.3	14.4	19.2	5.4	22.0	12.5	16.0	4.9	22.6
Region												
Northeast	14.5	18.5	6.3!	33.9	11.9	14.4	6.6!	22.0	8.9	11.0	4.5!	19.2
South	20.6	24.9	6.3	42.9	14.8	18.4	6.5	23.6	14.0	16.9	5.1	31.6
Midwest	13.6	17.2	5.0!	29.0	9.2	11.4	3.5!	22.5	7.3!	8.2	3.4!	22.3
West	12.8	14.8	7.1	21.6	9.0	11.1	3.5!	17.7	5.4!	7.6!	1.6!	7.6!
Primary language spoken in the home												
English	16.4	19.7	6.3	39.8	11.8	14.1	5.5	26.4	10.0	12.0	3.8	28.8
Language other than English	14.4	19.1	5.1!	18.1	10.8	15.6	2.5!	11.2	7.7!	10.2	4.2!	6.4!

! Interpret data with caution (estimates are unstable).

¹ Black includes African American and Hispanic includes Latino. Included in the total but not shown separately are Asian, Native Hawaiian and other Pacific Islander, and American Indian (including Alaska Native) youth. Race categories exclude Hispanic origin unless specified.

NOTE: "Completed high school" includes those who earned a high school diploma or equivalent (e.g., a General Educational Development [GED] certificate) and includes those with higher levels of educational attainment. Estimates rely upon retrospective data reported by the respondent or a household informant on behalf of the respondent. See *supplemental note 1* for the states in each region.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1995, 1999, and 2004, previously unpublished tabulation (December 2005).

Status Dropout Rates by Race/Ethnicity

Table 26-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2004

Year	Total	Race/ethnicity ¹		
		White	Black	Hispanic
1972	14.6	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.9	21.2	33.0
1975	13.9	11.4	22.9	29.2
1976	14.1	12.0	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992	11.0	7.7	13.7	29.4
1993	11.0	7.9	13.6	27.5
1994	11.5	7.7	12.6	30.0
1995	12.0	8.6	12.1	30.0
1996	11.1	7.3	13.0	29.4
1997	11.0	7.6	13.4	25.3
1998	11.8	7.7	13.8	29.5
1999	11.2	7.3	12.6	28.6
2000	10.9	6.9	13.1	27.8
2001	10.7	7.3	10.9	27.0
2002	10.5	6.5	11.3	25.7
2003	9.9	6.3	10.9	23.5
2004	10.3	6.8	11.8	23.8

¹ Beginning in 2003, respondents were able to identify as being "more than one race." For 2003 and 2004, the Black and White categories include individuals who considered themselves to be one race. The Hispanic category includes Hispanics of all races and racial combinations. Due to small sample sizes for most or all of the years shown in the table, American Indians/Alaska Natives and Asians/Pacific Islanders are included in the total but are not shown separately. For 2003 and 2004, the "more than one race" category is also included in the total but not shown separately due to small sample size. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. A high school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. See *supplemental note 2* for more information. Some estimates are revised from previous publications.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 8. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004.

Status Dropout Rates by Race/Ethnicity

Table 26-2. Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 2004

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
Total	10.3	3,766	36,504	100.0	100.0
Sex					
Male	11.6	2,140	18,406	56.8	50.4
Female	9.0	1,626	18,097	43.2	49.6
Race/ethnicity ¹					
White	6.8	1,530	22,654	40.6	62.1
Black	11.8	594	5,048	15.8	13.8
Hispanic	23.8	1,499	6,301	39.8	17.3
Asian/Pacific Islander	3.6	56	1,577	1.5	4.3
More than one race	6.1	39	640	1.0	1.8
Age					
16	3.8	169	4,472	4.5	12.2
17	5.2	211	4,084	5.6	11.2
18	10.6	400	3,784	10.6	10.4
19	11.2	440	3,917	11.7	10.7
20–24	12.6	2,546	20,247	67.6	55.5
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	38.4	954	2,488	25.3	6.8
Non-Hispanic	6.5	126	1,954	3.4	5.3
First generation ²					
Hispanic	14.7	313	2,129	8.3	5.8
Non-Hispanic	2.6	54	2,081	1.4	5.7
Second generation or more ³					
Hispanic	13.7	231	1,684	6.1	4.6
Non-Hispanic	8.0	2,087	26,168	55.4	71.6
Region					
Northeast	8.8	613	6,938	16.3	19.0
Midwest	8.0	669	8,400	17.8	23.0
South	11.4	1,471	12,871	39.1	35.3
West	12.2	1,012	8,294	26.9	22.7

¹ Beginning in 2003, respondents were able to identify themselves as being “more than one race.” The White, Black, and Asian/Pacific Islander categories include individuals who considered themselves to be one race. The Hispanic category consists of Hispanics of all races and racial combinations. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Due to small sample size, American Indians/Alaska Natives are included in the total but are not shown separately. Race categories exclude Hispanic origin unless specified.

² Individuals defined as “first generation” were born in the 50 states or the District of Columbia, and one or both of their parents were born outside the 50 states or the District of Columbia.

³ Individuals defined as “second generation or more” were born in the 50 states or the District of Columbia, as were both of their parents.

NOTE: The status dropout rate indicates the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential relative to all 16- through 24-year-olds. High school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Detail may not sum to totals because of rounding.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2004* (NCES 2006-085), table 6. Data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2004.

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-1. Percentage of high school sophomores in spring 1980, 1990, and 2002 who had left school without completing a 4-year program as of spring 2 years later

Cohort	Percent
Spring 1980 sophomores who had left without completing a 4-year program as of spring 1982	13.6
Spring 1990 sophomores who had left without completing a 4-year program as of spring 1992	10.1
Spring 2002 sophomores who had left without completing a 4-year program as of spring 2004	7.8

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004"; National Education Longitudinal Study of 1988 (NELS:88), "Base Year through Third Follow-up, 1994"; and High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/82), "Base Year through Second Follow-up, 1982"; previously unpublished tabulations (January 2006).

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-2. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics

Characteristic	Percent
All sophomores	7.8
Student characteristics	
Sex	
Male	8.9
Female	6.7
Race/ethnicity ¹	
White	6.0
Black	10.8
Hispanic	12.7
Asian/Pacific Islander	3.8
American Indian	9.6!
More than one race	9.3
Parents' education	
Less than high school	18.5
High school diploma or equivalent	11.7
Some college	7.3
Bachelor's degree or higher	4.4
Socioeconomic status (SES) ²	
Lowest quarter	14.8
Middle two quarters	7.1
Highest quarter	2.4
English is the student's first language	
Yes	7.2
No	11.5
Academic achievement	
Mathematics achievement in spring 2002 ³	
Lowest quarter	14.8
Middle low quarter	10.6
Middle high quarter	4.6
Highest quarter	1.9
Ever in remedial mathematics class	
Yes	10.4
No	6.9
Student must pass a test to receive a high school diploma	
Yes	8.2
No	6.1

See notes at end of table.

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-2. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by student characteristics, academic achievement, school experiences, and school characteristics—Continued

Characteristic	Percent
School experiences	
Number of times absent from school in the current school year	
Never	3.5
1–2 times	4.2
3 or more	10.7
How many times suspended or placed on probation	
Never	5.9
1–2 times	20.0
3 or more	30.7
How many friends dropped out of high school	
None	2.8
A few	10.6
Some	15.7
Most or all	25.9
Ever repeated grades 8–10	
Yes	38.6
No	5.5
School characteristics	
School control	
Public	8.3
Private	1.6
Percent of 10th-graders in school in spring 2002 who were eligible for free or reduced-price lunch	
0–5	4.1
6–20	7.1
21–50	9.6
51–100	11.2

! Interpret data with caution (estimates are unstable).

¹ Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified.

² The socioeconomic status (SES) variable is a composite based on parents' educational attainment, occupations, and family income. See *supplemental note 7* for more detail about the SES variable construction.

³ Mathematics achievement is measured using a comprehensive assessment of mathematical ability that is similar to the mathematics assessments of the National Assessment of Educational Progress. The test items range from simple number operations to the solution of complex equations.

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

High School Sophomores Who Left Without Graduating Within 2 Years

Table 27-3. Percentage of spring 2002 high school sophomores who had left school without completing a 4-year program as of spring 2004, by reason for leaving school

Reason for leaving school	Percent
Missed too many school days	43.5
Thought it would be easier to get GED	40.5
Getting poor grades/failing school	38.0
Did not like school	36.6
Could not keep up with schoolwork	32.1
Became pregnant ¹	27.8
Got a job	27.8
Thought could not complete course requirements	25.6
Could not get along with teachers	25.0
Could not work at same time	21.7
Had to support family	20.0
Did not feel belonged there	19.9
Could not get along with other students	18.7
Was suspended from school	16.9
Had to care for a member of family	15.5
Became father/mother of a baby	14.4
Had changed schools and did not like new one	11.2
Thought would fail competency test	10.5
Did not feel safe	10.0
Was expelled from school	9.9
Got married/planned to get married	6.8

¹Percentage of female respondents only. The reason could only be selected by female respondents.

NOTE: This indicator shows the percentage of high school students in the spring of their sophomore year who, in the spring 2 years later, were not in school and had not graduated with a regular diploma or certificate of attendance. The 1 percent of sophomores who left school and earned a General Educational Development (GED) certificate or other form of equivalency certificate as of the spring 2 years later are counted as having left school without a regular diploma or certificate of attendance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "First Follow-up, Student Survey, 2004," previously unpublished tabulation (January 2006).

Public High School Graduation Rates by State

Table 28-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: 2000–01, 2001–02, and 2002–03

State	2000–01		2001–02		2002–03	
	Averaged freshman graduation rate ¹	Total number of graduates ²	Averaged freshman graduation rate ¹	Total number of graduates ²	Averaged freshman graduation rate ¹	Total number of graduates ²
United States	71.7	2,569,200	72.6	2,621,534	73.9	2,719,947
Alabama	63.7	37,082	62.1	35,887	64.7	36,741
Alaska	68.0	6,812	65.9	6,945	68.0	7,297
Arizona	74.2	46,733	74.7	47,175	75.9	49,986
Arkansas	73.9	27,100	74.8	26,984	76.6	27,555
California	71.6	315,189	72.7	325,895	74.1	341,097
Colorado	73.2	39,241	74.7	40,760	76.4	42,379
Connecticut	77.5	30,388	79.7	32,327	80.9	33,667
Delaware	71.0	6,614	69.5	6,482	73.0	6,817
District of Columbia	60.2	2,808	68.4	3,090	59.6	2,725
Florida	61.2	111,112	63.4	119,537	66.7	127,484
Georgia	58.7	62,499	61.1	65,983	60.8	66,890
Hawaii	68.3	10,102	72.1	10,452	71.3	10,013
Idaho	79.6	15,941	79.3	15,874	81.4	15,858
Illinois	75.6	110,624	77.1	116,657	75.9	117,507
Indiana	72.1	56,172	73.1	56,722	75.5	57,897
Iowa	82.8	33,774	84.1	33,789	85.3	34,860
Kansas	76.5	29,360	77.1	29,541	76.9	29,963
Kentucky	69.8	36,957	69.8	36,337	71.7	37,654
Louisiana	63.7	38,314	64.4	37,905	64.1	37,610
Maine	76.4	12,654	75.6	12,593	76.3	12,947
Maryland	78.7	49,222	79.7	50,881	79.2	51,864
Massachusetts	78.9	54,393	77.6	55,272	75.7	55,987
Michigan	75.4	96,515	72.9	95,001	74.0	100,301
Minnesota	83.6	56,581	83.9	57,440	84.8	59,432
Mississippi	59.7	23,748	61.2	23,740	62.7	23,810
Missouri	75.5	54,138	76.8	54,487	78.3	56,925
Montana	80.0	10,628	79.8	10,554	81.0	10,657
Nebraska	83.8	19,658	83.9	19,910	85.2	20,161
Nevada	70.0	15,127	71.9	16,270	72.3	16,378
New Hampshire	77.8	12,294	77.8	12,452	78.2	13,210
New Jersey	85.4	76,130	85.8	77,664	87.0	81,391
New Mexico	65.9	18,199	67.4	18,094	63.1	16,923
New York	61.5	141,884	60.5	140,139	60.9	143,818
North Carolina	66.5	63,288	68.2	65,955	70.1	69,696
North Dakota	85.4	8,445	85.0	8,114	86.4	8,169
Ohio	76.5	111,281	77.5	110,608	79.0	115,762
Oklahoma	75.8	37,458	76.0	36,852	76.0	36,694
Oregon	68.3	29,939	71.0	31,153	73.7	32,587
Pennsylvania	79.0	114,436	80.2	114,943	81.7	119,933
Rhode Island	73.5	8,603	75.7	9,006	77.7	9,318
South Carolina	56.5	30,026	57.9	31,302	59.7	32,482

See notes at end of table.

Public High School Graduation Rates by State

Table 28-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: 2000–01, 2001–02, and 2002–03
—Continued

State	2000–01		2001–02		2002–03	
	Averaged freshman graduation rate ¹	Total number of graduates ²	Averaged freshman graduation rate ¹	Total number of graduates ²	Averaged freshman graduation rate ¹	Total number of graduates ²
South Dakota	77.4	8,881	79.0	8,796	83.0	8,999
Tennessee	59.0	40,642	59.6	40,894	63.4	44,113
Texas	70.8	215,316	73.5	225,167	75.5	238,111
Utah	81.6	31,036	80.5	30,183	80.2	29,527
Vermont	80.2	6,856	82.0	7,083	83.6	6,970
Virginia	77.5	66,067	76.7	66,519	80.6	72,943
Washington	69.2	55,081	72.2	58,311	74.2	60,435
West Virginia	75.9	18,440	74.2	17,128	75.7	17,287
Wisconsin	83.3	59,341	84.8	60,575	85.8	63,272
Wyoming	73.4	6,071	74.4	6,106	73.9	5,845

¹ The rate is the number of graduates divided by the estimated count of freshmen 4 years earlier. The averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (because this is when current year seniors were freshmen), and the number of 10th-graders 3 years earlier divided by 3. Enrollment counts include a proportional distribution of students not enrolled in a specific grade.

² Graduates include only those who earned regular diplomas as defined by the state or district.

SOURCE: Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools from the Common Core of Data: School Years 2001–02 and 2002–03* (NCES 2006-601), tables 2 and 3 and previously unpublished tabulation (September 2005). Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Data File: School Years 1996–97 through 2003–04."

