

# *Appendix 1*

## *Supplemental Tables*





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## Enrollment Trends, by Age

**Table 1-1. Percentage of the population ages 3–34 enrolled in school, by age group: October 1970–2002**

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	56.3	52.4	95.3	98.3	95.8	61.0	17.1	43.9	33.9	46.0	25.4	11.8	6.9
2002	56.1	54.5	95.2	98.3	96.4	63.3	18.0	45.3	34.4	47.8	25.6	12.1	6.6

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

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

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Digest of Education Statistics 2003* (NCES 2004–024), table 6. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1970–2002.



## Prekindergarten in U.S. Public Schools

**Table 2-1. Number and percentage of public elementary schools with prekindergarten classes, by type of program and selected school characteristics: 2000–01**

School characteristic	Number of elementary schools	Elementary schools with prekindergarten classes		Type of prekindergarten class		
		Number	Percent	Full-day only	Half-day only	Both
<b>Total</b>	<b>56,400</b>	<b>19,900</b>	<b>35.3</b>	<b>12.5</b>	<b>19.3</b>	<b>3.4</b>
<b>Enrollment</b>						
Less than 300	17,400	4,900	28.3	8.9	16.7	2.4
300–499	18,100	6,500	36.0	11.6	21.2	3.2
500–699	12,700	4,800	37.5	14.7	18.7	4.0
700 or more	8,100	3,700	45.5	18.9	21.8	4.9
<b>Location</b>						
Central city	13,800	6,300	45.4	15.7	24.3	5.2
Urban fringe/large town	21,200	6,400	30.1	9.6	17.4	3.0
Rural/small town	21,300	7,200	34.0	13.4	18.0	2.6
<b>Region</b>						
Northeast	10,900	3,300	29.9	7.1	19.2	3.5
Southeast	11,800	5,500	46.3	35.6	6.5	4.2
Central	16,700	5,300	31.9	4.3	24.4	3.2
West	16,900	5,900	34.5	8.0	23.3	3.0
<b>Percent minority</b>						
Less than 10	20,600	5,600	27.4	6.7	18.5	2.1
10–24	9,000	2,800	31.5	10.6	19.0	1.7
25–49	10,300	3,700	36.1	14.2	17.2	4.7
50–74	5,600	2,300	40.6	17.6	17.4	5.6
75 or more	10,200	5,200	50.8	22.3	23.3	5.1
<b>Percent of students eligible for free or reduced-price lunch</b>						
Less than 15	10,300	2,100	20.9	2.9	14.0	3.7
15–29	8,800	2,500	28.9	8.0	19.7	1.2
30–49	12,000	3,800	32.1	8.8	21.4	1.9
50–74	12,600	5,000	39.8	16.8	19.5	3.3
75 or more	12,200	6,200	50.8	23.3	21.2	6.3

NOTE: Detail may not sum to totals because of rounding. Data on some of the variables in this table are missing for some cases. For more information, see NCES 2003–019, tables 2 and 3. Survey includes special education and regular elementary and combined schools. Public elementary school is defined as a school with a lowest grade less than or equal to grade 3 and a highest grade less than or equal to grade 8. Combined school is defined as containing both elementary and secondary grades (e.g., K–12 or 1–9). See *supplemental note 1* for the states in each region and more information on location.

SOURCE: Smith, T., Kleiner, A., Parsad, B., and Farris, E. (2003). *Prekindergarten in U.S. Public Schools: 2000–2001* (NCES 2003–019), tables 2 and 3 and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey of Classes That Serve Children Prior to Kindergarten in Public Schools: 2000–2001," FRSS 78, 2001.

## Prekindergarten in U.S. Public Schools

**Table 2-2. Number and percentage distribution of prekindergarten children in public elementary schools, by age, race/ethnicity, and selected student and school characteristics: 2000–01**

School characteristic	Number of children in pre-kindergarten	Age			Race/ethnicity <sup>1</sup>					Student characteristic		
		3 or younger	4	5 or older	American Indian	Asian	Black	White	Hispanic	LEP <sup>2</sup>	Low income <sup>3</sup>	IEP <sup>4</sup>
<b>Total</b>	<b>822,000</b>	<b>23.0</b>	<b>68.3</b>	<b>8.7</b>	<b>1.9</b>	<b>2.7</b>	<b>22.6</b>	<b>48.6</b>	<b>24.0</b>	<b>15.1</b>	<b>61.1</b>	<b>29.7</b>
<b>Enrollment</b>												
Less than 300	193,000	28.7	61.4	9.9	2.6	2.6	17.7	60.8	16.2	9.7	54.4	32.7
300–499	233,000	21.0	69.1	9.9	2.0	2.4	21.9	56.2	17.4	11.4	58.2	27.9
500–699	211,000	22.6	69.6	7.8	1.3	2.8	28.9	44.8	22.1	13.4	62.3	31.3
700 or more	184,000	20.0	73.1	7.0	1.6	3.1	21.7	30.6	43.0	27.4	70.1	27.1
<b>Location</b>												
Central city	310,000	23.8	68.4	7.8	1.0	3.6	33.1	27.6	34.6	21.6	72.3	26.2
Urban fringe/large town	279,000	24.3	67.9	7.8	1.2	3.3	20.1	51.1	24.2	15.6	54.6	31.7
Rural/small town	233,000	20.3	68.8	10.8	3.9	0.8	11.7	73.7	9.9	5.7	53.2	32.1
<b>Region</b>												
Northeast	137,000	24.9	70.0	5.1	0.8 <sup>1</sup>	4.7	22.4	52.6	19.5	8.7	46.8	28.1
Southeast	191,000	19.4	72.8	7.8	1.7	1.7	38.0	49.3	9.2	6.5	70.7	33.5
Central	230,000	27.0	59.6	13.3	0.9	2.0	20.5	63.4	13.0	8.5	50.7	31.1
West	264,000	21.1	71.8	7.1	3.4	3.0	13.4	33.3	46.8	30.3	69.8	26.6
<b>Percent minority</b>												
Less than 10	181,000	24.8	63.2	11.9	1.7	0.9	1.9	92.6	2.9	0.9	34.5	37.0
10–24	109,000	30.2	60.5	9.2	1.6	2.9	9.8	77.8	7.8	4.1	47.3	39.0
25–49	150,000	19.4	72.8	7.8	2.4	4.0	18.8	56.5	17.9	13.1	54.0	29.4
50–75	106,000	24.9	65.7	9.4	3.1	5.8	29.9	34.9	26.3	12.3	70.3	29.2
75 or more	267,000	20.1	73.8	6.1	1.4	1.8	41.5	7.6	47.7	31.2	82.4	20.6
<b>Percent of students eligible for free or reduced-price lunch</b>												
Less than 15	87,000	29.6	59.0	11.5	1.4	6.0	4.2	80.7	7.7	6.6	11.1	39.5
15–29	75,000	24.8	62.5	12.7	1.3	2.5	9.4	76.8	9.8	4.8	27.4	45.6
30–49	129,000	22.8	65.8	11.3	1.7	2.8	13.6	68.3	13.2	8.7	37.6	34.8
50–74	207,000	21.3	71.8	6.8	2.6	3.3	20.2	54.0	19.9	11.2	62.9	30.3
75 or more	318,000	21.5	71.7	6.8	1.7	1.6	36.3	21.7	38.7	24.9	86.7	19.6
<b>Percent of students limited English proficient</b>												
Less than 1	409,000	23.4	66.2	10.3	2.4	1.3	25.2	62.1	8.9	#	55.3	33.9
1–10	141,000	25.3	65.4	9.3	1.6	3.0	26.8	55.9	12.1	4.2	53.1	30.0
More than 10	263,000	20.7	73.7	5.6	1.3	4.6	17.0	22.5	54.6	44.4	74.1	23.3

#Rounds to zero.

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

<sup>2</sup>American Indian includes Alaska Native, Asian includes Pacific Islander and Native Hawaiian, Black includes African American, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>3</sup>LEP refers to limited English proficient students, or "English language learners."

<sup>4</sup>Low income is defined as eligible for free or reduced-price lunch.

<sup>5</sup>IEP refers to students with Individualized Education Programs and includes children in special education and general education classes.

NOTE: Detail may not sum to totals because of rounding. Data on some of the variables in this table are missing for some cases. For more information see NCES 2003–019, tables 5, 6, and 7. Survey includes special education and regular elementary and combined schools. Public elementary school is defined as a school with a lowest grade less than or equal to grade 3 and a highest grade less than or equal to grade 8. Combined school is defined as containing both elementary and secondary grades (e.g., K–12 or 1–9). See *supplemental note 1* for the states in each region and more information on location.

SOURCE: Smith, T., Kleiner, A., Parsad, B., and Farris, E. (2003). *Prekindergarten in U.S. Public Schools: 2000–2001* (NCES 2003–019), tables 5, 6, and 7 and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey of Classes That Serve Children Prior to Kindergarten in Public Schools: 2000–2001," FRSS 78, 2001.

## Trends in Full- and Half-Day Kindergarten

**Table 3-1. Number (in thousands) and percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program: October selected years 1977–2001**

Kindergarten type	1977	1980	1983	1986	1989	1992	1995	1998	2001
<b>Number (in thousands)</b>									
Kindergarten enrollment	3,160	3,143	3,301	3,914	3,809	4,036	3,815	3,776	3,713
Full-day	868	949	1,065	1,555	1,518	1,763	1,954	2,226	2,241
Half-day	2,292	2,194	2,236	2,359	2,292	2,273	1,860	1,550	1,472
<b>Percentage</b>									
Kindergarten enrollment	32.3	34.2	33.3	36.0	34.5	35.4	30.8	30.8	31.2
Full-day	8.9	10.3	10.7	14.3	13.7	15.5	15.8	18.1	18.8
Half-day	23.4	23.9	22.5	21.7	20.8	19.9	15.0	12.6	12.4
<b>Percentage distribution</b>									
Kindergarten enrollment	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Full-day	27.5	30.2	32.3	39.7	39.8	43.7	51.2	58.9	60.3
Half-day	72.5	69.8	67.7	60.3	60.2	56.3	48.8	41.1	39.7

NOTE: Detail may not sum to totals due to rounding. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, selected years 1977–2001, previously unpublished tabulation (December 2003).

## Trends in Full- and Half-Day Kindergarten

**Table 3-2. Number (in thousands) and percentage distribution of children ages 4–6 enrolled in kindergarten, by type of program and selected characteristics: October 2001**

Characteristic	Total population, ages 4–6 (in thousands)	Total kindergarten		Full-day		Half-day	
		Enrollment (in thousands)	Percent	Enrollment (in thousands)	Percent	Enrollment (in thousands)	Percent
<b>Total</b>	<b>11,901</b>	<b>3,713</b>	<b>100.0</b>	<b>2,241</b>	<b>60.3</b>	<b>1,472</b>	<b>39.7</b>
Sex							
Male	6,074	1,951	100.0	1,169	59.9	782	40.1
Female	5,827	1,762	100.0	1,072	60.8	690	39.2
Age							
4	3,927	285	100.0	174	61.2	111	38.8
5	3,987	2,914	100.0	1,754	60.2	1,160	39.8
6	3,987	514	100.0	312	60.7	202	39.3
Race/ethnicity <sup>1</sup>							
Asian/Pacific Islander	537	168	100.0	96	57.3	72	42.7
Black	1,790	563	100.0	426	75.7	137	24.3
White	7,219	2,246	100.0	1,267	56.4	979	43.6
Hispanic	2,205	700	100.0	422	60.2	278	39.8
Parents' education							
Less than high school	1,424	477	100.0	302	63.2	176	36.8
High school diploma or equivalent	3,108	965	100.0	600	62.2	365	37.8
Some college, including vocational/technical	3,458	1,060	100.0	633	59.7	428	40.3
Bachelor's degree or higher	3,910	1,211	100.0	706	58.3	504	41.7
Family income							
Less than \$15,000	1,812	540	100.0	330	61.2	210	38.8
\$15,000–29,999	2,238	674	100.0	496	73.6	178	26.4
\$30,000–49,999	2,732	858	100.0	529	61.7	329	38.3
\$50,000–74,999	2,360	765	100.0	422	55.2	343	44.8
\$75,000 or more	2,759	876	100.0	463	52.8	413	47.2
Region							
Northeast	2,052	622	100.0	372	59.8	250	40.2
Midwest	2,674	848	100.0	451	53.2	397	46.8
South	4,124	1,281	100.0	999	78.0	282	22.0
West	3,051	963	100.0	419	43.5	544	56.5
Control of school							
Public	7,931	3,139	100.0	1,848	58.9	1,291	41.1
Private	2,276	574	100.0	393	68.4	181	31.6

<sup>1</sup>Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin. Other race/ethnicities are included in the total but are not shown separately. NOTE: Detail may not sum to totals due to rounding. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. See *supplemental note 1* for information on parents' education, family income, and the states in each region. SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), 2001 October Supplement, previously unpublished tabulation (December 2003).

## Past and Projected Elementary and Secondary School Enrollments

Table 4-1. Public elementary and secondary school enrollment in prekindergarten through grade 12 (in thousands), by grade level and region, with projections: Fall 1965–2013

Fall of year	Total enrollment			Total enrollment 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	42,173	30,563	11,610	8,833	20.9	11,834	28.1	13,834	32.8	7,568	17.9
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	11,094	23.7
2000	47,204	33,688	13,515	8,222	17.4	10,730	22.7	17,007	36.0	11,244	23.8
2001	47,688	33,952	13,736	8,250	17.3	10,745	22.5	17,252	36.2	11,441	24.0
						<b>Projected</b>					
2002	47,918	33,942	13,976	8,306	17.3	10,793	22.5	17,277	36.1	11,543	24.1
2003	48,040	33,843	14,198	8,306	17.3	10,768	22.4	17,321	36.1	11,645	24.2
2004	48,175	33,669	14,506	8,294	17.2	10,751	22.3	17,378	36.1	11,752	24.4
2005	48,304	33,534	14,770	8,275	17.1	10,741	22.2	17,430	36.1	11,859	24.6
2006	48,524	33,589	14,936	8,258	17.0	10,756	22.2	17,522	36.1	11,988	24.7
2007	48,640	33,654	14,986	8,224	16.9	10,743	22.1	17,571	36.1	12,102	24.9
2008	48,690	33,791	14,899	8,179	16.8	10,713	22.0	17,604	36.2	12,196	25.0
2009	48,761	33,994	14,767	8,138	16.7	10,687	21.9	17,632	36.2	12,305	25.2
2010	48,890	34,243	14,648	8,110	16.6	10,676	21.8	17,668	36.1	12,436	25.4
2011	49,084	34,597	14,487	8,091	16.5	10,678	21.8	17,727	36.1	12,587	25.6
2012	49,367	35,006	14,361	8,090	16.4	10,703	21.7	17,816	36.1	12,759	25.8
2013	49,737	35,430	14,307	8,104	16.3	10,746	21.6	17,933	36.1	12,955	26.0

NOTE: Includes kindergarten and most prekindergarten enrollment. Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. See *supplemental note 3* for more information on the Common Core of Data (CCD).

SOURCE: U.S. Department of Education, NCES. (2003). *Projections of Education Statistics to 2013* (NCES 2004–013), tables 1 and 4 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), table 37. Data from U.S. Department of Education, NCES, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–2001 and *Statistics of Public Elementary and Secondary School Systems*, various years.

## Past and Projected Elementary and Secondary School Enrollments

**Table 4-2. Private elementary and secondary school enrollment (in thousands) and percentage of all students in the region enrolled in private school, by grade level: School years 1989–90 through 1999–2000**

School year	Total enrollment		Northeast		Midwest		South		West	
	Total	Percent	Total	Percent of Northeast	Total	Percent of Midwest	Total	Percent of South	Total	Percent of West
<b>Grades K–12</b>										
1989–90	4,714	10.4	1,310	15.4	1,340	12.0	1,240	7.8	824	8.5
1991–92	4,783	10.2	1,280	14.7	1,335	11.7	1,276	7.8	892	8.6
1993–94	4,743	9.8	1,235	13.9	1,294	11.2	1,363	8.0	851	7.9
1995–96	4,920	9.9	1,245	13.6	1,329	11.2	1,416	8.1	930	8.3
1997–98	4,962	9.7	1,241	13.3	1,328	11.0	1,479	8.2	915	7.8
1999–2000	5,074	9.8	1,255	13.3	1,332	11.0	1,553	8.4	934	7.8
<b>Grades K–8</b>										
1989–90	3,588	11.0	947	15.7	1,052	13.1	949	8.2	639	9.0
1991–92	3,657	10.7	935	15.0	1,059	12.7	974	8.1	689	9.1
1993–94	3,641	10.4	907	14.2	1,021	12.2	1,048	8.4	664	8.4
1995–96	3,760	10.4	911	13.9	1,042	12.3	1,086	8.4	721	8.8
1997–98	3,781	10.3	911	13.6	1,036	12.1	1,126	8.6	708	8.4
1999–2000	3,849	10.3	917	13.6	1,035	12.1	1,177	8.8	720	8.3
<b>Grades 9–12</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	13.6	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	6.5
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	8.5	375	7.5	214	6.3

NOTE: Numbers may differ from those in other NCES publications because estimates exclude ungraded students. Detail may not sum to totals because of rounding. *Supplemental note 1* identifies the states in each region. SOURCE: U.S. Department of Education, NCES. (forthcoming). *Digest of Education Statistics 2003* (NCES 2004–024), table 37 and previously unpublished tabulation (January 2004). Data from U.S. Department of Education, NCES, Private School Universe Survey (PSS), 1989–90 through 1999–2000, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1986–2001, and *Statistics of Public Elementary and Secondary School Systems*, various years.

## Concentration of Enrollment by Race/Ethnicity and Poverty

**Table 5-1. Percentage of 4th-graders eligible for free or reduced-price lunch and percentage distribution of 4th-graders by the percentage of students in the school eligible for a free or reduced-price lunch, by race/ethnicity and school location: 2003**

Race/ethnicity <sup>1</sup> and location	Percentage of students eligible for free or reduced-price lunch	Percentage of students in the school eligible for a free or reduced-price lunch				
		10 percent or less	11–25 percent	26–50 percent	51–75 percent	More than 75 percent
<b>Total</b>	<b>39.9</b>	<b>21.2</b>	<b>16.7</b>	<b>23.0</b>	<b>18.5</b>	<b>20.7</b>
Black	69.8	6.1	6.8	16.6	23.2	47.3
White	22.7	29.2	21.7	28.0	16.1	5.1
Hispanic	71.4	6.4	8.0	12.6	22.3	50.7
<b>Location</b>						
Central city	53.9	15.3	9.7	17.2	18.1	39.7
Black	75.8	3.7	3.8	13.0	18.5	61.0
White	24.4	29.6	16.3	25.4	17.1	11.6
Hispanic	77.6	4.3	4.4	9.4	18.2	63.6
Urban fringe/large town	30.6	30.7	21.5	20.2	14.2	13.4
Black	58.1	12.0	12.2	22.8	23.7	29.3
White	16.0	40.2	25.5	21.5	10.0	2.9
Hispanic	64.0	8.9	12.3	14.7	22.9	41.3
Rural/small town	38.0	13.6	17.3	33.2	25.1	10.7
Black	71.7	3.2	6.4	16.9	37.2	36.3
White	29.8	15.8	20.1	37.2	22.7	4.2
Hispanic	74.5	5.3	6.3	17.3	35.3	35.8

<sup>1</sup>Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 1* for more information on poverty and location.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (January 2004).

**Table 5-2. Percentage distribution of 4th-graders by the percentage of minority students in the school, by race/ethnicity: 2003**

Race/ethnicity <sup>1</sup>	Total student population	Percentage of minority students in school					
		10 percent or less	11–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
<b>Total</b>	<b>100.0</b>	<b>32.4</b>	<b>17.7</b>	<b>16.2</b>	<b>12.5</b>	<b>6.6</b>	<b>14.6</b>
American Indian	1.1	9.9	16.7	24.3	14.3	11.0	23.8
Asian/Pacific Islander	4.1	9.0	16.8	20.5	22.5	12.2	19.1
Black	16.6	6.1	7.3	16.4	19.8	12.3	38.1
White	60.2	50.1	23.7	16.5	7.5	1.6	0.7
Hispanic	17.0	3.3	6.8	13.2	20.4	16.9	39.5

<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: Detail may not sum to totals because of rounding. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment, previously unpublished tabulation (March 2004).

## Past and Projected Undergraduate Enrollments

**Table 6-1. Total undergraduate enrollment in degree-granting 2- and 4-year postsecondary institutions (in thousands), by sex, attendance status, and type of institution, with projections: Fall 1970–2013**

Year	Total	Sex		Attendance status		Type of institution	
		Male	Female	Full-time	Part-time	4-year	2-year
1970	7,376	4,254	3,122	5,280	2,096	5,057	2,319
1971	7,743	4,418	3,325	5,512	2,231	5,164	2,579
1972	7,941	4,429	3,512	5,488	2,453	5,185	2,756
1973	8,261	4,538	3,723	5,580	2,681	5,249	3,012
1974	8,798	4,765	4,033	5,726	3,072	5,394	3,404
1975	9,679	5,257	4,422	6,169	3,510	5,709	3,970
1976	9,429	4,902	4,527	6,030	3,399	5,546	3,883
1977	9,717	4,897	4,820	6,094	3,623	5,674	4,043
1978	9,691	4,766	4,925	5,967	3,724	5,663	4,028
1979	9,998	4,821	5,178	6,080	3,919	5,781	4,217
1980	10,475	5,000	5,475	6,362	4,113	5,949	4,526
1981	10,755	5,109	5,646	6,449	4,306	6,039	4,716
1982	10,825	5,170	5,655	6,484	4,341	6,053	4,772
1983	10,846	5,158	5,688	6,514	4,332	6,123	4,723
1984	10,618	5,007	5,611	6,348	4,270	6,087	4,531
1985	10,597	4,962	5,635	6,320	4,277	6,066	4,531
1986	10,798	5,018	5,780	6,352	4,446	6,118	4,680
1987	11,046	5,068	5,978	6,463	4,584	6,270	4,776
1988	11,317	5,138	6,179	6,642	4,674	6,442	4,875
1989	11,743	5,311	6,432	6,841	4,902	6,592	5,151
1990	11,959	5,380	6,579	6,976	4,983	6,719	5,240
1991	12,439	5,571	6,868	7,221	5,218	6,787	5,652
1992	12,538	5,583	6,955	7,244	5,293	6,815	5,722
1993	12,324	5,484	6,840	7,179	5,144	6,758	5,566
1994	12,263	5,422	6,840	7,169	5,094	6,733	5,530
1995	12,232	5,401	6,831	7,145	5,086	6,739	5,493
1996	12,327	5,421	6,906	7,299	5,028	6,764	5,563
1997	12,451	5,469	6,982	7,419	5,032	6,845	5,606
1998	12,437	5,446	6,991	7,539	4,898	6,948	5,489
1999	12,681	5,559	7,122	7,735	4,946	7,089	5,593
2000	13,155	5,778	7,377	7,923	5,232	7,207	5,948
2001	13,716	6,004	7,711	8,328	5,388	7,465	6,251
				<b>Projected<sup>1</sup></b>			
2002	13,829	6,008	7,821	8,438	5,392	7,705	6,124
2003	14,048	6,085	7,963	8,592	5,456	7,840	6,209
2004	14,146	6,127	8,019	8,668	5,478	7,901	6,245
2005	14,329	6,183	8,146	8,797	5,532	8,011	6,318
2006	14,511	6,248	8,264	8,931	5,580	8,123	6,388
2007	14,634	6,304	8,331	9,033	5,602	8,201	6,433
2008	14,775	6,370	8,405	9,152	5,622	8,293	6,482
2009	14,965	6,448	8,517	9,298	5,667	8,414	6,551
2010	15,109	6,502	8,608	9,403	5,706	8,511	6,599
2011	15,255	6,547	8,708	9,493	5,762	8,600	6,655
2012	15,404	6,586	8,818	9,572	5,832	8,684	6,720
2013	15,568	6,622	8,946	9,657	5,911	8,771	6,797

<sup>1</sup> Projections based on data through 2000 and middle alternative assumptions concerning the economy. See NCES 2004–013 for more information on projections.

