

# *Appendix 1*

## *Supplemental Tables*





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*Appendix 1 contains all the supplemental tables for the special analysis and the indicators in this volume.*

*The supplemental tables for the special analysis are labeled with the prefix "SA" followed by a number representing the table's sequence in the special analysis.*

*The indicator tables are numbered sequentially according to indicator with a numbered suffix added to reflect the order of the supplemental table in each indicator. For example, indicator 13 has three supplemental tables, so the tables are numbered Table 13-1, 13-2, and 13-3.*

*The standard errors for the supplemental tables in appendix 1 are not included here, but can be found on the NCES website. Go to <http://nces.ed.gov>, select the **Annual Reports** tab, and then select **The Condition of Education**. The supplemental and standard error tables for the special analysis and each indicator (and all other supporting information) are included with the special analysis and each indicator in that volume.*

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## High School Coursetaking

**Table SA-1. States with mandatory exit examinations, by subject, and states phasing in exit examinations, by date: 2006**

State	English/ language arts	Mathematics	Science	U.S. history/ social studies	Computer skills
<b>Total</b>	<b>25</b>	<b>25</b>	<b>19</b>	<b>13</b>	<b>1</b>
Alabama	✓	✓	✓	✓	
Alaska <sup>1</sup>	✓	✓			
Arizona <sup>1</sup>	✓	✓			
California	✓	✓			
Florida	✓	✓			
Georgia <sup>1</sup>	✓	✓	✓	✓	
Idaho	✓	✓	✓		
Indiana	✓	✓			
Louisiana	✓	✓	✓	✓	
Maryland	2009	2009	2009	2009	
Massachusetts	✓	✓	2010		
Minnesota <sup>1</sup>	✓	✓			
Mississippi <sup>1</sup>	✓	✓	✓	✓	
Nevada <sup>1</sup>	✓	✓	2008		
New Jersey	✓	✓	2007		
New Mexico <sup>1</sup>	✓	✓	✓	✓	
New York	✓	✓	✓	✓	
North Carolina <sup>2</sup>	✓	✓	2010	2010	✓
Ohio <sup>1</sup>	✓	✓	✓	✓	
Oklahoma	2012	2012	2012	2012	
South Carolina	✓	✓	2010	2010	
Tennessee	✓	✓	✓		
Texas <sup>1</sup>	✓	✓	✓	✓	
Virginia <sup>1</sup>	✓	✓	✓	✓	
Washington <sup>1</sup>	2008	2008	2010		

<sup>1</sup> A writing test is required in addition to the English/language arts examination or as a component of it.

<sup>2</sup> A civics and economics test is required in addition to a U.S. history examination.

NOTE: Year in table indicates when the state is scheduled to institute an exit examination in that subject. Utah had planned to enforce an exit exam requirement in 2006, but that year decided not to withhold diplomas from students who failed the examination if they met other graduation requirements.

SOURCE: Center on Education Policy. (2006). *State High School Exit Exams: A Challenging Year*, adapted from table 1, data from state departments of education, June 2006.



## High School Coursetaking

**Table SA-2. Number and percentage of public high schools that offered dual-credit, Advanced Placement (AP), and International Baccalaureate (IB) courses, by selected school characteristics: 2002–03**

School characteristic	Total number of high schools	Offered dual-credit courses		Offered Advanced Placement courses		Offered International Baccalaureate courses	
		Number	Percent	Number	Percent	Number	Percent
<b>All public high schools</b>	<b>16,500</b>	<b>11,700</b>	<b>71</b>	<b>11,000</b>	<b>67</b>	<b>390</b>	<b>2</b>
Enrollment size							
Less than 500	7,400	4,700	63	3,000	40	‡	‡
500 to 1,199	5,000	3,700	75	4,100	82	70	2
1,200 or more	4,100	3,300	82	3,900	97	290	7
School locale							
City	2,700	1,800	65	2,100	77	150	6
Urban fringe	4,100	3,100	74	3,600	87	180	4
Town	2,400	1,900	79	1,700	72	20!	1!
Rural	7,200	5,000	70	3,600	50	‡	‡
Region							
Northeast	2,800	1,600	58	2,300	84	30	1
Southeast	3,500	2,400	69	2,400	69	170	5
Central	5,200	4,100	80	2,800	54	50	1
West	5,100	3,600	71	3,500	69	150	3
Percent minority enrollment							
Less than 6 percent	5,600	4,300	76	3,300	58	#	#
6 to 20 percent	3,800	3,000	78	2,600	70	90	2
21 to 49 percent	3,200	2,300	72	2,400	75	150	5
50 percent or more	3,600	2,100	58	2,500	69	150	4

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

NOTE: Dual-credit courses allow students to earn both high school and postsecondary credits for a single course. AP courses and their end-of-course examinations are developed and administered by The College Board and allow students to earn postsecondary credit. IB courses are defined as courses that make up a 2-year liberal arts curriculum that leads to an IB diploma. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding or missing data. For the FRSS study sample, there were 29 cases for which the percent minority enrollment in the school was missing. Those cases were included in the totals and in analyses by other school characteristics. See *supplemental note 1* for school locale definitions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Dual Credit and Exam-Based Courses," FRSS 85, 2003.

## High School Coursetaking

**Table SA-3. Average number of Carnegie units earned by high school graduates in various subject areas, by selected characteristics: 1982 and 2004**

Graduation year and characteristic	Total	English	History/ social studies	Mathematics		
				Total	Less than algebra	Algebra or higher
<b>1982 graduates</b>	<b>21.7</b>	<b>4.0</b>	<b>3.2</b>	<b>2.7</b>	<b>0.9</b>	<b>1.9</b>
Sex						
Male	21.5	3.9	3.2	2.8	0.9	1.9
Female	21.9	4.0	3.2	2.6	0.8	1.8
Race/ethnicity						
White	21.8	3.9	3.2	2.8	0.7	2.0
Black	21.2	4.1	3.1	2.6	1.3	1.3
Hispanic	21.4	4.0	3.1	2.4	1.2	1.2
Asian/Pacific Islander	22.4	4.0	3.1	3.2	0.7	2.6
American Indian/Alaska Native	21.5	4.0	3.3	2.4	1.2	1.1
Control of school						
Public	21.6	3.9	3.2	2.6	0.9	1.7
Private	22.8	4.2	3.6	3.3	0.5	2.8
<b>2004 graduates</b>	<b>25.8</b>	<b>4.3</b>	<b>3.9</b>	<b>3.6</b>	<b>0.5</b>	<b>3.1</b>
Sex						
Male	25.8	4.3	3.9	3.6	0.5	3.0
Female	25.9	4.4	4.0	3.6	0.5	3.1
Race/ethnicity						
White	26.0	4.2	4.0	3.6	0.4	3.2
Black or African American	25.7	4.4	3.9	3.7	0.7	3.0
Hispanic	25.2	4.5	3.8	3.4	0.7	2.8
Asian/Pacific Islander	25.8	4.4	3.9	3.8	0.3	3.5
American Indian/Alaska Native	25.5	4.4	4.0	3.3	0.9	2.3
Control of school						
Public	25.8	4.3	3.9	3.6	0.5	3.0
Private	26.5	4.4	4.0	3.8	0.2	3.7

See notes at end of table.

## High School Coursetaking

**Table SA-3. Average number of Carnegie units earned by high school graduates in various subject areas, by selected characteristics: 1982 and 2004—Continued**

Graduation year and characteristic	Science					Foreign languages	Arts	Vocational education <sup>1</sup>
	Total	General science	Biology	Chemistry	Physics			
<b>1982 graduates</b>	<b>2.2</b>	<b>0.7</b>	<b>1.0</b>	<b>0.4</b>	<b>0.2</b>	<b>1.1</b>	<b>1.4</b>	<b>4.4</b>
Sex								
Male	2.3	0.8	0.9	0.4	0.2	0.9	1.3	4.3
Female	2.2	0.7	1.0	0.4	0.1	1.3	1.6	4.4
Race/ethnicity								
White	2.3	0.7	1.0	0.4	0.2	1.2	1.5	4.2
Black	2.1	0.8	0.9	0.3	0.1	0.8	1.3	4.6
Hispanic	1.8	0.8	0.8	0.2	0.1	0.9	1.3	5.0
Asian/Pacific Islander	2.7	0.5	1.1	0.6	0.4	1.8	1.3	3.2
American Indian/Alaska Native	2.1	0.7	0.8	0.4	0.1	0.5	1.7	4.7
Control of school								
Public	2.2	0.7	0.9	0.3	0.2	1.0	1.5	4.6
Private	2.6	0.7	1.1	0.5	0.3	2.0	1.2	2.3
<b>2004 graduates</b>	<b>3.2</b>	<b>0.8</b>	<b>1.3</b>	<b>0.7</b>	<b>0.4</b>	<b>2.0</b>	<b>2.1</b>	<b>3.5</b>
Sex								
Male	3.2	0.9	1.2	0.7	0.4	1.8	1.8	3.8
Female	3.3	0.8	1.3	0.8	0.3	2.2	2.4	3.2
Race/ethnicity								
White	3.3	0.8	1.3	0.8	0.4	2.1	2.3	3.5
Black or African American	3.2	1.0	1.3	0.7	0.3	1.7	1.7	3.8
Hispanic	2.9	0.9	1.1	0.6	0.3	1.9	1.9	3.3
Asian/Pacific Islander	3.6	0.7	1.4	0.9	0.6	2.4	1.9	2.5
American Indian/Alaska Native	3.0	0.9	1.2	0.5	0.3	1.3	1.6	4.4
Control of school								
Public	3.2	0.8	1.3	0.7	0.4	1.9	2.1	3.7
Private	3.5	0.6	1.4	1.0	0.6	2.7	1.9	1.5

<sup>1</sup>Includes nonoccupational vocational education, vocational general introduction, agriculture, business, marketing, health, occupational home economics, trade and industry, and technical courses.

NOTE: The Carnegie unit is a standard of measurement that represents 1.0 credit for the completion of a 1-year course. Data differ slightly from figures appearing in other NCES reports because of differences in taxonomies and case exclusion criteria. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

## High School Coursetaking

**Table SA-4. Percentage of high school graduates, by selected mathematics and science courses in high school: Selected years, 1982–2004**

Year	Any mathematics	Algebra I <sup>1</sup>	Geometry	Algebra II <sup>2</sup>	Trigonometry	Analysis/precalculus	Statistics/probability
Minimum credit earned	1.0	1.0	1.0	0.5	0.5	0.5	0.5
1982	98.5	55.2	47.1	39.9	8.1	6.2	1.0
1987	99.0	58.8	58.6	49.0	11.5	12.8	1.1
1990	99.9	63.7	63.2	52.8	9.6	13.3	1.0
1994	99.8	65.8	70.0	61.1	11.7	17.3	2.0
1998	99.8	62.8	75.1	61.7	8.9	23.1	3.7
2000	99.8	61.7	78.3	67.8	7.5	26.7	5.7
2004	99.8	59.3	75.7	67.5	9.6	28.4	7.5

  

Year	Calculus	AP calculus	Any science	Biology	AP/honors biology	Chemistry	AP/honors chemistry
Minimum credit earned	1.0	1.0	1.0	1.0	1.0	1.0	1.0
1982	5.0	1.6	96.4	77.4	10.0	32.1	3.0
1987	6.1	3.4	97.8	86.0	9.4	44.2	3.5
1990	6.5	4.1	99.3	91.0	10.1	48.9	3.5
1994	9.3	7.0	99.5	93.2	11.9	55.8	3.9
1998	11.0	6.7	99.5	92.7	16.2	60.4	4.7
2000	11.6	7.9	99.5	91.2	16.3	62.0	5.8
2004	12.8	9.2	99.5	90.0	17.4	64.2	5.4

  

Year	Physics	AP/honors physics	Engineering	Astronomy	Geology/earth science	Biology and chemistry	Biology, chemistry, and physics
Minimum credit earned	1.0	1.0	1.0	0.5	0.5	2.0	3.0
1982	15.0	1.2	1.2	1.2	13.6	29.3	11.2
1987	20.0	1.8	2.6	1.0	13.4	41.4	16.6
1990	21.6	2.0	4.2	1.2	24.7	47.5	18.8
1994	24.5	2.7	4.5	1.7	22.9	53.7	21.4
1998	28.8	3.0	6.7	1.9	20.7	59.0	25.4
2000	31.4	3.9	3.9	2.8	17.4	59.4	25.1
2004	32.7	4.4	8.9	3.3	22.6	60.5	25.8

<sup>1</sup> Excludes prealgebra.

<sup>2</sup> Includes algebra/trigonometry and algebra/geometry.

NOTE: These data only report the percentage of students who earned a minimum amount of credit in each course while in high school and do not include a count of those courses taken prior to entering high school. In 2004, approximately 95 percent of graduates had taken algebra I before or during high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), "Second Follow-up, High School Transcript Survey, 1992"; Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study"; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

# High School Coursetaking

**Table SA-5. Percentage distribution of high school graduates, by highest level of science course completed: Selected years, 1982–2004**

Year	No science <sup>1</sup>	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II, physics II, and/or advanced biology
1982	2.2	27.2	35.2	35.4	14.9	5.9	14.6
1987	0.8	15.8	41.5	41.9	21.4	10.6	9.9
1990	0.7 <sup>1</sup>	12.8	37.0	49.5	25.8	12.3	11.4
1992	0.3 <sup>1</sup>	9.7	36.4	53.5	27.1	12.2	14.3
1994	0.6	10.0	34.1	55.3	29.4	13.0	12.9
1998	0.6	9.3	28.6	61.5	30.2	16.3	15.1
2000	0.7	8.7	27.5	63.1	30.5	14.8	17.9
2004	0.6	5.6	25.4	68.4	33.3	17.1	18.1

<sup>1</sup> Interpret data with caution (estimates are unstable).

<sup>1</sup> Graduates in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: The distribution of graduates in the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), “Second Follow-up, High School Transcript Survey, 1992”; Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study”; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

**Table SA-6. Percentage distribution of high school graduates, by highest level of mathematics course completed: Selected years, 1982–2004**

Year	No mathematics <sup>1</sup>	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/ geometry	Algebra II	Total	Trigonometry/ algebra III	Precalculus	Calculus
1982	0.8	16.7	7.4	48.8	30.6	18.2	26.3	15.6	4.8	5.9
1987	0.9	12.0	7.6	50.1	27.0	23.1	29.5	12.9	9.0	7.6
1990	0.6	9.0	8.2	51.6	25.4	26.2	30.6	12.9	10.4	7.2
1992	0.4 <sup>1</sup>	6.2	6.3	49.0	22.7	26.4	38.1	16.4	10.9	10.7
1994	0.7	5.7	6.2	49.4	22.5	26.9	38.1	16.3	11.6	10.2
1998	0.8	3.6	5.3	48.9	21.2	27.7	41.4	14.4	15.2	11.8
2000	0.8	2.5	4.1	48.0	18.6	29.4	44.6	14.1	18.0	12.5
2004	0.6	1.8	3.0	44.6	18.7	25.9	50.0	17.6	18.5	13.9

<sup>1</sup> Interpret data with caution (estimates are unstable).

<sup>1</sup> Indicates that student transcript records did not list any recognized mathematics courses; however, these graduates may have studied some mathematics.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *supplemental note 12* for a complete listing of all the courses classified at each academic level. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B-So:80/82); National Education Longitudinal Study of 1988 (NELS:88/92), “Second Follow-up, High School Transcript Survey, 1992”; Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study”; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

## High School Coursetaking

**Table SA-7. Percentage distribution of high school graduates, by highest level of science course completed and selected characteristics: 2004**

Characteristic	No science <sup>1</sup>	Low academic level	General biology	Advanced academic level			
				Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II, physics II, and/or advanced biology
<b>Total</b>	<b>0.6</b>	<b>5.6</b>	<b>25.4</b>	<b>68.4</b>	<b>33.3</b>	<b>17.1</b>	<b>18.1</b>
Sex							
Male	0.8	6.7	27.0	65.5	29.8	17.9	17.8
Female	0.3	4.6	23.8	71.3	36.6	16.3	18.4
Race/ethnicity							
White	0.5	5.0	23.9	70.7	32.1	18.2	20.3
Black	0.9	5.0	31.2	63.0	39.8	12.4	10.8
Hispanic	0.7	8.3	30.9	60.2	35.9	15.5	8.8
Asian/Pacific Islander	0.5	3.0	12.8	83.7	25.9	19.1	38.8
American Indian	#	10.3	41.9	47.8	28.2	12.3	7.3
Control of school							
Public	0.6	6.0	26.5	66.9	33.4	16.0	17.6
Private	0.1!	1.4	13.2	85.4	32.1	29.2	24.1

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Graduates in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: The distribution of graduates in the various levels of science courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

## High School Coursetaking

**Table SA-8. Percentage distribution of high school graduates, by highest level of mathematics course completed and selected characteristics: 2004**

Characteristic	No mathematics <sup>1</sup>	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Algebra I/ geometry/	Algebra II	Total	Trigonometry/ algebra III	Precalculus	Calculus
<b>Total</b>	<b>0.6</b>	<b>1.8</b>	<b>3.0</b>	<b>44.6</b>	<b>18.7</b>	<b>25.9</b>	<b>50.0</b>	<b>17.6</b>	<b>18.5</b>	<b>13.9</b>
Sex										
Male	0.7	2.2	3.7	45.2	20.0	25.2	48.2	16.3	17.4	14.5
Female	0.4	1.4	2.4	44.0	17.5	26.6	51.7	18.8	19.7	13.2
Race/ethnicity										
White	0.5	1.6	2.6	41.0	16.9	24.0	54.3	18.2	20.1	16.0
Black	1.3	1.8	3.8	51.3	19.8	31.5	41.7	22.9	14.0	4.7
Hispanic	0.3	2.5	4.2	58.6	27.0	31.6	34.3	13.0	14.5	6.8
Asian/Pacific Islander	0.4	0.3	1.5	28.7	11.3	17.5	69.1	12.5	23.1	33.4
American Indian	2.4!	8.5	4.5	62.9	22.8	40.1	21.8	8.9	7.2	5.6
Control of school										
Public	0.6	1.9	3.3	46.4	19.9	26.5	47.7	17.2	17.7	12.8
Private	0.2	#	0.2	24.6	5.7	18.9	75.0	21.9	27.6	25.5

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they had completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. Academic levels are labeled according to the most commonly known course at that level; courses with different names or on topics of different but similar academic difficulty may be included under these rubrics. See *supplemental note 12* for a complete listing of all the courses classified at each academic level. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

## High School Coursetaking

**Table SA-9. Percentage distribution of high school graduates, by type of English course completed: Selected years, 1982–2004**

Year	No English <sup>2</sup>	Low academic level <sup>3</sup>	Regular English (no low or honors) courses	Advanced academic level <sup>1</sup>			
				Total	Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses
1982	0.1	10.0	76.7	13.3	6.1	3.3	3.8
1987	0.7	22.1	55.6	21.5	7.9	5.0	8.7
1990	0.6	19.6	60.2	19.6	7.0	3.6	9.1
1992	0.2	18.0	57.3	24.4	7.6	5.8	11.1
1994	0.8	17.6	56.5	25.1	7.7	5.4	12.0
1998	0.9	13.7	56.1	29.3	9.1	7.7	12.4
2000	0.7	10.7	54.7	33.9	11.6	7.2	15.1
2004	0.7	10.8	55.9	32.7	9.2	7.6	15.9

<sup>1</sup> Includes graduates 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.

<sup>2</sup> Indicates that student transcript records did not list any recognized English courses; however, these graduates may have studied some English. If graduates took only English as a second language (ESL) courses for credit, they would be listed in this category.

<sup>3</sup> Low academic level courses include all general English courses classified as “below grade level.” Graduates may have taken a general English course classified as regular or “honors” and be classified in the low academic level if the percentage of “below grade level” courses completed was the plurality of courses completed.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all graduates completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirement for each level was determined, as explained in *supplemental note 12*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B:80/82); National Education Longitudinal Study of 1988, “High School Transcript Study” (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study”; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).



# High School Coursetaking

**Table SA-10. Percentage distribution of high school graduates, by highest level of foreign language course completed: Selected years, 1982–2004**

Year	None	Year 2 or less	Year 3 or higher	Advanced academic level		
				Year 3	Year 4	Advanced Placement (AP)
1982	45.6	39.8	14.6	8.9	4.5	1.2
1987	33.3	47.5	19.2	11.9	5.4	1.9
1990	26.9	51.4	21.7	12.9	5.6	3.2
1992	22.5	51.8	25.7	14.8	7.7	3.2
1994	22.3	51.8	25.9	15.0	7.8	3.1
1998	19.4	50.7	30.0	17.4	8.6	4.1
2000	17.4	52.8	29.8	16.5	7.8	5.4
2004	17.3	49.2	33.5	18.4	9.8	5.3
2004 <sup>1</sup>	15.5	50.0	34.5	19.1	10.1	5.4

<sup>1</sup> Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish.

NOTE: Foreign language coursetaking based upon classes in Spanish, French, Latin, or German, unless noted otherwise. From 1982 to 2000, less than 1 percent of students studied only a foreign language other than Spanish, French, Latin, or German. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B:80/82); National Education Longitudinal Study of 1988, “High School Transcript Study” (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study”; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

## High School Coursetaking

**Table SA-11. Percentage distribution of high school graduates, by type of English course taken and selected characteristics: 2004**

Characteristic	No English <sup>2</sup>	Low academic level <sup>3</sup>	Regular English (no low or honors) courses	Advanced academic level <sup>1</sup>			
				Total	Less than 50 percent of courses	50–74 percent of courses	75–100 percent of courses
<b>Total</b>	<b>0.7</b>	<b>10.8</b>	<b>55.9</b>	<b>32.7</b>	<b>9.2</b>	<b>7.6</b>	<b>15.9</b>
<b>Sex</b>							
Male	0.6	12.3	60.5	26.6	8.4	6.1	12.0
Female	0.7	9.3	51.5	38.5	9.9	9.0	19.6
<b>Race/ethnicity</b>							
White	0.6	7.5	56.5	35.4	9.5	8.3	17.6
Black	0.5	15.4	60.2	23.9	8.3	6.2	9.4
Hispanic	1.3	21.1	52.8	24.9	8.5	5.3	11.1
Asian/Pacific Islander	0.1	13.2	43.6	43.1	9.0	8.1	26.0
American Indian	1.0!	16.1	61.7	21.2	2.9	1.6	16.8
<b>Control of school</b>							
Public	0.7	11.3	55.1	32.9	9.3	7.4	16.1
Private	0.2	4.3	64.9	30.7	7.4	9.6	13.7

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Includes graduates 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.

<sup>2</sup> Indicates that student transcript records did not list any recognized English courses; however, these graduates may have studied some English. If graduates took only English as a second language (ESL) courses for credit, they would be listed in this category.

<sup>3</sup> Low academic level courses include all general English courses classified as “below grade level.” Graduates may have taken a general English course classified as regular or “honors” and be classified in the low academic level if the percentage of “below grade level” courses completed was the plurality of courses completed.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all graduates completed 4 years of English.) After the percentage of graduates at each level had been calculated, the percentage of graduates who fit the category requirement for each level was determined, as explained in *supplemental note 12*. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, “First Follow-up” (HS&B:80/82); National Education Longitudinal Study of 1988, “High School Transcript Study” (NELS:88/92); Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study”; and National Assessment of Educational Progress (NAEP), 1987, 1990, 1994, 1998, and 2000 High School Transcript Studies (HSTS).

## High School Coursetaking

**Table SA-12. Percentage distribution of high school graduates, by highest level of foreign language course completed and selected characteristics: 2004**

Characteristic	None	Year 1 or less	Year 2	Advanced academic level			
				Year 3 or higher	Year 3	Year 4	Advanced Placement (AP)
<b>Total</b>	<b>15.5</b>	<b>16.1</b>	<b>33.9</b>	<b>34.5</b>	<b>19.1</b>	<b>10.1</b>	<b>5.4</b>
Sex							
Male	19.2	17.7	33.6	29.4	17.3	8.0	4.2
Female	11.9	14.6	34.1	39.4	20.8	12.1	6.5
Race/ethnicity							
White	14.1	15.6	33.0	37.2	20.6	11.4	5.3
Black	15.9	22.5	42.0	19.6	13.3	5.5	0.8
Hispanic	20.4	14.6	32.3	32.8	15.1	7.8	10.0
Asian/Pacific Islander	10.8	12.3	26.4	50.5	27.2	14.2	9.1
American Indian	41.6	19.4	23.9	15.1	9.3	5.3	0.5
Control of school							
Public	16.5	16.8	34.1	32.6	18.1	9.3	5.2
Private	4.3	9.0	30.6	56.1	30.2	18.2	7.7

NOTE: Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Some graduates in each category also studied more than one foreign language. The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 12* for more details on these levels. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

## High School Coursetaking

**Table SA-13. Mean score on Advanced Placement (AP) exams, by selected subjects and race/ethnicity: 1997–2005**

Subject and race/ethnicity	1997	1998	1999	2000	2001	2002	2003	2004	2005
All exams	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.9
White	3.0	3.0	3.1	3.1	3.0	3.1	3.0	3.0	3.0
Black	2.2	2.2	2.2	2.2	2.1	2.1	2.1	2.1	2.0
Hispanic	3.1	3.0	2.8	2.9	2.8	2.8	2.7	2.7	2.5
Asian/Asian American	3.1	3.1	3.1	3.1	3.0	3.1	3.1	3.1	3.1
American Indian/Alaska Native	2.6	2.6	2.6	2.6	2.5	2.5	2.5	2.5	2.4
Biology	3.2	3.0	3.1	3.1	3.0	3.1	3.0	3.0	3.0
White	3.2	3.1	3.2	3.2	3.1	3.2	3.1	3.1	3.1
Black	2.2	2.1	2.2	2.1	2.0	2.1	2.0	2.1	2.1
Hispanic	2.5	2.3	2.4	2.3	2.3	2.3	2.2	2.3	2.2
Asian/Asian American	3.4	3.2	3.3	3.3	3.1	3.3	3.2	3.3	3.3
American Indian/Alaska Native	2.8	2.7	2.7	2.7	2.5	2.6	2.5	2.4	2.5
Calculus AB	2.8	3.0	3.0	3.0	3.0	3.1	3.1	3.0	2.9
White	2.9	3.1	3.1	3.1	3.1	3.2	3.2	3.1	3.0
Black	2.0	2.1	2.1	2.1	2.1	2.2	2.2	2.0	1.9
Hispanic	2.3	2.5	2.4	2.4	2.3	2.4	2.4	2.2	2.2
Asian/Asian American	3.0	3.2	3.1	3.1	3.1	3.2	3.2	3.1	3.1
American Indian/Alaska Native	2.5	2.7	2.6	2.5	2.5	2.7	2.5	2.4	2.4
Chemistry	2.9	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8
White	2.9	2.9	2.9	2.9	2.8	2.8	2.9	2.9	2.8
Black	2.0	1.9	2.0	2.0	1.9	1.9	1.8	1.9	1.8
Hispanic	2.2	2.2	2.2	2.1	2.0	2.0	2.0	2.0	2.0
Asian/Asian American	3.1	3.0	3.0	3.1	3.1	3.1	3.0	3.1	3.1
American Indian/Alaska Native	2.2	2.1	2.2	2.2	2.2	2.2	2.1	2.4	2.1
English literature and composition	3.1	3.1	3.1	3.1	3.0	3.0	2.9	3.0	2.9
White	3.2	3.1	3.2	3.2	3.1	3.1	3.1	3.1	3.1
Black	2.3	2.3	2.3	2.2	2.2	2.1	2.2	2.1	2.0
Hispanic	2.5	2.5	2.5	2.4	2.4	2.4	2.4	2.3	2.3
Asian/Asian American	3.1	3.1	3.1	3.1	3.0	3.0	3.0	3.0	3.0
American Indian/Alaska Native	2.7	2.6	2.7	2.7	2.5	2.5	2.5	2.6	2.4
Physics B	2.8	3.0	2.9	2.7	2.7	2.7	2.8	2.7	2.8
White	2.8	3.0	2.9	2.8	2.9	2.8	2.9	2.8	2.9
Black	2.0	2.1	1.8	1.8	1.7	1.8	1.8	1.7	1.7
Hispanic	2.2	2.2	2.1	2.0	1.9	1.9	2.1	1.9	2.0
Asian/Asian American	2.8	2.9	2.9	2.8	2.8	2.8	2.9	2.7	2.9
American Indian/Alaska Native	2.4	2.8	2.2	2.4	2.3	2.4	2.3	2.3	2.3
U.S. history	2.8	2.8	2.8	2.8	2.8	2.8	2.7	2.8	2.7
White	2.9	2.9	2.8	2.9	2.9	2.9	2.9	2.9	2.8
Black	2.1	2.2	2.0	2.1	2.1	2.1	2.0	2.0	1.9
Hispanic	2.3	2.4	2.2	2.3	2.1	2.1	2.1	2.1	2.0
Asian/Asian American	3.0	2.9	2.8	2.9	2.8	2.9	2.9	3.0	2.8
American Indian/Alaska Native	2.4	2.5	2.4	2.5	2.4	2.4	2.4	2.4	2.3

NOTE: Total averages for all examinations and by subject area include other race/ethnicity categories not separately shown. Biology, calculus AB, chemistry, English literature and composition, physics B, and U.S. history are some of the most frequently taken AP exams. The grades for all AP exams range from 1.0 to 5.0, with 5.0 being the highest score. Data reported are for all students who completed an AP exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaska Native; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, Advanced Placement Program. (1997–2005). *National Summary Reports*.

## High School Coursetaking

**Table SA-14. Percentage of Advanced Placement (AP) examinations with a score of 3.0 or greater, by subject and race/ethnicity: 1997–2005**

Subject and race/ethnicity	1997	1998	1999	2000	2001	2002	2003	2004	2005
All exams	64.5	64.1	63.5	63.7	61.3	63.1	61.5	61.5	59.4
White	65.5	65.5	65.4	66.2	64.1	66.4	64.9	65.1	63.4
Black	35.9	35.1	34.6	33.8	31.2	33.2	31.8	31.6	28.6
Hispanic	61.1	59.5	57.4	55.9	52.5	52.5	50.5	50.1	46.7
Asian/Asian American	67.0	66.3	65.0	65.0	63.2	65.0	64.1	64.2	63.5
American Indian/Alaska Native	51.0	50.9	49.6	50.5	44.4	46.0	45.2	46.3	44.2
Biology	67.3	60.1	65.0	64.2	58.0	64.3	58.6	60.8	61.0
White	68.9	62.5	67.0	67.0	61.7	68.2	62.1	64.5	64.5
Black	35.9	32.3	35.9	33.1	26.9	32.1	28.6	29.6	30.2
Hispanic	46.5	38.0	42.1	39.3	33.9	38.2	33.7	35.9	35.6
Asian/Asian American	72.3	66.7	70.7	70.1	63.7	69.3	64.3	66.9	68.7
American Indian/Alaska Native	58.0	51.7	54.9	52.1	42.6	48.2	41.5	40.6	43.3
Calculus AB	59.3	65.8	63.4	63.2	63.6	67.0	65.6	59.0	57.6
White	60.5	67.9	65.7	66.2	66.7	70.3	68.9	62.3	61.1
Black	31.7	36.1	33.7	34.4	33.6	37.3	36.6	30.1	28.4
Hispanic	42.2	46.4	45.5	43.2	42.4	45.3	43.9	36.8	35.4
Asian/Asian American	64.3	68.9	66.3	64.8	66.0	69.1	69.0	62.9	62.4
American Indian/Alaska Native	50.1	54.7	49.6	48.3	47.1	52.1	47.5	42.4	42.1
Chemistry	58.1	57.8	56.9	58.0	57.4	56.9	56.2	56.4	55.4
White	58.7	58.5	57.9	58.9	58.8	58.3	58.7	58.1	57.0
Black	29.1	27.1	28.0	30.8	28.3	27.3	25.6	27.7	25.1
Hispanic	35.3	36.7	30.0	32.7	31.8	31.9	29.9	31.0	31.1
Asian/Asian American	63.9	63.9	62.1	64.9	65.1	64.7	62.4	64.5	64.8
American Indian/Alaska Native	38.5	36.1	38.6	35.7	38.9	38.2	34.9	42.3	34.4
English literature and composition	68.9	68.1	68.2	68.1	63.1	66.0	62.6	64.9	61.9
White	72.1	71.6	72.4	73.5	68.1	71.6	68.0	71.4	68.7
Black	36.0	35.0	35.1	33.1	30.2	31.3	30.5	30.2	26.2
Hispanic	46.8	46.5	44.6	42.9	37.5	39.6	38.3	38.5	36.3
Asian/Asian American	70.0	69.8	67.6	69.7	63.3	65.9	63.4	64.4	63.2
American Indian/Alaska Native	55.1	51.9	52.2	56.3	42.9	47.7	45.1	49.0	42.9
Physics B	59.8	65.9	61.8	58.2	58.7	59.4	59.8	57.0	59.2
White	61.1	68.7	64.9	61.8	62.4	63.4	63.2	61.4	63.3
Black	33.1	35.5	28.2	25.1	24.0	25.9	26.9	23.1	22.6
Hispanic	41.8	41.2	35.3	32.6	33.4	32.7	35.3	30.7	31.7
Asian/Asian American	61.1	65.3	62.5	57.9	59.4	59.8	61.6	57.1	63.2
American Indian/Alaska Native	46.7	56.9	41.1	49.5	43.0	47.7	42.1	44.9	45.3
U.S. history	54.7	53.7	50.8	53.9	50.9	53.7	51.6	56.7	50.4
White	56.2	55.1	52.9	57.2	54.6	57.6	55.8	61.3	55.1
Black	29.3	29.1	25.5	28.3	25.1	28.3	25.2	29.6	23.8
Hispanic	38.0	35.8	31.3	32.0	27.6	30.1	27.7	31.7	27.4
Asian/Asian American	58.4	57.6	53.6	55.6	53.5	57.2	54.9	61.2	56.4
American Indian/Alaska Native	37.9	42.3	38.0	42.7	38.9	37.6	37.8	42.1	36.7

NOTE: Total averages for all examinations and by subject area include other race/ethnicity categories not separately shown. Biology, calculus AB, chemistry, English literature and composition, physics B, and U.S. history are some of the most frequently taken AP exams. The grades for all AP exams range from 1.0 to 5.0, with 5.0 being the highest score. Data reported are for all students who completed an AP exam. The College Board collects racial/ethnic information based on the categories American Indian/Alaska Native; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, Other Latino; White; and Other. Hispanic refers to the sum of all Latino subgroups. Race categories exclude persons of Hispanic ethnicity.

SOURCE: The College Board, Advanced Placement Program. (1997–2005). *National Summary Reports*.

## Enrollment Trends by Age

**Table 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2005**

October	Total ages 3–34	Ages 3–4 <sup>1</sup>	Ages 5–6	Ages 7–13	Ages 14–17	Ages 18–19			Ages 20–24				
						Total	In elementary/ secondary	In post- secondary	Total	Ages 20–21	Ages 22–24	Ages 25–29	Ages 30–34
1970	56.4	20.5	89.5	99.2	94.1	47.7	10.5	37.3	21.5	31.9	14.9	7.5	4.2
1971	56.2	21.2	91.6	99.1	94.5	49.2	11.5	37.7	21.9	32.2	15.4	8.0	4.9
1972	54.9	24.4	91.9	99.2	93.3	46.3	10.4	35.9	21.6	31.4	14.8	8.6	4.6
1973	53.5	24.2	92.5	99.2	92.9	42.9	10.0	32.9	20.8	30.1	14.5	8.5	4.5
1974	53.6	28.8	94.2	99.3	92.9	43.1	9.9	33.2	21.4	30.2	15.1	9.6	5.7
1975	53.7	31.5	94.7	99.3	93.6	46.9	10.2	36.7	22.4	31.2	16.2	10.1	6.6
1976	53.1	31.3	95.5	99.2	93.7	46.2	10.2	36.0	23.3	32.0	17.1	10.0	6.0
1977	52.5	32.0	95.8	99.4	93.7	46.2	10.4	35.7	22.9	31.8	16.5	10.8	6.9
1978	51.2	34.2	95.3	99.1	93.7	45.4	9.8	35.6	21.8	29.5	16.3	9.4	6.4
1979	50.3	35.1	95.8	99.2	93.6	45.0	10.3	34.6	21.7	30.2	15.8	9.6	6.4
1980	49.7	36.7	95.7	99.3	93.4	46.4	10.5	35.9	22.3	31.0	16.3	9.3	6.4
1981	48.9	36.0	94.0	99.2	94.1	49.0	11.5	37.5	22.5	31.6	16.5	9.0	6.9
1982	48.6	36.4	95.0	99.2	94.4	47.8	11.3	36.5	23.5	34.0	16.8	9.6	6.3
1983	48.4	37.5	95.4	99.2	95.0	50.4	12.8	37.6	22.7	32.5	16.6	9.6	6.4
1984	47.9	36.3	94.5	99.2	94.7	50.1	11.5	38.6	23.7	33.9	17.3	9.1	6.3
1985	48.3	38.9	96.1	99.2	94.9	51.6	11.2	40.4	24.0	35.3	16.9	9.2	6.1
1986	48.2	38.9	95.3	99.2	94.9	54.6	13.1	41.5	23.6	33.0	17.9	8.8	6.0
1987	48.6	38.3	95.1	99.5	95.0	55.6	13.1	42.5	25.5	38.7	17.5	9.0	5.8
1988	48.7	38.2	96.0	99.7	95.1	55.6	13.9	41.8	26.1	39.1	18.2	8.3	5.9
1989	49.0	39.1	95.2	99.3	95.7	56.0	14.4	41.6	27.0	38.5	19.9	9.3	5.7
1990	50.2	44.4	96.5	99.6	95.8	57.2	14.5	42.7	28.6	39.7	21.0	9.7	5.8
1991	50.7	40.5	95.4	99.6	96.0	59.6	15.6	44.0	30.2	42.0	22.2	10.2	6.2
1992	51.4	39.7	95.5	99.4	96.7	61.4	17.1	44.3	31.6	44.0	23.7	9.8	6.1
1993	51.8	40.4	95.4	99.5	96.5	61.6	17.2	44.4	30.8	42.7	23.6	10.2	5.9
1994	53.3	47.3	96.7	99.4	96.6	60.2	16.2	43.9	32.0	44.9	24.0	10.8	6.7
1995	53.7	48.7	96.0	98.9	96.3	59.4	16.3	43.1	31.5	44.9	23.2	11.6	5.9
1996	54.1	48.3	94.0	97.7	95.4	61.5	16.7	44.9	32.5	44.4	24.8	11.9	6.1
1997	55.6	52.6	96.5	99.1	96.6	61.5	16.7	44.7	34.3	45.9	26.4	11.8	5.7
1998	55.8	52.1	95.6	98.9	96.1	62.2	15.7	46.4	33.0	44.8	24.9	11.9	6.6
1999	56.0	54.2	96.0	98.7	95.8	60.6	16.5	44.1	32.8	45.3	24.5	11.1	6.2
2000	55.9	52.1	95.6	98.2	95.7	61.2	16.5	44.7	32.5	44.1	24.6	11.4	6.7
2001	56.4	52.4	95.3	98.3	95.8	61.1	17.1	44.0	34.1	46.1	25.5	11.8	6.9
2002	56.2	56.3	95.5	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6
2003	56.2	55.1	94.5	98.3	96.2	64.5	17.9	46.6	35.6	48.3	27.8	11.8	6.8
2004	56.2	54.0	95.4	98.4	96.5	64.4	16.6	47.8	35.2	48.9	26.3	13.0	6.6
2005	56.5	53.6	95.4	98.6	96.5	67.6	18.3	49.3	36.1	48.7	27.3	11.9	6.9

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

NOTE: Detail may not sum to totals because of rounding. Includes enrollment in any type of public or private nursery school, kindergarten, elementary school, high school, college, university, or professional school. Attendance may be on either a full-time or part-time basis and during the day or night. Excludes homeschooled students and enrollment in less-than-2-year postsecondary institutions. See *supplemental note 2* for more information on the Current Population Survey (CPS).

