

Appendix 1

Supplemental Tables





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Enrollment in Preprimary Education

Table 1-1 Percentage of children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years 1991–99

| Characteristic | 1991 | 1993 | 1995 | 1996 | 1999 |
|--|-------------|-------------|-------------|-------------|-------------|
| Total | 52.8 | 52.7 | 55.1 | 55.0 | 59.7 |
| Sex | | | | | |
| Male | 52.4 | 52.5 | 55.0 | 55.0 | 60.8 |
| Female | 53.2 | 52.9 | 55.2 | 54.9 | 58.6 |
| Race/ethnicity | | | | | |
| White | 54.0 | 53.5 | 56.9 | 57.1 | 60.0 |
| Black | 58.3 | 57.3 | 59.5 | 64.7 | 73.2 |
| Hispanic | 38.8 | 42.8 | 37.4 | 39.4 | 44.2 |
| Other | 52.9 | 51.2 | 56.7 | 44.7 | 66.1 |
| Poverty status | | | | | |
| Below poverty | 44.2 | 48.9 | 45.1 | 43.8 | 51.5 |
| At or above poverty | 55.7 | 53.3 | 58.8 | 59.1 | 62.1 |
| Family type | | | | | |
| Two parents | 49.7 | 52.1 | 54.9 | 53.8 | 58.8 |
| One or no parent | 53.7 | 54.2 | 55.6 | 57.9 | 61.9 |
| Mother's education | | | | | |
| Less than high school | 31.5 | 33.1 | 34.8 | 37.3 | 40.3 |
| High school diploma or equivalent | 45.8 | 43.2 | 47.6 | 49.0 | 51.7 |
| Some college, including vocational/technical | 60.2 | 60.3 | 56.8 | 57.8 | 62.9 |
| Bachelor's degree or higher | 71.9 | 73.4 | 74.5 | 73.0 | 73.9 |
| Mother's employment status | | | | | |
| Worked 35 hours or more per week | 59.3 | 61.3 | 60.2 | 63.1 | 64.8 |
| Worked less than 35 hours per week | 58.0 | 56.7 | 62.1 | 64.4 | 64.0 |
| Looking for work | 43.2 | 48.1 | 51.8 | 46.9 | 54.6 |
| Not in labor force | 45.3 | 44.2 | 46.5 | 43.1 | 52.2 |

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. Poverty estimates for 1991 and 1993 are not comparable to those for later years because respondents were not asked exact household income. Children without mothers in the home are not included in estimates dealing with mother's education or mother's employment status. Unemployed mothers are not shown separately but are included in the total.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), and Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being*, 2000.

Past and Projected Elementary and Secondary School Enrollment

Table 2-1 Public elementary and secondary school enrollment in grades K–12 (in thousands), by grade level, with projections: Fall 1965–2010

| Fall of year | Total | Grades K–8 | Grades 9–12 |
|--------------|--------|------------------|-------------|
| 1965 | 42,173 | 30,563 | 11,610 |
| 1970 | 45,894 | 32,558 | 13,336 |
| 1975 | 44,819 | 30,515 | 14,304 |
| 1980 | 40,877 | 27,647 | 13,231 |
| 1985 | 39,422 | 27,034 | 12,388 |
| 1990 | 41,217 | 29,878 | 11,338 |
| 1991 | 42,047 | 30,506 | 11,541 |
| 1992 | 42,823 | 31,088 | 11,735 |
| 1993 | 43,465 | 31,504 | 11,961 |
| 1994 | 44,111 | 31,898 | 12,213 |
| 1995 | 44,840 | 32,341 | 12,500 |
| 1996 | 45,611 | 32,764 | 12,847 |
| 1997 | 46,127 | 33,073 | 13,054 |
| 1998 | 46,535 | 33,344 | 13,191 |
| | | Projected | |
| 1999 | 46,812 | 33,437 | 13,375 |
| 2000 | 47,026 | 33,521 | 13,505 |
| 2001 | 47,176 | 33,557 | 13,619 |
| 2002 | 47,296 | 33,543 | 13,753 |
| 2003 | 47,373 | 33,442 | 13,931 |
| 2004 | 47,436 | 33,237 | 14,199 |
| 2005 | 47,475 | 33,051 | 14,423 |
| 2006 | 47,452 | 32,915 | 14,537 |
| 2007 | 47,365 | 32,835 | 14,530 |
| 2008 | 47,218 | 32,825 | 14,393 |
| 2009 | 47,109 | 32,877 | 14,232 |
| 2010 | 47,068 | 32,999 | 14,069 |

NOTE: Includes most kindergarten and some nursery school enrollment. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES. Common Core of Data, various years, and *Projections of Education Statistics to 2010* (NCES 2000–071), 2000.

Past and Projected Elementary and Secondary School Enrollment

Table 2-2 Public elementary and secondary school enrollment in grades K–12 (in thousands), by region, with projections: Fall 1965–2010

| Fall of year | Total | Region | | | | | | | |
|--------------|--------|-----------|---------|---------|------------------|--------|---------|--------|---------|
| | | Northeast | | Midwest | | South | | West | |
| | | Total | Percent | Total | Percent | Total | Percent | Total | Percent |
| 1965 | 42,173 | 8,833 | 20.9 | 11,834 | 28.1 | 13,834 | 32.8 | 7,568 | 17.9 |
| 1970 | 45,894 | 9,860 | 21.5 | 12,936 | 28.2 | 14,759 | 32.2 | 8,339 | 18.2 |
| 1975 | 44,819 | 9,679 | 21.6 | 12,295 | 27.4 | 14,654 | 32.7 | 8,191 | 18.3 |
| 1980 | 40,877 | 8,215 | 20.1 | 10,698 | 26.2 | 14,134 | 34.6 | 7,831 | 19.2 |
| 1985 | 39,422 | 7,318 | 18.6 | 9,862 | 25.0 | 14,117 | 35.8 | 8,124 | 20.6 |
| 1990 | 41,217 | 7,282 | 17.7 | 9,944 | 24.1 | 14,807 | 35.9 | 9,184 | 22.3 |
| 1991 | 42,047 | 7,407 | 17.6 | 10,080 | 24.0 | 15,081 | 35.9 | 9,479 | 22.5 |
| 1992 | 42,823 | 7,526 | 17.6 | 10,198 | 23.8 | 15,357 | 35.9 | 9,742 | 22.7 |
| 1993 | 43,465 | 7,654 | 17.6 | 10,289 | 23.7 | 15,591 | 35.9 | 9,931 | 22.8 |
| 1994 | 44,111 | 7,760 | 17.6 | 10,386 | 23.5 | 15,851 | 35.9 | 10,114 | 22.9 |
| 1995 | 44,840 | 7,894 | 17.6 | 10,512 | 23.4 | 16,118 | 35.9 | 10,316 | 23.0 |
| 1996 | 45,611 | 8,006 | 17.6 | 10,638 | 23.3 | 16,373 | 35.9 | 10,594 | 23.2 |
| 1997 | 46,127 | 8,085 | 17.5 | 10,704 | 23.2 | 16,563 | 35.9 | 10,775 | 23.4 |
| 1998 | 46,535 | 8,145 | 17.5 | 10,718 | 23.0 | 16,713 | 35.9 | 10,959 | 23.5 |
| | | | | | Projected | | | | |
| 1999 | 46,812 | 8,165 | 17.4 | 10,730 | 22.9 | 16,836 | 36.0 | 11,081 | 23.7 |
| 2000 | 47,026 | 8,190 | 17.4 | 10,715 | 22.8 | 16,940 | 36.0 | 11,181 | 23.8 |
| 2001 | 47,176 | 8,206 | 17.4 | 10,711 | 22.7 | 16,992 | 36.0 | 11,267 | 23.9 |
| 2002 | 47,296 | 8,211 | 17.4 | 10,699 | 22.6 | 17,039 | 36.0 | 11,347 | 24.0 |
| 2003 | 47,373 | 8,199 | 17.3 | 10,674 | 22.5 | 17,078 | 36.0 | 11,422 | 24.1 |
| 2004 | 47,436 | 8,175 | 17.2 | 10,652 | 22.5 | 17,111 | 36.1 | 11,498 | 24.2 |
| 2005 | 47,475 | 8,135 | 17.1 | 10,635 | 22.4 | 17,132 | 36.1 | 11,573 | 24.4 |
| 2006 | 47,452 | 8,077 | 17.0 | 10,606 | 22.4 | 17,137 | 36.1 | 11,631 | 24.5 |
| 2007 | 47,365 | 8,008 | 16.9 | 10,563 | 22.3 | 17,116 | 36.1 | 11,679 | 24.7 |
| 2008 | 47,218 | 7,928 | 16.8 | 10,501 | 22.2 | 17,081 | 36.2 | 11,708 | 24.8 |
| 2009 | 47,109 | 7,863 | 16.7 | 10,450 | 22.2 | 17,045 | 36.2 | 11,750 | 24.9 |
| 2010 | 47,068 | 7,813 | 16.6 | 10,416 | 22.1 | 17,023 | 36.2 | 11,817 | 25.1 |

NOTE: Includes most kindergarten and some nursery school enrollment. Details may not add to totals due to rounding. See *Supplemental Note 1* for a list of states that make up each region.

SOURCE: U.S. Department of Education, NCES, Common Core of Data, various years, and *Projections of Education Statistics to 2010* (NCES 2000–071), 2000.

Past and Projected Elementary and Secondary School Enrollment

Table 2-3 Private elementary and secondary school enrollment in grades K–12 (in thousands), by region: School years 1989–90 through 1997–98

| School year | Total | Northeast | Midwest | South | West |
|--------------------|-------|-----------|---------|-------|------|
| Grades K–12 | | | | | |
| 1989–90 | 4,714 | 1,310 | 1,340 | 1,240 | 824 |
| 1991–92 | 4,783 | 1,280 | 1,335 | 1,276 | 892 |
| 1993–94 | 4,743 | 1,235 | 1,294 | 1,363 | 851 |
| 1995–96 | 4,920 | 1,245 | 1,329 | 1,416 | 930 |
| 1997–98 | 4,962 | 1,241 | 1,328 | 1,479 | 915 |
| Grades K–8 | | | | | |
| 1989–90 | 3,588 | 947 | 1,052 | 949 | 639 |
| 1991–92 | 3,657 | 935 | 1,059 | 974 | 689 |
| 1993–94 | 3,641 | 907 | 1,021 | 1,048 | 664 |
| 1995–96 | 3,760 | 911 | 1,042 | 1,086 | 721 |
| 1997–98 | 3,781 | 911 | 1,036 | 1,126 | 708 |
| Grades 9–12 | | | | | |
| 1989–90 | 1,126 | 362 | 288 | 291 | 185 |
| 1991–92 | 1,126 | 346 | 276 | 302 | 203 |
| 1993–94 | 1,102 | 328 | 273 | 315 | 186 |
| 1995–96 | 1,160 | 334 | 286 | 330 | 209 |
| 1997–98 | 1,181 | 330 | 292 | 353 | 206 |

NOTE: Estimates exclude ungraded students. Details may not add to totals due to rounding. See *Supplemental Note 1* for a list of states that make up each region.

SOURCE: U.S. Department of Education, NCES. Private School Surveys (PSS), various years.

Racial/Ethnic Distribution of Public School Students

Table 3-1 Percentage distribution of public school students enrolled in grades K–12 who were minorities: October 1972–99

| October | White | Total | Minority enrollment | | |
|---------|-------|-------|---------------------|----------|-------|
| | | | Black | Hispanic | 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 | 75.8 | 24.2 | 15.7 | 6.6 | 1.9 |
| 1980 | 72.8 | 27.2 | 16.2 | 8.6 | 2.4 |
| 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 | 4.0 |
| 1990 | 67.6 | 32.4 | 16.5 | 11.7 | 4.2 |
| 1991 | 67.1 | 32.9 | 16.8 | 11.8 | 4.2 |
| 1992 | 66.8 | 33.3 | 16.9 | 12.1 | 4.3 |
| 1993 | 67.0 | 33.0 | 16.6 | 12.1 | 4.3 |
| 1994 | 65.8 | 34.2 | 16.7 | 13.7 | 3.8 |
| 1995 | 65.5 | 34.5 | 16.9 | 14.1 | 3.5 |
| 1996 | 63.7 | 36.3 | 16.6 | 14.5 | 5.3 |
| 1997 | 63.0 | 37.0 | 16.9 | 14.9 | 5.1 |
| 1998 | 62.4 | 37.6 | 17.2 | 15.4 | 5.1 |
| 1999 | 61.9 | 38.1 | 16.5 | 16.2 | 5.5 |

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 1* for information on the racial/ethnic categories.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–99.

Racial/Ethnic Distribution of Public School Students

Table 3-2 Percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–99

| October | White | Minority enrollment | | | | White | Total | Minority enrollment | | |
|---------|-------|---------------------|-------|----------|-------|-------|-------|---------------------|----------|-------|
| | | Total | Black | Hispanic | Other | | | Black | Hispanic | Other |
| | | Northeast | | | | | | Midwest | | |
| 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 | 78.5 | 21.5 | 15.0 | 6.0 | 0.5 | 86.8 | 13.2 | 10.3 | 1.8 | 1.1 |
| 1980 | 78.0 | 22.0 | 13.5 | 6.8 | 1.6 | 83.8 | 16.2 | 12.9 | 1.7 | 1.5 |
| 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 | 73.8 | 26.2 | 14.1 | 9.1 | 3.0 | 80.5 | 19.5 | 13.8 | 3.4 | 2.2 |
| 1990 | 73.3 | 26.7 | 13.2 | 10.1 | 3.3 | 81.7 | 18.4 | 13.2 | 2.7 | 2.5 |
| 1991 | 72.9 | 27.1 | 14.0 | 9.9 | 3.2 | 81.6 | 18.4 | 13.0 | 2.9 | 2.5 |
| 1992 | 71.9 | 28.1 | 14.7 | 9.8 | 3.6 | 81.5 | 18.5 | 13.2 | 2.7 | 2.6 |
| 1993 | 72.2 | 27.8 | 15.2 | 8.8 | 3.8 | 80.8 | 19.2 | 13.4 | 3.6 | 2.2 |
| 1994 | 72.3 | 27.7 | 13.8 | 10.8 | 3.1 | 78.1 | 21.9 | 14.9 | 4.7 | 2.3 |
| 1995 | 70.7 | 29.3 | 14.7 | 11.6 | 2.9 | 79.3 | 20.7 | 13.9 | 4.5 | 2.3 |
| 1996 | 68.2 | 31.8 | 15.9 | 12.1 | 3.7 | 79.9 | 20.1 | 12.8 | 4.4 | 2.9 |
| 1997 | 67.7 | 32.3 | 16.1 | 12.3 | 3.8 | 79.3 | 20.7 | 13.3 | 4.5 | 2.9 |
| 1998 | 67.9 | 32.1 | 14.9 | 13.4 | 3.7 | 78.4 | 21.6 | 13.4 | 4.9 | 3.3 |
| 1999 | 68.2 | 31.8 | 14.1 | 13.0 | 4.7 | 76.0 | 24.0 | 14.1 | 5.9 | 4.0 |

Racial/Ethnic Distribution of Public School Students

Table 3-2 Percentage distribution of public school students enrolled in grades K–12 who were minorities, by region: October 1972–99—Continued

| October | White | Minority enrollment | | | | White | Total | Minority enrollment | | | |
|---------|-------|---------------------|-------|----------|-------|-------|-------|---------------------|----------|-------|--|
| | | Total | Black | Hispanic | Other | | | Black | Hispanic | Other | |
| | | | South | | | | | West | | | |
| 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 | 68.6 | 31.4 | 24.6 | 6.0 | 0.8 | 70.0 | 30.0 | 7.8 | 15.7 | 6.6 | |
| 1980 | 64.6 | 35.4 | 25.8 | 8.2 | 1.4 | 66.9 | 33.1 | 6.6 | 20.5 | 6.0 | |
| 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 | 26.1 | 9.9 | 2.4 | 59.4 | 40.6 | 6.1 | 24.9 | 9.6 | |
| 1990 | 59.9 | 40.1 | 27.4 | 10.6 | 2.1 | 59.0 | 41.0 | 5.5 | 25.1 | 10.4 | |
| 1991 | 59.5 | 40.5 | 27.7 | 10.3 | 2.5 | 59.0 | 41.0 | 5.8 | 25.5 | 9.7 | |
| 1992 | 59.5 | 40.5 | 27.2 | 10.5 | 2.7 | 58.5 | 41.5 | 5.8 | 26.3 | 9.3 | |
| 1993 | 60.1 | 39.9 | 26.4 | 10.7 | 2.8 | 58.7 | 41.3 | 6.1 | 25.9 | 9.3 | |
| 1994 | 59.2 | 40.8 | 26.2 | 12.4 | 2.2 | 58.4 | 41.6 | 5.7 | 27.5 | 8.5 | |
| 1995 | 59.0 | 41.0 | 27.0 | 12.1 | 1.8 | 57.0 | 43.0 | 5.5 | 29.6 | 7.9 | |
| 1996 | 57.7 | 42.3 | 26.9 | 12.6 | 2.8 | 52.8 | 47.2 | 5.2 | 29.4 | 12.6 | |
| 1997 | 57.0 | 43.0 | 27.0 | 13.4 | 2.6 | 52.1 | 47.9 | 6.5 | 29.4 | 12.1 | |
| 1998 | 56.0 | 44.0 | 28.1 | 13.1 | 2.9 | 51.9 | 48.1 | 6.8 | 30.1 | 11.2 | |
| 1999 | 55.3 | 44.7 | 26.9 | 14.8 | 3.0 | 52.7 | 47.3 | 5.7 | 30.6 | 11.0 | |

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 1* for information on the racial/ethnic categories and a list of states that are included in each region.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–99.

Parental Education, by Race/Ethnicity

Table 4-1 Percentage distribution of 6- to 18-year-olds according to parents' highest education level, by child's race/ethnicity: 1974–99

| Parents' highest education level and child's race/ethnicity | 1974 | 1979 | 1984 | 1989 | 1994 | 1999 |
|---|-------|-------|-------|-------|-------|-------|
| White | | | | | | |
| Mother's highest education level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than high school | 27.1 | 22.1 | 16.8 | 12.0 | 9.5 | 6.9 |
| High school diploma or equivalent | 51.4 | 50.4 | 50.3 | 48.8 | 37.9 | 35.2 |
| Some college, including vocational/technical | 12.2 | 16.1 | 18.3 | 21.3 | 31.0 | 31.4 |
| Bachelor's degree or higher | 9.3 | 11.4 | 14.6 | 17.9 | 21.6 | 26.4 |
| Father's highest education level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than high school | 28.6 | 22.4 | 16.2 | 12.2 | 9.1 | 8.1 |
| High school diploma or equivalent | 38.3 | 38.7 | 39.0 | 38.4 | 32.2 | 31.5 |
| Some college, including vocational/technical | 13.2 | 15.5 | 18.3 | 20.1 | 27.4 | 26.8 |
| Bachelor's degree or higher | 19.9 | 23.4 | 26.5 | 29.3 | 31.3 | 33.6 |
| Black | | | | | | |
| Mother's highest education level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than high school | 57.6 | 46.4 | 34.8 | 26.3 | 20.0 | 19.6 |
| High school diploma or equivalent | 32.1 | 36.1 | 42.6 | 44.4 | 40.0 | 37.1 |
| Some college, including vocational/technical | 6.8 | 12.5 | 15.6 | 19.8 | 30.0 | 29.5 |
| Bachelor's degree or higher | 3.6 | 4.9 | 7.0 | 9.4 | 10.1 | 13.9 |
| Father's highest education level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than high school | 61.3 | 44.3 | 33.1 | 25.4 | 18.2 | 14.6 |
| High school diploma or equivalent | 27.1 | 35.7 | 38.4 | 40.4 | 42.2 | 39.3 |
| Some college, including vocational/technical | 7.6 | 12.7 | 16.3 | 20.6 | 23.5 | 29.7 |
| Bachelor's degree or higher | 4.0 | 7.3 | 12.2 | 13.7 | 16.1 | 16.5 |
| Hispanic | | | | | | |
| Mother's highest education level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than high school | 61.8 | 60.4 | 60.5 | 55.8 | 51.8 | 49.2 |
| High school diploma or equivalent | 28.9 | 28.3 | 28.2 | 28.7 | 26.9 | 25.2 |
| Some college, including vocational/technical | 5.7 | 7.2 | 7.7 | 10.2 | 15.6 | 18.2 |
| Bachelor's degree or higher | 3.5 | 4.1 | 3.7 | 5.2 | 5.7 | 7.4 |
| Father's highest education level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than high school | 58.3 | 57.2 | 56.3 | 51.6 | 51.1 | 48.9 |
| High school diploma or equivalent | 24.9 | 25.0 | 25.0 | 27.2 | 23.2 | 26.2 |
| Some college, including vocational/technical | 8.4 | 9.5 | 10.5 | 13.4 | 17.5 | 14.7 |
| Bachelor's degree or higher | 8.4 | 8.3 | 8.2 | 7.7 | 8.3 | 10.1 |

NOTE: Information on parents' highest education level is available only for those parents who live in the same household with their child. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1994 and weights were adjusted; see *Supplemental Note 2* for more information. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 1* for information on the racial/ethnic categories.

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

Past and Projected Undergraduate Enrollments

Table 5-1 Total enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands) by sex, enrollment status, and type of institution, with projections: Fall 1970–2010

| Year | Total | Sex | | Enrollment 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 | 5,949 | 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 | 6,442 | 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 | 6,816 | 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 | 12,259 | 5,411 | 6,848 | 7,211 | 5,049 | 6,762 | 5,497 |
| 1997 | 12,298 | 5,405 | 6,893 | 7,306 | 4,992 | 6,828 | 5,471 |
| Projected* | | | | | | | |
| 1998 | 12,604 | 5,424 | 7,179 | 7,484 | 5,119 | 6,979 | 5,625 |
| 1999 | 12,818 | 5,499 | 7,319 | 7,562 | 5,256 | 7,075 | 5,743 |
| 2000 | 13,079 | 5,588 | 7,492 | 7,734 | 5,346 | 7,232 | 5,847 |
| 2001 | 13,294 | 5,671 | 7,623 | 7,879 | 5,415 | 7,363 | 5,931 |
| 2002 | 13,419 | 5,717 | 7,702 | 7,950 | 5,469 | 7,438 | 5,981 |
| 2003 | 13,584 | 5,779 | 7,806 | 8,061 | 5,524 | 7,538 | 6,046 |
| 2004 | 13,753 | 5,838 | 7,914 | 8,169 | 5,583 | 7,634 | 6,119 |
| 2005 | 13,927 | 5,895 | 8,031 | 8,279 | 5,647 | 7,735 | 6,192 |
| 2006 | 14,162 | 5,973 | 8,189 | 8,445 | 5,717 | 7,876 | 6,286 |
| 2007 | 14,435 | 6,066 | 8,369 | 8,645 | 5,790 | 8,041 | 6,394 |
| 2008 | 14,738 | 6,177 | 8,561 | 8,881 | 5,857 | 8,229 | 6,509 |
| 2009 | 15,002 | 6,278 | 8,724 | 9,091 | 5,911 | 8,398 | 6,604 |
| 2010 | 15,209 | 6,355 | 8,855 | 9,249 | 5,961 | 8,534 | 6,675 |

* Projections based on data through 1997 and middle alternative assumptions concerning the economy.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES. *Digest of Education Statistics 2000* (NCES 2001–034), 2001, tables 174 and 188, and *Projections of Education Statistics to 2010* (NCES 2000–071), 2000, tables 12 and 21.

Participation in Adult Learning

Table 7-1 Percentage of adults age 18 and above who participated in learning activities in the past 12 months, by educational attainment and age: 1991, 1995, and 1999

| Educational attainment and age | 1991 Total ¹ | 1995 Total ¹ | 1999 | | | | | |
|--|----------------------------|----------------------------|--------------------|--|-------------------------|------|--------------|----------|
| | | | Total ¹ | Type of adult learning activity ² | | | | |
| | | | | Basic skills | Credential ³ | | Work-related | Personal |
| | | | | Full-time | Part-time | | | |
| Total | 37.9 | 44.3 | 48.1 | 1.9 | 6.5 | 9.3 | 22.2 | 22.2 |
| Educational attainment | | | | | | | | |
| Grade 8 or less | 8.0 | 10.9 | 14.9 | 4.7 | 0 | 0.7 | 1.6 | 6.5 |
| Grades 9–12 ⁴ | 16.1 | 23.5 | 25.8 | 7.6 | 1.4 | 4.7 | 6.4 | 10.3 |
| High school diploma or equivalent | 26.7 | 33.0 | 38.6 | 1.3 | 3.9 | 6.5 | 16.6 | 17.6 |
| Some college, including vocational/ technical | 52.6 | 58.7 | 58.9 | 0.8 | 13.9 | 13.7 | 24.3 | 26.1 |
| Bachelor's degree or higher | 56.5 | 62.1 | 64.8 | (⁵) | 5.6 | 11.9 | 37.7 | 31.9 |
| Age | | | | | | | | |
| 18–24 | 69.1 | 68.3 | 69.9 | 8.9 | 35.0 | 13.8 | 16.7 | 22.5 |
| 25–34 | 42.2 | 53.0 | 60.3 | 2.2 | 7.5 | 15.7 | 29.7 | 25.2 |
| 35–44 | 46.6 | 51.0 | 51.7 | 0.9 | 2.2 | 10.6 | 28.7 | 25.1 |
| 45–54 | 33.3 | 47.0 | 49.5 | 0.7 | 1.7 | 7.7 | 27.0 | 24.6 |
| 55–64 | 23.0 | 28.2 | 35.2 | 0.4 | 0.3 | 4.8 | 18.9 | 17.3 |
| 65 and above | 10.5 | 15.2 | 18.7 | 0.3 | 0.3 | 1.2 | 3.4 | 14.5 |

¹ Estimates include participation in basic skills, work-related, credential programs, English as a Second Language, personal interest courses, apprenticeships, or participation in credential program full or part time. Adults who participated in apprenticeships and programs for English as a Second Language are included in the totals but are not shown separately.

² Percentages may not add to totals because individuals may have participated in more than one type of adult learning activity.

³ Includes credential programs provided by either postsecondary institutions or other types of providers.

⁴ In 1995 and 1999, includes adults whose highest education level was grades 9–12 who had not received a high school diploma; in 1991, includes only adults whose highest education level was grades 9–11.

⁵ Only adults who had not received a high school diploma or equivalent, who received a high school diploma in the past 12 months, or who received a high school diploma in a foreign country and did not have a bachelor's degree were asked about their participation in basic education/General Education Development (GED) activities.

NOTE: Data have been revised from previously published figures. See *Supplemental Note 3* for information on the National Household Education Surveys Program (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1991, 1995, and 1999 (Adult Education Survey).

Table 7-2 Percentage of adults age 18 and above who participated in various learning activities with different providers, by type of activity: 1999

| Type of activity and age | Type of provider for various adult learning activities | | | | | | Other |
|--------------------------|--|--------------------|-----------------------|-------------------------|----------|------------|-------|
| | Elementary/ secondary | Post- secondary | Trade organization | Private organization | Business | Government | |
| Credential | 1.5 | 74.0 | 9.7 | 1.6 | 6.7 | 3.8 | 2.6 |
| Full-time | 0.8 | 86.6 | 6.2 | 1.9 | 0.7 | 1.9 | 1.9 |
| Part-time | 2.0 | 65.3 | 12.1 | 1.5 | 10.9 | 5.1 | 3.1 |
| Work-related | 4.8 | 21.7 | 13.4 | 6.1 | 52.5 | 14.2 | 4.3 |
| Personal | 4.9 | 15.4 | 11.9 | 48.1 | 19.6 | 9.8 | 4.5 |

NOTE: Information on the type of provider of adult learning activities was aggregated as follows. Elementary/secondary: elementary, junior high school, or high school; postsecondary: 2-year community or junior college, 2-year vocational school, or 4-year college or university; trade organization: private vocational, trade, business, hospital, flight school, or adult learning center; private: private community organization, church or religious organization, tutor, or private instructor; business: business or industry, or professional association; and government: federal, state, county, or local government, or public library. For each type of activity, the percentages shown are based only on adults who participated in that activity. Percentages may add to more than 100.0 because individuals can take more than one work-related or personal-development course. Data have been revised from previously published figures. See *Supplemental Note 3* for information on the National Household Education Surveys Program (NHES).