Immediate Transition to College

Table 29-1. Percentage of high school completers who were enrolled in college the October immediately after completing high school, by family income and race/ethnicity: 1972–2004

Year	Total	Family income ¹			Race/ethnicity ²					
		Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average ³	Annual	Annual	Annual	Annual	3-year average ³	Annual	3-year average ³
1972	49.2	26.1	†	45.2	63.8	49.7	44.6	†	45.0	†
1973	46.6	20.3	†	40.9	64.4	47.8	32.5	41.4	54.1	48.8
1974	47.6	—	†	—	—	47.2	47.2	40.5	46.9	53.1
1975	50.7	31.2	†	46.2	64.5	51.1	41.7	44.5	58.0	52.7
1976	48.8	39.1	32.3	40.5	63.0	48.8	44.4	45.3	52.7	53.6
1977	50.6	27.7	32.4	44.2	66.3	50.8	49.5	46.8	50.8	48.8
1978	50.1	31.4	29.8	44.3	64.0	50.5	46.4	47.5	42.0	46.1
1979	49.3	30.5	31.6	43.2	63.2	49.9	46.7	45.2	45.0	46.3
1980	49.3	32.5	32.2	42.5	65.2	49.8	42.7	44.0	52.3	49.6
1981	53.9	33.6	32.9	49.2	67.6	54.9	42.7	40.3	52.1	48.7
1982	50.6	32.8	33.6	41.7	70.9	52.7	35.8	38.8	43.2	49.4
1983	52.7	34.6	34.0	45.2	70.3	55.0	38.2	38.0	54.2	46.7
1984	55.2	34.5	36.3	48.4	74.0	59.0	39.8	39.9	44.3	49.3
1985	57.7	40.2	35.9	50.6	74.6	60.1	42.2	39.5	51.0	46.1
1986	53.8	33.9	36.8	48.5	71.0	56.8	36.9	43.5	44.0	42.3
1987	56.8	36.9	37.6	50.0	73.8	58.6	52.2	44.2	33.5	45.0
1988	58.9	42.5	42.4	54.7	72.8	61.1	44.4	49.7	57.1	48.5
1989	59.6	48.1	45.6	55.4	70.7	60.7	53.4	48.0	55.1	52.7
1990	60.1	46.7	44.8	54.4	76.6	63.0	46.8	48.9	42.7	52.5
1991	62.5	39.5	42.2	58.4	78.2	65.4	46.4	47.2	57.2	52.6
1992	61.9	40.9	43.6	57.0	79.0	64.3	48.2	50.0	55.0	58.2
1993	62.6	50.4	44.7	56.9	79.3	62.9	55.6	51.3	62.2	55.7
1994	61.9	43.3	42.0	57.8	77.9	64.5	50.8	52.4	49.1	55.0
1995	61.9	34.2	42.1	56.0	83.5	64.3	51.2	52.9	53.7	51.6
1996	65.0	48.6	47.1	62.7	78.0	67.4	56.0	55.4	50.8	57.6
1997	67.0	57.0	50.6	60.7	82.2	68.2	58.5	58.8	65.6	55.3
1998	65.6	46.4	50.9	64.7	77.5	68.5	61.9	59.8	47.4	51.9
1999	62.9	49.4	48.5	59.4	76.1	66.3	58.9	58.6	42.3	47.4
2000	63.3	49.7	47.8	59.5	76.9	65.7	54.9	56.3	52.9	48.6
2001	61.7	43.8	50.0	56.3	79.9	64.2	54.6	56.3	51.7	52.7
2002	65.2	56.4	51.0	60.7	78.2	68.9	59.4	57.2	53.3	54.7
2003	63.9	52.8	53.1	57.6	80.1	66.2	57.5	60.0	58.6	57.7
2004	66.7	49.6	†	63.5	79.3	68.8	62.5	†	61.8	†

— Not available. Data on family income were not available in 1974.

† Not applicable because data for one of the three consecutive years are missing or one of the years is not applicable.

¹ Low income is the bottom 20 percent of all family incomes, high income is the top 20 percent of all family incomes, and middle income is the 60 percent in between. See *supplemental note 2* for further discussion.

² Included in the total but not shown separately are high school completers from other racial/ethnic groups. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³ Due to small sample sizes for the low-income, Black, and Hispanic categories, 3-year averages also were calculated for each category. For example, the 3-year average for Blacks in 1977 is the average percentage of Black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1976, 1977, and 1978.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, “high school completers” meant those who completed 12 years of schooling; beginning in 1992, it meant those who received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Immediate Transition to College

Table 29-2. Percentage of high school completers who were enrolled in college the October immediately after completing high school, by sex and type of institution: 1972–2004

Year	Male			Female		
	Total	2-year ¹	4-year ¹	Total	2-year ¹	4-year ¹
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	59.9	22.9	37.0	65.2	22.8	42.4
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1
1997	63.6	21.4	42.2	70.3	24.1	46.2
1998	62.4	24.4	38.0	69.1	24.3	44.8
1999	61.4	21.0	40.5	64.4	21.1	43.3
2000	59.9	23.1	36.8	66.2	20.0	46.2
2001	59.7	18.6	41.1	63.6	20.7	42.9
2002	62.1	20.5	41.7	68.3	23.0	45.3
2003	61.2	21.9	39.3	66.5	21.0	45.5
2004	61.4	21.8	39.6	71.5	23.1	48.5

— Not available. Data on type of institution were not collected until 1973.

¹ For the years 1973 through 1986, among high school completers ages 16–24 who enrolled immediately in college, about 3–9 percent were not asked the question about the type of institutions attended due to a skip pattern in the Current Population Survey (CPS). Such respondents were assumed to have the same probability of enrolling at a 2- or 4-year institution as those who were asked the question.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions about educational attainment were reworded in 1992. Before then, “high school completers” meant those who completed 12 years of schooling; beginning in 1992, it meant those who received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2004, previously unpublished tabulation for 2004 (November 2005).

Immediate Transition to College

Table 29-3. Percentage of high school completers who were enrolled in college the October immediately after completing high school, by parents' education: 1992–2004

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Not available ¹
1992	61.9	33.1	55.5	67.5	81.3	38.0
1993	62.6	47.1	52.3	62.7	87.9	42.0
1994	61.9	43.0	49.9	65.0	82.5	43.1
1995	61.9	27.3	47.0	70.2	87.7	30.8
1996	65.0	45.0	56.1	66.6	85.2	45.6
1997	67.0	51.4	61.7	62.6	86.1	51.3
1998	65.6	49.8	57.2	67.7	82.3	50.1
1999	62.9	36.3	54.4	60.3	82.2	53.1
2000	63.3	44.4	51.8	63.8	81.2	50.5
2001	61.7	39.0	51.9	62.0	81.3	41.9
2002	65.2	43.3	51.9	65.9	82.6	58.7
2003	63.9	43.3	53.9	62.9	82.1	48.8
2004	66.7	39.6	54.7	66.5	85.8	54.4

¹Parents' education is not available for those who do not live with their parents and who are classified as a householder and for those whose parents' educational attainment was not reported. About 9–14 percent of high school completers ages 16–24 were in this category for the period covered. See *supplemental note 2* for CPS definition for parents' education.

NOTE: Includes those ages 16–24 completing high school in a given year. "High school completers" meant those who received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2004, previously unpublished tabulation for 2004 (November 2005).

Degrees Earned by Women

Table 30-1. Number of bachelor's degrees earned by women, by field of study: Various years, 1979–80 through 2003–04

Field of study	1979–80	1989–90	1999–2000	2003–04
Total¹	455,800	559,600	707,500	804,100
Health professions and related clinical sciences	52,500	49,900	67,500	63,900
Education	87,100	82,100	81,900	83,500
English language/literature/letters	21,000	31,400	34,000	37,200
Psychology	26,700	38,600	56,700	63,900
Visual and performing arts	25,800	24,700	34,800	47,100
Communication, journalism, and related programs	15,000	31,200	34,900	47,200
Social sciences and history	45,200	52,200	65,000	76,500
Biological and biomedical sciences	19,400	18,900	36,700	38,300
Business	62,100	116,200	127,400	154,600
Mathematics and statistics	4,800	6,600	5,500	6,100
Computer/information sciences	3,400	8,200	10,600	14,900
Agriculture/natural resources	6,800	4,100	10,400	10,900
Physical sciences and science technologies	5,500	5,000	7,400	7,500
Engineering and engineering technologies	6,500	11,600	13,700	14,700

¹ Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. Data based on all degree-granting institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 249 and 276–297. Data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” and 1989–90 through 2003–04 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87-00) and IPEDS, Fall 2004.

Degrees Earned by Women

Table 30-2. Number and percentage of master's and doctoral degrees earned by women and change in the percentage earned by women from 1979–80 to 2003–04, by field of study: Various years, 1979–80 through 2003–04

Field of study	1979–80		1989–90		1999–2000		2003–04		Change in percentage points between 1979–80 and 2003–04
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Number	Percent of total	
Master's degrees									
Total¹	147,300	49.4	170,600	52.6	265,300	58.0	329,400	58.9	9.5
Health professions and related clinical sciences	11,300	73.6	15,900	78.0	33,100	77.7	35,300	78.5	4.9
Education	71,500	70.2	64,400	75.9	94,000	76.4	124,500	76.7	6.4
English language/literature/letters	3,800	63.8	4,200	66.4	4,700	67.0	5,500	69.1	5.3
Psychology	5,800	58.8	7,400	68.5	11,900	75.7	14,100	78.8	20.0
Visual and performing arts	4,600	53.3	4,800	56.3	6,200	57.2	7,400	57.1	3.8
Communication, journalism, and related programs	1,600	50.5	2,600	60.8	3,500	63.3	4,600	66.2	15.8
Biological and biomedical sciences	2,300	36.2	2,400	49.2	3,700	53.8	4,400	57.9	21.6
Social sciences and history	4,400	36.0	4,700	40.7	7,000	50.1	8,300	51.5	15.5
Agriculture/natural resources	900	22.5	1,100	33.8	2,000	46.0	2,500	51.8	29.3
Mathematics and statistics	1,000	36.1	1,500	40.1	1,500	45.5	1,900	45.1	9.0
Business	12,200	22.3	26,100	34.0	44,500	39.9	58,500	42.0	19.7
Computer/information sciences	800	20.9	2,700	28.1	5,000	33.4	6,300	31.2	10.2
Physical sciences and science technologies	1,000	18.5	1,400	26.1	1,700	35.3	2,200	39.6	21.1
Engineering and engineering technologies	1,200	7.3	3,500	14.0	5,600	21.0	7,500	21.4	14.1
Doctoral degrees									
Total¹	9,700	29.7	14,000	36.4	19,800	44.1	23,100	47.7	18.0
English language/literature/letters	600	46.9	500	55.0	900	58.4	700	60.3	13.4
Psychology	1,500	43.4	2,200	58.9	3,200	67.7	3,300	69.0	25.6
Health professions and related clinical sciences	400	43.1	800	56.2	1,300	64.9	3,100	71.1	28.0
Education	3,200	43.9	3,700	57.3	4,100	64.2	4,700	66.1	22.2
Communication, journalism, and related programs	100	37.3	100	46.7	200	52.9	200	56.3	19.0
Visual and performing arts	200	36.9	400	44.4	600	52.4	700	55.4	18.4
Social sciences and history	900	27.0	1,000	32.9	1,700	41.2	1,600	42.6	15.6
Biological and biomedical sciences	900	25.5	1,400	36.8	2,300	44.3	2,400	46.5	21.0
Business	100	15.3	300	25.2	400	32.0	500	35.2	19.9
Mathematics and statistics	100	13.8	200	17.8	300	25.3	300	28.1	14.3
Physical sciences and science technologies	400	12.3	800	19.1	1,000	25.3	1,100	27.8	15.5
Agriculture/natural resources	100	11.3	300	19.8	400	31.3	400	36.0	24.7
Computer/information sciences	#	11.3	100	14.8	100	16.8	200	22.0	10.8
Engineering and engineering technologies	100	3.9	500	9.0	800	15.4	1,100	17.7	13.8

Rounds to zero.

¹ Includes other fields not shown separately.

NOTE: See supplemental note 10 for more information on fields of study. Data based on all degree-granting institutions. The first section of fields for master's degrees earned by women shows fields in which women earned at least 50 percent of the degrees in 1980 and in 2004. The second section (shaded) includes fields in which women earned less than half of the degrees in 1980 but had earned at least half by 2004. The last section under master's degrees shows fields in which women earned less than half of the master's degrees awarded in 1980 and still earned less than half in 2004. The doctoral degree section is split into two sections. The first section shows fields in which women earned less than half of the degrees awarded in 1980, but more than half in 2004. The second section (shaded) shows degrees in which women earned less than half of the degrees in 1980 and still earned less than half in 2004. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), tables 249 and 276–297. Data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” and 1989–90 through 2003–04 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87-00) and IPEDS, Fall 2004.

Educational Attainment

Table 31-1. Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2005

Year	Total ¹			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.0	76.5	81.7	83.0	80.5	58.7	56.7	60.5	48.3	51.4	45.8
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.5	47.0	48.0
1973	80.2	80.6	79.8	84.1	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.3	71.5	65.8	54.1	55.8	52.5
1975	83.1	84.5	81.8	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.7	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.1	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.6	58.5	54.7
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	73.9	75.3	57.1	55.5	58.5
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3	58.0	57.0	58.9
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.5	81.5	60.9	60.7	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.3	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.0	75.9	81.7	58.6	56.8	60.2
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	60.9	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.8	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.4	84.5	82.5	59.8	58.6	61.0
1988	85.9	84.7	87.0	89.7	88.4	90.9	80.9	80.8	80.9	62.3	59.9	64.9
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.0
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.4	81.8	83.6	80.1	56.7	56.4	57.1
1992	86.3	86.1	86.5	90.7	90.2	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.6	91.8	82.6	84.8	80.8	60.9	58.3	64.0
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.7	85.3	60.3	58.0	63.0
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3	57.1	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9
1997	87.4	85.8	88.9	92.9	91.7	94.0	86.9	85.8	87.8	61.8	59.2	64.9
1998	88.1	86.6	89.6	93.6	92.5	94.6	88.2	88.4	88.1	62.8	59.9	66.3
1999	87.8	86.1	89.5	93.0	91.9	94.1	88.7	88.2	89.2	61.6	57.4	66.0
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2	62.8	59.2	66.4
2001	87.7	86.9	88.6	93.3	93.0	93.6	87.0	87.5	86.7	63.2	59.4	67.2
2002	86.4	84.7	88.1	93.0	92.1	93.8	87.6	85.8	88.9	62.4	60.2	65.0
2003	86.5	84.9	88.2	93.7	92.8	94.5	88.5	87.4	89.4	61.7	59.6	64.2
2004	86.6	85.2	88.0	93.3	92.1	94.5	88.7	91.2	86.6	62.4	60.1	65.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3	63.3	63.2	63.3

¹ Included in the totals but not shown separately are those from other racial/ethnic categories.

NOTE: Prior to 1992, "high school completers" meant those who completed 12 years of schooling; beginning in 1992, the term meant those who received a high school diploma or equivalency certificate. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion of the CPS. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Educational Attainment

Table 31-2. Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2005

Year	Total ¹			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	33.9	38.5	29.4	36.7	41.7	31.8	18.1	16.5	19.5	14.7	19.7	10.5
1972	36.0	40.9	31.3	38.6	44.0	33.3	21.4	19.6	22.8	15.3	17.4	13.5
1973	36.3	41.4	31.4	39.2	44.6	33.7	21.5	21.2	21.8	16.6	21.4	12.4
1974	40.1	44.7	35.6	43.1	47.8	38.4	24.2	26.4	22.4	21.3	24.7	18.2
1975	41.6	47.4	36.0	44.3	50.4	38.3	27.5	29.7	25.8	21.8	26.3	17.6
1976	44.1	50.1	38.4	47.2	53.5	41.0	27.5	29.5	25.9	21.1	24.4	18.3
1977	45.5	50.3	40.8	48.6	53.4	43.7	31.1	34.3	28.5	23.8	26.5	21.5
1978	46.4	51.0	41.9	49.5	54.6	44.4	34.7	35.7	33.9	24.7	27.6	22.0
1979	46.3	49.8	42.9	49.6	53.3	45.9	31.2	30.2	32.0	25.1	28.2	22.3
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3	23.2	25.9	20.5
1981	43.2	45.6	40.9	46.0	48.5	43.5	33.0	33.9	32.3	23.6	24.6	22.7
1982	43.0	44.5	41.6	45.1	46.6	43.7	37.1	38.1	36.3	24.1	24.6	23.7
1983	43.5	44.8	42.2	46.1	47.7	44.4	33.0	33.2	32.9	25.0	23.8	26.3
1984	43.0	43.6	42.5	45.6	46.2	45.0	32.9	31.5	34.1	26.7	27.0	26.4
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5	26.9	26.9	27.0
1986	44.0	44.1	43.8	46.8	46.9	46.8	36.3	35.9	36.6	25.3	24.9	25.8
1987	43.6	43.1	44.0	46.0	45.7	46.2	35.9	32.4	38.8	26.7	27.1	26.2
1988	43.6	43.7	43.6	46.4	46.4	46.5	33.3	34.7	32.1	28.0	26.5	29.6
1989	43.8	43.9	43.7	47.2	47.1	47.2	34.6	34.0	35.1	27.0	27.3	26.7
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9	23.4	22.9	23.9
1991	45.3	44.4	46.2	49.3	48.8	49.9	35.3	32.0	38.2	23.9	23.1	24.8
1992	48.9	48.2	49.6	53.3	52.6	53.9	36.2	34.9	37.2	28.5	27.2	30.1
1993	51.0	49.5	52.5	55.6	54.7	56.6	40.0	37.0	42.5	29.7	26.9	33.1
1994	52.1	49.8	54.3	57.1	54.9	59.3	41.8	40.3	43.0	31.0	28.0	34.6
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8	28.7	26.7	30.9
1996	56.5	54.5	58.5	62.0	60.3	63.7	48.1	47.9	48.3	31.1	28.1	35.0
1997	57.1	54.9	59.4	63.3	61.3	65.3	46.6	43.0	49.6	33.3	30.7	36.4
1998	57.8	54.6	61.0	64.1	61.3	66.9	49.9	46.8	52.6	32.5	29.3	36.3
1999	58.0	54.7	61.3	63.9	60.7	67.0	51.3	45.9	55.5	31.2	27.4	35.0
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6	32.8	29.0	36.6
2001	58.4	54.4	62.5	64.8	60.5	69.1	50.5	46.7	53.6	32.2	28.2	36.4
2002	58.0	54.5	61.6	65.8	62.0	69.5	53.4	51.8	54.6	30.9	28.3	34.1
2003	57.4	53.8	61.1	65.5	61.9	69.2	51.2	49.6	52.5	31.1	27.9	34.9
2004	57.3	53.4	61.3	64.7	60.8	68.6	51.9	49.3	54.0	32.3	27.9	37.7
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1	32.8	31.8	34.0

¹ Interpret data with caution (estimates are unstable).