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), table 7, data from U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

## Enrollment in Early Childhood Education Programs

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

Child or family characteristic	1991	1993	1995	1996	1999	2001	2005
<b>Total</b>	<b>53</b>	<b>53</b>	<b>55</b>	<b>55</b>	<b>60</b>	<b>56</b>	<b>57</b>
Age							
3	42	40	41	42	46	43	43
4	60	62	65	63	70	66	69
5	64	66	75	73	77	73	69
Sex							
Male	52	53	55	55	61	54	60
Female	53	53	55	55	59	59	55
Race/ethnicity <sup>1</sup>							
White	54	54	57	57	60	59	59
Black	58	57	60	65	73	64	66
Hispanic	39	43	37	39	44	40	43
Poverty status <sup>2</sup>							
Poor	44	43	45	44	51	47	47
Nonpoor	56	56	59	59	62	59	60
Poverty status and race/ethnicity							
Poor							
White	41	40	43	39	43	46	45
Black	55	53	55	61	72	60	65
Hispanic	34	37	30	33	41	36	36
Nonpoor							
White	56	56	60	60	63	61	61
Black	62	63	66	69	74	66	68
Hispanic	42	48	44	45	47	42	48
Family type							
Two-parent household	54	52	55	54	59	57	57
One-parent or guardian-only household	50	54	56	58	62	56	58
Mother's education							
Less than high school	32	33	35	37	40	38	35
High school diploma or equivalent	46	43	48	49	52	47	49
Some college, including vocational/technical	60	60	57	58	63	62	56
Bachelor's degree or higher	72	73	75	73	74	70	73
Mother's employment							
35 hours or more per week	59	61	60	63	65	63	64
Less than 35 hours per week	58	57	62	64	64	61	61
Looking for work	43	48	52	47	55	47	42
Not in labor force	45	44	47	43	52	47	50

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. Included in the total, but not shown separately, are children from other racial/ethnic groups.

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

NOTE: Estimates are based on children who have not yet entered kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. Children without mothers in the home are not included in estimates for mother's education or mother's employment.

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

## Past and Projected Public School Enrollments

**Table 3-1. Public school enrollment in prekindergarten through grade 12, by grade level and region, with projections: Various years, fall 1965–2016**

[Totals in thousands]											
Fall of year	Total enrollment			Total and percent enrollment, grades preK–12 by region							
	Grades preK–12	Grades preK–8	Grades 9–12	Northeast		Midwest		South		West	
				Total	Percent	Total	Percent	Total	Percent	Total	Percent
1965	42,068	30,466	11,602	8,833	21.0	11,834	28.1	13,834	32.9	7,568	18.0
1970	45,894	32,558	13,336	9,860	21.5	12,936	28.2	14,759	32.2	8,339	18.2
1975	44,819	30,515	14,304	9,679	21.6	12,295	27.4	14,654	32.7	8,191	18.3
1980	40,877	27,647	13,231	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1985	39,422	27,034	12,388	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	27,420	12,333	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987	40,008	27,933	12,076	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2
1988	40,189	28,501	11,687	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989	40,543	29,152	11,390	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990	41,217	29,878	11,338	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,047	30,506	11,541	7,407	17.6	10,080	24.0	15,081	35.9	9,479	22.5
1992	42,823	31,088	11,735	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993	43,465	31,504	11,961	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994	44,111	31,898	12,213	7,760	17.6	10,386	23.5	15,851	35.9	10,114	22.9
1995	44,840	32,341	12,500	7,894	17.6	10,512	23.4	16,118	35.9	10,316	23.0
1996	45,611	32,764	12,847	8,006	17.6	10,638	23.3	16,373	35.9	10,594	23.2
1997	46,127	33,073	13,054	8,085	17.5	10,704	23.2	16,563	35.9	10,775	23.4
1998	46,539	33,346	13,193	8,145	17.5	10,722	23.0	16,713	35.9	10,959	23.5
1999	46,857	33,488	13,369	8,196	17.5	10,726	22.9	16,842	35.9	11,093	23.7
2000	47,204	33,688	13,515	8,217	17.4	10,753	22.8	17,008	36.0	11,246	23.8
2001	47,672	33,938	13,734	8,250	17.3	10,745	22.5	17,237	36.2	11,440	24.0
2002	48,183	34,116	14,067	8,297	17.2	10,819	22.5	17,471	36.3	11,596	24.1
2003	48,540	34,202	14,338	8,292	17.1	10,809	22.3	17,673	36.4	11,766	24.2
2004	48,795	34,178	14,617	8,271	17.0	10,775	22.1	17,892	36.7	11,857	24.3
<b>Projected</b>											
2005	49,028	34,174	14,853	8,237	16.8	10,754	21.9	18,083	36.9	11,954	24.4
2006	49,370	34,387	14,983	8,234	16.7	10,810	21.9	18,327	37.1	11,999	24.3
2007	49,610	34,592	15,018	8,209	16.5	10,803	21.8	18,532	37.4	12,066	24.3
2008	49,812	34,873	14,939	8,172	16.4	10,778	21.6	18,747	37.6	12,115	24.3
2009	50,028	35,195	14,834	8,135	16.3	10,758	21.5	18,963	37.9	12,173	24.3
2010	50,303	35,581	14,722	8,106	16.1	10,750	21.4	19,192	38.2	12,255	24.4
2011	50,653	35,994	14,659	8,087	16.0	10,762	21.2	19,449	38.4	12,355	24.4
2012	51,093	36,397	14,696	8,083	15.8	10,793	21.1	19,745	38.6	12,472	24.4
2013	51,579	36,841	14,739	8,092	15.7	10,837	21.0	20,041	38.9	12,610	24.4
2014	52,135	37,271	14,864	8,116	15.6	10,899	20.9	20,355	39.0	12,765	24.5
2015	52,733	37,578	15,155	8,151	15.5	10,966	20.8	20,672	39.2	12,943	24.5
2016	53,300	37,917	15,382	8,185	15.4	11,029	20.7	20,960	39.3	13,126	24.6

NOTE: Includes kindergarten and most prekindergarten enrollment. Data for years 2000, 2003, and 2004 were revised and may differ from previously published figures. Details may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 36; Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 1 and 4; Snyder, T., and Hoffman, C.M. (1995). *State Comparisons of Education Statistics: 1969–70 to 1993–94* (NCES 95-122), tables 10, 11, and 12; and table ESE65, retrieved May 22, 2007, from <http://nces.ed.gov/surveys/AnnualReports/historicaltables.asp>; data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–87 to 2004–05 and *Statistics of Public Elementary and Secondary School Systems*, various years, 1965–66 to 1985–86.



## Trends in Private School Enrollments

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

Grade level and school year	Total enrollment (in thousands)	Roman Catholic				Other religious <sup>1</sup>				Non-sectarian <sup>2</sup>
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated	Un-affiliated	
<b>Grades K–12</b>										
1989–90	4,838	54.5	32.2	15.2	7.1	32.3	10.9	12.8	8.5	13.2
1991–92	4,890	53.0	30.0	15.9	7.1	32.2	12.0	12.5	7.8	14.8
1993–94	4,836	51.4	29.2	15.5	6.8	33.7	12.6	12.3	8.8	14.9
1995–96	5,032	50.1	27.2	16.2	6.7	34.7	14.0	11.7	8.9	15.3
1997–98	5,076	49.5	26.5	16.3	6.7	34.8	14.5	10.9	9.4	15.7
1999–2000	5,163	48.6	25.3	16.2	7.1	35.7	15.0	10.7	10.0	15.7
2001–02	5,342	47.1	22.9	17.3	6.9	36.0	15.4	10.5	10.1	16.9
2003–04	5,123	46.2	21.4	17.7	7.0	35.8	15.1	10.8	9.9	18.0
<b>Grades K–8<sup>3</sup></b>										
1989–90	3,588	55.1	40.1	12.5	2.5	34.1	11.8	13.7	8.6	10.8
1991–92	3,657	53.4	37.4	13.8	2.2	34.2	12.7	13.2	8.3	12.3
1993–94	3,641	51.8	36.4	13.2	2.1	35.7	13.3	13.0	9.4	12.5
1995–96	3,760	50.3	34.0	14.2	2.1	36.9	15.0	12.4	9.5	12.8
1997–98	3,781	49.9	33.2	14.6	2.1	36.9	15.5	11.4	10.0	13.3
1999–2000	3,849	48.8	31.8	14.6	2.4	37.8	15.9	11.3	10.7	13.4
2001–02	3,951	47.2	28.8	16.0	2.5	38.2	16.4	11.0	10.9	14.5
2003–04	3,731	46.3	27.4	16.5	2.4	38.3	16.2	11.3	10.9	15.4
<b>Grades 9–12<sup>3</sup></b>										
1989–90	1,126	57.2	10.2	25.0	22.0	27.0	8.7	10.9	7.4	15.8
1991–92	1,126	55.5	8.6	23.6	23.3	27.2	10.0	11.0	6.2	17.2
1993–94	1,102	54.0	7.4	24.2	22.4	28.3	10.6	10.8	7.0	17.7
1995–96	1,160	53.3	7.8	23.7	21.8	29.4	11.7	10.5	7.2	17.3
1997–98	1,181	52.4	7.3	23.3	21.8	29.8	12.2	9.9	7.6	17.8
1999–2000	1,225	51.1	6.5	22.3	22.3	30.6	12.9	9.5	8.1	18.3
2001–02	1,293	49.5	6.4	22.5	20.6	31.0	13.3	9.8	7.8	19.5
2003–04	1,307	48.5	5.7	22.4	20.4	30.0	12.8	10.0	7.2	21.6

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

<sup>2</sup> Nonsectarian schools do not have a religious orientation or purpose.

<sup>3</sup> Grades K–8 and 9–12 do not include ungraded students; therefore, these two categories do not sum to grades K–12.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), various years, 1989–90 through 2003–04.

## Trends in Private School Enrollments

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

[Totals in thousands]										
Grade level and school year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent of total enrollment	Total	Percent of total Northeast enrollment	Total	Percent of total Midwest enrollment	Total	Percent of total South enrollment	Total	Percent of total West enrollment
<b>Grades K–12</b>										
1989–90	4,838	10.7	1,346	15.8	1,368	12.3	1,280	8.1	844	8.7
1991–92	4,890	10.5	1,324	15.3	1,353	12.0	1,304	8.1	909	8.8
1993–94	4,836	10.1	1,276	14.4	1,309	11.4	1,386	8.3	865	8.1
1995–96	5,032	10.2	1,289	14.1	1,349	11.5	1,445	8.4	949	8.5
1997–98	5,076	10.0	1,287	13.8	1,346	11.3	1,510	8.5	933	8.0
1999–2000	5,163	10.1	1,295	13.8	1,345	11.3	1,576	8.7	947	7.9
2001–02	5,342	10.2	1,337	14.1	1,355	11.4	1,641	8.9	1,008	8.2
2003–04	5,123	9.7	1,273	13.5	1,271	10.7	1,612	8.6	967	7.7
<b>Grades K–8<sup>1</sup></b>										
1989–90	3,588	11.0	947	15.9	1,052	13.2	949	8.3	639	9.0
1991–92	3,657	10.8	935	15.2	1,059	12.9	974	8.2	689	9.1
1993–94	3,641	10.5	907	14.3	1,021	12.4	1,048	8.6	664	8.5
1995–96	3,760	10.6	911	14.0	1,042	12.5	1,086	8.7	721	8.9
1997–98	3,781	10.5	911	13.8	1,036	12.3	1,126	8.8	708	8.5
1999–2000	3,849	10.5	917	13.8	1,035	12.3	1,177	9.1	720	8.5
2001–02	3,951	10.7	935	14.0	1,039	12.4	1,223	9.2	754	8.6
2003–04	3,731	10.1	857	13.2	962	11.6	1,191	8.9	720	8.2
<b>Grades 9–12<sup>1</sup></b>										
1989–90	1,126	9.0	362	14.6	288	9.2	291	6.8	185	7.1
1991–92	1,126	8.9	346	14.1	276	8.9	302	7.0	203	7.3
1993–94	1,102	8.4	328	13.1	273	8.5	315	7.1	186	6.4
1995–96	1,160	8.5	334	13.0	286	8.5	330	7.1	209	6.8
1997–98	1,181	8.3	330	12.5	292	8.5	353	7.2	206	6.3
1999–2000	1,225	8.4	338	12.6	297	8.6	375	7.5	214	6.3
2001–02	1,293	8.6	364	13.0	302	8.6	389	7.5	239	6.8
2003–04	1,307	8.4	381	13.0	293	8.1	395	7.3	237	6.4

<sup>1</sup> Grades K–8 and 9–12 do not include ungraded students; therefore, these two categories do not sum to grades K–12.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," various years, 1989–90 through 2003–04.

## Trends in Private School Enrollments

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

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

See notes at end of table.

## Trends in Private School Enrollments

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

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

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

<sup>3</sup> Nonsectarian schools do not have a religious orientation or purpose.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

## Racial/Ethnic Distribution of Public School Students

**Table 5-1. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade: Fall 1972–2005**

Fall of year	Minority enrollment									
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	More than one race	Other	
1972	77.8	22.2	14.8	6.0	—	—	—	—	1.4	
1973	78.1	21.9	14.7	5.7	—	—	—	—	1.4	
1974	76.8	23.2	15.4	6.3	—	—	—	—	1.5	
1975	76.2	23.8	15.4	6.7	—	—	—	—	1.7	
1976	76.2	23.8	15.5	6.5	—	—	—	—	1.7	
1977	76.1	23.9	15.8	6.2	—	—	—	—	1.9	
1978	75.5	24.5	16.0	6.5	—	—	—	—	2.1	
1979	—	—	—	—	—	—	—	—	—	
1980	—	—	—	—	—	—	—	—	—	
1981	72.4	27.6	16.0	8.7	—	—	—	—	2.9	
1982	71.9	28.1	16.0	8.9	—	—	—	—	3.2	
1983	71.3	28.7	16.1	9.2	—	—	—	—	3.4	
1984	71.7	28.3	16.1	8.5	—	—	—	—	3.6	
1985	69.6	30.4	16.8	10.1	—	—	—	—	3.5	
1986	69.1	30.9	16.6	10.8	—	—	—	—	3.6	
1987	68.5	31.5	16.6	10.8	—	—	—	—	4.0	
1988	68.3	31.7	16.5	11.0	—	—	—	—	4.2	
1989	68.0	32.0	16.6	11.4	3.0 <sup>1</sup>	( <sup>1</sup> )	0.9	—	0.1	
1990	67.6	32.4	16.5	11.7	3.0 <sup>1</sup>	( <sup>1</sup> )	0.9	—	0.3	
1991	67.1	32.9	16.8	11.8	3.2 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.2	
1992	66.8	33.2	16.9	12.0	3.3 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.2	
1993	67.0	33.0	16.6	12.1	3.3 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.2	
1994	65.8	34.2	16.7	13.7	2.5 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.5	
1995	65.5	34.5	16.9	14.1	2.3 <sup>1</sup>	( <sup>1</sup> )	0.6	—	0.6	
1996	63.7	36.3	16.6	14.5	4.1 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—	
1997	63.0	37.0	16.9	14.9	3.9 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—	
1998	62.4	37.6	17.2	15.4	4.0 <sup>1</sup>	( <sup>1</sup> )	1.1	—	—	
1999	61.9	38.1	16.5	16.2	4.5 <sup>1</sup>	( <sup>1</sup> )	1.0	—	—	
2000	61.3	38.7	16.6	16.6	4.2 <sup>1</sup>	( <sup>1</sup> )	1.3	—	—	
2001	61.3	38.7	16.5	16.6	4.3 <sup>1</sup>	( <sup>1</sup> )	1.3	—	—	
2002	60.7	39.3	16.5	17.6	4.0 <sup>1</sup>	( <sup>1</sup> )	1.2	—	—	
2003	58.3	41.7	16.1	18.6	3.7	0.3	0.6	2.4	—	
2004	57.4	42.6	16.0	19.3	3.9	0.2	0.8	2.4	—	
2005	57.6	42.4	15.6	19.7	3.7	0.2	0.7	2.5	—	

— Not available.

<sup>1</sup> From 1989 through 2002, Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.

NOTE: Figures include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later. See *supplemental note 2* for more information on the CPS. Detail may not sum to totals because of rounding.

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

## Racial/Ethnic Distribution of Public School Students

**Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, Fall 1972–2005**

Region and fall of year	White	Minority enrollment							
		Total	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	More than one race	Other
<b>Northeast</b>									
1972	81.4	18.6	12.4	5.5	—	—	—	—	0.7
1977	80.4	19.6	12.6	5.8	—	—	—	—	1.3
1982	76.1	23.9	13.4	8.3	—	—	—	—	2.3
1987	74.2	25.8	13.1	9.5	—	—	—	—	3.3
1992	71.9	28.1	14.7	9.8	3.2 <sup>1</sup>	( <sup>1</sup> )	0.1 <sup>!</sup>	—	0.3 <sup>!</sup>
1997	67.7	32.3	16.1	12.3	3.5 <sup>1</sup>	( <sup>1</sup> )	0.4	—	—
2002	67.9	32.1	15.1	13.1	3.7 <sup>1</sup>	( <sup>1</sup> )	0.3	—	—
2003	64.8	35.2	16.0	13.7	3.7	‡	0.2 <sup>!</sup>	1.5	—
2004	63.7	36.3	15.5	13.9	5.1	‡	0.2 <sup>!</sup>	1.5	—
2005	63.5	36.5	15.1	14.5	5.2	‡	‡	1.5	—
<b>Midwest</b>									
1972	87.5	12.5	10.6	1.5	—	—	—	—	0.3
1977	85.7	14.3	11.8	1.7	—	—	—	—	0.8
1982	84.6	15.4	11.8	1.8	—	—	—	—	1.7
1987	80.7	19.3	13.8	3.1	—	—	—	—	2.4
1992	81.5	18.5	13.2	2.7	1.5 <sup>1</sup>	( <sup>1</sup> )	0.8	—	0.3 <sup>!</sup>
1997	79.3	20.7	13.3	4.5	1.7 <sup>1</sup>	( <sup>1</sup> )	1.1	—	—
2002	75.5	24.5	14.5	6.4	2.6 <sup>1</sup>	( <sup>1</sup> )	1.0	—	—
2003	74.4	25.6	14.2	6.4	2.2	0.2 <sup>!</sup>	0.4	2.2	—
2004	74.4	25.6	13.5	6.6	2.3	‡	0.5	2.5	—
2005	74.1	25.9	13.8	7.1	1.9	#	0.6	2.5	—
<b>South</b>									
1972	69.7	30.3	24.8	5.0	—	—	—	—	0.5
1977	67.5	32.5	26.3	5.5	—	—	—	—	0.6
1982	64.1	35.9	26.9	7.9	—	—	—	—	1.1
1987	61.9	38.1	26.3	9.6	—	—	—	—	2.2
1992	59.5	40.5	27.3	10.5	1.9 <sup>1</sup>	( <sup>1</sup> )	0.6	—	0.1 <sup>!</sup>
1997	57.0	43.0	27.0	13.4	1.6 <sup>1</sup>	( <sup>1</sup> )	0.9	—	—
2002	54.2	45.8	26.2	16.6	1.9 <sup>1</sup>	( <sup>1</sup> )	1.0	—	—
2003	53.6	46.4	24.8	16.9	2.1	‡	0.6	2.0	—
2004	53.7	46.3	24.5	16.6	2.4	0.1 <sup>!</sup>	0.6	2.2	—
2005	52.9	47.1	23.9	18.3	1.8	‡	0.6	2.4	—

See notes at end of table.

## Racial/Ethnic Distribution of Public School Students

**Table 5-2. Percentage distribution of the race/ethnicity of public school students enrolled in kindergarten through 12th grade, by region: Selected years, Fall 1972–2005—Continued**

Region and fall of year	Minority enrollment								
	White	Total	Black	Hispanic	Asian	Pacific Islander	American Indian/Alaska Native	More than one race	Other
<b>West</b>									
1972	72.8	27.2	6.4	15.3	—	—	—	—	5.5
1977	72.2	27.8	6.7	14.8	—	—	—	—	6.3
1982	65.2	34.8	5.4	19.9	—	—	—	—	9.5
1987	60.3	39.7	7.1	22.9	—	—	—	—	9.7
1992	58.5	41.5	5.8	26.3	7.5 <sup>1</sup>	(!)	1.6	—	0.2!
1997	52.1	47.9	6.5	29.4	9.8 <sup>1</sup>	(!)	2.3	—	—
2002	51.0	49.0	5.8	32.6	8.2 <sup>1</sup>	(!)	2.4	—	—
2003	45.9	54.1	5.2	35.5	7.5	1.0	1.2	3.6	—
2004	42.9	57.1	6.0	38.7	6.9	0.6	1.6	3.3	—
2005	45.6	54.4	5.2	36.6	6.9	0.6	1.3	3.6	—

— Not available.

# Rounds to zero.

‡ Reporting standards not met (too few cases).

! Interpret data with caution (estimates are unstable).

<sup>1</sup> From 1989 through 2002, Asian and Pacific Islander students were not reported separately; therefore, Pacific Islander students are included with Asian students during this period.

NOTE: Figures include all public school students enrolled in kindergarten through 12th grade. Race categories exclude persons of Hispanic ethnicity. Over time, the Current Population Survey (CPS) has had different response options for race/ethnicity. In 1994, the survey methodology for the CPS was changed and weights were adjusted. In 1996, the Census revised procedures for editing and allocating the race variable to offset an underestimation of Asians/Pacific Islanders. One should use caution when making comparisons between data for 1995 and earlier and data for 1996 and later. See *supplemental note 2* for more information on the CPS. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, selected years, 1972–2005.

## Language Minority School-Age Children

**Table 6-1. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty: Selected years, 1979–2005**

Year	Spoke a language other than English at home					
	Total population (in millions)	Spoke English with difficulty <sup>1</sup>				Percent of those who spoke a language other than English at home
		Number (in millions)	Percent of total population	Number (in millions)	Percent of total population	
1979	44.7	3.8	8.5	1.3	2.8	34.2
1989	42.3	5.2	12.3	1.8	4.3	34.6
1992	47.7	6.3	13.2	2.2	4.6	34.9
1995	47.5	6.7	14.1	2.4	5.2	35.8
1999	52.7	8.8	16.7	2.6	5.0	29.5
2000	52.5	9.5	18.1	2.9	5.5	30.5
2001	53.0	9.8	18.5	2.8	5.4	28.6
2002	53.0	9.8	18.5	2.8	5.3	28.6
2003	53.0	9.9	18.7	2.9	5.5	29.4
2004	52.9	9.9	18.8	2.8	5.3	27.9
2005	52.8	10.6	20.0	2.8	5.4	26.8
<b>Percentage change compared with 1979</b>						
2005	18.2	177.9	135.1	118.0	91.6!	-21.6

! Interpret data with caution.

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

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 1979 and 1989 November Supplement and 1992, 1995, and 1999 October Supplement, and American Community Survey (ACS), 2000–05.



## Language Minority School-Age Children

**Table 6-2. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by selected characteristics: 2005**

Characteristic	[Numbers in thousands]								
	Total population	Spoke a language other than English at home							
		Number	Percent of population <sup>2</sup>	Spoke English with difficulty <sup>1</sup>					
				Total		Ages 5–9		Ages 10–17	
	Number	Percent of population <sup>2</sup>	Number	Percent of population <sup>2</sup>	Number	Percent of population <sup>2</sup>	Number	Percent of population <sup>2</sup>	
<b>Total</b>	<b>52,835</b>	<b>10,560</b>	<b>20.0</b>	<b>2,834</b>	<b>5.4</b>	<b>1,389</b>	<b>7.1</b>	<b>1,445</b>	<b>4.3</b>
Language spoken at home									
English	42,275	†	†	†	†	†	†	†	†
Spanish	7,568	7,568	100.0	2,125	28.1	1,066	36.8	1,059	22.7
Other Indo-European <sup>3</sup>	1,455	1,455	100.0	309	21.2	136	26.2	172	18.4
Asian/Pacific Islander <sup>4</sup>	1,160	1,160	100.0	329	28.3	155	36.6	174	23.6
Other	376	376	100.0	71	18.9	32	21.5	39	17.2
Race/ethnicity <sup>5</sup>									
White	31,231	1,751	5.6	400	1.3	140	1.2	260	1.3
Black	7,717	414	5.4	99	1.3	35	1.3	65	1.3
Hispanic	9,877	6,822	69.1	1,930	19.5	1,020	25.7	911	15.4
Mexican	6,682	4,792	71.7	1,474	22.1	803	29.3	670	17.0
Puerto Rican	913	465	50.9	93	10.2	38	10.6	55	9.9
Cuban	210	149	70.9	28	13.4	14	17.4	14	11.0
Dominican	260	228	87.8	59	22.7	29	29.8	30	18.4
Central American	594	506	85.2	138	23.3	67	29.9	71	19.2
South American	382	302	79.1	61	15.9	29	20.2	31	13.3
Other Hispanic	837	379	45.4	78	9.3	39	12.2	39	7.6
Asian	2,006	1,291	64.4	350	17.4	169	21.7	181	14.8
Pacific Islander	67	21	31.2	4	6.3	3!	9.0	2!	4.4!
American Indian/Alaska Native	445	74	16.6	11	2.6	5	2.8	7	2.4
More than one race	1,289	112	8.7	20	1.6	11	1.9	10	1.3
Citizenship									
U.S.-born	50,025	8,182	16.4	1,843	3.7	1,032	5.5	811	2.6
Naturalized U.S. citizen	555	356	64.2	80	14.4	24	17.5	56	13.4
Non-U.S. citizen	2,255	2,021	89.6	911	40.4	332	51.0	579	36.1
Poverty status <sup>6</sup>									
Poor	9,147	2,788	30.5	943	10.3	476	13.2	467	8.4
Near-poor	10,958	3,175	29.0	913	8.3	483	11.4	430	6.4
Nonpoor	31,916	4,457	14.0	931	2.9	405	3.6	526	2.5
Region									
Northeast	9,301	1,826	19.6	430	4.6	191	5.7	239	4.0
Midwest	11,704	1,267	10.8	351	3.0	161	3.7	190	2.6
South	19,040	3,221	16.9	895	4.7	443	6.2	453	3.8
West	12,789	4,245	33.2	1,158	9.1	594	12.4	564	7.0

† Not applicable.

! Interpret data with caution.

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

<sup>2</sup> Percentage of the total population for that particular subgroup. For example, 16.6 percent of all American Indians/Alaska Natives spoke a language other than English at home, and 2.6 percent of all American Indians/Alaska Natives spoke a language other than English at home and spoke English with difficulty.

<sup>3</sup> An Indo-European language other than Spanish (e.g., French, German, Portuguese, etc.).

<sup>4</sup> Any native language spoken by Asians or Pacific Islanders, which linguists classify variously as Sino-Tibetan, Austroasiatic, or Austronesian languages.

<sup>5</sup> Race categories exclude persons of Hispanic ethnicity.

<sup>6</sup> *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold.

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

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2005.

## Children With Disabilities in Public Schools

**Table 7-1. Number and percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2005–06**

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA <sup>1</sup>	Percentage of total population served under IDEA <sup>2</sup>
1976–77	3,692	8.3	5.0
1977–78	3,755	8.6	5.1
1978–79	3,894	9.2	5.4
1979–80	4,010	9.6	5.6
1980–81	4,146	10.1	5.8
1981–82	4,203	10.5	6.0
1982–83	4,260	10.8	6.1
1983–84	4,304	11.0	6.3
1984–85	4,320	11.0	6.3
1985–86	4,322	11.0	6.4
1986–87	4,379	11.0	6.5
1987–88	4,414	11.0	6.6
1988–89	4,493	11.2	6.7
1989–90	4,599	11.3	6.8
1990–91	4,717	11.4	6.9
1991–92	4,881	11.6	7.1
1992–93	5,042	11.8	7.3
1993–94	5,223	12.0	7.5
1994–95	5,378	12.2	7.6
1995–96	5,572	12.4	7.7
1996–97	5,737	12.6	7.8
1997–98	5,908	12.8	7.9
1998–99	6,056	13.0	8.0
1999–2000	6,195	13.2	8.1
2000–01	6,296	13.3	8.2
2001–02	6,407	13.4	8.3
2002–03	6,523	13.5	8.4
2003–04	6,634	13.7	8.6
2004–05	6,719	13.8	8.7
2005–06	6,713	13.8	8.6

<sup>1</sup> Number of children served as a percentage of all children ages 3–21 enrolled in early education centers and elementary and secondary schools.

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

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, totals exclude BIA schools. See *supplemental note 8* for more information about student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from <https://www.ideadata.org/docs/PartB1TrendData/B1.xls>.

## Children With Disabilities in Public Schools

**Table 7-2. Percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability: Selected years, 1976–77 through 2005–06**

Age and disability	1976 –77	1980 –81	1990 –91	1994 –95	1995 –96	1996 –97	1997 –98	1998 –99	1999 –2000	2000 –01	2001 –02	2002 –03	2003 –04	2004 –05	2005 –06
All disabilities	8.3	10.1	11.4	12.2	12.4	12.6	12.8	13.0	13.2	13.3	13.4	13.5	13.7	13.8	13.8
Specific learning disabilities	1.8	3.6	5.2	5.6	5.8	5.8	5.9	6.0	6.0	6.1	6.0	5.9	5.8	5.7	5.6
Speech or language impairments	2.9	2.9	2.4	2.3	2.3	2.3	2.3	2.3	2.3	3.0	2.9	2.9	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.1
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1
Other health impairments	0.3	0.2	0.1	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.8	1.0	1.1	1.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	#	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.5
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7
Preschool-age disabled <sup>1</sup>	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†

— Not available.

† Not applicable.

# Rounds to zero.

<sup>1</sup> Beginning in 1976, data were collected for preschool-aged children by disability type; those data are combined above with data for youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3–5. Accordingly, those data are reported as a separate row for years 1990–91 through 1999–2000. Beginning in 2000–01, states were again required to report preschool children by disability.

NOTE: Detail may not sum to totals because of rounding. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia, excluding Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from <https://www.ideadata.org/docs/PartBTrendData/B1.xls>.

## Past and Projected Undergraduate Enrollments

**Table 8-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions with projections, by sex, attendance status, and level of institution: Fall 1970–2016**

Fall of year	Total	[In thousands]					
		Sex		Attendance status		Level of institution	
		Male	Female	Full-time	Part-time	4-year	2-year
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217
1980	10,475	5,000	5,475	6,362	4,113	5,948	4,526
1981	10,755	5,109	5,646	6,449	4,306	6,039	4,716
1982	10,825	5,170	5,655	6,484	4,341	6,053	4,772
1983	10,846	5,158	5,688	6,514	4,332	6,123	4,723
1984	10,618	5,007	5,611	6,348	4,270	6,087	4,531
1985	10,597	4,962	5,635	6,320	4,277	6,066	4,531
1986	10,798	5,018	5,780	6,352	4,446	6,118	4,680
1987	11,046	5,068	5,978	6,463	4,584	6,270	4,776
1988	11,317	5,138	6,179	6,642	4,674	6,441	4,875
1989	11,743	5,311	6,432	6,841	4,902	6,592	5,151
1990	11,959	5,380	6,579	6,976	4,983	6,719	5,240
1991	12,439	5,571	6,868	7,221	5,218	6,787	5,652
1992	12,537	5,582	6,954	7,243	5,293	6,814	5,722
1993	12,538	5,583	6,955	7,244	5,293	6,972	5,566
1994	12,263	5,422	6,840	7,169	5,094	6,733	5,530
1995	12,232	5,401	6,831	7,145	5,086	6,739	5,493
1996	12,327	5,421	6,906	7,299	5,028	6,764	5,563
1997	12,451	5,469	6,982	7,419	5,032	6,845	5,606
1998	12,437	5,446	6,991	7,539	4,898	6,948	5,489
1999	12,681	5,559	7,122	7,735	4,946	7,089	5,593
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948
2001	13,716	6,004	7,711	8,328	5,388	7,465	6,251
2002	14,257	6,192	8,065	8,734	5,523	7,728	6,529
2003	14,474	6,224	8,250	9,035	5,439	7,981	6,493
2004	14,781	6,340	8,441	9,284	5,496	8,235	6,546
2005	14,964	6,409	8,555	9,446	5,518	8,476	6,488
<b>Projected<sup>1</sup></b>							
2006	15,136	6,430	8,706	9,610	5,526	8,509	6,627
2007	15,386	6,522	8,864	9,828	5,558	8,671	6,714
2008	15,659	6,622	9,036	10,062	5,596	8,849	6,810
2009	15,929	6,720	9,209	10,294	5,636	9,028	6,902
2010	16,162	6,799	9,364	10,497	5,665	9,191	6,972
2011	16,376	6,863	9,513	10,681	5,695	9,337	7,039
2012	16,576	6,911	9,665	10,847	5,729	9,468	7,108
2013	16,788	6,950	9,837	11,019	5,769	9,600	7,188
2014	16,995	6,984	10,012	11,192	5,803	9,727	7,269
2015	17,172	7,002	10,171	11,347	5,825	9,836	7,337
2016	17,354	7,024	10,330	11,506	5,848	9,947	7,407

<sup>1</sup> Projections based on data through 2005 and middle alternative assumptions concerning the economy. See NCES 2007-038 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 9* for more information about classification of postsecondary education institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 176 and 185, and Hussar, W. (forthcoming). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 16, 18, and 19; data from U.S. Department of Education, NCES, 1970–1985 Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys; and 1986–2005 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:86–99), and Spring 2001 through Spring 2006.

## Trends in Graduate/First-Professional Enrollments

Table 9-1. Total graduate and first-professional enrollment in degree-granting institutions, by sex and attendance status, with projections: 1976–2016

Fall of year	[In thousands]										
	Total enrollment	Graduate					First-professional				
		Total	Male	Female	Full-time	Part-time	Total	Male	Female	Full-time	Part-time
1976	1,577	1,333	714	619	463	870	244	190	54	220	24
1977	1,570	1,319	700	617	473	845	251	191	60	226	25
1978	1,569	1,312	682	630	468	844	257	192	65	233	24
1979	1,572	1,309	669	640	476	833	263	193	70	239	24
1980	1,620	1,343	675	670	485	860	278	199	78	251	26
1981	1,617	1,343	674	669	484	859	275	193	82	248	26
1982	1,601	1,322	670	653	485	838	278	191	87	252	26
1983	1,619	1,340	677	663	497	843	279	188	90	250	29
1984	1,624	1,345	672	673	501	844	279	185	94	250	29
1985	1,650	1,376	677	700	509	867	274	180	94	247	28
1986	1,706	1,435	693	742	522	913	270	174	97	246	25
1987	1,720	1,452	693	759	527	925	268	170	98	242	27
1988	1,739	1,472	697	774	553	919	267	167	100	241	26
1989	1,796	1,522	710	811	572	949	274	169	106	248	27
1990	1,860	1,586	737	849	599	987	273	167	107	246	28
1991	1,920	1,639	761	878	642	997	281	170	111	252	29
1992	1,950	1,669	772	896	666	1,003	281	169	112	252	29
1993	1,981	1,688	771	917	688	1,000	292	173	120	260	33
1994	2,016	1,721	776	946	706	1,016	295	174	121	263	31
1995	2,030	1,732	768	965	717	1,015	298	174	124	266	31
1996	2,041	1,742	759	983	737	1,005	298	173	126	267	31
1997	2,052	1,753	758	996	752	1,001	298	170	129	267	31
1998	2,070	1,768	754	1,013	754	1,014	302	169	134	271	31
1999	2,110	1,807	766	1,041	781	1,026	303	165	138	271	33
2000	2,157	1,850	780	1,071	813	1,037	307	164	143	274	33
2001	2,212	1,904	796	1,108	843	1,061	309	161	148	277	32
2002	2,355	2,036	847	1,189	926	1,109	319	163	156	286	33
2003	2,427	2,098	865	1,233	981	1,117	329	166	163	296	33
2004	2,491	2,157	879	1,278	1,024	1,133	335	168	166	302	33
2005	2,524	2,186	877	1,309	1,047	1,139	337	170	167	303	34
<b>Projected<sup>1</sup></b>											
2006	2,536	2,195	872	1,323	1,065	1,130	341	168	173	308	33
2007	2,572	2,224	881	1,343	1,090	1,134	348	171	177	315	33
2008	2,605	2,251	890	1,361	1,113	1,137	355	173	182	321	34
2009	2,638	2,277	898	1,379	1,136	1,141	361	175	186	327	34
2010	2,677	2,308	908	1,400	1,163	1,145	369	178	191	335	34
2011	2,729	2,351	922	1,429	1,197	1,154	378	181	197	344	34
2012	2,798	2,407	939	1,468	1,239	1,168	390	185	205	356	35
2013	2,874	2,470	956	1,514	1,285	1,185	404	189	214	368	35
2014	2,949	2,533	972	1,560	1,330	1,202	416	193	224	381	36
2015	3,020	2,591	986	1,605	1,374	1,217	428	196	233	392	36
2016	3,088	2,648	999	1,648	1,415	1,233	440	198	242	404	36

<sup>1</sup> Projections based on reported data through 2005 and middle alternative assumptions concerning the economy. See NCES 2007-038 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for a definition of first-professional degree. SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), tables 191 and 192, and Hussar, W. (2006). *Projections of Education Statistics to 2016* (NCES 2007-038), tables 20 and 21; data from U.S. Department of Education, NCES, 1976–85 Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys; and 1986–2006 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:87–99), and Spring 2001 through Spring 2006.