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Adult Education Survey).

Students' Overall Reading and Mathematics Performance Through 1st Grade

Table 8-1 Children's reading and mathematics scale scores from kindergarten through 1st grade, by mother's education: 1998–2000

| Mother's education | Kindergarten | | | 1 st grade | | | Total gain ² |
|--|--------------------|-----------|-------------------|-----------------------|-----------|-------------------|-------------------------|
| | Fall | Spring | Gain ¹ | Fall | Spring | Gain ¹ | |
| | Reading | | | | | | |
| Total | 23 | 33 | 10 | 38 | 57 | 19 | 34 |
| Less than high school | 18 | 27 | 9 | 32 | 48 | 16 | 30 |
| High school diploma or equivalent | 20 | 31 | 11 | 36 | 55 | 19 | 35 |
| Some college, including vocational/technical | 23 | 33 | 10 | 39 | 58 | 19 | 35 |
| Bachelor's degree or higher | 27 | 37 | 10 | 43 | 63 | 20 | 36 |
| | Mathematics | | | | | | |
| Total | 20 | 28 | 8 | 34 | 44 | 10 | 24 |
| Less than high school | 16 | 23 | 7 | 28 | 39 | 11 | 23 |
| High school diploma or equivalent | 18 | 27 | 9 | 31 | 42 | 11 | 24 |
| Some college, including vocational/technical | 20 | 29 | 9 | 34 | 45 | 11 | 25 |
| Bachelor's degree or higher | 24 | 33 | 9 | 39 | 48 | 9 | 24 |

¹Gain is calculated as the difference from fall to spring for kindergarten and 1st grade, respectively.

²Total gain is calculated as the difference in scale score from fall kindergarten to spring 1st grade.

NOTE: Based on those assessed in English for all rounds of the study (excludes 19 percent of Asian/Pacific Islander and 31 percent of Hispanic children) among children who entered kindergarten for the first time in fall 1998. The reading scale score ranged from 0–72, and the mathematics score from 0–64. See *Supplemental Note 8* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K).

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Children's Skills and Proficiency in Reading and Mathematics Through 1st Grade

Table 9-1 Percentage of children demonstrating specific reading knowledge and skills from kindergarten through 1st grade, by mother's education: 1998–2000

| Mother's education | Letter recognition | | | | | Beginning sounds | | | | | Ending sounds | | | | |
|--|--------------------|--------|-----------------------|--------|------------|------------------|--------|-----------------------|--------|------------|---------------|--------|-----------------------|-----|------------|
| | Kindergarten | | 1 st grade | | Total gain | Kindergarten | | 1 st grade | | Total gain | Kindergarten | | 1 st grade | | Total gain |
| | Fall | Spring | Fall | Spring | | Fall | Spring | Fall | Spring | | Fall | Spring | | | |
| Total | 68 | 95 | 99 | 100 | 32 | 31 | 74 | 88 | 98 | 67 | 18 | 54 | 72 | 94 | 76 |
| Less than high school | 42 | 87 | 96 | 99 | 57 | 11 | 54 | 76 | 94 | 83 | 4 | 33 | 51 | 87 | 83 |
| High school diploma or equivalent | 60 | 93 | 98 | 100 | 40 | 22 | 68 | 84 | 97 | 75 | 11 | 47 | 65 | 93 | 82 |
| Some college, including vocational/technical | 70 | 96 | 99 | 100 | 30 | 31 | 76 | 90 | 99 | 68 | 17 | 56 | 74 | 96 | 79 |
| Bachelor's degree or higher | 85 | 99 | 99 | 100 | 15 | 50 | 87 | 96 | 99 | 49 | 32 | 71 | 85 | 98 | 66 |
| Difference ¹ | -43 | -12 | -3 | -1 | 42 | -39 | -33 | -20 | -5 | 34 | -28 | -38 | -34 | -11 | 17 |

| Mother's education | Sight words | | | | | Words in context | | | | |
|--|------------------|--------|-----------------------|--------|------------|------------------|--------|-----------------------|--------|------------|
| | Kindergarten | | 1 st grade | | Total gain | Kindergarten | | 1 st grade | | Total gain |
| | Fall | Spring | Fall | Spring | | Fall | Spring | Fall | Spring | |
| Total | 3 | 14 | 28 | 83 | 80 | 1 | 4 | 11 | 47 | 46 |
| Less than high school | (²) | 4 | 9 | 64 | 64 | (²) | 1 | 2 | 25 | 25 |
| High school diploma or equivalent | 1 | 9 | 21 | 78 | 77 | (²) | 3 | 6 | 40 | 40 |
| Some college, including vocational/technical | 2 | 14 | 28 | 85 | 83 | 1 | 4 | 10 | 48 | 47 |
| Bachelor's degree or higher | 5 | 24 | 42 | 93 | 88 | 2 | 9 | 19 | 64 | 62 |
| Difference ¹ | -5 | -20 | -33 | -29 | -24 | -2 | -8 | -17 | -39 | -37 |

¹Difference is calculated as the difference between the scores of children whose mother has less than a high school diploma and children whose mother has a bachelor's degree or higher.

²Value less than 0.5 percent.

NOTE: Based on those assessed in English for all rounds (excludes 19 percent of Asian/Pacific Islander and 31 percent of Hispanic children). Based on children who entered kindergarten for the first time in fall 1998. The total gain is calculated as the difference from fall kindergarten to spring 1st grade. See *Supplemental Note 8* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K).

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Children's Skills and Proficiency in Reading and Mathematics Through 1st Grade

Table 9-2 Percentage of children demonstrating specific mathematics knowledge and skills from kindergarten through 1st grade, by mother's education: 1998–2000

| Mother's education | Number and shape | | | | | Relative size | | | | | Ordinality and sequence | | | | |
|--|------------------|--------|-----------------------|--------|------------|---------------|--------|-----------------------|--------|------------|-------------------------|--------|-----------------------|--------|------------|
| | Kindergarten | | 1 st grade | | Total gain | Kindergarten | | 1 st grade | | Total gain | Kindergarten | | 1 st grade | | Total gain |
| | Fall | Spring | Fall | Spring | | Fall | Spring | Fall | Spring | | Fall | Spring | Fall | Spring | |
| Total | 95 | 99 | 100 | 100 | 5 | 59 | 88 | 95 | 99 | 40 | 22 | 59 | 79 | 96 | 74 |
| Less than high school | 86 | 98 | 99 | 100 | 14 | 34 | 75 | 88 | 97 | 63 | 7 | 36 | 57 | 89 | 82 |
| High school diploma or equivalent | 93 | 99 | 100 | 100 | 7 | 51 | 85 | 93 | 99 | 48 | 15 | 51 | 72 | 94 | 79 |
| Some college, including vocational/technical | 95 | 99 | 100 | 100 | 5 | 61 | 90 | 96 | 99 | 38 | 22 | 61 | 81 | 97 | 75 |
| Bachelor's degree or higher | 99 | 100 | 100 | 100 | 1 | 78 | 96 | 99 | 100 | 22 | 39 | 77 | 91 | 99 | 60 |
| Difference ¹ | -13 | -2 | -1 | 0 | 13 | -44 | -21 | -11 | -3 | 41 | -32 | -41 | -34 | -10 | 22 |

| Mother's education | Addition and subtraction | | | | | Multiplication and division | | | | |
|--|--------------------------|--------|-----------------------|--------|------------|-----------------------------|--------|-----------------------|--------|------------|
| | Kindergarten | | 1 st grade | | Total gain | Kindergarten | | 1 st grade | | Total gain |
| | Fall | Spring | Fall | Spring | | Fall | Spring | Fall | Spring | |
| Total | 4 | 19 | 37 | 76 | 72 | (²) | 2 | 7 | 27 | 27 |
| Less than high school | 1 | 7 | 17 | 58 | 57 | (²) | 1 | 2 | 11 | 11 |
| High school diploma or equivalent | 2 | 13 | 27 | 70 | 68 | (²) | 1 | 4 | 20 | 20 |
| Some college, including vocational/technical | 4 | 18 | 37 | 78 | 74 | (²) | 2 | 6 | 26 | 26 |
| Bachelor's degree or higher | 9 | 32 | 55 | 88 | 79 | 1 | 5 | 16 | 44 | 43 |
| Difference ¹ | -8 | -25 | -38 | -30 | -22 | -1 | -4 | -14 | -33 | -32 |

¹Difference is calculated as the difference between the scores of children whose mother has less than a high school diploma and children whose mother has a bachelor's degree or higher.

²Value less than 0.5 percent.

NOTE: Based on those assessed in English for all rounds (excludes 19 percent of Asian/Pacific Islander and 31 percent of Hispanic children). Based on children who entered kindergarten for the first time in fall 1998. The total gain is calculated as the difference from fall kindergarten to spring 1st grade. See *Supplemental Note 8* for more information on the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K).

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) Public-use file.

Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

Table 10-1 Average reading scale scores, by race/ethnicity and age: 1971–99

| Year | White | | | Black | | | Hispanic | | |
|------|-------|--------|--------|-------|--------|--------|----------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1971 | *214 | *261 | 291 | *170 | *222 | *239 | — | — | — |
| 1975 | *217 | *262 | 293 | 181 | *226 | *241 | *183 | *233 | *252 |
| 1980 | 221 | 264 | 293 | 189 | 233 | *243 | 190 | 237 | 261 |
| 1984 | 218 | *263 | 295 | 186 | 236 | 264 | 187 | 240 | 268 |
| 1988 | 218 | *261 | 295 | 189 | 243 | *274 | 194 | 240 | 271 |
| 1990 | 217 | *262 | 297 | 182 | 241 | 267 | 189 | 238 | 275 |
| 1992 | 218 | 266 | 297 | 185 | 238 | 261 | 192 | 239 | 271 |
| 1994 | 218 | 265 | 296 | 185 | 234 | 266 | 186 | *235 | 263 |
| 1996 | 220 | 266 | 295 | 191 | 234 | 266 | 195 | 238 | 265 |
| 1999 | 221 | 267 | 295 | 186 | 238 | 264 | 193 | 244 | 271 |

— Not available.

* Significantly different from 1999.

NOTE: Although Hispanic students participated in the initial NAEP in reading in 1971, separate scores were not reported for Hispanics until 1975. See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 10-2 Average white-black and white-Hispanic score gaps in reading achievement: 1971–99

| Score gap | 1971 | 1975 | 1980 | 1984 | 1988 | 1990 | 1992 | 1994 | 1996 | 1999 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| White-black | | | | | | | | | | |
| Age 9 | *44 | 35 | 32 | 32 | 29 | 35 | 33 | 33 | 29 | 35 |
| Age 13 | *39 | *36 | 32 | 26 | *18 | *21 | 29 | 31 | 32 | 29 |
| Age 17 | *53 | *52 | *50 | 31 | *20 | 29 | 37 | 30 | 29 | 31 |
| White-Hispanic | | | | | | | | | | |
| Age 9 | — | 34 | 31 | 30 | 24 | 28 | 26 | 32 | 25 | 28 |
| Age 13 | — | 30 | 27 | 23 | 21 | 24 | 27 | 30 | 28 | 23 |
| Age 17 | — | *41 | 31 | 27 | 24 | 22 | 26 | 33 | 30 | 24 |

— Not available.

* Significantly different from 1999.

NOTE: The score gap is white minus black average scores and white minus Hispanic average scores. Score gaps may differ by 1 point from that achieved by subtracting the average scores of blacks and Hispanics from the average scores for whites due to rounding. Although Hispanic students participated in the initial NAEP in reading in 1971, separate scores were not reported for Hispanics until 1975. See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

Table 10-3 Average reading scale scores, by sex and age: 1971–99

| Year | Total | | | Male | | | Female | | |
|------|-------|--------|--------|-------|--------|--------|--------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1971 | *208 | *255 | 285 | *201 | *250 | 279 | 214 | *261 | 291 |
| 1975 | 210 | *256 | 286 | *204 | *250 | 280 | 216 | 262 | 291 |
| 1980 | 215 | 258 | 285 | 210 | 254 | 282 | *220 | 263 | *289 |
| 1984 | 211 | 257 | 289 | 207 | 253 | 284 | 214 | *262 | 294 |
| 1988 | 212 | 257 | 290 | 207 | 252 | *286 | 216 | 263 | 294 |
| 1990 | 209 | *257 | 290 | 204 | 251 | 284 | 215 | 263 | 296 |
| 1992 | 211 | 260 | 290 | 206 | 254 | 284 | 215 | 265 | 296 |
| 1994 | 211 | 258 | 288 | 207 | 251 | 282 | 215 | 266 | 295 |
| 1996 | 212 | 258 | 288 | 207 | 251 | 281 | 218 | 264 | 295 |
| 1999 | 212 | 259 | 288 | 209 | 254 | 281 | 215 | 265 | 295 |

* Significantly different from 1999.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 10-4 Average reading scale scores, by type of school and age: 1980–99

| Year | Public | | | Private | | |
|------|--------|--------|--------|---------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1980 | *214 | 257 | 284 | 227 | 271 | 298 |
| 1984 | 209 | 255 | 287 | 223 | 271 | 303 |
| 1988 | 210 | 256 | 289 | 223 | 268 | 300 |
| 1990 | 208 | 255 | 289 | 228 | 270 | 311 |
| 1992 | 209 | 257 | 288 | 225 | 276 | 310 |
| 1994 | 209 | 256 | 286 | 225 | 276 | 306 |
| 1996 | 210 | 256 | 287 | 227 | 273 | 294 |
| 1999 | 210 | 257 | 286 | 226 | 276 | 307 |

* Significantly different from 1999.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Reading Performance of 9-, 13-, and 17-Year-Olds

Table 10-5 Reading performance levels

Level 350: Learn from specialized reading materials

Students at this level can extend and restructure the ideas presented in specialized and complex texts. They are also able to understand the links between ideas, even when those links are not explicitly stated, and to make appropriate generalizations. Performance at this level suggests the ability to synthesize and learn from specialized reading materials.

Level 300: Understand complicated information

Students at this level can understand complicated literary and informational passages, including material about topics they study at school. They can also analyze and integrate less familiar material about topics they study at school as well as provide reactions to and explanations of the text as a whole. Performance at this level suggests the ability to find, understand, summarize, and explain relatively complicated information.

Level 250: Interrelate ideas and make generalizations

Students at this level use intermediate skills and strategies to search for, locate, and organize the information they find in relatively lengthy passages and can recognize paraphrases of what they have read. They can also make inferences and reach generalizations about main ideas and the author's purpose from passages dealing with literature, science, and social studies. Performance at this level suggests the ability to search for specific information, interrelate ideas, and make generalizations.

Level 200: Partially developed skills and understanding

Students at this level can locate and identify facts from simple informational paragraphs, stories, and news articles. In addition, they can combine ideas and make inferences based on short, uncomplicated passages. Performance at this level suggests the ability to understand specific or sequentially related information.

Level 150: Simple, discrete reading tasks

Students at this level can follow brief written directions. They can also select words, phrases, or sentences to describe a simple picture and can interpret simple written clues to identify a common object. Performance at this level suggests the ability to carry out simple, discrete reading tasks.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education. NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000-469), 2000.

Trends in the Achievement Gap in Reading Between White and Black Students

Table 11-1 Trends in the black-white gap in average reading scale scores, by age: 1971–99

| Age | 1971 | 1975 | 1980 | 1984 | 1988 | 1990 | 1992 | 1994 | 1996 | 1999 |
|-----|------|------|------|------|------|------|------|------|------|------|
| 9 | 44 | 35 | 32 | 32 | 29 | 35 | 33 | 33 | 29 | 35 |
| 13 | 39 | 36 | 32 | 26 | 18 | 21 | 29 | 31 | 32 | 29 |
| 17 | 53 | 52 | 50 | 31 | 20 | 29 | 37 | 30 | 29 | 31 |

NOTE: The gap is determined by subtracting the average black score from the average white score in table 11-2. Score gaps may differ by 1 point from that achieved by subtracting the average scores of blacks from the average scores for whites due to rounding.

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 11-2 Trends in average reading scale scores, by age, score quartile, and race/ethnicity: 1971–99

| Age and score quartile | 1971 | 1975 | 1980 | 1984 | 1988 | 1990 | 1992 | 1994 | 1996 | 1999 | Difference 1971–88* | Difference 1988–99* |
|------------------------|------|------|------|------|------|------|------|------|------|------|------------------------|------------------------|
| White | | | | | | | | | | | | |
| Age 9 | | | | | | | | | | | | |
| Total | 214 | 217 | 221 | 218 | 218 | 217 | 218 | 218 | 220 | 221 | 4 | 3 |
| Lower quartile | 168 | 174 | 180 | 172 | 171 | 166 | 172 | 173 | 176 | 179 | 3 | 8 |
| Middle two quartiles | 217 | 219 | 224 | 219 | 219 | 218 | 219 | 220 | 221 | 222 | 2 | 4 |
| Upper quartile | 255 | 254 | 258 | 262 | 262 | 266 | 260 | 259 | 260 | 261 | 7 | -2 |
| Age 13 | | | | | | | | | | | | |
| Total | 261 | 262 | 264 | 263 | 261 | 262 | 266 | 265 | 266 | 267 | 0 | 5 |
| Lower quartile | 223 | 222 | 228 | 222 | 222 | 222 | 223 | 221 | 223 | 223 | -1 | 1 |
| Middle two quartiles | 263 | 264 | 266 | 264 | 263 | 263 | 268 | 267 | 268 | 269 | 0 | 6 |
| Upper quartile | 295 | 299 | 297 | 299 | 298 | 300 | 306 | 305 | 305 | 306 | 2 | 8 |
| Age 17 | | | | | | | | | | | | |
| Total | 291 | 293 | 293 | 295 | 295 | 297 | 297 | 296 | 295 | 295 | 3 | 0 |
| Lower quartile | 242 | 246 | 252 | 250 | 252 | 250 | 249 | 245 | 248 | 247 | 10 | -6 |
| Middle two quartiles | 294 | 295 | 295 | 297 | 297 | 299 | 301 | 299 | 297 | 297 | 2 | 0 |
| Upper quartile | 335 | 337 | 329 | 335 | 333 | 339 | 339 | 340 | 339 | 338 | -2 | 5 |
| Black | | | | | | | | | | | | |
| Age 9 | | | | | | | | | | | | |
| Total | 170 | 181 | 189 | 186 | 189 | 182 | 185 | 185 | 191 | 186 | 18 | -3 |
| Lower quartile | 126 | 138 | 144 | 142 | 146 | 137 | 141 | 141 | 150 | 146 | 20 | 1 |
| Middle two quartiles | 171 | 183 | 192 | 186 | 187 | 180 | 183 | 184 | 189 | 183 | 16 | -5 |
| Upper quartile | 213 | 221 | 230 | 230 | 233 | 230 | 231 | 232 | 236 | 230 | 21 | -4 |
| Age 13 | | | | | | | | | | | | |
| Total | 222 | 226 | 233 | 236 | 243 | 241 | 238 | 234 | 234 | 238 | 21 | -5 |
| Lower quartile | 184 | 184 | 198 | 197 | 208 | 201 | 191 | 190 | 191 | 195 | 24 | -13 |
| Middle two quartiles | 223 | 226 | 233 | 236 | 242 | 242 | 238 | 235 | 235 | 238 | 19 | -4 |
| Upper quartile | 260 | 268 | 267 | 274 | 279 | 281 | 283 | 277 | 274 | 281 | 19 | 2 |
| Age 17 | | | | | | | | | | | | |
| Total | 239 | 241 | 243 | 264 | 274 | 267 | 261 | 266 | 266 | 264 | 36 | -10 |
| Lower quartile | 189 | 187 | 200 | 223 | 233 | 222 | 211 | 215 | 223 | 220 | 44 | -12 |
| Middle two quartiles | 239 | 243 | 244 | 264 | 275 | 269 | 262 | 268 | 266 | 265 | 36 | -10 |
| Upper quartile | 287 | 290 | 283 | 304 | 314 | 310 | 306 | 313 | 310 | 305 | 27 | -9 |

*Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1999 Long-Term Trend Assessment, and *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

Table 12-1 Average mathematics scale scores, by race/ethnicity and age: 1973–99

| Year | White | | | Black | | | Hispanic | | |
|------|-------|--------|--------|-------|--------|--------|----------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1973 | *225 | *274 | *310 | *190 | *228 | *270 | *202 | *239 | *277 |
| 1978 | *224 | *272 | *306 | *192 | *230 | *268 | *203 | *238 | *276 |
| 1982 | *224 | *274 | *304 | *195 | *240 | *272 | *204 | *252 | *277 |
| 1986 | *227 | *274 | *308 | *202 | 249 | 279 | *205 | 254 | *283 |
| 1990 | *235 | *276 | *309 | 208 | 249 | 289 | 214 | 255 | *284 |
| 1992 | *235 | *279 | *312 | 208 | 250 | 286 | 212 | 259 | 292 |
| 1994 | 237 | 281 | 312 | 212 | 252 | 286 | 210 | 256 | 291 |
| 1996 | 237 | 281 | 313 | 212 | 252 | 286 | 215 | 256 | 292 |
| 1999 | 239 | 283 | 315 | 211 | 251 | 283 | 213 | 259 | 293 |

* Significantly different from 1999.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 12-2 Average white-black and white-Hispanic score gaps in mathematics achievement: 1973–99

| Score gap | 1973 | 1978 | 1982 | 1986 | 1990 | 1992 | 1994 | 1996 | 1999 |
|----------------|------|------|------|------|------|------|------|------|------|
| White-black | | | | | | | | | |
| Age 9 | *35 | 32 | 29 | 25 | 27 | 27 | 25 | 25 | 28 |
| Age 13 | *46 | *42 | 34 | *24 | 27 | 29 | 29 | 29 | 32 |
| Age 17 | *40 | *38 | 32 | 29 | *21 | 26 | 27 | 27 | 31 |
| White-Hispanic | | | | | | | | | |
| Age 9 | 23 | 21 | *20 | 21 | 21 | 23 | 27 | 22 | 26 |
| Age 13 | *35 | *34 | 22 | 19 | 22 | 20 | 25 | 25 | 24 |
| Age 17 | *33 | 30 | 27 | 24 | 26 | 20 | 22 | 21 | 22 |

* Significantly different from 1999.

NOTE: The score gap is white minus black average scores and white minus Hispanic average scores. Score gaps may differ by 1 point from that achieved by subtracting the average scores of blacks and Hispanics from the average scores for whites due to rounding. See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

Table 12-3 Average mathematics scale scores, by sex and age: 1973–99

| Year | Total | | | Male | | | Female | | |
|------|-------|--------|--------|-------|--------|--------|--------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1973 | *219 | *266 | *304 | *218 | *265 | 309 | *220 | *267 | *301 |
| 1978 | *219 | *264 | *300 | *217 | *264 | *304 | *220 | *265 | *297 |
| 1982 | *219 | *269 | *298 | *217 | *269 | *301 | *221 | *268 | *296 |
| 1986 | *222 | *269 | *302 | *222 | *270 | *305 | *222 | *268 | *299 |
| 1990 | *230 | *270 | *305 | *229 | *271 | *306 | 230 | *270 | *303 |
| 1992 | *230 | *273 | 307 | 231 | *274 | 309 | *228 | 272 | 305 |
| 1994 | 231 | 274 | 306 | 232 | 276 | 309 | 230 | 273 | 304 |
| 1996 | 231 | 274 | 307 | 233 | 276 | 310 | 229 | 272 | 305 |
| 1999 | 232 | 276 | 308 | 233 | 277 | 310 | 231 | 274 | 307 |

* Significantly different from 1999.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 12-4 Average mathematics scale scores, by type of school and age: 1978–99

| Year | Public | | | Private | | |
|------|--------|--------|--------|---------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1978 | *217 | *263 | *300 | *230 | *279 | 314 |
| 1982 | *217 | *267 | *297 | *232 | *281 | 311 |
| 1986 | *220 | *269 | *301 | *230 | *276 | 320 |
| 1990 | 229 | *269 | *304 | 238 | *280 | 318 |
| 1992 | *228 | 272 | 305 | 242 | 283 | 320 |
| 1994 | 229 | 273 | 304 | 245 | 285 | 319 |
| 1996 | 230 | 273 | 306 | 239 | 286 | 316 |
| 1999 | 231 | 274 | 307 | 242 | 288 | 321 |

* Significantly different from 1999.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Mathematics Performance of 9-, 13-, and 17-Year-Olds

Table 12-5 Mathematics performance levels

Level 350: Multistep problem solving and algebra

Students at this level can apply a range of reasoning skills to solve multistep problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. They can solve a variety of two-step problems using variables, identify equivalent algebraic expressions, and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.

Level 300: Moderately complex procedures and reasoning

Students at this level are developing an understanding of numbers systems. They can compute with decimals, simple fractions, and commonly encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. These students are also able to interpret simple inequalities, evaluate formulas, and solve simple linear equations. They can find averages, make decisions based on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents, and square roots.

Level 250: Numerical operations and beginning problem solving

Students at this level have an initial understanding of the four basic operations. They are able to apply whole number addition and subtraction skills to one-step word problems and money situations. In multiplication, they can find the product of a two-digit and a one-digit number. They can also compare information from graphs and charts and are developing an ability to analyze simple logical relations.

Level 200: Beginning skills and understandings

Students at this level have considerable understanding of two-digit numbers. They can add two-digit numbers but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and use simple measurement instruments. They are developing some reasoning skills.

Level 150: Simple arithmetic facts

Students at this level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. They are also developing rudimentary classification skills.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education. NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000-469), 2000.

Trends in the Science Performance of 9-, 13-, and 17-Year-Olds

Table 13-1 Average science scale scores, by race/ethnicity and age: 1970–99

| Year | White | | | Black | | | Hispanic | | |
|------|-------|--------|--------|-------|--------|--------|----------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1970 | *236 | *263 | *312 | *179 | *215 | 258 | — | — | — |
| 1973 | *231 | *259 | 304 | *177 | *205 | 250 | — | — | — |
| 1977 | *230 | *256 | *298 | *175 | *208 | *240 | *192 | *213 | *262 |
| 1982 | *229 | *257 | *293 | *187 | *217 | *235 | *189 | 225 | *249 |
| 1986 | *232 | *259 | *298 | 196 | 222 | 253 | 199 | 226 | *259 |
| 1990 | 237 | 264 | *301 | 196 | 226 | 253 | 206 | 232 | *261 |
| 1992 | 239 | 267 | 304 | 200 | 224 | 256 | 205 | *238 | 270 |
| 1994 | 240 | 267 | 306 | 201 | 224 | 257 | 201 | 232 | 261 |
| 1996 | 239 | 266 | 307 | 202 | 226 | 260 | 207 | 232 | 269 |
| 1999 | 240 | 266 | 306 | 199 | 227 | 254 | 206 | 227 | 276 |

—Not available.

*Significantly different from 1999.