² Included in the totals but not shown separately are those from other racial/ethnic categories.

NOTE: "Some college" also includes those with a bachelor's degree or higher. Prior to 1992, "some college" meant those who completed 1 or more years of college; beginning in 1992, the term meant those who completed any college at all. In 1994, the survey instrument for the Current Population Survey (CPS) was changed and weights were adjusted. See *supplemental note 2* for further discussion of the CPS. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Educational Attainment

Table 31-3. Percentage of 25- to 29-year-olds who completed a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2005

Year	Total ¹			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	17.1	20.4	13.8	18.9	22.4	15.4	6.7	6.9	6.6	5.1!	8.0	2.6
1972	19.0	22.0	16.0	20.8	24.1	17.5	8.4	7.2	9.4	3.7!	4.5!	3.1
1973	19.0	21.6	16.4	20.8	23.8	17.9	8.1	7.2	9.0	5.7	6.7	4.8
1974	20.7	23.9	17.6	23.2	26.7	19.7	7.9	8.7	7.2	5.5	4.9!	6.0
1975	21.9	25.2	18.7	23.8	27.3	20.2	10.5	11.1	10.0	8.8	10.4	7.3
1976	23.7	27.5	20.1	25.7	29.8	21.6	13.0	12.0	13.9	7.3	10.3	4.7
1977	24.0	27.0	21.1	26.4	29.7	23.1	12.6	12.8	12.5	6.7	7.1	6.3
1978	23.3	26.0	20.6	25.6	28.9	22.3	11.8	10.7	12.6	9.6	9.6	9.7
1979	23.1	25.8	20.5	25.5	28.4	22.6	12.4	13.2	11.8	7.3	7.9	6.8
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4	7.7	8.4	6.9
1981	21.3	23.1	19.6	23.6	25.5	21.7	11.6	12.1	11.1	7.5	8.6	6.5
1982	21.7	23.3	20.2	23.8	25.7	21.9	12.6	11.7	13.4	9.7	10.7	8.7
1983	22.5	23.9	21.1	24.5	26.2	22.7	12.9	13.1	12.7	10.4	9.6	11.1
1984	21.9	23.2	20.7	24.1	25.5	22.7	11.7	12.9	10.6	10.6	9.6	11.6
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6	11.1	10.9	11.2
1986	22.4	22.9	21.9	25.2	25.8	24.5	11.8	10.3	13.1	9.0	8.9	9.1
1987	22.0	22.3	21.7	24.6	24.9	24.4	11.5	11.8	11.2	8.7	9.2	8.2
1988	22.7	23.4	21.9	25.1	25.7	24.5	12.0	12.4	11.7	11.3	11.9	10.6
1989	23.4	23.9	22.9	26.3	26.9	25.8	12.6	12.1	13.1	10.1	9.6	10.6
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9	8.1	7.3	9.1
1991	23.2	23.0	23.4	26.7	26.5	26.9	11.0	11.5	10.5	9.2	8.1	10.4
1992	23.6	23.2	24.0	27.2	26.6	27.7	11.0	11.7	10.5	9.5	8.8	10.3
1993	23.7	23.4	23.9	27.2	27.2	27.1	13.3	12.5	13.9	8.3	7.1	9.8
1994	23.3	22.5	24.0	27.1	26.8	27.4	13.6	11.6	15.2	8.0	6.6	9.8
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7	8.9	7.8	10.1
1996	27.1	26.1	28.2	31.6	30.9	32.3	14.6	12.2	16.6	10.0	10.2	9.8
1997	27.8	26.3	29.3	32.6	31.2	34.1	14.2	11.8	16.3	11.0	9.6	12.7
1998	27.3	25.6	29.0	32.3	30.5	34.2	15.8	14.3	17.0	10.4	9.5	11.3
1999	28.2	26.8	29.5	33.6	32.0	35.1	15.0	13.1	16.5	8.9	7.5	10.4
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4	9.7	8.3	11.0
2001	28.6	26.2	31.1	33.0	29.7	36.3	17.8	17.9	17.8	11.1	9.1	13.3
2002	29.3	26.9	31.8	35.9	32.6	39.2	18.0	17.9	18.1	8.9	8.3	9.7
2003	28.4	26.0	30.9	34.2	31.4	37.1	17.5	17.7	17.4	10.0	8.4	12.0
2004	28.7	26.1	31.4	34.5	31.4	37.5	17.1	13.5	20.0	10.9	9.6	12.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3	11.2	10.2	12.4

! Interpret data with caution (estimates are unstable).

¹ Included in the totals but not shown separately are those from other racial/ethnic categories.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion of the CPS. Some estimates are revised from previous publications. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Study Supplement, 1971–2005, previously unpublished tabulation (November 2005).

Advanced Degree Completion Among Bachelor's Degree Recipients

Table 32-1. Percentage of 1992–93 bachelor's degree recipients' advanced degree attainment and enrollment status in 2003, by type of institution and student characteristics

Type of institution and student characteristic	Enrolled between 1993 and 2003	Attained by 2003				Enrolled in 2003				Did not complete, not enrolled in 2003
		Any advanced degree ¹	Master's ²	First-professional ³	Doctoral	Any advanced degree ¹	Master's ²	First-professional ³	Doctoral	
Total	40.1	25.6	19.7	4.0	1.9	5.9	4.2	0.5	1.2	9.4
Type of undergraduate institution										
Public 4-year										
Non-doctorate-granting	35.4	20.9	17.9	2.1	0.9	5.8	5.0	0.4!	0.5!	9.1
Doctorate-granting	39.4	24.8	18.1	4.2	2.5	5.7	3.7	0.9	1.1	9.5
Private not-for-profit 4-year										
Non-doctorate-granting	41.3	25.8	20.8	3.3	1.7	6.4	4.7	0.2!	1.5	10.3
Doctorate-granting	50.5	35.5	25.2	7.9	2.4	6.3	4.1	0.2!	2.0	9.8
Other	33.5	25.4	22.5	1.6!	1.3!	4.5!	3.8!	0.4!	0.3!	3.6
Educational expectations at bachelor's completion ⁴										
Bachelor's degree	16.7	9.1	7.7	1.0!	0.4!	3.9	2.6	0.8!	0.5!	4.0
Master's degree	35.5	22.0	20.9	0.9	0.3!	5.5	4.5	0.3!	0.7	8.5
First-professional degree	69.9	52.5	13.9	32.4	6.2	6.3	3.4	2.1!	0.9!	11.7
Doctoral degree	63.1	41.0	27.9	6.2	6.8	8.5	5.0	0.4!	3.2	15.5
Sex										
Male	38.7	25.6	18.0	4.9	2.7	5.7	3.8	0.7!	1.2	8.3
Female	41.3	25.5	21.1	3.2	1.3	6.1	4.6	0.4	1.1	10.3
Race/ethnicity ⁵										
White	39.4	25.4	20.0	3.7	1.8	5.4	3.9	0.4	1.1	9.3
Black	45.5	25.8	20.5	3.0	2.3!	11.2	7.1	1.7!	2.4!	9.8
Hispanic	43.8	25.0	17.7	3.7!	3.7	8.5	7.1!	0.4!	0.9!	10.9
Asian/Pacific Islander	41.5	27.1	14.9	11.0	1.3!	5.3!	3.5!	1.0!	0.8!	9.3
Parents' highest level of education										
High school diploma or less	33.8	19.0	15.9	2.1	1.0	5.7	4.7	0.4!	0.6	9.4
Some college	39.1	24.3	20.1	3.1	1.0!	6.0	4.5	0.8!	0.6!	9.4
Bachelor's degree	39.9	26.0	19.3	4.2	2.5	6.6	4.5	0.5!	1.6	8.7
Advanced degree	48.7	33.7	23.8	6.7	3.2	5.7	3.3	0.5!	1.8	10.3
Bachelor's degree major										
Business and management	25.4	16.7	14.7	1.8	0.2!	3.2	2.6	0.4!	0.2!	5.6
Education	50.3	28.9	26.3	1.5	1.1!	8.1	6.8	0.3!	1.0	13.9
Health	36.5	22.1	19.4	2.1	0.6!	6.5	5.2!	1.1!	0.3!	8.0
Arts and humanities	42.6	27.1	21.5	4.3	1.2	7.1	4.2	0.4!	2.5	10.1
Social and behavioral sciences	47.1	29.2	21.1	6.1	2.0	8.2	6.4	0.3!	1.6	10.5
Science, math, and engineering	49.9	34.3	20.1	7.7	6.6	6.0	3.4	0.9!	1.7	10.8
Other	34.4	22.4	18.0	3.4	1.0	4.2	2.5	0.8!	1.0!	8.6
Cumulative undergraduate GPA										
Less than 2.75	33.9	20.4	16.8	2.2	1.3	5.6	4.1	0.6	0.9	8.6
2.75–3.74	46.4	30.6	21.3	7.1	2.3	6.7	4.7	0.5!	1.5	9.9
3.75 or higher	54.7	38.4	30.1	4.3	4.1	5.0	3.5	0.4!	1.1!	11.8

! Interpret data with caution (estimates are unstable).

¹ The attained any advanced degree (column 2) and enrolled in any advanced degree (column 6) in 2003 columns are not mutually exclusive. Graduates who earned an advanced degree (column 2) may be enrolled in 2003 pursuing another advanced degree (column 6).

² Includes students who earned a master's or post-master's certificate.

³ First-professional programs include Chiropractic (D.C. or D.C.M.), Pharmacy (D.Pharm), Dentistry (D.D.S. or D.M.D.), Podiatry (Pod.D. or D.P.), Medicine (M.D.), Veterinary Medicine (D.V.M.), Optometry (O.D.), Law (L.L.B. or J.D.), Osteopathic Medicine (D.O.), or Theology (M.Div., M.H.L., or B.D.).

⁴ Fourteen percent of 1992–93 bachelor's degree recipients expected, at the time they graduated from college, to earn a bachelor's degree or less as their highest degree, 52 percent expected to earn a master's degree, 19 percent expected to earn a first-professional degree, and 6 percent expected to earn a doctoral degree. Ten percent had a missing value.

⁵ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the totals but not shown separately are data for American Indian/Alaska Native respondents and those who identified themselves as another race not shown.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), previously unpublished tabulation (September 2005).

Early Literacy Activities

Table 33-1. Percentage of prekindergarten children ages 3–5 who participated in home literacy activities with a family member three or more times in the preceding week, by selected child and family characteristics: 1993 and 2005

Child or family characteristic	Read to ¹		Told a story		Taught letters, words, or numbers		Taught songs or music	
	1993	2005	1993	2005	1993	2005	1993	2005
Total	78.3	85.7	43.0	53.7	57.7	76.6	41.0	54.4
Age								
3	79.4	86.4	46.4	54.5	57.2	75.5	45.0	60.9
4	77.8	84.7	41.2	52.8	58.1	76.8	38.9	49.7
5	75.9	86.5	35.8	54.6	57.9	80.0	33.1	47.1
Sex								
Male	77.4	84.7	42.6	53.2	57.7	75.5	38.3	50.7
Female	79.2	86.8	43.4	54.3	57.7	77.8	43.8	58.4
Race/ethnicity ²								
White	84.8	91.9	44.3	53.3	57.2	75.7	40.2	52.1
Black	65.9	78.5	39.0	54.3	62.7	80.6	48.9	56.4
Hispanic	58.2	71.8	37.7	49.8	53.9	74.3	38.7	59.1
Asian/Pacific Islander	68.8	84.4	52.1	64.5	61.8	75.2	35.9	46.9
Parents' primary home language								
Both parents speak English	81.1	88.8	43.6	55.0	58.1	77.8	41.6	54.4
One parent speaks English	65.1	76.4	48.7	56.3	57.0	70.8	35.2	61.9
Neither parent speaks English	40.3	64.6	33.0	43.8	51.6	68.9	32.9	53.0
Parents' education ³								
Less than high school	54.4	62.7	34.1	42.6	54.6	67.8	37.3	49.0
High school diploma or equivalent	73.0	79.9	40.5	46.9	57.9	76.8	42.6	56.7
Some college, including vocational/technical	81.8	86.4	42.4	56.5	58.3	79.7	41.3	56.9
Bachelor's degree	88.9	92.2	47.7	56.4	57.3	75.8	36.7	53.8
Graduate/professional degree	88.5	94.4	52.0	60.7	58.2	76.1	42.7	50.1
Mother's employment ⁴								
35 hours or more per week	77.9	83.2	42.7	52.0	55.7	74.7	41.9	54.8
Less than 35 hours per week	81.5	89.3	45.0	54.1	57.7	78.8	40.2	50.5
Looking for work	70.9	89.4	42.9	57.6	65.8	81.0	49.2	54.5
Not in the labor force	78.9	85.1	42.5	54.9	58.3	76.4	40.0	56.4
Family type								
Two-parent household	81.1	86.5	43.8	53.4	57.1	76.1	39.9	53.6
One-parent or guardian-only household	70.8	82.8	40.7	54.9	59.1	78.3	43.9	57.2
Poverty status ⁵								
Poor	67.5	78.4	39.1	50.8	59.6	76.0	45.2	53.7
Near-poor	75.5	82.4	42.5	53.6	58.1	78.0	39.4	59.2
Nonpoor	86.8	90.2	45.6	55.0	56.2	76.2	39.5	52.5
Number of children under age 18 in the home								
1	80.9	85.8	45.9	56.5	65.0	77.8	44.0	56.5
2–3	78.7	85.9	43.1	53.0	55.8	76.8	39.7	52.8
4 or more	72.4	84.6	38.3	53.8	56.8	74.1	43.3	60.0

¹ In 1993, respondents were asked about their reading frequency in one of the two versions of the survey questionnaire. The percentages presented in the table are for all of the respondents who answered three or more times on either version of the questionnaire.

² Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. Other race/ethnicities are included in the total but are not shown separately.

³ Parents' education is based on the highest level of education attained by either parent.

⁴ Estimates do not include children without mothers (birth, adoptive, step, or foster) residing in the household.

⁵ "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Afterschool Activities

Table 34-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	6.9	17.9	5.7	8.1	19.7	10.2	31.1
Grade							
K–2	3.1	15.0	2.0	2.5	14.9	10.3	26.0
3–5	8.1	19.7	5.9	7.5	21.3	14.2	33.6
6–8	9.3	19.1	9.1	14.0	22.7	6.3	33.5
Sex							
Male	6.9	12.2	4.7	7.1	18.4	9.3	33.7
Female	6.9	24.1	6.8	9.3	21.2	11.2	28.3
Race/ethnicity ¹							
White	7.2	22.4	7.5	10.2	24.3	13.9	38.8
Black	8.4	9.6	3.0	5.6	15.7	4.8	17.9
Hispanic	4.3	9.5	2.7	3.9	10.6	4.0	20.0
Household income							
\$15,000 or less	4.7	5.7	2.6	2.4	9.8	3.5	11.2
\$15,001–30,000	4.5	9.3	2.7	5.0	12.5	5.1	17.1
\$30,001–50,000	5.9	13.6	4.5	7.5	17.2	8.5	21.8
\$50,001–75,000	7.8	20.3	6.3	8.7	23.5	13.4	37.3
\$75,001 or more	9.3	29.8	9.4	12.6	27.6	15.1	50.3
Poverty status ²							
Poor	4.6	6.9	2.2	2.8	10.4	4.1	12.3
Near-poor	5.2	9.9	3.3	6.2	14.3	5.9	17.9
Nonpoor	8.3	24.7	7.8	10.6	24.8	13.9	42.4
Parents' education ³							
Less than high school	1.1	2.2	0.2	0.7!	3.2	1.1!	5.4
High school diploma or equivalent	4.3	7.8	3.4	4.2	11.6	5.1	18.1
Some college, including vocational/technical	7.8	15.3	4.5	7.6	19.3	9.2	27.8
Bachelor's degree	7.9	25.2	8.3	11.7	27.5	16.1	43.5
Graduate/professional degree	10.4	35.3	10.6	13.6	30.4	16.3	52.0
Mother's employment ⁴							
35 hours or more per week	7.3	17.1	5.5	8.1	19.1	9.3	31.9
Less than 35 hours per week	7.9	21.8	7.9	10.8	25.3	13.6	37.3
Not employed	5.4	16.5	4.6	6.6	17.5	9.4	26.1
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	7.4	19.4	6.3	8.9	21.6	11.4	33.8
One of two parents learned English as a child or currently speaks English in the home	3.9!	11.6	1.2!	3.6!	10.1!	0.8!	17.1
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	3.1	5.2	1.9	1.6	4.2	1.5!	8.9

See notes at end of table.