## Trends in Graduate/First-Professional Enrollments

**Table 9-2. Total graduate and first-professional enrollment and percentage distribution of students in degree-granting institutions, by race/ethnicity: Selected years, 1976–2005**

Level of student and race/ethnicity	1976	1980	1990	1995	2000	2005
<b>Enrollment (in thousands)</b>						
<b>Graduate</b>						
<b>Total</b>	<b>1,323</b>	<b>1,341</b>	<b>1,586</b>	<b>1,732</b>	<b>1,850</b>	<b>2,186</b>
White	1,116	1,105	1,228	1,282	1,259	1,429
Total minority	134	144	190	271	359	496
Black	78	75	84	119	158	233
Hispanic	26	32	47	68	95	131
Asian/Pacific Islander	25	32	53	76	96	118
American Indian/Alaska Native	5	5	6	8	10	13
Nonresident alien	72	92	167	179	232	262
<b>First-professional</b>						
<b>Total</b>	<b>244</b>	<b>277</b>	<b>273</b>	<b>298</b>	<b>307</b>	<b>337</b>
White	220	248	221	223	220	238
Total minority	21	26	47	67	78	91
Black	11	13	16	21	24	26
Hispanic	5	7	11	14	15	18
Asian/Pacific Islander	4	6	19	30	37	45
American Indian/Alaska Native	1	1	1	2	2	2
Nonresident alien	3	3	5	7	8	8
<b>Percentage distribution</b>						
<b>Graduate</b>						
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White	84.4	82.4	77.4	74.0	68.0	65.3
Total minority	10.2	10.7	12.0	15.6	19.4	22.7
Black	5.9	5.6	5.3	6.8	8.5	10.7
Hispanic	2.0	2.4	3.0	3.9	5.2	6.0
Asian/Pacific Islander	1.9	2.4	3.4	4.4	5.2	5.4
American Indian/Alaska Native	0.4	0.4	0.4	0.5	0.6	0.6
Nonresident alien	5.5	6.9	10.5	10.4	12.6	12.0
<b>First-professional</b>						
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White	90.1	89.5	81.0	75.0	71.8	70.7
Total minority	8.6	9.5	17.0	22.5	25.5	27.0
Black	4.6	4.6	5.8	7.2	7.7	7.7
Hispanic	1.9	2.4	3.9	4.6	5.0	5.3
Asian/Pacific Islander	1.7	2.2	6.8	9.9	12.0	13.2
American Indian/Alaska Native	0.5	0.3	0.4	0.7	0.8	0.7
Nonresident alien	1.3	1.0	2.0	2.5	2.7	2.4

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other published tables. See *supplemental note 3* for more information on the Integrated Postsecondary Education Data System (IPEDS). See the glossary for definitions of minority and first-professional degrees. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 205, and NCES. (2003). *Digest of Education Statistics, 2002* (NCES 2003-061), table 207; data from U.S. Department of Education, NCES, 1976 and 1980 Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:00 and 95), and Spring 2001 and 2006.

## Participation in Adult Education

**Table 10-1. Percentage of population age 16 or older who participated in adult education activities, by age and type of activity: Selected years, 1995–2005**

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

<sup>1</sup> Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

NOTE: Estimates exclude persons who were attending elementary or secondary school, on active duty in the U.S. Armed Forces, or institutionalized. Estimates include part-time participation in college or university degree programs and vocational or technical diploma programs. Full-time participation for all or part of the year in a degree or diploma program was not counted as an adult education activity.

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

## Participation in Adult Education

**Table 10-2. Percentage of population age 16 or older who participated in adult education activities, by type of activity and selected characteristics: 2005**

Characteristic	Overall participation	Type of adult education activity			
		Part-time degree or diploma programs	Work-related courses	Personal interest courses	Other activities <sup>1</sup>
<b>Total</b>	<b>44.4</b>	<b>5.0</b>	<b>26.9</b>	<b>21.4</b>	<b>3.2</b>
Sex					
Male	41.1	5.0	24.5	18.4	3.9
Female	47.5	5.1	29.2	24.3	2.6
Race/ethnicity <sup>2</sup>					
White	45.6	4.9	29.1	22.2	2.1
Black	46.4	5.4	27.0	23.7	3.4
Hispanic	37.6	4.9	16.8	15.3	9.8
Asian	48.3	7.9!	27.2	26.5	3.7!
Education					
Less than high school	22.1	1.0!	4.2	11.1	9.2
High school diploma or equivalent	32.6	2.6	16.5	16.1	2.9
Some college, including vocational/technical	51.4	7.7	31.4	24.9	2.5
Bachelor's degree or higher	62.5	7.3	46.2	29.5	1.1
Age					
16–24	52.9	11.4	21.2	26.6	9.7
25–34	52.2	8.7	31.7	22.1	6.7
35–44	48.7	5.3	33.7	22.1	2.1
45–54	47.9	3.8	36.5	19.7	1.4
55–64	40.3	1.5	27.0	20.7	0.9
65 or older	22.9	0.3!	5.2	18.8	0.2!
Household income					
\$15,000 or less	29.0	2.8	10.9	17.9	4.8
\$15,001–30,000	30.7	4.9	14.6	15.1	3.9
\$30,001–50,000	42.1	3.3	22.6	21.8	4.3
\$50,001–75,000	47.7	5.8	33.0	20.5	1.6
More than \$75,000	57.6	6.7	39.0	27.0	2.7
Employment/occupation					
Employed in past 12 months	51.7	6.4	35.9	22.0	3.5
Professional or managerial	70.2	8.8	56.3	29.2	1.2
Services, sales, or support	48.3	6.3	30.6	22.0	3.6
Trades	34.0	3.3	18.7	12.9	6.3
Not employed in past 12 months	25.5	1.6	4.0	20.0	2.6

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Includes basic skills training, apprenticeships, and English as a Second Language (ESL) courses.

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: Estimates exclude persons who were attending elementary or secondary school, on active duty in the U.S. Armed Forces, or institutionalized. Estimates include part-time participation in college or university degree programs and vocational or technical diploma programs. Full-time participation for all or part of the year in a degree or diploma program was not counted as an adult education activity. Individuals may participate in more than one adult education activity. Therefore, totals for each activity may not sum to overall participation totals.

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



## Reading Performance of Students in Grades 4, 8, and 12

Table 11-1. Average reading score by percentile and percentage of students at each achievement level, by grade: Selected years, 1992–2005

Percentile and achievement level	Grade 4					Grade 8					Grade 12				
	1992 <sup>1</sup>	1998 <sup>1</sup>	1998	2002	2005	1992 <sup>1</sup>	1998 <sup>1</sup>	1998	2002	2005	1992 <sup>1</sup>	1998 <sup>1</sup>	1998	2002	2005
<b>Average score</b>															
<b>Total</b>	217	217	215	219	219	260	264	263	264	262	292	291	290	287	286
<b>Percentile<sup>2</sup></b>															
10th	170	167	163	170	171	213	217	216	220	216	249	242	240	237	235
25th	194	193	191	196	196	237	242	241	244	240	271	268	267	263	262
50th	219	220	217	221	221	262	267	266	267	265	294	293	293	289	288
75th	242	244	242	244	244	285	288	288	288	286	315	317	317	312	313
90th	261	263	262	263	263	305	305	306	305	305	333	337	336	332	333
<b>Percentage at achievement level</b>															
<b>Achievement level</b>															
Below <i>Basic</i>	38	38	40	36	36	31	26	27	25	27	20	23	24	26	27
At or above <i>Basic</i>	62	62	60	64	64	69	74	73	75	73	80	77	76	74	73
At or above <i>Proficient</i>	29	31	29	31	31	29	33	32	33	31	40	40	40	36	35
At <i>Advanced</i>	6	7	7	7	8	3	3	3	3	3	4	6	6	5	5

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

<sup>2</sup> A score location at or below which a specified percentage of the population falls. In 1992, for example, 10 percent of 4th-graders scored at or below 170, while 90 percent of 4th-graders scored above 170.

NOTE: Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Reading Assessments, NAEP Data Explorer.

## Reading Performance of Students in Grades 4, 8, and 12

**Table 11-2. Average reading score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 1992 and 2005**

Student or school characteristic	Grade 4		Grade 8		Grade 12	
	1992 <sup>1</sup>	2005	1992 <sup>1</sup>	2005	1992 <sup>1</sup>	2005
<b>Total</b>	<b>217</b>	<b>219</b>	<b>260</b>	<b>262</b>	<b>292</b>	<b>286</b>
Sex						
Male	213	216	254	257	287	279
Female	221	222	267	267	297	292
Race/ethnicity <sup>2</sup>						
White	224	229	267	271	297	293
Black	192	200	237	243	273	267
Hispanic	197	203	241	246	279	272
Asian/Pacific Islander	216	229	268	271	290	287
American Indian	‡	204	‡	249	‡	279
Parents' education						
Did not finish high school	—	—	243	244	275	268
Graduated from high school	—	—	251	252	283	274
Some education after high school	—	—	265	265	294	287
Graduated from college	—	—	271	272	301	297
Location						
Central large city	—	209	—	254	—	280
Central mid-sized city	—	218	—	259	—	287
Urban fringe/large town	—	223	—	266	—	288
Rural/small town	—	219	—	263	—	285
Students in school eligible for free or reduced-price lunch						
10 percent or less	—	238	—	279	—	297
11–25 percent	—	230	—	270	—	290
26–50 percent	—	221	—	262	—	282
51–75 percent	—	211	—	252	—	273
More than 75 percent	—	197	—	240	—	266

— Not available.

‡ Reporting standards not met (too few cases).

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

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on testing accommodations and NAEP.

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

## Reading Performance of Students in Grades 4 and 8

Table 11-3. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005

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

See notes at end of table.

## Reading Performance of Students in Grades 4 and 8

**Table 11-3. Average reading score for public school 4th- and 8th-graders and change in score since 1992 and 1998, by state: 2005—Continued**

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

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

# Rounds to zero.

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

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

<sup>2</sup> 1998 was the first year for state-level data in grade 8. Data used to calculate differences are for the 1998 assessment where testing accommodations (e.g., extended time, small group testing) for children with disabilities and limited-English-proficient students were permitted.

NOTE: State samples were not collected for grade 12; therefore, state results for grade 12 are not available. At the state level, the NAEP includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. Beginning in 2002, the NAEP national sample for grades 4 and 8 was obtained by aggregating the samples from each state and the District of Columbia, rather than by obtaining an independently selected national sample. As a consequence, the size of the national samples for grades 4 and 8 increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. Differences are based upon unrounded estimates. See *supplemental note 4* for more information on testing accommodations and on NAEP.

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

## Mathematics Performance of Students in 12 Grade

Table 12-1. Percentage of 12th-grade students at each achievement level, by student and school characteristics: 2005

Student or school characteristic	Below <i>Basic</i>	At or above <i>Basic</i> <sup>1</sup>	At or above <i>Proficient</i> <sup>1</sup>	At <i>Advanced</i> <sup>1</sup>
<b>Total</b>	<b>39</b>	<b>61</b>	<b>23</b>	<b>2</b>
Sex				
Male	38	62	25	3
Female	40	60	21	1
Race/ethnicity <sup>2</sup>				
White	30	70	29	3
Black	70	30	6	#
Hispanic	60	40	8	#
Asian/Pacific Islander	27	73	36	6
American Indian/Alaska Native	58	42	6!	1!
Parents' education				
Did not finish high school	65	35	7	#
Graduated from high school	54	46	12	#
Some education after high school	41	59	18	1
Graduated from college	26	74	34	4
How often student discusses studies at home				
Every day	40	60	25	3
1–3 times a week	31	69	28	2
1–2 times a month	44	56	19	2
Never/hardly ever	48	52	17	2
Number of books in the home				
0–10	69	31	5	#
11–25	56	44	10	#
26–100	38	62	21	2
More than 100	24	76	36	4
Region				
West	41	59	22	3
Midwest	31	69	28	3
South	45	55	19	2
Northeast	37	63	24	2
Location				
Central large city	51	49	16	2
Central mid-sized city	39	61	24	3
Urban fringe/large town	36	64	27	3
Rural/small town	40	60	19	1
Students in school eligible for free or reduced-price lunch				
10 percent or less	25	75	37	4
11–25 percent	32	68	27	3
26–50 percent	43	57	19	2
51–75 percent	57	43	8	1!
More than 75 percent	75	25	4	#

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Included in the at or above *Proficient* achievement level is the at *Advanced* achievement level; included in the at or above *Basic* achievement level is the at or above *Proficient* achievement level.

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) introduced a new mathematics assessment for 12th-grade students. As a result, the 2005 12th-grade assessment results cannot be compared with those from previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

## Mathematics Performance of Students in 12 Grade

**Table 12-2. Average mathematics scores of 12th-grade students, by content area and student and school characteristics: 2005**

Student or school characteristic	Overall	Content Area			
		Numbers and operations	Measurement and geometry	Data analysis and probability	Algebra
<b>Total</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>
Sex					
Male	151	152	152	151	151
Female	149	148	148	149	150
Race/ethnicity <sup>1</sup>					
White	157	158	158	158	157
Black	127	126	124	126	130
Hispanic	133	132	134	132	134
Asian/Pacific Islander	163	160	163	157	167
American Indian/Alaska Native	134	132	141	134	129
Parents' education					
Did not finish high school	130	130	130	131	130
Graduated from high school	138	137	138	139	137
Some education after high school	148	149	148	148	148
Graduated from college	161	162	162	161	161
How often student discusses studies at home					
Every day	150	149	150	150	151
1–3 times a week	156	156	156	156	156
1–2 times a month	146	147	146	147	146
Never/hardly ever	144	144	144	144	143
Number of books in the home					
0–10	126	126	127	126	126
11–25	136	137	135	135	137
26–100	151	150	151	151	150
More than 100	163	163	163	163	163
Region					
West	148	147	149	148	149
Midwest	157	158	157	157	156
South	146	146	146	146	146
Northeast	151	152	151	151	151
Students in school eligible for free or reduced-price lunch					
10 percent or less	162	162	163	163	162
11–25 percent	155	154	155	155	156
26–50 percent	147	148	147	147	146
51–75 percent	136	135	134	136	136
More than 75 percent	122	121	122	121	123

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: The 2005 National Assessment of Educational Progress (NAEP) introduced a new mathematics assessment for 12th-grade students. As a result, the 2005 12th-grade assessment results cannot be compared with those from previous assessments. Reported on a 0–300 scale in 2005, the average mathematics score of 12th-graders was set at 150. See *supplemental note 4* for more information on NAEP.

SOURCE: Grigg, W., Donahue, P., and Dion, G. (2007). *The Nation's Report Card: 12th-Grade Reading and Mathematics 2005* (NCES 2007-468), data from U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer.

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

**Table 13-1. Average science scores overall and by grade level, selected percentiles, and percentage of students at each achievement level: 1996, 2000, and 2005**

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

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

<sup>1</sup> A score location at or below which a specified percentage of the population falls. In 1996, for example, 10 percent of the 4th-graders scored at or below 99, while 90 percent of 4th-graders scored above 99.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

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

**Table 13-2. Average science scores for 4th-, 8th-, and 12th-graders, by selected student characteristics: 1996, 2000, and 2005**

Student characteristic	Grade 4			Grade 8			Grade 12		
	1996	2000	2005	1996	2000	2005	1996	2000	2005
<b>Total</b>	<b>147*</b>	<b>147*</b>	<b>151</b>	<b>149</b>	<b>149</b>	<b>149</b>	<b>150</b>	<b>146</b>	<b>147</b>
Sex									
Male	148*	149*	153	150	153	150	154*	148	149
Female	146	145*	149	148	146	147	147*	145	145
Race/ethnicity <sup>1</sup>									
White	158*	159*	162	159	161	160	159	153	156
Black	120*	122*	129	121*	121	124	123	122	120
Hispanic	124*	122*	133	128	127	129	131	128	128
Asian/Pacific Islander	144*	‡	158	151	153	156	147	149	153
American Indian	129	135	138	148	147	128	144	151	139
Parents' education									
Less than high school	—	—	—	—	—	128	—	—	125
High school diploma or equivalent	—	—	—	—	—	138	—	—	136
Some college	—	—	—	—	—	151	—	—	148
Bachelor's degree or higher	—	—	—	—	—	159	—	—	157
Eligible for free or reduced-price lunch									
Eligible	129*	127*	135	129	127*	130	127	124*	129
Not eligible	159*	158*	162	156*	159	159	154*	149	152
Information not available	151*	160	160	157	155*	160	152*	150*	158

— Not available.

‡ Reporting standards not met (too few cases).

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

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.



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

Table 13-3. Average science scores for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005

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

See notes at end of table.

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

**Table 13-3. Average science scores for public school 4th- and 8th-graders, by state: 1996, 2000, and 2005—Continued**

State	Grade 4		Grade 8		
	2000	2005	1996 <sup>1</sup>	2000	2005
Utah	154	155	156*	154	154
Vermont	160	160	157*	159*	162
Virginia	155*	161	149*	151*	155
Washington	—	153	150*	—	154
West Virginia	149	151	147	146	147
Wisconsin	‡	158	160	‡	158
Wyoming	156	157	158	156*	159

— Not available.

‡ Reporting standards not met (too few cases).

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments, NAEP Data Explorer.

## Trends in the Achievement Gaps in Reading and Mathematics

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

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

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

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

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

## Reading and Mathematics Score Trends by Age

**Table 15-1. Average reading scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1971 through 2004**

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

— Not available.

<sup>1</sup>Race categories exclude persons of Hispanic ethnicity.

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

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

## Reading and Mathematics Score Trends by Age

**Table 15-2. Average mathematics scale scores on the long-term trend National Assessment of Educational Progress (NAEP), by age, sex, and race/ethnicity: Various years, 1973 through 2004**

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

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

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

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

## Reading and Mathematics Achievement at 5th Grade

**Table 16-1. Percentage of children who demonstrate specific reading knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004**

Characteristic	Understanding words in context	Making literal inference	Deriving meaning from text	Interpreting beyond text	Evaluating nonfiction
<b>Total</b>	<b>97.1</b>	<b>86.5</b>	<b>70.5</b>	<b>44.4</b>	<b>7.3</b>
Child's sex					
Male	96.6	85.1	68.3	42.9	7.1
Female	97.6	88.1	72.8	46.0	7.5
Child's race/ethnicity <sup>1</sup>					
White	98.0	90.6	78.8	51.0	9.9
Black	95.0	78.1	53.5	31.1	2.2
Hispanic	96.1	81.7	59.8	35.5	3.6
Asian	97.7	89.7	77.1	49.1	8.2
Other	95.8	82.0	64.4	40.2	6.4
Mother's highest level of education, spring 2004					
Less than high school	92.7	70.7	42.5	24.0	0.7
High school diploma or equivalent	96.4	83.3	63.8	38.7	4.8
Some college or vocational technical degree	97.6	88.3	72.6	44.4	5.6
Bachelor's degree or higher	99.2	95.4	89.1	61.4	15.9
Primary home language at kindergarten entry					
English	97.3	87.7	73.0	46.4	8.0
Not English	95.4	79.4	55.1	32.3	3.2
School type, spring 2004					
Public	96.9	85.8	69.0	43.0	6.6
Private	98.5	93.0	83.8	56.5	13.5
Poverty status, <sup>2</sup> kindergarten through spring 2004					
Below, all rounds	93.1	70.9	40.8	23.3	0.7
In and out of poverty	95.9	81.4	59.8	35.1	3.4
At or above, all rounds	98.6	92.4	81.8	53.3	10.6
Family type, kindergarten through spring 2004					
Two parents, all rounds	98.1	90.9	79.5	52.2	10.6
Single parent, all rounds	96.8	84.5	63.4	36.6	4.4
Other, all rounds <sup>3</sup>	92.9	75.4	56.5	33.6	1.2!
Change in family type	97.1	85.6	67.4	40.7	4.6

See notes at end of table.

## Reading and Mathematics Achievement at 5th Grade

**Table 16-1. Percentage of children who demonstrate specific reading knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004—Continued**

Characteristic	Understanding words in context	Making literal inference	Deriving meaning from text	Interpreting beyond text	Evaluating nonfiction
School type, kindergarten through spring 2004					
Public school, all rounds	96.7	85.1	67.6	42.1	6.4
Private school, all rounds	99.1	95.1	87.6	58.3	11.8
Change in school type	98.0	90.8	79.1	50.7	10.0
Grade level of child, spring 2004					
Below grade level	91.1	65.3	34.5	20.2	0.9!
Fifth grade	98.0	89.9	76.2	48.2	8.2
Above grade level	99.8	98.7	96.9	79.8	38.5!

! Interpret with caution (estimates are unstable).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. Other includes Native Hawaiian, Pacific Islander, American Indian, Alaska Native, and non-Hispanic children of more than one race.

<sup>2</sup> The federal poverty-level status composite variable is derived from household income and the total number of household members at each administration of the survey and is used to define households below the poverty level. For instance, in 1998, if a household contained four members and the annual household income was lower than \$16,600, then the household was considered to be below poverty.

<sup>3</sup> Other refers to related and unrelated guardian(s).

NOTE: The reading skills presented are those which are associated with 5th grade. Findings are based on all students who participated in the ECLS-K, not just those at grade level. Although most of the children in the sample were in 5th grade in spring 2004, some 14 percent were in a lower grade, and 1 percent were in a higher grade. Findings are representative of the 3.8 million students in school in spring 2004 who were in kindergarten in fall 1998. Poverty status, kindergarten through spring 2004; family type, kindergarten through spring 2004; and school type, kindergarten through spring 2004, are composite variables that are derived from each round of the survey (fall 1998, spring 1999, spring 2000, spring 2002, and spring 2004). Estimates were weighted by C1\_6FCO.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten—Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

## Reading and Mathematics Achievement at 5th Grade

**Table 16-2. Percentage of children who demonstrate specific mathematics knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004**

Characteristic	Multiplication and division	Place value	Rate and measurement	Fractions	Area and volume
<b>Total</b>	<b>92.4</b>	<b>73.5</b>	<b>42.9</b>	<b>13.2</b>	<b>1.8</b>
Child's sex					
Male	93.3	76.6	46.7	16.1	2.4
Female	91.5	70.3	39.0	10.2	1.2
Child's race/ethnicity <sup>1</sup>					
White	95.3	81.6	52.4	17.7	2.5
Black	84.2	52.1	19.3	2.7	0.3!
Hispanic	91.1	67.6	33.7	7.3	0.8
Asian	95.2	83.4	57.5	23.8	3.7
Other	87.6	64.0	35.4	11.9	1.3
Mother's highest level of education, spring 2004					
Less than high school	80.2	47.0	18.5	3.5	0.5
High school diploma or equivalent	90.3	67.5	33.9	7.2	0.8
Some college or vocational technical degree	94.4	76.2	42.9	10.8	1.3
Bachelor's degree or higher	98.3	90.4	65.8	28.4	4.0
Primary home language at kindergarten entry					
English	92.9	75.0	44.7	14.1	1.9
Not English	89.2	64.8	33.0	8.6	1.2
School type, spring 2004					
Public	92.0	72.5	41.7	12.6	1.7
Private	96.1	83.3	54.3	18.2	2.4
Poverty status, <sup>2</sup> kindergarten through spring 2004					
Below, all rounds	81.1	44.8	16.1	3.0!	0.2
In and out of poverty	89.6	65.6	31.3	6.2	0.6
At or above, all rounds	96.2	84.0	55.1	19.2	2.7
Family type, kindergarten through spring 2004					
Two parents, all rounds	95.5	82.8	54.4	19.3	2.6
Single parent, all rounds	90.5	64.8	30.1	6.0	1.0!
Other, all rounds <sup>3</sup>	76.7	56.9	24.5	2.7!	0.2!
Change in family type	91.8	70.4	37.3	9.8	1.2

See notes at end of table.



## Reading and Mathematics Achievement at 5th Grade

**Table 16-2. Percentage of children who demonstrate specific mathematics knowledge and skills, by child, family, and school characteristics: Spring 5th grade, 2004—Continued**

Characteristic	Multiplication and division	Place value	Rate and measurement	Fractions	Area and volume
School type, kindergarten through spring 2004					
Public school, all rounds	91.5	71.3	40.7	11.9	1.6
Private school, all rounds	97.9	87.4	57.0	15.4	2.0
Change in school type	95.0	79.8	48.9	19.3	2.6
Grade level of child, spring 2004					
Below grade level	78.1	41.4	14.0	3.4!	0.3!
Fifth grade	94.7	78.6	47.5	14.7	2.0
Above grade level	99.7	96.5	79.9	60.0!	10.2!

! Interpret with caution (estimates are unstable).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. Other includes Native Hawaiian, Pacific Islander, American Indian, Alaska Native, and non-Hispanic children of more than one race.

<sup>2</sup> The federal poverty-level status composite variable is derived from household income and the total number of household members at each administration of the survey and is used to define households below the poverty level. For instance, in 1998, if a household contained four members and the annual household income was lower than \$16,600, then the household was considered to be below poverty.

<sup>3</sup> Other refers to related and unrelated guardian(s).

NOTE: The mathematics skills presented are those that students are expected to develop between the spring of 3rd grade and the spring of 5th grade. Findings are based on all students who participated in the ECLS-K, not just those at grade level. Although most of the children in the sample were in 5th grade in spring 2004, some 14 percent were in a lower grade, and 1 percent were in a higher grade. Findings are representative of the 3.8 million students in school in spring 2004 who were in kindergarten in fall 1998. Poverty status, kindergarten through spring 2004; family type, kindergarten through spring 2004; and school type, kindergarten through spring 2004, are composite variables that are derived from each round of the survey (fall 1998, spring 1999, spring 2000, spring 2002, and spring 2004). Estimates were weighted by C1\_6FCO.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten—Third Grade Public-Use Data File, and Fifth-Grade Restricted-Use Data File.

## International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table 17-1. Average mathematics scores of 4th-grade students in knowing, applying, and reasoning, by country: 2003

Country	Knowing	Applying	Reasoning
International average	495	495	495
Armenia	447	462	445
Australia <sup>1</sup>	501	490	507
Belgium (Flemish) <sup>2</sup>	558	546	541
Chinese Taipei	565	561	563
Cyprus	500	510	516
England <sup>1</sup>	534	526	537
Hong Kong, SAR <sup>1,3</sup>	574	577	564
Hungary <sup>2</sup>	517	530	524
Iran, Islamic Rep. of <sup>2</sup>	404	391	400
Italy	514	494	499
Japan	564	566	562
Latvia	517	545	531
Lithuania <sup>4</sup>	519	542	526
Moldova, Rep. of	500	507	494
Morocco	360	349	368
Netherlands <sup>1</sup>	530	541	535
New Zealand	493	486	503
Norway	448	446	468
Philippines	385	364	359
Russian Federation <sup>2</sup>	513	542	526
Scotland <sup>1</sup>	484	487	498
Singapore	626	595	574
Slovenia	470	477	485
Tunisia	338	348	340
<b>United States<sup>1</sup></b>	<b>528</b>	<b>505</b>	<b>519</b>

<sup>1</sup> Met international guidelines for participation rates only after replacement schools were included.

<sup>2</sup> National defined population covers less than 95 percent of the national desired population.

<sup>3</sup> Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

<sup>4</sup> National desired population does not cover all of the international desired population.

NOTE: Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study, 2003.

## International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

Table 17-2. Average mathematics scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003

Country	Knowing	Applying	Reasoning
International average	467	467	467
Armenia	480	478	468
Australia	497	508	515
Bahrain	401	398	424
Belgium (Flemish)	537	536	533
Bulgaria	486	471	471
Botswana	372	369	353
Chile	386	391	409
Chinese Taipei	585	582	576
Cyprus	466	457	455
Egypt	411	404	400
England <sup>1</sup>	489	503	509
Estonia	538	528	523
Ghana	232	293	313
Hong Kong, SAR <sup>2,3</sup>	589	584	569
Hungary <sup>4</sup>	536	523	529
Indonesia <sup>5</sup>	422	408	406
Iran, Islamic Rep. of <sup>4</sup>	405	416	417
Israel <sup>4</sup>	501	495	483
Italy	484	484	489
Japan	564	564	576
Jordan	428	422	433
Korea, Rep. of	592	584	582
Latvia	518	504	500
Lebanon	447	426	410
Lithuania <sup>5</sup>	511	499	489
Macedonia, Rep. of <sup>4</sup>	447	428	438
Malaysia	506	512	503
Moldova, Rep. of	466	457	453
Morocco <sup>5,6</sup>	386	384	391
Netherlands <sup>3</sup>	520	543	541
New Zealand	485	497	509
Norway	450	468	479
Palestinian Nat'l Auth.	391	388	404
Philippines	388	378	358
Romania	485	475	458
Russian Federation <sup>4</sup>	519	503	496
Saudi Arabia	315	338	348
Scotland <sup>3</sup>	481	505	513
Serbia <sup>5</sup>	495	467	468
Singapore	591	611	583
Slovak Republic	517	502	504
Slovenia	499	491	494
South Africa	261	269	287

See notes at end of table.

## International Comparisons of Mathematics Cognitive Domains of 4th- and 8th-Graders

**Table 17-2. Average mathematics scores of 8th-grade students in knowing, applying, and reasoning, by country: 2003—Continued**

Country	Knowing	Applying	Reasoning
Sweden	486	505	508
Tunisia	399	419	399
<b>United States<sup>6</sup></b>	<b>510</b>	<b>502</b>	<b>505</b>

<sup>1</sup> Did not satisfy guidelines for sample participation rates. Less than 50 percent of original schools participated.

<sup>2</sup> Hong Kong is a Special Administrative Region (SAR) of the People's Republic of China.

<sup>3</sup> Met international guidelines for participation rates only after replacement schools were included.

<sup>4</sup> National defined population covers less than 95 percent of the national desired population.

<sup>5</sup> National desired population does not cover all of the international desired population.

<sup>6</sup> Nearly satisfied guidelines for sample participation rates after replacement schools were included.

NOTE: Countries were required to sample students in the upper of the two grades that contained the largest number of 9-year-olds and 13-year-olds. In the United States and most countries, this corresponds to grades 4 and 8, respectively. Participants were scored on a 1,000-point scale. The international standard deviation is 100.

SOURCE: Mullis, I.V.S., Martin, M.O., and Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings From a Developmental Project*, exhibits 2.1–2.6, data from the International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study, 2003.

## Trends in Adult Literacy

**Table 18-1. Average prose, document, and quantitative literacy scores of adults age 16 or older, by selected characteristics: 1992 and 2003**

Characteristic	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
<b>Total</b>	<b>276</b>	<b>275</b>	<b>271</b>	<b>271</b>	<b>275</b>	<b>283</b>
Sex						
Male	276	272	274	269	283	286
Female	277	277	268	272	269	279
Race/ethnicity <sup>1</sup>						
White	287	288	281	282	288	297
Black	237	243	230	238	222	238
Hispanic	234	216	238	224	233	233
Asian/Pacific Islander	255	271	259	272	268	285
Age						
16–18	270	267	270	268	264	267
19–24	280	276	282	277	277	279
25–39	288	283	286	282	286	292
40–49	293	282	284	277	292	289
50–64	269	278	258	270	272	289
65 or older	235	248	221	235	235	257
Language spoken before starting school <sup>2</sup>						
English only	282	283	275	276	280	289
English and Spanish	255	262	253	259	247	261
English and other language	273	278	260	268	271	289
Spanish	205	188	216	199	212	211
Other language	239	249	241	257	246	270
Education						
Still in high school	268	262	270	265	263	261
Less than/some high school	216	207	211	208	209	211
GED/high school equivalency	265	260	259	257	265	265
High school graduate	268	262	261	258	267	269
Vocational/trade/business school	278	268	273	267	280	279
Some college	292	287	288	280	295	294
Associate's/2-year degree	306	298	301	291	305	305
College graduate	325	314	317	303	324	323
Graduate studies/degree	340	327	328	311	336	332
Employment status						
Employed full time	290	285	286	281	292	296
Employed part time	285	281	279	277	281	287
Unemployed	263	269	261	265	261	270
Not in labor force	252	255	244	250	247	261

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

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

NOTE: Adults are defined as people age 16 or older living in households or prisons. *Prose literacy* is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); *document literacy* is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and *quantitative literacy* is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Results are reported in terms of average scores on a 0–500 scale. To compare results between 1992 and 2003, the 1992 results were rescaled using the criteria and methods established for the 2003 assessment.

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 1, 4, 11, 14, 18, and table 7, data from U.S. Department of Education, National Center for Education Statistics, 2003 National Assessment of Adult Literacy (NAAL) and 1992 National Adult Literacy Survey (NALS).

## Trends in Adult Literacy

**Table 18-2. Percentage of adults age 16 or older in each prose, document, and quantitative literacy achievement level, by selected characteristics: 2003**

Characteristic	Prose				Document				Quantitative			
	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient	Below Basic	Basic	Inter-mediate	Proficient
<b>Total</b>	<b>14</b>	<b>29</b>	<b>44</b>	<b>13</b>	<b>12</b>	<b>22</b>	<b>53</b>	<b>13</b>	<b>22</b>	<b>33</b>	<b>33</b>	<b>13</b>
Sex												
Male	15	29	43	13	14	23	51	13	21	31	33	16
Female	12	29	46	14	11	22	54	13	22	35	32	11
Race/ethnicity <sup>1</sup>												
White	7	25	51	17	8	19	58	15	13	32	39	17
Black	24	43	31	2	24	35	40	2	47	36	15	2
Hispanic	44	30	23	4	36	26	33	5	50	29	17	4
Asian/Pacific Islander	14	32	42	12	11	22	54	13	19	34	35	12
Age												
16–18	11	37	48	5	11	24	56	9	28	38	28	6
19–24	11	29	48	12	9	20	58	13	21	36	33	10
25–39	12	25	45	18	8	19	56	17	17	31	35	17
40–49	11	27	47	15	10	20	54	15	19	32	34	16
50–64	13	27	44	15	12	23	54	12	19	30	34	17
65 or older	23	38	34	4	27	33	38	3	34	37	24	5
Language spoken before starting school <sup>2</sup>												
English only	9	27	49	15	9	21	56	13	18	33	35	15
English and Spanish	14	38	42	6	12	29	54	5	31	39	26	4
English and other language	7	33	51	9	10	25	57	8	15	38	34	14
Spanish	61	25	13	1	49	25	23	3	62	25	11	2
Other language	26	33	34	7	20	24	46	10	28	33	29	10
Education												
Still in high school	14	37	45	4	13	24	54	9	31	38	25	5
Less than/some high school	50	33	16	1	45	29	25	2	64	25	10	1
GED/high school equivalency	10	45	43	3	13	30	53	4	26	43	28	3
High school graduate	13	39	44	4	13	29	52	5	24	42	29	5
Vocational/trade/business school	10	36	49	5	9	26	59	7	18	41	35	6
Some college	5	25	59	11	5	19	65	10	10	36	43	11
Associate's/2-year degree	4	20	56	19	3	15	66	16	7	30	45	18
College graduate	3	14	53	31	2	11	62	25	4	22	43	31
Graduate studies/degree	1	10	48	41	1	9	59	31	3	18	43	36

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. In 1992, respondents were allowed to identify only one race; in 2003, respondents were allowed to identify multiple races. Included in the total but not shown separately are American Indians/Alaska Natives and respondents with more than one race.

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

NOTE: Adults are defined as people age 16 or older living in households or prisons. *Prose literacy* is the knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts, such as paragraphs from stories); *document literacy* is the knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats, such as bills or prescription labels); and *quantitative literacy* is the knowledge and skills required to perform quantitative tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials).

SOURCE: Kutner, M., Greenberg, E., and Baer, J. (2005). *A First Look at the Literacy of America's Adults in the 21st Century* (NCES 2006-470), figures 2, 5–10, 12, 13, 15, 16, and table 8, data from U.S. Department of Education, National Center for Education Statistics (NCES), 2003 National Assessment of Adult Literacy (NAAL).

## Youth Neither in School nor Working

**Table 19-1. Percentage of youth ages 16–19 who were neither enrolled in school nor working, by selected characteristics: Selected years, 1986–2006**

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003	2004	2005	2006
<b>Total</b>	<b>9.8</b>	<b>9.5</b>	<b>9.1</b>	<b>10.0</b>	<b>9.3</b>	<b>9.3</b>	<b>7.3</b>	<b>7.5</b>	<b>8.4</b>	<b>8.8</b>	<b>7.2</b>	<b>8.0</b>	<b>7.6</b>
<b>Sex</b>													
Male	8.7	7.8	7.6	8.3	8.0	8.1	7.3	6.4	8.3	9.1	6.9	7.7	7.1
Female	11.0	11.3	10.5	11.7	10.6	10.5	7.3	8.7	8.5	8.5	7.4	8.3	8.1
<b>Age</b>													
16–17	4.9	4.3	4.6	4.9	4.6	4.6	3.4	3.8	3.6	3.8	3.5	3.6	3.5
18–19	14.8	14.9	13.2	15.0	14.1	14.2	11.5	11.2	13.4	14.5	11.5	13.1	12.5
<b>Education and age</b>													
Less than high school diploma or equivalent													
16–17	4.6	4.1	4.4	4.5	4.4	4.4	3.2	3.4	3.3	3.3	3.2	3.4	3.3
18–19	19.9	20.1	17.9	19.0	17.8	17.1	14.9	12.3	15.2	15.8	13.3	14.7	13.0
High school diploma or equivalent													
16–17	18.7!	17.7!	16.8!	25.2	17.2!	17.9!	10.2!	20.1	13.7!	26.3	17.4	12.3!	16.8
18–19	12.0	11.5	10.0	12.3	11.5	11.8	8.9	10.4	12.0	13.4	10.1	11.9	12.1
<b>Race/ethnicity<sup>1</sup></b>													
White	8.1	7.4	7.5	7.6	7.3	7.3	5.5	5.2	6.7	6.6	5.7	6.1	5.9
Black	14.4	15.0	12.1	16.9	13.7	13.7	9.5	12.2	12.9	14.2	9.3	11.3	11.5
Hispanic	15.9	17.7	17.1	15.7	15.7	15.2	13.7	13.4	12.2	13.1	11.5	12.7	10.6
Asian	—	—	—	—	—	—	—	—	—	3.6!	4.0!	4.7!	5.7
<b>Citizenship</b>													
U.S.-born	—	—	—	—	8.8	9.0	6.8	7.1	8.1	8.4	6.8	7.7	7.2
Naturalized U.S. citizen	—	—	—	—	14.4!	2.2!	9.6!	5.0!	4.5!	11.8!	5.4!	4.3!	8.3!
Non-U.S. citizen	—	—	—	—	15.6	14.2	14.5	12.5	13.0	14.0	12.0	12.7	13.5
<b>Poverty<sup>2</sup></b>													
Poor	22.6	24.1	20.9	25.5	22.1	21.5	15.3	16.2	19.6	18.8	15.8	18.0	17.0
Near-poor	12.6	12.9	13.5	12.2	12.2	10.7	11.8	11.4	11.7	12.8	9.8	10.9	10.0
Nonpoor	5.2	5.1	5.1	4.8	4.2	5.3	4.0	4.2	5.1	5.5	4.5	4.7	4.6

— Not available.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. Other race/ethnicities are included in the total but are not shown separately. Prior to 2003, estimates for Asian only were not available.

<sup>2</sup> *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold. See *supplemental note 1* for more information on poverty.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment data were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. Estimates are revised from previous editions. The data presented here represent the percentage of civilian, noninstitutionalized 16- to 19-year-olds who are neither enrolled in school nor working. See *supplemental note 2* for more information on the CPS and for an explanation of the “neither enrolled nor working” variable.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1986–2006.