NOTE: The NAEP in science was first administered to 17-year-olds in 1969 and to 9- and 13-year-olds in 1970. Although Hispanic students participated in the initial assessments, their scores were not reported separately until 1977. See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 13-2 Average white-black and white-Hispanic score gaps in science achievement: 1970–99

| Score gap | 1970 | 1973 | 1977 | 1982 | 1986 | 1990 | 1992 | 1994 | 1996 | 1999 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| White-black | | | | | | | | | | |
| Age 9 | *57 | *55 | *55 | 42 | 36 | 41 | 39 | 39 | 37 | 41 |
| Age 13 | *49 | *53 | *48 | 40 | 38 | 38 | 43 | 43 | 40 | 39 |
| Age 17 | 54 | 54 | 57 | 58 | 45 | 48 | 48 | 49 | 47 | 52 |
| White-Hispanic | | | | | | | | | | |
| Age 9 | — | — | 38 | 40 | 32 | 31 | 34 | 39 | 32 | 34 |
| Age 13 | — | — | 43 | 32 | 33 | 32 | *30 | 34 | 34 | 39 |
| Age 17 | — | — | 35 | *44 | 38 | 39 | 34 | 45 | 38 | 30 |

—Not available.

* Significantly different from 1999.

NOTE: The score gap is white minus black average scores and white minus Hispanic average scores. Score gaps may differ by 1 point from that achieved by subtracting the average scores of blacks and Hispanics from the average scores for whites due to rounding. The NAEP in science was first administered to 17-year-olds in 1969 and to 9- and 13-year-olds in 1970. Although Hispanic students participated in the initial assessments, their scores were not reported separately until 1977. See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Science Performance of 9-, 13-, and 17-Year-Olds

Table 13-3 Average science scale scores, by sex and age: 1970–99

| Year | Total | | | Male | | | Female | | |
|------|-------|--------|--------|-------|--------|--------|--------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1970 | *225 | 255 | *305 | 228 | 257 | *314 | *223 | 253 | *297 |
| 1973 | *220 | *250 | 296 | *223 | *252 | 304 | *218 | *247 | 288 |
| 1977 | *220 | *247 | *290 | *222 | *251 | 297 | *218 | *244 | *282 |
| 1982 | *221 | *250 | *283 | *221 | 256 | *292 | *221 | *245 | *275 |
| 1986 | *224 | *251 | *288 | 227 | 256 | *295 | *221 | *247 | *282 |
| 1990 | 229 | 255 | *290 | 230 | 259 | *296 | 227 | 252 | *285 |
| 1992 | 231 | *258 | 294 | *235 | 260 | 299 | 227 | *256 | 289 |
| 1994 | 231 | 257 | 294 | 232 | 259 | 300 | 230 | 254 | 289 |
| 1996 | 230 | 256 | 296 | 231 | 260 | 300 | 228 | 252 | 292 |
| 1999 | 229 | 256 | 295 | 231 | 259 | 300 | 228 | 253 | 291 |

*Significantly different from 1999.

NOTE: The NAEP in science was first administered to 17-year-olds in 1969 and to 9- and 13-year-olds in 1970. See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Table 13-4 Average science scale scores, by type of school and age: 1977–99

| Year | Public | | | Private | | |
|------|--------|--------|--------|---------|--------|--------|
| | Age 9 | Age 13 | Age 17 | Age 9 | Age 13 | Age 17 |
| 1977 | *218 | *245 | *288 | 235 | 268 | 308 |
| 1982 | *220 | *249 | *282 | 231 | 264 | *292 |
| 1986 | *223 | 251 | *287 | 233 | 263 | 321 |
| 1990 | 228 | 254 | *289 | 237 | 269 | 308 |
| 1992 | 229 | *257 | 292 | 240 | 265 | 312 |
| 1994 | 229 | 255 | 292 | 242 | 268 | 310 |
| 1996 | 228 | 254 | 295 | 238 | 268 | 304 |
| 1999 | 228 | 254 | 293 | 239 | 269 | 311 |

* Significantly different from 1999.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

Trends in the Science Performance of 9-, 13-, and 17-Year-Olds

Table 13-5 Science performance levels

Level 350: Integrates specialized scientific information

Students at this level can infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. They can also apply basic principles of genetics and interpret the social implications of research in this field.

Level 300: Analyzes scientific procedures and data

Students at this level can evaluate the appropriateness of the design of an experiment. They have more detailed scientific knowledge and the skill to apply their knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the physical sciences.

Level 250: Applies general scientific information

Students at this level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the life sciences, including a familiarity with some aspects of animal behavior and of ecological relationships. These students also demonstrate some knowledge of basic information from the physical sciences.

Level 200: Understands simple scientific principles

Students at this level are developing some understanding of simple scientific principles, particularly in the life sciences. For example, they exhibit some rudimentary knowledge of the structure and function of plants and animals.

Level 150: Knows everyday science facts

Students at this level know some general scientific facts of the type that could be learned from everyday experiences. They can read simple graphs, match the distinguishing characteristics of animals, and predict the operation of familiar apparatuses that work according to mechanical principles.

NOTE: See *Supplemental Note 4* for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education. NCES. *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance* (NCES 2000–469), 2000.

International Comparisons of 8th-Graders' Performance in Mathematics and Science

Table 14-1 Average mathematics and science performance of 8th-graders, by sex and country: 1999

| Country | Mathematics: mean score | | | Science: mean score | | |
|---------------------------|-------------------------|------|--------|---------------------|------|--------|
| | Total | Male | Female | Total | Male | Female |
| International average | 487 | 489 | 485 | 488 | 495 | 480 |
| Australia | 525 | 526 | 524 | 540 | 549 | 532 |
| Belgium-Flemish | 558 | 556 | 560 | 535 | 544 | 526 |
| Bulgaria | 511 | 511 | 510 | 518 | 525 | 511 |
| Canada | 531 | 533 | 529 | 533 | *540 | 526 |
| Chile | 392 | 397 | 388 | 420 | *432 | 409 |
| Chinese Taipei | 585 | 587 | 583 | 569 | *578 | 561 |
| Cyprus | 476 | 474 | 479 | 460 | 465 | 455 |
| Czech Republic | 520 | *528 | 512 | 539 | *557 | 523 |
| England | 496 | 505 | 487 | 538 | *554 | 522 |
| Finland | 520 | 522 | 519 | 535 | 540 | 530 |
| Hong Kong SAR | 582 | 581 | 583 | 530 | 537 | 522 |
| Hungary | 532 | 535 | 529 | 552 | *565 | 540 |
| Indonesia | 403 | 405 | 401 | 435 | 444 | 427 |
| Iran, Islamic Republic of | 422 | *432 | 408 | 448 | *461 | 430 |
| Israel ¹ | 466 | *474 | 459 | 468 | 476 | 461 |
| Italy | 479 | 484 | 475 | 493 | 503 | 484 |
| Japan | 579 | 582 | 575 | 550 | 556 | 543 |
| Jordan | 428 | 425 | 431 | 450 | 442 | 460 |
| Korea, Republic of | 587 | 590 | 585 | 549 | *559 | 538 |
| Latvia-LSS ² | 505 | 508 | 502 | 503 | *510 | 495 |
| Lithuania ³ | 482 | 483 | 480 | 488 | *499 | 478 |
| Macedonia, Republic of | 447 | 447 | 446 | 458 | 458 | 458 |
| Malaysia | 519 | 517 | 521 | 492 | 498 | 488 |
| Moldova | 469 | 471 | 468 | 459 | 465 | 454 |
| Morocco | 337 | 344 | 326 | 323 | 330 | 312 |
| Netherlands | 540 | 542 | 538 | 545 | *554 | 536 |
| New Zealand | 491 | 487 | 495 | 510 | 513 | 506 |
| Philippines | 345 | 337 | 352 | 345 | 339 | 351 |
| Romania | 472 | 470 | 475 | 472 | 475 | 468 |
| Russian Federation | 526 | 526 | 526 | 529 | *540 | 519 |
| Singapore | 604 | 606 | 603 | 568 | 578 | 557 |
| Slovak Republic | 534 | 536 | 532 | 535 | *546 | 525 |
| Slovenia | 530 | 531 | 529 | 533 | *540 | 527 |
| South Africa | 275 | 283 | 267 | 243 | 253 | 234 |
| Thailand | 467 | 465 | 469 | 482 | 484 | 481 |
| Tunisia | 448 | *460 | 436 | 430 | *442 | 417 |
| Turkey | 429 | 429 | 428 | 433 | 434 | 431 |
| United States | 502 | 505 | 498 | 515 | *524 | 505 |

* The average male score for this country is significantly different from the average female score for this country.

¹ Did not meet international sampling and/or other guidelines. See *Supplemental Note 5* for details.

² Only Latvian-speaking schools were tested.

³ Lithuania tested the same cohort of students as other countries, but later in 1999, at the beginning of the next school year.

NOTE: Eighth grade in most countries. See *Supplemental Note 5* for details. The international average is the average of the national average of the 38 countries.

SOURCE: U.S. Department of Education, NCES. *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001–028), 2000.

International Comparisons of 8th-Graders' Performance in Mathematics and Science

Table 14-2 Average mathematics and science performance of 8th-graders, by country: 1995 and 1999

| Country | Mathematics: mean score | | | Science: mean score | | |
|---------------------------|-------------------------|------|---------------------------------|---------------------|------|---------------------------------|
| | 1995 | 1999 | 1995-99 difference ¹ | 1995 | 1999 | 1995-99 difference ¹ |
| International average | 519 | 521 | 2 | 518 | 521 | 3 |
| Australia ² | 519 | 525 | 6 | 527 | 540 | 14 |
| Belgium-Flemish | 550 | 558 | 8 | 533 | 535 | 2 |
| Bulgaria ² | 527 | 511 | -16 | 545 | 518 | *-27 |
| Canada | 521 | 531 | *10 | 514 | 533 | *19 |
| Cyprus | 468 | 476 | *9 | 452 | 460 | 8 |
| Czech Republic | 546 | 520 | *-26 | 555 | 539 | -16 |
| England ² | 498 | 496 | -1 | 533 | 538 | 5 |
| Hong Kong SAR | 569 | 582 | 13 | 510 | 530 | 20 |
| Hungary | 527 | 532 | 5 | 537 | 552 | *16 |
| Iran, Islamic Republic of | 418 | 422 | 4 | 463 | 448 | -15 |
| Italy | 491 | 485 | -6 | 497 | 498 | 1 |
| Japan | 581 | 579 | -2 | 554 | 550 | -5 |
| Korea, Republic of | 581 | 587 | 6 | 546 | 549 | 3 |
| Latvia-LSS ^{2,3} | 488 | 505 | *17 | 476 | 503 | *27 |
| Lithuania ^{2,4} | 472 | 482 | 10 | 464 | 488 | *25 |
| Netherlands ² | 529 | 540 | 11 | 541 | 545 | 3 |
| New Zealand | 501 | 491 | -10 | 511 | 510 | -1 |
| Romania ² | 474 | 472 | -1 | 471 | 472 | 1 |
| Russian Federation | 524 | 526 | 2 | 523 | 529 | 7 |
| Singapore | 609 | 604 | -4 | 580 | 568 | -12 |
| Slovak Republic | 534 | 534 | 0 | 532 | 535 | 3 |
| Slovenia ² | 531 | 530 | -1 | 541 | 533 | -8 |
| United States | 492 | 502 | 9 | 513 | 515 | 2 |

* 1999 average is statistically different from the 1995 average.

¹ Difference is calculated by subtracting the 1995 score from the 1999 score. Details may not sum due to rounding.

² Did not meet international sampling and/or other guidelines in 1995, 1999, or both years. See *Supplemental Note 5* for details.

³ Only Latvian-speaking schools were tested.

⁴ Lithuania tested the same cohort of students as other countries, but later in 1999, at the beginning of the next school year.

NOTE: Eighth grade in most countries. See *Supplemental Note 5* for details. International average is the average of the national averages of the 23 countries. Scores for 1995 are based on rescaled data.

SOURCE: U.S. Department of Education, NCES. *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028), 2000.

International Comparisons of 8th-Graders' Performance in Mathematics and Science

Table 14-3 Score difference from the international average for all participating countries, by mathematics and science performance of 4th-graders in 1995 and 8th-graders in 1999

| Country | Mathematics | | Science | |
|---------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| | 4 th -graders in 1995 | 8 th -graders in 1999 | 4 th -graders in 1995 | 8 th -graders in 1999 |
| International average | 517 | 524 | 514 | 524 |
| Australia ¹ | 0 | 1 | *28 | *16 |
| Canada | *-12 | 7 | *12 | *9 |
| Cyprus | *-42 | *-48 | *-64 | *-64 |
| Czech Republic | *23 | -4 | *18 | *15 |
| England ¹ | *-33 | *-28 | *14 | *14 |
| Hong Kong SAR | *40 | *58 | -6 | 5 |
| Hungary ¹ | 4 | 8 | -6 | *28 |
| Iran, Islamic Republic of | *-130 | *-102 | *-134 | *-76 |
| Italy ¹ | -7 | *-39 | 10 | *-26 |
| Japan | *50 | *55 | *39 | *25 |
| Korea, Republic of | *63 | *63 | *62 | *24 |
| Latvia-LSS ^{1,2} | *-18 | *-19 | *-27 | *-21 |
| Netherlands ¹ | *32 | 16 | *17 | *21 |
| New Zealand | *-48 | *-33 | -9 | *-15 |
| Singapore | *73 | *80 | 10 | *44 |
| Slovenia ¹ | 8 | 6 | 8 | 9 |
| United States | 0 | *-22 | *28 | -9 |

* The average score for this country is significantly different from the international average for the indicated year.

¹ Did not meet international sampling and/or other guidelines for 4th grade in 1995. See *Supplemental Note 5* for details.

² Only Latvian-speaking schools were tested.

NOTE: Fourth and 8th grade in most countries. See *Supplemental Note 5* for details. International average is the average of the national averages of the 17 countries. Scores for 1995 are based on rescaled data.

SOURCE: U.S. Department of Education, NCES. *Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999* (NCES 2001-028), 2000.

Adult Literacy Habits and Media Use

Table 15-1 Percentage distribution of the population age 25 and above according to their reading habits, by selected personal and community characteristics: 1999

| Characteristic | Number of magazines read regularly | | | | Frequency of having read a newspaper | | | Read a book in the past 6 months | | Read regularly* |
|--|------------------------------------|-------------|-------------|-------------|--------------------------------------|-------------|---------------------|----------------------------------|-------------|-----------------|
| | 5 or more | 3-4 | 1-2 | 0 | Daily | Weekly | Monthly/hardly ever | Yes | No | |
| | | | | | | | | 64.3 | 35.7 | |
| Total | 19.9 | 28.4 | 33.4 | 18.3 | 56.5 | 26.3 | 17.2 | 64.3 | 35.7 | 50.2 |
| Sex | | | | | | | | | | |
| Male | 21.5 | 27.9 | 32.3 | 18.3 | 59.1 | 24.9 | 16.0 | 57.0 | 43.1 | 45.9 |
| Female | 18.5 | 28.8 | 34.5 | 18.2 | 54.1 | 27.7 | 18.2 | 71.0 | 29.0 | 54.2 |
| Race/ethnicity | | | | | | | | | | |
| White | 21.4 | 30.1 | 33.7 | 14.8 | 61.0 | 25.6 | 13.5 | 66.2 | 33.8 | 53.1 |
| Black | 16.3 | 31.8 | 29.1 | 22.7 | 50.8 | 28.8 | 20.4 | 64.0 | 36.0 | 46.9 |
| Hispanic | 9.6 | 15.2 | 34.7 | 40.5 | 28.7 | 28.1 | 43.2 | 45.4 | 54.7 | 28.5 |
| Other | 24.1 | 19.8 | 36.7 | 19.4 | 53.3 | 28.9 | 17.8 | 71.4 | 28.6 | 50.2 |
| Age | | | | | | | | | | |
| 25-34 | 16.8 | 28.7 | 37.8 | 16.7 | 40.5 | 38.7 | 20.8 | 67.6 | 32.4 | 48.9 |
| 35-44 | 21.1 | 27.0 | 35.2 | 16.7 | 50.8 | 31.6 | 17.7 | 68.9 | 31.2 | 53.2 |
| 45-54 | 21.6 | 27.9 | 32.8 | 17.6 | 58.3 | 23.8 | 18.0 | 66.6 | 33.4 | 53.8 |
| 55-64 | 19.8 | 31.7 | 30.8 | 17.8 | 64.4 | 19.1 | 16.5 | 59.2 | 40.9 | 49.0 |
| 65 and above | 20.2 | 28.0 | 27.7 | 24.0 | 77.8 | 11.0 | 11.3 | 54.2 | 45.8 | 43.9 |
| Education | | | | | | | | | | |
| Less than high school | 7.0 | 16.8 | 32.8 | 43.4 | 39.3 | 25.7 | 35.0 | 37.2 | 62.8 | 21.8 |
| High school diploma or equivalent | 17.8 | 29.1 | 35.9 | 17.3 | 57.0 | 27.8 | 15.3 | 60.2 | 39.8 | 45.9 |
| Some college, including vocational/technical | 18.2 | 36.5 | 36.1 | 9.3 | 59.0 | 23.5 | 17.5 | 75.8 | 24.2 | 59.9 |
| Bachelor's degree or higher | 30.8 | 32.2 | 29.5 | 7.5 | 64.9 | 25.1 | 10.1 | 83.4 | 16.6 | 70.8 |
| Household income | | | | | | | | | | |
| \$15,000 or less | 10.4 | 19.1 | 31.0 | 39.5 | 43.9 | 27.7 | 28.4 | 49.6 | 50.5 | 30.5 |
| \$15,001-30,000 | 16.1 | 28.3 | 33.9 | 21.7 | 53.6 | 26.5 | 19.9 | 57.8 | 42.2 | 43.9 |
| \$30,001-50,000 | 18.0 | 28.1 | 37.7 | 16.2 | 55.4 | 28.1 | 16.5 | 65.2 | 34.9 | 49.9 |
| \$50,001-75,000 | 20.2 | 32.4 | 34.1 | 13.3 | 58.3 | 27.4 | 14.3 | 67.2 | 32.2 | 53.6 |
| More than \$75,000 | 31.5 | 30.7 | 28.7 | 9.2 | 66.5 | 22.4 | 11.1 | 76.0 | 24.0 | 65.8 |

Adult Literacy Habits and Media Use

Table 15-1 Percentage distribution of the population age 25 and above according to their reading habits, by selected personal and community characteristics: 1999—Continued

| Characteristic | Number of magazines read regularly | | | | Frequency of having read a newspaper | | | Read a book in the past 6 months | | Read regularly* |
|------------------------------|------------------------------------|------|------|------|--------------------------------------|--------|---------------------|----------------------------------|------|-----------------|
| | 5 or more | 3–4 | 1–2 | 0 | Daily | Weekly | Monthly/hardly ever | Yes | No | |
| Marital status | | | | | | | | | | |
| Never married | 21.7 | 29.4 | 33.3 | 15.6 | 52.2 | 29.5 | 18.3 | 70.7 | 29.3 | 53.7 |
| Married/remarried | 20.5 | 29.6 | 33.1 | 16.8 | 57.2 | 26.3 | 16.5 | 63.3 | 36.7 | 50.7 |
| Divorced/separated/widowed | 16.9 | 23.6 | 34.5 | 25.0 | 56.9 | 24.4 | 18.7 | 63.6 | 36.4 | 46.2 |
| Number of children | | | | | | | | | | |
| None | 21.2 | 29.3 | 31.6 | 17.9 | 63.7 | 21.7 | 14.6 | 63.1 | 36.9 | 50.6 |
| One | 21.4 | 29.4 | 33.0 | 16.3 | 46.6 | 36.3 | 17.1 | 68.0 | 32.0 | 53.5 |
| Two or more | 16.3 | 25.9 | 37.6 | 20.3 | 47.0 | 30.3 | 22.7 | 64.5 | 35.5 | 47.5 |
| Employment status | | | | | | | | | | |
| Employed | 20.9 | 29.6 | 34.0 | 15.5 | 54.8 | 29.2 | 16.0 | 67.7 | 32.3 | 53.7 |
| Unemployed, looking for work | 19.8 | 23.4 | 36.7 | 20.1 | 38.7 | 39.4 | 21.9 | 74.1 | 26.0 | 48.1 |
| Not in labor force | 17.7 | 26.2 | 31.7 | 24.4 | 62.2 | 18.4 | 19.4 | 55.4 | 44.6 | 42.4 |
| Region | | | | | | | | | | |
| Northeast | 21.1 | 29.2 | 32.4 | 17.2 | 62.8 | 22.5 | 14.7 | 64.2 | 35.8 | 51.3 |
| South | 17.8 | 28.7 | 34.0 | 19.4 | 55.0 | 28.7 | 16.3 | 66.0 | 34.0 | 50.7 |
| Midwest | 20.5 | 28.6 | 35.4 | 15.5 | 58.6 | 28.2 | 13.2 | 60.4 | 39.6 | 49.7 |
| West | 21.4 | 26.9 | 31.2 | 20.6 | 50.2 | 24.2 | 25.5 | 65.9 | 34.1 | 49.0 |
| Urbanicity | | | | | | | | | | |
| Urban, inside urban area | 19.1 | 29.1 | 32.5 | 19.4 | 55.3 | 25.4 | 19.3 | 66.2 | 33.8 | 50.7 |
| Urban, outside urban area | 23.4 | 25.9 | 35.7 | 15.0 | 64.1 | 24.0 | 11.9 | 63.1 | 36.9 | 52.7 |
| Rural | 20.4 | 27.8 | 34.8 | 17.0 | 56.0 | 29.8 | 14.2 | 59.9 | 40.1 | 47.9 |

* This category consists of people who reported doing all three of the following activities: read a newspaper at least once a week, read one or more magazines regularly, and read a book in the past 6 months.

NOTE: Percentages may not add to 100.0 due to rounding. See *Supplemental Note 3* for more information on the National Household Education Surveys Program (NHES). See *Supplemental Note 1* for information on the racial/ethnic, region, and urbanicity categories. Adults were asked about their reading activities for literature printed in English only; the survey may underestimate the reading habits of adults whose primary language is not English.

SOURCE: U.S. Department of Education, NCES. *National Household Education Surveys Program (NHES) 1999 Data Files: Adult Education and Life-Long Learning Survey* (NCES 2000–079), 2000.

Community Service Participation in Grades 6–12

Table 16-1 Number and percentage of students in grades 6–12 who participated in community service and service-learning, by selected characteristics: 1996 and 1999

| Characteristic | Number of students (thousands) | | Participation in community service | | Participation in service- learning among students who did community service | |
|--|-----------------------------------|---------------|---------------------------------------|-----------|---|-----------|
| | 1996 | 1999 | 1996 | 1999 | 1996 | 1999 |
| Total | 25,726 | 26,921 | 49 | 52 | 56 | 57 |
| Grade level | | | | | | |
| 6–8 | 11,535 | 11,633 | 47 | 48 | 59 | 62 |
| 9–10 | 7,429 | 7,955 | 45 | 50 | 54 | 53 |
| 11–12 | 6,760 | 7,318 | 56 | 61 | 54 | 56 |
| Sex | | | | | | |
| Male | 13,190 | 13,666 | 45 | 47 | 54 | 56 |
| Female | 12,537 | 13,255 | 53 | 57 | 58 | 59 |
| Race/ethnicity | | | | | | |
| White | 17,322 | 17,827 | 53 | 56 | 52 | 54 |
| Black | 4,112 | 4,126 | 43 | 48 | 68 | 69 |
| Hispanic | 3,281 | 3,511 | 38 | 38 | 65 | 69 |
| Other | 1,012 | 1,457 | 50 | 54 | 57 | 58 |
| Language spoken most at home by student | | | | | | |
| English | 24,164 | 24,885 | 50 | 53 | 56 | 57 |
| Other | 1,562 | 2,036 | 32 | 35 | 65 | 68 |
| Parents' education | | | | | | |
| Less than high school | 2,469 | 2,517 | 34 | 37 | 69 | 69 |
| High school diploma or equivalent | 7,775 | 7,175 | 42 | 46 | 60 | 64 |
| Some college, including vocational/technical | 7,472 | 8,068 | 48 | 50 | 57 | 59 |
| Bachelor's degree | 3,881 | 4,291 | 58 | 62 | 50 | 53 |
| Professional/graduate degree | 4,129 | 4,870 | 64 | 64 | 51 | 49 |
| School type | | | | | | |
| Public | 23,343 | 24,618 | 47 | 50 | 54 | 56 |
| Private | | | | | | |
| Religious | 1,851 | 1,741 | 69 | 71 | 71 | 67 |
| Nonsectarian | 533 | 561 | 57 | 68 | 65 | 67 |
| Enrollment | | | | | | |
| Less than 300 | 2,754 | 3,011 | 49 | 56 | 61 | 63 |
| 300–599 | 7,782 | 7,849 | 50 | 48 | 54 | 61 |
| 600–999 | 6,439 | 6,610 | 48 | 52 | 57 | 57 |
| 1,000 or more | 8,751 | 9,451 | 49 | 54 | 56 | 54 |
| School practice | | | | | | |
| Requires and arranges service | 4,242 | 4,971 | 56 | 60 | 67 | 71 |
| Requires service only | 394 | 465 | 19 | 35 | — | 53 |
| Arranges service only | 17,446 | 18,282 | 52 | 54 | 56 | 56 |
| Neither requires nor arranges service | 3,644 | 3,202 | 30 | 29 | 27 | 32 |

—Not available.

NOTE: Details may not add to totals due to rounding. See *Supplemental Note 1* for information on racial/ethnic categories, parents' education, and community service. See *Supplemental Note 3* for information on the National Household Education Surveys Program (NHES).

SOURCE: U.S. Department of Education, NCES. *Youth Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028), 2000.

Community Service Participation in Grades 6–12

Table 16-2 Percentage distribution of students in grades 6–12 who reported school practices to promote student community service, by selected characteristics: 1996 and 1999

| Characteristic | School requires and arranges community service | | School requires but does not arrange community service | | School arranges but does not require community service | | School neither requires nor arranges community service | |
|----------------|--|-----------|--|----------|--|-----------|--|-----------|
| | 1996 | 1999 | 1996 | 1999 | 1996 | 1999 | 1996 | 1999 |
| Total | 16 | 18 | 2 | 2 | 68 | 68 | 14 | 12 |
| Grade level | | | | | | | | |
| 6–8 | 13 | 15 | 2 | 2 | 67 | 68 | 18 | 15 |
| 9–10 | 21 | 23 | 2 | 2 | 65 | 66 | 12 | 9 |
| 11–12 | 18 | 20 | 1 | 1 | 71 | 70 | 11 | 9 |
| Sex | | | | | | | | |
| Male | 15 | 19 | 2 | 2 | 69 | 67 | 14 | 12 |
| Female | 18 | 18 | 1 | 2 | 66 | 69 | 14 | 11 |
| Race/ethnicity | | | | | | | | |
| White | 15 | 16 | 1 | 1 | 69 | 71 | 15 | 12 |
| Black | 19 | 21 | 2 | 3 | 66 | 63 | 12 | 13 |
| Hispanic | 22 | 27 | 3 | 3 | 64 | 59 | 11 | 11 |
| Other | 18 | 23 | 1 | 1 | 68 | 64 | 14 | 12 |
| School type | | | | | | | | |
| Public | 4 | 16 | 2 | 2 | 70 | 70 | 15 | 12 |
| Private | | | | | | | | |
| Religious | 42 | 40 | 2 | 2 | 46 | 49 | 10 | 8 |
| Nonsectarian | 31 | 39 | 1 | 2 | 60 | 47 | 8 | 12 |
| Enrollment | | | | | | | | |
| Less than 300 | 15 | 16 | 1 | 4 | 65 | 64 | 19 | 16 |
| 300–599 | 16 | 17 | 2 | 2 | 66 | 68 | 16 | 13 |
| 600–999 | 15 | 18 | 1 | 1 | 69 | 69 | 14 | 12 |
| 1,000 or more | 18 | 21 | 2 | 1 | 69 | 68 | 11 | 10 |

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 1* for information on racial/ethnic categories and *Supplemental Note 3* for more information on the National Household Education Surveys Program (NHES).