Afterschool Activities

Table 34-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2005—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	7.2	20.2	6.6	9.2	22.1	11.8	35.4
One-parent or guardian-only household	6.1	12.2	3.6	5.5	13.9	6.4	20.5
Community type⁵							
Urban	7.4	18.6	5.7	8.2	19.6	10.4	31.4
Rural	4.9	15.3	5.8	7.9	20.2	9.6	30.0
School control							
Public	6.4	17.0	5.5	7.5	19.6	9.9	29.6
Private	10.3	25.6	7.6	13.2	20.4	12.4	42.9

! Interpret data with caution (estimates are unstable).

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

³ Parents' education is based on highest level of education attained by either parent.

⁴ Only includes children who had a mother in the household. "Not employed" includes both (1) mothers who are seeking work but unemployed and (2) mothers not in the labor force.

⁵ Community type is based on a U.S. Census classification of places. Urban is a place with at least 50,000 people. Rural is a place not classified as urban.

NOTE: Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Afterschool Activities

Table 34-2. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Total	6.1	17.3	4.6	6.8	19.6	9.5	28.4
Grade							
K–2	3.2	12.4	2.0	2.5	13.6	9.9	21.7
3–5	5.8	20.0	4.3	5.8	21.2	11.9	29.6
6–8	9.2	19.6	7.6	12.2	23.9	6.6	34.0
Sex							
Male	6.1	11.0	4.2	6.3	18.0	8.6	31.2
Female	6.0	24.0	5.1	7.3	21.2	10.5	25.5
Race/ethnicity ¹							
White	6.3	21.0	5.8	8.3	23.8	13.1	35.9
Black	6.8	12.0	2.1	3.9	12.9	3.7	14.6
Hispanic	3.8	7.2	2.9	3.7	10.8	3.1	14.5
Household income							
\$15,000 or less	3.9	7.1	1.5!	2.1	9.6	2.5	9.3
\$15,001–30,000	4.4	8.7	3.3	3.1	11.8	5.6	14.6
\$30,001–50,000	5.2	13.2	3.3	5.3	17.9	8.0	24.8
\$50,001–75,000	6.9	22.4	6.3	9.1	24.3	11.6	35.5
\$75,001 or more	9.2	31.4	7.7	12.7	30.6	17.4	51.1
Poverty status ²							
Poor	3.8	6.4	1.7	2.0	8.7	2.5	8.7
Near-poor	4.4	10.7	3.5	4.5	15.4	6.6	18.9
Nonpoor	7.7	24.4	6.2	9.6	25.3	13.4	39.9
Parents' education ³							
Less than high school	1.9	3.1	0.6!	1.4!	6.1	2.1!	6.3
High school diploma or equivalent	3.6	9.0	2.6	3.1	11.4	5.8	17.6
Some college, including vocational/technical	6.1	13.7	3.8	6.9	20.3	8.4	26.6
Bachelor's degree	8.8	28.3	6.0	9.3	28.9	15.0	42.7
Graduate/professional degree	10.0	36.1	10.7	13.9	30.7	16.8	49.1
Mother's employment ⁴							
35 hours or more per week	6.4	16.8	4.6	7.1	18.1	9.2	28.1
Less than 35 hours per week	7.5	21.9	6.0	8.9	26.1	12.4	36.6
Not employed	5.0	15.4	3.8	5.1	17.8	8.3	24.0
Parents' language							
Both/only parent(s) learned English as child(ren) or currently speak(s) English in the home	6.3	18.5	4.8	7.2	20.8	10.3	30.5
One of two parents learned English as a child or currently speaks English in the home	6.5!	11.8!	5.2!	3.4!	6.7!	#	12.0
No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home	2.6	3.6	1.4!	2.2!	6.6	1.0!	6.0

See notes at end of table.

Afterschool Activities

Table 34-2. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities (regularly scheduled at least once a month) since the beginning of the school year, by student and school characteristics: 2001—Continued

Student or school characteristic	Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Family type							
Two-parent household	6.4	19.9	5.3	8.1	22.5	11.1	33.0
One-parent or guardian-only household	5.4	11.5	3.1	3.9	12.9	5.8	18.0
Community type⁵							
Urban	6.2	18.1	4.8	7.1	19.1	9.4	28.4
Rural	5.6	14.9	4.1	5.9	21.2	9.9	28.6
School control							
Public	5.8	16.2	4.5	6.4	19.5	9.0	26.9
Private	8.3	26.9	5.3	10.1	20.3	13.7	41.1

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as 100–199 percent of the poverty threshold; and "nonpoor" is defined as 200 percent or more than the poverty threshold.

³ Parents' education is based on highest level of education attained by either parent.

⁴ Only includes children who had a mother in the household. "Not employed" includes both mothers who are seeking work but unemployed and mothers not in the labor force.

⁵ Community type is based on a U.S. Census classification of places. Urban is a place with at least 50,000 people. Rural is a place not classified as urban.

NOTE: Homeschooled children are excluded. When asked about their children's participation in various afterschool activities (regularly scheduled at least once a month), parents could respond either "yes" or "no." Shown is the percentage of parents who responded "yes" for each activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES), previously unpublished tabulation (October 2005).

Student/Teacher Ratios in Public Elementary and Secondary Schools

Table 35-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Fall 1990–2003

Type, level, and enrollment of school	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
All schools	17.4	17.6	17.7	17.8	17.7	17.8	17.6	17.2	16.9	16.6	16.4	16.3	16.2	16.4
Regular schools	17.6	17.7	17.8	17.9	17.8	17.9	17.7	17.3	17.0	16.7	16.5	16.4	16.3	16.5
Elementary schools	18.2	18.2	18.1	18.3	18.0	18.1	17.9	17.4	17.0	16.7	16.5	16.3	16.2	16.3
Under 300	16.0	16.1	15.9	16.0	15.7	15.7	15.6	15.3	15.1	14.6	14.4	14.1	13.9	14.0
300–499	17.6	17.6	17.5	17.7	17.5	17.5	17.2	16.8	16.4	16.1	15.8	15.6	15.5	15.6
500–999	18.8	18.8	18.7	18.8	18.5	18.6	18.3	17.8	17.4	17.1	16.9	16.8	16.7	16.8
1,000–1,499	19.5	19.6	19.7	19.7	19.6	19.7	19.4	18.8	18.4	18.3	18.1	18.0	18.0	18.1
1,500 or more	19.9	20.9	20.3	21.2	20.4	20.9	21.2	20.7	19.9	20.0	20.5	20.2	20.3	20.8
Secondary schools	16.7	17.0	17.4	17.4	17.6	17.7	17.6	17.4	17.1	16.9	16.7	16.7	16.8	17.0
Under 300	12.3	12.3	12.3	12.6	12.7	12.8	12.7	12.5	12.5	12.0	12.0	11.9	12.0	12.3
300–499	14.9	15.1	15.3	15.5	15.7	15.7	15.5	15.3	15.1	14.6	14.5	14.4	14.4	14.7
500–999	16.1	16.4	16.7	16.7	16.8	16.9	16.7	16.4	16.2	16.0	15.8	15.7	15.8	16.0
1,000–1,499	17.2	17.5	17.9	17.8	17.9	18.0	17.9	17.5	17.2	17.1	16.8	16.8	16.9	17.2
1,500 or more	19.3	19.6	20.0	19.6	19.9	20.0	20.0	19.7	19.3	19.2	18.9	18.8	18.8	19.0
Combined schools	15.8	16.1	15.8	16.1	16.1	16.0	15.7	15.3	14.6	14.4	14.9	15.0	15.2	15.6
Under 300	11.0	11.2	10.9	11.2	11.3	10.3	10.0	9.7	10.4	10.3	10.4	10.6	10.8	11.3
300–499	14.8	14.7	14.5	14.9	14.4	15.0	14.6	14.5	14.1	14.1	13.9	14.0	14.1	14.8
500–999	16.7	17.0	15.8	16.5	16.5	16.5	16.6	16.2	15.6	15.0	15.9	15.9	16.2	16.2
1,000–1,499	17.8	18.1	18.5	18.3	18.1	18.2	17.9	17.5	17.2	17.2	17.6	17.9	18.1	17.8
1,500 or more	19.0	19.5	19.8	19.6	20.0	20.0	19.6	19.3	18.9	21.0	20.0	21.1	20.7	20.8
Alternative	14.2	15.8	16.5	17.4	18.0	16.6	16.6	16.5	16.4	15.8	15.2	14.9	14.9	15.0
Special education	6.5	6.8	7.0	7.4	6.9	7.2	7.4	7.6	7.3	7.2	7.0	6.4	7.0	7.3
Vocational	13.0	12.3	13.0	13.1	12.9	12.7	12.9	12.9	13.1	13.0	12.7	12.7	9.9	10.3

NOTE: The student/teacher ratio is determined by dividing the total number of full-time-equivalent teachers into the total enrollment. Regular schools include all schools except special education schools, vocational schools, and alternative schools. This analysis excludes schools that did not report both enrollment and teacher data. See *supplemental note 3* for more information about the NCES Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2003–04, previously unpublished tabulations (July and August 2005).

Parental Choice of Schools

Table 36-1. Number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003

Student or household characteristic	Type of school attended by student							
	Public, assigned				Public, chosen			
	1993	1996	1999	2003	1993	1996	1999	2003
Number of students (thousands)	33,900	34,600	35,800	35,300	4,700	6,200	6,800	7,400
Total (percent)	79.9	76.0	75.9	73.9	11.0	13.7	14.5	15.4
Grade level								
1–5	78.6	74.1	73.7	71.6	11.6	14.8	15.3	16.6
6–8	81.3	79.4	78.6	75.0	9.9	11.2	11.7	14.5
9–12	80.6	75.9	76.9	76.0	11.2	14.1	15.6	14.4
Race/ethnicity ¹								
White	81.0	77.1	77.1	74.7	8.6	11.1	11.5	12.9
Black	77.2	72.9	71.5	68.1	18.6	21.5	22.6	24.0
Hispanic	79.2	76.4	77.0	77.9	13.7	16.1	18.0	15.1
Other	73.0	69.3	72.6	70.1	14.9	19.0	17.4	19.3
Family type								
Two-parent household	80.1	76.3	76.8	73.6	9.3	11.7	12.2	14.1
One-parent household	78.9	74.6	74.4	74.5	15.2	18.4	18.4	18.3
Nonparent guardians	83.7	80.2	72.9	74.7	13.5	14.6	21.7	20.0
Poverty status								
Poor	82.6	77.8	76.5	78.2	13.9	17.6	19.3	18.4
Near-poor	82.5	78.6	78.4	77.0	11.1	14.0	15.7	16.7
Nonpoor	77.2	74.0	74.6	71.4	9.7	11.7	11.9	14.0
Parents' education								
Less than high school	83.6	78.8	79.6	77.6	13.7	17.4	17.8	19.7
High school diploma or equivalent	83.5	82.1	80.3	79.3	11.4	12.3	14.3	15.8
Some college, including vocational/technical	79.8	76.4	77.4	75.8	11.1	14.7	15.2	15.8
Bachelor's degree	75.8	70.7	71.5	69.0	9.2	13.1	13.1	13.7
Graduate/professional degree	72.7	66.1	68.1	66.2	9.8	12.6	13.1	14.1
Region								
Northeast	77.8	74.3	74.1	73.5	9.3	12.9	13.7	11.6
South	82.0	78.7	77.6	75.9	10.9	12.5	13.5	15.8
Midwest	79.6	75.4	76.0	71.6	10.4	12.4	13.5	14.4
West	78.7	74.0	74.8	73.6	13.4	17.7	18.1	18.6
Community type								
Urban, inside of urbanized areas	75.1	71.0	71.2	70.6	13.5	16.3	16.6	16.4
Urban, outside of urbanized areas	86.6	81.2	81.6	78.8	7.7	10.7	12.0	13.5
Rural	87.7	84.9	84.6	82.0	6.8	9.2	10.6	13.1

See notes at end of table.

Parental Choice of Schools

Table 36-1. Number and percentage distribution of students in grades 1–12, by type of school attended and student and household characteristics: Various years, 1993–2003—Continued

Student or household characteristic	Type of school attended by student							
	Private, church-related				Private, not church-related			
	1993	1996	1999	2003	1993	1996	1999	2003
Number of students (thousands)	3,200	3,700	3,400	4,000	700	1,000	1,100	1,100
Total (percent)	7.5	8.0	7.3	8.4	1.6	2.3	2.3	2.4
Grade level								
1–5	8.3	8.9	8.6	9.7	1.5	2.2	2.5	2.1
6–8	7.4	7.4	7.5	7.9	1.5	2.0	2.2	2.5
9–12	6.5	7.3	5.3	6.9	1.8	2.7	2.3	2.6
Race/ethnicity ¹								
White	8.6	9.2	8.7	9.7	1.8	2.7	2.7	2.7
Black	3.4	4.2	4.4	5.7	0.8	1.4	1.6	2.2
Hispanic	6.4	6.3	3.9	6.2	0.7	1.3	1.1	0.8
Other	9.0	9.5	6.9	7.2	3.1	2.2	3.1	3.4
Family type								
Two-parent household	8.8	9.5	8.4	9.7	1.8	2.4	2.5	2.6
One-parent household	4.8	5.0	5.2	5.3	1.1	1.9	2.1	1.9
Nonparent guardians	2.1	2.3	4.1	3.7	0.7	2.9	1.2	1.5
Poverty status								
Poor	3.0	3.0	2.5	2.6	0.5	1.5	1.6	0.9
Near-poor	5.8	6.2	4.9	4.6	0.6	1.2	1.0	1.7
Nonpoor	10.6	11.2	10.3	11.6	2.6	3.2	3.2	3.1
Parents' education								
Less than high school	2.4	2.0	1.7	2.1	0.2	1.8	0.9	0.6
High school diploma or equivalent	4.6	5.0	4.1	3.7	0.5	0.7	1.3	1.2
Some college, including vocational/technical	7.7	7.1	6.0	6.7	1.4	1.8	1.4	1.7
Bachelor's degree	12.5	13.0	12.5	14.5	2.6	3.3	2.9	2.8
Graduate/professional degree	13.1	15.3	12.8	14.1	4.4	6.0	6.1	5.6
Region								
Northeast	10.5	9.2	8.7	11.0	2.4	3.6	3.6	3.9
South	5.4	6.4	6.4	6.1	1.7	2.4	2.5	2.1
Midwest	9.2	10.9	9.3	12.1	0.8	1.3	1.2	1.9
West	6.5	6.3	4.9	5.8	1.5	2.0	2.3	2.0
Community type								
Urban, inside of urbanized areas	9.5	10.0	9.2	10.1	1.9	2.7	3.0	2.9
Urban, outside of urbanized areas	4.9	6.9	5.0	6.2	0.8	1.1	1.4	1.5
Rural	4.3	3.9	3.7	3.8	1.2	1.9	1.1	1.1

¹Black includes African American and Hispanic includes Latino. Other includes Asian, Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race. Race categories exclude Hispanic origin unless specified. NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded." Detail may not sum to totals because of rounding. See *supplemental note 1* for information on poverty status, parents' level of education, region, and community type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES), School Safety and Discipline Survey of the 1993 NHES, Parent and Family Involvement/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulations (May 2004).