## Annual Earnings of Young Adults

**Table 20-1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment, sex, and race/ethnicity: Selected years, 1980–2005**

[In constant 2004 dollars]

Educational attainment, sex, and race/ethnicity <sup>1</sup>	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005
<b>Total</b>	<b>\$35,600</b>	<b>\$35,100</b>	<b>\$32,500</b>	<b>\$31,600</b>	<b>\$34,200</b>	<b>\$34,000</b>	<b>\$33,800</b>	<b>\$33,200</b>	<b>\$33,600</b>	<b>\$32,800</b>
Educational attainment										
Less than high school	27,000	24,900	23,200	21,000	22,100	22,400	22,500	22,000	21,800	21,500
High school diploma or equivalent	32,400	30,200	28,500	26,400	28,600	28,000	28,000	27,500	27,100	26,800
Some college	35,900	35,300	32,600	30,200	32,700	32,900	32,500	31,900	32,000	31,200
Bachelor's degree or higher	40,800	43,900	43,000	41,100	45,000	44,700	44,600	44,200	43,500	43,100
Sex and educational attainment										
<b>Male</b>	<b>40,600</b>	<b>39,100</b>	<b>36,700</b>	<b>34,200</b>	<b>37,800</b>	<b>37,600</b>	<b>37,300</b>	<b>36,500</b>	<b>36,300</b>	<b>35,100</b>
Less than high school	30,700	27,500	25,200	24,100	23,200	23,800	24,000	23,100	23,600	23,500
High school diploma or equivalent	38,800	35,200	32,000	29,700	32,300	31,400	31,100	30,900	30,400	29,600
Some college	40,800	39,800	37,600	33,000	38,000	37,400	37,300	36,000	36,400	35,500
Bachelor's degree or higher	46,300	48,200	46,000	46,400	50,900	51,200	51,400	49,600	50,700	48,400
<b>Female</b>	<b>27,600</b>	<b>29,100</b>	<b>28,900</b>	<b>27,500</b>	<b>30,100</b>	<b>31,200</b>	<b>31,600</b>	<b>31,500</b>	<b>31,000</b>	<b>30,300</b>
Less than high school	19,900	19,600	18,200	17,100	18,500	17,900	18,000	19,800	18,700	17,800
High school diploma or equivalent	25,500	25,000	23,700	21,800	23,500	24,200	24,600	24,400	24,000	23,500
Some college	27,800	28,900	29,000	26,700	27,800	28,100	28,200	28,000	28,800	28,100
Bachelor's degree or higher	34,100	36,900	38,800	37,300	39,900	40,200	42,000	41,300	40,300	39,500
Race/ethnicity <sup>1</sup> and sex										
<b>White</b>	<b>36,700</b>	<b>36,600</b>	<b>34,600</b>	<b>33,000</b>	<b>35,600</b>	<b>36,800</b>	<b>37,100</b>	<b>36,300</b>	<b>36,700</b>	<b>35,000</b>
Male	42,000	41,400	38,300	37,200	39,700	39,300	39,700	38,800	40,300	38,500
Female	28,000	29,900	29,700	28,800	32,500	33,100	32,900	32,400	32,300	31,100
<b>Black</b>	<b>28,200</b>	<b>27,100</b>	<b>26,300</b>	<b>26,400</b>	<b>28,500</b>	<b>28,900</b>	<b>29,200</b>	<b>29,300</b>	<b>27,600</b>	<b>28,200</b>
Male	31,800	29,400	28,000	28,600	32,100	32,400	32,200	31,700	28,700	28,600
Female	25,900	24,300	24,800	24,700	25,600	27,000	27,800	27,700	27,200	27,800
<b>Hispanic</b>	<b>30,800</b>	<b>29,400</b>	<b>27,000</b>	<b>25,500</b>	<b>28,000</b>	<b>27,300</b>	<b>27,800</b>	<b>27,200</b>	<b>26,600</b>	<b>26,600</b>
Male	35,200	31,800	28,700	26,400	29,700	28,400	28,500	27,900	27,700	27,300
Female	25,500	27,000	24,000	23,400	24,600	25,300	26,300	26,000	24,800	25,900
<b>Asian</b>	—	—	<b>33,900<sup>2</sup></b>	<b>33,500<sup>2</sup></b>	<b>40,300<sup>2</sup></b>	<b>41,600<sup>2</sup></b>	<b>42,200</b>	<b>42,500</b>	<b>40,700</b>	<b>40,400</b>
Male	—	—	35,600 <sup>2</sup>	35,400 <sup>2</sup>	45,400 <sup>2</sup>	45,000 <sup>2</sup>	47,600	45,100	44,300	44,400
Female	—	—	32,100 <sup>2</sup>	31,500 <sup>2</sup>	38,400 <sup>2</sup>	37,700 <sup>2</sup>	34,100	37,700	37,100	38,800
<b>American Indian/Alaska Native</b>	—	—	<b>29,700</b>	<b>25,600</b>	<b>27,200</b>	<b>29,000</b>	<b>26,500</b>	<b>27,500</b>	<b>26,500</b>	<b>30,000</b>
Male	—	—	‡	‡	‡	‡	‡	‡	‡	‡
Female	—	—	‡	‡	‡	‡	‡	‡	‡	‡
<b>More than one race</b>	—	—	—	—	—	—	<b>35,300</b>	<b>32,500</b>	<b>32,300</b>	<b>33,900</b>
Male	—	—	—	—	—	—	37,000	37,100	35,000	35,900
Female	—	—	—	—	—	—	32,400	30,000	30,100	30,600
<b>Other</b>	<b>35,000</b>	<b>34,900</b>	‡	—	—	—	—	—	—	—
Male	39,800	38,600	‡	—	—	—	—	—	—	—
Female	28,800	30,600	‡	—	—	—	—	—	—	—

— Not available.

‡ Reporting standards not met (too few cases).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> From 1989 through 2002, Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period. Pacific Islander data, for years available separately, did not meet reporting standards.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.



## Annual Earnings of Young Adults

**Table 20-2. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: Selected years, 1980–2005**

Race/ethnicity and educational attainment	[In constant 2004 dollars]									
	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005
<b>White</b>	<b>\$36,700</b>	<b>\$36,600</b>	<b>\$34,600</b>	<b>\$33,000</b>	<b>\$35,600</b>	<b>\$36,800</b>	<b>\$37,100</b>	<b>\$36,300</b>	<b>\$36,700</b>	<b>\$35,000</b>
Less than high school	29,100	27,400	24,700	22,700	23,200	23,800	24,700	23,700	25,700	22,200
High school diploma or equivalent	33,700	31,700	29,900	27,700	30,200	29,700	29,800	29,900	30,600	29,800
Some college	36,700	36,700	34,300	31,400	33,900	33,900	33,600	32,700	34,100	32,300
Bachelor's degree or higher	41,400	44,600	43,600	43,000	45,100	45,000	45,100	44,600	44,600	43,600
<b>Black</b>	<b>28,200</b>	<b>27,100</b>	<b>26,300</b>	<b>26,400</b>	<b>28,500</b>	<b>28,900</b>	<b>29,200</b>	<b>29,300</b>	<b>27,600</b>	<b>28,200</b>
Less than high school	20,600	18,600	18,500	18,000	20,900	21,900	20,900	18,400	19,900	20,800
High school diploma or equivalent	27,100	25,300	23,600	22,400	23,500	24,700	25,900	26,100	24,100	22,300
Some college	29,700	27,300	28,700	27,800	28,900	28,900	29,400	28,000	29,600	28,100
Bachelor's degree or higher	35,900	36,500	38,000	34,600	38,800	39,500	40,100	42,000	39,200	38,100
<b>Hispanic</b>	<b>30,800</b>	<b>29,400</b>	<b>27,000</b>	<b>25,500</b>	<b>28,000</b>	<b>27,300</b>	<b>27,800</b>	<b>27,200</b>	<b>26,600</b>	<b>26,600</b>
Less than high school	27,300	23,200	21,400	19,800	20,500	21,700	21,500	21,600	20,800	21,000
High school diploma or equivalent	28,000	27,200	24,900	23,600	25,600	25,200	26,300	24,600	24,000	23,100
Some college	34,900	33,400	30,500	26,000	30,600	30,700	30,400	31,400	31,200	31,300
Bachelor's degree or higher	38,100	42,300	39,600	38,300	41,600	39,600	42,600	38,600	40,100	40,500
<b>Asian</b>	—	—	<b>33,900<sup>1</sup></b>	<b>33,500<sup>1</sup></b>	<b>40,300<sup>1</sup></b>	<b>41,600<sup>1</sup></b>	<b>42,200</b>	<b>42,500</b>	<b>40,700</b>	<b>40,400</b>
Less than high school	—	—	‡ <sup>1</sup>	‡ <sup>1</sup>	‡ <sup>1</sup>	‡ <sup>1</sup>	‡	‡	‡	‡
High school diploma or equivalent	—	—	24,900 <sup>1</sup>	25,800 <sup>1</sup>	28,100 <sup>1</sup>	26,900 <sup>1</sup>	26,300	26,400	26,100	25,700
Some college	—	—	30,900 <sup>1</sup>	25,000 <sup>1</sup>	31,600 <sup>1</sup>	33,200 <sup>1</sup>	30,000	31,500	30,600	31,100
Bachelor's degree or higher	—	—	43,800 <sup>1</sup>	40,600 <sup>1</sup>	57,100 <sup>1</sup>	54,100 <sup>1</sup>	54,300	56,700	52,400	52,600
<b>American Indian/Alaska Native</b>	—	—	<b>29,700</b>	<b>25,600</b>	<b>27,200</b>	<b>29,000</b>	<b>26,500</b>	<b>27,500</b>	<b>26,500</b>	<b>30,000</b>
Less than high school	—	—	‡	‡	‡	‡	‡	‡	‡	‡
High school diploma or equivalent	—	—	‡	‡	‡	‡	‡	‡	‡	‡
Some college	—	—	‡	‡	‡	‡	‡	‡	‡	‡
Bachelor's degree or higher	—	—	‡	‡	‡	‡	‡	‡	‡	‡
<b>More than one race</b>	—	—	—	—	—	—	<b>35,300</b>	<b>32,500</b>	<b>32,300</b>	<b>33,900</b>
Less than high school	—	—	—	—	—	—	‡	‡	‡	‡
High school diploma or equivalent	—	—	—	—	—	—	‡	30,300	‡	‡
Some college	—	—	—	—	—	—	32,500	30,200	33,500	33,900
Bachelor's degree or higher	—	—	—	—	—	—	‡	‡	40,700	43,100
<b>Other</b>	<b>35,000</b>	<b>34,900</b>	‡	—	—	—	—	—	—	—
Less than high school	‡	‡	‡	—	—	—	—	—	—	—
High school diploma or equivalent	28,200	28,100	‡	—	—	—	—	—	—	—
Some college	36,800	32,800	‡	—	—	—	—	—	—	—
Bachelor's degree or higher	40,800	39,300	‡	—	—	—	—	—	—	—

— Not available.

‡ Reporting standards not met (too few cases).

<sup>1</sup> From 1989 through 2002, Asians and Pacific Islanders were not reported separately; therefore, Pacific Islanders are included with Asians during this period. Pacific Islander data, for years available separately, did not meet reporting standards.

NOTE: Earnings are presented in constant dollars by means of the Consumer Price Index (CPI) to eliminate inflationary factors and allow direct comparison across years. See *supplemental note 11* for further discussion. *Full-year worker* refers to those who were employed 50 or more weeks the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. Estimates are revised from previous editions. See *supplemental note 2* for further discussion. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, selected years, 1981–2006.

## Time Spent on Homework

**Table 21-1. Percentage distribution of 10th-graders reporting time spent on homework, by hours spent on homework per week: 1980 and 2002**

Hours spent per week	All		Male		Female	
	1980	2002	1980	2002	1980	2002
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Less than 1	17	2	21	2	13	1
Between 1 and 3	29	21	31	24	28	19
More than 3 but less than 5	25	14	24	14	26	14
Between 5 and 10	22	26	18	26	25	26
More than 10	7	37	6	33	8	41

NOTE: Caution must be used when interpreting the estimates reported here because the survey method used to ask about time spent on homework per week differed in 1980 and 2002. The 1980 survey asked about "homework" without differentiating between homework completed in school and out of school; it also used the categories reported here as predefined response categories. The 2002 survey asked separately about in-school and out-of-school homework and used an open-ended response format. The 2002 responses to both questions were then grouped into the 1980 response categories. Detail may not sum to totals because of rounding.

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80) and Education Longitudinal Study of 2002, Base Year (ELS:2002).

## Student Preparedness

**Table 22-1. Percentage of 10th-graders who usually or often came to school unprepared without school books, supplies, or homework, by selected student characteristics: 1980, 1990, and 2002**

Student characteristic	Came to school without books			Came to school without paper, pen, or pencil			Came to school without homework		
	1980	1990	2002	1980	1990	2002	1980	1990	2002
<b>Total</b>	<b>8.5</b>	<b>6.4</b>	<b>16.8</b>	<b>15.1</b>	<b>10.5</b>	<b>17.5</b>	<b>22.1</b>	<b>18.0</b>	<b>25.9</b>
Sex									
Male	10.4	7.8	18.5	19.6	15.3	22.0	27.0	22.3	30.5
Female	6.0	5.0	15.1	10.2	5.8	13.1	16.8	13.8	21.3
Race/ethnicity <sup>1</sup>									
White	6.7	5.1	12.5	14.0	10.1	13.8	21.2	18.0	22.7
Black	13.6	8.1	23.4	17.5	9.8	22.5	22.9	16.0	28.6
Hispanic	13.7	11.1	25.7	20.1	14.2	25.5	27.7	20.5	34.5
Asian/Pacific Islander	12.9	9.4	18.9	14.6	10.9	18.4	17.0	17.3	26.3
American Indian	17.5	10.9	26.5	25.9	11.6	24.5	30.9	21.5	25.7
More than one race	†	†	18.9	†	†	21.8	†	†	29.5
Socioeconomic status									
Lowest quarter	11.3	7.9	21.8	16.9	10.4	21.1	25.0	20.0	31.8
Middle two quarters	7.7	6.6	16.1	14.2	10.0	17.1	21.5	18.4	25.8
Highest quarter	5.4	4.1	13.4	13.7	10.7	14.9	18.4	15.0	20.2
Composite achievement test score in 10th grade									
Lowest quarter	17.1	12.9	29.5	21.9	15.4	29.6	28.5	23.8	37.8
Second quarter	7.9	6.5	15.9	14.2	9.9	16.4	22.7	19.1	26.1
Third quarter	4.9	4.1	12.2	12.1	8.1	13.0	19.7	16.2	22.1
Highest quarter	3.0	2.5	9.7	10.8	8.1	11.1	16.2	14.3	17.7
Control									
Public	8.9	6.6	17.4	15.2	10.3	17.9	22.6	18.5	26.6
Catholic	4.6	3.3	10.2	14.7	10.4	14.1	17.2	12.5	16.9
Other private	5.4	6.0	10.2	13.6	17.3	12.2	17.7	18.2	17.6

† Not applicable.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were asked to report how often they came to school without the item: "never," "seldom," "often," or "usually."

SOURCE: Cahalan, M., Ingels, S., Burns, L., Planty, M., and Daniel, B. (2006). *United States High School Sophomores: A Twenty-Two Year Comparison, 1980–2002* (NCES 2006-327), data from U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B–So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and Education Longitudinal Study of 2002, Base Year (ELS:2002).

## Status Dropout Rates by Race/Ethnicity

**Table 23-1. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2005**

Year	Total <sup>1</sup>	Race/ethnicity <sup>2</sup>		
		White	Black	Hispanic
1972	14.6	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.9	21.2	33.0
1975	13.9	11.4	22.9	29.2
1976	14.1	12.0	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992	11.0	7.7	13.7	29.4
1993	11.0	7.9	13.6	27.5
1994	11.5	7.7	12.6	30.0
1995	12.0	8.6	12.1	30.0
1996	11.1	7.3	13.0	29.4
1997	11.0	7.6	13.4	25.3
1998	11.8	7.7	13.8	29.5
1999	11.2	7.3	12.6	28.6
2000	10.9	6.9	13.1	27.8
2001	10.7	7.3	10.9	27.0
2002	10.5	6.5	11.3	25.7
2003	9.9	6.3	10.9	23.5
2004	10.3	6.8	11.8	23.8
2005	9.4	6.0	10.4	22.4

<sup>1</sup>Total includes other race/ethnicity categories not separately shown.

<sup>2</sup>Race categories exclude persons of Hispanic ethnicity. Beginning in 2003, respondents were able to identify as being more than one race. From 2003 onwards, the Black and White categories include individuals who considered themselves to be of only one race.

NOTE: The *status dropout rate* is the percentage of 16- through 24-year-olds who are not enrolled in high school and who lack a high school credential. A high school credential includes a high school diploma or equivalent credential such as a General Educational Development (GED) certificate. Estimates beginning in 1987 reflect new editing procedures for cases with missing data on school enrollment items. Estimates beginning in 1992 reflect new wording of the educational attainment item. Estimates beginning in 1994 reflect changes due to newly instituted computer-assisted interviewing. See *supplemental note 7* for more information.

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

## 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 2005**

Characteristic	Status dropout rate (percent)	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
<b>Total</b>	<b>9.4</b>	<b>3,458</b>	<b>36,761</b>	<b>100.0</b>	<b>100.0</b>
Sex					
Male	10.8	2,009	18,547	58.1	50.5
Female	8.0	1,449	18,214	41.9	49.5
Race/ethnicity <sup>1</sup>					
White	6.0	1,358	22,806	39.3	62.0
Black	10.4	534	5,111	15.4	13.9
Hispanic	22.4	1,429	6,364	41.3	17.3
Asian	2.7	39	1,454	1.1	4.0
Pacific Islander	‡	‡	79	‡	0.2
American Indian	14.0	37	265	1.1	0.7
More than one race	8.2	56	683	1.6	1.9
Age					
16	2.5	116	4,593	3.3	12.5
17	4.4	188	4,313	5.4	11.7
18	8.1	305	3,777	8.8	10.3
19	9.4	356	3,782	10.3	10.3
20–24	12.3	2,493	20,295	72.1	55.2
Immigration status					
Born outside the 50 states and the District of Columbia					
Hispanic	36.5	942	2,582	27.2	7.0
Non-Hispanic	4.7	94	2,008	2.7	5.5
First generation <sup>2</sup>					
Hispanic	13.9	297	2,146	8.6	5.8
Non-Hispanic	3.1	66	2,167	1.9	5.9
Second generation or more <sup>3</sup>					
Hispanic	11.6	189	1,636	5.5	4.5
Non-Hispanic	7.1	1,869	26,222	54.0	71.3
Region					
Northeast	6.9	461	6,650	13.3	18.1
Midwest	7.2	624	8,658	18.1	23.6
South	11.5	1,491	12,985	43.1	35.3
West	10.4	881	8,468	25.5	23.0

‡ Reporting standards not met (too few cases).

<sup>1</sup> All racial/ethnic categories except more than one race are of persons who considered themselves as being of one race, with the exception of the Hispanic category, which consists of Hispanics of all races and racial combinations. Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> *First generation* describes an individual born in the 50 states or the District of Columbia with at least one parent born outside the 50 states or the District of Columbia.

<sup>3</sup> *Second generation or more* describes an individual born in the 50 states or the District of Columbia whose parents were both born inside the 50 states or the District of Columbia.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2005.

## Public High School Graduation Rates by State

**Table 24-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01, 2001–02, 2002–03, and 2003–04**

State	2000–01		2001–02		2002–03		2003–04	
	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>
<b>United States</b>	<b>71.7</b>	<b>2,569,200</b>	<b>72.6</b>	<b>2,621,534</b>	<b>73.9</b>	<b>2,719,947</b>	<b>74.3<sup>3</sup></b>	<b>2,753,438<sup>3</sup></b>
<b>Reporting 48 states and D.C.</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>†</b>	<b>75.0</b>	<b>2,548,128</b>
Alabama	63.7	37,082	62.1	35,887	64.7	36,741	65.0	36,464
Alaska	68.0	6,812	65.9	6,945	68.0	7,297	67.2	7,236
Arizona	74.2	46,733	74.7	47,175	75.9	49,986	66.8	45,508
Arkansas	73.9	27,100	74.8	26,984	76.6	27,555	76.8	27,181
California	71.6	315,189	72.7	325,895	74.1	341,097	73.9	343,480
Colorado	73.2	39,241	74.7	40,760	76.4	42,379	78.7	44,777
Connecticut	77.5	30,388	79.7	32,327	80.9	33,667	80.7	34,573
Delaware	71.0	6,614	69.5	6,482	73.0	6,817	72.9	6,951
District of Columbia	60.2	2,808	68.4	3,090	59.6	2,725	68.2	3,031
Florida	61.2	111,112	63.4	119,537	66.7	127,484	66.4	131,418
Georgia	58.7	62,499	61.1	65,983	60.8	66,890	61.2	68,550
Hawaii	68.3	10,102	72.1	10,452	71.3	10,013	72.6	10,324
Idaho	79.6	15,941	79.3	15,874	81.4	15,858	81.5	15,547
Illinois	75.6	110,624	77.1	116,657	75.9	117,507	80.3	124,763
Indiana	72.1	56,172	73.1	56,722	75.5	57,897	73.5	56,008
Iowa	82.8	33,774	84.1	33,789	85.3	34,860	85.8	34,339
Kansas	76.5	29,360	77.1	29,541	76.9	29,963	77.9	30,155
Kentucky	69.8	36,957	69.8	36,337	71.7	37,654	73.0	37,787
Louisiana	63.7	38,314	64.4	37,905	64.1	37,610	69.4	37,019
Maine	76.4	12,654	75.6	12,593	76.3	12,947	77.6	13,278
Maryland	78.7	49,222	79.7	50,881	79.2	51,864	79.5	52,870
Massachusetts	78.9	54,393	77.6	55,272	75.7	55,987	79.3	58,326
Michigan	75.4	96,515	72.9	95,001	74.0	100,301	72.5	98,823
Minnesota	83.6	56,581	83.9	57,440	84.8	59,432	84.7	59,096
Mississippi	59.7	23,748	61.2	23,740	62.7	23,810	62.7	23,735
Missouri	75.5	54,138	76.8	54,487	78.3	56,925	80.4	57,983
Montana	80.0	10,628	79.8	10,554	81.0	10,657	80.4	10,500
Nebraska	83.8	19,658	83.9	19,910	85.2	20,161	87.6	20,309
Nevada	70.0	15,127	71.9	16,270	72.3	16,378	57.4	15,201
New Hampshire	77.8	12,294	77.8	12,452	78.2	13,210	78.7	13,309
New Jersey	85.4	76,130	85.8	77,664	87.0	81,391	86.3	83,826
New Mexico	65.9	18,199	67.4	18,094	63.1	16,923	67.0	17,892
New York	61.5	141,884	60.5	140,139	60.9	143,818	60.9 <sup>4</sup>	142,526 <sup>4</sup>
North Carolina	66.5	63,288	68.2	65,955	70.1	69,696	71.4	72,126
North Dakota	85.4	8,445	85.0	8,114	86.4	8,169	86.1	7,888
Ohio	76.5	111,281	77.5	110,608	79.0	115,762	81.3	119,029
Oklahoma	75.8	37,458	76.0	36,852	76.0	36,694	77.0	36,799
Oregon	68.3	29,939	71.0	31,153	73.7	32,587	74.2	32,958
Pennsylvania	79.0	114,436	80.2	114,943	81.7	119,933	82.2	123,474
Rhode Island	73.5	8,603	75.7	9,006	77.7	9,318	75.9	9,258

See notes at end of table.

## Public High School Graduation Rates by State

**Table 24-1. Averaged freshman graduation rate for public high school students and number of graduates, by state: School years 2000–01, 2001–02, 2002–03, and 2003–04—Continued**

State	2000–01		2001–02		2002–03		2003–04	
	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>	Averaged freshman graduation rate <sup>1</sup>	Total number of graduates <sup>2</sup>
South Carolina	56.5	30,026	57.9	31,302	59.7	32,482	60.6	33,235
South Dakota	77.4	8,881	79.0	8,796	83.0	8,999	83.7	9,001
Tennessee	59.0	40,642	59.6	40,894	63.4	44,113	66.1	46,096
Texas	70.8	215,316	73.5	225,167	75.5	238,111	76.7	244,165
Utah	81.6	31,036	80.5	30,183	80.2	29,527	83.0	30,252
Vermont	80.2	6,856	82.0	7,083	83.6	6,970	85.4	7,100
Virginia	77.5	66,067	76.7	66,519	80.6	72,943	79.3	72,042
Washington	69.2	55,081	72.2	58,311	74.2	60,435	74.6	61,274
West Virginia	75.9	18,440	74.2	17,128	75.7	17,287	76.9	17,339
Wisconsin	83.3	59,341	84.8	60,575	85.8	63,272	85.8 <sup>4</sup>	62,784 <sup>4</sup>
Wyoming	73.4	6,071	74.4	6,106	73.9	5,845	76.0	5,833

† Not applicable.

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

<sup>2</sup>Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or district.

<sup>3</sup>The 2003–04 national estimates include imputed data from two states that did not report diploma counts: New York and Wisconsin.

<sup>4</sup>To impute the number of graduates in these states in 2003–04, the 2002–03 averaged freshman graduation rates for Wisconsin and New York were applied to the average of the grade specific enrollment data in the state for grade 8 in 1999–2000, grade 9 in 2000–01, and grade 10 in 2001–02.

SOURCE: Laird, J., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2004* (NCES 2007–024), table 12, and Laird, J., Lew, S., DeBell, M., and Chapman, C. (2006). *Dropout Rates in the United States: 2002 and 2003* (NCES 2006–062), tables 12-A and 12-B, data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Non-Fiscal Data Files," 1997–2005.

## Immediate Transition to College

**Table 25-1. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by family income and race/ethnicity: 1972–2005**

Year	Total	Family income <sup>1</sup>			Race/ethnicity <sup>2</sup>					
		Low		Middle	High	White	Black		Hispanic	
		Annual	3-year average <sup>3</sup>	Annual	Annual	Annual	Annual	3-year average <sup>3</sup>	Annual	3-year average <sup>3</sup>
1972	49.2	26.1	†	45.2	63.8	49.7	44.6	†	45.0	†
1973	46.6	20.3	†	40.9	64.4	47.8	32.5	41.4	54.1	48.8
1974	47.6	—	†	—	—	47.2	47.2	40.5	46.9	53.1
1975	50.7	31.2	†	46.2	64.5	51.1	41.7	44.5	58.0	52.7
1976	48.8	39.1	32.3	40.5	63.0	48.8	44.4	45.3	52.7	53.6
1977	50.6	27.7	32.4	44.2	66.3	50.8	49.5	46.8	50.8	48.8
1978	50.1	31.4	29.8	44.3	64.0	50.5	46.4	47.5	42.0	46.1
1979	49.3	30.5	31.6	43.2	63.2	49.9	46.7	45.2	45.0	46.3
1980	49.3	32.5	32.2	42.5	65.2	49.8	42.7	44.0	52.3	49.6
1981	53.9	33.6	32.9	49.2	67.6	54.9	42.7	40.3	52.1	48.7
1982	50.6	32.8	33.6	41.7	70.9	52.7	35.8	38.8	43.2	49.4
1983	52.7	34.6	34.0	45.2	70.3	55.0	38.2	38.0	54.2	46.7
1984	55.2	34.5	36.3	48.4	74.0	59.0	39.8	39.9	44.3	49.3
1985	57.7	40.2	35.9	50.6	74.6	60.1	42.2	39.5	51.0	46.1
1986	53.8	33.9	36.8	48.5	71.0	56.8	36.9	43.5	44.0	42.3
1987	56.8	36.9	37.6	50.0	73.8	58.6	52.2	44.2	33.5	45.0
1988	58.9	42.5	42.4	54.7	72.8	61.1	44.4	49.7	57.1	48.5
1989	59.6	48.1	45.6	55.4	70.7	60.7	53.4	48.0	55.1	52.7
1990	60.1	46.7	44.8	54.4	76.6	63.0	46.8	48.9	42.7	52.5
1991	62.5	39.5	42.2	58.4	78.2	65.4	46.4	47.2	57.2	52.6
1992	61.9	40.9	43.6	57.0	79.0	64.3	48.2	50.0	55.0	58.2
1993	62.6	50.4	44.7	56.9	79.3	62.9	55.6	51.3	62.2	55.7
1994	61.9	43.3	42.0	57.8	77.9	64.5	50.8	52.4	49.1	55.0
1995	61.9	34.2	42.1	56.0	83.5	64.3	51.2	52.9	53.7	51.6
1996	65.0	48.6	47.1	62.7	78.0	67.4	56.0	55.4	50.8	57.6
1997	67.0	57.0	50.6	60.7	82.2	68.2	58.5	58.8	65.6	55.3
1998	65.6	46.4	50.9	64.7	77.5	68.5	61.9	59.8	47.4	51.9
1999	62.9	49.4	48.5	59.4	76.1	66.3	58.9	58.6	42.3	47.4
2000	63.3	49.7	47.8	59.5	76.9	65.7	54.9	56.3	52.9	48.6
2001	61.7	43.8	50.0	56.3	79.9	64.2	54.6	56.3	51.7	52.7
2002	65.2	56.4	51.0	60.7	78.2	68.9	59.4	57.2	53.3	54.7
2003	63.9	52.8	53.1	57.6	80.1	66.2	57.5	60.0	58.6	57.7
2004	66.7	49.6	52.0	63.5	79.3	68.8	62.5	58.8	61.8	57.7
2005	68.6	53.5	†	65.1	81.2	73.2	55.7	†	54.0	†

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

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

<sup>1</sup> *Low income* refers to the bottom 20 percent of all family incomes, *high income* refers to the top 20 percent of all family incomes, and *middle income* refers to the 60 percent in between. See *supplemental note 2* for further information.

<sup>2</sup> Included in the total but not shown separately are high school completers from other racial/ethnic groups. Race categories exclude persons of Hispanic ethnicity.

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

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

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



## Immediate Transition to College

**Table 25-2. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by sex and type of institution: 1972–2005**

Year	Male			Female		
	Total	2-year <sup>1</sup>	4-year <sup>1</sup>	Total	2-year <sup>1</sup>	4-year <sup>1</sup>
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	59.9	22.9	37.0	65.2	22.8	42.4
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2
1996	60.1	21.5	38.5	69.7	24.6	45.1
1997	63.6	21.4	42.2	70.3	24.1	46.2
1998	62.4	24.4	38.0	69.1	24.3	44.8
1999	61.4	21.0	40.5	64.4	21.1	43.3
2000	59.9	23.1	36.8	66.2	20.0	46.2
2001	59.7	18.6	41.1	63.6	20.7	42.9
2002	62.1	20.5	41.7	68.3	23.0	45.3
2003	61.2	21.9	39.3	66.5	21.0	45.5
2004	61.4	21.8	39.6	71.5	23.1	48.5
2005	66.5	24.7	41.8	70.4	23.4	47.0

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

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

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

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

## Immediate Transition to College

**Table 25-3. Percentage of high school completers who were enrolled in college the October immediately following high school completion, by parents' education: 1992–2005**

Year	Total	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Not available <sup>1</sup>
1992	61.9	33.1	55.5	67.5	81.3	38.0
1993	62.6	47.1	52.3	62.7	87.9	42.0
1994	61.9	43.0	49.9	65.0	82.5	43.1
1995	61.9	27.3	47.0	70.2	87.7	30.8
1996	65.0	45.0	56.1	66.6	85.2	45.6
1997	67.0	51.4	61.7	62.6	86.1	51.3
1998	65.6	49.8	57.2	67.7	82.3	50.1
1999	62.9	36.3	54.4	60.3	82.2	53.1
2000	63.3	44.4	51.8	63.8	81.2	50.5
2001	61.7	39.0	51.9	62.0	81.3	41.9
2002	65.2	43.3	51.9	65.9	82.6	58.7
2003	63.9	43.3	53.9	62.9	82.1	48.8
2004	66.7	39.6	54.7	66.5	85.8	54.4
2005	68.6	43.0	62.1	65.6	88.8	54.8

<sup>1</sup>Information on parents' education was not available for those who did not live with their parents and were classified as a householder, and for those whose parents' educational attainment was not reported; about 9–14 percent of high school completers ages 16–24 were in this category for the period covered.

NOTE: Includes those ages 16–24 completing high school in a given year. *High school completers* referred to those who received a high school diploma or equivalency certificate. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further information, including that on definition of parents' education.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1992–2005.

## Degrees Earned

**Table 26-1. Number of degrees conferred by degree-granting institutions, by type of degree: Selected years, 1976–77 through 2004–05**

Academic year	Associate's	Bachelor's	Master's	First-professional <sup>1</sup>	Doctoral <sup>2</sup>
1976–77	405,000	917,900	316,600	64,000	33,100
1980–81	410,200	934,800	294,200	71,300	32,800
1984–85	429,800	968,300	280,400	71,100	32,300
1988–89	432,100	1,016,400	309,800	70,900	35,700
1989–90	455,100	1,051,300	324,300	71,000	38,400
1990–91	481,700	1,094,500	337,200	71,900	39,300
1991–92	504,200	1,136,600	352,800	74,100	40,700
1992–93	514,800	1,165,200	369,600	75,400	42,100
1993–94	530,600	1,169,300	387,100	75,400	43,200
1994–95	539,700	1,160,100	397,600	75,800	44,400
1995–96	555,200	1,164,800	406,300	76,700	44,700
1996–97	571,200	1,172,900	419,400	78,700	45,900
1997–98	558,600	1,184,400	430,200	78,600	46,000
1998–99	560,000	1,200,300	440,000	78,400	44,100
1999–2000	564,900	1,237,900	457,100	80,100	44,800
2000–01	578,900	1,244,200	468,500	79,700	44,900
2001–02	595,100	1,291,900	482,100	80,700	44,200
2002–03	632,900	1,348,500	512,600	80,800	46,000
2003–04	665,300	1,399,500	558,900	83,000	48,400
2004–05	696,700	1,439,300	574,600	87,300	52,600
Increase in the number of degrees conferred between 1976–77 and 2004–05	291,700	521,400	258,000	23,300	19,500
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	72	57	81	36	59

<sup>1</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a complete list of first-professional degrees.

<sup>2</sup> Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees.

NOTE: Detail in accompanying tables may not sum to totals shown here because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

## Degrees Earned

**Table 26-2. Number and percentage distribution of associate's degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05**

Academic year	Minority students													
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
1976–77 <sup>1</sup>	342,300	84.5	59,300	14.6	33,200	8.2	16,600	4.1	7,000	1.7	2,500	0.6	3,300	0.8
1980–81 <sup>2</sup>	339,200	82.7	64,400	15.7	35,300	8.6	17,800	4.3	8,700	2.1	2,600	0.6	6,600	1.6
1984–85 <sup>3</sup>	355,300	82.7	68,100	15.8	35,800	8.3	19,400	4.5	9,900	2.3	3,000	0.7	6,400	1.5
1988–89 <sup>4</sup>	354,900	82.1	70,900	16.4	34,700	8.0	20,400	4.7	12,500	2.9	3,300	0.8	6,400	1.5
1989–90	376,800	82.8	72,300	15.9	34,300	7.5	21,500	4.7	13,100	2.9	3,400	0.8	6,000	1.3
1990–91	391,300	81.2	83,500	17.3	38,800	8.1	25,500	5.3	15,300	3.2	3,900	0.8	7,000	1.4
1991–92	408,900	81.1	87,400	17.3	40,200	8.0	27,300	5.4	15,800	3.1	4,100	0.8	8,000	1.6
1992–93	411,400	79.9	94,300	18.3	42,900	8.3	30,300	5.9	16,800	3.3	4,400	0.9	9,000	1.7
1993–94	419,700	79.1	101,000	19.0	45,500	8.6	32,100	6.1	18,400	3.5	4,900	0.9	10,000	1.9
1994–95	420,700	77.9	109,200	20.2	47,100	8.7	36,000	6.7	20,700	3.8	5,500	1.0	9,800	1.8
1995–96	426,100	76.7	119,000	21.4	52,000	9.4	38,300	6.9	23,100	4.2	5,600	1.0	10,100	1.8
1996–97	429,500	75.2	131,000	22.9	56,300	9.9	43,500	7.6	25,200	4.4	6,000	1.0	10,800	1.9
1997–98	413,600	74.0	132,600	23.7	55,300	9.9	45,900	8.2	25,200	4.5	6,200	1.1	12,400	2.2
1998–99	409,100	73.1	140,100	25.0	57,400	10.3	48,700	8.7	27,600	4.9	6,400	1.1	10,700	1.9
1999–2000	408,800	72.4	146,100	25.9	60,200	10.7	51,600	9.1	27,800	4.9	6,500	1.2	10,100	1.8
2000–01	411,100	71.0	156,200	27.0	63,900	11.0	57,300	9.9	28,500	4.9	6,600	1.1	11,600	2.0
2001–02	417,700	70.2	165,100	27.7	67,300	11.3	60,000	10.1	30,900	5.2	6,800	1.1	12,300	2.1
2002–03	437,800	69.2	181,700	28.7	75,400	11.9	66,200	10.5	32,600	5.2	7,500	1.2	13,400	2.1
2003–04	456,000	68.5	194,700	29.3	81,200	12.2	72,300	10.9	33,100	5.0	8,100	1.2	14,500	2.2
2004–05	475,500	68.3	207,100	29.7	86,400	12.4	78,600	11.3	33,700	4.8	8,400	1.2	14,100	2.0
Increase in the number of degrees conferred between 1976–77 and 2004–05	133,200	†	147,700	†	53,200	†	61,900	†	26,600	†	5,900	†	10,800	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	39	†	249	†	161	†	372	†	378	†	238	†	323	†

† Not applicable.

<sup>1</sup> Excludes 1,170 males and 251 females whose racial/ethnic group was not available.

<sup>2</sup> Excludes 4,819 males and 1,384 females whose racial/ethnic group was not available.

<sup>3</sup> Excludes 1,033 males and 1,512 females whose racial/ethnic group was not available.