SOURCE: U.S. Department of Education, NCES. *Youth Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028), 2000.

Education and Health

Table 17-1 Percentage of the population age 25 and above who reported being in excellent or very good health, by educational attainment and selected characteristics: 1997

| Characteristic | Less than high school | High school diploma or equivalent | Some college, including vocational/technical | Bachelor's degree or higher | Total |
|---------------------------------|-----------------------|-----------------------------------|--|-----------------------------|-------------|
| Total | 38.7 | 57.8 | 67.6 | 79.7 | 61.4 |
| Sex | | | | | |
| Male | 42.3 | 60.4 | 69.0 | 80.2 | 63.9 |
| Female | 35.5 | 55.7 | 66.5 | 79.2 | 59.2 |
| Family income | | | | | |
| Less than \$20,000 | 31.0 | 42.5 | 49.5 | 64.3 | 40.5 |
| \$20,000–34,999 | 41.9 | 55.1 | 61.7 | 71.2 | 55.9 |
| \$35,000–54,999 | 48.8 | 63.2 | 71.3 | 79.7 | 67.5 |
| \$55,000–74,999 | 54.0 | 72.8 | 76.1 | 81.7 | 75.2 |
| \$75,000 or more | 59.8 | 71.5 | 77.9 | 86.0 | 80.3 |
| Race/ethnicity | | | | | |
| White | 37.7 | 58.7 | 69.1 | 81.1 | 63.7 |
| Black | 31.8 | 51.6 | 60.2 | 70.4 | 50.9 |
| Hispanic | 45.2 | 61.0 | 67.4 | 77.8 | 56.3 |
| Asian/Pacific Islander | 47.1 | 55.2 | 60.0 | 71.7 | 61.0 |
| American Indian/Alaskan Native | 32.6 | 50.8 | 62.2 | 71.5 | 49.0 |
| Age | | | | | |
| 25–34 | 56.7 | 71.5 | 77.3 | 88.0 | 74.9 |
| 35–44 | 48.5 | 65.7 | 72.6 | 84.3 | 69.8 |
| 45–54 | 40.4 | 56.1 | 66.2 | 79.7 | 63.2 |
| 55–64 | 29.1 | 49.3 | 57.3 | 72.8 | 51.2 |
| 65 and above | 27.6 | 40.1 | 46.1 | 55.3 | 38.3 |
| Metropolitan area status | | | | | |
| 2.5 million or more | 42.4 | 60.1 | 67.5 | 80.1 | 63.9 |
| 1–2.49 million | 40.8 | 60.2 | 68.6 | 81.2 | 64.8 |
| Less than 1 million | 38.5 | 57.9 | 67.7 | 79.7 | 61.6 |
| Nonmetropolitan area | 33.9 | 53.8 | 66.3 | 75.4 | 54.9 |
| Region | | | | | |
| Northeast | 39.9 | 61.1 | 68.5 | 81.0 | 63.6 |
| Midwest | 37.5 | 59.0 | 68.7 | 80.5 | 62.8 |
| South | 36.8 | 54.8 | 66.5 | 78.1 | 58.4 |
| West | 42.8 | 58.0 | 67.4 | 80.2 | 63.1 |

NOTE: Includes those who responded excellent or very good on a scale of excellent, very good, good, fair, and poor.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics. National Health Interview Survey, 1997.

Annual Earnings of Young Adults

Table 18-1 Median annual earnings (in constant 2000 dollars) of all wage and salary workers ages 25–34, by sex and educational attainment level: March 1970–99

| Year | Male | | | | Female | | | |
|------|-------------|-----------------------------------|---|-----------------------------|-------------|-----------------------------------|---|-----------------------------|
| | Grades 9–11 | High school diploma or equivalent | Some college including vocational/technical | Bachelor's degree or higher | Grades 9–11 | High school diploma or equivalent | Some college including vocational/technical | Bachelor's degree or higher |
| 1970 | \$30,346 | \$36,726 | \$40,074 | \$45,484 | \$8,925 | \$15,166 | \$18,150 | \$27,656 |
| 1971 | 31,039 | 36,935 | 38,947 | 45,219 | 10,045 | 15,656 | 17,942 | 29,345 |
| 1972 | 30,845 | 38,951 | 39,342 | 46,065 | 10,235 | 16,217 | 19,188 | 29,047 |
| 1973 | 32,579 | 39,326 | 39,118 | 45,610 | 11,122 | 15,929 | 20,301 | 28,401 |
| 1974 | 29,965 | 37,122 | 37,765 | 42,491 | 9,833 | 15,815 | 18,885 | 27,463 |
| 1975 | 26,882 | 34,318 | 36,681 | 40,089 | 10,161 | 15,810 | 19,594 | 27,249 |
| 1976 | 27,191 | 34,740 | 35,920 | 41,279 | 10,080 | 16,544 | 18,815 | 26,170 |
| 1977 | 26,970 | 34,968 | 35,779 | 41,175 | 10,527 | 16,820 | 20,613 | 25,757 |
| 1978 | 26,928 | 35,197 | 36,802 | 41,422 | 8,839 | 16,424 | 19,139 | 25,460 |
| 1979 | 26,214 | 34,533 | 36,455 | 40,033 | 11,687 | 16,585 | 19,788 | 25,770 |
| 1980 | 23,575 | 32,100 | 33,459 | 38,242 | 10,624 | 16,469 | 20,454 | 25,042 |
| 1981 | 21,939 | 29,898 | 31,849 | 38,691 | 9,842 | 16,055 | 19,776 | 24,777 |
| 1982 | 19,773 | 27,785 | 31,030 | 37,253 | 10,427 | 15,680 | 18,905 | 25,551 |
| 1983 | 19,598 | 27,945 | 31,622 | 37,809 | 10,542 | 15,857 | 19,662 | 26,438 |
| 1984 | 18,111 | 28,622 | 32,995 | 38,864 | 9,341 | 16,564 | 20,072 | 26,702 |
| 1985 | 19,395 | 27,536 | 32,707 | 41,276 | 10,415 | 16,618 | 19,582 | 28,053 |
| 1986 | 19,204 | 27,660 | 32,602 | 41,608 | 10,690 | 16,534 | 20,075 | 29,437 |
| 1987 | 20,305 | 28,082 | 31,804 | 41,743 | 11,404 | 16,932 | 21,171 | 30,164 |
| 1988 | 19,469 | 28,759 | 31,570 | 40,720 | 9,305 | 16,640 | 21,780 | 30,131 |
| 1989 | 19,559 | 28,040 | 31,479 | 40,656 | 10,037 | 16,020 | 21,118 | 30,889 |
| 1990 | 18,628 | 26,259 | 30,051 | 38,770 | 9,139 | 15,872 | 21,223 | 30,503 |
| 1991 | 16,471 | 25,563 | 29,161 | 39,019 | 9,910 | 15,539 | 20,534 | 29,516 |
| 1992 | 16,596 | 24,389 | 27,668 | 39,070 | 11,724 | 15,339 | 20,575 | 30,684 |
| 1993 | 16,201 | 24,231 | 27,218 | 38,014 | 8,905 | 15,172 | 19,909 | 30,245 |
| 1994 | 16,588 | 24,589 | 28,149 | 37,437 | 9,248 | 15,993 | 19,244 | 29,822 |
| 1995 | 17,847 | 24,213 | 26,891 | 37,553 | 9,436 | 15,346 | 19,603 | 29,328 |
| 1996 | 16,926 | 24,663 | 28,233 | 38,593 | 9,789 | 15,366 | 19,579 | 28,940 |
| 1997 | 18,191 | 25,618 | 28,453 | 38,410 | 10,279 | 16,276 | 19,817 | 31,024 |
| 1998 | 18,569 | 26,717 | 31,118 | 41,695 | 10,989 | 15,863 | 20,736 | 31,789 |
| 1999 | 18,582 | 26,842 | 31,208 | 42,341 | 10,174 | 16,770 | 21,008 | 32,145 |

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 further discussion. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars; see *Supplemental Note 1*.

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

Annual Earnings of Young Adults

Table 18-2 Ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest level of education was grades 9–11, some college, or a bachelor's degree or higher, compared with those with a high school diploma or equivalent, by sex: March 1970–99

| Year | Grades 9–11 | | Some college, including vocational/technical | | Bachelor's degree or higher | |
|------|-------------|--------|--|--------|-----------------------------|--------|
| | Male | Female | Male | Female | Male | Female |
| 1970 | 0.83 | 0.59 | 1.09 | 1.20 | 1.24 | 1.82 |
| 1971 | 0.84 | 0.64 | 1.05 | 1.15 | 1.22 | 1.87 |
| 1972 | 0.79 | 0.63 | 1.01 | 1.18 | 1.18 | 1.79 |
| 1973 | 0.83 | 0.70 | 0.99 | 1.27 | 1.16 | 1.78 |
| 1974 | 0.81 | 0.62 | 1.02 | 1.19 | 1.14 | 1.74 |
| 1975 | 0.78 | 0.64 | 1.07 | 1.24 | 1.17 | 1.72 |
| 1976 | 0.78 | 0.61 | 1.03 | 1.14 | 1.19 | 1.58 |
| 1977 | 0.77 | 0.63 | 1.02 | 1.23 | 1.18 | 1.53 |
| 1978 | 0.77 | 0.54 | 1.05 | 1.17 | 1.18 | 1.55 |
| 1979 | 0.76 | 0.70 | 1.06 | 1.19 | 1.16 | 1.55 |
| 1980 | 0.73 | 0.65 | 1.04 | 1.24 | 1.19 | 1.52 |
| 1981 | 0.73 | 0.61 | 1.07 | 1.23 | 1.29 | 1.54 |
| 1982 | 0.71 | 0.66 | 1.12 | 1.21 | 1.34 | 1.63 |
| 1983 | 0.70 | 0.66 | 1.13 | 1.24 | 1.35 | 1.67 |
| 1984 | 0.63 | 0.56 | 1.15 | 1.21 | 1.36 | 1.61 |
| 1985 | 0.70 | 0.63 | 1.19 | 1.18 | 1.50 | 1.69 |
| 1986 | 0.69 | 0.65 | 1.18 | 1.21 | 1.50 | 1.78 |
| 1987 | 0.72 | 0.67 | 1.13 | 1.25 | 1.49 | 1.78 |
| 1988 | 0.68 | 0.56 | 1.10 | 1.31 | 1.42 | 1.81 |
| 1989 | 0.70 | 0.63 | 1.12 | 1.32 | 1.45 | 1.93 |
| 1990 | 0.71 | 0.58 | 1.14 | 1.34 | 1.48 | 1.92 |
| 1991 | 0.64 | 0.64 | 1.14 | 1.32 | 1.53 | 1.90 |
| 1992 | 0.68 | 0.76 | 1.13 | 1.34 | 1.60 | 2.00 |
| 1993 | 0.67 | 0.59 | 1.12 | 1.31 | 1.57 | 1.99 |
| 1994 | 0.67 | 0.58 | 1.14 | 1.20 | 1.52 | 1.86 |
| 1995 | 0.74 | 0.61 | 1.11 | 1.28 | 1.55 | 1.91 |
| 1996 | 0.69 | 0.64 | 1.14 | 1.27 | 1.56 | 1.88 |
| 1997 | 0.71 | 0.63 | 1.11 | 1.22 | 1.50 | 1.91 |
| 1998 | 0.70 | 0.69 | 1.16 | 1.31 | 1.56 | 2.00 |
| 1999 | 0.69 | 0.61 | 1.16 | 1.25 | 1.58 | 1.92 |

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.58 for males in 1999 whose highest level of education was a bachelor's degree or higher means that they earned 58 percent more than males who had a high school diploma or equivalent. The ratio of 0.69 for males in 1999 whose highest level of education was grades 9–11 means that they earned 31 percent less than males who had a high school diploma or equivalent. 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, Bureau of the Census. March Current Population Surveys, various years.

Annual Earnings of Young Adults

Table 18-3 Ratio of median annual earnings of all male to all female wage and salary workers ages 25–34, by educational attainment: March 1970–99

| Year | Grades 9–11 | High school diploma or equivalent | Some college, including vocational/technical | Bachelor's degree or higher |
|------|-------------|-----------------------------------|--|-----------------------------|
| 1970 | 3.40 | 2.42 | 2.21 | 1.64 |
| 1971 | 3.09 | 2.36 | 2.17 | 1.54 |
| 1972 | 3.01 | 2.40 | 2.05 | 1.59 |
| 1973 | 2.93 | 2.47 | 1.93 | 1.61 |
| 1974 | 3.05 | 2.35 | 2.00 | 1.55 |
| 1975 | 2.65 | 2.17 | 1.87 | 1.47 |
| 1976 | 2.70 | 2.10 | 1.91 | 1.58 |
| 1977 | 2.56 | 2.08 | 1.74 | 1.60 |
| 1978 | 3.05 | 2.14 | 1.92 | 1.63 |
| 1979 | 2.24 | 2.08 | 1.84 | 1.55 |
| 1980 | 2.22 | 1.95 | 1.64 | 1.53 |
| 1981 | 2.23 | 1.86 | 1.61 | 1.56 |
| 1982 | 1.90 | 1.77 | 1.64 | 1.46 |
| 1983 | 1.86 | 1.76 | 1.61 | 1.43 |
| 1984 | 1.94 | 1.73 | 1.64 | 1.46 |
| 1985 | 1.86 | 1.66 | 1.67 | 1.47 |
| 1986 | 1.80 | 1.67 | 1.62 | 1.41 |
| 1987 | 1.78 | 1.66 | 1.50 | 1.38 |
| 1988 | 2.09 | 1.73 | 1.45 | 1.35 |
| 1989 | 1.95 | 1.75 | 1.49 | 1.32 |
| 1990 | 2.04 | 1.65 | 1.42 | 1.27 |
| 1991 | 1.66 | 1.65 | 1.42 | 1.32 |
| 1992 | 1.42 | 1.59 | 1.34 | 1.27 |
| 1993 | 1.82 | 1.60 | 1.37 | 1.26 |
| 1994 | 1.79 | 1.54 | 1.46 | 1.26 |
| 1995 | 1.89 | 1.58 | 1.37 | 1.28 |
| 1996 | 1.73 | 1.61 | 1.44 | 1.33 |
| 1997 | 1.77 | 1.57 | 1.44 | 1.24 |
| 1998 | 1.69 | 1.68 | 1.50 | 1.31 |
| 1999 | 1.83 | 1.60 | 1.49 | 1.32 |

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.32 in 1999 for those whose highest level of education was a bachelor's degree or higher means that males who had attained a bachelor's degree or higher earned 32 percent more than females with the same level of educational attainment. 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, Bureau of the Census. March Current Population Surveys, various years.

Educational Plans

Table 19-1 Percentage distributions of high school seniors according to their plans for postsecondary education, by sex: 1983, 1990, and 1998

| Postsecondary plans | 1983 | | | 1990 | | | 1998 | | |
|--|-------|------|--------|-------|------|--------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Attend a technical/vocational school | | | | | | | | | |
| Definitely will | 9.6 | 10.2 | 8.8 | 8.7 | 9.1 | 8.2 | 8.2 | 9.4 | 7.0 |
| Probably will | 18.9 | 20.6 | 17.3 | 15.2 | 16.5 | 13.7 | 13.8 | 16.7 | 11.0 |
| Definitely/probably won't | 71.5 | 69.2 | 73.9 | 76.1 | 74.4 | 78.1 | 78.0 | 73.9 | 82.0 |
| Graduate from a 2-year college program | | | | | | | | | |
| Definitely will | 13.2 | 10.7 | 15.4 | 16.2 | 13.8 | 18.6 | 17.0 | 14.5 | 19.3 |
| Probably will | 23.4 | 22.1 | 24.7 | 22.6 | 22.2 | 22.9 | 22.0 | 23.0 | 20.7 |
| Definitely/probably won't | 63.4 | 67.1 | 59.9 | 61.2 | 64.0 | 58.5 | 61.0 | 62.5 | 60.1 |
| Graduate from a 4-year college program | | | | | | | | | |
| Definitely will | 35.8 | 35.1 | 36.8 | 48.1 | 45.8 | 50.9 | 55.4 | 50.0 | 60.9 |
| Probably will | 22.4 | 23.4 | 21.4 | 22.2 | 24.0 | 20.4 | 22.7 | 24.5 | 21.0 |
| Definitely/probably won't | 41.8 | 41.5 | 41.8 | 29.7 | 30.2 | 28.7 | 21.9 | 25.4 | 18.1 |
| Attend graduate or professional school | | | | | | | | | |
| Definitely will | 10.8 | 10.4 | 11.2 | 15.3 | 14.2 | 16.6 | 20.5 | 17.1 | 23.8 |
| Probably will | 23.4 | 22.8 | 24.1 | 30.4 | 29.8 | 31.3 | 32.9 | 31.4 | 34.8 |
| Definitely/probably won't | 65.9 | 66.8 | 64.7 | 54.3 | 56.0 | 52.1 | 46.6 | 51.6 | 41.4 |

NOTE: Percentages may not add to 100.0 due to rounding. The data do not meet NCES standards for response rates. Students were asked how likely it was that they would participate in different types of postsecondary education. The 1990 estimates are revised slightly from those published in *Indicator 24, The Condition of Education 2000*.

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1983, 1990, and 1998.

Peer Culture of High School Seniors

Table 20-1 Percentage distributions of 12th-graders according to the importance they placed on various student characteristics for having high status in their school, by sex: 1983, 1990, and 1998

| Student characteristics | 1983 | | | 1990 | | | 1998 | | |
|--|-------|------|--------|-------|------|--------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Being a good athlete | | | | | | | | | |
| Great or very great | 48.2 | 51.1 | 46.3 | 55.3 | 57.2 | 53.9 | 53.0 | 56.2 | 50.0 |
| Moderate | 29.1 | 30.6 | 27.6 | 26.2 | 24.9 | 27.0 | 27.5 | 26.0 | 29.5 |
| Little or no | 22.6 | 18.3 | 26.1 | 18.4 | 17.9 | 19.1 | 19.4 | 17.8 | 20.6 |
| Planning to attend college | | | | | | | | | |
| Great or very great | 40.3 | 37.8 | 42.8 | 49.3 | 45.4 | 53.2 | 48.0 | 43.3 | 52.7 |
| Moderate | 31.1 | 31.7 | 30.9 | 29.3 | 28.7 | 30.3 | 27.5 | 28.2 | 26.6 |
| Little or no | 28.7 | 30.5 | 26.3 | 21.4 | 25.9 | 16.5 | 24.5 | 28.5 | 20.7 |
| Getting good grades | | | | | | | | | |
| Great or very great | 49.3 | 47.5 | 50.2 | 48.4 | 45.6 | 51.5 | 45.2 | 41.5 | 48.6 |
| Moderate | 34.4 | 33.6 | 35.8 | 33.2 | 32.2 | 34.2 | 30.6 | 30.5 | 30.4 |
| Little or no | 16.2 | 18.9 | 14.0 | 18.4 | 22.2 | 14.3 | 24.3 | 28.0 | 21.1 |
| Leading student activities | | | | | | | | | |
| Great or very great | 40.3 | 39.0 | 41.7 | 41.9 | 35.8 | 48.4 | 41.1 | 39.7 | 42.5 |
| Moderate | 33.3 | 34.9 | 32.1 | 35.0 | 36.0 | 33.7 | 34.2 | 33.9 | 34.8 |
| Little or no | 26.3 | 26.1 | 26.2 | 23.1 | 28.1 | 17.8 | 24.7 | 26.3 | 22.6 |
| Coming from the right family | | | | | | | | | |
| Great or very great | 34.7 | 33.0 | 35.3 | 33.8 | 32.3 | 35.4 | 34.0 | 32.5 | 35.0 |
| Moderate | 30.6 | 28.7 | 32.9 | 32.9 | 31.8 | 34.2 | 27.5 | 27.0 | 28.6 |
| Little or no | 34.7 | 38.3 | 31.8 | 33.3 | 35.9 | 30.4 | 38.5 | 40.6 | 36.4 |
| Having a nice car | | | | | | | | | |
| Great or very great | 28.2 | 30.8 | 25.3 | 32.0 | 35.0 | 29.4 | 30.3 | 31.9 | 28.2 |
| Moderate | 31.6 | 33.1 | 30.5 | 33.0 | 32.1 | 33.2 | 29.6 | 30.8 | 29.1 |
| Little or no | 40.2 | 36.2 | 44.2 | 35.1 | 32.9 | 37.4 | 40.1 | 37.3 | 42.6 |
| Knowing a lot about intellectual matters | | | | | | | | | |
| Great or very great | 24.7 | 26.1 | 22.8 | 29.0 | 29.7 | 28.8 | 27.6 | 29.1 | 26.0 |
| Moderate | 36.7 | 37.4 | 35.8 | 38.9 | 39.9 | 38.1 | 35.0 | 34.1 | 36.0 |
| Little or no | 38.7 | 36.5 | 41.4 | 32.1 | 30.5 | 33.1 | 37.4 | 36.8 | 38.0 |

NOTE: Percentages may not add to 100.0 due to rounding. The data do not meet NCES standards for response rates.

SOURCE: University of Michigan, Institute for Social Research. Monitoring the Future Survey: 1983, 1990, and 1998.

Status Dropout Rates, by Race/Ethnicity

Table 23-1 Status dropout rates of 16- to 24-year olds, by race/ethnicity: October 1972–99

| Year | Race/ethnicity (percent)* | | | |
|------|---------------------------|-------|-------|----------|
| | Total | 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 |

* Due to relatively small sample sizes, American Indians/Alaskan Natives and Asians/Pacific Islanders are included in the total but are not shown separately.

NOTE: Numbers for years 1987 through 1999 reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items. Numbers for years 1992 through 1999 reflect new wording of the educational attainment item in the CPS beginning in 1992. Numbers for years 1994 through 1999 reflect changes in the CPS due to newly instituted computer-assisted interviewing and the change in the population controls used in the 1990 Census-based estimates, with adjustments for undercounting in the 1990 Census. See *Supplementary Note 2* for more information.

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

Status Dropout Rates, by Race/Ethnicity

Table 23-2 Status dropout rates and number and percentage distribution of dropouts ages 16–24, by selected characteristics: October 1999

| Characteristic | Status dropout rate (percent) | Number of status dropouts (thousands) | Population (thousands) | Percent of all dropouts | Percent of population |
|---|-------------------------------|---------------------------------------|------------------------|-------------------------|-----------------------|
| Total | 11.2 | 3,829 | 34,173 | 100.0 | 100.0 |
| Sex | | | | | |
| Male | 11.9 | 2,032 | 17,106 | 53.1 | 50.1 |
| Female | 10.5 | 1,797 | 17,066 | 46.9 | 49.9 |
| Race/ethnicity ¹ | | | | | |
| White | 7.3 | 1,636 | 22,408 | 42.7 | 65.6 |
| Black | 12.6 | 621 | 4,942 | 16.2 | 14.5 |
| Hispanic | 28.6 | 1,445 | 5,060 | 37.7 | 14.8 |
| Asian/Pacific Islander | 4.3 | 65 | 1,515 | 1.7 | 4.4 |
| Age | | | | | |
| 16 | 3.5 | 139 | 3,995 | 3.6 | 11.7 |
| 17 | 6.7 | 278 | 4,137 | 7.3 | 12.1 |
| 18 | 12.6 | 489 | 3,870 | 12.8 | 11.3 |
| 19 | 13.6 | 559 | 4,121 | 14.6 | 12.1 |
| 20–24 | 13.1 | 2,366 | 18,050 | 61.8 | 52.8 |
| Immigration status | | | | | |
| Born outside the 50 states and the District of Columbia | | | | | |
| Hispanic | 44.2 | 944 | 2,250 | 26.0 | 6.6 |
| Non-Hispanic | 7.0 | 133 | 1,909 | 3.5 | 5.6 |
| First generation ² | | | | | |
| Hispanic | 16.1 | 240 | 1,494 | 6.3 | 4.4 |
| Non-Hispanic | 5.0 | 94 | 1,893 | 2.5 | 5.5 |
| Second generation or more ³ | | | | | |
| Hispanic | 16.0 | 211 | 1,316 | 5.5 | 3.9 |
| Non-Hispanic | 8.5 | 2,156 | 25,130 | 56.3 | 74.1 |
| Region | | | | | |
| Northeast | 8.7 | 531 | 6,133 | 13.9 | 17.9 |
| Midwest | 8.3 | 676 | 8,177 | 17.7 | 23.8 |
| South | 12.7 | 1,516 | 11,902 | 39.6 | 34.8 |
| West | 13.8 | 1,106 | 8,021 | 28.9 | 23.5 |

¹Due to relatively small sample sizes, American Indians/Alaskan Natives are included in the total but are not shown separately.

²Individuals 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 and the District of Columbia.

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

NOTE: Percentages may not add to 100.0 due to rounding. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Survey, 1999.

Mathematics Curriculum and College Enrollment

Table 24-1 Percentage of 1992 high school graduates who completed advanced mathematics courses in high school, by 8th-grade mathematics proficiency and parents' education according to whether they had taken algebra in the 8th grade

| 8 th -grade mathematics proficiency | Parents with no college (first generation) | | Parents with some college | | Parents with bachelor's degree or higher | |
|--|---|-------------------------------------|--|-------------------------------------|---|-------------------------------------|
| | No algebra in 8 th grade | Algebra in 8 th grade | No algebra in 8 th grade | Algebra in 8 th grade | No algebra in 8 th grade | Algebra in 8 th grade |
| Total | 18.4 | 49.8 | 30.1 | 74.7 | 50.9 | 89.9 |
| Below level 1 | 6.4 | — | 6.7 | — | 36.5 | — |
| Level 1 (simple arithmetic) | 12.8 | 43.6 | 22.0 | 35.5 | 32.9 | 65.2 |
| Level 2 (simple operations) | 29.2 | 56.8 | 39.6 | 67.6 | 57.2 | 87.4 |
| Level 3 (simple problem solving) | 53.8 | 82.5 | 67.4 | 92.6 | 72.5 | 94.5 |

— Sample size too small for a reliable estimate.

NOTE: An example of how the percentages in the tables should be read is as follows. Beginning in row "Level 1" under "8th-grade mathematics proficiency," the 12.8 means "among students who tested at level 2 proficiency, 12.8 percent of first-generation students who did not take algebra in 8th grade completed advanced mathematics in high school."

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994), Data Analysis System.

Perceptions of College Costs

Table 25-1 Among 6th- to 12th-graders and their parents who reported postsecondary education plans for the student, the percentage distributions according to the accuracy of their estimates for tuition and fees for the postsecondary institution that students planned to attend: 1999

| Student or parent characteristic | Percentage of students | | | | Percentage of students' parents | | | |
|---|---|--------------------|---------------------|-----------------------|---|--------------------|---------------------|-----------------------|
| | Estimated tuition within 25 percent of actual* | Over- estimated | Under- estimated | Could not estimate | Estimated tuition within 25 percent of actual* | Over- estimated | Under- estimated | Could not estimate |
| Total | 16.3 | 11.9 | 5.2 | 66.6 | 26.0 | 21.0 | 7.1 | 45.8 |
| Grade | | | | | | | | |
| 6–8 | 11.4 | 3.0 | 2.2 | 83.6 | 22.9 | 15.6 | 5.7 | 55.9 |
| 9–10 | 16.4 | 10.4 | 4.5 | 68.7 | 26.2 | 21.6 | 5.7 | 46.5 |
| 11–12 | 24.0 | 28.1 | 10.7 | 37.2 | 31.0 | 29.1 | 11.1 | 28.9 |
| Parents' education | | | | | | | | |
| Less than high school | 13.6 | 7.5 | 4.3 | 74.6 | 7.2 | 5.0 | 2.2 | 85.5 |
| High school diploma or equivalent | 14.7 | 10.6 | 5.1 | 69.6 | 17.5 | 13.8 | 5.1 | 63.5 |
| Some college, including vocational/technical | 14.8 | 11.0 | 5.5 | 68.7 | 23.9 | 24.0 | 8.2 | 43.9 |
| Bachelor's degree or higher | 19.1 | 14.6 | 5.2 | 61.0 | 38.0 | 27.0 | 8.8 | 26.2 |
| Household income | | | | | | | | |
| \$15,000 or less | 12.5 | 9.0 | 5.3 | 73.3 | 12.1 | 13.7 | 6.3 | 67.9 |
| \$15,001–30,000 | 15.9 | 10.3 | 6.0 | 67.9 | 18.6 | 15.4 | 5.4 | 60.6 |
| \$30,001–50,000 | 14.8 | 11.7 | 5.8 | 67.7 | 24.6 | 20.2 | 7.3 | 47.9 |
| \$50,001–75,000 | 17.0 | 14.0 | 4.9 | 64.1 | 32.9 | 24.4 | 8.6 | 34.1 |
| More than \$75,000 | 20.2 | 13.9 | 3.8 | 62.1 | 38.1 | 29.1 | 7.8 | 25.0 |

*An accurate estimate was within 25 percent of the actual average tuition and fees for the type of postsecondary institution students intended to attend in their state of residence.