NOTE: Detail may not sum to totals because of rounding. Data for 1999 were imputed using alternative procedures. See NCES 2003–060, pp. 509–512 for more information.

SOURCE: U.S. Department of Education, NCES, (forthcoming). *Digest of Education Statistics 2003* (NCES 2004–024), table 187 and (2003) *Projections of Education Statistics to 2013* (NCES 2004–013), tables 16, 18, and 19. Data from U.S. Department of Education, NCES, 1969–1986 Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” and 1987–2001 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:87–01).



## Adult Participation in Work-Related Learning

**Table 7-1. Percentage of persons ages 16 and above taking work-related adult education courses or activities in the past 12 months, by type of activity and selected characteristics: 2002–03**

Characteristic	Number of adults (thousands)	Type of activity				
		Total	College or university degree/certificate program	Vocational or technical diploma program	Apprenticeship program	Work-related courses <sup>1</sup>
<b>Total</b>	<b>206,533</b>	<b>40</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>33</b>
Sex						
Male	98,793	40	8	2	1	33
Female	107,740	40	10	2	#	33
Race/ethnicity <sup>2</sup>						
Asian/Pacific Islander	6,330	49	16	1	#	38
Black	23,145	39	10	3	1	31
White	149,135	41	9	2	1	35
Hispanic	24,248	31	6	2	1	25
Other	3,675	43	15	3	2	31
Education						
Less than high school	32,357	10	#	#	1	9
High school diploma or equivalent	61,194	28	5	2	1	23
Some college, including vocational/technical	58,055	49	16	3	1	36
Bachelor's degree	32,122	58	10	2	#	52
Graduate or professional degree	22,804	62	13	1	#	58
Age						
16–24	24,053	59	37	3	2	31
25–44	82,223	48	10	3	1	41
45–64	66,447	39	2	1	#	37
65 and above	33,810	7	#	#	#	7
Household income						
\$25,000 or less	53,796	21	8	1	1	14
\$25,001–50,000	55,435	38	9	3	1	31
\$50,001–75,000	43,189	48	10	2	1	40
\$75,001–100,000	24,286	54	9	2	#	49
\$100,001 or more	29,826	54	9	1	1	49
Occupation <sup>3</sup>						
Professional or managerial	45,292	70	13	1	1	64
Service, sales, or support	65,769	49	12	3	1	40
Trades	34,969	32	5	2	3	26

#Rounds to zero.

<sup>1</sup>Formal work-related courses include training, workshops, seminars, courses, or classes taken for work-related reasons.

<sup>2</sup>Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>3</sup>Includes only those who reported working in the previous 12 months.

NOTE: Detail may not sum to totals because of rounding. Participation in any adult education for work-related reasons includes apprenticeships, formal work-related courses, college or university degree or certificate programs for work-related reasons, and vocational/technical diploma programs for work-related reasons. Excludes informal learning (e.g., brown bag demonstrations, conferences, or self-paced study). Percentages of individual activities do not sum to the overall participation rate because individuals may have participated in multiple activities. For more information on race/ethnicity, household income, education, and occupation, see *supplemental note 1*.

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), tables 1 and 2. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

## Adult Participation in Work-Related Learning

**Table 7-2. Total number (in thousands) and percentage of adults taking work-related courses, by type of instructional providers: 2002–03**

Instructional provider	Percentage of participants in work-related courses
<b>Total adults participating in work-related courses (in thousands)</b>	<b>68,499</b>
Instructional provider	
Business or industry	51
College/university, vocational/technical school	21
Government agency (federal, state, local)	19
Professional or labor association/organization	19
Other (religious or community organization, tutor, etc.)	8
Elementary/secondary school	6

NOTE: Some adults took courses from more than one type of provider; therefore, percentages sum to more than 100.

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), table 4. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

**Table 7-3. Number (in thousands) and percentage of persons ages 16 and above taking work-related adult education courses or activities in the past 12 months by type of activity, by the total credit hours or classroom instruction hours: 2002–03**

Instructional hours <sup>1</sup>	College or university degree/certificate program <sup>2</sup>		Vocational or technical diploma program <sup>3</sup>		Apprenticeship program		Work-related courses <sup>4</sup>	
	Number of adults (thousands)	Percent	Number of adults (thousands)	Percent	Number of adults (thousands)	Percent	Number of adults (thousands)	Percent
Credit hours per semester/equivalent								
12 hours or fewer	5,895	35	1,040	62	—	—	—	—
13–24 hours	5,556	33	456	27	—	—	—	—
25 hours or more	5,622	33	181	11	—	—	—	—
Classroom hours								
8 hours or fewer	—	—	350	30	295	17	18,281	27
9–24 hours	—	—	373	31	491	28	20,460	30
25–40 hours	—	—	310	26	408	23	12,124	18
41 hours or more	—	—	152	13	591	33	17,635	26

— Not available.

<sup>1</sup>All instructional hours reported as quarter or trimester hours were converted to semester hours by multiplying the number of quarter or trimester hours by 0.67.

<sup>2</sup>Estimates pertain only to time spent in the most advanced degree program in which a respondent had been enrolled.

<sup>3</sup>Each participant reported either semester/equivalent hours or classroom hours for each educational activity but not both. Estimates are representative only of those who elected to report the specified unit of participation.

<sup>4</sup>Formal work-related courses include training, workshops, seminars, courses, or classes taken for work-related reasons.

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

SOURCE: Kleiner, B., Carver, P., Hagedorn, M., and Chapman, C. (forthcoming). *Participation in Adult Education for Work-Related Reasons: 2002–2003* (NCES 2004–063), table 3. Data from U.S. Department of Education, NCES, Adult Education for Work-Related Reasons Survey of the 2003 National Household Education Surveys Program (NHES) (AEWR–NHES:2003).

## Students' Reading and Mathematics Achievement Through 3rd Grade

**Table 8-1. Children's reading and mathematics mean scale scores for fall 1998 first-time kindergartners from kindergarten through 3rd grade, by selected characteristics: Fall 1998, spring 1999, spring 2000, and spring 2002**

Characteristic	Fall kindergarten	Spring kindergarten	Spring 1st grade	Spring 3rd grade	Total gain from fall kindergarten to spring 3rd grade
<b>Reading</b>					
<b>Total</b>	<b>27</b>	<b>39</b>	<b>69</b>	<b>108</b>	<b>81</b>
Sex					
Male	26	38	67	107	80
Female	28	39	70	110	83
Race/ethnicity <sup>1</sup>					
Asian/Pacific Islander	30	43	75	111	81
Black	25	34	61	98	73
White	28	40	71	112	84
Hispanic	24	36	65	105	81
Other	25	36	63	101	76
Number of family risk factors <sup>2</sup>					
0 factors	29	41	73	113	84
1 factor	25	36	65	105	79
2 or more factors	22	32	58	95	73
<b>Mathematics</b>					
<b>Total</b>	<b>22</b>	<b>32</b>	<b>55</b>	<b>85</b>	<b>63</b>
Sex					
Male	22	32	56	86	65
Female	22	32	55	83	62
Race/ethnicity <sup>1</sup>					
Asian/Pacific Islander	23	34	56	88	65
Black	18	26	47	73	55
White	23	34	58	89	65
Hispanic	19	29	52	82	63
Other	20	29	51	80	61
Number of family risk factors <sup>2</sup>					
0 factors	24	34	59	89	65
1 factor	20	29	51	81	61
2 or more factors	17	25	47	74	57

<sup>1</sup>Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>2</sup>Family risk factors include living below the poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in a single-parent household, as measured in kindergarten. See *supplemental note 1* for more information on mother's education and poverty.

NOTE: Detail may not sum to totals because of rounding. Estimates reflect the sample of children assessed in English in all assessment years (approximately 19 percent of Asian children and approximately 30 percent of Hispanic children were not assessed). The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) reading and mathematics assessments were not administered in spring 2001, when most of the children were in 2nd grade. Although most of the sample was in 3rd grade in spring 2002, 10 percent were in 2nd grade, and about 1 percent were enrolled in other grades. See *supplemental note 3* for more information on ECLS-K. SOURCE: Rathbun, A, and West, J. (forthcoming). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004–007), tables A-4 and A-5. Data from U.S. Department of Education, NCES, Early Child Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten–First Grade Public-Use data file and Third Grade Restricted-Use data file, Fall 1998, Spring 1999, Spring 2000, and Spring 2002.

## Reading Performance of Students in Grades 4 and 8

**Table 9-1. Average reading scale score by percentile and percentage of students at each achievement level, by grade: Selected years 1992–2003**

Grade, percentile, and achievement level	1992 <sup>1</sup>	1994 <sup>1</sup>	1998 <sup>1</sup>	1998	2000 <sup>1</sup>	2000	2002	2003
	<b>Average scale score</b>							
Grade 4	217	214*	217	215*	217	213*	219	218
Grade 8	260*	260*	264	263	—	—	264*	263
Grade 12	292	287	291	290	—	—	287	—
<b>Percentile</b>								
<b>Grade 4</b>								
10th	170	159*	167	163*	163*	159*	170	169
25th	194	189*	193	191*	193	189*	196	195
50th	219	219	220	217*	221	218*	221	221
75th	242*	243	244	242*	245	243*	244	244
90th	261	263	263	262	264	262	263*	264
<b>Grade 8</b>								
10th	213*	211*	217	216	—	—	220*	217
25th	237*	236*	242	241	—	—	244*	242
50th	262*	262*	267	266	—	—	267	266
75th	285*	286	288	288	—	—	288	288
90th	305	305	305	306	—	—	305	306
<b>Grade 12</b>								
10th	249	239	242	240	—	—	237	—
25th	271	264	268	267	—	—	263	—
50th	294	290	293	293	—	—	289	—
75th	315	313	317	317	—	—	312	—
90th	333	332	337	336	—	—	332	—
	<b>Percentage at achievement level</b>							
<b>Grade 4</b>								
Below Basic	38	40*	38	40*	37	41*	36	37
At or above Basic	62	60*	62	60*	63	59*	64	63
At or above Proficient	29*	30	31	29*	32	29	31	31
At Advanced	6	7	7	7	8	7	7*	8
<b>Grade 8</b>								
Below Basic	31*	30*	26	27	—	—	25*	26
At or above Basic	69*	70*	74	73	—	—	75*	74
At or above Proficient	29*	30*	33	32	—	—	33	32
At Advanced	3	3	3	3	—	—	3	3
<b>Grade 12</b>								
Below Basic	20	25	23	24	—	—	26	—
At or above Basic	80	75	77	76	—	—	74	—
At or above Proficient	40	36	40	40	—	—	36	—
At Advanced	4	4	6	6	—	—	5	—

— Not available.

\*Significantly different from 2003.

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

NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. The 2003 reading assessment did not include students in grade 12. See *supplemental note 4* for more information on achievement levels and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1992–2003 Reading Assessments.

## Reading Performance of Students in Grades 4 and 8

Table 9-2. Average reading scale score for 4th- and 8th-graders, by selected student and school characteristics: 2003

Student or school characteristic	Grade 4	Grade 8
<b>Total</b>	<b>218</b>	<b>263</b>
Sex		
Male	215	258
Female	222	269
Race/ethnicity <sup>1</sup>		
American Indian	202	246
Asian/Pacific Islander	226	270
Black	198	244
White	229	272
Hispanic	200	245
Parents' education		
Less than high school	—	245
High school diploma or equivalent	—	254
Some college, including vocational/technical	—	267
Bachelor's degree or higher	—	273
How often student discusses studies at home		
Every day	216	267
2–3 times a week	228	271
1–2 times a month	216	260
Never/hardly ever	212	253
Number of books in the home		
0–10	192	238
11–25	204	249
26–100	223	264
More than 100	229	278
Control		
Public	216	261
Private	235	282
Location		
Central city	212	258
Urban fringe/large town	222	267
Rural/small town	220	264
Enrollment		
Less than 300	222	269
300–999	218	264
1,000 or more	210	260
Percent of students in school eligible for free or reduced-price lunch		
0–10	238	280
11–25	228	270
26–50	221	263
51–75	211	253
76–100	194	239

—Not available.

<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: See supplemental note 1 for information on parents' education, location, and free or reduced-price lunch. See supplemental note 4 for information on the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004–452), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

## Reading Performance of Students in Grades 4 and 8

**Table 9-3. Average reading scale score and change in score since 1992 and 1998 for public school 4th- and 8th-graders, by state and jurisdiction: 2003**

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 <sup>1</sup> average scale score	Average scale score in 2003	Change from 1998 average scale score
Nation <sup>2</sup>	216	2	261*	1
Alabama	207*	#	253*	-2
Alaska	212*	—	256*	—
Arizona	209*	-1	255*	-5**
Arkansas	214*	3	258*	2
California	206*	3	251*	-1
Colorado	224*	7**	268*	4**
Connecticut	228*	7**	267*	-3**
Delaware	224*	11**	265*	11**
Florida	218	10**	257*	3
Georgia	214*	1	258*	#
Hawaii	208*	5**	251*	2
Idaho	218	-1	264*	—
Illinois	216	—	266*	—
Indiana	220*	-1	265*	—
Iowa	223*	-2	268*	—
Kansas	220*	—	266*	-2
Kentucky	219	7**	266*	4**
Louisiana	205*	1	253*	2
Maine	224*	-3**	268*	-3**
Maryland	219	8**	262	1
Massachusetts	228*	2	273*	4**
Michigan	219	3	264	—
Minnesota	223*	2	268*	3
Mississippi	205*	6**	255*	4
Missouri	222*	2	267*	5**
Montana	223*	—	270*	-1
Nebraska	221*	-1	266*	—
Nevada	207*	—	252*	-5**
New Hampshire	228*	#	271*	—
New Jersey	225*	2	268*	—
New Mexico	203*	-8**	252*	-6**
New York	222*	8**	265*	1
North Carolina	221*	10**	262	-1
North Dakota	222*	-4**	270*	—
Ohio	222*	4**	267*	—
Oklahoma	214*	-7**	262	-4**
Oregon	218	—	264*	-2
Pennsylvania	219	-2	264*	—
Rhode Island	216	#	261	-4**
South Carolina	215	5**	258*	3**
South Dakota	222*	—	270*	—
Tennessee	212*	#	258*	#

See notes at end of table.

## Reading Performance of Students in Grades 4 and 8

**Table 9-3. Average reading scale score and change in score since 1992 and 1998 for public school 4th- and 8th-graders, by state and jurisdiction: 2003—Continued**

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 <sup>1</sup> average scale score	Average scale score in 2003	Change from 1998 average scale score
Texas	215	2	259*	-2
Utah	219*	-1	264*	1
Vermont	226*	—	271*	—
Virginia	223*	3	268*	2
Washington	221*	—	264*	1
West Virginia	219*	4**	260	-2
Wisconsin	221*	-3**	266*	1
Wyoming	222*	-1	267*	4**
Other jurisdictions				
District of Columbia	188*	#	239*	3
DDESS <sup>3</sup>	223*	—	269*	1
DoDDS <sup>4</sup>	225*	—	273*	4**

—Not available.

#Rounds to zero.

\*Significantly different from national average in 2003.

\*\*Change in score is statistically significant.

<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 1992 reading assessment.

<sup>2</sup>National results for assessments before 2003 are based on the national sample, not on aggregated state samples.

<sup>3</sup>Department of Defense Domestic Dependent Elementary and Secondary Schools.

<sup>4</sup>Department of Defense Dependent Schools (overseas).

NOTE: At the state level, the National Assessment for Educational Progress (NAEP) includes only students in public schools while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Reading Highlights 2003* (NCES 2004-452), tables 1 and 2 and figures 1 and 2, NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1992, 1998, and 2003 Reading Assessments.

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

**Table 10-1. Average writing scale score by percentile and percentage of students at or above each writing achievement level, by grade: 1998 and 2002**

Percentile and achievement level	Grade 4		Grade 8		Grade 12	
	1998	2002	1998	2002	1998	2002
	<b>Average scale score</b>					
<b>Total</b>	150*	154	150*	153	150	148
<b>Percentile</b>						
10th	105*	108	104	104	104*	97
25th	126*	130	127	128	126*	121
50th	151*	154	151*	155	150	149
75th	174*	179	175*	180	174	176
90th	195*	200	194*	201	195*	200
	<b>Percentage at achievement level</b>					
Below Basic	16*	14	16	15	22*	26
At or above Basic	84*	86	84	85	78*	74
At or above Proficient	23*	28	27*	31	22	24
At Advanced	1*	2	1*	2	1*	2

\*Significantly different from 2002.

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

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003-529), figures 2.1 and 2.2 and table 2.1. Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.



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

Table 10-2. Average writing scale score for 4th-, 8th-, and 12th-graders, by selected student and school characteristics: 2002

Student or school characteristic	Grade 4	Grade 8	Grade 12
<b>Total</b>	<b>154</b>	<b>153</b>	<b>148</b>
Sex			
Male	146	143	136
Female	163	164	160
Race/ethnicity <sup>1</sup>			
American Indian	139	137	—
Asian/Pacific Islander	167	161	151
Black	140	135	130
White	161	161	154
Hispanic	141	137	136
Parents' education			
Less than high school	—	136	129
High school diploma or equivalent	—	144	139
Some college, including vocational/technical	—	156	149
Bachelor's degree or higher	—	165	158
How often student reads for fun			
Almost every day	160	168	165
1–2 times a week	156	155	154
1–2 times a month	148	153	149
Never or hardly ever	140	143	136
Number of books in the home			
0–10	132	126	120
11–25	142	138	132
26–100	158	154	147
More than 100	163	167	163
Control			
Public	153	152	146
Private	166	170	168
Location			
Central city	150	147	148
Urban fringe/large town	159	158	153
Rural/small town	152	153	143
Enrollment			
Less than 300	154	156	150
300–999	155	154	148
1,000 or more	152	152	149
Percent of students in school eligible for free or reduced-price lunch			
0–10	172	173	160
11–25	162	160	150
26–50	154	151	142
51–75	146	143	134
76–100	137	129	130

—Not available.

<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

NOTE: See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). See *supplemental note 7* for information on parents' education and location.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003–529), figure 3.1 and tables 3.2, 3.9, 3.11, and 3.14 and previously unpublished tabulation (October 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

**Table 10-3. Average writing scale score for public school 4th- and 8th-graders and change in score since 1998 among 8th-graders, by state and jurisdiction: 2002**

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2002	Average scale score in 2002	Average scale score in 2002	Change from 1998 average scale score
<b>Nation</b>	<b>153</b>	<b>152</b>	<b>152</b>	<b>4**</b>
Alabama	140*	142*	142*	-2
Arizona	140*	141*	141*	-2
Arkansas	145*	142*	142*	5**
California <sup>1</sup>	146*	144*	144*	3
Connecticut	174*	164*	164*	-1
Delaware	163*	159*	159*	14**
Florida	158*	154	154	12**
Georgia	149*	147*	147*	1
Hawaii	149*	138*	138*	2
Idaho	150	151	151	—
Indiana	154	150	150	—
Iowa <sup>1</sup>	155	—	—	—
Kansas <sup>1</sup>	149*	155	155	—
Kentucky	154	149	149	4
Louisiana	142*	142*	142*	7**
Maine	158*	157*	157*	2
Maryland	157*	157*	157*	10**
Massachusetts	170*	163*	163*	9**
Michigan	147*	147*	147*	—
Minnesota <sup>1</sup>	156*	—	—	—
Mississippi	141*	141*	141*	7**
Missouri	151	151	151	9**
Montana <sup>1</sup>	149	152	152	1
Nebraska	154	156*	156*	—
Nevada	145*	137*	137*	-2
New Mexico	142*	140*	140*	-1
New York <sup>1</sup>	163*	151	151	5**
North Carolina	159*	157*	157*	6**
North Dakota <sup>1</sup>	150*	147*	147*	—
Ohio	157*	160*	160*	—
Oklahoma	142*	150	150	-2
Oregon <sup>1</sup>	149*	155	155	5**
Pennsylvania	156*	154	154	—
Rhode Island	157*	151	151	3**
South Carolina	145*	146*	146*	6**
Tennessee <sup>1</sup>	149*	148*	148*	#
Texas	154	152	152	-2
Utah	145*	143*	143*	#
Vermont	158*	163*	163*	—
Virginia	157*	157*	157*	3**
Washington <sup>1</sup>	158*	155	155	7
West Virginia	147*	144*	144*	#

See notes at end of table.

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

**Table 10-3. Average writing scale score for public school 4th- and 8th-graders and change in score since 1998 among 8th-graders, by state and jurisdiction: 2002—Continued**

State or jurisdiction	Grade 4	Grade 8	
	Average scale score in 2002	Average scale score in 2002	Change from 1998 average scale score
Wyoming	150	151	6**
Other jurisdictions			
District of Columbia	135*	128*	2
DDESS <sup>2</sup>	156*	164*	5
DoDDS <sup>3</sup>	159*	161*	5**
Guam	131*	130*	—
Virgin Islands	125*	128*	5

— Not available.

#Rounds to zero.

\*Significantly different from national average in 2002.

\*\*Change in score is statistically significant.

<sup>1</sup>Jurisdiction did not meet one or more of the guidelines for school participation in 2002.

<sup>2</sup>Department of Defense Domestic Dependent Elementary and Secondary Schools.

<sup>3</sup>Department of Defense Dependent Schools (overseas).