<sup>4</sup> Excludes 2,353 males and 2,267 females whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

## Degrees Earned

**Table 26-3. Number and percentage distribution of bachelor's degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05**

Academic year	Minority students													
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
1976–77 <sup>1</sup>	807,700	88.0	94,500	10.3	58,600	6.4	18,700	2.0	13,800	1.5	3,300	0.4	15,700	1.7
1980–81 <sup>2</sup>	807,300	86.4	104,900	11.2	60,700	6.5	21,800	2.3	18,800	2.0	3,600	0.4	22,600	2.4
1984–85 <sup>3</sup>	826,100	85.3	113,000	11.7	57,500	5.9	25,900	2.7	25,400	2.6	4,200	0.4	29,200	3.0
1988–89 <sup>4</sup>	859,700	84.6	129,600	12.8	58,100	5.7	29,900	2.9	37,700	3.7	4,000	0.4	27,000	2.7
1989–90	887,200	84.4	137,500	13.1	61,000	5.8	32,800	3.1	39,200	3.7	4,400	0.4	26,700	2.5
1990–91	914,100	83.5	150,800	13.8	66,400	6.1	37,300	3.4	42,500	3.9	4,600	0.4	29,600	2.7
1991–92	941,700	82.9	166,400	14.6	72,700	6.4	41,100	3.6	47,400	4.2	5,200	0.5	28,500	2.5
1992–93	952,200	81.7	180,700	15.5	78,100	6.7	45,400	3.9	51,500	4.4	5,700	0.5	32,300	2.8
1993–94	939,000	80.3	196,100	16.8	83,900	7.2	50,300	4.3	55,700	4.8	6,200	0.5	34,200	2.9
1994–95	914,600	78.8	208,600	18.0	87,200	7.5	54,200	4.7	60,500	5.2	6,600	0.6	36,900	3.2
1995–96	905,800	77.8	221,300	19.0	91,500	7.9	58,400	5.0	64,400	5.5	7,000	0.6	37,700	3.2
1996–97	900,800	76.8	233,100	19.9	94,300	8.0	62,500	5.3	68,900	5.9	7,400	0.6	38,900	3.3
1997–98	901,300	76.1	243,800	20.6	98,300	8.3	66,000	5.6	71,700	6.1	7,900	0.7	39,200	3.3
1998–99	907,200	75.6	254,900	21.2	102,200	8.5	70,100	5.8	74,200	6.2	8,400	0.7	38,100	3.2
1999–2000	929,100	75.1	269,700	21.8	108,000	8.7	75,100	6.1	77,900	6.3	8,700	0.7	39,100	3.2
2000–01	927,400	74.5	277,000	22.3	111,300	8.9	77,700	6.2	78,900	6.3	9,000	0.7	39,800	3.2
2001–02	958,600	74.2	291,800	22.6	116,600	9.0	83,000	6.4	83,100	6.4	9,200	0.7	41,500	3.2
2002–03	994,200	73.7	311,000	23.1	124,200	9.2	89,000	6.6	87,900	6.5	9,800	0.7	43,200	3.2
2003–04	1,026,100	73.3	328,600	23.5	131,200	9.4	94,600	6.8	92,100	6.6	10,600	0.8	44,800	3.2
2004–05	1,049,100	72.9	344,800	24.0	136,100	9.5	101,100	7.0	97,200	6.8	10,300	0.7	45,400	3.2
Increase in the number of degrees conferred between 1976–77 and 2004–05	241,500	†	250,300	†	77,500	†	82,400	†	83,400	†	7,000	†	29,600	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	30	†	265	†	132	†	440	†	605	†	210	†	189	†

† Not applicable.

<sup>1</sup> Excludes 1,121 males and 528 females whose racial/ethnic group was not available.

<sup>2</sup> Excludes 258 males and 82 females whose racial/ethnic group was not available.

<sup>3</sup> Excludes 6,380 males and 4,786 females whose racial/ethnic group was not available.

<sup>4</sup> Excludes 1,400 males and 1,005 females whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

## Degrees Earned

**Table 26-4. Number and percentage distribution of master's degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05**

Academic year	Minority students													
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
1976–77 <sup>1</sup>	266,100	84.0	33,200	10.5	21,000	6.6	6,100	1.9	5,100	1.6	1,000	0.3	17,300	5.5
1980–81 <sup>2</sup>	241,200	82.0	30,900	10.5	17,100	5.8	6,500	2.2	6,300	2.1	1,000	0.4	22,100	7.5
1984–85 <sup>3</sup>	223,600	79.7	29,800	10.6	13,900	5.0	6,900	2.4	7,800	2.8	1,300	0.4	27,000	9.6
1988–89 <sup>4</sup>	242,800	78.4	32,800	10.6	14,100	4.6	7,300	2.3	10,300	3.3	1,100	0.4	34,200	11.0
1989–90	254,300	78.4	34,800	10.7	15,300	4.7	7,900	2.4	10,400	3.2	1,100	0.3	35,200	10.9
1990–91	261,200	77.5	38,300	11.4	16,600	4.9	8,900	2.6	11,700	3.5	1,200	0.3	37,600	11.2
1991–92	271,200	76.9	42,000	11.9	18,300	5.2	9,500	2.7	13,000	3.7	1,300	0.4	39,600	11.2
1992–93	279,800	75.7	45,700	12.4	19,700	5.3	10,600	2.9	13,900	3.8	1,400	0.4	44,100	11.9
1993–94	289,500	74.8	51,000	13.2	22,000	5.7	11,900	3.1	15,400	4.0	1,700	0.4	46,500	12.0
1994–95	293,300	73.8	55,500	14.0	24,200	6.1	12,900	3.2	16,800	4.2	1,600	0.4	48,700	12.3
1995–96	298,100	73.4	60,300	14.8	25,800	6.4	14,400	3.6	18,200	4.5	1,800	0.4	47,900	11.8
1996–97	305,000	72.7	64,800	15.5	28,400	6.8	15,400	3.7	19,100	4.5	1,900	0.5	49,600	11.8
1997–98	308,200	71.6	69,600	16.2	30,200	7.0	16,200	3.8	21,100	4.9	2,100	0.5	52,400	12.2
1998–99	313,500	71.2	74,500	16.9	32,500	7.4	17,800	4.1	22,100	5.0	2,000	0.5	52,000	11.8
1999–2000	320,500	70.1	80,600	17.6	35,900	7.8	19,300	4.2	23,200	5.1	2,200	0.5	56,000	12.2
2000–01	320,500	68.4	86,600	18.5	38,300	8.2	21,500	4.6	24,300	5.2	2,500	0.5	61,400	13.1
2001–02	327,600	68.0	90,800	18.8	40,400	8.4	22,400	4.6	25,400	5.3	2,600	0.5	63,700	13.2
2002–03	341,700	66.7	99,300	19.4	44,300	8.6	25,000	4.9	27,200	5.3	2,800	0.6	71,600	14.0
2003–04	369,600	66.1	114,500	20.5	50,700	9.1	29,700	5.3	31,000	5.5	3,200	0.6	74,900	13.4
2004–05	379,400	66.0	122,000	21.2	54,500	9.5	31,500	5.5	32,800	5.7	3,300	0.6	73,200	12.7
Increase in the number of degrees conferred between 1976–77 and 2004–05	113,300	†	88,800	†	33,400	†	25,400	†	27,700	†	2,300	†	55,900	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	43	†	268	†	159	†	419	†	540	†	241	†	322	†

† Not applicable.

<sup>1</sup> Excludes 387 men and 175 women whose racial/ethnic group was not available.

<sup>2</sup> Excludes 1,377 men and 179 women whose racial/ethnic group was not available.

<sup>3</sup> Excludes 3,973 men and 1,857 women whose racial/ethnic group was not available.

<sup>4</sup> Excludes 482 men and 369 women whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

## Degrees Earned

**Table 26-5. Number and percentage distribution of first-professional degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05**

Academic year	Minority students													
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
1976–77 <sup>1</sup>	58,400	91.4	4,800	7.5	2,500	4.0	1,100	1.7	1,000	1.6	200	0.3	700	1.1
1980–81 <sup>2</sup>	64,600	90.5	6,100	8.5	2,900	4.1	1,500	2.2	1,500	2.0	200	0.3	700	0.9
1984–85 <sup>3</sup>	63,200	89.0	7,000	9.8	3,000	4.3	1,900	2.7	1,800	2.6	200	0.3	900	1.2
1988–89	61,200	86.4	8,700	12.3	3,100	4.4	2,300	3.2	3,000	4.2	300	0.4	1,000	1.4
1989–90	60,500	85.2	9,500	13.4	3,400	4.8	2,400	3.4	3,400	4.7	300	0.4	1,000	1.5
1990–91	60,600	84.3	10,200	14.2	3,600	5.0	2,500	3.5	3,800	5.3	300	0.4	1,100	1.5
1991–92	61,200	82.5	11,600	15.7	3,600	4.9	2,900	3.9	4,800	6.5	300	0.4	1,300	1.8
1992–93	61,200	81.1	12,700	16.8	4,100	5.5	3,000	4.0	5,200	6.9	400	0.5	1,500	2.1
1993–94	60,100	79.7	13,800	18.3	4,400	5.9	3,100	4.2	5,900	7.8	400	0.5	1,400	1.9
1994–95	59,400	78.4	14,800	19.5	4,700	6.3	3,200	4.3	6,400	8.4	400	0.5	1,600	2.1
1995–96	59,500	77.6	15,600	20.3	5,000	6.5	3,500	4.5	6,600	8.6	500	0.6	1,600	2.1
1996–97	60,300	76.6	16,800	21.3	5,300	6.7	3,600	4.6	7,400	9.4	500	0.7	1,600	2.1
1997–98	59,400	75.6	17,400	22.1	5,500	7.0	3,600	4.5	7,800	9.9	600	0.7	1,800	2.3
1998–99	58,700	74.9	18,000	22.9	5,300	6.8	3,900	4.9	8,200	10.4	600	0.8	1,800	2.2
1999–2000	59,600	74.5	18,600	23.2	5,600	6.9	3,900	4.8	8,600	10.7	600	0.7	1,900	2.3
2000–01	58,600	73.5	19,000	23.8	5,400	6.8	3,800	4.8	9,300	11.6	500	0.7	2,100	2.6
2001–02	58,900	73.0	19,900	24.7	5,800	7.2	4,000	4.9	9,600	11.9	600	0.7	1,900	2.3
2002–03	58,700	72.6	20,200	25.0	5,700	7.1	4,100	5.1	9,800	12.1	600	0.7	2,000	2.4
2003–04	60,400	72.7	20,700	24.9	5,900	7.1	4,300	5.1	10,000	12.0	600	0.7	1,900	2.3
2004–05	63,400	72.7	21,800	25.0	6,300	7.2	4,400	5.1	10,500	12.0	600	0.6	2,000	2.3
Increase in the number of degrees conferred between 1976–77 and 2004–05	5,000	†	17,000	†	3,800	†	3,400	†	9,500	†	400	†	1,300	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	9	†	352	†	149	†	313	†	929	†	188	†	191	†

† Not applicable.

<sup>1</sup> Excludes 394 men and 12 women whose racial/ethnic group was not available.

<sup>2</sup> Excludes 598 men and 18 women whose racial/ethnic group was not available.

<sup>3</sup> Excludes 2,954 men and 1,052 women whose racial/ethnic group was not available.

NOTE: For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. See glossary for a definition of first-professional degree. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:89–99), and Fall 2000 through Fall 2005.

## Degrees Earned

**Table 26-6. Number and percentage distribution of doctoral degrees conferred by degree-granting institutions, by racial/ethnic group: Selected years, 1976–77 through 2004–05**

Academic year	Minority students													
	White		Total		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native		Nonresident alien	
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
1976–77 <sup>1</sup>	26,900	81.1	2,500	7.6	1,300	3.8	500	1.6	700	2.0	100	0.3	3,700	11.3
1980–81 <sup>2</sup>	25,900	78.9	2,700	8.2	1,300	3.9	500	1.4	900	2.7	100	0.4	4,200	12.8
1984–85 <sup>3</sup>	23,900	74.1	3,100	9.6	1,200	3.6	700	2.1	1,100	3.4	100	0.4	5,300	16.5
1988–89 <sup>4</sup>	24,900	69.8	3,100	8.7	1,100	3.0	600	1.8	1,300	3.7	100	0.2	7,700	21.5
1989–90	26,200	68.3	3,300	8.6	1,100	3.0	800	2.0	1,200	3.2	100	0.3	8,900	23.2
1990–91	25,900	65.8	3,600	9.2	1,200	3.2	800	1.9	1,500	3.8	100	0.3	9,800	25.0
1991–92	26,200	64.5	3,800	9.4	1,200	3.0	800	2.0	1,600	3.9	100	0.3	10,600	26.2
1992–93	26,800	63.6	3,900	9.2	1,400	3.2	800	2.0	1,600	3.7	100	0.3	11,500	27.2
1993–94	27,200	63.0	4,400	10.2	1,400	3.2	900	2.1	2,000	4.7	100	0.3	11,500	26.7
1994–95	27,800	62.7	5,500	12.4	1,700	3.8	1,000	2.2	2,700	6.1	100	0.3	11,100	25.0
1995–96	27,800	62.2	5,400	12.1	1,600	3.7	1,000	2.2	2,600	5.9	200	0.4	11,500	25.6
1996–97	28,600	62.3	5,800	12.6	1,900	4.1	1,100	2.4	2,700	5.8	200	0.4	11,500	25.0
1997–98	28,800	62.6	5,900	12.8	2,100	4.5	1,300	2.8	2,300	5.1	200	0.4	11,300	24.6
1998–99	27,800	63.2	5,900	13.4	2,100	4.8	1,300	3.0	2,300	5.2	200	0.4	10,300	23.4
1999–2000	27,800	62.1	6,100	13.6	2,200	5.0	1,300	2.9	2,400	5.4	200	0.4	10,800	24.2
2000–01	27,500	61.1	6,500	14.4	2,200	4.9	1,500	3.4	2,600	5.8	200	0.4	11,000	24.4
2001–02	26,900	60.9	6,300	14.3	2,400	5.4	1,400	3.2	2,300	5.3	200	0.4	10,900	24.7
2002–03	27,700	60.2	6,700	14.6	2,500	5.5	1,600	3.4	2,400	5.3	200	0.4	11,600	25.3
2003–04	28,200	58.3	7,400	15.3	2,900	6.0	1,700	3.4	2,600	5.4	200	0.4	12,800	26.4
2004–05	30,300	57.5	8,000	15.2	3,100	5.8	1,800	3.5	2,900	5.5	200	0.5	14,300	27.3
Increase in the number of degrees conferred between 1976–77 and 2004–05	3,400	†	5,500	†	1,800	†	1,300	†	2,300	†	100	†	10,600	†
Percentage change in the number of degrees conferred between 1976–77 and 2004–05	13	†	218	†	144	†	249	†	342	†	149	†	283	†

† Not applicable.

<sup>1</sup> Excludes 106 men whose racial/ethnic group was not available.

<sup>2</sup> Excludes 116 men and 3 women whose racial/ethnic group was not available.

<sup>3</sup> Excludes 404 men and 232 women whose racial/ethnic group was not available.

<sup>4</sup> Excludes 51 men and 10 women whose racial/ethnic group was not available.

NOTE: Includes Ph.D., Ed.D., and comparable degrees at the doctoral level. Excludes first-professional degrees, such as M.D., D.D.S., and law degrees. For years 1984–85 through 2004–05, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1976–77 through 1984–85 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” surveys; and 1988–89 through 2004–05 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:89–99), and Fall 2000 through Fall 2005.



## Educational Attainment

**Table 27-1. Percentage of 25- to 29-year-olds who completed high school, by race/ethnicity and sex: March 1971–2006**

Year	Total <sup>1</sup>			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.0	76.5	81.7	83.0	80.5	58.7	56.7	60.5	48.3	51.4	45.8
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.5	47.0	48.0
1973	80.2	80.6	79.8	84.1	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.3	71.5	65.8	54.1	55.8	52.5
1975	83.1	84.5	81.8	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.7	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.1	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.6	58.5	54.7
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	73.9	75.3	57.1	55.5	58.5
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.7	78.3	58.0	57.0	58.9
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.5	81.5	60.9	60.7	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.3	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.0	75.9	81.7	58.6	56.8	60.2
1985	86.1	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	60.9	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.8	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.4	84.5	82.5	59.8	58.6	61.0
1988	85.9	84.7	87.0	89.7	88.4	90.9	80.9	80.8	80.9	62.3	59.9	64.9
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.0
1990	85.7	84.4	87.0	90.1	88.6	91.7	81.7	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.4	81.8	83.6	80.1	56.7	56.4	57.1
1992	86.3	86.1	86.5	90.7	90.2	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.6	91.8	82.6	84.8	80.8	60.9	58.3	64.0
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.7	85.3	60.3	58.0	63.0
1995	86.8	86.3	87.4	92.5	92.0	93.0	86.7	88.4	85.3	57.1	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9
1997	87.4	85.8	88.9	92.9	91.7	94.0	86.9	85.8	87.8	61.8	59.2	64.9
1998	88.1	86.6	89.6	93.6	92.5	94.6	88.2	88.4	88.1	62.8	59.9	66.3
1999	87.8	86.1	89.5	93.0	91.9	94.1	88.7	88.2	89.2	61.6	57.4	66.0
2000	88.1	86.7	89.4	94.0	92.9	95.2	86.8	87.6	86.2	62.8	59.2	66.4
2001	87.7	86.9	88.6	93.3	93.0	93.6	87.0	87.5	86.7	63.2	59.4	67.2
2002	86.4	84.7	88.1	93.0	92.1	93.8	87.6	85.8	88.9	62.4	60.2	65.0
2003	86.5	84.9	88.2	93.7	92.8	94.5	88.5	87.4	89.4	61.7	59.6	64.2
2004	86.6	85.2	88.0	93.3	92.1	94.5	88.7	91.2	86.6	62.4	60.1	65.2
2005	86.1	84.9	87.3	92.8	91.8	93.8	86.9	86.6	87.3	63.3	63.2	63.3
2006	86.4	84.4	88.5	93.4	92.3	94.6	86.3	84.2	88.0	63.2	60.5	66.6

<sup>1</sup>Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

## Educational Attainment

**Table 27-2. Percentage of 25- to 29-year-olds who completed at least some college, by race/ethnicity and sex: March 1971–2006**

Year	Total <sup>1</sup>			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	33.9	38.5	29.4	36.7	41.7	31.8	18.1	16.5	19.5	14.7	19.7	10.5!
1972	36.0	40.9	31.3	38.6	44.0	33.3	21.4	19.6	22.8	15.3	17.4	13.5
1973	36.3	41.4	31.4	39.2	44.6	33.7	21.5	21.2	21.8	16.6	21.4	12.4
1974	40.1	44.7	35.6	43.1	47.8	38.4	24.2	26.4	22.4	21.3	24.7	18.2
1975	41.6	47.4	36.0	44.3	50.4	38.3	27.5	29.7	25.8	21.8	26.3	17.6
1976	44.1	50.1	38.4	47.2	53.5	41.0	27.5	29.5	25.9	21.1	24.4	18.3
1977	45.5	50.3	40.8	48.6	53.4	43.7	31.1	34.3	28.5	23.8	26.5	21.5
1978	46.4	51.0	41.9	49.5	54.6	44.4	34.7	35.7	33.9	24.7	27.6	22.0
1979	46.3	49.8	42.9	49.6	53.3	45.9	31.2	30.2	32.0	25.1	28.2	22.3
1980	44.7	47.6	41.9	48.0	51.1	44.9	32.4	32.6	32.3	23.2	25.9	20.5
1981	43.2	45.6	40.9	46.0	48.5	43.5	33.0	33.9	32.3	23.6	24.6	22.7
1982	43.0	44.5	41.6	45.1	46.6	43.7	37.1	38.1	36.3	24.1	24.6	23.7
1983	43.5	44.8	42.2	46.1	47.7	44.4	33.0	33.2	32.9	25.0	23.8	26.3
1984	43.0	43.6	42.5	45.6	46.2	45.0	32.9	31.5	34.1	26.7	27.0	26.4
1985	43.7	44.2	43.3	46.4	46.8	46.0	34.4	34.2	34.5	26.9	26.9	27.0
1986	44.0	44.1	43.8	46.8	46.9	46.8	36.3	35.9	36.6	25.3	24.9	25.8
1987	43.6	43.1	44.0	46.0	45.7	46.2	35.9	32.4	38.8	26.7	27.1	26.2
1988	43.6	43.7	43.6	46.4	46.4	46.5	33.3	34.7	32.1	28.0	26.5	29.6
1989	43.8	43.9	43.7	47.2	47.1	47.2	34.6	34.0	35.1	27.0	27.3	26.7
1990	44.5	43.7	45.3	48.3	47.3	49.3	36.1	35.0	36.9	23.4	22.9	23.9
1991	45.3	44.4	46.2	49.3	48.8	49.9	35.3	32.0	38.2	23.9	23.1	24.8
1992	48.9	48.2	49.6	53.3	52.6	53.9	36.2	34.9	37.2	28.5	27.2	30.1
1993	51.0	49.5	52.5	55.6	54.7	56.6	40.0	37.0	42.5	29.7	26.9	33.1
1994	52.1	49.8	54.3	57.1	54.9	59.3	41.8	40.3	43.0	31.0	28.0	34.6
1995	54.1	52.3	55.8	59.8	57.5	62.1	45.1	45.3	44.8	28.7	26.7	30.9
1996	56.5	54.5	58.5	62.0	60.3	63.7	48.1	47.9	48.3	31.1	28.1	35.0
1997	57.1	54.9	59.4	63.3	61.3	65.3	46.6	43.0	49.6	33.3	30.7	36.4
1998	57.8	54.6	61.0	64.1	61.3	66.9	49.9	46.8	52.6	32.5	29.3	36.3
1999	58.0	54.7	61.3	63.9	60.7	67.0	51.3	45.9	55.5	31.2	27.4	35.0
2000	58.3	55.1	61.5	64.1	60.5	67.7	52.7	50.4	54.6	32.8	29.0	36.6
2001	58.4	54.4	62.5	64.8	60.5	69.1	50.5	46.7	53.6	32.2	28.2	36.4
2002	58.0	54.5	61.6	65.8	62.0	69.5	53.4	51.8	54.6	30.9	28.3	34.1
2003	57.4	53.8	61.1	65.5	61.9	69.2	51.2	49.6	52.5	31.1	27.9	34.9
2004	57.3	53.4	61.3	64.7	60.8	68.6	51.9	49.3	54.0	32.3	27.9	37.7
2005	56.7	52.1	61.4	64.3	59.7	68.9	49.0	41.9	55.1	32.8	31.8	34.0
2006	57.8	53.3	62.4	66.3	62.1	70.4	49.9	44.8	54.3	31.7	28.3	35.9

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

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

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

## Educational Attainment

**Table 27-3. Percentage of 25- to 29-year-olds with a bachelor's degree or higher, by race/ethnicity and sex: March 1971–2006**

Year	Total <sup>1</sup>			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	17.1	20.4	13.8	18.9	22.4	15.4	6.7	6.9	6.6	5.1!	8.0!	2.6!
1972	19.0	22.0	16.0	20.8	24.1	17.5	8.4	7.2	9.4	3.7!	4.5!	3.1!
1973	19.0	21.6	16.4	20.8	23.8	17.9	8.1	7.2	9.0	5.7	6.7!	4.8!
1974	20.7	23.9	17.6	23.2	26.7	19.7	7.9	8.7	7.2	5.5	4.9!	6.0!
1975	21.9	25.2	18.7	23.8	27.3	20.2	10.5	11.1	10.0	8.8	10.4	7.3
1976	23.7	27.5	20.1	25.7	29.8	21.6	13.0	12.0	13.9	7.3	10.3	4.7!
1977	24.0	27.0	21.1	26.4	29.7	23.1	12.6	12.8	12.5	6.7	7.1	6.3
1978	23.3	26.0	20.6	25.6	28.9	22.3	11.8	10.7	12.6	9.6	9.6	9.7
1979	23.1	25.8	20.5	25.5	28.4	22.6	12.4	13.2	11.8	7.3	7.9	6.8
1980	22.5	24.0	21.0	25.0	26.8	23.2	11.6	10.5	12.4	7.7	8.4	6.9
1981	21.3	23.1	19.6	23.6	25.5	21.7	11.6	12.1	11.1	7.5	8.6	6.5
1982	21.7	23.3	20.2	23.8	25.7	21.9	12.6	11.7	13.4	9.7	10.7	8.7
1983	22.5	23.9	21.1	24.5	26.2	22.7	12.9	13.1	12.7	10.4	9.6	11.1
1984	21.9	23.2	20.7	24.1	25.5	22.7	11.7	12.9	10.6	10.6	9.6	11.6
1985	22.2	23.1	21.3	24.4	25.5	23.3	11.6	10.3	12.6	11.1	10.9	11.2
1986	22.4	22.9	21.9	25.2	25.8	24.5	11.8	10.3	13.1	9.0	8.9	9.1
1987	22.0	22.3	21.7	24.6	24.9	24.4	11.5	11.8	11.2	8.7	9.2	8.2
1988	22.7	23.4	21.9	25.1	25.7	24.5	12.0	12.4	11.7	11.3	11.9	10.6
1989	23.4	23.9	22.9	26.3	26.9	25.8	12.6	12.1	13.1	10.1	9.6	10.6
1990	23.2	23.7	22.8	26.4	26.6	26.2	13.4	15.1	11.9	8.1	7.3	9.1
1991	23.2	23.0	23.4	26.7	26.5	26.9	11.0	11.5	10.5	9.2	8.1	10.4
1992	23.6	23.2	24.0	27.2	26.6	27.7	11.0	11.7	10.5	9.5	8.8	10.3
1993	23.7	23.4	23.9	27.2	27.2	27.1	13.3	12.5	13.9	8.3	7.1	9.8
1994	23.3	22.5	24.0	27.1	26.8	27.4	13.6	11.6	15.2	8.0	6.6	9.8
1995	24.7	24.5	24.9	28.8	28.4	29.2	15.4	17.4	13.7	8.9	7.8	10.1
1996	27.1	26.1	28.2	31.6	30.9	32.3	14.6	12.2	16.6	10.0	10.2	9.8
1997	27.8	26.3	29.3	32.6	31.2	34.1	14.2	11.8	16.3	11.0	9.6	12.7
1998	27.3	25.6	29.0	32.3	30.5	34.2	15.8	14.3	17.0	10.4	9.5	11.3
1999	28.2	26.8	29.5	33.6	32.0	35.1	15.0	13.1	16.5	8.9	7.5	10.4
2000	29.1	27.9	30.1	34.0	32.3	35.8	17.8	18.4	17.4	9.7	8.3	11.0
2001	28.6	26.2	31.1	33.0	29.7	36.3	17.8	17.9	17.8	11.1	9.1	13.3
2002	29.3	26.9	31.8	35.9	32.6	39.2	18.0	17.9	18.1	8.9	8.3	9.7
2003	28.4	26.0	30.9	34.2	31.4	37.1	17.5	17.7	17.4	10.0	8.4	12.0
2004	28.7	26.1	31.4	34.5	31.4	37.5	17.1	13.5	20.0	10.9	9.6	12.4
2005	28.6	25.3	32.0	34.1	30.4	37.8	17.5	14.3	20.3	11.2	10.2	12.4
2006	28.4	25.3	31.6	34.3	31.4	37.2	18.7	15.2	21.7	9.5	6.9	12.8

<sup>1</sup> Interpret data with caution (estimates are unstable).

<sup>2</sup> Included in the totals but not shown separately are estimates for those from other racial/ethnic categories.

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. See supplemental note 2. Some estimates are revised from previous publications. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March and Annual Social and Economic Supplement, 1971–2006.

## Degrees Earned by Women

**Table 28-1. Number and percentage of bachelor's, master's, and doctoral degrees earned by women and change in the percentage earned by women, by field of study: Selected years, 1979–80 through 2004–05**

Field of study	1979–80		1989–90		1999–2000		2004–05		Change in percentage points between 1979–80 and 2004–05
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Number	Percent of total	
<b>Bachelor's degrees</b>									
<b>Total<sup>1</sup></b>	<b>455,800</b>	<b>49.0</b>	<b>559,600</b>	<b>53.2</b>	<b>707,500</b>	<b>57.2</b>	<b>826,300</b>	<b>57.4</b>	<b>8.4</b>
Health professions and related clinical sciences	52,500	82.3	49,900	84.6	67,500	83.5	69,800	86.5	4.3
Education	87,100	73.8	82,100	78.1	81,900	75.8	82,900	78.7	4.8
Psychology	26,700	63.3	38,600	71.6	56,700	76.5	66,600	77.8	14.5
English language/literature/letters	21,000	65.1	31,400	67.0	34,000	67.8	37,200	68.5	3.4
Communication, journalism, and related programs	15,000	52.3	31,200	60.5	34,900	61.2	48,300	64.2	11.9
Biological and biomedical sciences	19,400	42.1	18,900	50.8	36,700	58.2	40,000	61.9	19.8
Visual and performing arts	25,800	63.2	24,700	62.0	34,800	59.2	49,600	61.3	-1.9
Social sciences and history	45,200	43.6	52,200	44.2	65,000	51.2	79,200	50.5	6.9
Business	62,600	33.6	116,300	46.8	127,500	49.8	155,600	50.0	16.3
Agriculture/natural resources	6,800	29.6	4,100	31.6	10,400	42.9	11,000	47.9	18.3
Mathematics and statistics	4,800	42.3	6,600	46.2	5,500	47.8	6,400	44.7	2.4
Physical sciences and science technologies	5,500	23.7	5,000	31.3	7,400	40.3	8,000	42.2	18.5
Computer/information sciences	3,400	30.2	8,200	29.9	10,600	28.1	12,000	22.2	-8.1
Engineering and engineering technologies	6,500	9.4	11,600	14.1	13,700	18.6	14,600	18.3	8.9
<b>Master's degrees</b>									
<b>Total<sup>1</sup></b>	<b>147,300</b>	<b>49.4</b>	<b>170,600</b>	<b>52.6</b>	<b>265,300</b>	<b>58.0</b>	<b>341,000</b>	<b>59.3</b>	<b>9.9</b>
Psychology	5,800	58.8	7,400	68.5	11,900	75.7	14,900	79.3	20.5
Health professions and related clinical sciences	11,300	73.6	15,900	78.0	33,100	77.7	36,900	79.0	5.4
Education	71,500	70.2	64,400	75.9	94,000	76.4	128,600	76.8	6.6
English language/literature/letters	3,800	63.8	4,200	66.4	4,700	67.0	5,900	69.1	5.3
Communication, journalism, and related programs	1,600	50.5	2,600	60.8	3,500	63.3	4,700	64.8	14.3
Biological and biomedical sciences	2,300	36.2	2,400	49.2	3,700	53.8	4,900	59.5	23.3
Visual and performing arts	4,600	53.3	4,800	56.3	6,200	57.2	7,500	57.2	3.9
Agriculture/natural resources	900	22.5	1,100	33.8	2,000	46.0	2,500	51.8	29.3
Social sciences and history	4,400	36.0	4,700	40.7	7,000	50.1	8,700	51.3	15.3
Mathematics and statistics	1,000	36.1	1,500	40.1	1,500	45.5	2,000	43.6	7.5
Business	12,300	22.3	26,100	34.0	44,500	39.9	60,500	42.4	20.1
Physical sciences and science technologies	1,000	18.5	1,400	26.1	1,700	35.3	2,200	39.1	20.6
Computer/information sciences	800	20.9	2,700	28.1	5,000	33.4	5,300	28.7	7.7
Engineering and engineering technologies	1,200	7.3	3,500	14.0	5,600	21.1	8,000	22.7	15.4

See notes at end of table.

## Degrees Earned by Women

**Table 28-1. Number and percentage of bachelor's, master's, and doctoral degrees earned by women and change in the percentage earned by women, by field of study: Selected years, 1979–80 through 2004–05—Continued**

Field of study	1979–80		1989–90		1999–2000		2004–05		Change in percentage points between 1979–80 and 2004–05
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Number	Percent of total	
<b>Doctoral degrees</b>									
<b>Total<sup>1</sup></b>	<b>9,700</b>	<b>29.7</b>	<b>14,000</b>	<b>36.4</b>	<b>19,800</b>	<b>44.1</b>	<b>25,700</b>	<b>48.8</b>	<b>19.1</b>
Psychology	1,500	43.4	2,200	58.9	3,200	67.7	3,600	71.3	27.9
Health professions and related clinical sciences	400	43.1	800	56.2	1,300	64.9	4,200	70.9	27.7
Education	3,200	43.9	3,700	57.3	4,100	64.2	5,100	66.7	22.8
English language/literature/letters	600	46.9	500	55.0	900	58.4	700	59.2	12.3
Communication, journalism, and related programs	100	37.3	100	46.7	200	52.9	300	58.3	21.0
Visual and performing arts	200	36.9	400	44.4	600	52.4	700	53.5	16.6
Biological and biomedical sciences	900	25.5	1,400	36.8	2,300	44.3	2,700	49.0	23.5
Social sciences and history	900	27.0	1,000	32.9	1,700	41.2	1,600	42.8	15.8
Business	100	15.3	300	25.2	400	32.0	600	39.9	24.6
Agriculture/natural resources	100	11.3	300	19.8	400	31.3	400	35.0	23.7
Mathematics and statistics	100	13.8	200	17.8	300	25.3	300	28.5	14.7
Physical sciences and science technologies	400	12.3	800	19.1	1,000	25.3	1,100	27.9	15.6
Computer/information sciences	#	11.3	100	14.8	100	16.8	200	19.1	7.9
Engineering and engineering technologies	100	3.9	500	9.0	800	15.5	1,200	18.7	14.8

# Rounds to zero.

<sup>1</sup> Includes other fields not shown separately.

NOTE: See *supplemental note 10* for more information on fields of study. Figures are based on data from Title IV degree-granting institutions. The shaded sections show fields in which women earned at least 50 percent of the degrees in 2004–05. Detail may not sum to totals because of rounding. Some estimates were revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007-017), tables 258, 279, 281, 283–287, 289, 292–294, 296, 298, and 300; data from U.S. Department of Education, NCES, 1979–80 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred”; and 1989–90, 1999–2000, and 2004–05 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87 and Fall 2000 and 2005), and Fall 2005.

## Afterschool Activities

**Table 29-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities since the beginning of the school year, by student and school characteristics: 2005**

Student or school characteristic	Any activity	Activity						
		Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
<b>Total</b>	<b>43.2</b>	<b>6.9</b>	<b>17.9</b>	<b>5.7</b>	<b>8.1</b>	<b>19.7</b>	<b>10.2</b>	<b>31.1</b>
Grade								
K–2	36.9	3.1	15.0	2.0	2.5	14.9	10.3	26.0
3–5	47.3	8.1	19.7	5.9	7.5	21.3	14.2	33.6
6–8	45.2	9.3	19.1	9.1	14.0	22.7	6.3	33.5
Sex								
Male	41.8	6.9	12.2	4.7	7.1	18.4	9.3	33.7
Female	44.7	6.9	24.1	6.8	9.3	21.2	11.2	28.3
Race/ethnicity <sup>1</sup>								
White	52.2	7.2	22.4	7.5	10.2	24.3	13.9	38.8
Black	30.3	8.4	9.6	3.0	5.6	15.7	4.8	17.9
Hispanic	26.8	4.3	9.5	2.7	3.9	10.6	4.0	20.0
Household income								
\$15,000 or less	20.0	4.7	5.7	2.6	2.4	9.8	3.5	11.2
\$15,001–\$30,000	26.9	4.5	9.3	2.7	5.0	12.5	5.1	17.1
\$30,001–\$50,000	35.5	5.9	13.6	4.5	7.5	17.2	8.5	21.8
\$50,001–\$75,000	50.6	7.8	20.3	6.3	8.7	23.5	13.4	37.3
\$75,001 or more	63.3	9.3	29.8	9.4	12.6	27.6	15.1	50.3
Poverty status <sup>2</sup>								
Poor	21.6	4.6	6.9	2.2	2.8	10.4	4.1	12.3
Near-poor	30.3	5.2	9.9	3.3	6.2	14.3	5.9	17.9
Nonpoor	55.6	8.3	24.7	7.8	10.6	24.8	13.9	42.4
Parents' education <sup>3</sup>								
Less than high school	8.4	1.1	2.2	0.2	0.7!	3.2	1.1!	5.4
High school diploma or equivalent	26.7	4.3	7.8	3.4	4.2	11.6	5.1	18.1
Some college, including vocational/technical	41.8	7.8	15.3	4.5	7.6	19.3	9.2	27.8
Bachelor's degree	58.5	7.9	25.2	8.3	11.7	27.5	16.1	43.5
Graduate/professional degree	66.5	10.4	35.3	10.6	13.6	30.4	16.3	52.0
Mother's employment <sup>4</sup>								
35 hours or more per week	44.1	7.3	17.1	5.5	8.1	19.1	9.3	31.9
Less than 35 hours per week	50.7	7.9	21.8	7.9	10.8	25.3	13.6	37.3
Not employed	37.4	5.4	16.5	4.6	6.6	17.5	9.4	26.1
Family structure								
Two-parent household	48.2	7.2	20.2	6.6	9.2	22.1	11.8	35.4
One-parent or guardian-only household	30.7	6.1	12.2	3.6	5.5	13.9	6.4	20.5

See notes at end of table.

## Afterschool Activities

**Table 29-1. Percentage of kindergarten through 8th-grade students who participated in various afterschool activities since the beginning of the school year, by student and school characteristics: 2005—Continued**

Student or school characteristic	Any activity	Activity						
		Academic activities	Arts	Clubs	Community service	Religious activities	Scouts	Sports
Community type <sup>5</sup>								
Urban	43.6	7.4	18.6	5.7	8.2	19.6	10.4	31.4
Rural	41.6	4.9	15.3	5.8	7.9	20.2	9.6	30.0
School type								
Public	41.7	6.4	17.0	5.5	7.5	19.6	9.9	29.6
Private	54.7	10.3	25.6	7.6	13.2	20.4	12.4	42.9

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

<sup>2</sup> *Poor* is defined to include families below the poverty threshold, *near-poor* is defined to include families at 100–199 percent of the poverty threshold, and *nonpoor* is defined to include families at 200 percent or more than the poverty threshold.

<sup>3</sup> Parents' education based on highest level of education attained by either parent.

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

<sup>5</sup> Community type is based on a U.S. Census classification of places. *Urban* is a place with at least 50,000 people and includes both inside urbanized areas and outside urbanized areas. *Rural* is a place not classified as urban.

NOTE: Homeschooled students and students older than 15 years are excluded. When asked about their children's participation in various afterschool activities, parents could respond either "yes" or "no." The percentage of parents who responded "yes" for each activity is shown. Children could participate in multiple activities; therefore, percentages may sum to more than 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, After-School Programs and Activities Survey of the 2005 National Household Education Surveys Program.

## Student/Teacher Ratios in Public Elementary and Secondary Schools

**Table 30-1. Student/teacher ratios in public schools, by type, level, and enrollment of school: Selected years, Fall 1990–2004**

Type, level, and enrollment of school	Year							
	1990	1992	1994	1996	1998	2000	2002	2004
<b>All schools</b>	<b>17.4</b>	<b>17.7</b>	<b>17.7</b>	<b>17.6</b>	<b>16.9</b>	<b>16.4</b>	<b>16.2</b>	<b>16.2</b>
Regular schools	17.6	17.8	17.8	17.7	17.0	16.5	16.3	16.3
Elementary schools	18.2	18.1	18.0	17.9	17.0	16.5	16.2	16.0
Under 300	16.0	15.9	15.7	15.6	15.1	14.4	13.9	13.7
300–499	17.6	17.5	17.5	17.2	16.4	15.8	15.5	15.3
500–999	18.8	18.7	18.5	18.3	17.4	16.9	16.7	16.5
1,000–1,499	19.5	19.7	19.6	19.4	18.4	18.1	18.0	17.7
1,500 or more	19.9	20.3	20.4	21.2	19.9	20.5	20.3	20.5
Secondary schools	16.7	17.4	17.6	17.6	17.1	16.7	16.8	16.9
Under 300	12.3	12.3	12.7	12.7	12.5	12.0	12.0	12.0
300–499	14.9	15.3	15.7	15.5	15.1	14.5	14.4	14.7
500–999	16.1	16.7	16.8	16.7	16.2	15.8	15.8	15.9
1,000–1,499	17.2	17.9	17.9	17.9	17.2	16.8	16.9	17.0
1,500 or more	19.3	20.0	19.9	20.0	19.3	18.9	18.8	19.0
Combined schools	15.8	15.8	16.1	15.7	14.6	14.9	15.2	15.2
Under 300	11.0	10.9	11.3	10.0	10.4	10.4	10.8	10.3
300–499	14.8	14.5	14.4	14.6	14.1	13.9	14.1	14.2
500–999	16.7	15.8	16.5	16.6	15.6	15.9	16.2	15.9
1,000–1,499	17.8	18.5	18.1	17.9	17.2	17.6	18.1	17.6
1,500 or more	19.0	19.8	20.0	19.6	18.9	20.0	20.7	19.4
Alternative	14.2	16.5	18.0	16.6	16.4	15.2	14.9	14.4
Special education	6.5	7.0	6.9	7.4	7.3	7.0	7.0	7.4
Vocational	13.0	13.0	12.9	12.9	13.1	12.7	9.9	11.5

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2004–05.