Parental Choice of Schools

Table 36-2. Percentage of students in grades 1–12 whose parents reported having the opportunity to send them to a chosen public school and the distribution of these students, by type of school attended and student and household characteristics: 2003

Student or household characteristic	Students whose parents reported having the opportunity to send them to a chosen public school ¹	Students whose parents reported having the opportunity to send them to a chosen public school, attending			
		Public, assigned school	Public, chosen school	Private, church-related school	Private, not church-related school
Total	51.4	64.7	27.3	6.3	1.6
Grade level					
1–5	50.3	61.1	29.9	7.2	1.8
6–8	50.8	66.1	26.4	6.6	0.9
9–12	53.5	68.2	24.7	5.1	2.0
Race/ethnicity ²					
White	50.4	68.2	22.4	7.6	1.8
Black	55.4	52.0	42.2	3.5	2.2
Hispanic	50.5	67.2	26.8	5.2	0.8
Other	54.6	59.7	34.5	5.0	0.8
Family type					
Two-parent household	51.0	66.3	24.7	7.4	1.6
One-parent household	52.4	61.3	32.9	4.1	1.8
Nonparent guardians	52.4	59.8	36.1	2.4	1.7
Household income					
\$15,000 or less	51.4	61.3	35.1	1.9	1.8
\$15,001–30,000	51.8	63.8	32.0	2.9	1.3
\$30,001–50,000	54.5	67.1	25.7	5.8	1.4
\$50,001–75,000	53.4	67.3	25.6	6.3	0.8
\$75,001 or more	47.6	62.9	23.1	11.2	2.8
Parents' education					
Less than high school	53.9	63.3	33.9	1.6	1.2
High school diploma or equivalent	51.4	67.6	28.5	3.0	0.9
Some college, including vocational/technical	53.7	66.8	26.8	5.5	1.0
Bachelor's degree	49.0	62.5	25.0	10.4	2.1
Graduate/professional degree	49.1	59.2	26.2	10.9	3.8
Region					
Northeast	38.7	57.9	27.9	11.4	2.9
South	47.0	64.7	30.3	3.4	1.6
Midwest	58.3	66.9	22.2	9.7	1.3
West	60.5	66.0	28.6	3.9	1.5
Community type					
Urban, inside of urbanized areas	50.3	60.2	30.2	7.4	2.3
Urban, outside of urbanized areas	53.0	72.4	21.6	5.0	1.0
Rural	54.3	74.4	21.6	3.8	0.1

¹Public school choice programs allow students to enroll in another public school or district outside their attendance area without justification based on special needs. These programs can include within-district or out-of-district schools. Estimates are based on parents' responses and parents may or may not know whether such choice is available.

²Black includes African American and Hispanic includes Latino. Other includes Asian, Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race. Race categories exclude Hispanic origin unless specified. NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded" and 188 students whose parents could not differentiate whether their child's school was their assigned or chosen school. Detail may not sum to totals because of rounding. See *supplemental note 1* for information on household income, parents' level of education, region, and community type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES), previously unpublished tabulation (May 2004).

Parental Choice of Schools

Table 36-3. Percentage of students in grades 1–12 whose parents reported moving to current neighborhood for the school, by type of school and student and household characteristics: 2003

Type of school and student or household characteristic	Parents moved to neighborhood for the school
Total	24.3
Type of school	
Public, assigned	27.8
Public, chosen	18.7
Private, church-related	8.7
Private, not church-related	8.2
Race/ethnicity ¹	
White	25.5
Black	18.4
Hispanic	25.9
Other	23.8
Poverty status	
Poor	21.8
Near-poor	20.6
Nonpoor	26.4
Parents' education	
Less than high school	21.4
High school diploma or equivalent	23.3
Some college, including vocational/technical	22.7
Bachelor's degree	25.3
Graduate/professional degree	29.0
Community type	
Urban, inside of urbanized areas	26.3
Urban, outside of urbanized areas	18.2
Rural	21.1

¹ Black includes African American. Other includes Asian, Pacific Islander or Native Hawaiian, American Indian or Alaska Native, and more than one race. Race categories exclude Hispanic origin unless specified.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded." Detail may not sum to totals because of rounding. See *supplemental note 1* for information on poverty status, parents' level of education, and community type.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES), previously unpublished tabulation (May 2004).

Elementary/Secondary School Teaching Among Recent College Graduates

Table 37-1. Percentage distribution of the K–12 teaching status of 1992–93 and 1999–2000 bachelor's degree recipients, by selected undergraduate characteristics: 1994 and 2001

Undergraduate characteristic	1994				2001			
	Taught	Total	Had not taught		Taught	Total	Had not taught	
			Had prepared ¹	Had not prepared			Had prepared ¹	Had not prepared
Total	10.1	89.9	4.9	85.0	12.2	87.8	2.9	84.9
Sex								
Male	5.8	94.2	2.9	91.3	7.6	92.5	2.1	90.4
Female	13.7	86.3	6.6	79.7	15.7	84.3	3.6	80.7
Race/ethnicity ²								
White	10.4	89.6	5.5	84.1	12.4	87.6	3.0	84.6
Black	8.7	91.3	2.3!	89.0	12.9	87.1	3.2	83.9
Hispanic	14.3	85.7	2.5!	83.2	18.8	81.2	2.9!	78.3
Asian/Pacific Islander	3.0!	97.0	2.2!	94.8	2.4	97.6	1.6!	95.9
American Indian	10.8!	89.2	2.6!	86.6	7.4!	92.6	6.0!	86.6
Type of institution where degree earned								
Public non-doctorate-granting	13.3	86.7	7.7	79.0	17.3	82.7	3.8	78.9
Public doctorate-granting	9.6	90.4	3.5	86.9	10.6	89.5	2.3	87.2
Private not-for-profit non-doctorate-granting	9.3	90.7	5.5	85.2	14.2	85.8	3.9	82.0
Private not-for-profit doctorate-granting	7.8	92.2	3.9	88.3	9.1	90.9	2.7	88.3
College entrance examination score ³								
Lowest level	12.5	87.5	5.5	82.0	18.4	81.6	4.2	77.5
Middle level	10.3	89.7	5.0	84.7	13.1	86.9	2.9	84.0
Highest level	7.4	92.6	3.1	89.5	8.6	91.4	1.2	90.2
Did not take test	9.8	90.2	5.8	84.4	9.6	90.4	3.2	87.3
Cumulative undergraduate GPA								
Less than 2.25	5.1!	94.9	1.1!	93.8	8.9	91.1	4.4!	86.7
2.25–2.74	6.7	93.3	2.3	91.1	8.8	91.2	2.6	88.6
2.75–3.24	9.6	90.4	4.6	85.8	12.4	87.6	3.0	84.6
3.25–3.74	11.4	88.6	5.8	82.8	13.6	86.5	2.7	83.7
3.75 or higher	13.0	87.0	7.2	79.8	14.1	85.9	3.3	82.6
Undergraduate field of study ⁴								
Business and management	1.7	98.3	0.7!	97.6	1.2!	98.8	0.8!	98.0
Education	47.5	52.5	24.0	28.6	66.5	33.5	13.0	20.5
Humanities	10.8	89.2	4.3	84.9	16.8	83.2	2.9	80.3
Mathematics, computer science, natural sciences	6.2	93.8	2.1	91.7	5.5	94.5	1.8	92.7
Social sciences	4.5	95.5	2.9	92.7	9.1	90.9	2.6	88.3
Other	2.8	97.2	2.1	95.1	4.4	95.6	1.9	93.7

! Interpret data with caution (estimates are unstable).

¹“Prepared” means either that graduates were certified or that they had completed a teacher education program or student teaching assignment but were not yet certified.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³ The CEE score is graduates' SAT combined score, derived as either the sum of SAT verbal and math scores or ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth.

⁴ See *supplemental note 3* for a list of fields included in each category.

NOTE: Detail may not sum to totals because of rounding. “Taught” excludes instructional aides and long- and short-term substitute teachers. Included in the total but not shown separately are graduates who did not fall into the racial/ethnic categories shown in the table and graduates of private for-profit institutions.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 13 and 14. Data from U.S. Department of Education, National Center for Education Statistics, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

Elementary/Secondary School Teaching Among Recent College Graduates

Table 37-2. Among 1999–2000 bachelor's degree recipients who had taught in a K–12 school, percentage distribution by sector and level of first teaching job and selected undergraduate characteristics: 2001

Undergraduate characteristic	Sector		Level ¹		
	Public	Private	Elementary	Secondary	Combined
Total	90.8	9.2	65.8	30.0	4.2
Sex					
Male	90.1	9.9	52.8	39.8	7.4
Female	91.1	8.9	70.3	26.7	3.1
Race/ethnicity ²					
White	89.7	10.3	64.5	31.5	4.0
Black	98.9	1.1!	71.5	25.3	3.3!
Hispanic	93.1	6.9!	72.6	22.1	5.2!
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Type of institution where degree earned					
Public non-doctorate-granting	96.1	3.9!	72.3	25.4	2.3!
Public doctorate-granting	94.9	5.1	61.9	34.5	3.6
Private not-for-profit non-doctorate-granting	80.7	19.3	65.8	26.6	7.6
Private not-for-profit doctorate-granting	80.4	19.6	61.3	34.8	3.9!
College entrance examination score ³					
Lowest level	91.3	8.7	70.7	25.1	4.2!
Middle level	90.0	10.0	64.3	31.8	3.9!
Highest level	84.1	15.9	47.6	47.7	4.7!
Did not take test	94.6	5.4	70.5	25.1	4.4!
Cumulative undergraduate GPA					
Less than 2.25	‡	‡	‡	‡	‡
2.25–2.74	91.5	8.5!	66.1	29.1	4.8!
2.75–3.24	90.5	9.6	67.7	27.8	4.6!
3.25–3.74	91.8	8.2	64.4	32.5	3.2
3.75 or higher	89.8	10.2	63.1	32.0	5.0!
Undergraduate field of study ⁴					
Business and management	‡	‡	‡	‡	‡
Education	90.6	9.4	78.0	18.5	3.5
Humanities	91.2	8.8	56.0	42.5	1.5!
Mathematics, computer science, natural sciences	91.3	8.7!	51.2	45.9	2.9!
Social sciences	91.0	9.0	51.6	34.0	14.5
Other	88.5	11.5!	47.7	49.7	2.6!

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

¹ Elementary schools have a grade 6 or lower or “ungraded” students and no grade higher than the 8th; secondary schools have a grade 7 or higher and no grade lower than the 7th (including “ungraded” students); and combined schools have grades ranging from below grade 7 to above grade 8.

² American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

³ The CEE score is graduates’ SAT combined score, derived as either the sum of SAT verbal and math scores or ACT composite score converted to an estimated SAT combined score. The three levels of scores represent the bottom fourth, middle half, and top fourth.

⁴ See *supplemental note 3* for a list of fields included in each category.

NOTE: Detail may not sum to totals because of rounding. “Taught” excludes instructional aides and long- and short-term substitute teachers. Included in the total but not shown separately are graduates who did not fall into the racial/ethnic categories shown in the table and graduates of private for-profit institutions.

SOURCE: Henke, R.R., Peter, K., Li, X., and Geis, S. (2005). *Elementary/Secondary School Teaching Among Recent College Graduates: 1994 and 2001* (NCES 2005-161), tables 8 and 9. Data from U.S. Department of Education, National Center for Education Statistics, 2000/01 Baccalaureate and Beyond Longitudinal Study (B&B:2000/01).

Parents' Attitudes Toward Schools

Table 38-1. Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected characteristics: 1993, 1999, and 2003

Characteristic	Child's school			Child's teachers			School's academic standards			School's order and discipline		
	1993	1999	2003	1993	1999	2003	1993	1999	2003	1993	1999	2003
Total	55.9	52.9	57.5	58.3	56.8	59.2	58.4	56.8	58.5	58.5	58.2	59.8
Race/ethnicity¹												
White	57.2	53.3	59.8	58.9	56.9	60.4	59.8	56.7	59.7	59.7	58.0	61.2
Black	49.3	49.0	51.6	53.7	53.6	54.0	52.4	55.3	54.5	54.1	55.6	56.6
Hispanic	57.9	57.6	57.2	60.5	62.1	62.3	58.0	61.3	59.7	58.0	63.3	59.8
Other	53.5	47.6	49.9	58.9	52.6	53.5	58.3	51.7	52.2	57.5	55.9	53.3
Poverty status²												
Poor	51.9	53.8	54.0	58.3	60.5	56.5	55.3	58.8	54.4	56.5	59.2	57.1
Near-poor	54.1	49.4	55.1	57.3	55.3	61.0	56.0	53.7	56.5	56.6	55.5	56.8
Nonpoor	58.7	54.0	59.5	58.8	56.0	59.4	61.1	57.4	60.4	60.6	58.9	61.8
Parents' education³												
Less than high school	56.6	58.0	55.7	61.4	61.8	58.1	56.9	61.3	55.9	59.0	64.0	60.7
High school diploma or equivalent	54.5	51.7	55.8	58.9	56.1	60.1	56.9	55.9	57.8	57.4	56.1	58.8
Some college, including vocational/technical	53.8	49.1	56.4	55.3	54.4	59.1	56.5	53.9	56.8	56.0	54.5	58.5
Bachelor's degree	59.8	52.8	58.8	60.9	57.9	56.6	62.7	56.6	59.7	62.5	59.5	60.7
Graduate/professional degree	60.1	58.7	61.6	59.1	58.7	61.6	63.2	61.1	62.4	63.2	63.7	62.4
Family structure												
Two biological/adoptive parents	58.1	55.2	60.0	59.0	58.6	60.4	59.9	58.2	60.0	60.4	60.1	61.2
One biological/adoptive parent	51.8	50.2	53.1	56.7	54.7	56.7	56.0	55.6	55.0	55.5	56.4	56.7
One biological/adoptive and one step-parent	52.6	51.4	54.6	56.2	55.8	58.1	56.0	54.4	57.7	55.3	55.5	59.0
Other relatives/step- or foster parents	62.1	46.7	60.6	65.0	53.5	62.2	60.7	54.8	60.7	62.7	55.7	63.8
School type												
Public assigned	52.3	48.1	53.7	56.0	53.6	56.4	55.0	52.7	54.5	55.1	53.9	55.9
Public chosen	61.2	61.6	64.2	61.5	62.1	64.5	63.0	63.4	63.8	63.0	63.4	64.8
Private	82.5	78.7	75.8	75.2	75.6	72.0	83.4	80.7	79.0	84.4	85.4	81.0
Grade level												
3–5	63.7	60.8	67.4	68.3	69.8	71.4	62.6	61.3	64.4	66.1	67.3	69.4
6–8	52.4	51.5	54.9	56.1	54.0	56.5	56.5	56.7	56.8	56.0	57.3	59.1
9–12	52.2	47.8	51.8	51.5	48.9	51.7	56.4	53.4	55.1	54.2	51.8	52.8

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

² "Poor" is defined to include those families below the poverty threshold; "near-poor" is defined as those at 100–199 percent of the poverty threshold; and "nonpoor" is defined as those at 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

³ Parents' education is based on highest level of education attained by either parent.

NOTE: Data include both public and private school students in grades 3–12. When asked how satisfied they were with four aspects of their child's education (their child's school, their child's teachers, the school's academic standards, and the school's order and discipline) parents could respond in four ways: "very satisfied," "somewhat satisfied," "somewhat dissatisfied," or "very dissatisfied." Shown is the percentage of parents who reported being "very satisfied." The full range of responses to parents' satisfaction with their child's school in 2003, for example, shows that 57.5 percent were very satisfied, 32.5 percent were somewhat satisfied, 6.7 percent were somewhat dissatisfied, and 3.2 percent were very dissatisfied.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Safety and Discipline Survey of the 1993 National Household Education Surveys Program (NHES), Parent Survey of the 1999 NHES, and Parent and Family Involvement in Education Survey of the 2003 NHES, previously unpublished tabulation (August 2005).