NOTE: The National Assessment of Educational Progress (NAEP) at the state level includes only 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 sample may have affected comparative performance results. See *supplemental note 4* for more information on NAEP.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Writing 2002* (NCES 2003-529), tables 2.2 and 2.3 and previously unpublished tabulation (October 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

## Mathematics Performance of Students in Grades 4 and 8

**Table 11-1. Average mathematics scale score by percentile and percentage of students at each achievement level, by grade: Selected years 1990–2003**

Grade, percentile, and achievement level	1990 <sup>1</sup>	1992 <sup>1</sup>	1996 <sup>1</sup>	1996	2000 <sup>1</sup>	2000	2003
<b>Average scale score</b>							
Grade 4	213*	220*	224*	224*	228*	226*	235
Grade 8	263*	268*	272*	270*	275*	273*	278
Grade 12	294	299	304	302	301	300	—
<b>Percentile</b>							
<b>Grade 4</b>							
10th	171*	177*	182*	182*	186*	184*	197
25th	193*	199*	204*	203*	208*	205*	216
50th	214*	221*	226*	225*	230*	227*	236
75th	235*	242*	246*	245*	250*	248*	255
90th	253*	259*	262*	262*	266*	265*	270
<b>Grade 8</b>							
10th	215*	221*	224*	221*	227*	223*	230
25th	239*	243*	248*	245*	252*	249*	254
50th	264*	269*	273*	273*	277*	275*	279
75th	288*	294*	298*	297*	301	300*	303
90th	307*	315*	317*	316*	321	320*	323
<b>Grade 12</b>							
10th	247	254	261	257	255	254	—
25th	270	276	282	279	277	276	—
50th	296	301	305	302	302	301	—
75th	319	324	327	326	326	325	—
90th	339	343	345	344	346	346	—
<b>Percentage at achievement level</b>							
<b>Grade 4</b>							
Below Basic	50*	41*	36*	37*	31*	35*	23
At or above Basic	50*	59*	64*	63*	69*	65*	77
At or above Proficient	13*	18*	21*	21*	26*	24*	32
At Advanced	1*	2*	2*	2*	3*	3*	4
<b>Grade 8</b>							
Below Basic	48*	42*	38*	39*	34*	37*	32
At or above Basic	52*	58*	62*	61*	66*	63*	68
At or above Proficient	15*	21*	24*	23*	27	26*	29
At Advanced	2*	3*	4*	4*	5	5	5
<b>Grade 12</b>							
Below Basic	42	36	31	34	35	36	—
At or above Basic	58	64	69	66	65	64	—
At or above Proficient	12	15	16	16	17	16	—
At Advanced	1	2	2	2	2	2	—

— Not available.

\*Significantly different from 2003.

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

NOTE: In addition to allowing for accommodations, the accommodations-permitted results (1996–2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. The NAEP national sample in 2003 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. The 2003 mathematics assessment did not include students in grade 12. See *supplemental note 4* for more information on achievement levels and the National Assessment of Educational Progress (NAEP).

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451) and NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), selected years 1990–2003 Mathematics Assessments.

## Mathematics Performance of Students in Grades 4 and 8

Table 11-2. Average mathematics scale score for 4th- and 8th-graders, by selected student and school characteristics: 2003

Student or school characteristic	Grade 4	Grade 8
<b>Total</b>	<b>235</b>	<b>278</b>
Sex		
Male	236	278
Female	233	277
Race/ethnicity <sup>1</sup>		
American Indian	223	263
Asian/Pacific Islander	246	291
Black	216	252
White	243	288
Hispanic	222	259
Parents' education		
Less than high school	—	257
High school diploma or equivalent	—	267
Some college, including vocational/technical	—	280
Bachelor's degree or higher	—	288
Current mathematics class in 8th grade <sup>2</sup>		
Group 1	—	269
Group 2	—	298
Control		
Public	234	276
Private	245	294
Location		
Central city	229	271
Urban fringe/large town	238	281
Rural/small town	236	279
Enrollment		
Less than 300	236	280
300–999	235	278
1,000 or more	230	275
Percent of students in school eligible for free or reduced-price lunch		
0–10	250	295
11–25	244	285
26–50	237	278
51–75	229	266
76–100	216	251

—Not available.

<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>2</sup>Students reported on the mathematics course they were currently taking. Group 1 courses include 8th-grade mathematics and prealgebra. Group 2 courses include algebra I, algebra II, geometry, and integrated or sequential mathematics.

NOTE: See *supplemental note 1* for information on parents' education, location, and free or reduced-price lunch. See *supplemental note 4* for information on the National Assessment of Educational Progress (NAEP), including descriptions of course-taking levels for 8th-grade mathematics.

SOURCE: U.S. Department of Education, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451), NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

## Mathematics Performance of Students in Grades 4 and 8

**Table 11-3. Average mathematics scale score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003**

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 <sup>1</sup> average scale score	Average scale score in 2003	Change from 1990 <sup>1</sup> average scale score
<b>Nation</b> <sup>2</sup>	<b>234</b>	<b>15**</b>	<b>276</b>	<b>14**</b>
Alabama	223*	15**	262*	9**
Alaska	233	—	279*	—
Arizona	229*	14**	271*	12**
Arkansas	229*	19**	266*	10**
California	227*	19**	267*	11**
Colorado	235	14**	283*	16**
Connecticut	241*	14**	284*	14**
Delaware	236*	18**	277	16**
Florida	234	20**	271*	16**
Georgia	230*	15**	270*	11**
Hawaii	227*	13**	266*	15**
Idaho	235	13**	280*	8**
Illinois	233	—	277	17**
Indiana	238*	17**	281*	14**
Iowa	238*	9**	284*	6**
Kansas	242*	—	284*	—
Kentucky	229*	14**	274	17**
Louisiana	226*	22**	266*	20**
Maine	238*	6**	282*	—
Maryland	233	16**	278	17**
Massachusetts	242*	15**	287*	—
Michigan	236	16**	276	12**
Minnesota	242*	13**	291*	15**
Mississippi	223*	21**	261*	—
Missouri	235	13**	279*	—
Montana	236*	—	286*	5**
Nebraska	236*	11**	282*	7**
Nevada	228*	—	268*	—
New Hampshire	243*	13**	286*	13**
New Jersey	239*	12**	281*	12**
New Mexico	223*	9**	263*	7**
New York	236*	17**	280*	19**
North Carolina	242*	29**	281*	31**
North Dakota	238*	9**	287*	6**
Ohio	238*	19**	282*	18**
Oklahoma	229*	9**	272*	9**
Oregon	236*	—	281*	10**
Pennsylvania	236	12**	279*	12**
Rhode Island	230*	15**	272*	12**
South Carolina	236	23**	277	—
South Dakota	237*	—	285*	—
Tennessee	228*	17**	268*	—

See notes at end of table.

## Mathematics Performance of Students in Grades 4 and 8

**Table 11-3. Average mathematics scale score for public school 4th- and 8th-graders and change in score since 1990 and 1992, by state and jurisdiction: 2003—Continued**

State or jurisdiction	Grade 4		Grade 8	
	Average scale score in 2003	Change from 1992 <sup>1</sup> average scale score	Average scale score in 2003	Change from 1990 <sup>1</sup> average scale score
Texas	237*	19**	277	19**
Utah	235	11**	281*	—
Vermont	242*	—	286*	—
Virginia	239*	18**	282*	17**
Washington	238*	—	281*	—
West Virginia	231*	15**	271*	15**
Wisconsin	237*	8**	284*	9**
Wyoming	241*	16**	284*	11**
Other jurisdictions				
District of Columbia	205*	12**	243*	12**
DDESS <sup>3</sup>	237*	—	282*	—
DoDDS <sup>4</sup>	237*	—	286*	—

—Not available.

\*Significantly different from national average in 2003.

\*\*Change in score is statistically significant.

<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 1990 and 1992 mathematics assessments.

<sup>2</sup>National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.

<sup>3</sup>Department of Defense Domestic Dependent Elementary and Secondary Schools.

<sup>4</sup>Department of Defense Dependent Schools (overseas).

NOTE: At the state level, the National Assessment of Educational Progress (NAEP) includes only students in public schools, while other reported national results in this indicator include both public and private school students. Variations or changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples may affect comparative performance results. The NAEP national sample in 2003 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, NCES. (2003). *The Nation's Report Card: Mathematics Highlights 2003* (NCES 2004–451), figures 1 and 2 and tables 1 and 2, NAEP web data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>), and previously unpublished tabulation (November 2003). Data from U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 1990, 1992, and 2003 Mathematics Assessments.

## Education and Health

**Table 12-1. Percentage of respondents age 25 and above who reported being in excellent or very good health, by educational attainment and selected characteristics: 2001**

Characteristic	Less than high school	High school diploma or equivalent	Some college, including vocational/technical	Bachelor's degree or higher	Total
<b>Total</b>	<b>39.0</b>	<b>56.2</b>	<b>65.9</b>	<b>78.4</b>	<b>61.2</b>
Sex					
Male	42.0	58.6	67.2	78.7	63.1
Female	36.3	54.2	64.8	78.1	59.5
Family income					
Less than \$20,000	29.9	39.8	45.6	65.3	39.3
\$20,000–34,999	38.9	50.3	57.9	71.5	52.3
\$35,000–54,999	49.3	62.3	67.1	73.4	64.3
\$55,000–74,999	56.9	66.7	74.1	79.6	72.1
\$75,000 or more	61.2	71.2	76.6	83.3	78.3
Poverty status <sup>1</sup>					
Poor	30.7	40.3	48.9	65.8	39.5
Near-poor	36.7	46.7	52.2	67.1	46.3
Nonpoor	47.4	62.6	70.6	79.8	69.2
Race/ethnicity <sup>2</sup>					
American Indian	36.6	48.7	62.9	67.1	50.7
Asian	44.4	50.6	63.9	74.8	64.2
Black	33.1	49.7	57.8	69.8	51.1
White	36.6	57.1	67.4	79.7	63.4
Hispanic	47.0	60.4	65.0	76.1	56.8
Age					
25–34	61.6	70.9	77.1	87.7	76.1
35–44	50.6	65.7	72.6	83.8	70.6
45–54	36.3	54.9	64.0	77.8	61.8
55–64	29.8	46.9	56.3	71.4	51.8
65 and above	25.9	39.5	44.2	55.1	38.1
Metropolitan status area					
2.5 million and above	43.0	58.6	64.8	78.5	63.3
1–2.49 million	42.4	58.2	66.8	80.0	64.4
Under 1 million	38.3	55.4	65.8	77.9	60.9
Nonmetropolitan area	33.3	53.8	66.0	75.7	55.7
Region					
Northeast	40.9	58.0	65.3	78.3	62.5
Midwest	33.6	56.5	66.7	79.0	61.5
South	38.0	54.3	65.0	78.1	59.1
West	44.0	57.5	66.7	78.3	63.5

<sup>1</sup>"Near-poor" is defined as 100–199 percent of the poverty level, and "nonpoor" is defined as twice the poverty level. See *supplemental note 1* for more information on poverty.

<sup>2</sup>American Indian includes Alaska Native, Asian includes Pacific Islander and Native Hawaiian, Black includes African American, and Hispanic includes Latino. Racial categories exclude Hispanic origin. Other race/ethnicities are included in the total but are not shown separately.

NOTE: Includes those who responded "excellent" or "very good" from a scale of "excellent," "very good," "good," "fair," and "poor." See *supplemental note 1* for more information on metropolitan status area and region.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control, National Center for Health Statistics, National Health Interview Survey, 2001, previously unpublished tabulation (October 2003).



## Youth Neither Enrolled nor Working

Table 13-1. Percentage of persons ages 16–24 who were neither enrolled in school nor working, by selected characteristics: Selected years 1986–2003

Characteristic	1986	1988	1990	1992	1994	1996	1998	2000	2002	2003
<b>Total</b>	<b>16.0</b>	<b>14.7</b>	<b>13.8</b>	<b>15.1</b>	<b>14.4</b>	<b>13.4</b>	<b>11.9</b>	<b>11.5</b>	<b>13.4</b>	<b>13.0</b>
Sex										
Male	11.4	10.3	9.8	12.3	11.2	10.5	9.9	8.7	11.5	11.1
Female	20.3	18.8	17.7	17.8	17.6	16.3	14.0	14.3	15.3	14.9
Age										
16–17	5.1	4.5	4.6	4.8	4.9	4.5	3.4	3.6	3.6	3.5
18–19	14.9	15.2	13.3	15.2	14.6	14.2	11.6	11.3	13.7	13.9
20–22	20.6	18.3	16.9	18.1	18.7	17.3	15.4	14.9	18.3	16.6
23–24	20.2	18.8	18.0	20.1	17.2	16.6	16.6	15.2	17.8	18.4
Education										
Less than high school, not enrolled in high school	49.5	51.1	47.8	53.1	51.5	49.7	43.3	39.1	46.2	44.3
High school diploma or equivalent	26.5	24.5	23.5	24.9	24.4	21.8	21.1	20.6	24.0	25.1
Some college, including vocational/technical	6.8	5.3	5.2	6.0	6.5	5.9	5.5	4.8	6.6	6.3
Bachelor's degree or higher	6.0	7.1	4.8	6.8	4.7	6.8	5.1	9.2	6.6	9.0
Race/ethnicity <sup>1</sup>										
American Indian	—	32.1	27.5	25.0	20.5	22.5	20.8	19.5	24.1	27.8
Asian/Pacific Islander	—	8.9	7.6	8.7	8.3	7.7	7.4	7.8	8.5	9.2
Black	26.2	25.2	22.2	25.7	22.0	20.4	17.4	19.2	21.1	20.3
White	13.0	11.3	11.1	11.8	11.3	10.2	9.1	8.3	10.3	10.0
Hispanic	22.7	23.8	21.5	21.7	22.8	22.4	19.2	18.1	19.1	17.6
Citizenship										
U.S.-born	—	—	—	—	13.6	12.8	11.1	10.8	13.0	12.5
Naturalized U.S. citizen	—	—	—	—	12.9	8.7	10.6	10.0	9.5	10.7
Non-U.S. citizen	—	—	—	—	23.2	20.4	20.8	18.6	17.9	18.5
Poverty status <sup>2</sup>										
Poor	35.8	36.5	33.1	35.8	32.5	29.9	26.0	23.9	29.0	28.2
Near-poor	20.2	19.7	18.3	18.9	16.9	16.3	16.3	15.5	17.1	16.7
Nonpoor	8.8	8.2	8.0	8.1	7.7	7.3	6.5	6.9	8.5	8.1

—Not available.

<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin. Other race/ethnicities are included in the total but are not shown separately.

<sup>2</sup>"Near-poor" is defined as having an income 100–199 percent of the poverty level, and "nonpoor" is defined as having an income twice the poverty level or more. See *supplemental note 1* for more information on poverty.

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

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, selected years 1986–2003, previously unpublished tabulation (December 2003).

## Annual Earnings of Young Adults

**Table 14-1. Median annual earnings (in constant 2002 dollars) of all full-time, full-year wage and salary workers ages 25–34, by sex and educational level: 1971–2002**

Year	Male					Female				
	All males	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	All females	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$42,918	\$35,087	\$41,113	\$44,743	\$51,218	\$27,567	\$19,888	\$25,217	\$28,749	\$36,096
1972	44,524	36,217	42,630	45,527	52,087	28,848	20,671	25,944	30,122	36,850
1973	44,783	37,029	43,179	44,502	52,273	28,549	21,842	25,289	30,175	36,654
1974	42,726	35,716	41,080	42,581	49,283	27,687	19,392	24,932	28,437	34,323
1975	41,348	34,050	39,464	42,816	47,031	27,794	19,465	25,026	28,370	34,276
1976	41,901	33,355	39,325	42,662	47,584	27,999	19,755	25,310	28,287	34,496
1977	42,362	33,307	40,406	42,324	47,151	28,210	20,316	25,709	28,696	33,451
1978	42,852	32,596	41,542	42,605	47,191	27,879	20,973	25,400	27,734	32,663
1979	41,473	32,131	39,750	41,629	45,842	27,150	20,160	24,581	27,782	32,320
1980	38,693	29,253	36,922	38,833	44,109	26,307	18,951	24,258	26,476	32,509
1981	38,361	28,635	35,376	38,322	44,303	26,036	17,668	23,263	26,532	32,529
1982	37,601	27,765	34,147	37,921	42,593	26,560	18,744	22,824	26,974	32,152
1983	37,584	26,196	34,400	37,841	44,520	26,991	18,104	23,052	27,908	32,143
1984	37,688	26,320	35,381	38,299	45,004	27,053	18,739	23,523	27,193	33,704
1985	37,267	26,167	33,541	37,944	45,938	27,684	18,651	23,838	27,533	35,147
1986	37,314	26,205	33,614	38,430	47,915	27,785	18,902	23,775	27,452	36,030
1987	37,457	27,162	33,693	36,968	48,225	27,610	18,676	24,064	28,101	35,326
1988	36,966	26,012	33,167	38,033	47,181	27,864	16,774	23,499	28,335	36,525
1989	36,073	25,464	31,819	36,981	46,386	28,455	17,533	23,350	27,891	37,467
1990	34,973	24,031	30,441	35,825	43,799	27,495	17,336	22,547	27,622	36,912
1991	34,464	23,366	29,713	34,982	46,457	27,449	15,965	23,053	27,404	35,894
1992	34,051	22,318	29,165	34,024	45,756	27,834	17,315	22,718	27,134	36,177
1993	32,568	22,267	27,988	32,457	44,980	27,103	16,666	22,331	26,475	37,358
1994	32,333	22,112	28,860	32,376	43,901	26,779	16,363	21,748	25,918	35,948
1995	32,524	22,973	28,302	31,428	44,201	26,229	16,260	20,720	25,467	35,514
1996	33,242	21,571	29,146	32,350	44,375	26,668	16,958	21,445	25,499	34,504
1997	33,955	22,974	29,260	33,821	45,070	27,647	16,929	22,250	25,428	35,924
1998	34,886	22,523	29,906	34,597	46,185	28,496	16,619	22,866	26,472	36,622
1999	35,261	22,596	29,920	34,863	47,256	28,441	16,844	21,884	26,770	38,446
2000	36,026	22,115	30,759	36,229	48,506	28,629	17,635	22,369	26,518	37,980
2001	35,778	22,636	29,857	35,598	48,782	29,723	17,021	23,029	26,769	38,331
2002	35,487	22,903	29,647	35,552	48,955	30,093	17,114	23,458	26,828	40,021

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars. See *supplemental note 9* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

## Annual Earnings of Young Adults

**Table 14-2.** Ratio of median annual earnings of all full-time, full-year wage and salary workers ages 25–34 whose highest educational level was grades 9–11, some college, or a bachelor's degree or higher, compared with those with a high school diploma or GED, by sex: 1971–2002

Year	Total population		Grades 9–11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female	Male	Female
1971	1.04	1.09	0.85	0.79	1.09	1.14	1.25	1.43
1972	1.04	1.11	0.85	0.80	1.07	1.16	1.22	1.42
1973	1.04	1.13	0.86	0.86	1.03	1.19	1.21	1.45
1974	1.04	1.11	0.87	0.78	1.04	1.14	1.20	1.38
1975	1.05	1.11	0.86	0.78	1.08	1.13	1.19	1.37
1976	1.07	1.11	0.85	0.78	1.08	1.12	1.21	1.36
1977	1.05	1.10	0.82	0.79	1.05	1.12	1.17	1.30
1978	1.03	1.10	0.78	0.83	1.03	1.09	1.14	1.29
1979	1.04	1.10	0.81	0.82	1.05	1.13	1.15	1.31
1980	1.05	1.08	0.79	0.78	1.05	1.09	1.19	1.34
1981	1.08	1.12	0.81	0.76	1.08	1.14	1.25	1.40
1982	1.10	1.16	0.81	0.82	1.11	1.18	1.25	1.41
1983	1.09	1.17	0.76	0.79	1.10	1.21	1.29	1.39
1984	1.07	1.15	0.74	0.80	1.08	1.16	1.27	1.43
1985	1.11	1.16	0.78	0.78	1.13	1.16	1.37	1.47
1986	1.11	1.17	0.78	0.80	1.14	1.15	1.43	1.52
1987	1.11	1.15	0.81	0.78	1.10	1.17	1.43	1.47
1988	1.11	1.19	0.78	0.71	1.15	1.21	1.42	1.55
1989	1.13	1.22	0.80	0.75	1.16	1.19	1.46	1.60
1990	1.15	1.22	0.79	0.77	1.18	1.23	1.44	1.64
1991	1.16	1.19	0.79	0.69	1.18	1.19	1.56	1.56
1992	1.17	1.23	0.77	0.76	1.17	1.19	1.57	1.59
1993	1.16	1.21	0.80	0.75	1.16	1.19	1.61	1.67
1994	1.12	1.23	0.77	0.75	1.12	1.19	1.52	1.65
1995	1.15	1.27	0.81	0.78	1.11	1.23	1.56	1.71
1996	1.14	1.24	0.74	0.79	1.11	1.19	1.52	1.61
1997	1.16	1.24	0.79	0.76	1.16	1.14	1.54	1.61
1998	1.17	1.25	0.75	0.73	1.16	1.16	1.54	1.60
1999	1.18	1.30	0.76	0.77	1.17	1.22	1.58	1.76
2000	1.17	1.28	0.72	0.79	1.18	1.19	1.58	1.70
2001	1.20	1.29	0.76	0.74	1.19	1.16	1.63	1.66
2002	1.20	1.28	0.77	0.73	1.20	1.14	1.65	1.71

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.65 for males in 2002 whose highest education level was a bachelor's or higher degree indicates that they earned 65 percent more than males who had a high school diploma or GED. The ratio of 0.73 for females in 2002 whose highest education level was grades 9–11 indicates that they earned 27 percent less than females who had a high school diploma or GED. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

## Annual Earnings of Young Adults

**Table 14-3. Ratio of median annual earnings of all male to all female full-time, full-year wage and salary workers ages 25–34, by educational level: 1971–2002**

Year	Total population	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	1.56	1.76	1.63	1.56	1.42
1972	1.54	1.75	1.64	1.51	1.41
1973	1.57	1.70	1.71	1.47	1.43
1974	1.54	1.84	1.65	1.50	1.44
1975	1.49	1.75	1.58	1.51	1.37
1976	1.50	1.69	1.55	1.51	1.38
1977	1.50	1.64	1.57	1.47	1.41
1978	1.54	1.55	1.64	1.54	1.44
1979	1.53	1.59	1.62	1.50	1.42
1980	1.47	1.54	1.52	1.47	1.36
1981	1.47	1.62	1.52	1.44	1.36
1982	1.42	1.48	1.50	1.41	1.32
1983	1.39	1.45	1.49	1.36	1.39
1984	1.39	1.40	1.50	1.41	1.34
1985	1.35	1.40	1.41	1.38	1.31
1986	1.34	1.39	1.41	1.40	1.33
1987	1.36	1.45	1.40	1.32	1.37
1988	1.33	1.55	1.41	1.34	1.29
1989	1.27	1.45	1.36	1.33	1.24
1990	1.27	1.39	1.35	1.30	1.19
1991	1.26	1.46	1.29	1.28	1.29
1992	1.22	1.29	1.28	1.25	1.26
1993	1.20	1.34	1.25	1.23	1.20
1994	1.21	1.35	1.33	1.25	1.22
1995	1.24	1.41	1.37	1.23	1.24
1996	1.25	1.27	1.36	1.27	1.29
1997	1.23	1.36	1.32	1.33	1.25
1998	1.22	1.36	1.31	1.31	1.26
1999	1.24	1.34	1.37	1.30	1.23
2000	1.26	1.25	1.38	1.37	1.28
2001	1.20	1.33	1.30	1.33	1.27
2002	1.18	1.34	1.26	1.33	1.22