## Inclusion of Students With Disabilities in General Classrooms

**Table 31-1.** Percentage distribution of students ages 6–21 with disabilities served by the Individuals with Disabilities Education Act, by placement in educational environment: 1995–96 to 2004–05

School year	Percentage of day in a general education classroom			Not in a general school
	80 percent or more	79–40 percent	Less than 40 percent	
1995–96	45.3	28.7	21.6	4.4
1996–97	45.8	28.5	21.4	4.3
1997–98	46.4	29.0	20.4	4.1
1998–99	46.1	29.8	20.1	4.1
1999–2000	46.0	29.7	20.3	4.1
2000–01	46.5	29.8	19.5	4.2
2001–02	48.4	28.3	19.2	4.0
2002–03	48.2	28.7	19.0	4.0
2003–04	49.9	27.7	18.5	3.9
2004–05	52.1	26.3	17.5	4.0

NOTE: Students with disabilities are those students served under “Assistance for education of all children with disabilities” (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 8* for further information on student disabilities. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 1995–2004*, table 2-5, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from [https://www.ideadata.org/tables28th/ar\\_2-5.htm](https://www.ideadata.org/tables28th/ar_2-5.htm).

**Table 31-2.** Percentage distribution of students ages 6–21 with disabilities served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2004–05

Race/ethnicity <sup>1</sup>	In a general school				Not in a general school					
	Total	Percentage of day in a general education classroom			Total	Percentage by facility type				
		80 percent or more	79–40 percent	Less than 40 percent		Separate school facility		Residential facility		Homebound/hospital
					Public	Private	Public	Private		
<b>Total</b>	<b>96.0</b>	<b>52.1</b>	<b>26.3</b>	<b>17.5</b>	<b>4.0</b>	<b>1.8</b>	<b>1.2</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>
White	96.3	56.8	26.1	13.3	3.7	1.6	1.1	0.3	0.3	0.4
Black	94.5	41.0	27.2	26.2	5.5	2.5	1.7	0.5	0.4	0.4
Hispanic	96.8	47.8	26.8	22.1	3.2	1.5	0.9	0.2	0.2	0.4
Asian/Pacific Islander	95.9	50.1	22.4	23.4	4.1	2.0	1.3	0.2	0.2	0.4
American Indian/ Alaska Native	97.2	50.9	33.0	13.2	2.8	1.1	0.5	0.4	0.4	0.4

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: Students with disabilities are those students served under “Assistance for education of all children with disabilities” (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 8* for further information. A *separate school facility* (public or private) refers to programs offering education services only to students with disabilities for more than 50 percent of the school day. A *residential facility* includes children who are served in publicly or privately operated programs in which children receive special education or related services for more than 50 percent of the school day. *Homebound/hospital* refers to educational services given to students in either a home or hospital setting, including those receiving special education and related services in the home that are provided by a professional or paraprofessional who visits the home on a regular basis or schedule. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2004*, table 2-7, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from [https://www.ideadata.org/tables28th/ar\\_2-7.htm](https://www.ideadata.org/tables28th/ar_2-7.htm).

## Charter Schools

**Table 32-1. Number and percentage distribution of public schools by school type and selected student and school characteristics: 2004–05**

Student or school characteristic	Type of public school	
	Conventional	Charter
Number of students	47,694,443	887,243
Number of schools	90,001	3,294
<b>Student characteristic</b>		
Percentage of students	98.2	1.8
Sex		
Male	42.1	32.9
Female	57.9	67.1
Race/ethnicity <sup>1</sup>		
White	58.0	42.0
Black	16.9	31.3
Hispanic	19.4	21.8
Asian/Pacific Islander	4.6	3.3
American Indian/Alaska Native	1.2	1.5
<b>School characteristic</b>		
Percentage of schools	96.5	3.5
Percent of students eligible for free or reduced-price lunch		
Less than 15	16.0	26.8
15–29	22.5	27.0
30–49	17.0	11.5
50–74	22.7	14.9
75 or more	21.8	19.8
Enrollment		
Less than 300	30.9	70.9
300–999	59.0	26.2
1,000 or more	10.1	2.9
Instructional level		
Elementary	57.0	44.4
Middle	17.8	9.4
Secondary	19.4	24.3
Combined	5.8	22.0
Region		
Northeast	16.2	9.1
South	27.9	25.1
Midwest	33.5	26.5
West	22.4	39.3
Location		
Central city	25.2	52.4
Urban fringe/large town	48.0	35.5
Rural/small town	26.8	12.1

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: These tabulations exclude schools with no charter status designation and those not reporting membership. See *supplemental note 1* for the states included in each region and information on location. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2004–05.

## Characteristics of Full-Time School Teachers

**Table 33-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04**

Characteristic	1993–94						
	All teachers <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
<b>Total, number</b>	<b>2,632,000</b>	<b>1,487,000</b>	<b>1,351,000</b>	<b>136,000</b>	<b>800,000</b>	<b>751,000</b>	<b>49,200</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>61.1</b>	<b>90.8</b>	<b>9.2</b>	<b>32.9</b>	<b>93.8</b>	<b>6.2</b>
Sex							
Male	27.1	15.7	16.1	11.3	47.9	47.7	51.5
Female	72.9	84.3	83.9	88.7	52.1	52.3	48.5
Age							
Under 30	11.9	12.3	11.6	19.2	10.1	9.6	17.6
30–39	22.4	22.1	22.1	22.6	21.8	21.6	23.9
40–49	40.7	41.7	42.4	34.8	40.4	40.9	33.0
50–59	21.0	19.9	20.1	18.0	23.9	24.1	19.9
60 and over	4.0	4.0	3.9	5.3	3.8	3.7	5.6
Race/ethnicity <sup>3</sup>							
White	86.8	85.7	85.1	91.4	88.7	88.5	92.0
Black	7.2	7.8	8.2	4.0	6.0	6.2	1.9
Hispanic	4.2	4.6	4.8	3.1	3.7	3.6	4.7
Asian	1.1	1.2	1.1	1.2	0.9	0.9	1.2
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.7	0.7	0.8	0.3!	0.7	0.7	0.2!
More than one race	—	—	—	—	—	—	—
Highest degree earned							
No degree	1.0	0.5	0.2	4.1	1.2	1.2	1.2
Associate's	0.3	0.2	#	1.6	0.4	0.4	0.4!
Bachelor's	53.3	56.4	55.1	69.2	46.9	46.8	48.9
Master's	40.3	38.4	40.1	22.1	45.5	45.5	44.7
Education specialist <sup>4</sup>	4.3	4.0	4.2	2.6	4.9	5.0	2.5
Doctoral or first-professional <sup>5</sup>	0.7	0.4	0.4	0.4!	1.1	1.1	2.3
Average base salary, number	\$41,700	\$41,200	\$42,900	\$25,100	\$44,000	\$44,700	\$33,600
Average base salary, percentage							
Less than \$30,000	19.7	19.8	14.4	73.9	15.4	13.8	39.8
\$30,000–44,000	45.0	46.5	48.8	23.8	43.6	43.5	45.1
\$45,000–59,000	24.2	23.8	25.9	2.3	27.4	28.3	12.9
\$60,000–74,000	8.5	7.6	8.4	#	10.2	10.7	2.1
\$75,000 or more	2.6	2.4	2.6	#	3.4	3.6	0.1

See notes at end of table.

## Characteristics of Full-Time School Teachers

**Table 33-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Characteristic	1999–2000						
	All teachers <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
<b>Total, number</b>	<b>3,108,000</b>	<b>1,932,000</b>	<b>1,755,000</b>	<b>176,000</b>	<b>983,000</b>	<b>920,000</b>	<b>63,300</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>62.2</b>	<b>90.9</b>	<b>9.1</b>	<b>31.6</b>	<b>93.6</b>	<b>6.4</b>
Sex							
Male	25.3	14.9	15.2	12.5	45.0	44.8	46.9
Female	74.7	85.1	84.8	87.5	55.0	55.2	53.1
Age							
Under 30	17.7	18.2	17.9	20.8	16.5	16.2	20.2
30–39	21.9	21.9	21.9	21.8	21.6	21.7	20.0
40–49	31.1	31.4	31.7	27.9	30.7	30.9	28.1
50–59	26.0	25.2	25.3	24.0	28.1	28.3	26.1
60 and over	3.3	3.3	3.1	5.5	3.2	3.0	5.5
Race/ethnicity <sup>3</sup>							
White	84.6	83.4	82.9	87.8	86.2	85.9	91.0
Black	7.3	8.0	8.4	4.7	6.4	6.7	1.8
Hispanic	5.6	6.0	6.1	4.7	5.2	5.1	5.7
Asian	1.6	1.8	1.8	2.1	1.3	1.3	1.2
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.8	0.8	0.8	0.8	0.9	0.9	0.4
More than one race	—	—	—	—	—	—	—
Highest degree earned							
No degree	1.0	0.5	0.2	4.4	1.2	1.1	1.8
Associate's	0.3	0.1	#	1.2	0.3	0.3	0.3
Bachelor's	53.5	55.9	54.7	68.1	48.8	48.9	47.5
Master's	40.0	38.5	40.0	23.3	43.9	43.8	45.6
Education specialist <sup>4</sup>	4.5	4.5	4.7	2.5	4.7	4.8	3.1
Doctoral or first-professional <sup>5</sup>	0.8	0.5	0.5	0.5	1.2	1.1	1.8
Average base salary, number	\$42,200	\$42,100	\$43,600	\$27,900	\$44,000	\$44,600	\$34,900
Average base salary, percentage							
Less than \$30,000	17.4	17.2	12.3	66.1	13.6	12.1	35.5
\$30,000–44,000	46.3	46.9	48.7	29.7	46.1	46.0	47.2
\$45,000–59,000	25.3	25.2	27.3	3.8	27.5	28.4	14.5
\$60,000–74,000	8.7	8.6	9.4	0.3	10.0	10.5	2.5
\$75,000 or more	2.2	2.1	2.3	0.1	2.8	3.0	0.2

See notes at end of table.

## Characteristics of Full-Time School Teachers

**Table 33-1. Number and percentage distribution of full-time teachers, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Characteristic	2003–04						
	All teachers <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
<b>Total, number</b>	<b>3,315,000</b>	<b>2,063,000</b>	<b>1,885,000</b>	<b>178,000</b>	<b>971,000</b>	<b>910,000</b>	<b>60,400</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>62.2</b>	<b>91.4</b>	<b>8.6</b>	<b>29.3</b>	<b>93.8</b>	<b>6.2</b>
Sex							
Male	25.2	15.9	16.3	12.1	43.5	43.2	48.2
Female	74.8	84.1	83.7	87.9	56.5	56.8	51.8
Age							
Under 30	17.1	17.6	17.4	19.3	15.6	15.3	20.5
30–39	24.3	24.1	24.5	19.9	24.7	24.8	23.2
40–49	25.5	25.7	25.8	25.1	24.9	25.0	22.5
50–59	28.9	28.7	28.8	27.6	29.9	30.1	25.8
60 and over	4.2	3.8	3.4	8.1	4.9	4.7	7.9
Race/ethnicity <sup>3</sup>							
White	83.3	82.0	81.6	86.3	84.5	84.2	90.0
Black	7.8	8.5	8.8	5.5	7.2	7.5	2.7
Hispanic	6.2	6.8	7.0	4.8	5.5	5.5	4.6
Asian	1.4	1.4	1.3	1.9	1.4	1.3	1.7!
Pacific Islander	0.2	0.2	0.2	0.2!	0.2	0.2	0.2!
American Indian/Alaska Native	0.5	0.4	0.4	0.5	0.5	0.6	0.5!
More than one race	0.7	0.8	0.7	0.8!	0.7	0.7	0.4!
Highest degree earned							
No degree	1.3	0.7	0.3	5.6	1.9	1.8	2.4
Associate's	0.4	0.3	0.1	2.0	0.6	0.6	0.5!
Bachelor's	52.1	53.8	52.7	65.1	47.3	47.4	46.0
Master's	39.3	38.5	40.0	23.3	42.7	42.6	43.8
Education specialist <sup>4</sup>	5.6	5.9	6.1	3.3	5.6	5.8	3.6
Doctoral or first-professional <sup>5</sup>	1.2	0.8	0.8	0.8	1.9	1.8	3.6
Average base salary, number	\$42,900	\$43,100	\$44,300	\$29,800	\$44,800	\$45,300	\$37,000
Average base salary, percentage							
Less than \$30,000	13.2	12.2	8.3	53.6	9.2	8.0	26.5
\$30,000–44,000	48.9	49.8	50.8	39.0	48.0	47.9	49.5
\$45,000–59,000	25.1	25.2	27.1	5.9	27.9	28.4	19.7
\$60,000–74,000	10.3	10.5	11.3	1.3	11.5	12.0	3.9
\$75,000 or more	2.5	2.3	2.5	0.2	3.4	3.6	0.3

— Not available.

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Included in the totals, but not shown separately, are full-time teachers of combined elementary and secondary schools.

<sup>2</sup> Roughly 3,250 cases were missing data for the school-level variable in 1993–94; these cases were excluded from the school-level analyses.

<sup>3</sup> Race categories exclude persons of Hispanic ethnicity. Before 2003–04, Asian and Pacific Islander were not reported separately; therefore, Pacific Islander is included in Asian for the 1993–94 and 1999–2000 survey administrations. More than one race was not reported until the 2003–04 administration.

<sup>4</sup> Includes certificate of advanced graduate studies.

<sup>5</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a complete list of first-professional degrees.

NOTE: Detail may not sum to totals because of rounding. Average base salary estimates were calculated in 2003–04 constant dollars. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS). SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.

## Characteristics of Full-Time School Teachers

**Table 33-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04**

Teaching characteristic	1993–94						
	All teachers <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
Total, number	2,632,000	1,487,000	1,351,000	136,000	800,000	751,000	49,200
Total, percentage	100.0	61.1	90.8	9.2	32.9	93.8	6.2
Years as a teacher							
3 or fewer	12.6	12.6	11.9	20.0	11.0	10.5	18.4
4–9	21.5	22.3	21.7	28.8	18.9	18.6	23.4
10–19	31.4	32.0	32.1	30.5	30.6	30.8	28.9
20 or more	34.6	33.1	34.3	20.7	39.4	40.1	29.3
Teacher induction in first year <sup>3</sup>	52.9	52.8	56.7	29.8	55.8	57.6	40.8
Mentor teacher in first year <sup>3</sup>	—	—	—	—	—	—	—
Subject taught <sup>4</sup>							
General, elementary	37.8	58.8	57.6	71.2	0.2	0.2	‡
English, elementary	1.8	2.8	2.8	2.8	0.1	0.1	‡
English as a second language, elementary	0.8	1.3	1.4	‡	‡	‡	‡
Mathematics, elementary	0.8	1.1	1.0	2.3	0.1	0.1	‡
Special education, elementary	4.9	7.1	7.7	0.4	0.3	0.3	‡
Other, elementary	5.9	8.6	8.4	10.4	0.6	0.6	0.4
English, secondary	8.5	4.6	4.6	4.2	15.5	15.5	15.0
English as a second language, secondary	0.4	0.2!	0.3!	‡	0.7	0.7	0.5!
Foreign language, secondary	2.3	0.5	0.5	0.3!	5.5	5.2	11.1
Mathematics, secondary	6.6	3.1	3.1	3.0	12.9	12.8	14.6
Science, secondary	5.9	2.7	2.7	2.0	11.8	11.7	13.4
Social sciences, secondary	5.6	2.3	2.3	2.4	11.7	11.8	10.9
Special education, secondary	4.6	2.0	2.2	0.2!	8.8	9.1	4.2
Vocational/technical, secondary	4.4	0.9	1.0	‡	11.1	11.7	3.2
Other, secondary	9.8	4.0	4.3	0.8	20.7	20.3	26.1
Certification type <sup>5</sup>							
Regular	90.8	91.7	93.5	73.8	92.5	94.0	69.0
Alternative	0.6	0.5	0.5	0.3	0.7	0.7	0.9!
Probationary	1.2	1.2	1.3	1.0	1.1	1.1	0.7
Provisional	1.7	1.6	1.5	3.1	1.8	1.8	2.1
Temporary	0.9	0.9	0.8	1.3	0.8	0.7	1.9
Waiver or emergency	0.3	0.3	0.3	0.1!	0.3	0.3	‡
None	4.5	3.7	2.1	20.3	2.9	1.5	25.4

See notes at end of table.

## Characteristics of Full-Time School Teachers

**Table 33-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Teaching characteristic	1999–2000						
	All teachers <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
<b>Total, number</b>	<b>3,108,000</b>	<b>1,932,000</b>	<b>1,755,000</b>	<b>176,000</b>	<b>983,000</b>	<b>920,000</b>	<b>63,300</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>62.2</b>	<b>90.9</b>	<b>9.1</b>	<b>31.6</b>	<b>93.6</b>	<b>6.4</b>
Years as a teacher							
3 or fewer	16.8	16.7	16.2	22.5	15.8	15.5	20.2
4–9	23.5	23.3	23.2	23.8	22.9	22.9	23.7
10–19	25.9	26.6	26.2	29.9	24.5	24.5	25.1
20 or more	33.9	33.4	34.4	23.8	36.7	37.1	31.0
Teacher induction in first year <sup>3</sup>	59.3	59.9	63.3	34.7	63.3	65.2	43.1
Mentor teacher in first year <sup>3</sup>	63.6	66.4	68.4	51.8	61.5	63.3	42.3
Subject taught <sup>4</sup>							
General, elementary	37.6	57.5	56.7	65.8	0.3	0.3	‡
English, elementary	1.9	3.0	2.9	3.7	#	#	‡
English as a second language, elementary	0.8	1.3	1.4	‡	‡	‡	‡
Mathematics, elementary	0.6	0.9	0.7	2.2	#	#	‡
Special education, elementary	6.4	8.7	9.4	1.9	1.4	1.5	0.1
Other, elementary	5.8	8.7	8.3	12.1	0.2	0.2	‡
English, secondary	8.5	4.7	4.8	3.5	15.8	15.6	18.0
English as a second language, secondary	0.4	0.2	0.2	‡	0.8	0.8	0.5!
Foreign language, secondary	2.4	0.6	0.6	0.3!	5.8	5.6	9.1
Mathematics, secondary	6.7	3.3	3.3	2.9	13.2	13.1	14.9
Science, secondary	6.0	2.7	2.7	2.4	12.0	12.0	12.3
Social sciences, secondary	5.7	2.7	2.7	3.2	11.6	11.4	13.5
Special education, secondary	3.4	0.8	0.8	0.4!	8.3	8.7	3.4
Vocational/technical, secondary	4.0	0.8	0.9	‡	10.6	11.0	3.5
Other, secondary	9.7	4.2	4.5	1.4	20.0	19.7	24.5
Certification type <sup>5</sup>							
Regular	85.2	86.5	89.8	54.5	87.5	89.6	56.5
Alternative	—	—	—	—	—	—	—
Probationary	3.1	3.1	2.2	11.8	2.9	2.6	7.8
Provisional	2.6	2.7	2.7	2.9	2.5	2.6	1.9
Temporary	1.0	0.9	0.8	1.9	1.0	1.0	1.8
Waiver or emergency	0.5	0.5	0.5	0.5	0.6	0.6	0.3!
None	7.6	6.3	4.0	28.4	5.5	3.7	31.8

See notes at end of table.

## Characteristics of Full-Time School Teachers

**Table 33-2. Number and percentage distribution of full-time teachers, by school level, school type, and selected teaching characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Teaching characteristic	2003–04						
	All teachers <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
<b>Total, number</b>	<b>3,315,000</b>	<b>2,063,000</b>	<b>1,885,000</b>	<b>178,000</b>	<b>971,000</b>	<b>910,000</b>	<b>60,400</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>62.2</b>	<b>91.4</b>	<b>8.6</b>	<b>29.3</b>	<b>93.8</b>	<b>6.2</b>
Years as a teacher							
3 or fewer	16.4	16.0	15.5	20.7	16.2	15.7	22.8
4–9	27.0	27.1	27.2	26.2	26.7	26.6	28.1
10–19	26.6	27.2	27.1	27.2	25.2	25.5	21.2
20 or more	30.1	29.8	30.1	25.9	31.9	32.2	27.9
Teacher induction in first year <sup>2</sup>	66.7	67.9	71.4	39.0	70.9	73.4	43.2
Mentor teacher in first year <sup>3</sup>	70.4	72.3	74.4	54.8	71.1	72.6	54.2
Subject taught <sup>4</sup>							
General, elementary	37.3	56.3	55.4	65.8	0.2	0.2	‡
English, elementary	1.9	2.8	2.8	2.6	#	0.1!	‡
English as a second language, elementary	0.6	0.9	1.0	‡	‡	‡	‡
Mathematics, elementary	0.7	1.0	0.9	2.2	#	#	‡
Special education, elementary	6.3	8.9	9.6	‡	0.5	0.6	‡
Other, elementary	5.6	8.2	7.7	13.5	0.4	0.4	‡
English, secondary	8.6	5.1	5.2	4.6	15.7	15.5	17.5
English as a second language, secondary	0.5	0.4	0.4	‡	0.8	0.8	‡
Foreign language, secondary	2.4	0.6	0.7	0.3!	5.8	5.5	11.6
Mathematics, secondary	6.9	3.5	3.5	2.9	13.5	13.5	14.3
Science, secondary	6.2	3.3	3.4	2.0	11.9	11.8	13.5
Social sciences, secondary	5.8	2.6	2.6	3.0	12.2	12.2	12.3
Special education, secondary	4.9	2.3	2.5	‡	10.1	10.7	1.9!
Vocational/technical, secondary	4.8	1.3	1.4	‡	12.5	13.1	3.3
Other, secondary	7.5	2.8	3.0	1.1	16.2	15.7	24.8
Certification type <sup>5</sup>							
Regular	83.5	86.0	88.9	54.6	83.8	86.5	43.0
Alternative	—	—	—	—	—	—	—
Probationary	3.4	3.4	3.5	1.5	3.8	4.0	1.1!
Provisional	4.2	3.9	3.9	3.8	4.7	4.9	1.9
Temporary	2.2	2.0	2.0	1.9!	2.5	2.5	2.1!
Waiver or emergency	0.6	0.6	0.6	0.4!	0.7	0.7	‡
None	6.2	4.2	1.0	37.9	4.5	1.4	51.5

— Not available.

# Rounds to zero.

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

<sup>1</sup> Included in the totals, but not shown separately, are full-time teachers of combined elementary and secondary schools.

<sup>2</sup> Roughly 3,250 cases were missing data for the school-level variable in 1993–94; these cases were excluded from the school-level analyses.

<sup>3</sup> Estimates are for teachers who reported that they had participated in a teacher induction program and for those who had worked with a mentor or master teacher, respectively, in their first year of teaching. These questions were only asked of teachers with 3 or fewer years of teaching experience.

<sup>4</sup> Main teaching assignment only. About 16.5 percent of full-time teachers reported having multiple main assignments. For such teachers, the subject listed first in their response was counted as the main assignment.

<sup>5</sup> The Regular certification category includes regular or standard state certificates and advanced professional certificates (for both public and private school teachers) and full certificates granted by an accrediting or certifying body other than the state (for private school teachers only). Provisional certificates are for those who are still participating in an "alternative certification program." Probationary certificates are for those who have satisfied all requirements except the completion of a probationary period. Temporary certificates are for those who require additional college coursework and/or student teaching. Emergency certificates or waivers are for those with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Teacher Data File," 1999–2000.



## Characteristics of School Principals

**Table 34-1. Number and percentage distribution of school principals, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04**

Characteristic	All principals <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
<b>1993–94</b>							
Total, number	104,600	67,000	53,700	13,400	20,600	18,300	2,300
Total, percentage	100.0	69.0	80.1	19.9	21.2	88.8	11.2
Sex							
Male	60.9	53.6	58.9	32.3	84.0	86.2	66.0
Female	39.1	46.4	41.1	67.7	16.0	13.8	34.0
Age							
Under 40	10.3	9.3	7.4	16.9	8.2	7.6	13.0
40–44	18.1	18.3	18.8	16.4	18.3	18.2	19.5
45–49	29.2	29.3	31.2	21.6	32.3	33.9	20.0
50–54	22.0	22.0	23.7	15.1	23.7	23.5	25.7
55 and over	20.4	21.1	18.9	30.0	17.4	16.8	21.8
Race/ethnicity <sup>3</sup>							
White	86.2	84.6	83.0	91.1	89.1	88.2	96.1
Black	8.7	9.7	10.8	5.0	6.6	7.3	1.5
Hispanic	3.6	4.0	4.5	2.1	3.1	3.2	2.1
Asian	0.8	1.0	1.0	1.0	0.3	0.3	0.2
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.7	0.7	0.7	0.8	0.9	1.0	0.1
Highest degree earned							
No degree	1.6	1.1	#	5.3	#	#	0.2
Associate's	0.4	0.3	#	1.8	#	#	#
Bachelor's	7.3	6.4	1.5	26.1	1.7	1.2	6.0
Master's	60.6	62.2	64.1	54.2	63.5	63.1	67.4
Education specialist or professional diploma <sup>4</sup>	21.6	22.2	25.7	8.0	24.1	25.4	14.0
Doctoral or first-professional <sup>5</sup>	8.5	7.8	8.6	4.7	10.5	10.3	12.4
<b>1999–2000</b>							
Total, number	110,000	75,900	60,100	15,800	23,100	20,500	2,600
Total, percentage	100.0	69.0	79.2	20.8	21.0	88.6	11.4
Sex							
Male	53.7	44.9	48.2	32.4	76.9	78.3	66.3
Female	46.4	55.1	51.8	67.6	23.1	21.8	33.7
Age							
Under 40	11.1	10.5	9.9	12.9	9.9	10.0	9.6
40–44	12.7	12.5	12.6	12.5	13.1	12.9	14.6
45–49	22.6	22.6	23.7	18.6	22.8	23.1	20.4
50–54	30.0	30.0	32.0	22.4	32.8	33.5	28.0
55 and over	23.7	24.3	21.9	33.6	21.4	20.6	27.3
Race/ethnicity <sup>3</sup>							
White	83.9	82.2	81.2	86.2	86.6	85.6	94.5
Black	9.8	11.1	11.8	8.1	7.6	8.4	1.3!
Hispanic	4.7	5.1	5.6	3.2	4.0	4.1	3.1!
Asian	0.9	1.0	0.7!	1.9	0.7!	0.8!	0.3!
Pacific Islander	—	—	—	—	—	—	—
American Indian/Alaska Native	0.7	0.7	0.7	0.6	1.1	1.1	0.9!
Highest degree earned							
No degree	1.5	0.9	#	4.2	0.1!	#	1.1
Associate's	0.3	0.2!	#	0.7!	#	#	0.1!
Bachelor's	7.0	6.5	1.8	24.4	2.7	1.4	13.3
Master's	53.5	54.1	53.9	54.7	56.1	55.8	58.6
Education specialist or professional diploma <sup>4</sup>	28.1	29.5	34.6	9.9	29.6	31.3	16.0
Doctoral or first-professional <sup>5</sup>	9.8	8.9	9.7	6.1	11.5	11.6	10.9

See notes at end of table.

## Characteristics of School Principals

**Table 34-1. Number and percentage distribution of school principals, by school level, school type, and selected characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Characteristic	All principals <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
<b>2003–04</b>							
<b>Total, number</b>	<b>115,000</b>	<b>78,200</b>	<b>61,500</b>	<b>16,700</b>	<b>22,200</b>	<b>19,700</b>	<b>2,500</b>
<b>Total, percentage</b>	<b>100.0</b>	<b>67.8</b>	<b>78.6</b>	<b>21.4</b>	<b>19.3</b>	<b>88.7</b>	<b>11.3</b>
<b>Sex</b>							
Male	50.3	41.3	44.0	31.4	73.1	74.0	66.6
Female	49.7	58.7	56.0	68.6	26.9	26.0	33.4
<b>Age</b>							
Under 40	15.0	14.9	14.8	15.2	12.8	12.6	14.3
40–44	10.9	10.6	10.5	10.9	11.0	11.2	8.7
45–49	17.5	17.5	18.3	14.3	18.5	18.8	15.9
50–54	26.0	26.6	28.0	21.5	25.9	27.3	15.4
55 and over	30.7	30.5	28.5	38.2	31.9	30.1	45.7
<b>Race/ethnicity<sup>3</sup></b>							
White	84.2	82.4	81.0	87.5	85.9	84.8	95.0
Black	9.3	10.3	11.4	6.6	8.7	9.4	3.2
Hispanic	4.8	5.5	6.0	3.3	4.1	4.4	1.2
Asian	0.7	0.8	0.6	1.6	0.4	0.3	0.4
Pacific Islander	0.1	0.1	0.1	0.2	0.1	0.1	#
American Indian/Alaska Native	0.7	0.6	0.6	0.5	0.5	0.5	0.1
<b>Highest degree earned</b>							
No degree	1.8	1.4	#	6.6	0.4	#	3.2
Associate's	0.8	0.7	0.1	2.7	0.1	#	0.8
Bachelor's	6.8	6.0	1.0	24.1	3.6	2.9	9.3
Master's	56.9	57.8	59.9	50.0	57.1	56.4	62.9
Education specialist or professional diploma <sup>4</sup>	25.6	26.5	30.5	12.0	28.7	30.7	13.0
Doctoral or first-professional <sup>5</sup>	8.2	7.7	8.5	4.6	10.1	10.0	10.9

— Not available.

! Interpret data with caution (estimates are unstable).

# Rounds to zero.

<sup>1</sup> Included in the totals but not shown separately are principals of combined elementary and secondary schools.

<sup>2</sup> Roughly 900 cases were missing data for the school level variable in 1993–94; these cases were excluded from the school-level analyses.

<sup>3</sup> Race categories exclude persons of Hispanic ethnicity. Before 2003–04, Asian and Pacific Islander were not reported separately; therefore, Pacific Islander is included in Asian for the 1993–94 and 1999–2000 survey administrations.

<sup>4</sup> At least 1 year beyond the master's level.

<sup>5</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a complete list of first-professional degrees.

NOTE: Data are only for principals, not assistant principals. Principals from Bureau of Indian Affairs schools were excluded from the analysis. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS). Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

## Characteristics of School Principals

**Table 34-2. Number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04**

Professional characteristic	All principals <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
<b>1993–94</b>							
Total, number	104,600	67,000	53,700	13,400	20,600	18,300	2,300
Total, percentage	100.0	69.0	80.1	19.9	21.2	88.8	11.2
Years as a principal							
3 or fewer	31.3	30.5	30.3	31.2	31.8	31.0	38.2
4–9	32.2	31.7	33.1	26.0	34.3	34.6	31.4
10–19	25.5	25.3	24.2	30.0	25.6	26.1	21.7
20 or more	11.0	12.6	12.5	12.8	8.3	8.2	8.8
Years of teaching experience prior to becoming principal							
3 or fewer	11.5	10.0	6.8	22.6	9.0	7.4	22.1
4–9	34.8	33.8	36.2	24.4	38.6	40.2	25.9
10–19	43.9	45.6	47.0	40.0	43.5	43.8	40.7
20 or more	9.8	10.6	10.0	12.9	8.8	8.5	11.2
Years of teaching experience since becoming principal							
3 or fewer	81.7	83.4	87.5	67.1	86.5	88.9	67.6
4–9	9.0	7.7	6.0	14.5	7.1	5.7	18.7
10–19	6.4	5.8	4.5	11.1	4.6	3.9	10.0
20 or more	2.9	3.1	2.0	7.3	1.8	1.5	3.6
Average annual salary, number <sup>3</sup>	\$62,200	\$62,100	\$68,900	\$34,600	\$70,000	\$72,000	\$53,400
Average annual salary, percentage <sup>3</sup>							
Less than \$30,000	9.5	8.5	0.4	41.0	2.1	0.1	17.5
\$30,000–44,999	9.9	9.4	3.5	33.5	6.3	4.1	23.7
\$45,000–59,999	22.9	23.9	25.4	17.7	22.5	22.0	26.7
\$60,000–74,999	29.1	30.9	37.4	4.8	31.1	33.0	15.6
\$75,000–99,999	24.8	24.4	29.9	2.1	31.5	34.3	9.1
\$100,000 or more	3.9	2.9	3.4	0.9	6.5	6.4	7.3

See notes at end of table.

## Characteristics of School Principals

**Table 34-2. Number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Professional characteristic	All principals <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
<b>1999–2000</b>							
<b>Total, number</b>	110,000	75,900	60,100	15,800	23,100	20,500	2,600
<b>Total, percentage</b>	100.0	69.0	79.2	20.8	21.0	88.6	11.4
Years as a principal							
3 or fewer	29.7	29.6	29.5	29.9	29.6	30.3	23.5
4–9	29.9	28.9	30.0	24.8	33.5	33.7	32.0
10–19	27.8	28.5	28.5	28.5	26.2	25.9	28.8
20 or more	12.7	13.0	12.0	16.8	10.8	10.1	15.8
Years of teaching experience prior to becoming principal							
3 or fewer	9.9	7.8	4.9	18.8	7.4	6.4	15.5
4–9	29.7	29.1	29.5	27.4	31.1	31.6	27.3
10–19	43.1	44.8	47.1	36.0	44.0	44.8	37.7
20 or more	17.3	18.4	18.5	17.8	17.5	17.2	19.6
Years of teaching experience since becoming principal							
3 or fewer	84.2	85.9	89.6	71.8	86.0	88.7	64.5
4–9	8.1	7.5	6.0	13.1	8.1	6.6	19.8
10–19	5.6	4.7	3.5	9.4	4.5	3.6	12.0
20 or more	2.1	1.9	0.9	5.8	1.4	1.2	3.7
Average annual salary, number <sup>3</sup>	\$66,600	\$66,400	\$72,500	\$43,000	\$73,700	\$75,400	\$60,600
Average annual salary, percentage <sup>3</sup>							
Less than \$30,000	6.2	5.1	0.4	22.9	1.9	0.2	15.7
\$30,000–44,999	9.6	9.8	2.1	38.7	4.0	2.6	14.8
\$45,000–59,999	19.9	20.3	19.1	24.8	18.2	17.2	25.5
\$60,000–74,999	29.1	30.5	36.7	6.9	30.4	31.9	18.5
\$75,000–99,999	29.8	29.8	36.5	4.3	37.1	39.9	15.3
\$100,000 or more	5.4	4.5	5.1	2.3	8.4	8.2	10.1

See notes at end of table.

## Characteristics of School Principals

**Table 34-2. Number and percentage distribution of school principals, by school level, school type, and selected professional characteristics: School years 1993–94, 1999–2000, and 2003–04—Continued**

Professional characteristic	All principals <sup>1</sup>	Elementary <sup>2</sup>			Secondary <sup>2</sup>		
		All	Public	Private	All	Public	Private
<b>2003–04</b>							
Total, number	115,000	78,200	61,500	16,700	22,200	19,700	2,500
Total, percentage	100.0	67.8	78.6	21.4	19.3	88.7	11.3
Years as a principal							
3 or fewer	34.2	34.1	34.2	33.8	33.9	34.2	31.1
4–9	31.2	30.9	32.9	23.5	34.7	35.2	30.2
10–19	24.8	25.3	24.9	26.7	23.9	23.9	24.5
20 or more	9.8	9.7	7.9	16.0	7.5	6.7	14.3
Years of teaching experience prior to becoming principal							
3 or fewer	10.6	8.6	4.6	23.5	7.2	6.1	15.4
4–9	28.6	27.9	29.3	22.7	31.0	31.8	24.9
10–19	42.4	44.4	46.6	36.6	42.6	43.6	34.7
20 or more	18.5	19.0	19.5	17.2	19.2	18.4	25.0
Years of teaching experience since becoming principal							
3 or fewer	89.7	91.4	95.6	75.8	93.1	95.5	74.4
4–9	5.4	4.4	2.8	10.5	4.7	3.2	16.3
10–19	3.5	3.2	1.4	9.9	1.8	1.1	7.2
20 or more	1.3	0.9	0.2	3.8	0.4	0.2	2.0
Average annual salary, number <sup>3</sup>	\$68,900	\$69,000	\$75,400	\$45,700	\$77,600	\$79,400	\$63,700
Average annual salary, percentage <sup>3</sup>							
Less than \$30,000	5.9	4.7	0.3	20.7	1.0	0.1	8.4
\$30,000–44,999	8.4	8.3	1.8	31.9	3.9	2.1	17.9
\$45,000–59,999	15.4	15.4	13.2	23.6	11.1	9.2	26.1
\$60,000–74,999	29.4	30.3	34.5	15.0	31.1	32.5	20.2
\$75,000–99,999	32.1	33.7	41.6	4.8	39.0	41.9	16.4
\$100,000 or more	8.7	7.6	8.6	3.9	13.9	14.2	11.2

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Included in totals but not shown separately are principals of combined elementary and secondary schools.

<sup>2</sup> Roughly 900 cases were missing data for the school level variable in 1993–94; these cases were excluded from the school-level analyses.

<sup>3</sup> Annual salaries may include compensation for duties other than those related to principal position, such as teaching a class. Average annual salary estimates were calculated in 2003–04 constant dollars.

NOTE: Data are only for principals, not assistant principals. Principals from Bureau of Indian Affairs schools were excluded from the analysis. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS). Some estimates have been revised from previous publications.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 1993–94, 1999–2000, and 2003–04 and "Charter School Principal Data File," 1999–2000.