NOTE: Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent and Youth Interview Surveys).

Immediate Transition to College

Table 26-1 Percentage of high school completers who were enrolled in college the October after completing high school, by family income and race/ethnicity: October 1972–99

| October | Family income ¹ | | | | | Race/ethnicity ² | | | | |
|---------|----------------------------|--------|------------------|--------|-------|-----------------------------|----------|------------------|--------|------------------|
| | Total | Low | Middle | High | White | Black | Hispanic | 3-year average | Annual | 3-year average |
| | | Annual | 3-year average | Annual | | Annual | Annual | | | |
| 1972 | 49.2 | 26.1 | (³) | 45.2 | 63.8 | 49.7 | 44.6 | (³) | 45.0 | (³) |
| 1973 | 46.6 | 20.3 | (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 | (³) | 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 | 42.4 | 58.4 | 78.2 | 65.3 | 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 | 61.5 | 50.4 | 44.0 | 56.9 | 79.3 | 62.9 | 55.6 | 51.3 | 62.2 | 55.7 |
| 1994 | 61.9 | 41.0 | 41.2 | 57.8 | 78.4 | 64.5 | 50.8 | 52.4 | 49.1 | 55.0 |
| 1995 | 61.9 | 34.2 | 41.5 | 56.1 | 83.4 | 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 | 60.8 | 82.2 | 68.2 | 58.5 | 58.8 | 65.6 | 55.3 |
| 1998 | 65.6 | 46.4 | 50.9 | 64.9 | 77.3 | 68.5 | 61.9 | 59.8 | 47.4 | 51.9 |
| 1999 | 62.9 | 49.4 | (³) | 59.5 | 76.0 | 66.3 | 58.9 | (³) | 42.3 | (³) |

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

¹Low 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.

²Included in the total but not shown separately are high school completers from other racial/ethnic groups.

³Due 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 1973 is the average percentage of black high school completers ages 16–24 who were enrolled in college the October after completing high school in 1972, 1973, and 1974. Thus, 3-year averages cannot be calculated for 1972 and 1998 and for groups of 3 years in which some data are not available (e.g., 1973–75 for the low-income category).

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the Current Population Survey was changed and weights were adjusted. See *Supplemental Note 2* for further discussion.

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

Immediate Transition to College

Table 26-2 Percentage distribution of high school completers who were enrolled in college the October after completing high school according to sex and type of institution: October 1972–99

| October | Male | | | Female | | |
|---------|-------|--------|--------|--------|--------|--------|
| | Total | 2-year | 4-year | Total | 2-year | 4-year |
| 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 | 58.7 | 22.4 | 36.3 | 64.0 | 22.4 | 41.6 |
| 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 |

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

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the Current Population Survey was changed and weights were adjusted. See *Supplemental Note 2* for further discussion. Percentages may not add to 100.0 due to rounding.

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

Immediate Transition to College

Table 26-3 Percentage of high school completers who were enrolled in college the October after completing high school, by parents' education: October 1990–99

| Parents' education ¹ | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total | 60.1 | 62.5 | 61.9 | 61.5 | 61.9 | 61.9 | 65.0 | 67.0 | 65.6 | 62.9 |
| Less than high school | 33.9 | 42.6 | 33.1 | 47.1 | 43.0 | 27.3 | 45.0 | 51.4 | 49.8 | 36.3 |
| High school diploma or equivalent | 49.0 | 51.0 | 55.5 | 52.3 | 49.9 | 47.0 | 56.1 | 61.7 | 57.2 | 54.4 |
| Some college, including vocational/technical | 65.6 | 67.5 | 67.5 | 62.7 | 65.0 | 70.2 | 66.6 | 62.6 | 67.7 | 60.3 |
| Bachelor's degree or higher | 83.1 | 87.2 | 81.3 | 87.9 | 82.5 | 87.7 | 85.2 | 86.1 | 82.3 | 82.2 |
| Not available ² | 47.7 | 42.1 | 38.0 | 42.0 | 43.1 | 30.8 | 45.6 | 51.3 | 50.1 | 53.1 |

¹Parents' highest education level is defined as either the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or when neither parent resides with the student, the highest educational attainment of the head of the household.

²Parents' highest education level is not available for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories), and for those whose parents' educational attainment was not reported. In 1998, approximately 12 percent of high school completers ages 16–24 were in this category.

NOTE: Includes those ages 16–24 completing high school in a given year. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the Current Population Survey was changed and weights were adjusted. See *Supplemental Note 2* for further discussion.

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

Persistence of Beginning Postsecondary Students

Table 27-1 Number of 1995–96 beginning postsecondary students enrolled and percentage distribution according to attainment by 1998, by initial goal and transfer status

| Initial goal and transfer status | Number enrolled (thousands) | Highest degree attained by 1998 | | | No degree | | |
|----------------------------------|-----------------------------|---------------------------------|-------------|------------------|------------------|-------------|--------------|
| | | Certificate | Associate's | Bachelor's | Still enrolled | | Not enrolled |
| | | | | | Less-than 4-year | 4-year | |
| Total¹ | 3,321 | 10.4 | 5.1 | 0.3 | 17.2 | 34.6 | 32.3 |
| Certificate ² | 469 | 51.7 | 2.0 | (³) | 8.2 | 1.6 | 36.5 |
| Did not transfer | 430 | 52.3 | 1.6 | — | 6.7 | 0.9 | 38.5 |
| Upward or lateral transfer | 35 | 41.2 | 7.5 | (³) | 24.9 | 10.1 | 16.4 |
| Associate's degree | 882 | 6.2 | 14.5 | 0.1 | 31.6 | 6.6 | 41.1 |
| Did not transfer | 710 | 6.2 | 9.3 | — | 34.3 | 2.4 | 47.8 |
| Downward transfer | 19 | 21.4 | 8.3 | — | 33.2 | — | 37.2 |
| Upward or lateral transfer | 153 | 4.4 | 39.3 | 0.4 | 18.6 | 26.8 | 10.5 |
| Bachelor's degree or transfer | 1,603 | 1.5 | 2.7 | 0.7 | 12.5 | 63.2 | 19.4 |
| Did not transfer | 1,217 | 1.3 | 2.2 | 0.9 | 8.7 | 65.3 | 21.7 |
| Downward transfer | 96 | 5.1 | 3.1 | — | 60.6 | 12.1 | 19.1 |
| Lateral transfer | 289 | 1.0 | 4.8 | 0.2 | 12.7 | 71.5 | 9.8 |

—Not applicable.

¹Includes students without a specific degree goal.

²Includes a small number with a downward transfer.

³Value less than 0.05 percent.

NOTE: Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

Remediation and Degree Completion

Table 29-1 Percentage distribution of postsecondary education students in degree-granting institutions according to type and amount of remedial coursework and degree completion: 1980–93

| Highest degree | Type and amount of remedial coursework | | | | |
|--------------------|--|--|--|---|------------|
| | Any reading | Two or fewer courses: mathematics only | Two or more courses but no reading courses (and not two mathematics courses) | Only one course, not mathematics or reading | No courses |
| Total | 100 | 100 | 100 | 100 | 100 |
| None | 66 | 55 | 57 | 45 | 44 |
| Associate's | 13 | 10 | 17 | 10 | 5 |
| Bachelor's or more | 21 | 35 | 26 | 45 | 51 |

NOTE: Higher education students were 1982 high school seniors who attended college by age 29–30. Students who attended only subbaccalaureate vocational/technical schools are not included. See *Supplemental Note 6* for the definition of remedial courses. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table 29-2 Percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

| Remedial courses | Number of additional remedial courses | | | | | Any remedial mathematics | Any remedial reading |
|----------------------------------|---------------------------------------|------|------|-------|--------------|--------------------------|----------------------|
| | None | One | Two | Three | Four or more | | |
| Any remedial reading courses | 15.1 | 23.2 | 19.7 | 12.6 | 29.3 | 66.7 | — |
| Any remedial mathematics courses | 46.0 | 23.0 | 14.9 | 6.4 | 9.7 | — | 23.6 |

— Not applicable.

NOTE: See *Supplemental Note 6* for the definition of remedial courses. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table 29-3 Percentage distribution of postsecondary education students according to type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

| Institution attended | Percentage of all students | Total | Type and amount of remedial coursework | | | | |
|------------------------|----------------------------|------------|--|--|--|---|------------|
| | | | Any reading | Two or fewer courses: mathematics only | Two or more courses but no reading courses (and not two mathematics courses) | Only one course, not mathematics or reading | No courses |
| Total | 100 | 100 | 13 | 14 | 17 | 9 | 47 |
| 4-year only | 44 | 100 | 9 | 13 | 9 | 9 | 60 |
| 2-year only | 29 | 100 | 18 | 13 | 22 | 9 | 37 |
| 2-year and 4-year only | 18 | 100 | 12 | 19 | 24 | 9 | 36 |
| Other combinations* | 9 | 100 | 13 | 15 | 22 | 9 | 41 |

* Attendance at subbaccalaureate vocational/technical school in addition to 2-year and/or 4-year institutions.

NOTE: Higher education students were 1982 high school seniors who attended college by age 29–30. Students who attended only subbaccalaureate vocational/technical schools are not included. See *Supplemental Note 6* for the definition of remedial courses. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Degrees Earned by Women

Table 30-1 Percentage of master's and doctoral degrees earned by women, by field of study: 1970–71 and 1997–98

| Field of study | Master's degrees | | Doctoral degrees | |
|---|------------------|-------------|------------------|-------------|
| | 1970–71 | 1997–98 | 1970–71 | 1997–98 |
| Total* | 40.1 | 57.1 | 14.3 | 42.0 |
| Health professions and related sciences | 55.3 | 77.7 | 16.5 | 62.5 |
| Education | 56.2 | 76.4 | 21.0 | 63.2 |
| Psychology | 40.6 | 73.1 | 24.0 | 67.5 |
| English language and literature/letters | 60.6 | 66.1 | 28.8 | 59.1 |
| Communications | 34.6 | 61.3 | 13.1 | 52.4 |
| Visual and performing arts | 47.4 | 58.8 | 22.2 | 51.3 |
| Biological/life sciences | 33.6 | 52.4 | 16.3 | 42.5 |
| Social sciences and history | 28.5 | 46.7 | 13.9 | 40.8 |
| Business management and administrative services | 3.9 | 38.6 | 2.8 | 31.4 |
| Mathematics | 27.1 | 41.0 | 7.6 | 25.7 |
| Agriculture and natural resources | 5.9 | 43.0 | 2.9 | 28.5 |
| Physical sciences | 13.3 | 35.9 | 5.6 | 25.2 |
| Computer and information sciences | 10.3 | 29.0 | 2.3 | 16.3 |
| Engineering | 1.1 | 19.9 | 0.6 | 12.2 |

*Includes other fields of study not shown separately.

NOTE: See *Supplemental Note 11* for information on the fields of study.

SOURCE: U.S. Department of Education, NCES. 1970–71 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey and 1997–98 Integrated Postsecondary Education Data System (IPEDS), "Completions" survey.

Educational Attainment

Table 31-1 Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2000

| March | All* | | | White | | | Black | | | Hispanic | | |
|-------|-------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1971 | 77.7 | 79.1 | 76.5 | 81.7 | 83.0 | 80.5 | 58.8 | 56.7 | 60.5 | 48.3 | 51.3 | 45.7 |
| 1972 | 79.8 | 80.5 | 79.2 | 83.4 | 84.1 | 82.7 | 64.1 | 61.7 | 66.0 | 47.6 | 47.1 | 47.9 |
| 1973 | 80.2 | 80.6 | 79.8 | 84.0 | 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 | 68.4 | 71.5 | 65.8 | 54.1 | 55.9 | 52.5 |
| 1975 | 83.1 | 84.5 | 81.7 | 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 | 57.6 | 58.4 |
| 1977 | 85.4 | 86.6 | 84.2 | 88.6 | 89.2 | 88.0 | 74.5 | 77.5 | 72.0 | 58.0 | 61.9 | 54.6 |
| 1978 | 85.3 | 86.0 | 84.6 | 88.5 | 88.8 | 88.2 | 77.4 | 78.7 | 76.3 | 56.5 | 58.5 | 54.6 |
| 1979 | 85.6 | 86.3 | 84.9 | 89.2 | 89.8 | 88.5 | 74.7 | 74.0 | 75.3 | 57.1 | 55.5 | 58.6 |
| 1980 | 85.4 | 85.4 | 85.5 | 89.2 | 89.1 | 89.2 | 76.7 | 74.8 | 78.3 | 57.9 | 57.0 | 58.8 |
| 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 | 80.4 | 81.5 | 61.0 | 60.6 | 61.2 |
| 1983 | 86.0 | 86.0 | 86.0 | 89.3 | 89.3 | 89.3 | 79.5 | 79.0 | 79.9 | 58.4 | 57.8 | 58.9 |
| 1984 | 85.9 | 85.6 | 86.3 | 89.4 | 89.4 | 89.4 | 79.1 | 75.9 | 81.7 | 58.6 | 56.7 | 60.1 |
| 1985 | 86.2 | 85.9 | 86.4 | 89.5 | 89.2 | 89.9 | 80.5 | 80.6 | 80.5 | 61.0 | 58.6 | 63.1 |
| 1986 | 86.1 | 85.9 | 86.4 | 89.6 | 88.7 | 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 | 83.5 | 84.5 | 82.6 | 59.8 | 58.6 | 61.0 |
| 1988 | 85.9 | 84.7 | 87.1 | 89.7 | 88.4 | 90.9 | 80.9 | 80.9 | 80.9 | 62.3 | 59.9 | 64.8 |
| 1989 | 85.5 | 84.4 | 86.5 | 89.3 | 88.2 | 90.4 | 82.3 | 80.5 | 83.8 | 61.0 | 61.0 | 61.1 |
| 1990 | 85.7 | 84.4 | 87.0 | 90.1 | 88.6 | 91.6 | 81.8 | 81.4 | 82.0 | 58.2 | 56.6 | 59.9 |
| 1991 | 85.4 | 84.9 | 85.8 | 89.8 | 89.2 | 90.5 | 81.8 | 83.6 | 80.1 | 56.7 | 56.4 | 57.2 |
| 1992 | 86.3 | 86.1 | 86.5 | 90.6 | 90.3 | 91.1 | 80.9 | 82.7 | 79.3 | 60.9 | 61.1 | 60.6 |
| 1993 | 86.7 | 86.0 | 87.4 | 91.2 | 90.7 | 91.8 | 82.7 | 84.8 | 80.8 | 60.9 | 58.2 | 63.9 |
| 1994 | 86.1 | 84.5 | 87.6 | 91.1 | 90.0 | 92.3 | 84.1 | 82.8 | 85.3 | 60.3 | 58.0 | 63.0 |
| 1995 | 86.9 | 86.3 | 87.4 | 92.5 | 92.0 | 93.0 | 86.8 | 88.4 | 85.3 | 57.2 | 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 | 64.8 |
| 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 | 65.9 |
| 2000 | 88.1 | 86.7 | 89.4 | 94.0 | 92.9 | 95.2 | 86.8 | 87.6 | 86.3 | 62.8 | 59.2 | 66.4 |

* Included in the totals but not shown separately are those from other racial/ethnic categories. See *Supplemental Note 1* for more information about the 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.

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

Educational Attainment

Table 31-2 Percentage of 25- to 29-year-old high school completers with some college, by race/ethnicity and sex: March 1971–2000

| March | All* | | | White | | | Black | | | Hispanic | | |
|-------|-------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1971 | 43.6 | 48.7 | 38.4 | 44.9 | 50.2 | 39.5 | 30.9 | 29.0 | 32.2 | 30.6 | 38.3 | 22.8 |
| 1972 | 45.1 | 50.7 | 39.5 | 46.3 | 52.3 | 40.2 | 33.3 | 31.7 | 34.6 | 32.1 | 37.2 | 28.3 |
| 1973 | 45.3 | 51.4 | 39.4 | 46.6 | 53.0 | 40.2 | 33.5 | 33.5 | 33.5 | 31.6 | 39.4 | 24.5 |
| 1974 | 48.9 | 53.8 | 44.1 | 50.4 | 55.6 | 45.2 | 35.4 | 36.9 | 34.1 | 39.2 | 44.1 | 34.5 |
| 1975 | 50.1 | 56.0 | 44.1 | 51.2 | 57.3 | 44.9 | 38.7 | 41.0 | 36.8 | 41.1 | 50.4 | 32.6 |
| 1976 | 52.1 | 58.2 | 46.0 | 53.8 | 60.1 | 47.4 | 37.2 | 40.5 | 34.7 | 36.3 | 42.3 | 31.2 |
| 1977 | 53.2 | 58.0 | 48.5 | 54.8 | 59.9 | 49.7 | 41.7 | 44.2 | 39.6 | 41.1 | 42.6 | 39.5 |
| 1978 | 54.4 | 59.3 | 49.6 | 55.9 | 61.4 | 50.3 | 44.9 | 45.2 | 44.4 | 43.6 | 47.2 | 40.1 |
| 1979 | 54.1 | 57.7 | 50.6 | 55.7 | 59.4 | 51.9 | 41.7 | 40.7 | 42.5 | 44.0 | 50.7 | 38.0 |
| 1980 | 52.3 | 55.8 | 49.0 | 53.8 | 57.3 | 50.3 | 42.3 | 43.6 | 41.3 | 39.9 | 45.5 | 34.7 |
| 1981 | 50.1 | 52.7 | 47.5 | 51.2 | 54.1 | 48.3 | 42.5 | 43.0 | 42.2 | 39.6 | 41.7 | 37.7 |
| 1982 | 49.9 | 51.5 | 48.3 | 50.7 | 52.2 | 49.1 | 45.8 | 47.4 | 44.6 | 39.6 | 40.6 | 38.7 |
| 1983 | 50.6 | 52.1 | 49.0 | 51.6 | 53.4 | 49.7 | 41.6 | 42.0 | 41.2 | 42.9 | 41.1 | 44.6 |
| 1984 | 50.1 | 50.9 | 49.3 | 51.0 | 51.7 | 50.3 | 41.6 | 41.6 | 41.7 | 45.6 | 47.5 | 44.0 |
| 1985 | 50.8 | 51.5 | 50.1 | 51.8 | 52.5 | 51.2 | 42.7 | 42.4 | 42.9 | 44.2 | 45.9 | 42.9 |
| 1986 | 51.0 | 51.4 | 50.8 | 52.3 | 52.8 | 51.8 | 43.4 | 41.5 | 45.2 | 42.9 | 42.8 | 43.0 |
| 1987 | 50.7 | 50.4 | 51.0 | 51.4 | 51.5 | 51.4 | 43.0 | 38.4 | 47.0 | 44.6 | 46.3 | 43.1 |
| 1988 | 50.8 | 51.6 | 50.1 | 51.8 | 52.4 | 51.2 | 41.2 | 42.9 | 39.7 | 44.9 | 44.3 | 45.6 |
| 1989 | 51.3 | 52.0 | 50.5 | 52.8 | 53.4 | 52.2 | 42.1 | 42.2 | 41.9 | 44.3 | 44.8 | 43.9 |
| 1990 | 52.0 | 51.8 | 52.1 | 53.6 | 53.4 | 53.8 | 44.1 | 43.0 | 45.0 | 40.1 | 40.4 | 39.8 |
| 1991 | 53.1 | 52.3 | 53.8 | 54.9 | 54.7 | 55.1 | 43.2 | 38.3 | 47.7 | 42.2 | 40.9 | 43.4 |
| 1992 | 56.7 | 56.0 | 57.4 | 58.8 | 58.3 | 59.2 | 44.7 | 42.3 | 46.9 | 46.8 | 44.5 | 49.6 |
| 1993 | 58.9 | 57.6 | 60.1 | 61.0 | 60.3 | 61.6 | 48.4 | 43.6 | 52.5 | 48.8 | 46.1 | 51.9 |
| 1994 | 60.5 | 58.9 | 62.0 | 62.7 | 61.0 | 64.3 | 49.6 | 48.7 | 50.3 | 51.5 | 48.3 | 55.0 |
| 1995 | 62.2 | 60.6 | 63.9 | 64.6 | 62.6 | 66.7 | 52.0 | 51.2 | 52.5 | 50.3 | 48.0 | 52.7 |
| 1996 | 64.7 | 63.1 | 66.3 | 67.0 | 65.5 | 68.4 | 55.9 | 54.5 | 57.1 | 50.9 | 47.0 | 55.6 |
| 1997 | 65.4 | 64.0 | 66.8 | 68.2 | 66.9 | 69.5 | 53.7 | 50.2 | 56.5 | 53.9 | 51.9 | 56.1 |
| 1998 | 65.6 | 63.0 | 68.1 | 68.5 | 66.2 | 70.8 | 56.6 | 52.9 | 59.7 | 51.7 | 48.9 | 54.7 |
| 1999 | 66.1 | 63.6 | 68.5 | 68.7 | 66.1 | 71.2 | 57.8 | 52.1 | 62.3 | 50.6 | 47.7 | 53.2 |
| 2000 | 66.2 | 63.5 | 68.8 | 68.2 | 65.1 | 71.2 | 60.8 | 57.5 | 63.2 | 52.2 | 48.9 | 55.2 |

* Included in the totals but not shown separately are those from other racial/ethnic categories. See *Supplemental Note 1* for more information about the 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.

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

Educational Attainment

Table 31-3 Percentage of 25- to 29-year-old high school completers with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2000

| March | All* | | | White | | | Black | | | Hispanic | | |
|-------|-------|------|--------|-------|------|--------|-------|------|--------|----------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 1971 | 22.0 | 25.8 | 18.1 | 23.1 | 27.0 | 19.1 | 11.5 | 12.1 | 10.9 | 10.5 | 15.4 | 5.8 |
| 1972 | 23.7 | 27.3 | 20.2 | 24.9 | 28.6 | 21.1 | 13.1 | 11.6 | 14.3 | 7.8 | 9.5 | 6.4 |
| 1973 | 23.6 | 26.8 | 20.5 | 24.8 | 28.3 | 21.3 | 12.7 | 11.3 | 13.8 | 10.8 | 12.4 | 9.7 |
| 1974 | 25.3 | 28.7 | 21.8 | 27.2 | 31.1 | 23.2 | 11.5 | 12.3 | 11.0 | 10.1 | 8.9 | 11.2 |
| 1975 | 26.3 | 29.7 | 22.9 | 27.5 | 31.1 | 23.7 | 14.7 | 15.3 | 14.2 | 16.6 | 19.7 | 13.4 |
| 1976 | 28.0 | 32.0 | 24.1 | 29.3 | 33.5 | 25.0 | 17.6 | 16.5 | 18.6 | 12.7 | 17.9 | 8.2 |
| 1977 | 28.1 | 31.2 | 25.1 | 29.8 | 33.4 | 26.3 | 16.9 | 16.5 | 17.3 | 11.5 | 11.3 | 11.7 |
| 1978 | 27.3 | 30.2 | 24.4 | 28.9 | 32.6 | 25.3 | 15.2 | 13.6 | 16.5 | 17.1 | 16.4 | 17.9 |
| 1979 | 27.0 | 29.9 | 24.2 | 28.6 | 31.6 | 25.5 | 16.6 | 17.8 | 15.7 | 12.9 | 14.2 | 11.4 |
| 1980 | 26.3 | 28.1 | 24.5 | 28.0 | 30.1 | 26.0 | 15.0 | 14.0 | 15.8 | 13.2 | 15.0 | 11.8 |
| 1981 | 24.7 | 26.6 | 22.8 | 26.3 | 28.4 | 24.2 | 14.9 | 15.4 | 14.5 | 12.5 | 14.4 | 10.9 |
| 1982 | 25.2 | 26.9 | 23.4 | 26.7 | 28.8 | 24.6 | 15.6 | 14.6 | 16.4 | 15.9 | 17.8 | 14.2 |
| 1983 | 26.2 | 27.8 | 24.6 | 27.4 | 29.4 | 25.4 | 16.2 | 16.5 | 15.9 | 17.8 | 16.8 | 18.8 |
| 1984 | 25.5 | 27.1 | 24.0 | 27.0 | 28.5 | 25.4 | 14.8 | 17.1 | 13.0 | 18.1 | 17.0 | 19.2 |
| 1985 | 25.7 | 26.9 | 24.6 | 27.3 | 28.6 | 26.0 | 14.4 | 12.9 | 15.6 | 18.2 | 18.6 | 17.7 |
| 1986 | 26.0 | 26.7 | 25.3 | 28.1 | 29.1 | 27.1 | 14.2 | 11.9 | 16.3 | 15.3 | 15.4 | 15.2 |
| 1987 | 25.6 | 26.1 | 25.2 | 27.6 | 28.0 | 27.1 | 13.8 | 14.0 | 13.6 | 14.5 | 15.7 | 13.4 |
| 1988 | 26.4 | 27.6 | 25.2 | 28.0 | 29.1 | 26.9 | 14.8 | 15.3 | 14.4 | 18.1 | 19.8 | 16.3 |
| 1989 | 27.3 | 28.3 | 26.5 | 29.5 | 30.5 | 28.5 | 15.4 | 15.0 | 15.6 | 16.5 | 15.7 | 17.2 |
| 1990 | 27.1 | 28.0 | 26.2 | 29.3 | 30.0 | 28.6 | 16.4 | 18.6 | 14.5 | 14.0 | 12.9 | 15.2 |
| 1991 | 27.2 | 27.0 | 27.3 | 29.7 | 29.7 | 29.8 | 13.4 | 13.7 | 13.1 | 16.3 | 14.4 | 18.1 |
| 1992 | 27.3 | 26.9 | 27.8 | 30.0 | 29.5 | 30.4 | 13.7 | 14.2 | 13.2 | 15.6 | 14.3 | 17.0 |
| 1993 | 27.3 | 27.2 | 27.4 | 29.8 | 30.0 | 29.5 | 16.1 | 14.8 | 17.2 | 13.6 | 12.1 | 15.3 |
| 1994 | 27.0 | 26.6 | 27.4 | 29.7 | 29.8 | 29.6 | 16.2 | 14.0 | 17.9 | 13.3 | 11.3 | 15.5 |
| 1995 | 28.4 | 28.4 | 28.5 | 31.2 | 30.9 | 31.4 | 17.8 | 19.7 | 16.1 | 15.5 | 14.0 | 17.1 |
| 1996 | 31.1 | 30.2 | 32.0 | 34.1 | 33.6 | 34.7 | 17.0 | 13.9 | 19.6 | 16.4 | 17.1 | 15.6 |
| 1997 | 31.8 | 30.7 | 32.9 | 35.2 | 34.1 | 36.2 | 16.4 | 13.7 | 18.5 | 17.8 | 16.1 | 19.6 |
| 1998 | 31.0 | 29.6 | 32.4 | 34.5 | 32.9 | 36.1 | 17.9 | 16.1 | 19.3 | 16.5 | 15.9 | 17.1 |
| 1999 | 32.1 | 31.2 | 33.0 | 36.1 | 34.8 | 37.3 | 16.9 | 14.9 | 18.6 | 14.4 | 13.0 | 15.8 |
| 2000 | 33.0 | 32.2 | 33.7 | 36.2 | 34.8 | 37.6 | 20.6 | 20.9 | 20.2 | 15.4 | 14.0 | 16.6 |

* Included in the totals but not shown separately are those from other racial/ethnic categories. See *Supplemental Note 1* for more information about the 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.