NOTE: This ratio is most useful when compared with 1.0. For example, the ratio of 1.18 for total population in 2002 indicates that males earned 18 percent more than females. The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

## Annual Earnings of Young Adults

**Table 14-4.** Difference in median annual earnings (in constant 2002 dollars) for all full-time, full-year wage and salary workers ages 25–34 between the highest and the lowest quarters, by sex and educational level: 1971–2002

Year	Male				Female			
	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma or GED	Some college	Bachelor's degree or higher
1971	\$20,489	\$20,078	\$23,213	\$29,565	\$15,428	\$19,103	\$22,386	\$24,818
1972	21,526	20,258	24,231	31,229	15,473	19,813	22,294	26,632
1973	22,489	20,134	24,325	30,380	15,133	19,437	22,416	26,629
1974	21,660	20,784	23,256	29,158	13,725	18,485	21,811	22,642
1975	21,756	21,926	23,382	25,757	13,666	18,210	20,177	22,470
1976	21,301	21,991	25,493	25,758	14,049	18,745	20,817	22,762
1977	22,228	23,751	24,421	25,872	15,505	19,167	20,418	21,380
1978	23,231	23,871	23,148	26,770	15,118	19,051	20,364	21,363
1979	23,209	23,224	25,280	26,027	14,398	18,137	18,989	20,773
1980	19,985	22,167	23,277	25,874	13,731	17,287	17,784	20,097
1981	20,122	22,260	22,978	26,619	12,329	16,557	18,622	21,154
1982	21,268	21,675	23,641	26,477	13,884	16,579	18,935	20,592
1983	19,106	22,457	24,446	28,598	13,828	17,061	19,682	20,004
1984	20,909	23,643	25,364	27,595	14,447	17,263	18,205	20,423
1985	17,954	23,606	24,438	30,562	14,133	17,834	19,297	23,013
1986	18,793	23,143	26,356	30,212	14,984	17,364	21,031	23,329
1987	19,844	23,541	26,214	30,156	13,166	17,283	19,545	22,773
1988	19,551	22,309	25,400	31,252	13,469	17,051	20,862	23,825
1989	18,561	21,468	23,694	30,348	12,979	16,466	19,779	24,155
1990	17,126	20,610	23,277	29,144	12,882	15,537	18,398	22,653
1991	17,203	21,294	22,643	30,305	11,285	16,705	18,813	22,866
1992	16,426	20,672	23,112	30,768	13,758	17,870	20,368	21,878
1993	17,216	19,141	22,157	31,067	12,322	16,933	18,893	24,669
1994	16,394	19,482	21,923	30,755	12,414	16,137	19,561	23,434
1995	16,478	20,295	21,465	31,256	11,434	15,514	18,966	23,456
1996	14,410	19,215	20,979	29,599	12,650	15,485	18,639	21,106
1997	15,526	18,804	22,041	34,887	12,459	15,850	17,760	22,367
1998	16,482	19,595	21,945	38,806	12,414	16,223	17,885	22,526
1999	15,785	20,384	22,470	40,549	12,482	15,610	18,330	23,497
2000	15,760	19,383	25,132	41,148	13,304	16,433	17,571	24,620
2001	14,787	20,400	22,761	40,696	13,097	16,043	18,951	25,294
2002	16,146	19,283	24,213	40,511	12,733	16,293	18,488	26,040

NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey methodology for the CPS was changed and weights were adjusted. See *supplemental note 2* for further discussion. The Consumer Price Index (CPI) was used to adjust earnings into constant dollars. See *supplemental note 9* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March Supplement, 1972–2003, previously unpublished tabulation (December 2003).

## Postsecondary Expectations of 10th-Graders

**Table 15-1. Percentage of 10th-graders who expected to attain various levels of education, by selected student and school characteristics: 1980, 1990, and 2002**

Student or school characteristic	High school diploma or equivalent or less			Some college, including vocational/technical			Bachelor's degree			Graduate/professional degree		
	1980	1990	2002	1980	1990	2002	1980	1990	2002	1980	1990	2002
<b>Total</b>	<b>26.5</b>	<b>10.2</b>	<b>9.2</b>	<b>32.9</b>	<b>30.3</b>	<b>11.5</b>	<b>22.7</b>	<b>32.1</b>	<b>39.7</b>	<b>17.9</b>	<b>27.4</b>	<b>39.7</b>
<b>Sex</b>												
Male	28.0	11.0	12.5	31.7	32.3	13.2	22.4	32.9	41.5	18.0	23.8	32.8
Female	23.4	9.4	5.8	34.2	28.3	9.7	23.8	31.4	37.8	18.7	30.9	46.6
<b>Race/ethnicity<sup>1</sup></b>												
American Indian	35.7	18.8	12.1	32.9	43.0	12.0	17.2	21.8	36.1	14.2	16.5	39.8
Asian/Pacific Islander	11.7	8.2	4.9	21.5	21.7	8.2	32.4	31.4	37.2	34.3	38.7	49.7
Black	26.3	11.1	10.5	32.7	30.2	12.6	21.8	28.2	40.8	19.2	30.5	36.1
White	25.9	9.4	8.0	33.1	29.5	10.9	23.4	33.9	39.6	17.7	27.3	41.4
More than one race	—	—	9.0	—	—	9.5	—	—	38.2	—	—	43.3
Hispanic	33.7	14.3	13.5	33.7	38.5	13.9	17.0	25.5	40.2	15.6	21.7	32.4
<b>Socioeconomic status<sup>2</sup></b>												
Lowest quarter	45.1	21.4	16.8	32.8	42.1	17.0	12.9	21.6	38.2	9.1	15.0	28.0
Middle two quarters	25.5	8.4	8.9	38.0	32.7	12.4	22.1	34.1	41.5	14.5	24.7	37.2
Highest quarter	7.4	1.5	2.5	23.3	11.9	4.6	34.6	39.1	37.6	35.7	47.5	55.2
<b>Composite achievement test score in 10th grade<sup>2</sup></b>												
Lowest quarter	47.5	21.4	24.1	33.1	46.3	20.1	11.8	19.8	35.3	7.6	12.5	20.5
Second quarter	32.3	11.8	9.1	40.5	40.7	15.3	16.7	30.5	44.9	10.5	17.0	30.8
Third quarter	18.5	5.4	3.7	37.8	26.3	8.0	26.5	38.6	43.1	17.2	29.7	45.2
Highest quarter	7.0	1.7	1.0	21.2	10.6	3.4	35.6	38.6	35.5	36.2	49.1	60.1
<b>10th-grade school sector</b>												
Public	28.1	10.9	9.7	33.5	32.1	12.1	21.6	31.4	39.8	16.7	25.6	38.4
Catholic	9.8	3.2!	1.2	27.1	12.2	3.9	33.2	42.1	41.2	29.9	42.5	53.7
Other private	12.3	4.1!	3.9	27.1	13.1	4.8	32.3	35.1	35.8	28.4	47.6	55.5

— Not available.

! Interpret data with caution.

<sup>1</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>2</sup>See *supplemental note 11* for derivation of the SES and test score quarter variables in the three data sets.

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

SOURCE: Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J.M., and Wu, S.-C. (1993). *America's High School Sophomores: A Ten Year Comparison* (NCES 93-087), table 6.1 (1980 and 1990 data) and previously unpublished tabulation (2002 data). Data from U.S. Department of Education, NCES, 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).

## Event Dropout Rates by Family Income, 1972–2001

Table 16-1. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972–2001

Year	Event dropout rate (percent)	Family income		
		Low income	Middle income	High income
1972	6.1	14.1	6.7	2.5
1973	6.3	17.3	7.0	1.8
1974	6.7	—	—	—
1975	5.8	15.7	6.0	2.6
1976	5.9	15.4	6.8	2.1
1977	6.5	15.5	7.6	2.2
1978	6.7	17.4	7.3	3.0
1979	6.7	17.1	6.9	3.6
1980	6.1	15.8	6.4	2.5
1981	5.9	14.4	6.2	2.8
1982	5.5	15.2	5.6	1.8
1983	5.2	10.4	6.0	2.2
1984	5.1	13.9	5.1	1.8
1985	5.2	14.2	5.2	2.1
1986	4.7	10.9	5.1	1.6
1987	4.1	10.3	4.7	1.0
1988	4.8	13.7	4.7	1.3
1989	4.5	10.0	5.0	1.1
1990	4.0	9.5	4.3	1.1
1991	4.1	10.6	4.0	1.0
1992	4.4	10.9	4.4	1.3
1993	4.5	12.3	4.3	1.3
1994	5.3	13.0	5.2	2.1
1995	5.7	13.3	5.7	2.0
1996	5.0	11.1	5.1	2.1
1997	4.6	12.3	4.1	1.8
1998	4.8	12.7	3.8	2.7
1999	5.0	11.0	5.0	2.1
2000	4.8	10.0	5.2	1.6
2001	5.0	10.7	5.4	1.7

—Not available.

NOTE: "Low income" is defined as the bottom 20 percent of all family incomes for the year; "middle income" is between 20 and 80 percent of all family incomes; and "high income" is the top 20 percent of all family incomes. See *supplemental note 2* for a more detailed definition of family income. Data on family income are missing for 1974.

SOURCE: Kaufman, P., and Chapman, C. (forthcoming). *Dropout Rates in the United States: 2001* (NCES 2004–057), table A-1. Data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October Supplement, 1972–2001.

## International Comparison of Transition to Postsecondary Education

Table 17-1. First-time net entry rates into postsecondary (tertiary) education for selected OECD countries, by program type and sex: 1998 and 2001

OECD country	1998						2001					
	Tertiary-type A <sup>1</sup>			Tertiary-type B <sup>2</sup>			Tertiary-type A <sup>1</sup>			Tertiary-type B <sup>2</sup>		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Country average	40	37	43	19	16	22	47	41	51	15	13	16
Australia	53	45	61	—	—	—	65	58	72	—	—	—
Austria	28	25	31	8	7	9	34	31	37	—	—	—
Belgium	28	28	28	27	22	33	32	32	33	36	29	43
Czech Republic	22	26	18	13	10	17	30	26	35	7	5	10
Denmark	30	29	32	32	23	42	44	33	56	9	12	7
Finland	58	49	67	12	9	15	72	62	83	†	†	†
France	—	—	—	—	—	—	37	30	43	22	22	21
Germany <sup>3</sup>	28	28	28	14	10	17	32	32	33	14	10	19
Hungary	45	41	49	—	—	—	56	50	63	3	3	4
Iceland	38	29	48	16	13	19	61	42	80	10	11	9
Ireland	28	27	30	25	23	26	38	33	43	18	18	19
Italy <sup>3</sup>	42	37	47	1	1	1	44	38	50	1	1	2
Japan <sup>4</sup>	36	45	27	33	22	45	41	48	33	31	22	41
Korea <sup>4</sup>	43	48	37	46	49	43	49	52	45	55	56	54
Mexico	21	22	21	—	—	—	26	26	25	1	2	1
Netherlands	52	50	54	1	1	1	54	51	58	2	1	2
New Zealand	68	56	79	36	28	44	76	62	89	41	34	47
Norway	56	45	68	6	6	6	62	48	76	6	7	5
Poland	—	—	—	—	—	—	67	—	—	1	#	1
Slovak Republic <sup>3</sup>	—	—	—	—	—	—	40	40	39	3	2	5
Spain	41	36	46	9	9	9	48	42	54	19	19	19
Sweden <sup>5</sup>	59	50	69	—	—	—	69	55	84	6	6	6
Switzerland	—	—	—	—	—	—	33	37	29	13	15	12
Turkey	20	25	15	11	12	10	20	23	18	10	11	9
United Kingdom	48	45	51	27	25	30	45	41	49	29	25	33
United States	44	40	48	14	13	15	42	36	49	13	12	15

— Not available.

† Not applicable.

# Rounds to zero.

<sup>1</sup>Tertiary-type A programs provide an education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high-skill requirements. Entry into these programs normally requires the successful completion of an upper secondary education (i.e., high school); admission is competitive in most cases. The minimum cumulative theoretical duration at this level is 3 years of full-time enrollment.

<sup>2</sup>Tertiary-type B programs are typically shorter than tertiary-type A programs and focus on practical, technical, or occupational skills for direct entry into the labor market, although they may cover some theoretical foundations in the respective programs. They have a minimum duration of 2 years of full-time enrollment at the tertiary level.

<sup>3</sup>Entry rates for tertiary-type B programs are calculated as gross entry rates. In Italy, only the 2001 entry rate for tertiary-type B programs is calculated as a gross entry rate.

<sup>4</sup>Entry rates for tertiary-type A and B programs are calculated as gross entry rates.

<sup>5</sup>The 1998 entry rates for tertiary-type B programs are included in the entry rates for tertiary-type A programs.

NOTE: The OECD calculates net entry rates by adding the net entry rates for each single year of age from 15 to 29 and for older students in 5-year age groups. Entry rates for tertiary-type A and B programs cannot be combined to obtain the total tertiary-level entry rate because entrants into both types of programs would be double counted. For further details on the international classification of postsecondary education programs used in this indicator, see *supplemental note 7*.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2000). *Education at a Glance: OECD Indicators, 2000*, table C3.1, and (2003) *Education at a Glance: OECD Indicators, 2003*, table C2.1. Data from OECD Education Database.



## Remediation and Degree Completion

**Table 18-1.** Percentage distribution of 1992 12th-graders who enrolled in postsecondary education by type and intensity of remedial coursework, by selected student and school characteristics: 2000

Student or school characteristic	Any remedial reading	Two or fewer courses of remedial mathematics only	Two or more other remedial courses, but no remedial reading	One remedial course, not mathematics or reading	No remedial courses
<b>Total</b>	<b>10.6</b>	<b>10.9</b>	<b>13.2</b>	<b>6.7</b>	<b>58.6</b>
Race/ethnicity <sup>1</sup>					
Asian	10.0	7.7	13.4	6.8	62.0
Black	24.1	10.4	20.6	6.6	38.3
White	7.2	10.7	10.9	6.9	64.4
Hispanic	20.3	13.3	23.5	6.1	36.8
Type of institution first attended					
2-year public	17.8	15.5	21.0	7.0	38.9
4-year public or private	5.2	7.0	6.6	6.5	74.7
Other subbaccalaureate <sup>2</sup>	6.6	12.7	19.9	9.1	51.7
Delayed entry					
Did not delay entry	10.6	9.8	11.4	6.8	61.4
Delayed entry	9.8	15.7	22.1	6.4	46.0
Urbanicity of high school					
Urban	13.0	11.7	15.2	6.9	53.2
Suburban	10.2	9.1	11.7	6.3	62.6
Rural	9.0	11.4	13.3	7.0	58.4
Socioeconomic status quintile					
81st–100th percentile	5.9	6.8	6.8	5.3	75.2
61st–80th percentile	10.8	10.1	12.6	7.7	58.8
41st–60th percentile	9.9	15.4	14.2	6.2	54.3
21st–40th percentile	10.6	12.1	18.2	10.1	49.0
1st–20th percentile	22.9	12.9	22.1	5.3	36.8
Senior test score quintile <sup>3</sup>					
Highest	0.4	3.1	1.8	3.6	91.1
2nd	3.9	10.4	9.3	8.7	67.7
3rd	10.2	17.3	17.6	8.3	46.6
4th	19.2	15.8	24.6	7.8	32.7
Lowest	41.1	8.6	24.0	5.5	20.7

<sup>1</sup>Asian includes Pacific Islander, Black includes African American, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>2</sup>Includes public less-than-2-year and private less-than-4-year institutions.

<sup>3</sup>Derived variable based on 1992 composite reading and mathematics standardized test scores.

NOTE: Data consist of all 12th-graders who subsequently were known participants in postsecondary education. See *supplemental note 1* for urbanicity and *supplemental note 3* for information on the National Education Longitudinal Study of 1988 (NELS:88/2000). Detail may not sum to totals because of rounding.

SOURCE: Adelman, C. (2004). *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*, tables 7.1 and 7.2. Available at: <http://preview.ed.gov/rschstat/research/pubs/prinindicat/index.html>. Data from U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

## Remediation and Degree Completion

**Table 18-2. Percentage distribution of 1992 12th-graders who took any postsecondary remedial reading or mathematics courses by amount of remedial coursework taken, by type of remedial coursework: 2000**

Type of remedial coursework	Total remedial courses				Any remedial mathematics	Any remedial reading
	One	Two	Three	Four or more		
Remedial reading courses	10.1	20.0	18.8	51.1	68.0	100.0
Remedial mathematics courses	28.3	24.2	16.8	30.7	100.0	26.7

NOTE: Data consist of all 12th-graders who subsequently were known participants in postsecondary education. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

## Trends in Undergraduate Persistence and Completion

**Table 19-1.** Percentage distribution of 1989–90 and 1995–96 beginning postsecondary students by their status at the end of 5 years, by type of first institution and year first enrolled

Type of first institution and year first enrolled	Completed (highest level)			No degree or certificate		
	Bachelor's degree	Associate's degree	Vocational certificate	Still enrolled at 4-year institution	Still enrolled at 2-year institution or less	Not enrolled
<b>Total</b>						
1989–90	25.8	11.2	13.0	8.1	5.2	36.8
1995–96	25.1	9.9	11.7	11.6	6.6	35.2
<b>All 4-year</b>						
1989–90	53.3	4.2	2.9	13.3	1.9	24.4
1995–96	53.4	3.7	2.3	17.2	3.2	20.4
<b>Public 4-year</b>						
1989–90	46.9	4.7	3.2	16.1	2.3	26.8
1995–96	46.6	4.1	2.6	20.9	3.7	22.1
<b>Private not-for-profit 4-year</b>						
1989–90	66.6	3.0	2.3	7.4	1.2	19.6
1995–96	65.3	2.9	1.6	10.7	2.2	17.3
<b>Public 2-year</b>						
1989–90	6.3	17.5	12.9	5.1	9.6	48.6
1995–96	6.9	15.9	9.3	9.7	10.5	47.8

NOTE: Total includes private not-for-profit 2-year and less-than-2-year institutions and public less-than-2-year institutions. Detail may not sum to totals because of rounding.

SOURCE: Horn, L., and Berger, R. (forthcoming). *College Persistence on the Rise? Changes in 5-Year Degree Completion and Postsecondary Persistence Between 1994 and 2000* (NCES 2004–156), table 5-A. Data from U.S. Department of Education, NCES, 1989/90 and 1995/96 Beginning Postsecondary Students Longitudinal Studies (BPS:90/94 and BPS:96/01).

## Trends in Undergraduate Persistence and Completion

**Table 19-2.** Percentage distribution of 1989–90 and 1995–96 beginning postsecondary students by their status at the end of 5 years, by student characteristics and year first enrolled

Student characteristic and year first enrolled	Completed (highest level)			No degree or certificate		
	Bachelor's degree	Associate's degree	Vocational certificate	Still enrolled at 4-year institution	Still enrolled at 2-year institution or less	Not enrolled
<b>Sex</b>						
<b>Male</b>						
1989–90	24.5	10.2	11.3	10.0	5.6	38.4
1995–96	23.5	10.7	9.6	14.1	6.6	35.6
<b>Female</b>						
1989–90	26.9	12.1	14.4	6.3	4.8	35.4
1995–96	26.3	9.3	13.4	9.6	6.6	34.8
<b>Race/ethnicity<sup>1</sup></b>						
<b>Asian/Pacific Islander</b>						
1989–90	34.4	8.5	11.5!	13.5	6.4	25.7
1995–96	35.7	10.6!	6.9	16.0	7.6	23.2
<b>Black</b>						
1989–90	16.9	8.8	16.1	8.2	5.3	44.7
1995–96	14.5	5.2	16.9	11.2	7.2	45.1
<b>White</b>						
1989–90	27.3	11.6	12.3	7.9	4.3	36.6
1995–96	27.8	10.3	10.6	11.4	6.3	33.6
<b>Hispanic</b>						
1989–90	17.8	11.5	15.7	6.8	11.8	36.4
1995–96	15.2	11.8	14.4	11.4!	7.4	39.8
<b>Family income</b>						
<b>Lowest quarter</b>						
1989–90	16.7	11.5	17.2	7.3	4.9	42.3
1995–96	15.0	14.0	14.9	10.7	6.1	39.4
<b>Middle two quarters</b>						
1989–90	24.6	11.6	13.2	7.8	5.2	37.5
1995–96	23.7	9.5	12.5	11.4	7.4	35.5
<b>Highest quarter</b>						
1989–90	38.4	9.8	7.7	9.5	5.5	29.1
1995–96	41.0	5.9	5.7	12.8	5.4	29.2

!Interpret data with caution (estimates are unstable due to small sample sizes).

<sup>1</sup>Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin. Estimates for American Indians are excluded due to extremely small sample sizes.

NOTE: See supplemental note 3 for information on income quarters. Detail may not sum to totals because of rounding.

SOURCE: Horn, L., and Berger, R. (forthcoming). *College Persistence on the Rise? Changes in 5-Year Degree Completion and Postsecondary Persistence Between 1994 and 2000* (NCES 2004–156), table 5-B. Data from U.S. Department of Education, NCES, 1989/90 and 1995/96 Beginning Postsecondary Students Longitudinal Studies (BPS:90/94 and BPS:96/01).

## Degrees Earned by Women

Table 20-1. Number of bachelor's degrees earned by women, by field of study: 1970–71, 1984–85, and 2001–02

Field of study	1970–71	1984–85	2001–02
<b>Total<sup>1</sup></b>	<b>364,100</b>	<b>496,900</b>	<b>742,100</b>
Business	10,500	105,000	140,800
Education	131,400	66,800	82,300
Social sciences and history	57,200	40,300	68,700
Health professions and related sciences	19,400	54,700	60,300
Psychology	17,000	27,200	59,400
Communications	3,800	24,800	39,900
Visual and performing arts	18,100	23,700	39,600
Biological sciences/life sciences	10,400	18,400	36,600
English language and literature/letters	42,200	21,900	36,500
Computer and information sciences	300	14,300	13,100
Engineering	400	12,600	12,300
Agriculture and natural resources	500	5,600	10,700
Physical sciences	3,000	6,600	7,500
Mathematics	9,400	7,300	5,800

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

NOTE: See *supplemental note 10* for more information on fields of study. Data based on all degree-granting institutions. Number of bachelor's degrees earned has been rounded.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 246, 276–297 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), table 265. Data from U.S. Department of Education, NCES, 1969–86 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” and 1987–2002 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87–02), fall 2002.