## Student Support Staff in Public Schools

**Table 35-1. Number of regular public school teachers and student support staff, average number of students per staff, and percent of schools with such staff, by school level and type of school staff: School year 2003–04**

Type of school staff	Number of staff				Average number of students per staff in schools with such staff <sup>2</sup>	Percent of schools	
	Total	Full-time	Part-time	Per school <sup>1</sup>		With such staff <sup>3</sup>	With full-time staff
<b>Elementary</b>							
All teachers	1,972,000	1,803,000	169,700	34.1	14	100	100
All student support staff	857,000	533,000	324,700	14.8	33	99	93
Licensed or certified professionals	301,900	139,400	162,500	5.2	92	98	76
School counselors	60,800	42,000	18,800	1.1	372	78	54
Nurses	54,400	25,800	28,600	0.9	449	84	41
Social workers	27,200	9,200	18,000	0.5	450	41	14
Psychologists	42,700	10,600	32,000	0.7	483	69	17
Speech therapists	68,100	31,400	36,800	1.2	392	93	44
Other professionals	48,700	20,400	28,300	0.8	237	39	17
Teacher aides	555,400	393,200	162,200	9.6	50	98	87
Instructional aides	458,700	329,700	128,900	7.9	63	94	82
Special education	207,600	160,500	47,000	3.6	113	80	67
Regular Title I	76,000	51,200	24,900	1.3	148	42	31
ESL/bilingual teacher	37,600	20,700	16,900	0.7	293	35	18
Library	27,800	18,000	9,800	0.5	449	43	29
Other	109,700	79,300	30,400	1.9	120	48	36
Noninstructional aides	96,700	63,500	33,300	1.7	289	48	33
Special education	38,800	31,500	7,300	0.7	722	21	17
Library	13,900	8,100	5,800	0.2	440	20	11
Other	44,100	23,900	20,100	0.8	178	25	15
<b>Secondary</b>							
All teachers	860,000	816,000	44,400	57.9	16	100	100
All student support staff	217,000	160,000	56,400	14.6	62	100	97
Licensed or certified professionals	96,700	64,800	31,900	6.5	139	99	94
School counselors	40,600	38,100	2,500	2.7	321	96	91
Nurses	14,400	8,700	5,700	1.0	809	83	50
Social workers	7,200	4,000	3,200	0.5	807	38	20
Psychologists	11,000	4,300	6,800	0.7	902	64	25
Speech therapists	12,500	3,500	9,000	0.8	873	75	21
Other professionals	10,900	6,200	4,700	0.7	489	35	20
Teacher aides	120,000	95,600	24,500	8.1	110	96	88
Instructional aides	93,600	75,300	18,300	6.3	143	90	81
Special education	64,400	54,200	10,200	4.3	178	81	72
Regular Title I	6,700	5,100	1,500	0.4	290	15	12
ESL/bilingual teacher	7,400	4,200	3,300	0.5	767	31	17
Library	7,500	5,900	1,500	0.5	790	40	33
Other	7,600	6,000	1,700	0.5	496	23	18
Noninstructional aides	26,400	20,200	6,200	1.8	509	53	44
Special education	12,200	10,200	2,000	0.8	1,102	27	22
Library	5,500	4,100	1,400	0.4	780	27	21
Other	8,700	5,900	2,800	0.6	392	22	16

<sup>1</sup> Does not distinguish between full- and part-time status of staff.

<sup>2</sup> The average number of students per staff is based on student enrollment in schools with such staff and the total number of full- and part-time staff. This measure differs from pupil/teacher ratios that are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff.

<sup>3</sup> This measure is intended to reveal how many schools have access to staff; it does not distinguish between the full- and part-time status of such staff.

NOTE: Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. Data for combined elementary and secondary schools and for ungraded schools are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

## Student Support Staff in Public Schools

**Table 35-2. Number of regular public school teachers and student support staff, average number of students per staff, and percent of schools with such staff, by school poverty status and type of school staff: School year 2003–04**

Type of school staff	Number of staff				Average number of students per staff in schools with such staff <sup>2</sup>	Percent of schools	
	Total	Full-time	Part-time	Per school <sup>1</sup>		With such staff <sup>3</sup>	With full-time staff
<b>High-poverty</b>							
All teachers	459,000	440,000	19,800	37.5	14	100	100
All student support staff	191,000	134,000	56,500	15.6	34	100	95
Licensed or certified professionals	65,800	36,800	28,900	5.4	99	99	83
School counselors	14,400	11,700	2,700	1.2	380	82	66
Nurses	11,800	6,300	5,500	1.0	491	85	46
Social workers	6,800	3,400	3,300	0.6	470	46	23
Psychologists	7,900	2,500	5,400	0.6	547	59	19
Speech therapists	13,700	6,900	6,800	1.1	448	90	46
Other professionals	11,200	6,000	5,200	0.9	260	41	21
Teacher aides	125,100	97,600	27,500	10.2	51	97	89
Instructional aides	109,800	88,200	21,600	9.0	59	96	87
Special education	38,200	32,700	5,500	3.1	147	81	70
Regular Title I	28,300	21,400	6,900	2.3	144	61	50
ESL/bilingual teacher	15,000	11,500	3,500	1.2	210	41	31
Library	4,900	3,600	1,300	0.4	509	36	27
Other	23,400	19,000	4,300	1.9	132	46	38
Noninstructional aides	15,400	9,400	5,900	1.3	427	43	30
Special education	5,000	4,200	800	0.4	1,302	17	14
Library	1,900	1,200	700	0.2	555	15	10
Other	8,400	4,000	4,400	0.7	207	24	15
<b>Low-poverty</b>							
All teachers	673,000	612,000	61,100	45.9	15	100	100
All student support staff	230,000	142,000	87,200	15.6	43	100	95
Licensed or certified professionals	90,700	50,100	40,600	6.2	110	99	87
School counselors	24,200	20,400	3,800	1.6	346	77	62
Nurses	14,600	8,500	6,200	1.0	601	86	53
Social workers	7,800	3,100	4,700	0.5	620	46	18
Psychologists	13,100	4,400	8,700	0.9	634	80	26
Speech therapists	17,300	7,900	9,400	1.2	520	90	45
Other professionals	13,700	5,800	7,900	0.9	311	40	18
Teacher aides	138,900	92,300	46,600	9.5	71	97	86
Instructional aides	107,600	73,200	34,400	7.3	96	92	80
Special education	64,400	48,500	15,900	4.4	129	82	70
Regular Title I	5,800	3,300	2,600	0.4	250	16	11
ESL/bilingual teacher	5,400	1,900	3,500	0.4	587	29	11
Library	8,400	5,400	3,000	0.6	554	45	30
Other	23,600	14,100	9,500	1.6	165	42	29
Noninstructional aides	31,300	19,100	12,200	2.1	319	53	36
Special education	11,700	8,800	2,900	0.8	852	25	19
Library	5,100	3,200	1,900	0.3	627	28	18
Other	14,500	7,200	7,400	1.0	207	27	14

<sup>1</sup> Does not distinguish between full- and part-time status of staff.

<sup>2</sup> The average number of students per staff is based on student enrollment in schools with such staff and the total number of full- and part-time staff. This measure differs from pupil/teacher ratios that are based on the total number of full-time-equivalent teachers. Student enrollment data used to calculate this ratio are for schools with such staff.

<sup>3</sup> This measure is intended to reveal how many schools have access to staff; it does not distinguish between the full- and part-time status of such staff.

NOTE: Regular public schools do not include alternative, special education, special program emphasis, or vocational/technical schools. *High-poverty* schools are those where at least 75 percent of students are approved for free or reduced-price lunches; *low-poverty* schools are those where less than 15 percent of students are approved for free or reduced-price lunches. Data for combined elementary and secondary schools and for ungraded schools are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS), "Public School Data File," 2003–04.

## School Violence and Safety

**Table 36-1. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime: 1992–2004**

Location and year	Total	Theft	Violent crime	
			All violent crime	Serious violent crime
<b>At school</b>				
1992	144	95	48	10
1993	155	96	59	12
1994	150	94	56	13
1995	135	85	50	9
1996	121	78	43	9
1997	102	63	40	8
1998	101	58	43	9
1999	92	59	33	7
2000	72	46	26	5
2001	73	45	28	6
2002	64	40	24	3
2003	73	45	28	6
2004	55	33	22	4
<b>Away from school</b>				
1992	138	68	71	32
1993	139	69	70	35
1994	129	60	69	33
1995	119	61	58	23
1996	117	62	55	26
1997	117	58	59	24
1998	95	46	48	21
1999	78	39	39	18
2000	74	40	34	14
2001	61	33	28	11
2002	55	29	26	11
2003	60	28	32	12
2004	48	27	21	9

NOTE: Total nonfatal crime includes violent crime and theft. Violent crime includes serious violent crime and simple assault. Serious violent crime includes rape, sexual assault, robbery, and aggravated assault. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the National Crime Victimization Survey. SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), table 2.1, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 1992–2004.



## School Violence and Safety

**Table 36-2. Rate of nonfatal crime against students ages 12–18 at school and away from school per 1,000 students, by type of crime and selected student characteristics: 2004**

Student characteristic	At school				Away from school			
	Total	Theft	Violent crime		Total	Theft	Violent crime	
			All violent crime	Serious violent crime			All violent crime	Serious violent crime
<b>Total</b>	<b>55</b>	<b>33</b>	<b>22</b>	<b>4</b>	<b>48</b>	<b>27</b>	<b>21</b>	<b>9</b>
Sex								
Male	57	31	27	4	52	28	24	11
Female	52	35	17	4	43	25	18	6
Age								
12–14	64	34	30	5	34	18	16	7
15–18	46	31	15	3!	61	35	26	10
Race/ethnicity <sup>1</sup>								
White	60	35	25	5	52	30	22	8
Black	60	34	26	4!	57	21	36	19
Hispanic	39	27	12	‡	30	22	8!	‡
Other	38	29	10!	‡	39	22	17!	‡
Location								
Urban	62	33	28	6!	49	22	28	13
Suburban	51	33	17	4	43	25	18	6
Rural	57	30	27	‡	60	40	20	9!
Household income								
Less than \$15,000	45	16	29	‡	45	23	22	13!
\$15,000–29,999	41	21	21	‡	91	45	45	15
\$30,000–49,999	50	32	18	‡	16	9	7!	3!
\$50,000–74,999	84	44	41	8!	74	39	35	14
\$75,000 or more	62	44	18	4!	32	23	9	3!

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

<sup>1</sup> Other includes Asian, Pacific Islander, and American Indian (including Alaska Native). Race categories exclude persons of Hispanic ethnicity.

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

SOURCE: Dinkes, R., Cataldi, E.F., Kena, G., and Baum, K. (2006). *Indicators of School Crime and Safety: 2006* (NCES 2007-003/NCJ 214262), tables 2.2 and 2.3, data from U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2004.

## Changes in Sources of Public School Revenue

**Table 37-1. Total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2003–04**

[Billions of constant 2003–04 dollars]

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04
<b>United States</b>								
<b>Total</b>	<b>\$305.8</b>	<b>\$315.7</b>	<b>\$331.0</b>	<b>\$346.6</b>	<b>\$375.1</b>	<b>\$409.8</b>	<b>\$437.9</b>	<b>\$462.0</b>
Federal	18.6	20.9	23.3	23.0	25.5	29.8	34.6	41.9
State	144.0	146.4	149.5	164.7	181.4	202.9	215.6	217.4
Local	143.1	148.5	158.2	158.9	168.1	177.2	187.7	202.7
From property taxes	109.8	115.6	124.4	122.6	127.9	137.1	147.3	160.6
From other sources	33.3	32.9	33.8	36.3	40.2	40.1	40.4	42.1
<b>Northeast</b>								
<b>Total</b>	<b>75.2</b>	<b>76.7</b>	<b>79.1</b>	<b>81.8</b>	<b>85.1</b>	<b>93.0</b>	<b>99.4</b>	<b>107.5</b>
Federal	3.5	3.9	4.2	4.1	4.3	5.1	5.8	7.4
State	30.2	30.3	30.4	31.7	33.1	39.8	44.1	44.5
Local	41.4	42.5	44.5	46.0	47.7	48.1	49.4	55.7
From property taxes	36.6	37.7	39.8	40.7	42.3	42.2	43.6	49.3
From other sources	4.9	4.7	4.7	5.3	5.4	5.9	5.8	6.4
<b>Midwest</b>								
<b>Total</b>	<b>71.8</b>	<b>74.5</b>	<b>79.6</b>	<b>83.9</b>	<b>90.9</b>	<b>97.0</b>	<b>103.3</b>	<b>106.7</b>
Federal	3.9	4.4	4.8	4.8	5.4	6.2	7.1	8.4
State	28.4	28.3	31.0	39.2	42.8	46.6	50.3	51.0
Local	39.5	41.9	43.8	40.0	42.6	44.2	45.9	47.4
From property taxes	32.3	34.3	36.7	32.4	33.9	34.9	36.6	38.9
From other sources	7.2	7.5	7.2	7.6	8.6	9.3	9.3	8.5
<b>South</b>								
<b>Total</b>	<b>94.6</b>	<b>97.8</b>	<b>103.3</b>	<b>109.7</b>	<b>118.9</b>	<b>131.1</b>	<b>138.1</b>	<b>145.3</b>
Federal	6.9	7.6	8.7	8.4	9.5	10.9	12.8	15.2
State	46.5	47.4	49.6	53.7	58.7	65.3	65.4	65.9
Local	41.2	42.8	45.0	47.6	50.8	54.8	60.0	64.2
From property taxes	25.6	27.7	28.6	30.4	31.8	38.2	43.0	45.5
From other sources	15.6	15.1	16.4	17.2	18.9	16.6	17.0	18.7
<b>West</b>								
<b>Total</b>	<b>64.2</b>	<b>66.7</b>	<b>69.0</b>	<b>71.2</b>	<b>80.2</b>	<b>88.8</b>	<b>97.1</b>	<b>102.5</b>
Federal	4.4	4.9	5.7	5.7	6.4	7.6	8.9	11.0
State	38.9	40.5	38.4	40.1	46.8	51.2	55.8	56.1
Local	20.9	21.3	24.9	25.4	27.1	30.0	32.4	35.5
From property taxes	15.3	15.9	19.4	19.1	19.8	21.7	24.1	26.9
From other sources	5.6	5.5	5.5	6.3	7.2	8.3	8.4	8.5

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2003–04.

## Changes in Sources of Public School Revenue

**Table 37-2. Percentage distribution of total revenue for public elementary and secondary schools, by region and revenue source: Selected years, 1989–90 to 2003–04**

Region and revenue source	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04
<b>United States</b>								
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	6.1	6.6	7.1	6.6	6.8	7.3	7.9	9.1
State	47.1	46.4	45.2	47.5	48.4	49.5	49.2	47.1
Local	46.8	47.0	47.8	45.9	44.8	43.2	42.9	43.9
From property taxes	35.9	36.6	37.6	35.4	34.1	33.4	33.6	34.8
From other sources	10.9	10.4	10.2	10.5	10.7	9.8	9.2	9.1
<b>Northeast</b>								
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	4.6	5.1	5.3	5.0	5.0	5.4	5.9	6.9
State	40.2	39.5	38.4	38.7	38.9	42.8	44.4	41.4
Local	55.1	55.4	56.3	56.3	56.0	51.7	49.7	51.8
From property taxes	48.7	49.2	50.3	49.8	49.8	45.4	43.9	45.8
From other sources	6.5	6.2	6.0	6.5	6.3	6.3	5.8	5.9
<b>Midwest</b>								
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	5.4	5.9	6.0	5.7	6.0	6.4	6.9	7.8
State	39.6	37.9	39.0	46.7	47.2	48.0	48.7	47.8
Local	55.0	56.2	55.0	47.6	46.9	45.6	44.4	44.4
From property taxes	45.0	46.1	46.0	38.6	37.4	36.0	35.5	36.4
From other sources	10.1	10.1	9.0	9.0	9.5	9.6	9.0	8.0
<b>South</b>								
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	7.3	7.8	8.4	7.6	8.0	8.3	9.2	10.5
State	49.1	48.5	48.0	49.0	49.3	49.8	47.3	45.4
Local	43.6	43.8	43.5	43.4	42.7	41.8	43.4	44.2
From property taxes	27.1	28.3	27.6	27.7	26.8	29.1	31.1	31.3
From other sources	16.5	15.5	15.9	15.7	15.9	12.7	12.3	12.9
<b>West</b>								
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Federal	6.8	7.3	8.2	8.1	7.9	8.6	9.2	10.7
State	60.6	60.7	55.7	56.3	58.3	57.6	57.4	54.7
Local	32.6	32.0	36.1	35.6	33.7	33.8	33.4	34.6
From property taxes	23.8	23.8	28.1	26.8	24.7	24.5	24.8	26.3
From other sources	8.8	8.2	8.0	8.8	9.0	9.3	8.6	8.3

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 to 2003–04.

## Expenditures in Public Elementary and Secondary Schools by Expenditure Category

**Table 38-1. Total expenditures per student in fall enrollment in public elementary and secondary schools and the percentage distribution of total expenditures of public elementary and secondary schools, by region and expenditure category: Selected years, 1989–90 through 2003–04**

Region and expenditure category	Total expenditures per pupil [in constant 2003–04 dollars]				Percentage distribution			
	1989–90	1994–95	1999–2000	2003–04	1989–90	1994–95	1999–2000	2003–04
<b>United States</b>								
<b>Total expenditures</b>	<b>\$7,692</b>	<b>\$7,826</b>	<b>\$8,958</b>	<b>\$9,762</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Instruction	4,105	4,223	4,691	5,098	53.4	54.0	52.4	52.2
Administration	591	558	588	636	7.7	7.1	6.6	6.5
Operation and maintenance	732	688	732	798	9.5	8.8	8.2	8.2
Capital outlay and interest	779	841	1,231	1,309	10.1	10.7	13.7	13.4
Other <sup>1</sup>	1,484	1,516	1,715	1,922	19.3	19.4	19.1	19.7
<b>Northeast</b>								
<b>Total expenditures</b>	<b>10,368</b>	<b>10,578</b>	<b>11,459</b>	<b>13,245</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Instruction	6,005	6,212	6,529	7,494	57.9	58.7	57.0	56.6
Administration	840	697	717	829	8.1	6.6	6.3	6.3
Operation and maintenance	1,005	933	949	1,087	9.7	8.8	8.3	8.2
Capital outlay and interest	598	826	1,131	1,312	5.8	7.8	9.9	9.9
Other <sup>1</sup>	1,919	1,911	2,133	2,523	18.5	18.1	18.6	19.0
<b>Midwest</b>								
<b>Total expenditures</b>	<b>7,552</b>	<b>8,039</b>	<b>9,338</b>	<b>10,143</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Instruction	3,981	4,231	4,731	5,118	52.7	52.6	50.7	50.5
Administration	568	582	663	724	7.5	7.2	7.1	7.1
Operation and maintenance	737	697	766	826	9.8	8.7	8.2	8.1
Capital outlay and interest	759	853	1,324	1,413	10.1	10.6	14.2	13.9
Other <sup>1</sup>	1,507	1,676	1,854	2,062	20.0	20.8	19.8	20.3
<b>South</b>								
<b>Total expenditures</b>	<b>6,749</b>	<b>6,909</b>	<b>8,067</b>	<b>8,445</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Instruction	3,502	3,635	4,123	4,406	51.9	52.6	51.1	52.2
Administration	513	508	520	540	7.6	7.4	6.4	6.4
Operation and maintenance	595	605	651	697	8.8	8.8	8.1	8.3
Capital outlay and interest	847	837	1,228	1,140	12.6	12.1	15.2	13.5
Other <sup>1</sup>	1,291	1,324	1,544	1,662	19.1	19.2	19.1	19.7
<b>West</b>								
<b>Total expenditures</b>	<b>7,227</b>	<b>6,933</b>	<b>8,095</b>	<b>8,937</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Instruction	3,693	3,610	4,157	4,429	51.1	52.1	51.3	49.6
Administration	543	504	525	564	7.5	7.3	6.5	6.3
Operation and maintenance	732	622	660	718	10.1	9.0	8.2	8.0
Capital outlay and interest	836	847	1,221	1,467	11.6	12.2	15.1	16.4
Other <sup>1</sup>	1,424	1,351	1,533	1,759	19.7	19.5	18.9	19.7

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

NOTE: Detail may not sum to totals because of rounding. Estimates are revised from previous publications. Expenditures are in constant 2003–04 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 11* for information about this index and about classifications of expenditures for elementary and secondary education. See *supplemental note 1* for information on regional categorizations. See *supplemental note 3* for more information about the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 1989–90 through 2003–04.

## Variations in Instruction Expenditures per Student

**Table 39-1. Variation and percentage distribution of variation in instruction expenditures in unified public elementary and secondary school districts, by source of variation: 1989–90 to 2003–04**

School year	Theil coefficient <sup>1</sup>	Between-state component	Within-state component	Percentage distribution		
				Theil coefficient <sup>1</sup>	Between-state component	Within-state component
1989–90	0.0448	0.0322	0.0125	100.0	72.0	28.0
1990–91	0.0469	0.0346	0.0123	100.0	73.8	26.2
1991–92	0.0434	0.0320	0.0115	100.0	73.6	26.4
1992–93	0.0437	0.0324	0.0113	100.0	74.2	25.8
1993–94	0.0405	0.0301	0.0104	100.0	74.3	25.7
1994–95	0.0389	0.0288	0.0100	100.0	74.2	25.8
1995–96	0.0373	0.0279	0.0094	100.0	74.8	25.2
1996–97	0.0349	0.0257	0.0092	100.0	73.7	26.3
1997–98	0.0332	0.0246	0.0086	100.0	74.0	26.0
1998–99	0.0335	0.0249	0.0087	100.0	74.2	25.8
1999–2000	0.0337	0.0253	0.0085	100.0	74.9	25.1
2000–01	0.0370	0.0280	0.0090	100.0	75.7	24.3
2001–02	0.0373	0.0283	0.0089	100.0	76.1	23.9
2002–03	0.0391	0.0303	0.0088	100.0	77.6	22.4
2003–04	0.0420	0.0327	0.0093	100.0	77.9	22.1

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

NOTE: Detail may not sum to totals because of rounding. Public elementary and secondary unified districts are those districts that serve both elementary and secondary grades. In 2003–04, approximately 71 percent of all school districts were unified school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Longitudinal School District Fiscal-Nonfiscal (FNF) File, Fiscal Years 1990 to 2002" and "School District Finance Survey (Form F-33)," 2002–03 to 2003–04.

## Public Elementary and Secondary Expenditures by District Poverty

**Table 40-1. Total expenditures per student in fall enrollment in public school districts and percent change, by district poverty level: Various years, 1995–96 to 2003–04**

[In constant 2003–04 dollars]

District poverty level <sup>1</sup>	Total expenditures per student <sup>2</sup>							Percent change from 1995–96 to 2003–04
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	2003–04	
<b>Total</b>	<b>\$7,847</b>	<b>\$8,239</b>	<b>\$8,884</b>	<b>\$9,217</b>	<b>\$9,523</b>	<b>\$9,630</b>	<b>\$9,754</b>	<b>24.3</b>
Low	8,936	9,195	9,817	10,191	10,689	10,768	10,857	21.5
Middle low	7,754	8,116	8,832	9,110	9,352	9,419	9,496	22.5
Middle	7,336	7,701	8,206	8,471	8,736	8,839	9,042	23.3
Middle high	7,117	7,538	8,357	8,605	8,911	8,927	9,045	27.1
High	8,095	8,645	9,205	9,709	9,939	10,191	10,377	28.2

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

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

NOTE: Total expenditures include current expenditures for regular school programs, capital outlay, and interest on school debt. Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts. See *supplemental note 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2003–04.

**Table 40-2. Current expenditures per student in fall enrollment in public school districts and percent change, by district poverty level: Various years, 1995–96 to 2003–04**

[In constant 2003–04 dollars]

District poverty level <sup>1</sup>	Current expenditures per student <sup>2</sup>							Percent change from 1995–96 to 2003–04
	1995–96	1997–98	1999–2000	2000–01	2001–02	2002–03	2003–04	
<b>Total</b>	<b>\$6,698</b>	<b>\$6,930</b>	<b>\$7,394</b>	<b>\$7,653</b>	<b>\$7,875</b>	<b>\$8,042</b>	<b>\$8,134</b>	<b>21.5</b>
Low	7,478	7,539	7,933	8,198	8,487	8,663	8,832	18.1
Middle low	6,526	6,736	7,259	7,474	7,672	7,813	7,863	20.5
Middle	6,247	6,468	6,814	7,015	7,260	7,364	7,453	19.3
Middle high	6,186	6,448	7,068	7,308	7,532	7,584	7,707	24.6
High	7,052	7,458	7,894	8,271	8,434	8,780	8,858	25.6

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

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

NOTE: Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts. See *supplemental note 11* for further information about the accounting terms used in this indicator.

SOURCE: U.S. Department of Commerce, Census Bureau, "Small Area Income & Poverty Estimates," 1995–96, 1997–98, and 1999–2000 to 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (Form F-33)," 1995–96, 1997–98, and 1999–2000 to 2003–04.

## Public Elementary and Secondary Expenditures by District Poverty

**Table 40-3. Percentage distribution of fall enrollment in public school districts, by community type and district poverty level: 2003–04**

District poverty level <sup>1</sup>	Total	City	Suburban	Town	Rural
Low	100.0	9.6	68.9	5.9	15.6
Middle low	100.0	17.9	49.1	13.3	19.8
Middle	100.0	25.6	38.0	15.0	21.4
Middle high	100.0	35.9	26.8	17.5	19.9
High	100.0	68.9	6.0	12.0	13.1

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

NOTE: Detail may not sum to totals because of rounding. Data are for regular districts, elementary/secondary combined districts, and separate elementary or secondary districts. They exclude Department of Defense districts and Bureau of Indian Affairs districts. See *supplemental note 1* for information about community types.

SOURCE: U.S. Department of Commerce, Census Bureau, “Small Area Income & Poverty Estimates,” 2003–04; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2003–04 and “School District Finance Survey (Form F-33),” 2003–04.

## International Comparisons of Expenditures for Education

**Table 41-1. Annual expenditures on public and private institutions per student and as a percentage of gross domestic product (GDP) in OECD countries, by level of education: 2003**

Country	Expenditures per student <sup>1</sup>		Expenditures as a percentage of GDP		Total <sup>4</sup>	GDP per capita
	Elementary and secondary <sup>2</sup>	Post-secondary <sup>3</sup>	Elementary and secondary <sup>2</sup>	Post-secondary <sup>3</sup>		
<b>OECD mean</b>	<b>\$6,278</b>	<b>\$11,254</b>	<b>3.9</b>	<b>1.4</b>	<b>5.3</b>	<b>\$26,355</b>
Australia	6,584	12,406	4.1	1.5	5.7	31,100
Austria	8,399	12,344	3.8	1.1	5.0	30,797
Belgium	7,072	11,824	4.1	1.3	5.4	30,089
Canada <sup>5,6</sup>	6,482	19,992	3.6	2.4	5.9	30,403
Czech Republic	3,397	6,774	3.1	1.1	4.2	17,284
Denmark	8,011	14,014	4.3	1.8	6.0	30,677
Finland	6,501	12,047	4.0	1.8	5.7	28,334
France	7,181	10,704	4.2	1.4	5.6	28,373
Germany	6,594	11,594	3.5	1.1	4.7	27,619
Greece	4,587	4,924	2.8	1.3	4.1	20,479
Hungary <sup>6</sup>	3,740	8,576	3.7	1.3	5.0	15,112
Iceland	7,319	8,023	5.2	1.2	6.3	30,774
Ireland	5,446	9,341	3.2	1.2	4.4	34,171
Italy <sup>6</sup>	7,754	8,764	3.6	0.9	4.6	26,561
Japan	6,842	11,556	3.0	1.3	4.2	28,071
Korea	5,174	7,089	4.4	2.6	7.0	19,317
Luxembourg <sup>7</sup>	13,621	—	—	—	—	55,571!
Mexico	1,763	5,774	4.5	1.3	5.8	9,585
Netherlands	6,439	13,444	3.4	1.3	4.6	31,792
New Zealand	5,419	8,832	4.9	1.5	6.4	23,551
Norway	9,300	13,772	4.6	1.5	6.1	37,237
Poland <sup>6</sup>	2,959	4,589	4.4	1.5	5.9	11,583
Portugal <sup>6</sup>	5,519	7,200	4.2	1.1	5.3	17,617
Slovak Republic	2,293	4,678	3.1	0.9	4.0	13,114
Spain	5,682	8,943	3.0	1.2	4.2	24,812
Sweden	7,453	16,073	4.5	1.8	6.3	29,522
Switzerland <sup>6</sup>	10,150	25,900	4.6	1.6	6.2	33,217
Turkey <sup>6</sup>	986	—	2.6	1.1	3.7	6,762
United Kingdom	6,741	11,866	4.6	1.1	5.7	29,609
United States	8,935	24,074	4.2	2.9	7.0	37,510

— Not available.

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures for the 2002–03 school year and on current expenditures and capital outlays from both public and private sources where data are available.

<sup>2</sup> Includes postsecondary nontertiary data (International Standard Classification of Education [ISCED] level 4) for Australia, Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Japan, Netherlands, New Zealand, Norway, Poland, Slovak Republic, Spain, Sweden, Switzerland, and the United Kingdom. Also includes preprimary data (ISCED level 0) for Canada, Greece, and Luxembourg.

<sup>3</sup> Includes all tertiary-level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data for Canada, Denmark, Iceland, and Japan.

<sup>4</sup> Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures with the exception of Italy, Korea, Luxembourg, Mexico, Portugal, Turkey, and the United States where data for postsecondary nontertiary are either not applicable or not available.

<sup>5</sup> Data are for 2002.

<sup>6</sup> Public institutions only.

<sup>7</sup> Luxembourg data are excluded from percentages because of anomalies with respect to their GDP per capita data (large revenues from international finance institutions distort the wealth of the population). Luxembourg has no postsecondary institutions.

NOTE: Educational expenditures are from public and private revenue sources. Purchasing power parity (PPP) indices are used to convert other currencies to U.S. dollars. Private sources include payments from households for school-based expenses such as tuition, transportation fees, book rentals, or food services, as well as funds raised by institutions through endowments or returns on investment. 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. See *supplemental note 6* for more information on ISCED levels.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2006). *Education at a Glance: OECD Indicators, 2006*, tables B1.1c, B2.1c, and X2.1.



## Fields of Study

**Table 42-1. Number of associate's degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05**

Field of study	1990–91		1997–98		2004–05		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1997–98	1997–98 to 2004–05	1990–91 to 2004–05
<b>Total<sup>1</sup></b>	<b>481,700</b>	<b>100.0</b>	<b>558,600</b>	<b>100.0</b>	<b>696,700</b>	<b>100.0</b>	<b>16.0</b>	<b>24.7</b>	<b>44.6</b>
Liberal arts and sciences, general studies, and humanities	142,700	29.6	186,200	33.3	240,100	34.5	30.5	28.9	68.3
Health professions and related clinical sciences	70,800	14.7	94,900	17.0	122,500	17.6	34.0	29.0	73.0
Business	89,500	18.6	95,300	17.1	112,400	16.1	6.5	17.9	25.5
Engineering and engineering technologies	49,800	10.3	55,700	10.0	53,100	7.6	11.8	-4.5	6.7
Computer and information sciences	7,700	1.6	18,200	3.3	36,200	5.2	136.9	98.9	371.2
Security and protective services	13,600	2.8	19,000	3.4	23,700	3.4	40.1	25.0	75.1
Visual and performing arts	9,100	1.9	15,000	2.7	22,700	3.3	64.1	51.2	148.2
Multi/interdisciplinary studies	7,500	1.5	9,400	1.7	13,900	2.0	26.1	47.7	86.3
Education	7,800	1.6	9,500	1.7	13,300	1.9	20.6	40.9	70.0
Family and consumer sciences/human sciences	8,100	1.7	7,800	1.4	9,700	1.4	-3.2	24.3	20.3
Legal professions and studies	5,500	1.1	9,900	1.8	9,900	1.4	80.3	-0.1	80.3
Agriculture and natural resources	4,900	1.0	6,700	1.2	6,400	0.9	35.9	-4.0	30.4
Social sciences and history	2,500	0.5	4,200	0.8	6,500	0.9	67.5	55.7	160.8
Communications, journalism, and related programs	3,900	0.8	5,000	0.9	6,100	0.9	29.2	21.0	56.3
Public administration and social services	2,800	0.6	4,200	0.7	4,000	0.6	49.6	-3.1	44.9
Physical sciences and science technologies	2,100	0.4	2,300	0.4	2,800	0.4	9.3	23.1	34.6
Precision production trades	9,100	1.9	1,900	0.3	2,000	0.3	-78.8	5.7	-77.6
Psychology	1,000	0.2	1,800	0.3	1,900	0.3	77.0	10.0	94.8
Biological and biomedical sciences	1,100	0.2	2,100	0.4	1,700	0.2	88.8	-19.1	52.7
Transportation and material moving workers	2,600	0.5	1,000	0.2	1,400	0.2	-62.6	46.9	-45.0
Foreign languages and literatures and linguistics	300	0.1	1,700	0.3	1,200	0.2	411.9	-26.3	277.4

<sup>1</sup> Includes other fields not shown separately.

NOTE: The new Classification of Instructional Programs was initiated in 2002–03. The figures for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 10* for more information on fields of study. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (NCES). *Digest of Education Statistics, 2006* (NCES 2007-017), table 252, and NCES. (2004). *Digest of Education Statistics, 2003* (NCES 2005-025), table 250; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90 and 97), and Fall 2005.

## Fields of Study

**Table 42-2. Number of bachelor's degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05**

Field of study	1990–91		1997–98		2004–05		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1997–98	1997–98 to 2004–05	1990–91 to 2004–05
<b>Total<sup>1</sup></b>	<b>1,094,500</b>	<b>100.0</b>	<b>1,184,400</b>	<b>100.0</b>	<b>1,439,300</b>	<b>100.0</b>	<b>8.2</b>	<b>21.5</b>	<b>31.5</b>
Business	249,200	22.8	232,100	19.6	311,600	21.6	-6.9	34.3	25.0
Social sciences and history	125,100	11.4	125,000	10.6	156,900	10.9	-0.1	25.5	25.4
Education	110,800	10.1	105,800	8.9	105,500	7.3	-4.5	-0.4	-4.8
Psychology	58,700	5.4	74,100	6.3	85,600	5.9	26.3	15.5	46.0
Visual and performing arts	42,200	3.9	52,100	4.4	81,000	5.6	23.4	55.5	91.9
Health professions and related clinical sciences	59,900	5.5	86,800	7.3	80,700	5.6	45.0	-7.1	34.8
Engineering and engineering technologies	79,800	7.3	78,700	6.6	78,600	5.5	-1.4	-0.1	-1.5
Communications, journalism, and related programs	51,700	4.7	49,400	4.2	72,700	5.1	-4.4	47.2	40.8
Biological and biomedical sciences	39,400	3.6	65,600	5.5	64,600	4.5	66.6	-1.5	64.1
Computer and information sciences	25,200	2.3	27,800	2.3	54,100	3.8	10.6	94.4	115.1
English language and literature/letters	51,100	4.7	49,000	4.1	54,400	3.8	-4.0	10.9	6.5
Liberal arts, sciences, general studies, and humanities	30,500	2.8	33,200	2.8	43,800	3.0	8.8	31.8	43.3
Multi/interdisciplinary studies	17,900	1.6	27,000	2.3	30,200	2.1	50.8	12.2	69.2
Security and protective services	16,800	1.5	25,100	2.1	30,700	2.1	49.2	22.5	82.8
Agriculture and natural resources	13,100	1.2	23,300	2.0	23,000	1.6	77.4	-1.2	75.3
Parks, recreation, leisure and fitness studies	4,300	0.4	15,400	1.3	22,900	1.6	257.4	48.4	430.4
Public administration and social services	14,400	1.3	20,400	1.7	21,800	1.5	42.2	6.7	51.7
Family and consumer sciences/human sciences	13,900	1.3	15,700	1.3	20,100	1.4	12.5	28.2	44.2
Physical sciences and science technologies	16,300	1.5	19,400	1.6	18,900	1.3	18.5	-2.4	15.7
Foreign languages and literature and linguistics	13,900	1.3	15,300	1.3	18,400	1.3	9.6	20.3	31.9
Mathematics and statistics	14,400	1.3	11,800	1.0	14,400	1.0	-18.1	21.7	-0.3
Philosophy and religious studies	7,400	0.7	8,400	0.7	11,600	0.8	12.9	38.2	56.1

<sup>1</sup> Includes other fields not shown separately.

NOTE: The new Classification of Instructional Programs was initiated in 2002–03. The figures for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 10* for more information on fields of study. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2006* (NCES 2007-017), table 254; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:90 and 97), and Fall 2005.

## Fields of Study

**Table 42-3. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05**

Field of study	1990–91		1997–98		2004–05		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1997–98	1997–98 to 2004–05	1990–91 to 2004–05
<b>Master's degrees</b>									
<b>Total<sup>1</sup></b>	<b>337,200</b>	<b>100.0</b>	<b>430,200</b>	<b>100.0</b>	<b>574,600</b>	<b>100.0</b>	<b>27.6</b>	<b>33.6</b>	<b>70.4</b>
Education	87,400	25.9	113,400	26.4	167,500	29.1	29.8	47.7	91.7
Business	78,300	23.2	101,700	23.6	142,600	24.8	29.9	40.3	82.2
Health professions and related clinical sciences	21,400	6.3	39,600	9.2	46,700	8.1	85.3	18.0	118.7
Engineering and engineering technologies	25,500	7.5	27,300	6.4	35,100	6.1	7.4	28.6	38.0
Public administration and social services	17,900	5.3	25,100	5.8	29,600	5.1	40.4	17.5	65.0
Psychology	11,300	3.4	15,100	3.5	18,800	3.3	33.4	24.4	65.9
Computer and information sciences	9,300	2.8	11,800	2.7	18,400	3.2	26.2	56.5	97.5
Social sciences and history	12,200	3.6	14,900	3.5	17,000	3.0	22.1	13.5	38.6
Visual and performing arts	8,700	2.6	11,100	2.6	13,200	2.3	28.7	18.3	52.3
English language/literature/letters	6,800	2.0	7,600	1.8	8,500	1.5	11.8	11.6	24.8
Biological and biomedical sciences	4,800	1.4	6,800	1.6	8,200	1.4	41.5	20.8	71.0
Communication, journalism, and related programs	4,300	1.3	6,100	1.4	7,200	1.3	40.9	18.0	66.3
Physical sciences and science technologies	5,300	1.6	5,300	1.2	5,700	1.0	0.9	6.6	7.5
Agriculture/natural resources	3,300	1.0	4,500	1.0	4,700	0.8	35.5	5.3	42.6
Mathematics and statistics	3,500	1.1	3,400	0.8	4,500	0.8	-3.9	32.0	26.8
<b>Doctoral degrees<sup>2</sup></b>									
<b>Total<sup>1</sup></b>	<b>39,300</b>	<b>100.0</b>	<b>46,000</b>	<b>100.0</b>	<b>52,600</b>	<b>100.0</b>	<b>17.1</b>	<b>14.4</b>	<b>33.9</b>
Education	6,200	15.8	6,300	13.6	7,700	14.6	1.2	22.7	24.1
Engineering and engineering technologies	5,300	13.6	6,000	13.1	6,600	12.5	13.3	9.3	23.8
Health professions and related clinical sciences	1,500	3.9	2,000	4.3	5,900	11.1	28.7	197.1	282.5
Biological and biomedical sciences	4,000	10.3	5,200	11.4	5,600	10.6	29.8	6.5	38.3
Psychology	3,900	10.0	4,500	9.9	5,100	9.7	15.5	12.4	29.9
Physical sciences and science technologies	4,200	10.8	4,500	9.8	4,100	7.8	6.4	-9.0	-3.2
Social sciences and history	3,000	7.7	4,100	9.0	3,800	7.3	37.0	-7.5	26.8
Business	1,200	3.0	1,300	2.8	1,500	2.8	8.9	16.1	26.4
Visual and performing arts	800	2.1	1,200	2.5	1,300	2.4	38.8	9.9	52.5
English language/literature/letters	1,100	2.7	1,500	3.2	1,200	2.3	41.0	-18.6	14.8
Mathematics and statistics	1,000	2.5	1,200	2.6	1,200	2.2	24.2	-3.2	20.2
Agriculture/natural resources	1,200	3.0	1,300	2.8	1,200	2.2	8.9	-9.1	-1.0
Computer/information sciences	700	1.7	900	1.9	1,100	2.1	26.9	30.4	65.5
Foreign languages, literatures, and linguistics	900	2.3	1,100	2.4	1,000	2.0	25.8	-8.1	15.5
Multi/interdisciplinary studies	400	1.1	800	1.8	1,000	1.9	98.8	16.6	131.8

See notes at end of table.