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

International Comparisons of Educational Attainment

Table 32-1 Percentage of the population that had completed secondary and higher education, by age, sex, and country: 1998

| G-7 countries | Secondary education ¹ | | | | | Higher education ² | | | | |
|-----------------------------|----------------------------------|-------|-------|-------|-------|-------------------------------|-------|-------|-------|-------|
| | 25-64 | 25-34 | 35-44 | 45-54 | 55-64 | 25-64 | 25-34 | 35-44 | 45-54 | 55-64 |
| Canada | | | | | | | | | | |
| Total | 79.7 | 86.7 | 82.7 | 76.9 | 64.8 | 18.6 | 22.6 | 17.9 | 18.5 | 13.0 |
| Male | 78.5 | 85.7 | 81.4 | 77.2 | 61.8 | 19.7 | 21.8 | 18.8 | 21.0 | 15.7 |
| Female | 79.0 | 87.7 | 83.9 | 76.5 | 58.6 | 17.2 | 23.4 | 17.1 | 16.0 | 8.5 |
| France ³ | | | | | | | | | | |
| Total | 60.7 | 75.3 | 63.4 | 55.7 | 40.9 | 10.5 | 14.7 | 9.8 | 9.7 | 6.3 |
| Male | 63.8 | 74.8 | 65.9 | 60.8 | 47.0 | 11.6 | 14.1 | 10.9 | 11.6 | 8.9 |
| Female | 57.8 | 75.8 | 61.1 | 50.7 | 35.2 | 9.4 | 15.3 | 8.7 | 7.9 | 3.8 |
| Germany | | | | | | | | | | |
| Total | 83.8 | 87.5 | 86.8 | 83.9 | 76.0 | 14.0 | 13.9 | 16.3 | 15.4 | 10.1 |
| Male | 88.6 | 89.1 | 89.8 | 89.3 | 86.0 | 17.0 | 14.8 | 18.8 | 19.7 | 14.8 |
| Female | 78.8 | 85.8 | 83.8 | 78.4 | 66.0 | 10.8 | 13.0 | 13.7 | 10.9 | 5.4 |
| Italy | | | | | | | | | | |
| Total | 41.0 | 54.5 | 49.7 | 35.0 | 19.5 | 8.7 | 9.2 | 11.1 | 9.2 | 4.8 |
| Male | 42.5 | 51.7 | 50.4 | 39.7 | 23.4 | 9.2 | 8.1 | 11.5 | 10.5 | 6.6 |
| Female | 39.6 | 57.3 | 49.1 | 30.4 | 15.9 | 8.3 | 10.4 | 10.8 | 7.9 | 3.1 |
| Japan | | | | | | | | | | |
| Total | 79.9 | 93.5 | 91.4 | 77.3 | 57.0 | 17.7 | 23.5 | 22.8 | 15.0 | 9.3 |
| Male | 80.0 | 92.2 | 89.7 | 77.0 | 60.0 | 27.0 | 33.1 | 34.3 | 24.3 | 16.2 |
| Female | 79.9 | 94.6 | 93.1 | 77.5 | 54.2 | 8.3 | 13.7 | 11.1 | 5.8 | 2.8 |
| United Kingdom ³ | | | | | | | | | | |
| Total | 60.2 | 63.0 | 61.7 | 58.0 | 53.0 | 15.4 | 17.0 | 16.6 | 15.0 | 10.7 |
| Male | 69.5 | 68.3 | 72.3 | 72.0 | 64.1 | 16.8 | 18.3 | 18.4 | 17.1 | 11.6 |
| Female | 49.8 | 55.1 | 51.1 | 46.6 | 38.8 | 13.9 | 15.7 | 14.7 | 12.9 | 9.0 |
| United States | | | | | | | | | | |
| Total | 86.5 | 87.9 | 88.0 | 87.3 | 79.5 | 26.6 | 27.5 | 26.3 | 28.8 | 22.0 |
| Male | 85.8 | 86.8 | 87.0 | 86.6 | 80.2 | 27.8 | 26.2 | 26.9 | 31.8 | 26.4 |
| Female | 87.1 | 89.0 | 89.0 | 87.9 | 78.9 | 25.3 | 28.7 | 25.8 | 25.9 | 17.9 |

¹Includes individuals who have completed at least upper secondary education.

²Includes individuals who have completed undergraduate or advanced research programs.

³Not all secondary education programs met minimum criteria required by the International Standard Classification of Education (ISCED).

SOURCE: Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation. *Education at a Glance: OECD Indicators 2000, 2000.*

Trends in English and Foreign Language Coursetaking

Table 33-1 Percentage distribution of high school graduates according to the type of English courses they completed: 1982, 1987, 1990, 1992, 1994, and 1998

| Year | No English ¹ | Low academic level ² | Regular English (no low or honors) courses | Advanced academic level ³ | | | Total |
|------|-------------------------|---------------------------------|--|--------------------------------------|----------------------|-----------------------|-------|
| | | | | Less than 50 percent honors | 50–74 percent honors | 75–100 percent honors | |
| 1982 | 0.1 | 10.0 | 76.7 | 6.1 | 3.3 | 3.8 | 13.3 |
| 1987 | 0.7 | 22.1 | 55.6 | 7.9 | 5.0 | 8.7 | 21.5 |
| 1990 | 0.6 | 19.6 | 60.2 | 7.0 | 3.6 | 9.1 | 19.6 |
| 1992 | 0.2 | 18.0 | 57.3 | 7.6 | 5.8 | 11.1 | 24.4 |
| 1994 | 0.8 | 17.6 | 56.5 | 7.7 | 5.4 | 12.0 | 25.1 |
| 1998 | 0.9 | 13.7 | 56.1 | 9.1 | 7.7 | 12.4 | 29.3 |

¹Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

²Low academic level courses include all general English courses classified as “below grade level.” Students may have taken a general English course classified as “honors” and be classified in the low academic level if the percentage of “below grade level” courses completed was greater than the percentage of “honors” courses completed.

³Includes students who completed a general English course classified as “below grade level” if they completed a greater percentage of “honors” courses than “below grade level” courses.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all students completed 4 years of English.) After the percentage of completed courses at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in *Supplemental Note 6*. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, “Second Follow-up” (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, “High School Transcript Study” (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Table 33-2 Percentage distribution of high school graduates according to the highest level of foreign language courses completed: 1982, 1987, 1990, 1992, 1994, and 1998

| Year | Highest level of primary foreign language coursework completed* | | | | | Total |
|------|---|--------------------|-------------------------|--------|-----|-------|
| | None | Low academic level | Advanced academic level | | | |
| | | | Year 3 | Year 4 | AP | |
| 1982 | 45.6 | 39.8 | 8.9 | 4.5 | 1.2 | 14.6 |
| 1987 | 33.3 | 47.5 | 11.9 | 5.4 | 1.9 | 19.2 |
| 1990 | 26.9 | 51.4 | 12.9 | 5.6 | 3.2 | 21.7 |
| 1992 | 22.5 | 51.8 | 14.8 | 7.7 | 3.2 | 25.7 |
| 1994 | 22.3 | 51.8 | 15.0 | 7.8 | 3.1 | 25.9 |
| 1998 | 19.4 | 50.7 | 17.4 | 8.6 | 4.1 | 30.0 |

*These figures include only students who studied Spanish, French, German, or Latin because these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level of course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *Supplemental Note 6* for more details on these levels. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, “Second Follow-up” (HS&B:1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, “High School Transcript Study” (NELS:1992); and 1987, 1990, 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Trends in High School Occupational Coursetaking

Table 35-1 Average credits earned in vocational education and percentage distribution of credits earned by public high school graduates, by vocational curriculum: 1982–98

| Vocational curriculum | 1982 | 1990 | 1992 | 1994 | 1998 |
|--|--|--------------|--------------|--------------|--------------|
| | Average credits earned | | | | |
| Total | 4.68 | 4.19 | 3.99 | 3.96 | 3.99 |
| Occupational education | 3.03 | 2.89 | 2.84 | 2.79 | 2.87 |
| General labor market preparation | 0.95 | 0.73 | 0.62 | 0.64 | 0.61 |
| Family and consumer sciences education | 0.69 | 0.57 | 0.54 | 0.52 | 0.51 |
| | Percentage distribution of credits earned* | | | | |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Occupational education | 59.4 | 64.2 | 67.9 | 67.1 | 68.4 |
| General labor market preparation | 25.4 | 21.5 | 18.2 | 19.1 | 18.1 |
| Family and consumer sciences education | 15.2 | 14.3 | 13.9 | 13.7 | 13.5 |

*These percentages represent the average percentage distribution for graduates earning vocational credits.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982) and High School Transcript Study; National Education Longitudinal Study of 1988 Eighth Graders, "Second Follow-up" (NELS:1988/1992) and High School Transcript Study; and 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Table 35-2 Percentage of public high school graduates who were investors, concentrators, and investors who concentrated in occupational education: 1982–98

| Level of occupational coursetaking | 1982 | 1990 | 1992 | 1994 | 1998 |
|---|------|------|------|------|------|
| Occupational investors ¹ | 46.2 | 43.0 | 42.2 | 42.0 | 43.8 |
| Occupational concentrators ² | 33.7 | 27.8 | 24.9 | 25.4 | 25.0 |
| Occupational investors who were concentrators | 72.8 | 64.6 | 59.1 | 60.6 | 57.0 |

¹Graduates with 3.0 or more occupational credits.

²Graduates with 3.0 or more occupational credits in a single program area.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982) and High School Transcript Study; National Education Longitudinal Study of 1988 Eighth Graders, "Second Follow-up" (NELS:1988/1992) and High School Transcript Study; and 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Trends in High School Occupational Coursetaking

Table 35-3 Percentage of public high school graduates completing advanced academic coursework, by occupational investment and academic subject: 1982–98

| Level of occupational coursetaking and academic subject | 1982 | 1990 | 1992 | 1994 | 1998 | Absolute change, 1982 to 1998 |
|--|------|------|------|------|------|----------------------------------|
| Total graduates | | | | | | |
| Advanced mathematics | 22.6 | 28.7 | 34.0 | 36.3 | 38.3 | 15.7 |
| Advanced science | 27.7 | 45.5 | 47.8 | 51.8 | 57.2 | 29.5 |
| Advanced English | 12.1 | 19.0 | 22.8 | 23.8 | 24.3 | 12.2 |
| Occupational investors (3.0 or more occupational credits) | | | | | | |
| Advanced mathematics | 11.7 | 15.3 | 21.1 | 21.8 | 28.2 | 16.5 |
| Advanced science | 14.8 | 27.0 | 32.2 | 35.0 | 44.7 | 29.9 |
| Advanced English | 7.3 | 10.2 | 14.0 | 13.8 | 18.0 | 10.7 |
| All other students (less than 3.0 occupational credits) | | | | | | |
| Advanced mathematics | 32.0 | 38.8 | 43.5 | 46.7 | 46.2 | 14.2 |
| Advanced science | 38.7 | 59.5 | 59.3 | 63.9 | 66.9 | 28.2 |
| Advanced English | 16.2 | 25.5 | 29.1 | 30.9 | 29.3 | 13.1 |

NOTE: See *Supplemental Note 6* for descriptions of advanced coursetaking in mathematics, science, and English.

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982) and High School Transcript Study; National Education Longitudinal Study of 1988 Eighth Graders, "Second Follow-up" (NELS:1988/1992) and High School Transcript Study; and 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

International Comparisons of Quality in 8th-Grade Mathematics Lessons

Table 36-1 Percentage distribution of teachers' responses to the question "What was the main thing you wanted students to learn from today's lesson?," by response and country: 1994–95

| Questionnaire response* | United States | Germany | Japan |
|-------------------------|---------------|---------|-------|
| Mathematical skills | 61 | 55 | 25 |
| Mathematical thinking | 21 | 31 | 73 |
| Social/motivational | 4 | 2 | 0 |
| Test preparation | 5 | 0 | 0 |
| Indeterminable | 9 | 13 | 2 |

*Mathematical skills = Teacher responses that emphasized the teaching of how to solve specific kinds of problems, use of standard formulas, etc.; Mathematical thinking = Teacher responses that emphasized students' exploration, development, and comprehension of mathematical concepts, or the discovery of multiple solutions to a problem; Social/motivational = Teacher responses that emphasized nonmathematical goals, such as "listening to others," or the creation of interest in some aspect of mathematics; Test preparation = Teacher responses that focused on preparing for an upcoming test; and Indeterminable = Teacher responses that were not possible to categorize, usually because they were too vague or incomplete.

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 5* for more detail on the Third International Mathematics and Science Study (TIMSS).

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Table 36-2 Percentage distribution of 8th-grade mathematics lessons containing task-controlled tasks, solver-controlled tasks, or a combination of task- and solver-controlled tasks, by country: 1994–95

| Locus of control* | United States | Germany | Japan |
|--------------------------------|---------------|---------|-------|
| All task | 83 | 48 | 17 |
| Combination of task and solver | 8 | 33 | 43 |
| All solver | 9 | 19 | 40 |

*A task-controlled teacher demonstrates a particular solution method to students and asks them to replicate that solution; a solver-controlled teacher encourages students to find alternative solution paths on their own.

NOTE: Percentages may not add to 100 due to rounding. See *Supplemental Note 5* for more detail on the Third International Mathematics and Science Study (TIMSS).

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Table 36-3 Percentage of lessons with nodes coded as including illustrations, motivations, increase in complexity, and deductive reasoning, by country: 1994–95

| Codes | United States | Germany | Japan |
|------------------------|---------------|---------|-------|
| Illustration | 46 | 47 | 48 |
| Motivation | 8 | 40 | 45 |
| Increase in complexity | 3 | 17 | 4 |
| Deductive reasoning | 0 | 20 | 61 |

NOTE: For the purposes of analysis, lessons were broken down into nodes (i.e., segments of lesson content) and links between nodes. The character of instruction of each node and the type of relationship established by each link was identified and coded. For a full explanation of nodes, links, and the coded categories, see NCES 1999–074. See *Supplemental Note 5* for more detail on the Third International Mathematics and Science Study (TIMSS).

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Class Size of Kindergartens

Table 37-1 Average size of kindergarten classrooms and percentage distribution according to class size and selected characteristics: Fall 1998

| Characteristic | Average class size | Class size* | |
|-------------------|--------------------|----------------------|-----------------------|
| | | 15 or fewer students | More than 15 students |
| Total | 19 | 20 | 80 |
| Program type | | | |
| Full-day | 20 | 19 | 81 |
| Part-day | 18 | 22 | 78 |
| Control of school | | | |
| Public | 20 | 15 | 85 |
| Private | 18 | 41 | 59 |
| Percent minority | | | |
| Less than 10 | 19 | 30 | 70 |
| 10–24 | 19 | 19 | 81 |
| 25–49 | 19 | 18 | 88 |
| 50–75 | 19 | 20 | 80 |
| More than 75 | 20 | 14 | 86 |

* Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES, Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Student/Teacher Ratios in Public Elementary and Secondary Schools

Table 38-1 Public elementary and secondary student/teacher ratios, by instructional level, school type, and enrollment: 1990–98

| Instructional level, school type, and enrollment | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Elementary | 18.2 | 18.2 | 18.1 | 18.3 | 18.0 | 18.1 | 17.9 | 17.4 | 17.0 |
| Less than 300 | 16.0 | 16.1 | 15.9 | 16.0 | 15.7 | 15.7 | 15.6 | 15.3 | 15.1 |
| 300–999 | 18.4 | 18.4 | 18.3 | 18.4 | 18.2 | 18.2 | 17.9 | 17.5 | 17.1 |
| 1,000 or more | 19.6 | 19.7 | 19.8 | 19.9 | 19.7 | 19.8 | 19.6 | 19.1 | 18.7 |
| Secondary | 16.7 | 17.0 | 17.4 | 17.4 | 17.6 | 17.7 | 17.6 | 17.4 | 17.1 |
| Less than 300 | 12.3 | 12.3 | 12.3 | 12.6 | 12.7 | 12.8 | 12.7 | 12.5 | 12.5 |
| 300–999 | 15.8 | 16.1 | 16.4 | 16.5 | 16.5 | 16.6 | 16.4 | 16.2 | 16.0 |
| 1,000 or more | 18.3 | 18.6 | 19.0 | 18.7 | 19.0 | 19.1 | 19.1 | 18.8 | 18.5 |
| Combined | 15.8 | 16.1 | 15.8 | 16.1 | 16.1 | 16.0 | 15.7 | 15.3 | 14.6 |
| Less than 300 | 11.0 | 11.2 | 10.9 | 11.2 | 11.3 | 10.3 | 10.0 | 9.7 | 10.4 |
| 300–999 | 16.1 | 16.2 | 15.5 | 16.1 | 15.9 | 16.1 | 16.0 | 15.7 | 15.1 |
| 1,000 or more | 18.3 | 18.6 | 19.0 | 18.8 | 18.9 | 19.0 | 18.7 | 18.3 | 17.8 |
| Special education* | 6.5 | 6.8 | 7.0 | 7.4 | 6.9 | 7.2 | 7.4 | 7.6 | 7.3 |
| Less than 300 | 6.0 | 5.9 | 6.1 | 6.3 | 6.3 | 6.2 | 6.4 | 6.6 | 6.2 |
| 300–999 | 7.3 | 8.5 | 8.9 | 10.0 | 9.3 | 9.6 | 9.4 | 9.3 | 10.3 |
| 1,000 or more | 7.3 | 8.5 | 10.6 | 9.7 | 5.9 | 7.8 | 8.0 | 11.5 | 8.6 |
| Alternative education* | 14.2 | 15.8 | 16.5 | 17.4 | 18.0 | 16.6 | 16.6 | 16.5 | 16.4 |
| Less than 300 | 10.9 | 12.7 | 14.2 | 14.2 | 13.7 | 13.0 | 13.0 | 13.0 | 13.1 |
| 300–999 | 18.1 | 18.9 | 18.6 | 20.8 | 21.7 | 21.8 | 20.4 | 20.5 | 20.2 |
| 1,000 or more | 19.3 | 24.4 | 23.0 | 22.4 | 28.5 | 22.3 | 25.6 | 23.7 | 22.4 |

*Includes students at both the elementary and secondary levels.

NOTE: Data from schools that did not report both student enrollment and the number of teachers employed were not included in the calculations of these student/teacher ratios. Teacher data for elementary schools include prekindergarten. Revised from previous estimates.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), various years.

Teachers' Readiness to Use Computers and the Internet

Table 39-1 Percentage of public school teachers who reported using computers and the Internet for various activities at school, by how well prepared they felt to use computers or the Internet for instruction: 1999

| Teachers' feelings of preparedness | Create instructional materials | Gather information for lesson plans | Access model lesson plans | Access research and best practice examples | Multimedia presentations | Administrative recordkeeping | Communicate with colleagues | Communicate with parents | Communicate with students | Post homework/ assignments |
|------------------------------------|--------------------------------|-------------------------------------|---------------------------|--|--------------------------|------------------------------|-----------------------------|--------------------------|---------------------------|----------------------------|
| All public school teachers | 78 | 59 | 34 | 37 | 36 | 51 | 50 | 25 | 12 | 17 |
| Not at all | 50 | 28 | 12 | 11 | 12 | 34 | 28 | 9 | 4 | 9 |
| Somewhat | 80 | 59 | 31 | 34 | 30 | 48 | 48 | 24 | 10 | 17 |
| Well/very well | 88 | 71 | 47 | 52 | 55 | 62 | 63 | 32 | 17 | 20 |

NOTE: Excludes teachers who reported that computers were not available to them anywhere in the school.
 SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Table 39-2 Percentage of public school teachers who reported assigning students various activities that use computers or the Internet, by how well prepared they felt to use computers or the Internet for instruction: 1999

| Teachers' feelings of preparedness | Practice drills | Solve problems/ analyze data | Word processing/ spreadsheets | Graphical presentations | Demonstrations/ simulations | Multimedia projects | CD-ROM research | Internet research |
|------------------------------------|-----------------|------------------------------|-------------------------------|-------------------------|-----------------------------|---------------------|-----------------|-------------------|
| All public school teachers | 50 | 50 | 61 | 43 | 39 | 45 | 48 | 51 |
| Not at all | 20 | 14 | 27 | 19 | 14 | 23 | 19 | 23 |
| Somewhat | 49 | 47 | 56 | 37 | 32 | 38 | 44 | 46 |
| Well/very well | 63 | 66 | 80 | 63 | 59 | 63 | 66 | 68 |

NOTE: Excludes teachers who reported that computers were not available to them anywhere in the school.
 SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Table 39-3 Percentage distribution of public school teachers who reported participating in professional development activities related to using computers or the Internet according to how well prepared they felt and according to hours of professional development, by level of preparedness: 1999

| Teachers' degree and feelings of preparedness | All public school teachers | Hours of professional development | | | |
|--|----------------------------|-----------------------------------|-----------|------------|--------------------|
| | | 0 hours | 1–8 hours | 9–32 hours | More than 32 hours |
| All teachers reporting professional development in using computers or the Internet during the last 3 years | 100 | 10 | 43 | 34 | 12 |
| Teachers' feelings of preparedness | | | | | |
| Not at all | 13 | 32 | 19 | 5 | 2 |
| Somewhat | 53 | 47 | 55 | 61 | 32 |
| Well/very well | 33 | 22 | 26 | 34 | 66 |

NOTE: Teachers who reported that computers were not available to them anywhere in the school are included. Percentages may not add to 100 due to rounding.
 SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Teachers' Readiness to Use Computers and the Internet

Table 39-4 Percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for instruction, by number of years of teaching experience: 1999

| Teachers' feelings of preparedness | All public school teachers | Years of teaching experience | | | |
|------------------------------------|----------------------------|------------------------------|-----|-------|------------|
| | | 3 or fewer | 4–9 | 10–19 | 20 or more |
| Not at all | 13 | 10 | 10 | 14 | 16 |
| Somewhat | 53 | 45 | 49 | 55 | 57 |
| Well/very well | 33 | 45 | 41 | 31 | 27 |

NOTE: Excludes teachers who reported that computers were not available to them anywhere in the school. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Table 39-5 Percentage of public school teachers who reported various conditions were barriers to their using computers and the Internet for instruction, by extent to which they felt these conditions were barriers: 1999

| Type of barriers | Total | Teachers' perceptions | | |
|---|-------|-----------------------|------------------|---------------|
| | | Small barrier | Moderate barrier | Great barrier |
| Lack of release time for teachers to learn, practice, or plan ways to use computers or the Internet | 82 | 23 | 23 | 37 |
| Lack of time in schedule for students to use computers in class | 80 | 21 | 27 | 32 |
| Not enough computers | 78 | 18 | 21 | 38 |
| Lack of good instructional software | 71 | 29 | 22 | 20 |
| Lack of support regarding ways to integrate telecommunications into the curriculum | 68 | 27 | 23 | 18 |
| Inadequate training opportunities | 67 | 27 | 21 | 18 |
| Outdated, incompatible, or unreliable computers | 66 | 20 | 20 | 25 |
| Lack of technical support or advice | 64 | 26 | 22 | 16 |
| Concern about student access to inappropriate materials | 59 | 28 | 18 | 13 |
| Internet is not easily accessible | 58 | 16 | 16 | 27 |
| Lack of administrative support | 43 | 20 | 14 | 9 |

NOTE: Excludes teachers who reported that computers were not available to them anywhere in the school. Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Teachers' Readiness to Use Computers and the Internet

Table 39-6 Percentage distribution of public school teachers according to how well prepared they felt to use computers and the Internet for instruction, by school characteristics: 1999

| School characteristic | Not at all prepared | Somewhat prepared | Well prepared | Very well prepared |
|--|---------------------|-------------------|---------------|--------------------|
| All public school teachers with access to computers or the Internet at school | 13 | 53 | 23 | 10 |
| School instructional level | | | | |
| Elementary | 12 | 55 | 23 | 10 |
| Secondary | 15 | 50 | 23 | 12 |
| Percent of students eligible for free or reduced-price lunch | | | | |
| Less than 11 percent | 10 | 53 | 25 | 12 |
| 11–30 percent | 13 | 52 | 25 | 10 |
| 31–49 percent | 14 | 51 | 24 | 10 |
| 50–70 percent | 16 | 58 | 16 | 10 |
| 71 percent or more | 13 | 55 | 22 | 10 |
| Percent minority enrollment in school | | | | |
| Less than 6 percent | 11 | 55 | 24 | 10 |
| 6–20 percent | 13 | 52 | 24 | 11 |
| 21–49 percent | 16 | 55 | 20 | 10 |
| 50 percent or more | 13 | 52 | 24 | 11 |

NOTE: Less than 1 percent of all public school teachers reported no computers or the Internet were available to them anywhere in their school. These teachers were not included in the estimates presented in this table. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System, "Public School Teachers' Use of Computers and the Internet," FRSS 70, 1999.

Inclusion of Students With Disabilities in Regular Education Classrooms

Table 40-1 Percentage distribution of students ages 6–21 with disabilities, by educational environment and disability type: 1988–89 and 1997–98

| Type of disability | Percentage of the day in a regular education classroom | | | | | | Separate facilities | | Residential facilities | | Home/hospital | |
|--------------------------------|--|---------|---------|---------|--------------|---------|---------------------|---------|------------------------|---------|---------------|---------|
| | 80 or more | | 79–40 | | Less than 40 | | 1988–89 | 1997–98 | 1988–89 | 1997–98 | 1988–89 | 1997–98 |
| | 1988–89 | 1997–98 | 1988–89 | 1997–98 | 1988–89 | 1997–98 | | | | | | |
| All disabilities | 30.5 | 46.4 | 39.0 | 29.0 | 24.3 | 20.4 | 4.6 | 2.9 | 0.9 | 0.7 | 0.8 | 0.5 |
| Specific learning disabilities | 19.6 | 43.8 | 57.9 | 39.3 | 20.9 | 16.0 | 1.3 | 0.6 | 0.1 | 0.1 | 0.1 | 0.2 |
| Speech or language impairments | 75.6 | 87.8 | 19.0 | 7.3 | 3.8 | 4.4 | 1.4 | 0.3 | 0.1 | 0.04 | 0.1 | 0.1 |
| Mental retardation | 5.9 | 12.6 | 22.4 | 29.6 | 58.9 | 51.7 | 11.3 | 5.2 | 1.2 | 0.6 | 0.3 | 0.4 |
| Emotional disturbance | 14.1 | 24.9 | 30.0 | 23.3 | 35.8 | 33.5 | 13.4 | 13.1 | 3.8 | 3.6 | 2.9 | 1.6 |
| Multiple disabilities | 7.0 | 10.0 | 14.1 | 17.3 | 46.2 | 45.1 | 25.9 | 22.3 | 4.0 | 2.9 | 2.8 | 2.5 |
| Hearing impairments | 26.9 | 38.8 | 21.0 | 19.0 | 33.5 | 25.4 | 8.5 | 7.3 | 9.8 | 9.2 | 0.2 | 0.2 |
| Orthopedic impairments | 29.3 | 46.6 | 18.6 | 21.3 | 33.5 | 26.2 | 11.1 | 3.7 | 0.7 | 0.3 | 6.9 | 2.0 |
| Other health impairments | 29.9 | 41.4 | 20.3 | 33.8 | 19.6 | 18.3 | 7.8 | 1.7 | 0.8 | 0.3 | 21.6 | 4.7 |
| Visual impairments | 39.8 | 48.1 | 25.4 | 20.1 | 20.3 | 17.3 | 4.7 | 6.7 | 9.4 | 7.1 | 0.5 | 0.7 |
| Autism | — | 18.3 | — | 12.7 | — | 52.1 | — | 14.6 | — | 1.8 | — | 0.5 |
| Deaf-blindness | 11.6 | 13.6 | 5.3 | 11.3 | 29.9 | 39.0 | 25.9 | 19.9 | 26.1 | 14.8 | 1.2 | 1.5 |
| Traumatic brain injury | — | 29.8 | — | 26.2 | — | 30.1 | — | 9.8 | — | 1.6 | — | 2.4 |

— Not available.