## Degrees Earned by Women

**Table 20-2. Percentage of master's and doctoral degrees earned by women and change in the percentage earned by women from 1970–71 to 2001–02, by field of study: 1970–71, 1984–85, and 2001–02**

Field of study	1970–71	1984–85	2001–02	Change in percentage points		
				1970–71 to 1984–85	1984–85 to 2001–02	1970–71 to 2001–02
<b>Master's degrees</b>						
<b>Total<sup>1</sup></b>	<b>40.1</b>	<b>49.9</b>	<b>58.7</b>	<b>9.8</b>	<b>8.8</b>	<b>18.6</b>
Health professions and related sciences	55.3	76.3	77.6	21.0	1.2	22.2
Education	56.2	72.5	76.4	16.3	4.0	20.2
English language and literature/letters	60.6	65.6	68.0	5.0	2.4	7.4
Psychology	40.6	65.1	76.4	24.5	11.3	35.8
Communications	34.6	57.0	65.4	22.5	8.4	30.8
Biological sciences/life sciences	33.6	47.7	57.8	14.1	10.2	24.3
Visual and performing arts	47.4	55.3	57.6	7.9	2.3	10.2
Social sciences and history	28.5	38.4	50.8	9.9	12.5	22.4
Agriculture and natural resources	5.9	27.5	48.1	21.7	20.6	42.2
Mathematics	27.1	32.9	42.4	5.8	9.5	15.2
Business	3.9	31.0	41.1	27.1	10.1	37.2
Physical sciences	13.3	23.2	37.6	9.9	14.4	24.3
Computer and information sciences	10.3	28.7	33.3	18.4	4.6	22.9
Engineering	1.1	10.7	21.2	9.6	10.4	20.0
<b>Doctoral degrees</b>						
<b>Total<sup>1</sup></b>	<b>14.3</b>	<b>34.1</b>	<b>46.3</b>	<b>19.9</b>	<b>12.2</b>	<b>32.1</b>
Psychology	24.0	49.6	68.2	25.5	18.7	44.2
Education	21.0	52.0	66.5	31.0	14.5	45.5
Health professions and related sciences	16.5	52.9	63.3	36.4	10.4	46.8
English language and literature/letters	28.8	54.9	58.5	26.1	3.7	29.7
Visual and performing arts	22.2	41.5	56.0	19.3	14.5	33.8
Communications	13.1	38.9	55.1	25.8	16.2	42.0
Biological sciences/life sciences	16.3	32.8	44.3	16.5	11.5	28.0
Social sciences and history	13.9	32.2	43.1	18.3	10.9	29.3
Business	2.8	17.2	35.4	14.4	18.2	32.6
Agriculture and natural resources	2.9	14.6	33.5	11.7	18.9	30.7
Mathematics	7.6	15.5	29.0	7.9	13.5	21.4
Physical sciences	5.6	16.2	28.0	10.6	11.7	22.3
Computer and information sciences	2.3	10.1	22.8	7.7	12.7	20.5
Engineering	0.6	6.4	17.2	5.8	10.8	16.6

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

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

SOURCE: U.S. Department of Education, NCES, (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 246, 276–297 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), tables 268 and 271. Data from U.S. Department of Education, NCES, 1969–86 Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” and 1987–2002 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87–02), fall 2002.

## Degrees Earned by Women

**Table 20-3. Number of master's and doctoral degrees earned by women, by field of study: 1970–71, 1984–85, and 2001–02**

Field of study	1970–71	1984–85	2001–02
		<b>Master's degrees</b>	
<b>Total<sup>1</sup></b>	<b>92,400</b>	<b>142,900</b>	<b>283,000</b>
Education	49,300	54,100	104,400
Business management and administrative services	1,000	20,800	49,600
Health professions and related sciences	3,200	13,300	33,800
Psychology	2,300	6,400	11,400
Social sciences and history	4,700	4,000	7,200
Visual and performing arts	3,200	4,800	6,700
Engineering	200	2,300	5,500
Computer and information sciences	200	2,000	5,400
English language and literature/letters	6,500	3,400	4,900
Communications	600	2,100	3,600
Biological/life sciences	1,900	2,400	3,600
Agriculture and natural resources	100	1,100	2,200
Physical sciences	800	1,300	1,900
Mathematics	1,500	1,100	1,500
		<b>Doctoral degrees</b>	
<b>Total<sup>1</sup></b>	<b>4,600</b>	<b>11,200</b>	<b>20,500</b>
Education	1,300	3,400	4,600
Psychology	500	1,700	3,000
Health professions and related sciences	100	600	2,200
Biological/life sciences	600	1,100	2,000
Social sciences and history	500	900	1,700
Physical sciences	200	600	1,100
Engineering	#	200	900
English language and literature/letters	500	600	800
Visual and performing arts	100	300	600
Business management and administrative services	#	100	400
Agriculture and natural resources	#	200	400
Mathematics	100	100	300
Communications	#	100	200
Computer and information sciences	#	#	200

#Rounds to zero.

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

NOTE: See *supplemental note 10* for more information on fields of study. Data based on all degree-granting institutions. Number of master's and doctoral degrees earned has been rounded.

SOURCE: U.S. Department of Education, NCES. (2003). *Digest of Education Statistics 2002* (NCES 2003–060), tables 246, 276–297 and (forthcoming) *Digest of Education Statistics 2003* (NCES 2004–024), tables 268 and 271. Data from U.S. Department of Education, NCES, 1969–86 Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" and 1987–2002 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87–02), fall 2002.

## Trends in Science and Mathematics Course-taking

**Table 21-1. Percentage distribution of high school graduates by highest level of science courses completed: Selected years 1982–2000**

Year	Low academic level					Advanced academic level			
	No science <sup>1</sup>	Total	Primary physical science	Secondary physical science and basic biology	General biology	Total	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
1982	2.2	27.2	12.2	15.0	35.2	35.4	14.9	5.9	14.6
1987	0.8	15.8	6.7	9.1	41.5	41.9	21.4	10.6	9.9
1990	0.7 <sup>!</sup>	12.8	4.2	8.7	37.0	49.5	25.8	12.3	11.4
1992	0.3 <sup>!</sup>	9.7	2.8	6.9	36.4	53.5	27.1	12.2	14.3
1994	0.6	10.0	1.9	8.2	34.1	55.3	29.4	13.0	12.9
1998	0.6	9.3	3.0	6.3	28.6	61.5	30.2	16.3	15.1
2000	0.7	8.7	2.8	5.9	27.5	63.1	30.5	14.8	17.9

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

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

NOTE: The distribution of graduates among 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 6* for more details on these levels. See *supplemental note 3* for more information on the National Education Longitudinal Study of 1988 and the High School and Beyond Longitudinal Study of 1980 Sophomores. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 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"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).

**Table 21-2. Percentage distribution of high school graduates by highest level of mathematics courses completed: Selected years 1982–2000**

Year	No mathematics <sup>1</sup>	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
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>!</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

<sup>!</sup>Interpret data with caution (estimate is unstable).

<sup>1</sup>Indicates that student transcript records did not list any recognized mathematics courses; however, these students 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. See *supplemental note 6* for more details on these levels. See *supplemental note 3* for more information on the National Education Longitudinal Study of 1988 and the High School and Beyond Longitudinal Study of 1980 Sophomores. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 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"; and National Assessment of Educational Progress (NAEP), selected years 1987–2000 High School Transcript Studies (HSTS).



## Student Characteristics in Science and Mathematics Coursetaking

**Table 22-1.** Percentage distribution of spring 2000 high school graduates by highest level of science courses completed, by student and school characteristics

Student or school characteristic	No science <sup>1</sup>	Low academic level				Advanced academic level			
		Total	Primary physical science	Secondary physical science and basic biology	General biology	Total	Chemistry I or physics I	Chemistry I or physics I and advanced biology	Chemistry II or physics II or advanced biology
<b>Total</b>	<b>0.7</b>	<b>8.7</b>	<b>2.8</b>	<b>5.9</b>	<b>27.5</b>	<b>63.1</b>	<b>30.5</b>	<b>14.8</b>	<b>17.9</b>
<b>Sex</b>									
Male	0.9	10.2	3.4	6.7	28.6	60.3	27.5	15.5	17.4
Female	0.5	7.4	2.2	5.2	26.5	65.6	33.1	14.2	18.3
<b>Race/ethnicity<sup>2</sup></b>									
American Indian	0.9!	12.3	3.2!	9.1	43.7	43.1	30.5	8.2!	4.4!
Asian/Pacific Islander	0.4!	8.3	4.0!	4.3	11.7	79.7	21.4	24.5	33.8
Black	0.7!	9.0	2.7	6.3!	29.5	60.8	34.0	13.1	13.7
White	0.6	8.0	2.3	5.7	27.7	63.7	30.4	15.1	18.2
Hispanic	0.9!	12.2	5.2!	7.0	30.7	56.2	30.4	11.1	14.6
<b>Curriculum<sup>3</sup></b>									
Core or higher	0.2!	2.7	0.5!	2.2	16.8	80.3	35.7	21.6	23.0
Less than Core	1.3	17.2	6.1	11.2	42.6	38.8	23.1	5.1	10.7
<b>Control of school</b>									
Public	0.7	9.2	3.0	6.1	28.6	61.5	29.8	13.8	18.0
Private	#	3.9!	0.1!	3.9!	15.5!	80.6	38.1	25.7	16.8
<b>School enrollment</b>									
Less than 300	#	4.8!	1.2!	3.6!	33.0	62.2	35.5	17.5	9.2!
300–999	0.8!	8.4	3.6	4.8	27.9	63.0	30.7	14.5	17.8
1,000 or more	0.7	9.3	2.5	6.8	26.8	63.2	29.8	14.6	18.8

#Rounds to zero.

!Interpret with caution (estimates are unstable).

<sup>1</sup>Students 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.

<sup>2</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>3</sup>To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of science, mathematics, and social studies.

NOTE: The placement of graduates in the various levels of science courses is determined by the completion of at least one course at that level. Graduates who have completed coursework at more than one level (e.g., primary physical science and secondary physical science and basic biology) 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 6* for more details on these levels. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

## Student Characteristics in Science and Mathematics Coursetaking

**Table 22-2.** Percentage distribution of spring 2000 high school graduates by highest level of mathematics courses completed, by student and school characteristics

Student or school characteristic	No mathematics <sup>1</sup>	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
<b>Total</b>	<b>0.8</b>	<b>2.5</b>	<b>4.1</b>	<b>48.0</b>	<b>18.6</b>	<b>29.4</b>	<b>44.6</b>	<b>14.1</b>	<b>18.0</b>	<b>12.5</b>
Sex										
Male	1.2	3.1	4.7	48.4	20.8	27.6	42.7	13.5	16.1	13.1
Female	0.6	1.9	3.5	47.6	16.6	31.0	46.4	14.7	19.7	11.9
Race/ethnicity <sup>2</sup>										
American Indian	2.3	3.9!	4.7!	60.0	27.3	32.7	29.2	15.4	9.8	3.9!
Asian/Pacific Islander	0.5	1.0!	0.9!	29.0	10.4	18.7	68.6	9.9	25.1	33.5
Black	1.4	2.3!	4.3!	59.6	22.0	37.6	32.4	14.0	13.3	5.1
White	0.7	2.4	4.3	45.3	17.5	27.7	47.4	15.2	18.8	13.4
Hispanic	1.1	3.4!	3.9!	60.4	24.4	36.1	31.1	9.5	15.2	6.4
Curriculum <sup>3</sup>										
Core or higher	0.3	0.6!	1.8!	37.8	8.7	29.1	59.6	16.9	24.6	18.1
Less than Core	1.6	5.1	7.4	62.5	32.6	29.9	23.4	10.2	8.6	4.6
Control of school										
Public	0.9	2.7	4.5	49.9	20.0	30.0	42.0	14.0	16.1	12.0
Private	#	0.1!	0.1!	27.3	3.5!	23.8	72.5	15.5	38.7	18.3
School enrollment										
Less than 300	0.1	1.6!	2.4!	51.4	23.7	27.7	44.4	20.9	11.3!	12.2
300–999	0.8!	1.5!	5.5	45.9	17.1	28.8	46.4	14.4	20.0	12.0
1,000 or more	0.9	3.1	3.5!	48.8	18.9	29.9	43.7	13.3	17.6	12.8

#Rounds to zero.

!Interpret 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.

<sup>2</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>3</sup>To meet the requirements of the Core curriculum, students must complete at least 4 years of English and 3 years each of mathematics, science, and social studies.

NOTE: The distribution of graduates among the various levels of mathematics courses was determined by the level of the most academically advanced course they completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *supplemental note 6* for more details on these levels. See *supplemental note 4* for more information on the National Assessment of Educational Progress (NAEP).

Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, National Assessment of Educational Progress (NAEP), 2000 High School Transcript Study (HSTS).

## Instructional Approaches to 8th-Grade Science

**Table 23-1.** Percentage of 8th-grade science lessons with student-conducted experiments or other independent practical activities, by types of student work and country: 1999

Country	Total	Lessons with student-conducted experiments or other practical activities in which			
		Students collected and recorded data		Students interpreted data <sup>1</sup>	
		Yes	No	Yes	No
Australia	74	62	12	56	19
Czech Republic	23	8	15	20	4
Japan	67	59	9	40	28
Netherlands	30	29	‡	24	6
United States	46	31	15	31	15

‡Reporting standards not met (too few cases).

<sup>1</sup>"Interpreting data" is defined as using data generated from a student-conducted experiment or other practical activity as evidence to explain patterns, draw conclusions, or make generalizations.

NOTE: Practical activities include both traditional laboratory experiments and other hands-on interactions with objects, such as building models, classifying materials, drawing observations of objects, producing and observing phenomena, or designing and testing technological solutions to problems. See *supplemental note 5* for information about the TIMSS Videotape Study. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES. (forthcoming). *Teaching Science in Five Countries: Results from the TIMSS 1999 Video Study* (NCES 2004-015), figure 6.20. Data from U.S. Department of Education, NCES, Third International Mathematics and Science Study (TIMSS) Video Study, 1999.

## Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

**Table 24-1. Percentage of public school students in mathematics classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000**

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
<b>Total</b>	<b>43.2</b>	<b>2.3</b>	<b>23.0</b>	<b>14.5</b>	<b>6.8</b>	<b>10.1</b>
Percent minority						
Less than 10	42.3	1.8	23.6	14.4	6.7	6.8
10–24	52.5	0.1	19.4	13.2	3.1	7.1
25–49	40.5	1.7	16.8	15.4	10.7	10.8
50–74	38.9	5.7!	20.5	18.3	5.8	17.5
75 or more	41.4	3.4	38.3	12.7	11.0	15.2
Percent of students eligible for free or reduced-price lunch						
Less than 10	55.2	1.7	13.0!	14.7	5.7	6.6
10–24	39.1	1.9	19.5	13.8	6.1	7.3
25–49	40.4	1.9	28.2	14.9	6.5	12.7
50–74	36.1	1.4	31.6	16.1	12.6	16.5
75 or more	60.0	2.5	20.5	14.3	7.2	13.7

!Interpret data with caution (estimates are unstable).

NOTE: Major refers to a teacher's primary fields of study for a bachelor's, master's, doctorate, first-professional, or education specialist degree. Middle school grade teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12. High school grade teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. See *supplemental note 1* for more information on the National School Lunch Program.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

## Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

**Table 24-2.** Percentage of public school students in English classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
<b>Total</b>	<b>34.7</b>	<b>4.5</b>	<b>18.6</b>	<b>15.4</b>	<b>7.4</b>	<b>6.8</b>
Percent minority						
Less than 10	31.9	3.9	17.7	16.5	6.7	5.4
10–24	35.3	6.2	17.5	14.0	3.1	6.0
25–49	33.2	2.0	19.9	14.0	10.7	7.6
50–74	27.9	4.5	28.6	17.4	5.8	6.4
75 or more	47.4	7.5	12.3	14.6	11.0	10.3
Percent of students eligible for free or reduced-price lunch						
Less than 10	25.0	4.8!	13.5	13.9	5.9	4.0
10–24	34.7	7.3	13.7	16.0	6.8	6.0
25–49	34.3	1.8	18.6	15.6	4.9	9.0
50–74	42.1	3.4	27.6	13.1	12.9	7.6
75 or more	39.3	6.9	21.0	20.3	12.0!	11.7

!Interpret data with caution (estimates are unstable).

NOTE: Major refers to a teacher’s primary fields of study for a bachelor’s, master’s, doctorate, first-professional, or education specialist degree. Middle school grade teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12. High school grade teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. See *supplemental note 1* for more information on the National School Lunch Program.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Survey” and “Public Charter School Survey.”

## Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

**Table 24-3. Percentage of public school students in science classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000**

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
<b>Total</b>	<b>33.6</b>	<b>6.5</b>	<b>17.2</b>	<b>12.1</b>	<b>8.6</b>	<b>6.6</b>
Percent minority						
Less than 10	26.7	3.8	18.0	10.9	6.7	4.5
10–24	31.5	11.1!	17.7	12.5	8.3	6.5
25–49	39.9	1.0	19.7	14.7	8.1	6.4
50–74	50.5	5.1	16.3!	11.6	11.7	10.0
75 or more	32.0	12.4!	12.7	11.4	12.3	9.7
Percent of students eligible for free or reduced-price lunch						
Less than 10	13.6	15.5!	12.6	12.9	4.7	5.5
10–24	34.8	4.9!	15.7	12.6	9.6	4.1
25–49	46.2	2.9	18.5	11.5	10.1	6.9
50–74	43.3	3.1	19.8	13.6	9.8	8.7
75 or more	30.7	12.5!	13.8	10.7	15.1!	15.6

!Interpret data with caution (estimates are unstable).

NOTE: Major refers to a teacher's primary fields of study for a bachelor's, master's, doctorate, first-professional, or education specialist degree. Middle school grade teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12. High school grade teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. See *supplemental note 1* for more information on the National School Lunch Program.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

## Out-of-Field Teaching by Poverty Concentration and Minority Enrollment

**Table 24-4.** Percentage of public school students in social studies classes taught by teachers without a teaching certificate or a major in the field they teach, by school level, minority, and poverty characteristics: 1999–2000

School characteristic	Middle school grades			High school grades		
	Certification without major in field	Major in field without certification	Neither major nor certification in field	Certification without major in field	Major in field without certification	Neither major nor certification in field
<b>Total</b>	<b>27.3</b>	<b>8.5</b>	<b>15.3</b>	<b>12.4</b>	<b>8.5</b>	<b>7.0</b>
Percent minority						
Less than 10	28.6	3.2	15.8	11.3	7.1	6.3
10–24	27.9	5.0	19.6	14.8	7.3	7.4
25–49	32.1	8.6!	14.1	13.1	8.6	6.1
50–74	18.9	11.3!	19.3	13.5	8.7	7.1
75 or more	25.3	23.7!	6.8	10.1	13.4	9.2
Percent of students eligible for free or reduced-price lunch						
Less than 10	10.5	6.5!	11.7!	10.5	6.1	4.8
10–24	14.5	3.1	16.4	14.5	8.0	7.2
25–49	13.6	4.9	18.6	13.6	7.8	9.5
50–74	12.3	15.0	16.5!	12.3	14.8	8.3
75 or more	13.9	17.0!	12.6!	13.9	12.2	8.1

!Interpret data with caution (estimates are unstable).

NOTE: Major refers to a teacher's primary fields of study for a bachelor's, master's, doctorate, first-professional, or education specialist degree. Middle school grade teachers include teachers who taught students in grades 5–9 and did not teach any students in grades 10–12. High school grade teachers include all teachers who taught any of grades 10–12, as well as teachers who taught grade 9 and no other grades. See *supplemental note 1* for more information on the National School Lunch Program.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Survey" and "Public Charter School Survey."

## Parental Choice of Schools

**Table 25-1. Number and percentage distributions of students in grades 1–12 by type of school attended, by student and household characteristics: Selected years 1993–2003**

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

See notes at end of table.



## Parental Choice of Schools

**Table 25-1. Number and percentage distributions of students in grades 1–12 by type of school attended, by student and household characteristics: Selected years 1993–2003—Continued**

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

<sup>1</sup>Black includes African American and Hispanic includes Latino. Other includes Asian/Pacific Islander, Native Hawaiian, American Indian, Alaska Native, and more than one race. Racial categories exclude Hispanic origin.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded." Detail may not sum to totals because of rounding. See *supplemental note 7* for information on poverty status, parents' level of education, region, and community type.

SOURCE: U.S. Department of Education, NCES, School Readiness Survey of the 1993 National Household Education Surveys Program (NHES) (SR–NHES:1993), School Safety and Discipline Survey of the 1993 NHES (SS&D–NHES:1993), Parent and Family Involvement/Civic Involvement Survey of the 1996 NHES (PFI/CI–NHES:1996), Parent Survey of the 1999 NHES (Parent–NHES:1999), and Parent and Family Involvement in Education Survey of the 2003 NHES (PFI–NHES:2003).

## Parental Choice of Schools

**Table 25-2. Percentage of students in grades 1–12 whose parents reported having the opportunity to send them to a chosen public school and the distribution of these students by type of school attended, student, and household characteristics: 2003**

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

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

<sup>2</sup>Black includes African American and Hispanic includes Latino. Other includes Asian/Pacific Islander, Native Hawaiian, American Indian, Alaska Native, and more than one race. Racial categories exclude Hispanic origin.

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded" and 188 students whose parents could not differentiate whether their child's school was their assigned or chosen school. Detail may not sum to totals because of rounding. See *supplemental note 1* for information on household income, parents' level of education, region, and community type.

SOURCE: U.S. Department of Education, NCES, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES) (PFI–NHES:2003).

## Parental Choice of Schools

**Table 25-3. Percentage of students in grades 1–12 whose parents reported moving to current neighborhood for the school, by type of school, student, and household characteristics: 2003**

Type of school, student, or household characteristic	Parents moved to neighborhood for the school
<b>Total</b>	<b>24</b>
School type	
Public, assigned	28
Public, chosen	19
Private, church-related	9
Private, not church-related	8
Race/ethnicity <sup>1</sup>	
Black	18
White	25
Other	24
Hispanic	26
Poverty status	
Poor	22
Near-poor	21
Nonpoor	26
Parents' education	
Less than high school	21
High school diploma or equivalent	23
Some college, including vocational/technical	23
Bachelor's degree	25
Graduate/professional degree	29
Community type	
Urban, inside of urbanized areas	26
Urban, outside of urbanized areas	18
Rural	21

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

NOTE: Includes homeschooled students enrolled in public or private schools for 9 or more hours per week. Excludes students classified as "ungraded." Detail may not sum to totals because of rounding. See *supplemental note 7* for information on poverty status, parents' level of education, and community type.