## Fields of Study

**Table 42-3. Number of master's, doctoral, and first-professional degrees awarded by degree-granting institutions, percentage of total, and percent change, by selected fields of study: 1990–91, 1997–98, and 2004–05—Continued**

Field of study	1990–91		1997–98		2004–05		Percent change		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	1990–91 to 1997–98	1997–98 to 2004–05	1990–91 to 2004–05
<b>First-professional degrees<sup>3</sup></b>									
<b>Total<sup>1</sup></b>	<b>71,900</b>	<b>100.0</b>	<b>78,600</b>	<b>100.0</b>	<b>87,300</b>	<b>100.0</b>	<b>9.2</b>	<b>11.1</b>	<b>21.3</b>
Law	37,900	52.7	39,300	50.0	43,400	49.7	3.7	10.4	14.4
Medicine	15,000	20.9	15,400	19.6	15,500	17.7	2.5	0.2	2.8
Dentistry	3,700	5.1	4,000	5.1	4,500	5.1	9.0	10.5	20.4

<sup>1</sup> Includes other fields not shown separately.

<sup>2</sup> Includes Ph.D., Ed.D., and comparable degrees at the doctoral level.

<sup>3</sup> An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. See glossary for a complete list of first-professional degrees.

NOTE: The new Classification of Instructional Programs was initiated in 2002–03. The figures for earlier years have been reclassified when necessary to conform to the new taxonomy. See *supplemental note 10* for more information on fields of study. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2006* (NCES 2007–017), tables 254, 256, and 262; data from U.S. Department of Education, NCES, 1990–91, 1997–98, and 2004–05 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:90 and 97), and Fall 2005.

## International Comparisons of Degrees by Fields

**Table 43-1. Number of academic postsecondary degrees conferred, and percentage distribution of degrees conferred by field of study and country: 2004**

Country	Total number of degrees conferred	Education	Arts and humanities	Health	Sciences, mathematics, computer science, and engineering				Business, social sciences, law, and other <sup>1</sup>	
					Total	Physical and biological sciences	Mathematics	Computer science		Engineering
OECD country mean <sup>2</sup>	6,230,006	13.5	11.7	11.7	23.1	5.7	1.3	4.1	12.2	40.0
OECD weighted mean <sup>3</sup>	6,230,006	12.0	13.4	8.6	21.1	5.2	1.0	3.4	11.5	44.9
Australia	209,115	11.7	11.1	13.2	21.8	5.4	0.5	8.9	7.0	42.2
Austria	23,071	9.8	10.6	8.5	26.8	5.7	0.7	4.9	15.6	44.3
Belgium	38,304	7.8	14.1	12.9	23.0	7.9	1.0	2.7	11.5	42.1
Canada	177,433	13.9	13.9	9.6	19.4	6.8	1.2	3.6	7.8	43.2
Czech Republic	46,097	23.7	8.4	6.3	24.5	4.3	0.8	2.8	16.6	37.1
Denmark	39,236	9.7	15.4	28.6	18.3	3.9	1.7	3.2	9.6	27.9
Finland	38,819	7.4	12.5	19.2	29.9	3.8	0.8	4.4	20.8	30.9
France	412,346	9.3	16.9	2.7	28.6	10.6	2.5	3.0	12.4	42.6
Germany	219,746	7.6	14.6	14.2	30.8	7.7	1.7	4.9	16.5	32.9
Greece	35,779	17.7	17.1	1.7	27.6	13.6	4.4	4.4	5.2	35.8
Hungary	72,652	23.9	9.9	7.3	9.5	1.3	0.1	1.9	6.3	49.3
Iceland	2,600	24.5	11.2	10.7	16.9	5.0	0.6	5.8	5.6	36.7
Ireland	37,069	9.2	13.9	12.4	23.4	6.7	0.9	7.0	8.7	41.1
Italy	321,284	8.5	12.2	15.5	22.9	4.8	1.5	1.2	15.5	40.9
Japan	646,983	5.6	17.8	6.3	25.0	4.8	( <sup>4</sup> )	( <sup>4</sup> )	20.2	45.3
Korea	303,559	5.3	20.5	8.2	38.6	6.4	1.8	3.3	27.1	27.4
Luxembourg	—	—	—	—	—	—	—	—	—	—
Mexico	324,013	16.1	3.7	8.5	25.4	2.7	0.5	7.7	14.6	46.3
Netherlands	96,890	17.4	6.9	18.9	16.1	3.1	0.4	3.7	9.0	40.7
New Zealand	38,730	12.5	15.9	14.1	18.6	6.6	1.1	6.0	4.9	39.0
Norway	30,476	19.1	6.5	25.9	16.2	1.9	0.3	5.7	8.3	32.3
Poland	479,458	12.3	6.4	2.3	12.1	1.8	0.6	2.7	7.1	66.8
Portugal	4,649	12.2	12.3	5.5	34.7	12.9	4.8	4.5	12.5	35.3
Slovak Republic	32,537	16.8	5.4	10.3	26.0	5.4	0.7	4.0	15.9	41.4
Spain	210,603	13.6	9.9	13.0	24.9	5.1	1.0	3.9	14.9	38.6
Sweden	54,504	16.7	5.4	25.8	28.6	4.5	0.7	3.2	20.3	23.5
Switzerland	28,549	8.3	12.5	10.0	25.1	7.9	0.9	3.4	13.0	44.1
Turkey	215,603	25.1	7.1	7.4	17.3	5.1	2.0	1.0	9.3	43.1
United Kingdom	—	—	—	—	—	—	—	—	—	—
<b>United States</b>	<b>2,089,901</b>	<b>13.2</b>	<b>15.5</b>	<b>7.6</b>	<b>16.0</b>	<b>4.9</b>	<b>0.9</b>	<b>3.9</b>	<b>6.4</b>	<b>47.7</b>

— Not available.

<sup>1</sup> Includes journalism, agriculture, and services.

<sup>2</sup> Each country contributes equally to the OECD mean.

<sup>3</sup> Each country contributes to the OECD mean in proportion to the number of degrees awarded by that country.

<sup>4</sup> Included under science.

NOTE: Includes academic degrees conferred at International Standard Classification of Education (ISCED), levels 5A and 6. Data include all degrees awarded by institutions located in the country, even when the degree awards were made to foreign students. These levels correspond to bachelor's, master's, first-professional, and doctoral degrees in the United States. See *supplemental note 6* for more information about the International Standard Classification of Education. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. Retrieved December 23, 2006, from <http://stats.oecd.org/wbos/default.aspx>.

## Faculty Salary, Benefits, and Total Compensation

**Table 44-1. Total compensation, percentage distribution of full-time instructional faculty, average salary, and fringe benefits at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 to 2005–06**

[In constant 2003–04 dollars]

Compensation, salary, and benefits <sup>1</sup>	1979–80		1989–90		1999–2000		2005–06		Percent change 1979–80 to 2005–06	Percent change 1999–2000 to 2005–06
	Percent	Average	Percent	Average	Percent	Average	Percent	Average		
<b>Total compensation</b>	<b>100.0</b>	<b>\$62,700</b>	<b>100.0</b>	<b>\$72,400</b>	<b>100.0</b>	<b>\$77,200</b>	<b>100.0</b>	<b>\$79,100</b>	<b>26.2</b>	<b>2.5</b>
<b>Salary</b>										
All faculty	100.0	52,700	100.0	60,100	100.0	62,600	100.0	62,400	18.4	-0.3
Professor	26.0	70,300	30.7	79,700	30.2	84,300	26.8	87,200	24.0	3.4
Associate professor	24.9	53,000	24.0	59,600	23.2	61,800	21.6	63,000	18.9	1.9
Assistant professor	25.4	43,100	23.2	49,200	22.1	51,000	23.1	52,800	22.5	3.5
Instructor	7.6	34,600	5.6	37,600	6.0	39,900	16.5	46,800	35.3	17.3
Lecturer	1.4	40,300	1.9	44,200	2.6	43,200	4.3	44,300	9.9	2.5
No rank	14.7	48,300	14.6	48,200	15.9	50,700	7.8	47,100	-2.5	-7.1
All institutions <sup>2</sup>	100.0	52,700	100.0	60,100	100.0	62,600	100.0	62,400	18.4	-0.3
Public 4-year doctoral universities	28.3	59,100	30.6	68,600	28.3	72,700	28.4	71,500	21.0	-1.7
Private 4-year doctoral universities	8.0	60,800	10.3	73,600	10.1	82,000	11.2	83,200	36.8	1.5
Public 4-year master's colleges/universities	22.8	52,700	18.7	59,600	17.8	59,000	16.2	57,500	9.1	-2.5
Private 4-year master's colleges/universities	7.5	47,400	9.4	52,800	10.8	56,500	11.3	56,400	19.0	-0.2
Public other 4-year colleges	2.7	49,100	2.4	56,100	2.4	53,700	2.8	59,000	20.2	9.9
Private other 4-year colleges	8.9	41,800	8.3	47,900	7.9	51,900	7.9	52,300	25.1	0.8
Public 2-year colleges	21.1	48,800	19.6	50,500	21.0	53,200	20.4	52,100	6.8	-2.1
Private 2-year colleges	0.8	32,700	0.7	38,100	1.7	36,700	1.8	37,300	14.1	1.6
<b>Fringe benefits</b>										
All institutions	100.0	10,000	100.0	12,300	100.0	14,600	100.0	16,700	67.0	14.4
Public 4-year doctoral universities	28.3	10,800	30.6	14,700	28.3	16,400	28.4	18,100	67.6	10.4
Private 4-year doctoral universities	8.0	11,500	10.3	14,500	10.1	19,900	11.2	22,000	91.3	10.6
Public 4-year master's colleges/universities	22.8	10,700	18.7	13,200	17.8	13,800	16.2	16,500	54.2	19.6
Private 4-year master's colleges/universities	7.5	8,900	9.4	10,900	10.8	13,700	11.3	15,200	70.8	10.9
Public other 4-year colleges	2.7	9,300	2.4	9,800	2.4	12,200	2.8	16,400	76.3	34.4
Private other 4-year colleges	8.9	8,000	8.3	9,000	7.9	12,800	7.9	14,400	80.0	12.5
Public 2-year colleges	21.1	9,200	19.6	9,000	21.0	12,100	20.4	14,700	59.8	21.5
Private 2-year colleges	0.8	6,000	0.7	5,800	1.7	7,200	1.8	7,200	20.0	#

See notes at end of table.

## Faculty Salary, Benefits, and Total Compensation

**Table 44-1. Total compensation, percentage distribution of full-time instructional faculty, average salary, and fringe benefits at degree-granting institutions, by selected characteristics: Selected academic years, 1979–80 to 2005–06—Continued**

[In current dollars]										
Compensation, salary, and benefits <sup>1</sup>	1979–80		1989–90		1999–2000		2005–06		Percent change 1979–80 to 2005–06	Percent change 1999–2000 to 2005–06
	Percent	Average	Percent	Average	Percent	Average	Percent	Average		
<b>Total compensation</b>	<b>100.0</b>	<b>\$26,200</b>	<b>100.0</b>	<b>\$49,400</b>	<b>100.0</b>	<b>\$70,200</b>	<b>100.0</b>	<b>\$84,600</b>	<b>222.9</b>	<b>20.5</b>
<b>Salary</b>										
All faculty	100.0	22,000	100.0	41,000	100.0	57,000	100.0	66,700	203.2	17.0
Professor	26.0	29,300	30.7	54,400	30.2	76,700	26.8	93,200	218.1	21.5
Associate professor	24.9	22,100	24.0	40,600	23.2	56,200	21.6	67,400	205.0	19.9
Assistant professor	25.4	18,000	23.2	33,500	22.1	46,400	23.1	56,500	213.9	21.8
Instructor	7.6	14,400	5.6	25,700	6.0	36,300	16.5	50,000	247.2	37.7
Lecturer	1.4	16,800	1.9	30,100	2.6	39,300	4.3	47,400	182.1	20.6
No rank	14.7	20,100	14.6	32,900	15.9	46,100	7.8	50,400	150.7	9.3
All institutions <sup>2</sup>	100.0	22,000	100.0	41,000	100.0	57,000	100.0	66,700	203.2	17.0
Public 4-year doctoral universities	28.3	24,700	30.6	46,800	28.3	66,100	28.4	76,500	209.7	15.7
Private 4-year doctoral universities	8.0	25,400	10.3	50,200	10.1	74,600	11.2	88,900	250.0	19.2
Public 4-year master's colleges/universities	22.8	22,000	18.7	40,700	17.8	53,700	16.2	61,500	179.5	14.5
Private 4-year master's colleges/universities	7.5	19,800	9.4	36,000	10.8	51,400	11.3	60,300	204.5	17.3
Public other 4-year colleges	2.7	20,500	2.4	38,300	2.4	48,900	2.8	63,100	207.8	29.0
Private other 4-year colleges	8.9	17,500	8.3	32,700	7.9	47,200	7.9	55,900	219.4	18.4
Public 2-year colleges	21.1	20,300	19.6	34,500	21.0	48,400	20.4	55,700	174.4	15.1
Private 2-year colleges	0.8	13,600	0.7	26,000	1.7	33,400	1.8	39,900	193.4	19.5
<b>Fringe benefits</b>										
All institutions	100.0	4,200	100.0	8,400	100.0	13,200	100.0	17,900	326.2	35.6
Public 4-year doctoral universities	28.3	4,500	30.6	10,000	28.3	14,900	28.4	19,400	331.1	30.2
Private 4-year doctoral universities	8.0	4,800	10.3	9,900	10.1	18,100	11.2	23,500	389.6	29.8
Public 4-year master's colleges/universities	22.8	4,500	18.7	9,000	17.8	12,600	16.2	17,700	293.3	40.5
Private 4-year master's colleges/universities	7.5	3,700	9.4	7,400	10.8	12,400	11.3	16,200	337.8	30.6
Public other 4-year colleges	2.7	3,900	2.4	6,700	2.4	11,100	2.8	17,500	348.7	57.7
Private other 4-year colleges	8.9	3,300	8.3	6,200	7.9	11,700	7.9	15,300	363.6	30.8
Public 2-year colleges	21.1	3,800	19.6	6,200	21.0	11,000	20.4	15,700	313.2	42.7
Private 2-year colleges	0.8	2,500	0.7	3,900	1.7	6,600	1.8	7,700	208.0	16.7

#Rounds to zero.

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

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

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2005–06, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 1989–90, 1999–2000, and 2005–06 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2005, and Winter 2005.

## Faculty Salary, Benefits, and Total Compensation

**Table 44-2. Total compensation, average salary, average fringe benefits, and percentage distribution of full-time instructional faculty at degree-granting institutions, by contract length: Selected academic years, 1979–80 to 2005–06**

Compensation, salary, and benefits, <sup>1</sup> and percentage distribution of faculty	[In constant 2003–04 dollars]				Percent change	Percent change
	1979–80	1989–90	1999–2000	2005–06	1979–80 to 2005–06	1999–2000 to 2005–06
<b>Total compensation</b>						
All faculty	\$62,700	\$72,400	\$77,200	\$79,100	26.2	2.5
Faculty on 9- or 10-month contracts	61,300	70,900	75,900	78,800	28.5	3.8
Faculty on 11- or 12-month contracts	72,500	82,800	83,500	80,800	11.4	-3.2
<b>Salary</b>						
All faculty	52,700	60,100	62,600	62,400	18.4	-0.3
Faculty on 9- or 10-month contracts	51,400	58,800	61,400	61,900	20.4	0.8
Faculty on 11- or 12-month contracts	61,500	69,300	68,900	65,000	5.7	-5.7
<b>Fringe benefits</b>						
All faculty	10,000	12,300	14,600	16,700	67.0	14.4
Faculty on 9- or 10-month contracts	9,900	12,100	14,500	16,900	70.7	16.6
Faculty on 11- or 12-month contracts	11,000	13,500	14,600	15,800	43.6	8.2
<b>Percentage distribution of faculty</b>						
All faculty	100.0	100.0	100.0	100.0	†	†
Faculty on 9- or 10-month contracts	87.2	86.8	84.0	83.4	-4.3	-0.7
Faculty on 11- or 12-month contracts	12.8	13.2	16.0	16.6	29.6	3.8

† Not applicable.

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

NOTE: Full-time instructional faculty on less-than-9-month contracts were excluded. In 2005–06, there were about 3,600 of these faculty, accounting for less than 1 percent of all full-time instructional faculty at degree-granting institutions. Salaries, benefits, and compensation adjusted by the Consumer Price Index (CPI) to constant 2003–04 dollars. Detail may not sum to totals because of rounding. See *supplemental note 11* for more information about the CPI. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1979–80 Higher Education General Information Survey (HEGIS), "Faculty Salaries, Tenure, and Fringe Benefits Survey"; and 1989–90, 1999–2000, and 2005–06 Integrated Postsecondary Education Data System, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey" (IPEDS-SA:89–99), "Completions Survey" (IPEDS-C:89–99), Fall 2005, and Winter 2005.



## Employment of College Students

**Table 45-1. Percentage of 16- to 24-year-old college students who were employed, by attendance status and hours worked per week: October 1970 through October 2005**

Year	Full-time college students				Part-time college students			
	Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>			Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>		
		Less than 20 hours	20–34 hours	35 or more hours		Less than 20 hours	20–34 hours	35 or more hours
1970	33.8	19.3	10.4	3.8	82.2	5.0	15.8	60.3
1971	34.1	18.7	11.1	3.7	83.5	7.1	23.4	51.9
1972	35.1	19.4	11.6	3.6	83.0	6.2	23.1	53.1
1973	36.4	19.2	12.3	4.6	84.0	7.1	23.9	52.1
1974	36.5	18.9	12.3	4.8	84.0	5.9	15.9	61.0
1975	35.3	18.2	12.0	4.7	80.9	6.0	19.5	52.6
1976	37.6	19.9	12.8	4.1	84.7	7.1	23.0	53.1
1977	38.8	20.0	14.0	4.3	83.2	6.3	22.2	52.9
1978	39.9	20.2	14.3	4.7	85.9	8.4	22.4	54.0
1979	38.2	19.9	13.9	4.0	87.0	6.1	22.2	56.6
1980	40.0	21.5	14.0	3.9	84.5	7.9	22.5	52.6
1981	39.3	20.0	14.5	4.2	85.6	8.0	24.7	51.2
1982	39.9	20.9	15.5	3.0	81.2	8.6	21.6	48.3
1983	40.4	20.9	15.1	3.8	81.5	5.8	26.2	48.4
1984	42.0	20.2	16.7	4.3	84.9	5.5	22.1	55.8
1985	44.2	21.8	17.3	4.3	86.1	6.0	26.8	52.5
1986	43.1	20.4	17.6	4.3	87.3	8.2	23.4	54.8
1987	44.2	21.0	18.0	4.3	85.4	6.3	27.9	49.5
1988	46.5	21.9	19.8	4.7	88.3	5.1	27.4	54.3
1989	46.5	20.7	19.9	5.4	87.3	5.1	25.4	55.4
1990	45.7	20.6	19.3	4.8	83.7	4.0	26.0	52.7
1991	47.2	21.0	19.8	5.6	85.9	8.2	25.4	51.0
1992	47.2	20.4	20.3	5.5	83.4	7.5	27.2	47.8
1993	46.3	20.9	19.5	5.1	84.6	8.5	31.4	43.7
1994	48.6	20.1	21.7	5.8	86.3	9.8	31.1	43.8
1995	47.2	19.1	20.3	6.5	82.9	8.6	30.4	42.3
1996	49.2	18.2	22.3	7.0	84.8	8.3	27.5	48.0
1997	47.8	18.3	21.4	7.4	84.4	9.4	26.2	47.7
1998	50.2	20.2	20.6	8.0	84.1	7.0	26.8	49.3
1999	50.4	19.0	22.3	7.8	82.3	6.2	28.8	45.9
2000	52.0	20.1	21.7	8.9	84.9	8.6	27.8	47.5
2001	47.0	17.4	20.6	7.9	84.5	8.1	25.8	48.9
2002	47.8	17.3	20.9	8.5	78.9	8.7	25.3	43.4
2003	47.7	17.1	20.7	8.8	79.0	7.8	27.2	42.8
2004	49.0	17.7	21.6	8.6	81.5	8.5	27.4	44.1
2005	49.1	17.8	21.1	9.0	85.0	10.2	27.1	47.1

<sup>1</sup> Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.

<sup>2</sup> Includes those who were employed but not at work during the survey week.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and were classified as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1970–2005.

## Employment of College Students

**Table 45-2. Percentage of 16- to 24-year-old college students who were employed, by attendance status, hours worked per week, and selected characteristics: October 2005**

Characteristic	Full-time college students				Part-time college students			
	Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>			Percent employed <sup>2</sup>	Hours worked per week <sup>1</sup>		
		Less than 20 hours	20–34 hours	35 or more hours		Less than 20 hours	20–34 hours	35 or more hours
<b>Total</b>	<b>49.1</b>	<b>17.8</b>	<b>21.1</b>	<b>9.0</b>	<b>85.0</b>	<b>10.2</b>	<b>27.1</b>	<b>47.1</b>
Sex								
Male	46.7	16.1	19.9	9.6	86.3	9.7	23.9	52.7
Female	51.1	19.3	22.2	8.6	84.0	10.5	29.4	43.0
Race/ethnicity <sup>3</sup>								
White	52.9	20.6	21.8	9.2	87.3	10.2	26.3	50.4
Black	37.8	9.0	19.8	8.8	78.3	9.8!	28.1	38.9
Hispanic	41.3	10.7	19.9	9.2	84.7	7.2!	30.2	45.9
Asian	39.2	13.1	18.7	6.8	75.2	21.0!	25.3!	28.9
Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
More than one race	56.0	20.4	19.0	12.8!	‡	‡	‡	‡
School type								
2-year	54.2	15.6	23.8	13.7	82.8	11.2	25.3	45.6
Public	54.2	15.6	24.2	13.4	82.0	10.8	25.8	44.8
Private	54.6	15.4	20.5	17.0	‡	‡	‡	‡
4-year	47.7	18.4	20.4	7.8	86.8	9.3	28.5	48.3
Public	49.6	17.8	22.7	8.0	86.3	9.0	26.8	49.7
Private	42.3	20.1	13.8	7.0	88.5	10.6!	34.5	43.2
School level								
Undergraduate	48.8	17.8	21.1	8.7	84.8	10.7	28.6	44.8
Graduate	54.5	17.2	20.7	14.6	86.8	5.5!	12.7!	68.5

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met (too few cases).

<sup>1</sup> Excludes those who were employed but not at work during the survey week; therefore, detail may not sum to total percentage employed. *Hours worked per week* refers to the number of hours the respondent worked at all jobs during the survey week.

<sup>2</sup> Includes those who were employed but not at work during the survey week.

<sup>3</sup> Race categories exclude persons of Hispanic ethnicity.

NOTE: College includes both 2- and 4-year institutions. College students were classified as attending full time if they were taking at least 12 hours of classes (or at least 9 hours of graduate classes) during an average school week and were classified as part time if they were taking fewer hours.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2005.

## Federal Grants and Loans to Undergraduate Students

**Table 46-1. Percentage of full-time, full-year undergraduates who received loans and grants, average annual amounts received by recipients, and average percentage of aid received as loans, by source of aid, dependency status, income, and type of institution: 1992–93, 1999–2000, and 2003–04**

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

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

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

## Total and Net Access Price of Attending a Postsecondary Institution

**Table 47-1. Average total price, loans, grants, and net access price for full-time, full-year dependent undergraduates, by type of institution: 1989–90, 1999–2000, and 2003–04**

[In constant 2003–04 dollars]

Type of institution, price, and aid	1989–90	1999–2000	2003–04
<b>Public 2-year</b>			
<b>Total price</b>	<b>\$8,000</b>	<b>\$9,400</b>	<b>\$9,800</b>
Loans	200	500	700
Grants	700	1,200	1,400
Net access price	7,100	7,700	7,700
<b>Public 4-year</b>			
<b>Total price</b>	<b>10,900</b>	<b>13,600</b>	<b>15,100</b>
Loans	900	2,700	3,200
Grants	1,300	2,100	2,600
Net access price	8,700	8,800	9,300
<b>Private not-for-profit 4-year</b>			
<b>Total price</b>	<b>21,200</b>	<b>26,800</b>	<b>29,500</b>
Loans	2,200	5,300	6,100
Grants	4,400	7,500	8,000
Net access price	14,700	14,000	15,300
<b>Private for-profit less-than-4-year</b>			
<b>Total price</b>	<b>16,100</b>	<b>17,500</b>	<b>18,100</b>
Loans	3,400	5,900	6,300
Grants	1,800	2,000	2,600
Net access price	10,900	9,600	9,300

NOTE: *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. *Full time* means students attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution). Loans promote access to postsecondary education by providing the cash needed to enroll. However, because the funds must be repaid (with interest), loans defer rather than reduce the price of attending. Information on the use of tax credits by individual families is not available and therefore could not be taken into account in calculating net access price. Averages were computed for all students, including those who did not receive financial aid. Data adjusted by the Consumer Price Index for All Urban Consumers (CPI-U) to 2003–04 dollars. See *supplemental note 11* for more information about the CPI-U. Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number. Detail may not sum to totals because of rounding.

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

## Total and Net Access Price of Attending a Postsecondary Institution

**Table 47-2. Average net access price for full-time, full-year dependent students after grants and loans, by type of institution and family income: 1989–90, 1999–2000, and 2003–04**

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

NOTE: *Net access price* is an estimate of the cash outlay that students and their families need to make in a given year to cover educational expenses. It is calculated here as the total price of attendance minus grants and loans. *Full time* means students attended full time (as defined by the institution) for the full year (at least 9 months at a 2- or 4-year institution or 6 months at a less-than-4-year institution). Estimates exclude students who were not U.S. citizens or permanent residents, and therefore were ineligible for federal student aid; students who attended more than one institution in a year, because of the difficulty matching information on price and aid; and students who attended private for-profit 4-year institutions, because of their small number. The cutoff points for low, lower middle, upper middle, and high income were obtained by identifying the incomes at the 25th, 50th, and 75th percentiles. Adjusted to 2003–04 constant dollars, in 1989–90, the values were \$32,900, \$55,400, and \$85,800. In 1999–2000, they were \$34,200, \$59,600, and \$91,600. In 2003–04, they were \$32,400, \$59,400, and \$91,800. SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

## Total and Net Access Price for Graduate and First-Professional Students

**Table 48-1. Average annual tuition and fees, total price, amount of aid, and net access price for full-time graduate and first-professional students and percentage of all students attending full time, by type of aid and program and institutional characteristics: 2003–04**

Characteristic	Average for full-time students (including unaided students)						Net access price (total price minus total aid)	Percent attending full time
	Tuition and fees	Total price <sup>1</sup>	Total aid	Grants	Loans	Assistant-ships and other aid		
<b>Master's degree students</b>								
<b>Total</b>	<b>\$11,500</b>	<b>\$27,400</b>	<b>\$14,500</b>	<b>\$2,800</b>	<b>\$9,500</b>	<b>\$2,200</b>	<b>\$13,000</b>	<b>20.6</b>
Degree program								
Business administration (M.B.A.)	16,000	33,500	15,400	2,700	11,600	1,100!	18,100	18.7
Education (any master's)	7,900	22,300	11,500	1,600!	9,000	900!	10,700	11.2
Any other master's degree	11,400	27,200	15,000	3,200	9,100	2,700	12,300	27.2
Selected fields of study								
Humanities	10,500	26,400	15,200	4,100	8,600	2,500	11,200	27.3
Social/behavioral sciences	10,900	27,100	18,800	4,700!	9,700	4,400	8,300	34.2
Life and physical sciences	10,200	25,800	14,900	2,500!	7,000!	5,400!	10,900	22.5
Engineering/computer science/mathematics	12,800	28,100	14,800	5,600	3,700!	5,500	13,300	19.1
Institution type								
Public	7,400	21,900	12,200	2,700	6,300	3,200	9,700	20.7
Private not-for-profit	17,400	34,100	17,700	3,300	13,200	1,200	16,400	19.3
<b>Doctoral degree students</b>								
<b>Total</b>	<b>14,400</b>	<b>33,300</b>	<b>23,400</b>	<b>8,300</b>	<b>7,600</b>	<b>7,500</b>	<b>10,000</b>	<b>48.8</b>
Degree program								
Ph.D. (except in education)	14,900	33,600	24,200	10,800	2,900	10,500	9,400	52.8
Education (any doctorate) <sup>2</sup>	10,700	27,900	14,100	5,100	4,600	4,500	13,700	19.2
Any other doctoral degree <sup>3</sup>	14,000	33,900	23,500	3,900	17,600	2,100	10,400	57.5
Selected fields of study								
Humanities	13,400	30,400	16,700	7,800	2,600	6,300	13,700	39.0
Social/behavioral sciences	15,300	33,600	22,700	8,700	8,000	6,000	10,900	52.3
Life and physical sciences	14,700	34,800	26,100	12,100	2,000!	12,100	8,600	60.2
Engineering/computer science/mathematics	15,400	33,400	25,400	11,600	1,400!	12,400	8,000	51.8
Institution type								
Public	10,000	28,600	21,800	8,100	5,700	8,000	6,800	46.2
Private not-for-profit	20,500	40,200	26,400	8,800	10,300	7,300	13,900	52.3
<b>First-professional degree students</b>								
<b>Total</b>	<b>16,700</b>	<b>36,500</b>	<b>26,900</b>	<b>2,800</b>	<b>23,300</b>	<b>800</b>	<b>9,600</b>	<b>78.1</b>
Degree program								
Medicine (M.D.)	17,100	40,400	31,600	2,900	27,400	1,200	8,800	91.6
Other health science degree	16,400	36,400	27,700	1,800!	25,100	800	8,700	89.7
Law (L.L.B. or J.D.)	17,000	34,700	24,000	3,300	20,200	600	10,700	76.1
Theology (M.Div., M.H.L., B.D.)	9,500!	23,900	11,500	5,000!	6,000!	500!	12,400	22.8
Institution type								
Public	9,800	30,300	23,600	2,200	20,500	800	6,700	88.7
Private not-for-profit	22,600	41,900	29,800	3,300	25,700	800	12,200	70.8

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Total price (also known as the student budget) includes tuition and fees, books and materials, and living expenses.

<sup>2</sup> Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.

<sup>3</sup> Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Table is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price data consistent. *Full-time* means enrolled full time (according to the institution's definition) for at least 9 months during the 2003–04 academic year; full-time enrollment does not preclude working as well. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

## Total and Net Access Price for Graduate and First-Professional Students

**Table 48-2. Percentage of full-time graduate and first-professional students with aid and the average annual amount of aid for students with aid, by type of aid and program and institutional characteristics: 2003–04**

Characteristic	Percent				Average (for full-time students with each type of aid)			
	Any aid	Grants	Loans	Assistant-ships and other aid	Total aid	Grants	Loans	Assistant-ships and other aid
<b>Master's degree students</b>								
<b>Total</b>	<b>81.0</b>	<b>39.9</b>	<b>57.8</b>	<b>25.9</b>	<b>\$17,900</b>	<b>\$7,100</b>	<b>\$16,400</b>	<b>\$8,300</b>
Degree program								
Business administration (M.B.A.)	75.3	38.3	55.6	16.9!	20,400	7,000	20,800	‡
Education (any master's)	72.4	24.9	61.4	12.1!	15,900	6,400	14,700	‡
Any other master's degree	84.6	44.2	57.3	31.8	17,700	7,200	15,800	8,600
Selected fields of study								
Humanities	88.7	52.0	58.0	36.1	17,200	8,000	14,800	6,900
Social/behavioral sciences	90.5	55.8	65.1	47.3	20,700	8,400	14,900	9,300
Life and physical sciences	80.6	30.4!	43.3!	45.3!	18,500	‡	‡	‡
Engineering/computer science/mathematics	85.6	52.8	25.9	53.4	17,300	10,600	‡	10,300
Institution type								
Public	79.2	42.2	48.3	36.3	15,400	6,400	13,100	8,700
Private not-for-profit	83.3	39.1	67.9	16.9	21,300	8,500	19,400	7,200
<b>Doctoral degree students</b>								
<b>Total</b>	<b>92.9</b>	<b>64.7</b>	<b>37.6</b>	<b>53.2</b>	<b>25,100</b>	<b>12,800</b>	<b>20,200</b>	<b>14,100</b>
Degree program								
Ph.D. (except in education)	95.4	74.4	21.3	68.3	25,400	14,500	13,500	15,400
Education (any doctorate) <sup>1</sup>	79.9	51.4	35.0	41.9	17,700	9,800	13,000	10,800
Any other doctoral degree <sup>2</sup>	90.6	48.1	70.4	25.7	26,000	8,000	25,000	8,100
Selected fields of study								
Humanities	89.7	68.1	25.7	56.0	18,600	11,400	10,300	11,200
Social/behavioral sciences	93.1	67.0	42.9	48.0	24,400	13,000	18,600	12,600
Life and physical sciences	95.5	78.9	15.8	68.7	27,400	15,300	12,500	17,600
Engineering/computer science/mathematics	97.3	77.7	11.7	78.8	26,100	15,000	11,700	15,700
Institution type								
Public	93.9	69.7	33.5	58.8	23,200	11,600	17,100	13,600
Private not-for-profit	91.1	59.3	41.8	48.7	28,900	14,900	24,500	14,900
<b>First-professional degree students</b>								
<b>Total</b>	<b>92.0</b>	<b>39.7</b>	<b>84.6</b>	<b>15.1</b>	<b>29,300</b>	<b>7,000</b>	<b>27,500</b>	<b>5,500</b>
Degree program								
Medicine (M.D.)	92.0	39.4	84.1	14.7	34,400	7,500	32,600	8,500
Other health science degree	94.0	38.1	87.6	16.9!	29,500	4,600	28,700	4,700!
Law (L.L.B. or J.D.)	91.9	40.0	85.7	14.2	26,200	8,200	23,600	4,000
Theology (M.Div., M.H.L., B.D.)	73.3	53.9!	46.8	11.9!	‡	‡	‡	‡
Institution type								
Public	92.2	42.5	84.3	13.7	25,600	5,300	24,400	5,900
Private not-for-profit	91.8	37.3	85.0	16.2	32,500	8,800	30,200	5,200

! Interpret data with caution (estimates are unstable).

‡ Reporting standards not met.

<sup>1</sup> Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.

<sup>2</sup> Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Table is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price data consistent. *Full time* means enrolled full time (according to the institution's definition) for at least 9 months during the 2003–04 academic year; full-time enrollment does not preclude working as well. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

## Total and Net Access Price for Graduate and First-Professional Students

**Table 48-3. Average annual tuition and fees, percentage with grants and employer aid, average annual amount of grants and employer aid, net tuition after grants for part-time graduate students, and percentage attending part time, by program and institutional characteristics: 2003–04**

Characteristic	Average tuition and fees	Percent with grants	Percent with employer aid <sup>1</sup>	Average grants (including unaided students)	Average employer aid <sup>1</sup> (including unaided students)	Net tuition after grants <sup>2</sup> (all part-time students)	Percent attending part time
<b>Master's degree students</b>							
<b>Total</b>	<b>\$5,600</b>	<b>41.1</b>	<b>27.9</b>	<b>\$1,600</b>	<b>\$900</b>	<b>\$4,300</b>	<b>44.3</b>
Degree program							
Business administration (M.B.A.)	6,400	58.7	48.7	2,800	2,300	4,200	36.8
Education (any master's)	5,500	36.3	26.3	1,000	500	4,700	52.0
Any other master's degree	5,400	39.3	22.5	1,700	800	4,100	42.3
Selected fields of study							
Humanities	4,900	42.5	18.1	1,800	800!	3,500	46.1
Social/behavioral sciences	4,700	20.8!	10.7!	600!	200!	4,400	40.6
Life and physical sciences	5,700	37.7	13.7!	2,200!	600!	3,800	45.9
Engineering/computer science/ mathematics	6,500	43.7	29.9	2,100	900	4,800	48.2
Institution type							
Public	3,700	38.6	24.7	1,300	700	2,800	48.4
Private not-for-profit	8,100	44.5	31.5	1,900	1,100	6,500	42.5
<b>Doctoral degree students</b>							
<b>Total</b>	<b>5,800</b>	<b>48.2</b>	<b>22.7</b>	<b>3,200</b>	<b>800</b>	<b>3,800</b>	<b>32.5</b>
Degree program							
Ph.D. (except in education)	5,500	52.7	17.5	4,200	600	3,100	29.7
Education (any doctorate) <sup>3</sup>	4,800	41.2	27.3	1,700	800	3,600	55.6
Any other doctoral degree <sup>4</sup>	7,700	46.1	29.8	2,700!	1,100!	5,900	24.9
Selected fields of study							
Humanities	5,100	44.3	15.4	3,400	400	3,300	35.8
Social/behavioral sciences	6,700!	46.7	21.2	2,400!	400	5,100	31.7
Life and physical sciences	5,300	73.2	16.6	7,300	600	1,800	25.2
Engineering/computer science/ mathematics	7,100	52.1	17.7	4,000	500!	4,600	30.1
Institution type							
Public	4,700	48.4	18.9	3,200	500	3,000	35.3
Private not-for-profit	7,000	43.8	24.1	3,200	1,100	4,800	27.5

! Interpret data with caution (estimates are unstable).

<sup>1</sup> Employer aid is considered a type of grant aid and therefore is included in the estimates for grants as well.

<sup>2</sup> If grants were greater than tuition, net tuition was set to zero. Consequently, average net tuition may be larger than average tuition and fees minus average grants.

<sup>3</sup> Ph.D. in education, Ed.D., or any other doctoral degree in which education is the field of study.

<sup>4</sup> Examples include D.B.A. (Doctor of Business Administration), D.F.A. (Doctor of Fine Arts), and D.P.A. (Doctor of Public Administration).

NOTE: Table is limited to students who attended for the full year at only one institution in 2003–04 to keep aid and price consistent. Too few first-professional students enrolled part time to present their data separately. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).