School Violence and Safety

Table 39-1. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2003

Location and year	Total	Theft	Violent crime	
			All violent crime	Serious violent crime
At school				
1992	144	95	48	10
1993	155	96	59	12
1994	150	94	56	13
1995	135	85	50	9
1996	121	78	43	9
1997	102	63	40	8
1998	101	58	43	9
1999	92	59	33	7
2000	72	46	26	5
2001	73	45	28	6
2002	64	40	24	3
2003	73	45	28	6
Away from school				
1992	138	68	71	32
1993	139	69	70	35
1994	129	60	69	33
1995	119	61	58	23
1996	117	62	55	26
1997	117	58	59	24
1998	95	46	48	21
1999	78	39	39	18
2000	74	40	34	14
2001	61	33	28	11
2002	55	29	26	11
2003	60	28	32	12

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "At school" includes inside the school building, on school property, or on the way to and from school. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Crime Victimization Survey.
 SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2005* (NCES 2006-001/NCJ 210697), table 2.1. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2003.

School Violence and Safety

Table 39-2. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2003

Student characteristic	At school				Away from school			
	Total	Theft	Violent crime		Total	Theft	Violent crime	
			All violent crime	Serious violent crime			All violent crime	Serious violent crime
Total	73	45	28	6	60	28	32	12
Sex								
Male	85	45	40	9	69	29	40	16
Female	61	45	15	2!	52	28	24	9
Age								
12–14	77	44	33	8	41	21	20	6
15–18	69	46	23	4	79	35	43	18
Race/ethnicity ¹								
White	75	48	27	4	65	28	36	14
Black	87	54	34	7!	57	30	27	13
Hispanic	53	30	23	6!	50	23	27	9
Other	43	25!	18!	5!	52	38	14!	2!
Location								
Urban	87	49	38	10	65	33	32	11
Suburban	71	45	26	5	53	25	28	13
Rural	59	40	19	2!	75	31	44	13
Household income								
Less than \$15,000	66	28	37	10!	65	29	35	13!
\$15,000–29,999	87	45	42	14	89	45	44	12
\$30,000–49,999	71	44	27	8	58	27	32	19
\$50,000–74,999	76	53	23	4!	69	30	39	9!
\$75,000 or more	83	61	22	2!	42	22	19	6!

! Interpret data with caution (estimates are unstable).

¹ Black includes African American, Hispanic includes Latino, and Other includes Asian, Pacific Islander (including Native Hawaiian), and American Indian (including Alaska Native). Race categories exclude Hispanic origin unless specified.

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "At school" includes inside the school building, on school property, or on the way to and from school. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Crime Victimization Survey.

SOURCE: DeVoe, J.F., Peter, K., Noonan, M., Snyder, T.D., and Baum, K. (2005). *Indicators of School Crime and Safety: 2003* (NCES 2006-001/NCJ 210697), tables 2.2 and 2.3. Data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2003.

Variations in Expenditures per Student

Table 40-1. The variation and percentage distribution of the variation in instructional expenditures in unified public elementary and secondary school districts, by source of the variation: 1989–90 to 2002–03

Year	Theil coefficient ¹	Between-state component	Within-state component	Percentage distribution		
				Theil coefficient ¹	Between-state component	Within-state component
1989–90	0.0448	0.0322	0.0125	100.0	72.0	28.0
1990–91	0.0469	0.0346	0.0123	100.0	73.7	26.3
1991–92	0.0434	0.0320	0.0115	100.0	73.6	26.4
1992–93	0.0437	0.0324	0.0113	100.0	74.2	25.8
1993–94	0.0405	0.0301	0.0104	100.0	74.3	25.7
1994–95	0.0389	0.0288	0.0100	100.0	74.2	25.8
1995–96	0.0373	0.0279	0.0094	100.0	74.8	25.2
1996–97	0.0349	0.0257	0.0092	100.0	73.7	26.3
1997–98	0.0332	0.0246	0.0086	100.0	74.0	26.0
1998–99	0.0336	0.0249	0.0087	100.0	74.2	25.8
1999–2000	0.0337	0.0253	0.0085	100.0	74.9	25.1
2000–01	0.0368	0.0281	0.0086	100.0	76.5	23.5
2001–02	0.0369	0.0284	0.0085	100.0	76.9	23.1
2002–03	0.0391	0.0303	0.0088	100.0	77.6	22.4

¹The Theil coefficient measures dispersion for groups within a set (i.e., states within the country) and indicates relative dispersion and any variations that may exist among them. It can be decomposed into components measuring between-state and within-state variation in expenditures per student. It has a minimum value of zero and increasing values indicate increases in the variation. See *supplemental note 11* for more information.

NOTE: Detail may not sum to totals because of rounding. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2002, approximately 72 percent of all school districts were unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "Longitudinal School District Fiscal-Non-Fiscal File, School Year 1989–90 to 1999–2000, Fiscal Year (FY) 1990 to 2000" and "School District Finance Survey (Form F-33)," 2000–01 to 2002–03, previously unpublished tabulation (October 2005).

Public Elementary and Secondary Expenditures by District Poverty

Table 41-1. Total expenditures per student in fall enrollment in public school districts, by district poverty level: Various years, 1995–96 to 2002–03

[In constant 2003–04 dollars]							
District poverty level ¹	Total expenditures per student ²						Percent change from 1995–96 to 2002–03
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	
Total	\$7,847	\$8,239	\$8,884	\$9,217	\$9,523	\$9,630	22.7
Low	8,936	9,195	9,817	10,191	10,689	10,768	20.5
Middle low	7,754	8,116	8,832	9,110	9,352	9,419	21.5
Middle	7,336	7,701	8,206	8,471	8,736	8,839	20.5
Middle high	7,117	7,538	8,357	8,605	8,911	8,927	25.4
High	8,095	8,645	9,205	9,709	9,939	10,191	25.9

¹ District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 11* for further information on poverty.

² Total expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11* for information about the CPI.

NOTE: Total expenditures exclude expenditures for nonelementary and secondary programs that include community services, adult education, and others. Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts, Bureau of Indian Affairs districts, most charter school districts, educational service agencies, special education districts, and vocational districts. See *supplemental note 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2002–03; and U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2002–03, previously unpublished tabulation (September 2005).

Table 41-2. Current expenditures per student in fall enrollment in public school districts, by district poverty level: Various years, 1995–96 to 2002–03

[In constant 2003–04 dollars]							
District poverty level ¹	Current expenditures per student ²						Percent change from 1995–96 to 2002–03
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	
Total	\$6,698	\$6,930	\$7,394	\$7,653	\$7,875	\$8,042	20.1
Low	7,478	7,539	7,933	8,198	8,487	8,663	15.8
Middle low	6,526	6,736	7,259	7,474	7,672	7,813	19.7
Middle	6,247	6,468	6,814	7,015	7,260	7,364	17.9
Middle high	6,186	6,448	7,068	7,308	7,532	7,584	22.6
High	7,052	7,458	7,894	8,271	8,434	8,780	24.5

¹ District poverty was determined by ranking school districts by the percentage of related children ages 5–17 from families with an income below the poverty threshold, and then dividing these districts into five categories with equal proportions of the total enrollment. The low-poverty district category consists of the 20 percent of students in districts with the lowest percentages of poor school-age children. Conversely, the high-poverty district category consists of the 20 percent of students in districts with the highest percentages of poor school-age children. See *supplemental note 11* for further information on poverty.

² Current expenditures have been adjusted for the effects of inflation using the Consumer Price Index (CPI) and are in constant 2003–04 dollars. See *supplemental note 11* for information about the CPI.

NOTE: Regular districts include elementary/secondary combined districts and separate elementary or secondary districts. They exclude Department of Defense districts, Bureau of Indian Affairs districts, most charter school districts, educational service agencies, special education districts, and vocational districts. See *supplemental note 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2002–03; and U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2002–03, previously unpublished tabulation (September 2005).

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 42-1. Total expenditures per student in fall enrollment in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2002–03

[In constant 2003–04 dollars]								
Region and expenditure category	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total expenditures	\$7,692	\$7,719	\$7,769	\$7,888	\$8,338	\$8,958	\$9,537	\$9,644
Instruction	4,105	4,114	4,147	4,230	4,403	4,691	4,966	5,040
Administration	591	587	568	556	550	588	620	631
Operation and maintenance	732	701	699	691	697	732	763	781
Capital outlay and interest	779	815	852	908	1,096	1,231	1,324	1,281
Other ¹	1,484	1,502	1,503	1,502	1,593	1,715	1,864	1,911
Northeast								
Total expenditures	10,368	10,323	10,505	10,589	10,982	11,459	12,363	12,793
Instruction	6,005	5,993	6,107	6,177	6,241	6,529	6,981	7,230
Administration	840	830	750	693	677	717	761	785
Operation and maintenance	1,005	949	951	924	901	949	994	1,033
Capital outlay and interest	598	621	752	876	1,176	1,131	1,256	1,281
Other ¹	1,919	1,931	1,945	1,919	1,988	2,133	2,370	2,463
Midwest								
Total expenditures	7,552	7,814	7,878	8,077	8,611	9,338	9,998	10,110
Instruction	3,981	4,079	4,154	4,238	4,409	4,731	4,955	5,037
Administration	568	571	582	578	593	663	702	717
Operation and maintenance	737	713	706	706	717	766	788	812
Capital outlay and interest	759	816	825	957	1,203	1,324	1,536	1,503
Other ¹	1,507	1,635	1,613	1,597	1,689	1,854	2,017	2,041
South								
Total expenditures	6,749	6,768	6,829	7,018	7,385	8,067	8,411	8,408
Instruction	3,502	3,498	3,525	3,664	3,851	4,123	4,322	4,384
Administration	513	510	509	506	483	520	539	545
Operation and maintenance	595	595	613	612	621	651	672	687
Capital outlay and interest	847	882	872	908	1,008	1,228	1,263	1,139
Other ¹	1,291	1,284	1,310	1,328	1,421	1,544	1,615	1,654
West								
Total expenditures	7,227	7,097	7,021	6,989	7,550	8,095	8,763	8,819
Instruction	3,693	3,664	3,606	3,617	3,865	4,157	4,493	4,465
Administration	543	536	507	508	514	525	564	569
Operation and maintenance	732	663	633	621	642	660	710	713
Capital outlay and interest	836	860	925	884	1,065	1,221	1,265	1,290
Other ¹	1,424	1,374	1,352	1,359	1,464	1,533	1,732	1,783

¹ Other expenditures include funds for student support, instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. Expenditures are in constant 2003–04 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 1* for information on regional categorizations. See *supplemental note 11* for more information about The NCES Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

Expenditures in Public Elementary and Secondary Schools by Expenditure Category

Table 42-2. Percentage distribution of total expenditures in public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 to 2002–03

Region and expenditure category	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instruction	53.4	53.3	53.4	53.6	52.8	52.4	52.1	52.3
Administration	7.7	7.6	7.3	7.1	6.6	6.6	6.5	6.5
Operation and maintenance	9.5	9.1	9.0	8.8	8.4	8.2	8.0	8.1
Capital outlay and interest	10.1	10.6	11.0	11.5	13.1	13.7	13.9	13.3
Other ¹	19.3	19.5	19.3	19.0	19.1	19.1	19.5	19.8
Northeast								
Total expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instruction	57.9	58.1	58.1	58.3	56.8	57.0	56.5	56.5
Administration	8.1	8.0	7.1	6.5	6.2	6.3	6.2	6.1
Operation and maintenance	9.7	9.2	9.1	8.7	8.2	8.3	8.0	8.1
Capital outlay and interest	5.8	6.0	7.2	8.3	10.7	9.9	10.2	10.0
Other ¹	18.5	18.7	18.5	18.1	18.1	18.6	19.2	19.3
Midwest								
Total expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instruction	52.7	52.2	52.7	52.5	51.2	50.7	49.6	49.8
Administration	7.5	7.3	7.4	7.2	6.9	7.1	7.0	7.1
Operation and maintenance	9.8	9.1	9.0	8.7	8.3	8.2	7.9	8.0
Capital outlay and interest	10.1	10.4	10.5	11.9	14.0	14.2	15.4	14.9
Other ¹	20.0	20.9	20.5	19.8	19.6	19.8	20.2	20.2
South								
Total expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instruction	51.9	51.7	51.6	52.2	52.2	51.1	51.4	52.1
Administration	7.6	7.5	7.5	7.2	6.5	6.4	6.4	6.5
Operation and maintenance	8.8	8.8	9.0	8.7	8.4	8.1	8.0	8.2
Capital outlay and interest	12.6	13.0	12.8	12.9	13.6	15.2	15.0	13.5
Other ¹	19.1	19.0	19.2	18.9	19.2	19.1	19.2	19.7
West								
Total expenditures	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instruction	51.1	51.6	51.4	51.8	51.2	51.3	51.3	50.6
Administration	7.5	7.6	7.2	7.3	6.8	6.5	6.4	6.5
Operation and maintenance	10.1	9.3	9.0	8.9	8.5	8.2	8.1	8.1
Capital outlay and interest	11.6	12.1	13.2	12.6	14.1	15.1	14.4	14.6
Other ¹	19.7	19.4	19.2	19.4	19.4	18.9	19.8	20.2

¹ Other expenditures include funds for student support, instructional staff, student transportation, other support services, food services, and enterprise operations, all of which are components of current expenditures. Also included in other expenditures are funds for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous editions. *Supplemental note 1* identifies the states in each region. See *supplemental note 11* for information about classifications of expenditures for elementary and secondary education. See *supplemental note 3* for more information about The NCES Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

International Comparisons of Expenditures for Education

Table 43-1. Annual expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2002

Country	Expenditures on public and private institutions per student ¹		Expenditures on public and private institutions as a percentage of GDP			GDP per capita (in equivalent U.S. dollars converted using PPPs) ⁵
	Elementary and secondary ²	Post-secondary ³	Elementary and secondary ²	Post-secondary ³	Total ⁴	
OECD mean	\$6,134	\$10,641	3.8	1.4	5.2	\$25,315
Australia	6,192	12,416	4.1	1.6	5.9	27,713
Austria ⁶	8,230	12,448	3.8	1.1	4.9	30,100
Belgium	7,150	12,019	4.3	1.4	5.6	28,630
Canada	—	—	—	—	—	29,590
Czech Republic	3,050	6,236	2.9	0.9	3.8	16,585
Denmark	7,875	15,183	4.2	1.9	6.1	30,042
Finland	6,230	11,768	3.9	1.8	5.6	27,807
France	7,108	9,276	4.2	1.1	5.3	27,467
Germany	—	—	—	—	—	26,654
Greece	3,938	4,731	2.6	1.2	3.9	19,067
Hungary	3,128	8,205	3.1	1.2	4.5	14,365
Iceland	6,972	8,251	5.5	1.1	6.6	28,368
Ireland	4,827	9,809	2.9	1.3	4.3	32,535
Italy	7,441	8,636	3.5	0.9	4.5	26,347
Japan	6,561	11,716	3.0	1.1	4.0	27,207
Korea	4,645	6,047	4.1	2.2	6.3	18,443
Luxembourg	12,361	—	—	—	—	52,153
Mexico	1,587	6,074	4.1	1.4	5.5	9,370
Netherlands	6,212	13,101	3.4	1.3	4.7	29,939
New Zealand	—	—	4.6	1.5	6.3	22,287
Norway ⁶	8,412	13,739	4.3	1.5	5.7	36,682
Poland	2,670	4,834	4.0	1.5	5.6	11,194
Portugal ⁶	5,888	6,960	4.2	1.0	5.2	18,819
Slovak Republic	1,980	4,756	2.8	0.9	3.6	12,576
Spain	5,362	8,020	3.2	1.2	4.4	23,196
Sweden	7,277	15,715	4.6	1.8	6.3	28,152
Switzerland	9,823	23,714	4.5	1.4	6.0	32,532
Turkey	—	—	2.6	1.2	3.8	6,516
United Kingdom	5,996	11,822	4.3	1.1	5.4	28,906
United States	8,556	20,545	4.1	2.6	6.7	36,202

— Not available.

¹ Per student expenditures are based on public and private full-time-equivalent (FTE) enrollment figures for the 2001–02 school year and on current expenditures and capital outlays from both public and private sources where data are available.

² Includes postsecondary nontertiary data (International Standard Classification of Education [ISCED] level 4) for Belgium, Denmark, Finland, Iceland, Japan, Luxembourg, Norway, Slovak Republic, Spain, and the United Kingdom. Also includes preprimary data (ISCED level 0) for Greece and Luxembourg.

³ Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data for Denmark, Iceland, Japan, and the United States.

⁴ Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures with the exception of Korea, Mexico, and Turkey where postsecondary nontertiary is not an applicable educational category.

⁵ GDP adjusted to national financial year.

⁶ Instead of FTE, enrollment data are for full- and part-time students.

NOTE: Educational expenditures are from public and private revenue sources. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Includes all institutions, public and private, with the exception of Hungary, Italy, Portugal, Switzerland, and Turkey, which include public institutions only. See *supplemental note 6* for more information on ISCED levels.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2005). *Education at a Glance: OECD Indicators, 2005*, tables B1.1, B2.1c, and X2.1. Data from OECD Education Database, previously unpublished tabulation (August 2005).

Changes in Sources of Public School Revenue

Table 44-1. Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2002–03

[Billions of constant 2003–04 dollars]								
Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total	\$305.8	\$315.7	\$331.0	\$346.6	\$375.1	\$409.8	\$437.9	\$449.6
Federal	18.6	20.9	23.3	23.0	25.5	29.8	34.6	38.3
State	144.0	146.4	149.5	164.7	181.4	202.9	215.6	218.9
Local	143.1	148.5	158.2	158.9	168.1	177.2	187.7	192.4
From property taxes	109.8	115.6	124.4	122.6	127.9	137.1	147.3	151.7
From other sources	33.3	32.9	33.8	36.3	40.2	40.1	40.4	40.7
Northeast								
Total	75.2	76.7	79.1	81.8	85.1	93.0	99.4	103.6
Federal	3.5	3.9	4.2	4.1	4.3	5.1	5.8	6.6
State	30.2	30.3	30.4	31.7	33.1	39.8	44.1	44.2
Local	41.4	42.5	44.5	46.0	47.7	48.1	49.4	52.9
From property taxes	36.6	37.7	39.8	40.7	42.3	42.2	43.6	47.0
From other sources	4.9	4.7	4.7	5.3	5.4	5.9	5.8	5.8
Midwest								
Total	71.8	74.5	79.6	83.9	90.9	97.0	103.3	102.9
Federal	3.9	4.4	4.8	4.8	5.4	6.2	7.1	7.8
State	28.4	28.3	31.0	39.2	42.8	46.6	50.3	51.0
Local	39.5	41.9	43.8	40.0	42.6	44.2	45.9	44.1
From property taxes	32.3	34.3	36.7	32.4	33.9	34.9	36.6	35.4
From other sources	7.2	7.5	7.2	7.6	8.6	9.3	9.3	8.6
South								
Total	94.6	97.8	103.3	109.7	118.9	131.1	138.1	141.2
Federal	6.9	7.6	8.7	8.4	9.5	10.9	12.8	13.9
State	46.5	47.4	49.6	53.7	58.7	65.3	65.4	65.8
Local	41.2	42.8	45.0	47.6	50.8	54.8	60.0	61.5
From property taxes	25.6	27.7	28.6	30.4	31.8	38.2	43.0	43.7
From other sources	15.6	15.1	16.4	17.2	18.9	16.6	17.0	17.9
West								
Total	64.2	66.7	69.0	71.2	80.2	88.8	97.1	101.9
Federal	4.4	4.9	5.7	5.7	6.4	7.6	8.9	10.0
State	38.9	40.5	38.4	40.1	46.8	51.2	55.8	57.9
Local	20.9	21.3	24.9	25.4	27.1	30.0	32.4	33.9
From property taxes	15.3	15.9	19.4	19.1	19.8	21.7	24.1	25.6
From other sources	5.6	5.5	5.5	6.3	7.2	8.3	8.4	8.4

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Revenues are in constant 2003–04 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about the CPI and revenue types. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

Changes in Sources of Public School Revenue

Table 44-2. Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2002–03

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2002–03
United States								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	6.1	6.6	7.1	6.6	6.8	7.3	7.9	8.5
State	47.1	46.4	45.2	47.5	48.4	49.5	49.2	48.7
Local	46.8	47.0	47.8	45.9	44.8	43.2	42.9	42.8
From property taxes	35.9	36.6	37.6	35.4	34.1	33.4	33.6	33.7
From other sources	10.9	10.4	10.2	10.5	10.7	9.8	9.2	9.1
Northeast								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	4.6	5.1	5.3	5.0	5.0	5.4	5.9	6.4
State	40.2	39.5	38.4	38.7	38.9	42.8	44.4	42.6
Local	55.1	55.4	56.3	56.3	56.0	51.7	49.7	51.0
From property taxes	48.7	49.2	50.3	49.8	49.8	45.4	43.9	45.4
From other sources	6.5	6.2	6.0	6.5	6.3	6.3	5.8	5.6
Midwest								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	5.4	5.9	6.0	5.7	6.0	6.4	6.9	7.6
State	39.6	37.9	39.0	46.7	47.2	48.0	48.7	49.6
Local	55.0	56.2	55.0	47.6	46.9	45.6	44.4	42.8
From property taxes	45.0	46.1	46.0	38.6	37.4	36.0	35.5	34.5
From other sources	10.1	10.1	9.0	9.0	9.5	9.6	9.0	8.4
South								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	7.3	7.8	8.4	7.6	8.0	8.3	9.2	9.8
State	49.1	48.5	48.0	49.0	49.3	49.8	47.3	46.6
Local	43.6	43.8	43.5	43.4	42.7	41.8	43.4	43.6
From property taxes	27.1	28.3	27.6	27.7	26.8	29.1	31.1	30.9
From other sources	16.5	15.5	15.9	15.7	15.9	12.7	12.3	12.7
West								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	6.8	7.3	8.2	8.1	7.9	8.6	9.2	9.8
State	60.6	60.7	55.7	56.3	58.3	57.6	57.4	56.9
Local	32.6	32.0	36.1	35.6	33.7	33.8	33.4	33.3
From property taxes	23.8	23.8	28.1	26.8	24.7	24.5	24.8	25.1
From other sources	8.8	8.2	8.0	8.8	9.0	9.3	8.6	8.2

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. *Supplemental note 1* identifies the states in each region. See *supplemental note 11* for further information about revenue types. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, The NCES Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2002–03, previously unpublished tabulation (July 2005).

Degrees and Fields of Study

Table 45-1. Number of bachelor's degrees, by field of study: 1989–90 through 2003–04

Year	Total	Business	Social sciences and history	Education	Psychology	Engineering and engineering technologies	Visual and performing arts	Other
1989–90	1,051,300	248,600	118,100	105,100	54,000	82,500	39,900	403,200
1990–91	1,094,500	249,200	125,100	110,800	58,700	79,800	42,200	428,900
1991–92	1,136,600	256,300	134,000	107,800	63,700	78,100	46,500	450,200
1992–93	1,165,200	256,500	135,700	107,600	66,900	78,700	47,800	472,100
1993–94	1,169,300	246,300	133,700	107,400	69,400	78,700	49,100	484,800
1994–95	1,160,100	233,900	128,200	105,900	72,200	78,600	48,700	492,700
1995–96	1,164,800	226,600	126,500	105,400	73,400	78,100	49,300	505,500
1996–97	1,172,900	225,900	124,900	105,100	74,300	75,800	50,100	516,800
1997–98	1,184,400	232,100	125,000	105,800	74,100	74,600	52,100	520,600
1998–99	1,200,300	240,900	124,700	107,100	73,600	72,700	54,400	526,900
1999–2000	1,237,900	256,100	127,100	108,000	74,200	73,400	58,800	540,300
2000–01	1,244,200	263,500	128,000	105,500	73,600	73,000	61,100	539,400
2001–02	1,291,900	278,200	132,900	106,300	76,800	74,700	66,800	556,300
2002–03	1,348,500	293,500	143,200	105,800	78,600	77,300	71,500	578,600
2003–04	1,399,500	307,100	150,400	106,300	82,100	78,200	77,200	598,300

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2000 through Fall 2004.

Degrees and Fields of Study

Table 45-2. Number of bachelor's degrees, percentage of total, and percentage change, by field of study: 1989–90, 1996–97, and 2003–04

Field of study	1989–90		1996–97		Percent change 1989–90 to 1996–97	2003–04		Percent change 1996–97 to 2003–04	Percent change 1989–90 to 2003–04
	Number of degrees	Percent of total	Number of degrees	Percent of total		Number of degrees	Percent of total		
Total	1,051,300	100.0	1,172,900	100.0	11.6	1,399,500	100.0	19.3	33.1
Business	248,600	23.6	225,900	19.3	-9.1	307,100	21.9	35.9	23.6
Social sciences and history	118,100	11.2	124,900	10.6	5.8	150,400	10.7	20.4	27.3
Education	105,100	10.0	105,100	9.0	0.0	106,300	7.6	1.1	1.1
Psychology	54,000	5.1	74,300	6.3	37.7	82,100	5.9	10.5	52.2
Engineering and engineering technologies	82,500	7.8	75,800	6.5	-8.2	78,200	5.6	3.3	-5.2
Visual and performing arts	39,900	3.8	50,100	4.3	25.4	77,200	5.5	54.1	93.3
Health professions and related clinical sciences	59,000	5.6	88,000	7.5	49.2	73,900	5.3	-16.0	25.3
Communication, journalism, and related programs	51,600	4.9	47,900	4.1	-7.1	73,000	5.2	52.4	41.6
Biological and biomedical sciences	37,200	3.5	63,700	5.4	71.2	61,500	4.4	-3.4	65.3
Computer and information sciences	27,300	2.6	25,400	2.2	-7.0	59,500	4.3	134.0	117.5
English language and literature/letters	46,800	4.5	48,600	4.1	3.9	54,000	3.9	11.0	15.3
Liberal arts and sciences, general studies, and humanities	28,000	2.7	34,800	3.0	24.3	42,100	3.0	21.1	50.5
Multi/interdisciplinary studies	16,600	1.6	26,900	2.3	62.4	29,200	2.1	8.5	76.1
Security and protective services	15,400	1.5	25,200	2.1	63.9	28,200	2.0	12.0	83.5
Agriculture and natural resources	12,900	1.2	22,600	1.9	75.2	22,800	1.6	1.1	77.0
Parks, recreation, leisure, and fitness studies	4,600	0.4	14,200	1.2	210.9	22,200	1.6	55.6	383.7
Public administration and social services	13,900	1.3	20,600	1.8	48.5	20,600	1.5	-0.5	47.8
Family and consumer sciences/ human sciences	13,500	1.3	14,900	1.3	10.2	19,200	1.4	28.8	41.9
Physical sciences and science technologies	16,100	1.5	19,500	1.7	21.4	18,000	1.3	-7.8	12.0
Foreign languages and literatures and linguistics	13,100	1.2	14,500	1.2	10.3	17,800	1.3	22.6	35.2
Mathematics and statistics	14,300	1.4	12,400	1.1	-13.1	13,300	1.0	7.5	-6.6
Philosophy and religious studies	7,000	0.7	7,800	0.7	11.3	11,200	0.8	42.4	58.5
Other ¹	26,000	2.5	29,700	2.5	14.3	32,000	2.3	7.5	22.9

¹ Fields in which fewer than 10,000 degrees were awarded in 2003–04. These include transportation and materials moving; legal professions and studies; library science; precision production; military technologies; architecture and related services; theology and religious vocations; area, ethnic, cultural, and gender studies; and degrees not classified by a field of study.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 250, and previously unpublished tabulation (July 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2004.

Degrees and Fields of Study

Table 45-3. Number of associate's degrees, percentage of total, and percentage change, by field of study: 1989–90, 1996–97, and 2003–04

Field of study	1989–90		1996–97		Percent change 1989–90 to 1996–97	2003–04		Percent change 1996–97 to 2003–04	Percent change 1989–90 to 2003–04
	Number of degrees	Percent of total	Number of degrees	Percent of total		Number of degrees	Percent of total		
Total	455,100	100.0	571,200	100.0	25.5	665,300	100.0	16.5	46.2
Liberal arts and sciences, general studies, and humanities	133,500	29.3	181,300	31.7	35.9	227,700	34.2	25.5	70.6
Business	101,900	22.4	100,400	17.6	-1.5	106,300	16.0	5.9	4.3
Health professions and related clinical sciences	65,200	14.3	102,100	17.9	56.4	106,200	16.0	4.0	62.8
Engineering and engineering technologies	57,400	12.6	57,300	10.0	-0.1	55,800	8.4	-2.7	-2.8
Computer and information sciences	11,300	2.5	14,600	2.6	29.1	41,800	6.3	186.5	269.8
Visual and performing arts	8,700	1.9	13,600	2.4	55.5	23,900	3.6	76.2	174.0
Security and protective services	12,900	2.8	19,900	3.5	54.7	20,600	3.1	3.4	60.0
Multi/interdisciplinary studies	8,200	1.8	9,200	1.6	12.2	14,800	2.2	61.1	80.8
Education	8,100	1.8	10,600	1.9	30.0	12,500	1.9	17.7	53.1
Family and consumer sciences/human sciences	7,500	1.6	8,000	1.4	7.1	9,500	1.4	18.5	26.9
Legal professions and studies	6,500	1.4	11,200	2.0	73.7	9,500	1.4	-15.8	46.3
Agriculture and natural resources	4,800	1.1	6,500	1.1	33.8	6,300	0.9	-2.8	30.0
Social sciences and history	2,900	0.6	4,100	0.7	41.2	6,200	0.9	54.0	117.4
Communication, journalism, and related programs	5,200	1.1	4,900	0.9	-6.1	5,800	0.9	19.5	12.2
Public administration and social services	2,600	0.6	4,300	0.7	63.4	3,700	0.6	-12.7	42.7
Physical sciences and science technologies	2,000	0.4	2,500	0.4	25.0	2,700	0.4	5.9	32.4
Precision production trades	1,500	0.3	1,800	0.3	20.6	2,000	0.3	11.0	33.9
Psychology	1,100	0.2	1,600	0.3	44.6	1,900	0.3	17.1	69.2
Biological and biomedical sciences	1,000	0.2	2,100	0.4	108.3	1,500	0.2	-31.7	42.2
Transportation and material moving workers	2,600	0.6	1,600	0.3	-39.9	1,200	0.2	-22.6	-53.5
Foreign languages and literatures and linguistics	500	0.1	1,800	0.3	250.1	1,000	0.2	-40.8	107.3
Other ¹	9,700	2.1	11,900	2.1	23.3	4,500	0.7	-62.7	-54.0

¹ Fields in which fewer than 1,000 degrees were awarded in 2003–04. These include parks, recreation, leisure, and fitness studies; English language and literature/letters; mathematics and statistics; architecture and related services; theology and religious vocations; philosophy and religion; military technologies; library science; area, ethnic, cultural, and gender studies; and degrees not classified by a field of study.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 10* for more information on fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). (forthcoming). *Digest of Education Statistics, 2005* (NCES 2006-030), table 248, and previously unpublished tabulation (October 2005). Data from U.S. Department of Education, NCES, 1989–90 through 2003–04 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99) and Fall 2004.

Instructional Faculty and Staff Who Teach Undergraduates

Table 46-1. Percentage of full-time instructional faculty and staff in doctoral, master's, and bachelor's degree-granting institutions who taught at least one undergraduate class for credit or who taught only undergraduate classes for credit, by tenure status: Fall 2003

Academic rank	Taught at least one undergraduate class for credit				Taught only undergraduate classes for credit			
	All	Doctoral	Master's	Bachelor's	All	Doctoral	Master's	Bachelor's
Total	77.6	66.6	89.7	97.4	59.2	45.6	70.8	92.3
Tenured or on tenure track	77.6	66.6	89.9	97.8	56.2	42.0	68.6	92.1
Not on tenure track	77.4	66.7	88.9	96.5	68.3	56.7	78.8	92.8

NOTE: Included are faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Nontenure-track faculty includes those who were not on the tenure track and those in institutions without tenure systems.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (April 2006).