NOTE: Students with disabilities are those served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas. See *Supplemental Note 12* for definitions of the different types of disabilities and educational environments. Autism and traumatic brain injury were first required to be reported separately in 1992–93. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000). *22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

School Choice and Parental Satisfaction

Table 41-1 Percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by child's race/ethnicity, parents' highest education level, and household income: 1993, 1996, and 1999

| Child's race/ethnicity, parents' highest education level, and household income | 1993 | | | 1996 | | | 1999 | | |
|--|-------------|-------------|------------|-------------|-------------|------------|-------------|-------------|------------|
| | Public | | | Public | | | Public | | |
| | Assigned | Chosen | Private | Assigned | Chosen | Private | Assigned | Chosen | Private |
| Total | 80.3 | 10.9 | 8.8 | 76.9 | 13.3 | 9.9 | 76.5 | 14.2 | 9.3 |
| Race/ethnicity | | | | | | | | | |
| White | 81.4 | 8.5 | 10.2 | 78.0 | 10.7 | 11.3 | 77.7 | 11.1 | 11.2 |
| Black | 77.4 | 18.9 | 3.7 | 74.2 | 20.8 | 5.1 | 72.0 | 22.5 | 5.6 |
| Hispanic | 79.7 | 13.6 | 6.7 | 76.4 | 16.1 | 7.5 | 77.3 | 18.2 | 4.5 |
| Other | 73.4 | 14.5 | 12.1 | 70.4 | 18.6 | 11.1 | 74.1 | 16.3 | 9.6 |
| Parents' highest education level | | | | | | | | | |
| Less than high school | 84.4 | 13.3 | 2.3 | 79.1 | 17.4 | 3.5 | 79.3 | 18.1 | 2.6 |
| High school diploma or equivalent | 83.6 | 11.2 | 5.2 | 83.0 | 11.6 | 5.4 | 81.0 | 13.8 | 5.2 |
| Some college, including technical/ vocational | 80.1 | 11.1 | 8.8 | 77.0 | 14.6 | 8.4 | 77.9 | 15.1 | 7.0 |
| Bachelor's degree | 76.9 | 8.7 | 14.3 | 71.4 | 13.4 | 15.3 | 72.4 | 12.8 | 14.9 |
| Graduate/advanced degree | 73.1 | 9.9 | 16.9 | 68.3 | 11.3 | 20.4 | 69.2 | 12.5 | 18.3 |
| Household income | | | | | | | | | |
| \$10,000 or less | 82.9 | 14.0 | 3.0 | 76.6 | 19.5 | 3.9 | 73.7 | 22.2 | 4.1 |
| \$10,001–20,000 | 82.3 | 13.9 | 3.8 | 80.0 | 15.3 | 4.7 | 77.4 | 17.9 | 4.8 |
| \$20,001–35,000 | 81.8 | 10.6 | 7.7 | 78.7 | 14.0 | 7.4 | 79.4 | 15.1 | 5.4 |
| \$35,001–50,000 | 80.4 | 9.7 | 9.9 | 78.0 | 11.9 | 10.1 | 77.4 | 13.2 | 9.4 |
| More than \$50,000 | 75.9 | 8.5 | 15.6 | 73.6 | 10.2 | 16.3 | 75.0 | 10.3 | 14.6 |

NOTE: Ungraded students and homeschoolers were excluded from the estimate. Data have been revised from previously published figures. Percentages may not add to 100.0 due to rounding. See *Supplemental Note 3* for information on the National Household Education Surveys Program (NHES). See *Supplemental Note 1* for information on the racial/ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1993 (School Safety and Discipline Survey), 1996 (Parent Interview Survey), and 1999 (Parent Interview Survey).

School Choice and Parental Satisfaction

Table 41-2 Percentage of students in grades 3–12 with parents who were very satisfied with aspects of their child's school, by school choice type, grade level, and race/ethnicity: 1993 and 1999

| Grade level and race/ethnicity | Child's school | | Child's teachers | | School's academic standards | | School's order and discipline | |
|--------------------------------|----------------|-------------|------------------|-------------|-----------------------------|-------------|-------------------------------|-------------|
| | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 |
| Total | 55.9 | 52.9 | 58.3 | 56.9 | 58.4 | 56.8 | 58.5 | 58.2 |
| Public-assigned | | | | | | | | |
| Total | 52.3 | 48.1 | 56.0 | 53.6 | 55.0 | 52.7 | 55.1 | 54.0 |
| Grade level | | | | | | | | |
| 3–5 | 60.6 | 56.7 | 67.1 | 67.7 | 59.4 | 57.3 | 62.7 | 63.9 |
| 6–8 | 48.3 | 46.3 | 53.2 | 50.4 | 52.9 | 52.3 | 52.3 | 52.8 |
| 9–12 | 48.7 | 43.0 | 49.0 | 45.5 | 53.2 | 49.5 | 51.2 | 47.4 |
| Race/ethnicity | | | | | | | | |
| White | 53.4 | 48.0 | 56.3 | 53.2 | 56.4 | 52.1 | 56.1 | 53.1 |
| Black | 45.8 | 44.1 | 52.5 | 49.8 | 48.6 | 51.0 | 50.7 | 52.2 |
| Hispanic | 55.7 | 54.6 | 58.2 | 60.7 | 55.3 | 58.8 | 55.1 | 61.0 |
| Other | 46.9 | 44.1 | 56.8 | 51.9 | 55.1 | 49.1 | 53.4 | 51.5 |
| Public-chosen | | | | | | | | |
| Total | 61.2 | 61.6 | 61.5 | 62.1 | 63.0 | 63.4 | 63.0 | 63.4 |
| Grade level | | | | | | | | |
| 3–5 | 68.5 | 66.8 | 70.2 | 70.9 | 66.3 | 67.5 | 72.6 | 70.4 |
| 6–8 | 59.6 | 63.1 | 61.5 | 62.4 | 62.0 | 66.6 | 61.6 | 66.1 |
| 9–12 | 55.7 | 56.9 | 53.7 | 55.3 | 60.7 | 58.5 | 55.6 | 56.7 |
| Race/ethnicity | | | | | | | | |
| White | 63.4 | 62.0 | 64.8 | 62.3 | 64.7 | 63.1 | 64.9 | 62.7 |
| Black | 58.4 | 60.4 | 54.2 | 63.2 | 62.5 | 64.1 | 62.2 | 63.1 |
| Hispanic | 59.4 | 65.8 | 63.5 | 64.3 | 61.8 | 67.8 | 60.9 | 67.5 |
| Other | 57.4 | 51.5 | 60.3 | 49.6 | 50.3 | 51.0 | 53.3 | 59.2 |
| Private | | | | | | | | |
| Total | 82.5 | 78.7 | 75.2 | 75.5 | 83.4 | 80.8 | 84.4 | 85.3 |
| Grade level | | | | | | | | |
| 3–5 | 83.8 | 79.4 | 75.6 | 81.8 | 84.4 | 79.4 | 86.9 | 85.8 |
| 6–8 | 82.6 | 78.5 | 76.5 | 72.2 | 83.3 | 80.3 | 83.9 | 83.2 |
| 9–12 | 81.2 | 78.2 | 73.8 | 71.5 | 82.4 | 83.0 | 82.3 | 86.9 |
| Race/ethnicity | | | | | | | | |
| White | 82.6 | 81.4 | 74.8 | 77.8 | 83.6 | 81.9 | 83.9 | 87.3 |
| Black | 77.2 | 64.3 | 76.5 | 63.9 | 78.7 | 77.8 | 84.0 | 69.7 |
| Hispanic | 81.8 | 78.4 | 81.9 | 75.6 | 83.1 | 79.2 | 87.1 | 85.0 |
| Other | 88.6 | 66.8 | 70.1 | 63.1 | 87.0 | 72.7 | 87.6 | 84.5 |

NOTE: Includes those who responded "very satisfied" from a scale of "very satisfied," "somewhat satisfied," "somewhat dissatisfied," and "very dissatisfied." Ungraded students and homeschoolers were excluded from the estimate. Data have been revised from previously published figures. See *Supplemental Note 3* for more information on the National Household Education Surveys Program (NHES). See *Supplemental Note 1* for information on the racial/ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1993 (School Safety and Discipline Survey) and 1999 (Parent Interview Survey).

Qualifications of College Graduates Who Enter Teaching

Table 42-1 Percentage distributions of 1992–93 bachelor's degree recipients according to whether their college entrance examination scores were available and the quartile ranking of available scores, by selected characteristics: 1997¹

| Characteristics of graduates | All graduates | Of all graduates, percentage with scores ² | | Of graduates with scores available, percentage whose scores ranked in the | | |
|---|---------------|---|-------------|---|-------------|--------------|
| | | Unavailable | Available | Bottom quartile | Middle half | Top quartile |
| Total | 100.0 | 20.4 | 79.6 | 23.4 | 52.7 | 23.9 |
| College major | | | | | | |
| Education | 11.7 | 17.3 | 82.7 | 28.1 | 57.8 | 14.1 |
| Business/management | 25.2 | 24.6 | 75.4 | 25.3 | 56.9 | 17.8 |
| Humanities | 9.8 | 17.7 | 82.3 | 20.6 | 48.0 | 31.4 |
| Mathematics/computer/natural sciences | 19.6 | 15.4 | 84.6 | 13.0 | 49.8 | 37.3 |
| Social sciences | 15.2 | 18.1 | 81.9 | 22.7 | 51.7 | 25.7 |
| Other | 18.4 | 25.4 | 74.6 | 31.9 | 50.9 | 17.2 |
| Status in teacher pipeline, 1997 ³ | | | | | | |
| Pipeline-eligible but did not enter pipeline | 63.7 | 20.0 | 80.0 | 21.3 | 53.3 | 25.4 |
| Considered teaching or applied to teach | 19.2 | 22.1 | 77.9 | 25.7 | 49.6 | 24.7 |
| Had taught but not prepared | 2.5 | 17.7 | 82.3 | 20.2 | 45.0 | 34.8 |
| Prepared | 14.6 | 18.8 | 81.2 | 27.8 | 57.4 | 14.8 |
| Prepared but had not taught | 4.5 | 18.9 | 81.1 | 29.1 | 54.3 | 16.6 |
| Prepared and have taught | 10.1 | 18.7 | 81.3 | 27.2 | 58.8 | 14.0 |
| Certified to teach ⁴ | | | | | | |
| Certified | 11.8 | 18.4 | 81.6 | 26.8 | 59.7 | 13.5 |
| Not certified | 88.2 | 20.6 | 79.4 | 22.9 | 51.7 | 25.4 |
| By 1997 had taught at ⁵ | | | | | | |
| Only public schools | (*) | 20.2 | 79.8 | 25.9 | 58.7 | 15.4 |
| Only private schools | (*) | 10.1 | 89.9 | 18.0 | 49.5 | 32.5 |
| Both public and private schools | (*) | 12.9 | 87.1 | 30.5 | 48.5 | 21.0 |
| By 1997 had taught ⁵ | | | | | | |
| Only in elementary school(s) | (*) | 20.0 | 80.0 | 28.6 | 57.6 | 13.8 |
| Only in secondary school(s) | (*) | 16.5 | 83.6 | 22.7 | 52.8 | 24.5 |
| Only in combined school(s) | (*) | 11.6 | 88.4 | 19.5 | 64.2 | 16.3 |
| In a mix of these school levels | (*) | 17.3 | 82.7 | 20.5 | 63.9 | 15.6 |
| Teaching status in 1997 ⁵ | | | | | | |
| Still teaching | (*) | 17.3 | 82.7 | 26.8 | 57.4 | 15.8 |
| Not teaching | (*) | 12.6 | 87.4 | 18.7 | 54.1 | 27.2 |

*Not applicable.

¹Excludes 1992–93 bachelor's degree recipients who had taught before receiving their bachelor's degree.

²SAT scores may have been reported by the Educational Testing Service, the graduate's institution, or self-reported. When SAT scores were not available, ACT scores were used. See *Supplemental Note 7* for details.

³The "teacher pipeline" is an analytic framework that organizes graduates by the number of steps they have taken toward becoming teachers. For more details on these steps, see *Supplemental Note 7*.

⁴Those who were certified at the probationary, regular, or advanced level in any U.S. state are classified as certified.

⁵Percentage distribution among those who actually taught.

NOTE: Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. 1993 Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B: 1993/1997), Data Analysis System.

Qualifications of College Graduates Who Enter Teaching

Table 42-2 Percentage distributions of 1992–93 bachelor's degree recipients who taught after receiving a bachelor's degree according to major, by selected characteristics: 1997

| Characteristics of graduates who taught | Total | Major field of study | | | | | |
|---|-------|----------------------|-------------------------|------------|--------------------|---|-------|
| | | Education | Business/ management | Humanities | Social sciences | Mathematics/ computer/ natural sciences | Other |
| Distribution, by major | 100.0 | 54.6 | 4.6 | 12.1 | 13.3 | 9.6 | 5.9 |
| Certified to teach* | | | | | | | |
| Yes | 77.0 | 91.9 | 55.8 | 64.9 | 55.5 | 63.7 | 43.7 |
| No | 23.0 | 8.1 | 44.2 | 35.1 | 44.5 | 36.3 | 56.3 |
| Had student teaching | | | | | | | |
| Yes | 58.1 | 84.6 | 3.9 | 34.1 | 21.6 | 34.9 | 14.9 |
| No | 41.9 | 15.4 | 96.1 | 65.9 | 78.4 | 65.1 | 85.1 |
| By 1997 had taught at | | | | | | | |
| Only public schools | 83.4 | 84.7 | — | 81.1 | 73.8 | 78.8 | 91.3 |
| Only private schools | 12.9 | 10.9 | — | 16.7 | 24.7 | 17.8 | 6.2 |
| Both public and private schools | 3.8 | 4.5 | — | 2.2 | 1.6 | 3.4 | 2.6 |
| By 1997 had taught | | | | | | | |
| Only in elementary school(s) | 52.4 | 64.1 | — | 43.5 | 31.3 | 31.9 | 51.4 |
| Only in secondary school(s) | 30.7 | 19.7 | — | 39.5 | 52.5 | 51.7 | 35.0 |
| Only in combined school(s) | 4.5 | 3.7 | — | 6.0 | 7.9 | 5.5 | 6.0 |
| In a mix of these school levels | 12.4 | 12.4 | — | 11.0 | 8.4 | 11.0 | 7.6 |
| Last taught at a school in | | | | | | | |
| Central city | 33.2 | 30.0 | — | 46.6 | 29.1 | 34.3 | 41.6 |
| Urban fringe/large town | 28.4 | 30.2 | — | 32.2 | 24.7 | 20.6 | 25.4 |
| Rural/small town | 38.4 | 39.8 | — | 21.2 | 46.2 | 45.2 | 33.1 |
| Teaching status in 1997 | | | | | | | |
| Still teaching | 79.4 | 84.8 | 69.4 | 74.1 | 69.1 | 79.0 | 58.6 |
| Not teaching | 20.6 | 15.2 | 30.6 | 25.9 | 30.9 | 21.0 | 41.4 |

—Sample size too small for a reliable estimate.

*Those who were certified at the probationary, regular, or advanced level in any U.S. state are classified as certified.

NOTE: Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. 1993 Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B: 1993/1997), Data Analysis System.

Teacher Preparation in 8th-Grade Mathematics and Science

Table 43-1 Percentage of 8th-graders taught science by teachers who reported various main areas of study for their bachelor's and master's degrees: 1999

| Major/main area of study ¹ | United States | International average ² |
|---------------------------------------|---------------|------------------------------------|
| Biology | 47 | 42 |
| Physics | 13 | 23 |
| Chemistry | 21 | 30 |
| Science education | 43 | 44 |
| Mathematics/mathematics education | 14 | 25 |
| Education | 56 | 30 |
| Other | 45 | 29 |

¹More than one category could be selected.

²The item response rate for this question was less than 70 percent in some nations. Countries could exclude from their sample up to 10 percent of schools or students that would be difficult to test.

NOTE: Eighth grade in most nations. The international average is the average of the national averages of the nations that reported data.

SOURCE: NCES 2001–028, based on data from Martin et al. (2000). *TIMSS 1999 International Science Report: Findings from IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade*, Exhibit R3.1. Chestnut Hill, MA: Boston College.

School-Related Violence and Safety

Table 44-1 Percentage of high school students who reported they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or reported carrying a weapon to school, by sex, race/ethnicity, and grade: 1993, 1995, 1997, and 1999

| Student characteristics | Was threatened or injured with a weapon ¹ | | | | In a physical fight ¹ | | | | Carried a weapon ² | | | |
|---|--|------------|------------|------------|----------------------------------|-------------|-------------|-------------|-------------------------------|------------|------------|------------|
| | 1993 | 1995 | 1997 | 1999 | 1993 | 1995 | 1997 | 1999 | 1993 | 1995 | 1997 | 1999 |
| Total | 7.3 | 8.4 | 7.4 | 7.7 | 16.2 | 15.5 | 14.8 | 14.2 | 11.8 | 9.8 | 8.5 | 6.9 |
| Sex | | | | | | | | | | | | |
| Male | 9.2 | 10.9 | 10.2 | 9.6 | 23.5 | 21.0 | 20.0 | 18.5 | 17.9 | 14.3 | 12.5 | 11.0 |
| Female | 5.4 | 5.8 | 4.0 | 5.8 | 8.6 | 9.5 | 8.6 | 9.8 | 5.1 | 4.9 | 3.7 | 2.8 |
| Race/ethnicity | | | | | | | | | | | | |
| American Indian or Alaska Native, not Hispanic or Latino | (t) | (t) | (t) | 13.2 | (t) | (t) | (t) | 16.2 | (t) | (t) | (t) | 11.6 |
| Asian, not Hispanic or Latino | (t) | (t) | (t) | 7.7 | (t) | (t) | (t) | 10.4 | (t) | (t) | (t) | 6.5 |
| Black or African American, not Hispanic or Latino | (t) | (t) | (t) | 7.6 | (t) | (t) | (t) | 18.7 | (t) | (t) | (t) | 5.0 |
| Native Hawaiian or other Pacific Islander, not Hispanic or Latino | (t) | (t) | (t) | 15.6 | (t) | (t) | (t) | 25.3 | (t) | (t) | (t) | 9.3 |
| White, not Hispanic or Latino | (t) | (t) | (t) | 6.6 | (t) | (t) | (t) | 12.3 | (t) | (t) | (t) | 6.4 |
| More than one race, not Hispanic or Latino | (t) | (t) | (t) | 9.3 | (t) | (t) | (t) | 16.9 | (t) | (t) | (t) | 11.4 |
| Hispanic or Latino, regardless of race | (t) | (t) | (t) | 9.8 | (t) | (t) | (t) | 15.7 | (t) | (t) | (t) | 7.9 |
| Grade | | | | | | | | | | | | |
| 9 | 9.4 | 9.6 | 10.1 | 10.5 | 23.1 | 21.6 | 21.3 | 18.6 | 12.6 | 10.7 | 10.2 | 7.2 |
| 10 | 7.3 | 9.6 | 7.9 | 8.2 | 17.2 | 16.5 | 17.0 | 17.2 | 11.5 | 10.4 | 7.7 | 6.6 |
| 11 | 7.3 | 7.7 | 5.9 | 6.1 | 13.8 | 13.6 | 12.5 | 10.8 | 11.9 | 10.2 | 9.4 | 7.0 |
| 12 | 5.5 | 6.7 | 5.8 | 5.1 | 11.4 | 10.6 | 9.5 | 8.1 | 10.8 | 7.6 | 7.0 | 6.2 |

†The response categories for race/ethnicity changed in 1999 making comparisons with earlier years problematic.

¹In the past 12 months.

²On one or more of the past 30 days.

NOTE: Response rates for 1995, 1997, and 1999 were less than 70 percent for this survey, and a full nonresponse bias analysis has not been done to date. For definitions of the racial/ethnic categories used in this indicator, see *Supplemental Note 1*.

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics. National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, 1997, and 1999.

Overcrowding in Schools

Table 45-1 Percentage of public schools with an inadequate or unsatisfactory building, building feature, or environmental feature, by categories of under-enrolled and overcrowded: 1999

| Condition of facility ¹ | Underenrolled | | | Overcrowded | |
|---|-------------------------------------|-----------------------------|------------------------------|----------------------------|------------------------------------|
| | More than 25 percent under capacity | 6–25 percent under capacity | Within 5 percent of capacity | 6–25 percent over capacity | More than 25 percent over capacity |
| At least one type of onsite building in less than adequate condition ² | 17 | 19 | 19 | 43 | 45 |
| At least one building feature in less than adequate condition ³ | 50 | 46 | 48 | 61 | 59 |
| At least one environmental factor in unsatisfactory condition ⁴ | 42 | 41 | 39 | 57 | 46 |

¹Categories for condition are not mutually exclusive.

²The condition of all onsite buildings is computed across original buildings, permanent additions, and temporary buildings. Ratings of "less than adequate" encompass the ratings of "fair," "poor," and "replace."

³The condition of all building features is computed across nine building features (e.g., roofs, plumbing). Ratings of "less than adequate" encompass the ratings of "fair," "poor," and "replace."

⁴The condition of all environmental factors is computed across six environmental factors (e.g., heating, ventilation). Ratings of "unsatisfactory" include the ratings of "unsatisfactory" and "very unsatisfactory."

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), *Condition of America's Public School Facilities: 1999* (NCES 2000–032), 2000, and unpublished data.

Overcrowding in Schools

Table 45-2 Percentage distribution of public schools reporting that they are underenrolled, at capacity, or overcrowded, by selected school characteristics: 1999

| Characteristic | Underenrolled | | | Overcrowded | |
|--|-------------------------------------|-----------------------------|------------------------------|----------------------------|------------------------------------|
| | More than 25 percent under capacity | 6–25 percent under capacity | Within 5 percent of capacity | 6–25 percent over capacity | More than 25 percent over capacity |
| Total | 19 | 33 | 26 | 14 | 8 |
| Instructional level | | | | | |
| Elementary | 17 | 31 | 28 | 15 | 8 |
| Secondary | 21 | 43 | 17 | 11 | 8 |
| Combined | 33 | 21 | 31 | 9 | *6 |
| Enrollment | | | | | |
| Less than 300 | 41 | 30 | 16 | 10 | 4 |
| 300–599 | 15 | 37 | 29 | 14 | 5 |
| 600 or more | 8 | 31 | 30 | 18 | 14 |
| Locale | | | | | |
| Central city | 16 | 33 | 24 | 15 | 11 |
| Urban fringe/large town | 12 | 36 | 28 | 17 | 8 |
| Rural/small town | 27 | 30 | 26 | 11 | 6 |
| Region | | | | | |
| Northeast | 18 | 39 | 27 | 11 | 4 |
| South | 17 | 30 | 26 | 18 | 8 |
| Midwest | 21 | 39 | 26 | 10 | 5 |
| West | 16 | 26 | 26 | 18 | 15 |
| Percent minority | | | | | |
| Less than 5 | 23 | 38 | 23 | 12 | 4 |
| 6–20 | 11 | 38 | 26 | 16 | 8 |
| 21–50 | 19 | 30 | 27 | 18 | 6 |
| More than 50 | 18 | 24 | 30 | 13 | 15 |
| Percentage of students eligible for free or reduced-price school lunch | | | | | |
| Less than 20 | 15 | 38 | 24 | 16 | 6 |
| 20–39 | 19 | 34 | 26 | 13 | 8 |
| 40–69 | 15 | 33 | 29 | 16 | 7 |
| 70 or more | 27 | 26 | 24 | 12 | 12 |

* This estimate is unreliable because it has a coefficient of variation greater than 50 percent.

NOTE: Percentages may not add to 100 due to rounding. Some differences that appear large may not be statistically significant due to large standard errors relative to the size of the estimates.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), *Condition of America's Public School Facilities: 1999* (NCES 2000–032), 2000, and unpublished data.

Instructional Methods of Postsecondary Faculty

Table 46-1 Percentage of postsecondary instructional faculty and staff who used specific assessment methods in some or all of their undergraduate classes, by teaching discipline: Fall 1998

| Teaching discipline | Essay exams | Multiple-choice exams | Short-answer exams | Term/research papers | Student evaluations of work | Multiple written drafts |
|----------------------------|-------------|-----------------------|--------------------|----------------------|-----------------------------|-------------------------|
| Total | 59.7 | 57.3 | 62.4 | 60.1 | 44.3 | 39.4 |
| Agriculture/home economics | 63.4 | 60.8 | 79.5 | 69.5 | 42.9 | 30.5 |
| Business | 61.3 | 76.6 | 69.6 | 65.2 | 41.0 | 34.8 |
| Education | 63.1 | 56.4 | 59.3 | 67.6 | 56.9 | 49.4 |
| Engineering | 44.6 | 40.6 | 60.9 | 52.8 | 37.4 | 27.9 |
| Fine arts | 51.5 | 42.3 | 54.5 | 52.3 | 59.8 | 30.2 |
| Health sciences | 47.6 | 72.0 | 56.6 | 57.5 | 44.8 | 31.9 |
| Humanities | 80.1 | 40.1 | 59.5 | 72.0 | 57.8 | 66.2 |
| Natural sciences | 48.1 | 55.9 | 68.5 | 41.3 | 27.1 | 23.2 |
| Social sciences | 70.9 | 65.5 | 62.9 | 76.5 | 32.3 | 41.5 |

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Technology in Postsecondary Teaching

Table 48-1 Percentage of full-time postsecondary instructional faculty and staff according to access to the Internet, use of electronic mail, and use of course-specific Web site, by principal field of teaching: Fall 1998

| Principal field of teaching | Access to Internet | Used e-mail | Used course-specific Web site |
|---|--------------------|-------------|-------------------------------|
| Total | 96.7 | 69.0 | 40.2 |
| Business | 97.3 | 74.7 | 44.3 |
| Education and teacher education | 98.3 | 74.9 | 43.2 |
| Engineering and computer sciences | 99.0 | 82.3 | 57.7 |
| Fine arts | 93.1 | 59.3 | 38.4 |
| Health sciences | 97.2 | 50.3 | 32.7 |
| Human services | 94.4 | 63.2 | 31.4 |
| Humanities | 95.1 | 69.7 | 37.8 |
| Life sciences | 97.6 | 71.6 | 39.7 |
| Natural/physical sciences and mathematics | 98.4 | 73.0 | 40.7 |
| Social sciences | 97.0 | 79.3 | 38.2 |
| Vocational fields | 93.0 | 49.1 | 43.6 |

NOTE: See *Supplemental Note 10* for information on the categories for principal field of teaching.