SOURCE: U.S. Department of Education, NCES, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES) (PFI–NHES:2003).

## Characteristics of School Principals

**Table 26-1. Percentage distribution of school principals by selected individual characteristics, by level and control of the school: 1999–2000**

Individual characteristic	All principals <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
<b>Total</b>	<b>100.0</b>	<b>76.7</b>	<b>79.0</b>	<b>21.0</b>	<b>23.3</b>	<b>88.5</b>	<b>11.5</b>
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 above	23.7	24.3	21.9	33.6	21.4	20.6	27.3
Race/ethnicity <sup>2</sup>							
American Indian	0.7	0.7	0.7	0.6!	1.1	1.1	0.9!
Asian/Pacific Islander	0.9	1.0	0.7!	1.9	0.7!	0.8!	0.3!
Black	9.8	11.1	11.8	8.1	7.6	8.4	1.3!
White	83.9	82.2	81.2	86.2	86.6	85.6	94.5
Hispanic	4.7	5.1	5.6	3.2	4.0	4.1	3.1!
Type of 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 <sup>3</sup>	28.1	29.5	34.6	9.9	29.6	31.3	16.0
Doctoral/first-professional	9.8	8.9	9.7	6.1	11.5	11.6	10.9

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

<sup>1</sup>Includes principals of combined elementary and secondary schools.

<sup>2</sup>American Indian includes Alaska Native, Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

<sup>3</sup>Teachers and principals who have completed a number of courses or credits beyond receipt of a master's degree are known as "education specialists." In most state and district salary schedules, such post-master's coursework qualifies teachers and principals for increases in their salary. Qualifying courses can take many forms and may or may not involve the receipt of a certificate or award. Typically, the completion of several such courses is required to be considered to be an "education specialist."

NOTE: Detail may not sum to totals because of rounding. Data for principals of combined elementary and secondary schools not shown separately. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, "Public School Principal Survey," "Public Charter School Principal Survey," and "Private School Principal Survey."

## Characteristics of School Principals

**Table 26-2. Percentage distribution of school principals by selected professional characteristics, by level and control of the school: 1999–2000**

Professional characteristic	All principals <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
<b>Total</b>	<b>100.0</b>	<b>76.7</b>	<b>79.0</b>	<b>21.0</b>	<b>23.3</b>	<b>88.5</b>	<b>11.5</b>
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 before 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							
Less than \$30,000	7.1	6.1	0.4!	27.4	2.3	0.1!	18.6
\$30,000–44,999	12.3	12.4	4.2	43.0	6.9	5.0	20.4
\$45,000–59,999	25.7	26.5	28.5	19.2	24.7	24.7	24.3
\$60,000–74,999	31.6	32.9	40.2	5.2	34.4	36.5	19.1
\$75,000–99,999	21.0	20.4	25.1	3.3	27.9	30.4	9.4
\$100,000 or more	2.4	1.7	1.6	1.9	3.9	3.3	8.2

!Interpret data with caution (estimates are unstable).

<sup>1</sup>Includes principals of combined elementary and secondary schools.

NOTE: Detail may not sum to totals because of rounding. Data for principals of combined elementary and secondary schools not shown separately. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Principal Survey,” “Public Charter School Principal Survey,” and “Private School Principal Survey.”

## Characteristics of School Principals

**Table 26-3. Percentage of school principals who reported that they have a high degree of influence over specific school governance functions, by level and control of the school: 1999–2000**

School governance function	All principals <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Setting performance standards for students	42.3	42.1	36.3	64.1	37.2	33.1	69.2
Establishing curriculum	39.8	38.4	30.8	67.2	36.5	32.6	66.4
Evaluating teachers at school	80.7	81.1	80.3	84.1	80.9	79.8	89.5
Hiring new full-time teachers	76.6	76.4	74.3	84.4	76.6	74.6	92.2
Setting disciplinary policy	72.1	72.1	69.2	83.1	70.4	68.0	89.7
Deciding how to spend school budget	52.5	53.8	50.5	66.3	46.1	43.9	63.2

<sup>1</sup>Includes principals of combined elementary and secondary schools.

NOTE: Data for principals of combined elementary and secondary schools not shown separately. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Principal Survey,” “Public Charter School Principal Survey,” and “Private School Principal Survey.”

**Table 26-4. Percentage of school principals who reported that they engaged in selected professional and managerial activities every day, by level and control of the school: 1999–2000**

Professional activity	All principals <sup>1</sup>	Elementary			Secondary		
		All	Public	Private	All	Public	Private
Supervise and evaluate faculty and other staff	44.5	45.7	49.4	31.7	44.7	45.7	36.7
Guide the development and evaluation of curriculum and instruction	24.9	27.0	28.6	20.7	21.0	21.1	19.8
Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)	50.7	53.7	56.2	44.0	45.7	45.8	45.1
Provide and engage staff in professional development activities	7.9	7.9	8.3	6.8	7.6	7.6	7.7
Build professional community among faculty and other staff	38.7	40.7	41.5	37.7	35.5	35.4	35.9
Maintain the physical security of students, faculty, and other staff	83.2	84.9	87.1	76.3	82.6	84.4	68.9
Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)	79.0	80.3	82.7	71.1	79.3	80.3	71.6

<sup>1</sup>Includes principals of combined elementary and secondary schools.

NOTE: Data for principals of combined elementary and secondary schools not shown separately. See *supplemental note 3* for more information on the Schools and Staffing Survey (SASS).

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Principal Survey,” “Public Charter School Principal Survey,” and “Private School Principal Survey.”

## High School Guidance Counseling

**Table 27-1. Number of public high school guidance staff, counselors, and certified counselors, and the number of students per guidance staff and per counselor, by selected school characteristics: 2002**

School characteristic	Total number of guidance staff <sup>1</sup>	Total number of counselors	Number of certified counselors	Number of students per guidance staff	Number of students per counselor
<b>Total</b>	<b>49,500</b>	<b>43,400</b>	<b>40,900</b>	<b>249</b>	<b>284</b>
<b>Enrollment</b>					
Less than 400	7,500	6,500	5,500	131	150
400–799	8,300	7,300	7,000	225	256
800–1,199	8,900	7,900	7,600	250	282
1,200–1,999	15,100	13,400	12,900	279	316
2,000 or more	9,700	8,300	7,900	313	365
<b>School locale</b>					
Central city	11,900	10,200	9,600	273	318
Urban fringe/large town	18,300	16,200	15,700	269	303
Small town	5,800	5,000	4,800	261	300
Rural	13,500	11,900	10,800	196	221
<b>Percent college bound</b>					
Less than 50	4,800	4,000	3,600	221	265
50–74	17,100	15,000	13,900	259	296
75 or more	27,300	24,200	23,200	247	279
<b>Percent minority</b>					
Less than 10	17,800	16,000	15,000	231	256
10–24	9,500	8,300	7,800	241	278
25–49	8,600	7,400	7,000	262	306
50–74	6,200	5,300	5,100	275	323
75 or more	6,900	6,100	5,600	269	305
<b>Region</b>					
Northeast	10,000	9,100	8,900	204	222
Southeast	16,300	14,300	13,400	272	312
Central	12,900	11,500	10,900	237	266
West	10,200	8,400	7,700	271	330
<b>Vocational courses per 100 students</b>					
Fewer than 3	20,500	18,000	17,200	282	321
3–6	17,600	15,400	14,600	254	288
More than 6	10,500	9,200	8,300	176	204

<sup>1</sup>Guidance staff includes guidance counselors and paraprofessionals.

NOTE: See *supplemental note 3* for more information on the Fast Response Survey System (FRSS). See *supplemental note 1* for more information on school locale and region. Detail may not sum to totals because of missing data.

Some numbers revised from previously published data.

SOURCE: Parsad, B., Alexander, D., Farris, E., and Hudson, L. (2003). *High School Guidance Counseling* (NCES 2003–015), table 12 and previously unpublished tabulation (October 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on High School Guidance Counseling," FRSS 80, 2002.

## High School Guidance Counseling

**Table 27-2. Percentage distribution of public high schools indicating which goals their guidance programs emphasized most, by selected school characteristics: 2002**

School characteristic	Help students plan and prepare for their work roles after high school	Help students with personal growth and development	Help students plan and prepare for postsecondary schooling	Help students with their academic achievement in high school
<b>Total</b>	<b>8</b>	<b>17</b>	<b>26</b>	<b>48</b>
<b>Enrollment</b>				
Less than 400	12	21	30	36
400–799	7	20	29	45
800–1,199	5!	13	27	55
1,200–1,999	4!	14	20	62
2,000 or more	7!	8	14	72
<b>School locale</b>				
Central city	7!	15	19	59
Urban fringe/large town	4	14	24	59
Small town	6!	18	24	51
Rural	11	20	30	39
<b>Percent college bound</b>				
Less than 50	11!	17	20	52
50–74	8	19	27	46
75 or more	7	16	27	49
<b>Percent minority</b>				
Less than 10	9	19	30	41
10–24	6!	16	28	50
25–49	6!	14	22	57
50–74	6!	11	19	64
75 or more	10!	20	18	51
<b>Region</b>				
Northeast	4!	17	31	47
Southeast	8	17	24	51
Central	10	21	27	42
West	8!	12	25	55
<b>Vocational courses per 100 students</b>				
Fewer than 3	8	12	22	58
3–6	5	17	25	52
More than 6	11	21	30	38

!Interpret data with caution (estimates are unstable).

NOTE: These data come from a survey that was sent to the principal of each school in the sample with a letter introducing the study and requesting that the survey be completed by the school's lead counselor or other staff member who is responsible for providing counseling services at the schools. See *supplemental note 3* for more information on the Fast Response Survey System (FRSS). See *supplemental note 1* for more information on school locale and region. Detail may not sum to totals because of rounding. Some numbers revised from previously published data.

SOURCE: Parsad, B., Alexander, D., Farris, E., and Hudson, L. (2003). *High School Guidance Counseling* (NCES 2003–015), table 1 and 2 and previously unpublished tabulation (October 2003). Data from U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on High School Guidance Counseling," FRSS 80, 2002.



## Student Support Staff in Public Schools

**Table 28-1. Average number of teachers and student support staff, the percentage of schools with such staff, the percentage of schools with both full- and part-time staff, the ratio of such staff to all students, and the total number of full- and part-time staff in regular public schools, by school level and type of staff: 1999–2000**

Type of school staff	Average total number per school <sup>1</sup>	Percent of schools with such staff <sup>2</sup>	Percent of schools with both full- and part-time staff	Average number of students per staff in schools with such staff <sup>3</sup>	Total	Full-time total	Part-time total
<b>Elementary, regular public</b>							
<b>Teachers</b>	<b>32.1</b>	<b>100</b>	<b>64</b>	<b>15</b>	<b>1,843,000</b>	<b>1,698,700</b>	<b>144,300</b>
Licensed or certified professionals							
School counselors	1.1	79	6	362	62,700	38,200	24,500
Nurses	0.9	81	2	455	51,400	19,900	31,500
Social workers	0.5	44	1	450	28,800	6,700	22,200
Psychologists	0.8	74	1	471	46,400	6,700	39,700
Speech therapists	1.2	96	7	406	66,600	22,200	44,400
Other professionals	1.0	45	4	247	55,000	21,500	33,500
Aides							
Teacher aides							
Special education aides	3.4	84	12	126	195,100	152,000	43,000
Regular Title I aides	1.3	41	4	145	76,300	48,600	27,700
Bilingual/ESL teacher aides	0.7	32	2	283	37,700	16,500	21,200
Other teacher aides	1.9	53	4	130	111,000	76,100	34,900
Health and other noninstructional aides							
	0.6	31	2	293	33,500	16,500	16,900
<b>Secondary, regular public</b>							
<b>Teachers</b>	<b>52.5</b>	<b>100</b>	<b>67</b>	<b>15</b>	<b>892,300</b>	<b>841,500</b>	<b>50,800</b>
Licensed or certified professionals							
School counselors	2.6	98	10	307	44,200	39,400	4,800
Nurses	0.9	79	3	733	15,800	7,600	8,100
Social workers	0.5	41	2	748	9,000	3,500	5,500
Psychologists	0.8	67	2	812	13,000	3,400	9,600
Speech therapists	0.9	83	1	785	15,300	2,400	12,900
Other professionals	0.9	43	4	429	15,900	8,000	7,900
Aides							
Teacher aides							
Special education aides	3.6	86	9	199	61,900	49,300	12,600
Regular Title I aides	0.3	15	1	364	5,700	3,700	2,000
Bilingual/ESL teacher aides	0.5	27	1	666	7,800	4,300	3,500
Other teacher aides	0.4	18	1	334	7,000	4,700	2,300
Health and other noninstructional aides							
	0.5	25	1	588	7,700	4,700	3,000

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

<sup>2</sup>This measure is intended to reveal how many schools have any access to such staff; it does not distinguish between the full- and part-time status of such staff.

<sup>3</sup>The average number of students per staff is based on the total number of full- and part-time staff. These differ from pupil/teacher ratios which 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.

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

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Survey” and “Public Charter School Survey.”

## Student Support Staff in Public Schools

**Table 28-2. Average number of teachers and student support staff, the percentage of schools with such staff, the percentage of schools with both full- and part-time staff, the ratio of such staff to all students, and the total number of full- and part-time staff in regular public schools, by school poverty status and type of staff: 1999–2000**

Type of school staff	Average total number per school <sup>1</sup>	Percent of schools with such staff <sup>2</sup>	Percent of schools with both full- and part-time staff	Average number of students per staff in schools with such staff <sup>3</sup>	Total	Full-time total	Part-time total
<b>High poverty, regular public</b>							
<b>Teachers</b>	<b>34.9</b>	<b>100</b>	<b>49</b>	<b>15</b>	<b>408,600</b>	<b>390,100</b>	<b>18,500</b>
Licensed or certified professionals							
School counselors	1.3	81	6	356	14,800	10,600	4,200
Nurses	0.9	81	3	477	11,100	4,700	6,300
Social workers	0.6	48	3	487	7,000	2,200	4,800
Psychologists	0.8	68	2	522	9,100	1,800	7,400
Speech therapists	1.2	94	6	448	13,500	4,000	9,500
Other professionals	0.9	43	4	298	10,500	5,100	5,400
Aides							
Teacher aides							
Special education aides	3.0	79	5	148	35,400	30,100	5,200
Regular Title I aides	2.3	62	4	142	27,100	19,200	7,800
Bilingual/ESL teacher aides	1.3	38	3	195	15,200	7,800	7,400
Other teacher aides	1.8	52	2	150	20,500	16,200	4,300
Health and other noninstructional aides							
	0.6	30	2	308	7,500	4,900	2,500
<b>Low poverty, regular public</b>							
<b>Teachers</b>	<b>44.7</b>	<b>100</b>	<b>74</b>	<b>15</b>	<b>756,400</b>	<b>696,100</b>	<b>60,300</b>
Licensed or certified professionals							
School counselors	1.7	80	8	320	31,200	24,800	6,400
Nurses	0.9	82	2	591	16,700	8,300	8,400
Social workers	0.6	46	2	576	9,900	3,100	6,800
Psychologists	0.9	82	3	588	16,800	3,700	13,100
Speech therapists	1.1	92	7	550	19,500	6,100	13,400
Other professionals	1.1	47	5	311	19,300	8,600	10,700
Aides							
Teacher aides							
Special education aides	3.9	86	14	149	69,800	52,300	17,500
Regular Title I aides	0.4	14	1	219	6,600	3,400	3,200
Bilingual/ESL teacher aides	0.4	26	1	542	6,600	2,000	4,600
Other teacher aides	1.4	40	5	158	25,000	13,300	11,700
Health and other noninstructional aides							
	0.7	33	2	372	11,700	4,900	6,800

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

<sup>2</sup>This measure is intended to reveal how many schools have any access to such staff; it does not distinguish between the full- and part-time status of such staff.

<sup>3</sup>The average number of students per staff is based on the total number of full- and part-time staff. These differ from pupil/teacher ratios which 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.

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 eligible for free or reduced-price lunch; low-poverty schools are those where less than 15 percent of students are eligible for free or reduced-price lunch. Data for combined elementary and secondary schools and for ungraded schools are excluded. See *supplemental note 3* for information on the Schools and Staffing Survey (SASS). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), 1999–2000, “Public School Survey” and “Public Charter School Survey.”

## Employees Who Study

**Table 29-1. Percentage distribution of 1995–96 beginning postsecondary students age 24 and above with a degree goal by highest degree attained in June 2001, by student/employee role when first enrolled and degree goal : 2001**

Degree goal	No degree attained, not enrolled in 2001	No degree attained, enrolled in 2001	Any degree or certificate attained	Highest degree attained		
				Certificate	Associate's	Bachelor's
<b>Students who work<sup>1</sup></b>						
<b>Total with degree or certificate goal</b>	<b>38.3</b>	<b>17.5</b>	<b>44.2</b>	<b>21.8</b>	<b>12.8</b>	<b>9.7</b>
Certificate goal	42.5	4.3 <sup>‡</sup>	53.2	51.6	1.7	‡
Associate's degree goal	38.1	27.0	34.9	8.6	21.1	5.2
Bachelor's degree goal	32.4	16.6	51.1	5.9	11.2	34.1
<b>Employees who study<sup>1</sup></b>						
<b>Total with degree or certificate goal</b>	<b>54.8</b>	<b>8.4</b>	<b>36.8</b>	<b>28.1</b>	<b>7.1</b>	<b>1.6</b>
Certificate goal	46.1	5.9 <sup>‡</sup>	48.0	44.9	3.1	‡
Associate's degree goal	62.6	5.7	31.7	22.1	9.5	0.1
Bachelor's degree goal	53.6	19.6	26.7	9.1	9.4	8.2

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

<sup>‡</sup>Reporting standards not met (too few cases).

<sup>1</sup>Students were asked if they had any jobs for pay during the academic year including work study and assistantships. If the student reported any jobs for pay, they were then asked, "While you were enrolled and working, would you say you were primarily a student working to meet expenses or an employee who decided to enroll in school?"

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

SOURCE: Berker, A., and Horn, L. (2003). *Work First, Study Second: Adult Undergraduates Who Combine Employment and Postsecondary Enrollment* (NCES 2003–167), table 19. Data from U.S. Department of Education, NCES, 1995/96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

## Top 30 Postsecondary Courses

Table 30-1. The top 30 postsecondary courses completed by bachelor's degree recipients who graduated from high school in 1972, 1982, and 1992

Class of 1972		Class of 1982		Class of 1992	
Course	Percentage of credits earned	Course	Percentage of credits earned	Course	Percentage of credits earned
English composition	2.9	English composition	3.1	English composition	3.2
General biology	1.9	Introduction to economics	2.4	General psychology	1.8
General psychology	1.9	Calculus	2.0	Calculus	1.8
General chemistry	1.9	General chemistry	1.8	General chemistry	1.8
Calculus	1.6	General psychology	1.7	General biology	1.7
Introduction to economics	1.5	Introduction to accounting	1.7	Spanish: introductory, intermediate	1.7
U.S. history surveys	1.5	General biology	1.3	Introduction to economics	1.6
Physical education activities	1.5	Advanced accounting	1.3	U.S. history surveys	1.4
General physics	1.4	General physics	1.3	World/western civilization	1.3
Music performance	1.3	U.S. history surveys	1.3	Introduction to sociology	1.1
Introduction to sociology	1.3	Spanish: introductory, intermediate	1.2	General physics	1.1
Spanish: introductory, intermediate	1.1	Precalculus	1.1	Introduction to accounting	1.0
World/western civilization	1.1	Introduction to sociology	1.1	U.S. government	0.9
Advanced accounting	1.1	World/western civilization	1.0	Precalculus	0.9
U.S. government	1.0	Physical education activities	1.0	Student teaching	0.9
Literature: introductory, general	1.0	Business law	0.9	College algebra	0.9
Introduction to accounting	1.0	Management: general	0.9	Advanced accounting	0.9
French: introductory, intermediate	0.9	U.S. government	0.9	Statistics (mathematics)	0.8
Introduction to communications	0.9	Computer programming	0.9	Music performance	0.8
Organic chemistry	0.8	Marketing management	0.9	Organic chemistry	0.7
Art history	0.8	College algebra	0.9	Literature: introductory, general	0.7
American literature	0.8	Corporate finance	0.9	American literature	0.7
Developmental psychology	0.7	Statistics (mathematics)	0.8	Physical education activities	0.7
Student teaching	0.7	Music performance	0.8	Oral communication	0.6
Statistics (mathematics)	0.7	Introduction to communications	0.8	Introduction to philosophy	0.6
General geology	0.7	French: introductory, intermediate	0.7	French: introductory, intermediate	0.6
Business law	0.7	Art history	0.7	Corporate finance	0.6
English literature	0.7	Literature: introductory, general	0.7	Bible studies	0.6
Management: general	0.6	Organic chemistry	0.6	Marketing management	0.6
German: introductory, intermediate	0.6	Student teaching	0.6	Introduction to computing	0.6
<b>Total percentage of credits</b>	<b>34.6</b>		<b>35.3</b>		<b>32.5</b>

NOTE: Courses in bold are in the top 30 for each cohort. See supplemental note 6 for description of the transcript studies on which this indicator is based. Detail may not sum to totals because of rounding.

SOURCE: Adelman, C. (forthcoming). *The Empirical Core Curriculum: Changes in Postsecondary Course-Taking: 1972–2000*, table 2.1. Data from U.S. Department of Education, NCES, National Longitudinal Study of the High School Class of 1972, "Fifth Follow-Up" (NLS:72/86); High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B-So:PETS); and National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, Postsecondary Education Transcript Survey, 2000."