Distance Education by Postsecondary Faculty

Table 47-1. Percentage of full- and part-time instructional faculty and staff who taught distance education courses and average number of courses taught, by employment and distance education status, rank, and type of institution: Fall 2003

Faculty rank and type of institution	Percentage who taught distance education course		Average number of credit and noncredit courses taught	
	Full-time	Part-time	Did not teach distance education	Taught distance education
Total¹	8.3	5.9	2.3	3.7
Full or associate professor	8.3	7.6	2.5	4.1
Public doctoral	6.5	4.5	2.0	3.2
Private not-for-profit doctoral	2.9	2.5	2.0	3.7
Public master's	9.6	10.4	3.0	3.7
Private not-for-profit master's	7.3	15.1	2.9	3.4
Private not-for-profit bachelor's	4.0	5.3	3.0	3.9
Public associate's	22.4	9.2	3.7	5.3
Assistant professor, instructor, or lecturer	8.0	5.0	2.5	3.9
Public doctoral	5.2	5.5	2.0	3.2
Private not-for-profit doctoral	2.9	3.1	1.8	2.6
Public master's	7.1	2.5	2.8	3.7
Private not-for-profit master's	8.5	7.3	2.5	3.8
Private not-for-profit bachelor's	2.8	7.2	2.6	3.0
Public associate's	15.2	5.1	2.9	4.4

¹ Faculty who had some other title or no rank were included in the total but not shown separately.
NOTE: Included are faculty and instructional staff at public and private not-for-profit institutions who had instructional duties for which students earned credit in fall 2003. Distance education includes classes in which students and instructors are separated either primarily or exclusively by distance or time.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04), previously unpublished tabulation (November 2005).

Faculty Salary, Benefits, and Total Compensation

Table 48-1. Total compensation, average salary by academic rank and type of institution, average fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1979–80 to 2004–05

Compensation, salary, and benefits ¹	1979–80		1989–90		1999–2000		2004–05		Percent change 1979–80 to 2004–05
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	
[In current dollars]									
Total compensation	100.0	\$26,200	100.0	\$49,400	100.0	\$70,200	100.0	\$82,300	214.1
Salary									
All faculty	100.0	22,000	100.0	41,000	100.0	57,000	100.0	65,200	196.4
Professor	26.0	29,300	30.7	54,400	30.2	76,700	27.3	90,300	208.2
Associate professor	24.9	22,100	24.0	40,600	23.2	56,200	21.7	65,400	195.9
Assistant professor	25.4	18,000	23.2	33,500	22.1	46,400	23.2	55,000	205.6
Instructor	7.6	14,400	5.6	25,700	6.0	36,300	15.9	48,700	238.2
Lecturer	1.4	16,800	1.9	30,100	2.6	39,300	4.1	45,600	171.4
No rank	14.7	20,100	14.6	32,900	15.9	46,100	7.7	50,400	150.7
All institutions ²	100.0	22,000	100.0	41,000	100.0	57,000	100.0	65,200	196.4
Public 4-year doctoral universities	28.3	24,700	30.6	46,800	28.3	66,100	28.4	74,700	202.4
Private 4-year doctoral universities	8.0	25,400	10.3	50,200	10.1	74,600	11.2	88,400	248.0
Public 4-year master's colleges/universities	22.8	22,000	18.7	40,700	17.8	53,700	16.2	60,000	172.7
Private 4-year master's colleges/universities	7.5	19,800	9.4	36,000	10.8	51,400	11.2	59,700	201.5
Public other 4-year colleges	2.7	20,500	2.4	38,300	2.4	48,900	2.6	56,500	175.6
Private other 4-year colleges	8.9	17,500	8.3	32,700	7.9	47,200	7.9	54,300	210.3
Public 2-year colleges	21.1	20,300	19.6	34,500	21.0	48,400	20.6	54,200	167.0
Private 2-year colleges	0.8	13,600	0.7	26,000	1.7	33,400	1.8	37,600	176.5
Fringe benefits									
All institutions	100.0	4,200	100.0	8,400	100.0	13,200	100.0	17,100	307.1
Public 4-year doctoral universities	28.3	4,500	30.6	10,000	28.3	14,900	28.4	18,700	315.6
Private 4-year doctoral universities	8.0	4,800	10.3	9,900	10.1	18,100	11.2	22,800	375.0
Public 4-year master's colleges/universities	22.8	4,500	18.7	9,000	17.8	12,600	16.2	17,000	277.8
Private 4-year master's colleges/universities	7.5	3,700	9.4	7,400	10.8	12,400	11.2	15,600	321.6
Public other 4-year colleges	2.7	3,900	2.4	6,700	2.4	11,100	2.6	15,300	292.3
Private other 4-year colleges	8.9	3,300	8.3	6,200	7.9	11,700	7.9	14,800	348.5
Public 2-year colleges	21.1	3,800	19.6	6,200	21.0	11,000	20.6	14,800	289.5
Private 2-year colleges	0.8	2,500	0.7	3,900	1.7	6,600	1.8	7,700	208.0

See notes at end of table.

Faculty Salary, Benefits, and Total Compensation

Table 48-1. Total compensation, average salary by academic rank and type of institution, average fringe benefits by type of institution, and percentage distribution of full-time instructional faculty at degree-granting institutions: Selected academic years, 1979–80 to 2004–05—Continued

Compensation, salary, and benefits ¹	1979–80		1989–90		1999–2000		2004–05		Percent change 1979–80 to 2004–05
	Percent	Average	Percent	Average	Percent	Average	Percent	Average	
[In constant 2003–04 dollars]									
Total compensation	100.0	\$62,700	100.0	\$72,400	100.0	\$77,200	100.0	\$79,900	27.4
Salary									
All faculty	100.0	52,700	100.0	60,100	100.0	62,600	100.0	63,300	20.1
Professor	26.0	70,300	30.7	79,700	30.2	84,300	27.3	87,700	24.8
Associate professor	24.9	53,000	24.0	59,600	23.2	61,800	21.7	63,500	19.8
Assistant professor	25.4	43,100	23.2	49,200	22.1	51,000	23.2	53,400	23.9
Instructor	7.6	34,600	5.6	37,600	6.0	39,900	15.9	47,300	36.7
Lecturer	1.4	40,300	1.9	44,200	2.6	43,200	4.1	44,300	9.9
No rank	14.7	48,300	14.6	48,200	15.9	50,700	7.7	48,900	1.2
All institutions ²	100.0	52,700	100.0	60,100	100.0	62,600	100.0	63,300	20.1
Public 4-year doctoral universities	28.3	59,100	30.6	68,600	28.3	72,700	28.4	72,500	22.7
Private 4-year doctoral universities	8.0	60,800	10.3	73,600	10.1	82,000	11.2	85,800	41.1
Public 4-year master's colleges/universities	22.8	52,700	18.7	59,600	17.8	59,000	16.2	58,300	10.6
Private 4-year master's colleges/universities	7.5	47,400	9.4	52,800	10.8	56,500	11.2	58,000	22.4
Public other 4-year colleges	2.7	49,100	2.4	56,100	2.4	53,700	2.6	54,800	11.6
Private other 4-year colleges	8.9	41,800	8.3	47,900	7.9	51,900	7.9	52,700	26.1
Public 2-year colleges	21.1	48,800	19.6	50,500	21.0	53,200	20.6	52,600	7.8
Private 2-year colleges	0.8	32,700	0.7	38,100	1.7	36,700	1.8	36,500	11.6
Fringe benefits									
All institutions	100.0	10,000	100.0	12,300	100.0	14,600	100.0	16,600	66.0
Public 4-year doctoral universities	28.3	10,800	30.6	14,700	28.3	16,400	28.4	18,100	67.6
Private 4-year doctoral universities	8.0	11,500	10.3	14,500	10.1	19,900	11.2	22,100	92.2
Public 4-year master's colleges/universities	22.8	10,700	18.7	13,200	17.8	13,800	16.2	16,500	54.2
Private 4-year master's colleges/universities	7.5	8,900	9.4	10,900	10.8	13,700	11.2	15,200	70.8
Public other 4-year colleges	2.7	9,300	2.4	9,800	2.4	12,200	2.6	14,900	60.2
Private other 4-year colleges	8.9	8,000	8.3	9,000	7.9	12,800	7.9	14,300	78.8
Public 2-year colleges	21.1	9,200	19.6	9,000	21.0	12,100	20.6	14,400	56.5
Private 2-year colleges	0.8	6,000	0.7	5,800	1.7	7,200	1.8	7,400	23.3

¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, or other benefits.

² Institutions in this indicator are classified based on the number of highest degrees awarded. For example, institutions that award 20 or more doctoral degrees per year are classified as doctoral universities. See *supplemental note 9* for more information about classifications of postsecondary institutions.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2004–05, there were about 2,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–04) and "Completions Survey" (IPEDS-C:89–04), previously unpublished tabulation (September 2005).

Faculty Salary, Benefits, and Total Compensation

Table 48-2. Total compensation, average salary, average fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1979–80 to 2004–05

[In constant 2003–04 dollars]					Percent change 1979–80 to 2004–05
Compensation, salary, benefits, and percentage distribution of faculty ¹	1979–80	1989–90	1999–2000	2004–05	
Total compensation					
All faculty	\$62,700	\$72,400	\$77,200	\$79,900	27.4
Faculty on 9- or 10-month contracts	61,300	70,900	75,900	79,200	29.2
Faculty on 11- or 12-month contracts	72,500	82,800	83,500	83,700	15.4
Salary					
All faculty	52,700	60,100	62,600	63,300	20.1
Faculty on 9- or 10-month contracts	51,400	58,800	61,400	62,400	21.4
Faculty on 11- or 12-month contracts	61,500	69,300	68,900	67,800	10.2
Fringe benefits					
All faculty	10,000	12,300	14,600	16,600	66.0
Faculty on 9- or 10-month contracts	9,900	12,100	14,500	16,800	69.7
Faculty on 11- or 12-month contracts	11,000	13,500	14,600	15,900	44.5
Percentage distribution of faculty					
All faculty	100.0	100.0	100.0	100.0	†
Faculty on 9- or 10-month contracts	87.2	86.8	84.0	83.4	-4.4
Faculty on 11- or 12-month contracts	12.8	13.2	16.0	16.6	29.8

† Not applicable.

¹ Total compensation is the sum of salary and fringe benefits. Salary does not include outside income. Fringe benefits may include, for example, retirement plans, medical/dental plans, group life insurance, or other benefits.

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2004–05, there were about 2,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation were adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–04) and "Completions Survey" (IPEDS-C:89–04), previously unpublished tabulation (September 2005).

Total and Net Access Price of Attending a Postsecondary Institution

Table 49-1. Average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04

Type of institution and family income	[In constant 2003–04 dollars]		
	1989–90	1999–2000	2003–04
Public 2-year			
Total	\$7,100	\$7,700	\$7,700
Low income	5,900	6,100	6,000
Lower middle income	7,500	7,900	7,800
Upper middle income	7,700	8,600	8,700
High income	7,300	8,900	8,800
Public 4-year			
Total	8,700	8,800	9,300
Low income	6,200	5,700	6,000
Lower middle income	8,200	8,200	8,700
Upper middle income	9,300	9,400	10,000
High income	10,500	11,200	11,600
Private not-for-profit 4-year			
Total	14,700	14,000	15,300
Low income	9,100	8,100	10,200
Lower middle income	11,800	11,900	12,400
Upper middle income	14,100	13,400	14,600
High income	20,700	19,700	21,000
Private for-profit less-than-4-year			
Total	10,900	9,600	9,300
Low income	9,500	8,100	8,000
Lower middle income	11,200	10,300	9,700
Upper middle income	12,500	10,700	10,000
High income	14,700	14,000	12,600

NOTE: The cutoff points for low, lower middle, upper middle, and high income were obtained by identifying the incomes at the 25th, 50th, and 75th percentiles. Adjusted to 2003–04 constant dollars, in 1989–90, the values were \$32,900, \$55,400, and \$85,800. In 1999–2000, they were \$34,200, \$59,600, and \$91,600. In 2003–04, they were \$32,400, \$59,400, and \$91,800.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).

Federal Grants and Loans to Undergraduate Students

Table 50-1. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04

Dependency status, income, and type of institution	[In constant 2003–04 dollars]					Federal				
	Loans		Grants		Loans as percent of total aid	Loans		Grants		Loans as percent of federal aid
	Percent	Average dollars	Percent	Average dollars		Percent	Average dollars	Percent	Average dollars	
1992–93										
Total	32.4	\$4,600	49.3	\$4,600	33.7	31.5	\$4,400	29.7	\$2,600	53.7
Dependency status and income										
Dependent undergraduates	28.3	4,100	43.2	5,000	32.2	27.2	3,900	20.6	2,500	59.2
Low-income	48.8	3,900	79.2	5,200	27.5	48.4	3,800	68.3	2,800	38.1
Middle-income	32.0	4,200	42.9	5,000	37.3	30.9	4,000	15.1	1,700	72.1
High-income	15.1	4,600	25.4	4,800	31.4	13.3	4,100	1.0	1,900	88.0
Independent undergraduates	43.1	5,200	64.9	3,800	36.5	42.5	5,200	53.1	2,800	45.9
Type of institution										
Public 2-year	11.8	3,100	42.5	2,500	16.1	11.4	3,100	30.3	2,300	23.1
Public 4-year	31.7	4,200	44.1	3,400	38.3	30.8	4,100	27.2	2,600	57.1
Private not-for-profit 4-year	45.8	5,100	63.2	7,900	30.7	44.0	4,800	27.0	3,000	65.1
1999–2000										
Total	45.1	\$6,000	58.8	\$5,500	40.6	43.9	\$5,300	30.5	\$2,800	64.0
Dependency status and income										
Dependent undergraduates	43.8	5,400	56.2	6,000	39.6	42.6	4,600	23.1	2,700	68.4
Low-income	47.8	5,300	83.2	6,100	26.1	46.9	4,700	72.4	3,000	36.6
Middle-income	47.9	5,400	53.7	6,000	45.1	46.6	4,600	13.1	1,800	81.2
High-income	33.4	5,700	38.7	5,800	44.4	31.9	4,700	0.7	1,800	94.6
Independent undergraduates	48.5	7,500	65.9	4,200	43.1	47.6	7,000	51.1	2,900	54.5
Type of institution										
Public 2-year	17.1	4,300	49.7	2,900	21.0	16.3	3,700	32.4	2,700	30.5
Public 4-year	48.4	5,500	54.5	4,200	48.3	47.4	5,200	28.9	2,700	70.2
Private not-for-profit 4-year	59.9	6,900	75.0	9,200	35.9	58.2	5,600	27.5	3,000	71.9
2003–04										
Total	49.5	\$6,200	63.1	\$5,700	41.2	47.9	\$5,300	33.6	\$3,300	62.8
Dependency status and income										
Dependent undergraduates	46.8	5,600	60.3	6,100	39.1	45.0	4,400	25.2	3,100	66.3
Low-income	49.0	5,400	85.5	7,000	24.2	47.5	4,700	72.4	3,700	33.8
Middle-income	49.5	5,700	58.0	5,600	44.1	47.7	4,400	16.7	2,000	77.2
High-income	39.8	5,800	43.5	5,900	46.1	37.9	4,200	1.1	1,800	92.4
Independent undergraduates	56.5	7,500	70.2	4,600	46.0	55.4	7,000	55.3	3,400	56.0
Type of institution										
Public 2-year	22.8	4,100	52.7	3,400	24.7	21.6	3,800	35.4	3,200	34.1
Public 4-year	51.4	5,800	59.1	4,600	46.9	49.7	5,200	30.2	3,200	68.7
Private not-for-profit 4-year	65.8	7,200	81.5	9,400	35.8	64.1	5,400	31.6	3,400	70.3

NOTE: Total loans include federal, state, institutional, and private loans. Total grants include federal, state, institutional, and private grants, including employer reimbursements. Federal loans include Perkins, subsidized and unsubsidized Stafford, and Supplemental Loans to Students (SLS). Federal grants are primarily Pell Grants and Supplemental Educational Opportunity Grants (SEOG) but also include Byrd scholarships. Parent Loans for Undergraduate Students (PLUS) loans to parents, veterans' benefits, and tax credits are not included in this table. Loans as a percentage of aid is determined by dividing the amount of loans received (including zero loan amounts) by the amount of total aid (or federal aid) received for each case. Income for dependent students is based on parents' annual income in the prior year. The cutoff points for low, middle, and high income were obtained by identifying the incomes at the 25th and 75th percentiles. Adjusted to 2003–04 dollars, the values were in 1992–93, \$39,200 and \$84,900; in 1999–2000, \$35,700 and \$94,100; and in 2003–04, \$34,200 and \$94,400. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to constant 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:93, NPSAS:2000, and NPSAS:04), previously unpublished tabulation (September 2005).