SOURCE: U.S. Department of Education, NCES. National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

Early Reading Activities

Table 52-1 Percentage of 3- to 5-year-old children not yet enrolled in kindergarten who participated in home literacy activities with a family member three or more times in the week before the survey, by selected child and family characteristics: 1993 and 1999

| Characteristic | Read to ¹ | | Told a story | | Taught letters, words, or numbers | | Taught songs or music | | Did arts and crafts | |
|---|----------------------|-----------|--------------|-----------|-----------------------------------|-----------|-----------------------|-----------|---------------------|-----------|
| | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 |
| Total | 78 | 82 | 43 | 50 | 58 | 64 | 41 | 48 | 34 | 39 |
| Age | | | | | | | | | | |
| 3 | 79 | 82 | 46 | 53 | 57 | 66 | 45 | 57 | 34 | 41 |
| 4 | 78 | 82 | 41 | 48 | 58 | 63 | 39 | 43 | 33 | 38 |
| 5 | 76 | 79 | 36 | 45 | 58 | 65 | 33 | 38 | 33 | 35 |
| Sex | | | | | | | | | | |
| Male | 77 | 81 | 43 | 50 | 58 | 64 | 38 | 47 | 31 | 38 |
| Female | 79 | 82 | 43 | 50 | 58 | 65 | 44 | 50 | 36 | 40 |
| Race/ethnicity | | | | | | | | | | |
| White | 85 | 89 | 44 | 53 | 58 | 65 | 40 | 49 | 36 | 44 |
| Black | 66 | 72 | 39 | 44 | 63 | 67 | 49 | 48 | 28 | 27 |
| Hispanic | 58 | 62 | 38 | 40 | 54 | 57 | 39 | 46 | 25 | 32 |
| Other | 73 | 82 | 50 | 54 | 59 | 69 | 34 | 54 | 32 | 33 |
| Mother's home language² | | | | | | | | | | |
| English | 81 | 85 | 44 | 52 | 58 | 66 | 42 | 49 | 34 | 40 |
| Not English | 42 | 48 | 36 | 31 | 52 | 45 | 33 | 44 | 23 | 25 |
| Mother's highest education² | | | | | | | | | | |
| Less than high school | 60 | 63 | 37 | 36 | 56 | 60 | 40 | 43 | 25 | 28 |
| High school diploma or equivalent | 76 | 77 | 41 | 49 | 56 | 64 | 41 | 50 | 30 | 38 |
| Some college, including vocational/technical | 83 | 85 | 45 | 52 | 60 | 67 | 42 | 52 | 38 | 40 |
| Bachelor's degree | 90 | 92 | 48 | 55 | 56 | 66 | 39 | 47 | 37 | 43 |
| Graduate/professional training or degree | 90 | 93 | 50 | 52 | 60 | 61 | 44 | 45 | 42 | 49 |
| Mother's employment status² | | | | | | | | | | |
| Employed | 79 | 82 | 44 | 50 | 57 | 65 | 41 | 48 | 33 | 37 |
| Unemployed, looking for work | 71 | 73 | 43 | 49 | 66 | 64 | 49 | 47 | 34 | 40 |
| Not in labor force | 79 | 84 | 43 | 50 | 58 | 65 | 40 | 51 | 34 | 43 |
| Family type | | | | | | | | | | |
| Two parents | 81 | 85 | 44 | 52 | 57 | 64 | 40 | 48 | 35 | 42 |
| None or one parent | 71 | 74 | 41 | 44 | 59 | 65 | 44 | 49 | 30 | 33 |
| Poverty status | | | | | | | | | | |
| Below poverty threshold | 68 | 70 | 39 | 42 | 59 | 59 | 45 | 48 | 27 | 34 |
| Above poverty threshold | 82 | 85 | 44 | 52 | 57 | 66 | 40 | 49 | 36 | 41 |
| Number of risk factors^{2, 3} | | | | | | | | | | |
| None | 87 | 92 | 43 | 54 | 56 | 65 | 39 | 48 | 37 | 46 |
| One | 82 | 83 | 47 | 57 | 62 | 69 | 43 | 50 | 36 | 36 |
| Two or more | 64 | 67 | 40 | 39 | 59 | 60 | 44 | 49 | 26 | 31 |

¹In 1993, respondents were asked about 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.

²Excludes 86 children in 1993 and 106 children in 1999 who did not have a mother (birth, adoptive, step, or foster) residing in their household and the survey respondent on the telephone was not a female.

³Risk factors are defined as having a race/ethnicity other than white, non-Hispanic; having a mother whose home language is other than English; having a mother whose highest education is less than high school; being a member of a family with no parent or only one parent in the household; and being a member of a family whose poverty status is below the poverty threshold.

SOURCE: U.S. Department of Education, NCES. *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (NCES 2000-026), and National Household Education Surveys Program (NHES), 1993 and 1999.

Before and After School Care

Table 53-1 Percentage of children in grades K–8 who received various types of care before or after school, by selected student characteristics: 1999

| Student characteristic | Received care from relative ¹ | | | Received care from nonrelative ¹ | | | Attended center-based program | | | Child cared for self | | | Parental care | | |
|--|--|-------------------|-------------------|---|------------------|------------------|-------------------------------|-------------------|-------------------|----------------------|------------------|-------------------|-------------------|-------------------|-------------------|
| | Total | K–5 | 6–8 | Total | K–5 | 6–8 | Total | K–5 | 6–8 | Total | K–5 | 6–8 | Total | K–5 | 6–8 |
| Total | 19.4 | 21.1 | 15.9 | 7.5 | 9.6 | 3.1 | 18.5 | 20.3 | 14.8 | 11.6 | 4.8 | 25.6 | 51.8 | 52.4 | 50.5 |
| Race/ethnicity | | | | | | | | | | | | | | | |
| White | 16.5 | 18.1 | 13.2 | 7.8 | 10.2 | 2.9 | 16.5 | 18.8 | 11.8 | 11.7 | 4.2 | 27.0 | 54.6 | 55.3 | 53.1 |
| Black | 28.0 | 29.5 | 24.7 | 7.0 | 8.2 | 4.2 | 27.8 | 29.0 | 25.2 | 12.5 | 6.3 | 26.1 | 40.0 | 40.6 | 38.6 |
| Hispanic | 21.4 | 22.9 | 18.1 | 6.8 | 8.6 | 2.7 | 15.8 | 16.2 | 15.1 | 9.5 | 4.6 | 20.7 | 54.0 | 54.8 | 52.2 |
| Other | 22.1 | 24.7 | 16.7 | 7.6 | 9.7 | 3.3 | 21.1 | 22.2 | 19.0 | 12.3 | 8.0 | 20.6 | 48.0 | 47.0 | ³ 49.9 |
| Household income | | | | | | | | | | | | | | | |
| \$10,000 or less | 22.5 | 24.6 | 17.3 | 7.0 | 8.6 | 3.2 | 18.9 | 19.5 | 17.5 | 10.9 | 6.5 | 21.8 | 51.6 | 50.8 | 53.5 |
| \$10,001–20,000 | 26.1 | 28.0 | 22.1 | 6.8 | 9.0 | 2.0 | 18.0 | 18.3 | 17.4 | 11.6 | 6.1 | 23.2 | 47.8 | 48.2 | 46.9 |
| \$20,001–35,000 | 21.2 | 22.5 | 18.2 | 7.7 | 9.7 | 3.5 | 19.0 | 20.5 | 15.8 | 11.3 | 4.9 | 24.9 | 50.5 | 51.4 | 48.4 |
| \$35,001–50,000 | 18.9 | 21.3 | 14.5 | 6.4 | 8.4 | 2.7 | 16.2 | 17.2 | 14.5 | 11.6 | 3.8 | 26.4 | 53.8 | 55.4 | 50.8 |
| More than \$50,000 | 14.8 | 15.9 | 12.5 | 8.3 | 10.8 | 3.5 | 19.3 | 22.7 | 12.5 | 12.0 | 4.0 | 27.7 | 53.1 | 53.8 | 51.9 |
| Parents' highest education level | | | | | | | | | | | | | | | |
| Less than high school | 19.0 | 20.6 | 15.9 | 5.1 | 6.8 | 2.1 | 15.2 | 16.1 | 13.4 | 11.2 | 6.2 | 20.3 | 57.9 | 58.0 | 57.7 |
| High school diploma or equivalent | 24.4 | 26.3 | 20.5 | 6.7 | 8.7 | 2.5 | 17.5 | 18.5 | 15.3 | 12.1 | 5.2 | 26.6 | 48.8 | 50.0 | 46.2 |
| Some college, including vocational/technical | 22.0 | 24.2 | 17.2 | 8.9 | 11.1 | 4.3 | 19.5 | 21.2 | 15.8 | 12.0 | 5.3 | 26.2 | 47.8 | 48.0 | 47.2 |
| Bachelor's degree | 13.9 | 14.7 | 12.0 | 7.3 | 9.2 | 2.9 | 19.4 | 21.8 | 13.9 | 10.2 | 3.3 | 25.7 | 56.5 | 57.2 | 54.9 |
| Graduate/professional degree | 11.5 | 12.5 | 9.5 | 7.7 | 10.2 | 3.0 | 19.2 | 22.1 | 13.6 | 11.4 | 3.9 | 25.7 | 56.4 | 57.0 | 55.4 |
| Poverty status ² | | | | | | | | | | | | | | | |
| Poor | 23.2 | 25.2 | 18.4 | 6.1 | 7.6 | 2.6 | 18.3 | 18.3 | 18.1 | 10.0 | 5.6 | 20.0 | 52.5 | 52.3 | 53.1 |
| Nonpoor | 18.3 | 19.8 | 15.2 | 7.9 | 10.2 | 3.3 | 18.5 | 20.8 | 13.9 | 12.1 | 4.6 | 27.1 | 51.6 | 52.4 | 49.8 |
| Family structure | | | | | | | | | | | | | | | |
| Two biological/adoptive parents | 13.3 | 14.7 | 10.3 | 6.5 | 8.4 | 2.4 | 15.9 | 16.8 | 13.9 | 9.1 | 3.3 | 21.9 | 60.6 | 61.7 | 58.2 |
| One biological/adoptive parent | 30.3 | 32.6 | 25.3 | 9.7 | 12.1 | 4.5 | 23.0 | 26.7 | 15.2 | 15.1 | 7.3 | 31.5 | 36.2 | 35.4 | 38.1 |
| One biological/adoptive and one stepparent | 20.1 | 21.8 | 17.5 | 7.4 | 10.2 | 3.2 | 18.6 | 21.6 | 14.0 | 13.9 | 4.6 | 27.9 | 48.6 | 48.8 | 48.4 |
| Other relatives | 17.6 | 21.3 | 9.3 | 4.2 | 4.5 | 3.6 | 21.0 | 16.3 | ³ 31.4 | 11.9 | 7.0 | ³ 22.8 | 55.6 | 59.1 | ³ 47.9 |
| Step- or foster parents | ³ 19.0 | ³ 16.7 | ³ 21.5 | ³ 3.2 | ³ 6.1 | ³ 0.0 | ³ 15.0 | ³ 20.2 | ³ 9.4 | ³ 14.3 | ³ 7.9 | ³ 21.0 | ³ 56.3 | ³ 57.0 | ³ 55.5 |

¹ Care received from a relative or nonrelative may be provided inside or outside of the child's home.

² The poverty measure combines information about household income and composition. See *Supplemental Note 3* for more information.

³ Interpret with caution; standard errors are large due to small sample size.

NOTE: The National Household Education Surveys Program (NHES) asked parents or guardians about the type of care the child received on a regular basis before or after school. "Received care from a relative" includes care received from someone other than the parent or guardian. Percentages may not add to 100.0 because children can be included in more than one type of care arrangement. Data have been revised from previously published figures. See *Supplemental Note 1* for information on the racial/ethnic categories. See the glossary for the definitions of type of care arrangements.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1999 (Parent Interview Survey).

Parental Involvement in Schools

Table 54-1 Percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999

| Characteristic | Attended general meeting | | Attended scheduled meeting with teacher | | Attended school event | | Acted as a volunteer or served on a committee | | Indicated involvement in any of the four activities | |
|--|--------------------------|-------------|---|-------------|-----------------------|-------------|---|-------------|---|-------------|
| | 1996 | 1999 | 1996 | 1999 | 1996 | 1999 | 1996 | 1999 | 1996 | 1999 |
| Total | 76.9 | 78.3 | 71.8 | 72.8 | 66.7 | 65.4 | 38.7 | 36.8 | 91.7 | 91.5 |
| Grade | | | | | | | | | | |
| K–5 | 83.2 | 84.6 | 86.1 | 87.5 | 71.7 | 70.4 | 48.9 | 47.6 | 96.2 | 96.3 |
| 6–8 | 77.9 | 79.6 | 69.5 | 70.4 | 65.7 | 65.7 | 30.4 | 29.1 | 91.5 | 92.1 |
| 9–12 | 65.4 | 67.3 | 49.7 | 51.3 | 59.1 | 57.3 | 28.4 | 25.6 | 84.2 | 83.4 |
| Race/ethnicity | | | | | | | | | | |
| White | 79.0 | 80.5 | 72.6 | 73.6 | 71.6 | 71.6 | 44.1 | 42.7 | 93.5 | 93.8 |
| Black | 71.6 | 74.6 | 68.8 | 71.1 | 56.4 | 53.8 | 26.9 | 26.2 | 86.4 | 87.0 |
| Hispanic | 73.6 | 73.1 | 71.5 | 71.0 | 54.7 | 51.4 | 26.4 | 24.5 | 89.0 | 86.8 |
| Other | 73.2 | 76.6 | 71.6 | 73.1 | 64.2 | 62.3 | 35.4 | 30.6 | 89.9 | 90.3 |
| Household income | | | | | | | | | | |
| \$10,000 or less | 65.2 | 66.8 | 68.7 | 67.3 | 50.1 | 49.6 | 23.2 | 21.2 | 83.9 | 84.1 |
| \$10,001–20,000 | 68.1 | 69.1 | 68.1 | 70.2 | 58.8 | 52.5 | 27.0 | 22.9 | 87.5 | 86.0 |
| \$20,001–35,000 | 73.3 | 74.2 | 70.2 | 70.4 | 63.4 | 59.3 | 33.1 | 31.1 | 90.6 | 89.1 |
| \$35,001–50,000 | 80.5 | 80.7 | 75.0 | 74.5 | 71.8 | 71.0 | 42.9 | 38.5 | 94.2 | 93.8 |
| More than \$50,000 | 86.8 | 86.7 | 74.2 | 76.2 | 77.5 | 76.2 | 52.9 | 49.7 | 96.4 | 96.3 |
| Parents' highest education level | | | | | | | | | | |
| Less than high school | 57.5 | 57.3 | 62.7 | 59.9 | 42.2 | 37.7 | 16.9 | 13.0 | 79.1 | 75.9 |
| High school diploma or equivalent | 71.5 | 72.7 | 69.2 | 69.7 | 60.2 | 58.7 | 30.1 | 26.0 | 89.3 | 88.4 |
| Some college, including vocational/technical | 77.9 | 79.1 | 72.5 | 73.7 | 69.2 | 66.9 | 39.2 | 37.4 | 92.9 | 93.1 |
| Bachelor's degree | 87.4 | 87.3 | 77.4 | 80.3 | 76.4 | 75.6 | 52.3 | 49.8 | 96.8 | 97.1 |
| Graduate/professional school | 88.5 | 88.9 | 76.3 | 76.0 | 81.9 | 78.9 | 56.7 | 54.3 | 97.2 | 96.8 |
| Family structure | | | | | | | | | | |
| Two biological/adoptive parents | 82.2 | 84.2 | 74.0 | 76.2 | 71.3 | 71.0 | 46.9 | 46.1 | 94.5 | 95.0 |
| One biological/adoptive parent | 69.2 | 71.2 | 70.3 | 69.5 | 60.4 | 58.2 | 28.3 | 25.6 | 88.0 | 87.2 |
| One biological/adoptive and one stepparent | 72.7 | 73.9 | 69.3 | 68.8 | 63.3 | 64.2 | 26.9 | 29.4 | 90.8 | 90.1 |
| Other relatives | 60.3 | 67.1 | 54.0 | 64.4 | 50.5 | 47.4 | 20.3 | 20.5 | 76.4 | 81.9 |
| Step- or foster parents | *69.0 | *58.7 | *67.5 | *59.4 | *55.0 | *52.9 | *23.5 | *19.5 | 86.2 | 81.3 |

* Interpret with caution: standard errors are large due to small sample size.

NOTE: Data have been revised from previously published figures. Ungraded students or children who were home schooled are not included in this analysis; these students accounted for 1.6 percent of the students in grades K–12. Percentages may not add to 100.0 because parents can be included in more than one type of involvement. See *Supplemental Note 3* for more information. See *Supplemental Note 1* for information on the racial/ethnic categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1996 (Parent and Family Involvement in Education Survey) and 1999 (Parent Interview Survey).

Parents' Attitudes Toward Schools

Table 55-1 Percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected family characteristics: 1993 and 1999

| Characteristic | Child's school | | Child's teachers | | School's academic standards | | School's order and discipline | |
|--|----------------|-------------|------------------|-------------|-----------------------------|-------------|-------------------------------|-------------|
| | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 | 1993 | 1999 |
| Total | 55.9 | 52.9 | 58.3 | 56.8 | 58.4 | 56.8 | 58.5 | 58.2 |
| Race/ethnicity | | | | | | | | |
| White | 57.2 | 53.3 | 58.9 | 56.9 | 59.8 | 56.7 | 59.7 | 58.0 |
| Black | 49.3 | 49.0 | 53.7 | 53.6 | 52.4 | 55.4 | 54.1 | 55.6 |
| Hispanic | 57.9 | 57.6 | 60.5 | 62.1 | 58.0 | 61.3 | 58.0 | 63.3 |
| Other | 53.5 | 47.6 | 58.9 | 52.6 | 58.3 | 51.7 | 57.5 | 55.9 |
| Household income | | | | | | | | |
| \$10,000 or less | 49.6 | 56.6 | 57.3 | 62.5 | 54.9 | 60.7 | 57.0 | 62.6 |
| \$10,001–20,000 | 54.4 | 50.0 | 58.3 | 56.5 | 54.2 | 55.9 | 54.5 | 55.0 |
| \$20,001–35,000 | 55.3 | 49.2 | 58.2 | 54.8 | 58.2 | 54.3 | 58.5 | 55.2 |
| \$35,001–50,000 | 57.4 | 52.3 | 57.7 | 54.6 | 59.6 | 55.0 | 59.4 | 57.0 |
| More than \$50,000 | 59.8 | 55.0 | 59.3 | 57.4 | 62.3 | 58.2 | 61.4 | 60.1 |
| Parents' highest education level | | | | | | | | |
| Less than high school | 56.6 | 58.0 | 61.5 | 61.8 | 56.9 | 61.3 | 59.0 | 64.0 |
| High school diploma or equivalent | 54.5 | 51.7 | 58.9 | 56.1 | 56.9 | 56.0 | 57.4 | 56.1 |
| Some college, including vocational/technical | 53.8 | 49.1 | 55.3 | 54.4 | 56.6 | 53.9 | 56.0 | 54.5 |
| Bachelor's degree | 59.8 | 52.8 | 60.9 | 57.9 | 62.7 | 56.6 | 62.5 | 59.5 |
| Graduate/professional degree | 60.1 | 58.7 | 59.1 | 58.7 | 63.2 | 61.1 | 63.2 | 63.7 |
| Family structure | | | | | | | | |
| Two biological/adoptive parents | 57.1 | 55.3 | 58.5 | 58.6 | 59.2 | 58.2 | 59.4 | 60.5 |
| One biological/adoptive parent | 51.8 | 50.2 | 56.7 | 54.7 | 55.9 | 55.6 | 55.6 | 56.4 |
| One biological/adoptive and one stepparent | *51.0 | 51.4 | *66.5 | 55.8 | *40.3 | 54.4 | *47.2 | 55.5 |
| Other relatives/step- or foster parents | *63.0 | 46.7 | *65.2 | 53.5 | *62.3 | 54.8 | *63.6 | 55.7 |
| Urbanicity | | | | | | | | |
| Live inside urban area | 55.4 | 54.4 | 57.9 | 57.9 | 58.7 | 58.5 | 59.1 | 61.3 |
| Live outside urban area | 56.4 | 52.8 | 59.9 | 55.6 | 57.9 | 55.5 | 55.7 | 54.1 |
| Rural | 56.8 | 49.2 | 58.3 | 54.9 | 58.0 | 53.4 | 59.0 | 52.8 |

* Interpret with caution; standard errors are large due to small sample size.

NOTE: Included in the total but not shown separately are children from other types of family structures. Data have been revised from previously published figures. See *Supplemental Note 3* for information on the National Household Education Surveys Program (NHES). See *Supplemental Note 1* for information on the racial/ethnic and urbanicity categories.

SOURCE: U.S. Department of Education, NCES. National Household Education Surveys Program (NHES), 1993 (School Safety and Discipline Survey) and 1999 (Parent Interview Survey).

Public Elementary and Secondary Expenditures

Table 56-1 Current expenditures per student (in constant 1996–97 dollars) in fall enrollment in public school districts, by metropolitan status and poverty level: 1991–92 to 1996–97

| District characteristic | Current expenditures per student ¹ | | | | | | |
|---|---|---------|---------|---------|---------|---------|--------------------------------------|
| | Not geographic CEI adjusted | | | | | | Geographic CEI adjusted ² |
| | 1991–92 | 1992–93 | 1993–94 | 1994–95 | 1995–96 | 1996–97 | 1996–97 |
| Total | \$5,588 | \$5,674 | \$5,723 | \$5,722 | \$5,755 | \$5,789 | \$5,734 |
| Metropolitan status | | | | | | | |
| Primarily serves a central city | 5,906 | 5,969 | 5,966 | 5,977 | 5,988 | 5,951 | 5,727 |
| Serves a metropolitan area but not a central city | 5,756 | 5,813 | 5,893 | 5,831 | 5,833 | 5,888 | 5,621 |
| Does not serve a metropolitan area | 4,900 | 5,038 | 5,100 | 5,196 | 5,256 | 5,349 | 5,995 |
| Children in district below the poverty level | | | | | | | |
| Less than 5.0 percent | 6,595 | 6,710 | 6,791 | 6,615 | 6,618 | 6,622 | 6,144 |
| 5.0–14.9 percent | 5,559 | 5,634 | 5,694 | 5,670 | 5,685 | 5,728 | 5,667 |
| 15.0–24.9 percent | 5,036 | 5,085 | 5,175 | 5,223 | 5,249 | 5,311 | 5,576 |
| 25.0–34.9 percent | 5,698 | 5,895 | 5,919 | 5,920 | 5,889 | 5,870 | 5,816 |
| More than 35.0 percent | 6,089 | 6,136 | 6,089 | 6,074 | 6,114 | 6,111 | 5,934 |

¹Current expenditures per student are in constant 1996–97 dollars using the Consumer Price Index (CPI) to deflate them to that year. See *Supplemental Note 1* for more information on the CPI.

²Geographical CEIs adjust for differences in educational costs across geographical regions of the United States.

NOTE: Poverty is defined by a set of money-income thresholds determined by the Bureau of the Census for the 1996–97 school year that vary by family size and composition. If a family's total income is less than that family's threshold, then that family, and every individual in it, is considered poor. While the universe of school districts was surveyed for each state in 1991–92 and 1994–95 through 1996–97, a sample of school districts was collected for some states, and a universe was collected for others in 1992–93 and 1993–94.

SOURCE: U.S. Department of Education, NCES. Common Core of Data, "Public School District Universe Survey," 1991–92 to 1996–97, "Public School District Financial Survey," 1991–92 to 1996–97, and CEIs available from the Education Finance Statistics Center (<http://nces.ed.gov/edfin/>).

International Comparisons of Expenditures for Education

Table 57-1 Expenditures per student (in equivalent U.S. dollars converted using PPPs) in public and private institutions as a percentage of GDP per capita, by level of education and country (based on full-time equivalents): 1997

| | Expenditures per student ¹ (in equivalent U.S. dollars converted using PPPs ²) on public and private institutions ³ | | | Expenditures per student ¹ (in equivalent U.S. dollars converted using PPPs ²) on public and private institutions ³ as a percent of GDP per capita | | | GDP per capita (in equivalent U.S. dollars converted using PPPs ²) |
|----------------|---|---------------------|------------------|--|---------------------|------------------|--|
| | Primary education | Secondary education | Higher education | Primary education | Secondary education | Higher education | |
| Country mean | \$3,851 | \$5,273 | \$8,612 | 19.4 | 26.6 | 43.4 | \$19,844 |
| Australia | 3,633 | 5,570 | 11,240 | 16.1 | 24.7 | 49.8 | 22,582 |
| Austria | 6,258 | 8,213 | 9,993 | 27.1 | 35.6 | 43.3 | 23,054 |
| Belgium | 3,813 | 6,938 | 7,834 | 16.4 | 29.9 | 33.7 | 23,242 |
| Canada | — | — | 14,809 | — | — | 62.3 | 23,761 |
| Czech Republic | 1,954 | 3,641 | 5,351 | 14.9 | 27.8 | 40.9 | 13,087 |
| Denmark | 6,596 | 7,198 | 7,294 | 25.9 | 28.2 | 28.6 | 25,514 |
| Finland | 4,639 | 5,065 | 7,145 | 22.3 | 24.3 | 34.3 | 20,843 |
| France | 3,621 | 6,564 | 7,177 | 17.0 | 30.8 | 33.7 | 21,293 |
| Germany | 3,490 | 6,149 | 9,466 | 15.8 | 27.9 | 42.9 | 22,049 |
| Greece | 2,351 | 2,581 | 3,990 | 16.9 | 18.6 | 28.7 | 13,912 |
| Hungary | 2,035 | 2,093 | 5,430 | 20.6 | 21.2 | 55.0 | 9,875 |
| Iceland | — | — | — | — | — | — | 25,111 |
| Ireland | 2,574 | 3,864 | 7,998 | 12.3 | 18.4 | 38.1 | 21,009 |
| Italy | 5,073 | 6,284 | 5,972 | 23.9 | 29.6 | 28.1 | 21,265 |
| Japan | 5,202 | 5,917 | 10,157 | 21.1 | 24.0 | 41.3 | 24,616 |
| Korea | 3,308 | 3,518 | 6,844 | 22.9 | 24.3 | 47.3 | 14,477 |
| Luxembourg | — | — | — | — | — | — | 34,484 |
| Mexico | 935 | 1,726 | 4,519 | 12.1 | 22.4 | 58.7 | 7,697 |
| Netherlands | 3,335 | 4,992 | 9,989 | 15.1 | 22.5 | 45.1 | 22,142 |
| New Zealand | — | — | — | — | — | — | 17,846 |
| Norway | 6,315 | 6,973 | 10,108 | 23.5 | 25.9 | 37.6 | 26,876 |
| Poland | 1,435 | — | 4,395 | 19.2 | — | 58.7 | 7,487 |
| Portugal | 3,248 | 4,264 | — | 22.3 | 29.3 | — | 14,562 |
| Spain | 3,180 | 4,274 | 5,166 | 19.9 | 26.7 | 32.3 | 15,990 |
| Sweden | 5,491 | 5,437 | 12,981 | 26.9 | 26.6 | 63.5 | 20,439 |
| Switzerland | 6,237 | 9,045 | 16,376 | 24.1 | 34.9 | 63.2 | 25,902 |
| Turkey | — | — | 2,397 | — | — | 37.1 | 6,463 |
| United Kingdom | 3,206 | 4,609 | 8,169 | 15.7 | 22.5 | 39.9 | 20,483 |
| United States | 5,718 | 7,230 | 17,466 | 19.4 | 24.6 | 59.4 | 29,401 |

— Not available.

¹ Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures and expenditures from both public and private sources where data are available.

² 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.

³ Includes all institutions, public and private, with the exception of Austria, Hungary, Iceland, Italy, Norway, Portugal, Switzerland, and Turkey, which include only public institutions, and Belgium, Greece, and the United Kingdom, which include public and government-dependent private institutions.

SOURCE: Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation. *Education at a Glance: OECD Indicators, 2000, 2000.*

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