## Top 30 Postsecondary Courses

**Table 30-2.** The top 30 postsecondary courses completed by bachelor's degree recipients who graduated from high school in 1992, by selectivity of institution awarding the bachelor's degree

Highly selective		Selective		Nonselective	
Course	Percentage of credits earned	Course	Percentage of credits earned	Course	Percentage of credits earned
Calculus	4.0	English composition	2.7	English composition	3.5
General chemistry	3.3	General chemistry	2.2	General psychology	1.9
General physics	2.4	Introduction to economics	1.9	General biology	1.7
Introduction to economics	1.8	Spanish: introductory, intermediate	1.8	Spanish: introductory, intermediate	1.6
English composition	1.7	Calculus	1.8	U.S. history surveys	1.6
Chemical engineering	1.7	General biology	1.7	General chemistry	1.5
General biology	1.5	General psychology	1.6	World/western civilization	1.5
Spanish: introductory, intermediate	1.5	U.S. history surveys	1.4	Introduction to economics	1.4
Organic chemistry	1.4	General physics	1.3	Introduction to sociology	1.2
Mechanical engineering	1.4	Precalculus	1.2	Student teaching	1.2
General psychology	1.3	World/western civilization	1.1	College algebra	1.1
Electrical engineering	1.2	Introduction to accounting	1.0	Introduction to accounting	1.0
Art history	1.0	Introduction to sociology	0.9	Advanced accounting	1.0
Spanish: advanced	1.0	French: introductory, intermediate	0.9	U.S. government	1.0
World/western civilization	0.9	Advanced accounting	0.8	Calculus	0.9
American literature	0.8	U.S. government	0.8	Music performance	0.9
Statistics (mathematics)	0.8	Statistics (mathematics)	0.8	Precalculus	0.8
French: introductory, intermediate	0.7	Organic chemistry	0.8	General physics	0.8
Physics with calculus	0.7	French: advanced	0.8	Literature: introductory, general	0.8
English literature	0.7	Electrical engineering	0.8	Physical education activities	0.8
Differential equations	0.7	Mechanical engineering	0.7	Oral communication	0.8
Non-Western religion	0.7	College algebra	0.6	Statistics (mathematics)	0.8
Women's studies: general	0.7	Architecture	0.6	American literature	0.7
International relations	0.7	Corporate finance	0.6	Introduction to philosophy	0.7
Advanced mathematics	0.7	Music performance	0.6	Bible studies	0.7
Literature: special topics	0.6	Marketing management	0.6	Introduction to computing	0.7
Precalculus	0.6	Advanced mathematics	0.6	Marketing management	0.7
Cultural anthropology	0.6	American literature	0.6	Management: general	0.6
Ethics	0.6	Drama: acting	0.5	Corporate finance	0.6
Material engineering	0.6	Ethics	0.5	Public speaking	0.6
<b>Total percentage of credits</b>	<b>36.6</b>		<b>32.2</b>		<b>33.1</b>

NOTE: Courses in bold are in the top 30 for each level of selectivity. See supplemental note 6 for description of the transcript studies on which this indicator is based and definitions of the selectivity categories. Detail may not sum to totals because of rounding.

SOURCE: Adelman, C. (forthcoming). *The Empirical Core Curriculum: Changes in Postsecondary Course-Taking: 1972–2000*, table 2.7. Data from U.S. Department of Education, NCES, National Longitudinal Study of the High School Class of 1972, "Fifth Follow-Up" (NLS:72/86); High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B-So:PETS); and National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, Postsecondary Education Transcript Survey, 2000."

## Remedial Coursetaking

**Table 31-1. Number of entering freshmen at degree-granting institutions, and percentage of entering freshmen enrolled in remedial courses, by subject area and type of institution: Fall 1995 and 2000**

Type of institution	Number of entering freshmen (in thousands)	Percentage of entering freshmen enrolled in remedial courses in:			
		Reading, writing, or mathematics	Reading	Writing	Mathematics
<b>1995</b>					
<b>All institutions</b>	<b>2,100</b>	<b>28</b>	<b>12</b>	<b>16</b>	<b>22</b>
Public 2-year	936	40	19	24	32
Private 2-year <sup>1</sup>	53	26	11	19	23
Public 4-year	721	21	8	11	17
Private 4-year <sup>1</sup>	389	12	5	7	8
<b>2000</b>					
<b>All institutions</b>	<b>2,396</b>	<b>28</b>	<b>11</b>	<b>14</b>	<b>22</b>
Public 2-year	992	42	20	23	35
Private 2-year <sup>1</sup>	58	24	9	17	18
Public 4-year	849	20	6	9	16
Private 4-year <sup>1</sup>	497	12	5	7	8

<sup>1</sup>Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in 1995.

Remedial education includes "courses on reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the [sampled] institution." Detail may not sum to totals because of rounding.

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

## Remedial Coursetaking

**Table 31-2. Among degree-granting institutions that offered remedial courses, percentage distribution by the approximate length of time a student was enrolled in remedial courses at the institution, by type of institution: Fall 1995 and 2000**

Type of institution	Less than 1 year <sup>1</sup>	1 year <sup>1</sup>	More than 1 year <sup>1</sup>
		<b>1995</b>	
<b>All institutions</b>	<b>67</b>	<b>28</b>	<b>5</b>
Public 2-year	45	44	11
Private 2-year <sup>2</sup>	95	5	#
Public 4-year	69	28	3!
Private 4-year <sup>2</sup>	84	14	‡
		<b>2000</b>	
<b>All institutions</b>	<b>60</b>	<b>35</b>	<b>5</b>
Public 2-year	37	53	10
Private 2-year <sup>2</sup>	84	11!	‡
Public 4-year	62	35	3
Private 4-year <sup>2</sup>	83	16	‡

#Rounds to zero.

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

<sup>1</sup>Institutions were asked the average length of time their students spent enrolled in remedial courses and were given the following choices: less than 1 year (e.g., 1 semester or 2 quarters), 1 year, or more than 1 year.

<sup>2</sup>Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

NOTE: Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in 1995. Detail may not sum to totals because of rounding and not reporting where there are too few cases for a reliable estimate.

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 5. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.

## Remedial Coursetaking

**Table 31-3. Among degree-granting institutions that offered remedial courses in the given subjects, percentage distribution by the most frequent type of credit earned for remedial courses, by subject area and type of institution: Fall 1995 and 2000**

Type of institution	Reading				Writing				Mathematics			
	Degree credit, subject	Degree credit, elective	Institutional credit	No credit	Degree credit, subject	Degree credit, elective	Institutional credit	No credit	Degree credit, subject	Degree credit, elective	Institutional credit	No credit
<b>1995</b>												
<b>All institutions</b>	3	15	72	10	4	17	68	11	5	11	71	13
Public 2-year	1	8	81	9	2	8	81	9	2	7	80	11
Private 2-year <sup>1</sup>	‡	‡	‡	‡	‡	‡	‡	‡	‡	4!	65	20
Public 4-year	‡	16	73	9	6	11	70	12	‡	9	75	13
Private 4-year <sup>1</sup>	‡	36	51	11	4	40	46	9	9	23	55	14
<b>2000</b>												
<b>All institutions</b>	2	10	78	9	4	14	73	9	4	10	77	10
Public 2-year	2	4	87	7	2	5	86	7	2	4	87	7
Private 2-year <sup>1</sup>	‡	‡	‡	‡	‡	‡	81	9	9!	‡	81	8
Public 4-year	2	8	78	12	3	7	82	8	2	4	83	11
Private 4-year <sup>1</sup>	3	30	51	17	5!	37	45	14	6	25	54	15

!Interpret data with caution (estimates are unstable).

‡Reporting standards not met (too few cases).

<sup>1</sup>Data from private not-for-profit and for-profit institutions are reported together because there are too few private for-profit institutions in the sample to report them separately.

NOTE: In fall 1995 and 2000, institutions reported the most frequent type of credit they gave for remedial reading, writing, and mathematics courses from among the following options: degree credit that counts toward subject requirements; degree credit that counts toward elective requirements; institutional credit (e.g., counts toward financial aid, campus housing, or full-time student status, but does not count toward degree completion); or no credit. Data reported for fall 2000 are based on Title IV degree-granting institutions that enrolled freshmen in 2000. Data reported for fall 1995 are based on degree-granting institutions that enrolled freshmen in 1995. Detail may not sum to totals because of rounding and not reporting where there are too few cases for a reliable estimate.

SOURCE: Parsad, B., and Lewis, L. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004-010), table 8. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Remedial Education in Higher Education Institutions," fall 1995 and 2000.



## Distance Education at Postsecondary Institutions

**Table 32-1.** Total number of institutions that offered distance education courses, total number of enrollments in all distance education courses, and the number of enrollments in college-level, credit-granting distance education courses, by level and type of institution: 1997–98 and 2000–01

Type of institution	Total number of institutions	Number of institutions offering distance education courses	Total number of enrollments in all distance education courses	Number of enrollments in college-level, credit-granting distance education courses		
				Undergraduate and graduate levels	Undergraduate courses	Graduate/first-professional courses
<b>1997–98</b>						
<b>All institutions</b>	<b>5,010</b>	<b>1,680</b>	<b>1,661,000</b>	<b>1,364,000</b>	<b>1,082,000</b>	<b>281,000</b>
Public 2-year	1,230	760	714,000	691,000	691,000	‡
Public 4-year	610	480	711,000	453,000	290,000	163,000
Private 4-year	2,050	390	222,000	209,000	91,000	118,000
<b>2000–01</b>						
<b>All institutions</b>	<b>4,130</b>	<b>2,320</b>	<b>3,077,000</b>	<b>2,876,000</b>	<b>2,350,000</b>	<b>510,000</b>
Public 2-year	1,070	960	1,472,000	1,436,000	1,435,000	‡
Public 4-year	620	550	945,000	888,000	566,000	308,000
Private 4-year	1,800	710	589,000	480,000	278,000	202,000

‡Reporting standards not met (too few cases).

NOTE: The sample for the 1997–98 survey consisted of 2- and 4-year postsecondary institutions (both higher education and postsecondary institutions) in the 50 states and the District of Columbia. The 2000–01 survey consisted of 2- and 4-year Title IV-eligible, degree-granting institutions in the 50 states and the District of Columbia. The change was made because NCES shifted the way in which it categorizes postsecondary institutions. Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses to make reliable estimates. Data for private 2-year institutions are included in the totals. Enrollments may include duplicated counts of students because institutions were instructed to count a student enrolled in multiple courses for each course in which that student was enrolled. Detail may not sum to totals because of rounding, missing data, or because too few cases were reported for a reliable estimate for private 2-year institutions.

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), table 5; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), table 4. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), “Survey on Distance Education at Postsecondary Education Institutions,” 1998–99 and “Survey on Distance Education at Higher Education Institutions,” 2000–01.

## Distance Education at Postsecondary Institutions

**Table 32-2.** Percentage of 2- and 4-year postsecondary institutions offering any distance education courses, and among those, the percentage that had college-level degree or certificate programs designed to be completed through distance education, by level and type of institution: 1997–98 and 2000–01

Type of institution	Offered any distance education courses <sup>1</sup>	Programs designed to be completed totally through distance education						
		Institutions with distance education courses <sup>2</sup>	Degree programs			Certificate programs		
			Undergraduate degree programs <sup>3</sup>	Graduate/first-professional degree programs <sup>4</sup>	Degree programs at either level <sup>2</sup>	Undergraduate certificate programs <sup>3</sup>	Graduate/first-professional certificate programs <sup>4</sup>	Certificate programs at either level <sup>2</sup>
<b>1997–98</b>								
<b>All institutions</b>	<b>34</b>	<b>25</b>	<b>13</b>	<b>31</b>	<b>22</b>	<b>4</b>	<b>9</b>	<b>7</b>
Public 2-year	62	13	11	†	11	4	†	4
Public 4-year	78	39	18	34	38	4	8	10
Private 4-year	19	32	14	26	29	3	11	11
<b>2000–01</b>								
<b>All institutions</b>	<b>56</b>	<b>34</b>	<b>21</b>	<b>35</b>	<b>30</b>	<b>12</b>	<b>13</b>	<b>16</b>
Public 2-year	90	25	20	†	20	15	†	15
Public 4-year	89	53	28	43	48	13	18	25
Private 4-year	40	36	19	28	33	10	10	14

†Not applicable.

<sup>1</sup>1997–98 data based on the estimated 5,010 2- and 4-year postsecondary institutions in the nation; 2000–01 data based on the estimated 4,130 2- and 4-year Title IV-eligible, degree-granting institutions.

<sup>2</sup>1997–98 data based on the estimated 1,680 institutions that offered distance education courses in 1997–98; 2000–01 data based on the estimated 2,320 institutions that offered any distance education courses in 2000–01.

<sup>3</sup>1997–98 data based on the estimated 1,620 institutions that had undergraduate programs and that offered any distance education courses in 1997–98; 2000–01 data based on the estimated 2,170 institutions that had undergraduate programs and that offered any distance education courses in 2000–01.

<sup>4</sup>1997–98 data based on the estimated 750 institutions that had graduate or first-professional programs and that offered any distance education courses in 1997–98; 2000–01 data based on the estimated 1,080 institutions that had graduate or first-professional programs and that offered any distance education in 2000–01.

NOTE: Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: Lewis, L., Snow, K., Farris, E., and Levin, D. (1999). *Distance Education at Postsecondary Education Institutions: 1997–98* (NCES 2000–013), table 13; and Waits, T., and Lewis, L. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001* (NCES 2003–017), table 8. Data from U.S. Department of Education, NCES, Postsecondary Education Quick Information System (PEQIS), "Survey on Distance Education at Postsecondary Education Institutions," 1998–99 and "Survey on Distance Education at Higher Education Institutions," 2000–01.

## Care Arrangements for Children After School

**Table 33-1. Percentage of children in kindergarten through 8th grade who participated in various care arrangements after school, by child, family, and community characteristics: 2001**

Child, family, or community characteristic	Number of children (in thousands)	Parental care only	Any non-parental care	Types of nonparental care arrangement				
				Relative care	Non-relative care	Center- or school-based programs	Activities for supervision <sup>1</sup>	Self-care
<b>Total</b>	<b>35,743</b>	<b>49.7</b>	<b>50.3</b>	<b>16.9</b>	<b>6.4</b>	<b>18.7</b>	<b>7.3</b>	<b>13.3</b>
Child's grade								
K–2	11,778	51.7	48.3	19.5	9.6	21.4	5.0	1.6
3–5	12,343	50.9	49.1	17.9	6.5	20.3	8.2	8.4
6–8	11,622	46.2	53.8	13.2	3.2	14.2	8.8	30.4
Child's race/ethnicity <sup>2</sup>								
Black	5,822	34.2	65.8	25.3	6.3	28.9	9.6	18.1
White	22,144	53.7	46.3	14.8	6.5	15.2	6.7	12.6
Other	2,091	47.8	52.2	14.4	3.7	22.5	11.8	13.2
Hispanic	5,686	50.3	49.7	17.3	7.3	20.5	5.6	11.1
Parents' language spoken most at home								
Both/only parent(s) speak English	32,606	48.8	51.2	17.4	6.6	18.6	7.5	13.8
One of two parents speaks non-English language	636	53.6	46.4	12.1	6.9!	21.9	7.4!	11.6
Both/only parent(s) speaks non-English language	2,502	59.3	40.7	12.0	4.2	19.3	5.1	7.5
Mother's employment status <sup>3</sup>								
Full-time	16,067	32.2	67.8	26.1	9.5	23.1	8.7	18.3
Part-time	7,459	57.4	42.6	12.3	6.2	14.1	6.3	11.7
Not in labor force	10,952	74.6	25.4	4.8	1.5	13.2	5.8	5.6
Family type								
Two-parent household	24,809	56.4	43.6	12.9	5.5	16.1	6.7	11.9
One-parent household	9,924	33.4	66.6	26.4	9.0	24.6	8.7	16.8
Nonparent guardians	1,010	43.1	56.9	21.6	3.7!	23.0	9.9	15.3
Household income								
\$25,000 or less	10,671	47.8	52.2	19.3	6.3	20.8	6.9	13.7
\$25,001–50,000	9,542	48.7	51.3	19.6	5.7	17.3	6.7	14.0
\$50,001–75,000	7,608	51.6	48.4	15.6	6.3	17.4	6.8	12.9
More than \$75,000	7,922	51.3	48.7	11.7	7.7	18.8	9.0	12.4
Community type <sup>4</sup>								
Urban, inside of urbanized areas	22,673	48.3	51.7	16.6	6.2	21.2	7.2	13.1
Urban, outside of urbanized areas	4,465	52.9	47.1	17.1	6.0	13.9	6.2	15.5
Rural	8,605	51.5	48.5	17.6	7.2	14.6	8.3	12.7

!Interpret data with caution (estimates are unstable; standard error/mean estimate is greater than or equal to 0.3).

<sup>1</sup>Activities for supervision include extracurricular activities such as sports, arts, and clubs that are not associated with center- or school-based arrangements and that occur at least once a week. Parents can use such activities to provide children with adult supervision (nonparental care). Similar activities can also be undertaken because of children's personal interest and enjoyment and not primarily for the purpose of adult supervision.

<sup>2</sup>Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin. See *supplemental note 1* for information on the "other" category for race/ethnicity.

<sup>3</sup>Children without mothers (birth, adoptive, step, or foster) residing in the household are excluded from estimates of mother's employment status. Details do not sum to totals because of this exclusion.

<sup>4</sup>See *supplemental note 1* for information on community type.

NOTE: Homeschooled children are excluded. Some children participate in more than one type of nonparental care arrangement after school, so the sum of all arrangement types exceeds the total percentage of nonparental care arrangements. Detail may not sum to totals because of rounding. See the glossary for definitions of type of care arrangements. Estimates are revised from previously published data.

SOURCE: Kleiner, B., Nolin, M.J., and Chapman, C. (2004). *Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001* (NCES 2004–008), table 2. Data from U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES) (ASPA–NHES:2001).

## Care Arrangements for Children After School

**Table 33-2. Percentage of children in kindergarten through 8th grade who participated in selected before- and/or after-school care arrangements that required a fee, by type of care, average cost per hour paid by households, and selected household characteristics: 2001**

Care arrangement characteristic	Relative care	Nonrelative care	Center- or school-based programs
<b>Total (in thousands)</b>	<b>6,276</b>	<b>2,565</b>	<b>6,567</b>
Arrangement has a fee (percentage) <sup>1</sup>	19.0	72.0	58.0
	<b>Average cost per hour (in dollars) to households<sup>2</sup></b>		
All households	\$5.60	\$7.90	\$5.60
Households without financial help from outside			
Cost for one child only	4.70	4.20	5.40
Cost includes more than one child	6.50	12.20	10.00
Households with financial help from outside			
Cost for one child only	3.20	‡	4.50
Cost includes more than one child	6.00!	‡	5.10!

!Interpret data with caution (estimates are unstable; standard error/mean estimate is greater than or equal to 0.3).

‡Reporting standards not met.

<sup>1</sup>Children are excluded from the analysis if one type of arrangement required a fee and a second or third did not.

<sup>2</sup>Children are excluded from the analysis if one type of arrangement involved financial help and a second or third did not, or if one type of arrangement involved more than one child and another did not.

NOTE: Homeschooled children are excluded. Estimates for average cost per hour are based on both before- and/or after-school care arrangements; when asked about costs, respondents were not asked to distinguish between before- and/or after-school arrangements.

SOURCE: Kleiner, B., Nolin, M.J., and Chapman, C. (2004). *Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001* (NCES 2004-008), table 7. Data from U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES) (ASPA-NHES:2001).

## Children's Activities After School

Table 34-1. Percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by reason and whether any activity was provided by the child's school, grade, and type of activity: 2001

Grade and type of activity	Reason for participation		Did not participate in the type of activity	Activity was provided by child's school <sup>2</sup>
	Total	For the purpose of supervision <sup>1</sup>		
<b>Total</b>				
<b>Any activity</b>	<b>37.7</b>	<b>19.4</b>	<b>80.6</b>	<b>62.3</b>
Arts	16.5	21.8	78.2	83.5
Sports	26.7	18.3	81.7	73.3
Clubs	4.4	22.8	77.2	95.6
Academic activities	5.7	28.8	71.2	94.3
Community services	6.3	19.5	80.5	93.7
Religious activities	18.5	18.1	81.9	81.5
Scouts	8.3	15.5	84.5	91.7
Other	2.5	17.8	82.2	97.5
<b>Grades K–2</b>				
<b>Any activity</b>	<b>30.6</b>	<b>16.3</b>	<b>83.7</b>	<b>69.4</b>
Arts	11.8	20.2	79.8	88.2
Sports	20.2	13.8	86.2	79.8
Clubs	1.9	22.5!	77.5	98.1
Academic activities	3.2	25.7!	74.3	96.8
Community services	2.3	16.0!	84.0	97.7
Religious activities	13.0	17.5	82.5	87.0
Scouts	8.1	14.7	85.3	91.9
Other	1.5	11.8!	88.2	98.5
<b>Grades 3–5</b>				
<b>Any activity</b>	<b>40.7</b>	<b>20.1</b>	<b>79.9</b>	<b>59.3</b>
Arts	19.2	22.4	77.6	80.8
Sports	28.1	19.9	80.1	71.9
Clubs	4.1!	21.9	78.1	95.9
Academic activities	5.5	35.8	64.2	94.5
Community services	5.4!	19.1	80.9	94.6
Religious activities	20.1	17.5	82.5	79.9
Scouts	10.5	16.3	83.7	89.5
Other	2.3!	15.1	84.9	97.7

See notes at end of table.

## Children's Activities After School

**Table 34-1. Percentage of children enrolled in kindergarten through 8th grade who participated in after-school activities on a weekly basis, by reason and whether any activity was provided by the child's school, grade, and type of activity: 2001—Continued**

Grade and type of activity	Reason for participation			Did not participate in the type of activity	Activity was provided by child's school <sup>2</sup>
	Total	For the purpose of supervision <sup>1</sup>	Not for the purpose of supervision		
<b>Grades 6–8</b>					
<b>Any activity</b>	<b>41.7</b>	<b>21.1</b>	<b>78.9</b>	<b>58.3</b>	<b>65.8</b>
Arts	18.2	22.0	78.0	81.8	47.9
Sports	31.7	19.8	80.2	68.3	52.9
Clubs	7.2	23.4	76.6	92.8	94.6
Academic activities	8.6	25.2	74.8	91.4	76.3
Community services	11.4	20.5	79.5	88.6	36.0
Religious activities	22.4	19.1	80.9	77.6	4.6
Scouts	6.3	15.3	84.7	93.7	—
Other	3.6	22.3	77.7	96.4	40.4

— Not available.

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

<sup>1</sup>The percentage of children participating in a type of activity for the purpose of supervision includes children whose parents reported that some of the activity helped to cover the hours when adult supervision was required for the child.

<sup>2</sup>The percentage of children participating in any activity provided by their school includes children with at least one activity that the parent/respondent reported as being provided by their children's school.

NOTE: Includes children participating in one or more regularly scheduled activities that occur after school at least once each week. Homeschooled children and children whose parents reported that they participated in only before-school activities are excluded. Due to multiple responses, children who participated in more than one type of activity are reported under each type of activity in which they participated. Arts includes activities such as music, dance, or painting. Clubs includes activities such as yearbook, debate, or book club. Academic activities includes activities such as tutoring or math laboratory. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program (NHES) (ASPA–NHES:2001).

## Public Elementary and Secondary Expenditures

**Table 35-1. Total expenditures per student (in constant 2000–01 dollars) in fall enrollment in public school districts, by location: 1991–92, 1992–93, and 1994–95 to 2000–01**

Location	Total expenditures per student <sup>1</sup>									GCEI adjusted expendi- tures <sup>2</sup>	Percent change, total ex- penditures	Percent change, enrollment
	1991– 92	1992– 93	1994– 95	1995– 96	1996– 97	1997– 98	1998– 99	1999– 2000	2000– 01	1994– 95	1991–92 to 2000–01	1991–92 to 2000–01
<b>Total<sup>3</sup></b>	<b>\$6,945</b>	<b>\$7,148</b>	<b>\$7,352</b>	<b>\$7,318</b>	<b>\$7,445</b>	<b>\$7,697</b>	<b>\$8,045</b>	<b>\$8,377</b>	<b>\$8,700</b>	<b>\$7,268</b>	<b>25.3</b>	<b>12.0</b>
Large city	7,730	8,061	7,685	7,566	7,644	7,910	8,503	8,867	9,452	7,156	22.3	21.7
Midsize city	6,602	6,715	7,172	7,128	7,241	7,480	7,898	8,298	8,577	7,171	29.9	-23.7
Urban fringe of a large city	7,685	7,988	7,955	7,883	7,848	8,279	8,444	8,824	9,151	7,365	19.1	115.1
Urban fringe of a midsize city	7,124	7,160	6,876	6,824	7,288	7,244	7,538	7,658	7,900	6,968	10.9	7.3
Large town	6,443	6,513	6,536	6,256	6,482	6,644	6,897	7,255	7,532	6,888	16.9	-51.2
Small town	6,422	6,608	6,612	6,483	6,856	6,887	7,259	7,567	7,697	7,175	19.8	-48.9
Rural <sup>4</sup>	6,499	6,733	7,074	7,204	7,356	7,511	7,863	8,164	8,423	7,674	29.6	37.7

<sup>1</sup>Per student expenditures are in constant 2000–01 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about this index.

<sup>2</sup>The Geographic Cost of Education Index (GCEI) adjusts for differences in educational costs across geographical regions of the United States. The most recent GCEIs are from 1993–94, so only data for 1994–95 are adjusted using this index.

<sup>3</sup>Total excludes school districts that have not been assigned a location.

<sup>4</sup>Includes rural, within a metropolitan statistical area (MSA), and rural, outside an MSA.

NOTE: Total expenditures per student in fall enrollment include all expenditures allocable to per students costs divided by fall enrollment. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Expenditures for nonelementary and secondary programs that include community services, adult education, and other are excluded. See *supplemental note 1* for information on location.

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), "Public School District Universe Survey," 1991–92, 1992–93, and 1994–95 to 2000–01; "Public School District Financial Survey," 1991–92, 1992–93, and 1994–95 to 2000–01; and Geographic Cost of Education Indexes (GCEIs) available from the Education Finance Statistics Center (<http://nces.ed.gov/edfin/>).

## Public Elementary and Secondary Expenditures

**Table 35-2. Current expenditures per student (in constant 2000–01 dollars) in fall enrollment in public school districts, by location: 1991–92, 1992–93, and 1994–95 to 2000–01**

Location	Current expenditures per student <sup>1</sup>									GCEI adjusted expenditures <sup>2</sup>	Percent change, current expenditures
	1991–92	1992–93	1994–95	1995–96	1996–97	1997–98	1998–99	1999–2000	2000–01	1994–95	1991–92 to 2000–01
<b>Total<sup>3</sup></b>	<b>\$5,871</b>	<b>\$6,304</b>	<b>\$6,185</b>	<b>\$6,191</b>	<b>\$6,328</b>	<b>\$6,474</b>	<b>\$6,701</b>	<b>\$6,865</b>	<b>\$7,268</b>	<b>\$6,126</b>	<b>23.8</b>
Large city	6,696	7,298	6,520	6,494	6,543	6,749	7,122	7,326	7,892	6,082	17.9
Midsized city	5,555	5,924	6,073	6,123	6,286	6,417	6,663	6,986	7,401	6,088	33.2
Urban fringe of a large city	6,405	6,999	6,577	6,590	6,615	6,864	7,010	7,133	7,542	6,088	17.8
Urban fringe of a midsized city	6,042	6,361	5,734	5,725	6,102	5,953	6,173	6,293	6,559	5,824	8.5
Large town	5,427	5,816	5,664	5,429	5,689	5,730	6,033	6,181	6,477	5,967	19.3
Small town	5,425	5,779	5,664	5,540	5,855	5,860	6,146	6,275	6,598	6,155	21.6
Rural <sup>4</sup>	5,462	5,818	5,964	5,983	6,152	6,266	6,464	6,608	6,974	6,489	27.7

<sup>1</sup>Per student expenditures are in constant 2000–01 dollars, adjusted using the Consumer Price Index (CPI). See *supplemental note 9* for information about this index.

<sup>2</sup>The Geographic Cost of Education Index (GCEI) adjusts for differences in educational costs across geographical regions of the United States. The most recent GCEIs are from 1993–94, so only data for 1994–95 are adjusted using this index. For more information on the GCEI, see <http://nces.ed.gov/edfin>.

<sup>3</sup>Total excludes school districts that have not been assigned a location.

<sup>4</sup>Includes rural, within a metropolitan statistical area (MSA), and rural, outside an MSA.

NOTE: See *supplemental note 1* for information on location. See the Glossary for the definition of “current expenditure.”

SOURCE: U.S. Department of Education, NCES, Common Core of Data (CCD), “Public School District Universe Survey,” 1991–92, 1992–93, and 1994–95 to 2000–01 and “Public School District Financial Survey,” 1991–92, 1992–93, and 1994–95 to 2000–01.



## International Comparisons of Expenditures for Education

Table 36-1. Annual expenditures on public and private institutions per student and as a percentage of GDP for OECD countries, by level of education: 2000

Country	Expenditures on public and private institutions per student <sup>1</sup>		Expenditures on public and private institutions as a percentage of GDP			GDP per capita (in equivalent U.S. dollars converted using PPPs) <sup>2</sup>
	Elementary and secondary <sup>3</sup>	Post-secondary <sup>4</sup>	Elementary and secondary <sup>3</sup>	Post-secondary <sup>4</sup>	Total <sup>5</sup>	
<b>OECD mean</b>	<b>\$5,162</b>	<b>\$9,509</b>	<b>3.6</b>	<b>1.3</b>	<b>4.9</b>	<b>\$23,317</b>
Australia	5,867	12,854	4.3	1.6	5.9	26,325
Austria <sup>6</sup>	7,851	10,851	3.8	1.2	5.1	28,070
Belgium	5,732	10,771	3.6	1.3	4.9	26,392
Canada	5,947	14,983	3.6	2.6	6.2	28,130
Czech Republic	2,541	5,431	3.0	0.9	4.0	13,806
Denmark	7,467	11,981	4.2	1.6	5.7	28,755
Finland	5,292	8,244	3.5	1.7	5.2	25,357
France	6,214	8,373	4.2	1.1	5.4	25,090
Germany	5,779	10,898	3.4	1.0	4.6	26,139
Greece	3,696	3,402	2.8	0.9	3.8	15,885
Hungary	2,352	7,024	2.8	1.1	3.9	12,204
Iceland	6,293	7,994	—	0.9	5.8	28,143
Ireland	3,976	11,083	2.9	1.5	4.5	28,285
Italy	6,506	8,065	3.2	0.9	4.1	25,095
Japan	5,971	10,914	2.9	1.1	4.0	26,011
Korea	3,644	6,118	4.0	2.6	6.6	15,186
Luxembourg	—	—	—	—	—	48,239
Mexico	1,415	4,688	3.8	1.1	4.9	9,117
Netherlands	5,138	11,934	3.1	1.2	4.3	27,316
New Zealand	—	—	4.5	0.9	5.5	20,372
Norway <sup>6</sup>	7,399	13,353	3.7	1.3	4.9	36,242
Poland	1,988	3,222	3.7	0.8	4.5	9,547
Portugal <sup>6</sup>	—	4,766	4.1	1.1	5.2	16,780
Slovak Republic	1,732	4,949	2.8	0.8	3.6	11,278
Spain	4,636	6,666	3.3	1.2	4.5	20,195
Sweden	6,337	15,097	4.3	1.7	6.0	26,161
Switzerland	8,187	18,450	4.2	1.2	5.5	29,617
Turkey	—	4,121	2.4	1.0	3.4	6,211
United Kingdom	4,844	9,657	3.8	1.0	4.8	24,964
United States	7,397	20,358	3.9	2.7	6.6	34,602

— Not available.

<sup>1</sup>Per student expenditures are calculated based on public and private full-time-equivalent (FTE) enrollment figures for the 1999–2000 school year and on current expenditures and capital outlays from both public and private sources where data are available.

<sup>2</sup>GDP adjusted to national financial year.

<sup>3</sup>Includes postsecondary nontertiary data (International Standard Classification of Education [ISCED] level 4) for Belgium, Finland, Japan, Norway, Poland, Slovak Republic, Spain, and the United Kingdom.

<sup>4</sup>Includes all tertiary level data (ISCED levels 5A, 5B, and 6). Also, includes postsecondary nontertiary data (ISCED level 4) for Canada, Japan, and the United States.

<sup>5</sup>Total includes elementary/secondary, postsecondary, and postsecondary nontertiary expenditures.

<sup>6</sup>Data are for full- and part-time students.

NOTE: Educational expenditures are from public and private revenue sources. Purchasing Power Parity (PPP) indices are used to convert other currencies to U.S. dollars. Within-country consumer price indices are used to adjust the PPP indices to account for inflation because the fiscal year has a different starting date in different countries. Includes all institutions, public and private, with the exception of Greece, Hungary, Iceland, Italy, Norway, Poland, Switzerland, and Turkey, which include public institutions only. See *supplemental note 7* for more information on ISCED levels.

SOURCE: Organization for Economic Cooperation and Development (OECD), Center for Educational Research and Innovation. (2003). *Education at a Glance: OECD Indicators, 2003*. Data from tables B1.1, B2.1c, B6.2, and X2.1. OECD Education Database, unpublished data (2003).

## Institutional Aid at 4-Year Colleges and Universities

**Table 37-1.** Percentage of full-time undergraduates at 4-year institutions who received institutional merit-based grants, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and selected characteristics: 1992–93, 1995–96, and 1999–2000

Characteristic	1992–93		1995–96		1999–2000	
	Percent	Average amount	Percent	Average amount	Percent	Average amount
	<b>Public</b>					
<b>Total</b>	<b>7.4</b>	<b>\$2,700</b>	<b>7.0</b>	<b>\$2,900</b>	<b>9.6</b>	<b>\$2,800</b>
Dependency status						
Dependent	8.3	2,800	8.3	3,000	10.8	2,900
Independent	4.6	1,900	2.7	1,900	5.8	2,000
College grade-point average						
Less than 2.00	4.5	4,200	3.4	4,100	5.1	2,800
2.00–3.49	6.4	2,700	5.5	3,000	7.5	2,800
3.50 or higher	17.5	2,300	18.0	2,500	20.3	2,700
Family income						
Lowest quarter	7.3	2,200	7.6	3,300	8.2	2,500
Middle two quarters	7.7	3,000	7.0	2,700	10.1	2,800
Highest quarter	6.8	2,500	6.2	2,800	10.0	2,900
	<b>Private not-for-profit</b>					
<b>Total</b>	<b>17.1</b>	<b>\$4,400</b>	<b>21.2</b>	<b>\$4,700</b>	<b>28.9</b>	<b>\$5,000</b>
Dependency status						
Dependent	19.1	4,600	23.6	4,900	32.7	5,300
Independent	10.3	3,300	10.9	2,900	15.4	3,100
College grade-point average						
Less than 2.00	11.1	4,200	14.2	4,400	19.4	3,500
2.00–3.49	15.7	4,100	20.5	4,400	27.2	4,700
3.50 or higher	30.4	5,000	35.0	5,500	39.3	5,700
Family income						
Lowest quarter	15.2	3,600	18.3	4,300	22.6	4,100
Middle two quarters	21.4	4,600	25.0	4,900	32.0	4,900
Highest quarter	14.9	4,700	17.6	4,800	29.1	5,900

NOTE: Income quarters are described in *supplemental note 1*. Both dependent and independent students are included, but students' income quarters are determined with reference only to students with the same dependency status.

SOURCE: Horn, L., and Peter, K. (2003). *What Colleges Contribute: Institutional Aid to Full-Time Undergraduates Attending 4-Year Colleges and Universities* (NCES 2003–157), tables 2a and 2b, and U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

## Institutional Aid at 4-Year Colleges and Universities

**Table 37-2.** Percentage of full-time undergraduates at 4-year institutions who received institutional aid, and among recipients, the average amounts received (in constant 1999 dollars), by control of institution and selected characteristics: 1992–93, 1995–96, and 1999–2000

Characteristic	1992–93		1995–96		1999–2000	
	Percent	Average amount	Percent	Average amount	Percent	Average amount
	<b>Public</b>					
<b>Total</b>	<b>17.5</b>	<b>\$2,200</b>	<b>20.0</b>	<b>\$2,500</b>	<b>23.5</b>	<b>\$2,700</b>
Dependency status						
Dependent	17.7	2,400	20.6	2,700	24.3	2,800
Independent	16.8	1,700	18.1	1,800	20.8	2,100
College grade-point average						
Less than 2.00	13.0	2,500	12.4	2,500	14.3	2,400
2.00–3.49	16.2	2,200	18.7	2,500	21.1	2,600
3.50 or higher	31.6	2,300	35.1	2,600	38.1	2,900
Family income						
Lowest quarter	23.8	1,900	27.4	2,500	28.9	2,300
Middle two quarters	17.3	2,400	19.8	2,400	23.4	2,700
Highest quarter	12.3	2,400	12.6	2,700	17.6	3,200
	<b>Private not-for-profit</b>					
<b>Total</b>	<b>47.1</b>	<b>\$5,900</b>	<b>54.9</b>	<b>\$6,000</b>	<b>57.8</b>	<b>\$7,000</b>
Dependency status						
Dependent	49.9	6,300	58.6	6,400	64.3	7,500
Independent	37.3	4,100	39.2	3,300	34.5	3,900
College grade-point average						
Less than 2.00	45.7	5,300	49.0	4,700	50.4	4,600
2.00–3.49	47.0	5,600	56.2	5,700	58.7	6,800
3.50 or higher	56.3	6,300	64.7	6,500	61.8	7,800
Family income						
Lowest quarter	52.8	5,500	53.2	5,900	55.7	6,200
Middle two quarters	57.5	6,400	64.5	6,300	63.0	7,500
Highest quarter	35.0	5,500	40.9	5,500	51.2	6,800

NOTE: Income quarters are described in *supplemental note 1*. Both dependent and independent students are included, but students' income quarters are determined with reference only to students with the same dependency status.

SOURCE: Horn, L., and Peter, K. (2003). *What Colleges Contribute: Institutional Aid to Full-Time Undergraduates Attending 4-Year Colleges and Universities* (NCES 2003–157), tables 1a and 1b, and U.S. Department of Education, NCES, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93, 96, and 2000).

## Debt Burden of College Students

**Table 38-1.** Percentage of 1992–93 and 1999–2000 bachelor's degree recipients who had borrowed for their undergraduate education, average total amount borrowed by borrowers (in 1999 constant dollars), and among those in repayment a year later, average monthly salary and loan payment (in 2001 constant dollars) and median debt burden, by selected student characteristics

Characteristic	All graduates		Borrowers		Borrowers in repayment					
	Percent who had borrowed		Average amount borrowed		Average monthly salary		Average monthly loan payment		Median debt burden	
	1992–93	1999–2000	1992–93	1999–2000	1994	2001	1994	2001	1994	2001
<b>Total</b>	<b>49.3</b>	<b>65.4</b>	<b>\$12,100</b>	<b>\$19,300</b>	<b>\$2,400</b>	<b>\$2,800</b>	<b>\$160</b>	<b>\$210</b>	<b>6.7</b>	<b>6.9</b>
Sex										
Male	49.7	64.7	12,400	19,100	2,700	3,100	170	220	6.3	6.4
Female	48.9	65.9	11,800	19,500	2,100	2,600	160	210	7.0	7.3
Race/ethnicity <sup>1</sup>										
Asian/Pacific Islander	42.7	60.5	13,500	17,900	2,200	3,200	170	230	7.4	6.0
Black	64.1	79.8	11,400	19,800	2,100	2,800	170	190	6.9	6.1
White	47.8	63.7	12,300	19,700	2,400	2,800	170	210	6.7	7.2
Hispanic	60.7	70.6	9,500	17,000	2,200	3,200	150	190	5.7	6.0
Family income										
Dependent total	42.7	62.0	12,600	19,700	2,100	2,700	170	210	7.4	7.3
Lowest quarter	66.7	72.1	12,700	17,800	2,200	2,700	160	190	7.6	6.4
Lower middle quarter	45.1	68.1	10,800	19,100	2,100	2,600	160	220	6.9	8.0
Upper middle quarter	34.3	61.9	12,700	20,100	2,100	2,600	170	220	6.9	7.7
Highest quarter	24.3	45.6	15,300	23,300	2,200	2,900	230	220	7.9	6.6
Independent total	59.8	69.8	11,500	18,900	2,600	3,000	160	210	6.3	6.5
Baccalaureate degree major										
Business and management	46.1	60.2	12,200	17,200	2,500	3,300	160	200	5.9	5.6
Education	54.0	71.2	11,800	18,100	2,100	2,300	150	210	7.7	7.7
Engineering, mathematics, or science	53.5	62.9	11,800	19,500	2,500	3,500	170	220	5.8	5.8
Humanities or social sciences	44.9	66.5	11,700	20,500	2,000	2,500	170	200	7.7	7.6
Other	51.3	68.0	12,600	20,000	2,600	2,700	170	210	7.0	7.4
Amount borrowed (in 1999 dollars)										
Less than \$10,000	100.0	100.0	5,200	4,900	2,200	2,700	110	100	4.5	3.2
\$10,000–14,999	100.0	100.0	12,400	11,400	2,600	2,700	170	160	7.8	5.7
\$15,000–19,999	100.0	100.0	17,300	16,400	2,200	2,800	220	210	9.4	7.5
\$20,000–24,999	100.0	100.0	22,600	21,000	2,300	2,900	260	230	11.5	8.0
\$25,000 or more	100.0	100.0	40,600	38,400	2,900	3,000	330	310	12.0	9.9
Monthly salary in 1994/2001										
Lowest quarter	46.5	62.7	12,000	20,500	700	1,000	140	180	17.8	15.4
Lower middle quarter	53.1	68.6	11,500	18,700	1,400	2,000	150	190	8.7	8.6
Upper middle quarter	51.7	69.8	12,000	18,800	2,100	2,700	160	210	6.1	7.0
Highest quarter	48.8	64.3	13,000	20,200	3,900	4,300	190	230	4.3	5.0
Employment status in 1994/2001										
Employed full time	49.7	66.7	12,000	19,000	2,500	2,900	160	210	6.4	6.8
Employed part time	52.0	63.0	12,200	19,700	1,300	1,600	170	180	12.2	11.3

<sup>1</sup>Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, NCES, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

## Debt Burden of College Students

**Table 38-2.** Among 1992–93 and 1999–2000 bachelor's degree recipients who had borrowed for their undergraduate education and were in repayment, percentage distribution by average total amount borrowed (in 1999 constant dollars), by selected student and institutional characteristics

Student or institutional characteristic	Less than \$10,000		\$10,000–14,999		\$15,000–19,999		\$20,000–24,999		\$25,000 or more	
	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000	1992–93	1999–2000
<b>Total</b>	<b>48.2</b>	<b>17.5</b>	<b>22.6</b>	<b>17.7</b>	<b>14.4</b>	<b>21.5</b>	<b>8.0</b>	<b>17.2</b>	<b>6.8</b>	<b>26.1</b>
Sex										
Male	48.2	17.9	20.6	16.6	15.5	21.2	8.5	18.2	7.3	26.2
Female	48.3	17.3	24.1	18.5	13.6	21.7	7.6	16.5	6.5	26.0
Race/ethnicity <sup>1</sup>										
Asian/Pacific Islander	33.2	14.5	41.7	30.9	10.4	16.2	6.1	17.7	8.6	20.8
Black	46.9	14.2	22.2	14.9	18.0	23.1	7.7	18.3	5.3	29.5
White	47.6	17.1	22.2	17.2	14.8	22.0	8.6	17.8	6.9	25.9
Hispanic	64.1	23.7	18.0	18.3	8.7	20.3	4.0	10.8	5.1	26.9
Public 4-year										
Nondoctoral	56.0	22.1	22.7	20.1	11.9	19.9	6.2	16.5	3.3	21.4
Doctoral	58.9	26.6	24.1	23.7	10.4	17.9	4.9	14.2	1.8	17.7
Private not-for-profit 4 year										
Nondoctoral	36.0	9.3	20.7	13.5	18.8	24.6	11.5	18.7	13.1	34.0
Doctoral	39.5	11.5	20.8	15.8	19.9	27.6	9.3	17.9	10.5	27.2
Family income										
Dependent total	47.0	16.1	22.3	17.3	15.1	24.9	8.9	18.2	6.8	23.4
Lowest quarter	42.9	18.3	22.6	20.5	18.7	20.7	10.3	18.2	5.6	22.3
Lower middle quarter	53.3	11.0	23.4	17.3	11.0	25.5	7.4	21.6	4.9	24.6
Upper middle quarter	46.0	15.1	24.6	15.6	12.3	31.8	9.0	13.0	8.1	24.5
Highest quarter	48.5	21.8	15.0	13.8	16.0	22.1	7.0	20.5	13.5	21.8
Independent total	49.4	19.2	22.7	18.1	14.0	17.4	7.2	16.0	6.8	29.4
Baccalaureate degree major										
Business and management	55.1	20.2	18.3	17.1	12.9	26.8	6.7	17.3	7.1	18.7
Education	47.8	16.9	24.7	20.5	15.2	22.7	5.0	15.2	7.3	24.7
Engineering, mathematics, or science	48.1	19.1	19.7	16.7	17.1	19.0	7.7	18.4	7.4	26.9
Humanities or social sciences	49.3	16.2	25.3	17.3	12.1	18.6	8.2	18.5	5.2	29.5
Other	42.3	16.8	24.4	17.8	15.2	20.9	10.8	16.0	7.3	28.6
Monthly salary in 1994/2001										
Lowest quarter	50.7	16.9	21.7	20.1	14.6	22.8	7.7	17.2	5.3	23.1
Lower middle quarter	48.3	19.1	27.4	19.9	13.8	23.2	6.4	15.0	4.1	22.8
Upper middle quarter	49.3	16.7	22.1	16.3	14.4	22.1	7.9	18.2	6.3	26.8
Highest quarter	46.7	15.2	18.0	16.7	15.7	20.4	8.3	18.4	11.3	29.5
Employment status in 1994/2001										
Employed full time	48.2	17.1	22.7	17.6	14.2	22.2	8.1	17.2	6.8	26.0
Employed part time	46.0	19.4	23.1	22.3	16.1	18.6	8.8	16.7	6.0	23.1

<sup>1</sup>Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Racial categories exclude Hispanic origin.

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

SOURCE: U.S. Department of Education, NCES, 1993/94 and 2000/01 Baccalaureate and Beyond Longitudinal Studies (B&B:93/94 and B&B:2000/01).

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